FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION

BC Number: EA - 1

From the Office of the Superintendent	Date: October 12, 2018
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval:	
Regarding: **Fresno Unified Differentiated Assistance Status**	

The purpose of this communication is to provide the Board information regarding Differentiated Assistance as defined by the California Department of Education, and the goals and initiatives present in Fresno Unified toward addressing identified needs.

Attached, you will find data slides that provide background on Differentiated Assistance in California and the areas of need with which Fresno Unified has been identified. Data sets are provided for each of the three student groups for building context and understanding, and departmental initiatives for addressing priority needs are highlighted.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent:
Robert G. Nelson, Ed.D. _____ Date: 10/12/18

DIFFERENTIATED ASSISTANCE

OCTOBER 12, 2018

PREPARED BY EQUITY AND ACCESS

Fresno Unified School District

DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- The state's priorities for education include:

  - Student achievement (math and English test scores, English learner progress),

  - School climate (suspension rates), and

  - Student engagement (graduation rates, chronic absenteeism).

With California's accountability system through the California School Dashboard, districts were identified qualifying for differentiated assistance under the statewide system of support.

County Offices of Education are partnering with local schools or districts to define a high quality and consistent approach to differentiated assistance that will improve student outcomes for our poorest performing students.

DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 1 in 4 California school districts must work with county offices of education or with a new state agency to improve the education of at least one of their student groups that were ranked among the worst performers on the California School Dashboard

- In 2/3 of the 228 California school districts, students with disabilities were among student groups identified as performing very poorly.

- In half of the designated districts, students with disabilities were the only student group flagged.

- 12% of the California school districts identified in differentiated assistance, African American students were identified as one of the student groups as performing very poorly.

OUR DISTRICT IN DIFFERENTIATED ASSISTANCE

- Within our district, students with disabilities, African American students, and foster youth are the student groups identified as performing very poorly.

- Students with disabilities are among the lowest performing in ELA, have one of the highest suspension rates, and the lowest graduation rate among our students.

- African American students are among the lowest performing in ELA and have one of the highest suspension rates.

- Foster youth are among the poorest performing student groups in ELA and have one of the highest suspension rates among our students.

ENROLLMENT FOR 2017-18 AND 2018-19 BY STUDENT GROUP
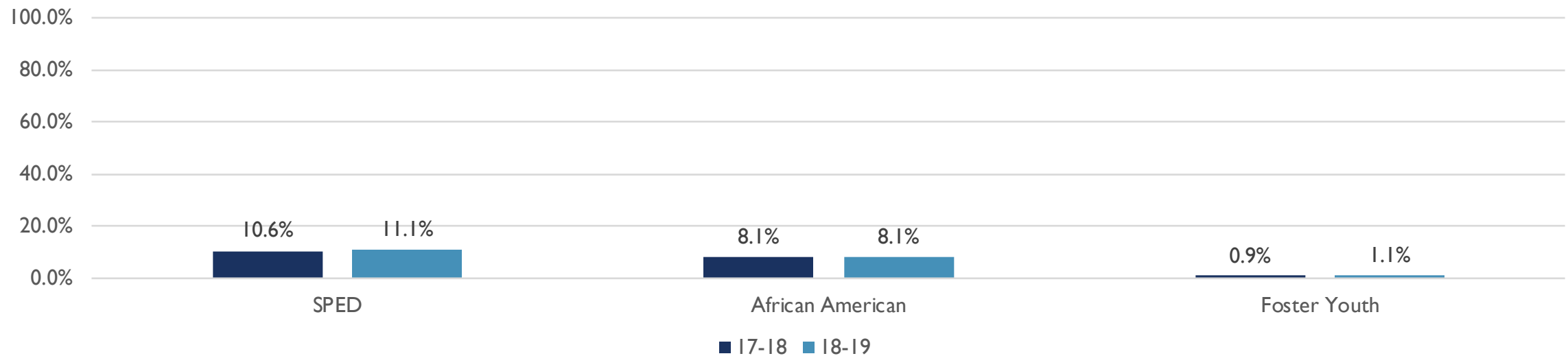
	SPED	African American	Foster Youth	All Students (Denominator)
2017-18	7832	5982	664	73931
2018-19	8289	6058	828	74410

ENROLLMENT OF FOSTER YOUTH AND AFRICAN AMERICAN STUDENTS WITH A DISABILITY
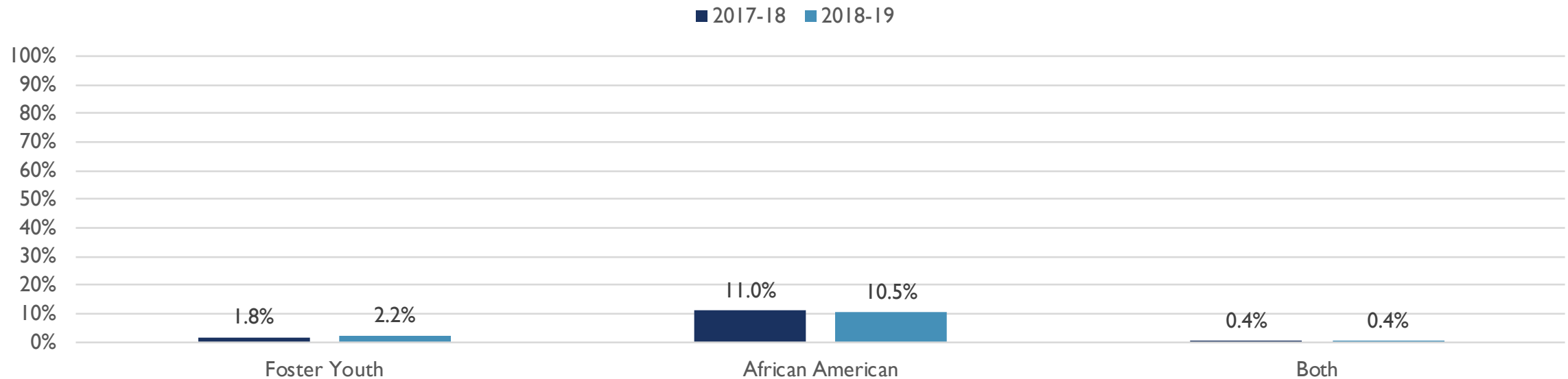
■ 2017-18 ■ 2018-19

	Foster Youth	African American	African American Foster Youth	All Student w/ Disability
2017-18	142	858	28	7832
2017-19	185	874	33	8289

Chart values:
- Foster Youth: 1.8%, 2.2%
- African American: 11.0%, 10.5%
- Both: 0.4%, 0.4%

09/25/2018

AFRICAN AMERICAN STUDENTS WHO ARE ALSO FOSTER YOUTH AND/OR STUDENTS WITH DISABILITIES

	Foster Youth	SPED	Both	All A.A. Students
2017-18	104	858	28	5982
2018-19	137	874	33	5982

Prepared by: Equity & Access   Data Source: ATLAS

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FOSTER YOUTH WHO ARE ALSO AFRICAN AMERICAN AND/OR STUDENTS WITH DISABILITIES

■ 2017-18 ■ 2018-19
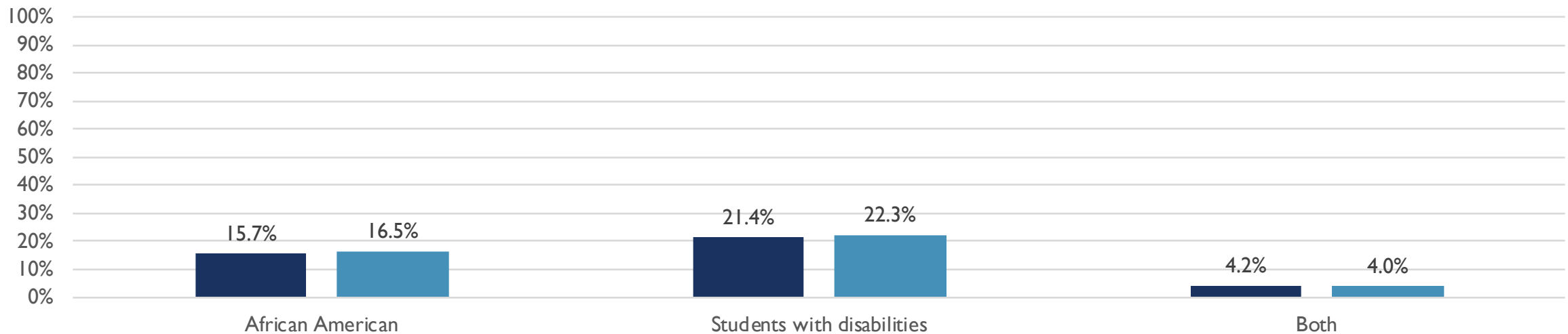
	African American	Students with Disability	Both	All Foster Youth
2017-18	104	142	28	664
2018-19	137	185	33	828

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STUDENTS WITH DISABILITIES

DISTRICT ENROLLMENT OF STUDENTS WITH DISABILITIES

2017-18

10.6%

89.4%

■ Students with a disability ■ All other students

2018-19

11.1%

88.9%

■ Students with a disability ■ All other students
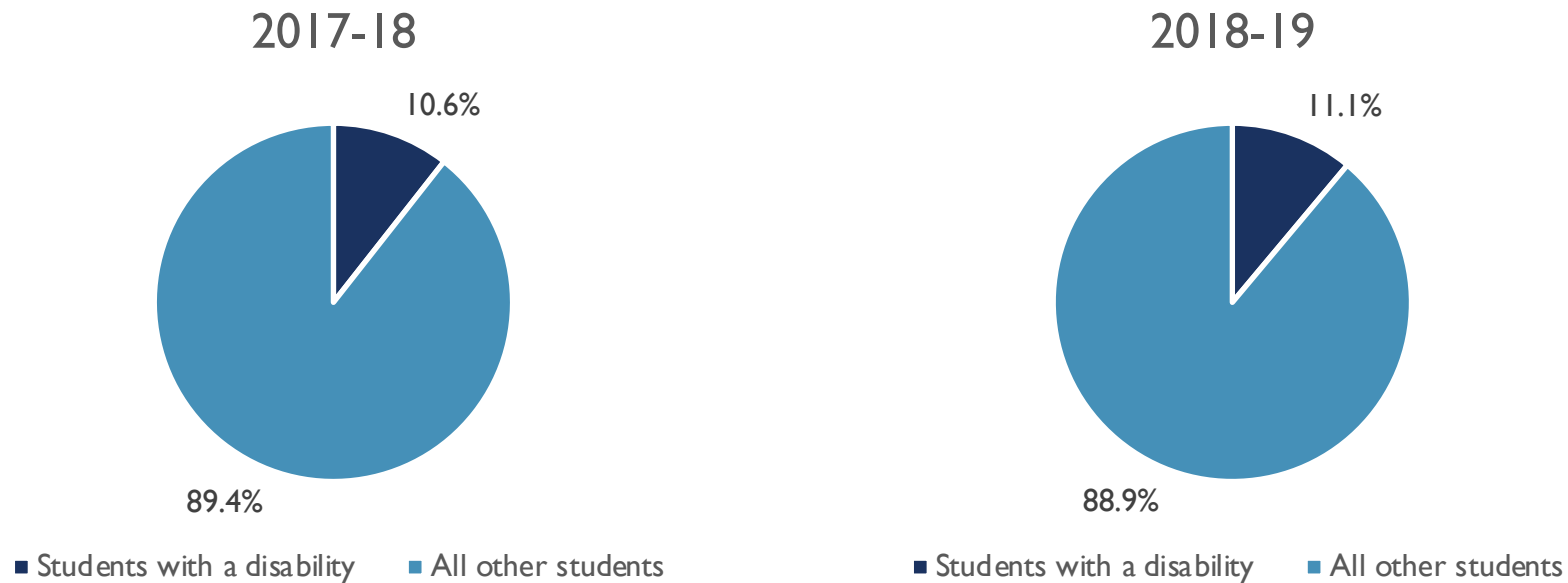
	2017-18	**2018-19**
Students with a Disability	7832	8289
Total Enrollment	73931	74410

Prepared by: Equity & Access   Data Source: ATLAS

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ENROLLMENT OF STUDENTS WITH DISABILITY BY PROGRAM
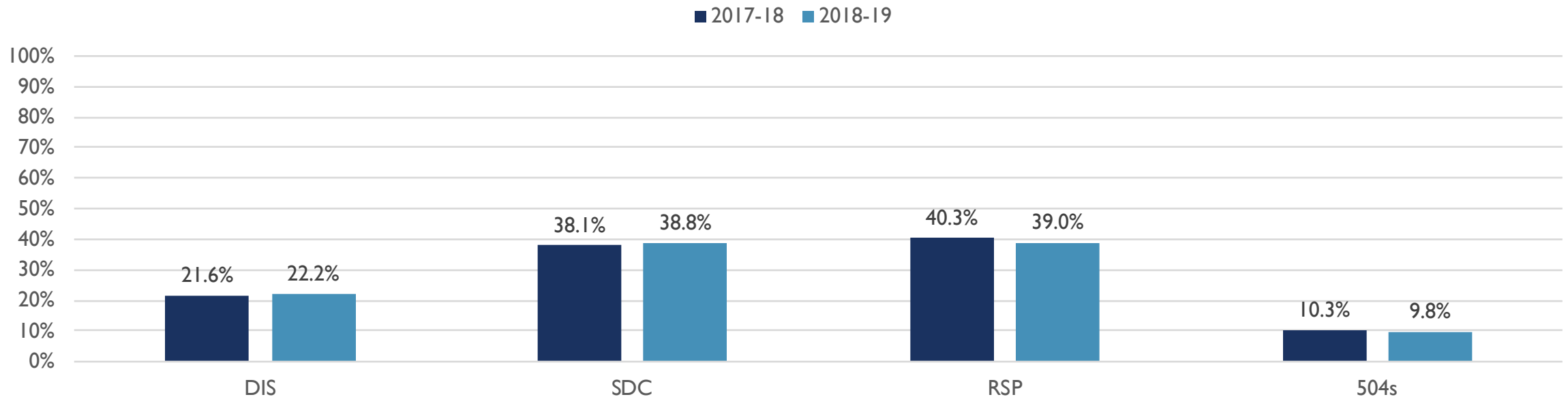
	DIS	SDC	RSP	504s	All Students with a Disability
2017-18	1695	2982	3156	804	7832
2018-19	1840	3213	3236	811	8289

Prepared by: Equity & Access   Data Source: ATLAS

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ADA ATTENDANCE OF STUDENTS WITH DISABILITIES

Prepared by: Equity & Access   Data Source: ATLAS
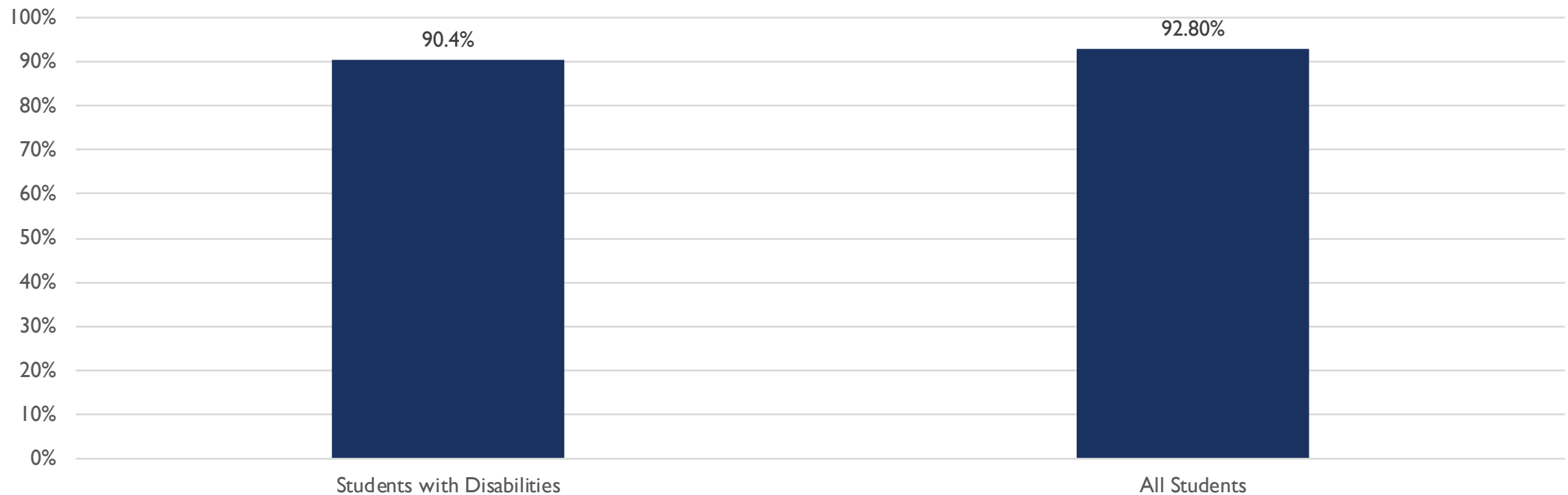
SUSPENSION AND EXPULSION RATE FOR STUDENTS W/ DISABILITY IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)
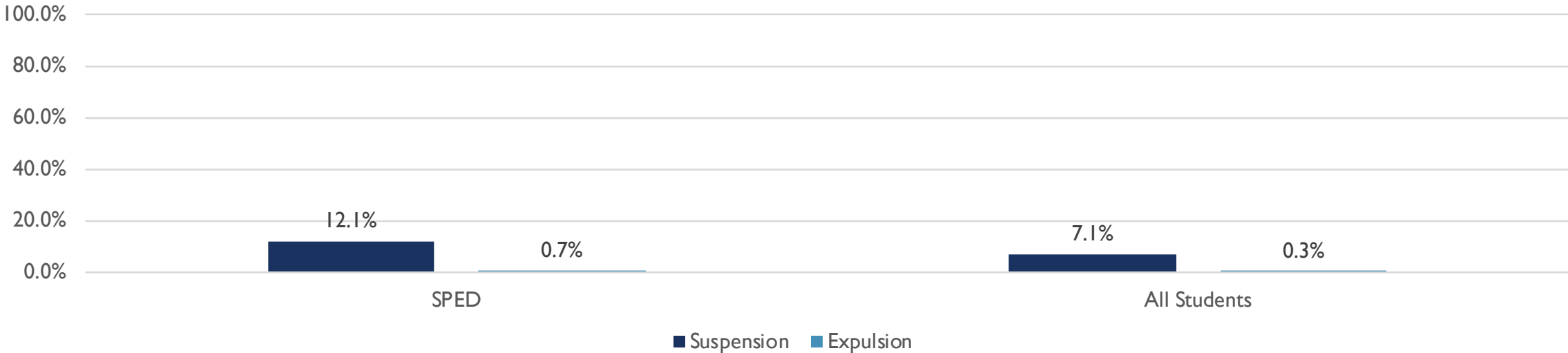
	SPED	All Students
Unique Students Suspended	951	5286
Unique Students Expelled	52	235
Students Enrolled	7832	73931

