



BOARD OF EDUCATION

Genoveva Islas, President
Susan Wittrup, Clerk
Claudia Cazares
Valerie F. Davis
Elizabeth Jonasson Rosas
Andy Levine
Keshia Thomas

SUPERINTENDENT

Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – JUNE 02, 2023

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

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog Safe Route to School Assessment
DS-2 Jamaal Washington The Office of African American Academic Acceleration – Elementary Summer Literacy Program
DS-3 D'shara Strange The Office of African American Academic Acceleration – Learn, Excel, Affirm, Develop Middle School Summer Literacy Program

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for May 26, 2023

COMMUNICATIONS – Nikki Henry, Chief Officer

C-1 Zuleica Murillo Translation and Interpretation Services, District Process

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Marie Williams Professional Learning Communities
ID-2 Jeremy Ward HOSA-Future Health Professional National Student Competition
ID-3 Marie Williams Little Book Bins
ID-4 Yolanda Jimenez-Ruiz Edgenuity and Enhancements
ID-5 Marie Williams Supervisors of Schools' Response to Parent/Guardian Concerns at Board Meetings
ID-6 Marie Williams School Site Restroom Accessibility

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer – continued

ID-7	Edith Navarro	Tutor.com Student Outcomes
ID-8	Kimberly Lewis	Ethnic Studies Development and Implementation
ID-9	Natasha Baker	Update on Department of School-Site Data Psychometrics
ID-10	Teresa Morales-Young	Teacher Development Pipeline Programs and Placements

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: June 02, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Hosted a staff appreciation event for Ed Center Staff
- Met with JHMB Co-Chairs
- Received recognition from The Fresno Center on behalf of the District
- Held bargaining session with Fresno Teachers Association
- Attended the following graduation ceremonies
 - Fresno Adult and GED
 - eLearn Academy
 - DeWolf
 - J.E. Young
 - Cambridge
 - Rata
- Spoke at the Fresno Teacher Residency Celebration
- Attended Addicot promotion ceremony

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



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number DS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog

Date: June 02, 2023

Phone: 457-3498

Cabinet Approval: 

Regarding: Safe Route to School Assessment

The purpose of this board communication is to provide an update to the Board regarding the Request for Proposal for a Safe Route to School Assessment pilot in conjunction with our 2023-24 budget request.

The Request for Proposal was lawfully advertised on February 22, 2023, and March 01, 2023. Proposals were received on April 18, 2023. Notifications were sent to fifteen (15) firms, and the district received three (3) responses. Evaluation of proposals were based on experience, qualifications, and pricing. The evaluation panel included key departments and local community members comprised of Fresno Unified Health Services, Safety and Emergency Services department, Student Wellness, Fresno County Bike Coalition and California Walks.

A firm was identified, and staff plans to bring a contract to the Board for approval on June 14. The organization has 20 years of experience in Safe Route to School planning and policy including assessing city infrastructure, developing pedestrian safety programs, and building toolkits for improving school arrival and dismissal procedures. The organization's lead for the pilot spent 10 years as the lead consultant for the National Center for Safe Routes to School. The firm is familiar with Fresno and our existing infrastructure as they led the analysis of bicycle and pedestrian crash data for Fresno's Systemic Safety Analysis Report and worked with Fresno County for its Fresno Council of Governments Transportation Safety Plan.

The school sites selected for this pilot were chosen based on incidents that occurred this school year where students were hit by a car and/or a school bus accident was reported. Also considered were busy intersections near school bus stops and sites that had a neighboring school within one mile.

The schools are: **High Schools:** Bullard, Hoover, McLane, Roosevelt and Duncan. **Middle Schools:** Cooper, Computech, Kings Canyon, Scandinavian, Tioga, and Wawona K-8. **Elementary Schools:** Herrera, Lincoln, Roeding and Vang Pao

If you have 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: 06/02/2023

Fresno Unified School District
Board Communication

BC Number DS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jamaal Washington, Project Manager
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3767

Regarding: The Office of African American Academic Acceleration – Elementary Summer Literacy Program

The purpose of this board communication is to provide the Board with information about the summer reading program the Office of the African American Academic Acceleration (A4) has been designed to accelerate literacy proficiency at the elementary school level.

The Office of African American Academic Acceleration (A4) is thrilled to offer a sixth year of literacy support through the summer elementary reading program. This program has a targeted impact designed for current kindergarten through 4th grade African American and African American Multiracial students. The summer reading program is aiming to provide supplemental and/or foundational enrichment in literacy skills based on iReady assessment data.

There are several components that make this program unique and impactful for our Fresno Unified students and families. Fostering engagement through family workshops serves as a fundamental component that connects and empowers the village (which consists of the school and family network for each student) as they support student growth. Family workshops will be offered during the first two weeks of the program this summer. Additionally, providing students with access to the Raz-Kids learning software and physical copies of culturally relevant literature serves to collectively inspire the love of reading. The program also utilizes an incentive structure that rewards students for daily attendance, books read, and participation in family workshops.

This year, the summer elementary reading program is scheduled for three weeks beginning on Monday, June 12th, 2023 and ending on Friday, June 30th, 2023. The program aims to serve 500 students and families across 5 Fresno Unified School District sites (King, Williams, Pyle, Thomas, and Bullard Talent). Families can enroll now through Wednesday, June 14th.

If you have questions pertaining to the information in this communication, or require additional information, please contact Jamaal Washington at (559) 457-3767.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number DS-3

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

Date: June 02, 2023

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 information about the L.E.A.D. (Learn, Excel, Affirm, Develop) middle school summer literacy program.

The Office of African American Academic Acceleration (A4) is excited to launch the second year of the L.E.A.D. program. The program is designed for rising 7th and 8th grade African American and Multiracial African American students that strengthen literacy skills through a project-based learning experience, integrates collaboration with design thinking to activate student voice and solve real-world problems. The L.E.A.D. program implements a standardized curriculum that establishes rich learning experiences and develops students' competency of 21st-century skills that encourages students to be leaders of their own learning.

This year, the L.E.A.D. program has partnered with Allensworth Historic State Park to provide students a real-world opportunity to integrate design thinking skills into their lives and communities. Through this partnership, students will explore and investigate Allensworth Historic State Park problems and create innovative solutions to address these problems, and will conclude by presenting their solutions in a design challenge.

The L.E.A.D. program implements the use of iReady diagnostic data to identify students to participate within the program. The program identifies a wide range of reading levels and seeks to move students from passive recipients of information to problem solvers who understand their role in improving society.

Family engagement is a fundamental component of the L.E.A.D. program. During programming, there are 3 teacher-led parent workshops that focus on student strengths and create a shared learning experience for students and guardians. The program also utilizes an incentive structure and rewards students for attendance, family workshop participation, and winning the design challenge.

This Summer the L.E.A.D program aims to serve 100 students and will operate from Computech, Gaston, Fort Miller, and Tioga Middle Schools.

If you have questions pertaining to the information in this communication, or require additional information, please contact D'shara Strange at 457-3602.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent
To the Members of the Board of Education

Date: June 02, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:



Regarding: School Services Weekly Update Reports for May 26, 2023

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 May 26, 2023 is attached and includes the following articles:

- Classified Layoffs After March 15? – May 24, 2023
- New Proposed California Budget Offers \$4 Billion Less for Education – May 25, 2023
- New Wave of Demands Add Pressure to California's Budget Squeeze – May 22, 2023

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: 06/02/2023



1121 L Street

•
Suite 1060

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: May 26, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature Takes Action on 2023-24 State Budget

On Tuesday, May 23, 2023, the Senate Budget Subcommittee on Education [took action](#) on the education items for the 2023-24 State Budget. The full Assembly Budget Committee [approved](#) their version of the State Budget on Thursday, May 25, 2023.

Both houses adopt the Governor's May Revision state revenue estimates rather than the significantly lower estimates presented by the Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor. However, the Assembly and Senate both adopted the LAO's property tax projections, which are higher than the Governor's revised Budget. While adopting the more optimistic revenue and tax projections results in more available Proposition 98 funding, it also creates a Budget that may be riskier than the Governor's May Revision because if those projections underperform, it could lead to lawmakers needing to modify or reduce funding midyear.

The Assembly and Senate each concur with the Governor's proposal to apply the 8.22% cost-of-living adjustment to the Local Control Funding Formula and select categorical programs. All three parties also agree with maintaining the \$4 billion funding level for the Expanded Learning Opportunities Grant and covering the full state cost of the Universal Meals Program.

While the May Revision proposes to reduce the 2022-23 Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant and Learning Recovery Emergency (LRE) Block Grant by \$1.8 billion and \$2.5 billion respectively, the Legislature takes a different approach. The Senate rejects the Governor's proposed cut to the AMIM Discretionary Block Grant and proposes a reduction of \$525 million to the LRE Block Grant. The Assembly proposes to reduce the AMIM Discretionary Block Grant by \$261.3 million dollars and the LRE Block Grant \$440.6 million.

To minimize the cuts to the two block grants, the Legislature reappropriates the following investments:

- Both houses reject the Governor’s proposal to add \$250 million one-time funding to the existing Literacy Coaches and Reading Specialist Grant Program.
- Both houses reject the Governor’s proposal to invest \$100 million one-time funding to provide high school seniors with art and cultural enrichment
- Both houses delay funding for the Zero-Emission Schoolbus Grant Program for a budget solution totaling \$1 billion
- The Senate reduces the Golden State Pathways Grant Program by \$400 million
- Both houses reduce funding for the Inclusive Early Education Expansion Program by \$162.7 million
- The Senate reduces funding for the National Board Certified Teacher Incentive Program by \$200 million

There are also differences between the three parties when it comes to universal transitional kindergarten (TK). The May Revision includes an investment to expand TK to those young learners who turn four years old by April 2, consistent with current law, and the Governor maintains the student-to-staff ratio of 12:1 in TK classrooms. The Assembly proposes to fully fund student-to-staff ratios of 10:1 starting in 2025-26 and while the Senate does not include funding to lower the ratio, they did adopt the continued expansion of TK in accordance with current law. In addition, the Senate extends the deadline for TK teachers to meet the 24-unit early childhood education requirement by one year, to August 1, 2024, while the Assembly would begin the requirement for the 2025-26 school year.

There are rumors that the Assembly and Senate want to forgo the formal conference committee process once again, whereby both houses approve their own version of the State Budget and then form a committee to reconcile the differences. Instead of convening a conference committee, the Legislature would rely on legislative leadership and the budget committee chairs to come to an agreement on the State Budget package for both houses to approve. If the parties are able to come to an agreement, they will provide a joint press release highlighting the key points of their State Budget. They will then hold budget committee hearings and floor sessions to approve the State Budget before the June 15 constitutional deadline.

However, even if the Legislature is able to reconcile their differences, they will still need to work with the Administration to compromise on the State Budget prior to the start of the 2023-24 fiscal year.

Leilani Aguinaldo

Classified Layoffs After March 15?

By Danyel Conolley and Suzanne Speck
School Services of California Inc.'s *Fiscal Report*
May 24, 2023

Ask SSC. . . Our local educational agency (LEA) hired classified employees with COVID-related one-time funding related to learning loss mitigation. These one-time fund balances were intended to fund positions through the end of this school year. What happens to the positions when these funds expire? What options do LEAs have now given that the law changed to provide classified employees with the certificated March 15 layoff timeline?

Assembly Bill (AB) 438 modified Education Code Section (EC §) 45117, the classified layoff provision. Specifically, AB 438 replicated the certificated layoff process and requires a March 15 notice when a classified employee's service will not be required for the ensuing year due to lack of work or lack of funds. In these cases, affected classified employees are afforded entitlements equal to the certificated layoff statute, including a hearing, and must receive a final notice of layoff by May 15. However, EC § 44117 also provides that when a classified position is being eliminated as a result of the expiration of a specially funded program, the employee shall be given written notice no less than 60 days prior to the effective date of their layoff. A layoff hearing does not apply to this 60-day classified layoff process.

Given the changes to EC § 44117, and should you find that you need to eliminate classified positions outside of the March 15 window due to the expiration of a specially funded program, the governing board is required to adopt a resolution to eliminate positions and can issue notices no less than 60 days prior to the date of the layoff. Keep in mind that layoffs are never this simple and some of the affected employees may be able to bump less senior employees in their current classification or in other classifications where they have permanency. If any employees have bumping rights, you could find yourself issuing several different types of classified layoff notices: position elimination notices for employees with bumping rights, position elimination notices for employees with no bumping rights, and notices of possible layoff due to bumping. Be sure to provide all employees served with a layoff notice, regardless of the notice type, with a copy of the layoff resolution; applicable sections of the Education Code; information on layoff and reemployment rights; and, if the employee has bumping rights, a copy of their class history and a displacement form for making their bumping election.

For more information on this 60-day layoff process, notice requirements, bumping elections, and serving final notices, do not hesitate to contact us or reach out to your labor attorney.

Note: The LAO notes that while choosing to reduce the one-time block grants from 2022-23 rather than base funding for schools would potentially ease the impact on districts, those midyear cuts would still be disruptive.

New Proposed California Budget Offers \$4 Billion Less for Education

By Emma Kate Fittes
EdWeek Market Brief
May 25, 2023

While strong tax revenues in some states are boosting lawmakers' efforts to increase funding for K-12 schools, policymakers in one of the country's largest markets are preparing for a more significant hit to the education budget than originally expected.

New, gloomy fiscal projections in California have led Gov. Gavin Newsom to amend his initial state budget proposal, and the revised blueprint reflects a more negative impact to districts than the original draft released earlier this year.

The new proposal, released this month, allocates \$93.8 billion to K-12 education — a \$4 billion decrease in funding compared to estimates from January.

The proposed reductions largely come in the form of cuts to two major block grants the state approved last year. The biggest is a \$2.6 billion reduction to the Learning Recovery Emergency block grant, which was intended to support academic intervention after the pandemic and bolster student and teacher social-emotional needs over five years.

Newsom, a Democrat, also proposed an additional \$607 million cut to a smaller discretionary grant, building upon the \$1.2 billion cut he proposed in January. The grant was meant to be used for a variety of activities, instructional materials, arts, and equipment.

And the new proposal also reflects recent declines in student enrollment, which equates to less education funding because money is allocated to schools on a per-pupil basis.

Cutting the one-time grants rather than base funding for schools would potentially ease the immediate impact to districts, many of which have not yet spent the majority of the grant money.

But the reductions would still be "disruptive," said Kenneth Kappahn, principal fiscal and policy analyst for the California Legislative Analyst's Office, the nonpartisan fiscal advisory arm of the state legislature.

Many districts have spent the past year identifying options for how to spend that money, developing plans, building budgets, and in some cases started the collective bargaining process, he said.

"All of those activities were premised on the availability of those funds," Kappahn said. "If those reductions happen and are part of the final budget agreement, districts would need to revisit all of those actions."

How much money each individual district could see cut would vary by school system. The learning recovery grant, for example, was spread across the state based in part on how many students were from low-income households or are English language learners.

“The amounts for individual districts ranged anywhere from a few hundred dollars per student to closer to \$2,000 per student,” Kapphahn said “The districts that were expecting more are the ones that would have to make larger changes and adjustments in response.”

Needs Not Going Away

These looming cuts come at an uncertain time for the K-12 industry, as one-time federal pandemic aid is coming to an end, the pace of venture capital is slowing, and inflation continues to squeeze district budgets. And as the largest state market with nearly 6 million students enrolled in just over 1,000 public school districts, California represents a big piece of the education market.

If you’re a company doing business in the K-12 space, tune into *EdWeek Market Brief’s* online summit June 6-8. It features district leaders, classroom teachers, and company representatives on panels and in briefings with the goal of helping companies make sense of K-12 needs. You can sign up [here](#).

