LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Technical Education Charter
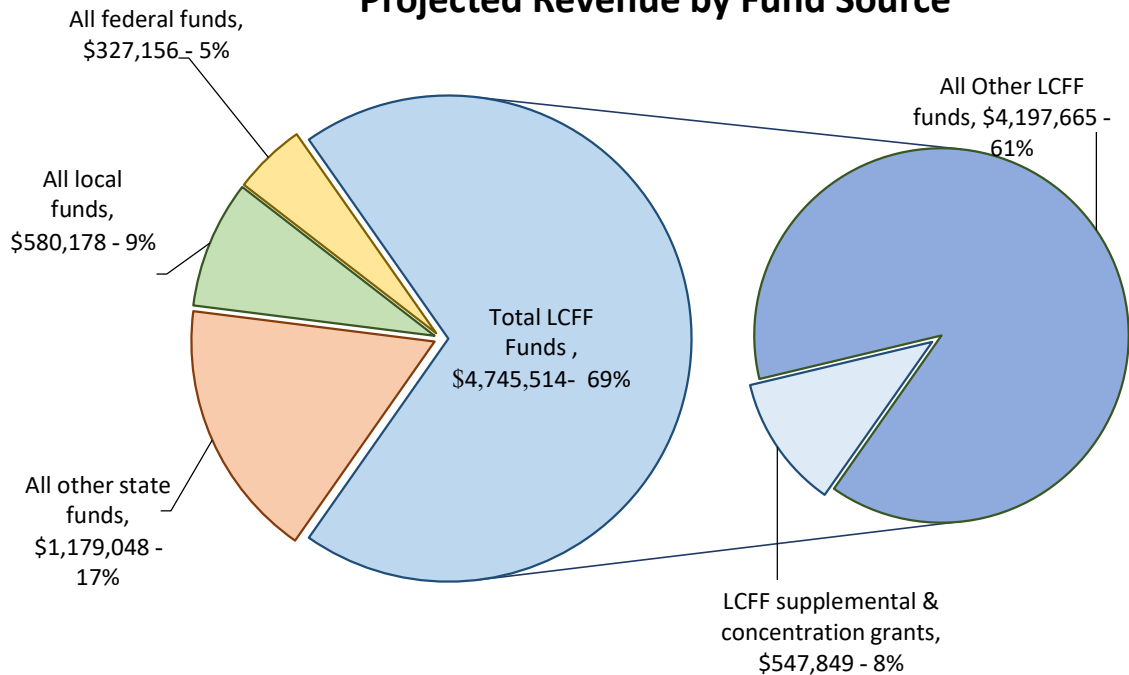
CDS Code: 10101080136291

School Year: 2025-26

LEA contact information: Jonathan Delano, Director 559-443-4872 jdelano@fcoe.org

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 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $327,156 - 5%

All local funds, $580,178 - 9%

All other state funds, $1,179,048 - 17%

Total LCFF Funds , $4,745,514- 69%

All Other LCFF funds, $4,197,665 - 61%

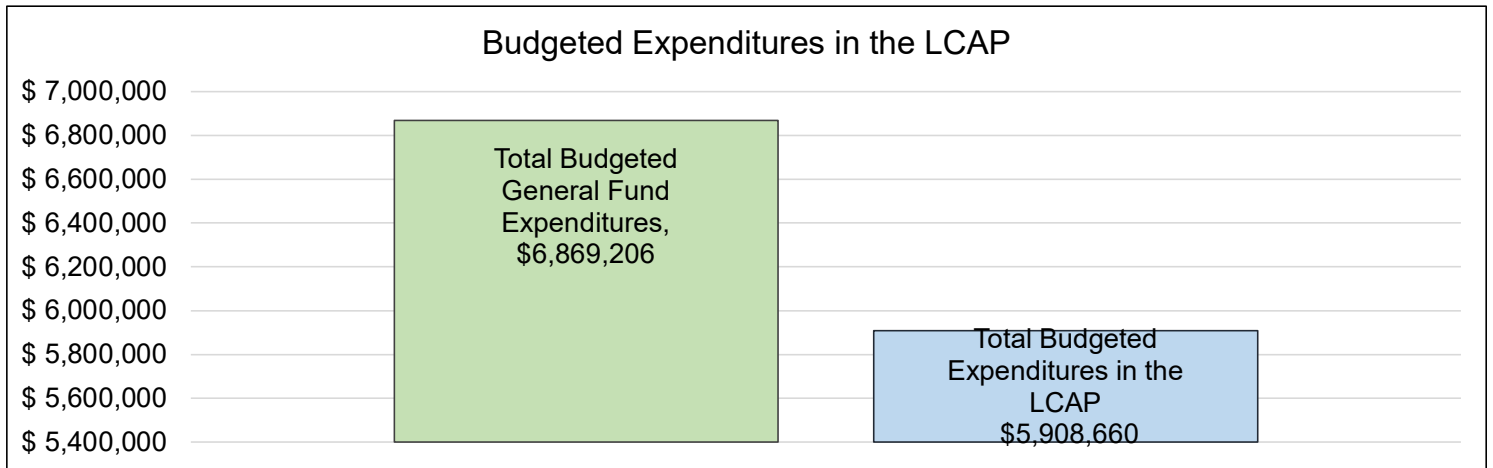LCFF supplemental & concentration grants, $547,849 - 8%

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

The text description for the above chart is as follows: The total revenue projected for Career Technical Education Charter is $6,831,896.00, of which $4,745,514.00 is Local Control Funding Formula (LCFF), $1,179,048.00 is other state funds, $580,178.00 is local funds, and $327,156.00 is federal funds. Of the $4,745,514.00 in LCFF Funds, $547,849.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

Chart showing:
- Total Budgeted General Fund Expenditures, $6,869,206
- Total Budgeted Expenditures in the LCAP $5,908,660

(Y-axis ranges from $5,400,000 to $7,000,000 in increments of $200,000)

This chart provides a quick summary of how much Career Technical Education Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Technical Education Charter plans to spend $6,869,206.00 for the 2025-26 school year. Of that amount, $5,908,660.00 is tied to actions/services in the LCAP and $960,546.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
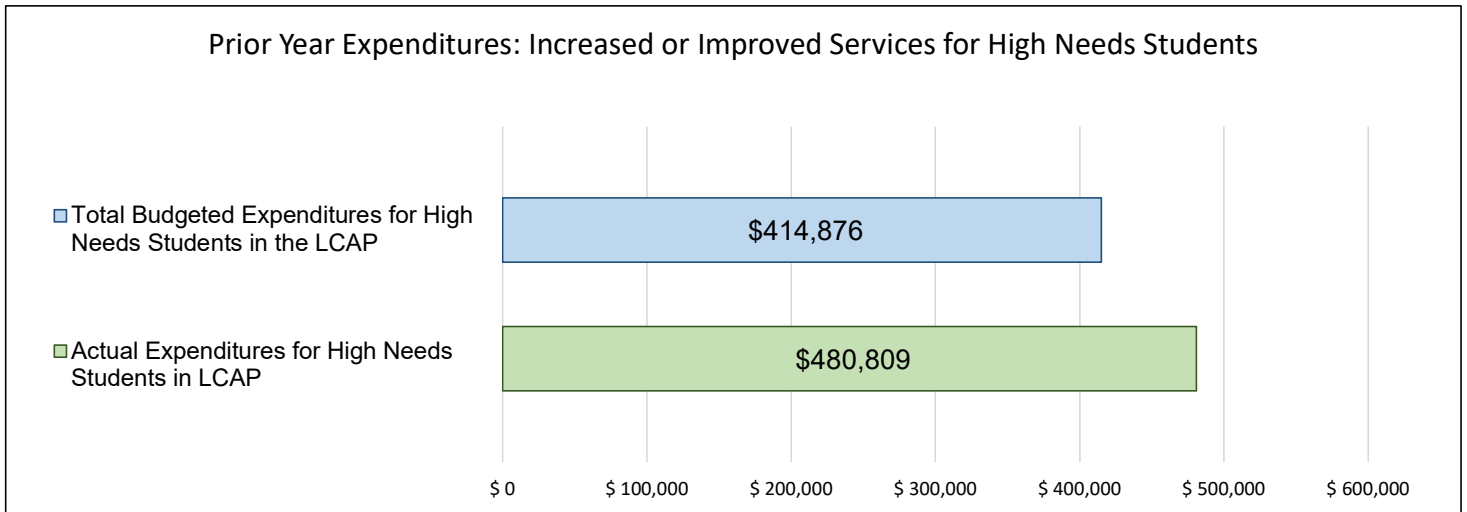
Several additional initiatives, including CTEIG and Strong Workforce, contribute to funding the expansion of services and supplies for CTEC students. These initiatives, along with other ancillary items such as the nutrition program, were not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Career Technical Education Charter is projecting it will receive $547,849.00 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 $824,301.00 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 2024-25

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

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$414,876
Actual Expenditures for High Needs Students in LCAP	$480,809

Chart x-axis: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000

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

The text description of the above chart is as follows: In 2024-25, Career Technical Education Charter's LCAP budgeted $414,876.00 for planned actions to increase or improve services for high needs students. Career Technical Education Charter actually spent $480,809.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Career Technical Education Charter (CTEC) is a dependent charter school supported by the Fresno County Superintendent of Schools. CTEC offers a rigorous academic program focused on relevant industry skills and provides opportunities for students to earn associate degrees.

