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 2019-2020 LCAP Year**

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

The total revenue projected for Career Technical Education Charter is $2,877,936.00, of which $1,781,899.00 is Local Control Funding Formula (LCFF), $33,600.00 is other state funds, $1,051,345.00 is local funds, and $11,092.00 is federal funds. Of the $1,781,899.00 in LCFF Funds, $170,779.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.
Career Technical Education Charter plans to spend $2,877,936.00 for the 2019-2020 school year. Of that amount, $1,781,899.00 is tied to actions/services in the LCAP and $1,096,037.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

CTEC is currently in the first year of implementation and the 2019-2020 LCAP will be supporting the addition of our second year of students within our academic program (175 students). LCFF funding supports CTEC staffing and the time commitment to address each of the actions connected with our LCAP goals. Locally funded resources that are provided to support our pathway program and the expenditures necessary are not included within the LCAP. The daily operational needs, material requirements, and classroom instructional items are expenditures that are addressed by our locally funded resources.

### Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Career Technical Education Charter is projecting it will receive $170,779.00 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Career Technical Education Charter plans to spend $170,779.00 on actions to meet this requirement.
This chart compares what Career Technical Education Charter 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 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Career Technical Education Charter's LCAP budgeted $235,137.00 for planned actions to increase or improve services for high needs students. Career Technical Education Charter estimates that it will actually spend $235,137.00 for actions to increase or improve services for high needs students in 2018-2019.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Career Technical Education Charter
Contact Name and Title: Jonathan Delano-Director
Email and Phone: jdelano@fcoe.org (559) 265-4048

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Career Technical Education Charter (CTEC) is a dependent charter school supported through the Fresno County Superintendent of Schools. The first class of freshmen began in Fall of 2018. Each year an additional grade level will be added to the academic program until we have grade levels 9-12 in 2021. The program provides students with an opportunity to explore the Commercial Construction and Advanced Manufacturing industries through a pathways program, while also satisfying their A-G requirements and receiving dual enrollment credit through Fresno City College. Students will have many realistic opportunities to experience these industries, and support systems will be in place to ensure that they are successful. CTEC will provide the students in this community with the opportunity to gain necessary skills to enter the workforce well above minimum wage. In addition to this, students will already have some college credit and industry certificates which will encourage them to continue their education after high school. In the community surrounding CTEC, 44.7% of households are below the poverty line, and the median income of individuals is $20,947. Furthermore, only 39.1% of individuals over 18 have graduated high school, and only 3.1% have obtained a Bachelor’s degree or higher. CTEC serves 67 9th grade students of which 64% are Hispanic or Latino, 21% are Caucasian, 4% Asian, 4% African American, and 1% Filipino. Ten percent of students are on a IEP or 504, and 2% are English Learners and 12% are reclassified. Forty-three percent of CTEC students qualify for free or reduced lunch. The percentage of CTEC students who qualify for free or reduced lunch is less than project last year. Being a new school, CTEC received students from various districts throughout Fresno County. CTEC has been desireable to parents looking for an alternative learning environment. CTEC currently has an enrollment of 67 freshman students, and will have an additional 108 students in the fall of 2019. Approximately 75 10th grade students and 100 9th grade students. It is important to communicate that CTEC does not have dashboard data because 18-19 is its first year in existence. In communicating this, it’s also important...
to know that there are certain metrics that won’t be reflected on the dashboard because it takes a few years for data to begin to show. For instance, ELA/Math, Grade Rate, CCI, etc.

**LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

CTEC is continuing with its three primary goals that are aligned with the mission and vision of the school. 1. Provide a rigorous and relevant educational opportunity that is focused on industry relevant CTE, is A-G compliant and provides dual enrollment credit. 2. Create a safe educational environment that is supportive of all students in their academic and personal development. 3. Develop CTEC’s program with a focus on positive community presence, student and parent satisfaction, and longevity of the school.

