



Board of Education
Claudia Cazares, President
Carol Mills, J.D., Clerk
Valerie F. Davis
Genoveva Islas
Elizabeth Jonasson Rosas
Major Terry Slatc USMC (Retired)
Keshia Thomas

Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – OCTOBER 18, 2019

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report
AS-2 Kim Kelstrom State Lottery Funding Update

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access Officer

EA-1 Kristi Imberi-Olivares Academic Quarter 1 Progress Update
EA-2 Kristi Imberi-Olivares 2018/19 Smarter Balanced Assessment Consortium Final Results
EA-3 Kristi Imberi-Olivares Climate and Culture Quarter 1 Progress Update
EA-4 Deanna Mathies Early Learning Developmental Screeners
EA-5 Andrew Scherrer Dimensions of Equity Steering Committee Update

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Facility Condition Assessment
Elementary/Middle/High School Data

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Carlos Castillo Academic Calendar 2020 – 2022

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Name, Title
Cabinet Approval:

Date: October 18, 2019
Phone Number: 457-3884

Regarding: **Superintendent Calendar Highlights**

The purpose of this communication is to inform the Board of notable calendar items:

- Held State of Education Luncheon
- Attended Marjaree Mason Top Ten Women Awards
- Site visits at Homan and Roeding
- Met with Bullard Knights of Valor
- Attended Cradle to Career Partnership Table Meeting
- Sang National Anthem with the Sunnyside Choir at football game

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/18/19

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services
Cabinet Approval: *[Signature]*

Kim Kelstrom

Date: October 18, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for October 10, 2019

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The following SSC Weekly Update for October 10, 2019 is attached.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D. *[Signature]*

Date: *10/18/19*



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: October 10, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Takes Action on Key Education Bills as Deadline Nears

With only a few days left for Governor Gavin Newsom to consider legislation sent to him before the Legislature adjourned for the year, he took action on several significant education bills this week.

On Monday, October 7, 2019, the Governor signed Assembly Bill (AB) 48 (Chapter 530/2019), which will officially place a \$15 billion K–16 school construction bond before voters on the March 2020 Primary Election ballot. The K–12 system would receive \$9 billion while each of the higher education segments (California Community Colleges, California State University, and University of California) would receive \$2 billion. The bond would also make several modifications to the K–12 School Facility Program, including changes to local bond capacity, project application priorities, financial hardship eligibility, and developer fees.

The Public Policy Institute of California's September survey provided timely information about how the state's voters view the school construction bond now set to appear before them in March. The survey found that 54% of likely voters support the measure, which is three percentage points lower than the April survey that showed 57% supported the bond. The initiative will need to be approved by a simple 50% plus 1 majority of voters to pass.

The Governor also signed AB 1353 (Chapter 542/2019), which reduces the maximum length of the probationary period for classified public school employees working in nonmerit based districts from one year to six months or 130 days of paid service, whichever is longer.

Also on Monday, the Governor vetoed the last noteworthy charter school bill that we have been monitoring and reporting on throughout the legislative year, AB 967 by Assemblymember Christy Smith (D-Santa Clarita). The bill would have required charter schools to follow the same stakeholder input requirements as school districts when developing their Local Control and Accountability Plans (LCAPs) and would have required charter authorizers to review and approve charter school LCAPs. In his veto message, the Governor stated that before mandating these additional requirements on charter schools, he wants to

give the recently signed charter schools bills (AB 1505, AB 1507, and Senate Bill [SB] 126) a chance to work.

In last week's *Sacramento Update*, we reported that the Governor had signed two significant charter school bills into law, AB 1505 (Chapter 486/2019), which makes the most sweeping reforms to charter school law since the passage of the Charter Schools Act of 1992, and AB 1507 (Chapter 487/2019), which repeals the authority for a charter school to be located outside the boundaries of its authorizer and limits the establishment of resource centers.

Additionally, the Governor vetoed AB 773 (Gonzalez, D-San Diego) and AB 1085 (McCarty, D-Sacramento). AB 773 would have required the Secretary of State, in coordination with the State Superintendent of Public Instruction (SPI), to develop educational programming for pupils in grade 12 on voting registration and participation, while AB 1085 would have authorized the Department of Health Care Services to redirect cannabis funds generated from Proposition 64 to after-school programs. You can find the veto message for AB 773 [here](#) and AB 1085 [here](#).

The Governor still needs to take action on a number of other significant education bills before midnight on Sunday, October 13, 2019, including the following:

- AB 197 (Weber, D-San Diego) would, commencing with the 2022–23 school year, require all schools offering kindergarten, including charter schools serving pupils in early primary grades, to implement at least one full-day kindergarten program
- AB 218 (Gonzalez) would extend the time for commencement of actions for childhood sexual assault to forty years of age or five years from discovery of the injury, provide enhanced damages for a cover up of the assault; and provide a three-year window in which expired claims would be revived
- AB 500 (Gonzalez) would require school districts, charter schools, and community colleges to provide at least six weeks of full pay for pregnancy-related leaves of absence
- AB 751 (O'Donnell, D-Long Beach) would, commencing with the 2021–22 school year, require the SPI to approve one or more nationally recognized high school assessments that a local educational agency may, at its own discretion, administer in lieu of the grade 11 Smarter Balanced Summative Assessment
- AB 1233 (Smith) would, contingent upon an appropriation, establish a grant program that would cover the costs of Advance Placement exams for low-income and foster youth students
- SB 5 (Beall, D-San Jose) would establish the Affordable Housing and Community Development Investment Program, which would allow local agencies to reduce contributions of local property tax revenue to schools, which would be backfilled from the General Fund, to build affordable housing and related infrastructure
- SB 328 (Portantino, D-La Cañada Flintridge) would prohibit the school day for middle schools and high schools, including charter schools and exempting rural school districts, from beginning earlier than 8:00 a.m. and 8:30 a.m., respectively
- SB 268 (Weiner, D-San Francisco) would authorize agencies pursuing a local tax or bond initiative to direct voters to the voter information guide for tax rate information rather than providing the information on the ballot statement

As Governor Newsom wraps up his first year of taking action on legislation, it's important to note that the legislation he approves and his veto messages on the bills he doesn't sign should help provide some clarity to his legislative priorities and principles, giving lawmakers and stakeholders a roadmap as to how to get his approval on legislation in future years.

Leilani Aguinaldo
Robert Miyashiro

Note: If your school district is affected by the PG&E blackouts, check out the California Department of Education (CDE)'s frequently asked questions webpage about the availability of the J-13A waiver as a result of these power shutoffs [here](#).

NorCal Wildfire Blackout Will Keep More Than 130,000 Kids Home from School

By Richard Cano
Cal Matters
October 8, 2019

Pacific Gas & Electric Co.'s unprecedented power shutdown will keep more than 130,000 students — at a minimum — out of school this week as red flag conditions and high winds bear down on Northern California, and the state's largest utility attempts to keep from sparking another catastrophic wildfire.

More than 320 schools in 19 counties, including Sonoma, Napa, Contra Costa and Alameda, shut their doors Wednesday or announced they would be shutting down Thursday, a population roughly the size of the city of Santa Clara, according to a CalMatters tally. The closures represent one front among many being impacted in this era of climate-fueled natural disaster.

They were announced as PG&E notified an unprecedented 800,000 Northern California customers that it would be cutting power to large swaths of its service area under a new program aimed at preempting a repeat of last year's devastating Camp Fire, which was linked to malfunctioning PG&E equipment. The safety measure — fairly routine in much of Southern California but new to the half of the state that relies on PG&E to keep the lights on — left cities from Bakersfield to the Bay Area scrambling to cope with the possibility of days without electricity.

Using 2018-19 state enrollment data, CalMatters calculated approximately 131,000 students in nearly 70 school districts were either affected by emergency closures Wednesday or will be affected Thursday. Some school systems said their schools would essentially remain closed until the power is turned back on.

Dozens more schools, including sites in Placer and Kern counties, warned parents to be on the lookout for early-morning emails notifying them that classes there might also be canceled.

In terms of its impact on California students, the rolling outage is expected to be second only to the "Great Blackout" of September 2011, in which botched maintenance on a transmission line near Yuma, Arizona, caused a cascade of power failures throughout the Southwest. That outage forced two dozen school districts primarily in San Diego county to close for a day, impacting 350,000 kids at the time, according to [CalMatters' database](#) of reported school closures.

However, PG&E has made clear that such preemptive outages will be a new sort of normal for Northern California, as the utility changes its policy to reflect a wildfire liability that already has prompted it to seek bankruptcy protection.

Last November, more than 1 million students were kept home from school due to poor air quality sparked by massive fires in northern and southern California. Wildfires are the leading cause of emergency closures among California's schools and have taken a particularly devastating toll on public schools over the last four years.

California schools have lost more than 21,000 days of instruction due to wildfires since 2002, but more than half of those lost days have occurred since 2015, CalMatters found.

Schools that have been especially impacted by recent megafires — including several schools in Sonoma and Lake counties — closed Wednesday. That included Middletown Unified, which has lost 25 days of instruction, the equivalent of five weeks of class time, over the last four years due to wildfire.

In less ravaged areas, the situation was fluid. Roger Stock, superintendent of Rocklin Unified in Placer County, told families Tuesday evening that half a dozen schools in the district “are likely to be closed Wednesday,” but later determined that schools could safely remain open this week.

Lisette Estrella-Henderson, superintendent of the Solano County Office of Education, told families in a note that county schools “will continue to operate to the extent possible,” but added that “parents should consider sending students to school with breakfast and lunch items that do not require refrigeration or heat, as our menu options may be limited.”

The San Leandro school district in Alameda County planned to close all of its schools Wednesday. Though some San Leandro schools are not expected to lose power, superintendent Mike McLaughlin told families in a note that it would shutter all campuses “due to the unforeseen nature of this event.”

“Although the PSPS may not affect all district schools, safety concerns for students who would be traveling to unaffected schools through areas of San Leandro which may be out of power has dictated closure of all SLUSD schools,” McLaughlin wrote.

Note: The 2018–19 Smarter Balanced scores show only marginal improvement and little progress in closing the achievement gap.

Slow Growth, Big Disparities After 5 Years of Smarter Balanced Tests

Proficiency in math and English language arts rose about 1 percent in 2018-19

By John Fensterwald and Daniel J. Willis

EdSource

October 9, 2019

California’s students’ Smarter Balanced test scores rose marginally in 2018-19, the fifth year of the tests, while showing little to no progress in closing wide disparities among ethnic, racial and other student groups, the California Department of Education reported on Wednesday.

The notable exception is Hispanic students, whose 5-year proficiency rate in both English language arts and math rose faster than those of white and Asian students.

For the first time, a majority — 50.9 percent — of all students who took the English language arts test met or exceeded the standard, the top two of four testing levels, the technical definition of proficiency at grade level. In math, 39.7 percent of all students met or exceeded the standard.

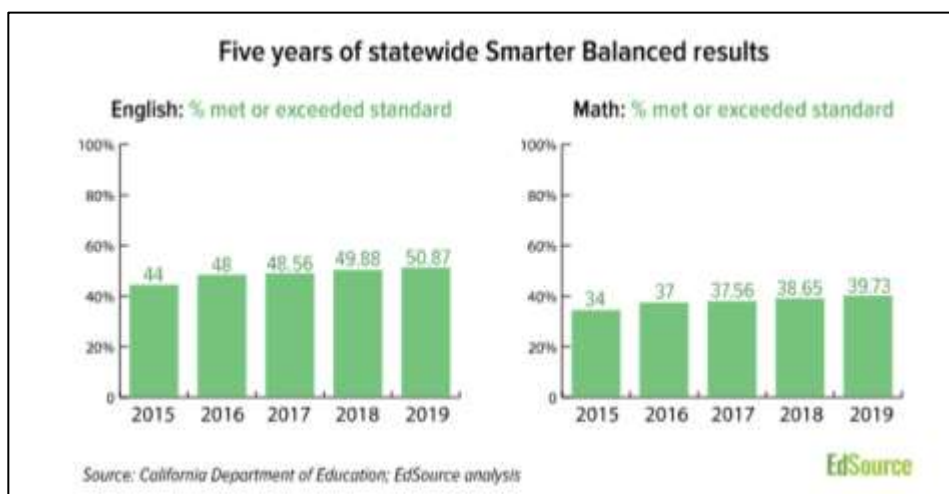
The Smarter Balanced tests were designed to demonstrate students’ competency under the Common Core standards, which California adopted in 2010. Most questions are multiple choice, with a performance task

requiring students to demonstrate critical thinking and problem-solving skills. The tests are given in grades 3 to 8 and 11.

Under the state’s new accountability system, test scores are just one of several measures to evaluate school improvement. The California School Dashboard, the site that rates district and school performance on all of the measures, will be updated later this year.

Overall proficiency rose only about 1 percentage point for English language arts and math, compared with 2 points in 2017-18. After five years of Smarter Balanced, students who met or exceeded standards had increased 7 percentage points in both tests. That’s an average of 1.4 percentage points annually — less after discounting the large second-year bump that reflected familiarity with a new test.

This year’s small gain, “though not as much as we want, is what I would have expected,” said Julien Lafortune, a research fellow with the Public Policy Institute of California and co-author of a [recent analysis of Smarter Balanced implementation](#). “It’s hard to expect drastic changes from year to year” in a test taken by 3.2 million students, but “sustained improvement, even if slow, adds up over time.” In Washington and Oregon, two neighboring Smarter Balanced states, math scores declined slightly in 2018-19.



What is disappointing is that “progress in math in elementary grades is not carrying forward to middle and high school. The average student is increasingly likely not to meet standards in middle and high school,” said Neal Finkelstein, co-director of the Innovation Studies program at WestEd, the San Francisco-based research and policy organization that tracked 10 districts’ work in math over five years through the project Math in Common.

In 2018-19, 50 percent of 3rd-graders were at or above standard in math. But after 4th grade, there was a steady decline: 39 percent proficiency in 6th grade, 37 percent in 8th grade, the critical year before Algebra I, and 32 percent in 11th grade — a factor behind the California State University’s proposal to require a fourth year of high school math or quantitative reasoning.

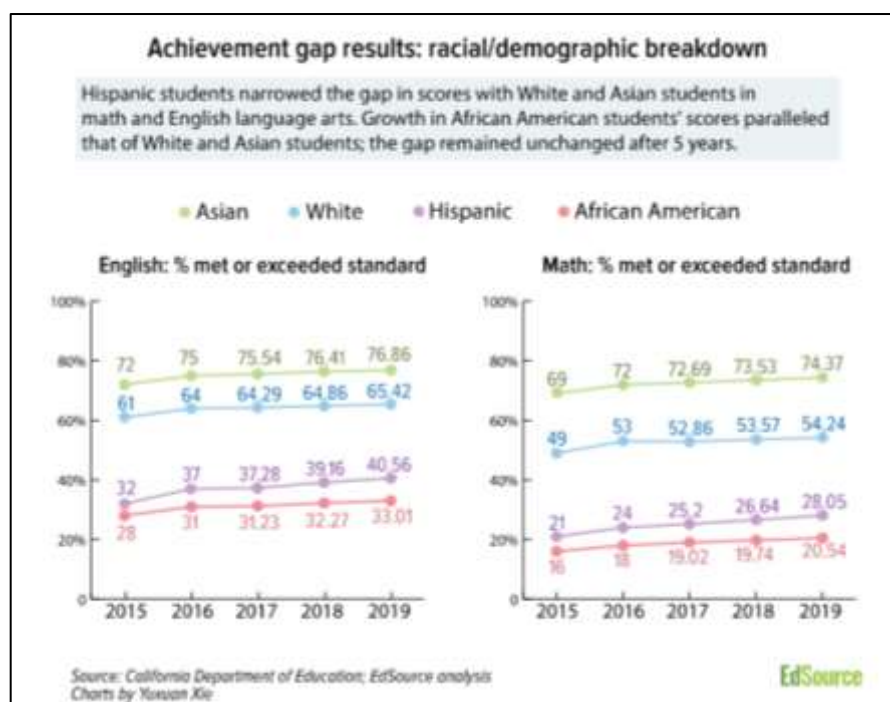
“You can’t sugarcoat that 60 percent of students are not making standards in math,” Lafortune said.

In English language arts, the percentages of students at or above standard have increased gradually or remained constant across grades: from 49 percent of 3rd-graders to 57 percent of 11th-graders in 2018-19.

“Transitioning to Common Core was the right thing to do, and the transition has been challenging on many fronts,” said Francisco Villegas, director of school transformation focusing on K-12 math for Partnership for Los Angeles Schools, a nonprofit that manages 18 schools in Los Angeles Unified.

Not all of the news is dreary. An EdSource analysis found that increases in English language arts proficiency in districts receiving the most extra funding under the Local Control Funding Formula — those with the most low-income students, foster youth and English learners — rose three times faster than those districts receiving the least funding: an increase over five years of 9 percentage points versus 3 points,

The gap between those districts is still huge: 39 percent proficiency in English language arts for districts with the most high-needs students versus 78 percent for those with the fewest, but the difference did close 6 percentage points since 2014-15. The pattern holds, to a lesser degree, with math.



Hispanic students, who make up the majority of California’s students, made the largest 5-year gains in proficiency: 9 percentage points in English language arts, double that of whites, and 7 percentage points in math compared with 5 percentage points for whites. But 28 percent of Hispanics scored at or above standard in math, compared with 54 percent for whites and 74 percent for Asians.

The state’s 334,000 African-American students made no progress in closing the performance gap. Only 1 in 5 were at or above standard in 2018-19 in math and in English language arts.

Scores for English language learners, a group that changes as students become proficient in English and are reclassified, remain dismal, with 13 percent at or above standard in both math and English language arts. About one-fifth of the state’s students are classified as English learners.

“At the rate we’re going, my five-year-old-son will be old enough to be a grandparent before California achieves educational justice for low-income students and underrepresented students of color. That’s simply

not good enough. We have to do much better, much faster,” said Elisha Smith Arrillaga, executive director of the advocacy organization Education Trust-West.

Islands of progress

Discouraging state statistics, however, don't reveal a deeper, more hopeful story, Finkelstein said. Look locally, where differences in effectively implementing the standards reveal big variations among districts and schools.

“It's all the more important to find champions in this work. The exceptions can be highlighted and learned from,” Finkelstein said. He cited Garden Grove, a district often praised for its stable leadership and collaboration among teachers, where 3 out of 4 students are low-income and English learners. In the latest results, 61 percent of students were at or above standards in English language arts and 52 percent in math — twice that of Santa Ana, its Orange County neighbor.

Observers have suggested multiple reasons for the low proficiency in math and the drop in scores in middle school. Arun Ramanathan, CEO of Pivot Learning, a nonprofit organization that works with schools on improvement strategies, said many districts were too quick to adopt subpar instructional materials when they began implementing the Common Core and haven't switched to better textbooks. Villegas said that some districts signed long-term contracts early in the implementation process, putting them in a bind.

Then there's the nature of middle school, where many students develop the I'm-no-good-at-math mindset, and the nature of math itself. More so than with English language arts, math builds on prior knowledge. Middle school students who are weak in fractions, a building block for algebra introduced in the early grades, will struggle later on, experts said.

There's often no time during the year to work with students who are falling behind, said Lisa Andrew, CEO of the Silicon Valley Education Foundation. Last summer, 4,000 students from grades 3 to 10 in 32 Bay Area districts did a 19-day math intervention program. Elevate [Math] targets students who tested one level below standard, not the furthest behind. It addresses their weaknesses and introduces them to content they will see in the fall.

“Extended time is not optional any more to close the achievement gap,” Andrew said. “The research is clear: Students need to be engaged in high-quality learning during the summer, during breaks.”

Common Core demands that math be taught differently, with an emphasis on students' conceptual understanding. That can be a big lift for teachers who learned to teach with mnemonic devices and formulas. Finkelstein, Ramanathan and Andrew agree that teachers aren't getting enough in-the-classroom coaching.

Elevate [Math] puts the 178 credentialed teachers in the program through 60 hours of professional development, starting in the spring. Rocketship Public Schools, a charter school organization with 13 K-5 schools in the Bay Area, has had success by differentiating between English/social studies and STEM teachers, who teach only math and science.

“We give new teachers the choice of STEM or humanities,” said CEO Preston Smith, “but we encourage science majors to try to teach STEM.”

All Rocketship teachers get 400 hours of training over the course of a year, where they can concentrate on math and science without having to feel they must be the master of all subjects, he said.

In 2018-19, Rocketship reported 61 percent of students at or above standard in math — way above the statewide average; 80 percent of its students are low-income students or English learners.

Under local control, each district is responsible for its own improvement strategies. Some have formed data collaboratives and networks. Michael Kirst, the former State Board of Education president and an architect of local control under former Gov. Jerry Brown, acknowledges that, with scores stagnant in many districts, the state should play a larger role. He’s not sure what the priority should be: fund more specialists for county offices of education; re-establish math academies, as Gov. Gray Davis did for algebra; create more summer programs like Elevate or encourage teacher specialists.

“We’re doing better in English language arts than I predicted and worse in math,” he said. “The problem is serious.”

Morgan Polikoff, an associate professor of education policy at the USC Rossier School of Education, who recently published a brief challenging the state’s method of measuring test scores, said, “If the state is concerned about the magnitude of performance gaps, they probably should exercise more of their constitutional authority over education and take a stronger hand in telling districts to do things that will help improve outcomes.”

“Local control never really boosted equity anywhere,” he added.

Villegas characterized the issue differently. “Letting each district decide is fine, as long as there is guidance on what effective implementation looks like,” he said.

