GO PUBLIC SCHOOLS FRESNO

2019 FRESNO KIDS FIRST

FIRST ANNUAL STUDENT OUTCOMES REPORT

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GLOSSARY OF TERMS

A-G
Courses Required for admissions to CSU/UC

ADA
Average Daily Attendance

ALD
Academic Language Development

AP
Advanced Placement High School Courses

BOE
Board of Education

CADAA
California Dream Act Application

CELDT
California English Language Development Test

CSU
California State University

ELA
English Language Arts

ELAC
English Language Advisory Council

ELD
English Language Development

ELL
English Language Learner

ELPAC
English Language Proficiency Assessments for California

ESL
English as a Second Language

FAFSA
Free Application for Federal Student Aid

FEP
Fluent English Proficient

GATE
Gifted and Talented Education

GPA
Grade Point Average

IEP
Individualized Education Program

K-12
Kindergarten through 12th Grade

LCAP
Local Control Accountability Plan

LCFF
Local Control Funding Formula

NCLB
No Child Left Behind

PD
Professional Development

PSAT
Preliminary Scholastic Aptitude Test

PTA
Parent Teacher Association

SBAC
Smarter Balanced Assessment Consortium

SSC
School Site Council

SST
Student Study Team

STEM
Science, Technology, Engineering, and Math

UC
University of California

FNO
Fresno

FUSD
Fresno Unified School District

FOR EVERY 100 9TH GRADERS IN FRESNO COUNTY...

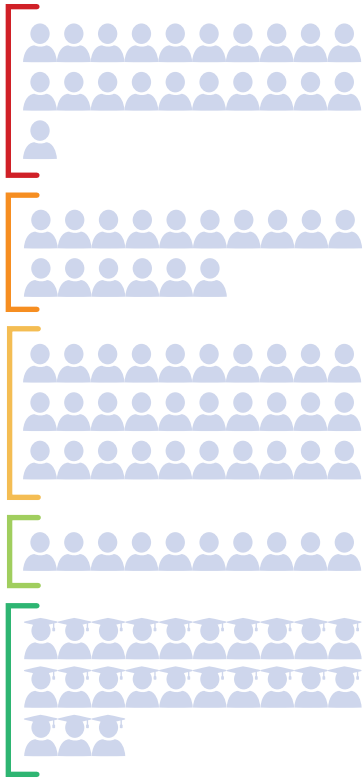
21 do not complete high school.

16 complete high school, but do not enroll in public higher education.

30 enroll in a California community college, but do not transfer to a California public university.

10 enroll in a California public university, but do not graduate.

And only 23 earn a bachelor's degree.



Today, too many of Fresno's young people are unprepared for success in college and career. In Fresno's public schools, more than 70 percent of learners are below grade level in math, and nearly 2 out of every 3 students are off track in English. As is true across our nation, these readiness and completion rates are worse for the African-American, Latino, Southeast Asian, low-income, special education, and English Learner populations in our communities.

Throughout this book, we cover key indicators, propose guiding questions, and offer resources that will help our families stay on the path to post-secondary success. It is our hope that the information provided will inspire students, parents, educators and community allies to turn knowledge into action.

WHY WE ADVOCATE

Fresno Unified School District has committed to ensuring that all students excel in reading, writing and math, engage in arts, activities, and athletics, demonstrate the character and competencies for workplace success, and stay in school on target to graduate. If this commitment is to become a reality, it calls for a complete re-thinking of the purpose and structure of school, one that puts the unique needs of our learners at the center. We, as a community of students, families, educators, and community allies, must advocate for transformed schools, organized around new principles that:

01 **Hold, and deliver on, high expectations for all students**

02 **Develop academic, social-emotional, and other skills critical for success in work and in life, with access to a depth and breadth of academic and extracurricular experiences**

03 **Develop active, empowered learners that feel ownership of their academic journey**

04 **Develop flexible and personalized learning environments where learning can happen in different places, at different times, and in different ways, inside and outside of school**

05 **Cultivate engaged and informed citizens, ready to actively participate in our democracy**

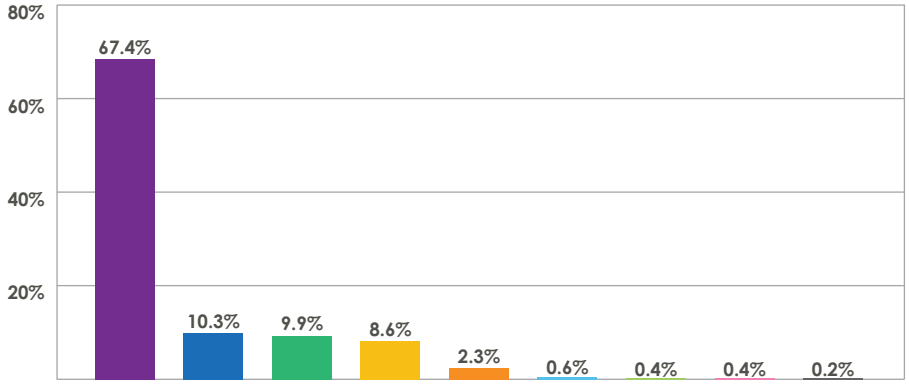
06 **Empower educators to drive solutions and craft school designs to best meet the needs of their students**

07 **Engage families and caregivers as essential partners in the work**

To achieve this shared vision, we must move away from factory-model schools that were built for a different era, a different purpose, and a different nation. The traditional school model as it stands will not prepare our young people for a rapidly changing world and its ever-changing challenges. With advances in technology, competitive global markets, and significant shifts in workforce demands, we can no longer tolerate structures, policies, and programs that replicate and perpetuate inequity.

We invite all of you, our partners and allies, to work together to envision and strive for a transformed public education system that equitably serves all of our young people. Let's work together to ensure our children thrive in a sea of opportunities once their time in our schools has come to an end. Together, we can make this dream a reality.

OVERALL STUDENT ENROLLMENT



Overall Student Count: 77,209

- Latino (52,040)
- Asian (7,943)
- White (7,615)
- African-American (6,648)
- Multiracial (1,811)
- Native American (466)
- Filipino (289)
- Pacific Islander (276)
- Not Reported (126)

ENGLISH LEARNER AND LOW INCOME STUDENT ENROLLMENT

9 out of 10 students are classified as low-income.

2 out of 10 students are classified as English Learners.

Fresno's public schools impact the lives of more than 77,000 young people.

Yet, in our 109 public schools, we find that achievement gaps persist: fewer than 1 in 3 Fresno schools has more than 40% of students proficient in English Language Arts, and only 1 in 4 Fresno schools have more than 40% of students proficient in math.

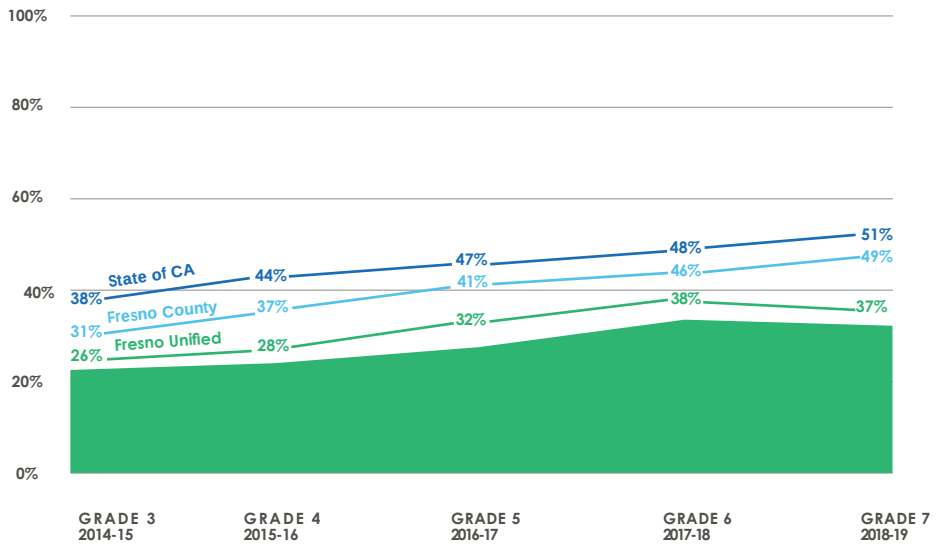
This report focuses on outcomes for specific groups of students to bring attention to our shared responsibility to ensure all Fresno public schools serve all children well, including and especially, our young people from historically underserved backgrounds.

KEY STANDARDS BY GRADE LEVEL

Below you will find a selection of the key standards for the grade levels discussed throughout the report. They reflect some of the essential skills to be mastered by the end of each grade level. To see a complete list of standards, as well as ideas for what to do at home and questions for your chlid's teacher, visit the California PTA website, https://capta.org/focus-areas/education/common-core/. There is information for grades Kindergarten-8th and High School available in six languages.

