

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

School Year

2025-26

Date of Board Approval

State Board: 6/18/2026

LEA Name

Fresno County Superintendent of Schools

CDS Code:

10 10108 1030337

Link to the LCAP:

(optional)

<https://www.fcoe.org/files/documents/fresnocountyofficeofeducation2025-2026lcapv22.pdf>

For which ESSA programs apply to your LEA?

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

Title I, Part D

Title II, Part A

Title III, Part A

Title IV, Part A

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Fresno County Superintendent of Schools aligns state, federal, and local funding to the priorities and goals outlined in the LCAP. The LEA's LCAP goals are to improve student engagement, improve school climate, ensure academic achievement, support family engagement, and provide services for expelled and foster youth. The FCSS LCAP goals and actions align with the student groups, strategies, and supports of the Single Plan for Student Achievement with the LEA's LCAP Goals. Goals and actions are reflective of state and local assessment data, including local student, staff, and parent/community partner climate perception data. Alternative Education 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 Learners, Foster Youth, and Special Education students, remains a high priority. FCSS continues to seek out input from critical education partners on an annual basis and conducts a thorough needs assessment to determine areas of need and provide necessary resources to increase student performance on annual measurable outcomes. Parent and community partners' involvement, including parents of low-income English Learners, 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 various engagement opportunities. Bilingual services and parenting classes will continue to provide additional outreach opportunities for relevant parent engagement. The LEA reviewed actions in the LCAP and identified areas of student need that may benefit from supplemental and enhanced services utilizing federal funds.

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.

FCSS Special Education:

Most Title I funds are allocated to sites and programmed by the School Site Council in conjunction with site leadership based on a comprehensive needs assessment conducted annually. A district-wide focus on using Title I funds has been establishing a strong intervention program for underperforming students. In addition to supplemental intervention, each site uses site Title I allocations to supplement their parent engagement and education and their staff professional development. FCSS centralizes a set aside of Title I funds for district-wide initiatives that increase support for LCAP goals. The Special Education Department provides resources to support the emotional, academic, and behavioral needs of our students throughout the school year. Funds are also used to enhance professional learning, supplement curriculum for student access, enhance parent engagement opportunities, and reduce inequities and barriers to student learning and participation.

FCSS Alternative Education:

The program continues to align the use of federal funds with activities funded by state and local funds. This is done during the development and monitoring of the LEA's LCAP and two sites' Single Plans for Student Achievement (SPSA). On-going and collaborative meetings across FCSS occur regularly to monitor and implement the LCAP and Single Plan for Student Achievement. School sites have modeled their School Plans for Student Achievement after District LCAP goals to support this alignment. Program efforts taken to ensure federal funds will be utilized to supplement and enhance services to all students, including low-income, English Learners, Foster Youth, and Special Education, include collaboration with FCSS fiscal, legal, compliance, and administrative representatives, in addition to students, parents, collaborative partner agencies, teachers, and other school staff and administration. The resulting guidance from the collaboration includes reference to federal guidelines and interpretation of the best use of supplementing and enhancing student services with federal funds. Through the development of the School Plan for Student Achievement, sites collaborated with their school site councils and educational partner groups to develop a plan that supports students and their parents in reaching the goals outlined in the District Local Control Accountability Plan.

The goals and actions have been aligned to supplement direct student services with tutoring, mentoring, and counseling in the areas of academic, transition, and career readiness, including welding, horticulture, dual-enrollment, aviation, and forklift operation, as well as school psychologist counseling services. In addition, actions have been enhanced to include staff professional development for the implementation of positive behavior intervention and supports, trauma-informed practices, culturally responsive practices, and social-emotional awareness and learning.

FCSS Foster Youth Services:

The use of Title I, Part A funds to support Foster Youth is determined based on an annual needs assessment and evaluation. Federal funds will be utilized to supplement and enhance services provided to all students. Education partner engagement opportunities are available through ongoing collaboration between the LEA school sites and the districts within the county to best support all Fresno County foster youth. Advisory committees and other planning events and meetings, as well as surveys, are collected on an annual basis to gather feedback and information from all necessary educational partner groups.

The goal is to minimize the effects of school placement changes for all Fresno County foster youth, including instructional learning opportunities through training, communication, and technical support with Child Welfare, Juvenile Probation, court systems, and districts. This goal was developed to support the facilitating, collaboration, and capacity-building of Fresno County LEAs and educational partners to maximize the academic success of students in foster care. Graduation rates are negatively impacted by the number of school placements and Foster Youth Students' transition frequency. Training, collaboration, and communication with the local agencies serving Foster Youth, including Child Welfare, Juvenile Probation, court systems, and districts, will allow for the timely transfer of information between programs that will support the graduation rates of Foster Youth. The goal's actions will contribute to these outcomes because they are grouped to maximize training for staff supporting Foster Youth during school changes and transitions; direct support for Foster Youth during these changes; and enrichment programs that include additional growth and academic support, which will all contribute to increased graduation rates for the identified student group. Progress will be monitored via DataQuest county-wide graduation rates for Foster Youth and local data maintained by the FCSS Foster Youth Director regarding attendance and participation in supplemental enrichment activities.

Another aim for FCSS is to maintain a comprehensive foster youth education database and mobile application for Android and iOS. Provide educational liaisons access to the database and mobile application to ensure the delivery and coordination of necessary educational services. No comprehensive database previously existed that the child welfare agency, districts, juvenile courts, or county foster youth services have access to, nor a mobile application for Foster Youth students, families, and educational partners. In discussion with all collaboration agencies, it was noted that the database and mobile application would facilitate the delivery and coordination of essential educational services and information. The goal's actions will contribute to these outcomes because the database and mobile application maintenance will increase student and staff access to the latest data and educational records to support foster youth access to higher education and other community resources. In addition, plans and transition support will allow for rapid sharing of academic progress, records, and assessments for foster students to continue their educational programming if they change schools.

FCSS will provide a Student Service Specialist to support, establish, coordinate, facilitate, and maintain academic leadership, support, advocacy, and service delivery for eligible students in foster care. The specialist will also lead in the planning, preparation, and analysis of Foster Youth needs and provide ongoing communications of foster youth students' needs between agencies, including LEAs, Child Welfare, Juvenile Probation, and court systems.

The LEA will offer supplemental academic enrichment activities, including leadership development for Foster Youth students. This addresses transition support, creativity, critical thinking, communication, and collaboration. Students will develop leadership skills, character building, and social-emotional stability.

FCSS will provide Foster Youth students with the necessary technology and hotspots to access enrichment and educational resources.

FCSS will support and maintain the foster youth mobile application for Android and iOS.

Foster Youth staff will collect Foster Youth students' educational data from Fresno County LEAs electronically and manually. Using the database system, Foster Youth staff will support the communication between Child Welfare and

Juvenile Probation staff and Fresno County LEAs to expedite the transfer of the education records of Foster Youth students (Non-federal funds).

