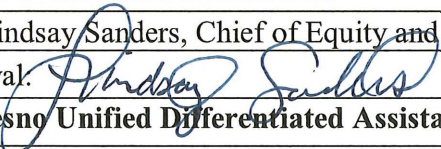



**FRESNO UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**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: 	
Regarding: <b>Fresno Unified Differentiated Assistance Status</b>	
<p>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.</p> <p>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.</p> <p>If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.</p>	
<p><b>Approved by Superintendent:</b> Robert G. Nelson, Ed.D.  Date: <u>3/1/19</u></p>	



Fresno Unified School District

# DIFFERENTIATED ASSISTANCE

MARCH 1, 2019

PREPARED BY EQUITY & ACCESS



# 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.
<b>Level Two—Differentiated Assistance</b>	<b>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.</b>
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%

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

## 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 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

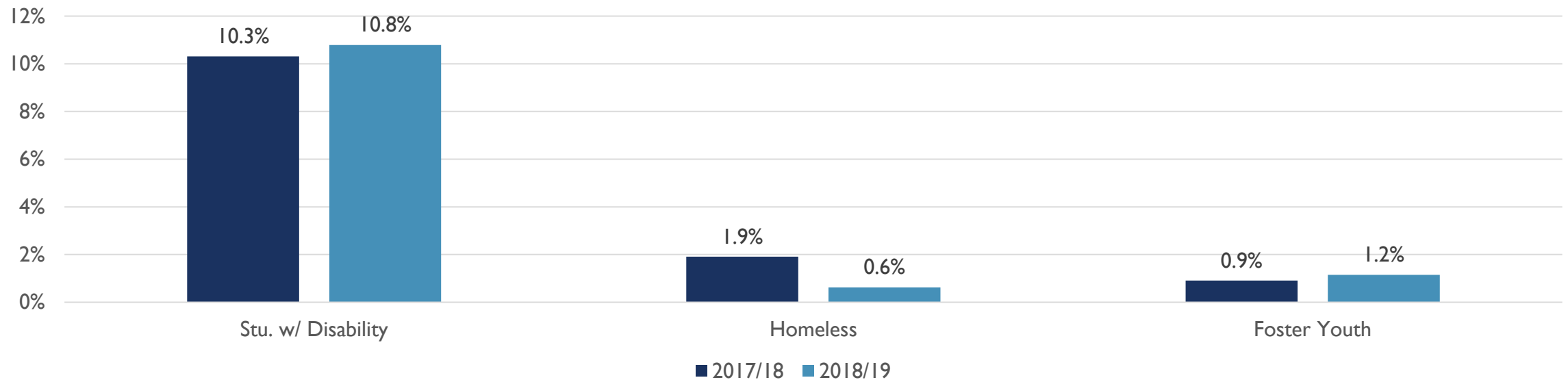
## Fall 2018

	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



	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

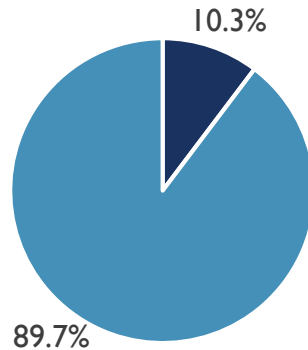
- Goal 1: Improve SPED graduation rate.
- Goal 2: Decrease disproportionality.
- Goal 3: Decrease percentage of students in general education classes less than 40% of the day.
- Goal 4: Increase percentage of students in general education classes more than 80% of the day.
- Goal 5: Improve IEP compliance.
- 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.

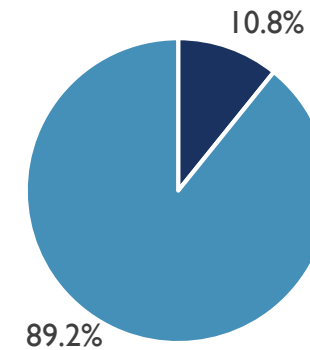
# PERCENT OF STUDENTS WITH DISABILITY: 2017/18 & 2018/19

2017/18



■ Stu. w/ Disability ■ All other Students

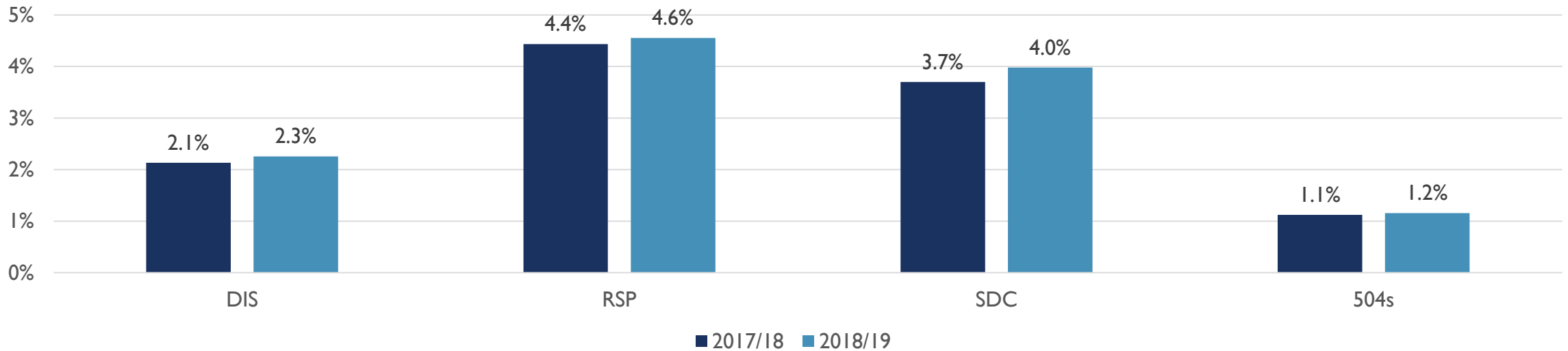
2018/19



■ Stu. w/ Disability ■ All other Students

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

# PERCENT OF STUDENTS WITH DISABILITY: BY PROGRAM, 2017/18 & 2018/19

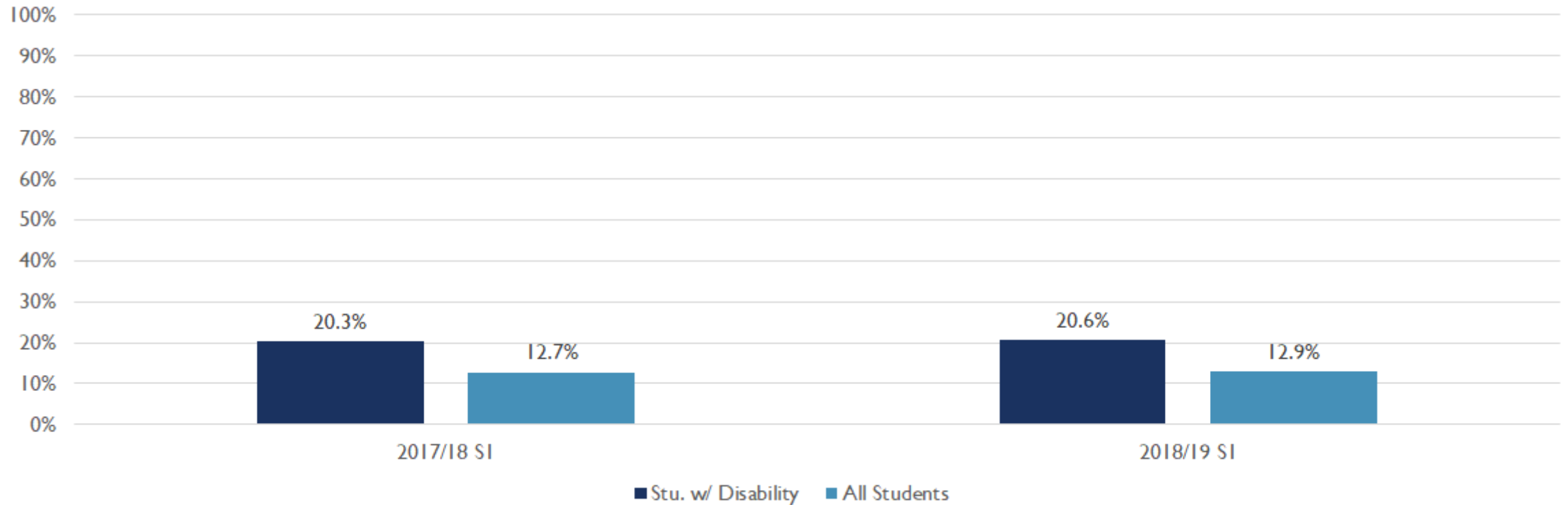


	DIS	RSP	SDC	Total
2017/18	1,507	3,132	2,642	7,281
2018/19	1,596	3,221	2,813	7,630

