



Fresno Unified  
School District

# **California School Dashboard and School Accountability Report Cards (SARC)**

Board of Education  
January 30, 2019



# 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

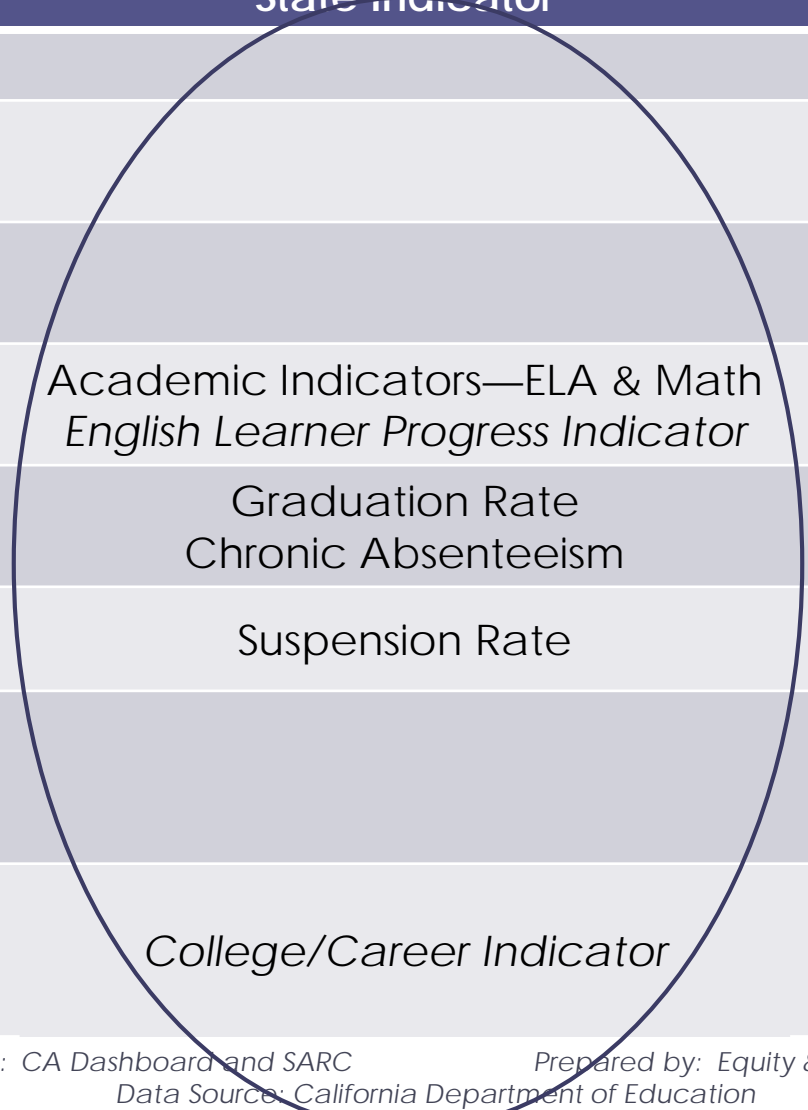
Increase data and assessment literacy toward systems improvement

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 Indicators—ELA & Math <i>English Learner Progress Indicator</i>	
5—Student Engagement	Graduation Rate Chronic Absenteeism	
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>	





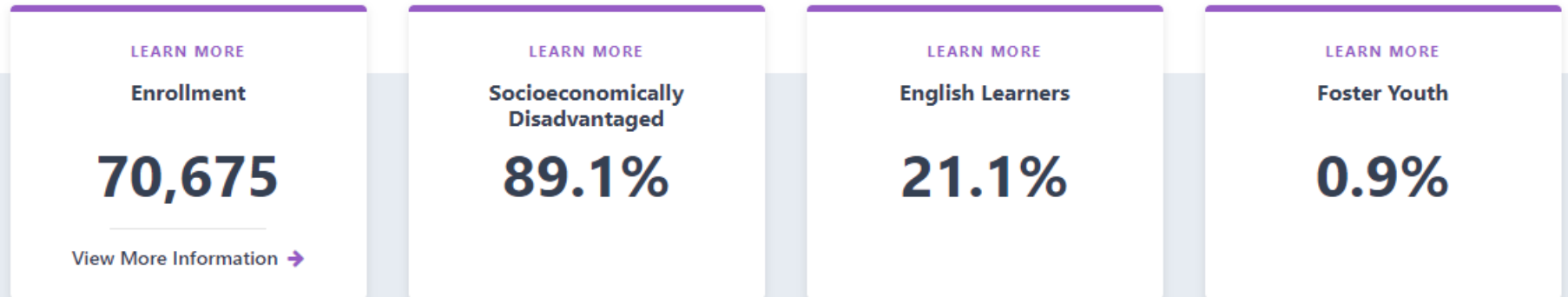
# Fall 2018 CA Dashboard Enrollment Overview

Website: <https://caschooldashboard.org/#/Home>

FRESNO UNIFIED

## Student Population

Explore information about this district's student population.