Grade Level	English Language Arts	Math
Kindergarten	Naming upper-and lower-case letters, matching those letters with their sounds, and printing them Asking and answering questions about key details in stories or other information read aloud Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)	Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems Adding and subtracting very small numbers quickly and accurately (e.g., 3 + 1) Correctly naming shapes regardless of orientation or size (e.g., a square oriented as a "diamond" is still a square)
3rd Grade	Reading closely to find main ideas and supporting details in a story Comparing the most important points and key details presented in two books on the same topic Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters Independently conducting short research projects that build knowledge about various topics	Multiplying and dividing up to 10 × 10 quickly and accurately, including knowing the times tables from memory Beginning to multiply numbers with more than one digit (e.g., multiplying 9 × 80) Understanding fractions and relating them to the familiar system of whole numbers
5th Grade	Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas Integrating information from several print and digital sources to answer questions and solve problems Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view	Adding and subtracting fractions with unlike denominators (e.g., 2 1⁄4 – 11⁄3), and solving word problems of this kind Multiplying fractions; dividing fractions in simple cases; and solving related word problems Generalizing the place-value system to include decimals, and calculating with decimals to the hundredths place
7th Grade	Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection Presenting claims and findings to others emphasizing main points, making eye contact, speaking loudly enough, and pronouncing words clearly	Analyzing proportional relationships and distinguishing proportional relationships from other kinds of mathematical relationships Solving word problems that have a combination of whole numbers, fractions, and decimals Solving equations such as 1⁄2 (x – 3) = 3⁄4 quickly and accurately, and writing equations of this kind to solve word problems
High School	Evaluating arguments and specific claims, assessing whether the reasoning is valid and the evidence is sufficient, and as appropriate, detecting inconsistencies and ambiguities Making an argument that is logical, well-reasoned, and supported by evidence Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible	Working with rational and irrational numbers, including working with rational exponents Interpreting algebraic expressions and transforming them purposefully to solve problems Analyzing functions algebraically and graphically, and working with functions presented in different forms Proving theorems about triangles and other figures

PERCENT OF 2014 3RD GRADE COHORT MEETING / EXCEEDING READING STANDARDS (FIVE-YEAR TREND)



TAKEAWAYS

IN 2014-15, 26% OF FUSD 3RD GRADERS WERE MEETING READING STANDARDS. THIS YEAR, THOSE SAME STUDENTS ARE IN 7TH GRADE AND ONLY 37% ARE MEETING STANDARDS. AT THAT RATE OF IMPROVEMENT, FEWER THAN HALF OF THOSE STUDENTS WILL BE PROFICIENT AT GRADUATION.

Despite significant growth, Fresno Unified is still behind the state and county student achievement averages.

THINGS TO CONSIDER

- **What is your child's current reading level for independent and instructional reading?**
- **What is an example of a book that is the "right fit" for your child right now? What should he/she be reading at the end of 3rd grade?**
- **What reading trackers or online programs can you use at home to support your child's reading level?**

"It is important that as parents we aren't afraid to ask questions about our student's academic achievement. Even when language is a barrier and limits us from being able to communicate with teachers, we must find ways to raise our voices and advocate for our children and their success."

ARTEMIA ARREDONDO

NEXT STEPS

PERSONAL

- Ask at your parent-teacher conference, for the student-level report of the reading assessment
- Request an independent reading list that matches your child's reading level
- Help your child become more familiar with technology! Check with your child's school to see if they offer take home devices like laptops or tablets or information on low-cost wifi for your home.

SYSTEMIC

- Advocate for an early warning system to identify students needing additional reading support, that includes 1st, 2nd, and early 3rd grades
- Optimize the functions of Illuminate to strengthen assessment, monitoring, and selection of interventions for students
- Schools must regularly evaluate their current interventions against student progress to assess impact and to know what programs to continue, grow, and discontinue

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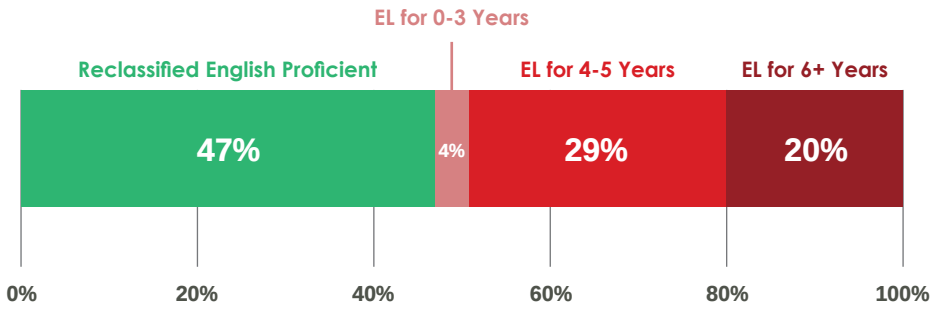
RECLASSIFICATION STATUS FOR ENGLISH LEARNERS BY 5TH GRADE



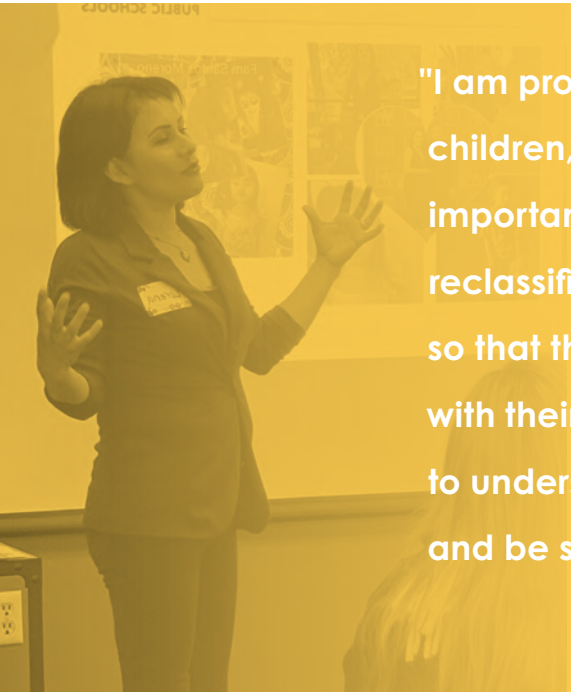
TAKEAWAYS

FEWER THAN HALF OF ENGLISH LEARNERS ARE RECLASSIFIED BY 5TH GRADE.

Nearly half of all 5th grade students have been English Language Learners for 4 or more years.

THINGS TO CONSIDER

- **Is your child in ALD or ELD? If ELD, what is your child's current English Language Learner level?**
- **If your child is an English Language Learner, what progress needs to be made in order for him/her to be reclassified as Fluent English Proficient (FEP)?**
- **Who is your child's ELD or ALD teacher? What is your child currently learning during the ELD or ALD block at school? What is your child's progress to date?**



"I am proud to have bilingual children, but I believe that it is important that our children are reclassified as quickly as possible so that they can fully participate with their peers. I want my children to understand the English language and be successful academically."

LORENA MORENO

NEXT STEPS

PERSONAL

- Ask for your child's status on the four strands of the ELPAC and ensure that the teacher provides evidence by way of sample work and an example of what "on-level" work looks like for comparison
- At your parent-teacher conference, ask if your child is on target to be reclassified by the end of the year. If not, ask what will be done to change that course and how you as a parent can support

SYSTEMIC

- Advocate for a public assessment of current, on-the-ground, integrated and designated ELD practices in the classroom and related student impact
- Once assessment is complete, offer dedicated teacher development to address identified gaps in ELD instruction and data analysis
- Advocate for a more expansive ELD report card that provides student progress data and provide corresponding teacher training on the new tool
- Attend your school's ELAC committee and request trainings, guest speakers, and expanded information to be shared publicly

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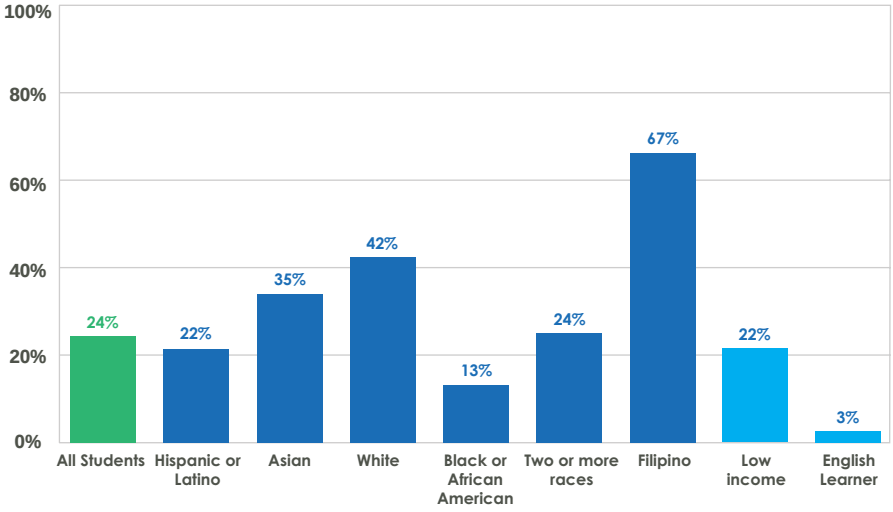
STUDENTS MEETING OR EXCEEDING 7TH GRADE MATH STANDARDS



TAKEAWAYS

ABOUT 1 IN 5 FRESNO 7TH GRADERS IS MEETING MATH STANDARDS.

Being on track to take Algebra in 8th grade is critical to meeting the A-G requirements necessary for admission to UC or CSU schools. Across the district, only 22 out of 769 7th grade English Learners met math standards in 2019.

THINGS TO CONSIDER

- **What are your child's SBAC math results from previous years?**
- **Using SBAC results from previous years, how will you know your child is on track to take Algebra in 8th grade?**
- **What skills does your child need to strengthen to be on track to take Algebra in 8th grade?**

"It is very important that our children reach their goals and dreams – as parents, we have the right to know the current state of the school system, so that we know how to best support them."

