Fresno Unified School District
Board Communication

BC Number EA-1
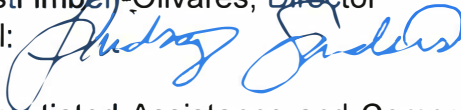
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval:

Date: October 25, 2019

Phone Number: 457-3896

Regarding: Differentiated Assistance and Comprehensive Support and Improvement in Fresno Unified School District

The purpose of this communication is to provide the Board updated information regarding the District's ongoing work with foster youth, homeless students, and students with disabilities, the student groups identified for differentiated assistance, as well as supports for schools identified as Comprehensive Support and Improvement (CSI) sites.

Foster youth, homeless students, and students with disabilities were identified as the student groups in differentiated assistance with two or more red indicators. Foster youth and students with disabilities have two red indicators for Graduation and the College and Career Indicator (CCI). Homeless students have two red indicators in chronic absenteeism and suspension rates. In addition, nine school sites were identified as CSI: Addicott, Hidalgo Elementary, Ahwahnee MS, Fort Miller MS, Tioga MS, Terronez MS, J.E. Young, Cambridge, and DeWolf.

The attached slide deck includes an update on actions that are being implemented for differentiated assistance for foster students, homeless students, and students with disabilities, as well as an update on actions being taken for CSI. CSI actions include site-based Guiding Coalition meetings, identification of change ideas, development of action plans, and the first Collaborative Cabinet Consultation (C3) meeting where principals presented their instructional and operational strengths/needs, opportunities for improvement, and current barriers to cabinet members and other district leaders.

Included with this communication is a school-level report for these metrics.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471. Approved by Superintendent
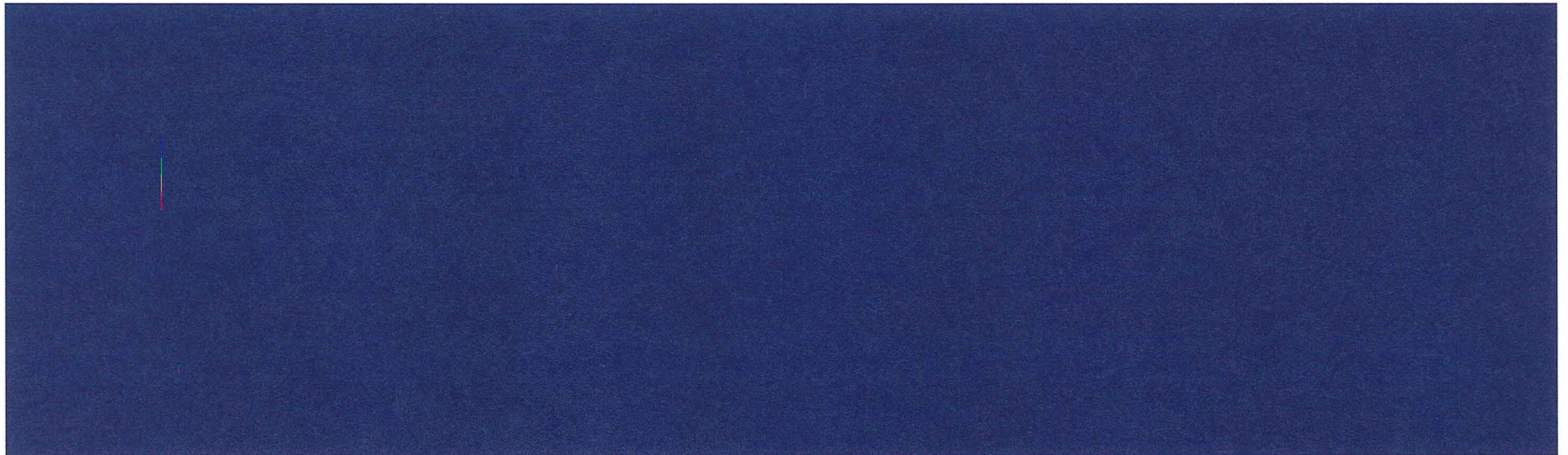
Robert G. Nelson Ed.D. _____ Date: 10/25/19

