Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name: Fresno County Superintendent of Schools

CDS code: 10101080000000

For which ESSA programs will your LEA apply?
Choose from:

**TITLE I, PART A**
Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE I, PART D**
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

**TITLE II, PART A**
Supporting Effective Instruction

**TITLE III, PART A**
Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**
Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

- Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: Language Instruction for English Learners and Immigrant Students
- Title IV, Part A: Student Support and Academic Enrichment Grants

*In the following pages, ONLY complete the sections for the corresponding programs.*
Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision within the LCAP Federal Addendum Template.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA’s LCAP, as it demonstrates the LEA’s efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.
California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

**Strategy**

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

All Court and Community School students are incarcerated, expelled from their mainstream districts, or assigned probationary status. Addressing the emotional and behavioral needs of this student population, including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. The LEA will utilize federal funds to continue to provide mentoring services to supplement the functions of school psychologists, in addition to staff implementation of, and continued training in, PBIS, Trauma Informed Care, and other programs. The LEA will continue to purchase classroom technology, including student laptops, J-Touch Panels and collaborative portals, in addition to training staff in the use of school technology to facilitate attendance and engagement.

The Court and Community School's students often possess gaps in prior learning, poor past attendance, and reduced academic progress. All students, including low-income, English Learner, Foster Youth and Special Education students, possess individual areas of academic need. The LEA will continue to utilize federal funds to provide ongoing staff development with the FCSS Instructional Technology and Support, Visual and Performing Arts and Curriculum and Instruction departments. In addition, tutoring services, extended learning opportunities, EL intervention and purchases of educational technology will provide academic support. Court School and Special Education will continue to utilize federal funds for supplemental instructional support from paraprofessional staff.

Parent and community involvement, including parents of low-income, English Learner, Foster Youth and Special Education students includes engagement in student academic and behavioral success in addition to participation in PTA, SSC and other organizations. Bilingual services and parenting classes will continue to provide additional outreach opportunities.
Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs. Federal funds will be utilized to supplement and enhance services provided to all students, including low-income, English Learner, Foster Youth and Special Education students. The LEA serves students with high rates of social/emotional needs and behavior issues, in addition to those in need of high levels of special education services.

Federal funds will continue to be utilized to provide psychologists to counsel students in need of emotional support in order to progress academically, in addition to staff development in the areas of emotional and behavioral supports. Funds will also continue to be utilized to hire staff to provide transition services as students enter and exit the programs. Supplemental Court School and Special Education paraprofessionals will be hired to serve students in need of higher levels of care, in order for them to access the instruction provided by other classroom staff. The LEA will continue to build extended learning opportunities for students, pay staff supplemental contracts to provide the service, and provide educational learning excursions to enhance and support classroom instruction. Professional development will be provided in the areas of curriculum and instruction, visual and performing arts, and the use of educational technology to enhance and supplement instruction. Staff will be provided for elective and summer school courses.
ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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<th>ESSA SECTION</th>
<th>STATE_PRIORITY_ALIGNMENT</th>
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<tr>
<td>1112(b)(1) (A–D)</td>
<td>1, 2, 4, 7, 8 (as applicable)</td>
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Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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<td>1112(b)(11)</td>
<td>6 (as applicable)</td>
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Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

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<td>1112(b)(12)(A–B)</td>
<td>2, 4, 7 (as applicable)</td>
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If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.
TITLE II, PART A

Title II, Part A Activities

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<td>2102(b)(2)(A)</td>
<td>1, 2, 4 (as applicable)</td>
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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

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<td>3116(b)(3)</td>
<td>3, 6 (as applicable)</td>
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Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

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<tr>
<td>1112(b)(4)</td>
<td>N/A</td>
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Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.
Title I, Part A

Educator Equity
ESSA Section 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

This ESSA provision is addressed below:

The LEA does not have teacher experience disparities in the Court School or SPED programs. Court School sites operate in regards to student incarceration, probationary status and expulsion, with no relationship to income or ethnicity. SPED programs operate in regards to specific areas of student need and disability, with no relationship to income or ethnicity. Teachers that are identified as ineffective, inexperienced or out-of-field are identified through an annual credential review and assignment of mentors based on credential status or level of experience. Any teacher that is not credentialed to teach their assigned students, new to the field of teaching or new to their assigned student population is assigned an induction coach or peer assistance to support their development or attain a fully credentialed status.

