

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: August 28, 2020

Phone Number: 457-3896

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

The purpose of this communication is to provide the Board an update on differentiated assistance and the district's ongoing supports of schools identified as Comprehensive Support and Improvement (CSI) sites as identified by the California Department of Education.

With California's recent accountability system through the California Dashboard, districts were identified as qualifying for differentiated assistance under the statewide system of support. As a result, County Offices of Education have partnered with local schools/districts to define a high quality and consistent approach to differentiated assistance toward improving student outcomes for our lowest performing students. A school district is eligible for differentiated assistance if any student group is red for two or more indicators on the California Dashboard.

On March 27, 2020, California received federal approval to waive assessment and accountability requirements for the 2019/20 school year. As a result, the U.S. Department of Education wrote that California must ensure that schools identified for CSI or Additional Targeted Support and Improvement (ATSI) in 2019/20 will keep that status in 2020/21 and will continue to receive supports and adhere to their improvement plans. In addition to not identifying any new/additional school sites that need comprehensive support and intervention in 2020/21, California will 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.

In 2019/20, the California Department of Education identified FUSD as a Differentiated Assistance District. Three student groups were identified in need of differentiated assistance—foster youth, homeless students, and students with disabilities. Foster youth and students with disabilities 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. Collaborative teams were formed with representatives from the Fresno County Superintendent of Schools, FUSD departments, and schools to develop and implement an assistance plan to address and improve identified performance issues and significant disparities for these specific student groups. The collaborative teams support through a continuous improvement science process and involves a shift from compliance to capacity building and “doing with” instead of “doing to” schools, identifying strengths and areas of need, and gathering and reviewing evidence to encourage reflection throughout the process.

Fifteen schools were identified for CSI for 2019/20, and those school sites will continue their CSI status into 2020/21. Please see the attached document of schools in CSI and ATSI by region. CSI sites will continue with their Guiding Coalition meetings and adapt the structure of the meetings to fit our virtual environment. Sites will also continue to use tools/strategies learned from the CSI Guiding Coalition meetings, to implement and guide faculty/staff through new procedures/processes. Throughout July, optional CSI Guiding Coalition Meetings provided sites and various departments the opportunity to learn and grow from each other; developing strategies, procedures, and policies that benefit our system. We are excited for second semester because we will collaborate with School Leadership in developing specific and tailored Professional Learning for 2020/21.

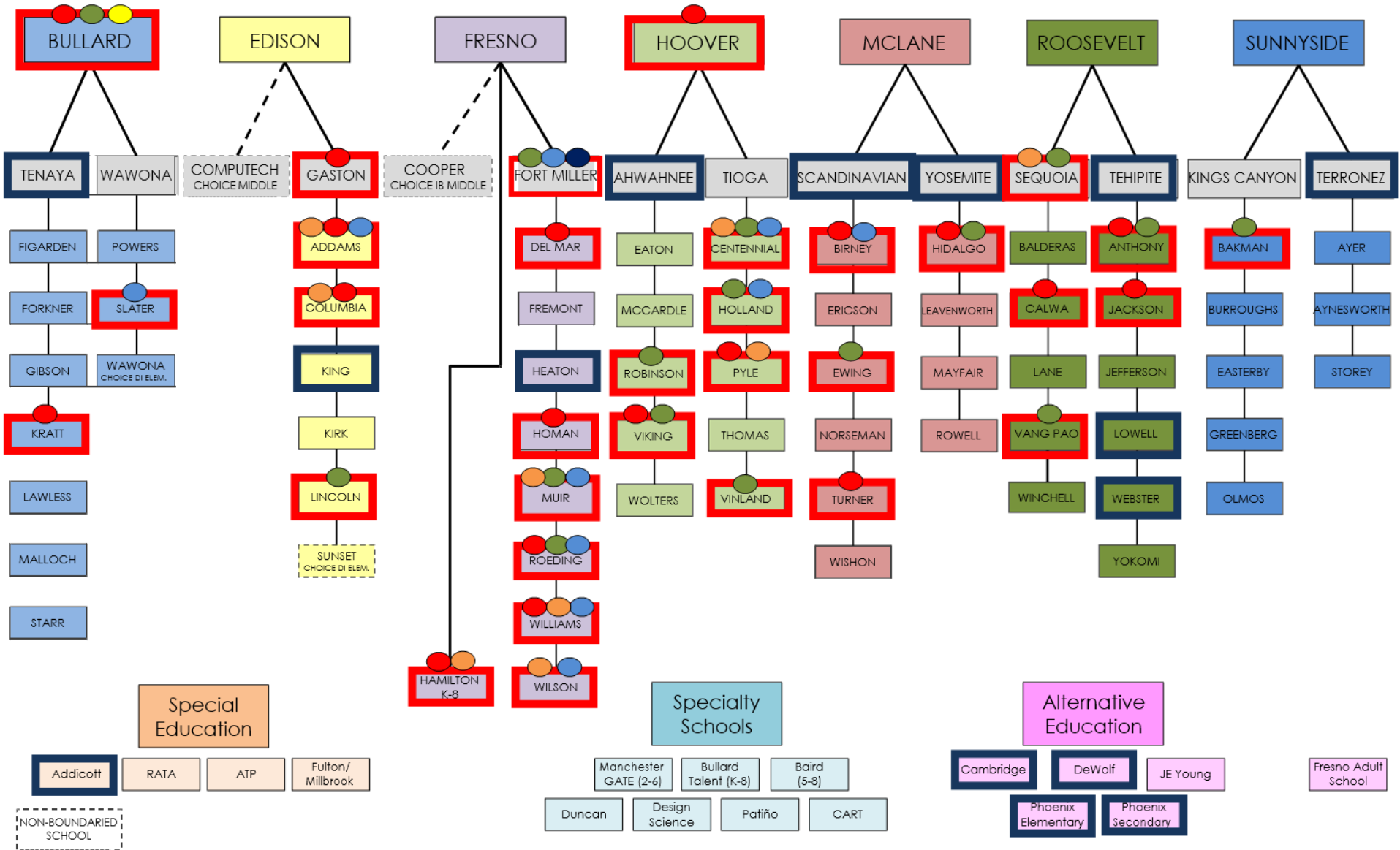
If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 08/28/2020