Note: AB 1172 is the CDE-sponsored legislation that makes various changes to oversight and training for nonpublic, nonsectarian schools (NPSs) as a direct response to the death of a 13-year-old student with autism at an NPS last year.

Newsom Signs Law Protecting Special Needs Students At Nonpublic California Schools

By Sawsan Morrar
The Sacramento Bee
October 8, 2019

Gov. Gavin Newsom has signed a bill that would protect students with special needs at nonpublic California schools, in response to the November 2018 death of a student who was restrained at his El Dorado Hills school.

Assembly Bill 1172 allows the state Department of Education to immediately suspend or revoke the certification of a nonpublic school if a student’s health or safety is being compromised. Nonpublic schools are generally private, nonreligious schools that contract with local school districts or the county office of education to serve students with special needs.

The bill, signed Oct. 2, requires nonpublic schools to report incidents involving law enforcement to the Department of Education. Additionally, local educational agencies must make monitoring visits to the school at least once a year.

Nonpublic schools serving students with “significant behavioral needs” must have a qualified behavior analyst on-site, and schools must train staff members who have contact with students in evidence-based intervention and behavior management.

The bill was authored by Assemblyman Jim Frazier, D-Discovery Bay, and sponsored by state Superintendent of Public Instruction Tony Thurmond.

“The most vulnerable students in our state deserve a safe place to learn,” Frazier said in a statement. “I am also grateful to Superintendent Tony Thurmond for his partnership on this issue. Our exceptional students benefit from expanded educational opportunities and I look forward to collaborating with the Superintendent on this subject in the future.”

The bill passed nearly a year after the death of a 13-year-old student with autism who was placed in a face-down restraint for an hour and 45 minutes by staff at Guiding Hands School in El Dorado Hills. Max Benson died Nov. 29 at UC Davis Medical Center, a day after he was restrained at school.

The California Department of Education revoked the school’s certification on Jan. 9 just before it completed its investigation. The school closed two weeks later, claiming it couldn’t financially survive after local school districts pulled most of their students out.

Max’s death is still under investigation by the El Dorado County District Attorney’s Office and El Dorado County Sheriff’s Office.

The tragedy prompted changes in how the state protects special needs students and the rights of the disabled, raising the question of whether schools can pin students down or isolate them.

A new law went into effect at the start of 2019 that prohibits restraining and secluding students as discipline, or for convenience or retaliation. Assemblywoman Shirley Weber, D-San Diego, authored the bill and Gov. Jerry Brown signed it months before Max died.

Seth Goldstein, lawyer for Max’s family, said he is preparing a lawsuit against Guiding Hands; against Davis Joint Unified School District and Yolo County’s Special Education Local Plan Area, which both placed Max at the school; and against the behavior management training company Handle With Care, which was used by Guiding Hands. Goldstein said the lawsuit should be filed within the next month.

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education *Kim Kelstrom*
Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services
Cabinet Approval: *Quinto*

Date: October 18, 2019

Phone Number: 457-3907

Regarding: State Lottery Funding Update

The purpose of this communication is to provide the Board an update regarding final Lottery funding for 2018/19.

On October 01, 2019, the State Controller's Office released the 2018/19 final Lottery funding apportionments. The final rates were adjusted slightly to the District's favor resulting in a net impact as reflected below:

2018/19 Lottery Funding	Unrestricted Funding	Proposition 20 Restricted Funding
2018/19 Current Apportionments	\$11,362,065	\$4,582,233
2018/19 Final Apportionments	\$11,497,744	\$4,890,064
Change	\$135,679	\$307,831

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D. *Robert Nelson*

Date: *10/18/19*

Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivares, Director
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3896

Regarding: Academic Quarter 1 Progress Update

The purpose of this communication is to provide the Board information regarding academic metrics for Fresno Unified.

The metrics included in this presentation are:

- Quarter 1 2018/19 and 2019/20 academic grades
- i-Ready Diagnostic 1 performance results, including average performance grade level placement.
 - In this initial year of implementation, this data serves as a baseline measurement of performance. With the addition of the second and third diagnostics later this year, data will reflect performance measurement as well as growth metrics in order to encourage and support a culture of learning and growth mindset. The second diagnostic is scheduled for November and the third is scheduled for March.
 - Any student one grade level behind is considered on track since it is the beginning of the year. For example, a student starting in fourth grade would be expected to be at the third-grade level at the start of the year.
- Cycle 1 2019/20 English Learner redesignation rates. Cycle 1 is September 13, 2019 to September 27, 2019.
 - Please note that the cut-points for the Summative English Language Proficiency Assessment for California (ELPAC) were changed by the state this year to better align with the Smarter Balanced Assessment System (SBAC) results; therefore, we cannot compare it to the previous year's redesignation rate.

In addition, English Learner redesignation results by region and school are included. Next week, you will also receive school-level and student group reports for i-Ready Diagnostic 1 performance.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/18/19



Fresno Unified School District

ACADEMIC PROGRESS

OCTOBER 18, 2019

PREPARED BY EQUITY AND ACCESS



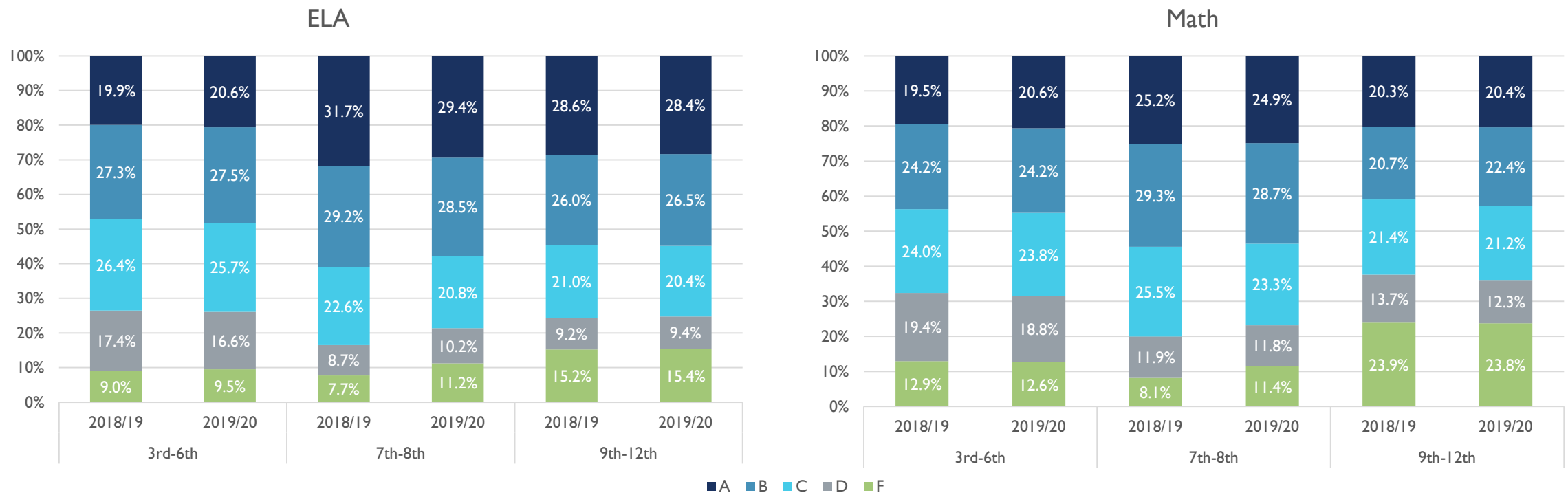


ACADEMIC GRADES

QUARTER I 2018/19 - 2019/20

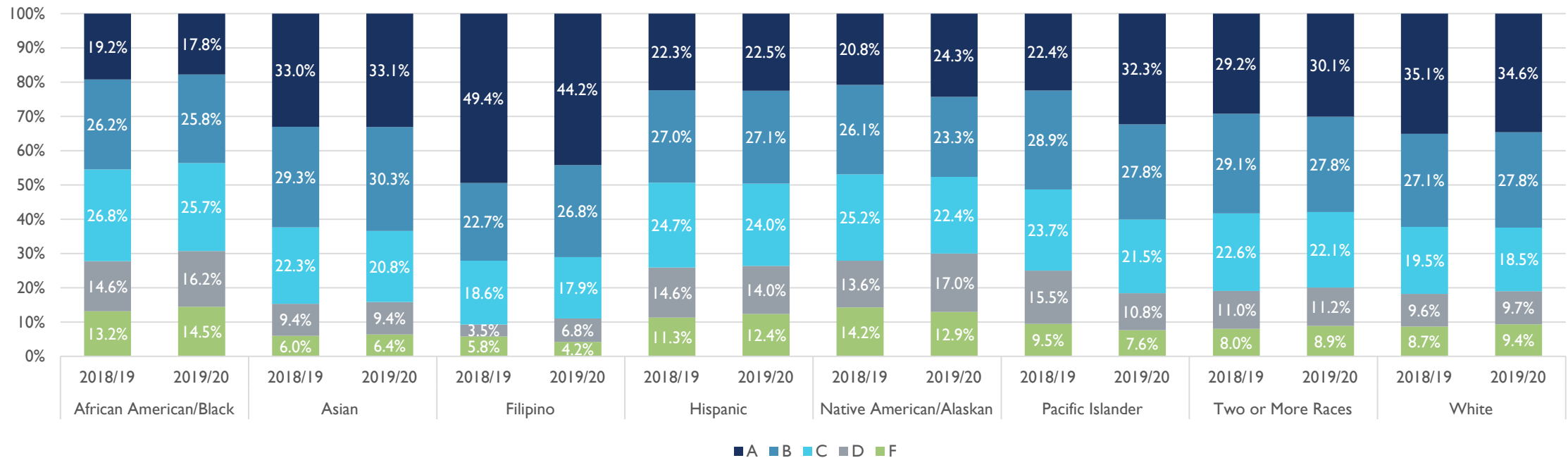


QUARTER I LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY GRADE SEGMENT, 2018/19 - 2019-20



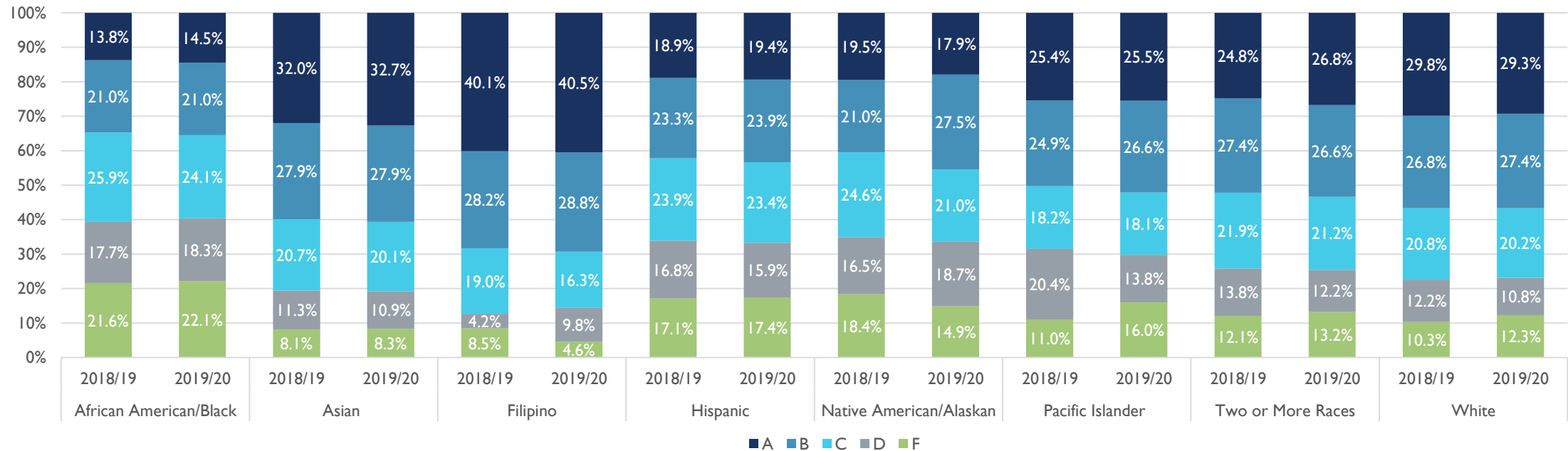
Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade students begin to receive letter grades in the 2nd semester.

QUARTER I LETTER GRADES IN ELA COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2018/19 – 2019/20



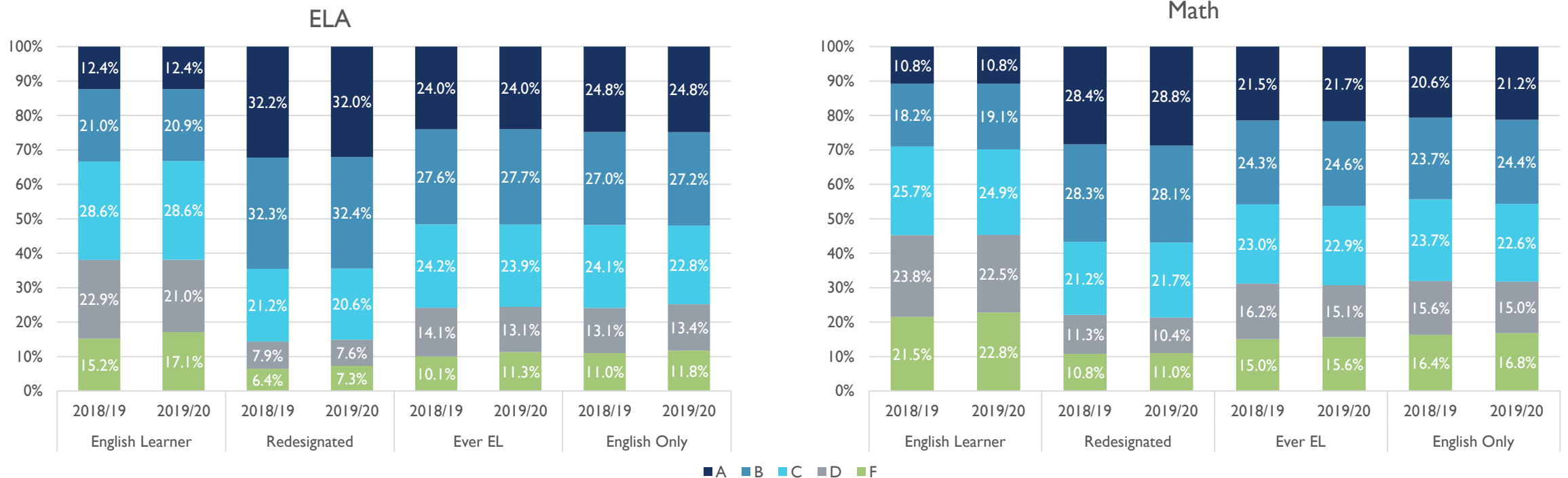
Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

QUARTER I LETTER GRADES IN MATH COURSES: PERCENT BREAKDOWN A–F BY ETHNICITY/RACE, 2018/19 – 2019/20



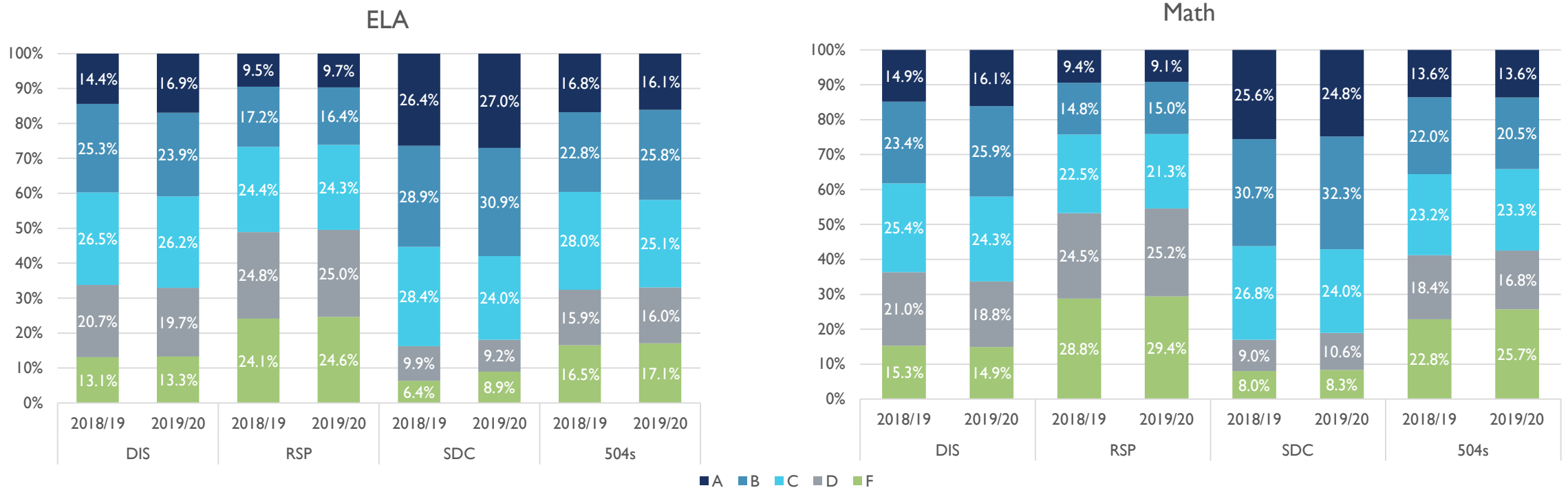
Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

QUARTER I LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY ENGLISH LEARNER STATUS, 2018/19 - 2019-20



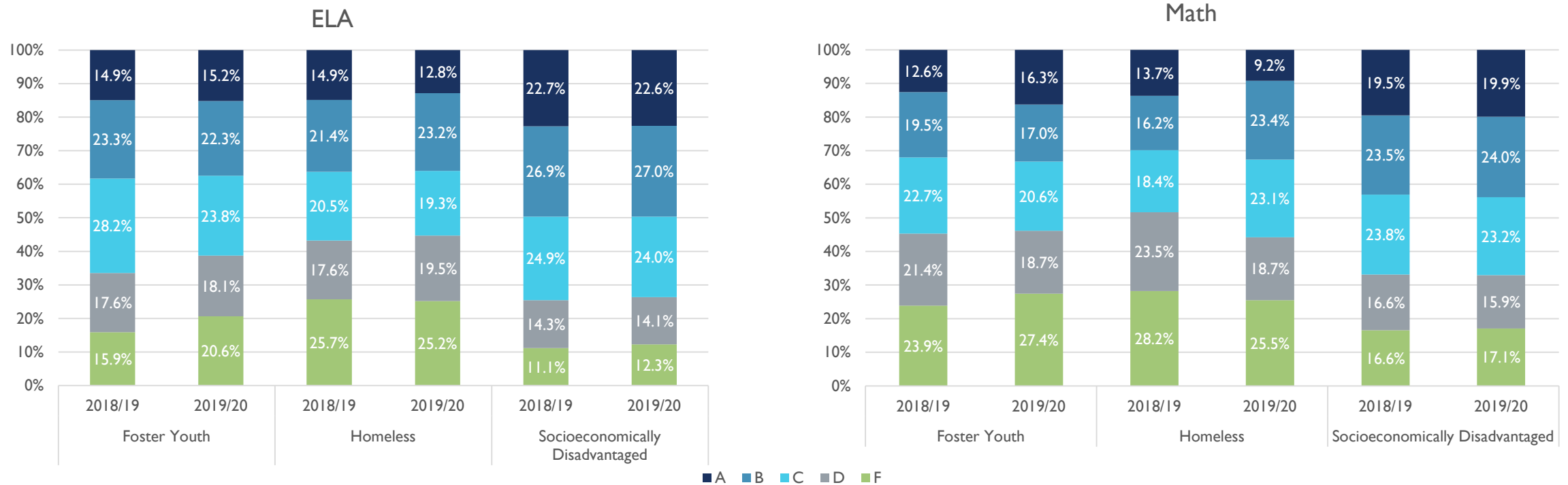
Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

QUARTER I LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY SPECIAL EDUCATION PROGRAM, 2018/19 - 2019-20



Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.

QUARTER I LETTER GRADES IN ELA AND MATH COURSES: PERCENT BREAKDOWN A–F BY STUDENT GROUP, 2018/19 AND 2019/20



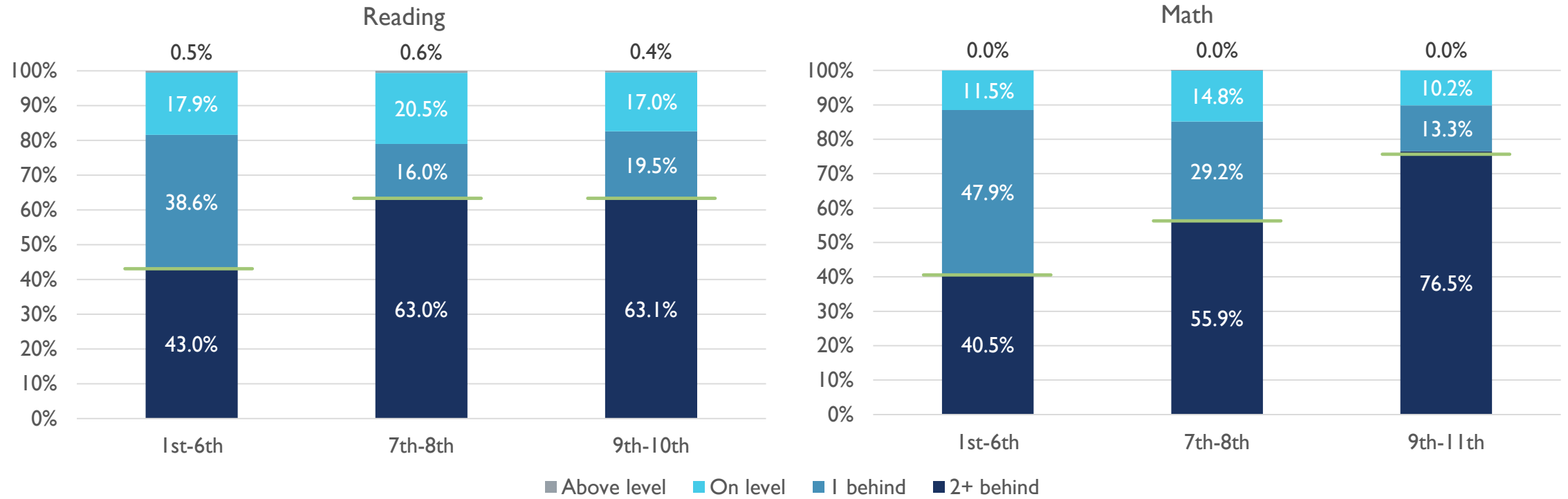
Letter grade breakdowns are calculated by looking at all earned grades within Quarter I for that subject. If a student had multiple grades in ELA, each grade is accounted for in this breakdown. Therefore, students can be calculated multiple times. Grades are only given to students from 3rd-12th in the 1st semester of the school year. 2nd grade student begin to receive letter grades in the 2nd semester.