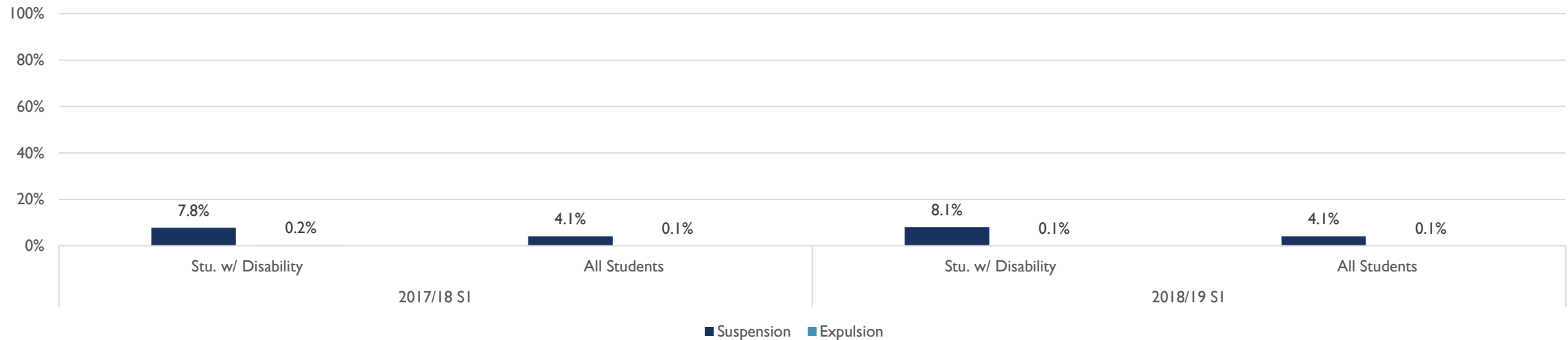
	504s
2017/18	794
2018/19	817



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

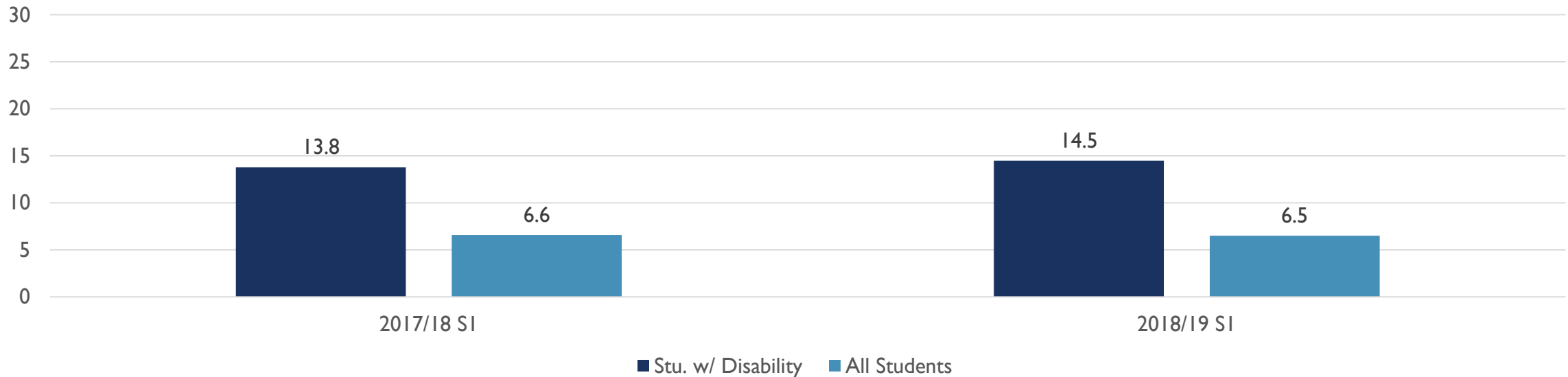


# PERCENT OF UNIQUE STUDENTS\* WITH DISABILITY WHO WERE SUSPENDED/EXPELLED: SEMESTER I, 2017/18 & 2018/19



	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

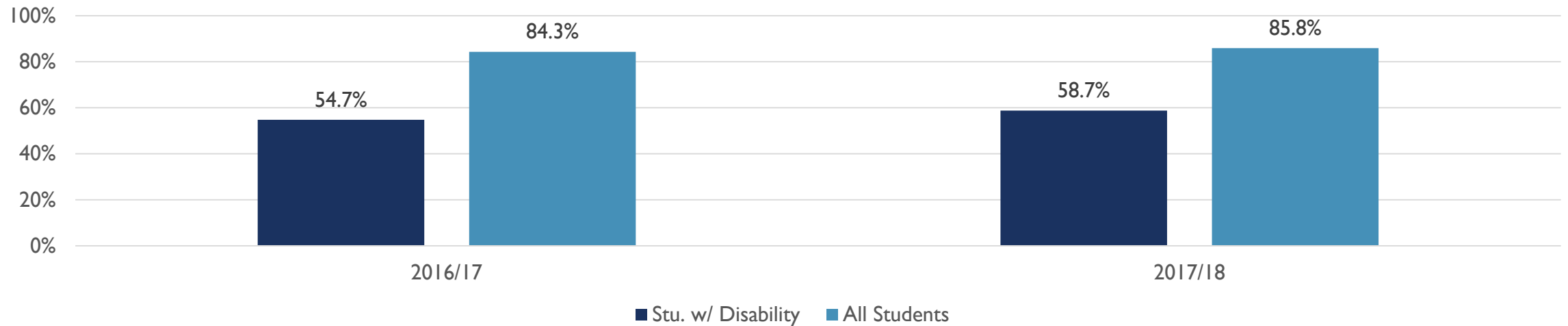
# SUSPENSION INSTANCES PER 100\* FOR STUDENTS WITH DISABILITY: SEMESTER I, 2017/18 & 2018/19



	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

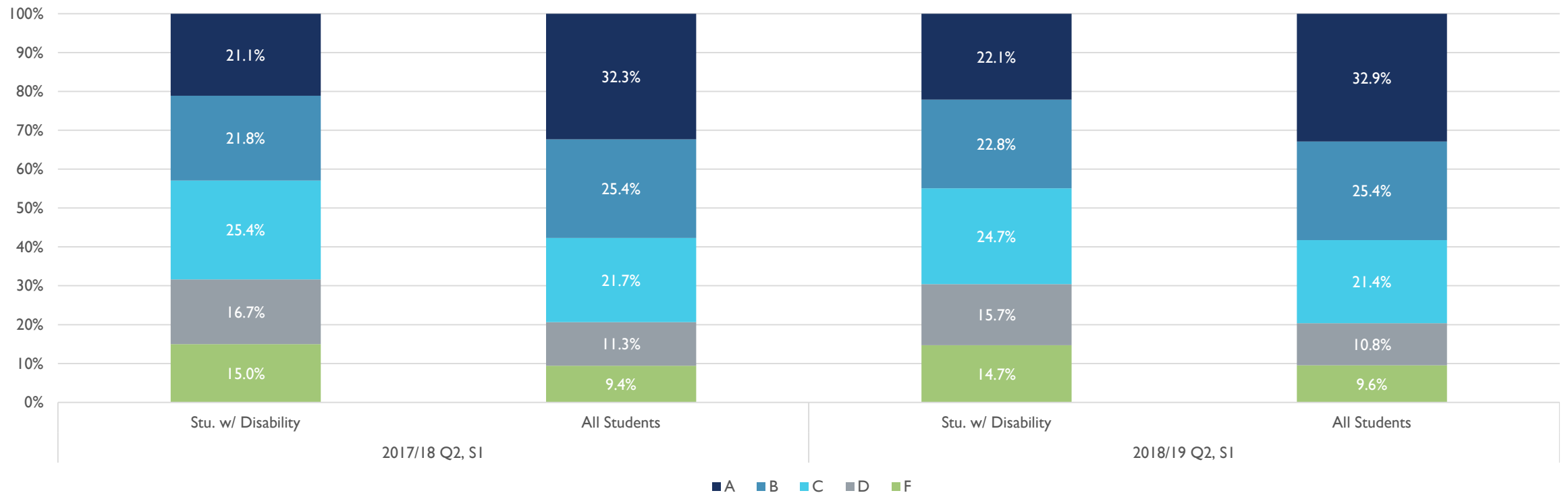
\*A student can be represented more than once if he/she had more than one suspension incident

