



BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, SECOND FLOOR
FRESNO, CA 93721-2287
board.fresnounified.org

AGENDA
BOARD WORKSHOP
WEDNESDAY, FEBRUARY 28, 2024
***4:30 P.M. (CLOSED SESSION) *5:00 P.M. (OPEN SESSION)**

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.

Please note: Parking will be available for Board meetings after 5:00 p.m. at the N Street Parking Pavilion, located on the southeast corner of Tulare and “N” streets – entrance on “N” street. Board meeting attendees without key cards should report to the parking booth attendant. Please do NOT take a ticket. Also, the City of Fresno will not enforce the street meters in this area after 6:00 p.m., Monday through Friday.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Board of Education Room is subject to metal detector scanning. Board Policy 5145.12 allows for the use of metal detectors. Items prohibited in the Board of Education Room are as follows: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board’s consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Education Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: board.fresnounified.org

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.

***4:30 P.M.**

CALL Meeting to Order

OPPORTUNITY for Public Comment on Closed Session Agenda Items

RECESS for Closed Session to discuss the following:

1. Public Employee Discipline, Dismissal, Release, Reassignment, Resignation (Government Code Section 54957).

***5:00 P.M.**

CALL Meeting to Order

PLEDGE OF ALLEGIANCE

Ambra O'Connor will lead the flag salute.

PRESENT and DISCUSS Attendance and Chronic Absenteeism

Staff will present an overview of attendance and chronic absenteeism in the district. This board workshop will delve into current areas of concern, review key data indicators, and share and gather feedback from educational partners. The workshop will also provide insights into ongoing actions and future plans developed by our cross-functional team to improve student attendance. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Deputy Superintendent Misty Her, telephone 457-3633.

OPPORTUNITY for Public Comment on Item

UNSCHEDULED ORAL COMMUNICATIONS

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. The cards are submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests brought before them at this time. The appropriate staff member will furnish answers to questions.

D. ADJOURNMENT

NEXT REGULAR MEETING
WEDNESDAY, MARCH 06, 2024

Fresno Unified School District
Board Agenda Item

Board Workshop Date: February 28, 2024,

WORKSHOP ITEM 1

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Present and Discuss Attendance and Chronic Absenteeism

ITEM DESCRIPTION: Staff will present an overview of attendance and chronic absenteeism in the district. This board workshop will delve into current areas of concern, review key data indicators, and share and gather feedback from educational partners. The workshop will also provide insights into ongoing actions and future plans developed by our cross-functional team to improve student attendance.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Misty Her,
Deputy Superintendent

DIVISION: Deputy Superintendent's Office
PHONE NUMBER: (559) 457-3633

CABINET APPROVAL: Misty Her,
Deputy Superintendent

SUPERINTENDENT APPROVAL:
Robert G. Nelson, Ed.D.







Every Day Counts

- Build a common understanding of Average Daily Attendance (ADA), Truancy, and Chronic Absenteeism
- Using data to share current reality, challenges, and areas of growth
- Share overall findings, key strategies, and actions to improve attendance



Cross-Departmental Attendance Team

Prevention and Intervention (DPI)

Parent University

School Leadership

Analysis, Measurement, Accountability (AMA)

Diversity, Equity & Inclusion (DEI)

English Learners Services

Information Technology (IT)

Fiscal Services

African American Academic Acceleration (A4)