**Review of Performance**

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

**Greatest Progress**

It is important to communicate that CTEC does not have dashboard data because 18-19 is its first year in existence. In communicating this, it’s also important to know that there are certain metrics that won’t be reflected on the dashboard because it takes a few years for data to begin to show. For instance, ELA/Math, Grade Rate, CCI, etc. Yet, CTEC is most proud of its extensive dual enrollment program, and the success of the students during the first year of implementations. In Fall of 2018, 93% of students successfully completed one or more dual enrollment courses with a 70% or higher. CTEC plans to offer multiple dual enrollment courses at each grade level. Furthermore, we plan to encourage the continued success of our students through support systems like CTE para-educators, credentialed teacher push in periods, and academically focused extended day opportunities.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Since our school is in its first year of implementation, we do not have data on the California School Dashboard, however it is important for us to identify the needs of our students to effectively evaluate
our school program, After assessing our current and incoming student population and recognizing the rigor of our program, it has become apparent that we need to focus on ways to close students’ academic gaps. Therefore, it is important for us to continue to develop our school-wide literacy program and an extended day opportunity specifically focused on academics that can provide tutoring for struggling students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Since our school is in its first year of implementation, we do not have any data on the California School Dashboard. The California dashboard will begin to reflect data next year and increase in coming years as the first cohort of students progress towards graduation.
**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.

State and/or Local Priorities addressed by this goal:

- State Priorities: 1, 2, 4, 5, 6, 7
- Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of teachers are appropriately credentialed and placed.</td>
<td>100% of teachers are appropriately credentialed and placed.</td>
</tr>
<tr>
<td>90% Teachers will collaborate with educational partners, industry leaders, and peers on a quarterly basis.</td>
<td>100% Teachers will collaborate with educational partners, industry leaders, and peers on a quarterly basis.</td>
</tr>
<tr>
<td>70% of students will achieve a grade of 70% or better in their CTE courses</td>
<td>Since CTEC is in its first year and uses a year-long grading system, academic achievement data will not be available until June 2019.</td>
</tr>
<tr>
<td>95% of students will participate in at least one industry relevant experience or activity</td>
<td>100% of students have participated in at least one industry relevant experience or activity.</td>
</tr>
<tr>
<td>95% of students will be enrolled in at least one dual enrollment course.</td>
<td>100% of students have been enrolled into at least one dual enrollment course.</td>
</tr>
</tbody>
</table>
Actions / Services,
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>PLANNED ACTIONS/SERVICES</th>
<th>ACTUAL ACTIONS/SERVICES</th>
<th>BUDGETED EXPENDITURES</th>
<th>ESTIMATED ACTUAL EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTEC will work with Fresno City College and Fresno State to establish pathways and develop 4-6 year plans for students.</td>
<td>CTEC staff met with Fresno City College Dean and instructors of the Applied Technology Division to discuss course offerings and instruction that leads to completion of Industrial Technology Associate’s Degree.</td>
<td>$60,254</td>
<td>$60,254</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.</td>
<td>Supported basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.</td>
<td>$140,613</td>
<td>$140,613</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide numerous opportunities for students to connect with industry through field trips, mentorships, and industry exploration.</td>
<td>Provided numerous opportunities for students to connect with industry through field trips, mentorships, and industry exploration.</td>
<td>$78,850</td>
<td>$78,850</td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CTEC’s CTE teacher communicated weekly via email with faculty members at Fresno City College to ensure alignment of courses and preparation of further community college course work. The administration met with Fresno City College leadership to develop a 6-year pathway of courses that would lead students to an Associate’s Degree in Industrial Technology. One of the challenges we faced was finding common times where all parties were available to collaborate and develop the program. As a comprehensive high school with a specific time schedule to meet state requirements, finding a way to satisfy the time requirements of Fresno City has been challenging. A success as a result of this collaboration has been the ability to develop a 4-year course plan that leads to the completion of an Associate’s degree and high school diploma. Highly qualified staff members were hired to teach each course available within the academic program and necessary materials were purchased to support student learning. Staff was provided PLC time each week to engage in professional development to enhance teaching skills. Finding qualified CTE instructors has proven to be a challenge because of the wage gap between teaching and industry. Weekly PLC meetings have provided our teachers with ample time to support each other and develop cross curricular instruction to support student learning and project development. To ensure the relevancy of our program, students participated in Manufacturing Day, Harris’ Construction Day, several industry leader presentations, two industry showcases, and multiple community services projects. A major success of this year has been the numerous industry partnerships we have been able to create. However, one of the major challenges was finding opportunities to use these partnerships to allow a large number of students to connect with industry.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Meeting with Fresno City College representatives has been highly effective in establishing a program that is rigorous and provides multiple opportunities for all students to engage with dual enrollment courses. The support of professional development and materials has been highly effective in ensuring that CTEC’s program is rigorous and relevant to industry. Teachers have been able to use their PLC time to create projects that are relevant, realistic, and challenging for students. This action has made our program desirable to many students within Fresno County. Since all of our students engaged in at least one industry relevant opportunity, this action was highly successful in supporting our goal of developing a program that is relevant to industry.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There are no differences between the expected and actual budgets.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are planned for this action. We will adjust the amount of LCFF funding that is allotted for this action.

