BOARD OF EDUCATION
REGULAR MEETING
4480 N. BRAWLEY AVENUE
NUTRITION SERVICES
FRESNO, CA 93722
board.fresnounified.org

AGENDA
THURSDAY, DECEMBER 19, 2024
12:00 P.M. (OPEN SESSION)

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.

Special note: Please enter Nutrition Services from Brawley Avenue, proceed through the gate to park under the covered parking spaces.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Nutrition Services building 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 for discussion 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.

*12:00 P.M.
CALL Meeting to Order

PLEDGE OF ALLEGIANCE
 Ambra O'Connor will lead the flag salute.

PRESENT and DISCUSS
The Board of Trustees will discuss and set district goals and guardrails; a key component of Student Outcomes Focused Governance. The session will be facilitated by the Council of the Great City Schools board coaches. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Ambra O'Connor, telephone 457-3838.

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, JANUARY 08, 2025

This report presents the findings from a recent *ThoughtExchange* survey conducted to gather insights on the skills, talents, and qualities that stakeholders want students to possess upon leaving Fresno Unified School District (FUSD), as well as the community's values that must be protected. The summary is organized responses related to the community's vision for student outcomes, and which question elicited the responses, and then by responses speak to the community's Values, and which question elicited those responses. Some prompts elicited more responses regarding the Values, some more so the Vision, and some both.

Responses that speak to the community's Vision for student outcomes:

What are your hopes and dreams for our kids? (n=397)

Key Themes	# of Responses	% of Responses	Description
Academic Success	120	30%	Many participants hope for students to achieve academic success, including graduating from high school, attending college, and obtaining degrees. This includes aspirations for students to be well-prepared for higher education and to excel academically. Key Quotation: "That they graduate and have a career"
Career Readiness	90	23%	Participants express the desire for students to be prepared for future careers, whether through college education or vocational training. This includes equipping students with the skills and knowledge needed to succeed in the workforce. Key Quotation: "Successful career-oriented students that are equipped to attend universities or start at a job"
Life Skills	60	15%	Participants highlight the importance of teaching students essential life skills, such as financial literacy, critical thinking, and problem-solving. These skills are seen as crucial for students' future success. Key Quotation: "Teach and equip our children with essential life lessons for the future."
Technology and Innovation	30	8%	Some responses mention the need for integrating technology and fostering innovation in education. This includes preparing students for a technology-driven world and encouraging creative thinking. Key Quotation: "To inspire and equip every student with the knowledge, skills, and mindset necessary to excel in STEM and business fields, fostering innovation, critical thinking, and entrepreneurship that will empower them to lead in a dynamic, technology-driven global economy."

How should we organize our educational system to get to your hopes and dreams? (n=377)

Key Themes	# of Responses	% of Responses	Description
More Practical and Real-World Learning Opportunities	87	23%	Many responses indicated a desire for education to include more practical and real-world learning experiences. This includes vocational training, life skills classes, and hands-on learning opportunities that prepare students for life. Key Quotation: "Offer more classes on life skills like banking, credit cards, rent, and taxes."
Improved Mental Health and Emotional Support for Students	55	15%	Participants stressed the importance of addressing students' mental health and emotional well-being. They suggested providing more counselors, mental health programs, and creating a supportive school environment. Key Quotation: "Attention, more resources, mental health, emotional intelligence. Life skills."

Grouping responses from across

Deep dive - The following questions will help support us in developing our values for FUSD

What skills, talents and qualities do you want our kids to have when they leave Fresno Unified School District? (n=366); *Why are these important to you?* (n=356); and *With the previous question in mind, what do you believe Fresno Unified should avoid or stop doing as we focus on achieving your priorities?* (n=339)

Key Themes	# of Responses	% of Responses	Description
Focus on Basics	160	53%	Ensuring students master basic skills in reading, writing, math, and critical thinking to build a strong foundation for future success. Mastery of these fundamental skills is crucial for academic and career readiness. Key Quotation: *"Reading, writing, and basic math skills. These kids become adults who can't read, write, or solve basic math problems."*
Real-World Preparation	150	50%	Emphasis on preparing students for real-world challenges, including financial literacy, job readiness, and life skills such as cooking, budgeting, and understanding taxes. Practical life skills are necessary for students to become independent and responsible adults. Key Quotation: *"Daily life skills such as cooking, grooming, home tasks, how to budget, etc. all essential things students will need to learn before entering college."*
21st Century Skills	140	47%	Critical thinking, problem-solving, communication, empathy, leadership, creativity, resilience, self-discipline, collaboration, and adaptability. These skills are seen as essential for students to navigate and succeed in a complex and evolving world. Key Quotation: *"Critical thinking, problem-solving, creativity, compassionate, empathetic, caring, collaborators, goal-oriented, solution-minded, open-minded and flexible."*
Emotional and Social Skills	130	43%	Development of social-emotional learning, empathy, self-awareness, and stress management to help students lead happy and productive lives. These skills are vital for mental health and fostering positive relationships. Key Quotation: *"Social emotional learning skills such as social awareness, self-awareness, self-management, relationship skills."*

Looking closer at just the single question: *What skills, talents and qualities do you want our kids to have when they leave Fresno Unified School District?* (n=366)

Key Themes	# of Responses	% of Responses	Description
Social and Emotional Skills	60	16%	A significant portion of the responses emphasized the importance of social and emotional skills. Participants highlighted qualities such as empathy, emotional intelligence, collaboration, and effective communication. These skills are seen as essential for students to build meaningful relationships, navigate social interactions, and contribute positively to their communities. Key Quotation: "Having human values that can help them engage in their social life or at least equipped with the human skills to connect with others at a certain level of understanding."
Critical Thinking and Problem-Solving	54	15%	A significant number of responses highlighted the need for students to develop strong critical thinking and problem-solving abilities. These skills are crucial for analyzing situations, making informed decisions, and tackling real-world challenges with creativity and confidence. Key Quotation: "Critical thinking, leadership, see themselves as decision makers."

Academic Preparedness	45	12%	Many participants emphasized the importance of students leaving FUSD with a solid academic foundation. This includes proficiency in reading, writing, and mathematics, which are essential for higher education and workforce readiness. Key Quotation: "To be able to read, write and be college ready."
Life Skills and Financial Literacy	42	11%	Participants frequently mentioned the importance of equipping students with practical life skills and financial literacy. This includes knowledge of budgeting, understanding taxes, and managing personal finances to ensure they can thrive in adulthood. Key Quotation: "Basic skills, there are many skills that education curriculum lacks. Such as Home Economics coming back, Learning to budget, do taxes, to buy a house/apartment, etc."
Leadership and Civic Engagement	36	10%	Leadership qualities and civic engagement were highlighted as important attributes. Participants want students to develop leadership skills, take initiative, and be actively involved in their communities, demonstrating a sense of responsibility and civic duty. Key Quotation: "Leadership, decision-making, conflict/mediation, budgeting skills, the ability to interact with adults, and problem solving."
Career and Technical Skills	30	8%	There is a strong desire for students to acquire career and technical skills that prepare them for various job opportunities. Participants emphasized the need for vocational training and exposure to different career paths to ensure students are workforce-ready. Key Quotation: "To be able to go to college or a trade school or get a certificate."
Creativity and Innovation	24	7%	Creativity and innovation were identified as key qualities. Participants want students to be imaginative, think outside the box, and approach problems with innovative solutions, which are essential in a rapidly changing world. Key Quotation: "Be imaginative in solving real world problems."
Resilience and Adaptability	9	2%	Resilience and adaptability were mentioned as important traits. Participants believe that students should be able to cope with challenges, adapt to new situations, and persevere in the face of adversity. Key Quotation: "The attitude that change is inevitable and that we always have to face it head on."

Of all the things you shared that you want for our kids, which is the most important? (n=331)

Key Themes	# of Responses	% of Responses	Description
Academic Excellence	112	34%	- Reading and Writing Proficiency: Achieving grade-level proficiency is crucial. - Mathematics: Importance of math skills and addressing challenges faced by students. - Critical Thinking: Essential for navigating real-world challenges and making informed decisions. Key Quotations: "They need to learn to read and write and do math." "Students need to be reading on grade level by 1st grade."
Preparation for the Future	105	32%	- College and Career Readiness: Preparing students for post-secondary education and employment. - Life Skills: Acquiring practical skills like financial literacy and problem-solving. Key Quotations: "Preparing students for employment opportunities and college readiness." "Creating classes that are more modernized so that

			children can learn about real world situations."
Social and Emotional Development	98	30%	- Empathy and Emotional Intelligence: Crucial for building relationships and community. - Social Emotional Learning (SEL): Vital for managing emotions, resilience, and positive interactions. Key Quotations: "Helping kids to know what to do as an adult." "Explicit instruction of Social and Emotional Learning in every classroom."

Responses that speak to the community's Values.

What are your hopes and dreams for our kids? (n=397)

Key Themes	# of Responses	% of Responses	Description
Safe and Supportive Environment	100	25%	A significant number of responses emphasize the importance of a safe, welcoming, and supportive school environment for students. This includes ensuring that students feel secure and valued in their educational settings. Key Quotation: "I hope every student feels safe at school and welcomed. They should be encouraged to reach their potential."
Holistic Development	80	20%	There is a strong emphasis on the holistic development of students, including emotional, social, and physical well-being. Participants want students to grow into well-rounded individuals. Key Quotation: "That they will be healthy physically, emotionally and spiritually and that they will continue to learn and grow throughout their lives."
Equal Opportunities	70	18%	Many participants hope for equal opportunities for all students, regardless of their background, to access resources and succeed. This includes addressing disparities and ensuring fairness in education. Key Quotation: "I'm hoping for equal opportunities for all students in the k12 school system. ALL students should have access to the resources they need to support their learning, this including safe campuses and updated facilities."
Community and Family Support	50	13%	The role of community and family support in students' education and development is frequently mentioned. Participants believe that a strong support system is vital for student success. Key Quotation: "By supporting parents, communities, and caregivers FUSD would be allowing their students the opportunities to focus on their education while also learning the priority of community building and mutual community support."
Inclusion and Diversity	40	10%	There is a desire for inclusive and diverse educational environments that respect and celebrate differences. Participants want students to feel accepted and appreciated for who they are. Key Quotation: "Inclusive environment where everyone is treated equally regardless of the color of their skin or social economic background. A safe space where children can be kids."
Extracurricular Activities	20	5%	Participants value opportunities for students to engage in extracurricular activities and develop interests outside of academics. These activities are seen as important for personal growth and development. Key Quotation: "That opportunities will be readily available for students to participate in extracurricular activities, and events that get them excited in topics to pursue in their education as they grow into adults."

How should we organize our educational system to get to your hopes and dreams? (n=377)

Key Themes	# of Responses	% of Responses	Description
Focus on Student-Centered and Inclusive Education	92	24%	There is a strong call for an education system that prioritizes the needs and voices of students. This includes creating inclusive environments, listening to student feedback, and ensuring all students feel valued and supported. Key Quotation: "Putting students first should be number one priority. Student's academic needs and students' feelings should be over all other needs."
Increased Support for Teachers and	78	21%	Many participants emphasized the need for better support for teachers and staff, including higher compensation, professional development, and adequate

Staff			resources. They believe that well-supported educators can better support students. Key Quotation: "Compensate teachers accordingly to bring in higher educated staffing."
Enhanced Community and Parental Involvement	65	17%	Participants highlighted the importance of involving parents and the community in the educational process. They suggested regular meetings, better communication, and collaborative efforts to support student success. Key Quotation: "Have parents meeting and involve them more with the school to help the community build each other up."
Improved Mental Health and Emotional Support for Students	55	15%	Participants stressed the importance of addressing students' mental health and emotional well-being. They suggested providing more counselors, mental health programs, and creating a supportive school environment. Key Quotation: "Attention, more resources, mental health, emotional intelligence. Life skills."

Grouping responses from across:
Deep dive - The following questions will help support us in developing our values for FUSD
What skills, talents and qualities do you want our kids to have when they leave Fresno Unified School District? (n=366); *Why are these important to you?* (n=356); and *With the previous question in mind, what do you believe Fresno Unified should avoid or stop doing as we focus on achieving your priorities?* (n=339)

Key Themes	# of Responses	% of Responses	Description
Emotional and Social Skills	130	43%	Development of social-emotional learning, empathy, self-awareness, and stress management to help students lead happy and productive lives. These skills are vital for mental health and fostering positive relationships. Key Quotation: *"Social emotional learning skills such as social awareness, self-awareness, self-management, relationship skills."*
Avoidances and Improvements	120	40%	Avoid outdated teaching methods, excessive standardized testing, and inequities in resource distribution. Focus on holistic assessments, equity, teacher support, and professional development. Modernizing education practices and ensuring fairness can enhance student learning outcomes. Key Quotation: *"Avoid outdated teaching methods, excessive standardized testing, and inequities in resource distribution."*
Equity and Inclusivity	110	37%	Ensuring all students have access to quality resources and opportunities, regardless of their background, and promoting inclusivity and diversity in the curriculum. Addressing disparities helps create a more equitable and supportive learning environment. Key Quotation: *"Ensuring all students have access to quality resources, regardless of their background, and promoting inclusivity and diversity in the curriculum."*
Parental and Community Involvement	100	33%	Increased involvement of parents and community in the educational process, ensuring open communication and collaboration between teachers, parents, and students. Strong partnerships between schools and families can enhance student success and well-being. Key Quotation: *"Keep communications between teachers and parents as open and accessible as possible."*
Teacher and Staff Support	90	30%	Providing competitive pay, professional development, and support for teachers and staff to ensure they can effectively educate and inspire students. Investing in educators is crucial for maintaining high-quality teaching and student engagement. Key Quotation: *"We need to have our teachers train better. Listen not just as a teacher but as students to get respect."*

| | 80 | 27% | Encouraging student participation in decision-making processes and valuing their input to create a more engaging and relevant educational experience. Empowering students to have a say in their education fosters a sense of ownership and motivation. Key Quotation: *"We need more student advisory members and more events dedicated to YOUTH voice and concerns."* |

Of all the things you shared that you want for our kids, which is the most important? (n=331)

Key Themes	# of Responses	% of Responses	Description
Safety and Well-being	123	37%	- Physical and Mental Safety: Addressing bullying, providing mental health support, and ensuring safety. - Healthy Environment: Creating a supportive environment for student well-being. Key Quotations: "Student safety (physical and mental)." "The most important is the bullying because when we take care of that it helps the students in wanting to come to school and getting the education that they need."
Equity and Inclusion	87	26%	- Equal Opportunities: Ensuring all students have access to the same opportunities. - Cultural Relevance: Implementing culturally relevant curricula to promote inclusivity. Key Quotations: "The most important thing is equal opportunity." "Include everyone and open a space for everyone, not just those considered 'high achieving'."
Community and Parental Involvement	75	23%	- Parental Engagement: Enhancing communication and involvement of parents in education. - Community Building: Fostering connections among students, staff, and families. Key Quotations: "Parent INVOLVEMENT!!!" "Building a strong sense of community within schools."

