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BOARD COMMUNICATIONS – SEPTEMBER 30, 2022

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 Superintendent Calendar Highlights

AFRICAN AMERICAN ACADEMIC ACCELERATION – Misty Her, Deputy Superintendent

AA-1 D’shara Strange The Office of African American Academic Acceleration – Learn, Excel, Affirm, Develop, Summer Literacy Program

AA-2 Jacqueline Machado-Austin The Office of African American Academic Acceleration Afterschool Reading Program.

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report for September 22, 2022

EQUITY AND ACCESS – Misty Her, Deputy Superintendent

EA-1 Kristi Imber-Olivares 2021/22 California Spanish Assessment and Postsecondary Readiness Assessments Results

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: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: September 30, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Battelle for Kids Urban Schools Cohort Kick-Off Meeting
- Met with State Center Community College District regarding potential expansion of Dual Enrollment program
- Met with ACSA Leadership Team
- Attended the Operational Lead Principals Meeting
- Met with Fresno Teachers Association

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



Date: 09/30/2022

Fresno Unified School District
Board Communication

BC Number AA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: D'shara Strange, Project Manager
Cabinet Approval: 

Date: September 30, 2022

Phone Number: 457-3602

Regarding: The Office of African American Academic Acceleration – Learn, Excel, Affirm, Develop, Summer Literacy Program

The purpose of this communication is to provide the Board with a summary of the 2022 L.E.A.D. (Learn, Excel, Affirm, Develop) Summer Literacy pilot program.

The Office of African American Academic Acceleration (A4) offered a 3-week summer literacy pilot program for incoming 7th and 8th grade African American students at Computech, Fort Miller, Gaston, and Tioga middle schools. Employing iReady diagnostics data, the L.E.A.D. program targeted a wide range of reading levels. Approximately 56% of L.E.A.D. students were not on grade level, and 21% were on or above grade level based on their 2nd quarter ELA iReady assessment.

The program aimed to strengthen students' literacy skills through the discovery of early African history. L.E.A.D. emphasized building self-efficacy, identity, and self-leadership through a project-based learning experience that integrated teamwork and design thinking to solve real-world problems. Our students investigated a community problem, designed, and developed a business app, and participated in an "It Takes a Village" (ITAV) design challenge. The L.E.A.D. program also implemented an incentive structure and rewarded students for attendance, family workshop participation, and winning the design challenge.

The A4 L.E.A.D. program partnered with Fresno Unified's (FUSD) Curriculum Instruction and Professional Learning (CIPL), Patiño School of Entrepreneurship and College and Career Readiness (CCR) departments. These departments provided resources from FUSD's secondary core literacy curriculum (SpringBoard by CollegeBoard), and project-based learning and design thinking process material through IDEO-U and Stanford's d. school. L.E.A.D. enrolled 133 students, and 50 students met the minimum attendance requirement. The program experienced a 22% drop in enrollment due to competing school district initiatives. The program had a 78% completion rate with an 86% average attendance rate.

In conjunction with FUSD assessment measures, The L.E.A.D. program implemented elements of the SBAC writing assessment and its scoring criteria to continue to familiarize and prepare students for state standardized testing. Students were provided an explanatory written assessment, and 46% of students that took both pre and post assessments showed a combined growth in the SBAC Conventions and Purpose/Organization scores. The ITAV assessment analyzed whether students' sense of pride in their cultural identity was positively reinforced. These results discussed thoroughly in the L.E.A.D. impact report show an excellent snapshot of how students developed a knowledge of their cultural heritage, which turned into an increased sense of pride and led to a belief in their own ability to impact their community.

The L.E.A.D. program emphasized family participation and hosted weekly parent workshops. The program's parent workshops utilized CliftonStrengths by Gallup to help parents affirm their student's strengths, educate students on their natural talents, and how to build upon them to empower and gain confidence in themselves and their unique abilities. Together, students and family members created their

own digital vision boards called "The Greatness in Me." The three parent workshops served as a collaborative environment for parents to share information, support their students, and learn from one another.

2021-2022 L.E.A.D. Program Highlights

Number of Sites	4
African American Student Participants	88%
Grade Levels Served	7 th -8 th
Registered	133
Students Completed	39
Average Attendance	86%
Family Workshop Participation	41%

Attached is the L.E.A.D. 2022 Impact Report for Fresno Unified School District. If you have questions or require additional information, please contact D'shara Strange at 559.457.3602.

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

Date: 09/30/2022

The Office of African American Academic Acceleration



Impact Report

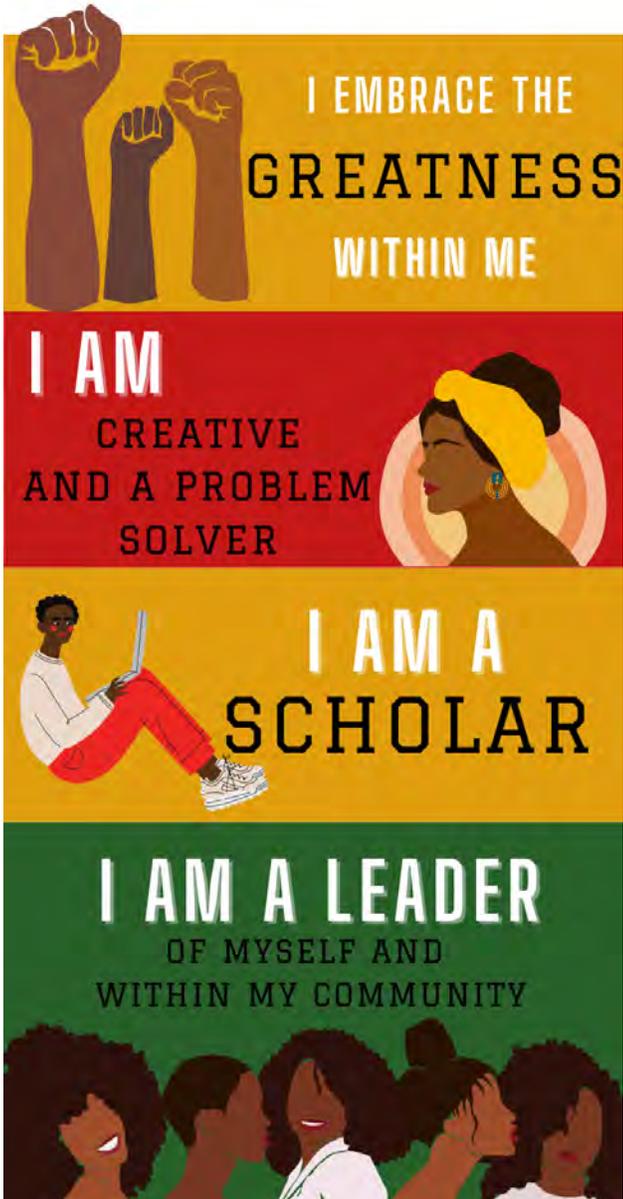


Fresno Unified School District Summer 2022

"Knowing the Past Opens the Door to the Future" - Lonnie Bunch

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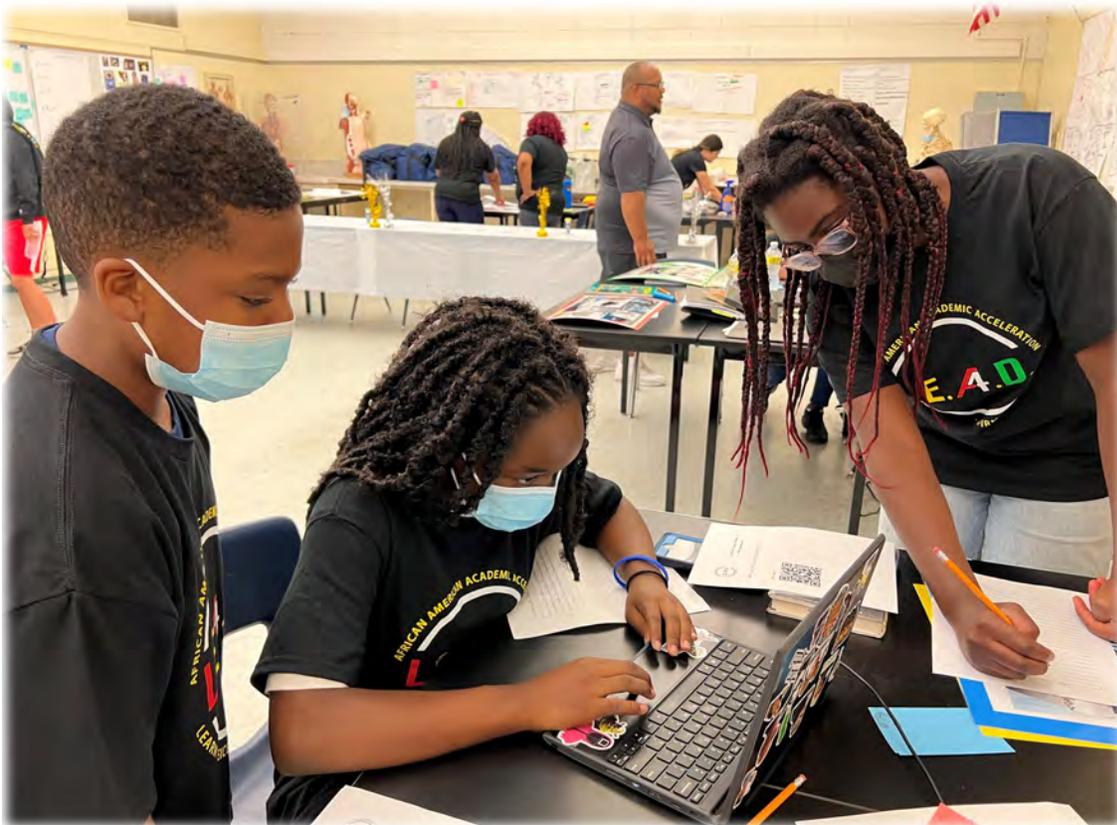
Appendix A

L.E.A.D.

Learn. Excel. Affirm. Develop.

L.E.A.D. (Learn, Excel, Affirm, and Develop), is a summer literacy program designed to strengthen our students' literacy skills through the discovery of early African history. L.E.A.D. emphasizes building self-efficacy, identity, and self-leadership through a project-based learning experience that integrates teamwork and design thinking to solve real-world problems.

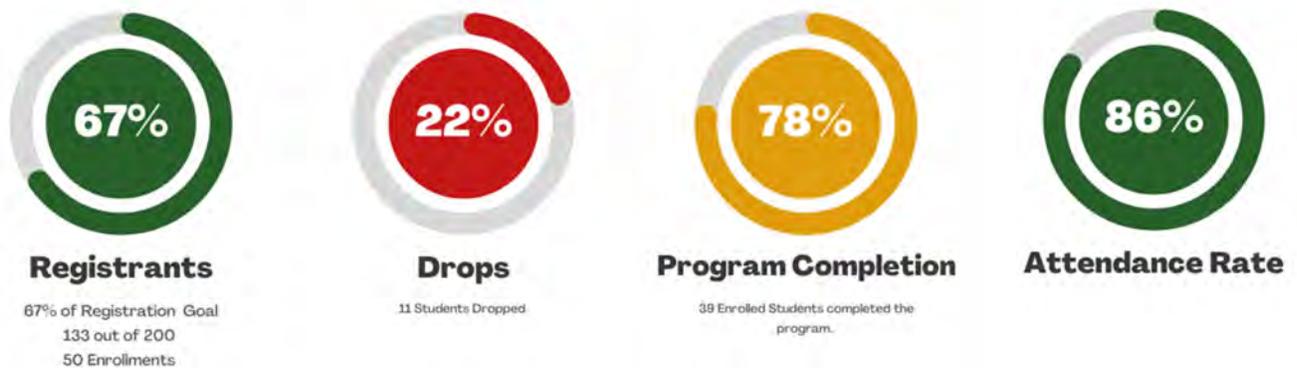
The L.E.A.D. program implemented a standardized curriculum that provided an opportunity for students to learn about their history and African American contributions to society. L.E.A.D. dedicated time towards students' developing a sense of identity and pride in who they are and giving them the confidence to continue a tradition of excellence. Based on survey data gathered from school principals and reviewing iReady assessment scores, the curriculum was designed to provide learners with structured instruction in two areas of need: vocabulary and comprehension of informational text. Lastly, L.E.A.D. provided young leaders with a toolkit to integrate design thinking into their lives and communities, by investigating local community problems and creating innovative solutions to address these problems.



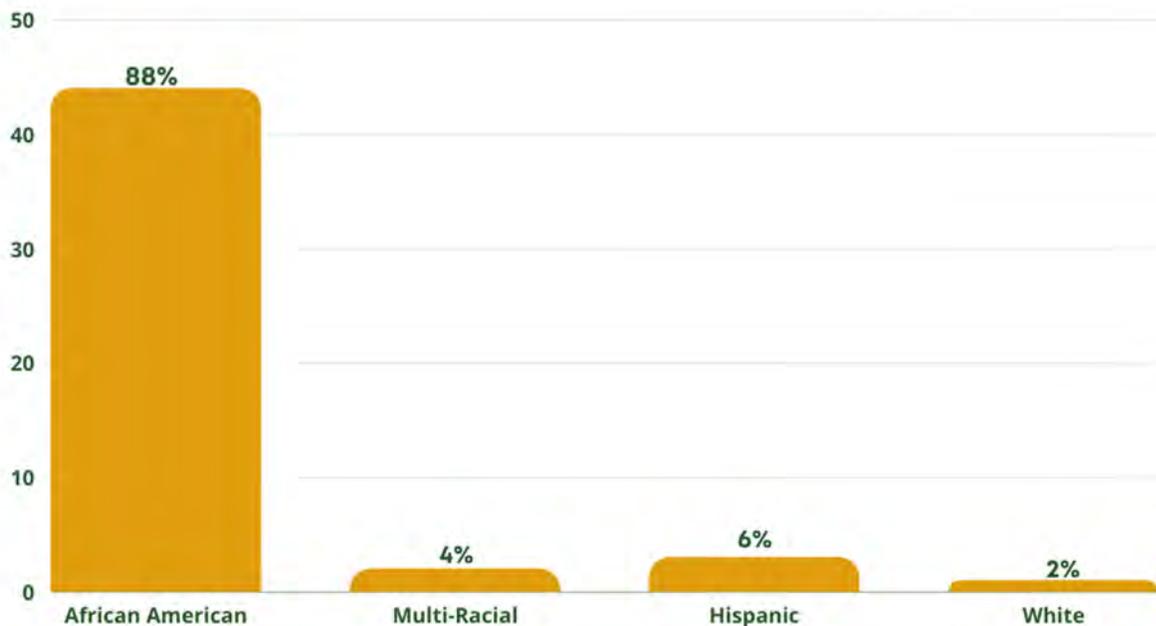
Student Enrollment

The A4 L.E.A.D pilot Summer Literacy Program served incoming 7th and 8th grade African American students at Computech, Fort Miller, Gaston, and Tioga Middle Schools. Utilizing iReady diagnostics data, the L.E.A.D. program targeted a wide range of reading levels. Approximately 56% of L.E.A.D. students were not on grade level, and 21% were on or above grade level based on their 2nd quarter ELA iReady assessment.