Foster Youth staff will support Fresno County LEAs in developing education plans for Foster Youth students to maintain or increase the percentage of Foster Youth students who graduate from high school. Juvenile Probation education liaisons and Foster Youth staff will develop education plans and facilitate school transition for Fresno County Court and Community Schools (Non-federal funds).

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

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

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The LEA utilized Free and Reduced Meal participation from the 2024-2025 school year for the 2025-2026 Consolidated Application.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

The program identifies and addresses inequities within our student populations and teacher certifications using various data sources. Credential status is reported through our Human Resources Department and used to determine which teachers and related service providers will receive additional coaching and support. Survey data includes reporting years of service to better understand how experience may impact student achievement. Classroom walkthroughs help capture academic and engagement data specific to each classroom and program. Information is then used to develop professional learning opportunities for staff in targeted areas. Maintaining a high-quality program requires analysis of service delivery and resources to ensure that staff are supported at all levels of their career, including teacher recruitment, onboarding, employee retention, and offboarding, which is achieved through ongoing collaboration between FCSS Special Education Department, Human Resources Department, and FCSS Teacher Development Department. Specific programs that build teacher knowledge, reinforce effective strategies, and establish a community of support include the Peer Assistance and Coaching Program, the Induction Program, ongoing professional learning opportunities offered through our IMPACT Team, and regular classroom walkthroughs and discussions. We also started the Badge Project, which financially incentivizes direct service providers in our Special Education Department to complete online training and demonstrate competencies in various areas.

Ineffective Teachers

Teachers with the following limited permits are automatically enrolled in the FCSS Peer Assistance and Coaching Program and may receive direct coaching and ongoing support until they receive their preliminary credential: Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, Teaching Permits for Statutory Leave (TPSL). FCSS programs that provide teacher support utilize evidence-based practices such as cycles of inquiry, reflection, and peer coaching and collaboration. Coaches are experienced and highly skilled educators who provide mentoring and support to new and experienced teachers and participants. Coaches also receive training and information on research-based professional development that fosters their coaching skills and instructional leadership. Teachers identify 2-4 personal goals aligned with teaching standards and meet weekly with their coach to monitor and track progress. Participating teachers receive a stipend, which can be used to purchase classroom materials or attend conferences or other professional development opportunities. Teachers that are misassigned, or do not possess a permit in their area of service, are able to participate in available certification programs to bridge their credential. In addition, a notice is sent home to families.

Out-of-Field Teachers

Teachers with the following limited permits are also automatically enrolled in the FCSS Peer Assistance and Coaching Program and receive direct coaching and ongoing support: General Education Limited Assignment Permit (GELAP), Special Education Limited Assignment Permit (SELAP), Short-Term Waivers, Emergency English Learner Permits, and other local assignment options.

Inexperienced Teachers

The FCSS Peer Assistance and Coaching Program and FCSS Induction Program are available for teachers to receive ongoing support during the critical first years in the classroom. Induction is a program that provides a pathway for teachers seeking to clear their credential.

Minority Students

The FCSS Special Education student population includes 89.1% of students that are identified as a minority: American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-income Students

Over 80% of students in our FCSS Special Education program are represented as socioeconomically disadvantaged on the California Dashboard. However, all students qualify for free or reduced-priced meals.

FCSS Alternative Education:

While this section is not applicable because we have two schools (a Community School and a Court School) that are not directly comparable in terms of the students they serve and have different purposes overall, Alternative Education notes that the following actions were put in place to address issues of equity.

Ineffective Teachers

Not applicable to Alternative Education.

Inexperienced Teachers

The FCSS desires to recruit and employ the most highly qualified individuals to improve student achievement and the efficiency of county office operations through effective recruitment procedures based on sound personnel practices. Fair, open, and transparent recruitment, interview, and selection processes are universally applied.

Teachers hired to work in Alternative Education met the credentialing requirements outlined and governed by the California Commission on Teacher Credentialing (CTC). In addition, nearly all CCS teachers meet the current requirements for educator assignment monitoring under the Every Student Succeeds Act (ESSA), as teachers may be assigned based on state certification and licensure criteria. Teachers are legally assigned as the assignment has been based upon issuing a CA license or certificate allowing teachers to teach outside their certification area.

The FCSS offers a continuum of support to all teachers who do not hold preliminary or full credentials through the Teacher Induction Department, in addition to the Peer Assistance and Coaching (PAC) Program. This program provides an instructional coach to each identified teacher and a stipend for classroom needs. Participation by newly hired teachers in FCSS is highly encouraged.

The Human Resources Department, in cooperation with program administration, provides individualized, detailed, position — and department-specific orientation to newly hired teachers. They also participate in New Employee training outlining the organizational culture and scope of work for the office of the FCSS.

In addition to actions and services in the FCSS LCAP for Priority 1- Basic Services, professional development for best practices in the areas of positive behavior intervention and supports, trauma-informed practices, culturally responsive practices, and social-emotional awareness is provided to school staff, including newly hired and veteran teachers. The focus areas for professional development were jointly identified through input from school site council meetings, District English Advisory Committee meetings, Parent-Teacher Association meetings, LCAP forums, and other school meetings that included representation of community partners, parents, and staff.

Out-of-Field Teachers

Not applicable to Alternative Education.

Minority Students

The student population includes 90% of students identified as a minority: American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Low-income Students

More than 95% of students are low-income.

FCSS annually reviews educator assignment and credential data. Based on current analysis, FCSS did not identify disparities resulting in low-income or minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. If disparities are identified, FCSS engages educational partners to conduct root cause analysis and implement targeted recruitment, retention, credentialing, and professional learning supports.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

FCSS Special Education:

The program will continue to involve educational and family groups in the development and approval of the CSI plan for The Special Education Schools. This takes place during School Site Council and English Language Advisory Council meetings as applicable. We review data from the comprehensive needs assessment and develop goals, action steps, and a funding plan in partnership.

The LEA family engagement policy, compact notice, and notification are reviewed, amended, and approved annually during School Site Council with parent and educational partner feedback. Parents receive a copy via parent notification mailers, email, and through SSC, ELAC, and other school meetings. The compact outlines how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement. It describes ways the school and families will partner to help children meet high standards. In addition, it outlines legally required items, addresses accessibility, and includes items suggested by parents.

Parent engagement policies will be developed through the School Site Council meetings with educational partner input from parents. 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. In addition, parents/guardians are provided with this information during annual IEP meetings.

Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. School personnel are reminded of the importance of parent involvement and engagement during School Site Council meetings and ongoing conversations during staff meetings and/or trainings. Previous topics included involving parents in the IEP process and engaging non-English speaking parents. In addition to staff-focused support, FCSS also encourages school personnel to attend parent information events and activities throughout the year.