Fresno Unified School District

DIFFERENTIATED ASSISTANCE AND COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) PROGRESS UPDATE

OCTOBER 25, 2019

PREPARED BY EQUITY AND ACCESS

DIFFERENTIATED ASSISTANCE

DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- The state's priorities for education include:

  - Priority 4: Student Achievement (math and English test scores, English learner progress)

  - Priority 5: Student Engagement (graduation rates, chronic absenteeism)

  - Priority 6: School climate (suspension rates), and

  - Priority 8: Outcomes in a Broad Course of Student (College/Career).

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.
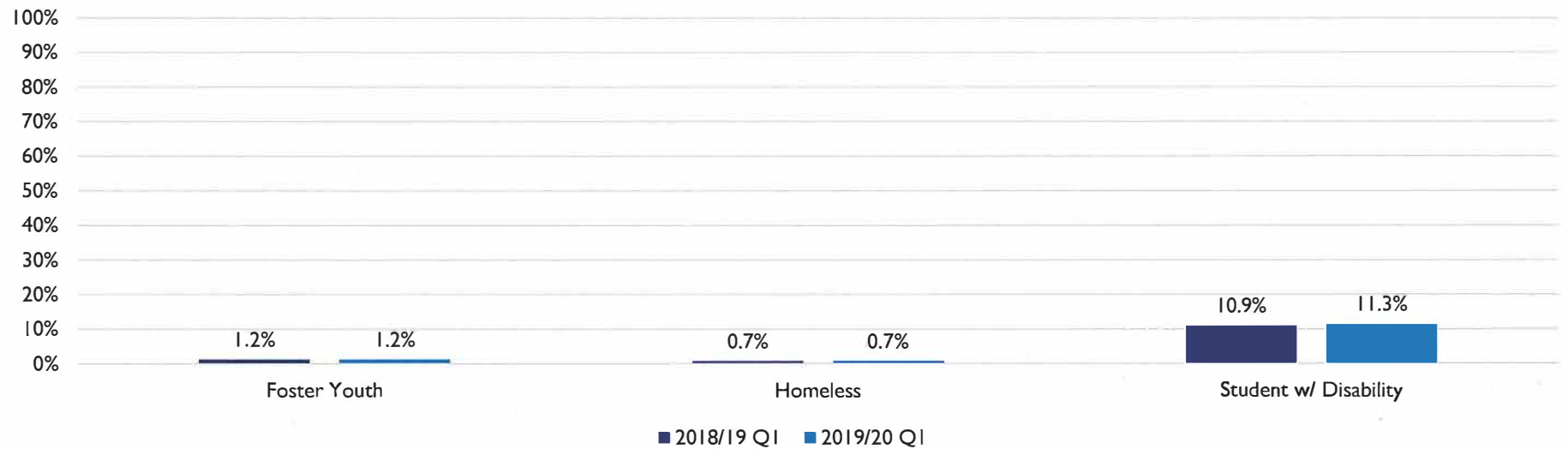
DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 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, foster youth, and homeless youth are the student groups identified as performing very poorly.

- Students with disabilities and foster youth are no longer red in suspension rates and ELA, but they have two red indicators for graduation rates and college and career.

- Homeless students have two red indicators in chronic absenteeism rates and suspension rates.

ENROLLMENT FOR 2018/19 – 2019/20 QUARTER 1, BY STUDENT GROUP

Year	Foster Youth	Homeless	Student w/ Disability	Total Enrollment
2018/19 Quarter 1	872	544	7989	73625
2019/20 Quarter 1	869	518	8409	74169

FOSTER YOUTH AND STUDENTS WITH DISABILITIES

DIFFERENTIATED ASSISTANCE FOR GRADUATION RATE AND COLLEGE AND CAREER INDICATOR

ACTION TAKEN FOR DIFFERENTIATED ASSISTANCE: SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC)

Goal: To improve outcomes for students with disabilities, using improvement theory.

