



BOARD OF EDUCATION

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BOARD COMMUNICATIONS – SEPTEMBER 08, 2023

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

DEPUTY SUPERINTENDENT – Misty Her

DS-1	Zerina Hargrove -Brown	CORRECTION of 2022/23 Preliminary Smarter Balanced Assessment Consortium
DS-2	Amy Idsvoog	Safe 2 School Volunteer Crossing Guards
DS-3	Amy Idsvoog	5 Star Student Electronic Hall Pass and Engagement Tool

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer


BFS-1	Kim Kelstrom	School Services Weekly Update Reports for August 31, 2023
BFS-2	Ashlee Chiarito	2023/24 Local Control and Accountability Plan Final Approval

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1	Tangee Pinheiro	Council of the Great City Schools Special Education Update
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Fresno Unified School District
Board Communication

BC Number DS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zerina Hargrove-Brown
Cabinet Approval: 

Date: September 08, 2023

Phone Number: 457-3895

Regarding: CORRECTION of 2022/23 Preliminary Smarter Balanced Assessment Consortium Results

The purpose of this communication is to provide a correction to the summary of Smarter Balanced Assessment Consortium (SBAC) performance for the 2022/23 school year that was sent in a BC on September 01, 2023. There was an error with our ELA and Math regional/school level reports affecting the total test taker count and results for the Edison Region; individual school and district overall results were not affected by this error. Those reports have been updated and attached to this BC.

Please disregard the data sheets you received last week and use these instead.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Zerina Hargrove-Brown at 457-3895.

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



Date: 09/08/23

2022-23 Preliminary SBAC Results



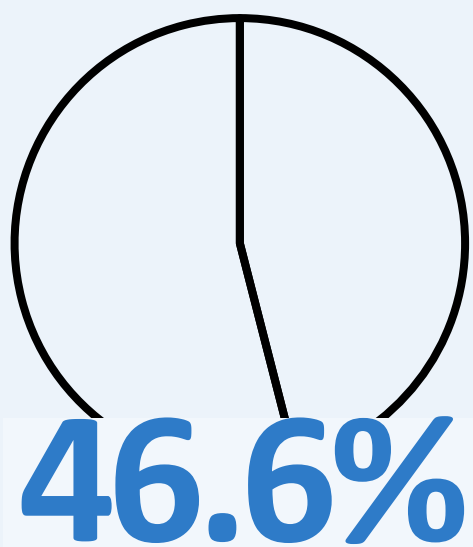
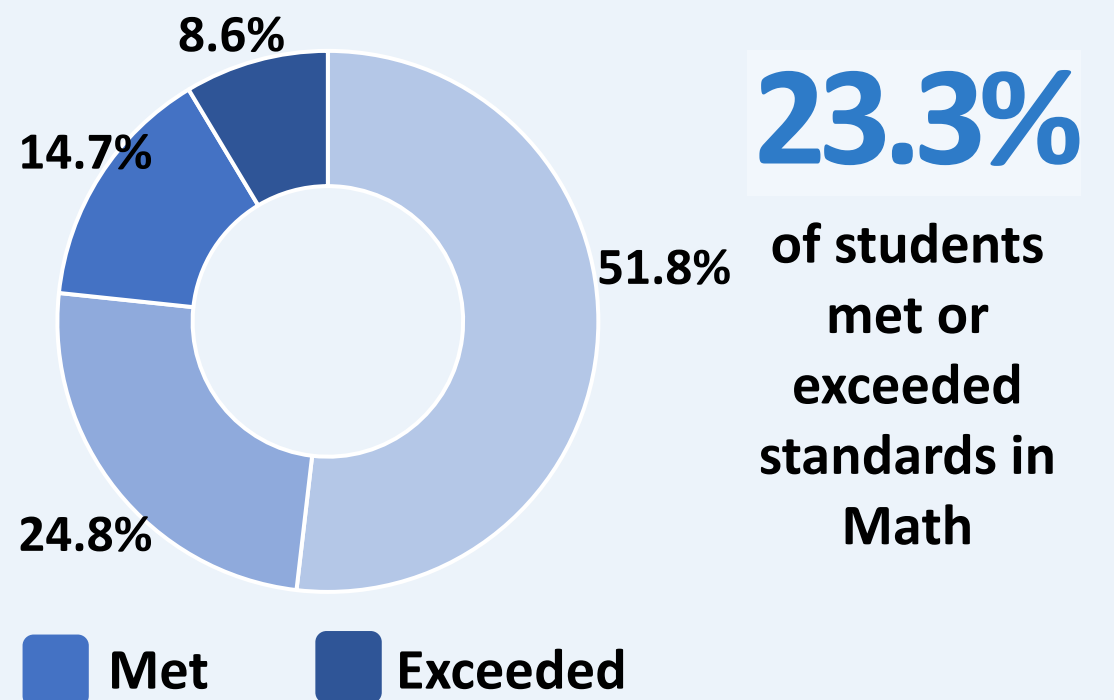
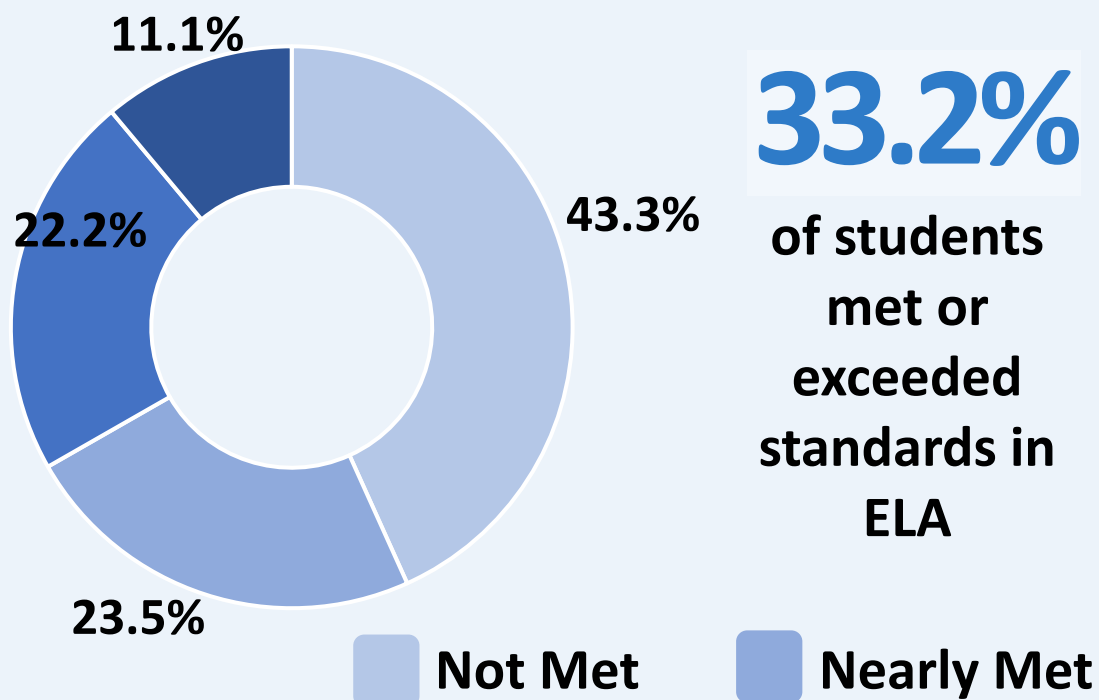
-51.0

Average Distance from Standard in ELA



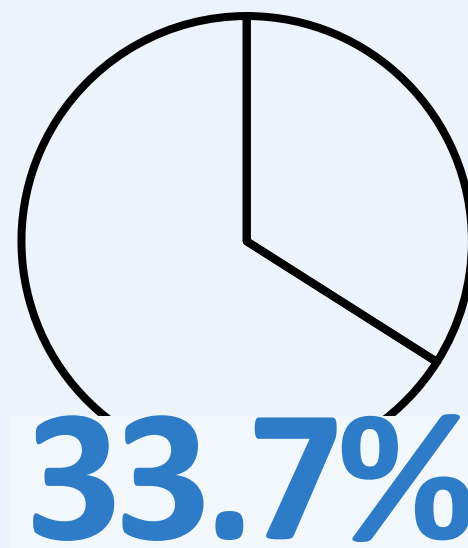
-82.2

Average Distance from Standard in Math



-21.2

11th Grade had the highest percent of students who met or exceeded standards in ELA, as well as the lowest distance from standard.



