Fresno Unified School District
Achieving our Greatest Potential!

BOARD COMMUNICATIONS – OCTOBER 07, 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

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer
BFS-1   Kim Kelstrom   School Services Weekly Update Report for
                                             September 29, 2022

EQUITY AND ACCESS – Misty Her, Deputy Superintendent
EA-1   Kristi Imberi-Olivares   2022/23 i-Ready Diagnostic 1 Results
EA-2   Amy Idsvoog   Update on Student Resource Officer Student
                                           Interactions

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer
ID-1   Carlos Castillo   Comprehensive Sexual Health Education

BC Number S-1

From the Office of the Superintendent

Date: October 07, 2022

To the Members of the Board of Education

Prepared by: Robert G. Nelson, Superintendent

Phone Number: 457-3884

Cabinet Approval:

Regarding: Superintendent Calendar Highlights

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

- Held Principal interviews
- Met with Californians for Justice students at Edison High School
- Met with Executive Cabinet
- Attended Central Unified School District State of the District Event
- Attended the CSUF President's Advisory Board on African American Student Success Meeting
- Held press conference on State of Education
- Attended Clovis Unified School District State of the District Event
- Held State of Education Gala
- Attended the Fresno Compact Meeting
- Gave interview with Vanessa Vasconcelos, ABC30, regarding school threats
- Gave interview with Philip Teresi and Skip, KMJ, regarding donation to the Foundation for Fresno Unified Schools from Mackenzie Scott

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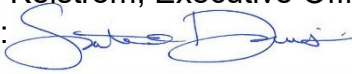Robert G. Nelson Ed.D. _____

Date: 10/07/2022

BC Number BFS-1

From the Office of the Superintendent   Date: October 07, 2022
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer   Phone Number: 457-3907
Cabinet Approval:

Regarding: School Services Weekly Update Reports for September 29, 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 29, 2022 is attached and includes the following articles:

- Governor Newsom Signs the Buy American Food Act – September 29, 2022
- California Reverses Course, Will Release Smarter Balanced Test Scores Next Month, Official Says – September 27, 2022
- LAUSD and UTLA Reach Tentative Deal on Acceleration Days to Help Students Catch Up – September 28, 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: 10/07/2022

DATE: September 29, 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

The biggest news coming out of Sacramento continues to be the bills that Governor Gavin Newsom has signed into law or vetoed and sent back to the Legislature without his signature.

Governor Newsom has until the end of tomorrow, September 30, 2022, to act on the bills sent to him by the Legislature at the end of session. With this deadline rapidly approaching, we have seen Governor Newsom act on legislation at a much quicker pace this week as it is estimated that he had more than 500 measures remaining on his desk when the week began.

While we are still waiting for the Governor to act on many significant education bills, he did sign a number of bills this week that will have implications for local educational agencies (LEAs), including the following that we have been tracking throughout the legislative process:

- [Assembly Bill (AB) 185](#) (Committee on Budget, Statutes of 2022) is the budget clean-up bill for education, which makes a number of changes to the Education Code and increases the base increase for the Local Control Funding Formula above the statutory cost-of-living adjustment from 6.2% to 6.7%

- [AB 778](#) (Garcia, E., Statutes of 2022) requires an LEA to accept a bid or price for an agricultural food product when it is grown in California before accepting a bid or price for a food product grown outside of the state when the California-grown food product does not exceed the lowest bid or price, and the quality is comparable to, the domestic agricultural food product produced outside the of the state

- [AB 1491](#) (McCarty, Statutes of 2022) authorizes an adult education consortium to reduce a member's funding allocation if the majority of the consortium vote for the reduction in funds and if the member has had an excessive carryover for at least two consecutive years

- [AB 1777](#) (Aguiar-Curry, Statutes of 2022), which authorizes up to two LEAs to receive funding for average daily attendance to provide an extended school year to serve qualifying pupils of migrant agricultural workers and migratory pupils

- [AB 1797](#) (Weber, Statutes of 2022) authorizes schools, until January 1, 2026, if their governing board has adopted a policy mandating COVID-19 immunization for attendance, to access the California Immunization Registry to determine the COVID-19 immunization status of students

- [AB 2295](#) (Bloom, Statutes of 2022) deems, beginning January 1, 2024, a housing development project an allowable use on any real property owned by an LEA as of January 1, 2023, and deems it consistent with local development standards, zoning codes or maps, and the general plan, if the project satisfies certain conditions

- [AB 2355](#) (Salas, Statutes of 2022) requires an LEA to report any cyberattack impacting more than 500 pupils or personnel to the California Cybersecurity Integration Center

- [Senate Bill (SB) 490](#) (Caballero, Statutes of 2022) requires California public institutions, including LEAs that receive federal meal reimbursement funding, to include in their solicitation for bids and contracts that only the purchase of agricultural food products that are grown, packed, or processed within the United States are authorized except under specified circumstances (see *Fiscal Report* article, entitled "Governor Newsom Signs the Buy American Food Act" below for more details)

- [SB 941](#) (Portantino, Statutes of 2022) authorizes LEAs to enter into agreements with one or more LEAs to offer individual classes and coursework to students from LEAs who have been impacted by disruptions or cancellations in classes in science, technology, engineering, and mathematics, dual language immersion programs, or teacher shortages in those classes or programs

- [SB 1016](#) (Portantino, Statutes of 2022) requires the State Board of Education to include "fetal alcohol spectrum disorder" under the definition of "other health impairment," entitling those children to special education and related services

With the exception of AB 185 and SB 490, all of the signed bills listed above will officially go into effect on January 1, 2023. As a budget bill, AB 185 went into effect immediately upon the Governor's signature and SB 490 has a delayed implementation date of January 1, 2024.

Governor Newsom also vetoed a number of significant education bills over the last several days, including the following that we have been tracking through the legislative process:

- [AB 1711](#) (Seyarto, R-Murrieta) would have required a person or business operating a system on behalf of an agency to disclose a breach and would have required the agency to post the disclosure on its website for a minimum of 30 days

- [AB 1940](#) (Salas, D-Bakersfield) would have updated the Public School Health Center Support Program functions to include serving as a liaison between organizations on health equity, oral health, and behavioral health

- [AB 1973](#) (McCarty, D-Sacramento) would have gradually implemented full-day kindergarten to be offered at each school site

- [SB 70](#) (Rubio, D-Baldwin Park) would have made kindergarten mandatory for students to attend ahead of first grade enrollment

- [SB 1255](#) (Portantino, D-Burbank) would have established the Dishwasher Grant Program for Waste Reduction in K-12 Schools

- [SB 1302](#) (Portantino) would have appropriated $250 million from the Mental Health Services Fund to provide grants for school-based health centers

In his veto messages, we continue to see Governor Newsom cite the lower-than-expected revenues that the state has seen since the 2022-23 Budget Act was passed and thus the importance of exercising fiscal prudence. However, despite this common theme, the Governor signed SB 490 into law, which the California County Superintendents estimates could cost an additional $1.9 billion, a cut of approximately $338 per student. For context, the cost of a bill of this size is equal to approximately 2% of all K-12 education funding through Proposition 98.

The Governor states in his signing message that he recognizes that the bill may result in additional costs beyond the funding provided for universal meals in the Enacted State Budget and that "Any requests for additional resources to implement SB 490 will need to be reviewed and included in the annual budget process." Since SB 490 does not go into effect until January 1, 2024, it does allow for a conversation about funding to implement and comply with this new law during the upcoming 2023-24 State Budget negotiations. This perhaps explains the apparent inconsistency between the Governor's vetoes of other costly bills and his signature on SB 490.

Leilani Aguinaldo

Governor Newsom Signs the Buy American Food Act

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
September 29, 2022

On September 27, 2022, Governor Gavin Newsom signed Senate Bill (SB) 490 (Caballero, Statutes of 2022), the Buy American Food Act, into law.

