LCFF Budget Overview for Parents

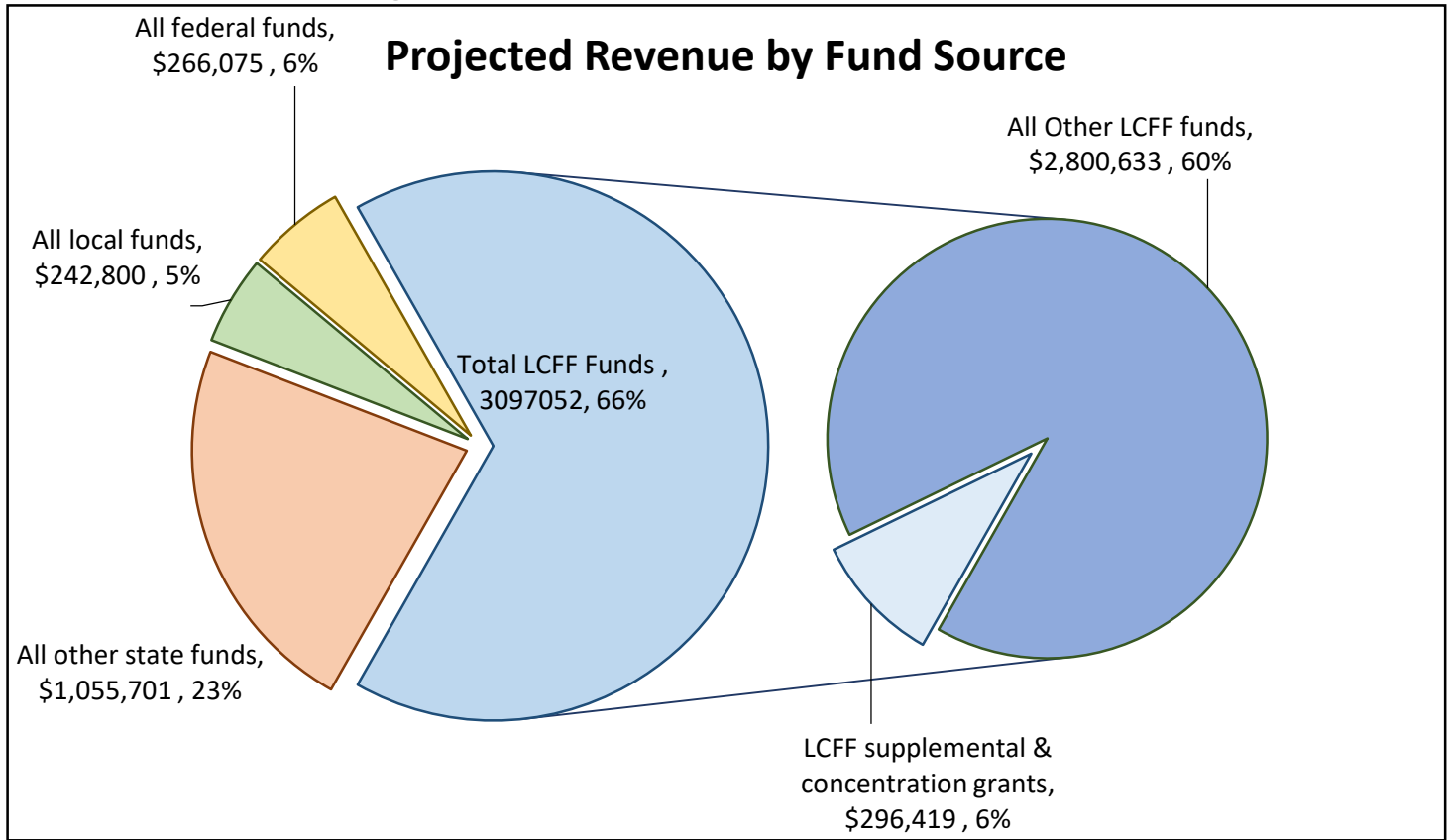Local Educational Agency (LEA) Name: Career Technical Education Charter

CDS Code: 10101080136291

School Year: 2021 – 22

LEA contact information: Dominico Johnston

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $266,075 , 6%

All local funds, $242,800 , 5%

All other state funds, $1,055,701 , 23%

Total LCFF Funds , 3097052, 66%

All Other LCFF funds, $2,800,633 , 60%

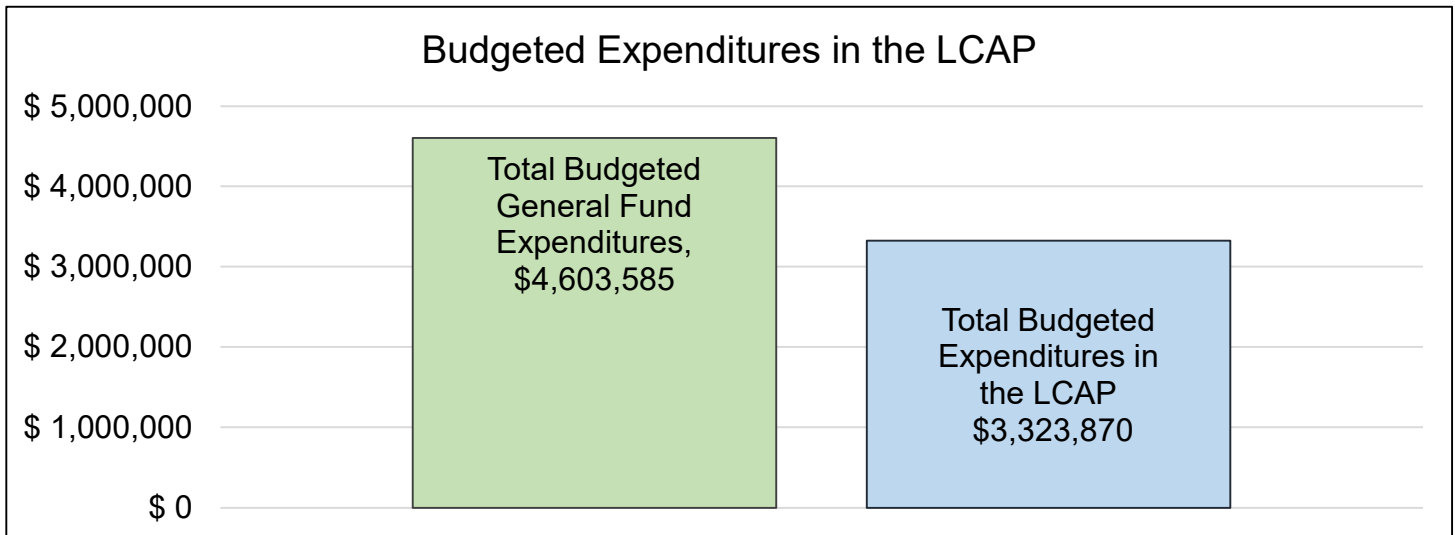LCFF supplemental & concentration grants, $296,419 , 6%

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

The total revenue projected for Career Technical Education Charter is $4,661,628.00, of which $3,097,052.00 is Local Control Funding Formula (LCFF), $1,055,701.00 is other state funds, $242,800.00 is local funds, and $266,075.00 is federal funds. Of the $3,097,052.00 in LCFF Funds, $296,419.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,603,585

