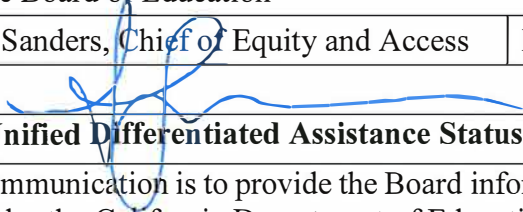



**FRESNO UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC Number: EA - 1**

From the Office of the Superintendent	Date: October 12, 2018
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 present 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. 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>	
<b>Approved by Superintendent:</b> Robert G. Nelson, Ed.D. 	Date: <u>10/12/18</u>



# DIFFERENTIATED ASSISTANCE

OCTOBER 12, 2018

PREPARED BY EQUITY AND ACCESS



# DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- The state's priorities for education include:
  - Student achievement (math and English test scores, English learner progress),
  - School climate (suspension rates), and
  - Student engagement (graduation rates, chronic absenteeism).

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.

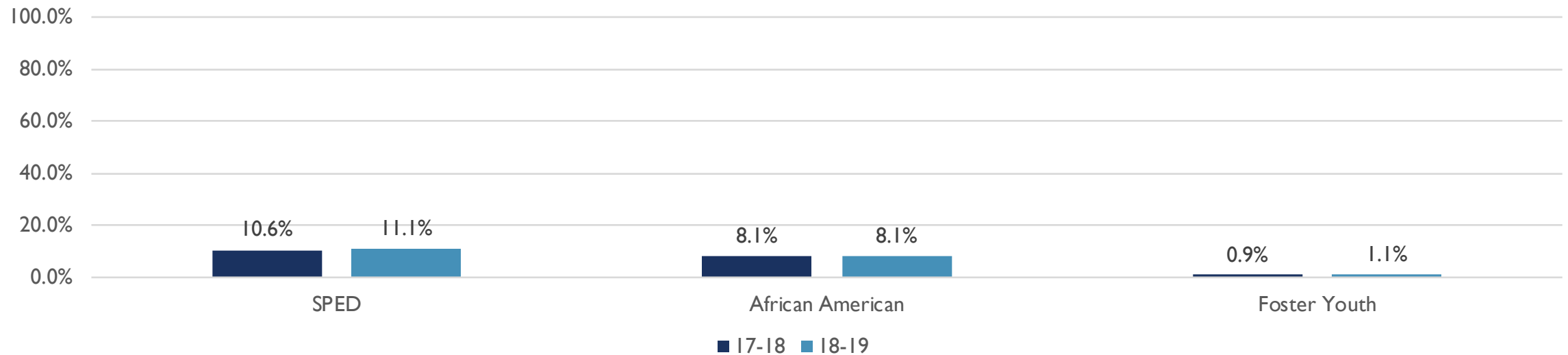
# DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 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

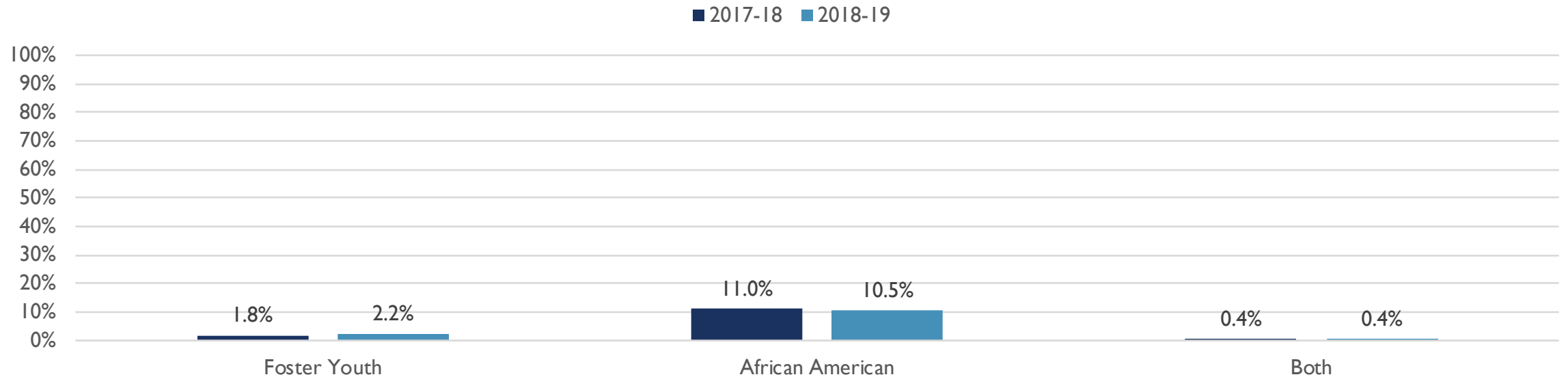
- Within our district, students with disabilities, African American students, and foster youth are the student groups identified as performing very poorly.
- Students with disabilities are among the lowest performing in ELA, have one of the highest suspension rates, and the lowest graduation rate among our students.
- African American students are among the lowest performing in ELA and have one of the highest suspension rates.
- Foster youth are among the poorest performing student groups in ELA and have one of the highest suspension rates among our students.

# ENROLLMENT FOR 2017-18 AND 2018-19 BY STUDENT GROUP



	SPED	African American	Foster Youth	All Students (Denominator)
2017-18	7832	5982	664	73931
2018-19	8289	6058	828	74410

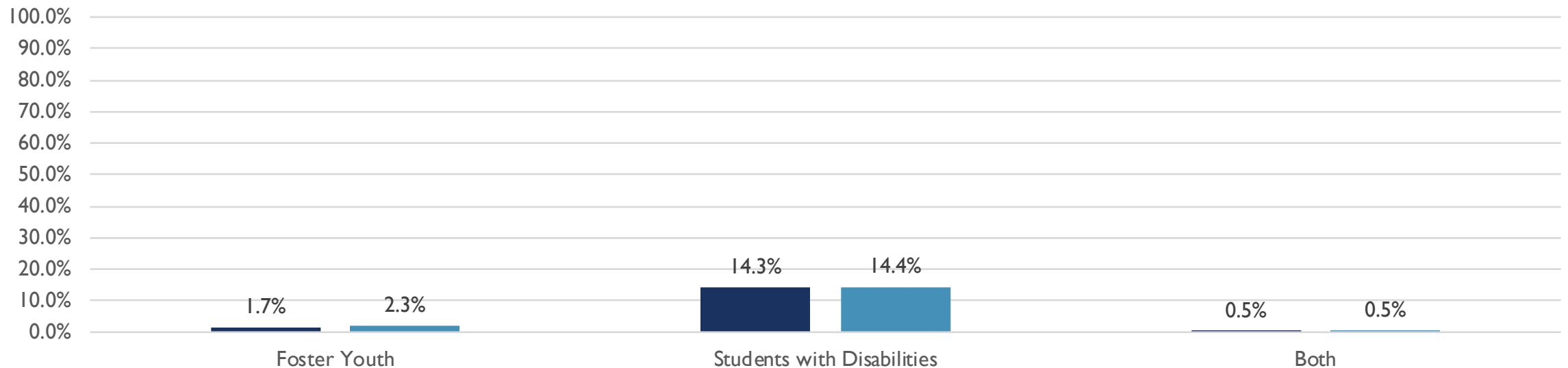
# ENROLLMENT OF FOSTER YOUTH AND AFRICAN AMERICAN STUDENTS WITH A DISABILITY



	Foster Youth	African American	African American Foster Youth	All Student w/ Disability
2017-18	142	858	28	7832
2017-19	185	874	33	8289

# AFRICAN AMERICAN STUDENTS WHO ARE ALSO FOSTER YOUTH AND/OR STUDENTS WITH DISABILITIES

■ 2017-18 ■ 2018-19

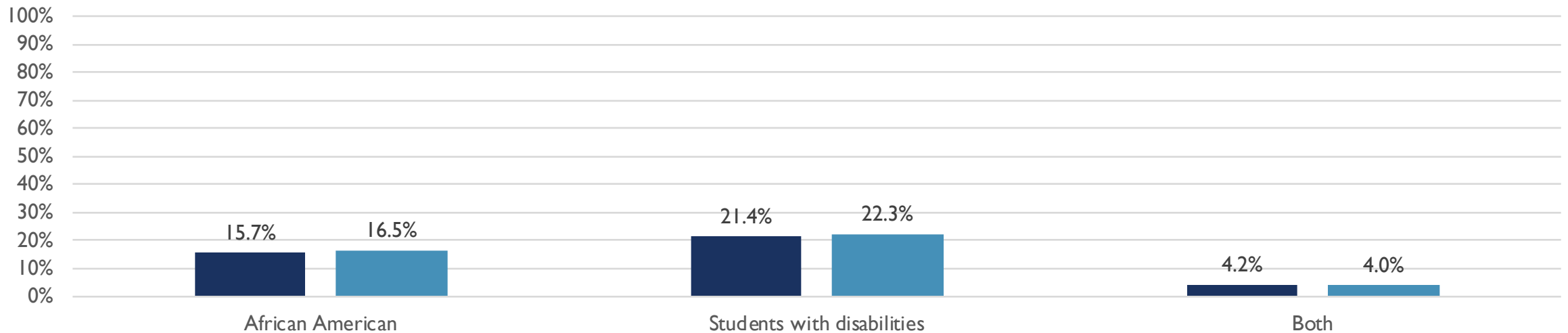


	Foster Youth	SPED	Both	All A.A. Students
2017-18	104	858	28	5982
2018-19	137	874	33	5982