Demographic information on respondents is below and here:

https://my.thoughtexchange.com/report/f1bd1aa15da2084632a07f7ba9f14893

What is your race/ethnicity?

What is your relationship with our school district? (Select all that apply)	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian	Two or more races	Prefer no to answer	Other	Total
Staff	<5*	4.0% (19)	2.3% (11)	7.8% (37)	6.7% (32)	1.3% (6)	1.3% (6)	1.5% (7)	24.9% (119)
Student	<5*	1.7% (8)	<5*	5.5% (26)	<5*	<5*	<5*	<5*	9.9% (47)
Parent/Caregiver	<5*	2.3% (11)	2.3% (11)	28.1% (134)	2.5% (12)	1.0% (5)	1.0% (5)	1.7% (8)	39.0% (186)
Community Member/Other	<5*	2.1% (10)	4.8% (23)	8.8% (42)	6.3% (30)	1.5% (7)	<5*	1.5% (7)	26.2% (125)
Total	0.6% (3)	10.1% (48)	10.3% (49)	50.1% (239)	16.4% (78)	4.6% (22)	3.1% (15)	4.8% (23)	100.0% (477)

Answers with less than 5 responses are hidden to protect anonymity.

0% ▬▬▬▬ 100%

STUDENT OUTCOMES FOCUSED GOVERNANCE WORKSHOP

DATA-AT-A-GLANCE

Category	2024-2025
Suspension Rate	2.7% (2,046 Students)
Expulsion Rate	<1% (32 Students)
Average Daily Attendance	92.6%
Chronic Absenteeism Rate	27.0%
i-Ready D1 Results	
ELA: On or Above Grade Level	18.3%
Math: On or Above Grade Level	10.4%
Kinder Foundational Skills Assessment (FSA)	
High Frequency Words Mastery	4.0%
TK Foundational Skills Assessment (FSA)	
Phonological Awareness	9.0%

Data-at-a-glance for this school year. Data was pulled on 12/3/2024.

Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day Divided by Cumulative Enrollment.

Chronic absenteeism defined as being absent 10%+ of days attended.

i-Ready Parameters: All students in Grade K-12

FSA: 4% of students who have mastered skill in High Frequency Words Mastery.

TK FSA: 9% of students who sustaining or exceeding developmental levels in Phonological Awareness.

*Mastery defined as answering all items within skill correctly.

Source: Comprehensive School Performance Power Bi & AMA I-Ready Static Reports & TK & Kinder FSA Static Reports

Calculation Parameters: *Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year

DETERMINING HIGH NEED/HIGH LEVERAGE

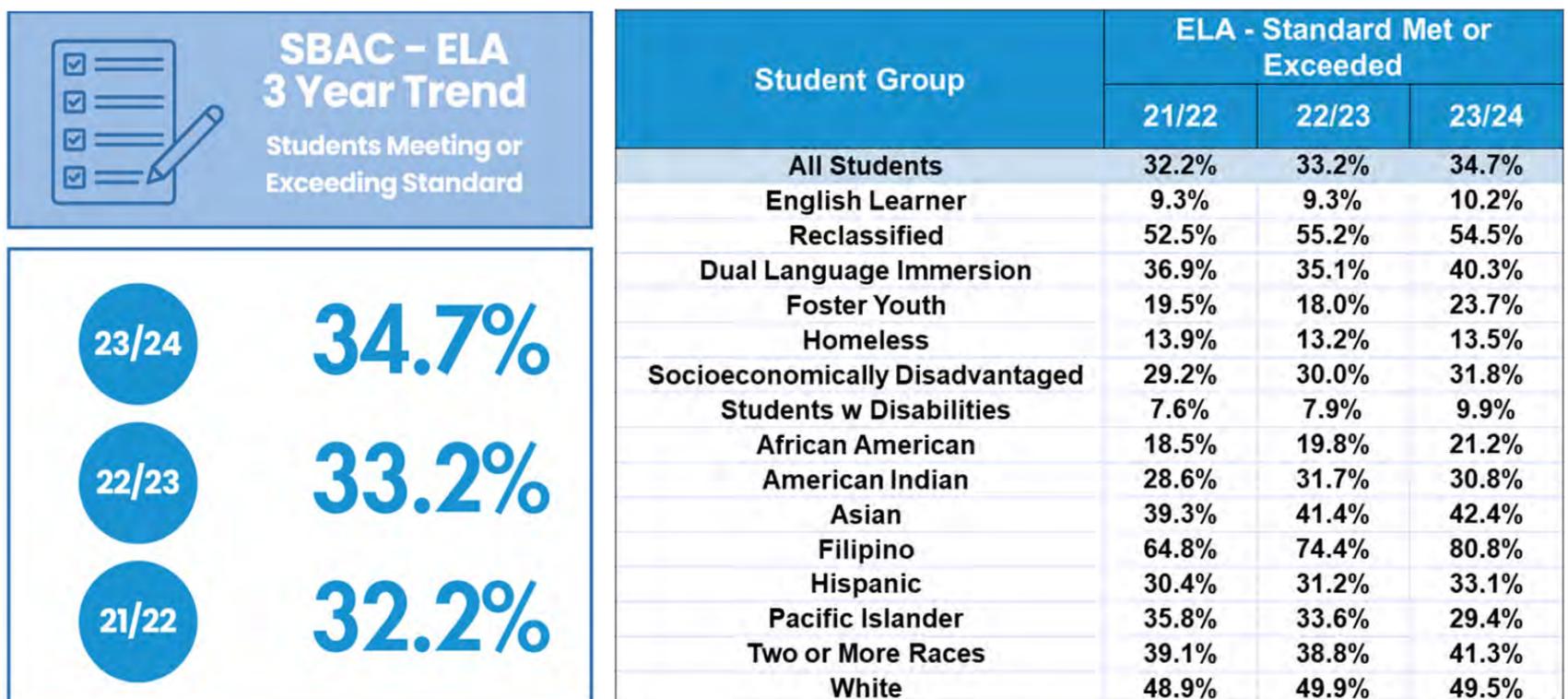| SUBJECT/ AREA	Grade Level		Race/Eth Demographics		Student Groups	
	Strength	Struggle	Strength	Struggle	Strength	Struggle
SBAC ELA	Gr 3, 6, & 11	Gr 4 & 8	Asian, Filipino, White, 2+ Races	African American	RFEP	EL, Homeless, SWD
SBAC Math	Gr 3	Gr 8 & 11	Asian, Filipino, White, 2+ Races	African American	RFEP	EL, Homeless, SWD
i-Ready ELA	Gr K & 3	Gr 5	Asian, Filipino, White, 2+ Races	African American	RFEP	EL, Homeless, SWD
i-Ready Math	Gr K, 1, 2, 4	Gr 5	Asian, Filipino, White, 2+ Races	African American	RFEP	Homeless, SWD
Chronic Absenteeism	Gr 3, 4, 5, 6	Gr TK & K	Asian, Filipino	African American	EL, LTEL	Homeless
Suspensions	Gr TK, K, 1	Gr 9	Asian, Filipino	African American	EL	FY, Homeless
Expulsions	Gr K, 2, 10, 11	Gr 7 & 8	Pacific Islander, Filipino, Two or More Races	African American, Hispanic	SED, Homeless	SWD
Graduation Rate	N/A	N/A	Asian, Filipino	African American	SED	FY, Homeless, SWD

CA DASHBOARD: 2021-2022 - 2023-2024

CATEGORY	INDICATORS	21/22	STATUS	22/23	CHANGE	STATUS	23/24	CHANGE	STATUS
Academic Performance	English Language Arts	-51.5 DFS	Low	-49.8 DFS	*Maintained* 1.7 Points	Orange	-47.1 DFS	*Maintained* 2.6 Points	Orange
	Mathematics	-88.7 DFS	Low	-80.6 DFS	*Increased* 8.1 Points	Yellow	-75.8 DFS	*Increased* 4.8 Points	Yellow
	English Learner Progress	44.3%	Low	46.8%	*Increased* 2.6% Points	Green	40.2%	*Declined* - 6.6%	Orange
	College & Career	-	Not Reported	**Prepared 40.2%**	-	Medium	**Prepared 43.1%**	*Increased* 2.9%	Green
Academic Engagement	Chronic Absenteeism	50.9%	Very High	34.7%	*Declined Significantly* -16.2%	Yellow	30.3%	*Declined* - 4.4%	Yellow
	Graduation Rate	89.5%	Medium	85.8%	*Declined* -3.7%	Orange	86.2%	*Maintained* 0.4%	Yellow
Conditions and Climate	Suspension Rate	5.8%	High	7.3%	*Increased* 1.5%	Orange	6.6%	*Declined* - 0.7%	Yellow

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For the 2021-2022 year only, performance levels were reported using one of five Status levels (Very High, High, Medium, Low, and Very Low) for state measures. The Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators were reversed (Very Low, Low, Medium, High, and Very High). Please note the administration of SBAC 2022 was only for 11th graders which allowed students to participate in the Early Assessment Program (EAP) for the California State University system. The 5x5 was reintroduced starting with the release of the 2022-2023 Dashboard.

Source: California School Dashboard

INTERNAL SBAC 3-YR TREND ELA BY STUDENT GROUP

SBAC – ELA 3 Year Trend
Students Meeting or Exceeding Standard

- 23/24 — **34.7%**
- 22/23 — **33.2%**
- 21/22 — **32.2%**

Student Group	ELA - Standard Met or Exceeded		
	21/22	22/23	23/24
All Students	32.2%	33.2%	34.7%
English Learner	9.3%	9.3%	10.2%
Reclassified	52.5%	55.2%	54.5%
Dual Language Immersion	36.9%	35.1%	40.3%
Foster Youth	19.5%	18.0%	23.7%
Homeless	13.9%	13.2%	13.5%
Socioeconomically Disadvantaged	29.2%	30.0%	31.8%
Students w Disabilities	7.6%	7.9%	9.9%
African American	18.5%	19.8%	21.2%
American Indian	28.6%	31.7%	30.8%
Asian	39.3%	41.4%	42.4%
Filipino	64.8%	74.4%	80.8%
Hispanic	30.4%	31.2%	33.1%
Pacific Islander	35.8%	33.6%	29.4%
Two or More Races	39.1%	38.8%	41.3%
White	48.9%	49.9%	49.5%

Students Meeting or Exceeding Standard on the SBAC ELA have shown an increase from 21/22 to 23/24. There is a 1.5 percentage point increase from previous year and a 2.5 percentage point increase from 21/22.

All student groups have shown an increase from previous year except for Reclassified, American Indian, Pacific Islander and White student groups.

Source: Internal AMA SBAC Static Report; Internal SBAC is defined as the dataset we obtained before it was officially posted in the CAASPP website in October.

Calculation parameters: The data represents all students who tested in SBAC.

Standard Met or Exceeded Rate: Students who scored Met Standard or Exceeded Standard divided by All test takers.

INTERNAL SBAC 3-YR TREND MATH BY STUDENT GROUP

Student Group	Math - Standard Met or Exceeded		
	21/22	22/23	23/24
All Students	20.8%	23.3%	25.1%
English Learner	7.7%	9.2%	10.1%
Reclassified	30.4%	32.3%	34.3%
Dual Language Immersion	29.6%	33.4%	37.4%
Foster Youth	11.3%	12.1%	15.8%
Homeless	5.8%	9.2%	10.8%
Socioeconomically Disadvantaged	18.3%	20.7%	22.7%
Students w Disabilities	5.9%	7.2%	8.8%
African American	10.0%	12.1%	13.2%
American Indian	17.5%	23.1%	24.2%
Asian	27.2%	30.7%	31.6%
Filipino	44.3%	56.4%	63.6%
Hispanic	18.8%	21.4%	23.4%
Pacific Islander	19.6%	24.8%	20.6%
Two or More Races	29.2%	29.9%	34.1%
White	36.6%	37.8%	39.7%

SBAC – Math 3 Year Trend
Students Meeting or Exceeding Standard

23/24	25.1%
22/23	23.3%
21/22	20.8%

Students Meeting or Exceeding Standard on the SBAC Math have shown an increase from 2022 to 2024. There is a 1.8 percentage point increase from previous year and a 4.3 percentage point increase from 2022.

All student groups have shown an increase from previous year except for Pacific Islander.

Source: Internal AMA SBAC Static Report; Internal SBAC is defined as the dataset we obtained before it was officially posted in the CAASPP website in October.

Calculation parameters: The data represents all students who tested in SBAC.

Standard Met or Exceeded Rate: Students who scored Met Standard or Exceeded Standard divided by All test takers.

INTERNAL SBAC DATA 3-YR TREND BY REGION

Region	ELA - Standard Met or Exceeded		
	21/22	22/23	23/24
All Students	32.2%	33.2%	34.7%
Bullard Region	41.6%	41.9%	43.4%
Edison Region	44.9%	43.6%	44.5%
Fresno Region	23.3%	24.4%	26.3%
Hoover Region	29.6%	29.1%	29.8%
McLane Region	29.2%	27.9%	31.1%
Roosevelt Region	30.6%	32.1%	32.7%
Sunnyside Region	30.3%	32.8%	34.2%
Specialty Region	25.9%	34.1%	36.0%

Region	Math - Standard Met or Exceeded		
	21/22	22/23	23/24
All Students	20.8%	23.3%	25.1%
Bullard Region	27.8%	29.5%	31.6%
Edison Region	34.1%	34.7%	35.2%
Fresno Region	13.4%	15.9%	17.3%
Hoover Region	17.5%	19.7%	21.3%
McLane Region	18.7%	20.9%	22.9%
Roosevelt Region	20.6%	23.7%	25.6%
Sunnyside Region	19.0%	21.2%	22.9%
Specialty Region	11.9%	16.1%	21.5%

On both ELA and Math SBAC, all regions have shown an increase in Standard Met or Exceeded rate in 2024 from previous year. Edison and Bullard region are the top 2 performers in both Math and ELA SBAC performance.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

Source: Internal AMA SBAC Static Report

Calculation parameters: The data represents all students who tested in SBAC.

Standard Met or Exceeded Rate: Students who scored Met Standard or Exceeded Standard divided by All test takers.

INTERNAL SBAC DATA 3-YR TREND BY GRADE LEVEL

Grade	ELA - Standard Met or Exceeded			Grade	Math - Standard Met or Exceeded		
	21/22	22/23	23/24		21/22	22/23	23/24
All Students	32.2%	33.2%	34.7%	All Students	20.8%	23.3%	25.1%
Grade 3	27.2%	29.7%	32.7%	Grade 3	29.1%	33.8%	37.3%
Grade 4	29.7%	28.5%	30.9%	Grade 4	24.4%	28.2%	30.5%
Grade 5	33.5%	32.9%	33.0%	Grade 5	20.2%	21.8%	22.9%
Grade 6	33.6%	35.4%	37.4%	Grade 6	22.9%	26.4%	27.8%
Grade 7	34.6%	32.4%	35.0%	Grade 7	18.1%	20.0%	22.1%
Grade 8	31.0%	30.0%	31.4%	Grade 8	16.0%	15.7%	17.9%
Grade 11	37.8%	46.1%	44.8%	Grade 11	11.7%	14.0%	14.8%

On ELA SBAC, all grade levels have shown an increase in Standard Met or Exceeded rate from previous year except for 11th grade.