SUSPENSION INSTANCES PER 100
FOR STUDENTS W/ DISABILITY IN 2017-18 (DUPLICATES)

	Instances	Enrollment
SPED	2158	7832
All Students	10316	73931

PERCENT OF STUDENTS WITH DISABILITIES WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18

	Students with a disability	All Students
Met/Exceeded	298	13099
All Test Takers	3535	35119

Prepared by: Equity & Access   Data Source: ATLAS

PERCENT OF STUDENTS WITH DISABILITIES WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18

	Students with a disability	All Students
Met/Exceeded	244	9552
All Test Takers	3497	35040

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GRADUATION RATES OF STUDENTS WITH DISABILITIES 4-YEAR COHORT FOR 2016-17

	Students with a disability	All Students
Graduates	273	3787
Cohort	499	4494

STUDENTS WITH DISABILITIES WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18
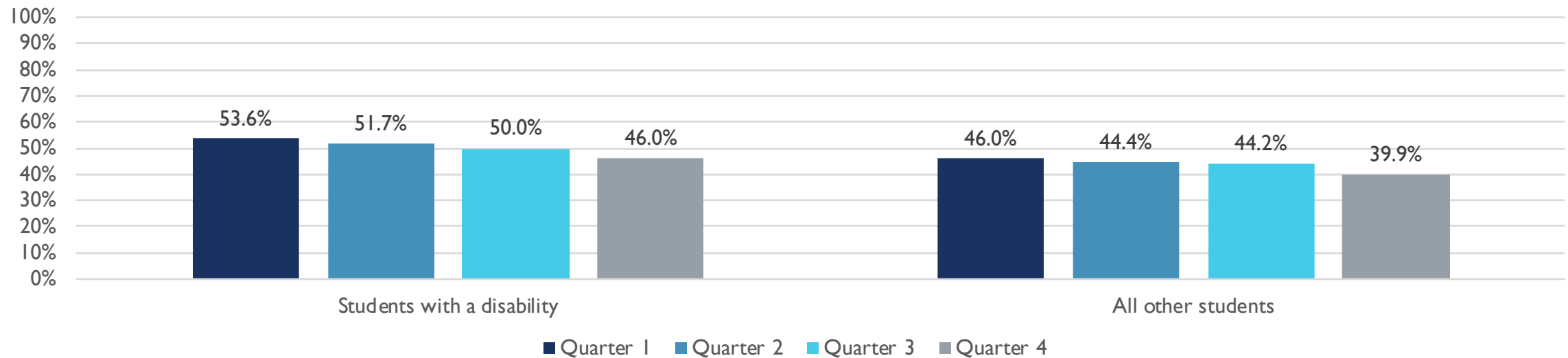
	Students with a disability	All Students
Quarter 1	3127 (5837)	23906 (51960)
Quarter 2	3018 (5837)	23088 (51960)
Quarter 3	3213 (6426)	25623 (57998)
Quarter 4	2959 (6426)	23113 (57998)

Prepared by: Equity & Access   Data Source: ATLAS

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STUDENTS WITH DISABILITIES WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18
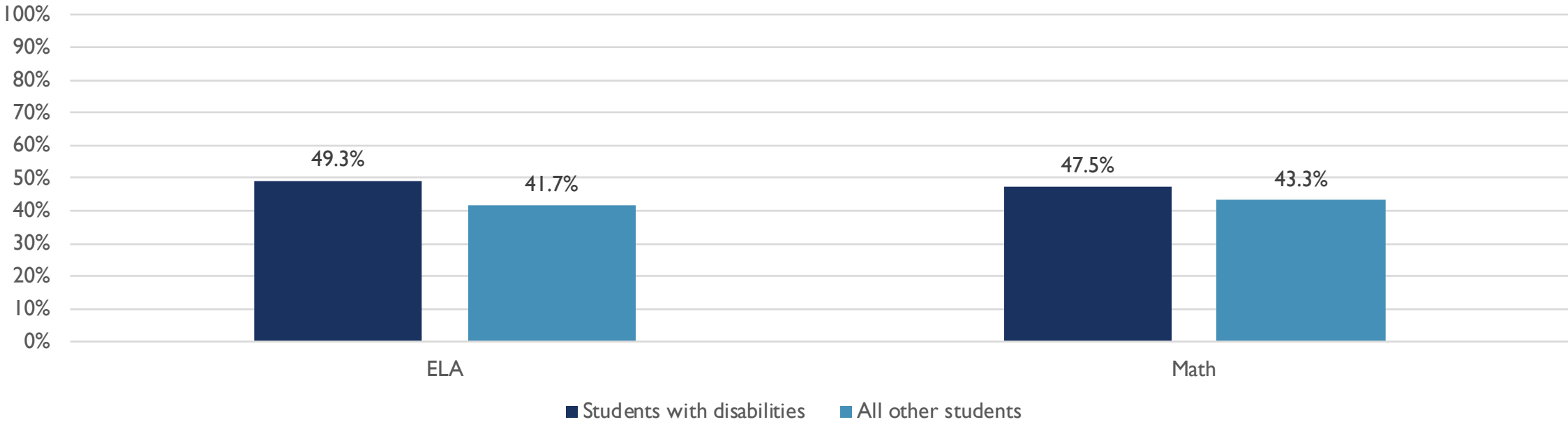
	Students with a disability	All Other Students
ELA	3170 (6426)	24202 (57998)
Math	3051 (6426)	25141 (57998)

STUDENTS WITH DISABILITIES WHO HAVE D'S AND/OR F'S IN ELA BY GRADE LEVEL 2017-18
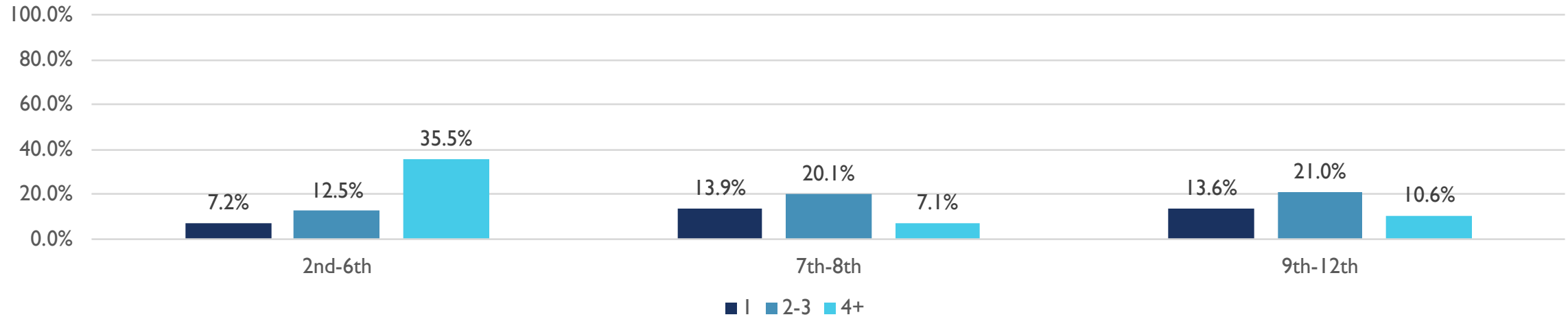
	2nd-6th	7th-8th	9th-12th
1	228	172	275
2-3	395	249	425
4+	1123	88	214
All students (denominator)	3162	1236	2028

STUDENTS WITH DISABILITIES WHO HAVE D'S AND/OR F'S IN MATH BY GRADE LEVEL 2017-18
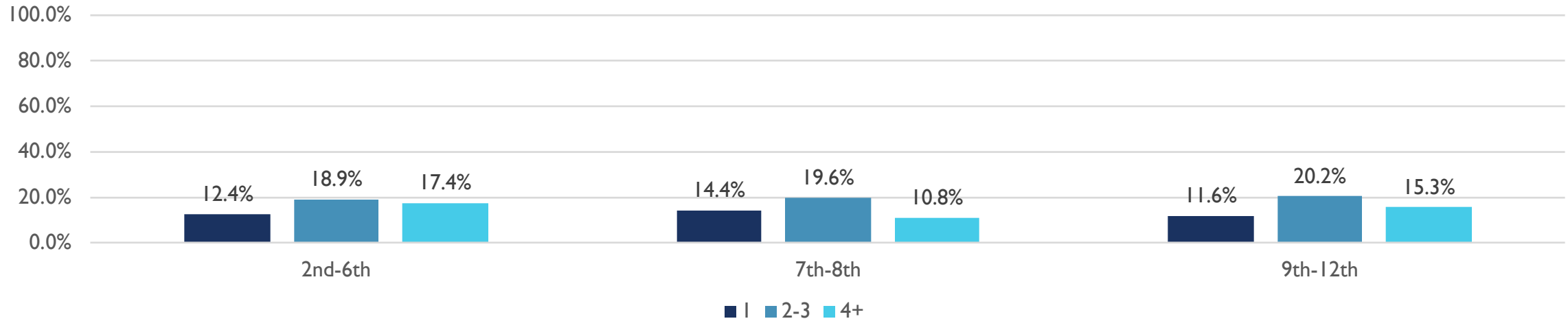
	2nd-6th	7th-8th	9th-12th
1	393	178	235
2-3	599	242	410
4+	549	133	311
All students (denominator)	3162	1236	2028

Prepared by: Equity & Access   Date Source: ATLAS

AFRICAN AMERICAN STUDENTS

DISTRICT ENROLLMENT OF AFRICAN AMERICANS

2017-18
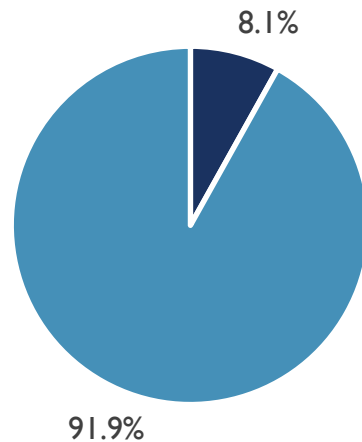
8.1%

91.9%

■ African Americans ■ All other students

2018-19

8.1%

91.9%
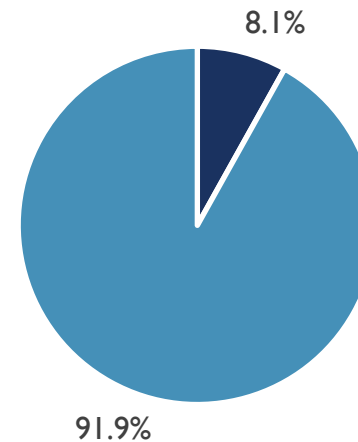
■ African Americans ■ All other students

	2017-18	2018-19
African American Students	5982	6058
Total Enrollment	73931	74410

AFRICAN AMERICAN STUDENT ENROLLMENT BY GRADE LEVEL SEGMENT
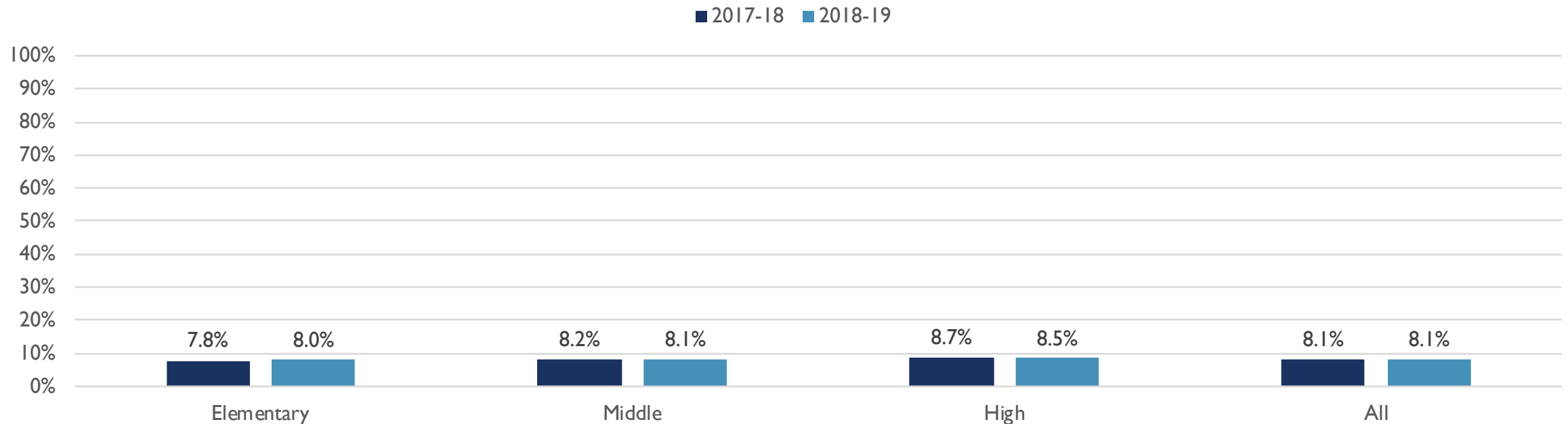
■ 2017-18 ■ 2018-19

	Elementary	Middle	High	All
2017-18	3488 (44662)	868 (10621)	1626 (18648)	5982 (73931)
2018-19	3565 (44530)	882 (10848)	1611 (19032)	6058 (74410)

Chart values:
- Elementary: 7.8% (2017-18), 8.0% (2018-19)
- Middle: 8.2% (2017-18), 8.1% (2018-19)
- High: 8.7% (2017-18), 8.5% (2018-19)
- All: 8.1% (2017-18), 8.1% (2018-19)

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ADA ATTENDANCE OF AFRICAN AMERICAN STUDENTS IN 2017-18

91.7% 92.80%

African American Students   All Students

Prepared by: Equity & Access   Data Source: ATLAS
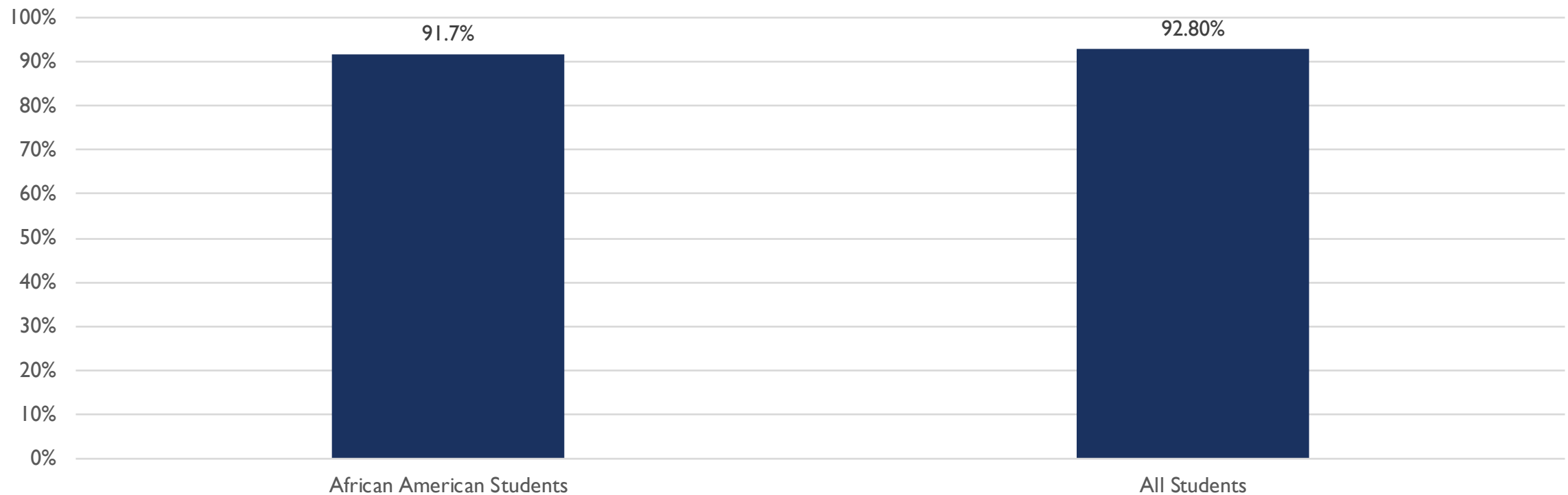
SUSPENSION AND EXPULSION RATE FOR AFRICAN AMERICAN STUDENTS IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)
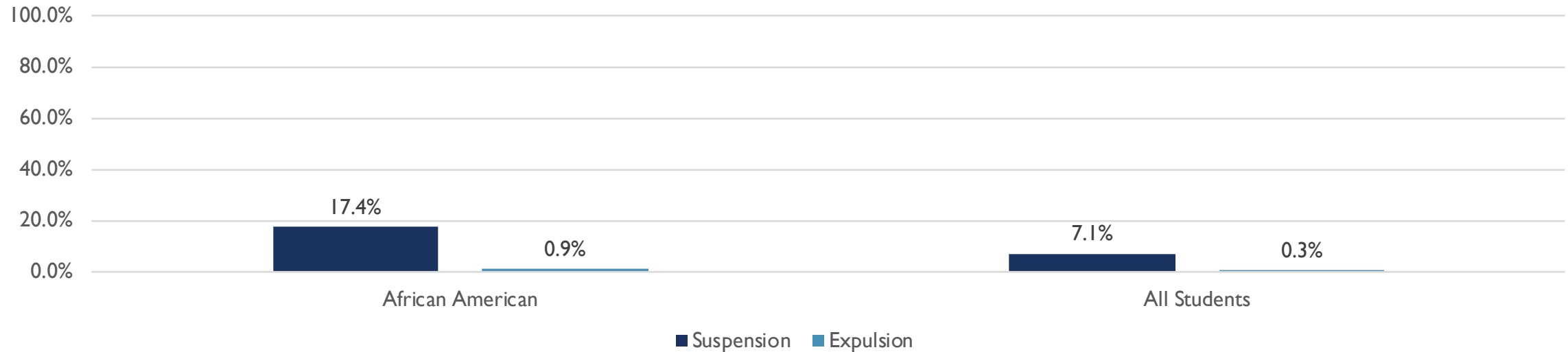
	African American	All Students
Unique Students Suspended	1038	5286
Unique Students Expelled	54	235
Students Enrolled	5982	73931