# FOSTER YOUTH WHO ARE ALSO AFRICAN AMERICAN AND/OR STUDENTS WITH DISABILITIES

■ 2017-18 ■ 2018-19



	African American	Students with Disability	Both	All Foster Youth
2017-18	104	142	28	664
2018-19	137	185	33	828

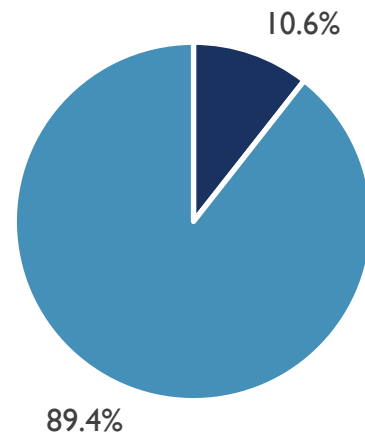


# STUDENTS WITH DISABILITIES



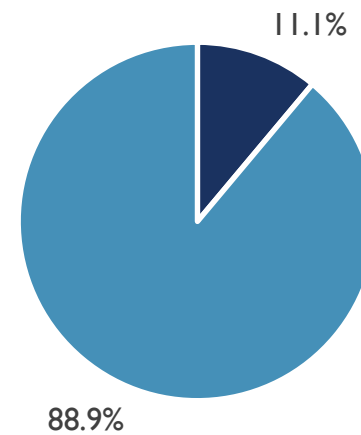
# DISTRICT ENROLLMENT OF STUDENTS WITH DISABILITIES

2017-18



■ Students with a disability ■ All other students

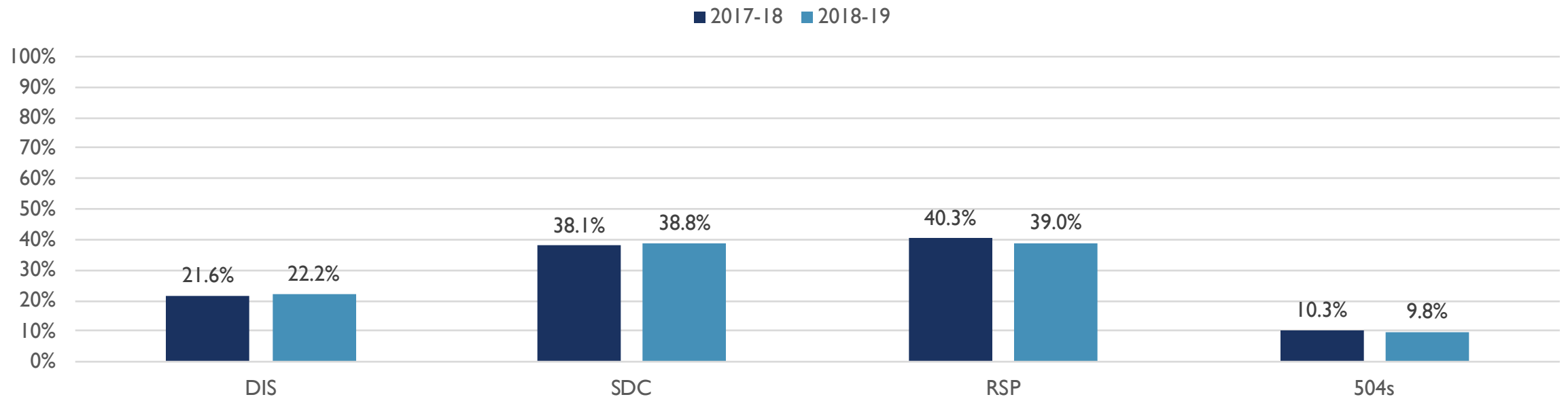
2018-19



■ Students with a disability ■ All other students

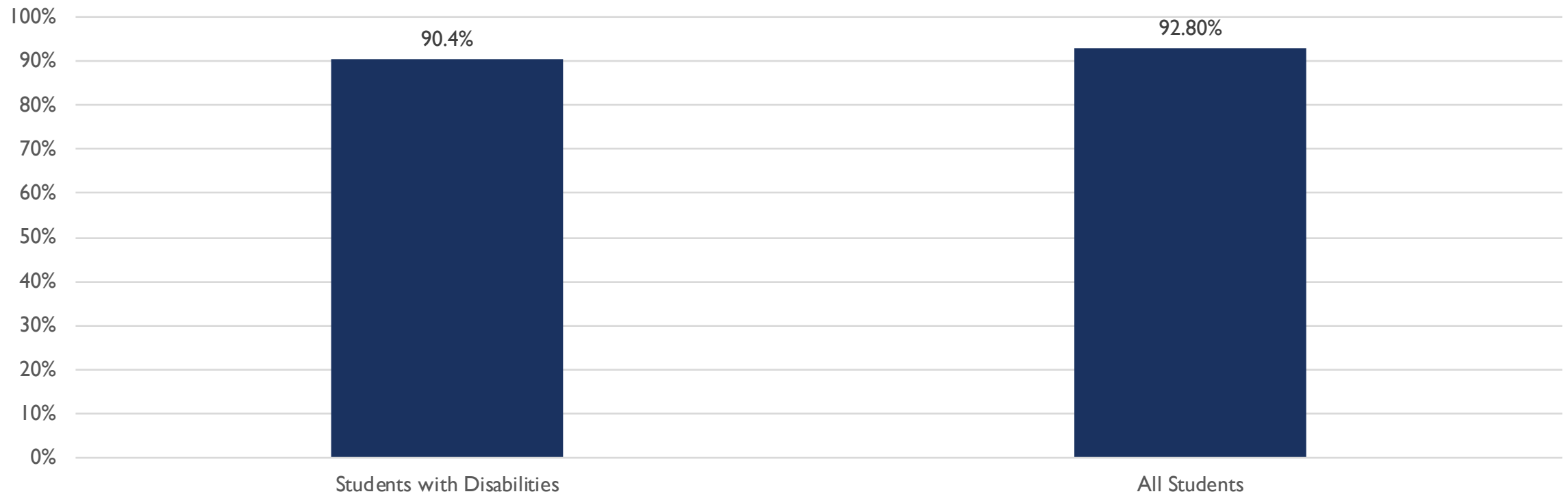
	2017-18	2018-19
Students with a Disability	7832	8289
Total Enrollment	73931	74410

# ENROLLMENT OF STUDENTS WITH DISABILITY BY PROGRAM

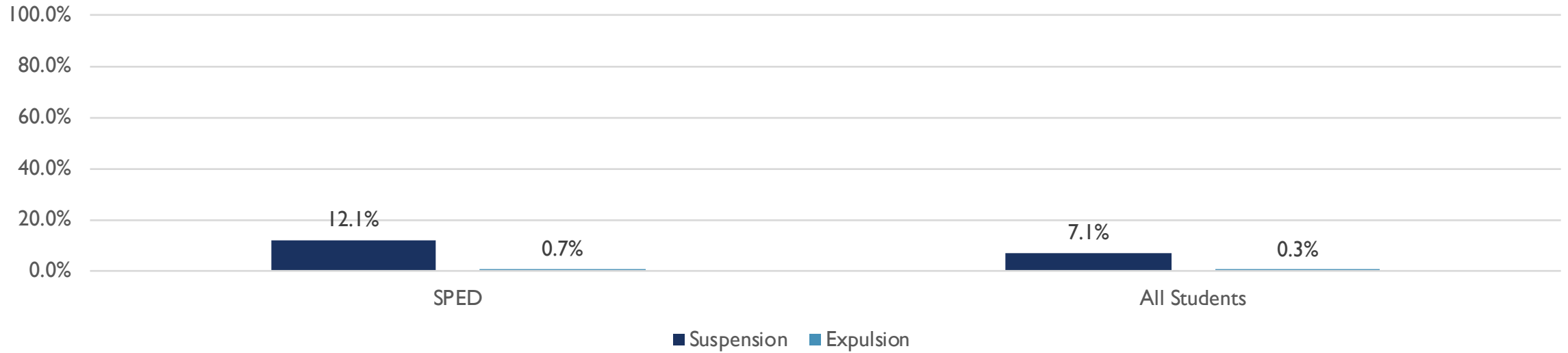


	DIS	SDC	RSP	504s	All Students with a Disability
2017-18	1695	2982	3156	804	7832
2018-19	1840	3213	3236	811	8289