Total Budgeted Expenditures in the LCAP $3,323,870

This chart provides a quick summary of how much Career Technical Education Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Career Technical Education Charter plans to spend $4,603,585.00 for the 2021 – 22 school year. Of that amount, $3,323,870.00 is tied to actions/services in the LCAP and $1,279,715.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
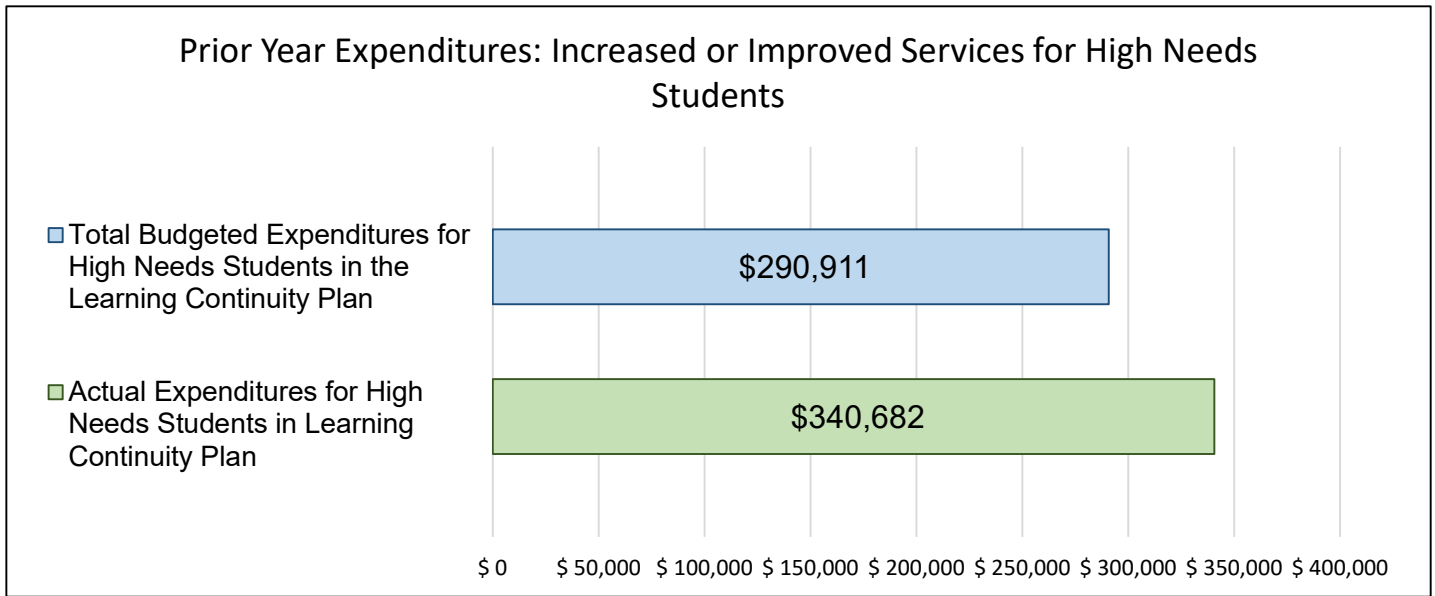
A number of additional initiatives to fund the expansion of services and supplies to CTEC students was not included in the LCAP, along with other expenses, such as nutrition, facilities and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Career Technical Education Charter is projecting it will receive $296,419.00 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter plans to spend $308,221.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $290,911
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $340,682

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

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

In 2020 – 21, Career Technical Education Charter's Learning Continuity Plan budgeted $290,911.00 for planned actions to increase or improve services for high needs students. Career Technical Education Charter actually spent $340,682.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately credentialed and placed. **19-20** 100% **Baseline** 100%	Goal Met: Teachers 100% appropriately credentialed and placed
Metric/Indicator Teachers will collaborate with educational partners, industry leaders, and peers on a quarterly basis. **19-20** 100% **Baseline** 90% Teachers will collaborate with educational partners, industry leaders, and peers on a quarterly basis.	Goal Met: 100% of teachers collaborated with educational partners, industry leaders and peers on a quarterly basis.

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Expected	Actual
Metric/Indicator Students will successfully complete their CTE courses with a grade of 70% or better. **19-20** 75% **Baseline** 70% of students will achieve a grade of 70% or better in their CTE courses	Goal Met: 83% of students completed their CTE courses with a grade of 70% or better.
Metric/Indicator Students participation in industry relevant experiences or activities. **19-20** 98% **Baseline** 95% of students will participate in at least one industry relevant experience or activity	Goal Met:100% of students participated in industry relevant experiences or activities.
Metric/Indicator Student enrollment in dual enrollment courses. **19-20** 98% **Baseline** 95% of students will be enrolled in at least one dual enrollment course.	Goal Met: 96% of students participated in atleast 1 dual enrollment oourse.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CTEC will work with Fresno City College and Fresno State to establish pathways and develop 4-6 year plans for students.	Salaries and Benefits LCFF $161,153.00	Salaries and Benefits LCFF $165,636
Support basic instructional services, materials, and professional development to ensure a rigorous and relevant academic program.	Salaries and Benefits LCFF $291,765.90	Salaries and Benefits LCFF $361,535

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide numerous opportunities for students to connect with industry through field trips, mentorships, and industry exploration.	Salaries and Benefits LCFF $154,992.05	Salaries and Benefits LCFF $79,076

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on local data collected all actions/services were implemented. Action 1.3 was below budget due to lower spending on opportunities for students to connect with industry through field trips, mentorships and industry exploration during distance learning. Alternative incentives were provided which were of lower cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success: Based on feedback received from teachers, the professional development and coaching to support instructional practices, CTE and academic core content integration, and the use of instructional technology, including distance learning best practices prepared staff for distance learning implementation. The PD provided by the LEA was highly adapted to program needs during COVID-19. Student technology and educational platforms were used to ensure a rigorous academic program would continue during school closure. Professional development was refocused to ensure teachers were capable of implementing course content through educational platforms.

Challenges: Based on feedback from teachers and parents, the shift to distance learning proved to be challenging to maintain consistent engagement between teachers and students. Classified support communicated that there was limited contact, even with weekly phone calls, emails, and home visits resulted in adjustments to course content to support student learning. Impacts of COVID-19 created social emotional issues that required a shift of certificated staff focus to ensure students had a safe environment for learning. CTE courses and skill development was difficult to implement during the school closure, limiting resources and opportunities for students to engage with industry. Based on student feedback, dual Enrollment proved to be challenging to support during the school closure. Trauma caused by school closure, decreased student engagement and made instructional support less effective during distance learning. The impacts of COVID -19 required a re-focus on necessary resources to ensure staff were trained in their use of technology and additional time was allotted to support student learning during the pandemic.

Overall Effectiveness: Based on feedback from stakeholders, the ability to provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment was implement, recognized by WASC, and successfully transitioned to distance learning immediately following school closure. Communication was increased, resources were redeveloped, and instruction was structured to aid families in supporting their students along with certificated staff to continue instruction.

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Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facility inspection tool **19-20** 100% **Baseline** 100% compliance with William's Act requirements for a clean, safe, and functional school environment	Goal Met: 100% Compliance with William's Act requirements
Metric/Indicator Teachers are using CCSS to develop curriculum as seen through principal observations **19-20** 100% **Baseline** 100% of teachers are implementing the standards throughout their curriculum.	Goal met: Teachers have developed curriculum using CCSS and seen through principal observation.
Metric/Indicator	Goal Met: Teachers identified the use of CCSS through self-reflection tool of 3.5.

Expected	Actual
Teachers are using CCSS to develop curriculum as measured through the self reflection tool in the dashboard. **19-20** 3.4 **Baseline** 3.0 rating on the self reflection tool	
Metric/Indicator Students are completing their academic courses with a grade of 70% or higher. **19-20** 75% **Baseline** 70% of students are earning grades of 70% or higher in their academic courses	Goal Met: 97% of students earned a 70% of higher in their academic courses
Metric/Indicator Average daily attendance will meet or exceed goal of average daily attendance as reported to the California department of education. **19-20** 92% **Baseline** 90% or better for attendance	Goal Met: the attendance rate was 97%
Metric/Indicator Chronic absenteeism rate for students. **19-20** Less than 2% **Baseline** Less than 2% chronic absenteeism	Goal Not Met: the chronic absenteeism rate was 3%
Metric/Indicator Suspension Rate	Goal Not Met: Suspension rate was 6%

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Expected	Actual
19-20 Less than 3% **Baseline** Less than 3% rate	
Metric/Indicator Expulsion rate for students **19-20** **Baseline** 0 expulsions	Goal Met: 0 expulsions

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop a schoolwide advisory program that focuses on academic and social emotional support for all students.	Salaries and Benefits LCFF $223,262.50	Salaries and Benefits LCFF $264,223
In the Central Valley, it is apparent that English Learners, Foster Youth, and Low Income students have the lowest performance in dual enrollment courses; therefore, to address this need, CTEC will provided embedded tutors in dual enrollment courses to ensure successful completion with a "C" or better. 2 embedded Tutors (CTE para-educator)	Salaries and Benefits LCFF $256,544.80	Salaries and Benefits LCFF $146,336
State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.	Salaries and Benefits LCFF $279,344.00	Salaries and Benefits LCFF $286,751
Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.	Salaries and Benefits LCFF $125,931.00	Salaries and Benefits LCFF $147,181

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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on local data collected, stakeholders identified that all Actions/Services connected to Goal 2 were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success: According to feedback identified by teachers and administration, the schoolwide advisory program proved to be an asset as the academic program shifted from on campus instruction to distance learning. The advisory program became the hub for supporting the CTEC community and ensuring instructional staff were aware of trauma students encountered during school closure. Weekly advisory phone calls focused on the social/emotional well-being of families and how CTEC could support their students and families during the pandemic. CTEC's focus on literacy to increase student proficiency continued to be implemented in all classes. The development of assignments and common rubrics that focused on reading, writing, and speaking were integrated across subject areas. During distance learning, content and assignments were integrated to address literacy and ensure literacy standards lived across content.

