



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On July 17, 2020, Governor Newsom, provided the state of California with new guidance and the framework for K-12 schools in California for re-opening during the 2020-2021 school year. With the evidence and data with regards to COVID-19 transmission, schools, such as CTEC, may not reopen for in-person instruction until they have been off the county monitoring list for at least 14 days. Fresno County has been on the watchlist since June 8th, and continues to have an increase in positive cases of COVID within the community. As a County-wide Charter CTEC services the academic needs of students throughout the county and bordering counties. Across the county we have seen the impact the emergency school closure as had on subgroups, such as English Learners, Low-Income, Foster and homeless youth with regards to learning loss. COVID has definitely touched the lives of our staff, students and families of CTEC. While this pandemic has certainly affected our daily lives, we cannot ignore the importance of education and the need for us to not lose sight of CTEC's mission to support student development, create industry relevance and establish connections with their community. We know that this crisis has and will continue to have substantial impacts on the mental health of many, including our students. Therefore, it is vital now more than ever before that we provide our families with services that excel in health, safety, and quality. CTEC's Federal and state funding were used during the emergency school closure due to COVID-19 to support the efforts in mitigating student learning loss. Funds were used specifically to purchase supplies and materials for the development of PPE's to assist student learning and support our community's shortage of PPE. Additionally, funds have been filtered to ensure students have the networking capabilities to engage with distance learning and continue to progress with their skill development by providing materials and equipment for in home activities.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

In the development of our reopening plan, administration developed opportunities for all stakeholders to provide feedback and guidance. Throughout the summer months, teachers were provided with additional times (2 meetings in June, 4 meetings in July, and 2 meeting in August) to engage through Microsoft Teams and on-site Q & A meetings to address the direction of the 2020/21 school year. All staff members were able to attend at least one of the staff Q & A meetings.

To solicit our parent and student population, three CTEC Reopening Plan Q & A Zoom Meetings were created in early August. Individual could participate through Zoom or phone-in conferencing. Two meetings were created in the evening for English speaking parents and the third evening meeting supported our Spanish speaking families. At the completion of the Q & A, the Zoom meeting was uploaded to CTEC's Website for others to view. The collection of parent participation for those reopening Q & A meetings equaled 57% of CTEC's families. Before distance learning began for the 2020-2021 school year, all students and families participated in a drive through Q and A, to receive the appropriate technology devices and devices to ensure connectivity. Students and families were able to seek clarification and guidance with regards to the reopening plan, communicate concerns and needs for their students.

[A description of the options provided for remote participation in public meetings and public hearings.]

To encourage parent participation, all families were provided with a Zoom link, in an email or text message in their identified home language. Individuals were able to connect via phone, laptop, or other electronic devices. Public hearings and governing board meetings were posted on CTEC's campus main entrance, posted on CTEC's website and sent via SIS system to CTEC students and families 72 hours prior to the meeting. CTEC's public hearings were scheduled for September 21, 2020 and September 29, 2020, with the governing board adoption following the 2nd public hearing. Families and community members were provided an opportunity to participate in the public hearing and governing board meetings on campus, adhering to social distancing requirements.

[A summary of the feedback provided by specific stakeholder groups.]

Teachers and staff recognized the importance of developing tiers of support to address students who struggled with engaging in a distance learning platform. They highlighted the effectiveness of support documents to assist families with their knowledge of assignments and resources to aid in their assisting of student performance. They identified the need to create consistent and required classroom meetings for student instruction. Staff also identified a desire to provide students with extra-curricular activities for students to engage in, creating connections for students to participate in. To address the needs of students and families, with regards to communication, CTEC staff communicated the need to streamline communication and locations for all stakeholders to access resources.

Parents communicated their appreciation for staff availability and the consistent communication with families to support the well-being of their students. Families echoed concerns for their students struggle with distance learning and the need for structure in class instruction. A number of families communicated the emotional struggle students encountered during the emergency school closure. Weekly workload and the amount of screen time was a concern for some families as they prepare their students for distance learning.

Students communicated their frustration with distance learning and their desire to be back on campus. Several students communicated their concerns with distance learning due to CTEC's focus on hands-on learning. They appreciated the accessibility of their teachers during the emergency closure and their willingness to work with them after hours to support their learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

CTEC worked to address the concern of its stakeholders as it developed its reopening plan and the Learning Continuity and Attendance Plan. CTEC's Learning Continuity and Attendance Plan addresses the need for structured class instruction and student engagement with teachers and peers. Along with designated instructional time, additional time was established to support student learning after class instruction. Staff have identified opportunities to engage students with hands-on projects and activities to model activities to be completed on campus.

Within CTEC Response to Intervention model, CTEC has identified specific responses to address students who struggle with distance learning. Students have been identified for additional support with credentialed staff. Training was identified and scheduled for all teaching and administrative staff to support students well-being. All staff have participated in the 1st of 4 trainings to support students who have been impacted by trauma.

Within the LCP, opportunities for students to engage in extra-curricular activities/opportunities have been developed for student participation after designated class time. Continued parent communication and distance learning resources were added to the distance learning/reopening plan. Within the Continuity and Attendance Plan, staff has streamlined the access points for stakeholders to access academic resources to support engagement.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Once distance learning restrictions are lifted students will have the opportunity to participate in a blended learning program. Students will be allowed on campus on their assigned days to complete hands-on activities connected to their CTE courses and to work with their core curriculum teachers. In the blended model, freshmen will be on campus every Monday and every other Thursday. Sophomore students will be on campus every Wednesday and every other Thursday. Juniors will be on campus every Tuesday and Friday. As social distancing requirements are relaxed, CTEC will continue to redevelop the reopening plan to increase student access to on-campus instruction until on-campus instruction is fully reinstated.

On days where the student is not on campus, they will be required to log into online classes, small group instruction, individual tutoring sessions, or be working on assignments provided by instructors. CTEC staff will identify instructional gaps, and students who have experienced significant learning loss due to the school closure through the following procedure. All CTEC return students have been initially screened for Targeted Assistance. Students identified through Targeted Assistance will be provided with additional time on campus. Classes developed to support student success with CTEC's academic program will be required to follow social distancing requirements. Students have been identified as needing Targeted assistance by the following criteria: students who have struggled with limited online engagement (less than 60% of online work completion during the spring of 2020, students who have 3 or more dual enrollment course non-completions, students who have 1 or zero marks for achievement on high school courses. Formative assessments will be implemented by CTEC's credentialed teachers within their synchronous online and on-campus instruction through daily assignments and activities. On a weekly basis, teachers collaborate within their PLC to identify students who could benefit from Impact support and additional on campus intervention. Student's recommended by staff will be placed in to the Impact program. CTEC's summative assessments are completed at the end of each unit and are used to identify learning gaps. Students who have been found to have experienced educational gaps will be provided with focused academic support through required teacher tutorial hours. When students have shown mastery of course content, or have improved marks to above a 2, then students may be released from the academic support classes and/or required tutorial hours.