FCSS encourages partnerships with community-based parent involvement programs, including those provided by collaborative agencies. These include family resource centers available in their community, like Exceptional Parents Unlimited, the FCSS Parent Services Center, and the Community Advisory Committee offered through FCSS SELPA, which focuses on parent education and support. The Community Advisory Committee is made up of parents, special and general education teachers, administrators, community members, and students with disabilities. The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the diversity of the community and the uniqueness of each parent served. Exceptional Parents Unlimited works to strengthen and empower children and families facing extraordinary medical, developmental, and parenting challenges.

The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the diversity of the community and the uniqueness of each parent served. Exceptional Parents Unlimited works to strengthen and empower children and families facing extraordinary medical, developmental, and parenting challenges.

The FCSS Special Education department utilizes multiple means of communication to ensure information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language they can understand. These efforts include email, text, paper-based, phone calls, and through parent communication digital applications.

The FCSS Special Education Department actively seeks out ways to improve home-school collaboration and increase opportunities for involvement through the School Site Council and the annual School Climate Survey, which includes questions specific to parent-requested support and engagement ideas.

In order to provide opportunities for the informed participation of parents and family members, bilingual staff members and ASL interpreters are available as needed. Translated reports and IEPs are available upon request. All standard communications are provided in both English and Spanish via multiple modalities (e.g. text, email, phone, app).

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 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 coherent system for parents to more easily and meaningfully engage in their child's educational process.

The Special Education schools will continue to provide school communications to parents of Special Education students in their home language. It will also offer bilingual staff and translation services for SSC, ELAC, PTA, and other parent meetings, including IEP and 504 meetings.

FCSS Alternative Education:

In addition to the Fresno County Special Education program, Alice M. Worsley and Violet Heintz Educational Academy schools are also identified for Comprehensive Support and Improvement (CSI). The LEA will continue to engage parents and community partners in developing and approving the CSI plans for the LEAs in CSI. The LEA supports sites in identifying which educational partners are not only essential for the joint development of school planning but which are specifically identified in respective guidelines and how gathering input can inform the site's practices about teaching and learning. The School Site Council (SSC), in partnership with the site and LEA leadership, reviews this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporates the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other district provided resources in response to the identified needs.

FCSS is committed to and highly values quality parent and family engagement. Committees, such as the Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Associations, and general parent/family-school meetings provide flexibly scheduled opportunities for parents and community partners to contribute information and skills as well as opportunities to participate in school-level planning through the School Plan for Student Achievement (SPSA) process, the Local Control and Accountability Plan, and the joint development of policies such as the district's Parent and Family Engagement Policy.

FCSS supports parents with navigating resources and understanding documents such as testing information, report cards, transcripts, and student score reports. Parents are provided hard/electronic copies of Parent Handbooks, Annual Notifications, and Community-based resource information as needed. Resources centralized for easy parent access on the school website include Policies for parents/students, Testing Info, SARCs, Counseling Services, Annual Notifications, Parent rights and responsibilities, and Annual Notice of Uniform Complaint Procedures. The jointly developed Parent Engagement Policy and Parent-Student-School Compact are also included in the FCSS Alternative Education Annual Parent Notification Handbook. The Handbook is either provided to parents at orientation or mailed to parents of newly enrolled students every two weeks, depending on the site.

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 sent home and how to use those reports to support instruction for their child. Parents will be provided with communication aligned with the curriculum to support instruction in the home environment. To the extent possible, the LEA will continue to provide school communications to parents of general and Special Education students in their home language and provide bilingual staff and translation services for SSC, ELAC, PTA, and other parent meetings, including IEP and 504 meetings. The LEA will also continue to contract with the FCSS Safe and Healthy Kids department, through All4Youth and Success Together, to participate in orientation meetings and facilitate regularly scheduled parent/family workshops, in addition to others as requested by parents/families. Parent input received from flexibly scheduled meetings has included maintaining in-person meetings with remote options and childcare to allow for increased parental involvement, both options available.

The LEA aligns 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 the LCAP and SPSA requirements will promote a more comprehensible, unified, and understandable system for parents to engage more easily and meaningfully in their child's educational process. In addition, the program will continue to provide professional development focusing on asset-based pedagogy and practices for all school staff, including cultural relevance and responsiveness, to assist us in strengthening ties between parents and our schools.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).

8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alice M. Worsley, Violet Heintz Educational Academy, and the Fresno County Special Education program are the three FCSS schools identified for Comprehensive Support and Improvement (CSI). The LEA will continue to engage parents and community partners in developing and approving the CSI plans for the FCSS sites identified for CSI. The LEA supports sites in identifying which educational partners are essential to reach out to and how to gather input and inform the site's practices about teaching and learning. The School Site Council (SSC), in partnership with the site and LEA leadership, reviews this data together to help guide the development of the School Plan for Student Achievement (SPSA) and incorporate the resources available through the Comprehensive Support and Improvement (CSI) program as well as through other district provided resources in response to the identified needs. The LEA will continue to involve educational and family groups in developing and approving the CSI plans. This occurs during School Site Council and the Special Education program's English Language Advisory Council meetings; neither of Alt Ed's schools currently meet the English Learner enrollment numbers that require the establishment of an ELAC. The LEA provides opportunities for collaborative data review, support for evaluation, and completing a comprehensive needs assessment, development goals, and action steps.

FCSS is committed to and highly values quality parent and family engagement. Committees, such as the Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), and School Site Council (SSC), provide opportunities for parents to contribute information and skills as well as an opportunity to participate in school-level planning through the School Plan for Student Achievement (SPSA) process, the Local Control and Accountability Plan, and the development of policies such as the district's Parent and Family Engagement Policy. The LEA family engagement policy, compact notice, and notification are reviewed, amended, and approved annually during School Site Council with parent and educational partner feedback. Parents receive copies via parent notification mailers, email, SSC, ELAC, and other school meetings. The compact outlines how parents/guardians, the entire school staff, and students are responsible for improved student academic achievement. It describes ways the school and families will partner to help children meet high standards. In addition, it outlines legally required items, addresses accessibility, and includes items suggested by parents.

FCSS supports parents with navigating resources and understanding documents such as testing information, report cards, transcripts, and student score reports. Parents are provided hard/electronic copies of Parent Handbooks, Annual Notifications, and Community-based resource information as needed. Resources centralized for easy parent access on the school website include Policies for parents/students, Testing Info, SARCs, Counseling Services, Annual Notifications, Parent rights and responsibilities, and Annual Notice of Uniform Complaint Procedures. Parent engagement policies will be developed through the School Site Council meetings with educational partner input from parents. 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. In addition, parents/guardians are provided with this information during annual IEP 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 sent home and how to use those reports to support instruction for their child. Parents will be provided with communication aligned with the curriculum to support instruction in the home environment. To the extent possible, the LEA will continue to provide school communications to parents of general and Special Education students in their home language and provide bilingual staff and translation 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 as parents request.

Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with,

and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. School personnel are reminded of the importance of parent involvement and engagement during the School Site Council and ongoing conversations during staff meetings and training. In addition to staff-focused support, FCSS encourages school personnel to attend parent information events and activities throughout the year.

FCSS encourages partnerships with community-based parent involvement programs, including those provided by collaborative agencies. These include family resource centers available in their community, like Exceptional Parents Unlimited, Safe and Healthy Kids department's All4Youth and Success Together providers, and the Community Advisory Committee offered through FCSS SELPA, which focuses on parent education and support. The Community Advisory Committee comprises parents, special and general education teachers, administrators, community members, and students with disabilities. The FCSS Parent Services Center provides quality support services and programs that are parent-focused and recognize and respect the community's diversity and the uniqueness of each parent served. Exceptional Parents Unlimited strengthens and empowers children and families facing extraordinary medical, developmental, and parenting challenges.

FCSS actively seeks ways to improve home-school collaboration and increase opportunities for involvement through the School Site Council and the annual School Climate Survey, which includes questions specific to parent-requested support and engagement ideas.

FCSS utilizes multiple means of communication to ensure information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language they can understand. These efforts include email, text, paper-based, phone calls, and through parent communication digital applications. To provide opportunities for the informed participation of parents and family members, bilingual staff members and ASL interpreters are available as needed. All standard communications are provided in both English and Spanish via multiple modalities (e.g., text, email, phone, app).

The LEA aligns 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 the LCAP and SPSA requirements will promote a more coherent, unified, and cohesive system for parents to engage more easily and meaningfully 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.

FCSS Special Education:

The Special Education department operates as a "schoolwide" program. FCSS Special Education Department provides specialized academic instruction to students that are not able to be served in their local districts. For students with extensive support needs (e.g. moderate to profound intellectual/developmental disabilities), curriculum and courses are aligned with California State Standards with accommodations and modifications, as necessary. Students in our programs for social-emotional support needs or that are Deaf or Hard-of-Hearing, participate in general education coursework. Other related services (e.g. speech, occupational therapy, medical services, psychological services) are embedded throughout the school day and individualized per student need. Due to the complex needs of our students, school personnel receive ongoing training in the areas of academics, behavioral intervention strategies, communication, and other areas identified through the comprehensive needs assessment. Classroom walkthroughs are used to identify areas of strength in our classrooms and to build professional learning for teachers, paraeducators, related service providers, and administrators around areas of identified needs.

FCSS Alternative Education:

FCSS includes an Alternative Education department that operates court and community school programs. The mission of Alternative Education is to assess students' educational needs; provide educational opportunities for all students who 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.

Alternative Education serves two student populations: the Alice M. Worsley Court School provides comprehensive educational services for students under the custodial and residential care of the Fresno County Probation Department at the Fresno 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 Campus includes Commitment for students enrolled for several months and Detention for short-term placements, including students enrolled for less than a week.

The Violet Heintz Education Academy (VHEA) is Fresno County's educational program for expelled, district-referred, or probation-referred students. VHEA's approach is a service-oriented program between Fresno County Superintendent of School (FCSS) and Fresno County Probation. In addition to educational and probation support, services include mentoring, mental health & wellness services, and substance abuse intervention. 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 receive an educational program tailored to their academic and behavioral needs. Students are typically enrolled for one to two semesters to transition back to their district of residence.

All school sites participate in a Schoolwide Program. Support is provided to the schools through collaborative efforts from different departments within the FCSS organization. The LEA's Alternative Education programs utilize contracted services with the Fresno County Superintendent of Schools Curriculum and Instruction and Instructional Technology and Support departments to enhance the rigor and relevance of the instructional program. This includes support for the curriculum selection process, including adopting and implementing best practices, providing cross-curricular instructional support among school staff, developing 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 on Saturdays.

Additional professional development opportunities are provided to support core academics, including an emphasis on writing and literacy, PBIS-related practices, trauma-informed practices, culturally relevant and responsive pedagogy, and instructional technology to enhance teaching and learning. The program is evaluated through classroom walkthroughs by the administration, staff, student, parent, and community partner surveys, academic, behavior, and attendance data, and state and local assessment data analyses. Evaluation occurs during the annual LCAP community engagement forums, Title I Annual Meetings-Surveys, leadership and administration meetings, and at regularly scheduled site professional learning communities.

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:

FCSS does not operate a Targeted Assistance Program.

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:

FCSS Special Education:

Students 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. One of our administrators serves as the Special Education homeless liaison and communicates with the FCSS Foster Youth Services department to obtain services and guide best practices. 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.

FCSS Alternative Education:

The Alternative Education schools collaborate with the FCSS Foster & Homeless Youth Education Services. FCSS is committed to providing additional transition support among community resources and advocacy agencies, and schools. The partnership ensures oversight of the continued identification and monitoring of current or potentially new homeless students, as well as the facilitation of in-school resources such as academic counseling, social-emotional counseling, and field trips. Additional actions and services are provided based on areas students may need to promote attendance and access to curriculum, including career education, access to instructional supports, and supplemental programs. Foster & Homeless Youth Education Services partners with the sites and the Foster & Homeless Youth Education Services site liaisons to ensure coordination of services and provide referrals to community-based resources for health, food, transportation, and other identified agencies that will promote student success.

These additional supports include highly individualized transition support when foster youth change schools, one-on-one college and career planning through monthly meetings with staff, assistance with financial aid and college applications, and increased exposure to college and career programs such as visits to local colleges. In addition, Guidance Learning Specialists at both Alt Ed schools continue their support of students subsequent to their successful transition back to their districts of residency. The LEA will also allow foster students to join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile foster youth in identifying and accessing financial aid, housing, higher education services, and other community resources. These include Focus Forward, social and behavioral health services, and probation.

FCSS Foster Youth Services:

The Foster & Homeless Youth Education Department will support the LEA by providing 1 FTE staff to support enrichment opportunities to students experiencing housing instability. Students can join a leadership cohort designed to develop collaboration, leadership skills, and self-efficacy that support highly mobile homeless youth. FCSS will provide students with the necessary technology and hotspots for enrichment and educational resources. FCSS will support and maintain the iPlan Education Resource Guide mobile application for Android and iOS.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

FCSS Special Education:

Transitions occur at several points during a special education student's educational career, including the transition from Part C to Part B (infant to preschool), elementary to middle school, middle school to high school, and high school to either adult transition or college or career. Transition activities may incorporate any of the following: campus tour, meeting school personnel, materials to support student understanding of the transition process, and a transition IEP to discuss how to best support the student across home and school environments pre- and post-transition.

