

Fresno Unified School District
Board Communication

BC Number EA-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval: Lindsay Sanders

Date: April 23, 2021

Phone Number: 457-3896

Lindsay Sanders (Apr 22, 2021 11:18 PDT)

Regarding: Differentiated Assistance and Comprehensive Support and Improvement 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 support 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 Middle School, Cambridge High School, DeWolf High School, Heaton Elementary School, King Elementary School, Lowell Elementary School, Phoenix Elementary School, Phoenix Secondary, Scandinavian Middle School, Tehipite Middle School, Tenaya Middle School, Terronez Middle School, Webster Elementary School, and Yosemite Middle School.

To address differentiated assistance for students with disabilities, the Special Education Department and seven comprehensive high schools have continued to collaborate with Fresno County Superintendent of Schools (FCSS) and West Ed as part of a Network Improvement Community (NIC) to continue digging into special education student's low performance on the indicators for Graduation and the College and Career Indicator (CCI). Special Education and College and Career Readiness continue to work collaboratively to build the capacity of high school counselors by providing professional learning on the counselor's role as part of the IEP Team. This collaboration has also improved a systematic problem of practice of low enrollment of students with disabilities in CTE Programs. The Special Education Department continued the partnership with The New Teacher Project (TNTP) to support district and school leaders will be aligned in their shared commitment to Inclusive Education and RIM's service to sites will facilitate the visible and continuous improvement of practices related to Inclusive Education.

To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention, Equity and Access, and College and Career Readiness have formed a cross-departmental

team and partnered with FCSS to apply an improvement science approach centered on continuous inquiry and learning. The team identified the problem of practice as being the need to develop a district wide protocol for identification and enrollment of foster and homeless students. The intended outcome of the protocol is to remove barriers of immediate enrollment and access to social emotional support and additional resources. If students are identified upon enrollment, it will allow sites and Project ACCESS to monitor foster and homeless youth early and identify any barriers to graduation as well as monitor attendance and suspension rates. During this semester, the team is focused on developing and implementing an aligned process and standardized protocol for foster and homeless identification and enrollment. Our next steps involve communicating with school sites and stakeholders regarding the necessary changes to the current enrollment process.

During this time of constant change, CSI schools continue to pivot, lean-in, and grow through the Cycle of Continuous Improvement. Based on the research and data, CSI sites progressed from Root Cause Analysis and Focus on Theory of Action (what are some theories we have about addressing the Root Cause/Problem), to focusing on Aim & Driver (based on the theories, what are some goals that we can set to address the problem) and Change Ideas (based on aims and drivers, what are some ideas for changes that we can test).

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, Problem of Practice, Root Cause Analysis, Theory of Action, 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.

