



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Technical Education Charter School- Fresno COE

CDS Code: 10101080136291

School Year: 2023-24

LEA contact information:

Jonathan Delano

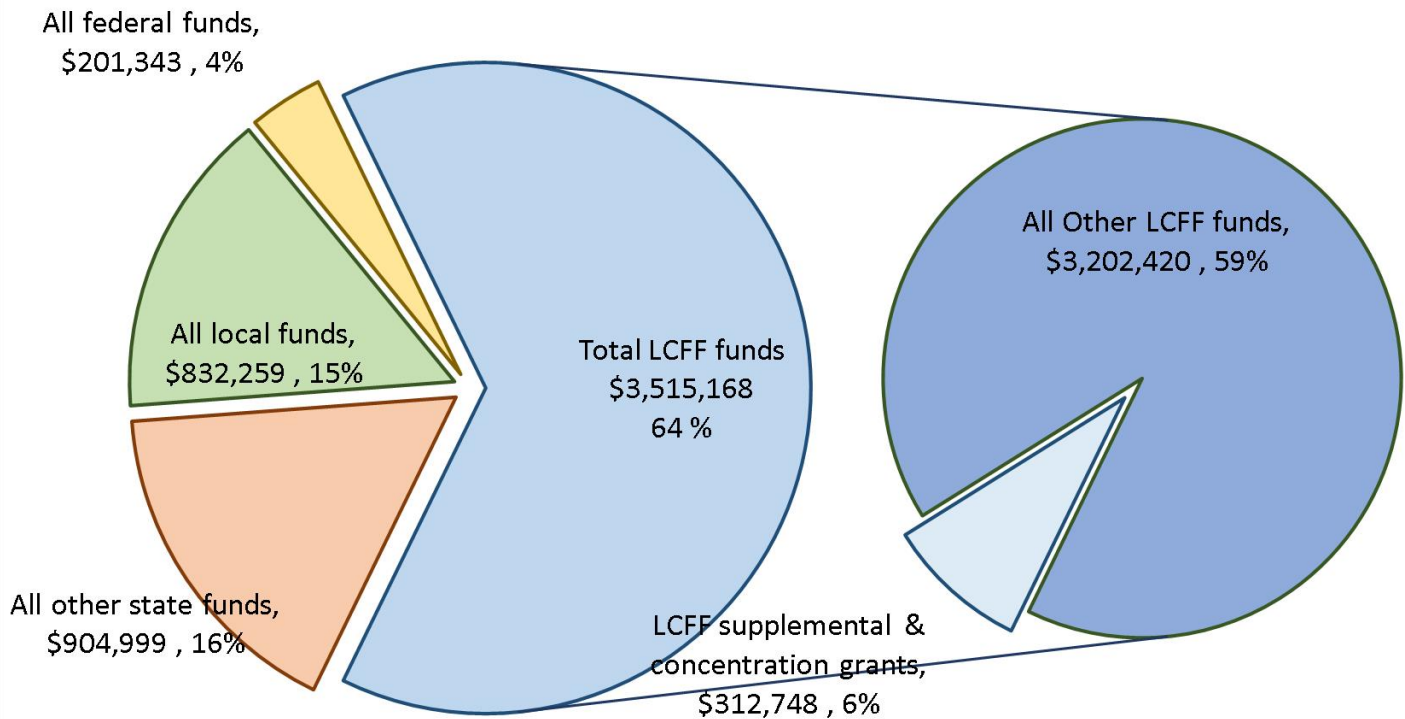
Director

559.443.4872

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 2023-24 School Year

Projected Revenue by Fund Source

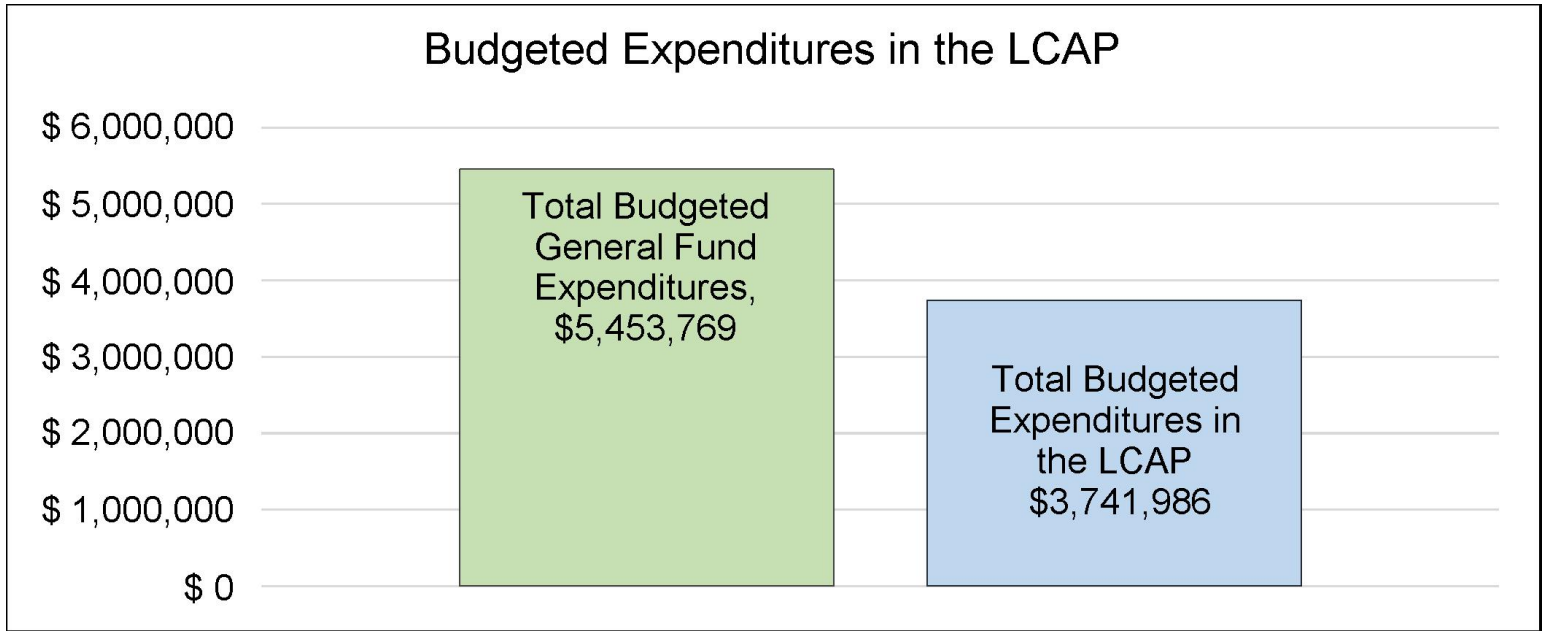


This chart shows the total general purpose revenue Career Technical Education Charter School- Fresno COE expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Technical Education Charter School- Fresno COE is \$5,453,769, of which \$3,515,168 is Local Control Funding Formula (LCFF), \$904,999 is other state funds, \$832,259 is local funds, and \$201,343 is federal funds. Of the \$3,515,168 in LCFF Funds, \$312,748 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 Career Technical Education Charter School- Fresno COE plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Technical Education Charter School- Fresno COE plans to spend \$5,453,769 for the 2023-24 school year. Of that amount, \$3,741,986 is tied to actions/services in the LCAP and \$1,711,783 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

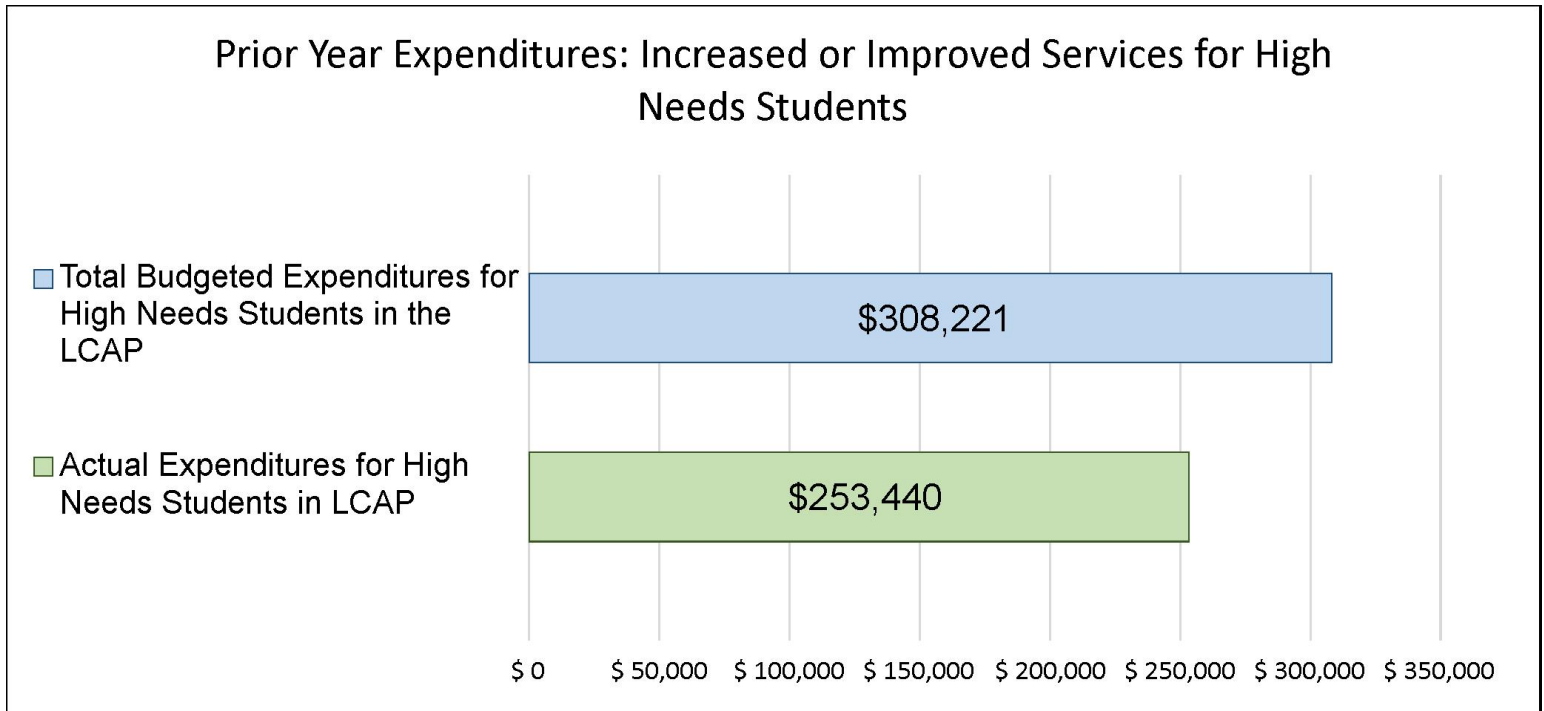
A number of additional initiatives, such as CTEIG, and Strong Workforce help fund the expansion of services and supplies to CTEC students was not included in the LCAP, along with other expenses, such as nutrition, facilities and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Career Technical Education Charter School- Fresno COE is projecting it will receive \$312,748 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter School- Fresno COE must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter School- Fresno COE plans to spend \$329,077 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 2022-23



