



## LCFF Budget Overview for Parents

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

CDS Code: 10101080136291

School Year: 2024-25

LEA contact information:

Jonathan Delano

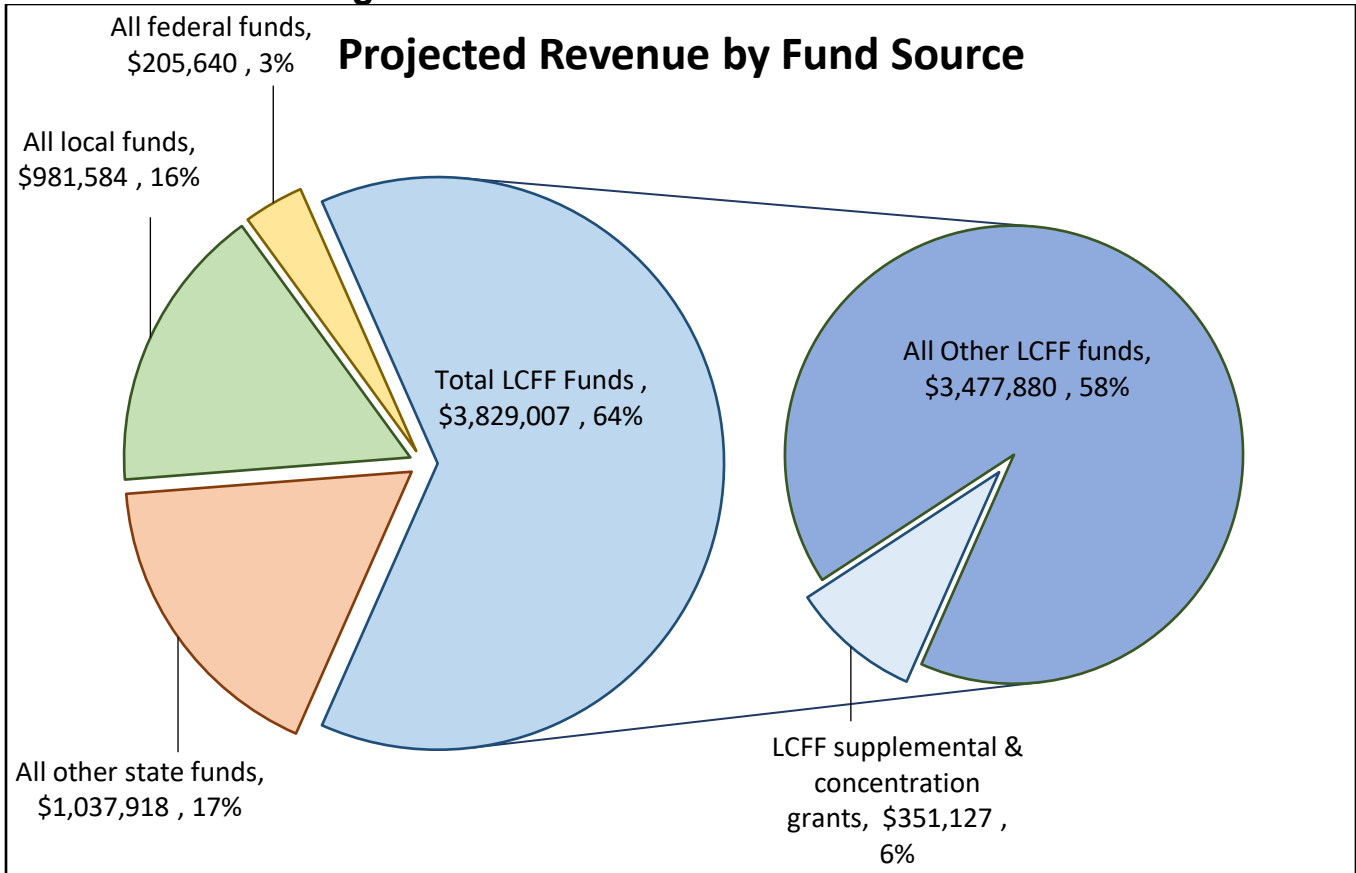
Director

[jdelano@fcoe.org](mailto:jdelano@fcoe.org)

559.443.4872

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

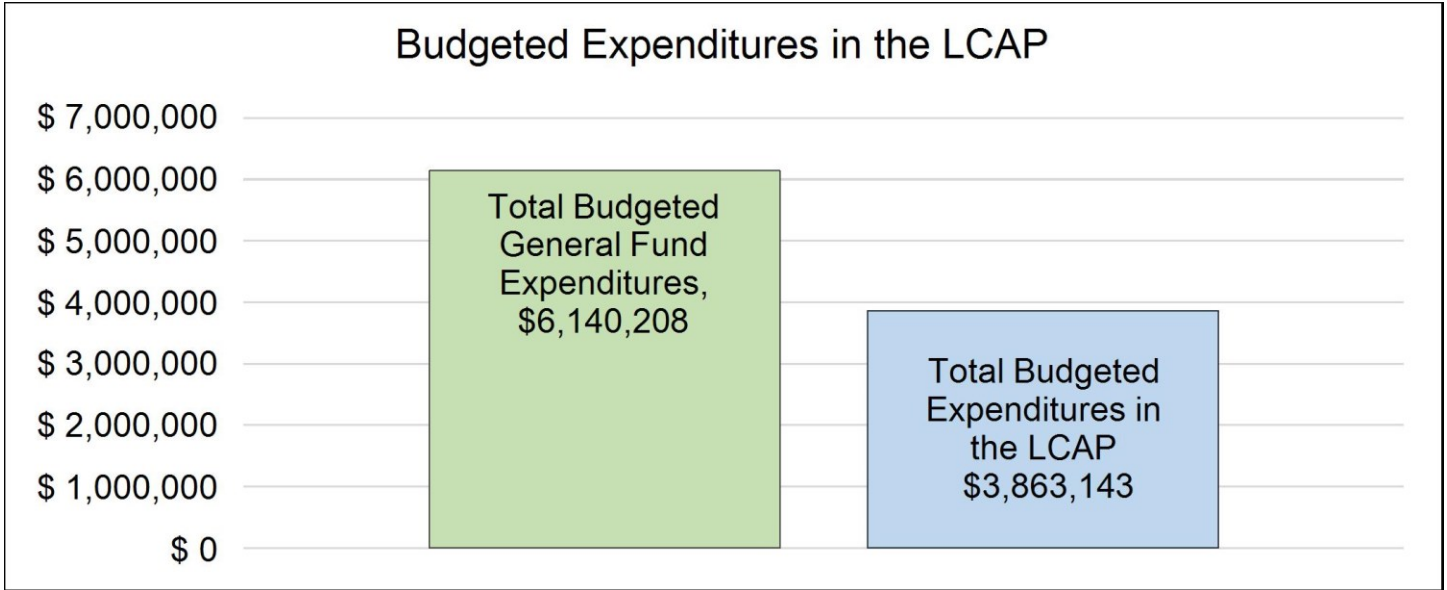


This chart shows the total general purpose revenue Career Technical Education Charter School-Fresno COE expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Technical Education Charter School-Fresno COE is \$6,054,149, of which \$3829007 is Local Control Funding Formula (LCFF), \$1037918 is other state funds, \$981584 is local funds, and \$205640 is federal funds. Of the \$3829007 in LCFF Funds, \$351127 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Career Technical Education Charter School-Fresno COE plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Technical Education Charter School-Fresno COE plans to spend \$6140208 for the 2024-25 school year. Of that amount, \$3863143 is tied to actions/services in the LCAP and \$2,277,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