# 4-YEAR COHORT GRADUATION RATE FOR STUDENTS WITH DISABILITY: 2016/17 & 2017/18

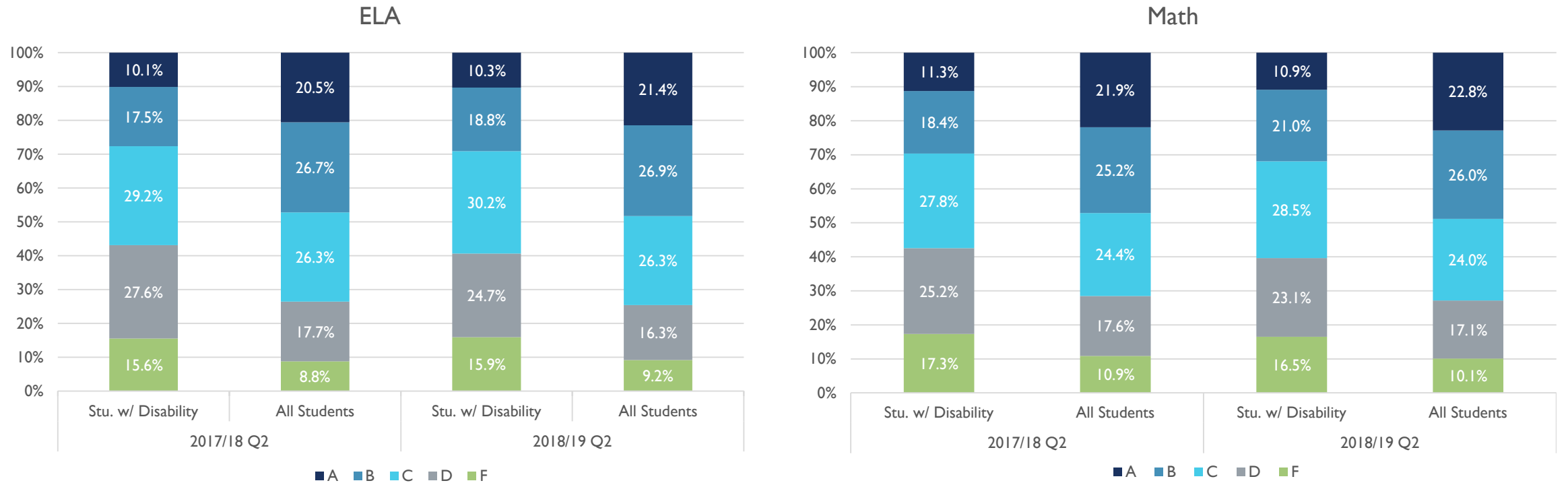


	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Stu. w/ Disability	273	499	253	431
All Students	3,787	4,494	3,723	4,337

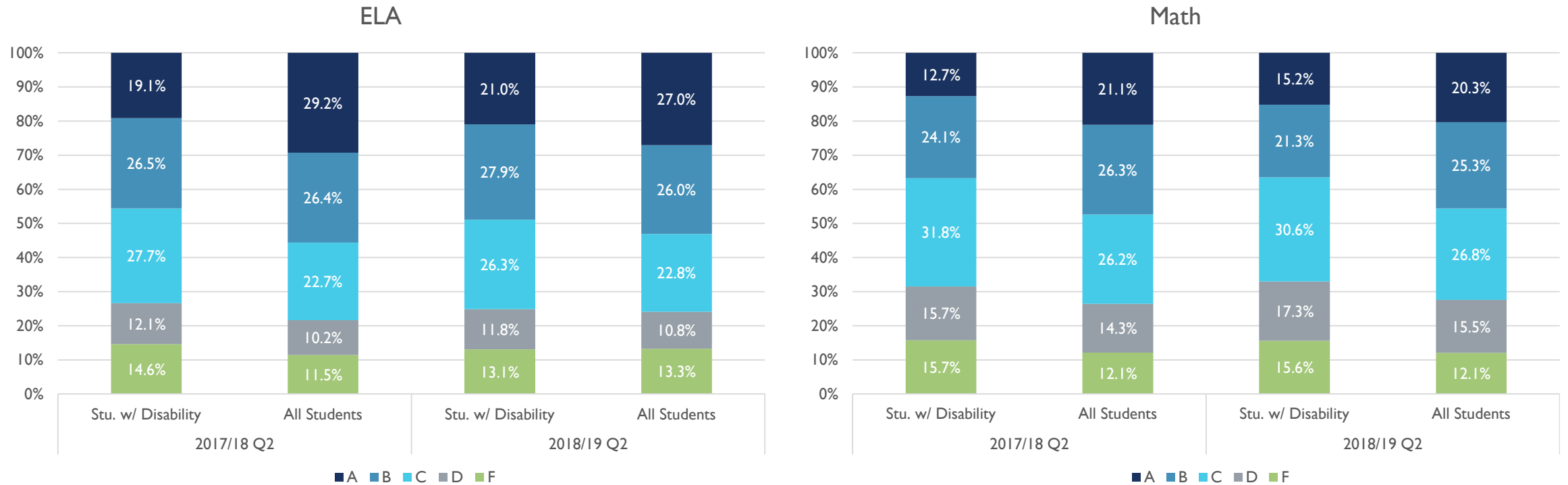
# PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR STUDENTS WITH DISABILITY: QUARTER 2/SEMESTER I\*, 2017/18 & 2018/19



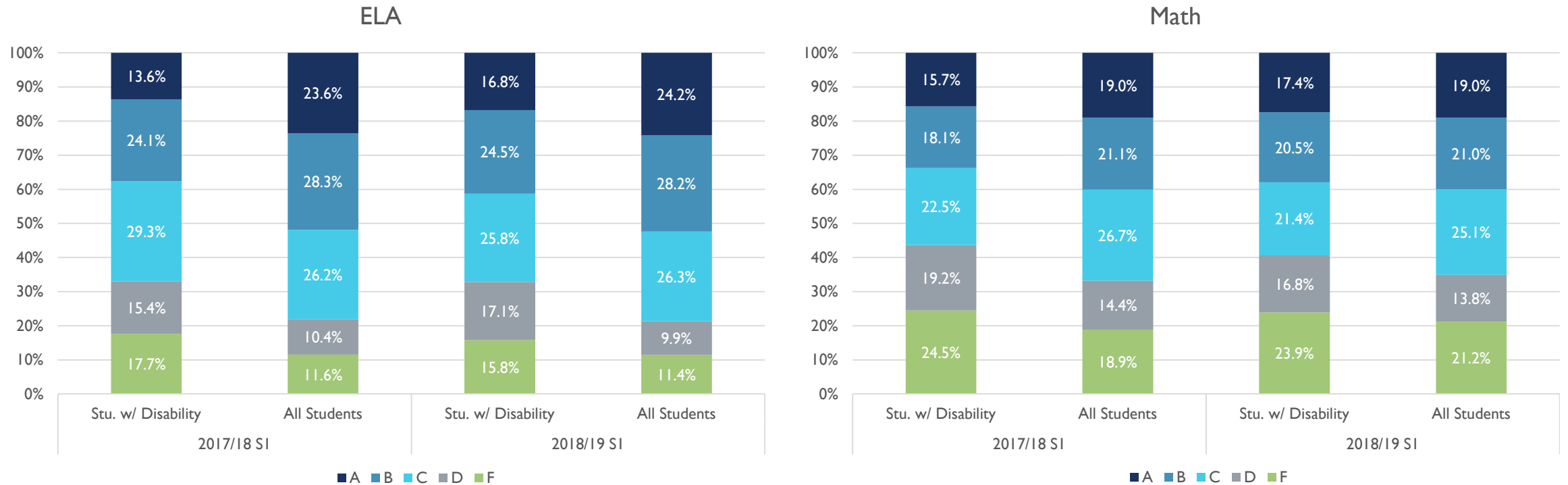
# PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR STUDENTS WITH DISABILITY: QUARTER 2, 2017/18 & 2018/19 ( 3<sup>RD</sup> – 6<sup>TH</sup>)



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



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







# 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.

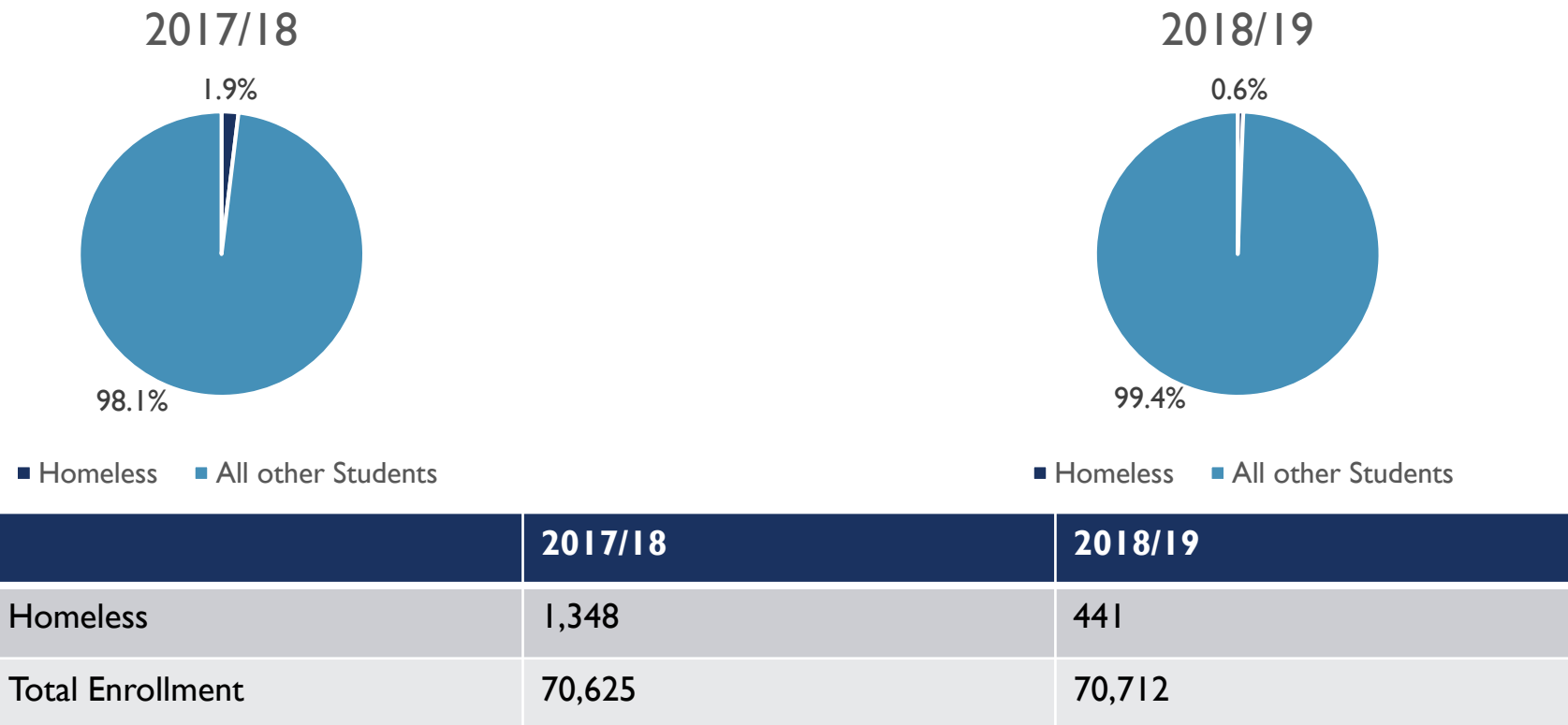
# DEPARTMENT OF PREVENTION AND INTERVENTION PROGRESS TOWARD GOALS: HOMELESS STUDENTS

