



LCFF Budget Overview for Parents

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

CDS Code: 10101080136291

School Year: 2026-27

LEA contact information:

Jonathan Delano

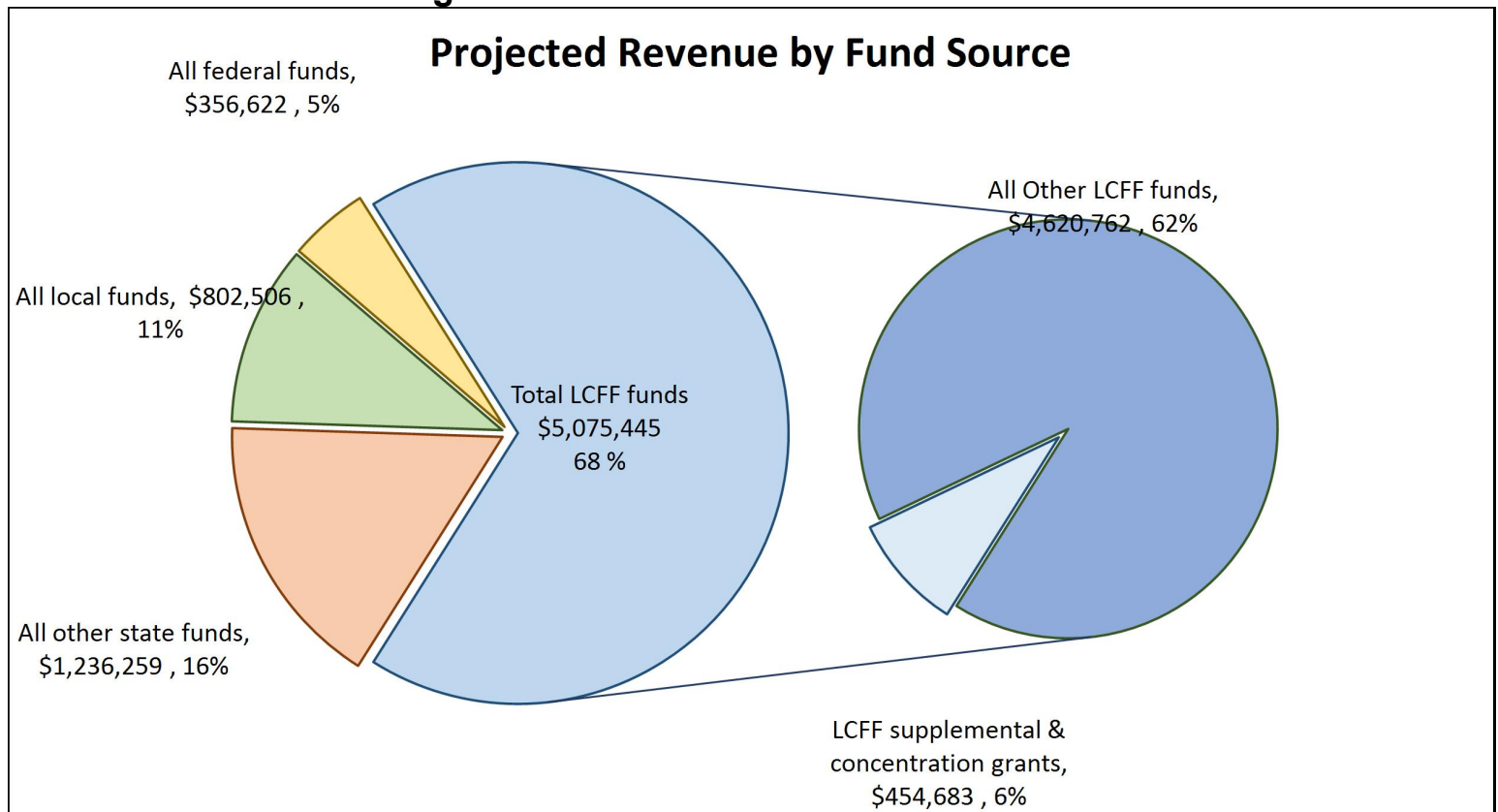
Director

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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 2026-27 School Year

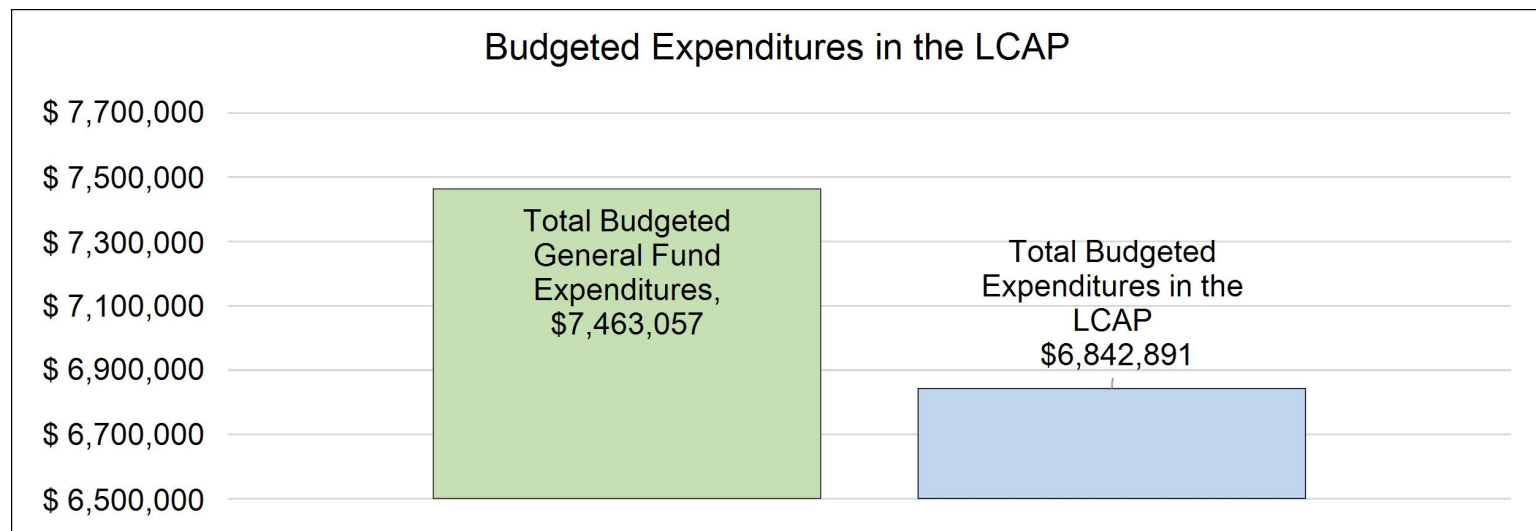


This chart shows the total general purpose revenue Career Technical Education Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Technical Education Charter School is \$7,470,832, of which \$5,075,445 is Local Control Funding Formula (LCFF), \$1,236,259 is other state funds, \$802,506 is local funds, and \$356,622 is federal funds. Of the \$5,075,445 in LCFF Funds, \$454,683 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 plans to spend for 2026-27. 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 plans to spend \$7,463,057 for the 2026-27 school year. Of that amount, \$6,842,891 is tied to actions/services in the LCAP and \$620,166 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional initiatives, including CTEIG which contribute to funding the expansion of services and supplies for CTEC students. These initiatives, along with other ancillary items such as the nutrition program, were not included in the LCAP.

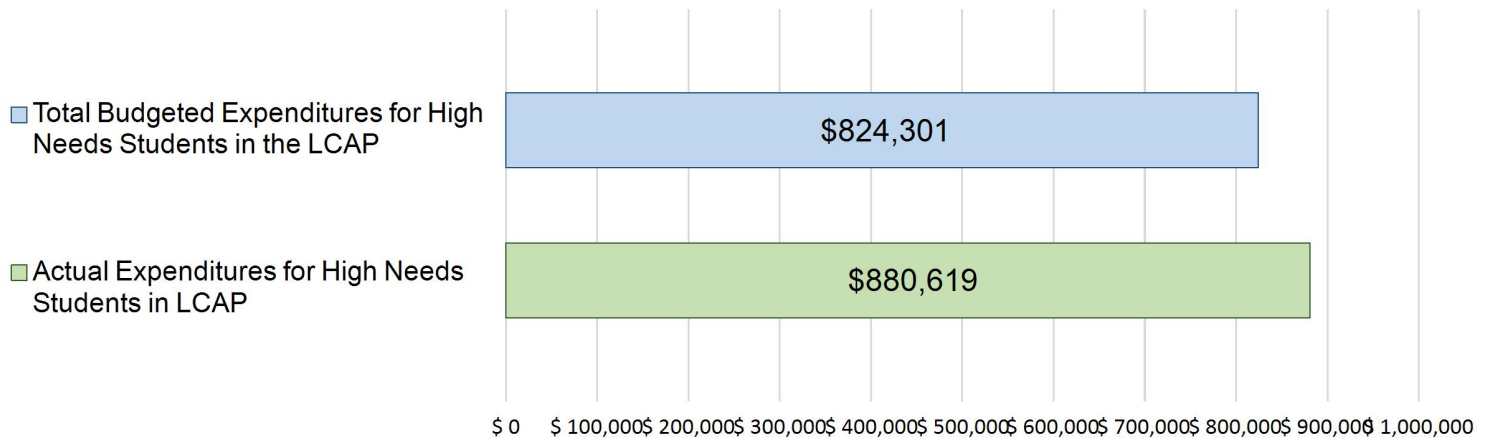
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Career Technical Education Charter School is projecting it will receive \$454,683 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter School plans to spend \$809,481 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 2025-26

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



This chart compares what Career Technical Education Charter School 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 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 2025-26, Career Technical Education Charter School's LCAP budgeted \$824,301 for planned actions to increase or improve services for high needs students. Career Technical Education Charter School actually spent \$880,619 for actions to increase or improve services for high needs students in 2025-26.



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	Jonathan Delano Director	jdelano@fcoe.org 559.774.6035

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Career Technical Education Charter (CTEC) is a dependent charter school supported by the Fresno County Superintendent of Schools. CTEC delivers a rigorous academic program that emphasizes industry-relevant skills while providing students with the opportunity to earn associate degrees.

CTEC's comprehensive high school program integrates academic instruction with a specialized focus on the Commercial Construction and Advanced Manufacturing industries. The school is fully accredited, and its core academic and Career Technical Education (CTE) courses are approved by the University of California and meet the A–G requirements for both the California State University and University of California systems.

Students at CTEC engage in a four-year CTE pathway that allows them to complete multiple program sequences. Through dual enrollment with Fresno City College, students also have the opportunity to earn an associate degree in Industrial Arts and Technology, with an emphasis in Advanced Manufacturing or Construction.

CTEC collaborates closely with local industry partners to provide students with meaningful, real-world learning experiences in both commercial construction and advanced manufacturing. Comprehensive student support systems are in place to ensure that all students are well prepared for both postsecondary education and career pathways. Through these opportunities, students gain valuable skills, earn college credit and industry-recognized certifications, and are positioned to enter the workforce with wages significantly above minimum wage. These experiences also encourage students to continue their education beyond high school.

CTEC is located just south of downtown Fresno, an area that faces notable economic and educational challenges. Many families in the surrounding community experience financial hardship, and access to higher education has historically been limited. This context reinforces the importance of CTEC's mission to provide equitable, meaningful pathways to both college and career success.

During the 2025–2026 school year, CTEC served 320 students, including 94 ninth-grade students, 95 tenth-grade students, 75 eleventh-grade students, and 56 twelfth-grade students. The student population is 63.64% Hispanic or Latino, 17.55% Caucasian, 3.76% African American, 5.33% Asian, and 7.52% identifying as Two or More Races. Additionally, 10% of students have an Individualized Education Program (IEP), 7.21% have a 504 plan, 4% are English Learners, and 47.79% are classified as socioeconomically disadvantaged.

Due to the small number of English Learners and Foster Youth, certain percentages related to required metrics for these student groups are not reported in order to protect student privacy. Additionally, because of CTEC's strategic emphasis on dual enrollment opportunities, the school does not offer Advanced Placement (AP) courses; therefore, there is no AP passage rate included in the LCAP.