Limited accommodations have been identified for each learning space adhering to social distancing requirements set by state and county guidelines. Students will be required to adhere to social distancing requirements as they enter classrooms, including the wearing of face masks. The sidewalk outside classrooms are marked to identify social distancing requirements and flow of traffic from room to room. All students will be required to use sanitizer as they enter and leave the classroom. To eliminate as many touch points as possible, teaching staff will open the door for students upon entry and exit. All classrooms will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy location posted. Each classroom space is identified below and the procedures taken to support social distancing.

Computer Lab - Each student is assigned a specific seat and location within the classroom that meets social distancing requirements. Protective skins have been placed over keyboards to support disinfectant procedures. Computer mice have been purchased for each student to limit points of contact for each student. The computer lab will be cleaned and disinfected by custodial staff twice a day, when the lab is in use. Sanitizing wipes will be available for students to use on tables, keyboards, mice, computer screens at the end of each class period. Teaching staff will sanitize high traffic points of contact within the classroom. (Light switches, door hardware, pencil sharpener, and phone). The classroom will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy location posted.

Core Subject Classrooms- Each student is assigned a specific seat and location within the classroom to maximize space between seating and desks. Teaching staff will sanitize high traffic points of contact within the classroom between classes. (Light switch, door hardware, pencil sharpener, calculators, and phones). The classroom will have posters communicating social distancing requirements as well as expectations for keeping a safe and healthy learning environment posted. Non- classroom space for instruction, including the use of outdoor space, will be encouraged.

STEM Labs - STEM classrooms, while students are on campus, will focus on lab specific content. Each student is assigned a specific seat and location within the lab to maximize space between seating and lab stations. Students will be required to use proper safety equipment for lab procedures (eye wear, gloves, and facial coverings/shields). The STEM lab will be cleaned and disinfected by custodial staff twice a day, when the lab is in use. Tables and lab equipment (Microscopes, scales, rulers, calculators, etc.) will be sanitized with sanitizing wipes by students at the end of each class period. STEM teaching staff will collect all glassware to be cleaned and sanitized following FCSS general disinfectant measures before next use.

Innovation Center- The IC has 6 locations available for the delivery of CTE instruction. Students will be required to adhere to social distancing requirements within instructional areas. Students will be required to use proper safety equipment for lab procedures (eye wear, gloves, and facial coverings/shields). Due to safety requirements specifically connected to equipment within the IC, specific procedures have been developed to minimize point of contacts between students and staff. The IC will be cleaned and disinfected by custodial staff twice a day. Tables, equipment, and tools will be sanitized with EPA N list disinfecting solutions by students and teachers at the end of each class period.

Product Development Lab- The Product Development lab focuses on Career Technical Education curriculum, and the use of industry equipment to obtain desired job skills. Students are assigned a specific seat and location within the lab to maximize space between seating

and the use of equipment. Students will be required to use proper safety equipment within the lab (eye wear, gloves, and facial coverings/shields). The lab will be cleaned and disinfected by custodial staff twice a day, when the lab is in use. Tables and lab equipment and tools (3D Printers, Screen Printing, Large Format Printers, etc.) will be sanitized with EPA N list disinfecting solutions by students at the end of each class period.

HALLWAY TRAVEL

Direction of traffic will be identified for all areas coming and going from school facilities to limit contact between individuals. Instruction/training will be provided to all individuals entering campus.

RESTROOM USAGE DURING THE SCHOOL DAY

CTEC High School will adhere to a maximum capacity of 2 students per multi-stall restrooms located on CTEC's campus. Maximum capacity signs will be posted on the entrance to the restroom. Inside the restrooms, floors will be marked to support social distancing and signage will be located throughout the restroom to promote appropriate hygiene. All single stall/gender neutral restrooms will have signage to promote appropriate hygiene and COVID-19 awareness. CTEC staff will follow FCSS general disinfectant procedures to ensure restrooms are appropriately sanitized and disinfected for school use.

CAFETERIA AND MEAL PERIODS

To limit points of contact, all students receiving meals at CTEC will be provided with individually plated or bagged cold breakfast, lunch and snack items. Students will be assigned to specific meal pick-up areas to adhere to social distancing requirements as well as identify points of contact. Access points will be identified and communicated to students for meal pick-up. Staggered release times will be provided to each teacher, to limit lines at meal pick-up areas. Social distancing requirements will be marked at each pick-up area with all weather stripping. Students may receive meals while on campus and during CTEC's distance learning program. Grab-and-go student meals can be received at campus for consumption at home. Meals will be available for curbside pick-up, during designated times. During on-campus instruction, lunch areas will be identified and labeled to meet social distancing requirements. Signage will communicate maximum student capacity for each area and students will be assigned to locations throughout the campus. Tables will be dispersed to support a physical distance of 6 feet between tables and limited to a number of individuals to observe social distancing. Locations have been identified with the maximum number of students per space to support the number of students on campus during the blended learning model. During severe weather, students will remain in the classroom prior to the lunch period and meals will be delivered to the classroom. Students and staff will adhere to social distancing requirements during lunch time. At point of contact for meal distribution, staff will wear masks and gloves while using POS touch pads. Students will be required to sanitize hands before entering ID into POS system and receive their meal. Students will then be directed to their assigned lunch area. At the completion of breakfast, lunch and snack distribution, areas will be cleaned and disinfected with EPA N list disinfectant to adhere to all necessary County Health and State recommended safety procedures.

CTEC administration and staff have worked to develop an academic program to address the impacts of COVID-19. We sought to create a high quality academic program that was consistent with our mission and vision; providing students with a learning environment which encourages their development, while creating connections to industry and opportunities to impacting their community. Recognizing the

complexity and uncertainty of our current crisis we have identified the option for students to participate in a blended learning model that includes on campus instruction along with distance learning or a distance learning only.

The CTEC staff has identified the following areas of focus as crucial to the reopening of CTEC's campus and the effective delivery of subject area content to students.