**Goal 2**

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7
Local Priorities:

**Annual Measureable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% compliance with William’s Act requirements for a clean, safe, and functional school environment</td>
<td>92.19% on Facility Inspection Tool due to construction taking place on campus.</td>
</tr>
<tr>
<td>100% of teachers are implementing the standards throughout their curriculum.</td>
<td>100% of teachers are implementing the standards throughout their curriculum.</td>
</tr>
<tr>
<td>Teachers will give themselves a 3.0 rating or above on the self-reflection tool</td>
<td>All teachers scored themselves at or above a 3.0 rating.</td>
</tr>
</tbody>
</table>
### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a schoolwide advisory program that focuses on academic and social emotional support for all students.</td>
<td>Developed a schoolwide advisory program that focuses on academic and social emotional support for all students.</td>
<td>$135,330</td>
<td>$135,330</td>
</tr>
</tbody>
</table>

#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Central Valley, it is apparent that English Learners, Foster Youth, and CTEC hired a CTE para-educator and implemented a push in schedule for each</td>
<td>CTEC hired a CTE para-educator and implemented a push in schedule for each</td>
<td>$119,950</td>
<td>$119,950</td>
</tr>
<tr>
<td>Action</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Action 3</strong>&lt;br&gt;State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.</td>
<td>teacher to support student learning in their dual enrollment courses.</td>
<td>$132,398</td>
<td>$132,398</td>
</tr>
<tr>
<td><strong>Action 4</strong>&lt;br&gt;Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.</td>
<td>Maintained and developed facilities that are safe and meet the new and diverse instructional needs of the school.</td>
<td>$61,268</td>
<td>$61,268</td>
</tr>
</tbody>
</table>
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

