



BOARD OF EDUCATION
REGULAR MEETING
2309 TULARE STREET
BOARD ROOM, SECOND FLOOR
FRESNO, CA 93721-2287
board.fresnounified.org

**AGENDA
BOARD WORKSHOP
WEDNESDAY, NOVEMBER 15, 2023
*5:00 P.M. (OPEN SESSION)**

*DESIGNATED TIMES ARE ESTIMATES.

Please note: Parking will be available for Board meetings after 5:00 p.m. at the N Street Parking Pavilion, located on the southeast corner of Tulare and "N" streets – entrance on "N" street. Board meeting attendees without key cards should report to the parking booth attendant. Please do NOT take a ticket. Also, the City of Fresno will not enforce the street meters in this area after 6:00 p.m., Monday through Friday.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Board of Education Room is subject to metal detector scanning; Board Policy 5145.12 allows for the use of metal detectors. The following items are prohibited: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board's consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Education Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: board.fresnounified.org

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.

***5:00 P.M.**

CALL Meeting to Order

PLEDGE OF ALLEGIANCE

Ambra O'Connor will lead the flag salute.

PRESENT and DISCUSS Academic Return on Investment, Literacy Data, and Quarterly Academic Updates

Staff will present an overview of the Academic Return on Investment process including outcomes-based contracting, which will emphasize the importance of shifting to a systemic mindset that prioritizes outcomes with a clear problem of practice. In addition, data will include baseline literacy outcomes and other first quarter metrics from a regional perspective. The presentation will also include discussions about how diversity, equity, and inclusion, community trust, and parent and community engagement inform our success. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Natasha Baker, Ed.D., telephone 457-3731.

OPPORTUNITY for Public Comment on Item

UNSCHEDULED ORAL COMMUNICATIONS

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. The cards are submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests brought before them at this time. The appropriate staff member will furnish answers to questions.

D. ADJOURNMENT

**NEXT REGULAR MEETING
WEDNESDAY, DECEMBER 06, 2023**

Fresno Unified School District
Board Agenda Item

Board Workshop Date: November 15, 2023,

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Present and Discuss Academic Return on Investment, Literacy Data and Quarterly Academic Updates

ITEM DESCRIPTION: Included in the Board binders is a presentation with an update on Academic Return on Investment (AROI), literacy data, and additional first quarter academic data updates. The presentation will detail the AROI process including outcomes-based contracting, which will emphasize the importance of shifting to a systemic mindset that prioritizes outcomes with a clear problem of practice. In addition, data will include baseline literacy outcomes and other first quarter metrics from a regional perspective. The presentation will also include discussions about how diversity, equity, and inclusion, community trust, and parent and community engagement inform our success.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

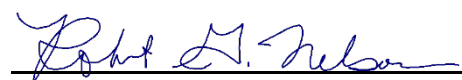
PREPARED BY: Tonisha Hargrove

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Natasha Baker, Ed.D.,
Chief Academic Officer

SUPERINTENDENT APPROVAL:
Robert G. Nelson, Ed.D.







Fresno Unified
School District

Academic Return on Investment and Quarter 1 Academic Updates

Quarter 1: 2023-24





Outcomes

- ❖ Understand Fresno's Academic Return on Investment (AROI) Journey
- ❖ Provide updates on current AROI work
- ❖ Review Outcomes-Based Contracting (OBC)
- ❖ Share Quarter 1 Academic Data Update Drafts





Mission Statement:

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

Vision Statement:

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





Our Goals

1

Improve academic
performance at challenging
levels

2

Expand student-centered
and real-world learning
experiences

3

Increase student
engagement in their school
and community



ALIGNED SUPERINTENDENT Focus Areas

**KEEP TEACHING & LEARNING
AT THE FOREFRONT**

MAINTAIN FISCAL STABILITY

ENSURE EXCELLENT FACILITIES

**SET STANDARD FOR
NON-ACADEMIC NEEDS**

**MITIGATE SAFETY CONCERNS THROUGH
PROACTIVE RESPONSE**

**ESTABLISH & MAINTAIN CABINET MEMBER
ACCOUNTABILITY GOALS**

REDUCE CHRONIC ABSENTEEISM

HIRING TO REFLECT THE COMMUNITY

**IMPROVE COMMUNICATION,
CUSTOMER SERVICE, &
FAMILY ENGAGEMENT**



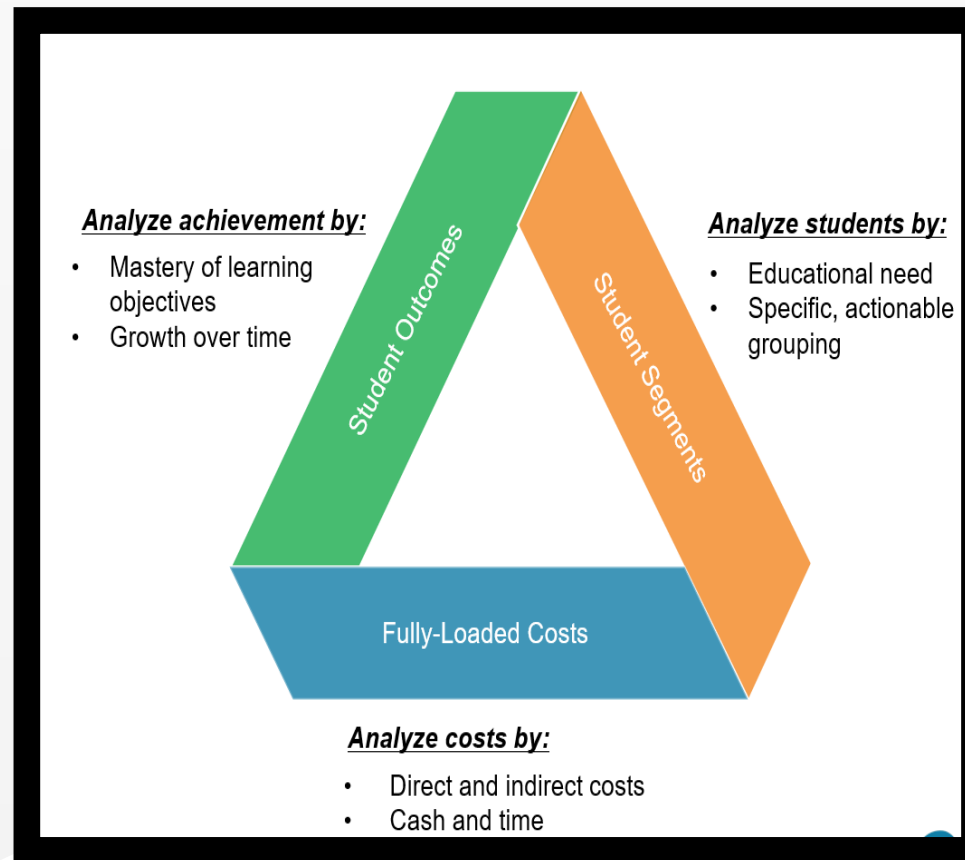


Our Journey with Academic Return on Investment (A-ROI)

- **2020-2022 Partnership: Fresno Unified and District Management Group (DMG)**
 - Take an Academic ROI lens on all initiatives and programs in FUSD through an Initiative Inventory
 - Prioritize initiatives for in-depth Academic ROI evaluations and conduct evaluations to make a data-driven decisions on how to move forward
 - Build district capacity to conduct Academic ROI evaluations moving forward



Academic Return on Investment (AROI) Framework





Districts with A-ROI capabilities

Expand: Highly cost-effective programs that increase student learning should be expanded.

Keep: Cost-effective and successful programs in their current scope should be kept as is.

Segment and Target: Programs that are successful only for some segments of the student population.

Reduce: Expensive programs with some successes should be reduced to keep only the crucial portions.

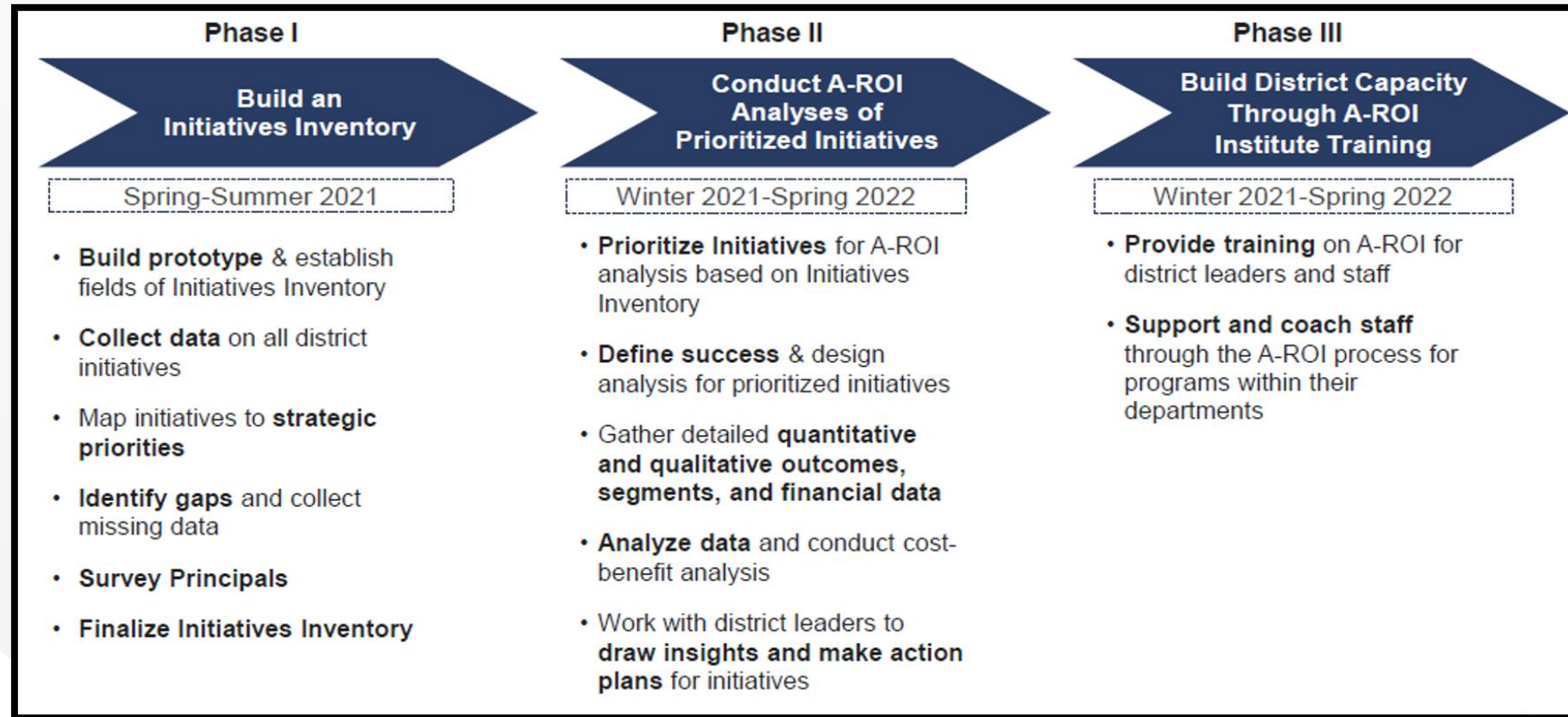
Fix: Programs with limited success that could increase success if structural or systemic problems were fixed.

Eliminate: Programs that prove to be either ineffective or cost-ineffective should be eliminated to release funds.





The Plan in Three Phases





A-ROI: Key Findings and Takeaways

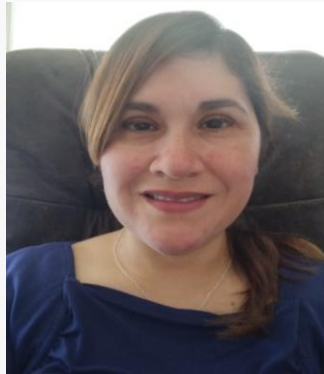
- The Initiatives Inventory examined 345 initiatives
- 70% of the initiatives had a clear objective
- Only 14% of the initiatives had a clear objective, aligned success measures that looked at the outcomes of the initiative, and results available
- Many initiatives are not set up to look at the result of the initiative
- AROI needs to be embedded in our budget process to better align resources
- Metrics for impact and cost data need to be established prior to implementation of a program
- A collaborative plan should be created for how to embed A-ROI in our district
- Strategies for communication about program changes need to be developed



AROI Cross Departmental Team



Dr. Zerina Hargrove, AMA



Dr. Carmin Rodriguez,
AMA



Mony Ward,
School Leadership



Pam Taylor, CIPL



Ann Loorz, Purchasing



Tonisha Hargrove-Williams,
Instructional Division



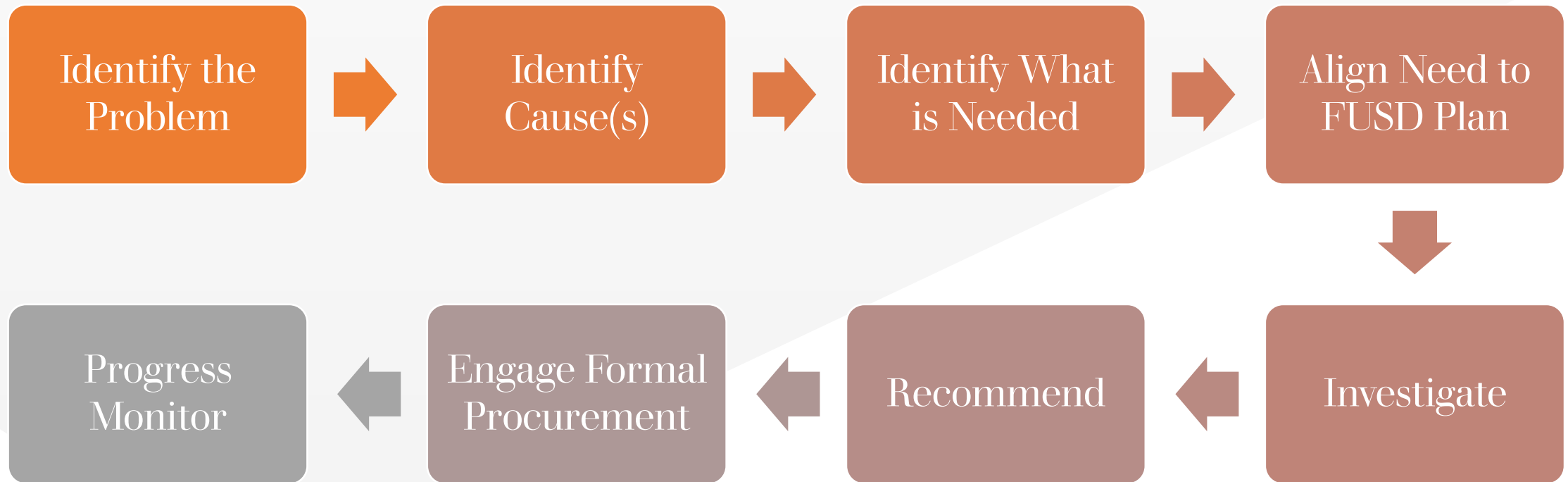
Dr. Ashlee Chiarito,
State and Federal



Ryan Coe, CIPL

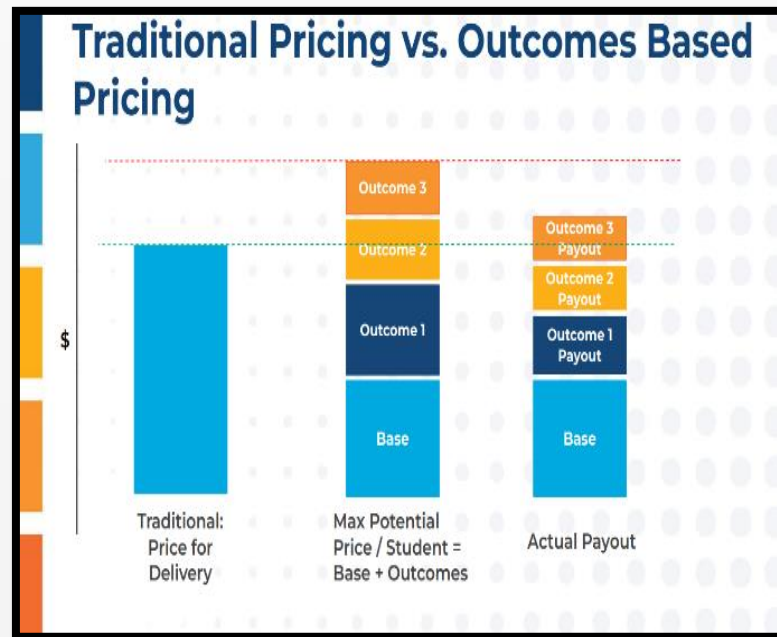


AROI's 8-Step Framework





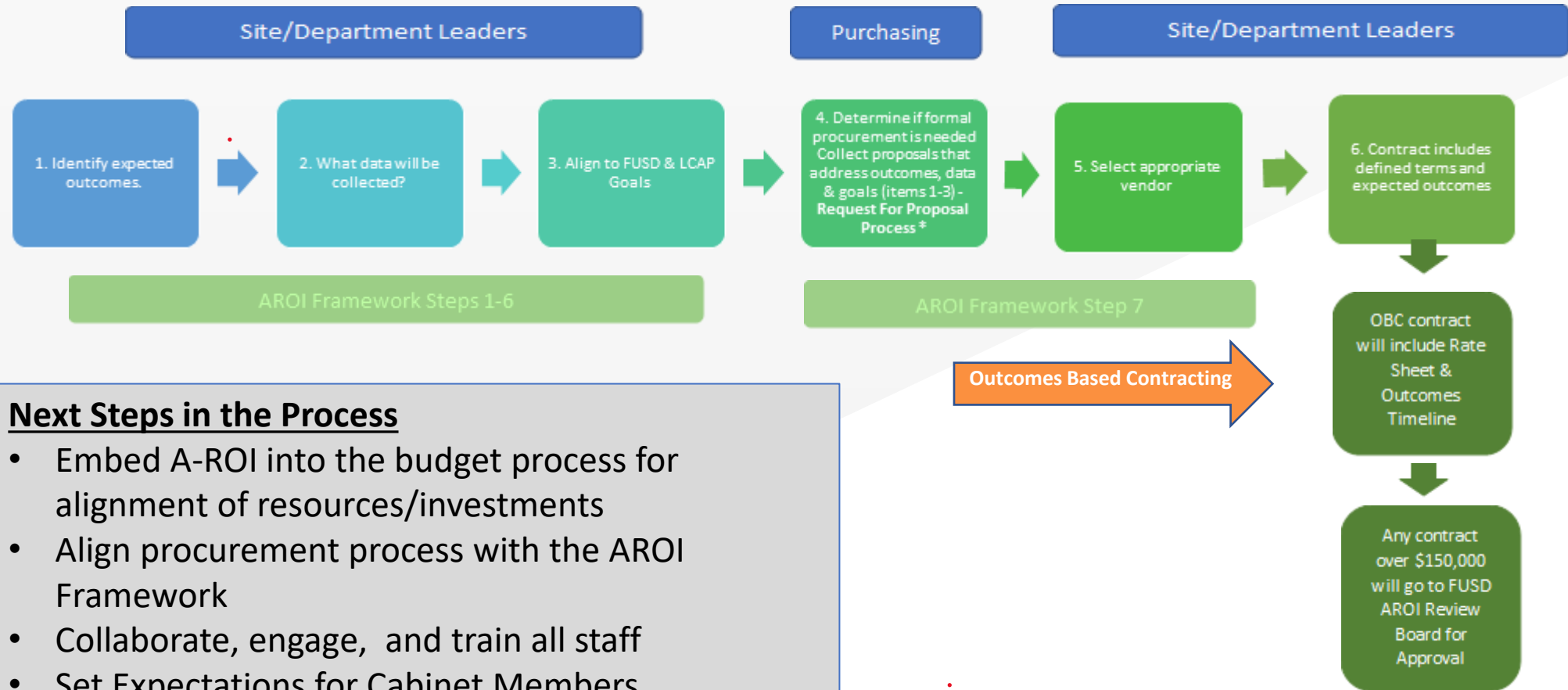
Rationale for Outcomes-Based Contracting



- Contract for clear student outcomes; compels mutual accountability for achieving outcomes.
- Ensures public dollars deliver academic impact, even if providers take several attempts to achieve it.
- Requires districts and vendors to identify and commit to clearly defined outcomes.



AROI and OBC Process Map



Next Steps in the Process

- Embed A-ROI into the budget process for alignment of resources/investments
- Align procurement process with the AROI Framework
- Collaborate, engage, and train all staff
- Set Expectations for Cabinet Members



Our Goal

1

**Improve academic
performance at challenging
levels**

Equity and Access

African American Academic Acceleration

- Waterford Reading Academy Program-Grades TK-2nd.
- Afterschool Reading Program-Grades K-4th
- Kinder Readiness-Grades TK-K
- Reading Program-Grades K-4th

Literacy for Foster Youth and Homeless

- K-6 students identified as foster and homeless in Edison, McLane, and Fresno High region demonstrating a need receive literacy support after school through a community partner.

Attendance

- During attendance meetings with families whose students are showing early signs of truancy or chronic absenteeism, provide education to link the connection between reading proficiency and school attendance and establish a plan to improve attendance.
- Intensive support for students showing patterns of habitual truancy and chronic absenteeism.



Fresno Unified
School District

DISTRICT DATA

QUARTER 1 - SY 2023-24





Table of Contents

Bullard Region

Edison Region

Fresno Region

Hoover Region

McLane Region

Roosevelt Region

Sunnyside Region





Purpose and Process

- Three components for principals:
Student-level data each quarter, data definitions in a technical guide, and editable presentations (Tues., 11/21)
- Regional Data Today and What's Missing
- Next Quarter, Data Release, Efficiency, and Data Scrubs

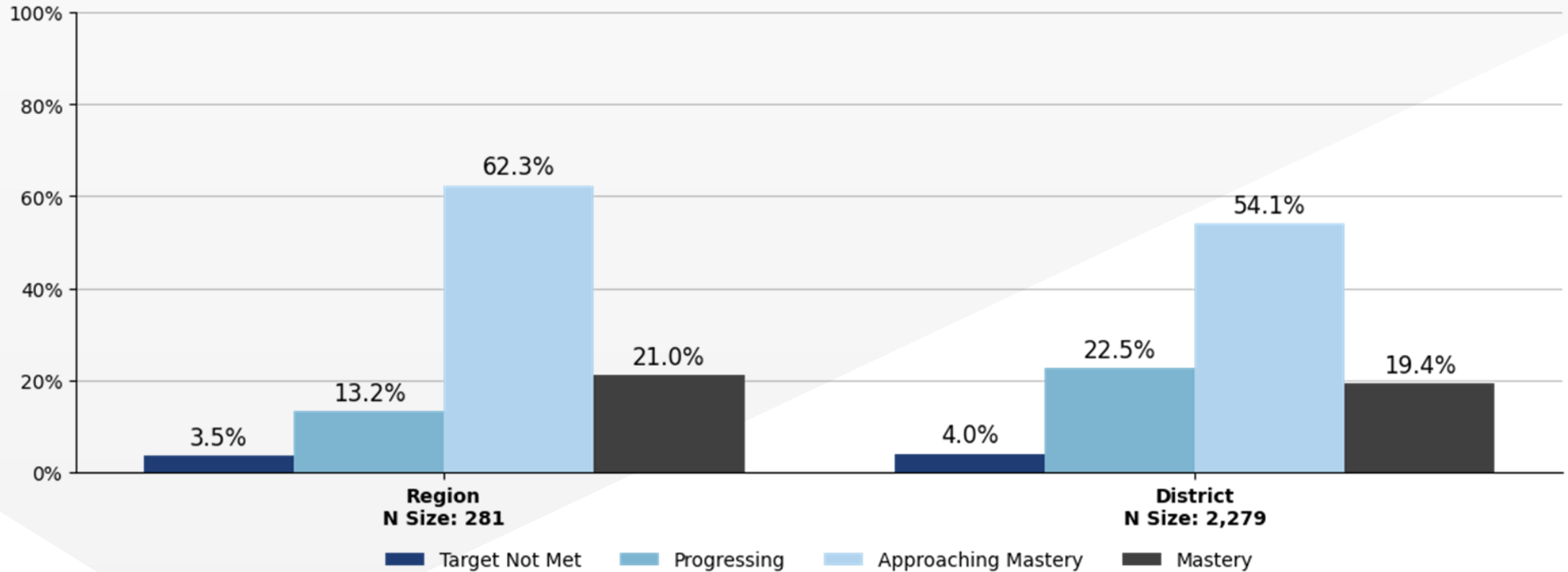


BULLARD REGION



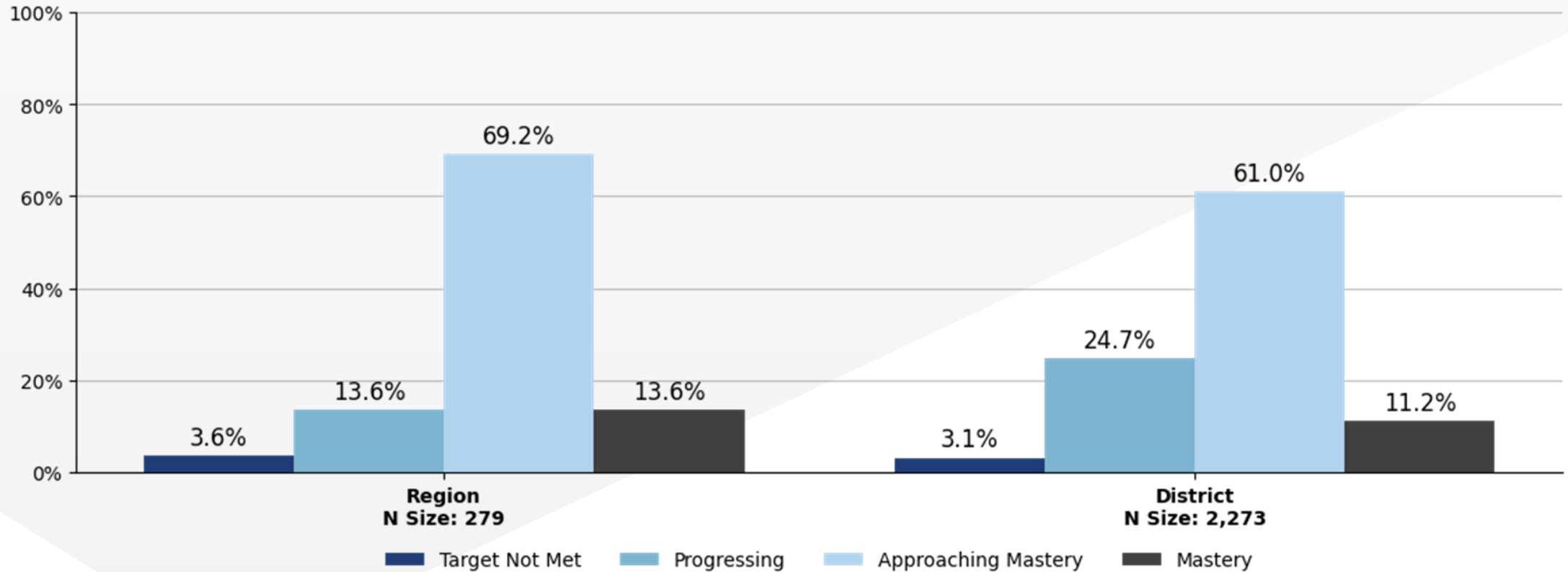


PreK: Communication and Use of Language (Expressive)