L.E.A.D. enrolled 133 students, and 50 students met the minimum attendance requirement. The program experienced a 22% drop in enrollment due to competing school district initiatives. The program had a 78% completion rate with a 86% student average attendance rate.



Student Demographics:



Teachers Developed Professionally

"I chose A4 this summer because it was asking teachers to do something different than we would normally teach in the regular school year. That's teaching students to be self-confident, uplifting them, and encouraging them to learn of their history, of their background, and to really be accountable to their learning and to enjoy learning."

-Mrs. Turney, L.E.A.D. Teacher



Professional development for teachers included:

- *Khepera Cultural Proficiency Education
- *Khepera Curriculum
- *Utilizing family engagement strategies
- *Conducting successful family workshops
- *Participating in "Professional Learning Communities" (PLCs) to develop a culture of collaboration, strengthen engagement for families, high-quality instruction, and continuous improvements.

Professional Development for site leaders included:

- *Teacher professional development
- *Planning collaborative professional learning communities
- *Participating in "City Wide" meetings to develop a culture of teamwork and collaboration, program improvements and real-time pivots, and ensuring that program goals are met.

Family Engagement

Parent orientations held at the beginning of the program provided an opportunity for positive rapport to be established between teachers, students, and families. Families were brought into their student's education through weekly parent workshops and program resources. In addition, the parent workshops served as a collaborative environment for parents to share information, offer support for their students, and learn from one another.

The Clifton StrengthsExplorer assessment was utilized during the parent workshops to educate students, as well as parents, on students' natural talents. Students were empowered to build upon, and gain confidence, in their unique abilities to impact their community. L.E.A.D. parents were made aware of their student's strengths and methods to affirm them. Together, students and parents created their own "The Greatness Within Me" digital vision boards.



**Average Family
Workshop
Attendance**



"I signed my son up for it LEAD. because I believe that students of color do deserve to have extracurricular activities that boost their confidence and enhance their passion for the future"

- Troy, LEAD. Parent

Program Assessments/Surveys

Program assessments were given to determine our scholars' current knowledge of African history and writing ability.

In addition to assessments, students were provided a self-efficacy survey to reflect on their own beliefs within themselves to make an impact within their community.

Below is a list of assessments and surveys that were administered throughout the program. Results from the bolded assessments will be discussed in the following pages.

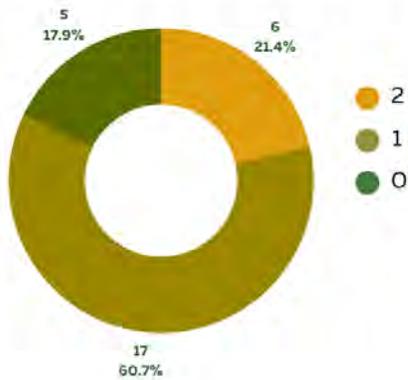
- *Written assessment*
- *It Takes a Village (ITAV) assessment*
- *Self-efficacy survey*
- Parent workshop survey
- Student program survey
- Staff program survey



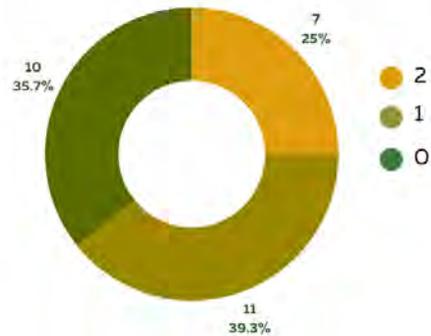
Written Assessment

In conjunction with FUSD assessment measures, The L.E.A.D. program implemented elements of the SBAC writing assessment and its scoring criteria to continue to familiarize and prepare students for state standardized testing. Students were given an explanatory, written assessment with the expectation that we would see writing errors decrease from pre to post. Please see Appendix A for a detailed explanation of the scoring criteria.

SBAC Conventions Score (PRE)

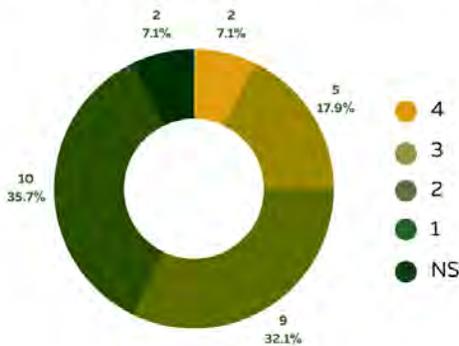


SBAC Conventions Score (POST)

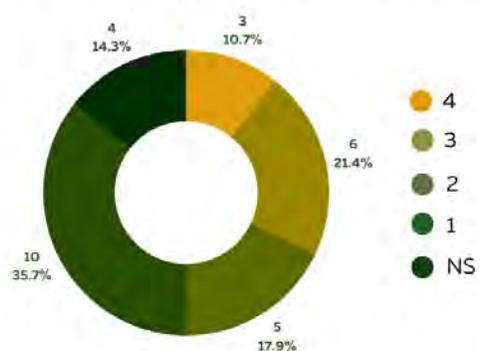


The SBAC Conventions score evaluates the mechanics of writing, like capitals, punctuation, and handwriting. When students can apply these mechanics without effort, they are able to give their attention to the higher-order aspects of writing like idea generation and word choice.

SBAC Purpose/Organization Score (PRE)



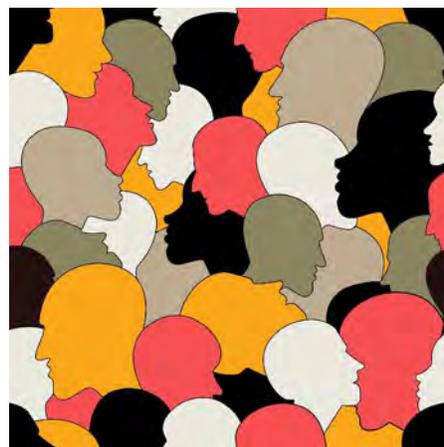
SBAC Purpose/Organization Score (POST)



The SBAC Purpose/Organization score examines students' responses, assessing it for clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused.

Sample size: Students included in assessment data completed both pre and post assessments n=28

It Takes A Village Impact Report Summer 2022



Fresno Unified School District's A4 LEAD Program hired the Khepera Consultant Group to provide a three week intensive daily curriculum. The curriculum was designed to build a sense of belonging, self esteem and literary inquisitiveness to the students it served. All of this would be approached through the lens of cultural identity. The pride a student has in their cultural identity has been correlated with their academic success. (See Racialized Identities by Nasir)

A pre and post assessment was crafted to analyze whether or not the student's sense of pride in their cultural identity was positively reinforced.

The following is a breakdown summary of the results for the three categories the program determined and research has proven, can have a positive impact on students during the school year.

The three categories are:

Knowledge of Cultural Identity - Pride in Cultural Heritage - Self Efficacy

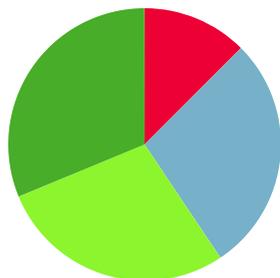
All metrics and charts throughout this section include all students that participated in the program. Some students only completed one assessment and not both.

Knowledge of Cultural Identity

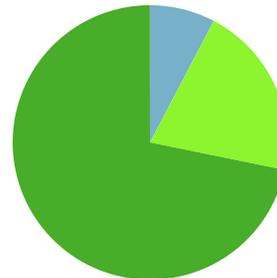
This set of questions was designed to assess whether or not the students had any knowledge of African people, prior to coming into contact with Europeans. The assessment demonstrates that before experiencing the curriculum and instruction the students had a low perception overall of the African historical contributions. **Red is symbolic for the student's lack of knowledge about the question. The light and dark green are symbolic for a gain in understanding.**

Were some of the Ancient Egyptians empires ruled by Black people?

Pre Assessment



Post Assessment



72%

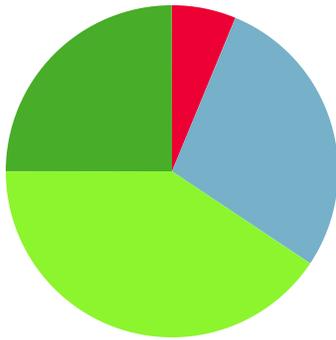
of our students left the program now knowing that answer

● No ● Not Sure ● I Think So ● Yes

● No ● Not Sure ● I Think So ● Yes

Did Black or African people ever travel outside of Africa before being brought to the Americas?

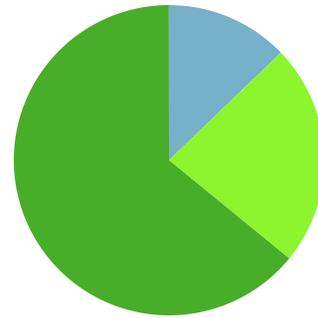
Pre Assessment



87%

of our students left feeling pretty sure and confident in knowing that answer.

Post Assessment

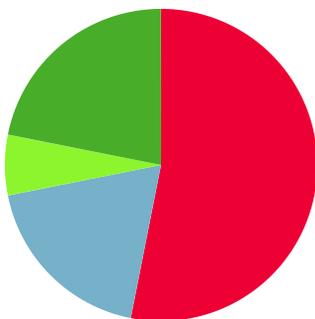


● No ● Not Sure ● I Think So ● Yes

● No ● Not Sure ● I Think So ● Yes

Have you heard about the great library of Timbuktu in Africa?

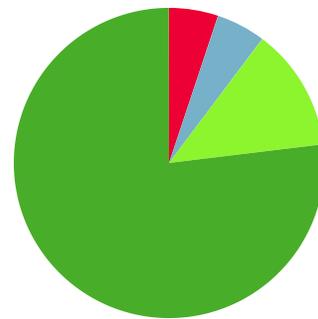
Pre Assessment



77%

of our students left now knowing that answer.

Post Assessment

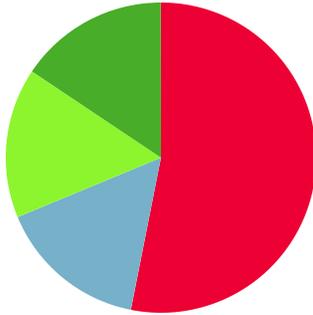


● No ● Not Sure ● I Think So ● Yes

● No ● Not Sure ● I Think So ● Yes

Do you know what type of town Allensworth was?

Pre Assessment

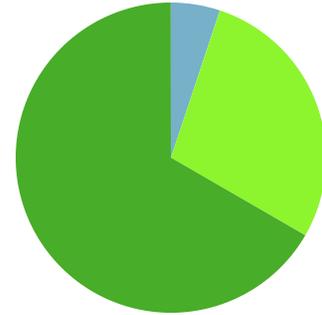


● No ● Not Sure ● I Think So ● Yes

67%

of our students left now knowing that answer.

Post Assessment



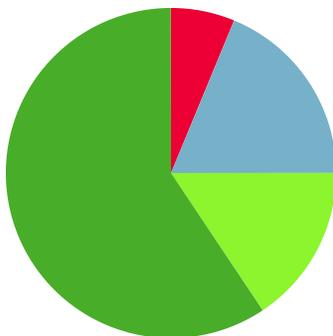
● No ● Not Sure ● I Think So ● Yes

Pride in My Cultural Heritage

These questions were designed to assess the sense of pride African American students feel with regards to their heritage. As discussed in the introduction, research has shown that cultural pride does relate to academic success in school. The results show that after experiencing the curriculum and instruction the students felt a strong sense of cultural and ethnic pride. **Red is symbolic for the student's lack of knowledge about the question. The light and dark green are symbolic for a gain in understanding.**

Does learning about Black history bring you a sense of inspiration?

Pre Assessment

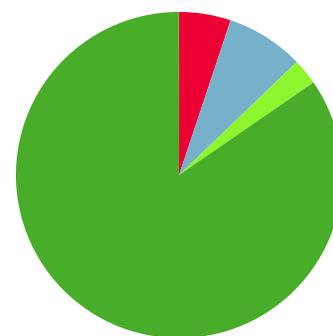


● No ● Not Sure ● I Think So ● Yes

85%

of our students left now knowing that answer.

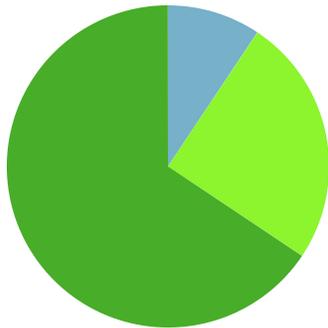
Post Assessment



● No ● Not Sure ● I Think So ● Yes

Do Black people use unity and hard work to overcome struggles?

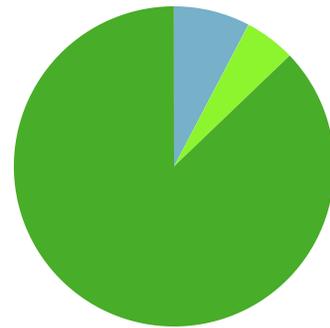
Pre Assessment



87%

of our students left now knowing that answer.

Post Assessment

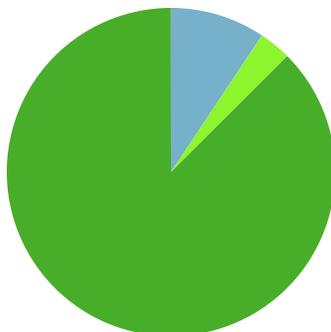


● No ● Not Sure ● I Think So ● Yes

● No ● Not Sure ● I Think So ● Yes

Are you proud of your Black heritage?

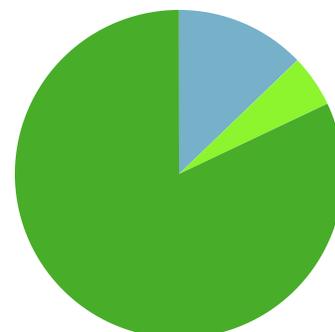
Pre Assessment



82%

of our students left now knowing that answer.

Post Assessment

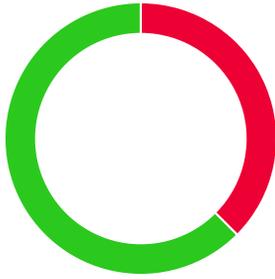


● No ● Not Sure ● I Think So ● Yes

● No ● Not Sure ● I Think So ● Yes

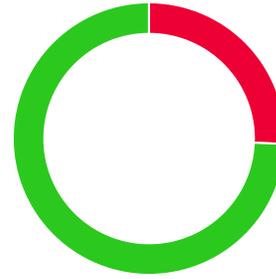
Black people have only been unified(come together) for protests.

Pre Assessment



● True ● False

Post Assessment



● True ● False

74%

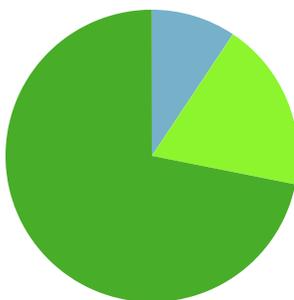
of our students left now knowing that answer.

Self Efficacy

These questions were constructed to assess the students sense of self efficacy and rather or not they developed a stronger connection to their own ability to impact the world around them. **Red is symbolic for the student's lack of knowledge about the question. The light and dark green are symbolic for a gain in understanding.**

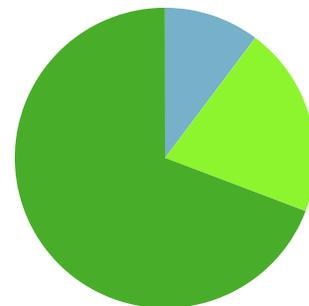
I can be a leader with my peers, with my family, and in my community.

