



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

CTEC has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Fresno County Superintendent of Schools does not receive a concentration grant and any additional funds received through the Budget Act of 2021 would not typically be included within our LCAP. CTEC will continue to engage community partners regarding the 5.07% "Super-COLA" for the LCFF dollars received during the 2021-2022 school year during the LCAP community engagement opportunities in the first half of 2022.

Previous engagement opportunities include:

2021-2022 Local Control and Accountability Plan:

https://www.fcoe.org/sites/fcoe.org/files/Fresno_County_Superintendent_of_Schools_2021-2022_LCAP_v2.pdf (pg. 70-73)

Upcoming engagement opportunities for these funds include:

CTEC's administration will develop opportunities for all educational partners to aid in the completion of a comprehensive needs assessment to specifically identify the needs of students and families. The needs assessment provided guidance to supporting students who required additional services specifically identified as academic, social-emotional, and skill development. Throughout the winter and spring, during staff meetings, teachers will be provided with additional times to engage with administration through Microsoft Teams and on-site Q & A meetings to identify student needs and additional programming to address learning loss due to the pandemic. Feedback sessions will be held in the spring of 2022 for teachers, principals, administrators, SELPA, other school personnel, local bargaining units of the LEA, parents, and students. Sessions will include a review of LCFF and the purpose of the LCAP, in addition to a discussion of program demographics and data in support of the goals and action items, with an emphasis placed on the impact COVID-19 had on the LEA, including student learning loss. Community partners will have the opportunity to analyze the data and effectiveness of the current LCAP's goals and action items and provide input regarding the 2021-2024 LCAP goals and actions. Translators will be present to facilitate engagement, discussion, and feedback on the part of all students and community partners.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

CTEC does not receive a concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

CTEC has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as CTEC sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

Learning Continuity and Attendance Plan: <http://ctec.fcoe.org/academic-accountability>

Extended Learning Opportunities Plan: <http://ctec.fcoe.org/academic-accountability>

Local Control and Accountability Plan: <http://ctec.fcoe.org/sites/ctec.fcoe.org/files/2021-11/Career%20Technical%20Education%20Charter%202021.2022%20LCAP%20v2.pdf> (pg. 5-8)

ESSER III Expenditure Plan: <http://ctec.fcoe.org/academic-accountability>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan

Health and Safety of Students, Educators, and Other Staff

Successes: CTEC has developed both county-wide and site-specific Safe Return to In-Person Instruction & Continuity of Services Plan in order to provide safe instruction for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional model recommendations to ensure that we are being responsive to our students, educators, staff, family, and community safety-related needs. Guidance is located in the COVID-19 Safety Plan Toolkit and outlines campus and classrooms modifications that may be necessary at each stage of reopening. In alignment with Dr. Vohra, The interim Health Officer for Fresno County Department of Public Health will implement a combination of mitigation strategies that will guard us against COVID-19. Proven mitigation strategies include; social distancing, wearing a facial covering, good respiratory etiquette, hand hygiene, and frequent cleaning and disinfecting of surfaces.

Challenges: For the first time in over 100 years, we find ourselves developing new processes with the goal of protecting staff, students, parents, and members of the public. Until there is a way to rapidly test individuals entering the CTEC campus or a viable vaccine that will help our community achieve herd immunity, we must rely on mitigation strategies to decrease the spread of COVID-19. Together, we can contribute to the wellness of our schools and community as a whole and protect the most fragile and high-risk individuals around us.

Continuity of Services

Successes: CTEC has developed both county-wide and site-specific Safe Return to In-Person Instruction & Continuity of Services Plan in order to provide safe instruction for the students we serve. As new information comes in and state/local guidance changes, we will continue to re-evaluate our instructional model recommendations to ensure that we are being responsive to our students, educators, staff, family, and

community safety-related needs. Student engagement and participation are essential to student success in a traditional in-person school setting, as well as Independent Study. Tiered re-engagement strategies have been developed to help teachers and related service providers reach out to students and their families, custodial agencies, and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement. For students subject to COVID-19 quarantines, isolations, and school closures, the CTEC will maintain continuity of instruction and services to support the student's educational program while unable to attend school in person through Independent Study Programs, as appropriate. Site leaders will contact the student's parent/guardian regarding continuity of services as described in the program/site-specific plans.

Challenges: Our communities and families have experienced physical, emotional, health, and financial strains due to the COVID-19 pandemic. What has been highlighted during this pandemic is the importance of paying attention to the social-emotional well-being of our students, families, and staff. CTEC continues to keep the emotional well-being of all at the forefront of our decision-making. This is also a time to reflect on systems that may not have worked for every child, and we continue to work to eliminate the barriers to student success that existed before the closure.