ESTELA ORTEGA

NEXT STEPS

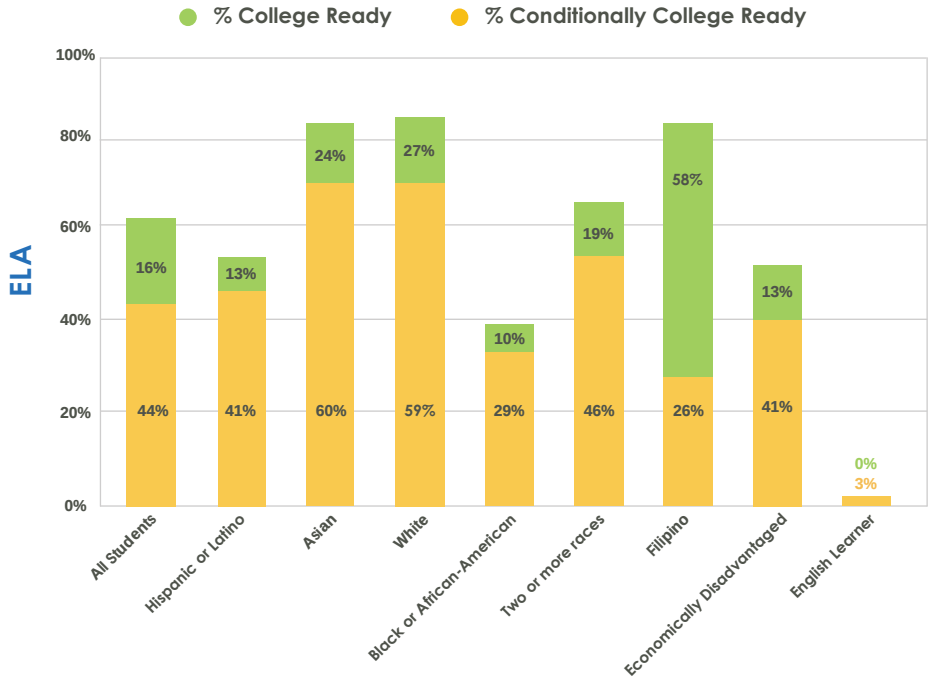
PERSONAL

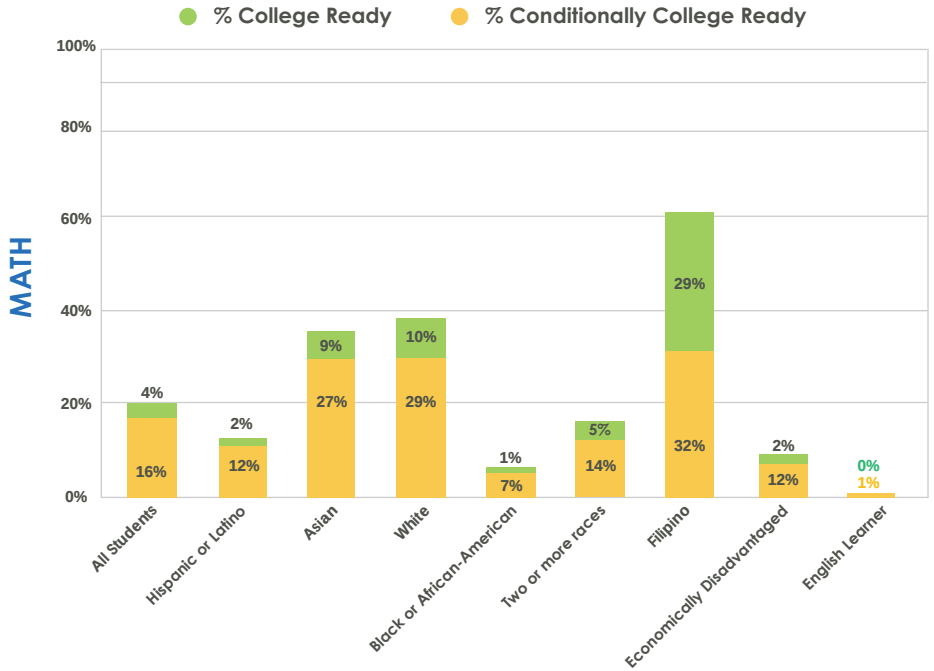
- Sign up for Atlas (FUSD's online parent portal) to monitor your child's progress, test scores, and grades
- Assessment and placement decisions for 8th grade happen in 7th grade. Ask for the testing schedule and decision deadline
- Meet with your child's teacher to review testing data from 3rd grade to 7th grade to develop a plan for Algebra in 8th grade

SYSTEMIC

- Conduct a site level gap analysis on the previous year's SBACs to identify focal area for the year (i.e geometry, numeracy, etc.)
- Dedicate funding for teacher planning time to work across grade levels on key gaps
- Support setting publicly shared, bold annual goals at sites to raise expectations for teachers and students

MEASURING COLLEGE READINESS IN 11TH GRADE





TAKEAWAYS

ONLY 4% OF 11TH GRADERS ARE UNCONDITIONALLY COLLEGE-READY IN MATH, AND ONLY 16% ARE UNCONDITIONALLY COLLEGE-READY IN ENGLISH.

Across the entire district, only 7 out of 508 11th grade English Learners met math standards in 2019.

THINGS TO CONSIDER

- **What are your child's 11th grade SBAC scores in ELA and Math? What are your child's PSAT scores from 10th and 11th grade?**
- **Are they ready or conditionally ready for college courses?**
- **Have you registered your child to take the SAT and /or the ACT in 11th grade?**

NEXT STEPS

PERSONAL

- Results from the 11th grade SBAC are the current best measure of college readiness. Advanced students (per the top SBAC rating) are considered unconditionally college ready. Proficient students are considered conditionally college-ready
- Performance on 11th grade SBAC impacts placement in college courses
- CSU/UC applications open the summer between 11th and 12th grade

SYSTEMIC

- Work to develop a positive culture of testing engagement and accountability at every site where all stakeholders understand why assessments matter and commit full effort during testing periods
- Advocate for paid teacher time to meet in departments to align curriculum across levels AND to meet in grade levels to optimize student supports

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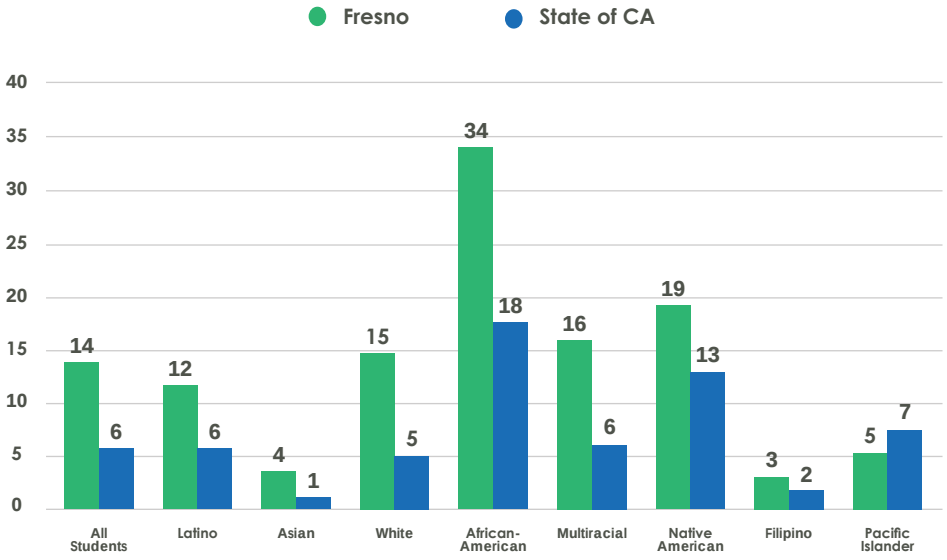
SUSPENSIONS PER 100 ENROLLED STUDENTS



TAKEAWAYS

FRESNO PUBLIC SCHOOLS SUSPEND STUDENTS AT A RATE NEARLY 2.5 TIMES HIGHER THAN THE STATE AVERAGE.

Fresno Unified gives out more suspensions than any other district in the state, including Los Angeles Unified. Black students are suspended at a rate 2.5x higher than the district average, 3x higher than Latina/o students, and 10x higher than Asian students.

THINGS TO CONSIDER

- Are you familiar with the discipline policy at your child's school or in their teacher's classroom?
- Does your school offer alternative discipline programs, like Restorative Justice?
- If your child has been suspended, do you know why they were suspended? Was there a plan to improve the behavior in question?

"It is very unfair that so many suspensions occur in our district compared to others in the state. During transition times (like passing from 6th to 7th grade) many young people go through emotional changes and instead of receiving social-emotional support to correct challenging behaviors, they are just suspended."

BENITA VASQUEZ

NEXT STEPS

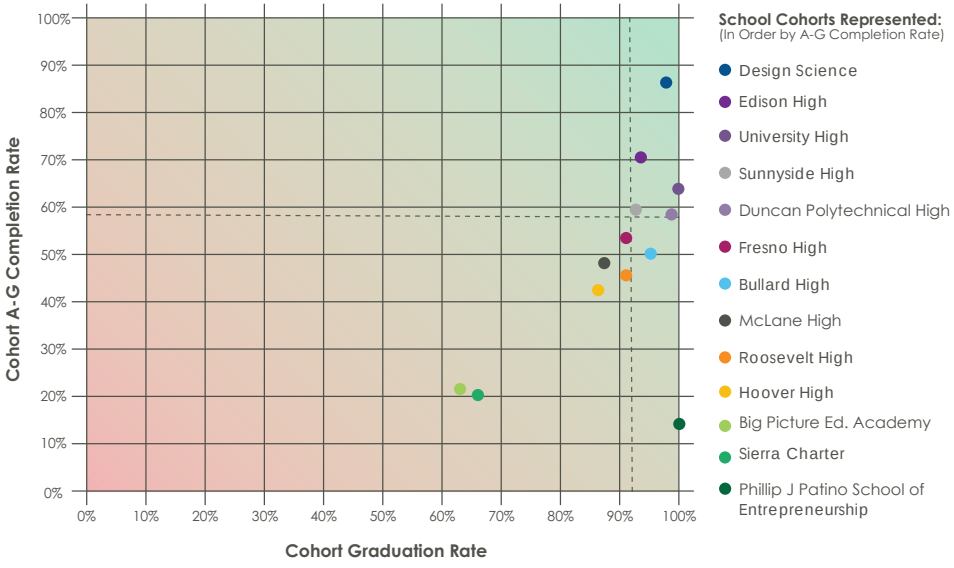
PERSONAL

- Get a copy of your school's discipline policy and review it with your child. Make sure that you both understand the potential consequences of your child's behavior in class
- If your child is suspended from school, request a meeting with your child's teacher or principal to learn more about the incident and to collectively create a plan to support your child. Make sure that your child has take-home work for any time that they are out of school

SYSTEMIC

- Explore alternative discipline practices, like Restorative Justice which has more positive student outcomes than exclusionary discipline
- Ensure that educators undergo implicit bias training and regularly monitor discipline data to reduce racial discipline gaps

12TH GRADE GRADUATION RATE VS. A-G COMPLETION RATE



TAKEAWAYS

DESPITE AN OVER-90% GRADUATION RATE, ABOUT HALF OF FRESNO GRADUATES HAVE THE COURSES THEY NEED TO BE ELIGIBLE FOR ADMISSION TO A UC OR CSU.