- 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)

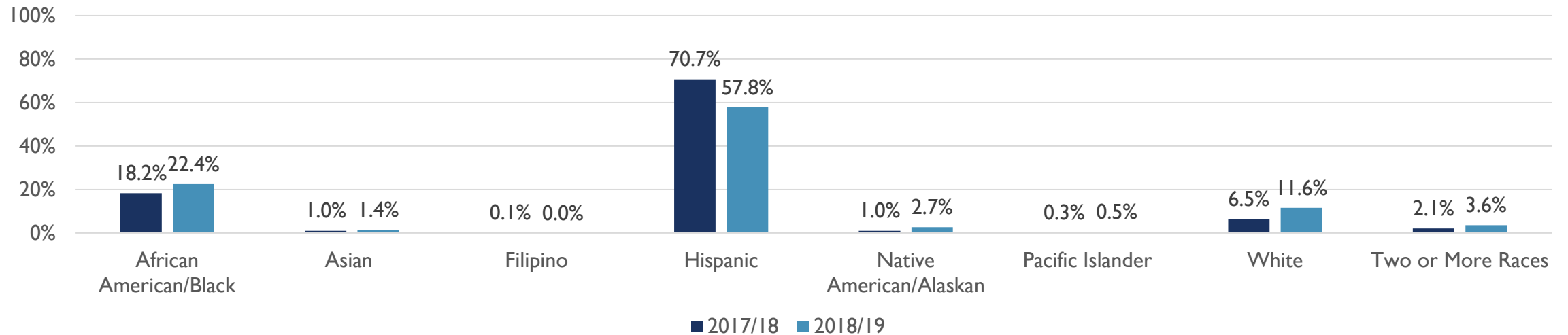
# EFFORTS UNDERWAY TO REDUCE SUSPENSION IN IDENTIFIED STUDENT GROUPS

- 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

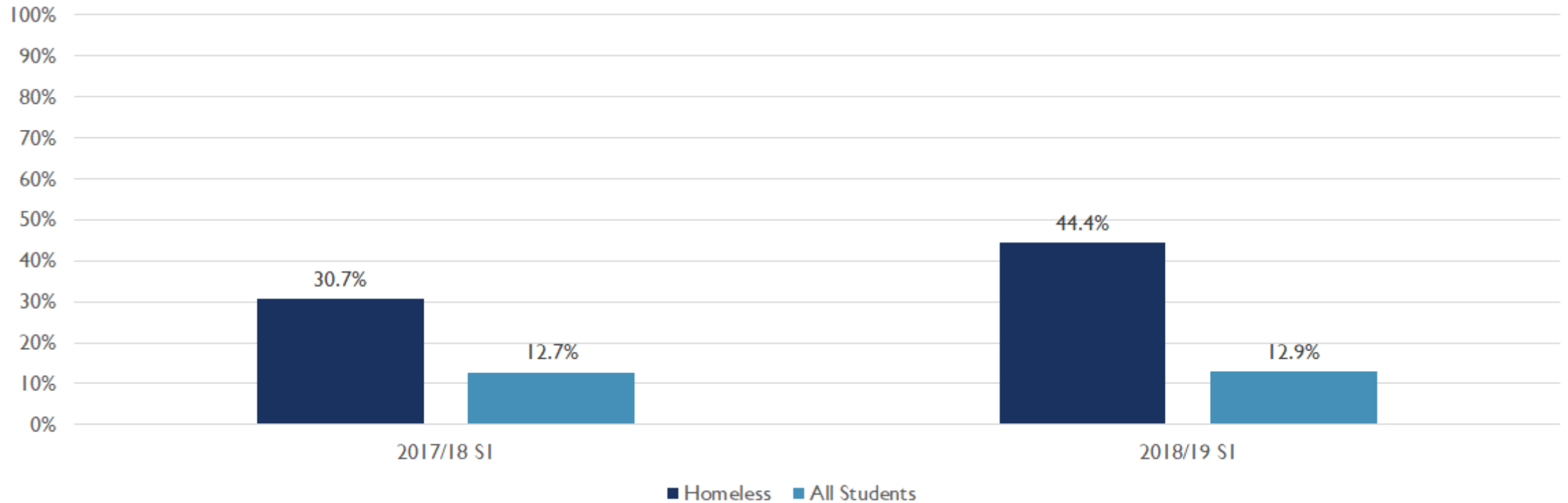


# PERCENT BREAKDOWN OF HOMELESS STUDENTS BY ETHNICITY: 2017/18 & 2018/19

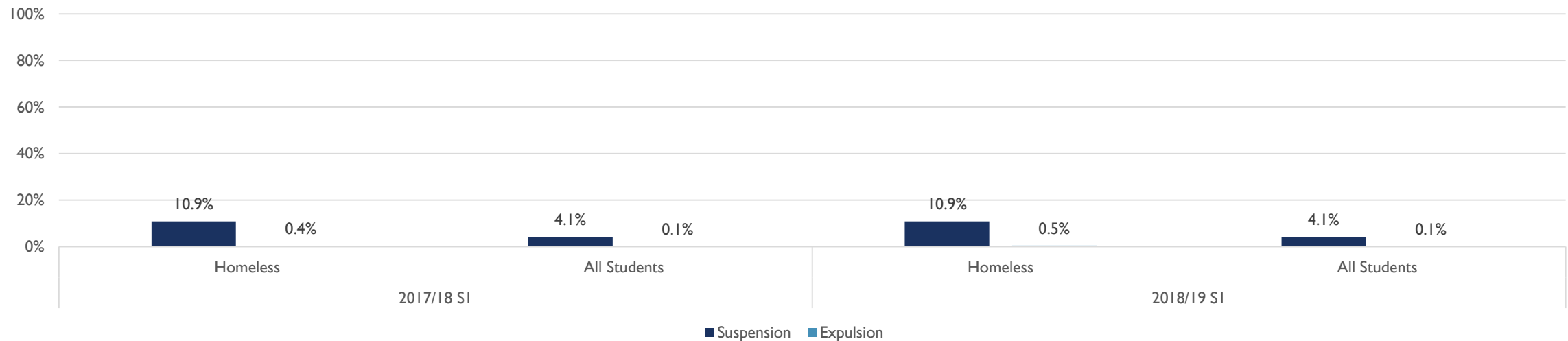


	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races
2017/18	246	14	2	953	14	4	87	28
2018/19	99	6	0	255	12	2	51	16