This bill is poised to have significant implications for local educational agencies (LEAs) as it requires California public institutions, including LEAs, that receive federal meal reimbursement funding, to include in their solicitation for bids and contracts that only the purchase of agricultural food products that are grown, packed, or processed within the United States are authorized. The only exemptions or exceptions to this requirement are any of the following situations:

- If the bid or price of the nondomestic agricultural food product is more than 25% lower than the bid or price of the domestic agricultural food product

- If the quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced nondomestically

- If the agricultural food product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality to meet the needs of the public institution

- If the food product is bought directly from the U.S. Department of Agriculture

- If an LEA has an annual federal meal reimbursement of less than $1 million

This bill was opposed by the Association of California School Administrators, the California Association of School Businesses Officials, the California School Boards Association, and the California County Superintendents. They argued that the bill could jeopardize a smooth universal meals implementation, could cost LEAs millions of dollars to abide by its provisions, and essentially restricts LEAs from purchasing any nondomestic food purchases (barring the exceptions listed above).

Likely in response to the angst and opposition expressed by the statewide education associations, Governor Newsom included a rare signing statement with the bill, which explains why he signed the legislation. He argues that signing the bill sends a message that the state supports using its "taxpayer dollars to purchase healthy, high-quality, and safe food products that also support reliable markets for our regional agricultural producers, processors, workers, and economies." He also recognizes that the bill may result in additional costs beyond the funding provided for universal meals in the Enacted State Budget. He concludes by stating "any requests for additional resources to implement SB 490 will need to be reviewed and included in the annual budget process."

It is important to note that this bill does not become operative until January 1, 2024, and has a five-year sunset date of January 1, 2029. The delayed implementation date will allow for a conversation about funding to implement and comply with this new law during the upcoming 2023-24 State Budget negotiations. This perhaps explains the apparent inconsistency between the Governor's vetoes of other costly bills and his signature on SB 490.

This is an issue we will continue to monitor and will provide further updates and analysis in subsequent *Fiscal Report* articles. Stay tuned.

Note: Changing its earlier position, the California Department of Education will now release Smarter Balanced test scores next month and will not wait to incorporate them into other data as planned.

California Reverses Course, Will Release Smarter Balanced Test Scores Next Month, Official Says

State initially refused EdSource's public records request for the test score data.

By Thomas Peele
EdSource
September 27, 2022

Changing its earlier position, the California Department of Education will release Smarter Balanced test scores next month and not wait to incorporate them into other data as planned, a department official said Tuesday.

"There is no reason to withhold the data," Malika Vella, deputy superintendent of the initiatives branch of the department, said Tuesday morning on KPCC Public Radio's show "Air Talk" in Los Angeles.

The department had told EdSource earlier this month in response to a public records request that the data was not complete and would be held until later in the year, when it would be released as part of a dashboard that would include other, holistic, student indicators, such as absentee rates.

The data is expected to show pandemic-related declines in student achievement.

Vella's public announcement means the data will be released prior to voters going to the polls on Nov. 8. They will be choosing between incumbent Tony Thurmond and challenger Lance Christensen in the nonpartisan race for state superintendent of public instruction, as well as hundreds of local school board races across the state.

In a letter to school superintendents dated Friday, department officials wrote that they still hoped to release the test scores with other information.

"To the extent possible, our intent remains to also release finalized California School Dashboard data to allow for a more holistic review as soon as possible," the letter states.

Vella's announcement came after EdSource pushed back by reporting on the department's delay in a letter from its attorney, who challenged its reasoning.

"… 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," the attorney, Duffy Carolan, wrote.

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.

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.

Also appearing on "AirTalk" on Tuesday morning, Pedro Noguera, dean of the USC Rossier School of Education, spoke of the crucial need for the data to be released to parents and caregivers as soon as possible, especially considering the pandemic's effect on students.

"The timing on this is critical," Noguera told the show's host, Larry Mantle. "Districts have money they probably won't have a year from now" that can be used to help students overcome what they may have missed because of the pandemic, he said.

He added that delaying the public release of the test results does not cast California in a favorable light, especially when other states are releasing data.

"For California to be an outlier doesn't bode well for the state's leaders," he said.

EdSource investigative reporter Thomas Peele was also a panelist on the show. He described EdSource's efforts to obtain the data from CDE, which is considered critically important for the public to know.

Note: The Los Angeles Unified School District and United Teachers Los Angeles have tentatively agreed to change the dates of the four Acceleration Days the district will offer to students struggling with pandemic-related learning losses.

LAUSD and UTLA Reach Tentative Deal on Acceleration Days to Help Students Catch Up

Plan would create four optional school days during winter and spring break to address learning losses

By Linh Tat
Los Angeles Daily News
September 28, 2022

The Los Angeles Unified School District and United Teachers Los Angeles have tentatively agreed to change the dates the district will offer four Acceleration Days to students struggling with pandemic-related learning losses – a move that would not lengthen the school year and that would stave off a boycott the union had threatened to stage.

Under the tentative agreement, the Acceleration Days that were originally set for four Wednesdays throughout the school year would instead be offered to students during winter and spring break – Dec. 19 and 20, plus April 3 and 4.

If the new agreement holds, the Wednesdays currently designated as Acceleration Days would revert back to regular school days, according to an unsigned Memorandum of Understanding between the parties, shared by UTLA. Under the rejiggered schedule, the last day of school for students would be June 9, nearly a week earlier than what's reflected in the current school calendar.

"We are pleased that UTLA has accepted our proposal for the Student Acceleration Days, and we look forward to continued discussions with other labor partners," Superintendent Alberto Carvalho said in a statement Wednesday, Sept. 28, a day after the parties came to a tentative agreement.

"Though our original plan would have allowed real-time understanding of student gaps, this updated plan allows students to benefit from the instruction and support provided by fully staffed schools," he continued. "At the end of the day, we will continue to do right by our students."

District officials previously said they had scheduled Acceleration Days at critical points for students — during the 10-week mark of first and second semester, as well as near the end of the grading period in first semester and during the 15-week mark in second semester. Those are times in which staff can identify the students who need more help and give those students opportunities to master concepts or improve their grades, before the end of the term.

But UTLA criticized the schedule, saying the Acceleration Days were scheduled on four "random" Wednesdays that would disrupt regular instruction.

The Acceleration Days won't be regular instructional days, and details about their content and format will be finalized based on recommendations from a committee of UTLA and district representatives, according to the tentative agreement.

The concept is to provide an opportunity for struggling students to receive extra in-person help from educators, potentially catch up on missed assignments or take part in enrichment activities. Attendance would remain optional for students and classroom teachers. LAUSD employees who worked those days would receive extra pay.

UTLA, which represents about 35,000 teachers, librarians, counselors, nurses and other certificated employees, opposed the original plan when the superintendent announced it last spring.

Union officials said the tens of millions of dollars set aside for those four days could be better spent on reducing class sizes; hiring more counselors, psychiatric social workers and psychologists; and investing in teacher development.

UTLA also filed an unfair practice charge with the state's Public Employment Relations Board in August, alleging the district was wrong to unilaterally alter the school calendar without first making a good-faith attempt to negotiate with the union. The union would drop the charge if this tentative agreement is ratified, a spokesperson for UTLA said.

Union members had voted last month to boycott the first of the Acceleration Days. Teachers and other employees with the option of working that day or not – about 80% of UTLA membership – were encouraged to gather in downtown L.A. to rally in support of the union's "Beyond Recovery" agenda, which lays out issues the union wants addressed as part of its ongoing contract negotiations.

The boycott planned for next month won't be held if the new tentative agreement is ratified by both the union and school board. UTLA members will vote on the new plan over three days starting Sunday.

Scott Mandel, chair of UTLA's Valley East area, said Wednesday there are still plans to inform families about what the union is seeking in its new contract.

"There will be informational picketing at the schools the morning of Oct. 19 to share with the parents our 'Beyond Recovery' platform as we fight to get a new contract beneficial for teachers and students," he said.

