



**BOARD OF EDUCATION**

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**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  
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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 4<sup>th</sup> 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 12<sup>th</sup>, 2023 and ending on Friday, June 30<sup>th</sup>, 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 14<sup>th</sup>.

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 21<sup>st</sup>-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



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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*

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## 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.

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*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.

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*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](mailto:Zuleica.Murillo@fresnounified.org).


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/02/2023

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.

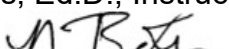
Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



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 9<sup>th</sup> 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



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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

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# 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

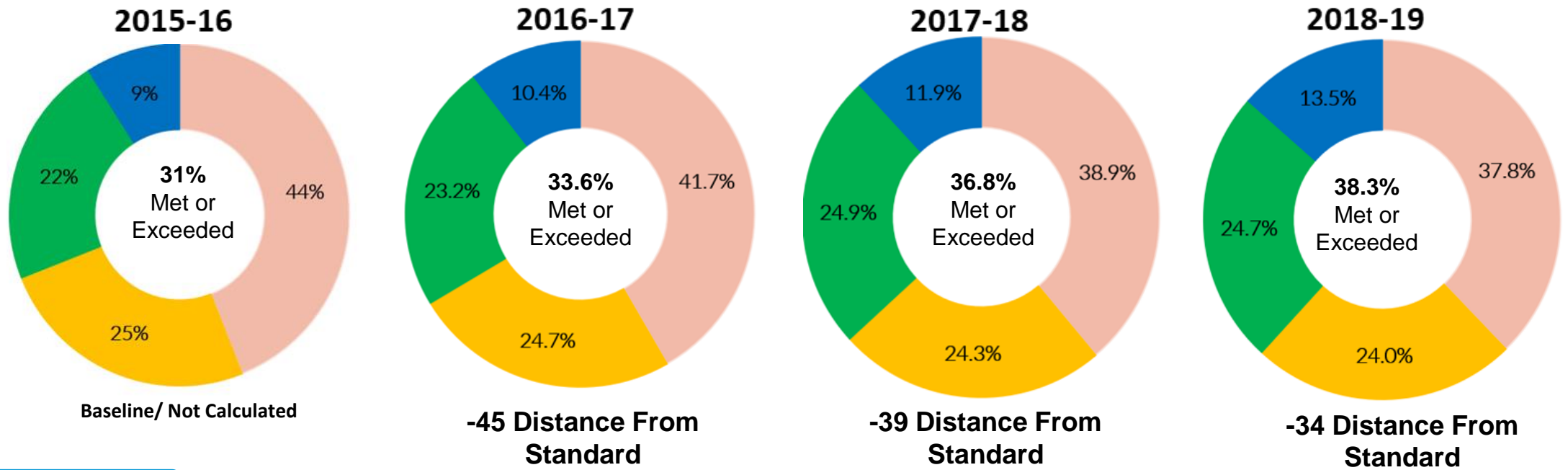
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**CLASSROOM EXAMPLES:**

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:

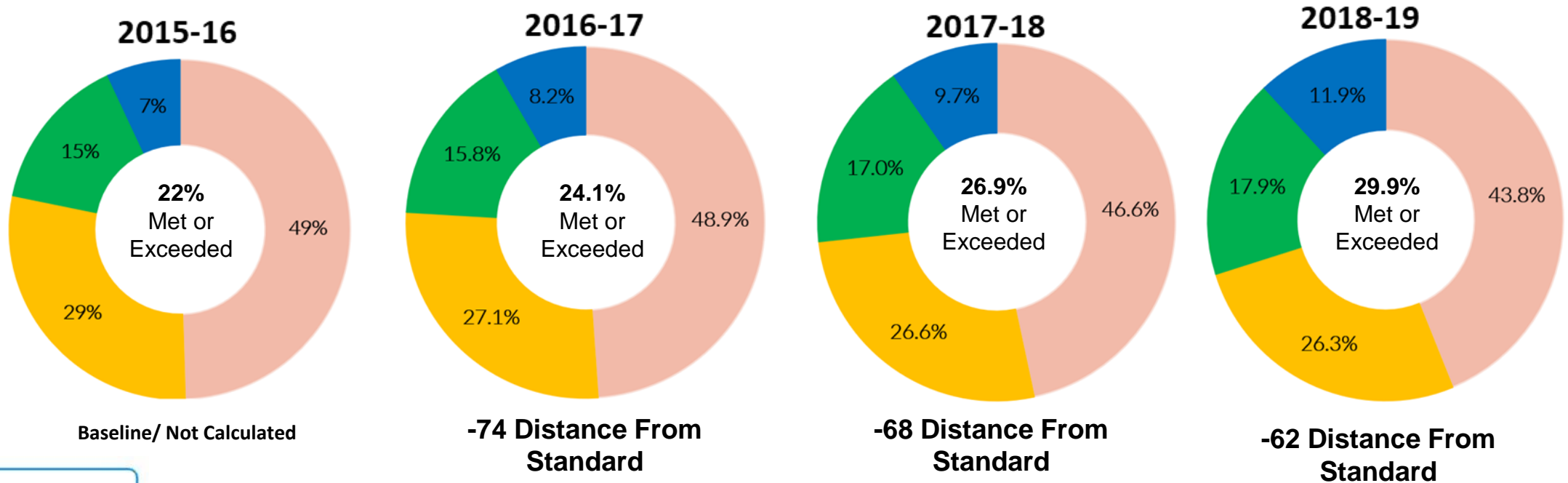


However, our outcomes were still below the State of California:

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

# Where We've Been...

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



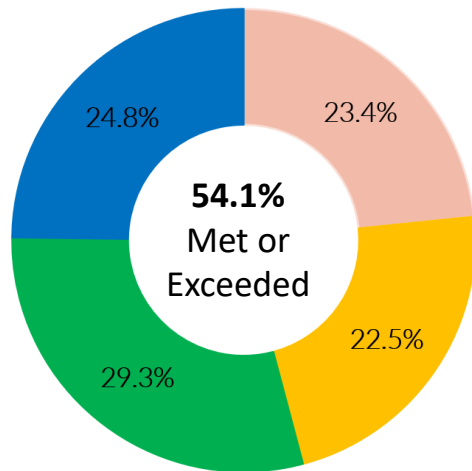
However, our outcomes were still below the State of California:

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...