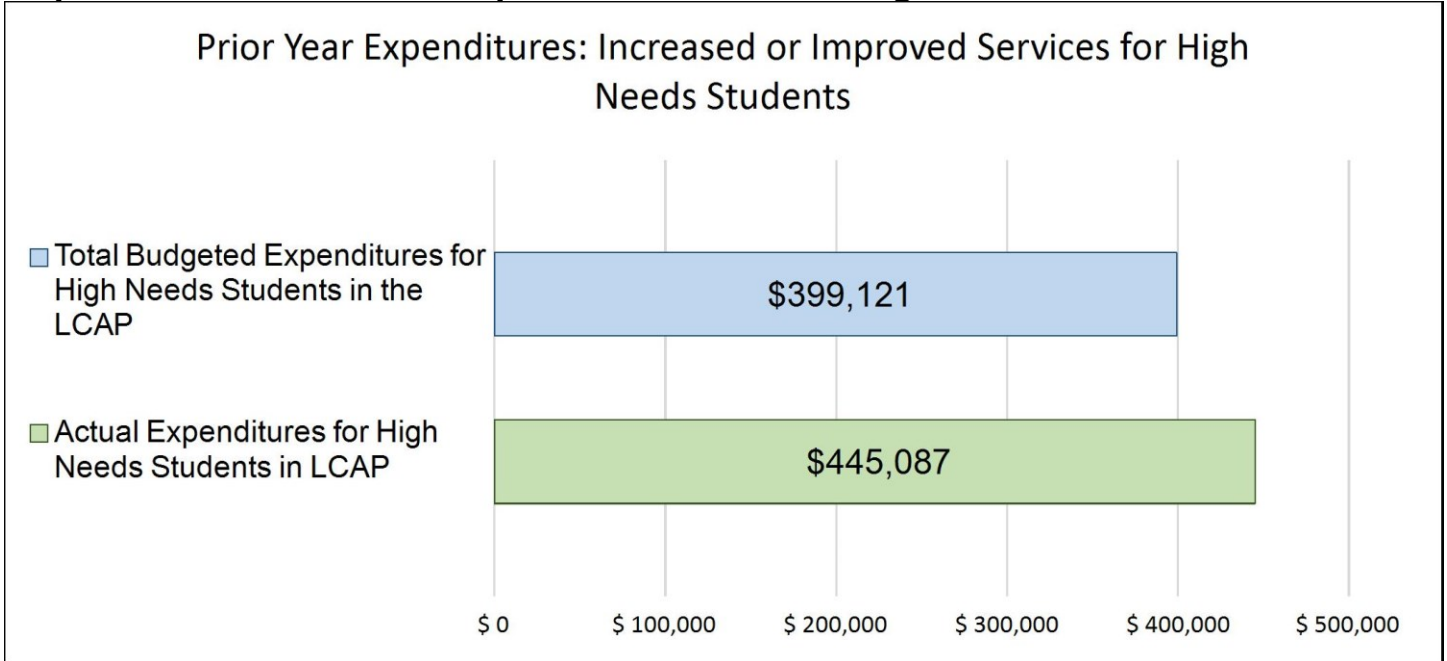
A number of additional initiatives, such as CTEIG, and Strong Workforce help fund the expansion of services and supplies to CTEC students was not included in the LCAP, along with other expenses, such as nutrition, facilities and operations.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Career Technical Education Charter School-Fresno COE is projecting it will receive \$351127 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter School-Fresno COE must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter School-Fresno COE plans to spend \$414,876 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Career Technical Education Charter School-Fresno COE's LCAP budgeted \$399121 for planned actions to increase or improve services for high needs students. Career Technical Education Charter School-Fresno COE actually spent \$445087 for actions to increase or improve services for high needs students in 2023-24.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Technical Education Charter School-Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS
Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 90% of CTE teacher/Industry partner collaboration 50% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2020-2021 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2021-22 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2022-23 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/Industry partner collaboration 100% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2023-2024 Data Source: CALPADS EOY 1
CTE Pathway Completion Rate	TBD Data Year: 2019-20 Data Source:	TBD Data Year: 2020-21	94% Data year 2021-22	100% Data Year: 2022-23	96% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS EOY 1	Data Source: CALPADS EOY 1  *Data unavailable until 2021-22 graduating class	Data Source: CALPADS EOY 1	Data Source: CALPADS EOY 1	Data Source: CALPADS EOY 1
Student participation industry relevant experience or activity	100% Student Participation Data Year: 2020-2021 Data Source: Local Indicator	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-2022  Data Source: Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-2023  Data Source: Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year:2023-24  Data Source: Local Indicator	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%  Data Year:2023-24  Data Source: Local Indicator
Broad course of study	Students enrolled in advanced academic courses: 100% Students enrolled in CTE courses: 100% Data Year: 2020-21 Data Source: CALPADS Fall 2	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses:	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses:	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%  Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100%	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%  Students enrolled in advanced academic courses: 92% Students enrolled in CTE courses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% Data Year: 2020-21 Data Source: CALPADS Fall 2  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	100% Data Year: 2021-22 Data Source: CALPADS Fall 2  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Year: 2022-23 Data Source: CALPADS Fall 2	100% Data Year: 2022-23 Data Source: CALPADS Fall 2
High School Graduation Rate	TBD Data Year: 2019-20 Data Source: Additional Reports	All Students:TBD Low Income:TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: Additional Reports	All Students: 98.2% Low Income: 100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: Additional Reports  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 96.9% Low Income: 95.6% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Dashboard Fall 2023	All Students: Above 98% Low Income: Above 98% Foster Youth: Above 98% English Learner: Above 98% Data Year: 2022-23 Data Source: Dashboard Fall 2023
EAP ELA Note: Local	TBD college ready or conditionally ready	77% college ready or conditionally ready Data Year: 2020-2021	60% college ready or conditionally ready Data Year: 2021-2022	65% college ready or conditionally read Data Year: 2022-23	95% college ready or conditionally ready Data Year: 2022-23



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmarks will be used until CAASPP Results become available	Data Year: 2021 Data Source: Illuminate	Data Source: CAASPP	Data Source: CAASPP	Data Source: CAASPP Test Results	Data Source: CAASPP Test Results
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	TBD college ready or conditionally ready Data Year: 2021 Data Source: Illuminate	38% college ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	37% college ready or conditionally ready Data Year: 2021-2022 Data Source: CAASPP	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results	56% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results
Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2020-21 Data Source: CALPADS Fall 2	100% Data Year: 2021-22 Data Source: CALPADS Fall 2	100% Data Year: 2022-23 Data Source: CALPADS Fall 2	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023
A-G Completion Rate	TBD Data Year: 2019-2020 Data Source: DataQuest	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021	All Students: 98.1% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022	All Students: 100% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students: 99% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest	Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest	Data Source: DataQuest
Statewide Assessment ELA	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students: 77% Low Income*:N/A Foster Youth*: N/A English Learner*: N/A  Data Year: 2020-2021  Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 60% Low Income*: 54% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-2022  Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students:64.4% Low Income:57.14% Foster Youth: N/A English Learner: N/A  Data Year: 22-2023  Data Source: DataQuest	All Students:79% Low Income:75% Foster Youth:72% English Learner: 69%  Data Year: 22-2023  Data Source: DataQuest
Statewide Assessment Math	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students:38% Low Income:N/A Foster Youth*: N/A English Learner*: N/A  Data Year: 2021  Data Source:	All Students: 37% Low Income*: 27% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022  Data Source:	All Students:31% Low Income:23.81% Foster Youth: NA English Learner: NA  Data Year: 22-2023  Data Source:	All Students:56% Low Income:54% Foster Youth:50% English Learner: 52%  Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include	DataQuest	Data Source: DataQuest
Dual Enrollment Participation	95% Data Year: 2020-21 Data Source: CALPADS EOY 1	All Students: 95% Low Income: 92% Foster Youth*: N/A English Learner*: N/A  Data Year: 2020-21  Data Source: CALPADS EOY 1  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 97% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22  Data Source: CALPADS EOY 1  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:97% Low Income:95% Foster Youth: N/A English Learner: N/A  Data Year: 2022-23  Data Source: CALPADS EOY 1	All Students:95% Low Income:92% Foster Youth:90% English Learner: 90%  Data Year: 2022-23  Data Source: CALPADS EOY 1
Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs	65% of parent input Data Year: 2020-2021 Data Source: Local Report	67% of parent input  Data Year: 2021-2022  Data Source: Local Report- Survey Data	72% of parent input  Data Year: 2022-2023  Data Source: Local Report- Survey Data	52% of parent  Data Year: 2023-2024  Data Source: Local Report- Survey Data	85% of parent input  Data Year: 2023-2024  Data Source: Local Report- Survey Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs	55% of parent participation Data Year: 2020-2021 Data Source: Local Report	60% of parent participation Data Year: 2021-2022 Data Source: Local Report-Survey Data	75% of parent participation Data Year: 2022-2023 Data Source: Local Report-Survey Data	52% of parent Data Year: 2023-2024 Data Source: Local Report-Survey Data	85% of parent participation Data Year: 2023-2024 Data Source: Local Report-Survey Data

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

### Action 1.1 Articulation with Post Secondary Entities

Implementation Status: 4 Full Implementation. The LEA worked with FCC faculty to develop a broad course of study that provides students with ability to obtain their associates degree in Industrial Technology at the completion of their secondary education.

No substantive difference in planned action compared to actual implementation.

### Action 1.2 Instructional and Professional Development

Implementation Status: 4 Full Implementation. The LEA establishes ample opportunities for staff to participate in subject specific professional development, along with school wide support in Trauma Informed instruction, Technology implementation and instructional strategies to increase teacher capacity. Professional Development creates opportunities for CTE teachers to engage with industry leaders to ensure industry standards are embedded into instruction and skill development.

No substantive difference in planned action compared to actual implementation.

### Action 1.3 Industry Connections

Implementation Status: Full Implementation. The LEA works alongside industry partners to ensure students have access to industry experiences, such as facility tours, industry leader guest speaking, skill presentations, mentorships, and internships to enhance the skill development embedded within the program to increase career readiness.

No substantive difference in planned action compared to actual implementation.

### Action 1.4 Academic and Dual Enrollment Support

Implementation Status: 4 Full Implementation. The LEA continues to increase instructional supports to aid students in the rigorous academic program. Increased opportunities beyond the school day to ensure students have access to instructional support to aid students academic skill development. Additional paraeducators have been added to the school day and expanded learning program to provide additional contact points for students.

No substantive difference in planned action compared to actual implementation.

### Action 1.5 Designated ELD Instruction

Implementation Status: 4 Full Implementation. The LEA provided instructional support to increase ELD instruction to support students identified as English Language Learners. An increase of differentiated instruction to aid students with ELD learning strategies to increase student academic success.

No substantive difference in planned action compared to actual implementation.

### Action 1.6 Targeted Professional Learning Opportunities

Implementation Status: 4 Full Implementation. The LEA provides instructional support to increase teacher capacity with identifying and engaging with differentiated instruction aligned with CCSS and cross curricular implantation of content.

No substantive difference in planned action compared to actual implementation.

### Action 1.7 Support for Students with Disabilities

Implementation Status: 4 Full Implementation. CTEC will provided support services for students with disabilities to facilitate their social/emotional and academic progress. CTEC implemented IEPs, facilitated communication with parents of students with unique needs, and provided counseling and supports.

No substantive difference in planned action compared to actual implementation.

Overall Successes: The 2023-24 school year, 6 years into the development of the course of study, brought consistency in the course offerings, pathway content, advanced skilled courses and the dual enrollment options to support students pursuit of their associates degree. The senior internships offered opportunities for students to strengthen their career skills and experience work-based learning alongside local industry leaders.

Overall Challenges: During the 2023-24 school year, administration continues to work with instructors and Expanded Learning program to develop effective supports to aid student success. Students and educational partners communicate the abundant opportunities for student to access support, yet data does not show a significant change in academic success at progress reports.

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

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the following actions in Goal 1: Action 1.4: Academic and Dual Enrollment Support and Action 1.5: Designated ELD Instruction  
Action 1.6: Academic and Dual Enrollment Support.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.  
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

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

Action 1.1 Articulation with Post-Secondary Entities

Metric(s): Broad Course of Study

Effectiveness of Action: 3 - Effective

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

Analysis Statement: The availability, for all eligible students, of advanced academic (30 different dual enrollment courses) and CTE courses (19 different CTE courses in manufacturing and construction industry sectors) supported the goal's intention of providing a rigorous academic program that had industry and post-secondary relevance.

Action 1.2: Instructional and Professional Development; Action 1.3: Industry Connections; Action 1.6: Targeted Professional Learning Opportunities; Action 1.7: Support for Students with Disabilities

Metric(s): Teachers collaborated with educational partners, industry leaders, and peers; Student participation industry relevant experience or activity

Effectiveness of Action: 3 - Effective

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

Analysis Statement: The actions supported professional development in the areas of building connections to create relevant experiences between academic core courses and industry content. The collaboration and partnership between teaching staff and industry partners

benefitted CTEC's students, including students with disabilities, and English learners, to access industry-relevant jobs, connections and opportunities, including educational excursions. In addition, all students were effectively able to engage and participate in activities that made connections between their skills developed within their pathway and industry. All staff members, regardless of their academic subject areas, had access to industry leaders to increase relevant connections within their content. The professional development activities for teachers, and professional learning opportunities for students, benefitted CTEC's students because these actions were a catalyst for and provided opportunities for teachers to improve their ability to increase student access to industry-relevant job learning opportunities and improve teacher skills specific to industry standards, lesson planning and delivery.