1. Professional Development

To address the changes in our academic program and to meet the ever changing needs of our students, CTEC staff identified several areas where additional training could support the implementation of online instruction.

Professional development for staff: Adobe Suite, support online learning content, Google Classroom/Office 365, online communication, trauma informed instruction, school-wide Rubric Development, embedding School Culture into an Online platform, course subject integration

2. Instructional Services

- Instructional Gaps: CTEC administration collected data from the 2019- 2020 school year and have identified areas of need. Through targeted assistance, additional instruction and academic support will be provided to close instructional gaps.
- Scope and Sequence: CTEC teaching staff are working on developing vertical alignment of subject content within their respective departments to ensure that educational gaps due to COVID-19 are mitigated. Furthermore, teachers are developing cross curricular connections and assignments to address content and standards within multiple subject areas.
- Online Learning: Within the blended learning model, while students are not on campus, CTEC's teachers will engage with students via Microsoft Teams and Google Classroom to support distance learning and content provided online. In the event of a full school closure, students are required to engage fully online, and CTEC teachers will follow procedures developed for online learning.

3. Educational Access

A needs assessment of students' ability to access technology at home has been given to families. Families lacking access to technology components for their students will be supported with resources to remove barriers so the students can engage with their instruction at home.

4. Student Services

IEP and 504 services will be provided to qualifying students. All meetings can be attended in person, online, or by phone. Additional on campus and online time will be given to students qualifying under IDEA and 504 to support student learning. CTEC staff will work to address any parent concerns with special education and 504 services.

GRADING AND ATTENDANCE POLICY

To receive credit for courses during the 2020/2021 school year, students are expected to complete assignments, attend on campus classes as well as required online meetings. The grading policy is located in the Parent/Student Handbook, which can be found on CTEC's website.

Attendance will be taken during on campus classes, online classes and calendared online meetings. Students not making progress, not completing academic assignments or opting not to participate during this closure, will participate in an SST meeting to determine the best course of action to support the student. Potential outcomes include: Additional on-campus support, required online individual/small group meetings, required weekly counselor check-in. In the event that the student is opting to not participate, the following actions will be taken: place student on academic probation, required course remediation (after school, summer school).

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

With the state mandate for distance learning, CTEC recognizes the importance of providing students with a high-quality education that is rigorous and provides ample opportunities for students to engage with staff and peers within the learning environment. CTEC's academic program is based on the ideals of Career Technical Education and the positive impact hands-on learning has on student development. Therefore, CTEC's distance learning will continue to provide students with opportunities to engage with projects and activities that ensure hands-on learning, as well as the development of industry skills. Students will be provided with the appropriate training and materials to complete tasks at home and, in unique situations, on CTEC's campus.

CONTINUITY OF INSTRUCTION

Through additional professional development, teachers are developing lessons to be taught through a Flipped-Classroom model. Lessons will be delivered via videos that are accessible through Google Classroom, and to be previewed before the online class. Students and staff will then work through assignments together to address further questions and clarifications.

LEARNING PLATFORMS

Although each course may have different resources to access information, all assignments, recorded instruction, and learning platforms will be provided through Google Classroom regardless of where instruction is taking place. All classroom components including instruction, small group discussion and individual tutoring/support will be provided through Microsoft Teams (MS Teams). Students will be trained to ensure they are able to access all elements of online learning. The students will access Google Classroom and MS teams through the student/parent portal on CTEC's website and on the student's CTEC Web Browser located on school distributed laptops. Students will be required to attend daily synchronous online classroom instruction for their scheduled classes. Students will receive a specific schedule with designated class times and assigned staff. For students who struggle with attendance, specialized support will be provided with a particular focus on foster youth, English learners, and homeless, students with disabilities and low-socioeconomic students. Certificated staff have been identified to work specifically with these student subgroups and their families, which is outlined in the Student Services section.

Also required via the MS Teams schedule for each identified student is:

- Additional online class meetings
- Individual and group tutoring times
- Chat sessions

How students are identified for additional support is outlined below in the Student Services section.

CONTINUITY OF CURRICULUM

Within each subject area, credentialed staff have developed or identified instructional materials/content to support both on-campus and distance learning. For example, students are provided with digital textbooks and interactive lessons assessible in any learning space. Within CTEC's English content, students and teachers use resources within HMH's California Connections along with using outside resources to support the integration with our identified Pathways of Advanced Manufacturing and Commercial Construction. CTEC's mathematics curriculum is support by resources within McGraw Hill and Peason/Savvas textbooks and online programs such as Desmos. Content is integrated with multiple subject areas such as manufacturing, construction, and science. CTEC's science curriculum is specific to the content identified for each grade level and our connections to Fresno City College's dual enrollment program (DuE). CTEC's physics curriculum is supported by School Specialties Science, chemistry has Pearson/Savvas, and biology has provided the text specific to support the DuE course through Oxford University Press. Social studies supports the continuity of learning by providing students with access to independent content and resources as well as text specific to DuE requirements. CTEC's foreign language class (Spanish), has developed kits to continue learning at home that were specific to activities traditionally completed on campus. Additional online learning platforms have been added to support the instructional text specific to the DuE course. Within our Career Technical Education courses, staff have identified curriculum and the instructional resources to support CTEC's career pathways. CTEC's CTE instructional team has developed opportunities for students to continue their process of being industry-ready by developing curriculum and activities to be completed at home and through one-on-one scheduled on-campus trainings. All students will receive the appropriate tools, equipment, PPE to compete hands-on tasks at home. Additional texts and learning platforms have been purchased through Paxton Patterson, Amatrol, Solidworks, AutoCad, OnShape, Sketchup, and Adobe Illustrator are resources available to support students in a distance learning environment as well as on-campus.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Before the CTEC campus was closed during the 2019-2020 school year, all students were surveyed with regards to internet accessibility, which helped us identify the needs of students, as well as how to ensure internet access to all students. Families of students without internet access were supported by providing guidance and assistance in setting up home internet access or providing hot spots for students. During the transition, students with limited or no internet access, had assignments placed on a flash drive every Friday, and delivered the following Monday, the same day assignments were pushed out via Google Classroom to the rest of the student population. To assist students with technology issues, an additional link to Technology Support was added to the student's CTEC Web Browser. Students could seek support to address software needs, computer malfunctions, etc. If students could not access internet, therefore connect to the Tech Support Link, Administration was on campus to schedule an appointment with Tech, or exchange the student's computer with a loaner.