On Math SBAC, all grade levels have shown an increase in Standard Met or Exceeded rate from previous year.

Source: Internal AMA SBAC Static Report

Calculation parameters: The data represents all students who tested in SBAC.

Standard Met or Exceeded Rate: Students who scored Met Standard or Exceeded Standard divided by All test takers.

I-READY (D3) DATA 3-YR TREND BY STUDENT GROUP

Student Group	ELA – On/Above Grade Level			MATH – On/Above Grade Level		
	21/22	22/23	23/24	21/22	22/23	23/24
All Students	34.0%	36.0%	42.8%	28.0%	31.3%	37.0%
English Learner	17.9%	19.2%	25.5%	15.5%	19.1%	24.7%
Reclassified	39.8%	41.8%	60.8%	36.9%	41.5%	62.3%
Dual Language Immersion	38.8%	38.9%	44.0%	31.7%	38.9%	40.8%
Foster Youth	23.5%	20.2%	29.8%	18.8%	14.0%	26.8%
Homeless	17.2%	17.6%	21.9%	13.5%	10.5%	16.6%
Socioeconomically Disadvantaged	31.2%	33.1%	40.2%	25.4%	28.7%	34.6%
Students w Disabilities	12.3%	13.7%	18.9%	10.6%	12.8%	16.3%
African American	26.5%	27.3%	34.8%	16.6%	19.6%	23.7%
American Indian	33.1%	36.2%	43.6%	25.3%	28.9%	36.1%
Asian	38.7%	41.6%	49.1%	35.2%	38.9%	44.4%
Filipino	66.4%	71.1%	77.8%	64.9%	64.2%	75.0%
Hispanic	31.6%	33.5%	40.5%	25.9%	29.2%	35.2%
Pacific Islander	37.4%	38.2%	40.7%	32.2%	33.5%	32.2%
White	50.4%	53.9%	57.6%	32.2%	46.0%	50.4%
Two or More Races	42.8%	45.6%	53.5%	34.4%	39.2%	47.9%

Source: AMA i-Ready Static Report

Calculation parameters: These data represent students who had taken the i-Ready Diagnostic in the past 3 years. Students On Or Above Grade Level is a placement level module used in the iReady's algorithm to determine each student's overall performance to properly adjust the level of each question based on the student's ability to comprehend the subject. Each student's growth is determine based on their overall performance in Diagnostic 1. The system will determine each student's typical growth and stretch growth based on their results. Students on Grade Level Or Above will receive an Overall Achievement Level of 4 and 5 as those with 3 or below are not meeting grade level. The algorithm used to determine the percentage is as follow, "Students On or Above Grade Level / Student Group = % Of Students On Grade Level Or Above Grade Level"

I-READY (D3) DATA 3-YR TREND BY REGION

Region	ELA – On/Above Grade Level		
	21/22	22/23	23/24
All Students	34.0%	36.0%	43.6%
Bullard Region	42.7%	47.2%	53.6%
Edison Region	34.7%	44.4%	44.1%
Fresno Region	27.9%	30.7%	36.3%
Hoover Region	34.2%	36.2%	42.3%
McLane Region	30.1%	31.5%	41.6%
Roosevelt Region	31.7%	31.2%	42.3%
Sunnyside Region	32.8%	34.3%	44.1%
Specialty Region	30.8%	30.9%	44.5%

Region	Math – On/Above Grade Level		
	21/22	22/23	23/24
All Students	28.0%	31.3%	37.0%
Bullard Region	34.9%	40.1%	44.5%
Edison Region	31.9%	40.7%	40.0%
Fresno Region	21.2%	23.2%	29.3%
Hoover Region	26.0%	28.8%	33.1%
McLane Region	25.3%	28.0%	36.1%
Roosevelt Region	26.6%	30.1%	38.8%
Sunnyside Region	27.8%	30.4%	38.1%
Specialty Region	23.6%	29.7%	29.2%

Source: AMA i-Ready Static Report

Calculation parameters: These data represent students who had taken the i-Ready Diagnostic in the past 3 years. Students On or Above Grade Level is a placement level module used in the iReady's algorithm to determine each student's overall performance to properly adjust the level of each question based on the student's ability to comprehend the subject. Each student's growth is determine based on their overall performance in Diagnostic 1. The system will determine each student's typical growth and stretch growth based on their results. Students on Grade Level or Above will receive an Overall Achievement Level of 4 and 5 as those with 3 or below are not meeting grade level. The algorithm used to determine the percentage is as follow, "Students On or Above Grade Level / Student Group = % Of Students On Grade Level Or Above Grade Level"

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

I-READY (D3) DATA 3-YR TREND BY GRADE LEVEL

Grade	ELA – On/Above Grade Level		
	21/22	22/23	23/24
All Students	34%	36.0%	42.8%
Grade K	61.6%	66.6%	68.7%
Grade 1	36.7%	44.7%	48.1%
Grade 2	35.5%	44.5%	47.1%
Grade 3	43.4%	46.4%	49.3%
Grade 4	29.8%	29.0%	32.2%
Grade 5	28.1%	28.5%	28.7%
Grade 6	31.0%	32.6%	34.0%
Grade 7	24.3%	28.3%	3.4%
Grade 8	24.0%	28.4%	0.0%
Grade 9	21.1%	20.3%	15.0%
Grade 10	24.0%	17.3%	17.8%
Grade 11	19.6%	12.6%	11.9%
Grade 12	13.0%	4.9%	6.5%

Grade	MATH – On/Above Grade Level		
	21/22	22/23	23/24
All Students	28.0%	31.3%	37.0%
Grade K	44.6%	51.2%	52.1%
Grade 1	28.2%	35.4%	36.7%
Grade 2	26.1%	32.1%	36.3%
Grade 3	26.6%	30.9%	34.3%
Grade 4	28.2%	33.7%	36.6%
Grade 5	27.2%	30.6%	31.7%
Grade 6	31.8%	34.5%	35.7%
Grade 7	19.0%	22.0%	0.0%
Grade 8	18.6%	19.4%	0.0%
Grade 9	30.6%	29.9%	1.7%
Grade 10	18.6%	20.2%	16.7%
Grade 11	3.7%	6.5%	19.4%
Grade 12	2.0%	2.5%	3.8%

Source: AMA i-Ready Static Report

Calculation parameters: These data represent students who had taken the i-Ready Diagnostic in the past 3 years. Students On or Above Grade Level is a placement level module used in the iReady's algorithm to determine each student's overall performance to properly adjust the level of each question based on the student's ability to comprehend the subject. Each student's growth is determine based on their overall performance in Diagnostic 1. The system will determine each student's typical growth and stretch growth based on their results. Students on Grade Level or Above will receive an Overall Achievement Level of 4 and 5 as those with 3 or below are not meeting grade level. The algorithm used to determine the percentage is as follow, "Students On Or Above Grade Level / Student Group = % Of Students On Grade Level Or Above Grade Level"

I-READY(D3) DATA 3-YR TREND BY GROWTH (ELA)

[ELA] EOY % Of Students Metting Typical And Stretch Growth By D3

Typical Growth / Stretch Growth

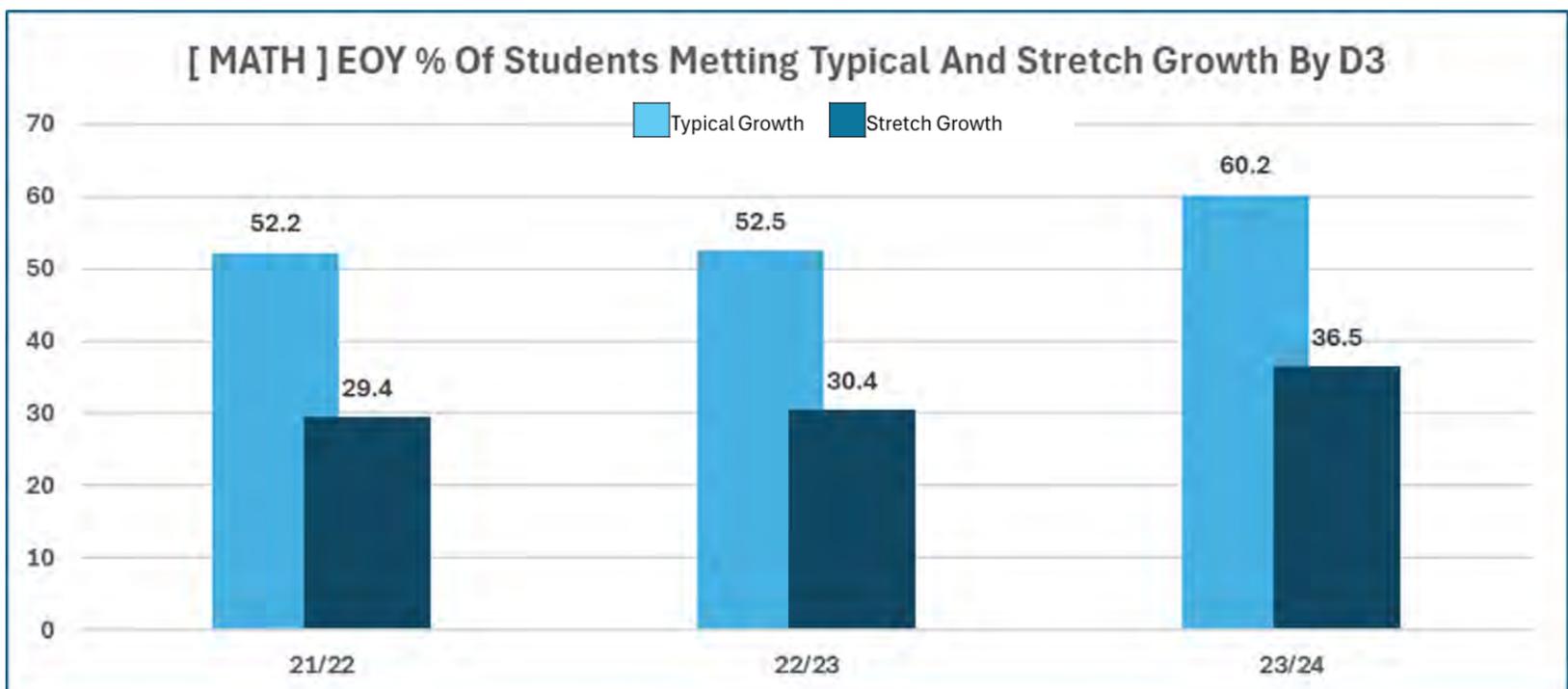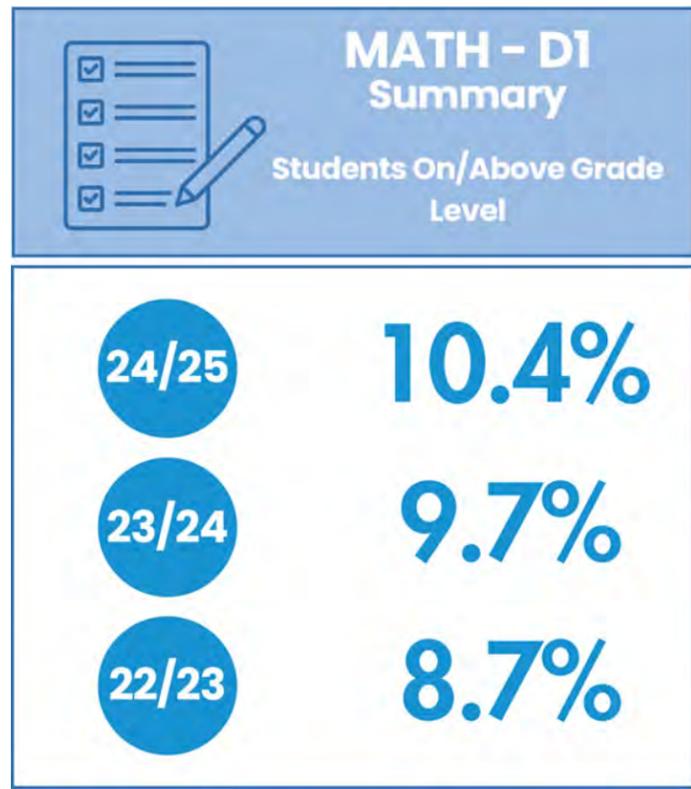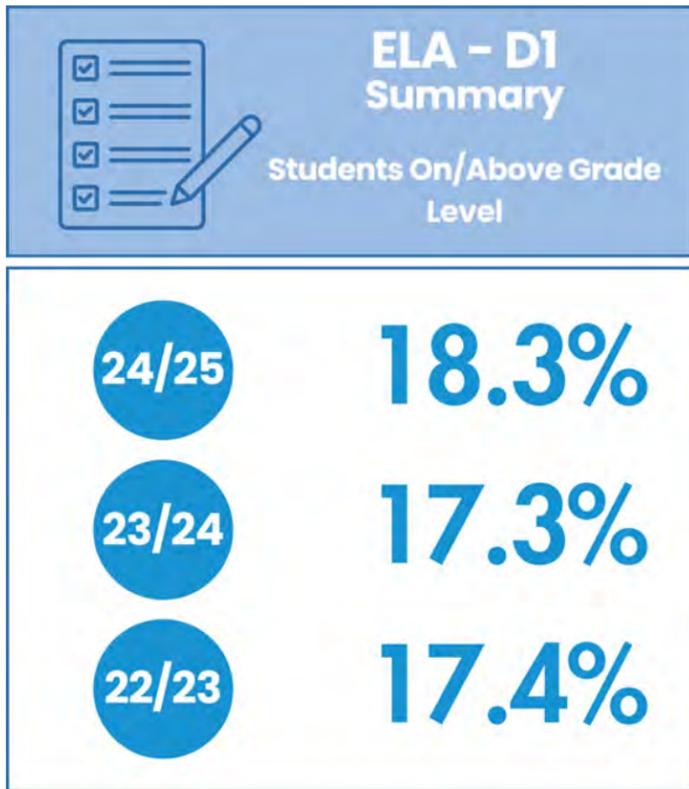|	21/22	22/23	23/24
Typical Growth	51.1	52.5	59.8
Stretch Growth	29.2	31.2	36.2

ELA: Many students are able to reach their Typical Growth Targets in ELA but struggle to reach their Stretch Growth Targets. In 2023-24, only 36.4% met at least 80% of their Stretch Growth Target.

In the Spring diagnostic (D3) it is expected that students meet 80% of their Typical and Stretch Growth Targets. FUSD uses the goal of 80% because students take the test during the Spring, and not at the end of the school year, otherwise the goal would be for students to meet 100% of their targets. These targets are set after they take their first diagnostic (D1) of the year. The targets that students get are based on their chronological grade level and how they place on the first diagnostic of the year.

