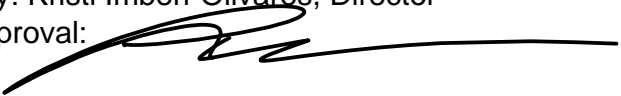


Fresno Unified School District
Board Communication

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 30, 2020

Phone Number: 457-3896

Regarding: Differentiated Assistance and Comprehensive Support and Improvement (CSI) in Fresno Unified School District Update

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. As a reminder, in March 2020, our State declared that schools identified for CSI or Additional Targeted Support and Improvement (ATSI) in 2019/20 will keep that status in 2020/21 and will continue to receive supports and adhere to their improvement plans. In addition to not identifying any new/additional school sites that need comprehensive support and intervention in 2020/21, our State agreed to also not identify any new school districts or student groups for differentiated assistance in 2020/21. School districts and schools will continue to receive assistance through 2020/21 if they were already identified based on the 2019 Dashboard.

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, fifteen school sites were identified as CSI: Addicott, Ahwahnee MS, Cambridge HS, DeWolf HS, Heaton ES, King ES, Lowell ES, Phoenix ES, Phoenix Secondary, Scandinavian MS, Tehipite MS, Tenaya MS, Terronez MS, Webster ES, and Yosemite MS.

During COVID-19, new CSI schools were afforded the opportunity to deeply learn the process of Continuous Improvement (Bridge meetings). After the Bridge meetings, CSI Guiding Coalition Meetings then reviewed research questions/data collection to ask "what do we want to learn about our system", following those meetings, sites focused on examining qualitative and quantitative data to inform Root Cause Analysis.

The attached infographic 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: Bridge, Debrief, Research Plan, and Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice. Also included with this communication is a school-level report for these metrics.

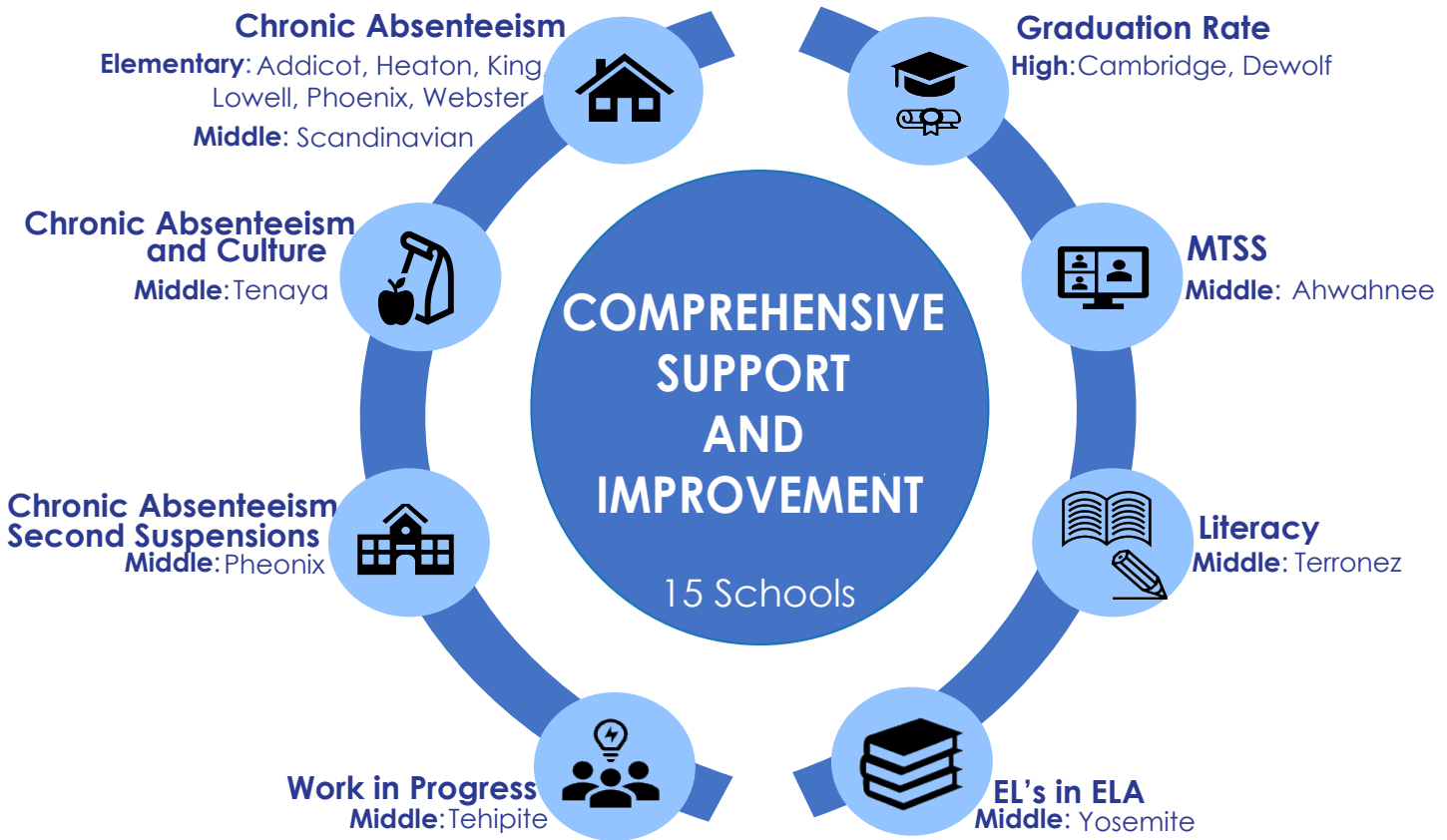
If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