The reductions might negatively affect some districts’ immediate spending plans, but Kapphahn pointed out that between other state and federal aid school systems in California will still have large amounts of one-time funding available to allocate.

There remains a lot of interest at both the state and district level to make up for learning lost during the pandemic, he said. So far the state, in trying to address that district need, has maintained funding for expanding after-school and summer school programs.

School district officials also are highly motivated to improve attendance, which in many K-12 systems hasn’t recovered from the student absences experienced during the pandemic, Kapphahn said.

For now, district officials are waiting to see where the finalized state budget lands. The state’s Senate and General Assembly are developing their own versions of the budget, which Kapphahn said will likely incorporate a number of the governor’s proposals, before a final version is reached.

The deadline for the state to pass the budget is June 15.

Note: The LAO has said that based on their assessment, there is roughly a two-thirds chance that revenues will come in below the May Revision estimates.

New Wave of Demands Add Pressure to California’s Budget Squeeze

By Dan Walters
CalMatters
May 22, 2023

One could call it the “big squeeze.”

It’s the ever-increasing conflict between the state government’s current and projected tax revenues, which are drifting downwards, and the demands for billions of additional dollars for vital services, such as health care, homelessness and mass transit.

In January, when Gov. Gavin Newsom unveiled his initial budget for the 2023-24 fiscal year that begins July 1, he projected a \$22.5 billion deficit – just a few months after boasting the state had a \$97 billion surplus. This month, in a revised budget, he said the deficit had grown to \$31.5 billion.

As worrisome as those numbers appear, they might be a best case scenario, according to the Legislature’s budget analyst, Gabe Petek.

“Based on our assessment, there is a roughly two-thirds chance revenues will come in below May Revision estimates,” Petek said. “As such, while we consider the May revision revenues plausible, adopting them would present considerable downside risk.”

Moreover, Petek said that using the Newsom administration’s own projections and assumptions, “the budget condition would worsen in future years” with annual operating deficits of around \$15 billion in the following two years, and hinted that the real shortfalls in the final years of Newsom’s governorship could be larger.

These estimates of a chronic and perhaps widening gap between income and outgo also assume that the state’s economy won’t be clobbered by recession.

Many economists believe that the Federal Reserve System’s increasing interest rates, meant to slow the economy and battle inflation, could trigger a recession within the next year. If it occurred, Newsom’s budget says, “revenues could decrease by \$40 billion in 2023-24 alone, largely driven by losses in personal income tax,” adding that “revenue declines relative to the May Revision forecast could reach an additional \$100 billion through 2026-27.”

While the state has amassed more than \$30 billion in reserves to cushion the impact of recession, an even moderate economic downturn would quickly consume them, drowning the budget in red ink as the Great Recession did.

To summarize: California’s budget faces several years, at least, of budget difficulty. But the demand side of the fiscal ledger is not shrinking.

After the January budget was released, advocates for programs, particularly health care and social services, cranked up pressure on legislators to protect their slices of the pie. That pressure is even more intense with the May revision’s deficit increase.

They have been joined by three other major stakeholders seeking multi-billion-dollar increases in state aid: hospitals, transit systems and cities on the front lines of the state’s worst-in-the-nation homelessness crisis.

Hospital and transit system officials say they have been unable to fully recover from the impacts of COVID-19 on their patronage and finances and may be forced to shut down or at least reduce services. Mayors of the state’s largest cities say they need an additional \$2 billion per year to maintain ongoing efforts to house those on the streets.

None of the three fared well in the May revision. Newsom offered just a \$150 million loan fund to hospitals, didn’t include any extra money for local homelessness efforts, and only said he would be willing to discuss transit’s self-proclaimed “fiscal cliff.”

There's little question that advocates for existing and new state financing would prefer that Newsom and the Legislature tap into reserves and/or raise taxes to satisfy their demands. In fact, the state Senate's budget framework proposes a hike in corporate income taxes, although Newsom has rejected it.

Were California's budget squeeze to continue or grow tighter, as seems likely, the remainder of Newsom's governorship would be dominated by the difficult task of resolving it.

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zuleica Murillo, Executive Director
Cabinet Approval: NH

Date: June 02, 2023

Phone Number: 457-3988

NH (Jun 2, 2023 12:15 PDT)

Regarding: Translation and Interpretation Services, District Process

The purpose of this communication is to provide the Board with clarity regarding practices and tools used by the Translation and Interpretation Services Department to support the consistent use of language districtwide.

The mission of the Translation and Interpretation Services Department is to provide consistent access to language support districtwide. With its new development of centralized services, it was critical to establish department goals and values aligned with accountability, consistency, and quality of service for translation and interpretation support. In that effort, we sought to implement a translation management tool used as a translation industry standard to improve consistent language use and continuously manage quality.

Smartling is a translation management platform that allows our department to monitor translations by memorizing language used throughout our district work. As our district work is uploaded to the Smartling platform, documents are pre-scanned for words and terms registered in our platform glossary for automated translation. This process maintains consistency in language use and cuts translation time down, making staff time and workflows more efficient.

The original Smartling glossary sync used to create our data memory was transferred from the existing Fresno Unified School District glossary adopted by the English Learner Services. Several bilingual glossaries were used to develop the district glossary, such as the California State Department of Education (CDE) glossary and glossaries of other school districts. A review of the original Fresno Unified School District glossary will be conducted over the summer months and is further intended to be brought forward to students, staff, and family audiences for review during the 2023-24 school year to continue to improve our district localization of language.

The Translation and Interpretation Services Department has posted the collaborative District Glossary, approved by English Learner Services on our public web page as a resource for those who translate site or department level documents and family materials using in-house bilingual staff. While we offer translation support to all school sites and departments, we are unable to guarantee consistency of translations for those who use their internal bilingual staff to translate rather than our department. As we continue standardizing district practices, we partner with our sites and departments to review their content as requested. Sites can submit a request for translation in any language using the web links located on our web page.

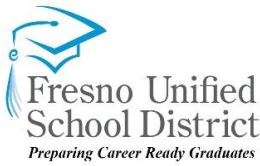
Attached you will find a copy of the English Hmong-Spanish Glossary of Education Terms adopted by the English Learner Services Department.

Should you have any additional questions, please contact Zuleica Murillo at 457-3988 or via email at Zuleica.Murillo@fresnounified.org.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023



ENGLISH-HMONG-SPANISH GLOSSARY OF EDUCATION TERMS

Glossary Introduction

The purpose of developing this glossary is to encourage bilingual staff working with families to use consistent words and terms when communicating with families in Fresno Unified. Existing bilingual glossaries from other school districts and the California State Department of Education (CDE) were used as guides to compile this glossary. The glossary is maintained by Communications and translated in collaboration with English Learner Services. Anyone wishing to provide input or suggest new terms to add to the glossary should submit his or her comments to Hector.vidrio@fresnounified.org by March 1 of each year. The workgroup will review all comments annually and update the glossary as needed.

Thank you to the workgroup that made this glossary possible:

- David Chang, Hmong Material Translator, English Learner Services
- Hector Vidruco, Manager II, English Learner Services
- Xee Yang, Manager III, Communications

Translation Process

This glossary identified terms and translations used most often in Fresno Unified. There are concepts represented in the glossary that have no direct translation. Therefore, some terms are explained by words or phrase that best convey the intended meaning of the English term. In order to communicate a concept accurately, it may be necessary to include, in parentheses after the Hmong/Spanish term, the original English term. For example: una escuela secundaria (high school, or grades 9-12).

Where multiple translations are provided, we trust bilingual staff to use the term that best applies to a specific context and audience.

The following considerations or guidelines were followed in the development of this glossary:

- This glossary does not contain all possible regional, dialectical, or colloquial variations.
- For many terms, more than one Hmong/Spanish translation may be provided. In these cases, the options are separated with a comma and listed in order of preference.
- When an English term is known by an acronym, the Hmong/Spanish translation is followed by an explanation that the term is known in English by the acronym.

English	Hmong	Spanish
-A-		
ability	muaj peev xwm	habilidad
abnormality	kev txawv txav	anormalidad
above average	tshaj lij zog	arriba del promedio
absence	ntsug, qhaj; tsis tuaj	ausencia
abstract reasoning	paub daws teeb meem	razonamiento abstracto
academic achievement goals	kev kawm tiav lub hom phiaj	metas de rendimiento académico
academic calendar	daim calendar qhia txuj ci	calendario académico
academic standards	cov qauv ntaub ntawv kawm	estándares académicos
accelerated courses	cov chav kawm mus ceev	cursos acelerados
accommodations	tej kev hloov kho; kev pab txhawb; kev pab kom ua tau li lwm tus	acomodamiento
accountability	kev ris dej num	responsabilidad
accreditation	muaj kev tsim nyog	acreditación
accuracy	raug , yog	exactitud, precisión
achievement	kawm tau	logro académico
achievement gap	kawm tau kab nrug	lapso en el rendimiento académico
achievement test	xeem kev kawm tau	examen de logros
acquisition	paub	adquisición
ACT (standardized college entrance exam)	cov ntawv xeem mus kawm qib siab (ACT)	ACT
acting out	npau taws ntho	impulsos reprimidos, expresión de emociones, mal comportamiento
action plan	npaj ua	plan de acción
active learning	kev tab tom kawm	aprendizaje activo
adaptive behavior	kev coj haum lwm tus; kev txhim kho tau tus kheej; txawj pab tau tus kheej	comportamiento adaptivo
adaptive physical education	kev qhia siv lub cev rau cov neeg xiam oo qhab; kev kawm siv lub cev ntawm cov me nyuam tes taw tsis muaj zog	educación física adaptada
Adequate Yearly Progress (AYP)	Kev Kawm Tau Txaus Txhua Xyoo (AYP)	progreso anual adecuado (AYP)
administer, to	kev xeem	atender a, prestar ayuda a
administration	thawj coj	administración
adolescence	tiav hlus	adolescencia

adopted materials	cov ntaub ntawv raug txais yuav	materiales adoptados
adult education	neeg laus kawm ntawv	educación de adultos
advanced performance level	theem kawm tau tshaj lij	niveles de rendimiento avanzado
Advanced Placement (AP)	Chav Kawm Tshaj Lij (AP)	Colocación Avanzada (AP)
advanced students	tub kawm ntawv tshaj lij	estudiante avanzado
advisor	tus taw qhia	asesor, consejero
advisory committee	tuavxam	comite de asesoria
advocate	tus thoob tswv yim	abogar por, defender
A-G courses (college preparatory courses for CA Universities)	cov chav kawm A-G paj mus college	cursos A-G
age equivalent	hnuv nyoob sib luag	edad equivalente
agenda item	nqi lus tham	asunto de la agenda
aggregate	sib txuam	conjunto, integración
aide	tus pab qhia ntawv	ayudante, auxiliar
allocate funds	cov nyiaj faib	Asignación de Fondos
alternate to suspension (ATS)	lwm txoj kev ncuva kev kawm	alternativa para suspensión
alternative assessment	lwm txoj kev ntsuam xyuas	Evaluación alternativa
American Sign Language (ASL)	meskas lus piav tes (ASL)	lenguaje de signos Americanos (ASL)
annual assessment	kev soj ntsuam txhua xyoo, kev niaj xyoo soj ntsuam	evaluación anual
Annual English Learner Evaluation Report	Ntawv Tshaj Qhia Kev Luj Xyuas Neeg Kawm As Kiv Txhua Xyoo	Reporte de Evaluación Anual para los Estudiantes Aprendices de Inglés
Annual Measureable Goal/Objectives (AMO)	Hom Phiaj Ntsuas Tau Nyog Txhua Xyoo (AMO)	Meta Medible Annual (AMO)
Annual Update	kev niaj xyoo qhia tshiab	actualización anual
Annual Yearly Progress (AYP)	kev niaj xyoo kawm tau zoo txaus	Progreso Annual (AYP)
anti-bullying	kev thaiv kev lim hiam	anti-acoso
area of strength	suam kawm tau zoo	área de fortaleza
area of weakness	suam kawm tsis tau zoo	área de debilidad
assess, to	soj ntsuam	evaluar
assessment	kev txheeb xyuas, kev soj ntsuam	evaluación
At Risk of Retention	Raug Ntshai Tsam Poob Qib	en riesgo de ser reprovado
At-A-Glance	Kev Saib Tib Plia, kev ntsia ib plia	de un vistazo/Revisión
ATLAS parent portal	ATLAS niam txiv chaw tso lus qhia	portal de los padres de ATLAS
at-risk students	cov tub kawm ntawv raug ntshai tsam poob kev kawm	estudiantes en riesgo

attendance	kev mus koom kev kawm	asistencia
attention deficit disorder	teeb meem tu ncuav kev tig mloog	desorden de atención de deficit
attorney	tus kws lij choj	abogado
audit, to	tshuaj xyuas	auditoría para
autism	Ruam	autismo
average daily attendance (ADA)	pes nrab kev mus koom txhua hnub	promedio de asistencia diaria
awards assembly	kev sib sau ua ke txais ntawv qhuas	asamblea de reconocimientos
-B-		
babysitting	neeg zov me nyuam	servicios de niñera
Back-to-School Night	Hmo Saib Kev Rov Mus Kawm Ntawv	noche de regreso a la escuela
basic skills	hauv paus kev txawj	habilidades basicas
beginning performance level	theem pib kawm tau	nivel de rendimiento inicial
beginning readers	cov neeg pib nyeem	lectores principiantes
behavior	cwj pwm	comportamiento
behavior contract	daim ntawv cog lus coj cwj pwm	contrato de comportamiento
behavior disorder	mob coj cwj pwm	trastorno de comportamiento
behavior modification	kev hloov kho kev coj cwj pwm	modificación de conducta
Behavior Support Plan (BSP)	Kev Npaj Pab Kev Coj Xeeb Ceem	plan de apoyo de comportamiento
behavioral objective	hom phiaj coj cwj pwm	objetivo de comportamiento
below average	hauv qab nruab nrab	por debajo del promedio
below basic performance level	qis dua theem hauv paus paub	por debajo del nivel de desempeño básico
below expectations	qis dua tej kev cia siab	por debajo de las expectativas
benchark test	qauv kev ntsuas	prueba benchark
benchmark	Kev Xeeb Ntawv Piv Qauv Teev Tseg	punto de referencia
Benchmark Assessment System (BAS)	Ntawv Nyeem Ntsuam Xyuas Kev Paub Qauv Ntawv Teev Tseg (BAS)	sistema de evaluación de punto de referencia (BAS)
Bilingual Instructional Assistant (BIA)	Neeg Pab Xib Fwb Nrog Ob Hom Lus	Asistente de Instrucción bilingüe (BIA)
Bilingual program	Kev Kawm Nrog Ob Hom Lus	programa bilingüe
biliteracy	nyeem thiab sau tau ob hom lus	biliteracidad
biliterate	nyeem thiab sau tau ob hom ntawv	biletrados
birth certificate	daim ntawv yug	acta de nacimiento

board core beliefs and commitments	Kev ntseeg thiab kev cog lus ntawm pawg saib tswj kev kawm ntawv	indicador de creencias y compromisos
board meeting	pawg nom tswv rooj sib tham	Reunión de la Mesa Educativa
Board of Education	Pawg nom tswj kev kawm	Mesa Directiva de educación
brandishing	taw, hom	amenaza con cuchillo
brochure	daim ntawv muab lus qhia	folleto
budget	Kev npaj siv nyiaj txiag, nyiaj txiag npaj siv	presupuesto
budget allocations	tej kev faib nyiaj txiag	asignaciones presupuestarias
budget shortfall	tu ncuá nyiaj txiag	déficit presupuestario
bulletin board	txiag ntsia ntawv	tablero de anuncios
bus transportation	tsheb npav thauj mus los	transporte de autobús
buy-back days	cov hnuv xib fwb mus kawm	capacitación
bylaws	luag Hauj Lwm	reglamentos
-C-		
cafeteria	chaw noj mov	cafetería
California Alternative Assessment (CAA)	California Lwm Txoj Kev Ntsuam Xyuas (CAA)	Evaluación Alternativa de California (CAA)
California Alternative Performance Assessment (CAPA)	California Lwm Txoj Kev Ntsuam Xyuas Kev Kawm Tau (CAPA)	Evaluación de Rendimiento Académico Alternativa de California (CAPA)
California Association for Bilingual Education (CABE)	California Lub Koom Haum rau Ob Hom Txuj (CABE)	Asociación de California para la educación bilingüe
California Basic Education Skills Test (CBEST)	California Kev Xeem Hauv Paus Kev Txawj Txuj Ci (CBEST)	examen de habilidades de educación de California (CBEST)
California Code of Regulations	California Txoj Cai Tswj	Código de Reglamentos de California
California Department of Education (CDE)	California Lub Chaw Khiav Dej Num Saib Kev Kawm Txuj (CDE)	Departamento de Educación de California (CDE)
California Distinguished School	california lub tsev kawm ntawv nto npe	escuela distinguida de California
California Education Code	california txoj cai kawm txuj	código de educación de California
California English Language Development Test (CELDT)	California Txoj Kev Xeem Kev Kawm Tau Lus As Kiv (CELDT)	Examen de Desarrollo del lenguaje Inglés de California (CELDT)
California High School Proficiency Examination (CHSPE)	california tsev kawm ntawv them siab kev xeem kev paub	examen de suficiencia preparatoria de California
California Modified Assessment (CMA)	California Txoj Kev Ntsuam Xyuas Raug Hloov Kho (CMA)	Evaluación Modificada de California (CMA)