Challenges: Students and parents identified support for students with dual enrollment courses during distance learning proved to be a challenge, even with the implementation of distance learning instructional strategies. The trauma students and families were facing due to COVID-19, proved to negatively impact students ability to engage with academic supports for dual enrollment.

Overall Effectiveness: Stakeholders recognized CTEC's ability to continue to develop academic structures to aid students success with dual enrollment and student literacy. The shift to distance learning created opportunities to challenge and redevelop support systems to ensure student academic success. CTEC engaged students in new applications to increase engagement and credentialed staff accessibility. Students and certificated staff discovered new and simpler avenues (through distance learning platforms) for interaction during distance learning.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students will have access to all necessary stancdards aligned materials. **19-20** 100% **Baseline** 100% of students will have access to necessary materials.	Goal Met: 100% of students had access to necessary materials
Metric/Indicator Parent participation in satisfaction survey **19-20** 55% **Baseline** 50% of parents will submit the parent satisfaction survey	Goal Met: 65% of parents completed the satisfaction survey
Metric/Indicator Students will perform at a grade of 70% or higher on interim assessments **19-20**	Goal Not Met: Interim assessment of students meeting the standard was below the targeted 70%

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Expected	Actual
75% **Baseline** 70% of students will perform at a grade of 70% or higher	
Metric/Indicator Students participation in community service activities. **19-20** 98% **Baseline** 95% of students will participate in at least one off-campus community service activity	Goal Met: 100% of students participated in community service activities.
Metric/Indicator Student survey data reveals that students feel satisfied with CTEC's program. **19-20** 80% **Baseline** 75% of students report feeling satisfied with CTEC's program	Goal Met: 94% of students were satisfied with CTEC's Program

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop community projects and partnerships to provide service learning opportunities.	Salaries and Benefits LCFF $154,992.05	Salaries and Benefits LCFF $73,168
Develop parent and feeder school outreach platforms to ensure communication of school vision and purpose.	Salaries and Benefits LCFF $168,130.75	Salaries and Benefits LCFF $79,653
Provide extended day opportunities for students to further develop and sharpen their learning.	Salaries and Benefits LCFF $154,992.05	Salaries and Benefits LCFF $73,168

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on local data collected, stakeholders identified that all Actions/Services were implemented. Administration feedback identified actions 2.1, 2.2 and 2.3 to be below budget due to limited learning excursions and on-campus extended day instructional opportunities during COVID-19 school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Parents and Student feedback identified that the LEA provided extended learning opportunities for students. Administration identified additional payments beyond contracts for supplemental services to increase students engagement with community projects and increase industry skills during the extended day. CTEC continued to develop opportunities to identify outreach platforms to engage with feeder schools. Students fall and spring projects provided students with opportunities to impact parents and feeder schools within the community.

Challenges: Teachers and staff feedback identified the school Closure and the impacts of COVID-19, as limiting the opportunities students had to engage in their spring projects and complete community projects specifically linked to their service learning. Resources designated to extended day opportunities had to be refocused to support distance learning. Students ability to engage with increased industry skill development was halted due to school closure. Interim assessment data collected during school closure was below the targeted 70% of students meeting the standard.

Overall Effectiveness: Stakeholder feedback communicated that these actions were successful as students were given several opportunities throughout the year to engage with industry skill development and interaction, yet the overall effectiveness of these actions was limited due to the impacts of COVID-19 and school closure. The effectiveness of skill development and opportunities provided during the extended day can be highlighted by qualifying for VEX Robotics state championship, students grant submission being awarded to develop robotics trainers for students at Valley Children's, working alongside non-profits such as Every Neighborhood and Reading Heart to reduce literacy within Fresno County, etc.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To create a safe learning environment to support students who have experienced learning loss due to school closure, the LEA will purchase and utilize all personal protective equipment and other classroom materials in order to create a safe space for in-person instruction during COVID-19, in addition to maintaining facilities in good repair. Limited number of students will be assigned to staff and will participate in on-campus instruction up to two days a week. Students will be provided with individual assigned equipment and materials, and provided individualized space to complete tasks. Students will receive concentrated attention which will improve student engagement and mitigate learning loss.	26,442	28,466	No
With the impact of learning loss due to the emergency school closure, additional support is necessary to aid our foster students, low-income, and English learner students with closing learning gaps that have been exacerbated by the pandemic. CTEC increased certificated instructional staff to specifically support students who have experienced learning loss to target students' distance learning engagement, academic needs and family communication. As a result, students engagement and academic success will increase.	47,709	43,041	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, CTEC developed a tiered system to allow for varying levels of in-person and distance learning depending on the status of Fresno County's COVID-19 rates. CTEC implemented a cohort model to address the needs of students with disabilities, and students identified as severely suffering learning loss due to distance learning. Students identified were supported with a hybrid model of on-campus and distance learning instruction. Students brought on campus for support began to see improvements in attendance and instructional engagement. When COVID-19 rates reached the level to re-open campus, CTEC began the transition of reopening campus, by increasing the number of students participating in the hybrid model. Students identified for cohorts were provided with daily on campus instruction, while other students were given on-campus instruction, focusing on CTE curriculum and industry skill development. At each level of increased student participation of on-campus instruction, social distancing requirements and school safety procedures were implemented.

Successes: To facilitate the reopening of campus, CTEC purchased and utilized all personal protective equipment and other classroom materials in order to create a safe space for in-person instruction during COVID-19, in addition to maintaining facilities with PPE equipment, ensuring classroom spaces were in good repair and appropriately sanitized was a daily procedure. Continuous staff development took place, to support the changing nature of reopening requirements and to ensure students were award of CDC requirements to initiate in-person instruction as appropriate. The increase of staff to support identified students proved to increase student attendance, classroom engagement and course completion.

Challenges: Although CTEC was allowed to reopen its campus for on-campus learning, CTEC was forced to return to distance learning and limited on-campus cohort instruction due to Fresno County's COVID-19 level increasing. Feedback from staff, stakeholders, parents and students indicated that the school sites managed smooth transitions from distance learning to on campus learning, but that in-person instruction was preferred. In addition, teachers noted the need for additional lesson planning due to the different learning models. The complexity of running in-person instruction while also supporting students in a distance learning model proved to be challenging for a single school, such as CTEC. Instructional staff was required to support students with in person instruction while aiding distance leaning students as well. The complexity limited the creativity and instructional capacity available for on campus instruction. The reopening of campus also required all staff to support the frequent and thorough cleaning and disinfecting, which required additional time and training to ensure procedures were followed by all staff.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CTEC's low income, foster, and English learner students have been disproportionally affected with learning loss due to COVID given the additional financial and language challenges they face. To address this learning loss, additional certificated staff were hired (Impact teachers) who will engage. One on one or in small groups virtually or in-person when feasible to provide academic remediation, and act as liaisons between students, their families, and the supports provided by the school and community. This additional support is designed to meet the identified needs related to learning loss for these most at-risk groups by providing intensive academic supports that we expect will close learning gaps that exist. With the impact of learning loss due to the emergency school closure, additional staffing was increased to encourage student engagement with distance learning, and provide additional resources and instructional time. As a result, student engagement and academic support will increase.	143,126	154,695	Yes
Distance Learning has impacted students' ability to participate in hands-on learning, and build the skills necessary to work with industry equipment. CTEC has purchased additional supplies and equipment for students to complete hands-on projects at home. As a result students will increase their career readiness.	173,597	157,300	No
The emergency school closure has required teachers to approach the educational setting with a greater knowledge of technology and technology platforms. CTEC will focus professional development in the area of distance learning implementation and learning platforms. As a result, student engagement and academic success will increase.	23,266	65,454	No
The emergency school closure created complications for tracking down students who were disengaging from their academics. With the addition of support staff, a student tracker will identify needs of	16,086	44,056	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
families and students who are not attending distance learning class sessions. This will result in higher percentage of students engaging with distance learning.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Based on state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, CTEC developed a tiered system in order to allow for varying levels of in-person and distance learning, depending on the status of Fresno County and COVID-19. The distance learning was available for students through all tiers, which are described, at length, in CTEC's Learning Continuity and Attendance Plan. CTEC's distance learning plan involved synchronous instruction for all students, until CTEC's campus was fully opened and 80% of CTEC student population had returned to on campus instruction. In the final stage of on campus instruction, students still participating in distance learning were assigned distancing learning instructors, who aided students in their asynchronous instruction. Students had voluntary access to synchronous instruction no matter the tiered system of in person instruction.