#### Action 1.4: Academic and Dual Enrollment Support

Metric(s): Dual Enrollment Participation; Broad Course of Study

Effectiveness of Action: 3 - Effective

Data Statement: 95% of low-income students were enrolled in Dual Enrollment classes. 100% of low-income students had access to a broad course of study in all academic disciplines.

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

#### Action 1.5: Designated ELD Instruction

Metric(s): Dual Enrollment Participation and A-G Completion rates

Effectiveness of Action: 3 - Effective

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

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

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

The LEA will combine the metrics listed below into a single metric entitled "Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs." This new metric will be moved to Goal 3 of next year's plan as it more closely aligns with that goal.

- Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs
- Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs

The metrics entitled "EL Progress towards English Proficiency" and "EL Reclassification rate" will be moved from Goal 2 to Goal 1 to align with the stated goals and actions more closely.

Action 3.1 will be eliminated under Goal 3. Action 3.1 will be combined with Goal 1.1 as we believe that one comprehensive staffing action will provide greater clarity for educational partners.

As part of our review of the current plan we determined that actions 1.6 and 3.4 can be combined as they both focus on different aspects of our plan to implement professional communities. We believe this will both streamline the plan and provide greater transparency for educational partners.

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



# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	School Rating: Good Data Year: 2020-21 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2021-22 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2022-23 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool
Trauma Informed Instruction	98% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: 2020-2021 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: 2021-2022 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: 2022-23 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: Data Year: 2023-2024 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: 2023-2024 Data Source: Local Report
High School Dropout Rate	TBD Data Year: 2019-20 Data Source: DataQuest	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD  Data Year: 2020-2021	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-2022	All Students: 0% Low Income: 0% Foster Youth: NA% English Learner: NA%  Data Year: 2022-23	All Students: 2% Low Income: 2% Foster Youth: 2% English Learner: 2%  Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest  *CTEC's first graduating class will be 2021-22	Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest
High School Graduation Rate	TBD Data Year: 2019-2020 Data Source: Additional Reports	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD  Data Year: 2020-2021  Data Source: Additional Reports  *CTEC's first graduating class will be 2021-22	All Students: 98.2% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year: 2021-2022  Data Source: Additional Reports  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 96.9% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year: 2022-23  Data Source: Dashboard Fall 2023  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 98% Low Income: 98% Foster Youth: 98% English Learner: 98%  Data Year: 2022-23  Data Source: Dashboard Fall 2023
Attendance Rate	95% Data Year: 2020-21 Data Source: P-2	All Students: 92.6% Low Income: 91% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22	All Students: 92.8% Low Income: 93.9% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23	All Students: 94.5% Low Income: 94.25% Foster Youth: N/A English Learner: N/A  Data Year: 2023-24	All Students: 96% Low Income: 94.0% Foster Youth: N/A English Learner: N/A  Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: P-2  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2
Chronic Absenteeism	4% Data Year: 2019-20 Data Source: CALPADS EOY 3	All Students: 7.4% Low Income: 9.0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2020-21  Data Source: CALPADS EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 23.7% Low Income: 31.7% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22  Data Source: CALPADS EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 4.4% Low Income: 2.38% Foster Youth: NA English Learner: NA  Data Year: 2022-23  Data Source: CALPADS EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 5.0% Low Income: 7.0% Foster Youth: 7.0% English Learner: 7.0%  Data Year: 2022-23  Data Source: CALPADS EOY 3
Suspension Rate	6% Data Year: 2019-20 Data Source: DataQuest	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2020-21  Data Source:	All Students: 3.9% Low Income: 3.9% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22  Data Source:	All Students: 9% Low Income: 11% Foster Youth: NA% English Learner: NA%  Data Year: 2022-23	All Students: 3% Low Income: 3% Foster Youth: 3% English Learner: 3%  Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest	Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	All Students:0% Low Income:0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2020-21  Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22  Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23  Data Source: DataQuest  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: Below 1% Low Income: Below 1% Foster Youth: Below 1% English Learner: Below 1%  Data Year: 2022-23  Data Source: DataQuest
School Climate	94% Satisfaction Data Year: 2020-21 Data Source: Student School Climate Survey	All Students: 94% Low Income: 92% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22	All Students: 95% Low Income: 95% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23	All Students: 95% Low Income: 98% Foster Youth*: N/A English Learner*: N/A  Data Year: 2023-24	All Students: 95% Low Income: 95% Foster Youth: 95% English Learner: 95%  Data Year: 2023-24

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	Original: N/A** Adjusted: N/A** Data Year: 2019-20 Data Source: DataQuest  *Baseline revised to amend data source and year **Data not available for this school year reflecting first year of school opening	12.5%  Data Year: 2020-21  Data Source: DataQuest	10.9%  Data Year: 2021-22  Data Source: DataQuest	15.3% Data Year: 22-23  Data Source: DataQuest	15%  Data Year: 2022-23  Data Source: DataQuest
Parent and Students Sense of Safety	96% Satisfaction Data Year: 2020-21 Data Source: Parent & Student, School Climate Surveys	Discontinued	Discontinued	Discontinued	Discontinued
Sense of safety and school connectedness	Students 95% Parents 96% Teachers 100%  Data Year: 2021-22  Data Source: Local Survey	Students 95% Parents 96% Teachers 100%  Data Year: 2021-22  Data Source: Local Survey	School Safety Students 91% Parents 100% Teachers 100%  School Connectedness Students 85% Parents 92% Teachers 100%  Data Year: 2022-23  Data Source: Local Survey	School Safety Students 99% Parents 100% Teachers 100%  School Connectedness Students 94.5% Parents 100% Teachers 100%  Data Year: 2023-24  Data Source: Local Survey	School Safety Students 97% Parents 98% Teachers 100%  School Connectedness Students 97% Parents 98% Teachers 100%  Data Year: 2023-24  Data Source: Local Survey

# Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

## Action 2.1 Student Academic and Emotional Well-being

Implementation Status: 4 Full Implementation. The LEA continues to focus on professional development to support the implementation of Trauma Informed Instruction, to insure instructors have the skill capacity to identify student's social emotional needs and provide a rigorous academic program free of bullying or harassment. Advisory has been a consistent location for students to engage in positive interactions and emotional support since baseline was established in 2020-21.

No substantive difference in planned action compared to actual implementation.

## Action 2.2 School Facilities

Implementation Status: 4 Full Implementation. During the 2023-24 school year, the LEA has begun the processes of adding additional facilities to increase accessibility of behavior health supports to students and the community on the school campus. Construction of a behavior health building began in the spring of 2024, with the addition of staffing to support the community needs for the 2024-25 school year.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, advisory has become the location for students to confidently share their social emotional needs, knowing they will be accepted and supported by their peers and advisory instructor. Partnership between instructional staff, administration, and PPS credentialed individuals ensures students needs are communicated and resources are provided for students.

Overall Challenges: During the 2023-24 School year, there is excitement for the construction of the behavior health building, but due to budget limitations there is not a counselor employed to address social emotional needs on a daily basis for the spring semester, which limits the supports our students can access.

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

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2, Action 1: Student Academic and Emotional Well-being.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

Action 2.1 Student Academic and Emotional Well-being

Metric(s): School Climate, Attendance

Effectiveness of Action: 2 - Somewhat Effective

Data Statement: 88% of students reported being satisfied with their school experience, yet 16% of students were indifferent on their feelings of being at their school and 22% were indifferent about feeling apart of the school. Percentages that the LEA has not experienced in previous years. Low Income student attendance was 94.25% in 23-24.

Analysis Statement: Overall, students reported a strong satisfaction with their school experience, which allowed students to feel supported in both their academic and social/emotional growth through caring staff and parent/family outreach. Monthly student advisory council meetings aided Administration with the pulse to the student body. Yet, a lack of support social emotional and for student post secondary plans compared to prior years was communicated. The lack of a counselor was a concern. The indifference, not previously communicated in prior years, the LEA believes is due to students readily available PPS credentialed counselor. They also communicated, that although they appreciate the principals efforts to support their college and career pursuits, the lack of a counselor made it more difficult for them to have access to answers. LEA made adjustments to staff responsibilities to address student needs. Also, sought to bring in college advisors to support college next steps and established activities/events such as the Blue Collar Tour to give students greater access to industry skills and career opportunities. Also, the attendance of low income students 94.25%. We believe this due, in part, to the school wide focus of students' social emotional wellness.

Action 2.2: School Facilities

Metric(s): Facilities Maintained

Effectiveness of Action: 3 - Effective

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



Analysis Statement: CTEC's properly-maintained facilities supported a safe educational environment through repairs being taken care of in a timely manner. Areas of need (carpet and HVAC) being addressed with projects in summer of 2024.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

As part of planning for the new three-year LCAP cycle, the LEA completed an inventory of the current goals, metrics, and actions. We found that a crucial component of providing a safe educational environment that supports the academic and personal development of all students (Goal 2) was the use of CTEC's multi-tiered system of supports, including targeted supports for struggling students. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan. We believe this will paint a more comprehensive picture of how we provide a safe and supportive environment for our educational partners.

