

Fresno Unified School District  
Board Communication

**BC Number EA-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristi Imber-Olivarez, Director  
Cabinet Approval:

Date: May 01, 2020

Phone Number: 457-3896

Regarding: English Learner Redesignation Update

The purpose of this communication is to provide the Board information regarding English Learner redesignation during school closures. Due to COVID-19 and school closures, Equity and Access and English Learner Services have partnered to develop a plan and process to ensure eligible English Learner (EL) students have an opportunity to redesignate this year. There are 33 English Learner students who are eligible to redesignate now, pending completion of the Teacher Observation Matrix for Redesignation. An electronic version of the Teacher Observation Matrix was created and communicated to teachers to allow them to complete and sign the form electronically. Teachers received communication from their English Learner (EL) Site Rep and/or English Learner (EL) TSA notifying them of their eligible student(s) and prompting them to complete the electronic form.

In addition, there are currently 201 English Learner students who scored a 4 on the ELPAC assessment during 2018/19 and were eligible to redesignate this year but did not have the opportunity to take our district's local assessment (i-Ready Diagnostic #3). Earlier this week, the i-Ready D3 window was re-opened for English Learner students eligible to redesignate in an effort to give them an opportunity to meet the i-Ready D3 criteria for cycle 3. The testing window will remain open for three weeks and close at 5:00 p.m. on Friday, May 15. Equity and Access has assigned i-Ready D3 to eligible English Learner students and the Site Test coordinators have notified students to log in to take the assessment. EL Site Reps and/or EL TSAs will lead this work by communicating with the Site Test Coordinator, teachers, students to ensure students are completing their i-Ready D3 toward redesignation this May. In addition, our Equity and Access team has developed an i-Ready Hotline ((559) 666-4136) to support students during the testing administration.

Our outlined process is below:

- By last Friday, EL Site Reps/EL TSAs connected directly with the teachers in the Redesignation Monitoring Spreadsheet to notify them that they have students who need to complete i-Ready D3. EL Site Reps/EL TSAs also connected directly with eligible English Learner students and their families to inform them of this opportunity.
- On Monday, April 27, Site Test Coordinator notified students to login to begin testing. EL Site Reps/EL TSAs sent an additional communication directly to students to remind them of the redesignation opportunity.
- Beginning on Monday, April 27, EL Site Reps/EL TSAs started connecting with teachers weekly to remind them about the testing window and check-in on their progress. School messengers went out to students and families regarding this opportunity, and a follow-up school messenger is scheduled for May 11. Eligible English Learner students are also seeing a pop-up message in their student portals notifying them of this redesignation opportunity.

- Equity and Access is providing weekly reports of i-Ready D3 completion rates by school site by teacher for eligible EL students to EL Services for monitoring. These reports will be used for EL Site Reps and EL TSAs to connect directly with student and teachers.
- Site Test Coordinators are actively monitoring i-Ready diagnostic progress for students and the Site Test Coordinator or EL Site Rep will reach out to students to ensure they finish within the allotted testing window.
- EL Services is working with EL Site Reps/EL TSAs to review the Redesignation Monitoring Spreadsheet to ensure all eligible EL students are being assessed within our 3-week window.
- By Monday, May 11, EL Site Reps/EL TSAs will reach out to the remaining students/families directly who have not been contacted or have not completed i-Ready D3 to ensure they test that week before the Friday deadline.
- Students that are struggling with connectivity and technology issues will be directed to school site (EL Site Rep & Site Test Coordinator) so accommodations can be made.

As a reminder, the ELPAC 2019/20 administration has been suspended and we are waiting on guidance from the State on how this will impact redesignation during the 2020/21 school year.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 and/or Sandra Toscano at 457-3928.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/01/2020

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 Imber, Olivares, Director  
Cabinet Approval:

Date June 12, 2020

Phone Number: 457-3896

Regarding:  English Learners Identified as Students with a Disability

The purpose of this communication is to provide the Board information regarding English Learner identification as a student with a disability. There are currently 8,853 English learners (21.6%) in Transitional Kindergarten to sixth grade, with 14.3% of these students identified with a disability. 1,621 English Learners (15.1%) are in grades 7 and 8, with 24.9% of those students identified with a disability. In grades 9 to 12, there are 2,448 English Learner students (13.0%) enrolled, with 26.8% of these students identified as having a disability.

As a reminder, students with disability identification year is different for all students. Redesignated students are not included in this data, as these are former English Learner students. There may be some English Learners that were identified in earlier grades and redesignated, which means they are not included in the English Learner student group.

Included with this communication is a presentation with data on:

- 2019/20 district enrollment of English Learners and students with a disability
- Percentage of English Learners identified in another student group, 2015/16 to 2019/20
- Percentage of students with a disability identified in another student group, 2015/16 to 2019/20
- Disproportionality of students with a disability by student group, 2018/19 and 2019/20
- Percentage of English Learners identified as having a disability by grade level, 2015/16 to 2019/20

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 and/or Sandra Toscano at 457-3928.

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 06/12/2020  
\_\_\_\_\_



# ENGLISH LEARNER AND STUDENT WITH A DISABILITY DATA

CREATED BY: EQUITY & ACCESS

JUNE 1, 2020



## DISTRICT ENROLLMENT OF ENGLISH LEARNERS (EL) AND STUDENTS WITH A DISABILITY (SWD) BY GRADE SEGMENT: 2019/20

Grade Segment	Total Enrollment	EL Enrollment	SWD Enrollment	% District EL Students	% District SWD Students	% of EL Students identified as SWD	% of SWD identified as EL Students
TK-6 <sup>th</sup>	41,018	8,853	4,663	21.6%	11.4%	14.3%	27.1%
7 <sup>th</sup> -8 <sup>th</sup>	10,731	1,621	1,303	15.1%	12.1%	24.9%	31.0%
9 <sup>th</sup> -12 <sup>th</sup>	18,840	2,448	2,016	13.0%	10.7%	26.8%	32.5%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>.

## PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO IDENTIFIED IN A 2<sup>ND</sup> STUDENT GROUP: 2015/16-2019/20

Student Group	Student Group Breakdown for English Learners					Districtwide Student Group Enrollment (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
Stu w/ Disability	13.3%	14.7%	15.7%	17.3%	18.0%	10.6%
DIS	2.2%	2.5%	2.8%	3.0%	3.3%	2.3%
RSP	5.9%	6.7%	6.9%	7.5%	7.6%	4.2%
SDC	5.2%	5.5%	6.0%	6.8%	7.0%	4.1%
504	0.2%	0.3%	0.4%	0.5%	0.5%	1.1%
Foster Youth	0.4%	0.3%	0.3%	0.6%	0.7%	1.0%
Homeless	1.4%	1.1%	1.1%	0.3%	0.2%	1.5%
Socioeconomically Disadvantaged	91.6%	94.1%	96.6%	93.1%	96.5%	85.8%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>.

Calculations by year are based on only English Learner students. So for example in 2015/16 there were a total of 16,150 English Learners.

2,151 of the English Learners in that year were also a Student with a Disability. So when we calculate  $\frac{2151}{16150}$  we get 13.3%.

## PERCENTAGE OF STUDENTS WITH A DISABILITY WHO ARE ALSO IDENTIFIED IN A 2<sup>ND</sup> STUDENT GROUP: 2015/16-2019/20

Student Group	Student Group Breakdown for Students with a Disability					Districtwide Student Group Enrollment (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
English Learners	30.3%	29.9%	30.0%	28.2%	27.3%	19.7%
Foster Youth	2.2%	2.1%	1.8%	2.4%	2.5%	1.0%
Homeless	3.2%	2.4%	2.5%	0.8%	0.7%	1.5%
Socioeconomically Disadvantaged	84.0%	87.5%	90.0%	87.1%	89.8%	85.8%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>. Calculations by year are based on only students with a disability. So for example in 2015/16 there were a total of 7,100 students with a disability. 2,151 of those students in that year were also an English Learner. So when we calculate  $2151/7100$  we get 30.3%.

# DISPROPORTIONALITY OF STUDENTS WITH A DISABILITY BY STUDENT GROUP: 2018/19-2019/20

Race/Ethnicity	2018/19 Disproportionality	2019/20 Disproportionality
African American/Black	1.35	1.34
Asian	0.70	0.68
Filipino	0.76	0.56
Hispanic	0.95	0.97
Native American/Alaskan	1.10	1.12
Pacific Islander	0.55	0.57
Two or More Races	1.03	1.06
White	1.17	1.15

Student Group	2018/19 Disproportionality	2019/20 Disproportionality
English Learners	1.86	1.83
Foster Youth	2.09	2.10
Homeless	1.30	1.25
Socioeconomically Disadvantaged	1.21	1.26

All enrollment data is based on CDE census data for each Academic Year and is looking at grades TK-12<sup>th</sup>.

Disproportionality is a comparison of a specific group vs students not identifying with that same specific group. So for instance, in 2019-20, Foster Youth students were 2.10 times more likely to be identified as a student with a disability in comparison to all non-foster youth students.



## PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019/20, TK-6<sup>TH</sup> GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
TK	3.6%	6.5%	6.3%	6.8%	7.4%	7.2%
Kinder	5.0%	6.0%	5.5%	7.1%	7.8%	7.2%
1 <sup>st</sup> Grade	6.7%	6.4%	7.7%	7.4%	10.5%	9.0%
2 <sup>nd</sup> Grade	9.2%	9.7%	10.1%	12.4%	10.7%	9.9%
3 <sup>rd</sup> Grade	10.7%	12.7%	12.8%	17.4%	14.9%	10.8%
4 <sup>th</sup> Grade	10.4%	14.6%	15.7%	15.9%	20.7%	11.4%
5 <sup>th</sup> Grade	16.3%	15.2%	19.7%	18.8%	19.6%	11.8%
6 <sup>th</sup> Grade	20.2%	21.7%	21.0%	24.7%	21.9%	11.9%
TK-6 <sup>th</sup>	9.9%	11.0%	11.8%	13.5%	14.3%	10.2%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>.

## PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019/20, 7<sup>TH</sup>-8<sup>TH</sup> GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
7 <sup>th</sup> Grade	24.1%	24.0%	25.7%	23.1%	26.8%	11.9%
8 <sup>th</sup> Grade	24.6%	27.8%	26.5%	27.3%	22.9%	11.0%
7 <sup>th</sup> -8 <sup>th</sup>	24.3%	25.8%	26.1%	25.1%	24.9%	11.5%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>.

## PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019-20, 9<sup>TH</sup>-12<sup>TH</sup> GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
9 <sup>th</sup> Grade	22.8%	25.4%	28.8%	26.4%	27.8%	10.8%
10 <sup>th</sup> Grade	20.0%	24.2%	26.6%	28.7%	26.5%	10.2%
11 <sup>th</sup> Grade	22.7%	21.5%	24.8%	26.4%	28.2%	10.0%
12 <sup>th</sup> Grade	21.1%	24.5%	21.6%	24.2%	24.2%	9.6%
9 <sup>th</sup> -12 <sup>th</sup>	21.6%	23.9%	25.6%	26.5%	26.8%	10.2%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12<sup>th</sup>.