

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
North County Trade Tech High School	Philip Lutgen, Charter School Leader (POSA)	plutgen@nctth.org 760-598-0782

Plan Summary [2024-2025]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

North County Trade Tech High School (“Trade Tech”, a California DASS Charter High School) actively enlists the community – inside and outside the walls of the school – to provide a safe, positive and caring educational environment that facilitates the growth and development of students who are self-motivated, competent and lifelong learners. This includes partnerships with community colleges, other institutes of higher learning, Rotaries, Chambers of Commerce, local industry, local trades businesses, and community-based organizations, all of which are fundamental to our success and the continuing strength of our contributions to the local workforce.

We are an engaged-learning, CTE focused school. While we serve all students that enroll as a charter high school, our small class setting and being an alternative high school allows us to reach out in unique ways and help students that have traditionally struggled in school.

Rigorous core academics equip students with the knowledge to ensure they graduate college ready. College is not the end game. It takes intentional instruction for students to target their strengths and desires and set goals that include the understanding of the need for higher education, whether that is a college degree, certifications or advanced training.

What distinguishes Trade Tech is the foundational focus of Cradle to Career. Our students have the opportunities to immediately apply their knowledge and develop critical thinking, problem solving, and conceptual understanding in a practical, real-world context. This is accomplished through a unique combination of STEM-based Education, with access to a-g coursework for ALL core academics, as well as advanced construction, manufacturing and computer science courses. We provide meaningful and relevant project-based learning, Career Technical Education (CTE), currently with a focus on:

- Building and Construction Industry
- Manufacturing and Product Development
- Digital Media and Game Design
- Hospitality, Tourism and Recreation
- Commercial and Print Arts
- Biotechnology (coming soon)

- Education, Child Development and Family Services (coming soon)

Opportunities for Concurrent Enrollment with Community Colleges

These learning experiences equip students with the skills and attitude essential for success in life, college and the workplace. It gives them a distinct competitive edge as they pursue high-demand, high-wage jobs in the local economy.

Advisory is a Central Opportunity

Daily Advisories using Personal Learning Plans (PLPs) and Leveled Assessment Testing serve as roadmaps to ensure each student's success. They inform the support and educational services needed to tap their full potential and achieve their personal and academic goals. Trade Tech provides expanded learning opportunities for students identified as at-risk or academically low-achieving, especially those who have not been successful in traditional classrooms.

Advisories allow for staff to engage with students and monitor grades, work on social impact issues, review policies and plan for their future using College and Career planning tools.

Relevant Knowledge and Skills

Recognizing that "passion is the greatest motivator," Trade Tech is designed to align with what youth are seeking.

They are looking for:

- Work that is of value,
- Concentrated skills training that gives them access to well-paying employment,
- A means to continue their education and development,
- Personal and peer support to overcome difficulties,
- A set of positive values strong enough to compete successfully with the culture of the streets and give meaning to life,
- And a clear vision of whom they can become.

Reflections: Annual Performance

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

This year, we expect 100% graduation. Our 4 year graduation will be 100% for all students that started the 12th grade year at Trade Tech. We also anticipate 100% for all seniors that began after the school year and remained in attendance with us. Our instructional methods, small class sizes and credit recovery are working and effective.

Our suspension rate has reduced significantly this year and our academics, according to our iReady data, is showing strong growth in closing individual students learning gaps.

One concern have that our new local testing is demonstrating is that our students that are more than 3 grade levels behind are not showing growth at the rate of other students. We will address this data during the summer professional development and develop additional support for our struggling students.

More than 70% of our students completed a CTE pathway and about half have complete at least one certification.

Reflections: Technical Assistance

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

With the new local testing, the data will be used to instruct curricular modifications to help our Special Populations and struggling students.

We will analyze our data regarding suspensions and see what worked and how to keep our students in school by modifying behavior in productive ways.

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.

North County Trade Tech High School

Support for Identified Schools

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

- Offer support classes, including a designated ELD support class, during the school day for all students to drop in and obtain support.
- Utilize iReady for tracking student achievement. Work with students to understand their results and support their growth.
- Offer a 9th Grade Academy course for all incoming freshmen to support their instructional needs.
- Revise our daily Advisory program to include additional enrichment, career exploration and school wide engagement.
- Increase Extra-Curricular Activities and Clubs to engage struggling students and connect them with school.
- Increase opportunities for parents to collaborate with students and staff and increase our congenial and collegial culture.
- Provide specific Professional Development to staff to address student learning difficulties and identifying deficiencies.
- Lesson design
- Inclusion training
- Assessment strategies
- Special Population support strategies
- Peer review and collaboration

Monitoring and Evaluating Effectiveness

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

Local Control and Accountability Plan Instructions

iReady testing at the beginning of the school year for all students in grades 9 thru 11 and comparison testing at about the end of the 3rd quarter to identify growth and use the data to plan for instruction the following school year.