The comprehensive high school program at CTEC integrates a curriculum specifically centered on the Commercial Construction and Advanced Manufacturing industries. CTEC is fully accredited, with the University of California recognizing its core academic and Career Technical Education (CTE) courses, which meet the California State University and University of California A-G requirements.

CTEC offers students a four-year pathway of CTE courses, allowing them to complete multiple program pathways. Additionally, students can earn their associate degree in Industrial Arts and Technology with an emphasis in Advanced Manufacturing or Construction from Fresno City College through dual enrollment opportunities.

Students have many valuable opportunities to gain experience in the commercial construction and advanced manufacturing industries through CTEC's collaboration with local industry leaders. All students have access to support systems that ensure they are prepared for both careers and college upon completing their academic studies. CTEC is proud to offer students in the community a chance to develop the skills needed to enter the workforce with wages significantly above minimum wage. Additionally, students will earn college credit and industry certificates, motivating them to continue their education after high school.

CTEC is located just south of downtown Fresno, a community that faces significant economic and educational challenges. Many families in the area experience financial hardship, and opportunities for higher education have historically been limited. This context underscores the importance of CTEC's mission to provide students with meaningful educational pathways that lead to both college and career success.

According to Dataquest, CTEC served 289 students during the 2024–2025 school year: 91 ninth-grade students, 89 tenth-grade students, 63 eleventh-grade students, and 46 twelfth-grade students. The student population is 60.21% Hispanic or Latino, 19.03% Caucasian, 5.88% African American, 5.54% Asian, and 7.61% identifying as Two or More Races. Additionally, 7.6% of students have an IEP, 9.3% have a 504 plan, 2.4% are English Learners, and 47.4% are classified as socioeconomically disadvantaged.

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

CTEC did not receive Equity Multiplier funding.

Reflections: Annual Performance

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

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

Successes
Reflecting on the annual performance based on a review of the 2024 CA Dashboard and local data, CTEC is proud of the progress of its students. According to the 2024 Dashboard, CTEC students increased English Language-Arts performance by 48.4 points and increased Mathmatics performance by 53.8 points. CTEC students maintained their College and Career preparedness Indicator rating at 97.8% prepared. CTEC boasts a 97.8% graduation rate, which is 11% higher than the state's graduation rate. Additionally, suspensions declined at CTEC by 6.6% overall. Suspensions of Hispanic and Socioeconomically Disadvantaged students also declined, evidencing progress made.

CTEC students demonstrated strong achievement in their career technical education (CTE) pathways, with a 100% pathway completion rate. Every student had access to a comprehensive course of study and participated in hands-on, industry-relevant experiences. Notably, 97% of students earned dual enrollment credit, underscoring CTEC's commitment to preparing students for both college and career success.

Career and college readiness remain central to CTEC's mission and vision, and the school continues to prioritize providing all students with opportunities that support future employment. CTEC maintains a safe and supportive learning environment where students can access tools and equipment that meet current industry standards.

CTEC remains committed to strong, ongoing communication with students and families to ensure they receive the support and guidance needed for academic success. Building on this foundation, the school will continue to deliver high-quality instruction, provide targeted academic interventions, and offer dedicated college and career counseling to support students in both CTEC and Fresno City College coursework. CTEC staff will continue to engage in regular professional learning communities and strengthen partnerships with colleges and industry leaders—expanding dual enrollment opportunities and real-world career experiences.

CTEC offers a wide range of programs and events that support college and career readiness while fostering student engagement. Signature experiences include an award-winning Robotics team competing at the local and state levels, the CTEC Society of Women Engineers (CTEC SWENext), and the CTEC Ironman Competition, where student and professional welders present their skills side by side.

In addition to academic and career-focused opportunities, CTEC has continued to strengthen its efforts to build a vibrant campus culture through inclusive activities that encourage participation from students, families, and the broader community. These include the annual Academic Showcase, popular athletic clubs like soccer and basketball, and the CTEC in Full Bloom Community Festival. The Expanded Learning Program further supports students by offering additional learning time and hands-on industry experiences.

CTEC is proud to offer a full range of student-led clubs, family engagement events, and extended learning opportunities. By doing so, the school aims to create a welcoming environment that supports stronger attendance, deeper connections, and improved academic success for all students.

Identified Needs
CTEC continues to identify English language arts and Mathematics achievement as areas of need. While CTEC's students made great gains in the number of students who met or exceeded standard, CTEC's socioeconomically disadvantaged students are still scoring just over 11% lower than all students in ELA and 5% lower in Mathematics. In an effort to further decrease the achievement gaps, CTEC will continue to implement actions 2.3, 2.4, and 3.3 which focus on academic supports through intervention and expanded learning opportunities for students.

During the 2024-25 LCAP process, CTEC identified school suspension rate as an area of need. As required by statute, CTEC analyzed the 2023 Dashboard to determine identified needs based on the lowest performance level on one or more state indicators. CTEC received the lowest performance level (red) on the Dashboard for LEAwide suspension rate. The following student groups were identified as receiving the lowest performance level (red) on the Dashboard for suspension rate: All Students, Hispanic, SocioEconomically Disadvantaged, and White. Suspension rates for all our student groups at CTEC increased to 5.4%, slightly higher than the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (5.3%), white students (7.4%), and socioeconomically disadvantaged students (5.1%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.

To address these rates of lowest performance level on the 2023 CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and socioeconomically disadvantaged students, CTEC provided staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program includes designated staff time to implement social-

emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program was implemented during the school day and provides designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal also dedicated time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension. These supports are articulated in Action 2.1. After one year of implementation, these actions are proving effective as evidenced by decreased suspension rates. CTEC will continue to implement Action 2.1 throughout the 2025-26 school year in an effort to continue to make progress in this area.

Learning Recovery and Emergency Block Grant
The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 3, Action 3. We performed a needs assessment pursuant to Education Code(EC) Section 32526, which revealed that while progress is being made, significant needs remain in the area of English Language Arts and Mathematics performance among our socio-economically disadvantaged and English Learner students. In response, Goal 3, Action 3 will be expanded to focus on continuing to provide opportunities beyond the school day for students to practice the skills needed to increase academic performance. The expansion of this action aligns with allowable fund uses in the area of EC Sections 32526(c)(2)(A) and (B)(iv). The 2025–26 Governor's Budget proposes additional Learning Recovery Emergency Block Grant funding for LEAs. Because the details of the proposal, including the dollar amount, were not finalized in time for the 2025–26 LCAP development process, we will include any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP. This approach ensures that Educational Partners will have the opportunity provide feedback on the use of these proposed additional funds.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A; CTEC has not been identified for CSI

Support for Identified Schools

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

N/A; CTEC has not been identified for CSI

Monitoring and Evaluating Effectiveness

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

N/A; CTEC has not been identified for CSI

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Date(s) of meeting(s): 11/18/24 1/13/25 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions. Feedback:Teachers emphasized the value of continued professional development focused on enhancing instructional practices, particularly in the areas of collaboration, project-based learning, and alignment with current industry standards. They also highlighted the need for stronger, more consistent communication between administration and instructional staff to better support students' academic growth and social-emotional well-being.
Administrators, including school Director who is acts as the Principal	Date(s) of meeting(s): 1/23/25, 3/20/25 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions Feedback: Administration is actively refining the LCAP to ensure that program goals are clearly aligned with actual spending and strategic priorities. Efforts are underway to streamline and consolidate actions that target similar outcomes, particularly those related to academic support and industry skill development, to promote greater coherence, efficiency, and impact across the program. Additionally, administration reflected on the positive impact of newly embedded RTI components within the Advisory period, which have strengthened students' access to timely and targeted instructional support.