I-READY DIAGNOSTIC #1



BREAKDOWN OF I-READY MATH/READING RESULTS BY GRADE SEGMENT: 2019/20, DIAGNOSTIC #1

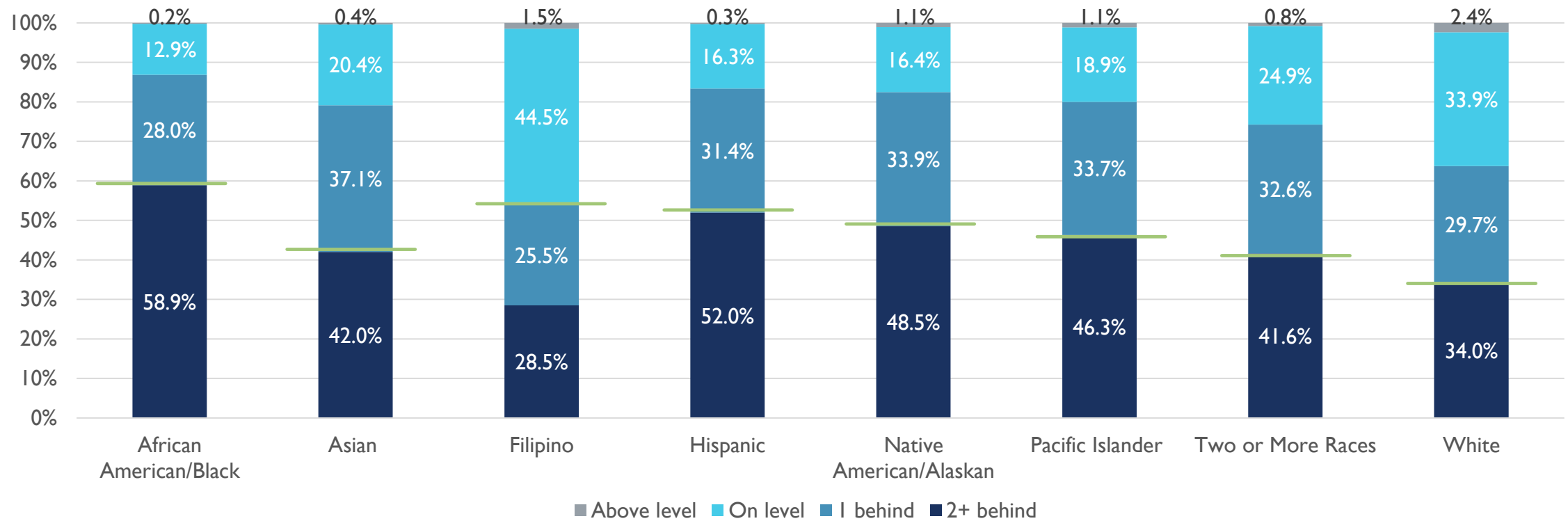


Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

BREAKDOWN OF I-READY READING RESULTS BY ETHNICITY/RACE: 2019/20, DIAGNOSTIC #1

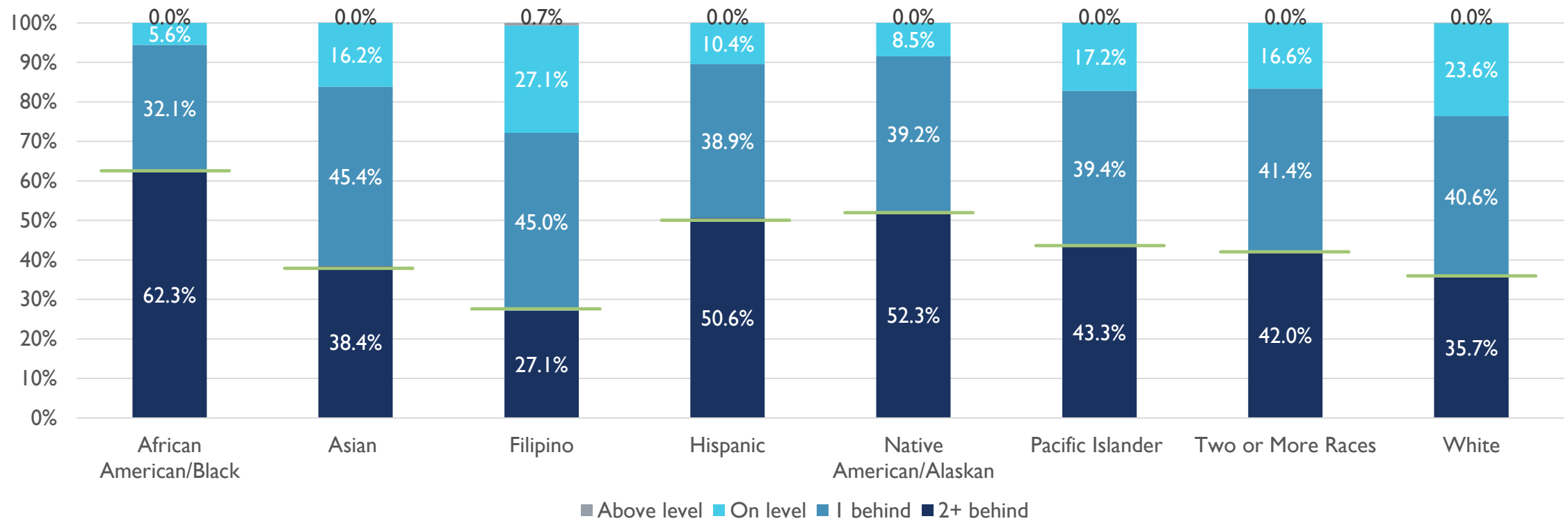


Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

BREAKDOWN OF I-READY MATH RESULTS BY ETHNICITY/RACE: 2019/20, DIAGNOSTIC #1

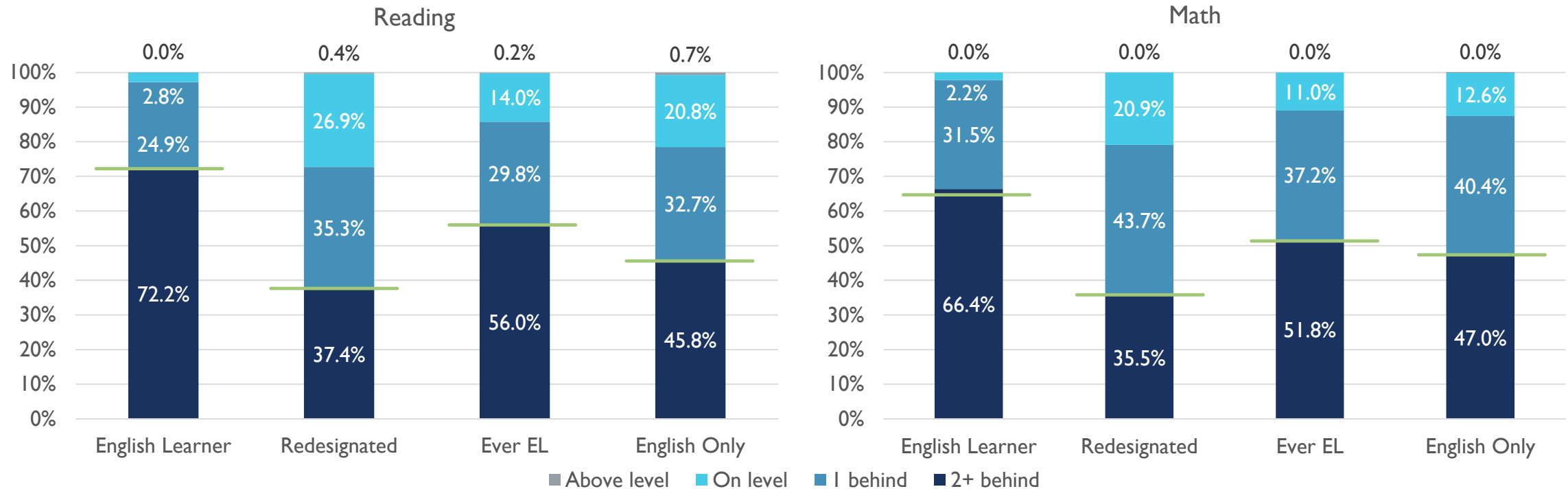


Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

BREAKDOWN OF I-READY MATH/READING RESULTS BY ENGLISH LEARNER STATUS: 2019/20, DIAGNOSTIC #1

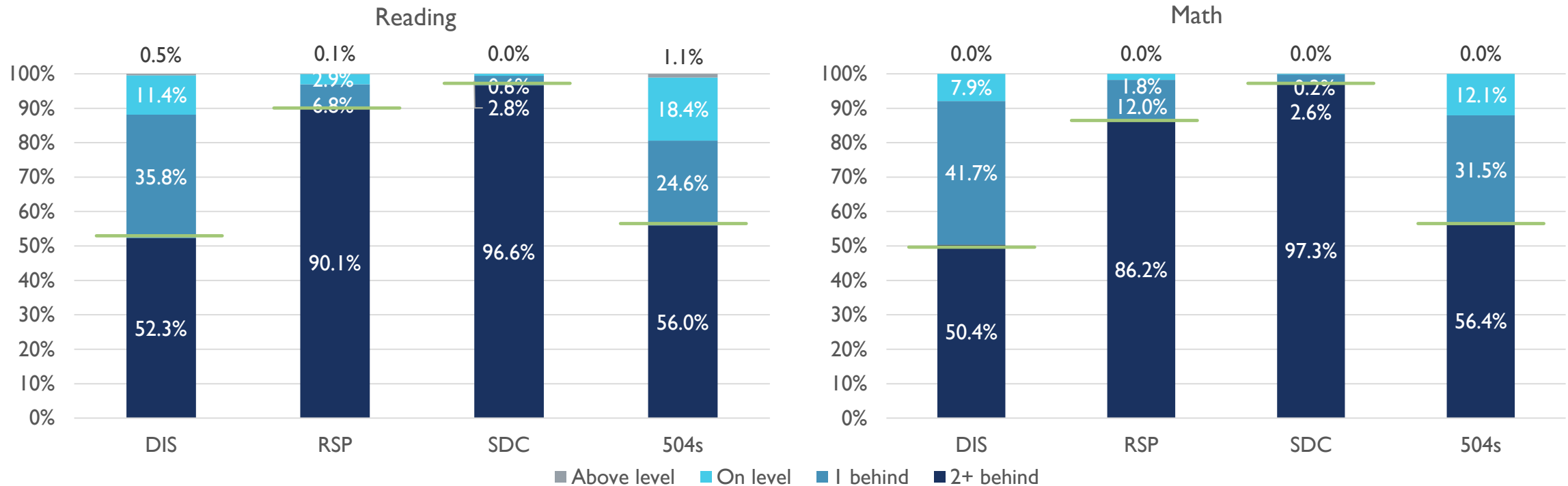


Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

BREAKDOWN OF I-READY MATH/READING RESULTS BY SPECIAL EDUCATION PROGRAM: 2019/20, DIAGNOSTIC #1

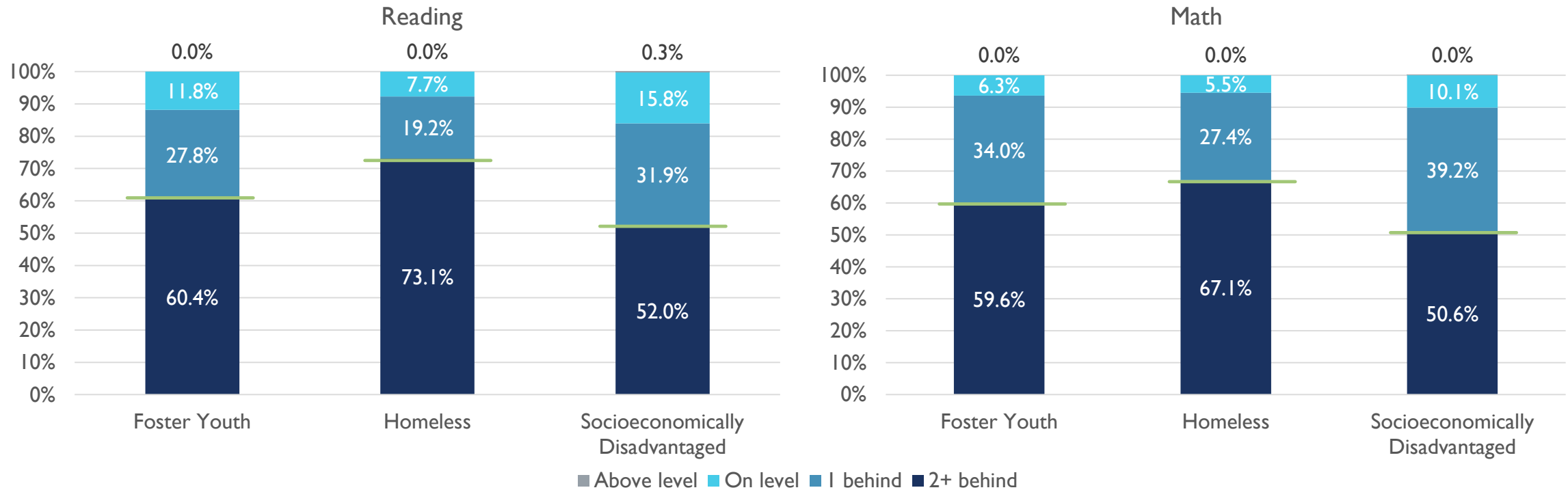


Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

BREAKDOWN OF I-READY MATH/READING RESULTS BY POPULATION GROUP: 2019/20, DIAGNOSTIC #1



Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready.

11th Grade students are included in Math because of enrollment in Algebra 2.

Please note that this is using the standard view, and any student that is one grade level behind is considered on track since it is the beginning of the year.

DISPROPORTIONALITY FOR I-READY IN READING AND MATH BY LEVEL: BY RACE/ETHNICITY, 2019/20 DIAGNOSTIC #1

Disproportionality	Reading				Math			
	More than 2 behind	2 behind	1 behind	Above/On Grade Level	More than 2 behind	2 behind	1 behind	Above/On Grade Level
African American/Black	1.24	1.16	0.88	0.68	1.39	1.21	0.81	0.44
Asian	0.74	0.98	1.20	1.12	0.64	0.94	1.18	1.40
Filipino	0.64	0.47	0.81	2.45	0.51	0.61	1.15	2.33
Hispanic	1.26	1.07	0.98	0.70	1.22	1.05	0.97	0.67
Native American/Alaskan	0.96	1.02	1.07	0.93	1.06	1.09	1.00	0.70
Pacific Islander	1.01	0.82	1.07	1.06	0.94	0.83	1.01	1.43
Two or More Races	0.73	0.99	1.03	1.38	0.74	1.00	1.06	1.40
White	0.62	0.73	0.94	2.11	0.68	0.76	1.04	2.17

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.

DISPROPORTIONALITY FOR I-READY IN READING AND MATH BY LEVEL: BY STUDENT GROUP, 2019/20 DIAGNOSTIC #1

Disproportionality	Reading				Math			
	More than 2 behind	2+ behind	1 behind	Above/On Grade Level	More than 2 behind	2+ behind	1 behind	Above/On Grade Level
English Learner	1.80	1.43	0.75	0.12	1.57	1.40	0.77	0.15
Foster Youth	1.25	1.19	0.88	0.62	1.31	1.13	0.87	0.53
Homeless	1.44	1.53	0.61	0.41	1.43	1.32	0.70	0.45
Socioeconomically Disadvantaged	1.47	1.66	1.08	0.44	1.30	1.50	1.00	0.42
Student w/ Disability	2.46	1.01	0.38	0.22	2.57	1.02	0.39	0.21

Note: Kindergarten, 11th, and 12th grades were not required to take i-Ready. 11th Grade students are included in Math because of enrollment in Algebra 2.

I-READY MATH DIAGNOSTIC I PERFORMANCE DISTRIBUTION BY GRADE LEVEL

Current Grade Level	Students	i-Ready Diagnostic 1 Math Performance Grade Level (Placement)														
		L PK	L K	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	On Track
Gr 1	5,223	33.0%	63.9%	3.2%												67.0%
Gr 2	5,574	0.0%	42.7%	52.1%	5.1%											57.3%
Gr 3	5,762	0.0%	14.5%	27.0%	49.5%	9.0%										58.5%
Gr 4	5,664	0.0%	6.1%	12.4%	20.3%	46.5%	14.7%									61.2%
Gr 5	5,285	0.0%	2.9%	6.9%	12.3%	17.2%	42.9%	17.8%								60.7%
Gr 6	5,574	0.0%	1.9%	4.6%	8.5%	13.4%	17.5%	34.2%	19.9%							54.1%
Gr 7	5,084	0.0%	1.4%	3.3%	7.7%	12.0%	13.3%	12.7%	34.0%	15.6%						49.6%
Gr 8	5,202	0.0%	1.3%	3.7%	6.5%	10.3%	12.9%	12.2%	14.4%	24.6%	14.0%					38.6%
Gr 9	2,782	0.0%	1.0%	2.9%	5.5%	9.1%	11.1%	10.3%	15.6%	12.5%	9.5%	22.7%				32.1%
Gr 10	2,328	0.0%	0.6%	2.5%	4.3%	7.7%	12.0%	9.6%	13.9%	12.2%	10.7%	11.7%	14.9%			26.6%
Gr 11	1,809	0.0%	0.4%	1.1%	4.0%	7.9%	9.8%	8.3%	12.9%	12.9%	13.2%	23.3%	5.3%	1.0%		6.2%

Please note that this is using standard view, however, students 1 grade level below are considered 'on grade level' at the beginning of the school year.
The blue cells in this table are the target of being on or above grade level.

I-READY READING DIAGNOSTIC | PERFORMANCE DISTRIBUTION BY GRADE LEVEL

Current Grade Level	Students	i-Ready Diagnostic 1 Reading Performance Grade Level (Placement)														
		L PK	L K	L 1	L 2	L 3	L 4	L 5	L 6	L 7	L 8	L 9	L 10	L 11	L 12	On Track
Gr 1	5,288	23.1%	70.0%	6.9%												76.9%
Gr 2	5,582	0.0%	39.1%	46.5%	14.2%	0.3%										60.9%
Gr 3	5,775	0.0%	14.9%	28.0%	23.4%	33.4%	0.3%									57.1%
Gr 4	5,706	0.0%	7.1%	18.9%	12.0%	43.1%	18.5%	0.2%								61.9%
Gr 5	5,313	0.0%	3.5%	11.5%	9.1%	30.5%	28.1%	16.3%	0.5%	0.3%						45.2%
Gr 6	5,600	0.0%	2.3%	6.8%	6.3%	25.8%	18.5%	21.9%	17.1%	1.0%	0.3%	0.1%				40.4%
Gr 7	5,089	0.0%	1.6%	6.8%	5.1%	21.5%	16.6%	11.9%	15.7%	20.1%	0.6%	0.2%				36.5%
Gr 8	5,229	0.0%	1.6%	5.0%	4.1%	18.3%	13.7%	12.1%	7.7%	16.2%	20.8%	0.3%	0.1%			37.4%
Gr 9	3,003	0.0%	1.8%	4.6%	4.0%	13.1%	12.8%	10.4%	7.2%	6.3%	22.1%	17.0%	0.5%	0.1%	0.1%	39.8%
Gr 10	2,841	0.0%	1.0%	3.7%	2.4%	12.7%	10.9%	9.0%	6.7%	6.1%	13.7%	16.8%	16.9%	0.1%	0.1%	33.9%

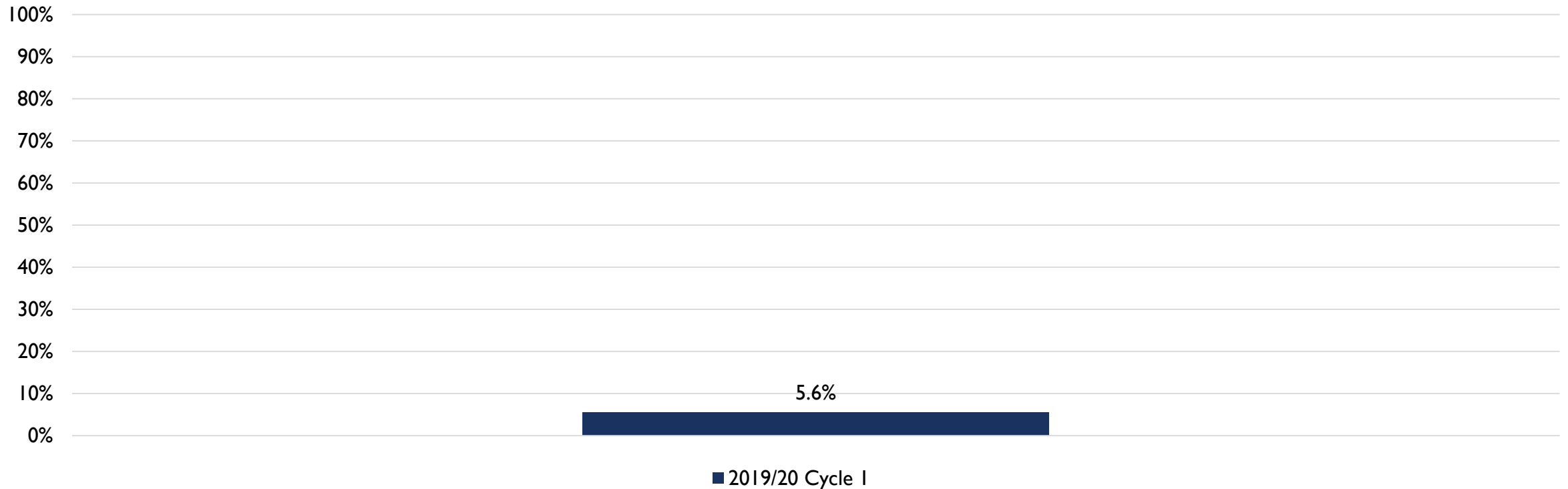
Please note that this is using standard view, however, students 1 grade level below are considered 'on grade level' at the beginning of the school year.
The blue cells in this table are the target of being on or above grade level.