# ADA ATTENDANCE OF STUDENTS WITH DISABILITIES



# SUSPENSION AND EXPULSION RATE FOR STUDENTS W/ DISABILITY IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)



	SPED	All Students
Unique Students Suspended	951	5286
Unique Students Expelled	52	235
Students Enrolled	7832	73931

# SUSPENSION INSTANCES PER 100 FOR STUDENTS W/ DISABILITY IN 2017-18 (DUPLICATES)



	Instances	Enrollment
SPED	2158	7832
All Students	10316	73931

# PERCENT OF STUDENTS WITH DISABILITIES WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18



	Students with a disability	All Students
Met/Exceeded	298	13099
All Test Takers	3535	35119



# PERCENT OF STUDENTS WITH DISABILITIES WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18



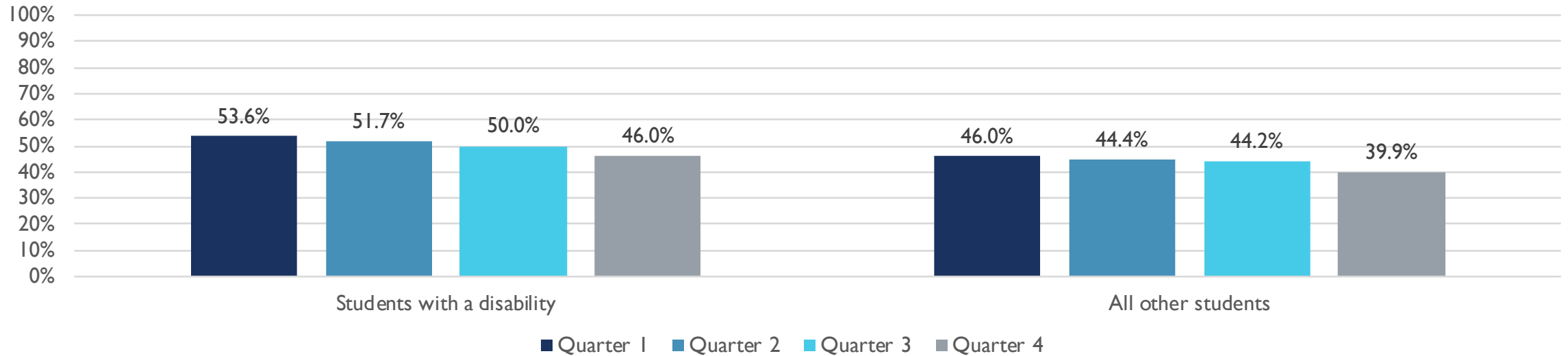
	Students with a disability	All Students
Met/Exceeded	244	9552
All Test Takers	3497	35040

# GRADUATION RATES OF STUDENTS WITH DISABILITIES 4-YEAR COHORT FOR 2016-17



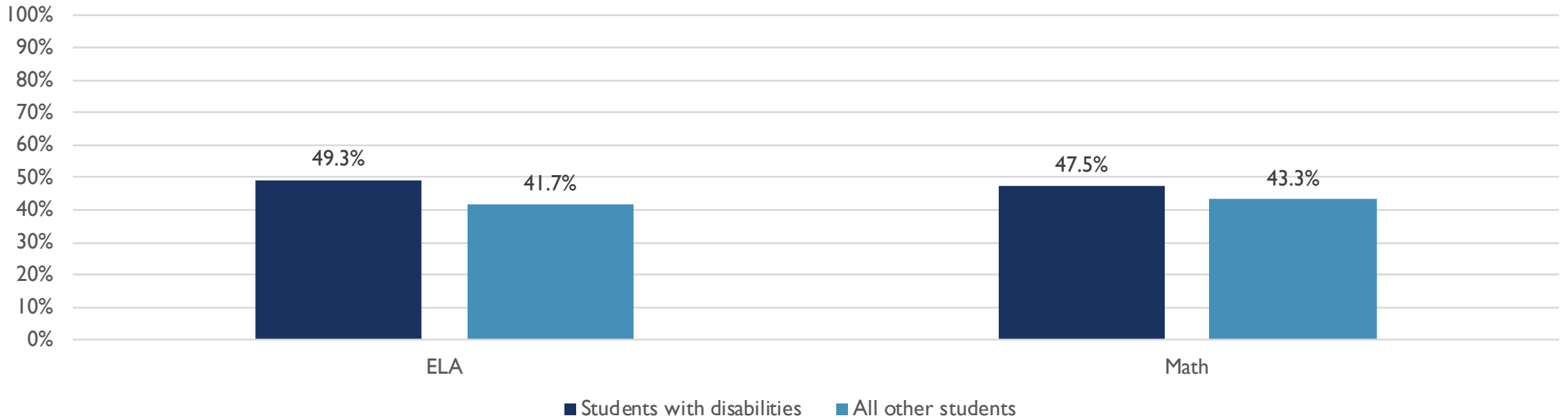
	Students with a disability	All Students
Graduates	273	3787
Cohort	499	4494

# STUDENTS WITH DISABILITIES WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18



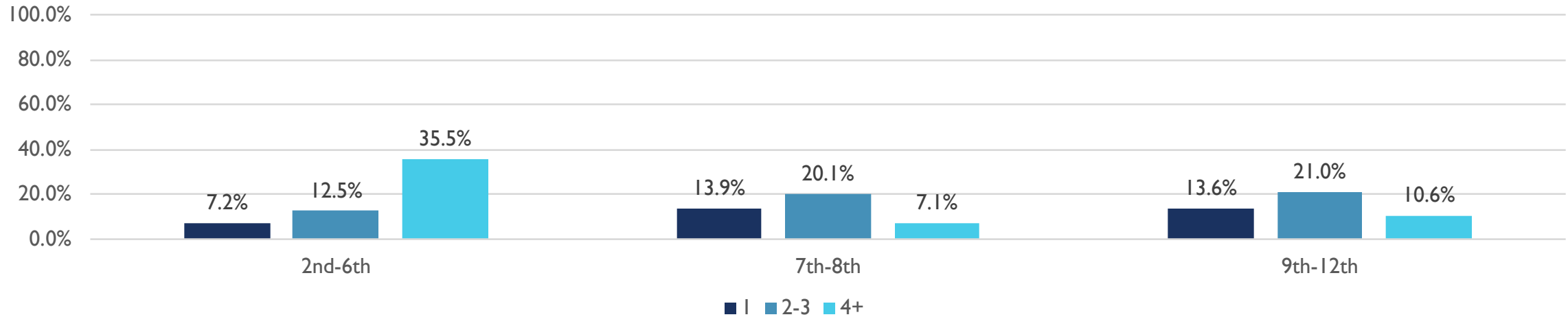
	Students with a disability	All Students
Quarter 1	3127 (5837)	23906 (51960)
Quarter 2	3018 (5837)	23088 (51960)
Quarter 3	3213 (6426)	25623 (57998)
Quarter 4	2959 (6426)	23113 (57998)

# STUDENTS WITH DISABILITIES WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18



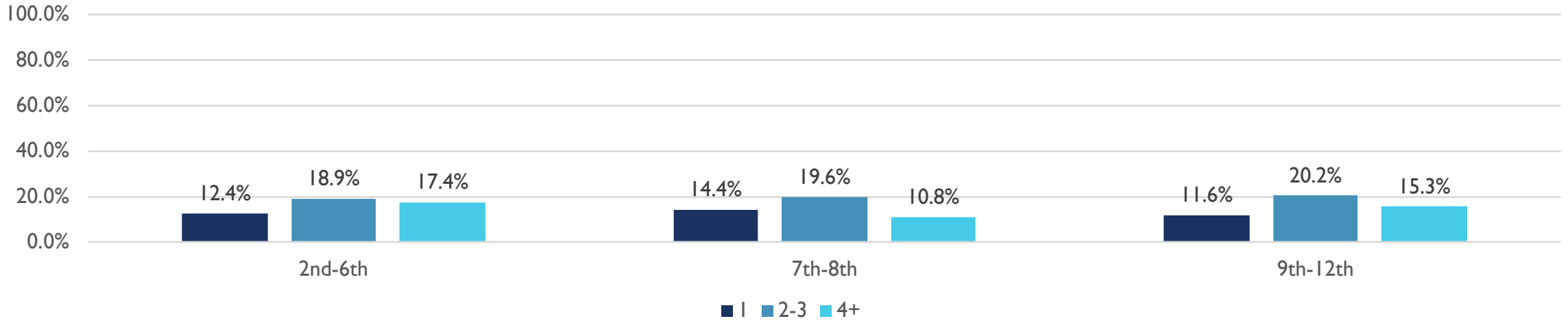
	Students with a disability	All Other Students
ELA	3170 (6426)	24202 (57998)
Math	3051 (6426)	25141 (57998)