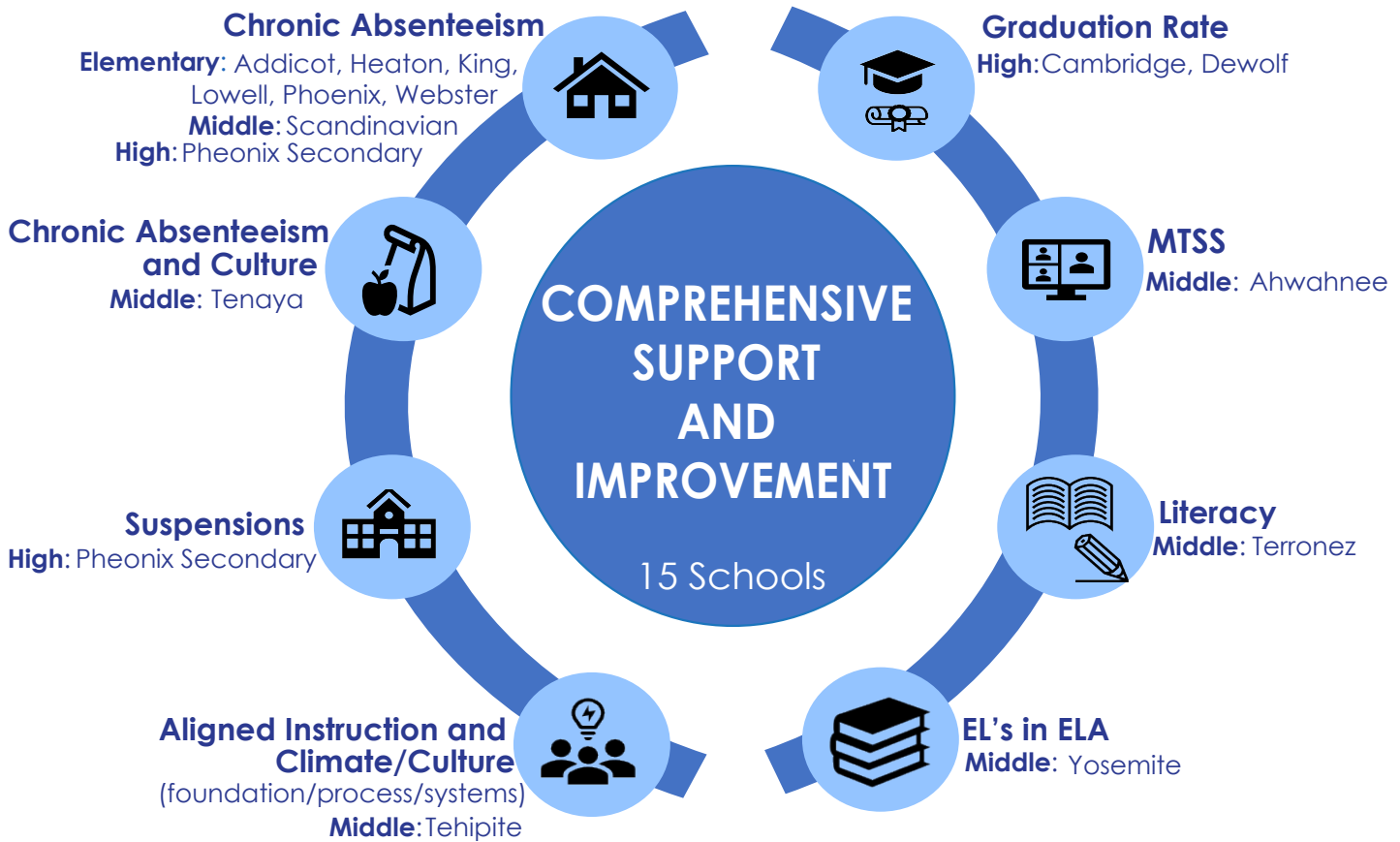
If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

Approved by Superintendent
Robert G. Nelson Ed.D.