-39.6

3rd Grade had the highest percent of students who met or exceeded standards in Math, as well as the lowest distance from standard.



1.0

Percentage points increase on met/exceeded in ELA compared to 2021-22



2.5

Percentage points increase on met/exceeded in Math compared to 2021-22



0.5

Point improvement on average distance from standard in ELA compared to 2021-22



6.5

Point improvement on average distance from standard in Math compared to 2021-22

2022-23 SBAC data is still preliminary and is as of August 18, 2023

Fresno Unified School District SBAC 2023 Results

District—Grade Level Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Grade 3	5,275	47.1%	23.4%	16.6%	12.8%	29.5%	-9.7%	2.3%	-57	-27	4
Grade 4	5,347	52.1%	19.5%	15.6%	12.8%	28.3%	-10.8%	-1.4%	-61	-27	-5
Grade 5	5,260	46.0%	21.3%	21.8%	11.0%	32.8%	-4.9%	-0.7%	-49	-16	-1
Grade 6	5,434	38.0%	26.5%	25.7%	9.8%	35.5%	-4.2%	1.9%	-43	-12	3
Grade 7	5,191	43.4%	24.1%	25.7%	6.8%	32.5%	-4.5%	-2.1%	-57	-14	-5
Grade 8	4,777	43.5%	26.3%	22.4%	7.8%	30.2%	-1.4%	-0.8%	-61	-9	-3
Grade 11	4,110	30.0%	23.4%	29.0%	17.6%	46.6%	1.7%	8.8%	-21	3	23

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

Met or Exceeded Δ Color Key

	>2%
	-2% to 2%
	<-2%

DFS Δ Color Key

	>5
	-5 to 5
	<-5

Fresno Unified School District

SBAC 2023 Results

District—Grade Level Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Grade 3	5,270	42.0%	24.3%	21.7%	12.1%	33.7%	-10.2%	4.6%	-39	-22	13
Grade 4	5,342	42.8%	29.0%	18.6%	9.6%	28.2%	-10.3%	3.8%	-55	-26	9
Grade 5	5,255	51.4%	26.8%	12.7%	9.2%	21.8%	-6.5%	1.5%	-76	-19	7
Grade 6	5,426	47.0%	26.4%	15.2%	11.4%	26.5%	-5.6%	3.6%	-75	-15	9
Grade 7	5,195	55.0%	24.8%	13.0%	7.2%	20.2%	-4.2%	2.1%	-95	-11	9
Grade 8	4,753	64.2%	20.0%	9.6%	6.2%	15.8%	-4.9%	-0.1%	-119	-18	-2
Grade 11	4,098	64.5%	21.3%	10.8%	3.4%	14.2%	-1.4%	2.4%	-127	-11	15

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- 2% to 2%
- <-2%

DFS Δ Color Key

- >5
- 5 to 5
- <-5

Fresno Unified School District SBAC 2023 Results

District—Student Group Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
English Learner	6,707	69.9%	20.8%	7.9%	1.4%	9.3%	0.8%	0.0%	-114	-55	-39
RFEP	6,000	17.5%	27.2%	38.2%	17.2%	55.4%	-0.6%	2.9%	5		
Foster Youth	291	62.2%	19.9%	15.5%	2.4%	17.9%		-1.2%	-100		-16
Homeless	340	68.2%	18.8%	8.2%	4.7%	12.9%	-10.6%	-1.1%	-108	-35	10
SED	30,674	46.0%	23.9%	20.8%	9.2%	30.1%	-5.3%	0.9%	-58	-17	1
SWD	4,401	78.0%	13.8%	5.8%	2.3%	8.1%	-1.5%	-0.4%	-135	-18	-6
African American	2,620	57.7%	22.5%	14.2%	5.6%	19.8%	-4.8%	1.1%	-85	-17	1
American Indian	239	43.5%	24.3%	22.6%	9.6%	32.2%	-2.2%	4.0%	-52	-6	5
Asian	3,583	34.3%	24.2%	26.5%	15.0%	41.5%	-6.1%	2.3%	-27	-15	4
Filipino	78	14.1%	11.5%	37.2%	37.2%	74.4%	2.9%	14.9%	48	15	32
Hispanic	24,848	44.8%	23.9%	21.6%	9.7%	31.3%	-4.6%	0.9%	-56	-16	0
Pacific Islander	115	44.3%	22.6%	20.0%	13.0%	33.0%	-5.4%	-2.2%	-53	-26	-5
Two or More Races	1,211	39.4%	22.0%	23.9%	14.7%	38.6%	-7.5%	-0.3%	-36	-19	-3
White	2,701	29.4%	20.7%	28.3%	21.6%	49.9%	-5.9%	1.0%	-8	-12	4

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
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Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

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CA Dashboard research files excluded Foster Youth data in 2019. CA Dashboard does not include RFEP; RFEP results were calculated internally.

Met or Exceeded Δ Color Key

	>2%
	-2% to 2%
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DFS Δ Color Key

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	-5 to 5
	<-5

Fresno Unified School District SBAC 2023 Results

District—Student Group Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
All Students	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
English Learner	6,712	70.6%	20.1%	7.3%	2.0%	9.3%	-0.1%	1.6%	-128	-53	-25
RFEP	6,001	36.8%	30.8%	19.3%	13.1%	32.4%	-9.5%	2.0%	-49		
Foster Youth	290	71.0%	17.2%	9.3%	2.4%	11.7%		0.5%	-127		-7
Homeless	341	74.5%	16.1%	7.6%	1.8%	9.4%	-6.4%	3.6%	-142	-40	10
SED	30,619	54.4%	24.8%	13.6%	7.2%	20.8%	-6.6%	2.5%	-89	-21	7
SWD	4,391	81.5%	11.2%	4.4%	2.9%	7.3%	-1.3%	0.8%	-158	-15	1
African American	2,605	67.8%	20.2%	8.8%	3.2%	12.1%	-5.2%	2.0%	-120	-24	8
American Indian	240	49.2%	27.5%	17.1%	6.3%	23.3%	-4.0%	6.5%	-83	-14	3
Asian	3,589	42.1%	27.1%	18.6%	12.2%	30.8%	-7.8%	3.6%	-56	-20	11
Filipino	78	16.7%	25.6%	25.6%	32.1%	57.7%	0.6%	16.3%	16	9	45
Hispanic	24,801	53.7%	24.8%	14.0%	7.4%	21.5%	-6.1%	2.6%	-87	-19	7
Pacific Islander	115	46.1%	28.7%	15.7%	9.6%	25.2%	-11.1%	7.0%	-70	-36	8
Two or More Races	1,207	46.1%	24.0%	16.9%	12.9%	29.8%	-7.4%	0.1%	-62	-21	6
White	2,705	35.9%	26.3%	19.9%	17.9%	37.7%	-8.1%	1.3%	-41	-18	9

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	>2%
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	<-2%