All returning and new student families were sent a Google survey asking about students access to connectivity, number of family members that would be accessing the internet at the same time, reliability of internet access, and if there was any circumstances that would conflict with their ability to access internet. 90% of families completed the survey, families that did not have the ability to access or did not complete the survey were contact by CTEC staff, prior to the start of distance learning. Students without internet were supported by CTEC staff, connecting them with resources necessary to support the installation of internet at home. Hotspots were made available to families with limited or no internet access. During the implementation of distance learning, families that communicated new issues specific to connectivity

were provided hotspots. Students identified as individuals living in remote areas that lack connectivity will be provided opportunities to engage with distancing learning on CTEC's campus, adhering to social distancing requirements, outlined in LCP blended learning option. Ongoing technical support will be provided to students by our mobile tech unit, which will provide support to students at the student's residence. Tech Support can be sought through submitting a online ticket, through the student's web browser. Students who are having technical issues and cannot access support through the web browser, can contact Tech Support through CTEC's main line.

Students within CTEC's educational program are supported with one-to-one computer devices. Each student receives a laptop before school starts and are required to participate in a drive through training on how to engage with their computer and access their learning platforms, such as Microsoft Teams and Google Classroom.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Verification of Participation

Daily participation can be verified through a variety of methods. Participation may be verified through evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between employees of the Career Technical Education Charter (CTEC) and students or parents or guardians, or by another means determined by CTEC. Verification can be done on a daily basis, on a weekly, or bi-weekly basis as long as an employee of the CTEC makes a determination that the student participated. However, the ability to verify participation on a basis other than daily does not relieve CTEC of its responsibility to include daily live interaction as part of distance learning, or if daily interaction is not feasible to develop an alternative plan for frequent live interaction, pursuant to the requirements of EC Section 43503(b)(6).

Attendance Codes – Distance Learning

Tardies will not be used during Distance Learning. There are three new attendance Codes that will be used for Distance Learning:

- 4: Yes DL Prt (Distance Learning Participation, present during virtual meeting, completed class assignment within specified time frame)
- 5: E DL Prt (No Distance Learning Participation – Excused Absence:)
- 6: U DL Prt (No Distance Learning Participation – Unexcused)

Teachers are to submit daily attendance by periods. Classroom Attendance records must indicate A for absent/not present during the distance learning and a 4 for students present/participated in distance learning during the scheduled virtual meeting. Teachers will have approximately 5 instructional days after absence to attempt participation by other means. Employees of CTEC will forward attempted communication notes to the Registrar or SIS Lead to verify and/or update distance learning participation status. Parents/Guardians may contact CTEC Employees to verify absences. Attendance notes will be entered by Registrar or SIS Lead into Aeries Attendance Notes to list specific reasons for excused/unexcused/participation by other means.

Teacher Verification and Sign Attendance Report

In order to meet contemporaneous records requirements, teachers are required to print and sign attendance reports. For students participating in in-person instruction, attendance records should be signed weekly. For students participating in distance learning, attendance reports must be signed weekly or bi-weekly. Teachers may submit their signed attendance reports by dropping them off or mailing them to the registrar when possible. The attendance reports can be used to verify daily participation and if they are, they should be included as a component of the weekly engagement records.

Student Engagement

For the 2020–21 school year, CTEC academic calendar will adhere to the 180 instructional days pursuant to Section 46208 of the Ed Code (see Academic Calendar). The academic schedule has been developed to meet the requirements of 240 daily minutes outlined in AB 77 (see Bell Schedule). CTEC operates a block schedule of ABCAB. C is an all period day. All students are expected to participate in synchronous instruction between students and their assigned teachers. Students will attend daily live online instruction from staff, specific to state and local content standards through Microsoft Teams. During synchronous instruction, students will participate in whole class and collaborative group discussions. In collaborative groups, the instructor will engage with each group to support skill development.

Students marked absent have the opportunity to rectify their attendance, through asynchronous instruction. All synchronous instruction is recorded and available for students to access outside of their class session. Student engagement and the ability to measure student participation and value of work can be identified by students accessing and viewing recorded synchronous video sessions, the percentage of completed class assignments/homework, or participating in teacher tutorial hours for further instruction/support.

Student engagement is identified on CTEC's weekly Student/Teacher To Do List. Each of the weekly assignments for each teacher and subject area are identified. Work identified on the to do list is introduced through synchronous instruction. Engagement outside of the synchronous instruction will be identified and documented after the class session and before the end of the grading period (approximately 6 weeks). Teachers evaluate Asynchronous engagement through a students digital footprint on Microsoft Teams, Google Classroom, and teacher tutorial hours.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

To address the changes in our academic program and to meet ever changing needs of our students, CTEC staff identified several areas where additional training to support the implementation of online instruction.

Professional development for staff:

- Adobe Suite; Support online learning content

- Google Classroom/Office 365
- Online communication (Microsoft Teams)
- Trauma Informed Instruction
- School-wide Rubric Development
- Embedding School Culture into an Online platform
- Course Subject Integration

To address the transition from on campus learning to distance learning, CTEC staff was provided an additional week of pre-service time to receive training, develop procedures, create resources for students and parents, identify distance learning needs, and establish synchronous expectations for online learning. Teachers had access to FCSS Distance Learning Academy, which provided over 50 specialized sessions for staff in the areas of engaging online instruction, English Language Development via distance learning, serving students with disabilities and unique needs, providing equity in instructional design, and best practices for distance learning. Further professional development through the Foster Youth Services department will include meeting the needs of Foster Youth and students experiencing homelessness. Teachers will continue to receive professional development on the resources to support the implementation of distance learning and increase teachers' efficacy during weekly PLCs.

To address the technological expectations of distance learning, CTEC has increased the technical support staff from being on campus 1 day a week to 3 days a week. CTEC has partnered with Fresno County Superintendent of Schools by supporting the hiring and purchase of a mobile tech unit, that will support students and staff with technical difficulties, specifically for their school issued devices and connectivity issues.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

FCSS staff members have adopted new roles and responsibilities as a result of the COVID-19 crisis. Notably, teachers have been unable to teach in a classroom setting since Fresno County adopted Shelter in Place procedures in March 2020. As a result, teachers have been providing instruction through distance learning. This will include daily online instruction with all students, and the maintenance of attendance and participation logs, in addition to regular communication with administration in regards to students with absences. Their professional development will facilitate their ability to deliver instruction, provide social/emotional support, and meet the needs of students with IEPs, English Learners, Foster Youth, and students experiencing homelessness. Teachers on Special Assignment will support their peers in the delivery of online instruction, and will assist in maintaining contact with students and families with unique needs, low attendance, or other areas of need.