Pre Assessment



● No ● Not Sure ● I Think So ● Yes

Post Assessment



● No ● Not Sure ● I Think So ● Yes

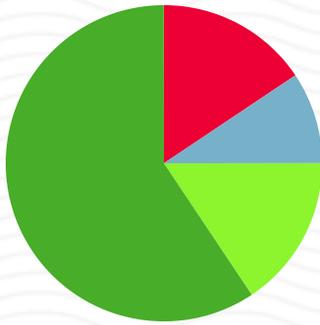
69%

of our students left now knowing that answer.

Self Efficacy

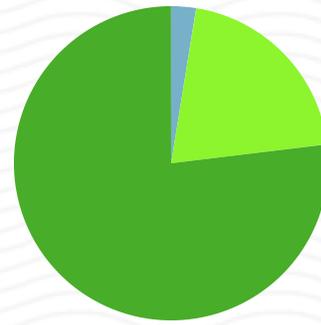
I believe I can make an impact within my community.

Pre Assessment



● No ● Not Sure ● I Think So ● Yes

Pre Assessment



● No ● Not Sure ● I Think So ● Yes

77%

of our students left
now knowing that
answer.

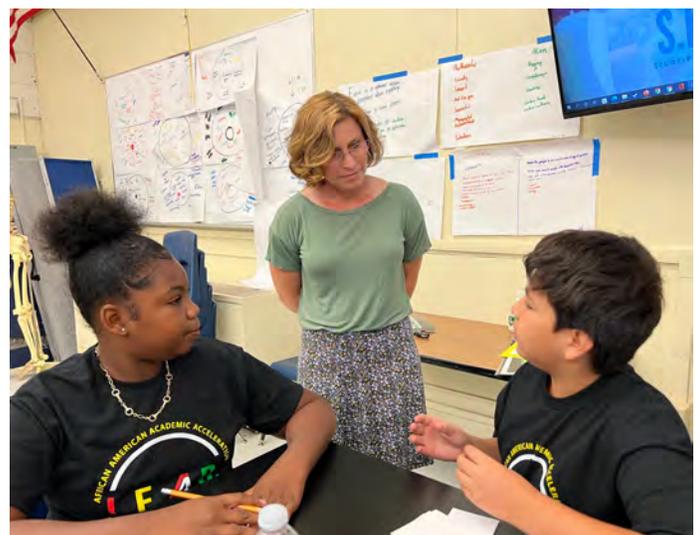
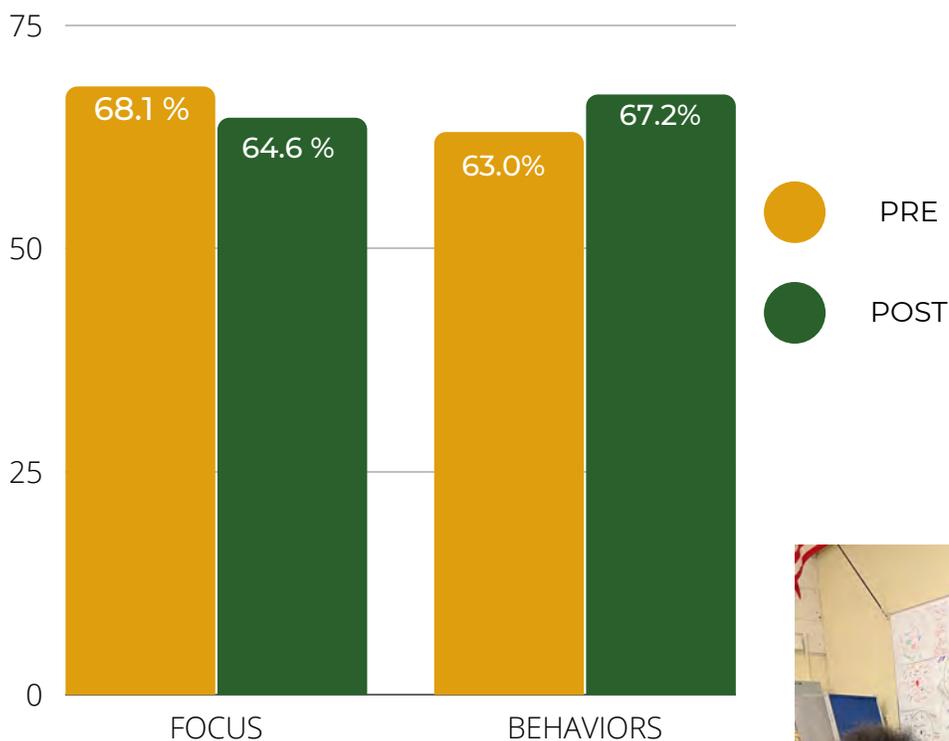
100%

These results are a wonderful snapshot of how students developed a knowledge of their cultural heritage which turned into an increased sense of pride and led to a belief in their own ability to help make Fresno a better place to live for themselves and others.

Self-Efficacy Survey Results

The L.E.A.D. program aimed to cultivate students' self-efficacy beliefs by focusing on the vicarious experience building block. Vicarious experience refers to the observed performances and experiences of others like oneself in a similar situation, e.g., "My ancestors did it, so I believe I can, as well."

The L.E.A.D. Self-Efficacy survey contained a total of 24 items and assessed students' general sense of belief in their individual ability to have a positive impact on their community. The survey consisted of two subscales: Focus (10 items) and Behavior (14 items). There was an overall 0.4% increase in the students' understanding of the definition of self-efficacy.



Sample size: Students included in survey data completed both pre and post-survey (n=9)

Students' Learning Celebrated

At the completion of the program, students had the opportunity to earn incentives for their attendance, progress, and achievements. In addition, California State University, Fresno sponsored a bowling party and campus tour for L.E.A.D. students.

Incentive Tiers:

Tier 1: Complete the L.E.A.D. program (85% Program Attendance)

*Backpacks, T-shirts, School Supplies, Book Bundles

Tier 2: Attend all family workshops and present vision boards

*All Tier 1 & Bluetooth Speakers

Tier 3: Winners of It Takes A Village Design Challenge

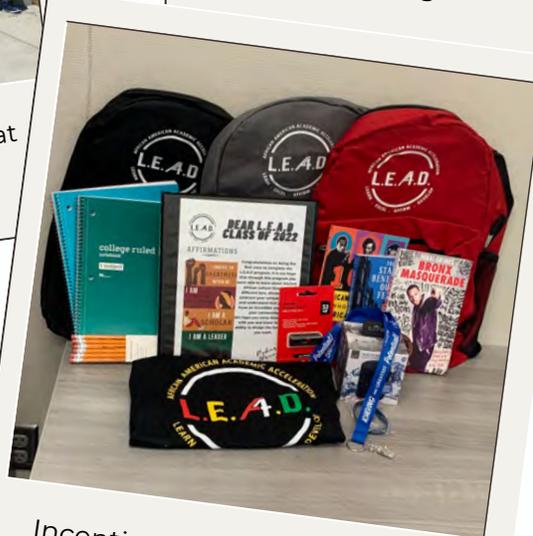
*Tablets



L.E.A.D. Students on a Campus Tour at Fresno State



Fort Miller Design Challenge Winners



Incentives earned by students

Conclusion

We want to thank our teachers, our site leaders, and all staff who supported in making L.E.A.D. a successful program.

The A4 L.E.A.D. program looks forward to continuing to build upon internal Fresno Unified partnerships with Curriculum Instruction and Professional Learning (CIPL), the Patiño School of Entrepreneurship, and College and Career Readiness (CCR) department. All organizations assisted in the incorporation of components from Fresno Unified’s secondary core literacy curriculum (SpringBoard by CollegeBoard), project-based learning, design thinking process, and additional resources.

We look forward to our partnership with Allensworth State Park and expanding the L.E.A.D. program to serve more students and incorporating content in the curriculum to allow for more in-depth learning and application.



Appendix A

Smarter Balanced Performance Task Scoring Rubrics



4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

Appendix A

Smarter Balanced Performance Task Scoring Rubrics



4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

Appendix A

Smarter Balanced Performance Task Scoring Rubrics



2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Fresno Unified School District
Board Communication

BC Number AA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jacqueline Machado-Austin, Project Manager
Cabinet Approval: 

Date: September 30, 2022

Phone Number: 457-3802

Regarding: The office of African American Academic Acceleration Afterschool Reading Program

The purpose of this communication is to provide the Board with a summary and results of the office of African American Academic Acceleration (A4) Spring Afterschool Reading Program and Summer Reading Program. A4 has been able to continuously expand into new elementary schools across Fresno Unified's various school regions. As the Covid-19 pandemic heavily impacted our students, it did allow us to shape the reading programs structure and approach to offer flexibility to serve our African American students and families as they adjust post-pandemic.

A4 continued its partnership with Springboard Collaborative and utilized its adapted model, along with the flexibility to continuously offer the curriculum virtually to serve our African American students. Furthermore, the program continued implementing standardized reading instruction, family workshops, utilizing micro-assessments (easyCBM), and rigorous coaching cycles for teachers.

During both programs, students utilized Wonders, and Raz-Kids as online reading resources. Raz-Kids provided an abundance of leveled books, interactive tools, and data monitoring features for teachers and administration. With a strong focus on ensuring students' and families' long-term success, family participation was incorporated through each stage of the program. Before the start of the program, teachers met with families in "huddle-ups" where teachers took the time to meet and set goals with families and their students. Our families, students, and teachers engaged in Family Workshops during the program, which has always been a strong engagement indicator within our program. Additionally, the program used an incentive structure to reward and celebrate students who reached their targeted reading goals by the end of programming.

This year in our Afterschool Reading program, we led this work alongside the Extended Learning Department in preparation for the program expansion. The Afterschool program served students in grades 1st-5th across 9 elementary sites: Heaton, Kirk, King, Thomas, Slater, Vang Pao, E-Learn Academy, Lincoln, and Williams. For 10-weeks, the students received 3 hours per week of targeted, small group reading instruction from trained teachers.

The Summer Reading program was modified and adjusted to align with Fresno Unified's schedule of 3-weeks and a 6-hour instructional day. With the summer layout being facilitated to all sites, the reading program also expanded from 4 sites to 8 sites to reach more students and families who also had the option to remain at their home site. The Summer Reading program was open and available for all our identified Fresno Unified students and served students' in grades Kinder-4th across the following host sites: Ayer, Heaton, Thomas, Williams, King, Wilson, Slater and Pyle.

The post-pandemic impact continued to be present in our programs as we were challenged with staffing shortages and student enrollments during both Afterschool and Summer Reading Programs. These

challenges were due to competing initiatives which is a direct reflection in our program results. We will continue to refine our operations and processes as our programs expand.

2021-2022 After School Reading Program Highlights

Number of Sites	9
Program Completion	322 students
Percentage of African American Students	76%
Average Attendance%	79%
Family Workshops	86%
Books Read/Listened to: Raz Kids & Book Log	17, 243 Books

easyCBM Results: All Sites

Passage Reading % - Grades 1 st -5 th	77% Increase (n=161)
Word Reading % - Grades 1 st -3 rd	80% Increase (n=133)
Vocabulary % - Grades 2 nd -5 th	63% Increase (n=125)

2021-2022 Summer Reading Program Highlights

Number of Sites	8
Program Completion	230 students
Percentage of African American Students	83.47%
Average Attendance%	82%
Family Workshops	94%
Books Read/Listened to: Raz Kids & Book Log	8, 598 Books

easyCBM Results: All Sites

Passage Reading % - Grades 1 st -4 th +	55% Increase (n=58)
Word Reading % - Grades K-3 rd	64% Increase (n=69)
Phonemic Segmenting % - Grades K-1 st	67% Increase (n=32)

Note: easyCBM results "n" is the number of students who took both assessments. The percentage reflects those students who took that appropriate grade level assessment and showed growth.

The Springboard Collaborative 2022 Impact Report for Fresno Unified School District is attached. If you have any questions or require additional information, please contact Jacqueline Machado-Austin at 457-3802.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/30/2022

Impact report

Fresno Unified School District

Spring 2022



Family-Educator Learning Accelerator



Springboard Collaborative's core methodology is the Family-Educator Learning Accelerator (FELA). A FELA is a 5-10-week learning accelerator during which teachers and families team up to help students reach reading goals. This spring, Springboard Collaborative partnered with Fresno Unified to accelerate student learning—especially after the disruption caused by the COVID-19 pandemic—while also building the capacity of Fresno Unified staff to sustain these high-quality family-educator partnerships.



Teachers developed professionally

Professional development for teachers included:

- Learning the Family Educator Learning Accelerator Framework
- Implementing action plans and professional goal setting
- Collecting data using literacy assessments
- Setting student growth goals and communicating reading growth
- Utilizing family engagement strategies
- Conducting successful family workshops
- Developing reading readiness and phonics instruction
- Cultivating family reading practice habits
- Coached to build partnerships with families

“I am so thankful I made the decision to become a Springboard teacher... My scholars grew as readers and best of all they made a memory as they shared a reading experience.”

- Mrs. Scrivner, Springboard teacher

Professional development for leaders included:

- All teacher professional development
- Planning collaborative professional learning communities
- Participating in “City Wide” meetings to develop a culture of family engagement, scholar reading growth, and high-quality instruction.



Families and educators built teams

At the beginning of the program, teachers, families, and students met to build a foundation of trust and a strong working relationship. The team huddle happens prior to program beginning and helped the team to personally connect with each other, the teacher gets to know the student as a well-rounded learner, and the family has the opportunity to ask questions about the components and resources of program. Educators and leaders were equipped by Springboard's internal team, the office of A4 and Fresno Unified's CIPL to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.



Snapshot of FUSD's enrollment

<ul style="list-style-type: none"> 95% Families participated in team-building huddle 356 Students attended at least 1 day 322 Students met attendance minimum* 79% Average attendance 	<ul style="list-style-type: none"> <1% Asian 76% Black 20% Hispanic 2% White 2% Multiracial / other <1% Unreported
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“Can we do Springboard every day? I like it, and it helps me with reading.”

- Hasani, Springboard student

Grade levels

1 st grade	2 nd grade	3 rd grade	4 th grade +
18%	25%	28%	30%

1. Race/Ethnicity- All metrics listing race/ethnicity includes any student that has African-American identified, which includes all African-American multi-racial students (includes Hispanic & African American) . Multiracial / other identified in this report is referencing non-African American multi-racial students.

Families became reading coaches

Teachers hosted family workshops that trained parents to be effective at-home literacy coaches. Fresno Unified chose workshop content from a series of family workshops that highlight the four reading domains, as well as more specialized workshop content for ELL families, readers outside of K-3, and virtual programs. Students practiced reading on their own, with a family member at home and at family workshops, and with their teachers through small group instruction.