California Next Generation Science Standards (CA NGSS)	California tiam tom ntej qauv tshawb fawb (CA NGSS)	estándares de ciencias de la próxima generación de California (CA NGSS)
California Office to Reform Education (CORE)	California Lub Chaw Khiav Dej Num Hloov Kho Kev Kawm Txuj (CORE)	oficina de California para reformar la educación (CORE)
California State Board of Education	Xeev California Pawg Nom Tswv Kawm Txuj Ci	comisión de educación estatal de California
California State University (CSU)	Xeev California Lub Tsev Kawm Ntawv Qib Siab (CSU)	universidad estatal de California (CSU)
campus	vam loog kawm	plantel escolar
cap and gown	mom thiab tsho	toga(gown) y birrete(cap)
capacity	kev muaj peev xwm	capacidad
career advisor	neeg ntaus tswv yim ua dej num	asesor de carreras profesionales
career counseling	kev pab txhawb ua hauj lwm	orientación profesional
Career Technical Education (CTE)	Txuj Ci Kawm Dej Num (CTE)	Educación de Carrera Técnica (CTE)
carryover funds	tej nyiaj seem	fondos acumulados
categorical funds	nyiaj ib cag sab nraum	fondos categóricos
categorical programs	tej kev pab nyiaj ib cag sab nraum	programas categóricos
CELDT domains: listening, speaking, reading, and writing	CELDT ntsiab lus: mloog, hais lus, nyeem thiab sau	Dominios del CELDT: escuchar, hablar, leer y escribir
census	muab npe suav pej xeem	censo
certificated personnel	neeg ua hauj lwm muaj ntaub ntawv pov thawj	personal certificado
character	yam ntxwv	carácter
Character Counts Pillars of the Month	Tej Kev Txhawb Yam Ntxwv Kev Coj Zoo ntawm Lub Hlis	Pilares del Carácter Cuenta del Mes
charter schools	Lwm hom tsev kawm ntawv kawm tsis them nyiaj	escuelas charter
child abuse prevention program	kev pab cuam tiv thaiv menyuaam tsim txom	programa de prevención de abuso del infante
child development centers (CDC)	chaw zov me nyuam yaus (CDC)	centros de desarrollo del infant (CDC)
civil rights	pej xeem txoj cai	derechos civiles
civility policy	txoj cai raug ntsej muag	póliza de civildad
class size reduction	txo chav kawm kom tsawg	reducción del tamaño de clase
classified personnel	cov neeg ua hauj lwm txhawb pab	personal clasificado
classroom	chav tsev kawm ntawv	salón de clase
coach (literacy, math, sport)	kws qhia (nyeem ntawv, ua lej, ua kis las)	capacitador (alfabetización, matemáticas, deportes)
cognitive	kev xav thiab kev paub tab	cognitivo

cohort	ib pawg	cohort
College and Career Readiness	Npaj Txhij Kawm College thiab ua dej num	Preparación de Colegio/Universidad y Carrera
College and Career Ready Graduates	Cov Neeg Kawm Tiav Npaj Txhij Kawm College thiab Ua Dej Num	Estudiantes Graduados Preparados para el Colegio/Universida y una Carrera
Common Core State Standards (CCSS)	Tej Qauv Ntawv Kawm Sib Xws Thoob Xeev	Estándares Académicos Fundamentales (CCSS)
common formative assessment (district test for reading, like DRP and BAS)	kev soj ntsuam ua ntu zus	evaluación formativa común (examen de lectura del distrito, como DRP y BAS)
community	zej zog, pab pawg	comunidad
Community Advisory Committee (CAC)	Zej Zog Tuavxam (CAC)	Comité Consejero Comunitario (CAC)
community college	kawm ntawv qib siab hauv lub zej zog	Colegio Comunitario
community schools	kawm ntawv qib siab hauv lub zej zog, cov tsev kawm ntawv hauv zej zog	Escuelas Comunitarias
competence, competency	kev muaj peev xwm, muaj cuab kav	competencia, aptitud
compliance	ua raws txoj cai teev tseg	cumplimiento
compliance review	ua raws cai los ntsuam xyuas	revisión de cumplimiento
comprehension	to taub	comprensión
comprehensive high school	lub tsev kawm ntawv high school muaj qib 9 txog qib 12	Instituto de enseñanza de preparatoria
computer adaptive test (CAT)	kev xeev hloov ua hauv computer (CAT)	examen adaptivo en computadora (CAT)
computer literacy	txawj siv computer	alfatización en computadora
computer networking & technology	kev tso computer sib tshuam & technology	Red y tecnología
conduct disorder	teeb meem coj cwj pwm	desorden de conducta
conference	kev sib tham, sib ntsib, rooj sib tham	conferencia de padre/maestro
confidential, confidentiality	kev zais ntshis, kev zais ntshis tsis pub paub	confidencial, confidencialidad
conflict resolution	daws kev tsis sib haum; kev kho kom haum xeeb	solución de conflicto
consent	kev tso cai	consentimiento
consequence	kev raug teeb meem	consecuencia
consolidated categorical aid programs	tej kev pab nyiaj txiag ib cag sib xyaws	programas de ayuda categórica consolidado
Constituent Services	Chaw Pab Tibneeg	Servicios Para el Constituyente
consultant	tus pab sab laj, tus pab muab tswvyim	consultor

content standards	qauv ntsiab lus	contenido de estándares
controlled substance	yeeb tshuaj, khoom raug txwv	sustancia controlada
core curriculum	cov ntaub ntawv kawm tseem ceeb	currículo básico
CORE Waiver	CORE Daim Ntawv Zam	exención del currículo (CORE)
counselor	kws qhuab ntuas	consejero
country of origin	teb chaws xeeb txawm	pais de origen
County Office of Education	Lub nroog chaw ua hauj lwm ntawm kev kawm ntawv	Oficina del Condado Educativa
credential	ntaub ntawv pov thawj	credencial
credit recovery	kawm rov tau qhab nia	recuperación de crédito
critical thinking	txoj kev xav tob tob	razonamiento crítico
culture	kab lig kev cai; kev coj noj coj ua	cultura
curriculum	cov ntaub ntawv kawm	currículo plan de estudio
curriculum-based assessment	hauv paus kev soj ntsuam kev qhia ntawv;	evaluación basada en el currículo, plan de estudio
-D-		
data	ntaub ntawv qhia txog; cov ntaub ntawv khaws tseg	información, datos
Data Dashboard	Chaw Nthuav Tawm Lus Qhia	Indicador de datos/información
deaf, deafness	lag ntseg	sordo, sordera
deaf-blindness	lag ntseg dig muag	sordoceguera
Degrees of Reading Power (DRP)	Kev Muaj Cuab Kav Nyeem Tau Ntawv Npaum Cas (DRP)	Grado de Fortaleza de Lectura (DRP)
demonstrate	nthuav tawm, qhia	mostrar
Department of Prevention and Intervention (DPI)	Chaw Khiav Dej Num Tiv Thaiv thiab Daws Teeb Meem (DPI)	Departamento de Prevención e Intervención (DPI)
depressed, depression	nyuaj siab ntxhov siab; kev ntxhov/lwj	deprimido, depresión
designee	tus neeg txib	asignado
detention	kev raug txim	detención
developmental delay	kev loj hlob cob pob; qeeb, laj lim qeeb	retrazo del desarrollo
diagnose	kuaj, tshuaj xyuas	diagnóstico
diagnostic assessment	kev soj ntsuam tshuaj xyuas	evaluación diagnóstica
differentiated instruction	kev qhia ntawv kom txhua tus kawm tau; tswvyim qhia ntawv kom txhua tus kawm tau	instrucción diferenciada
diploma	ntawv pov thawj kawm tiav	Diploma de preparatoria

disabilities	xiam oo qhab, lub cev puas	incapacidades
discipline	qhuab qhia, rau txim, teem txim	disciplina
discipline policy	kev qhuab qhia, cai rau txim, cai teem txim	póliza de disciplina
discrimination	cais, ntxub ntxaug	discriminación
disorder	mob, kev mob	desorden
District Advisory Committee (DAC)	Cheeb Tsam Koom Kev Kawm Pawg Neeg Tuav Tswv Yim (DAC)	Comité Consejero del Distrito (DAC)
District English Learner Advisory Committee (DELAC)	Cheeb Tsam Koom Kev Kawm Pawg Neeg Tuav Tswv Yim Sawv Cev Neeg Kawm As Kiv (DELAC)	Comité Consejero de Estudiantes Aprendices de Inglés del Distrito (DELAC)
district goals	koog tsev kawm ntawv cov hom phiaj	metas del distrito
districtwide	cheeb tsam koom kev kawm thoob plaws	a nivel distrito
dress code	cai hnav tsoos	código de vestir
dropout	tso kev kawm tseg	desertar/abandonar los estudios
dropout rate	feem tso kev kawm tseg	promedio de desertar/estudiantes que abandonan los estudios
Dual Immersion program	Kev Kawm Ob Hom Lus Sib Xyaws	Programa de Doble Inmersión
due process	txheej txheem, kev ua raug cai	proceso debido
due process hearing	qhov kev taug lub rooj sib hais, kev sib hais ua raug cai	audiencia de proceso debido
dyslexia	teeb meem nyeem ntawv	dislexia
-E-		
early advanced performance level	theem pib kawm tau tshaj	nivel de rendimiento académico temprano avanzado
Early Assessment Program (EAP)	kev soj ntsum kev kawm thaum ntxov (EAP)	Programa de Evaluación Temprana (EAP)
early dismissal	lawb tawm thaum ntxov, tso tawm ntxov	salida temprano
early intermediate performance level	theem pib kawm tau tshaj lij pes nrab	nivel de rendimiento académico temprano intermedio
early intervention	ntxov cheem pab	intervention temprana
Early Learning	Kev Ntxov Kawm	Aprendizaje temprano
early literacy	ntxov paub nyeem thiab sau ntawv	alfabetización temprana
Early Literacy Assessment	ntxov soj ntsuam paub nyeem thiab sau ntawv	Evaluación de Alfabetización Temprana

early literacy skills	tej kev ntxov txawj ntaub ntawv	destrezas de alfabetización temprana
economically disadvantaged students	cov tub kawm ntawv txomnyem	Estudiantes en desventaja económica
Education Code (EC)	Cai kawm txuj ci	código de educación
education level	theem paub txuj ci	nivel educativo
Edutext	txuj ci ntaus ntawv xa xov	mensaje de texto educativo
elective classes	cov chav xaiv kawm	clases electivas
Elementary and Secondary Education Act (ESEA)	tsev kawm ntawv theem qis thiab theem siab txoj cai kawm txuj (ESEA)	Decreto Educativo de Primaria y Secundaria (ESEA)
elementary school	tsev kawm ntawv theem qis	escuela primaria
eligible	muaj kev tsim nyog	elegible
email	Email	correo electrónico
emergency information	lus qhia xwm ceev	información de emergencia
emerging proficiency level	theem pib paub zoo	nivel de rendimiento académico de emergencia
emotional disturbance (ED)	kev ntxhov siab, kev nyuaj siab (ED)	disturbio emocional (ED)
emotionally disturbed	kev txob siab txob ntsws	trastorno emocional
English language acquisition	kawm tau lus Askiv	adquisición de lenguaje inglés
English Language Assessment Results	Tej Kev Ntsuam Xyuas Tau Kev Paub Lus As Kiv	Resultados de la Evaluación del Lenguaje Inglés
English Language Development (ELD)	Kev Kawm Lus As Kiv (ELD)	Desarrollo del Lenguaje Inglés (ELD)
English language development standards	qauv kev kawm tau lus askiv	estándares de desarrollo de lenguaje inglés
English Language Mainstream Placement	Kev Tso Rau Chaw Kawm Lus As Kiv Xyaws Sawv Daws	Colocación de Clase Regular del Lenguaje Inglés
English language proficiency assessment	Kev ntsuam xyuas kev paub lus As Kiv txaus	evaluación de desempeño del lenguaje inglés
English Learner (EL)	Neeg Kawm As Kiv (EL)	Aprendiz de inglés (EL)
English Learner Advisory Committee (ELAC)	Pawg Neeg Tuav Tswv Yim Sawv Cev Neeg Kawm As Kiv (ELAC)	Comité Consejero de Estudiantes Aprendices de Inglés (ELAC)
English learner instructional program options	tej kev xaiv kev qhia ntaub ntawv rau neeg kawm As Kiv	modelos del programa educativo para estudiantes aprendices de inglés
English Learner Services (ELS)	Chaw Pab Neeg Kawm As Kiv	Servicios para Estudiantes Aprendices de Inglés
English Learner Taskforce	Pawg Neeg Taug Xyuas Neeg Kawm As Kiv	equipo de trabajo para estudiantes aprendices de inglés
English proficient enrollment	paub lus Askiv txaus cuv npe kawm	competente, dominio de inglés inscripción

entrance requirements	tej tseev kom muaj rau nkag	requisitos de entrada
Entry Level Mathematics (ELM)	theem pub nkag kawm lej (ELM)	Nivel de Entrada de Matemáticas (ELM)
ethnic group	pab pawg neeg	grupo étnico
ethnicity	haiv neeg	etnicidad
evaluation	kev ntsuam xyuas, luj xyuas	evaluación
evaluation rubrics	cai kev luj xyuas	rúbricas de evaluación
Every Student Succeeds Act (ESSA)	cai txhua tus tub kawm ntawv kawm tau (ESSA)	Decreto de Cada Estudiante Tiene Éxito (ESSA)
examination	kev xeem	examinación
excused absence	kev zam ntsug, ntsug raug zam	ausencia justificada
exemplars	Qauv	ejemplos
exempt	Zam	exento
exemption	kev zam	exención
Expanded Learning Summer Program	Kev Kawm Txuas Ntxiv Thaum Ntuj Qhua	programa extendido de aprendizaje de verano
expel, to	tshem tawm, nrho tawm	expulsado
expenditure	kev them nuj nqis, siv nyiaj, kev phob nyiaj	gastos
extracurricular	kev kawm ib cag sab nraum ntxiv	extracurrículo, plan de estudio
eye-hand coordination	qhov muag-tes thooj txhij ua tau ua ke	coordinación visual -manual
-F-		
Fact Sheet	Ntawv Teev Lus Tseeb	hoja de datos/ información
faculty	kws qhia ntawv	facultad
fail, to	poob, plam	fallar
family engagement	txuam yim tsev neeg	participación familiar
far below basic performance level	poob qis tshaj theem hauv paus kawm tau	muy por debajo del nivel básico
federal funds	tsoom fww teb chaws cov nyiaj txiag	fondos federales
field trip	kev tawm mus kawm sab nraum	viajes educativos
finals	kev xeem	exámenes finales
finding	kev nrhiav tau	conclusión
fine motor ability	muaj peev xwm siv tau tus zog sib	habilidad de movimiento fino
fingerprinted	luam hnev tes	huellas digitales
fire drills	xyaum khiav hluav taws	simulacros de incendio
fiscal year	ib xyoo siv nyiaj	año fiscal
fluency	paub zoo, paub pliag	fluidez