Educational Partner(s)	Process for Engagement
Other School Personnel	Date(s) of meeting(s): 1/13/25 Topic(s) Discussed: Staff Support. Resources available. Training to increase capacity. LCAP goals and actions. Feedback: Certificated staff—particularly paraeducators—expressed the importance of ongoing professional development to strengthen their ability to identify student needs and deliver structured support that promotes student success. Additionally, the program assistant and registrar highlighted the need for increased resources to meet the demands of daily operations within a comprehensive program. Staff also expressed interest in seeking support from FCSS to access targeted training and guidance aimed at developing effective strategies and streamlining procedures.
Local Bargaining Units (Certificated and Classified)	Date(s) of meeting(s): 3/27/25 Topic(s) Discussed:Instructional Support, LCAP Goals Feedback: Bargaining units emphasized the need for expanded professional development and training opportunities to enhance staff effectiveness both in the classroom and in non-instructional settings. They also identified the critical need for an academic and social-emotional counselor to provide comprehensive support for students on campus.
Parents	Date(s) of meeting(s): 10/14/2025, 2/12/25, 2/13/2025, 2/17/25 Topic(s) Discussed: Effectiveness of IMPACT. Support for students outside of school hours. Extra-curricular activities. Integration of content. Communication. How goals within LCAP specifically address student and parent needs. Feedback: Parents expressed the need for additional resources to support their children's academic progress, including effective tools for monitoring performance and engagement on a daily basis. Families shared their appreciation for CTEC's strong emphasis on school culture and student safety, and encouraged continued prioritization of these values. Additionally, parents highlighted the importance of providing students with access to an academic and social-emotional counselor to further support their overall well-being and success.

Educational Partner(s)	Process for Engagement
Students	Date(s) of meeting(s): 4/11/25, 3/217/25 Topic(s) Discussed: School Activities. Academic Support. Information provided about Pathways. Culture. How LCAP goals and actions impact students academic and social emotional experiences. Feedback: Students emphasized the importance of activities that support their pathway decisions and future employment opportunities, recognizing that the choices they make now are critical to achieving their career goals and long-term job satisfaction. They also expressed a strong need for an academic counselor—someone who can guide them in planning their futures and provide support in navigating both their academic journey and postsecondary options.
SELPA Consultation	Date(s) of consultation: 2/12/25 Topic(s) Discussed: SPED Supports. Identifying student needs. Resources available to support students on IEPs. LCAP goals addressing needs specifically addressed by educational partners. Feedback: There is a recognized need to allocate additional time and resources to effectively support students with disabilities. Stakeholders emphasized the importance of expanding access to dual enrollment opportunities and ensuring that SPED students are equipped with the skills necessary to succeed within their chosen industry pathways. Planning is also underway to proactively address and support the anticipated increase in the SPED student population.
Submission of Draft plan to PAC *Note: CTEC does not have a DELAC	Date(s) of meeting(s): 4/24/2025 Topic(s) Discussed: LCAP Goals. Actions to Support LCAP Goals. Simplifying goals and bringing similar actions together. Feedback: No need for the Superintendent to respond in writing
Public Comment Period	Date(s) of meeting(s): 4/24/25-5/13/25 Topic(s) Discussed: Public comment and notification to members of the public to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3) or 52068(a)(3). Feedback: No feedback was received during public comment period.
Public Hearing	Date(s) of meeting(s): 5/13/2025

Educational Partner(s)	Process for Engagement
	Topic(s) Discussed: Public Hearing meeting in accordance with Education Code 52062(b)(1) or 52068(b)(1) was held as appropriate. Feedback: Plans were well-recieved by CTEC Board.
Adoption of the LCAP by the governing board	Date(s) of meeting(s): 6/10/2025 Topic(s) Discussed: LEA adopted CTEC LCAP in a public meeting in accordance with Education Code 52062(b)(2) or 52068(b)(2). Feedback: LCAP was approved by CTEC Board.
Budget Adoption and Local Indicator Report to governing board	Date(s) of meeting(s): 6/10/2025 Topic(s) Discussed: At the same meeting as the LCAP adoption, progress on Local Indicators was presented and the Budget was adopted by CTEC's Board in compliance with this requirement. Feedback: Budget was approved by CTEC Board and accolades were offered in response to CTEC's progress on the Local Indicators.

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal of providing a rigorous academic program that focuses on industry-relevant career technical education, maintains A-G eligibility, and offers college credit through dual enrollment was developed to ensure that every student at CTEC receives a comprehensive and meaningful education. Students who attend CTEC are presented with a unique learning experience that goes beyond traditional classroom instruction. This experience not only offers hands-on learning but also integrates core subjects with specialized pathways in advanced manufacturing or commercial construction, giving students the opportunity to explore both academic and industry-specific skills simultaneously.

At CTEC, we are committed to providing a nontraditional educational environment that not only prepares students for college but also connects them to industries that are shaping the future. By working on real-world projects that positively impact their community, students gain valuable skills and experiences that are directly relevant to their future careers.

The ultimate goal is for every student to graduate from CTEC fully prepared to succeed in both college and career. Our educational partners continue to prioritize academic achievement and college readiness, and we believe that this program structure is essential in supporting those priorities. By maintaining high academic standards, offering career-focused education, and providing opportunities for college credit through dual enrollment, we ensure that students are well-equipped to meet the challenges and opportunities that lie ahead.

The actions and metrics outlined below have been designed to help CTEC achieve this goal, ensuring that we continue to provide an educational experience that sets students up for lifelong success in both their academic and professional journeys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: CalSAAS		0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS	No difference
1.2	Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 50% of DuE teachers/post secondary instructor collaboration Data Year: 2024-25 Data Source: CALPADS EOY 1		100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2026-2027 Data Source: CALPADS EOY 1	No difference
1.3	CTE Pathway Completion Rate	100% Data Year: 2022-23 Data Source: CALPADS EOY 1	100% Data Year: 2023-2024 Data Source: CALPADS EOY 1		100% Data Year: 2025-26 Data Source: CALPADS EOY 1	No difference
1.4	Student participation industry relevant experience or activity	All Students:100% Low Income100% Data Year:2023-24	All Students:100% Low Income:100% Data Year: 2024-2025		All Students:100% Low Income:100% Data Year: 2026-27	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator	Data Source: Local Indicator Data Source: Local Data - Student Information System (AERIES)		Data Source: Local Indicator	
1.5	Broad course of study	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100% Data Year: 2022-23 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: 100% Students enrolled in CTE courses:100% Data Year: 2023-2024 Data Source: CALPADS Fall 2		Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100% Data Year: 2025-26 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: +2% Students enrolled in CTE courses: no difference
1.6	EAP ELA	65% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results	82% college ready or conditionally ready Data Year: 2023-2024 Data Source: CAASPP Test Results		67% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	+17% college ready or conditionally ready
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023	100% Data Year: 2024-2025 Data Source: Dashboard Fall 2024		100% Data Year: 2026-27 Data Source: Dashboard Fall 2026	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	EAP Math	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results	48% college ready or conditionally ready Data Year: 2023-2024 Data Source: CAASPP Test Results		35% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	+15.5% college ready or conditionally ready
1.9	Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023	100% Data Year: 2024-2025 Data Source: CALPADS Fall 2024		100% Data Year: 2026-27 Data Source: CALPADS Fall 2 2026	No difference
1.10	A-G Completion Rate	All Students: 100% Low Income: 97.4% English Learner: Not reported to protect the privacy of students Data Year: 2022-23 Data Source: DataQuest	All Students: 100% Low Income: 100% English Learner: Not reported to protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest		All Students: 98% Low Income: 97% English Learners: 97% Data Year: 2025-26 Data Source: DataQuest	All Students: No difference Low Income: +2.6% English Learner: Not reported to protect the privacy of students
1.11	Statewide Assessment ELA Met or Exceeded Standards	All Students:64.4% Low Income:57.14% English Learners: Not reported to protect the privacy of students	All Students: 82% Low Income: 69.6% English Learners: Not reported to		All Students:68% Low Income:60% English Learners: 50%	All Students:+17.6% Low Income: +12.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: DataQuest	protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest		Data Year: 2025-2026 Data Source: DataQuest	English Learners: Not reported to protect the privacy of students
1.12	Statewide Assessment Math Met or Exceeded Standards	All Students:31% Low Income:23.81% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest	All Students:48% Low Income:43.5% English Learners: Not reported to protect the privacy of students Data Year: 2023-2024 Data Source: DataQuest		All Students:40% Low Income:38% English Learners: 38% Data Year: 2025-2026 Data Source: DataQuest	All Students: +17% Low Income: +19.69% English Learners: Not reported to protect the privacy of students
1.13	Dual Enrollment Participation	All Students:97% Low Income:95% Data Year: 2022-23 Data Source: CALPADS EOY 1	All Students:100% Low Income:100% Data Year: 2023-2024 Data Source: CALPADS EOY 1		All Students:97% Low Income:97% Data Year: 2025-26 Data Source: CALPADS EOY 1	All Students:+3% Low Income: +5%
1.14	EL Progress towards English Proficiency	Data suppressed due to EL student population being too low for data to be included. Data Year: 2022-23 Data Source: 2023 EL, Illuminate	Data suppressed due to EL student population being too low for data to be included. Data Year: 2023-2024		48% of EL students show they are making progress towards English language proficiency. Data Year: 2025-26	Data suppressed due to EL student population being too low for data to be included.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2023 EL, Illuminate		Data Source: 2026 ELPI, Illuminate	
1.15	EL Reclassification Rate	15.3% Data Year: 2022-23 Data Source: DataQuest	14.2% Data Year: 2023-2024 Data Source: Local		15% Data Year: 2025-2026 Data Source: DataQuest	-1.1%
1.16	A-G Completion and CTE Pathway Completion Rate	100% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: DataQuest	100% students completed a-g and a CTE capstone Data Year: 2023-2024 Data Source: DataQuest		100% students completed a-g and a CTE capstone Data Year: 2025-26 Data Source: DataQuest	No difference
1.17	Statewide Assessment Science Meets or Exceeded Standards	All Students: 50% Low Income: 36.37% Data Year: 2022-2023 Data Source: DataQuest	All Students: 72% Low Income: 52.18% Data Year: 2023-2024 Data Source: DataQuest		All Students: 52% Low Income: 40% Data Year: 2025-2026 Data Source: DataQuest	All Students: +22% Low Income: +15.81%