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SUSPENSION INSTANCES PER 100 FOR AFRICAN AMERICAN STUDENTS IN 2017-18 (DUPLICATES)

	Instances	Enrollment
African American	2292	5982
All Students	10316	73931

PERCENT OF AFRICAN AMERICAN STUDENTS WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18

	African American	All Students
Met/Exceeded	667	13099
All Test Takers	2708	35119

Prepared by: Equity & Access   Data Source: ATLAS

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PERCENT OF AFRICAN AMERICAN STUDENTS WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18

	African American	All Students
Met/Exceeded	416	9552
All Test Takers	2674	35040

Prepared by: Equity & Access   Data Source: ATLAS

GRADUATION RATES OF AFRICAN AMERICAN STUDENTS 4-YEAR COHORT FOR 2016-17

79.1%

84.3%

African American

All
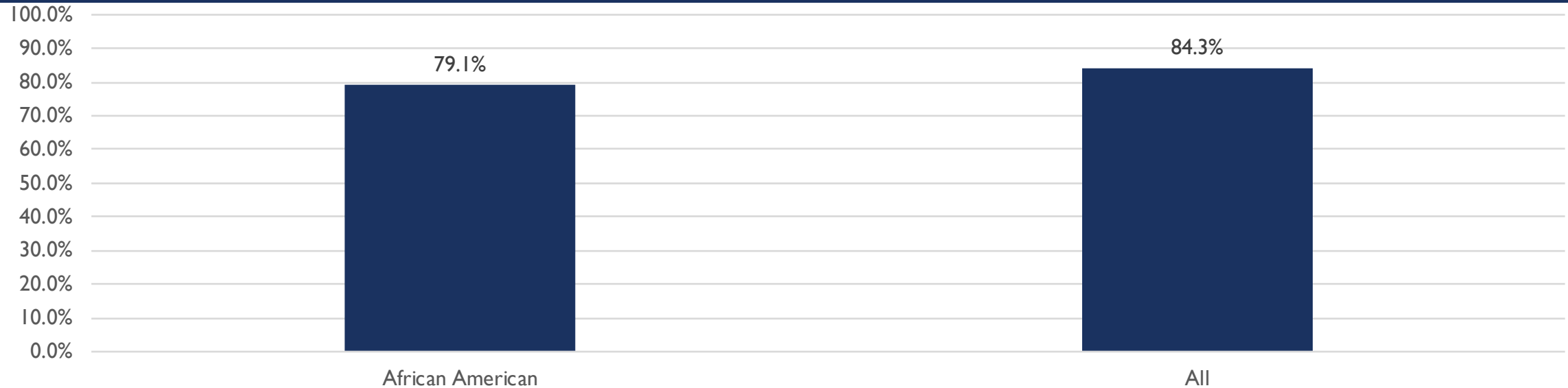
	Students with a disability	**All Students**
Graduates	349	3787
Cohort	441	4494

AFRICAN AMERICAN STUDENTS WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18
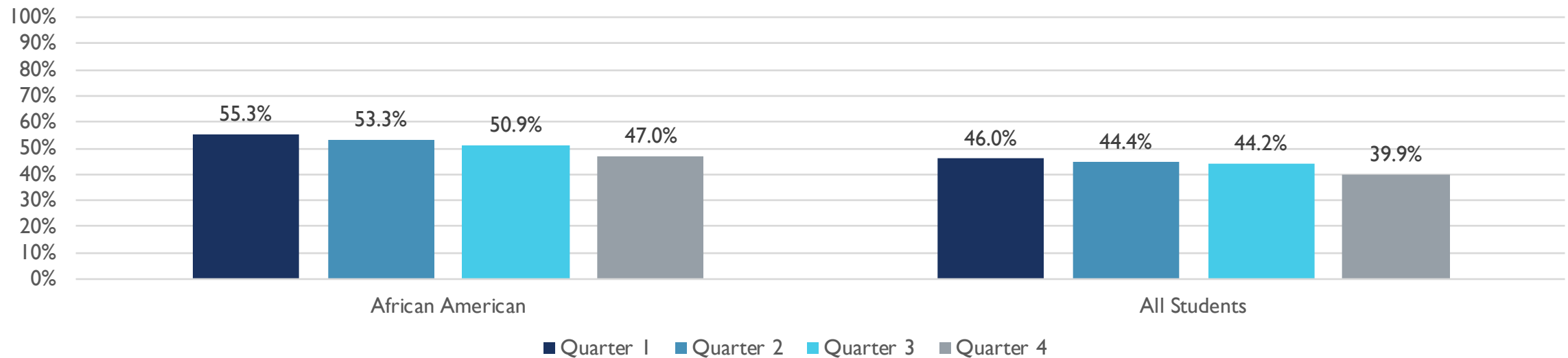
	African American	All Students
Quarter 1	2352 (4255)	23906 (51960)
Quarter 2	2269 (4255)	23088 (51960)
Quarter 3	2423 (4757)	25623 (57998)
Quarter 4	2237 (4757)	23113 (57998)

Prepared by: Equity & Access   Data Source: ATLAS

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AFRICAN AMERICAN STUDENTS WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18
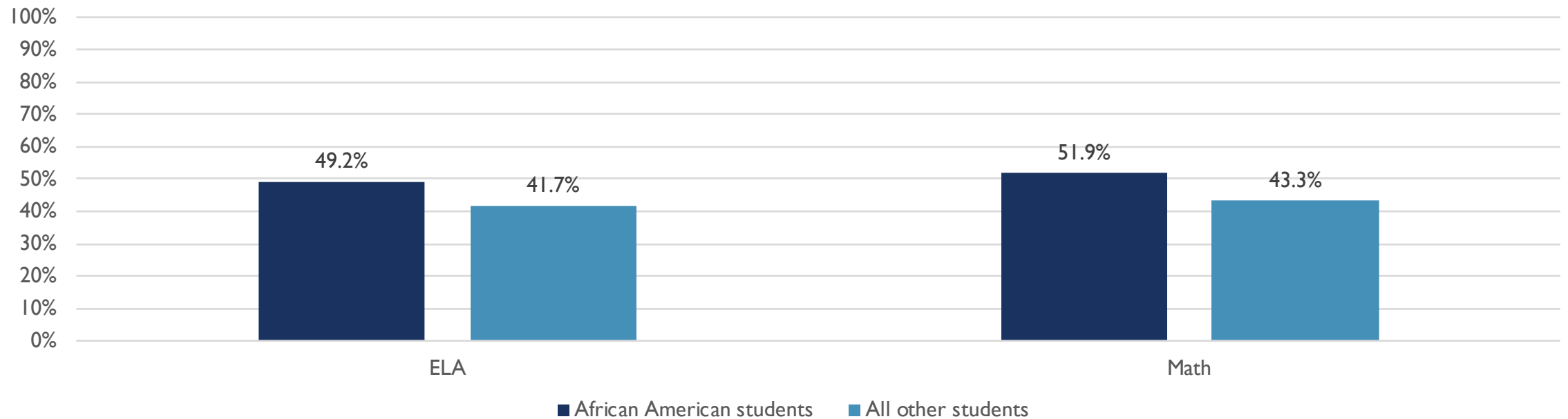
	African American	All Other Students
ELA	2340 (4757)	24202 (57998)
Math	2468 (4757)	25141 (57998)

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AFRICAN AMERICAN STUDENTS WHO RECEIVED D'S AND/OR F'S IN AN ELA COURSE 2017-18
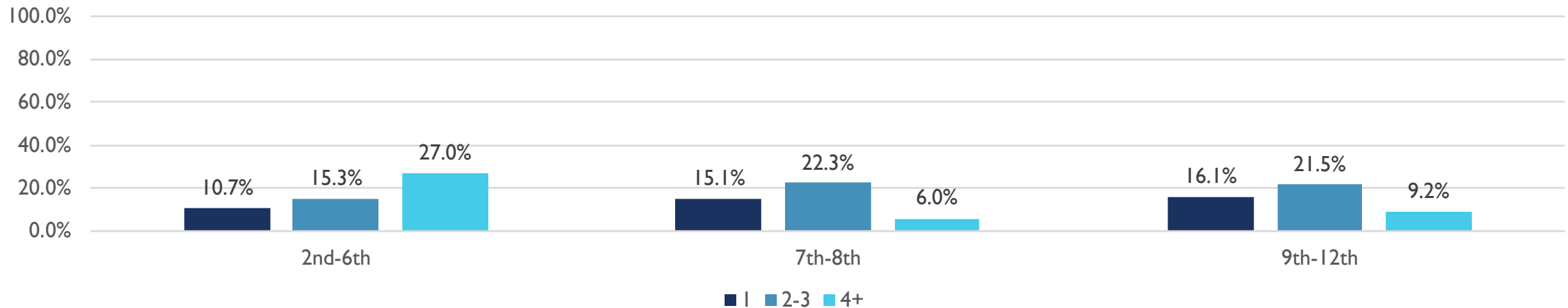
	2nd-6th	7th-8th	9th-12th
1	243	131	261
2-3	346	194	350
4+	611	52	150
All students (denominator)	2263	869	1625

AFRICAN AMERICAN STUDENTS WHO RECEIVED D'S AND/OR F'S IN A MATH COURSE 2017-18
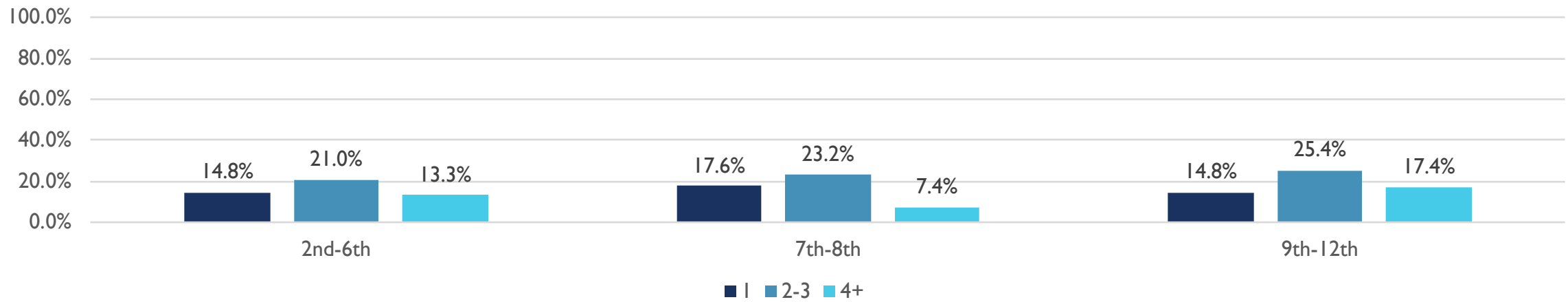
	2nd-6th	7th-8th	9th-12th
1	334	153	240
2-3	476	202	413
4+	302	64	282
All students (denominator)	2263	869	1625

STUDENTS IN FOSTER CARE

DISTRICT ENROLLMENT OF FOSTER YOUTH
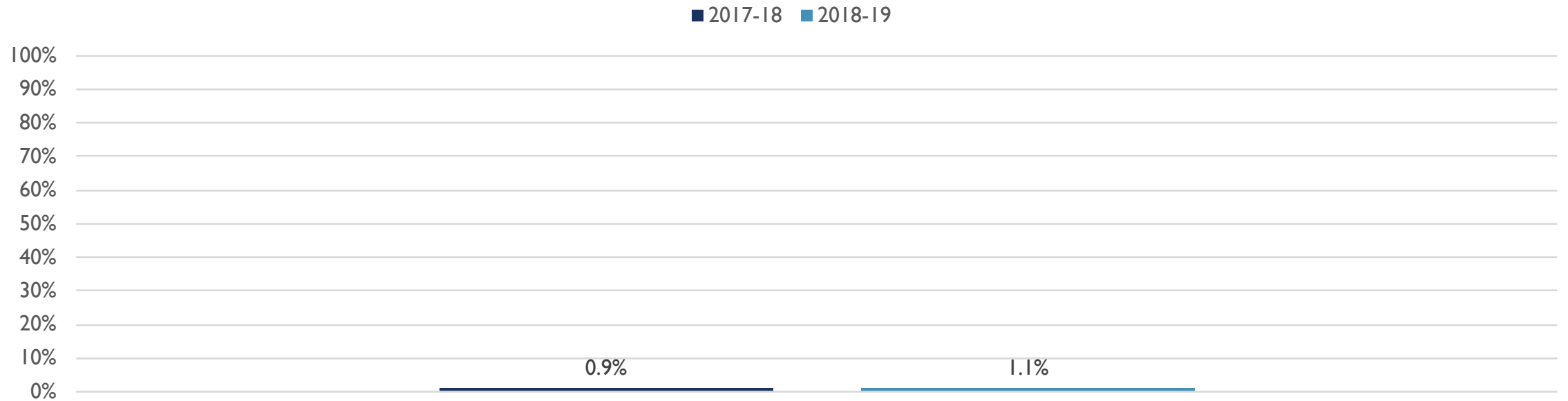
■ 2017-18 ■ 2018-19

	100%
	90%
	80%
	70%
	60%
	50%
	40%
	30%
	20%
	10%
	0%

0.9%   1.1%

	2017-18	**2018-19**
Foster Youth	664	828
Total Enrollment	73931	74410

09/25/2018

DISTRICT ENROLLMENT OF STUDENTS IN FOSTER CARE

2017-18

0.9%

89.4%

■ Foster youth ■ All other students

2018-19

1.1%

98.9%

■ Foster youth ■ All other students

	2017-18	**2018-19**
Foster Youth	664	828
Total Enrollment	73931	74410

Prepared by: Equity & Access   Data Source: ATLAS
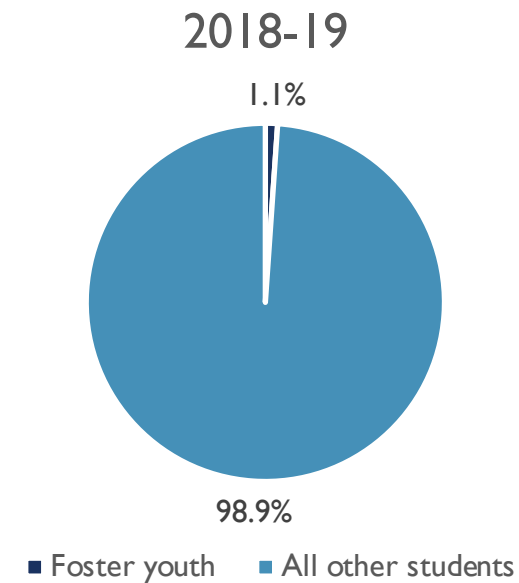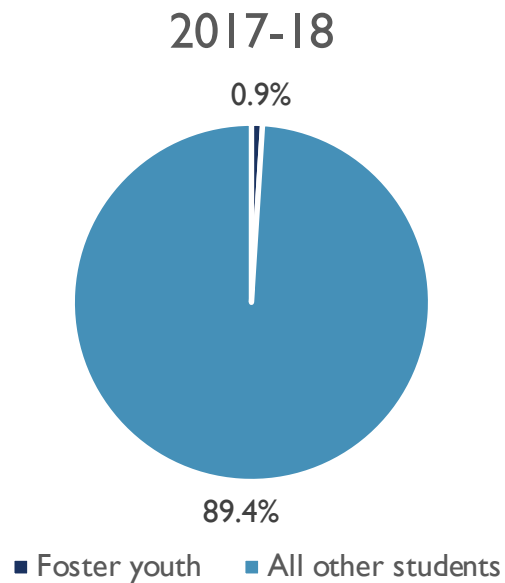
FOSTER YOUTH ENROLLMENT BY ETHNICITY/RACE
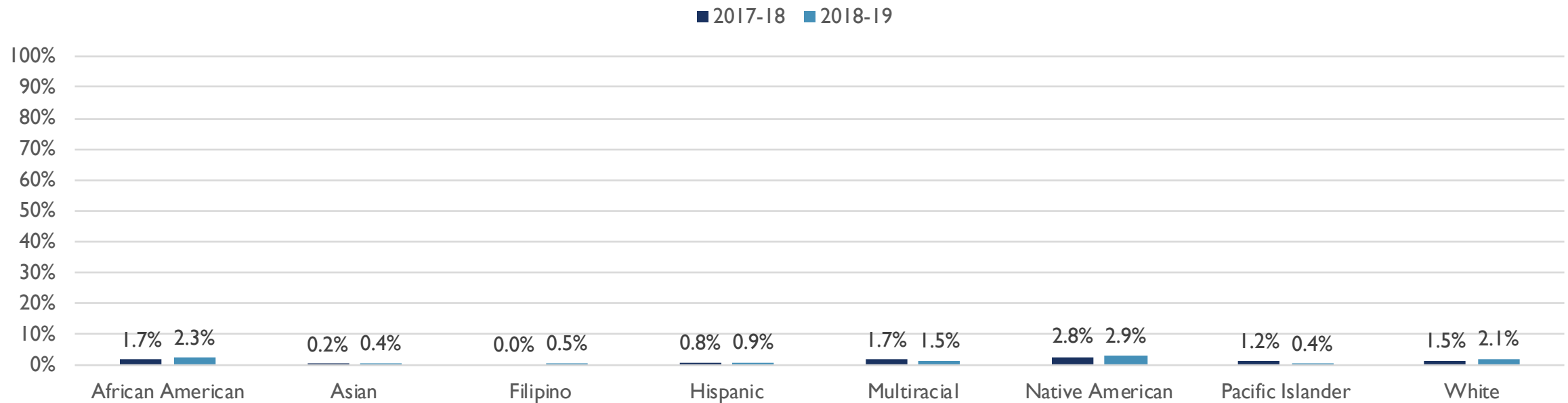
■ 2017-18　■ 2018-19