Successes: Continuity of Instruction: At the beginning of the COVID-19 lockdowns, CTEC immediately began providing distance learning instruction with synchronous instruction where students engaged online with teacher instruction, along with one-on-one or small group intervention and support. To ensure students had access to CTE instruction and hands on activities, CTEC provided students with equipment and tools to participate in activities and projects at home on a monthly basis..

Access to Devices and Connectivity: CTEC immediately surveyed families after school closure to ensured students had access to technology and internet access. All students were provided with DELL laptops, furnished with applications to support distance learning and CTE content. Families with poor or no internet access were provided with hotspots to ensure internet access. CTEC provided staffing with technical support, coaching and software support for technology integration into the classroom. Students needing technical assistance could elicit support through an online platform, on campus or through mobile services. Families and students identified that the provided technology made engaging with teachers easier while on distancing learning.

Pupil Participation and Progress: Teachers expected daily student participation, and their attendance and participation was monitored daily. Synchronous Instruction, where students engaged online with teacher instruction of course content were provided to all students through the use Microsoft Teams, and Google Classroom equivalent to 240 instructional minutes daily. Synchronous instruction was recorded available within in Google classroom for students to reference. In addition to the 240 instructional minutes, CTEC provided an additional 120 minutes of small group and individual academic support. For students with absences, the CTEC utilized a tiered system of phone calls, emails, remote meetings, home visits and written communication in order to mitigate learning loss. Students with limited online engagement were supported with Impact support teachers to increase communication and resources available to support student learning. Regular communication between CTEC, students and families, in order to promote continued collaboration during the COVID-19 crisis. Families needing additional support were provided with community resources available to them and their child.

Distance Learning Professional Development: Professional development was provided by Fresno County Superintendent of Schools to increase teacher capacity in the implementation of CCSS and course content during distance learning. Instructional Technology Services departments provided professional development appropriate to the shift between in-person and online instruction and the use of online platforms. In addition, trauma informed instruction was provided to staff to insure students families and staff had social/emotional support.

Staff Roles and Responsibilities: Instructional and support staff monitored student attendance and engagement and communicated needs with assigned staff for review, implementation and monitoring of services, attendance and engagement. The Guidance and Learning Specialist and administration worked alongside Impact support staff in the referral process for additional academic support and the exiting of Impact support when student modeled instructional engagement and academic success.

Support for Pupils with Unique Needs: CTEC implemented each student's IEP despite needing different means or methodologies to implement it during distance learning. In addition to specialized academic instruction, students received instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers provided services as outlined in IEP through the distance learning model, with the alternative curriculum outlined in the students' IEP. Designated instruction was embedded into all courses to ensure EL students received ELD instruction to support English language acquisition. Progress monitoring and analysis of data was done on a weekly basis by certificated staff and administration.

Challenges:
Based on stakeholder feedback and local data the following items were identified as challenges for CTEC's distance learning program. Continuity of Instruction: Engaging students in academic support and intervention proved to be challenging at the end of the 240 instructional minutes. After evaluating effectiveness, CTEC chose to embed intervention and academic support into each class period. Student instructional minutes for the day was expanded to include intervention into the class session. Transitioning between distance learning and on campus learning proved to be challenging due to the changing nature of COVID-19 rates. Communication and preparedness had complexities when efforts required 100% participation as communicated by CTEC administration..

Pupil Participation and Progress: Challenges existed in student participation and academic progress for students with low attendance rates. CTEC continued to reach out to these students and families on a daily basis as identified by CTEC support staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Low income, English learners and our Foster students have experienced disproportionate challenges around accessing technology and internet connectivity which have been made even more difficult due to the pandemic. To address this need, the charter will provide additional technology resources and support, including mobile tech support to provide increased access to support for our most at-risk students. As a result of these increased services, these students will will experience increased academic engagement by reducing barriers that would affect the students' ability to engage with learning.	45,644	61,878	Yes
Low income, English learners and our Foster students have experienced disproportionate challenges around accessing educational tools and resources that supplement their learning, such as calculators, basic house hold tools, etc. CTEC will provide resources to increase such access to curriculum. As a result, learning loss with be mitigated by enhancing their hands-on learning through access to tools and equipment they would not have.	12,000	4,487	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions or budgeted expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based off of local and state data, as well as feedback from stakeholders the following have been identified as CTEC's successes and challenges in addressing learning loss.

Successes: The Guidance Learning Specialists, Impact teachers and administration collaborated weekly with classroom teachers in order to evaluate all subjects and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers continued to utilize the core curriculum and work with their students through the extended day program, to aid those students falling behind, not attending interventions, or not completing work. CTEC administration supported teachers with strategies to increase student engagement and pupil learning loss mitigation. For students demonstrating learning loss, contact was made with students and parents via Microsoft Teams or through on campus parent conferences to identify additional support, such as 1/1 or small group support. Through the joint effort of parents, students, teachers and administration, identified students effective by learning loss, were re-engaged with instruction, complete assignments and gain academic credits.

Creating opportunities for students to engage with hands-on projects and access to CTE equipment and tools while on distance learning aided in the recovery of learning loss due to the school closure. Providing technology and software needs specific to CTE courses created opportunities to engage with industry skills while CTE instruction and skill development was not available on campus. Teachers were able to limit learning loss with the accessibility of tools and equipment at home to address CTE content standards as communicated by CTEC staff.

Challenges: Student with limited engagement proved to be a challenge while on distance learning. Staff feedback identified the ability to address learning loss was more effective when students were on campus.

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Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Based on state and/or local data and feedback from stakeholders, including parents, students, teachers and staff CTEC has identified the following successes and challenges in monitoring and supporting mental health and social emotional wellness of students and staff:
Successes: CTEC has several Pupil Personal Services credentialed professionals along with the Guidance and Learning Specialist, school psychologist, nurse and Impact credentialed support staff to aid student's social/emotional needs. Weekly communication between social/emotional support staff, and the additional resources to support the social/emotional well-being of students, resulting in increased engagement in class and positive interpersonal skills, in addition to an increase in school attendance, as noted by site data and feedback from students, teachers, and GLS.

CTEC GLS, school psychologist, Impact staffing and administration worked alongside All 4 Youth to provide students with tele-health, counseling support, and assistance with emergency mental health support. Students had access to counseling services remotely (teleconference/Teams) with the GLS and school psychologist. Students and families needing additional resources were referred to outside services (nutrition, housing, medical, etc.).

CTEC's PBIS team met monthly to address the needs of students and identify those potentially in need of a higher level of care and support. Administration met weekly with staff to discuss students' emotional health, and to check on individual teachers, office and administration's well-being, as noted during discussions with staff, administration and school psychologists. CTEC's PBIS team, supported the well-being of students and staff by providing self-care options and opportunities to encourage staff members social emotional well-being throughout the year.

CTEC's GLS developed a wellness page within CTEC's website to provide students with resources to aid students in the support of their own emotional well-being and create an atmosphere that will encourage student academic participation.

Challenges: CTEC teacher feedback highlighted the complexity of distance learning and difficulty of identifying students with social and emotional needs, without self or guardian referral, required teachers to be vigilant in their evaluation of students interaction. CTEC support staff and Impact teachers identified communication that families were not always readily available for phone call, email, internet-based, or home visitations, though CTEC continued to maintain daily efforts of communication.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Based on the state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, CTEC has recognized the following successes and challenges in implementing pupil and family engagement:
Successes:

CTEC successfully utilized tiered re-engagement strategies to help teachers reach out to families, through the use of certificated and classified staff, to ensure multiple opportunities were provided to reinforce positive and productive engagement, as well as re-engage students in their learning when there existed a series of absences and/or disengagement. When students were identified as being absent by instructional staff, CTEC teachers would use Microsoft Teams to send message to students as the first step to re-engaging student learning. Once attendance, was identified through CTEC's student information system, communication was sent home with the identified home language. If attendance continued to be an issue and classroom engagement was not take place for students, then CTEC's para-educators and office staff began the process of communicating with families with personal phone calls, emails, and learning platforms. When communication was still unsuccessful, Impact staff or administration would engage families and students with home visits to identify needs and supports necessary to re-engage the student in learning. If dis-engagement continues, parents and students were required to attend attendance meetings with the Director of CTEC to establish a re-engagement plan, sign re-engagement contracts and discuss options to make engagement more successful. Stakeholder feedback expressed the complexity of re-engaging students in the educational platforms, but when contact was successful, re-engagement was successful.