This chart compares what Career Technical Education Charter School- Fresno COE budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Career Technical Education Charter School- Fresno COE estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Career Technical Education Charter School- Fresno COE's LCAP budgeted \$308,221 for planned actions to increase or improve services for high needs students. Career Technical Education Charter School- Fresno COE actually spent \$253,440 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-54,781 had the following impact on Career Technical Education Charter School- Fresno COE's ability to increase or improve services for high needs students:

Due to a decline in ADA from the time of budget adoption, the actual supplemental grant funding to serve students with high needs was less than originally budgeted. The reduction between budget and actuals reflects this change in funded. CTEC's expenditures for high-needs students was sufficient to provide all actions/services as planned for the high-needs students during the 2022-23 school year.



Local Control and 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
Career Technical Education Charter School- Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Career Technical Education Charter (CTEC) is a dependent charter school supported by the Fresno County Superintendent of Schools. CTEC has completed the implementation of instructional content for all grade levels and continues to engage in the crucial phase of evaluating course content and instructional strategies to ensure CTEC is offering a rigorous academic program that focuses on relevant industry skills and opportunities for students to gain their associate's degree. CTEC's comprehensive high school program provides an integrated curriculum focusing on Commercial Construction and Advanced Manufacturing industries. CTEC is fully accredited as of 2021 on a 6-year accreditation. The University of California has approved CTEC's core academic and CTE courses and satisfies CSU/UC A-G requirements. CTEC provides students with a 4-year pathway of CTE courses with the ability to be completers in multiple pathway sectors. CTEC's academic program allows students to obtain their associate's degree in Industrial Arts and Technology with an emphasis in Advanced Manufacturing or Construction from Fresno City College through their dual enrollment opportunities.

Students have numerous realistic opportunities to experience commercial construction and advanced manufacturing industries through CTEC's collaboration with and the support of local industry leaders. All students have access to support systems to ensure they are career and college ready by completing their academic studies. CTEC is proud to provide students within its community the opportunity to gain the necessary skills to enter the workforce well above minimum wage. In addition, students will already have college credit and industry certificates, encouraging them to continue their education after high school.

CTEC is located just south of the center of Fresno, where according to the latest census data, 30.2% of families live in poverty, and the median income of individuals is \$35,526. Furthermore, only 47.3% of individuals over 25 have graduated high school, and only 14% have obtained a Bachelor's degree or higher. According to Dataquest, CTEC served 238 students during the 2022-2023 school year; 63 12th-grade students, 51 11th-grade students, 60 10th-grade students, and 64 9th-grade students. CTEC's student population is 61% Hispanic or Latino, 25% Caucasian, 7% African American, 4% Asian, and 3% of Two or More Races. In addition, 8% of students have an IEP, 10% are on a 504, 3.8% are English Learners, and 51.2% are socioeconomically disadvantaged. CTEC is a county-wide charter, therefore, receives students from various districts throughout Fresno County and bordering counties. CTEC has been desirable to parents looking for an alternative learning environment that focuses on hands-on learning and extensive dual enrollment opportunities that will better prepare their students for both college and the workforce.

It is important to note that because the numbers of English Learners and Foster Youth are small, specific percentages related to the required metrics will not be reported to protect the privacy of the students within those student groups. Also, due to the strategic focus on dual enrollment options, CTEC does not offer Advanced Placement courses. As a result, there is no advanced placement passage rate metric within the LCAP.

Reflections: Successes

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

CTEC has been able to set a high standard of student success with its first graduating class. CTEC is proud that our students had a graduation rate of 98.2%, earning the highest status level on the California School Dashboard of "Very High," with an A-G completion rate of 98%. Also, CTEC students showcased their CTE skills, with 94% being completers of a CTE pathway. In addition, 100% of students received dual enrollment credit, had access to a comprehensive course of study, and engaged with industry-relevant experiences. With the full development of the grade-level curriculum, CTEC has been able to begin the process of evaluating its program and making adjustments to support student learning and CTE experiences. These are important career and college readiness data points that are crucial to CTEC's school mission and vision and continue to be a priority to ensure that all students still have access to activities that encourage further employment. CTEC has been effective in providing students with a safe learning environment that highlights students' ability to access tools and equipment at industry standards. CTEC is also proud to have increased communication to ensure students and families have direction and support to aid them in their academic engagement and success. CTEC will build upon these academic successes by continuing to provide high-quality instruction, targeted academic support and intervention, and college and career counseling aimed at supporting students in their CTEC and Fresno City College coursework. CTEC will also continue to evaluate and expand the academic and CTE instructional program through regular professional learning communities and strengthen the connection to dual enrollment and industry partnerships by fostering continued relationships with our college and industry partners.

CTEC has increased activities aimed at engaging students in college and career preparedness, including boasting an award-winning Robotics team who, in 2022-2023, won the Quality Award and the Gracious Professionalism Award in their sophomore season. In addition, CTEC proudly offered students the CTEC Society of Women Engineers (CTEC SWENext) and hosted the first annual CTEC Ironman Competition, which showcased the work of both professional and student welders side by side. CTEC has also increased other positive campus activities designed to promote student, parent, and community engagement and attendance, such as offering CTEC's Academic Showcase, competitive athletics clubs such as soccer, and basketball, hosting the CTEC in Full Bloom Community Festival, and adding an extensive Expanded Learning Program to support student learning as well as increase industry experiences. CTEC will continue to build upon these successes by continuing to provide a full range of activities, including student-driven clubs, parent and community engagement opportunities, and a comprehensive Expanded Learning Program so that all students and families feel welcome to participate in school activities, leading to stronger attendance rates and academic performance.

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.

CTEC's 2022 Math assessment results show that only 37% of students who took the CAASPP Math assessment met or exceeded standard, representing a slight decrease (1% from the prior year.) While this is higher than the state average of 27% for the same grade level, CTEC has identified this as an area of concern and focus for professional development and student improvement. ELA scores also declined from

the 2021 school year from 77% met or exceeded standard to 60% in 2022. Again, while CTEC's students scored higher than the state average, it has also been identified as an area of focus as CTEC aims to increase scores to its prior level of 77%. To address this area of need, CTEC will utilize additional assessments (such as NWEA) to identify areas of need in ELA, Math, and Science. CTEC will also continue to utilize student and parent surveys to evaluate the effectiveness of student supports within the MTSS framework to aid students in their academic success.

We assessed the overall effectiveness of our Response to Intervention (RTI) and the resources used to support student learning for our targeted students and identified a need to continue increasing student engagement in after-school programs to increase students' success rate in dual enrollment courses. To address this need, CTEC will expand intervention opportunities to address the whole child, including our students' social-emotional, academic, and skill development. We believe that by continuing to offer a robust Expanded Learning Opportunity Program, we can help bolster academic success. CTEC has also expanded its summer program to provide students with access to credit recovery opportunities, skill building, and social-emotional development for both current students and students enrolled for the 2023-24 school year. CTEC continues to monitor and evaluate its instructional programs to support low performance and significant learning gaps at the completion of each school year to ensure our academic program addresses our mission and vision statements.

Educational Partner feedback indicates that students continue to display gaps in their social-emotional well-being and the ability to access CTEC's cultural components that highlight group collaboration, peer support, and positive communication following the pandemic. This is also evidenced by a slight increase in our student suspension rates. To address these needs, CTEC has added individualized academic and social-emotional supports through our Impact Program, including but not limited to small group skill development and expanding opportunities to engage with real-world industry experiences that allow students to work with role models from industries of interest and build social skills.

LCAP Highlights

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

As CTEC continues to develop the actions created to support the goals identified both in the 2022-23 and 2023-24 school years, we recognize the importance of aligning CTEC's mission and vision with those goals. Education in action requires an academic program that has learning taking place inside and outside the classroom with relevant connections to the industry and the community. CTEC has identified within its LCAP resources and supports that focus on rigorous academic content, industry skill development, and connections with the community and industry leaders.

