



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

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.

Rationale

The design of courses, curriculum, industry engagements, and college articulation is an on-going process. Every year, CTEC has gone through the process of attaining its WASC accreditation in support of the rigorous academic and industry relevant CTE focused program. With the implementation of 12th grade content and industry skill development, CTEC will seek confirmation of its program, in its totality, through a comprehensive WASC self-study. Program evaluation is an annual process, that requires all stakeholders to assess the validity and effectiveness of our academic program, allowing for adjustments to be made to support student achievement.

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

Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed for the following identified matrix, A-G Completion Rate, CTE Pathway Completion Rate, EAP for English and math, and Graduation Rate. Baseline data will be established for the 2022-2023 LCAP.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021	0% Misassignments 0% Vacancies	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
	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	100% of teacher collaboration 100% of CTE teacher/Industry partner collaboration 80% teacher/post-secondary collaboration on a quarterly basis.
	CTE Pathway Completion Rate	TBD 2021/2022 graduating student data completed a-g and a CTE capstone Data Year: 2021-2022 Data Source:	TBD	TBD completed a-g and a CTE capstone Data Year: 2022-23 Data Source: CALPADS EOY 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		CALPADS EOY 1		
	Student participation industry relevant experience or activity	100% Student Participation Data Year: 2020-2021 Data Source: Local Indicator	100% student participation	100% Student Participation Data Year:2022-23 Data Source: Local Indicator
	Broad course of study	Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses: 100% Data Year: 2020-21 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses: 100%	Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses: 100% Data Year: 2023-24 Data Source: CALPADS Fall 2
	High School Graduation Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports	TBD	TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023
	EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	TBD 2021/2022 graduating student data college ready or conditionally ready Data Year: 2021-2022 Data Source: Illuminate	77% of students are college ready or conditionally ready	TBD college ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP Test Results
	Access to standards aligned instructional	100%	100%	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	materials	Data Year: 2020-21 Data Source: Dashboard Fall 2021		Data Year: 2023-24 Data Source: Dashboard Fall 2024
	EAP Math Note: Local benchmarks will be used until CAASPP Results become available	2021/2022 graduating student data college ready or conditionally ready Data Year: 2021-2022 Data Source: Illuminate	38% are college ready or conditionally ready	TBD college ready or conditionally ready Data Year: 2023-24 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%	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023
	A-G Completion Rate	TBD 2021/2022 graduating student data completed a-g rate Data Year: 2021-2022 Data Source: CALPADS EOY 1	TBD	TBD completed a-g rate Data Year: 2022-23 Data Source: CALPADS EOY 1
	Statewide Assessment ELA	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: CAASPP Results	Exceeding Standards-- 44% Met Standards-- 33% Nearly Met Standards-- 16% Did not Meet Standards-- 7%	TBD Data Year: 2023-24 Data Source: CAASPP Test Results
	Statewide Assessment Math	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: CAASPP Results	Exceeding Standards-- 17% Met Standards-- 21% Nearly Met Standards-- 27% Did not Meet Standards-- 35%	TBD Data Year: 2023-24 Data Source: CAASPP Test Results

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Dual Enrollment Participation	95% Data Year: 2020-21 Data Source: CALPADS EOY 1		95% Data Year: 2022-23 Data Source: CALPADS EOY 1
	Parent Input on Programs for Unduplicated Students & Students with Exceptional Needs	65% of parent participation Data Year: 2020-2021 Data Source: Local Report	TBD	85% of parent participation Data Year: 2020-2021 Data Source: Local Report
	Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs	55% of Parent Participation Data Year: 2020-2021 Data Source: Local Report	TBD	85% of Parent Participation Data Year: 2020-2021 Data Source: Local Report

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	Articulation with Post Secondary Entities CTEC offers students 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		No	LCFF	124396	LCFF	0	\$124,396.00	\$62,198
				Other State	0	Other State	0		
				Local	0	Local	0		
				Federal	0	Federal	0		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	on Manufacturing or an emphasis on Construction.						
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.		No	LCFF 150467 Other State 0 Federal 0	Local 5000	\$155,467.00	\$76,634
1.3	Industry Connections A rigorous academic program should provide relevant industry experiences that connect academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration.		No	LCFF 0 Other State 0 Local 289803 Federal 0	LCFF 0 Other State 50000 Local 0 Federal 0	\$339,803.00	\$158,901
1.4	Academic and Dual Enrollment Support Providing access to rigorous academic and dual enrollment content and instruction for all students on-campus, requires academic and skill development supports beyond the instructional		No	LCFF 149488 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 10000 Federal 0	\$159,488.00	\$77,544