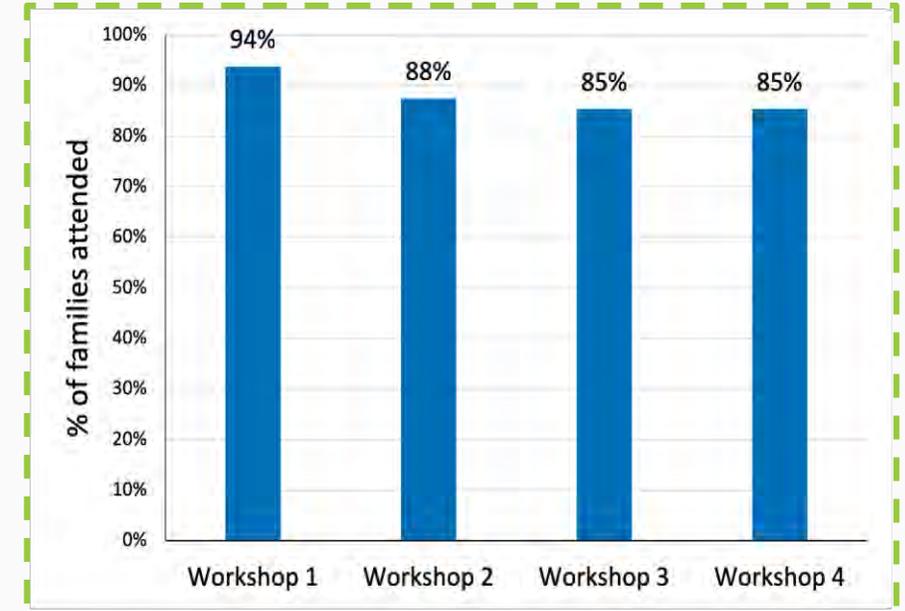
Snapshot of FUSD’s family reading practice

- 86%** Average family workshop attendance
- 90%** Families attended at least 1 workshop

“The program has helped [my child] improve her reading skills and has encouraged her to read more. She says that her reading level increased, and she's made new friends because of the program.”

- Springboard family member

Average family workshop attendance



Personalized learning resources shared with families



Raz-Kids e-book licenses



Books, backpacks, & school supplies



Leveled Family Book packs

(4) Family Workshops

Students grew as readers

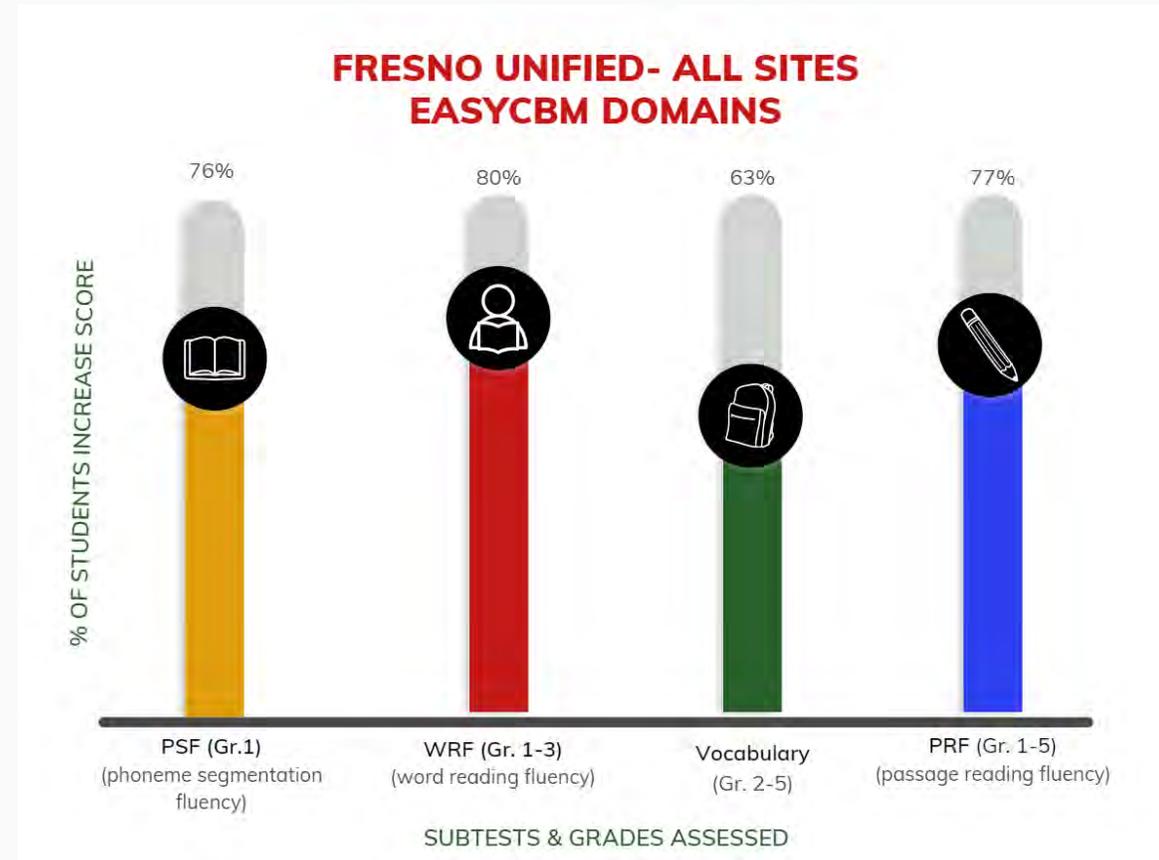
Students were given a one on one assessment through EasyCBM. EasyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching. EasyCBM provided curriculum based measures in literacy for oral reading fluency, vocabulary, and other key assessment points. Program assessments were given to determine our scholar's current skills and potential for growth. In addition to assessments, throughout the program families were able to reflection on student's reading progress with tips provided by Springboard Connect and a reading survey.

57% Percent of students met their growth reading goal

49% Percent students met or exceeded their stretch reading goal

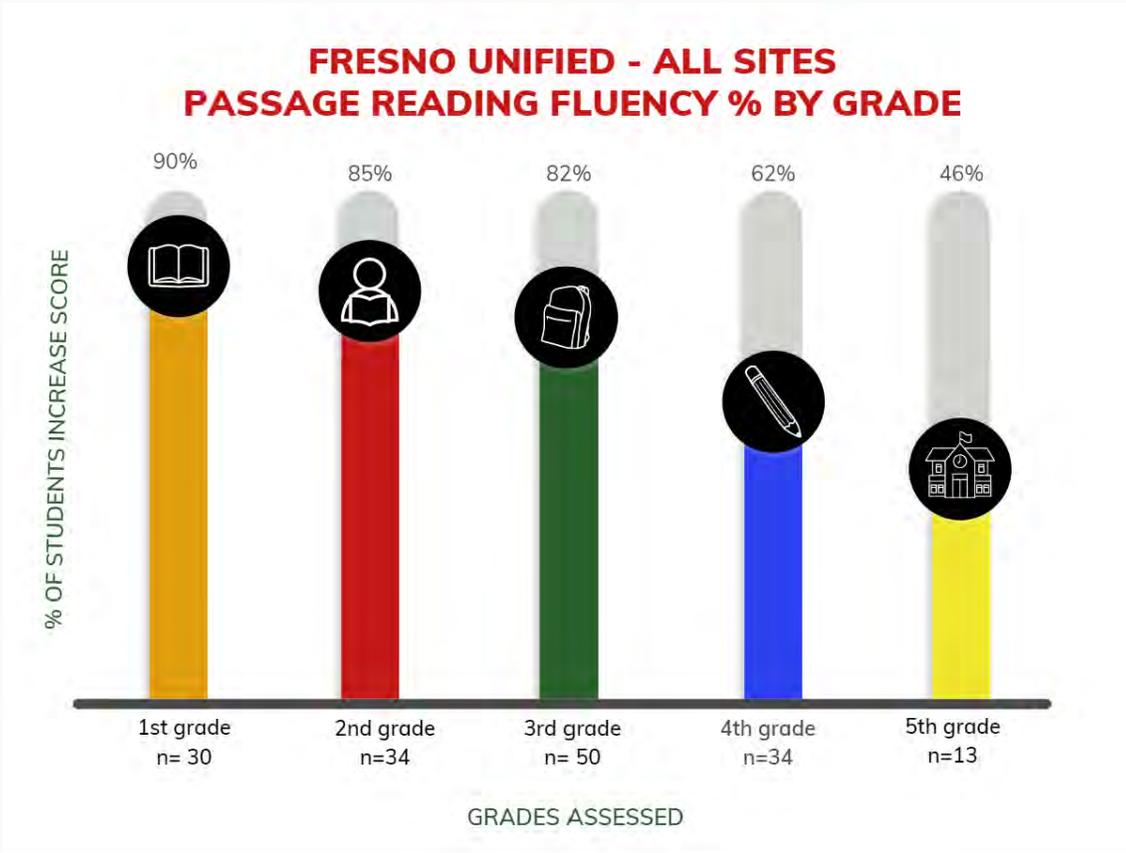


% of Students that showed growth on easyCBM subtests (n = 213)

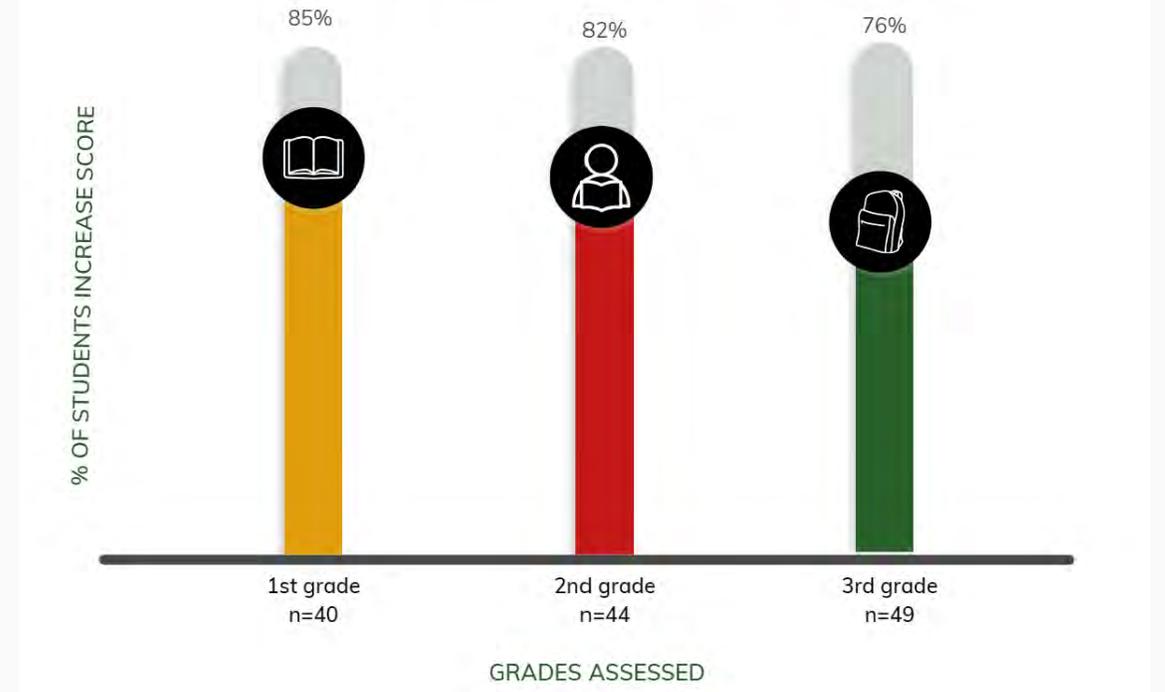


Students grew as readers cont...

% of students that showed growth by grade on PRF*
(n = 161)



**FRESNO UNIFIED- ALL SITES
WORD READING FLUENCY % BY GRADE**

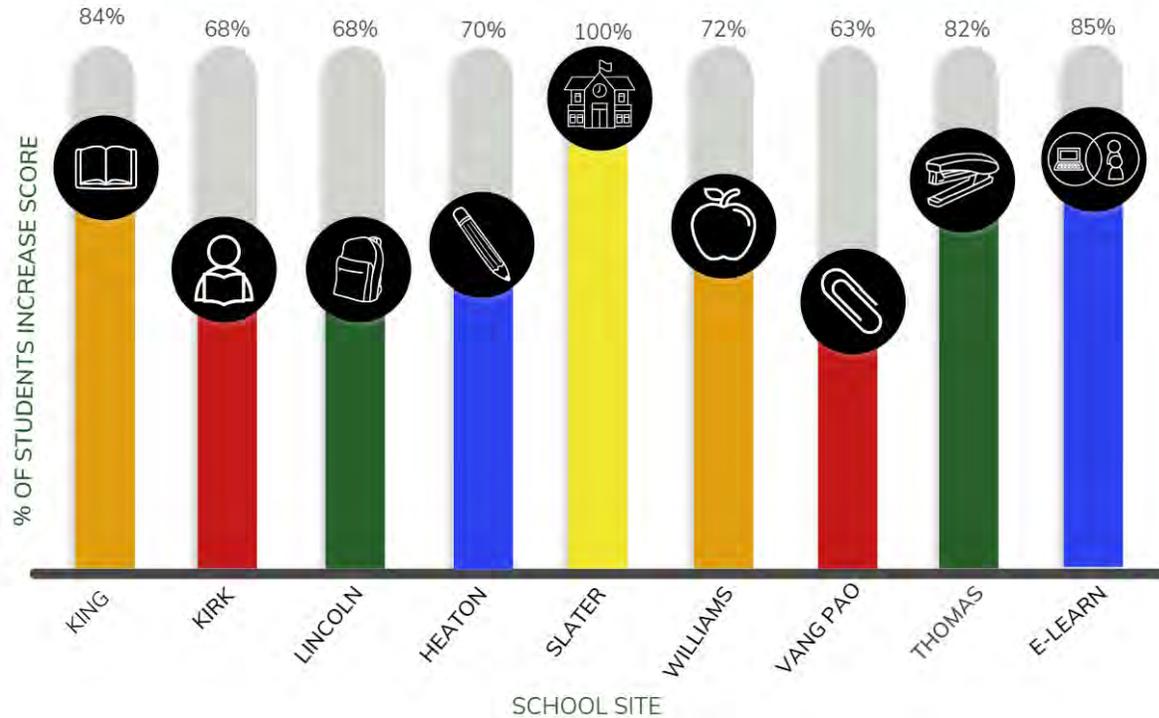


% of students that showed growth by grade on WRF*
(n = 133)

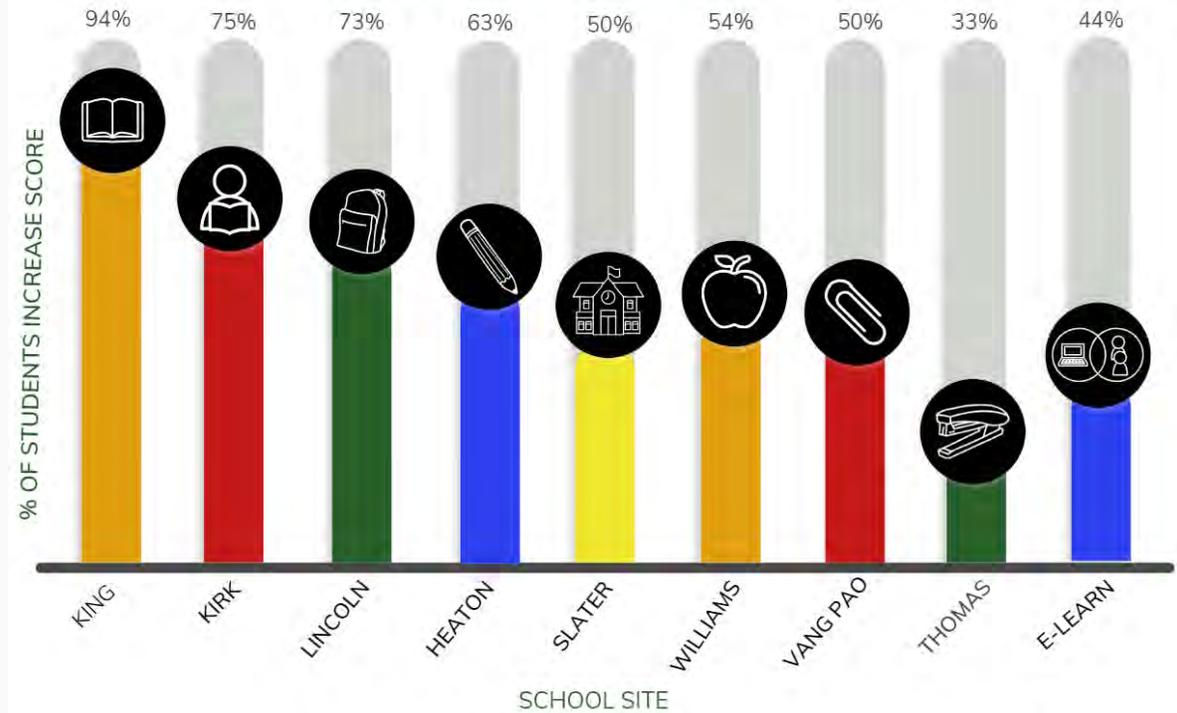
Students grew as readers cont...