# CHRONIC ABSENTEEISM RATE FOR HOMELESS STUDENTS: SEMESTER I, 2017/18 & 2018/19



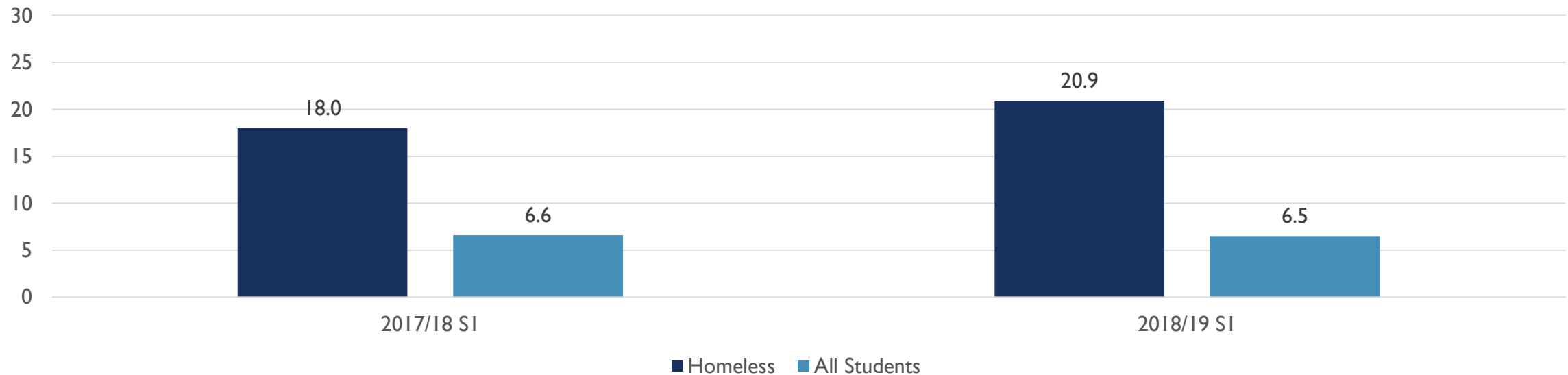
# PERCENT OF UNIQUE HOMELESS STUDENTS\* WHO WERE SUSPENDED/EXPELLED: SEMESTER I, 2017/18 & 2018/19



	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

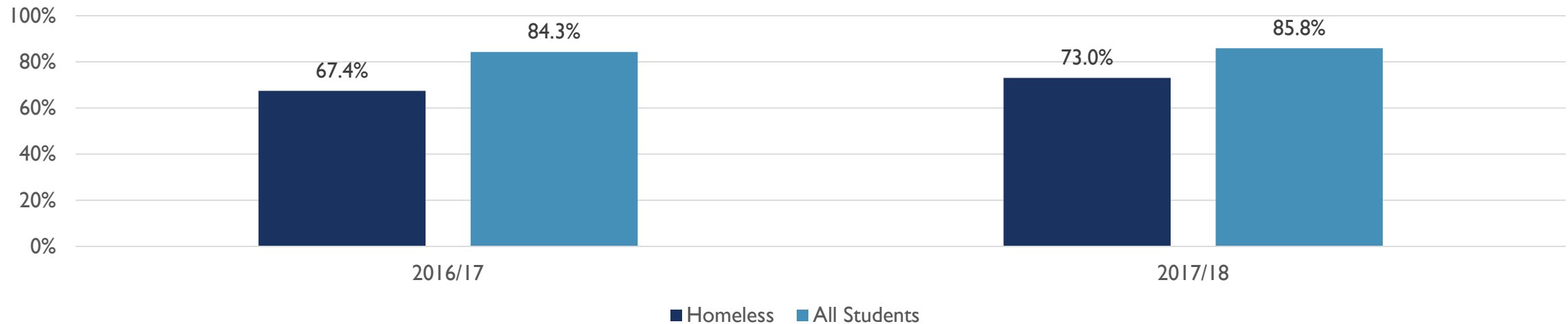


# SUSPENSION INSTANCES PER 100\* FOR HOMELESS STUDENTS: SEMESTER I, 2017/18 & 2018/19



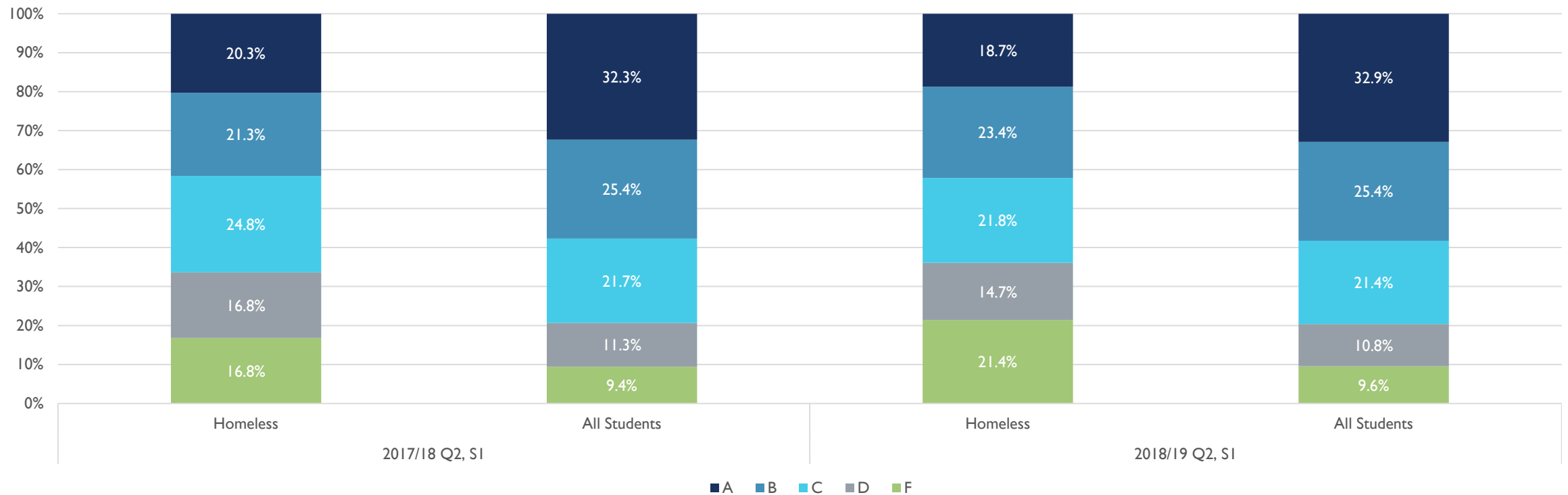
	Homeless 2017/18	All Students 2017/18	Homeless 2018/19	All Students 2018/19
Suspension Instances	242	4,642	92	4,578
Students Enrolled	1,348	70,625	441	70,712

# 4-YEAR COHORT GRADUATION RATE FOR HOMELESS STUDENTS: 2016/17 & 2017/18

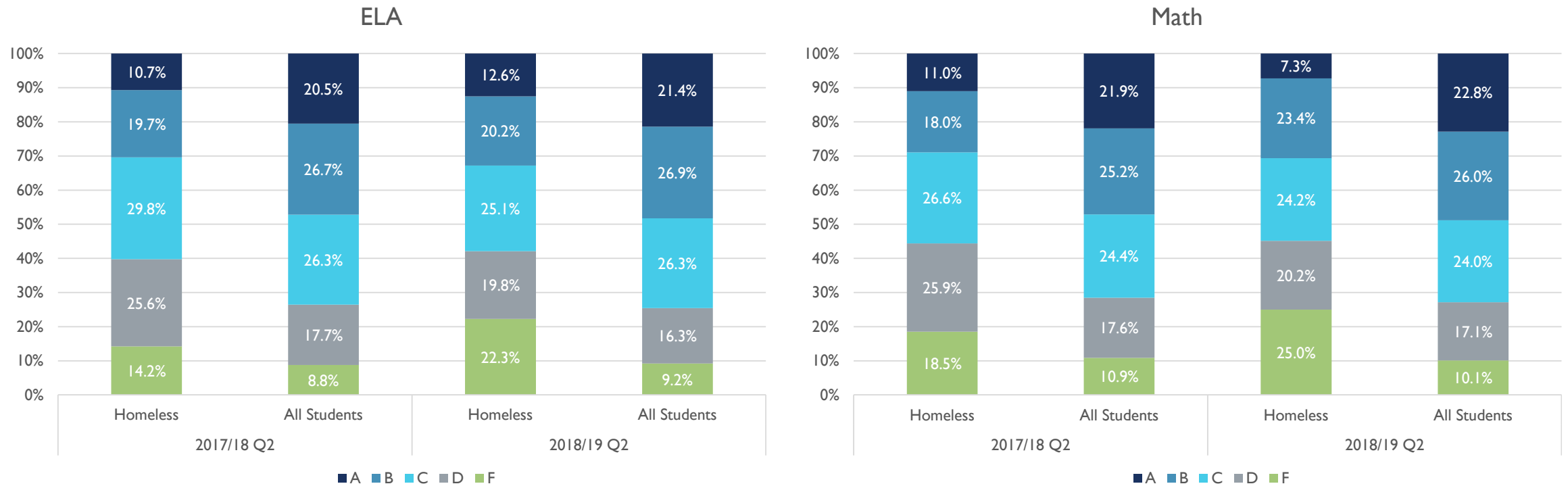


	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Homeless	176	261	206	282
All Students	3,787	4,494	3,723	4,337