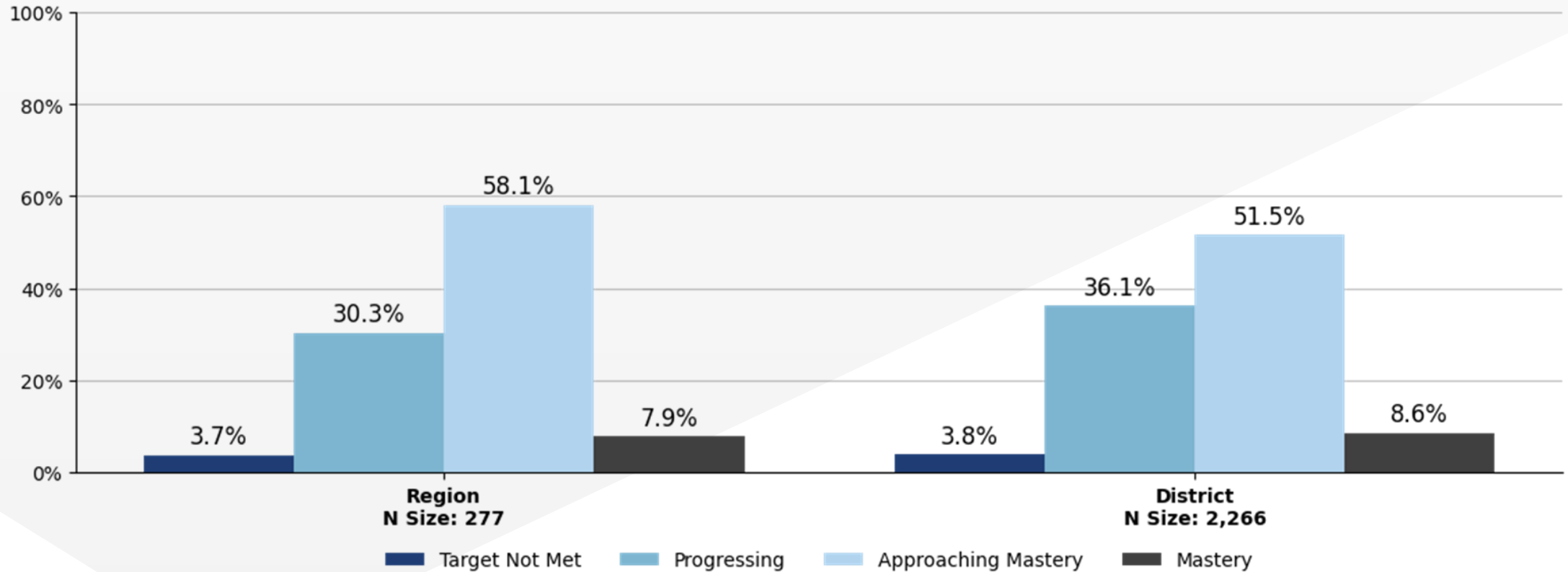


PreK: Concepts About Print



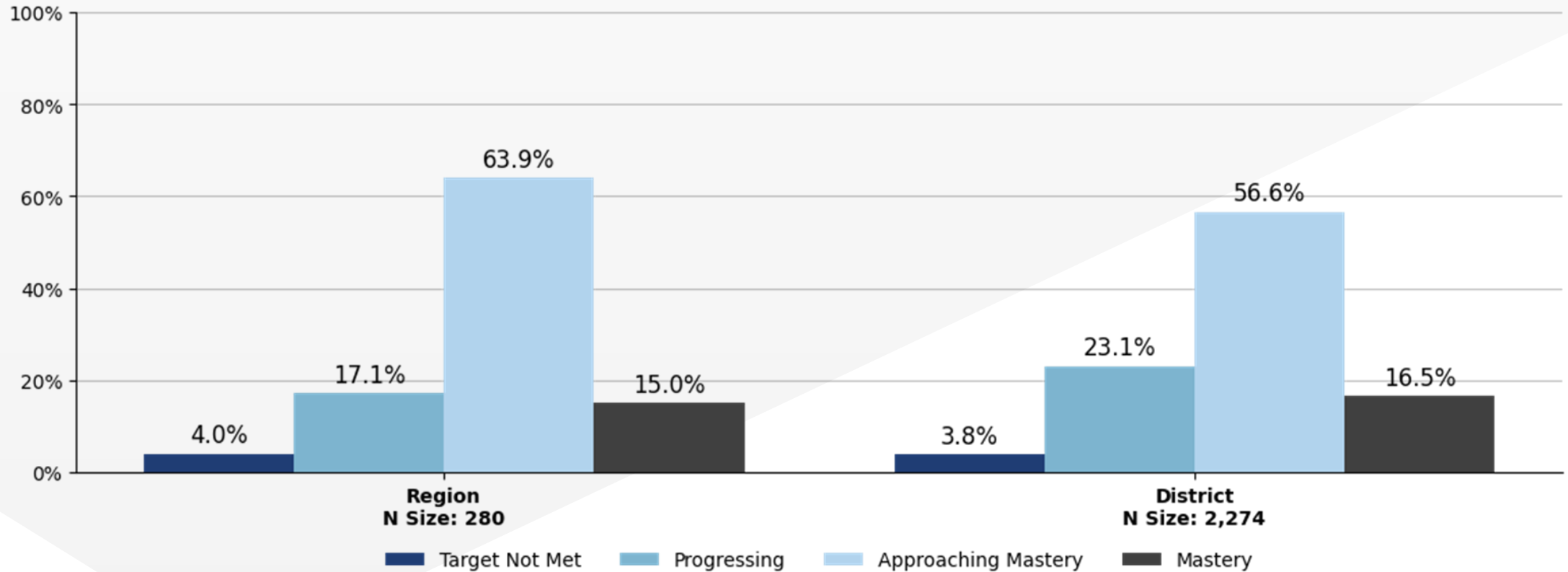


PreK: Phonological Awareness



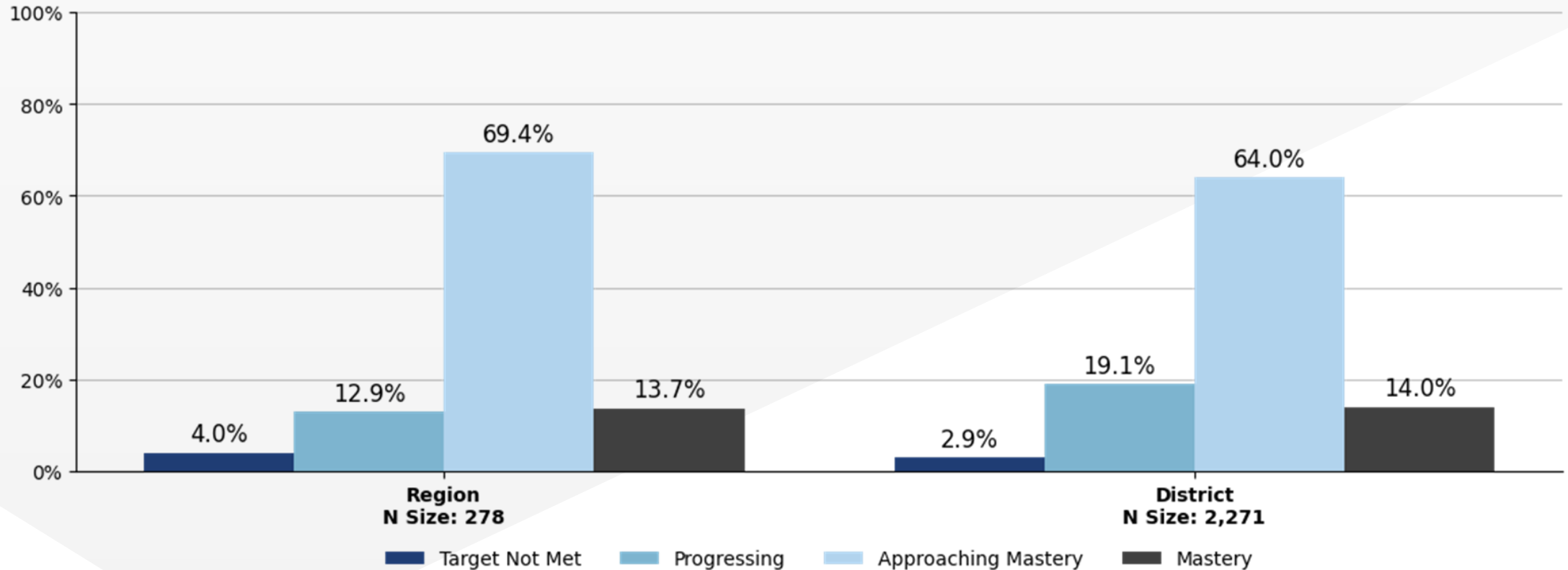


PreK: Letter and Word Knowledge



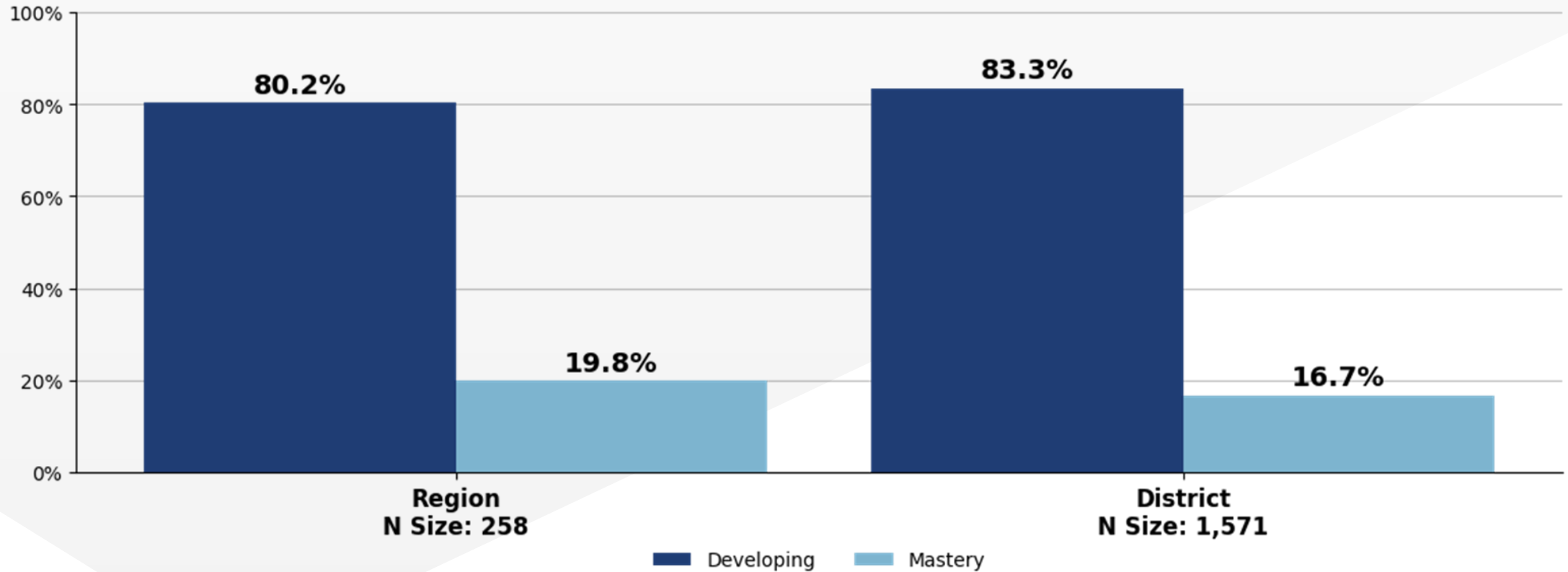


PreK: Emergent Writing



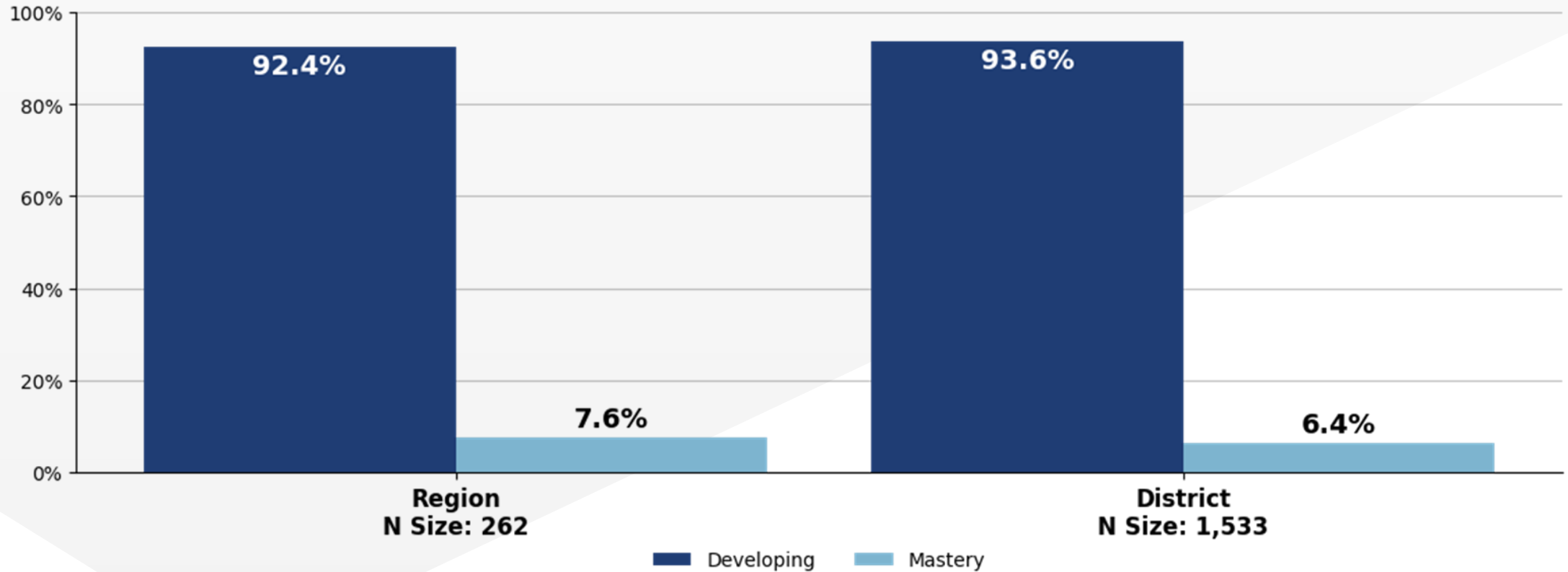


TK: Uppercase Letters



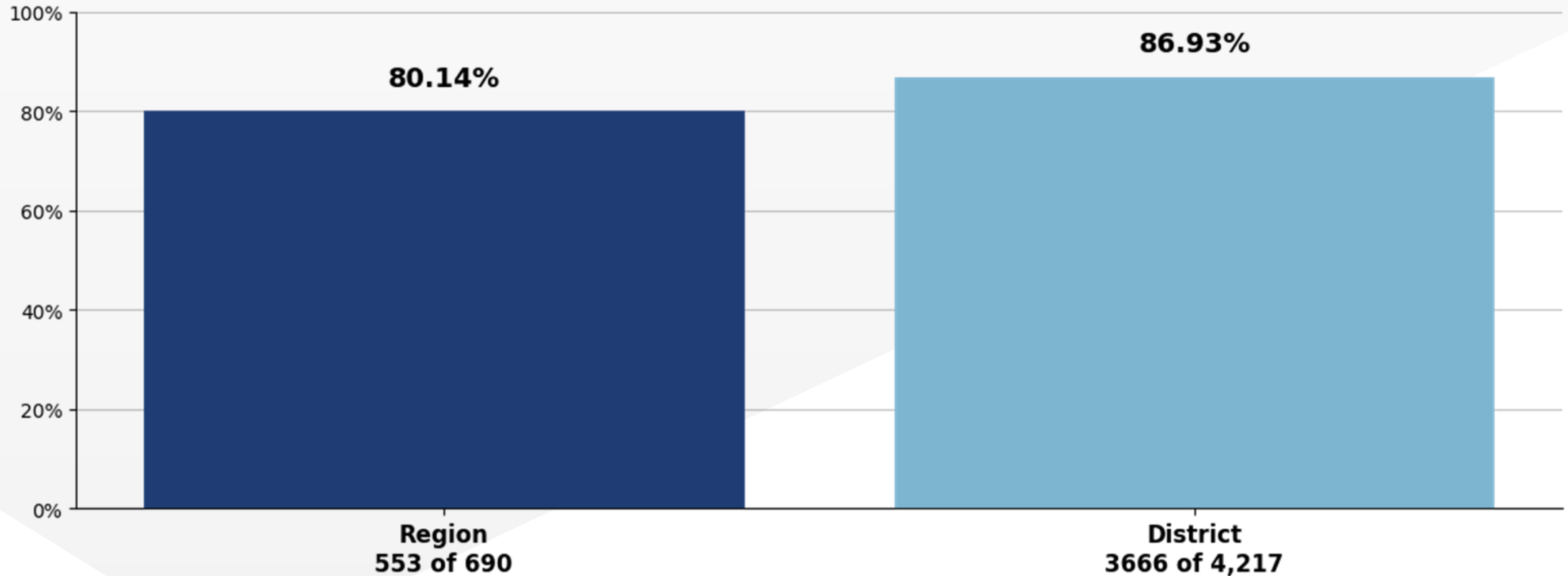


TK: Lowercase Letters



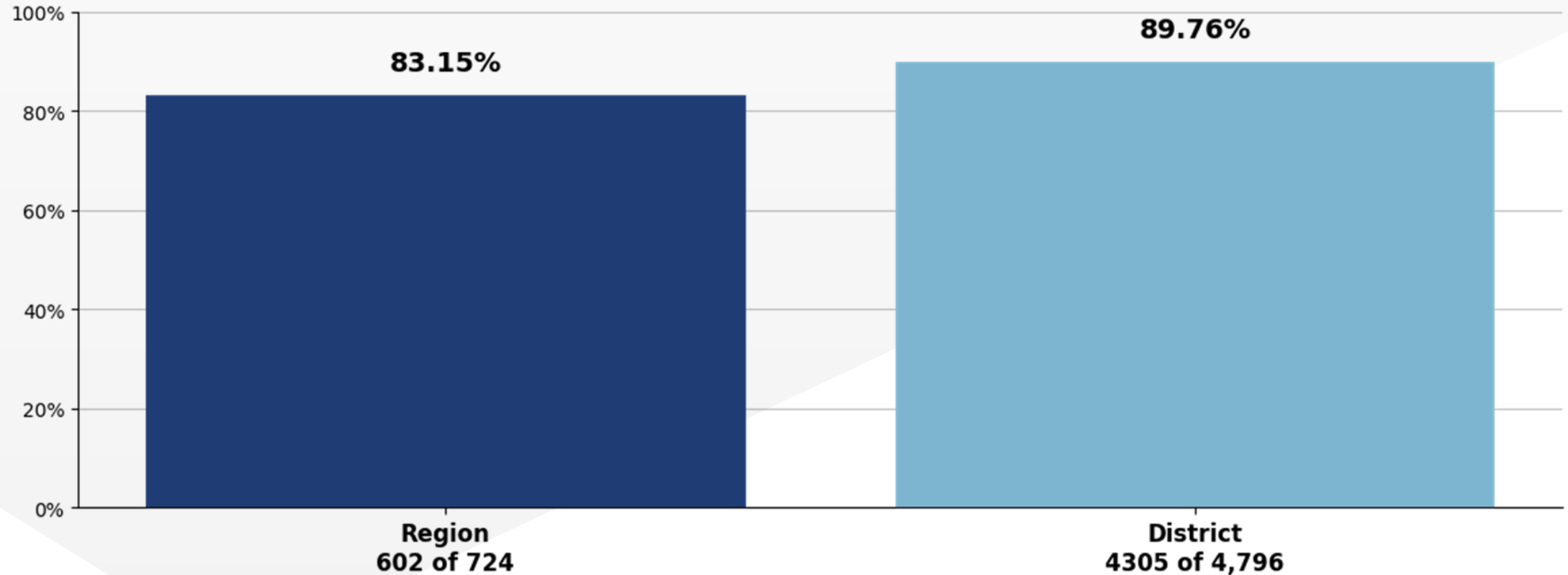


% of Students Below Grade Level in Reading



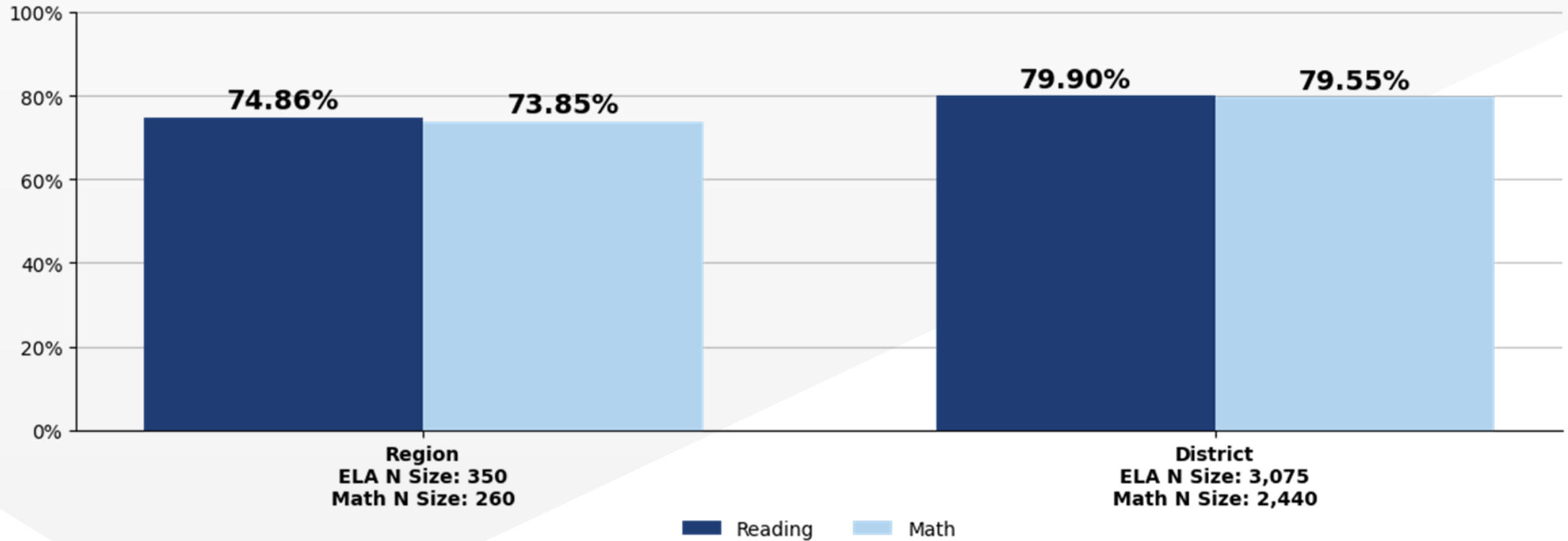


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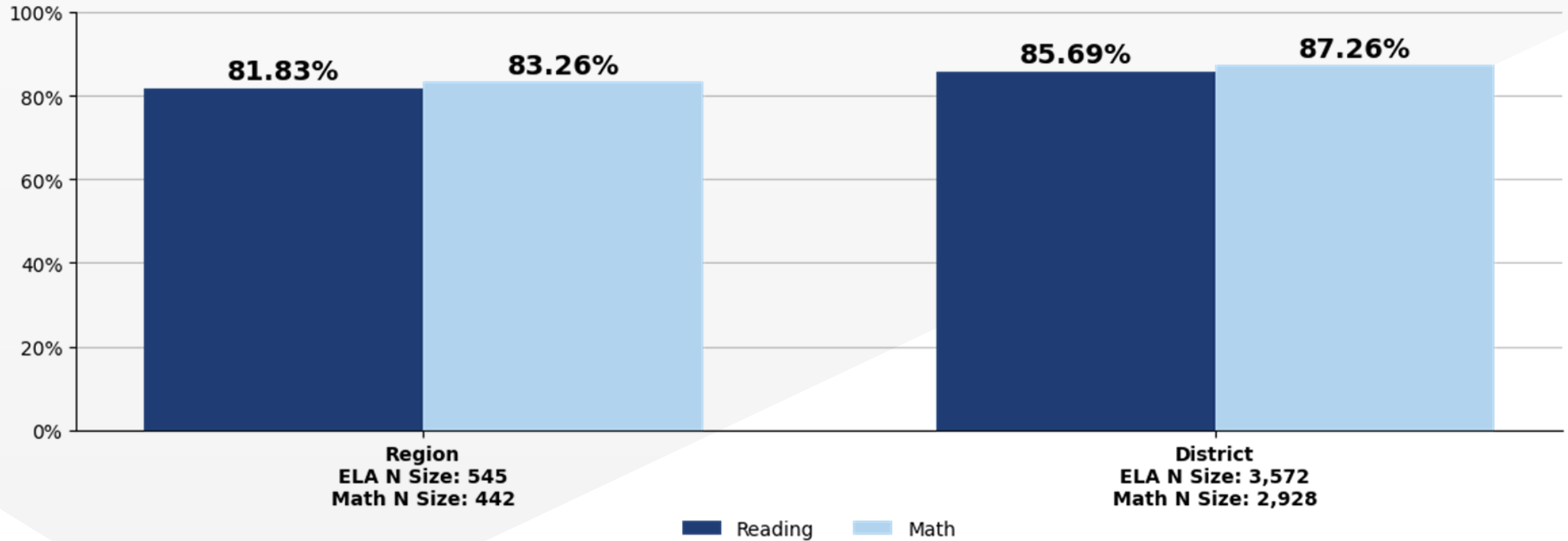


% of Students 2 or More Grade Levels Below



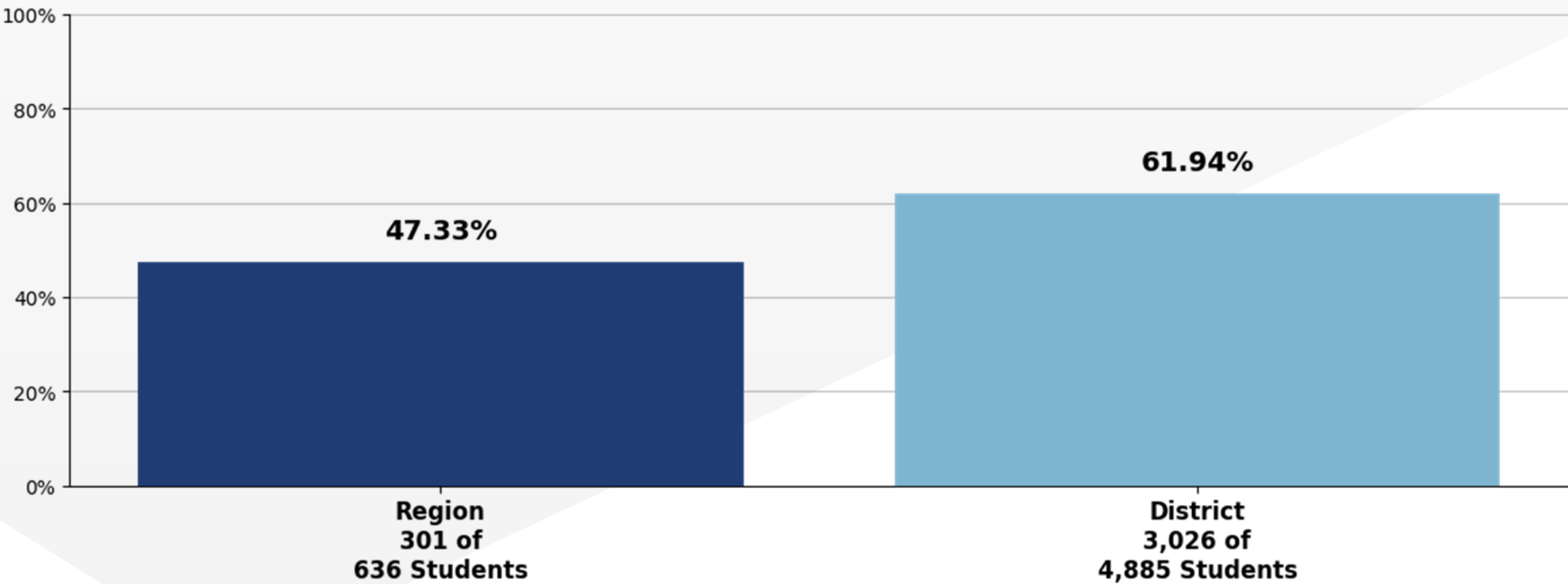


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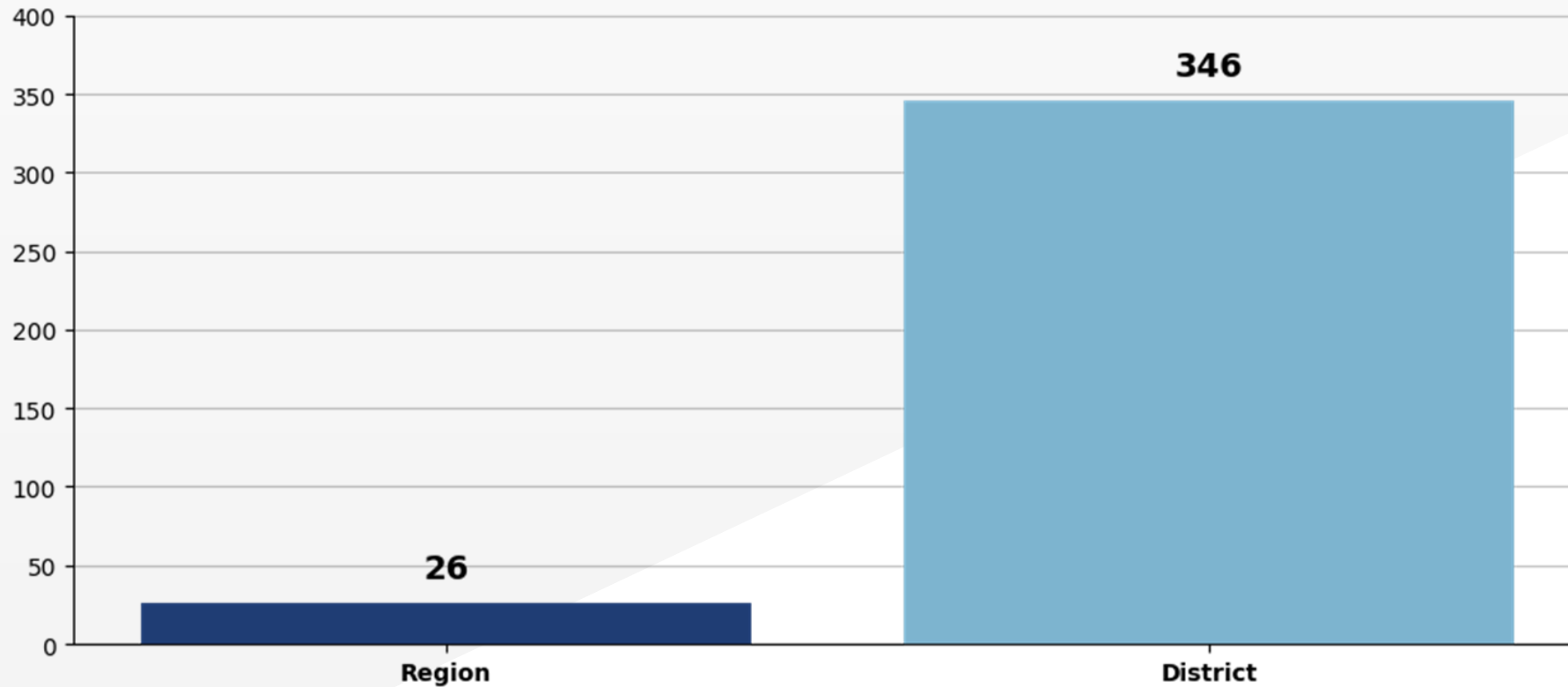


Grade 9 Students with a D or F



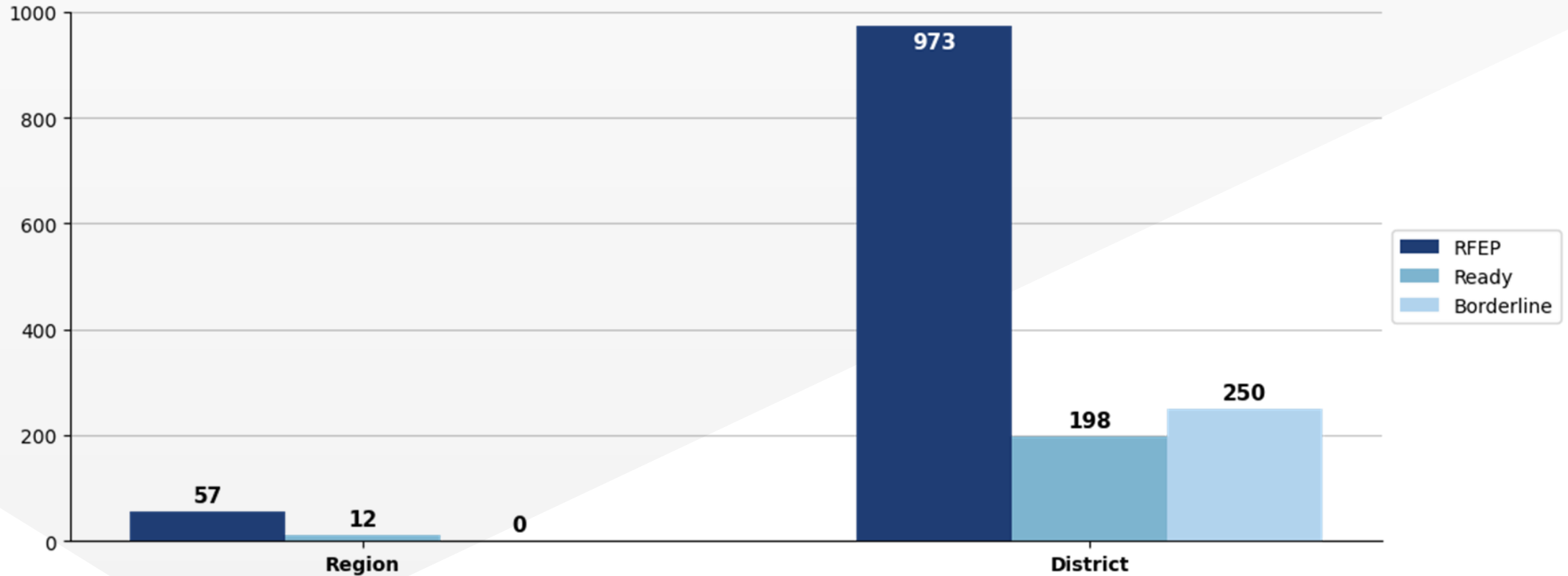


IEP Incompletion



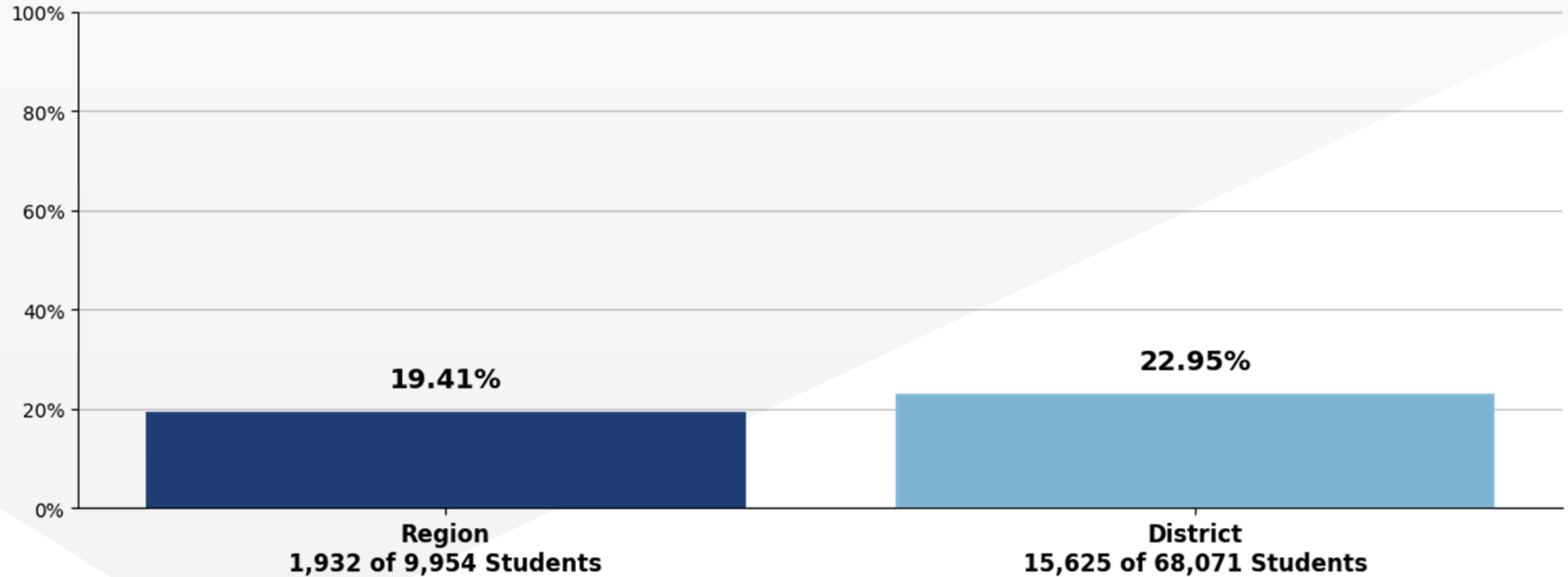


Reclassified English Proficient Students



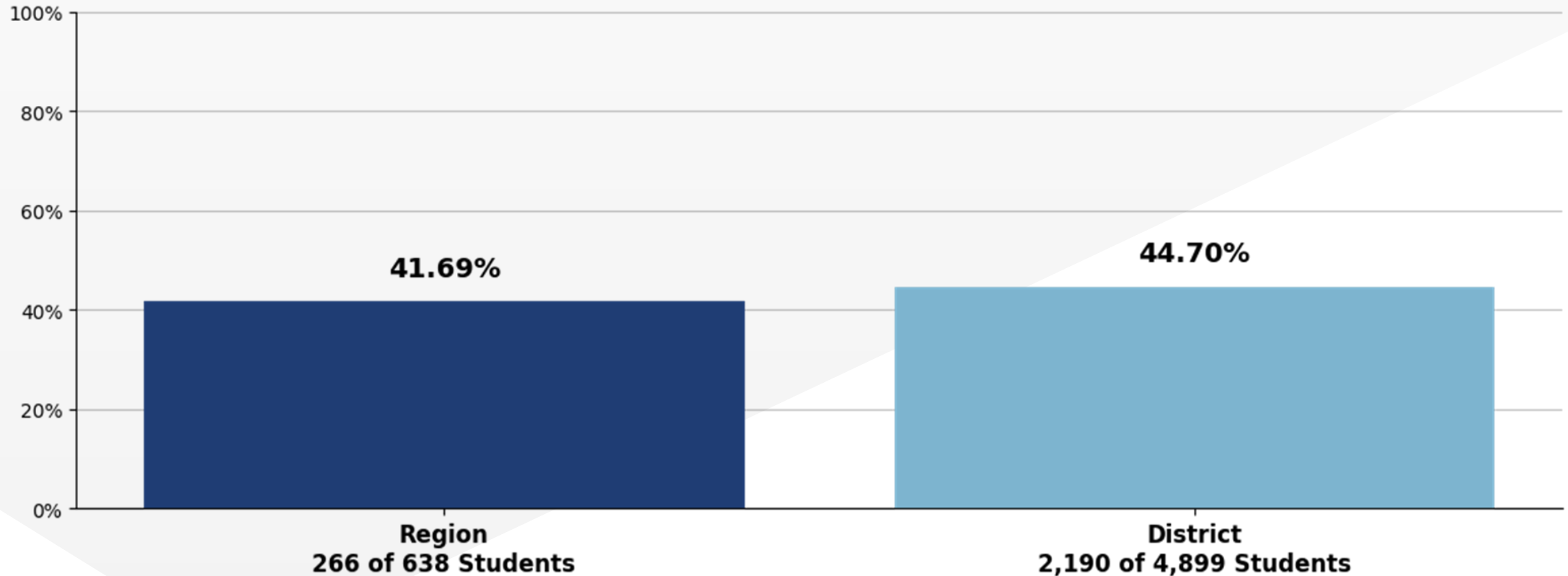


Chronically Absent Students





Grade 9 Students With < 90% Attendance In Any Period

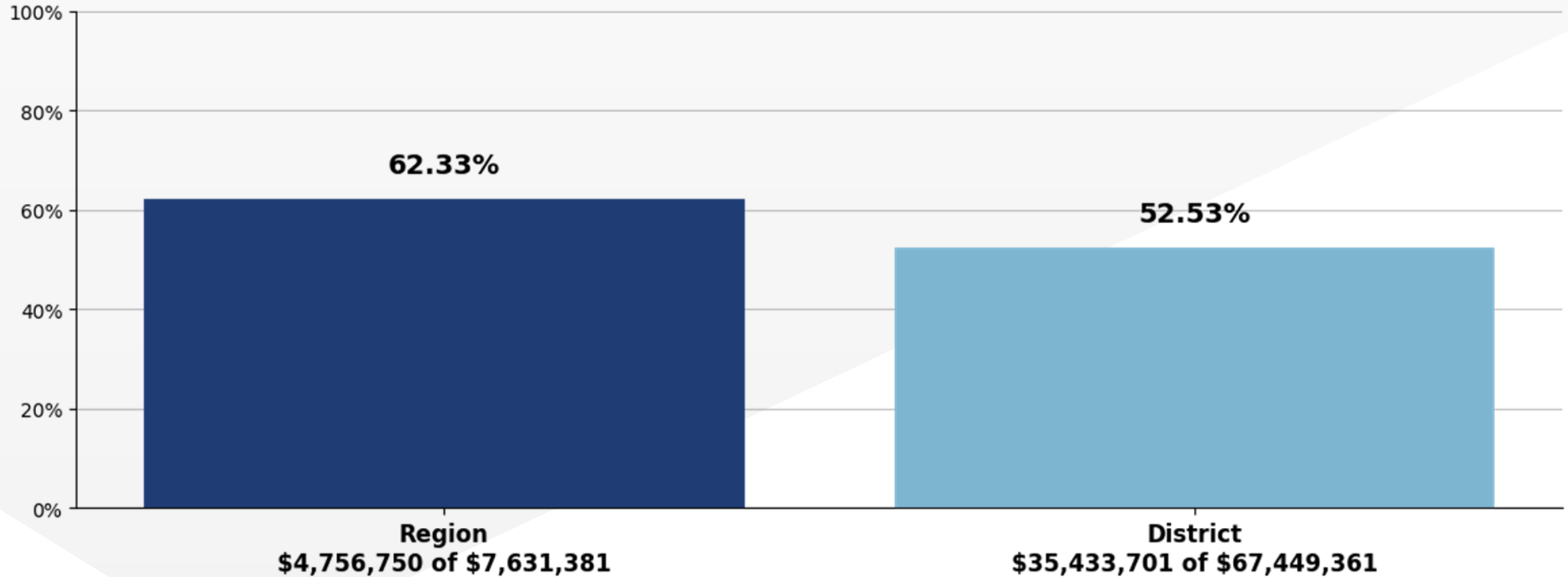




BULLARD REGION

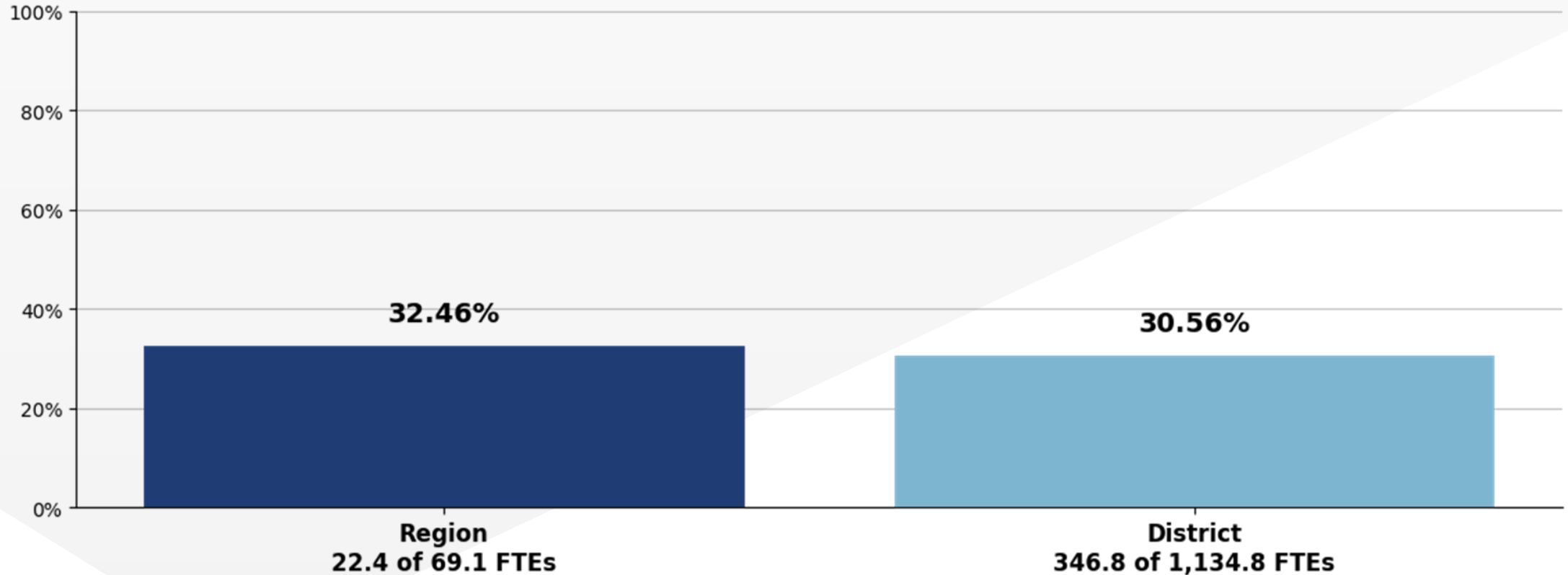
% of Funds Unobligated

Percentage of Uncommitted Funds



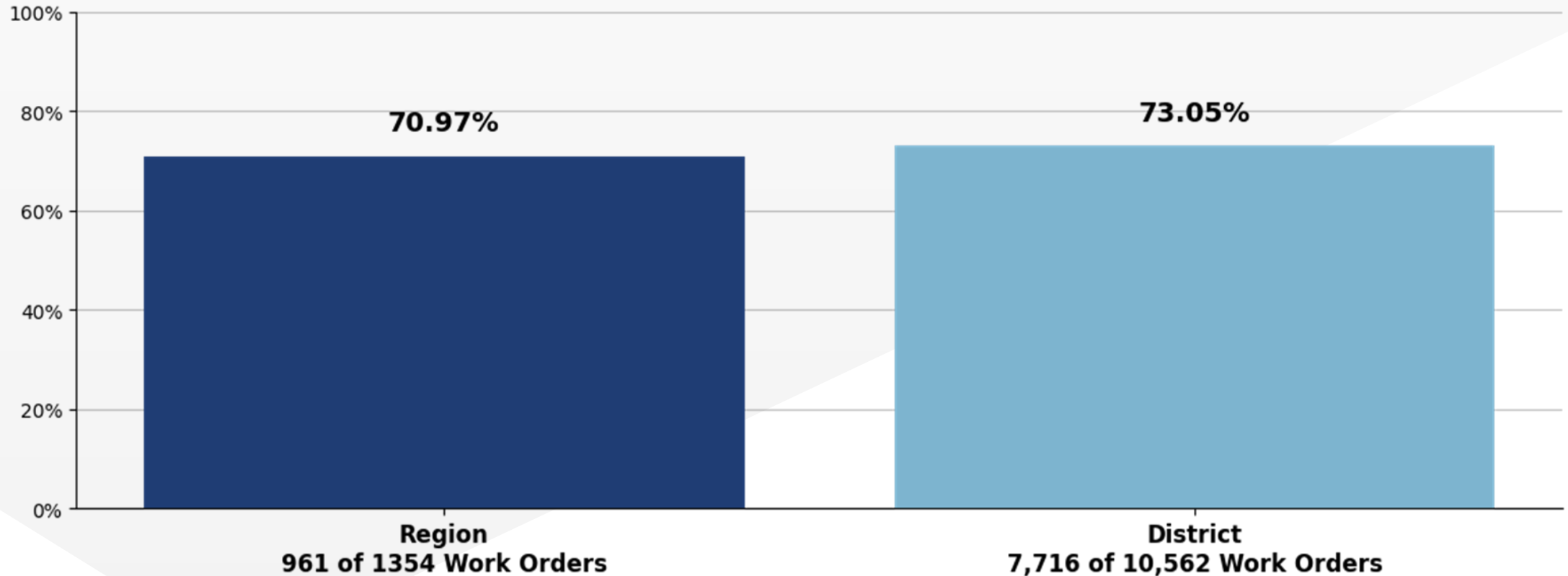


Vacancy Rate: Paraprofessionals





Work Order Completion

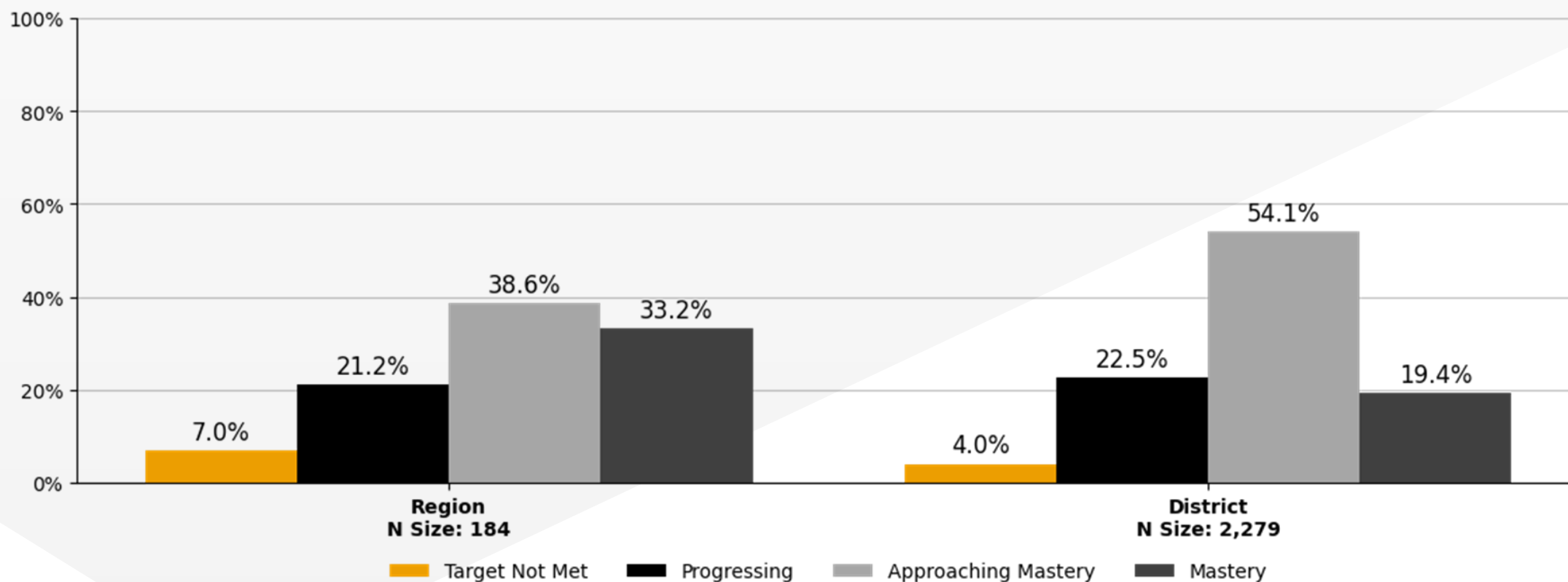


EDISON REGION



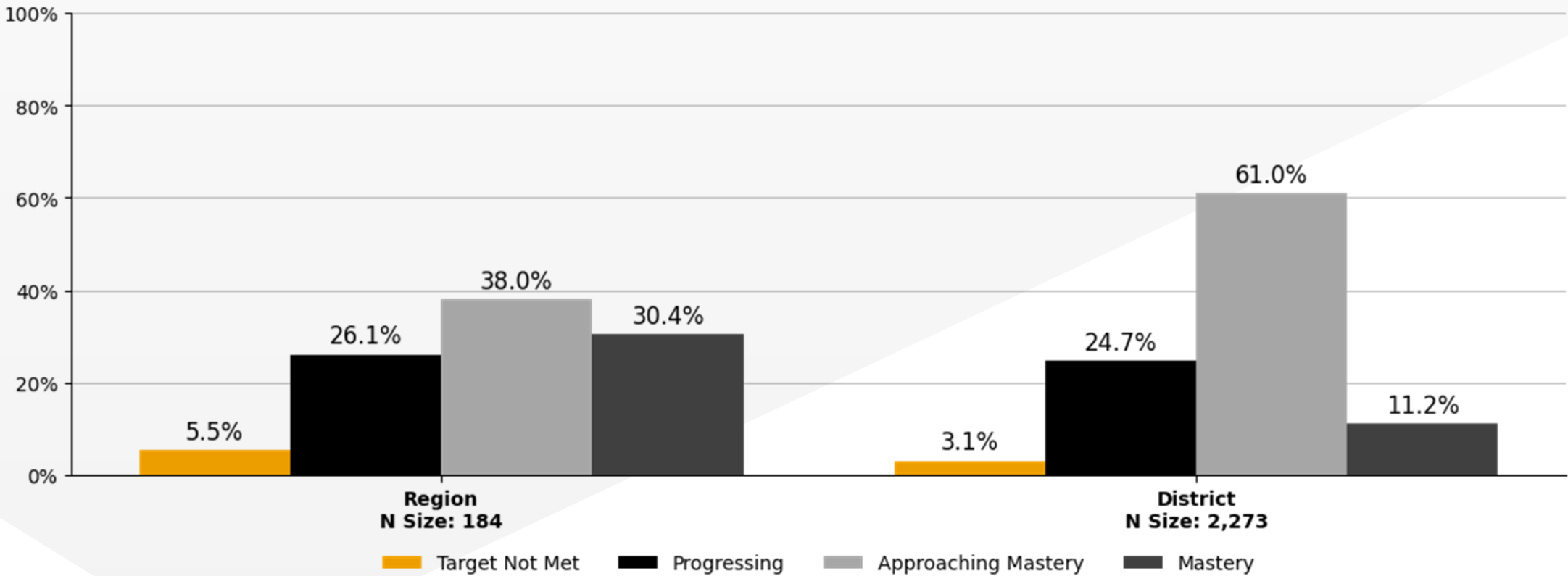


PreK: Communication and Use of Language (Expressive)