DFS Δ Color Key

	>5
	-5 to 5
	<-5

Fresno Unified School District SBAC 2023 Results

District—School List Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Bullard Region	5,280	33.8%	24.1%	27.4%	14.7%	42.0%	-4.7%	0.4%	-28	-14	0
Figarden Elementary	275	41.1%	23.3%	21.8%	13.8%	35.6%	-8.8%	0.4%	-48	-24	-11
Gibson Elementary	199	24.6%	24.1%	27.1%	24.1%	51.3%	1.3%	4.1%	-3	7	13
Kratt Elementary	310	46.8%	26.8%	18.1%	8.4%	26.5%	-18.2%	-6.5%	-56	-46	-14
Lawless Elementary	320	41.9%	25.6%	20.9%	11.6%	32.5%	-1.8%	-0.9%	-46	-10	-5
Malloch Elementary	227	23.8%	17.6%	33.0%	25.6%	58.6%	0.3%	2.1%	3	-9	-9
Powers Elementary	230	44.8%	22.2%	21.7%	11.3%	33.0%	-5.5%	4.4%	-49	-21	4
Slater Elementary	391	50.9%	23.3%	16.6%	9.2%	25.8%	-5.6%	-2.3%	-66	-28	-12
Starr Elementary	197	28.9%	21.3%	30.5%	19.3%	49.7%	-6.0%	-0.8%	-9	-9	4
Tatarian Elementary	227	26.9%	21.6%	31.7%	19.8%	51.5%	-9.1%	0.5%	-6	-24	-5
Baird Middle	573	16.6%	23.4%	37.3%	22.7%	60.0%	-5.3%	0.5%	20	-4	4
Tenaya Middle	782	38.6%	25.2%	28.8%	7.4%	36.2%	-4.0%	-2.5%	-47	-15	-1
Bullard Talent K-8	517	23.6%	25.1%	33.3%	18.0%	51.3%	-8.3%	-4.9%	-3	-21	-13
Wawona K-8	500	50.6%	25.2%	18.2%	6.0%	24.2%	-2.0%	-1.2%	-74	-16	-9
Bullard High	532	18.4%	25.9%	34.6%	21.1%	55.6%	9.9%	17.6%	5	19	46
Edison Region	4,383	36.7%	19.6%	24.6%	19.1%	43.7%	-6.6%	-1.2%	-26	-18	-3
Addams Elementary	439	65.1%	18.2%	11.8%	4.8%	16.6%	-6.1%	3.8%	-100	-29	-2
Columbia Elementary	308	59.4%	22.1%	14.3%	4.2%	18.5%	-9.0%	-3.1%	-87	-28	-8
King Elementary	316	56.6%	24.7%	14.9%	3.8%	18.7%	0.4%	4.3%	-82	-4	12
Kirk Elementary	181	58.6%	24.3%	12.7%	4.4%	17.1%	-8.2%	5.6%	-83	-12	12
Lincoln Elementary	286	53.8%	20.3%	17.5%	8.4%	25.9%	-11.8%	-1.8%	-71	-41	-7
Manchester Gate	591	5.2%	14.0%	34.7%	46.0%	80.7%	-15.1%	-3.7%	64	-35	-8
Sunset Elementary	189	29.1%	25.4%	25.4%	20.1%	45.5%	5.8%	5.5%	-14	11	12
Computech Middle	776	8.6%	16.5%	45.5%	29.4%	74.9%	-13.5%	-9.5%	49	-28	-22
Gaston Middle	758	59.8%	24.7%	13.6%	2.0%	15.6%	-2.6%	-3.7%	-103	-18	-14
Edison High	539	17.6%	15.4%	28.4%	38.6%	67.0%	5.4%	5.9%	38	12	13

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Report Type: Cross-sectional (uncohorted)

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- 5 to 5
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Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Fresno Region	4,311	52.2%	23.2%	17.9%	6.7%	24.6%	-5.2%	1.2%	-72	-16	-1
Del Mar Elementary	266	56.0%	18.4%	16.9%	8.6%	25.6%	-13.4%	1.7%	-72	-40	-3
Fremont Elementary	228	57.5%	22.4%	15.4%	4.8%	20.2%	-0.8%	1.8%	-83	-4	-5
Heaton Elementary	278	70.5%	17.6%	9.7%	2.2%	11.9%	-9.6%	-1.3%	-114	-38	-15
Homan Elementary	302	55.0%	19.5%	16.6%	8.9%	25.5%	-10.0%	4.8%	-71	-27	6
Muir Elementary	249	50.6%	26.1%	15.7%	7.6%	23.3%	-0.1%	4.5%	-69	6	4
Roeding Elementary	300	52.0%	23.7%	16.7%	7.7%	24.3%	-5.6%	1.4%	-75	-27	-16
Williams Elementary	343	63.0%	19.5%	13.4%	4.1%	17.5%	-10.2%	-3.3%	-89	-30	-16
Wilson Elementary	345	57.4%	26.1%	10.7%	5.8%	16.5%	-10.4%	-5.6%	-76	-18	-3
Cooper Middle	528	34.3%	27.7%	29.5%	8.5%	38.1%	-6.8%	1.1%	-33	-15	-7
Fort Miller Middle	590	67.5%	19.0%	12.2%	1.4%	13.6%	-0.9%	-3.0%	-115	-17	-17
Hamilton K-8	537	39.5%	27.7%	22.9%	9.9%	32.8%	2.4%	4.7%	-46	7	4
Fresno High	345	35.1%	27.0%	27.0%	11.0%	38.0%	-2.2%	9.9%	-44	-16	52
Hoover Region	4,641	45.9%	25.0%	20.8%	8.4%	29.1%	-6.3%	-0.5%	-60	-19	-4
Centennial Elementary	380	50.0%	23.2%	19.2%	7.6%	26.8%	-8.5%	0.9%	-58	-20	2
Eaton Elementary	250	28.8%	25.2%	27.6%	18.4%	46.0%	1.5%	-2.0%	-16	0	-1
Holland Elementary	214	50.0%	29.0%	16.4%	4.7%	21.0%	-6.4%	-3.1%	-72	-16	-10
McCardle Elementary	257	47.5%	23.0%	18.7%	10.9%	29.6%	-22.7%	-2.5%	-58	-54	-23
Pyle Elementary	395	63.3%	20.3%	11.4%	5.1%	16.5%	-7.2%	-3.8%	-96	-29	-12
Robinson Elementary	246	39.0%	27.2%	23.2%	10.6%	33.7%	-5.9%	-2.3%	-39	-17	-6
Thomas Elementary	399	58.4%	22.1%	13.3%	6.3%	19.5%	-10.2%	-2.8%	-84	-35	-16
Viking Elementary	366	37.4%	28.7%	23.5%	10.4%	33.9%	-5.6%	-1.4%	-41	-16	-6
Vinland Elementary	283	51.6%	22.6%	18.0%	7.8%	25.8%	-4.8%	-1.8%	-68	-11	-3
Wolters Elementary	215	51.6%	27.0%	14.0%	7.4%	21.4%	-14.7%	-4.9%	-70	-41	-18
Ahwahnee Middle	572	44.9%	26.2%	22.7%	6.1%	28.8%	0.1%	-2.9%	-64	-2	-11
Tioga Middle	641	43.8%	26.8%	22.9%	6.4%	29.3%	-5.4%	3.8%	-62	-19	9
Hoover High	423	30.3%	24.3%	33.1%	12.3%	45.4%	-8.1%	7.4%	-31	-31	4

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
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Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
McLane Region	5,264	48.7%	23.3%	19.2%	8.8%	28.0%	-6.9%	-1.2%	-64	-22	-3
Fulton School	2	50.0%	0.0%	50.0%	0.0%	50.0%			-5		
Birney Elementary	387	46.0%	21.7%	19.1%	13.2%	32.3%	-5.4%	0.5%	-48	-16	3
Ericson Elementary	411	50.4%	19.0%	22.1%	8.5%	30.7%	-8.5%	-0.1%	-64	-34	-7
Ewing Elementary	421	44.2%	26.1%	19.2%	10.5%	29.7%	-10.3%	-0.3%	-49	-20	1
Hidalgo Elementary	311	63.7%	20.6%	10.9%	4.8%	15.8%	-11.6%	2.9%	-92	-31	8
Leavenworth Elementary	466	39.7%	23.6%	21.2%	15.5%	36.7%	-15.0%	-5.9%	-40	-41	-16
Mayfair Elementary	321	46.7%	24.0%	19.0%	10.3%	29.3%	-1.2%	6.6%	-58	-12	12
Norseman Elementary	334	54.5%	22.2%	16.5%	6.9%	23.4%	1.0%	-3.7%	-71	2	-6
Rowell Elementary	307	49.8%	22.8%	16.9%	10.4%	27.4%	-4.6%	-1.8%	-62	-13	-6
Turner Elementary	298	59.7%	17.8%	15.8%	6.7%	22.5%	-12.9%	-0.9%	-81	-52	-2
Wishon Elementary	269	36.1%	26.4%	24.5%	13.0%	37.5%	-5.1%	-1.0%	-33	-19	-2
Scandinavian Middle	692	47.3%	25.3%	23.3%	4.2%	27.5%	-3.8%	-1.8%	-74	-18	-20
Yosemite Middle	622	54.5%	24.1%	16.2%	5.1%	21.4%	-8.9%	-7.9%	-82	-27	-17
McLane High	423	43.3%	26.0%	20.3%	10.4%	30.7%	-5.1%	5.6%	-62	-18	30
Roosevelt Region	5,288	45.0%	23.5%	21.6%	9.9%	31.5%	-4.7%	0.9%	-55	-18	2
Anthony Elementary	209	35.9%	23.0%	24.4%	16.7%	41.1%	3.7%	5.1%	-27	5	33
Balderas Elementary	351	47.9%	22.5%	21.1%	8.5%	29.6%	-8.7%	1.6%	-58	-24	3
Calwa Elementary	330	57.6%	21.5%	14.8%	6.1%	20.9%	-7.7%	1.2%	-85	-34	-4
Jackson Elementary	215	43.3%	26.5%	20.5%	9.8%	30.2%	-9.4%	-0.6%	-46	-17	-5
Jefferson Elementary	227	31.7%	22.0%	24.2%	22.0%	46.3%	-1.5%	6.9%	-15	-9	10
Lane Elementary	276	55.1%	22.8%	15.2%	6.9%	22.1%	-7.5%	-2.6%	-75	-30	-11
Lowell Elementary	197	52.3%	21.3%	20.8%	5.6%	26.4%	-8.4%	1.1%	-76	-27	-5
Vang Pao Elementary	415	39.3%	25.3%	23.9%	11.6%	35.4%	-6.1%	-0.7%	-38	-13	-1
Webster Elementary	176	50.6%	22.7%	17.0%	9.7%	26.7%	-11.3%	4.4%	-68	-37	-3
Winchell Elementary	358	45.8%	21.2%	20.9%	12.0%	33.0%	-7.4%	6.0%	-57	-35	5
Yokomi Elementary	373	36.5%	19.0%	22.0%	22.5%	44.5%	-15.2%	-2.3%	-20	-41	-12
Sequoia Middle	821	46.0%	25.6%	24.4%	4.0%	28.4%	-0.2%	0.1%	-69	-15	-4
Tehipite Middle	445	56.0%	22.9%	18.7%	2.5%	21.1%	2.3%	0.7%	-90	-16	-3
eLearn Academy	441	49.7%	26.1%	16.3%	7.9%	24.3%			-64		
Roosevelt High	454	28.2%	25.1%	31.9%	14.8%	46.7%	8.6%	6.8%	-22	13	18