	African American	Asian	Filipino	Hispanic	Multiracial	Native American	Pacific Islander	White
2017-18	104 (5982)	13 (7487)	0 (206)	398 (50761)	35 (2061)	12 (431)	3 (255)	99 (6748)
2018-19	137 (6058)	29 (7504)	1 (191)	475 (51140)	33 (2232)	12 (421)	1 (273)	140 (6591)

09/25/2018

ETHNIC/RACIAL MAKE-UP OF FOSTER YOUTH WITHIN OUR DISTRICT
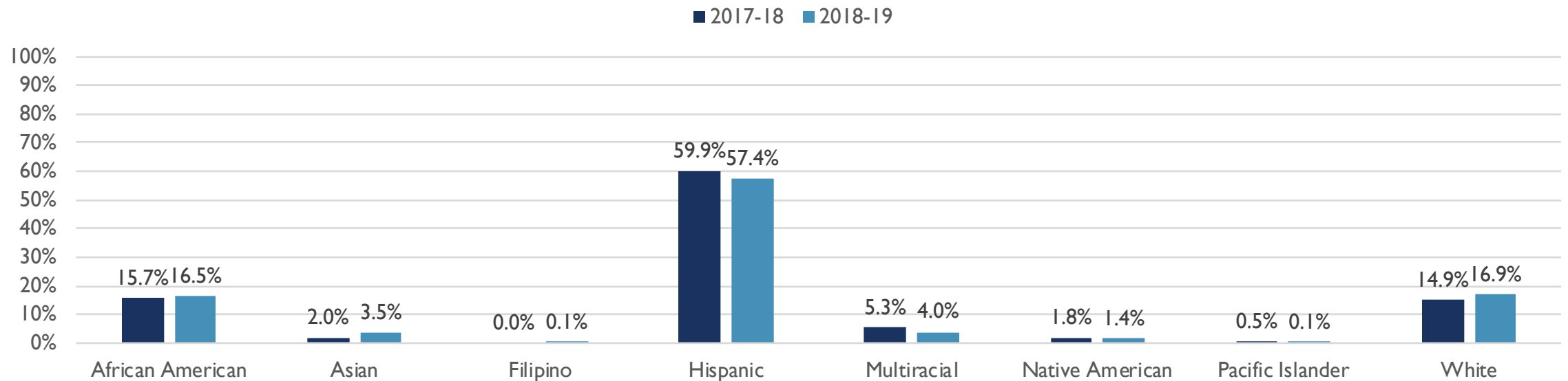
	African American	Asian	Filipino	Hispanic	Multiracial	Native American	Pacific Islander	White	All Foster Youth
2017-18	104	13	0	398	35	12	3	99	664
2018-19	137	29	1	475	33	12	1	140	828

ADA ATTENDANCE OF FOSTER YOUTH IN 2017-18

Prepared by: Equity & Access   Data Source: ATLAS

SUSPENSION AND EXPULSION RATE FOR FOSTER YOUTH IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)
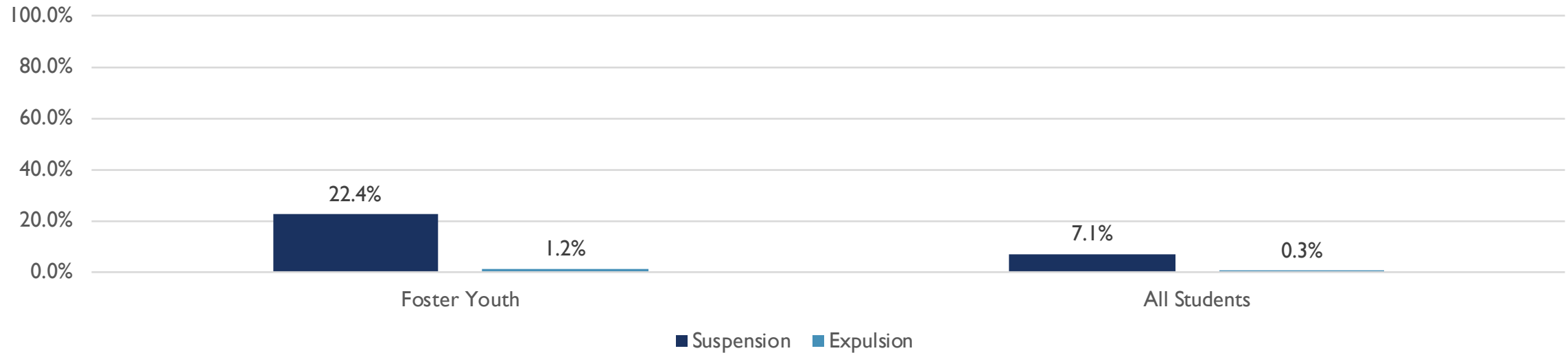
	Foster Youth	**All Students**
Unique Students Suspended	149	5286
Unique Students Expelled	8	235
Students Enrolled	664	73931

SUSPENSION INSTANCES PER 100 FOR FOSTER YOUTH STUDENTS IN 2017-18 (DUPLICATES)

	Instances	Enrollment
Foster Youth	323	664
All Students	10316	73931

GRADUATION RATES OF FOSTER YOUTH STUDENTS 4-YEAR COHORT FOR 2016-17

	Foster Youth	All Students
Graduates	48	3787
Cohort	80	4494

Prepared by: Equity & Access   Data Source: CDE Dataquest

09/25/2018

PERCENT OF FOSTER YOUTH WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18

	Foster Youth	**All Students**
Met/Exceeded	53	13099
All Test Takers	272	35119

Prepared by: Equity & Access   Data Source: ATLAS

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PERCENT OF FOSTER YOUTH WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18

	Foster Youth	**All Students**
Met/Exceeded	34	9552
All Test Takers	270	35040

FOSTER YOUTH WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18
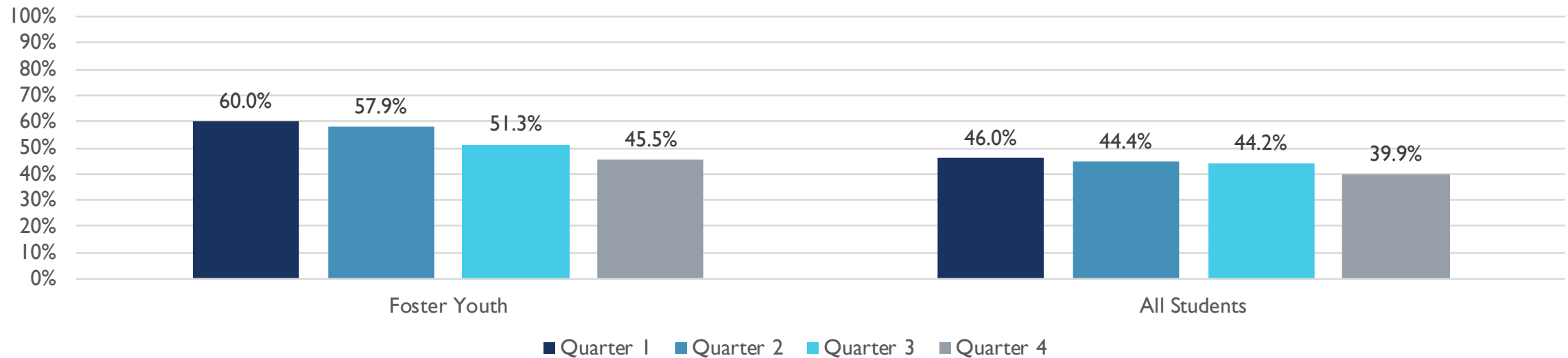
	Foster Youth	**All Students**
Quarter 1	282 (470)	23906 (51960)
Quarter 2	272 (470)	23088 (51960)
Quarter 3	272 (530)	25623 (57998)
Quarter 4	241 (530)	23113 (57998)

Prepared by: Equity & Access   Data Source: ATLAS

09/25/2018

FOSTER YOUTH WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18
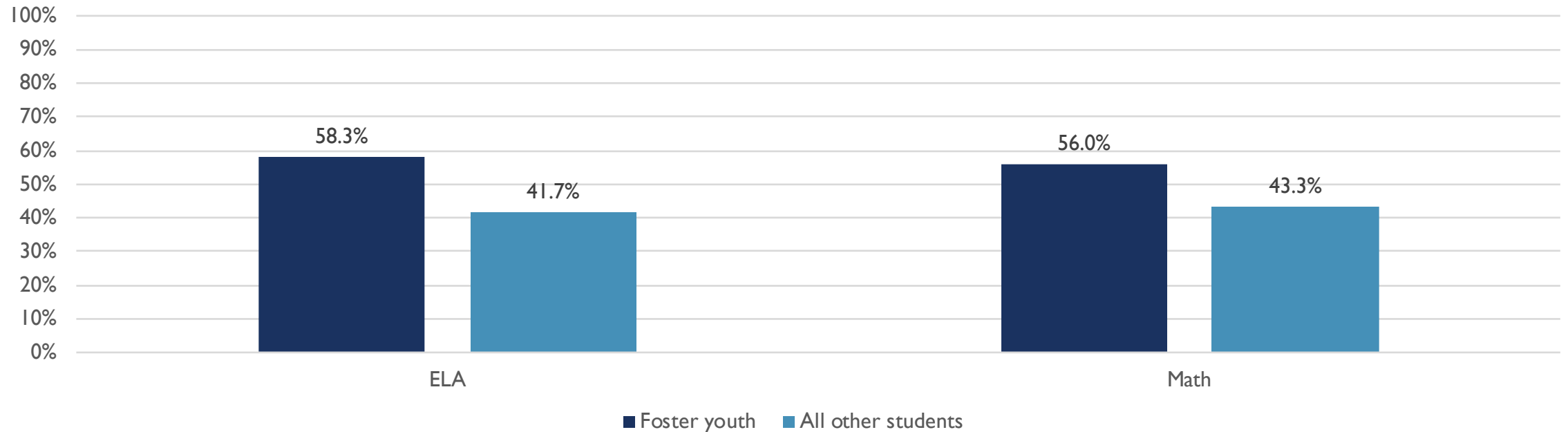
	Foster Youth	**All Other Students**
ELA	309 (530)	24202 (57998)
Math	297 (530)	25141 (57998)

Prepared by: Equity & Access   Data Source: ATLAS

FOSTER YOUTH WHO RECEIVED D'S AND/OR F'S IN AN ELA COURSE 2017-18
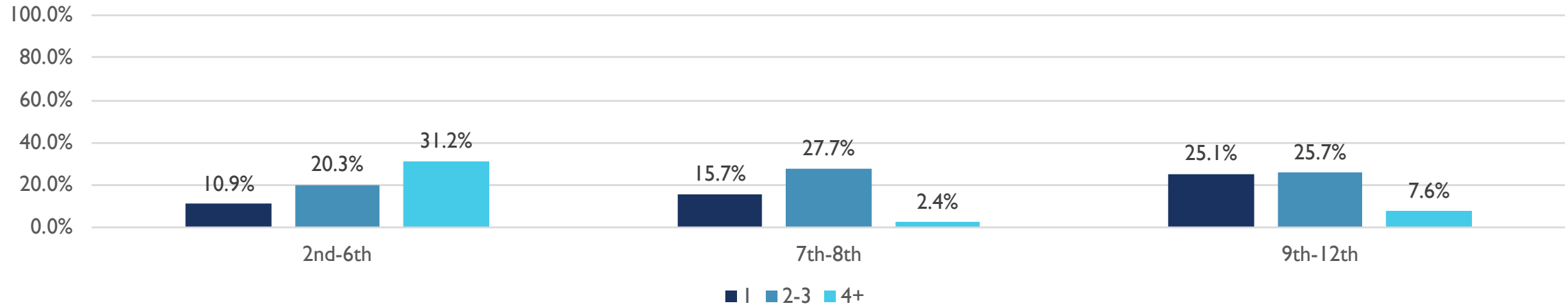
	2nd-6th	7th-8th	9th-12th
1	30	13	43
2-3	56	23	44
4+	86	2	13
All students (denominator)	276	83	171

FOSTER YOUTH WHO RECEIVED D'S AND/OR F'S IN A MATH COURSE 2017-18
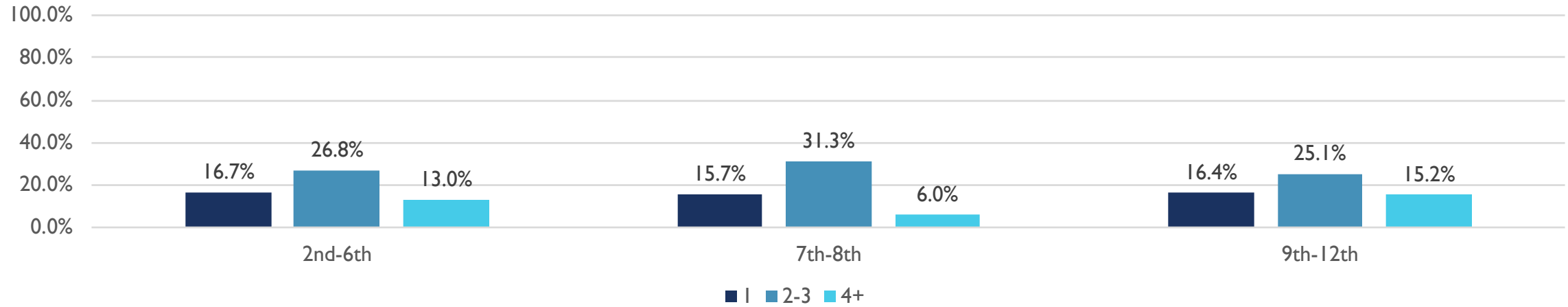
	2nd-6th	7th-8th	9th-12th
1	46	13	28
2-3	74	26	43
4+	36	5	26
All students (denominator)	276	83	171

DISTRICT GOALS SUPPORTING THE NEEDS OF STUDENT GROUPS RECOGNIZED IN DIFFERENTIATED ASSISTANCE

Goals for the Department of Prevention and Intervention

- Goal 1: Decrease suspension rates by 1 percentage point by increasing interventions and tier 1 practices.

- Goal 2: Reduce the number of African-American and Hispanic/Latino students with 7 or more days of suspension, by 5%.

- Goal 3: Decrease the number of students who are chronically absent by 2% by June 7, 2019.

- Goal 4: Increase student sense of belonging and school connectedness by 5%, as evidenced by growth in students' self-rating on annual school climate assessment survey.

Goals for Students with Disabilities (SWD)

- Goal 1: Improve SWD graduation rate

- Goal 2: Decrease disproportionality

- Goal 3: Increase the amount of time students are in general education environments

- Goal 4: Improve performance on statewide achievement tests

- Goal 5: Improve IEP compliance

- Goal 6: Improve instruction as measured by Instructional Practice Guide (IPG)

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10/12/2018

Prepared by: Equity & Access

STRATEGIC INITIATIVES THROUGH DEPARTMENTS

- Developing a strategic multi-year plan for students with disabilities to address recommendations from Council of the Great City Schools to include:

    - Universal Inclusion and Support

    - Expand Student Learning Opportunities

    - Build Skills and Competencies for Staff

    - Engage and Empower Parents

    - Systems for Continuous Improvement

- Implementing a task force for African American students in collaboration with West Ed in order to generate a multi-year plan

- Implementing a protocol to for site administration to meet with any African American students and students with disabilities with five or more suspensions in order to develop connects and supports

STRATEGIC INITIATIVES THROUGH DEPARTMENTS CONTINUED
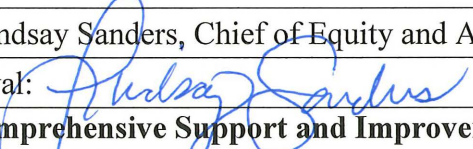
- Behavior Intervention Specialists provide tier III supports PK-3rd grade students.

- Interagency Child Empowerment Team (ICET) works with K-6 students in connecting families and students with outside resources.