The strategies included PBIS positive recognition/rewards for students through Titan tickets. Classroom teachers, paraprofessionals, Teachers on Special Assignment and administration made daily contact with students and families when attendance issues became evident, with increasing supports as necessary. These included enrollment into Impact support, technical support, increased individual instruction, and reference to appropriate emotional/social support staff and collaborative agencies. Teachers, families, students and administration saw an increase in attendance, assignment completion with the additional support.

In addition, teachers provided resources for families to support their students on a daily basis, with lessons and activities designed to increase student participation and engagement. Teachers met on a weekly basis to identify assignments and compile them onto a weekly list that was shared with families via CTEC's website as well as on each student's web browser homepage. Certificated staff had students specifically identified within their homeroom, in which teachers contacted families on a bi-monthly schedule for wellness and engagement check ins. In addition, students met weekly with their homeroom teachers to check on progress, participation and weekly assignments that will be addressed throughout the week. Families identified CTEC's correspondence to parents and families, in their home languages, with information about community resources, school programming, and information about their student's progress as effective in helping their student during distance learning..

Challenges: Stakeholders identified that communication proved to be less effective as the academic year progressed. CTEC administration communicated a decrease in parent involvement in school closure/reopening updates via zoom. Communication seemed to decrease in participation alongside lack of engagement of students. Parents communicated the negative effects COVID-19

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had on their families as they sought to have students back on campus. Small numbers of students and families were often not reached via phone calls, emails, online meetings and home visitations, though the LEA maintained daily attempts to resume engagement. PBIS incentives, during distance-learning, were less effective, though school staff worked to identify alternative incentives during COVID-19.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes: CTEC worked alongside Fresno Unified School District to provide nutritional meals to families and students. Students were able to participate in school distribution at any FUSD participating facility. CTEC informed parents by mail, in their home languages, of meal distribution locations in their communities and school districts of residence, and provided breakfast and lunch to students attending in-person instruction as appropriate. Families identified the benefit of being able to acquire meals from multiple locations as a benefit, recognizing students come from all over the county.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	English learners, Foster youth and low income students have the lowest performance in dual enrollment courses, therefore, to address this need, CTEC will provide embedded tutors/teachers on special assignments to ensure successful completion with a "C' or better.	26,346	32,525	Yes
Pupil Learning Loss	State testing data reveals that literacy proficiency rates for English Learners, Foster Youth, and low-income student populations are extremely low. Therefore, CTEC plans to develop a LEA-wide literacy program that will help to ensure student success. This program will result in successful completion of their courses.	308,888.00	320,734	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CTEC placed great importance on meeting the emotional needs of students and staff during the COVID-19 crisis and beyond. The 2021-24 LCAP will include increased support and programming to ensure students have the resources and skills to be engaged with the instructional environment and staff have the ability to identify needs of students. As CTEC shifts to in-person learning, health and safety is a priority in the 2021-24 LCAP, goal/action 2.2 ensuring facilities have the appropriate PPE's to protect students and staff.

CTEC will continue to provide a broad spectrum of outreach to students, parents and families in the 2021-24 LCAP. Students identified as needing additional support will be supported with an increased focus of developing positive relationships with peers and

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staff, along with ensuring students identify future college and career opportunities. CTEC will continue to improve communication with students and parents to ensure student are engaged with on campus learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In the 2021-24 LCAP, goal/action 4.1, 4.2, CTEC staff will analyze data from teacher gradebooks and student progress reports, interim assessments, engagement data identified by Impact support staff, and attendance information from AERIES. This data will be utilized to identify students experiencing learning loss and track progress over time. It will also be used to guide instruction for individual students, small groups and whole class learning sessions.

In the 2021-24 LCAP, goal/action 1.2, 1.4, 1.5, 1.6, the Guidance Learning Specialists, Impact teachers and administration will collaborate with classroom teachers in order to evaluate all subjects and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers will continue to utilize the core curriculum and work with their students through the extended day program, to aid those students falling behind, not attending interventions, or not completing work. CTEC administration will support teachers with strategies to increase student engagement and pupil learning loss mitigation. For students demonstrating learning loss, contact will be made with students and parents via Microsoft Teams or on campus parent conferences to identify additional support through 1/1 or small group support.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The overall analysis and reflection of student outcomes in the LCAP and LCP informed the development of the 2021-24 LCAP in the following significant ways:

As noted by feedback from students and parents, CTEC recognized that increased services need to be provided to recover learning loss due to distance learning and lack of industry skill development. CTEC has identified within its 21--22 through 23-24 LCAP, the need for providing concentrated opportunities to engage with industry partners through industry visits, mentorships and activities to increase students awareness of college and career opportunities. School closure impacted students ability to engage with dual enrollment courses, CTEC 2021-24 LCAP will specifically address the need to support and aid students with the recovery of dual enrollment courses.

Professional development was integral to the success of distance learning programs in 2020-21, yet PD in the areas of identifying and addressing learning loss, re-engaging students suffering from social emotional trauma and increasing student engagement through extended learning opportunities will be included in the 2021-24 LCAP. In addition, PD will be built into weekly PLC time to ensure teacher capacity is strengthened.

In addition, student, parents, and staff reported the great importance of meeting the emotional needs of students and staff during the COVID-19 crisis and beyond. The 2021-24 LCAP included resources to support actions specific to student social emotional needs that includes staff professional development, mentoring services, activities to aid students in personal wellness and collaboration with agencies, such as All 4 Youth.

In addition to regular maintenance and facility updates, during periods of in-person instruction the LEA will continue to supply PPE and appropriate social distancing and cleaning guidelines in the 2021-24 LCAP.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,971,108.10	1,676,727.00
LCFF	1,971,108.10	1,676,727.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	1,971,108.10	1,676,727.00
	1,971,108.10	1,676,727.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,971,108.10	1,676,727.00
	LCFF	1,971,108.10	1,676,727.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	607,910.95	606,247.00
Goal 2	885,082.30	844,491.00
Goal 3	478,114.85	225,989.00

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$74,151.00	$71,507.00
Distance Learning Program	$356,075.00	$421,505.00
Pupil Learning Loss	$57,644.00	$66,365.00
Additional Actions and Plan Requirements	$335,234.00	$353,259.00
All Expenditures in Learning Continuity and Attendance Plan	$823,104.00	$912,636.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$26,442.00	$28,466.00
Distance Learning Program	$196,863.00	$222,754.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$308,888.00	$320,734.00
All Expenditures in Learning Continuity and Attendance Plan	$532,193.00	$571,954.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$47,709.00	$43,041.00
Distance Learning Program	$159,212.00	$198,751.00
Pupil Learning Loss	$57,644.00	$66,365.00
Additional Actions and Plan Requirements	$26,346.00	$32,525.00
All Expenditures in Learning Continuity and Attendance Plan	$290,911.00	$340,682.00

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Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Career Technical Education Charter (CTEC) is a dependent charter school supported through the Fresno County Superintendent of Schools. For the 2021-22 school year, CTEC will implement instructional content for the 12 grade level. CTEC's comprehensive high school program offers an integrated curriculum that focuses on Commercial Construction and Advanced Manufacturing industries. CTEC is WASC accredited for each of its grade levels, and will complete its first Self-Study in the fall of 2021. CTEC's core academic and CTE courses have been approved by the University of California and satisfy CSU/UC A-G requirements. CTEC provides students with a 4-year pathway of CTE courses. Courses during the junior and senior year are aligned with Regional Occupational Program standards and expectations. CTEC's academic program provides students with the opportunity to obtain their associates degree in Industrial Arts and Technology with an emphasis in Advanced Manufacturing or Construction from Fresno City College through their dual enrollment opportunities. Students have many realistic opportunities to experience commercial construction and advanced manufacturing industries, through CTEC's collaboration and support of local industry leaders. All students have access to support systems to ensure they are career and college ready by the completion of their academic studies. CTEC provides students within this community the opportunity to gain necessary skills to enter the workforce well above minimum wage. In addition to this, students will already have college credit and industry certificates, which encourages them to continue their education after high school. In the community surrounding CTEC, 44.7% of households are below the poverty line, and the median income of individuals is $20,947. Furthermore, only 39.1% of individuals over 18 have graduated high school, and only 3.1% have obtained a Bachelor's degree or higher. CTEC served 217 students during the 2020-2021 school year; 58 11th grade students, 87 10th grade students, 72 9th grade students. CTEC's student population is 61% Hispanic or Latino, 25% Caucasian, 6% African American, 4% Asian, and 3% multi-ethnic. 8% of students have an IEP, 10% of students are on a 504, 3% are English Learners 12% are reclassified and 54% of CTEC students have been identified as unduplicated. CTEC is a county wide charter, therefore receives students from various districts throughout Fresno County and bordering counties. CTEC has been desirable to parents looking for an alternative learning environment that focuses on hands-on learning and extensive dual enrollment opportunities. CTEC's 2021-22 enrollment will include the addition of 85 to 100 9th grade students, with a max enrollment of 120 students.