ENGLISH LEARNER REDESIGNATION CYCLE I 2018/19 – 2019/20

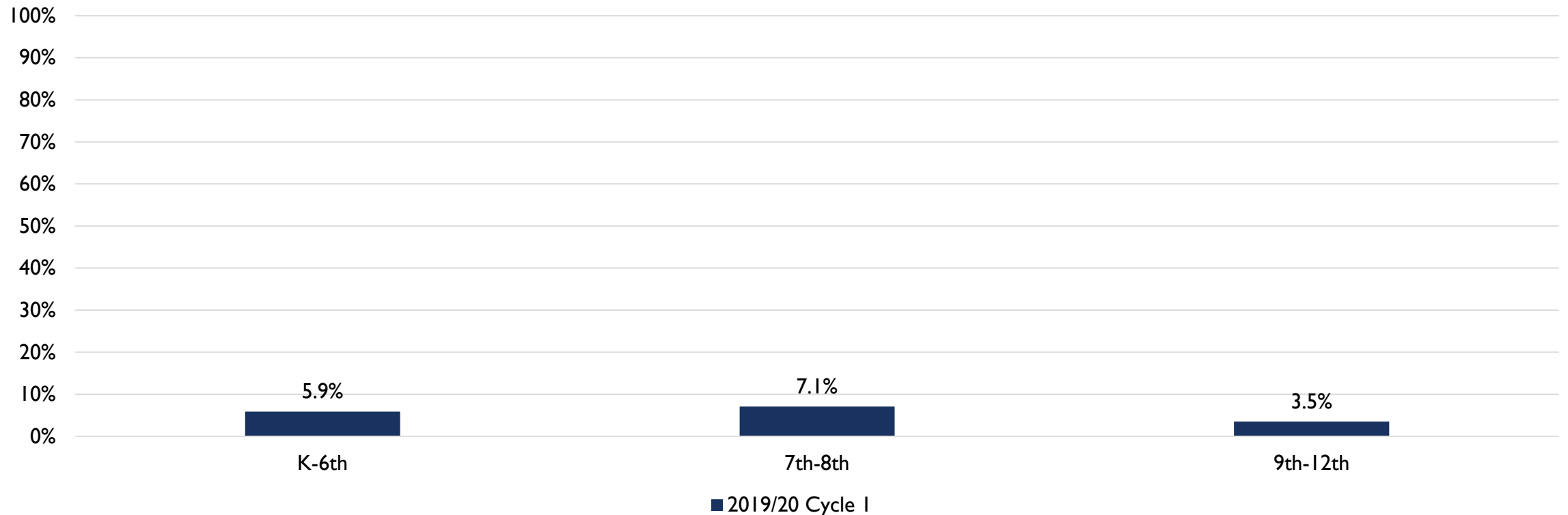


ENGLISH LEARNER REDESIGNATION: PERCENT REDESIGNATED, CYCLE I 2019/20



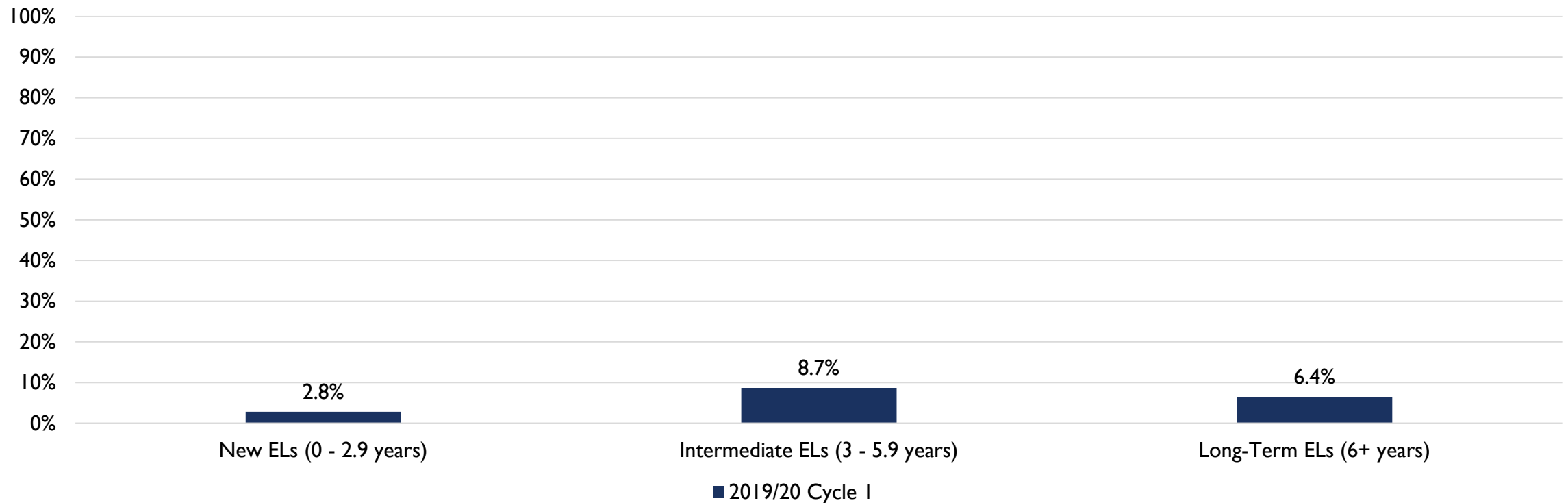
Cycle I: This represents the percentage of students who passed the Summative ELPAC and SBAC in the previous academic year. The cut-points for the Summative ELPAC were changed in 2019 to better align with SBAC results.

ENGLISH LEARNER REDESIGNATION: PERCENT REDESIGNATED BY GRADE SEGMENT: CYCLE I | 2019/20



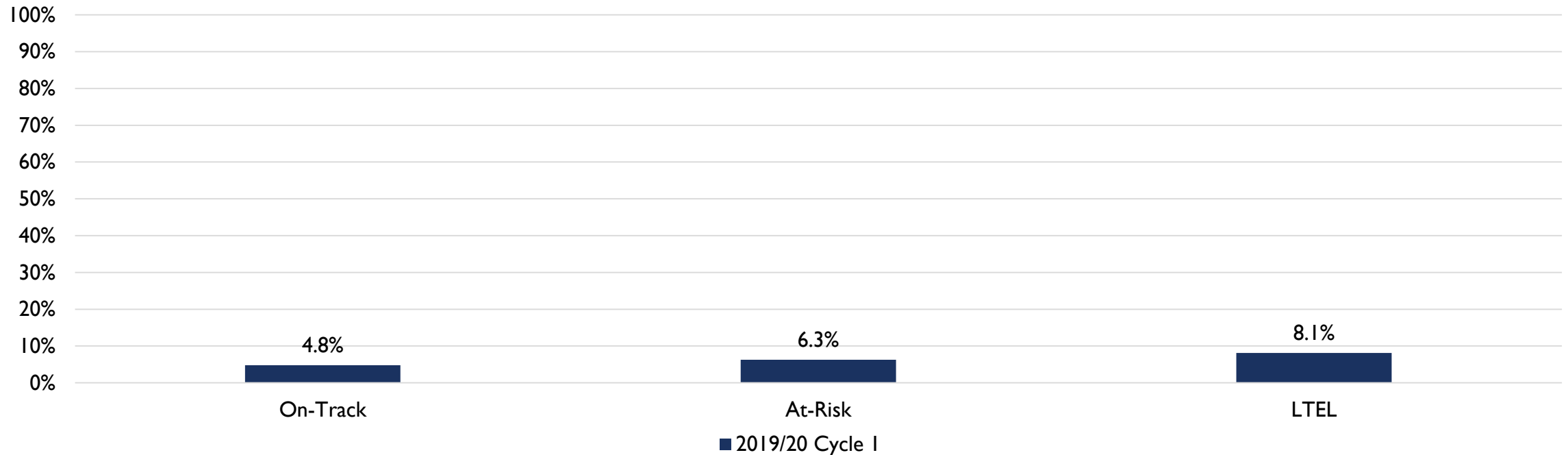
Cycle I: This represents the percentage of students who passed the Summative ELPAC and SBAC in the previous academic year. The cut-points for the Summative ELPAC were changed in 2019 to better align with SBAC results.

ENGLISH LEARNER REDESIGNATION: PERCENT REDESIGNATED BY LENGTH AS AN ENGLISH LEARNER: CYCLE I 2019/20



Cycle I: This represents the percentage of students who passed the Summative ELPAC and SBAC in the previous academic year. The cut-points for the Summative ELPAC were changed in 2019 to better align with SBAC results.

ENGLISH LEARNER REDESIGNATION: PERCENT REDESIGNATED BY ENGLISH LEARNER STATUS: CYCLE I | 2019/20



On-Track: Expected redesignation year has not passed and they have scored greater than or equal to their expected score in the most recent ELPAC assessment.

At-Risk: Student has missed their year to redesignate goal set by FUSD, but has not been an EL for more than five years.

LTEL: Student has been an EL for more than five years and has yet to redesignate.

Cycle I: This represents the percentage of students who passed the Summative ELPAC and SBAC in the previous academic year.

The cut-points for the Summative ELPAC were changed in 2019 to better align with SBAC results.

School	EL Count	RFEF Count	Redesignation Rate
Fresno Unified	12,908	743	5.8%
Bullard Region	621	41	6.6%
Figarden Elementary	40	3	7.5%
Forkner Elementary	13	2	15.4%
Gibson Elementary	9		
Kratt Elementary	34	2	5.9%
Lawless Elementary	88	5	5.7%
Malloch Elementary	27	4	14.8%
Powers Elementary	70	5	7.1%
Slater Elementary	81	5	6.2%
Starr Elementary	7		
Tenaya Middle	39	5	12.8%
Wawona K-8	102	4	3.9%
Bullard High	111	6	5.4%
Edison Region	1,551	83	5.4%
Addams Elementary	281	15	5.3%
Columbia Elementary	186	7	3.8%
King Elementary	154	6	3.9%
Kirk Elementary	142	6	4.2%
Lincoln Elementary	194	15	7.7%
Manchester Gate	1	1	100.0%
Sunset Elementary	93	6	6.5%
Computech Middle	1		
Gaston Middle	227	16	7.0%
Edison High	272	11	4.0%
Fresno Region	1,304	82	6.3%
Del Mar Elementary	102	6	5.9%
Fremont Elementary	111	6	5.4%
Hamilton K-8	94	9	9.6%
Heaton Elementary	84	4	4.8%
Homan Elementary	127	16	12.6%
Muir Elementary	49	2	4.1%
Roeding Elementary	111	2	1.8%
Williams Elementary	100	5	5.0%
Wilson Elementary	98	4	4.1%
Cooper Middle	57	18	31.6%
Fort Miller Middle	99	2	2.0%
Fresno High	272	8	2.9%

Redesignation Rate Formula= (Number of ELs Redesignated through Cycle 1 /Number of ELs at Start of Year)*100

*Cycle 1: This represents the first redesignation opportunity of the school year. Typically, a larger number of students are redesignated at Cycle 1 than at other Cycles through the year due to the larger pool of students who recently met redesignation criteria on SBAC and ELPAC.

Last year, CDE recalculated Summative ELPAC cut points to more closely align to SBAC and separated out individual grade levels (previously grades 3-5 and 6-8 were grouped together). This in turn reduced the number of students earning a 4 in the ELPAC, thus reducing the number of students eligible to redesignate during cycle 1 2019/20.

School	EL Count	RFEP Count	Redesignation Rate
Fresno Unified	12,908	743	5.8%
Hoover Region	1,090	76	7.0%
Centennial Elementary	170	17	10.0%
Eaton Elementary	29	4	13.8%
Holland Elementary	64	5	7.8%
McCardle Elementary	64	2	3.1%
Pyle Elementary	119	4	3.4%
Robinson Elementary	36	2	5.6%
Thomas Elementary	110	10	9.1%
Viking Elementary	75	7	9.3%
Vinland Elementary	60	5	8.3%
Wolters Elementary	51	4	7.8%
Ahwahnee Middle	59	4	6.8%
Tioga Middle	79	5	6.3%
Hoover High	174	7	4.0%
McLane Region	2,746	152	5.5%
Birney Elementary	168	4	2.4%
Ericson Elementary	118	14	11.9%
Ewing Elementary	228	11	4.8%
Hidalgo Elementary	296	11	3.7%
Leavenworth Elementary	273	15	5.5%
Mayfair Elementary	263	16	6.1%
Norseman Elementary	176	6	3.4%
Rowell Elementary	239	9	3.8%
Turner Elementary	126	17	13.5%
Wishon Elementary	98	8	8.2%
Scandinavian Middle	152	14	9.2%
Yosemite Middle	186	13	7.0%
McLane High	423	14	3.3%
Roosevelt Region	2,775	159	5.7%
Anthony Elementary	106	7	6.6%
Balderas Elementary	169	16	9.5%
Calwa Elementary	261	13	5.0%
Jackson Elementary	122	15	12.3%
Jefferson Elementary	144	6	4.2%
Lane Elementary	215	11	5.1%
Lowell Elementary	127	3	2.4%
Vang Pao Elementary	311	17	5.5%
Webster Elementary	75	1	1.3%
Winchell Elementary	278	20	7.2%
Yokomi Elementary	157	10	6.4%
Sequoia Middle	235	16	6.8%
Tehipite Middle	93	6	6.5%
Roosevelt High	482	18	3.7%

Redesignation Rate Formula= (Number of ELs Redesignated through Cycle 1 /Number of ELs at Start of Year)*100

*Cycle 1: This represents the first redesignation opportunity of the school year. Typically, a larger number of students are redesignated at Cycle 1 than at other Cycles through the year due to the larger pool of students who recently met redesignation criteria on SBAC and ELPAC.

Last year, CDE recalculated Summative ELPAC cut points to more closely align to SBAC and separated out individual grade levels (previously grades 3-5 and 6-8 were grouped together). This in turn reduced the number of students earning a 4 in the ELPAC, thus reducing the number of students eligible to redesignate during cycle 1 2019/20.

School	EL Count	RFEP Count	Redesignation Rate
Fresno Unified	12,908	743	5.8%
Specialty Region	307	17	5.5%
Bullard Talent K-8	22	2	9.1%
Phoenix Elementary	2		
Baird Middle	26	4	15.4%
Design Science Middle College High	2		
Duncan Polytechnical High	110	7	6.4%
Patino School of Entrepreneurship	14	2	14.3%
Cambridge Continuation	79	1	1.3%
DeWolf Continuation	17		
Phoenix Secondary	11		
Young Academy	24	1	4.2%
Sunnyside Region	2,490	133	5.3%
Ayer Elementary	156	3	1.9%
Aynesworth Elementary	259	15	5.8%
Bakman Elementary	188	9	4.8%
Burroughs Elementary	279	12	4.3%
Easterby Elementary	174	6	3.4%
Greenberg Elementary	132	13	9.8%
Olmos Elementary	301	23	7.6%
Storey Elementary	210	14	6.7%
Kings Canyon Middle	217	16	7.4%
Terronez Middle	124	8	6.5%
Sunnyside High	450	14	3.1%

Redesignation Rate Formula= (Number of ELs Redesignated through Cycle 1 /Number of ELs at Start of Year)*100

*Cycle 1: This represents the first redesignation opportunity of the school year. Typically, a larger number of students are redesignated at Cycle 1 than at other Cycles through the year due to the larger pool of students who recently met redesignation criteria on SBAC and ELPAC.

Last year, CDE recalculated Summative ELPAC cut points to more closely align to SBAC and separated out individual grade levels (previously grades 3-5 and 6-8 were grouped together). This in turn reduced the number of students earning a 4 in the ELPAC, thus reducing the number of students eligible to redesignate during cycle 1 2019/20.

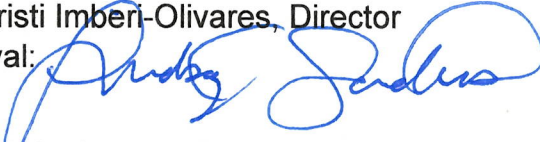
Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivares, Director
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3896



Regarding: 2018/19 Smarter Balanced Assessment Consortium: Final Results

The purpose of this communication is to provide the Board information regarding final 2018/19 Smarter Balance Assessment Consortium (SBAC) for Fresno Unified School District. Preliminary SBAC data was reported on August 8, 2019 with 97% of the tests scored. This presentation includes five years of final SBAC performance data in English Language Arts (ELA) and mathematics. The final results do not demonstrate a change in performance.

The following reports were updated with final 2018/19 SBAC data and are included:

- SBAC ELA Performance, Status, and Change by Region and School (D1)
- SBAC Math Performance, Status, and Change by Region and School (D1)
- SBAC ELA Performance, Status, and Change by Student Group by Region and School (D3A)
- SBAC Math Performance, Status, and Change by Student Group by Region and School (D3A)

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent

Robert G. Nelson Ed.D.