Approved by Superintendent

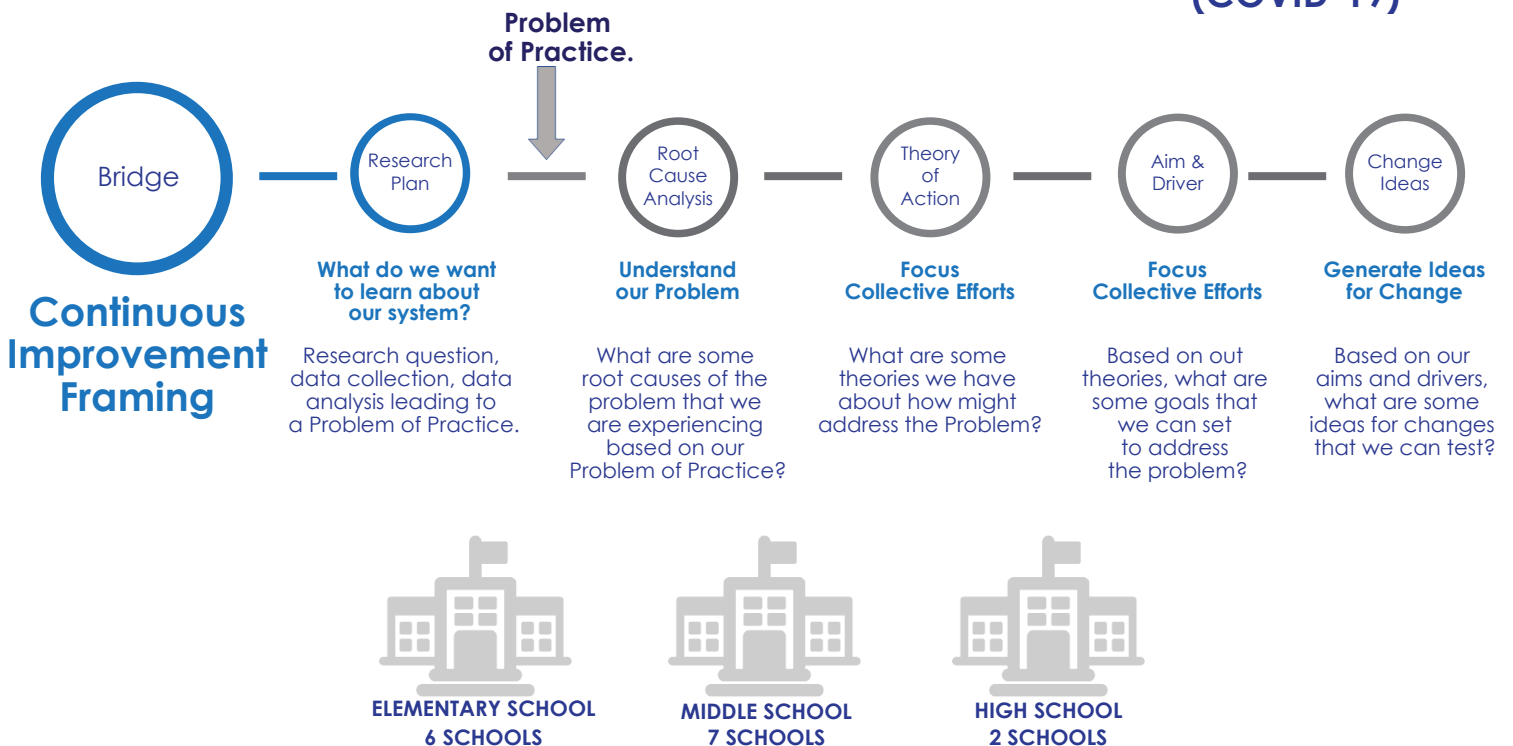
Robert G. Nelson Ed.D. 