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)

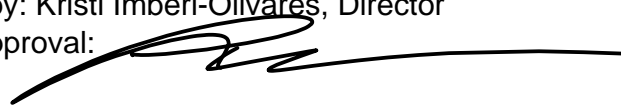
● Homeless (9 schools)

● White (10 schools)

● SED (1 school)

Fresno Unified School District
Board Communication

BC Number EA-1

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

Date: October 30, 2020

Phone Number: 457-3896

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

The purpose of this communication is to provide the Board updated information regarding the District's ongoing work with foster youth, homeless students, and students with disabilities, the student groups identified for differentiated assistance, as well as supports for schools identified as Comprehensive Support and Improvement (CSI) sites. As a reminder, in March 2020, our State declared that schools identified for CSI or Additional Targeted Support and Improvement (ATSI) in 2019/20 will keep that status in 2020/21 and will continue to receive supports and adhere to their improvement plans. In addition to not identifying any new/additional school sites that need comprehensive support and intervention in 2020/21, our State agreed to also not identify any new school districts or student groups for differentiated assistance in 2020/21. School districts and schools will continue to receive assistance through 2020/21 if they were already identified based on the 2019 Dashboard.

Foster youth, homeless students, and students with disabilities were identified as the student groups in differentiated assistance with two or more red indicators. Foster youth and students with disabilities have two red indicators for Graduation and the College and Career Indicator (CCI). Homeless students have two red indicators in chronic absenteeism and suspension rates. In addition, fifteen school sites were identified as CSI: Addicott, Ahwahnee MS, Cambridge HS, DeWolf HS, Heaton ES, King ES, Lowell ES, Phoenix ES, Phoenix Secondary, Scandinavian MS, Tehipite MS, Tenaya MS, Terronez MS, Webster ES, and Yosemite MS.

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

The attached infographic includes an update on actions that are being implemented for differentiated assistance for foster students, homeless students, and students with disabilities, as well as an update on actions being taken for CSI. CSI actions include: Bridge, Debrief, Research Plan, and Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice. Also included with this communication is a school-level report for these metrics.

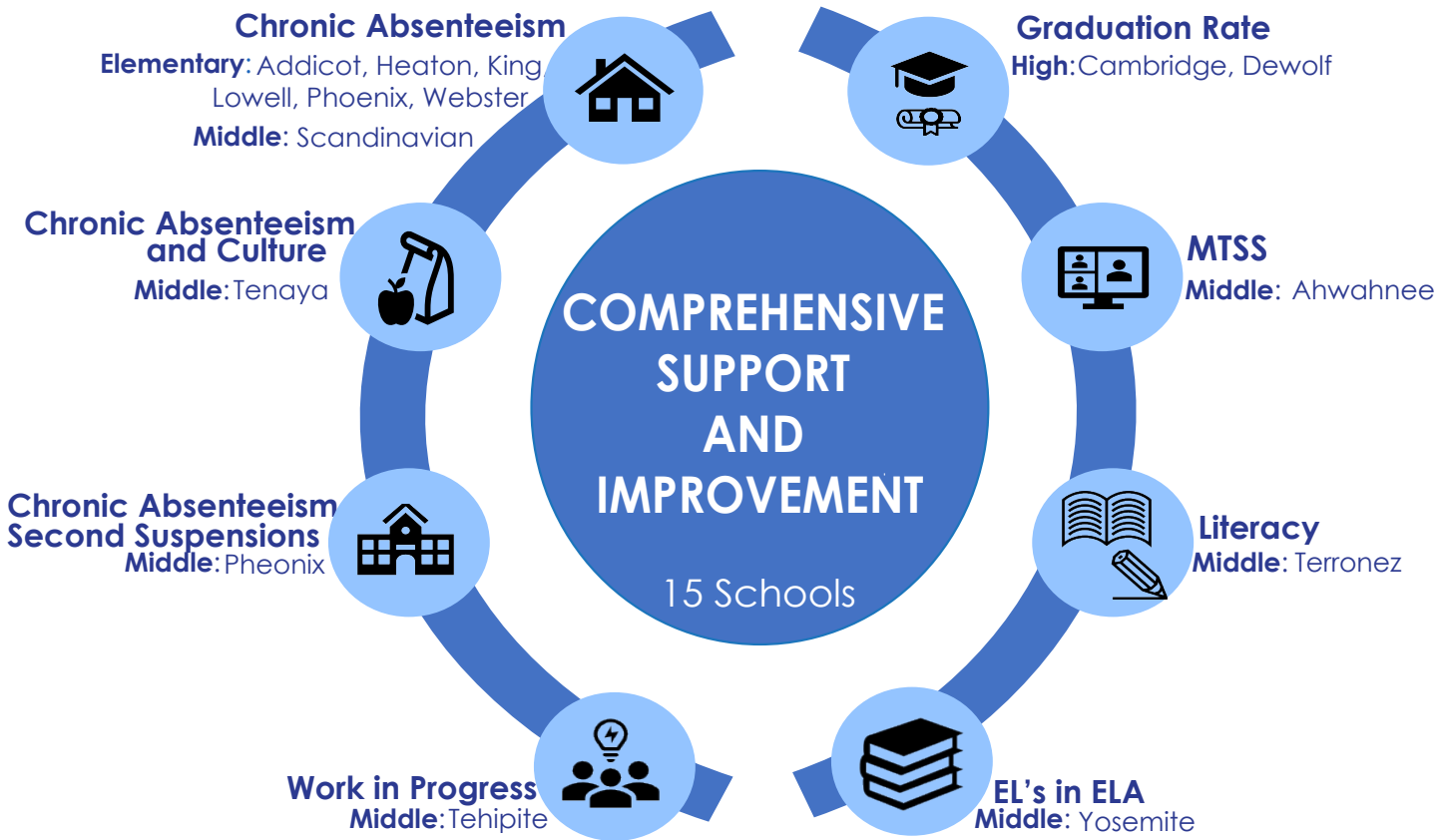
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Approved by Superintendent