# FUSD Fall 2018 CA Dashboard

## Enrollment Overview

### Enrollment

x


#### District Demographics

Student Group	Total	Percentage
English Learners	14,908	21.1%
Foster Youth	633	0.9%
Homeless	1,643	2.3%
Socioeconomically Disadvantaged	62,996	89.1%
Students with Disabilities	7,336	10.4%

Race/Ethnicity	Total	Percentage
African American	5,777	8.2%
American Indian	399	0.6%
Asian	7,697	10.9%
Filipino	230	0.3%
Hispanic	48,500	68.6%
Two or More Races	1,381	2%
Pacific Islander	243	0.3%
White	6,447	9.1%


# FUSD Fall 2018 CA Dashboard Results Overview

**Chronic Absenteeism**




Yellow

**Suspension Rate**




Orange

**English Learner Progress**




No Performance Color

**Graduation Rate**




Green

**College/Career**




Green

**English Language Arts**



Yellow

**Mathematics**



Yellow

**Basics: Teachers, Instructional Materials, Facilities**

**STANDARD MET**

**Implementation of Academic Standards**

**STANDARD MET**

**Parent Engagement**

**STANDARD MET**

**Local Climate Survey**

**STANDARD MET**


**Access to a Broad Course of Study**

**STANDARD MET**

# FUSD Fall 2018 CA Dashboard Academic Performance English Language Arts (3-8 & 11)

**LEARN MORE**  
**English Language Arts**

**All Students** State



Yellow

**38.3 points below standard**

**Increased 7.1 Points** ↻

**EQUITY REPORT**  
 Number of Student Groups in Each Color


0	5	6	1	1
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

## Student Group Details


### All Student Groups by Performance Level

13 Total Student Groups




Red

No Students




Orange

- African American
- Foster Youth
- Homeless
- Pacific Islander
- Students with Disabilities




Yellow

- American Indian
- Asian
- English Learners
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged




Green

White



Blue

Filipino



No Performance Color

No Students



# California Dashboard 5x5 Grid

## CHANGE

**S  
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Level	Decreased Significantly	Decreased	Maintained	Increased	Increased Significantly
Very High	Light Green	Light Green	Light Blue	Light Blue	Light Blue
High	Light Green	Light Green	Light Green	Light Green	Light Blue
Medium	Yellow	Yellow	Yellow	Light Green	Light Green
Low	Light Orange	Light Orange	Light Orange	Yellow	Yellow
Very Low	Pink	Pink	Pink	Light Orange	Light Orange




# FUSD Fall 2018 CA Dashboard English Language Arts (3-8 & 11) 5 X 5 Grid

Level	Decreased Significantly	Decreased	Maintained	Increased	Increased Significantly
Very High					
High					Filipino
Medium				White	
Low		Native Hawaiian or Pacific Islander	STATE	FUSD English Learners Socioeconomically Disadvantaged Asian Hispanic Two or More Races	American Indian or Alaska Native
Very Low				Foster Youth Homeless Students with Disabilities African American	

