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.

Court and Community School students are in the custodial care of the local juvenile probation department, expelled from their home districts, or receive juvenile probation supervision. Addressing the emotional and behavioral needs of our student population, including low-income, English Learner, Foster Youth, and Special Education students remains a high priority. The LEA will utilize federal funds to continue to provide mentoring services for students to supplement the support they receive from school psychologists and school personnel. In addition, the LEA will continue to provide staff professional development for the implementation of positive behavior intervention and supports, trauma-informed practices, and social emotional learning. The LEA will also continue to purchase classroom technology, including student laptops, J-Touch interactive panels and collaborative portals to enhance teaching and learning. The LEA will continue to provide staff professional development to support the aforementioned areas to enhance teaching and learning, thereby increasing student attendance and engagement.

Court and Community School’s student assessment data demonstrate a need for our schools to bridge learning gaps correlated to inconsistent attendance history, including data of our low-income, English Learner, Foster Youth and Special Education students. The LEA will continue to utilize federal funds for contracted services for professional growth with identified departments of the Office of the Fresno County Superintendent of Schools. The departments include Curriculum and Instruction for core content areas, including Arts Education, Instructional Technology, and Leadership. In addition, tutoring services, extended learning opportunities, English Learner intervention and support will be provided to enhance academic and overall student wellness. Federal funds will also continue to supplement instructional support from paraprofessional staff where applicable.

Parent and community partners’ involvement, including parents of low-income, English Learner,
Foster Youth, and Special Education students, includes engagement in student academic and behavioral success. The school's efforts to effectively engage with parents and the community include opportunities to participate in parent teacher/parent teacher-student associations (PTA/PTSA), school site councils, advisory committees and other school-planning events and meetings. Bilingual services and parenting classes will continue to provide additional outreach opportunities for relevant parent engagement.
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 our schools, monitor their overall progress while enrolled, and in preparation of our students returning to their home districts or other settings. Supplemental Court School and Special Education paraprofessionals will be hired to serve students who are in need of targeted prevention or intensive, individualized prevention supports (tiered levels of support). 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 extend learning beyond the classroom.

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 offering 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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<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.
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). As the majority of our student population qualifies for Free or Reduced lunch combined with their placement in or referrals to our court and community school programs, we identify all teachers for support under this model. Though disparities that exist are 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. In 2021, three Special Education teachers were supported through the Peer Assistance and Coaching programs. 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 engage parents and community partners in the development and approval of the CSI plan for Violet Heintz Education Academy (VHEA). This takes place during School Site Council and other advisory meetings. The CSI Plan will include coaching and collaboration between VHEA staff and administration to decrease the school's suspension and chronic absenteeism rates and to increase graduation rates.

The LEA family engagement policy was developed with participation from parents and community partners, including School Site Councils and the District English Language Advisory Committee. School sites engage their parents and community partners, who are often comprised of site-based agencies or affiliates, in the development and monitoring of their site-level parent engagement plans and compacts. 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 participate in orientation meetings and facilitate parent advocacy classes.

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 for parent communications that may include meetings and IEPs, in addition to providing translation to home languages. The LEA will provide additional support for parental engagement opportunities as needed per parent request. Special Education has identified four 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 educational partner engagement process by streamlining the two processes into a single coherent system. Family engagement activities that reflect and represent both the LCAP and SPSA requirements will 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 Instruction, Visual and Performing Arts and Instructional Technology and Support departments to enhance rigor and relevance of our instructional program. This includes support for the curriculum selection process including adoption and implementation for best practices; provide cross-curricular instructional support among school staff; development of benchmarks and instructional units; and modeling and coaching. In addition, students who are not making progress toward meeting academic standards are provided tutoring and additional instruction that may be held after the regular school day and Saturdays.

Additional professional development opportunities are provided in the areas to support core academics, including writing and literacy; PBIS-related practices, trauma informed practices; culturally responsive teaching and learning; and the use of instructional technology to enhance teaching and learning.

The program is evaluated through class walkthroughs; staff, student, parent and community partner 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 community engagement forums, Title I Annual Surveys, leadership and administration meetings, and at regularly scheduled site professional learning communities.

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 ensure 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 communication,
parent engagement, and the Unique Learning Systems curriculum. 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.

Students attending a district in Fresno County who are identified as homeless or foster have the opportunity to participate in enrichment programs. The enrichment programs are youth leadership academy, environmental writers camp, STEM space camp, drones and robotics. Upon completion, students will be able to access the education resource guide application and gain information about high school graduation, college, careers, and foster and homeless education rights.

In the Court School program, children and youth are identified as homeless during the enrollment and orientation process by a staff member who is 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. Eligible students 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 as related to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus participate in a transition meeting with the student’s family, Worsley and the district of residence staff, and members of community partner groups. Community partners include Fresno County Probation, Mental Health Systems, and various agency representatives essential for successful transition. The Violet Heintz Education Academy holds similar transition meetings with family, school, educational partner and district of residency staff. An important element of the Transition Plan is the student’s 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 resource binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

Transitions occur at several points during a special education student’s educational career, including transition from Part C to Part B (infant to preschool), elementary to middle school, middle school to high school, high school to either adult transition or college or career. Additionally, transition assessments are conducted prior to students turning sixteen years of age and transition plans are completed. 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. Transition plans focus on parent connections, employment, work experience, and community engagement. Adult students receive further transition support from DSPS and regional centers when they leave program at the age of 22.

