

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School Year

2023

Date of Board Approval

LEA Name

Career Technical Education Charter School-Fresno COE

CDS Code:

10101080136291

Link to the LCAP:

(optional)

<https://www.fcoe.org/districts/charter-schools>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As a countywide charter, CTEC has students participating in our academic program that reside throughout the county of Fresno and bordering counties. Therefore, CTEC is developing an academic program and providing professional development to support the unique needs of students that represent the numerous districts. CTEC's strategy for the use of Federal funds to supplement and enhance local priorities are as follows. CTEC will supplement existing professional development opportunities to ensure staff is well equipped to meet the needs of our socio-economically disadvantaged students to attain rigorous academic standards and close achievement gaps that exist. CTEC's LCAP includes goals that focus on student achievement and providing necessary support services for student academic success. CTEC staff is eager to engage in professional skills training and procedural support to increase the engagement and success of our most at-risk students. Through their professional development, teachers will interact with leaders within the educational community to encourage at-risk student achievement.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

CTEC's LCAP coordinates the school's goals, assessment of performance through identified metrics, and investment priorities to improve outcomes for our students. Local, state and federal funds have been specifically accounted for to address each of our program goals and support the achievement of all students. CTEC will strategically ensure that all categorical funds be used to supplement the existing base programs to encourage increased academic outcomes. The goals and actions have been aligned to supplement direct student services to include targeted academic and social-emotional support intervention and counseling in the areas of academics, student wellness and career readiness. In addition, the plan includes staff professional development for the implementation of positive behavior intervention and supports, trauma-informed practices, culturally responsive practices, and social-emotional awareness and learning.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(B)(2) – NOT APPLICABLE TO CHARTERS AND SINGLE SCHOOL DISTRICTS.

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

ESSA PROVISION IS ADDRESSED BELOW:

N/A, CTEC is a single school, as well as a charter school.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the California Code of Regulations, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(3): How the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d): CTEC is not eligible for CSI, TSI or ATSI.

ESSA Section 1112(b)(7): The strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement. Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

1. CTEC has developed a Parent Advisory Committee (PAC) to work alongside CTEC leadership to create a cohesive partnership between all Educational Partners to enhance the educational environment and students' ability to be academically successful. With a shared collaboration between parents, PAC, CTEC students and industry partners, CTEC created a parent and family engagement policy (PFEP) that addressed Educational Partners' roles in supporting student success. Teachers, administration, and parents have agreed to and identified responsibilities and expectations within the PFEP. The PFEP has been distributed jointly through schoolwide communication programs and during parent/student activities.

2. With all of the parent and family opportunities CTEC provides, we ensure access to information and support of understanding is available for parents and family members with disabilities and/or migratory children. Parents and family members with disabilities, and those of migratory children, will be provided interpreters, sign language, visual aids, and other supports as appropriate. CTEC provides opportunities to address challenging topics such as state academic standards, our local academic assessments, connect with community resources, understand the IEP process, and learn how to monitor student progress for all students, including students with disabilities and migrant students. Educational Partners participate in a student orientation, where students and parents receive details specific to our program in their primary language, such as our grading policies, discipline procedures, academic expectations, and attendance policies. Throughout the year, Educational Partners receive documentation and reminders to support parent and family engagement with our program.

3. Incoming student families attend a registration and orientation night. Educational Partners are provided information about how parents and family members can support student success in college-level coursework and resources for students to access during the summer to build important skills for academic success. Community and Educational partners learn about dual enrollment (DuE) courses, the expectations, and the impacts of DuE on a student's academic future. Educational partners, including parents and students, are provided training with regard to the use of technology, how CTEC supports student use of technology, and the appropriate use to encourage student achievement. During our Sophomore parent night, Educational Partners are provided with information to support parent involvement in exploring career and college opportunities and the steps necessary towards applying to post-secondary education. Prior to the fall and spring student showcase, all parents are encouraged to participate in the Title 1 presentation, to be informed and provide feedback on student support for the socio-economically disadvantaged.

4. During designated staff development, CTEC staff are educated on the process of connecting with parents, how to engage in a partnership with them to support student learning, and build relationships that develop into equal partnerships that strengthen the overall school environment. Through the parent leadership team, CTEC administration and parent partners have developed 3 branches of parent support that engage with Educational Partners connected to CTEC. CTEC parent communication team works to share CTEC information across all platforms to ensure parents know about school opportunities and how they can engage in CTEC's academic program. CTEC's parent volunteer team identifies opportunities for community partners to participate in classroom, community, and extended-day events to support students. CTEC's mentoring team provides future CTEC students and parents with connections to current CTEC students and parents as a support system as they progress through our academic program.