The metrics entitled "EL Progress towards English Proficiency" and "EL Reclassification rate" will be moved from Goal 2 to Goal 1 to align with the stated goals and actions more closely. The metric entitled "High School graduation rate" was duplicated and so we will remove it from Goal 2.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.		
CTE Pathway Completion Rate	TBD  Data Year: 2019-2020  Data Source: CALPADS EOY 1  *Baseline amended to revise data year	TBD  Data Year: 2020-2021  Data Source: CALPADS EOY 1  *CTEC's first graduating class is in the 2021-2022 school year	94%  Data year 2021-22  Data Source: CALPADS EOY 1	100%  Data Year: 2022-23  Data Source: CALPADS EOY 1	96%  Data Year: 2022-23  Data Source: CALPADS EOY 1
Community Service Projects	95% of students will participate in at least one off-campus community service activity Data Year: 2020-21 Data Source: Local Survey	100% of students participated in at least one off-campus community service activity  All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22	100% of students participated in at least one off-campus community service activity  All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23	100% of students participated in at least one off-campus community service activity  All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%  Data Year: 2023-24  Data Source: Local Data collection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Local Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.		
Student satisfaction with CTEC’s program	Students 90% Data Year: 2020-21 Data Source: Local Survey	All Students:91% Low Income:88% Foster Youth*: N/A English Learner*: N/A  Data Year: 2021-22  Data Source: Local Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 92% Low Income: 92% Foster Youth*: N/A English Learner*: N/A  Data Year: 2022-23  Data Source: Local Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students: 94.5% Low Income: 100% Foster Youth*: N/A English Learner*: N/A  Data Year: 2023-24  Data Source: Local Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students:94% Low Income:92% Foster Youth:90% English Learner: 92%  Data Year: 2023-24  Data Source: Local Survey
A-G Completion and CTE Pathway Completion Rate	Metric added for 2023-24 LCAP	Metric added for 2023-24 LCAP	98.1% students completed a-g and a CTE capstone  Data Year: 2021-22  Data Source: DataQuest	100% students completed a-g and a CTE capstone  Data Year: 2022-23  Data Source: DataQuest	99% students completed a-g and a CTE capstone  Data Year: 2022-23  Data Source: DataQuest

# Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

## Action 3.1 Community Outreach

Implementation Status: 4 Full Implementation. During the 2023-24 school year, the LEA's grade level integrated projects in the fall and spring provide students with opportunities to engage with the community and industry leaders to increase community outreach and connections for our students. The LEA continues to work with nonprofit organizations to give students further access to service learning opportunities to increase student's impact on the community.

No substantive difference in planned action compared to actual implementation.

## Action 3.2 Program Communication

Implementation Status: 4 Full Implementation. The LEA continues to increase program communication to CTEC families, the surrounding communities, as well as communities within and bordering Fresno County through social media, student information systems communication, targeted emails to showcase student performance and student activities. A social media campaign has been used to increase awareness of CTEC's CTE program and the opportunities CTEC can offer students.

No substantive difference in planned action compared to actual implementation.

## Action 3.3 Extended Learning Opportunities

Implementation Status: 4 Full Implementation. The LEA looks to expand the different opportunities for students to increase the skill development. Students have been provided time to engage with skill development and support before school and after school. Additional time has been provided on Saturdays and during spring break to provide students with unique opportunities to access new skills such as drivers training and drivers ed classes.

No substantive difference in planned action compared to actual implementation.

## Action 3.4 Professional Communities

Implementation Status: 4 Full Implementation. The LEA has provided time and resources to aid teachers in the development and integration of content between subject matter, with a focus on connections to the industries supported by our pathways. With the support of administration, instructors have focused on standards crucial for student success, and looked to create dedicated time within their instructional days to aid students understanding and implementation of skills.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, the LEA looked to increase students opportunity to engage with the industry skills they have developed in the classroom by participating in activities/events such as SkillsUSA, Career Skills Challenge, Design Build, etc., to showcase students knowledge and develop connections to industry.

Overall Challenges: During the 2023-24 school year, the increase of events and activities created a shortcoming of staffing and resources to ensure all students had access to such activities.

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

CTEC's expenditure of federal funding impacted Budgeted Expenditures verses Estimated Actual expenditures in Goal 3, Action 3. Extended Learning Opportunities were paid for with federal one time monies, resulting in a material difference in reported expenditures. While the funding source may have differed from what was planned, the actions and services provided to students were not impacted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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

Metrics: Community Service Projects; Industry Internship participation

Effectiveness of Action: 3 - Effective

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

Analysis Statement: CTEC's internship and community service opportunities provided students with well-rounded industry experiences through engaging them with career activities at job sites and other appropriate locations, in addition to identifying and facilitating continued connections with industry and the community. The expansion of industry partners gave students a vast understanding of the career opportunities within the construction and manufacturing sectors. The focus on a social media campaign to increase awareness of careers within the manufacturing and construction fields as well as how CTEC develops students to be leaders within those field increased access and opportunities for students within Fresno County.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

The LEA will eliminate the following metrics which are not statutorily required:

- Student satisfaction with CTEC's program.

Action 3.4 will be eliminated. As part of our review of the current plan we determined that actions 1.6 and 3.4 can be combined as they both focus on different aspects of our plan to implement professional communities. We believe this will both streamline the plan and provide greater transparency for educational partners.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement	TBD% 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Course Completion	All Students:TBD Low Income:TBD Foster Youth:TBD English Learner:TBD  Data Year: 2021-22  Data Source: Impact Graduating Student Course Completion	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year: 2022-23  Data Source: Impact Graduating Student Course Completion  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year 2023-24  Data Source: Impact Student Course Completion  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100%  Data Year 2023-24  Data Source: Impact Student Course Completion
Impact Pupil Attendance	95% 2020-2021 Impact Students Data Year: 2020-21 Data Source: Impact Attendance	All Students:95% Low Income:91% Foster Youth*:N/A English Learner*:N/A  Data Year: 2020-21	All Students: 95% Low Income: 91% Foster Youth*:N/A English Learner*:N/A  Data Year: 2021-22	All Students: 96% Low Income: 98% Foster Youth*:N/A English Learner*:N/A  Data Year: 2022-23  Data Source:	All Students:95% Low Income:91% Foster Youth: 94% English Learner:94%  Data Year: 2022-23  Data Source:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Impact Attendance  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Attendance  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Impact Attendance 2023  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Impact Attendance 2023
Students report feeling satisfied with support system provided to increase achievement	90% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey Local Indicator	All Students:96% Low Income:94% Foster Youth*:N/A English Learner*:N/A  Data Year: 2021-22  Data Source: Student Survey Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 95% Foster Youth*:N/A English Learner*:N/A  Data Year: 2022-23  Data Source: Student Survey Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth*:N/A English Learner*:N/A  Data Year: 2023-24  Data Source: Student Survey Local Indicator  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:96% Low Income:94% Foster Youth:94% English Learner:94%  Data Year: 2023-24  Data Source: Student Survey Local Indicator
Students report feeling capable of establishing positive relationships on campus	85% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey	All Students:92% Low Income:90% Foster Youth*:N/A English Learner*:N/A  Data Year: 2021-22	All Students: 91% Low Income: 91% Foster Youth*:N/A English Learner*:N/A  Data Year: 2022-23	All Students: 94.5% Low Income: 100% Foster Youth*:N/A English Learner*:N/A  Data Year: 2023-24	All Students:92% Low Income:90% Foster Youth: 92% English Learner:92%  Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Student Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey
Impact student suspension rate	0% 2020-2021 student data Data Year: 2020-21 Data Source: EOY 3	All Students:0% Low Income:0% Foster Youth*:N/A English Learner*:N/A  Data Year: 2020-21  Data Source: EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 3% Low Income: 2% Foster Youth*:N/A English Learner*:N/A  Data Year: 2021-22  Data Source: EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth: N/A English Learner: N/A 2022-2023 graduating student data  Data Year: 2022-23  Data Source: EOY 3  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: Below 5% Low Income: Below 4% Foster Youth: Below 4% English Learner: Below 3% 2022-2023 graduating student data  Data Year: 2022-23  Data Source: EOY 3
Impact Student Graduation Rate	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Grade Rate	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD  Data Year: 2020-21	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year: 2021-22	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A  Data Year 2022-23	All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100%  Data Year 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Impact Student Grade Rate	Data Source: Impact Graduating Student Course Completion  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Student Course Completion  *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Student Course Completion

## Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

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

### Action 4.1 Academic and CTE Intervention

Implementation Status: 4 Full Implementation. The LEA continues to provide additional supports to students struggling with academic rigor. Credentialed staff dedicated to support students identified for Impact, take dedicated time during advisory to meet with small groups of students to provide study skill instruction to increase student capacity and ability to develop skills to be academically successful. Supplemental instruction is provided after school, during lunch and after school to support students. Impact team works with students to schedule meeting times with instructors for concentrated support. No substantive difference in planned action compared to actual implementation.

### Action 4.2 IMPACT

Implementation Status: 4 Full Implementation. The LEA tracks student performance throughout the academic semesters and through an analysis of local data, students that are assigned IMPACT support. The IMPACT team of credentialed teachers, the Expanded Learning Program Lead, and Paraeducators, work with instructional staff to provide supplemental instruction beyond what is provided in the core

instruction. Small group support, individual counseling and guidance, instructional scaffolding are used to aid our low income and English Learners who have been identified as struggling academically.

No substantive difference in planned action compared to actual implementation.

#### Action 4.3 Social Emotional Support

Implementation Status: 4 Full Implementation. During the 2023/24 school year, the LEA took advantage of staff with their PPS credentials to support students connectedness and social emotional needs. Students were provided with support to develop self regulating skills to insure students can remain in class and address the social emotional needs they face daily.

No substantive difference in planned action compared to actual implementation.

#### Action 4.4 Community and Industry Outreach

Implementation Status: 4 Full Implementation. The LEA continues to strengthen its connection to the community by participating in outreach events and non-profit organizations who work with the surrounding community. CTEC develops opportunities through industry tours, college tours, and industry leader connections to create more opportunities for student identified as low-income and English Learners to increase their college and career readiness.

No substantive difference in planned action compared to actual implementation.

#### Action 4.5 Trauma Informed Professional Development

Implementation Status: 4 Full Implementation. The LEA continues to dedicate professional development opportunities for all staff member to be trained in trauma informed instruction. IMPACT teachers recognize their role as being in the frontlines of identify students with trauma and providing supports or connecting students and families with resources to aid students in their social emotional well-being.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, the implementation of small groups during advisory was an effective opportunity to connect students with the IMPACT team and begin the process of providing students with designated time during the day to increase student's study skill development.

Overall Challenges: During the 2023-24 school year, with the loss of an academic counselor the ability to increase student/parent engagement was limited. The goal is to establish PTC conferences with the complete team along with students and their guardians to address expectations, supports available and how the team can work together to increase student success.

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

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, Action 4: Community and Industry Outreach.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

#### Action 4.1 Academic and CTE Intervention

Metric(s): Pupil Achievement; Impact Student Graduation Rate; Students Survey Data

Effectiveness of Action: 3 - Effective

Data Statement: 100% of low-income IMPACT students completed required courses; 100% of IMPACT students received the academic support and believe they were offered the support necessary for them to be successful academically at CTEC. 100% of impact students believe they received skills that are relevant to their future.

Analysis Statement: CTEC's IMPACT program successfully identified students in need of additional support to achieve equity in accessing the full instructional program. The individualized supports for each student, which included an increase in instructional time in identified areas of need, facilitated course completion and students successfully meeting graduation requirement, resulting in 100% graduation rate for Low Income and English Learners.