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DFS Δ Color Key

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Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,396	43.3%	23.5%	22.2%	11.1%	33.2%	-5.0%	1.0%	-51	-16	0
Specialty Region	1,147	41.9%	22.9%	23.6%	11.5%	35.1%	5.6%	11.3%	-52	19	26
Phoenix Elementary	32	78.1%	15.6%	3.1%	3.1%	6.3%	4.0%	6.3%	-137		
Cambridge Continuation	134	70.9%	20.9%	6.7%	1.5%	8.2%	5.7%	2.6%	-135	38	102
Design Science Middle College High	58	5.2%	12.1%	31.0%	51.7%	82.8%	-5.1%	5.4%	85	3	29
DeWolf Continuation	63	63.5%	25.4%	6.3%	4.8%	11.1%	9.4%	-2.4%	-109	70	-10
Duncan Polytechnical High	249	25.3%	18.5%	35.7%	20.5%	56.2%	8.1%	3.4%	1	8	-3
eLearn Secondary	354	36.2%	28.2%	29.4%	6.2%	35.6%			-46		
Patino School of Entrepreneurship	46	8.7%	17.4%	43.5%	30.4%	73.9%	8.8%	9.8%	55	19	33
Phoenix Secondary	44	88.6%	9.1%	2.3%	0.0%	2.3%	-0.6%	2.3%	-195		59
Young Academy	167	50.3%	29.3%	15.0%	5.4%	20.4%	3.5%	-0.1%	-80	40	29
Sunnyside Region	5,082	41.8%	25.2%	23.0%	9.9%	32.9%	-2.7%	2.7%	-50	-10	6
Ayer Elementary	303	47.5%	25.7%	18.8%	7.9%	26.7%	-2.7%	4.1%	-58	-6	21
Aynesworth Elementary	297	59.3%	19.2%	16.5%	5.1%	21.5%	-11.5%	-0.8%	-78	-34	-6
Bakman Elementary	429	45.7%	25.4%	20.5%	8.4%	28.9%	5.6%	3.4%	-53	16	3
Burroughs Elementary	389	49.9%	21.3%	17.7%	11.1%	28.8%	-11.2%	0.7%	-64	-30	-5
Easterby Elementary	365	40.8%	19.5%	25.2%	14.5%	39.7%	4.6%	4.8%	-40	-3	8
Greenberg Elementary	309	40.8%	26.9%	22.7%	9.7%	32.4%	-6.2%	2.9%	-46	-21	4
Herrera Elementary	295	47.1%	19.3%	22.0%	11.5%	33.6%			-55		
Olmos Elementary	307	49.8%	25.4%	14.7%	10.1%	24.8%	-3.6%	0.7%	-61	-3	2
Storey Elementary	301	22.3%	24.9%	31.2%	21.6%	52.8%	0.7%	4.7%	2	0	9
Kings Canyon Middle	874	37.9%	28.6%	25.7%	7.8%	33.5%	1.4%	2.7%	-49	-3	5
Terronez Middle	613	44.5%	32.1%	19.6%	3.8%	23.3%	-1.2%	-1.6%	-70	0	-2
Sunnyside High	600	29.7%	24.2%	32.5%	13.7%	46.2%	-7.4%	10.7%	-27	-29	26

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Fresno Unified School District SBAC 2023 Results

District—School List Report

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Bullard Region	5,278	42.0%	28.4%	19.3%	10.4%	29.7%	-7.5%	1.8%	-60	-19	5
Figarden Elementary	274	41.6%	29.2%	16.1%	13.1%	29.2%	-14.8%	0.9%	-59	-31	-4
Gibson Elementary	199	26.6%	26.6%	30.2%	16.6%	46.7%	0.8%	8.4%	-21	-7	16
Kratt Elementary	310	43.5%	29.0%	20.3%	7.1%	27.4%	-13.6%	3.1%	-57	-36	6
Lawless Elementary	322	39.8%	30.4%	19.6%	10.2%	29.8%	-2.8%	4.6%	-54	-16	8
Malloch Elementary	227	28.6%	25.6%	28.2%	17.6%	45.8%	-11.1%	4.4%	-20	-25	-4
Powers Elementary	231	46.3%	26.4%	16.0%	11.3%	27.3%	-3.6%	5.6%	-54	-18	16
Slater Elementary	391	51.9%	28.9%	13.6%	5.6%	19.2%	-10.4%	-1.0%	-79	-27	-5
Starr Elementary	197	23.4%	29.9%	29.4%	17.3%	46.7%	-10.0%	5.3%	-15	-10	5
Tatarian Elementary	227	25.1%	26.9%	30.4%	17.6%	48.0%	-5.6%	2.9%	-12	-23	7
Baird Middle	571	28.9%	31.9%	23.6%	15.6%	39.2%	-10.2%	3.1%	-26	-22	2
Tenaya Middle	787	50.2%	28.0%	14.0%	7.9%	21.9%	-5.2%	1.9%	-87	-16	5
Bullard Talent K-8	517	29.0%	28.4%	27.7%	14.9%	42.6%	-8.6%	3.8%	-26	-26	3
Wawona K-8	494	60.9%	26.3%	8.5%	4.3%	12.8%	-2.5%	-5.8%	-111	0	-14
Bullard High	531	55.7%	27.5%	14.3%	2.4%	16.8%	-2.8%	1.0%	-109	-14	17
Edison Region	4,384	42.6%	22.5%	18.4%	16.4%	34.9%	-7.4%	0.7%	-55	-20	2
Addams Elementary	439	64.7%	20.5%	10.0%	4.8%	14.8%	-5.0%	4.1%	-104	-25	-4
Columbia Elementary	306	61.8%	22.5%	9.2%	6.5%	15.7%	-4.6%	-0.1%	-92	-21	0
King Elementary	315	54.3%	28.6%	11.7%	5.4%	17.1%	0.0%	4.3%	-79	5	20
Kirk Elementary	181	55.2%	28.7%	11.6%	4.4%	16.0%	-1.4%	3.1%	-80	-3	9
Lincoln Elementary	284	35.9%	26.8%	20.8%	16.5%	37.3%	-3.7%	6.0%	-48	-20	6
Manchester Gate	591	4.2%	15.4%	32.0%	48.4%	80.4%	-13.2%	-4.7%	54	-28	-6
Sunset Elementary	189	21.7%	32.8%	30.2%	15.3%	45.5%	5.1%	10.4%	-15	5	22
Computech Middle	780	19.2%	27.8%	26.9%	26.0%	52.9%	-25.7%	-5.9%	1	-54	-13
Gaston Middle	757	75.2%	15.5%	6.2%	3.2%	9.4%	-1.7%	2.2%	-150	-28	-6
Edison High	542	43.7%	22.9%	21.2%	12.2%	33.4%	2.7%	3.6%	-61	3	15