Date:

10/18/19



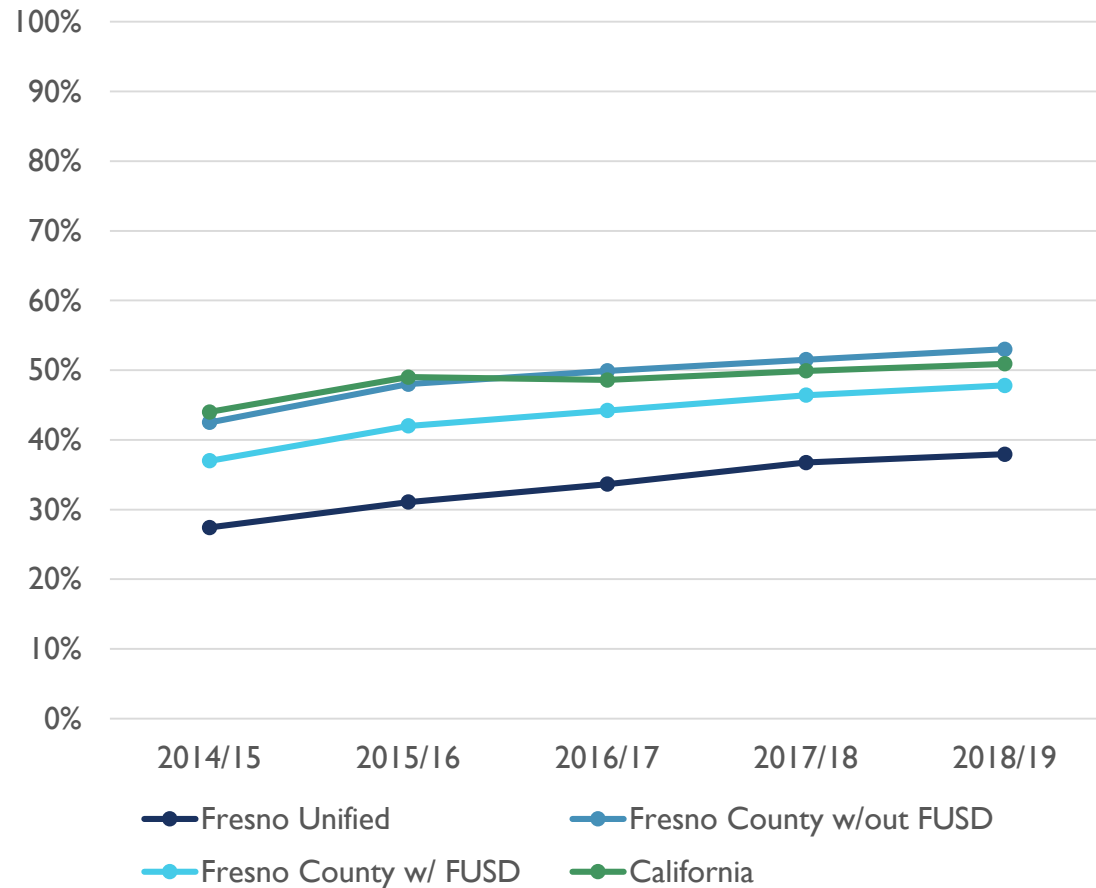
ACADEMIC PERFORMANCE: FINAL SBAC RESULTS

PREPARED BY EQUITY AND ACCESS

OCTOBER 18, 2019

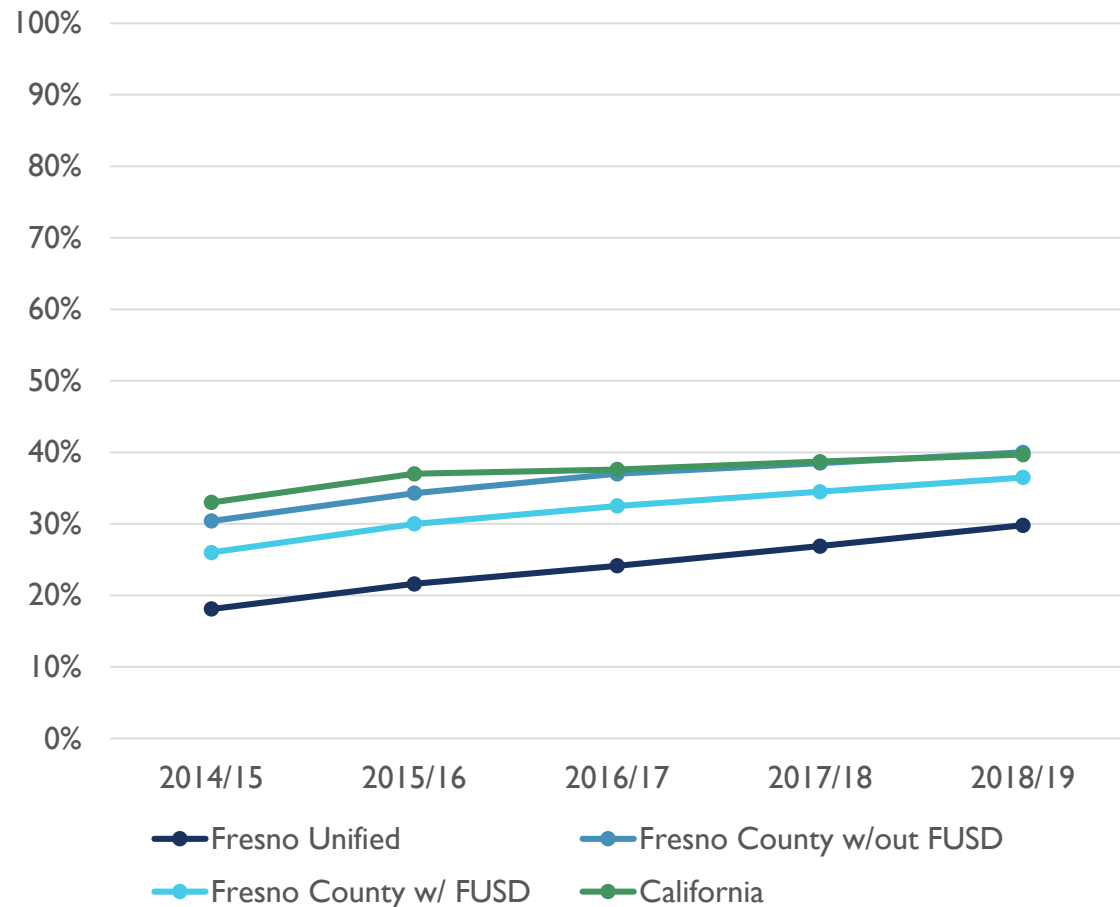


FIVE-YEAR ELA SBAC PROFICIENCY (MET/EXCEEDED): DISTRICT, COUNTY & STATE, 2014/15-2018/19



	2014/15	2015/16	2016/17	2017/18	2018/19
Fresno Unified	27.4% (9,806)	31.1% (11,304)	33.6% (12,235)	36.8% (13,369)	37.9% (13,921)
Fresno County w/out FUSD	42.5% (27,670)	48.0% (32,057)	49.9% (33,806)	51.5% (35,287)	53.0% (36,649)
Fresno County w/FUSD	37.0% (37,476)	42.0% (43,361)	44.2% (46,041)	46.4% (48,656)	47.8% (50,570)
California	44.0% (1,396,155)	49.0% 1,566,343	48.6% (1,577,104)	49.9% (1,584,897)	50.9% (1,608,972)

FIVE-YEAR MATH SBAC PROFICIENCY (MET/EXCEEDED): DISTRICT, COUNTY & STATE, 2014/15-2018/19



	2014/15	2015/16	2016/17	2017/18	2018/19
Fresno Unified	18.1% (6,488)	21.6% (7,820)	24.1% (8,751)	26.9% (9,759)	29.8% (10,912)
Fresno County w/out FUSD	30.4% (19,866)	34.3% (23,120)	37.0% (25,127)	38.5% (26,361)	40.0% (27,717)
Fresno County w/FUSD	26.0% (26,354)	30.0% (30,940)	32.5% (33,878)	34.5% (36,120)	36.5% (38,629)
California	33.0% (1,049,151)	37.0% (1,185,784)	37.6% (1,208,721)	38.7% (1,230,894)	39.7% (1,259,826)

Fresno Unified School District
Board Communication

BC Number EA-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director

Date: October 18, 2019

Phone Number: 457-3896

Regarding: Climate and Culture Quarter 1 Progress Update

The purpose of this communication is to provide the Board information regarding climate and culture metrics for Fresno Unified.

The metrics included in this report are:

- Quarter 1 2018/19 and 2019/20 chronic absenteeism rates, including disproportionality among student groups.
- Quarter 1 2018/19 and 2019/20 student misbehaviors, suspension rates, and expulsion rates, including disproportionality among student groups.

Additionally, district-level climate and culture summaries that show results for regions and schools are included.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

10/18/19



Fresno Unified School District

CLIMATE AND CULTURE PROGRESS

OCTOBER 18, 2019

PREPARED BY EQUITY AND ACCESS

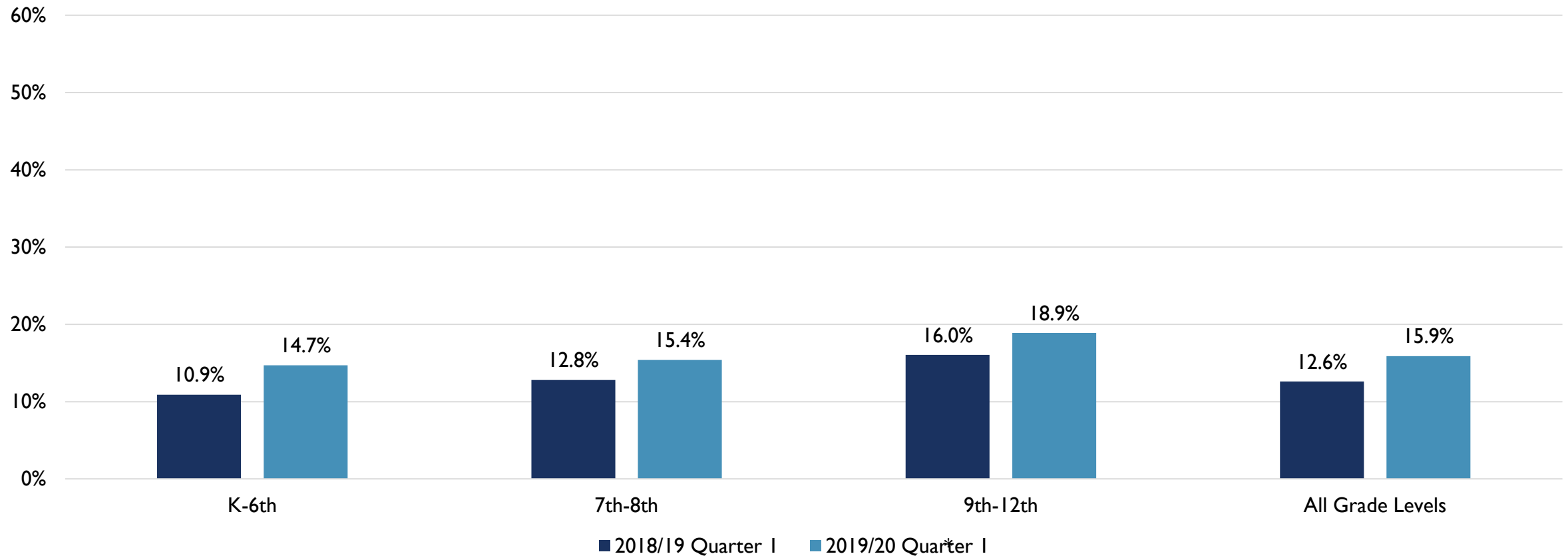




CHRONIC ABSENTEEISM

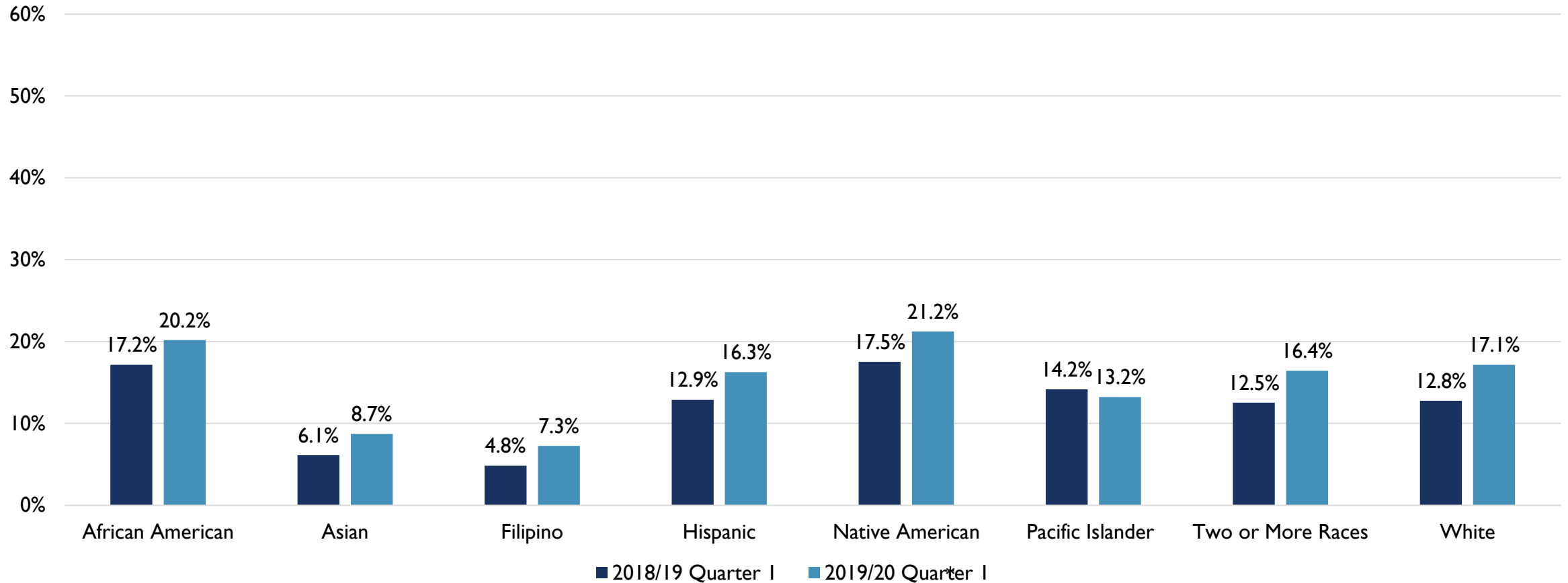
QUARTER I 2018/19 - 2019/20

PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY GRADE SEGMENT, QUARTER I 2018/19-2019/20



Please note that this does not align with how CDE calculates chronic absenteeism. This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days. Following CDE's calculation, we would exclude approximately 3,300 students from 2019/20 calculation.

PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY RACE/ETHNICITY, QUARTER I 2018/19-2019/20



Please note that this does not align with how CDE calculates chronic absenteeism. This includes students who are enrolled at any point in time and CDE does not include students who have not been enrolled for a minimum of 31 days. Following CDE's calculation, we would exclude approximately 3,300 students from 2019/20 calculation.

CDE DISPROPORTIONALITY CALCULATION

- Recently, CDE adopted a new risk ratio (disproportionality) that we have implemented since last year.
- Previously we looked at how many students in a particular population group was being represented in a specific data measure... i.e. unique students suspended. We would compare that to how they were represented in the overall district population.
- CDE's method looks how a particular population group is represented in a specific data measure (unique students suspended) as well as how they are represented in the overall population. That is then compared to all students not in that specific population group but who are represented in that specific data measure (unique students suspended) as well as how all students not in that specific population group are represented in the overall population of the district.
- Ideally, we would want each group to have a disproportionality ratio of 1.0. This means that the population group is being equally represented in that specific data measure as they are in our total population. The higher the ratio the higher they are being represented. For example, a ratio of 2.0, means that particular population group is being represented twice as much in the specific data measure as they are in our total population.

CDE DISPROPORTIONALITY CALCULATION EXAMPLE

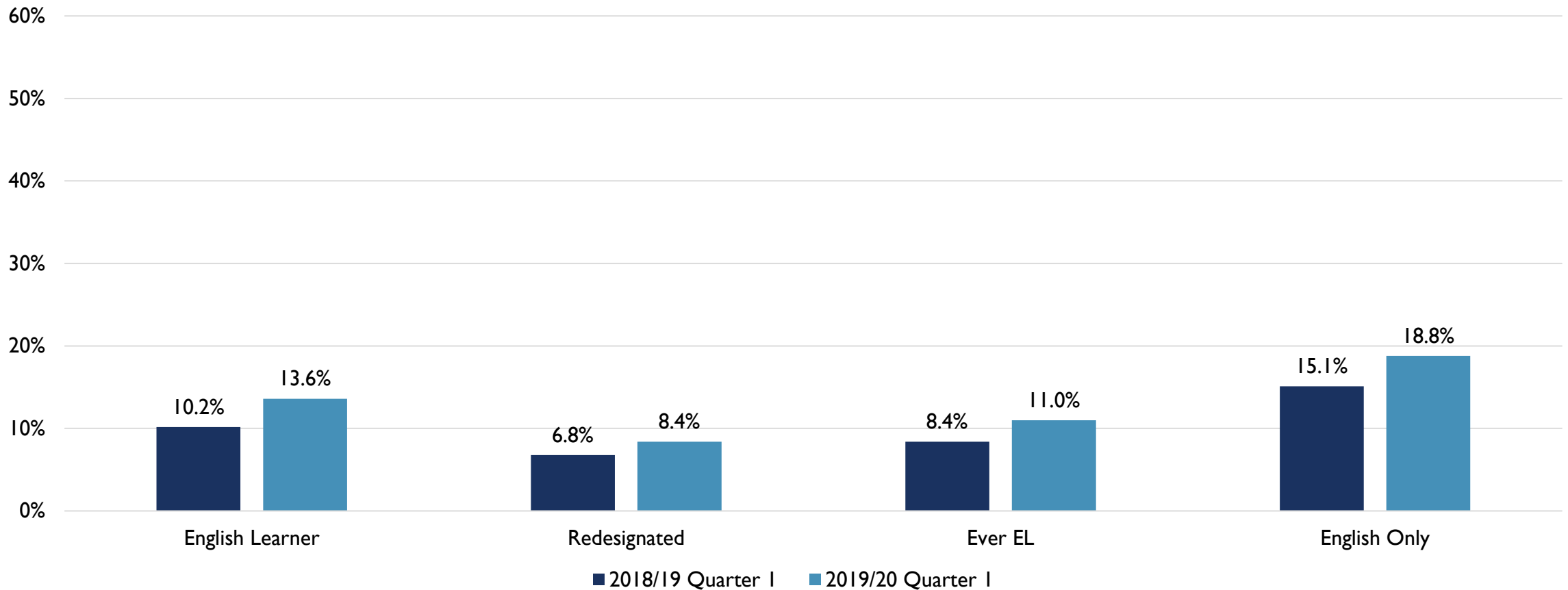
Student Group	Percent of Students Suspended		Disproportionality	
	17/18	18/19	17/18	18/19
Special Education	8.3%	8.9%	0.21	0.22

$$\frac{\text{Students [verb] in [grouping]} \times 100}{\text{Students in [grouping] of Total Population}} - \frac{\text{Students [verb] NOT in [grouping]} \times 100}{\text{Students NOT in [grouping] of Total Population}} = \text{Disproportionality}$$

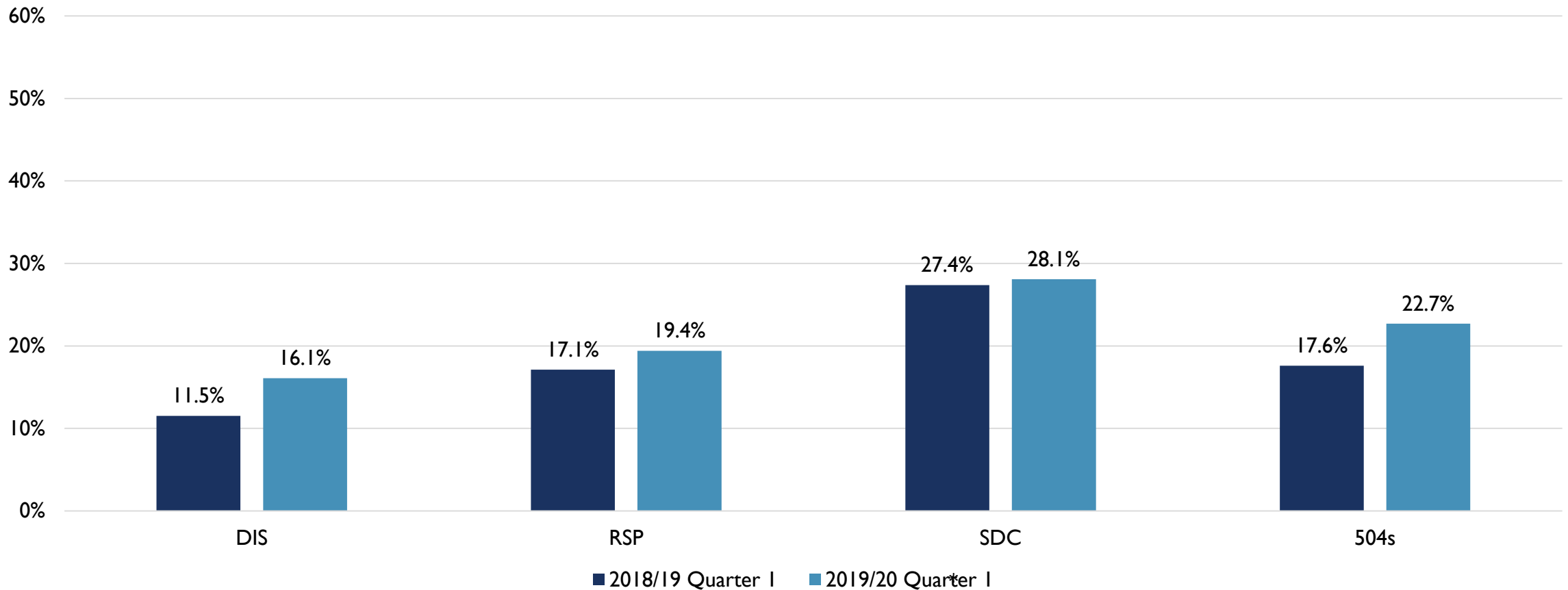
DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY ETHNICITY/RACE, QUARTER I 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
African American	1.41	1.30
American Indian or Alaskan Native	0.46	0.52
Asian	0.38	0.46
Filipino	1.09	1.08
Hispanic or Latino	1.40	1.34
Pacific Islander	1.13	0.83
Two or More Races	1.00	1.03
White	1.02	1.09

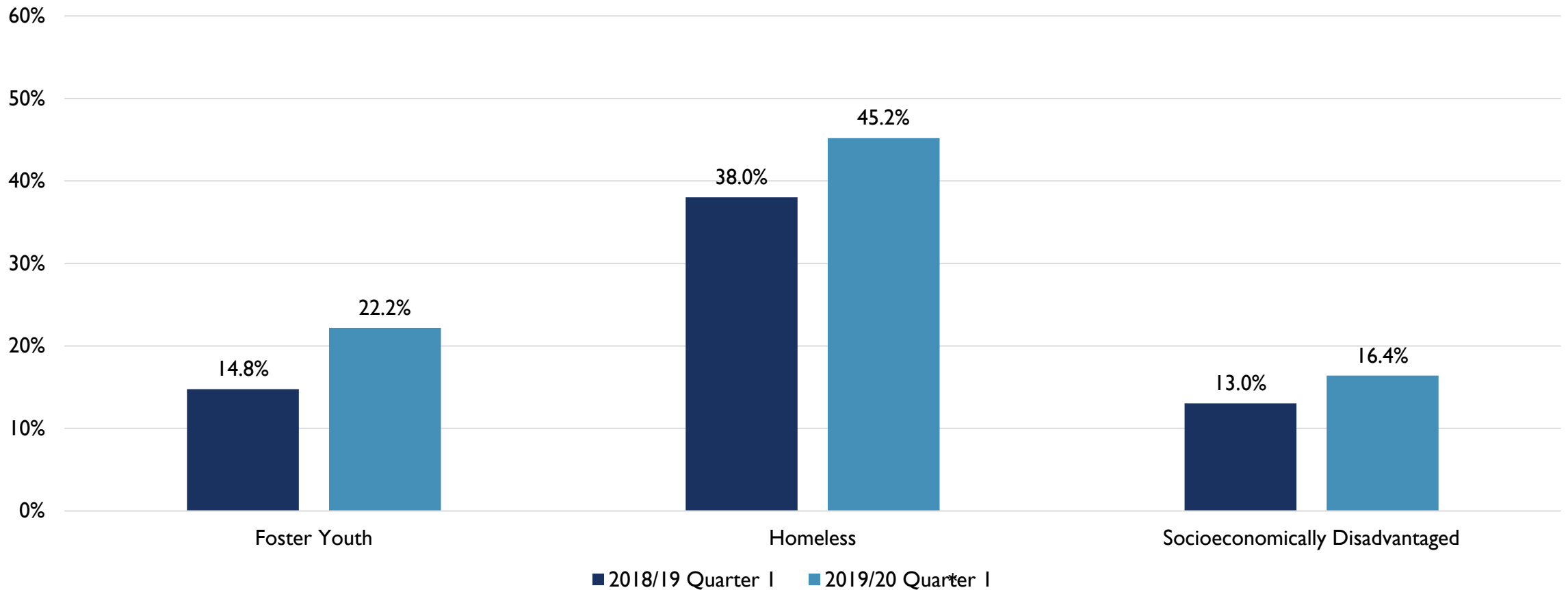
PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY ENGLISH LEARNER STATUS, QUARTER I 2018/19-2019/20



PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY DISABILITY TYPE, QUARTER I 2018/19-2019/20



PERCENTAGE OF STUDENTS WHO ARE CHRONICALLY ABSENT: BY STUDENT GROUP, QUARTER I 2018/19-2019/20



DISPROPORTIONALITY IN CHRONIC ABSENTEEISM: BY STUDENT GROUP, QUARTER I 2018/19 - 2019/20

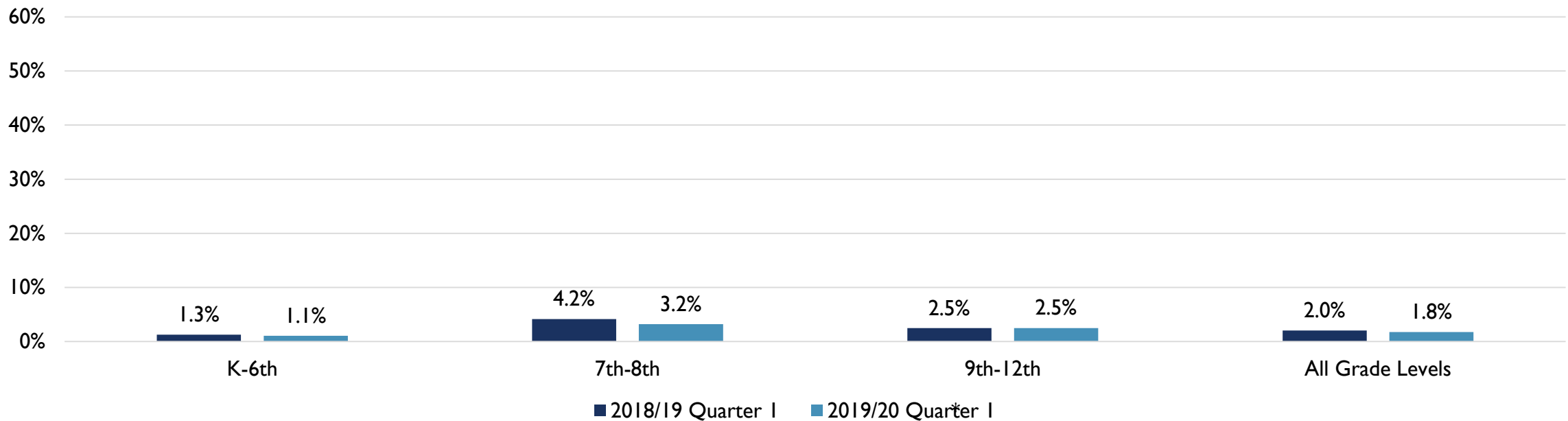
Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
English Learner	0.78	0.83
Foster Youth	1.18	1.40
Homeless	3.07	2.88
Socioeconomically Disadvantaged	1.38	1.27
Students with Disabilities	1.69	1.45



SUSPENSIONS

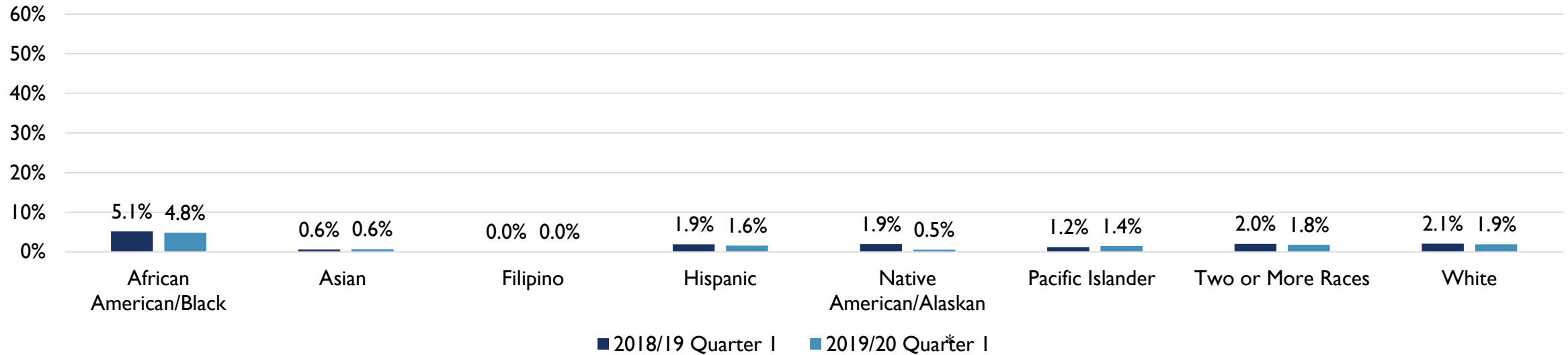
QUARTER I 2018/19-2019/20

SUSPENSION RATES BY UNIQUE STUDENTS: BY GRADE SEGMENT, QUARTER I 2018/19-2019/20



Year	K-6 th	7 th -8 th	9 th -12 th
2018/19 Quarter I	544	466	487
2019/20 Quarter I	462	361	498

SUSPENSION RATES BY UNIQUE STUDENTS: BY ETHNICITY/RACE, QUARTER I 2018/19-2019/20

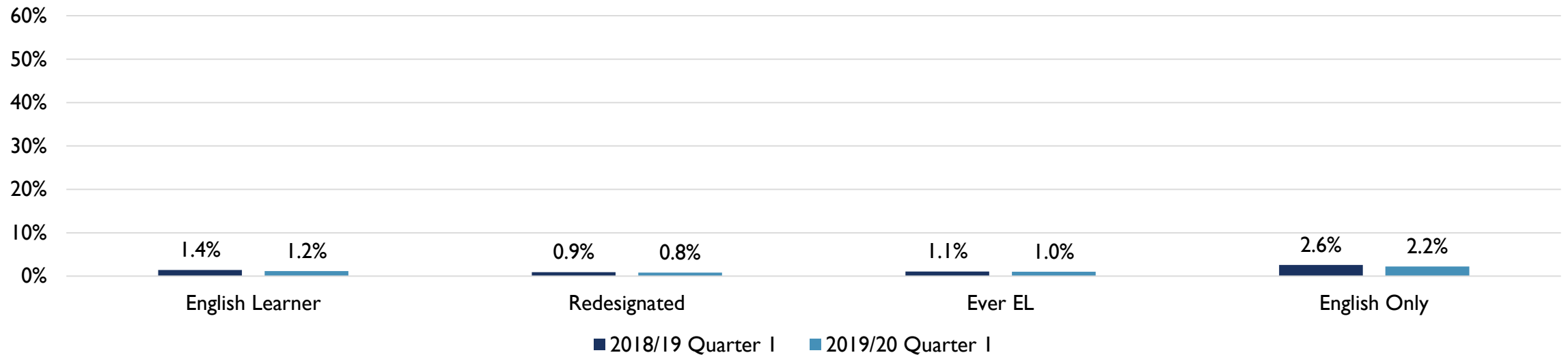


Year	African American	Asian	Filipino	Hispanic	Native American/Alaskan	Pacific Islander	Two or More Races	White
2018/19 Quarter I	323	43	0	943	8	3	44	133
2019/20 Quarter I	296	47	0	810	2	4	39	123

DISPROPORTIONALITY IN SUSPENSION RATES: BY ETHNICITY/RACE, QUARTER I 2018/19-2019/20

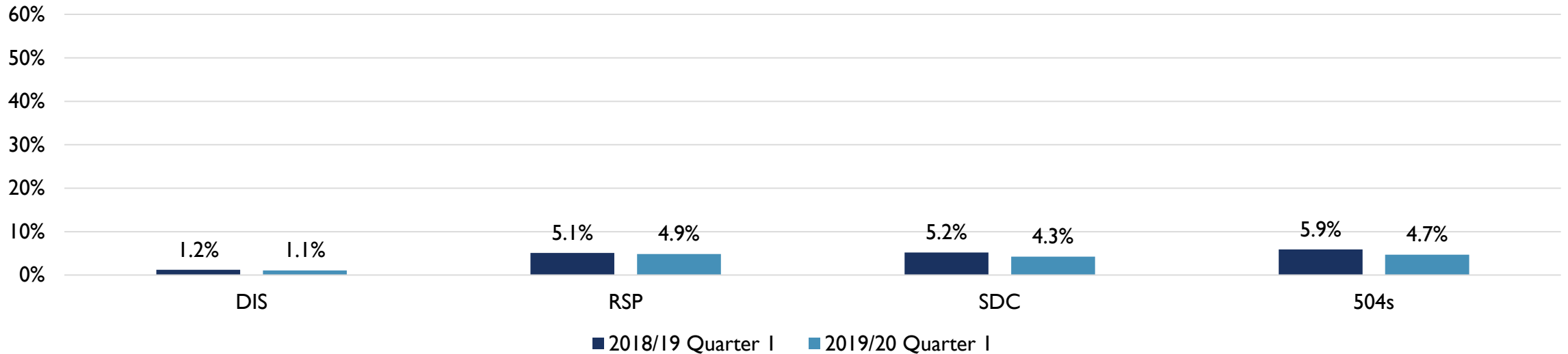
Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
African American/ Black	2.95	3.17
Asian	0.27	0.33
Filipino	0.00	0.00
Hispanic	0.78	0.72
Native American/ Alaskan	0.95	0.28
Pacific Islander	0.58	0.81
Two or More Races	0.99	0.99
White	1.02	1.07

SUSPENSION RATES BY UNIQUE STUDENTS: BY ENGLISH LEARNER STATUS, QUARTER I 2018/19-2019/20



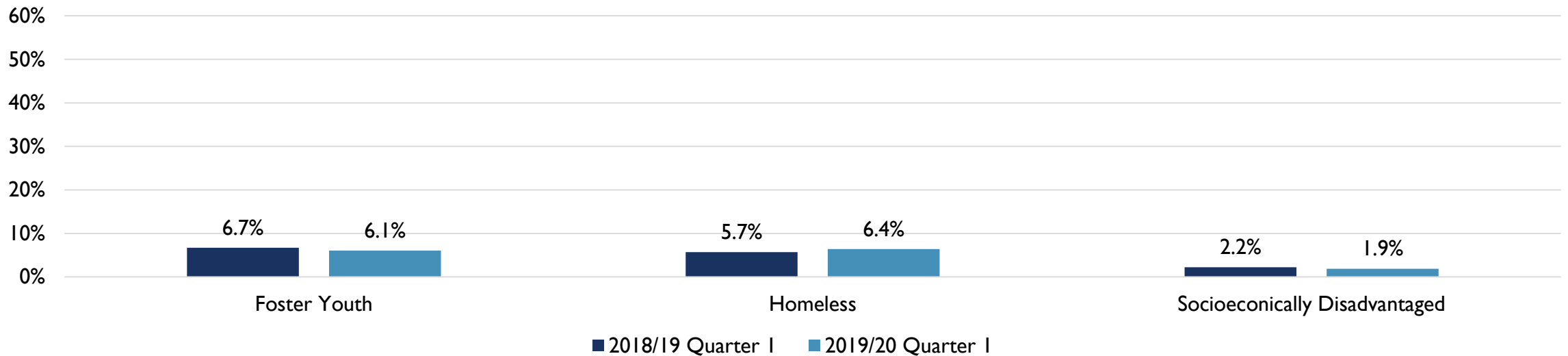
Year	English Learner	Redesignated	Ever EL	English Only
2018/19 Quarter I	196	122	318	1179
2019/20 Quarter I	158	114	272	1049

SUSPENSION RATES BY UNIQUE STUDENTS: BY DISABILITY TYPE, QUARTER I 2018/19-2019/20



Year	DIS	RSP	SDC	504s
2018/19 Quarter I	19	173	154	53
2019/20 Quarter I	21	169	132	47

SUSPENSION RATES BY UNIQUE STUDENTS: BY STUDENT GROUP, QUARTER I 2018/19-2019/20



Year	Foster Youth	Homeless	Socioeconomically Disadvantaged
2018/19 Quarter I	58	31	1393
2019/20 Quarter I	53	33	1199

DISPROPORTIONALITY IN SUSPENSION RATES: BY STUDENT GROUP, QUARTER I 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
English Learner	0.65	0.61
Foster Youth	3.36	3.53
Homeless	2.84	3.64
Socioeconomically Disadvantaged	2.02	1.75
Students with Disabilities	2.47	2.52

PERCENT OF SUSPENSION INCIDENTS BY SUSPENSION CODE: QUARTER I 2018/19-2019/20 (TOP 10)

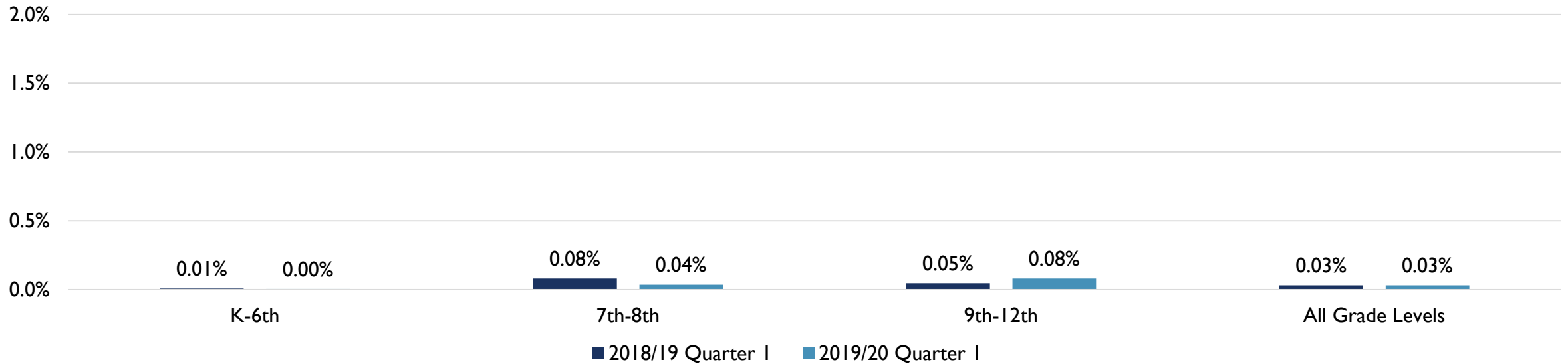
Description of Suspension Code	2018/19 Quarter I	2019/20 Quarter I
A(1) – Caused, attempted to cause, or threatened to cause physical injury to another person	41.7%	41.6%
A(2) – Used force or violence	13.8%	14.9%
K – Disrupted school activities or defied the valid authority of school personnel	16.2%	11.6%
I – Obscene acts, habitual profanity, and vulgarity	11.1%	11.2%
C – Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance	6.1%	7.3%
F – Damage to school or private property	2.7%	3.1%
B – Possession, sale, furnishing a firearm, knife, explosives or dangerous object	1.0%	2.0%
J – Possessed, offered, arranged, or negotiated sale of drug paraphernalia	0.8%	1.7%
4 – Harassed, threatened or intimidated school district personnel or pupils	1.6%	1.7%
2 – Sexual Harassment	1.1%	1.0%



EXPULSIONS

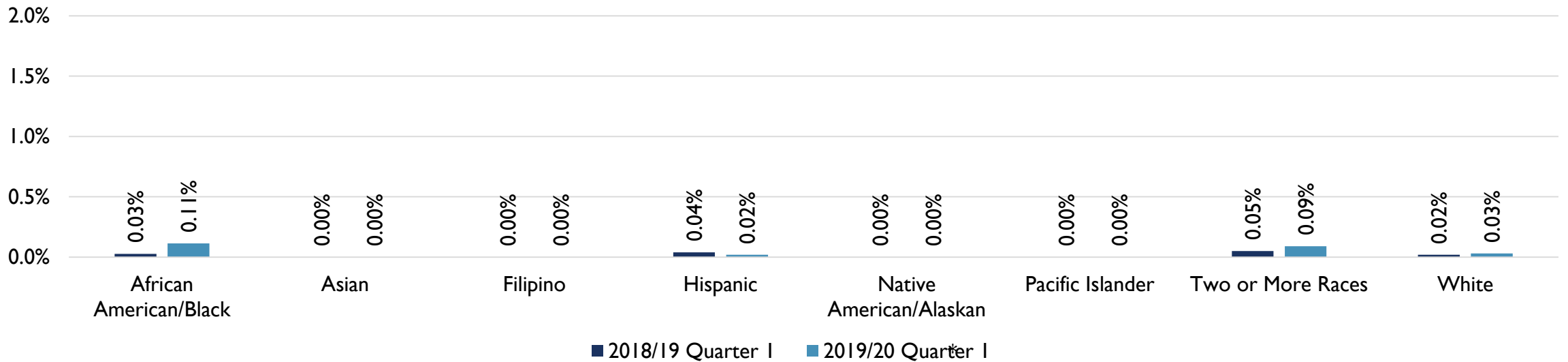
QUARTER I 2018/19-2019/20

PERCENTAGE OF STUDENTS EXPELLED: BY GRADE SEGMENT, QUARTER I 2018/19-2019/20



Year	K-6th	7 th -8 th	9 th -12 th	District
2018/19 Quarter I	3	9	10	22
2019/20 Quarter I	2	4	15	21

PERCENTAGE OF STUDENTS EXPELLED: BY ETHNICITY/RACE, QUARTER I 2018/19-2019/20

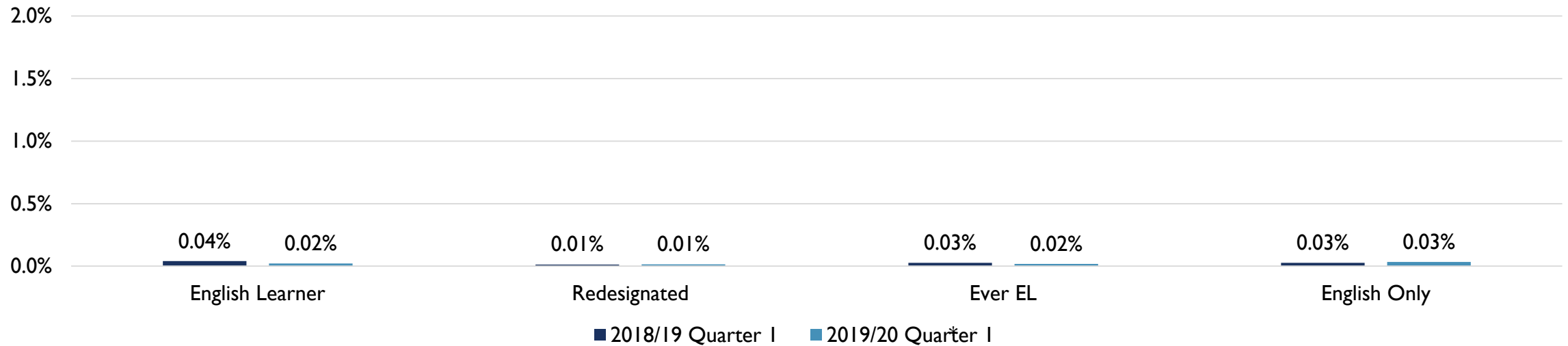


Expulsion	African American	Asian	Filipino	Hispanic	Native American/Alaskan	Pacific Islander	Two or More Races	White
2018/19 Quarter I	2	0	0	18	0	0	1	1
2019/20 Quarter I	7	0	0	10	0	0	2	2