Identification of disparity is identified through the credential review to determine if all students have a teacher that is credentialed in all areas of service identified on their Individualized Education Program (IEP). 80.2% of SPED students and 100% of Court School students between the ages of 5-18 were eligible for Free or Reduced Lunch. Because our population has a high number of students eligible for Free or Reduced lunch and the at-risk status of our students, we identify all teachers for support under this model. Although any disparity that exists is most likely connected to a shortage in teachers credentialed as specialized academic instruction for moderate to severe, we identify them as a disparity and establish support immediately. During the 2017-2018 and 2018-2019 school years, only one teacher was mis-assigned; a correction was made after it was found. Five second-year teachers and eight first-year teachers exist as of 2019, and are supported through induction and the Peer Assistance and Coaching programs. One teacher possessed a Special Education Limited Assignment Permit. There were no equity gaps between sites.

As part of the bi-annual evaluation process, teachers are identified as ineffective and assigned support in much the same way as the teachers identified above, in addition to other methods of mentorship and support.
Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to involve stakeholder and family groups in the development and approval of the CSI plan for Alice M. Worsley School. This takes place during School Site Council and English Language Advisory Council meetings. The CSI Plan will include coaching and collaboration between Worsley staff and administration, in regards to addressing the school’s suspension and graduation rates.

The LEA family engagement policy was developed with participation from parents and stakeholder groups, including School Site Council and the District English Language Advisory Committee, in addition to Court and Community School site-level plan development with stakeholder groups that included Probation and mental health service providers. In regards to Special Education, School Site Council, Safety Committee and Parent Information events are all part of the process being developed to encourage parent or guardian involvement in their child’s education. As part of the special education requirements, all parents or guardians are either asked or required to participate in the annual Individualized Education Program (IEP) development and meeting however; many other methods of engagement are used to encourage on-going collaboration.

Parent engagement policies will be developed through the School Site Council meetings. Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain the progress reports that are sent home and how to use those reports to support instruction for their child. Parents will be provided with communication that is aligned to the curriculum so that they may support the instruction while in the home environment.

The LEA will continue to provide school communications to parents of general and Special Education students in their home language, to the extent possible, and provide bilingual staff and translations services for SSC, ELAC, PTA and other parent meetings, including IEP and 504 meetings. The LEA will also continue to contract with the FCSS Parent Services department to attend weekly orientation meetings and hold parent education classes. These classes include literacy, budget planning, use of technology, and support for student academic success.

In addition to soliciting parent involvement in instructional development and planning, Special Education has implemented a process to encourage attendance and communication between the schools and home. An Office Assistant position has been established and a bilingual Office Assistant has been hired to staff an attendance line and make calls when families have not called in an absence for their child. Previously this was done by classroom staff which distracted from the teaching and learning process. Further, this provides a method for the families of students who speak Spanish to communicate even if the child’s classroom staff does not speak Spanish. For other
languages, we will utilize a core group of staff members that are fluent in other languages. The implementation of this position will also encourage parents or guardians to ensure that students are in school every day. This position will also be responsible for reporting to the districts of residence for students if attendance becomes problematic. In addition to this method of communication with families, we have contracted with our student information system for a component that will allow communication calls to be used through an automatic dialer and for a more readily available method of communication between the teacher and families as well as between the administration and families.

The Court and Community School program utilizes bilingual office assistants and other classified staff to provide bilingual support at all parent meetings and IEPs, in addition to providing translation to home languages. The LEA will provide other such reasonable support for parental involvement activities, as needed, per parent request. Special Education has identified eight Paraeducator positions as bilingual Paraeducators and will use those individuals to ensure parents have someone that they can communicate with in their home language. These individuals will serve as translators during IEP meetings and will provide a method of communication between home and school as needed.