Goal 1, action 1.1 and 1.3 focuses on the development of the program, ensuring all students have access to the rigorous academic and CTE program with industry connections identified within our charter and requested by educational partners. Goals 2-3, provide resources and actions to aid students and teachers with the rigorous academic program, dual enrollment opportunities, and a comprehensive CTE program within a safe and inclusive learning environment, such as action 2.1, 2.2, 3.1,3.3. The goals within our LCAP are specifically designed to prepare graduates to identify jobs within the manufacturing and construction fields with high salaries and high employment opportunities for

all students, such as goals 1, action 1.3, goal 3, action 3.1 goal 4, action 4.3 and 4.4. These actions provide students with skills for employment and opportunity to obtain the academic skills for higher education and job training.

Goal 4, action 4.1, 4.2, 4.3, 4.4, and 4.5 develop a multi-tiered system of support to ensure students are provided with a learning environment supporting all students' progress toward their academic goals, including earning an associate's degree, as well as their social-emotional development. Throughout the LCAP, CTEC focuses on education going beyond academics to address the whole student, preparing them to be active members of their community. Students are provided with actions and services to aid students in taking advantage of opportunities to engage in an academic program where content and instruction engage with their community. At CTEC, learning goes beyond the school gates to leave a lasting positive impact on the places CTEC students encounter.

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; CTEC has not been identified for CSI

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; CTEC has not been identified for CSI

Monitoring and Evaluating Effectiveness

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

N/A; CTEC has not been identified for CSI

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

In the development of CTEC's LCAP, CTEC's Administration expanded the opportunities for students, families, and the community to engage with our LCAP review and development and address the needs of our students to ensure that our plan addresses the feedback received. A comprehensive survey was given to students and families, including the families of students with disabilities and English Learners, whose feedback supported decisions to continue to provide services to aid students' academic, social-emotional, and skill development. During staff development days, CTEC identified specific times to seek feedback on the 2023-24 LCAP as well as identify additional needs through a comprehensive survey. The Administration sought guidance from CTEC's tier 3 support team on-campus and from our Charter SELPA to identify needs specific to students with special needs.

School events continue to be an opportunity for the Administration to engage families of special populations with the LCAP development. CTEC's Academic Showcase provided an opportunity for Administration to gain feedback to support the direction taken with the LCAP and provide a Q&A for parents or community members who sought clarification and guidance. CTEC's academic counselor met with the student advisory team on-campus to identify the concerns of students and seek feedback on how to best support them with their academic studies as well as with their social-emotional needs. CTEC's PAC met additional times to better understand parent concerns and desires specific to the LCAP goals. The PAC did not submit questions that required a written response from the superintendent to PAC. CTEC continues to use a bilingual paraeducator to engage with CTEC's families who have been identified as speaking a primary language other than English to address any needs they identify for the LCAP.

An overview of the LCFF model and a draft LCAP were presented to educational partners as well as data from each metric within the plan. In addition, participants were encouraged to provide input on the goals and actions. These meetings were attended by community members, parents, teachers, classified staff, and administrators (Administration includes: Principal, Vice Principal, Content Specialist, and Guidance Learning Specialist). Input from these groups was documented and prioritized. The following meetings and educational partners' engagement aided the development of CTEC's comprehensive needs assessment that guided CTEC's LCAP development.

Staff, Student, and Parent Engagement

A comprehensive survey was given to students, staff (including teachers), and families, including the families of students with disabilities and English Learners, whose feedback supported decisions to continue to provide services to aid students' academic, social-emotional, and skill development.

Parent Engagement

PAC: Reviewed LCAP Goals, actions, and metrics with families to identify needs for the 2023-204 school year, November 30, 2022, January 30, 2023, and May 3, 2023

*CTEC does not have a DELAC because the school doesn't meet the criteria for constituting an ELAC/DELAC.

Industry Engagement

Met with industry partners for Manufacturing and Construction to address LCAP goals and needs identified by industry partners: October 13, 2022, April 20, 2023

Staff Engagement, including teachers and classified employees, and Local Bargaining Units for both Certificated and Classified Staff
LCAP Review: Reviewed LCAP Goals, actions, and metrics to identify needs for the 2023-24 school year as we reviewed data for the current year. January 9, 2023, March 17, 2023,

Administration (Director(who serves as the Principal), Assistant Principal, Content Specialist, Guidance and Learning Specialist, and Program Assistant):

Staff met to evaluate the program and actions developed within LCAP. Data were evaluated to identify needs within previous LCAP, and 2023-24 LCAP, March 16, 2023, March 30, 2023, Final review April 27, 2023

Charter SELPA Review: May 17, 2023

Student Engagement:

Student Advisory Board: February 14, 2023

Student Advisory Board: March 14, 2023

Student Advisory Board: April 18, 2023

Final PAC Review of draft LCAP: May 3, 2023; PAC was given the draft LCAP to provide feedback and comment before the Public Hearing. The PAC did not submit any questions to the Superintendent that required a written response.

Public Comment: May 5, 2023 - May 22, 2023

Public Hearing: May 15, 2023

LCAP and Budget Board Approval June 26, 2023

Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2): June 26, 2023

A summary of the feedback provided by specific educational partners.

Educational partners continue to identify 4 main areas of focus to be addressed by CTEC's LCAP.

1. Through surveys, parents and students indicated the need for additional support to help students master the rigorous instructional content and to help them to understand what is expected to be academically successful. They believe that CTEC provides an academically challenging program, yet seek resources to increase their engagement and how to aid them at home. Parents identified students' lack of motivation to complete work, due to the adjustment of education outside the impacts of COVID over the last several years. Parents see a lack of self-confidence in their academic ability and concern for their social-emotional well-being. Families seek guidance with social and

emotional aid to support students at home to increase student confidence and academic motivation. They encouraged the continued focus on implementing opportunities for students to redevelop collaboration, social skills, and emotional well-being through engagement activities.

2. Community members and students identified the appreciation for an increase in opportunities to engage with industry skill development that is core to CTEC's academic program, both during and after the school day. With the community more open to educational activities post-pandemic, industry partners identify the need to increase students' engagement and participation in activities that showcase industry skills. Industry partners were excited to see the skill development students displayed during the year, through the increase in industry activities both during and after school.

3. Teachers and administration provided feedback that highlighted the need to evaluate CTEC's academic program to address the effectiveness of additional academic support to increase student achievement. Instructors identified the need to provide professional development and time to plan the implementation of instructional skills learned to increase student engagement and greater connections between industry skills and academic core content. They also identified a need to address the learning gaps between our mainstream students and our low-income, English Learner, and Foster Youth, as well as our special education population.

4. Teachers recognized the increase of support provided to students within the MTSS framework, yet identified the need to evaluate the effectiveness of those supports provided throughout the tiers of support.

5. The PAC supported CTEC's additional resources and focus on the academic needs of low-income students, including students with disabilities.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

CTEC used the feedback from its educational partners to evaluate the effectiveness of the LCAP goals and actions taken and to ensure they continued to be relevant for the 2023-24 school year. The actions outlined in Goal 1 will continue to allow CTEC to provide a rigorous academic program that 1) focuses on industry-relevant career technical education, 2) maintains students' A-G eligibility, and 3) provides college credit through dual enrollment opportunities. Goal 4 and the actions and services provided therein will continue to address the feedback specifically identified by teachers and administration above through CTEC's Multi-Tiered System of Support (MTSS) framework to ensure low-income, English Learner, and Foster Youth students and students with disabilities have the opportunity to increase skill development and increase academic performance. In addition, there will continue to be a focus on helping low-income and EL students to develop personal connections with their peers to increase our student's ability to engage positively through increased collaboration and group projects. As evidenced by the feedback described above, Goal 3 remains a priority, and its actions will continue to support low income students as they participate in on-campus learning with relevant industry connections. Goal 4 will continue to address CTEC's embedded SPSA goals within the LCAP and the actions connected to ensuring a school-wide MTSS program that addresses CTEC's low-income, English Learner, and Foster Youth students. All of CTEC's funding sources have been embedded into the LCAP to provide full transparency for educational partners and families. PAC's indication of the need to address the academic needs of low-income students is embedded in Goal 4's actions 4.1 through 4.5.

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment.

An explanation of why the LEA has developed this goal.

The design of courses, curriculum, industry engagements, and college articulation is an on-going process. Since the 2018-19, every year CTEC has gone through the process of attaining its WASC accreditation for the addition of each grade level added in support of the rigorous academic and industry relevant CTE focused program. With the implementation of 12th grade content and industry skill development, in the Spring of 2022, CTEC received confirmation of its program, in its totality, through a comprehensive WASC self-study that resulted in a 6 year accreditation. Program evaluation is an annual process, that required educational partners to assess the validity and effectiveness of our academic program, allowing for adjustments to be made to support student achievement.