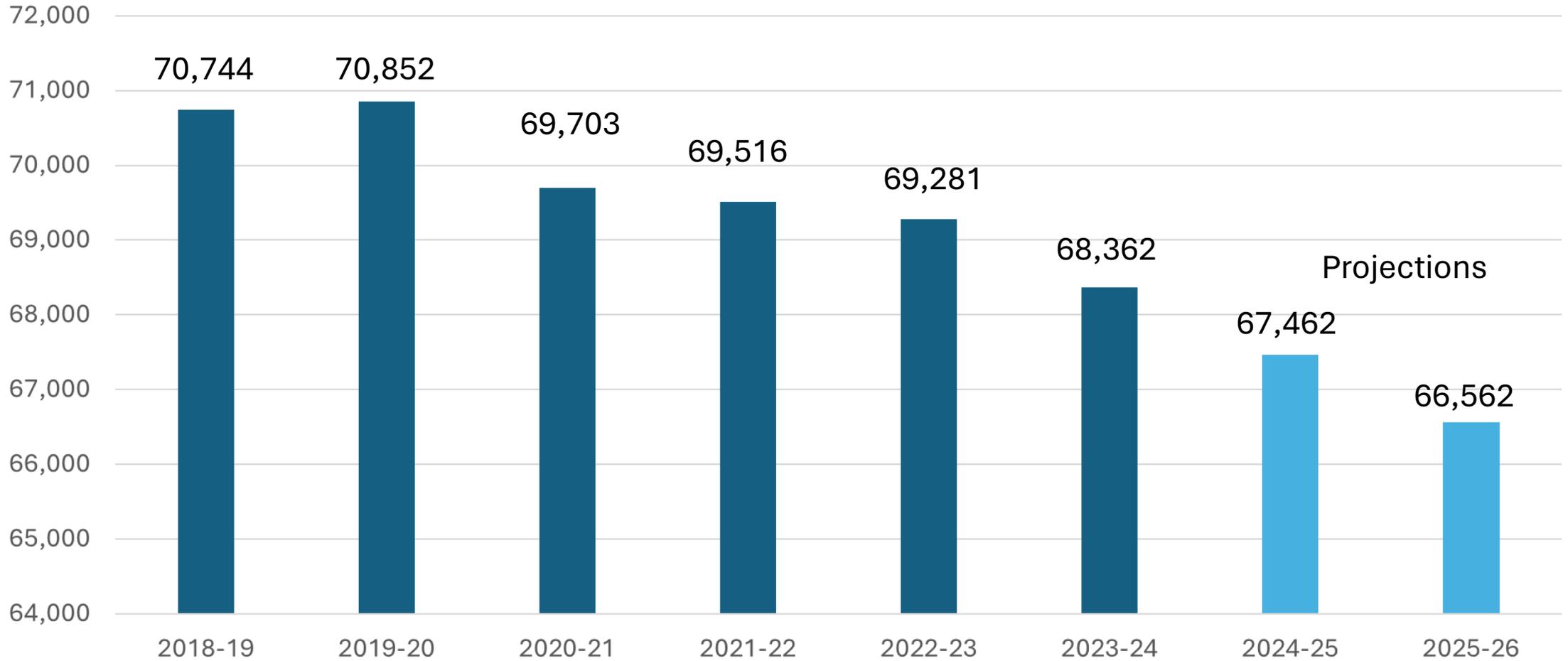
Classified Development

Early Learning

Communications



Enrollment



Exit Reason	2020-21 EOY		2021-22 EOY		2022-23 EOY		2023-24 as of Feb. 9 th 2024	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
CA Public School No Records Request	177	4.6%	321	5.4%	258	4.0%	673	15.7%
CA Public School Verified by Cal-Pads Enrollment	510	13.2%	2,670	45.0%	2,913	44.7%	1,594	37.3%
CA Public School with Records Request	1,152	29.8%	855	14.4%	1,053	16.2%	606	14.2%
Charter School No Records Request	23	0.6%	66	1.1%	55	0.8%	198	4.6%
Charter School with Records Request	533	14.3%	536	9.0%	658	10.1%	374	8.7%
Grand Total	3,864		5,937		6,518		4,278	

Declining Enrollment by Student Group

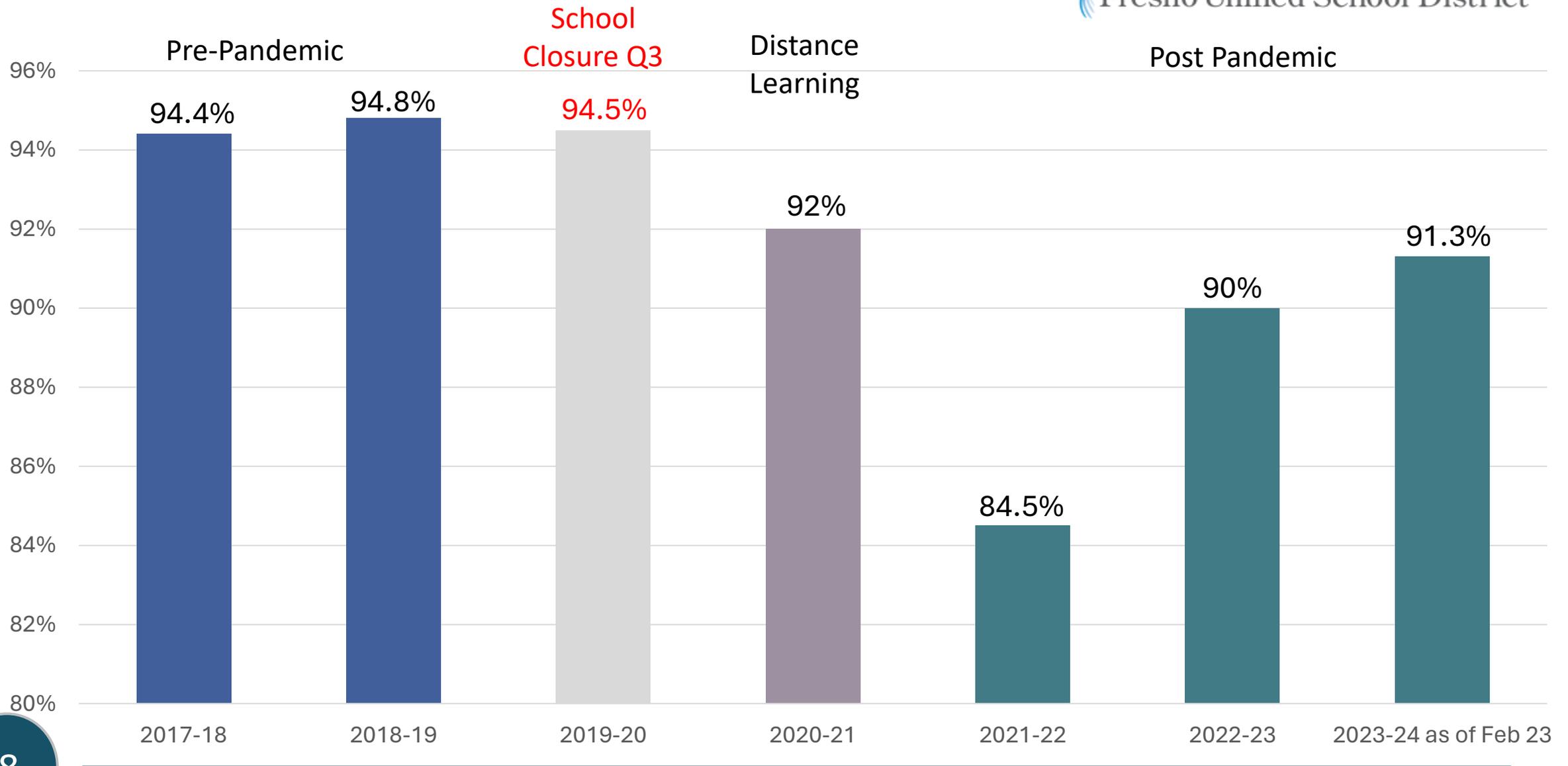
Race/Ethnicity	2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
African American/Black	530	13.7%	767	12.9%	770	11.8%	526	12.3%
Asian	223	5.8%	450	7.6%	488	7.5%	320	7.5%
Hispanic	2280	59.0%	3751	63.2%	4112	63.1%	2741	64.1%
Two or more races	202	5.2%	255	4.3%	306	4.7%	207	4.8%
White	558	14.4%	628	10.6%	711	10.9%	403	9.4%
Homeless Youth	42	1.1%	64	1.1%	77	1.2%	62	1.4%
Foster Youth	107	2.8%	162	2.7%	183	2.8%	96	2.2%
Students with Disabilities	438	11.3%	742	12.5%	854	13.1%	559	13.1%