5. CTEC works to coordinate and integrate parent involvement programs and activities, to the extent feasible, with other Federal, State, and local programs that encourage and support parents in more fully participating in their children's education. Staff regularly connect families to community resources, utilizing the Fresno County Superintendent of Schools network as a support.

6. Information related to school and parent programs, such as Sophomore parent night, or student orientation, have become events where all parents are able to access the content, such as A-G, graduation requirements, industry involvement, grading system, etc., during and after events, by providing multiple locations to access materials. CTEC used its student information system, Aeries (ParentSquare), to communicate to parents. Information that is related to school and parent programs, meetings and activities. Aeries distributes communications through email and text messages in the language parents can understand as designated by the recipient. Information is also provided in brochures, letters, and flyers that are translated into the different languages spoken by our students and their guardians.

7. CTEC staff has created an opportunity for all parents to request support, activities and events for themselves and their students CTE, which CTEC has been able to address within its program. All information is provided in families primary

language with the acknowledgment that CTEC staff is willing to meet for further understanding. Parents are invited to provide input to assist in developing the LCAP. Parent involvement opportunities are scheduled at different times throughout the year, including on weekends and evenings in order to encourage a broader range of participation, including from parents who work during the day.

8. As described above, CTEC facilitates opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), by providing information and school reports in a format and, to the extent practicable, in a language, such parents understand. Using Aeries Parent Square, translation services, and interpreters if needed, CTEC works to provide important information such as school communications about academic progress and to facilitate the involvement of all parents who wish to participate in Parent Advisory Committee meetings.

Ongoing educational partner engagement is an integral part of the LCAP planning process. Educational partners are invited to attend informational meetings and to provide feedback on the goals, actions, and expenditures that will be included in this strategic plan for our school. Surveys are also provided to educational partner groups in an effort to measure key areas of focus. A draft of the LCAP is made available in late Spring and is regularly updated with feedback from staff, community, families, and the governing board. A public comment period is provided to solicit public feedback and questions. CTEC's board conducts a public hearing on the LCAP, and it is typically adopted at the subsequent board meeting.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

TAS: N/A

Neglected or delinquent children: N/A

Community Day School Program: N/A

CTEC operates a schoolwide program: As a Schoolwide Program, CTEC will support its SED students by providing professional development with an emphasis on meeting the needs of the SED students with regard to their academic needs as well as their social and emotional needs, while addressing the needs of all students at the same time. Currently, based on the current data, our focus will be toward increasing students' mathematic skills in addition to student ELA performance. We find that these basic academic skills will be crucial to their academic in high education courses. We offer targeted intervention to support decreasing skill gaps in all subject areas, but English and Math remain our focus as a core component to the success of our school. Intervention is offered during their tutorial periods taught by credentials teachers to small group based on individual needs. We also have a robust after school program to expand upon the resources offered during the day. Social emotional needs are identified through an annual comprehensive needs assessment. All staff is provided with yearly professional development with trauma informed instruction to aid teachers with the ability to identify and support students with trauma.

CTEC operates a schoolwide program. Operating a Schoolwide Program: Teachers, school leaders, in consultation with parents, administration, paraprofessionals, and specialized instructional support personnel work to identify the needs and instructional supports for our unduplicated students, that will benefit all students. Through local academic assessment, and evaluation of student performance in dual enrollment courses, students are addressed within our MTSS. Within our grade level PLC's, staff are provided with opportunities to identify students for SWP services, develop the assurance necessary and initiate the support necessary for low-achieving students in accordance with ESSA Section 1115(c)(1).

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TAS: N/A
Neglected or delinquent children: N/A
Community Day School Program: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students are identified as homeless or foster youth through annual residency status questionnaires that help our staff identify when there is the possibility of qualification under this status during the registration process. Homeless students are offered enrollment immediately, without delay, for immunization records and the Health Services staff will provide support in getting records or immunization as needed while the student is enrolled.