An analysis of available data and input received from educational partners has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and PAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: CalSAAS		0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 90% of CTE teacher/Industry partner collaboration 50% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2020-2021 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2021-22 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2022-23 Data Source: CALPADS EOY 1		100% of teacher collaboration 100% of CTE teacher/Industry partner collaboration 100% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2023-2024 Data Source: CALPADS EOY 1
CTE Pathway Completion Rate	TBD Data Year: 2019-20 Data Source: CALPADS EOY 1	TBD Data Year: 2020-21 Data Source: CALPADS EOY 1 *Data unavailable until 2021-22 graduating class	94% Data year 2021-22 Data Source: CALPADS EOY 1		96% Data Year: 2022-23 Data Source: CALPADS EOY 1
Student participation industry relevant experience or activity	100% Student Participation Data Year: 2020-2021 Data Source: Local Indicator	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source:	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-2023 Data Source:		All Students:100% Low Income:100% Foster Youth:100% English Learner:100% Data Year:2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Local Indicator</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Local Indicator</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>		Data Source: Local Indicator
Broad course of study	<p>Students enrolled in advanced academic courses: 100%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2020-21</p> <p>Data Source: CALPADS Fall 2</p>	<p>All Students:100%</p> <p>Low Income:100%</p> <p>Foster Youth*: N/A</p> <p>English Learner*: N/A</p> <p>Students enrolled in advanced academic courses: 90%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2020-21</p> <p>Data Source: CALPADS Fall 2</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>All Students:100%</p> <p>Low Income:100%</p> <p>Foster Youth*: N/A</p> <p>English Learner*: N/A</p> <p>Students enrolled in advanced academic courses: 90%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2021-22</p> <p>Data Source: CALPADS Fall 2</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>		<p>All Students:100%</p> <p>Low Income:100%</p> <p>Foster Youth:100%</p> <p>English Learner:100%</p> <p>Students enrolled in advanced academic courses: 92%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS Fall 2</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	TBD Data Year: 2019-20 Data Source: Additional Reports	All Students:TBD Low Income:TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: Additional Reports	All Students: 98.2% Low Income: 100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: Additional Reports *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: Above 98% Low Income: Above 98% Foster Youth: Above 98% English Learner: Above 98% Data Year: 2022-23 Data Source: Dashboard Fall 2023
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	TBD college ready or conditionally ready Data Year: 2021 Data Source: Illuminate	77% college ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	60% college ready or conditionally ready Data Year: 2021-2022 Data Source: CAASPP		95% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022		100% Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	TBD college ready or conditionally ready Data Year: 2021 Data Source: Illuminate	38% college ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	37% college ready or conditionally ready Data Year: 2021-2022 Data Source: CAASPP		56% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results
Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2020-21 Data Source: CALPADS Fall 2	100% Data Year: 2021-22 Data Source: CALPADS Fall 2	100% Data Year: 2022-23 Data Source: CALPADS Fall 2		100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023
A-G Completion Rate	TBD Data Year: 2019-2020 Data Source: DataQuest	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: DataQuest	All Students: 98.1% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: 99% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide Assessment ELA	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students: 77% Low Income*:N/A Foster Youth*: N/A English Learner*: N/A Data Year: 2020-2021 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 60% Low Income*: 54% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include		All Students:79% Low Income:75% Foster Youth:72% English Learner: 69% Data Year: 22-2023 Data Source: DataQuest
Statewide Assessment Math	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students:38% Low Income:N/A Foster Youth*: N/A English Learner*: N/A Data Year: 2021 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 37% Low Income*: 27% Foster Youth*: N/A English Learner*: N/A Data Year: 2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include		All Students:56% Low Income:54% Foster Youth:50% English Learner: 52% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment Participation	95% Data Year: 2020-21 Data Source: CALPADS EOY 1	All Students: 95% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: CALPADS EOY 1 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 97% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: CALPADS EOY 1 *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:95% Low Income:92% Foster Youth:90% English Learner: 90% Data Year: 2022-23 Data Source: CALPADS EOY 1
Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs	65% of parent input Data Year: 2020-2021 Data Source: Local Report	67% of parent input Data Year: 2021-2022 Data Source: Local Report	72% of parent input Data Year: 2022-2023 Data Source: Local Report		85% of parent input Data Year: 2023-2024 Data Source: Local Report- Survey Data
Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs	55% of parent participation Data Year: 2020-2021 Data Source: Local Report	60% of parent participation Data Year: 2021-2022 Data Source: Local Report-Survey Data	75% of parent participation Data Year: 2022-2023 Data Source: Local Report-Survey Data		85% of parent participation Data Year: 2023-2024 Data Source: Local Report-Survey Data

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Articulation with Post Secondary Entities	CTEC will provide staffing and materials to support 32 dual enrollment courses, running over 60 sections of courses each year to ensure students have access to rigorous high quality education in pursuit of an associates degree. Fresno City College Dean, CTEC Administration, CTEC adjunct faculty and FCC academic instructors within the Applied Technology Division collaborate on course offerings and instruction that leads to the completion of Industrial Arts and Technology Associate’s Degree with an emphasis on Manufacturing or an emphasis on Construction.	\$124,396.00	No
1.2	Instructional and Professional Development	CTEC will provide all staff with professional development to increase professional capacity. Teachers will engage in subject or industry specific content, instructional services, materials, technology and equipment training to ensure a rigorous and relevant academic program.	\$165,348.00	No
1.3	Industry Connections	School staff to provide activities that promote relevant industry experiences, connecting academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration. Materials and supplies necessary to provide these activities are also included.	\$413,534.00	No
1.4	Academic and Dual Enrollment Support	School staff to facilitate access to rigorous academic and dual enrollment content and instruction for all students on-campus, including instruction for students with disabilities, that include academic and skill development supports. Materials and supplies necessary to provide these activities are also included.	\$619,704.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Designated ELD Instruction	A review and analysis of student achievement and feedback of educational partners, reveals the need to increase the A-G completion rates and dual enrollment participation of our English Learners, who are in need of additional support to perform at the level of other students. Educational partner feedback from parents, and teachers indicate that English Learners have gaps in English language skills and vocabulary necessary for accessing academic content, which impacts their ability to access instruction and dual enrollment. English vocabulary Instructional staff who provide ELD instruction will be provided with professional development in designated ELD instruction. Designated ELD Instruction will increase English Learner academic achievement by building English proficiency, refining the academic use of English and creating access to subject area content through the use of scaffolding, modifying vocabulary and using cooperative learning strategies. This will ensure a high-quality academic program for English learners by continuing to support acquisition of content knowledge and facilitating access to dual enrollment courses and A-G completion. CTEC expects to see an increase in A-G completion rate and dual enrollment participation rate for our English Learners.	\$16,329.00	Yes
1.6	Targeted Professional Learning Opportunities	Designated time within school staff contracts to provide professional support to facilitate implementation of differentiated learning to align CCSS and best- practices for inclusive teaching that address the individualized needs of students in the same classroom.	\$49,642.00	No
1.7	Support for Students with Disabilities	CTEC will provide support for unique, individualized services for students with disabilities to facilitate their social/emotional and academic progress. This will include IEP and other meetings, implementation of IEPs, communication with parents through phone calls, home visits, providing transportation, emails and other actions as appropriate. Individual and group counseling and individualized academic supports will be provided.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Note: funding in support of this action is reflected in the funding total for Goal 1, Action 1.4		

Goal Analysis [2022-23]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the goal, "Provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment."

Action 1.1 Articulation with Post Secondary Entities

Implementation Status: 4 Full Implementation. The LEA worked alongside FCC faculty to develop a broad course of study that includes dual enrollment courses in pursuit of an associates degree within the Industrial Arts and Technology Division.

No substantive difference in planned action compared to actual implementation.

Action 1.2 Instructional and Professional Development

Implementation Status: 4 Full Implementation. The LEA provided professional development to all staff throughout the year to increase professional capacity within subject and industry content, instructional services, material, technology and equipment to ensure rigorous and relevant academic program.

No substantive difference in planned action compared to actual implementation.

Action 1.3 Industry Connections

Implementation Status: 4 Full Implementation. The LEA provided students with relevant industry experiences that connect academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration.

No substantive difference in planned action compared to actual implementation.

Action 1.4 Academic and Dual Enrollment Support

Implementation Status: 4 Full Implementation. The LEA provided students with access to academic and skill development supports during and beyond the instructional day to continue the recovery of learning loss due to the pandemic and students adapting to a rigorous academic program.

No substantive difference in planned action compared to actual implementation.

Action 1.5 Designated ELD Instruction

Implementation Status: 4 Full Implementation. The LEA provided professional development in designated ELD instruction to ensure students received cooperative learning strategies to increase academic achievement. A needs assessment showed the areas of PD required, and which were addressed during the PD. This included support in how to scaffold and provide learning strategies for English Learners.

No substantive difference in planned action compared to actual implementation.

Action 1.6 Targeted Professional Learning Opportunities

Implementation Status: 4 Full Implementation. The LEA provided all instructional staff with professional support to aid the implementation of differentiated learning to align CCSS and best-practices for inclusive teaching and learning.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2022-23 school year, CTEC academic program continues to increase the broad course of study for students to participate in. Students have greater access to relevant industry skills develop and industry placement to increase students college and career readiness.

Overall Challenges: During the 2022-23 school year, it was identified that students are struggling with the transition to a rigorous academic program with dual enrollment embedded into the academic program. The number of students requiring academic support was beyond the capacity of tier 2 supports, creating the need to adapt and develop further academic supports for students both during the school day and through the extended day.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the goal, "Provide a rigorous academic program that focuses on industry-relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment."

Action 1.1 Articulation with Post-Secondary Entities

Metrics: Broad Course of Study

Effectiveness of Action: 3 - Effective

Data Statement: All eligible low-income students had access to advanced academic courses, and all low-income students had access to CTE courses

Analysis Statement: The availability, for all eligible students, of advanced academic and CTE courses supported the goal's intention of providing a rigorous academic program that had industry and post-secondary relevance.

Action 1.2: Instructional and Professional Development; Action 1.3: Industry Connections; Action 1.6: Targeted Professional Learning Opportunities

Metrics: Teachers collaborated with educational partners, industry leaders, and peers; Student participation industry relevant experience or activity

Effectiveness of Action: 3 - Effective

Data Statement: All teachers of low-income students, including students with disabilities, participated in CTE, industry partnership, and collaboration staff development. All low-income students, including students with disabilities, participated in industry-relevant experience-building activities.