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	day to recover learning loss.						
1.5	Designated Instruction According to our local data including A-G requirements, and credit completion our English learners are in need of additional support to perform at the level of all students. CTEC will ensure a high-quality academic program for English learners by continuing to refine instruction with designated ELD instruction to build language skills and integrated ELD to support acquisition of content knowledge. CTEC expects to see an increase in credit completion and graduation rate for our English Learners.		Yes	LCFF 9420 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$9,420.00	\$4,710
1.6	Targeted Professional Learning Opportunities Professional support to aid the implementation of differentiated learning to align CCSS and best-practices for inclusive teaching and learning (English learners, Students with Disabilities, and General Education students in the same classroom).		No	LCFF 3311 Other State 0 Local 41774 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$45,085.00	\$22,542

Goal 2

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

Rationale

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

Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed for the following identified matrix: Graduation Rate. Baseline data will be established for the 2022-2023 LCAP.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Facilities Maintained	School Rating: Good Data Year: 2020-21 Data Source: Facility Inspection Tool	Good	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.	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2023-2024 Data Source: Local Report
	High School Dropout Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports	TBD	TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	High School Graduation Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports	TBD	TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023
	Attendance Rate	95% Data Year: 2020-21 Data Source: P-2	TBD	96% Data Year: 2023-24 Data Source: P-2
	Chronic Absenteeism	4% Data Year: 2019-20 Data Source: CALPADS EOY 3	TBD	5% Data Year: 2022-23 Data Source: CALPADS EOY 3
	Suspension Rate	6% Data Year: 2019-20 Data Source: DataQuest	TBD	3% Data Year: 2022-23 Data Source: DataQuest
	Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	TBD	Below 1% Data Year: 2022-23 Data Source: DataQuest
	School Climate	94% Satisfaction Data Year: 2020-21 Data Source: Parent & Student School Climate Survey	TBD	95% Satisfaction Data Year: 2020-21 Data Source: Parent & Student School Climate Survey
	EL Progress towards English Proficiency	TBD% Data Year: 2021-22 Data Source:	87.5%	TBD% Data Year: 2022-23 Data Source:

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		CALPADS EOY 3		CALPADS EOY 3
	EL Reclassification Rate	TBD% Data Year: 2021-22 Data Source: CALPADS EOY 3	12.5%	TBD% Data Year: 2022-23 Data Source: CALPADS EOY 3
	Parent and Students Sense of Safety	96% Satisfaction Data Year: 2020-21 Data Source: Parent & Student, School Climate Surveys	TBD	97% feel a Sense of Safety Data Year: 2023-24 Data Source: Parent & Student School Climate Surveys

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Student Academic and Emotional Well-being Implement school-wide advisory program that focuses on academic and social emotional support for all students.		No	LCFF 238595 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$238,595.00	\$119,298
2.2	School Facilities Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.		No	LCFF 178112		\$178,112.00	\$89,056

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.

Rationale

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

Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed for the following identified matrix: Internship Participation, CTE Pathway Completion Rate. Baseline data will be established for the 2022-2023 LCAP.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Access to CTE instruction and materials/equipment	Students 90% Data Year: 2020-21 Data Source: Local Survey	Students 100%	Students 100% Data Year: 2022-23 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	TBD Data Year: 2022-23 Data Source: Local Indicator
	CTE Pathway Completion Rate	TBD 2021-2022 graduating student data CTE Pathway Completion Rate Data Year: 2021-222 Data Source: CALPADS EOY 1	TBD	TBD 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%	100% student participation Data Year: 2022-23 Data Source: Local Data collection

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Student satisfaction with CTEC's program	Students 90% Data Year: 2020-21 Data Source: Local Survey	TBD	Students 90% Data Year: 2022-23 Data Source: Local Survey

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	Community Outreach Develop community projects and partnerships to provide service learning opportunities.		No	LCFF 355713 Other State 0 Local 0 Federal 0	LCFF 23143 Other State 40000 Local 0 Federal 0	\$418,856.00	\$195,537
3.2	Program Communication Developed parent and feeder school outreach platforms to ensure communication of school vision and purpose.		No	LCFF 116475 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$116,475.00	\$58,237
3.3	Extended Learning Opportunities Provide extended day opportunities for students to further develop and sharpen their learning.		No	LCFF 427925 Other State 0 Local 0 Federal 0	LCFF 0 Other State 5000 Local 0 Federal 0	\$432,925.00	\$215,363
3.4	Professional Communities Provide concentrated time to support curriculum integration and development. Identify relevant connections to industry and the community through partnerships with industry and community leaders.		No	LCFF 545687 Other State 0 Local 0 Federal 0	LCFF 0 Other State 5000 Local 0 Federal 0	\$550,687.00	\$274,243

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 4

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.