**Analysis**

CTEC’s Guidance and Learning Specialist worked with the staff to implement a schoolwide advisory program that met four days a week for forty minutes. Curriculum addressed the identified social emotional and academic needs of CTEC students. One challenge with the implementation of the advisory program was the ability to keep all advisory classes on track with the pacing of the lessons. Another challenge was attempting to protect the mission and vision of the advisory program to ensure that all activities during the allotted time were geared toward student success. One success was the development of student-teacher relationships to enhance students' academic and social well-being. During the 2018-2019 academic year, all students had the opportunity to participate in five dual enrollment courses that had additional credentialed teachers, and a CTE paraprofessional to support student success. Teachers have taken advantage of their PLC time to collaborate and identify students who need additional support within their dual enrollment courses. Specific instruction has been provided to students to support their dual enrollment courses and to address their academic needs. In order to develop student literacy, teachers and administration have met with district personnel and the Library Services Department to engage in conversations, develop a timeline and establish next steps for implementation of a CTEC literacy program. A challenge that we faced as we attempted to develop and implement a schoolwide literacy program was the ability to establish the necessary time to collaborate with district personnel. To ensure our facilities were capable of running CTEC’s program, we retrofitted existing classrooms and built additional classroom learning spaces to meet the diverse instructional needs. Classrooms were remodeled to address the science requirements for UC acceptance. Core academic classrooms were refurnished to provide students with a 21st century learning experience. The addition of a CTE center, provides students access to instructional opportunities connected to industry skills. The opening of our Innovation center and providing students with innovative learning spaces throughout the campus was a huge success. The challenge has been the ability to provide a high-quality education while construction is taking place on campus.

Overall, the first year of the advisory program was somewhat effective. Lessons were developed and provided to teachers in a timely fashion, and students were able to work together to support each other and complete tasks specifically connected to the goals of the advisory program. In the end, some teachers were more consistent with their implementation of the lessons than others, the overall program was not able to be as successful as it could be because it lacked a unified pacing structure. Furthermore, the needs of the students and school often superseded the advisory curriculum and made it difficult to maintain consistency between the lessons.

Providing extra supports in dual enrollment courses proved to be effective. During the first semester of these courses, 93% of students completed with a 70% or higher. CTEC was ineffective in the implementation of a schoolwide literacy program. However, a student
A literacy program has been implemented with our English Language Arts program. Finally, we have been effective in maintaining and developing our facilities, as well as preparing for future growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are not material differences between the budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CTEC will continue to work on the development of an effective Advisory program that is aligned with the cultural pillars and that supports students’ academic and social emotional well-being.

**Goal 3**

Continue CTEC’s program development to ensure positive community presence, student and parent satisfaction, and longevity of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6, 8
Local Priorities:

**Annual Measureable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students will have access to necessary materials.</td>
<td>100% of students had access to necessary materials</td>
</tr>
<tr>
<td>50% of parents will submit the parent satisfaction survey</td>
<td>32% of parents submitted the parent satisfaction survey</td>
</tr>
</tbody>
</table>
70% of students will perform at a grade of 70% or higher on interim assessments | 65% of students performed at a grade of 70% or higher on their interim assessment project (Student Showcase-Internal Assessment)

95% of students will participate in at least one off-campus community service activity | 100% of students participated in at least one off-campus community service activity

75% of students report feeling satisfied with CTEC’s program | 80% of students report feeling satisfied with CTEC’s program

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop community projects and partnerships to provide service learning opportunities.</td>
<td>Developed community projects and partnerships to provide service learning opportunities.</td>
<td>$78,850</td>
<td>$78,850</td>
</tr>
</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop parent and feeder school outreach platforms to ensure communication of school vision and purpose.</td>
<td>Developed parent and feeder school outreach platforms to ensure communication of school vision and purpose.</td>
<td>$81,814</td>
<td>$81,814</td>
</tr>
</tbody>
</table>
**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide extended day opportunities for students to further develop and sharpen their learning.</td>
<td>Provided extended day opportunities for students to further develop and sharpen their learning.</td>
<td>$78,850</td>
<td>$78,850</td>
</tr>
</tbody>
</table>