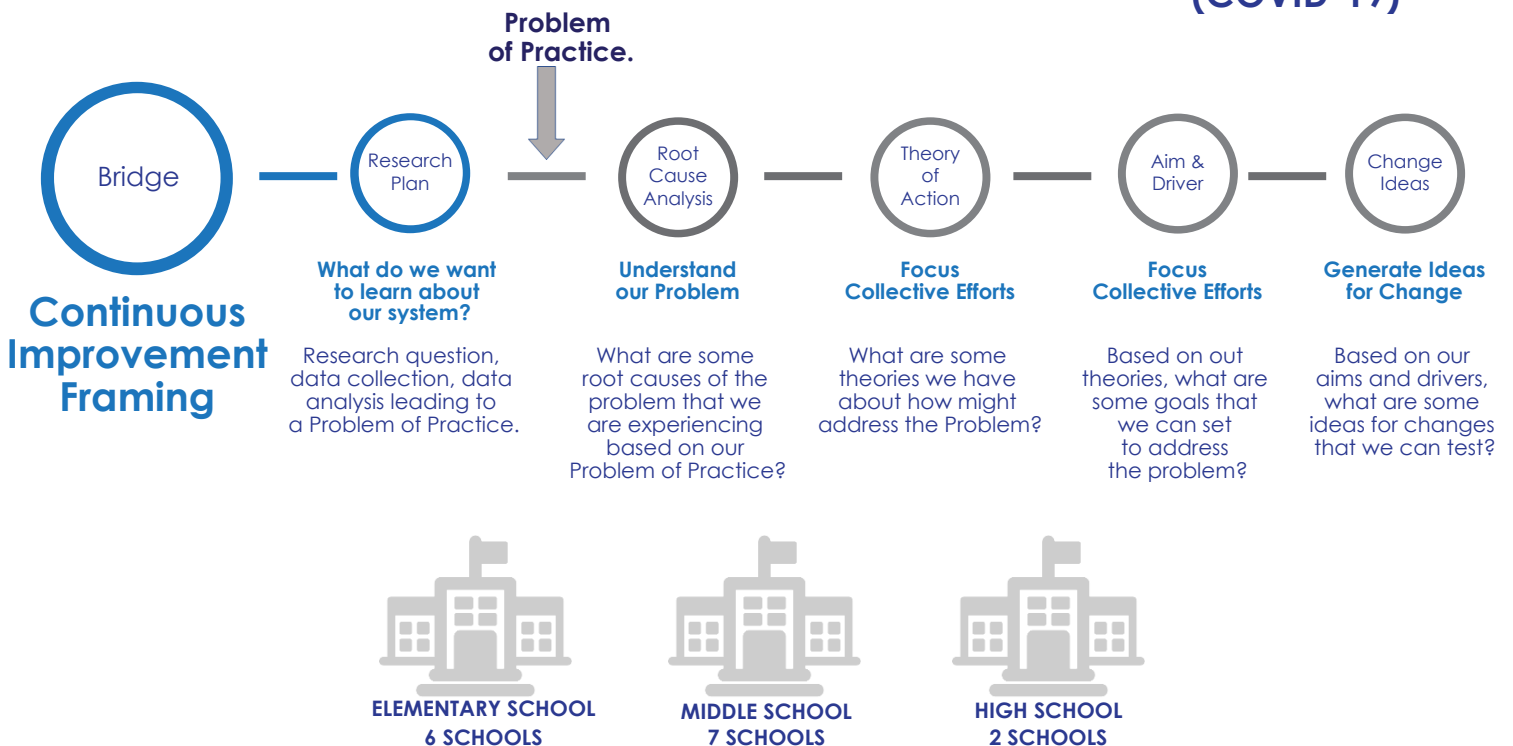
Robert G. Nelson Ed.D. 