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
School Staff	Professional Development days, Annual staff survey, Weekly staff meetings
Parents	Multiple annual SSC meetings, Parent meetings, Evening activities
Students	Surveys during Advisory, Open door commitment
Community Partners	Annual Advisory Council Meeting, Evening activiites

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

All groups were a part of the discussions that led to the changes in this year's LCAP. With a complete rewrite this year, we addressed the concerns that have been raised by the groups in the post-COVID timeframe. Formal and informal meetings were held to discuss school academics, culture and engagement. The biggest discussions were around rewarding students for their accomplishments. New metrics were created around the discussions with all groups. Parent Meetings were held during the year to review current goals and seek revisions.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Our <u>Conditions of Learning</u> will promote achievement, career awareness through CTE courses and academic growth for all students, including EL, low socio-economic and Special Education.	Broad
State Priorities addressed by this goal.		
1,2,4,5,6,7		
An explanation of why the LEA has developed this goal.		
This goal demonstrates our dedication to student preparation and achievement through high quality courses, instruction and practices.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of Core Academic Course will be a-g approved. 85% of elective courses will be a-g approved. (Priority 2,4)	Currently 87% of our core courses for 2024-25 are a-g approved and 85% of our elective courses are a-g approved.				
2	Teaching staff will review and revise CTE pathway curriculum and courses to align with Common Core Standards and CTE Model Curriculum with in input from the Advisory Council. Career Day will be planned with regard to programs and student interest. (Priority 1, 2)	5 "extra hours" paid days for teaching staff will be available in June for Professional Development (PD) in order to review all curriculum. Career Day will be offered annually for all students.				
3	All students in grades 9, 10 and 11 will be required to enroll in a CTE course. (Priority 2, 4, 7)	100% of students were enrolled in at least one CTE course last instructional year.				

4	Teaching Staff will be appropriately credentialed with up to 2 years of induction provided. CTE teachers will be eligible for stipends upon issuance of Preliminary and Clear Credentials. (Priority 1)	100% of staff on preliminary credentials are currently offered support through induction, mentoring and CTE stipends to help receive coursework to clear credentials and improve instructional capacity.				
5	Every Student will have access to all course materials. (Williams Act)	100% of classrooms will have all materials accessible to all students.				
6	All core and elective, including CTE pathways, courses will be available to all students. Master Schedule will be created to allow for 90% of students to receive their first or second elective choices. (Priority 2, 7)	Master schedule allowed for 94% of all students to access their first or second elective choice and 100% of all a-g completion choices.				

7	CTE Goal Setting, Career Exploration and enrichment activities will be made available to all students during daily Advisory. (Priority 2, 7)	Advisory Planning in June will include prep time for 2 staff members, core and technical, and PD for staff on a monthly basis.				
8	Adequate Facilities will be provided and all facilities will be maintained appropriately. Facility preparedness as identified on the FIT tool will be at least "Good". (Priority 1)	Facility currently rates as "exceptional" on FIT				
9	Professional Development will be made available to all staff for the inclusion and assistance of Special Populations. (Priority 2, 7)	5 "extra hours" paid days for teaching staff will be available for Professional Development (PD) in order receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.				

10	The School Calendar will include 180 instructional days. Charter Schools are required to have at a minimum 175.	Trade Tech currently has 180 instructional days.				
11	Staffing for Class Size Reduction will be an average of at most 20:1. (Priority 7)	Current average class size is just over 12:1.				
12	All students will be able to participate in extracurricular activities, including with a CTSO (CTE). (Priority 5)	All general activities are open to 100% of the students. All specific instruction activities are open to 100% of the students in that instructional program.				

13	9 TH Graders and Special Population students will be provided with staff identified supports to fully participate in their education. (Priority 4)	100% of 9 th grade students will have an additional academy class for supports. A resource room has been set up for 1 period during the instructional day for all students to receive assistance. After school support once per week is available with resource staff. All teaching staff have 2 office hours weekly.				
14	All students will have access to check out an internet appliance for the school year. (Priority 2)	100% of students were offered to check out an internet appliance for the school year.				

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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	Operations	Our business practices, vehicles and facilities will be adequate, Operational, Well-Maintained and Functional	1,301,184	No
2	Staffing	Our staffing will be appropriate to the population we serve. Our teaching staff will be appropriately credentialed, assigned and compensated. Staff will be offered opportunities for appropriate Professional Development. Class sizes will average not more than 20:1 overall with 180 instructional days.	1,976,176	Yes
3	CTE & Elective Course Updates	Our CTE pathway and elective courses will be career relevant to local workforce needs and college preparation. Career Day will represent local colleges and career representative.	46000	Yes
4	Diverse Offerings	Our school will offer a broad course of study, available to all students, with classes that are implemented using academic state content standards, CTE Model Curriculum Standards and relevant materials.	315,674	Yes
5	Co- and Extra-Curricular Opportunities	Staff will work with students and parents to create co-curricular and extra-curricular opportunities for students that will engage all students and provide leadership and skills advancement. CTSOs will be available depending on elective choices by the students. Opportunities may be offered before or after school or during the school day.	50,000	Yes

Goal 2

Goal #	Description	Type of Goal
2	Our Student Outcomes will provide opportunities for students to progress in ELA, Reading and Mathematics while preparing students for "Cradle to Career" opportunities.	Broad
State Priorities addressed by this goal.		
2,3,4,5,6		
An explanation of why the LEA has developed this goal.		
This goal demonstrates Trade Tech's commitment to every individual demonstrating academic achievement and being prepared for life.		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.05 (5% increase) from the prior year (Priority 2)	Trade Tech students will show a growth of 5% over the previous year's students on state testing. This may include CAASPP, CAST, and other state testing programs. Current baselines for Math is 177.7 points below standard and for ELA is 91.6 points below standard.				
2	Measured Academic Progress (using iReady) assessment results using a leveled assessment. Overall, 15% of all year-long enrolled students will increase by 1 growth band in both Math and Reading. Only students in Grades 9, 10 and 11 are tested. (Priority 2, 4)	Currently, 13.7% of Math students advanced at least one growth band and 14.0% of ELA students advanced in Reading.				

