

Fresno Unified School District
Board Communication

BC Number EA-1

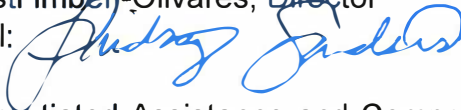
From the Office of the Superintendent
To the Members of the Board of Education

Date: October 25, 2019

Prepared by: Kristi Imberj-Olivares, Director

Phone Number: 457-3896

Cabinet Approval:



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

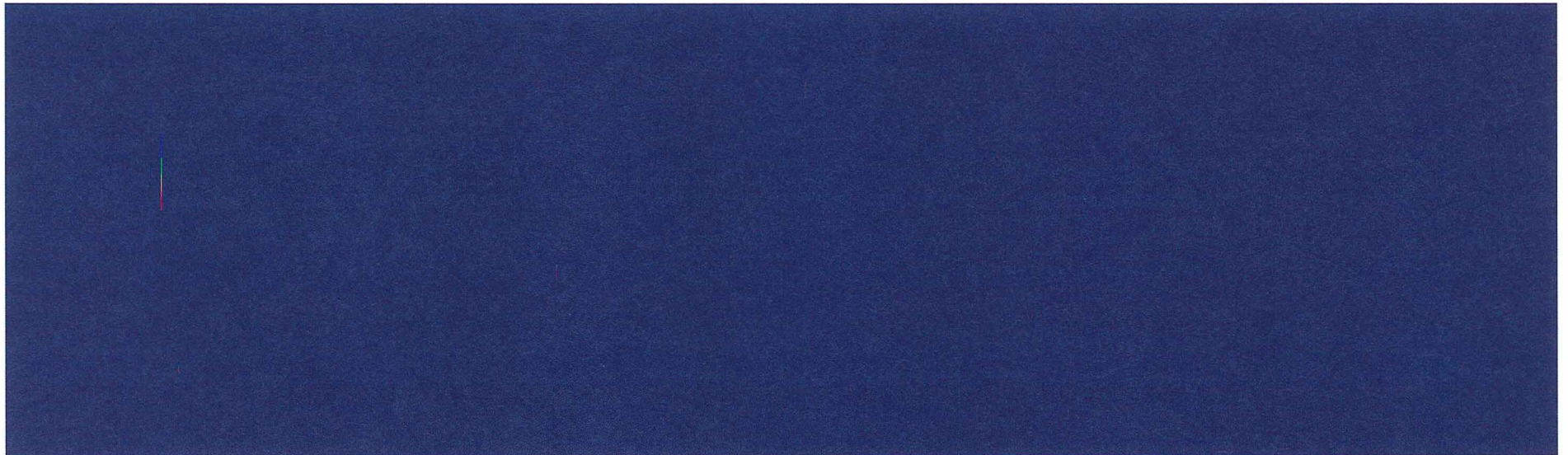


Fresno Unified School District

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.

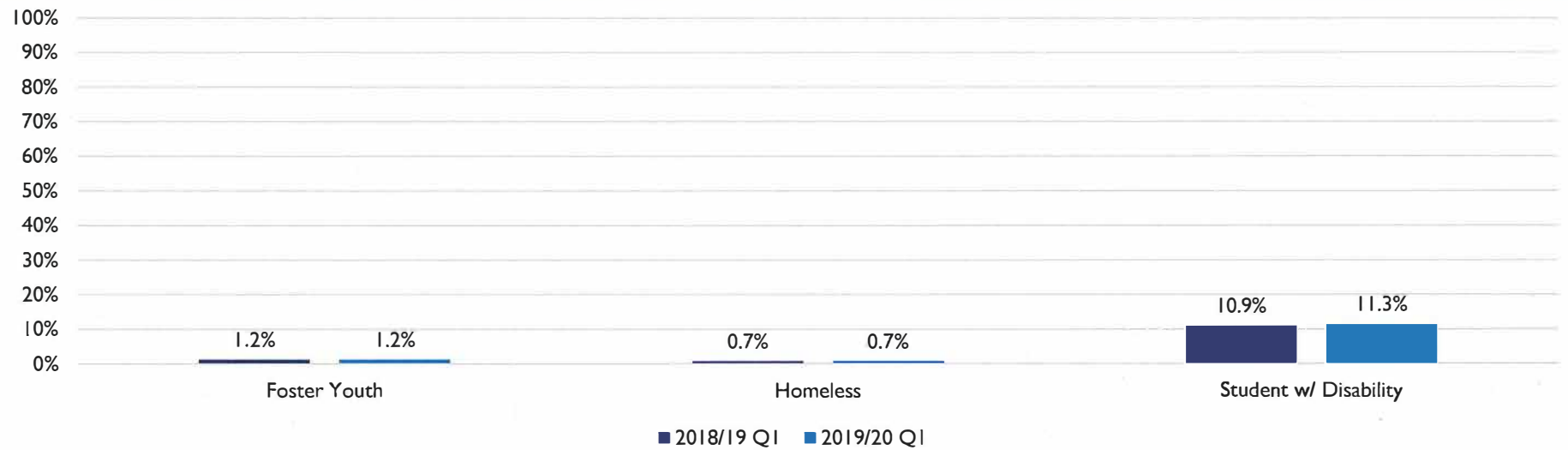
DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 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 I, BY STUDENT GROUP