Date: 10/30/2020

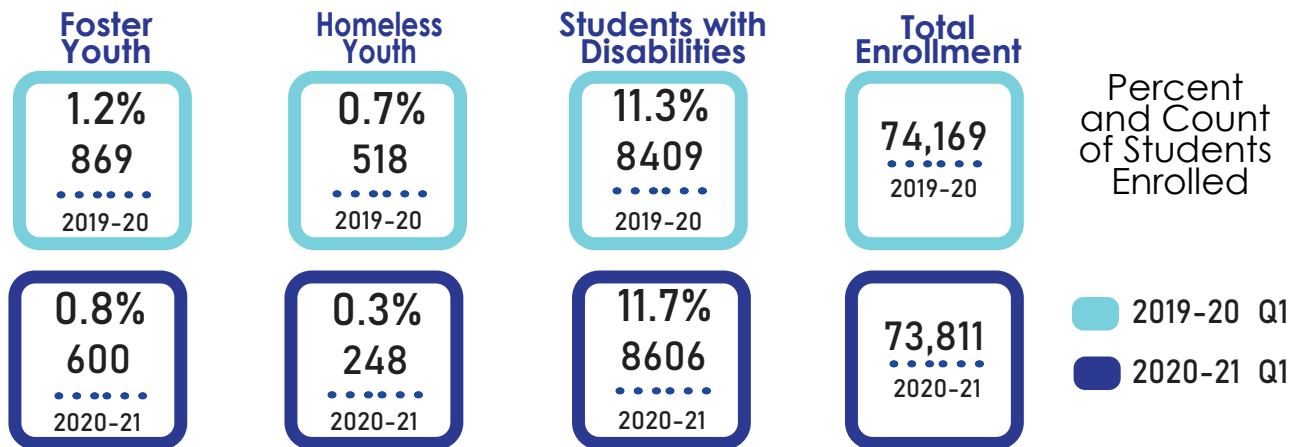
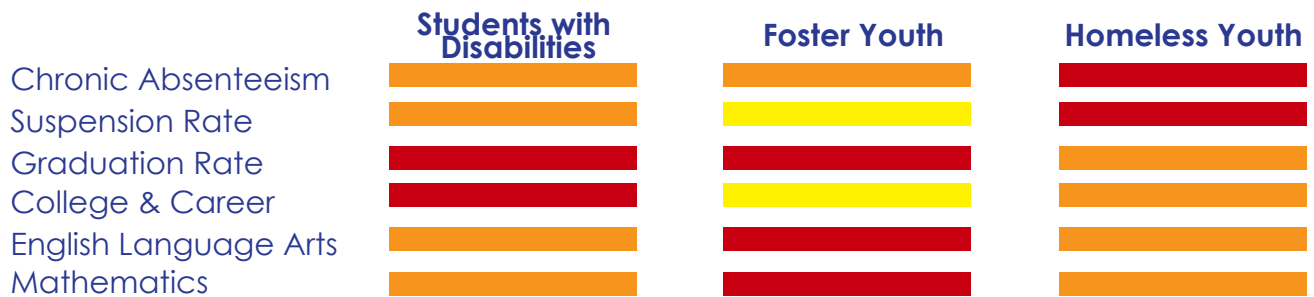
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) Sites Area of Focus



COMPREHENSIVE SUPPORT AND IMPROVEMENT PROCESS (COVID-19)



DIFFERENTIATED ASSISTANCE -- A District Focus



Foster & Homeless Youth 2020-21

Goal 1:

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

Goal 2:

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

Planned Actions:

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

Homeless students to participate in small cohort return to school:

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

Foster & Homeless Youth 2020-21

Actions Completed:

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

Special Education 2020-21

Department Network Improvement Community (NIC)

Goal

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

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

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

VIRTUAL MEETINGS:

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

Vision

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

IN-PERSON MEETINGS

- Each site has a team of 6 various staff members, (GE Teachers, SPED Teachers, School Psychologist, Counselor, etc.) based on site needs.
- Site Teams participate in 4 Site huddle meetings lead by assigned coach, in a plan, do, study, act cycle.
- Site Teams participate in 3 face to face professional learnings using the consultancy model to reflect and refine their identified area of need.

Special Education

2020-21

Goal #1: Improve SPED Graduation Rate

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

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

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

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

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

Goal #4: Improve Student Achievement on Statewide Assessments

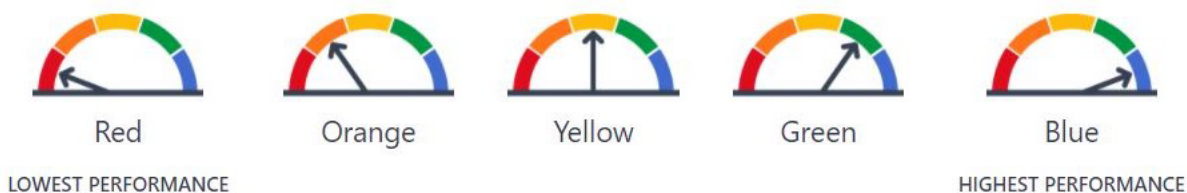
- By June 2021, the percentage of students participating in statewide assessments will increase from 94.0% (current ELA) and 92.6% (current math) to >95% (APR target), as measured by annual performance review.
- By June 2021, the average distance from Standard for ELA will decrease from -117.2 (current)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