3	<p>Overall, students that are credit deficient will make up 90% of the courses needed for graduation that were failed in prior years. This may be accomplished through online credit recovery, in class supports or retaking failed classes. Baseline will be determined in Fall after analyzing enrolling students.</p> <p>(Priority 2)</p>	<p>Currently 86% of courses are on track to be made up prior to the end of June 30, 2024</p>				
4	<p>25% of EL students will advance in ELPAC levels or be reclassified.</p> <p>(Priority 4)</p>	<p>For this year, 21% of EL students gained levels or were reclassified.</p>				
5	<p>Our suspension rate will remain below 10% and will be reduced by 10% annually until it is at or below the state average level for alternative (DASS) and continuation schools.</p> <p>(Priority 6)</p>	<p>Current baseline is 12.2% of students were suspended at least one day.</p>				

6	Students will attend school regularly. Our school wide average attendance will remain above 92%. (Priority 5)	Current baseline is 91.7%				
7	90% of 12 th grade students will graduate within 5 years, completing all required courses. (Priority 5)	Current 4 year graduation rate is 89.5%.				
8	Special Populations, including EL, will be offered additional supports during and after school to succeed. (Priority 2)	Current supports are offered in 1 period during the day, 5 days/week before school and 4 days/week after school.				

9	Staff will be offered Professional Development (PD) relevant to our student population, staff needs and assessment strategies. CTE staff will have the same PD opportunities. (Priority 2, 4)	5 "extra hours" paid days for teaching staff will be available for Professional Development (PD) in order to receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.				
10	Advisory Program will include CTE career education, guidance and goal setting.	Advisory Planning will include prep time for 2 staff members, core and technical, and PD for staff on a monthly basis.				

11	100% of CTE pathways will demonstrate opportunities for college pathway continuation and advanced training/certification opportunities. Certifications and articulations/dual enrollment opportunities will be emphasized where available. (Priority 5)	5 “extra hours” paid days for teaching staff will be available for Professional Development (PD) in order to review all curriculum and receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.				
12	At least 40% of our graduates will complete a CTE pathway. (note: on average 30% of our graduates are not enrolled at Trade Tech long enough to earn a 2 year pathway) (Priority 4)	Currently 56% of all graduates completed CTE pathways.				

13	100% of our CTE pathways will incorporate Work Based Learning (WBL) opportunities available to all students enrolled in capstone courses. (Priority 5)	5 “extra hours” paid days for teaching staff will be available for Professional Development (PD) in order to review all curriculum and receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.				
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Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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	Support Opportunities	Our English Learners, Special Needs, Low Socio-Economic and Foster Youth will be given targeted opportunities and receive assistance to become proficient. Credit Deficient students will be given opportunities for support during or after the instructional day.	6,000	Yes
2	Multiple Measures	We will use multiple measures of student success including increasing graduation rate, improving attendance, project completion and CTE pathway completion. We will increase our access to credit recovery staff, maintain communication with parents, adapt our projects to higher interest groups and rework our CTE pathways to better serve our local industry.	68,000	Yes
3	Assessment Performance	Students will increase in performance on state and local assessments	2,000	Yes
4	Advisory	Every student will participate in an Advisory program that will offer applied resources in college awareness, career exploration, personal inventories (including goal setting and planning) and projects/activities.	2,500	Yes

Goal 3

Goal #	Description	Type of Goal
3	Our Schoolwide Engagement will include working with staff, industry, local community and parent groups to create opportunities for communication, input and positive student engagement and make earning a diploma meaningful.	Broad
State Priorities addressed by this goal.		
1,2,3,4,5,6,7		
An explanation of why the LEA has developed this goal.		
[Respond here]		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Parents, students and teachers will have opportunities throughout the school year to collaborate and share successes and recommendations. A minimum of 2 parent and 1 community meetings will be held annually (Priority 3)	3 parent meetings were held. 1 evening parent meeting was held. 1 Advisory Council meeting was held. 2 evening community events were held.				
2	CTE courses will be guided by local industry needs and requirements. (Priority 4)	1 CTE Advisory Council was held this year.				
3	We will have a CTE participation rate of 75% (Priority 7)	Currently 76% of all are enrolled in CTE classes.				
4	Students will complete a climate survey in the Spring semester of odd years. (Priority 6)	Survey is scheduled for Spring of 2025				

5	Staff will be surveyed annually at the end of the school year. Results will be reviewed and shared prior to the start of the next school year. (Priority 6)	Survey is sent out in May each year to all staff. Survey was sent out. Admin will present responses to all staff in August.				
6	A minimum of 3 staff will attend the Educating for Careers Conference annually. (Priority 1,2,4,5,6)	3 staff were in attendance at this year's conference.				
7	Staff will revise curriculum annually (including assessments) and student inclusion. CTE curriculum and staff training will include ELA and Math standards as well as inclusion of CTE model standards. (Priority 2)	5 "extra hours" paid days for teaching staff will be available for Professional Development (PD) in order to review all curriculum.				