Impact is CTEC's Response to Intervention (RTI) to support student subgroups that might be more challenged in an online environment. Impact teachers are credentialed staff who have been specifically added to CTEC's academic program to address the learning loss due to the emergency school closure. It is the responsibility of the Impact Teacher to identify or develop resources to assist the student in achieving academic success. Impact teachers' responsibilities include, but are not limited to: Attend Subject Classes, Review Specific Course Content, Engage with students twice a week, Communicate with Families (Celebrations and Red Flags), Communicate with Counselor- Need for

Parent Teacher Conferences; Set Routine for required class sessions; Look at weekly To Do List with Students; Help student develop Learning plan; Create Academic Calendar; Created Daily Schedule; Work alongside student throughout the process (Student Screen Sharing); Talk through the calendar of assignments creating a plan of attack; Set expectation for Class time; Pop in with students to identify progress and need for additional support; Schedule times for teachers to join in and provide additional instruction/or support; Student Communication; give guidance on how to communicate with teachers; Completed assignment; submitted to Google Classroom; Schedule time for Teams chat for individual support; Identify equipment and school supply needs specific to classroom assignments; Create additional opportunities for students to engage with staff on Teams.

CTEC's support staff's responsibilities have also required changes to their daily routine. CTEC's administrative assistant has been designated to assist all individuals coming on to campus with the specific guidance and procedures to mitigate the spread of COVID-19. Ensure CTEC's campus has ordered the appropriate PPEs to support custodial staff responsibilities. CTEC's custodial staff have been required to sanitize locations on CTEC's campus that are occupied daily, as well as additionally address high traffic areas/high points of contact with new cleaning procedures three times a day. CTEC's school registrar, has been required to implement new procedures for enrolling new students to CTEC, appropriately document student attendance in accordance to state requirements, as well as cover the administrative assistant when necessary. CTEC's bilingual paraeducator, during distance learning will be required to support administrative staff and teachers by making additional contact with parents and students. The paraeducator will also support CTEC's administrative staff with the weekly distribution of school meals.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

To support student subgroups that might be more challenged in an online environment, the counselor will work with staff to identify and address student needs. Each week, teachers and administration will meet to address the delivery of CTEC's distance learning program and identify any additional resources necessary to support students and families. On the Friday prior to the week's assigned instruction, grade level cohort teachers will discuss instruction and assignments to identify possible collaboration/integration opportunities between subject matter, as well as to identify the workload required of students. All teachers within each grade level cohort have an understanding of the assignments being assigned which provides additional support to students and families. At the end of each week, staff will evaluate each student's assignment completion and identify students who may need additional support and guidance in future weeks. The analysis of these data will provide valuable feedback on the rigor of assignments, students' engagement with MS Teams, and how resources are effectively supporting student learning. The counselor can, if needed, identify additional support opportunities for students specific to identified subgroups.

Students on an Individual Education Plan (IEP) or 504 Plan receive accommodations such as additional time on-line through MS Teams, with instructors and their case managers. Designated time will be identified throughout the week for required instruction and support to meet the additional minutes required by an IEP and to support student learning. To address the learning gaps created by distance learning, students on an IEP or 504 will be given the opportunity to engage with staff through on-campus appointments that consist of 3 or less students.

Students and staff will be required to adhere to the safety requirements. Schedules for additional support will be provided to students that qualify for Student Services. Additional training will be provided to parents on navigating online learning for students with an IEP or on 504 plan. This training will focus on how to access student assignments, resources to support student learning, how to access and use Aeries and Google platforms, information about dual enrollment courses, and how to engage with teachers and staff.

To address the specific needs connected to CTEC’s CTE courses, additional time will be scheduled for students to work with CTE staff and case managers to support safety training for the Innovation Center and equipment specific to their course curriculum. Instructional time may be provided via MS Teams or within the Innovation Center based on student needs.

Students identified as foster and homeless youth, or English learners will receive additional support on-line via MS Teams. This support from their class instructors and their identified staff liaison will provide additional guidance with class instruction and assignments. Students may also, when they require concentrated support, be assigned on-campus appointments to address their specific needs. Additional training will be provided to parents/guardians on navigating online learning specific to their student’s needs. Training will focus on how to access student assignments, resources to support student learning, navigating MS Teams, Aeries and Google platforms, information about dual enrollment courses, and how to engage with teachers and staff.

Students who meet any or all of the following criteria will be identified as Targeted Assistance (TA)

- Students who have struggled with limited online engagement in spring of 2020
- Students who have 3 or more dual enrollment course non-completions
- Students who have 1 or zero marks for achievement on high school courses

These students will be scheduled for additional on-line and on-campus appointments to address the learning gaps created by the emergency school closure. Additional class instruction and staff support will be given to students to close the learning gap and work towards the goal of preparing them for industry employment or post-secondary education. Additional training will be provided to parents on navigating online learning for students identified for TA. Training will focus on how to access student assignments or resources to support their learning, how to navigate Aeries and Google platforms, information on dual enrollment courses, and how to engage with teachers and staff.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
CTEC’s low income, foster, and English learner students have been disproportionately affected with learning loss due to COVID given the additional financial and language challenges they face. To address this learning loss, additional certificated staff were hired (Impact teachers) who will engage. One on one or in small groups virtually or in-person when feasible to provide academic remediation, and act as liaisons between students, their families, and the supports provided by the school and community. This additional support is designed to meet the identified needs related to learning loss for these most at-risk groups by providing intensive academic supports that we expect will close learning gaps that exist.	143,126	Yes

Description	Total Funds	Contributing
With the impact of learning loss due to the emergency school closure, additional staffing was increased to encourage student engagement with distance learning, and provide additional resources and instructional time. As a result, student engagement and academic support will increase.		
Distance Learning has impacted students' ability to participate in hands-on learning, and build the skills necessary to work with industry equipment. CTEC has purchased additional supplies and equipment for students to complete hands-on projects at home. As a result students will increase their career readiness.	173,597	No
The emergency school closure has required teachers to approach the educational setting with a greater knowledge of technology and technology platforms. CTEC will focus professional development in the area of distance learning implementation and learning platforms. As a result, student engagement and academic success will increase.	23,266	No
The emergency school closure created complications for tracking down students who were disengaging from their academics. With the addition of support staff, a student tracker will identify needs of families and students who are not attending distance learning class sessions. This will result in higher percentage of students engaging with distance learning.	16,086	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

LEA's Response to Learning Loss 2019-2020

The transition to distance learning for CTEC students was supported by an already existing one-to-one device program, that ensured all students had access to technology. Before the CTEC campus was closed, all students were surveyed with regards to internet accessibility, which helped us identify the needs of students, as well as how to ensure internet access to all students. Students without access were supported by providing guidance and assistance in setting up home internet access or providing hot spots for students. During the transition, students with limited or no internet access, had assignments placed on a flash drive every Friday, and delivered the following Monday, the same day assignments were pushed out via Google Classroom to the rest of the student population. To assist students with technology issues, an additional link to Technology Support was added to the students' CTEC Web Browser. Students could seek support to address software needs, computer malfunctions, etc. If students could not access internet, therefore connect to the Tech Support Link, Administration was on campus to schedule an appointment with Tech, or exchange the student's computer with a loaner.