CTEC did not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As part of the LCAP process, CTEC conducted a comprehensive needs assessment of the entire school, including analyzing verifiable state and local data about academic achievement and school climate.

Successes

In the area of school climate, CTEC maintained a suspension rate of 5%, consistent with the prior year. This stability indicates that current behavioral supports and interventions are effective. The school continues to prioritize a positive culture by supporting students in conflict resolution and providing access to social-emotional resources, helping them manage the challenges associated with academic growth.

Overall, these outcomes reflect strong performance in graduation, college and career readiness, and key academic areas, while also identifying targeted areas for continued improvement.

CTEC students demonstrated exceptional success in Career Technical Education (CTE), with a 100% pathway completion rate. All students participated in a comprehensive course of study that included hands-on, industry-relevant experiences. Additionally, 97% of students participated in dual enrollment, reinforcing the school's commitment to ensuring access to rigorous instruction and postsecondary opportunities for all students.

Career and college readiness remain central to CTEC's mission and vision. The school continues to prioritize meaningful opportunities that prepare students for future employment while maintaining a safe and supportive learning environment equipped with industry-standard tools and equipment.

CTEC remains committed to strong communication with students and families to ensure access to guidance and support for academic success. The school will continue to deliver high-quality instruction, targeted academic interventions, and dedicated college and career counseling to support student success in both CTEC and Fresno City College coursework. Staff will continue participating in professional learning communities and strengthening partnerships with colleges and industry leaders to expand dual enrollment and real-world career experiences.

CTEC provides a wide range of programs and events that promote student engagement and college and career readiness. Signature experiences include an award-winning Robotics team competing at local and state levels, the CTEC Society of Women Engineers (CTEC SWENext), and the CTEC Ironman Competition, where students and professional welders showcase their skills side by side.

Participation in SkillsUSA has grown significantly over the past three years. In 2025, all CTEC students served as SkillsUSA delegates. More than 100 students participated in the regional competition, 40 advanced to the state conference, and 8 qualified for the national conference. CTEC also earned a silver medal for program excellence, highlighting the strength of its program and student involvement.

CTEC continues to build a vibrant and inclusive campus culture through events and programs that engage students, families, and the broader community. These include the annual Academic Showcase, athletic clubs such as soccer and basketball, and the CTEC in Full Bloom Community Festival. The Expanded Learning Program further supports students by providing additional instructional time and hands-on industry experiences.

Through student-led clubs, family engagement opportunities, and extended learning experiences, CTEC fosters a welcoming environment that promotes strong attendance, meaningful connections, and improved academic outcomes for all students.

Identified Needs

CTEC continues to identify English language arts and Mathematics achievement as areas of need. CTEC's all-student group came in slightly behind the state rate for the percentage of students who met or exceeded standards on the 22-23 CAASSP Math assessment, with CTEC's rate at 31.11% and the state rate at 34.62%. CTEC's low-income students show lower rates of achievement on the Math assessment at 23.81%. The same rates for ELA show that while CTEC's students outperform the state rate of 46.66% with a rate of 64.44% and met or exceeded the standard on the 22-23 ELA CAASSP assessment, the rate of our low income students is still lower than our all student group at 57.14%. While CTEC made slight gains, it is evident our students, especially our low-income students, require continued support to succeed in both our high school and college level course offerings. CTEC identified school suspension rate as an area of need. As required by statute, CTEC analyzed the 2023 Dashboard to determine identified needs based on the lowest performance level on one or more state indicators. CTEC received the lowest performance level (red) on the Dashboard for LEA wide suspension rate. The following student groups were identified as receiving the lowest performance level (red) on the Dashboard for suspension rate: All Students, Hispanic, Socio Economically Disadvantaged, and White. Suspension rates for all our student groups at CTEC increased to 5.4%, slightly higher than the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (5.3%), white students (7.4%), and socioeconomically disadvantaged students (5.1%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships. To address the rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and

socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension. These supports are articulated in Action 2.1. CTEC continues to identify English Language Arts and Mathematics as areas of need. Although students perform above the state average, there has been a decline across testing areas. Increasing consistency in student performance and strengthening the use of data to inform instruction and assessment preparation will remain a priority.

Socioeconomically disadvantaged students continue to perform below the “all students” group in both ELA and Mathematics. To address these achievement gaps, CTEC will continue implementing Actions 2.3, 2.4, and 3.3, which focus on targeted academic interventions and expanded learning opportunities.

School climate, specifically suspension rates, remains an area of need. As part of the 2026–27 LCAP process, CTEC analyzed the 2025 California School Dashboard and received an Orange performance level for Suspension Rate at the LEA level, indicating the need for continued improvement.

Two primary needs emerged from this analysis:

Increased access to individualized behavior supports with consistent monitoring

Expanded social-emotional learning supports focused on building positive relationships and student engagement

In response, CTEC has focused on strengthening school culture and maintaining a safe learning environment. During the 2025–26 school year, the school implemented the Positivity Project within its advisory program, engaging students in structured discussions centered on respect, relationships, and personal success.

CTEC also implemented a school-wide advisory program supported by dedicated staffing. This program provides targeted time during the school day for academic and social-emotional development, including character education, soft skill development, and strengthening communication and decision-making skills. These efforts are intended to build strong relationships and support both academic and social-emotional success.

Additionally, the vice principal dedicated time to providing individualized behavior support and ongoing monitoring for students at risk of suspension, as outlined in Action 2.1. The California School Dashboard reflects an increase in suspension rates from 2.7% (Green) in 2024 to 5.2% (Orange) in 2025. While this indicates a decline in performance, local 2025–26 monitoring data show a decrease in suspension incidents during implementation. This suggests early signs of progress; however, given the current Dashboard level, continued implementation and refinement of these supports will be necessary to achieve sustained improvement. CTEC will continue implementing Action 2.1 throughout the 2026–27 school year to further improve outcomes.

Learning Recovery and Emergency Block Grant (LREBG)

CTEC has been allocated Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year, as reflected in Goal 3, Action 3. A needs assessment conducted pursuant to Education Code Section 32526 indicates that, while progress has been made, persistent needs remain in English Language Arts and Mathematics, particularly for socioeconomically disadvantaged students and English Learners. A review of Grade 11 ELA scale score data identified a mean scale score of 2586.2, with a significant percentage of students performing within the lowest achievement levels. Additionally, 37.29% of students did not meet standards, demonstrating a continued need for targeted literacy intervention and academic supports across the LEA. review of Grade 11 Mathematics scale score data identified a mean scale score of 2624.4, with some students continuing to perform within the lowest achievement levels. While overall performance was stronger in Mathematics, 10.17% of students did not meet standards, supporting the continued need for targeted intervention and supplemental academic supports across the LEA.

In response to these identified needs, Goal 3, Action 3 includes expanded opportunities beyond the instructional day to support students in strengthening the academic skills necessary to improve performance. These services align with allowable uses of LREBG funds, including expanded learning opportunities consistent with Education Code Section 46120, and are consistent with the provisions outlined in EC Sections 32526(c)(2)(A) and (B)(iv).

The LREBG amount included in the plan is \$13,232, representing the 2025–2026 funding allocation.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Date(s) of meeting(s): 3/9/2026 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions. Feedback: Teachers emphasized the importance of ongoing professional development to strengthen instructional practices, particularly in the areas of collaboration, project-based learning, and alignment with current industry standards. They also highlighted the need for additional dedicated time to support integrated project development. In addition, teachers identified a need for more consistent and effective communication between administration and instructional staff to better support students' academic progress and social-emotional well-being.
Administrators	Date(s) of meeting(s): 2/17/26 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions Feedback: Administration is actively refining the LCAP to ensure that program goals are clearly aligned with expenditures and strategic priorities. As part of this effort, actions with similar intended outcomes—particularly those focused on academic support and industry skill development—are being streamlined and consolidated to improve coherence, efficiency, and overall impact. Administration also highlighted the continued focus on Response to Intervention (RTI) and the implementation of the Positivity Project

Educational Partner(s)	Process for Engagement
	within the Advisory period, both of which have strengthened students' access to timely, targeted academic and social-emotional support.
Principal	Date(s) of meeting(s): 2/17/26 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions Feedback :The principal actively refines the LCAP to ensure that program goals are clearly aligned with expenditures and strategic priorities. As part of this effort, actions with similar intended outcomes—particularly those focused on academic support and industry skill development—are being streamlined and consolidated to improve coherence, efficiency, and overall impact. The principal also highlighted the continued focus on Response to Intervention (RTI) and the implementation of the Positivity Project within the Advisory period, both of which have strengthened students' access to timely, targeted academic and social-emotional support.
Other School Personnel	Date(s) of meeting(s): 3/16/2026; 4/20/26 Topic(s) Discussed: Staff Support. Resources available. Training to increase capacity. LCAP goals and actions. Feedback: Certificated staff, including paraeducators, emphasized the importance of ongoing professional development to strengthen their ability to identify student needs and provide structured, effective support that promotes student success. The program assistant and registrar also identified a need for additional resources to effectively manage the increasing demands of daily operations within a comprehensive program. Staff expressed interest in seeking support from FCSS to access targeted training and guidance that would help develop effective strategies and streamline procedures. They also acknowledged and appreciated the collective efforts of staff to support one another through transitions, as well as the ongoing training that has helped ensure effectiveness in their assigned roles and responsibilities.
Local Bargaining Units (Certificated and Classified)	Date(s) of meeting(s): 4/17/2026 Topic(s) Discussed: Instructional Support, LCAP Goals Feedback: Bargaining units emphasized the need for expanded professional development and training opportunities to enhance staff effectiveness both in the classroom and in non-instructional settings. They also identified the critical need for an academic and social-

Educational Partner(s)	Process for Engagement
	emotional counselor to provide comprehensive support for students on campus.
Annual update of the Local Control and Accountability Plan (LCAP) to governing board	Date(s) of meeting(s): 1/27/26 Topic(s) Discussed: Annual update of the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview for Parents (BOP), presented to the CTEC Board..
Parents	Date(s) of meeting(s): 1/27/2026 Topic(s) Discussed: Effectiveness of Response to Intervention (RTI), support for students beyond the school day, extracurricular opportunities, integration of academic content, communication, and clarity around how LCAP goals address student and family needs. Feedback: Parents expressed a need for additional resources to support their children's academic progress, including tools that allow for consistent monitoring of performance and engagement. Families also shared appreciation for CTEC's strong emphasis on school culture and student safety, and encouraged the school to continue prioritizing these areas. Additionally, parents highlighted the importance of providing access to a dedicated academic and social-emotional counselor to further support students' overall well-being and success.
Students	Date(s) of meeting(s): 2/2/2026 Topic(s) Discussed: School activities, academic support, information related to pathways, school culture, and how LCAP goals and actions impact students' academic and social-emotional experiences. Feedback: Students emphasized the value of activities that support their pathway choices and preparation for future employment, recognizing that the decisions they make now play a critical role in their long-term career success and job satisfaction. They also expressed a strong need for access to an academic counselor who can provide guidance in planning their futures and support them in navigating both their academic journey and postsecondary opportunities.
SELPA Consultation	Date(s) of consultation: 4/23/26 Topic(s) Discussed: Special Education (SPED) supports, identification of student needs, available resources for students with IEPs, and how LCAP goals address needs identified by educational partners.