When students meet at least 80% of their Typical Growth target, this means that they grew at a rate that has been historically observed in students at their chronological grade level and initial D1 placement. Meeting 80% or more of Typical growth really means that students have grown at an expected rate. This is ordinary/expected growth. When students meet 80% or more of their Stretch Growth Target, this means that the student grew at an accelerated rate that will put them on track to proficiency (if in D1 they placed below grade level) or on track to more advanced levels of proficiency (if in D1 they placed on or above grade level)

I-READY(D3) DATA 3-YR TREND BY GROWTH (MATH)

[MATH] EOY % Of Students Metting Typical And Stretch Growth By D3

Typical Growth / Stretch Growth

	21/22	22/23	23/24
Typical Growth	52.2	52.5	60.2
Stretch Growth	29.4	30.4	36.5

MATH: Many students are able to reach their Typical Growth Targets in Math but struggle to reach their Stretch Growth Targets. In 2023-24, only 36.5% met at least 80% of their Stretch Growth Target.

In the Spring diagnostic (D3) it is expected that students meet 80% of their Typical and Stretch Growth Targets. FUSD uses the goal of 80% because students take the test during the Spring, and not at the end of the school year, otherwise the goal would be for students to meet 100% of their targets. These targets are set after they take their first diagnostic (D1) of the year. The targets that students get are based on their chronological grade level and how they place on the first diagnostic of the year.

When students meet at least 80% of their Typical Growth target, this means that they grew at a rate that has been historically observed in students at their chronological grade level and initial D1 placement. Meeting 80% or more of Typical growth really means that students have grown at an expected rate. This is ordinary/expected growth. When students meet 80% or more of their Stretch Growth Target, this means that the student grew at an accelerated rate that will put them on track to proficiency (if in D1 they placed below grade level) or on track to more advanced levels of proficiency (if in D1 they placed on or above grade level)

I-READY DATA 3-YR TREND BY D1

ELA – D1 Summary
Students On/Above Grade Level

Year	Percentage
24/25	18.3%
23/24	17.3%
22/23	17.4%

MATH – D1 Summary
Students On/Above Grade Level

Year	Percentage
24/25	10.4%
23/24	9.7%
22/23	8.7%

Students who score 40% or more will be students meeting their Typical Growth that's been established by the system based on their D1 result. Students who score 80% or more will are students who has reached their Stretch Growth.

Source: AMA i-Ready Static Report

Calculation parameters: These data represent students who had taken the i-Ready Diagnostic in the past 3 years. Students On or Above Grade Level is a placement level module used in the iReady's algorithm to determine each student's overall performance to properly adjust the level of each question based on the student's ability to comprehend the subject. Each student's growth is determine based on their overall performance in Diagnostic 1. The system will determine each student's typical growth and stretch growth based on their results. Students on Grade Level or Above will receive an Overall Achievement Level of 4 and 5 as those with 3 or below are not meeting grade level. The algorithm used to determine the percentage is as follow, "Students On Or Above Grade Level / Student Population = % Of Students On Grade Level Or Above Grade Level"

ENGLISH LEARNER PROGRESS RATE 3-YR TREND

Student Group	English Learner Progress		
	21/22	22/23	23/24
English Learner	44.3%	46.8%	40.2%
Long-Term English Learner *			35.9%

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

ELPAC Levels

1   2   3   4
1   2L 2H 3L 3H 4
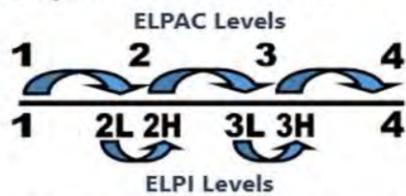
ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Region	English Learner Progress		
	21/22	22/23	23/24
All Students	44.3%	46.8%	40.2%
Bullard Region	48.4%	46.6%	
Edison Region	38.6%	39.2%	
Fresno Region	44.0%	46.3%	
Hoover Region	49.8%	48.8%	
McLane Region	47.5%	48.7%	
Roosevelt Region	44.9%	44.6%	
Sunnyside Region	42.7%	50.5%	
Specialty Region	34.9%	44.3%	

English Learner Progress Rate shows a 2.5 percentage point increase in 22/23 from previous year but currently shows a 6.6 percentage point decrease in 23/24 from previous year.

Hoover, McLane and Sunnyside regions each have an EL Progress rate higher than district rate in 22/23.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

*Because most schools have no significant, or only one significant race/ethnicity student group within the EL group, student group data are not reported for the English Learner Progress Indicator. For example, student groups such as Asian ELs, Hispanic ELs, White ELs, etc., will not be reported within the ELPI. As a result, the EL student group is the only group represented in the ELPI.

*No previous year's data for Long-Term English Learners, they are new student group for 23/24.

Source: California School Dashboard

COLLEGE/CAREER INDICATOR RATE

Region	College/Career Rate	
	22/23	23/24
All Students	40.2%	43.1%
Bullard Region	42.5%	
Edison Region	60.3%	
Fresno Region	36.2%	
Hoover Region	33.7%	
McLane Region	42.0%	
Roosevelt Region	39.1%	
Sunnyside Region	43.3%	
Specialty Region	50.5%	

Student Group	College/Career Rate	
	22/23	23/24
All Students	40.2%	43.1%
English Learner	21.3%	17.6%
Long-Term English Learner *		18.3%
Foster Youth	17.3%	17.1%
Homeless	21.0%	22.0%
Socioeconomically Disadvantaged	38.0%	41.0%
Students w Disabilities	8.5%	11.3%
African American	21.4%	34.8%
American Indian *	23.5%	24.0%
Asian	53.9%	56.7%
Filipino *	44.4%	66.7%
Hispanic	38.8%	40.8%
Pacific Islander *	12.5%	35.7%
Two or More Races	46.9%	43.9%
White	48.6%	52.3%

College/Career rate has increased from previous year by 2.9 percentage points.

All student groups show an increase in College/Career rate from previous year except for English Learner, Foster Youth, and 2 or More Races.

Edison region has the highest College/Career rate for 22/23 with 60.3%. Edison, Sunnyside, Bullard and McLane regions have a College/Career rate above district rate.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

*No previous year's data for Long-Term English Learners, they are new student group for 23/24.

Downloadable school level data file from CA School Dashboard currently not available for Year 23/24.

College/Career Indicator was not available for the 21/22 California School Dashboard.

*Student groups - American Indian, Filipino, and Pacific Islander reported student count less than 30.

*While the Dashboard does report data (i.e., Status and Change) for **11 to 29 students**, it is not used to determine eligibility for Differentiated Assistance and CSI/ATSI and is reported for informational purposes only. Because these data are published for informational purposes, Performance Levels (or colors) are not displayed on the Dashboard. Data for less than 11 students is not reported to protect student privacy.

Source: California School Dashboard

The College and Career Indicator reports the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Numerator: The CCI places students across three levels approved by the SBE: Prepared, Approaching Prepared, and Not Prepared. **Only students that meet the Prepared criteria are placed in the numerator.** Students are assigned to one of these three levels based on the highest benchmark measure/s that they meet. Students are automatically placed in the Not Prepared level if they do not graduate. This is true even if they met the Prepared or Approaching Prepared criteria.

Denominator: The CCI denominator stems from the students in the denominator of the combined four-and five-year graduation rate that is used to calculate the Graduation Rate Indicator.

GRADUATION RATE 3-YR TREND BY STUDENT GROUP
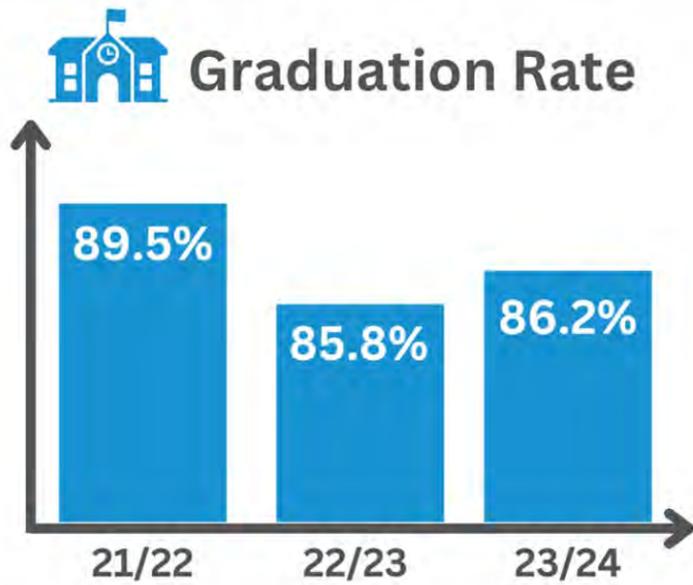
Student Group	Graduation Rate		
	21/22	22/23	23/24
All Students	89.5%	85.8%	86.2%
English Learner	79.9%	78.0%	75.2%
Long-Term English Learner			79.1%
Foster Youth	66.7%	61.2%	70.9%
Homeless	75.8%	69.0%	63.0%
Socioeconomically Disadvantaged	89.2%	85.1%	85.7%
Students w Disabilities	71.1%	67.3%	67.9%
African American	83.9%	80.9%	81.4%
American Indian *	92.0%	88.2%	80.0%
Asian	94.6%	92.1%	90.0%
Filipino *	100.0%	94.4%	100.0%
Hispanic	89.1%	85.2%	85.9%
Pacific Islander *	75.0%	88.9%	85.7%
Two or More Races	90.9%	85.2%	85.7%
White	90.8%	86.2%	88.5%

Graduation Rate shows a 0.4 percentage point increase from previous year.

Asian, Filipino, and White student groups have a Graduation Rate higher than district rate.

*Student groups - American Indian, Filipino, and Pacific Islander reported student count less than 30.

*While the Dashboard does report data (i.e., Status and Change) for **11 to 29 students**, it is not used to determine eligibility for Differentiated Assistance and CSI/ATSI and is reported for informational purposes only. Because these data are published for informational purposes, Performance Levels (or colors) are not displayed on the Dashboard. Data for less than 11 students is not reported to protect student privacy.

Source: California School Dashboard

The Graduation Rate Indicator reports a combined four- and five-year graduation rate, which includes students who graduate in four or five-years with a traditional high school diploma.

Numerator: Total number of graduates who earn a high school diploma by the end of their fourth or fifth year of high school.

Denominator: The premise of the combined four-and five-year graduation rate is to use the four-year cohort graduation rate as the base but provide additional credit for any graduates from the previous year's cohort (i.e., students who graduate in their fifth year).

GRADUATION RATE 3-YR TREND BY REGION
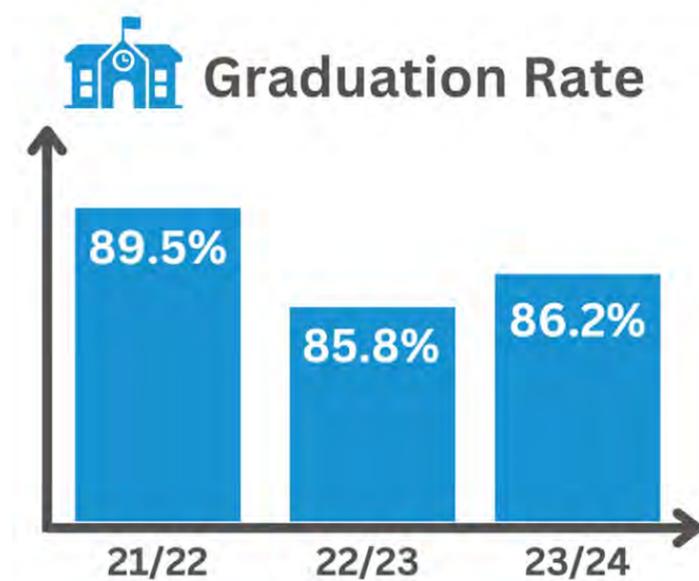
Region	Graduation Rate		
	21/22	22/23	23/24
All Students	89.5%	85.8%	86.2%
Bullard Region	96.8%	93.7%	
Edison Region	94.8%	95.8%	
Fresno Region	87.5%	89.9%	
Hoover Region	89.6%	90.0%	
McLane Region	88.9%	89.2%	
Roosevelt Region	87.6%	90.0%	
Sunnyside Region	93.2%	93.4%	
Specialty Region	85.8%	79.0%	

23/24 Graduation Rate shows a 0.4 percentage point increase from previous year.

23/24 Region data not available due to downloadable school level datafile from CA School Dashboard currently not available for Year 2024.

23/24 Two Alt Ed schools demonstrated significant graduation gains; J.E. Young increased by 11.2%; DeWolf increased by 6.1%.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

Downloadable school level datafile from CA School Dashboard currently not available for Year 23/24.

Source: California School Dashboard

The Graduation Rate Indicator reports a combined four- and five-year graduation rate, which includes students who graduate in four or five-years with a traditional high school diploma.

Numerator: Total number of graduates who earn a high school diploma by the end of their fourth or fifth year of high school.

Denominator: The premise of the combined four-and five-year graduation rate is to use the four-year cohort graduation rate as the base but provide additional credit for any graduates from the previous year's cohort (i.e., students who graduate in their fifth year).

CHRONIC ABSENTEEISM 3-YR TREND BY STUDENT GROUP

Chronic Absenteeism Rate

	21/22	22/23	23/24
	50.9%	34.7%	30.3%
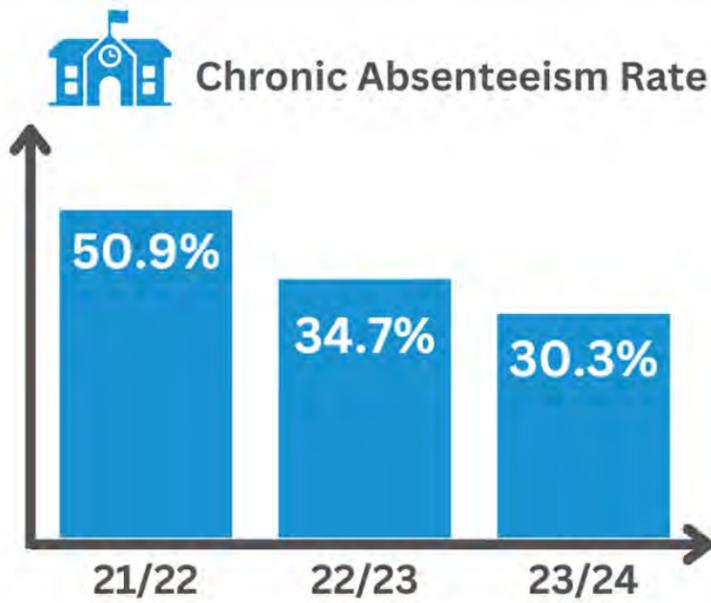
Student Group	Chronic Absenteeism		
	21/22	22/23	23/24
All Students	50.9%	34.7%	30.3%
English Learner	45.6%	27.2%	23.1%
Long-Term English Learner *			27.7%
Foster Youth	52.9%	35.0%	37.8%
Homeless	82.4%	74.9%	74.2%
Socioeconomically Disadvantaged	53.1%	36.5%	32.1%
Students w Disabilities	59.2%	42.4%	37.1%
African American	60.9%	44.5%	41.5%
American Indian	60.7%	40.4%	34.4%
Asian	36.9%	20.2%	16.9%
Filipino	31.2%	21.2%	9.3%
Hispanic	52.6%	35.9%	31.3%
Pacific Islander	48.6%	41.1%	34.1%
Two or More Races	51.6%	37.7%	32.7%
White	44.8%	32.6%	28.0%

Overall, Chronic Absenteeism Rate has decreased with a 4.4 percentage point decrease from previous year and a 20.6 percentage point decrease from 21/22.