At individual comprehensive high schools in Fresno, A-G completion rates range from 14% to 88%.

THINGS TO CONSIDER

- **How many credits does your child need to earn this school year in order to qualify to graduate?**
- **What A-G courses must your child take this year to be eligible for CSU/UC admissions?**
- **What are options to make up any missing or failed courses?**

"It is critical that we as parents set a plan for the education of our children so that they can take the classes needed that will give them the opportunity to attend a four-year college."

CARMEN ZAMORA

NEXT STEPS

PERSONAL

- A letter grade of "D" qualifies for graduation units but does not qualify for college eligibility
- Know your child's course schedule each high school year and monitor any transfers to ensure he/she stays on track to A-G eligibility
- Monitor progress to both graduation and A-G course completion. They are a different set of requirements

SYSTEMIC

- Explore utilizing peer coaching to support all freshmen receiving initial training on A-G eligibility
- Create the data infrastructure for quick multilingual access to A-G progress to date to allow educators and families up-to-date information in real time
- Advocate for funding for summer school placements for students with Ds and explore the possibility of Saturday and evening classes

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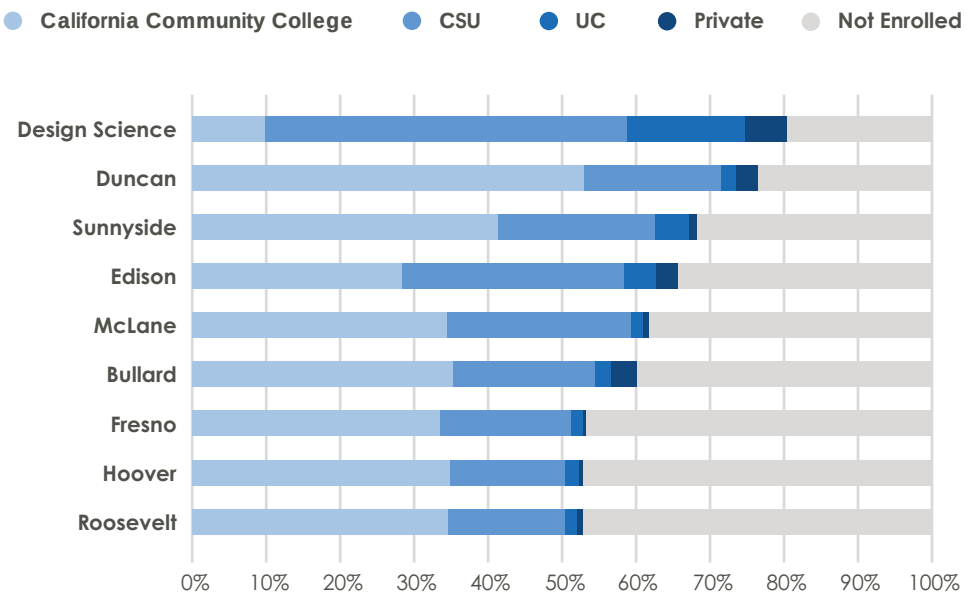
2016-17 POST-SECONDARY ENROLLMENT BY COMPREHENSIVE HIGH SCHOOL



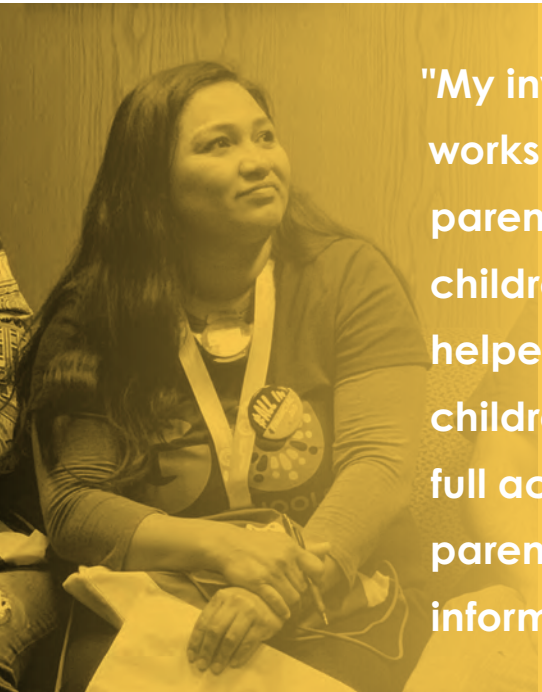
TAKEAWAYS

ACROSS ALL FRESNO UNIFIED COMPREHENSIVE HIGH SCHOOLS, JUST OVER 60% OF STUDENTS ATTEND A POST-SECONDARY INSTITUTION AFTER GRADUATION.

About 60% of those students attend a California Community College.

THINGS TO CONSIDER

- **Does your child know when the UC/CSU college applications are open? This typically happens at the beginning of October, and applications are due at the end of November.**
- **Has your child completed the FAFSA or CADAA?**
- **If your child is considering community college, has he/she completed the application and signed up for an orientation?**



"My involvement in GO Fresno's workshops that teaches parents about how Fresno's children are educated has helped me support my children in reaching their full academic potential. All parents need access to this information." **JUANA IRIS MEZA**

NEXT STEPS

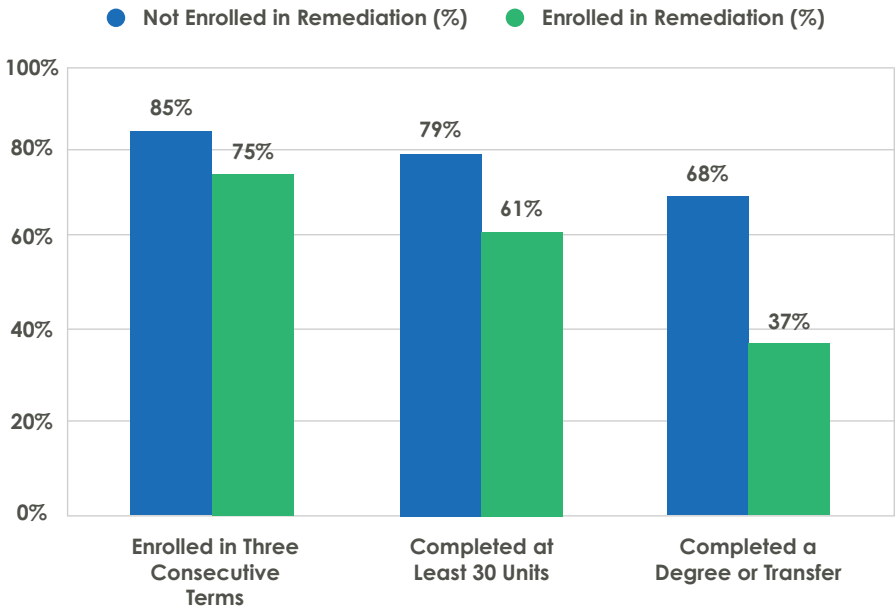
PERSONAL

- Some students who are enrolled in college when they graduate high school don't end up attending in the fall. Make sure to keep a calendar of key dealines for admision, registration, and financial aid and monitor them closely
- Ask if your student's chosen college offers extra support programs for student's of color, first generation college students, or low-income students

SYSTEMIC

- Create reminder systems for students to prevent "summer melt" - such as email, text, or phone call reminders about important upcoming dates
- Advocate for community colleges and other post secondary institutions to offer extra summer programming and counseling to help students stay on track for the fall

STATE CENTER COMMUNITY COLLEGE DISTRICT STUDENT OUTCOMES BY REMEDIATION ENROLLMENT



TAKEAWAYS

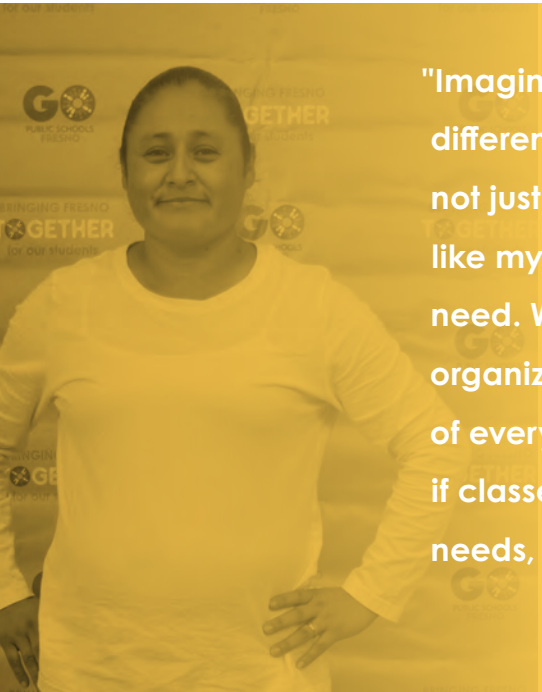
STUDENTS WHO ARE ENROLLED IN REMEDIAL COURSES ARE SIGNIFICANTLY LESS LIKELY TO COMPLETE COMMUNITY COLLEGE.