Educational Partner(s)	Process for Engagement
	Feedback: Educational partners identified a need to allocate additional time and resources to more effectively support students with disabilities. Stakeholders emphasized the importance of expanding access to dual enrollment opportunities and ensuring that SPED students develop the skills necessary to succeed within their chosen industry pathways. Planning efforts are also underway to proactively prepare for and support an anticipated increase in the SPED student population.
Submission of Draft plan to PAC *Note: CTEC does not have a DELAC	Date(s) of meeting(s): 4/27/26 Topic(s) Discussed: LCAP Goals. Actions to Support LCAP Goals. Simplifying goals and bringing similar actions together. Two students participated as members of the Parent Advisory Committee (PAC), contributing their perspectives to the discussion. Feedback: No need for the Superintendent to respond in writing.
Public Comment Period	Date(s) of meeting(s): April 29- May 7, 2026 Topic(s) Discussed: Public comment and notification to members of the public to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3) or 52068(a)(3). Feedback: No feedback was received during public comment period.
Public Hearing	Date(s) of meeting(s): 5/12/26 Topic(s) Discussed: Public Hearing meeting in accordance with Education Code 52062(b)(1) or 52068(b)(1) was held as appropriate. Feedback: Plans were well-received by CTEC Board.
Adoption of the LCAP by the governing board	Date(s) of meeting(s): 6/9/26 Topic(s) Discussed: LEA adopted CTEC LCAP in a public meeting in accordance with Education Code 52062(b)(2) or 52068(b)(2). Feedback: LCAP was approved by CTEC Board.
Budget Adoption and Local Indicator Report to governing board	Date(s) of meeting(s): 6/9/26 Topic(s) Discussed: At the same meeting as the LCAP adoption, progress on Local Indicators was presented and the Budget was adopted by CTEC's Board in compliance with this requirement. Feedback: Budget was approved by CTEC Board and accolades were offered in response to CTEC's progress on the Local Indicators.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As part of the development of the 2026–27 LCAP, CTEC administration, in collaboration with FCSS, conducted a comprehensive review of existing goals, metrics, and actions. Through this review, it was determined that Goals 2 and 4 could be consolidated to provide a clearer and more cohesive representation of how CTEC fosters a safe, supportive environment that promotes both academic achievement and student well-being. As a result, Goal 4 has been integrated into Goal 2, streamlining the plan and improving clarity for educational partners.

The development of the LCAP reflects extensive input from educational partners, including teachers, classified staff, bargaining units, students, parents, and SELPA.

Teachers emphasized the importance of ongoing professional development to strengthen instructional practices, particularly in collaboration, project-based learning, industry alignment, and integrated project development. They also highlighted the need for consistent communication between administration and instructional staff to better support student academic and social-emotional outcomes. In addition, teachers identified that English Learners often enter with gaps in academic vocabulary and language skills needed to access rigorous content. In response, Goal 1, Action 2 prioritizes comprehensive professional development for all staff, including subject-specific instruction, technology integration, and industry-aligned practices. Goal 1, Action 6 further supports this work by providing targeted professional learning focused on differentiated instruction, inclusive practices, curriculum integration, and dedicated time for collaborative planning and project development, as well as strengthening connections with industry partners.

Certificated and classified staff feedback also played a key role. Paraeducators emphasized the need for continued professional development to better identify student needs and provide structured academic support. Program assistants and registrars identified the need for additional resources and training to manage the demands of a comprehensive program. Staff also expressed interest in accessing FCSS support for targeted training and procedural improvements, while acknowledging the collaborative efforts of staff in supporting one another through transitions and building capacity in their roles. These needs are addressed through Goal 1, Actions 2 and 6.

Bargaining units reinforced the importance of expanded professional development and training opportunities to improve staff effectiveness in both instructional and non-instructional roles. They also identified the need for a dedicated academic and social-emotional counselor to better support students on campus.

Parent feedback highlighted the need for additional resources to support student academic progress, including tools to monitor performance and engagement. Parents also expressed strong appreciation for CTEC's emphasis on school culture and safety and encouraged continued prioritization of these areas. Additionally, families emphasized the importance of access to academic and social-emotional counseling services. In response, Goal 2 includes actions that expand academic supports, strengthen communication, and increase access to social-emotional resources, including partnerships with organizations such as All 4 Youth to provide integrated mental health services.

Students emphasized the importance of school activities, academic support, and clear information about pathways that align with their career goals. They expressed that opportunities such as industry experiences, extracurricular activities, and real-world learning are critical to their future success. Students also identified a strong need for access to an academic counselor to support postsecondary planning. In response, Goal 1, Action 3 provides expanded industry-connected learning opportunities, including field trips, mentorships, and engagement with industry professionals. Goal 2, Action 6 further enhances this work by offering enrichment activities and experiences that expose students to college and career pathways. Goal 3, Action 1 supports community engagement through service-learning opportunities that connect students to real-world applications of their learning.

Feedback from SELPA emphasized the need for increased time, resources, and communication to effectively support students with disabilities, particularly in accessing dual enrollment and industry pathway opportunities. Planning is also underway to address the anticipated growth in the SPED population. In response, Goal 1, Action 7 outlines comprehensive supports for students with disabilities, including individualized academic and social-emotional services, IEP implementation, family communication, counseling, and access to necessary accommodations to ensure success in both high school and postsecondary coursework.

Across all educational partner groups, there was a consistent emphasis on the need to strengthen academic achievement in English Language Arts and Mathematics. In response, the LCAP includes targeted actions that provide academic interventions, expanded learning opportunities, and Response to Intervention (RTI) supports, including additional time beyond the school day.

Finally, administration reflected on the importance of maintaining a continued focus on Response to Intervention (RTI) and the implementation of the Positivity Project within the advisory program. These efforts support both academic intervention and social-emotional development by providing structured time for relationship-building, targeted support, and skill development aligned with student needs.

Overall, the LCAP reflects a comprehensive and collaborative approach that aligns resources, actions, and goals to meet the academic, social-emotional, and career readiness needs of all students at CTEC.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal of providing a rigorous academic program that focuses on industry-relevant career technical education, maintains A-G eligibility, and offers college credit through dual enrollment was developed to ensure that every student at CTEC receives a comprehensive and meaningful education. Students who attend CTEC are presented with a unique learning experience that goes beyond traditional classroom instruction. This experience not only offers hands-on learning but also integrates core subjects with specialized pathways in advanced manufacturing or commercial construction, giving students the opportunity to explore both academic and industry-specific skills simultaneously. At CTEC, we are committed to providing a nontraditional educational environment that not only prepares students for college but also connects them to industries that are shaping the future. By working on real-world projects that positively impact their community, students gain valuable skills and experiences that are directly relevant to their future careers. The ultimate goal is for every student to graduate from CTEC fully prepared to succeed in both college and career. Our educational partners continue to prioritize academic achievement and college readiness, and we believe that this program structure is essential in supporting those priorities. By maintaining high academic standards, offering career-focused education, and providing opportunities for college credit through dual enrollment, we ensure that students are well-equipped to meet the challenges and opportunities that lie ahead. The actions and metrics outlined below have been designed to help CTEC achieve this goal, ensuring that we continue to provide an educational experience that sets students up for lifelong success in both their academic and professional journeys.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-2021 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2021-2022 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2022-2023 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2023-2024 Data Source: CalSAAS	No difference
1.2	Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of Due teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 50% of DuE teachers/post secondary instructor collaboration Data Year: 2024-25 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: 2025-26 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: 2026-2027 Data Source: CALPADS EOY 1	No difference
1.3	CTE Pathway Completion Rate	100% Data Year: 2022-2023 Data Source: CALPADS EOY 1	100% Data Year: 2023-2024 Data Source: CALPADS EOY 1	100% Data Year: 2024-2025 Data Source: CALPADS EOY 1	100% Data Year: 2025-2026 Data Source: CALPADS EOY 1	No difference
1.4	Student participation industry relevant experience or activity	All Students:100% Low Income:100% Data Year: 2023-2024 Data Source: Local Indicator	All Students:100% Low Income:100% Data Year: 2024-2025 Data Source: Local Indicator	All Students: 100% Low Income: 100% Data Year: 2025-2026 Data Source: Local Indicator	All Students:100% Low Income:100% Data Year: 2026-2027 Data Source: Local Indicator	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Broad course of study	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100% Data Year: 2022-2023 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: 100% Students enrolled in CTE courses: 100% Data Year: 2023-2024 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100% Data Year: 2024-2025 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100% Data Year: 2025-2026 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: No difference Students enrolled in CTE courses: No difference
1.6	EAP ELA	65% college ready or conditionally ready Data Year: 2022-2023 Data Source: CAASPP Test Results	82% college ready or conditionally ready Data Year: 2023-2024 Data Source: CAASPP Test Results	67% college ready or conditionally ready Data Year: 2024-2025 Data Source: CAASPP Test Results	67% college ready or conditionally ready Data Year: 2025-2026 Data Source: CAASPP Test Results	+2%
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-2024 Data Source: Dashboard Fall 2023	100% Data Year: 2024-2025 Data Source: Dashboard Fall 2024	100% Data Year: 2025-2026 Data Source: Dashboard Fall 2025	100% Data Year: 2026-2027 Data Source: Dashboard Fall 2026	No difference
1.8	EAP Math	32.5% college ready or conditionally ready Data Year: 2022-2023 Data Source: CAASPP Test Results	48% college ready or conditionally ready Data Year: 2023-2024	35% college ready or conditionally ready Data Year: 2024-2025	35% college ready or conditionally ready Data Year: 2025-2026	+2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CAASPP Test Results	Data Source: CAASPP Test Results	Data Source: CAASPP Test Results	
1.9	Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2023-2024 Data Source: CALPADS Fall 2 2023	100% Data Year: 2024-2025 Data Source: CALPADS Fall 2024	100% Data Year: 2025-2026 Data Source: CALPADS Fall 2 2026	100% Data Year: 2026-2027 Data Source: CALPADS Fall 2 2026	No difference
1.10	A-G Completion Rate	All Students: 100% Low Income: 97.4% English Learner: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest	All Students: 100% Low Income: 100% English Learner: Not reported to protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest	All Students: 98% Low Income: 97% English Learners: Not reported to protect the privacy of students Data Year: 2024-2025 Data Source: DataQuest	All Students: 98% Low Income: 97% English Learners: Not reported to protect the privacy of students Data Year: 2025-2026 Data Source: DataQuest	All Students: -2% Low Income: -0.4% English Learner: Not reported to protect the privacy of students
1.11	Statewide Assessment ELA Met or Exceeded Standards	All Students: 64.4% Low Income: 57.14% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest	All Students: 82% Low Income: 69.6% English Learners: Not reported to protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest	All Students: 68% Low Income: 60% English Learners: 50% Data Year: 2024-2025 Data Source: DataQuest	All Students: 68% Low Income: 60% English Learners: 50% Data Year: 2025-2026 Data Source: DataQuest	All Students: +3.6% Low Income: +2.86% English Learners: Not reported to protect the privacy of students
1.12	Statewide Assessment Math	All Students: 31% Low Income: 23.81%	All Students: 48% Low Income: 43.5%	All Students: 40% Low Income: 38%	All Students: 40% Low Income: 38%	All Students: +9% Low Income: +14.19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Met or Exceeded Standards	English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest	English Learners: Not reported to protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest	English Learners: 38% Data Year: 2024-2025 Data Source: DataQuest	English Learners: 38% Data Year: 2025-2026 Data Source: DataQuest	English Learners: Not reported to protect the privacy of students
1.13	Dual Enrollment Participation	All Students: 97% Low Income: 95% Data Year: 2022-2023 Data Source: CALPADS EOY 1	All Students: 100% Low Income: 100% Data Year: 2023-2024 Data Source: CALPADS EOY 1	All Students: 97% Low Income: 97% Data Year: 2024-2025 Data Source: CALPADS EOY 1	All Students: 97% Low Income: 97% Data Year: 2025-2026 Data Source: CALPADS EOY 1	All Students: +0% Low Income: +2%
1.14	EL Progress towards English Proficiency	Data suppressed due to EL student population being too low for data to be included. Data Year: 2022-2023 Data Source: 2023 EL, Illuminate	Data suppressed due to EL student population being too low for data to be included. Data Year: 2023-2024 Data Source: EL, Illuminate	Data suppressed due to EL student population being too low for data to be included. Data Year: 2024-2025 Data Source: ELPI	Data suppressed due to EL student population being too low for data to be included. Data Year: 2025-2026 Data Source: ELPI	Data suppressed due to EL student population being too low for data to be included.
1.15	EL Reclassification Rate	15.3% Data Year: 2022-2023 Data Source: DataQuest	14.2% Data Year: 2023-2024 Data Source: Local	15% Data Year: 2024-2025 Data Source: DataQuest	15% Data Year: 2025-2026 Data Source: DataQuest	-0.3%
1.16	A-G Completion and CTE Pathway Completion Rate	100% students completed a-g and a CTE capstone	100% students completed a-g and a CTE capstone	96% students completed a-g and a CTE capstone	100% students completed a-g and a CTE capstone	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: DataQuest	Data Year: 2023-2024 Data Source: DataQuest	Data Year: 2024-2025 Data Source: DataQuest	Data Year: 2025-2026 Data Source: DataQuest	
1.17	Statewide Assessment Science Meets or Exceeded Standards	All Students: 50% Low Income: 36.37% Data Year: 2022-2023 Data Source: DataQuest	All Students: 72% Low Income: 52.18% Data Year: 2023-2024 Data Source: DataQuest	All Students: 56% Low Income: 48% Data Year: 2024-2025 Data Source: DataQuest	All Students: 52% Low Income: 40% Data Year: 2025-2026 Data Source: DataQuest	All Students: +6% Low Income: +11.63%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

Action 1:1 Articulation with Post Secondary Entities

Implementation Status: 4 Full Implementation.