Goal Analysis [2024-25]

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

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

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

Action 1:1 Articulation with Post Secondary Entities
Implementation Status: 4 Full Implementation.
The LEA continued its commitment to strengthening articulation with post-secondary institutions, particularly focusing on the Industrial Technology pathway. The LEA built upon the work done in 2024-25 by further enhancing partnerships with Fresno City College (FCC) and other post-secondary entities. The goal remained to provide all students with a broad course of study to create a seamless transition from secondary to post-secondary education, specifically in obtaining their associate's degree in Industrial Technology. The LEA strengthened the progress toward meeting the goal, "Provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment" by enhancing opportunities for students to earn college credit while in high school and improving connections to industry skills.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.2 Instructional and Professional Development Action 1.6 Targeted Professional Learning Opportunities
Implementation Status: 4 Full Implementation.
The LEA continued to provide ample opportunities for staff to participate in subject-specific professional development. This included school-wide support in areas such as Trauma-Informed Instruction, Technology Implementation, and strategies designed to increase teacher capacity. Professional Development remained a priority, particularly for CTE teachers, who had ongoing opportunities to engage with industry leaders. This ensured that industry standards were consistently embedded into instruction and skill development. The LEA continued to invest in high-impact professional learning opportunities designed to build educator capacity in delivering differentiated, standards-aligned instruction. Professional development sessions remained focused on deepening teachers' understanding and implementation of the Common Core State Standards (CCSS) across content areas, with an emphasis on cross-curricular integration to support student engagement and comprehension. On going coaching and collaborative planning sessions were embedded into the instructional calendar, giving educators regular opportunities to refine instructional strategies, share best practices, and align lesson planning with differentiated learning goals.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.3 Industry Connections
Implementation Status: 4 Full Implementation.
The LEA built upon the previous year by expanding both the scope and depth of student engagement with industry partners. Internship placements were increased across a wider range of industry skills, providing more students with direct, hands-on work experiences. To support long-term sustainability, the LEA formalized several partnerships through Memoranda of Understanding (MOUs) with key industry leaders. Additionally, student feedback was actively collected and used to refine experiences, ensuring they remained aligned with student

interests and current labor market needs. By deepening partnerships, expanding access, and integrating student voice, the LEA reaffirmed its commitment to equipping students with the skills, insights, and experiences necessary for postsecondary and workforce success.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action 1.4 Academic and Dual Enrollment Support, Action 1.5 Designated ELD Instruction Action 1.7 Support for Students with Disabilities, Implementation Status: 4 Full Implementation
The LEA continued to strengthen and expand academic support systems to meet the diverse learning needs of all students, with a particular focus on students with disabilities, and English Language Learners (ELLs) enrolled in dual enrollment courses. Instructional supports remained a central focus, with additional paraeducators providing increased access to individualized and small-group assistance during the school day and extended learning programs. Academic interventions were refined to help students manage the rigor of the LEA's coursework and improve overall academic performance. The LEA also expanded its Response to Intervention (RTI) practices, strategically implemented during the advisory period, to ensure students received timely and targeted academic support. These RTI efforts played a critical role in providing structured, tiered instruction that addressed specific learning gaps and reinforced essential skills across content areas. Support for English Language Learners was enhanced through increased designated ELD instructional time and more differentiated teaching practices tailored to students' language development levels. Educators employed targeted ELD strategies to build both language proficiency and academic success, ensuring English learners had equitable access to the full curriculum.
Services for students with disabilities remained robust, with a continued emphasis on IEP implementation, strong family engagement, and a comprehensive system of academic and social-emotional supports. Counseling services and consistent communication between staff and families ensured each student's unique needs were met.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Overall Successes:
The LEA demonstrated significant progress toward achieving Goal 1, marked by measurable gains in academic achievement and continued excellence in college and career readiness. Dual enrollment participation increased by 3%, reflecting broader access to college-level coursework and a sustained focus on postsecondary preparation. Student performance on state assessments showed remarkable improvement, with a 17% increase in math, a 17.6% increase in English Language Arts, and a 22% increase in science. These gains highlight the effectiveness of targeted academic supports, differentiated instruction, and the integration of rigorous content across subject areas. Additionally, the LEA maintained a 100% completion rate for both A–G requirements and CTE pathways, affirming its commitment to providing all students with access to a well-rounded, future-focused academic program. These results underscore the LEA's success in aligning its instructional strategies with both college and industry expectations, ensuring students are prepared for a range of postsecondary opportunities.

Overall Challenges:
While the LEA achieved strong outcomes under Goal 1, sustaining this level of success presents ongoing challenges—most notably, the absence of a dedicated school counselor. Without this critical support role, the ability to provide comprehensive academic guidance, postsecondary planning, and social-emotional support is significantly limited. As dual enrollment participation grows and students navigate increasingly rigorous academic pathways, the need for personalized academic counseling becomes more urgent. A dedicated counselor would ensure students remain on track for A–G and CTE pathway completion, receive timely college and career planning, and are supported in balancing academic demands with their overall well-being. Addressing this staffing gap is essential to maintaining the momentum and ensuring all students continue to thrive within a rigorous, future-focused academic program.

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

There was a difference between Budgeted Expenditures and Estimated Actual Expenditures in the following actions:
1.4: CTEC spent more than budgeted due to increased costs for substitutes and paraprofessionals.
1.6: CTEC used ESSER III funding for professional development that was not originally budgeted, increasing spending on this action.

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

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

The actions outlined in Goal One helped make progress towards the LEA's goal of providing a rigorous academic program that focuses on industry-relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment.

Action(s): 1.1 Articulation with Post Secondary Entities, 1.3 Industry Connections
Effectiveness of Action(s): 3 - Effective
Metric(s): 1.3, 1.4, 1.5 CTE Pathway Completion Rate, Student participation industry relevant experience or activity, Broad course of study
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from staff, industry partners, and parents, it is clear that articulation with post secondary entities and Industry connections has fully met the intended outcomes for all students by ensuring students continue to benefit from meaningful, skill-aligned career exploration and preparation. By expanding access, diversifying experience types, and formalizing partnerships, the LEA demonstrates a clear commitment to embedding authentic career readiness within its educational programs. These efforts support student success beyond the classroom, positioning them for postsecondary achievement and workforce integration.

Action(s): 1.2 Instructional and Professional Development, 1.6 Targeted Professional Learning Opportunities and Professional Learning Communities
Effectiveness of Action(s): 3 - Effective
Metric(s): 1.1, 1.2, 1.7 Appropriately assigned and fully credentialed teachers, Teachers collaboration with educational partners, industry leaders, and peers, Access to standards aligned instructional materials
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from teachers, it is clear that 1.2 Instructional and Professional Development, and 1.6 Targeted Professional Learning Opportunities and Professional Learning Communities has fully met the intended outcomes for all students by equipping educators with the tools and strategies necessary to deliver differentiated, CCSS-aligned

instruction within and across disciplines, the LEA fostered a culture of instructional excellence. These efforts not only supported teacher growth but directly contributed to improved student learning outcomes and greater academic equity across the school community..

Action(s): 1.4 Academic and Dual Enrollment Support, Support for Students with Disabilities Action: 1.5 Designated ELD Instruction and Professional Development
Effectiveness of Action(s): 3 - Effective
Metric(s): 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 1.17 EAP Math A-G Completion Rate, Statewide Assessment Math Met or Exceeded Standards, Dual Enrollment Participation, Statewide Assessment Science Meets or Exceeded Standards EAP ELA, Implementation of Standards and EL access to CCSS and ELD Standards, CAASPP ELA (All., students, EL), EL Progress towards English Proficiency, EL Reclassification Rate, A-G Completion and CTE Pathway Completion Rate
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from students and parents, it is clear that [specific action(s)] has [partially or fully] met the intended outcomes for English Learners but impacting all students by continuing to expand and integrate support systems. Through a strong RTI framework, enhanced ELD instruction, and comprehensive academic and emotional supports for students with disabilities, the LEA created an environment where every student could thrive. These sustained efforts reflect a strategic and student-centered approach, aligned with long-term goals for college, career, and life readiness..