#### Action 4.2 IMPACT

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

Effectiveness of Action: 3 - Effective

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

Analysis Statement: The CTEC IMPACT program's supports effectively met the individual needs of low-income and English Learner students. The supplemental academic and social/emotional activities provided by the IMPACT team (credentialed staff, administration, school psychologist, and paraeducators) included SDAIE strategies, scaffolding, tutoring, mentoring, individual and small group counseling; promoted educational growth and access to instruction that addressed individual student's area of need. Satisfaction with the support systems, encouraged student involvement and engagement resulting in 100% graduation rate for low Income and English Learners.

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

Metric(s): Students report feeling capable of establishing positive relationships on campus

Effectiveness of Action: 2 Somewhat Effective

Data Statement: 77.7% of students identified themselves as capable of establishing positive relationships. 22% of students communicated indifference with regards to their relationships on campus.

Analysis Statement: The IMPACT program included individual counseling, mentoring and relationship-building with its low-income students. Yet, students indifference, which is a new data point creates a concern for the LEA, due to students inability to engage with a school counselor readily, having to seek answers elsewhere. Activities such as Blue Collar Tour, SkillsUSA and industry skilled clubs allowed

students greater access to industry partners, creating greater engagement that led to an increase in Low Income attendance rate and student achievement.

#### Action 4.5 Trauma Informed Professional Development

Metric(s): Impact Pupil Attendance

Effectiveness of Action: 3 - Effective

Data Statement: The attendance rate of low-income IMPACT students was 98%.

Analysis Statement: All CTEC teachers received this professional development, including IMPACT teachers. The IMPACT teachers benefited from the professional development opportunities, to address students within the IMPACT program specifically. LEA focused on developing a welcoming learning environment that started at the door and continued throughout the class. Instructors ability to create individual relationships with each student, promoting trust, and inspiring confidence that facilitated students positive attendance rate at school and was increased for our low-income students. Creating a welcoming work environment encouraged student participation and an increase in Low Income attendance rate.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

As part of planning for the new three-year LCAP cycle, the LEA completed an inventory of the current goals, metrics, and actions. We found that a crucial component of providing a safe educational environment that supports the academic and personal development of all students (Goal 2) was the use of CTEC's multi-tiered system of supports, including targeted supports for struggling students, and community and industry outreach. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan. We believe this will paint a more comprehensive picture of how we provide a safe and supportive environment for our educational partners.

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

## 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,741,986.00	\$3,719,605.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Articulation with Post Secondary Entities	No	\$124,396.00	133239
1	1.2	Instructional and Professional Development	No	\$165,348.00	170779
1	1.3	Industry Connections	No	\$413,534.00	416423
1	1.4	Academic and Dual Enrollment Support	No	\$619,704.00	686476
1	1.5	Designated ELD Instruction	Yes	\$16,329.00	27570
1	1.6	Targeted Professional Learning Opportunities	No	\$49,642.00	56924
1	1.7	Support for Students with Disabilities	No	\$0.00	0
2	2.1	Student Academic and Emotional Well-being	No	\$302,446.00	329174
2	2.2	School Facilities	No	\$178,112.00	188404
3	3.1	Community Outreach	No	\$303,576.00	314759

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Program Communication	No	\$123,311.00	126,355
3	3.3	Extended Learning Opportunities	No	\$466,538.00	248240
3	3.4	Professional Communities	No	\$596,258.00	603745
4	4.1	Academic and CTE Intervention	Yes	\$73,306.00	80251
4	4.2	IMPACT	Yes	\$72,508.00	67734
4	4.3	Social Emotional Support	Yes	\$157,128.00	164809
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	72749
4	4.5	Trauma Informed Professional Development	Yes	\$28,596.00	31974



**2023-24 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
291893	\$399,121.00	\$445,087.00	(\$45,966.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction	Yes	\$16,329.00	27570	0.00%	
4	4.1	Academic and CTE Intervention	Yes	73306	80251	0.00%	
4	4.2	IMPACT	Yes	\$72,508.00	67734	0.00%	
4	4.3	Social Emotional Support	Yes	\$157,128.00	164809	0.00%	
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	72749	0.00%	
4	4.5	Trauma Informed Professional Development	Yes	28596	31974	0.00%	

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2891175	291893	0.00%	10.096%	\$445,087.00	0.000%	15.395%	\$0.00	0.000%

# Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Technical Education Charter School-Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

## Plan Summary [2024-25]

## General Information

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

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

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

CTEC is located just south of the center of Fresno, where, according to the latest census data, 30.2% of families live in poverty, and the median income of individuals is \$35,526. Furthermore, only 47.3% of individuals over 25 have graduated high school, and only 14% have obtained a Bachelor's degree or higher. According to Dataquest, CTEC served 247 students during the 2023-2024 school year: 45 12th-grade students, 52 11th-grade students, 67 10th-grade students, and 83 9th-grade students. CTEC's student population is 61% Hispanic or Latino, 18% Caucasian, 7% African American, 7% Asian, and 6% of Two or More Races. In addition, 7% of students have an IEP, 10% are on a 504, 4.9% are English Learners, and 49.8% are socioeconomically disadvantaged. CTEC is a county-wide charter and, therefore, receives students from various districts throughout Fresno County and bordering counties. CTEC has been desirable to parents looking for an alternative learning environment that focuses on hands-on learning and extensive dual enrollment opportunities that will better prepare their students for both college and the workforce.

It is important to note that because the numbers of English Learners and Foster Youth are under 13 students, respectively. Specific percentages related to the required metrics for these student groups will not be reported to protect the privacy of the students. Also, due to the strategic focus on dual enrollment options, CTEC does not offer Advanced Placement courses. As a result, there is no advanced placement passage rate metric within the LCAP.

CTEC did not receive Equity Multiplier funding.

# Reflections: Annual Performance

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

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

## Successes

Reflecting on the annual performance based on a review of the CA Dashboard and local data, CTEC is proud of the progress of its students. CTEC received the highest performance level (blue) on the Dashboard for graduation rate as well as the highest performance level for the College and Career Indicator (Very High). The school also received several high ratings (green) for its academic growth in both English-language-Arts and Mathematics. When breaking down the English Language-Arts data, CTEC's all-student group increased by 61 points in the "distance from standard" measure on the CA School Dashboard, Hispanic students increased by 39 points, and SED students increased by 38.8 points. In Mathematics, the all student group increased 28 points in the "distance from standard" measure on the CA School Dashboard, Hispanic students increased 4.5 points, and SED students increased 43.1 points. These gains evidence of the effectiveness of the current goals and actions as described in the 2023-2024 Annual Update to the LCAP.

CTEC students showcased their CTE skills, with a 100% CTE Pathway completion rate. In addition, 100% of students had access to a comprehensive course of study, and engaged with industry-relevant experiences. 97% of students earned dual enrollment credit. Career and college readiness data points that are crucial to CTEC's school mission and vision and continue to be a priority to ensure that all students have access to activities that encourage further employment. CTEC has effectively provided students with a safe learning environment that highlights students' ability to access tools and equipment at industry standards. CTEC is also proud to have increased communication to ensure students and families have direction and support to aid them in their academic engagement and success. CTEC will build upon these academic successes by continuing to provide high-quality instruction, targeted academic support and intervention, and college and career counseling aimed at supporting students in their CTEC and Fresno City College coursework. CTEC will also continue to evaluate and expand the academic and CTE instructional program through regular professional learning communities and strengthen the connection to dual enrollment and industry partnerships by fostering continued relationships with our college and industry partners.

CTEC provides activities to engage students in college and career preparedness, including boasting an award-winning Robotics team that actively competes at the local and state levels. In addition, CTEC proudly offers the CTEC Society of Women Engineers (CTEC SWENext) and the CTEC Ironman Competition, which showcases the work of both professional and student welders side by side. CTEC has also increased positive campus activities designed to promote student, parent, and community engagement and attendance, such as offering CTEC's Academic Showcase, competitive athletics clubs such as soccer, and basketball, hosting the CTEC in Full Bloom Community Festival, and adding an extensive Expanded Learning Program to support student learning as well as increase industry experiences. CTEC will continue to build upon these successes by continuing to provide a full range of activities, including student-driven clubs, parent and community engagement opportunities, and a comprehensive Expanded Learning Program so that all students and families feel welcome to participate in school activities, leading to stronger attendance rates and academic performance.

## Identified Needs

CTEC continues to identify English language arts and Mathematics achievement as areas of need. CTEC's all-student group came in slightly behind the state rate for the percentage of students who met or exceeded standards on the 22-23 CAASSP Math assessment, with CTEC's rate at 31.11% and the state rate at 34.62%. CTEC's low-income students show lower rates of achievement on the Math assessment at 23.81%. The same rates for ELA show that while CTEC's students outperform the state rate of 46.66% with a rate of 64.44% and met or exceeded the standard on the 22-23 ELA CAASSP assessment, the rate of our low income students is still lower than our all student group at 57.14%. While CTEC made slight gains, it is evident our students, especially our low-income students, require continued support to succeed in both our high school and college level course offerings.

CTEC identified school suspension rate as an area of need. As required by statute, CTEC analyzed the 2023 Dashboard to determine identified needs based on the lowest performance level on one or more state indicators. CTEC received the lowest performance level (red) on the Dashboard for LEAwide suspension rate. The following student groups were identified as receiving the lowest performance level (red) on the Dashboard for suspension rate: All Students, Hispanic, SocioEconomically Disadvantaged, and White. Suspension rates for all our student groups at CTEC increased to 5.4%, slightly higher than the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (5.3%), white students (7.4%), and socioeconomically disadvantaged students (5.1%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.

To address the rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension. These supports are articulated in Action 2.1.