It is important to communicate that CTEC's dashboard data does not include testing data. The 2020-21 school year will be the first year students will participate in state testing, therefore testing will not be available until the 2021-2022 LCAP. It is also important to know that there are certain metrics that won't be reflected on the dashboard because it takes a few years for data to begin to show. For instance, ELA/Math, Grade Rate, CCI, etc. are not available.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed that reflects state assessments. In communicating this, it's also important to know that there are certain performance indicators that won't be reflected on the dashboard because it takes a few years for data to be displayed. For instance,

ELA/Math, Grad Rate, CCI, etc. Yet, data is still an important tool in the evaluation of CTEC's comprehensive program. Local assessments and data have been a valuable tool to evaluate student performance in preparation for state assessments as well as to identify students suffering from learning loss due to COVID-19 pandemic. CTEC has continued to address its goals identified in 2019-2020, as it continues to build out a comprehensive high school of grade levels 9-12. Each year, CTEC has been effective in developing grade level curriculum for the core academics and CTE pathways that have been approved by the University of California and identified on the A-G course list. CTEC's rigorous academic program has gone through the WASC accreditation each year to ensure its program, and grade levels added meet the standards established by the Western Association of Schools and Colleges. Career and college readiness is a valuable data point that is crucial to CTEC's school mission and vision and was a priority to ensure students still had access to during the school closure and through distance learning. CTEC has been effective in providing every students with opportunities to engage with industry relevant experiences, while on distance learning by providing industry tools and equipment to complete skill development activities at home. CTEC has been effective in shifting its academic programming with CDC requirements in a timely manner to ensure students had access to rigorous instruction, and on-campus intervention and support when available. Through the pandemic, CTEC has expanded its communication outlets for students and families to aid them in their academic engagement. CTEC was effective in evaluating program components developed and outlined within the LCP, and made swift and effective changes to improve student learning. To build upon these success, CTEC will continue to evaluate and expand the academic and CTE instructional program as well as strengthen the connection to dual enrollment and industry partnership.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Since CTEC is in its third year of implementation, it is important to communicate we do not have data on the California School Dashboard to be assessed that reflects state assessments, however it is important for us to identify the needs of our students to effectively evaluate our school program. CTEC's local assessments, and specific data identified as indicators on the California School Dashboard, such as broad course of study, college and career readiness, school culture, and suspension rates have been valuable to identify student needs to be addressed within our LCAP goals. Recognizing the rigor of our program, specifically with regards to dual enrollment courses, and the limited access to industry skills due to school closure, additional supports and resources need to enhance the tiered support available for our students. The overall effectiveness of our RTI and the resources used to support student learning for our targeted students has been assessed and the need to expand interventions (social emotional, academic, and skill development) will be increased to ensure academic success. CTEC has identified targeted opportunities within the extended day program and through a summer program to provide students with access to credit deficiency, skill building, academic recovery and social emotional development. Within CTEC's 2021-2022 LCAP, CTEC has developed goals and actions to specifically address the identified through our comprehensive needs assessment. CTEC continues to monitor and evaluate its instructional programs to support low performance and significant learning gaps. CTEC has added in-school and after-school tutoring through Impact. CTEC has created additional connections and opportunities for students to engage with industry and community partners.

LCAP Highlights

CTEC staff believe that education should be in action; that learning should take place in the classroom, outside the classroom, and in the community. Learned skills should be engaged every day with the opportunity to impact others. After identifying the impacts of school closure, CTEC has identified within its LCAP resources and supports to recover experiences lost that focus on rigorous academic content, industry skill development and connections with the community and industry leaders. Goal 1, focuses on the development of program, ensuring all students have access to the academic and CTE program identified within our charter. Each additional goal has resources and actions to aid students with the rigorous academic program. Goals within our LCAP prepare graduates to identify jobs within the manufacturing and construction fields with high salary and high employment opportunities for all students. Actions connected to each goal provide students with skills for employment, as well as obtain the academic skills for higher education and job training. Goal 4 develops a multi-tiered system of support to ensure students are provided with a learning environment that is supportive of all student's academic and personal development. Education goes beyond academics to address the whole student, preparing them to be active members of their community. Within CTEC's LCAP students are provided with actions to aide students with opportunities to engage in an academic program were content and instruction engages with the community. With the reopening of campus, CTEC has refocused its goals to reestablish learning that takes place inside and outside our school gates to leave a lasting positive impact on the places CTEC students' encounter.

Comprehensive Support and Improvement

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

Schools Identified

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

CTEC has not been identified for CSI

Support for Identified Schools

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

CTEC has not been identified for CSI

Monitoring and Evaluating Effectiveness

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

CTEC has not been identified for CSI

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In the development of CTEC's LCAP, CTEC's administration developed opportunities for all stakeholders to aid in the completion of a comprehensive needs assessment to specifically identify the needs of students and families. The needs assessment provided guidance to supporting students who required additional services specifically identified as academic, social-emotional, and skill development. Throughout the winter and spring, during staff meetings, teachers were provided with additional times to engage with administration through Microsoft Teams and on-site Q & A meetings to identify student needs and additional programming to address learning loss due to the pandemic. Administration sought guidance from CTEC's tier 3 support team on-campus, which included credentialed teachers and classified support, to identify needs recognized by their work with targeted students. To solicit our parent and student population, Administration met with families via zoom throughout the winter and spring to identify concerns and needs parent detected due to the pandemic, as well as identify supports necessary to aid students with their academic recovery. At the completion of the Q & A, the recording of the Zoom meeting was uploaded to CTEC's Website for others to view. Students and families were able to seek clarification and guidance with regards to the Q & A, communicate concerns and needs for their students through personal contact by CTEC staff. CTEC's academic counselor and director met with the student advisory team on-campus to identify concerns of students and seek feedback on how to aid them as the students return to school. CTEC's counselor has been instrumental in identifying the social emotional needs of our students and how to aid them in their recovery. CTEC's PAC discussed CTEC's previous LCAP goals, and areas of focus in the development of the 2021-22 LCAP. There were no questions that required written responses by the superintendent to PAC. CTEC's bilingual paraeducator has engaged with CTEC's families who have been identified speaking a primary language other than English, to identify needs and supports necessary within their homes to ensure their students are supported by the LCAP.

An overview of the LCFF model and the LCAP was presented to stakeholders as well as data from each metric was shared and participants were encouraged to provide input on the goals and action. These meetings were attended by community members, parents, teachers, classified staff, and administrators (administration includes: Principal, Vice Principal, Content Specialist and the Guidance and Learning Specialist). Input from these groups was documented and prioritized.The following meetings and stakeholder engagement aided in the development of CTEC's comprehensive needs assessment that guided CTEC's LCAP development.

Staff, Student and Parent Engagement
School Site Council: January 19,2021
School Site Council: February 22, 2021
PAC: April 19, 2021
PAC: May 17, 202;

Parent Engagement
Reopening and Distance Learning Plan and Supports: Reviewed LCAP Goals, actions and metrics with families to identify needs for 2021-22 school year. March 24, 202,

*CTEC does not have a DELAC, because the school doesn't meet the criteria for constituting an ELAC/DELAC.