If a student does not have the necessary medical records that are needed to safely educate the student in a school environment, our Health Services Director will work with a physician to obtain temporary orders until the child has established the necessary medical doctor to acquire permanent orders. If a student or parent/guardian is going to remain in CTEC's program, transportation will be established as outlined in law at the time of occurrence. Annual training in the areas of homeless student support and rights and responsibilities is provided to CTEC staff to ensure the delivery of services to support the education of students who are identified as homeless, such as school and personal hygiene supplies; parent education; transition; counseling; coordination with districts of residency; staff training in the areas of homeless student support; and assistance with college, financial aid and job applications. Homeless liaisons have been identified at CTEC to support staff and students who are identified as homeless.

CTEC will use reservation funds for Homeless Education by providing students that qualify with Items of clothing necessary to meet requirements connected to our academic/CTE program, additional supports their enrollment, attendance, and academic success based on a needs assessment to support student transportation to the school origin, individual counseling as needed, clothing and shoes necessary to participate in physical education, personal school supplies such as backpacks and notebooks, food, counseling services to address anxiety related to homelessness that is impeding learning, and tutoring services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A. CTEC has developed numerous industry partners to work with our students over the four years of their academic studies. Students are involved in industry pathways that provide industry tours, guest speaking opportunities, mentorships and internships within Advanced Manufacturing and Commercial Construction. Students have access to our local community college counseling department and the Applied Technology division to receive counseling guidance for higher education, employment opportunities and connections towards further education. Also, students have access to CTEC's guidance counselor who provides support through their transition towards higher education and career opportunities. The counselor provides professional support with college and financial aid applications, job resumes and other application documents. Through a partnership with Fresno City College and Fresno State, students are able to access a program that is articulated through each schools academic programs towards employment. Students will have the ability to tour higher education campuses to create seamless transition between programs. B. CTEC has developed a dual enrollment program that provides all students the opportunity to gain an Associate's Degree in Industrial Technology at the completion of their four years of high school. Within CTEC's program, students receive career counseling that is specific to their career pathways and are provided additional opportunities to access enrichment courses through Fresno City College.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This LEA does not reserve Title I Part A funds for LEA purposes. N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

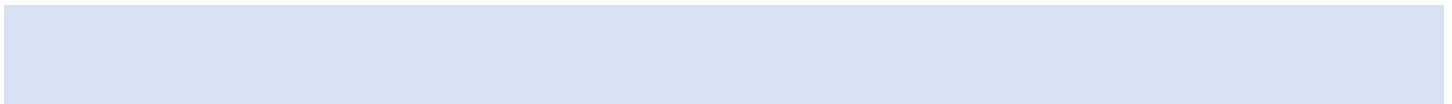


Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

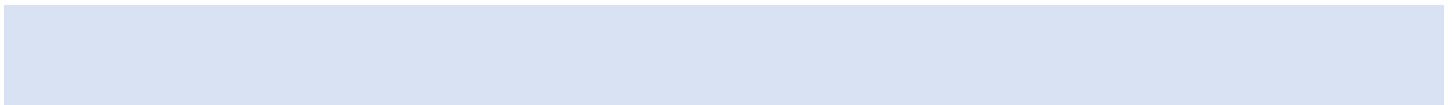


Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Redacted area]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the provision here]LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

As a charter school in partnership with the Fresno County Superintendent Schools (FCSS), CTEC's professional growth and improvement are supported by their programs. CTEC's instructors that are within their first 2 years of teaching participate in FCSS' teacher induction program, which is a two-year, individualized, job-embedded system of mentoring support and professional learning. CTEC administration also has the opportunity to be supported by FCSS as they look to clear their administrative credential. New administrators, including principals and other school leaders, are enrolled in a two year program designed to provide candidates real-world experience and learning through face-to-face coaching and professional development opportunities. Teachers connected with CTE work with our ROP to complete their CTE Teach which is modeled after the Teacher Induction Program. The need for continued professional learning for all teachers is identified by CTEC teachers and administration and supported by FCSS instructional teams. CTEC provides additional support to its administrative staff by providing opportunities to be supported by professional trainings and conferences specific to their area of expertise.