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Throughout the school year, students have had multiple opportunities to engage in community projects and participate in service learning. Students designed, built, delivered, and installed cement pavers at Webster Elementary School and are currently working with Every Neighborhood Partnership to design and build tiny libraries to install throughout Fresno County. One major success is that all of our students have had the opportunity to participate in these activities and positively impact their community. Since our students are in their first year, their skills are limited. This has proved to be a challenge because it limits the types of projects we are able to accept. Furthermore, we visited multiple feeder school sites to share CTEC’s program with eligible students. We also developed a parent leadership group whose goal is to encourage parent participation in school activities and events and provide parents with information and support as their student navigates CTEC. One challenge has been finding feeder schools that are willing to accommodate charter school marketing. A major success has been the development of our parent support organization. Also, students were able to start clubs at the beginning of the school year as part of our extended day options. Based on student interest, we started a Spirit and Leadership club, Fine Arts and Yearbook club, Coding club, and Robotics club. One success of our extended day program is that these clubs are well attended by students and help them to further their academic and social success. One challenge has been our small staff. Many students have wanted to start other clubs, but we do not have the capacity to support them.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, our development and involvement in community projects was very effective because we had many opportunities for students to engage with the community and we are now being sought out by community partners. Students were able to use the skills they were learning at CTEC to positively impact their community. We have been effective in engaging potential parents and students for future
CTEC enrollment. We have also been effective in the development of our parent group. Our extended day opportunities have been effective because they are consistently available and have encouraged, and allowed, our student body to engage with their peers and learn in meaningful, extra-curricular ways.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not a difference between expected and actual budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Since we are still relatively new, no changes will be made to this action. We will continue to develop our community partnerships and grow our program.

**Stakeholder Engagement**

**LCAP Year: 2019-2020**

**Involvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents were consulted to identify CTEC LCAP goals and provide an annual review and analysis (3/26/2019, 4/2, 4/9, 4/23). Throughout the year, CTEC teachers and staff had opportunities to review and provide meaningful input on LCAP goals (11/14, 1/16, 2/18, 3/20). Industry partners had the opportunity to contribute to the review and development of or annual update of the goals, actions, and services? (12/5, 3/26, 4/10). Students had opportunities during extended day clubs to offer their contributions to the LCAP goals. The CTEC board has review the LCAP and its focus (5/20).
## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations helped the LEA to determine the focus of the goals for CTEC’s program and the actions/services necessary to achieve those goals. Students and parents identified the benefits of CTEC’s rigorous program that focuses on industry relevants. Students identified CTEC as a safe environment, where they could engage in their academic classes without the threat of bullying. Furthermore, the consultation of individuals helped us determine whether or not the actions/services were realistic and relevant for the program.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>METRICS/INDICATORS</th>
<th>BASELINE</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS ARE APPROPRIATELY CREDENTIALED AND PLACED.</td>
<td>100%</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>METRICS/INDICATORS</td>
<td>BASELINE</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>TEACHERS WILL COLLABORATE WITH EDUCATIONAL PARTNERS, INDUSTRY LEADERS, AND PEERS ON A QUARTERLY BASIS.</td>
<td>90% Teachers will collaborate with educational partners, industry leaders, and peers on a quarterly basis.</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>STUDENTS WILL SUCCESSFULLY COMPLETE THEIR CTE COURSES WITH A GRADE OF 70% OR BETTER.</td>
<td>70% of students will achieve a grade of 70% or better in their CTE courses</td>
<td>N/A</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>STUDENT PARTICIPATION IN INDUSTRY RELEVANT EXPERIENCES OR ACTIVITIES</td>
<td>95% of students will participate in at least one industry relevant experience or activity</td>
<td>N/A</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>STUDENT ENROLLMENT IN DUAL ENROLLMENT COURSES</td>
<td>95% of students will be enrolled in at least one dual enrollment course.</td>
<td>N/A</td>
<td>95%</td>
<td>98%</td>
</tr>
</tbody>
</table>
## Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTEC will work with Fresno City College and Fresno State to establish pathways and develop 4-6 year plans for students.</td>
<td>CTEC will work with Fresno City College and Fresno State to establish pathways and develop 4-6 year plans for students.</td>
<td>CTEC will work with Fresno City College and Fresno State to establish pathways and develop 4-6 year plans for students.</td>
</tr>
</tbody>
</table>
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$60,254</td>
<td>$161,153.00</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All Students

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Support basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.