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Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Fresno Region	4,292	61.4%	22.5%	11.2%	4.8%	16.1%	-4.2%	2.7%	-104	-18	4
Del Mar Elementary	266	56.0%	25.6%	11.7%	6.8%	18.4%	-14.6%	1.5%	-89	-45	-1
Fremont Elementary	228	56.1%	26.3%	11.8%	5.7%	17.5%	0.0%	0.4%	-82	2	7
Heaton Elementary	274	66.1%	24.1%	8.0%	1.8%	9.9%	-2.0%	1.7%	-109	-13	12
Homan Elementary	302	52.6%	24.5%	15.2%	7.6%	22.8%	-7.8%	7.5%	-77	-27	10
Muir Elementary	249	51.4%	27.7%	18.1%	2.8%	20.9%	0.7%	8.0%	-81	-6	3
Roeding Elementary	300	55.7%	26.7%	11.0%	6.7%	17.7%	-8.9%	-0.6%	-88	-24	-12
Williams Elementary	346	60.4%	21.1%	13.0%	5.5%	18.5%	-2.8%	0.7%	-94	-27	-4
Wilson Elementary	345	65.2%	24.3%	9.3%	1.2%	10.4%	-9.4%	-0.9%	-102	-33	-7
Cooper Middle	528	52.8%	23.5%	13.4%	10.2%	23.7%	-8.7%	5.1%	-80	-32	8
Fort Miller Middle	580	81.4%	12.2%	5.3%	1.0%	6.4%	1.4%	1.6%	-165	-10	-9
Hamilton K-8	523	57.4%	23.9%	12.8%	5.9%	18.7%	-2.8%	3.4%	-92	-6	6
Fresno High	351	68.4%	20.5%	9.1%	2.0%	11.1%	3.9%	1.7%	-137	-4	26
Hoover Region	4,632	53.8%	26.4%	13.8%	6.0%	19.8%	-4.5%	2.2%	-87	-16	7
Centennial Elementary	380	54.2%	27.1%	16.1%	2.6%	18.7%	-11.2%	3.9%	-77	-25	5
Eaton Elementary	250	24.0%	33.2%	26.0%	16.8%	42.8%	1.4%	1.6%	-19	6	9
Holland Elementary	214	45.8%	33.2%	15.0%	6.1%	21.0%	-5.2%	6.3%	-64	6	17
McCardle Elementary	257	47.1%	27.2%	13.6%	12.1%	25.7%	-23.9%	-9.2%	-61	-47	-22
Pyle Elementary	395	63.5%	21.0%	13.2%	2.3%	15.4%	-1.0%	1.2%	-106	-18	-2
Robinson Elementary	246	37.4%	32.5%	19.5%	10.6%	30.1%	-0.9%	4.8%	-48	-13	5
Thomas Elementary	399	58.6%	24.8%	12.3%	4.3%	16.5%	-8.5%	2.0%	-90	-33	6
Viking Elementary	364	42.3%	35.4%	15.9%	6.3%	22.3%	-10.5%	-1.6%	-58	-24	0
Vinland Elementary	283	58.7%	21.6%	13.4%	6.4%	19.8%	-3.7%	0.9%	-86	-18	-4
Wolters Elementary	215	53.0%	30.7%	9.8%	6.5%	16.3%	-15.9%	-2.7%	-77	-41	-2
Ahwahnee Middle	568	60.4%	23.4%	11.8%	4.4%	16.2%	2.2%	2.5%	-112	-4	-5
Tioga Middle	639	57.7%	23.5%	12.2%	6.6%	18.8%	1.5%	6.7%	-99	-5	26
Hoover High	422	67.3%	22.7%	8.5%	1.4%	10.0%	-1.9%	3.4%	-140	-30	0

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Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
McLane Region	5,256	54.9%	24.1%	13.7%	7.3%	21.0%	-7.7%	2.3%	-88	-22	4
Birney Elementary	387	48.8%	21.2%	19.1%	10.9%	30.0%	-5.9%	1.5%	-66	-30	13
Ericson Elementary	409	53.1%	23.0%	14.4%	9.5%	24.0%	-15.8%	2.4%	-77	-46	-1
Ewing Elementary	421	41.3%	29.9%	18.3%	10.5%	28.7%	-13.6%	-1.7%	-53	-28	-4
Hidalgo Elementary	311	61.1%	21.5%	11.9%	5.5%	17.4%	-10.8%	6.5%	-93	-33	15
Leavenworth Elementary	466	38.6%	28.8%	20.0%	12.7%	32.6%	-15.6%	2.4%	-49	-40	-1
Mayfair Elementary	321	49.5%	26.8%	13.4%	10.3%	23.7%	-11.0%	5.8%	-66	-21	18
Norseman Elementary	336	53.0%	27.7%	13.7%	5.7%	19.3%	-1.6%	1.9%	-76	-4	-4
Rowell Elementary	307	50.8%	26.7%	13.4%	9.1%	22.5%	-10.0%	3.7%	-71	-24	2
Turner Elementary	299	52.8%	23.4%	17.4%	6.4%	23.7%	-9.2%	7.5%	-84	-47	13
Wishon Elementary	270	42.6%	31.9%	16.3%	9.3%	25.6%	-15.8%	-1.5%	-55	-34	-7
Scandinavian Middle	694	62.5%	22.3%	11.1%	4.0%	15.1%	-2.1%	1.1%	-114	0	4
Yosemite Middle	617	66.3%	19.8%	9.7%	4.2%	13.9%	1.5%	3.5%	-123	-7	0
McLane High	418	77.8%	16.7%	4.5%	1.0%	5.5%	-4.2%	2.1%	-166	-35	3
Roosevelt Region	5,291	50.9%	25.6%	14.3%	9.2%	23.5%	-9.2%	2.9%	-79	-21	11
Anthony Elementary	204	33.8%	21.6%	24.5%	20.1%	44.6%	9.8%	9.1%	-27	18	42
Balderas Elementary	351	43.6%	30.8%	16.8%	8.8%	25.6%	-19.9%	1.9%	-66	-41	1
Calwa Elementary	330	56.7%	25.2%	9.4%	8.8%	18.2%	-7.8%	7.2%	-81	-19	19
Jackson Elementary	215	41.9%	36.3%	15.8%	6.0%	21.9%	-12.8%	-0.1%	-61	-20	-2
Jefferson Elementary	227	24.2%	30.4%	19.8%	25.6%	45.4%	-3.6%	15.6%	-10	2	37
Lane Elementary	276	47.1%	32.6%	14.1%	6.2%	20.3%	-10.5%	3.0%	-73	-24	12
Lowell Elementary	196	56.6%	25.5%	10.2%	7.7%	17.9%	-16.0%	0.2%	-86	-41	2
Vang Pao Elementary	414	35.3%	25.1%	23.7%	15.9%	39.6%	-3.1%	6.8%	-31	-11	14
Webster Elementary	177	53.1%	24.9%	15.8%	6.2%	22.0%	-16.3%	0.6%	-79	-49	4
Winchell Elementary	359	46.5%	25.3%	17.3%	10.9%	28.1%	-15.8%	7.1%	-68	-46	7
Yokomi Elementary	373	31.6%	26.0%	22.5%	19.8%	42.4%	-12.3%	3.1%	-25	-26	9
Sequoia Middle	830	56.1%	27.0%	10.5%	6.4%	16.9%	-7.1%	-1.9%	-101	-19	-1
Tehipite Middle	443	81.3%	14.9%	2.7%	1.1%	3.8%	-9.3%	-0.3%	-163	-41	-5
eLearn Academy	442	55.4%	24.7%	13.3%	6.6%	19.9%			-83		
Roosevelt High	454	66.5%	21.1%	10.6%	1.8%	12.3%	2.6%	4.4%	-131	1	15