- Development of Tier II social emotional supports at 19 targeted schools.

- Provide professional learning to build teachers and administrators depth of knowledge around Social Emotional Learning and engagement strategies.

- Established Pivot teams at four sites to develop a science improvement model to support foster youth.

- Summer literacy program which served 161 elementary school students, resulting in 4.9 months of reading acceleration.

- Redesign of Resource Counseling program to focus on academics. Resource Counseling Assistants are at 8 elementary schools for two days each serving 320 African American students total.

- Academic Advisor program for middle and high schools has been modified to better serve students. The program was also expanded from 18 sites to 27 sites, serving a total of 540 students. This program offers five hours per week per site for advisors to work with students.

STRATEGIC INITIATIVES THROUGH DEPARTMENTS CONTINUED

- 9 Behavior Intervention Specialists provide individualized support to students grades PK-3, exhibiting intensive Tier III behaviors.

- Social Workers at all comprehensive middle and high schools.

- Interagency Child Empowerment Team (ICET)- multidisciplinary team focused on supporting elementary students and families.

- Mentoring of Individual, Group, Peer Mentoring, My Brothers Keeper Attendance Mentoring.

- Men's & Women's Alliance programs at middle and high school.

- Additional Culture & Climate Specialists to support teachers in creating the conditions for learning.

- Refinement of student discipline practices, including reentry from expulsion.

- Engagement process and support for "2021" and "2022" African American students toward success and support of college readiness.

FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION

BC Number: <u>EA</u> - <u>1</u>

From the Office of the Superintendent	Date: February 1, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval:	
Regarding: **Comprehensive Support and Improvement and Targeted Support and Improvement Schools Identified by the State**	

The purpose of this communication is to provide the Board information regarding which school sites have been identified by the state of California for additional levels of support as identified by state indicators.

As a reminder, the updated CA Dashboard highlighted three areas in which Fresno Unified is in Differentiated Assistance to guide planning and support from now through the 2019/2020 school year. Today, the state identified nine (9) Comprehensive Support and Improvement (CSI) schools and twenty-eight (28) Targeted Support and Improvement (TSI) schools in Fresno Unified School District.

The attached slide deck showcases each of those categories of support, definitions, as well as the identified schools and their associated areas of need.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent
Robert G. Nelson, Ed.D. _____ Date: _02/01/19_

California District & School Accountability, Updates for 2019

February 1, 2019

District Accountability

District Eligibility	Description	Current (2019)
Differentiated Assistance	**A school district or COE is eligible for differentiated assistance if any student group is red (red or orange on Priority 4) in two or more priority areas indicated in the dashboard.**	Foster Youth Homeless Students With Disabilities

Fresno Unified School District

02/01/19

Differentiated Assistance

Current (2019)		
Student Group	Areas of Focus (Red and Orange)	
Foster Youth	Red	• Graduation Rate • College/Career
Foster Youth	Orange	• Suspension Rate • ELA Performance • Math Performance
Homeless	Red	• Chronic Absenteeism • Suspension Rate
Homeless	Orange	• ELA Performance • Math Performance
Students with Disabilities	Red	• Graduation Rate • College/Career
Students with Disabilities	Orange	• ELA Performance • Math Performance

Fresno Unified School District

02/01/19

School Accountability (Comprehensive)

School Eligibility	Description	Schools Identified as CSI

Comprehensive Support and Improvement (CSI)	• All high schools with graduation rates below 67 percent
	• Lowest performing 5 percent of Title I Schools
	  • Schools with all red indicators
	  • Schools with all red, but one indicator is any other color
	  • Schools with all red and orange indicators
	  • Schools with five or more indicators where the majority are red
		• CSI Schools for Graduation (below 67%) (some of these schools also have other areas to address too)
		  • Cambridge HS
		  • Dewolf HS
		  • J.E. Young HS
		
		• CSI Schools for the lowest 5% of state Title I Schools
		  • Hidalgo ES
		  • Addicott (for Chronic Absenteeism)
		  • Ahwahnee MS
		  • Fort Miller MS
		  • Terronez MS
		  • Tioga MS

Fresno Unified School District

Title: CA District & School Accountability   *Prepared by:* Equity & Access
Data Source: California Department of Education

02/01/19
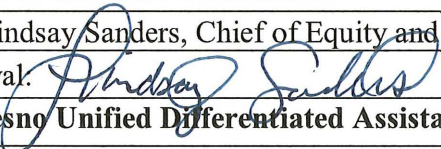
School Accountability (Targeted)

School Eligibility	Description	Schools Identified as TSI/ATSI and their Associated Student Groups		
Targeted Support and Improvement (TSI)	• Schools with one or more student groups, for two consecutive years that meet the same criteria to identify the lowest five percent as CSI *Schools identified as CSI will not be identified for TSI*	Students with Disabilities (SWD)	• Addams ES • Ayer ES • Birney ES • Easterby ES • Figarden ES • King ES • Lincoln ES • Olmos ES • Roeding ES	• Rowell ES • Viking ES • Wilson ES • Sequoia MS • Tenaya MS • Yosemite MS • Fresno HS • Hoover HS • Sunnyside HS
		African American (AA)	• Columbia ES • Kings Canyon MS	
		Hispanic (H)	• Holland ES	
		Multiple	• Pyle ES (SWD & AA) • Turner ES (SWD & AA) • Williams ES (SWD & AA) • Hamilton K8 (SWD & Socioeconomically Disadvantaged) • Gaston MS (SWD & AA) • Tehipite MS (SWD & English Learners) • Bullard HS (SWD, AA, & SED)	

Fresno Unified School District

Title: CA District & School Accountability   Prepared by: Equity & Access
Data Source: California Department of Education

02/01/19

FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION

BC Number: EA - 1

From the Office of the Superintendent	Date: March 1, 2019
To the Members of the Board of Education	
Prepared by: Lindsay Sanders, Chief of Equity and Access	Phone Number: 457-3471
Cabinet Approval: *[signature]*	
Regarding: **Fresno Unified Differentiated Assistance Status**	

The purpose of this communication is to provide the Board information regarding Differentiated Assistance as defined by the California Department of Education, and the goals and initiatives in Fresno Unified toward addressing identified needs.

Attached, you will find data slides that provide background on Differentiated Assistance in California and the areas of need with which Fresno Unified has been identified based on the Fall 2018 California Dashboard results. Data sets are provided for each of the three student groups for building context and understanding, and departmental initiatives for addressing priority needs are highlighted.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.

Approved by Superintendent: *[signature]*
Robert G. Nelson, Ed.D. _____   Date: 3/1/19

DIFFERENTIATED ASSISTANCE

MARCH 1, 2019

PREPARED BY EQUITY & ACCESS

Fresno Unified School District

OUR DISTRICT IN DIFFERENTIATED ASSISTANCE CHANGE—RED PERFORMANCE LEVELS

Fall 2017 to Fall 2018			Fall 2018 to Fall 2019		
Student Group	Areas of Focus		Student Group	Areas of Focus	
African American	Red	ELA Performance Suspension Rate	Foster Youth	Red	Graduation Rate College/Career
Foster Youth	Red	ELA Performance Suspension Rate	Homeless	Red	Chronic Absenteeism Suspension Rate
Students with Disabilities	Red	ELA Performance Graduation Rate Suspension Rate	Students with Disabilities	Red	Graduation Rate College/Career

WHAT IS DIFFERENTIATED ASSISTANCE?

Levels of Support	Eligibility Criteria for Support
Level One—Support for All	Support is available to all districts/schools on a voluntary basis.
Level Two—Differentiated Assistance	**A school district or COE is eligible for differentiated assistance if any student group is red (red or orange on Priority 4) in two or more priority areas indicated in the dashboard.**
Level Three—Intensive Intervention	A school district or COE is eligible for intensive intervention if three or more student groups are red (red or orange on Priority 4) for two or more areas indicated on the Dashboard.

What will differentiated assistance include?

Consistent with the intent under the Local Control Funding Formula that differentiated assistance be tailored to the locally identified needs, rather than imposed as a one-size fits all solution, the approach providing differentiated assistance has the following features:
- Support providers work alongside the LEAs and their schools to identify key challenges and opportunities;
- Systematic approach tailored to locally identified needs and strengths; and
- Engaging with local educators and communities as part of the decision making

Fresno Unified's support provider is Fresno County Superintendent of Schools

FALL 2019 CHANGE IN DIFFERENTIATED ASSISTANCE

Student Group Report for 2017

Student Group	English Learner Progress	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	n/a	Orange	Green	Orange	Yellow
English Learners	Yellow	Orange	Yellow	Yellow	Yellow
Foster Youth	n/a	Red	Yellow	Red	Orange
Homeless	n/a	Orange	Yellow	Red	Orange
Socioeconomically Disadvantaged	n/a	Orange	Green	Yellow	Yellow
Students with Disabilities	n/a	Red	Red	Red	Orange
African American	n/a	Red	Blue	Red	Orange
American Indian or Alaska Native	n/a	Red	None	Orange	Yellow
Asian	n/a	Yellow	Green	Yellow	Yellow
Filipino	n/a	Orange	None	Green	Green
Hispanic	n/a	Orange	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	n/a	Yellow	None	Orange	Orange
White	n/a	Orange	Orange	Yellow	Yellow
Two or More Races	n/a	Red	Yellow	Yellow	Yellow

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Orange	Green	Green	Yellow	Yellow
English Learners	Orange	Orange	Yellow	Yellow	Yellow	Yellow
Foster Youth	Yellow	Orange	Red	Red	Orange	Orange
Homeless	Red	Red	Green	Yellow	Orange	Orange
Socioeconomically Disadvantaged	Yellow	Orange	Green	Green	Yellow	Yellow
Students with Disabilities	Orange	Orange	Red	Red	Orange	Orange
African American	Orange	Red	Green	Yellow	Orange	Orange
American Indian or Alaska Native	Orange	Orange	None	None	Yellow	Yellow
Asian	Orange	Yellow	Green	Green	Yellow	Yellow
Filipino	Green	Green	None	None	Blue	Green
Hispanic	Yellow	Orange	Green	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	Orange	Orange	None	None	Orange	Orange
White	Yellow	Orange	Green	Green	Green	Green
Two or More Races	Yellow	Red	Green	Orange	Yellow	Yellow

FALL 2018 CHANGE IN DIFFERENTIATED ASSISTANCE—AFRICAN AMERICAN

Fall 2017

	All Students	**African American**
ELA Performance Red Performance	45.4 points below standard	81.3 points below standard
Suspension Rate Red Performance	7.0%	15.8%

Fall 2018

	All Students	**African American**	**African American Change**
ELA Performance Orange Performance	38.3 point below standard	71.3 points below standard	Increased 10 points
Suspension Rate Red Performance	7.3%	17.1%	Increased 1.3%

The African American student group is no longer under differentiated assistance due to performance in the following area:
• ELA change in performance level from red to orange

The African American student group will remain an area of focus for our district because they are among the lowest performing in ELA and Math, one of the most chronically absent student groups, and have one of the highest suspension rates.

FALL 2018 CHANGE IN DIFFERENTIATED ASSISTANCE—FOSTER YOUTH

Fall 2017

	All Students	Foster Youth
ELA Performance Red Performance	45.4 points below standard	87.9 points below standard
Suspension Rate Red Performance	7.0%	21.7%

Fall 2018

	All Students	Foster Youth	Foster Youth Change
ELA Performance Orange Performance	38.3 point below standard	78.6 points below standard	Increased 9.3 points
Suspension Rate Orange Performance	7.3%	21.3%	Decreased 0.4%

The Foster Youth student group is no longer under differentiated assistance for the following areas:
- ELA change in performance level from red to orange
- Suspension change in performance level from red to orange

The Foster Youth student group is NOW under differentiated assistance for the following areas:
- Graduation Rate change in performance level from orange to red
- College/Career change in performance level from orange to red

The Foster Youth student group is still among the lowest performing in ELA and Math, one of the most chronically absent student groups, and have one of the highest suspension rates.

FALL 2018 CHANGE IN DIFFERENTIATED ASSISTANCE—STUDENT WITH DISABILITIES (SWD)

Fall 2017

	All Students	**SWD**
ELA Performance Red Performance	45.4 points below standard	134 points below standard
Suspension Rate Red Performance	7.0%	13.2%
Graduation Rate Red Performance	86%	57.2%

Fall 2018

	All Students	**SWD**	**SWD Change**
ELA Performance Orange Performance	38.3 point below standard	127.6 points below standard	Increased 6.4 points
Suspension Rate Orange Performance	7.3%	12.9%	Decreased 0.3%
Graduation Rate Red Performance	88.2%	61.2%	Increased 4%

The SWD student group is no longer under differentiated assistance for the following areas:
- ELA change in performance level from red to orange
- Suspension change in performance level from red to orange

The SWD student group is NOW under differentiated assistance for the following areas:
- Graduation Rate change in performance level from orange to red
- College/Career change in performance level from orange to red

The SWD student group is still among the lowest performing in ELA and Math, one of the most chronically absent student groups, and have one of the highest suspension rates.

FALL 2018 CHANGE IN DIFFERENTIATED ASSISTANCE—HOMELESS

Fall 2018

	All Students	Homeless
Chronic Absenteeism Red Performance	15.8%	37.8%
Suspension Rate Red Performance	7.3%	16.1%

The Homeless student group is a newly added student group in differentiated assistance.

The Homeless student group is still among the lowest performing in ELA and Math, one of the most chronically absent student groups, and have one of the highest suspension rates.

ENROLLMENT BY STUDENT POPULATION GROUP: 2017/18 & 2018/19

Bar chart — Enrollment by student population group:

- Stu. w/ Disability: 2017/18 = 10.3%, 2018/19 = 10.8%
- Homeless: 2017/18 = 1.9%, 2018/19 = 0.6%
- Foster Youth: 2017/18 = 0.9%, 2018/19 = 1.2%

Legend: ■ 2017/18 ■ 2018/19
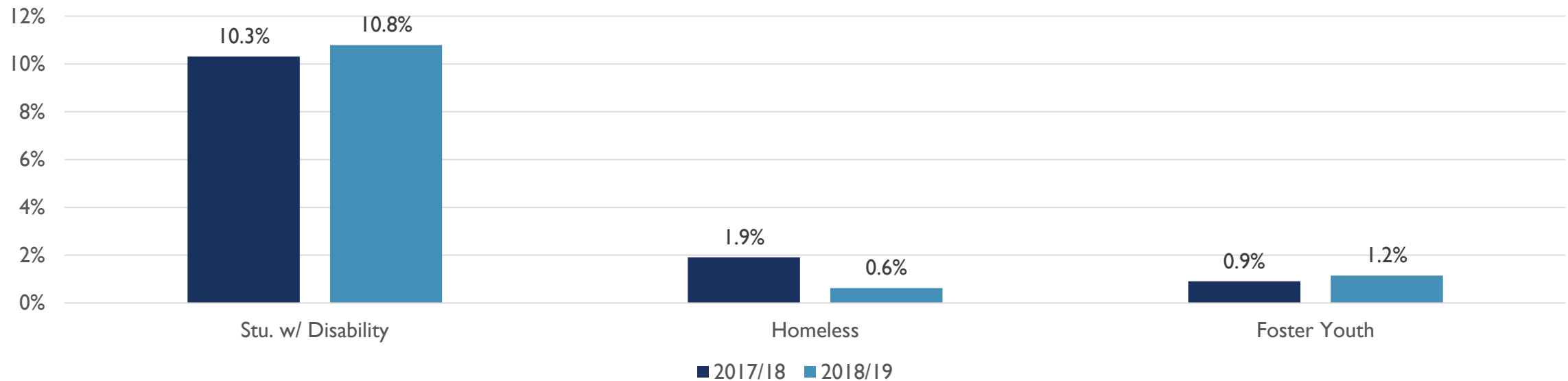
	Stu. w/ Disability	Homeless	Foster Youth	All Students (Denominator)
2017/18	7,281	1,348	639	70,625
2018/19	7,630	441	814	70,712

POPULATION GROUP BREAKDOWN (STUDENTS IN MULTIPLE POPULATION GROUPS): 2017/18 & 2018/19

	Student with Disabilities (SWD)	Homeless	Foster Youth	SWD & Homeless	SWD & Foster Youth	Homeless & Foster Youth	All 3 Population Groups
2017/18	7,281	1,348	639	193	135	33	7
2018/19	7,630	441	814	62	182	8	3

STUDENTS WITH DISABILITIES

SPECIAL EDUCATION DEPARTMENT GOALS 2018-19

- Goal 1: Improve SPED graduation rate.

- Goal 2: Decrease disproportionality.

- Goal 3: Decrease percentage of students in general education classes less than 40% of the day.

- Goal4: Increase percentage of students in general education classes more than 80% of the day.

- Goal 5: Improve IEP compliance.

- Goal 6: Improve instruction as measured by IPG.

SPECIAL EDUCATION DEPARTMENT PROGRESS TOWARD GOALS

- Developing a strategic multi-year plan to address recommendations from Council of the Great City Schools to include:
  - Universal Inclusion and Support
  - Expand Student Learning Opportunities
  - Build Skills and Competencies for Staff
  - Engage and Empower Parents
  - Systems for Continuous Improvement
- Prioritized SPED in working with FTA through interest-based bargaining.
- Working collaboratively with SPED Committee to establish common priorities and address the CGCS recommendations
- Received and implemented Supporting Inclusive Practices (SIP) Grant at seven pilot sites to give more intensive support around inclusive practices to be replicated across the district.
- Provided intensive support to address suspensions and behaviors with extra Psychologist time at targeted sites.
- Implemented process of consulting with SPED staff before suspending AA students with disabilities at sites with suspension rates over 15%.
- Board approved investment of $1 million to provide curriculum, materials, and equipment along with professional learning.
- Working with EA to identify high school site for root cause analysis around graduation rate and college/career through pivot team model.
- Collaborating with FCSS (Matt Navo and Annie Sharp) to develop an internal Network Improvement Committee (NIC) with our 7 comprehensive high schools working together to address common SPED issues.