Analysis Statement: The actions supported professional development in the areas of building connections to create relevant experiences between academic core courses and industry content. The collaboration and partnership between teaching staff and industry partners benefitted CTEC's students, including students with disabilities, and English learners, to access industry-relevant jobs, connections and opportunities, including educational excursions. In addition, all students were effectively able to engage and participate in these opportunities. The professional development activities for teachers, and professional learning opportunities for students, benefitted CTEC's students because these actions were a catalyst for and provided opportunities for teachers to improve their ability to increase student access to industry-relevant job learning opportunities and improve teacher skills specific to industry standards, lesson planning and delivery.

Action 1.4: Academic and Dual Enrollment Support

Metrics: Dual Enrollment Participation; Broad Course of Study

Effectiveness of Action: 3 - Effective

Data Statement: 97% of low-income students were enrolled in Dual Enrollment classes. 100% of low-income students had access to a broad course of study in all academic disciplines.

Analysis Statement: The action enabled CTEC's low-income students to enroll in and participate in industry-relevant CTE courses embedded within a rigorous academic program, all in addition to earning college credit. CTEC, in partnership with Fresno City College, was able to offer and facilitate enrollment for low-income students in a broad course of study. This included 32 dual enrollment courses across the high school grade levels.

Action 1.5: Designated ELD Instruction

Metrics: A-G Completion Rate; Dual Enrollment Support

Effectiveness of Action: 3 - Effective

Data Statement: Although the number of English Learners meant that public-facing data was suppressed, local data indicates that 100% of English Learners had access to dual enrollment support and 100% met A-G completion rates, and wish for continued support in these areas.

Analysis Statement: The action enabled all of CTEC's English Learners to access the required coursework to complete A-G and dual-enrollment classes in order to graduate and be prepared for further secondary education and entry into local industries. The strategies, scaffolding, and individualized modifications facilitated English Learners' A-G completion rates and ability to successfully participate in and complete dual-enrollment courses.

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.

The High School Graduation Rate metric Desired Outcome was updated to include the desired percentage of students graduating from high school. The "parent participation..." and "parent input on programs of unduplicated students and students with exceptional needs" metrics' Year 1 and Year 2 outcome data point were updated to clarify the data point. The "statewide assessment ELA" and "Math" metrics' Year 1 and Year 2 outcome, the data year was clarified. The Parent Input on Programs for Unduplicated Students & Students with Exceptional Needs data source was amended to reflect parent input. The Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs metric was renamed to clarify the data. Desired Outcome metric for A-G Completion Rate was updated to identify desired percentage of students graduating with completing A-G requirements. In the Desired Outcome metric for the Broad Course of Study was corrected to reflect the correct data year. The data years for the ELA and Math Statewide Assessment metrics were corrected to support the appropriate data year.

Goal 1, Action 1.3 was amended to clarify that this is a base program action with staffing costs in addition to resources necessary to carry out the action.

Goal 1, Action 1.4 was amended to clarify that this is a base program action, including for students with disabilities, with staffing costs in addition to resources necessary to carry out the action.

Goal 1, Action 1.6 was amended to clarify that this is a base program action with staffing costs.

Goal 1, Action 1.7 was added in order to provide an action detailing services for students with disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe educational environment that supports the academic and personal development of all students.

An explanation of why the LEA has developed this goal.

Although many impacts of the pandemic are in the past, COVID-19's impact on CTEC's students remains extant. The pandemic revealed social/emotional hardships our students are battling as they continue to return to on-campus learning. Creating a safe educational environment entails the responsibility to design program that instructs/aids students in the development of social skills. At CTEC our goal is the transformation of students into goal achieving, fulfilled, and productive members of their community; prepared for work, life, and education. Creating an environment that supports the students ability to explore their academic potential, discover their industry skills, and identify their ability to impact their community is a necessity to achieving student transformation. A school's culture is developed after years of implementing belief statements, and ensuring beliefs in future classes. Being in the early stages of implementation, developing the educational setting and instilling the educational beliefs into students is a necessity to the program development, especially within the wake of school closure.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	School Rating: Good Data Year: 2020-21 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2021-22 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2022-23 Data Source: Facility Inspection Tool		School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool
Trauma Informed Instruction	98% of teachers are implementing trauma informed instruction	100% of teachers are implementing trauma informed instruction	100% of teachers are implementing trauma informed instruction		100% of teachers are implementing trauma informed instruction

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	within their curriculum. Data Year: 2020-2021 Data Source: Local Report	within their curriculum. Data Year: 2021-2022 Data Source: Local Report	within their curriculum. Data Year: 2021-2022 Data Source: Local Report		within their curriculum. Data Year: 2023-2024 Data Source: Local Report
High School Dropout Rate	TBD Data Year: 2019-20 Data Source: DataQuest	All Students:TBD Low Income:TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: DataQuest *CTEC's first graduating class will be 2021-22	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: 2% Low Income: 2% Foster Youth: 2% English Learner: 2% Data Year: 2022-23 Data Source: DataQuest
High School Graduation Rate	TBD Data Year: 2019-2020 Data Source: Additional Reports	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: Additional Reports	All Students: 98.2% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2021-2022 Data Source: Additional Reports		All Students: 98% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23 Data Source: Dashboard Fall 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*CTEC's first graduating class will be 2021-22	*The number of students in the Foster Youth and English Learner student groups was too small to include data.		
Attendance Rate	95% Data Year: 2020-21 Data Source: P-2	All Students: 92.6% Low Income: 91% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 92.8% Low Income: 93.9% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:96% Low Income: 94.0% Foster Youth: N/A English Learner: N/A Data Year: 2023-24 Data Source: P-2
Chronic Absenteeism	4% Data Year: 2019-20 Data Source: CALPADS EOY 3	All Students: 7.4% Low Income: 9.0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: CALPADS EOY 3	All Students: 23.7% Low Income: 31.7% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: CALPADS EOY 3		All Students: 5.0% Low Income: 7.0% Foster Youth: 7.0% English Learner: 7.0% Data Year: 2022-23 Data Source: CALPADS EOY 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*The number of students in the Foster Youth and English Learner student groups was too small to include data.	*The number of students in the Foster Youth and English Learner student groups was too small to include data.		
Suspension Rate	6% Data Year: 2019-20 Data Source: DataQuest	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 3.9% Low Income: 3.9% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: 3% Low Income: 3% Foster Youth: 3% English Learner: 3% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	All Students:0% Low Income:0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: DataQuest	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: DataQuest		All Students: Below 1% Low Income: Below 1% Foster Youth: Below 1% English Learner: Below 1% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*The number of students in the Foster Youth and English Learner student groups was too small to include data.	*The number of students in the Foster Youth and English Learner student groups was too small to include data.		Data Source: DataQuest
School Climate	94% Satisfaction Data Year: 2020-21 Data Source: Student School Climate Survey	All Students: 94% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Student School Climate Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 95% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Student School Climate Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: 95% Low Income: 95% Foster Youth: 95% English Learner: 95% Data Year: 2023-24 Data Source: Student School Climate Survey
EL Progress towards English Proficiency	N/A** Data Year: 2018 & 2019 ELPAC Data Source: Fall 2019 ELPI *Baseline revised to amend data source and data year	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- N/A** Level 3- N/A** Level 2- N/A** Level 1- N/A**	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- N/A** Level 3- N/A** Level 2- N/A** Level 1- N/A**		Data suppressed due to EL student population being too low for data to be included. CTEC is unable to determine a desired outcome. Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL student population was too small for data to be included	Data Year: 2021 Data Source: ELPAC **EL student population was too small for data to be included	Data Year: 2022 Data Source: ELPAC ELPI: N/A Data Year: 2022 Data Source: ELPI **EL student population was too small for data to be included		Data Source: 2023 ELPI
EL Reclassification Rate	Original: N/A** Adjusted: N/A** Data Year: 2019-20 Data Source: DataQuest *Baseline revised to amend data source and year **Data not available for this school year reflecting first year of school opening	12.5% Data Year: 2020-21 Data Source: DataQuest	10.9% Data Year: 2021-22 Data Source: DataQuest		15% Data Year: 2022-23 Data Source: DataQuest *Outcomes revised to amend data source and to include desired outcome percentage
Parent and Students Sense of Safety	96% Satisfaction Data Year: 2020-21	Discontinued	Discontinued		Discontinued

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Parent & Student, School Climate Surveys				
Sense of safety and school connectedness	Students 95% Parents 96% Teachers 100% Data Year: 2021-22 Data Source: Local Survey	Students 95% Parents 96% Teachers 100% Data Year: 2021-22 Data Source: Local Survey	School Safety Students 91% Parents 100% Teachers 100% School Connectedness Students 85% Parents 92% Teachers 100% Data Year: 2022-23 Data Source: Local Survey		School Safety Students 97% Parents 98% Teachers 100% School Connectedness Students 97% Parents 98% Teachers 100% Data Year: 2023-24 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic and Emotional Well-being	Staffing to implement school-wide advisory program that focuses on academic and social emotional support for all students.	\$302,446.00	No
2.2	School Facilities	Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.	\$178,112.00	No

Goal Analysis [2022-23]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal two supported the progress toward meeting the goal, "Provide a safe educational environment that supports the academic and personal development of all students."