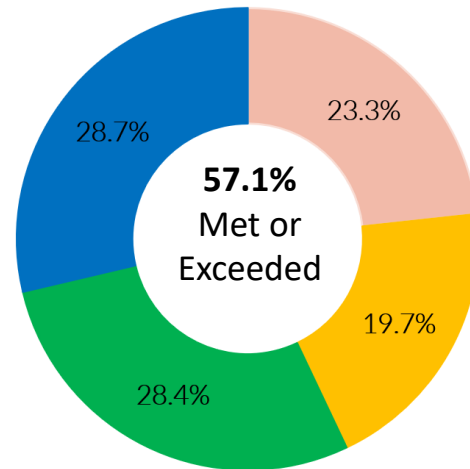
## 2018-19 SBAC ELA results

Long Beach Unified



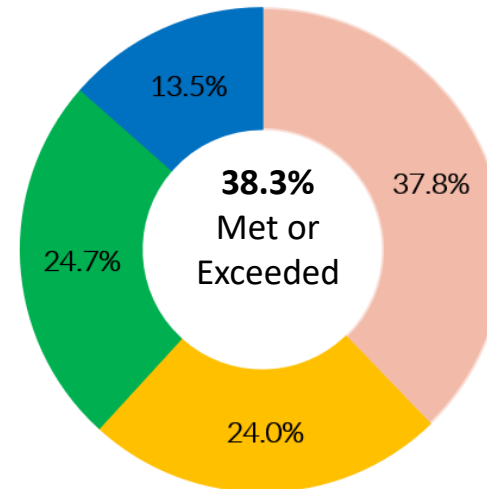
7.4 Distance From Standard

San Diego Unified



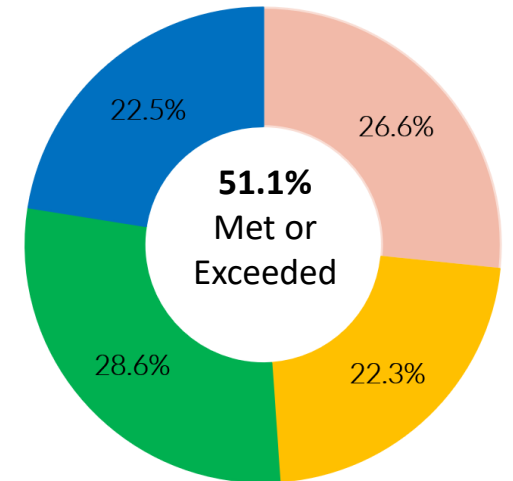
12.6 Distance From Standard

Fresno Unified

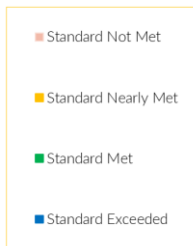


-34 Distance From Standard

State of California



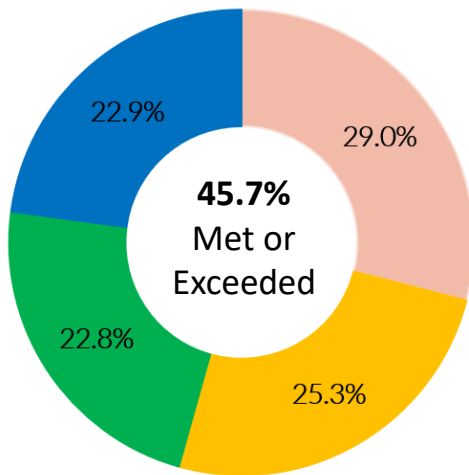
-2.5 Distance From Standard



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