Providing a high-quality distance learning program for students was the first priority for CTEC staff, as we identified how we would transition our program to a virtual platform. Before the closure, students would access Google Classroom for assignments, supporting resources, and work submission. It was clear that to support all students, continuing such process would be the best solution to supporting student engagement. To further support students, instructional videos, tutorial resources, web links were also included into Google Classroom to support each student in the completion of assignments. To meet the needs of all students, but specifically our unduplicated students, teachers identified a schedule for students to engage with their teachers, through Microsoft Teams daily for one-on-one or small group discussions. The Teams schedule was offered from 9:00 to 3:00, but teachers have made themselves available throughout the evening, via appointments to address the needs of families unable to engage with teachers during the allotted time. On Teams, students could ask questions, receive tutoring or guided lessons, through student/teacher sharing of screens. Students also have the ability to engage with their peers, to work collaboratively on assignments and seek support of peers. Each week, teachers and administration, meet via Teams, to address the delivery of CTEC's distance learning program and identify any additional resources to support families. On Fridays, each grade level cohort of teachers discussed the assignments for the week, identified possible collaboration/integration between subject matters, as well as identified the work load being given to students. All of the teachers within each grade level cohort had an understanding of the assignments being assigned, which provided additional support to students and families. The collaboration between teachers, provided staff the opportunity to address learning loss in the areas of English language arts, mathematics and their other courses. Tuesdays, staff would identify students assignment completion success rate, to help identify students who may have needed additional support and guidance for future assignments. This information provided feedback on the rigor of assignments, students' engagement with Teams, and how resources were effectively supporting student learning to prevent learning loss.

CTEC students participate in several dual enrollment (DuE) courses each semester. During the school closure, Fresno City College (FCC) was also providing a distance learning program to support students post-secondary courses. Although a number of DuE courses were taught by CTEC staff and follow the same procedures as above, some courses are taught by FCC adjunct faculty. FCC faculty engaged with students through Canvas, which students could access through their CTEC Web Browser. CTEC students found their instruction, required assignments and submit assignments for their DuE courses via Canvas. To help assist students, some of the adjunct faculty provided weekly Zoom meetings to assist students with their instruction. To support student learning, CTEC assigned staff members to assist students with the DuE courses, by helping them identify assignments that need to be completed, seek academic guidance, and communicate with families when students are struggling with engagement.

Students on an IEP or 504, had specific times identified by CTEC's Resource Specialist, to provide additional support and guidance to meet IEP requirements. The resource specialist work closely with teachers to help schedule additional chats between the students and identified teacher for academic assistance in core academic courses such as mathematics and English language arts.

English Language Development is supported with the use of SDAIE strategies within student instructional time. Bilingual paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches provided teachers with online English Language Development resources and activities. The Guidance Learning Specialists, and administration met with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

CTEC staff identified a further need for student collaboration, connections, and the ability to support students as a whole on a weekly basis. Through the use of Zoom meetings, CTEC teachers created an all periods option for students to engage with each of the teachers at the beginning of the week to go over each of the assignments for the week, as well as create a space where students could engage with each other, check in on their well-being and encourage each other's health and academic success.

Communication is a key component to ensuring all students have access to a high quality distance learning program, and that families have access to the support they need to assist their students in their learning. CTEC staff took advantage of the culture developed within the advisory program throughout the year, by identifying students teachers would contact on a weekly basis to confirm the health and well-being of families and students. This was an opportunities for staff to identify needs or concerns to be shared with staff who work with identified students. Any concerns are also shared with CTEC's Guidance and Learning Specialist, who would engage with students on a social and emotional realm. Communication with regards to student success was shared between the students teachers and the advisory teacher, so the message could be relayed through one teacher. Staff identified all assignments completed by students so that information could be relayed to students and families. Each week, on the students' CTEC Web Browser, weekly assignment checklist, and supporting documents, such as the Protentional Daily Schedule Options, the Teachers Team Schedule, and Monday Zoom Meetings, were added to the Student To Do List Folder. This same To Do List Link, was also provided to parents so they had one specific location they could go to find all supporting documents to assist them. Dialers, text messages and emails went out weekly, in the identified home language, with the Student To Do List link, to encourage parent involvement. Social Media platforms, such as Facebook and Instagram, were used to further communicate resources to support students learning. When students were identified by staff, with limited or no distance learning engagement, home visits were made by administration.

LEA's Response to Learning Loss 2020-21

To support student subgroups that experience learning loss due to the COVID-19 school closure, CTEC's Guidance and Learning Specialist will work with staff to identify and address student needs specific to English language arts and Mathematics. Each week, teachers and administration will meet to address the delivery of CTEC's distance learning program and identity any additional resources necessary to support students and families. On the Friday prior to the week's assigned instruction, grade level cohort teachers will discuss instruction and assignments to identify possible collaboration/integration opportunities between subject matter, as well as to identify the workload required of students. All teachers within each grade level cohorts have an understanding of the assignments being assigned which provides additional

support to students and families. At the end of each week, staff will evaluate each students' assignment completion and identify students who may need additional support and guidance in future weeks. The analysis of these data will provide valuable feedback on the rigor of assignments, students' engagement with MS Teams, and how resources are effectively supporting student learning. The counselor can, if needed, identify additional support opportunities for students specific to identified subgroups. Students identified through the assessment of assignments and engagement, as suffering learning loss will be added to the Impact class for additional support from certificated staff. The Impact teachers will work weekly with students to increase engagement and assignment completion, along with creating additional 1/1 meetings through Microsoft Teams with core subject teachers, such as the English and Mathematics.