Goal #5: Improve IEP compliance

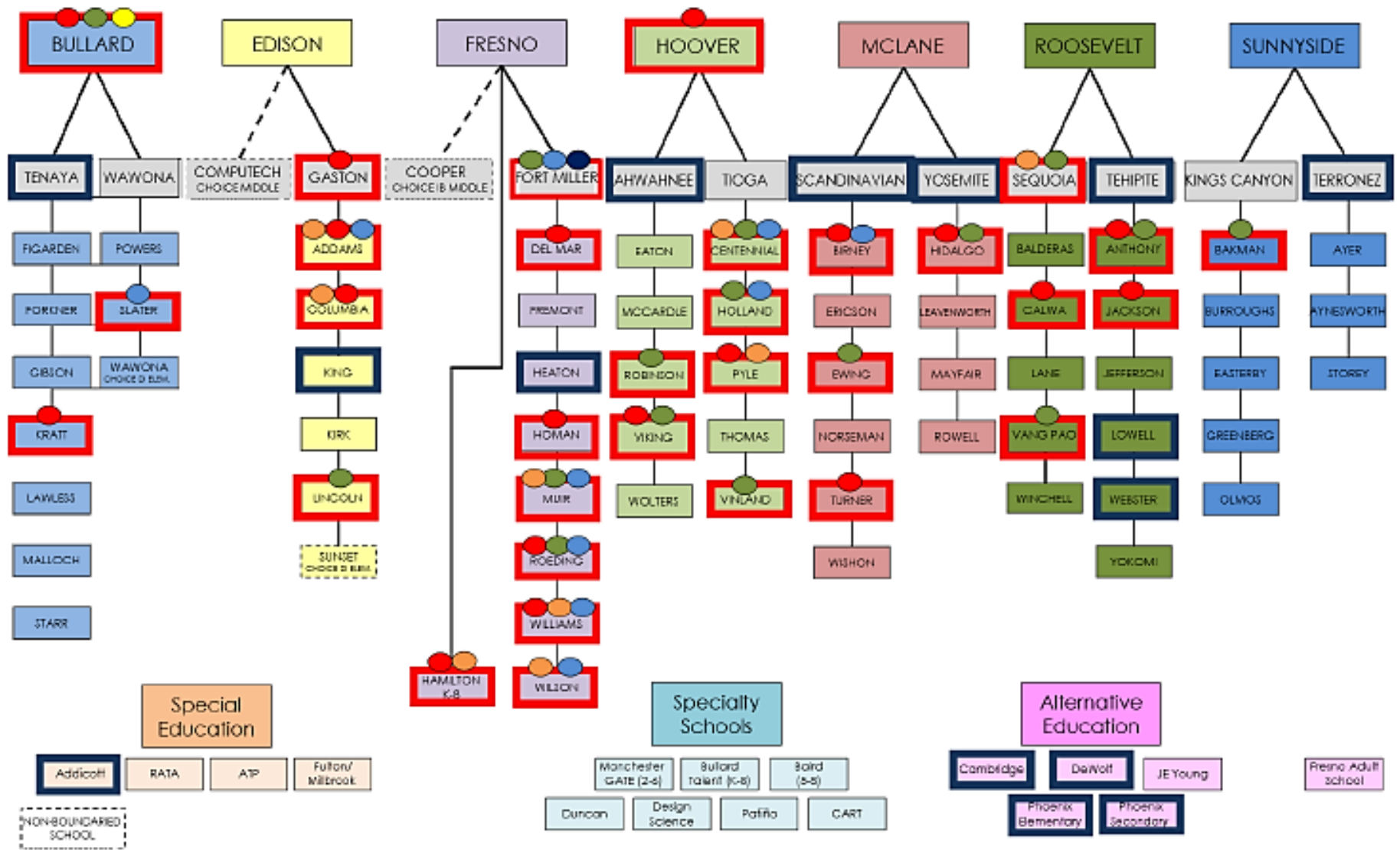
- By June 2021, all initial, annual, and triennial IEPs will be 100% compliant, as measured by SEIS data reporting system.

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

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



2020-2021 CSI, ATSI Eligibility Map



ATSI Eligible Student Groups

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

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.