The LEA will align parent involvement as described and required in this section with the LCAP stakeholder engagement process by streamlining the two processes into a single coherent system of parent and family engagement activities that reflect and represent both the LCAP and SPSA requirements in order to promote a more comprehensible, unified, and understandable system for parents to more easily and meaningfully engage in their child’s educational process.
Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA’s Court and Community School program utilizes its contract with the Fresno County Superintendent of Schools Curriculum and Intervention, Visual and Performing Arts and Instructional Technology and Support departments to strengthen the overall academic program. This includes support to select and adopt curriculum; provide cross-curricular instruction between subjects; development of benchmarks and thematic units; and in-class coaching. In addition, students not meeting academic standards are provided tutoring and attend extended day and Saturday classes.

Additional professional development includes trainings in core academics, including writing and literacy; PBIS and Trauma Informed Care; culturally responsive instruction; and the use of instructional technology.

The program is evaluated through class walkthroughs; staff, student, parent and stakeholder surveys; academic, behavior and attendance data at the site and district level, through the California Dashboard and local assessments and benchmarks. Evaluation takes place during the annual LCAP process, at monthly site and district PLs, and at monthly leadership/coaching meetings.

The academic program for students with moderate to severe disabilities within Fresno County Special Education is based on three primary foundations. The first is Academic. An academically rich program is provided based on California State Standards with accommodations and modifications using Unique Learning Systems. This instructional approach integrates all core subjects along with the functional curriculum necessary to meet their individualized needs. The Second is Behavioral support. Behavior Support is foundational to our programs given the struggle with language and communication along with the need for a structured and predictable schedule. The third foundation is the connection with the family and community resources. These connections insure that the strategies and skills learned in the educational environment are carried over to the home and community.

Our professional development addresses the needs of our teachers and paraeducators. Our teachers participate in four trainings each year (called IMPACT). This year we provided PD on Trauma and its effect on our students, Legally Compliant Goals, Disability Awareness/Inclusion, and Human Trafficking. We determine what is needed based on the classroom walkthroughs, feedback from the districts within our SELPA and information that is needed for compliance and monitoring. Our paraeducators are provided support and training through study of the Evidence-Based Practices
available on the CAPTAIN website, coaching by behavior specialists and monthly staff meetings to further develop their skills and knowledge.

**Homeless Children and Youth Services**  
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Annual training in the areas of homeless student support and rights and responsibilities is provided to Court School, Special Education and CTEC staff to ensure the delivery of services to support the education of students who are identified as homeless. Homeless liaisons have been identified at each site to support staff and students who are identified as homeless.

In the Court School program, children and youth identified as homeless during the enrollment and orientation process by a staff member funded in part by federal sources. The students are provided services that include expedited enrollment, referrals for health, housing and counseling services; transportation; school and personal hygiene supplies; parent education; transition; counseling; coordination with districts of residency; staff training in the areas of homeless student support; and assistance with college, financial aid and job applications.

Special Education children and youth are identified as homeless or foster youth through annual residency status questionnaires that will help staff to identify when there is the possibility of qualification under this status. Students eligible are given priority in processing referrals to ensure immediate enrollment and implementation of their IEP. Students will be enrolled immediately, without delay. Health Services staff will provide support in getting records or immunization as needed while the student is enrolled.

If a student does not have the necessary medical records that are needed to safely educate the student in a school environment, our Health Services Director will work with a physician to obtain temporary orders until the child has established the necessary medical doctor to acquire permanent orders.

If a student or parent/guardian is going to remain in their school of origin based on their homeless or foster status, transportation will be established as outlined in law at the time of occurrence.
Student Transitions
ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Court and Community School transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. The Violet Heintz Education Academy holds similar transition meetings with family, school, stakeholder and district of residency staff. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

All Special Education students eligible under this category and served in our program have an IEP therefore transition services are planned and implemented based on the transition planning process required in the IEP. The annual IEP Team meeting is designed to discuss and plan for all necessary transitions including transition from Part C to Part B, elementary to middle school, middle school to high school, high school to either adult transition or college or career. Students’ needs will also be supported if they are enrolled concurrently in an Adult Transition program and DSPS or other vocational program through the community college. Coordination of the transition plan is conducted through Regional Center representatives’ attendance at the IEP and through coordination with community resources such as Exceptional Parents Unlimited (EPU), The California Autism Center, and other advocacy organizations.