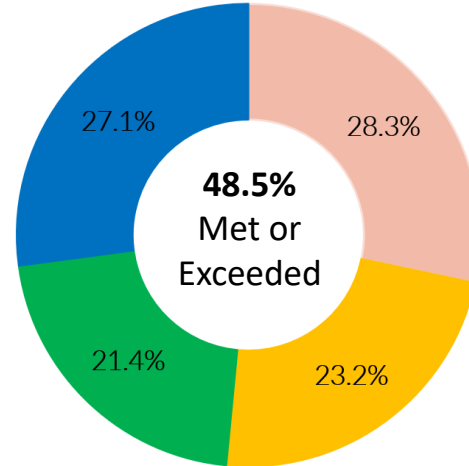
## 2018-19 SBAC Math results

Long Beach Unified



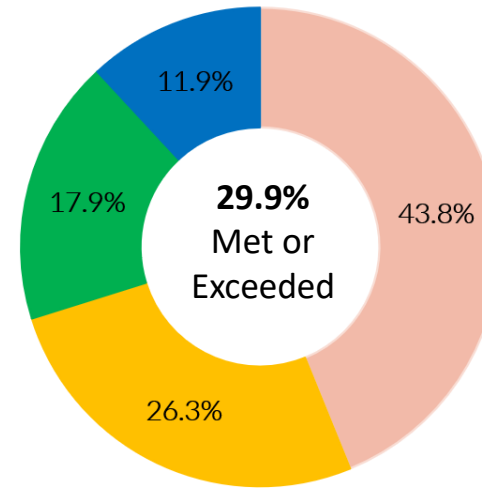
**-18.6 Distance From Standard**

San Diego Unified



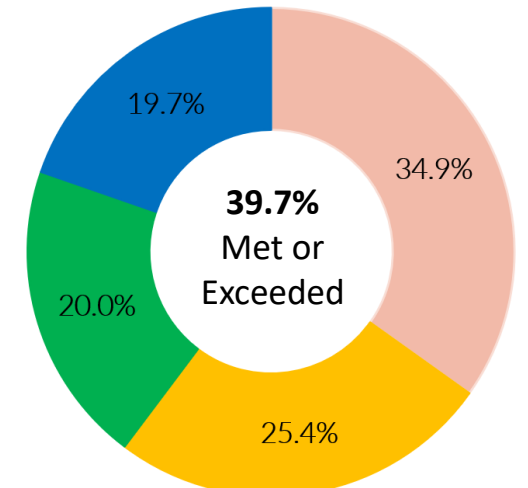
**-10.4 Distance From Standard**

Fresno Unified

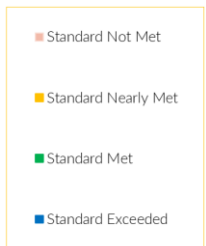


**-62 Distance From Standard**

State of California

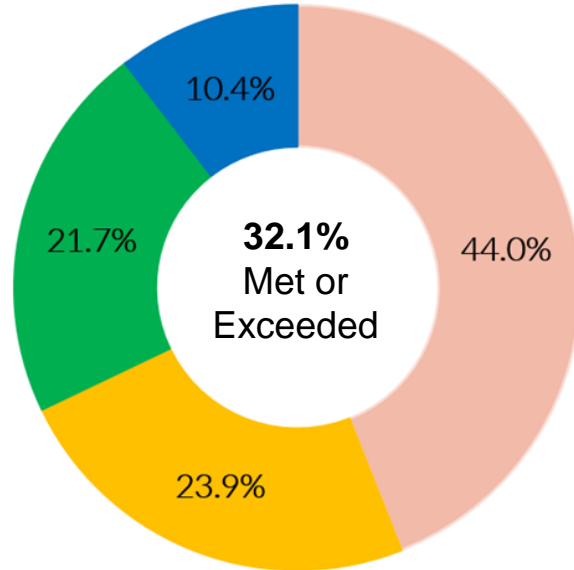


**-34 Distance From Standard**



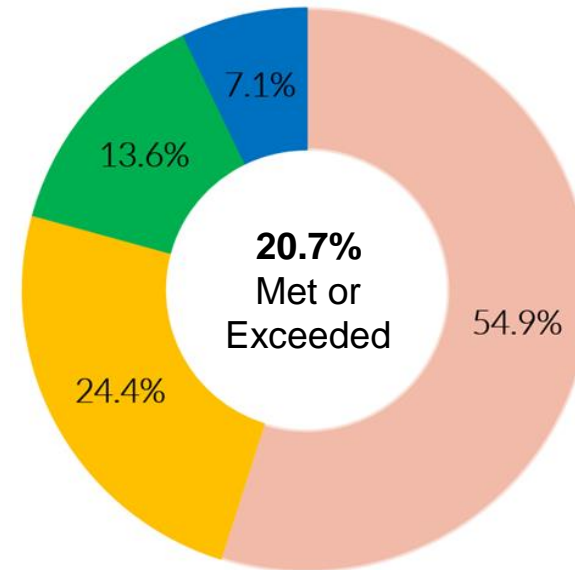
# Where We Are Now...