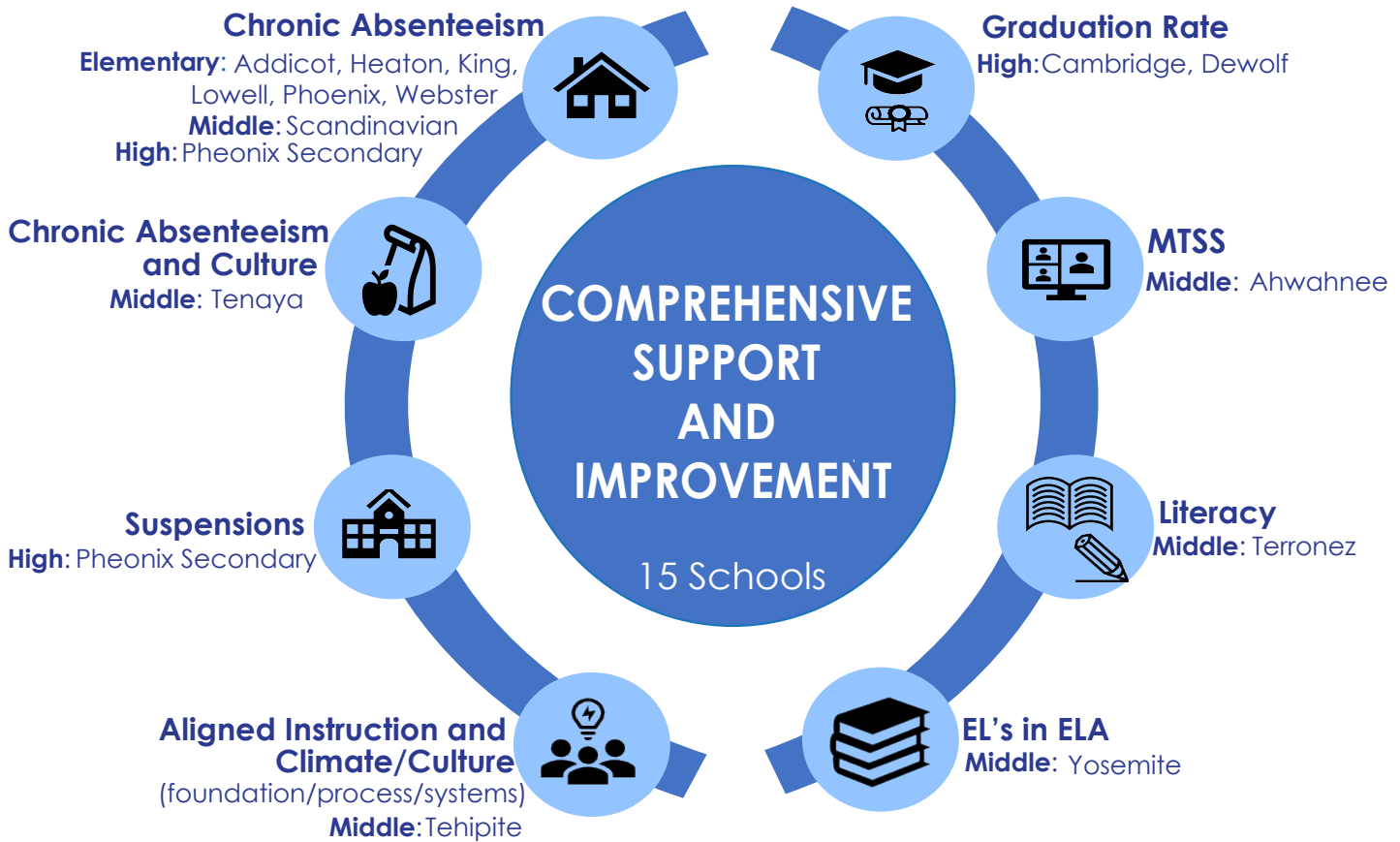
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Approved by Superintendent
Robert G. Nelson Ed.D.