Action 2.1 Student Academic and Emotional Well-being

Implementation Status: 4 Full Implementation. The LEA implemented school-wide advisory program that focused on the academic and social emotional support for all students. The program was fully staffed and all designated students received content focused specifically to support academic and social-emotional needs.

No substantive difference in planned action compared to actual implementation.

Action 2.2 School Facilities

Implementation Status: 4 Full Implementation. The LEA maintained and developed facilities that are safe and meet the new and diverse instructional needs of the school.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2022-23 school year, CTEC School wide Advisory program provided students with focused instructional time to aid students with academic and social emotional supports , to aid students with study skills and social emotional skills to increase academic success and personal wellness. CTEC's facilities are assessed and adapted each year to meet the needs of our students' academic, career, and social emotional needs.

Overall Challenges: The impact of school closure and the demands of a rigorous academic program continued to be a concern for the 2022-23 school year. The social and emotional wear on students ability to perform in a comprehensive school setting is seen within our younger grade levels. Providing resources and instructional supports have been more demanding than expected for incoming 9th grade classes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal two supported the progress toward meeting the goal, "Provide a safe educational environment that supports the academic and personal development of all students."

Action 2.1 Student Academic and Emotional Well-being

Metric: School Climate, Attendance

Effectiveness of Action: 3 - Effective

Data Statement: 95% of low-income students reported being satisfied with the school climate. Low Income student attendance improved slightly, increasing from 91% in 21-22 to 93.9% in 22-23.

Analysis Statement: Low-income students experienced an educational environment that included a positive school climate, which allowed students to feel supported in both their academic and social/emotional growth through caring staff and parent/family outreach. The suspension rates and chronic absenteeism rates did show an increase from the prior year. This is due to the academic program being provided through distance learning that year, with associated impacts on reducing suspension and having attendance data waived. While students have since returned to on-campus learning, and have experienced an increase in social/emotional concerns that have increased suspension and absenteeism, they have expressed satisfaction with the extensive supports that CTEC has offered to address their needs. Also, the attendance of low income students slightly improved. We believe this is due, in part, to the schoolwide advisory program.

Action 2.2: School Facilities

Metric: Facilities Maintained

Effectiveness of Action: 3 - Effective

Data Statement: CTEC's facilities were rated "Good" in the FIT Report

Analysis Statement: CTEC's properly-maintained facilities supported a safe educational environment through repairs being taken care of in a timely manner.

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.

The Facilities Maintained metric Year 1 and Year 2 outcomes were updated to clarify the data point. The High School Graduation Rate metric's desired outcome was updated to include data. The School Climate metric's data source was amended to clarify the local survey. The EL Progress towards English Proficiency metric's Year 2 outcome was updated to include ELPI and its Desired Outcome was updated to clarify the desired data outcome. Updated the Desired Outcome metrics for sense of safety and sense of school connectedness to reflect desired data for both metrics.

Action 2.1 was updated to clarify what was purchased.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment.

An explanation of why the LEA has developed this goal.

It is the mission of CTEC High School to live and teach, every day in the intersection of community involvement, student development and industry relevance. That means CTEC's program, the curriculum, and instruction must include an interaction and engagement with the community, the development of students and industry connection simultaneously. Throughout the school year, students have multiple opportunities to engage in community projects and participate in service learning. There is an interdisciplinary approach between courses that allow students to find relevance and connections in all subject areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to CTE instruction and materials/equipment	Students 90% Data Year: 2020-21 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Industry Internship participation	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Local Indicator	100% of graduating students All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	100% of graduating students All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:100% Low Income:100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator
CTE Pathway Completion Rate	TBD Data Year: 2019-2020 Data Source: CALPADS EOY 1 *Baseline amended to revise data year	TBD Data Year: 2020-2021 Data Source: CALPADS EOY 1 *CTEC's first graduating class is in the 2021-2022 school year	94% Data year 2021-22 Data Source: CALPADS EOY 1		96% Data Year: 2022-23 Data Source: CALPADS EOY 1
Community Service Projects	95% of students will participate in at least one off-campus	100% of students participated in at least one off-campus	100% of students participated in at least one off-campus		All Students:100% Low Income:100% Foster Youth:100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	community service activity Data Year: 2020-21 Data Source: Local Survey	community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.		English Learner:100% Data Year: 2023-24 Data Source: Local Data collection
Student satisfaction with CTEC’s program	Students 90% Data Year: 2020-21 Data Source: Local Survey	All Students:91% Low Income:88% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student	All Students: 92% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student		All Students:94% Low Income:92% Foster Youth:90% English Learner: 92% Data Year: 2023-24 Data Source: Local Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		groups was too small to include data.	groups was too small to include		
A-G Completion and CTE Pathway Completion Rate	Metric added for 2023-24 LCAP	Metric added for 2023-24 LCAP	98.1% students completed a-g and a CTE capstone Data Year: 2021-22 Data Source: DataQuest		99% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	Develop community projects and partnerships to provide service learning opportunities.	\$303,576.00	No
3.2	Program Communication	Developed parent and feeder school outreach platforms to ensure communication of school vision and purpose.	\$123,311.00	No
3.3	Extended Learning Opportunities	Provide extended day opportunities for students to further develop and sharpen their learning.	\$466,538.00	No
3.4	Professional Communities	Provide concentrated time to support curriculum integration and development. Identify relevant connections to industry and the community through partnerships with industry and community leaders.	\$596,258.00	No

Goal Analysis [2022-23]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal three supported the progress toward meeting the goal, "Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment."

Action 3.1 Community Outreach

Implementation Status: 4 Full Implementation. The LEA implemented 8 community projects that related to all core subject areas. Within our CTE courses, there were 15 opportunities for students to engage with community partnerships to provide service learning opportunities for all students. Every senior had access to internships that provided community engagement and industry skill development.

No substantive difference in planned action compared to actual implementation.

Action 3.2 Program Communication

Implementation Status: 4 Full Implementation. The LEA developed parent and feeder school outreach platforms to communicate school vision and purpose. These included parent site tours, a Spring Festival, an dual-enrollment information meetings.

No substantive difference in planned action compared to actual implementation.

Action 3.3 Extended Learning Opportunities

Implementation Status: 4 Full Implementation. The LEA provided extended day opportunities for students to further develop and sharpen their learning. These additional opportunities included academic support classes, both after school and during lunch, that were supplemental to the core program. Additional staff were hired to provide this service.

No substantive difference in planned action compared to actual implementation.

Action 3.4 Professional Communities

Implementation Status: 4 Full Implementation. The LEA provided concentrated time to support curriculum integration and development to create rich connections to industry in partnership with industry and community leaders. Instructors identified content and standards that went across subject matters to support student understanding and the skills necessary to increase their academic success and relevance to industry standards.

No substantive difference in planned action compared to actual implementation.

Overall Success: During the 2022-23 school year, CTEC increased student access to community outreach and industry connections. Instructional staff have greater opportunities to make connections to industry skills and leaders with an increase in industry partners who were able to make connections to academic and career skill development.

Overall Challenges: During the 2022-23 school year, CTEC noted the impact of time needed to maintain and develop new connections and relationships with industry and community partners, while also providing a complex instructional program that is focused on comprehensive CTE components and dual enrollment. CTEC intends to devote increased staffing time to the crucial process of continuing and increasing these partnerships.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.3 Extended Learning Opportunities was below budget due to the use of federal stimulus funds to carry out a portion of this action.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal two supported the progress toward meeting the goal, "Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment."

Action 3.1 Community Outreach; Action 3.2 Program Communication; Action 3.3 Extended Learning Opportunities; Action 3.4 Professional Communities

Metrics: Community Service Projects; Industry Internship participation

Effectiveness of Action: 3 - Effective

Data Statement: 100% of graduating low-income students participated in an internship; 100% of low-income students participated in at least one off-campus community service activity

Analysis Statement: CTEC's internship and community service opportunities provided students with well-rounded industry experiences through engaging them with career activities at job sites and other appropriate locations, in addition to identifying and facilitating continuing connections with industry and the community. This supported communication about the school with additional families and potential industry partners learning about CTEC through these opportunities.

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.

The A-G Completion and CTE Pathway Completion Rate metric was added.

The specific desired outcomes were added for the CTE Pathway Completion rate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Through the use of CTEC's multi-tiered system of supports, students will be identify for specified supports to ensure all students have access to instruction.

An explanation of why the LEA has developed this goal.