Fluent English Proficient (FEP)	Neeg Paub As Kiv Txaus (FEP)	Dominio de inglés con fluidez/Proficiente con fluidez en inglés (FEP)
flyer	ntawv tshaj qhia	folleto
formative assessment	kev soj ntsuam ntau yam	evaluación formativa
foster home	tsev tu me nyuam	hogar de crianza
foster parent	niam txiv tu, niam txiv qhuav	padre/madre de crianza
foster youth	me nyuam tu	jóvenes en hogar de crianza
Fresno Unified School District (FUSD)	Fresno Cheeb Tsam Koom Kev Kawm Ntawv (FUSD)	Distrito Escolar Unificado de Fresno (FUSD)
fund	nyiaj txiag, them	fondos
funding source	nyiaj txiag los qhov twg	recurso de fondos
-G-		
general education program	kev kawm txuj ci txhua yam	programa de educación general
gifted	tshaj lij, keej	dotado
Gifted and Talented Education (GATE)	Kev Kawm Txuj Tshaj Lij (GATE)	Dotado y con Talento (GATE)
global-minded citizen	pej xeeb muaj kev xav thoob qab ntuj	mejor ciudadano
goal	hom phiaj	meta
governing board	pawg nom tswj	mesa gobernante
grade	qhab nia, qib	calificación
grade level	theem qib	nivel del grado
grade level standards	cov qauv theem qib	estándares del nivel del grado
Grade Point Average (GPA)	Qhab Nia Pes Nrab (GPA)	Calificación Promedio (GPA)
graduation rates	feem pua kawm tiav	promedios de graduación
graduation requirements	tej tseev kom muaj rau kawm tiav	requisitos de graduación
Grant	nyiaj pub	concesión
growth target	hom phiaj kawm tau	objetivo de crecimiento
guardian	neeg saib xyuas	tutor
guidance counselor	tus kws qhuab ntuas pab	consejero
Guide	Qauv	guía
guidelines	kev cai, tswv yim	líneas guía
Gymnasium; gym	chaw dhia ua si	gimnasio
-H-		
habit	cwj pwm, ib txwm ua, ib txwm coj	hábito, costumbre
harassment	thab plaub, thuum	hostigar, acosar

health assessment	kev soj ntsuam kev noj qab nyob huv; kev ntsuam xyuas kev noj qab haus huv	evaluación de salud
hearing impairment	lag ntseg	
high academic level	theem txawj txuj ci siab	alto nivel académico
high achievement	kawm tau siab	alto rendimiento
high expectations	tej kev cia siab siab	altas expectativas
high priority schools	cov tsev kawm ntawv yuav tsum raug saib xyuas ua ntej	escuelas de prioridad superior
high quality instruction	kev qhia ntaub ntawv zoo	instrucción de calidad superior
high school	tsev kawm ntawv theem siab (qhib 9-12}	preparatoria
high school diploma	ntawv pov thawj kawm tiav tsev kawm ntawv theem siab	diploma de preparatoria
higher education	txuj ci siab; kawm ntawv qib siab	educación superior
highly qualified teacher	xib fwb muaj kev tsim nyog kag nkaus	maestro altamente calificado
home language	hom lus hauv tsev	lenguaje en el hogar
Home Language Survey (HLS)	Ntawv Nug Hom Lus Hais Hauv Vaj Tse (HLS)	Encuesta de lenguaje en el hogar
Home School Liaison	Tsev Kawm Ntawv Tus Neeg Cev Lus	Enlace entre la escuela y hogar
home schooling	kev kawm hauv vaj hauv tsev	educación en el hogar
home study	kev kawm hauv tsev	estudio en el hogar
homeless students	cov tub kawm ntawv nyob tsis muaj vaj tse	estudiantes sin hogar
-I-		
illiteracy	tsis muaj peev xwm nyeem thiab sau tau; tsis txawj nyeem los yog sau ntawv	analfabetismo
immersion program	kev kawm sib txuam	programa de inmersión
immigrant	neeg tsiv teb tsaws chaw	inmigrante
immunization	kev txhaj tshuaj thaiv kab mob	inmunización, vacuna
implementation	kev khiav dej num, kev siv	implementación
improvement plan	kev npaj txhim kho	plan de mejoramiento
incidence	xwm txheej; qhov tshwm sim tawm	incidencia
inclusion	tom nrog, nrog ua ke, ntxiv; kev kawm ua ke	inclusión
independent living skills	tej kev txawj nyob tau tus kheej	habilidades de vivir independiente

independent study	lwm txoj kev kawm ua tsis muaj mus kawm ntawv hauv chav tsev kawm ntawv; yus kawm yus tom tsev ces mus ntsib xibfwb xwb	estudios independientes
Individualized Education Plan (IEP)	Kev Npaj Kawm Txuj Raws Tej Twb Tug Neeg (IEP)	Plan Educativo Individualizado
Individuals with Disabilities Education Act (IDEA)	Txoj Cai Kawm Txuj rau Neeg Xiam Oob Qhab	Decreto Educativo de Individuos con Incapacidades
information technology	lus qhia txuj ci siab	información tecnológica
informative writing	kev sau siv tau nyog	escritura informativa
initial assessment	kev soj ntsuam chiv thawj	evaluación inicial
initial identification	kev txheeb chiv thawj	identificación inicial
initially fluent English proficient (I-FEP)	xub thawj paub lus Askiv zoo	dominio de fluidez inicial en inglés
instruction	kev qhia ntaub ntawv	instrucción
Instructional coaches	Cov kws cob qhia kev qhia ntawv	Capacitadores educativos
instructional materials	tej ntaub ntawv siv qhia	materiales educativos
instructional strategies	tej tswv yim siv qhia ntawv	estrategias educativas
intellectual disability	teeb meem kev txawj ntse	incapacidad intelectual
intelligence; intelligent	txawj ntse; kev txawj ntse	inteligencia
Inter-district transfer	Kev tshais rau lwm cheeb tsam koom kev kawm ntawv	transferencia entre distrito
interim assessment	kev ntsuam xyuas ua ntu zus	Evaluación interina
intermediate performance level	theem kawm tau pes nrab	nivel de rendimiento académico intermedio
International Baccalaureate (IB)	kev kawm txawv teb chaws	Bachillerato Internacional
internship	ua hauj lwm pub dawb	periodo de prácticas
intervention program	kev kawm thaiv teeb meem	programa de intervención
interventions	tej kev thaiv teeb meem	intervenciones
interview	xam phaj	entrevista
intra-district transfer	kev tshais sab hauv cheeb tsam koom kev kawm ntawv	transferencia entra distrito
involvement	kev txuam nrog	participación
-K-		
kinesthetic	kev kawm siv lub cev	cinestésico
-L-		
language acquisition	kev kawm lus	adquisición de lenguaje
language arts	kev txawj lus	artes de lenguaje

language delay	paub lus qeeb	retrazo de lenguaje
language disorder	teeb meem kev hais lus	trastorno del lenguaje
language other than English	lwm hom lus tsis yog lus Askiv	otro lenguaje además del inglés
language proficiency	kev paub lus zoo	dominio del lenguaje
Law	txoj cai; tsab cai; cai tswj	ley
leadership	kev ntaus thawj; thawj coj; coj noj coj ua	liderazgo
learning disabilities	tej kev tsis muaj peev xwm kawm tau	incapacidades de aprendizaje
learning environment	chaw kawm ntawv	ambiente del aprendizaje
least restricted environment	chaw raug tswj tsawg tshaj plaws	ambiente menos restringido
legal rights	raws lis txoj cai	derechos legales
legislation	lev tsim txoj cai	legislación
letter grade	qhab nia tsiaj ntawv	calificación del grado
level	qib, theem	nivel
life science	lub neej tshawb fawb	ciencias biológicas
Limited English Proficiency (LEP)	Kev Paub As Kiv Tsawg, paub lus Askiv tsis txaus	Dominio de inglés limitado
limited school experience	kev kawm dua los lawm tsawg	experiencia escolar limitada
link (as in Internet or Web link)	kev txuas, muaj feem rau	enlace, red de internet
literacy	txawj nyeem thiab sau	alfabetización
Local Control and Accountability Plan (LCAP)	Kev Npaj Tswj thiab Ris Dej Num Hauv Chaw Ib Cheeb Tsam (LCAP)	Plan de Responsabilidad de Control Local (LCAP)
Local Control Funding Formula (LCFF)	Qauv Pab Nyiaj Txiag Chaw Ib Cheeb Tsam Tswj (LCFF)	Formula de Fondos de Control Local (LCFF)
Local Education Agency (LEA)	Chaw Khiav Dej Num Kawm Txuj Hauv Chaw Ib Cheeb Tsam (LEA)	Agencia Educativa Local (LEA)
lock down	tsev kawm ntawv xauv qhov rooj tsis pub tubntxhais kawm ntawv tawm vim muaj teebmeem	cerrar el plantel escolar en caso de emergencia
loitering	nyob ncig nquj quas	deambular
Long Term English Learner (LTEL)	Neeg Kawm As Kiv Ncua Sij Hawm Ntev (LTEL)	Aprendiz de inglés a largo tiempo (LTEL)
low incidence	xwm txheej tsawg	incidencia baja
low vision	zeem muag tsawg	visión baja
low-income families	tsev yim neeg tau nyiaj khwv tau tsawg	familias de bajos ingresos
low-performing schools	cov tsev kawm ntawv poob qis	escuelas de bajo rendimiento académico

-M-		
magnet program	kev kawm tshaj lij tshwj xeeb	programa magnet
magnet school	tsev kawm ntawv tshaj lij	escuela magnet
mainstream English	lus Askiv feem ntau	programa regular de inglés
mandatory	yuav tsum ua xwb	obligatorio
Master Plan	Kev Npaj Ua Ua Qauv	Plan Maestro
master schedule	daim qauv teem caij loj	horario principal
math operation	txoj kev qhia ua lej	operación matemática
mathematics	lej; kev kawm lej; kev kawm zauv	matemáticas
mean	qhov pes nrab (nruab nrab)	medio
measurable objectives	tej hom phiaj pom tau tias yuav ua tau	objetivos medibles
Measurement of Academic Performance and Progress (MAPP)	Kev Ntsuas Kev Kawm Tau Txuj Ci thiab Kev Kawm Tau (MAPP)	Medida del Rendimiento y progreso Académico (MAPP)
mediator	neeg nruab nrab daws teeb meem	mediador
medication	noj tshuaj	medicamento
meeting minutes	cov ntsiab lus sib tham	minutas de la junta
meets grade level standards	ua tau raws theem qib tej lus teem tseg	cumple con los estándares del nivel del grado
memory	cim xeeb	memoria
mental health	kev puas hlwb	salud mental
mentor	xib fwb	mentor
merit list	ntawv teev npe neeg kawm tau zoo	lista de mérito
middle school	tsev kawm ntawv theem 7-8	secundaria
Migrant Education program	Kev Kawm Rau Neeg Tsiv Mus Tsiv Los	Programa de Educación Migrante
minimum academic requirements	tej tseev kom kawm tau txuj ci tsawg kawg nkaus	requisitos mínimos académicos
minor	neeg tsis ntau nto hnuv nyoog; tus neeg tsis tau muaj 18 xyoo	menor
Minorities	haiv neeg tsawg	minorías
mission statement	sob lus piav kev npaj ua kom tau	declaración de la misión
modifications	tej kev hloov kho	modificaciones
monitor, to	saib, taug qab	monitoreo
multicultural education	txuj ci ntau haiv neeg	educación multicultural
multiple choice questions	cov lus nug ntau qhov kev xaiv	preguntas de opciones múltiples
multiple disabilities	ntau yam teeb meem	incapacidades múltiples

-N-		
National Assessment of Educational Progress (NAEP)	kev soj ntsum kev kawm tau txuj ci thoob plaws teb chaws	Evaluación Nacional del Progreso Educativo (NAEP)
National Blue Ribbon School	kev lees paub tej tsev kawm ntawv kev kawm tau zoo tshwj xeeb	Escuela de Reconocimiento Nacional Liston Azul
native English speakers	cov hais lus Askiv	Nativo parlantes de lenguaje inglés
needs assessment	kev ntsuam xyuas tej yam tsim nyog muaj	evaluación de necesidades
needs improvement	txhim kho tej kev xav tau	necesita mejorar
newsletter	ntawv xov xwm	boletín
Next Generation Science Standards	qauv tshawb fawb tiam tom ntej (yog ib co kev cia siab tub kawm ntawv yuav tsum paub thiab ua tau)	Estándares de Ciencias de la Próxima Generación
non-discrimination	tsis muaj kev ntxub ntxaug	no discriminación
norm-referenced test	kev xeem ntsuas kawm tau zoo npaum cas	examen con referencia a la norma
notarized	ua tim khawv	notarizado
notice	ntawv ceeb toom	aviso
nurse	neeg saib mob	enfermera
-O-		
objective	hom phiaj	objetivo
off task	tsis ua dej num raws; tsis ua raws li hais	distraido
Office for Civil Rights (OCR)	Chaw Khiav Dej Num Cai Pej Xeem (OCR)	Oficina de Derechos Civiles (OCR)
on task	ua dej num raws; ua raws li hais	enfoque
on-campus suspension	ncia nyob hauv vaj loog kawm	suspensión en el plantel escolar
open enrollment	kev qhib cuv npe kawm	Inscripción abierta
open house	kev qhib chaw saib kev kawm dhau los	exhibición de trabajo
oral language skills	kev txawj lus qhuav	destrezas de lenguaje inglés
oral vocabulary	hais lus qhuav	vocabulario oral
orthopedic impairment	mob yas tes yas tau	impedimento ortopedico
other health impairment	lwm yam teeb meem kev noj qab nyob zoo	otro impedimento de salud
otitis media	mob ntsej rag	otitis media
outreach	kev tawm mus cuag, kev nthuav tawm	alcance o contacto o abarcar