DISPROPORTIONALITY IN EXPULSION RATES: BY ETHNICITY/RACE, QUARTER I 2018/19-2019/20

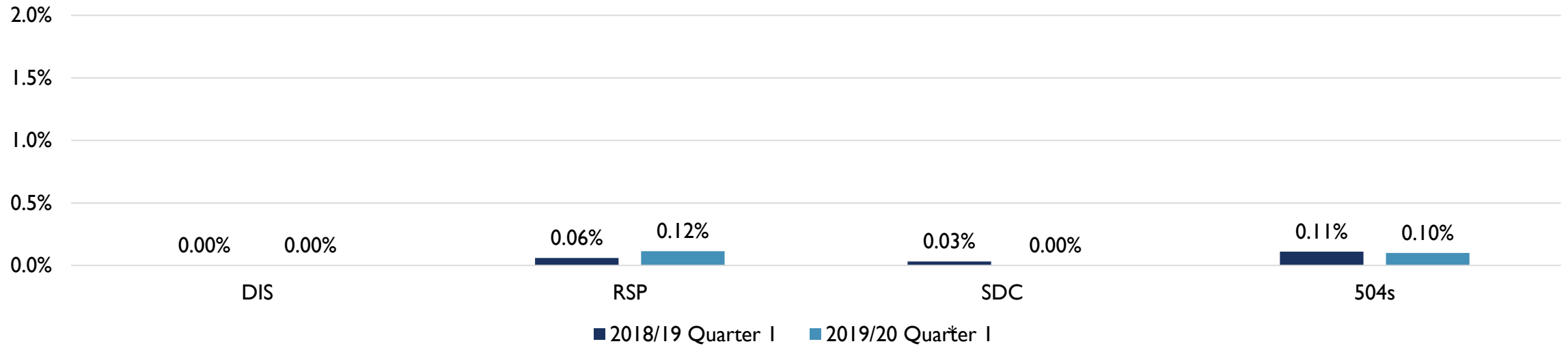
Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
African American/ Black	1.07	5.48
Asian	0.00	0.00
Filipino	0.00	0.00
Hispanic	2.05	0.41
Native American/ Alaskan	0.00	0.00
Pacific Islander	0.00	0.00
Two or More Races	1.55	3.42
White	0.50	1.10

PERCENTAGE OF STUDENTS EXPELLED: BY ENGLISH LEARNER STATUS, QUARTER I 2018/19-2019/20



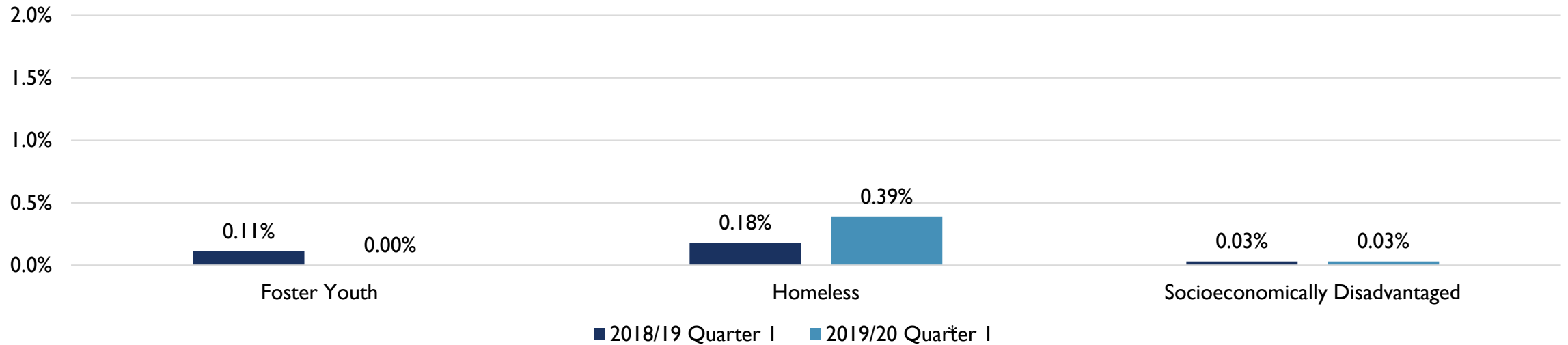
Year	English Learner	Redesignated	Ever ELs	English Only
2018/19 Quarter I	6	2	8	14
2019/20 Quarter I	3	2	5	16

PERCENTAGE OF STUDENTS EXPELLED: BY DISABILITY TYPE, QUARTER I 2018/19-2019/20



Year	DIS	RSP	SDC	504s
2018/19 Quarter I	0	2	1	1
2019/20 Quarter I	0	4	0	1

PERCENTAGE OF STUDENTS EXPELLED: BY STUDENT GROUP, QUARTER I 2018/19-2019/20



Year	Foster Youth	Homeless	Socioeconomically Disadvantaged
2018/19 Quarter I	1	1	21
2019/20 Quarter I	0	2	19

DISPROPORTIONALITY IN EXPULSION RATES: BY STUDENT GROUP, QUARTER I 2018/19-2019/20

Ethnicity/Race	Disproportionality 2018/19 Quarter I	Disproportionality 2019/20 Quarter I
English Learner	1.61	0.75
Foster Youth	3.97	0.00
Homeless	6.40	14.97
Socioeconomically Disadvantaged	3.16	1.69
Students with Disabilities	1.30	1.84



MISBEHAVIORS

QUARTER I 2018/19-2019/20

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY GRADE SEGMENT, QUARTER I | 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1
K-6 th	3.1%	3.1%	4.7%	4.3%	2.9%	3.1%
7 th -8 th	17.1%	13.4%	10.9%	11.4%	8.0%	8.8%
9 th -12 th	12.3%	10.0%	7.4%	7.3%	5.9%	5.5%
District	7.7%	6.5%	6.4%	6.2%	4.5%	4.6%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY RACE/ETHNICITY, QUARTER I 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1
African American/Black	15.4%	13.4%	14.6%	14.0%	11.3%	11.2%
Asian	2.6%	1.8%	2.0%	1.8%	1.4%	1.5%
Filipino	6.8%	1.0%	2.1%	2.1%	2.1%	1.6%
Hispanic	7.4%	6.4%	5.9%	5.9%	4.1%	4.3%
Native American/Alaskan	7.2%	7.6%	7.5%	7.8%	4.1%	4.8%
Pacific Islander	6.6%	5.8%	3.5%	6.2%	3.9%	2.9%
Two or More Races	6.7%	6.5%	6.5%	6.3%	4.6%	4.9%
White	8.9%	6.8%	7.1%	6.3%	4.6%	4.7%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY ENGLISH LEARNER STATUS, QUARTER 1 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1
English Learner	5.3%	5.4%	4.7%	4.9%	3.3%	3.8%
Redesignated	5.6%	4.8%	3.2%	3.6%	2.1%	2.4%
Ever EL	5.4%	5.1%	4.0%	4.2%	2.7%	3.1%
English Only	9.1%	7.3%	7.9%	7.3%	5.6%	5.5%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY SPECIAL EDUCATION PROGRAM, QUARTER I 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1
DIS	4.9%	4.5%	6.1%	5.3%	3.6%	2.8%
RSP	14.7%	12.2%	12.7%	12.6%	9.9%	10.5%
SDC	9.1%	9.0%	10.4%	10.3%	9.0%	8.6%
504s	16.9%	14.2%	14.6%	14.3%	11.6%	10.8%

PERCENT OF DISTINCT STUDENTS WITH A MISBEHAVIOR BY LEVEL: BY STUDENT GROUP, QUARTER I 2018/19-2019/20

	Misbehavior Level 1		Misbehavior Level 2		Misbehavior Level 3	
	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1	2018/19 Q1	2019/20 Q1
Foster Youth	14.3%	12.7%	14.8%	14.5%	12.6%	12.8%
Homeless	13.2%	12.5%	12.7%	14.3%	9.9%	10.4%
Socioeconomically Disadvantaged	7.8%	6.7%	6.7%	6.5%	4.7%	5.0%

Climate and Culture Progress BC - Regional & Site Breakdown
Quarter 1, 2018/19-2019/20

School Site	Chronic Absenteeism Rate		Suspension Rate		Expulsion Rate		Misbehavior Level 3 Rate	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
District Wide	12.6%		1.9%	1.8%	0.03%	0.03%	4.5%	4.6%
Bullard Region	11.7%		1.8%	1.5%	0.00%	0.03%	4.8%	4.2%
Bullard High	12.9%		2.1%	2.0%	0.00%	0.04%	7.9%	5.5%
Figarden Elementary	12.3%		1.4%	0.9%	0.00%	0.00%	2.0%	1.9%
Forkner Elementary	7.8%		0.7%	1.0%	0.00%	0.00%	3.0%	4.8%
Gibson Elementary	8.3%		0.8%	0.4%	0.00%	0.00%	0.8%	2.1%
Kratt Elementary	13.1%		0.8%	0.5%	0.00%	0.00%	1.4%	0.8%
Lawless Elementary	8.0%		0.0%	0.2%	0.00%	0.00%	0.2%	1.3%
Malloch Elementary	6.4%		0.6%	0.0%	0.00%	0.00%	1.9%	2.1%
Powers-Ginsburg Elementary	8.8%		1.8%	0.9%	0.00%	0.00%	2.6%	2.6%
Slater Elementary	16.8%		1.1%	1.3%	0.00%	0.15%	3.0%	2.5%
Starr Elementary	10.8%		0.0%	0.0%	0.00%	0.00%	1.0%	0.3%
Tenaya Middle	12.7%		4.8%	3.0%	0.00%	0.00%	8.0%	6.0%
Wawona Middle	14.4%		4.0%	4.3%	0.00%	0.16%	10.9%	12.1%
Edison Region	10.6%		1.5%	1.7%	0.00%	0.06%	3.5%	4.6%
Addams Elementary	16.6%		2.1%	2.4%	0.00%	0.00%	3.6%	6.4%
Columbia Elementary	14.5%		0.3%	2.9%	0.00%	0.00%	2.5%	6.2%
Computech Middle	4.3%		0.4%	0.5%	0.00%	0.00%	0.4%	1.0%
Edison High	10.8%		1.6%	1.5%	0.00%	0.15%	3.0%	3.3%
Gaston Middle	13.6%		3.7%	4.7%	0.00%	0.11%	8.8%	13.0%
King Elementary	15.6%		2.9%	2.9%	0.00%	0.00%	9.3%	11.2%
Kirk Elementary	8.5%		1.4%	0.3%	0.00%	0.00%	4.2%	1.5%
Lincoln Elementary	10.3%		0.8%	0.7%	0.00%	0.00%	1.5%	0.8%
Manchester Gate Elementary	2.3%		0.1%	0.3%	0.00%	0.00%	0.3%	0.6%
Sunset Elementary	5.1%		0.0%	0.0%	0.00%	0.00%	0.0%	0.0%
Fresno Region	15.2%		2.8%	2.4%	0.06%	0.07%	5.6%	5.4%
Cooper Middle	7.6%		1.2%	1.4%	0.00%	0.00%	3.6%	6.3%
Del Mar Elementary	13.0%		1.1%	1.7%	0.00%	0.00%	4.0%	4.4%
Fort Miller Middle	23.9%		8.0%	3.0%	0.13%	0.00%	19.1%	13.1%
Fremont Elementary	12.4%		0.5%	0.2%	0.00%	0.00%	3.6%	4.1%
Fresno High	18.0%		4.1%	4.4%	0.20%	0.30%	5.5%	5.4%
Hamilton K-8	9.1%		2.3%	2.8%	0.00%	0.00%	4.3%	3.8%
Heaton Elementary	15.2%		3.3%	1.7%	0.00%	0.00%	6.2%	2.5%
Homan Elementary	15.2%		0.7%	0.9%	0.00%	0.00%	3.2%	3.4%
Muir Elementary	13.5%		1.4%	1.8%	0.00%	0.00%	6.3%	6.1%
Roeding Elementary	14.2%		1.0%	1.1%	0.00%	0.00%	2.1%	2.7%
Williams Elementary	19.9%		3.3%	2.1%	0.00%	0.00%	6.5%	9.1%
Wilson Elementary	14.1%		1.9%	2.1%	0.00%	0.00%	3.4%	4.2%
Hoover Region	13.5%		1.6%	2.3%	0.01%	0.03%	4.4%	5.5%
Ahwahnee Middle	15.0%		2.7%	4.1%	0.00%	0.12%	8.3%	10.4%
Centennial Elementary	11.4%		1.8%	2.2%	0.00%	0.00%	2.0%	3.1%
Eaton Elementary	9.3%		0.4%	1.0%	0.00%	0.00%	3.6%	4.9%
Holland Elementary	12.6%		2.0%	2.9%	0.00%	0.00%	6.1%	7.9%
Hoover High	16.3%		2.5%	4.2%	0.05%	0.05%	7.1%	6.8%
McCardle Elementary	10.8%		0.4%	1.4%	0.00%	0.00%	1.4%	3.2%
Pyle Elementary	15.4%		0.6%	1.9%	0.00%	0.00%	2.0%	4.7%
Robinson Elementary	9.8%		0.4%	1.6%	0.00%	0.00%	0.8%	4.1%
Thomas Elementary	11.4%		1.2%	1.2%	0.00%	0.00%	3.7%	3.6%
Tioga Middle	15.6%		1.1%	1.1%	0.00%	0.15%	6.5%	9.8%
Viking Elementary	14.3%		1.0%	0.8%	0.00%	0.00%	1.4%	1.4%
Vinland Elementary	11.9%		2.3%	1.9%	0.00%	0.00%	5.5%	6.1%
Wolters Elementary	12.8%		2.4%	2.2%	0.00%	0.00%	3.6%	3.1%
McLane Region	13.1%		2.1%	1.4%	0.07%	0.02%	4.7%	4.2%
Birney Elementary	13.9%		1.5%	0.4%	0.00%	0.00%	2.7%	1.7%
Ericson Elementary	11.8%		1.1%	0.9%	0.00%	0.00%	2.4%	1.8%
Ewing Elementary	8.0%		0.7%	0.4%	0.00%	0.00%	1.6%	2.8%

School Site	Chronic Absenteeism Rate		Suspension Rate		Expulsion Rate		Misbehavior Level 3 Rate	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
Hidalgo Elementary	15.1%		1.5%	2.0%	0.00%	0.00%	4.9%	4.0%
Leavenworth Elementary	6.8%		0.1%	0.1%	0.00%	0.00%	0.9%	1.0%
Mayfair Elementary	10.2%		1.4%	0.8%	0.00%	0.00%	4.6%	2.4%
McLane High	18.2%		2.6%	2.4%	0.09%	0.10%	7.5%	6.6%
Norseman Elementary	10.4%		1.0%	0.6%	0.00%	0.00%	4.3%	5.7%
Rowell Elementary	13.5%		1.4%	0.4%	0.00%	0.00%	2.6%	1.8%
Scandinavian Middle	17.6%		7.5%	5.8%	0.35%	0.00%	11.6%	12.2%
Turner Elementary	9.6%		0.8%	1.8%	0.00%	0.00%	3.2%	5.1%
Wishon Elementary	12.2%		0.0%	0.0%	0.00%	0.00%	1.0%	0.9%
Yosemite Middle	16.3%		6.5%	0.7%	0.37%	0.00%	9.9%	3.9%
Roosevelt Region	13.0%		1.6%	1.6%	0.01%	0.00%	4.1%	4.6%
Anthony Elementary	19.6%		1.9%	1.8%	0.00%	0.00%	4.9%	4.8%
Balderas Elementary	10.5%		2.1%	0.7%	0.00%	0.00%	4.2%	1.3%
Calwa Elementary	8.2%		1.5%	0.7%	0.00%	0.00%	2.6%	2.0%
Jackson Elementary	8.5%		0.8%	0.9%	0.00%	0.00%	3.3%	3.2%
Jefferson Elementary	13.6%		0.5%	1.7%	0.00%	0.00%	1.3%	2.7%
Lane Elementary	10.5%		0.7%	1.1%	0.00%	0.00%	2.9%	3.8%
Lowell Elementary	11.7%		0.9%	1.1%	0.00%	0.00%	3.3%	4.7%
Roosevelt High	19.6%		1.8%	2.0%	0.04%	0.00%	5.8%	4.4%
Sequoia Middle	10.5%		0.8%	1.1%	0.00%	0.00%	4.3%	8.3%
Tehipite Middle	18.3%		7.3%	10.1%	0.00%	0.00%	10.4%	19.6%
Vang Pao Elementary	9.4%		1.5%	0.5%	0.00%	0.00%	1.7%	2.2%
Webster Elementary	11.8%		1.5%	1.3%	0.00%	0.00%	4.7%	2.5%
Winchell Elementary	9.3%		0.9%	1.7%	0.00%	0.00%	4.3%	6.2%
Yokomi Elementary	8.8%		0.4%	0.2%	0.00%	0.00%	0.9%	1.2%
Sunnyside Region	11.0%		1.8%	1.5%	0.04%	0.01%	4.4%	4.3%
Ayer Elementary	11.7%		0.7%	0.5%	0.00%	0.00%	2.3%	0.9%
Aynsworth Elementary	7.5%		0.6%	0.8%	0.00%	0.15%	6.3%	2.6%
Bakman Elementary	10.7%		0.7%	0.1%	0.00%	0.00%	1.0%	0.6%
Burroughs Elementary	9.4%		2.7%	0.5%	0.35%	0.00%	3.4%	3.2%
Easterby Elementary	9.3%		1.6%	1.0%	0.00%	0.00%	4.2%	3.9%
Greenberg Elementary	16.3%		1.0%	0.2%	0.00%	0.00%	1.6%	0.7%
Kings Canyon Middle	10.4%		3.2%	1.6%	0.20%	0.00%	7.3%	6.3%
Olmos Elementary	9.3%		1.2%	1.2%	0.00%	0.00%	1.9%	2.9%
Storey Elementary	7.0%		1.1%	0.7%	0.00%	0.00%	3.1%	1.4%
Sunnyside High	13.7%		2.2%	2.5%	0.00%	0.00%	5.8%	7.4%
Terronez Middle	9.0%		3.6%	4.5%	0.00%	0.00%	6.9%	8.0%
Specialty Region	19.7%		1.6%	1.5%	0.02%	0.00%	4.0%	4.0%
Addicott School	82.7%		0.0%	0.0%	0.00%	0.00%	0.0%	0.0%
Baird Middle	3.2%		0.6%	0.2%	0.00%	0.00%	0.5%	0.6%
Bullard Talent K-8	3.9%		0.4%	0.8%	0.00%	0.00%	0.9%	1.8%
Cambridge High	56.1%		2.3%	2.5%	0.00%	0.00%	8.8%	10.9%
Design Science High	2.6%		0.0%	0.0%	0.00%	0.00%	0.0%	0.4%
Dewolf High	45.4%		2.9%	3.2%	0.00%	0.00%	21.0%	15.0%
Duncan Polytech High	6.1%		0.9%	0.5%	0.00%	0.00%	2.4%	2.6%
Fulton School	84.2%		0.0%	0.0%	0.00%	0.00%	0.0%	0.0%
JE Young Academic High	53.9%		0.7%	0.3%	0.00%	0.00%	1.9%	0.3%
Patino Entrepreneurship High	10.6%		1.6%	2.5%	0.00%	0.00%	4.5%	4.2%
Phoenix Elementary	18.4%		0.9%	6.7%	0.00%	0.00%	2.6%	8.9%
Phoenix Secondary	67.9%		15.9%	25.3%	0.57%	0.00%	34.2%	26.4%
Rata School	45.5%		0.0%	0.0%	0.00%	0.00%	0.0%	0.0%

Fresno Unified School District
Board Communication

BC Number EA-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Deanna Mathies, Executive Officer
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3687

Regarding: Early Learning Developmental Screeners

The purpose of this communication is to provide the Board information regarding Developmental Screeners for all children in the Early learning programs.

Each school year, FUSD Early Learning reaches more than 3,100 children from infants to Preschool alone. Preschool is often the first formal setting many of the children in our community will experience before entering Transitional Kindergarten or Kindergarten. Our Early Learning Mission states we are *committed to ensuring all children have an equitable start for college, career, and life readiness*. We are faced with a tremendous opportunity to support our youngest learners by providing developmental screeners to each child enrolled in an Early Learning Program. Screening children early highlights their developmental progress and, in some cases, the areas of potential developmental concern. Both provide windows of opportunity to support the children who are developmentally on track, while also responding to the children of concern.

In 2018/19 there were a total of 1,107 children with a completed developmental screener. Only the classrooms participating in the Quality Rating Improvement System implemented the Ages & Stages Questionnaire (ASQ-3) and an Ages & Stage Questionnaire: Social Emotional (ASQ:SE-2) developmental screener.

Beginning with the 2019/20 school year, all classrooms, regardless of participation in the Quality Rating Improvement System, will provide to parents an Ages & Stages Questionnaire (ASQ-3) and an Ages & Stages Questionnaire: Social Emotional (ASQ:SE-2) developmental screener, reaching 3,085 enrolled children. The information gathered from the developmental screeners will be compiled in the ASQ Online system. The ASQ online system will be linked to a referral system platform to ensure the tracking and care coordination for children and families.

In Spring 2020 developmental screeners data results will be available. If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Deanna Mathies at (559) 457-3687.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/18/19

Fresno Unified School District
Board Communication

BC Number EA-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Andrew Scherrer, Executive Director
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3842

Regarding: Dimensions of Equity Steering Committee Update

The purpose of this communication is to provide the Board an update regarding Equity and Access's Dimensions of Equity (DofE) Steering Committee and report out status and actions in an effort toward continued interdepartmental building of coherence and ensuring equity is the intentional result of all district-wide decisions.

The DofE recommended Equity Board Policy (0415) to the Board for approval and is proud and appreciative that the board policy is in place as of October 16, 2019 so that the Administrative Regulation(s) (AR) can be developed.

One initial element of the AR is the foundational NAVEX Diversity and Inclusion training to our 700+ site and district leaders throughout the system by the end of the first semester of the 2019/20 school year. As of October 17, 2019, 43% of site and district leaders have completed the training module, with completion planned by December.

The DofE Advisory Team completed Cultural Proficiency Trainer-of-Trainer trainings in September 2019, and 90+ leaders in the system completed thirty-two hours of training, as well. The remainder of the DofE Steering Committee has committed to the same trainings which began this week in Visalia.