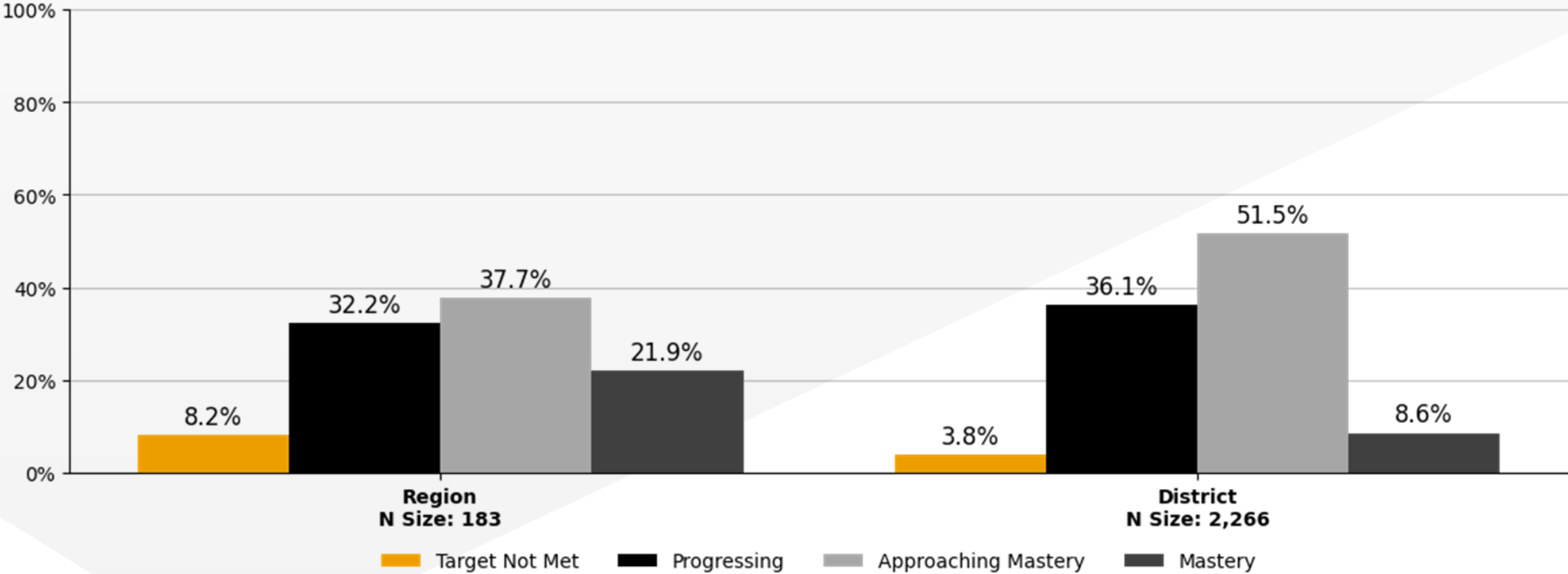


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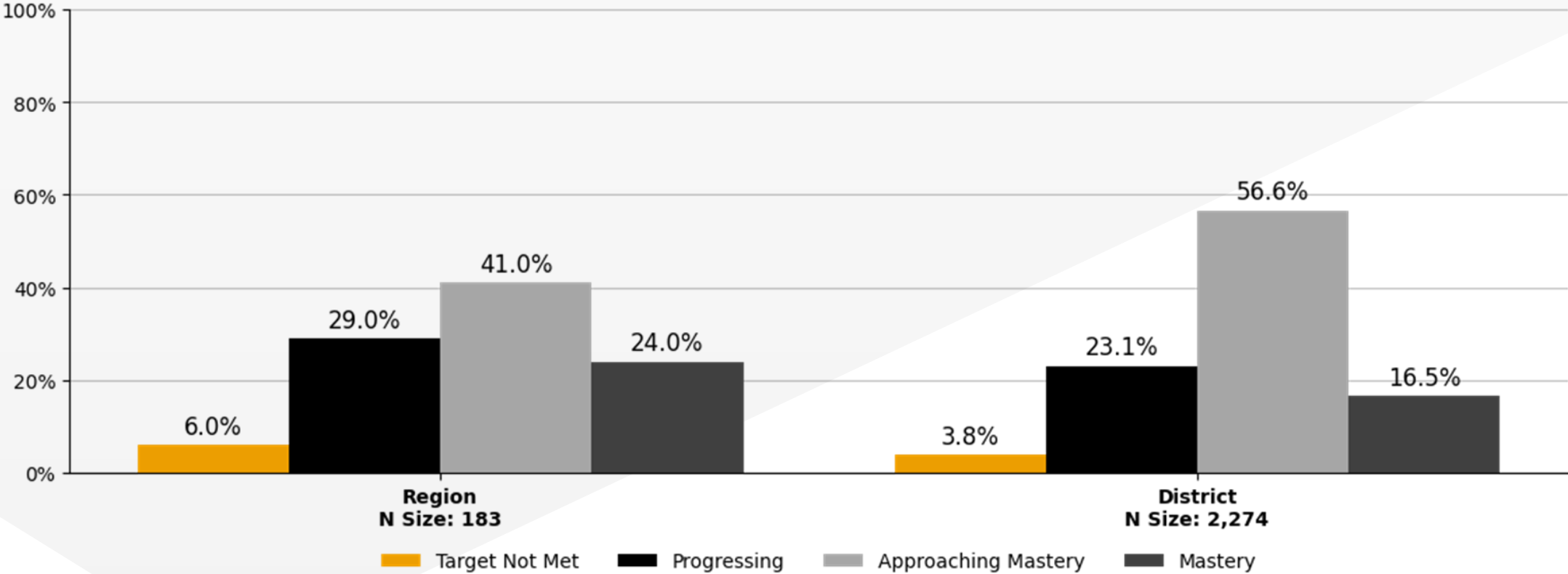


PreK: Phonological Awareness



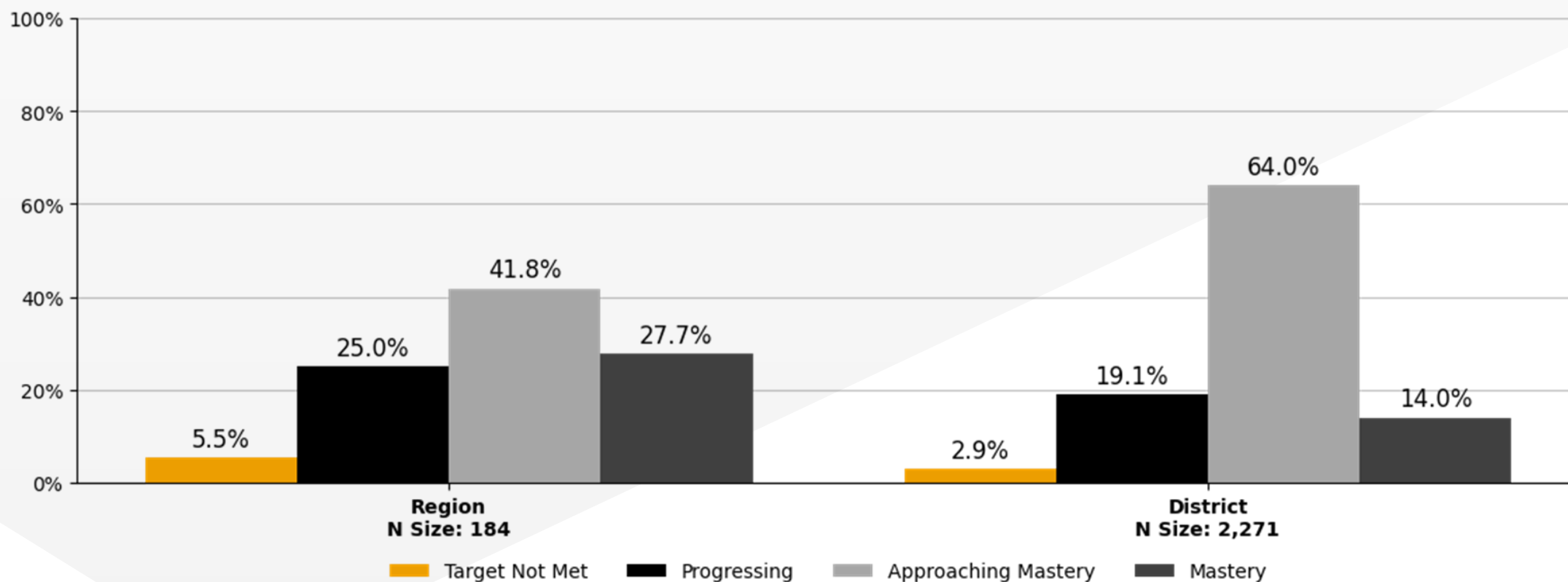


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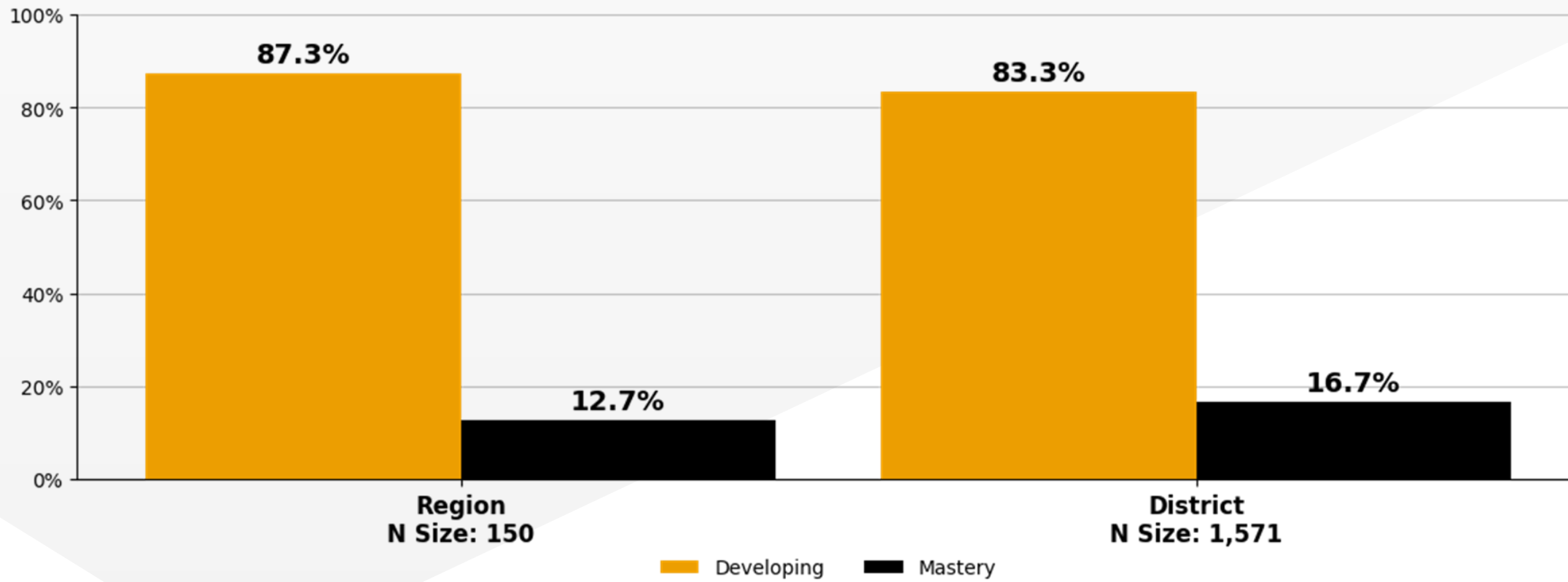


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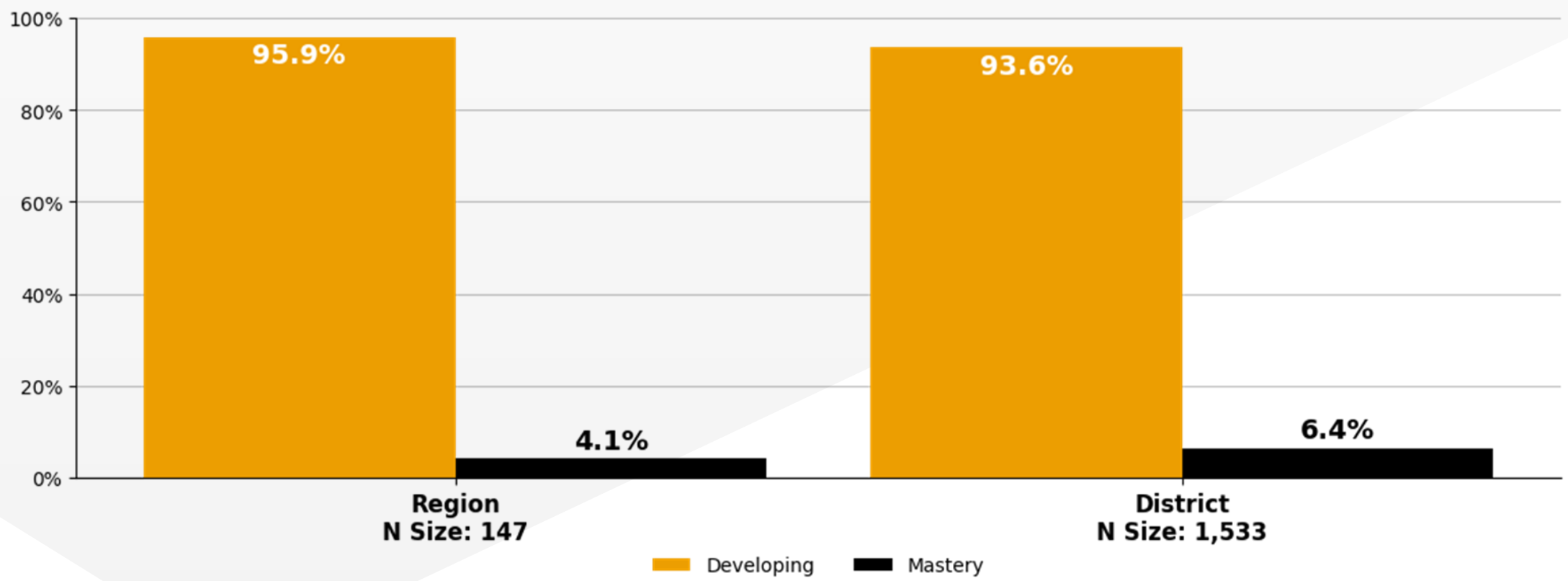


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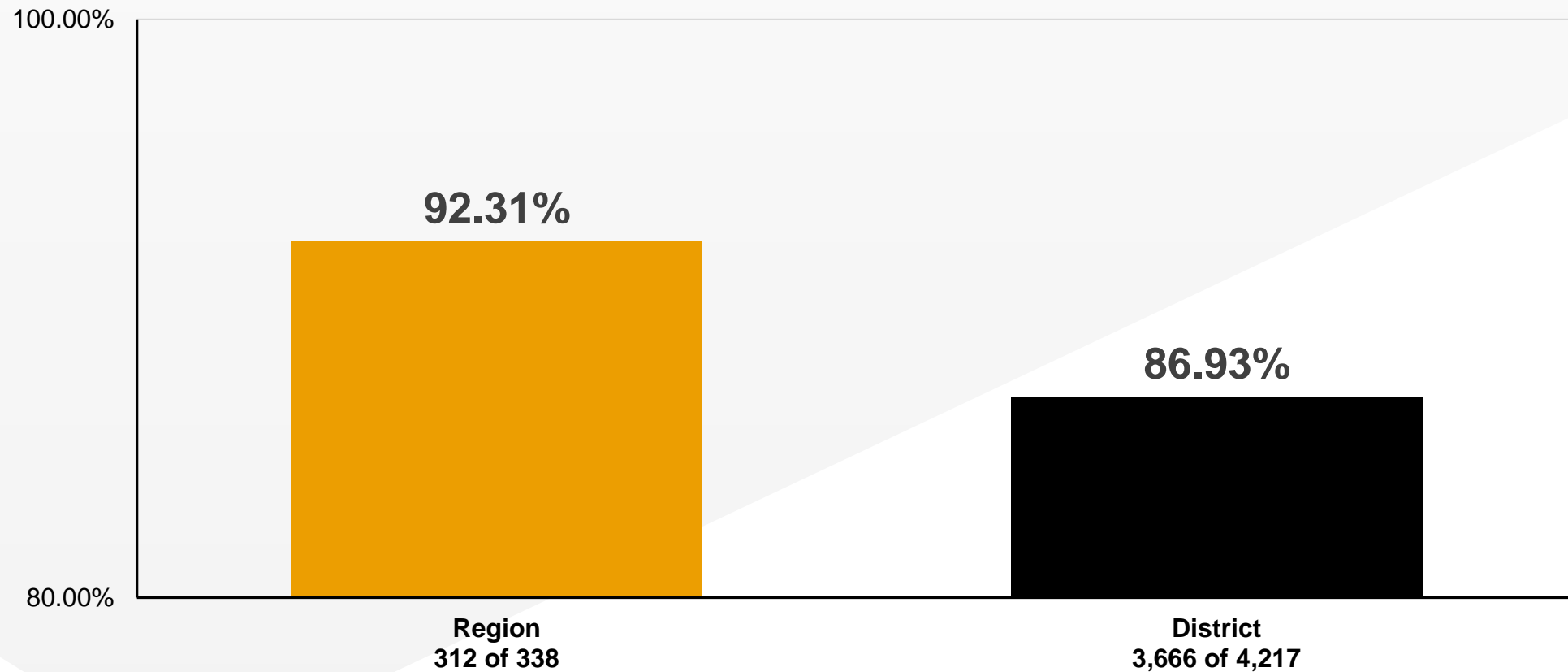


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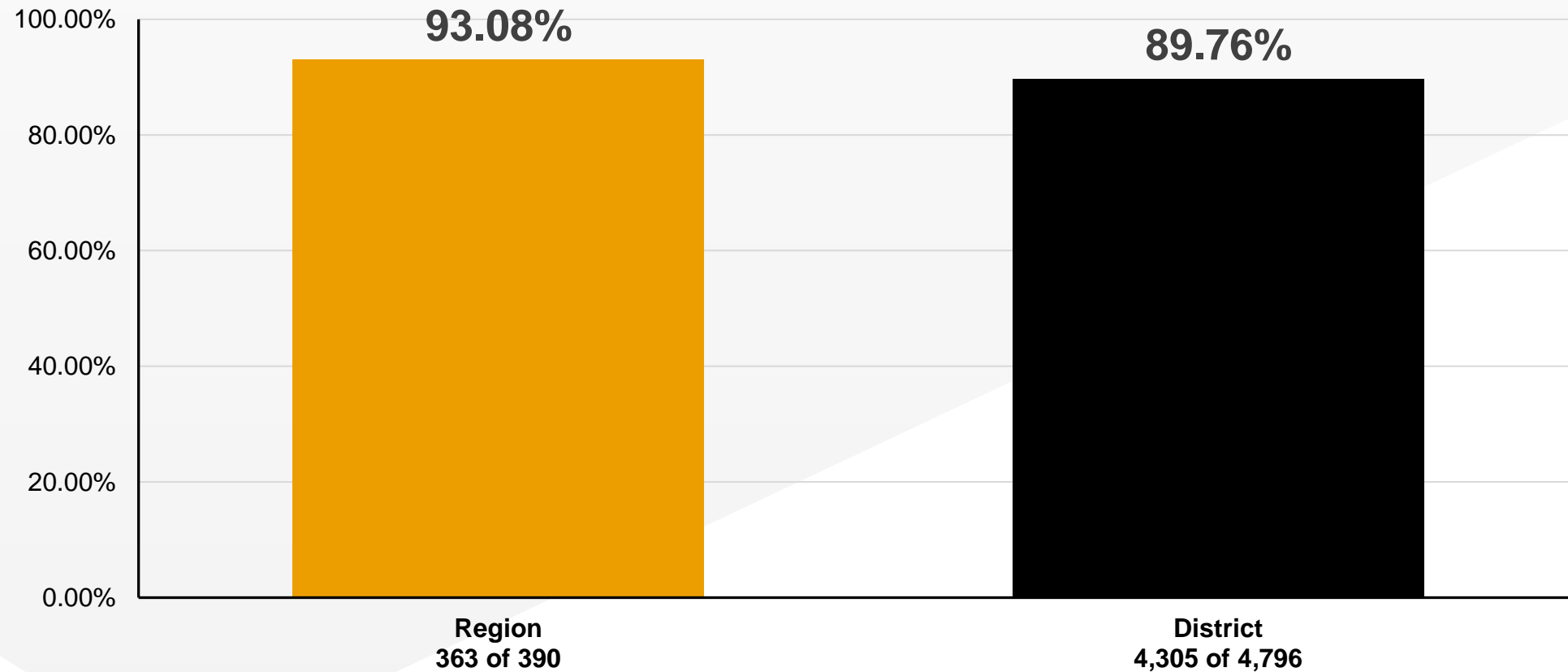


% of Students Below Grade Level in Reading



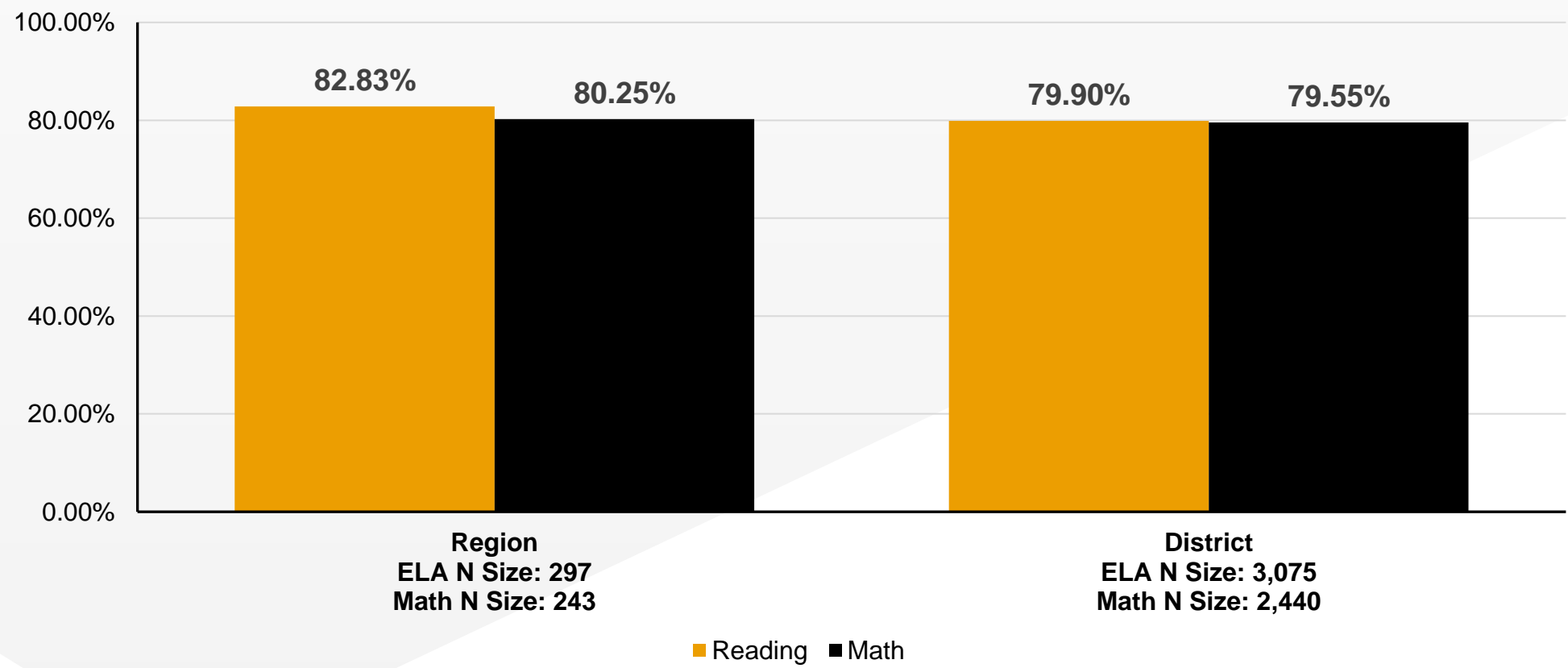


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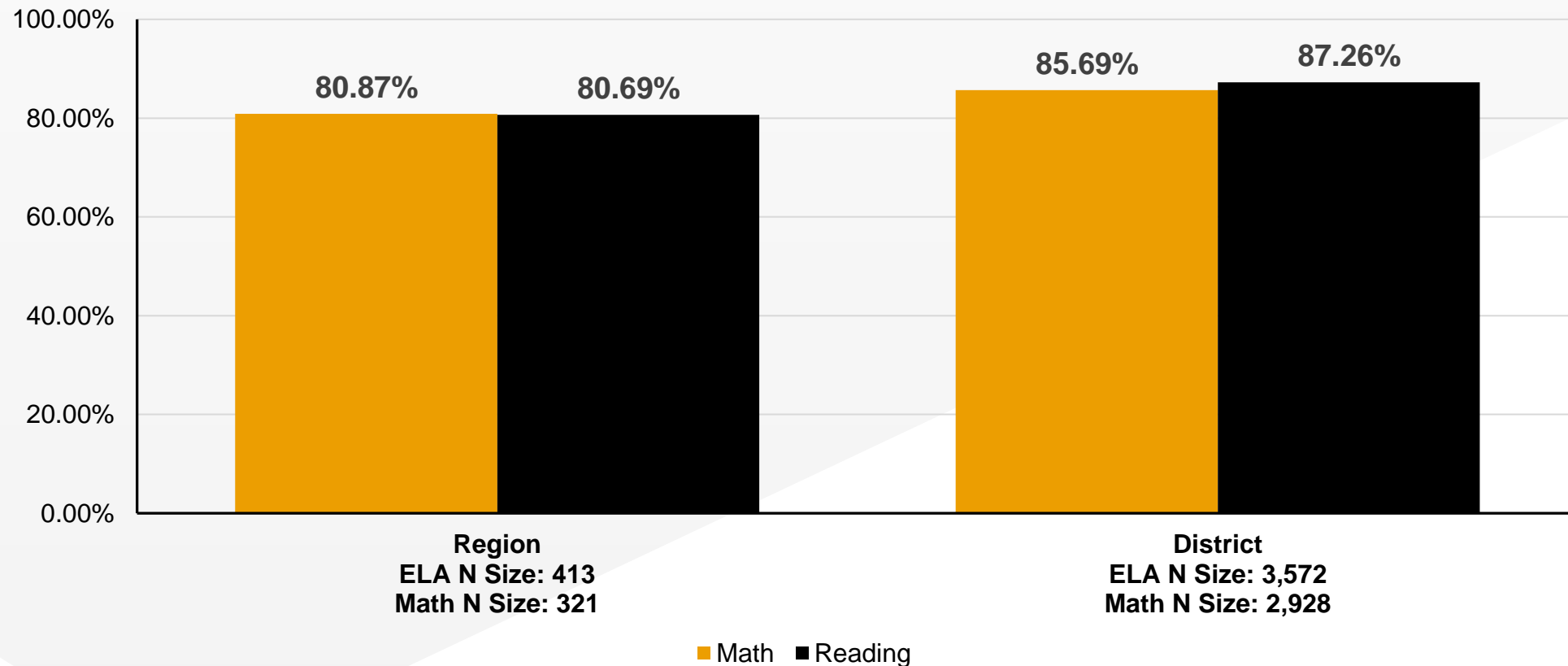


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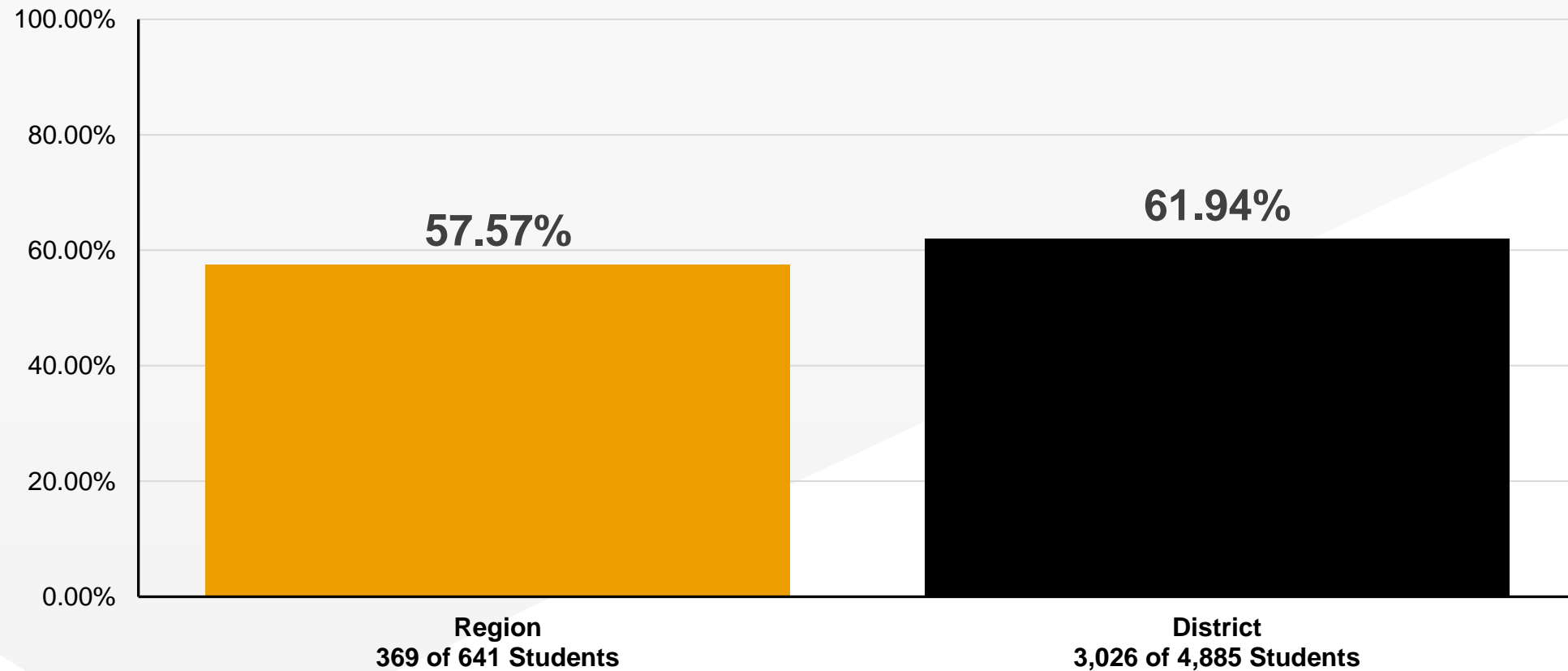


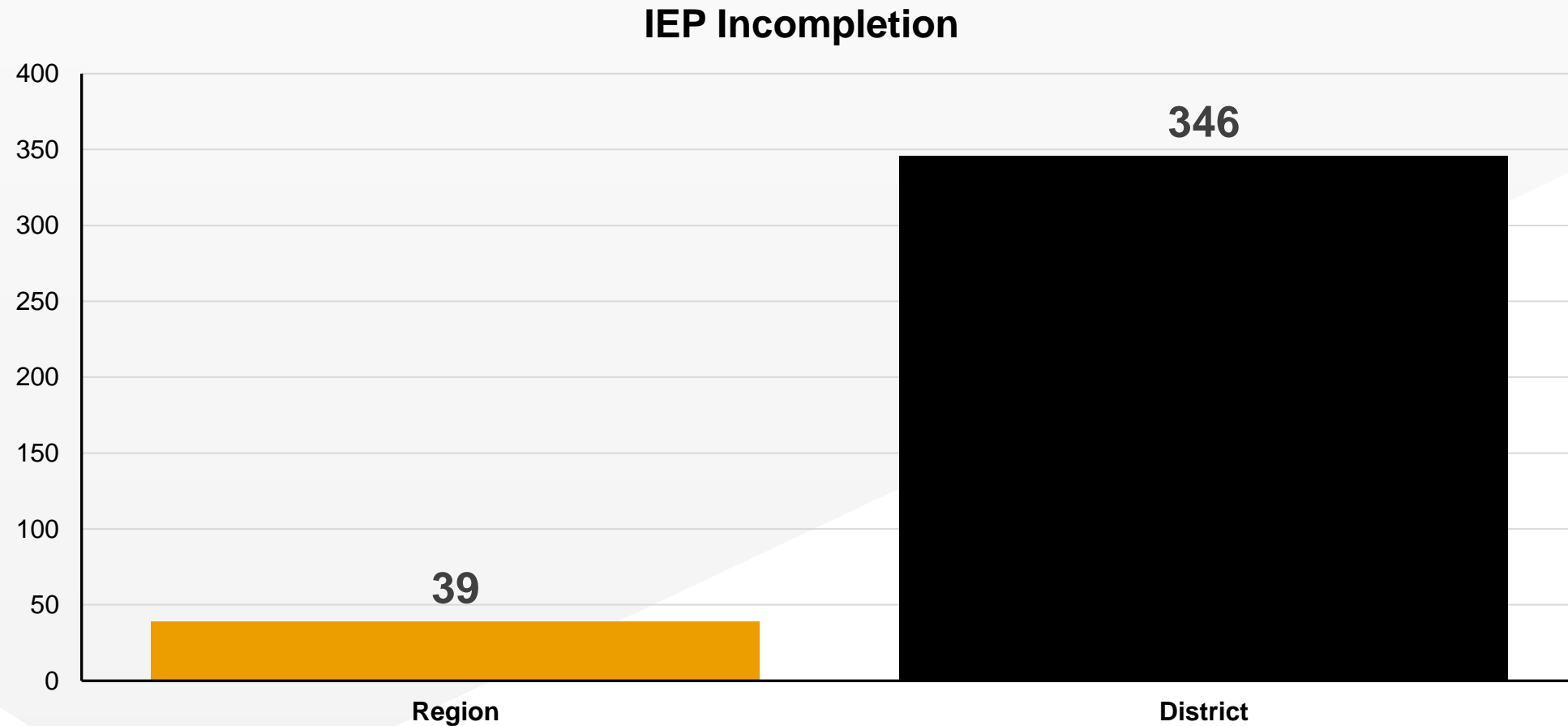
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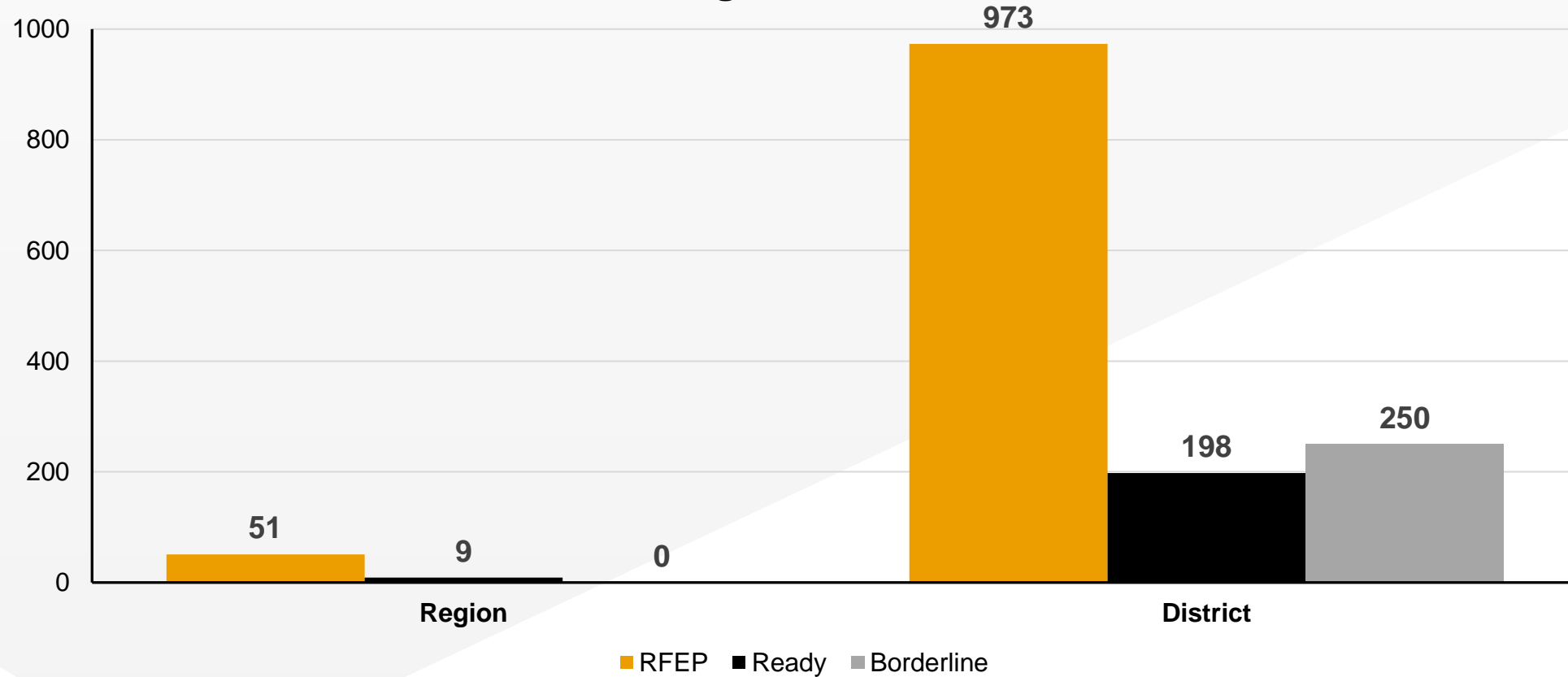
Grade 9 Students with a D or F