Transitioning Court/Community students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid. In addition, Fresno City College provides outreach to students at Alice M. Worsley through meetings with a counselor. The Violet Heintz Education
Academy provides field trip visitations to Fresno State University. The Alice M. Worsley School completed the process of implementing a dual-enrollment program between the Court Schools and Fresno City College.

Special Education students' IEP Team meetings are designed to discuss and plan for all necessary transitions including transition from Part C to Part B, elementary to middle school, middle school to high school, high school to either adult transition or college or career. Students' needs will also be supported if they are enrolled concurrently in an Adult Transition program and DSPS or other vocational program through the community college. Coordination of the transition plan is conducted through Regional Center representatives’ attendance at the IEP and through coordination with community resources such as Exceptional Parents Unlimited (EPU), The California Autism Center, and other advocacy organizations.
Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to assess students’ academic levels upon entry to the program, in addition to post-testing three times per semester. The LEA will continue to utilize online, adaptive tests for this purpose. Gifted and talented students will continue to be enrolled in online programs that meet their areas of need and support academic growth. Students who come to us designated as GATE or honor students are assigned time with credit recovery class, where they work on Cyber High. All of Cyber High’s online classes are designated as college prep.

The Alice M. Worsley School at the Juvenile Justice Campus staffs and maintains two libraries for students to access literature, develop literacy skills and improve academic achievement.
TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)
Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS includes a Court Schools division that operates Court and Community school programs. The mission of the Court and Community Schools is to assess students’ educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social skills; and provide relevant career technical education, assist students in completing their high school education, and/or in transitioning to other appropriate educational programs.

The Court and Community School programs have achieved full accreditation by the Western Association of Schools and Colleges (WASC) for more than 20 years. The Student Learning Outcomes, in accordance with the school accreditation process and stakeholder feedback, were revised in May 2014:

1) Students will demonstrate progress toward proficiency in academics, 21st Century skills, and college and career readiness
2) Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement
3) Students will successfully transition and continue on an educational and/or career path

The Court and Community Schools include two very distinct populations of students:

The Alice M. Worsley Court School provides comprehensive educational services for students who are under the custodial care of the Fresno County Probation Department at the Juvenile Justice Campus. The school is in session year round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts.

The Violet Heintz Education Academy (VHEA) is Fresno County’s educational program for expelled and probation/court referred youth. VHEA’s approach is a treatment-oriented program among Fresno County Superintendent of School (FCSS), Fresno County Probation, Fresno City Police Department, Mental Health, substance abuse programs, and other collaborative partners. The school program provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin, college and/or career.

Approximately 75% of Court and Community School students are enrolled for fewer than 69 school days.
Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved
with the juvenile justice system, including such facilities operated by the Secretary of the
Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA maintains formal agreements with the Fresno County Probation Department, which operates
the Fresno County Juvenile Justice Campus (JJC). The LEA provides educational services through
the Alice M. Worsley School at JJC. Collaboration and coordination processes between the Fresno
County Superintendent of Schools and the Fresno County Probation Department at the Juvenile
Justice Campus (JJC) are established to ensure communication and coordination between educators
and probation staff.

Communication is facilitated through:

Daily access by key school personnel to the JJC add and drop list of youth in custody
School and Facility Administrators’ standing meetings
Facility, “JJC”, Management Meetings
School, Parents, Students, & Mental Health Systems’ Evening Meetings
Individualized Education Plan (IEP) and/or 504 Plan meetings and information sharing
Weekly distribution of IEP student information
School psychologists in regular communication with JJC personnel
Intervention and/or Staffing Meetings
Probation and Worsley School Staff Data Sharing Meetings
Positive Behavior Intervention & Supports (PBIS) practices
School transition liaison and weekly transition meetings with the probation officer, students, parents,
and collaborating agencies
Monthly Safety Committee Meetings
Quarterly participation in school staff meetings for safety trainings and review
Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the context of the information in the previous prompt, the Alice M. Worsley School maintains daily written and oral communication, weekly planning meetings and monthly collaborations regarding classroom instruction, overall site academic and behavior data, and individual student educational and emotional health progress. These meetings include the progression of Special Education and English Learner students. The use of classroom technology is of key importance in order to allow students to engage in collaborative projects and access appropriate online resources in the JJC facility.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

Subsequent to transition, Worsley staff utilize Calpads and contact the student’s home and mainstream school to confirm successful transition. If the student has not enrolled in their mainstream school of residency, Worsley staff attempt contact multiple times to encourage and provide support to complete transition.