During the 2025–26 school year, the LEA continued to strengthen articulation with postsecondary institutions, with a focused effort on increasing engagement with Fresno City College (FCC) instructors. This included creating additional opportunities for FCC faculty to observe and assess CTEC classroom instruction and provide meaningful feedback to better align curriculum with postsecondary expectations and industry standards.

Building on prior efforts, the LEA maintained its commitment to ensuring all students have access to a comprehensive course of study that supports a seamless transition from high school to postsecondary education, including the opportunity to earn an associate degree in Industrial Technology.

The LEA continued to advance the goal of providing a rigorous academic program that emphasizes industry-relevant Career Technical Education, maintains A–G eligibility, and offers college credit through dual enrollment by expanding opportunities for students to earn college credit while in high school and strengthening alignment between secondary instruction, postsecondary coursework, and industry skills.

There were no substantive differences between planned actions and actual implementation, as the LEA continued to build consistently on prior efforts.

Action 1.2 Instructional and Professional Development Action 1.6 Targeted Professional Learning Opportunities

Implementation Status: 4 Full Implementation.

During the 2025–26 school year, the LEA continued to prioritize and expand opportunities for staff to engage in subject-specific professional development. This included schoolwide training in areas such as trauma-informed instruction, technology integration, and strategies to strengthen overall instructional capacity.

Professional development remained a key focus, particularly for Career Technical Education (CTE) teachers, who were provided ongoing opportunities to collaborate with industry leaders. These experiences ensured that current industry standards were consistently embedded into classroom instruction and skill development.

The LEA continued to invest in high-impact professional learning designed to build educator capacity in delivering differentiated, standards-aligned instruction. Professional development efforts emphasized deepening teachers' understanding and implementation of the Common Core State Standards (CCSS) across content areas, with a strong focus on cross-curricular integration to enhance student engagement and comprehension.

Additionally, ongoing coaching and collaborative planning time were embedded into the instructional calendar, providing educators with regular opportunities to refine instructional practices, share best practices, and align lesson design with differentiated learning goals.

There were no substantive changes between planned actions and actual implementation, as the LEA continued to build on established practices from previous years.

Action 1.3 Industry Connections

Implementation Status: 4 Full Implementation.

For the 2025–26 school year, the LEA built upon prior progress by further expanding both the scope and depth of student engagement with industry partners. Internship opportunities increased across a broader range of industry sectors and skill areas, allowing more students to participate in meaningful, hands-on work-based learning experiences.

To strengthen long-term sustainability, the LEA formalized additional partnerships through Memoranda of Understanding (MOUs) with key industry leaders, ensuring continued collaboration and alignment with workforce needs. Student voice remained a central component of program development, with feedback systematically collected and used to refine and improve experiences so they remain relevant to student interests and evolving labor market demands.

Through deepened partnerships, expanded access, and intentional integration of student input, the LEA reaffirmed its commitment to preparing students with the skills, knowledge, and real-world experiences necessary for postsecondary education and career success.

There were no substantive changes between the planned actions and actual implementation compared to previous years.

Action 1.4 Academic and Dual Enrollment Support, Action 1.5 Designated ELD Instruction Action 1.7 Support for Students with Disabilities, Implementation Status: 4 Full Implementation

For the 2025–26 school year, the LEA continued to strengthen and expand academic support systems to address the diverse learning needs of all students, with a focused emphasis on students with disabilities and English Language Learners (ELLs), particularly those enrolled in dual enrollment courses. Instructional supports remained a priority, with additional paraeducators increasing access to individualized and small-group assistance during the school day and within extended learning opportunities.

Academic interventions were further refined to support students in managing the rigor of the LEA's coursework and to improve overall academic outcomes. A key focus was the continued expansion of the Response to Intervention (RTI) framework, strategically implemented during the advisory period to provide targeted support that directly addressed instructional gaps. Through this structured, tiered approach, students received timely and differentiated instruction designed to close learning gaps and reinforce essential skills across content areas.

Support for English Language Learners was enhanced through increased designated ELD instructional time and more differentiated instructional practices aligned to students' language proficiency levels. Educators implemented targeted ELD strategies to promote both language development and academic achievement, ensuring equitable access to the full curriculum.

Services for students with disabilities remained comprehensive, with continued emphasis on effective IEP implementation, strong family engagement, and integrated academic and social-emotional supports. Counseling services, along with consistent communication between staff and families, ensured that each student's individual needs were addressed.

There were no substantive changes between planned actions and actual implementation compared to previous years.

Overall Successes:

The LEA demonstrated strong progress toward achieving Goal 1, as evidenced by continued improvement in academic achievement and sustained excellence in college and career readiness.

Another key success has been the continued emphasis on skill development and the expansion of competitive opportunities available to students. Through participation in regional, state, and national competitions, students have been able to apply and showcase their technical and employability skills in authentic, high-level settings. Their ability to represent CTEC at both the state and national levels reflects a strong level of career readiness, as well as the effectiveness of the LEA's programs in preparing students for postsecondary pathways and workforce success.

These outcomes reflect the effectiveness of targeted academic supports, differentiated instruction, and a continued focus on aligning coursework to college and career expectations.

Overall Challenges:

For the 2025–26 school year, the LEA will continue to address ongoing challenges related to student performance on CAASPP assessments. Efforts remain focused on refining instructional practices and expanding access to rigorous, standards-aligned curriculum. This includes

strengthening coherence between curriculum, instruction, and assessment, as well as implementing targeted supports and interventions to ensure all students can effectively engage with grade-level content and progress toward meeting or exceeding state standards.

The absence of a dedicated school counselor continues to present a significant challenge for the LEA. Without this role, the capacity to provide comprehensive academic advising, monitor student progress, and effectively support postsecondary planning is constrained. As students participate in increasingly rigorous academic programs, including dual enrollment and Career Technical Education (CTE) pathways, the need for individualized academic guidance and social-emotional support remains critical.

Addressing this staffing gap is essential to maintaining and building upon current student outcomes. Ensuring access to comprehensive counseling services will be key to supporting students in meeting graduation requirements, completing A–G coursework, and achieving college and career readiness.

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 was a difference between Budgeted Expenditures and Estimated Actual Expenditures in the following actions:
Action 1.4 was overspent due to an increase in staff expenses (salary and benefits) based on retroactive increases based on certificated and management 24-25 and 25-26 salary increases that were not known at the time of budget adoption. These pertain to one-time funds, salary schedule increases, and increases to health and welfare caps along with statutory benefit amounts increasing based on higher pay rates. Additional supplies and services costs increased based on additional program needs.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 helped make progress towards the LEA's goal of providing a rigorous academic program that focuses on industry-relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment.

Action(s): 1.1 Articulation with Post Secondary Entities, 1.3 Industry Connections

Effectiveness of Action(s): 3 - Effective

Metric(s): 1.3, 1.4, 1.5 CTE Pathway Completion Rate, Student participation industry relevant experience or activity, Broad course of study

Analysis Statement: By evaluating the data above alongside educational partner feedback from staff, industry partners, and families, it is clear that Action 1.1 has fully met (3 – Effective) the intended outcomes for all students through maintaining a 100% CTE Pathway Completion Rate from baseline through Year 2 (Metric 1.3) and continued access to a broad course of study, including 100% enrollment in CTE courses and 98% enrollment in advanced academic coursework at both baseline and Year 2 (Metric 1.5).

Metric results, along with educational partner feedback from staff, industry partners, and families, indicate that Action 1.3 has fully met (3 – Effective) the intended outcomes for all students through maintaining 100% student participation in industry-relevant experiences for all students, including low-income students, from baseline through Year 2 (Metric 1.4).

Action(s): 1.2 Instructional and Professional Development, 1.6 Targeted Professional Learning Opportunities and Professional Learning Communities

Effectiveness of Action(s): 3 - Effective

Metric(s): 1.1, 1.2, 1.7 Appropriately assigned and fully credentialed teachers, Teachers collaboration with educational partners, industry leaders, and peers, Access to standards aligned instructional materials

Analysis Statement: Metric results, along with educational partner feedback from teachers, indicate that Action 1.2 has fully met (3 – Effective) the intended outcomes for all students through maintaining 0% misassignments and 0% vacancies (Metric 1.1) and 100% access to standards-aligned instructional materials (Metric 1.7).

Additionally, metric results and teacher feedback demonstrate that Action 1.6 has fully met (3 – Effective) the intended outcomes for all students through maintaining 100% teacher collaboration with peers, industry partners, and postsecondary institutions (Metric 1.2).

By strengthening professional learning systems and fostering collaboration through Professional Learning Communities (PLCs), the LEA has cultivated a culture of continuous improvement and instructional excellence. These initiatives have supported teacher capacity-building while directly contributing to improved student outcomes and increased academic equity across the school community.

Action(s): 1.4 Academic and Dual Enrollment Support, Support for Students with Disabilities Action: 1.5 Designated ELD Instruction and Professional Development

Effectiveness of Action(s): 3 - Effective

Metric(s): 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 1.17 EAP Math A-G Completion Rate, Statewide Assessment Math Met or Exceeded Standards, Dual Enrollment Participation, Statewide Assessment Science Meets or Exceeded Standards EAP ELA, Implementation of Standards and EL access to CCSS and ELD Standards, CAASPP ELA (All., students, EL), EL Progress towards English Proficiency, EL Reclassification Rate, A-G Completion and CTE Pathway Completion Rate

Analysis Statement: Metric results, along with educational partner feedback from students and parents, indicate that Action 1.4 has fully met (3 – Effective) the intended outcomes for all students through metrics related to academic access and readiness. A–G completion and CTE pathway completion rates remained consistent from baseline to Year 2 (Metrics 1.6, 1.17), dual enrollment participation was maintained at 97% (Metric 1.13), and statewide assessment performance in Math and Science increased from baseline to Year 2 (Metrics 1.8, 1.10).

By evaluating the data above alongside educational partner feedback from students and parents, it is clear that Action 1.5 has fully met (3 – Effective) the intended outcomes for English Learners through metrics specific to language development and access to standards, including 100% access to CCSS and ELD-aligned instruction (Metric 1.11), improved CAASPP ELA performance from baseline to Year 2 (Metric 1.12), and increased English Learner progress toward proficiency and reclassification rates over time (Metrics 1.13, 1.14).

Through the continued implementation of a strong Response to Intervention (RTI) framework, enhanced designated and integrated ELD instruction, and comprehensive academic and social-emotional supports for students with disabilities, the LEA has fostered an inclusive learning environment where all students are supported to succeed. These efforts have ensured more targeted and timely interventions, addressed instructional gaps, and promoted equitable access to grade-level content.

Overall, these sustained and strategic actions reflect a student-centered approach that advances the LEA's long-term goals of college, career, and life readiness for all students.

Evidence includes 68% ELA (+3.6%), 40% Math (+9%), 100% College and Career Indicator Prepared, 98% A–G completion, and 100% dual enrollment participation, reflecting strong academic outcomes and access to rigorous coursework.