2018-19 Actions/Services

Support basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.

2019-20 Actions/Services

Support basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$140,613</td>
<td>$291,765.90</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All Students

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All Schools

**OR**
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Provide numerous opportunities for students to connect with industry through field trips, mentorships, and industry exploration.</td>
<td>Provide numerous opportunities for students to connect with industry through field trips, mentorships, and industry exploration.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<tr>
<td>AMOUNT</td>
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<td>$78,850</td>
<td>$154,992.05</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
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<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>
Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7
Local Priorities:

Identified Need:

Needs based on best practices.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>METRICS/INDICATORS</th>
<th>BASELINE</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACILITY INSPECTION TOOL</td>
<td>100% compliance with William’s Act requirements for a clean, safe, and functional school environment</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>TEACHERS ARE USING CCSS TO</td>
<td>100% of teachers are implementing the</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>METRICS/INDICATORS</td>
<td>BASELINE</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>DEVELOP CURRICULUM AS SEEN THROUGH PRINCIPAL OBSERVATIONS</td>
<td>standards throughout their curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHERS ARE USING CCSS TO DEVELOP CURRICULUM AS MEASURED THROUGH THE SELF-REFLECTION TOOL IN THE DASHBOARD</td>
<td>3.0 rating on the self reflection tool</td>
<td>N/A</td>
<td>3.0</td>
<td>3.4</td>
</tr>
<tr>
<td>STUDENTS ARE COMPLETING THEIR ACADEMIC COURSES WITH A GRADE OF 70% OR HIGHER</td>
<td>70% of students are earning grades of 70% or higher in their academic courses</td>
<td>N/A</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>AVERAGE DAILY ATTENDANCE WILL MEET OR EXCEED GOAL OF AVERAGE DAILY ATTENDANCE AS REPORTED TO THE</td>
<td>90% or better for attendance</td>
<td>N/A</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>METRICS/INDICATORS</td>
<td>BASELINE</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>CALIFORNIA DEPARTMENT OF EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHRONIC ABSENTEEISM RATE FOR STUDENTS</td>
<td>Less than 2%</td>
<td>N/A</td>
<td>Less than 2%</td>
<td>Less than 2%</td>
</tr>
<tr>
<td>SUSPENSION RATE</td>
<td>Less than 3%</td>
<td>N/A</td>
<td>Less than 3%</td>
<td>Less than 3%</td>
</tr>
<tr>
<td>EXPULSION RATE FOR STUDENTS</td>
<td>0 expulsions</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All Students |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a schoolwide advisory program that focuses on academic and social emotional support for all students.</td>
<td>Develop a schoolwide advisory program that focuses on academic and social emotional support for all students.</td>
<td>Develop a schoolwide advisory program that focuses on academic and social emotional support for all students.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$135,330</td>
<td>$ 223,262.50</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>
### Action 2

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, and Low Income | LEA-wide | All Schools |

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

| New | Unchanged |
### 2017-18 Actions/Services

In the Central Valley, it is apparent that English Learners, Foster Youth, and Low Income students have the lowest performance in dual enrollment courses; therefore, to address this need, CTEC will provide embedded tutors in dual enrollment courses to ensure successful completion with a “C” or better.

2 embedded Tutors (CTE para-educator)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$119,950</td>
<td>$ 256,544.80</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>English Learners, Foster Youth, and Low Income</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

- New
- Unchanged

**2017-18 Actions/Services**

State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.

**2018-19 Actions/Services**

State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.

**2019-20 Actions/Services**

State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$132,398</td>
<td>$279,344.00</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Action/Services</th>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20
---|---|---
| New | Unchanged |

### 2017-18 Actions/Services
Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.

### 2018-19 Actions/Services
Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.

### 2019-20 Actions/Services
Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$61,268</td>
<td>$125,931.00</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged
Goal 3

Continue CTEC’s program development to ensure positive community presence, student and parent satisfaction, and longevity of the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 4, 5, 6
Local Priorities:

Identified Need:

New School, no data available. Need based on best practices.