Year	Foster Youth	Homeless	Student w/ Disability	Total Enrollment
2018/19 Quarter I	872	544	7989	73625
2019/20 Quarter I	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



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



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
<ul style="list-style-type: none"> Introduction to improvement ARC of the Work Identifying barriers to improvement Setting up your improvement journey 	<ul style="list-style-type: none"> Review of mtg. 1 with teams Narrowing our topic for improvement Learning to investigate your system <p>Tools/Protocols:</p> <ul style="list-style-type: none"> <i>Empathy Interviews</i> <i>Force Field Analysis</i> <i>Affinity P.</i> 	<ul style="list-style-type: none"> Building your Root Cause Consultancy Plan for investigation of the system Introduction into Driver <p>Tools/Protocols:</p> <ul style="list-style-type: none"> <i>Investigating your system</i> <i>Cause/Effect Diagram</i> <i>Consultancy Protocol</i> <i>Process Map</i> 	<ul style="list-style-type: none"> Change idea v. change concept Building Aims, Drivers, Change Ideas Introduction to PDSA <p>Tools/Protocols:</p> <ul style="list-style-type: none"> <i>Driver Diagram</i> <i>FEMA</i> 	<ul style="list-style-type: none"> Review of PDSA Cycle Using Data to improve <p>Tools/Protocols:</p> <ul style="list-style-type: none"> <i>Appreciative Inquiry</i>

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 ABI67 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 I: 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



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

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 I 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.

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: January 24, 2020

Phone Number: 457-3896

Regarding: Differentiated Assistance and Comprehensive Support and Improvement Progress 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.

In partnership with Fresno County Superintendent of Schools, the Special Education Department and seven high schools have collaborated to form a Network Improvement Community (NIC) to closely study special education students' low performance as measured by the California School Dashboard indicators for graduation and college and career preparedness. To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention has also partnered with the Fresno County Superintendent of Schools, as well as with Equity and Access and College and Career Readiness to apply an improvement science approach centered on continuous inquiry and learning.

CSI site principals presented at the Collaborative Cabinet Consultation (C3) meeting on October 8, 2019. Following the meeting, cabinet members and department leaders assisted principals with the impediments they reported. On October 15, 2019, cabinet members and C3 facilitators met to debrief and discuss next steps. The next C3 meeting is scheduled to occur on March 17, 2020 and will allow sites to share the progress that they have made since October.

CSI sites continue to conduct Guiding Coalition meetings and adapt the structure of the meetings to fit their current status. Sites are using tools and strategies learned from the CSI Guiding Coalition meetings to implement and guide faculty and staff through new procedures and processes. Over the fall semester, CSI Guiding Coalition meetings provided sites and departments the opportunity to learn from each other in order to develop strategies, procedures, and policies that benefit our system. During the spring semester, Equity and Access will collaborate closely with School Leadership to develop tailored professional learning on the topic of differentiated assistance to be provided to principals during their summer institute.

For further information on CSI sites, refer to Board Communication on October 25, 2019.

Included with this communication is a school-level report with relevant 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:

1/24/2020



Fresno Unified School District

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

JANUARY 24, 2020

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.

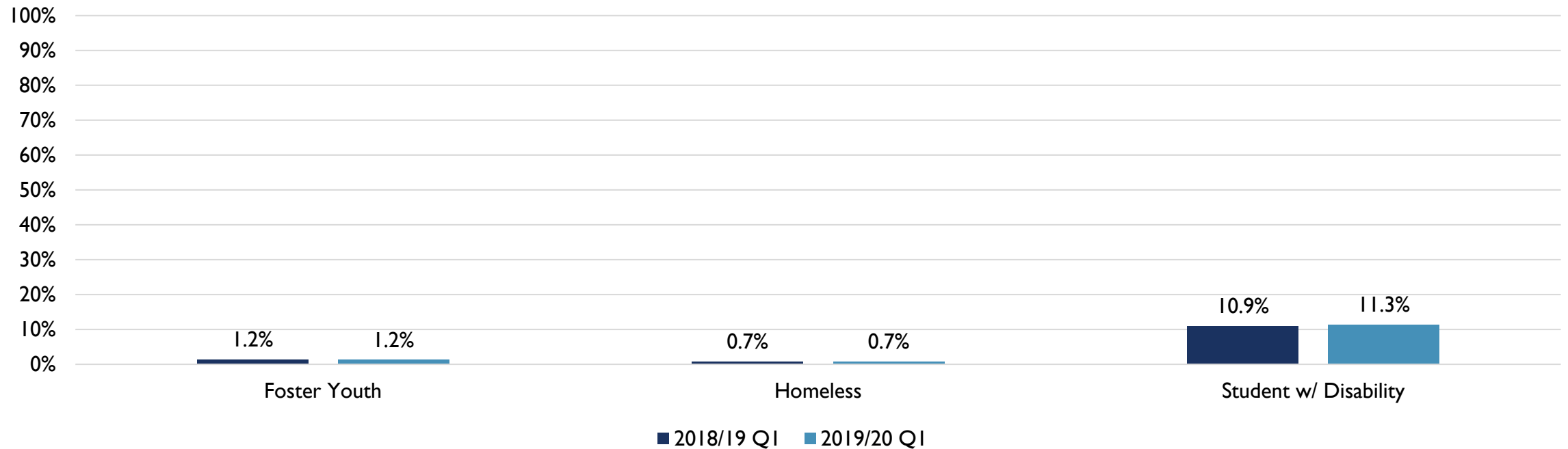
DIFFERENTIATED ASSISTANCE IN CALIFORNIA

- 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 I, BY STUDENT GROUP



Year	Foster Youth	Homeless	Student w/ Disability	Total Enrollment
2018/19 Quarter I	872	544	7989	73625
2019/20 Quarter I	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



