BOARD COMMUNICATIONS – JUNE 09, 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   Carmen Rodriguez   2022/23 i-Ready Diagnostic 3 Performance

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer
BFS-1   Kim Kelstrom   School Services Weekly Update Reports for June 02, 2023
BFS-2   Ashlee Chiarito   School Plans for Student Achievement

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer
ID-1   Rita Baharian   Year Two Learning Communities for School Success Program Grant Update
ID-2   Jeremy Ward   2023/24 HBCU Step Up Program Staffing & Funding
ID-3   Susana Montanez   Qualifications and Support for Gifted and Talented Education
ID-4   Ryan Coe   IdeaFest Impact and Next Steps
ID-5   Sandra Toscano   National Speech and Debate Association Championship Out of State Trip Revision
ID-6   Kimberly Lewis   Ethnic Studies Curriculum Showcase

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer
OS-1   Deana Clayton   Partnership with City of Fresno for the Summer Swim Program using District Pools

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 09, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the African American High School Graduation Recognition Ceremony
- Spoke at the Latinx Graduation Celebration
- Attended Golden Heart Award Celebration at Easterby and Burroughs
- Held Interviews for Principal, Executive Director Special Education and Administrator Human Resources/Labor Relations
- Attended the following graduation ceremonies
  - Fresno High School
  - Edison High School
  - Adult Transition Program
  - Hoover High Sc hool
  - Sunnyside High School
  - Roosevelt High School
  - Bullard High School
- Held press conference regarding Summer Meals Program
- Held bargaining session with Fresno Teachers Association

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

Date:__06/09/2023____

BC Number DS- 1

From the Office of the Superintendent

Date: June 09, 2023

To the Members of the Board of Education

Prepared by: Carmen Rodriguez and Edgar Pelayo

Phone Number: 457-3958

Cabinet Approval: Misty Her

Regarding: 2022/23 i-Ready Diagnostic 3 Performance

The purpose of this communication is to provide the Board a summary of i-Ready Diagnostic 3 performance. 50,639 students completed the i-Ready Diagnostic 3 in Reading and 50,778 students completed i-Ready Diagnostic 3 in Math. All students in grades K–10 take i-Ready Reading and Math. In high school, grades 11 and 12 participate in i-Ready Reading Diagnostic if they are English Learners or if indicated in an IEP for students with disabilities. i-Ready data is presented in standard view which is used to understand how students are performing during the school year. Standard view considers a student to be on grade level if the student is performing early, mid, or late within their current grade level.

2022/23 i-Ready Diagnostic 3 typical and stretch growth results for Reading and Math are also included in this communication. Typical Growth is the average annual growth for students. Typical Growth Targets are established by students' grade level and placement on the first diagnostic of the year. Stretch Growth is an ambitious but attainable level of growth that puts below-grade level students on a path to proficiency and on-grade level students on a path to advanced proficiency. Student Stretch Growth Targets are established by students' grade level and placement on the first diagnostic of the year. Included in this communication is an infographic with i-Ready Diagnostic 3 results in more detail. Additionally, district-level summaries that show results for regions and schools, grade level, and student group are included.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Carmen Rodriguez at 457-3959 or Edgar Pelayo 457-3692.

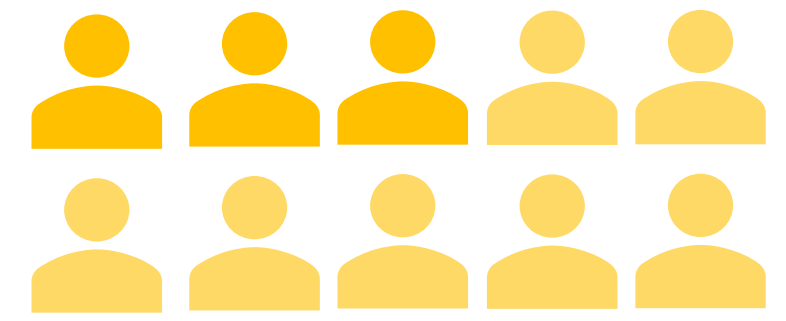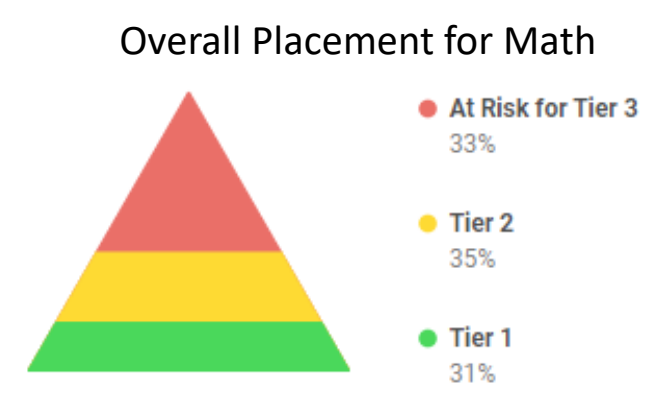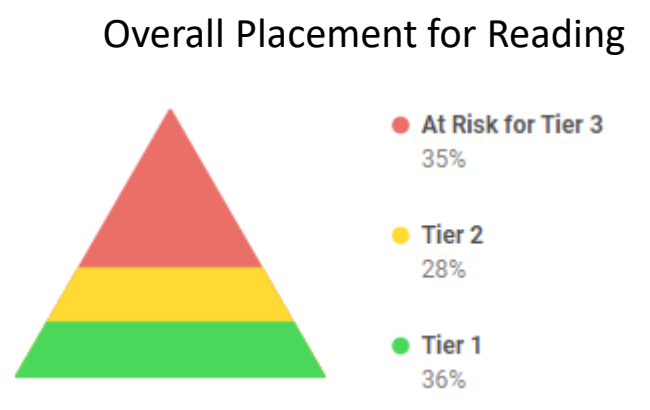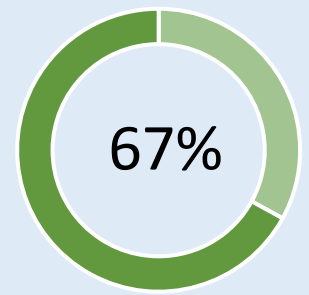Approved by Superintendent
Robert G. Nelson Ed.D. _____

Date: 06/09/2023

2022-23 i-Ready Diagnostic 3 (K-12)

Fresno Unified School District
Achieving our Greatest Potential!

1 in **3** students are on or above grade level in Reading (36%)

Overall Placement for Reading
- At Risk for Tier 3 — 35%
- Tier 2 — 28%
- Tier 1 — 36%

Overall Placement for Math
- At Risk for Tier 3 — 33%
- Tier 2 — 35%
- Tier 1 — 31%

3 in **10** students are on or above grade level in Math (31%)

67%
Kindergarten has the **highest** rate of students on or above grade level in Reading
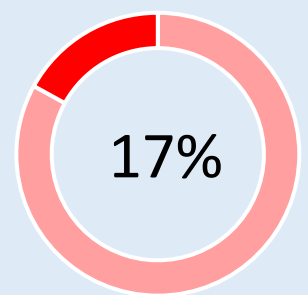
17%
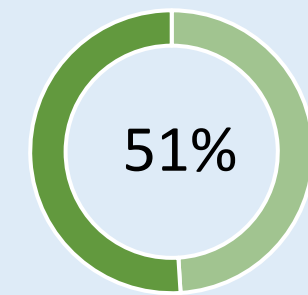10th Grade has the **lowest** rate of students on or above grade level in Reading

71%
Filipinos have the **highest** rate of students on or above grade level in Reading

14%
Students with disabilities have the **lowest** rate of students on or above grade level in Reading

64%
Filipinos have the **highest** rate of students on or above grade level in Math

13%
Students with disabilities have the **lowest** rate of students on or above grade level in Math

51%
Kindergarten has the **highest** rate of students on or above grade level in Math
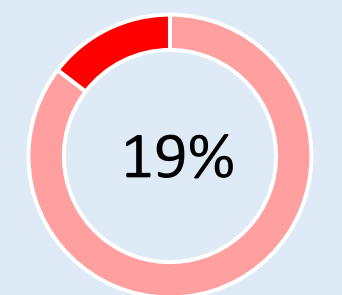
19%
8th Grade has the **lowest** rate of students on or above grade level in Math
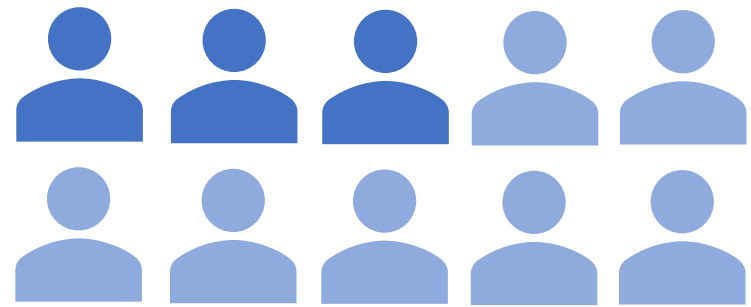
38%
Filipinos have the **highest** rate of students meeting their stretch growth in Reading

3 in **10** students met their stretch growth in Reading (31%)
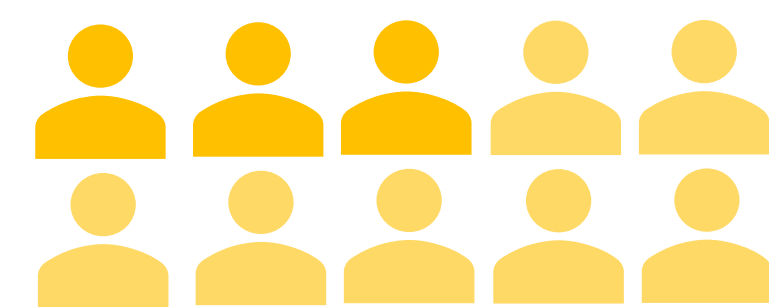
3 in **10** students met their stretch growth in Math (30%)

37%
Filipinos have the **highest** rate of students meeting their stretch growth in Math

21%
Homeless have the **lowest** rate of students meeting their stretch growth in Reading
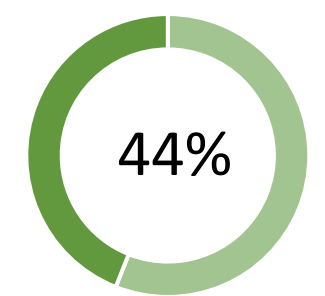
44%
2nd Grade has the **highest** rate of students meeting their stretch growth in Reading
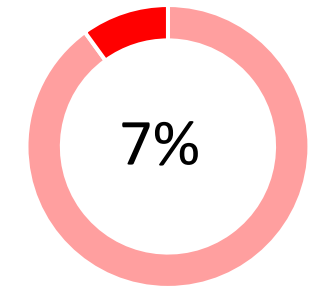
7%
10th Grade has the **lowest** rate of students meeting their stretch growth in Reading

48%
Kindergarten has the **highest** rate of students meeting their stretch growth in Math

7%
10th Grade has the **lowest** rate of students meeting their stretch growth in Math

19%
Homeless have the **lowest** rate of students meeting their stretch growth in Math

REA

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Student Group Breakdown

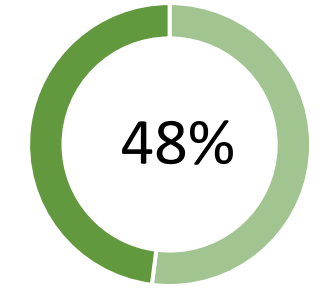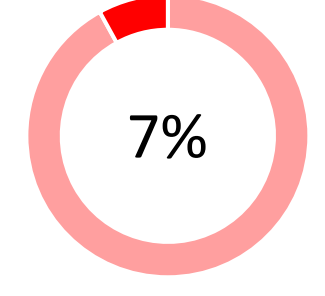| Student Goal: Improve Academic Performance at Challenging Levels |
|---|
| Objective: Decrease students' Distance from Standard (DFS) on SBAC. |
| Key Result: Increase the number of students on or above grade level in i-Ready |

Site or Student Group	Students Tested		% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				**S T R E T C H Growth** Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,989**	**50,639**	**57.4%**	**4.5%**	**52.5%**	**2.1%**	**43.3%**	**3.7%**	**31.2%**	**2.4%**
English Learners	8,764	10,564	55.8%	3.5%	52.1%	2.7%	40.0%	3.3%	28.1%	3.2%
RFEP	3,237	6,607	56.8%	5.2%	45.6%	-4.1%	45.5%	5.9%	28.3%	-1.9%
Foster Youth	390	445	52.1%	0.1%	44.3%	-3.6%	39.0%	-2.4%	24.5%	0.6%
Homeless	267	471	48.7%	0.0%	40.6%	-1.6%	32.2%	1.3%	21.2%	0.7%
SED	34,418	43,825	57.4%	4.4%	52.7%	1.9%	42.8%	3.5%	30.6%	2.1%
SWD	4,525	6,187	54.2%	4.9%	47.2%	3.8%	37.1%	3.0%	23.7%	2.5%
African American	2,928	3,672	55.9%	5.5%	49.5%	2.3%	41.0%	3.7%	28.1%	1.8%
American Indian	293	362	60.8%	3.9%	55.2%	1.4%	46.1%	4.7%	33.1%	3.4%
Asian	4,157	5,374	59.9%	4.8%	55.2%	3.3%	45.0%	3.9%	32.7%	3.3%
Filipino	75	114	57.3%	-0.1%	55.3%	-3.1%	50.7%	0.3%	37.7%	-0.3%
Hispanic	26,919	35,272	56.9%	4.7%	51.8%	1.7%	42.7%	4.0%	30.4%	2.2%
Pacific Islander	184	220	54.9%	-2.7%	51.8%	3.2%	42.4%	-2.4%	36.4%	5.4%
Two or More Races	1,571	1,897	59.5%	5.1%	56.3%	5.1%	46.0%	3.9%	34.8%	3.4%
White	2,862	3,728	59.5%	1.6%	56.1%	2.7%	47.4%	1.7%	37.2%	3.4%

Only students who participated in at least 2 test administrations during the year will have growth scores.

The i-Ready Diagnostic 2 was not required for grades 7-12 in 2022-23 but was required for D3. High Schools were required to participate only in D3. Therefore, most high school students will not have Growth Scores. It is recommended that results for Middle School be interpreted with caution due to wide variation in testing dates for D3.

Typical Growth is a level of growth that is typical or expected on average for students. Stretch Growth is an ambitious but attainable level of growth that puts students on a path to proficiency or advanced proficiency. Growth Targets are established by students' grade level and placement on the first diagnostic of the year. Students who reach their Typical Growth Target have grown at a rate that is typical of other students nationwide on average. Students who reach their Stretch Growth target have grown at a rate that will put them on track to proficiency (if below grade level) or on track to advanced levels of proficiency (if on or above grade level).

At Diagnostic 2 (D2), students met Typical or Stretch Growth Annual Targets if they achieved 40% or more of their target. At D3, students met Typical or Stretch Growth Targets if they achieved 80% or more of their target. Middle Schools that tested before March 27 met Growth Targets if they achieved 60% ore more of their target.