All student groups show a decrease in Chronic Absenteeism from previous year.

*No previous year's data for Long-Term English Learners, they are new student group for 23/24.

Source: California School Dashboard

Calculation: Chronically Absent students are absent 10% or more of the instructional days they were enrolled. Number of Students Chronically Absent in the Current Year Divided by Number of Students Meeting the Absenteeism Enrollment Requirement*

* Students must be enrolled for at least 31 instructional days to be counted in the denominator.

CHRONIC ABSENTEEISM 3-YR TREND BY REGION

Chronic Absenteeism Rate

	21/22	22/23	23/24
	50.9%	34.7%	30.3%
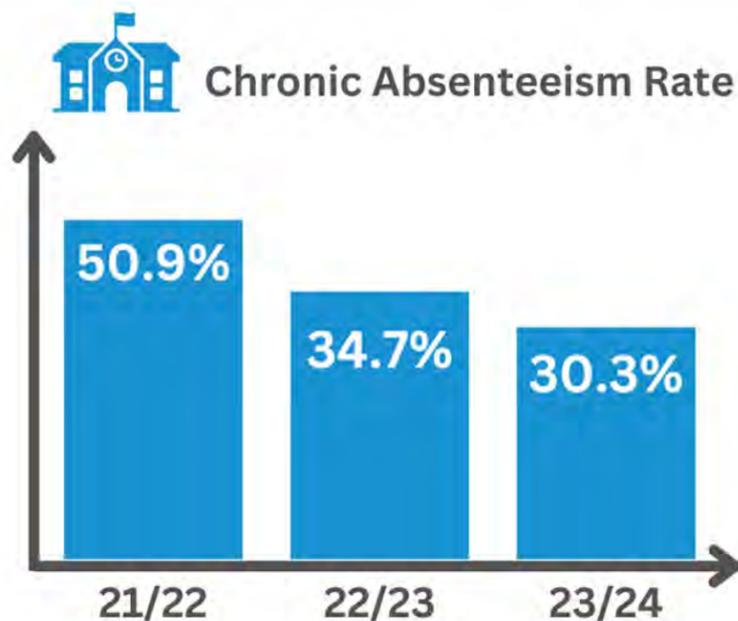
Region	Chronic Absenteeism		
	21/22	22/23	23/24
All Students	50.9%	34.7%	30.3%
Bullard Region	40.4%	31.0%	
Edison Region	52.7%	29.4%	
Fresno Region	60.0%	43.4%	
Hoover Region	52.7%	39.4%	
McLane Region	51.6%	34.5%	
Roosevelt Region	51.5%	36.4%	
Sunnyside Region	48.4%	33.3%	
Specialty Region	53.7%	27.3%	

Overall, Chronic Absenteeism Rate has decreased with a 4.4 percentage point decrease from previous year and a 20.6 percentage point decrease from 21/22.

All regions show a decrease in Chronic Absenteeism in 22/23 compared to previous year 21/22.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)
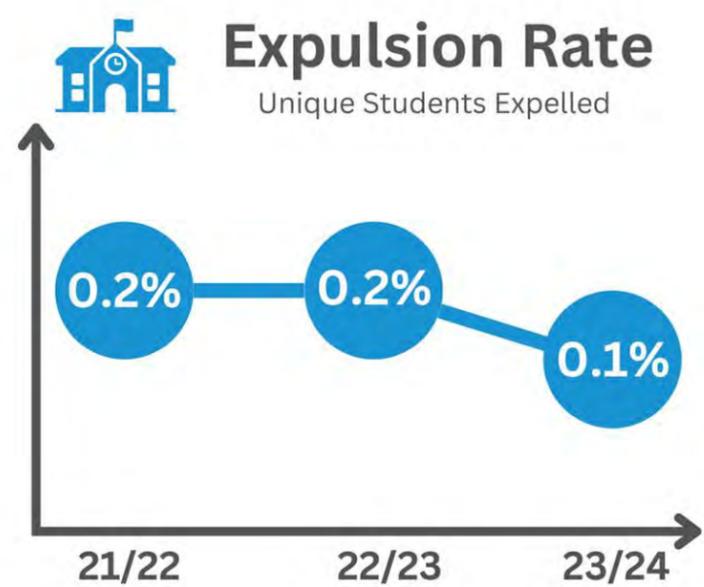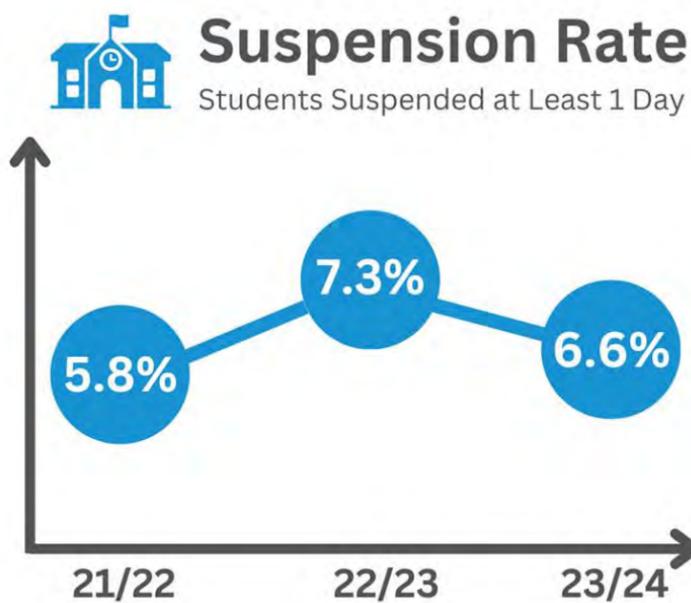
Downloadable datafile currently not available for Year 23/24.

Source: California School Dashboard

Calculation: Chronically Absent students are absent 10% or more of the instructional days they were enrolled. Number of Students Chronically Absent in the Current Year Divided by Number of Students Meeting the Absenteeism Enrollment Requirement*

* Students must be enrolled for at least 31 instructional days to be counted in the denominator.

CHRONIC ABSENTEEISM 3-YR TREND BY GRADE LEVEL

Chronic Absenteeism Rate

	21/22	22/23	23/24
50.9%	34.7%	30.3%	
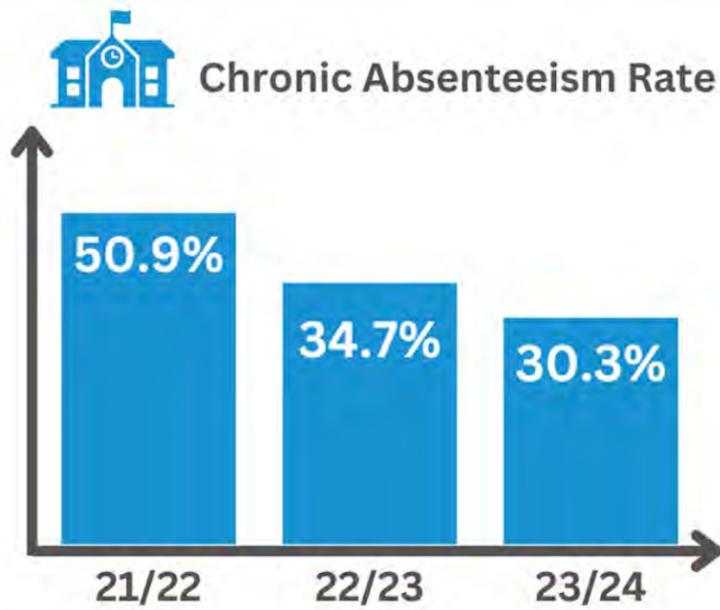
Grade	Chronic Absenteeism		
	21/22	22/23	23/24
All Students	50.9%	34.7%	30.3%
Grade TK	71.3%	54.1%	43.2%
Grade K	62.4%	46%	39.8%
Grade 1	56.6%	38.3%	32.3%
Grade 2	52.3%	33.9%	29.1%
Grade 3	48.2%	31.6%	26.7%
Grade 4	46.2%	31.1%	27.1%
Grade 5	45.8%	29.4%	26.6%
Grade 6	43.6%	29.5%	26.9%
Grade 7	44.8%	34%	30.9%
Grade 8	46.7%	37.2%	34.3%
Grade 9	46.6%	35.2%	34.4%
Grade 10	46.9%	35.9%	32.8%
Grade 11	49.4%	34.8%	34.9%
Grade 12	57.4%	44.5%	36.9%

Overall, Chronic Absenteeism Rate has decreased with a 4.4 percentage point decrease from previous year and a 20.6 percentage point decrease from 21/22.

All grade levels show a decrease in Chronic Absenteeism in 23/24 compared to previous year except for the 11th grade.

Source: Comprehensive Power BI

Calculation: Chronically Absent students are absent 10% or more of the instructional days they were enrolled. Number of Students Chronically Absent in the Current Year Divided by Number of Students Meeting the Absenteeism Enrollment Requirement*

* Students must be enrolled for at least 31 instructional days to be counted in the denominator.

SUSPENSION & EXPULSION 3-YR TREND

Suspension Rate
Students Suspended at Least 1 Day

21/22	22/23	23/24
5.8%	7.3%	6.6%

Expulsion Rate
Unique Students Expelled

21/22	22/23	23/24
0.2%	0.2%	0.1%

Suspension rate has decreased 0.7 percentage points in 2024 from previous year.

Expulsion rate has decreased 0.1 percentage points in 2024 from previous year.

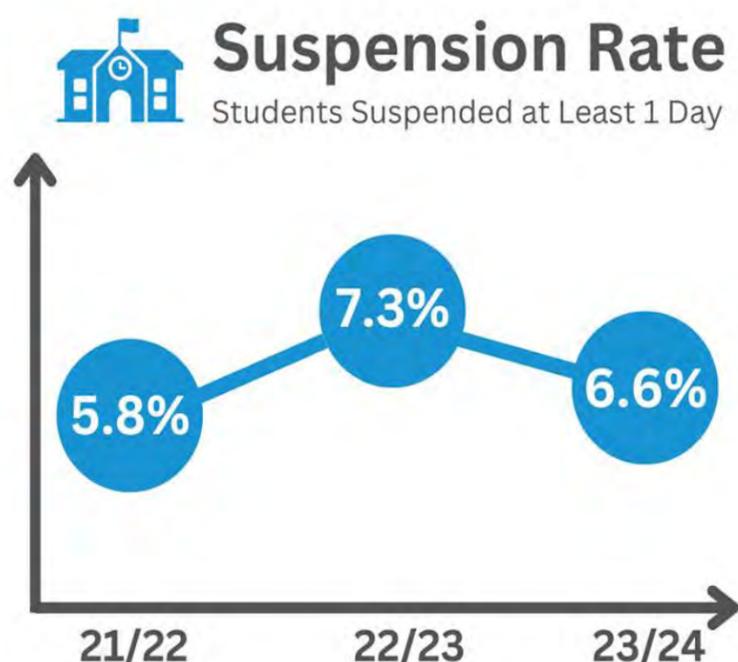**Suspension Source:** California School Dashboard

Calculation: Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day Divided by Cumulative Enrollment*

*Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year

Expulsion Source: California Department of Education Data Quest

Calculation: Total count of expulsions and an **unduplicated** count of students who were subsequently expelled from school. These two counts are used to determine the Expulsion Rates (Unduplicated Count of Student Expelled divided by Cumulative Enrollment) at the selected entity for the selected population using the available filters.

SUSPENSION 3-YR TREND BY STUDENT GROUP

Suspension Rate
Students Suspended at Least 1 Day

5.8% (21/22) → 7.3% (22/23) → 6.6% (23/24)
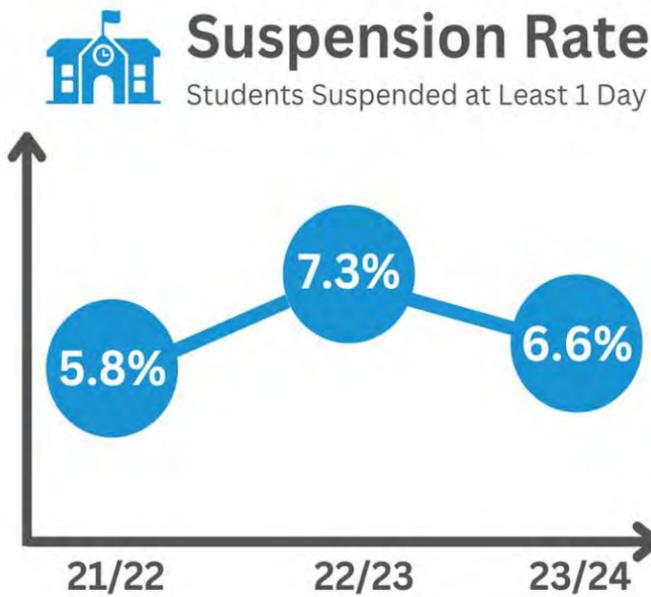
Student Group	Suspended At Least One Day		
	21/22	22/23	23/24
All Students	5.8%	7.3%	6.6%
English Learner	4.5%	5.1%	4.9%
Long-Term English Learner *			10.4%
Foster Youth	14.6%	21.5%	22.1%
Homeless	12.9%	15.8%	14.7%
Socioeconomically Disadvantaged	6.2%	7.8%	7.0%
Students w Disabilities	8.9%	10.6%	9.8%
African American	12.6%	16.4%	15.9%
American Indian	6.8%	9.5%	9.3%
Asian	2.0%	2.5%	2.7%
Filipino	2.2%	0.9%	0.5%
Hispanic	5.6%	7.0%	6.1%
Pacific Islander	5.3%	6.4%	3.2%
Two or More Races	6.7%	8.9%	8.3%
White	5.8%	6.5%	6.2%

Suspension rate shows a decrease for every student group except Foster Youth and Asian.

Suspension rate has decreased 0.7 percentage points in 2024 from previous year.

*No previous year's date for Long-Term English Learners, they are new student group for 23/24.