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

Action 1.6 will be expanded to include designated time for collaboration within grade-level and content-area cohorts, allowing staff to collect and analyze performance data for low-income students. This will help identify best practices for lesson delivery and create more individualized support for students who are struggling. This expansion of this action to target increasing academic performance for low-income students will change it to an action that contribute to meeting the minimum proportionality percentage.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Articulation with Post Secondary Entities	CTEC will provide staffing and materials to support 32 dual enrollment courses, running over 60 sections of courses each year to ensure students have access to rigorous high quality education in pursuit of an associates degree. Fresno City College Dean, CTEC Administration, CTEC adjunct faculty and FCC academic instructors within the Applied Technology Division collaborate on course offerings and instruction that leads to the	$202,740.00	No

Action #	Title	Description	Total Funds	Contributing
		completion of Industrial Arts and Technology Associate's Degree with an emphasis on Manufacturing or an emphasis on Construction.		
1.2	Instructional and Professional Development	CTEC will provide all staff with professional development to increase professional capacity. Teachers will engage in subject or industry specific content, instructional services, materials, technology and equipment training to ensure a rigorous and relevant academic program.	$227,136.00	No
1.3	Industry Connections	CTEC will provide school staff to facilitate activities that promote relevant industry experiences, connecting academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration. Materials and supplies necessary to provide these activities are also included.	$425,135.00	No
1.4	Academic and Dual Enrollment Support	CTEC will provide school staff to facilitate access to rigorous academic and dual enrollment content and instruction for all students on-campus, including instruction for students with disabilities, that include academic and skill development supports. Materials and supplies necessary to provide these activities will also be provided.	$1,754,921.00	No
1.5	Designated ELD Instruction and Professional Development	CTEC will supply .25 FTE of instructional staff for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques.	$27,004.00	Yes
1.6	Targeted Professional Learning Opportunities and Professional	CTEC will provide designated time for staff to: -Engage in professional learning that facilitates the implementation of CCSS and best practices for inclusive teaching that address the individualized needs of students in the same classroom. -Support curriculum integration and development.	$457,718.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learning Communities	-Identify relevant connections to industry and the community through partnerships with industry and community leaders. -Collaborate in grade-level and content-level cohorts to analyze student performance data, with a focus on achievement data for low income students, in order to identify best practices for lesson delivery.		
1.7	Support for Students with Disabilities	CTEC will provide support for unique, individualized services for students with disabilities to facilitate their social/emotional and academic progress as outlined in their IEP. This will include IEP and other meetings, implementation of IEPs, communication with parents through phone calls, home visits, providing transportation, emails and other actions as appropriate. Note: funding in support of this action is reflected in the funding total for Goal 1, Action 1.4	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal of providing a safe educational environment that supports the academic and personal development of all students was developed in response to the ongoing effects of the COVID-19 pandemic. Although many of the immediate challenges of the pandemic have passed, its long-term impact on CTEC students remains evident. The pandemic exposed significant social and emotional struggles among students as they transitioned back to on-campus learning. These challenges underscored the necessity of not only academic instruction but also the support of students' emotional well-being.

A safe educational environment is more than just a physical space; it is a foundation where students feel supported and empowered to grow both academically and personally. Creating this environment involves designing programs that help students develop vital social skills, resilience, and self-confidence. At CTEC, our goal is to transform students into goal-oriented, fulfilled, and productive members of their communities—prepared for success in work, life, and further education.

A safe, nurturing school environment is crucial to achieving this transformation. It enables students to explore their academic potential, develop industry-specific skills, and discover their capacity to positively impact their communities. Without a supportive environment that fosters these opportunities, students would not be equipped to fully embrace their growth and development.

The actions and metrics outlined below are designed to support the realization of this goal, ensuring that CTEC continues to prioritize a safe, inclusive space where every student has the opportunity to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Maintained in Good Repair	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool	Rating: Good Data Year: 2024-2025 Data Source: Facility Inspection Tool		School Rating: Good Data Year: 2026-2027 Data Source: Facility Inspection Tool	No difference
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2024-2025 Data Source: Local Report Data Source: Local Report		100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2026-2027 Data Source: Local Report	No difference
2.3	High School Dropout Rate	All Students: 0% Low Income: 0% Data Year: 2022-23 Data Source: DataQuest	All Students: 2.3% Low Income: 3.8% Data Year: 2023-2024 Data Source: DataQuest		All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	All Students: +2.3% Low Income: +3.8%
2.5	Attendance Rate	All Students:94% Low Income: 94.25% Data Year: 2023-24 Data Source: Local Data AERIES	All Students:N/A Low Income: N/A Data Year: 2024-2025 Data Source:		All Students:98% Low Income: 98% Data Year: 2026-2027 Data Source: Local Data AERIES	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Local Data AERIES			
2.6	Chronic Absenteeism	All Students: 4.4% Low Income: 2.38% Data Year: 2022-23 Data Source: CALPADS EOY 3	All Students: 4% Low Income: 4% Data Year: 2023-2024 Data Source: CALPADS EOY 3		All Students: 4% Low Income: 4% Data Year: 2025-2026 Data Source: CALPADS EOY 3	All Students: -4% Low Income: +1.62%
2.7	Suspension Rate	All Students: 9.3% Low Income: 11% Hispanic: 9.3% White: 11.7% Data Year: 2022-23 Data Source: CA School Dashboard	All Students: 2.7% Low Income: 4.5% Hispanic: 3.1% White: 0% Data Year: 2023-2024 Data Source: CA School Dashboard		All Students: 5% Low Income: 5% Hispanic: 3.5% White: 2.9% Data Year: 2025-2026 Data Source: CA School Dashboard	All Students: -6.6% Low Income: -6.5% Hispanic: -6.2% White: -11.7%
2.8	Expulsion Rate	All Students: 0% Low Income: 0% Data Year: 2022-23 Data Source: DataQuest	All Students: 0% Low Income: 0% Data Year: 2023-2024 Data Source: DataQuest		All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	No difference
2.9	School Climate	All Students: 95% Low Income: 98% Data Year: 2023-24 Data Source: Student School Climate Survey	All Students: N/A Low Income: N/A Data Year: 2024-2025		All Students: 96% Low Income: 98% Data Year: 2025-2026	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Student School Climate Survey		Data Source: Student School Climate Survey	
2.10	High School Graduation Rate	All Students: 96.9% Low Income: 95.6% Data Year: 2022-23 Data Source: Dashboard Fall 2023	All Students: 97.7% Low Income: 96.2% Data Year: 2023-2024 Data Source: Dashboard Fall 2024		All Students: 98% Low Income: 98% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All Students: +.8% Low Income: +.6%
2.11	Students report feeling capable of establishing positive relationships on campus	All Students: 94.5% Low Income: 100% Data Year: 2023-24 Data Source: Student Survey	All Students: N/A Low Income: N/A Data Year: 2024-2025 Data Source: Student Survey		All Students: 96% Low Income: 100% Data Year: 2025-2026 Data Source: Student Survey	TBD
2.12	Students report feeling satisfied with support system provided to increase achievement	All Students: 100% Low Income: 100% Data Year: 2023-24 Data Source: Student Survey	All Students: N/A Low Income: N/A Data Year: 2024-2025 Data Source: Local Student Survey		All Students: 100% Low Income: 100% Data Year: 2025-2026 Data Source: Student Survey	TBD
2.13	Sense of safety and school connectedness	School Safety Students 99% Parents 100% Teachers 100%	School Safety Students N/A Parents N/A Teachers N/A		School Safety Students 100% Parents 100% Teachers 100%	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Connectedness Students 94.5% Parents 100% Teachers 100% Data Year: 2023-24 Data Source: Local Survey	School Connectedness Students N/A Parents N/A Teachers N/A Data Year: 2024-2025 Data Source: Local Survey		School Connectedness Students 98% Parents 100% Teachers 100% Data Year: 2026-2027 Data Source: Local Survey	

Goal Analysis [2024-25]

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

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

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

Action(s) 2.1 Student Academic and Emotional Well-being, 2.5 Social Emotional Support, 2.7 Trauma-Informed Professional Development
Implementation Status: 4 Full Implementation.
The LEA continued its multi-faceted approach to support student academic and emotional well-being, particularly addressing historically high suspension rates among all students, including Hispanic, White, and socioeconomically disadvantaged populations. Building on the foundation established in the previous year, the school-wide advisory program remained a central strategy. Advisory was implemented with dedicated staffing and structured time during the school day, providing students with consistent opportunities for social-emotional learning, relationship-building, and the development of essential soft skills such as communication, decision-making, and character growth. To further support students' mental health and connectedness, the LEA maintained its partnership with All 4 Youth, expanding access to integrated mental health services tailored to student needs. These supports were supplemented by the expertise of school psychologists and administrators, who provided both individual and group counseling sessions to ensure students had multiple touchpoints for emotional support. In addition, professional development around trauma-informed instructional practices continued to be a priority. Teachers were trained to recognize early warning signs of emotional distress and were equipped with strategies to foster trauma-sensitive classrooms. This helped cultivate a more inclusive and empathetic school environment, strengthening the connection between students and staff.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action(s): 2.2 School Facilities

Implementation Status: 4 Full Implementation.
The LEA continued its commitment to maintaining and developing school facilities that are not only safe but also responsive to the evolving instructional needs of students and staff. Regular facility maintenance protocols were upheld to ensure clean, secure, and well-functioning learning environments, contributing to both student safety and a positive school climate. In alignment with the school's focus on industry-relevant career technical education and integrated academic programming, facility upgrades and modifications were made to support instructional practices within manufacturing and construction. This included ensuring learning spaces were adaptable for hands-on, collaborative, and technology-enhanced instruction, further enhancing the student learning experience.

