

LCFF Budget Overview for Parents

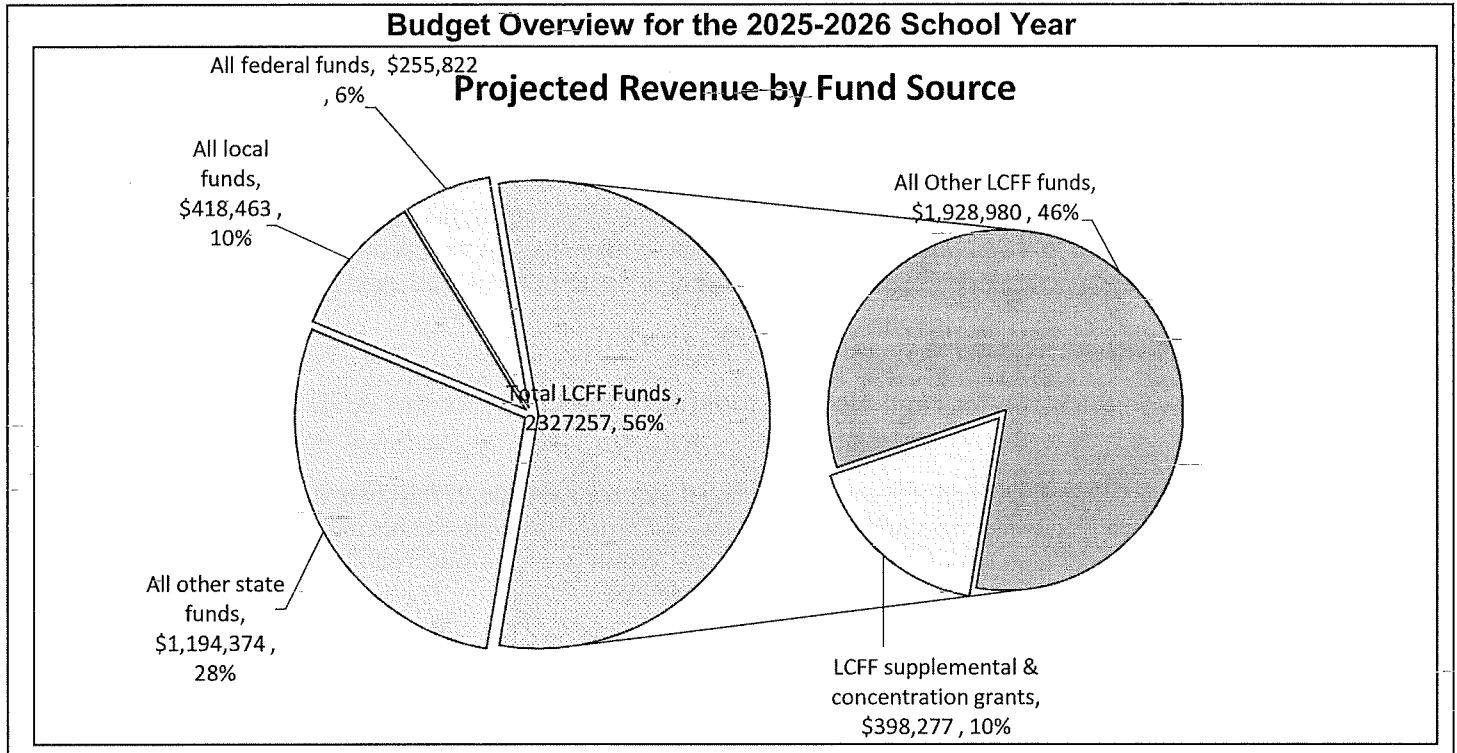
Local Educational Agency (LEA) Name: North County Trade Tech High School

CDS Code: 37-68452-0114264

School Year: 2025-2026

LEA contact information: Chloe Medina

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).