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Student Group Breakdown

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

			% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				**S T R E T C H Growth** Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
	Students Tested		Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,976**	**50,778**	**58.7%**	2.1%	**52.5%**	1.7%	**44.2%**	1.3%	**30.4%**	2.0%
English Learners	8,691	10,658	58.5%	0.7%	53.2%	1.2%	43.8%	0.2%	30.2%	1.5%
RFEP	3,124	6,330	59.2%	4.1%	47.9%	-1.2%	44.6%	3.7%	28.6%	1.0%
Foster Youth	392	449	53.6%	1.0%	47.7%	-0.4%	38.0%	0.8%	25.6%	-1.9%
Homeless	266	468	47.4%	-1.0%	37.4%	-3.4%	33.5%	-0.5%	19.0%	-2.7%
SED	34,383	43,852	58.8%	1.9%	52.7%	1.5%	44.1%	1.1%	30.3%	1.8%
SWD	4,704	6,278	55.7%	2.6%	48.8%	2.9%	40.2%	2.0%	25.6%	2.7%
African American	2,948	3,692	56.9%	3.6%	48.2%	2.0%	42.2%	3.8%	25.8%	1.2%
American Indian	283	363	67.5%	5.1%	56.7%	3.4%	49.1%	2.2%	33.9%	5.5%
Asian	4,086	5,251	60.4%	1.7%	56.8%	2.9%	45.2%	0.3%	32.8%	2.0%
Filipino	77	109	62.3%	-6.8%	63.3%	2.8%	45.5%	-7.0%	36.7%	-7.8%
Hispanic	26,997	35,411	58.7%	2.2%	52.0%	1.4%	44.1%	1.5%	30.2%	2.0%
Pacific Islander	171	224	66.1%	7.4%	54.5%	0.6%	51.5%	5.0%	33.0%	1.3%
Two or More Races	1,551	1,896	57.6%	0.4%	54.7%	4.1%	43.7%	-0.8%	33.6%	4.5%
White	2,863	3,832	57.5%	0.2%	53.1%	1.4%	44.4%	-0.1%	31.9%	1.3%

Only students who participated in at least 2 test administrations during the year will have growth scores.

The i-Ready Diagnostic 2 was not required for grades 7-12 in 2022-23 but was required for D3. High Schools were required to participate only in D3. Therefore, most high school students will not have Growth Scores. It is recommended that results for Middle School be interpreted with caution due to wide variation in testing dates for D3.

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Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Grade Level Breakdown

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

Site or Student Group	Students Tested		% Students Meeting Growth Targets							
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			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,989**	**50,639**	**57.4%**	**4.5%**	**52.5%**	**2.1%**	**43.3%**	**3.7%**	**31.2%**	**2.4%**
Kindergarten	4,673	4,357	52.4%	4.9%	59.6%	10.2%	40.4%	4.2%	38.2%	9.1%
Grade 1	4,883	5,043	59.7%	3.1%	59.6%	6.4%	46.0%	4.6%	39.6%	8.1%
Grade 2	5,088	5,199	63.8%	3.0%	65.7%	9.3%	49.8%	3.5%	43.8%	10.2%
Grade 3	5,183	5,276	58.6%	-2.7%	57.4%	-1.9%	42.3%	-3.1%	31.6%	-1.1%
Grade 4	5,267	5,360	58.8%	-3.4%	57.3%	-2.6%	43.8%	-3.8%	32.5%	-3.3%
Grade 5	5,231	5,293	58.6%	0.1%	57.1%	0.2%	43.6%	0.1%	29.6%	-0.6%
Grade 6	5,393	5,437	60.5%	0.8%	62.1%	1.1%	45.8%	-0.1%	36.5%	0.3%
Grade 7	1,068	4,240	42.4%	-2.9%	45.5%	-0.3%	28.3%	-3.9%	26.7%	2.1%
Grade 8	1,024	3,750	50.3%	4.9%	48.9%	3.7%	37.7%	4.5%	30.1%	5.7%
Grade 9	368	3,276	32.3%	-1.9%	21.3%	1.0%	25.8%	0.5%	10.3%	-0.7%
Grade 10	338	2,459	31.1%	-1.5%	16.8%	-1.2%	23.4%	-1.2%	7.4%	-2.4%
Grade 11	282	767	28.4%	0.4%	21.1%	-10.7%	21.6%	2.3%	11.0%	-4.3%
Grade 12	191	182	30.4%	6.6%	22.5%	-2.0%	23.0%	5.9%	13.7%	1.7%

Only students who participated in at least 2 test administrations during the year will have growth scores.

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Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Grade Level Breakdown

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

Site or Student Group	Students Tested		% Students Meeting Growth Targets							
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			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,976**	**50,778**	**58.7%**	**2.1%**	**52.5%**	**1.7%**	**44.2%**	**1.3%**	**30.4%**	**2.0%**
Kindergarten	4,715	4,730	56.8%	1.8%	62.4%	11.0%	49.0%	2.0%	48.4%	9.2%
Grade 1	5,019	5,119	63.7%	1.5%	60.9%	6.2%	53.5%	1.1%	42.7%	6.8%
Grade 2	5,109	5,143	62.2%	-3.0%	63.1%	3.5%	46.7%	-3.4%	35.1%	1.8%
Grade 3	5,259	5,251	59.5%	-5.6%	57.0%	-1.8%	44.6%	-6.0%	30.0%	-2.0%
Grade 4	5,320	5,324	54.6%	-6.3%	54.3%	-3.3%	37.1%	-6.6%	25.5%	-2.9%
Grade 5	5,241	5,245	57.1%	-2.7%	56.4%	-0.5%	38.4%	-3.8%	27.0%	0.2%
Grade 6	5,414	5,425	64.6%	-1.5%	66.9%	1.8%	48.6%	-1.4%	38.2%	0.0%
Grade 7	1,237	4,185	42.8%	-5.2%	44.7%	0.7%	27.3%	-6.0%	24.8%	2.8%
Grade 8	1,025	3,744	50.0%	-2.2%	47.1%	-1.6%	35.1%	-2.6%	28.3%	3.5%
Grade 9	213	2,887	42.7%	8.2%	22.2%	3.6%	31.5%	7.5%	11.8%	3.3%
Grade 10	212	2,598	37.7%	5.4%	14.5%	-3.0%	20.8%	-1.2%	7.2%	-1.0%
Grade 11	153	734	38.6%	7.6%	20.4%	1.0%	26.1%	4.9%	12.0%	4.2%
Grade 12	59	393	42.4%	12.8%	16.3%	-2.1%	32.2%	10.9%	8.1%	1.6%

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Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

			% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				STRETCH Growth Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
	Students Tested		Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,989**	**50,639**	**57.4%**	**4.5%**	**52.5%**	**2.1%**	**43.3%**	**3.7%**	**31.2%**	**2.4%**
Bullard Region	**5,457**	**7,434**	**59.1%**	**1.7%**	**56.5%**	**4.2%**	**46.3%**	**1.7%**	**35.7%**	**4.1%**
Baird Middle	325	551	52.6%	-4.8%	53.0%	1.0%	40.6%	-3.9%	30.5%	1.2%
Bullard High	15	658	53.3%	14.0%	39.1%	33.4%	53.3%	23.8%	19.0%	16.1%
Bullard Talent K-8	723	708	55.0%	-8.4%	59.2%	-0.6%	44.7%	-6.3%	41.7%	3.3%
Figarden Elementary	523	519	55.8%	-5.0%	62.4%	3.3%	44.6%	-1.0%	39.1%	4.1%
Gibson Elementary	371	367	63.1%	-2.7%	62.4%	-7.1%	50.1%	-3.2%	40.1%	-1.5%
Kratt Elementary	537	510	60.1%	-3.9%	54.3%	-1.5%	44.9%	-4.5%	30.8%	-4.9%
Lawless Elementary	595	600	63.4%	-3.4%	65.7%	3.1%	48.7%	-3.9%	43.2%	2.0%
Malloch Elementary	419	424	64.9%	-3.4%	67.5%	2.7%	53.0%	-2.9%	47.9%	5.7%
Powers Elementary	376	397	54.5%	-7.5%	48.9%	-11.6%	38.3%	-7.3%	28.2%	-8.2%
Slater Elementary	615	655	60.3%	-2.4%	60.0%	-2.1%	45.2%	-3.6%	36.5%	0.1%
Starr Elementary	324	327	64.2%	8.7%	69.1%	12.5%	54.3%	10.7%	46.5%	11.4%
Tatarian Elementary	428	435	64.3%	6.0%	66.9%	3.1%	52.1%	6.3%	49.7%	13.2%
Tenaya Middle	4	719			48.8%	-1.5%			31.6%	2.3%
Wawona K-8	202	564	45.0%	-1.5%	47.3%	-9.5%	34.7%	0.6%	26.4%	-4.3%
Edison Region	**4,514**	**5,264**	**51.9%**	**1.7%**	**51.5%**	**7.2%**	**38.6%**	**1.2%**	**31.3%**	**6.5%**
Addams Elementary	737	737	58.3%	-0.2%	54.5%	-1.7%	42.9%	0.1%	29.7%	-2.0%
Columbia Elementary	518	527	55.6%	-0.3%	55.8%	6.6%	40.7%	-0.7%	33.2%	5.9%
Computech Middle		723			50.5%	-2.5%			35.5%	6.1%
Edison High	417	969	34.8%	-5.1%	28.5%	7.9%	26.4%	-3.3%	14.0%	4.0%
Gaston Middle	748	3	39.4%	2.1%			27.5%	3.0%		
King Elementary	559	576	54.2%	-1.7%	54.7%	4.0%	38.1%	-2.3%	29.2%	5.2%
Kirk Elementary	331	341	66.2%	-3.1%	72.4%	6.5%	47.7%	-4.8%	52.8%	11.7%
Lincoln Elementary	475	483	58.5%	8.9%	58.0%	4.2%	42.5%	8.5%	31.7%	4.0%
Manchester Gate	655	657	58.3%	0.5%	64.1%	3.8%	49.3%	1.9%	45.2%	2.8%
Sunset Elementary	74	248	2.7%	-43.7%	44.8%	-11.7%	2.7%	-31.2%	25.0%	-9.9%

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At Diagnostic 2 (D2), students met Typical or Stretch Growth Annual Targets if they achieved 40% or more of their target. At D3, students met Typical or Stretch Growth Targets if they achieved 80% or more of their target. Middle Schools that tested before March 27 met Growth Targets if they achieved 60% ore more of their target.

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

	Students Tested		% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				STRETCH Growth Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Region	**5,306**	**6,015**	**57.8%**	**3.9%**	**57.6%**	**6.8%**	**42.9%**	**3.3%**	**34.1%**	**5.6%**
Cooper Middle	521	529	60.3%	12.4%	56.3%	1.8%	45.7%	10.7%	31.8%	1.7%
Del Mar Elementary	476	474	59.0%	-7.4%	56.1%	-0.3%	42.4%	-7.2%	28.1%	-0.8%
Fort Miller Middle	8	620			57.1%	4.6%			36.6%	7.2%
Fremont Elementary	398	426	54.8%	7.1%	56.3%	4.3%	42.0%	7.0%	33.3%	2.2%
Fresno High	168	10	38.1%	4.0%			29.2%	4.2%		
Hamilton K-8	477	732	62.7%	1.0%	61.3%	-0.6%	47.8%	0.5%	39.3%	0.1%
Heaton Elementary	490	509	51.8%	1.4%	44.8%	-0.5%	33.9%	-2.2%	24.4%	0.2%
Homan Elementary	511	526	56.9%	0.2%	56.5%	2.8%	41.5%	2.3%	29.8%	1.6%
Muir Elementary	436	461	58.7%	0.2%	62.3%	5.8%	44.7%	1.3%	35.8%	2.8%
Roeding Elementary	606	613	57.3%	5.4%	54.3%	-3.3%	44.4%	3.6%	33.1%	1.9%
Williams Elementary	569	575	59.4%	0.0%	60.9%	4.0%	42.4%	-1.9%	33.2%	0.0%
Wilson Elementary	646	540	62.7%	2.7%	65.6%	7.6%	47.5%	3.1%	46.3%	14.7%
Hoover Region	**5,274**	**6,057**	**57.0%**	**3.6%**	**51.4%**	**-1.4%**	**42.9%**	**3.2%**	**30.0%**	**0.0%**
Ahwahnee Middle		365			32.6%	32.6%			18.9%	18.9%
Centennial Elementary	699	655	57.7%	1.5%	60.8%	3.0%	42.1%	-1.3%	32.8%	0.9%
Eaton Elementary	428	439	60.5%	-0.3%	67.2%	-3.5%	48.4%	1.4%	44.9%	0.8%
Holland Elementary	382	392	50.8%	-9.4%	46.9%	-7.1%	35.9%	-8.0%	25.5%	-5.0%
Hoover High	3	600			8.7%	-30.0%			3.3%	-18.6%
McCardle Elementary	450	441	57.1%	-3.9%	61.5%	-0.2%	42.2%	-5.4%	36.7%	-0.1%
Pyle Elementary	637	658	53.2%	0.2%	50.6%	0.0%	40.0%	3.8%	28.6%	-0.5%
Robinson Elementary	437	199	54.2%	-7.1%	66.3%	11.8%	39.8%	-7.4%	38.2%	10.0%
Thomas Elementary	711	739	63.4%	9.7%	59.8%	10.4%	48.8%	9.2%	35.3%	8.4%
Tioga Middle	4	33			30.3%	-1.9%			21.2%	4.2%
Viking Elementary	642	633	55.6%	-6.2%	57.2%	-4.5%	44.5%	1.2%	36.2%	0.8%
Vinland Elementary	473	500	56.2%	2.6%	53.6%	-2.8%	40.4%	0.7%	28.0%	-6.0%
Wolters Elementary	408	403	58.6%	-1.9%	61.8%	3.0%	43.9%	-1.9%	38.7%	5.4%

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REA

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

Growth

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

	Students Tested		% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				STRETCH Growth Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
McLane Region	**6,299**	**8,432**	**57.3%**	**3.4%**	**53.2%**	**0.4%**	**42.6%**	**3.1%**	**31.0%**	**1.7%**
Birney Elementary	687	684	64.2%	0.0%	65.5%	2.2%	48.3%	2.2%	39.3%	1.9%
Ericson Elementary	717	715	60.3%	-1.5%	57.8%	-0.8%	44.4%	-2.4%	34.0%	0.9%
Ewing Elementary	700	677	57.6%	0.5%	60.1%	3.9%	41.0%	-3.5%	35.5%	4.8%
Hidalgo Elementary	507	523	51.7%	0.5%	53.0%	5.4%	36.1%	-0.2%	26.4%	4.4%
Leavenworth Elementary	716	706	49.2%	-8.5%	59.2%	-0.9%	34.4%	-6.9%	29.5%	-4.3%
Mayfair Elementary	562	567	60.5%	3.5%	66.7%	11.9%	48.0%	6.6%	41.8%	9.7%
McLane High	231	1,205	36.8%	12.1%	25.0%	8.0%	29.0%	12.0%	12.4%	2.9%
Norseman Elementary	587	587	57.1%	-3.2%	56.9%	-3.3%	41.4%	-2.2%	37.3%	3.5%
Rowell Elementary	558	554	54.3%	0.0%	58.5%	4.3%	41.4%	3.2%	35.0%	5.5%
Scandinavian Middle	4	637			42.9%	-6.5%			25.9%	2.4%
Turner Elementary	544	535	56.6%	3.9%	59.4%	9.4%	41.4%	4.2%	35.7%	9.9%
Wishon Elementary	462	475	71.2%	9.9%	69.5%	5.3%	57.6%	7.5%	46.7%	7.6%
Yosemite Middle	24	567	66.7%	13.2%	46.2%	-6.1%	50.0%	12.1%	23.8%	-7.0%
Roosevelt Region	**5,371**	**7,695**	**60.8%**	**7.0%**	**50.5%**	**-4.5%**	**45.4%**	**5.7%**	**29.3%**	**-1.4%**
Anthony Elementary	379	395	71.8%	4.2%	64.3%	-3.3%	53.8%	5.9%	40.5%	0.5%
Balderas Elementary	616	623	65.1%	18.1%	64.2%	10.9%	48.4%	14.8%	34.7%	5.5%
Calwa Elementary	569	540	54.3%	3.8%	53.3%	-1.9%	38.8%	0.9%	30.0%	0.6%
Jackson Elementary	337	341	57.9%	-6.3%	58.9%	-1.7%	41.2%	-6.3%	34.3%	-1.6%
Jefferson Elementary	382	392	68.6%	-3.9%	74.2%	8.2%	54.5%	-1.9%	48.0%	5.3%
Lane Elementary	447	469	63.5%	8.4%	60.6%	5.9%	50.6%	9.9%	31.1%	0.9%
Lowell Elementary	321	323	51.7%	-4.3%	51.4%	-2.9%	34.3%	-7.0%	29.1%	2.1%
Roosevelt High	21	1,084	28.6%	-22.4%	5.6%	4.9%	19.0%	-16.2%	2.4%	2.4%
Sequoia Middle	6	792			38.9%	-19.3%			23.4%	-4.5%
Tehipite Middle	55	407	36.4%	-5.2%	46.7%	7.1%	21.8%	-8.5%	26.8%	5.0%
Vang Pao Elementary	752	748	61.2%	-0.7%	69.7%	9.3%	47.1%	-1.7%	42.5%	6.6%
Webster Elementary	299	300	61.9%	0.9%	69.3%	14.2%	44.5%	0.2%	43.7%	15.2%
Winchell Elementary	539	639	60.3%	13.6%	54.3%	4.9%	42.3%	10.6%	28.3%	4.4%
Yokomi Elementary	648	642	58.5%	-2.2%	56.9%	-0.6%	46.1%	-2.0%	34.3%	2.9%