# STUDENTS WITH DISABILITIES WHO HAVE D'S AND/OR F'S IN ELA BY GRADE LEVEL 2017-18



	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	228	172	275
2-3	395	249	425
4+	1123	88	214
All students (denominator)	3162	1236	2028

# STUDENTS WITH DISABILITIES WHO HAVE D'S AND/OR F'S IN MATH BY GRADE LEVEL 2017-18



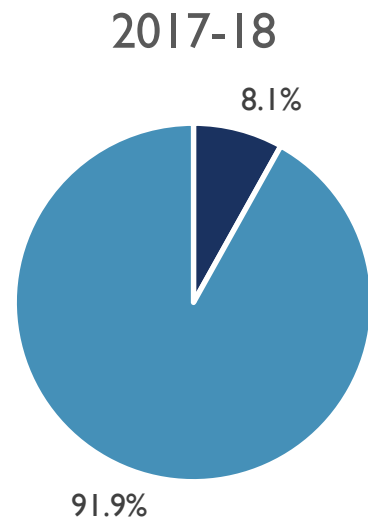
	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	393	178	235
2-3	599	242	410
4+	549	133	311
All students (denominator)	3162	1236	2028



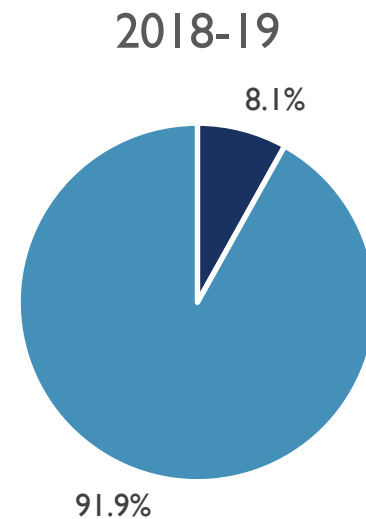
# AFRICAN AMERICAN STUDENTS



# DISTRICT ENROLLMENT OF AFRICAN AMERICANS



■ African Americans ■ All other students

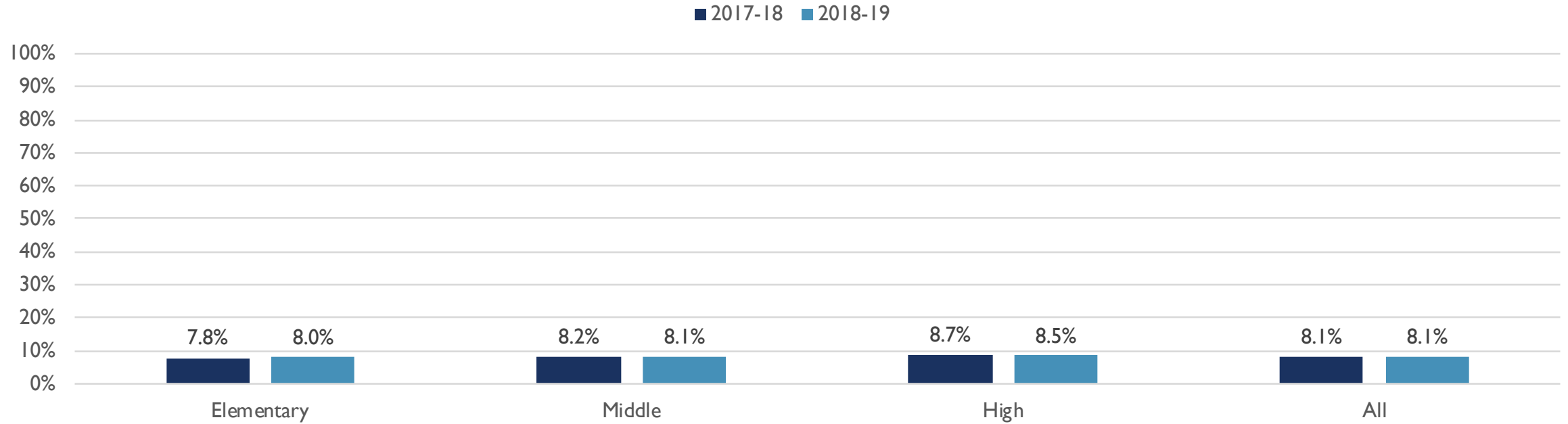


■ African Americans ■ All other students

	2017-18	2018-19
African American Students	5982	6058
Total Enrollment	73931	74410

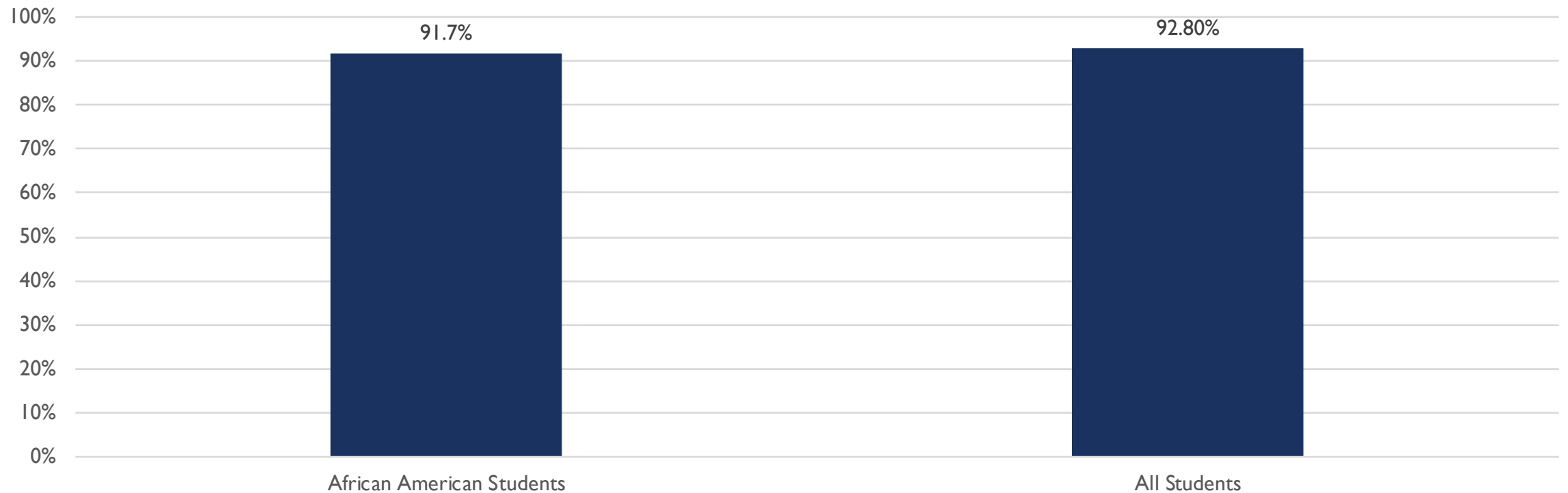


# AFRICAN AMERICAN STUDENT ENROLLMENT BY GRADE LEVEL SEGMENT

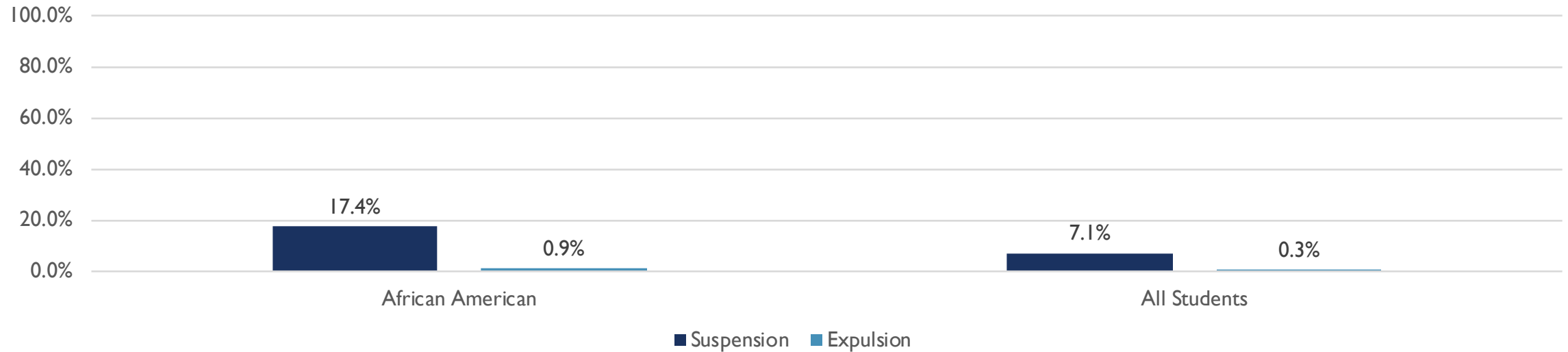


	Elementary	Middle	High	All
2017-18	3488 (44662)	868 (10621)	1626 (18648)	5982 (73931)
2018-19	3565 (44530)	882 (10848)	1611 (19032)	6058 (74410)