% of students that showed growth by school on PRF*
(n = 161)

FRESNO UNIFIED PASSAGE READING FLUENCY % SITE OVERVIEW



FRESNO UNIFIED VOCABULARY % SITE OVERVIEW



% of students that showed growth by school on Vocab
(n = 125)

Teams celebrated Student Learning

At the completion of the program, students had the opportunity to earn incentives through mastering strategies, achieving either growth or stretch book goals, attending instructional sessions and family workshops. Teachers then hosted an end of Program Learning Bonus Celebrations to celebrate the progress and achievements of scholars during the learning accelerator. We want to thank our teachers, our Site Leaders and all staff who supported making this a successful program.



Incentives earned by students

137 - Tier 1: Backpack, school supplies, books

27- Tier 2: Backpack, school supplies, books, & (1yr) Family Membership to Chaffee zoo

158 - Tier 3: Backpack, school supplies, books, V-Tech watch, & (1yr) Family Membership to Chaffee zoo



17,243

Raz-Kids books read & listened to





Impact report

Fresno Unified – A4

Summer 2022



Family-Educator Learning Accelerator



Springboard Collaborative’s core methodology is the Family-Educator Learning Accelerator (FELA). A FELA is offered as 5 to 10-week learning accelerator during which teachers and families team up to help students reach reading goals. This summer, Springboard Collaborative partnered with Fresno Unified- A4 and modified the learning accelerator structure to accommodate the district’s 3-week, 6-hour instructional day. The partnership was hosted at The summer model was created to accelerate student learning—especially after the disruption caused by the COVID-19 pandemic—while also building the capacity of Fresno Unified – A4 to sustain these high-quality family-educator partnerships.



Building our team- Team Huddle's

At the beginning of the program, teachers, families, and students met to build a foundation of trust and a strong working relationship. The team huddle happens prior to the program beginning and helped the team to personally connect with each other, the teacher gets to know the student as a well-rounded learner, and the family has the opportunity to ask questions about the components and resources of the program. Educators and leaders were equipped by Springboard's internal team, and the office of A4 to coach teachers through PLCs on content varying from data-driven instruction to hosting workshops.

98% Families participated in team-building huddle



“He has always been good at math but has struggled with reading. I rarely see him reading at home but when he received his books, he was really excited about reading them and would not put them down.”

Find your starting point

At the start of programming, teachers built partnerships with families and assessed students to set reading goals that guided targeted small group instruction for students. Leaders were also equipped by Springboard and the office of A4’s internal team to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.

Snapshot of A4 Fresno Unified

Race/Ethnicity	
1% Asian	1% White
83% Black	1% Multiracial / other
11% Hispanic	4% Unreported

Grade levels

Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade +
19%	19%	23%	22%	18%



“A4 springboard summer school focus on literacy is super beneficial to students' academic success by helping to build students' self-esteem and confidence when reading..”

- Mrs. Prescott, TEACHER

1. **Race/Ethnicity**- All metrics listing race/ethnicity includes any student that has African-American identified, which includes all African-American multi-racial students (includes Hispanic & African American). Multiracial / other identified in this report is referencing non-African American multi-racial students.

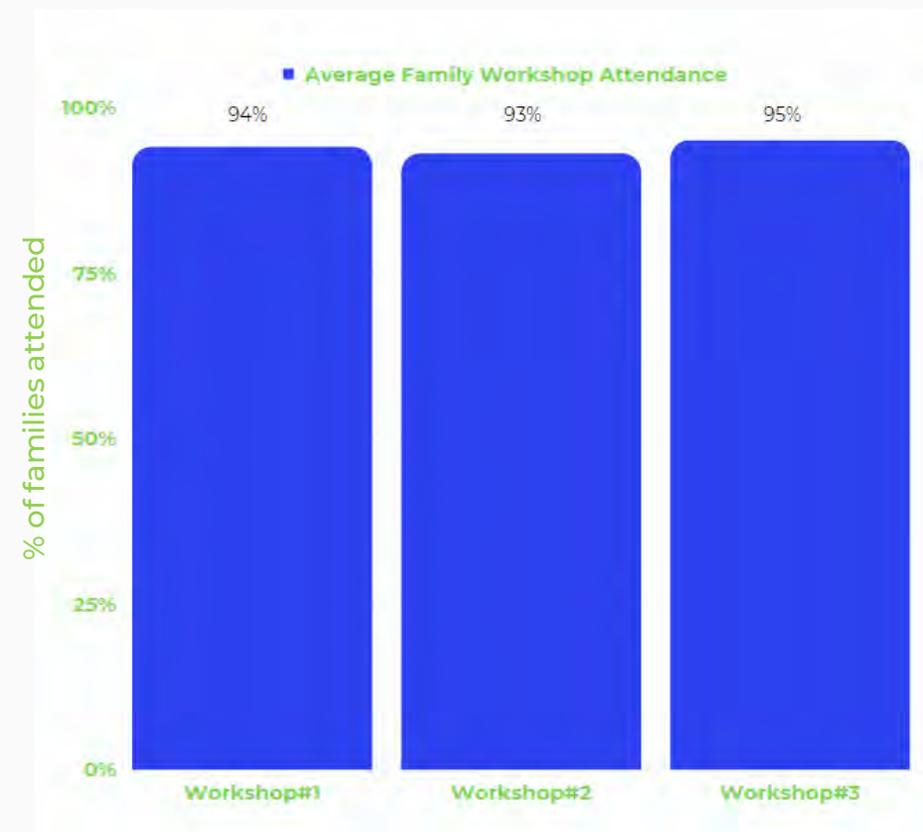
Practice, practice, practice

Fresno Unified – A4 hosted workshops that helped adult family members be effective at-home literacy coaches. Workshops were designed for adult family members to read with their student purposefully and ask questions as they support their student to understand what they’ve read, figure out new words, read more fluently, and engage with the reading process. Students practiced reading on their own, with a family member at home and at family workshops, and with their teachers through small group instruction.

Snapshot of A4 Fresno Unified attendance

98% Students completed action plan
247 Students met attendance minimum¹
82% Average instructional attendance

94% Average family workshop attendance
98% Families attended at least 1 workshop



1. Attendance Minimum - All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted. Students see the greatest gains when they attend at least 25% of programming days.

Check your growth

Students were given a one-on-one assessment through EasyCBM. EasyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching. EasyCBM provided curriculum-based measures in literacy for oral reading fluency, vocabulary, and other key assessment points. Program assessments were given to determine our scholar's current skills and potential for growth. In addition to assessments, throughout the program families were able to reflect on student's reading progress with tips provided by Springboard Connect and a reading survey.

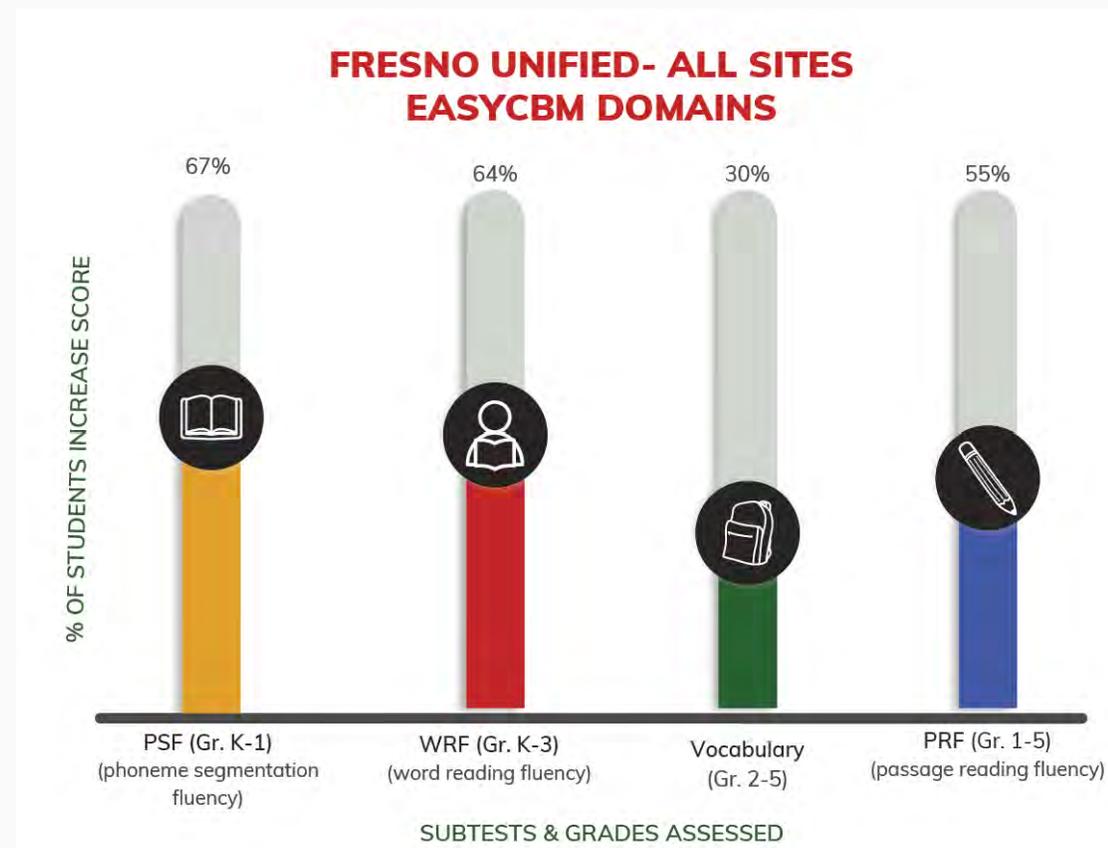
12%

Percent of students met their reading growth goal

65%

Percent of students met/or exceeded their reading stretch goal

% of students that showed growth on easyCBM subtests (n = 147)



Check your growth...cont.

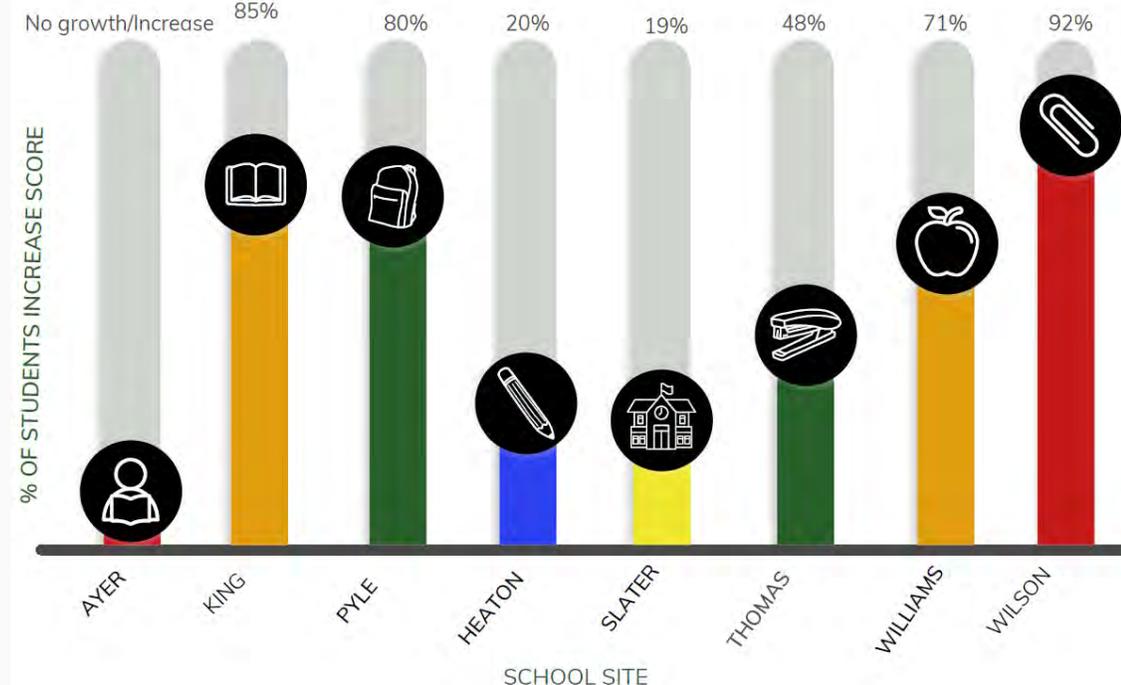
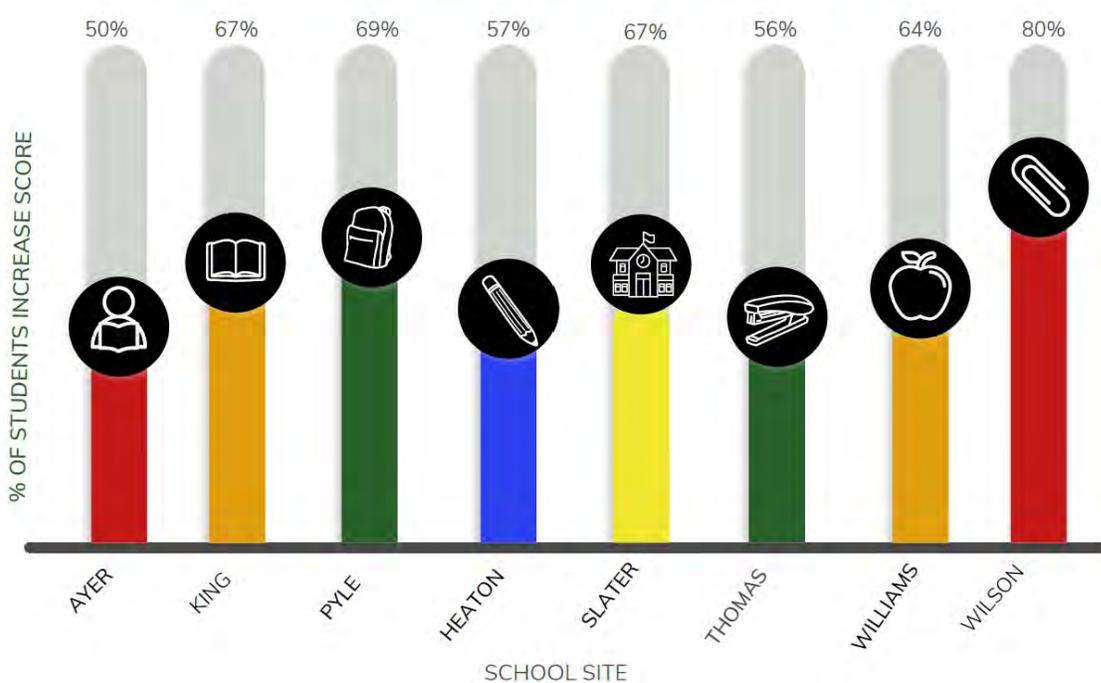