To address this issue, a new California state law will ensure that students are no longer enrolled exclusively in remediation courses.

THINGS TO CONSIDER

In 2017, Governor Jerry Brown approved **Assembly Bill 705**, a bill designed to ensure more students have access to college-level courses when they enter community college and to help students complete a certificate or degree, or transfer to a four-year college, at a faster rate.

AB 705 requires community colleges to use high school transcripts, GPAs, or grades when determining a student's placement into math and English courses, which have all been shown to predict success in college-level courses more accurately than placement tests. The community colleges must also maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe, and may only assign students to remedial courses if they are deemed highly unlikely to pass a college-level course.



"Imagine if our schools were set up differently so that every student – not just those with active parents like myself – had the support they need. What if our schools were truly organized around meeting the needs of every one of our students? What if classes were targeted to student needs, rather than one-size-fits-all?"

ROSIE AGUILERA

NEXT STEPS

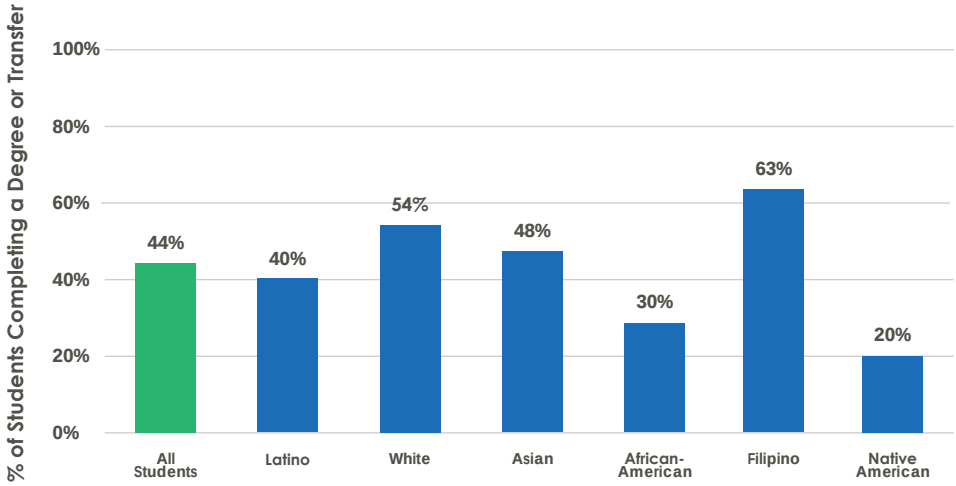
PERSONAL

- Make sure your child visits a community college counselor prior to selecting courses, preferably within the last months of their senior year in high school
- If your child left high school conditionally ready for college courses, ask the counselor what accelerated courses are offered to ensure your child enters and completes transfer-level Math and English classes within his/her first year

SYSTEMIC

- Encourage your local community college to communicate the implications of AB 705 to parents and educators in local high schools

STATE CENTER COMMUNITY COLLEGE DISTRICT STUDENTS COMPLETING A DEGREE OR TRANSFER BY ETHNICITY



"I came to GO Fresno so that I could learn how to be a parent leader and help my children and community. I learned how to advocate for my children in a way that is professional, and also how to organize myself with other parents to make the changes we need."

VIANA GONZALEZ

TIME FOR ACTION

Throughout this book, you have seen key data and learned about the next steps that you can take to change outcomes for individual young people, school sites, and our larger public education system. It is only when each and every one of us takes action, can we begin to drive toward change that ensures all students in Fresno have access to the quality education they deserve.

Please take the time to create your action plan and let's take the first step, together.

Personal Advocacy Steps

- ◯ Review your child's report cards, test scores, and classwork
- ◯ Schedule a parent-teacher conference
- ◯ Visit the local library to check out "best fit' books
- ◯ Schedule a meeting with your child's high school counselor to develop a plan
- ◯ _____
- ◯ _____
- ◯ _____
- ◯ _____

Systemic Advocacy Steps

- ◯ Attend a SSC, PTA, ELAC, or district school board meeting
- ◯ Call or email a board member
- ◯ Email or meet with a school prinicpal
- ◯ Review your's school SARC or the district data dashboards
- ◯ _____
- ◯ _____
- ◯ _____
- ◯ _____

PARENTS: KNOW YOUR RIGHTS

Did you know that parents and caregivers have legal rights to school and student involvement? These laws were created and put into effect by families, teachers, concerned community members, and groups like the PTA, who want the best for our kids.

NEW LAW STRENGTHENS PARENTS' RIGHTS TO BE HEARD IN SCHOOL DECISIONS:

California's new school-funding law — the Local Control Funding Formula (LCFF) — strengthens parent voice in major funding decisions that affect our young people and schools. School districts are now required to seek out parents' input and implement our decisions through Local Control and Accountability Plans (LCAP), which focus on eight key areas of student success.

REGULATIONS REQUIRE PARENT INVOLVEMENT

Parents' rights are outlined in detail in California Education Code. Our rights include:

- Visiting a school for classroom observation
- Participating in parent-teacher conferences
- Volunteering
- Monitoring student attendance
- Receiving student testing results
- Determining school selection
- Ensuring safe school environments
- Reviewing curriculum
- Monitoring their student's academic progress
- Having access to their students' records
- Helping to establish and review standards
- Participating in the development of school rules
- Being informed about psychological testing
- Participating in councils and committees
- Contributing to policy development

These rights are overseen and upheld by the California Department of Education.

FAMILY-SCHOOL PARTNERSHIP ACT GIVES YOU TIME TO GET INVOLVED

The Family-School Partnership Act encourages parents and caregivers to get involved in children's school activities by providing rights to time off work. Under the Act, if you work in a business with 25 employees or more at the same location, you have the legal right to request and take off up to 40 hours per year to participate in school or preschool-sponsored activities. Hours off are provided through vacation usage, personal leave, compensated time off or unpaid time.

KNOW YOUR RIGHTS: SUSPENSIONS

A resource from the ACLU of CA

WHAT IS SUSPENSION?

Suspension is a form of school discipline which temporarily removes you from a class or from school. Your school may prohibit you from school grounds, a classroom, or place you in a supervised ("in-school") suspension classroom separate from other students.

WHEN CAN MY SCHOOL SUSPEND ME?

- Your school cannot suspend you for just anything. It can suspend you only for behavior explicitly listed in the California Education Code.
- Your school cannot suspend you for school absences or tardiness.
- A school cannot suspend K-5 students from school or place them in "in-school" suspension for "willful defiance."
- Your school may only suspend you for conduct related to a school activity or school attendance. This includes conduct at school, during school-sponsored activities, and on your way to and from school.

WHAT MUST MY SCHOOL DO BEFORE IT SUSPENDS ME?

- Your school must first try other interventions to change your behavior. Your school may only suspend you after other interventions fail, unless your behavior is serious, violent, or dangerous to others.
- Other interventions can include conferences with your parents, referrals to counselors or psychologists, or anger management programs. School districts should also document the interventions they use.

WHAT ARE MY RIGHTS DURING THE SUSPENSION PROCESS?

- You have the right to an informal pre-suspension conference with school or district staff, unless there is an emergency situation.
- You have the right to tell your side of the story and present evidence in the conference before you are suspended.

WHAT ARE MY RIGHTS AFTER A FINAL DECISION OF SUSPENSION?

- Your school must send a written notice of its decision to your parents/guardians.
- Your school cannot suspend you for more than five days in a row or for more than 20 total school days in one school year.
- You may have the right to appeal your school's final decision.

TIPS FOR PARENTS ON PARENT-TEACHER CONFERENCES

A key ingredient for educational achievement is the parent-teacher conference.

1. The First Tip: Show up, please!

2. Get Ready. Do your homework prior to parent-teacher conferences.

Prepare by writing notes to yourself concerning:

Any questions about the school's programs or policies.

Things you can share with the teacher about your child and his/her life at home.

Questions about your child's progress.

3. Ask Important Questions

4. Don't be afraid to engage in a frank conversation with your child's teacher. Your goal is to develop an action plan for your child's success at school. Good questions to ask the teacher include:

What are my child's strengths and weaknesses?

How does my child get along with classmates?

Is my child working up to his/her ability? Where could he/she use improvement?

What can we do at home to support what you are doing in the classroom?

5. Initiate the Action Plan

Start immediately on the action plan you and the teacher put together. Discuss the plan with your child and track the progress. Stay in touch with your child's teacher throughout the year with regularly scheduled "report card" conferences that can keep the communication lines open.