PERCENT OF STUDENTS WITH DISABILITY: 2017/18 & 2018/19

2017/18

10.3%

89.7%

■ Stu. w/ Disability   ■ All other Students

2018/19

10.8%

89.2%

■ Stu. w/ Disability   ■ All other Students

	2017/18	2018/19
Students with Disabilities	7,281	7,630
Total Enrollment	70,625	70,712

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

PERCENT OF STUDENTS WITH DISABILITY: BY PROGRAM, 2017/18 & 2018/19
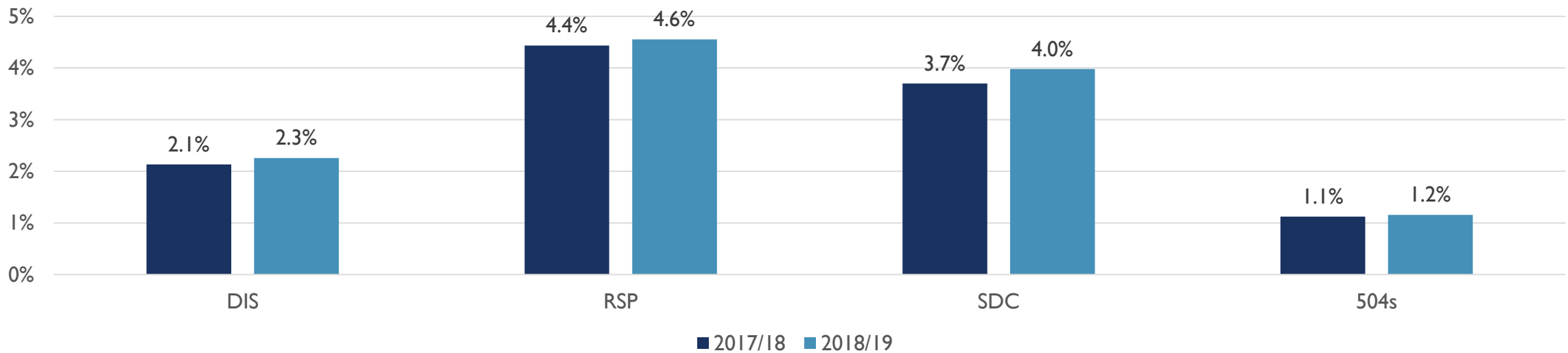
	DIS	RSP	SDC	Total
2017/18	1,507	3,132	2,642	7,281
2018/19	1,596	3,221	2,813	7,630

	504s
2017/18	794
2018/19	817

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

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CHRONIC ABSENTEEISM RATE FOR STUDENTS WITH DISABILITY: SEMESTER 1, 2017/18 & 2018/19

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
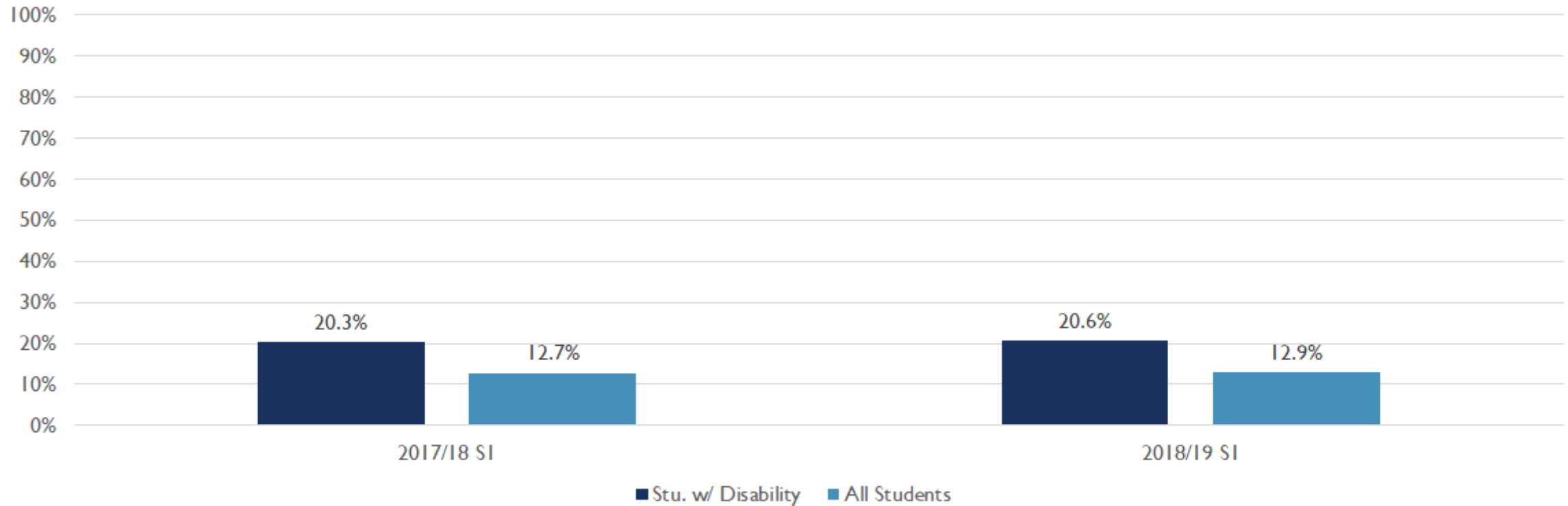
PERCENT OF UNIQUE STUDENTS* WITH DISABILITY WHO WERE SUSPENDED/EXPELLED: SEMESTER 1, 2017/18 & 2018/19
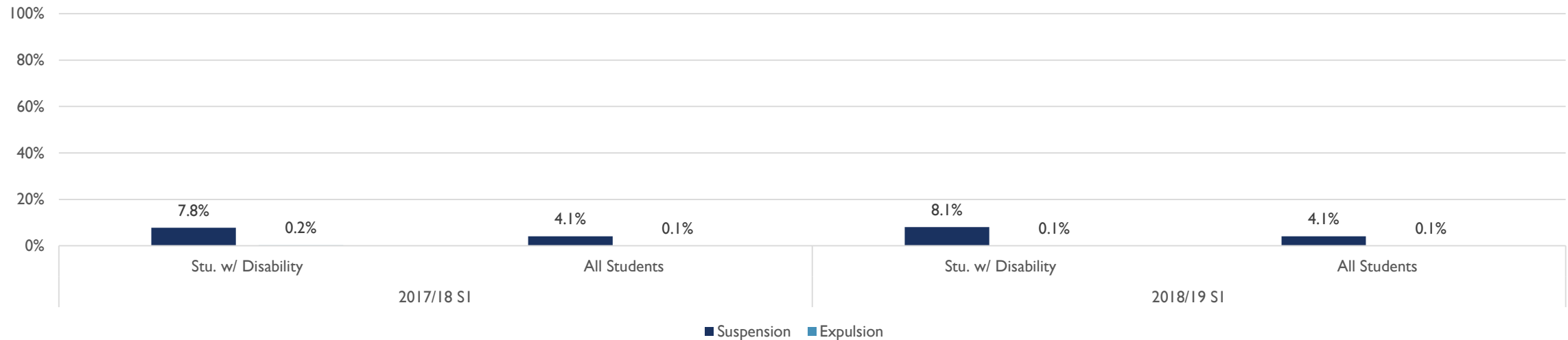
	Stu. w/ Disability 2017/18	All Students 2017/18	Stu. w/ Disability 2018/19	All Students 2018/19
Unique Students Suspended	565	2,888	615	2,913
Unique Students Expelled	14	79	10	55
Students Enrolled	7,281	70,625	7,630	70,712

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
* Students who are suspended multiple times are only counted once (based on how CDE calculates Suspension Rate)

February 20, 2019   17

SUSPENSION INSTANCES PER 100* FOR STUDENTS WITH DISABILITY: SEMESTER 1, 2017/18 & 2018/19
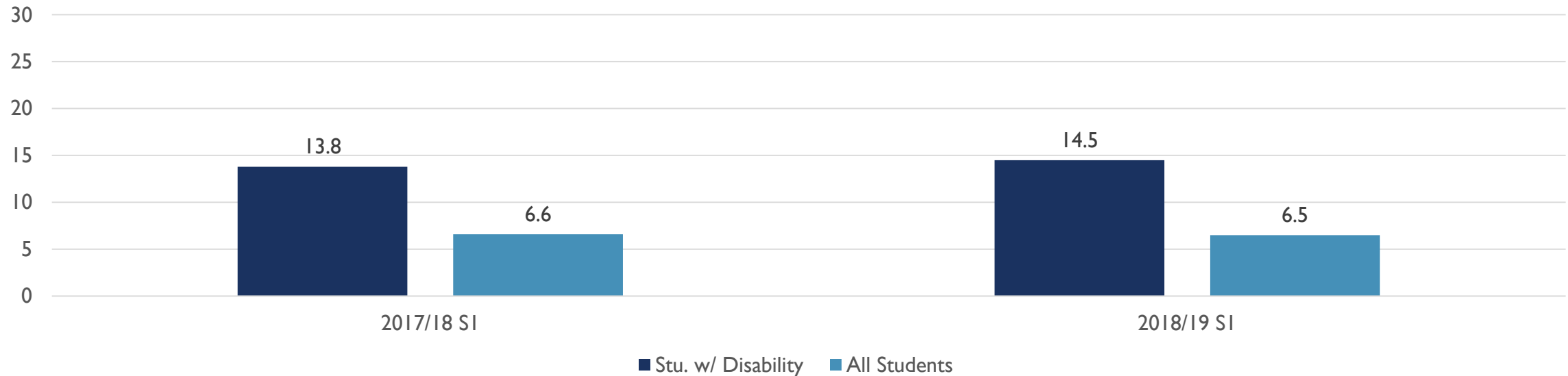
	Stu. w/ Disability 2017/18	All Students 2017/18	Stu. w/ Disability 2018/19	All Students 2018/19
Suspension Instances	1,007	4,642	1,109	4,578
Students Enrolled	7,281	70,625	7,630	70,712

4-YEAR COHORT GRADUATION RATE FOR STUDENTS WITH DISABILITY: 2016/17 & 2017/18
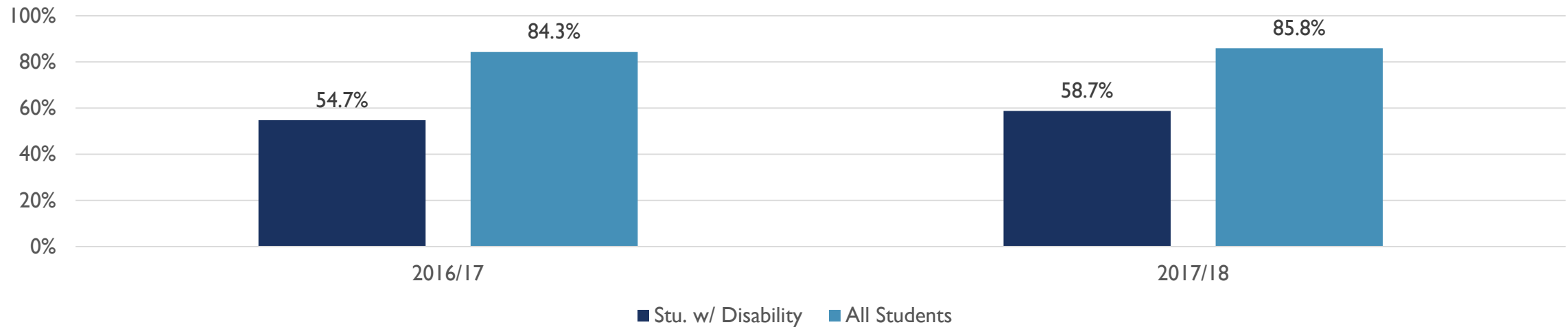
	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Stu. w/ Disability	273	499	253	431
All Students	3,787	4,494	3,723	4,337

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: CDE

PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR STUDENTS WITH DISABILITY: QUARTER 2/SEMESTER 1*, 2017/18 & 2018/19

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
*Students in grades 3rd-8th receive a Quarter 2 Grade, Students in grades 9th-12th Receive a Semester 1 Academic Grade

PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR STUDENTS WITH DISABILITY: QUARTER 2, 2017/18 & 2018/19 (3RD – 6TH)

ELA

	Stu. w/ Disability	All Students	Stu. w/ Disability	All Students
	2017/18 Q2		2018/19 Q2	
A	10.1%	20.5%	10.3%	21.4%
B	17.5%	26.7%	18.8%	26.9%
C	29.2%	26.3%	30.2%	26.3%
D	27.6%	17.7%	24.7%	16.3%
F	15.6%	8.8%	15.9%	9.2%

Math

	Stu. w/ Disability	All Students	Stu. w/ Disability	All Students
	2017/18 Q2		2018/19 Q2	
A	11.3%	21.9%	10.9%	22.8%
B	18.4%	25.2%	21.0%	26.0%
C	27.8%	24.4%	28.5%	24.0%
D	25.2%	17.6%	23.1%	17.1%
F	17.3%	10.9%	16.5%	10.1%

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

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PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR STUDENTS WITH DISABILITY: QUARTER 2, 2017/18 & 2018/19 (7TH – 8TH)

ELA

Math

PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR STUDENTS WITH DISABILITY: SEMESTER 1, 2017/18 & 2018/19 (9TH – 12TH)

ELA

	Stu. w/ Disability 2017/18 S1	All Students 2017/18 S1	Stu. w/ Disability 2018/19 S1	All Students 2018/19 S1
A	13.6%	23.6%	16.8%	24.2%
B	24.1%	28.3%	24.5%	28.2%
C	29.3%	26.2%	25.8%	26.3%
D	15.4%	10.4%	17.1%	9.9%
F	17.7%	11.6%	15.8%	11.4%

Math

	Stu. w/ Disability 2017/18 S1	All Students 2017/18 S1	Stu. w/ Disability 2018/19 S1	All Students 2018/19 S1
A	15.7%	19.0%	17.4%	19.0%
B	18.1%	21.1%	20.5%	21.0%
C	22.5%	26.7%	21.4%	25.1%
D	19.2%	14.4%	16.8%	13.8%
F	24.5%	18.9%	23.9%	21.2%

■A ■B ■C ■D ■F

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

February 20, 2019   23

HOMELESS STUDENTS

DEPARTMENT OF PREVENTION AND INTERVENTION GOALS 2018-19

- Goal 1: Decrease suspension rates by 1 percentage point by increasing interventions and tier 1 practices.

- Goal 2: Reduce the number of African-American and Hispanic/Latino students with 7 or more days of suspension, by 5%.

- Goal 3: Decrease the number of students who are chronically absent by 2% by June 7, 2019.

- Goal 4: Increase student sense of belonging and school connectedness by 5%, as evidenced by growth in students' self-rating on annual school climate assessment survey.

DEPARTMENT OF PREVENTION AND INTERVENTION PROGRESS TOWARD GOALS: HOMELESS STUDENTS

- Caregiver Affidavits for Students Without an Available Parent

- Social Emotional Supports- Social Worker Services

- Intensive Case Management for Students and Families Residing in Shelter

- Partnership with Live Again Fresno to provide social work services for students residing on Motel Drive

- Goal 2 Support

- Transportation Assistance

- Planned for 2019/20:
  - Designated Child Welfare & Attendance Specialist to Focus on Chronically Absent Homeless Students
  - Targeted Suicide Awareness Activities (Foster Youth are High Risk Group)

EFFORTS UNDERWAY TO REDUCE SUPENSION IN IDENTIFIED STUDENT GROUPS

- Social Emotional Supports aimed to reduce the behaviors leading to suspension:
  - Tier II Intervention Specialists (18 Sites): Coordinating and providing small group, short term interventions
  - Behavioral Intervention Specialists: Supporting Students with Tier III needs (Grades PS-3)
  - Social Work Services
    - Grades 7-12- All Comprehensive Middle, High School and Alternative Education Sites
    - Foster, Homeless, Motel and Shelter Students
- Climate & Culture Specialists
  - Supporting Teachers and Administrators to Create the Classroom and Campus wide Conditions for Learning
- Increased Professional Learning Opportunities
  - CHAMPS Classroom Management
  - Responding to Student Behavior: De-escalation Techniques
  - Building Student Social Emotional Skills
- Development of Discipline Guidelines- Technical Strategies for High Need School Sites