For students in high school with an IEP, transition planning begins prior to students turning sixteen years of age and requires an initial assessment and transition plan, as well as one each subsequent year. Coordination of the individual transition plan (ITP) involves school staff, student participation, parent involvement, and community partners that will continue to support and empower students after they graduate or age out of the FCSS special education program. The ITP addresses student goals and supports needed in the areas of education/training, employment, and independent living. College and career-focused coursework may include content in the following: career exploration, work-based learning, workplace readiness, self-advocacy instruction, and post-secondary education counseling. Students are also

introduced to, or referred to, other outside agencies and educational institutions, as appropriate, for career, education, and independent living support.

FCSS Alternative Education:

Alternative Education schools possess robust transition program services. These include individualized meetings with students as related to school credits earned to date, needed coursework, and resulting course scheduling. New students and families are provided a one-on-one, in-person orientation to the school in English or Spanish, followed by reading and math assessment sessions. 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 a successful transition. Guidance Learning Specialists continue to support students subsequent to their successful transitions back to their districts of residency.

The Violet Heintz Education Academy holds similar transition meetings with family, school Guidance Learning Specialist, educational partner, and district of residency staff, including subsequent to their successful transition. An essential element of the Transition Plan is the student's educational placement within the most appropriate community education program. Transitioning students receive individual support from 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 during a special education student's educational career, including transitioning from Part C to Part B (infant to preschool), elementary to middle school, middle school to high school, and high school to adult transition, college, or career. Additionally, transition assessments are conducted before students turn sixteen and transition plans are completed. The transition plan is coordinated 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 the program at 22. Transitioning Alternative Education students receive individual support from 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, who work closely with college representatives and plan for college matriculation, registration, and orientation opportunities.

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:

This description is included in the above prompt.

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:

FCSS Special Education:

Title I, Part A is used to fund and implement all goals and action steps established in the School Plan for Student Achievement, with attention given to recognized inequities in service delivery as well as identified barriers to student achievement.

In consideration of school library programs, many FCSS special education classrooms are located on district campuses and therefore benefit from print and digital resources at their sites. For FCSS classrooms not held on a district campus, individual classrooms have access to technology, including assistive technology supports, which allow students to access and engage with core content.

FCSS Alternative Education:

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 educational support in a literacy-rich environment based on local and state assessment data.

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's Alternative Education schools are the LEA's only Title I, Part D funds recipients. Therefore, all Title I, Part D prompt responses will reflect Alternative Education schools only.

The mission of Alternative Education is to assess students' educational needs; provide educational opportunities for all students who 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 Alternative Education programs have been accredited by the Western Association of Schools and Colleges (WASC) for over 26 years. The Student Learning Outcomes, following the school accreditation process and educational partner feedback, was revised in May 2014 and 2019, in addition to during the 2021-22 FPM review process, and was confirmed as remaining relevant:

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

Alternative Education includes two distinct populations of students: The Alice M. Worsley Court School provides comprehensive educational services for students 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 receive an educational program tailored to their academic learning level and behavioral needs. Students are typically enrolled for one to two semesters to transition 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 training 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:

The program's students are either under the custodial care of the probation department or foster and group home programs, expelled from the mainstream school districts of Fresno County, or assigned probationary status. FCSS believes in supporting the individual emotional and behavioral needs, including mitigating gaps in prior instruction and overall opportunity loss, of this highly transitory student population. All academic courses are aligned to the California State Standards. Elective courses allow students to participate in credit recovery options online and in textbooks and designated English Language Development and career readiness opportunities. Teachers and other instructional staff receive ongoing professional development in best practices. Student data and interventions are provided to ensure students' progression in the school sites. Classroom technology to enhance learning is of key importance in providing necessary opportunities for students to be successful in a technology-rich environment. Alice M. Worsley School communicates with the custodial agency through planning meetings and monthly collaborations regarding academic data, behavioral data, and needed support.

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:

Transition services include 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 a successful transition. FCSS and Fresno County Probation's Joint Student Transition Planning MOU delineates the collaborative services for students and their families and includes coordinated services with school districts to provide for a timely and smooth transition for students transferring out of juvenile court schools and into public schools (improve communication regarding dates of release, better coordinate immediate school placement and enrollment, and ensure Probation officers have the information needed to support the return of students from juvenile court schools to public schools. The MOU also establishes a formal collaborative process in which school district superintendents and/or their designees are invited to participate in an Education Services Sub-Committee to allow for immediate transfer of education records, create uniform systems for calculating and awarding course credit, and allow for immediate enrollment of students transferring from juvenile court schools.

An essential element of the related Transition Plan is the student's educational placement within the most appropriate community education program. Transitioning students receive individual support from 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.

After the transition, Worsley staff utilize Calpads and contact the student's home and mainstream school to confirm a successful transition. Guidance Learning Specialists continue their support of transitioned students to ensure continued success. 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 the 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.

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:

More than 95% of the LEA's Alternative Education students are unduplicated: the large majority of students are Low-Income; Foster Youth range between 10% and 15%, and between 15% and 20% are English Learners. Approximately 75% of students are enrolled for fewer than 70 school days or roughly three calendar months. The student population turns over by 45% each month, 89% each semester, and 99% each school year; students enter and exit daily. Interventions are, therefore, new and innovative each year and designed to focus on the current year's student population; they are also based on the LEA's experience and success with past student populations.

Alternative Education students are in the custodial care of the local probation department, expelled from their home districts, or assigned probationary status. The program's students have a higher likelihood of experiencing an adverse childhood experience that may include violence, abuse, neglect, substance abuse, mental health concerns, and/or having an immediate family member imprisoned. As the aforementioned experiences present significant barriers to a young person's overall wellness, the LEA will supplement and enhance services that address the students' emotional, behavioral, and academic needs to provide them with 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.

The LEA contracts with county probation staff to provide home visitation, counseling, and supervision to support students. Student access to contact with probation supports and home communication and collaboration facilitate positive student choices that promote a sense of school connectedness. Staff continues to focus on engaging in Restorative Practices and supporting increased positive interactions with adults on campus. Probation staff continues to help students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities.

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. Alice M. Worsley School students attend regularly scheduled meetings with collaborative partners to address learning outcomes, transition, and more. Individual counseling and mentoring services are routinely provided and more frequently as needed. The Fresno County Superintendent of Schools' Foster Youth Services department includes further information regarding community resources and assists students and families by serving as liaisons facilitating communication, and initiating services with outside agencies. These include the Fresno County Economic Opportunities Commission, the Department of Rehabilitation, adult education groups, the State Center Community College District, Focus Forward, State Center Adult Education Consortium, Fresno City College Rising Scholars and Dual-Enrollment, and Planned Parenthood. In addition, Prodigy provides substance abuse and All4Youth provides counseling and family support.