Action Plan / Conference Notes:

TEST-TAKING TIPS

Preparing a student for a testing session

- ○ Make sure your child gets an ample amount of sleep the night before the test
- ○ The student should eat a nutritious breakfast. Avoid high sugar cereals which can make the student hyper and/or unfocused
- ○ Work with teachers and administrators at your child's school to find materials to work on at home in preparation for the test
- ○ Set a backup alarm to avoid the possibility of oversleeping
- ○ Mark testing days on your calendar to remind you and your child when the testing will take place and plan your preparations
- ○ Set aside time each night prior to the test for several weeks to review the concepts that will be covered
- ○ Make sure the student is on time (if not early) on the day of testing
- ○ If your child is sick please inform the school immediately

Working with students who are anxious about testing

- ○ Try not to put too much pressure on the student. Reinforce that as long as the student worked hard in preparation and did his/her absolute best, you will be proud
- ○ Try to use positive language when talking about expectations of the test. For example, replace "you are going to fail this test if you don't study" with "if you don't study you aren't going to pass this test"
- ○ Work with the student to focus on breathing. Stress is often caused by insufficient oxygen to the brain. Work with the student to take time before the test begins to take a number of deep, cleansing breaths, exhaling slowly. Focused breathing helps to focus the mind during testing
- ○ Have the child visualize success. Encourage the child to rehearse what it will feel like to get a good score on the test
- ○ Encourage your child to review the night before the test, but avoid cramming. Cramming is rarely effective. A longer, more systematic schedule of short reviews will better prepare the student
- ○ Plan to treat your child after the test has been completed

ENGLISH LEARNER RESOURCES

A child's initial English Language Learner (ELL) status is established when he/she first enters school. The California Education Code requires schools to determine the language(s) spoken at home by all students through a tool called the Home Language Survey. If a language other than English is spoken in the home, a child will be coded as an English Language Learner and be assessed to determine his/her level of English proficiency in four areas: listening, reading, writing, and speaking.

Students who are identified as ELL participate in English Language Development (ELD) classes throughout the school year. At the elementary level, students who are not identified as ELL are enrolled in Academic Language Development (ALD) classes. If a student is still identified as ELL at the high school level, there are limitations to what other courses they can enroll in, which may ultimately impact college eligibility.

State and federal laws require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten or transitional kindergarten through grade twelve (ages 3-21). The English Language Proficiency Assessments for California (ELPAC) is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial ELPAC
an initial identification of students as English learners

2. Summative ELPAC
an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

The ELPAC replaces the California English Language Development Test (CELDT). It is the required state test for ELP that must be given to students whose primary language is a language other than English. This is the first year of the full implementation of this new test.

more on next page...

Resources
You can take a practice test with your child to learn more about the process and get comfortable with the tool. The Practice Tests include sample test questions and directions and can be found at https://www.elpac.org/resources/practicetests/.

THERE ARE FOUR DATA POINTS, SET BY THE STATE, TO CHANGE A STUDENT'S ELL STATUS:

(CA Education Code 313)

1 **Assessment of English Language Proficiency**
Use data from the ELPAC, which is the state assessment of the 2012 English Language Development (ELD) Standards.

2 **Comparison of student performance in basic skills**
Use of local reading assessments.

3 **Teacher evaluation**
Use holistic recommendation based on overall classroom performance.

4 **Parent opinion and consultation**
Use of letter sent to families.

This process happens once a year. Parents receive a notification letter each year with an update on their child's ELL status.

SPECIAL EDUCATION

What Are Parents' Special Education Rights in California?

Parents and students over 18 have the right:

To Participate Parents have the right to refer their child for special education services, to participate in the development of the IEP and to be informed of all program options and alternatives, both public and nonpublic.

To Receive Prior Written Notice Parents have the right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child's identification, assessment, or educational placement in special education.

To Consent Parents must provide informed, written consent before their child is assessed or provided with any special education services. Likewise, parents may refuse to consent to an assessment of, or the placement of, their child in special education. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is one other than English.

To Receive Independent Educational Assessments If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense.

To Access Educational Records Parents have the right to inspect, review, and obtain copies of their child's educational records.

To Stay in the Current Program if There is a Disagreement About Placement If parents disagree with the district regarding their child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.

more on next page...

To Be Given a Hearing Regarding Disagreements About an IEP Parents have the right to present a complaint relating to the provision of a FAPE* for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. To request a due process hearing or to receive a complete notice of procedural safeguards related to a due process hearing, contact the Office of Administrative Hearings.

To Receive Mediation Parents are encouraged to consider settling disagreements regarding their child's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek mediation alone or separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay the parental right to a due process hearing.

To File a Complaint Against Your School District If parents believe their child's school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEA, state special education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.

To Be Informed of School Discipline and Alternative Placement There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the child's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the child's placement, the district must provide FAPE.

**FAPE is defined as Free and Appropriate Education*

A-G ELIGIBILITY & REQUIREMENTS

High school students must take and pass all A-G courses to be eligible for California's University Systems.

Students must pass all 15 of the A-G courses with a grade of C or better and maintain a grade point average of at least a 2.0 (C average). For some universities, a 3.0 grade point average (B average) is necessary for consideration.

A-G requirements are just the minimum bar.

Students should go beyond A-G to be truly ready and competitive for college. It's really important to keep in mind that these are minimum standards. To get into more competitive schools, students will want to go beyond what's required.

Take more academic classes than required.

University admissions departments generally recommend an additional year of math (ideally getting to the highest level of math—Calculus), laboratory science, and foreign language.

Take the most challenging classes available.

Students should ask to be placed in honors or Advanced Placement (AP) classes. AP classes are considered college-level work and if a student passes the AP exam, he or she can receive college credit for the class.

more on next page...

WHAT CLASSES DOES MY CHILD NEED TO TAKE TO BE ELIGIBLE FOR CALIFORNIA'S UNIVERSITY SYSTEMS?

A **History/social science** One year of world history, cultures and historical geography and two semesters of U.S. history, or one semester of U.S. history and one semester of American government or civics

B **English** Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking

C **Mathematics** Three years of college-preparatory mathematics including or integrating topics covered in: Elementary algebra, Advanced algebra, Two- and three-dimensional geometry. Also acceptable are courses that address the above content areas, and include or integrate: Trigonometry or Statistics

D **Laboratory Science** Two years, providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, Physics

E **Language other than English** Two years of the same non-English language

F **Visual and performing arts** One year chosen from dance, drama/ theater, music or visual arts

G **College-preparatory elective** One year of an additional approved "a-f" course beyond the minimum required for that subject area, or a course that combines any of the "a-f" subject areas in an interdisciplinary fashion

WHAT SHOULD I DO TO SUPPORT MY CHILD TO GRADUATE READY AND ELIGIBLE FOR COLLEGE?

- ○ Ask your school if all students are required to take A-G classes, and what are their specific plans to make sure your child is eligible for a four-year university.
- ○ When your child is about to start high school, work with the school to make a four-year plan on how he/she will meet all the requirements by graduation.
- ○ If your child falls behind because he/she didn't pass a class, ask your school what their plan is to make sure your child has finished all the A-G requirements by graduation.

EARLY COLLEGE CREDIT

What college credit options are available to high school students?

There are many benefits for students who choose to earn college credits in high school. Credits count towards 2- and 4-year degrees, enabling students to graduate from college sooner and save money on tuition and living expenses. Some of these courses offer students opportunities to explore different fields of study that may help them choose a major in the future. Students can also get used to the pace and structure of college before they attend after high school.

Dual enrollment refers to students being enrolled concurrently in two different educational institutions. This means that a student enrolled in high school may also be enrolled at an institution of higher learning, usually a local community college. Most dual enrollment courses are taught by college professors on high school campuses during regular school hours and are offered at no cost to the student. In some cases, students are able to take enough dual enrollment courses in high school to obtain an associate's degree at the same time as their high school diploma.

High School Enrichment is similar to dual enrollment in that the student is enrolled in both high school and college at the same time. The key difference between these two programs is that High School Enrichment courses are taken on college campuses and outside of regular school hours (evenings and weekends).

The **Advanced Placement** (AP) program provides college level courses taught at high school campuses. In order to earn college credit for these courses, students must pass a rigorous test at the end of the school year that proves they have mastered the material. Students are also responsible for covering testing fees which can range from $80 - $150 per course. In some cases, discounts or scholarships are available for low-income students.

To learn more about early college credit options available at your local high school, contact your high school's counseling office or district office.

HOW TO ENROLL IN EARLY COLLEGE CREDIT COURSES

Now that you know about what types of early college credit courses are available to your student, one of the first steps to take advantage of these resources is to meet with your student's high school counselor. One of the core functions of a high school counselor is to provide resources and strategies in college/career counseling to help students acquire the knowledge, skills, and attitudes needed to make a successful transition from school to work. That includes helping students navigate the Early College Credit options available to them in their area. Once you have met with your student's counselor and discussed which of these options would be best for your student, here are the next steps for enrolling your student in High School Enrichment or Dual Enrollment courses:

HIGH SCHOOL ENRICHMENT	DUAL ENROLLMENT
Apply Online and complete the online admission application for the first semester the student plans to attend. You must select "Enrichment/Dual Enrollment" under the "Term Applying For" in the application. You will receive an email with your college ID number within two business days.	Apply Online and complete the online admission application for the first semester the student plans to attend. You must select "Enrichment/Dual Enrollment" under the "Term Applying For" in the application. You will receive an email with your college ID number within two business days.
Once you receive your college ID number, you can print out the High School Enrichment Packet and follow the directions to submit your packet to the College Relations Office at least two weeks prior to the beginning of the semester.	You must complete the Dual Enrollment paper application each college semester you want to take a dual enrollment course. These paper application packets will be provided by your high school counselor.
The college will notify you once your High School Enrichment packet has been approved. To register for classes, pick up the packet and take it to the Admissions and Records Office to register for the pre-approved courses. High School Enrichment students cannot register online.	Class registration forms will be given to you by your high school counselor and require a signature of the high school principal, high school counselor, yourself, and your parent or guardian. Registration forms missing one or more signatures will be returned and you will not be enrolled in the desired dual enrollment class.