8	PD for staff working with Special Population. CTE staff will receive additional support in classroom management and addressing student needs. (Priority 2)	5 "extra hours" paid days for teaching staff will be available for Professional Development (PD) in order to receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.				
9	Through Advisory PLPs staff will share using techniques involving Peer Review and Collaboration throughout the school year. (Priority 4)	Every 6 weeks, staff will bring PLPs to a PD meeting to peer review and collaborate on the content and process.				

10	Ongoing support and professional development will be available for teachers to directly improve their instructional capacity. (Priority 2)	Every 6 weeks, staff participate in PD after school. 4 mandatory PD days prior to the beginning of the school year, 2 days embedded in the school year and 5 optional days after the end of the school year are offered.				
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Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

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	Parent Involvement	We will seek parent input in decision making and promote parent involvement in their student's progress.	1,000	Yes
2	Promotion of Core, CTE and Electives	We will create and promote Core, CTE and Elective programs and opportunities for all students, especially for unduplicated pupils and special needs subgroups (Special Populations – CTE/Perkins)	2,000	Yes
3	Engagement	Students will engage in school and activities and act appropriately, learning the workforce skills necessary to succeed. Students will reflect on school programs and be surveyed.	24,500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant		
\$222,374	\$5,139		
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%	0.00%	\$0	13%

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

Required Descriptions

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 #(s)	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
All	All	We are a small LEA (less than 200 students). Our actions are typically offered to all students	
1 & 2	Unduplicated students need smaller classes and more support from all school staff in order to succeed and reduce their gap.	Trained staff, smaller class sizes and a longer school year all add to the effectiveness of instructional capacity.	Staff PD participation/conferences, PD and Curriculum Revision time, Designated PD for Special Populations, Advisory PD and planning
1 & 3	Unduplicated students need specific and directed instruction to engage them to plan for their future	Having classes that are relevant to the local workforce provides an opportunity for all students to connect school with their future.	Advisory Council Meetings, Career Day, class speakers and summer PD workshops
1 & 4	Unduplicated students need a broad range of course offerings to engage them into education	High interest courses will be addressed for students to connect with school. All elective offerings will have an academic connection.	CTE participation Rate, Master schedule
1 & 5	Unduplicated students need additional opportunities to connect education and the real world, be provided leadership opportunities or just a safe space to grow in their personal capacity.	Students will be offered opportunities to expand their interests and learning in order to connect with school and staff.	Community Meetings, Parent Meetings, Climate Survey, local surveys
2 & 1	Unduplicated students need targeted opportunities to move towards proficiency and recover lost credits.	Students will have the opportunity to close their gaps in education and recover missing credits towards graduation. Support will be provided during school as well as extended hours before and after school.	Credit recovery rates, EL advancement, Supports calendars
2 & 2	Unduplicated students need to be assessed in multiple manners to see and document their achievements and create a plan for their future	By providing opportunities to students to be academically evaluated in a variety of manners, students can set achievable goals.	State and Local testing, graduation rate, attendance rate, CTE pathway completion rates, certifications earned
2 & 3	Unduplicated students need to gain a better understanding of how they learn and how to grow academically	Students need to be provided instruction on how to improve on assessments. Many professions required assessments and it is a skill they will need.	State and Local Testing results, Classroom assessments and grades
2 & 4	Unduplicated students need to develop a broad and relevant understanding of college, career and personal inventories.	Providing a multi-grade level Advisory allows for students to collaborate in projects and activities as well as gain a greater knowledge of colleges, careers, goal setting and soft-skills	Suspension Rate, Attendance Rate, CSAT meeting calendar

3 & 1	Unduplicated students need to see their families involved in their current needs and future goals	Parents and families need to be a part of the educational process for their students. Having parents of unduplicated students involved increases the communication between staff and family and has historically increased student achievement.	Parent Meetings and school events
3 & 2	Unduplicated students need to be shown how to find opportunities in the options they are presented.	By bringing relevant and engaging courses that tie core and electives together with college and careers, students can begin to map a pathway for their future and be more engaged to graduate and move forward.	Curriculum Revision (summer), Conference attendance (staff), Advisory council meeting, Community events calendar
3 & 3	Unduplicated students need to be engaged in school and related activities in order to gain workplace skills.	Offering engaging extra-curricular opportunities for students add options for students to engage in school and community activities. Students that engage and become a part of something bigger have statistically done better.	PD For Special Populations, PD for Advisory, CTE participation rates, student and staff surveys

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
2 & 1	Targeted support class for our English Learners	A Designated ELD program of study to assist EL students an opportunity to fill the gaps they may have due to English being their second language.	ELPAC Testing, Local Testing, Work completion rates, student grades.

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.

The number of periods of Designated ELD will be calculated with the staff member's annual salary for computation of the percentage.

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.

We will use the additional concentration funding to increase our support opportunities for students

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		4:1
Staff-to-student ratio of certificated staff providing direct services to students		16:1

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North County Trade Tech High School	Philip Lutgen	plutgen@ncctth.org 760-598-0782

Goals and Actions

Goal 1

Goal #	Description
1	Our <u>Conditions of Learning</u> will promote achievement, career awareness and academic growth for all students, including EL, low socio-economic and Special Education.

An explanation of why the LEA has developed this goal.

Our courses need to prepare students for success from Cradle to Career. Each year, we experience more students applying to 4 year university than we have in the past. Our facilities need to better aide in the preparation of students for their futures.