Average Daily Attendance (ADA)

District Average Daily Attendance: 2017–2023

Revised 02/28/24



TRUANCY

**Counts only
unexcused
absences.**

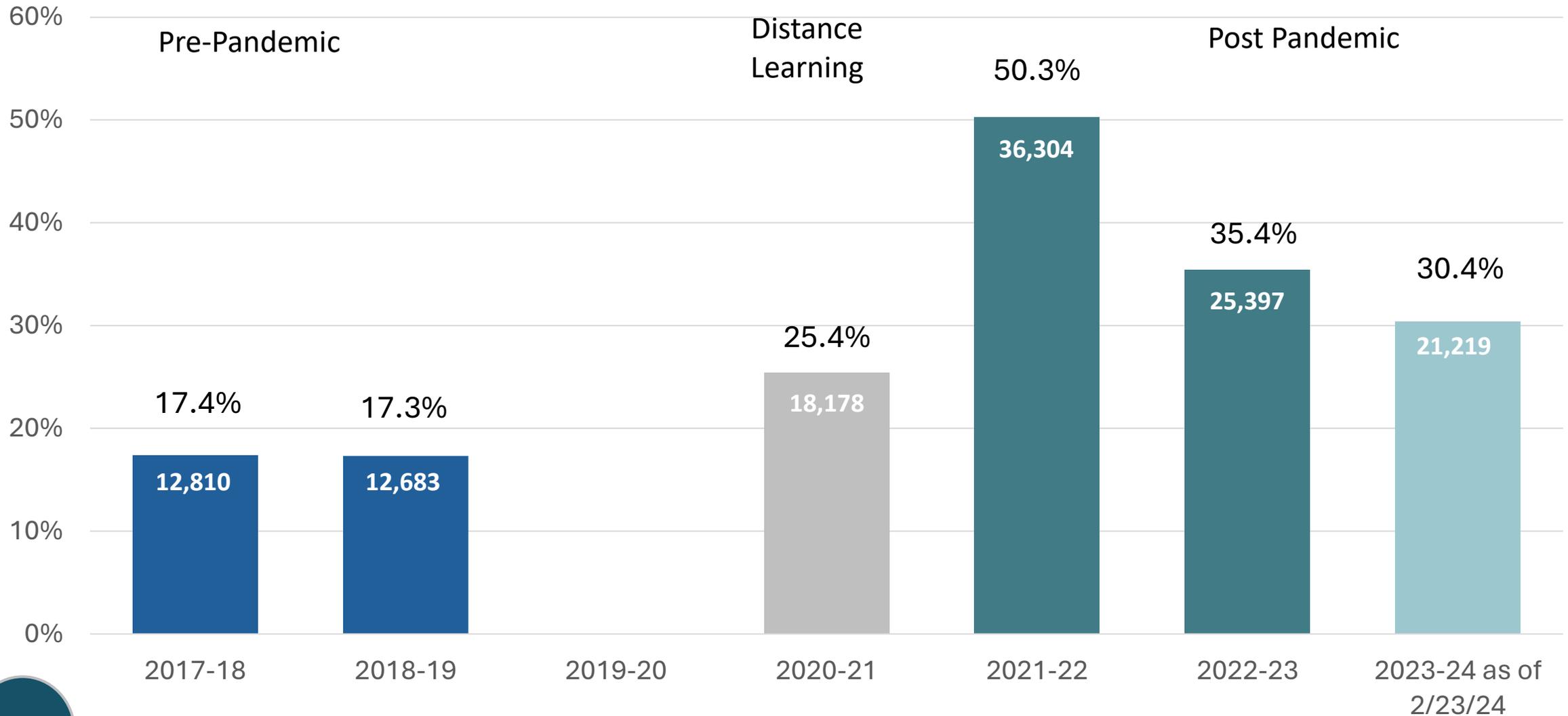
vs.