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Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

	Students Tested		% Students Meeting Growth Targets							
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			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Specialty Region	**1,165**	**2,216**	**42.8%**	**5.4%**	**38.6%**	**2.5%**	**34.1%**	**5.3%**	**21.4%**	**1.6%**
Cambridge Continuation	134	94	9.7%	-2.1%	16.0%	-1.9%	8.2%	-2.4%	8.5%	0.9%
Design Science Middle College High		115			39.1%				19.1%	
DeWolf Continuation		23			43.5%				21.7%	
Duncan Polytechnical High		572			37.8%	-4.2%			16.8%	-4.2%
eLearn Academy	666	661	53.6%	10.2%	50.2%	12.4%	43.5%	10.3%	33.1%	11.6%
eLearn Secondary	269	367	32.7%		45.2%		23.8%		22.6%	
Patino School of Entrepreneurship	1	173			2.3%	-28.4%			1.7%	-14.2%
Phoenix Elementary	40	48	70.0%	3.3%	62.5%	-5.9%	55.0%	-3.3%	39.6%	2.7%
Phoenix Secondary	1	61			32.8%	-13.2%			19.7%	-6.3%
Young Academy	54	102	24.1%	-0.8%	16.7%	-12.4%	18.5%	-2.6%	7.8%	-11.3%
Sunnyside Region	**5,603**	**7,526**	**60.5%**	**4.6%**	**51.5%**	**-1.5%**	**45.9%**	**4.0%**	**30.3%**	**-0.7%**
Ayer Elementary	517	553	53.8%	-3.5%	56.1%	3.4%	40.4%	-4.4%	28.4%	-1.8%
Aynesworth Elementary	488	509	57.2%	-3.2%	52.5%	-0.5%	40.8%	-2.9%	26.7%	-1.0%
Bakman Elementary	704	723	64.1%	-2.3%	64.9%	2.5%	47.2%	-3.6%	35.1%	0.6%
Burroughs Elementary	664	632	58.6%	2.5%	64.4%	6.3%	44.7%	2.2%	39.2%	7.6%
Easterby Elementary	632	639	66.6%	0.3%	69.6%	7.7%	54.0%	0.3%	45.1%	3.7%
Greenberg Elementary	507	522	63.1%	-2.7%	63.0%	2.2%	50.3%	1.1%	38.7%	1.7%
Herrera Elementary	520	529	57.9%		51.0%		43.8%		27.4%	
Kings Canyon Middle	13	884	30.8%	-15.7%	48.2%	3.9%	23.1%	-7.6%	28.3%	5.1%
Olmos Elementary	559	551	61.7%	-3.8%	65.5%	7.9%	44.7%	-3.1%	37.0%	6.3%
Storey Elementary	482	499	70.1%	4.2%	66.9%	-2.2%	58.1%	4.7%	49.5%	1.7%
Sunnyside High		937			0.4%	-18.8%			0.2%	-9.1%
Terronez Middle	517	548	50.7%	10.1%	46.5%	9.0%	34.2%	6.4%	26.5%	1.5%

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Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

REA

Math

Growth

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

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			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Fresno Unified	**38,976**	**50,778**	**58.7%**	**2.1%**	**52.5%**	**1.7%**	**44.2%**	**1.3%**	**30.4%**	**2.0%**
Bullard Region	**5,452**	**7,721**	**58.7%**	**-0.3%**	**53.4%**	**2.7%**	**44.5%**	**-0.8%**	**30.8%**	**1.6%**
Baird Middle	305	570	51.8%	-8.3%	54.7%	-0.3%	34.8%	-7.1%	25.8%	-2.3%
Bullard High	1	896			17.0%	12.1%			8.3%	6.8%
Bullard Talent K-8	725	720	57.2%	-7.1%	60.3%	-0.1%	42.8%	-6.8%	36.4%	0.3%
Figarden Elementary	516	517	55.4%	-5.2%	62.7%	10.7%	40.3%	-9.2%	35.4%	3.2%
Gibson Elementary	371	366	56.9%	-2.9%	60.7%	5.9%	42.9%	-4.1%	35.0%	5.5%
Kratt Elementary	533	556	60.6%	-2.5%	53.1%	-4.9%	45.4%	-3.4%	28.4%	-6.5%
Lawless Elementary	593	598	64.4%	-10.4%	65.7%	0.8%	51.8%	-10.6%	40.3%	-2.0%
Malloch Elementary	412	423	58.7%	-1.3%	57.7%	3.3%	45.4%	-2.2%	33.6%	1.7%
Powers Elementary	377	398	55.2%	-13.3%	55.8%	-8.3%	39.5%	-11.8%	30.9%	-5.3%
Slater Elementary	612	658	62.9%	0.1%	60.8%	7.8%	47.9%	-1.1%	35.6%	5.4%
Starr Elementary	325	309	57.2%	-2.3%	67.0%	11.3%	44.9%	-2.5%	41.1%	8.1%
Tatarian Elementary	424	433	61.6%	1.7%	67.4%	7.5%	47.4%	0.2%	44.8%	9.1%
Tenaya Middle	1	756			51.9%	-1.1%			31.6%	2.9%
Wawona K-8	257	521	56.4%	5.3%	44.3%	-13.4%	45.9%	8.1%	24.0%	-8.8%
Edison Region	**4,580**	**4,921**	**55.0%**	**0.0%**	**53.0%**	**2.8%**	**40.7%**	**-0.7%**	**31.8%**	**3.8%**
Addams Elementary	721	733	57.8%	-4.3%	52.3%	-4.5%	41.3%	-5.8%	31.0%	0.8%
Columbia Elementary	514	525	62.3%	4.3%	57.0%	1.2%	46.9%	1.1%	33.3%	2.3%
Computech Middle		668			39.2%	-10.6%			25.7%	-4.0%
Edison High	215	659	34.0%	-4.1%	25.3%	4.1%	19.1%	-8.6%	12.7%	3.7%
Gaston Middle	749	4	39.1%	-8.2%			26.4%	-4.9%		
King Elementary	557	575	59.1%	-3.9%	55.0%	2.1%	41.7%	-4.9%	28.2%	1.4%
Kirk Elementary	326	298	65.0%	1.1%	78.9%	11.7%	54.9%	2.7%	53.7%	10.4%
Lincoln Elementary	468	475	59.8%	-5.6%	61.3%	-4.7%	45.9%	-1.2%	36.6%	-0.8%
Manchester Gate	655	657	58.0%	-0.1%	67.1%	-0.7%	45.0%	-0.7%	43.8%	-1.3%
Sunset Elementary	375	327	57.3%	0.9%	64.8%	5.4%	44.3%	0.7%	37.3%	0.3%
Fresno Region	**5,102**	**6,806**	**59.5%**	**2.3%**	**52.3%**	**1.6%**	**44.2%**	**0.9%**	**29.3%**	**1.4%**
Cooper Middle	498	529	56.6%	7.9%	55.8%	10.2%	39.2%	6.7%	30.8%	9.4%
Del Mar Elementary	471	460	58.4%	-8.2%	52.8%	-2.1%	41.6%	-13.3%	30.7%	0.7%
Fort Miller Middle	5	599			49.1%	-1.0%			24.7%	-0.8%
Fremont Elementary	394	428	59.1%	-6.5%	56.3%	0.1%	44.4%	-6.5%	33.2%	0.9%
Fresno High	36	849	41.7%	3.8%	28.0%	-0.5%	30.6%	5.1%	14.7%	1.2%
Hamilton K-8	470	732	61.5%	-3.1%	57.7%	-0.5%	45.1%	-4.9%	34.0%	-0.3%
Heaton Elementary	488	510	55.5%	-3.4%	42.4%	-2.8%	39.8%	-2.8%	20.6%	-3.9%
Homan Elementary	504	525	60.5%	-4.7%	58.9%	0.6%	45.4%	-6.6%	33.5%	3.2%
Muir Elementary	433	459	57.5%	-4.0%	60.6%	5.8%	42.3%	-7.2%	31.6%	0.0%
Roeding Elementary	607	613	60.3%	2.1%	59.1%	3.4%	47.8%	2.8%	34.3%	1.6%
Williams Elementary	556	559	62.8%	-1.0%	58.7%	1.6%	48.7%	-1.9%	33.6%	0.5%
Wilson Elementary	640	543	62.5%	0.3%	61.7%	6.4%	46.6%	-1.3%	37.6%	4.6%

Only students who participated in at least 2 test administrations during the year will have growth scores.

The i-Ready Diagnostic 2 was not required for grades 7-12 in 2022-23 but was required for D3. High Schools were required to participate only in D3. Therefore, most high school students will not have Growth Scores. It is recommended that results for Middle School be interpreted with caution due to wide variation in testing dates for D3.

Typical Growth is a level of growth that is typical or expected on average for students. Stretch Growth is an ambitious but attainable level of growth that puts students on a path to proficiency or advanced proficiency. Growth Targets are established by students' grade level and placement on the first diagnostic of the year. Students who reach their Typical Growth Target have grown at a rate that is typical of other students nationwide on average. Students who reach their Stretch Growth target have grown at a rate that will put them on track to proficiency (if below grade level) or on track to advanced levels of proficiency (if on or above grade level).

At Diagnostic 2 (D2), students met Typical or Stretch Growth Annual Targets if they achieved 40% or more of their target. At D3, students met Typical or Stretch Growth Targets if they achieved 80% or more of their target. Middle Schools that tested before March 27 met Growth Targets if they achieved 60% ore more of their target.

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

	Students Tested		% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				STRETCH Growth Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
Site or Student Group	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Hoover Region	**5,301**	**5,983**	**57.4%**	-0.5%	**49.7%**	-3.0%	**43.1%**	-0.9%	**27.5%**	-1.2%
Ahwahnee Middle	16	350	37.5%	-6.1%	28.3%	28.3%	12.5%	-20.8%	16.6%	16.6%
Centennial Elementary	698	700	54.9%	-9.1%	51.1%	-2.8%	40.3%	-8.6%	26.7%	0.1%
Eaton Elementary	426	439	60.3%	4.3%	63.6%	-1.6%	47.2%	7.1%	37.4%	2.0%
Holland Elementary	377	392	53.6%	-10.5%	50.5%	-3.0%	41.4%	-4.9%	28.6%	1.8%
Hoover High	27	503	51.9%	13.7%	5.0%	-25.3%	37.0%	10.9%	2.0%	-11.4%
McCardle Elementary	451	441	55.7%	-12.7%	56.0%	-9.1%	42.8%	-13.3%	27.4%	-13.6%
Pyle Elementary	634	655	56.8%	5.7%	53.9%	2.8%	42.1%	3.6%	29.9%	3.2%
Robinson Elementary	443	198	54.9%	-14.9%	70.2%	6.9%	43.8%	-13.1%	51.5%	12.5%
Thomas Elementary	702	734	63.7%	3.7%	55.9%	3.3%	46.4%	0.0%	31.2%	2.3%
Tioga Middle	2	37			21.6%	-24.3%			18.9%	-6.4%
Viking Elementary	653	635	58.2%	-9.0%	57.6%	0.6%	43.0%	-9.4%	29.6%	-1.3%
Vinland Elementary	466	498	58.4%	-4.9%	50.8%	-8.4%	42.9%	-2.2%	25.7%	-7.9%
Wolters Elementary	406	401	55.9%	-9.5%	59.1%	0.7%	43.3%	-9.2%	35.9%	1.9%
McLane Region	**6,149**	**8,322**	**59.1%**	-0.4%	**55.2%**	1.0%	**44.8%**	-1.0%	**31.7%**	0.9%
Birney Elementary	687	680	65.1%	-4.0%	64.7%	-4.8%	51.1%	-6.4%	38.5%	-2.3%
Ericson Elementary	711	715	63.4%	-2.2%	62.5%	-2.5%	47.7%	-3.3%	35.4%	-6.6%
Ewing Elementary	742	748	65.0%	1.5%	60.7%	0.0%	50.9%	0.0%	36.4%	-2.0%
Hidalgo Elementary	501	542	47.7%	-9.8%	50.4%	-1.6%	35.1%	-7.4%	27.7%	-1.3%
Leavenworth Elementary	741	752	57.4%	-3.9%	63.7%	-0.5%	42.1%	-5.7%	36.8%	-0.5%
Mayfair Elementary	563	565	59.9%	-5.3%	66.0%	10.7%	46.5%	-4.6%	41.1%	10.3%
McLane High	67	923	34.3%	3.5%	28.7%	25.5%	22.4%	1.7%	15.3%	14.5%
Norseman Elementary	588	587	53.2%	-10.8%	54.9%	-7.4%	38.4%	-12.0%	29.1%	-7.2%
Rowell Elementary	548	552	59.3%	-4.2%	57.1%	-3.8%	42.9%	-5.8%	31.3%	-3.0%
Scandinavian Middle	2	698			50.9%	4.3%			29.2%	9.7%
Turner Elementary	544	533	56.4%	-9.1%	57.0%	-4.1%	40.6%	-9.7%	33.4%	-0.2%
Wishon Elementary	455	477	61.8%	-3.9%	63.9%	4.2%	52.3%	3.1%	34.8%	2.4%
Yosemite Middle		550			48.0%	-4.3%			28.5%	2.2%

Only students who participated in at least 2 test administrations during the year will have growth scores.

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Typical Growth is a level of growth that is typical or expected on average for students. Stretch Growth is an ambitious but attainable level of growth that puts students on a path to proficiency or advanced proficiency. Growth Targets are established by students' grade level and placement on the first diagnostic of the year. Students who reach their Typical Growth Target have grown at a rate that is typical of other students nationwide on average. Students who reach their Stretch Growth target have grown at a rate that will put them on track to proficiency (if below grade level) or on track to advanced levels of proficiency (if on or above grade level).