Although many impacts of the pandemic can be considered to be over, CTEC’s students continue to be affected by its prior school closure due to COVID, given the academic, attendance and social/emotional challenges they face. Therefore, there is a strong need for the school to continue the implementation of its MTSS framework to support students’ academic and social emotional well-being. Throughout the tiers, students will be identified for levels of target support from certificated and classified positions. After evaluating our student performance data, completing classroom observations, and reviewing our current LCAP goals, we have determined that additional intervention and tutoring supports are required during the day and after school to assist students in obtaining college credit while participating in dual enrollment courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement	TBD% 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Course Completion	All Students:TBD Low Income:TBD Foster Youth:TBD English Learner:TBD Data Year: 2021-22 Data Source: Impact Graduating Student Course Completion	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2022-23 Data Source: Impact Graduating Student Course Completion *The number of students in the Foster Youth and English Learner student		All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100% Data Year 2023-24 Data Source: Impact Student Course Completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			groups was too small to include data.		
Impact Pupil Attendance	95% 2020-2021 Impact Students Data Year: 2020-21 Data Source: Impact Attendance	All Students:95% Low Income:91% Foster Youth*:N/A English Learner*:N/A Data Year: 2020-21 Data Source: Impact Attendance *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 91% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: Impact Attendance *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:95% Low Income:91% Foster Youth: 94% English Learner:94% Data Year: 2022-23 Data Source: Impact Attendance 2023
Students report feeling satisfied with support system provided to increase achievement	90% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey Local Indicator	All Students:96% Low Income:94% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: Student Survey Local Indicator *The number of students in the Foster Youth and English	All Students: 95% Low Income: 95% Foster Youth*:N/A English Learner*:N/A Data Year: 2022-23 Data Source: Student Survey Local Indicator *The number of students in the Foster Youth and English		All Students:96% Low Income:94% Foster Youth:94% English Learner:94% Data Year: 2023-24 Data Source: Student Survey Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Learner student groups was too small to include data.	Learner student groups was too small to include data.		
Students report feeling capable of establishing positive relationships on campus	85% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey	All Students:92% Low Income:90% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 91% Low Income: 91% Foster Youth*:N/A English Learner*:N/A Data Year: 2022-23 Data Source: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students:92% Low Income:90% Foster Youth: 92% English Learner:92% Data Year: 2023-24 Data Source: Student Survey
Impact student suspension rate	0% 2020-2021 student data Data Year: 2020-21 Data Source: EOY 3	All Students:0% Low Income:0% Foster Youth*:N/A English Learner*:N/A Data Year: 2020-21 Data Source: EOY 3 *The number of students in the Foster Youth and English Learner student	All Students: 3% Low Income: 2% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: EOY 3 *The number of students in the Foster Youth and English Learner student		All Students: Below 5% Low Income: Below 4% Foster Youth: Below 4% English Learner: Below 3% 2022-2023 graduating student data Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		groups was too small to include data.	groups was too small to include data.		Data Source: EOY 3
Impact Student Graduation Rate	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Grade Rate	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-21 Data Source: Impact Student Grade Rate	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2021-22 Data Source: Impact Graduating Student Course Completion *The number of students in the Foster Youth and English Learner student groups was too small to include data.		All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100% Data Year 2022-23 Data Source: Impact Student Course Completion

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic and CTE Intervention	A review and analysis of student achievement and feedback for educational partners, reveals the need to increase student course completion, and graduation rates of our low income, and English learners who are in need of additional support to perform at the level of all students. Educational partner feedback from parents, and teachers indicate that English Learners have gaps in English language skills and vocabulary necessary for accessing academic content, which impacts their ability to successfully complete courses and meet graduation requirements. In addition, feedback revealed that our low	\$73,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>income students have gaps in prior knowledge exacerbated by distance-learning. CTEC will provide an additional certificated teacher to provide supplemental instruction after school, during lunch and through the designated academic intervention periods. By providing additional after school instructional time for scaffolding, tutoring, mentoring, skill-development, beyond the core instructional content to increase academic achievement and enhance learning. Providing these resources to low income and English Learners students gives access to instructional support that is unavailable at home, as well as develop student ability to structure their own learning. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis. CTEC expects to see an increase in student student course completion, and graduation rates for our low income and English learner students.</p>		
4.2	IMPACT	<p>A review and analysis of the above metrics, reveals the need to increase the number of students feeling satisfied with CTEC's support systems to increase achievement and course completion of our low income, and English learners who are in need of additional support to perform at the level of all students. Educational partner feedback from parents, and teachers indicate that English Learners have highly individualized gaps in English language skills and vocabulary necessary for accessing academic content, which impacts their ability to successfully complete courses and meet graduation requirements. In addition, feedback revealed that our low income students have highly individualized gaps in prior knowledge exacerbated by distance-learning. CTEC will provide certificated and classified FTEs to provide structured academic intervention time. Additional embedded academic intervention will support low income and English Learner students by providing individualized learning through implementation of SDAIE strategies, scaffolding, tutoring, and mentoring to increase academic achievement. Providing these resources to low income and English Learners students gives access to instructional support that is unavailable at home, as well as develop student confidence in their</p>	\$72,508.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ability to structure their own learning. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis. CTEC expects to see an increase in the number of students feeling satisfied with CTEC's support systems to increase achievement, course completion, graduation rate for low income and English Learner students.		
4.3	Social Emotional Support	A review and analysis of the above metrics reveals the need to increase the number of low income students feeling capable of establishing positive relationships on campus. Educational partner feedback, from parents and students, indicated that our low income students experience higher levels of stress and anxiety exacerbated by the pandemic and these groups had access to fewer mental health resources than other student groups. CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support student connectedness and social emotional resources. These supports will provide counseling, mentoring, connection with a caring adult, and peer-group activities. In addition to these services, a partnership with parents and guardians will be established, taking into consideration their home language and culture. It is the LEA's experience that these supports facilitated low-income students' building better relationships with teachers and peers, learning new skills to replace at-risk behaviors, and be connected to local resources. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from social emotional support, this action is provided on a school-wide basis. We expect to see an increase in the number of low income students feeling capable of establishing positive relationships on campus and an increase in student overall attendance rate.	\$157,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Community and Industry Outreach	A review and analysis of the above metrics, reveals the need to continue to increase the number of low income students feeling capable of establishing positive relationships on campus. State assessment results in ELA and Math also show a gap between the achievement of low income students when compared to all students. Educational partner feedback, from parents and students, indicated that our low income students experience limited connections and opportunities to engage with industry during the pandemic due to lack of transportation. A local analysis helped determine that this is one of the factors that affect academic achievement for low income students. We believe increasing strong connections to career content and workforce opportunities will help engage students in their studies and promote attendance. CTEC will provide enrichment activities and field trips specific to exposure to future college and career opportunities. Students will be provided with additional connections with school staff and industry partners. Our low income students have limited access to such partnerships outside of school. This will include a focus on the development of social skills, increased interaction with industry partnerships, and guidance in developing a post high school plan. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from greater exposure to colleges and industry facilities, this action is provided on a school-wide basis. We expect to see a continued increase in low income students feeling capable of establishing positive relationships on campus with staff, peers and our community partners. With the increase connectedness with individuals we also expect an increase in academic achievement for the identified students as measured by state and local assessments.	\$51,254.00	Yes
4.5	Trauma Informed Professional Development	A review and analysis of the above metrics, reveals the need to continue to implement supports that contributed to the slight increases in the attendance rate of low income students. Educational partner feedback, from parents and students, indicated that our low income students experience higher levels of stress and anxiety exacerbated by the pandemic and these groups had access to fewer mental health resources than other student groups. A local analysis helped	\$28,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>determine that this is one of the factors that affect academic achievement for low income students. CTEC will provide teachers with professional development specific to trauma informed instructional practices. The professional development will provide teachers with additional in-class instruction strategies, to aid in identifying and supporting students with social emotional obstacles for our low income students. CTEC has recognized that our low income students have limited access to the resources to support their social emotional needs outside of school. Professional development will increase access to a welcoming learning environment with instructional services to aid social emotional deficiencies. This action is designed to meet the needs most associated with low-income. However, because we expect that all students will benefit from increased social emotional supports this action is provided on a school-wide basis. We expect to see an increase in the attendance rate for low income students along with an increase in academic achievement for these students on state and local assessments.</p>		

Goal Analysis [2022-23]

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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal four supported the progress toward meeting the goal, "Through the use of CTEC's multi-tier system of supports, students will be identify for specified supports to ensure all students have access to instruction."

Action 4.1 Academic and CTE Intervention

Implementation Status: 4 Full Implementation. The LEA provided an additional certificated teacher and developed several opportunities to provide supplemental instruction after school, during lunch and through the designated academic intervention periods. In partnership with

instructional staff, the students and parents, the additional certificated teacher was able to provide specific support and direction to all invested in the students' success.

No substantive difference in planned action compared to actual implementation.

Action 4.2 IMPACT

Implementation Status: 4 Full Implementation. The LEA provided structured academic intervention time and additional embedded academic intervention to support low income and English Learner students. These students were identified through analysis of local data, and schedules were created to best meet the needs of each student. During scheduled lunch intervention time for identified students, additional staff supported students with instructional aides that were supplemental to what was provided in the core classes.

No substantive difference in planned action compared to actual implementation.

Action 4.3 Social Emotional Support

Implementation Status: 4 Full Implementation. The LEA provided additional staff to support student connectedness and social emotional needs, in addition to multiple places on campus for students to seek help as needed. Several locations and staff members were identified as opportunities for students to address their social emotional needs and receive skills to increase their capacity to self-regulate.

No substantive difference in planned action compared to actual implementation.

Action 4.4 Community and Industry Outreach

Implementation Status: 4 Full Implementation. The LEA provided enrichment activities and field trips specific to exposure to future college and career opportunities with additional connections to school staff and industry partners. These increased exposure to future college and career opportunities.

No substantive difference in planned action compared to actual implementation.

Action 4.5 Trauma Informed Professional Development

Implementation Status: 4 Full Implementation. The LEA provided teachers with additional in-class instruction strategies, to aid in identifying and supporting students with social emotional obstacles to specifically support low income students, yet benefit all students. Teachers felt properly trained to best support their designated students.

No substantive difference in planned action compared to actual implementation.

Overall Success: During the 2022-23 school year, CTEC was able to take advantage of student data to develop focused academic support both during the school day and after to increase opportunities to aid students within our MTSS.

Overall Challenges: During the 2022-23 school year, CTEC staff was taxed to support the number of students requiring support within the tier 2 of our MTSS. Additional resources will need to be increased to support goal 4 in future years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.3 Social Emotional Support was below budget due to enrollment being lower than anticipated, meaning that the projected budget was higher than actual.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal four supported the progress toward meeting the goal, "Through the use of CTEC's multi-tier system of supports, students will be identify for specified supports to ensure all students have access to instruction."