CHRONIC ABSENCE

**Counts all absences:
excused, unexcused
& suspensions.**

Attendance Code Percentages as of 2/9/24	
Attendance Code	% of Sections Missed
Medical	33.89%
No Clearance	20.18%
Parent Request	14.78%
Absent	12.67%
Health Care- Paraprofessional	8.94%

Chronic Absenteeism Rate Trends



School District	Pre-Pandemic		Distance Learning	Post Pandemic		Current Year
	2017-18	2018-19	2020-21	2021-22	2022-23	As of Feb. 23
Fresno Unified	17.4%	17.3%	25.4%	50.3%	35.4%	30.4%
African American Students	25.4%	26.6%	41.6%	60.1%	45.3%	38.9%
Foster Youth	30.8%	28.5%	46.4%	56.0%	39.9%	34%
Homeless Youth	40.1%	42.5%	74.7%	81.5%	72.7%	67.7%
Students with Disabilities	26.0%	24.8%	35.4%	59.9%	44.0%	37.5%

Chronic Absenteeism Rate: Grade Level

Grade Level	2022-23 S1	2023-24 S1	Change
Fresno Unified	31.3%	25.6%	-5.7%
K	45.4%	35.5%	-9.9%
1	36.8%	27.7%	-9.1%
2	32.1%	24.0%	-8.1%
3	29.2%	22.5%	-6.7%
4	28.4%	22.1%	-6.3%
5	25.5%	21.4%	-4.1%
6	26.0%	20.6%	-5.4%
7	27.7%	24.0%	-3.7%
8	30.4%	26.6%	-3.8%
9	30.0%	27.3%	-2.7%
10	30.3%	25.2%	-5.1%
11	28.5%	25.8%	-2.7%
12	32.2%	26.6%	-5.6%

Chronic Absenteeism Rate: School Level

School Level	2022-23 S1	2023-24 S1	Change
Fresno Unified	31.3%	25.6%	-5.7%
Elementary Schools	33.1%	25.9%	-7.2%
K-8 Schools	27.3%	20.6%	-6.7%
Middle Schools	28.4%	24.6%	-3.8%
High Schools	30.3%	26.3%	-4.0%

Fresno Unified will decrease chronic absenteeism by

- 18% for all students from 34.7% to 16.7%,
- 18% for African American students from 44.5% to 26.5%,
- 10% for foster youth from 35% to 25%
- 20% for homeless students from 74.9% to 54.9%

Chronic Absenteeism Rate		
	As of Feb 23, 2024	Year to Date Percent Change
District	30.4%	-5.4%
AA Students	38.9%	-3.1%
Homeless Youth	67.7%	-5.8%
Foster Youth	34%	0.5%



Findings

- Standardize processes and protocols
- Clarity and alignment in roles
- Universal practices
- Tier I Fidelity
- Sense of Belonging
- Depth of knowledge
- Data accessibility
- Coordinated efforts
- Family Engagement



Strategy

- Tiered attendance approach
- Clarity of various roles
- Refined systems and procedures
- Building common understanding
- Collaborative and coordinated efforts
- Clear and accessible information
- Engaging with families
- Strengthen school climate and culture

MTSS

Tier III for FEW (3-5%)

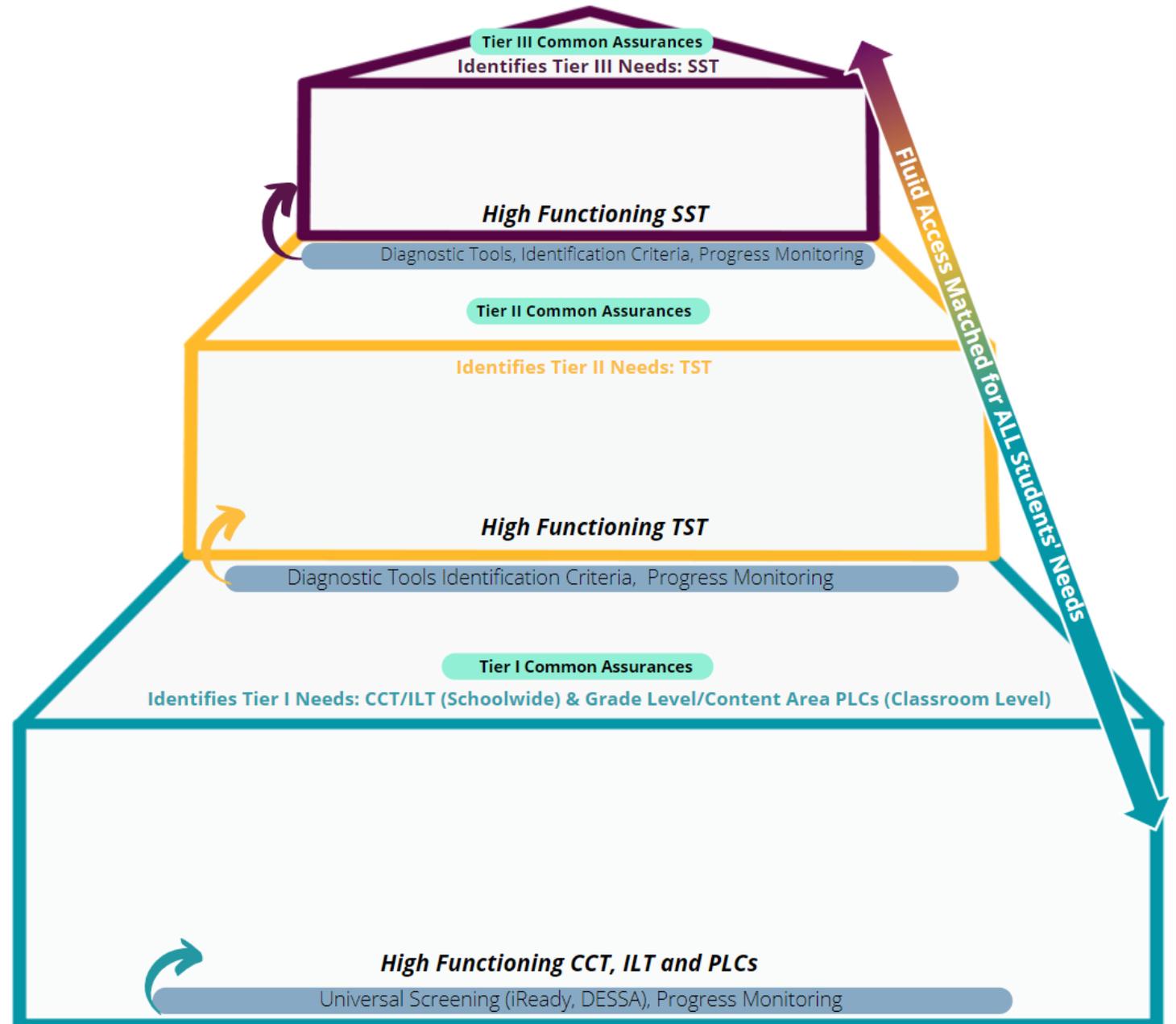
- Intensive & individualized
- In addition to Tier I, but at greater intensity, frequency and with a narrower focus
- Based on individual diagnostic assessment
- Frequent progress monitoring