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: VIRTUAL MEETING UPDATES

<p>August 27: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ NIC ❖ What do you want to accomplish? ❖ Arch of the work and first meeting focus? ❖ Follow Up Work for next virtual meeting: Teams to meet and launch Purpose, Mission, and Vision of NIC. Teams to answer this question: If we could improve one thing that would improve outcomes for student with disabilities as it relates to college/career and graduation readiness at our school, what would it be?
<p>September 17: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ What did your team identify for improvement? ❖ Each site discussed their identified area of improvement for students with disabilities and the process used to choose this area of improvement ❖ Site teams offered feedback
<p>November 21: Virtual Meeting with Leads and Co Leads</p>	<ul style="list-style-type: none"> ❖ Work from last convening ❖ Setting up our consultancy protocol for meeting #2. ❖ Discuss Team Question and Answers around improvement

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



FCSS Differentiated Assistance
FUSD Unified NIC



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
<ul style="list-style-type: none"> • Introduction to improvement • ARC of the Work • Identifying barriers to improvement • Setting up your improvement journey 	<ul style="list-style-type: none"> • Review of mtg. 1 with teams • Narrowing our topic for improvement • Learning to investigate your system <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Empathy Interviews</i> • <i>Force Field Analysis</i> • <i>Affinity P.</i> 	<ul style="list-style-type: none"> • Building your Root Cause • Consultancy • Plan for investigation of the system • Introduction into Driver <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Investigating your system</i> • <i>Cause/Effect Diagram</i> • <i>Consultancy Protocol</i> • <i>Process Map</i> 	<ul style="list-style-type: none"> • Change idea v. change concept • Building Aims, Drivers, Change Ideas • Introduction to PDSA <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Driver Diagram</i> • <i>FEMA</i> 	<ul style="list-style-type: none"> • Review of PDSA Cycle • Using Data to improve <p>Tools/Protocols:</p> <ul style="list-style-type: none"> • <i>Appreciative Inquiry</i>

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

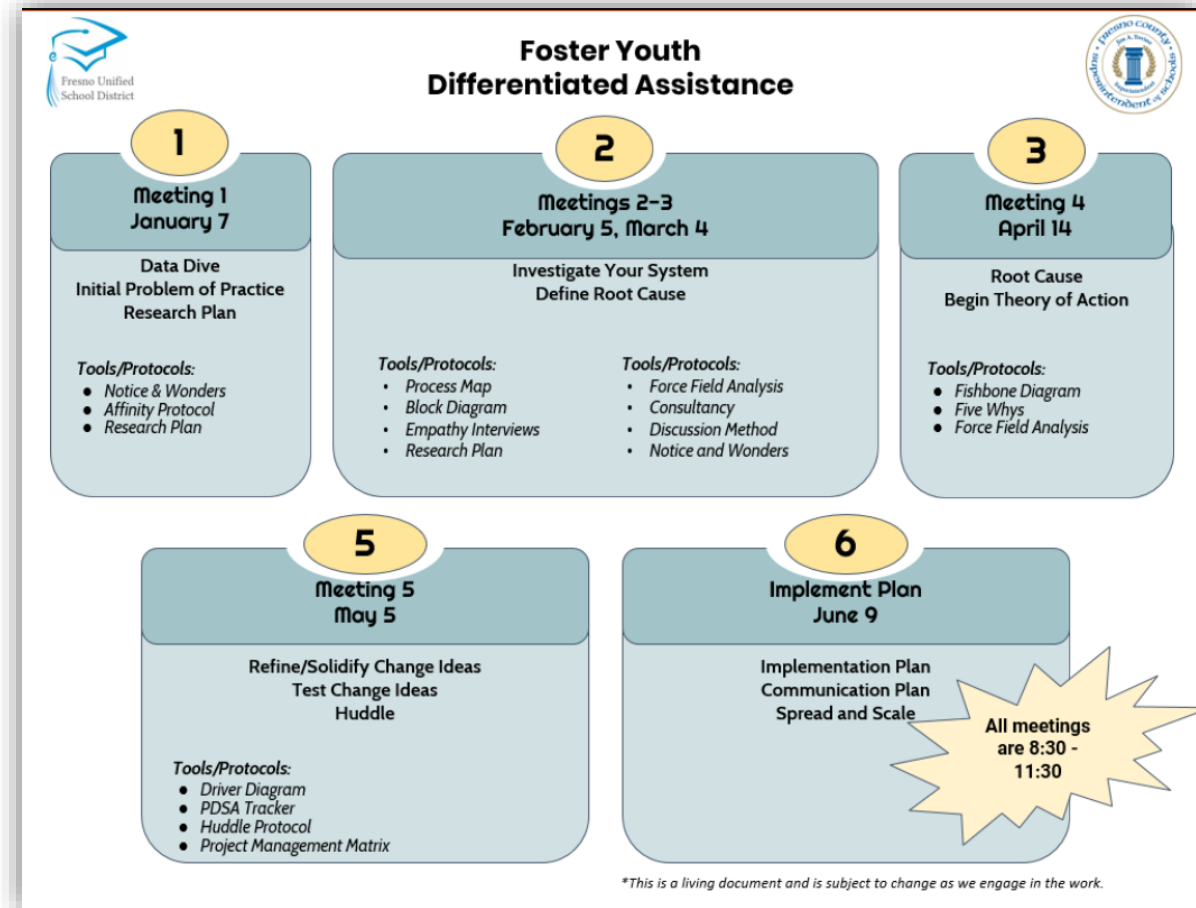
SPECIAL EDUCATION DEPARTMENT NETWORK IMPROVEMENT COMMUNITY (NIC) PROCESS: IN-PERSON MEETINGS UPDATES