Action 4.1 Academic and CTE Intervention

Metrics: Pupil Achievement; Impact Student Graduation Rate

Effectiveness of Action: 3 - Effective

Data Statement: 100% of low-income IMPACT students completed required courses; 100% of IMPACT low-income students graduated and have expressed the wish to continue to receive support.

Analysis Statement: CTEC's IMPACT program successfully identified students in need of additional support to achieve equity in accessing the full instructional program. The individualized supports for each student, which included an increase in instructional time in identified areas of need, facilitated course completion and students successfully meeting graduation requirements.

Action 4.2 IMPACT

Metrics: Students report feeling satisfied with support system provided to increase achievement

Effectiveness of Action: 3 - Effective

Data Statement: 95% of low-income students reported satisfaction with the support system that CTEC provided; English Learner data was suppressed due to the small number of students, but local data affirms that 100% of EL students reported satisfaction and desire continued support.

Analysis Statement: The CTEC IMPACT program's supports effectively met the individual needs of low-income and English Learner students. The supplemental academic and social/emotional activities, including SDAIE strategies, scaffolding, tutoring, and mentoring to the identified students, individually and in small groups, promoted educational growth and access to instruction to address individual's areas of need.

Action 4.3 Social Emotional Support; Action 4.4 Community and Industry Outreach

Metrics: Students report feeling capable of establishing positive relationships on campus

Effectiveness of Action: 3 - Effective

Data Statement: 91% of low-income students reported feeling capable of establishing positive relationships on campus. English Learner data was suppressed due to the small number of students, but local data affirms that 100% of EL students reported feeling capable of establishing positive relationships at CTEC.

Analysis Statement: The IMPACT program included individual counseling, mentoring and relationship-building with its low-income students, which continued and expanded into including relationships with industry partners and community groups. This fostered the ability of students to build relationships and trust that promoted access to instruction.

Action 4.5 Trauma Informed Professional Development

Metrics: Impact Pupil Attendance

Effectiveness of Action: 3 - Effective

Data Statement: The attendance rate of low-income IMPACT students was 91%.

Analysis Statement: All CTEC teachers received this professional development, including IMPACT teachers. The IMPACT teachers benefited from the professional development opportunities, to address students within the IMPACT program specifically. This allowed teachers to create a welcoming learning environment and the ability to create individual relationships with each student, promoting trust, and inspiring the confidence that facilitated attendance at school, maintained the attendance rate for low-income students and supported access to the educational program at CTEC.

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.

The "Students report feeling satisfied with support system provided to increase" and "Students report feeling capable of establishing positive relationships on campus" metrics' Desired Outcome data sources were updated to clarify the data source. The Impact students' graduation and suspension rates metrics' Desired Outcome data point was updated to include data.

Desired outcome percentages were added for the Pupil Achievement metric.

The Data Years in the Desired Outcomes for the Impact Pupil Attendance, Suspension and Graduation Rate metrics were corrected to align with the stated progression.

Actions 4.2 and 4.3 were updated to reflect the low-income unduplicated group that the action is primarily intended to meet the needs of. Action 4.3 was also amended to provide more information about All 4 Youth and clarify the benefits of the action for the low-income students.

Action 4.3 was updated to reflect the additional metric of an increase in overall student attendance rate that is expected to be impacted due to the actions in place.

Action 4.4 was updated to reflect the additional metric of an increase in pupil achievement that is expected to be impacted due to the actions in place.

Action 4.5 was updated to reflect the additional metric of an increase in pupil achievement that is expected to be impacted due to the actions in place.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
312748	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.77%	0.00%	\$0.00	9.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes to meet each identified student group’s stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each “wide” action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each “wide” action.

The contributing “wide” actions in this plan are:

Goal 4, Action 1: Academic CTE Intervention

Goal 4, Action 2: IMPACT

Goal 4, Action 3: Social/Emotional Support

Goal 4, Action 4: Community and Industry Outreach

Goal 4, Action 5: Trauma-Informed Professional Development

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

Our LEA has demonstrated it has met the identified required minimum proportionality percentage by providing increased services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage. We are using the increased funding to increase services as described for our LEA-wide and school-wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 1, Action 5: Designated ELD Instruction

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

CTEC does not receive these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,515,168.00	\$100,000.00	\$56,774.00	\$70,044.00	\$3,741,986.00	\$3,426,711.00	\$315,275.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Articulation with Post Secondary Entities	All	\$124,396.00	\$0.00	\$0.00	\$0.00	\$124,396.00
1	1.2	Instructional and Professional Development	All	\$160,348.00	\$0.00	\$5,000.00	\$0.00	\$165,348.00
1	1.3	Industry Connections	All	\$363,534.00	\$50,000.00	\$0.00	\$0.00	\$413,534.00
1	1.4	Academic and Dual Enrollment Support	All	\$609,704.00	\$0.00	\$10,000.00	\$0.00	\$619,704.00
1	1.5	Designated ELD Instruction	English Learners	\$16,329.00	\$0.00	\$0.00	\$0.00	\$16,329.00
1	1.6	Targeted Professional Learning Opportunities	All Students with Disabilities	\$7,868.00	\$0.00	\$41,774.00	\$0.00	\$49,642.00
1	1.7	Support for Students with Disabilities	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Student Academic and Emotional Well-being	All	\$302,446.00	\$0.00	\$0.00	\$0.00	\$302,446.00
2	2.2	School Facilities	All	\$178,112.00	\$0.00	\$0.00	\$0.00	\$178,112.00
3	3.1	Community Outreach	All	\$263,576.00	\$40,000.00	\$0.00	\$0.00	\$303,576.00
3	3.2	Program Communication	All	\$123,311.00	\$0.00	\$0.00	\$0.00	\$123,311.00
3	3.3	Extended Learning Opportunities	All	\$461,538.00	\$5,000.00	\$0.00	\$0.00	\$466,538.00
3	3.4	Professional Communities	All	\$591,258.00	\$5,000.00	\$0.00	\$0.00	\$596,258.00
4	4.1	Academic and CTE Intervention	English Learners Low Income	\$11,858.00	\$0.00	\$0.00	\$61,448.00	\$73,306.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	IMPACT	English Learners Low Income	\$72,508.00	\$0.00	\$0.00	\$0.00	\$72,508.00
4	4.3	Social Emotional Support	Low Income	\$157,128.00	\$0.00	\$0.00	\$0.00	\$157,128.00
4	4.4	Community and Industry Outreach	Low Income	\$51,254.00	\$0.00	\$0.00	\$0.00	\$51,254.00
4	4.5	Trauma Informed Professional Development	Low Income	\$20,000.00	\$0.00	\$0.00	\$8,596.00	\$28,596.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3202420	312748	9.77%	0.00%	9.77%	\$329,077.00	0.00%	10.28 %	Total:	\$329,077.00
								LEA-wide Total:	\$312,748.00
								Limited Total:	\$16,329.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Designated ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$16,329.00	0.00%
4	4.1	Academic and CTE Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$11,858.00	0.00%
4	4.2	IMPACT	Yes	LEA-wide	English Learners Low Income	All Schools	\$72,508.00	0.00%
4	4.3	Social Emotional Support	Yes	LEA-wide	Low Income	All Schools	\$157,128.00	0.00%
4	4.4	Community and Industry Outreach	Yes	LEA-wide	Low Income	All Schools	\$51,254.00	0.00%
4	4.5	Trauma Informed Professional Development	Yes	LEA-wide	Low Income	All Schools	\$20,000.00	0.00%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,180,765.00	\$3,011,110.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Articulation with Post Secondary Entities	No	\$124,396.00	\$124,396.00
1	1.2	Instructional and Professional Development	No	\$165,348.00	\$165,348.00
1	1.3	Industry Connections	No	\$363,534.00	\$363,534.00
1	1.4	Academic and Dual Enrollment Support	No	\$179,339.00	\$179,339.00
1	1.5	Designated ELD Instruction	Yes	\$11,802.00	\$11,802.00
1	1.6	Targeted Professional Learning Opportunities	No	\$49,642.00	\$49,642.00
2	2.1	Student Academic and Emotional Well-being	No	\$252,446.00	\$252,446.00
2	2.2	School Facilities	No	\$178,112.00	\$178,112.00
3	3.1	Community Outreach	No	\$303,576.00	\$303,576.00
3	3.2	Program Communication	No	\$123,311.00	\$123,311.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Extended Learning Opportunities	No	\$466,538.00	\$351,664.00
3	3.4	Professional Communities	No	\$596,258.00	\$596,258.00
4	4.1	Academic and CTE Intervention	Yes	\$73,306.00	\$73,306.00
4	4.2	IMPACT	Yes	\$72,508.00	\$72,508.00
4	4.3	Social Emotional Support	Yes	\$140,799.00	\$86,018.00
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	\$51,254.00
4	4.5	Trauma Informed Professional Development	Yes	\$28,596.00	\$28,596.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$253,440	\$308,221.00	\$253,440.00	\$54,781.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction	Yes	\$11,802.00	\$11,802	0.00%	0
4	4.1	Academic and CTE Intervention	Yes	\$11,858.00	11858	0.00%	0
4	4.2	IMPACT	Yes	\$72,508.00	72508	0.00%	0
4	4.3	Social Emotional Support	Yes	\$140,799.00	86018	0.00%	0
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	51254	0.00%	0
4	4.5	Trauma Informed Professional Development	Yes	\$20,000.00	20000	0.00%	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2530852	\$253,440	0.00%	10.01%	\$253,440.00	0.00%	10.01%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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