Date: 10/30/2020

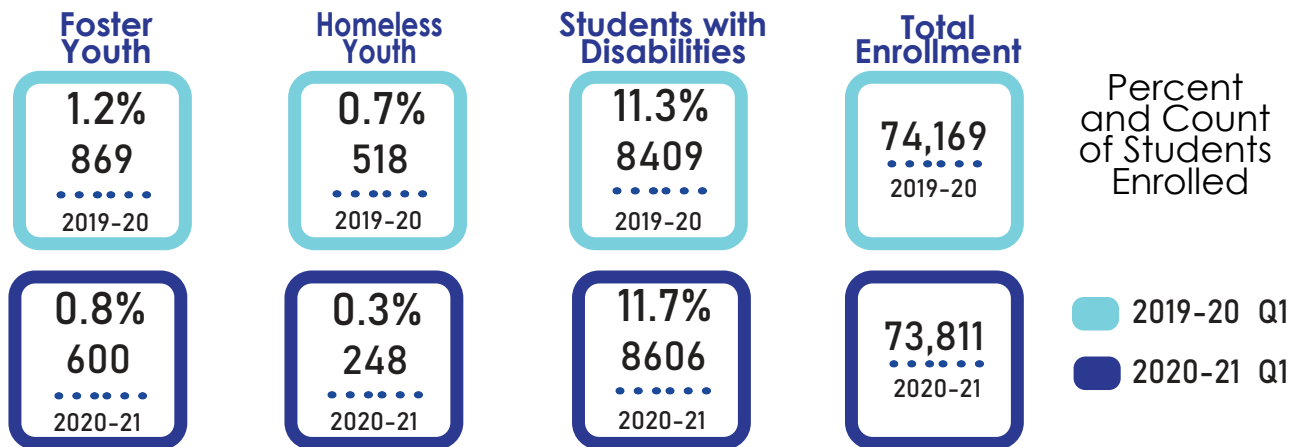
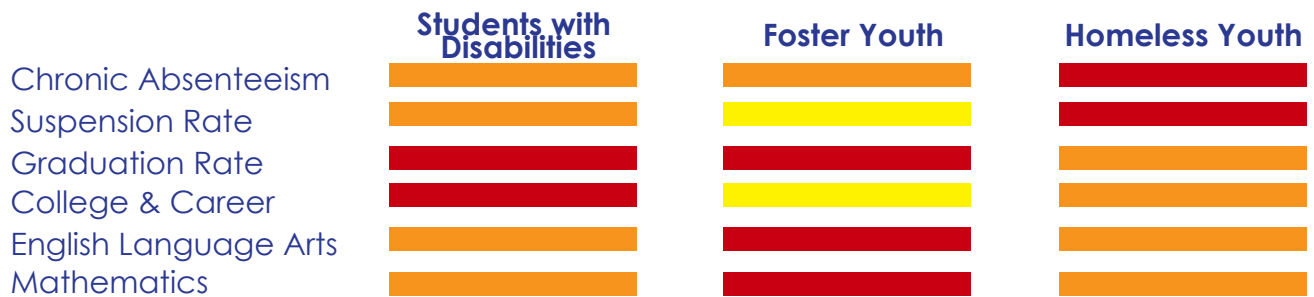
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) Sites Area of Focus