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. Our Court Schools PTA continues to sponsor welding certifications for our students in collaboration with the American Welding Society. In addition, students can earn OSHA 10 basic safety and health information for entry-level work in construction and general industry and e-Food Handler certifications in food safety and sanitation. Future opportunities include forklift certification and aviation construction and maintenance.

Alternative Education students interested in attending college receive a wide range of support. Guidance Learning Specialists and Teachers on Special Assignment facilitate orientation and transition services, offering students assistance with college placement testing, class registration, the 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 State Center Adult Education Consortium (SCAEC) members. 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 who have a high school diploma are provided college enrollment matriculation opportunities. Graduates on the secure campus also have the opportunity to take online college courses.

Lastly, FCSS and the State Center Community College District (SCCCD) maintain an MOU that provides access and necessary support and resources for Alternative Education students to enroll in dual enrollment courses, including community college transferable courses and CSU/UC transferable courses. These opportunities are provided online and in person at our school site by an SCCC instructor.

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 include parents and families participating in the PTA, School Site Council, English Language Advisory Committee, IEP and 504 meetings, Parent and Family Information Night Meetings and Title I Parent Information meetings. Beginning with the 2025-26 school year, regularly scheduled parenting classes were held and attended by an increasing number of families. Through these meetings and collaborative opportunities, the school will facilitate open communication and will gather feedback on a wide range of issues, from school policies to classroom activities. These meetings will offer additional opportunities for parents and family members to voice their opinions, ask questions, and engage in dialogue with school administrators and staff. The input collected from these meetings will help guide the school's priorities and will support initiatives that enhance the overall educational experience for students. The program will continue to provide bilingual staff and translation services for all meetings, including 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 parents can understand. The LEA will reserve federal funds for additional functions 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 school-to-parent communication and engagement.

During the transition and other meetings with parents, staff will collaborate with Probation and mental health support staff to support successful transitions. Guidance Learning Specialists continue to support students subsequent to their successful transitions to facilitate continued success. They will also assist with linking resources to students and families needed for the 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 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 Technology course and an Environmental Horticulture course for students. Alice M. Worsley School will provide students with these robust CTE programs that align with state CTE and ROP State Standards and will prepare students for successful careers. These courses are designed to equip students with skills, knowledge and hands-on experience necessary for career readiness and access to opportunities for employment, education, training and support services to enter the labor market. These courses are offered 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 the 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 regarding students' academic and behavioral progress and make facility and school decisions daily, with larger collaborative groups meeting monthly. 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:

Students receive a credit analysis and individualized learning plan upon orientation and assessment. All pertinent staff, including teaching staff, support staff and probation staff are notified of all programs, circumstances and student needs including student IEP's and and 504 plans. Records may be shared at the student enrollment/transition meetings with necessary school and probation staff. Correctional facility staff escorts students to assigned classes based on student needs, including English learners and special education students. In addition, correctional facility personnel are also assigned to all classrooms. School and probation personnel communicate daily regarding students' educational plans and progress. School and probation administration and management meet monthly for updates and progress regarding students' educational services and needs.

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:

This is not applicable to Alternative Education

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

FCSS Special Education:

The department works collaboratively with the Fresno County Superintendent of Schools Teacher Induction program and Peer Assistance Coaching Program (PAC) to offer coaching and mentoring to teachers and related service providers newly entering the field, as well as educators that transition to a new program setting. The FCSS Teacher Induction program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching after receiving a preliminary credential. PAC offers a minimum of one year of support, which includes the development of individualized goals, tracking and monitoring progress, and may include collaboration with university support providers for teachers and related service providers that do not hold a preliminary credential (e.g. interns, waivers/STPS/PIPS/SELAPS/GELAPS).

In addition, the Special Education Department at FCSS has a robust course catalog for teachers and related service providers to receive targeted professional development, available in person and online. Target areas are identified in the comprehensive needs assessment, classroom walkthrough data, as well as teacher-identified interests.

Individuals starting their administrative careers may participate in the FCSS CASC program. FCSS's Clear Administrative Services Credential Program is an approved pathway by the CCTC and offers job-embedded, site-based, individualized coaching. This is a two-year program that includes one-on-one coaching with a skilled administrator, an Individualized Learning Plan (ILP), professional and personalized learning opportunities, and a culminating portfolio representing two years of leadership development based upon the California Professional Standards for Educational Leaders (CPSEL). In addition, principals, and other administrators, receive high-quality professional learning opportunities throughout their careers through various conferences, training, and resources. Principals also meet regularly as a team to collaborate and offer leadership support to each other, as well as attend individual ongoing staffings with their direct supervisors. Principals are regularly evaluated for growth and performance. As part of leadership development, they also participate in the Speed of Trust workshop.

All school leaders are expected to participate in ongoing professional learning, leadership meetings, and other offerings from the Fresno County Superintendent of Schools.

For new administrators, the Fresno County Superintendent of Schools provides a Clear Administrative Services Credential Program (CASC). CASC is a two-year program designed to provide candidates with real-world experiences and learning through face-to-face coaching and professional development opportunities. This program helps ensure administrators are exposed to research-based content knowledge, leadership skills, and strategies to support teachers and other staff members.

Overall program growth is measured by various data points such as student data, survey responses, and classroom walkthrough data.

Professional development will address a need for improvement that may impact the program and or student success. The evaluation of professional growth will be further examined through student and family surveys, direct feedback through committees and student achievement data from state and local assessments. This will provide important data to enable the LEA to measure the effectiveness of professional development opportunities.

All data and input from all educational partners is used to determine future professional development needs.

The previously identified systems of support offer ongoing coaching and mentoring to encourage growth within our profession. There are many opportunities to connect with colleagues, learn from experts, and engage in pedagogical discourse.

Professional growth is evaluated through qualitative surveys, individual feedback, and observational data. In addition, each of the above-mentioned programs of support for teachers, principals, and other leaders has an internal system for progress monitoring and program improvement.

FCSS Alternative Education:

FCSS is committed to providing 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 for both certified and classified employees.

Professional development for Alternative Education staff is provided by the Office of the Fresno County Superintendent of Schools Curriculum and Instruction and Instructional Technology and Support departments, and outside professional development as appropriate. This includes staff training in using 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 of their credential status and renewal requirements, as well as other appropriate training. Administrators' beginning years are supported by the Clear Administrative Service Credential program, where administrators obtain their clear credentials through coaching and relevant professional development. Alternative Education schools work collaboratively with the Fresno County Superintendent of Schools Teacher Induction program to accomplish this. The FCSS Teacher Induction program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year. FCSS Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s).