Source: California School Dashboard

Calculation: Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day Divided by Cumulative Enrollment*

*Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year

SUSPENSION 3-YR TREND BY REGION

Region	Suspended At Least One Day		
	21/22	22/23	23/24
All Students	5.8%	7.3%	6.6%
Bullard Region	5.3%	7.8%	
Edison Region	5.6%	7.0%	
Fresno Region	8.5%	10.4%	
Hoover Region	6.0%	6.8%	
McLane Region	4.8%	6.7%	
Roosevelt Region	5.3%	5.6%	
Sunnyside Region	5.4%	7.0%	
Specialty Region	2.3%	4.7%	

Suspension Rate
Students Suspended at Least 1 Day

5.8% (21/22) → 7.3% (22/23) → 6.6% (23/24)

Suspension rate has decreased from previous year by .7 percentage points.

Fresno region has the highest Suspension rate for 22/23 with 10.4%. Fresno & Bullard regions have a Suspension rate above district rate.

Specialty Region includes the following: all Alternative schools and Specialty High Schools (Design Science, Duncan, and Patino)

Downloadable school level datafile from CA School Dashboard currently not available for Year 23/24.

Source: California School Dashboard

Calculation: Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day Divided by Cumulative Enrollment*

*Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year

SUSPENSION 3-YR TREND BY GRADE LEVEL

Grade	Suspended At Least One Day		
	21/22	22/23	23/24
All Students	4077 Students	5032 Students	4551 Students
Grade TK	0.6%	0.9%	1.0%
Grade K	1.0%	1.2%	1.9%
Grade 1	1.6%	2.2%	2.5%
Grade 2	1.6%	2.3%	2.7%
Grade 3	2.3%	3.1%	2.9%
Grade 4	4.1%	5.1%	3.8%
Grade 5	5.6%	6.8%	6.2%
Grade 6	7.6%	9.8%	9.0%
Grade 7	11.2%	13.4%	11.9%
Grade 8	11.8%	15.2%	12.2%
Grade 9	10.7%	13.6%	14.2%
Grade 10	9.8%	11.5%	10.0%
Grade 11	6.0%	6.9%	6.8%
Grade 12	3.4%	4.2%	3.4%

Suspension Rate
Students Suspended at Least 1 Day

5.8% 7.3% 6.6%

21/22   22/23   23/24
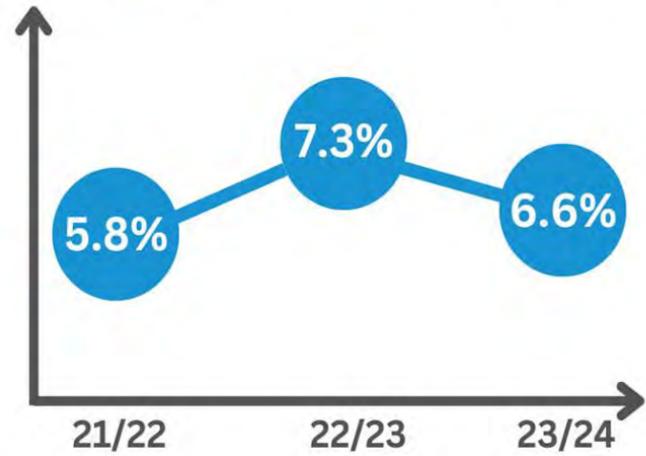
Most grade levels have maintained or decreased from previous year except for 1st, 2nd & 9th grades.

Source: California School Dashboard

Calculation: Unduplicated Number of Students Suspended with a Suspension of at Least One Full Day Divided by Cumulative Enrollment*

*Cumulative enrollment is the total number of students who were enrolled for at least one day at any time during the school year

CLIMATE & CULTURE SURVEY – STUDENT

Domain	Elementary	Secondary	Example Questions
1 Academic & Social Emotional Learning	90% —	86% ▲1	• At my school, I am challenged to learn new things. • My school teaches me how to manage my emotions.
2 School Environment	71% ▼1	74% —	• I feel safe at school.
3 Student Engagement	84% ▲1	79% ▲1	• I have a voice and feel heard at my school.
4 Student-Centered and Real-World Experiences	85% —	76% ▲3	• My school prepares me for life with real-world experiences.
5 Student Wellness	85% —	78% ▲2	• If I feel sad, worried, stressed, anxious, or depressed, there is an adult at my school I can talk to.
6 Organizational Environment	85% ▼1	81% ▲1	• My school embraces, values, and understands different races, ethnicities, and culture.

FALL 2024-2025
STUDENT RESPONSES

75% ▼4
38,599 RESPONSES

Survey Results:

- The percentages on the slides show how **favorable** people are to each area of the survey.
- Each Domain has an indicator that shows the change in percentage from the results of Fall of last year to Fall of the current school year.

  Example:

  If the survey asks, "Do you feel safe at school?" and **74%** of respondents answer **"Yes"**, this means a **74% favorability** towards the School Environment Domain.

Survey Overview:

- We do these surveys **twice a year** with students, families, and staff.
- The **Family and Staff** surveys are **anonymous** to make sure people feel comfortable sharing honest feedback.

Why We Do the Survey:

- It helps us learn about the **overall atmosphere** at the school.
- The goal is to understand the school climate, find areas that need improvement.

Go to website for more detailed results:

- A more detailed breakdown and insights into each individual question and demographic breakdowns are available for school leaders on the Panorama website: https://www.panoramaed.com/

CLIMATE & CULTURE SURVEY – FAMILY

Domain	Family	Example Questions
1 Academic & Social Emotional Learning	92% ▼ 1	• My child is challenged to learn new things at their school. • Adults at my child's school teach students how to manage their emotions.
2 School Environment	93% ▲ 1	• My child feels safe at this school.
3 Student Engagement	91% ▲ 1	• My child has a voice and feels heard at this school.
4 Student-Centered and Real-World Experiences	89% —	• My child's school is preparing them for life with real-world experiences.
5 Student Wellness	90% ▲ 3	• If my child feels sad, worried, stressed, anxious, or depressed, there is an adult at this school that they can talk to.
6 Organizational Environment	95% ▲ 3	• My child's school embraces, values, and understands different races, ethnicities, and cultures.
7 Family Engagement	92% ▲ 3	• I feel like I am a part of my child's learning journey at their school.

FALL 2024-2025

FAMILY RESPONSES

17% ▲ 6

11,989 RESPONSES

GLOSSARY OF TERMS AND DEFINITIONS

Academic Return on Investment (AROI): a metric that measure the effectiveness of educational investments on student learning and achievement.

Chronic Absenteeism: Students who have been absent 10% or more of the instructional days they were enrolled to attend. Students must be enrolled for at least 31 instructional days to be counted.

English Learner: A student who has been identified as having levels of English language proficiency that precludes them from accessing, processing, and acquiring unmodified grade-level content in English feature of academic language.

Foster Youth: A child under the legal age of adulthood who has been placed in temporary care of a state-licensed adult, known as foster parent, by court order due to unsafe home environment.

Homeless: Individuals who lack a fixed, regular, and adequate nighttime residence. This includes those who are sharing the housing of other persons due to loss of housing, economic hard-ship, or similar reason.

Long Term English Learner: A student who has not attained English language proficiency within 7 yrs of initial classification as an English Learner

Outcome based contracting (OBC): a model where a service provider's payment is based on the results they achieve, rather than the time or activities they perform.

RFEP: A student in grade K–12 who upon entering public school in California is identified as an English Learner and subsequently reclassified as proficient in English (Reclassified Fluent English Proficient).

Socioeconomically Disadvantaged: Individuals from limited financial resources or experience social, economic, educational and other disadvantages.

Student Outcomes Focused Governance (SOFG): a process that helps school boards ensure they are achieving their community's vision for students.

Student with Disabilities: Someone who has challenges in the following areas and requires specialized instruction or accommodations to participate in school: Seeing, Hearing, Talking, Thinking, Moving, and Emotional or Behavioral health.

STUDENT OUTCOMES FOCUSED GOVERNANCE WORKSHOP

Report prepared by

MEASURE • MONITOR • MOTIVATE

Fresno Unified School District

Glossary of Terms and Definitions

Definitions for frequently used terms in the AMA Department
ABBR=Abbreviation

A

Academic Return on Investment
ABBR: AROI. A tool for improving resource efficiency in academics and education that compares the expected gains (returns) per unit of cost (investment) of a variety of potential actions.

acceleration
A wide variety of educational and instructional strategies that educators use to advance the learning progress of students who are struggling academically or who have fallen behind.

access
Refers to the ways in which an edcuational institution ensures that students have equal and equitable opportunities to take full advantage of their education.

ACGR
See Adjusted Cohort Graduation Rate.

achievement gap
The disparity in academic performance between groups of students.

ADA
Average Daily Attendance.

ADEL
Adult English Learner.

Adjusted Cohort Graduation Rate
ABBR: ACGR. Data Used to calculate the 4-year Adjusted Cohort Graduation Rate. This rate is based on the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted four-year cohort for the graduating class. See four-year cohort.

Advanced Placement
ABBR: AP. A program created by the College Board which offers college-level courses and exams to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

A-G Courses
The set of high school courses students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems.

aggregated
Refers to raw data that has been gathered and presented in summary form.

ALPS
See Alternative Learning Pathways.

Alternative Learning Pathways
ABBR: ALPS. Classes that support students with moderate to severe disabilities.

AP
See advanced placement.

AROI
See Academic Return on investment

AROI Framework
In Fresno Unified, an 8-step framework for Academic Return on Investment introduced in 2023-24 that begins with identifying a 1) problem of practice, 2) Identifying root causes, 3) identifying the need(s) needed to eliminate the problem, 4) aligning need to FUSD Strategic Plan and LCAP, 5) Investigating, 6) Recommendation, 7) Contracting (if seeking new services or products) to eliminate the problem, and 8) progress monitoring.

ASR
See Assessment of Spanish Reading.

assessment
A systematic process of documenting and using data to measure knowledge, skills, attitudes and/or beliefs to make adjustments. Assessments measure the distance travelled by a learner – how far they have come, whether they have improved.

Assessment of Spanish Reading
ABBR: ASR. A fixed-form assessment from Curriculum Associates (parent company of i-Ready) delivered online that determines grade-level Spanish reading proficiency for students in Grades K–6.

at-risk
1. Generally describes students who are considered to have a higher probability of failing academically or dropping out of school
2. Describes an English learner who has not made expected progress on the English language proficiency assessment but whose expected redesignation year is either the current or a future year.

average
The most representative score in a set of scores. See mean.

B

BAS
See Benchmark Assessment System.

Basic Phonics Skills Test
ABBR: BPST. An assessment developed by John Shefelbine to quickly and individually assess students' knowledge of phonics skills. The latest version of the BPST is the BPST III.

battery
A set of tests or assessments that are administered together to assess an individual's cognitive abilities, personality, or other psychological traits.

bell-shaped curve
A distribution of scores that is symmetrical about the mean, median, and mode. A bell-shaped curve gets its name from its resemblance to a cross section of a bell. Also referred to as a normal curve.

Benchmark Assessment System
ABBR: BAS. A K-6 reading classroom assessment that is administered individually to students to identify their reading levels and progress along a gradient (A-Z) over time.

BOY
Beginning of year.

BPST
See Basic Phonics Skills Test.

Breakthrough Success Community
ABBR: BTSC. CORE's (see CORE) 9th Grade On Track Breakthrough Community (BTSC) is a community of schools and districts facilitated by the CORE Districts. BTSC focuses on Grade 9 based on evidence that shows (a) many students struggle with the transition to high school and fall through the cracks in ninth grade, and (b) if schools are redesigned to support students through this transition, schools can increase the proportion of students who graduate prepared for college and career. CORE identified 5 critical drivers to a successful ninth-grade experience: ninth-grade transition, adult teaming, strong adult–student relationships, school scheduling, and grading practices.

BTSC
See Breakthrough Success Community.

C

CAA
See California Alternative Assessments.

CAASPP
The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The CAASPP system ecnompasses the SBAC, CAA, CAST, CAA, and CSA assesssments.

California Alternative Assessments
ABBR: CAA. The California Alternate Assessments (CAAs) for ELA, mathematics and science are part of the California Assessment of Student Performance and Progress (CAASPP) System. The purpose of the CAAs is to measure what students know and can do. Students with the most significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test participate in the CAAs.

California Basic Educational Data System
ABBR: CBEDS. A system for collecting information about schools and school districts, as well as some aggregate data on students and classified staff in the California public kindergarten through grade twelve (K–12) school system. CBEDS data is collected once a year on the first Wednesday in October, which is designated as "Information Day." CBEDS data is used to produce state and federal reports required by the California Education Code and by federal statutes.

California Educator Reporting System
ABBR: CERS. An online system that allows teachers and administrators to access their students' individual and aggregate test results from state summative and interim assessments. To access CERS, educators must use their assigned Test Operations Management System (TOMS) credentials.

California Preschool/TK Learning Foundations
ABBR: PTKLF. The Preschool/Transitional Kindergarten Learning Foundations are the California early learning standards for children in early education programs including TK. The term "foundations" is used instead of standards to convey that learning in every domain sets the foundation for school readiness and later life success. The foundations outline key knowledge and skills that most children ages 3 to 5 1/2 year olds can achieve when given the benefits of a high-quality early education program, including TK.

California School Dashboard
Part of the state's new accountability system under the Local Control Funding Formula, the California School Dashboard is a multi-color system for evaluataing the performance of schools and school districts on a variety of measurements.

California Science Test
ABBR: CAST. The CAST is part of the CAASPP System and is required for all students in grade 5 & 8 and once in high school unless their IEP indicates assessment with an alternative test. CAST is aligned with the California Next Generation Science Standards (CA NGSS).

California Spanish Assessment
ABBR: CSA. The California Spanish Assessment is part of the CAASPP system and is an optional language test in Spanish for students who are seeking a measure to recognize their Spanish-specific reading, writing mechanics, and listening skills, regardless of their current enrollment in Spanish instruction. The CSA is aligned with the CCSS en Español.

CALPADS
California Longitudinal Pupil Achievement Data System. A longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

Career Technical Education
ABBR: CTE. A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

case study
An in-depth investigation of one unit such as an individual, group, organization, or program.

CAST
See the California Science Test.

CAT
See computer-adaptive testing.

CBA
See collective bargaining agreement.

CBEDS
See California Basic Educational Data System.

CBT
See computer-based testing.

CCE
Concurrent Enrollments. A type of anomaly in CALPADS.

CCSS
See Common Core State Standards.

CDE
California Department of Education. The CDE is an agency within California government that oversees public education.

Census Day
The first Wednesday in October. Also designated as "Information Day."

CERS
See California Educator Reporting System.

CERT
Certification in CALPADS. Certification involves reviewing and ensuring accuracy in data. Anything with CERT followed by a number is a code used to identify errors or warnings in the CALPADS application. See certification.

certification
ABBR: CERT. In CALPADS, the process of reviewing and ensuring data accuracy.

chronically absent
A designation given to students who have been absent 10% or more of the instructional days they were enrolled to attend.

criterion-referenced
A quality of a test in which an individuals performance is evaluated based on a specific criterion or level of performance. A criterion-referenced test has a predefined level of performance used for evaluation.