OVERVIEW			DEMOGRAPHICS 2018-19								SBAC RESULTS 2019					
School Name	Charter or District	Grades Served	Total Enroll	FRL	ELL	White	Asian	AA/ Black	Hispanic/ Latino	Other	2019 ELA	ELA - Change from 2018	Three-Year Average Change	2019 Math	Math - Change from 2018	Three-Year Average Change
Addams Elementary	District	K-6	797	98%	36%	8%	6%	6%	76%	4%	23%	-3%	2%	20%	1%	2%
Ahwahnee Middle	District	7-8	810	90%	7%	13%	10%	9%	66%	3%	29%	0%	2%	14%	-5%	-1%
Akira Yokomi Elementary	District	K-6	790	88%	19%	5%	5%	6%	81%	3%	59%	9%	6%	55%	13%	6%
Ann B. Leavenworth	District	K-6	848	83%	35%	4%	10%	4%	81%	1%	51%	0%	5%	48%	2%	3%
Aspen Meadow Public	Charter	K-8	178	84%	13%	8%	2%	12%	72%	6%	27%	-3%	N/A	18%	-12%	N/A
Aspen Valley Prep Academy	Charter	K-8	427	68%	8%	14%	3%	13%	66%	4%	44%	6%	3%	27%	-3%	-2%
Ayer Elementary	District	K-6	704	90%	24%	4%	21%	13%	59%	3%	29%	-5%	3%	25%	-1%	3%
Aynesworth Elementary	District	K-6	656	95%	42%	2%	10%	3%	83%	2%	33%	4%	4%	21%	4%	1%
Baird Middle	District	5-8	620	49%	4%	37%	4%	5%	49%	5%	65%	3%	0%	49%	3%	2%
Big Picture Educational Academy	Charter	K-12	376	71%	15%	10%	1%	7%	76%	5%	13%	3%	-2%	7%	3%	2%
Birney Elementary	District	K-6	811	97%	23%	4%	10%	7%	76%	4%	37%	-4%	1%	36%	6%	4%
Bullard High	District	9-12	2,523	59%	5%	26%	6%	10%	53%	4%	46%	-1%	-5%	20%	-1%	-2%
Bullard Talent	District	K-8	762	57%	2%	25%	2%	8%	61%	4%	59%	-1%	3%	51%	6%	3%
Burroughs Elementary	District	K-6	797	97%	36%	1%	6%	3%	89%	2%	40%	6%	6%	36%	7%	7%
Calwa Elementary	District	K-6	715	97%	39%	1%	8%	3%	87%	1%	28%	2%	4%	26%	4%	4%
Cambridge Continuation High	District	9-12	493	94%	26%	4%	9%	12%	73%	2%	2%	-3%	-2%	0%	0%	0%
Carter G. Woodson Public Charter	Charter	7-12	430	97%	10%	8%	1%	15%	74%	2%	23%	6%	4%	4%	-1%	1%
Centennial Elementary	District	K-6	770	95%	23%	4%	13%	9%	70%	4%	35%	2%	5%	30%	9%	4%
Columbia Elementary	District	K-6	560	98%	37%	1%	8%	12%	77%	2%	28%	8%	6%	20%	4%	4%
Cooper Middle	District	6-8	573	87%	8%	9%	4%	7%	76%	4%	45%	-4%	3%	32%	5%	5%
Crescent View West Public Charter	Charter	K-12	1,600	87%	13%	17%	2%	6%	67%	8%	32%	16%	6%	3%	1%	1%
David L. Greenberg Elementary	District	K-6	528	93%	25%	3%	17%	9%	68%	3%	38%	7%	4%	37%	18%	8%
Deborah A. Williams Elementary	District	K-6	705	96%	17%	6%	2%	22%	66%	4%	27%	0%	2%	21%	3%	2%
Del Mar Elementary	District	K-6	569	94%	19%	8%	8%	9%	71%	4%	39%	3%	5%	33%	3%	6%
Design Science Middle College High	District	9-12	273	73%	0%	15%	18%	3%	60%	4%	88%	4%	0%	74%	8%	4%
Dewolf Continuation High	District	7-12	180	91%	17%	11%	1%	12%	74%	3%	2%	2%	N/A	2%	2%	N/A
Easterby Elementary	District	K-6	699	93%	27%	4%	23%	8%	61%	4%	35%	-7%	-1%	30%	1%	1%
Eaton Elementary	District	K-6	468	66%	7%	30%	11%	3%	48%	8%	44%	3%	1%	41%	6%	3%
Edison Computech	District	7-8	807	72%	0%	19%	13%	4%	60%	4%	88%	-1%	-1%	79%	-1%	0%
Edison High	District	9-12	2,597	79%	10%	10%	10%	13%	65%	2%	62%	-1%	-1%	31%	-8%	-2%
Edison-Bethune Charter Academy	Charter	K-6	532	97%	26%	0%	4%	30%	65%	1%	38%	0%	2%	37%	-4%	3%
Edith B. Storey Elementary	District	K-7	989	88%	21%	3%	32%	5%	57%	3%	52%	1%	4%	45%	5%	5%
Elizabeth Terronez Middle	District	6-8	667	92%	17%	3%	22%	6%	68%	1%	25%	0%	-1%	14%	5%	2%
Ericson Elementary	District	K-6	716	93%	20%	4%	16%	9%	67%	4%	38%	6%	4%	40%	2%	6%
Erma Duncan Polytechnical High	District	9-12	1,092	90%	8%	4%	18%	3%	74%	2%	48%	-13%	-2%	8%	-5%	-4%
Ewing Elementary	District	K-6	826	88%	29%	3%	20%	4%	69%	4%	40%	9%	6%	42%	11%	9%
Ezekiel Balderas Elementary	District	K-6	682	97%	27%	1%	29%	7%	61%	2%	38%	2%	2%	46%	12%	5%
Figarden Elementary	District	K-6	589	75%	8%	18%	6%	11%	54%	10%	44%	4%	5%	44%	7%	6%
Forkner Elementary	District	K-6	534	54%	4%	33%	5%	9%	44%	9%	59%	-7%	-2%	54%	-4%	1%
Fort Miller Middle	District	7-8	653	96%	15%	8%	5%	13%	69%	4%	14%	1%	1%	5%	-1%	1%
Fremont Elementary	District	K-6	529	96%	26%	7%	3%	7%	79%	3%	20%	4%	1%	18%	4%	-2%
Fresno High	District	9-12	2,154	90%	12%	9%	5%	9%	74%	3%	40%	2%	3%	7%	0%	0%

OVERVIEW			DEMOGRAPHICS 2018-19								SBAC RESULTS 2019					
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Gibson Elementary	District	K-6	472	58%	2%	29%	4%	13%	47%	6%	50%	4%	0%	46%	8%	3%
Hamilton Elementary	District	K-8	891	90%	12%	13%	2%	5%	77%	3%	30%	1%	1%	22%	3%	2%
Heaton Elementary	District	K-6	605	95%	16%	6%	6%	9%	76%	3%	21%	1%	3%	12%	-2%	0%
Herbert Hoover High	District	9-12	1,780	84%	9%	13%	12%	11%	59%	5%	53%	6%	4%	12%	2%	-3%
Holland Elementary	District	K-6	461	92%	15%	11%	16%	5%	62%	5%	27%	2%	2%	26%	2%	1%
Homan Elementary	District	K-6	600	96%	22%	8%	14%	8%	68%	2%	35%	4%	5%	31%	3%	6%
J. E. Young Academic Center	District	K-12	287	92%	16%	10%	2%	12%	70%	6%	17%	0%	2%	1%	0%	0%
Jackson Elementary	District	K-6	446	94%	28%	1%	1%	2%	91%	4%	39%	-1%	3%	35%	5%	4%
Jefferson Elementary	District	K-6	450	97%	32%	2%	5%	5%	85%	4%	48%	6%	5%	49%	14%	7%
Kepler Neighborhood	Charter	K-8	380	65%	4%	29%	2%	10%	50%	8%	31%	-5%	-3%	23%	0%	0%
King Elementary	District	K-6	661	97%	29%	2%	11%	26%	56%	4%	18%	-6%	0%	17%	-3%	2%
Kings Canyon Middle	District	7-8	918	95%	22%	3%	17%	6%	73%	2%	32%	3%	2%	20%	1%	2%
Kirk Elementary	District	K-6	366	96%	43%	2%	3%	16%	77%	3%	25%	5%	2%	17%	-1%	1%
Kratt Elementary	District	K-6	560	80%	6%	21%	7%	8%	57%	7%	45%	4%	1%	41%	2%	3%
Lane Elementary	District	K-6	645	96%	34%	2%	6%	3%	87%	2%	29%	4%	3%	31%	1%	3%
Lawless Elementary	District	K-6	578	82%	13%	12%	12%	14%	54%	8%	33%	0%	3%	33%	7%	4%
Lincoln Elementary	District	K-6	563	97%	33%	2%	2%	11%	82%	2%	37%	8%	3%	41%	15%	6%
Lowell Elementary	District	K-6	458	95%	32%	6%	3%	9%	79%	4%	35%	-6%	2%	34%	-14%	4%
Malloch Elementary	District	K-6	462	47%	5%	40%	5%	8%	39%	8%	57%	-1%	4%	57%	11%	8%
Manchester Gate	District	2-6	719	65%	0%	23%	11%	4%	54%	8%	96%	4%	1%	94%	1%	-1%
Maria G. Olmos Elementary	District	K-6	731	97%	43%	1%	14%	4%	80%	2%	28%	2%	4%	27%	5%	5%
Mayfair Elementary	District	K-6	701	97%	39%	2%	16%	3%	77%	2%	30%	0%	3%	35%	8%	4%
McCardle Elementary	District	K-6	502	80%	12%	17%	8%	7%	63%	5%	52%	-2%	3%	50%	-2%	5%
McLane High	District	9-12	1,812	92%	24%	3%	19%	5%	72%	2%	36%	6%	2%	10%	2%	1%
Miguel Hidalgo Elementary	District	K-6	630	97%	48%	1%	11%	6%	80%	1%	27%	9%	4%	28%	10%	4%
Molly S. Bakman Elementary	District	K-6	781	93%	27%	4%	21%	4%	68%	3%	28%	0%	0%	21%	3%	1%
Morris E. Dailey Charter Elementary	Charter	K-5	403	41%	5%	27%	4%	5%	54%	11%	81%	-4%	1%	73%	0%	0%
Muir Elementary	District	K-6	531	95%	11%	10%	2%	9%	73%	5%	23%	0%	1%	20%	3%	3%
Norseman Elementary	District	K-6	716	97%	24%	4%	23%	5%	63%	5%	22%	-3%	2%	21%	-3%	2%
Phillip J Patino School of Entrepreneurship	District	9-12	295	81%	4%	20%	6%	7%	64%	3%	65%	-5%	N/A	45%	10%	N/A
Phoenix Elementary Academy Community Dc	District	1-6	37	95%	8%	14%	3%	30%	49%	5%	0%	0%	0%	0%	0%	0%
Phoenix Secondary	District	7-12	69	94%	22%	10%	3%	20%	67%	0%	3%	3%	1%	0%	0%	0%
Powers-Ginsburg Elementary	District	K-6	492	84%	15%	16%	5%	4%	70%	5%	38%	0%	2%	31%	-5%	1%
Pyle Elementary	District	K-6	789	95%	17%	8%	12%	15%	62%	3%	24%	-2%	2%	16%	-2%	0%
Robinson Elementary	District	K-6	475	87%	9%	13%	6%	13%	62%	6%	39%	0%	4%	31%	4%	4%
Roeding Elementary	District	K-6	679	96%	16%	6%	3%	11%	76%	4%	30%	9%	5%	27%	7%	3%
Roosevelt High	District	9-12	2,196	91%	22%	3%	8%	5%	82%	1%	38%	14%	0%	10%	3%	1%
Rowell Elementary	District	K-6	651	96%	39%	2%	3%	2%	91%	2%	32%	3%	3%	32%	7%	7%
Rutherford B. Gaston Sr. Middle	District	7-8	835	96%	23%	3%	6%	17%	72%	2%	18%	-4%	0%	11%	1%	0%