COMPREHENSIVE SUPPORT AND IMPROVEMENT PROCESS (COVID-19)



DIFFERENTIATED ASSISTANCE -- A District Focus



Foster & Homeless Youth 2020-21

Goal 1:

By Spring of the 2020/2021 school year, a written business process and standardized protocol will be developed for identification and enrollment for Foster and Homeless students within Fresno Unified.

Goal 2:

By August 2021, a written business process and standardized protocol will be implemented district wide for identification and enrollment of Foster Youth and Homeless students within Fresno Unified.

Planned Actions:

- By October 2020, a completed Action Plan will be developed as measured by the completion of the Action Plan template that will include action items, ownership, timeline, monitoring cycles, and measurements.
- By Spring of 2021, develop a business process and standardized procedures for enrollment of foster and homeless students as measured by written policies, procedures that include clarity around roles and responsibilities to support student success.
- Within the 2020/2021 school year, identify a school site to pilot the draft procedures as measured by a process of Plan, Do, Study, Act (PDSA) cycle
- By Fall of 2021/2022, implement the adopted written procedures district wide as measured by the identified monitoring system and process.

Homeless students to participate in small cohort return to school:

- Project ACCESS staff conducted 133 phone calls to all families who were coded as motel, shelter, and transient to inquire of their interest in participating in the first small cohort of students returning to school to participate in distance learning on campus.
- The Project ACCESS Shelter Clinical School Social Worker conducted visits to shelters and coordinated support with various shelter case managers to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in Phase 1 of students returning to school. A total of 87 students residing in shelters, motels, cars and other unstable living environments were part of the first cohort return to campus.
- Prevention and Intervention Child Welfare Attendance Specialists conducted home visits to motels to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in the first small cohort return to campus.

Foster & Homeless Youth 2020-21

Actions Completed:

- In January 2020, the Fresno County Superintendent of Schools provided differential assistance (DA) to FUSD and created a task force which includes: College and Career Readiness (CCR), Department of Prevention and Intervention (DPI), Equity and Access, and representatives from the Fresno County Superintendent of Schools Foster Youth Department, and Fresno County Department of Social Services.
- Monthly meetings were held from January 2020 through August 2020 and are continuing to be conducted during the 2020/2021 school year. The task force leadership is made up of Nancy Witrado, Director of CCR, Tumani Heights, Project Access Manager II, and Fresno County Superintendent of Schools DA team.
- From January 2020 through March 2020 there was progress monitoring and analyzing of qualitative and quantitative data which included:
- Student outcome: suspension, absenteeism, academic, career readiness
- During March and April of 2020, the team conducted a causal analysis of existing barriers within the system and determined three primary barriers including: a lack of a clearly defined standardized identification and enrollment process, lack of staff training, and lack of communication across the system.
- 547 phone calls were made to foster students and their families to inquire of their interest in participating in the first small cohort return to participate in virtual learning on campus. A total of 218 foster students expressed interest in potentially returning as part of a cohort
- Demographic; cohort tracking, ethnicity, student group,
- Perception data: Empathy Interviews across the system and protocols to solicit user voice
- Process data; current district protocols enrollment forms and identification process, education code, Dashboard business rules

Special Education 2020-21

Department Network Improvement Community (NIC)

Goal

Improve outcomes for ALL students by using improvement science to develop people to solve problems and improve performance!