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

Met or Exceeded Δ Color Key

- >2%
- 2% to 2%
- <-2%

DFS Δ Color Key

- >5
- 5 to 5
- <-5

Group	2023 Performance Levels					Standard Met or Exceeded			Distance from Standard (DFS)		
	Students Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	2023 Met or Exceeded	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)	2023 DFS	Δ from Pre-Pandemic (2019)	Δ from Last Year (2022)
Fresno Unified	35,341	51.8%	24.8%	14.7%	8.6%	23.3%	-6.5%	2.5%	-82	-20	7
Specialty Region	1,133	69.0%	19.9%	8.3%	2.7%	11.0%	-0.8%	1.4%	-140	8	-5
Phoenix Elementary	32	81.3%	15.6%	3.1%	0.0%	3.1%	3.1%	3.1%	-160		
Cambridge Continuation	130	95.4%	4.6%	0.0%	0.0%	0.0%	0.0%	-0.6%	-213	24	31
Design Science Middle College High	58	15.5%	27.6%	29.3%	27.6%	56.9%	-17.3%	5.9%	15	-35	26
DeWolf Continuation	63	92.1%	7.9%	0.0%	0.0%	0.0%	-1.7%	0.0%	-191	56	28
Duncan Polytechnical High	250	59.2%	26.8%	11.6%	2.4%	14.0%	5.9%	2.9%	-113	4	2
eLearn Secondary	350	63.7%	25.7%	8.6%	2.0%	10.6%			-124		
Patino School of Entrepreneurship	46	39.1%	28.3%	30.4%	2.2%	32.6%	-12.6%	27.5%	-56	-25	75
Phoenix Secondary	43	95.3%	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-243		-18
Young Academy	161	83.9%	13.7%	1.9%	0.6%	2.5%	1.0%	-7.7%	-184	30	-42
Sunnyside Region	5,075	54.0%	24.8%	13.4%	7.9%	21.3%	-4.2%	2.3%	-87	-15	8
Ayer Elementary	303	50.8%	23.8%	16.2%	9.2%	25.4%	-3.4%	8.6%	-69	-12	23
Aynesworth Elementary	297	60.9%	25.6%	10.8%	2.7%	13.5%	-7.6%	-0.5%	-93	-30	7
Bakman Elementary	430	46.3%	31.2%	18.4%	4.2%	22.6%	1.7%	4.2%	-67	-4	1
Burroughs Elementary	390	45.6%	26.7%	16.7%	11.0%	27.7%	-7.9%	6.1%	-69	-16	11
Easterby Elementary	364	37.9%	28.0%	15.7%	18.4%	34.1%	3.8%	2.1%	-46	3	11
Greenberg Elementary	306	43.8%	28.8%	15.7%	11.8%	27.5%	-9.6%	8.6%	-54	-30	4
Herrera Elementary	295	45.4%	29.5%	16.9%	8.1%	25.1%			-68		
Olmos Elementary	305	54.1%	25.2%	14.4%	6.2%	20.7%	-6.6%	4.9%	-79	-15	12
Storey Elementary	301	26.6%	26.9%	23.9%	22.6%	46.5%	1.6%	7.2%	-14	3	19
Kings Canyon Middle	872	62.0%	22.0%	9.3%	6.7%	15.9%	-4.1%	0.7%	-110	-12	-1
Terronez Middle	615	67.2%	20.8%	8.8%	3.3%	12.0%	-1.9%	-1.7%	-122	-4	5
Sunnyside High	597	70.5%	19.6%	8.2%	1.7%	9.9%	-6.5%	0.0%	-141	-37	14

Source(s): SBAC 2023=sis.dbo.vwSBAC[Subject]assessmenthistory
SBAC 2019, 2022=CA Dashboard Research Files

Roster Date: Spring 2023. Where applicable, School/Region listed reflects SBAC test completion location in Spring 2023.

Report Type: Cross-sectional (uncohorted)

Notes: Results not shown where group size <11.

Met or Exceeded Δ Color Key


 >2%
 -2% to 2%
 <-2%

DFS Δ Color Key

 >5
 -5 to 5
 <-5

Fresno Unified School District
Board Communication

BC Number DS-2

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

Date: September 08, 2023

Phone Number: 457-3498

Regarding: Safe 2 School Volunteer Crossing Guards

The purpose of this communication is to provide the Board with an update on Safe 2 School volunteering crossing guards and their support at school sites. Safe 2 School works with district school sites to recruit and train volunteer crossing guards. They also provide safety equipment including vests, STOP signs, cones, and weather gear while sites provide radios as needed. In addition, Safe 2 School recognizes the daily commitment of its volunteers with a special gift twice during the school year – one before the holidays, and another at the end of the school year.

Volunteer crossing guards support safe routes to school during morning arrival, Kindergarten dismissal, and afternoon dismissal. At the end of May 2023, the last full month of the school year, Safe 2 School supported 34 sites with 82 volunteers. From August 2022-June 2023, the year-to-date totals for the number of shifts/crossings supported by volunteers was 20,729. Students from four different high schools have served as volunteer crossing guards, something that was first launched with students at Sunnyside High School two years ago who support crossings at neighboring Ayer Elementary.

With the start of a new school year, Safe 2 School is working with sites to rebuild their volunteer base and reestablish school crossing support. After four weeks of school, Safe 2 School volunteers are present at 30 schools, and have covered over 1,000 shifts/crossings so far. Historically, volunteer counts grow substantially between the first and second months of school as recruitments efforts continue.

Should you have questions, please contact Amy Idsvoog at 457-3498.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/08/2023

Fresno Unified School District
Board Communication

BC Number DS-3

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

Date: September 08, 2023

Phone Number: 457-3498

Regarding: *5 Star Student* Electronic Hall Pass and Engagement Tool

The purpose of this communication is to provide the Board with information regarding a new technology tool called *5 Star Students* that has been provided to our secondary sites. As sites were sharing issues of tardiness in between classes and challenges with bathroom monitoring and vaping incidents, the Safety office along with our IT department began exploring possible tools to support sites and students. As we researched possibilities, we found a few sites had already begun to explore possible applications on their own. One resource that was proving effective at Gaston Middle School and Tioga Middle School was *5 Star Students*.

Further investigation and feedback from site administrators led us to establish a license agreement with *5 Star Students* for all middle and high schools, funded by the Safety and Security office.

In addition to providing sites the ability to establish thresholds for the number of students permitted out of class at any given time (electronic hall pass), there are several added bonuses to this technology that support attendance, student engagement, activities, and student voice. *5 Star Students* supports campus culture directors in promoting and tracking student involvement or attendance at events with web, mobile and barcode scanning technology. The tool assigns points and incentives to help drive student engagement and manages programs that encourage and recognize school involvement – giving points to students for positive behaviors that can help them earn credits for things like school spirit wear. The new tool also provides opportunity for student feedback through online surveys and can support academic interventions like tutoring and study hall.

Last June, secondary principals were first trained on this new tool with four virtual training courses offered to vice principals and campus culture directors in August. Sites are training teachers, staff, and students on how to use *5 Star Students*.

Should you have questions, please contact Amy Idsvoog at 457-3498.

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



Date: 09/08/23

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: September 08, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for August 31, 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 Updates for August 31, 2023 are attached and include the following articles:

- Average Daily Attendance Improvement – August 31, 2023
- Attorney General Files Suit Against Chino Valley Unified to Stop 'Forced Outing Policy' – August 28, 2023
- California anti-Transgender Activists to Unveil 3 Proposed Ballot Measures at Capitol' – August 28, 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: 09/08/23



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FAX: 916 . 446 . 2011

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www.sscal.com

DATE: August 31, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Clean-Up Budget Trailer Bill Released

On Monday, the education clean-up budget trailer bill for the 2023-24 State Budget, Assembly Bill (AB)/Senate Bill (SB) 141, was unveiled. Usually, the clean-up trailer bill contains non-controversial amendments to clean-up the State Budget package, but sometimes the bill contains significant policy proposals.

AB/SB 141 contains mostly non-substantive modifications to the education provisions of the 2023 State Budget Act but does provide temporary flexibility for substitute employment. Specifically, the bill, until July 1, 2024, extends to 60 cumulative days the length of time that substitute teachers may serve in any one assignment, inclusive of general, special, or career technical education teaching assignments.

Some of the other statutory changes included in AB/SB 141 are the following:

- Extends the encumbrance rate for re-allocated funds from the PreKindergarten Planning and Implementation Grant program
- Prevents local educational agencies from incurring fiscal penalties due to expanded learning program closures as a result of emergency conditions
- Exempts the Paradise Unified School District from maximum ratios of administrators to teachers for the 2021-22 fiscal year to the 2023-24 fiscal year
- Appropriates \$1.5 million General Fund for the California Teachers Collaborative for Holocaust and Genocide Education

This bill is on track to be approved by the Legislature in the next couple of weeks and then will go to Governor Gavin Newsom's desk. Since the Administration worked with the Legislature to draft the measure, the Governor is expected to quickly sign the bill into law. As a budget bill, AB/SB 141 will go into effect immediately upon signature.

Appropriations Committee Deadline

Tomorrow, Friday, September 1, 2023, the Assembly and Senate Appropriations Committees will take up their respective suspense files.

In a sense, the suspense file is legislative purgatory, where measures that are deemed to have a fiscal impact of a certain magnitude are placed until all those measures can be dealt with at once. Many of the bills on the committees' suspense files will not move forward, which means that they are effectively killed without legislators having to cast a vote.