# ADA ATTENDANCE OF AFRICAN AMERICAN STUDENTS IN 2017-18



# SUSPENSION AND EXPULSION RATE FOR AFRICAN AMERICAN STUDENTS IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)



	African American	All Students
Unique Students Suspended	1038	5286
Unique Students Expelled	54	235
Students Enrolled	5982	73931

# SUSPENSION INSTANCES PER 100 FOR AFRICAN AMERICAN STUDENTS IN 2017-18 (DUPLICATES)



	Instances	Enrollment
African American	2292	5982
All Students	10316	73931

# PERCENT OF AFRICAN AMERICAN STUDENTS WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18



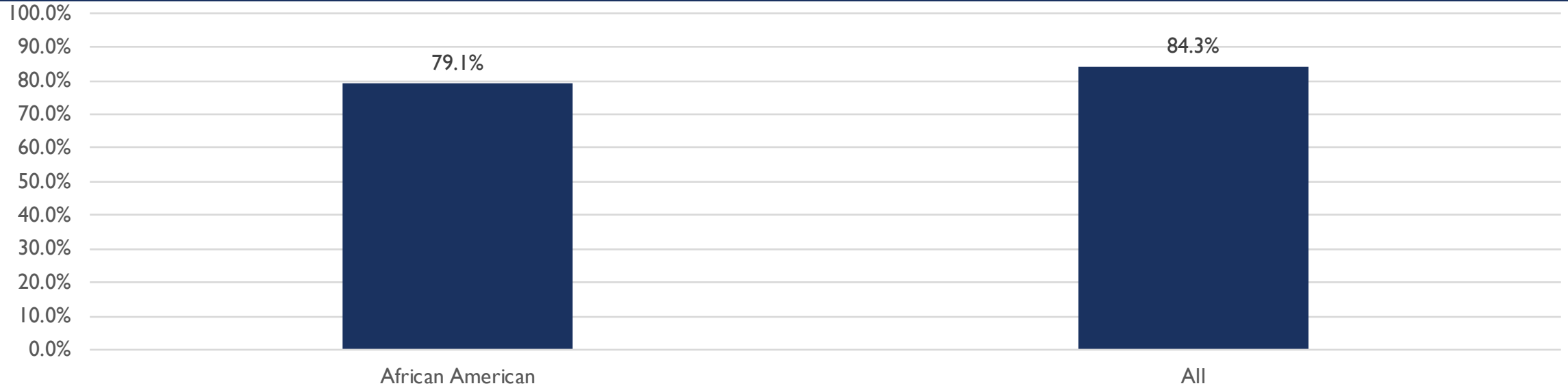
	African American	All Students
Met/Exceeded	667	13099
All Test Takers	2708	35119

# PERCENT OF AFRICAN AMERICAN STUDENTS WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18



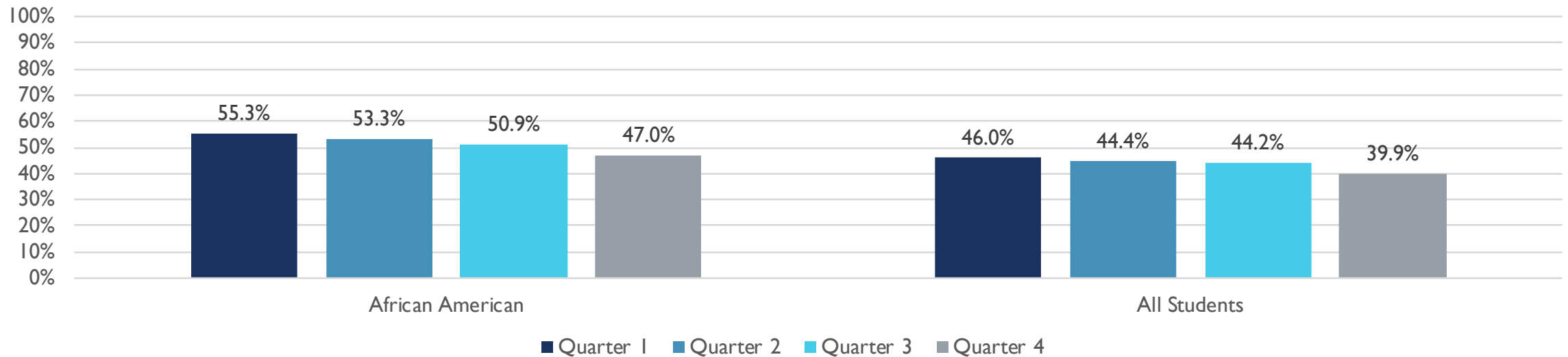
	African American	All Students
Met/Exceeded	416	9552
All Test Takers	2674	35040

# GRADUATION RATES OF AFRICAN AMERICAN STUDENTS 4-YEAR COHORT FOR 2016-17



	Students with a disability	All Students
Graduates	349	3787
Cohort	441	4494

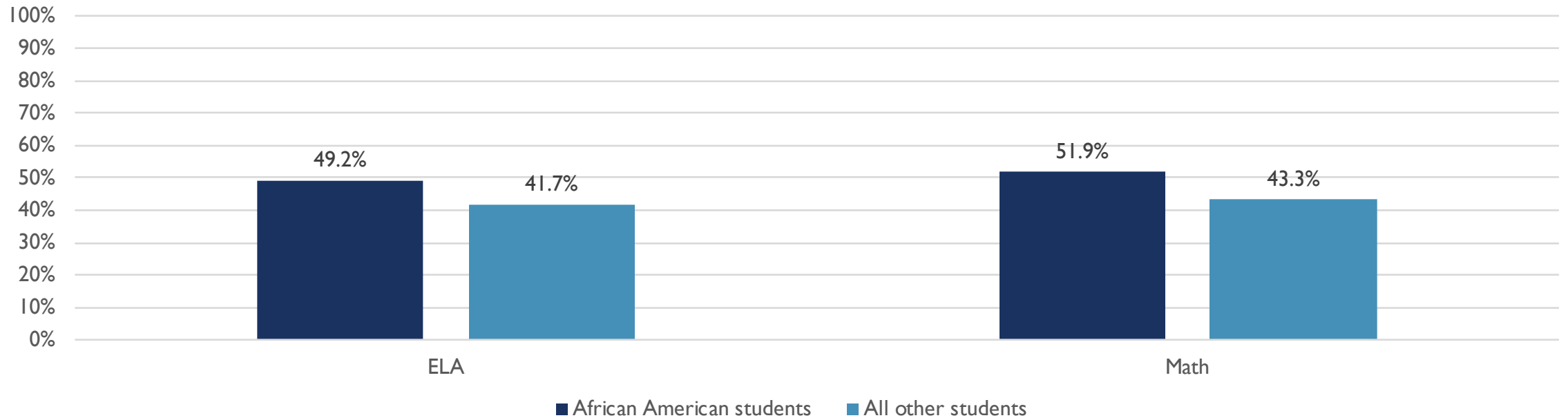
# AFRICAN AMERICAN STUDENTS WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18



	African American	All Students
Quarter 1	2352 (4255)	23906 (51960)
Quarter 2	2269 (4255)	23088 (51960)
Quarter 3	2423 (4757)	25623 (57998)
Quarter 4	2237 (4757)	23113 (57998)

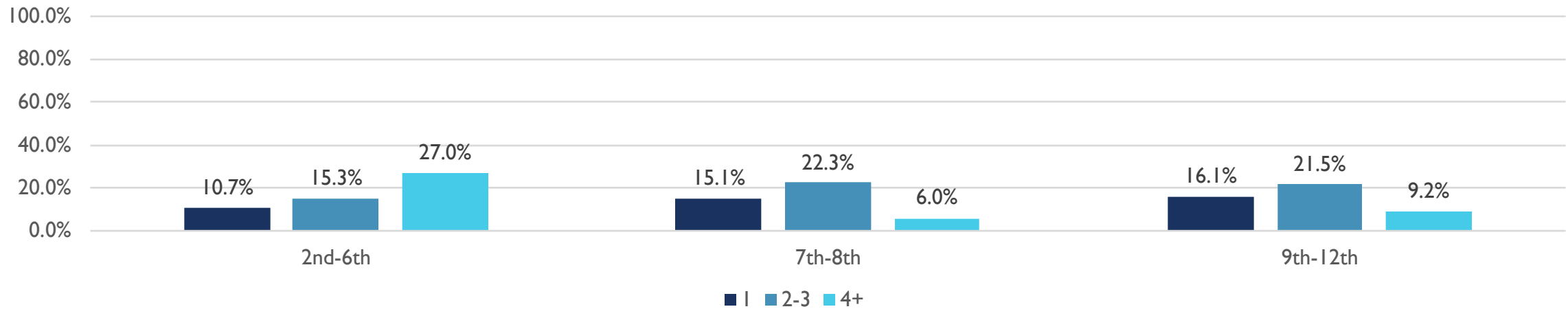


# AFRICAN AMERICAN STUDENTS WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18



	African American	All Other Students
ELA	2340 (4757)	24202 (57998)
Math	2468 (4757)	25141 (57998)