Clever
A single sign-on (SSO) platform used in education.

CogAT
See Cognitive Abilities Test.

CogAT Screener
See Cognitive Abilities Test Screener.

Cognitive Abilities Test
ABBR: CogAT. The Cognitive Abilities Test is a group-administered assessment published by Riverside Insights that measures reasoning and problem-solving skills through a batter of verbal, quantitative, and nonverbal test items.

Cognitive Abilties Test Screener
ABBR: CogAT Screener. An assessment that is used to help determine student eligibility for special programs such as Gifted and Talented Education. It is a shortened version of the full CogAT.

cohort
A group of individuals.

cohort study
A study in which the same group or groups of individuals are studied over intervals of time.

cohorted
Describes a group that is tracked over time (same group of individuals over time). The outcomes for that group are compared over time as in a longitudinal study. An example of a cohort would be a group of first grade students that is followed over 12 years to study their trajectory in literacy through their senior year.

collective bargaining agreement
ABBR: CBA. A written legal contract between an employer and a union representing the employees. Collective bargaining agreements typically include terms of employeement, pay, benefits, hours, leave, and other policies.

Common Core State Standards
A set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

Comprehensive Support and Improvement
ABBR: CSI. Under the Every Student Succeeds Act (ESSA), a designation given to the lowest performing 5% of schools in the state that receive federal Title I funds and high schools that fail to graduate at least two-thirds of their students.

computer-adaptive testing

ABBR: CAT. A computer-based test that is designed to adjust item difficulty level based on the responses provided.

computer-based testing

ABBR: CBT. A test in which the test taker uses a computer device to respond to items online.

concepts about print

The understanding of the rules and conventions language (e.g., knowing how to turn book pages in the correct order, understand book orientation such as top, bottom, spine, recognize that words are made of letters and that print conveys meaning). It is a critical literacy foundational skills as it helps children learn to read and write.

CORE

A non-profit organization comprising 9 large California school districts to provide the instrastructure for multi-district collaborations to solve inequities in education systems. The 9 CORE districts are: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, San Jose, and Santa Ana.

correlation coefficient

A numerical index that reflects the relationship between two variables.

cross-sectional

Describes a dataset or report that reflects scores or results from different populations at specific points in time and these populations are uncohorted. For example, the datasets or report reflects data from Population A at X point in time compared to Population B at Y point in time.

CRSC

Course Section Completion. The record type used to submit course section completion data (CALPADS).

CRSE

Course Master Schedule (Course Student Enrollment). The record type used to submit course section enrollment data (CALPADS).

CSA

See California Spanish Assessment.

CSI

See Comprehensive Support and Improvement.

CSIS

California School Information Services. CSIS is a division of the Fiscal Cristis and Management Assistance Team (FCMAT), which is under the administrative oversight of the Kern County Superintendent of Schools. The primary role of FCMAT/CSIS is to support the CDE in the maintenance and operations of CALPADS.

CTC

Commission on Teacher Credentialing. The California CTC is the authorizing agency for teachers in California.

CTE

See career technical education.

Cumulative Enrollment

An unduplicated count of students with an open enrollment at any time during the academic year. The Cumulative Enrollment includes students with enrollment status code Primary (10), Secondary (20) or Short Term (30) (CALPADS).

D

deaf/hard of hearing

ABBR: DHH. A student who is deaf or hard-of-hearing has a hearing loss aided or unaided, that impacts the processing of linguistic information and which affects performance in the educational environment. Hearing loss may range from mild to profound.

demographics

Statistical data about a given population's characteristics such as age, gender, and race or ethnicity.

designated instructional service

ABBR: DIS. Special education related services that are necessary for students to benefit from their special education program.

Desired Results Developmental Profile

ABBR. DRDP. The Desired Results Developmental Profile s a formative assessment instrument developed by the California Department of Education for young children and their families to be used to inform instruction and program development. The DRDP is administered in natural settings through teacher observations, family observations, and examples of children's work.

DFS

See distance from standard.

DHH

See Deaf/Hard of Hearing

DI

See dual language immersion.

diagnostic assessment

A type of assessment that is used to diagnose where students are in stages along a progression such as by grade level, concepts or skills. Teachers use diagnostic testing information to guide what and how they teach.

DIBELS

See Dynamic Indicators of Basic Early Literacy Skills.

Differentiated Assistance

Targeted technical assistance under California's public school accountability system as part of the LCFF legislation. Differentiated Assistance is designed to assist LEAs to address underlying causes that led to low student outcomes while strengthening the LEA's overall ability to evaluate the effectiveness of strategies and programs, adjusting as appropriate. Differentiated assistance is provided to school districts (districts), COEs, and charter schools. It is not a status or label that LEAs enter or exit, but a type of support rooted in continuous improvement.

DIS

See designated instructional service.

disaggregate
To separate something into parts.

disproportionality
The presence of students from a specific group in an education program our outcome being higher or lower than expected based on their representation in the general student population.

distance from standard
ABBR: DFS. The distance between a student's score on the Smarter Balanced Summative (SBAC) assessments and the Standard Met performance level threshold.

DLI
See dual language immersion.

domain
A group of related skills.

DRDP
See Desired Results for

dual enrollment
The enrollment of student in two distinct academic programs or educational insitutions. Term often used in reference to high school students taking college courses while still in high school.

dual language immersion
ABBR: DI; DLI. An academic program that develops literacy and proficiency in English and the home/target language. Students in a dual-immersion program include both native English speakers and English learners. Requires commitment from parent or guardian for child to remain in the program from preschool through grade 6. Also called Two-Way Dual Language Model.

Dynamic Indicators of Basic Early Literacy Skills
ABBR: DIBELS. The Dynamic Indicators of Basic Early Literacy Skills is a series of short tests for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in Grades K-8. The latest version of DIBELS 8th Edition.

E

early on-grade level
An i-Ready diagnostic placement score that indicates that students have only partially met the expectations of College and Career Readiness Standards for their grade and would benefit most from on-grade level instruction.

effect size
A measure of the magnitude or meaningfulness of a relationship between two variables or difference between groups. Effect size is used as a measure of practical significance for research findings or outcomes. There are various measures of effect size.

ELA
English Language Arts.

ELD
See English Language Development.

Elementary and Secondary Act
ABBR: ESEA. A civil rights law that offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. The ESEA provided federal grants to state educational agencies to improve the quality of elementary and secondary education. Signed into law in 1965 by President Lyndon B. Johnson.

ELPAC
See English Language Proficiency Assessments for California.

English Language Development
ABBR: ELD. A specialized program of English language instruction for English Learners. It is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.

English Language Proficiency Assessments for CA
ABBR: ELPAC. California's required test for English language profciency (ELP) that must be given to students whose primary language is a language other than English.

English learner
ABBR: EL. A student who has been identified as having levels of English language proficiency that precludes him or her from accessing, processing, and acquiring unmodified grade-level content in English features of academic language. Formerly known as Limited English Proficient (LEP).

English Only
ABBR: EO. A student for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

Enrollment Status (50)
Use for non-ADA students only (CALPADS).

Enrollment Status Primary (10)
The student's name appears on a register, roll, or list, the student is currently attending (or intends to attend) the educational service institution (ESI), or is responsible for the students instruction (students attending NPS schools) (CALPADS).

Enrollment Status Secondary (20)
The student's name appears on a register, roll, or list and the student is currently attending the educational service institution concurrently with their PRIMARY educational service institution (CALPADS).

Enrollment Status Short Term (30)
The student's name appears on a register, roll, or list, the student is currently attending the educational service institution, and receives or will receive the majority of their instruction at the institution for less than 30 calendar days. Use allowed only by specific ESIs (CALPADS).

EO
See English Only.

EOY

1. End of year. 2. CALPADS End of Year Reporting and Certification. Cumulative enrollment from July 1 through June 30 of the reporting year.

equality

Equal treatment in the name of fairness. Treating all people alike without acknowledging differences in age, gender, language or ability.

equity

A condition that is attained when personal or social circumstances such as gender, race, or family background are not osbtacles to achieving educational potential. Equity is giving students what they need to be successful.

Equity Multiplier

In the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to schoolsites with prior year nonstability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%.

ERD

Exit Reason Discrepancy. A type of anomaly in CALPADS.

ESEA

See Elementary and Secondary Act.

ESSA

See Every Student Succeeds Act.

ever EL

A student who is currently an English learner or who was identified as an English learner but has since been reclassified fluent English proficient.

Every Student Succeeds Act

ABBR: ESSA. Reauthorizes the Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Signed by President Barack Obama on December 10, 2015.

F

Fall 1

CALPADS Reporting and Certification (Data as of Census Day).

Fall 2

CALPADS Reporting and Certification (Data as of Census Day).

FERPA

Federal Educational Rights and Privacy Act . A federal law that gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students."

field test

A test administration in which the purpose is to make sure that newly-developed items function as expected.

fixed-form

Describes an assessment in which all test takers are given the same questions or the same number of questions.

focus group

A data-collection method in which a group of individuals are brought together by a moderator to engage in a guided discussion of a topic.

formative assessment

A wide variety of methods that teachers use to measure learning needs and academic progress during a lesson, unit or course while it is happening. It is used to inform in-process teaching and learning modifications. Often refered to as assessments for learning.

foster youth

A child under the legal age of adulthood who has been placed in temporary care of a state-licensed adult, known as foster parent, by court order due to unsafe home environment.

Foundational Skills Assessment

ABBR: FSA; Kinder FSA. The foundational skills assessment is a district assessment that measures Kindergarten student fluency in foundational literacy skills (e.g., letter names, letter sounds, high frequency words) and math skills (e.g., counting by rote, number recognition).

four-year cohort

The four-year cohort is the denominator used in calculating the 4-year Adjusted Cohort Graduation Rate (ACGR). The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

FRPM

Free or Reduced Price-Meal.

FSA

See Foundational Skills Assessment.

G

Gantt chart

A type of chart used in project management that depicts a project schedule. Gantt charts were popularized in early 1900s by Henry Gantt.

GATE

see Gifted and Talented Education.

Gifted and Talented Education

ABBR: GATE. A program that provides unique education for high-achieving and underachieving students in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education.

growth measure

A benchmark for understanding student growth.

GRRR

GRRR an error code used by the CALPADS application.

H

HLS

See Home Language Survey.

Home Language Survey

ABBR. HLS. A set of questions asked about a student's language background at the time of initial enrollment into a California school for transitional kindergarten through grade twelve (TK–12).

homeless

Individuals who lack a fixed, regular, and adequate nighttime residence. This includes those who are sharing the housing of other persons due to loss of housing, economic hard-ship, or similar reason.

Honors

Refers to a variety of high school courses that are considered to be more academically challenging than regular courses.

I

IB

See International Baccalaureate.

IEP

See Individualized Education Program.

IFEP

Initial Fluent English Proficient. Students with this designation have well developed oral (listening and speaking) and written (reading and writing) skills in English determined by Initial ELPAC. See Initial ELPAC.

Individualized Education Program

ABBR. IEP. An Individualized Education Program (or Plan) is a program tailored to meet the indvidual needs of students with disabilities.

Information Day

See Census Day.

Initial ELPAC

An assessment that is administered once to students in grades TK-12 whose primary language is not English to determine their English proficiency. See ELPAC.

initial fluent English proficient

(IFEP) a student for whom a language other than English was reported on the Home Language Survey (HLS) and who upon initial assessment (currently the ELPAC) was determined to be proficient in English.

Institutional Review Board

ABBR: IRB. An administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated (Fresno Unified).

interim assessment

A type of assessment that is used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments such as standardized tests. Interim assessments fall between formative and summative assessment.

International Baccalaureate

ABBR: IB. A program created in Switzerland in 1968 for students in international schools. The program prepares students for critical thinking and college-level work. The program emphasizes expression through writing and requires community service.

IRB

See Institutional Review Board.

i-Ready Diagnostic

Computer-adaptive diagnostic assessments in reading and math that are delivered online. These diagnostic assessments were developed by Curriculum Associates to pinpoint students' strengths and areas of need down toe subskill level in reading and math. Item content is based on the Common Core State Standards.

i-Ready math domains

Common Core State Standard domains covered by i-Ready diagnostic and online instruction: number and operations, algebra and algebraic thinking, measurement and data, and geometry.

i-Ready Pro

i-Ready lessons geared for older striving learners in Grades 6+ who need support in foundational reading and math skills. The interface of i-Ready Pro is designed to be appropriate for older learners. i-Ready Pro reading lessons were launched in July 2024; math lessons will be launched in December 2024.

i-Ready reading domains

Common Core State Standard domains covered by i-Ready diagnostic and online instruction: phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text.

K

K-12

Grade range from kindergarten to twelfth grade.

L

LCAP
See Local Control and Accountability Plan.

LCFF
See Local Control Funding Formula.

LEA
See Local Educational Agency.

Lexile measure
A type of reading ability score.

Likert scale
A rating system named after its inventor, American social psychologist Rensis Likert, which is commonly used in questionnaires to measure attitudes, opinions, and perceptions.

Local Control Accountability Plan
ABBR: LCAP. The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

Local Control Funding Formula
ABBR: LCFF. California's formula for distributing funds to schools.

Local Educational Agency
ABBR: LEA. A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.

logic model
A graphic depiction (e.g., roadmap, blueprint) of the resources or inputs required to implement a program, the activities and outputs of a program, and the desired program outcomes (short-term, medium-term, long-term).

long-term English learner
ABBR: LTEL. A student who has not attained English language proficiency within 7 years of initial classification as an English learner.

LTEL
See long-term English learner.

M

magnet
Any program or school within a school designed to attract students away from their school of residence and operates on the basis of a particular curricular theme, instructional mode, or structure.

max score
An i-Ready diagnostic score that indicates that the student was tested in the domain and achieved the maximum score for his or her grade level.

mean
Commonly known as the average where scores are summed and divided by the total number of scores.

median
The point at which 50% of scores in a distribution fall below and 50% fall above; the central point.

MEET
Special Education Meeting. The record type used to submit special education data for a student (CALPADS).

MID
Multiple Identifier. A type of anomaly in CALPADS.

mid on-grade level
An i-Ready diagnostic placement score that indicates that students have met the bare minimum requirements to be considered proficient for their grade and would benefit from instruction in some of the more advanced on-grade level topics.

mode
The most frequently occuring score in a distribution.

MOY
Midde of year.

MTSS
See Multi-Tiered System of Supports.

Multi-Tiered System of Supports
ABBR: MTSS. An integrated, comprehensive framework that focuses on the Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

N

NAEP
See National Assessment of Education Progress.

National Assessment of Education Progress
ABBR: NAEP. A national assessment that provides inmforation about student academic achievement and learning experiences in various subjects. The NAEP is is also known as the Nation's Report Card and is a congressionally mandated program that is overseen and administered by the National Center for Education Statistics.

national norms
A type of score also known as percentile rank that compares each student's performance with that of other students who took the same test.