BC Number EA-1

From the Office of the Superintendent

Date: October 07, 2022

To the Members of the Board of Education

Prepared by: Kristi Imberi-Olivares, Executive Director

Phone: 457-3896

Cabinet Approval: _(signature)_

Regarding: 2022/23 i-Ready Diagnostic 1 Results

The purpose of this communication is to provide the Board with a summary of i-Ready Diagnostic 1 performance. 50,958 students completed i-Ready Diagnostic 1 in Reading and 50,097 students completed i-Ready Diagnostic 1 in Math. All students in grades K-8 take i-Ready Reading and Math. In high school, students in grades 9 and 10 participate in i-Ready Reading. Grades 11 and 12 participate in i-Ready Reading Diagnostic if they are English Learners (for reclassification qualification) or if indicated in an IEP for students with disabilities. Students in grades 9-12 participate in i-Ready Math if enrolled in a math course through Algebra II or if indicated in an IEP for students with disabilities. i-Ready data is presented in standard view which is used to understand how students are performing during the school year. Standard view considers a student to be on grade level if the student is performing early, mid, or late in their current grade level.

Included in this communication is an infographic with i-Ready Diagnostic 1 results in more detail. Additionally, district-level summaries that show results for regions and schools, grade level, and student group are included.

If you have any questions pertaining to the information in this communication, or required addtional information, please contact Andrew Scherrer at (559) 457-3842.

Approved by Superintendent
Robert G. Nelson Ed.D. _(signature)_

Date: 10/07/2022

2022-23 i-Ready Diagnostic 1 (K-10)

Fresno Unified School District
Achieving our Greatest Potential!

Overall Placement for Reading

- **At Risk for Tier 3** — 48%
- **Tier 2** — 34%
- **Tier 1** — 18%

27%

3rd Grade has the **highest** rate of students on or above grade level in Reading

9%
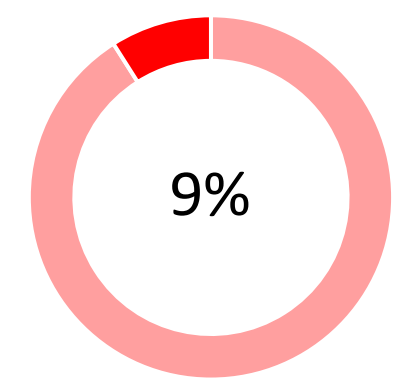
1st Grade has the **lowest** rate of students on or above grade level in Reading
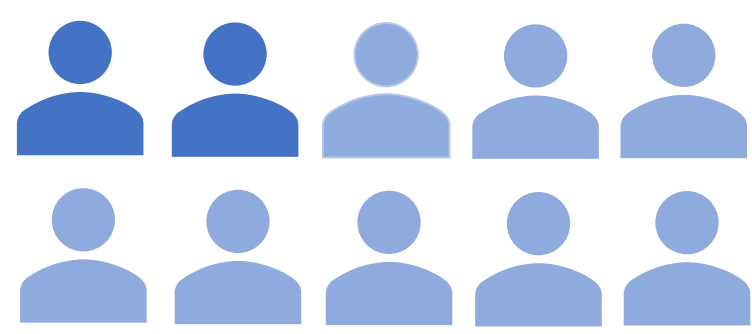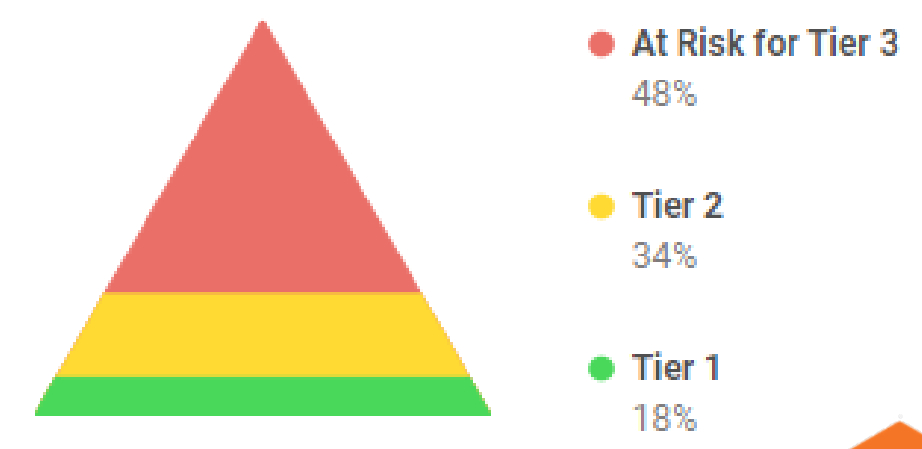
Approx **2** in **10** students are on or above grade level in Reading (17%)

51% Filipinos have the **highest** rate of students on or above grade level in Reading

5% English Learners have the **lowest** rate of students on or above grade level in Reading

Overall Placement for Math

- **At Risk for Tier 3** — 50%
- **Tier 2** — 41%
- **Tier 1** — 9%

20%

9th Grade has the **highest** rate of students on or above grade level in Math

4%

1st Grade has the **lowest** rate of students on or above grade level in Math
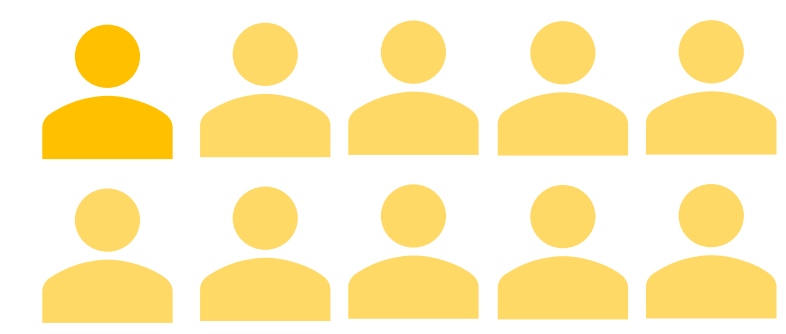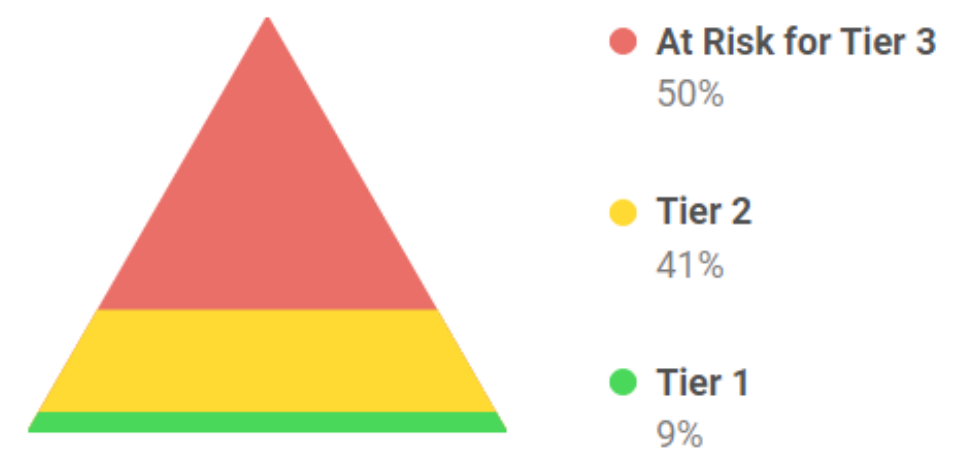
Approx **1** in **10** students are on or above grade level in Math (9%)

31% Filipinos have the **highest** rate of students on or above grade level in Math

2% English Learners and Homeless students have the **lowest** rate of students on or above grade level in Math
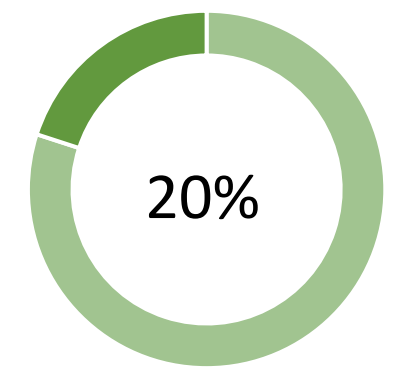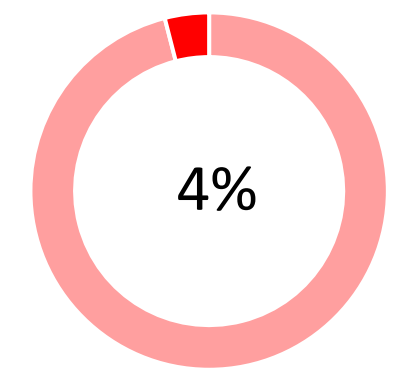
Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Student Group Breakdown