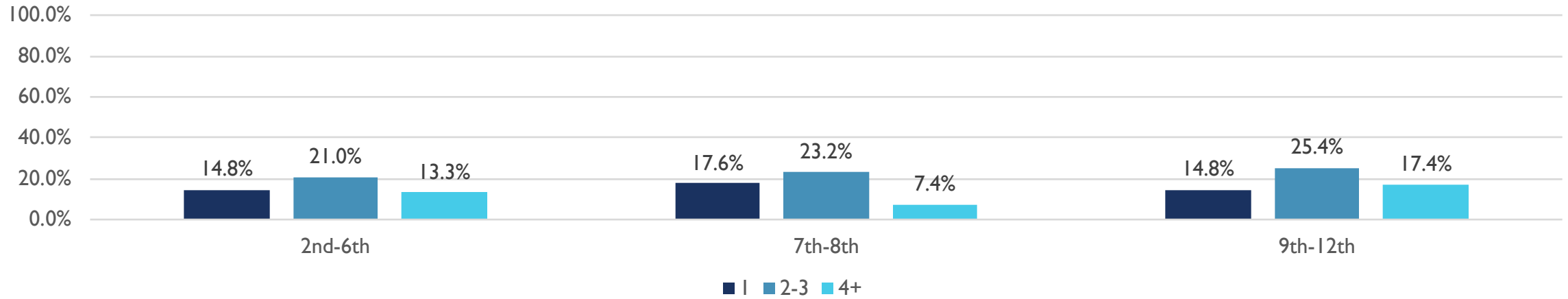
# AFRICAN AMERICAN STUDENTS WHO RECEIVED D'S AND/OR F'S IN AN ELA COURSE 2017-18



	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	243	131	261
2-3	346	194	350
4+	611	52	150
All students (denominator)	2263	869	1625

Prepared by: Equity & Access Date Source: ATLAS

# AFRICAN AMERICAN STUDENTS WHO RECEIVED D'S AND/OR F'S IN A MATH COURSE 2017-18



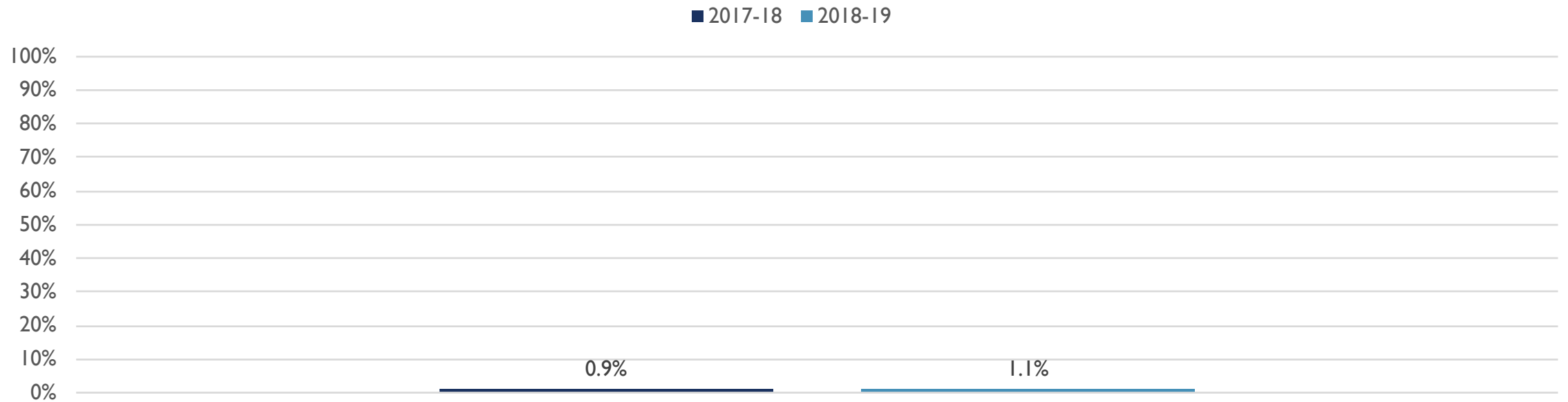
	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	334	153	240
2-3	476	202	413
4+	302	64	282
All students (denominator)	2263	869	1625



# STUDENTS IN FOSTER CARE

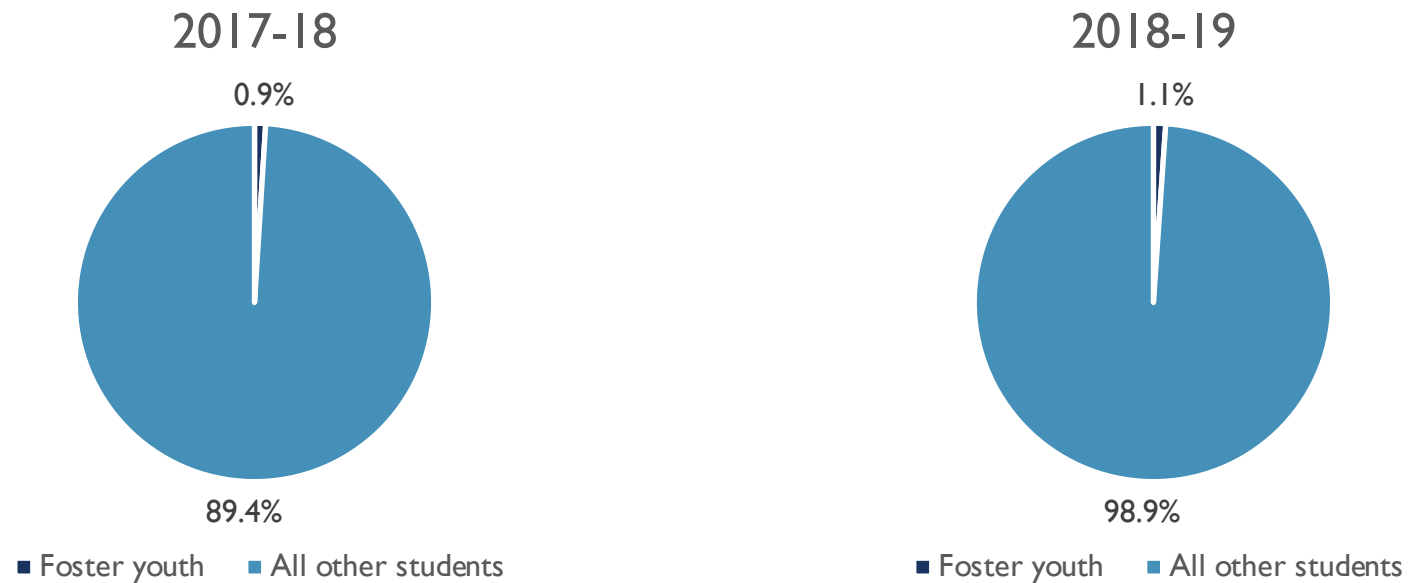


# DISTRICT ENROLLMENT OF FOSTER YOUTH



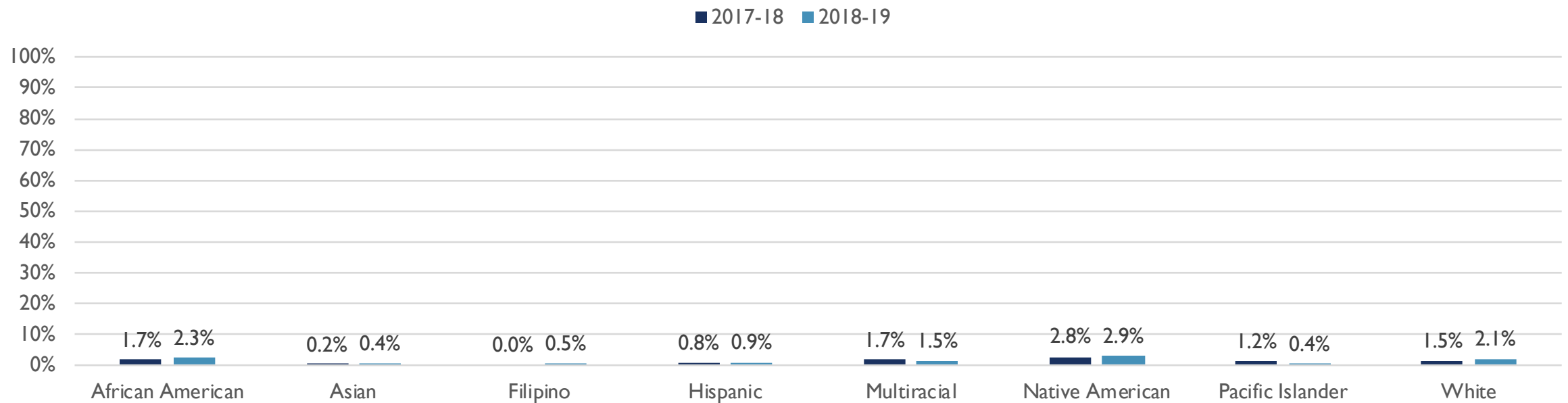
	2017-18	2018-19
Foster Youth	664	828
Total Enrollment	73931	74410