Tier II for SOME (10-15%)

- Targeted & small group
- In addition to Tier I, but at a greater intensity
- Needs identified through diagnostic tools
- Focus on pre-requisite skills
- Frequent progress monitoring
- Short-term

Tier I for ALL (80-85%)

- Proactive and preventative for ALL
- Standards-based instruction
- Universal practices
- Addressing unmet learning
- Intervene in the moment and/or within setting





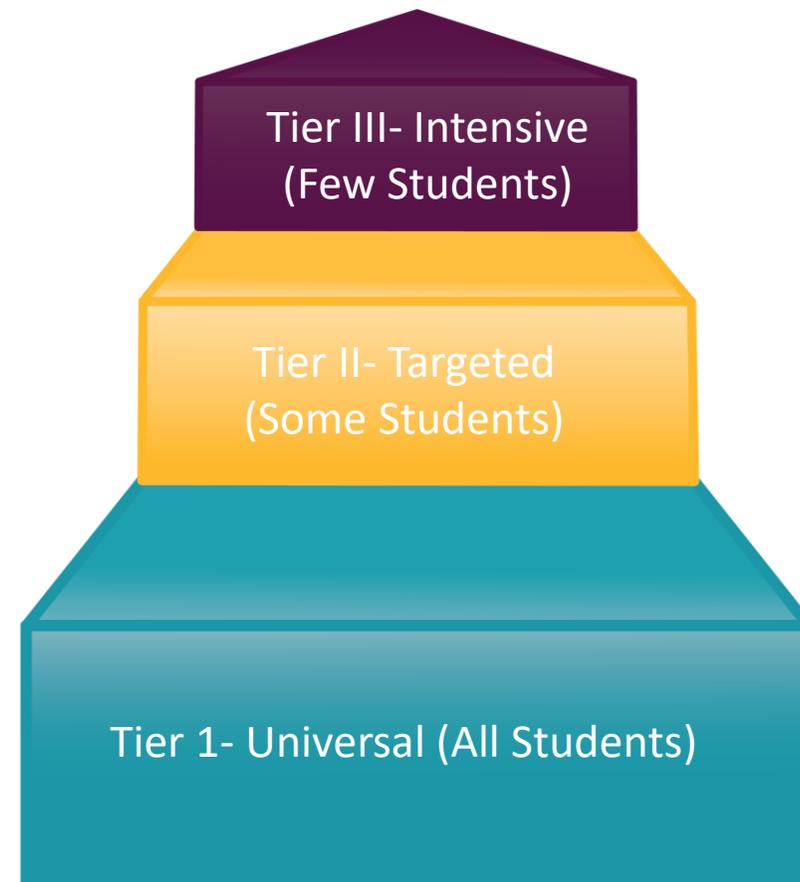
Spring
2023
Actions

- Conducted PL with Tier I Climate & Culture Teams
- Created the Student Performance Indicator Report
- Began designing a Tiered Attendance Approach
- Began developing district Attendance Guidebook
- Began building the capacity of Tier II Intervention Specialists to support attendance

- New ATLAS Report
 - Student Demographics
 - Academic, Behavior, and Attendance Indicators
 - Sets Criteria to assist in identifying needs
 - Early indicators
 - Prioritizing student needs

iReady ELA	iReady Math	Attendance Percentage	Attendance Status	# of Full Day Unexcused Absences
3+ below	3+ below	80.6%	Chronic	3
3+ below	3+ below	82.6%	Chronic	5
3+ below	3+ below	91.7%	Manageable	6
3+ below	3+ below	75.9%	Severely Chronic	14
3+ below	3+ below	78.0%	Severely Chronic	10
3+ below	2 below	72.2%	Severely Chronic	14
3+ below	3+ below	83.5%	Chronic	3
3+ below	3+ below	91.7%	Manageable	4
3+ below	3+ below	95.4%	Good	2
2 below	2 below	84.3%	Chronic	10
3+ below	3+ below	79.4%	Severely Chronic	9
		85.3%	Chronic	11
3+ below	3+ below	78.7%	Severely Chronic	8
3+ below	3+ below	86.1%	Chronic	4
3+ below	3+ below	87.9%	Chronic	10
1 below	3+ below	84.3%	Chronic	6
2 below	1 below	88.0%	Chronic	6
3+ below	3+ below	87.2%	Chronic	5
3+ below	3+ below	96.3%	Good	3
3+ below	2 below	87.0%	Chronic	8