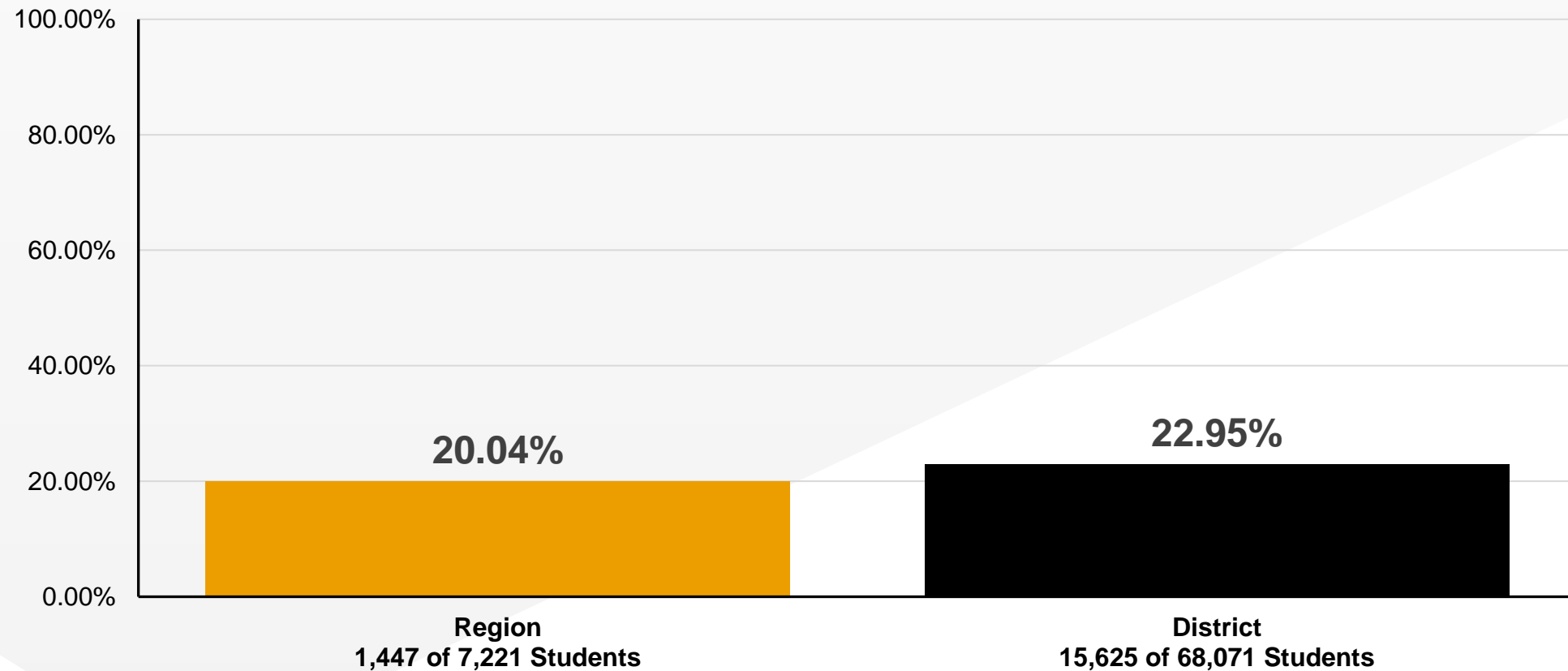


Reclassified English Proficient Students



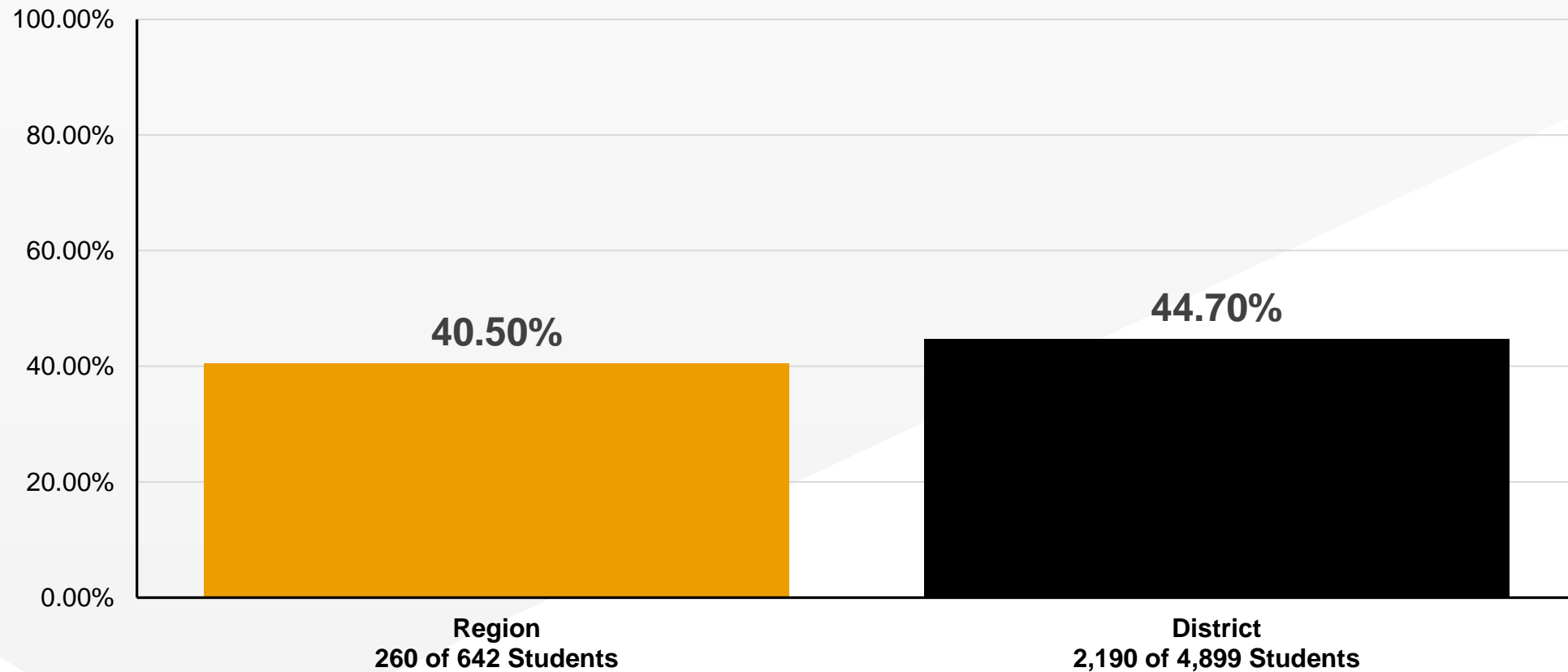


Chronically Absent Students



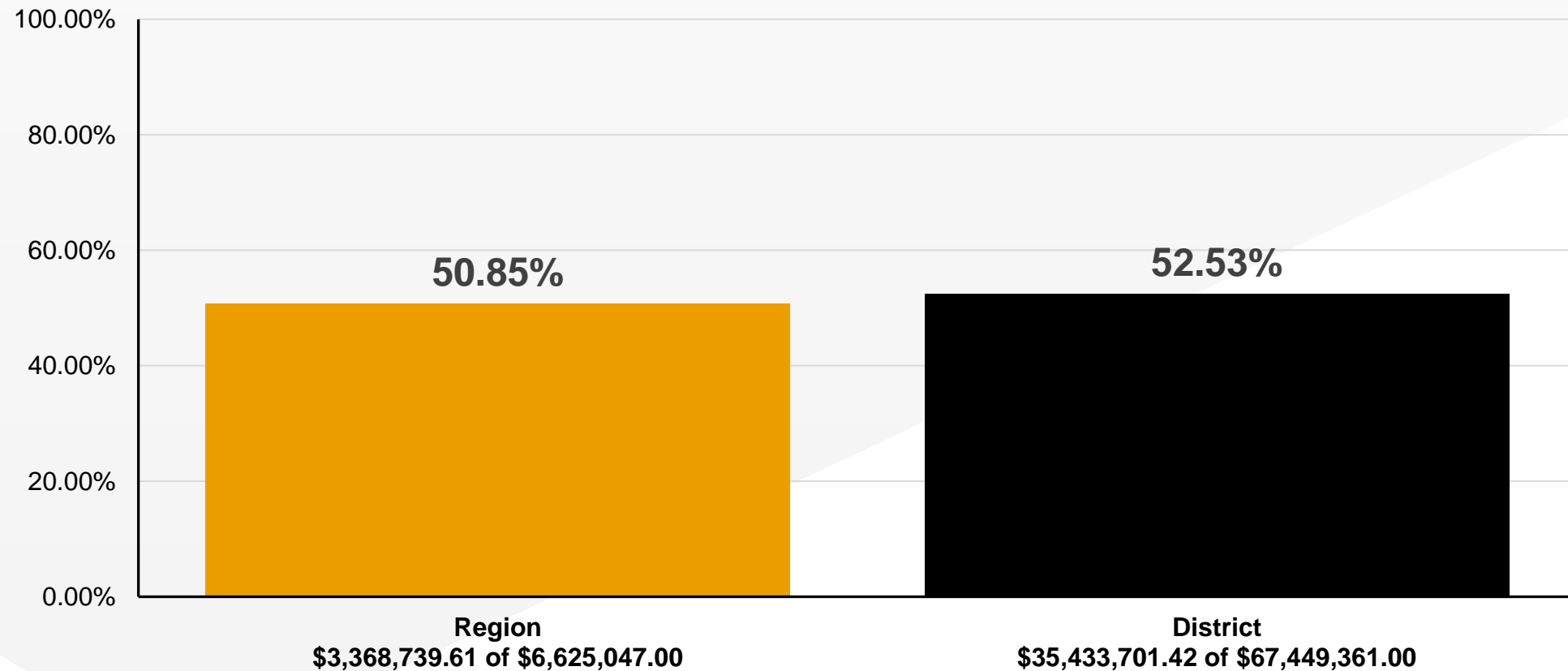


Grade 9 Students with < 90% Attendance in Any Period



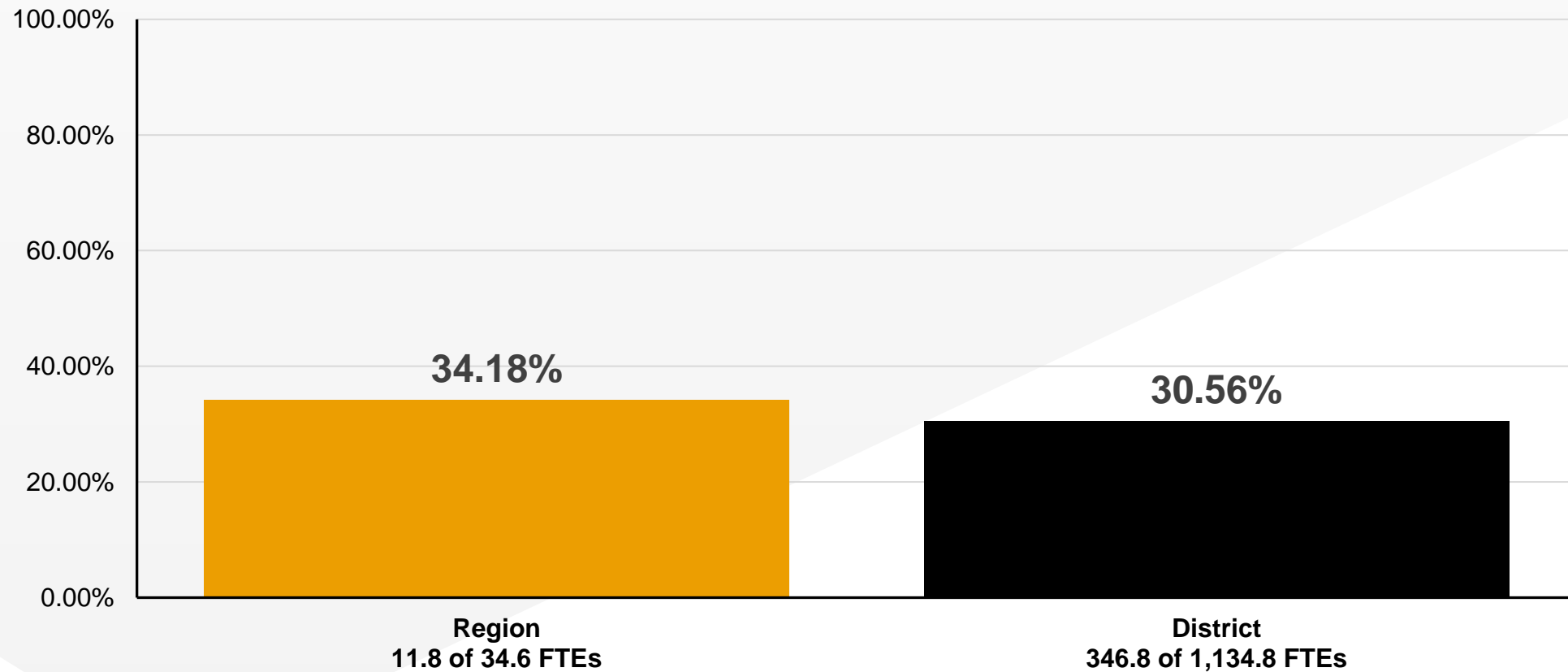


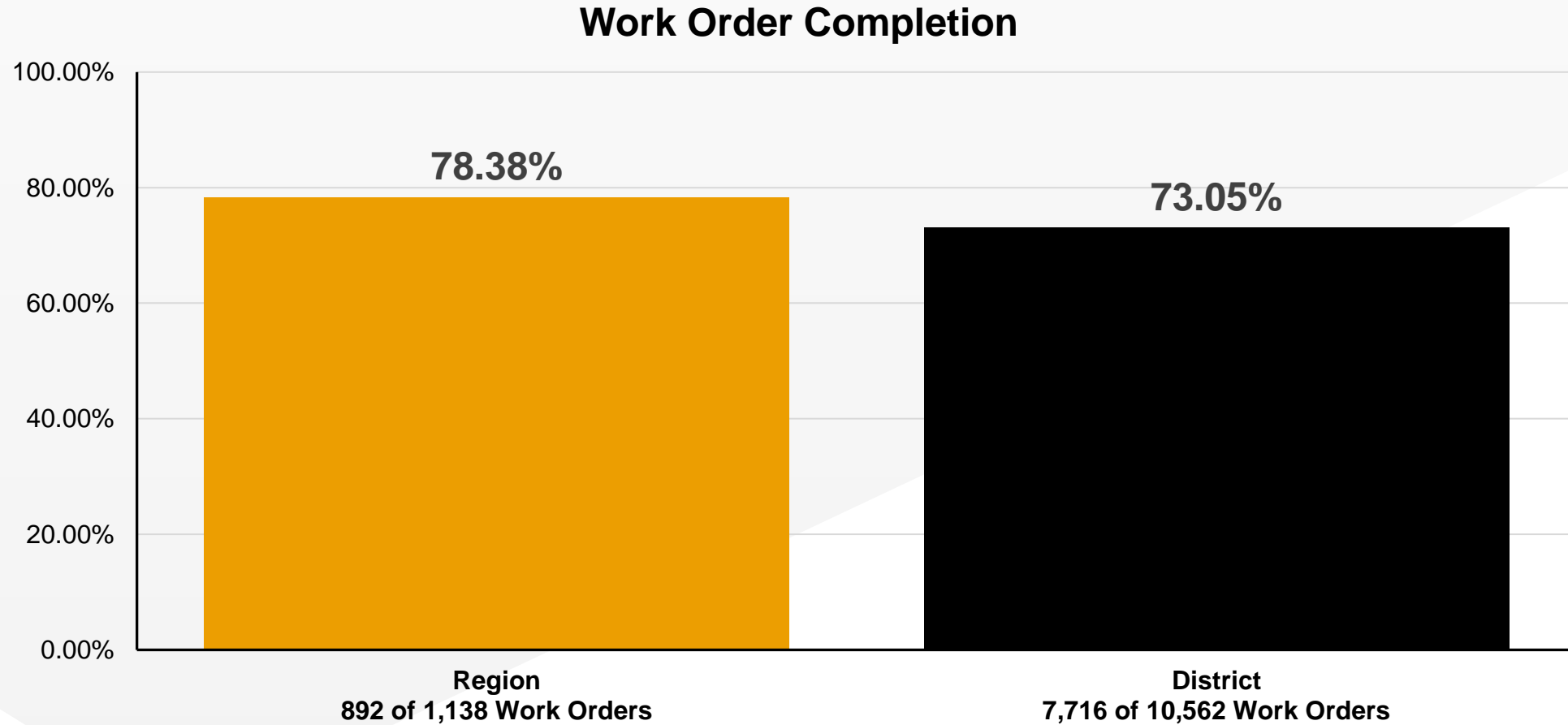
Percentage of Uncommitted Funds





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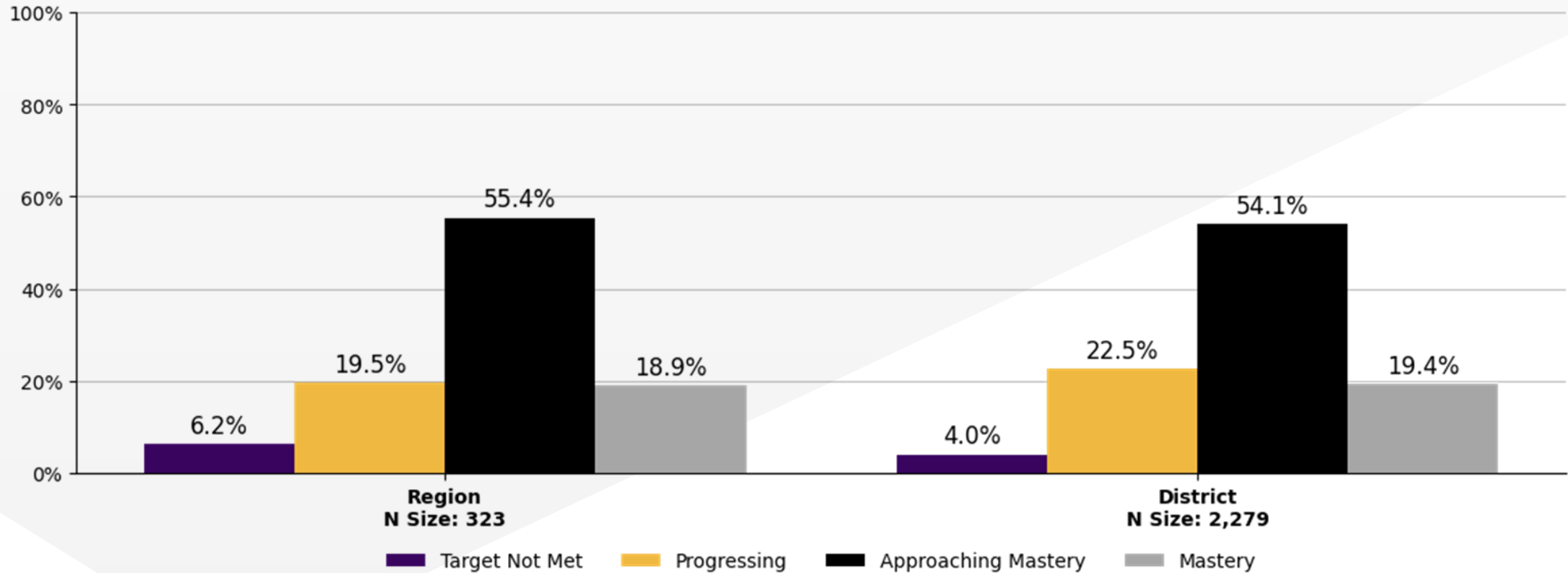


FRESNO REGION



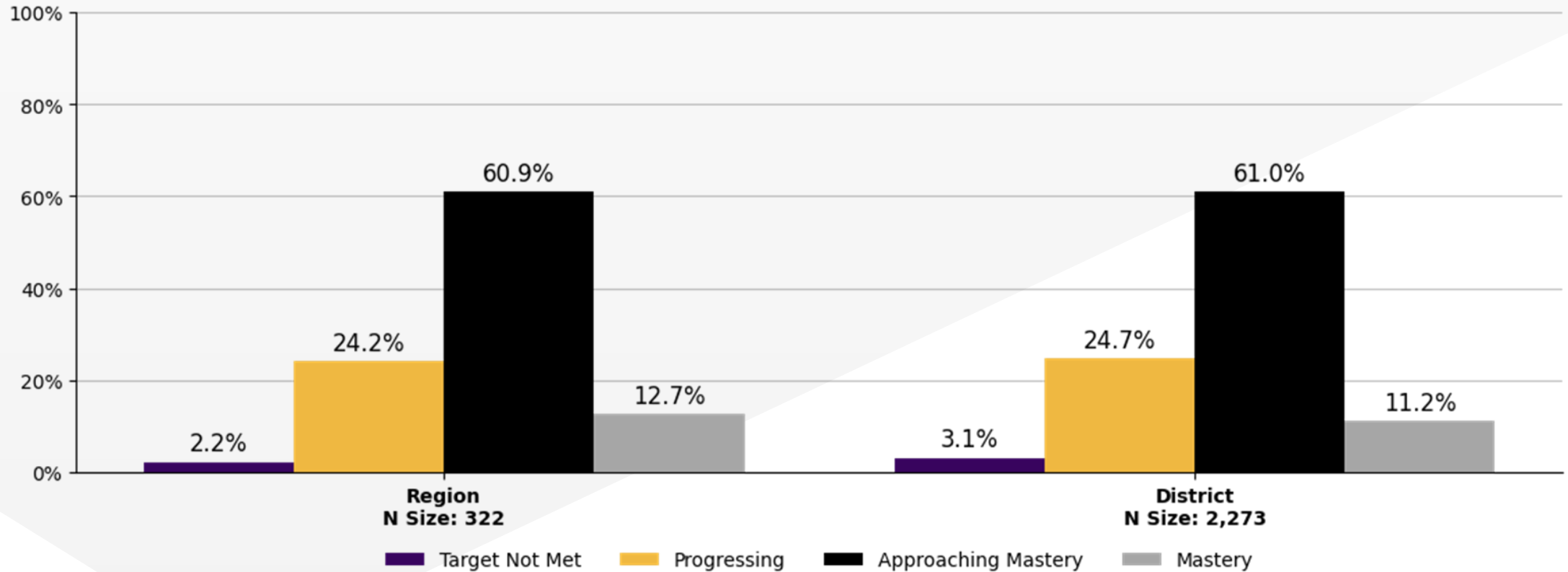


PreK: Communication and Use of Language (Expressive)



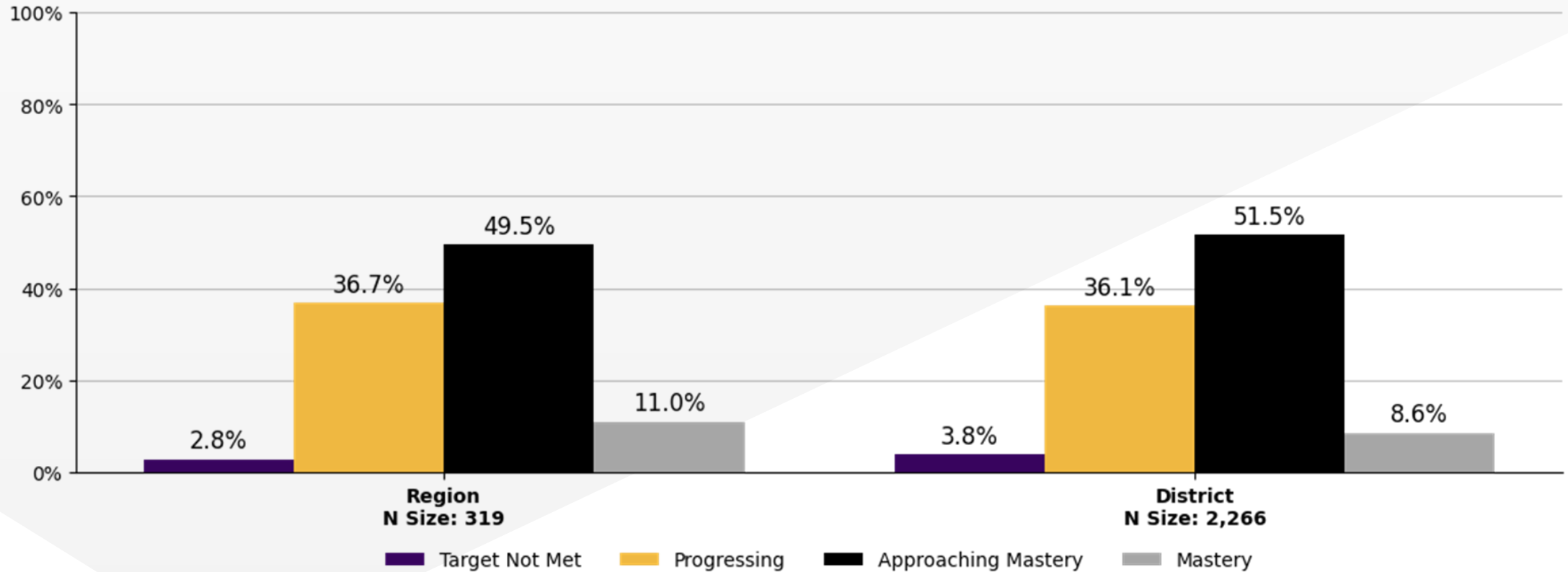


PreK: Concepts About Print



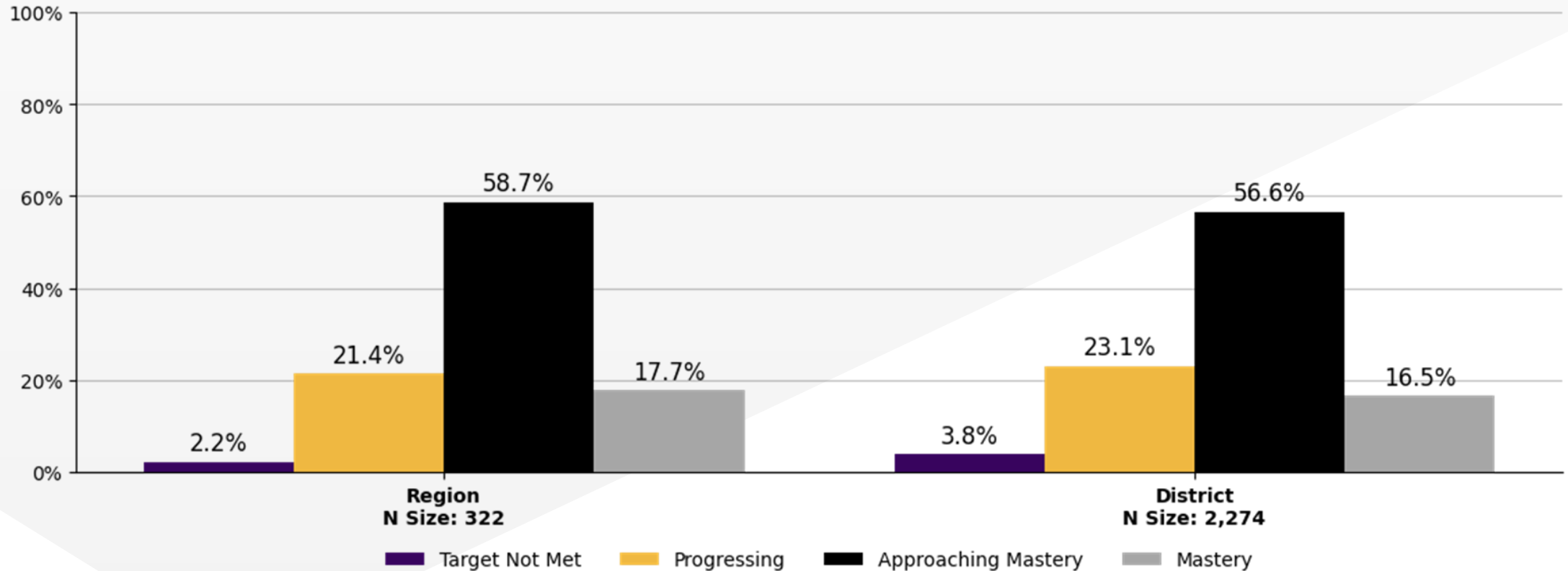


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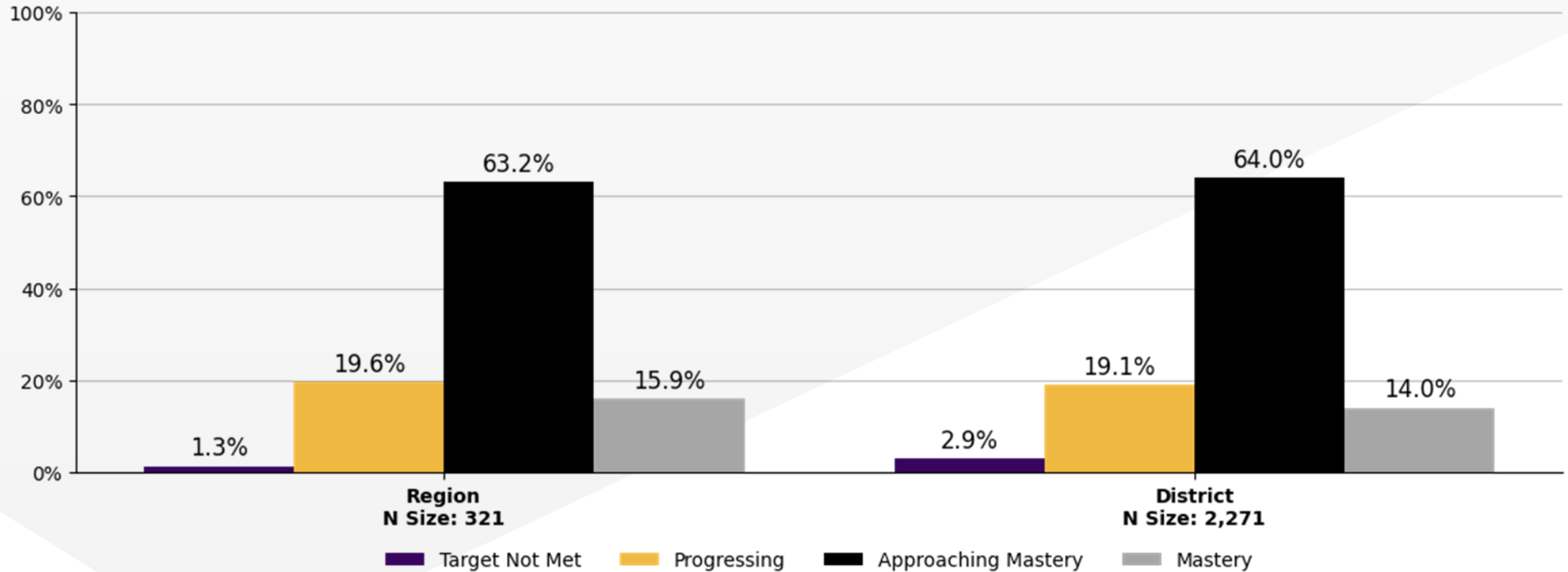


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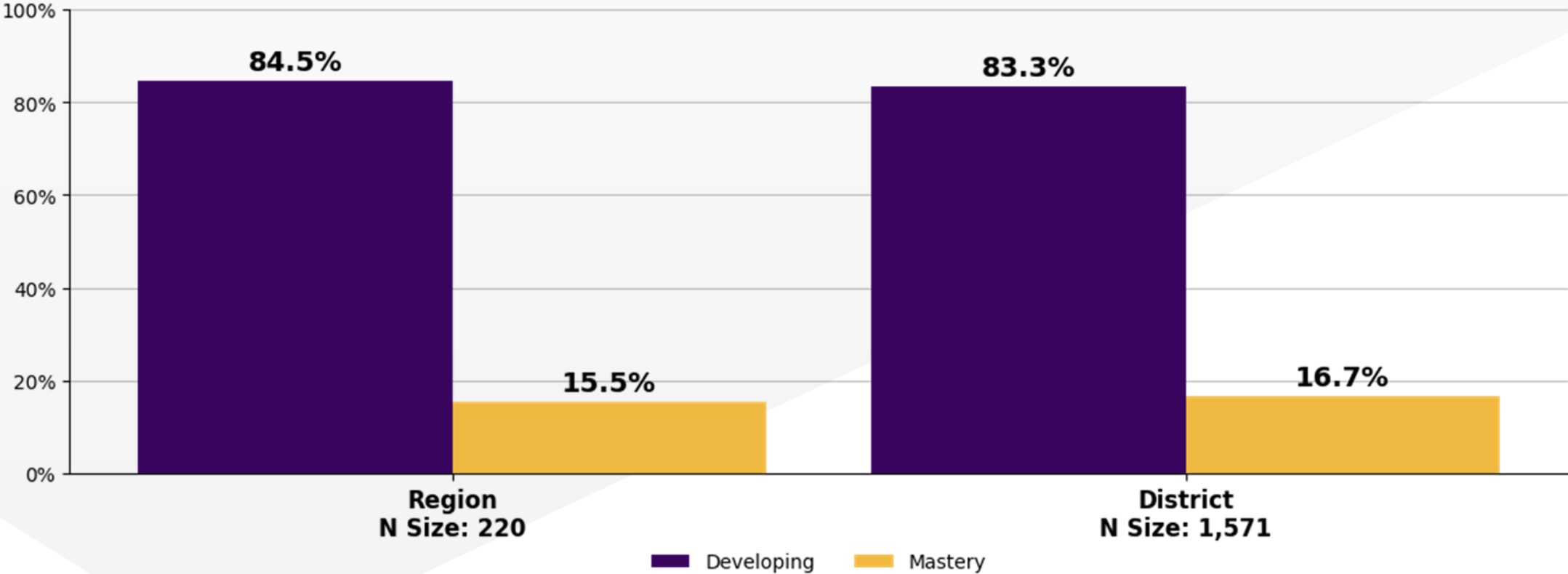


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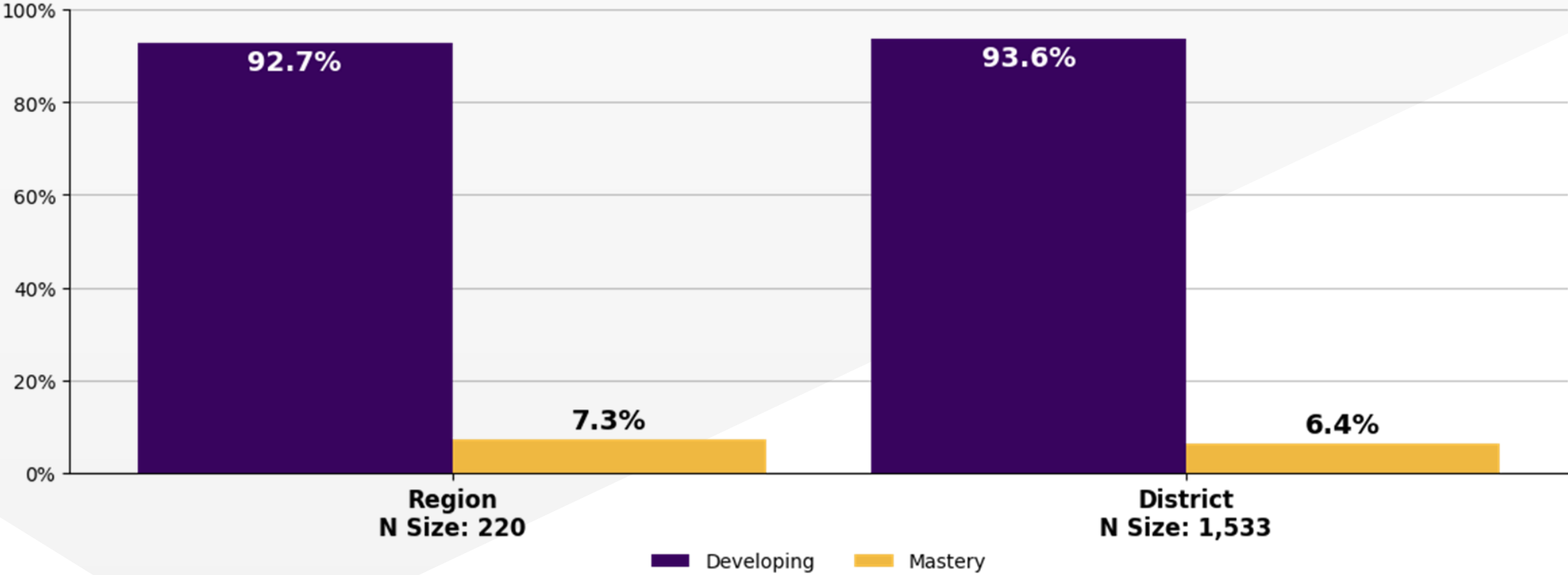


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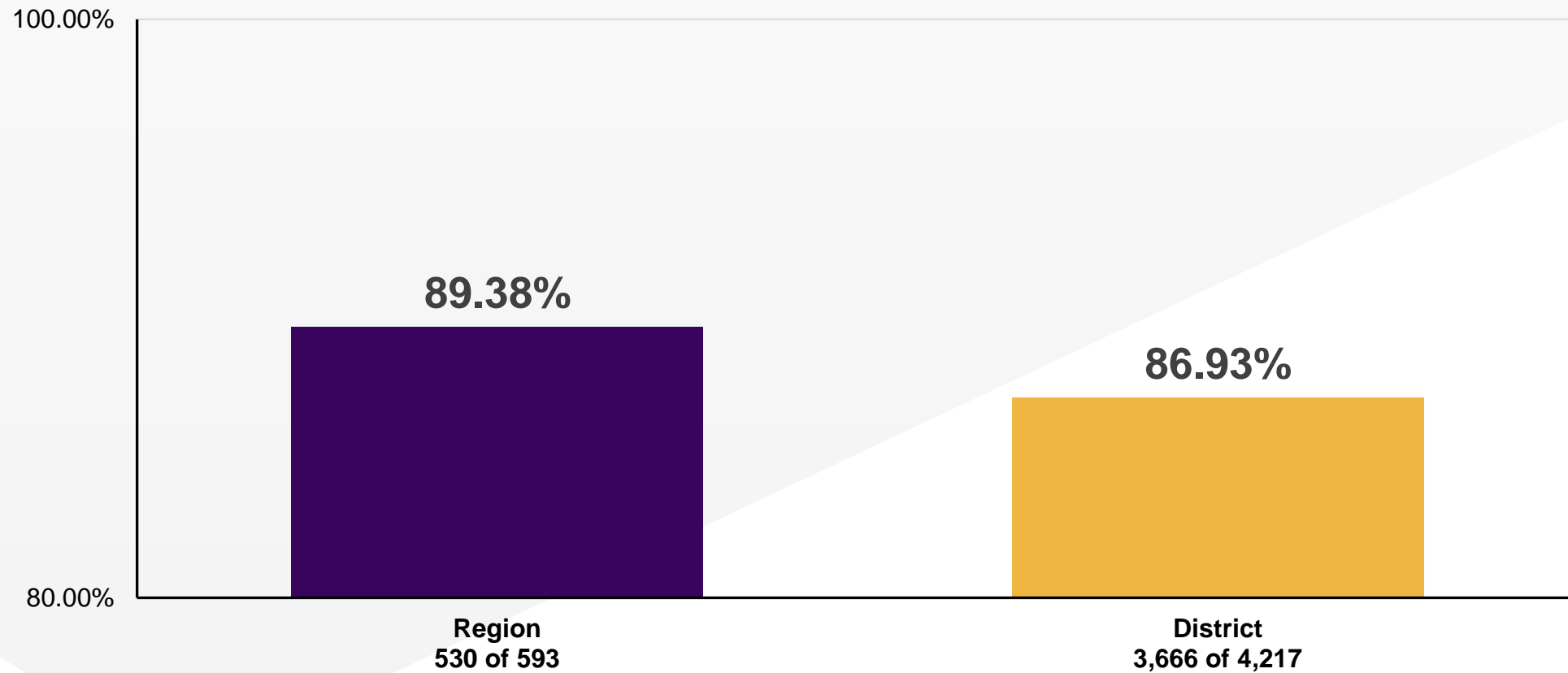


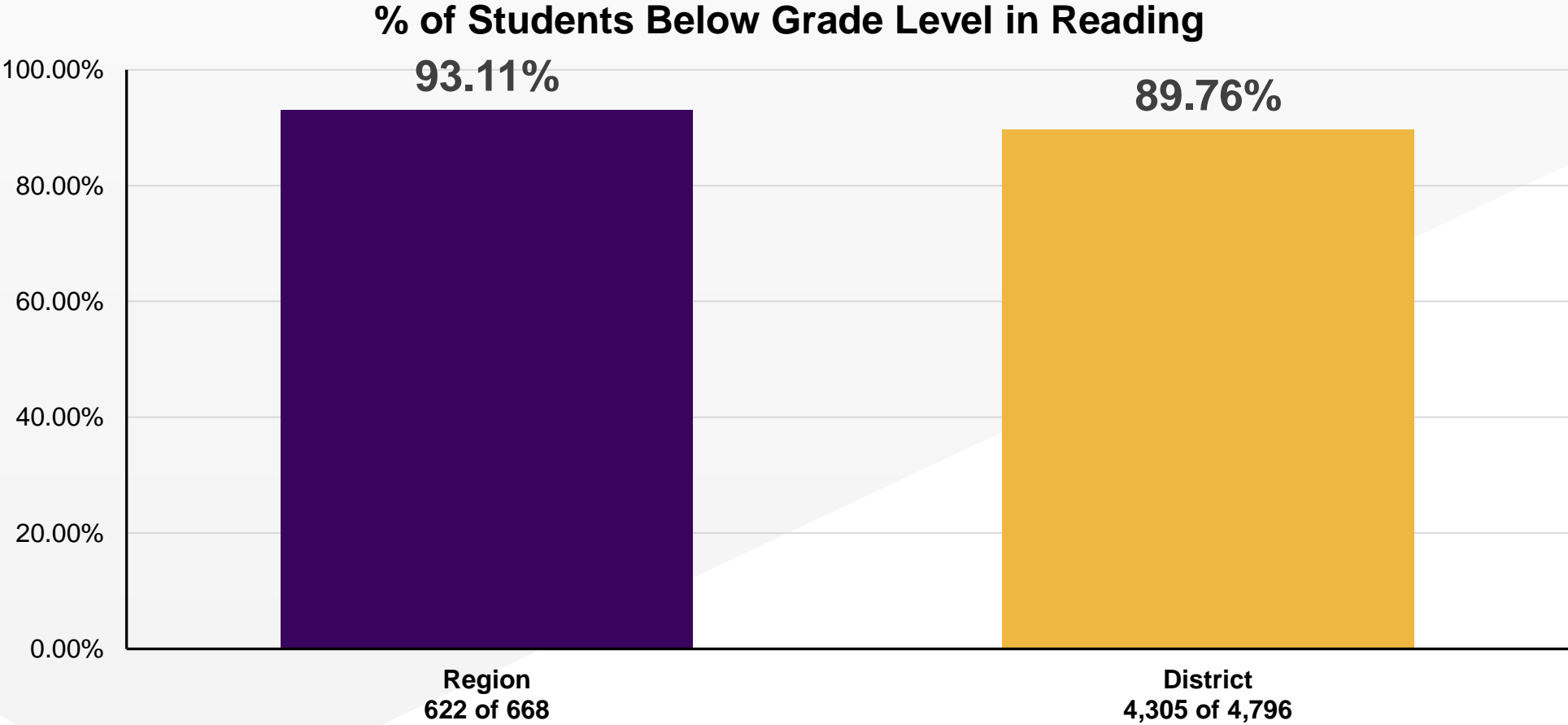
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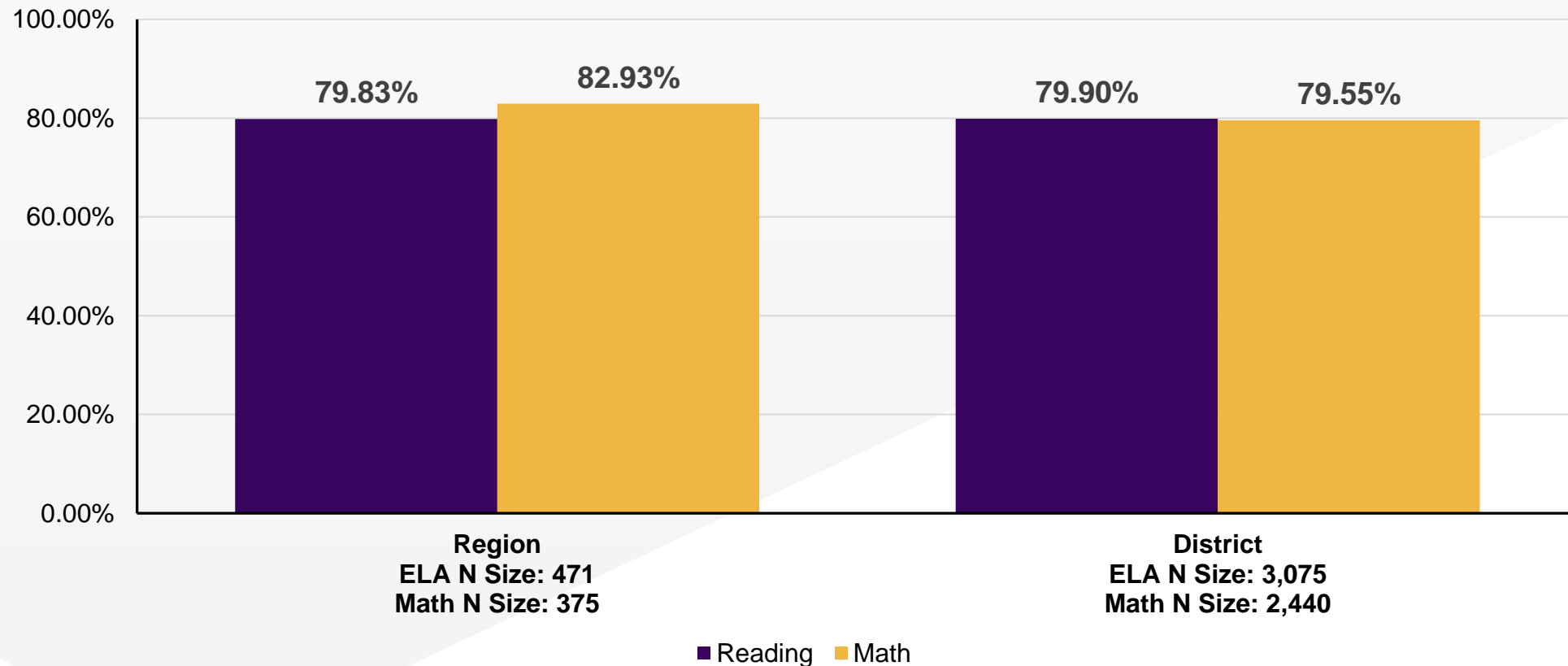
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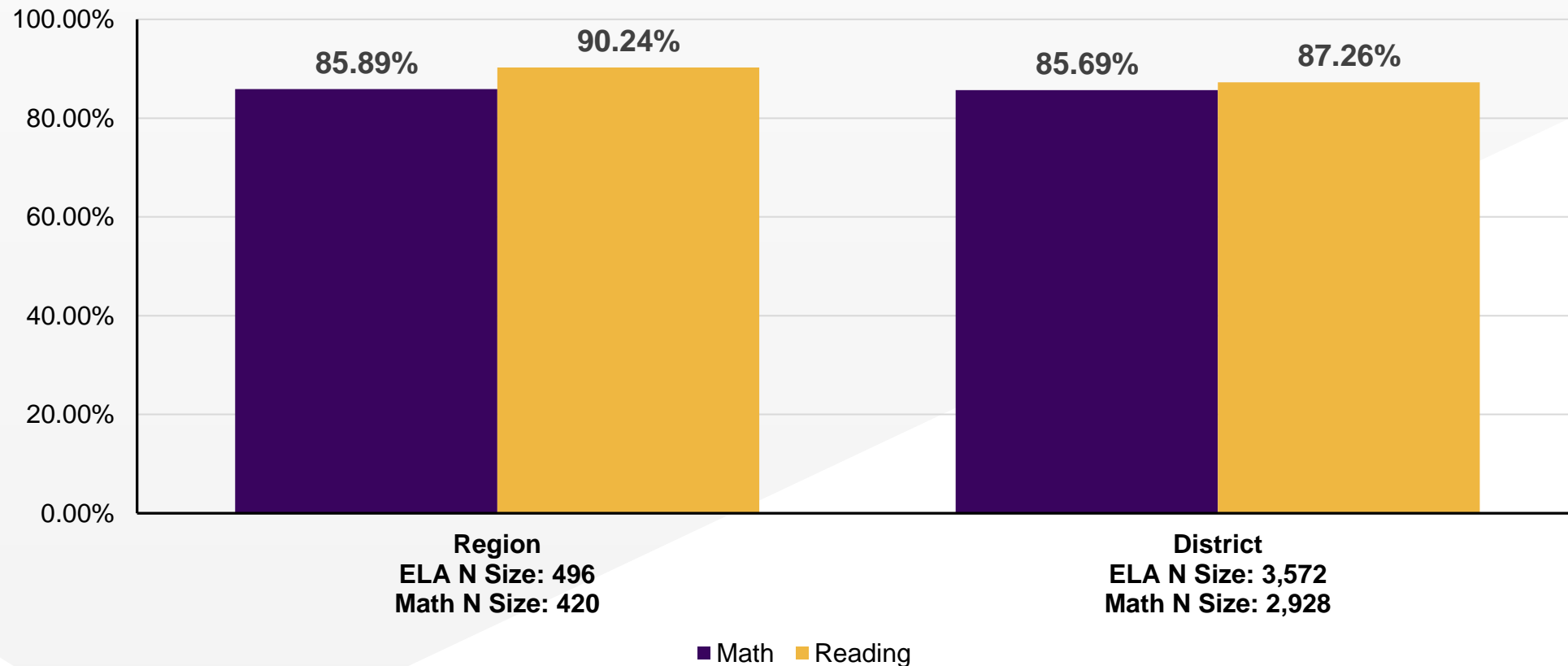