At Diagnostic 2 (D2), students met Typical or Stretch Growth Annual Targets if they achieved 40% or more of their target. At D3, students met Typical or Stretch Growth Targets if they achieved 80% or more of their target. Middle Schools that tested before March 27 met Growth Targets if they achieved 60% ore more of their target.

REA

Academic Performance OKR - Typical & Stretch Growth - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

Site or Student Group	Students Tested		% Students Meeting Growth Targets							
			TYPICAL Growth Interpretation: % of students who are keeping up with or surpassing the national average growth.				STRETCH Growth Interpretation: % of students who are making ambitious growth strides and on track to attaining proficiency or advanced levels of proficiency.			
			Diagnostic 2		Diagnostic 3		Diagnostic 2		Diagnostic 3	
	Diagnostic 2	Diagnostic 3	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year	% Met	Δ From Last Year
Roosevelt Region	**5,638**	**7,647**	**62.8%**	**4.0%**	**54.6%**	**-0.3%**	**48.2%**	**4.5%**	**33.4%**	**2.3%**
Anthony Elementary	373	391	72.1%	2.0%	69.6%	3.8%	58.2%	5.4%	45.5%	0.7%
Balderas Elementary	612	619	62.7%	7.9%	67.0%	20.5%	46.6%	7.7%	37.8%	14.3%
Calwa Elementary	557	579	64.3%	7.1%	62.5%	8.1%	47.6%	5.5%	37.8%	7.2%
Jackson Elementary	333	340	59.2%	-3.8%	65.6%	3.8%	45.9%	-3.8%	40.0%	4.7%
Jefferson Elementary	383	393	76.5%	-1.7%	80.7%	9.7%	61.6%	-4.5%	57.8%	9.2%
Lane Elementary	515	522	66.2%	6.0%	63.0%	6.8%	54.0%	8.4%	37.2%	9.6%
Lowell Elementary	320	324	56.3%	-6.0%	54.0%	-4.9%	44.1%	1.3%	28.7%	-2.3%
Roosevelt High	56	1,021	48.2%	18.1%	3.1%	1.9%	32.1%	5.9%	1.4%	0.9%
Sequoia Middle	3	797			45.2%	1.1%			27.1%	6.5%
Tehipite Middle	186	341	34.4%	-7.7%	29.0%	-5.9%	23.1%	-7.8%	12.9%	-5.1%
Vang Pao Elementary	731	744	63.7%	-9.1%	77.3%	6.0%	46.4%	-8.0%	51.6%	5.9%
Webster Elementary	303	300	61.1%	1.7%	65.0%	14.8%	46.5%	2.2%	42.7%	17.2%
Winchell Elementary	625	637	59.4%	7.9%	63.4%	12.1%	44.6%	9.5%	38.6%	13.8%
Yokomi Elementary	641	639	63.5%	0.3%	65.6%	8.2%	49.9%	1.9%	38.0%	6.8%
Specialty Region	**1,039**	**2,115**	**49.0%**	**11.6%**	**37.3%**	**4.5%**	**37.1%**	**9.4%**	**22.5%**	**5.6%**
Cambridge Continuation	1	81			1.2%	-11.9%			1.2%	-6.8%
Design Science Middle College High		137			46.0%				29.9%	
DeWolf Continuation										
Duncan Polytechnical High		489			38.9%	1.9%			18.8%	3.4%
eLearn Academy	657	661	47.2%	5.6%	45.2%	12.0%	37.3%	6.1%	27.5%	8.8%
eLearn Secondary	311	431	53.7%		41.5%		38.3%		29.2%	
Patino School of Entrepreneurship		126			0.8%	-39.3%			0.0%	-15.4%
Phoenix Elementary	40	49	62.5%	-12.5%	65.3%	7.4%	42.5%	-20.0%	42.9%	6.0%
Phoenix Secondary		68			27.9%	-21.0%			14.7%	-13.9%
Young Academy	30	73	23.3%	-0.6%	6.8%	-20.9%	13.3%	-3.2%	4.1%	-11.4%
Sunnyside Region	**5,715**	**7,263**	**59.4%**	**1.5%**	**52.6%**	**0.1%**	**44.2%**	**0.7%**	**30.3%**	**0.2%**
Ayer Elementary	517	547	59.8%	4.0%	55.9%	2.5%	45.8%	4.7%	29.6%	0.4%
Aynesworth Elementary	486	511	56.2%	-6.8%	51.9%	-5.6%	39.5%	-8.6%	25.6%	-4.2%
Bakman Elementary	698	725	61.5%	-8.9%	62.6%	-3.9%	48.0%	-6.8%	34.6%	-5.4%
Burroughs Elementary	658	684	62.8%	-7.1%	67.7%	1.1%	48.6%	-5.9%	46.9%	4.6%
Easterby Elementary	637	637	62.8%	-6.5%	65.8%	0.1%	50.2%	-6.3%	39.7%	-0.3%
Greenberg Elementary	509	513	62.9%	-3.9%	61.4%	-5.5%	47.5%	-5.4%	35.1%	-3.3%
Herrera Elementary	520	525	56.5%		52.2%		39.8%		23.2%	
Kings Canyon Middle	2	861			42.6%	-6.1%			24.3%	0.4%
Olmos Elementary	559	549	62.1%	-1.1%	59.0%	3.4%	42.8%	-3.3%	32.6%	4.7%
Storey Elementary	482	499	65.8%	-3.0%	66.3%	-1.6%	50.2%	-5.9%	43.7%	-0.3%
Sunnyside High	67	649	32.8%	7.4%	4.3%	2.8%	22.4%	5.1%	2.3%	1.3%
Terronez Middle	580	563	46.7%	1.3%	49.2%	20.0%	30.7%	2.9%	28.4%	21.8%

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At Diagnostic 2 (D2), students met Typical or Stretch Growth Annual Targets if they achieved 40% or more of their target. At D3, students met Typical or Stretch Growth Targets if they achieved 80% or more of their target. Middle Schools that tested before March 27 met Growth Targets if they achieved 60% ore more of their target.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Student Group Breakdown

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

Site or Student Group	Diagnostic 1			Diagnostic 2			Diagnostic 3			Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		D1 to D2	D1 to D3
Fresno Unified	**50,536**	**17.5%**	**(0.9%)**	**38,989**	**29.0%**	**(2.9%)**	**50,639**	**36.0%**	**(2.5%)**	**11.5%**	**18.5%**
English Learners	11,001	5.1%	(0.6%)	8,764	12.7%	(2.8%)	10,564	19.2%	(1.7%)	7.7%	14.1%
RFEP	5,350	29.4%	(4.5%)	3,237	45.1%	(9.6%)	6,607	41.8%	(2.0%)	15.7%	12.4%
Foster Youth	418	9.1%	(-1.5%)	390	16.4%	(0.9%)	445	20.2%	(-2.7%)	7.3%	11.1%
Homeless	166	6.6%	(-1.6%)	267	10.5%	(-1.1%)	471	17.6%	(0.4%)	3.9%	11.0%
SED	44,511	14.9%	(0.8%)	34,418	26.1%	(3.0%)	43,825	33.1%	(2.4%)	11.3%	18.2%
SWD	5,955	5.5%	(0.4%)	4,525	11.3%	(2.9%)	6,187	13.7%	(1.8%)	5.8%	8.2%
African American	3,744	11.2%	(-0.5%)	2,928	21.0%	(2.3%)	3,672	27.3%	(1.3%)	9.8%	16.1%
American Indian	354	11.9%	(-3.5%)	293	28.0%	(4.3%)	362	36.2%	(3.4%)	16.1%	24.3%
Asian	5,261	19.5%	(0.0%)	4,157	33.2%	(3.5%)	5,374	41.6%	(3.2%)	13.7%	22.0%
Filipino	115	50.4%	(3.8%)	75	66.7%	(11.5%)	114	71.1%	(6.5%)	16.2%	20.6%
Hispanic	35,010	15.6%	(1.0%)	26,919	26.7%	(2.9%)	35,272	33.5%	(2.4%)	11.1%	17.8%
Pacific Islander	243	18.9%	(-0.9%)	184	27.7%	(-1.5%)	220	38.2%	(2.5%)	8.8%	19.3%
Two or More Races	1,927	23.7%	(1.8%)	1,571	38.8%	(6.7%)	1,897	45.6%	(3.1%)	15.1%	21.9%
White	3,882	33.8%	(2.7%)	2,862	46.3%	(2.6%)	3,728	53.9%	(3.7%)	12.5%	20.0%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Student Group Breakdown

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

Site or Student Group	Diagnostic 1			Diagnostic 2			Diagnostic 3			Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		D1 to D2	D1 to D3
Fresno Unified	**49,699**	**8.8%**	**(0.4%)**	**38,976**	**18.9%**	**(1.3%)**	**50,778**	**31.3%**	**(4.3%)**	**10.1%**	**22.5%**
English Learners	10,862	2.3%	(0.6%)	8,691	8.4%	(1.9%)	10,658	19.1%	(4.2%)	6.0%	16.8%
RFEP	4,939	19.9%	(4.4%)	3,124	37.4%	(7.7%)	6,330	41.5%	(4.6%)	17.5%	21.6%
Foster Youth	410	4.1%	(0.6%)	392	10.2%	(0.8%)	449	14.0%	(-3.9%)	6.1%	9.9%
Homeless	165	2.4%	(-1.7%)	266	6.8%	(1.7%)	468	10.5%	(-2.8%)	4.3%	8.0%
SED	43,782	7.0%	(0.3%)	34,383	16.5%	(1.3%)	43,852	28.7%	(4.3%)	9.5%	21.7%
SWD	5,981	3.4%	(0.8%)	4,704	7.7%	(1.7%)	6,278	12.8%	(2.9%)	4.3%	9.4%
African American	3,695	4.3%	(0.0%)	2,948	11.0%	(1.1%)	3,692	19.6%	(3.5%)	6.7%	15.3%
American Indian	346	6.4%	(-2.0%)	283	17.0%	(-1.9%)	363	28.9%	(4.5%)	10.6%	22.6%
Asian	5,067	11.7%	(-0.3%)	4,086	22.4%	(-0.8%)	5,251	38.9%	(5.2%)	10.7%	27.3%
Filipino	104	30.8%	(4.3%)	77	53.2%	(8.2%)	109	64.2%	(2.0%)	22.5%	33.5%
Hispanic	34,569	7.3%	(0.3%)	26,997	17.3%	(1.8%)	35,411	29.2%	(4.3%)	10.0%	21.9%
Pacific Islander	231	12.1%	(2.8%)	171	17.5%	(-7.8%)	224	33.5%	(3.2%)	5.4%	21.4%
Two or More Races	1,891	12.9%	(1.6%)	1,551	25.6%	(1.3%)	1,896	39.2%	(5.8%)	12.7%	26.3%
White	3,796	19.4%	(1.9%)	2,863	32.4%	(0.8%)	3,832	46.0%	(3.2%)	13.0%	26.6%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Grade Level Breakdown

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

Site or Student Group	Diagnostic 1			Diagnostic 2			Diagnostic 3			Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		D1 to D2	D1 to D3
Fresno Unified	**50,536**	**17.5%**	(0.9%)	**38,989**	**29.0%**	(2.9%)	**50,639**	**36.0%**	(2.5%)	**11.5%**	**18.5%**
Kindergarten	4,256	13.3%	(-3.6%)	4,673	39.0%	(0.5%)	4,357	66.6%	(5.0%)	25.7%	53.3%
Grade 1	4,833	8.9%	(-0.2%)	4,883	26.0%	(3.6%)	5,043	44.7%	(8.0%)	17.1%	35.8%
Grade 2	5,102	15.2%	(3.2%)	5,088	31.5%	(6.5%)	5,199	44.5%	(9.0%)	16.3%	29.3%
Grade 3	5,287	27.1%	(3.9%)	5,183	38.8%	(2.5%)	5,276	46.4%	(2.9%)	11.7%	19.2%
Grade 4	5,430	15.4%	(1.2%)	5,267	24.0%	(0.4%)	5,360	29.0%	(-1.0%)	8.6%	13.6%
Grade 5	5,310	17.3%	(1.3%)	5,231	24.1%	(1.5%)	5,293	28.5%	(0.3%)	6.9%	11.2%
Grade 6	5,502	19.3%	(2.5%)	5,393	27.3%	(2.9%)	5,437	32.6%	(1.6%)	8.0%	13.3%
Grade 7	5,070	21.7%	(1.2%)	1,068	20.0%	(-4.2%)	4,240	28.3%	(4.1%)	-1.7%	6.7%
Grade 8	4,446	19.6%	(-2.6%)	1,024	21.1%	(-4.4%)	3,750	28.4%	(4.4%)	1.5%	8.8%
Grade 9	2,278	19.4%	(3.0%)	368	26.6%	(6.9%)	3,276	20.3%	(-0.9%)	7.3%	0.9%
Grade 10	1,578	18.9%	(1.4%)	338	13.0%	(-8.0%)	2,459	17.3%	(-6.6%)	-5.9%	-1.6%
Grade 11	895	7.8%	(-5.7%)	282	6.4%	(-8.6%)	767	12.6%	(-7.0%)	-1.4%	4.8%
Grade 12	549	7.1%	(-4.3%)	191	1.0%	(-7.5%)	182	4.9%	(-8.0%)	-6.1%	-2.2%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Grade Level Breakdown