Vision of the NIC: To further develop our knowledge and skills to lead, coach and facilitate improvement outcomes for students with disabilities in our district related to graduation rate and college/career readiness.

Fresno Unified has joined with WestEd and Fresno County to work jointly as collaborative thinking partners by:

- Building capacity,
- Fostering systematic collaboration, and
- Learning together

.....resulting in improved student outcomes leading to sustainable change.

SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: VIRTUAL MEETINGS

FCSS Differentiated Assistance
FUSD Unified NIC-Virtual Mtg. Plan

WestEd

Padlet Link: https://bit.ly/NICFC

Virtual #1 & #2 8/27/19 9/17/19 8:30 am	Virtual #3 11/21/19 8:30 am	Virtual #4 2/25/19 8:30 am	Virtual #5 4/28/20 8:30 am	Virtual #6 6/15/20 8:30 am
Narrowing our topic for improvement

Three Questions of Improvement

Our goal for in-person NIC #1 with teams | What worked and what didn't work

Next steps

How a NIC begins to form

Introduction to Consultancy | Review Consultancy

Review Investigation of System

Set up our drivers | Review of process

Team report out what is improving and what is not?

Aim or change

Tools: Appreciative Inquiry to inform your driver diagram

Team Assessment | What did you learn from consultancy?

Next steps for your team protocol

Introduction to improving team performance

PDSA starting over building a fishbone 2.0 |

Virtual meetings:
- 1 Hour, only NIC Lead
- Virtual meetings will occur between In-person meetings to continue work at each site

In-Person meetings:

The seven comprehensive FUSD high schools have committed to becoming a NIC. The NIC model is a promising way to address complex educational problems. NICs bring diverse expertise to bear on specific problems of practice, and what's learned in one part of the network can be quickly spread to and tested in other contexts.

- Each site has a LEAD and CO-LEAD for their team

- The LEADS and CO-LEADS participate in 6 virtual meetings with our WestED and FCSS partners.

SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: IN-PERSON MEETINGS

FCSS Differentiated Assistance
FUSD Unified NIC

WestEd

Padlet Link: https://bit.ly/NICFC

Meeting #1: 7/19/19	Meeting #2: 10/15/20	Meeting #3: 1/21/20	Meeting #4: 3/24/20	Meeting #5: 5/14/20
• Introduction to improvement • ARC of the Work • Identifying barriers to improvement • Setting up your improvement journey	• Review of mtg. 1 with teams • Narrowing our topic for improvement • Learning to investigate your system ***Tools/Protocols:*** • *Empathy Interviews* • *Force Field Analysis* • *Affinity P.*	• Building your Root Cause • Consultancy • Plan for investigation of the system • Introduction into Driver ***Tools/Protocols:*** • *Investigating your system* • *Cause/Effect Diagram* • *Consultancy Protocol* • *Process Map*	• Change idea v. change concept • Building Aims, Drivers, Change Ideas • Introduction to PDSA ***Tools/Protocols:*** • *Driver Diagram* • *FEMA*	• Review of PDSA Cycle • Using Data to improve ***Tools/Protocols:*** • *Appreciative Inquiry*

Virtual meetings:
- *1 Hour, only NIC Lead*
- *Virtual meetings will occur between in-person meetings to continue work at each site*

- Each site has a team of 6 various staff members, (GE Teachers, SPED Teachers, School Psychologist, Counselor, etc.) based on site needs.

- Site Teams participate in 5 face to face PL facilitated by FUSD, WestEd, and FCSS

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR FOSTER YOUTH: DEPARTMENT OF PREVENTION AND INTERVENTION 2019/20

Goal 1: By June 2020, 100% of incoming freshmen foster students will be enrolled in College/Career Readiness courses for the 2020/2021 academic school year.

Goal 2: By June 2020, 90% of 12th grade foster students will graduate from high school with a higher education/career plan.

Completed Actions

- 2 Project ACCESS Academic Counselors provide academic intervention/support to foster students.