Student Goal: Improve Academic Performance at Challenging Levels								
Objective: Decrease students' Distance from Standard (DFS) on SBAC.								
Key Result: Increase the number of students on or above grade level in i-Ready								
Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,958**	**17.4%** (0.8%)						
English Learners	10,563	5.2% (0.6%)						
Foster Youth	381	9.7% (-0.8%)						
Homeless	167	6.6% (-1.4%)						
SED	38,999	15.0% (0.9%)						
SWD	5,715	5.8% (0.4%)						
African American	3,698	11.4% (-0.3%)						
American Indian	350	12.0% (-3.7%)						
Asian	5,162	19.8% (0.2%)						
Filipino	112	50.9% (3.2%)						
Hispanic	34,196	15.9% (1.1%)						
Pacific Islander	234	19.7% (-0.2%)						
Two or More Races	1,898	24.0% (1.8%)						
White	3,828	33.8% (2.6%)						
Unknown	9							
RFEP	5,026	30.7% (5.0%)						
EO	33,898	19.7% (1.1%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

Results are not reported in cases where there are 10 test takers or less.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Student Group Breakdown

Student Goal: Improve Academic Performance at Challenging Levels								
Objective: Decrease students' Distance from Standard (DFS) on SBAC.								
Key Result: Increase the number of students on or above grade level in i-Ready								

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,097**	**8.7%** (0.4%)						
English Learners	10,676	2.4% (0.6%)						
Foster Youth	375	4.5% (0.6%)						
Homeless	168	2.4% (-2.1%)						
SED	38,670	7.0% (-0.1%)						
SWD	5,772	3.6% (0.7%)						
African American	3,638	4.4% (-0.2%)						
American Indian	340	6.5% (-2.3%)						
Asian	5,038	11.8% (-0.8%)						
Filipino	105	31.4% (2.6%)						
Hispanic	34,060	7.5% (0.0%)						
Pacific Islander	228	12.7% (2.8%)						
Two or More Races	1,873	13.1% (1.3%)						
White	3,757	19.5% (1.1%)						
Unknown	9							
RFEP	4,688	20.9% (3.2%)						
EO	33,684	9.3% (-0.1%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

Results are not reported in cases where there are 10 test takers or less.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Grade Level Breakdown

Student Goal: Improve Academic Performance at Challenging Levels								
Objective: Decrease students' Distance from Standard (DFS) on SBAC.								
Key Result: Increase the number of students on or above grade level in i-Ready								
Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,958**	**17.4%** (0.8%)						
Kindergarten	4,302	13.3% (-3.6%)						
Grade 1	4,904	8.9% (-0.3%)						
Grade 2	5,124	15.2% (3.2%)						
Grade 3	5,380	26.8% (3.6%)						
Grade 4	5,443	15.4% (1.2%)						
Grade 5	5,352	17.2% (1.3%)						
Grade 6	5,514	19.2% (2.4%)						
Grade 7	5,102	21.7% (1.2%)						
Grade 8	4,478	19.6% (-2.6%)						
Grade 9	2,290	19.3% (2.9%)						
Grade 10	1,598	18.8% (1.3%)						
Grade 11	903	7.8% (-5.8%)						
Grade 12	568	6.9% (-4.5%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

Results are not reported in cases where there are 10 test takers or less.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Grade Level Breakdown

Student Goal: Improve Academic Performance at Challenging Levels								
Objective: Decrease students' Distance from Standard (DFS) on SBAC.								
Key Result: Increase the number of students on or above grade level in i-Ready								

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,097**	**8.7%** (0.4%)						
Kindergarten	4,744	7.5% (-2.9%)						
Grade 1	5,043	4.1% (-0.2%)						
Grade 2	5,181	4.4% (-0.2%)						
Grade 3	5,363	5.1% (0.8%)						
Grade 4	5,455	8.6% (2.8%)						
Grade 5	5,333	10.9% (1.9%)						
Grade 6	5,505	13.3% (2.3%)						
Grade 7	5,047	12.1% (0.9%)						
Grade 8	4,355	8.8% (-2.7%)						
Grade 9	1,863	20.3% (0.7%)						
Grade 10	1,159	12.6% (1.2%)						
Grade 11	641	2.2% (0.8%)						
Grade 12	408	1.0% (0.3%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

Results are not reported in cases where there are 10 test takers or less.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels

Objective: Decrease students' Distance from Standard (DFS) on SBAC.

Key Result: Increase the number of students on or above grade level in i-Ready

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,958**	**17.4%** (0.8%)						
Bullard Region	**6,226**	**23.2%** (1.9%)						
Bullard High*	686	21.9% (3.8%)						
Figarden Elementary	539	21.0% (-0.6%)						
Gibson Elementary	372	34.4% (3.1%)						
Kratt Elementary	536	17.4% (1.3%)						
Lawless Elementary	599	17.9% (0.2%)						
Malloch Elementary	408	34.3% (2.2%)						
Powers Elementary	389	18.8% (6.0%)						
Slater Elementary	633	13.7% (2.6%)						
Starr Elementary	335	30.4% (0.6%)						
Tatarian Elementary	436	33.5% (4.4%)						
Tenaya Middle	726	30.0% (1.0%)						
Wawona K-8	567	15.7% (0.3%)						
Edison Region	**5,962**	**25.6%** (-1.1%)						
Addams Elementary	742	9.6% (3.2%)						
Columbia Elementary	522	6.9% (0.9%)						
Computech Middle	644	61.6% (-3.2%)						
Edison High*	986	28.9% (0.2%)						
Gaston Middle	759	9.5% (-0.6%)						
King Elementary	571	8.1% (2.0%)						
Kirk Elementary	333	7.8% (1.1%)						
Lincoln Elementary	486	10.3% (-1.6%)						
Manchester Gate	684	70.3% (-1.2%)						
Sunset Elementary	235	25.5% (-4.1%)						
Fresno Region	**6,687**	**12.2%** (0.7%)						
Cooper Middle	539	25.4% (4.1%)						
Del Mar Elementary	471	13.0% (2.0%)						
Fort Miller Middle	613	7.5% (-3.8%)						
Fremont Elementary	412	13.6% (4.2%)						
Fresno High*	679	9.6% (-2.6%)						
Hamilton K-8	724	16.9% (0.7%)						
Heaton Elementary	475	7.6% (-1.1%)						
Homan Elementary	520	15.0% (4.0%)						
Muir Elementary	451	10.9% (2.5%)						
Roeding Elementary	612	10.3% (-0.6%)						
Williams Elementary	554	8.3% (1.4%)						
Wilson Elementary	637	8.9% (0.0%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

Results are not reported in cases where there are 10 test takers or less.

Created by Equity & Access

Data Source: SIS

Date: 9/26/2022

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels							
Objective: Decrease students' Distance from Standard (DFS) on SBAC.							
Key Result: Increase the number of students on or above grade level in i-Ready							

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Hoover Region	**6,408**	**15.0%** (0.5%)						
Ahwahnee Middle	361	19.1% (-2.4%)						
Centennial Elementary	656	9.1% (-1.9%)						
Eaton Elementary	426	28.9% (8.7%)						
Holland Elementary	388	14.7% (1.3%)						
Hoover High*	120	0.0% (-12%)						
McCardle Elementary	451	18.6% (1.1%)						
Pyle Elementary	664	10.7% (-1.6%)						
Robinson Elementary	432	16.7% (2.3%)						
Thomas Elementary	721	13.3% (-0.4%)						
Tioga Middle	637	13.8% (-2.1%)						
Viking Elementary	673	15.2% (3.4%)						
Vinland Elementary	481	17.9% (1.2%)						
Wolters Elementary	398	13.6% (3.0%)						
McLane Region	**7,833**	**13.4%** (2.7%)						
Birney Elementary	675	12.0% (-0.1%)						
Ericson Elementary	707	14.6% (5.7%)						
Ewing Elementary	675	15.3% (3.6%)						
Hidalgo Elementary	476	7.6% (2.3%)						
Leavenworth Elementary	601	16.8% (4.1%)						
Mayfair Elementary	576	10.1% (0.9%)						
McLane High*	570	9.5% (1.8%)						
Norseman Elementary	589	13.6% (4.3%)						
Rowell Elementary	526	12.7% (1.0%)						
Scandinavian Middle	745	14.4% (1.7%)						
Turner Elementary	568	12.0% (2.0%)						
Wishon Elementary	463	19.0% (5.0%)						
Yosemite Middle	662	16.2% (2.9%)						
Roosevelt Region	**6,704**	**13.3%** (1.3%)						
Anthony Elementary	395	15.7% (5.6%)						
Balderas Elementary	619	13.9% (1.7%)						
Calwa Elementary	541	10.0% (1.3%)						
Jackson Elementary	322	12.1% (0.5%)						
Jefferson Elementary	417	15.1% (3.8%)						
Lane Elementary	466	11.4% (0.9%)						
Lowell Elementary	324	9.9% (1.6%)						
Roosevelt High*	99	3.0% (-8.3%)						
Sequoia Middle	758	13.2% (0.1%)						
Tehipite Middle	462	10.2% (1.1%)						
Vang Pao Elementary	770	13.0% (2.6%)						
Webster Elementary	291	7.9% (-2.1%)						
Winchell Elementary	576	8.2% (-1.1%)						
Yokomi Elementary	664	27.1% (2.5%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilities in grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