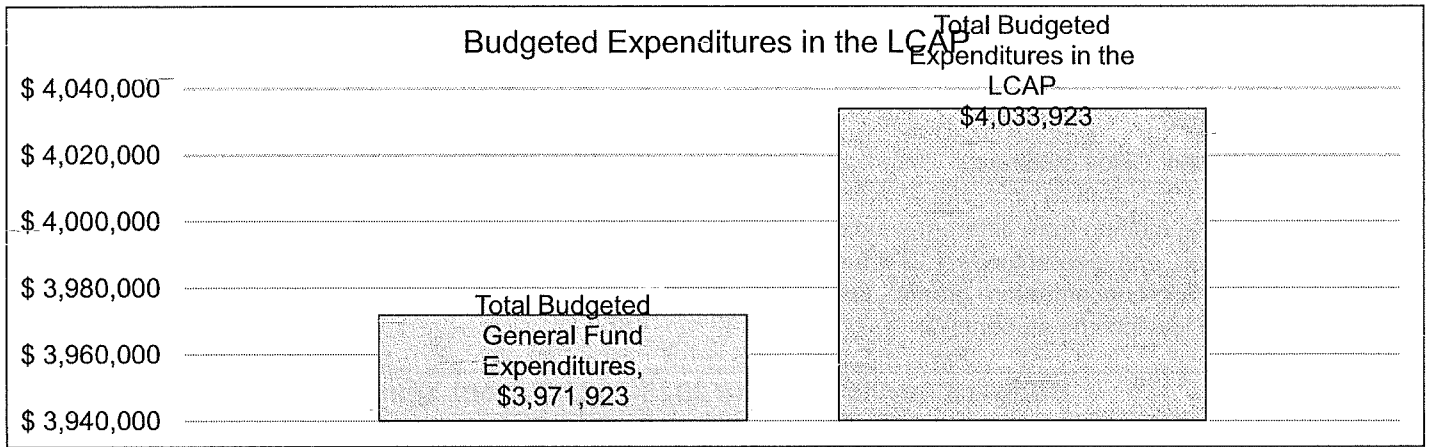


This chart shows the total general purpose revenue North County Trade Tech High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North County Trade Tech High School is \$4,195,916.00, of which \$2,327,257.00 is Local Control Funding Formula (LCFF), \$1,194,374.00 is other state funds, \$418,463.00 is local funds, and \$255,822.00 is federal funds. Of the \$2,327,257.00 in LCFF Funds, \$398,277.00 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



This chart provides a quick summary of how much North County Trade Tech High School plans to spend for 2025-2026. 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 \$3,971,923.00 for the 2025-2026 school year. Of that amount, \$4,033,923.00 is tied to actions/services in the LCAP and \$-62,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

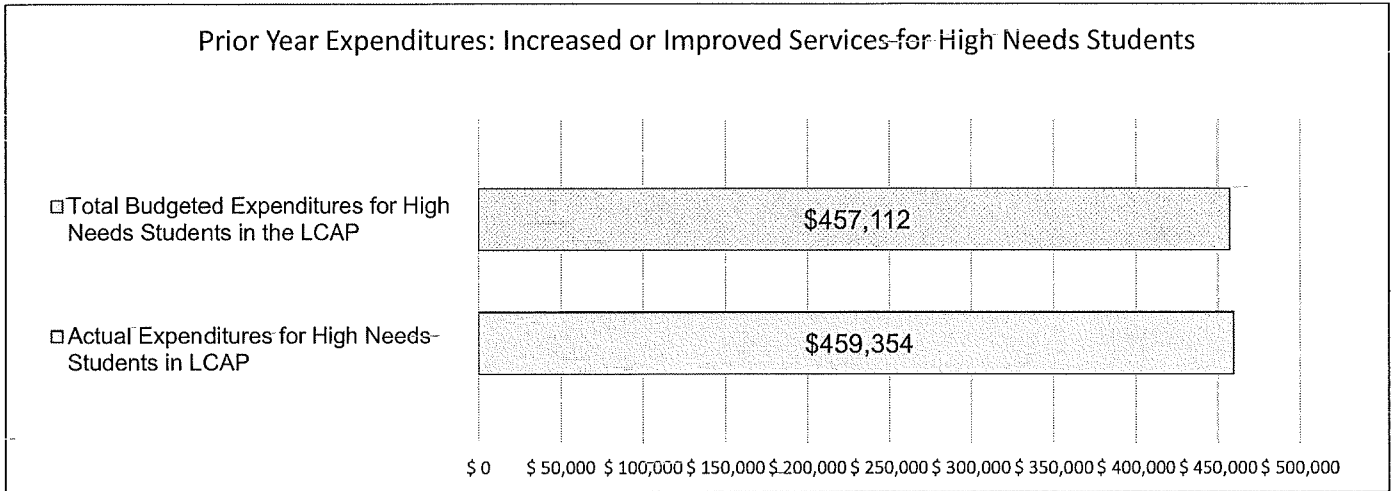
All General Fund Expenditures are included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, North County Trade Tech High School is projecting it will receive \$398,277.00 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 \$463,612.00 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 2024-2025



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 2024-2025, North County Trade Tech High School's LCAP budgeted \$457,112.00 for planned actions to increase or improve services for high needs students. North County Trade Tech High School actually spent \$459,354.00 for actions to increase or improve services for high needs students in 2024-2025.

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	Chloe Medina, Principal	cmedina@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.

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 activities

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 Conditions of Learning 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.	As of year one, we are above 87%, moving towards the goal of 100%.			