PERCENT OF HOMELESS STUDENTS: 2017/18 & 2018/19

2017/18

1.9%

98.1%

- Homeless
- All other Students

2018/19

0.6%

99.4%

- Homeless
- All other Students

	2017/18	2018/19
Homeless	1,348	441
Total Enrollment	70,625	70,712

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

February 20, 2019   28
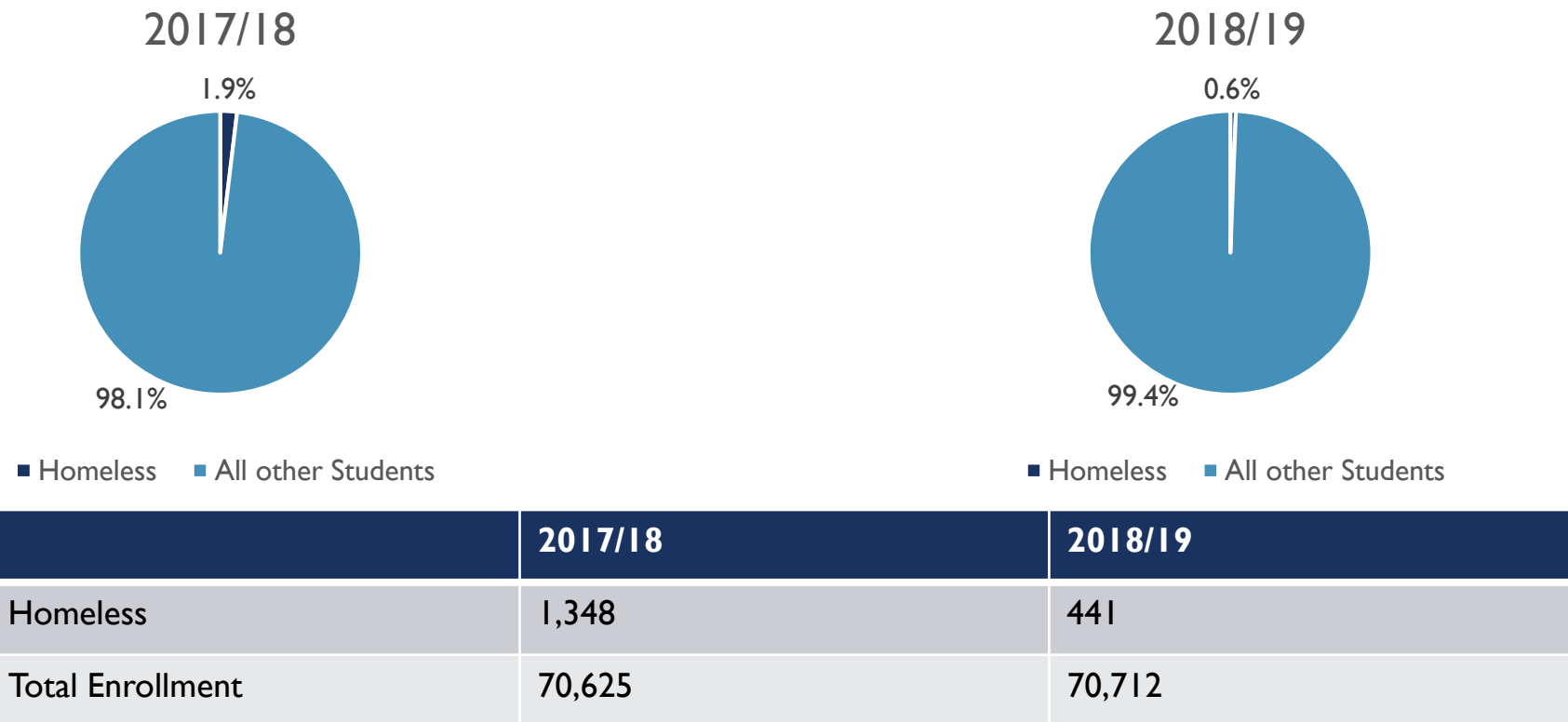
PERCENT BREAKDOWN OF HOMELESS STUDENTS BY ETHNICITY: 2017/18 & 2018/19
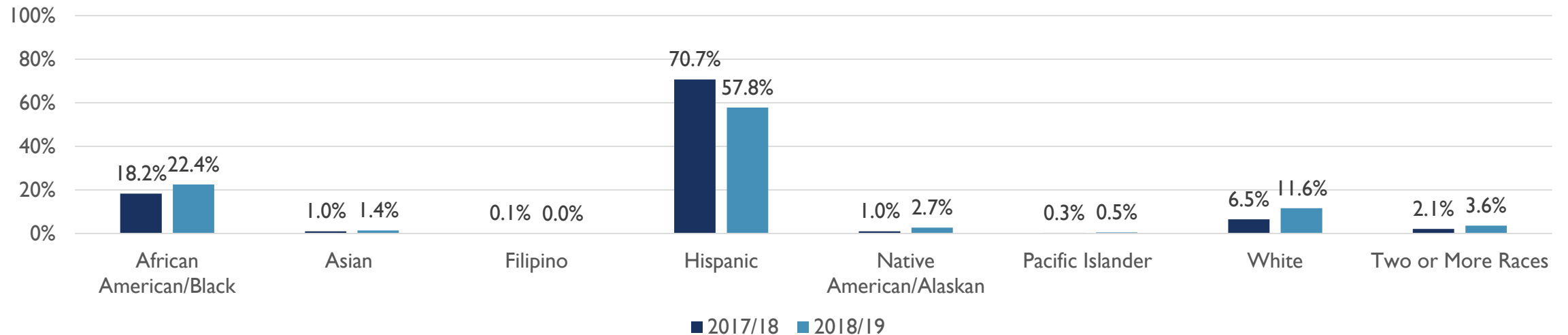
	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races
2017/18	246	14	2	953	14	4	87	28
2018/19	99	6	0	255	12	2	51	16

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

February 20, 2019   29

CHRONIC ABSENTEEISM RATE FOR HOMELESS STUDENTS: SEMESTER 1, 2017/18 & 2018/19
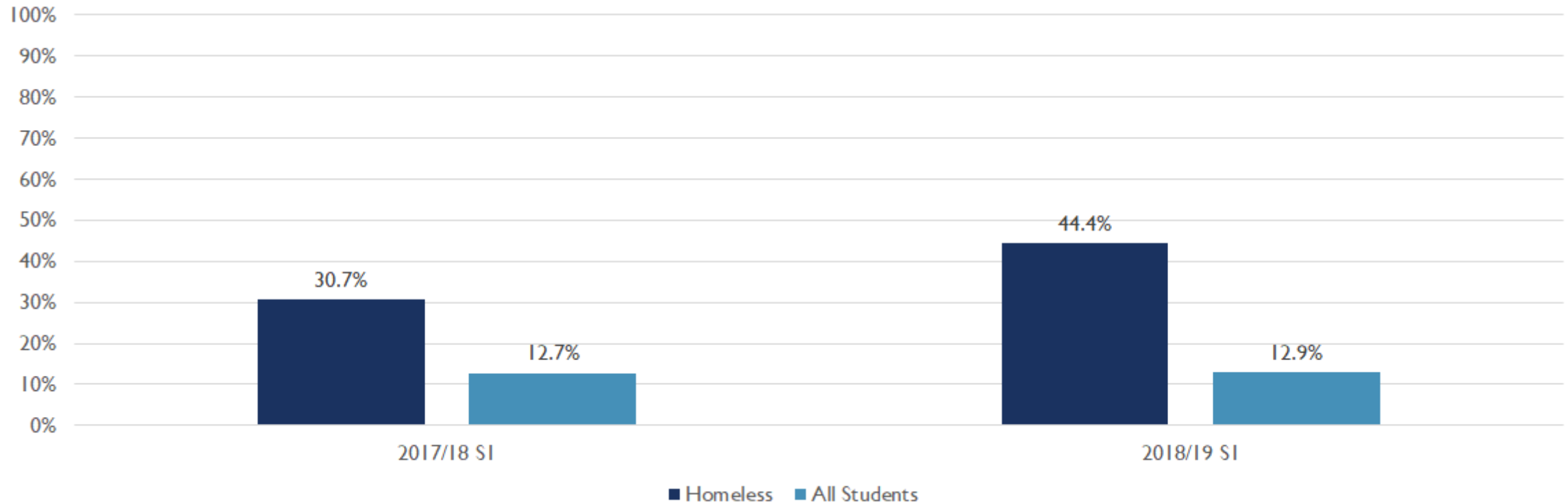
PERCENT OF UNIQUE HOMELESS STUDENTS* WHO WERE SUSPENDED/EXPELLED: SEMESTER 1, 2017/18 & 2018/19
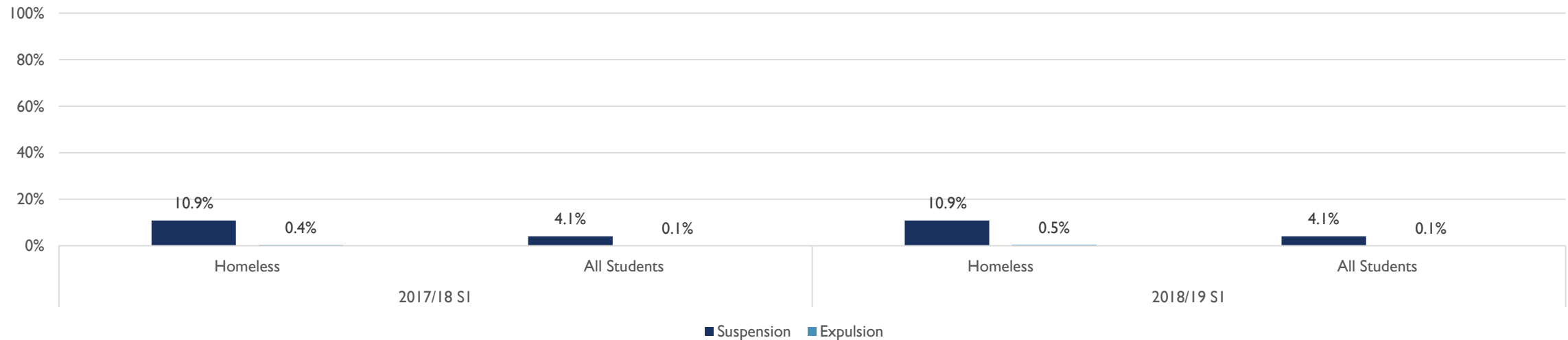
	Homeless 2017/18	All Students 2017/18	Homeless 2018/19	All Students 2018/19
Unique Students Suspended	147	2,888	48	2,913
Unique Students Expelled	5	79	2	55
Students Enrolled	1,348	70,625	441	70,712

SUSPENSION INSTANCES PER 100* FOR HOMELESS STUDENTS: SEMESTER 1, 2017/18 & 2018/19
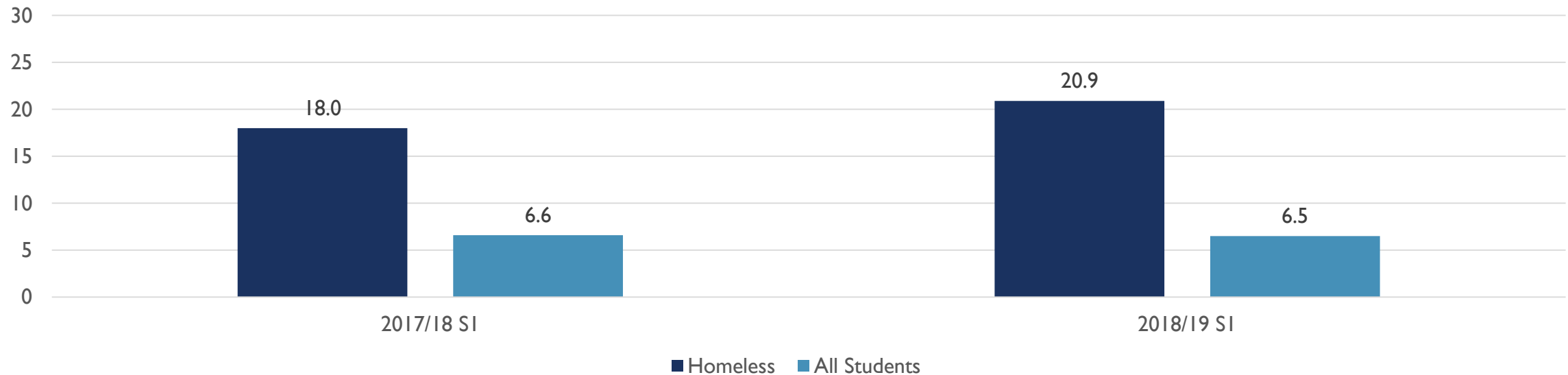
	Homeless 2017/18	All Students 2017/18	Homeless 2018/19	All Students 2018/19
Suspension Instances	242	4,642	92	4,578
Students Enrolled	1,348	70,625	441	70,712

4-YEAR COHORT GRADUATION RATE FOR HOMELESS STUDENTS: 2016/17 & 2017/18
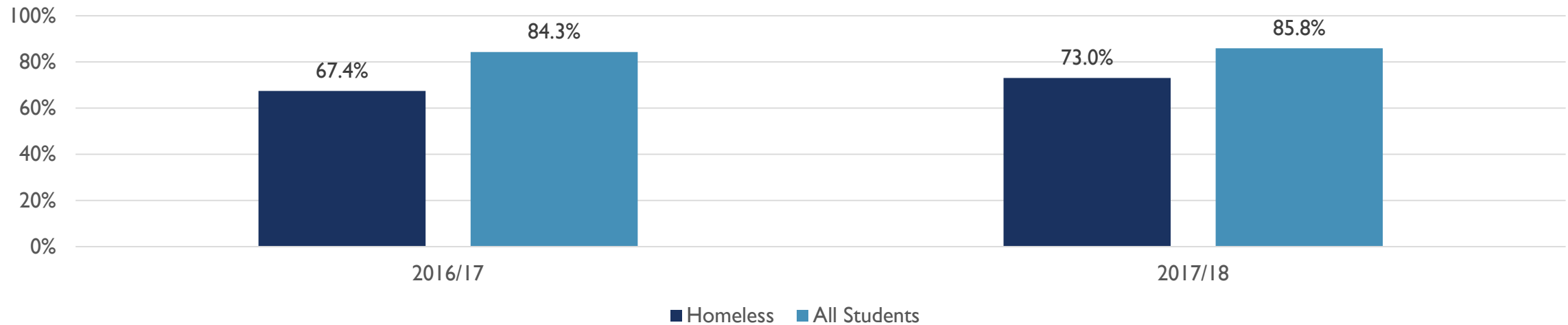
	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Homeless	176	261	206	282
All Students	3,787	4,494	3,723	4,337

PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR HOMELESS STUDENTS: QUARTER 2/SEMESTER 1*, 2017/18 & 2018/19

PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR HOMELESS STUDENTS: QUARTER 2, 2017/18 & 2018/19 (3RD – 6TH)

ELA

	A	B	C	D	F
Homeless 2017/18 Q2	10.7%	19.7%	29.8%	25.6%	14.2%
All Students 2017/18 Q2	20.5%	26.7%	26.3%	17.7%	8.8%
Homeless 2018/19 Q2	12.6%	20.2%	25.1%	19.8%	22.3%
All Students 2018/19 Q2	21.4%	26.9%	26.3%	16.3%	9.2%

Math

	A	B	C	D	F
Homeless 2017/18 Q2	11.0%	18.0%	26.6%	25.9%	18.5%
All Students 2017/18 Q2	21.9%	25.2%	24.4%	17.6%	10.9%
Homeless 2018/19 Q2	7.3%	23.4%	24.2%	20.2%	25.0%
All Students 2018/19 Q2	22.8%	26.0%	24.0%	17.1%	10.1%

PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR HOMELESS STUDENTS: QUARTER 2, 2017/18 & 2018/19 (7TH – 8TH)

ELA

Math

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: *Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters*

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PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR HOMELESS STUDENTS: SEMESTER 1, 2017/18 & 2018/19 (9TH – 12TH)

ELA

	Homeless 2017/18 S1	All Students 2017/18 S1	Homeless 2018/19 S1	All Students 2018/19 S1
A	14.4%	23.6%	13.3%	24.2%
B	25.6%	23.9%	23.9%	28.2%
C	25.9%	28.3%	24.8%	26.3%
D	16.3%	26.2%	12.4%	9.9%
F	17.9%	10.4%	25.7%	11.4%
		11.6%		

Math

	Homeless 2017/18 S1	All Students 2017/18 S1	Homeless 2018/19 S1	All Students 2018/19 S1
A	11.4%	19.0%	8.8%	19.0%
B	14.1%	21.1%	11.8%	21.0%
C	24.7%	26.7%	28.4%	25.1%
D	16.0%	14.4%	18.6%	13.8%
F	33.8%	18.9%	32.4%	21.2%

Legend: A, B, C, D, F

FOSTER YOUTH STUDENTS

DEPARTMENT OF PREVENTION AND INTERVENTION PROGRESS TOWARD GOALS: FOSTER YOUTH

- Foster Youth Pivot Team

- Social Emotional Supports- Social Worker Services

  - Psychosocial Assessments

  - Case Management, Individual & Group Counseling

- Goal 2 Support

  - Connecting Students to Arts, Activities and Athletics

  - Financial Assistance Vouchers for Equipment and Other Necessary Supplies

- Coordination of Services and Supports with DSS/CPS and local agency partners

ACADEMIC AND OTHER SUPPORTS: FOSTER YOUTH

- Academic Assessment: All Foster Youth Grades 8-12

- Transcript Analysis

- Individual Meetings with Students Struggling Academically and/or Credit Deficient

- Coordinate College Exposure Opportunities for Middle School Students

- Coordination of Priority College Registration Events

- Financial Aid and College Application Assistance

- Participation and Advocacy in DSS decision making meetings, disciplinary meetings and expulsion hearings

FOSTER YOUTH PIVOT WORK

- Improvement science model

- Problem of practice addressed: High foster youth suspension rates

- Facilitated by Fresno County Superintendent of Schools and Equity and Access

- Participants included: DPI, Site Personnel, and Equity and Access

- Received input and feedback along the way from:
  - A foster youth Group Home Owner
  - Instructional superintendent from School Leadership
  - Department of School and Social Services
  - Foster youth parent
  - Foster youth student
  - School Social Worker
  - Chief of Equity and Access

- Focus area: Build better foster youth connections and relationships on school sites

FOSTER YOUTH PIVOT PROCESS AND OUTCOMES

- Focused on four pilot sites based on their high foster youth enrollment and high foster youth suspension rates
- Full day site action planning to see what actions sites could take to improve connectedness of foster youth
  - Bullard (31 foster youth)
  - Hoover (29 foster youth)
  - Tioga (6 foster youth)
  - Tenaya (8 foster youth)
- Site action plans varied to meet diverse site needs
  - Streamline intake process
  - Mentor-mentee program
  - Foster youth club
  - Foster youth advisory council
- Outcomes:
  - Foster youth suspensions
  - Foster youth connectedness to school – Panorama CC/SEL annual survey