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...
Postsecondary opportunities are shared by the guidance learning specialists, of whom work closely with college representatives, and plan for college matriculation, registration, and orientation opportunities. The Alice M. Worsley School has completed its third year of offering dual-enrollment courses with their first CSU-UC transferrable course offered in the spring of 2022.

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 into the schools and benchmark assessments throughout the school year in writing, reading, and math. Students will have the opportunity to be enrolled in applicable A-G coursework via online programs that meet their areas of need and support academic growth.

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. A teacher librarian collaborates and plans with school personnel for academic supports in a literacy rich environment based on local and state assessment data.
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 26 years. The Student Learning Outcomes, in accordance with the school accreditation process and educational partner feedback, revised in May 2014, and in 2019 confirmed as remaining to be relevant:

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 students. The school 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.
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 the 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)-related practices
School transition support services and transition meetings with a probation officer, students, parents,
and collaborating agencies
Safety Committee Meetings
Quarterly participation in school staff meetings for safety trainings and review of campus procedures
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 communication with the custodial agency through planning meetings and monthly collaborations regarding academic data, behavior data, and needed supports. These meetings include the progression of Special Education and English Learner students. Classroom technology to enhance learning is of key importance in order to provide necessary opportunities for students to be successful in a technology rich environment upon exit.

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 as related to school credits, course scheduling, and progress monitoring. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus participate in a transition meeting with the student’s family, Worsley and the district of residence staff, and members of community partners. Community partners include probation, mental health clinicians/representatives, and other essential members to support successful transition. An important element of the Transition Plan is the student’s 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 resource 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 as needed to complete transition.

The Fresno County Court School PTA has actively supported student success for over 30 years and is represented by community partners, including but not limited to the Office of the Fresno County Superintendent of Schools, the Fresno County Probation Department, the Fresno County Sheriff’s Department, the State Center Community College District, the Fresno Police Department personnel, and has included parents. The Alice M. Worsley Foundation is another resource available for students to support and enhance innovative practices to benefit students.
Court and Community School students are in the custodial care of the local probation department, expelled from their home districts, or assigned probationary status. Our fall 2021 census count for Court and Community Schools includes 160 students with 100% identified as Socio-Economically Disadvantage, 24% identified as Special Education service students, and 16% identified as English Learners. Court School students have a higher likelihood of experiencing an adverse childhood experience that may include violence, abuse, neglect, substance abuse, mental health concerns, and/or have had an immediate household member who was imprisoned.

As the aforementioned experiences present significant barriers for a young person’s overall wellness, 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 high quality 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 and beyond the Fresno Juvenile Justice Campus.
**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 regularly scheduled meetings with collaborative partners to address learning outcomes, transition, and more. Individual counseling and mentoring services are provided regularly and are provided more frequently as needed. 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 Regional Opportunity Program (ROP) and Career Technical Education (CTE) courses in Welding and Environmental Horticulture Science. Since 2014, over 60 young people have transitioned from our welding courses into the welding industry for employment. Our Court Schools PTA continues to sponsor welding certifications for our students in collaboration with the American Welding Society.

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

The facilitation of services includes scheduling and planning with college relations specialists from the State Center Community College District for direct services to Court School students.
Additionally, the Court Schools are one of the 23 members of the State Center Adult Education Consortium (SCAEC). The school Guidance Learning Specialist collaborates with the SCAEC transition specialists for regularly scheduled visits to campus for college and career planning opportunities. Young people in our care who are at least 18 years of age and a high school graduate are provided college enrollment matriculation opportunities.

The Fresno County Court School PTA has actively supported student success for nearly 30 years and is represented by community educational partners including but not limited to the Fresno County Superintendent of Schools, 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 current and formerly enrolled 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 hold flexibly scheduled meetings and actively seek parent participation. The school will continue to provide school communications to parents in an understandable and uniform format, to the extent practicable, in a language that the parent can understand. The LEA will reserve Title I Part A funds for additional functions to be available for the schools to increase parent communications through existing avenues of their student information system. The additional functions may include text, email, and parent log-in access to enhance the school to parent communication and engagement process.

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 linking resources to students and families needed for overall wellness of the family unit. 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:**

Upon orientation and assessment, students are provided with a credit analysis and individualized learning plan that includes a career interest survey. Correctional facility staff escort students to assigned classes based on student need that include English Learner and Special Education needs. In addition, correctional facility personnel are also assigned to a classroom, including dual enrollment classes for high school students and college classes for graduates. School and probation personnel communicate daily regarding students’ educational plan and progress. School and probation administration and management meet at least monthly for updates and progress regarding students’ educational services and needs. In addition for students with IEPs and 504 plans, key probation personnel are invited to attend the meetings, and essential information is distributed to essential probation staff as to a students’ needs per their legal plans. A probation officer is the main facilitator of all students’ transition meetings where school personnel, students, parents, and community partners are active participants.