# FUSD Fall 2018 CA Dashboard Academic Performance Mathematics (3-8 & 11)

**LEARN MORE**  
**Mathematics**

All Students State



Yellow

**68.5 points below standard**

**Increased 5.9 Points** ⓘ

**EQUITY REPORT**  
Number of Student Groups in Each Color

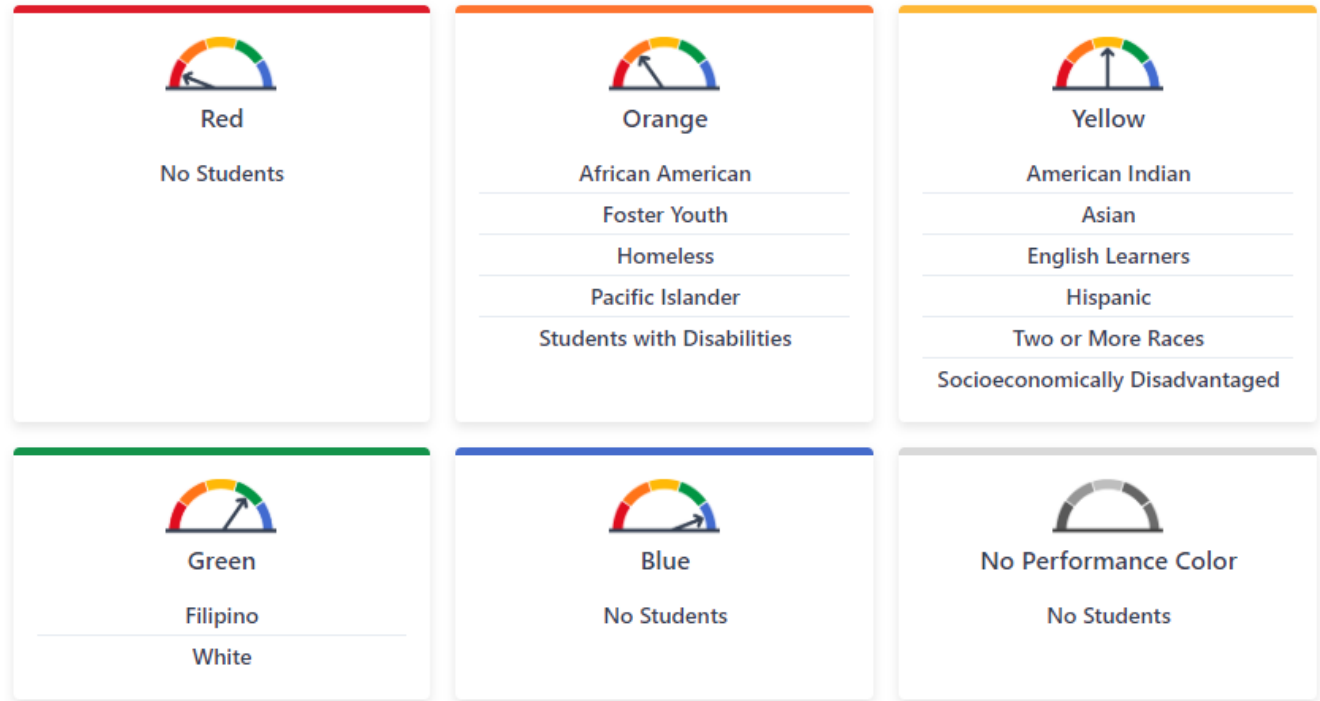
0	5	6	2	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

## Student Group Details

### All Student Groups by Performance Level

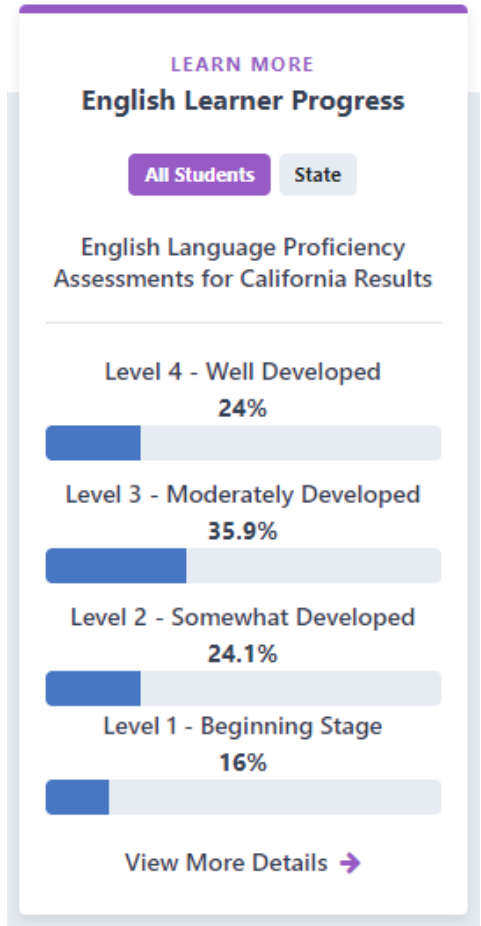
13 Total Student Groups



# FUSD Fall 2018 CA Dashboard Mathematics (3-8 & 11) 5 X 5 Grid

Level	Decreased Significantly	Decreased	Maintained	Increased	Increased Significantly
Very High					
High				Filipino	
Medium				White	
Low		Native Hawaiian or Pacific Islander	STATE	FUSD English Learners Socioeconomically Disadvantaged American Indian or Alaska Native Asian Hispanic Two or More Races	
Very Low				Foster Youth Homeless Students with Disabilities African American	