The seven comprehensive FUSD high schools have committed to becoming a NIC.

NICs bring diverse expertise to bear on specific problems of practice, and what is learned in one part of the network can be quickly spread to and tested in other contexts

VIRTUAL MEETINGS:

- Each site has a LEAD and CO-LEAD for their team
- The LEADS and CO-LEADS participate in 4 virtual meetings with our WestED and FCSS Partners

Vision

Further develop our knowledge and skills to lead improvement outcomes for students with disabilities related to graduation rate and college/career readiness.!

IN-PERSON MEETINGS

- 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 4 Site huddle meetings lead by assigned coach, in a plan, do, study, act cycle.
- Site Teams participate in 3 face to face professional learnings using the consultancy model to reflect and refine their identified area of need.

Special Education

2020-21

Goal #1: Improve SPED Graduation Rate

- By June 2021, the SPED graduation rate will increase from 66.6 % (18-19 rate) to 74% (APR Target), as measured by annual performance review.
- By June 2022, the SPED graduation rate will increase by 8%, as measured by annual performance review.
- By June 2023, the SPED graduation rate will be >90%, as measured by annual performance review.

Goal #2: Decrease Disproportionality of African American and English Learner Students

- By June 2021, the percentage of African American students identified for Special Education services will decrease from 15.3% (current) to 10.7% (overall identification rate), as measured by annual performance review.
- By June 2021, the percentage of English Learner students identified for Special Education services will decrease from 18.9% (current) to 10% (overall identification rate), as measured by annual performance review.
- By June 2021, the percentage of African American students with disabilities who are suspended or expelled for more than 10 days will decrease from 3.4% (current) to 1.4% (overall rate), as measured by annual performance review. *This goal is not applicable thus far this year*

Goal #3: Increase Time in the Least Restrictive Environment (LRE)

- By June 2021, the percentage of students with disabilities who participate in general education environments less than 40% of the day will decrease from 30.22% (current) to <21.6% (APR target), as measured by annual performance review (APR)
- By June 2021, the percentage of students with disabilities who participate in general education environments more than 80% of the day will increase from 53.29% (current) to 60%, as measured by annual performance review (APR). *Current APR target is >52.2%*

Goal #4: Improve Student Achievement on Statewide Assessments

- By June 2021, the percentage of students participating in statewide assessments will increase from 94.0% (current ELA) and 92.6% (current math) to >95% (APR target), as measured by annual performance review.
- By June 2021, the average distance from Standard for ELA will decrease from -117.2 (current) to -107 as measured by annual performance review.
- By June 2021, the average distance from Standard for MATH will decrease from -142.6 (current) to -132 as measured by annual performance review.
- By June 2021, 85% of students using Unique curriculum will improve on the 3rd Unique Benchmark, as measured by the Unique Learning System.