October 15: In Person NIC Meeting with site teams

- ❖ What is the arch of this work and why are we going there?
- ❖ What is a NIC?
- ❖ Article on Continuous Improvement and what's our framework
- ❖ Introducing the Theory of Improvement (introducing improvement tools)
- ❖ Introduction of the first tool to set up next meeting investigating your system.
- ❖ Barriers to improving what your team identified.
- ❖ Team follow up:
 - Empathy Interviews
 - Complete any task on the "Investigate Your System" document
- ❖ Next In-Person Meeting January 21, 2020

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR FOSTER YOUTH

- Cross-functional team made up of representatives from DPI, Equity and Access, College and Career Readiness, Fresno County Superintendent of Schools, a social worker, and academic counselor.
- Meeting 2 will focus on process mapping, identifying gaps in current processes, and developing a research plan



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 provided 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 ABI67 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)

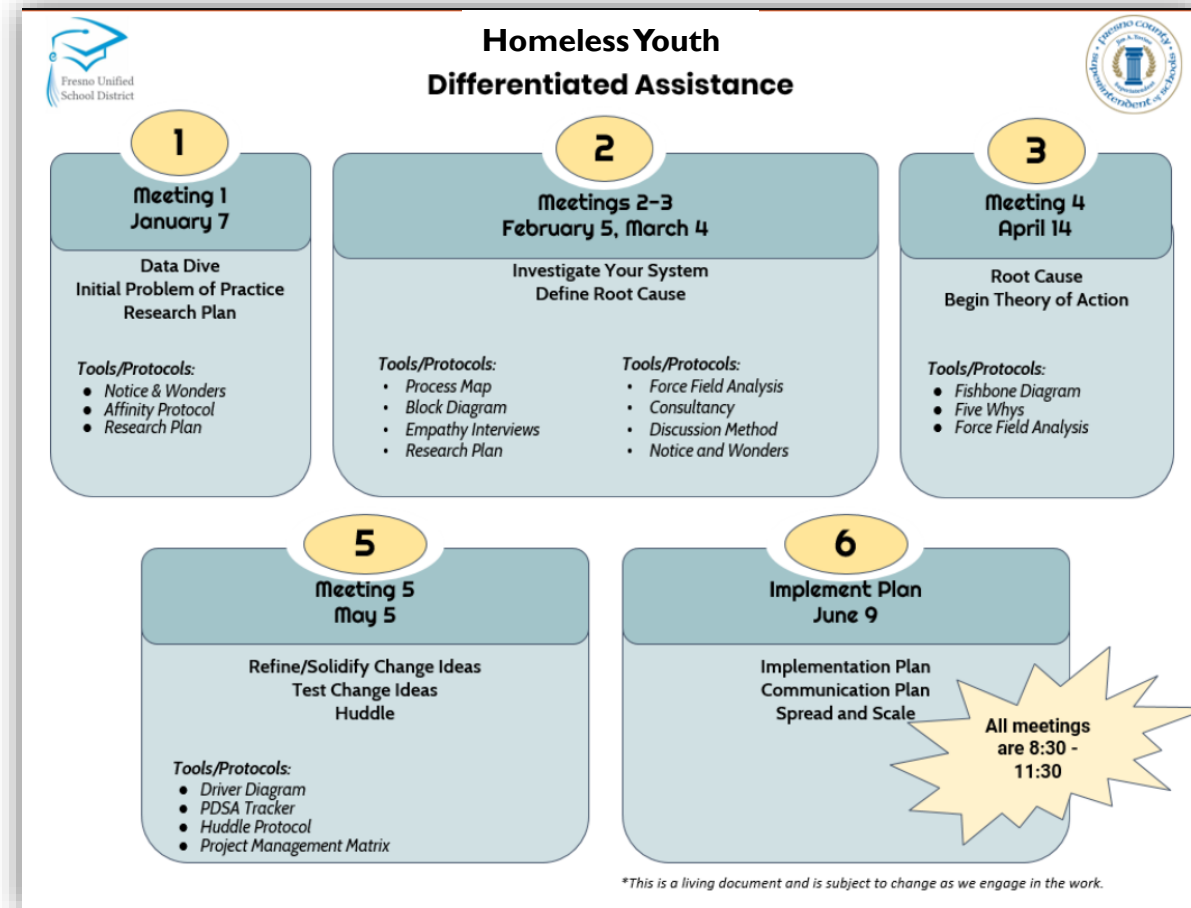


HOMELESS STUDENTS

DIFFERENTIATED ASSISTANCE FOR SUSPENSION RATE AND CHRONIC ABSENTEEISM

ACTIONS TAKEN FOR DIFFERENTIATED ASSISTANCE FOR HOMELESS YOUTH

- Cross-functional team made up of representatives from DPI, Equity and Access, College and Career Readiness, Fresno County Superintendent of Schools, a social worker, and academic counselor.
- Meeting 2 will focus on process mapping, identifying gaps in current processes, and developing a research plan