All parts of our campus need to support student growth and learning.

Professional development will continue to be revised to be more appropriate and effective.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Courses will be a-g approved	80% of all courses will be a-g approved.	At Least 80% was met.	At Least 80% was met.	At Least 80% was met.	At Least 80% was met. New courses are being introduced and need to continue to be approved.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff will revise curriculum and CTE courses will maintain competencies to align Common Core standards with the CTE standards for all courses	All courses are in need of revision to include focus on Math and reading throughout curricula	On June 9 to 15, we hosted a paid summer session with all core and CTE staff working to better adjust their curricula to support the ELA and Math Standards.	On June 8 to 14, we held professional development to introduce new instructional tools available to support all programs and re-align all curriculum and pacing calendars.	On June 10 thru 14, staff will meet to receive Professional Development in curriculum development, inclusion, supporting ELA and Math and increasing effectiveness with Special Populations.	Resources will be identified and implemented to better serve our population.
Teaching staff will be credentialed with 2 year induction costs covered by the school. CTE teachers given completion stipends.	100%	100% of staff is credentialed and working towards clear credentials.	100% of staff is credentialed and working towards clear credentials. 3 completed induction. 2 completed year 1 of induction. 1 CTE teacher is done with all but 2 courses for clearing credential.	100% of teaching staff is credentialed. 2 completed induction and 1 cleared his CTE credential. No teachers are teaching out of subject.	100% of staff remains on track to clear credentials.
Every student will have access to all course materials. We will be 100% compliant with the Williams Act.	100%	100% of the classes were fully compliant from the first day of school.	100% of the classes were fully compliant from the first day of school. 100% were offered internet appliances before the first day of school.	100% of the classes were fully compliant from the first day of school. 100% were offered internet appliances before the first day of school.	100% compliant for the entire school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adequate facilities will be provided and all facilities will be maintained appropriately.	Classes will have adequate space and will not be shared (doubled up) with other classes/programs.	All classes had rooms that were maintained and adequate in size.	The offices were built this year. All classrooms were maintained. Science is scheduled for a remodel this summer and the CTE Building will have its ceiling insulation repaired. Security fencing was added to rear of school. Daytime custodian was retained to maintain campus during the day.	Science lab/classroom was installed. We are at the highest level on the FIT certification. Health and Fitness Facilities were redone with new equipment.	Building will be maintained at the same level as 2022-23.
Professional development and meetings will be provided to ensure employees will be an integral and valued part of the instructional design, development and growth of Trade Tech	Two Meeting per week on average, participation at Career Conference, 6 days of paid professional development days. Paid curriculum days/hours as specified. Subject area conferences as available and scheduled.	Professional Development was targeted through regular meetings and support for participation in the Careers conference in March.	Professional Development was targeted through regular meetings and support for participation in the Careers conference in March. Topics are identified by staff at meetings.	Professional Development was targeted through regular meetings and support for participation in the Careers conference in March. Topics are identified by staff at meetings. Staff formed new committee groups for 2023-24 to better meet the needs of our learners.	Careers conference scheduling was put back in calendar to all staff the opportunity for relevant PD. Summer Curriculum Institute will be continued for all teaching staff.
The school calendar will include 180 student days.	175 student days required for Charter Schools	180 days of instruction was offered	180 days of instruction was offered	180 days of instruction was offered	180 days of instruction will be offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staffing for CSR will be an average of at most 20:1 schoolwide.	20:1	100% compliance.	13:1 ratio for the 2022-23 school year	12:1 ratio for the 2023-24 school year.	100% compliance.
Students will have access to internet appliance to check out for the school year.	1:1 device:students Every student will have opportunity to have a take-home device.	100% compliance	100% compliance	100% compliance	100% compliance

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no differences in this Goal.

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.

Financial expenditures were on track with the expectation. The only differences were the reduction in staffing due to lower enrollment and the higher than expected cost of the science room addition.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Every one of our Actions has been effective in meeting our students' needs and providing services to Special Populations.

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

The entire LCAP is being revised. New goals are being considered which will lead to new actions to better serve our students.

Goals and Actions

Goal 2

Goal #	Description
2	Our <u>Student Outcomes</u> will provide opportunities for students to progress in ELA, Reading and Mathematics while preparing students for cradle to career opportunities.

An explanation of why the LEA has developed this goal.