# DISTRICT ENROLLMENT OF STUDENTS IN FOSTER CARE



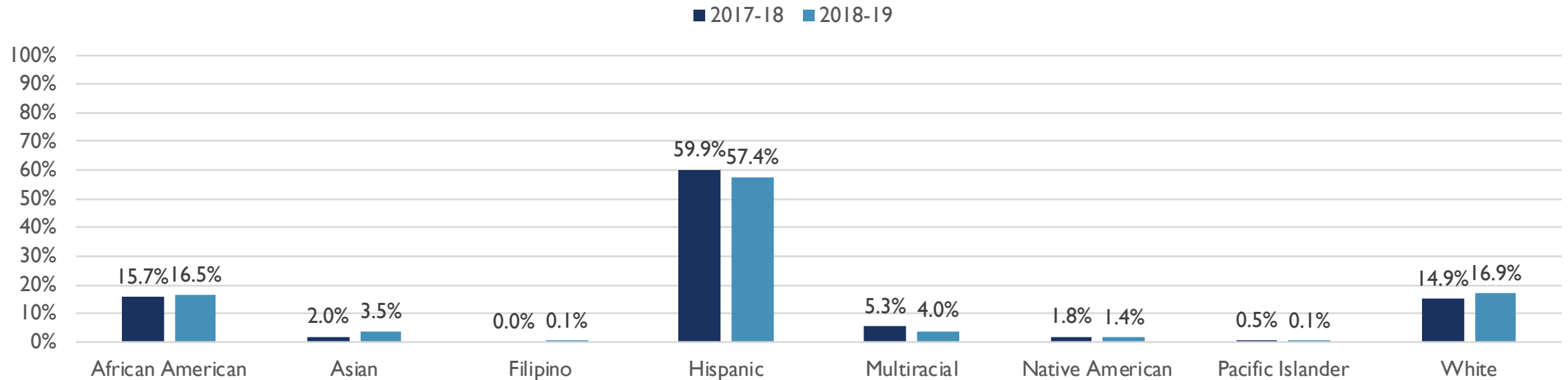
	2017-18	2018-19
Foster Youth	664	828
Total Enrollment	73931	74410

# FOSTER YOUTH ENROLLMENT BY ETHNICITY/RACE



	African American	Asian	Filipino	Hispanic	Multiracial	Native American	Pacific Islander	White
<b>2017-18</b>	104 (5982)	13 (7487)	0 (206)	398 (50761)	35 (2061)	12 (431)	3 (255)	99 (6748)
<b>2018-19</b>	137 (6058)	29 (7504)	1 (191)	475 (51140)	33 (2232)	12 (421)	1 (273)	140 (6591)

# ETHNIC/RACIAL MAKE-UP OF FOSTER YOUTH WITHIN OUR DISTRICT



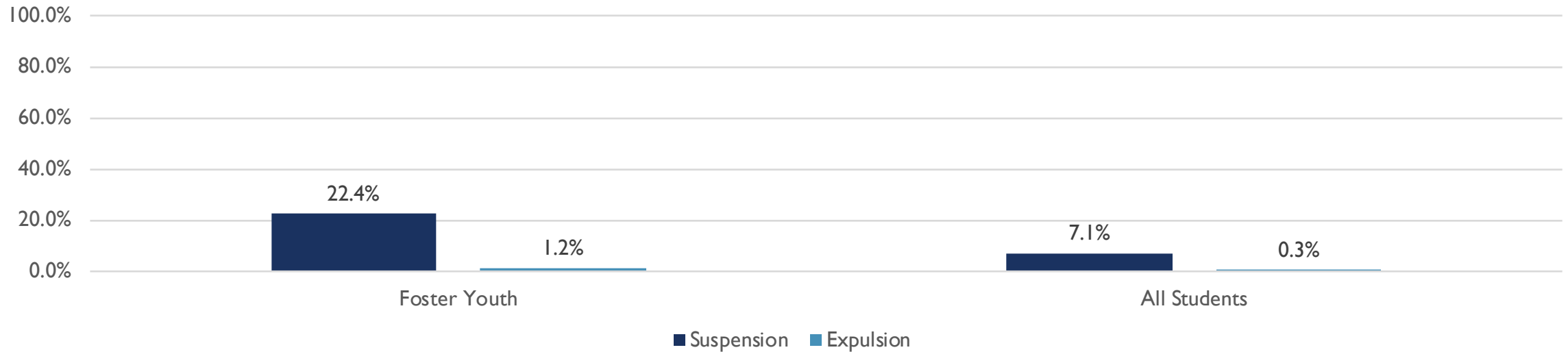
	African American	Asian	Filipino	Hispanic	Multiracial	Native American	Pacific Islander	White	All Foster Youth
2017-18	104	13	0	398	35	12	3	99	664
2018-19	137	29	1	475	33	12	1	140	828



# ADA ATTENDANCE OF FOSTER YOUTH IN 2017-18



# SUSPENSION AND EXPULSION RATE FOR FOSTER YOUTH IN 2017-18 (PERCENT OF UNIQUE STUDENTS SUSPENDED)



	Foster Youth	All Students
Unique Students Suspended	149	5286
Unique Students Expelled	8	235
Students Enrolled	664	73931

# SUSPENSION INSTANCES PER 100 FOR FOSTER YOUTH STUDENTS IN 2017-18 (DUPLICATES)



	Instances	Enrollment
Foster Youth	323	664
All Students	10316	73931

# GRADUATION RATES OF FOSTER YOUTH STUDENTS 4-YEAR COHORT FOR 2016-17



	Foster Youth	All Students
Graduates	48	3787
Cohort	80	4494

# PERCENT OF FOSTER YOUTH WHO MET/EXCEEDED ELA STANDARDS ON THE SBAC 2017-18



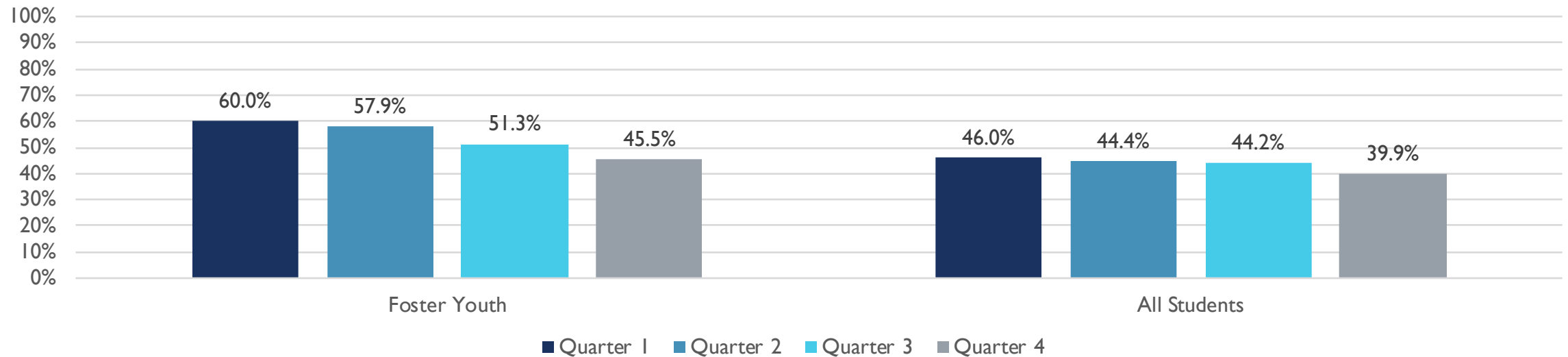
	Foster Youth	All Students
Met/Exceeded	53	13099
All Test Takers	272	35119