In order to evaluate the impact of these trainings before scaling, Equity and Access has continued to commission Hanover Research as a third-party evaluator through use of pre- and post-surveys and focus group interviews. Preliminary findings from surveys suggest that these strategic trainings increased awareness of the importance and commitment to assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge. The full analysis will be provided once completed.

In addition, the DofE Steering Committee will continue to use monthly meetings to develop school site administrator trainings, as well as the strategic rollout of equity work through the remaining avenues of Certificated Staff, Classified Staff, Parents/Guardians, Community Members, and Students. The committee is committed to engaging all groups with strategic partnership, subcommittees, and interdepartmental partnerships.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/18/19

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3134

Regarding: Facility Condition Assessment – Elementary/Middle/High School Data

The purpose of this communication is to provide the Board maps illustrating the combined scores, by school, from the facility condition assessments (FCA) conducted in 2017 to provide an analytical tool to help guide facility investment recommendations. FCA data was collected by a team of facilities professionals in four categories to reflect factors critical to the educational environment and weighted as shown below:

- Educational suitability/functionality (50%) – how well facilities support programs
- Facility/building condition (30%) – deferred maintenance needs of major building systems
- Site/grounds condition (10%) – capital or deferred maintenance needs of play fields, parking lots, walkways, gates and fencing, etc.
- Technology readiness (10%) – capability of infrastructure to support technology

The maps are color coded to illustrate the combined (overall) score for each school. Also provided are charts with the scores by school/level in each of the four categories, and the combined score, indicated by color: green for good or excellent/like new conditions, yellow for fair conditions, and red for poor or unsatisfactory conditions.

The data highlights the need for continued investment in facilities, particularly at the elementary school level. This information has been provided to the Board previously and is provided at this time as a resource for potential discussions about the possible use of future bond funding.

School facility investment since mid-2017, when the FCA was conducted, may positively impact the scores shown.

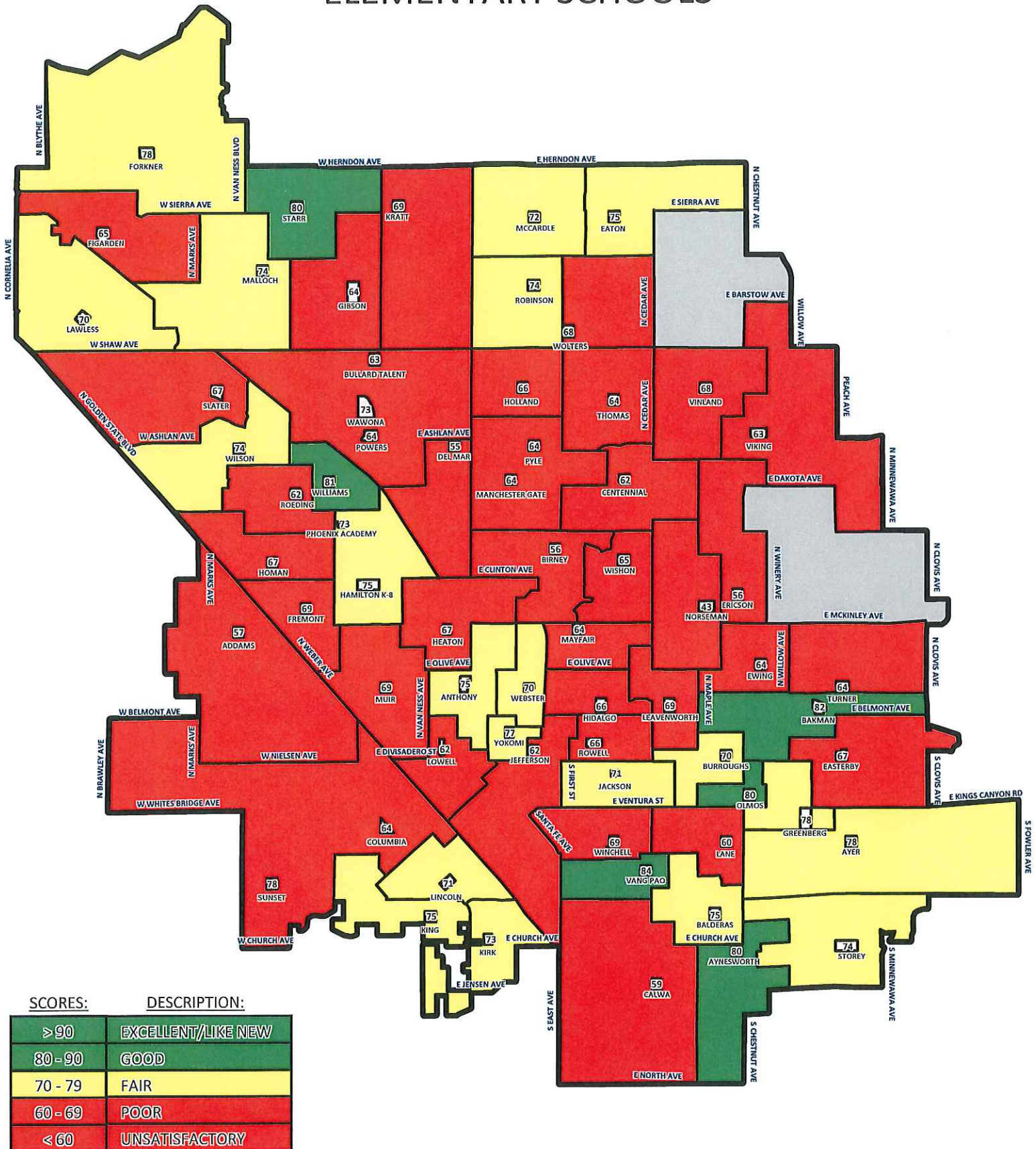
If you have questions or need further information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 10/18/19

FACILITY CONDITION ASSESSMENTS - COMBINED SCORES

ELEMENTARY SCHOOLS

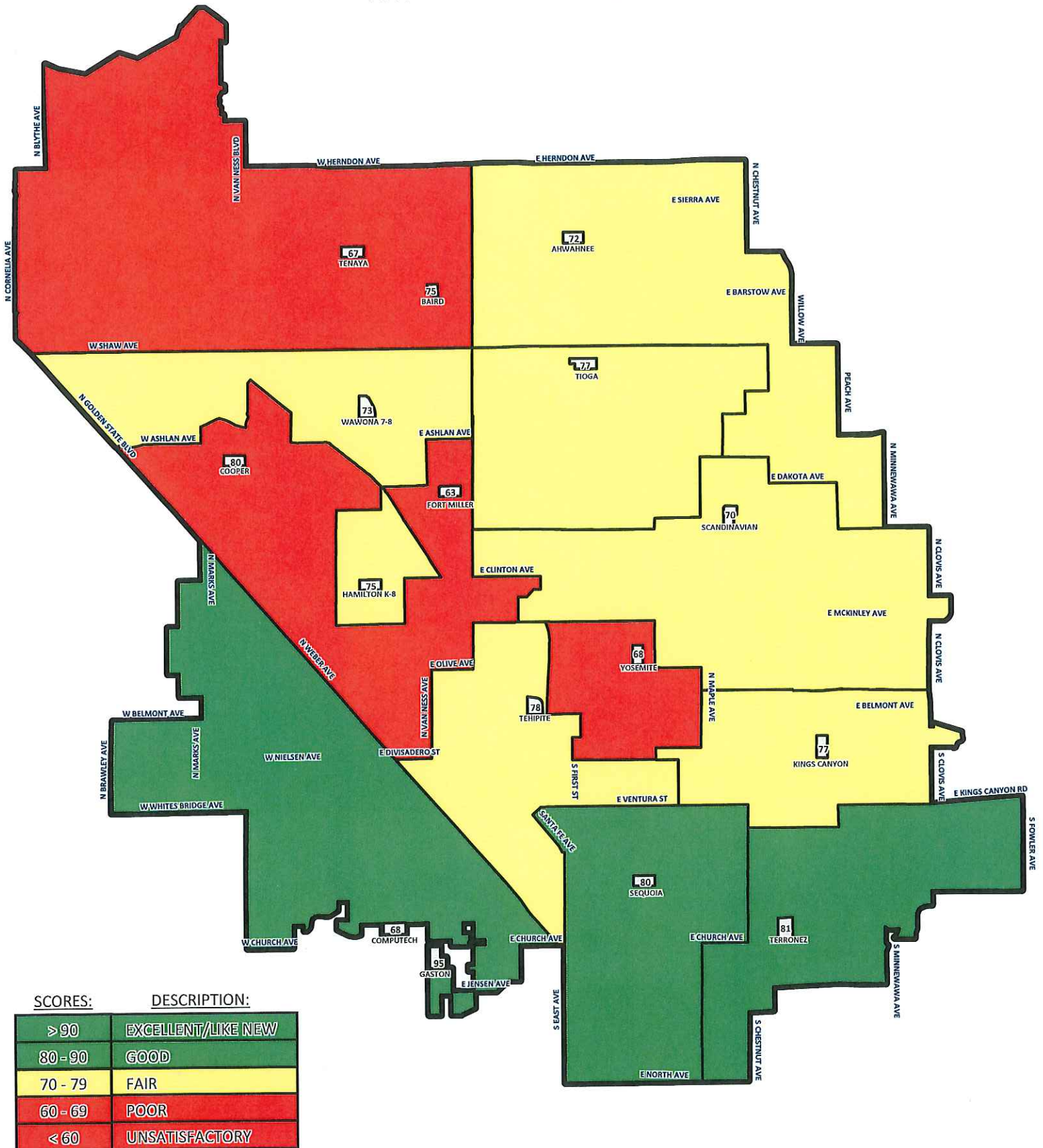


SOURCE: MGT CONSULTING FACILITY ASSESSMENTS REPORT - COMBINED SCORES (FINAL REPORT JANUARY 2018/UPDATED NOVEMBER 2018)

NOTE: BULLARD TALENT, MANCHESTER GATE, PHOENIX ACADEMY, SUNSET, AND WAWONA K-8 DI ARE NON-BOUNDARIED SCHOOLS

FACILITY CONDITION ASSESSMENTS - COMBINED SCORES

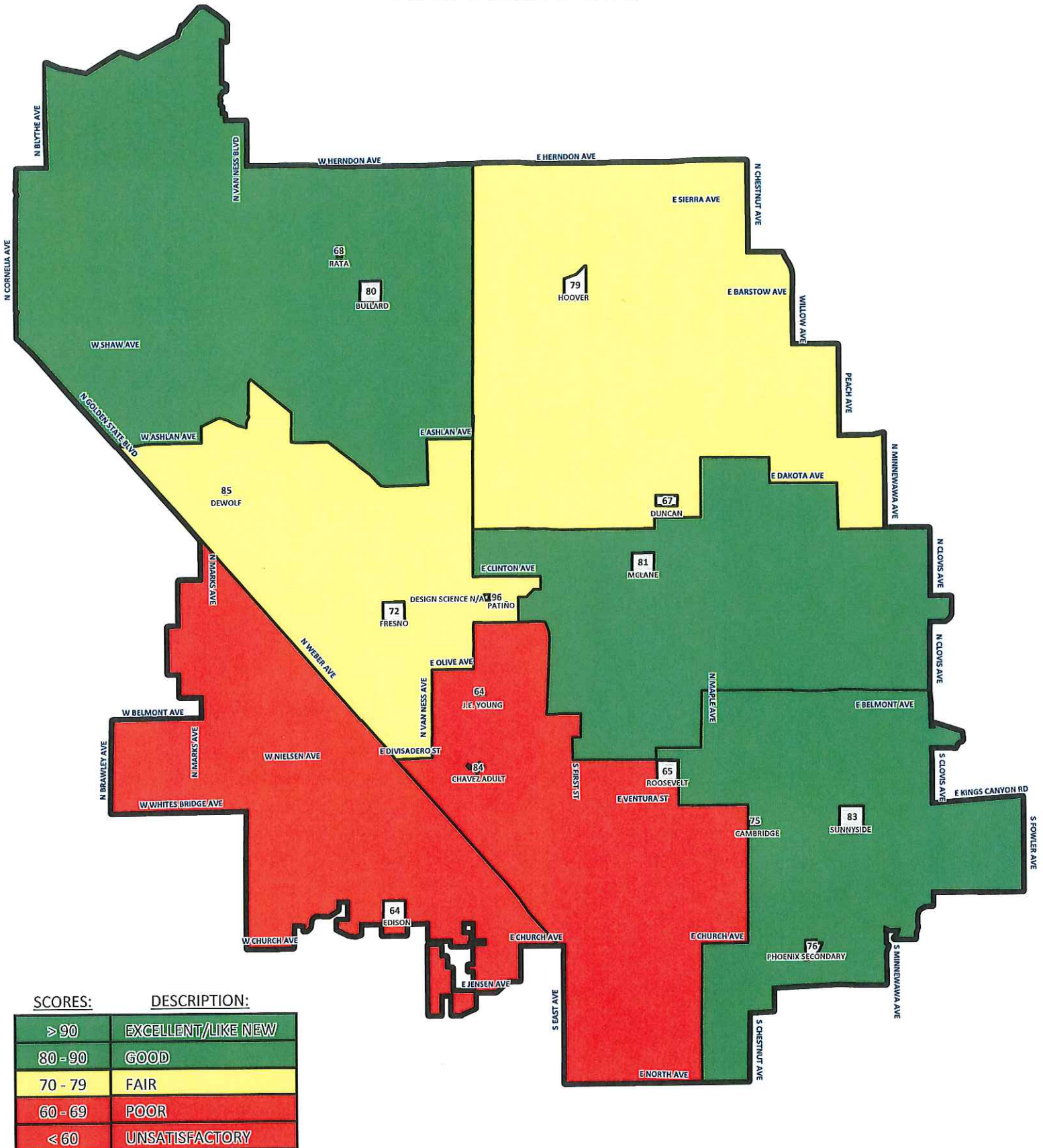
MIDDLE SCHOOLS



SOURCE: MGT CONSULTING FACILITY ASSESSMENTS REPORT - COMBINED SCORES (FINAL REPORT JANUARY 2018/UPDATED NOVEMBER 2018)

NOTE: BAIRD, COMPUTECH, AND COOPER IB 6-8 ARE NON-BOUNDARIED SCHOOLS

FACILITY CONDITION ASSESSMENTS - COMBINED SCORES HIGH SCHOOLS



SOURCE: MGT CONSULTING FACILITY ASSESSMENTS REPORT - COMBINED SCORES (FINAL REPORT JANUARY 2018/UPDATED NOVEMBER 2018)

NOTE: CAMBRIDGE, CHAVEZ ADULT, DESIGN SCIENCE, DEWOLF, DUNCAN, J.E. YOUNG, PATIÑO, PHOENIX SECONDARY, AND RATA ARE NON-BOUNDARIED SCHOOLS

Facility Condition Assessment (2017)

	School	Building Condition Score	Educational Suitability Score	Technology Readiness Score	Site/Grounds Condition Score	Weighted Combined Score (30%/50%/10%/10%)
1	Addams ES	89	29	95	67	57
2	Anthony ES	88	62	92	85	75
3	Ayer ES	86	72	79	86	78
4	Aynesworth ES	87	74	95	72	80
5	Bakman ES	88	75	94	90	82
6	Balderas ES	82	67	95	79	75
7	Birney ES	85	30	90	67	56
8	Bullard Talent K-8	84	41	95	81	63
9	Burroughs ES	81	60	95	66	70
10	Calwa ES	81	36	92	75	59
11	Centennial ES	81	46	84	62	62
12	Columbia ES	87	45	79	76	64
13	Dailey ES	84	68	87	77	76
14	Del Mar ES	82	29	95	66	55
15	Easterby ES	89	47	97	71	67
16	Eaton ES	84	69	92	62	75
17	Ericson ES	79	33	86	67	56
18	Ewing ES	82	44	93	81	64
19	Figarden ES	89	42	95	76	65
20	Forkner ES	88	68	95	83	78
21	Fremont ES	79	58	95	70	69
22	Gibson ES	82	45	97	74	64
23	Greenberg ES	89	68	95	82	78
24	Hamilton K-8	84	67	83	83	75
25	Heaton ES	78	50	95	90	67
26	Hidalgo ES	84	55	77	63	66
27	Holland ES	84	47	94	84	66
28	Homan ES	84	48	97	80	67
29	Jackson ES	81	63	80	74	71
30	Jefferson ES	73	50	90	59	62
31	King ES	88	63	97	74	75
32	Kirk ES	79	64	92	84	73
33	Kratt ES	84	54	87	79	69
34	Lane ES	79	43	84	62	60
35	Lawless ES	84	56	95	77	70
36	Leavenworth ES	83	55	87	75	69
37	Lincoln ES	83	60	75	82	71
38	Lowell ES	88	39	95	71	62
39	Malloch ES	87	63	95	73	74
40	Manchester ES	83	43	95	84	64
41	Mayfair ES	88	42	92	76	64
42	McCardle ES	84	58	92	83	72
43	Muir ES	84	53	87	90	69
44	Norseman ES	85	11	61	61	43
45	Olmos ES	88	72	95	81	80
46	Powers ES	89	42	85	78	64
47	Pyle ES	80	53	72	68	64
48	Robinson ES	87	59	95	85	74
49	Roeding ES	81	46	68	74	62
50	Rowell ES	86	44	93	88	66
51	Slater ES	90	43	95	89	67
52	Starr ES	86	72	95	86	80
53	Storey ES	87	61	95	80	74
54	Sunset ES	89	67	95	86	78
55	Thomas ES	83	47	77	76	64

	School	Building Condition Score	Educational Suitability Score	Technology Readiness Score	Site/Grounds Condition Score	Weighted Combined Score (30%/50%/10%/10%)
56	Turner ES	66	52	97	87	64
57	Vang Pao ES	84	81	93	90	84
58	Viking ES	78	47	92	74	63
59	Vinland ES	88	51	82	83	68
60	Webster ES	85	56	78	87	70
61	Williams ES	78	79	95	81	81
62	Wilson ES	86	63	88	85	74
63	Winchell ES	83	56	93	69	69
64	Wishon ES	83	46	88	83	65
65	Wolters ES	78	56	76	88	68
66	Yokomi ES	83	70	95	79	77
	Elementary School Average	84	54	89	78	69
1	Ahwahnee MS	74	68	97	61	72
2	Baird MS	82	67	92	77	75
3	Computech MS	84	53	97	66	68
4	Cooper MS	80	79	92	74	80
5	Fort Miller MS	74	49	93	74	63
6	Gaston MS	95	94	92	100	95
7	Kings Canyon MS	82	70	100	73	77
8	Scandinavian MS	82	57	97	75	70
9	Sequoia MS	84	75	93	76	80
10	Tehipite MS	83	75	72	83	78
11	Tenaya MS	86	51	83	75	67
12	Terronez MS	85	84	74	67	81
13	Tioga MS	87	70	90	72	77
14	Wawona MS	80	63	95	78	73
15	Yosemite MS	79	59	81	72	68
	Middle School Average	83	68	90	75	75
1	Bullard HS	87	73	90	78	80
2	Design Science MCHS	N/A	N/A	N/A	N/A	N/A
3	Duncan HS	83	51	94	76	67
4	Edison HS	79	50	82	71	64
5	Fresno HS	82	61	87	78	72
6	Hoover HS	84	75	97	71	79
7	McLane HS	85	79	95	71	81
8	Roosevelt HS	74	53	92	75	65
9	Sunnyside HS	85	81	88	78	83
	High School Average	82	65	91	75	74
1	Addicott Alt.	96	78	92	85	86
2	Cambridge Alt.	87	67	86	68	75
3	Chavez Adult (Alt.)	88	83	94	70	84
4	DeWolf (Alt.)	86	83	97	84	85
5	Fulton Millbrook Alt. Sp. Ed.	60	9	58	95	38
6	JE Young Alt.	81	49	84	72	64
7	Patino (Alt.)	96	97	95	93	96
8	Phoenix Academy Elem Alt.	68	74	85	76	73
9	Phoenix Secondary (Alt.)	86	72	95	49	76
10	Rata Alt.	83	51	90	84	68
	Alternative School Average	83	66	88	77	75
	District Average	83	58	89	77	71

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval:

Date: October 18, 2019

Phone Number: 457-3554

Regarding: Academic Calendar 2020 – 2022

The purpose of this communication is to provide the Board an update regarding the proposal of academic calendars for the 2020/21 and 2021/22 school years.

Based on prior years' surveys and feedback considered from Curriculum, Instruction, and Professional Learning, School Leadership, and Equity and Access, two draft academic calendars for the 2020/21 and 2021/22 school years were developed.

Guidelines for calendar proposals:

- Aligned to past years' adopted calendars, keeping consistency for staff and community
- Considered state and community college schedules
- Ensured parity of semester days for secondary, including testing windows
- Included similar holiday breaks as recent calendars

The main difference between the two drafts is the start and end date, with one beginning August 17 and the other beginning August 10. Both drafts maintain the November holiday week, the three-week December/January holiday break, and the one-week spring break.

Meetings to receive stakeholder feedback regarding the draft academic calendars were scheduled with the following organizations:

Organization	Date
Student Advisory Board	September 03, 2019
California School Employee Association 125 and 143	September 10, 2019
Special Education Community Advisory Committee	September 16, 2019
Fresno Teachers Association	September 17, 2019
Fresno Teachers Association Building Trades Professionals/ International Association of Machinists and Aerospace Workers/ Service Employees International Union	September 17, 2019
Parent University	September 23, 2019
District English Language Advisory Committee	October 17, 2019

A stakeholder survey will post on the Fresno Unified website from Monday, October 28 through Friday, November 22. There will be a Board communication sent in December with the survey results, followed by a January Board presentation with the proposed calendars for Board approval.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 10/18/19