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

Metric 1.14 (English Learner Progress Indicator [ELPI]) was revised to continue using ELPI data rather than Illuminate assessment data in order to maintain alignment with state accountability measures for English Learners. Due to the small English Learner student population, data may be suppressed in some years to protect student privacy; however, the metric will remain included and reported when available.

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.

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.	\$265,485.00	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.	\$262,928.00	No
1.3	Industry Connections	CTEC will provide school staff to facilitate 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.	\$536,041.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Academic and Dual Enrollment Support	CTEC will provide 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 will also be provided.	\$2,100,198.00	No
1.5	Designated ELD Instruction and Professional Development	CTEC will supply .25 FTE of instructional staff for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques.	\$28,882.00	Yes
1.6	Targeted Professional Learning Opportunities	CTEC will provide designated time for staff to: -Engage in professional learning that facilitates the implementation of CCSS and best practices for inclusive teaching that address the individualized needs of students in the same classroom. -Support curriculum integration and development. -Identify relevant connections to industry and the community through partnerships with industry and community leaders. -Collaborate in grade-level and content-level cohorts to analyze student performance data, with a focus on achievement data for low income students, in order to identify best practices for lesson delivery.	\$582,089.00	Yes
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 as outlined in their IEP. 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. Note: funding in support of this action is reflected in the funding total for Goal 1, Action 1.4	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

This goal was established to ensure the creation and maintenance of a safe, inclusive educational environment that supports both the academic achievement and personal development of all students. A positive school climate is essential for fostering student engagement, promoting well-being, and enabling students to fully access learning opportunities. A safe educational environment extends beyond physical safety to include a culture where students feel valued, respected, and connected. This includes intentional efforts to build social-emotional competencies, strengthen relationships, and create structures that promote a sense of belonging and engagement for all students. At CTEC, this goal reflects a commitment to developing students as goal-oriented, confident, and productive individuals who are prepared for success in postsecondary education, careers, and life. A supportive and nurturing environment is critical to this work, as it allows students to fully engage in rigorous academics, develop industry-relevant skills, and recognize their potential to contribute meaningfully to their communities. The actions and metrics aligned to this goal are designed to ensure that CTEC continues to prioritize a safe, supportive, and inclusive environment where all students have equitable access to opportunities and are positioned to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Maintained in Good Repair	School Rating: Good Data Year: 2023-2024	Rating: Good	Rating: Good	School Rating: Good	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Facility Inspection Tool	Data Year: 2024-2025 Data Source: Facility Inspection Tool	Data Year: 2025-2026 Data Source: Facility Inspection Tool	Data Year: 2026-2027 Data Source: Facility Inspection Tool	
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2024-2025 Data Source: Local Report	100% teachers are implementing trauma informed instruction within their curriculum. Data Year: 2025-2026 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2026-2027 Data Source: Local Report	No difference
2.3	High School Dropout Rate	All Students: 0% Low Income: 0% Data Year: 2022-2023 Data Source: DataQuest	All Students: 2.3% Low Income: 3.8% Data Year: 2023-2024 Data Source: DataQuest	All Students: 0% Low Income: 0% Data Year: 2024-2025 Data Source: CALPADS	All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	All Students: 0% Low Income: 0%
2.5	Attendance Rate	All Students: 94% Low Income: 94.25% Data Year: 2023-2024 Data Source: Local Data AERIES	All Students 94.64% Low Income: 97.73% Data Year: 2024-2025 Data Source: Local Data AERIES	All Students: 92.32% Low Income: 93.56% Data Year: 2025-2026 Data Source: Local Data AERIES	All Students: 98% Low Income: 98% Data Year: 2026-2027 Data Source: Local Data AERIES	All Students: -1.68 % Low Income: -0.69 %
2.6	Chronic Absenteeism	All Students: 4.4% Low Income: 2.38%	All Students: 4% Low Income: 4%	All Students: 12.8%	All Students: 5% Low Income: 5%	All Students: +8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CALPADS EOY 3	Data Year: 2023-2024 Data Source: CALPADS EOY 3	Low Income: 14.6% Data Year: 2024-2025 Data Source: Data Quest	Data Year: 2025-2026 Data Source: Data Quest Revised to reflect DataQuest data	Low Income: -12.22% Revised to reflect DataQuest data
2.7	Suspension Rate	All Students: 9.3% Low Income: 11% Hispanic: 9.3% White: 11.7% Data Year: 2022-2023 Data Source: CA School Dashboard	All Students: 2.7% Low Income: 4.5% Hispanic: 3.1% White: 0% Data Year: 2023-2024 Data Source: CA School Dashboard	All Students: 5.2% Low Income: 5.2% Hispanic: 3.3% White: 6.8% Data Year: 2024-2025 Data Source: CA School Dashboard	All Students: 5% Low Income: 5% Hispanic: 3.5% White: 2.9% Data Year: 2025-2026 Data Source: CA School Dashboard	All Students: -4.1% Low Income: -5.8% Hispanic: -6% White: -4.9%
2.8	Expulsion Rate	All Students: 0% Low Income: 0% Data Year: 2022-2023 Data Source: DataQuest	All Students: 0% Low Income: 0% Data Year: 2023-2024 Data Source: DataQuest	All Students: 0% Low Income: 0% Data Year: 2024-2025 Data Source: DataQuest	All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	All Students: 0% Low Income: 0%
2.9	School Climate- Student self rated sense of belonging	All Students: 95% Low Income: 98% Data Year: 2023-2024 Data Source: Student School Climate Survey	All Students: 88% Low Income: No longer collected Data Year: 2024-2025 Data Source: Student School Climate Survey	All Students: 89% all students strongly agree or agree Low Income: No longer collected Data Year: 2025-2026 Data Source: Student School Climate Survey	All Students: 96% Low Income: 98% Data Year: 2026-2027 Data Source: Student School Climate Survey	All Students: -6% Low Income: No longer collected

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	High School Graduation Rate	All Students: 96.9% Low Income: 95.6% Data Year: 2022-2023 Data Source: Dashboard Fall 2023	All Students: 97.7% Low Income: 96.2% Data Year: 2023-2024 Data Source: Dashboard Fall 2024	All Students: 100% Low Income: 100% Data Year: 2024-2025 Data Source: CA Fall Dashboard	All Students: 98% Low Income: 98% Data Year: 2025-2026 Data Source: Dashboard 2026	All Students: +3.1% Low Income: +0.6%
2.11	Students report feeling capable of establishing positive relationships on campus	All Students: 94.5% Low Income: 100% Data Year: 2023-2024 Data Source: Student Survey	All Students: 92% Low Income: No longer collected Data Year: 2024-2025 Data Source: Student Survey	All Students: 90% Low Income: No longer collected Data Year: 2025-2026 Data Source: Student Survey	All Students: 96% Low Income: 100% Data Year: 2026-2027 Data Source: Student Survey	All Students: -4.5% Low Income: No longer collected
2.12	Students report feeling satisfied with support system provided to increase achievement	All Students: 100% Low Income: 100% Data Year: 2023-2024 Data Source: Student Survey	All Students: 94% Low Income: No longer collected Data Year: 2024-2025 Data Source: Student Survey	All Students: 89% Low Income: No longer collected Data Year: 2025-2026 Data Source: Student Survey	All Students: 100% Low Income: 100% Data Year: 2026-2027 Data Source: Student Survey	All Students: -11% Low Income: No longer collected
2.13	Sense of safety and school connectedness	School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100%	School Safety Students 95% Parents 97% Teachers 97% School Connectedness Students 91% Parents 93% Teachers 97%	School Safety Students 94% Parents: 94% Teachers : 89% School Connectedness Students: 85% Parents: 91% Teachers: 89%	School Safety Students 100% Parents 100% Teachers 100% School Connectedness Students 98% Parents 100% Teachers 100%	School Safety Students: -5% Parents: -6% Teachers: -11% School Connectedness Students Students: -9.5% Parents: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Data Source: Local Survey	Data Year: 2024-2025 Data Source: Local Survey	Data Year: 2025-2026 Data Source: Local Survey	Data Year: 2026-2027 Data Source: Local Survey	Teachers: -11%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

Action(s) 2.1 Student Academic and Emotional Well-being, 2.5 Social Emotional Support, 2.7 Trauma-Informed Professional Development Implementation Status: 4 Full Implementation.

The LEA continued its comprehensive, multi-tiered approach to supporting both the academic and social-emotional well-being of all students, with particular attention to addressing historically elevated suspension rates among student groups, including Hispanic, White, and socioeconomically disadvantaged populations. Building on prior implementation, the schoolwide advisory program remained a central strategy. Advisory was supported through dedicated staffing and structured time during the school day, providing consistent opportunities for social-emotional learning, relationship-building, and the development of essential interpersonal skills such as communication, decision-making, and self-management.

To further strengthen student connectedness and mental health supports, the LEA sustained its partnership with All 4 Youth, ensuring access to integrated, student-centered mental health services. These services were complemented by school psychologists and site administrators, who provided both individual and group counseling, creating multiple access points for students to receive timely and responsive support.

In addition to in-school supports, the LEA expanded access to extracurricular and co-curricular opportunities, including participation in SkillsUSA, to enhance student engagement and foster a sense of belonging and purpose. These programs provided students with opportunities to build leadership capacity, collaborate with peers, and connect their academic experiences to real-world applications, further supporting positive social-emotional development and school connectedness.

Professional development in trauma-informed instructional practices remained a priority. Educators were trained to recognize early indicators of emotional distress and to implement strategies that support trauma-sensitive, inclusive classroom environments. This ongoing focus contributed to a more supportive and responsive school climate, strengthening relationships between students and staff

There were no substantive changes between the planned actions and actual implementation compared to previous years.

Action(s): 2.2 School Facilities

Implementation Status: 4 Full Implementation.

The LEA sustained its commitment to maintaining and enhancing school facilities that are safe, functional, and responsive to the evolving instructional needs of both students and staff. Ongoing maintenance protocols were consistently implemented to ensure clean, secure, and well-maintained learning environments, supporting student safety and contributing to a positive school climate.

Aligned with the LEA's emphasis on industry-relevant career technical education and integrated academic programming, targeted facility upgrades and modifications were completed to better support instruction in manufacturing and construction pathways. Learning spaces were intentionally designed and adapted to accommodate hands-on, collaborative, and technology-enhanced instruction, further enriching the overall student learning experience.

Through these efforts, the LEA continued to provide high-quality, purpose-driven environments that support both academic achievement and career readiness.

Action(s): 2.3 Academic and CTE Intervention, 2.4 IMPACT

Implementation Status: 4 Full Implementation.

The LEA sustained and strengthened its commitment to delivering targeted academic and CTE interventions to ensure all students had equitable access to success in both core academic subjects and career technical education pathways. Additional certificated staff continued to provide supplemental instruction during lunch, after school, and within designated intervention periods, offering flexible and responsive academic support aligned to individual student needs.

The LEA also advanced the development and implementation of a comprehensive Response to Intervention (RTI) framework, establishing more structured, tiered systems of support. Certificated and classified staff collaborated to refine processes for identifying student needs, monitoring progress, and delivering timely interventions. This included expanded use of small-group and one-on-one instruction, enabling more personalized and data-informed support for students.

Intervention supports were intentionally embedded within the school day and extended learning opportunities, ensuring students could access assistance without disruption to their core coursework. These efforts focused on addressing foundational skill gaps, reinforcing CTE-specific competencies, and supporting students at risk of not meeting academic and performance benchmarks.

Action(s): 2.6 Community and Industry Outreach

Implementation Status: 4 Full Implementation.

The LEA sustained and expanded its focus on community and industry outreach to deepen student exposure to college and career pathways. Through a range of enrichment activities, guest speakers, and strategically planned field trips, students participated in real-world learning experiences that connected classroom instruction to future academic and professional opportunities. These experiences continued to highlight careers in manufacturing and construction, allowing students to engage directly with industry professionals and explore high-demand fields.

In addition to off-campus experiences, the LEA increased on-campus work-based learning opportunities by strengthening partnerships that brought industry engagement directly to students. These efforts included expanded access to industry-led workshops, project-based learning experiences, and mentorship opportunities facilitated by both staff and industry partners. This approach fostered greater day-to-day interaction between students, educators, and professionals, creating a more integrated and accessible career-connected learning environment.