English Language Development will continue within students instruction through the use of SDAIE teaching strategies. CTEC's bilingual paraprofessional will provide individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the emergency school closure and transition to distance learning. In addition, FCSS coaches will provide new teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Impact teachers and administration will meet with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

CTEC will continue its process of communicating with families to ensure all students have access to a high quality distance learning program, and that families have access to the support they need to assist their students in achieving academic success to mitigate learning loss. CTEC staff have been identified to be liaisons to families, and will make contact on a bi-monthly basis to confirm the health and well-being of families and students. This communication is in addition to the communication teachers and Impact teachers make to support specific content. This is an opportunity for staff to identify needs or concerns to be shared with teachers within the students cohort. Any concerns are also shared with CTEC's Guidance and Learning Specialist, who would engage with students on a social and emotional realm. Communication with regards to student success will be shared between the student's teachers and the liaison, to encourage student successes with distance learning. Staff will identify all assignments completed by students, to evaluate student engagement while participating in distance learning. Each week, on the students' CTEC Web Browser, weekly assignment checklist, and supporting documents, such as the Daily Schedule Options, the Teachers' Team Schedule, and weekly tutorial schedule will be added to the Student To Do List Folder. This same To Do List Link, will also be provided to parents so they had one specific location they could go to find all supporting documents to assist them. Dialers, text messages and emails will go out weekly, in the identified home language, with the Student To Do List link, to encourage parent involvement. Social Media platforms, such as Facebook and Instagram, are used to further communicate resources to support students' learning to mitigate learning loss. When students are identified by staff, with limited or no distance learning engagement, home visits are made by administration and supporting staff.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To support CTEC's English Learners, all staff have been trained to use SDAIE strategies within their class instruction. Additional support is provided through CTEC's Bilingual Paraeducator. The paraeducator will provide individualized support during class sessions, as well as

during afternoon tutorial hours. Individualized student meetings will be used to mitigate learning loss due to the emergency school closure due to COVID-19. The Guidance Learning Specialists, Impact staff (teachers on special assignment) and administration meet with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents via online, over the phone, or during home visits.

Students identified as Low-Income due to their eligibility for free or reduced meals and have been identified as experiencing learning loss or in danger of learning loss will be supported by CTEC's Response to Intervention tiers. In order to mitigate this, teachers will continue to utilize the core curriculum and work with students using structured distance learning instruction and supporting activities, creating deeper connections to content. Concentrated support by Impact teachers will be given to students falling behind, not attending or participating in class sessions, or not completing work. Weekly/daily communication with students and families will encourage student participation and engagement in class sessions. Further support from FCSS coaches will allow teachers to engage in teaching strategies that facilitate participation and student engagement in addition to methods that are effective in reaching out to and helping students compensate for learning loss. Assessments will be completed using weekly projects and assignments. For students demonstrating learning loss, contact will be made with students and parents via Zoom, Microsoft Teams, and phone, with additional support through 1/1 meetings with Impact staff.

Foster Youth and students experiencing homelessness are particularly vulnerable to learning loss due to fluctuating access to communication with their teachers and access to internet service and devices necessary for distance learning. Foster students, and students experiencing homelessness, will be identified upon initial enrollment through the Student Data Sheet which requests information regarding housing status from parents. If the student is identified as Foster or experiencing homelessness, the registrar will be informed and the information entered into Aeries. If the liaison, registrar or any school staff becomes aware of a change in the student's status, and if that change is verified, Aeries will be updated accordingly. The liaison will administer an informal housing survey at least once each semester in order to identify any changes in housing status following initial enrollment. This information is reviewed by the Foster/Homeless liaison. The liaison will follow up with the parent/guardian for additional information to ensure students access to technology and internet. Students will have access to CTEC's issued laptop, and provided with an internet hotspot (if necessary). They will also have access to counseling services remotely (teleconference/Zoom) with district provided mentors, school psychologists, and school counselors (GLS). Referrals for services (nutrition, housing, medical, etc.) will continue to be made by the foster/homeless liaison. Transportation (FAX bus fare) will be provided if students need to report to the school site, and academic advising will be provided by the school counselor (GLS) via tele-conference or Zoom.

Students with exceptional needs will be provided with full access to the curriculum. All FCSS school staff will continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP) and Section 504 will be maintained and evaluated through student distance learning attendance and engagement protocol. This includes curriculum-based activities that have been scaffolded to meet individual student needs, and 1/1 meetings with an RSP teacher or Guidance & Learning Specialist. RSP teachers will also attend regular classroom sessions to facilitate student access to the curriculum. If parents or teachers request additional testing, the students with exceptional needs support team will evaluate students needs through the Student Study Team (SST). Additional assessments and evaluation of student's needs will follow the SST meetings. Student IEP, 504 and SST meetings will continue to be held by phone or online in order to discuss planning and implementation of current and new plans for students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

On a weekly basis, teachers and CTEC staff will meet to analyze data from teachers' gradebooks and student engagement with distance learning. Data will also be tracked through students' participation through structured class sessions using Microsoft Teams. Attendance and engagement information will be documented in the SIS AERIES. The data will be utilized to identify students experiencing learning loss, and provide additional resources to mitigate loss, such as guided instruction for individual students, 1/1, small group meetings with support staff.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

CTEC recognizes the impact COVID-19 has had on our entire educational community. The lives of our students and their families have been disrupted by the school closure. As we continue to educate students through distance learning and work towards the reopening of campus,

the mental health and wellness of our community is at the forefront. CTEC's credentialed staff are in the process of completing 3 trauma-informed trainings to specifically identify and refer students to our county All4Youth support services. Staff will be completing the second module by the end of September.

CTEC's content specialist works closely with county mental health agencies to create a swift referral process. Resources are shared with CTEC families, via social media and through phone contact to ensure families can acquire essential needs from local resources or CTEC. Every student is assigned to a trauma informed credentialed staff to be monitored weekly in homeroom. Content covered during homeroom focuses on the social emotional well-being of the student and is developed by the Guidance and Learning Specialist. The GLS sends digital check-ins on a monthly basis to identify students needing additional support. All new students to CTEC receive a meet and greet session with the GLS to develop rapport. Students can request a meeting with the GLS through the CTEC resources page online, and students can also engage with mental health supports at any time through the Counseling Corner also located on the resources page.