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

Site or Student Group	Diagnostic 1			Diagnostic 2			Diagnostic 3			Δ Within Current Year	
	# Students	% On Above GL (Δ from Last Yr)		# Students	% On Above GL (Δ from Last Yr)		# Students	% On Above GL (Δ from Last Yr)		D1 to D2	D1 to D3
Fresno Unified	**49,699**	**8.8%**	**(0.4%)**	**38,976**	**18.9%**	**(1.3%)**	**50,778**	**31.3%**	**(4.3%)**	**10.1%**	**22.5%**
Kindergarten	4,710	7.5%	(-3.0%)	4,715	22.7%	(-2.8%)	4,730	51.2%	(6.5%)	15.2%	43.7%
Grade 1	4,986	4.1%	(-0.3%)	5,019	17.3%	(2.7%)	5,119	35.4%	(7.3%)	13.3%	31.4%
Grade 2	5,150	4.4%	(-0.2%)	5,109	14.8%	(-0.1%)	5,143	32.1%	(6.0%)	10.4%	27.7%
Grade 3	5,281	5.2%	(0.9%)	5,259	17.5%	(2.0%)	5,251	30.9%	(4.4%)	12.3%	25.7%
Grade 4	5,437	8.6%	(2.8%)	5,320	20.1%	(4.6%)	5,324	33.7%	(5.5%)	11.5%	25.1%
Grade 5	5,293	10.9%	(1.9%)	5,241	19.7%	(1.8%)	5,245	30.6%	(3.3%)	8.8%	19.6%
Grade 6	5,498	13.4%	(2.3%)	5,414	24.4%	(2.0%)	5,425	34.5%	(2.7%)	11.1%	21.1%
Grade 7	5,002	12.0%	(0.8%)	1,237	13.7%	(-3.1%)	4,185	22.0%	(3.0%)	1.6%	9.9%
Grade 8	4,323	8.7%	(-2.7%)	1,025	10.9%	(-6.6%)	3,744	19.4%	(0.9%)	2.2%	10.7%
Grade 9	1,848	20.5%	(0.9%)	213	8.0%	(-20.4%)	2,887	29.9%	(-0.7%)	-12.5%	9.4%
Grade 10	1,144	12.7%	(1.2%)	212	7.5%	(-9.4%)	2,598	20.2%	(1.5%)	-5.1%	7.5%
Grade 11	629	2.1%	(0.7%)	153	5.9%	(3.6%)	734	6.5%	(2.8%)	3.8%	4.5%
Grade 12	398	1.0%	(0.4%)	59	3.4%	(2.8%)	393	2.5%	(0.5%)	2.4%	1.5%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**50,536**	**17.5%** (0.9%)	**38,989**	**29.0%** (2.9%)	**50,639**	**36.0%** (2.5%)	**11.5%**	**18.5%**
Bullard Region	**7,531**	**26.8%** (2.1%)	**5,457**	**41.2%** (3.4%)	**7,434**	**47.2%** (2.1%)	**14.5%**	**20.4%**
Baird Middle	590	44.9% (5.9%)	325	46.2% (-0.1%)	551	54.3% (4.2%)	1.2%	9.3%
Bullard High	713	21.2% (3.7%)	15	6.7% (-18.8%)	658	24.0% (-0.6%)	-14.5%	2.8%
Bullard Talent K-8	708	43.4% (-0.3%)	723	54.5% (-2.4%)	708	65.0% (1.1%)	11.1%	21.6%
Figarden Elementary	537	21.0% (-0.5%)	523	31.9% (-2.8%)	519	47.6% (3.1%)	10.9%	26.5%
Gibson Elementary	372	34.4% (3.1%)	371	50.9% (-0.7%)	367	64.9% (3.7%)	16.5%	30.4%
Kratt Elementary	533	17.4% (1.4%)	537	34.1% (0.5%)	510	38.8% (-3.2%)	16.6%	21.4%
Lawless Elementary	597	17.9% (0.3%)	595	35.3% (-0.7%)	600	50.0% (4.8%)	17.4%	32.1%
Malloch Elementary	408	34.3% (2.2%)	419	56.6% (4.3%)	424	67.0% (4.7%)	22.2%	32.7%
Powers Elementary	386	18.9% (6.1%)	376	30.1% (-0.4%)	397	36.8% (-4.6%)	11.1%	17.9%
Slater Elementary	630	13.8% (2.7%)	615	27.6% (2.1%)	655	41.1% (5.3%)	13.8%	27.3%
Starr Elementary	335	30.4% (0.6%)	324	45.7% (3.3%)	327	61.5% (3.4%)	15.2%	31.0%
Tatarian Elementary	435	33.6% (4.5%)	428	54.7% (9.1%)	435	65.1% (2.9%)	21.1%	31.5%
Tenaya Middle	722	30.2% (1.1%)	4		719	37.3% (0.7%)		7.1%
Wawona K-8	565	15.6% (0.1%)	202	26.7% (2.7%)	564	28.0% (-2.0%)	11.2%	12.4%
Edison Region	**5,991**	**25.4%** (-0.7%)	**4,514**	**28.2%** (-4.0%)	**5,264**	**44.4%** (10.4%)	**2.8%**	**19.0%**
Addams Elementary	700	9.9% (3.5%)	737	20.6% (3.5%)	737	29.2% (3.7%)	10.8%	19.3%
Columbia Elementary	459	6.5% (0.5%)	518	16.4% (3.7%)	527	25.0% (4.0%)	9.9%	18.5%
Computech Middle	644	61.6% (-3.2%)		( )	723	72.6% (2.0%)		11.0%
Edison High	1,126	25.9% (0.5%)	417	22.8% (-4.8%)	969	28.9% (-3.1%)	-3.2%	3.0%
Gaston Middle	759	9.5% (-0.6%)	748	10.0% (-1.1%)	3		0.5%	
King Elementary	569	8.1% (2.1%)	559	20.2% (3.5%)	576	29.7% (4.3%)	12.1%	21.6%
Kirk Elementary	330	7.9% (1.1%)	331	24.8% (5.5%)	341	46.3% (10.1%)	16.9%	38.5%
Lincoln Elementary	486	10.3% (-1.6%)	475	22.7% (3.0%)	483	34.2% (5.1%)	12.4%	23.9%
Manchester Gate	683	70.3% (-1.3%)	655	82.9% (0.8%)	657	89.0% (1.2%)	12.6%	18.8%
Sunset Elementary	235	25.5% (-4.1%)	74	25.7% (-9.4%)	248	43.1% (-3.7%)	0.1%	17.6%
Fresno Region	**7,285**	**12.3%** (0.7%)	**5,306**	**23.8%** (3.6%)	**6,015**	**30.7%** (3.0%)	**11.5%**	**18.5%**
Cooper Middle	539	25.4% (4.1%)	521	33.4% (7.1%)	529	36.3% (4.1%)	8.0%	10.9%
Del Mar Elementary	469	13.0% (2.1%)	476	25.2% (4.0%)	474	33.8% (4.7%)	12.2%	20.7%
Fort Miller Middle	613	7.5% (-3.8%)	8		620	11.5% (-1.7%)		3.9%
Fremont Elementary	409	13.4% (4.1%)	398	23.1% (3.2%)	426	37.8% (5.6%)	9.7%	24.3%
Fresno High	1,301	11.1% (-1.1%)	168	12.5% (-5.2%)	10		1.4%	
Hamilton K-8	724	16.9% (0.7%)	477	31.0% (3.3%)	732	35.8% (-1.9%)	14.2%	18.9%
Heaton Elementary	472	7.6% (-1.1%)	490	18.4% (4.4%)	509	26.1% (4.7%)	10.7%	18.5%
Homan Elementary	517	14.9% (3.9%)	511	27.6% (5.8%)	526	38.2% (7.2%)	12.7%	23.3%
Muir Elementary	449	10.9% (2.5%)	436	25.2% (6.0%)	461	36.2% (2.4%)	14.3%	25.3%
Roeding Elementary	611	10.3% (-0.6%)	606	21.6% (1.2%)	613	33.9% (1.7%)	11.3%	23.6%
Williams Elementary	546	8.4% (1.5%)	569	16.9% (-0.7%)	575	24.9% (-2.6%)	8.4%	16.4%
Wilson Elementary	635	9.0% (0.0%)	646	21.2% (1.6%)	540	28.0% (-2.2%)	12.2%	19.0%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Hoover Region	**6,456**	**14.9%** **(0.5%)**	**5,274**	**28.1%** **(3.2%)**	**6,057**	**36.2%** **(2.0%)**	**13.2%**	**21.3%**
Ahwahnee Middle	355	18.6% (-3.0%)		()	365	25.2% (16.9%)		6.6%
Centennial Elementary	651	9.2% (-1.8%)	699	21.9% (0.0%)	655	31.1% (0.5%)	12.7%	21.9%
Eaton Elementary	425	28.9% (8.8%)	428	45.6% (7.4%)	439	62.0% (7.8%)	16.6%	33.0%
Holland Elementary	388	14.7% (1.3%)	382	25.7% (-0.9%)	392	38.3% (4.4%)	11.0%	23.6%
Hoover High	203	1.5% (-10.2%)	3		600	13.0% (-4.9%)		11.5%
McCardle Elementary	449	18.7% (1.2%)	450	30.4% (-1.0%)	441	42.0% (-1.4%)	11.7%	23.2%
Pyle Elementary	658	10.8% (-1.5%)	637	22.9% (4.5%)	658	31.5% (3.7%)	12.1%	20.7%
Robinson Elementary	429	16.8% (2.5%)	437	30.9% (0.5%)	199	51.3% (11.1%)	14.1%	34.5%
Thomas Elementary	719	13.4% (-0.4%)	711	26.7% (2.6%)	739	37.2% (4.4%)	13.4%	23.9%
Tioga Middle	631	13.8% (-2.2%)	4		33	6.1% (-15.5%)		-7.7%
Viking Elementary	670	15.2% (3.4%)	642	29.0% (0.2%)	633	42.3% (-1.1%)	13.7%	27.1%
Vinland Elementary	480	17.9% (1.2%)	473	28.1% (-1.2%)	500	37.0% (-3.4%)	10.2%	19.1%
Wolters Elementary	398	13.6% (3.0%)	408	26.5% (1.7%)	403	42.7% (5.7%)	12.9%	29.1%
McLane Region	**8,120**	**13.0%** **(2.4%)**	**6,299**	**26.0%** **(5.0%)**	**8,432**	**31.5%** **(1.8%)**	**13.0%**	**18.5%**
Birney Elementary	669	12.1% (0.0%)	687	28.7% (5.2%)	684	37.6% (1.6%)	16.6%	25.5%
Ericson Elementary	703	14.7% (5.7%)	717	30.0% (7.6%)	715	40.4% (5.3%)	15.3%	25.8%
Ewing Elementary	670	14.9% (3.3%)	700	28.3% (-1.0%)	677	39.1% (4.2%)	13.4%	24.2%
Hidalgo Elementary	476	7.6% (2.3%)	507	16.8% (0.9%)	523	25.4% (3.0%)	9.2%	17.9%
Leavenworth Elementary	578	17.3% (4.6%)	716	26.1% (0.7%)	706	36.5% (1.3%)	8.8%	19.2%
Mayfair Elementary	574	10.1% (0.9%)	562	27.4% (9.3%)	567	40.0% (11.2%)	17.3%	29.9%
McLane High	904	7.0% (-0.3%)	231	9.5% (1.6%)	1,205	9.5% (-0.1%)	2.6%	2.6%
Norseman Elementary	589	13.6% (4.3%)	587	23.9% (2.9%)	587	34.1% (3.3%)	10.3%	20.5%
Rowell Elementary	524	12.8% (1.1%)	558	25.3% (2.6%)	554	36.5% (2.0%)	12.5%	23.7%
Scandinavian Middle	745	14.4% (1.7%)	4		637	20.3% (-0.5%)		5.9%
Turner Elementary	566	12.0% (2.0%)	544	22.8% (1.9%)	535	40.9% (11.5%)	10.8%	28.9%
Wishon Elementary	462	19.0% (5.1%)	462	37.9% (7.9%)	475	50.3% (4.9%)	18.8%	31.3%
Yosemite Middle	660	16.2% (3.0%)	24	0.0% (-21.4%)	567	21.5% (-1.8%)	-16.2%	5.3%
Roosevelt Region	**6,711**	**13.1%** **(1.4%)**	**5,371**	**26.3%** **(5.7%)**	**7,695**	**31.2%** **(-0.3%)**	**13.1%**	**18.0%**
Anthony Elementary	396	15.7% (5.6%)	379	35.1% (8.4%)	395	42.3% (5.8%)	19.4%	26.6%
Balderas Elementary	619	13.9% (1.7%)	616	29.7% (11.1%)	623	41.7% (10.0%)	15.8%	27.8%
Calwa Elementary	537	9.9% (1.2%)	569	17.2% (1.7%)	540	28.1% (3.5%)	7.4%	18.3%
Jackson Elementary	321	12.1% (0.6%)	337	22.0% (-3.0%)	341	32.8% (-0.5%)	9.8%	20.7%
Jefferson Elementary	415	15.2% (3.9%)	382	35.9% (7.5%)	392	47.7% (7.8%)	20.7%	32.5%
Lane Elementary	461	11.5% (1.0%)	447	24.4% (4.4%)	469	33.3% (4.0%)	12.9%	21.8%
Lowell Elementary	323	9.9% (1.7%)	321	18.7% (-0.4%)	323	33.7% (3.4%)	8.8%	23.8%
Roosevelt High	146	2.1% (-8.0%)	21	0.0% (-2.0%)	1,084	12.7% (8.4%)	-2.1%	10.7%
Sequoia Middle	742	12.8% (-0.3%)	6		792	16.4% (14.1%)		3.6%
Tehipite Middle	457	10.1% (1.0%)	55	1.8% (-10.9%)	407	14.3% (-5.5%)	-8.2%	4.2%
Vang Pao Elementary	764	13.1% (2.7%)	752	27.1% (3.7%)	748	44.7% (8.2%)	14.0%	31.6%
Webster Elementary	291	7.9% (-2.1%)	299	19.1% (0.1%)	300	34.7% (7.3%)	11.2%	26.8%
Winchell Elementary	576	8.2% (-1.1%)	539	17.8% (1.6%)	639	27.1% (1.5%)	9.7%	18.9%
Yokomi Elementary	663	27.0% (2.4%)	648	40.0% (5.4%)	642	49.5% (4.8%)	13.0%	22.5%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

Site or Student Group	Diagnostic 1			Diagnostic 2			Diagnostic 3			Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		# Students	% On/Above GL (Δ from Last Yr)		D1 to D2	D1 to D3
Specialty Region	**1,888**	**23.9%**	**(0.3%)**	**1,165**	**25.9%**	**(-1.8%)**	**2,216**	**30.9%**	**(0.1%)**	**2.0%**	**7.0%**
Cambridge Continuation	83	1.2%	(-1.2%)	134	0.7%	(-5.5%)	94	1.1%	(-3.3%)	-0.5%	-0.1%
Design Science Middle College High	119	47.9%	(0.0%)			()	115	56.5%	(-4.3%)		8.6%
DeWolf Continuation	17	5.9%	(-0.7%)			()	23	0.0%			-5.9%
Duncan Polytechnical High	587	21.3%	(0.9%)			()	572	25.3%	(1.0%)		4.1%
eLearn Academy	667	27.7%	(0.4%)	666	35.4%	(3.6%)	661	45.1%	(8.5%)	7.7%	17.3%
eLearn Secondary	291	26.1%	()	269	20.1%	()	367	29.4%		-6.0%	3.3%
Patino School of Entrepreneurship	6			1			173	26.6%	(2.0%)		
Phoenix Elementary	21	4.8%	(4.8%)	40	20.0%	(11.7%)	48	14.6%	(-3.8%)	15.2%	9.8%
Phoenix Secondary	30	0.0%	(0.0%)	1			61	1.6%	(1.6%)		1.6%
Young Academy	67	7.5%	(-10.1%)	54	5.6%	(-15.6%)	102	13.7%	(-8.4%)	-1.9%	6.3%
Sunnyside Region	**6,554**	**16.1%**	**(2.2%)**	**5,603**	**30.1%**	**(5.7%)**	**7,526**	**34.3%**	**(1.6%)**	**14.0%**	**18.3%**
Ayer Elementary	541	12.8%	(1.6%)	517	26.9%	(4.1%)	553	35.8%	(5.9%)	14.1%	23.1%
Aynesworth Elementary	511	10.8%	(-1.7%)	488	23.2%	(0.5%)	509	30.8%	(0.0%)	12.4%	20.1%
Bakman Elementary	697	11.9%	(2.6%)	704	28.0%	(3.8%)	723	39.4%	(6.8%)	16.1%	27.5%
Burroughs Elementary	655	11.5%	(1.4%)	664	25.8%	(3.0%)	632	37.0%	(3.1%)	14.3%	25.6%
Easterby Elementary	620	18.2%	(3.2%)	632	36.4%	(7.8%)	639	46.8%	(5.1%)	18.2%	28.6%
Greenberg Elementary	501	15.6%	(3.5%)	507	34.1%	(7.2%)	522	44.3%	(5.8%)	18.6%	28.7%
Herrera Elementary	500	19.2%	()	520	31.7%	()	529	39.9%		12.5%	20.7%
Kings Canyon Middle	902	19.2%	(2.6%)	13	0.0%	(-20.1%)	884	22.1%	(-0.6%)	-19.2%	2.9%
Olmos Elementary	565	13.1%	(4.5%)	559	25.2%	(5.6%)	551	40.3%	(10.2%)	12.1%	27.2%
Storey Elementary	492	29.5%	(5.6%)	482	51.2%	(8.4%)	499	61.5%	(4.2%)	21.8%	32.1%
Sunnyside High	1					()	937	13.9%	(1.3%)		
Terronez Middle	569	16.3%	(-2.2%)	517	21.1%	(0.1%)	548	21.0%	(21.0%)	4.7%	4.6%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Regional and Site Breakdown