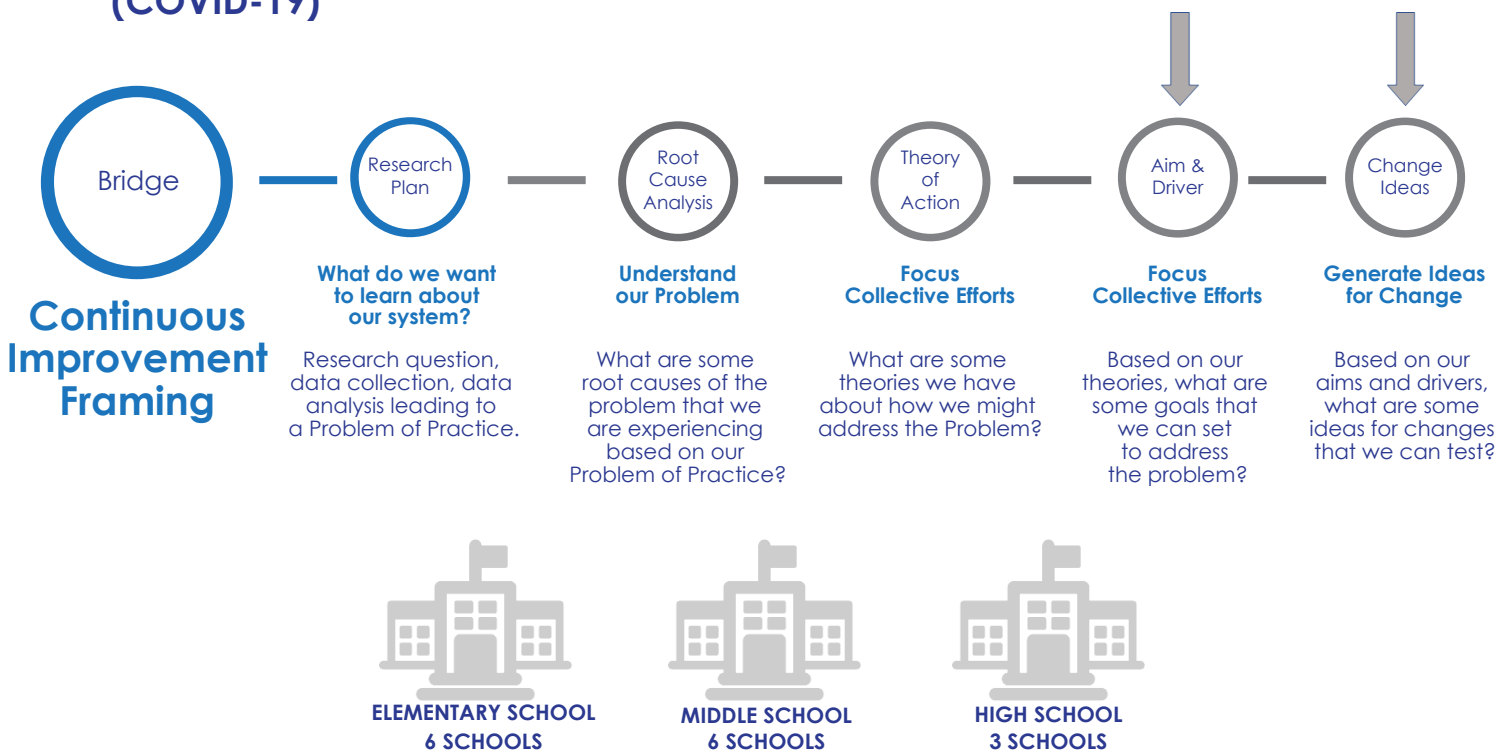


Date: 04/23/21

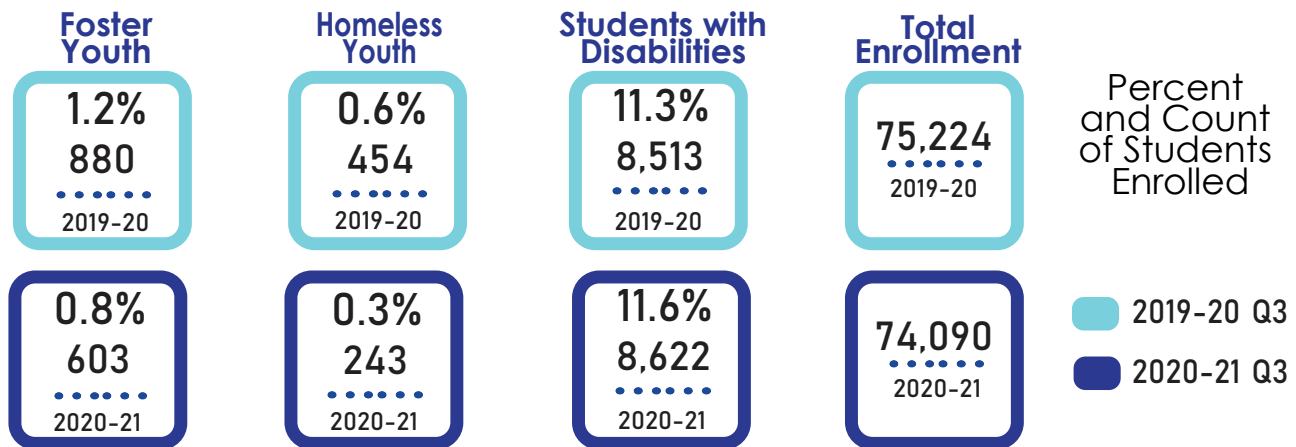
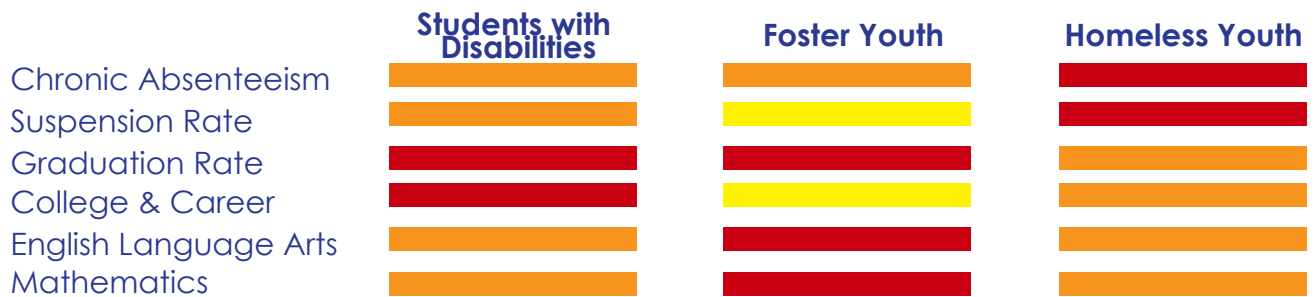
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) Sites Area of Focus



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.

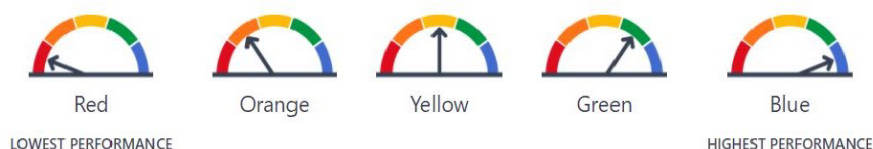
- By the end of the 2020-21 school year, 100% of RIMs will provide a body of evidence to support their self-assessment of skills related to providing sites with services that improve Inclusive

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.



Fresno Unified School District
Board Communication

BC Number EA-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Andrew Scherrer, Executive Officer
Cabinet Approval: *Lindsay Sanders*
Lindsay Sanders (Jun 17, 2021 12:00 PDT)

Date: June 18, 2021

Phone Number: 457-3471

Regarding: Revised Slide Deck for CA Local Indicator Board Presentation on June 16, 2021

The purpose of this communication is to provide the Board a revised slide deck of the presented information on the California Local Indicator Board Presentation on June 16, 2021. Please note revised slides 10, 11, and 13 due to a slide being omitted and another being duplicated.