- Universal Best Practices at All Tiers
- Standardizes Approach and Expectations
- Clarity of Roles
- Criteria Between Tiers





Fall 2023
Actions

- Conducted Listening Sessions
- Created an Attendance Help Desk
- Restructured Group Attendance Conferences
- Structured Approach to Rectify Exit Reason Discrepancies
- Expanded Tier II Targeted Support Team Sites
- PL with Tier II Targeted Support Teams
- Implemented Tier II Attendance Interventions
- Developed Cross Departmental Chronic Absenteeism Team (Nov.)

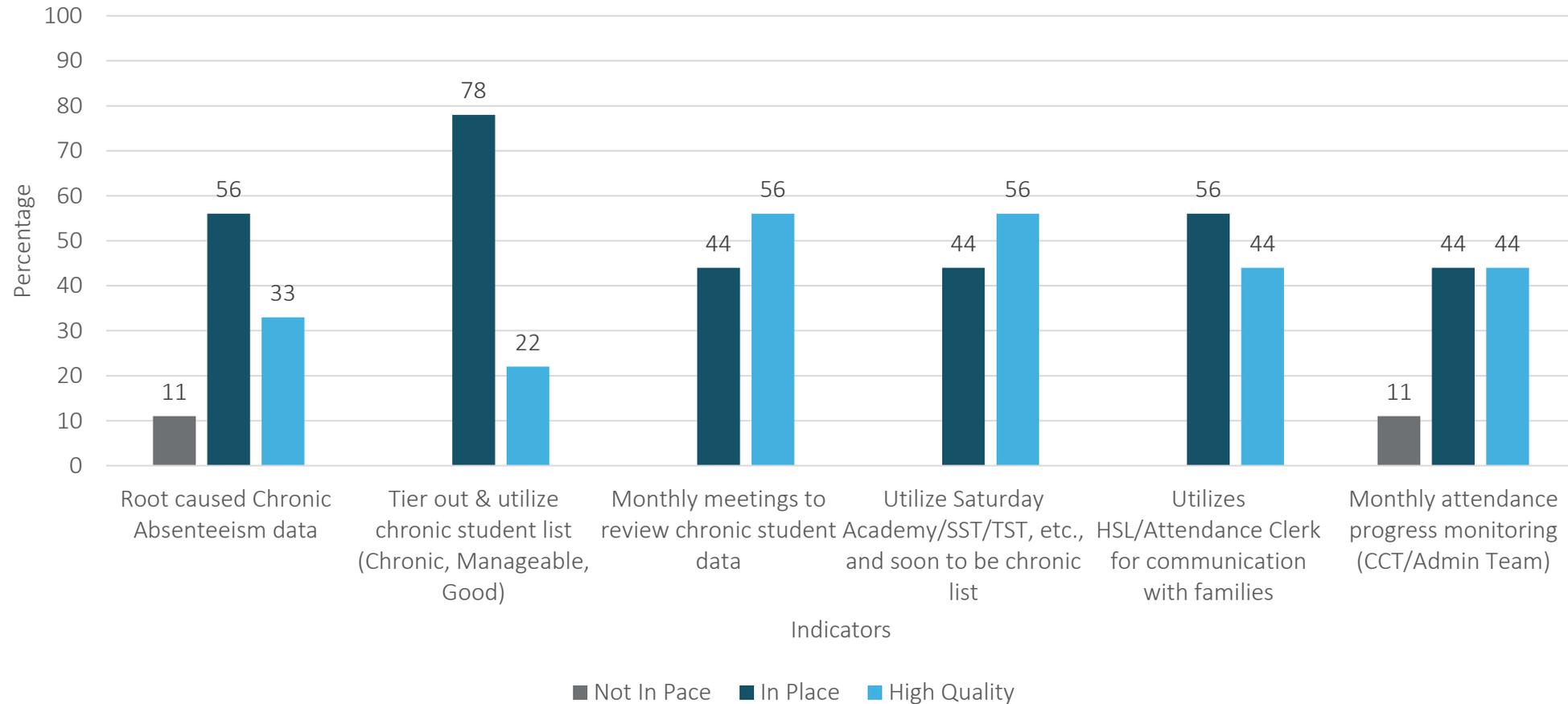
Patterns from Feedback

- Family Education and Awareness
- Student Connectedness
- Aligned and Coordinated Office Roles
- Tiered Attendance Approach
- Professional Learning for Staff

Next Steps- Continue Listening Sessions



Best Practices Meetings on Attendance



Effective Strategies Implemented

King Elementary Chronic Absenteeism Huddle Board

Aim:	Work in Progress	Stage	Who?	Improvement Tracking
Decrease chronic absenteeism by 1% by June 2023	1. Routine feedback to	1. PDSA	1. Teachers	Chronically absent as of 1/18/23

As a CSI School we made attendance our POP. We increased our "Good" attendance and reduced our "Chronic."

Breaking down the # Saturday Academy targeted our manageable and chronic students. We recouped their attendance to place them in good standing.