As identified in meetings with stakeholders, all of our students need to show growth in a variety of manners. CTE remains a priority to encourage students in their academic and future goals and planning. Benchmark and state testing measure academics differently and both need to reflect an instructional institution committed to improving student achievement by showing individual growth. Other measures need to be implemented and tested for validity of multiple measure assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.05 (5% increase) from the prior year	2021 will be baseline	This is our baseline year. We have had over the required 94% of 11 th grade students take the test.	Students did not meet this requirement.	Students did not meet this requirement. Both ELA and Math dropped.	Meet the increase. Testing was all done in person this year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measured Academic Progress (MAP) assessment results are a leveled assessment. Overall, students will increase by an average of 3 points or about 1.25 years in Math and 2 points or about 1.1 years in ELA and Reading. (We will be implementing a new program and will update this goal with appropriate targets.)	Math RIT will increase by 3 points, ELA and Reading will increase by 2 points. Increase is dependent upon Fall testing.	We will conduct the Spring testing in May. We will report out the results in the first quarter of the fall semester. With students in person, we do have significantly improved rates of participation.	Unknown. We changed to iReady in order to have curriculum resources to help our struggling students. This was baseline year for iReady.	We met this target. Both Math and ELA showed grade level gains in all grade levels for students that were enrolled from August. Math had and 3% reduction in students that were 3 or more grade levels below, while ELA had an 8% reduction.	Students in 9-11 show annual growth in Math and ELA as tested. 100% of struggling students are offered additional resources to gain adult-life preparation skills.
90% of courses deficient will be made up by students	70% were made up in 2020-21	Of the 26 deficient seniors, only 1 will need to return as a 5 th year senior, unable to complete all the credit recovery.	We met this target. All 12 th graders are on track to complete prior to end of fiscal year. 10 th graders were offered the opportunity for the first time.	We met this target. All 12 th graders are on track to complete prior to end of fiscal year.	Continue to grow our resources and offerings to allow students to get on track to graduate with a sense of pride in completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
25% of EL students will advance in ELPAC levels or be reclassified	ELPAC testing was not possible with all students in 2021	All students were tested in ELPAC, awaiting the results.	We met this goal. Our largest group ever, 22 EL students. None of our students enrolled as 4, however 5 students qualify for redesignation and 8 students (36%) advanced in their levels.	We did not meet this goal, we were one (1) student short of our target of 25%.	Continue to find ways to support our EL students to be prepared for adulthood.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

We had no substantive differences.

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.

Financial expenditures were on track with the expectation. The only difference was the reduction in staffing due to lower enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Being a small DASS school makes it difficult to track progress using state test results. All of our sub-groups are too small to report and most of our students begin after the 9th grade year and are credit deficient. Comparing a small number of students progress towards state standards with a completely different small group of students really gives no usable information. Our iReady tracking covers growth from the start of a year to the end of that same year. It provides a better look at our programs.

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

The entire LCAP is being revised. New and revised goals are being considered which will lead to new and revised actions to better serve our students.

Goals and Actions

Goal 3

Goal #	Description
3	Our Schoolwide <u>Engagement</u> will include working with staff, industry, local community and parent groups to create opportunities for communication, input and positive student engagement and make earning a diploma meaningful.

An explanation of why the LEA has developed this goal.

For a CTE school, involvement of parents, community and industry are critical to our continued focus and success. All groups have expressed interest in providing input as we do our part to prepare students from the Cradle to Careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A minimum of 2 parent and community meetings will be held annually	Parent meetings will be held in August and February	Parent meetings through Zoom were held monthly. An additional parent work group was created to support the goals of increasing recognition and rewards.	4 parent meetings were held. Attendees were invited in person and on zoom. We also included senior parent meetings to answer specific questions for graduates.	We met this standard and have two parent meetings scheduled for May to review the school year, the new LCAP and other items.	Parent communication is more important than ever. We will continue increasing opportunities for parent to provide input. We will increase our parent meetings and find ways to engage parents on our campus.
A minimum of 1 Advisory Council	1 advisory council meeting has been held annually	Our CTE Advisory meeting was postponed due to a resurgence of COVID in January. A modified meeting was held, but poorly attended.	Our CTE Advisory Group met in person and worked with CTE staff and administration to modify offerings to better reflect current labor force needs.	Our CTE Advisory Group met in person on March 28 and worked with CTE staff and administration to modify offerings to better reflect current labor force needs	We will formally meet with our advisory panel once, but will work separately with them to better prepare our programs to reflect workforce trends.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff will work to maintain a minimum of 94% attendance rate	Over the last 8 years, attendance has been between 88 and 94%	Attendance this year is currently at exactly 94%.	We did not meet this goal. Our attendance was around 90%.	We did not meet this goal. Our attendance was 91.7% which is an improvement over the prior year.	Minimum of 94%
15% of students will be All Stars and 75% will maintain Honor Level 1 status	15% All Stars 75% Honor Level 1	No longer used. Company went out of business.	Used for positive recognition only	Program was discontinued. Student of the month and other recognition programs were expanded.	Grow in the use of the program to reward students.
Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating	97.5%	Our 4 year graduation rate for this year will be 97.6% with 1 student returning next year to complete as a 5 th year senior.	Our 4 year graduation will be 98% this year. We will have one early graduate, 3 year, plus college courses to qualify. 1 student will become a 5 th year senior, to graduate next school year.	Every one of our seniors will graduate this year on time. 100% graduation.	Our desired outcome will always be 100%.
We will reduce our overall suspension rate by 10% annually	16% suspensions in 2019	Our suspension rate this year has remained under 10%.	This year, our suspension rate dramatically increased due to extreme behavior. With 170 students, a single fight will have nearly a 1% rate.	Our suspension rate reduced by about 70% this year.	We would like our overall suspension rate to be below 10% again. We want to increase our behavior support services to head off suspendible behavior before it occurs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
We will have a CTE participation rate of 85% and a CTE Pathway Completion Rate of 50%.	85% participation in CTE classes with 50% overall pathway completion	Our participation rate exceeded 85% and our pathway completion rate for seniors at our school for at least 2 years is over 83%	We exceeded our participation metric again this year. We are close to the overall completion, but until final grades are posted, we will not know.	We exceeded our participation metric again this year.	Exceed both targets.
Students will complete a climate survey in the Spring semester of odd years	80% of students will complete	Survey was completed in 2021.	Survey was complete in Spring semester 2023	Survey was complete in 2023	Review the data and implement changes to better serve our students and families.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The infraction system was discontinued in order to place a larger emphasis on other school recognition programs.