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Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels							
Objective: Decrease students' Distance from Standard (DFS) on SBAC.							
Key Result: Increase the number of students on or above grade level in i-Ready							

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Specialty Region	**3,041**	**33.6%** **(3.2%)**						
Baird Middle	590	44.9% (5.9%)						
Bullard Talent K-8	708	43.4% (-0.3%)						
Cambridge Continuation*	0							
Design Science Middle College High*	119	47.9% (0.0%)						
DeWolf Continuation*	0							
Duncan Polytechnical High*	591	21.2% (-0.2%)						
eLearn Academy	675	28.0% (0.7%)						
eLearn Secondary	292	26.0%						
Patino School of Entrepreneurship*	5							
Phoenix Elementary	21	4.8% (4.8%)						
Phoenix Secondary*	29	0.0% (0.0%)						
Young Academy*	11	9.1% (-7.4%)						
Sunnyside Region	**6,626**	**16.0%** **(2.1%)**						
Ayer Elementary	544	12.7% (1.5%)						
Aynesworth Elementary	514	10.7% (-1.8%)						
Bakman Elementary	697	11.9% (2.6%)						
Burroughs Elementary	657	11.4% (1.3%)						
Easterby Elementary	628	18.2% (3.1%)						
Greenberg Elementary	506	15.6% (3.6%)						
Herrera Elementary	516	18.8%						
Kings Canyon Middle	920	19.0% (2.4%)						
Olmos Elementary	568	13.0% (4.4%)						
Storey Elementary	506	29.2% (5.4%)						
Sunnyside High*	1							
Terronez Middle	569	16.3% (-2.2%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

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Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels							
Objective: Decrease students' Distance from Standard (DFS) on SBAC.							
Key Result: Increase the number of students on or above grade level in i-Ready							
Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,097**	**8.7%** (0.4%)						
Bullard Region	**6,046**	**10.9%** (0.2%)						
Bullard High*	463	14.9% (-3.8%)						
Figarden Elementary	542	10.5% (0.7%)						
Gibson Elementary	373	15.3% (-1.5%)						
Kratt Elementary	532	6.2% (1.2%)						
Lawless Elementary	595	9.9% (4.7%)						
Malloch Elementary	407	16.7% (2.2%)						
Powers Elementary	389	6.9% (2.5%)						
Slater Elementary	630	3.8% (-0.3%)						
Starr Elementary	337	16.9% (2.0%)						
Tatarian Elementary	429	14.9% (2.9%)						
Tenaya Middle	758	14.2% (2.6%)						
Wawona K-8	591	5.8% (-1.4%)						
Edison Region	**5,636**	**17.2%** (-0.7%)						
Addams Elementary	739	3.9% (0.8%)						
Columbia Elementary	513	3.3% (1.6%)						
Computech Middle	505	44.2% (-4.7%)						
Edison High*	682	32.0% (6.2%)						
Gaston Middle	757	5.0% (0.1%)						
King Elementary	568	4.2% (2.3%)						
Kirk Elementary	325	3.4% (0.6%)						
Lincoln Elementary	486	7.0% (1.1%)						
Manchester Gate	680	51.2% (-1.6%)						
Sunset Elementary	381	7.1% (1.6%)						
Fresno Region	**6,644**	**5.1%** (0.7%)						
Cooper Middle	541	10.4% (-0.5%)						
Del Mar Elementary	464	4.5% (-0.3%)						
Fort Miller Middle	609	2.1% (-0.5%)						
Fremont Elementary	414	6.0% (3.3%)						
Fresno High*	655	10.1% (0.4%)						
Hamilton K-8	742	6.3% (0.4%)						
Heaton Elementary	472	1.7% (-0.5%)						
Homan Elementary	520	6.3% (3.3%)						
Muir Elementary	446	4.0% (2.1%)						
Roeding Elementary	603	4.3% (0.3%)						
Williams Elementary	547	2.6% (1.4%)						
Wilson Elementary	631	2.4% (-0.7%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

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Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 1
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels								
Objective: Decrease students' Distance from Standard (DFS) on SBAC.								
Key Result: Increase the number of students on or above grade level in i-Ready								

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Hoover Region	**6,347**	**6.5%** (0.4%)						
Ahwahnee Middle	316	13.0% (2.8%)						
Centennial Elementary	702	3.6% (0.0%)						
Eaton Elementary	423	13.7% (4.2%)						
Holland Elementary	387	5.7% (0.8%)						
Hoover High*	52	0.0% (-11%)						
McCardle Elementary	449	9.6% (2.0%)						
Pyle Elementary	657	1.8% (-1.4%)						
Robinson Elementary	434	9.9% (4.1%)						
Thomas Elementary	722	4.8% (1.0%)						
Tioga Middle	670	6.1% (0.3%)						
Viking Elementary	667	6.6% (2.3%)						
Vinland Elementary	472	6.1% (-0.1%)						
Wolters Elementary	396	5.3% (1.2%)						
McLane Region	**7,846**	**5.9%** (0.8%)						
Birney Elementary	671	6.7% (2.2%)						
Ericson Elementary	706	5.5% (2.6%)						
Ewing Elementary	755	5.3% (1.0%)						
Hidalgo Elementary	506	3.2% (-0.2%)						
Leavenworth Elementary	732	6.3% (0.4%)						
Mayfair Elementary	570	4.4% (0.1%)						
McLane High*	349	5.2% (-2.9%)						
Norseman Elementary	593	5.9% (1.8%)						
Rowell Elementary	565	5.7% (1.9%)						
Scandinavian Middle	730	6.3% (-1.0%)						
Turner Elementary	567	5.5% (2.1%)						
Wishon Elementary	461	7.8% (1.1%)						
Yosemite Middle	641	8.4% (1.3%)						
Roosevelt Region	**6,808**	**6.2%** (0.2%)						
Anthony Elementary	391	8.2% (4.1%)						
Balderas Elementary	620	6.3% (2.5%)						
Calwa Elementary	577	4.0% (0.0%)						
Jackson Elementary	343	7.6% (4.6%)						
Jefferson Elementary	415	6.7% (2.8%)						
Lane Elementary	532	3.2% (-1.7%)						
Lowell Elementary	324	3.1% (0.2%)						
Roosevelt High*	48	0.0% (-11%)						
Sequoia Middle	782	8.1% (1.5%)						
Tehipite Middle	405	2.5% (-0.6%)						
Vang Pao Elementary	765	5.9% (1.6%)						
Webster Elementary	293	3.8% (1.5%)						
Winchell Elementary	650	3.2% (-0.3%)						
Yokomi Elementary	663	14.2% (-1.4%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilities in grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