The Fresno County Court School PTA has actively supported student success for nearly 30 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff’s Department, State Center Community College District, Fresno Police Department personnel, and parents. Students enrolling in higher education are informed of and encouraged to apply for the Worsley Foundation scholarship grants upon graduation from high school.
Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Court School students are incarcerated, expelled from their mainstream districts, or assigned probationary status. 20% of enrolled students are in Special Education, as compared with 10% in the county’s mainstream school districts. Although the number of students obtaining SST or Section 504 services fluctuates, they represent a very significant number. The vast majority of Court School students, both Special Education and general education, possess substance abuse and other social/emotional concerns that directly impact their academic progress, including those brought about by emotional trauma suffered throughout their youth. Many students also have very significant gaps in prior learning due to suspension and other attendance issues from their mainstream districts of residency.

As such, the LEA will supplement and enhance services that address the emotional, behavioral and academic needs of the students in order to provide them full access to classroom instruction. These supplemental and aligned services include school psychologists for emotional support; teachers on special assignment for academic and coaching support for classroom instruction; academic tutors for individualized instruction; and alignment and collaboration with Probation mental health and other services within the JJC facility.
Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to partner with mental health agencies, mentoring programs and probation staff. In addition, students will continue to have access to psychological counseling and other services. Court School students at the Alice M. Worsley School attend bi-weekly meetings with all collaborative partners to address learning outcomes, transition, and more. Individual counseling and mentoring services are provided regularly. The Fresno County Superintendent of Schools Foster Youth Services department provides further information regarding community resources and assist students and families by serving as liaisons and facilitating communication and the initiation of services with outside agencies. These include Fresno County Economic Opportunities Commission, substance abuse treatment services, Department of Rehabilitation, adult education groups, the State Center Community College District, Planned Parenthood and Barrios Unidos.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to provide a Welding Career and Technical Education course, placing dozens of students in careers after they depart the Alice M. Worsley School at the Juvenile Justice Campus. The LEA will continue to provide an Agriculture Science teacher at the Alice M. Worsley School to further broaden the range of courses and career opportunities for students.

A wide range of support is provided to Court School students who are interested in attending college. Teachers on Special Assignment providing orientation and transition services offer students assistance with college placement testing (on-site at Court School), class registration, financial aid application process (FAFSA), and more.

A State Center Community College District (SCCCD) College Relations Specialist provides invaluable and ongoing support to current and former students wishing to enroll at any of the community colleges in the State Center Community College District (Fresno, Reedley, Madera, Oakhurst, and
While enrolled, students have the opportunity to attend college presentations throughout the year, and selected students meeting academic and furlough eligibility may attend an annual field trip to the SCCCD Career and Technology Center and Community College Campus. Students participate in a guided tour of each campus and have an opportunity to meet and interact with students, instructors, and other faculty members at each site. Additionally, the Specialist meets individually with students upon request to assist with the college transition planning.

The Fresno County Court School PTA has actively supported student success for nearly 30 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel, and parents. Students have access to activities and opportunities at the school and within the community through the Court School PTA and Alice M. Worsley Foundation. An example of this support is the Court Schools PTA/Alice M. Worsley Foundation Scholarship program offering annually renewable scholarships up to $1,000 to Court School students who are continuing their education.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family member engagement for Alice M. Worsley School students will continue to include participation in the PTA, School Site Council; English Language Advisory Council; IEP and 504 meetings; and Title I Parent Information meetings. The program will continue to provide bilingual staff and translation services for all meetings, which will include individual educational achievement and overall school progress data.

The school will continue to provide school communications to parents of regular and Special Education students in their home language, to the extent possible.

During transition and other meetings with parents, staff will collaborate with Probation and mental health support staff to support successful transitions, in addition to assistance with avoiding gang, substance abuse and other delinquent activities.