- 2018/19 data was analyzed to identify school sites with the largest amount of foster students who are off-track on their A-G requirements.

- Project ACCESS Counselors conducted a presentation for all high school academic counseling teams to inform them of their foster students' College and Career 2018/2019 data.

- Project ACCESS Counselors analyzed all 9-12th grade foster students' transcripts to assess students on their A-G requirements.

- Project ACCESS Counselors and site counselors work collaboratively in reviewing foster students' schedules to ensure they are enrolled in rigorous courses.

- Project ACCESS Counselors utilize AB167 credit waivers as a last resource for foster students to graduate by completing minimum state graduation requirements.

Planned Actions

- Project ACCESS Counselors will select 9th grade foster students to participate in college field trips to provide them with an opportunity to view college campuses and learn about support programs. (Spring 2020)

- Project ACCESS Counselors will review all current 8th grade foster students 4th quarter records to ensure they are enrolled in A-G courses for the first semester of their freshmen year. (Spring 2020)

- Project ACCESS Counselors will utilize newly developed tools to help all foster students identify a career path/interest. (Fall 2020)

HOMELESS STUDENTS

DIFFERENTIATED ASSISTANCE FOR SUSPENSION RATE AND CHRONIC ABSENTEEISM

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR HOMELESS: DEPARTMENT OF PREVENTION AND INTERVENTION 2019/20

Goal 1: By June 2020, 100% of homeless students who were chronically absent during the 2018/2019 academic school year will have a targeted assessment completed by a CWA.

Completed Actions

- 2018/2019 district data was analyzed to identify school sites with the highest percent of homeless students, suspension rates and chronic absenteeism.
  - Lowell and Fort Miller were identified for targeted support.
- A meeting was conducted with Lowell's principal to discuss data and potential supports needed to improve attendance and suspension rates for homeless students.
- A Chronic Absenteeism Power BI was developed to help identify students in need of support.

Planned Actions

- A District Attendance Coordinator will be added to Fort Miller's CSI team to help identify barriers to attendance for homeless students.
- A CWA will be hired in the 2019/2020 academic school year to work specifically with homeless students that are chronically absent. (Spring 2020)
  - We are currently in the process of interviewing candidates for the role.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

CSI IN CALIFORNIA

- In 2018-19, federal changes to the Every Student Succeeds Act (ESSA) mandated a new system of annual differentiation which requires states to use their accountability systems to identify the lowest performing schools.

- For the first time in January 2019, California identified its schools in need of Comprehensive Support and Improvement (CSI).

- Schools qualify for CSI

  - All high schools with graduation rates below 67%

  - Lowest performing 5% 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

FUSD SCHOOLS IDENTIFIED IN CSI

- 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

ACTIONS TAKEN FOR CSI AT DISTRICT-LEVEL: CSI SUPPORT TIMELINE 2019/20

1

Meeting 1

Problem of Practice (POP) & Root Cause

Tools/Protocols:
- *Fishbone Activity*
- Root Cause
  What root cause, if resolved, would have the greatest impact on our POP?

2

Meeting 2

Review Theory of Action & Process Map

Tools/Protocols:
- *Process Map*
- *Change Idea(s)*

3

Meeting 3

Collaborative Cabinet Consultation (C3)

Tools/Protocols:
- Monitor school's instructional and operational needs
- Discuss strengths and opportunities for improvement
- Deploy resources in a timely manner to address critical issues

4

Meeting 4

Report Findings on Implementation and Communication of Change Idea(s)

Tools/Protocols:
- Review data:
  - Implementation and communication of change idea(s)

5

Meetings 5-7

Refine/Solidify Change Ideas

Test Change Ideas

Tools/Protocols:
- Collect data
- Monitor Process & impact
- Study and reflect process

Please note that we are currently on Meeting 4 of our timeline.