outstanding achievement	kev kawm tau zoo kawg nkaus	logro sobresaliente
outstanding citizen	pej xeem zoo kawg nkaus	ciudadanía sobresaliente
overall performance	kev kawm tag nrho	rendimiento en general
-P-		
paraprofessional	cov neeg ua hauj lwm pab	paraprofesional
parent advisory council (PAC)	Pawg niam txiv muab tswvyim pab kev kawm (PAC)	concilio consejero de padres
parent involvement	kev txuam niam txiv	participación del padre
parent portal	chaw tso lus qhia niam txiv	Portal de Padres
parent rights	niam txiv tej kev muaj cai	derechos del padre
parent teacher association (PTA)	niam txiv xib fwb lub koom haum	asociación de padre maestro
parent teacher conference	niam txiv xib fwb rooj sib tham	conferencias de padre/maestro
Parent University	Niam Txiv kev kawm txhawb tub ntxhais kawm ntawv	Universidad Para Padres
parental exception waiver	ntawv zam niam txiv	exención del padre
parental notification	niam txiv kev ceeb toom	notificación de padres
Participation	muab kev koom tes	participación
peer	cov phoojywg	colega, compañero
peer pressure	neeg ib phaum kev sib yuam	presión de compañeros
percentile	feem pua	percentil
performance assessments	kev soj ntsuam kev kawm tau	evaluaciones de rendimiento
performance level	theem kawm tau	nivel de rendimiento
persuasive essay	kev sau ua lwm tus ntseeg	ensayo, redacción persuasiva
phoneme	kev ua suab	fonema
phonics	kev qhia lub suab	fonéticas
physical education (P.E.)	txuj ci siv lub cev (PE)	educación física
Physical Fitness Test (PFT)	Kev Xeem Kev Siv Lub Cev	Examen de Aptitud
physical impairment	lub cev muaj teeb meem	impedimento físico
pilot program	khoos kas sim	program piloto
plagiarism	nyiag lwm tug li	plagio
poor school attendance	kev mus koom kev kawm tu ncab tu ncu	pobre asistencia escolar
poor self-esteem	kev tsis txaus siab rau tus kheej kiag	autoestima pobre
portable communication devices	khoom sib txuas lus nqa tau	artículos/artefactos de comunicación pÓrtatiles
positive school climate	yam ntxwv tsev kawm ntawv zoo	ambiente escolar positivo
positive self-esteem	kev txaus siab rau tus kheej kawg	autoestima positivo
possibility of retention	kev ntxim yuav poob qib	posibilidad de retención

postsecondary	tom qab kawm tiav qib kaum ob	educación superior
post-traumatic stress disorder	kev mob nyuaj siab ntxhov plaws	trastorno de estrés postraumático
practice tests	tej kev xyaum xeeem	exámenes de práctica
prejudice	kev saib tsis taus	prejuicio
preschool	qib xub kawm (preschool)	preescolar
primary language	thawj hom lus	lenguaje principal
principal	thawj xib fwb	director
principle	txoj cai, ntsiab lus	principio, principal
probation	kev txwv, sij hawm nyob txim	libertad condicional
procedural safeguards	kev taug ua daws teeb meem	garantías procesales
program requirement	kev tseev kom muaj rau txoj kev kawm	requerimiento del programa
progress monitoring	kev saib ntsoov kev kawm tau	supervisión/monitoreo del progreso
progress report	tshaj qhia kev kawm tau	reporte de progreso
promotion and retention	nce thiab poob qib	promoción y retención
prompt	tam sim, ncav sijhawm	apunte
public schools	tsev kawm ntawv pej xeeem	escuelas públicas
pupil	tub kawm ntawv	alumno, estudiante
-Q-		
quarterly assessment	kev ntsuam xyuas txhua peb lub hlis	evaluación trimestral
-R-		
range of motion	kev qoj tes qoj taw tau	rango de movimiento
rating scale	feem pua luj	escala de valoración
raw score	qhab nia teb raug	resultado bruto
reading comprehension	kev nyeem to taub	comprensión de la lectura
reauthorization	rov muab kev tso cai	Reautorización
receptive language	kev paub lus	lenguaje receptivo
recess	so ua si	descanso, receso
reclassified-fluent English proficient (R-FEP)	rov cais paub lus Askiv zoo, kev hloov paub lus Askiv txaus	reclasificado- con fluidez en inglés
Redesignation/Reclassification	Kev tso ua neeg paub lus txaus / kev hloov paub lus txaus	re designación/re clasificación
re-evaluation	rov luj xyuas dua	Reevaluación
register	rau npe, tso npe, cuv npe	inscribir, matricular
registration fees	nqi them rau npe, nqi them tso npe, nqi cuv npe	costos de matricula

registration forms	cov ntawv tso npe, ntawv cuv npe	formas de inscripción
regular attendance	kev mus koom kev kawm ua ntu zus	asistencia regular
regulations	tej kev cai	Reglamentos
rehabilitation	kev peem tsheej, kev pab cuam	Rehabilitación
reinforcement	kev cuab zog	Refuerzo
reliable	ntseeg tau, tso siab tau, cia siab tau	responsable
religious expression	lus piav qhia kev ntseeg ntuj	expresión religiosa
report card	ntawv tshaj tawm qhab nia	reporte/boleta de calificación
Research, Evaluation, and Assessment (REA)	Chaw Tshawb Nrhiav, Luj Xyuas, thiab Ntsuam Xyuas (REA)	Investigación, evaluación y análisis (REA)
research-based	hauv paus tshawb nrhiav/tshawb xyuas	basada en investigación
resolution	nrhiav kev hais kom haum, kev cog lus	resolución
resource specialist program (RSP)	Kev nrhiav chaw pab tshwj xeeb (RSP) / chaw muab kev kawm tshwj xeeb	programa de recurso especial (RSP)
resource teacher	xib fwb muab kev pab	maestro de recurso
response	lus teb	respuesta
restorative practices	kev taug ua kho teeb meem	prácticas restorativas
restructuring	rov kho dua tshiab	reestructuración
retain	khaws tseg, tuav tsis pub nce qib	retener
retention	ceev cia, tuav cia, nco tau cov ntsiab lus	retención
Reward	khoom dej siab, nqi zog	recompensa
Rights	muaj cai, txoj cai, muaj feem	derechos
roles	luag Hauj Lwm	funciones
round table meeting	sib tham ncig rooj	junta de mesa redonda
rubric	qauv luj xyuas muab qhab nia	rúbrica
rules	kev cai, cai	reglas
-S-		
safe environment	chaw nyob nyab xeeb	ambiente seguro
Safe School Plan	npaj tsev kawm ntaw kev nyob nyab xeeb	Plan de Seguridad Escolar
safety	kev nyob nyab xeeb	seguridad
safety and welfare	kev nyob nyab xeeb thiab kev nyob dawb huv	seguridad y bienestar

SAT	cov ntawv xeem mus kawm qib siab (SAT)	SAT
satisfactory performance	kev ua tau zoo tsim nyog	rendimiento satisfecho
scaffolding	ntau yam tswv yim qhia ntaub ntawv	ayuda suplementaria para que el estudiante aprenda
scale score	kev luj qhab nia	escala de resultado
schedule	teem sijhawm, teem caij	horario, programa
scholarship	nyiaj txhawb pab	beca
School Accountability Report Card (SARC)	Ntawv Tsev Kawm Ntawv Ris Dej Num Tshaj Qhia	Reporte de Boleta de Responsabilidad Escolar
School Attendance Review Board (SARB)	pawg neeg saib xyuas kev mus koom kev kawm	Mesa de Revisión de Asistencia Escolar
school board	tsev kawm ntawv pawg nom tswv	Mesa Educativa Escolar
school choice	lub tsev kawm ntawv xaiv	opción de escuela
school district	cheeb tsam koom tsev kawm ntawv	distrito escolar
School Improvement Plan	Txoj Kev Txhim Kho Kev Kawm	Plan de Mejoramiento Escolar
school leadership team	tsev kawm ntawv pawg neeg ntaus thawj	equipo de liderazgo escolar
school psychologist	tsev kawm ntawv tus kws paub neeg lub siab (psychologist)	psicólogo escolar
school readiness skills	tej kev txawj npaj txhij kawm	destrezas de preparación escolar
school records	tsev kawm ntawv tej ntaub ntawv khaws tseg	registros escolares
school safety	tsev kawm ntawv kev nyob nyab xeeb	seguridad escolar
School Site Council (SSC)	Tsev Kawm Ntawv Pawg Neeg Tuav Tswv Yim (SSC)	Concilio escolar (SSC)
school site plan (SSP)	tsev kawm ntawv kev npaj dej num ua (SSP)	plan escolar (SSP)
school spirit wear	hnav tsoos tsho txhawb siab	vestuario de espíritu escolar
school social worker	tsev kawm ntawv tus neeg pab tib neeg	trabajador(a) social escolar
school year	lub xyoo kawm ntawv	ciclo escolar
science	tshawb fawb	ciencias
score	qhab nia	resultado
scoring guide	kev qhia muab qhab nia	guía de resultado
screening	kev tshawb xyuas	evaluación, examinación
SDAIE	tsim kev qhia ntaub ntawv Askiv tshwj xeeb (SDAIE)	SDAIE
Seal of Biliteracy (SSB)	Lub Thwj Paub Ob Hom Lus Ob Hom Ntawv	Sello de Alfabetización Bilingue

search and seizure	tshawb thiab ntes	inspección y decomisar
secondary education	kev kawm ntawv qib 7-12	educación secundaria
Secretary of Education	Neeg Lis Ntaub Ntawv Kawm Txuj Ci	Secretaria de Educación
Section 504 plan	section 504 plan	Plan de Sección 504
semester	ib nrab xyoo hauv caij kawm ntawv	semestre
Senate Bill (SB)	Tsab cai "Senate Bill" (SB)	Proyecto Ley del Senado (SB)
sex education	kev kawm txog poj niam txiv neej lub cev	educación sexual
sexual harassment	kev sib thab ua plees ua yi	hostigamiento, acoso sexual
sexual orientation	kev nyiam pojniam txivnej	orientación sexual
short-term independent study	kev kawm tus kheej ncuaj sij hawm luv	estudio independiente a corto tiempo
showcase	Nthuav Tawm Txog Kev Kawm	exhibición
sign language	lus piav tes	lenguaje de dactilología
signature	xee npe; kos npe	firma
significant accomplishments	tej kev ua tau zoo ntau heev	logros significativos
significant cognitive disabilities	muaj kev puas hlwb loj; xiam oo qhab loj	incapacidades cognoscitivas significantes
Single Plan for Student Achievement (SPSA)	Tib Txoj Kev Npaj Ua rau Tub Kawm Ntawv Kawm Kev Kawm Tau (SPSA)	Plan Individual de Rendimiento Académico Estudiantil (SPSA)
site administrator	thawj coj tsev kawm ntawv	administrador escolar
skills	tej kev txawj	habilidades, destrezas
Smarter Balanced Assessment Consortium (SBAC)	Pawg Neeg Tsim Tawm Kev Ntsuam Xyuas Haum Kev Paub (SBAC)	Consortio de Evaluación Smarter Balance (SBAC)
socioeconomically disadvantaged students	Cov Tub Kawm Ntawv Txom Nyem	estudiantes en desventaja socioeconómicamente
Special Day Class (SDC)	Chav Kawm Ntawv Tshwj Xeeb (SDC)	Clase de Día Especial
special education	kev kawm ntawv tshwj xeeb	educación especial
special education local planning area (SELPA)	ib qho qauv npaj kev kawm ntawv tshwj xeeb hauv zej zos	área local de planeamiento de educación especial (SELPA)
special needs criteria	cov lus teem rau tej yam yuav tsum muaj tshwj xeeb	criterio de necesidades especiales
specific learning disability (SLD)	yam kev kawm ntsees twg kawm tsis tau (SLD)	incapacidad de aprendizaje específico (SLD)
speech or language impairment	hais lus tsis meej los yog tsis paub lus	impedimento del habla o lenguaje
speech/language pathologist	kws muaj txuj rau kev paub lus/hais lus	patólogo de habla/lenguaje
sports physicals	kev kuaj ib ce ua kis las	exámenes físicos de deportes


staff development	Kev cob qhia neeg ua dej num	desarrollo del personal
stakeholders	cov neeg muaj feem xyuam	para los interesados/ las partes interesadas
standardized test	qauv teev tseg xeem	examen estandarizado
standards	qauv	estándares
State & Federal Programs	Xeev & Teb Chaws Tej Kev Pab	Programas Estatales y Federales
State Board of Education	Xeev Pawg Nom Tswj Kev Kawm Txuj	Mesa de Educación Estatal
State compensatory education	Xeev txoj kev kawm txuj txhab chaw kawm poob	educación compensatoria Estatal
strengths	txawj, yam ua yus ua tau zoo	fortalezas
Structured English Immersion program	Kev Kawm Lus As Kiv Ntxaws Ntxo	Programa de Estructura de Inmersión Inglés
student achievement	Tub kawm ntawv kev kawm tau	logro/rendimiento estudiantil
student achievement data	ntaub ntawv tub kawm ntawv kawm tau	información del logro estudiantil
student body	pawg tub kawm ntawv	cuerpo estudiantil
student code of conduct	tub kawm ntawv kev coj cwj pwm	código de conducta estudiantil
student I.D. badges	tub kawm ntawv daim ntawv ID	Identificación del estudiante
student learning	Tub kawm ntawv kev kawm	aprendizaje estudiantil
student portal	chaw qhia tub kawm ntawv	portal del estudiante
student records	tub kawm ntawv ntaub ntawv khaws tseg	archivo estudiantil
student scores	tub kawm ntawv qhab nia	resultado estudiantil
student survey	ntawv nug tub kawm ntawv	encuesta estudiantil
subject	zaj kev kawm	materia
substitute teacher	xib fwb hloov chaw	maestro suplente
summative assessments	tej kev ntsuam xyuas thaum xaus	evaluación sumativa
superintendent	tuam thawj saib kev kawm	superintendente
supplemental	txhab ntxiv	suplementario
support services	tej kev txhawb pab	servicios de apoyo
support staff	neeg khiav dej num txhawb pab	personal de apoyo
support systems	cov kev txhawb pab	sistemas de apoyo
suspend	ncia, tuav cia, nres	suspender
syllabus	daim ntawv qhia kev kawm	silaba
syndrome	mob, kev mob	síndrome
systematic	muaj quag, raws qauv	sistemático
systemic	muaj feem rau tag nrho	sistémico

-T-		
tardy	tuaj txog qeeb, tuaj txog lig	tarde
task	dej num	trabajo
task force	pawg xaiv xyuas dej num	equipo de trabajo
teacher quality	xib fw b muaj kev tsim nyog	calidad del maestro
Teaching	Qhia	enseñanza
technical support	txuj ci kev txhawb pab	apoyo técnico
technology	txuj ci siab (technology)	tecnología
test	Xeem	examen
test administrator	thawj coj saib kev xeem	administrador de examen
test administration window	sij hawm muab kev xeem	periodo de administración del examen
text message	ntawv ntaus xa xov	mensaje de texto educativo
textbook	phau ntawv kawm	libro
Title I	Title I	Título I
training	kev kawm, xyaum ua, cob qhia	entrenamiento, capacitación
transcript	ntaub ntawv khaws tseg	transcripción
transfer	hloov, rho tawm mus kawm rau qhov tshiab, tshais	transferencia
transfer process	kev taug ua tshais chaw	proceso de transferencia
Transfers Office	Chaw Khiav Dej Num Saib Kev Tshais Chaw Kawm	Oficina de transferencias
transiency rate	feem pua khiav mus khiav los	promedio transitoriedad
transparency	ntawv kaj pom tshab plaws	transparencia
transportation	kev thauj mus los	transportación
traumatic brain injury	hlwb raug mob	lesión cerebral traumática
truancy	kev khiav nkaum tsis kawm ntawv	ausentismo
truancy prevention program	Kev tiv thaiv kev khiav nkaum kev kawm	programa de prevención de ausentismo
truant	neeg khiav nkaum tsis kawm ntawv	falta sin permiso
tuition	nqi them kawm ntawv	matricula
tutor; tutoring	neeg pab qhia kom to taub; kev pab qhia kom kawm tau	tutor; tutoria
-U-		
U.S. Department of Educaiton	U.S. Lub Chaw Saib Kev Kawm Txuj	Departamento de Educación U. S.
underperforming school program	kev pab tsev kawm ntawv poob qab	programa de bajo rendimiento escolar
unexcused absence	kev ntsug tsis raug zam	ausencias justificadas

Uniform Complaint Procedures (UCP)	Tej kev taug ua hais kev tsis txaus siab raws tib tug qauv	procedimiento de queja uniforme
uniforms	tsoos tshoo zoo sib xws (sib thooj)	uniformes
universal access	kev qhia ntawv kom txhua tus kawm tau	acceso universal
university	tsev kawm ntawv qib siab	universidad
update, to	kev qhia tshiab	actualizar
-V-		
vaccination	kev txhaj tshuaj thaiv kab mob	vacuna
valid; validity	raug cai, siv tau	válido; validez
variations	tej kev sib txawv	variaciones
verbal comprehension	to taub lus	comprensión verbal
vice principal	lwm thawj xib fwb	subdirector
vision	zeem muag, npau suav, pom kev	visión
visual and performing arts	kev ua duab thiab kev ua yeeb yam zoo saib	ejecución de artes visuales
visual impairment	dig muag, tsis pom kev	Impedimento visual
vocational education	kev kawm hauj lwm	educación vocacional
volunteer	neeg tuaj yeem pab dawb	voluntario
volunteer policy	cai tuaj yeem pab dawb	póliza de voluntario
-W-		
waiver	zam	excención, renuncia
weaknesses	yam ua tsis tau	debilidad
Web	chaw nruab ntug (internet)	red de internet
webpage	nplooj ntawv nruab ntug	página de internet
website	chaw nruab ntug	sitio web
widest array of options	ntau txoj kev xaiv	gama de opciones más amplia
withdrawn	thau tawm	retraído
word production	kev sau lo lus	producción de palabras
word recognition	nco lo lus, cim tau lo lus	definición de palabras
work-based learning	kev kawm hauv chaw ua hauj lwm	aprendizaje basado en trabajo
workshop	rooj cob qhia	taller
writing conventions	cov cai sau ntawv	reglas de ortografía
written consent	ntawv sau tso lus	consentimiento por escrito

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3869

Regarding: Professional Learning Communities

The purpose of this board communication is to provide the Board with information regarding support for, and processes to identify, effective Professional Learning Communities (PLCs).