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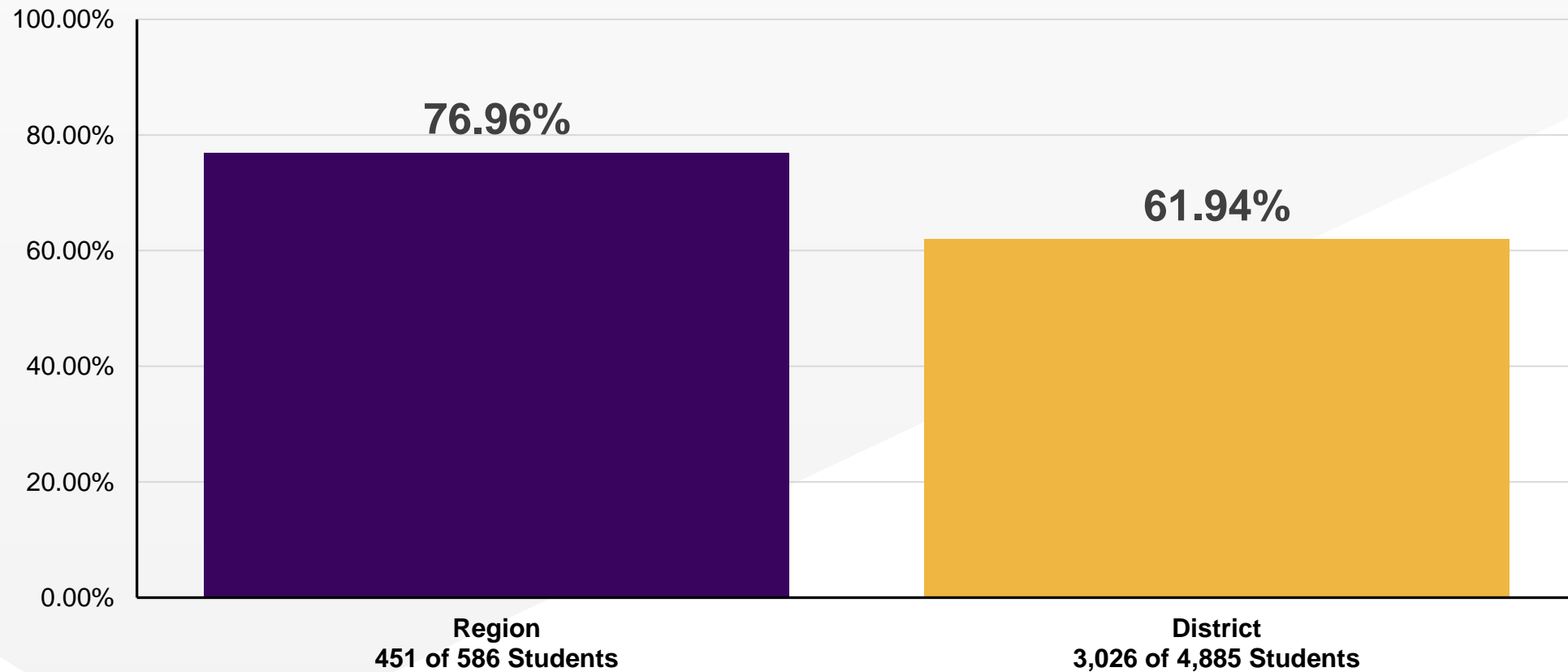


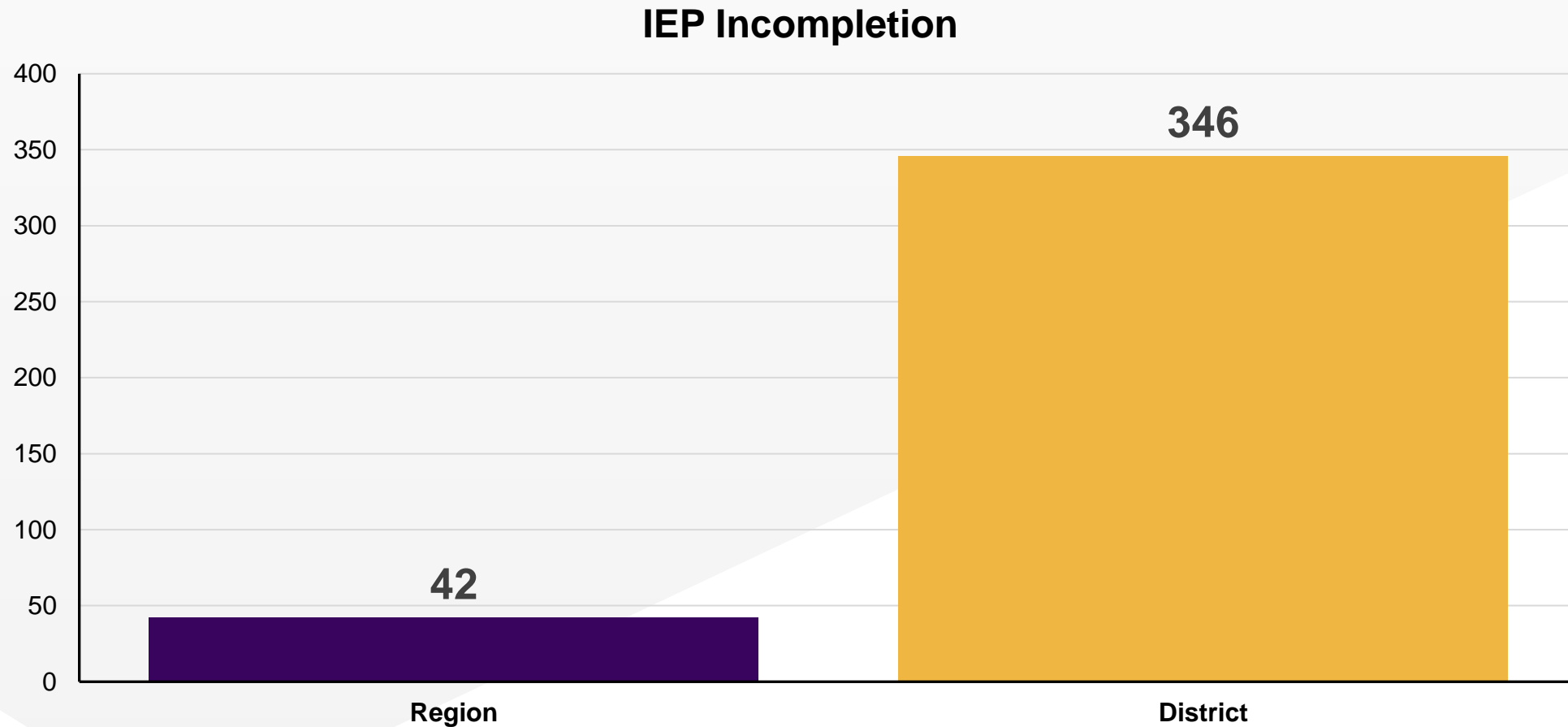
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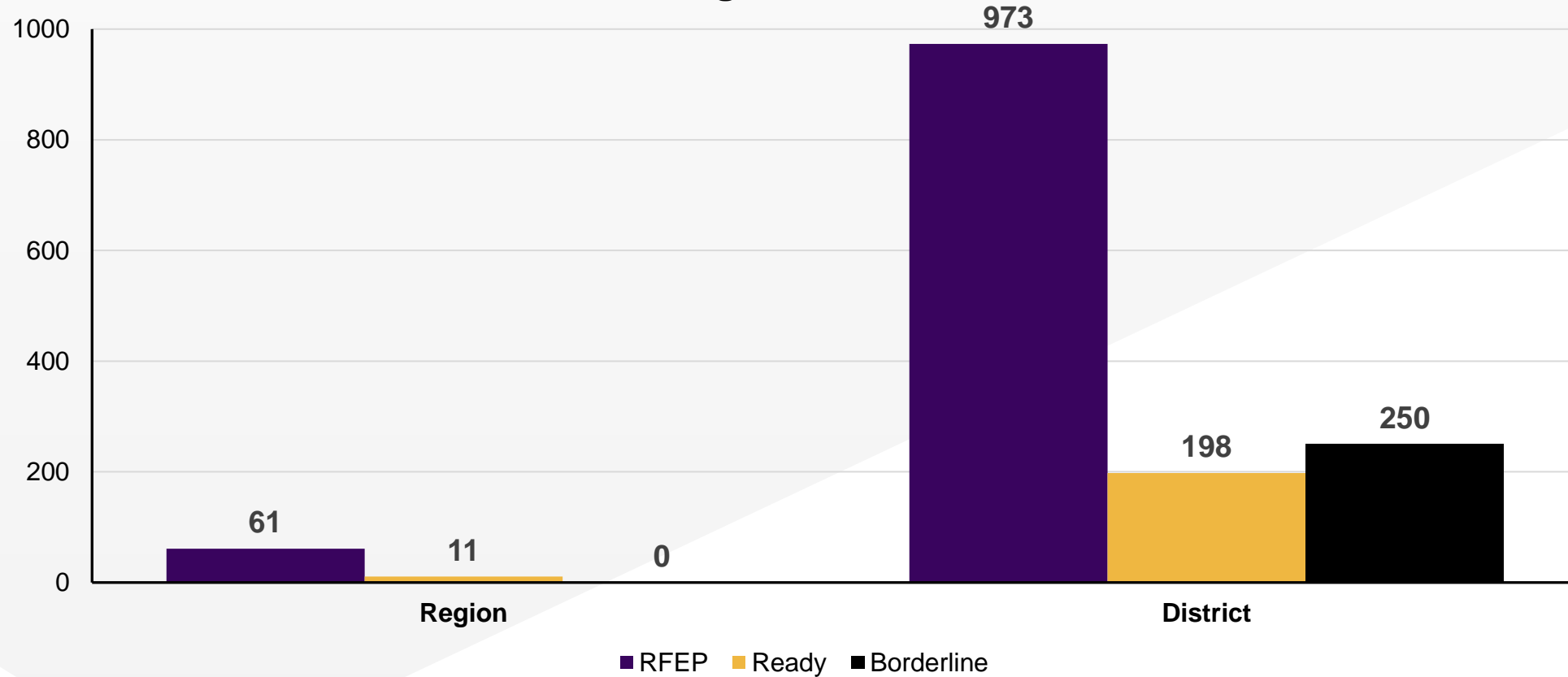
Grade 9 Students with a D or F





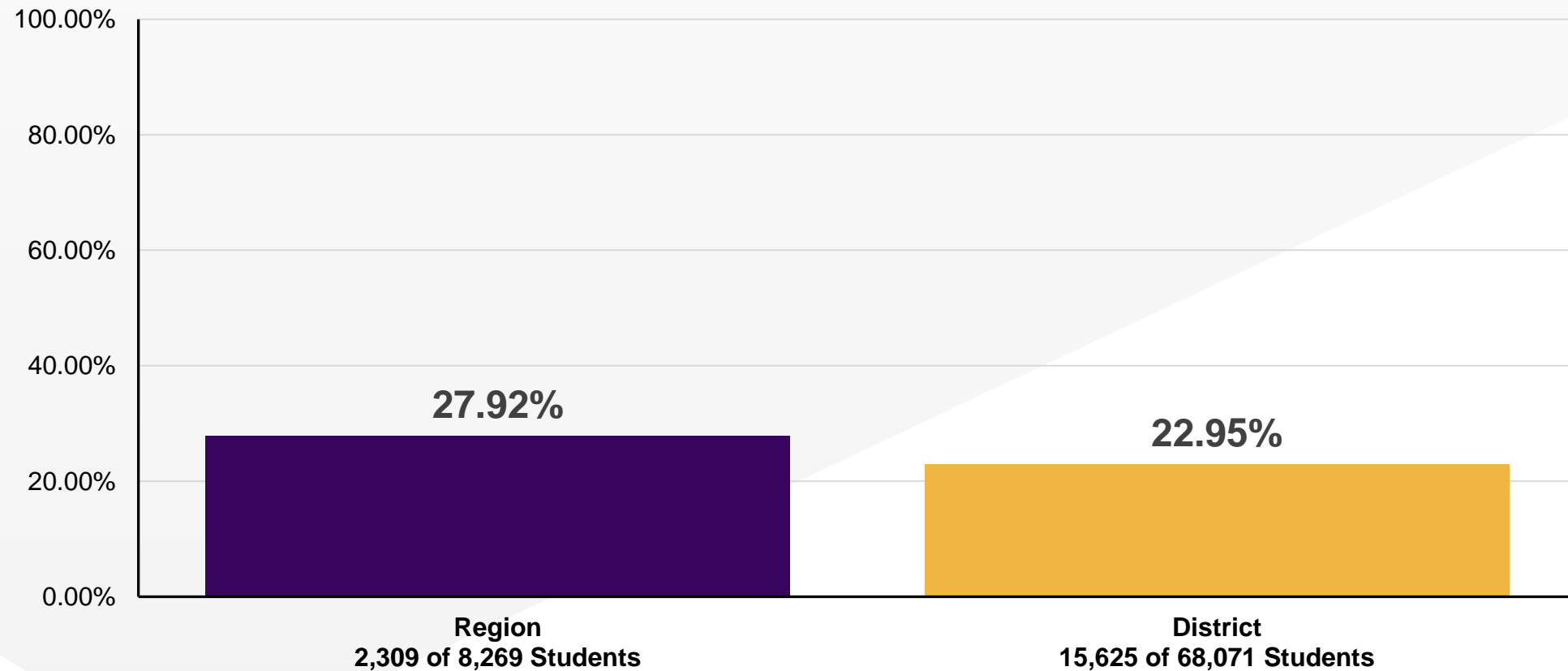


Reclassified English Proficient Students



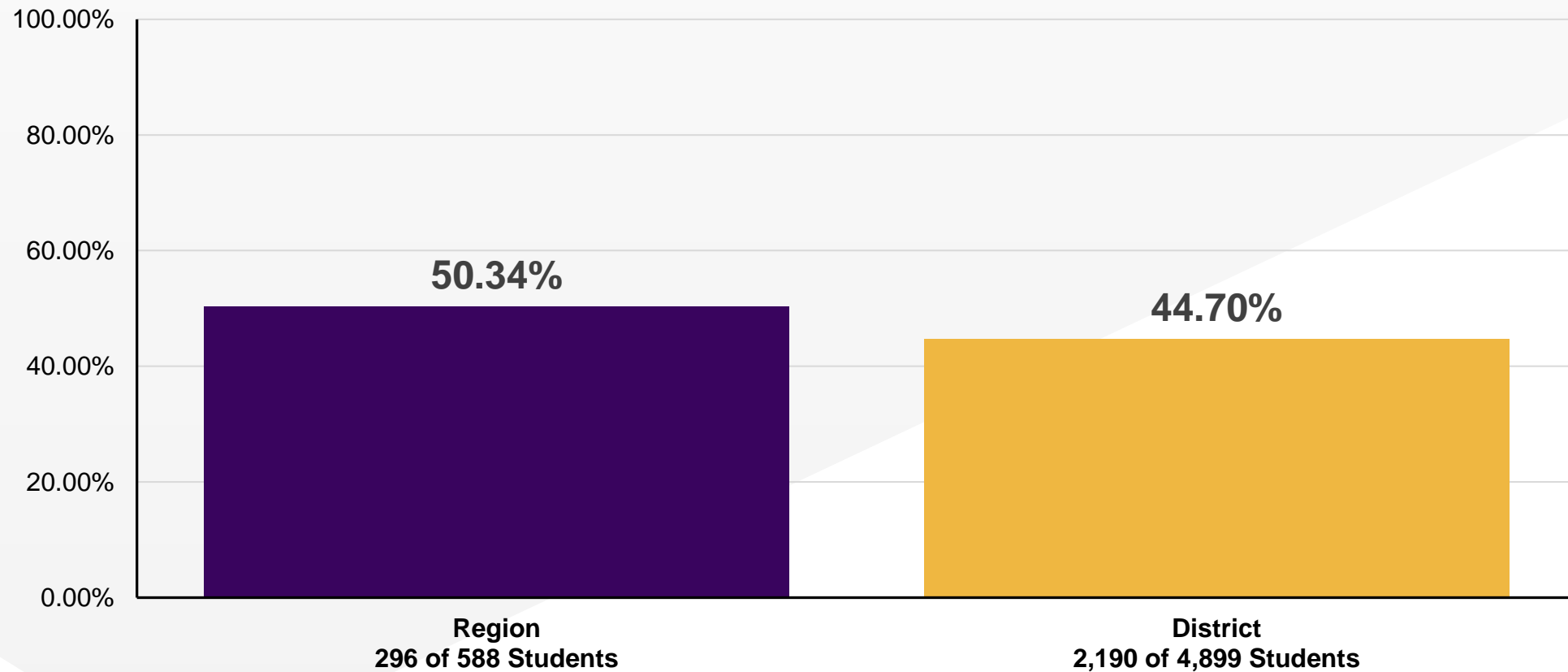


Chronically Absent Students



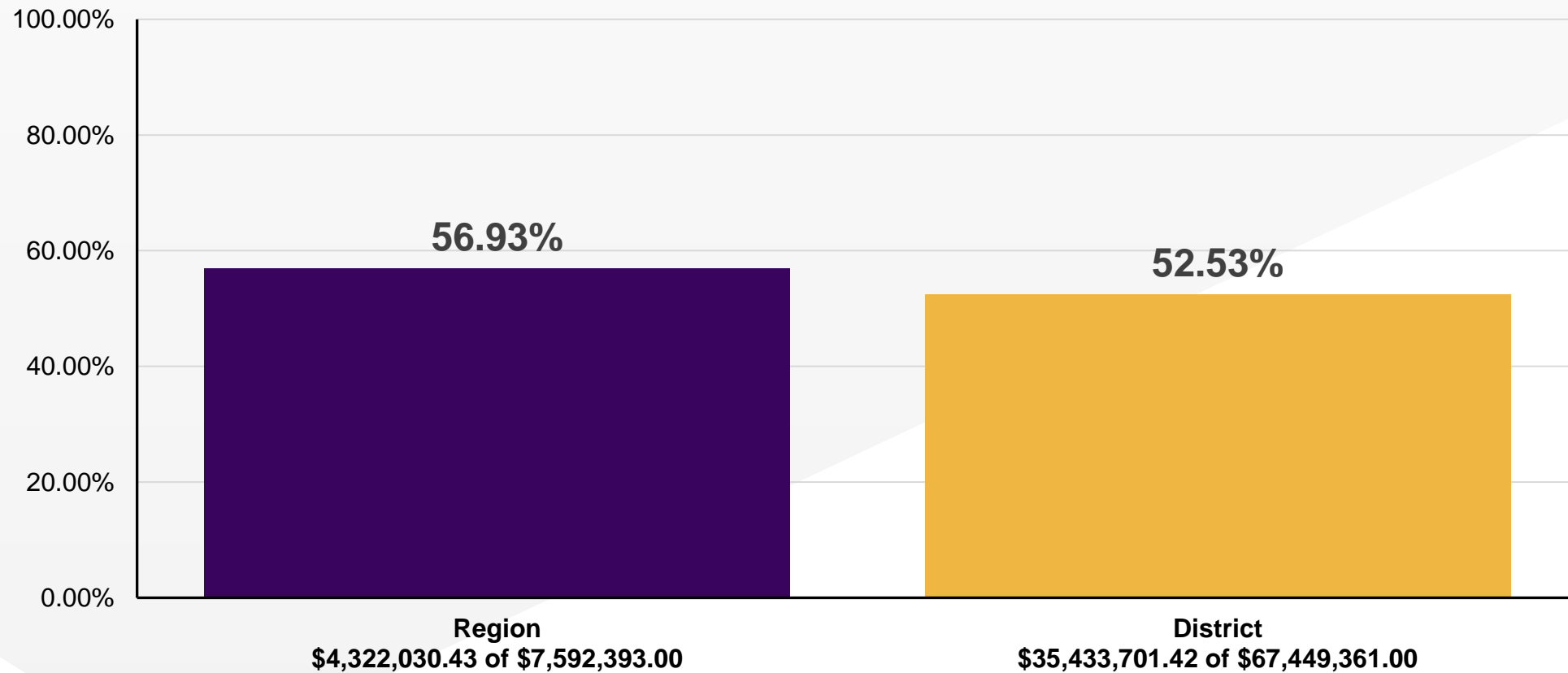


Grade 9 Students with < 90% Attendance in Any Period



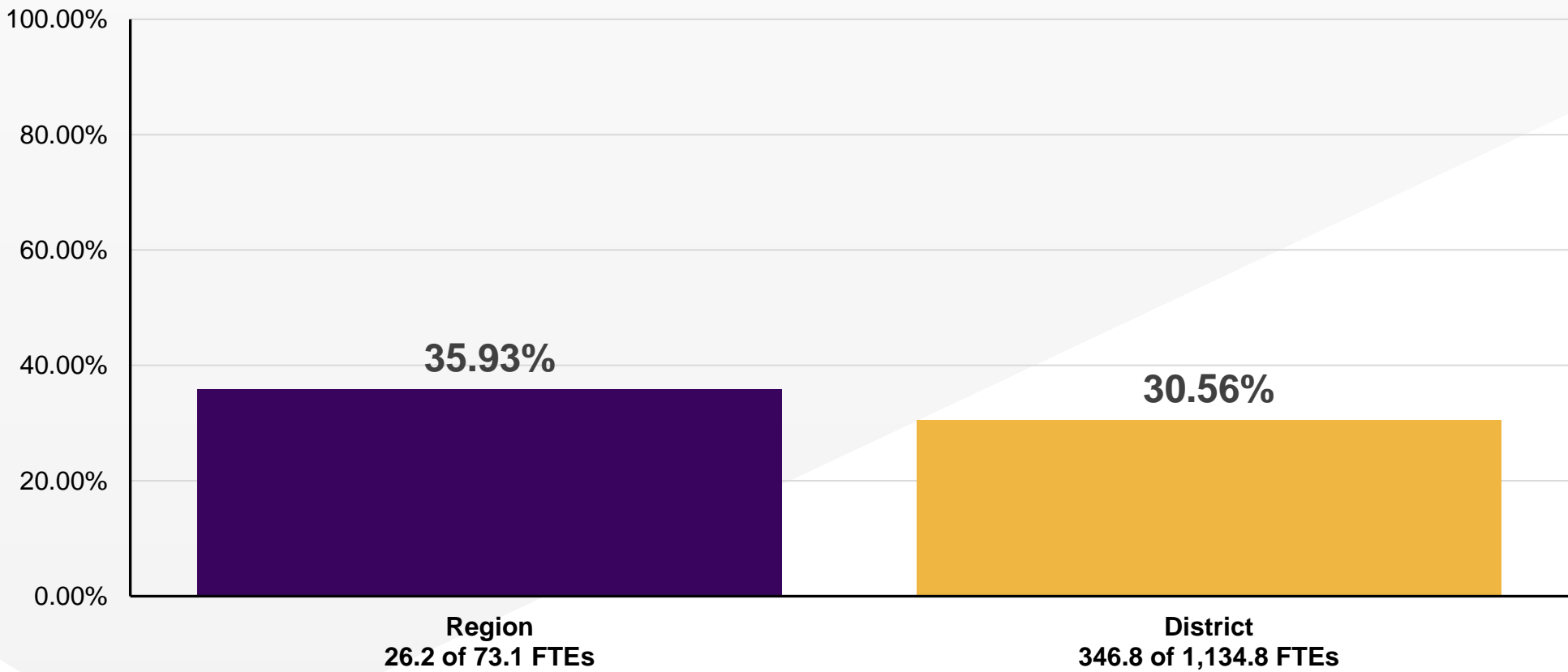


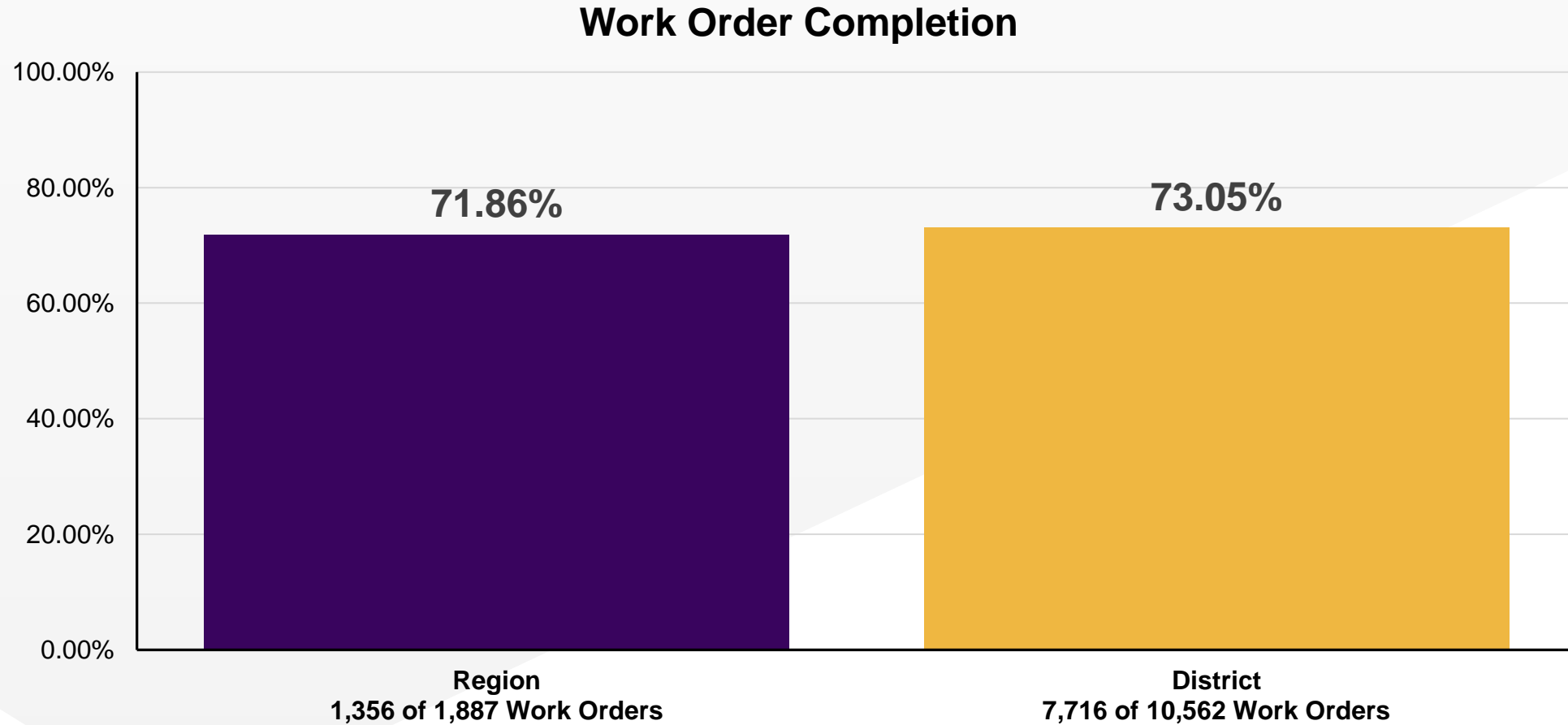
Percentage of Uncommitted Funds





Vacancy Rate: Paraprofessionals



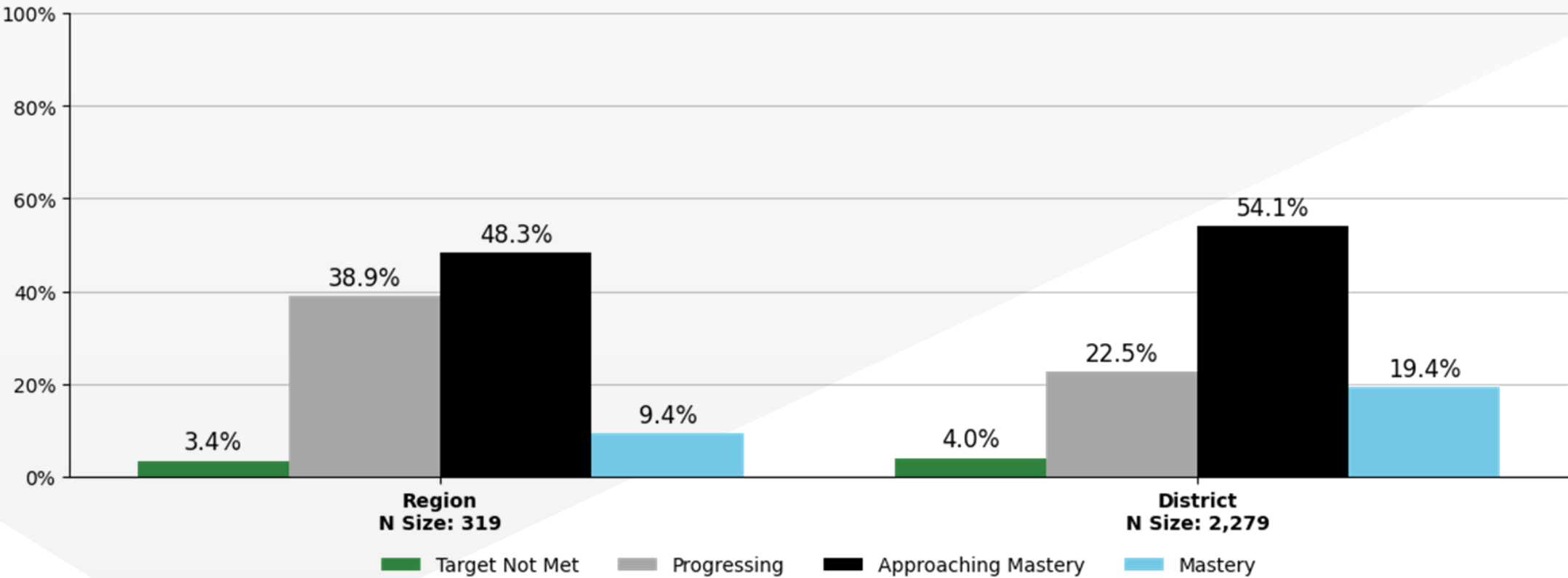


HOOVER REGION



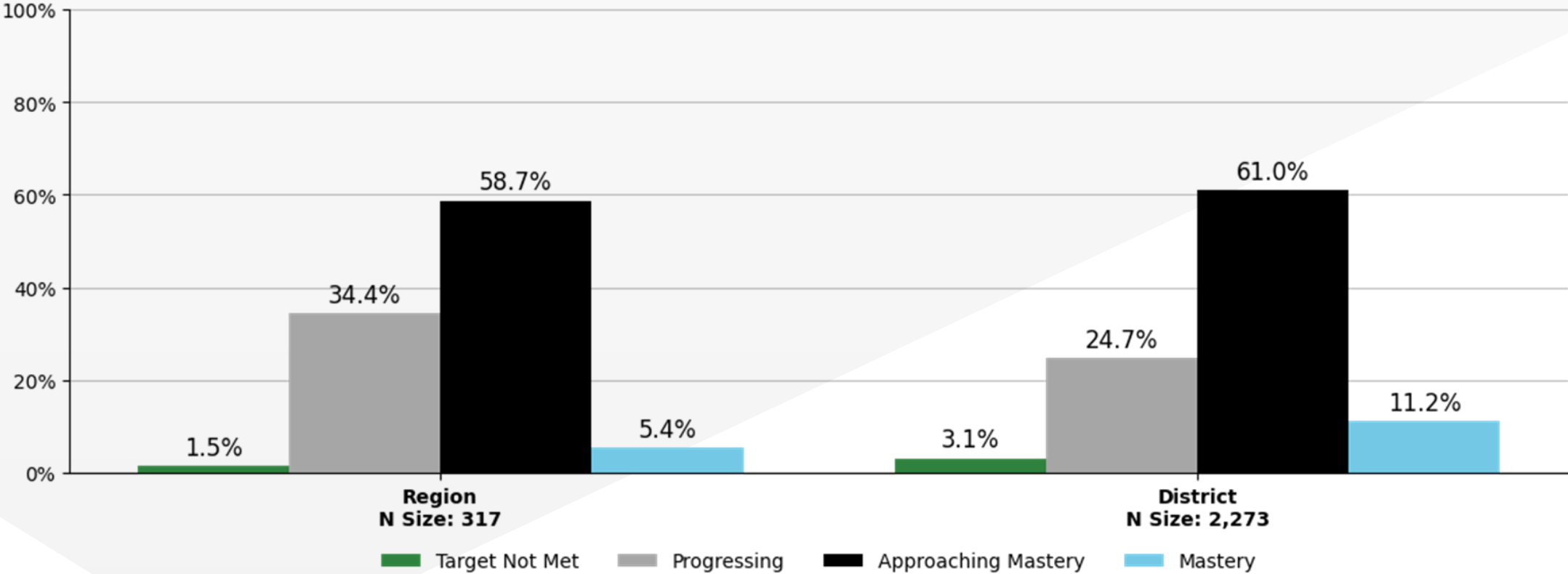


PreK: Communication and Use of Language (Expressive)



