



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.

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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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	TBD Data Year: 2019-20 Data Source: CALPADS EOY 1	TBD Data Year: 2020-21 Data Source: CALPADS EOY 1 *Data unavailable until 2021-22 graduating class	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
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:	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%	All Students:100% Low Income:100% Foster Youth:100% English Learner:100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS Fall 2	<p>Students enrolled in advanced academic courses: 90%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2020-21</p> <p>Data Source: CALPADS Fall 2</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Students enrolled in advanced academic courses: 90%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2021-22</p> <p>Data Source: CALPADS Fall 2</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Students enrolled in advanced academic courses: 98%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS Fall 2</p>	<p>Students enrolled in advanced academic courses: 92%</p> <p>Students enrolled in CTE courses: 100%</p> <p>Data Year: 2022-23</p> <p>Data Source: CALPADS Fall 2</p>
High School Graduation Rate	<p>TBD</p> <p>Data Year: 2019-20</p> <p>Data Source: Additional Reports</p>	<p>All Students: TBD</p> <p>Low Income: TBD</p> <p>Foster Youth: TBD</p> <p>English Learner: TBD</p> <p>Data Year: 2020-2021</p> <p>Data Source: Additional Reports</p>	<p>All Students: 98.2%</p> <p>Low Income: 100%</p> <p>Foster Youth*: N/A</p> <p>English Learner*: N/A</p> <p>Data Year: 2021-2022</p> <p>Data Source: Additional Reports</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>All Students: 96.9%</p> <p>Low Income: 95.6%</p> <p>Foster Youth*: N/A</p> <p>English Learner*: N/A%</p> <p>Data Year: 2022-23</p> <p>Data Source: Dashboard Fall 2023</p>	<p>All Students: Above 98%</p> <p>Low Income: Above 98%</p> <p>Foster Youth: Above 98%</p> <p>English Learner: Above 98%</p> <p>Data Year: 2022-23</p> <p>Data Source: Dashboard Fall 2023</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	TBD college ready or conditionally ready Data Year: 2021 Data Source: Illuminate	77% college ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	60% college ready or conditionally ready Data Year: 2021-2022 Data Source: CAASPP	65% college ready or conditionally read Data Year: 2022-23 Data Source: CAASPP Test Results	95% college ready or conditionally ready Data Year: 2022-23 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Data Source: DataQuest	All Students: 98.1% Low Income: 97.4% 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 data.	All Students: 100% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: DataQuest	All Students: 99% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 37% Low Income*: 27% Foster Youth*: N/A English Learner*: N/A Data Year: 2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students:31% Low Income:23.81% Foster Youth: NA English Learner: NA Data Year: 22-2023 Data Source: DataQuest	All Students:56% Low Income:54% Foster Youth:50% English Learner: 52% Data Year: 2022-23 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	72% of parent input Data Year: 2022-2023 Data Source: Local Report		85% of parent input Data Year: 2023-2024 Data Source: Local Report- Survey Data
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		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 1.6: 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 eliminate the following metrics which are not statutorily required:

- 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:	All Students:TBD Low Income:TBD Foster Youth: TBD	All Students: 0% Low Income: 0% Foster Youth*: N/A	All Students: 0% Low Income: 0% Foster Youth: NA%	All Students: 2% Low Income: 2% Foster Youth: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest	English Learner: TBD Data Year: 2020-2021 Data Source: DataQuest *CTEC's first graduating class will be 2021-22	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 data.	English Learner: NA% 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.	English Learner: 2% Data Year: 2022-23 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	All Students: 92.8% Low Income: 93.9% Foster Youth*: N/A	All Students:TBD Low Income: TBD Foster Youth: N/A	All Students:96% Low Income: 94.0% Foster Youth: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English Learner*: N/A Data Year: 2021-22 Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	English Learner*: N/A Data Year: 2022-23 Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	English Learner: N/A Data Year: 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.	English Learner: N/A Data Year: 2023-24 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	All Students: 3.9% Low Income: 3.9% Foster Youth*: N/A English Learner*: N/A	All Students: 9% Low Income: 11% Foster Youth: NA% English Learner: NA%	All Students: 3% Low Income: 3% Foster Youth: 3% English Learner: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.	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.	Data Year: 2022-23 Data Source: DataQuest	Data Year: 2022-23 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	All Students: 95% Low Income: 95% Foster Youth*: N/A English Learner*: N/A	All Students: 95% Low Income: 98% Foster Youth*: N/A English Learner*: N/A	All Students: 95% Low Income: 95% Foster Youth: 95% English Learner: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Data Year: 2021-22</p> <p>Data Source: Student School Climate Survey</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Data Year: 2022-23</p> <p>Data Source: Student School Climate Survey</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Data Year: 2023-24</p> <p>Data Source: Student School Climate Survey</p> <p>*The number of students in the Foster Youth and English Learner student groups was too small to include data.</p>	<p>Data Year: 2023-24</p> <p>Data Source: Student School Climate Survey</p>
EL Progress towards English Proficiency	<p>N/A**</p> <p>Data Year: 2018 & 2019 ELPAC</p> <p>Data Source: Fall 2019 ELPI</p> <p>*Baseline revised to amend data source and data year</p> <p>**EL student population was too small for data to be included</p>	<p>Refer to data below in lieu of no ELPI per suspended 2020 ELPAC</p> <p>Level 4- N/A**</p> <p>Level 3- N/A**</p> <p>Level 2- N/A**</p> <p>Level 1- N/A**</p> <p>Data Year: 2021</p> <p>Data Source: ELPAC</p> <p>**EL student population was too small for data to be included</p>	<p>Refer to data below in lieu of no ELPI per suspended 2020 ELPAC</p> <p>Level 4- N/A**</p> <p>Level 3- N/A**</p> <p>Level 2- N/A**</p> <p>Level 1- N/A**</p> <p>Data Year: 2022</p> <p>Data Source: ELPAC</p> <p>ELPI: N/A**</p> <p>Data Year: 2022</p> <p>Data Source: ELPI</p> <p>**EL student population was too small for data to be included</p>	<p>ELPI: N/A**</p> <p>Data Year: 2022-23</p> <p>Data Source: ELPI</p> <p>*The number of students in the English Learner student groups was too small to include data.</p>	<p>Data suppressed due to EL student population being too low for data to be included. CTEC is unable to determine a desired outcome.</p> <p>Data Year: 2022-23</p> <p>Data Source: 2023 ELPI</p>

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	TBD Data Year: Not Yet released by CDE 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	School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100% Data Year: 2023-24	School Safety Students 97% Parents 98% Teachers 100% School Connectedness Students 97% Parents 98% Teachers 100% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: Local Survey	Data Source: Local Survey	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.

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 _____?% 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 _____. 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	100% of graduating students All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Year: 2021-22 Data Source: Local Indicator *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: 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	Data Source: Local Indicator
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	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	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A	All Students:100% 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 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.	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.	Data Year: 2022-23	
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	100% students completed a-g and a CTE capstone Data Year: 2022-23	99% students completed a-g and a CTE capstone 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	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	All Students:95% Low Income:91% Foster Youth: 94% English Learner:94% Data Year: 2022-23

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.	Data Source: Impact Attendance 2023 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: 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: 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: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	All Students:92% Low Income:90% Foster Youth*:N/A English Learner*:N/A	All Students: 91% Low Income: 91% Foster Youth*:N/A English Learner*:N/A	All Students: 94.5% Low Income: 100% Foster Youth*:N/A English Learner*:N/A	All Students:92% Low Income:90% Foster Youth: 92% English Learner:92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Student Survey	Data Year: 2021-22 Data Source: Student Survey *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: Student Survey *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: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Year: 2023-24 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	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A	All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Impact Student Grade Rate	Data Year: 2020-21 Data Source: Impact Student Grade Rate	Data Year: 2021-22 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 Year 2022-23 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 Year 2022-23 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 requirements.

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.

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.

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.

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)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$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)
<p>This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</p> <p>This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.</p>					
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

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	3.1	Community Outreach	No	\$303,576.00	314759
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)	0.00%	0.00%	0.00%

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)
<p style="color: red;">This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.</p> <p style="color: red;">This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.</p>							
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)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

2891175	291893	0.00%	10.10%	\$445,087.00	0.00%	15.39%	\$0.00	0.00%
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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.

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