## Reflections: Technical Assistance

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

Not Applicable



# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## ***Schools Identified***

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

N/A; CTEC has not been identified for CSI

## ***Support for Identified Schools***

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

N/A; CTEC has not been identified for CSI

## ***Monitoring and Evaluating Effectiveness***

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

N/A; CTEC has not been identified for CSI

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<p>Date(s) of meeting(s): 3/13/24, 4/24/24</p> <p>Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions.</p> <p>Feedback: Teachers communicated the importance of continuing to push for professional development that increased the capacity of instructional skills around collaboration and project based learning and current industry skills. Teachers indicated that English Learners come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content.</p>
Administrators, including school Director who is acts as the Principal	<p>Date(s) of meeting(s): 1/22/24, 3/19/24</p> <p>Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions</p> <p>Feedback: Administrators felt the plan could be streamlined for better transparency for educational partners. Specifically, they felt that Goals 2 and 4 could be combined.</p>
Other School Personnel	<p>Date(s) of meeting(s): 3/13/24, 4/24/24</p> <p>Topic(s) Discussed: Staff Support. Resources available. Training to increase capacity. LCAP goals and actions.</p> <p>Feedback: Certificated staff, specifically para-educators communicated the importance of professional development to increase skills to help identify student needs and providing structured</p>

Educational Partner(s)	Process for Engagement
	support to increase student success. Program assistant and registrar communicated the need for additional resources to aid in daily expectations needed within a comprehensive program. Seek support from FCSS with additional training and guidance to develop strategies and streamline procedures.
Local Bargaining Units (Certificated and Classified)	Date(s) of meeting(s): 4/23/24, 4/24/24, Topic(s) Discussed: Instructional Support, LCAP Goals Feedback: Bargaining units communicated the need to increase professional development/training to aid individuals ability to increase effectiveness in the classroom and non-instructional spaces.
Parents	Date(s) of meeting(s): 1/25/2024, 3/13/24, 3/23/2024 Topic(s) Discussed: Effectiveness of IMPACT. Support for students outside of school hours. Extra-curricular activities. Integration of content. Communication. How goals within LCAP specifically address student and parent needs. Feedback: Parents identified the need for resources to support their children with their academic progress. An effective tool to engage students progress and monitoring performance daily. Families communicated the appreciating for CTECs' focus on culture and value of student safety, yet asked that the same focus continue as a priority.
Students	Date(s) of meeting(s): 12/13/2023, 3/22/2024 Topic(s) Discussed: School Activities. Academic Support. Information provided about Pathways. Culture. How LCAP goals and actions impact students academic and social emotional experiences. Feedback: Students communicated the importance of activities that continue to support their pathway decisions and future employment opportunities. The decision they make as students is crucial to career goals and job satisfaction.
SELPA Consultation	Date(s) of consultation: 3/14/24, 4/17/24 Topic(s) Discussed: SPED Supports. Identifying student needs. Resources available to support students on IEPs. LCAP goals addressing needs specifically addressed by educational partners.

Educational Partner(s)	Process for Engagement
	Feedback: The importance of recognizing the additional time needed to support students with disabilities. Communicate resources available to expand access for SPED students to successfully complete dual enrollment courses and gain skills specific to industry pathways.
Submission of Draft plan to PAC *Note: CTEC does not have a DELAC	Date(s) of meeting(s): 4/24/2024 Topic(s) Discussed: LCAP Goals. Actions to Support LCAP Goals. Simplifying goals and bringing similar actions together. Feedback: No need for the Superintendent to respond in writing
Public Comment Period	Date(s) of meeting(s): 5/12/24-5/26/24 Topic(s) Discussed: Public comment and notification to members of the public to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3) or 52068(a)(3). Feedback: No feedback was received during public comment period.
Public Hearing	Date(s) of meeting(s): 5/14/2024 Topic(s) Discussed: Public Hearing meeting in accordance with Education Code 52062(b)(1) or 52068(b)(1) was held as appropriate. Feedback: Plans were well-recieved by CTEC Board.
Adoption of the LCAP by the governing board	Date(s) of meeting(s): 6/11/2024 Topic(s) Discussed: LEA adopted CTEC LCAP in a public meeting in accordance with Education Code 52062(b)(2) or 52068(b)(2). Feedback: LCAP was approved by CTEC Board.
Budget Adoption and Local Indicator Report to governing board	Date(s) of meeting(s): 6/11/2024 Topic(s) Discussed: At the same meeting as the LCAP adoption, progress on Local Indicators was presented and the Budget was adopted by CTEC's Board in compliance with this requirement. Feedback: Budget was approved by CTEC Board and accolades were offered in response to CTEC's progress on the Local Indicators.

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

As part of planning for the new three-year LCAP cycle, CTEC's administration, in consultation with FCSS, completed an inventory of the current goals, metrics, and actions. During that review, staff felt that Goals 2 and 4 from the prior year's plan could be combined to create a clearer picture for Educational Partners about how CTEC creates a safe, educational environment that supports the academic and personal development of all students. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan.

The Local Control and Accountability Plan (LCAP) has been crafted with a keen focus on integrating valuable feedback from teachers regarding parent engagement. One of the key insights gathered from teachers is the necessity of continuous professional development to enhance instructional skills, particularly in collaboration, project-based learning, and industry-relevant skills. Teachers also indicate that English Learners come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content. Goal 1, Action 2, directly responds to this feedback by prioritizing professional development for all staff members. This development initiative aims to bolster their instructional prowess, incorporating subject or industry-specific content, instructional services, technological advancements, and equipment training. The overarching goal is to ensure a robust and contemporary academic program that resonates with students. Furthermore, Goal 1, Action 6, delves deeper into providing Targeted Professional Learning Opportunities. This includes offering tailored support for implementing differentiated learning strategies aligned with Common Core State Standards (CCSS) and inclusive teaching practices. It also emphasizes dedicating focused time to foster curriculum integration and development. Moreover, this action seeks to forge meaningful connections with industry and community leaders, thereby enriching the educational experience with real-world relevance.

Certificated staff feedback for the Local Control and Accountability Plan (LCAP) has been instrumental in shaping targeted actions to meet their professional needs. Para-educators emphasized the critical role of professional development in enhancing their ability to identify student needs and provide structured support, ultimately boosting student success. In response, Goal 1, Action 2, focuses on providing tailored professional development for para-educators, empowering them as effective instructional aids. Similarly, program assistants and registrars highlighted the necessity for additional resources to meet the daily demands of a comprehensive program. They suggested seeking support from the FCSS for additional training and guidance to develop strategies and streamline procedures.

Parent feedback for the Local Control and Accountability Plan (LCAP) has been pivotal in shaping strategies to support student academic progress and well-being. Parents highlighted the need for resources to aid their children's academic journey, including tools for monitoring progress and performance on a daily basis. They also expressed appreciation for CTEC's focus on cultural values and student safety, emphasizing the importance of maintaining these priorities. In response, Goal 2.3 of the LCAP directly address these concerns by allocating resources to provide supplemental instruction through an additional certificated teacher. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. Goal 2.5 acknowledges the need for emotional support and student safety, partnering with All 4 Youth, a program specializing in integrated mental health services. This partnership will provide additional staff to support student connectedness and offer social-emotional resources, aligning closely with the feedback received from parents.

Student feedback for the Local Control and Accountability Plan (LCAP) underscores the importance of activities that align with their career pathway decisions and future employment prospects. Students emphasized that the decisions they make during their academic journey significantly impact their career goals and job satisfaction. To address these concerns, Goal 1, Action 3 of the LCAP focuses on providing relevant industry experiences for students at CTEC. This includes activities facilitated by school staff that connect academic content with industry skills through field trips, interactions with industry leaders, mentorships, and industry exploration. The provision of necessary materials and supplies for these activities is also prioritized, ensuring a comprehensive learning experience. Furthermore, Goal 2, Action 6 contributes to this initiative by offering enrichment activities and field trips specifically designed to expose students to future college and career opportunities. This action aims to foster additional connections between students, school staff, and industry partners, enhancing students' exposure to various career pathways and facilitating informed decision-making. Moreover, Goal 3, Action 1, underscores CTEC's commitment to community engagement by developing community projects and partnerships. These initiatives provide valuable service-learning opportunities for students, allowing them to contribute meaningfully to their communities while gaining practical skills and experiences aligned with their academic and career pursuits.

SELPA's feedback for the Local Control and Accountability Plan (LCAP) underscores the necessity of acknowledging the additional time and resources required to support students with disabilities effectively. They emphasized the importance of communicating available resources to expand access for Special Education (SPED) students, enabling them to successfully complete dual enrollment courses and acquire skills pertinent to industry pathways. In response to this feedback, Goal 1, Action 7 of the LCAP outlines specific measures to support students with disabilities at CTEC comprehensively. This includes providing tailored, individualized services to facilitate their social, emotional, and academic progress. The support encompasses various aspects such as conducting Individualized Education Program (IEP) meetings, implementing IEPs, maintaining communication with parents through various channels including phone calls, home visits, and emails, and arranging transportation as needed. Additionally, individual and group counseling as well as individualized academic supports will be made available to ensure that SPED students receive the necessary assistance and accommodations for their holistic development and success.

Parents, teachers, and students continue to express that students need academic support in English Language Arts and Mathematics to succeed in both their high school and collegiate coursework.

The Local Bargaining Groups, representing both certificated and classified staff, have provided valuable feedback for the Local Control and Accountability Plan (LCAP), emphasizing the necessity to enhance professional development and training opportunities. These initiatives aim to empower individuals to increase their effectiveness both in the classroom and in non-instructional spaces. In direct response to the feedback from bargaining units, several actions within the LCAP have been formulated to support their needs. Goal 1, Action 2, focuses on providing professional development specifically tailored to enhance instructional skills. Similarly, Goal 1, Action 6, aims to bolster program support skills through targeted training initiatives.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Students who attend CTEC have the opportunity to engage in a one-of-a-kind learning experience. This experience provides them with not only hands-on learning but the ability to participate in an educational experience that integrates their core subjects courses with their advanced manufacturing or commercial construction pathways. Our high school provides students with a nontraditional educational environment that connects them to relevant industries and provides them with projects that will impact their community. Ultimately, it is our desire that every student graduates both prepared to succeed in both college and career. Our educational partners continue to rate academic achievement and college readiness as top priorities. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1			100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2026-2027 Data Source: CALPADS EOY 1	
1.3	CTE Pathway Completion Rate	100% Data Year: 2022-23 Data Source: CALPADS EOY 1			100% Data Year: 2025-26 Data Source: CALPADS EOY 1	
1.4	Student participation industry relevant experience or activity	All Students:100% Low Income100%  Data Year:2023-24 Data Source: Local Indicator			All Students:100% Low Income:100%  Data Year: 2026-27 Data Source: Local Indicator	
1.5	Broad course of study	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100%			Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses:	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CALPADS Fall 2			100% Data Year: 2025-26 Data Source: CALPADS Fall 2	
1.6	EAP ELA	65% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			67% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023			100% Data Year: 2026-27 Data Source: Dashboard Fall 2026	
1.8	EAP Math	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			35% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	
1.9	Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023			100% Data Year: 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CALPADS Fall 2 2026	
1.10	A-G Completion Rate	All Students: 100% Low Income: 97.4% English Learner: Not reported to protect the privacy of students  Data Year: 2022-23 Data Source: DataQuest			All Students: 98% Low Income: 97% English Learners: 97%  Data Year: 2025-26 Data Source: DataQuest	
1.11	Statewide Assessment ELA Met or Exceeded Standards	All Students:64.4% Low Income:57.14% English Learners: Not reported to protect the privacy of students  Data Year: 2022-2023 Data Source: DataQuest			All Students:68% Low Income:60% English Learners: 50%  Data Year: 2025-2026 Data Source: DataQuest	
1.12	Statewide Assessment Math Met or Exceeded Standards	All Students:31% Low Income:23.81% English Learners: Not reported to protect the privacy of students  Data Year: 2022-2023 Data Source: DataQuest			All Students:40% Low Income:38% English Learners: 38%  Data Year: 2025-2026 Data Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Dual Enrollment Participation	All Students:97% Low Income:95%  Data Year: 2022-23 Data Source: CALPADS EOY 1			All Students:97% Low Income:97%  Data Year: 2025-26 Data Source: CALPADS EOY 1	
1.14	EL Progress towards English Proficiency	Data suppressed due to EL student population being too low for data to be included.  Data Year: 2022-23 Data Source: 2023 EL, Illuminate			48% of EL students show they are making progress towards English language proficiency.  Data Year: 2025-26 Data Source: 2026 ELPI, Illuminate	
1.15	EL Reclassification Rate	15.3%  Data Year: 2022-23 Data Source: DataQuest			15%  Data Year: 2025-2026 Data Source: DataQuest	
1.16	A-G Completion and CTE Pathway Completion Rate	100% students completed a-g and a CTE capstone  Data Year: 2022-23 Data Source: DataQuest			100% students completed a-g and a CTE capstone  Data Year: 2025-26 Data Source: DataQuest	