Students also benefited from deeper connections with school staff and industry representatives, building relationships that supported mentorship, career guidance, and a clearer understanding of workforce expectations. By increasing both access and engagement—on and off campus—the LEA strengthened a comprehensive system of support that prepares students for postsecondary education and career success.

There were no substantive changes between the planned actions and actual implementation compared to previous years.

Overall Successes: the LEA demonstrated several notable successes in measuring and reporting results, particularly in areas tied to student engagement, safety, and overall school climate. The school maintained a 0% dropout rate and improved graduation outcomes above baseline, reflecting strong systems for monitoring student progress and ensuring successful completion. Behavioral indicators also showed positive trends, with suspension rates significantly reduced from prior levels and expulsion rates remaining at 0%, indicating effective implementation of behavior supports and consistent tracking of discipline data. Additionally, facilities were consistently rated “Good,” and 100% of teachers implemented trauma-informed instructional practices, demonstrating strong fidelity in program implementation. Student perception data, while variable at times, ultimately reflected high levels of connectedness, relationships, and satisfaction with support systems, suggesting that the LEA effectively used feedback to make responsive improvements.

Overall Challenges: several challenges emerged related to the consistency and reliability of data collection and reporting. Some metrics, including attendance rates and certain survey measures, were not consistently reported across years, limiting the ability to analyze trends over time. There were also notable fluctuations in key indicators such as chronic absenteeism and school climate survey results, which suggests a need for more stable monitoring systems and consistent administration of data collection tools. Additionally, subgroup data was at times suppressed or not calculable, particularly for smaller student populations, which limited the LEA’s ability to fully assess equity and differentiate outcomes across student groups. While many metrics showed recovery or improvement, the variability across reporting periods highlights the need for stronger alignment between data collection practices and continuous improvement efforts, ensuring that the LEA can more consistently track progress and respond to student needs.

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.

The following actions contained material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action 2.2 was 24% overspent due to higher than expected utility, repair and on-going operational costs than included at the time of budget adoption. Main areas that saw increases in budget allocation included, but were not limited to, supplies and travel/field trip expenses. This area also was subject to increases in expenses (salary and benefits) based on retroactive increases based classified and management 24-25 and 25-26 salary increases that were not known at the time of budget adoption. These pertain to one-time funds, salary schedule increases, and increases to health and welfare caps along with statutory benefit amounts increasing based on higher pay rates.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 helped the LEA achieve its goal of providing a safe educational environment that supports the academic and personal development of all students.

Action(s): 2.2 School Facilities

Effectiveness of Action(s): 3 - Effective

Metric(s): 2.1 Facilities Maintained in Good Repair

Analysis Statement: By evaluating the data above alongside educational partner feedback from students and parents, it is clear that Action 2.2 has fully met (3 – Effective) the intended outcomes for all students through maintaining facilities in good repair (Metric 2.1), as evidenced by consistent “Good” facility ratings from baseline through Year 2 with no difference from baseline.

By continuing to invest in high-quality, well-maintained learning environments, the LEA has strengthened the physical foundation necessary to support academic achievement, career technical education, and overall student well-being. These efforts contribute not only to effective daily instruction but also to a positive school climate, fostering student pride, engagement, and a strong sense of belonging on campus.

Action(s): 2.3 Academic and CTE Intervention, 2.4 IMPACT

Effectiveness of Action(s): 3 - Effective

Metric(s): 2.10, 1.11, 1.12, 2.12 Graduation Rates (All Students, Low Income), CAASPP ELA (All Students, Low Income, EL), CAASSP Math (All Students, Low Income, EL), Satisfaction rates in the number of students feeling satisfied with CTEC’s support systems to increase achievement.

Analysis Statement: Analysis of performance data, supported by educational partner feedback from staff, students, and parents, indicates that Action 2.3 has fully met (3 – Effective) the intended outcomes for all students, including unduplicated student groups. Graduation rates (Metric 2.10) improved from 96.9% to 100% for all students and from 95.6% to 100% for low-income students; graduation rate data for English Learners is not reported

The actions demonstrate a strong positive impact on low-income students, with clear gains in graduation and academic performance. English Learners show evidence of progress and access to supports, though limited baseline data restricts a full assessment of growth. Overall, the data indicate that the actions are effectively improving outcomes for unduplicated students, with continued attention needed to strengthen student experience and perception of support. CAASPP ELA performance (Metric 1.11) increased from 64.4% to 68% for all students and from 57.14% to 60% for low-income students; English Learner data was not reported at baseline but is 50% in Year 2. CAASPP Math performance (Metric 1.12) increased from 31% to 40% for all students and from 23.81% to 38% for low-income students; English Learner data was not reported at baseline but is 38% in Year 2.

By evaluating the data above alongside educational partner feedback from staff, students, and parents, it is clear that Action 2.4 has fully met (3 – Effective) the intended outcomes for all students, including unduplicated student groups, through student satisfaction with support systems (Metric 2.12), which decreased from 100% at baseline to 89% in Year 2, though a majority of students continue to report feeling supported in increasing achievement.

Action(s) 2.1 Student Academic and Emotional Well-being, 2.5 Social Emotional Support

Effectiveness of Action(s): 3- Effective

Metric(s): 2.3, 2.7, 2.8, 2.9, 2.11 High School Dropout Rate, Suspension Rates (All students, SED, Hispanic, White, LI), Expulsion Rate, School Climate, Local Survey Data: the number of low-income students feeling capable of establishing positive relationships on campus, Educational Partner Feedback

Analysis Statement: A review of the data, along with educational partner feedback from students and educational partners, indicates that Action 2.1 has fully met (3 – Effective) the intended outcomes for all students through maintaining a 0% dropout rate from baseline through Year 2 (Metric 2.3), a 0% expulsion rate across all years (Metric 2.8), and reductions in suspension rates from 9.3% to 5.2% for all students, including decreases for Hispanic students (9.3% to 3.3%), socioeconomically disadvantaged students (11% to 5.2%), and White students (11.7% to 6.8%) (Metric 2.7).(2023 Dashboard Reds)

By evaluating the data above alongside educational partner feedback from students and educational partners, it is clear that Action 2.5 has fully met (3 – Effective) the intended outcomes for all students, including low-income students, through maintaining positive school climate conditions (Metric 2.9) and student-reported ability to establish positive relationships on campus (Metric 2.11), which, while declining from 94.5% at baseline to 90% in Year 2, continues to indicate that a majority of students report positive connections and engagement.

Additionally, increased access to counseling supports—including the expansion of services and focus on providing an additional counselor—enhanced the LEA’s ability to support students academically, socially, and emotionally. These efforts improved communication, strengthened relationships, and ensured students received timely guidance and intervention when needed.

Collectively, these actions contributed to a positive school climate, increased student connectedness, and reinforced the LEA’s commitment to supporting the whole child through integrated academic and social-emotional systems

Action(s): 2.6 Community and Industry Outreach, 2.7 Trauma-Informed Professional Development

Effectiveness of Action(s): 3 - Somewhat Effective

Metric(s): 2.2, 2.5, 2.6, 2.13, 1.4, 2.11 Trauma Informed Instruction, Attendance (All Students, LI), Chronic Absenteeism, Sense of School Connectedness, Students' Industry Internship Participation, Students' Report Feeling Capable of Establishing Positive Relationships on Campus (All Students, LI)

Analysis Statement:

Based on a review of current metrics and educational partner feedback, Actions 2.6 Community and Industry Outreach and 2.7 Trauma-Informed Professional Development have partially met their intended outcomes for low-income students while positively impacting all student groups. By evaluating the data above alongside educational partner feedback from students and educational partners, it is clear that these actions supported continued student participation in industry-relevant experiences, maintaining 100% participation in internships and career-connected learning opportunities (Metric 1.4), while attendance remained stable at 94% from baseline through Year 1 (Metric 2.5). However, chronic absenteeism increased from 4.4% at baseline to 12.8% in Year 2 (Metric 2.6), indicating that additional supports and continued implementation of trauma-informed practices, relationship-building strategies, and student engagement efforts are needed to improve consistent school attendance and connectedness outcomes for students, particularly low-income students.

A review of the data, along with educational partner feedback from students and educational partners, indicates that Action 2.7 has partially met (2 – Somewhat Effective) the intended outcomes for all students through maintaining 100% implementation of trauma-informed instruction (Metric 2.2). However, school safety and connectedness data indicate continued need, with declines from baseline for students, parents, and teachers in both school safety and school connectedness (Metric 2.13).

Updated data reflects strong outcomes, including a reduction in suspension rates to approximately 5% (down from a 9.3% baseline) and graduation rates remaining high at 98–100%. Student survey data indicates that most students continue to report positive relationships and a sense of support on campus, though there have been some declines from baseline. Overall, these results reflect continued progress while highlighting an ongoing focus on strengthening student connectedness.

The expansion of community and industry outreach provided students with increased access to real-world learning experiences, mentorship, and exposure to career pathways, strengthening their connection to both school and future opportunities. At the same time, ongoing trauma-informed professional development enhanced staff capacity to build supportive relationships, respond effectively to student needs, and promote a positive school climate.

Together, these actions contributed to improved student engagement, stronger relationships with supportive adults, and a more inclusive and responsive learning environment aligned with the LEA's commitment to student success and well-being.

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

Action 2.4 was updated to be titled RTI due to the IMPACT team no longer being utilized
Metric 2.6 (Chronic Absenteeism) was revised to reflect a change in the data source from CALPADS EOY 3 to DataQuest. This update was made to align the metric with publicly reported state accountability data and ensure consistency in monitoring chronic absenteeism outcomes across reporting years. Target outcomes were adjusted accordingly to reflect the updated data source and baseline information available through DataQuest.

Metric 2.9 (School Climate – Student Self-Rated Sense of Belonging) was revised due to demographic-specific Low Income student survey data no longer being collected through the local survey instrument. As a result, the metric was adjusted to reflect the available school climate data currently collected and reported by the LEA. This revision also helps ensure the metric more accurately reflects the nature of the data currently being collected and reported.

Metric 2.12 (Students report feeling satisfied with support system provided to increase achievement) was revised due to demographic-specific Low Income student survey data no longer being collected through the local survey instrument. As a result, the metric was adjusted to reflect the available school climate data currently collected and reported by the LEA.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic and Emotional Well-being	Suspension rates for our all student group at CTEC increased to 9.3%, up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (9.3%), white students (11.7%), and socioeconomically disadvantaged students (11.2%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships. To address the following rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension.	\$522,154.00	No
2.2	School Operations & Facilities	CTEC will maintain and develop operations and facilities that support an accessible and safe environment for the diverse instructional needs of the school.	\$914,827.00	No
2.3	Academic and CTE Intervention	An additional certificated teacher will provide supplemental instruction after school, during lunch and through the designated academic intervention periods.	\$102,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	RTI	CTEC will dedicate certificated and classified staff hours to providing students with structured academic intervention time. Title I funds will be used to help pay for an intervention teacher.	\$91,873.00	Yes
2.5	Social Emotional Support	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.	\$228,015.00	Yes
2.6	Community and Industry Outreach	CTEC will provide staff who will facilitate enrichment activities and field trips designed to connect students to potential college and career opportunities. Students will also have increased opportunities to connect with school staff and industry partners.	\$54,367.00	Yes
2.7	Trauma Informed Professional Development	CTEC will provide teachers with professional development specific to trauma informed instructional practices.	\$37,261.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At CTEC High School, we remain committed to intentionally integrating community engagement, student development, and industry relevance into all aspects of our educational program. This approach ensures that our curriculum, instruction, and student experiences are interconnected, fostering meaningful engagement with the community while promoting academic growth and strengthening industry partnerships. We will continue to collaborate closely with parents as essential partners and provide students with ongoing opportunities throughout the school year to participate in community-based projects and service-learning experiences. Through an interdisciplinary instructional model, students are supported in making meaningful connections across content areas, increasing both engagement and the real-world relevance of their learning. Following a comprehensive needs assessment conducted in accordance with Education Code (EC) Section 32526, the LEA has identified that, while progress has been made, notable gaps remain in English Language Arts and Mathematics—particularly among socioeconomically disadvantaged students and English Learners. To address these needs, the LEA will continue to expand Goal 3, Action 3, with a focus on increasing access to learning opportunities beyond the traditional school day. This expansion will provide students with consistent, targeted support to strengthen foundational skills and improve overall academic performance. These efforts reinforce the LEA’s commitment to delivering a comprehensive program that prioritizes both college and career readiness. The actions and metrics outlined below are designed to support continuous improvement, ensuring that all students are equipped with the skills, knowledge, and experiences necessary to succeed in their academic and professional pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to CTE instruction and materials/equipment	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-2024 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2024-2025 Data Source: Local Survey	All Students: 100% Low Income 100% Foster Youth: 100% English Learner: 100% Data Year:2025-2026 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Survey	No difference
3.2	Industry Internship participation	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-2024 Data Source: Local Indicator	All Students: 100% Low Income: 100% Foster Youth: 100% English Learners: 100% Data Year: 2024-2025 Data Source: Local Indicator	All Students: 100% Low Income: 100% Foster Youth: 100% English Learners: 100% Data Year:2025-2026 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Indicator	No difference
3.3	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	55% Data Source: Local Survey Data Source: 2023-2024	5 of 5 possible Data Source: Local Indicator Data Year: 2024-2025	5 of 5 possible Data Source: Local Indicator Data Year: 2025-2026	5 of 5 possible Data Source: Local Indicator Data Year: 2026-2027	Data source revised to Local Indicator
3.4	Community Service Projects	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*:N/A English Learner*: N/A	All Students:100% of students participated in at least one off-campus community service activity Low Income:100% Foster Youth* :	All Students: 100% of students participated in at least one off-campus community service activity Low Income:100%	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100%	All Students: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Data Source: Local Data	English Learner*: Data Year: 2024-2025 Data Source: Local Data	Data Source: Local Survey Data Year: 2025-2026	Data Year: 2026-27 Data Source: Local Data	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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.