2	<p>Teaching staff will review and revise CTE pathway curriculum and courses to align with Common Core Standards and CTE Model Curriculum with input from the Advisory Council. Career Day will be planned with regard to programs and student interest. (Priority 1, 2)</p>	<p>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.</p>	<p>PD days for curriculum development held in June. Annual career day.</p>			
3	<p>All students in grades 9, 10 and 11 will be required to enroll in a CTE course. (Priority 2, 4, 7)</p>	<p>100% of students were enrolled in at least one CTE course last instructional year.</p>	<p>All 9-10 students enrolled in a CTE course. All 11th grade students enrolled with the exception of credit recovery.</p>			
4	<p>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)</p>	<p>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.</p>	<p>Goal met.</p>			

5	Every Student will have access to all course materials. (Williams Act)	100% of classrooms will have all materials accessible to all students.	Goal met.		
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.	100% of students were able to access their first and/or second choice elective as well as all courses needed for a-g completion.		
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.	Goal met.		
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	Goal met.		

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 to receive PD for Special Populations. Monthly Comprehensive Student Assistance Team meetings will be held to address individual and group instructional needs.	Goal met. Meetings held regularly.			
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.	Goal met.			
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.	Average is 16:1			

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.	Goal met.			
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.	Goal met. Additional contract service providers have been made available to support student need.			
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 met.			

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.

All goals are either met or in progress. Additionally, an extensive expansion of our services and supports for ELs occurred in the 24-25 school year including increased designated instruction and additional structures for ELAC and other parent/community outreach.

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.

No significant difference.

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

Reclassification rates have increased. Suspension rates have decreased.

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.

Additional resources for EL and student wellness.

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.	46,000	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.	Increase of 21.2 in math to 156.5 Increase of 36.3 in ELA to 55.3			

2	<p>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)</p>	<p>Currently, 13.7% of Math students advanced at least one growth band and 14.0% of ELA students advanced in Reading.</p>	<p>Goal not yet met but in progress.</p>			
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. (Priority 2)</p>	<p>Currently 86% of courses are on track to be made up prior to the end of June 30, 2024</p>	<p>Goal met through the widespread use of our Acellus program</p>			

4	25% of EL students will advance in ELPAC levels or be reclassified. (Priority 4)	For this year, 21% of EL students gained levels or were reclassified.	61.5% A gain of 23.4		
5	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. (Priority 6)	Current baseline is 12.2% of students were suspended at least one day.	Suspension rate down to 4.5% A decrease of 7.7		
6	Students will attend school regularly. Our school wide average attendance will remain above 92%. (Priority 5)	Current baseline is 91.7%	Attendance continues to be a struggle, at 87%		
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%.	Graduation rate is 94.1%		

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.	Goal met			
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.	Goal met			
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.	Goal met			

11	<p>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)</p>	<p>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.</p>	<p>Goal met</p>			
12	<p>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)</p>	<p>Currently 56% of all graduates completed CTE pathways.</p>	<p>Goal met for student who enrolled in TT prior to their junior year.</p>			

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.	Goal met	
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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.

Implementation proceeded as planned.

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.

NA

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

Progress made in most areas. Attendance rate needs to be addressed with additional action items.

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 made.

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 <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.	Broad

State Priorities addressed by this goal.

1,2,3,4,5,6,7

An explanation of why the LEA has developed this goal.

Increased participation on behalf of families and industry partners will allow us to better engage and serve our students.

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.	Goals met. For future years, the goal is to increase the number of participants.			

2	CTE courses will be guided by local industry needs and requirements. (Priority 4)	1 CTE Advisory Council was held this year.	Goal met and two new pathways were launched.			
3	We will have a CTE participation rate of 75% (Priority 7)	Currently 76% of all are enrolled in CTE classes.	All students participate in pathways with the exception of students who must be enrolled in credit recovery.			
4	Students will complete a climate survey in the Spring semester of odd years. (Priority 6)	Survey is scheduled for Spring of 2025	CA Healthy Kids Survey was distributed in Spring 25.			
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.	Survey distributed in June rather than May.			
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.	Goal met.			

7	<p>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)</p>	<p>5 “extra hours” paid days for teaching staff will be available for Professional Development (PD) in order to review all curriculum.</p>	<p>Goal met.</p>			
8	<p>PD for staff working with Special Population. CTE staff will receive additional support in classroom management and addressing student needs. (Priority 2)</p>	<p>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.</p>	<p>Goal met.</p>			

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.	Goal met. Staff continues to consider ways to make the PLPs more relevant.			
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.	Staff participates in PD more often than every 6 weeks.			

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.

Goal has been implemented as planned with additional efforts needed to increase the volume of parent engagement.

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.

No differences.

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

Additional strategies needed to increase parent engagement.

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.

NA

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	Staff PD
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.	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 require 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
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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

California Department of Education
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