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: 06/18/21



Fresno Unified
School District

California School Dashboard, Local Indicators (Revised June 17, 2021)

Board of Education
June 16, 2021



State Accountability System

Priority Area	State Indicator	Local Indicator
1—Basic Services		Basic Conditions at School
2—Academic Standards		Implementation of State Academic Standards
3—Parent Engagement		Annual Parent Survey
4—Student Achievement	Academic Indicator/English Learner Progress Indicator	
5—Student Engagement	Graduation Rate/ <i>Chronic Absenteeism</i>	
6—School Climate	Suspension Rate	Local Climate Survey
7—Access to a Broad Course of Study		Local Rating System
8—Outcomes in a Broad Course of Study	<i>College/Career Indicator</i>	



Local Performance Indicators

- Basic Services and Conditions at Schools (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- Local Climate Survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)

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Local Performance Indicators Ratings

Local Indicator	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Basic Conditions at School (Priority 1)	Met	N/A	Met
Implementation of State Academic Standards (Priority 2)	Met	N/A	Met
Parent Engagement (Priority 3)	Met	N/A	Met
Local Climate Survey (Priority 6)	Met	N/A	Met
Access to a Broad Course of Study (Priority 7)	N/A	N/A	Met



Basic Services and Conditions at School (Priority 1)

Local Indicators	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Student Access to Instructional Materials	100%	N/A	100%
Facilities Properly Maintained*	97.4%	N/A	97.6%**
Teachers Misassigned	<1%	N/A	<1%

* Average score based on the State’s Facility Inspection Tool (FIT), which is utilized to identify if a school facility is in “good repair” as defined by Ed Code 17002(d)(2). As part of the school accountability report card, districts are required to assess the safety, cleanliness, and adequacy of school facilities. “Good repair” means the facility is maintained in a manner that provides a clean, safe and functional environment.

** Baseline for new 21-22 LCAP changes the rating calculation to the percent of schools in "good repair" or better in alignment to the Strategic Plan.



Implementation of State Academic Standards (Priority 2)

Districts have 2 options for providing a summary of their progress in this area:

- Provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools
- Complete a CDE approved reflection tool with the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability



Implementation of State Academic Standards (Priority 2, Question 1)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Initial Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Initial Implementation



Implementation of State Academic Standards (Priority 2, Question 2)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Initial Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Initial Implementation



Implementation of State Academic Standards (Priority 2, Question 3)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instructions aligned to the recently adopted academic standards and/or curriculum frameworks:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Beginning Development	N/A	Beginning Development
History-Social Science	Beginning Development	N/A	Initial Implementation

Implementation of State Academic Standards (Priority 2, Question 4)

Other Adopted Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Career Technical Education	Full Implementation	N/A	Full Implementation
Health Education Content Standards	Full Implementation	N/A	Full Implementation
Physical Education Model Content Standards	Full Implementation	N/A	Full Implementation
Visual and Performing Arts	Full Implementation	N/A	Initial Implementation
World Language	Initial Implementation	N/A	Beginning Development

Implementation of State Academic Standards (Priority 2, Question 5)

Support for Teachers and Administrators

Rate the district's success at engaging in the following activities with teachers and school administrators:

Activities	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Identifying professional learning needs of groups of teachers or staff as a whole	Full Implementation	N/A	Full Implementation
Identifying professional learning needs of individual teachers	Full Implementation	N/A	Full Implementation
Providing support for teachers on the standards they have not yet mastered	Initial Implementation	N/A	Initial Implementation

Parent Engagement (Priority 3)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Developing the capacity of staff	Full Implementation	N/A	Full Implementation and Sustainability
Creating welcoming environments	Full Implementation	N/A	Full Implementation and Sustainability
Supporting staff to learn about each family	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
Developing multiple opportunities for the LEA and school sites to engage in 2-way communication	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability

Parent Engagement (Priority 3, cont'd)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Providing professional learning and support to teachers and principals	Initial Implementation	N/A	Full Implementation
Providing families with information and resources	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
Implementing policies or programs for teachers to meet with families and students	Full Implementation	N/A	Full Implementation and Sustainability
Supporting families to understand and exercise their legal rights	Full Implementation	N/A	Full Implementation

Parent Engagement (Priority 3, cont'd)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Building the capacity of and supporting principals and staff	Full Implementation	N/A	Full Implementation and Sustainability
Building the capacity of and supporting family members	Full Implementation	N/A	Full Implementation and Sustainability
Providing all families with opportunities to provide input	Full Implementation	N/A	Full Implementation and Sustainability
Providing opportunities to have families, teachers, principals, and district administrators work together	Full Implementation	N/A	Full Implementation and Sustainability

School Climate (Priority 6)

Indicator*	2018-2019	2019-2020	2020-2021 Submission
Elementary students with favorable response to the question: "I feel like I am part of this school."	71.2%	N/A	71%
Secondary students with favorable response to the question: "I feel like I am part of this school."	50.7%	N/A	51%

* Annual Climate and Culture survey is being revised in alignment to the Strategic Plan. Baseline for new 21-22 LCAP will include survey domains.

School Climate (Priority 6)

Indicator*	2018-2019	2019-2020	2020-2021 Submission
Elementary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	67.8%	N/A	68%
Secondary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	53.3%	N/A	59%

* Annual Climate and Culture survey is being revised in alignment to the Strategic Plan. Baseline for new 21-22 LCAP will include survey domains.



Access to a Broad Course of Study (Priority 7)

Indicator	2018-2019	2019-2020	2020-2021 Submission
Percentage of students enrolled in grades 1-6 who have access to and are enrolled in a broad course of study	100%	N/A	100%
Percentage of students enrolled in grades 7-12 who have access to and are enrolled in a broad course of study	100%	N/A	100%



Update on Differentiated Assistance, CSI, ATSI, and TSI

Differentiated Assistance, CSI, ATSI, and TSI status continue rolling over (continuing) until activated again by the next iteration of the CA Dashboard.