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.
- District Attendance Coordinator was added to Fort Miller's CSI team to help identify barriers to attendance for homeless students.
- A CWA was hired to work specifically with homeless students that are chronically absent. CWAS start date was 12/6/19.

Planned Actions

- Conduct 6 Foster/Homeless Differentiated Assistance Improvement collaborative meetings with the following participants: (Spring 2020)
 - Project ACCESS Academic Counselor, CSSW, Manager and Director
 - College and Career Readiness Manager, Director, and School Site Counselor
 - Equity and Access Manager and Director
 - Fresno County Superintendent of Schools, Foster/Homeless Liaison, Executive Leadership Coach and Director
 - Fresno County DSS Child Welfare Supervisor



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%; adopted by State Board of Education on September 2019 rates below 68% averaged over two years.
 - 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

January 24, 2020

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 5 of our timeline.

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 I 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

CSI/TSI/ATSI PLANS FOR 2020 – 2021

Transitioning CSI Site

- Cabinet Debrief Meeting (Not C3)
- Quarterly Meetings
 - March
 - May
- Check-ins by appointment and/or request with CSI Manager

Continuing CSI Site

- SPSA Planning Meeting
- C3 Meeting in March
- Continue Monthly CSI Guiding Coalition Meetings
- Continue weekly check-ins with CSI Manager

New CSI Site

- Kick-Off Meeting
 - Feb. 26, 2020
- SPSA Planning Meeting
- C3 Meeting
- Monthly CSI Guiding Coalition Meetings
- Weekly check-in meetings with CSI Manager

Comprehensive Support and Improvement (CSI) Site Report

School Name	Enrollment		Chronic Absenteeism Rate			Suspension Rate			Graduation Rate		College/Career Readiness	
	2018/19 Q2/S1	2019/20 Q2/S1	2017/18 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2017/18 Q2/S1	2018/19 Q2/S1	2019/20 Q2/S1	2017/18	2018/19	2017/18	2018/19
Addicott School	66	58	70.2%	81.7%	64.0%	0.0%	0.0%	0.0%	N/A	N/A	N/A	N/A
Ahwahnee Middle	857	837	11.8%	14.4%	15.8%	12.2%	8.7%	9.4%	N/A	N/A	N/A	N/A
Cambridge High	624	660	N/A	N/A	N/A	2.5%	7.6%	4.7%	28.0%	38.1%	0.5%	0.0%
Dewolf High	224	200	N/A	N/A	N/A	12.8%	5.1%	13.5%	32.8%	46.7%	0.0%	0.0%
Fort Miller Middle	730	737	25.2%	27.3%	24.9%	10.8%	16.1%	8.8%	N/A	N/A	N/A	N/A
Hidalgo Elementary	743	726	20.8%	17.7%	15.1%	5.0%	2.6%	3.0%	N/A	N/A	N/A	N/A
JE Young Academic High	402	436	N/A	N/A	N/A	4.9%	6.0%	1.9%	66.4%	76.5%	7.4%	9.9%
Terronez Middle	693	680	8.7%	8.8%	9.5%	7.1%	6.2%	8.3%	N/A	N/A	N/A	N/A
Tioga Middle	720	698	15.5%	14.7%	14.1%	5.3%	4.5%	3.2%	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. 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.

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: February 07, 2020

Phone Number: 457-3896

Regarding: California District and School Accountability Updates for 2020

The purpose of this communication is to provide the Board information regarding which school sites have been identified by the State of California for additional levels of support as identified by state indicators on the California Dashboard. There are three levels of support:

- Differentiated Assistance (DA)--District level identification of support for any student group is red in two or more priority areas
- Comprehensive Support and Improvement (CSI)--Site level identification for high schools with graduation rates lower than 67 percent and the lowest performing 5 percent of Title I schools
- Additional Targeted Support and Improvement (ATSI)--Site level identification for schools with one or more student groups for two consecutive years that meet the same criteria to identify the lowest five percent as CSI

In 2019 three student groups were identified for DA: Foster Youth, Homeless, and Students with Disabilities. The three student groups remain a focus for 2020 as identified by the state; however, the foster youth student group focus areas have changed from Graduation Rate and College/Career to Graduation Rate, English Language Arts Performance and Math Performance.

In 2019 nine schools were identified for CSI. Four of the nine schools identified have exited out of CSI: Hidalgo, Fort Miller, J.E. Young, and Tioga. Fifteen schools have been identified for CSI for 2020.