Our weekly PLCs have been an effective tool in allowing the school to engage in the selection and placement of assessments. Each faculty member has the opportunity to examine and analyze not only their own data but that of each other teacher as the needs of the course, class, and student dictate. CTEC teachers have use NWEA, shared rubrics and integrated class assignments, to inform their academic discussions within their PLC. Bi-annual testing of NWEA English, math and science testing to address standardized diagnostic testing in each curricular area for which they exist. In addition, staff also uses this PLC time to identify and integrate standards-based curriculum to ensure student success on future assessments. CTEC courses are designed to be project-based and integrated with other academic courses. Each course focuses on the connection between the content in their class and the industries of advanced manufacturing and commercial construction. In the case of courses with heavily overlapping content, we regularly discuss who will initiate a topic as well as how and when that topic will be supported in other classrooms. Teachers meet at a designated time weekly to ensure that their curriculum is relevant to the industry and connected to the other courses on campus. It is the goal of the teachers to find as many ways to teach interdisciplinary lessons and projects as possible. Additionally, the non-teaching time available to each faculty member has been carefully evaluated to provide "team-teaching" support and opportunities to identify best practices for classroom instruction to address the content, class, or student needs. This time allows faculty the opportunity for personal growth and training in the Innovation Center as well as in off-site professional development. Throughout the year, teachers participate in observations of each other and provide feedback on what was observed.

CTEC's Professional learning system challenges teachers and other school leaders to increase their capacity so that students will obtain/access knowledge of the curriculum in multiple settings that address student achievement. The goal is for teachers to build multi-year curricula in each discipline that is unified and continues to challenge the student to grow and develop their abilities on the same standards over the course of their four years at CTEC.

CTEC facilitates a shared responsibility for student learning and achievement through on-going, open communication between educational partners that has a daily focus on student learning. The PLC in collaboration with leadership foster high expectations, accountability and allows for sharing of best practices. Areas of performance may include student progress, local, state and federal assessment scores, instructional observations, and compliance with school policies and procedures. Open communication between educational partners regarding student learning and instructional expectations balances teacher accountability with professional support and encouragement that enhances educators' expertise to increase students' capacity to learn and thrive.

CTEC staff assess students' progress towards achieving mastery within our academic standards and the CTE standards within our curriculum. The standards-based grading system at CTEC encourages teachers to focus on the most necessary skills and challenges students to continue to raise the bar until they have reached the expert level in each of the courses.

Educational partners are consistently discussing the effectiveness of the PLC process and making adjustments as necessary. As we identify areas that require additional support, modifications are made and resources are committed to the professional support and implementation.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – Not applicable to charters and single school districts.

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

A. Not applicable. CTEC is a single site LEA. Allocations within Title II, Part A are used on services to support economically disadvantaged.

B. Not applicable. This school has not be identified as CSI or TSI.

C. Not applicable. This school has not be identified as CSI or TSI.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

1. CTEC's academic support program was developed to aid students in partnership with academic instructors. CTEC teachers meet with the academic support team during their PLC time, as well as communicate on a daily basis to ensure the academic support team has the appropriate resources to ensure students can receive the highest quality of support possible. Additional instructional time, before school, during lunch, or after school involves instructional staff and the academic support team to create greater communication and aid to students. Through Advisory, teachers work within their tier 2 supports by identifying students needs and creating interventions to address specific needs.

2. Student performance data is evaluated on a weekly basis to ensure the appropriate students are receiving supports. Student marks are both evaluated on a six-week basis to identify students needing additional academic support. Once identified, teacher targeted professional development is provided to increase teacher capacity.

3. The interpretation of data, and the effectiveness of supports offered are brought to educational partners to identify areas of growth and needs for adjustments to impact student success. Feedback received helps guide next steps for addressing the needs of students benefitting from activities supported by Title II Part, A.

4. CTEC staff uses student data, including but not limited to NWEA, cross-curricular rubrics, student marks and state testing to monitor and evaluate Title 2 activities. For example, after identifying students struggling with course contents, CTEC's academic support team, creates additional support options to assist students. In addition the the six week cycles identified above, instructional logs are created to help expand the communication between students, teachers, and guardians.

5. CTEC's academic program involves many challenging components that require the input of educational partners. Teachers, administration, paraprofessionals, and PPS professionals are looking at student data on a weekly basis to ensure students under Title II are receiving the support necessary to ensure they are academically successful. Community Partners are crucial to supporting key components to CTEC academic program. With wall-to-wall pathways, a close partnership with the Fresno Regional Occupational Program aids CTEC's CTE instructors with professional development and support throughout the year. As a middle college, Fresno City College is a valuable partner in ensuring CTEC students have access to dual enrollment courses and the resources to be successful.