Of the bills that do pass the Appropriations Committees, hundreds are amended to address cost concerns or any issues that may be concerning for Governor Newsom. The bills that advance get a full floor vote in the second house and, if they have been amended during their time there, will go back to their house of origin for a concurrence vote on amendments, and then it is off to Governor Newsom's desk.

We will provide an update of the noteworthy education bills that survived the committee (and their significant amendments, if any) as well as the significant bills that were held by the committee in next week's *Sacramento Update*.

Leilani Aguinaldo

Average Daily Attendance Improvement

By Wendi McCaskill and Matt Phillips, CPA
School Services of California Inc.'s *Fiscal Report*
August 31, 2023

August marks the start of the instructional year for many California students. Although statewide enrollment decline has been a focal point, we are all anxious to see whether this year's attendance rates will improve over the past two years' rates. Attendance gains will provide assurance that students are accessing much needed instructional time and indicate stability in average daily attendance (ADA) based funding.

Important policy changes enacted through the 2022-23 State Budget package and implemented in the 2022-23 school year softened the fiscal impact of declining enrollment and attendance. One of these policies has permanently expanded the ADA options for Local Control Funding Formula school district entitlement calculations to include the greater of current, prior, or three prior years' average ADA. This policy change will mitigate against the sudden loss of funding due to ADA decline, yet a continued reduction of attendance rates will continue to plague local educational agencies (LEAs) as most expenditure decisions are based on enrollment. Although LEAs have no control over some things that affect student attendance, like the COVID-19 pandemic, there are strategies within an LEA's control that can be implemented to improve student attendance. Attendance is an area where even a slight improvement can make a substantial financial difference.

School calendars are adopted and in place for the current school year, but there are still some decisions that can be made regarding the attendance reporting calendar and strategies that can help maximize ADA in the current year. In addition, by tracking 2023-24 attendance patterns, LEAs can use that information in the calendar development process for the 2024-25 school year to improve student attendance moving forward.

Maximizing ADA

Absenteeism costs LEAs more than the loss of ADA—students cannot learn when they are not engaged in school. This is an even more pressing reality considering the impact of the COVID-19 pandemic on student attendance and statewide testing metrics. Based on 2018-19 data—the last full year of attendance data prior to COVID-19—the average unified school district student missed 10.19 days of school per year. Based on average attendance rates for unified school districts in 2022-23, the average unified school district student missed 15.74 days of school per year. Extrapolating the single year data across 14 years (transitional kindergarten through grade 12) suggests that the average student will miss more than 220 days of school. This equates to a loss of a full school year plus an additional 22% (additional 40 days) of a second school year in missed opportunities for learning. In this example (based on a school year of 180 days), an LEA will lose approximately \$77.62 for each absence (approximately \$1,219.72 per student, per year). Other funding based on ADA—such as special education funding, lottery, federal funding, or grants—will also be impacted. Average attendance rates by school district type are shown below and discussed in more detail in the recent *Fiscal Report* article, "[Attendance Rates See Modest Improvement](#)."

School District Type	2021-22	2022-23	Difference Between 2021-22 and 2022-23 at P-2 ¹
Elementary	91.09%	92.28%	1.19%

School District Type	2021-22	2022-23	Difference Between 2021-22 and 2022-23 at P-2 ¹
High	90.34%	91.17%	0.83 %
Unified	89.64%	91.27%	1.63%

¹Second Principal (Apportionment)

Although the calculation of ADA is straightforward mathematically, there are some nuances to planning and reporting student attendance that can help improve ADA. Maximizing ADA through calendar development is part art, and part science. The calculation consists of a numerator and a denominator. The numerator is the number of apportioned days and the denominator is the total days in the attendance period. The art component is maximizing the apportioned days in the numerator, while minimizing the number in the denominator.

The attendance period consists of multiple school attendance months (not to be confused with calendar months). Each school attendance month consists of 20 days, defined as 4 weeks of 5 days each, beginning on a Monday and ending on a Friday, regardless of whether there are students in attendance on all those days. LEAs can start the first school attendance month either the first Monday of July or the Monday of the first week of school. The number of days in the denominator is the number of instructional days offered. If your school attendance month begins on a non-instructional day, you will have fewer than 20 days in the denominator for that month. As you complete each school month, any holidays, staff development days, and other locally defined non-instructional days would not be included in the denominator and would not be possible days of attendance. For example, the first month consists of 20 total days, but only 17 days of student instruction, so the denominator for the first month is 17. This calculation is performed for each school month that is eligible to be reported in the attendance period, and the sum of the days becomes the denominator.

The numerator represents the number of students present on each instructional day. Let us assume that this LEA has 10 students. If all 10 students show up every day in a month with 17 instructional days, the numerator would be 170, also known as apportioned days. ADA is calculated by dividing 17 instructional days into the 170 apportioned days, for an ADA of 10.

School district calendars for each school site must comply with the equity length of time requirements in Education Code Section (EC §) 37202, as well as the required annual instructional minute and day offering requirements per EC § 46207 and 46208. Similarly, charter school site calendars must comply with the annual instructional minute and day offering requirements in EC § 47612.5 and Title 5 California Code of Regulations, Section 11960. While LEAs must plan within instructional time requirements, LEAs have some control over absenteeism by arranging the school calendar to prevent commonly missed school days; for instance, setting the first student attendance day on a Wednesday or a Thursday may create a lower numerator.

The art of calendar development includes maximizing both sides of the equation. To maximize attendance, start by looking at monthly trends by school site:

- Does ADA start to decline after the winter semester, or does it increase?
- Does your LEA have a higher-than-normal absence rate when neighboring LEAs are out of school?

- When staff development activities are scheduled that close the school, do students miss the day following, the day before, or both?
- When midweek holidays occur, is attendance low before or after the holiday?
- Have you calculated the LEA's cost of absenteeism and communicated this to the parents and teachers?
- Do parents understand that excused absences do not generate ADA? Do teachers?
- Is absenteeism high among teachers? If teachers do not show up, the students will not either.

Then consider:

- Utilizing the flexibility allowed in EC § 37201 by including or excluding all, or part, of the winter recess to adjust the P-2 cutoff date to end earlier, if needed. If in a growth area, consider the advantage of a longer period to P-2
- Planning for special events or staff development days on or around days when there are religious or cultural holidays that are generally low-attendance days
- Looking at other holidays for opportunities to schedule staff development (a Monday before a Tuesday holiday or the day following Halloween)
- Extending winter recess if trends show low ADA the first week back
- Utilizing short-term independent study (absent more than three consecutive days)
- Implementing Saturday makeup school
- Seeking a waiver when there has been a material decrease in ADA due to inclement weather, a fire, or other catastrophic events allowed through EC § 46392

We will be going over attendance and instructional time requirements in detail, including a discussion of the use of attendance months in generating and reporting ADA in the upcoming [Attendance Accounting and Instructional Time](#) webinar scheduled for September 19, 2023. To register, please click [here](#).

Note: Some school boards have recently implemented policies requiring school staff to notify parents if their child identifies as transgender, which has resulted in a clash with statewide officials, particularly Governor Newsom and Attorney General Rob Bonta.

Attorney General Files Suit Against Chino Valley Unified to Stop ‘Forced Outing Policy’

By Diana Lambert
EdSource
August 28, 2023

California Attorney General Rob Bonta filed a lawsuit today against Chino Valley Unified asking the San Bernardino County Superior Court to end a district policy that requires school staff to tell parents if their child asks to be identified by a different gender or name, or accesses a bathroom or program that don't align with the gender on their official records.

The lawsuit also asks the court to issue a preliminary injunction to halt the district policy immediately to protect the safety of transgender and gender-nonconforming students in the school district while the court case proceeds.

“In its function, in its text, and in its context this policy is disruptive,” Bonta said at a news conference Monday morning. “It’s discriminatory, and it’s downright dangerous. It has no place in California, which is why we have moved in court to strike it down.”

The Attorney General’s Office filed the case after completing a civil rights investigation of the district. The investigation found that the policy, passed on July 21, discriminates against transgender and gender-nonconforming students, violates their constitutional and civil rights, and threatens their mental, emotional and physical well-being, Bonta said.

“Let’s call this policy what it is. It’s a forced outing policy,” Bonta said.

The policy violates the constitutional right of all California students to be treated equally, regardless of their gender, gender identity, or gender expression, Bonta said. It violates California’s equal protection clause, and it violates California’s constitutionally protected right to privacy, he said.