Middle and later years of service will be supported through professional learning as deemed appropriate through evaluations and observations. Alternative Education 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-risk students, areas of need include systems and practices to reduce suspensions, increase attendance, and enhance academic progress.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:**FCSS Special Education:**

The department works to ensure that sites that receive Title II, Part A funds are provided with research-based professional development, coaching, and/or mentoring. Sites participate in targeted, customized professional development built around their specific needs based on the California Accountability Dashboard, along with local benchmarks and other local data. 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 enhancing the learning of their students with unique needs. Professional development decisions will continue to be based on 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.

Determining funding allocation that prioritizes CSI and/or TSI schools is based on needs identified in the California Accountability Dashboard, as well as the comprehensive needs assessment and parent engagement. CSI Schools participate in research-based professional development to promote effective supports for student learning.

The Special Education department supports sites through multiple methods to help them determine the best evidence-based interventions based on their specific site needs. This includes resources, information, and guidance on evidence-based interventions.

FCSS Alternative Education:

Foster youth, English learners, low-income students, and all student groups are identified through disaggregated data and supported through ongoing collaboration between different departments within FCSS. There is a clear need shown in the California Dashboard and related local data to address academic achievement levels for foster youth, English learners, and low-income students. Foster youth, English learners, and low-income students are identified student groups for state-identified school differentiated assistance and CSI school designations.

FCSS will ensure that sites targeted for comprehensive support will be provided with research-based professional development. Sites will participate in targeted, customized professional development built around their specific needs based on the California Accountability Dashboard and local benchmarks. Contract with the FCSS Curriculum and Instruction and Instructional Technology and Support departments. Coaching from these departments includes work with students, teachers, and administration in classroom instruction, behavior modification and support, and instructional technology.

The professional services will include enhancing engaging instructional units with rigor and relevance, enhancing reliability and validity of existing benchmark assessments, facilitating regular data-informed instruction, and continuous cycles of inquiry as supported and monitored by the 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, including aggression replacement therapy, will be provided for students through a contracted service provider.

Alternative Education schools will continue to evaluate the effectiveness of Title II, Part A funding through monthly meetings of the program's 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.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

FCSS Special Education:

Paraprofessionals, principals, and other specialized instructional support staff are part of the consultation and evaluation process through surveys, staff meetings, and feedback during School Site Council meetings. Data is reviewed throughout the year to provide clarity and guidance for both fiscal and programmatic decisions to best support students who the Special Education Department serves. Data is used to determine that students' needs are at the center of every decision, including providing specific targeted professional development based on student needs. Staff and educational partners will continue to review the LEA's Title II, Part A funded activities at the monthly site and program meetings, including School Site Council and other collaborative meetings. Professional development decisions will continue to be based on 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.

FCSS Alternative Education:

Alternative Education's primary sources for program evaluation are the California Accountability Framework (CA Dashboard, Performance Indicator Review, State Assessments, Local Assessments, Local Indicators, and Community Surveys). Data is continually examined to evaluate the effectiveness of services identified by school leadership, administration, and district administration/support 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 reflecting the implementation of identified services and practices will also inform school planning. This data is used to determine adjustments and provide targeted professional development at the appropriate time to ensure the impact on student success. The analysis of this data results in student-centered

continuous learning cycles and a shared understanding of the goals for student achievement and success for all students.

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 Alternative Education staff will review the district and site-level dashboard for additional metrics that reflect the effectiveness of professional learning throughout the year. Staff and educational partners will continue to be involved in reviewing the LEA's Title II, Part A funded activities at the monthly site and program meetings, including School Site Council and other collaborative meetings in the Special Education programs.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

All Title III funds are supplemental to all other funding sources and designated to the support of English learner students, which may include resource materials and supplemental instructional materials. To ensure workshops and trainings provide a positive and lasting impact on teachers, professional learning related to English learners is of sufficient intensity and duration woven into other core topics throughout the year (e.g. addressing EL in the IEP, parent engagement and English learners, teaching core subjects to English learners). FCSS Special Education Department continues to provide professional development that is research-based and rooted in data around effective instructional practices for English Learners. Professional development activities to support Special Education English Learners include training and coaching that is specific to the assessment of English Learner Status (VCCALPS) and the IEP, how to write developmentally appropriate language goals, strategies to support learning, and where to access EL-specific resources. In addition, teachers, either new to their position or their assignment, are assigned an induction coach. The coaches mentor these teachers in instruction and assessment for English Learners. The Induction Coach provides ongoing 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 walkthrough visits by the administration and teacher self-assessments to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the walk-through results, prioritize the needs assessment, and determine a plan of action based on that data.

Professional development is for all teachers and district representatives that host classrooms within their school sites addresses equity and access questions. An inclusion checklist is discussed with teachers, district, and county administration to identify areas where collaborative approaches will further develop inclusive practices within our students' learning environments. Teachers and administrators have developed grade-level meetings to determine the curriculum's design and structure to ensure access to all students. These meetings also entail the development of goals to ensure that all teachers are held accountable for the delivery of quality instruction.

Ongoing data is gathered during walkthrough visits by administration and self-assessments 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.

FCSS Alternative Education:

The program utilizes Title III funds to support state language instruction educational programs to assist English learners' achievement goals. We aim to increase English learner students' English proficiency and core academic content

knowledge. School staff participates in professional learning that integrates English Language Development strategies across the curriculum. Teachers on special assignments 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. 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 the appropriate use of the assessment and valid data for decision-making when considering the reclassification of English Learners. This training will also include continued professional development in accordance with California English Language Development (ELD) Standards.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

This prompt is not applicable to FCSS' SPED, Alternative Education, or Foster Youth Services programs.

Title III Programs and Activities

ESSA SECTIONS 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

Title III funds are provided to ensure that English learner (EL) students attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet. Overcoming this challenge requires home-school collaboration and communication. FCSS Special Education informs parents how they can be active participants in assisting their children to learn English and achieve at high levels in core academic subjects. In addition, the Special Education schools reach out to parents on a routine basis and engage parents in the decision-making process for how parents and the school system can partner to support students. Through District DELAC, parents play a major role in determining how we move forward.

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 designated curriculum supports English Development and language development through the use of verbal and visual

supports that our students require to access core content. This curriculum is supplemental and weaves the state standards into all lessons.

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.

Title III funds are used to purchase supplemental instructional materials, fund supplemental staff, and improve access through technology.

FCSS Alternative Education:

Educational Partners will continue to review the LEA's Title III, Part A funded activities at the 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 Alternative Education 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 appropriate 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 reviews academic and language progress for identified students at leadership meetings and professional learning communities, and the principals share the applicable English Learner data at School Site Councils and/or District 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, which may include after-school support. In addition, the District English Language Advisory Committee reviews the processes and practices to ensure equitable educational opportunities for English Learner students.