Staff Engagement:
Reopening Student Support Meeting: Reviewed LCAP Goals, actions and metrics to identify needs for 2021-22 school year as we reviewed data for current year. February 11, 2021
Summer Program Teams Meeting: In developing actions and supports, LCAP Goals, actions and metrics were assessed. March 23, 2021
Summer Content Specific Support Meeting: ELO development required, reflection and evaluation of current LCAP goals, as well as alignment with 2021/22 LCAP. April 26-28
Impact Team: April 12, 2021, April 19, 2021 April 26, 2021
Administration (Director, Assistant Principal, Content Specialist, Guidance and learning Specialist, and Program Assistant):
Staff would evaluate program and actions developed within LCAP. Data was evaluated to identify needs within previous LCAP, LCP and 2021-22 LCAP. April 12, 2021, April 19, 2021 April 26, 2021
Student Engagement:
Student Advisory Board: January 15, 2021
Student Advisory Board: February 25, 2021
Student Advisory Board: March 22, 2021
Student Advisory Board: April 22, 2021
Public Hearing: May 17, 2021
Public Comment: May 17, 2021-May 28, 2021
LCAP and Budget Board Approval June 22, 2021
Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2): June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

Stakeholders identified 4 main areas of focus to be addressed by CTEC's LCAP.
1. School closure has had a traumatic impact on students, that has impacted students ability to engage with their peers, lack of self-confidence in academic ability and concern with a schools ability to provide a safe learning environment free from health concerns. Parents and community members, along with support staff identified students need to be provided with social and emotional support and opportunities to recover confidence loss due to pandemic through implementing opportunities for students to redevelop collaboration, social skills, and emotional well-being through engagement activities.
2. Community members and students identified that the school closure and distance learning limited access to industry skill development that is core to CTEC's academic program. With the reopening of school, there is a need to establish extended time for students to regain or develop skills unattainable due to the inability for students to access industry tools and equipment. Students will have the ability to recovery industry skills and connections by providing extended learning opportunities during the school day and through extended day programming.
3. Stakeholders provided feedback that the pandemic highlighted the need for additional academic support. Stakeholders also identified the need to provide students with additional opportunities, to access courses not offered due to the pandemic, as well as provide academic

support from qualified staff. The school closure and shift to distance learning clearly aided in increasing the academic and skills gap for unduplicated students that CTEC was successfully addressing.
4. Stakeholders identified the need for a comprehensive MTSS framework that identified opportunities to support students throughout the tiers of support. Feedback clearly communicated the need to address all students within the tiered support, and the need to address the emotional social needs of students within that tiered response.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

CTEC used the comprehensive needs assessment and stakeholder input to evaluate previous LCAP goals, as well as identify new goals and actions to address issues brought about by the pandemic, as well as develop a school-wide plan within its MTSS framework. Goal 4 and the actions developed, specifically address CTEC's MTSS framework to ensure students have the opportunity to rediscover skills lost. Each of the stakeholders identified the need for CTEC to recognize the unprecedented times we are in and our LCAP goals and actions should be developed to address them. Goal 3 and its actions were redefined to meet the growing concerns coming out of the school closure as students return to on-campus learning and receiving the industry connections lost. Stakeholder feedback led CTEC to incorporate CTEC's SPSA goals into the LCAP, specifically within Goal 4, and the actions connected to ensure a school-wide MTSS to address all students needs. All of CTEC's funding sources have been embedded into the LCAP to ensure all resources are supporting goals and actions identified within the LCAP.

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.

An explanation of why the LEA has developed this goal.

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

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

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

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: Dashboard Fall 2021				0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 80% teacher/post-secondary collaboration on a quarterly basis.
CTE Pathway Completion Rate	TBD 2021/2022 graduating student data completed a-g and a CTE capstone Data Year: 2021-2022 Data Source: CALPADS EOY 1				TBD completed a-g and a CTE capstone 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				100% Student Participation Data Year:2022-23 Data Source: Local Indicator
Broad course of study	Students enrolled in advanced academic courses: % Students enrolled in CTE courses:				Students enrolled in advanced academic courses: % Students enrolled in CTE courses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% Data Year: 2020-21 Data Source: CALPADS Fall 2				100% Data Year: 2023-24 Data Source: CALPADS Fall 2
High School Graduation Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports				TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023
EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	TBD 2021/2022 graduating student data college ready or conditionally ready Data Year: 2021-2022 Data Source: Illuminate				TBD college ready or conditionally ready Data Year: 2023-24 Data Source: CAASPP Test Results
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021				100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
EAP Math Note: Local benchmarks will be used until CAASPP Results become	2021/2022 graduating student data college ready or conditionally ready Data Year:				TBD college ready or conditionally ready Data Year: 2023-24 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
available	2021-2022 Data Source: Illuminate				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: 2023-24 Data Source: CALPADS Fall 2 2023
A-G Completion Rate	TBD 2021/2022 graduating student data completed a-g rate Data Year: 2021-2022 Data Source: CALPADS EOY 1				TBD completed a-g rate Data Year: 2022-23 Data Source: CALPADS EOY 1
Statewide Assessment ELA	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: CAASPP Results				TBD Data Year: 2023-24 Data Source: CAASPP Test Results
Statewide Assessment Math	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: CAASPP Results				TBD Data Year: 2023-24 Data Source: CAASPP Test Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment Participation	95% Data Year: 2020-21 Data Source: CALPADS EOY 1				95% Data Year: 2022-23 Data Source: CALPADS EOY 1
Parent Input on Programs for Unduplicated Students & Students with Exceptional Needs	65% of parent participation Data Year: 2020-2021 Data Source: Local Report				85% of parent participation Data Year: 2020-2021 Data Source: Local Report
Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs	55% of Parent Participation Data Year: 2020-2021 Data Source: Local Report				85% of Parent Participation Data Year: 2020-2021 Data Source: Local Report

Actions

Action #	Title	Description	Total Funds	Contributing
1	Articulation with Post Secondary Entities	CTEC offers students 32 dual enrollment courses, running over 60 sections of courses each year to ensure students have access to rigorous high quality education in pursuit of an associates degree. Fresno City College Dean, CTEC Administration, CTEC adjunct faculty and FCC academic instructors within the Applied Technology Division collaborate on course offerings and instruction that leads to the completion of Industrial Arts and Technology Associate's Degree with an emphasis on Manufacturing or an emphasis on Construction.	$124,396.00	No
2	Instructional and Professional Development	CTEC will provide all staff with professional development to increase professional capacity. Teachers will engage in subject or industry specific content, instructional services, materials, technology and	$165,348.00	No

Action #	Title	Description	Total Funds	Contributing
		equipment training to ensure a rigorous and relevant academic program.		
3	Industry Connections	A rigorous academic program should provide relevant industry experiences that connect academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration.	$363,534.00	No
4	Academic and Dual Enrollment Support	Providing access to rigorous academic and dual enrollment content and instruction for all students on-campus, requires academic and skill development supports beyond the instructional day to recover learning loss.	$179,339.00	No
5	Designated Instruction	According to our local data including A-G requirements, and credit completion our English learners are in need of additional support to perform at the level of all students. CTEC will ensure a high-quality academic program for English learners by continuing to refine instruction with designated ELD instruction to build language skills and integrated ELD to support acquisition of content knowledge. CTEC expects to see an increase in credit completion and graduation rate for our English Learners.	$11,802.00	Yes
6	Targeted Professional Learning Opportunities	Professional support to aid the implementation of differentiated learning to align CCSS and best- practices for inclusive teaching and learning (English learners, Students with Disabilities, and General Education students in the same classroom).	$49,642.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.
The COVID-19 pandemic has revealed social/emotional hardships our students are battling as they return to on-campus learning. Creating a safe educational environment entails the responsibility to design program that instructs/aids students in the development of social skills. At CTEC our goal is the transformation of students into goal achieving, fulfilled, and productive members of their community; prepared for work, life, and education. Creating an environment that supports the students ability to explore their academic potential, discover their industry skills, and identify their ability to impact their community is a necessity to achieving student transformation. A school's culture is developed after years of implementing belief statements, and ensuring beliefs in future classes. Being in the early stages of implementation, developing the educational setting and instilling the educational beliefs into students is a necessity to the program development, especially within the wake of school closure. Since CTEC is in its third year of implementation, it is important to communicate we currently do not have data on the California School Dashboard to be assessed for the following identified matrix: Graduation Rate and High School Drop out Rate. Baseline data will be established for the 2022-2023 LCAP.