Action(s): 2.3 Academic and CTE Intervention, 2.4 IMPACT
Implementation Status: 4 Full Implementation.
The LEA sustained and strengthened its commitment to providing targeted academic interventions to ensure all students had the opportunity to succeed in both core academic subjects and CTE pathways. Additional certificated staff continued to deliver supplemental instruction during lunch, after school, and within designated academic intervention periods, offering students flexible access to academic support tailored to their individual learning needs. CTEC also dedicated certificated and classified staff hours to creating a structured intervention system that allowed for personalized assistance in small-group or one-on-one settings. These supports were strategically embedded into the school day and extended learning opportunities, ensuring students could receive help without falling behind in other coursework. Interventions focused on addressing academic gaps, reinforcing CTE-specific content, and supporting students at risk of not meeting performance benchmarks. This comprehensive, school-wide approach to academic intervention contributed to a stronger academic culture and helped close learning gaps across student groups, particularly for those who benefit from differentiated pacing and individualized support.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Action(s): 2.6 Community and Industry Outreach
Implementation Status: 4 Full Implementation.
The LEA sustained its focus on expanding community and industry outreach to deepen students' exposure to college and career opportunities. Through a variety of enrichment activities and thoughtfully planned field trips, students engaged in real-world learning experiences that connected classroom instruction to future academic and professional pathways. These activities allowed students to explore industries within manufacturing and construction interacting directly with professionals in their areas of interest. Beyond experiential learning, students benefited from increased opportunities to build meaningful connections with school staff and industry partners. These interactions fostered mentorship, guidance, and real-time insight into the expectations and skills needed for success beyond high school.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

Overall Successes: The LEA saw clear and measurable success in its efforts to create a supportive and engaging school environment through the implementation of Actions 2.1–2.7. A key indicator of progress was the 6% decrease in the overall suspension rate, reflecting the positive impact of the advisory program, trauma-informed practices, and expanded social-emotional support systems. Students benefited from consistent adult relationships, character development, and mental health services, which together fostered a more inclusive and respectful school culture. Academic outcomes also strengthened significantly, with CAASPP scores increasing by 17% in both English and math, and an impressive 22% increase in science performance. These gains were supported by structured academic interventions during and beyond the school day, targeted CTE support, and a focus on meeting students' individual learning needs through small-group

instruction and supplemental programming.The LEA also continued to maintain a high level of student satisfaction, support, and connection, as evidenced by ongoing positive climate feedback and strong relationships between students, staff, and industry partners.

Overall Challenges: While the LEA made strong progress across multiple areas of Goal 2, one of the most pressing challenges was the continued limitation of staffing capacity to address the social emotional well-being of students. With a small team tasked with implementing a wide range of high-impact programs—including advisory, academic intervention, industry connections, mental health supports, enrichment activities, and trauma-informed professional learning—staff members were frequently stretched across multiple roles and responsibilities.

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

The following actions contained material differences between Budgeted Expenditures and Estimated Actual Expenditures:
2.2 Operational costs were not originally included in the budget for this action. This error will be corrected in the new year in order to promote transparency with educational partners.

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

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

The actions outlined in Goal Two helped the LEA achieve its goal of providing a safe educational environment that supports the academic and personal development of all students.

Action(s): 2.2 School Facilities
Effectiveness of Action(s): 3 - Effective
Metric(s): 2.1 Facilities Maintained in Good Repair
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from for students and parents it is clear that 2.1 Facilities Maintained in Good Repair has fully met the intended outcomes by continuing to invest in safe and adaptable school facilities, the LEA reinforced the physical foundation necessary for academic success, career readiness, and overall student well-being. Maintaining a high-quality learning environment not only supports daily instruction but also fosters student pride, engagement, and a greater sense of belonging..

Action(s): 2.3 Academic and CTE Intervention, 2.4 IMPACT
Effectiveness of Action(s): 3 - Effective
Metric(s): 2.10, 1.11, 1.12, 2.12 Graduation Rates (All Students, Low Income), CAASPP ELA (All Students, Low Income, EL), CAASSP Math (All Students, Low Income, EL), Satisfaction rates in the number of students feeling satisfied with CTEC's support systems to increase achievement.

Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from [insert staff, students, and/or parents], it is clear that 2.3 Academic and CTE Intervention and 2.4 IMPACT has fully met the intended outcomes for low income and English Learners by leveraging both certificated and classified staff to offer structured, responsive instructional support, the LEA ensured that students had the tools they needed to stay on track and succeed. These efforts directly contributed to improved academic outcomes and reinforced the school's commitment to equity, accessibility, and personalized learning for all.
Action(s) 2.1 Student Academic and Emotional Well-being, 2.5 Social Emotional Support
Effectiveness of Action(s): 3- Effective
Metric(s): 2.3, 2.7, 2.8, 2.9, 2.11 High School Dropout Rate, Suspension Rates (All students, SED, Hispanic, White, LI), Expulsion Rate, School Climate, Local Survey Data: the number of low-income students feeling capable of establishing positive relationships on campus, Educational Partner Feedback
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from students, it is clear that 2.1 Student Academic and Emotional Well-being and 2.5 Social Emotional Support has fully met the intended outcomes for by demonstrating a strong, sustained commitment to student wellness and behavioral improvement through the integration of advisory programming, mental health partnerships, and trauma-informed professional learning.
Action(s): 2.6 Community and Industry Outreach, 2.7 Trauma-Informed Professional Development
Effectiveness of Action(s): 3 - Effective
Metric(s): 2.2, 2.5, 2.6, 2.13, 1.4, 2.11 Trauma Informed Instruction, Attendance (All Students, LI), Chronic Absenteeism, Sense of School Connectedness, Students' Industry Internship Participation, Students' Report feeling capable of establishing positive relationships on campus (All Students, LI)
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from staff and students, it is clear that 2.6 Community and Industry Outreach and 2.7 Trauma-Informed Professional Development has fully met the intended outcomes for low income students by providing direct exposure to real-world opportunities and facilitating strong connections with adults and professionals, the LEA empowered students to envision and actively plan for their futures. These efforts reflect a dynamic approach to education—one that values both academic achievement and the development of meaningful, future-focused pathways for every student.

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

The title and descriptions for Goal/Action 2.2 have been expanded for transparency to encompass both campus operations and facilities.
The Baseline "data year" was corrected for metrics 2.12 and 2.13 to reflect the correct school year in which the data was collected, which was 2023-24.
Action 2.4 was updated to include more details about how Title I funds are used to support students who experience difficulty attaining proficient or advanced levels of academic achievement standards.
The action description for 2.6 was changed in order to clarify that staff time was being provided by funding. The new action will read: "CTEC will provide staff who will facilitate enrichment activities and field trips designed to connect students to potential college and career opportunities. Students will also have increased opportunities to connect with school staff and industry partners."

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic and Emotional Well-being	Suspension rates for our all student group at CTEC increased to 9.3%, up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (9.3%), white students (11.7%), and socioeconomically disadvantaged students (11.2%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships. To address the following rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension.	$430,766.00	No
2.2	School Operations & Facilities	CTEC will maintain and develop operations and facilities that support an accessible and safe environment for the diverse instructional needs of the school.	$904,156.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Academic and CTE Intervention	An additional certificated teacher will provide supplemental instruction after school, during lunch and through the designated academic intervention periods.	$99,066.00	Yes
2.4	IMPACT	CTEC will dedicate certificated and classified staff hours to providing students with structured academic intervention time. Title I funds will be used to help pay for an intervention teacher.	$87,911.00	Yes
2.5	Social Emotional Support	CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support student connectedness and social emotional resources.	$228,015.00	Yes
2.6	Community and Industry Outreach	CTEC will provide staff who will facilitate enrichment activities and field trips designed to connect students to potential college and career opportunities. Students will also have increased opportunities to connect with school staff and industry partners.	$52,025.00	Yes
2.7	Trauma Informed Professional Development	CTEC will provide teachers with professional development specific to trauma informed instructional practices.	$37,665.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At CTEC High School, we are dedicated to integrating community involvement, student development, and industry relevance into our daily practices. This approach ensures that our programs, curriculum, and instruction foster meaningful interaction with the community, promote student growth, and build strong industry connections simultaneously. We will continue to work closely with parents as partners, providing students with ongoing opportunities throughout the school year to engage in community projects and participate in service learning.