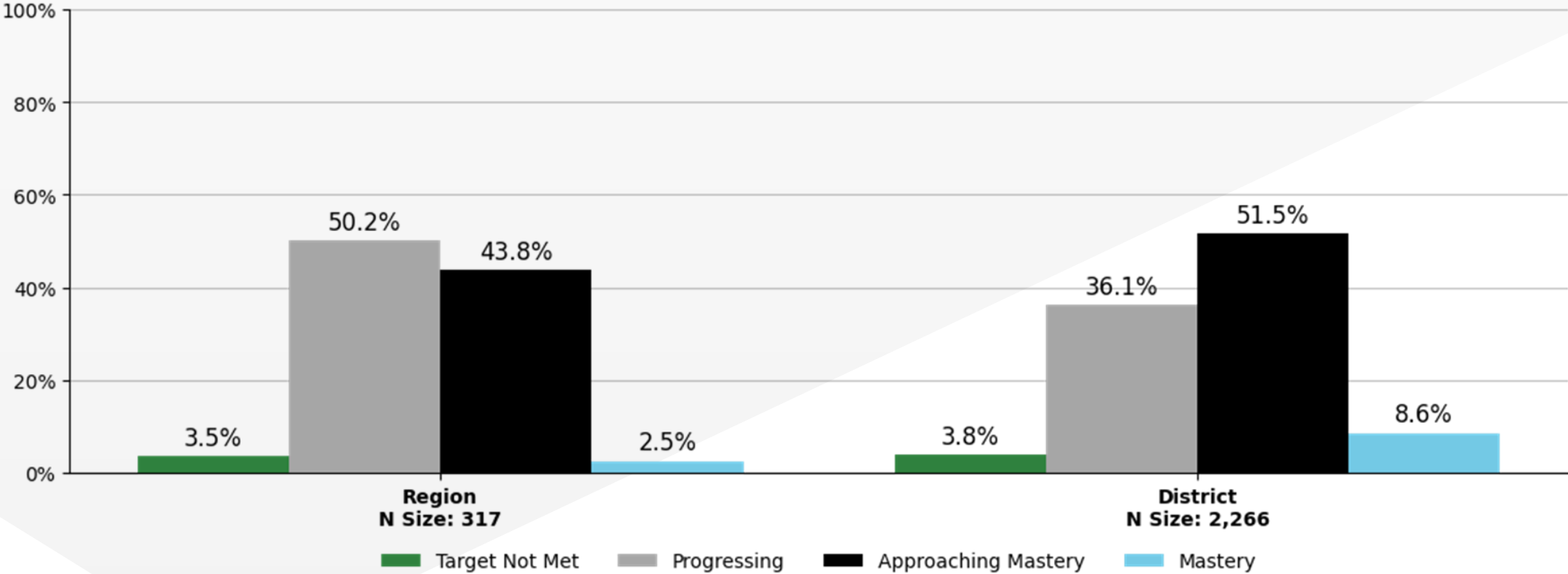


PreK: Concepts About Print



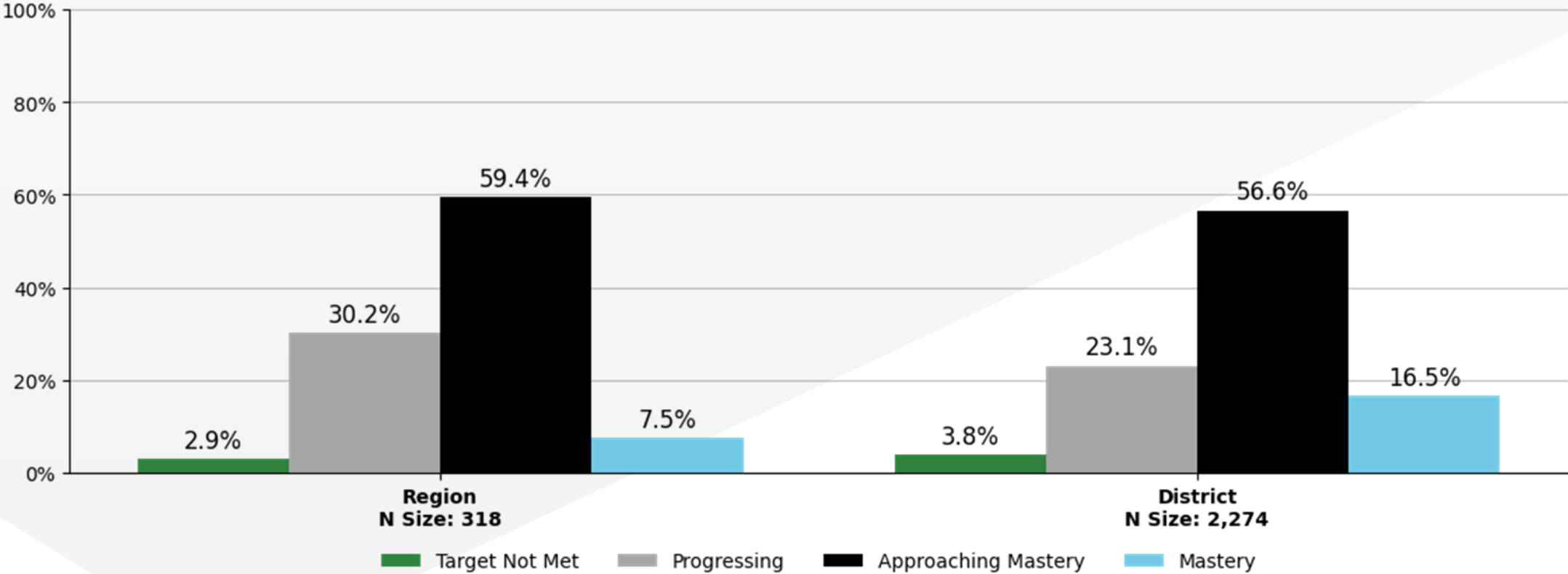


PreK: Phonological Awareness



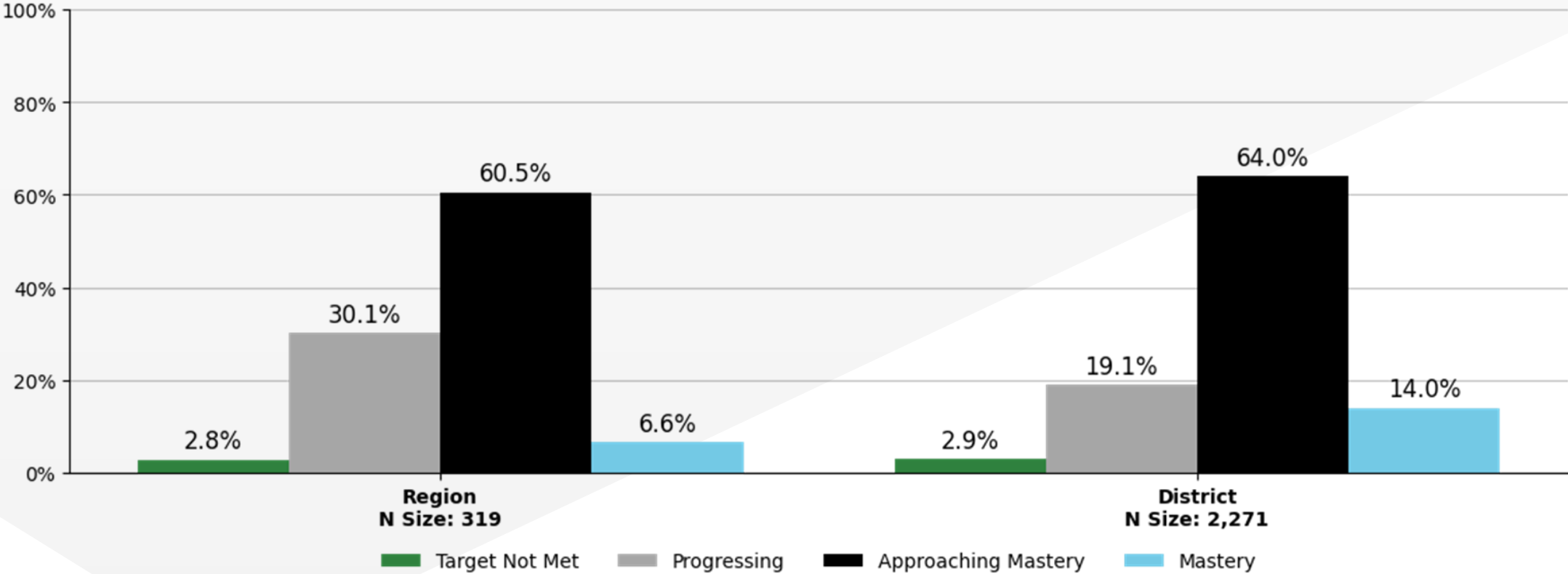


PreK: Letter and Word Knowledge



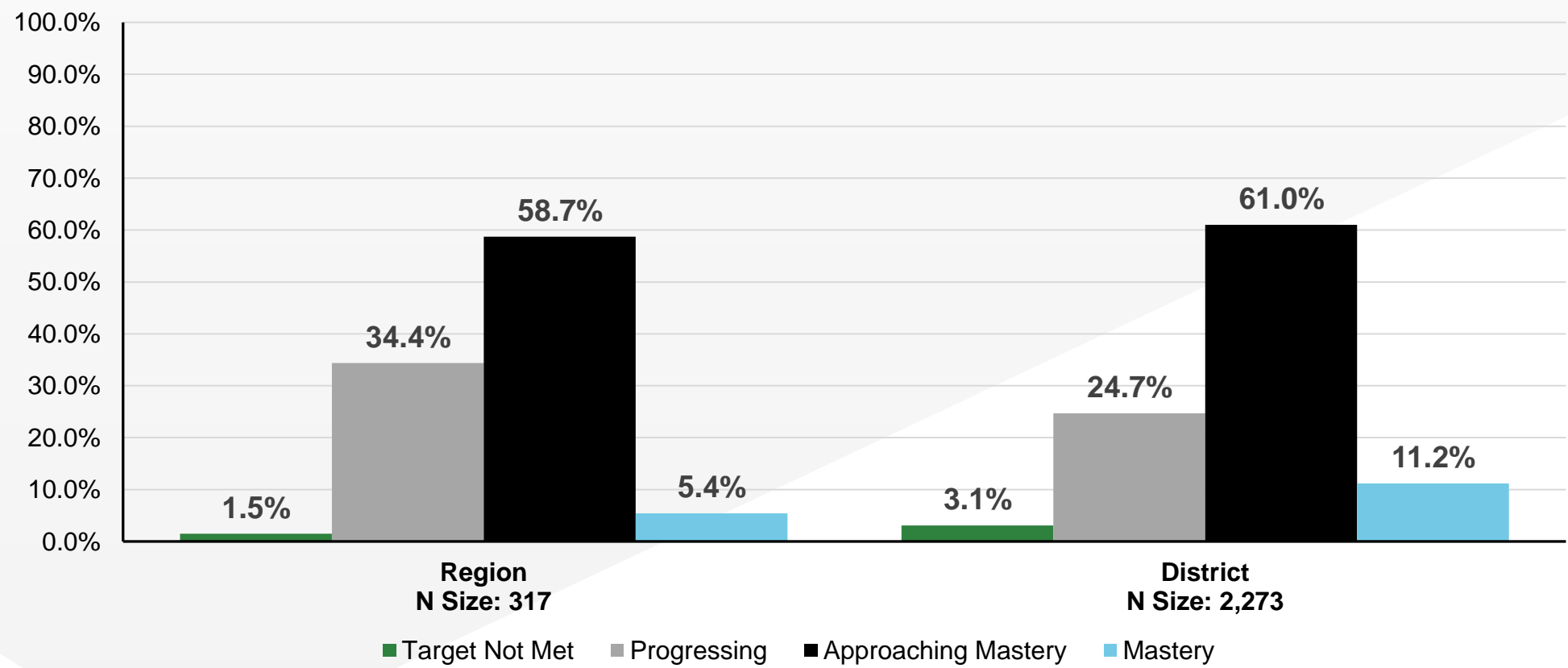


PreK: Emergent Writing



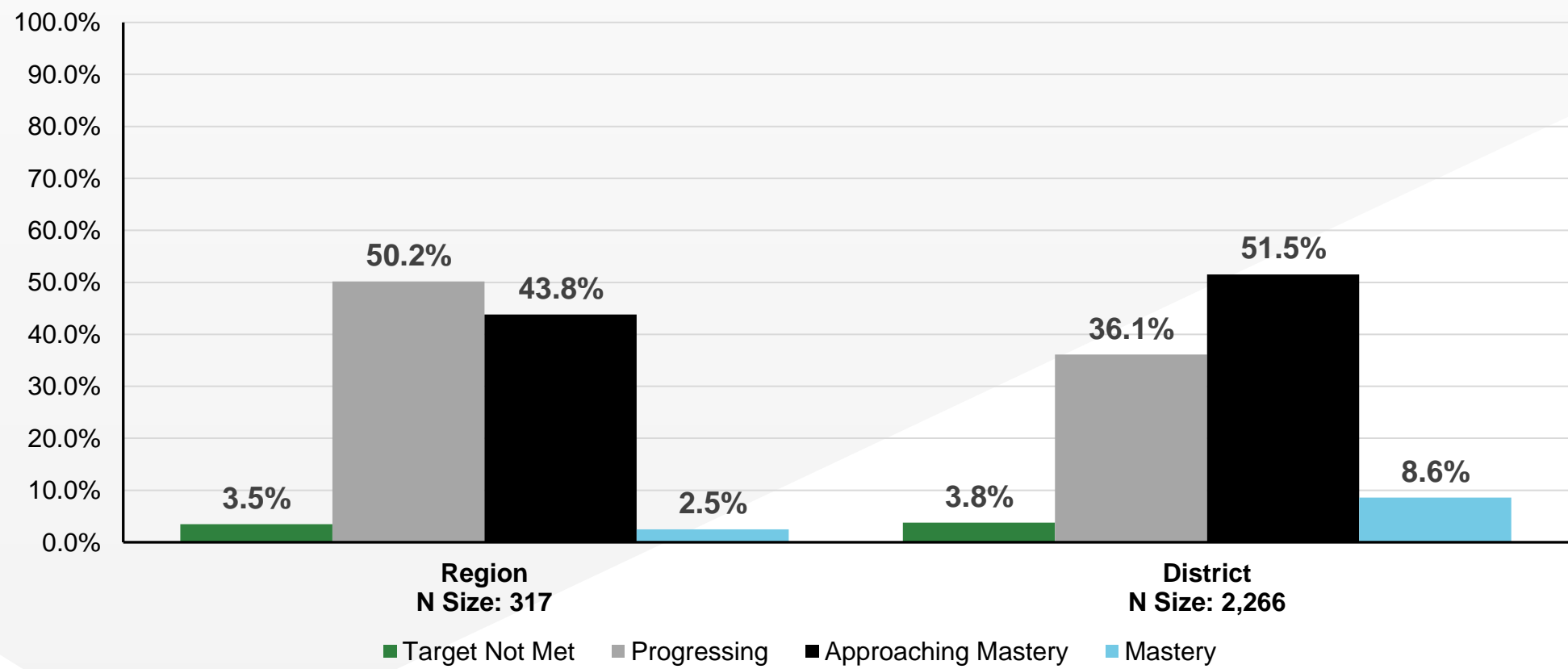


PreK: Concepts About Print



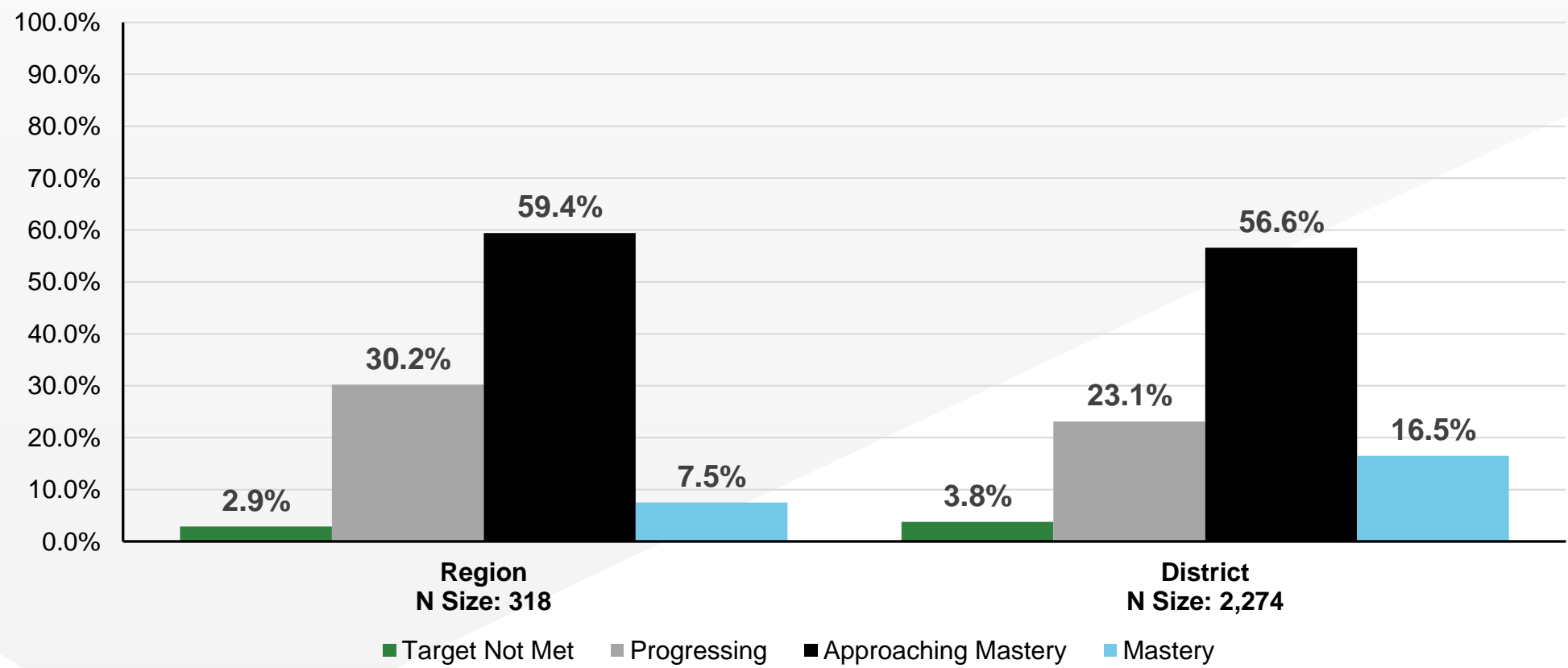


PreK: Phonological Awareness



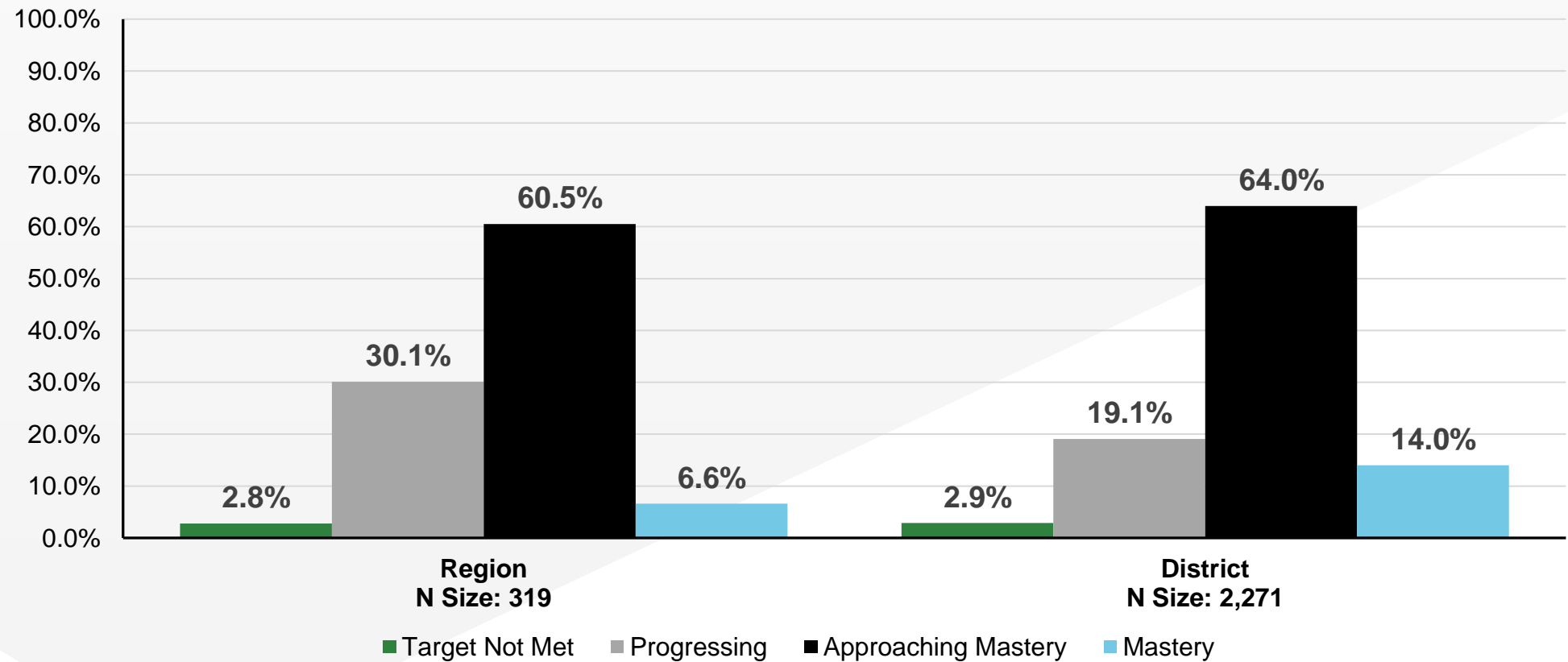


PreK: Letter and Word Knowledge



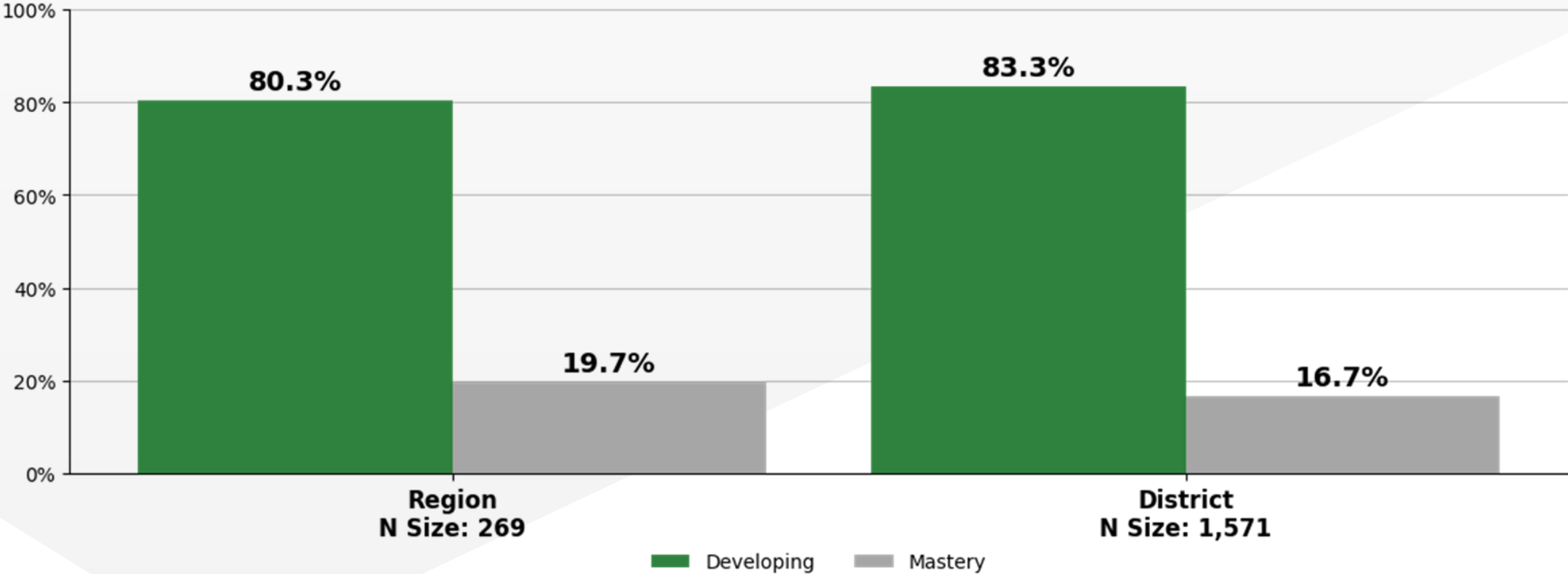


PreK: Emergent Writing



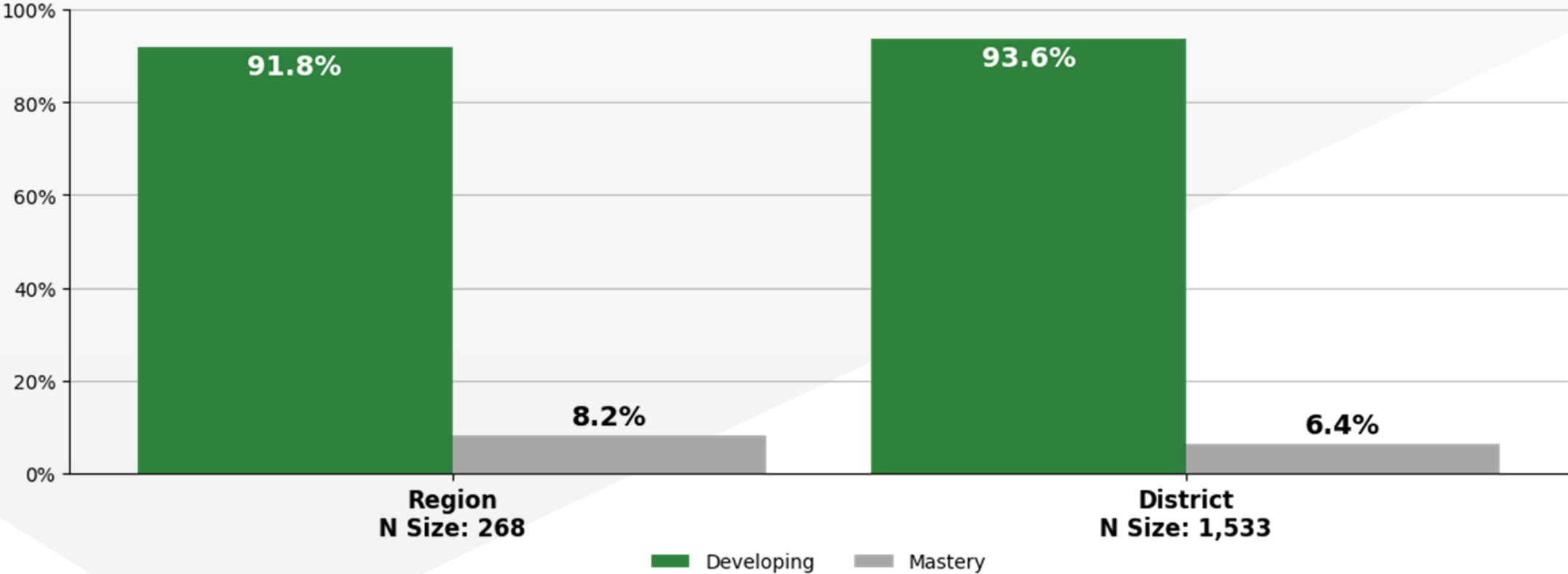


TK: Uppercase Letters



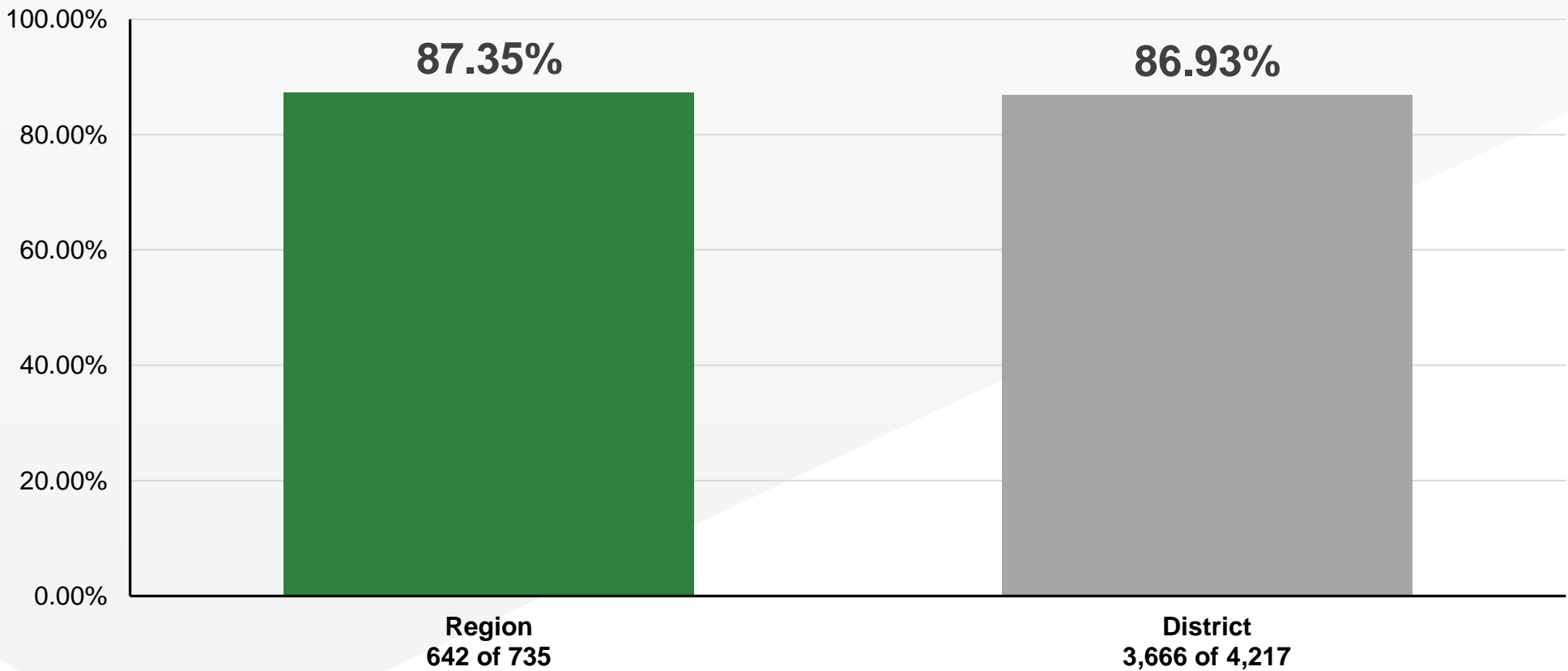


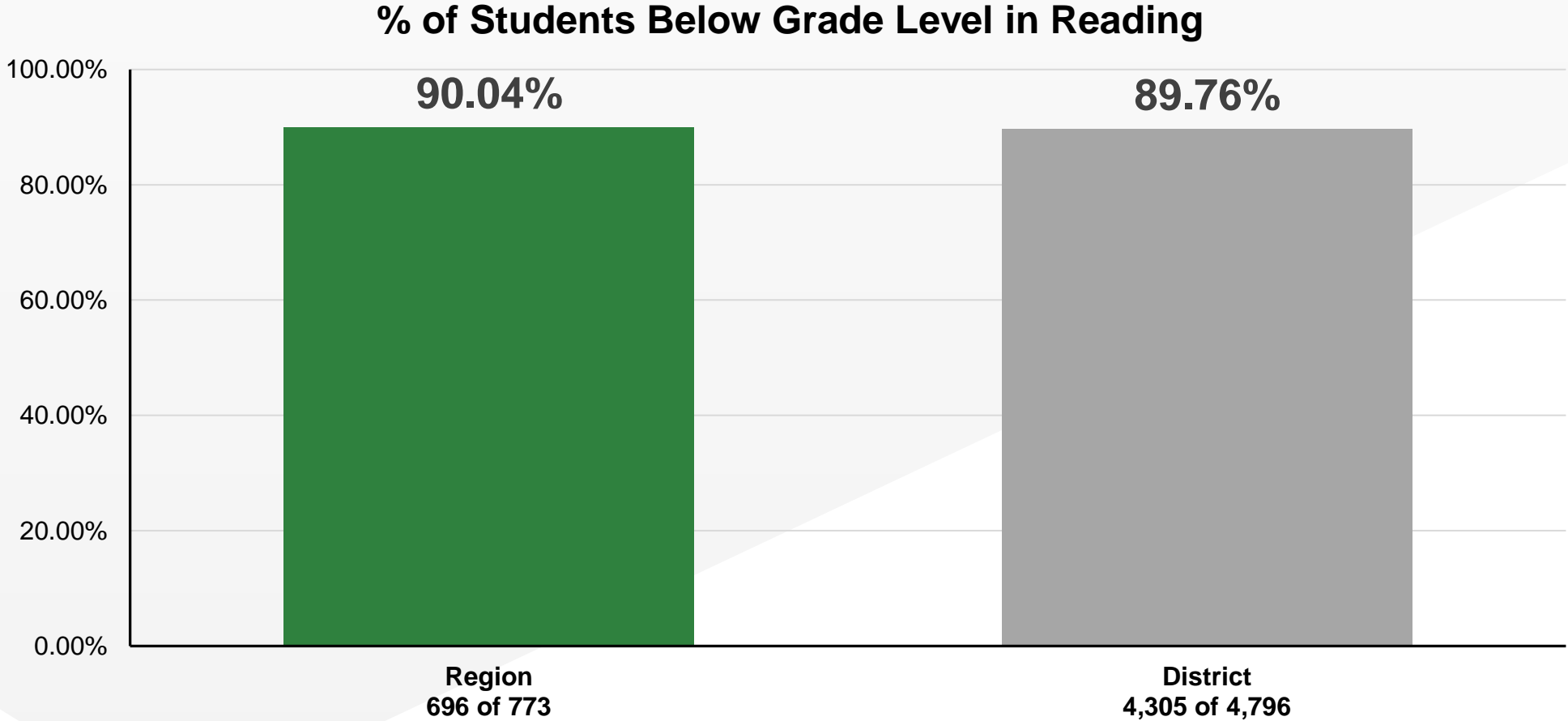
TK: Lowercase Letters

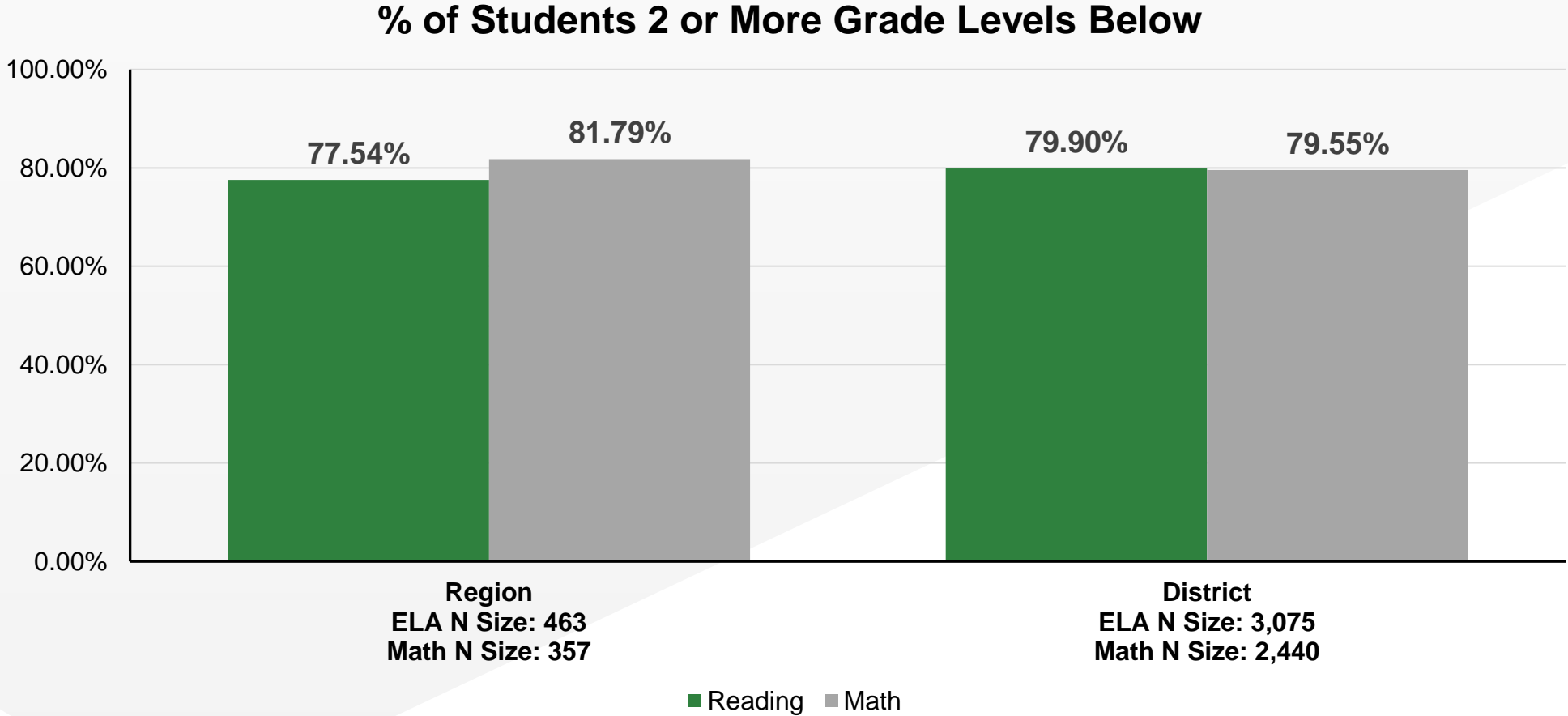


