



Fresno Unified
School District

California School Dashboard, Part Three—Local Indicators

Board of Education
November 14, 2018



Equity & Access Mission, Vision, and Core Values

Mission and Vision

The mission of Equity and Access is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequality.

We will apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking.

Core Values

We believe in dependable, tailored, and differentiated service with compassion, respect, and transparency to foster the growth of the individuals we serve.



Equity & Access Objectives

Increase transparency of information and processes

Increase data and assessment literacy toward systems improvement

Increase support for students needs from cradle to career



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		<i>Local Indicator (reporting this Fall)</i>
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)



Local Performance Indicators Ratings

Local Indicator	2016-17 Rating	2017-18 Rating Submission
Basic Conditions at School (Priority 1)	Met	Met
Implementation of State Academic Standards (Priority 2)	Met	Met
Parent Engagement (Priority 3)	Met	Met
Local Climate Survey (Priority 6)	Met	Met
Access to a Broad Course of Study (Priority 7)	N/A	Met



Basic Services and Conditions at School (Priority 1)

Local Indicators	2015-16	2016-17	2017-18
Student Access to Instructional Materials	100%	100%	100%
Facilities Properly Maintained*	96.7%	97.6%	97.2%
Teachers Misassigned	<1%	<1%	<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.



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)

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	2016-17 Rating	2017-18 Rating
Common Core State Standards for ELA	Full Implementation	Full Implementation and Sustainability
ELD (Aligned to ELA Standards)	Full Implementation	Full Implementation
Common Core State Standards for Math	Full Implementation	Full Implementation and Sustainability
Next Generation Science Standards	Beginning Development	Beginning Development
History-Social Science	Beginning Development	Initial Implementation

Implementation of State Academic Standards (Priority 2)

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	2016-17 Rating	2017-18 Rating
Common Core State Standards for ELA	Full Implementation	Full Implementation
ELD (Aligned to ELA Standards)	Initial Implementation	Full Implementation
Common Core State Standards for Math	Full Implementation	Full Implementation
Next Generation Science Standards	Exploration and Research Phase	Beginning Development
History-Social Science	Beginning Development	Beginning Development

Implementation of State Academic Standards (Priority 2)

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	2016-17 Rating	2017-18 Rating
Career Technical Education	Full Implementation	Full Implementation
Health Education Content Standards	Full Implementation	Full Implementation
Physical Education Model Content Standards	Full Implementation	Full Implementation
Visual and Performing	Initial Implementation	Initial Implementation
World Language	Beginning Development Initial Implementation	Initial Implementation

Implementation of State Academic Standards (Priority 2)

Support for Teachers and Administrators

During the 2016-17 school year (including summer 2016), rate the district's success at engaging in the following activities with teachers and school administrators:

Content Area	2016-17 Rating	2017-18 Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	Full Implementation	Full Implementation
Identifying the professional learning needs of individual teachers	Initial Implementation	Full Implementation
Providing support for teachers on the standards they have not yet mastered	Initial Implementation	Initial Implementation

Parent Engagement (Priority 3)

Indicator	2015-16	2016-17	2017-18
Parents that responded "Agree" or "Strongly Agree" to "I feel respected and welcomed at my child's school."	94.5%	94.2%	94.7%
Parents that responded "Agree" or "Strongly Agree" to "My child's school provides a safe and secure environment for students to learn."	94.6%	94.3%	94.3%

School Climate (Priority 6)

Indicator	2015-16	2016-17	2017-18
Elementary students with favorable response to the question: "I feel like I am part of this school."	80.9%	80.1%	75.2%
Secondary students with favorable response to the question: "I feel like I am part of this school."	52.8%	51.8%	49.6%

School Climate (Priority 6)

Indicator	2015-16	2016-17	2017-18
Elementary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	80.0%	77.6%	73.8%
Secondary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	56.0%	54.5%	54.1%



Access to a Broad Course of Study (Priority 7)

Indicator	2017-18
Percentage of students enrolled in grades 1-6 who have access to and are enrolled in a broad course of study	100%
Percentage of students enrolled in grades 7-12 who have access to and are enrolled in a broad course of study	100%