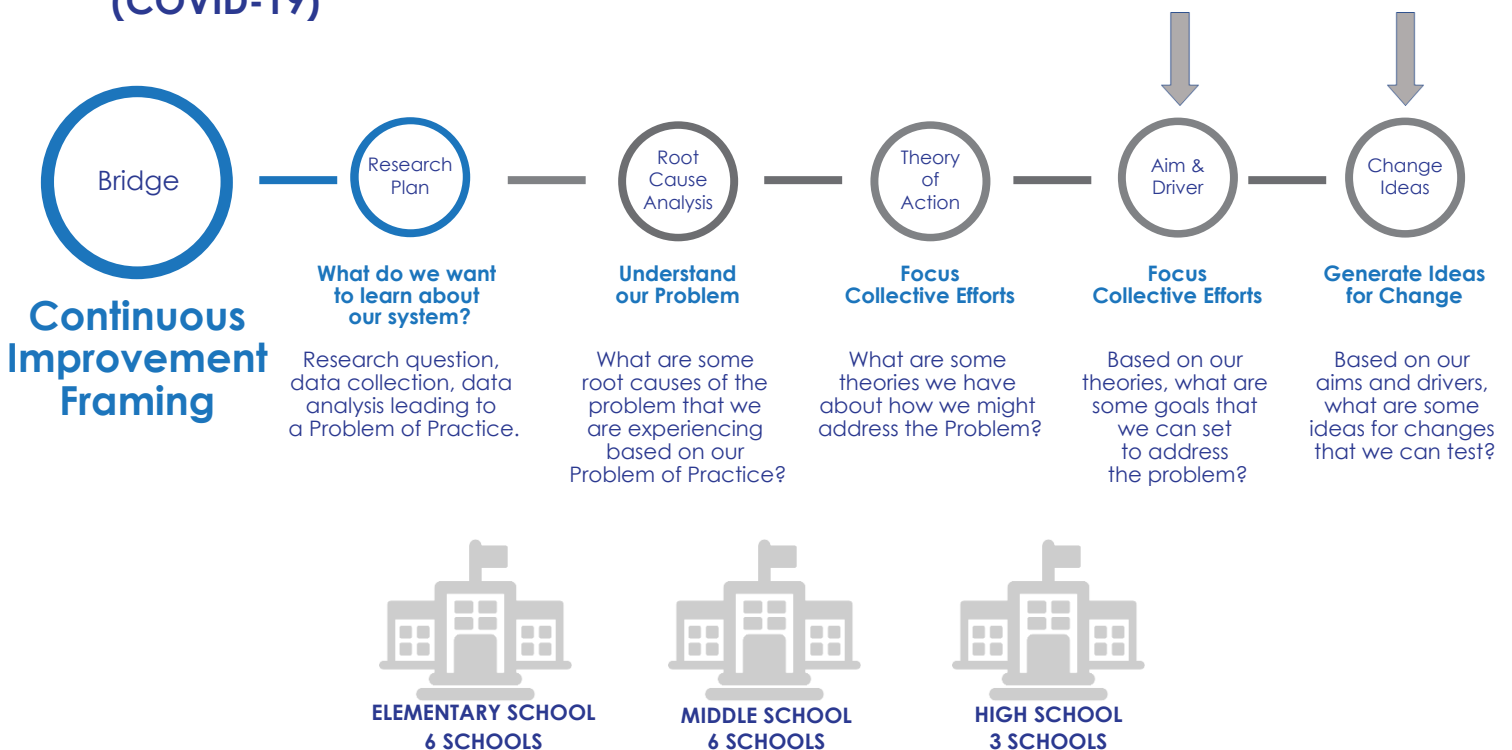


Date: 04/23/21

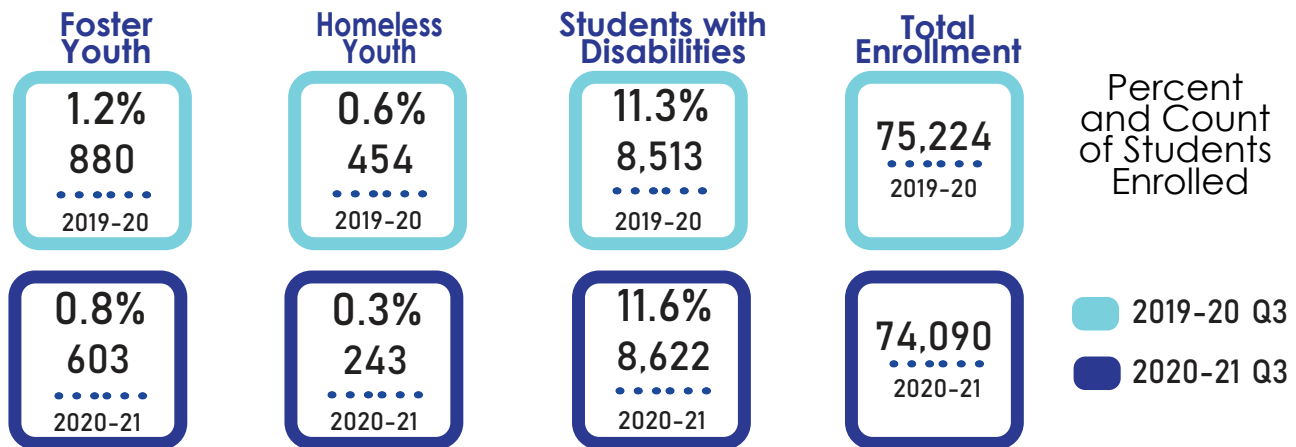
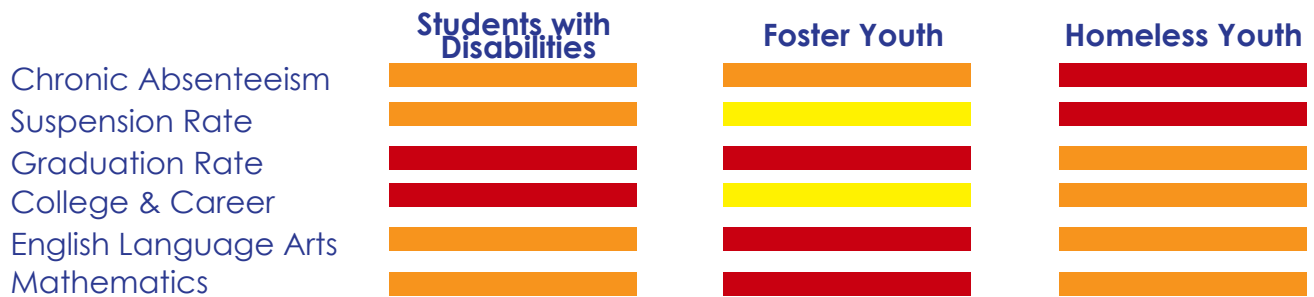
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) Sites Area of Focus