English Proficiency and Academic Achievement

ESSA SECTIONS 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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS Special Education:

The department continues to monitor English Learner achievement data in both state and local assessments. The Special Education Department will ensure that sites are provided with the resources that are needed to support EL students in achieving English Proficiency and meeting state standards. One of our administrators serves on the English Language Advisory Council (ELAC), monitors language acquisition and academic status of students, provides

professional learning for staff, and attends School Site Council meetings to provide input from the District English Language Advisory Council (DELAC), which includes parents of English learners. In addition, the annual Comprehensive Needs Assessment thoroughly investigates all areas of needed academic support and inequities with specific attention provided to English learner achievement. EL Students also have IEP goals that address individual language needs.

A supplemental curriculum for English learners with disabilities supports the development of communication skills for both students with language disabilities and those who are English Learners. The repetition and frequent exposure to vocabulary, phonics, sentence structure, and expression provide a good foundation on which to build English Language Development.

If EL students are not meeting the site and district's language acquisition and academic, behavior, and attendance metrics, the Special Education Department will review the decisions made in regards to instruction and coaching.

FCSS Alternative Education:

The program's students can participate in extracurricular ELD opportunities to build content knowledge and fill academic gaps. Students also have the opportunity to participate in Saturday Academies, Intersession, and Summer Learning, where they interact with various content standards to increase their academic skills.

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, which include evaluating each site's Single Plan for Student Achievement and that each plan's goals include academic, behavior, and attendance supports for English Learners.

Parent engagement is critical to improving outcomes for English Learners. FCSS schools routinely reach out to parents and engage them in decision-making about how parents and the school system can partner to support students. Parents play a significant role in this process through District DELAC and LCAP workshops.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

FCSS transfers Title IV funds to Title I, as allowed, to support the high numbers of children from low-income families to help ensure that all children meet challenging state academic standards.

FCSS Special Education:

Well-rounded educational opportunities and supports are provided to students in our Special Education Program. Required Title IV provisions are addressed through the following actions and activities.

Based on a needs assessment, a vital component for students to improve learning and close the achievement gap is exposure to real-world learning experiences and workforce preparation, which support growth in the state College and Career Indicators. An Individual Transition Plan is an effective way to support students with life goals while building their support system for when they leave the FCSS Special Education program. As part of the process, we partner with several agencies to support youth in our programs. Transition-age students are referred to the Department of Rehabilitation and receive Pre-Employment Transition Services, which includes self-advocacy instruction, post-secondary education counseling, career exploration, workplace readiness, and a paid work-based learning experience. Students that choose not to utilize DOR services may access a comparable program funded through WorkAbility I (CDE program). Most of our students are consumers of Regional Center services, so FCSS also collaborates with student service coordinators to help students transition to postsecondary life. Family resource providers, like Exceptional Parents Unlimited, are another great partner to ensure students and their families receive the support and resources they need to achieve increased independence and academic success.

Music and arts education is provided in our Special Education classes. An ASL choir is a supplemental activity that students may participate in.

To support safe and healthy students the Special Education Department provides additional support for our students with disabilities by increasing direct behavior and communication support to address regression. Evidence-based

intervention strategies utilized in our classes are effective practices to build contextually appropriate behaviors and reduce maladaptive behaviors. Behavior intervention support providers offer trainings, coaching and modeling, and direct services to students with significant behavior support needs. Students served by FCSS Special Education also have access to All 4 Youth behavioral health services. All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0-22 years old experiencing difficulties that affect them at school and at home. In addition, students with disability-related communication needs receive assistive technology devices to increase access to their environment and engagement with the curriculum and as a tool to reduce behaviors related to challenges expressing needs and wants. ABA therapy, which is provided for students as needed, is an effective and successful practice to reduce problem behavior and increase student skills. Services may be delivered by FCSS staff or contracted. We will continue to fulfill requirements under the California Healthy Youth Act (CHYA) in providing comprehensive sexual health education, which is provided at least once during middle school and once during high school for all students. However, due to challenges with comprehension and mastery of content, as well as increased risk of assault for individuals with disabilities, we provide instruction annually. Funds are used for consultation with field experts, purchase of supplemental curriculum, and modifications to curriculum to meet the needs of students with intellectual disabilities, Deaf or hard of hearing, or who have emotional disturbance. All modifications to the curriculum continue to fulfill the requirements of the CHYA.

Consistent and effective use of technology is promoted in all classrooms. Many students in our special education programs depend on technology to access information, as well as assistive technology to communicate. Increased technology in the classroom has been vital to increasing skill development. Each classroom has interactive touchscreen systems for students to participate in computer-based activities. There are additional computers for students to learn basic computer skills. Some of our programs offer core instruction through an online program, CyberHigh, so access to fast wifi and dependable technology is critical for their learning. Also, all FCSS Special Education staff have access to free online books in English and Spanish through the Library department. Additional technology can improve student learning, enhance literacy, boost attentiveness, and increase comprehension by providing an interactive environment as well as multiple modalities to support diverse learners. Supplemental to technology itself, we recognize that in order for students to be successful at school, they need to have access to technology at home. FCSS Special Education offers support and training to parents on how to access different programs and maintain digital communication with teachers to improve student outcomes.

The Special Education department uses internal data and state data in order to gauge student progress. Ongoing monitoring and evaluation and effectiveness of the above activities is done regularly throughout the school year. Analysis of how these programs and activities affect student performance continues to drive how the Special Education Department supports or makes changes within the current initiatives. In addition, the annual SPSA evaluation and comprehensive needs assessment are tools to monitor areas of growth and identify areas of need as part of a cyclical process of program improvement.

FCSS Alternative Education:

The department partners with the State Center Community College District to allow for dual enrollment opportunities for our students. A non-profit, site-based agency, Focus Forward, collaborates with the school staff and utilizes their Pipeline to College funding to assist students in their college matriculation, coursework study time, and mentoring needed for first-time college students. The school's Guidance Learning Specialist and principal also collaborate with other community partners such as Rising Scholars and Project Rebound for regularly scheduled visits to campus to provide more awareness and exposure to post-secondary education mindsets.

Alternative Education schools will continue to utilize Title IV, Part A funds to support the California Healthy Youth Act requirements and implementation of the education. Funding will also provide for the continued and enhanced implementation of Digital Citizenship, including Media Balance & Well-Being, Privacy and Security, Digital Footprint & Identity, Relationships and Communication, Cyberbullying, Digital Drama & Hate Speech, and News & Media Literacy.

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 consider 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, analyze test data to drive instruction, and offer opportunities for them to observe others who are considered high-performing or effective in the classroom.

The LEA has continued to review and reflect upon data regarding the 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

occur during regularly scheduled site-level School Site Council meetings, Parent Teacher Association Meetings, Professional Learning Communities, and District English Language Advisory Council meetings. At the LEA level, the review and reflection occur during the LCAP review and engagement process, including educational partner, staff, and student collaboration. The LEA determined that Title IV, Part A funds would be best utilized by supporting these existing programs and activities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022