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.

Financial expenditures were on track with the expectation. The only difference was the reduction in staffing due to lower enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

As we grew and shrank in student population, the specific actions were critical to keeping our student focused direction. Our suspension rate reduction is a demonstration of staff programs working over time.

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

The entire LCAP is being revised. New goals are being considered which will lead to new actions to better serve our students.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North County Trade Tech High School

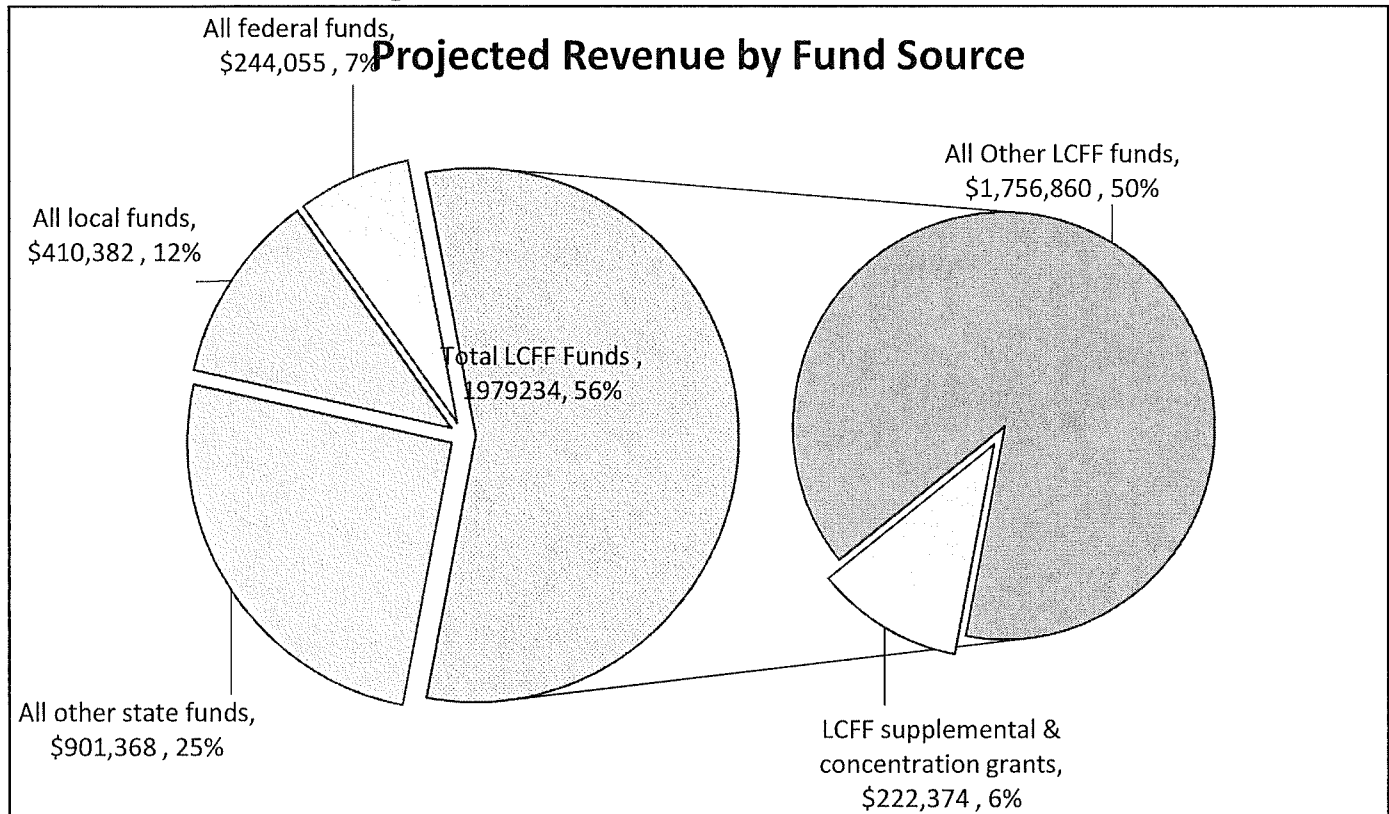
CDS Code: 37-68452-0114264

School Year: 2024-25

LEA contact information: Philip Lutgen

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 2024-25 School Year

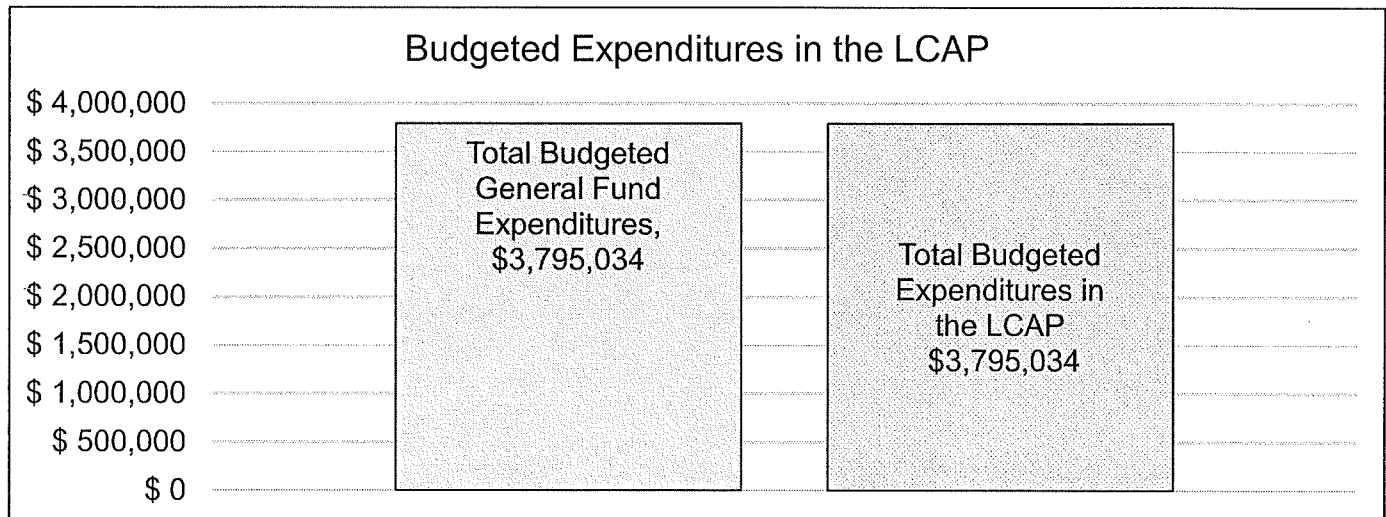


This chart shows the total general purpose revenue North County Trade Tech High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North County Trade Tech High School is \$3,535,039.00, of which \$1,979,234.00 is Local Control Funding Formula (LCFF), \$901,368.00 is other state funds, \$410,382.00 is local funds, and \$244,055.00 is federal funds. Of the \$1,979,234.00 in LCFF Funds, \$222,374.