Action(s): 3.1 Community Outreach, 3.2 Program Communication, 3.3 Extend Learning Opportunities
Implementation Status: 4 Full Implementation.

The LEA sustained full implementation of Actions 3.1, 3.2, and 3.3 by continuing to strengthen the Career Technical Education (CTE) program through intentional community outreach, clear program communication, and expanded extended learning opportunities. Through integrated, grade-level projects conducted in both the fall and spring, students engaged directly with community members and industry leaders, participating in authentic, hands-on learning experiences connected to real-world challenges. These opportunities deepened students' understanding of industry expectations while fostering meaningful relationships that extended beyond the classroom.

The LEA also maintained strong collaboration with local nonprofit organizations, providing service-learning experiences that emphasized civic engagement, teamwork, and social responsibility. These partnerships broadened students' exposure to community-based applications of their learning and highlighted potential career pathways connected to industry and service sectors. Program communication efforts ensured that students and families remained informed and engaged in available opportunities, strengthening participation and overall program accessibility.

To further support skill development, the LEA continued to offer extended learning opportunities before and after school, on Saturdays, and during school breaks. These experiences provided students with additional time to build technical and employability skills, explore new areas of interest, and reinforce competencies aligned with their CTE pathways. Opportunities such as driver's training and driver's education also supported the development of essential life skills. This flexible, student-centered approach ensured that students could access meaningful learning experiences that aligned with their individual goals, schedules, and interests.

There were no substantive changes between the planned actions and actual implementation compared to previous years.

The LEA demonstrated strong success in implementing Goal 3 actions, particularly in expanding access to community-connected learning, service-learning opportunities, and extended learning experiences. High levels of student participation in interdisciplinary projects, industry engagement, and community-based activities reflect effective systems for measuring program access and student involvement.

Students consistently engaged in real-world, hands-on learning experiences through partnerships with community organizations and industry leaders, reinforcing the connection between academic content and career pathways. Extended learning opportunities—offered before and after school, on weekends, and during breaks—provided additional time for students to strengthen both academic and technical skills, contributing to overall college and career readiness.

Program communication efforts also supported increased awareness and participation among students and families, ensuring that opportunities were accessible and aligned to student interests. Collectively, these outcomes demonstrate that Goal 3 actions effectively supported student engagement, skill development, and exposure to industry-relevant experiences.

While implementation of Goal 3 actions was strong, challenges remain in further developing a comprehensive CTE program that ensures all students gain a well-rounded range of industry experiences aligned to workforce expectations. Although students participate in meaningful projects and outreach activities, there is a need to expand the depth and diversity of industry experiences to ensure consistent exposure across all pathways and skill areas.

There is also an opportunity to more intentionally align extended learning opportunities and community engagement experiences with clearly defined industry skill outcomes. Ensuring that all students have equitable access to high-quality, hands-on experiences that mirror real workforce expectations will further strengthen preparation for postsecondary employment.

Finally, continued development of partnerships and structured work-based learning opportunities will be essential to provide students with increasingly authentic industry experiences that build both technical and employability skills. Addressing these areas will support the LEA in advancing a more cohesive, comprehensive CTE program that fully prepares students for success in the workforce.

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.

A description of the effectiveness or ineffectiveness of the specific actions to date 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 Three helped make progress towards the LEA's 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(s): 3.1 Community Outreach, 3.2 Program Communication, 3.3 Extend Learning Opportunities

Effectiveness of Action(s): 3 - Effective

Metric(s): 3.1 Access to CTE instruction and materials/equipment, 3.2 Industry Internship Participation, 3.3 Parent input & promote parental participation in programs for unduplicated students and students with exceptional needs, 3.4 Community Service Projects

Analysis Statement:

A review of the data and educational partner feedback from students, families, staff, and community partners indicates that Action 3.1 has fully met (3 – Effective) the intended outcomes for all students through maintaining 100% access to CTE instruction and materials/equipment for all student groups, including low-income students, foster youth, and English Learners, from baseline through Year 2 (Metric 3.1).

Analysis of industry internship participation data and educational partner feedback demonstrates that Action 3.2 has fully met (3 – Effective) the intended outcomes for all students through maintaining 100% participation in industry internship opportunities for all student groups from baseline through Year 2 (Metric 3.2).

Educational partner feedback and review of participation data indicate that Action 3.3 has fully met (3 –Effective) the intended outcomes for all students through maintaining 100% student participation in community service projects for all students and low-income students where data was available from baseline through Year 2 (Metric 3.4). Parent participation and input opportunities for unduplicated students and students with exceptional needs reflected a 55% baseline participation rate; however, this metric is no longer collected, limiting the ability to measure growth over time (Metric 3.3).

Overall, the data and educational partner feedback indicate that Actions 3.1, 3.2, and 3.3 were effective in increasing student access to career-connected learning opportunities, industry experiences, and community engagement activities while supporting equitable participation in CTE programs for all student groups.

Additionally, extended learning opportunities provided students with increased time to develop technical and employability skills in flexible, student-centered environments. Collectively, these actions supported the development of industry-relevant competencies, strengthened community connections, and enhanced overall student readiness for postsecondary education and workforce entry. As a result, the LEA continues to provide a dynamic and well-rounded educational experience that prepares students to graduate with the skills, confidence, and connections necessary for success in their chosen career pathways.

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

Metric 3.3 (Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs) was revised to reflect a change in the data source from Local Survey data to the Local Indicator in order to align with the current method used by the LEA to measure and report parent engagement outcomes.

Metric 3.4 (Community Service Projects) was revised to reflect currently available demographic reporting data. Foster Youth and English Learner subgroup data were removed due to limited or unavailable data. In addition, because participation is expected for all students and the metric reflects a 100% participation target, separate subgroup reporting was determined to be unnecessary.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	CTEC will develop community projects and partnerships to provide service learning opportunities for students.	\$531,710.00	No
3.2	Program Communication	CTEC will offer parent and feeder school outreach platforms to ensure communication of school vision and purpose.	\$205,976.00	No
3.3	Extended Learning Opportunities	CTEC will provide extended day opportunities for students to further develop and strengthen their learning. Extended learning opportunities will also provide students with extended opportunities to practice academic and social skills needed for achievement. LREBG ACTION The LEA will provide extended learning opportunities beyond the school day, including targeted academic support, tutoring, and skill-building activities in English Language Arts and Mathematics to increase student achievement. Research supports that extended learning time, when aligned to core instruction and focused on targeted skill development, improves student outcomes, particularly for students needing additional academic support. Progress will be monitored using CAASPP ELA and Mathematics results, along with interim assessment data to measure growth over time. LREBG Funds: \$LREBG amount included in plan \$13,232 will support staffing, materials, and extended learning program implementation.	\$378,202.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$454,683	\$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
9.840%	0.000%	\$0.00	9.840%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	Action: Targeted Professional Learning Opportunities Need: CAASPP assessment data in ELA and Math show that our low-income students perform below the overall student population. A needs assessment indicated that designated time is needed for staff to collaborate in grade-level cohorts to analyze student performance	CTEC will provide designated time for staff to: -Engage in professional learning that facilitates the implementation of CCSS and best practices for inclusive teaching that address the individualized needs of students in the same classroom. -Support curriculum integration and development. -Identify relevant connections to industry and the community through partnerships with industry and community leaders. Collaborate in grade-level and content-level cohorts to analyze student performance data, with	CAASPP ELA (All Students, LI Students) CAASPP Math (All Students, LI Students) Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	data, with a focus on achievement data for low-income students, in order to identify best practices for lesson delivery, which is crucial to supporting struggling students. The needs assessment also revealed that low-income students often lack access to industry leaders and career opportunities and require assistance in finding pathways into their desired career fields. Staff feedback also showed that having dedicated time to collect and analyze student achievement data helps them develop more personalized support for students. Scope: LEA-wide	a focus on achievement data for low-income students, to identify best practices for lesson delivery. Professional learning will be provided weekly and will focus on curriculum integration and development and the implementation of best practices for lesson delivery, including, but not limited to, scaffolding that provides step-by-step support and connecting content to the student's chosen industry focus, making learning more relevant and engaging. Staff will collaborate to identify relevant connections to low-income students' industries of interest. Staff will provide assistance in finding pathways into their desired career fields, expanding access for low-income students to real-world learning opportunities, career pathways, and valuable networks they might not otherwise have. Designated time for collaboration in grade-level and content-level cohorts will be provided weekly to allow staff to collect and analyze low-income student performance data in order to identify best practices for lesson delivery as well as create more individualized support for struggling students. CTEC teachers will identify consistent strategies to use to support a low-income student across multiple classes, so that the student is more likely to experience meaningful growth. This coordinated approach will reinforce learning, build stability, and help meet individual needs more effectively.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	
2.3	Action: Academic and CTE Intervention Need: CAASPP assessment data in ELA and Math demonstrate that our Low Income students are performing below the all student group. Also, graduation rates are slightly lower for Low Income students than for the all student groups. A needs assessment revealed that Low-Income students often lack access to additional supports such as personalized academic interventions at home and outside of the school which may help bolster their academic progress toward graduation. Scope: LEA-wide	CTEC staff will assist struggling low-income students by reviewing their course progress and highlighting areas of concern. An additional certified teacher will offer supplemental instruction, including personalized support, after school, during lunch, and during designated academic intervention periods. This personalized support will encompass academic tutoring, social-emotional mentoring, emphasis on organizational and time management skills, and foundational skill development. Support will be delivered in small group or individual settings. By providing these resources to low-income students before and between classes, they will have access to instructional support not available at home, while also enhancing their ability to organize their own learning. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	Graduation Rates (All Students, Low Income) CAASPP ELA (All Students, Low Income) CAASSP Math (All Students, Low Income)
2.4	Action: RTI Need: While CAASPP data in English Language Arts and Mathematics for Low Income Students and English Learners show that gaps exist between the achievement of these groups and	CTEC will provide certificated and classified FTEs to provide structured academic intervention time during the school day. The additional embedded academic intervention will support low-income and English Learner students who struggle to attain proficient or advanced levels of academic achievement standards through individualized learning. This will be achieved by implementing	CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL) CTEC expects to maintain high satisfaction rates in the number of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	their peers, student survey data reveals that students continue to feel satisfied with the support system provided to increase academic achievement. A local analysis revealed that Low Income students and English Learners need targeted intervention to work on English language skills and vocabulary necessary for accessing academic content and to attain proficient or advanced levels of academic achievement standards which impacts their ability to complete courses and meet graduation requirements successfully. We also found that Low-Income students often lack access to additional support outside of the school day and would benefit from support embedded within the school schedule. Educational Partners also shared that CTEC students performing below grade-level needed individualized support, including early intervention in English-language arts and Mathematics, to succeed in their high school and collegiate level course work. Scope: LEA-wide	evidence-based instructional techniques, such as SDAIE strategies, scaffolding, personal tutoring, and mentoring, designed to increase academic achievement. Staff will devote individualized attention to the eligible students, providing early and just-in-time interventions corresponding to assigned coursework. 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.	students feeling satisfied with CTEC's support systems to increase achievement.
2.5	Action: Social Emotional Support Need: Low Income student suspension rates were rated Very High on the 2023 Dashboard,	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 low income student connectedness and provide supplemental social emotional resources. These supports will include personal counseling, mentoring, connections with	Suspension Rates (All students, LI) Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	having a suspension rate above the all student group. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. A local analysis showed that mental health supports provided by caring adults are needed to address these needs. Scope: LEA-wide	a confidential caring adult, and the facilitation of peer-group activities designed to strengthen social-emotional resilience. In addition to these services, a partnership with parents and guardians will be prioritized, taking into consideration the home language and culture. It is the LEA's expectation that these supports will help strengthen low income students' ability to build strong 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 these supports, this action is provided on a school-wide basis.	
2.6	Action: Community and Industry Outreach Need: Educational partner feedback, from parents and students, indicated that our low income students experience limited connections and opportunities to engage with industry partners due to lack of transportation. Students have reported that the emphasis on project-based learning opportunities included as part of field trips and industry enrichment opportunities is an important reason that they feel connected to the school. The families of low-income students report lacking connections to desired industry	We believe that building strong connections to career content and workforce opportunities will help engage students in their studies, increase school connectedness, and promote regular school attendance. CTEC will provide enrichment activities and field trips specific to exposure to future college and career opportunities. CTEC will provide staff who will facilitate connections between low-income students and industry partners including providing transportation to enrichment opportunities and field trips connected to college and career options, a focus on the development of professional soft skills needed to succeed in the workforce, interaction with industry leaders, and guidance in developing a post-high school plan.	Attendance (All Students, LI) Sense of School Connectedness, Students Industry Internship Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities for their students and the transportation required to participate in industry activities in the community. Scope: LEA-wide	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.	
2.7	Action: Trauma Informed Professional Development Need: Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. While the data shows that our low income students report high rates of establishing positive relationships, CTEC desires to continue this progress. Feedback also showed that some low-income students have been exposed to traumatic experiences impacting their ability to create positive connections with school, thus impacting attendance. Scope: LEA-wide	CTEC will offer teachers professional development focused on trauma-informed instructional practices. This training will equip teachers with additional in-class strategies to support low-income students who may have experienced trauma. These strategies include teaching self-regulation skills, providing breaks, offering assignment accommodations, and incorporating mindfulness activities, among others. These techniques are designed to help teachers create an inclusive and supportive learning environment that promotes school connectedness and attendance. This action is designed to meet the needs most associated with low income. However, because we expect that all students will benefit this action is provided on a school-wide basis.	Attendance (All Students, LI) Sense of School Connectedness, Students Report feeling capable of establishing positive relationships on campus (All Students)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	Action: Designated ELD Instruction and Professional Development Need: While CAASPP data for English Language Arts for English Learners is not reported above to protect the privacy of our students, inequalities exist between their rates of meeting and exceeding proficiency when compared to all students, affecting A-G completion rates for these students. A review and analysis of achievement and feedback of educational partners revealed that English Learners 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 come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content. Scope: Limited to Unduplicated Student Group(s)	CTEC will supply instructional staff specifically for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques. Designated ELD Instruction will focus on increasing English Learners' academic achievement by building English proficiency through evidence-based strategies such as academic vocabulary development through the use of word maps and context clues, the use of scaffolding techniques to provide access to rigorous academic content, modifying vocabulary, and using cooperative learning strategies to promote language development through practiced discussion and collaboration.	CAASPP ELA (All students, EL) A-G Completion Rates (All students, EL)