In addition, the Fresno County Superintendent of Schools Parent Services department will continue to offer parent education classes in the areas of technology, student academic support at home, and other topics in support of family members.
Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to provide a Welding Career and Technical Education course, placing dozens of students in careers after they depart the Alice M. Worsley School at the Juvenile Justice Campus. The LEA will continue to provide an Agriculture Science teacher at the Alice M. Worsley School to further broaden the range of courses and career opportunities for students. These courses are in collaboration with the Probation department and its programs at the Juvenile Justice Campus.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will continue to work with probation officers to assist in meeting the needs of students transitioning from the Alice M. Worsley School at the Juvenile Justice Campus. Probation officers attend the transition meetings mentioned in above prompts, in addition to student IEPs and Section 504 meetings, and are members of the School Site Council, English Language Advisory Council and PTA. LEA and probation staff share data in regards to student academic and behavioral progress and make facility and school decisions on a daily basis, with larger collaborative groups meeting on a monthly basis. Probation counselors are in all classrooms at Worsley School.
Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All students, upon entry to the Court School program, are provided with a credit analysis and individualized learning plan that includes information regarding special needs. These include existing IEP, SST and Section 504 plans, which are updated as appropriate. Probation and other correctional facility staff are informed and updated in regards to each student’s plan and progress being made. This takes place on a daily basis in addition to larger collaborative meetings that take place each month. Probation staff also attend IEP and Section 504 meetings, meet regularly with transition staff, and attend transition meetings.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A
**TITLE II, PART A**

**Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA receives less than $40,000 in Title II, Part A funds. It will continue to provide evidence-based professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contracted with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; cross-curricular teaching; textbook adoption; writing benchmarks; and substitute teacher costs to allow teachers to attend.

Professional development for Court, Community staff is provided by the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments, in addition to outside PD as appropriate. This includes staff training in the use of instructional technology; Trauma Informed Care; culturally informed instruction; core academic instruction; literacy and writing; English Language Development; and much more.

These are the ways teachers are supported through the beginning, middle and later in their teaching careers: the LEA provides teacher development support, including the Peer Assistance and Coaching and Teacher Induction. It also notifies teachers as to their credential status and renewal requirements, in addition to other trainings as appropriate. Administrators’ beginning years are supported by the Clear Administrative Service Credential program, where administrators obtain their clear credential through coaching and appropriate professional development. Middle and later years of service will be supported through professional learning as deemed appropriate through evaluations and observations.

The Court and Community Schools utilize student performance data, including the areas of local assessment, behavior and attendance, in addition to dashboard data to guide and adjust areas of professional development need. This data is analyzed at the program, site and student group level, although the high student turnover rate means that student groups continually shift in areas of achievement and need. As a program serving the needs of at-risk students, persistent areas of need include suspension, attendance and academics. Special Education conducts four IMPACT trainings for all teachers each year. In addition, professional development is provided in the areas of trauma informed practices, legally compliant goals, disability awareness/inclusion and human trafficking. Professional development adjustments are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.
Prioritizing Funding  
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA receives fewer than $40,000 in Title II, Part A funding. The LEA’s school sites serve an exclusively high need student population. Special Education serves the needs of adult transition, autistic, conduct disorder and other students requiring SPED services. Court and Community School students are in custody, on probation, or expelled from their mainstream districts of residency.

For this reason, and as noted in the above section, Court and Community School program utilizes its portion of the Title II, Part A funding in its contract with the FCSS Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments. Coaching from these departments includes work with students, teachers and administration in the areas of classroom instruction, behavior modification and support, and the use of instructional technology. This will be aligned with CSI funding that will be utilized on an additional contract with Curriculum and Instruction to address Alice M. Worsley School’s suspension and graduation rates.

The LEA will continue to evaluate the effectiveness of the use of Title II, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. Special Education professional development decisions are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.

As noted prior, the vast majority of Court/Community School and Special Education students are eligible for Free or Reduced Lunch and serve high need and at-risk students. Therefore, all sites are considered high need. Staff and stakeholders will continue to be involved in the review of the LEA’s Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings in the Court and Community and Special Education programs. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title II, Part A funded activities. If sites demonstrate a higher need than others, the LEA will prioritize funding as appropriate.
Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

On a monthly basis, The LEA will continue to evaluate the effectiveness of the use of Title II, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of professional learning, coaching and instructional strategies, and local behavior and academic data.