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: 2023-24 Data Source: Facility Inspection Tool
Trauma Informed Instruction	98% of teachers are implementing trauma informed instruction within their curriculum.				100% of teachers are implementing trauma informed instruction within their curriculum.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: Local Report				Data Year: 2023-2024 Data Source: Local Report
High School Dropout Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports				TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023
High School Graduation Rate	TBD 2021/2022 graduating student data Data Year: 2021-2022 Data Source: Additional Reports				TBD Data Year: 2022-23 Data Source: Dashboard Fall 2023
Attendance Rate	95% Data Year: 2020-21 Data Source: P-2				96% Data Year: 2023-24 Data Source: P-2
Chronic Absenteeism	4% Data Year: 2019-20 Data Source: CALPADS EOY 3				5% Data Year: 2022-23 Data Source: CALPADS EOY 3
Suspension Rate	6% Data Year: 2019-20 Data Source: DataQuest				3% Data Year: 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest				Below 1% Data Year: 2022-23 Data Source: DataQuest
School Climate	94% Satisfaction Data Year: 2020-21 Data Source: Parent & Student School Climate Survey				95% Satisfaction Data Year: 2020-21 Data Source: Parent & Student School Climate Survey
EL Progress towards English Profeciency	TBD% Data Year: 2021-22 Data Source: CALPADS EOY 3				TBD% Data Year: 2022-23 Data Source: CALPADS EOY 3
EL Reclassification Rate	TBD% Data Year: 2021-22 Data Source: CALPADS EOY 3				TBD% Data Year: 2022-23 Data Source: CALPADS EOY 3
Parent and Students Sense of Safety	96% Satisfaction Data Year: 2020-21 Data Source: Parent & Student, School Climate Surveys				97% feel a Sense of Safety Data Year: 2023-24 Data Source: Parent & Student School Climate Surveys

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Academic and Emotional Well-being	Implement school-wide advisory program that focuses on academic and social emotional support for all students.	$252,446.00	No
2	School Facilities	Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.	$178,112.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

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

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

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				Students 100% Data Year: 2022-23 Data Source: Local Survey
Industry Internship participation	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Local Indicator				TBD Data Year: 2022-23 Data Source: Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion Rate	TBD 2021-2022 graduating student data CTE Pathway Completion Rate Data Year: 2021-222 Data Source: CALPADS EOY 1				TBD Data Year: 2022-23 Data Source: CALPADS EOY 1
Community Service Projects	95% of students will participate in at least one off-campus community service activity Data Year: 2020-21 Data Source: Local Survey				100% student participation Data Year: 2022-23 Data Source: Local Data collection
Student satisfaction with CTEC's program	Students 90% Data Year: 2020-21 Data Source: Local Survey				Students 90% Data Year: 2022-23 Data Source: Local Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Outreach	Develop community projects and partnerships to provide service learning opportunities.	$446,681.00	No
2	Program Communication	Developed parent and feeder school outreach platforms to ensure communication of school vision and purpose.	$123,311.00	No

Action #	Title	Description	Total Funds	Contributing
3	Extended Learning Opportunities	Provide extended day opportunities for students to further develop and sharpen their learning.	$466,538.00	No
4	Professional Communities	Provide concentrated time to support curriculum integration and development. Identify relevant connections to industry and the community through partnerships with industry and community leaders.	$596,258.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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				TBD% Data Year 2022-23 Data Source: Impact Student Course Completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Impact Pupil Attendance	95% 2021-2022 Impact Students Data Year: 2020-21 Data Source: Impact Attendance				97% Data Year: 2022-23 Data Source: Impact Attendance 2023
Students report feeling satisfied with support system provided to increase achievement	90% 2020-2021 graduating student data Data Year: 2020-21 Data Source: Student Survey Local Indicator				94% Data Year: 2022-23 Data Source: Local Survey
Students report feeling capable of establishing positive relationships on campus	85% 2020-2021 graduating student data Data Year: 2020-21 Data Source: Student Survey				92% Data Year: 2022-23 Data Source: Local Survey
Impact student suspension rate	0% 2020-2021 graduating student data Data Year: 2020-21 Data Source: EOY 3				0% 2022-2023 graduating student data Data Year: 2022-23 Data Source: EOY 3
Impact Student Graduation Rate	TBD% 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Grade Rate				TBD% Data Year 2022-23 Data Source: Impact Student Course Completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic and CTE Intervention	According to our local data including A-G requirements, and credit completion our low income, and English learners are in need of additional support to perform at the level of all students. Additional instruction is needed to support students by providing scaffolding, tutoring, mentoring, skill-development during the school day beyond the core instructional content. CTEC will provide an additional certificated teacher to increase academic achievement and enhance learning. CTEC expects to see an increase in credit completion and graduation rate for our low income, & English learners.	$73,306.00	Yes
2	IMPACT	According to local data, low income, English learners, Hispanics and students with disabilities perform at a lower rate than all students in regards to grades, and assignment completion. Additional embedded (during the school day) and after school supports are needed to support students by providing scaffolding, tutoring, skill-development, and learning instruction. CTEC will provide certificated and classified FTEs to increase academic achievement, student engagement and enhance learning. CTEC expects to see an increase in credit completion, assignment completion and graduation rate for our unduplicated students.	$72,508.00	Yes
3	Social Emotional Support	According to local data including staff referrals, and survey input our unduplicated student groups are in need of additional social emotional support in order to connect students with the school community. These social emotional supports will provide counseling, mentoring, connection with a caring adult, and peer-group activities during and after the school day. CTEC will partner with All 4 Youth and will provide additional staff to support student connectedness and social	$140,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emotional resources. We expect to see an increase in survey results that indicate students have increased connection with their school community.		
4	Community and Industry Outreach	According to local survey data, our unduplicated student groups are in need of additional opportunities for exposure to colleges and industry facilities to identify future college and career opportunities. By providing students with additional connections with school and industry partners, students will increase social skills, partnerships, and guidance to create a post high school plan. CTEC will provide enrichment activities and field trips to support student connectedness and develop a sense of belonging within the school community and industry partners. We expect to see an increase in survey results that indicate students have increased connection with their school community.	$51,254.00	Yes
5	Trauma Informed Professional Development	According to local teacher survey data, our unduplicated student groups our performing at a lower level in part due to social emotional needs. CTEC will provide teachers with trauma informed instructional practices. By providing teachers with additional in-class instructional strategies, teachers will be able to identify and support student with social emotional obstacles. CTEC will provide professional development for staff to ensure all students have access to a welcoming learning environment with instructional services to aid unduplicated students. By equipping teachers with tools to better meet the social emotional needs of students during instruction, we expect to see an increase in academic performance of unduplicated students being supported with social emotional needs.	$28,596.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.58%	296,419.

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Career Technical Education Charter has calculated that it will receive $296,419.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

1.5 Designated Instruction
4.1 Academic and CTE Intervention
4.2 Impact
4.3 Social Emotional Support
4.4 Community and Industry Outreach
4.5 Trauma Informed Professional Development

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Career Technical Education Charter be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to

each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $296,419.00 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 10.58%. Our LEA has demonstrated that it has met the 10.58% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,097,052.00	$100,000.00	$56,774.00	$70,044.00	$3,323,870.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,024,924.00	$298,946.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Articulation with Post Secondary Entities	$124,396.00				$124,396.00
1	2	All	Instructional and Professional Development	$160,348.00		$5,000.00		$165,348.00
1	3	All	Industry Connections	$313,534.00	$50,000.00			$363,534.00
1	4	All	Academic and Dual Enrollment Support	$169,339.00		$10,000.00		$179,339.00
1	5	English Learners Foster Youth Low Income	Designated Instruction	$11,802.00				$11,802.00
1	6	All Students with Disabilities	Targeted Professional Learning Opportunities	$7,868.00		$41,774.00		$49,642.00
2	1	All	Student Academic and Emotional Well-being	$252,446.00				$252,446.00
2	2	All	School Facilities	$178,112.00				$178,112.00
3	1	All	Community Outreach	$406,681.00	$40,000.00			$446,681.00
3	2	All	Program Communication	$123,311.00				$123,311.00
3	3	All	Extended Learning Opportunities	$461,538.00	$5,000.00			$466,538.00
3	4	All	Professional Communities	$591,258.00	$5,000.00			$596,258.00
4	1	English Learners Foster Youth Low Income	Academic and CTE Intervention	$11,858.00			$61,448.00	$73,306.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	IMPACT	$72,508.00				$72,508.00
4	3	English Learners Foster Youth Low Income	Social Emotional Support	$140,799.00				$140,799.00
4	4	English Learners Foster Youth Low Income	Community and Industry Outreach	$51,254.00				$51,254.00
4	5	English Learners Foster Youth Low Income	Trauma Informed Professional Development	$20,000.00			$8,596.00	$28,596.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$308,221.00	$378,265.00
LEA-wide Total:	$308,221.00	$378,265.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Designated Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,802.00	$11,802.00
4	1	Academic and CTE Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,858.00	$73,306.00
4	2	IMPACT	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,508.00	$72,508.00
4	3	Social Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,799.00	$140,799.00
4	4	Community and Industry Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,254.00	$51,254.00
4	5	Trauma Informed Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$28,596.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

       o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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.

- 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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.