Professional Learning Communities leverage collective teacher efficacy to improve student outcomes and are grounded in a focus on equity, high expectations and a commitment to student learning.

At the beginning of each school year, Supervisors of Schools review the "Site Leader Expectations" rubric with all site leaders. The rubric outlines best practices for improving student outcomes and provides opportunities for site leaders to reflect on their instructional leadership practices in three areas: leading high-quality instruction, professional learning communities, and site teaming structures.

Indicators of site leader best practices identified in the PLC rubric include utilization of research-based resources, active PLC participation and review of site assessment results to inform professional learning and improve student outcomes. Grade level/department PLCs also use rubrics, found in the district's foundational PLC text *Learning by Doing*, to self-assess the efficacy of their PLC processes. PLC topic areas assessed through the rubrics include the following: shared mission, vision, values and goals; clarity around student learning outcomes; data-informed instructional practices; progress monitoring; and systematic intervention and extension. Results from the rubrics are reviewed by the PLCs and site instructional leadership teams to inform next steps for professional learning and support.

Additionally, every site receives funding for PLC lead teachers who facilitate their respective PLCs, participate as a member of the site instructional leadership team and participate in quarterly regional professional learning in support of their role.

During the 2022/23 school year, all co-administrators participated in professional learning, with Dr. Doug Fisher, focused on supporting and developing effective PLCs. The sessions focused on identifying effective practices and supporting and developing teams experiencing challenges. During the 2023/24 school year, all site leaders will participate in professional learning to recalibrate around best practices for PLCs, and Supervisors of Schools will continue to attend grade level and/or department PLCs as part of their cycles of site supervision and support.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Marie Williams, Instructional Superintendent at 457-3869.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 248-7465

Regarding: HOSA-Future Health Professionals National Student Competition

The purpose of this board communication is to provide the Board information about an out-of-state field trip for the end of the 2023 school year for two Duncan Polytechnical High School students who have been invited to compete in the HOSA-Future Health Professionals National Student Competition based on their performance at the state competition.

HOSA-Future Health Professionals, a Career Technical Student Organization, is a partnership with students, teachers, and industry partners working together to ensure America has a skilled workforce in health professions. A non-profit national education association, HOSA-Future Health Professionals serves middle school, high school and college post-secondary students preparing for careers in trade, technical, and skilled service occupations. HOSA-Future Health Professionals serves more than 260,000 student members and over 5,100 chapters.

Two Duncan Polytechnical High School students qualified for the national competition based on their placement at state competition. One student placed fourth in the Certified Nursing Assistance competition, and another placed third in the Veterinary Science competition. The national competition is being held in Dallas, Texas from June 21-24, 2023.

Pursuant to Board Policy 6153, "Field trips involving out-of-state travel shall require the prior approval of the Superintendent. The Board will receive notifications of field trips involving out-of-state travel from students. Other field trips shall be approved by the Superintendent or designee in accordance with administrative regulations."

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7465.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional
Superintendent & Karen Furlow, Director
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3496

Regarding: Little Book Bins

The purpose of this communication is to provide the Board with information on the installation of Little Book Bins (LBB).

Fresno Unified School District partners with Reading Heart Book Tour, Every Neighborhood Partners, and CalViva to place LBBs on or near elementary school campuses. The purpose of the Book Bins is to promote literacy through free book giveaway, book exchange, and providing a sense of community.

The LBB Committee selected 12 schools, representing all seven regions, to receive a Reading Heart Book Tour and LBB during the 2022/23 school year. The Reading Heart Book Tour teaches students about the benefits of reading followed by students selecting a book of choice and concluding with the installation of a LBB by high school students.

Currently 26 schools have received an LBB and participated in the Reading Heart Book Tour: Aynesworth, Birney, Burroughs, Columbia, Del Mar, Figarden, Gibson, Heaton, Hidalgo, King, Lawless, Lincoln, Mayfair, Norseman, Olmos, Pyle, Roeding, Slater, Storey, Tatarian, Thomas, Turner, Viking, Winchell, Wishon, and Wolters.

Beginning in 2023/24, students from Men's and Women's Alliance will partner in this work alongside Construction course students, in ninth through twelfth grade, to build, design, and maintain LBBs. This high school expansion provides more opportunities for students across the district to participate and increases the number of high schools producing LBBs from five in 2022/23 to 13 in 2023/24: Bullard, Cambridge, DeWolf, Duncan, Edison, Fresno, Fulton, Hoover, J.E. Young, McLane, Phoenix Secondary, Roosevelt, and Sunnyside.

Our goal is to provide an LBB and Reading Heart Book Tour to all elementary and middle schools by the end of the 2025/26 school year.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Karen Furlow at 457-3554.

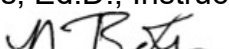
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Yolanda Jimenez-Ruiz, Administrator,
Edith Navarro, Administrator, Jeremy Ward, Assistant Superintendent,
and Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 05, 2023

Phone Number: 248-7534

Regarding: Edgenuity and Enhancements

The purpose of this board communication is to provide an update regarding summer school credit recovery and board member Edgenuity meetings. The Instructional Division departments of College and Career Readiness, School Leadership, and Curriculum, Instruction and Professional Learning have met with most board members to discuss the historical and current use of the Edgenuity program and curriculum in our high schools. These meetings consisted of a shared agenda, open discussion of concerns or questions as well as data including an Algebra, case study. As a result of board member feedback, program changes were put in place providing options for students and teachers. The Instructional Division has committed to continuing to investigate potential programs and structures to meet student needs.

Below is the list of meetings:

- Sunnyside High School – March 29, 2023, 9:30 a.m. – 11:30 a.m.
- Cambridge Continuation High School – April 19, 2023, 8:00 a.m. – 10:00 a.m.
- JE Young Academic Center – April 21, 2023, 1:00 pm – 3:00 p.m.

A traditional direct-instruction method of credit recovery, not Edgenuity based, was held at McLane and Roosevelt High Schools during summer of 2022 to support students in need of recovering 9th grade English I credits. For summer of 2023, direct instruction credit recovery courses (non-Edgenuity based) will be offered for subjects including English I, Physical Education and Art. A hybrid course utilizing both direct instruction and Edgenuity will also be offered for Algebra I and English I.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7534, Marie Williams 457-3869 or Yolanda Jimenez-Ruiz at 457-6139.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3869

Regarding: Supervisors of Schools' Response to Parent/Guardian Concerns at Board Meetings

The purpose of this board communication is to provide the Board with information regarding Supervisors of Schools' response to parent/guardian concerns surfaced at Board meetings.

When families share concerns at Board meetings, the Supervisor of Schools from the respective region meets with the family immediately to either continue discussing the concern or schedule a follow-up meeting. In many cases, the Supervisor of Schools is already aware of the concern and actively working with the family and/or the school site to reach a satisfactory resolution.

The School Leadership department includes a Customer Service Team who also supports families and sites to resolve informal and formal concerns. All concerns that are surfaced to the School Leadership department (i.e., Supervisors of Schools, their assistants, and Customer Service Team members) are logged and reported monthly by region, reason, and disposition. Moving forward, to ensure all concerns surfaced at the Board meetings are resolved and recorded, monthly complaint logs will also include new and/or ongoing concerns surfaced at the Board meetings.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Marie Williams, Instructional Superintendent at 457-3869.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-6

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3869

Regarding: School Site Restroom Accessibility

The purpose of this board communication is to provide the Board with information regarding restroom accessibility at school sites.

Many sites have protocols regarding restroom accessibility during the school day to mitigate issues such as vaping, cutting class, and damage to school property. To date, 755 restroom incidents involved drugs and alcohol, 251 involved tobacco and vapor products, 228 involved physical aggression, and 118 involved mutual fighting.

Restroom supervision, which is an important mitigation strategy, is dependent on factors such as the physical plant layout and the number of staff available to perform supervision duties. In addition to assigning personnel to supervise the restrooms, other strategies may include limiting restroom access during the beginning and end of class periods to reduce tardiness and reinforce the importance of bell-to-bell instruction; limiting the use of some restrooms during instructional time; requiring students to have a pass to use the restroom; only allowing one student at a time per class to visit the restroom; and limiting the number of students allowed in the restroom at any one time.

It is anticipated that several sites will be receiving vaping sensors as well as additional campus safety assistants and surveillance cameras during the 2023/24 school year. All secondary sites will also have access to Five Star Students, a web-based application that can create electronic hall passes. These additional resources, in conjunction with ongoing student education around safe school practices, strategies for anonymous reporting of unsafe restroom conditions, and ongoing review of site safety protocols, will enable sites to ensure restroom accessibility and maintain student safety.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Marie Williams, Instructional Superintendent at 457-3869.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-7

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by Edith Navarro, Administrator &
Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3748

Regarding: Tutor.com Student Outcomes

The purpose of this board communication is to provide the Board with updated information regarding student outcomes related to Tutor.com student usage. Tutor.com data is captured in two ways. The first way in which usage data can be viewed is a monthly district-level report consisting of the number of student users, duration of tutoring, subjects requested, and student feedback from surveys. No personally identifiable student information is gathered or reported. The second way in which usage data can be viewed is a site-level dashboard. The dashboard displays student usage by student first name only, subjects requested, concepts covered in the session, session transcripts, and session duration.

Tutor.com does not collect or report student usage data by personally identifiable student information. The only student information collected is that which is needed to authenticate students' use of the service. It may be possible to match the student email generated by Tutor.com to student information in our district's student information system. Such a process would need to be conducted manually.

Tutor.com has invited Fresno Unified to participate in a study, conducted by a third-party research partner, LearnPlatform, to investigate the use of Tutor.com in improving student outcomes. There are no costs to the district for participating in the study, and the process will begin with a meeting with Tutor.Com and LearnPlatform staff to review the timeline, research design and data needed to complete the study.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Edith Navarro at 457-3748.


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



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-8

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kimberly Lewis, VPSA, Edith Navarro, Administrator
& Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3567

Regarding: Ethnic Studies Development and Implementation

The purpose of this board communication is to provide the Board with updated information regarding the district's progress in developing the Ethnic Studies (ES) Pre-Kindergarten through twelfth grade program. The work began in 2017/18 with the approval of California Assembly Bill 2016. The Board adopted a resolution on August 12, 2020. An Ethnic Studies Advisory Committee was formed on January 12, 2021, and an internal cross departmental Ethnic Studies Collaborative Leadership Committee was developed to support a Kindergarten through 16 continuums. Invitations were extended to members of the following departments: Curriculum, Instruction, and Professional Learning, Equity and Access, Department of Prevention & Intervention, College & Career Readiness, English Learner Services, and Special Education along with the Ethnic Studies Teacher Leadership (ESTL) team and California State University Fresno professors who served as mentors.

The ESTL team began reviewing and creating curriculum to support the expansion, training and on-boarding of teachers. This was done in accordance with Education Code Section 60400 which states: Local Education Agencies are required to adopt materials that meet certain requirements in Education Code, such as "accurately portray the cultural and racial diversity of our society." The co-development of the curriculum has been an extensive and ongoing process requiring additional resources. These resources have included:

- Vice Principal on Special Assignment to lead and organize the work of recruitment, lesson development, capacity building and program implementation.
- Teacher on Special Assignment to provide support to sites, curriculum revisions, facilitation of certification for current and future cohort of middle and high school ES teachers.
- Professional learning with local professors as content providers.
- Attendance at conferences and visits to districts to review best practices.
- Teacher capacity building of seventeen Fresno Unified School District teachers enrolled in the San Francisco State Ethnic Studies Certificate. In Fall of 2023, eight of the seventeen will complete their certificates.

Through these efforts, the ES program for the district has grown from seven teachers at five schools to over forty teachers engaged in foundational training. In 2022/23 the number of sites offering comprehensive ES courses increased to seven comprehensive high schools, one alternative education site, and seven middle schools. The course offerings have also increased to include Comprehensive Ethnic Studies, African American Studies, and Chicano Studies.

As Fresno Unified moves closer to meeting our Board Adopted goal prior to the State's requirement of 2030, consideration of additional resources, staffing and support to sites is needed:

- Administrative assistance with communication to community, teachers, and educational partners.

- Increased TSA/Instructional Coach support for each grade band: Kinder through sixth grade, middle school, and high school to provide model lessons, co-curriculum development, professional learning, facilitate advisory committees, and solicit student voice.
- Designated ES contact at every site to support administration, counselors, and recruitment of teachers to ES training. These teachers will lead PLC in their content areas, provide curriculum support, assist in writing lessons, and help plan professional learning. This structure will mirror the Advanced Placement Coordinators at high school sites and will require an additional preparation period.

To expand the ES program along with the supports listed above, the following are next steps:

- Identify and train additional ES teachers.
- Develop a 'micro credential' for teaching ES in partnership with California State University, Fresno.
- Create an ES pathway at high schools using ES courses. Students may earn ES cord for graduation.
- Expand topical classes to include African American Studies, Asian American and Pacific Islander Studies and Chicano/Latino Studies at every site and Native American Studies at selected sites.
- Expand ES to include an elective course at every middle school.
- Infuse ES into Pre-kindergarten through sixth grade curriculum with lessons across disciplines and grade bands.
- Provide ES training for all principals, co-administrators, and counselors.
- Build capacity in current TSAs and instructional coaches within the Instructional Division to support ES curriculum implementation.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kimberly Lewis at 457-3567.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023

Fresno Unified School District
Board Communication

BC Number ID-9

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Natasha Baker, Ed.D., Chief Academic Officer
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-3731

Regarding: Update on Department of School-Site Data and Psychometrics

The purpose of this board communication is to provide the Board with an update on the Department of School-Site Data and Psychometrics. In recent communications (both one-on-ones with Trustees and Board meetings), Trustees expressed interest in having more information about what the department will do, how it will work with other staff and departments, and the importance of access to student-level information.