On an annual basis, the LEA will continue to utilize data collected during the annual LCAP process, which includes feedback from all staff and students, to annually review and revise professional development. In addition, the LEA will review data in the DASS dashboard at the district and site level as one source of metrics that reflect the effectiveness of professional learning throughout the year.

Stakeholders will continue to be involved in the review of the LEA’s Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings in the Court and Community and Special Education programs. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title II, Part A funded activities.

The LEA will utilize data collected during the annual LCAP process to continually review and revise professional development. Special Education professional development decisions are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.

The limited amount of Title II, Part A funding is added to professional development funding sources, including Title I, Part A and Title I, Part D.
TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA receives less than $20,000 Title III, Part A funds annually. The Court and Community School program utilizes its share for inclusion within the contract with Curriculum and Instruction department. Teachers receive individualized coaching and training in the use of SDAIE strategies, and the means to best support English Learners in whole class, small group and individual instruction. This includes in-class modeling, development of thematic English Language Development units, and more. In addition, teachers attend English Learner network meetings and participate in English Language Development trainings, including the BELIEF staff development series.

Professional development activities to support Special Education English Learners include professional development opportunities specific to assessment of English Learner Status (VCCALPS) and developmentally appropriate language goals, which support language development for the English Learner. In addition, teachers either new to their position or to their assignment are assigned an induction coach. The coaches are charged with mentoring these teachers in instruction and assessment for English Learners. The Induction Coach provides on-going support and training throughout the year to ensure sufficient intensity and duration, which ensures a positive and lasting impact on the instruction and assessment provided by the teacher. Data is gathered during walk-through visits by administration and self-assessment by teachers in order to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the results of the walk-throughs, prioritize the needs assessment and determine a plan of action based on that data.

Professional development for all teachers and district representatives that host classrooms within their school sites address the questions of equity and access. An inclusion checklist is discussed with teachers, district, and county administration to identify areas in which collaborative approaches will further develop inclusive practices within our students' learning environments.

Teachers and administrators have developed grade-level meetings in which they determine the design and structure of the curriculum to ensure access to all students. These meetings also entail development of goals to ensure that all teachers are held accountable for delivery of quality instruction.
Enhanced Instructional Opportunities  
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Title III Programs and Activities**  
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

On a monthly basis, The LEA will continue to evaluate the effectiveness of the use of Title III, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. Special Education utilizes School Site Council and other parent/stakeholder meetings with school staff.

On an annual basis, the LEA will continue to utilize data collected during the annual LCAP process to continually review and revise services provided to English Learners. In addition, the LEA will review data in the DASS dashboard at the district and site level.

Stakeholders will continue to be involved in the review of the LEA’s Title III, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title III, Part A funded activities.

Court and Community School English Learner students receive additional instruction in an English language development class at Alice M. Worsley School if their English language acquisition levels require such support. The EDGE curriculum is utilized in the instruction of English Learners. English Learners also receive one to one pull-out support by teachers with CLAD certification.

Special Education students who are identified as English Learners are placed in an English language development class for one additional period to help with English language acquisition. High-risk students are seen by a teacher on a one-on-one basis to ensure that all English Learner students have access to learning. Students requiring less intensive support receive pullout services by a teacher with CLAD or BCLAD certification.

Language instruction is one of the most important components of our classrooms and instruction, given that the majority of our students are either non-verbal or limited in language coupled with identification as an English Learner. The LEA has implemented the Special Education Unique...
Learning Curriculum, which supports English Development and language development through use of verbal and non-verbal supports. A supplement to the Unique Curriculum is an option that is purchased called Symbolstix. This optional component allows consistent visual supports to be developed across our programs. Use of picture exchange systems, such as Symbolstix, and visual supports helps students with receptive and expressive language development. This curriculum is supplemental and weaves the state standards into all lessons.