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

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Fresno Unified	**49,699**	**8.8%** **(0.4%)**	**38,976**	**18.9%** **(1.3%)**	**50,778**	**31.3%** **(4.3%)**	**10.1%**	**22.5%**
Bullard Region	**7,377**	**13.3%** **(1.5%)**	**5,452**	**27.7%** **(2.2%)**	**7,721**	**40.1%** **(3.3%)**	**14.4%**	**26.7%**
Baird Middle	590	28.1% (3.2%)	305	42.6% (5.0%)	570	45.4% (0.3%)	14.5%	17.3%
Bullard High	496	13.9% (1.2%)	1		896	32.0% (4.7%)		18.1%
Bullard Talent K-8	732	22.1% (3.0%)	725	38.2% (-0.1%)	720	55.1% (2.8%)	16.1%	33.0%
Figarden Elementary	539	10.6% (0.8%)	516	21.7% (-2.0%)	517	39.8% (5.5%)	11.1%	29.3%
Gibson Elementary	373	15.3% (-1.5%)	371	34.0% (-2.1%)	366	54.1% (5.0%)	18.7%	38.8%
Kratt Elementary	530	6.2% (1.3%)	533	16.3% (-2.0%)	556	29.5% (0.6%)	10.1%	23.3%
Lawless Elementary	591	10.0% (4.7%)	593	25.3% (0.3%)	598	44.3% (4.7%)	15.3%	34.3%
Malloch Elementary	406	16.7% (2.3%)	412	35.4% (-1.3%)	423	50.6% (-0.8%)	18.7%	33.8%
Powers Elementary	386	7.0% (2.6%)	377	22.0% (4.3%)	398	31.2% (0.2%)	15.0%	24.2%
Slater Elementary	628	3.8% (-0.3%)	612	14.1% (0.9%)	658	32.4% (10.8%)	10.2%	28.5%
Starr Elementary	336	17.0% (2.0%)	325	34.2% (1.9%)	309	58.3% (8.6%)	17.2%	41.3%
Tatarian Elementary	426	14.8% (2.7%)	424	35.4% (5.8%)	433	60.0% (9.4%)	20.6%	45.3%
Tenaya Middle	757	14.3% (2.6%)	1		756	26.3% (-2.1%)		12.1%
Wawona K-8	587	5.6% (-1.5%)	257	19.8% (9.4%)	521	24.4% (1.2%)	14.2%	18.8%
Edison Region	**5,742**	**16.8%** **(-0.8%)**	**4,580**	**21.2%** **(-4.0%)**	**4,921**	**40.7%** **(9.4%)**	**4.4%**	**23.9%**
Addams Elementary	702	4.0% (0.9%)	721	13.5% (4.1%)	733	24.0% (5.2%)	9.5%	20.0%
Columbia Elementary	451	3.8% (2.0%)	514	8.8% (2.1%)	525	22.3% (6.3%)	5.0%	18.5%
Computech Middle	503	43.9% (-5.0%)			668	56.7% (-5.8%)		12.8%
Edison High	897	24.4% (1.7%)	215	3.7% (-23.8%)	659	28.5% (-1.4%)	-20.7%	4.1%
Gaston Middle	755	4.9% (0.0%)	749	6.7% (-2.0%)	4		1.8%	
King Elementary	567	4.2% (2.3%)	557	11.8% (0.6%)	575	24.7% (8.8%)	7.6%	20.5%
Kirk Elementary	323	3.4% (0.6%)	326	16.0% (6.5%)	298	40.6% (12.4%)	12.5%	37.2%
Lincoln Elementary	483	7.0% (1.1%)	468	22.2% (5.9%)	475	35.6% (2.5%)	15.2%	28.5%
Manchester Gate	680	51.2% (-1.6%)	655	73.0% (-0.3%)	657	86.5% (-1.1%)	21.8%	35.3%
Sunset Elementary	381	7.1% (1.6%)	375	19.2% (2.9%)	327	43.4% (9.3%)	12.1%	36.3%
Fresno Region	**7,111**	**4.9%** **(0.7%)**	**5,102**	**14.1%** **(1.7%)**	**6,806**	**23.2%** **(2.9%)**	**9.2%**	**18.3%**
Cooper Middle	541	10.4% (-0.5%)	498	18.7% (2.4%)	529	26.5% (4.1%)	8.3%	16.1%
Del Mar Elementary	461	4.6% (-0.2%)	471	13.2% (-3.2%)	460	29.1% (5.9%)	8.6%	24.6%
Fort Miller Middle	608	2.1% (-0.5%)	5		599	6.0% (-1.1%)		3.9%
Fremont Elementary	414	6.0% (3.3%)	394	14.7% (2.8%)	428	32.2% (10.9%)	8.7%	26.2%
Fresno High	1,142	6.6% (0.5%)	36	0.0% (-11.8%)	849	14.5% (-0.3%)	-6.6%	7.9%
Hamilton K-8	741	6.3% (0.4%)	470	19.8% (2.6%)	732	28.4% (1.6%)	13.4%	22.1%
Heaton Elementary	471	1.7% (-0.5%)	488	7.0% (-0.2%)	510	16.3% (2.4%)	5.3%	14.6%
Homan Elementary	518	6.4% (3.3%)	504	16.9% (4.2%)	525	32.8% (6.7%)	10.5%	26.4%
Muir Elementary	445	4.0% (2.1%)	433	15.0% (2.6%)	459	31.8% (9.2%)	11.0%	27.8%
Roeding Elementary	601	4.3% (0.3%)	607	12.4% (-0.5%)	613	29.0% (2.1%)	8.0%	24.7%
Williams Elementary	539	2.4% (1.3%)	556	10.4% (0.2%)	559	19.7% (2.7%)	8.0%	17.3%
Wilson Elementary	630	2.4% (-0.6%)	640	14.8% (1.2%)	543	20.3% (-4.5%)	12.5%	17.9%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

Academic Performance OKR - i-Ready On or Above Grade Level - 2022-23 Diagnostic 3
Regional and Site Breakdown

Student Goal: Improve Academic Performance at Challenging Levels

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

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

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Hoover Region	**6,309**	**6.5%** (0.6%)	**5,301**	**16.1%** (0.9%)	**5,983**	**28.8%** (3.6%)	**9.7%**	**22.4%**
Ahwahnee Middle	299	11.7% (1.6%)	16	0.0% (-15.0%)	350	18.0% (18.0%)	-11.7%	6.3%
Centennial Elementary	701	3.6% (0.0%)	698	10.6% (-0.5%)	700	21.6% (1.4%)	7.0%	18.0%
Eaton Elementary	423	13.7% (4.2%)	426	29.8% (6.8%)	439	51.5% (6.1%)	16.1%	37.8%
Holland Elementary	384	5.7% (0.9%)	377	16.4% (-3.2%)	392	29.1% (2.8%)	10.7%	23.4%
Hoover High	52	0.0% (-7.7%)	27	0.0% (-12.0%)	503	15.5% (0.6%)	0.0%	15.5%
McCardle Elementary	449	9.6% (2.0%)	451	18.6% (-0.4%)	441	36.3% (1.4%)	9.0%	26.7%
Pyle Elementary	651	1.8% (-1.4%)	634	9.6% (0.2%)	655	22.1% (5.5%)	7.8%	20.3%
Robinson Elementary	432	10.0% (4.2%)	443	21.9% (-2.2%)	198	47.5% (11.2%)	11.9%	37.5%
Thomas Elementary	718	4.9% (1.0%)	702	14.4% (0.4%)	734	29.0% (6.7%)	9.5%	24.1%
Tioga Middle	667	6.1% (0.3%)	2		37	16.2% (0.0%)		10.1%
Viking Elementary	667	6.6% (2.3%)	653	15.6% (0.4%)	635	29.8% (0.7%)	9.0%	23.2%
Vinland Elementary	471	5.9% (-0.3%)	466	16.5% (-0.7%)	498	30.3% (-2.9%)	10.6%	24.4%
Wolters Elementary	395	5.3% (1.2%)	406	17.5% (4.3%)	401	33.4% (3.7%)	12.2%	28.1%
McLane Region	**7,920**	**5.8%** (0.9%)	**6,149**	**17.4%** (3.9%)	**8,322**	**28.0%** (3.5%)	**11.6%**	**22.2%**
Birney Elementary	668	6.7% (2.2%)	687	22.4% (6.8%)	680	36.0% (5.6%)	15.7%	29.3%
Ericson Elementary	700	5.6% (2.6%)	711	20.8% (9.1%)	715	34.3% (4.4%)	15.2%	28.7%
Ewing Elementary	750	5.2% (0.9%)	742	17.5% (1.4%)	748	31.8% (0.5%)	12.3%	26.6%
Hidalgo Elementary	505	3.2% (-0.2%)	501	10.8% (1.0%)	542	20.7% (0.1%)	7.6%	17.5%
Leavenworth Elementary	708	6.2% (0.3%)	741	18.4% (3.5%)	752	35.2% (4.3%)	12.1%	29.0%
Mayfair Elementary	569	4.4% (0.1%)	563	16.7% (1.7%)	565	35.0% (10.8%)	12.3%	30.7%
McLane High	481	4.0% (-1.1%)	67	0.0% (-7.9%)	923	15.7% (4.6%)	-4.0%	11.8%
Norseman Elementary	593	5.9% (1.8%)	588	15.1% (2.3%)	587	29.8% (3.5%)	9.2%	23.9%
Rowell Elementary	564	5.7% (1.9%)	548	18.4% (5.4%)	552	32.8% (3.9%)	12.8%	27.1%
Scandinavian Middle	717	6.4% (-0.9%)	2		698	12.9% (-1.9%)		6.5%
Turner Elementary	563	5.5% (2.1%)	544	14.3% (-0.8%)	533	32.8% (7.6%)	8.8%	27.3%
Wishon Elementary	461	7.8% (1.1%)	455	19.3% (1.9%)	477	34.4% (4.5%)	11.5%	26.6%
Yosemite Middle	641	8.4% (1.3%)			550	18.2% (3.4%)		9.8%
Roosevelt Region	**6,796**	**6.1%** (0.4%)	**5,638**	**17.5%** (3.3%)	**7,647**	**30.1%** (3.9%)	**11.4%**	**24.0%**
Anthony Elementary	390	8.2% (4.1%)	373	28.2% (11.9%)	391	39.6% (4.7%)	19.9%	31.4%
Balderas Elementary	619	6.3% (2.5%)	612	18.1% (2.8%)	619	35.5% (10.7%)	11.8%	29.2%
Calwa Elementary	572	4.0% (0.1%)	557	12.4% (1.6%)	579	26.8% (4.2%)	8.4%	22.7%
Jackson Elementary	343	7.6% (4.6%)	333	14.1% (2.6%)	340	34.1% (6.5%)	6.5%	26.5%
Jefferson Elementary	411	6.8% (2.9%)	383	24.5% (7.1%)	393	49.4% (16.9%)	17.7%	42.6%
Lane Elementary	531	3.2% (-1.7%)	515	13.6% (-0.7%)	522	25.9% (3.5%)	10.4%	22.7%
Lowell Elementary	322	3.1% (0.2%)	320	15.3% (6.0%)	324	26.9% (4.8%)	12.2%	23.7%
Roosevelt High	76	0.0% (-7.6%)	56	0.0% (-3.9%)	1,021	19.1% (11.9%)	0.0%	19.1%
Sequoia Middle	767	7.8% (1.3%)	3		797	15.2% (12.2%)		7.4%
Tehipite Middle	405	2.5% (-0.6%)	186	5.9% (0.1%)	341	4.1% (-4.5%)	3.4%	1.6%
Vang Pao Elementary	762	5.9% (1.6%)	731	20.4% (1.0%)	744	48.3% (10.2%)	14.5%	42.3%
Webster Elementary	292	3.8% (1.5%)	303	10.2% (-1.4%)	300	28.0% (4.6%)	6.5%	24.2%
Winchell Elementary	644	3.3% (-0.3%)	625	10.6% (1.2%)	637	27.5% (7.4%)	7.3%	24.2%
Yokomi Elementary	662	14.2% (-1.4%)	641	29.2% (2.9%)	639	46.0% (8.7%)	15.0%	31.8%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

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Regional and Site Breakdown

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Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ Within Current Year	
	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	# Students	% On/Above GL (Δ from Last Yr)	D1 to D2	D1 to D3
Specialty Region	**1,810**	**15.7%** (-0.5%)	**1,039**	**21.8%** (0.3%)	**2,115**	**29.7%** (6.1%)	**6.0%**	**13.9%**
Cambridge Continuation	1		1		81	3.7% (3.7%)		
Design Science Middle College High	87	40.2% (-0.6%)			137	63.5% (6.8%)		23.3%
DeWolf Continuation								
Duncan Polytechnical High	525	20.6% (6.9%)			489	32.9% (14.1%)		12.4%
eLearn Academy	674	13.9% (-3.8%)	657	23.6% (1.3%)	661	33.4% (7.7%)	9.6%	19.5%
eLearn Secondary	427	10.8%	311	21.5%	431	25.3%	10.8%	14.5%
Patino School of Entrepreneurship	1				126	22.2% (0.0%)		
Phoenix Elementary	21	4.8% (4.8%)	40	2.5% (-1.7%)	49	16.3% (5.8%)	-2.3%	11.6%
Phoenix Secondary	30	0.0% (0.0%)			68	0.0% (-2.0%)		0.0%
Young Academy	44	0.0% (-13.1%)	30	10.0% (-5.1%)	73	15.1% (-5.7%)	10.0%	15.1%
Sunnyside Region	**6,634**	**7.3%** (1.6%)	**5,715**	**17.9%** (1.8%)	**7,263**	**30.4%** (4.0%)	**10.6%**	**23.1%**
Ayer Elementary	541	4.6% (-0.6%)	517	12.8% (1.3%)	547	28.3% (5.6%)	8.1%	23.7%
Aynesworth Elementary	508	3.5% (1.5%)	486	11.1% (1.0%)	511	23.3% (2.7%)	7.6%	19.7%
Bakman Elementary	698	5.3% (2.3%)	698	17.3% (3.9%)	725	37.1% (9.5%)	12.0%	31.8%
Burroughs Elementary	669	4.8% (0.7%)	658	17.5% (0.4%)	684	41.5% (7.7%)	12.7%	36.7%
Easterby Elementary	622	11.4% (5.2%)	637	25.6% (5.8%)	637	46.0% (9.4%)	14.2%	34.6%
Greenberg Elementary	501	8.2% (3.1%)	509	23.0% (6.1%)	513	37.6% (7.3%)	14.8%	29.4%
Herrera Elementary	513	7.4%	520	17.3%	525	29.5%	9.9%	22.1%
Kings Canyon Middle	910	11.1% (1.7%)	2		861	16.6% (-3.1%)		5.5%
Olmos Elementary	567	5.6% (2.6%)	559	16.5% (2.8%)	549	29.9% (7.2%)	10.8%	24.2%
Storey Elementary	492	11.0% (1.8%)	482	30.9% (1.5%)	499	52.5% (2.6%)	19.9%	41.5%
Sunnyside High	62	0.0% (-5.3%)	67	0.0% (-14.5%)	649	13.9% (7.7%)	0.0%	13.9%
Terronez Middle	551	6.7% (-1.8%)	580	9.7% (-2.8%)	563	14.6% (-3.4%)	2.9%	7.8%

Report reflects results for grades K-12. Diagnostic 2 (Nov 28- Dec 16) was not required for grades 7-12 in 2022-23, although some MS sites participated in D2 testing. The general D3 MS window was Feb 21- March 10. The Elementary and HS window was Mar 27 - May 19. While most MS sites took the D3 diagnostic during their specified window, some MS sites took the D3 diagnostic outside of their specified window. Additionally, one MS took the D2 diagnostic (unrequired) 5 weeks after the D2 window closed. Caution is recommended when interpreting MS results using Spring as a reference point due to the variation in testing dates.