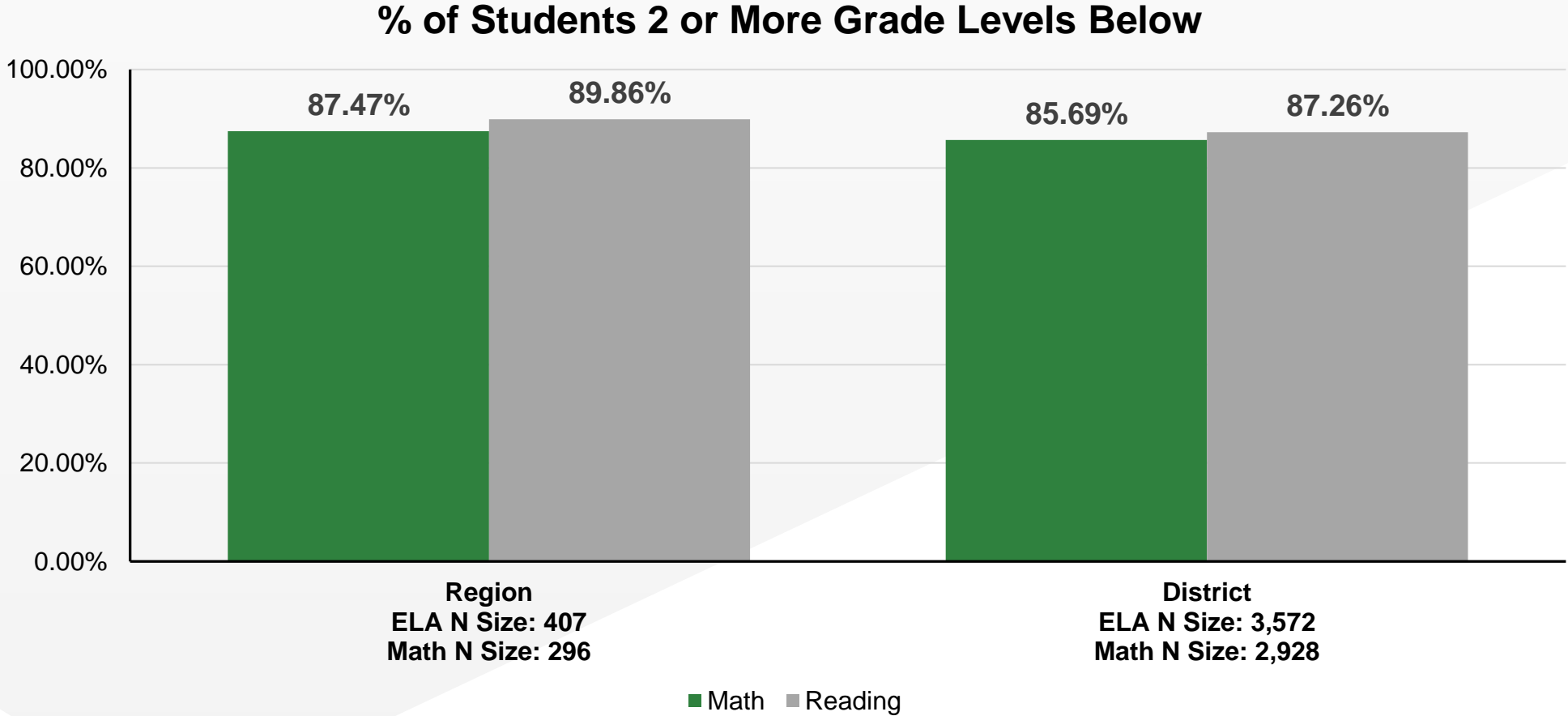


% of Students Below Grade Level in Reading



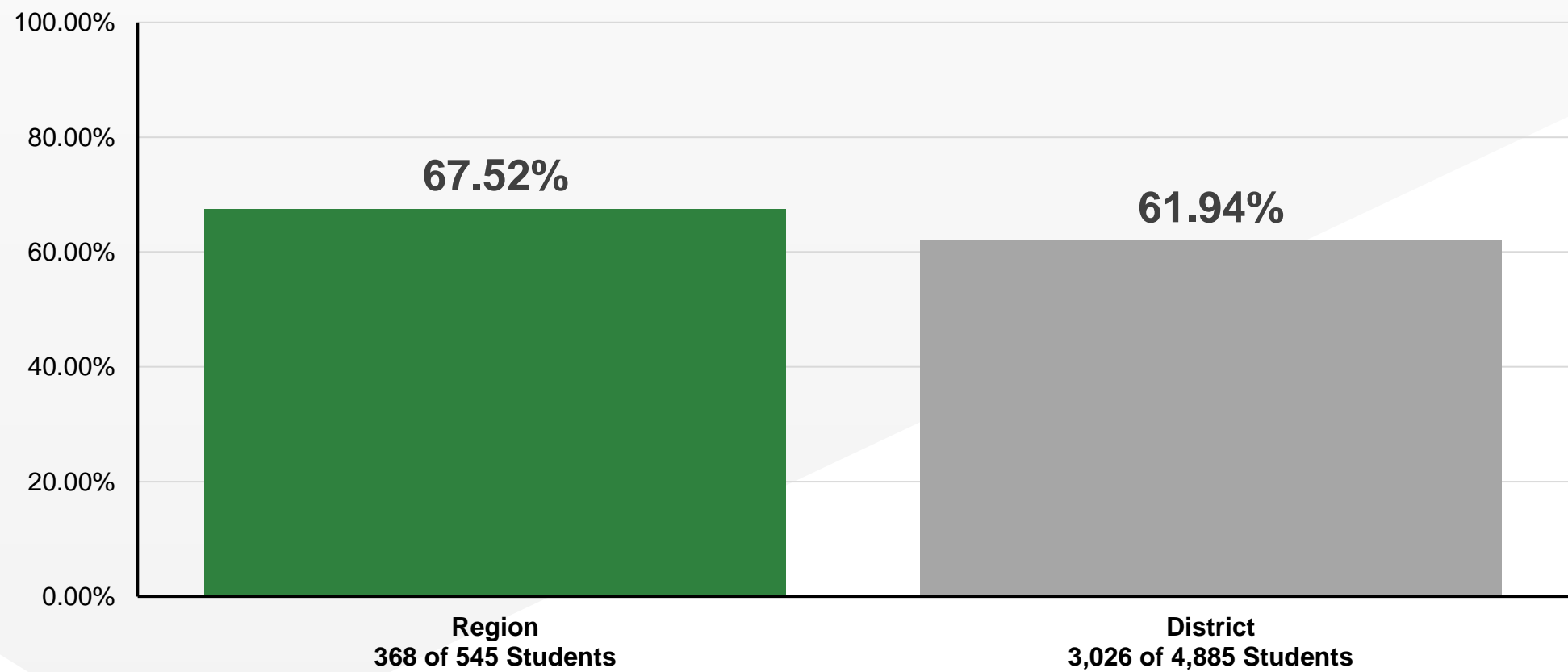


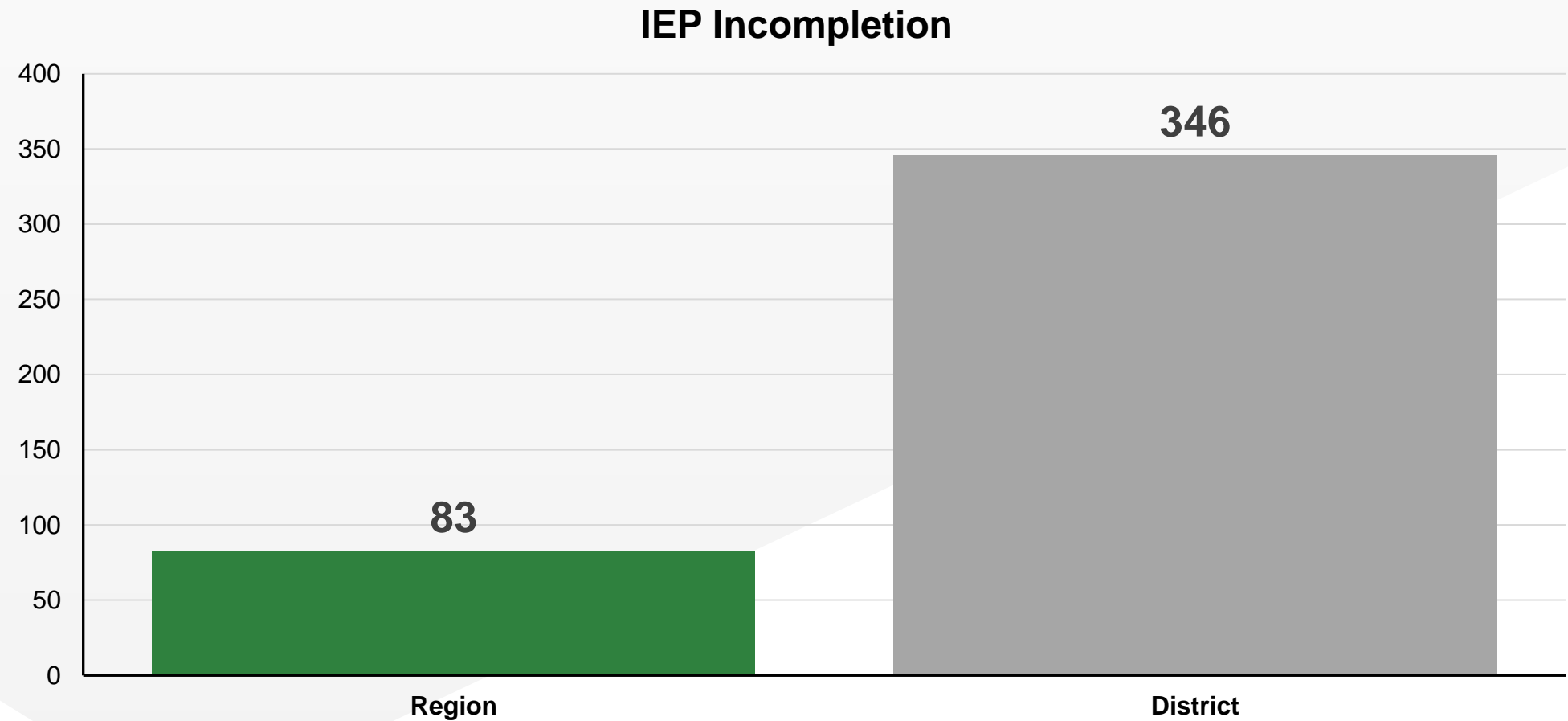


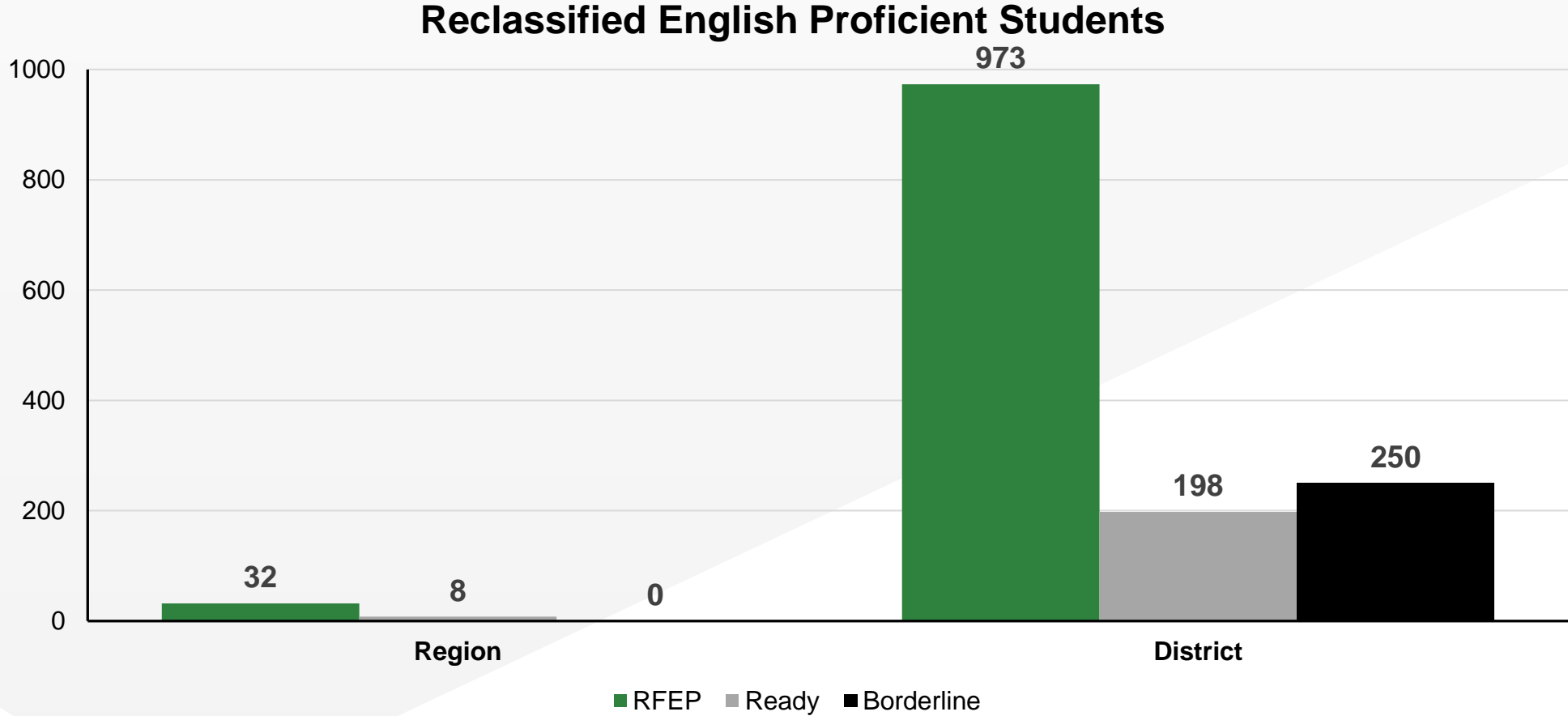




Grade 9 Students with a D or F



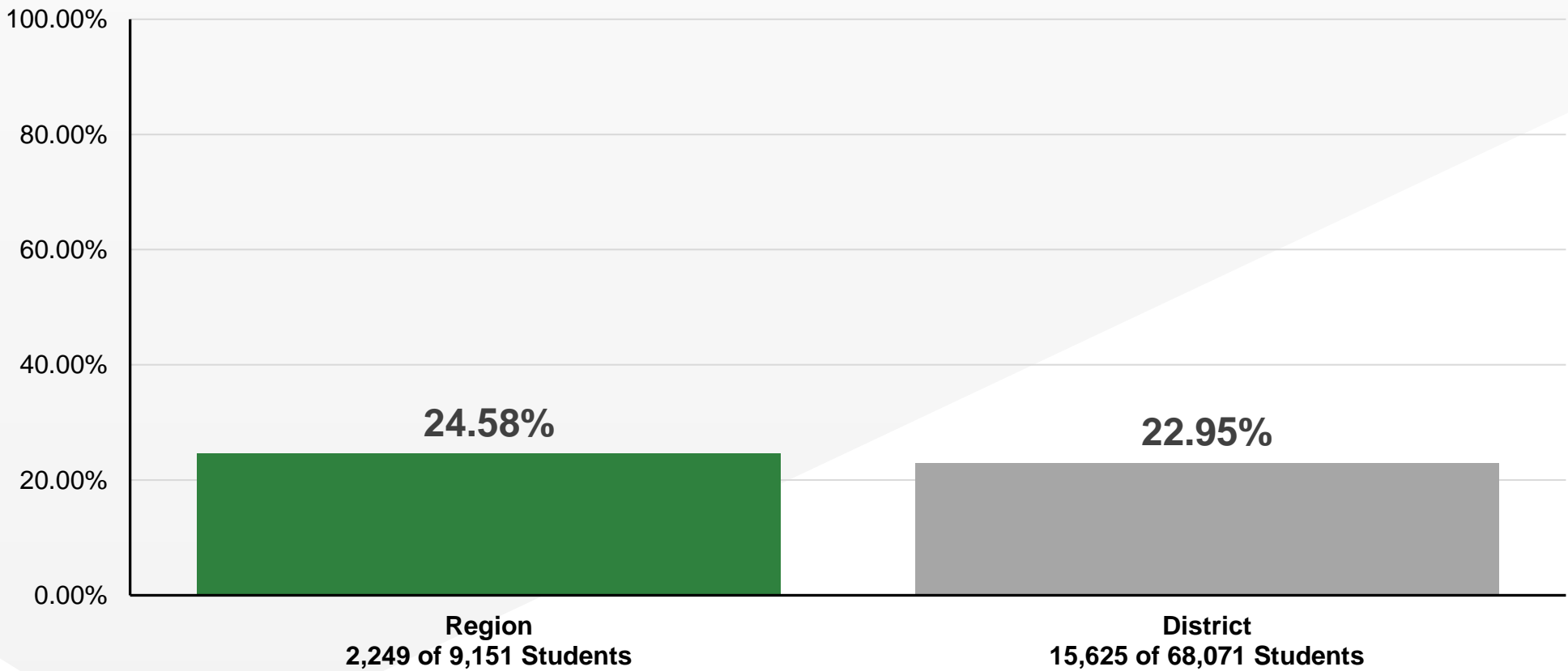






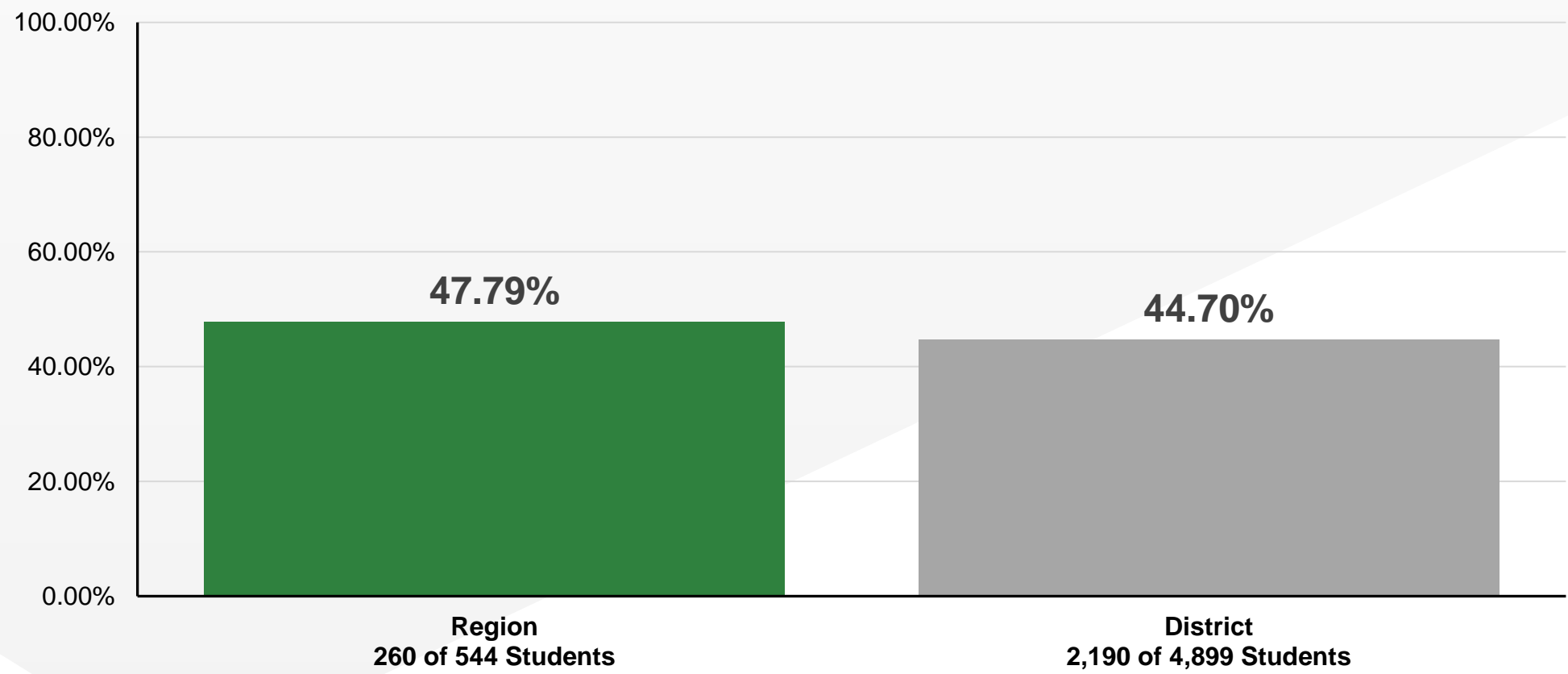
% of Chronically Absent Students

Chronically Absent Students



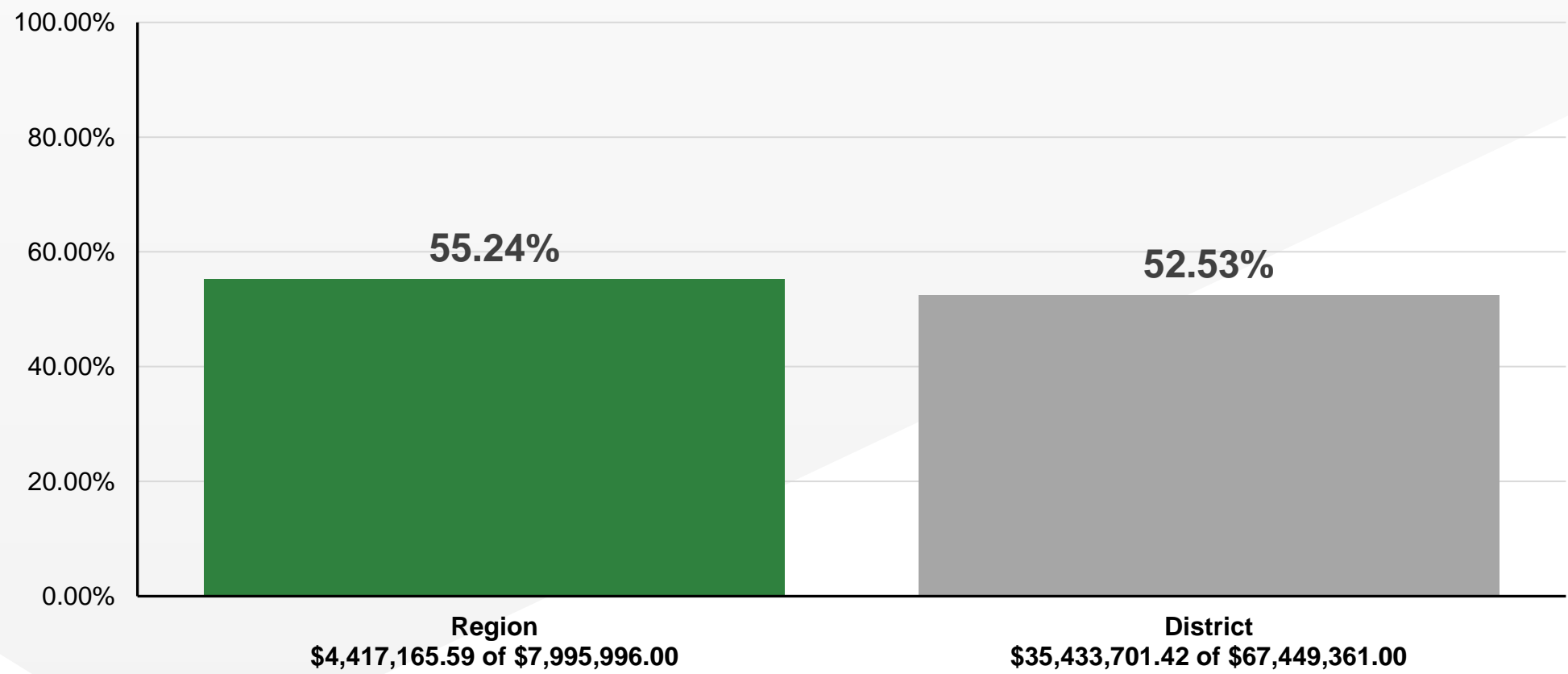


Grade 9 Students with < 90% Attendance in Any Period



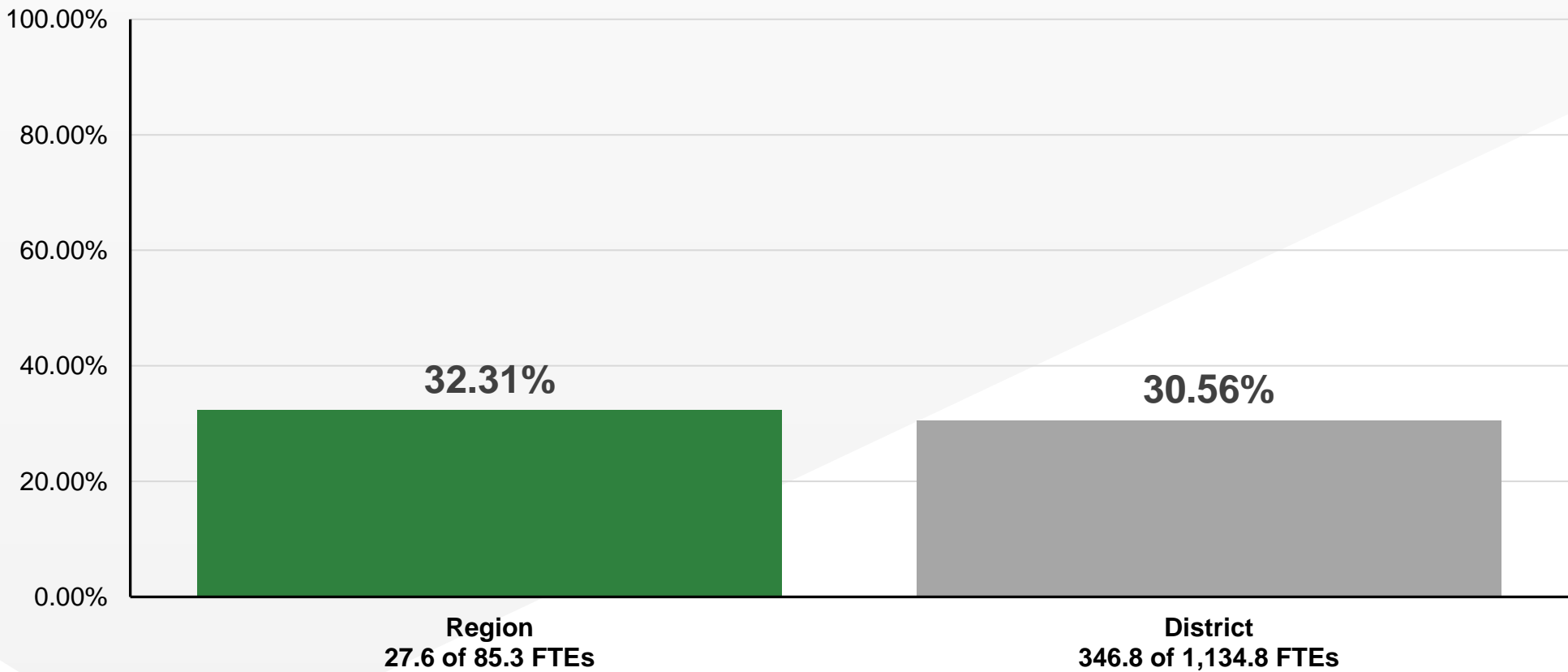


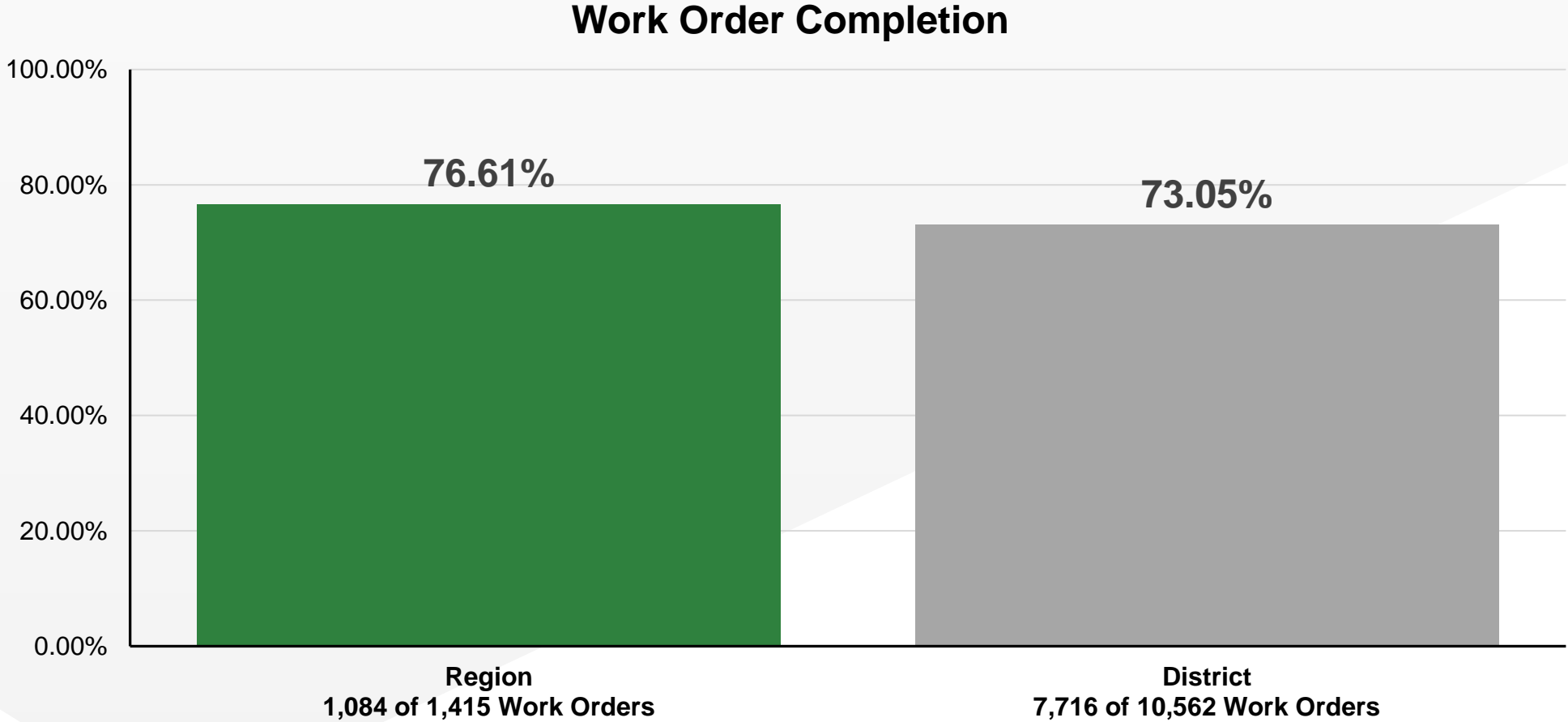
Percentage of Uncommitted Funds





Vacancy Rate: Paraprofessionals



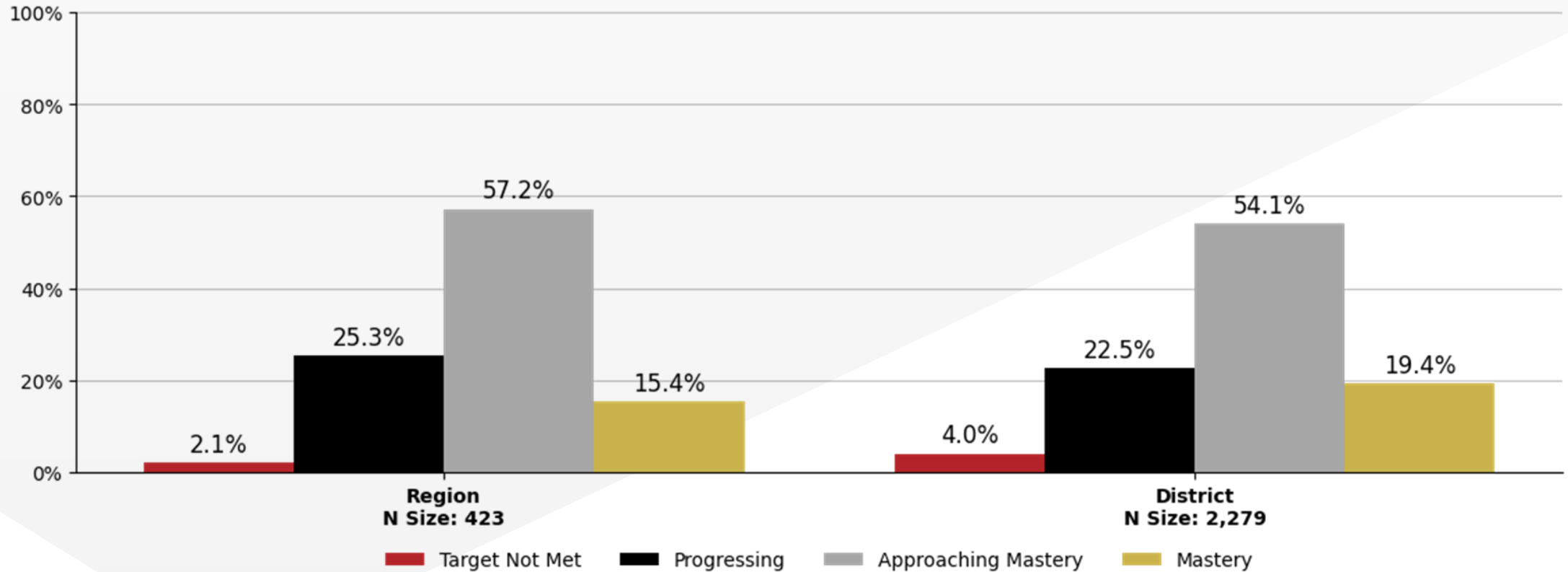


MCLANE REGION



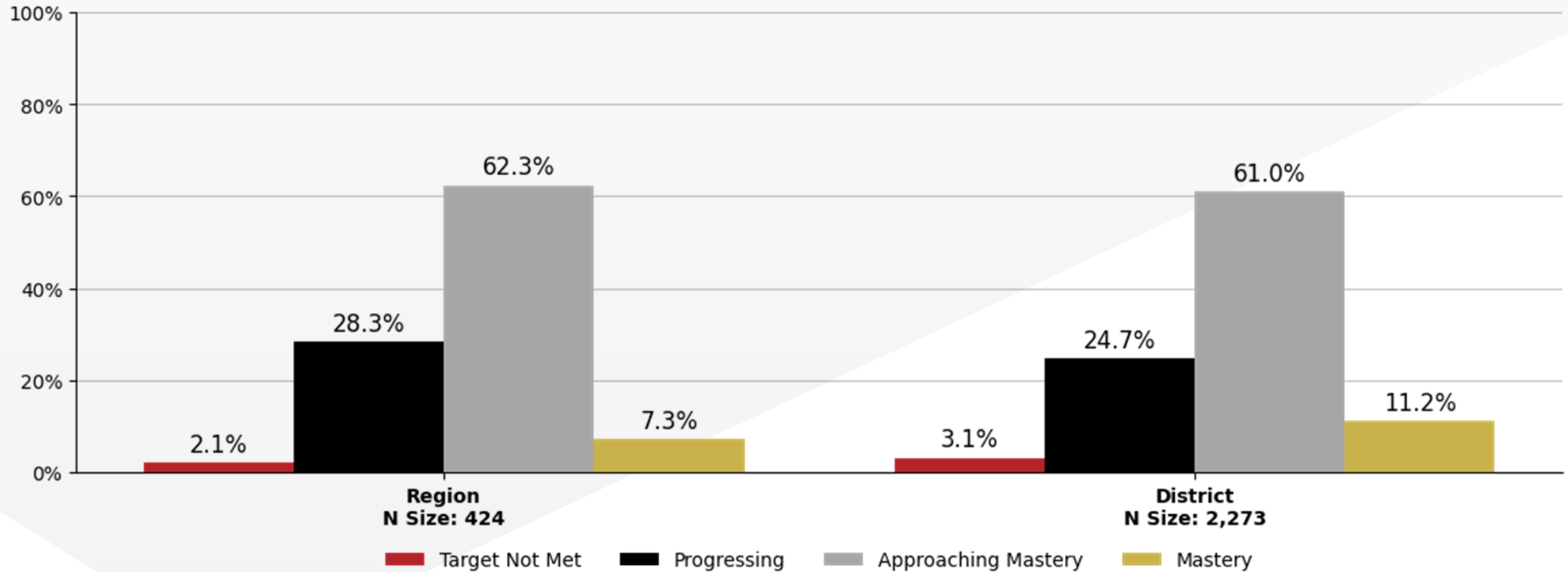


PreK: Communication and Use of Language (Expressive)