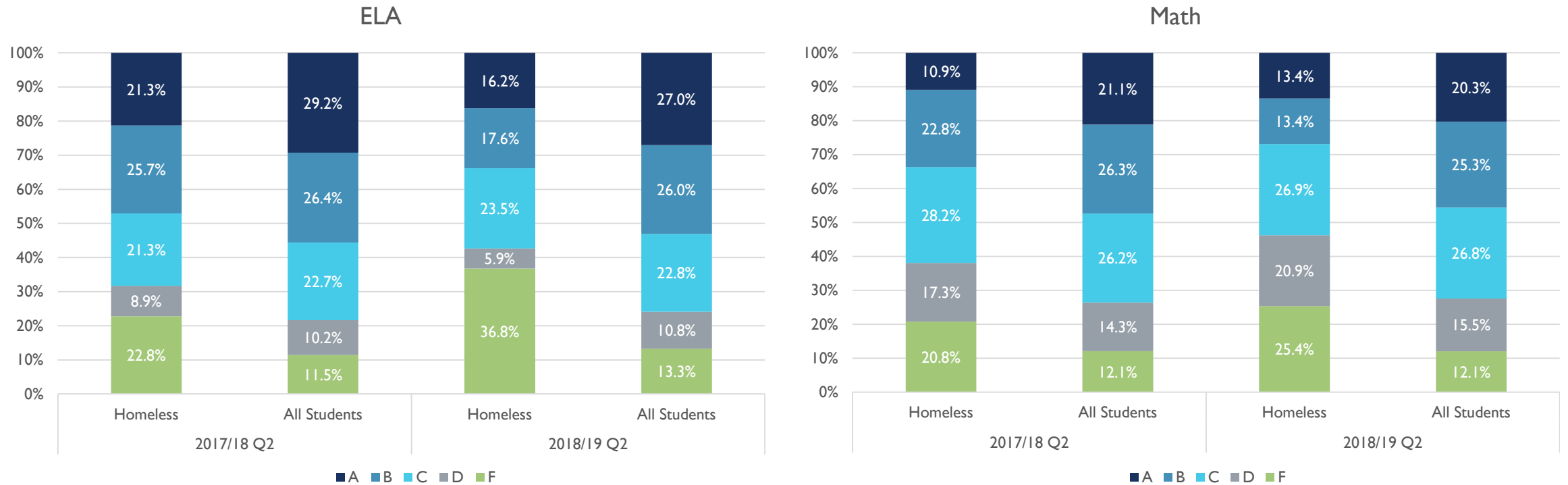
# PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR HOMELESS STUDENTS: QUARTER 2/SEMESTER 1\*, 2017/18 & 2018/19



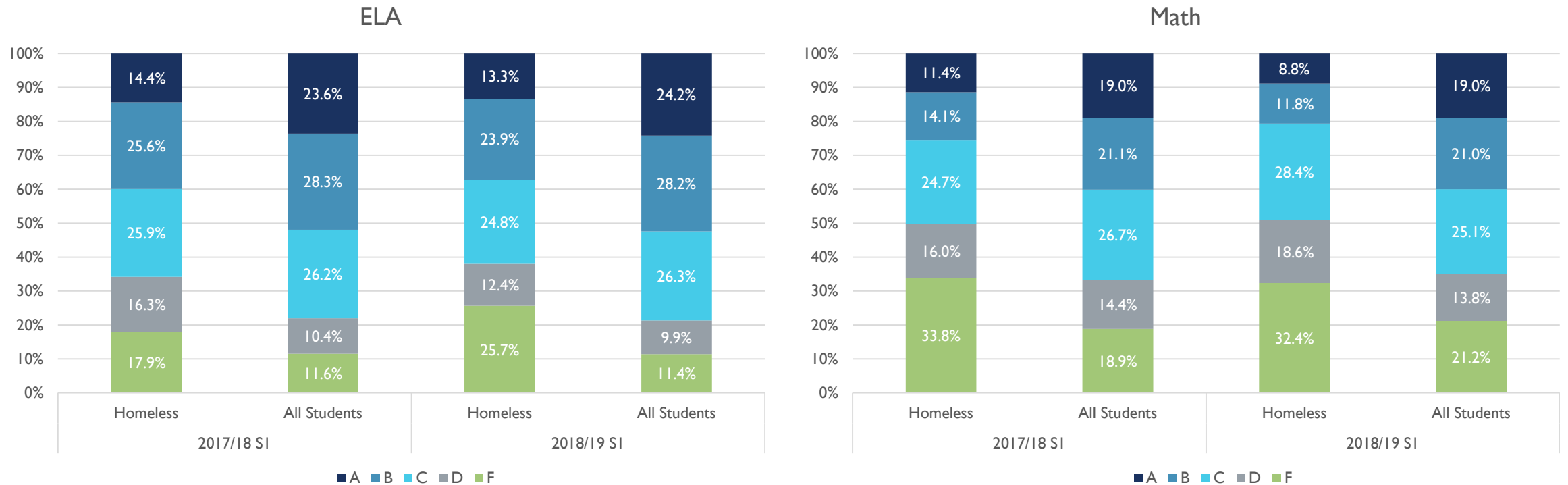
# PERCENT BREAKDOWN OF LETTER GRADES IN ELA AND MATH FOR HOMELESS STUDENTS: QUARTER 2, 2017/18 & 2018/19 ( 3<sup>RD</sup> – 6<sup>TH</sup>)



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



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





# 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

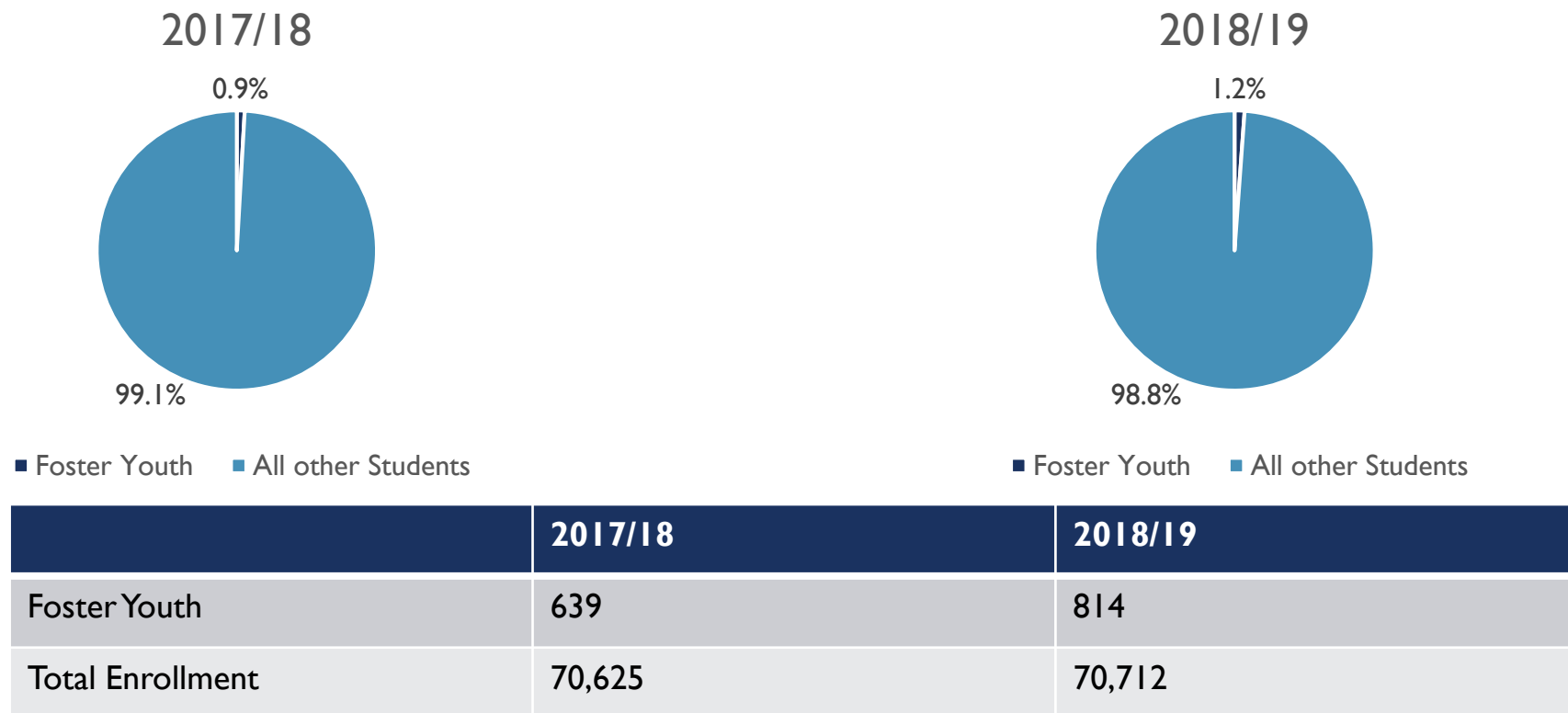
- Improvement science model
- Problem of practice addressed: High foster youth suspension rates
- Facilitated by Fresno County Superintendent of Schools and Equity and Access
- Participants included: DPI, Site Personnel, and Equity and Access
- Received input and feedback along the way from:
  - A foster 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