Additionally, in 2019 twenty-nine schools were identified for ATSI. Eight of the twenty-nine schools have exited out of ATSI: Ayer, Easterby, Figarden, Fresno, Kings Canyon, Olmos, Rowell, and Sunnyside. Thirty-two schools have been identified for ATSI for 2020.

The attached slide deck showcases each of those categories of support, definitions, as well as the identified schools and their associated areas of need for 2020.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

2/7/2020



Fresno Unified School District

CALIFORNIA DISTRICT AND SCHOOL ACCOUNTABILITY UPDATES 2020

FEBRUARY 7, 2020

PREPARED BY EQUITY AND ACCESS



DIFFERENTIATED ASSISTANCE

Current 2020			
Differentiated Assistance	A school district or COE is eligible for differentiated assistance if any student group is red (red or orange on Priority 4) in two or more priority areas indicated in the dashboard.	Student Group	Areas of Focus
		Foster Youth	<ul style="list-style-type: none"> • Graduation Rate • ELA Performance • Math Performance
		Homeless	<ul style="list-style-type: none"> • Chronic Absenteeism • Suspension Rate
		Students with Disabilities	<ul style="list-style-type: none"> • Graduation Rate • College/Career

SCHOOL ACCOUNTABILITY: COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

School Eligibility	Description	Schools Identified as CSI (Updated 1/31/20)
Comprehensive Support and Improvement (CSI)	<ul style="list-style-type: none"> All high schools with graduation rates below 67 percent Lowest performing 5 percent of Title I Schools <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> CSI Schools for Graduation (below 67%) (some of these schools also have other areas to address too) <ul style="list-style-type: none"> Cambridge HS* Dewolf HS* CSI Schools for the lowest 5% of state Title I Schools <ul style="list-style-type: none"> Addicott (for Chronic Absenteeism)* Ahwahnee MS* Heaton ES King ES Lowell ES Phoenix ES Phoenix Secondary Scandinavian MS Tehipite MS Tenaya MS Terronez MS* Webster ES Yosemite MS

SCHOOL ACCOUNTABILITY: TARGETED/ ADDITIONAL SUPPORT AND IMPROVEMENT (TSI/ATSI)

School Eligibility	Description	Schools Identified as TSI/ATSI (Updated 1/31/20) and their Associated Student Groups		
Targeted Support and Improvement (TSI)	<ul style="list-style-type: none"> Schools with one or more student groups, for two consecutive years that meet the same criteria to identify the lowest five percent as CSI <p><i>Schools identified as CSI will not be identified for TSI</i></p>	Students with Disabilities (SWD)	<ul style="list-style-type: none"> Gaston MS Hoover HS Calwa ES Del Mar ES 	<ul style="list-style-type: none"> Homan ES Jackson ES Kratt ES Turner ES
		African American (AA)	<ul style="list-style-type: none"> Bakman ES Vang Pao ES Ewing ES 	<ul style="list-style-type: none"> Lincoln ES Robinson ES Vinland ES
		White (W)	<ul style="list-style-type: none"> Slater ES 	
		Multiple	<ul style="list-style-type: none"> Addams ES (Homeless, SWD, W) Anthony ES (AA, SWD) Birney ES (SWD, W) Bullard HS (AA, SED, SWD) Centennial ES (AA, Homeless, W) Columbia ES (Homeless, SWD) Fort Miller MS (AA, EL, W) Hamilton ES (Homeless, SWD) 	<ul style="list-style-type: none"> Hidalgo (AA, SWD) Holland (AA, W) Muir ES (AA, Homeless, White) Pyle ES (Homeless, SWD) Roeding ES (AA, SWD, W) Sequoia MS (AA, Homeless) Viking ES (AA, SWD) Wilson ES (Homeless, W) Williams ES (Homeless, SWD, W)

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-Olivares, Director
Cabinet Approval:

Date: February 21, 2020

Phone Number: 457-3896

Regarding: California District and School Accountability Follow-Up

The purpose of this communication is to provide the Board information regarding which school sites have been identified by the State of California for additional levels of support as identified by state indicators on the California Dashboard. There are three levels of support:

- Differentiated Assistance (DA)—District level identification of support for any student group that is red in two or more priority areas on the state indicators. The priority areas are: Student Achievement (English Language Arts, Mathematics, English Learner Progress), Student Engagement (Graduation Rate, Chronic Absenteeism) School Climate (Suspension Rate), and Outcomes in a Broad Course of Study (College/Career Indicator). County offices of education must offer differentiated assistance to a school district to meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.
- Comprehensive Support and Improvement (CSI)--Site level identification for high schools with graduation rates lower than 67 percent and the lowest performing 5 percent of Title I schools. The district must partner with the sites identified to locally develop and implement a plan to improve student outcomes.
- Additional Targeted Support and Improvement (ATSI)--Site level identification for schools with one or more student groups for two consecutive years that meet the same criteria to identify the lowest five percent as CSI. Schools must partner with stakeholders to develop and implement a school level-plan to improve student outcomes.

This information is in response to a Board Member request during the February 12, 2020 Board Meeting.