1% **# of students in "Chronic" to "Manageable"** Our current school year we are slated to lose the gains we made without being able to recoup lost attendance.

Current focus student

Student	Grade	D. Mit
Jennifer Erins	1st	9
Heather Gomez	5th	8

ATTENDANCE STATUS BY YEAR

School Year	1-Good	2-Manageable	3-Chronic	4-Severely Chronic
2021-22 YTD	176	107	169	126
2022-23 YTD	281	150	105	47
2023-24 YTD	265	141	128	35

Heaton ELA Improvement Journey 2022-23

Stage	Resources	Product	Measurement
Understand Your System	ELA Data Heaton 2022 SBAC R... Heaton Literacy Data ... Heaton Literacy... SBAC Resources Smarter Conte Explorer California Edu Reporting Syst Resources	Notice & Wonders Heaton Elementary N... 	
Theory of Improvement	What is a Theory of Improvement? Heaton Theory		
Learn by Doing	Planning to PDSA PDSA Referenc		

All Students:

2021-22 rate: 63%

2022-23 rate: 52.8%

Change: 10.2%

Eight WEEK ACTION PLAN

School Name: Tehipite Middle School

Date: 10/2/23- 12/1/23

Problem of Practice Focus: When comparing annual attendance data from 2022-23 who are chronically absent. This decrease has caused a small increase on a schoolwide Po passing grades and grasping knowledge at Tehipite. In the 2022-2023 school year, chronic GPA for students, but room for improvement is still feasible. Tehipite would like to contin GPA.

Chronic Absenteeism YTD:

2021-2022 YTD: 23.3%

2022-2023 YTD: 17.5%

2023-2024 YTD: 11.3%

(10/4/23)

Student Groups Chronic absenteeism 23-24 (of total population):

Chronic Absenteeism 23-24

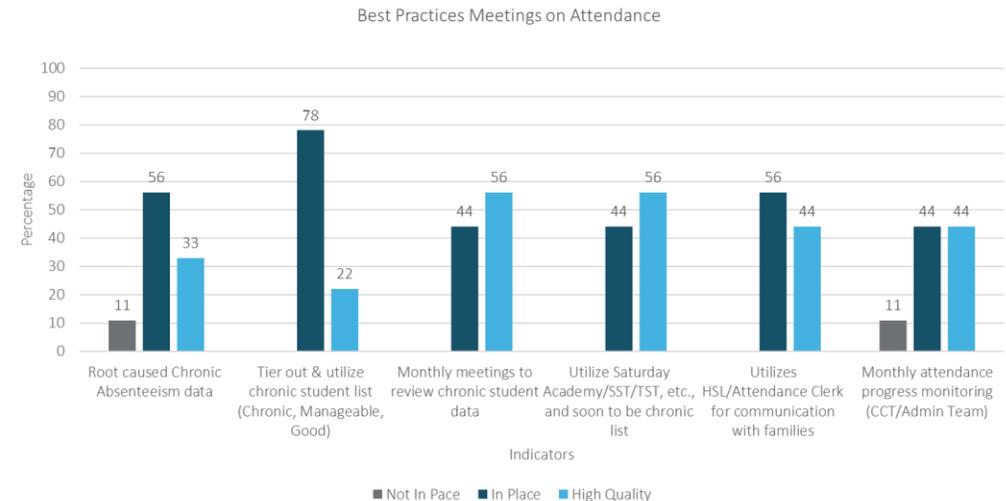
LEVEL	INCREASED SIGNIFICANTLY <small>From Prior Year (by 3.0 pts or more)</small>	INCREASED <small>From Prior Year (by 0.5 pts to 2.9 pts)</small>	MAINTAINED <small>From Prior Year (declined or increased by 0.4 pts or more)</small>	DECLINED <small>From Prior Year (by 0.5 pts to 2.9 pts)</small>	DECLINED SIGNIFICANTLY <small>From Prior Year (by 3.0 pts or more)</small>
VERY LOW <small>2.0% or less in Current Year</small>	(None)	(None)	(None)	(None)	(None)
LOW <small>2.0% to 4.9% in Current Year</small>	(None)	(None)	(None)	(None)	(None)
MEDIUM <small>5.0% to 9.9% in Current Year</small>	(None)	(None)	(None)	(None)	(None)
HIGH <small>10.0% to 19.9% in Current Year</small>	(None)	(None)	(None)	(None)	(None)
VERY HIGH <small>20.0% or greater in Current Year</small>	(None)	(None)	(None)	(None)	(None)

Soc. Dis. Total: 122 - 27.5%
 Decline of 51.2
 Latino Total: 105 - 27.5%
 Decline of 51.2
 AA Total: 9 - 28.1%
 Decline of 20.5
 EL Total: 26 - 27.1%
 Decline of 7.9%
 SMO Total: 26 - 18.7%
 Decline of 17.6%

Performance Level	Significantly from Prior Year (by greater than 3.0%)	from Prior Year (by 0.5% to 3.0%)	from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low <small>2.5% or less in Current Year</small>	Yellow	Green	Blue	Blue	Blue
Low <small>More than 2.5% to 5.0% in Current Year</small>	Orange	Yellow	Green	Green	Blue
Medium <small>More than 5.0% to 10.0% in Current Year</small>	Orange	Orange	Yellow	Green	Green
High <small>More than 10.0% to 20.0% in Current Year</small>	Red	Orange	Orange	Yellow	Yellow
Very High <small>More than 20.0% in Current Year</small>	Red	Red	Red	Orange	Yellow

Status ↑

- Tier 3 Assurances/Supports
- Resources/actions exhausted
- Understanding the roles of Regional CWAS
- Inconsistent application of attendance codes
- Pause on Saturday Academy
- Understanding the SARB Process





You Made it!