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Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Specialty Region	**3,041**	**20.1%** (-0.4%)						
Baird Middle	590	28.1% (3.2%)						
Bullard Talent K-8	733	22.1% (3.0%)						
Cambridge Continuation*	0							
Design Science Middle College High*	87	40.2% (-8.0%)						
DeWolf Continuation*	0							
Duncan Polytechnical High*	525	20.6% (-2.4%)						
eLearn Academy	679	14.3% (-3.5%)						
eLearn Secondary	366	11.2%						
Patino School of Entrepreneurship*	1							
Phoenix Elementary	21	4.8% (4.8%)						
Phoenix Secondary*	29	0.0% (0.0%)						
Young Academy*	10							
Sunnyside Region	**6,680**	**7.3%** (1.2%)						
Ayer Elementary	543	4.6% (-0.6%)						
Aynesworth Elementary	512	3.5% (1.5%)						
Bakman Elementary	699	5.3% (2.3%)						
Burroughs Elementary	671	4.8% (0.7%)						
Easterby Elementary	625	11.4% (5.2%)						
Greenberg Elementary	506	8.1% (3.0%)						
Herrera Elementary	514	7.4%						
Kings Canyon Middle	927	10.9% (1.5%)						
Olmos Elementary	569	5.6% (2.6%)						
Storey Elementary	503	10.9% (1.8%)						
Sunnyside High*	60	0.0% (-9.0%)						
Terronez Middle	551	6.7% (-1.8%)						

*The i-Ready Diagnostic will be required for grades 9-10 during the Spring diagnostic (D3) to align with CAASPP (grade 11). However, students who are English Learners and students with disabilitiesin grades 9-12 are given the opportunity to participate in the Fall (D1) and Winter (D2) diagnostic for additional measures for reclassification purposes. Additionally, Reclassified Fluent English Proficient (RFEP) students are given the opportunity participate in all 3 administrations for monitoring purposes.

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Created by Equity & Access   Date: 9/26/2022
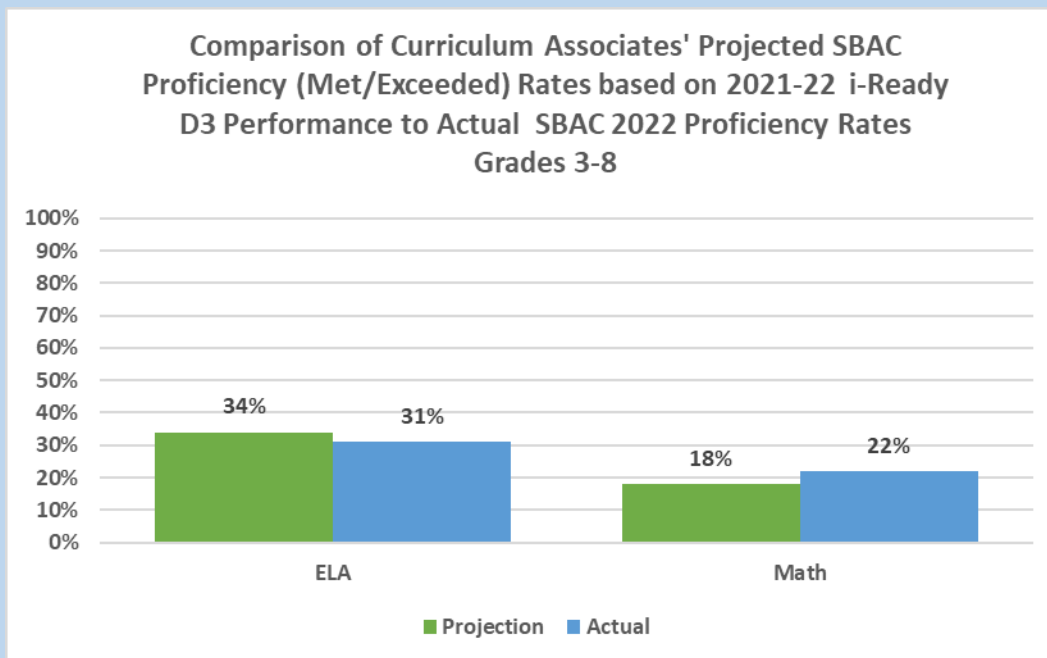Data Source: SIS

i-Ready Diagnostic and SBAC Results

The i-Ready Diagnostic tests more than grade-level mastery. It meets students where they are, assesses a range of skills, and lets you know exactly what students know and what they need to learn by providing a detailed evaluation of every student that tracks growth and performance.

During the 2021-22 academic school year, Curriculum Associates (parent company of i-Ready) launched the i-Ready State Test Projected Proficiency feature in its reporting suite. These projections were intended to give educators early insight into students' potential success on SBAC. As with any projection in education, there are no guarantees that the projection will match the actual result as projections are influenced by several factors that include changes to state tests, changes/interruptions to instruction including absenteeism, timing of assessments, and testing conditions.

Curriculum Associates used national historical i-Ready and SBAC data to establish their projections. Projections were available in i-Ready as soon as students completed their diagnostic for each designated test window. In Spring 2022, i-Ready provided the final projections of the year. These projections reflected predicted SBAC proficiency if students were to take SBAC at the same point in time that they completed the Spring 2022 i-Ready diagnostic.

With the 2021-22 school year being the District's first full year of i-Ready diagnostic in-person testing, Equity and Access was able to analyze the relationship between the Spring 2022 (D3) i-Ready Diagnostic and finalized SBAC 2022 results. This allowed Equity and Access to determine the level of accuracy of Curriculum Associates' Projected Proficiency rates. As shown in the chart below, Curriculum Associate's Projected Proficiency rates on SBAC results were close to actual SBAC 2022 proficiency rates for students in grades 3-8.

Comparison of Curriculum Associates' Projected SBAC Proficiency (Met/Exceeded) Rates based on 2021-22 i-Ready D3 Performance to Actual SBAC 2022 Proficiency Rates Grades 3-8

Having projections that are close to the actual result is meaningful because it validates the close relationship between i-Ready Diagnostic and the SBAC 2022 assessment results, since national historical data from both of these assessments were used to develop these projections.
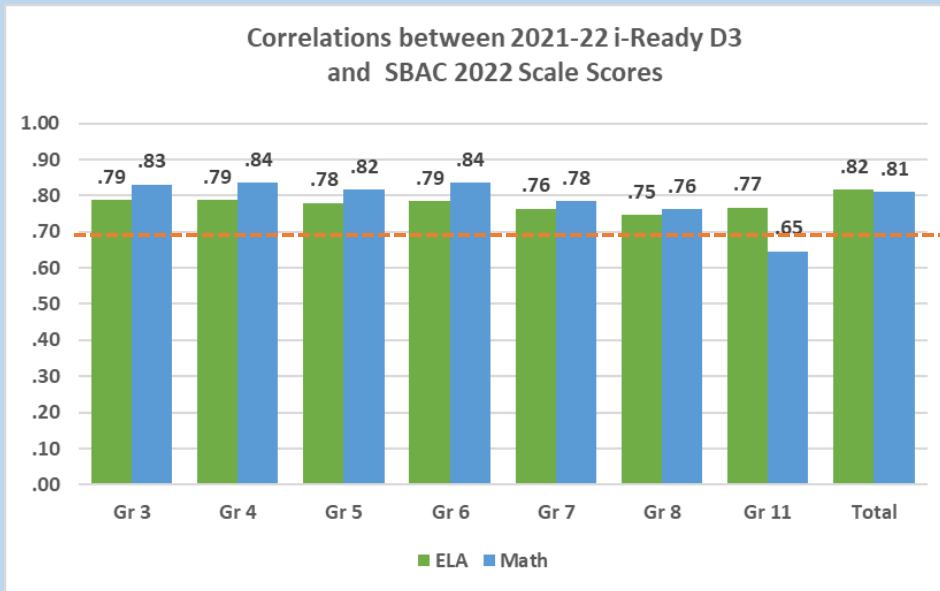
For more information on the validation of i-Ready data, continue to Page 2.