# PERCENT OF FOSTER YOUTH WHO MET/EXCEEDED MATH STANDARDS ON THE SBAC 2017-18



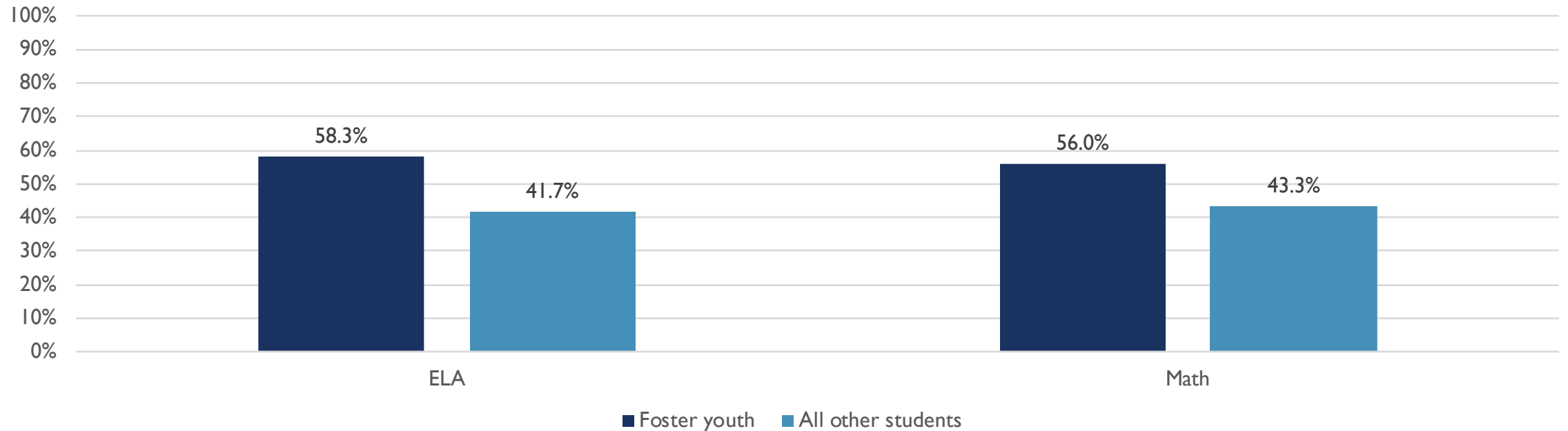
	Foster Youth	All Students
Met/Exceeded	34	9552
All Test Takers	270	35040

# FOSTER YOUTH WITH 1 OR MORE D'S AND F'S IN ANY SUBJECT BY QUARTER 2017-18



	Foster Youth	All Students
Quarter 1	282 (470)	23906 (51960)
Quarter 2	272 (470)	23088 (51960)
Quarter 3	272 (530)	25623 (57998)
Quarter 4	241 (530)	23113 (57998)

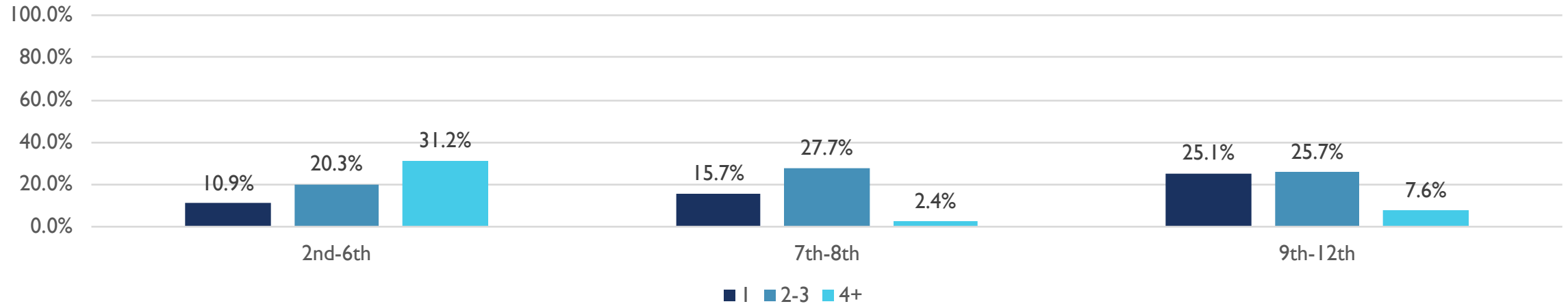
# FOSTER YOUTH WITH AT LEAST ONE D AND F IN ELA OR MATH 2017-18



	Foster Youth	All Other Students
ELA	309 (530)	24202 (57998)
Math	297 (530)	25141 (57998)

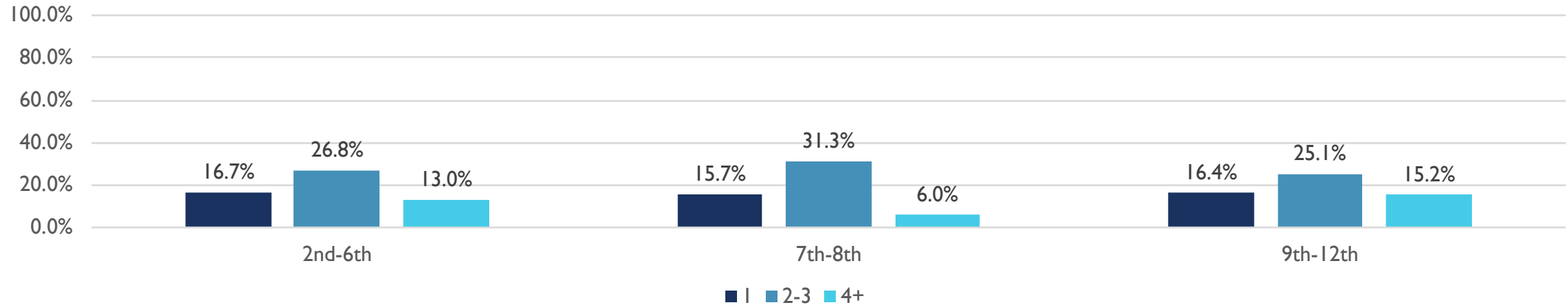


# FOSTER YOUTH WHO RECEIVED D'S AND/OR F'S IN AN ELA COURSE 2017-18



	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	30	13	43
2-3	56	23	44
4+	86	2	13
All students (denominator)	276	83	171

# FOSTER YOUTH WHO RECEIVED D'S AND/OR F'S IN A MATH COURSE 2017-18



	2 <sup>nd</sup> -6 <sup>th</sup>	7 <sup>th</sup> -8 <sup>th</sup>	9 <sup>th</sup> -12 <sup>th</sup>
1	46	13	28
2-3	74	26	43
4+	36	5	26
All students (denominator)	276	83	171

# DISTRICT GOALS SUPPORTING THE NEEDS OF STUDENT GROUPS RECOGNIZED IN DIFFERENTIATED ASSISTANCE

## Goals for the Department of Prevention and Intervention

- 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.

## Goals for Students with Disabilities (SWD)

- Goal 1: Improve SWD graduation rate
- Goal 2: Decrease disproportionality
- Goal 3: Increase the amount of time students are in general education environments
- Goal 4: Improve performance on statewide achievement tests
- Goal 5: Improve IEP compliance
- Goal 6: Improve instruction as measured by Instructional Practice Guide (IPG)

# STRATEGIC INITIATIVES THROUGH DEPARTMENTS

- Developing a strategic multi-year plan for students with disabilities 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
- Implementing a task force for African American students in collaboration with West Ed in order to generate a multi-year plan
- Implementing a protocol to for site administration to meet with any African American students and students with disabilities with five or more suspensions in order to develop connects and supports

# STRATEGIC INITIATIVES THROUGH DEPARTMENTS CONTINUED

- Behavior Intervention Specialists provide tier III supports PK-3<sup>rd</sup> grade students.
- Interagency Child Empowerment Team (ICET) works with K-6 students in connecting families and students with outside resources.
- Development of Tier II social emotional supports at 19 targeted schools.
- Provide professional learning to build teachers and administrators depth of knowledge around Social Emotional Learning and engagement strategies.
- Established Pivot teams at four sites to develop a science improvement model to support foster youth.
- Summer literacy program which served 161 elementary school students, resulting in 4.9 months of reading acceleration.
- Redesign of Resource Counseling program to focus on academics. Resource Counseling Assistants are at 8 elementary schools for two days each serving 320 African American students total.
- Academic Advisor program for middle and high schools has been modified to better serve students. The program was also expanded from 18 sites to 27 sites, serving a total of 540 students. This program offers five hours per week per site for advisors to work with students.

# STRATEGIC INITIATIVES THROUGH DEPARTMENTS CONTINUED

- 9 Behavior Intervention Specialists provide individualized support to students grades PK-3, exhibiting intensive Tier III behaviors.
- Social Workers at all comprehensive middle and high schools.
- Interagency Child Empowerment Team (ICET)- multidisciplinary team focused on supporting elementary students and families.
- Mentoring of Individual, Group, Peer Mentoring, My Brothers Keeper Attendance Mentoring.
- Men's & Women's Alliance programs at middle and high school.
- Additional Culture & Climate Specialists to support teachers in creating the conditions for learning.
- Refinement of student discipline practices, including reentry from expulsion.
- Engagement process and support for “2021” and “2022” African American students toward success and support of college readiness.