The attached presentation is designed to achieve the following four objectives:

1. Address Trustees questions about the Department of School-Site Data and Psychometrics.
2. Share the process for creating cohesive, user-friendly, streamlined, and frequent access to data analytics, which includes but is also fundamentally different from simply accessing data intermittently.
3. Reiterate the vision and outline high-level strategies for the Department of School-site Data and Psychometrics to leverage disaggregated data by individual students so staff can make more informed data-driven decisions that assist with driving academic acceleration, supporting student service level decisions, and make midcourse corrections to better meet the differentiated needs of individual students.
4. Design information to inform the Board and community of the necessary systems work being done in the instructional division to improve academic outcomes for students.

It is important to note that although approved, the Assistant Superintendent for the department has not been hired. Once hired, detailed project management work plans and presentations will be a priority. With the team in place, the leaders and design work necessary to meet the department's four key responsibilities will be in place. Those responsibilities (also in the attached slide deck) include the following: (1) distribution of quarterly school site data reports every six to eight weeks, (2) support common assessment initiatives, (3) CALPADS (California Longitudinal Pupil Achievement Data System) scrubs, internal process to scrub state data prior to submission, and training staff on data accuracy protocols, and (4) departmental data analysis in the instructional division.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Natasha Baker, Ed.D. at 457-3731.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023



Fresno Unified School District



The Instructional Division's Trajectory for
Increasing Frequent Use of Accessible,
User-Friendly Student-Level Data Analytics
Each Academic Quarter

Department of School-Site Data and Psychometrics

Presentation Objectives

1. Address Trustees questions about the Department of School-Site Data and Psychometrics.
2. Share the process for creating cohesive, user-friendly, streamlined, and frequent access to data analytics, which includes but is also fundamentally different than simply accessing data intermittently.
3. Reiterate the vision and outline high-level strategies for the Department of School-site Data and Psychometrics to leverage disaggregated data by individual students so staff can make more informed data-driven decisions that assist with driving academic acceleration, support student service level decisions, and make midcourse corrections to better meet the differentiated needs of individual students.
4. *Design information to inform the Board and community of the necessary systems work being done in the instructional division to improve academic outcomes for students.*

Mission & Vision

Fresno's Mission Statement:

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Fresno's Vision Statement:

Our District is where students, families, and staff are valued and empowered to achieve their greatest potential.



Our Goals

1

Improve academic performance at challenging levels

2

Expand student-centered and real-world learning experiences

3

Increase student engagement in their school and community





Fresno Unified School District

Districtwide Values

- We Value Learning
- We Value Positive Behavior
- We Value People and Our Community
- We Value Accountability





Fresno Unified School District

Progress Monitoring Reminders



How We Use Various Assessments



Diagnostic

BEFORE LEARNING

CLASSROOM EXAMPLES:

Pre-test
Observation
Interview



Formative

DURING LEARNING

CLASSROOM EXAMPLES:

Check for understanding
Exit ticket
Mid-unit quiz



Summative

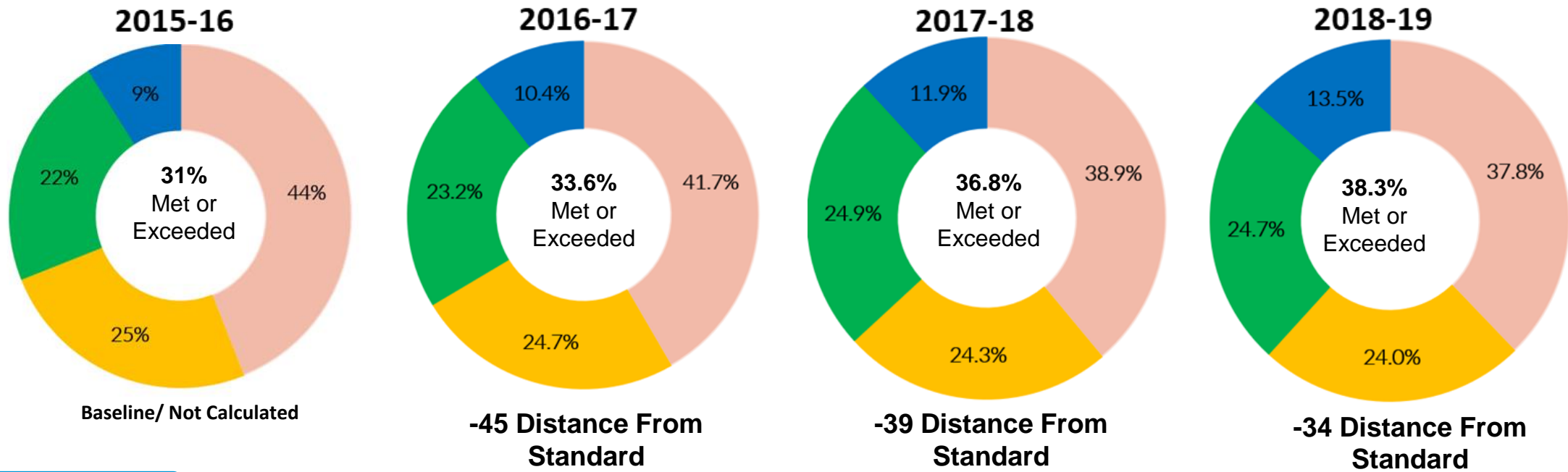
AFTER LEARNING

CLASSROOM EXAMPLES:

End of chapter or
Unit test
Final project

Where We've Been...

Prior to the pandemic, Fresno Unified was improving student **English language arts** achievement results every year:

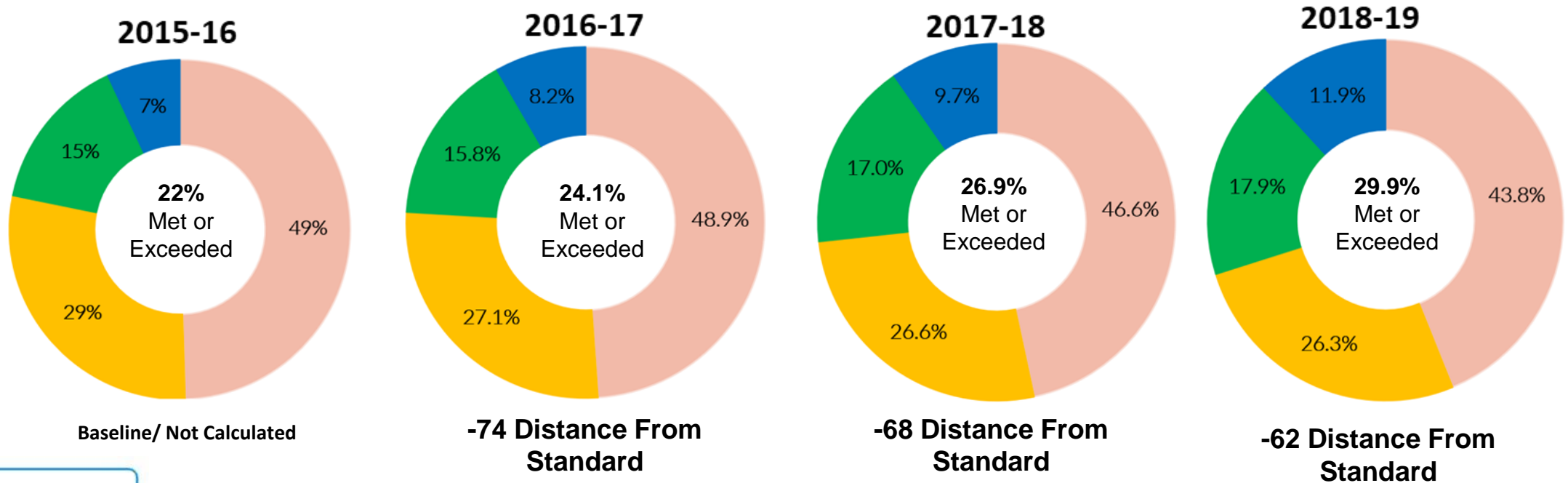


However, our outcomes were still below the State of California:

	2015-16	2016-17	2017-18	2018-19
49% Met/Exceeded	49% Met/Exceeded	48.6% Met/Exceeded	49.4% Met/Exceeded	51.1% Met/Exceeded
Not Calculated	Not Calculated	-8.2 Distance From Standard	-6.1 Distance from Standard	-2.5 Distance from Standard

Where We've Been...

Similarly, Fresno Unified was improving student **mathematics** achievement results every year:



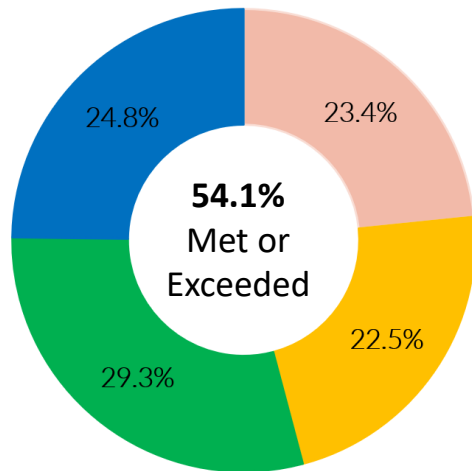
However, our outcomes were still below the State of California:

2015-16	2016-17	2017-18	2018-19
37% Met/Exceeded	37.6% Met/Exceeded	38.6% Met/Exceeded	39.9% Met/Exceeded
Not Calculated	-37.7 Distance From Standard	-36.4 Distance from Standard	-33.5 Distance from Standard

How we compare with higher performing large urban school systems...

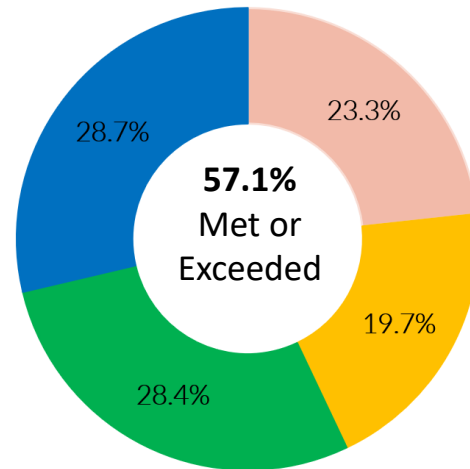
2018-19 SBAC ELA results

Long Beach Unified



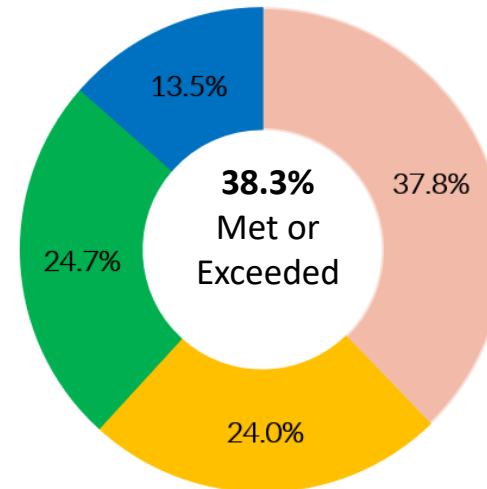
7.4 Distance From Standard

San Diego Unified



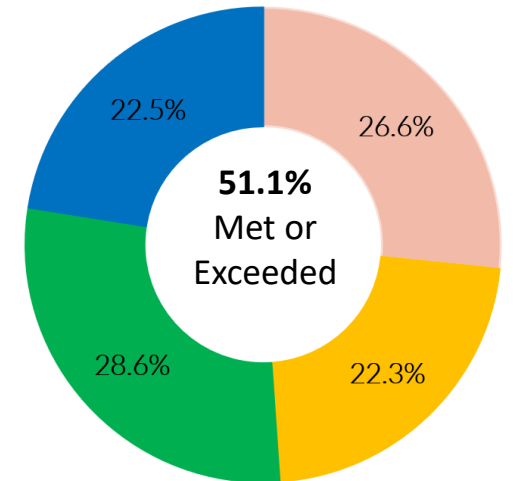
12.6 Distance From Standard

Fresno Unified

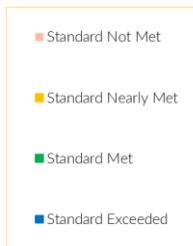


-34 Distance From Standard

State of California



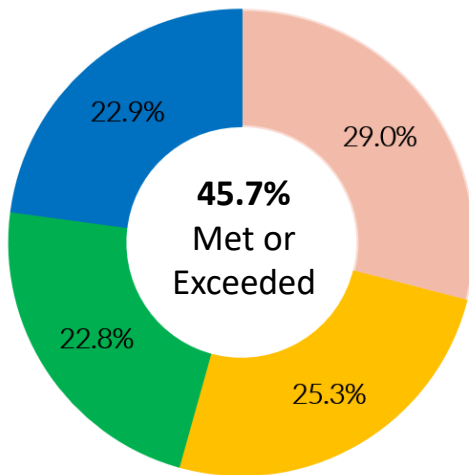
-2.5 Distance From Standard



How we compare with higher performing large urban school systems...

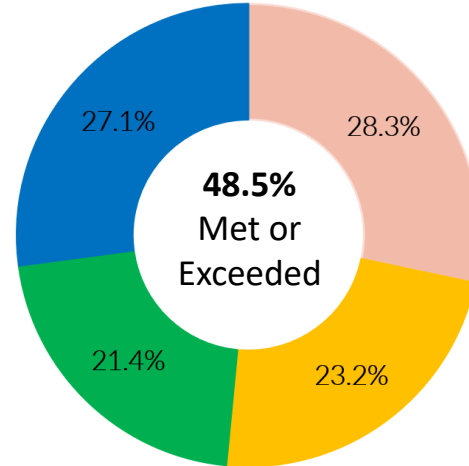
2018-19 SBAC Math results

Long Beach Unified



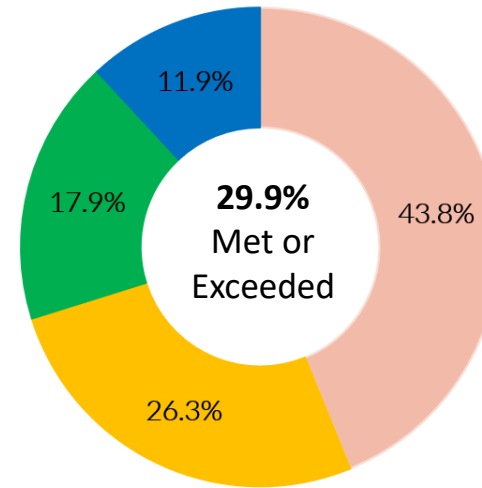
-18.6 Distance From Standard

San Diego Unified



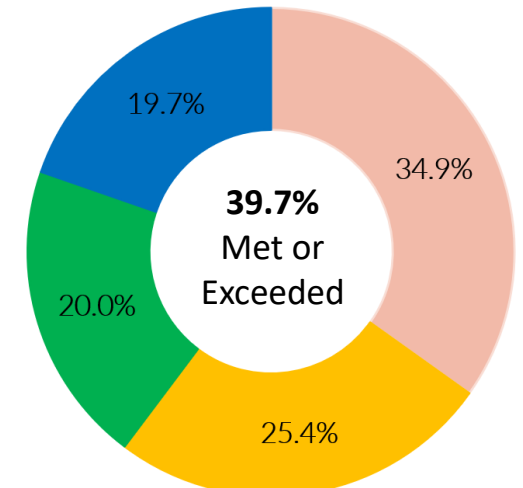
-10.4 Distance From Standard

Fresno Unified

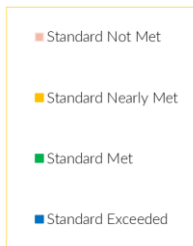


-62 Distance From Standard

State of California

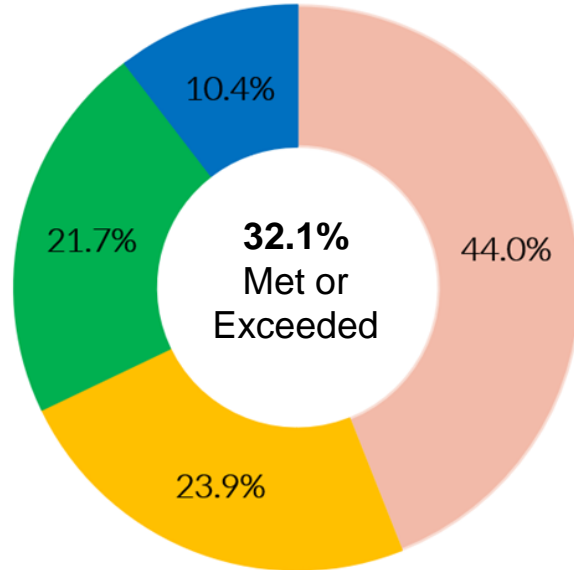


-34 Distance From Standard



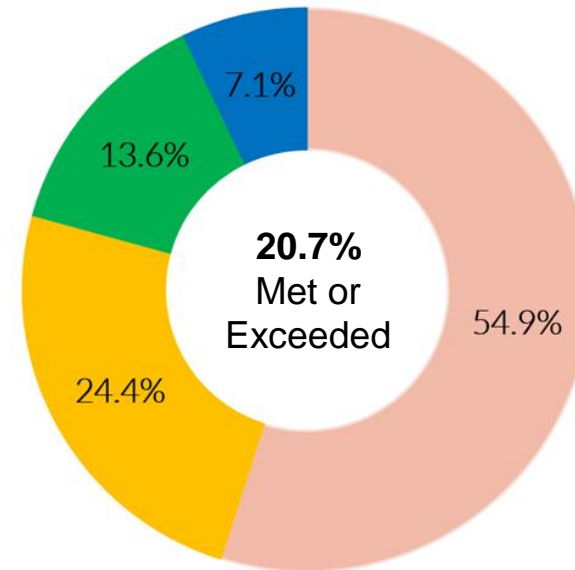
Where We Are Now...