BC Number BFS-1

From the Office of the Superintendent

Date: June 09, 2023

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for June 02, 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 June 02, 2023 is attached and includes the following articles:

- Congress Approves Debt Ceiling Legislation – June 02, 2023
- Gavin Newsom Warns California Schools that Ban Books Will Answer to the Attorney General – June 01, 2023
- With Chronic Absenteeism on the Rise, Why is California Making School Transportation Harder? – May 31, 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: 06/09/2023

DATE: June 2, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

2023-24 State Budget Update

In last week's *Sacramento Update*, we detailed the education actions taken by the Assembly and Senate budget committees for their respective versions of the 2023-24 State Budget, but there is nothing new to report this week on the negotiations between the two houses.

While we continue to hear rumors that the Legislature wants to forgo the formal conference committee process, whereby both houses approve their own version of the State Budget and then form a committee to reconcile the differences, there has yet to be a deal announced by the two sides. When the parties do come to an agreement, they will provide a joint press release highlighting the key points of their 2023-24 State Budget. From there, they will 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.

House of Origin Deadline

The Assembly and Senate both conducted lengthy floor sessions this week in order to consider bills before the June 2 house of origin deadline. Since both houses were able to complete their work yesterday, they are in their home districts today. Below are some of the noteworthy education bills that cleared this deadline and are now in the second house:

- Assembly Bill (AB) 247 (Muratsuchi, D-Torrance) would place a $14 billion transitional kindergarten (TK) through community college school bond on the 2024 statewide ballot in an unspecified election, which would replenish funding under the School Facilities Program

- AB 249 (Holden, D-Pasadena) would require a community water system to test for lead in each of their Title I school site's potable water system outlets

and require a local educational agency (LEA) to make faucets inoperable and provide an alternative source of potable water if they are found to have excess lead levels

- AB 377 (Muratsuchi) would eliminate the K-12 Strong Workforce Program and reappropriate the ongoing $150 million into the Career Technical Education Incentive Grant (CTEIG), thus increasing the annual CTEIG allocation from $300 million to $450 million beginning with the 2024-25 fiscal year

- AB 938 (Muratsuchi) would establish new Local Control Funding Formula (LCFF) funding grants base rates in 2030-31 that would be double those put in place when the LCFF was established in 2013-14

- AB 1192 (McCarty, D-Sacramento) would require, beginning in the 2025-26 school year, a school district or charter school to provide professional development to a teacher aide assigned to TK and delays the start of the requirement that a school district or charter school maintain an average ratio of 10:1 for TK classrooms to 2025-26, but removes the "contingent upon an appropriation" language

- AB 1517 (Gallagher, R-Yuba City) would require, when a school district is determined to be in need of special technical assistance for the performance of students with disabilities, the superintendent to consult with its Special Education Local Plan Area administrator to determine which specific actions are needed to support student outcomes

- AB 1699 (McCarty) would require classified full- or part-time vacancies to be prioritized for current employees before the vacancy may be posted publicly

- Senate Bill (SB) 28 (Glazer, D-Orinda) would place a $15 billion preschool through higher education bond before voters on the March 2024 primary election ballot

- SB 88 (Skinner, D-Berkeley) would impose new requirements on any driver providing transportation to students for compensation, including being mandated reporters, clearing tuberculosis risk assessments, and passing a criminal background check

- SB 98 (Portantino, D-Burbank) would provide LEAs with supplemental funding based on the difference between what the LEA would have received if LCFF funds were apportioned using enrollment and what the LEA did receive under the LCFF using average daily attendance

- SB 291 (Newman, D-Fullerton) would, commencing with the 2024-25 school year, require LEAs serving students in grades K-6 to provide at least 30 minutes of recess daily

- SB 354 (Ochoa Bogh, R-Yucaipa) would require the Commission on Teacher Credentialing, by January 1, 2025, to revise its Administrative Services Credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on universal design for learning

- SB 433 (Cortese, D-San Jose) would, in non-merit districts, remove the authority of a school or community college board to subject a permanent classified employee to disciplinary action for due cause, and the authority would instead be delegated to a third-party official, agreed upon by both the district and the employee organization

- SB 445 (Portantino) would require LEAs, upon a parent's request, to translate the student's Individualized Educational Plan (IEP) and other related documents in the native language of the parent within 30 calendar days of the IEP team meeting

- SB 532 (Weiner, D-San Francisco) would exempt fiscal disclosure requirements for local tiered tax and bond measures from the 75-word cap on local ballot labels

- SB 541 (Menjivar, D-San Fernando Valley) would require schools, on or before the start of the 2024-25 school year, to make internal and external condoms available for free to all students in grades 9-12

- SB 760 (Newman) would require, by January 1, 2025, each LEA maintaining any combination of classes from K-12 to provide at least one all-gender restroom for pupil use at each of its school sites

- SB 765 (Portantino) would exempt California State Teachers' Retirement System retirees from the postretirement earnings compensation limit and the 180-day break in service requirement if certain criteria are met from July 1, 2024, to June 30, 2026

While most bills being considered will clear the house of origin deadline, it is much harder to get out of the second house than the first for various reasons: policy committee members expect the kinks of a bill to be substantially worked out by this point in the process and are not as forgiving as when a bill was just a few weeks old—as is the case during the first round of policy committee hearings; additionally, the priorities of one house may not align with the priorities of the other, making certain measures more difficult to pass.

Leilani Aguinaldo

Congress Approves Debt Ceiling Legislation

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
June 2, 2023

On Wednesday, May 31, 2023, the U.S. House of Representatives approved the debt ceiling deal brokered by President Joe Biden and House Speaker Kevin McCarthy (R-CA) by a vote of 314-117. The U.S. Senate followed suit, approving the bill late Thursday evening by a vote of 63-36 and then sent the measure to President Biden, who is expected to sign the legislation into law at some point today, Friday, June 2, 2023.

The agreement reached between the Biden Administration and Speaker McCarthy suspends the federal government's $31.4 trillion borrowing limit through January 1, 2025, ensuring that there will be no debt ceiling standoff between the President and House Republicans during the 2024 presidential election. More importantly, the deal averts an economic crisis by guaranteeing that the U.S. will not default on its financial obligations. Without this deal, U.S. Treasury Secretary Janet Yellen predicted that the nation would have hit its debt limit on June 5.

In exchange for suspending the debt ceiling, the Biden Administration agrees to keep non-defense spending flat in fiscal year (FY) 2024 and cap total spending increases for FY 2025 at 1%. This means that the $10.8 billion increase for education programs that President Biden proposed back in his FY 2024 budget blueprint back in March will not be realized (see "President Biden Releases 2024 Budget" in the March 2023 Fiscal Report).

The agreement also claws back approximately $27 billion in unspent COVID-19 relief funding, including $392 million from the Education Stabilization Fund (ESF). The ESF is comprised of the four primary federal emergency relief funds for education during the pandemic: the Elementary and Secondary School Emergency Relief Fund, the Governor's Emergency Education Relief Fund, the Emergency Assistance to Non-Public Schools Fund, and the Higher Education Emergency Relief Fund.

It is important to note that the dollars being recaptured from the ESF are unobligated funds that have yet to be awarded because they are still sitting in the U.S. Treasury and thus were not available for release to states or local educational agencies (LEAs) by the U.S. Department of Education. This means that LEAs should not worry about forfeiting ESF dollars they have spent or encumbered since the obligation and spending deadlines for the various funds have not changed in the debt ceiling measure.

The bill also imposes stricter work requirements for the Supplemental Nutrition Assistance Program, claws back funding for the Internal Revenue Service enforcement, protects veterans' health care benefits, restarts student loan repayments, and accelerates the permitting of new energy projects. The Congressional Budget Office estimates that the legislation will cut federal spending by $1.5 trillion over a decade.

Note: Governor Gavin Newsom, State Superintendent of Public Instruction Tony Thurmond, and Attorney General Rob Bonta sent a [letter](#) to school leaders this week warning that the U.S. Constitution restricts banning educational materials solely on the grounds that they're "controversial, unpopular, or offensive to some."

Gavin Newsom Warns California Schools that Ban Books Will Answer to the Attorney General

By Maggie Angst
The Sacramento Bee
June 1, 2023

Gov. Gavin Newsom sent a stern message Thursday to school leaders across California — any attempt to ban books from classrooms or libraries may require them to answer to the state attorney general.

In a letter to county and district superintendents and charter school administrators, Newsom, State Superintendent Tony Thurmond and Attorney General Rob Bonta cautioned against instituting any book bans.

Should a school still choose to remove certain instructional materials, the trio warns that it could be asked to explain its decision-making process to Bonta's office.

"As state leaders elected to represent the values of all Californians, we offer our response in one shared voice: Access to books – including books that reflect the diverse experiences and perspectives of Californians, and especially, those that may challenge us to grapple with uncomfortable truths – is a profound freedom we all must protect and cultivate," the letter read.

The free speech organization Pen America has found instances of book bans rising rapidly across the nation. During the first half of the 2022-23 school year, there were 1,477 cases of books being removed from schools, up from 1,149 in the previous six months, according to a recent PEN report.

The American Library Association recorded 87 challenged book titles in 2022 in California, and almost all of the top 10 books targeted for removal revolved around LBGTQ issues. The two most challenged were "Gender Queer: A Memoir" by Maia Kobabe and "Beyond Magenta" by Susan Kuklin, according to the Library Association.

Book bans are frequently invoked by Newsom as a prime example of repressive policies in red states such as Texas and Florida, and a stark contrast to California.

The letter distributed to California schools on Thursday highlighted constitutional precedent and case law that officials say restrict the removal of books and mandate that school administrators preserve freedom of speech and academic freedom.

Newsom, Bonta and Thurmond said it was meant to assist school leaders with "fielding requests within your community while you continue to support your students and their educational rights."

Note: SB 88 (Skinner) has been one of the most contentiously fought education bills this year, and opposition continues to mount as it moves to the second house.

With Chronic Absenteeism on the Rise, Why is California Making School Transportation Harder?

By Georgina Rodriguez, Guest Commentary
CalMatters
May 31, 2023

Graduation season is always a bittersweet time for me. It serves as a reminder of all that I've accomplished and how proud I am of how far I've come. But it's also a reminder of how close I came to not graduating from high school.

I grew up in a family that experienced homelessness. My parents, two sisters and I constantly moved from one shelter to another, struggling to find stability. Eventually, my sisters and I ended up in the foster care system. Given how much we moved around, getting to school every day was one of my biggest challenges. Transportation often prevented me from going to school.

Today, chronic absenteeism in California schools is worse than it was before the pandemic. For so many children in California, chronic absenteeism isn't a result of not wanting to go to school – it's simply that they can't get there.

In California, we invest a lot of money in our school bus system, which is an essential part of the way kids get to school. But the reality is that yellow buses don't work for every child, especially for kids in foster care. With absenteeism on the rise, it's more important than ever that we find ways to get every kid to school.

This isn't for lack of trying from our representatives and school leaders. Last year, California received historic funding for transportation. Everyone agrees that school transportation is critical for kids and that it is a key factor in whether or not they can be successful in school. This time of year, we have an urgent opportunity to get students to school every single day to meet attendance and graduation goals.

But there's a bill moving through the California Legislature, Senate Bill 88, which would force transportation options that serve students with specialized needs to meet complicated, illogical and almost impossible requirements. If Oakland state Sen. Nancy Skinner's proposal becomes law, these vital transportations options that help fill the gaps could struggle to exist.

When I was moved into the foster care system, I desperately wanted to attend my school of origin so I could see my sisters, who were living in a different home. But there was no school bus or public transportation that could get me there, leaving me separated from the most important people in my life.

In the span of one year, my sisters and I moved homes five times and I attended three different schools. Every time I changed schools, some of my coursework didn't transfer. I thought I wasn't going to graduate. In fact, I thought about quitting altogether.

For a while, I tried taking a two-hour public bus ride to go to school with my sisters, but I couldn't maintain the schedule. I was falling apart mentally and falling behind in school.

Eventually, my social worker alerted me to another option called HopSkipDrive, which works with school districts and other agencies to arrange rides for students who need extra help getting to school. It changed everything. The service cut the ride to just 30 minutes, and allowed my sisters and I to ride to school together.

The shortened commute also allowed me to go to school early or sometimes stay late so I could catch up on the credits I missed. After a lot of hard work, I graduated with a president's award, citizenship award and on the honor roll.

I got lucky discovering HopSkipDrive, but I don't want other kids in foster care to have to go through what I went through before that. Kids who are in the system already can feel like they aren't wanted and don't belong, and there are so many things that they have to deal with on a daily basis.

With so much instability at home, getting to school safely and consistently is one less thing to worry about.

SB 88 could make it much more difficult for services like this to survive, prompting school districts and county education offices across California to oppose the bill. At this time of year, and in this time for our state, we need to be looking for every solution to get kids to school.

I hope more people will hear my story and think about the thousands of students like me across California. We need to expand options for kids, not shrink them.

BC Number BFS-2

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Ashlee Chiarito, Executive Officer

Cabinet Approval:

Date: June 09, 2023

Phone Number: 457-3934

Regarding: School Plans for Student Achievement

The purpose of this communication is to provide the Board information regarding upcoming approval of the School Plans for Student Achievement (SPSA) for the 2023/24 school year. This item is number A-5 on the Board agenda for June 14, 2023. The development of SPSAs is an ongoing cycle of reflection, undertaken by each school, that includes reviewing student outcomes, identifying disproportionate performance, and directing resources towards improvement.

Each plan is aligned with the five district goals and utilizes the $39.5 million of recommended resources for school level planning that was proposed to the Board on January 25, 2023 during Phase I of the 2023/24 Budget Development Process. The proposed State and Federal funds are listed below:

- Local Control Funding Formula (LCFF) Supplemental and Concentration Funds – $29.1 million
- Elementary and Secondary School Emergency Relief (ESSER) Funds – $2.1 million
- Federal Title I Funds – $8.3 million

This is a collaborative process between departments, schools, and educational partners. The Office of State and Federal Programs provided training and support to schools, including budget development and review of statutory requirements of each plan. Research, Evaluation and Assessment assisted with the needs assessment by supporting metric identification in alignment with the state dashboard and district goals. School Leadership guided site leaders and provided feedback to schools in the development of the SPSAs. Educational partners at each site provided plan feedback. School Site Councils (SSC), made up of parents, students, and staff, are responsible for developing and approving the SPSA.

As in previous years, equity-based funding principles are utilized based on the individual school's population of low-income, foster youth, and English learners to determine allocations. Trends demonstrate increased school investment of academic support for students and teachers, technology, and resources to connect with parents and families.

The District is required to set aside a minimum of 1% of the Title I allocation for Family and Community Engagement. Schools continue to demonstrate the value of family engagement, programming over 6.0% of funding for those activities. The attached chart summarizes investments made by school sites through this process.

Schools and departments worked collaboratively to support a successful SPSA process. It is recommended that the Board approve the 2023/24 School Plan for Student Achievement plans on June 14, 2023.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.