# FUSD Fall 2018 CA Dashboard Academic Performance English Learner Progress



# FUSD Fall 2018 CA Dashboard Academic Performance College/Career (Class of 2018)

**LEARN MORE**  
**College/Career**

All Students State



Green

**42.9% prepared**

**Increased 5%** ⓘ

**EQUITY REPORT**  
Number of Student Groups in Each Color







2	1	3	4	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>African American</p> <p>Foster Youth</p> <p>Homeless</p> <p>Pacific Islander</p> <p>Students with Disabilities</p>	 <p>Yellow</p> <p>American Indian</p> <p>Asian</p> <p>English Learners</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>White</p>	 <p>Blue</p> <p>Filipino</p>	 <p>No Performance Color</p> <p>No Students</p>

# FUSD Fall 2018 CA Dashboard

## College/Career (Class of 2018) 5 X 5 Grid

Level	Decreased Significantly By 9.1% or more	Decreased By 2.0% to 9.0%	Maintained	Increased By 2.0% to 8.9%	Increased Significantly By 9.0% or more
<b>Very High</b> 70% or Greater					
<b>High</b> 55.9% to 69.9%				Asian	
<b>Medium</b> 35.0% to 54.9%			STATE	FUSD Socioeconomically Disadvantaged Hispanic White	
<b>Low</b> 10.0% to 34.9%		Two or More Races		English Learners Homeless African American	
<b>Very Low</b> 9.9% or lower			Foster Youth Students with Disabilities		

# FUSD Fall 2018 CA Dashboard Academic Engagement Chronic Absenteeism (K-8)

LEARN MORE

## Chronic Absenteeism

All Students

State



Yellow

15.8% chronically absent

Declined -0.5% ↻

### EQUITY REPORT

Number of Student Groups in Each Color



View More Details →

## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



Red

Homeless



Orange

American Indian

Asian

African American

Students with Disabilities

English Learners

Pacific Islander



Yellow

Foster Youth

Hispanic

Socioeconomically Disadvantaged

Two or More Races

White



Green

Filipino



Blue

No Students



No Performance Color

No Students



# FUSD Fall 2018 CA Dashboard Chronic Absenteeism (K-8) 5 X 5 Grid

Level	Increased Significantly By 3.0%	Increased 0.5% to 2.9%	Maintained	Decreased 0.5% to 2.9%	Decreased Significantly 3.0% or more
<b>Very Low</b> 2.5% or less					
<b>Low</b> 2.5% to 5.0%				Filipino	
<b>Medium</b> 5.0% to 10.0%		Asian	STATE		
<b>High</b> 10.0% to 20.0%		Native Hawaiian or Pacific Islander	English Learners	FUSD Socioeconomically Disadvantaged Hispanic White Two or more races	
<b>Very High</b> 20.0% or more			Homeless	Students with Disabilities African American American Indian or Alaska Native	Foster Youth

# FUSD Fall 2018 CA Dashboard Academic Engagement Graduation (Class of 2018)

LEARN MORE

## Graduation Rate

All Students State



Green

88.2% graduated

Increased 2.2% ↗

### EQUITY REPORT

Number of Student Groups in Each Color



View More Details →

## Student Group Details

### All Student Groups by Performance Level

10 Total Student Groups



Red

Foster Youth

Students with Disabilities



Orange

No Students



Yellow

English Learners



Green

African American

Asian

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

American Indian

Filipino

Pacific Islander

# FUSD Fall 2018 CA Dashboard Graduation (Class of 2018) 5 X 5 Grid

Level	Decreased Significantly	Decreased	Maintained	Increased	Increased Significantly
Very High					
High				Asian	
Medium			STATE	FUSD Socioeconomically Disadvantaged African American Hispanic White Two or more races	Homeless
Low				English Learners	
Very Low			Foster Youth	Students with Disabilities	

# FUSD Fall 2018 CA Dashboard Conditions & Climate Suspension Rate (K-12)

[LEARN MORE](#)

## Suspension Rate

**All Students** State

**Orange**

**7.3% suspended at least once**

**Increased 0.3%** ⓘ

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>3</b> Red	<b>8</b> Orange	<b>1</b> Yellow	<b>1</b> Green	<b>0</b> Blue
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[View More Details](#) →

## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups

<p><b>Red</b></p> <ul style="list-style-type: none"> <li>African American</li> <li>Homeless</li> <li>Two or More Races</li> </ul>	<p><b>Orange</b></p> <ul style="list-style-type: none"> <li>American Indian</li> <li>English Learners</li> <li>Foster Youth</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>Socioeconomically Disadvantaged</li> <li>Students with Disabilities</li> <li>White</li> </ul>	<p><b>Yellow</b></p> <ul style="list-style-type: none"> <li>Asian</li> </ul>
<p><b>Green</b></p> <ul style="list-style-type: none"> <li>Filipino</li> </ul>	<p><b>Blue</b></p> <ul style="list-style-type: none"> <li>No Students</li> </ul>	<p><b>No Performance Color</b></p> <ul style="list-style-type: none"> <li>No Students</li> </ul>