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much North County Trade Tech High School plans to spend for 2024-25. 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: North County Trade Tech High School plans to spend \$3,795,034.00 for the 2024-25 school year. Of that amount, \$3,795,034.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

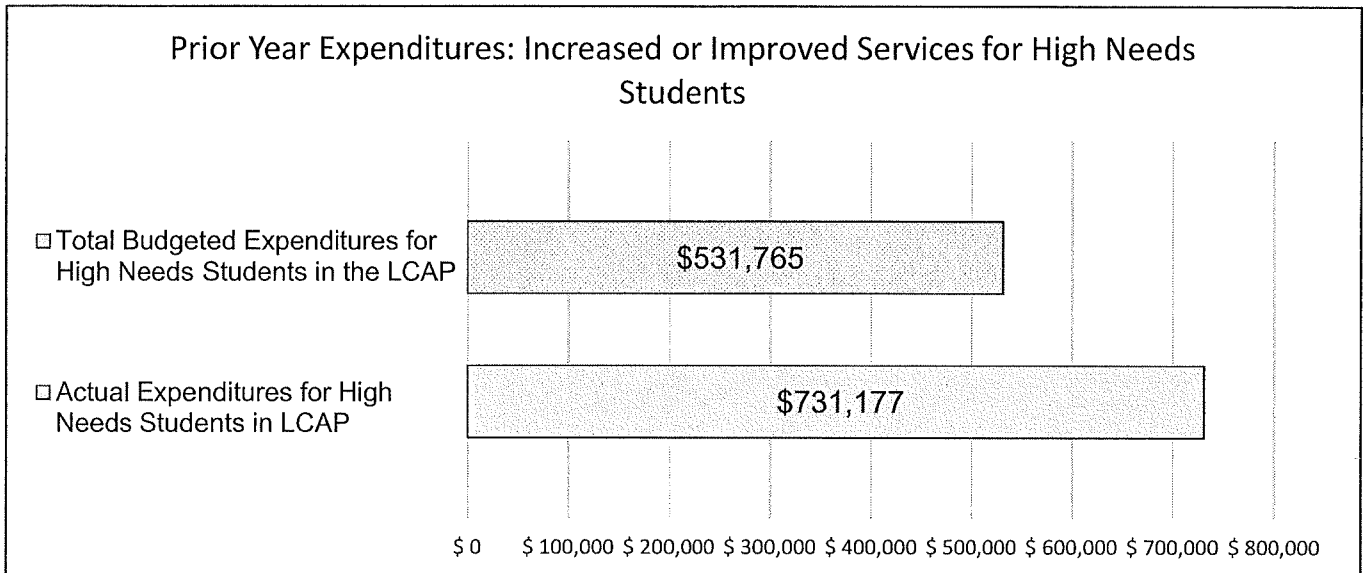
All expenditures are included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, North County Trade Tech High School is projecting it will receive \$222,374.00 based on the enrollment of foster youth, English learner, and low-income students. North County Trade Tech High School must describe how it intends to increase or improve services for high needs students in the LCAP. North County Trade Tech High School plans to spend \$782,000.00 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 2023-24



This chart compares what North County Trade Tech High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what North County Trade Tech High School 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 2023-24, North County Trade Tech High School's LCAP budgeted \$531,765.00 for planned actions to increase or improve services for high needs students. North County Trade Tech High School actually spent \$731,177.00 for actions to increase or improve services for high needs students in 2023-24.