Approved by Superintendent

Robert G. Nelson Ed.D. _____

Date: 06/09/2023

BC Number ID-1

From the Office of the Superintendent   Date: June 09, 2023
To the Members of the Board of Education
Prepared by: Rita Baharian, Prevention & Intervention Executive   Phone Number: 457-3341
Cabinet Approval: *N Bato*

Regarding: Year Two Learning Communities for School Success Program Grant Update

The purpose of this board communication is to provide the Board with an update on the three-year Learning Communities for School Success Program grant awarded in August 2021. Grant funds support the development of systems and structures for our Multi-Tiered System of Support (MTSS) framework by enhancing our Tier II targeted interventions districtwide, strengthening our social emotional, and behavioral supports, and refining our Tier III system.

Using grant funds, we hired the last three out of five Tier II Intervention Specialists for the 2022/23 academic year to assist in implementing Tier II structures, interventions, and support at our grant sites. The Tier II Intervention Specialist provides direct services to students with evidence-based targeted interventions to address social, emotional, behavioral, and attendance needs.

The Grant Project Team, made up of representatives from the grant sites, has convened three times during the 2022/23 school year to collaborate on Tier II and III structures and supports. Along with reviewing grant action items and examining student data, the team collectively identified steps to further promote student access to appropriate interventions and identify progress monitoring tools.

A cross-departmental leadership team is identifying curriculum, identification criteria, progress monitoring tools, and universal strategies to develop our targeted academic, social emotional, and behavioral interventions.

In support of refining our Tier III system, a cross-departmental work team has drafted a Student Success Team guidebook that will support sites through the referral process, identify areas of student need, and support the team with the development of a Tier III educational plan for students with intense academic, social, emotional, and behavioral needs. In addition, Tier III resources will be piloted at three sites next school year to collect feedback and guide revisions before systemwide implementation later in the Fall or Spring depending on the revisions needed.

Finally, grant funds will be utilized to assign Tier II Intervention Specialists to the five grant sites during Summer Academy from June 12 to June 30, 2023, to provide ongoing intervention. In addition, one Behavioral Intervention Specialist will provide intensive behavioral support to students with greater needs across the grant sites.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at 457- 3341.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:___06/09/2023___

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: *[signature]*

Date: June 09, 2023

Phone Number: 248-7534

Regarding: 2023/24 HBCU Step Up Program Staffing & Funding

The purpose of this board communication is to provide an update regarding the staffing and funding that has been presented to the board as one of the investments included in the Strategic Budget Development process in support of the HBCU Step Up program for the upcoming school year. During the 2022/23 HBCU Step-up pilot year, 11th grade students enrolled at Sunnyside, Edison and Bullard participated in multiple college level courses in partnership with Benedict College, a Historically Black College and University (HBCU) located in Columbia South Carolina. Following the targeted growth plan for the HBCU Step Up program, students in both the 11th and 12th grades at Sunnyside, Edison and Bullard High Schools will have access to the HBCU Step Up program during the upcoming 2023/24 school year. Funding and staffing investment requests that were brought to the board as component of the 2023/24 Strategic Budget Development process to support this expansion include:

- 3 Full Time Equivalent (FTE) Teaching Positions
- Manager II position to support and grow HBCU Step Up program
- $300,000 for HBCU Step Up tutors and wrap around student supports
- $210,000 for HBCU Caravan, professional learning, reduced tuition and enrollment fees
- $377,000 to provide to support college preparation and visitations, student experiences, and community events

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7534.

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

Date:_06/09/2023_

BC Number ID-3

From the Office of the Superintendent

Date: June 09, 2023

To the Members of the Board of Education

Prepared by Susana Montanez, GATE Manager II, Edith Navarro,

Phone Number: 457-6079

Administrator & Marie Williams Ed.D., Instructional Superintendent

Cabinet Approval: *N Bath*

Regarding: Qualifications and Support for Gifted and Talented Education

The purpose of this board communication is to provide the Board with an update on the qualification practices and instructional supports for Gifted and Talented Education (GATE) programs. In 2014, Fresno Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR). As part of the work with OCR, Fresno Unified worked with a nationally recognized specialist and legal counsel with expertise in gifted education to focus on equitable eligibility.

In 2021/22 after exiting OCR monitoring, a cross-departmental GATE Advisory Committee was created consisting of site leaders and representation from several district departments: Curriculum, Instruction and Professional Learning (CIPL), State and Federal, School Choice Office, Equity & Access and Research, Evaluation and Assessment. The GATE Advisory Committee assures fidelity to OCR recommendations which have resulted in multiple measures to qualify students for GATE while decreasing inequities in under-represented groups.

This year, 2022/23, for first grade students initially identified through the GATE screener, a digital portal was created to capture a portfolio-style review. A team with representation from African American Academic Acceleration, English Learners Services, CIPL, Special Education and GATE certified teachers used a blind holistic process to examine individual students for recommendation. Students were reviewed using local norms to compare various criteria.

In grades two through five, GATE qualification also reflected a multiple-measure approach. Students identified through the GATE Cognitive Ability Test with a score of 6+ age stanine, and students who met the automatic qualification, based on iReady and SBAC scores, were qualified to receive accelerated instruction. This process allows students to qualify for accelerated services through different measures including, but not limited to, the GATE assessment.

Although not all identified students are enrolled in a formal GATE program such as Manchester Gate or Yokomi, all students receive acceleration support at their current school. This includes GATE recommendations for student placement, instructional strategies, acceleration pedagogy and assignment of a GATE certified teacher when possible.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Susana Montanez at 457-6079.

Approved by Superintendent

Robert G. Nelson Ed.D. _____

Date: 06/09/2023

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: Ryan Coe, Director & Marie Williams, Ed.D.,
Instructional Superintendent
Cabinet Approval:

Date: June 09, 2023

Phone Number: 457-3913

Regarding: IdeaFest Impact and Next Steps

The purpose of this board communication is to provide the Board with an update regarding the overall impact of IdeaFest as well as next steps in preparation for expanded engagement in IdeaFest 2024.

IdeaFest is the Fresno Unified School District Transition to Kindergarten (TK) through 12th grade showcase of student learning and application through the development of real-world projects, art expressions, musical and dance performances, and future-ready experiences. During these past two years of IdeaFest, over 2300 students have been impacted through their classroom experience with over 900 students participating on the day of the event.

IdeaFest 2022, held at Chukchansi Park, featured over 70 booths of student projects. The theme was *The Family Farm*. Over 500 students participated along with over 90 student musicians across grades TK-12. The highlight of the event was three produce stands (two of which were student designed) for Sunnyside High School, Kirk Elementary School, and Baird Middle School. Students were able to present a wide variety of local produce for sale.

IdeaFest 2023 was hosted by Fresno City College. The Theme was *Pandemic Reflection, Recovery, Reimagination*. Over 300 students participated, including 20 Design Science Middle College High School students who served as community liaisons. Over 40 teachers supported their students throughout the event, representing 29 schools. As part of the event, a district-wide art competition, *Expressions of Joy*, was conducted with over 360 student submissions. Over $2000 was contributed by sponsors for student awards, and the submissions were juried by three local artists. Forty selections were framed and exhibited in the art show (20 elementary, 10 middle school, and 10 high school). Additionally, honor band, honor orchestra and honor choir student musicians, representing all comprehensive high schools, performed an inspirational musical composition for Expressions of Joy.

At this year's event, a unique and poignant contribution came from our Sunnyside team, which presented short stories written by first-year immigrants. These narratives conveyed the personal impacts of the COVID-19 pandemic in their home countries and the trials they faced fleeing regions marked by extreme violence. Many of the teachers were moved by this exhibit, and the IdeaFest Advisory team was inspired to engage with local Fresno writers to strengthen a literacy component for student projects as part of IdeaFest 2024.

During IdeaFest 2023, the theme for IdeaFest 2024 was launched: *My Home. Elevate, Celebrate, Advocate.* This theme promises to be a robust vehicle to honor and celebrate the diverse cultures of Fresno.

As the team reflects upon the lessons of IdeaFest 2022 and 2023, as well as feedback from students, teachers, our Board and community partners, the following adjustments will be made: lessen the overall

time during the day of the event, recruit teachers, advertise to community earlier, and deepen cross-functional collaboration with departments, including consideration of the following expansion opportunities:

- Incorporate a literacy component in partnership with local Fresno writers
- Continue collaboration with the District's Arts Education and Student Engagement team
- Engage College and Career Readiness and potential Innovation Day cross-over
- Showcase State Civic Seal of Engagement student projects
- Showcase Ethnic Studies expansion
- Highlight Advanced Coursework and post-secondary opportunities

The Curriculum, Instruction and Professional Learning department is committed to further developing the showcase of Fresno Unified School District students' innovation and talents from TK through 12th grade and see IdeaFest as an important continued investment. This proactive investment also highlights our educators' dedication to further their skills to provide real-world learning experiences and enhance student engagement in project-based learning.

See below for a two-year breakdown of cost and impact.

IdeaFest Year	Expense	Impact
2022	$128,430	1400+ students engaged in project-based learning/arts integration/CTE 500+ students engaged in the event - Over 70 participating teachers - Over 35 schools represented
2023	$99,170	- Over 950 students engaged in project-based learning/arts integration/CTE 300+ students engaged in the event - Over 500 community members received Passports to explore the student booths throughout the event - Over 30 schools participated, including student representation from all comprehensive high schools in honor band/choir/orchestra performance - Engagement of students from Phoenix Elementary and Secondary as well as Fulton School

If you have any questions pertaining to the information on this communication or require additional information, please contact Ryan Coe at 559-457-3913.

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date: 06/09/2023

BC Number ID-5

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Jennifer Stacy-Alcantara, Matt Ward,

Sandra Toscano, Marie Williams, Ed.D., Instructional Superintendents

Cabinet Approval:

Date: June 9, 2023

Phone Number: 457-3753

Regarding: National Speech and Debate Association Championship Out of State Trip Revision

The purpose of this board communication is to provide updated information to the Board regarding student attendance at the National Speech and Debate Association Championship Conference. The original board communication, dated April 28, 2023, included Bullard and Edison High School students attending the National Speech and Debate Association Championship Conference. The conference will also be attended by two McLane students for the first time ever.

The National Speech and Debate Tournament in Phoenix, Arizona, is compliant with all Common Core State Standards, listening and speaking skills. Speech and debate classes have been beneficial in developing skills students need for future success. Fresno Unified School District's speech and debate classes produce judges, attorneys, supervisors in organizations, teachers, professors, and medical professionals.

This year a total of seven students from Fresno Unified will attend and compete in the national tournament. This is the largest academic competition in the United States, and only the top two percent of teams qualify for the national tournament. This year, Edison High School reached their 28th year, Bullard High School reached their 47th year and McLane reached their 2nd year of having a speech and debate class and team. Accompanying the students to the National Speech and Debate Association Championship will be two Bullard High teachers, one Edison High Teacher and two McLane Teachers.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jennifer Stacy-Alcantara, Matt Ward or Sandra Toscano, Instructional Superintendents at (559) 457-3753.

Approved by Superintendent

Robert G. Nelson Ed.D.

Date: 06/09/2023

BC Number ID-1

From the Office of the Superintendent

Date: April 28, 2023

To the Members of the Board of Education

Prepared by: Jennifer Stacy-Alcantara & Dr. Marie

Phone Number: 457-3753

Williams, Instructional Superintendent

Cabinet Approval:

Regarding: National Speech and Debate Association's Championships Out of State Trip

The purpose of this board communication is to provide the Board information regarding students from Bullard and Edison High School who will be competing for the National Speech and Debate Association Tournament. The tournament is in compliance with all Common Core State Standards, Listening and Speaking skills. Speech and Debate class provides skills that will carry on with students in all walks of life, including in career pathways, relationships, and being a productive citizen in their community. Bullard High School Speech and Debate class has produced judges, attorneys, supervisors in organizations, teachers, professors, and medical professionals. This year, we had five students who earned a spot to the State Tournament in Carlsbad High School on April 21, 2023, to April 23, 2023. For the National Tournament in Phoenix, Arizona, from June 10, 2023, to June 17, 2023, we have seven students attending. The National Speech and Debated Association is the largest academic competition in the United States and only the top two percent of teams even make the National Tournament. Finally, this year, Edison High School will have reached their 28th year in having a speech and debate class, and Bullard High School will have reached their 47th year in having a speech and debate class. Accompanying the students to the National Speech and Debate Association's Championships will be two Bullard High teachers and one Edison High teacher.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jennifer Stacy-Alcantara at (559) 457-3753

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

Date: 04/28/2023

BC Number ID-6

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 09, 2023

Phone Number: 457-3694

Regarding: Ethnic Studies Curriculum Showcase

The purpose of this board communication is to provide the Board updated information regarding the Ethnic Studies Showcase held on Tuesday, May 23, 2023. The Showcase was facilitated by the Ethnic Studies team in Curriculum, Instruction and Professional Learning and the Ethnic Studies teachers from seven high schools and five middle schools. The Showcase was designed to share progress, highlight collective efforts of curriculum design and gain feedback going forward from all educational partners.

Along with multiple departments represented, over 50 community members and leaders including local college professors, and district leaders attended. The Showcase marks the culmination of a yearlong process and collective efforts of 23 Cohort I teachers from across all regions who developed the Ethnic Studies Curriculum Handbook in collaboration with Fresno City College and California State University, Fresno. Community and district partners were able to provide feedback on lessons and units that will support ongoing revision of Ethnic Studies curriculum for Fresno Unified secondary students, ensuring community voice and local context as essential to the curriculum development process.

As a result of collective efforts such as this Showcase, Fresno Unified School District will continue to grow its Ethnic Studies program in preparation for the high school graduation requirement and first graduating class of 2027 with the following:

- 1.0 FTE for Ethnic Studies provided to each comprehensive high school during 2023/24.
- Middle School elective course offerings will increase for the 2023-2024 school year at the following sites: Gaston, Fort Miller, Tenaya, Computech, Baird and Sequoia.
- A second Ethnic Studies Foundational Training will be offered for Cohort II from June 12th – 16th, 2023. Currently twenty-five teachers are enrolled.
- June 20th- 23rd, 2023 training in which teachers will engage co-developing the middle school ethnic studies elective course handbook and scope and sequence documents.
- Eleven middle and high school teachers including eLearn are enrolled in the San Francisco State Ethnic Studies Graduate Certificate program.
- Development of a local Ethnic Studies micro credential in partnership with Fresno Unified School District and California State University, Fresno.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kimberly Lewis at 457-3694

Approved by Superintendent
Robert G. Nelson Ed.D. _____   Date:_06/09/2023_____

BC Number OS-1

From the Office of the Superintendent

Date: June 09, 2023

To the Members of the Board of Education

Prepared by: Deana Clayton, Project Manager

Phone Number: 457-3134

Cabinet Approval:

Regarding: Partnership with City of Fresno for the Summer Swim Program using District Pools

The purpose of this communication is to provide the Board with updated information on the pool openings through our partnership with the City of Fresno for the Summer Swim Program.

The following District pools will be operating as follows based on the City's staffing availability.

June 17, 2023 through July 30, 2023
    Edison High School
    Hoover High School
    McLane High School
    Roosevelt High School

July 01, 2023 through July 30, 2023
    Fresno High School
    Sunnyside High School (lessons only)

Swim lessons Monday - Friday 3:00 PM - 7:00 PM; recreational swim on Saturday and Sunday from 12:00 PM - 5:00 PM

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at 457-3134.

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

Date: 06/09/2023