**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 received $14,660 in Title II, Part A funds for the 2021-2022 school year. 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, data analysis and data-driven instruction; and includes substitute teacher costs to allow teachers to attend.

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

In addition, the LEA provides teacher development support, including 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 local and state student performance data, behavior and attendance data, and student, parent, staff, and community partner surveys to inform professional development needs. This data is analyzed as a department and at the sites for input, reflection, collective agreements and planning. As a program serving the needs of at-promise students, areas of need include systems and practices to reduce suspensions, increase attendance and enhance academic progress.

Special Education teachers attend four trainings per year as part of the IMPACT professional development program. Professional development topics are determined 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 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. These funds will be prioritized for the Violet Heintz Education Academy, and aligned with CSI funding that will be utilized on an additional contract with Curriculum and Instruction to address VHEA’s eligibility for CSI due to chronic absenteeism and suspension rates. The professional services will include enhancement of engaging instructional units with rigor and relevance, enhancing reliability and validity of existing benchmark assessments, support in facilitating regular data-informed instruction, and continuous cycles of inquiry as supported and monitored by school administration. Professional development will be provided to teachers, paraeducators, leadership and administration to enhance social emotional learning practices, culturally responsive instruction, and trauma-informed practices. In addition, mentoring services to include aggression replacement therapy will be provided for students through a contracted service provider.

Court/Community 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. In addition, the annual LCAP process includes numerous educational partner meetings to review outcomes and update the Plan, including Title II, Part A funded activities.

Special Education uses of Title II, Part A funds include teacher induction stipends. The induction process includes support services to newly employed teachers, provided by experienced colleagues, to facilitate success in the teaching profession. This will facilitate new teachers improving practice, learning professional responsibilities and enhance the learning of their students with unique needs. Professional development decisions will continue to be based upon classroom walkthroughs, feedback from districts within the SELPA, and information that is needed for compliance and monitoring. Staff and educational partners 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.
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:

The LEA will continue to evaluate the effectiveness of identified services at regularly scheduled meetings with the Court and Community School leadership, administration, and district administration/support providers. Data analyzed result from informal classroom observations, classroom walk throughs, writing assessment data, curriculum embedded assessments, and local reading and math assessment benchmarks. This is analyzed with school staff at professional learning communities and with district administration/service providers. Continuous improvement of data analysis will focus on strengthening data-driven instruction and overall systems at the sites to support consistent practices. Data from staff, student, and community partner surveys reflective of the implementation of identified services and practices will also inform school planning.

In addition, the LEA will continue to utilize data collected during the annual LCAP process, which includes feedback from all staff, students, and community partners to inform professional development planning. The LEA and Court/Community staff will review the DASS dashboard at the district and site level for additional metrics that reflect the effectiveness of professional learning throughout the year.

Staff and educational partners 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 Special Education programs.

Professional development decisions will continue to be based upon classroom walkthroughs, feedback from districts within the SELPA, and information that is needed for compliance and monitoring. Staff and educational partners 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.
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 Court and Community School program utilizes its share for inclusion within the contract with the Curriculum and Instruction department. School staff participate in professional learning that includes the integration of English Language Development strategies across the curriculum. Teachers on special assignment and principals participate in the FCSS English Learner Network meetings throughout the school year where accountability systems and essential practices are shared with the school community and implemented at the sites. School staff will also continue to participate in other professional development opportunities designed to provide equitable access to instruction for English Learner students.

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:**

Educational Partners 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. 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. In addition, the LEA’s annual LCAP process includes numerous educational partner meetings to review outcomes in the Dashboard and local data, and update the Plan, including Title III, Part A funded activities.

Integrated and Designated English Language Development is provided for Court/Community English Learners. Upon enrollment when receiving English Learner student assessment data, the school registrar informs applicable school personnel for initiating the administration of the English Language proficiency assessment and/or placement into a designated support class where applicable based on student need. All student assessment data and language proficiency information are shared with teachers and school staff through the student information system.

School staff review academic and language progress for identified students at leadership meetings, professional learning communities, and the principals share the applicable English Learner data at School Site Councils and/or English Language Advisory Committees. School leadership, in collaboration with teachers, identifies additional levels of support for English Learners and assigns tutoring services during the school day and may include after school support. In addition, the District English Language Advisory Committee reviews the processes and practices in place in support of ensuring equitable educational opportunities for English Learner students.

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. Lower-performing 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. Special Education utilizes School Site Council and other parent/educational partner meetings with school staff.
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.

Educational partners are involved during numerous 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 educational partner, 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.

During the 2022-2023 school year, professional development will be provided to teachers in the area of English Language Development. The first opportunity will be to provide professional development on the English Language Proficiency Assessment California (ELPAC). This training is required annually to ensure appropriate use of the assessment 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.