Transcripts and recordings of the Chino Valley Unified board meetings reveal that trustees were motivated by a desire to harbor animosity, discrimination and prejudice, Bonta said.

“Transgender and gender-nonconforming students were described as suffering from a mental illness and perversion,” Bonta said. “There were claims that policies protecting these students are a threat to the integrity of our nation and the family system as we know it. One board member even went as far as to publicly state that transgender and gender-nonconforming individuals need non-affirming action from their parents to get better.”

Chino Valley Unified officials weren’t notified that the lawsuit was filed until after media outlets began to report on it Monday morning, said Andrea Johnston, district spokeswoman, in an email.

Johnston did not provide a district official for an interview with EdSource, saying district officials were still reviewing the lawsuit with attorneys. But, Johnston did dispute Bonta’s allegation that the policy puts transgender students at risk.

“The district’s policy does protect transgender students by requiring staff to notify CPS/law enforcement if the student believes they are in danger or have been abused, injured, or neglected due to their parent or guardian knowing of their preferred gender identity. In these circumstances, CVUSD staff will not notify parents or guardians, but rather, wait for the appropriate agencies to complete their investigations regarding the concerns shared by the student.”

Johnston said that the district has been transparent in its dealings with the Attorney General’s office on the matter, providing it with all the requested documents and records.

“Superintendent (Norm) Enfield spoke with the DOJ’s legal counsel weekly to confirm the district was providing requested files, which had changed several times from the original subpoena,” she wrote in the email.

Students who submitted declarations for the lawsuit said the board policy has made them fear for their safety and has caused them to become withdrawn in school.

“It presents students with a terrible choice, either walk back your rights to gender identity and gender expression, to be yourself, to be who you are, or face the risk of serious harm, mental harm, emotional harm, physical harm,” Bonta said of the policy.

Temecula Valley Unified, Anderson Union High School District and Murrieta Valley Unified also have passed parent notification policies, but aren’t included in the complaint. If the state wins its case, districts with the exact same policy will also be prohibited from using it, Bonta said.

“We are standing up for our children today, not allowing their rights to be trampled, not allowing them to be put in harm’s way by a school board who is not complying with California law,” Bonta said.

Note: Parents’ rights activists stood with Republican Assemblymembers Essayli and Patterson at the Capitol this week and unveiled three anti-transgender ballot measures that they are hoping to qualify for next November’s General Election.

California anti-Transgender Activists to Unveil 3 Proposed Ballot Measures at Capitol’

By Andrew Sheeler
The Sacramento Bee
August 28, 2023

Riverside Republican Assemblyman Bill Essayli’s bill to force California schools to out transgender students to their parents never got a hearing in the Assembly. But it could soon get a hearing from California voters.

Essayli is set to join Assemblyman Joe Patterson, R-Rocklin, on the west steps of the Capitol at 3 p.m. Monday to unveil a trio of proposed anti-transgender ballot initiatives.

Joining the Republican lawmakers are conservative activists Jonathan Zachreson, Scott Davison and Jay Reed; speakers Erin Friday of the group Our Duty; former NCAA athlete Sophia Lorey of the conservative California Family Council, and “de-transitioner” Chloe Cole, who headlined her own event at the Capitol earlier this year.

The activists, calling themselves Protect Kids California, are looking to advance three ballot initiatives that would:

- Force schools to notify parents if their child uses a different name or pronouns;
- Block transgender girls from competing in girls’ sports programs;
- Block transgender minors from accessing gender-affirming medical treatment.

Once a proposed ballot measure has been written, its language must be submitted to the California Attorney General’s Office for review. It will then have until Oct. 26 to prepare a title and summary, at which point the measure’s backers will be cleared to begin circulating petitions for signatures.

Proposed initiative statutes require 546,651 signatures, while constitutional amendments require 874,641, according to the California Secretary of State’s Office.

May 9, 2024, is the last day for the California secretary of state to determine whether an initiative petition meets the minimum signature requirement.

An account for Protect Kids California on X, the platform formerly known as Twitter, points to polling it says shows that California voters would support the measures. The group doesn’t cite the source of the polling on its website.

The event was promoted on X by Northern California chapters of the group Moms for Liberty, which has been designated as an extremist group by the Southern Poverty Law Center.

This event comes amid increased anti-LGBTQ rhetoric and violence. On Aug. 18, a far right conspiracy theorist fatally shot a Southern California woman — Laura Ann Carleton — when she confronted him removing her LGBTQ Pride flag.

Transgender youths are more likely to experience bullying and harassment at school, to have suicidal thoughts and to attempt to take their own lives.

In the past, Essayli has argued that “children are the domain of their parents, not the government,” and he has pointed to a study showing that parental support of LGBTQ youths leads to fewer depression symptoms.

But studies also show that fewer than a third (32%) of trans and nonbinary youths view their home as a safe and affirming place, and that trans and gender-nonconforming adolescents are more likely to be victims of abuse.

The majority of the medical establishment — including the American Academy of Pediatrics, the American Medical Association and the American Psychological Association, as well as the World Professional Association for Transgender Health — believe that gender-affirming medical care “improves quality of life” for transgender minors.

A March 2021 study showed that the “regret rate” for transgender people who underwent any type of gender affirmation surgery was less than 1% for transmasculine surgeries and approximately 1% for transfeminine surgeries.

“Based on this review, there is an extremely low prevalence of regret in transgender patients after (gender affirmation surgery),” according to the study.

Another study, published earlier this month, found that that “median decisional regret score” for transgender people who received a mastectomy as part of their gender-affirming care was “0 on a 100-point scale.”

Sen. Scott Wiener, D-San Francisco, who has been an outspoken advocate for LGBTQ issues in the Legislature, tweeted Friday likening this ballot measure effort to a 70s-era push to bar LGBTQ people from being teachers in the state.

“The voters rejected that hateful measure. Now, in 2023 California, they’re at it again, this time targeting trans kids. And we’ll beat it again,” Wiener wrote.

Fresno Unified School District
Board Communication

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: 09/08/2023

Phone Number: 457-3934

Regarding: 2023/24 Local Control and Accountability Plan Final Approval

The purpose of this communication is to provide the Board with an update on the review process and approval of the Fresno Unified School District Local Control and Accountability Plan (LCAP).

The Fresno County Superintendent of Schools (FCSS) has completed their review, resulting in approval of the Fresno Unified School District LCAP. The process includes reviews by FCSS staff in both Educational Services and Financial Services. Both FCSS teams have confirmed their approval of the LCAP, which resulted in no substantive changes to the document. Throughout the review process, district staff worked to provide additional clarification and made technical adjustments to address the feedback received. The review was completed within the timeline required for FCSS approval.

The district continues to exceed legal requirements by including 100% of General Fund resources in the plan. Additionally, the review approval affirms the district's demonstration of increasing or improving services for unduplicated students. Meeting this requirement demonstrates the Board's continued commitment to improving educational outcomes for low-income, English learner, and foster youth students.

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: 09/08/23

Fresno Unified School District
Board Communication

BC Number ID-1

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

Date: September 08, 2023

Phone Number: 457-3226

Regarding: Council of the Great City Schools Special Education Update

The purpose of this board communication is to provide the Board with a comprehensive update regarding the upcoming Special Education review process facilitated by the Council of the Great City Schools (CGCS). In preparation for the CGCS's visit to Fresno Unified School District, we are refining and updating a comprehensive report encompassing the developments and modifications that have transpired since their last assessment in 2018. The report serves as a crucial resource in defining the scope of the review and to determine the areas of focus that will be conducted during their visit. This detailed overview of our data and progress on the goals outlined in their prior report will enable them to effectively pinpoint areas of emphasis and determine the specific teams they wish to engage during their visit.

The report will include a diverse range of essential data points including academic progress for students with special education services, Differentiated Assistance indicators used on the California School Dashboard, and eligibility for Disproportionality among other data they reviewed during their last visit.

We remain steadfast in our commitment to transparency and continuous improvement with our Special Education programs and this collaboration will refocus our efforts to ensure the very best outcomes for our students, families, and staff. In line with our timeline, we anticipate finalizing the report by September 01, 2023. Following its completion, the report will be promptly submitted to the CGCS team for review and consideration. Their team will compile a review panel based on their assessment of our need and they plan to visit in October of 2023. We welcome recommendations from their team and look forward to building a robust strategic plan based on those recommendations.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Tangee Pinheiro, Ed.D., at 559-457-3226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/08/23