% of students that showed growth by site on WRF*
Grades K-3 (n = 68)

% of students that showed growth by site on PRF*
Grades 1-4 (n = 58)

FRESNO UNIFIED WORD READING FLUENCY % SITE OVERVIEW

FRESNO UNIFIED PASSAGE READING FLUENCY % SITE OVERVIEW

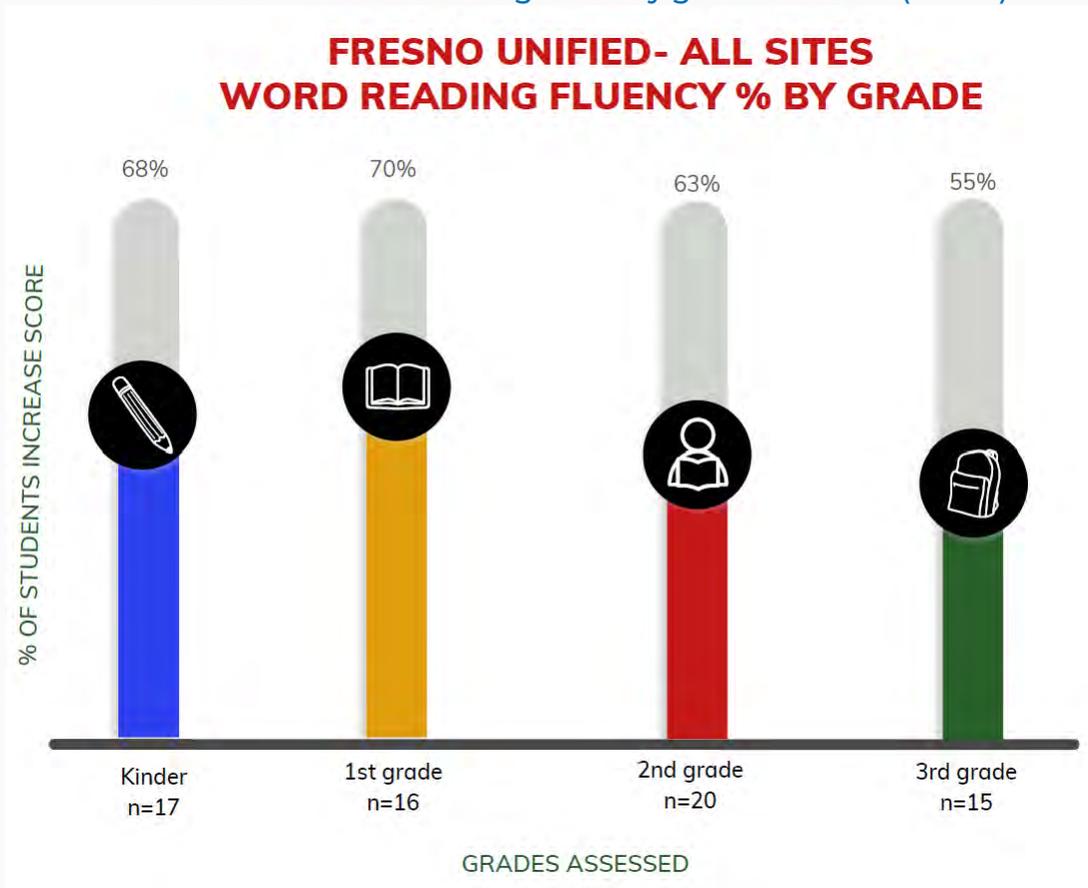


*WRF = Word Reading Fluency
*PRF = Passage Reading Fluency

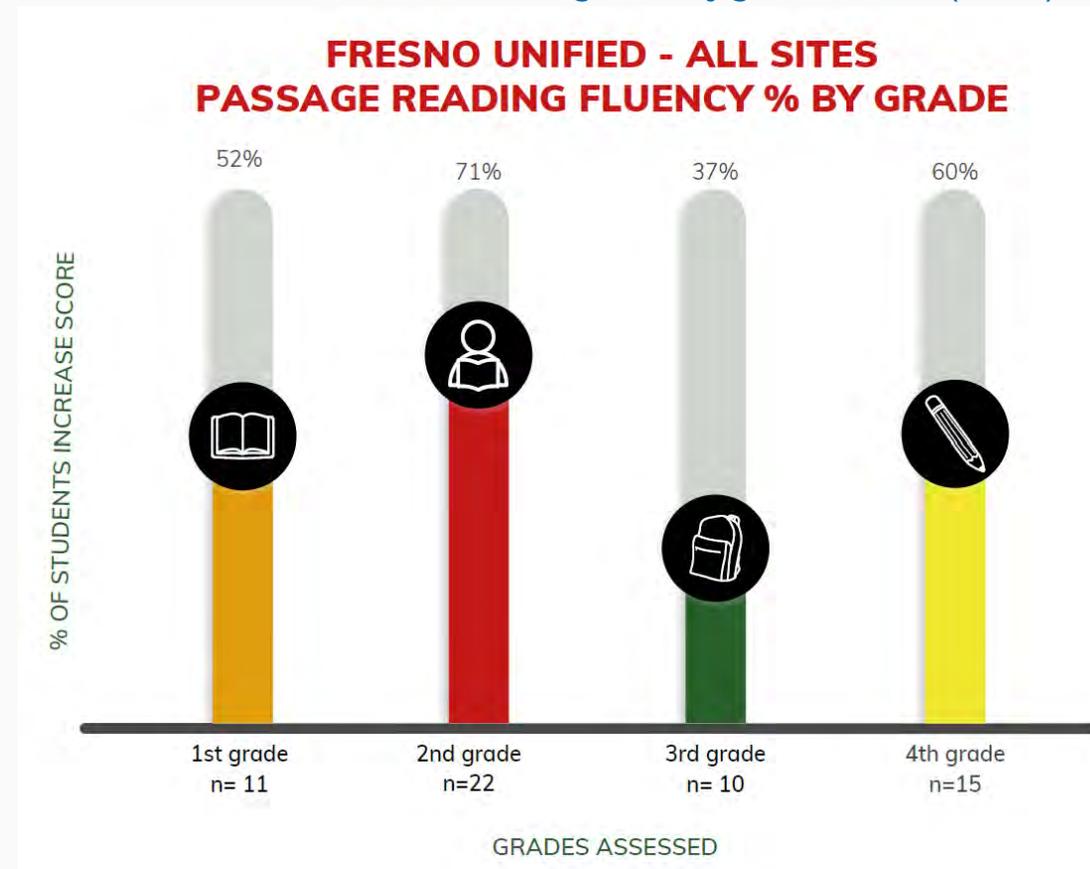
Check your growth...cont.



% of students that showed growth by grade on WRF* (n = 68)



% of students that showed growth by grade on PRF* (n = 58)



*WRF = Word Reading Fluency
*PRF = Passage Reading Fluency

Teams Celebrated Student Learning

At the completion of the program, students had the opportunity to earn incentives through mastering strategies, achieving either growth or stretch book goals, and attending instructional sessions and family workshops. Teachers then hosted an end of Program Learning Bonus Celebration to celebrate the progress and achievements of scholars during the learning accelerator. We want to thank our teachers, our Site Leaders, and all staff who supported making this a successful program.



Incentives earned by students



8,598

Raz-Kids books read & listened to



54 - Tier 1: Books

27- Tier 2: Backpack, school supplies, & books

149- Tier 3: Backpack, school supplies, books, & either V-Tech watch, Robot or (1yr) Family Membership to Chaffee zoo (grade level goal)

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: September 30, 2022

Phone Number: 457-3907




Regarding: School Services Weekly Update Reports for September 22, 2022

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Update for September 22, 2022 is attached and includes the following articles:

- Newsom Takes Action on Mental Health and School Facilities Bills – September 22, 2022
- State Delays Public Release of English, Math and Science Test Score Results to Later This Year – September 22, 2022
- In Nonpartisan Race for California Superintendent of Public Instruction, it's All Politics – September 21, 2022

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/30/2022



1121 L Street

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Suite 1060

•
Sacramento

•
California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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www.sscal.com

DATE: September 22, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Bill Signing Update

Governor Gavin Newsom spent Monday through Wednesday in New York City this week for the annual Climate Week conference that is held in the “Big Apple,” and thus was not able to act on as many bills as he has in prior weeks.

However, his press office did announce on Monday that he had acted on nearly three dozen bills, which included a handful of measures with implications for local educational agencies. We detail the three education-related bills that he signed and the three that he vetoed in the *Fiscal Report* article entitled, “Newsom Takes Action on Mental Health and School Facilities Bills,” which you can find below in the articles section.

An interesting theme that we continue to see in Governor Newsom’s veto messages is his Administration’s concern of signing measures into law that have fiscal implications on the state that were not accounted for in the 2022-23 Enacted Budget. He continues to highlight that the Legislature has sent him bills with one-time spending commitments of over \$20 billion and ongoing spending commitments of more than \$10 billion that are not accounted for in the Enacted State Budget. He then justifies the veto by referencing the lower-than-expected monthly revenues that the state has seen since the May Revision and thus the need to practice fiscal prudence during this uncertain economic time.

The fact that the Governor is advising caution on signing any bill with significant fiscal implications as state revenues have come in lower than expected, signals that his Administration will look to practice fiscal restraint when he releases his 2023-24 State Budget proposal in January (assuming the polls are correct, and he is reelected in November).

The Governor has just a little over a week to act on legislation, and he has yet to take up many of the more controversial and significant education measures sitting on his desk. We will provide another update on his actions next week.

Leilani Aguinaldo

Newsom Takes Action on Mental Health and School Facilities Bills

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
September 22, 2022

On Monday, September 19, 2022, the Newsom Administration announced that Governor Gavin Newsom had taken action on nearly three dozen bills, including several measures with implications for local educational agencies (LEAs). Below, we provide summaries of the three education bills that Governor Newsom signed into law and the three measures that he vetoed. As a reminder, the Governor has until the end of Friday, September 30, 2022, to sign or veto legislation.

Education Bills Signed by the Governor

Assembly Bill (AB) 58 (Salas, Statutes of 2022)—Pupil Health: Suicide Prevention Policies and Training. This bill requires an LEA to, by January 1, 2025, revise its policy and training materials on pupil suicide prevention and to adopt the best practices identified by the California Department of Education's (CDE) model policy on pupil suicide prevention. The bill requires the CDE to develop and issue resources and guidance on how to conduct suicide awareness and prevention training remotely to LEAs by June 1, 2024. Finally, the bill encourages LEAs to provide suicide awareness and prevention training to teachers beginning with the 2024-25 school year.

AB 748 (Carrillo, Statutes of 2022)—Pupil Mental Health: Mental Health Assistance Posters. This bill requires each school site in an LEA serving students in any grades 6-12 to, by the 2023-24 school year, create a poster that identifies approaches and shares resources regarding pupil mental health. The poster is required to be displayed in English and any primary language spoken by 15% or more of the students enrolled at the school site. The poster is required to be displayed in appropriate public areas that are accessible to, and commonly frequented by, pupils at each school site. The bill requires the CDE to develop and maintain a model poster to serve as a guide for LEAs. However, the bill does not specify a date by which the model poster is to be made available.

AB 1867 (Lee, Statutes of 2022)—School Facilities: Modernization Projects: Bathrooms. This bill requires faucet aerators and water-conserving plumbing fixtures in all bathrooms for modernization projects for school facilities that were constructed before January 1, 2012. The bill specifies that this requirement is only triggered for projects submitted to the Division of the State Architect three months after voters approve a statewide K-12 school facilities general obligation bond at a statewide election occurring after November 1, 2022. As a reminder there is no statewide bond measures appearing on this November's ballot—meaning this bill's provisions would not kick-in until three months after a future statewide bond is approved.

Education Bills Vetoed by the Governor

AB 552 (Quirk-Silva, D-Fullerton)—Integrated School-Based Behavioral Health Partnership Program. This bill would have authorized LEAs and county behavioral health agencies to enter into the Integrated School-Based Behavioral Health Partnership Program to provide school-based behavioral health and substance abuse disorder services on school sites, and would have authorized the billing of private insurance providers for these services under specified conditions.

The Governor's veto message states, in part:

“While I share the author's goal of addressing the mental health needs of children and youth, the partnership programs proposed under this bill would duplicate requirements for school-based behavioral health services being developed pursuant to the Children and Youth's Behavioral Health Initiative (CYBHI), which take effect in 2024. Implementation of the CYBHI's statewide all-payer fee schedule will provide a solution to the issue that this bill attempts to address. Additionally, I am concerned that this bill could create significant one-time and ongoing costs in the millions of dollars for the departments that would play a role in implementing these programs.”

AB 2548 (Nazarian, D-Van Nuys)—California Kids Investment and Development Savings Program. This bill would have increased the initial seed deposit for the California Kids Investment and Development Savings (CalKIDS) Program from at least \$25 to at least \$100.

The Governor's veto message states, in part:

“While I appreciate the intent of the bill, it creates an estimated \$33.8 million in ongoing cost pressures not contemplated in the budget. With our state facing lower-than-expected revenues over the first few months of this fiscal year, it is important to remain disciplined when it comes to spending, particularly spending that is ongoing.”

Senate Bill 870 (Portantino, D-Burbank)—Developmental Services. Current law defines a “developmental disability” as a disability that originates before an individual attains 18 years of age, continues, or can be expected to continue, indefinitely, and constitutes a substantial disability for the individual. This bill would have modified that definition to mean a disability that originates before an individual attains 22 years of age.

The Governor's veto message states, in part:

“While I support the concept of extending the comprehensive services and supports available through the Lanterman Developmental Disabilities Services Act to individuals whose disabilities originated before age 22, such an expansion of eligibility would require regional center and provider staff to be trained, and additional community resources would need to be developed, to serve the expanded consumer population. The planning and preparation for this expansion cannot be completed by January 1, 2023. Furthermore, the proposed expansion would require tens of millions of General Fund dollars to implement and funds were not included in the budget for this purpose.”

In veto messages for measures with potential cost implications, we continue to see Governor Newsom note the lower-than-expected revenues that the state has seen since the May Revision and thus the importance of remaining disciplined when it comes to spending. Additionally, the Governor has continued to highlight that the Legislature has sent him bills with the potential one-time costs of over \$20 billion and more than \$10 billion in ongoing commitments that are not accounted for in the 2022-23 Enacted Budget. Furthermore, the Governor continues to signal that he will veto any measure with significant fiscal costs that has not been accounted for in the State Budget. Stay tuned.