The attached reports showcase the categories of support as well as the identified schools and their associated areas of need for 2020.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/21/20

District Accountability: Differentiated Assistance 2018-2020

Student Group	2018	CA Dashboard Indicator(s)	2019	CA Dashboard Indicator(s)	2020	CA Dashboard Indicator(s)
African American	Yes	ELA, Suspension	No		No	
American Indian or Alaskan Native	No		No		No	
Asian	No		No		No	
English Learner	No		No		No	
Filipino	No		No		No	
Foster Youth	yes	ELA, Suspension	Yes	College/Career, Graduation	Yes	ELA, Math, Graduation
Hispanic or Latino	No		No		No	
Homeless	No		Yes	Chronic Absenteeism, Suspension	Yes	Chronic Absenteeism, Suspension
Socioeconomically Disadvantaged	No		No		No	
Students with Disabilities	Yes	ELA, Graduation, Suspension	Yes	College/Career, Graduation	Yes	College/Career, Graduation
Pacific Islander	No		No		No	
Two or More Races	No		No		No	
White	No		No		No	

School Accountability: Comprehensive Support and Improvement (CSI) and Additional Support and Improvement (ATSI) 2018-2020

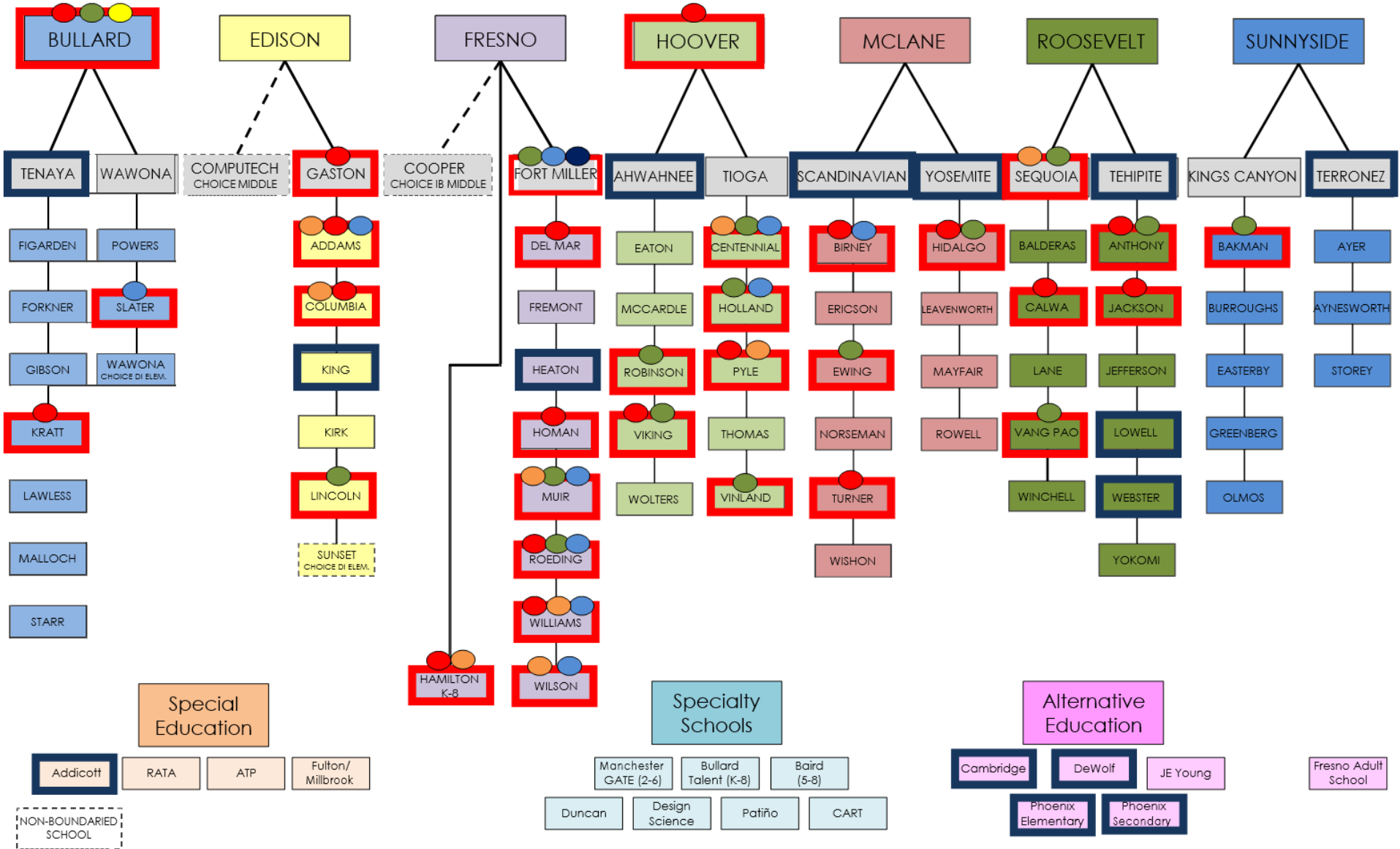
School	2019	Student Group(s)	2020	Student Group(s)
Yokomi Elementary	No	-	No	-
Design Science	No	-	No	-
Patino	No	-	No	-
Wawona	No	-	No	-
Duncan	No	-	No	-
Rata	No	-	No	-
Edison High	No	-	No	-
McLane High	No	-	No	-
Roosevelt High	No	-	No	-
Aynsworth Elementary	No	-	No	-
Baird Middle	No	-	No	-
Bullard Talent	No	-	No	-
Burroughs Elementary	No	-	No	-
Ericson Elementary	No	-	No	-
Fremont Elementary	No	-	No	-
Gibson Elementary	No	-	No	-
Jefferson Elementary	No	-	No	-
Kirk Elementary	No	-	No	-
Lane Elementary	No	-	No	-
Malloch Elementary	No	-	No	-
Mayfair Elementary	No	-	No	-
Norseman Elementary	No	-	No	-
Powers-Ginsburg Elementary	No	-	No	-
Thomas Elementary	No	-	No	-
Winchell Elementary	No	-	No	-
Wishon Elementary	No	-	No	-
Wolters Elementary	No	-	No	-
Cooper Middle	No	-	No	-
Eaton Elementary	No	-	No	-
McCardle Elementary	No	-	No	-
Starr Elementary	No	-	No	-
Sunset Elementary	No	-	No	-
Forkner Elementary	No	-	No	-
Lawless Elementary	No	-	No	-
Manchester Gate	No	-	No	-
Computech	No	-	No	-
Balderas Elementary	No	-	No	-
Storey Elementary	No	-	No	-
Leavenworth Elementary	No	-	No	-
Fulton	No	-	No	-
Greenberg Elementary	No	-	No	-
Calwa Elementary	No	-	Yes	SWD
Centennial Elementary	No	-	Yes	African American, Homeless, White
Del Mar Elementary	No	-	Yes	SWD
Ewing Elementary	No	-	Yes	African American