NCLB

No Child Left Behind. The No Child Left Behind Act was a federal law passed in 2001 that aimed to improve the quality of education in the United States. It required states to set standards for student performance and hold schools accountable for meeting those standards.

needs assessment

A research and evaluation method for identifying areas for improvement or gaps in existing policies, programs, and services.

normal curve

See bell-shaped curve.

norm-referenced

A quality of a test in which an individual's performance is evaluated based on how other individuals performed on the same test.

norms

The reference points against which performances of students can be compared and their scores interpreted.

NPS

Nonpublic school (NPS) under contract with SELPA or district. A nonpublic, nonsectarian school (NPS) serves as an alternative special education service available to districts, special education local plan areas (SELPAs), county offices of education, and parent(s)/guardian(s). Nonsectarian means not affiliated with or restricted to a particular religious group. The NPS must provide pupils in kindergarten through eighth grade with state-adopted, standards-based core curriculum, and instructional materials. Provide pupils from ninth through twelfth grade with standards-based, core curriculum, and instructional materials used by any LEA that contracts with the NPS (California schools only).

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) is a standardized test administered by the College Board. It is generally taken by high school juniors. It is structured similarly to the SAT®, has the same sections and timing, and measures the same Reading and Writing and Math skills students need to succeed in college and career. It is considered a good practice test for the SAT. More important, scores from the PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program.

O

OBC

See outcomes-based contracting.

objectives and key results

ABBR: OKRs. A a goal-setting framework for defining and tracking objectives and their outcomes.

ODS

Operational Data Store (CALPADS).

OKRs

See objectives and key results.

one-way dual language model

A dual language program in which students are primarily native English speakers learning a foreign language.

outcomes-based contracting

ABBR: OBC. A type of contracting that requires that a significant portion of contractor or vendor payment be contingent upon student growth.

outlier

An outlier is a data point that lies outside the overall pattern in a distribution. It is an extreme value (i.e., extremely high or extremely low) compared to the rest of the values in a set. Outliers have an abnormal distance from other values in a set of data and are important to note because they can distort the interpretation of data.

P

percent of lessons passed

In i-Ready online instruction, a percentage reflecting the number of lessons passed from the total number of lessons attempted.

percent-correct score

The percentage of points earned on a test out of the total points possible.

percentile

The point in a distribution below which a percentage of scores fall.

personally identifiable information

ABBR: PII. Any data that can be used to identify, contact, or locate a person.

PFT

See Physical Fitness Test.

Physical Fitness Test

ABBR: PFT. The physical fitness test is geared for students in Grades 5, 7, and 9 in California. The Fitnessgram®, developed by The Cooper Institute, has been designated by the California State Board of Education as the test to measure physical fitness. The primary goal of the Fitnessgram® is to assist students in establishing lifelong habits of regular physical activity.

PII

See personally identifiable information.

pilot

A preliminary test or study at a small scale to try out a product or procedures and identify problems that must be resolved before large-scale implementation of the product or procedures.

pivot table

A data table of values which are aggregations of groups of individual values from a more extensive table. Typical aggregations include sums, averages, and counts.

placement

An i-Ready diagnostic score that is equivalent to a grade level. For example, a student with a grade 5 placement is performing at about a fifth-grade level.

PLAN

Special Education Plan. The record type used to submit Special Education Plan information (CALPADS).

PLC

See Professional Learning Community.

PLC+

See Professional Learning Community+.

Power BI

A business analytics service by Microsoft that provides interactive data visualizations.

Preschool/TK Learning Foundations

See California Preschool/TK Learning Foundations.

Professional Community Learning+

ABBR: PLC+. A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic outcomes of students. The premise of PLC+ is that educators hold the power to accelerate student learning. But without purposeful attention to educators, that power can be muted. The Plus represents educators.

Professional Learning Community

ABBR: PLC. A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic outcomes of students.

program evaluation

A systematic method for collecting, analyzing, and using information to answer questions about projects, policies, and programs, particularly about their effectiveness and efficiency.

PSAT10

A standardized test administered by the College Board. It is considered a practice version of the SAT. The PSAT10 is geared for high school sophomores (Grade 10). See SAT.

PSAT8/9

A standardized test administered by the college Board. It is considered a practice version of the SAT. The PSAT8/9 is geared for students in Grades 8 and 9. See SAT.

PSTS

Postsecondary Status. The record type used to submit postsecondary status data (CALPADS).

psychometrics

A field of study within psychology and education concerned with the theory and technique of measurement. Psychometrics is devoted to objective testing, measurement, and assessment of latent constructs that cannot be directly observed (e.g., intelligence, grit, resilience, aptitude).

PTKLF

See California Preschool/TK Learning Foundations.

Q

qualitative

Refers to the use of a method of inquiry based on descriptive data without the use of numbers.

Quantile measure

A type of math ability score.

quantitative

Refers to the use of a numerical measurement system to analyze data.

R

raw data

Unprocessed data that has not been organized, analyzed or summarized.

raw score

The number of items score points obtained by answering questions correctly on a test. A raw score is typically the number of items answered correctly.

reclassifed fluent English proficient

ABBR: RFEP. A student in grade $\overline{K}$–12 who upon entering public school in California is identified as an English Learner and subsequently reclassified as proficient in English. Formerly referred to as redesignation in Fresno Unified.

reclassification

See reclassified fluent English proficient.

redesignation

See reclassified fluent English proficient.

reliability

Refers to the extent to which a test produces consistent scores.

retention

The practice of having students repeat a grade level when they fail to meet academic expectations.

RFEP

See Reclassified Fluent English Proficient.

S

sample

A subset of the population.

sample size

The number of cases, units, or individuals included in the sample. The sample is a subset of the population to be studied.

SASS
Staff Assignments. The record type used to submit assignment data for staff (CALPADS).

SAT
A stanrdardized test administed by the College Board.The SAT is generally taken by high school juniors and seniors and historically used for college admissions in the United States. The SAT assesses writing, critical reading, and mathematics.

SBAC
See Smarter Balanced Summative Assessments.

scale score
Scores that have been mathematically transformed from one set of numbers such as raw scores to another set of numbers to make them comparable in some way.

SCSC
Student Course Section Completion. The record type used to submit student course section completion data (CALPADS).

SCSE
Student Course Enrollment. The record type used to submit student course section enrollment data (CALPADS).

SCTE
Student Career Technical Education. The record type used to submit career technical education data for a student (CALPADS).

SDEM
Staff Demographics. The record type used to submit demographic data for staff (CALPADS).

SED
See socioeconomically disadvantaged.

SEID
Statewide Educator Identifier. A 10-digit SEID is used as a unique identifier for an educator when local educational agencies submit California Longitudinal Pupil Achievement Data System (CALPADS) assignment data and other reporting to the California Department of Education (CDE).

SEL
See social-emotional learning. See also Sistema de Evaluación de Lectura.

SELA
Student English Language Acquistion. The record type used to submit Student English Language Acquisition data (CALPADS).

SELPA
Special Education Local Plan Areas

SEM
See standard error of measurement.

SENR
Student Enrollment. The record type used to submit data to create a SSID and maintain enrollments (CALPADS).

SINC
Student Incident. The record type used to submit student incident data (CALPADS).

SINF
Student Information - Demographic. The record type used to apply the effective date processing updates on the Student Demographic data elements (CALPADS).

Single Plan for Student Achievement
ABBR: SPSA. A strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

SIRS
Student Incident Results. The record type used to submit student incident results data (CALPADS).

Sistema de Evaluación de Lectura
ABBR: SEL. The Spanish Equivalent of the Benchmark Assessment System, used mainly in Spanish Dual Immersion classrooms. See Benchmark Assessment System.

skewness
The degree to which measures are scores are bunched up on one side of a distribution and trail out on the other side, much like a skewer.

SLA
Spanish Language Arts.

Smarter Balanced Summative Assessments
ABBR: SBAC. The Smarter Balanced Summative Assessments in ELA and mathematics are part of the CAASPP system. Students in Grades 3-8 and 11 participate in these assessments which are delivered by computer and consist of a computer-adaptive test along with a performance task based on the Common Core State Standards for ELA and mathematics.

social promotion
The practice of promoting students to the next grade level when they they have not achieved academic expectations.

social-emotional learning
ABBR: SEL. The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

socioeconomically disadvantaged
ABBR: SED. Individuals from limited financial resources or experience social, economic, educational and other disadvantages.

SOFF
Student Offense. The record type used to submit student offense data (CALPADS).

SOFG
See Student Outcomes Focused Governance.

SPED
Special Education Department

SPRG
Student Program. The record type used to submit program data for a student (CALPADS).

SPSA
See Single Plan for Student Achievement.

SSID
Statewide Student Identifier. A 10-digit SSID is used as a unique identifier for an individual student within the California public K–12 educational system.

SSRV
Special Education Services. The record type used to submit service data for a student (CALPADS).

standard deviation
A measure of the average amount a set of scores deviate from the mean.

standard error of measurement
ABBR: SEM. A measure of how much measured test scores spread around a "true" score. The SEM is directly related to relaibiltiy of test scores. The lower the SEM value, the higher the test scores' reliability.

standardized test
A test that has undergone extensive development, administrations, and the development of reliability and validity data, as well as the development of norms. Also called standardized assessment.

STAS
Student Absense Summary. The record type used to submit absence summary data for a student (CALPADS).

State Reporting Snapshots
The state reporting snapshot is a view of data in the CALPADS ODS at particular points-in-time based on a data collection window. Before the start of the data collection window, CALPADS takes a current snapshot of data form the ODS and stores it in the Snapshot database. The LEA has an opportunity to review and certify each snapshot. Once certified, the data is frozen for official state reporting and analysis.

State Seal of Biliteracy
A state program that recognizes high school graduates who have met the criteria established in California Education Code Section 51461, demonstrating that they have attained a high level of profciency in speaking, reading, and writing in one or more languages in addition to English.

statistically significant
The degree to which a result cannot reasonably be attributed to chance or random factors. In statistics, when something is significant, it means that the results are real and that they were not the product of chance.

stretch growth
In i-Ready, an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency.

student group
Grouping of students that is often based on demographics (see demographics) or needs (e.g., students with disabilities, homeless or foster youth). Formerly called student subgroups.

Student Outcomes Focused Governance
ABBR: SOFG. A process that helps school boards ensure they are achieving their community's vision for students.

students with disabilities
ABBR: SWD. Students who have a specific diagnosis or who may have a delay or other condition that affects their ability to participate in learning and care. Disabilities can range from mild, like a speech delay, to more complex, like a combination of vision impairment, motor challenges, and cognitive delays.

summative assessment
A type of assessment that is used to evaluate student learning and achievement at the end of a specific period such as at the end of a project, unit, course, semester, program, or school year. It is often referred to as assessment of learning.

Summative ELPAC
The Summataive ELPAC is an assessment administered to students in TK-12 who have been identified as English Learners to measure their progress towards English language proficiency in four domains: Listening, Speaking, Reading, and Writing.

SWD
See students with disabilities.

SWDS
Students with Disabilities Status. The record type used to submit Students with Disabilities Status information (CALPADS).

T

target language
The language other than English that is used for instruction in dual immersion programs.

Targeted Support and Improvement
ABBR: TSI. Under the Every Student Succeeds Act (ESSA), a designation given to schools in which a subgroup of students is consistently underperforming, as defined by the state.

Targeted Universalism
A method to design efforts to make transformative or transactional changes. It is an alternative to either universal or targeted strategies with the potential to bridge policy divides. Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. This approach targets the various needs of each group While reminding us that we are all part of the same social fabric.

TBD

To Be Determined

test

A procedure used to measure a learners' learning at a specific point in time to determine what that learner knows or has learned. Tests measure the level of skill or knowledge that has been reached.

test bias

A situation that exists when test scores vary across different groups of individuals because of factors that are unrelated to the purpose of the test.

Test Operations Management System

ABBR: TOMS. The Test Operations Management System is the test administrator interface for all CAASPP online tests.

tested out

An i-Ready diagnostic score that indicates that a student did not see any items in the domain on the diagnostic based on high performance in other domains within the same subject.

time on task

In i-Ready, time on task is the total time students have spent working in online instruction during a specific date range

TK Foundational Skills Assessment

ABBR: TK-FSA. The TK-FSA is a district assessment that measures Transitional Kindergarten (TK) student development along a continuum in the following domains: Language and Literacy, Mathematics, and Social and Emotional Development. The TK-FSA is an observations-based assessment.

TK-FSA

See TK Foundational Skills Assessment.

TOMS

See Test Operations Management System.

TSI

See Targeted Support and Improvement.

Two-Way Dual Language Model

See dual-immersion.

typical growth

In i-Ready, the average annual growth for students at this grade and placement level.

U

UC

University of California.

unaccompanied youth

A student who is not in the physical custody of their parent or legal guardian.

uncohorted

Describes a dataset or report that reflects scores or results from two different groups. An example of a uncohorted report would be one comparing the results of this year's third graders in math to last year's group of third graders.

V

validity

Refers to the extent to which a test measures what it is intended to measure.

W

WBLR

Work-based Learning. The record type used to submit work-based learning data for a student (CALPADS).

Y

Year-Over-Year

ABBR: YOY. A way of measuring change or growth by comparing an outcome, a result, or a value with the same time period one year earlier.

YOY

See Year-Over-Year.

Z

z-score

The most commonly used standard score where the values are in standard deviation units. In a z-score, the mean is represented by 0 and a standard deviation is represented by 1.

i-Ready Typical and Stretch Growth Explained

	Typical Growth Others	**Stretch Growth** Proficiency
Definition	Average level of growth based on students at this grade and starting placement level.	Ambitious but attainable level of growth leading to proficiency or advanced levels of proficiency.
Description	*Ordinary* and *Expected* based on what has been observed historically.	*Aspirational*, *Desirable*, and *Challenging*.
Establishment	Goal based on student grade level and Fall (D1) placement score. Goal renewed each year.	Goal based on student grade level and Fall (D1) placement score. Goal renewed each year
Purpose of Growth Scores	Determine if students are performing at rate observed historically at Winter (D2) and Spring (D3).	Determine if students are on accelerated track to proficiency (if below grade level) or advanced levels of proficiency (if on or above grade level) at Winter (D2) and Spring (D3).
Significance of Meeting Growth Goal	If a student achieves 100% of Typical Growth target at EOY, student's performance is comparable to what has been historically observed nationally. Meeting Typical Growth Goal (Target) is *not* necessarily indicator of being on track to proficiency.	If a student achieves 100% of Stretch Growth target at EOY, student is on path to proficiency or advanced levels of proficiency.

NOTE: EOY= End of Year.
Since students take the winter diagnostic (D2) before half of the school year has occurred, students who meet 40% or more of their targets are considered "meeting targets" at that point in time.
Since students take the spring diagnostic (D3) several weeks before the school year is over, students who meet 80% or more of their targets are considered "meeting targets" at that point in time.

Fresno Unified School District
Achieving our Greatest Potential!