We're glad you are here!

Pyle is always more fun when you are with us.

HAVE A GREAT DAY!

PARK PARTY THIS FRIDAY!!!
FREE PERIOD OF CELEBRATION, MUSIC, FOOD, FRIENDS & PLAY!

FRIDAY, FEBRUARY 23rd, 2024
1:45-2:30 PM

HOW CAN YOU GO THIS TIME?
90% Attendance or Higher
No more than 5 Tardies
And no more than 3 periods of ATS IN 2 WEEKS

HOOVER STOMP TEAM PERFORMANCE
ON THE STAGE IN THE PARK

FOOD TRUCKS & BOBA

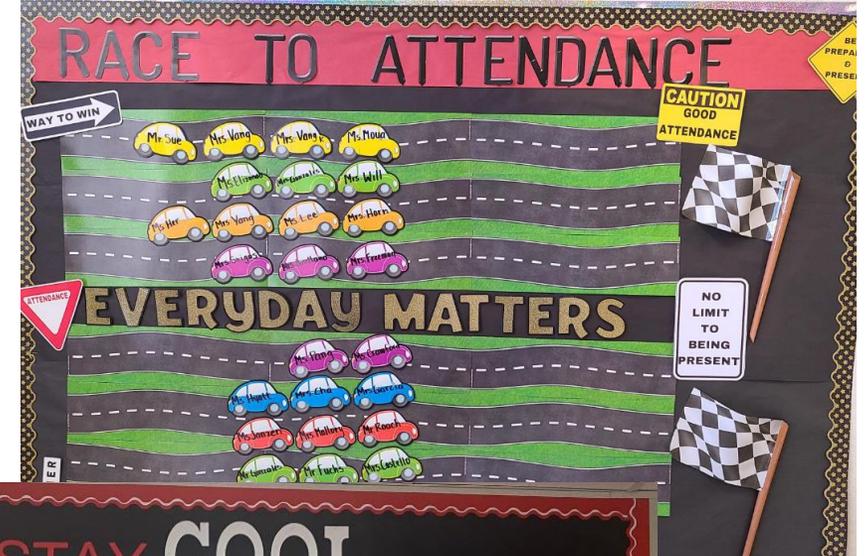
RACE TO ATTENDANCE

WAY TO WIN

CAUTION GOOD ATTENDANCE

EVERYDAY MATTERS

NO LIMIT TO BEING PRESENT



ASISTENCIA



STAY COOL

BE IN SCHOOL

School Goal

95%

9 Days or Less for

Lion SUCCESS

TK 92.5%

K 95.5%

1 91.8%

2 90.6%

3 94.2%

4 93.2%

5 93.3%

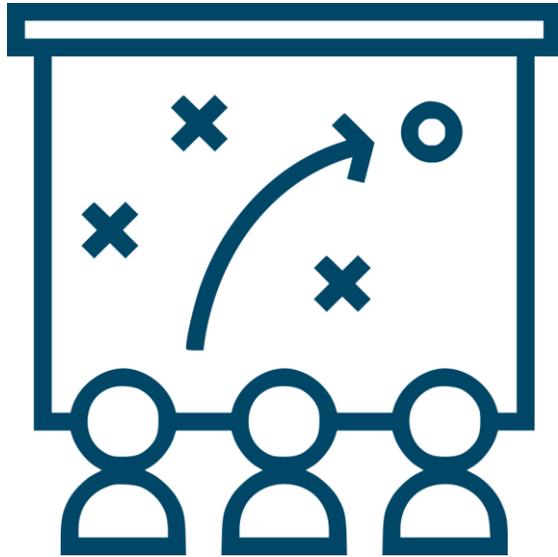
6 93.6%





Spring
2024
Actions

- Refine Student Attendance Review Board (SARB)
- Home School Liaison PL and role clarity
- Restructure Regional Child Welfare and Attendance Specialist Interventions
- **Launch Tiered Attendance Approach implementation**
- **Implement Communication Plan (Phase I)**
- **Implemented Strategic Attendance Plan**



**Streamline and
Coordinate Efforts**



**Implement
Strategies/Interventions**



**Progress
Monitoring Cycles**

Challenges

- Feeling unwelcome on campuses
- Environmental factors
- Lack of stable housing
- Transportation barriers
- Morning School Hours
- Student support

Actions

- Targeting regions
- Mentoring Groups
- Collaboration with shelters
- Linkages for families staying in motels
- Live Again Fresno partnership
- Literacy support through Every Neighborhood Partnership
- Resiliency Model





2024-25
Actions

- **District Attendance Intervention Team Model**
- District protocols and guidebook
- Continue Listening Circles
- **Implement long-term communication plan**
- Implement district Tiered Attendance Approach with fidelity
- **Shared learning and alignment with site office staff supporting attendance**

- Immediate goal to increase ADA
- Longer-term goals:
 - Increase enrollment
 - Increase ADA
 - Decrease chronic absenteeism
- Traditional and creative multi-media tools and graphics
- Varied but focused messaging for maximum impact
- Leveraging exemplary schools as testimonials
- Targeted outreach efforts and collaboration