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

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Articulation with Post Secondary Entities	CTEC will provide staffing and materials to support 32 dual enrollment courses, running over 60 sections of courses each year to ensure students have access to rigorous high quality education in pursuit of an associates degree. Fresno City College Dean, CTEC Administration, CTEC adjunct faculty and FCC academic instructors within the Applied Technology Division collaborate on course offerings and instruction that leads to the completion of Industrial Arts and Technology Associate's Degree with an emphasis on Manufacturing or an emphasis on Construction.	\$137,263.00	No
1.2	Instructional and Professional Development	CTEC will provide all staff with professional development to increase professional capacity. Teachers will engage in subject or industry specific content, instructional services, materials, technology and equipment training to ensure a rigorous and relevant academic program.	\$175,837.00	No
1.3	Industry Connections	CTEC will provide school staff to facilitate activities that promote relevant industry experiences, connecting academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration. Materials and supplies necessary to provide these activities are also included.	\$427,999.00	No
1.4	Academic and Dual Enrollment Support	CTEC will provide school staff to facilitate access to rigorous academic and dual enrollment content and instruction for all students on-campus, including instruction for students with disabilities, that include academic and skill development supports. Materials and supplies necessary to provide these activities will also be provided.	\$707,008.00	No
1.5	Designated ELD Instruction and Professional Development	CTEC will supply .25 FTE of instructional staff for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques.	\$28,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	<p>CTEC will provide designated time within school staff contracts to:</p> <ul style="list-style-type: none"> <li>• Provide professional support to facilitate implementation of differentiated learning to align CCSS and best- practices for inclusive teaching that address the individualized needs of students in the same classroom.</li> <li>• Provide concentrated time to support curriculum integration and development.</li> <li>• Identify relevant connections to industry and the community through partnerships with industry and community leaders.</li> </ul>	\$679,786.00	No
1.7	Support for Students with Disabilities	<p>CTEC will provide support for unique, individualized services for students with disabilities to facilitate their social/emotional and academic progress as outlined in their IEP. This will include IEP and other meetings, implementation of IEPs, communication with parents through phone calls, home visits, providing transportation, emails and other actions as appropriate.</p> <p>Note: funding in support of this action is reflected in the funding total for Goal 1, Action 1.4</p>	\$0.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

Although many impacts of the pandemic are in the past, COVID-19's impact on CTEC's students remains extant. The pandemic revealed social/emotional hardships our students are battling as they continue to return to on-campus learning. Creating a safe educational environment entails the responsibility to design program that instructs/aids students in the development of social skills. At CTEC our goal is the transformation of students into goal achieving, fulfilled, and productive members of their community; prepared for work, life, and education. Creating a safe school environment that supports the students ability to explore their academic potential, discover their industry skills, and identify their ability to impact their community is a necessity to achieving student transformation. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Maintained in Good Repair	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool			School Rating: Good  Data Year: 2026-2027 Data Source: Facility Inspection Tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: Data Year: 2023-2024 Data Source: Local Report			100% of teachers are implementing trauma informed instruction within their curriculum.  Data Year: Data Year: 2026-2027 Data Source: Local Report	
2.3	High School Dropout Rate	All Students: 0% Low Income: 0%  Data Year: 2022-23 Data Source: DataQuest			All Students: 0% Low Income: 0%  Data Year: 2025-2026 Data Source: DataQuest	
2.5	Attendance Rate	All Students:94% Low Income: 94.25%  Data Year: 2023-24 Data Source: Local Data AERIES			All Students:98% Low Income: 98%  Data Year: 2026-2027 Data Source: Local Data AERIES	
2.6	Chronic Absenteeism	All Students: 4.4% Low Income: 2.38%  Data Year: 2022-23 Data Source: CALPADS EOY 3			All Students: 4% Low Income: 4%  Data Year: 2025-2026 Data Source: CALPADS EOY 3	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate	All Students: 9.3% Low Income: 11% Hispanic: 9.3% White: 11.7%  Data Year: 2022-23 Data Source: CA School Dashboard			All Students: 5% Low Income: 5% Hispanic: 3.5% White: 2.9%  Data Year: 2025-2026 Data Source: CA School Dashboard	
2.8	Expulsion Rate	All Students: 0% Low Income: 0%  Data Year: 2022-23 Data Source: DataQuest			All Students: 0% Low Income: 0%  Data Year: 2025-2026 Data Source: DataQuest	
2.9	School Climate	All Students: 95% Low Income: 98%  Data Year: 2023-24 Data Source: Student School Climate Survey			All Students: 96% Low Income: 98%  Data Year: 2025-2026 Data Source: Student School Climate Survey	
2.10	High School Graduation Rate	All Students: 96.9% Low Income: 95.6%  Data Year: 2022-23 Data Source: Dashboard Fall 2023			All Students: 98% Low Income: 98%  Data Year: 2025-26 Data Source: Dashboard Fall 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Students report feeling capable of establishing positive relationships on campus	All Students: 94.5% Low Income: 100%  Data Year: 2022-23 Data Source: Student Survey			All Students: 96% Low Income: 100%  Data Year: 2025-2026 Data Source: Student Survey	
2.12	Students report feeling satisfied with support system provided to increase achievement	All Students: 100% Low Income: 100%  Data Year: 2022-23 Data Source: Student Survey			All Students: 100% Low Income: 100%  Data Year: 2025-2026 Data Source: Student Survey	
2.13	Sense of safety and school connectedness	School Safety Students 99% Parents 100% Teachers 100%  School Connectedness Students 94.5% Parents 100% Teachers 100%  Data Year: 2023-24 Data Source: Local Survey			School Safety Students 100% Parents 100% Teachers 100%  School Connectedness Students 98% Parents 100% Teachers 100%  Data Year: 2026-2027 Data Source: Local Survey	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic and Emotional Well-being	<p>Suspension rates for our all student group at CTEC increased to 9.3%, up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (9.3%), white students (11.7%), and socioeconomically disadvantaged students (11.2%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.</p> <p>To address the following rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students,</p>	\$302,446.00	No

Action #	Title	Description	Total Funds	Contributing
		Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension.		
<b>2.2</b>	School Facilities	CTEC will maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.	\$278,112.00	No
<b>2.3</b>	Academic and CTE Intervention	An additional certificated teacher will provide supplemental instruction after school, during lunch and through the designated academic intervention periods.	\$82,659.00	Yes
<b>2.4</b>	IMPACT	CTEC will dedicate certificated and classified staff hours to providing students with structured academic intervention time.	\$69,766.00	Yes
<b>2.5</b>	Social Emotional Support	CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support student connectedness and social emotional resources.	\$169,753.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Community and Industry Outreach	CTEC will offer enrichment activities and field trips designed to expose students to potential college and career opportunities. Students will also have increased opportunities to connect with school staff and industry partners.	\$74,931.00	Yes
<b>2.7</b>	Trauma Informed Professional Development	CTEC will provide teachers with professional development specific to trauma informed instructional practices.	\$32,933.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

It is the mission of CTEC High School to live and teach, every day in the intersection of community involvement, student development and industry relevance. That means CTEC's program, the curriculum, and instruction must include an interaction and engagement with the community, the development of students and industry connection simultaneously. CTEC will work with parents as partners to ensure that throughout the school year, students have multiple opportunities to engage in community projects and participate in service learning. There is an interdisciplinary approach between courses that allow students to find relevance and connections in all subject areas. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to CTE instruction and materials/equipment	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey			All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Industry Internship participation	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator			All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Indicator	
3.3	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	55% Data Source: Local Survey Data Year: 2023-2024			65% Data Source: Local Survey	
3.4	Community Service Projects	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24 Data Source: Local Data			100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2026-27 Data Source: Local Data	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	CTEC will develop community projects and partnerships to provide service learning opportunities for students.	\$317,906.00	No
3.2	Program Communication	CTEC will offer parent and feeder school outreach platforms to ensure communication of school vision and purpose.	\$127,619.00	No
3.3	Extended Learning Opportunities	CTEC will provide extended day opportunities for students to further develop and strengthen their learning. Extended learning opportunities will also provide students with extended opportunities to practice academic and social skills needed for achievement.	\$250,723.00	No





# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$351127	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.096%	0.000%	\$0.00	10.096%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	<p><b>Action:</b> Academic and CTE Intervention</p> <p><b>Need:</b> CAASPP assessment data in ELA and Math demonstrate that our Low Income students are performing below the all student group. Also, graduation rates are slightly lower for Low Income students than for the all student groups.</p>	<p>CTEC staff will assist struggling low-income students by reviewing their course progress and highlighting areas of concern. An additional certified teacher will offer supplemental instruction, including personalized support, after school, during lunch, and during designated academic intervention periods. This personalized support will encompass academic tutoring, social-emotional mentoring, emphasis on organizational and time management skills, and foundational skill</p>	<p>Graduation Rates (All Students, Low Income) CAASPP ELA (All Students, Low Income) CAASSP Math (All Students, Low Income)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A needs assessment revealed that Low-Income students often lack access to additional supports such as personalized academic interventions at home and outside of the school which may help bolster their academic progress toward graduation.</p> <p><b>Scope:</b> LEA-wide</p>	<p>development. Support will be delivered in small group or individual settings. By providing these resources to low-income students before and between classes, they will have access to instructional support not available at home, while also enhancing their ability to organize their own learning.</p> <p>This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.</p>	
2.4	<p><b>Action:</b> IMPACT</p> <p><b>Need:</b> While CAASPP data in English Language Arts and Mathematics for Low Income Students and English Learners show that gaps exist between the achievement of these groups and their peers, student survey data reveals that students continue to feel satisfied with the support system provided to increase academic achievement.</p> <p>A local analysis revealed that Low Income students and English Learners need targeted intervention to work on English language skills and vocabulary necessary for accessing academic content, which impacts their ability to successfully complete courses and meet graduation requirements. We also found that Low-Income students often lack access to</p>	<p>CTEC will provide certificated and classified FTEs to provide structured academic intervention time during the school day. The additional embedded academic intervention will support low-income and English Learner students through individualized learning by implementing evidence-based instructional techniques such as SDAIE strategies, scaffolding, personal tutoring, and mentoring designed to increase academic achievement. Staff will devote individualized attention to the eligible students, providing early and just-in-time interventions corresponding to assigned coursework.</p> <p>This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.</p>	<p>CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL) CTEC expects to maintain high satisfaction rates in the number of students feeling satisfied with CTEC's support systems to increase achievement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>additional support outside of the school day and would benefit from support embedded within the school schedule.</p> <p>Educational Partners also shared that CTEC students performing below grade-level needed individualized support, including early intervention in English-language arts and Mathematics, to succeed in their high school and collegiate level course work.</p> <p><b>Scope:</b> LEA-wide</p>		
2.5	<p><b>Action:</b> Social Emotional Support</p> <p><b>Need:</b> A review and analysis of the above metrics reveals the need to increase the number of low income students feeling capable of establishing positive relationships on campus. Additionally, Low Income student suspension rates were rated Very High on the 2023 Dashboard, having a suspension rate above the all student group.</p> <p>Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors</p>	<p>CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support low income student connectedness and provide supplemental social emotional resources. These supports will include personal counseling, mentoring, connections with a confidential caring adult, and the facilitation of peer-group activities designed to strengthen social-emotional resilience. In addition to these services, a partnership with parents and guardians will be prioritized, taking into consideration the home language and culture. It is the LEA's expectation that these supports will help strengthen low income students' ability to build strong relationships with teachers and peers, learning new skills to replace at-risk behaviors, and be connected to local resources.</p>	<p>Suspension Rates (All students, LI) Local Survey Data: the number of low income students feeling capable of establishing positive relationships on campus Educational Partner Feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>contribute to low connectedness and difficulty in establishing positive relationships. A local analysis showed that mental health supports provided by caring adults are needed to address these needs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from these supports, this action is provided on a school-wide basis.</p>	
<p><b>2.6</b></p>	<p><b>Action:</b> Community and Industry Outreach</p> <p><b>Need:</b> Educational partner feedback, from parents and students, indicated that our low income students experience limited connections and opportunities to engage with industry partners due to lack of transportation. Students have reported that the emphasis on project-based learning opportunities included as part of field trips and industry enrichment opportunities is an important reason that they feel connected to the school.</p> <p>The families of low-income students report lacking connections to desired industry opportunities for their students and the transportation required to participate in industry activities in the community.</p> <p><b>Scope:</b></p>	<p>We believe that building strong connections to career content and workforce opportunities will help engage students in their studies, increase school connectedness, and promote regular school attendance. CTEC will provide enrichment activities and field trips specific to exposure to future college and career opportunities. CTEC staff will facilitate connections between low-income students and industry partners. This will include transportation to enrichment opportunities and field trips connected to college and career options, a focus on the development of professional soft skills needed to succeed in the workforce, interaction with industry leaders, and guidance in developing a post-high school plan.</p> <p>This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from greater exposure to colleges and industry facilities, this action is provided on a school-wide basis.</p>	<p>Attendance (All Students, LI) Sense of School Connectedness, Students Industry Internship Participation</p>

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

### Limited Actions

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

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

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

Not Applicable

**Additional Concentration Grant Funding**

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

CTEC does not receive these funds.

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



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3477880	351127	10.096%	0.000%	10.096%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,667,801.00	\$95,000.00	\$56,774.00	\$43,568.00	\$3,863,143.00	\$3,630,000.00	\$233,143.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Articulation with Post Secondary Entities	All	No					\$137,263.00	\$0.00	\$137,263.00	\$0.00	\$0.00	\$0.00	\$137,263.00	
1	1.2	Instructional and Professional Development	All	No					\$170,837.00	\$5,000.00	\$170,837.00	\$0.00	\$5,000.00	\$0.00	\$175,837.00	
1	1.3	Industry Connections	All	No					\$377,999.00	\$50,000.00	\$377,999.00	\$50,000.00	\$0.00	\$0.00	\$427,999.00	
1	1.4	Academic and Dual Enrollment Support	All	No					\$697,008.00	\$10,000.00	\$697,008.00	\$0.00	\$10,000.00	\$0.00	\$707,008.00	
1	1.5	Designated ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$28,402.00	\$0.00	\$28,402.00	\$0.00	\$0.00	\$0.00	\$28,402.00	0.00%
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	All Students with Disabilities	No					\$679,786.00	\$0.00	\$638,012.00	\$0.00	\$41,774.00	\$0.00	\$679,786.00	
1	1.7	Support for Students with Disabilities	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Student Academic and Emotional Well-being	All All Students, Hispanic, White, Socioeconomically disadvantaged	No			All Schools		\$302,446.00	\$0.00	\$302,446.00	\$0.00	\$0.00	\$0.00	\$302,446.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	School Facilities	All	No			All Schools		\$178,112.00	\$100,000.00	\$278,112.00	\$0.00	\$0.00	\$0.00	\$278,112.00	
2	2.3	Academic and CTE Intervention	Low Income	Yes	LEA-wide	Low Income			\$82,659.00	\$0.00	\$82,659.00				\$82,659.00	
2	2.4	IMPACT	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students		\$69,766.00	\$0.00	\$26,198.00			\$43,568.00	\$69,766.00	
2	2.5	Social Emotional Support	Low Income	Yes	LEA-wide	Low Income			\$169,753.00	\$0.00	\$169,753.00				\$169,753.00	
2	2.6	Community and Industry Outreach	Low Income	Yes	LEA-wide	Low Income			\$74,931.00	\$0.00	\$74,931.00				\$74,931.00	
2	2.7	Trauma Informed Professional Development	Low Income	Yes	LEA-wide	Low Income			\$32,933.00	\$0.00	\$32,933.00				\$32,933.00	
3	3.1	Community Outreach	All	No					\$254,763.00	\$63,143.00	\$277,906.00	\$40,000.00	\$0.00	\$0.00	\$317,906.00	
3	3.2	Program Communication	All	No					\$127,619.00	\$0.00	\$127,619.00	\$0.00	\$0.00	\$0.00	\$127,619.00	
3	3.3	Extended Learning Opportunities	All	No					\$245,723.00	\$5,000.00	\$245,723.00	\$5,000.00	\$0.00	\$0.00	\$250,723.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3477880	351127	10.096%	0.000%	10.096%	\$414,876.00	0.000%	11.929 %	<b>Total:</b>	\$414,876.00
								<b>LEA-wide Total:</b>	\$386,474.00
								<b>Limited Total:</b>	\$28,402.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Designated ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$28,402.00	0.00%
2	2.3	Academic and CTE Intervention	Yes	LEA-wide	Low Income		\$82,659.00	
2	2.4	IMPACT	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students	\$26,198.00	
2	2.5	Social Emotional Support	Yes	LEA-wide	Low Income		\$169,753.00	
2	2.6	Community and Industry Outreach	Yes	LEA-wide	Low Income		\$74,931.00	
2	2.7	Trauma Informed Professional Development	Yes	LEA-wide	Low Income		\$32,933.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,741,986.00	\$3,719,605.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Articulation with Post Secondary Entities	No	\$124,396.00	133239
1	1.2	Instructional and Professional Development	No	\$165,348.00	170779
1	1.3	Industry Connections	No	\$413,534.00	416423
1	1.4	Academic and Dual Enrollment Support	No	\$619,704.00	686476
1	1.5	Designated ELD Instruction	Yes	\$16,329.00	27570
1	1.6	Targeted Professional Learning Opportunities	No	\$49,642.00	56924
1	1.7	Support for Students with Disabilities	No	\$0.00	0
2	2.1	Student Academic and Emotional Well-being	No	\$302,446.00	329174
2	2.2	School Facilities	No	\$178,112.00	188404
3	3.1	Community Outreach	No	\$303,576.00	314759

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Program Communication	No	\$123,311.00	126,355
3	3.3	Extended Learning Opportunities	No	\$466,538.00	248240
3	3.4	Professional Communities	No	\$596,258.00	603745
4	4.1	Academic and CTE Intervention	Yes	\$73,306.00	80251
4	4.2	IMPACT	Yes	\$72,508.00	67734
4	4.3	Social Emotional Support	Yes	\$157,128.00	164809
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	72749
4	4.5	Trauma Informed Professional Development	Yes	\$28,596.00	31974

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
291893	\$399,121.00	\$445,087.00	(\$45,966.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction	Yes	\$16,329.00	27570	0.00%	
4	4.1	Academic and CTE Intervention	Yes	73306	80251	0.00%	
4	4.2	IMPACT	Yes	\$72,508.00	67734	0.00%	
4	4.3	Social Emotional Support	Yes	\$157,128.00	164809	0.00%	
4	4.4	Community and Industry Outreach	Yes	\$51,254.00	72749	0.00%	
4	4.5	Trauma Informed Professional Development	Yes	28596	31974	0.00%	

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2891175	291893	0.00%	10.096%	\$445,087.00	0.000%	15.395%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC



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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal



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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

**Action #**

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.



To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table



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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

#### **LCFF Carryover Table**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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