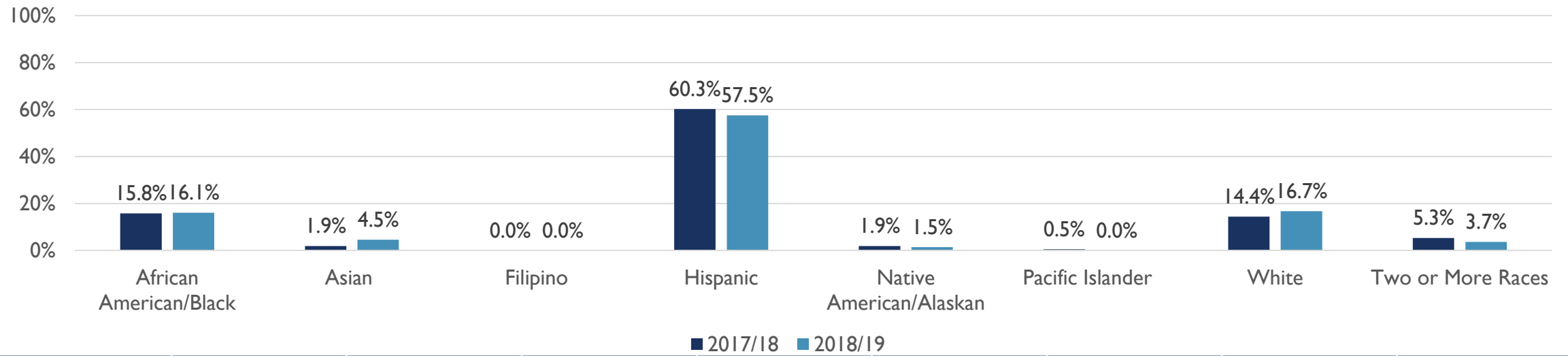
# FOSTER YOUTH PIVOT PROCESS AND OUTCOMES

- 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

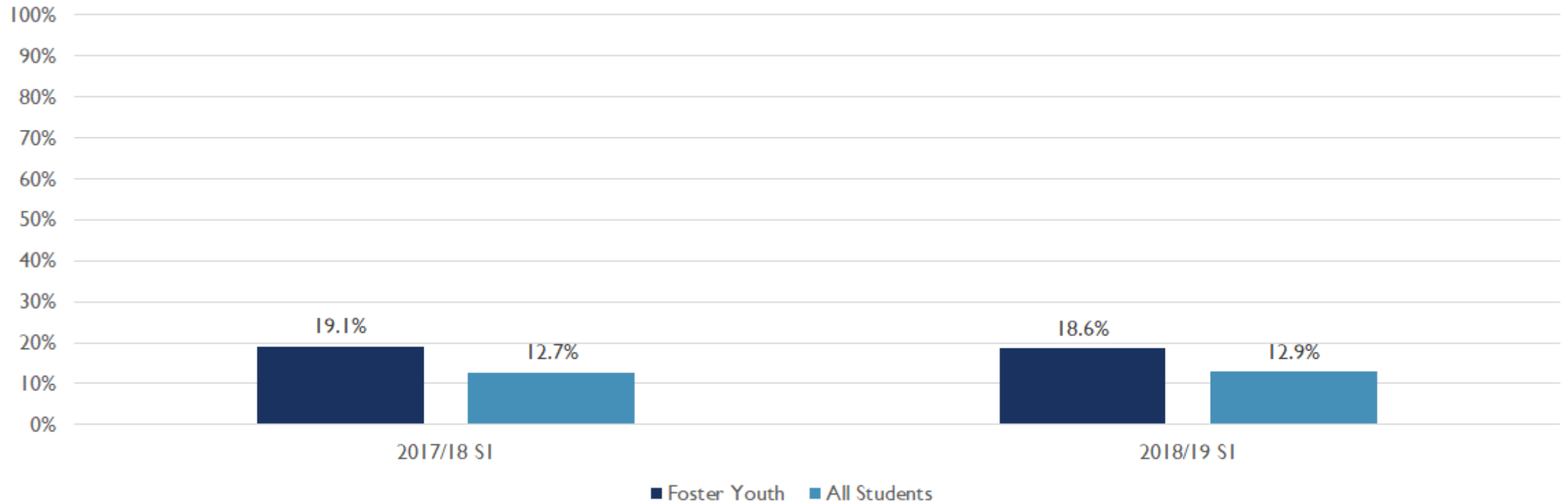


# PERCENT BREAKDOWN OF FOSTER YOUTH STUDENTS BY ETHNICITY: 2017/18 & 2018/19

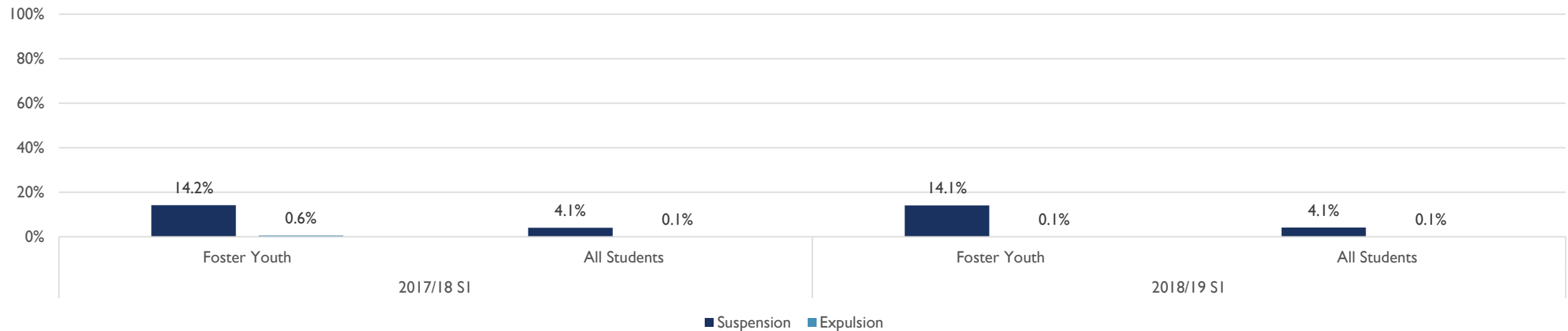


	African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Two or More Races
2017/18	101	12	0	385	12	3	92	34
2018/19	131	37	0	468	12	0	136	80

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

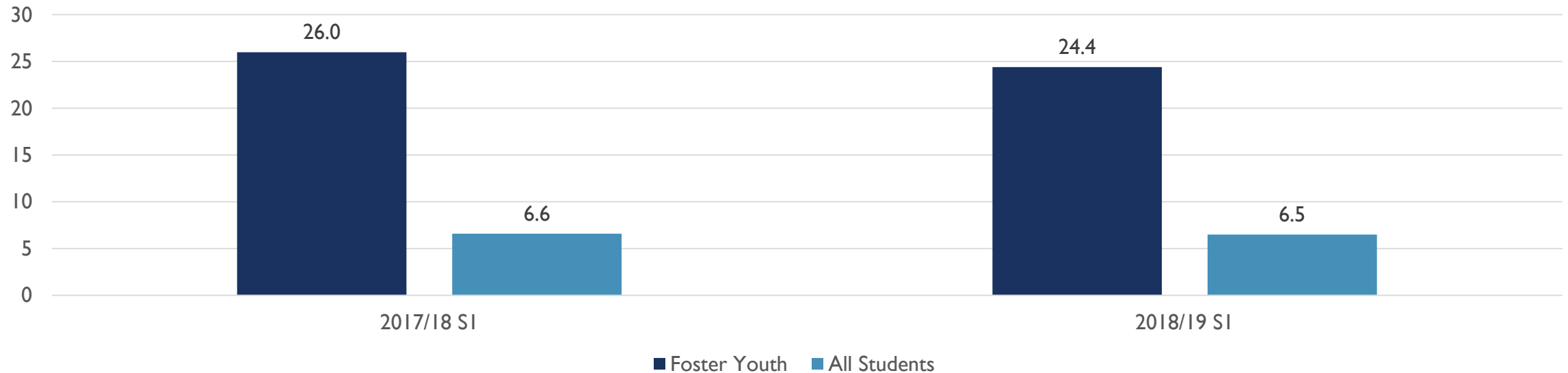


# PERCENT OF UNIQUE FOSTER YOUTH STUDENTS\* WHO WERE SUSPENDED/EXPELLED: SEMESTER I, 2017/18 & 2018/19



	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

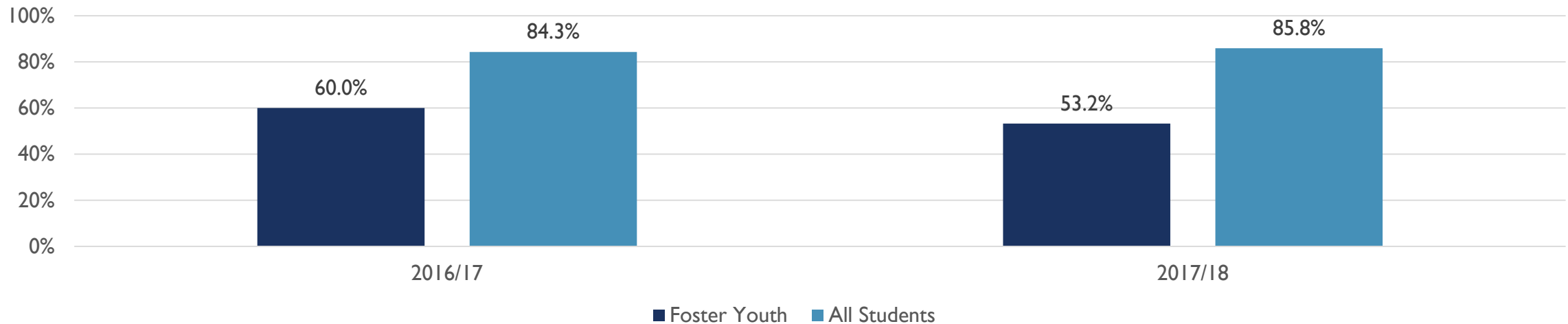
# SUSPENSION INSTANCES PER 100\* FOR FOSTER YOUTH STUDENTS: SEMESTER I, 2017/18 & 2018/19