Expected Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>METRICS/INDICATORS</th>
<th>BASELINE</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS WILL HAVE ACCESS TO ALL NECESSARY STANDARDS ALIGNED MATERIALS.</td>
<td>100% of students will have access to necessary materials.</td>
<td>N/A</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>PARENT PARTICIPATION IN SATISFACTION SURVEY</td>
<td>50% of parents will submit the parent satisfaction survey</td>
<td>N/A</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>METRICS/INDICATORS</td>
<td>BASELINE</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>STUDENTS WILL PERFORM AT A GRADE OF 70% OR HIGHER ON INTERIM ASSESSMENTS</td>
<td>70% of students will perform at a grade of 70% or higher</td>
<td>N/A</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>STUDENT PARTICIPATION IN COMMUNITY SERVICE ACTIVITIES</td>
<td>95% of students will participate in at least one off-campus community service activity</td>
<td>N/A</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>STUDENT SURVEY DATA REVEALS THAT STUDENTS FEEL SATISFIED WITH CTEC’S PROGRAM</td>
<td>75% of students report feeling satisfied with CTEC’s program</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All Students</td>
<td>All Schools</td>
</tr>
</tbody>
</table>
OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop community projects and partnerships to provide service learning opportunities.</td>
<td>Develop community projects and partnerships to provide service learning opportunities.</td>
<td>Develop community projects and partnerships to provide service learning opportunities.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$78,850</td>
<td>$ 154,992.05</td>
</tr>
<tr>
<td>SOURCE</td>
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<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>
### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All Students |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

| Select from New, Modified, or Unchanged for 2018-19 |

| New |

| Unchanged |

| 2017-18 Actions/Services |

| 2018-19 Actions/Services |

| Develop parent and feeder school outreach platforms to ensure communication of school vision and purpose. |

| 2019-20 Actions/Services |

<p>| Budgeted Expenditures |</p>
<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$81,814</td>
<td>$ 168,130.75</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All Students</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide extended day opportunities for students to further develop and sharpen their learning.</td>
<td>Provide extended day opportunities for students to further develop and sharpen their learning.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT</td>
<td></td>
<td>$78,850</td>
<td>$154,992.05</td>
</tr>
<tr>
<td>SOURCE</td>
<td></td>
<td>LCFF</td>
<td>LCFF</td>
</tr>
<tr>
<td>BUDGET REFERENCE</td>
<td></td>
<td>Salaries and Benefits</td>
<td>Salaries and Benefits</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$235,137</td>
<td>24.29%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, CTEC has calculated that it will receive $235,137 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: providing services to enhance college and career readiness, a schoolwide literacy program, a streamlined partnership with postsecondary education, instructional support that encourages the success rate in dual enrollment courses, a facility and environment that encourages the instructional needs of the students. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help CTEC be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of CTEC. Since our unduplicated student population count is estimated to be 85%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 24.29%. CTEC has demonstrated that it has met the 24.29% proportionality percentage by expending $252,347 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.
## Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-2020**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$170,779</td>
<td>10.60%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, CTEC has calculated that it will receive $170,779 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: providing services to enhance college and career readiness, a schoolwide literacy program, a streamlined partnership with postsecondary education, instructional support that encourages the success rate in dual enrollment courses, a facility and environment that encourages the instructional needs of the students. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help CTEC be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of CTEC. Since our unduplicated student population count is estimated to be 85%, all of these actions and services are being performed on a schoolwide or districtwide basis in order increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 10.60%. CTEC has demonstrated that it has met the 10.60% proportionality percentage by expending $170,779 in funds on actions and services that are principally...
directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

- **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

- **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

- **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

- **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?
Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”. For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may
be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.
Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52065, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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