For any limited 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, as applicable.

Not Applicable

Additional Concentration Grant Funding

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,620,762	454,683	9.840%	0.000%	9.840%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,075,445.00	\$879,554.00	\$788,525.00	\$99,367.00	\$6,842,891.00	\$5,430,446.00	\$1,412,445.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Articulation with Post Secondary Entities	All	No			All Schools	On-going	\$222,261.00	\$43,224.00	\$222,261.00	\$43,224.00	\$0.00	\$0.00	\$265,485.00	0.00%
1	1.2	Instructional and Professional Development	All	No			All Schools	On-going	\$257,928.00	\$5,000.00	\$239,195.00	\$18,733.00	\$5,000.00	\$0.00	\$262,928.00	0.00%
1	1.3	Industry Connections	All	No			All Schools	On-going	\$486,041.00	\$50,000.00	\$254,226.00	\$281,815.00	\$0.00	\$0.00	\$536,041.00	0.00%
1	1.4	Academic and Dual Enrollment Support	All	No			All Schools	On-going	\$1,362,135.00	\$738,063.00	\$1,462,772.00	\$193,901.00	\$443,525.00	\$0.00	\$2,100,198.00	0.00%
1	1.5	Designated ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$28,882.00	\$0.00	\$28,882.00	\$0.00	\$0.00	\$0.00	\$28,882.00	0.00%
1	1.6	Targeted Professional Learning Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$582,089.00	\$0.00	\$538,774.00	\$43,315.00	\$0.00	\$0.00	\$582,089.00	0.00%
1	1.7	Support for Students with Disabilities	Students with Disabilities	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2	2.1	Student Academic and Emotional Well-being	All	No			All Schools	On-going	\$522,154.00	\$0.00	\$495,938.00	\$26,216.00	\$0.00	\$0.00	\$522,154.00	0.00%
2	2.2	School Operations & Facilities	All	No			All Schools	On-going	\$564,827.00	\$350,000.00	\$574,827.00	\$0.00	\$340,000.00	\$0.00	\$914,827.00	0.00%
2	2.3	Academic and CTE Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$102,883.00	\$0.00	\$71,708.00	\$31,175.00	\$0.00	\$0.00	\$102,883.00	0.00%
2	2.4	RTI	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$91,873.00	\$0.00	\$13,130.00	\$20,165.00	\$0.00	\$58,578.00	\$91,873.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Social Emotional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$70,000.00	\$158,015.00	\$70,000.00	\$117,226.00	\$0.00	\$40,789.00	\$228,015.00	0.00%
2	2.6	Community and Industry Outreach	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$54,367.00	\$0.00	\$54,367.00	\$0.00	\$0.00	\$0.00	\$54,367.00	0.00%
2	2.7	Trauma Informed Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$37,261.00	\$0.00	\$32,620.00	\$4,641.00	\$0.00	\$0.00	\$37,261.00	0.00%
3	3.1	Community Outreach	All	No			All Schools	On-going	\$468,567.00	\$63,143.00	\$457,677.00	\$74,033.00	\$0.00	\$0.00	\$531,710.00	0.00%
3	3.2	Program Communication	All	No			All Schools	On-going	\$205,976.00	\$0.00	\$205,976.00	\$0.00	\$0.00	\$0.00	\$205,976.00	0.00%
3	3.3	Extended Learning Opportunities	All	No			All Schools	On-going	\$373,202.00	\$5,000.00	\$353,092.00	\$25,110.00	\$0.00	\$0.00	\$378,202.00	0.00%

2026-27 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
\$4,620,762	454,683	9.840%	0.000%	9.840%	\$809,481.00	0.000%	17.518 %	Total:	\$809,481.00
								LEA-wide Total:	\$780,599.00
								Limited Total:	\$28,882.00
								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	1.1	Articulation with Post Secondary Entities				All Schools	\$222,261.00	0.00%
1	1.2	Instructional and Professional Development				All Schools	\$239,195.00	0.00%
1	1.3	Industry Connections				All Schools	\$254,226.00	0.00%
1	1.4	Academic and Dual Enrollment Support				All Schools	\$1,462,772.00	0.00%
1	1.5	Designated ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$28,882.00	0.00%
1	1.6	Targeted Professional Learning Opportunities	Yes	LEA-wide	Low Income	All Schools	\$538,774.00	0.00%
1	1.7	Support for Students with Disabilities				All Schools	\$0.00	0.00%
2	2.1	Student Academic and Emotional Well-being				All Schools	\$495,938.00	0.00%
2	2.2	School Operations & Facilities				All Schools	\$574,827.00	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 (%)
2	2.3	Academic and CTE Intervention	Yes	LEA-wide	Low Income	All Schools	\$71,708.00	0.00%
2	2.4	RTI	Yes	LEA-wide	English Learners Low Income	All Schools	\$13,130.00	0.00%
2	2.5	Social Emotional Support	Yes	LEA-wide	Low Income	All Schools	\$70,000.00	0.00%
2	2.6	Community and Industry Outreach	Yes	LEA-wide	Low Income	All Schools	\$54,367.00	0.00%
2	2.7	Trauma Informed Professional Development	Yes	LEA-wide	Low Income	All Schools	\$32,620.00	0.00%
3	3.1	Community Outreach				All Schools	\$457,677.00	0.00%
3	3.2	Program Communication				All Schools	\$205,976.00	0.00%
3	3.3	Extended Learning Opportunities				All Schools	\$353,092.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,908,660.00	\$6,488,836.00

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	\$202,740.00	\$211,513
1	1.2	Instructional and Professional Development	No	\$227,136.00	\$239,354
1	1.3	Industry Connections	No	\$425,135.00	\$445,767
1	1.4	Academic and Dual Enrollment Support	No	\$1,754,921.00	\$1,945,836
1	1.5	Designated ELD Instruction and Professional Development	Yes	\$27,004.00	\$28,490
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	Yes	\$457,718.00	\$482,892
1	1.7	Support for Students with Disabilities	No	\$0.00	\$0.00
2	2.1	Student Academic and Emotional Well-being	No	\$430,766.00	\$454,458
2	2.2	School Operations & Facilities	No	\$904,156.00	\$1,134,635
2	2.3	Academic and CTE Intervention	Yes	\$99,066.00	\$104,420

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)
2	2.4	IMPACT	Yes	\$87,911.00	\$92,747
2	2.5	Social Emotional Support	Yes	\$228,015.00	\$231,865
2	2.6	Community and Industry Outreach	Yes	\$52,025.00	\$54,887
2	2.7	Trauma Informed Professional Development	Yes	\$37,665.00	\$37,725
3	3.1	Community Outreach	No	\$447,397.00	\$468,532
3	3.2	Program Communication	No	\$199,493.00	\$210,465
3	3.3	Extended Learning Opportunities	No	\$327,512.00	\$345,250

2025-26 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)
\$401,044	\$824,301.00	\$880,619.00	(\$56,318.00)	0.000%	0.000%	0.000%

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 and Professional Development	Yes	\$27,004.00	\$28,490	0.00%	0.00%
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	Yes	\$398,265.00	\$441,037	0.00%	0.00%
2	2.3	Academic and CTE Intervention	Yes	\$67,746.00	\$71,943	0.00%	0.00%
2	2.4	IMPACT	Yes	\$18,125.00	\$19,248	0.00%	0.00%
2	2.5	Social Emotional Support	Yes	\$228,015.00	\$231,865	0.00%	0.00%
2	2.6	Community and Industry Outreach	Yes	\$52,025.00	\$54,887	0.00%	0.00%
2	2.7	Trauma Informed Professional Development	Yes	\$33,121.00	\$33,149	0.00%	0.00%

2025-26 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)
\$4,020,044	\$401,044	0.00%	9.976%	\$880,619.00	0.000%	21.906%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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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