PERCENT OF FOSTER YOUTH STUDENTS: 2017/18 & 2018/19

2017/18

0.9%

99.1%

■ Foster Youth ■ All other Students

2018/19

1.2%

98.8%

■ Foster Youth ■ All other Students

	2017/18	2018/19
Foster Youth	639	814
Total Enrollment	70,625	70,712

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
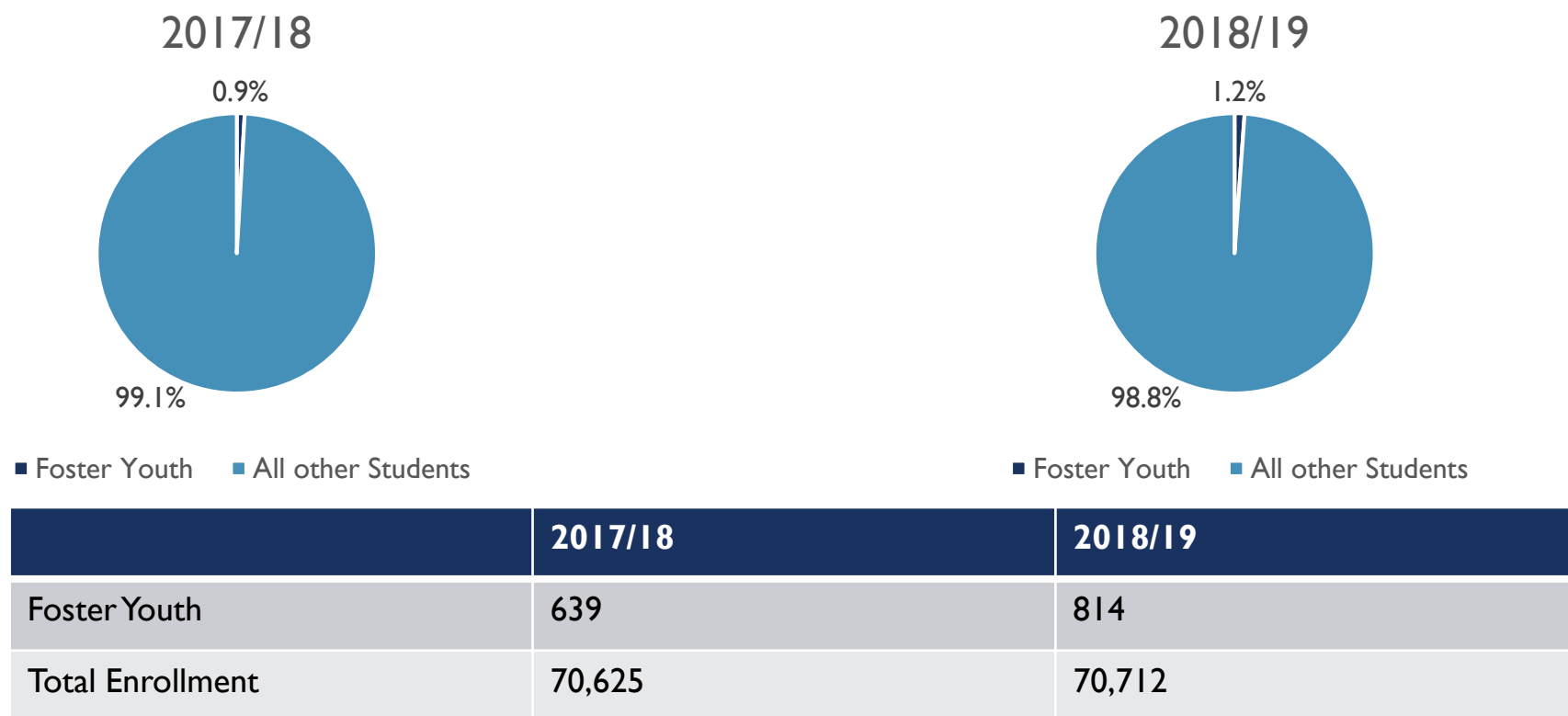
PERCENT BREAKDOWN OF FOSTER YOUTH STUDENTS BY ETHNICITY: 2017/18 & 2018/19
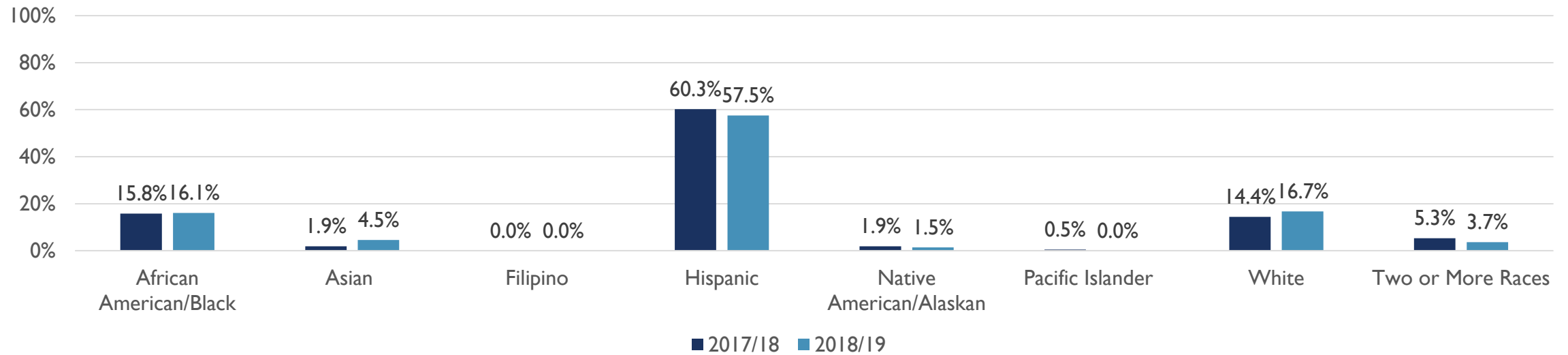
	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races
2017/18	101	12	0	385	12	3	92	34
2018/19	131	37	0	468	12	0	136	80

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Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

CHRONIC ABSENTEEISM RATE FOR FOSTER YOUTH STUDENTS: SEMESTER 1, 2017/18 & 2018/19

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Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
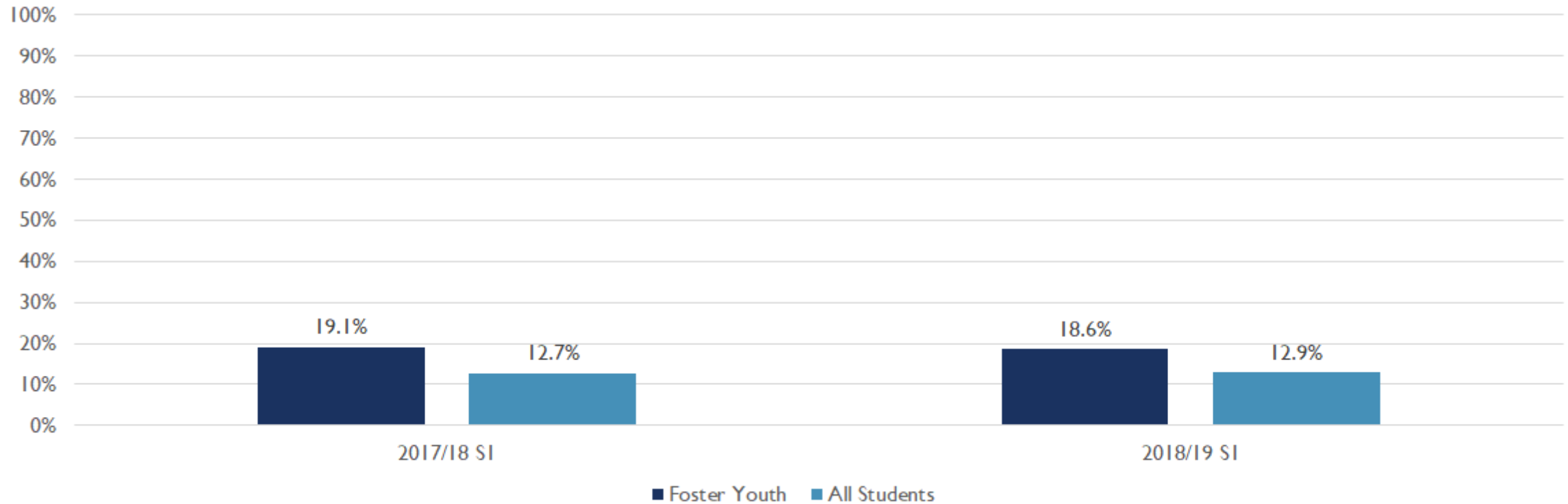
PERCENT OF UNIQUE FOSTER YOUTH STUDENTS* WHO WERE SUSPENDED/EXPELLED: SEMESTER 1, 2017/18 & 2018/19
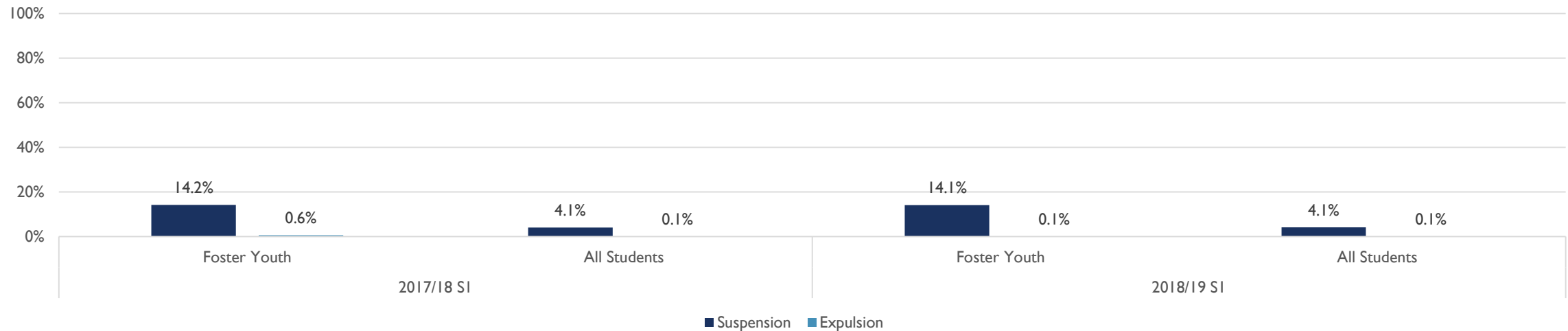
	Foster Youth 2017/18	All Students 2017/18	Foster Youth 2018/19	All Students 2018/19
Unique Students Suspended	91	2,888	115	2,913
Unique Students Expelled	4	79	1	55
Students Enrolled	639	70,625	814	70,712

SUSPENSION INSTANCES PER 100* FOR FOSTER YOUTH STUDENTS: SEMESTER 1, 2017/18 & 2018/19
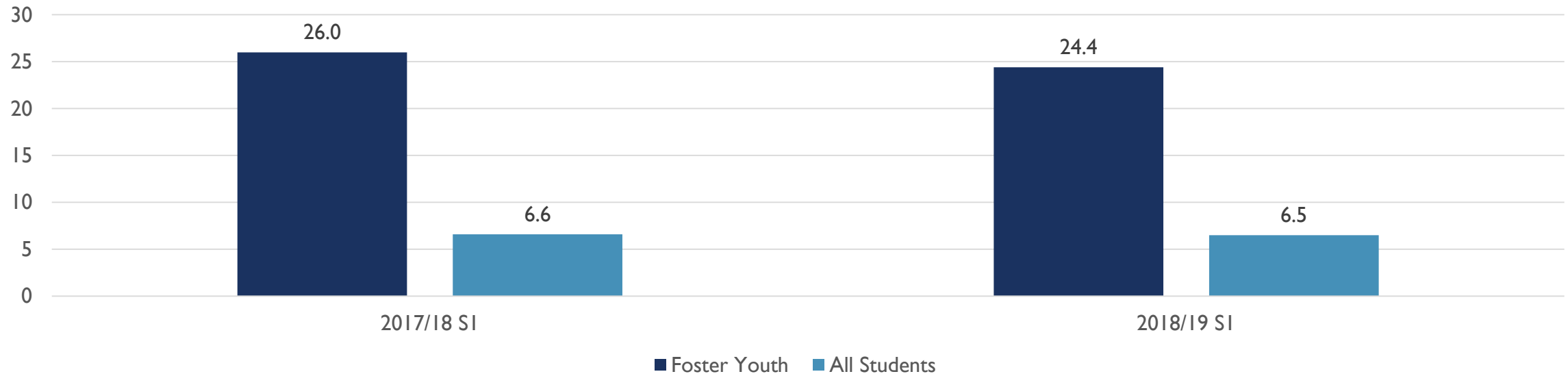
	Foster Youth 2017/18	All Students 2017/18	Foster Youth 2018/19	All Students 2018/19
Suspension Instances	166	4,642	199	4,578
Students Enrolled	639	70,625	814	70,712

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
*A student can be represented more than once if he/she had more than one suspension incident

4-YEAR COHORT GRADUATION RATE FOR FOSTER YOUTH STUDENTS: 2016/17 & 2017/18
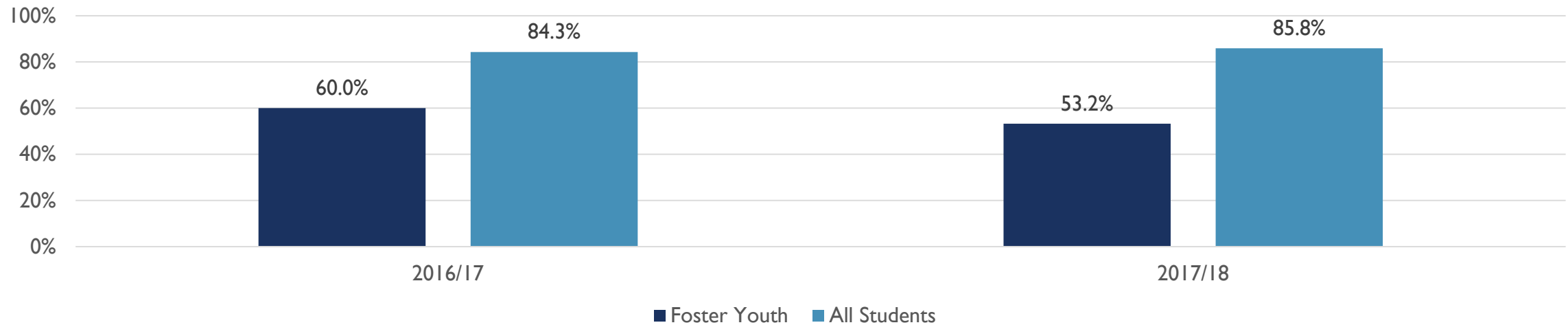
	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Foster Youth	48	80	41	77
All Students	3,787	4,494	3,723	4,337

PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR FOSTER YOUTH STUDENTS: QUARTER 2/SEMESTER 1*, 2017/18 & 2018/19

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters
*Students in grades 3rd-8th receive a Quarter 2 Grade, Students in grades 9th-12th Receive a Semester 1 Academic Grade

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PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR FOSTER YOUTH STUDENTS: QUARTER 2, 2017/18 & 2018/19 (3RD – 6TH)

ELA

	Foster Youth	All Students	Foster Youth	All Students
	2017/18 Q2		2018/19 Q2	
A	9.8%	20.5%	11.1%	21.4%
B	20.8%	26.7%	21.7%	26.9%
C	29.3%	26.3%	28.2%	26.3%
D	25.3%	17.7%	21.9%	16.3%
F	15.0%	8.8%	17.1%	9.2%

Math

	Foster Youth	All Students	Foster Youth	All Students
	2017/18 Q2		2018/19 Q2	
A	11.4%	21.9%	12.9%	22.8%
B	19.4%	25.2%	21.1%	26.0%
C	26.4%	24.4%	27.6%	24.0%
D	25.9%	17.6%	24.0%	17.1%
F	16.9%	10.9%	14.3%	10.1%

Legend: ■ A ■ B ■ C ■ D ■ F

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: *Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters*

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PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR FOSTER YOUTH STUDENTS: QUARTER 2, 2017/18 & 2018/19 (7TH – 8TH)

ELA

Math

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

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PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR FOSTER YOUTH STUDENTS: SEMESTER 1, 2017/18 & 2018/19 (9TH – 12TH)

ELA

	Foster Youth 2017/18 S1	All Students 2017/18 S1	Foster Youth 2018/19 S1	All Students 2018/19 S1
A	16.0%	23.6%	16.5%	24.2%
B	22.4%	28.3%	24.5%	28.2%
C	20.5%	26.2%	28.7%	26.3%
D	21.8%	10.4%	12.8%	9.9%
F	19.2%	11.6%	17.6%	11.4%

Math

	Foster Youth 2017/18 S1	All Students 2017/18 S1	Foster Youth 2018/19 S1	All Students 2018/19 S1
A	11.3%	19.0%	12.0%	19.0%
B	17.9%	21.1%	17.1%	21.0%
C	24.5%	26.7%	22.8%	25.1%
D	18.5%	14.4%	17.1%	13.8%
F	27.8%	18.9%	31.0%	21.2%

■A ■B ■C ■D ■F

Title: Differentiated Assistance   Prepared by: Equity & Access   Date Source: ATLAS
Notes: Student Categorizations for each School Year pulled as of CBEDS Date (1st Wednesday of October), based on CDE parameters

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