Note: The state is waiting to release the results of the Smarter Balanced assessments so that they can release them simultaneously with the 2022 California School Dashboard, which usually doesn't come out until December.

State Delays Public Release of English, Math and Science Test Score Results to Later This Year

State denied EdSource's request for data while telling districts data is 'not embargoed' and should be shared with parents and school boards.

By John Fensterwald and Thomas Peele
EdSource
September 22, 2022

In a significant departure, the California Department of Education is withholding the release of the results of the Smarter Balanced tests that students took last spring until an undetermined date later this year. The result will be a monthslong delay before the public can view results in English language arts, math and science for the state, districts, schools and charter schools.

The denial of EdSource's request to release test score data comes at a time when educators are concerned about the pandemic's impact on reading and math progress, especially in the early years. Releasing scores "later this year" means that the public will learn about spring test results for third-graders who are now well into fourth grade.

The California Department of Education told EdSource that it is withholding the scores now, so they can be simultaneously released with other data for the California School Dashboard, such as student absentee rates, suspension rates and rates of chronic absenteeism. The dashboard provides a detailed look at school and district metrics, broken down by student demographic groups. The data is used to determine which low-performing districts require state assistance.

The state has not said when it plans to release the updated dashboard, but if it is released after Nov. 8, the Smarter Balanced results won't surface as an election year issue – both for local school board races and for State Superintendent of Public Instruction Tony Thurmond, who runs the California Department of Education and is facing re-election this year. Thurmond did not comment on the test scores release date. That updated dashboard has been released between November and January in past years.

Mary Nicely, chief deputy state superintendent for instruction, said that the state board set the goal in 2017 for a comprehensive approach that would include combining the release of state test scores and other metrics with the updated dashboard. "We are on track to release the data as we did last year. If we can come out sooner, we will," she said. "We are not withholding anything; people are working hard to finalize the data."

Thurmond opponent Lance Christensen, when notified by EdSource about the state's refusal to release the scores, said, "The fact that the department is not willing to publish now suggests that scores will be lower and the current state superintendent does not want to be held accountable for the results."

The state refused to release the test score results to EdSource despite an Aug. 5 letter to districts, county offices of education and charter schools telling them the results were "not embargoed" and they "are encouraged to use their results for local planning, including public meetings with their local governing

board.” Maria Clayton, director of communications for the California Department of Education, repeated in a Sept. 1 email to EdSource that the results were “not embargoed.” Districts have provided scores of individual students to parents, and several districts, including Los Angeles Unified and Palo Alto Unified, have released their results to the public.

EdSource, through its attorney, sent a letter to Education Department officials Wednesday requesting immediate reversal of that denial. “EdSource considers delay tantamount to denial as it effectively robs the public of its vital role in overseeing the CDE and individual districts and in holding both accountable to its students and the public. This is especially important during what continues to be one of the most challenging and impactful times to our educational system due to the COVID pandemic,” wrote EdSource attorney Duffy Carolan, of the law firm Jassy Vick Carolan.

The five-page legal analysis challenged CDE’s decision to withhold the test scores “...the CDE cannot identify any ‘public’ interest in non-disclosure that could justify its denial position, let alone an interest that ‘clearly outweighs’ the substantial public interest in access to this information.”

Earlier this month, EdSource filed a request under the California Public Records Act, with the California Department of Education for the 2022 results, including the breakdown by student groups. EdSource has annually analyzed the data, so the public can look up a school’s scores and how it compares to other schools. The last full year of results is for the 2018-19 school year.

“The state can’t talk out of both sides of its mouth” by giving districts data that shows their test results and then refusing to release the overall data set, said David Loy, legal director of the First Amendment Coalition, a San Rafael-based open government group. There are no exemptions in the law that allow the government to withhold records from the public because they are “inconvenient or embarrassing,” he said.

Since California first released Smarter Balanced scores in 2015, the Education Department has consistently released them separately and sooner than the other dashboard data. Dates ranged from the last week in August through the first week in October. The exception was the 2020-21 school year, when results were released in January 2022 with dashboard indicators. Because of the pandemic, districts had a choice of giving local assessments or the Smarter Balanced tests; districts with enrollments totaling fewer than a quarter of the state’s students chose that option and the resulting data was “limited in both scope and use,” the department said in a news release at the time. No test was given in 2019-20 because of the pandemic.

Janet Weeks, director of communications for the State Board of Education, said that the board agreed that the Smarter Balanced results would be released simultaneously with the updated dashboard.

In its Sept. 12 denial, Clayton said the data was not yet ready for release because it “is still undergoing a review and validation process by the CDE and the local educational agencies.” A premature release of statewide results “could mislead researchers, policymakers and the general public” and “thus be detrimental to the public’s interest.”

Especially this year, pushing back disclosure has ramifications. Based on national data, the National Assessment of Educational Progress, and the results of Los Angeles Unified, which did release its 2022 scores this month, the results are expected to show record declines, compared with pre-pandemic 2018-19. Research has shown that student learning was affected by remote learning followed by a chaotic year under Covid. Districts are getting historic levels of state and federal funding to bridge the gaps.

“Districts are engaged in multiple planning processes right now to determine how to spend investments to improve teacher supports and student learning,” said Christopher Nellum, executive director of Education Trust-West, a student advocacy group. “Delaying this data threatens to hinder engagement as well as the effectiveness of the investments the state has made in recent years, including funds to address impacts of the pandemic.”

There is an imperative to respond expeditiously, said the Center for Reinventing Public Education in a report issued this month. “The academic, social, and mental-health needs are real, they are measurable, and they must be addressed quickly in order to avoid long-term consequences,” lead authors Robin Lake and Travis Pillow wrote.

Waiting until later this year to release how students scored last spring will delay needed public discussions on how districts should respond to serious setbacks in learning including shifting funding immediately and next summer to accelerate learning. The timing is especially troubling for educators in early literacy, as the state copes with a reading crisis. Only 48.5% of third-graders tested at grade level or above in English language arts during the 2018-19 school year, before the pandemic stalled all learning.

Districts have had initial access to their own Smarter Balanced test results since early summer and reliable data since early August. Several superintendents agreed there is value and urgency in sharing both individual districts’ and statewide data, several superintendents agreed.

“As the largest public school district in California, Los Angeles Unified urges the state of California to expedite the full release of test scores annually to inform the community and enable the district to take immediate action to meet the needs of our most vulnerable, at-risk student populations,” said Superintendent Alberto Carvalho when releasing district data on Sept. 9.

Parents and districts also benefit when they can compare their own scores with statewide and surrounding district and charter school results, said Christensen. “Districts want to get information from other districts — to who is doing what and, seek out best practices,” he said.

Gilbert Magallon, spokesperson for Central Unified School District in Fresno, said comparing results is useful. “We value receiving data on similar districts and seek to learn information that may be beneficial as we strive to improve students’ academic outcomes.”

Palo Alto Unified released partial results of Smarter Balanced results — for third grade English language arts — in a report to the community on Sept. 9 showing impressive gains for all student groups. The rest of the results will be released this week, said Superintendent Don Austin.

“Since early literacy was our predetermined goal, it made sense,” Austin said. “Our math scores do not look as strong. We don’t have any context for the scores across the state. Without seeing the scores for everyone, we are guessing if our scores were good, bad or in between.”

Getting scores out as soon as permissible is not only sound policy but, civil liberties lawyers say, is required by the state law governing the release of public documents, the California Public Records Act.

Since the Aug. 5 letter to districts, the department also has sent contradictory messages, telling districts not to publicly release the scores; a few districts contacted by EdSource have presented them to their boards, and others said they plan to do so in October.

On Sept. 15, EdSource sent a Public Records Act request to the state's 30 largest districts, requesting their Smarter Balanced results. Besides Los Angeles Unified, which already had released a summary of its results, only two districts so far have responded with scores: Sacramento City Unified and Lodi Unified. As with LAUSD, the scores showed significant drops in math and English language arts compared with 2018-19.

After receiving the EdSource request, Anaheim Union High School District contacted the California Department of Education. The response from the ETS' California Outreach Team on behalf of the department was unequivocal: "The embargoed results are for LEA (local educational area) use only; they should not be shared with the public. The public release of the data is going to be available later on this year."

Districts have also received communications from the department that data remained in a preliminary/draft status for districts, and statewide data is not yet final. Kelly Avants, the spokesperson for Clovis Unified School District, said Clovis interpreted that as "the data should continue to be treated as embargoed."

She said the district is planning a public workshop in November when the data will be public.

EdSource reporters contributing to this story: Carolyn Jones, Ashleigh Panoo, Diana Lambert, Ali Tadayon and Daniel Willis.

Note: Incumbent State Superintendent of Public Instruction (SSPI) Tony Thurmond will face off against Lance Christensen, Vice President, Education Policy & Government Affairs for the California Policy Center, this November in the SSPI race.

In Nonpartisan Race for California Superintendent of Public Instruction, it's All Politics

Democratic incumbent Tony Thurmond and Republican challenger Lance Christensen will face off in the race for superintendent of public instruction to oversee California schools.

By MacKenzie Mays
The San Diego Union-Tribune
September 21, 2022

The superintendent of public instruction is the only nonpartisan statewide office in California, but it seems impossible to separate politics from the race between Democratic incumbent Tony Thurmond and Republican challenger Lance Christensen.

Neither shy away from stepping into the partisan fray.

As superintendent, Thurmond, who was elected in 2018 after a term in the California Assembly, has been in lockstep with Democratic Gov. Gavin Newsom. He has promoted LGBTQ-inclusive books in school libraries amid fights against them in some Republican-led states; issued a statement supporting abortion rights after the U.S. Supreme Court overturned Roe vs. Wade and launched discussions about institutional racism after the police killing of George Floyd.

Christensen, an education and government affairs director for the conservative California Policy Center, has railed against Newsom, teachers unions, comprehensive sex education, critical race theory and masks in

schools during COVID-19. Unlike Thurmond, he opposes a November ballot measure to secure abortion access in the California constitution.

Christensen, who also has state Capitol experience as a staffer to Republican lawmakers, said that politics don't matter in the race for state superintendent.

"I'm not running as a Republican. It's not partisan, it all comes down to ideology," he said. "My ideology is such that I just really believe that parents own their children and have full control over them, not some bureaucrat."

Thurmond disagrees that the politics don't matter.

"I think that he's articulating dangerous messages that actually would have a negative impact on many of our students. We need to prevent young people from being coopted in these hateful messages," Thurmond said of Christensen. "If you come in attacking teachers as he has, attacking social groups, how is he going to build any coalition to support the important work that needs to be done?"

For Thurmond, who has had a tumultuous first term as superintendent, Christensen's politics could work in his favor.

Thurmond has endorsements from the influential California Teachers Association and the California Democratic Party in a state where a likeminded supermajority reigns. Those endorsements come despite allegations of a toxic workplace and criticism for hiring a friend on the East Coast to helm a top-paying state Department of Education position.

Thurmond's team pointed to Christensen's affiliation with the Bradley Impact Fund as one reason why he should not be elected. According to his 700 forms, last year Christensen was paid \$2,050 by the conservative organization, which has promoted baseless election fraud claims in support of former president Donald Trump.

Christensen said that "is not relevant at all," and though he is outspoken about his conservative views, he laments the focus on his political stances that aren't directly tied to the operation of California's K-12 schools and success of its near 6 million students.

"Donald Trump has zero to do with what I'm trying to accomplish here, but because I have an 'R' behind my name, that's what they're going to hit me with," Christensen said.

Unlike in most states, the superintendent of public instruction in California is elected by voters instead of appointed by the governor.

The superintendent oversees the California Department of Education, which employs more than 2,000 employees and ensures schools stay in compliance with a slew of policies, including how they spend state dollars.

But local school boards and county superintendents have much say over what happens in their districts, and in many ways, the Legislature and state school board have more power over education in the state than the superintendent of public instruction.

Arguably, the SPI's greatest power is the bully pulpit, as they can fight for the ear of the governor and lawmakers to influence policy and provide guidance to local districts.

If elected in November, Christensen said he will appoint a "chief parent advocate" to influence education policy. He has also vowed to audit state Education Department dollars to slim down "bureaucratic bloat"; overhaul what he calls archaic education code and give even more authority to district superintendents in a state that is already pro-local control.

Thurmond, if reelected, has vowed to ensure that every current kindergartener — more than 450,000 students — can read by the third grade by 2026. Currently, less than half of California's third-graders read at sufficient levels, according to the latest state test scores. The third grade is viewed by educators as a crucial academic marker when students go from "learning to read" to "reading to learn."

Thurmond also has goals of hiring 10,000 new counselors in schools. He pointed to legislation he sponsored to acquire funding in the latest state budget for programs focused on mental health workers as one of his proudest accomplishments, citing the need for emotional support for youth.

"The most important thing that a state superintendent can do is find ways to work with the governor and the Legislature to get resources for districts," he said. "It's about understanding all the parts of how you get policy done and how you get revenue."

Christensen does not see Thurmond's past as a state lawmaker as a benefit, but a detriment. Parents are tired of the status quo and lifetime politicians, he said.

"They all universally say it's not acceptable," Christensen said of parents he's met on the campaign trail discussing the state of public education in California. "[Thurmond] is absolutely ineffective."

The odds are in Thurmond's favor. He has 20 times more campaign funding than Christensen, raising \$1.7 million in direct contributions alone. The California Teachers Association has put more than \$1 million into an independent expenditure committee to reelect him.

And not a single Republican has been elected for statewide office in California since 2006.

But incumbency has its downfalls too. Thurmond must answer tough questions about declining enrollment, a teacher shortage, alarming standardized test scores and how the state plans to correct pandemic setbacks.

"Even though it's not something I have direct control over, I knew day one that I would get blamed for all kinds of things that would be out of my control. But that's OK, I'm deeply committed to having young people have success," he said. "I don't spend a lot of time trying to explain it away. At the end of the day, people have a right to be upset and we have to be very focused on that."

Christensen believes that voters care about Thurmond's record enough to vote him out, including parents frustrated with the state's handling of school closures and distance learning during the COVID-19 pandemic under his leadership. Thurmond was criticized for not being out in front of pandemic issues, unlike superintendents in other states.

While Thurmond could have won the race in the June primary had he garnered enough votes, he fell short of the 50% needed, securing about 46%. Christensen came in second place, with nearly 12% of the votes.

This superintendent race pales in comparison to the 2018 election, when Thurmond and fellow Democratic candidate Marshall Tuck sparred in a close, \$60-million competition focused on charter schools.

Like Tuck, Christensen supports charter schools — his children have attended them. Thurmond supported teachers unions in their fight against them, promoting a law signed in 2019 that cracked down on regulations and standards for the non-traditional public schools.

Christensen has repeatedly invited Thurmond to a public debate but Thurmond has rejected those offers.

“He has an incredibly dangerous message of propaganda that is harmful. I’m not going to give him a platform to spread that message and hurt our kids,” Thurmond said.

The election is Nov. 8.