School	2019	Student Group(s)	2020	Student Group(s)
Homan Elementary	No	-	Yes	SWD
Jackson Elementary	No	-	Yes	SWD
Kratt Elementary	No	-	Yes	SWD
Bakman Elementary	No	-	Yes	African American
Muir Elementary	No	-	Yes	African American, Homeless, White
Robinson Elementary	No	-	Yes	African American
Slater Elementary	No	-	Yes	White
Anthony Elementary	No	-	Yes	African American, SWD
Vang Pao Elementary	No	-	Yes	African American
Vinland Elementary	No	-	Yes	African American
Heaton Elementary	No	-	Yes	All students
Lowell Elementary	No	-	Yes	All students
Phoenix Elementary	No	-	Yes	All students
Phoenix Secondary	No	-	Yes	All students
Scandinavian Middle	No	-	Yes	All students
Webster Elementary	No	-	Yes	All students
Olmos Elementary	Yes	SWD	No	-
Sunnyside High	Yes	SWD	No	-
Fresno High	Yes	SWD	No	-
Easterby Elementary	Yes	SWD	No	-
Figarden Elementary	Yes	SWD	No	-
Rowell Elementary	Yes	SWD	No	-
Kings Canyon Middle	Yes	African American	No	-
Ayer Elementary	Yes	SWD	No	-
J. E. Young	Yes	All students	No	-
Tioga Middle	Yes	All students	No	-
Addams Elementary	Yes	SWD	Yes	Homeless, SWD, White
Birney Elementary	Yes	SWD	Yes	White
Bullard High	Yes	African American, SED, SWD	Yes	African American, SED, SWD
Columbia Elementary	Yes	African American	Yes	Homeless, SWD
Williams Elementary	Yes	African American, SWD	Yes	Homeless, SWD, White
Hamilton Elementary	Yes	SED, SWD	Yes	Homeless, SWD
Hoover High	Yes	SWD	Yes	SWD
Holland Elementary	Yes	Hispanic	Yes	African American, White
Lincoln Elementary	Yes	SWD	Yes	African American
Pyle Elementary	Yes	African American, SWD	Yes	Homeless, SWD
Roeding Elementary	Yes	SWD	Yes	African American, SWD, White
Gaston Middle	Yes	African American, SWD	Yes	SWD
Sequoia Middle	Yes	SWD	Yes	African American, Homeless
Turner Elementary	Yes	African American, SWD	Yes	SWD
Viking Elementary	Yes	SWD	Yes	African American, SWD
Wilson Elementary	Yes	SWD	Yes	Homeless, White
Fort Miller Middle	Yes	All students	Yes	African American, EL, White
Hidalgo Elementary	Yes	All students	Yes	African American, SWD
Cambridge	Yes	All students	Yes	All students
Dewolf	Yes	All students	Yes	All students

School	2019	Student Group(s)	2020	Student Group(s)
King Elementary	Yes	SWD	Yes	All students
Tehipite Middle	Yes	EL, SWD	Yes	All students
Tenaya Middle	Yes	SWD	Yes	All students
Yosemite Middle	Yes	SWD	Yes	All students
Ahwahnee Middle	Yes	All students	Yes	All students
Terronez Middle	Yes	All students	Yes	All students
Addicott Elementary	Yes	All students	Yes	All students

Note: EL = English Learners; SED = Socioeconomically Disadvantaged Students; SWD = Students with Disabilities

2020-2021 CSI, ATSI Schools



ATSI Eligible Student Groups

 CSI (15 schools)

 ATSI (32 schools) *

*Not including Charter School Sites

● SWD (19 schools)

● African-American (16 schools)

● EL (1 school)

● Homeless (9 schools)

● White (10 schools)

● SED (1 school)