ENGLISH LANGUAGE ARTS



-52 Distance From Standard

MATHEMATICS

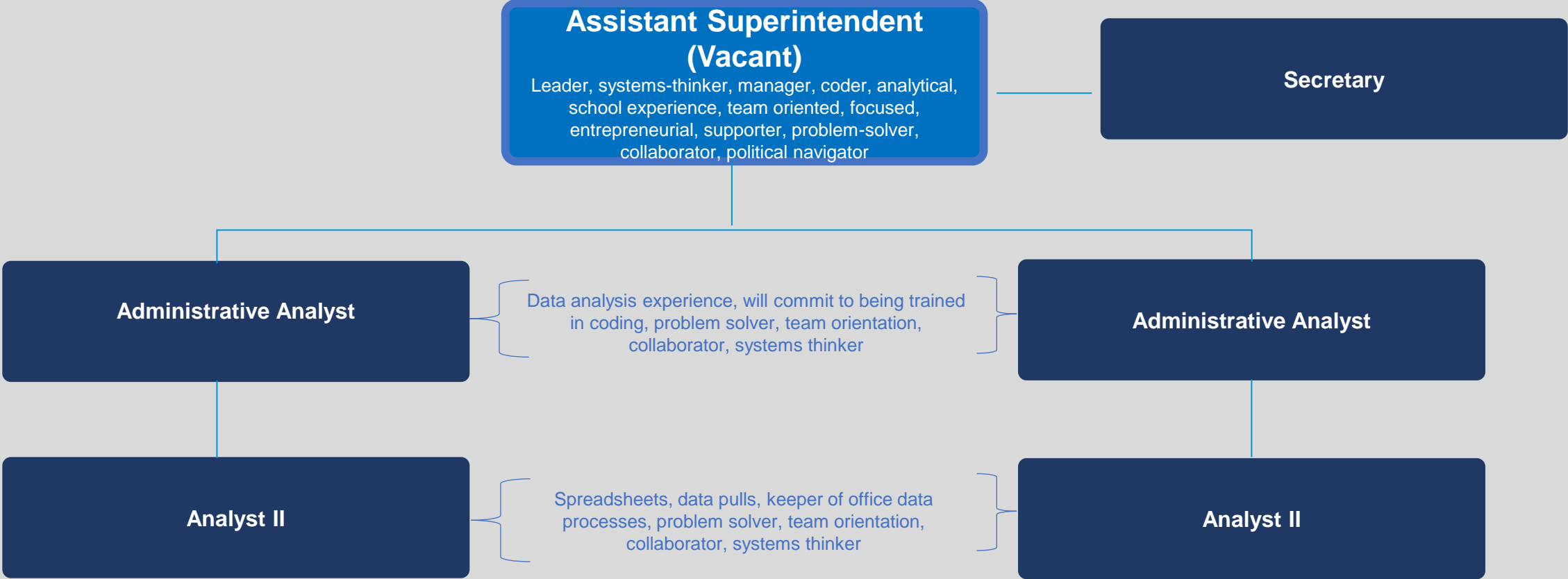


-90 Distance From Standard

Notes: These are summarized, student-level results. Official school and district level results are not yet available from the California Department of Education. 2021-22 SBAC was a reduced-item exam. Due to the adjusted SBAC blueprint, CDE has stated that 2021-22 will serve as the baseline year for CAASPP assessments and will not be compared to previous years for “change”

Roles and Leadership Qualities Needed

Department of School-Site Data and Psychometrics in the Instructional Division



Overview of Concise Key Departmental Responsibilities

(1) Distribution of Quarterly school site data reports every 6-8 weeks, (2) Common Assessment Initiative Support, (3) CALPADS (California Longitudinal Pupil Achievement Data System) Scrubs, Internal Process to scrub state data prior to submission, Training staff on data accuracy protocols, and (4) Departmental data analysis in the Instructional Division

Department's Start-up Project Management Work Plan

Line Item	Purpose	Service Provided	Leaders	Start Est.	Finish Est.	Status	Notes
1	Organization	Hire Assistant Superintendent	CAO	May	July	In Progress	Trying to recruit late in hiring season is difficult
2	Organization	Hire admins (2) and analysts (2)	Assistant Supt	July	July	Incomplete	Hoping to hire the assistant supt first so s/he can lead in picking the team
3	Budget	Get budget approval	Trustees	April	June	In Progress	Presented to the board in 1:1s and at public board meetings
4	Team collaboration	Team retreat and Team Meetings/Work Plan Checks	AsstSupt/CAO	July	July	In Progress	Plan instructional division retreat – hoping to collaborate here
5	Research	Time to develop and design plan and strategy, develop background knowledge	AsstSupt/Team	July	Ongoing	Incomplete	Include research around regular progress monitoring to demonstrate forward movement and midcourse corrections/support/training
6	Process building	Build, share, train on clear data processes aligned w/Four Departmental Responsibilities	AsstSupt/Team	July	Ongoing	Incomplete	User friendly information that is easily accessible, frequently shared, and relevant is key here
7	Deadline clarity	Identify and meet internal deadlines	Asst/Supt/Team	July	Ongoing	Incomplete	Design a work plan that's updated weekly to monitor department's progress toward meeting four key responsibilities
8	Feedback	Collect feedback on existing data systems	CAO	March	May	Complete	Instructional division has detailed collection of feedback from school-site leaders and leaders in the instructional division
9	Training	Participate in coding training	Team	July	Ongoing	Incomplete	The assistant supt will need the skill for large-scale analytics and systems building; the team will learn the skills in formalized trainings
10	Training	Participate in regional, state, national assessment training	Team	July	Ongoing	Incomplete	The team will provide training and regularly commit to being trained to stay updated on the latest academic and non-academic data practices, policies, assessments

Timeline and Priorities



Objective: To outline a process for Trustees to see the vision for the Department of School-Site Data and Psychometrics' system infrastructure aligned with academic goals, organizational coherence, and sustainable outcomes

2023
August

Step 1:

- ✓ Hired Team
- ✓ cross-walks and listening tours
- ✓ Design Work

2023
September

Step 2:

- ✓ Infrastructure Design
- ✓ Budget alignment items for 2024

2023
October

Step 3:

- ✓ Analysis/ Compliance
- ✓ Quarter 1 Data Reports
- ✓ Board Presentation
- ✓ Budget Cycle Action

2023
December

Step 4:

- ✓ Analysis, State/Federal Compliance,
- ✓ Quarter 2 Data Reports
- ✓ Board Presentation

2024
Feb/May

Step 5:

- ✓ Quarter 3 and 4 End-of-Year Data Reports
- ✓ Annual Data Perception Survey (staff, students, parents, trustees)
- ✓ Board Presentations

Proposed Framework for a Coherent School-Site Data and Psychometrics

Leadership

Design well-crafted protocols and business rules that provide the foundation, justification, and tools that the Fresno Unified School system needs to enact the goals of the department to meet the four key responsibilities

Cohesive Leadership Alignment

Meet with other departments and school site leaders to gain accurate and diverse knowledge of shared, aligned, and documented goals, and mutual support to design consistent coherent actions aligned with the four key responsibilities.

Strategic & Effective Implementation and Communication

Provide meaningful, effective, and efficient communication and implementation for deliberate, thoughtful, and aligned planning and actions among all those involved in the implementation of four key responsibilities

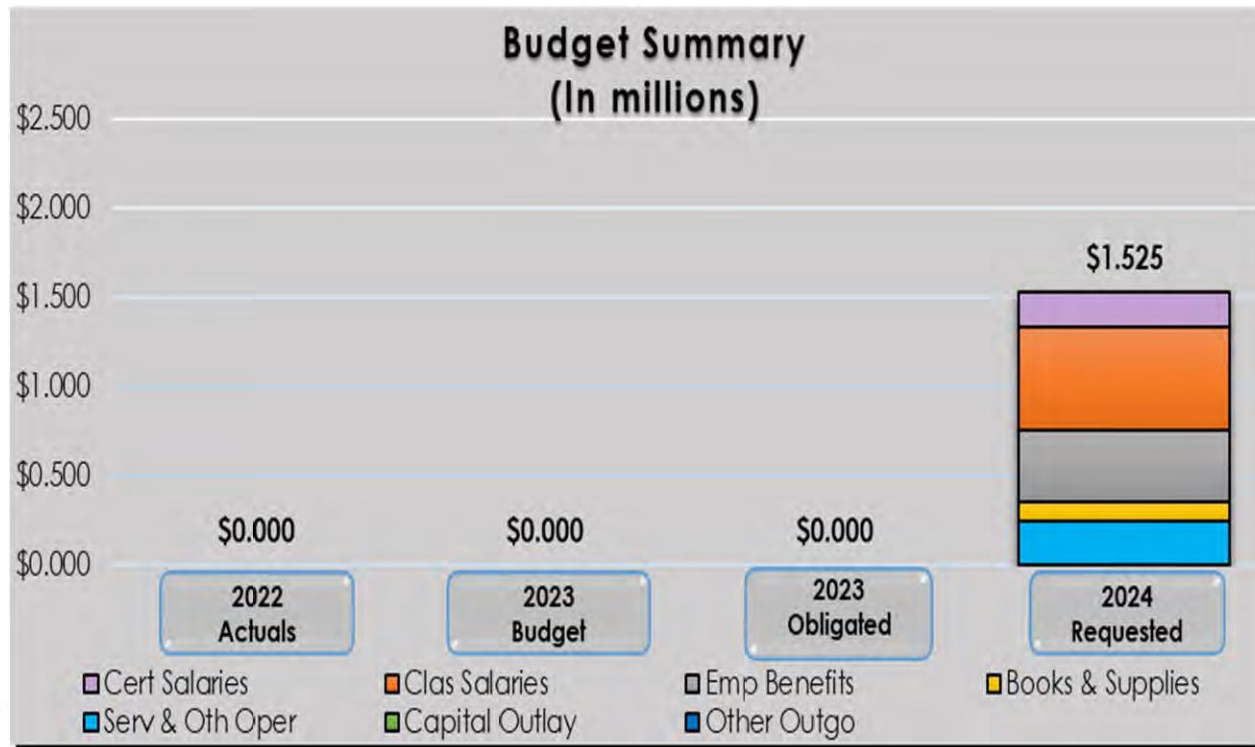
Goals, Metrics, Accountability, A-ROI, and Care

Sustainable progress requires monitoring, reporting, transparently identifying and using clear accountability measures that are user friendly, appropriate, communicated, and accurately measured with a systemwide commitment to provide appropriate care and support while simultaneously taking immediate and consistent actions to support goals and accountability while making decisions about what is working well and what is not.

Note: The four key responsibilities for the department are as follows: (1) distribution of quarterly school site data reports every 6-8 weeks, (2) common assessments, (3) CALPADS scrubs, internal process to scrub state data prior to submission, training staff on data accuracy protocols, and (4) departmental data analysis in the Instructional Division.

Budget: Improve academic performance at challenging levels


Category	Cost	FTE	Positions	Considerations
School-Site Data & Psychometrics	\$1.2	5.0 (does not include Asst Supt – see note)	Administrative Analyst (2), Analyst II (2), Administrative Secretary II	Develop and track outcomes for the Instructional Division initiatives: Develop quarterly school site data reports, support common assessment initiatives, support data requests (offset by department restructuring)



- Net increase includes: salary increase, statutory, health and welfare benefits, etc.
- Add operational supplies and contracts – \$350,000
- Assistant Superintendent (existing position shifted)
- 6 Total FTE

Fresno Unified School District
Board Communication

BC Number ID-10

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Teresa Morales-Young, Administrator, &
Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: June 02, 2023

Phone Number: 457-6072

Regarding: Teacher Development Pipeline Programs and Placements

The purpose of this board communication is to provide the Board information about internal teacher pipeline programs and teacher placements for the 2023/24 school year. The Teacher Development department was created in 2009 with a vision to ensure every classroom has a highly effective teacher and a purpose to provide a continuum of support for teachers in Fresno Unified.

There are four overarching goals for the department. They include:

- **Increasing the diversity within the teacher pipeline** to support closing the student achievement gap by recruiting, training, and retaining highly qualified candidates.
- **Implementing a pre-service to in-service model** with program support.
- **Sequencing professional learning** to improve instructional practice in service of student learning.
- **Advancing local and organizational partnerships** that include internal departments, institutions of higher education, county offices of education, other school districts, and national organizations.

To increase diversity within the teacher pipeline, we shifted our focus from traditional recruitment strategies to a “grow your own” approach. We have eight aspiring teacher programs that support recruitment efforts in Fresno Unified. Programs include Teacher Academy, Para Academy, Grow2Teach (classified employees), Transition to Teaching, Fresno Teacher Residency, the Fresno Internship Credential Program, Substitute Teacher Professional Learning, and Student Teacher Placements. The current ethnic diversity of the eight programs is 73% and support is provided to each program by multiple departments and institutions of higher education.

Most importantly, programs include students and paraprofessionals that want to become teachers. This recruitment strategy is the largest contributing factor to our teacher diversity within the pipeline. This year, Teacher Development has filled 88% (221 teachers) of the new hire positions for 2023/24 as of May 30, 2023.

In addition, Teacher Development is fully accredited to support new teachers through the Induction process. Support includes orientations, professional learning offerings, and instructional coaching as a model to provide mentoring to new teachers and clear their preliminary credentials without fees or tuition. The department coaches gather evidence of new teacher practice that is submitted to the California Commission on Teacher Credentialing.

Teacher Development also offers informal teacher leadership roles, certifications, and advancements within the district. Programs include, but are not limited to National Board Certification, the Professional Learning Column, and the Reading Master’s Program. The department offers teacher leadership roles

and support for Master Teachers, Peer Coaches, Instructional Coaches, and site-based Teachers on Special Assignment.

Included with the Board Communication is Teacher Development's portfolio showing impact on the district's goal of increasing the recruitment and retention of staff reflecting the diversity of the community.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/02/2023