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 Imberi-Olivares, Executive Director
Cabinet Approval: 

Date: September 30, 2022

Phone Number: 457-3896

Regarding: 2021/22 California Spanish Assessment and Postsecondary Readiness Assessments Results

The purpose of this communication is to provide the Board information regarding final 2021/22 California Spanish Assessment (CSA) and Postsecondary Readiness Assessments results for Fresno Unified School District. The California Spanish Assessment (CSA) 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 Advanced Placement (AP) and the International Baccalaureate (IB) Diploma Program are advanced academic programs that make rigorous, college-level academic content available to secondary school students. The Scholastic Aptitude Test (SAT) is designed to measure students' college readiness and academic achievement as they prepare for postsecondary college and career opportunities. While the SAT was previously used for California State University (CSU) and University of California admission criteria, in May 2020, the UC Board of Regents voted unanimously to stop requiring SAT as part of the admission process and in March 2022, the CSU Board of Trustees voted to remove SAT from their undergraduate admissions process.

Included in this communication are the following reports:

- The CSA is optional assessment for students in grades 3-8, and 11 who receive instruction in Spanish. Fresno Unified administered the CSA to Dual Immersion students in grades 3-6. A score of "3" represents consistent demonstration of skills a successful DI student would have.
- AP exams are administered to any student in grades 9-12 who are enrolled in an AP course.
- IB exams are administered to any student in grades 9-12 who are enrolled in an IB Diploma track course. Note: IB courses are only offered at Fresno High.
- The SAT is administered to students in grade 11. Last year, after receiving input from site leaders, site testing coordinators, and counselors, Fresno Unified made the decision to offer this exam as optional for 11th grade students.

If you have further questions or require additional information, please contact Andrew Scherrer at (559) 457-3842.

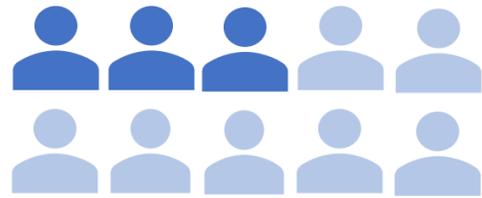
Approved by Superintendent 
Robert G. Nelson Ed.D. _____

Date: 09/30/2022

2021-22 California Spanish Assessment (CSA) and Postsecondary Assessments Final Results

California Spanish Assessment (CSA)

The CSA is an *optional* assessment for students in grades 3-8 and 11 who receive instruction in Spanish. Fresno Unified administered the CSA to Dual Immersion students in grades 3-6. A score of “3” represents consistent demonstration of skills a successful DI student would have. Note: Filipino, Pacific Islander, and Homeless students did *not* participate in the CSA.



Approx. **1** in **10** students scored a 3 on the CSA (13%)



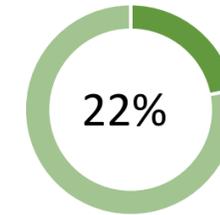
Students participated in the CSA

13%

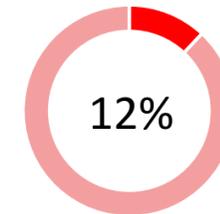
Hispanic have the **highest** rate of students who scored a 3.

0%

Students with disabilities, foster youth, Asian, Native American/Alaskan, and Two or More Races have the **lowest** rate of students who scored a 3.



6th grade students have the **highest** percentage of students who scored a 3.



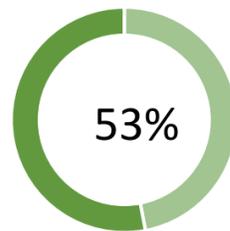
3rd grade have the **lowest** percentage of students who scored a 3.

Advanced Placement (AP) Exams

Students in grades 9-12 enrollment in an AP course can participate in AP exams. A score of 3 is a qualifying score.



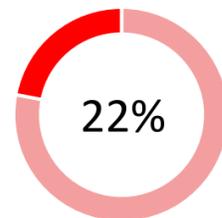
Students participated in an AP exam



White students had the **highest** rate of students with a qualifying score.



Of students received a qualifying score



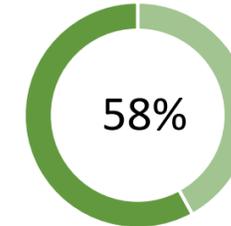
African American students had the **lowest** rate of students with a qualifying score

International Baccalaureate (IB) Exams

Students in grades 9-12 who are enrolled in an IB Diploma track course at Fresno High can participate in IB exams. Filipino, Native American/Alaskan, and Pacific Islander, and Unknown students did *not* participate in IB exams.



Students participated in an IB exam



Hispanic students had the **highest** rate of students with a qualifying score.



Of students received a qualifying score

English Learners, Foster youth, Homeless, Students with disabilities, African American, Asian, Two or More Races, and White students had fewer than 11 students with a qualifying score.

Scholastic Aptitude Test (SAT)

Students in grade 11 can participate in the SAT.

Note: Foster youth, Filipino, Pacific Islander, and Unknown students did *not* participate in the SAT.



Of students met benchmark in ELA



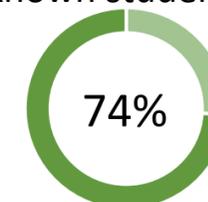
Of students met benchmark in Math

91%

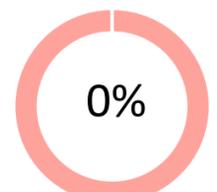
White had the **highest** rate of students meeting benchmark in ELA

0%

English Learner students had the **lowest** rate of students meeting benchmark in ELA



White students had the **highest** rate of students meeting benchmark in Math



English Learner students had the **lowest** rate of students meeting benchmark in Math

**2022 California Spanish Assessment (CSA) Results: Range 3 by
Region and School**

School	CSA		
	Count Test Takers	Range 3	
		N	%
District	804	104	13%
Bullard Region	36	--	--
Wawona Middle	36	--	--
Edison Region	185	--	--
Sunset Elementary	185	--	--
Fresno Region	26	--	--
Roeding Elementary	26	--	--
Hoover Region	26	--	--
Centennial Elementary	26	--	--
McLane Region	444	78	18%
Ewing Elementary	157	22	14%
Leavenworth Elementary	184	42	23%
Rowell Elementary	65	--	--
Yosemite Middle	38	--	--
Roosevelt Region	87	--	--
Calwa Elementary	26	--	--
Jackson Elementary	33	--	--
Lane Elementary	28	--	--
Sunnyside Region	0	0	0%
Specialty Region	0	0	0%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*Range 3 (the highest range) indicates that a student can consistently read, listen and write in Spanish

*The CSA is an optional language test in Spanish for students seeking a measure to recognize their Spanish-specific reading, writing, mechanics, and listening skills, regardless of their current enrollment in Spanish Instruction

2022 California Spanish Assessment (CSA) Results: Range 3 by Student Group

Student Group	CSA		
	Count Test Takers	Range 3	
		N	%
District	804	104	13%
English Learner	278	28	10%
Foster Youth	1	0	0%
Homeless	0	0	0%
Socioeconomically Disadvantaged	629	71	11%
Student w/ Disability	61	0	0%
African American/Black	28	--	--
Asian	9	0	0%
Filipino	0	0	0%
Hispanic	737	99	13%
Native American/Alaskan	3	0	0%
Pacific Islander	0	0	0%
Two or More Races	2	0	0%
White	25	--	--
Unknown	0	0	0%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*Range 3 (the highest range) indicates that a student can consistently read, listen and write in Spanish

*The CSA is an optional language test in Spanish for students seeking a measure to recognize their Spanish-specific reading, writing, mechanics, and listening skills, regardless of their current enrollment in Spanish Instruction

**2022 California Spanish Assessment (CSA) Results: Range 3 by
Grade Level**

Grade Level	CSA		
	Count Test Takers	Range 3	
		N	%
District	804	104	13%
3rd Grade	358	43	12%
4th Grade	155	21	14%
5th Grade	125	--	--
6th Grade	128	28	22%
8th Grade	38	--	--

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*Range 3 (the highest range) indicates that a student can consistently read, listen and write in Spanish

*The CSA is an optional language test in Spanish for students seeking a measure to recognize their Spanish-specific reading, writing, mechanics, and listening skills, regardless of their current enrollment in Spanish Instruction

2022 SAT Results: College and Career Readiness Benchmark Met by Region and School

School	SAT ELA			SAT Math		
	Count Test Takers	CCR Benchmark Met		Count Test Takers	CCR Benchmark Met	
		N	%		N	%
District	256	124	48%	256	71	28%
Bullard Region	20	19	95%	20	18	90%
Bullard High	20	19	95%	20	18	90%
Edison Region	22	21	95%	22	13	59%
Edison High	22	21	95%	22	13	59%
Fresno Region	3	--	--	3	--	--
Fresno High	3	--	--	3	--	--
Hoover Region	5	--	--	5	--	--
Hoover High	5	--	--	5	--	--
McLane Region	1	--	--	1	--	--
McLane High	1	--	--	1	--	--
Roosevelt Region	142	45	32%	142	16	11%
Roosevelt High	142	45	32%	142	16	11%
Sunnyside Region	55	29	53%	55	15	27%
Sunnyside High	55	29	53%	55	15	27%
Specialty Region	8	--	--	8	--	--
Duncan Polytech High	1	--	--	1	--	--
JE Young Academic High	1	--	--	1	--	--
Patino Entrepreneurship High	6	--	--	6	--	--

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have met the College and Career Readiness Benchmark for Math, they must have scored a 530 or higher

*For students to have met the College and Career Readiness Benchmark for EBRW, they must have scored a 480 or higher

*The SAT exam is offered as an optional exam to FUSD students due to its removal from CSU undergraduate admission criteria

2022 SAT Results: College and Career Readiness Benchmark Met by Student Group

Student Group	SAT ELA			SAT Math		
	Count Test Takers	CCR Benchmark Met		Count Test Takers	CCR Benchmark Met	
		N	%		N	%
District	256	124	48%	256	71	28%
English Learner	18	0	0%	18	0	0%
Foster Youth	0	0	0%	0	0	0%
Homeless	1	--	--	1	--	--
Socioeconomically Disadvantaged	186	74	40%	186	33	18%
Student w/ Disability	5	--	--	5	--	--
African American/Black	15	--	--	15	--	--
Asian	38	22	58%	38	12	32%
Filipino	0	0	0%	0	0	0%
Hispanic	161	62	39%	161	28	17%
Native American/Alaskan	3	--	--	3	--	--
Pacific Islander	0	0	0%	0	0	0%
Two or More Races	4	--	--	4	--	--
Unknown	0	0	0%	0	0	0%
White	35	32	91%	35	26	74%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have met the College and Career Readiness Benchmark for Math, they must have scored a 530 or higher

*For students to have met the College and Career Readiness Benchmark for EBRW, they must have scored a 480 or higher

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2022 SAT Results: College and Career Readiness Benchmark Met by Grade Level

Grade Level	SAT ELA			SAT Math		
	Count Test Takers	CCR Benchmark Met		Count Test Takers	CCR Benchmark Met	
		N	%		N	%
District	256	124	48%	256	71	28%
11th Grade	3	--	--	3	--	--
12th Grade	253	121	48%	253	68	27%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have met the College and Career Readiness Benchmark for Math, they must have scored a 530 or higher

*For students to have met the College and Career Readiness Benchmark for EBRW, they must have scored a 480 or higher

*The SAT exam is offered as an optional exam to FUSD students due to its removal from CSU undergraduate admission criteria

2022 AP Results: Qualified Score (>=3) by Region and School

School	AP		
	Count Test Takers	Qualified Score	
		N	%
District	2989	1102	37%
Bullard Region	494	198	40%
Bullard High	494	198	40%
Edison Region	806	461	57%
Edison High	805	460	57%
Gaston Middle	1	--	--
Fresno Region	47	17	36%
Fresno High	47	17	36%
Hoover Region	316	78	25%
Hoover High	316	78	25%
McLane Region	186	56	30%
McLane High	186	56	30%
Roosevelt Region	363	77	21%
Roosevelt High	362	77	21%
Sequoia Middle	1	--	--
Sunnyside Region	478	134	28%
Sunnyside High	478	134	28%
Specialty Region	299	81	27%
Baird Middle	1	--	--
Bullard Talent K-8	1	--	--
Duncan Polytech High	289	79	27%
Patino Entrepreneurship High	8	--	--

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have obtained a qualifying score, they must have scored a 3 or higher

*The State Accountability Model holds LEA's accountable for students passing TWO or more AP exams

*AP Exams are administered to any student in grades 9-12 who are enrolled in an AP course

2022 AP Results: Qualified Score (>=3) by Student Group

Student Group	AP		
	Count Test Takers	Qualified Score	
		N	%
District	2989	1102	37%
English Learner	115	31	27%
Foster Youth	3	--	--
Homeless	7	--	--
Socioeconomically Disadvantaged	2199	741	34%
Student w/ Disability	31	--	--
African American/Black	115	25	22%
Asian	453	128	28%
Filipino	18	--	--
Hispanic	1920	711	37%
Native American/Alaskan	9	--	--
Pacific Islander	11	--	--
Two or more races	82	20	24%
Unknown	1	--	--
White	380	202	53%

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2022 AP Results: Qualified Score (≥ 3) by Grade Level

Grade Level	AP		
	Count Test Takers	Qualified Score	
		N	%
District	2989	1102	37%
9th Grade	481	117	24%
10th Grade	684	321	47%
11th Grade	890	314	35%
12th Grade	934	350	37%

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*The State Accountability Model holds LEA's accountable for students passing TWO or more AP exams

*AP Exams are administered to any student in grades 9-12 who are enrolled in an AP course

2022 IB Results: Qualified Score (>=4) by Region and School

School	IB		
	Count Test Takers	Qualified Score	
		N	%
District	184	97	53%
Fresno Region	184	97	53%
Fresno High	184	97	53%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have obtained a qualifying score, they must have scored a 4 or higher

*The State Accountability Model holds LEA's accountable for students passing TWO or more IB exams

*IB Exams are administered to any student in grades 9-12 who are enrolled in an IB Diploma track course

*IB Exams are only offered at Fresno High School

2022 IB Results: Qualified Score (>=4) by Student Group

Student Group	IB		
	Count Test Takers	Qualified Score	
		N	%
District	184	97	53%
English Learner	14	--	--
Foster Youth	4	--	--
Homeless	1	--	--
Socioeconomically Disadvantaged	158	85	54%
Student w/ Disability	6	--	--
African American/Black	7	--	--
Asian	13	--	--
Filipino	0	0	0%
Hispanic	144	83	58%
Native American/Alaskan	0	0	0%
Pacific Islander	0	0	0%
Two or More Races	5	--	--
Unknown	0	0	0%
White	15	--	--

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have obtained a qualifying score, they must have scored a 4 or higher

*The State Accountability Model holds LEA's accountable for students passing TWO or more IB exams

*IB Exams are administered to any student in grades 9-12 who are enrolled in an IB Diploma track course

*IB Exams are only offered at Fresno High School

2022 IB Results: Qualified Score (>=4) by Grade Level

Grade Level	IB		
	Count Test Takers	Qualified Score	
		N	%
District	184	97	53%
11th Grade	21	18	86%
12th Grade	163	79	48%

*Student groups with a sample size of less than 11 are not reported out in alignment with CDE guidelines

*For students to have obtained a qualifying score, they must have scored a 4 or higher

*The State Accountability Model holds LEA's accountable for students passing TWO or more IB exams

*IB Exams are administered to any student in grades 9-12 who are enrolled in an IB Diploma track course

*IB Exams are only offered at Fresno High School