By maintaining an interdisciplinary approach, we help students find relevance and connections across all subject areas. Following a comprehensive needs assessment conducted in accordance with Education Code (EC) Section 32526, we have identified that while progress is being made, there are still significant gaps in English Language Arts and Mathematics performance, particularly among our socio-economically disadvantaged and English Learner students.

To address these gaps, we will continue to focus on expanding Goal 3, Action 3. This expansion will ensure that students have consistent opportunities beyond the school day to practice and develop the skills necessary to improve academic performance. By doing so, we will maintain our commitment to providing a comprehensive program that emphasizes college and career preparation. The actions and metrics outlined below are designed to help us achieve this goal, as we continue to support our students in their academic and professional journeys.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to CTE instruction and materials/equipment	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2024-2025 Data Source: Local Survey		All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Survey	No difference
3.2	Industry Internship participation	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator	All Students: 100% Low Income: 100% Foster Youth: 100% English Learners: 100% Data Source: Local Survey Data Year: 2024-2025		All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Indicator	No difference
3.3	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	55% Data Source: Local Survey Data Source: 2023-2024	N/A Data Source: Local Survey Data Year: 2023-2024		65% Data Source: Local Survey	TBD
3.4	Community Service Projects	100% of students participated in at least one off-campus community service activity All Students:100%	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A		100% of students participated in at least one off-campus community service activity	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24 Data Source: Local Data	Data Year: 2024-2025 Data Source: Local Data		All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2026-27 Data Source: Local Data	

Goal Analysis [2024-25]

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

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

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

Action(s): 3.1 Community Outreach, 3.2 Program Communication, 3.3 Extend Learning Opportunities
Implementation Status: 4 Full Implementation.
The LEA sustained full implementation of its strategies to enhance the Career Technical Education (CTE) program through strengthened community outreach and expanded extended learning opportunities. Through grade-level integrated projects in both the fall and spring, students engaged directly with community members and industry leaders, allowing for authentic, hands-on learning tied to real-world challenges. These experiences not only deepened students' understanding of industry expectations but also fostered meaningful connections that extended beyond the classroom. The LEA also continued to collaborate with local nonprofit organizations, providing service-learning opportunities that emphasized civic engagement, teamwork, and social responsibility. These partnerships expanded students' exposure to industry-aligned volunteerism and community-based career paths.
To further reinforce skill development, students accessed extended learning opportunities before and after school, as well as on Saturdays and during student school breaks throughout the year. These sessions allowed students to explore new technical and life skills, including driver's training and driver's education, while also reinforcing foundational competencies tied to their CTE pathways. This flexible, student-centered approach ensured that learners could gain relevant experience and develop industry-aligned skills in ways that fit their schedules and interests.
There were no substantive changes in the planned actions compared to actual implementation in previous years.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The actions outlined in Goal Three helped make progress towards the LEA's goal: Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment.

Action(s): 3.1 Community Outreach, 3.2 Program Communication, 3.3 Extend Learning Opportunities
Effectiveness of Action(s): 3 - Effective
Metric(s): 3.1 Access to CTE instruction and materials/equipment, 3.2 Industry Internship Participation, 3.4 Community Service Projects, 3.5 Parent input & promote parental participation in programs for unduplicated students and students with exceptional needs
Analysis Statement: By evaluating the specific metrics, alongside educational partner feedback from industry partners, students and parents, it is clear that Action 3.1 Community Outreach, 3.2 Program Communication, 3.3 Extend Learning Opportunities has fully met the intended outcomes for all students by bridging classroom instruction with community engagement and real-world application, and by offering expanded learning time for practical skill acquisition, the LEA successfully supported student growth in both industry readiness and personal development. These actions contributed to a more dynamic, well-rounded educational experience that empowers students to graduate with confidence, competence, and connections to their chosen career fields.

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

No changes will be made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	CTEC will develop community projects and partnerships to provide service learning opportunities for students.	$447,397.00	No
3.2	Program Communication	CTEC will offer parent and feeder school outreach platforms to ensure communication of school vision and purpose.	$199,493.00	No
3.3	Extended Learning Opportunities	CTEC will provide extended day opportunities for students to further develop and strengthen their learning. Extended learning opportunities will also provide students with extended opportunities to practice academic and social skills needed for achievement. LREBG Action The LEA will support students by providing opportunities beyond the school day for students to practice the skills needed to increase academic performance. Research shows that [insert description of how research supports the action]. The metrics being used to monitor the action is CAASPP ELA and Math scores. LREBG Funds supporting this action: $[insert dollar amount of LREBG funds being used to support the action] per year through 2027–2028.	$327,512.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$547,849	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.051%	0.000%	$0.00	13.051%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Targeted Professional Learning Opportunities and Professional Learning Communities **Need:** CAASPP assessment data in ELA and Math show that our low-income students perform below the overall student population. A needs assessment indicated that designated time is needed for staff to collaborate in grade-	CTEC will provide designated time for staff to: -Engage in professional learning that facilitates the implementation of CCSS and best practices for inclusive teaching that address the individualized needs of students in the same classroom. -Support curriculum integration and development. -Identify relevant connections to industry and the community through partnerships with industry and community leaders. Collaborate in grade-level and content-level cohorts to analyze student performance data, with	CAASPP ELA (All Students, LI Students) CAASPP Math (All Students, LI Students) Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level cohorts to analyze student performance data, with a focus on achievement data for low-income students, in order to identify best practices for lesson delivery, which is crucial to supporting struggling students. The needs assessment also revealed that low-income students often lack access to industry leaders and career opportunities and require assistance in finding pathways into their desired career fields. Staff feedback also showed that having dedicated time to collect and analyze student achievement data helps them develop more personalized support for students. **Scope:** LEA-wide	a focus on achievement data for low-income students, to identify best practices for lesson delivery. Professional learning will be provided weekly and will focus on curriculum integration and development and the implementation of best practices for lesson delivery, including, but not limited to, scaffolding that provides step-by-step support and connecting content to the student's chosen industry focus, making learning more relevant and engaging. Staff will collaborate to identify relevant connections to low-income students' industries of interest. Staff will provide assistance in finding pathways into their desired career fields, expanding access for low-income students to real-world learning opportunities, career pathways, and valuable networks they might not otherwise have. Designated time for collaboration in grade-level and content-level cohorts will be provided weekly to allow staff to collect and analyze low-income student performance data in order to identify best practices for lesson delivery as well as create more individualized support for struggling students. CTEC teachers will identify consistent strategies to use to support a low-income student across multiple classes, so that the student is more likely to experience meaningful growth. This coordinated approach will reinforce learning, build stability, and help meet individual needs more effectively.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	
2.3	**Action:** Academic and CTE Intervention **Need:** CAASPP assessment data in ELA and Math demonstrate that our Low Income students are performing below the all student group. Also, graduation rates are slightly lower for Low Income students than for the all student groups. A needs assessment revealed that Low-Income students often lack access to additional supports such as personalized academic interventions at home and outside of the school which may help bolster their academic progress toward graduation. **Scope:** LEA-wide	CTEC staff will assist struggling low-income students by reviewing their course progress and highlighting areas of concern. An additional certified teacher will offer supplemental instruction, including personalized support, after school, during lunch, and during designated academic intervention periods. This personalized support will encompass academic tutoring, social-emotional mentoring, emphasis on organizational and time management skills, and foundational skill development. Support will be delivered in small group or individual settings. By providing these resources to low-income students before and between classes, they will have access to instructional support not available at home, while also enhancing their ability to organize their own learning. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	Graduation Rates (All Students, Low Income) CAASPP ELA (All Students, Low Income) CAASSP Math (All Students, Low Income)
2.4	**Action:** IMPACT **Need:** While CAASPP data in English Language Arts and Mathematics for Low Income Students	CTEC will provide certificated and classified FTEs to provide structured academic intervention time during the school day. The additional embedded academic intervention will support low-income and English Learner students who struggle to attain proficient or advanced levels of academic	CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and English Learners show that gaps exist between the achievement of these groups and their peers, student survey data reveals that students continue to feel satisfied with the support system provided to increase academic achievement. A local analysis revealed that Low Income students and English Learners need targeted intervention to work on English language skills and vocabulary necessary for accessing academic content and to attain proficient or advanced levels of academic achievement standards which impacts their ability to complete courses and meet graduation requirements successfully. We also found that Low-Income students often lack access to additional support outside of the school day and would benefit from support embedded within the school schedule. Educational Partners also shared that CTEC students performing below grade-level needed individualized support, including early intervention in English-language arts and Mathematics, to succeed in their high school and collegiate level course work. **Scope:** LEA-wide	achievement standards through individualized learning. This will be achieved by implementing evidence-based instructional techniques, such as SDAIE strategies, scaffolding, personal tutoring, and mentoring, designed to increase academic achievement. Staff will devote individualized attention to the eligible students, providing early and just-in-time interventions corresponding to assigned coursework. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	CTEC expects to maintain high satisfaction rates in the number of students feeling satisfied with CTEC's support systems to increase achievement.
2.5	**Action:** Social Emotional Support **Need:**	CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support low income student	Suspension Rates (All students, LI) Local Survey Data: the number of low income