The well-being of staff is a high priority, therefore creating an environment that is flexible and understanding of the circumstances created by COVID-19 is a necessity. CTEC has established a work setting open to supporting the childcare requirements due to the emergency school closures. Teachers are provided with the opportunity to have their children in their classroom setting, as long as they follow social distancing requirements. The demands of developing a distance learning program can be taxing on individuals. CTEC has developed a weekly check-in with staff to evaluate teachers mental well-being both at home and at work. When staff is identified as being impacted by the stress and trauma of COVID-19, resources through the Fresno County Superintendent of Schools will be offered.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

To support student subgroups that might be more challenged in an online environment, the counselor will work with staff to identify and address student needs. Each week, teachers and administration will meet to address the delivery of CTEC's distance learning program and identify any additional resources necessary to support students and families. On the Thursdays prior to the week's assigned instruction, grade level cohort teachers will discuss instruction and assignments to identify possible collaboration/integration opportunities between subject matter, as well as to identify the workload required of students. All teachers within each grade level cohort have an understanding of the assignments being assigned which provides additional support to students and families. At the end of each week, staff will evaluate each student's assignment completion and identify students who may need additional support and guidance in future weeks. The analysis of these data will provide valuable feedback on the rigor of assignments, students' engagement with MS Teams, and how resources are effectively

supporting student learning. The counselor can, if needed, identify additional support opportunities, such as Impact, for students specific to identified subgroups.

Impact is CTEC's Response to Intervention (RTI) to support student subgroups that might be more challenged in an online environment. Impact teachers will work alongside CTEC's Guidance and Learning Specialist to work with students who have been referred or qualify for Targeted Assistance. With the support of the student's academic and CTE teachers, Impact teachers will identify specific subject areas requiring additional support. It is the responsibility of the Impact Teacher to identify or develop resources to assist the student in achieving academic success. Impact teachers responsibilities include, but are not limited to: attend subject classes, review Specific Course Content, engage with students at least twice a week, communicate with Families (Celebrations and Red Flags), communicate with counselor- Need for Parent Teacher Conferences, set routine for required class sessions (expectations for students), look at weekly To Do List with Students, help student develop learning plan, schedule times for teachers to join in and provide additional instruction/or support, encourage student communication giving guidance on how to communicate with teachers, schedule time for Teams chats for individual support, identify equipment and school supply needs specific to assignments and distance learning, and create additional opportunities for students to engage with academic support.

Tiered Re-Engagement Procedures

A) Students with limited engagement with synchronous online learning will be contacted by support staff via Teams during the instructional day in an attempt to re-engage the student with distance learning. If a student fails to attend synchronous instruction, parents will receive a dialer in their preferred home language communicating their student was marked absent. Parents and students will then be contacted by support staff to identify possible barriers that may impact student's ability to access distance learning.

B) If a student continues to be disengaged with distance learning, students may be referred to the Impact class for further academic support and accountability. Within CTEC's Impact program, certificated staff will work daily with students to ensure they attend distance learning classes and are participating in their academic courses. Throughout the day, Impact staff will monitor students' participation in courses, identify assignments and projects to be completed, and establish additional support sessions with teachers. Students will be required to attend Impact class twice a week for additional intervention. Parent and students will participate in PTC in the language identified within their home language survey, which will include teachers and guidance and learning specialist to address academic progress and the support system that will be implemented.

C) When a student continues to disengage with classes, assignments, or homework, then students can be required to participate in on-campus Impact classes, where students will be required to participate in targeted assistance. Within the targeted assistance, students will be cohorted and placed within a learning environment that is monitored by one or two teachers to support student academic engagement and participation. Parent and student will participate in a conference call, in the language identified within their home language survey, with the Director to discuss support system in place to re-engage student with distance learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

To limit points of contact, all students receiving meals at CTEC will be provided with individually plated or bagged cold breakfast, lunch and snack items. Students will be assigned to specific meal pick-up areas to adhere to social distancing requirements as well as identify points of contact. Access points will be identified and communicated to students for meal pick-up. Staggered release times will be provided to each teacher, to limit lines at meal pick-up areas. Social distancing requirements will be marked at each pick-up area with all-weather striping.

- Students may receive meals while on campus and during CTEC's distance learning program.
- During on-campus instruction, lunch areas will be identified and labeled to meet social distancing requirements. Signage will communicate maximum student capacity for each area and students will be assigned to locations throughout the campus. Tables will be dispersed to support a physical distance of 6 feet between tables and limited to a number of individuals to observe social distancing. The following locations have been identified with the maximum number of students per space (110 students):
- 20 students- canopy in quad area
- 10 students- grass area between the 400 and 500 Wing
- 10 students- within the lunchroom (401)
- 5 students- trees at the south end of the 300 wing, just east of quad area
- 5 students- trees at north end of the 300 wing
- 10 students- canopy at north end of the 300 wing
- 10 students- trees at east end of the north basketball court
- 20 students- trees east end of Innovation Center Canopy
- 5 students- tree at east end of 500 wing
- 5 students- tree at south end of grass field
- 10 students- multimedia classroom (505)

During severe weather, students will remain in the classroom prior to the lunch period and meals will be delivered to the classroom. Students and staff will adhere to social distancing requirements during lunch time.

At point of contact for meal distribution, staff will wear masks and gloves while using POS touch pads. Students will be required to sanitize hands before entering ID into POS system and receive their meal. Students will then be directed to their assigned lunch area.

At the completion of breakfast, lunch and snack distribution, areas will be cleaned and disinfected with EPA N list disinfectant to adhere to all necessary County Health and State recommended safety procedures (see FCSS general disinfectant procedures).

During distance learning, CTEC will provide students with Grab-and-go student meals, which can be received at campus for consumption at home. Meals will be available for curbside pick-up, during designated times. To limit contact, families that choose to participate in the Grab-and-go meals will come to CTEC's campus once a week to receive breakfast, lunch and snacks for a 5 day period. Families will be asked to remain in the vehicle and wear the appropriate PPEs during the exchange.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.32%	216,419

Required Descriptions

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

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups. The contributing actions in this plan are: embedded teachers and tutors on special assignment, at home resources, mobile tech support, and additional certificated staff to encourage distance learning.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help CTEC balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 10.23% using the dollar amount of \$216,419.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$274,825 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

The following items are actions within other plans that CTEC will continue to address to ensure student success:

Provide concentrated time to support curriculum integration and development. Identify relevant connections to industry and the community through partnerships with industry and community leaders.

Maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.

Provide opportunities for students to connect with industry through field trips, mentorships, and industry exploration.

Developed parent and feeder school outreach platforms to ensure communication of school vision and purpose.