Implementation of the ESSER III Expenditure Plan

Successes: In the implementation of the ESSER III Plan, CTEC School included virtual sessions with educational partner groups and surveys that generated valuable perspectives and information from students, parents, administrators, community partners, and staff respondents. CTEC used community member input to identify areas of needs within the ESSER III funds that would specifically address the prevention and mitigation strategies to continuously and safely operate schools for in-person learning. Community feedback highlighted the need to create learning spaces that would give students opportunities to engage with instruction by reducing the transmission of the COVID-19 virus. It was identified that outdoor learning spaces would increase space and innovative opportunities for students to access instruction. Along with additional outdoor instructional spaces, community groups, such as the foster and homeless youth liaison communicated the importance of increased extended day support to allow flexibility. All community members identified the importance of supplementing CTEC's LCAP, specifically, goal 4 to mitigate learning loss that impacted our at-risk student populations. CTEC recognizes the unprecedented times we are in and the use of funds especially associated with ESSER III to support our student's success and create a learning environment that limited the transmission of COVID-19.

Challenges: The ESSER III Expenditure Plan was brought to the board in October and CTEC has moved forward with the implementation of all of the actions outlined within the plan. CTEC continues to work through the necessary process to ensure planned capital expenditure projects are completed in a timely manner. CTEC has until September 30, 2024, to obligate the funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Throughout the 2020-2021 and 2021-2022 school years Fresno County Superintendent of Schools has collected input and data for various educational partners in order to determine the needs and planning around a comprehensive system of support for our students. CTEC conducted a needs assessment to determine the best use of funds received in the 2021 Budget Act and Federal COVID Relief Funds to build

upon CTEC's base program and increased and improved services identified in the Local Control Accountability Plan. During the development process, CTEC worked to ensure that the Safe-Return to In-Person and Continuity of Services Plan, ESSER III Expenditure Plan, and any plans written in alignment with AB 130 work together in concert to provide additional opportunities to address learning loss and increase academic support and intervention in alignment with the 2021-2022 LCAP.

Safe Return to In-Person Instruction and Continuity of Services Plan:

CTEC has used its financial resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan. Expenditures have been used to ensure students and staff have the appropriate PPE to address state mandates for on-campus instruction. Hand sanitizer has been installed at the entrance of each classroom and high-traffic locations throughout the campus. Additional instructional material, CTE equipment, and individual CTE PPE were added to limit contact by multiple individuals. Technology devices have been made available to all staff and students to decrease contact due to the sharing of devices. An increase of indoor and outdoor furniture has been added to the site to support social distancing on the campus. For students out due to quarantine, CTEC has provided additional instructional materials and supplies necessary to ensure students are able to continue their learning in an independent study format. CTEC has also adopted a formative assessment platform to ensure that teachers and students are aware of their ongoing progress and are able to provide additional support and intervention as needed.

ESSER III Expenditure Plan:

CTEC used its financial resources to implement the requirements of the ESSER III Expenditure Plan. CTEC is committed to maintaining a safe environment that continues to reflect guidance from federal, state, and local public health officials to mitigate the spread of COVID-19. CTEC will accomplish this by creating outdoor learning spaces to reduce to transmission of the COVID-19 virus. Using the guidance of the National COVID-19 Outdoor Learning Initiative, CTEC will create outdoor learning spaces that provide increased opportunities for teaching and learning by incorporating environmental education and nature-based instruction. CTEC will use outdoor spaces as a resource for learning particularly for students not effectively reached by traditional instruction. The Centers for Disease Control call for the replacement of high-touch, communal fixtures, such as water fountains. CTEC will replace several communal water fountains with refillable water stations. The stations eliminate the risk of communal surface cross-contamination of COVID-19 while saving schools the time and expense of having their custodial staff continually wiping down water fountain surfaces. COVID-19 continues to exacerbate opportunity and learning gaps for our students. ESSER III funds will also be used to provide additional staff time and resources to increase the amount of time, academic, and skill support during the extended day program.

Safe Return to In-Person Instruction and Continuity of Services Plan & ESSER III Expenditure Plan LCAP Alignment: 2021- 22 LCAP Goal 4, Action 1: Academic and CTE Intervention

Safe Return to In-Person Instruction and Continuity of Services Plan and The ESSER III Expenditure Plan are aligned to the LCAP as evidenced by the expansion of professional development, instructional resources, targeted intervention, social-emotional supports, and the safety needs of our students and staff. This alignment ensures access to rigorous instruction and skill development, lost due to the pandemic. The additional funds received in the 2021-2022 school year were used to target and expand upon academic and social-emotional supports to ensure students are making progress towards skill development and recovery. Ongoing monitoring of student data, educational partner feedback, and evaluations are conducted to ensure the actions are addressing the needs of CTEC students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
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