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review and analysis of the above metrics reveals the need to increase the number of low income students feeling capable of establishing positive relationships on campus. Additionally, Low Income student suspension rates were rated Very High on the 2023 Dashboard, having a suspension rate above the all student group. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. A local analysis showed that mental health supports provided by caring adults are needed to address these needs. **Scope:** LEA-wide	connectedness and provide supplemental social emotional resources. These supports will include personal counseling, mentoring, connections with a confidential caring adult, and the facilitation of peer-group activities designed to strengthen social-emotional resilience. In addition to these services, a partnership with parents and guardians will be prioritized, taking into consideration the home language and culture. It is the LEA's expectation that these supports will help strengthen low income students' ability to build strong relationships with teachers and peers, learning new skills to replace at-risk behaviors, and be connected to local resources. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from these supports, this action is provided on a school-wide basis.	students feeling capable of establishing positive relationships on campus Educational Partner Feedback
2.6	**Action:** Community and Industry Outreach **Need:** Educational partner feedback, from parents and students, indicated that our low income students experience limited connections and opportunities to engage with industry partners due to lack of transportation. Students have reported that the emphasis on project-based	We believe that building strong connections to career content and workforce opportunities will help engage students in their studies, increase school connectedness, and promote regular school attendance. CTEC will provide enrichment activities and field trips specific to exposure to future college and career opportunities. CTEC will provide staff who will facilitate connections between low-income students and industry partners including providing transportation to	Attendance (All Students, LI) Sense of School Connectedness, Students Industry Internship Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning opportunities included as part of field trips and industry enrichment opportunities is an important reason that they feel connected to the school. The families of low-income students report lacking connections to desired industry opportunities for their students and the transportation required to participate in industry activities in the community. **Scope:** LEA-wide	enrichment opportunities and field trips connected to college and career options, a focus on the development of professional soft skills needed to succeed in the workforce, interaction with industry leaders, and guidance in developing a post-high school plan. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from greater exposure to colleges and industry facilities, this action is provided on a school-wide basis.	
2.7	**Action:** Trauma Informed Professional Development **Need:** Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. While the data shows that our low income students report high rates of establishing positive relationships, CTEC desires to continue this progress. Feedback also showed that some low-income students have been exposed to traumatic experiences impacting their ability to create positive connections with school, thus impacting attendance.	CTEC will offer teachers professional development focused on trauma-informed instructional practices. This training will equip teachers with additional in-class strategies to support low-income students who may have experienced trauma. These strategies include teaching self-regulation skills, providing breaks, offering assignment accommodations, and incorporating mindfulness activities, among others. These techniques are designed to help teachers create an inclusive and supportive learning environment that promotes school connectedness and attendance. This action is designed to meet the needs most associated with low income. However, because we expect that all students will benefit this action is provided on a school-wide basis.	Attendance (All Students, LI) Sense of School Connectedness, Students Students Report feeling capable of establishing positive relationships on campus (All Students, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

CTEC does not receive these funds.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,197,665	$547,849	13.051%	0.000%	13.051%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,745,514.00	$741,478.00	$355,000.00	$66,668.00	$5,908,660.00	$4,789,945.00	$1,118,715.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Articulation with Post Secondary Entities	All	No					$159,516.00	$43,224.00	$159,516.00	$43,224.00	$0.00	$0.00	$202,740.00	
1	1.2	Instructional and Professional Development	All	No					$222,136.00	$5,000.00	$203,939.00	$18,197.00	$5,000.00	$0.00	$227,136.00	
1	1.3	Industry Connections	All	No					$375,135.00	$50,000.00	$179,135.00	$246,000.00	$0.00	$0.00	$425,135.00	
1	1.4	Academic and Dual Enrollment Support	All	No					$1,310,588.00	$444,333.00	$1,532,725.00	$212,196.00	$10,000.00	$0.00	$1,754,921.00	
1	1.5	Designated ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$27,004.00	$0.00	$27,004.00	$0.00	$0.00	$0.00	$27,004.00	0.00%
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	Low Income	Yes	LEA-wide	Low Income	All Schools		$457,718.00	$0.00	$398,265.00	$42,406.00	$0.00	$17,047.00	$457,718.00	
1	1.7	Support for Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Student Academic and Emotional Well-being	All All Students, Hispanic, White, Socioeconomically disadvantaged	No			All Schools		$430,766.00	$0.00	$405,348.00	$25,418.00	$0.00	$0.00	$430,766.00	
2	2.2	School Operations & Facilities	All	No			All Schools		$554,156.00	$350,000.00	$564,156.00	$0.00	$340,000.00	$0.00	$904,156.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Academic and CTE Intervention	Low Income	Yes	LEA-wide	Low Income			$99,066.00	$0.00	$67,746.00	$31,320.00			$99,066.00	
2	2.4	IMPACT	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students		$87,911.00	$0.00	$18,125.00	$20,165.00		$49,621.00	$87,911.00	
2	2.5	Social Emotional Support	Low Income	Yes	LEA-wide	Low Income			$70,000.00	$158,015.00	$228,015.00				$228,015.00	
2	2.6	Community and Industry Outreach	Low Income	Yes	LEA-wide	Low Income			$52,025.00	$0.00	$52,025.00				$52,025.00	
2	2.7	Trauma Informed Professional Development	Low Income	Yes	LEA-wide	Low Income			$37,665.00	$0.00	$33,121.00	$4,544.00			$37,665.00	
3	3.1	Community Outreach	All	No					$384,254.00	$63,143.00	$374,078.00	$73,319.00	$0.00	$0.00	$447,397.00	
3	3.2	Program Communication	All	No					$199,493.00	$0.00	$199,493.00	$0.00	$0.00	$0.00	$199,493.00	
3	3.3	Extended Learning Opportunities	All	No					$322,512.00	$5,000.00	$302,823.00	$24,689.00	$0.00	$0.00	$327,512.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,197,665	$547,849	13.051%	0.000%	13.051%	$824,301.00	0.000%	19.637 %	**Total:**	$824,301.00
								LEA-wide Total:	$797,297.00
								Limited Total:	$27,004.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Designated ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$27,004.00	0.00%
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	Yes	LEA-wide	Low Income	All Schools	$398,265.00	
2	2.3	Academic and CTE Intervention	Yes	LEA-wide	Low Income		$67,746.00	
2	2.4	IMPACT	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students	$18,125.00	
2	2.5	Social Emotional Support	Yes	LEA-wide	Low Income		$228,015.00	
2	2.6	Community and Industry Outreach	Yes	LEA-wide	Low Income		$52,025.00	
2	2.7	Trauma Informed Professional Development	Yes	LEA-wide	Low Income		$33,121.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,863,143.00	$4,510,863.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Articulation with Post Secondary Entities	No	$137,263.00	$151,667
1	1.2	Instructional and Professional Development	No	$175,837.00	$195,821
1	1.3	Industry Connections	No	$427,999.00	$386,008
1	1.4	Academic and Dual Enrollment Support	No	$707,008.00	$850,109
1	1.5	Designated ELD Instruction and Professional Development	Yes	$28,402.00	$26,741
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	No	$679,786.00	$746,340
1	1.7	Support for Students with Disabilities	No	$0.00	$0
2	2.1	Student Academic and Emotional Well-being	No	$302,446.00	$390,341
2	2.2	School Facilities	No	$278,112.00	$487,698
2	2.3	Academic and CTE Intervention	Yes	$82,659.00	$105,413

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	IMPACT	Yes	$69,766.00	$67,734
2	2.5	Social Emotional Support	Yes	$169,753.00	$164,809
2	2.6	Community and Industry Outreach	Yes	$74,931.00	$79,662
2	2.7	Trauma Informed Professional Development	Yes	$32,933.00	$36,450
3	3.1	Community Outreach	No	$317,906.00	$380,733
3	3.2	Program Communication	No	$127,619.00	$168,997
3	3.3	Extended Learning Opportunities	No	$250,723.00	$272,340

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$442,365	$414,876.00	$480,809.00	($65,933.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction and Professional Development	Yes	$28,402.00	$26,741	0.00%	
2	2.3	Academic and CTE Intervention	Yes	$82,659.00	$105,413		
2	2.4	IMPACT	Yes	$26,198.00	$67,734		
2	2.5	Social Emotional Support	Yes	$169,753.00	$164,809		
2	2.6	Community and Industry Outreach	Yes	$74,931.00	$79,662		
2	2.7	Trauma Informed Professional Development	Yes	$32,933.00	$36,450		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$442,365		0.000%	$480,809.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    ▪ **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
        - Actions may be grouped together for purposes of these explanations.
        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and

- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

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

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

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

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

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

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

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024