*SBAC 2022 results are finalized.
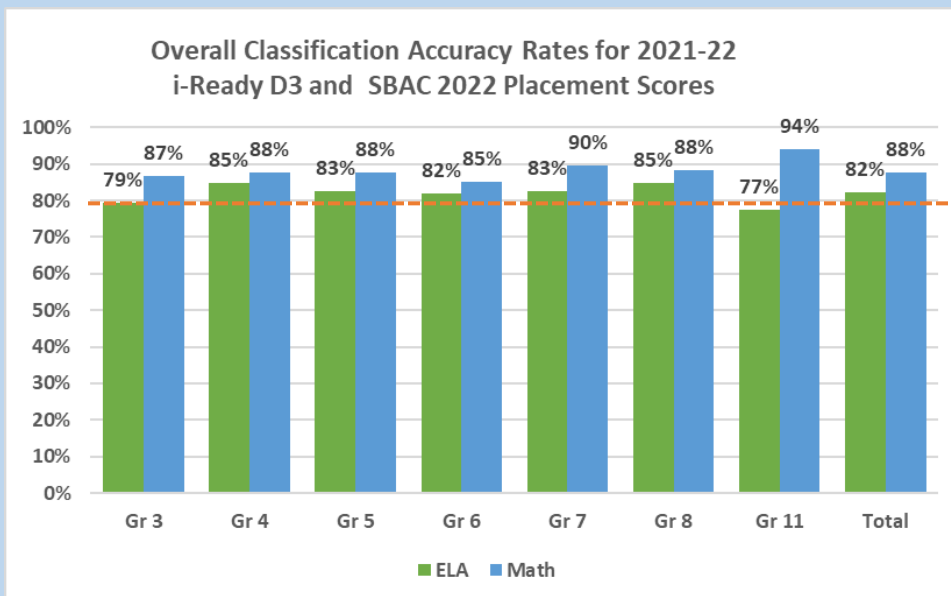
i-Ready Diagnostic and SBAC Results

Equity and Access found a high positive correlation between i-Ready Diagnostic and SBAC 2022 scale scores. A strong correlation matters because it is indicative of validity. A high correlation between student performance on two assessments provides compelling evidence that the two assessments measure the same thing (or things that are closely related) and that performance in one assessment can be used to predict performance in the other assessment. The high positive correlation between i-Ready and SBAC scale scores shown in the chart below illustrates that students who scored high on i-Ready were also likely to score high on SBAC and vice versa.

Correlations between 2021-22 i-Ready D3 and SBAC 2022 Scale Scores

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11	Total
ELA	.79	.79	.78	.79	.76	.75	.77	.82
Math	.83	.84	.82	.84	.78	.76	.65	.81

.70

Assessment correlations **above .70** are considered strong by the National Center on Intensive Intervention.

Equity and Access also found high overall classification accuracy rates between i-Ready Diagnostic and SBAC 2022 placement scores. High accuracy rates showed that the majority of i-Ready below and on/above grade level placements correctly corresponded with 2022 SBAC Standard Not Met and Standard Met/Exceeded placements, respectively, as Illustrated in the chart below.

Overall Classification Accuracy Rates for 2021-22 i-Ready D3 and SBAC 2022 Placement Scores

|	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 11	Total
ELA	79%	85%	83%	82%	83%	85%	77%	82%
Math	87%	88%	88%	85%	90%	88%	94%	88%

80%

Assessment Overall **Classification Accuracy Rates above 80%** are desirable.

*SBAC 2022 results are finalized.

Fresno Unified School District
Board Communication

From the Office of the Superintendent   Date: October 07, 2022
To the Members of the Board of Education
Prepared by: Amy Idsvoog and Kristi Imberi-Olivares   Phone: 457-3896
Cabinet Approval: _____

Regarding: Update on Student Resource Officer Student Interactions

The purpose of this communication is to provide the Board an update around the Student Resource Officer (SRO) interactions with students since the start of the 2022/23 school year. Staff last provided a Board communication regarding this subject on June 01, 2022.

In collaboration with the Safety Office, Equity & Access, and the Fresno Police Department (Fresno PD), staff developed and launched a new SRO data reporting tool. Work began in early March with a small pilot at Phoenix Secondary High School, Hoover High School, and Sunnyside High School. Participating SROs and school leaders reviewed and provided input on the tool, received training, and began implementation. Later that month, Fresno PD trained their remaining high school SROs, and the SRO data reporting tool launched districtwide for high schools, expanding our spring pilot. The tool provides SROs the opportunity to document and track positive student engagements as well as report and monitor safety concerns and discipline incidents. Our district and our partners at Fresno PD can use the data gathered in this tool to glean a more robust data story to share around the role of SROs, student engagement and general school safety.

In May, Equity and Access created an SRO Power BI to help SROs and school sites analyze, monitor, and track data entries and trends toward identifying best practices and any potential areas of needed improvement. During the summer, our cross-departmental team reconvened to review the data and tool toward refinements and improvements in preparation for the 2022/23 school year. Additionally, current, and new SROs participated in restorative practice training on June 13 and completed a 32-hour cultural proficiency training in early August 2022.

Our cross-departmental team is actively working with Information Technology to ensure SROs receive a Fresno Unified email address to utilize our data reporting tool and to view the data surfaced in our SRO Power BI. Data may be incomplete as there has been movement of SROs across our schools which has impacted their ability to gain access for reporting in our tool. While high school SROs began utilizing the tool last year, middle school SROs began using the tool last month. Since this information is self-reported and varies by how frequently an SRO utilizes our tool to report, the data reported may not be reflective of the actual number of interactions as they occur on a school campus since they may not all get consistently reported in our tool. The Safety Office, Equity and Access, and Fresno PD are continuing to partner toward additional training and guidance on improving consistent and accurate data entry.

Included in this communication is our interaction reports by school. Please note that student demographic information is only captured when student ID is reported. Student ID is only required to be reported when a discipline interaction is entered.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:__10/07/2022_____

Student Resource Officers Interactions with Students (8/15/22 - 9/27/22)

School Name	Positive Interaction	Discipline Incident	Safety concern	Grand Total
Bullard High School	25	15	6	46
Cambridge High School	11	0	0	11
Edison High School	2	8	2	12
Fort Miller Middle School	45	1	1	47
Fresno High School	22	0	2	24
Gaston Middle School	12	3	4	19
Hoover High School	3	2	2	7
Kings Canyon Middle School	12	0	0	12
Mclane High School	13	0	0	13
Phoenix Secondary School	102	3	1	106
Roosevelt High School	79	20	13	112
Sunnyside High School	16	1	0	17
Tenaya Middle School	9	11	4	24
Terronez Middle School	11	0	1	12
Yosemite Middle School		0	1	1
Fresno Unified	**362**	**64**	**37**	**463**

Prepared by: Equity and Access   Data as of September 27, 2022

Student Resource Officers Positive Interactions with Students by Race/Ethnicity (8/15/22 - 9/27/2022)

School Name	African American/Black	Asian	Filipino	Hispanic	Native American/Alaskan	Pacific Islander	Two or More Races	White	Total
Bullard High School	4	0	0	12	1	0	5	3	25
Cambridge High School	0	0	0	0	0	0	0	0	0
Edison High School	0	0	0	0	0	0	0	0	0
Fort Miller Middle School	0	0	0	0	0	0	0	0	0
Fresno High School	0	0	0	0	0	0	0	0	0
Gaston Middle School	0	0	0	8	0	0	0	0	8
Hoover High School	0	0	0	0	0	0	0	0	0
Kings Canyon Middle School	0	0	0	0	0	0	0	0	0
Mclane High School	0	0	0	0	0	0	0	0	0
Phoenix Secondary School	0	0	0	0	0	0	0	0	0
Roosevelt High School	14	1	0	61	0	0	0	2	78
Sunnyside High School	1	0	0	1	0	0	0	2	4
Tenaya Middle School	0	0	0	0	0	0	0	0	0
Terronez Middle School	0	0	0	0	0	0	0	0	0
Yosemite Middle School	0	0	0	0	0	0	0	0	0
Fresno Unified	**19**	**1**	**0**	**82**	**1**	**0**	**5**	**7**	**115**

Note: 247 positive interactions did not have student IDs and therefore no race/ethnicity information, as reporting student ID is optional since SROs may have positive interactions with families, staff, and groups of students.