Rationale

CTEC's students have been disproportionately affected by the school closure due to COVID given the additional financial and language challenges they face. Therefore, there is a strong need for the school to expand upon its MTSS framework to support students' academic and social emotional well-being. CTEC identified specific responses to address students who struggled with distance learning through student performance data, completing classroom observations, requiring additional support to recover from the effects of the pandemic. Throughout the tiers, students will be identified for levels of target support from certificated and classified positions. After evaluating our student performance data, completing classroom observations, and reviewing our current LCP goals, we have determined that additional intervention and tutoring supports are required during the day to assist students in obtaining college credit while participating in dual enrollment courses.

Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed for the following identified matrix, A-G Completion Rate, CTE Pathway Completion Rate, EAP for English and math, and Graduation Rate. Baseline data will be established for the 2022-2023 LCAP.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Pupil Achievement	TBD% 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Course Completion	TBD	TBD% Data Year 2022-23 Data Source: Impact Student Course Completion
	Impact Pupil Attendance	95% 2021-2022 Impact Students Data Year: 2020-21 Data Source: Impact Attendance	TBD	97% Data Year: 2022-23 Data Source: Impact Attendance 2023

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Students report feeling satisfied with support system provided to increase achievement	90% 2020-2021 graduating student data Data Year: 2020-21 Data Source: Student Survey Local Indicator	TBD	94% Data Year: 2022-23 Data Source: Local Survey
	Students report feeling capable of establishing positive relationships on campus	85% 2020-2021 graduating student data Data Year: 2020-21 Data Source: Student Survey	TBD	92% Data Year: 2022-23 Data Source: Local Survey
	Impact student suspension rate	0% 2020-2021 graduating student data Data Year: 2020-21 Data Source: EOY 3	TBD	0% 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	TBD	TBD% Data Year 2022-23 Data Source: Impact Student Course Completion

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Academic and CTE Intervention According to our local data including A-G requirements, and credit completion our low income, and English learner are in need of additional support		Yes	Federal 61448	LCFF 11858	\$73,306.00	\$34,044

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report								
	to perform at the level of all students. Additional instruction is needed to support students by providing scaffold, tutoring, mentoring, skill-development during the school day beyond the core instructional content. CTEC will provide an additional certificated teacher to increase academic achievement and enhance learning. CTEC expects to see an increase in credit completion and graduation rate for our low income, English learner.							4.2	IMPACT According to local data, low income, English learners, hispanics and students with disabilities graduate at performing at a lower rate than all students in regards to grades, assignment completion. Additional embedded (during the school day) and after school supports are needed to support students by providing scaffold, tutoring, skill-development, and learning instruction. CTEC will provide certificated and classified FTEs to increase academic achievement, student engagement and enhance learning. CTEC expects to see an increase in credit completion, assignment completion and graduation		Yes	Local	44568	LCFF	20000	\$64,568.00	\$27,884

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	rate for our unduplicated students.								
4.3	Social Emotional Support According to local data including staff referrals, and survey input our unduplicated student groups are in need of additional social emotional support in order to connect students with the school community. These social emotional supports will provide counseling, mentoring, connection with a caring adult, and peer-group activities during and after the school day. CTEC will partner with All 4 Youth and will provide additional staff to support student connectedness and social emotional resources. We expect to see an increase in survey results that indicate students have increased connection with their school community.		Yes	LCFF Local	38558 10356	LCFF	83945	\$132,859.00	\$47,961
4.4	Community and Industry Outreach According to local survey data, our unduplicated student groups are in need of additional opportunities for exposure to colleges and industry facilities to identify future college and career opportunities. By providing students with additional connections with		Yes	LCFF	22284	LCFF	25000	\$47,284.00	\$18,142

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>school and industry partners, students will increase social skills, partnerships, and guidance to create a post high school plan. CTEC will provide enrichment activities and field trips to support student connectedness and develop a sense of belonging within the school community and industry partners. We expect to see an increase in survey results that indicate students have increased connection with their school community.</p>								
4.5	<p>Trauma Informed Professional Development According to local teacher survey data, our unduplicated student groups are performing at a lower level in part due to social emotional needs. CTEC will provide teachers with trauma informed instructional practices. By providing teachers with additional in-class instruction strategies, teachers will be able to identify and support student with social emotional obstacles. CTEC will provide professional development for staff to ensure all students have access to a welcoming learning environment with instructional services to aid</p>		Yes	Federal	8596	LCFF	20000	\$28,596.00	\$9,898

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	unduplicated students. By equipping teachers with tools to better meet the social emotional needs of students during instruction, we expect to see an increase in academic performance of unduplicated students being supported with social emotional needs.						