Speech services are provided as appropriate and identified into the Individualized Education Programs (IEPs) for students in need of that level of support. Speech services supplement the standard curriculum, maximizes the use of the Unique Curriculum and Symbolstix and addresses the individual's needs as appropriate. The combination of Symbolstix and Speech services in the classrooms ensures that transitions from classroom to classroom does not cause regression in language development. For students that have direct speech services on their IEP, developmentally appropriate language goals are developed and monitored throughout the year. Each year during the annual IEP, new goals are developed based on present levels of language development and language fluency.

Metrics include the Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities, ELPAC results, teacher evaluation, parental consultation and individual student academic achievement utilizing local and state assessments.
English Proficiency and Academic Achievement
ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Although the LEA’s Court and Community School student population, including English Learners, is highly transient, and Special Education’s EL students possess moderate to severe disabilities, the LEA will ensure that all schools support EL students in achieving English Proficiency and meeting state standards.

This will be achieved through the LEA’s accountability measures. They include an evaluation of each site’s Single Plan for Student Achievement to ensure alignment with the Fresno County Superintendent of Schools LCAP, and that each plan’s goals include academic, behavior and attendance supports for English Learners.

Stakeholders are involved during between 15 and 20 LCAP meetings, in addition to monthly site School Site Council, English Language Advisory Council and PTA meetings. The district-level District English Language Advisory Council provides involvement as well.

All academic, behavior and attendance metrics apply to English Learners. Site-level data for EL students is reviewed at the above-mentioned site and district meetings. The LEA will ensure that the appropriate meetings are held, and that English Learner progress is reviewed and analyzed, by reviewing agendas and minutes. If EL students are not meeting the site and district’s academic, behavior and attendance metrics, the LEA will review the decisions made in regards to instruction and coaching.
TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA received less than $90,000 in Title IV, Part A funds, spread across Court/Community Schools, Special Education and Foster Youth Services, and will continue to transfer these funds to Title I, Part A to more effectively support appropriate activities and programs in the three departments.

The LEA has continued to review and reflect upon data regarding the pre-Title IV, Part A programs and activities in the areas of well-rounded education, safe and healthy students and the effective use of technology. This review and reflection takes place during monthly site-level School Site Council, PTA, PLCs and English Language Advisory Council meetings. At the LEA level, the review and reflection takes place during the LCAP review and engagement process that includes stakeholder, staff and student collaboration. The LEA determined that Title IV, Part A funds would be best utilized through the support of these existing programs and activities.

Foster Youth Services will continue to utilize its share in the funding of a summer program for the foster youth of Fresno County. This summer program offers academic and health-related activities that support well-rounded education and the safety and health of attending students.

Court and Community Schools will continue to utilize its share of Title IV, Part A funds in the contract with the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments. Professional development and coaching through this contract includes ELA/ELD thematic unit and benchmark design; Trauma-Informed Care practices; cross-curricular instruction; development of benchmarks and analysis; in-class modeling and coaching; utilization and coaching in the use of classroom instructional technology; and more.

Special Education will to continue to contract and collaborate with Planned Parenthood to fulfill requirements under the California Healthy Youth Act (CHYA) in providing comprehensive sexual
health education. This training will be provided at least once during middle school and once during high school for all students. Funds will be used to modify curriculum to meet the needs of students with intellectual disabilities, Deaf or hard of hearing, or who have emotional disturbance. All modifications to curriculum will continue to fulfill the requirements of the CHYA.

Funding will also provide for technology in classrooms to support curriculum access including interactive touch screens, internet access and tablets that utilize voice output software. Students that are not able to communicate verbally are able to use these types of assistive technology devices to facilitate communication.

English Proficiency and Academic Achievement will be supported through several professional development opportunities for teachers and Paraeducators during the 2018-19 school year. The first opportunity will be to provide professional development on the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). This training is required annually to ensure appropriate use of the survey and valid data for decision making when considering reclassification of English Learners. This training will also include continued professional development in accordance with California English Language Development (ELD) Standards.

The next opportunity is through the Induction process in which high-performing educators are matched with teachers who are either new to the field of education or new to their particular assignment. This ensures that these teachers are considering the particular needs of English Learners in their classroom and with their curriculum. Support providers will meet with the inductee regularly to help them plan curriculum and instruction, analysis test data to drive instruction, and offer opportunities for them to observe others that are considered high-performing or effective in the classroom.