	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

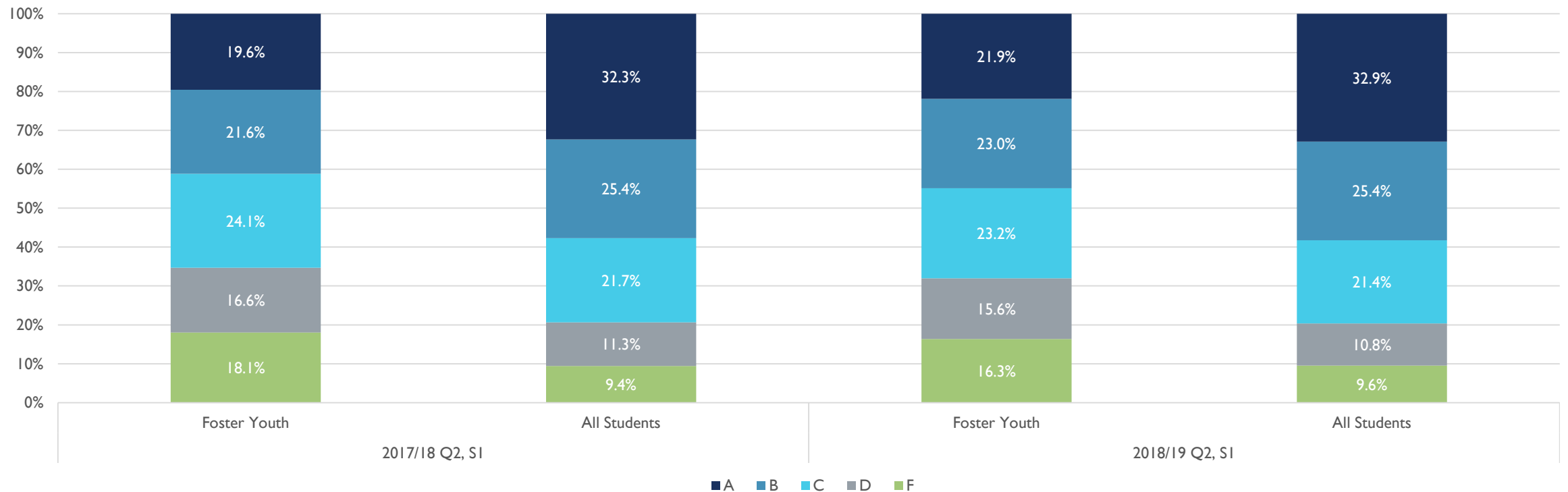


# 4-YEAR COHORT GRADUATION RATE FOR FOSTER YOUTH STUDENTS: 2016/17 & 2017/18

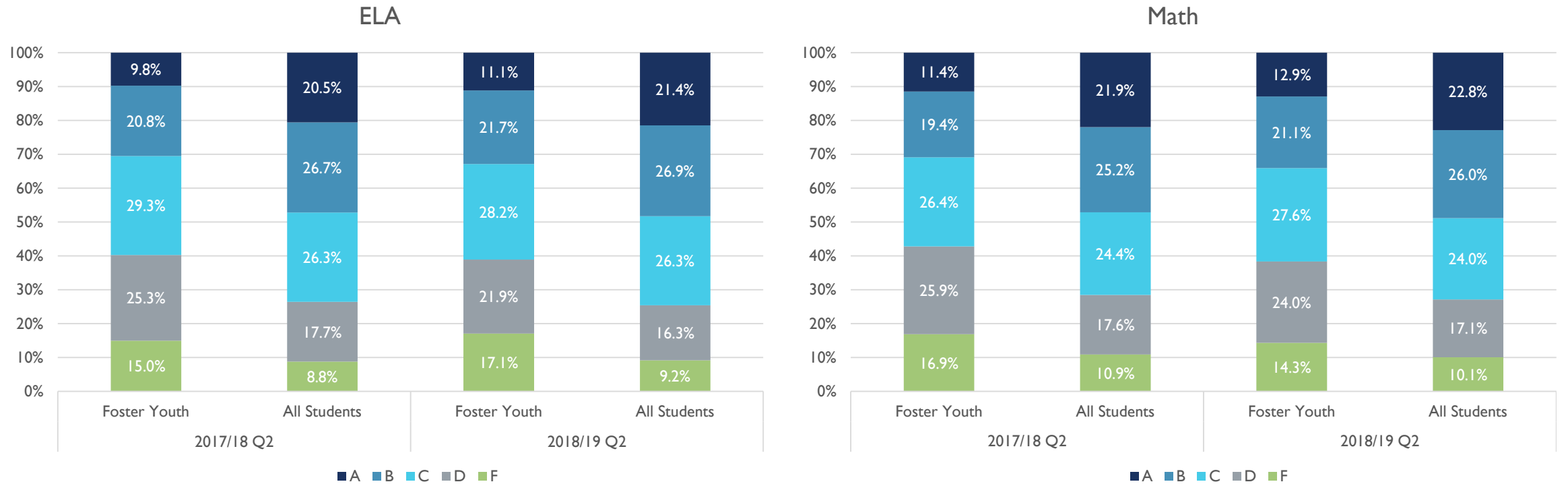


	Graduates 2016/17	Cohort 2016/17	Graduates 2017/18	Cohort 2017/18
Foster Youth	48	80	41	77
All Students	3,787	4,494	3,723	4,337

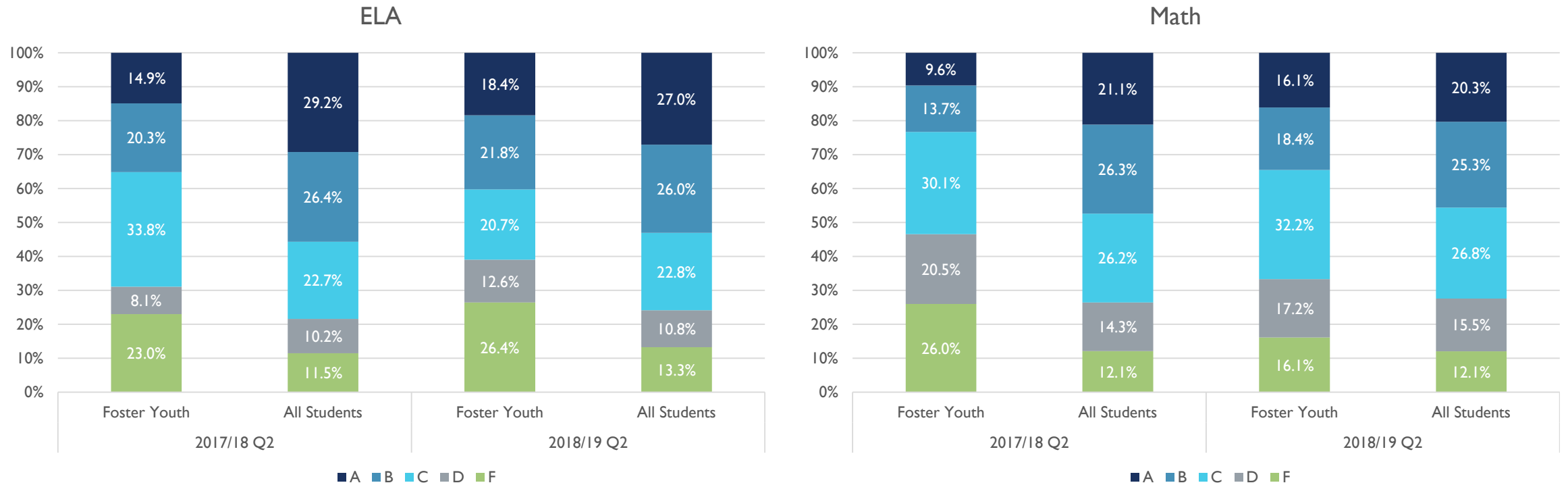
# PERCENT BREAKDOWN OF LETTER GRADES IN ALL SUBJECTS FOR FOSTER YOUTH STUDENTS: QUARTER 2/SEMESTER 1\*, 2017/18 & 2018/19



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



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



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