Prepared by Equity & Access   Title: Differentiated Assistance & CSI

ACTIONS TAKEN FOR CSI BY SCHOOL SITE: PROBLEM OF PRACTICE AND ACTIONS, 2019/20

School Sites	Problem of Practice	Action(s)
Addicott	Chronic Absenteeism	Identified gaps in the fever protocol to monitor, measure, and provide
Hidalgo	Tier 1 instruction	Developed and reviewed rigorous lessons within Accountable Communities
Ahwahnee	Suspensions	Identified gaps and refined targeted intervention to ensure that teachers are aware of and consistently implementing the process
Fort Miller	Chronic Absenteeism	Identified gaps in process to monitor, measure, and provide appropriate interventions in academics, behaviors, & social-emotional
Terronez	ALL teachers don't share in literacy goals	Monitored, reviewed, and provided feedback to teachers regarding the use strategies (RACE when responding to text-dependent questions, grade-level texts, and close-reading strategies)
Tioga	Chronic absenteeism; climate & culture, impact on student connection	Identified gaps and refined interventions to monitor the impact on student connection
Cambridge	Graduation rate	Monitored and reviewed quarterly data chats between staff/students to identify gaps in the intervention process,
DeWolf	Graduation rate	Monitored master schedule based on student needs
J.E. Young	Graduation rate	Reviewed and monitored the new process of student transitions, quarterly, to improve the graduation rate

Comprehensive Support and Improvement (CSI) Site Report

School Name	Enrollment		Chronic Absenteeism Rate			Suspension Rate			SBAC ELA Average Distance from Standard		SBAC Math Average Distance from Standard		Graduation Rate		College/Career Readiness	
	2018/19 Q1	2019/20 Q1	2017/18 Q1	2018/19 Q1	2019/20 Q1	2017/18 Q1	2018/19 Q1	2019/20 Q1	2017/18	2018/19	2017/18	2018/19	2016/17	2017/18	2016/17	2017/18
Addicott School	53	49	62.0%	82.7%	62.8%	0.0%	0.0%	- 0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ahwahnee Middle	835	806	12.4%	15.0%	17.6%	4.9%	2.7%	4.1%	-60.7	-63.4	-96.9	-109.9	N/A	N/A	N/A	N/A
Cambridge High	548	559	N/A	N/A	N/A	1.6%	2.3%	2.5%	-151.5	-158.4	-233.6	-226.3	30.7%	28.0%	0.5%	0.5%
Dewolf High	205	187	N/A	N/A	N/A	4.2%	2.9%	3.2%	-168.5	-169.7	-228.9	-220.6	43.0%	32.8%	1.4%	0.0%
Fort Miller Middle	686	702	25.2%	23.9%	23.5%	4.6%	8.0%	3.0%	-111.7	-101.8	-166.3	-160.2	N/A	N/A	N/A	N/A
Hidalgo Elementary	657	654	20.0%	15.1%	14.1%	3.2%	1.5%	2.0%	-85.3	-62.9	-83.1	-60.7	N/A	N/A	N/A	N/A
JE Young Academic High	317	345	85.7%	83.3%	90.9%	0.7%	0.7%	0.3%	-99.4	-106.8	-186.1	-193.4	57.0%	66.4%	3.6%	7.4%
Terronez Middle	678	666	11.1%	9.0%	10.7%	2.9%	3.6%	4.5%	-67.1	-73.8	-125.4	-120.6	N/A	N/A	N/A	N/A
Tioga Middle	697	662	15.5%	15.6%	17.5%	2.1%	1.1%	1.1%	-56.2	-46.3	-133.6	-96.3	N/A	N/A	N/A	N/A

Please note enrollment, chronic absenteeism, and suspension rates are compared quarterly for progress Board communications. This data is collected from ATLAS.

SBAC ELA and Math data is also collected from ATLAS.

Graduation and College/Career is annual data reported by CDE only for high schools. We do not have a 2018/19 Graduation or College/Career rate from CDE yet.

Please note that Chronic Absenteeism data includes K-8 students only. The California Dashboard includes only K-8 students in the calculation of the Chronic Absenteeism indicator.