# FUSD Fall 2018 CA Dashboard Suspension Rate (K-12) 5 X 5 Grid

Level	Increased Significantly	Increased	Maintained	Decreased	Decreased Significantly
Very Low					
Low		Asian		Filipino	
Medium			STATE		
High		FUSD Native Hawaiian or Pacific Islander White	English Learners Socioeconomically Disadvantaged Hispanic		
Very High		Homeless African American	Two or more races	Foster Youth Students with Disabilities American Indian or Alaska Native	

# FUSD Fall 2018 CA Dashboard Student Group Report

California Dashboard Report for Fresno Unified Student Groups—Fall 2018						
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	ELA	Mathematics
All Students	Yellow	Orange	Green	Green	Yellow	Yellow
English Learners	Orange	Orange	Yellow	Yellow	Yellow	Yellow
Foster Youth	Yellow	Orange	Red	Red	Orange	Orange
Homeless	Red	Red	Green	Yellow	Orange	Orange
Socioeconomically Disadvantaged	Yellow	Orange	Green	Green	Yellow	Yellow
Students with Disabilities	Orange	Orange	Red	Red	Orange	Orange
African American	Orange	Red	Green	Yellow	Orange	Orange
American Indian or Alaska Native	Orange	Orange	None	None	Yellow	Yellow
Asian	Orange	Yellow	Green	Green	Yellow	Yellow
Filipino	Green	Green	None	None	Blue	Green
Hispanic	Yellow	Orange	Green	Green	Yellow	Yellow
Native Hawaiian or Pacific Islander	Orange	Orange	None	None	Orange	Orange
White	Yellow	Orange	Green	Green	Green	Green
Two or More Races	Yellow	Red	Green	Orange	Yellow	Yellow

# Differentiated Assistance

## **How does our school get out of differentiated assistance?**

The Dashboard results are updated every fall based on the most recent year of data available. The criteria are applied each year. Improving the performance of the student group(s) that met the criteria will mean that in future years the student group will no longer meet the criteria and the school district will no longer be eligible for differentiated assistance.

# Identification of District Support

District Eligibility	Description	2018	2019
Differentiated Assistance	<p><b>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.</b></p>	<p>African American</p> <p>Homeless</p> <p>Students with Disabilities</p>	<p>Foster Youth</p> <p>Homeless</p> <p>Students With Disabilities</p>



# Differentiated Assistance

2018			2019		
Student Group	Areas of Focus		Student Group	Areas of Focus	
African American	Red	ELA Performance Suspension Rate	Foster Youth	Red	Graduation Rate College/Career
	Orange	Math Performance		Orange	Suspension Rate ELA Performance Math Performance
Foster Youth	Red	ELA Performance Suspension Rate	Homeless	Red	Chronic Absenteeism Suspension Rate
	Orange	Math Performance		Orange	ELA Performance Math Performance
Students with Disabilities	Red	ELA Performance Graduation Rate Suspension Rate	Students with Disabilities	Red	Graduation Rate College/Career
	Orange	Math Performance		Orange	ELA Performance Math Performance

# Identification of School Support

School Eligibility	Description	Schools
Comprehensive Support and Improvement (CSI)	<ul style="list-style-type: none"> <li>All high schools with graduation rates below 67 percent</li> <li>Lowest performing 5 percent of Title I Schools                             <ul style="list-style-type: none"> <li>Schools with all red indicators</li> <li>Schools with all red, but one indicator is any other color</li> <li>Schools with all red and orange indicators</li> <li>Schools with five or more indicators where the majority are red</li> </ul> </li> </ul>	Pending State Notification
Targeted Support and Improvement (TSI)	<ul style="list-style-type: none"> <li>Schools with one or more student groups, for two consecutive years that meet the same criteria to identify the lowest five percent as CSI</li> </ul> <p><i>Schools identified as CSI will not be identified for TSI</i></p>	Pending state notification

# School Accountability Report Cards (SARC)

“Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC...the purpose of the report card is to provide parents and the community with important information about each public school.”

State law requires that the SARC contain the following:	
Demographic Data	School Safety and Climate for Learning
Academic Data	School Completion Rates
Class Sizes	Teacher and Staff Information
Curriculum and Instruction Descriptions	Postsecondary Preparation
Fiscal and Expenditure Data	

# School Accountability Report Cards (SARC)

Where can you find the SARC?

Website: <http://www.sarconline.org/>

Updated SARCS will be posted on February 1, 2019.