Goal #5: Improve IEP compliance

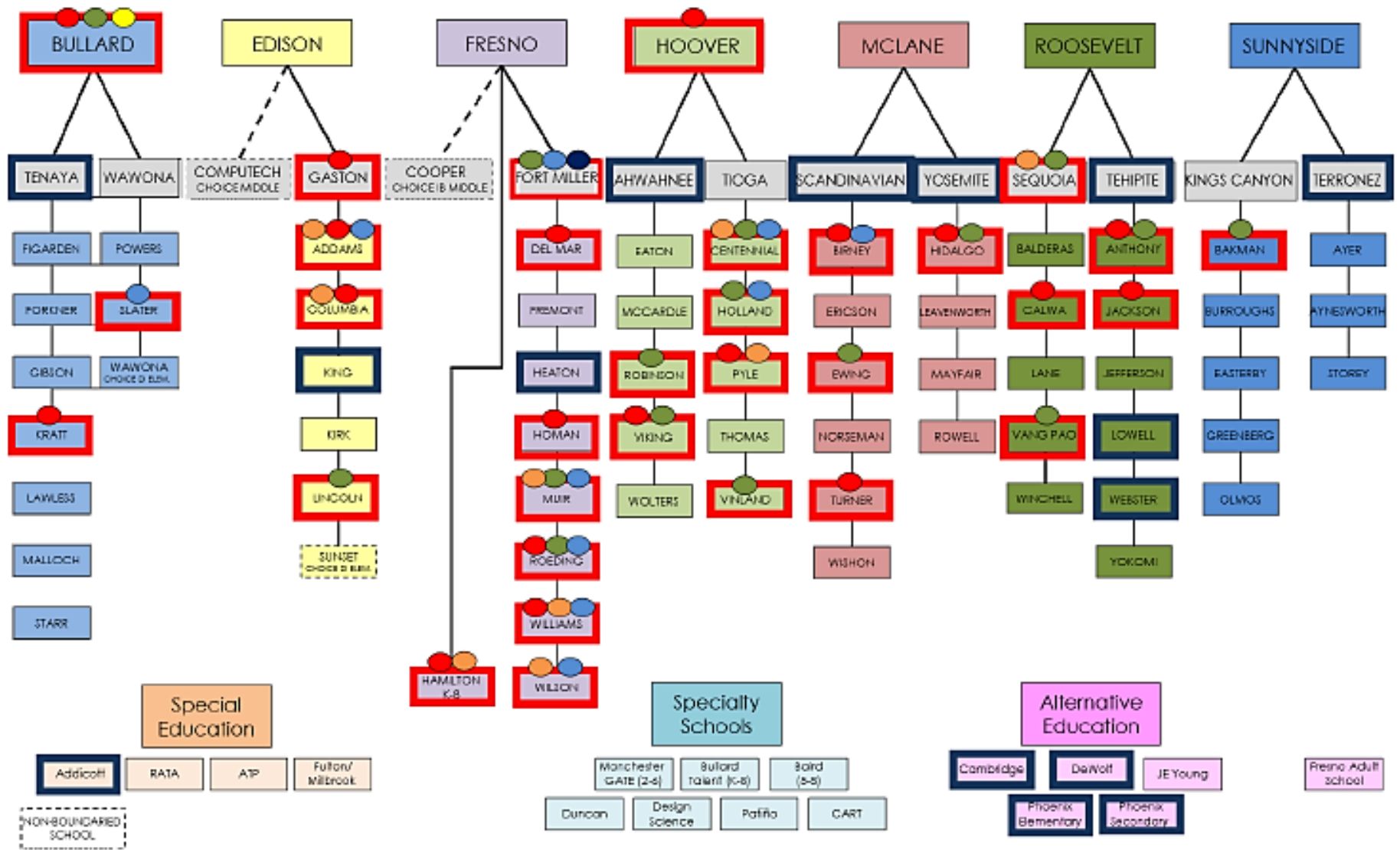
- By June 2021, all initial, annual, and triennial IEPs will be 100% compliant, as measured by SEIS data reporting system.

Goal #6: Improve Instruction (Refine metrics when district develops guidelines, currently in development)

- By June 2021, 85% of SPED classrooms will score 3 or 4 in Tenet 1, as measured by IPG observation tool data.
- By June 2022, 80% of SPED classrooms will score 3 or 4 in Tenet 2A, as measured by IPG observation tool data.
- By June 2021, 60% of SPED classrooms will score 3 or 4 in Tenet 2B, as measured by IPG observation tool data.
- By June 2021, 60% of SPED classrooms will score 3 or 4 in Tenet 3, as measured by IPG observation tool data.



2020-2021 CSI, ATSI Eligibility Map



ATSI Eligible Student Groups

- CSI (15 schools)
 - ATSI (32 schools) *
 - SWD (19 schools)
 - African-American (16 schools)
 - EL (1 school)
 - Homeless (9 schools)
 - White (10 schools)
 - SED (1 school)
- *Not including Charter School Sites