## ENGLISH LANGUAGE ARTS



**-52 Distance From Standard**

## MATHEMATICS

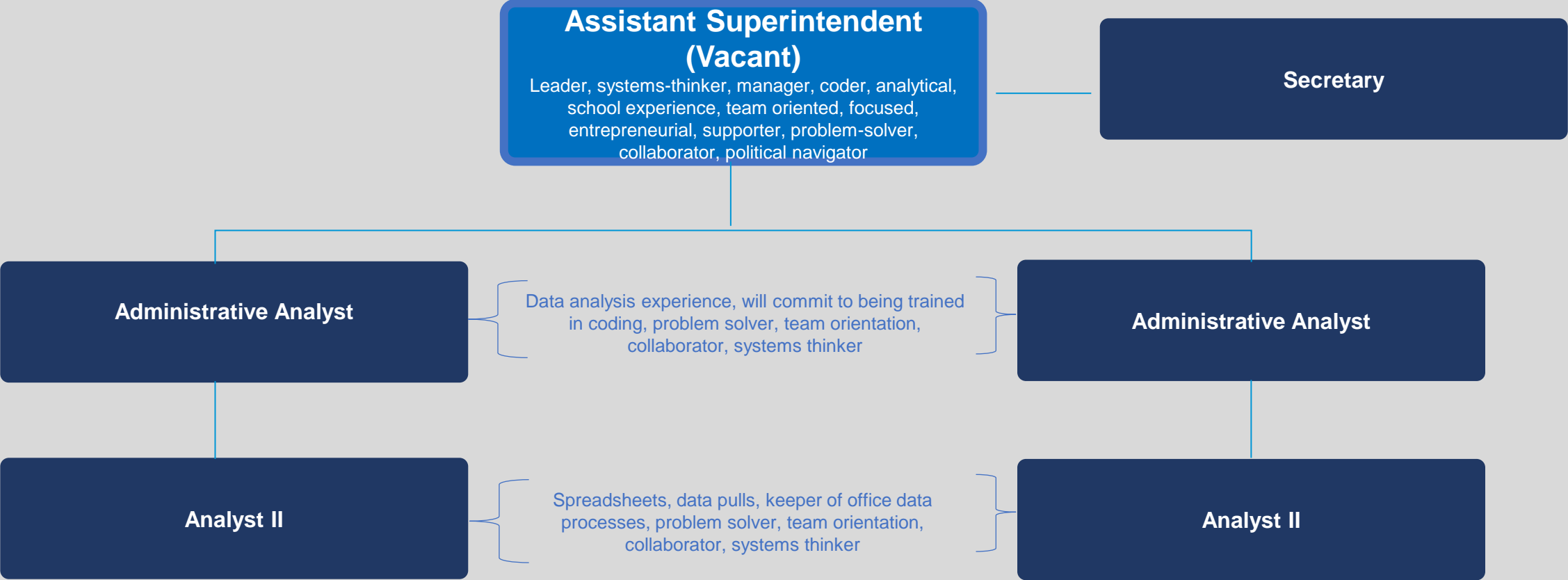


**-90 Distance From Standard**

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

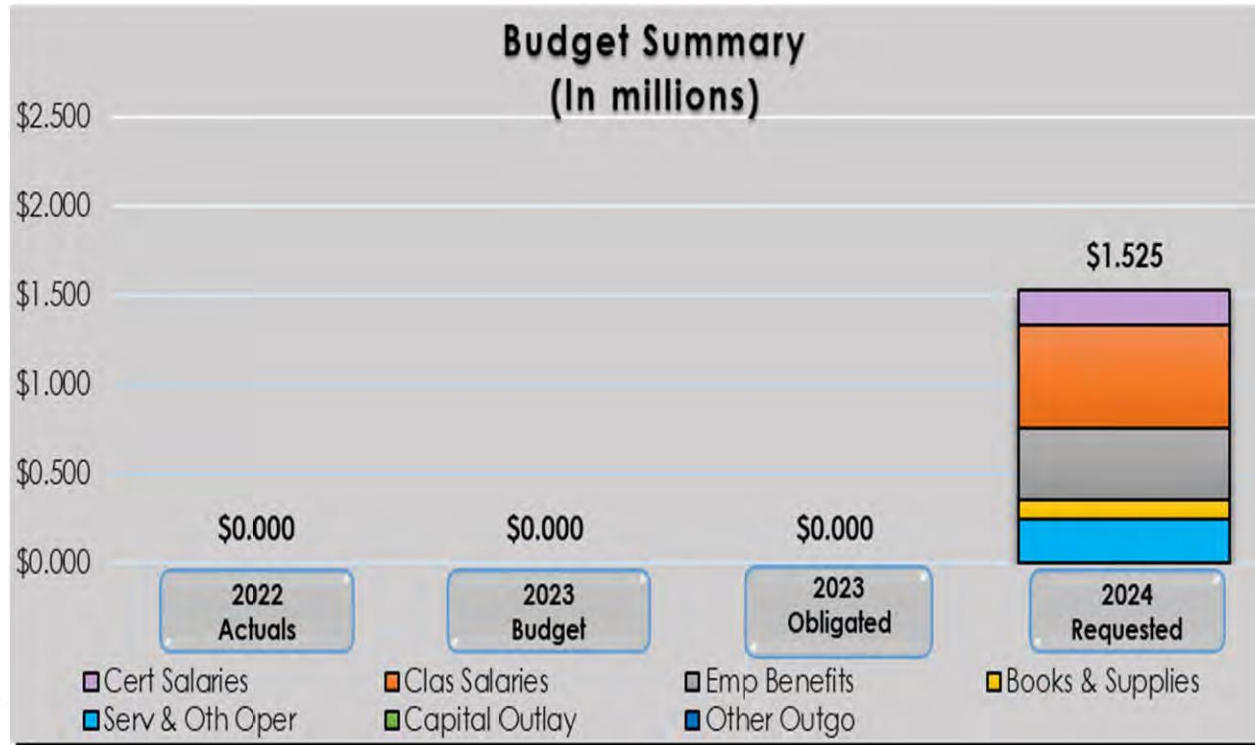
## Goals, Metrics, Accountability, A-ROI, and Care

**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