Creating an academic program with a curriculum that demands high functioning interdisciplinary work across academic courses is challenging and requires staff that is willing to be open to making adjustments to their ideas of what is important within their content area. CTEC staff takes advantage of the time provided within their weekly PLC day to communicate, plan and discuss data that may cause conflict within student learning. Teachers are provided with professional learning opportunities to address areas outside their expertise to create additional supports within their classrooms to support students.

A. Within their weekly PLC's teachers have time set aside to address the needs of our economically disadvantaged students, by ensuring the supports provided are addressing the identified needs. PLC leads meet bi-monthly with administration to address program and instructional supports to give feedback to support the use of Title II resources.

B. Administration meets on a weekly basis to address students identified to receive support from the academic support team, as well as address concerns or feedback received by educational partners with regards to Title II funds.

C. Paraprofessionals work closely with the academic support team and administration to ensure students benefit from Title II activities. Their communication is valuable to the success of the program and the effectiveness of program implemented to support student academic success.

D. Specialized instructional support personnel meet weekly with administration to identify the professional development needs of teachers to ensure embedded supports are providing students with the ability to engage with the instructional rigor and demand.

E. Site Administration has developed relationships with local charter school leaders, that has created program/instructional support meetings to address needs and professional growth to ensure all students are receiving an effective program.

F. CTEC Parent Leadership Team is comprised of parents or guardians of CTEC students who will work alongside staff to implement a program to support student learning. Parents have the opportunity to provide feedback yearly on a program survey. CTEC's PAC meet quarterly to address current and future LCAP needs, ensuring students supported by Title II are receiving the resources necessary to be academically successful. Data provided by parents is reviewed by CTEC staff and addressed during weekly PLC meetings.

G. CTEC has been very purposeful in the development of its program in providing a broad-based curriculum, that is based on collaboration, with a shared commitment of all community partners. Continuous partnership with FCSS, the Fresno Business Council and State Center Community College District in an attempt to assess current labor market demands and how career technical education could address these needs in the Fresno/Madera county region.

H. San Joaquin Valley Manufacturing Alliance (SJVMA) and Fresno City College (FCC), work closely together to discuss instruction and curriculum needs for student success including the professional development of our staff. Through our quarterly meetings, our partnerships have provided valuable feedback to the skills and expectations of CTEC graduates, and where we can continue to provide support activities of continuous improvement to ensure students receiving Title II students are developing industry skills in preparation for employment.

6. Overall, the planning of CTEC has been very effective in bringing people together and garnering commitment from a variety of educational partners to address activities to specifically support students of socio-economically disadvantaged with related strategies, programs, and activities that encourage student engagement and success. The frequency of which each of the partners engage with CTEC to provide meaningful consultation varies, yet the numerous opportunities for engagement throughout the year, provides additional time beyond the designated meetings to support student needs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

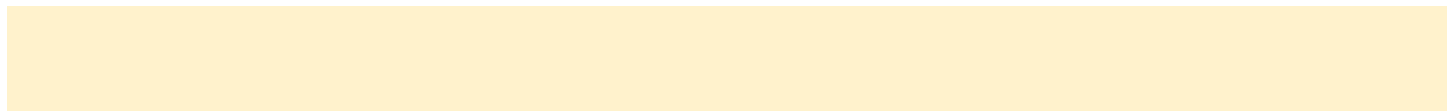
Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- A. CTEC has an MOU with Fresno City College. As a middle college/early college program, the partnership between CTEC and FCC is crucial to students ability to gain their associates degree at the completion of their 4 years of instruction. FCC and CTEC work closely to ensure teachers are trained to be instructors or facilitators to ensure students receive the instructional resources to be successful in their dual enrollment courses. The established mentorship between FCC instructors and CTEC instructors creates a relationship that creates an opportunity to increase teacher capacity to ensure students receive a rigorous academic program.
- B. Title 4 Funding is used to ensure teachers are provided with professional development to increase capacity to support CTEC's CTE pathway focus and academic integration across subject areas. CTE staff are required to be up to date with the latest equipment and industry skills. Title IV allow instructors to seek externships to ensure students are provided with industry relevant skills.
- E. The effectiveness of activities carried out with Title IV funds, is evaluated on an annual basis at the completion of the school year during our Plus/Delta evaluation of program. During the evaluation, implementation of professional development, and academic program is assessed to ensure students receive relevant and rigorous instruction in preparation of college and career.