OVERVIEW			DEMOGRAPHICS 2018-19								SBAC RESULTS 2019					
School Name	Charter or District	Grades Served	Total Enroll	FRL	ELL	White	Asian	AA/ Black	Hispanic/ Latino	Other	2019 ELA	ELA - Change from 2018	Three Year Average Change	2019 Math	Math - Change from 2018	Three Year Average Change
Scandinavian Middle	District	7-8	740	95%	18%	4%	23%	6%	64%	3%	31%	2%	2%	17%	3%	2%
School of Unlimited Learning	Charter	9-12	159	94%	11%	11%	3%	6%	78%	3%	19%	-3%	10%	0%	0%	10%
Sequoia Middle	District	7-8	900	97%	24%	2%	11%	5%	81%	2%	29%	4%	3%	24%	10%	4%
Sierra Charter	Charter	K-12	415	68%	26%	26%	2%	2%	67%	3%	46%	5%	2%	12%	5%	1%
Slater Elementary	District	K-6	631	94%	13%	8%	6%	16%	64%	6%	31%	-1%	4%	30%	6%	6%
Starr Elementary	District	K-6	390	56%	3%	37%	3%	2%	53%	5%	55%	5%	4%	57%	14%	7%
Sunnyside High	District	9-12	2,896	91%	14%	3%	20%	7%	68%	2%	54%	11%	3%	16%	5%	1%
Sunset Elementary	District	K-6	350	80%	23%	4%	0%	8%	87%	1%	40%	-3%	2%	40%	0%	-1%
Susan B. Anthony Elementary	District	K-6	493	96%	25%	5%	8%	10%	73%	3%	37%	-1%	3%	35%	2%	4%
Tehipite Middle	District	7-8	496	98%	21%	3%	6%	4%	82%	3%	19%	-6%	1%	13%	1%	3%
Tenaya Middle	District	7-8	916	69%	4%	23%	4%	12%	56%	5%	40%	-3%	2%	27%	-2%	1%
Thomas Elementary	District	K-6	837	93%	12%	12%	13%	12%	59%	3%	29%	-2%	2%	28%	3%	4%
Tioga Middle	District	7-8	665	93%	11%	9%	14%	11%	62%	4%	35%	6%	4%	17%	7%	3%
Turner Elementary	District	K-6	622	95%	23%	5%	28%	11%	53%	3%	35%	2%	4%	33%	3%	6%
University High	Charter	9-12	488	17%	0%	28%	23%	2%	26%	19%	98%	-1%	-1%	87%	-5%	-2%
Vang Pao Elementary	District	K-6	838	98%	36%	1%	19%	5%	74%	2%	42%	3%	4%	43%	10%	6%
Viking Elementary	District	K-6	752	91%	11%	13%	9%	7%	64%	7%	38%	2%	3%	33%	2%	4%
Vyland Elementary	District	K-6	572	90%	12%	15%	13%	10%	58%	6%	31%	3%	3%	23%	8%	4%
Wawona K-8	District	K-8	527	85%	14%	9%	6%	12%	71%	3%	26%	4%	N/A	15%	9%	N/A
Webster Elementary	District	K-6	396	97%	24%	2%	9%	7%	78%	4%	37%	-10%	1%	38%	-5%	6%
Wilson Elementary	District	K-6	772	95%	16%	9%	4%	18%	63%	6%	26%	1%	2%	20%	1%	3%
Winchell Elementary	District	K-6	720	97%	41%	1%	6%	2%	90%	1%	39%	2%	5%	44%	1%	6%
Wishon Elementary	District	K-6	606	95%	21%	5%	9%	7%	76%	3%	43%	-7%	4%	41%	-4%	5%
Wolters Elementary	District	K-6	443	92%	14%	15%	11%	10%	60%	6%	36%	-1%	4%	32%	2%	5%
Yosemite Middle	District	7-8	728	97%	25%	4%	8%	3%	84%	2%	30%	-1%	4%	12%	1%	2%
Fresno Public School Total	N/A	N/A	76,008	87%	19%	10%	10%	8%	68%	4%	38%	1%	2%	29%	3%	3%
Fresno County Total	N/A	N/A	206,418	75%	17%	17%	9%	6%	65%	4%	46%	2%	2%	37%	3%	2%
State Total	N/A	N/A	6,186,278	61%	19%	23%	9%	5%	55%	8%	51%	1%	1%	40%	1%	1%

ENDNOTES

PG. 4 - For Every 100 9th Graders in Fresno Co.	*College Futures Foundation*
PG. 6 - Overall Student Enrollment	*California Department of Education. (April 15, 2019). 2018-19 Enrollment by School, CALPADS UPC Source File.*
PG. 7 - English Language Learner and Low Income Student Enrollment	*California Department of Education. (April 15, 2019). 2018-19 Enrollment by School, CALPADS UPC Source File.*
PG. 10 - Percent of 2014 3rd Grade Cohort Meeting / Exceeding Standards (Four-Year Trend)	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 12 - Reclassification Status for English Learners in 5th Grade	*California Department of Education. (April 15, 2019). 2018-19 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status and Grade (Dataquest Report).*
PG. 14 - Students Meeting or Exceeding 7th Grade Math Standards	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 16 - 11th Grade SBAC Readiness	*California Department of Education. (October 14, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*
PG. 18 - Suspensions per 100 Enrolled Students	*California Department of Education. (April 15, 2019). 2017-18 Suspension Data.*
PG. 20 - 12th Grade Graduation Rate vs. A-G Completion Rate	*California Department of Education. (April 15, 2019). 2017-18 Adjusted Cohort Graduation Rate and Outcome Data*
PG. 22 - 2016/17 Post Secondary Enroll. by HS	*Fresno Unified School District.*
PG. 24 - SCCCD Student Outcomes By Remediation Enrollment	*California Community Colleges. 2018 Student Success Scorecard.*
PG. 26 - SCCCD Students Completing a Degree or Transfer by Ethnicity	*California Community Colleges. 2018 Student Success Scorecard.*
Resource PG. 28 - Parents: Know Your Rights	*https://capta.org/focus-areas/family-engagement/parents-rights/*
Resource PG. 29 - Know Your Rights: Suspensions	*https://www.aclunc.org/our-work/know-your-rights/school-discipline*
Resource PG. 30 - Parent-Teacher Conference	*http://www.nea.org/home/60103.htm*
Resource PG. 31 - Test-Taking Tips	*http://www.barrow.k12.ga.us/assets/test_taking_tips_for_parents.pdf*
Resource PGs. 32-33 - English Learner Resources	*https://www.elpac.org/ https://westcontracosta.agendaonline.net/public/Meeting.px?AgencyID=211&MeetingID=66131&AgencyTypeID=1&IsArchived=False*
Resource PGs. 34-35 - Special Education	*https://www.cde.ca.gov/Sp/se/qa/pssummary.asp*
Resource PGs. 36-37 - A-G	*https://innovateschools.org/parent-guide/parent-guide-what-are-the-a-g-requirements/*
Resource PG. 38 - Early College Credit	*https://www.fresnocitycollege.edu/admissions-aid/admissions-and-records-office/admissions/dual-enrollment.html https://apcentral.collegeboard.org/?navId=apc-lu*
Resource PG. 39 - How to Enroll in Early College Credit	*https://www.fresnocitycollege.edu/admissions-aid/admissions-and-records-office/admissions/high-school-enrichment.html*
Resource PGs. 40-42 - School Summary Page	*California Department of Education. (April 15, 2019). 2018-19 California Assessment of Student Performance and Progress Test Results.*

NOTES, IDEAS, & TAKEAWAYS