COMPREHENSIVE SUPPORT AND IMPROVEMENT PROCESS (COVID-19)



DIFFERENTIATED ASSISTANCE -- A District Focus



Foster & Homeless Youth 2020-21

Goal 1:

- By Spring of the 2020/21 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 and Homeless students within Fresno Unified.

Planned Actions:

- By Spring of 2021, develop a business process and standardized procedures for enrollment of Foster and Homeless students as measured by written policies and procedures that include clarity around roles and responsibilities to support student success.
- Within the 2020/21 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 2021/22, implement the adopted written procedures district wide as measured by the identified monitoring system and process.

Homeless students to participate in a small cohort return to school:

- Project ACCESS staff conducted phone calls to all known homeless and foster students to notify them of our district's return to school. The Project ACCESS team also supported with the enrollment process if the student's parent(s)/guardian expressed an interest to return to school.
- 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. The Project ACCESS manager contacted community partners such as Fresno County DSS to inform them of this opportunity to return to school and requested assistance informing foster parents.
- 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 December 2020, our cross departmental team completed the Differentiated Assistance Action Plan that includes action items, ownership, timelines, and monitoring cycles.
- 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
- During March and April of 2021, our cross departmental team completed a draft of the enrollment process for foster youth. Internal district stakeholders were asked to provide recommendations to the draft which our team is in the process of reviewing.
- 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 youth students and their families to inquire of their interest in participating in Phase 1 of students returning to school. We have a total of 218 foster students who have returned to on-campus instruction
- 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.
- 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.

Special Education

2020-21

Department Network Improvement Community (NIC)

Differentiated Assistance 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 and tested in other contexts

Differentiated Assistance Vision:

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

Differentiated Assistance Actions Completed:

- Collaboratively created a distinct aim focused on improving college/career readiness student outcomes.
- Identify and define drivers focused on access to high quality instruction and inclusiveness practices.
- At each high school, narrow to one change idea. Test ideas using PDSA cycles

Special Education

2020-21

Differentiated Assistance Goals:

Goal #1: By the end of school year 2020-21, all FUSD students will be provided the conditions to be college, career, and community ready, as measured by:

- At least 61% of students with IEPs receiving Special Education services will receive 80% or more of their education in the General Education classroom.
- Less than 17.5% of students with IEPs receiving Special Education service will spend less than 40% of their education in the General Education classroom.
- The overall gap between outcomes for students with and without disabilities will be significantly reduced.

Goal #2: RIMs will understand their strengths and opportunities as they relate to providing service to sites, with a focus on Inclusive Practices.

- By the end of the 2020-21 school year, 100% of RIMs will provide a body of evidence to support their self-assessment of skills related to providing sites with services that improve Inclusive

Goal #3: All schools have successfully put into place the foundations for practicing Inclusive Education.

- By the end of the 2020-21 school year, 100% of schools will identify strengths, needs and a plan of action for improving foundational inclusive practices (Practices A, E, and G) by partnering with their RIM and using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice A (A clear and Consistent Vision and Vocabulary for Inclusive Schools) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice E (Staffing & Scheduling) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice G (Social Inclusion) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education

Differentiated Assistance Planned Actions:

- Begin 2nd phase of PDSA cycles. Consult one-on-one with school site coaches by the end of June. Discuss what worked and areas that may need changes.
- Identify and define drivers focused on access to high quality instruction and inclusiveness practices.
- RIMs will understand their strengths and opportunities as they relate to providing service to sites, with a focus on Inclusive Practices.
- RIMs provide high quality service to sites, with a focus on practices related to Inclusive Education
- Narrow the change ideas down and have each high school test one change idea. review the results to the change idea using ideas using PDSA cycles
- All schools adopt the Inclusion Assessment tool as the method for making inclusive practices visible.
- All schools have a plan for successfully putting into place the Foundations for practicing Inclusive Education.
- Begin 2nd phase of PDSA cycles. Consult one-on-one with school site coaches by the end of June. Discuss what worked and areas that may need changes.