Prepared by: Equity and Access

Data as of September 27, 2022

Student Resource Officers Positive Interactions with Students by Student Group (8/15/22 - 9/27/2022)

School Name	SED	Homeless	Foster Youth	English Learners	SWD
Bullard High School	24	0	8	0	4
Cambridge High School	0	0	0	0	0
DeWolf High School	0	0	0	0	0
Duncan High School	0	0	0	0	0
Edison High School	0	0	0	0	0
Fort Miller Middle School	0	0	0	0	0
Fresno High School	0	0	0	0	0
Gaston Middle School	8	0	0	1	1
Hoover High School	0	0	0	0	0
Kings Canyon Middle School	0	0	0	0	0
McLane High School	0	0	0	0	0
Phoenix Secondary High School	0	0	0	0	0
Roosevelt High School	73	1	3	20	23
Sunnyside High School	4	0	0	1	1
Tenaya Middle School	0	0	0	0	0
Terronez Middle School	0	0	0	0	0
Yosemite Middle School	0	0	0	0	0
Grand Total	109	1	11	22	29

Note: This only reflects positive interactions where student ID was reported.

Prepared by: Equity and Access   Data as of September 27, 2022

Student Resource Officers Discipline Interactions with Students by Race/Ethnicity (8/15/22 - 9/27/2022)

School Names	African American/Black	Asian	Filipino	Hispanic	Native American/Alaskan	Pacific Islander	Two or More Races	White	Total
Bullard High School	3	0	0	7	0	0	2	3	15
Cambridge High School	0	0	0	0	0	0	0	0	0
DeWolf High School	0	0	0	0	0	0	0	0	0
Duncan High School	0	0	0	0	0	0	0	0	0
Edison High School	0	1	0	6	0	0	0	0	7
Fort Miller Middle School	0	0	0	1	0	0	0	0	1
Fresno High School	0	0	0	0	0	0	0	0	0
Gaston Middle School	0	0	0	3	0	0	0	0	3
Hoover High School	0	0	0	0	0	0	1	1	2
Kings Canyon Middle School	0	0	0	0	0	0	0	0	0
McLane High School	0	0	0	0	0	0	0	0	0
Phoenix Secondary High School	0	0	0	2	0	0	0	1	3
Roosevelt High School	6	0	0	13	0	0	0	1	20
Sunnyside High School	0	0	0	1	0	0	0	0	1
Tenaya Middle School	2	0	0	9	0	0	0	0	11
Terronez Middle School	0	0	0	0	0	0	0	0	0
Yosemite Middle School	0	0	0	0	0	0	0	0	0
Fresno Unified	**11**	**1**	**0**	**42**	**0**	**0**	**3**	**6**	**63**

Prepared by: Equity and Access

Data as of September 27, 2022

Student Resource Officers Discipline Interactions with Students by Student Group (8/15/22 - 9/27/2022)

School Name	SED	Homeless	Foster Youth	English Learner	SWD
Bullard High School	12	0	0	2	6
Cambridge High School	0	0	0	0	0
DeWolf High School	0	0	0	0	0
Duncan High School	0	0	0	0	0
Edison High School	6	0	0	1	1
Fort Miller Middle School	1	0	0	0	0
Fresno High School	0	0	0	0	0
Gaston Middle School	3	0	0	2	0
Hoover High School	2	0	0	0	1
Kings Canyon Middle School	0	0	0	0	0
McLane High School	0	0	0	0	0
Phoenix Secondary High School	3	0	0	0	0
Roosevelt High School	19	0	0	5	4
Sunnyside High School	1	0	0	0	0
Tenaya Middle School	9	0	1	0	0
Terronez Middle School	0	0	0	0	0
Yosemite Middle School	0	0	0	0	0
Fresno Unified	**56**	**0**	**1**	**10**	**12**

Prepared by: Equity and Access   Data as of September 27, 2022

Student Resource Officers Safety Concerns with Students by Race/Ethnicity (8/15/22 - 9/27/2022)

School Name	African American/Black	Asian	Hispanic	Filipino	Native American/Alaskan	Pacific Islander	Two or More Races	White	Total
Bullard High School	1	0	3	0	0	0	1	1	6
Cambridge High School	0	0	0	0	0	0	0	0	0
DeWolf High School	0	0	0	0	0	0	0	0	0
Duncan High School	0	0	0	0	0	0	0	0	0
Edison High School	1	0	1	0	0	0	0	0	2
Fort Miller Middle School	0	0	1	0	0	0	0	0	1
Fresno High School	0	0	0	0	0	0	0	0	0
Gaston Middle School	1	0	2	0	0	0	0	0	3
Hoover High School	2	0	0	0	0	0	0	0	2
Kings Canyon Middle School	0	0	0	0	0	0	0	0	0
McLane High School	0	0	0	0	0	0	0	0	0
Phoenix Secondary High School	0	0	1	0	0	0	0	0	1
Roosevelt High School	2	0	11	0	0	0	0	0	13
Sunnyside High School	0	0	0	0	0	0	0	0	0
Tenaya Middle School	0	0	0	0	0	0	0	1	1
Terronez Middle School	0	0	0	0	0	0	0	1	1
Yosemite Middle School	0	0	0	0	0	0	0	0	0
Fresno Unified	**7**	**0**	**19**	**0**	**0**	**0**	**1**	**3**	**30**

Note: 7 safety concerns did not have student IDs and therefore no race/ethnicity information, as SROs may receive safety concerns from staff and families.

Prepared by: Equity and Access   Data as of September 27, 2022

Student Resource Officers Safety Concerns with Students by Student Group (8/15/22 - 9/27/2022)

School Names	SED	Homeless	Foster Youth	English Learner	SWD
Bullard High School	3	0	2	0	1
Cambridge High School	0	0	0	0	0
DeWolf High School	0	0	0	0	0
Duncan High School	0	0	0	0	0
Edison High School	2	0	0	0	0
Fort Miller Middle School	1	0	0	0	1
Fresno High School	0	0	0	0	0
Gaston Middle School	3	0	0	1	1
Hoover High School	2	0	0	0	0
Kings Canyon Middle School	0	0	0	0	0
McLane High School	0	0	0	0	0
Phoenix Secondary High School	1	0	0	1	0
Roosevelt High School	12	0	1	4	5
Sunnyside High School	0	0	0	0	0
Tenaya Middle School	1	0	0	0	0
Terronez Middle School	1	0	0	0	0
Yosemite Middle School	0	0	0	0	0
Fresno Unified	**26**	**0**	**3**	**6**	**8**

Note: This only reflects safety concerns involving students where student ID was reported as SROs may receive safety concerns from staff and families.

Prepared by: Equity and Access

Data as of September 27, 2022

BC Number ID-1

From the Office of the Superintendent

Date: October 07, 2022

To the Members of the Board of Education

Prepared by: Carlos Castillo, Instructional Superintendent

Phone Number: 457-3874

& Edith Navarro, Administrator

Cabinet Approval: _N Bʌɫ_

Regarding: Comprehensive Sexual Health Education

The purpose of this board communication is to provide the Board information regarding comprehensive sexual health education for the 2022/23 school year.

In accordance with Board Policy 6142.8 and Education Code 51931, comprehensive sexual health education in Fresno Unified is taught in sixth grade utilizing the "Sex Can Wait" curriculum. California Education Code and the California Healthy Youth Act require comprehensive sexual health education to be taught once in middle school and once in high school. In Fresno Unified, these lessons are in seventh and ninth grade science classes, utilizing the "Positive Prevention Plus" curriculum.

At the end of the 2022 academic year, the Curriculum, Instruction, and Professional Learning department worked in conjunction with the Purchasing Department to open the vendor application process to all community partners. Fresno Economic Opportunities Commission (Fresno EOC) was awarded the bid.

During the 2022/23 school year, Fresno EOC will deliver five of the required lessons of the Board approved Positive Prevention Plus curriculum to the middle schools and high schools. These lessons include topics on Human Trafficking, Preventing an Unplanned Pregnancy, Teen Pregnancy Choices and Responsibilities, Preventing Sexually Transmitted Diseases, and Recognizing and Reducing Risks. Fresno Unified teachers will continue to teach the remaining nine lessons of the curriculum. The implementation cycle for the middle schools is currently underway. The high school implementation cycle will begin in January. For further information or to seek specific implementation dates at each site, please see the attached implementation schedules.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Carlos Castillo, 457-3673.

Approved by Superintendent

Robert G. Nelson Ed.D. _____

Date: 10/07/2022