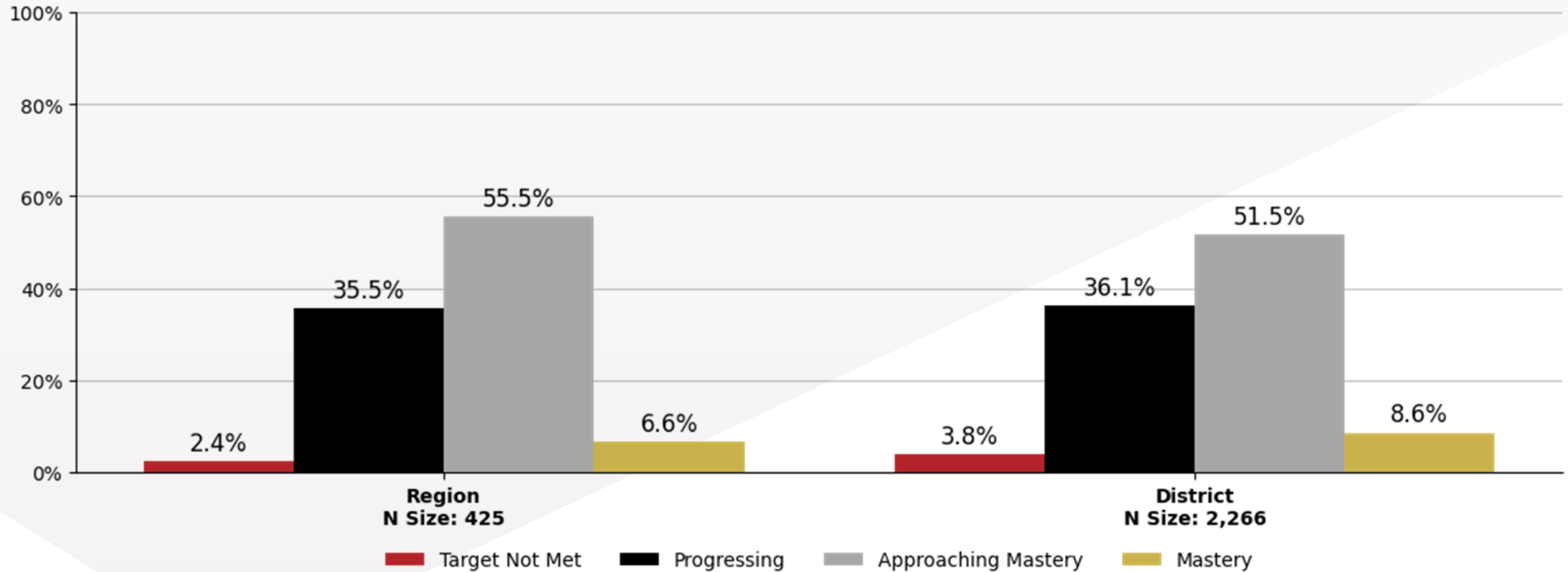


PreK: Concepts About Print



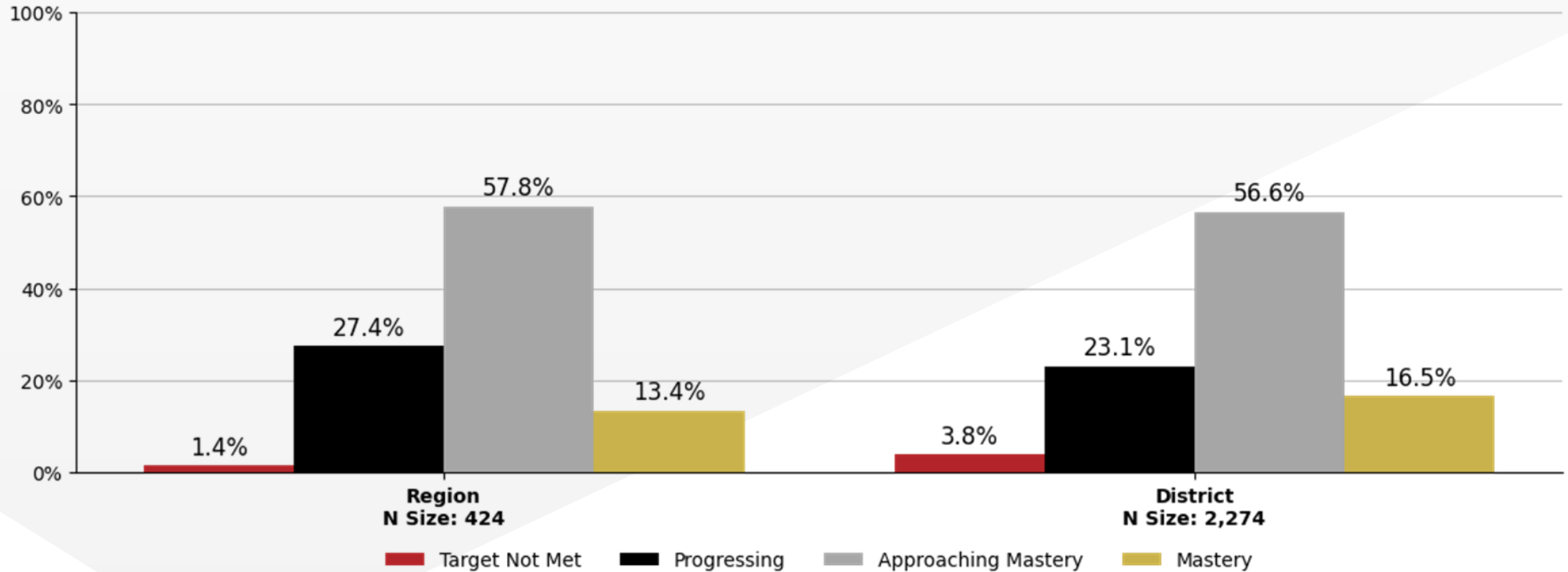


PreK: Phonological Awareness



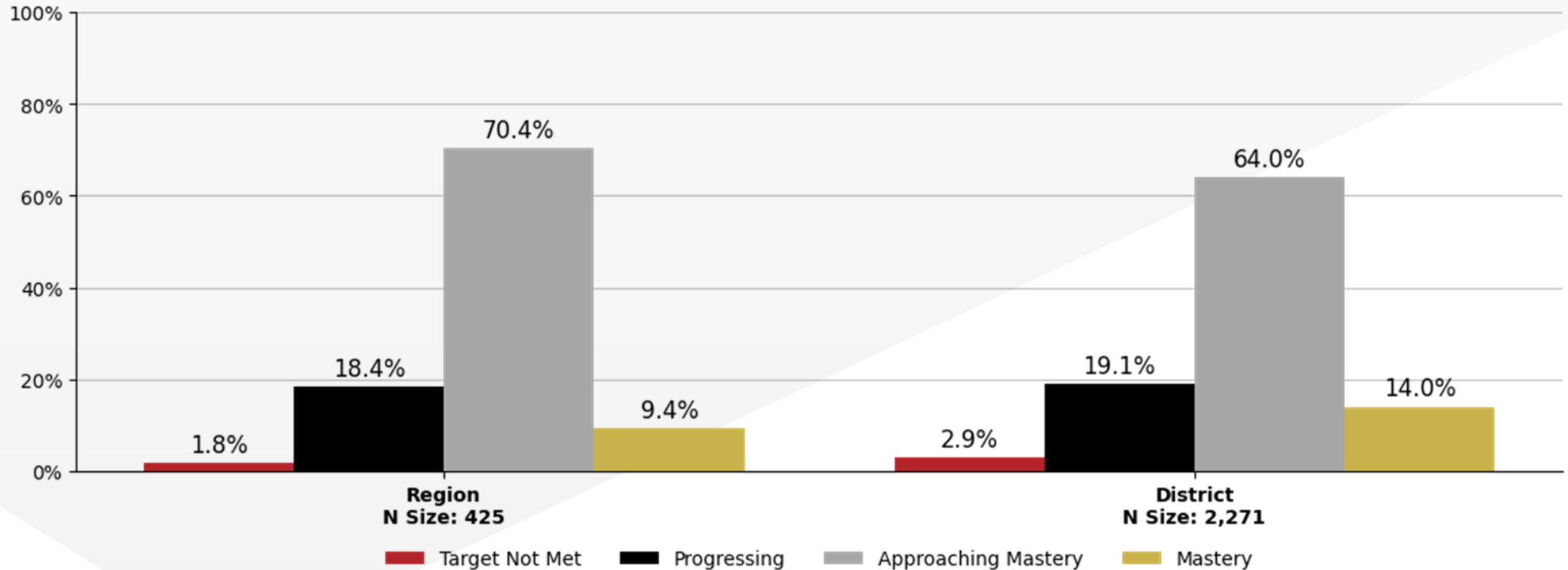


PreK: Letter and Word Knowledge



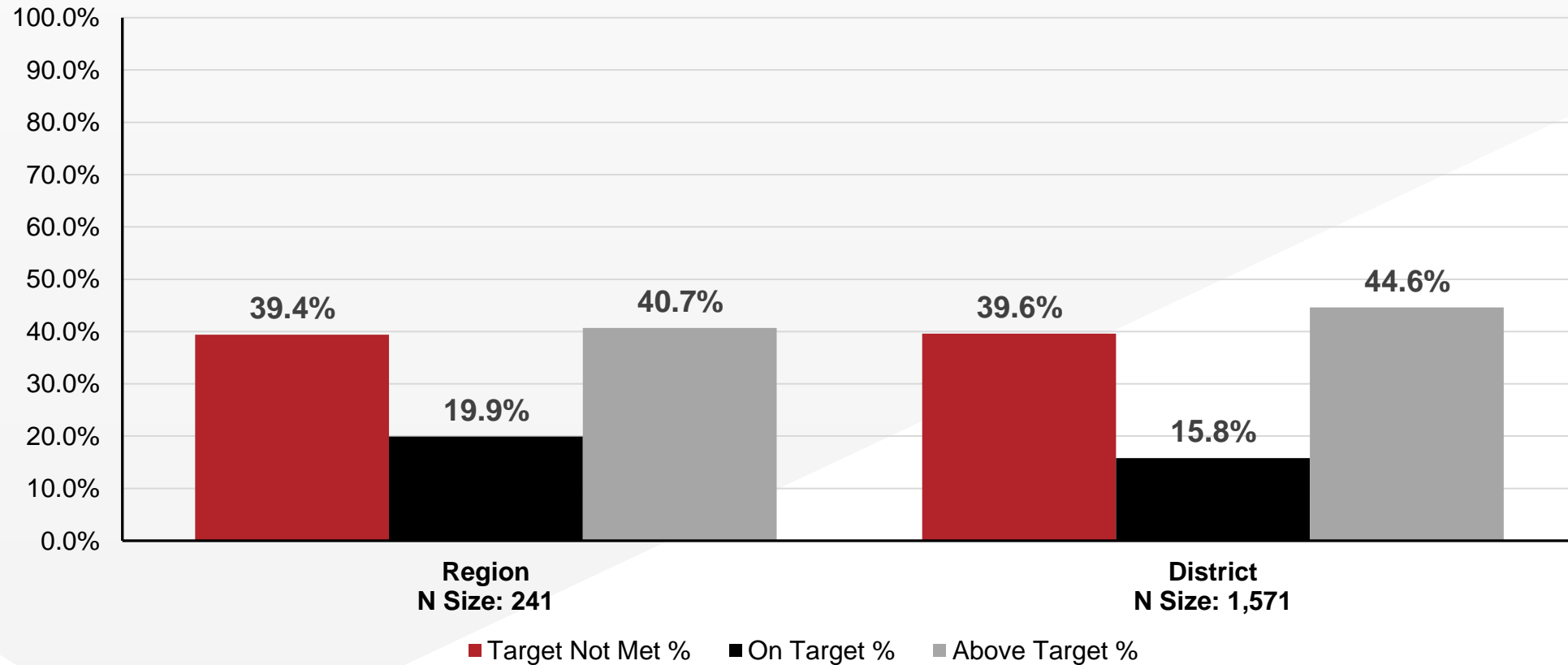


PreK: Emergent Writing



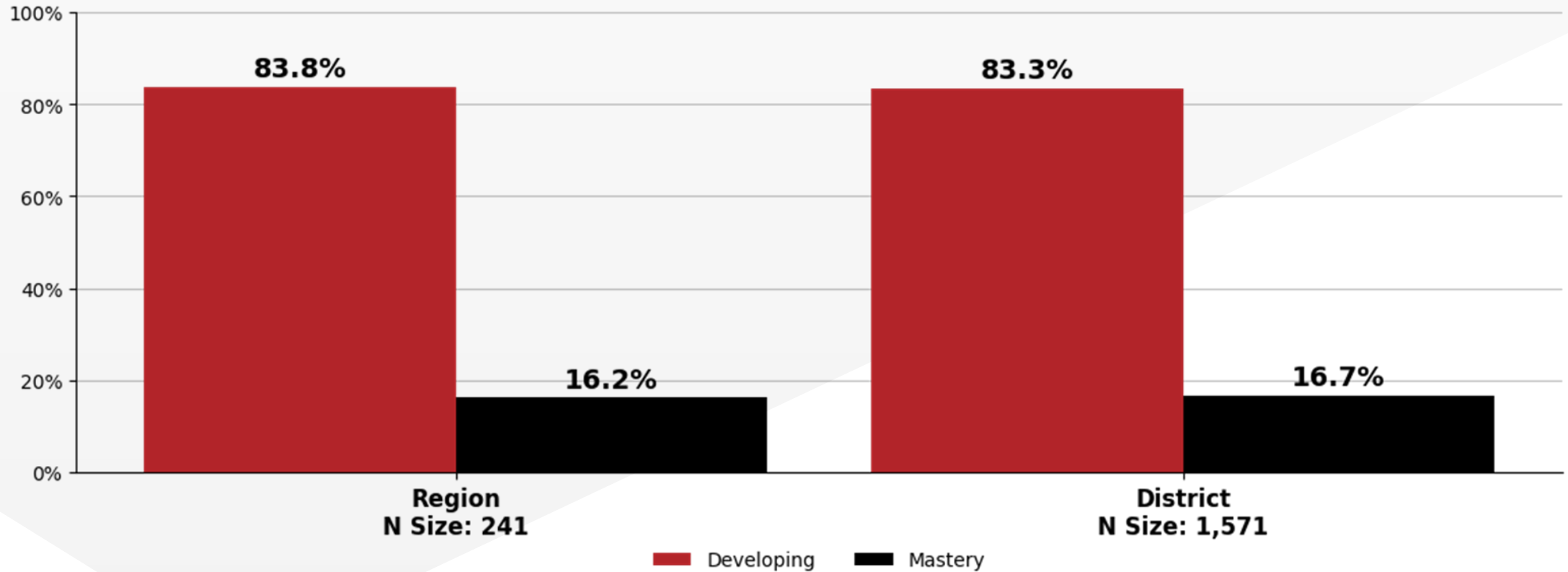


TK: Uppercase Letters



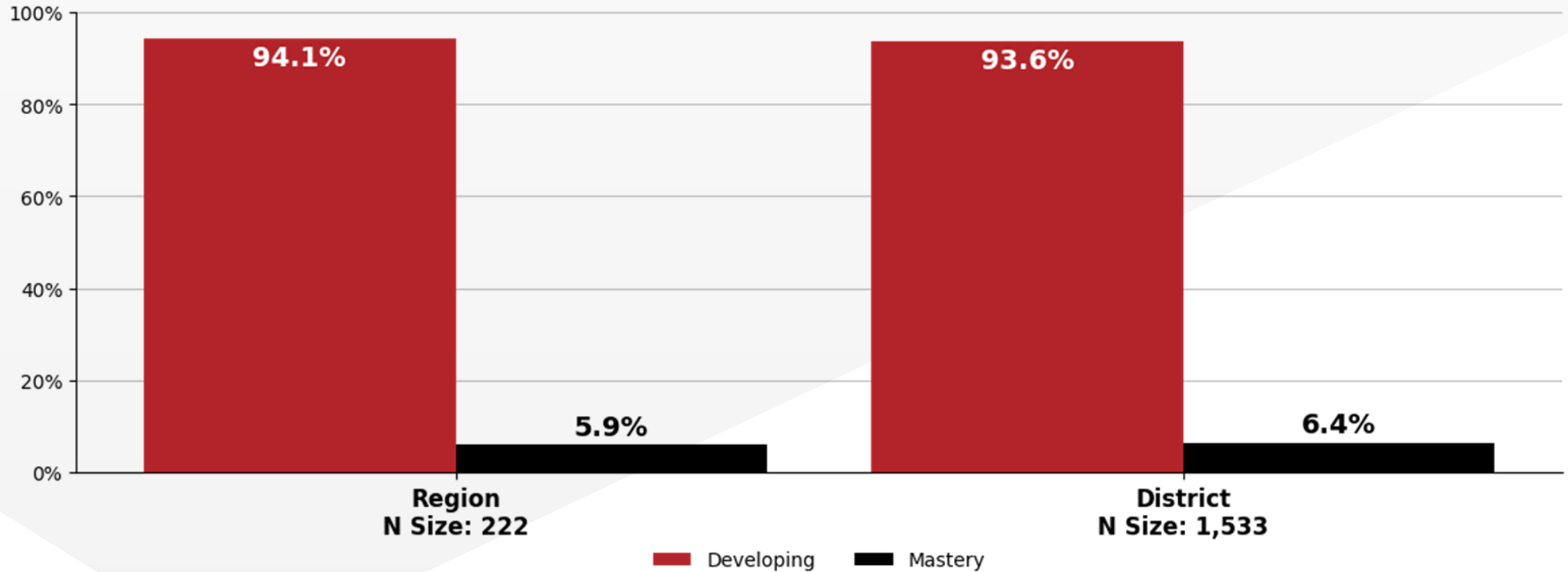


TK: Uppercase Letters



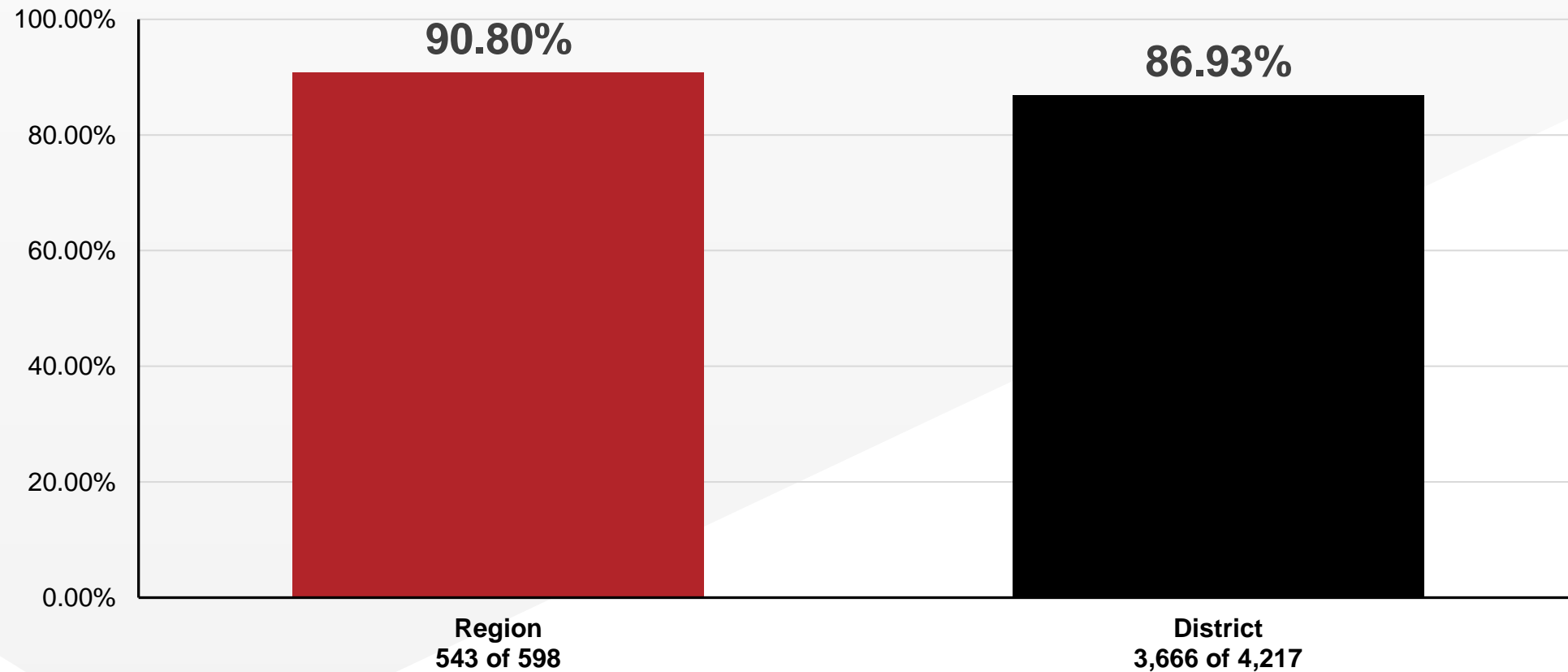


TK: Lowercase Letters



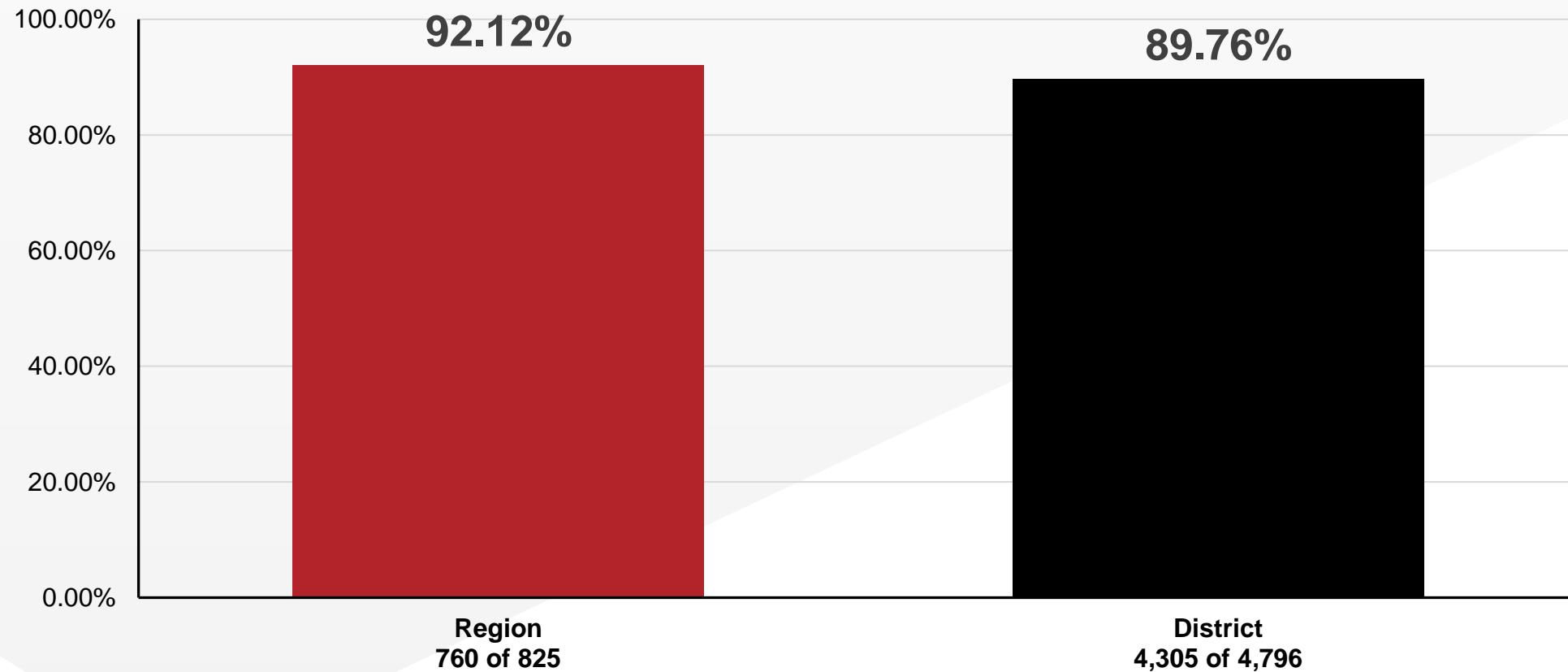


% of Students Below Grade Level in Reading



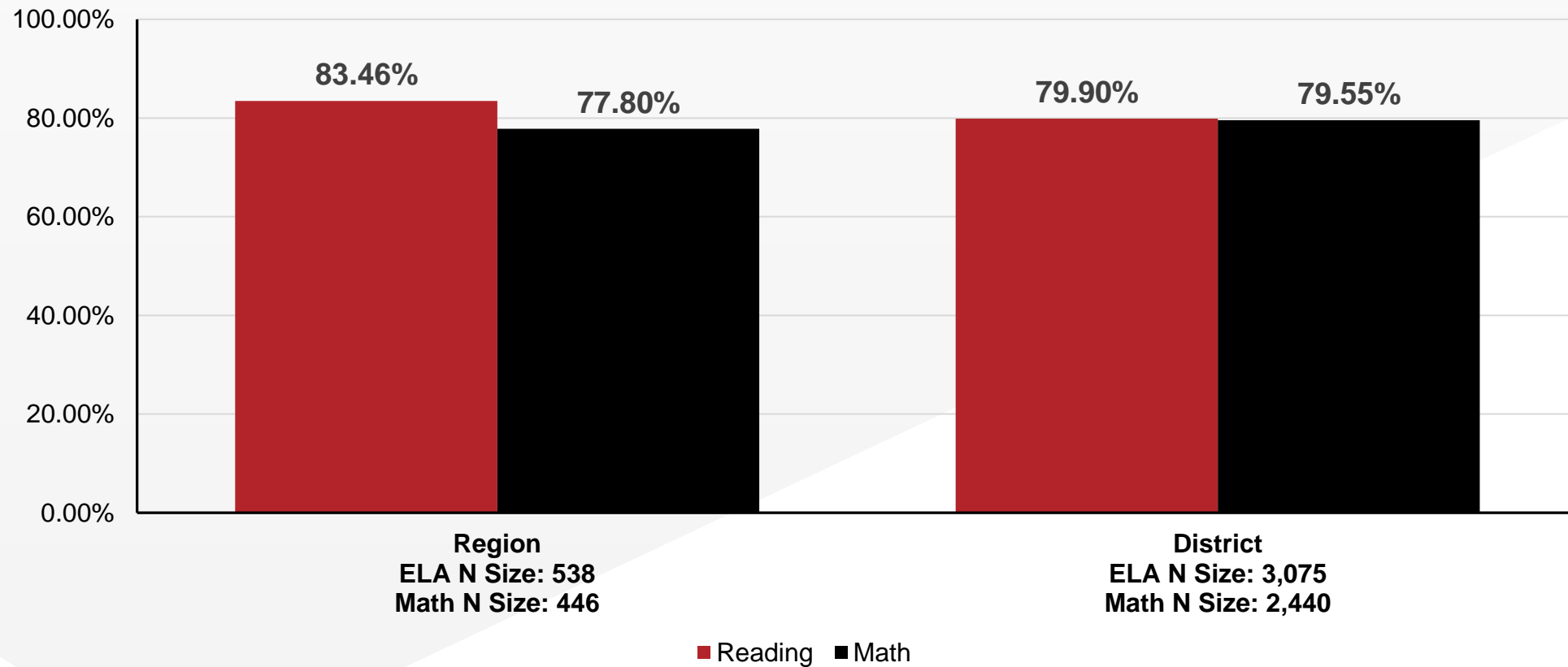


% of Students Below Grade Level in Reading



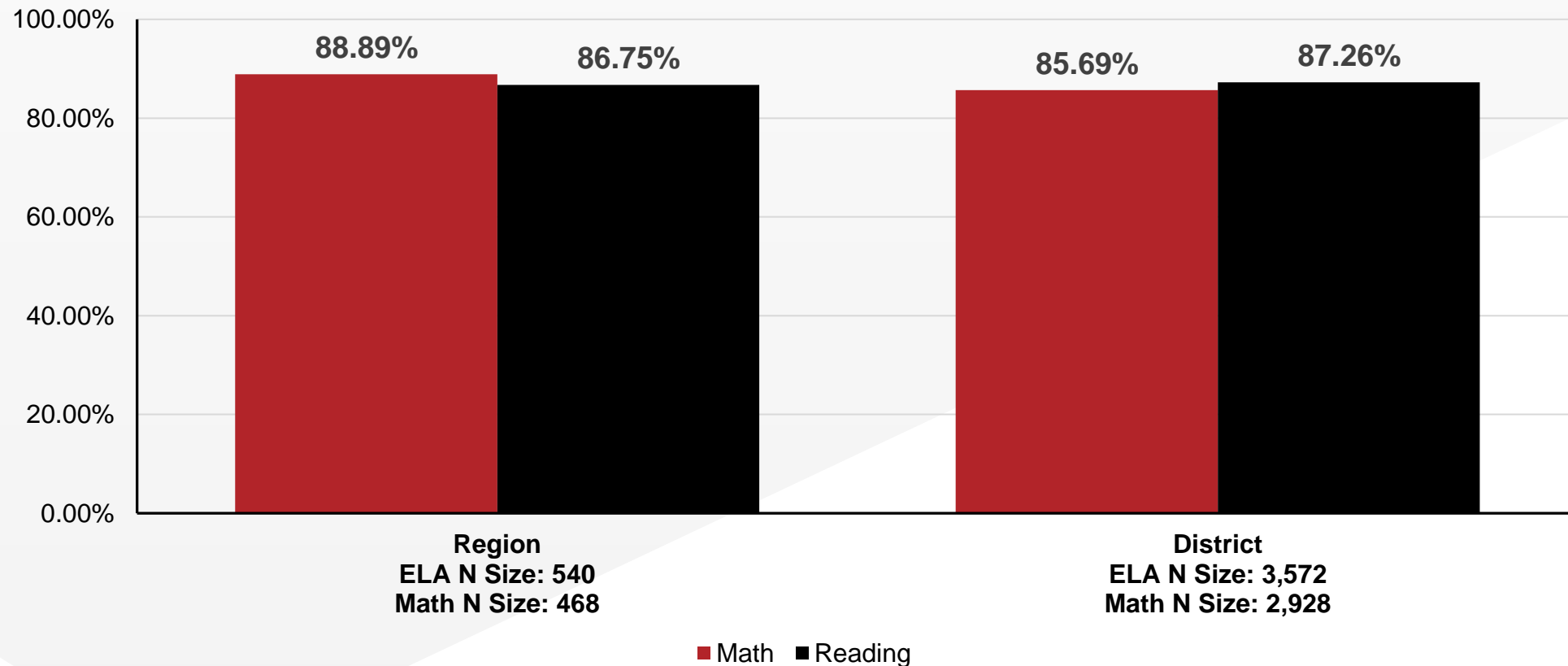


% of Students 2 or More Grade Levels Below



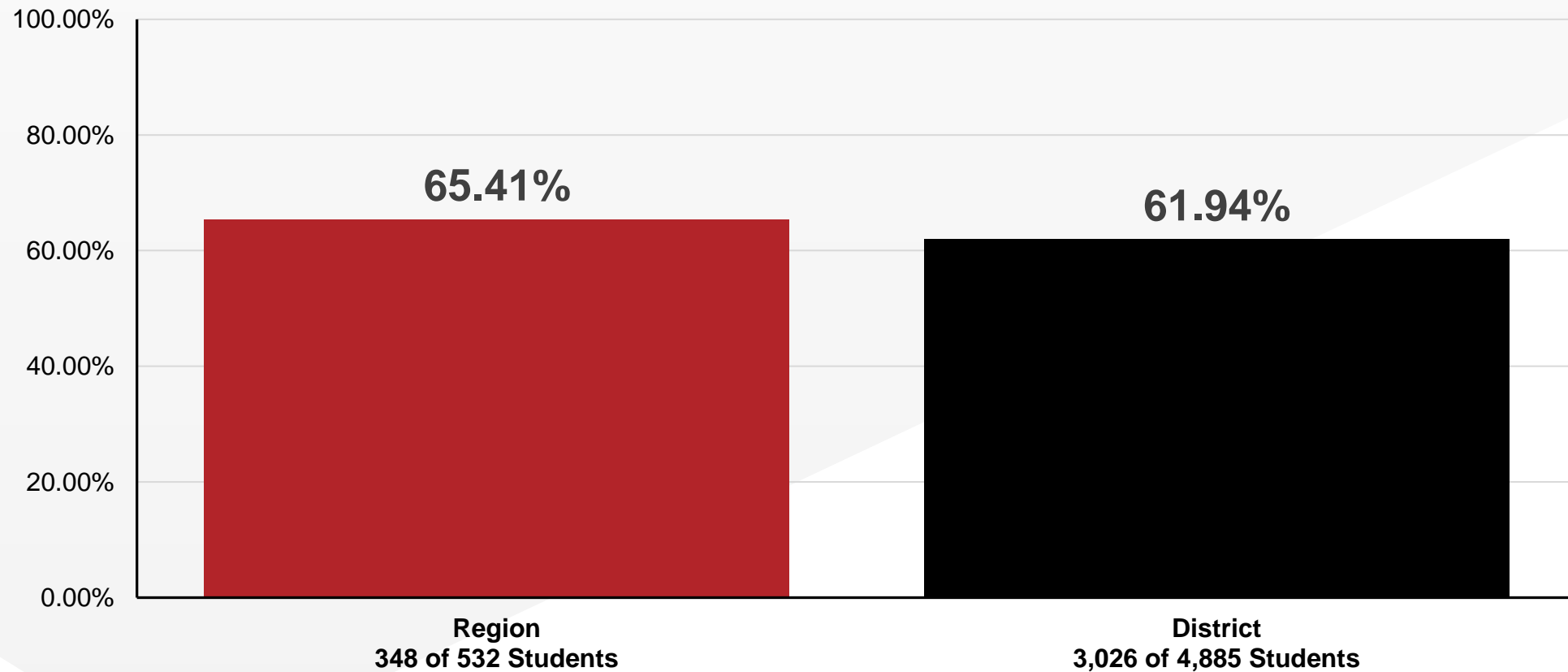


% of Students 2 or More Grade Levels Below



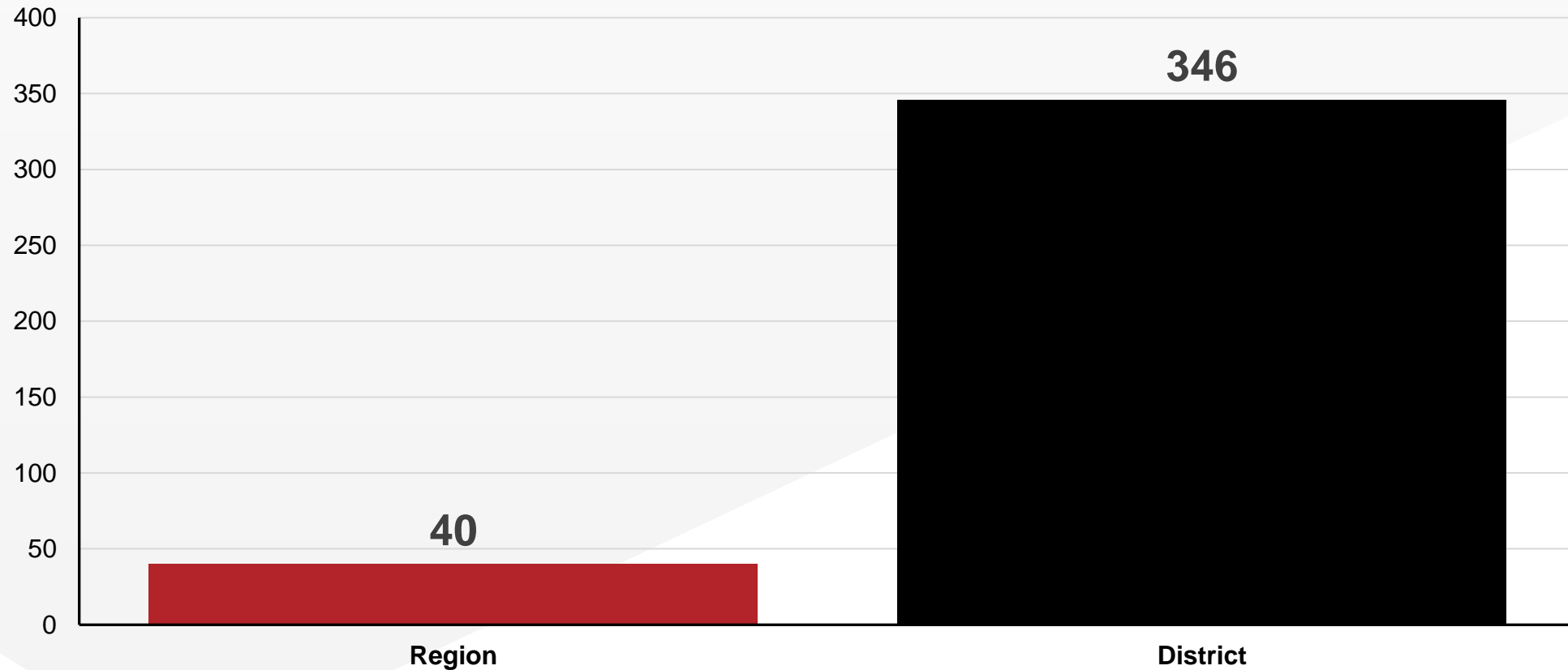


Grade 9 Students with a D or F



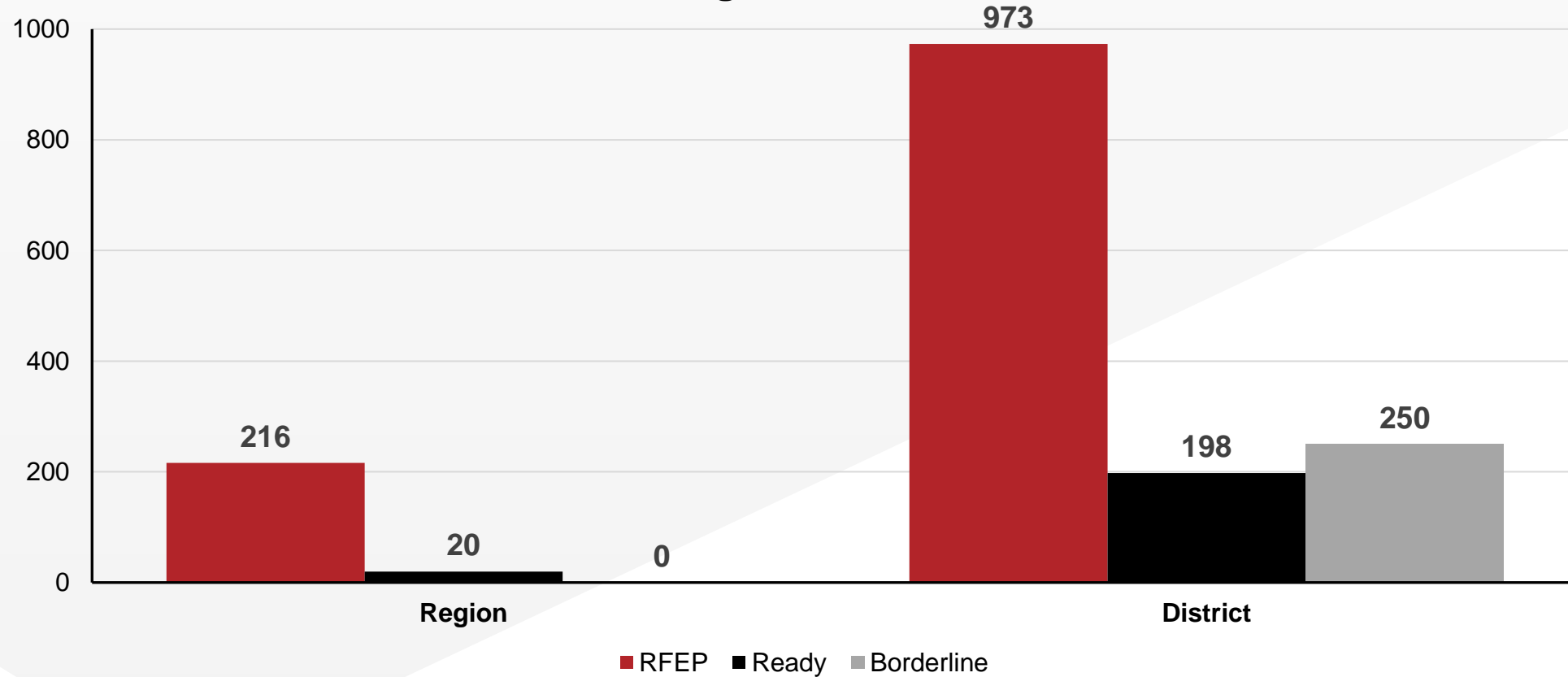


IEP Incompletion





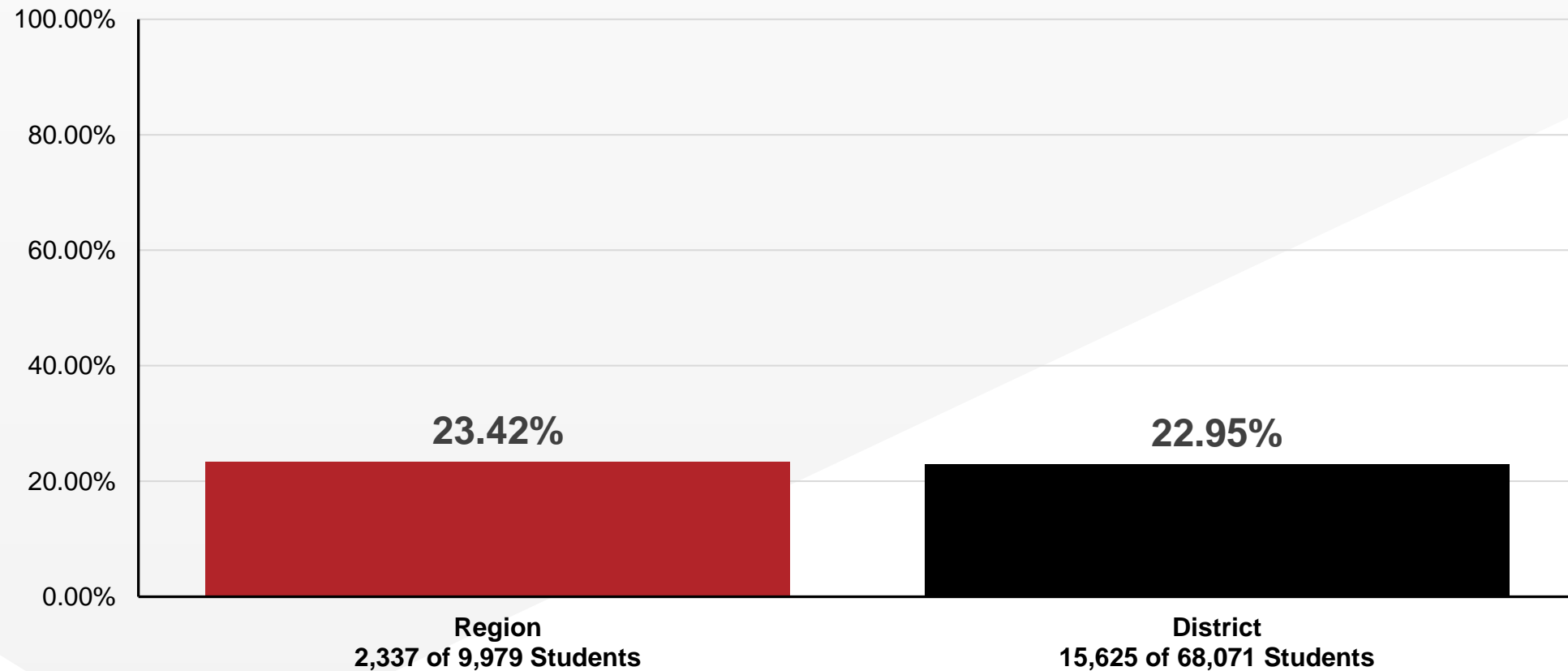
Reclassified English Proficient Students





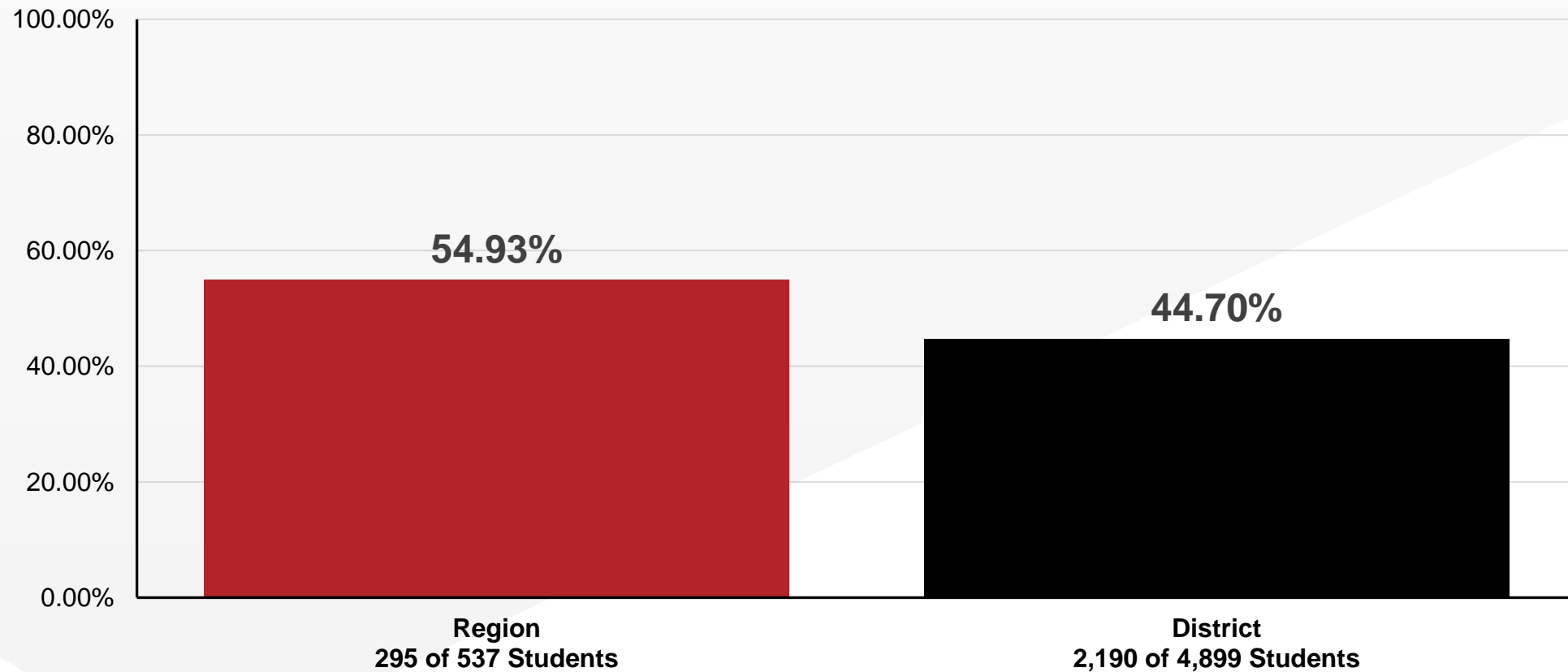
% of Chronically Absent Students

Chronically Absent Students



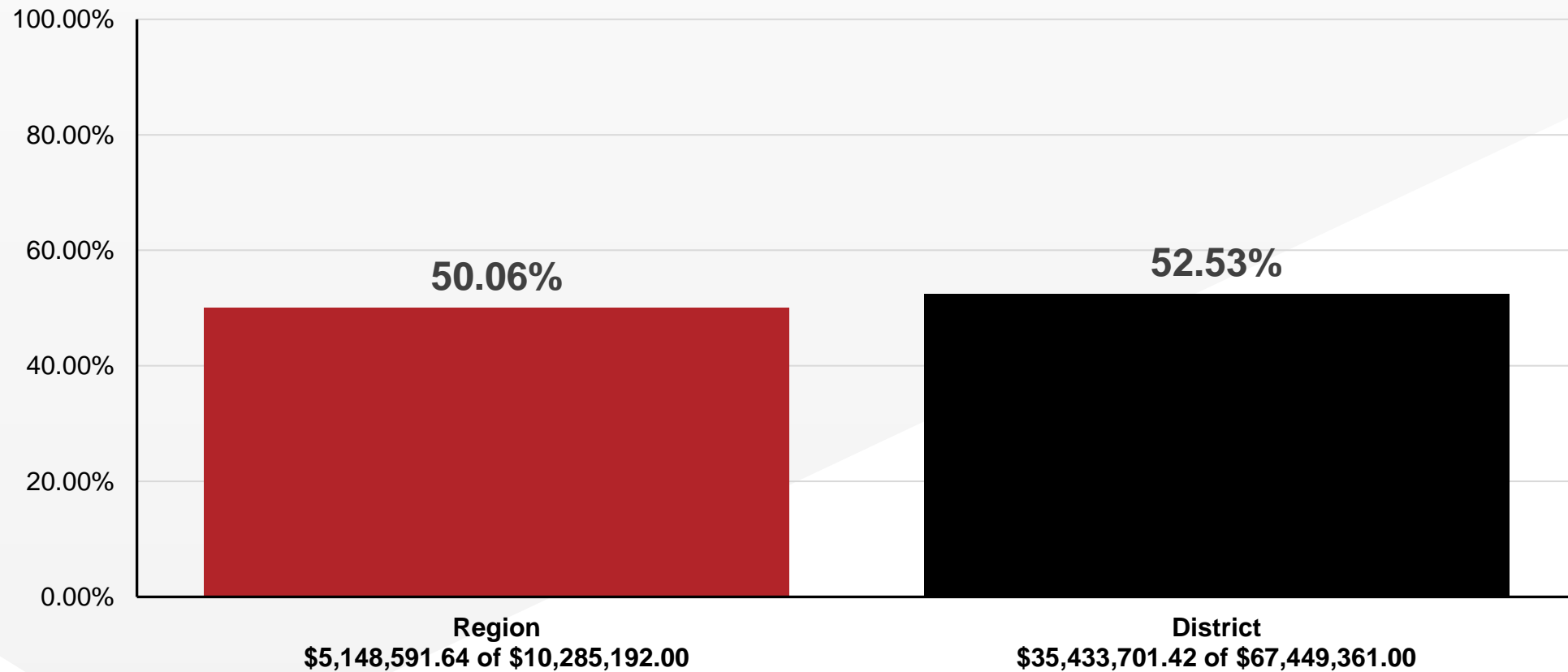


Grade 9 Students with < 90% Attendance in Any Period



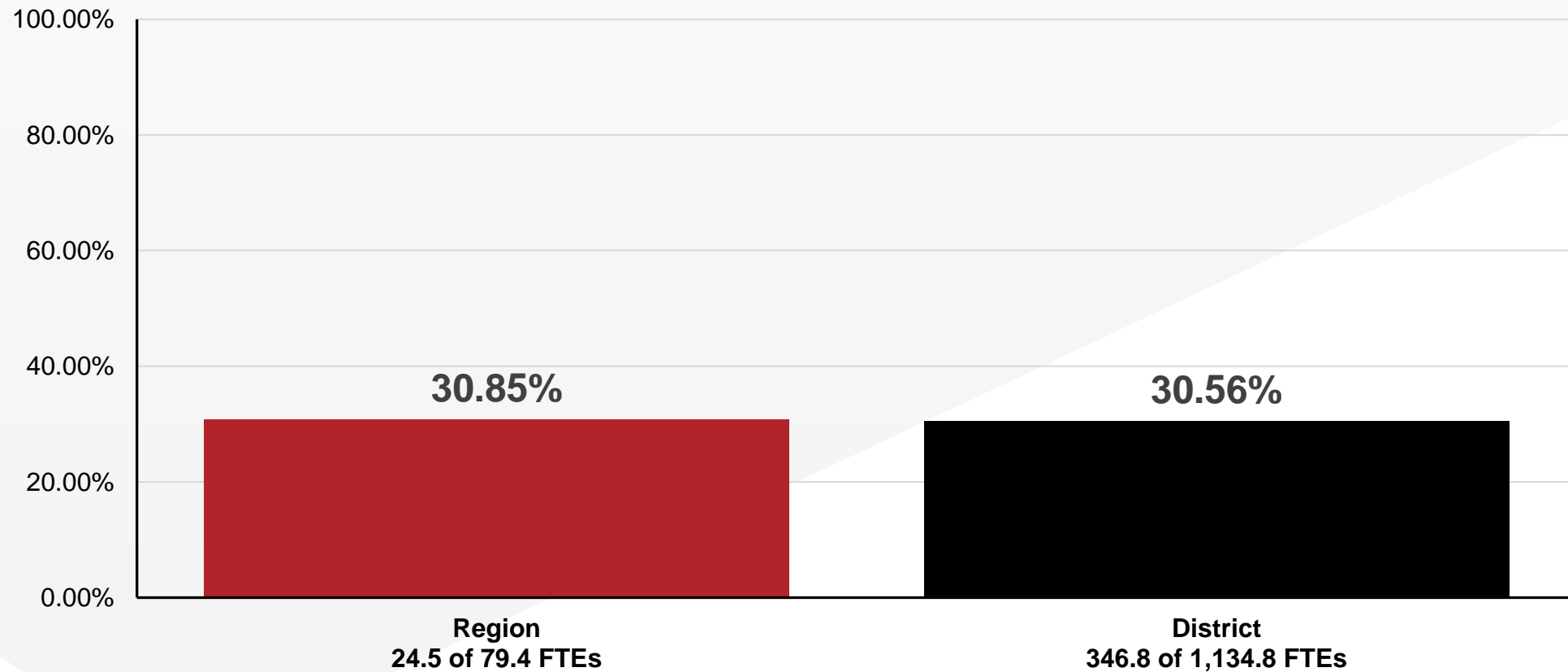


Percentage of Uncommitted Funds



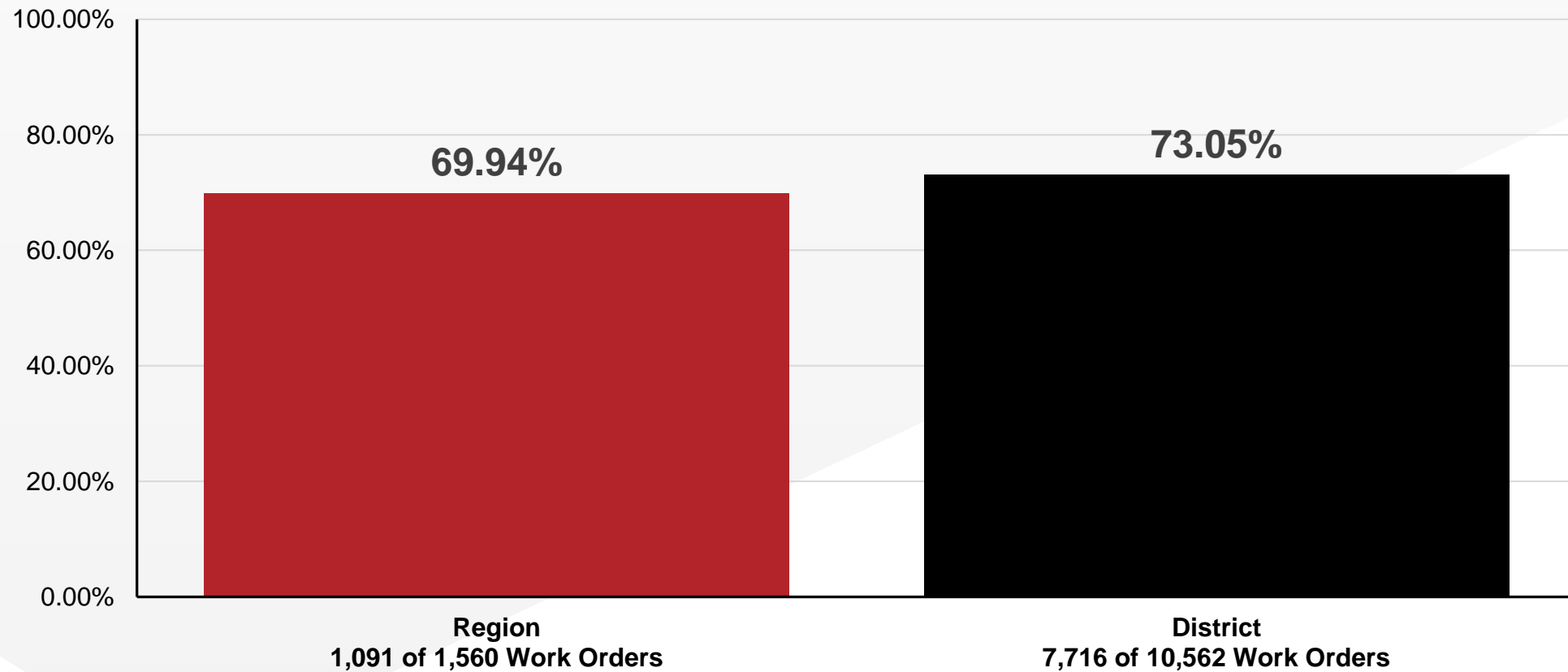


Vacancy Rate: Paraprofessionals





Work Order Completion

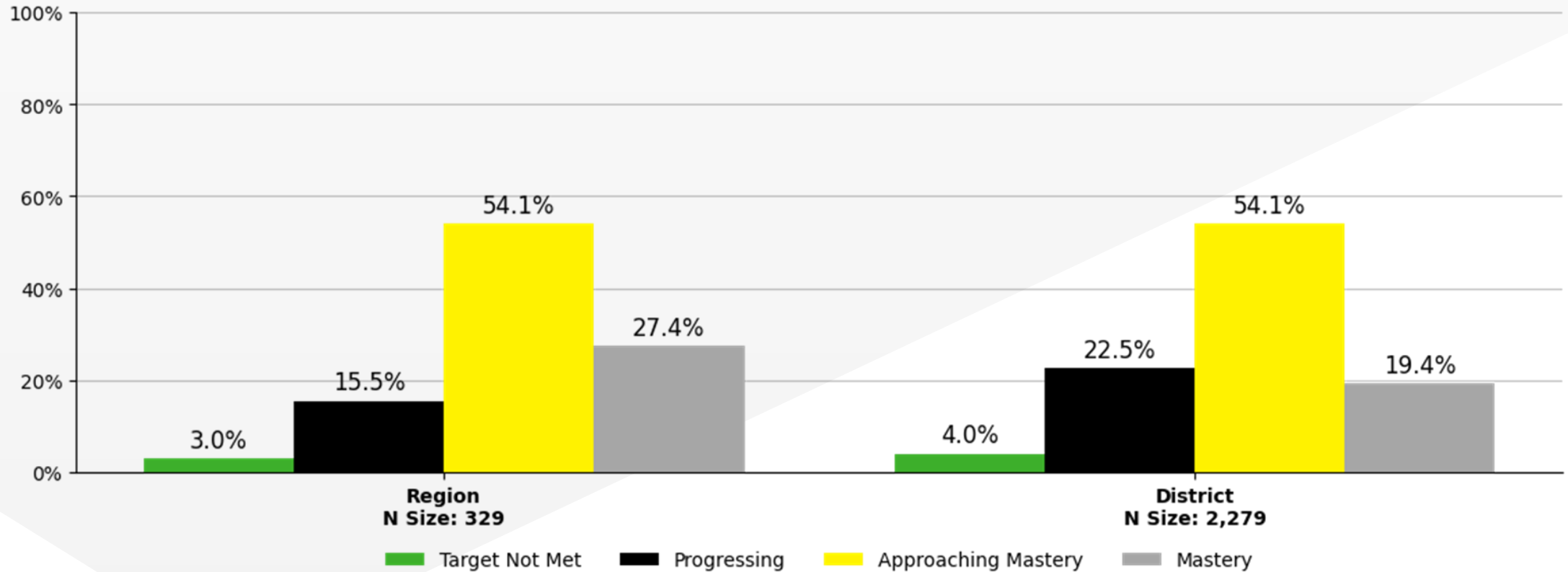


ROOSEVELT REGION



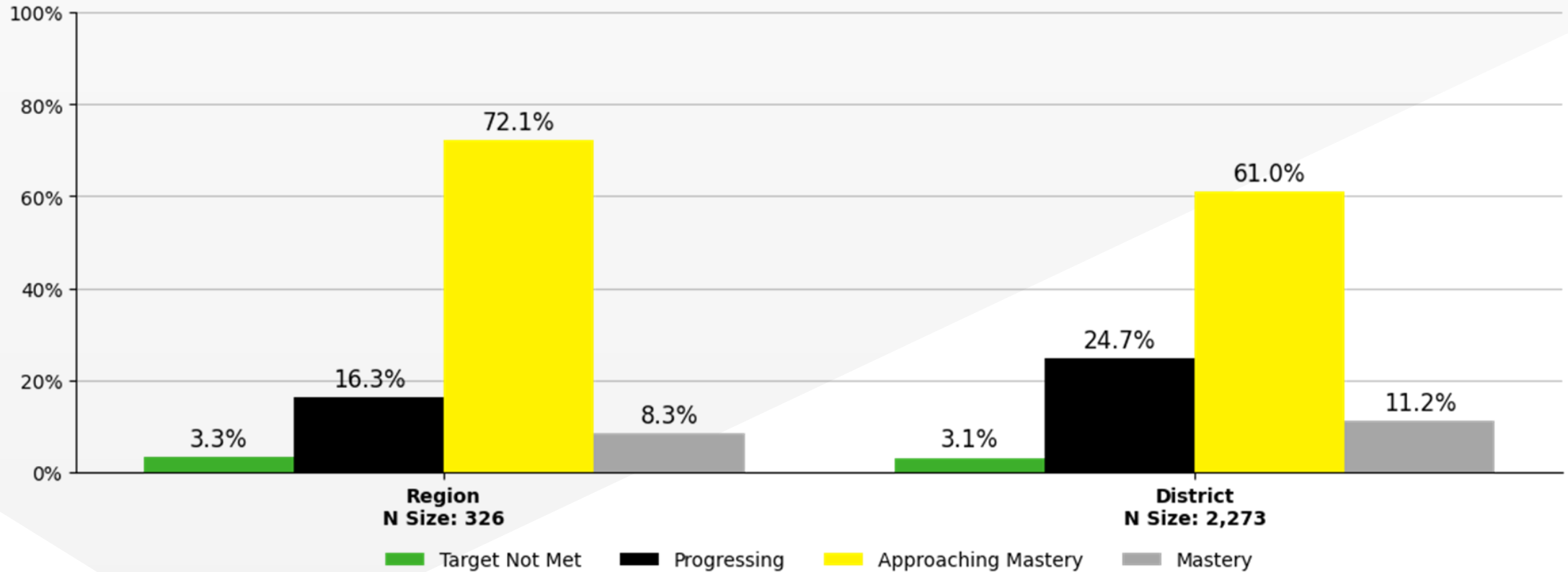


PreK: Communication and Use of Language (Expressive)



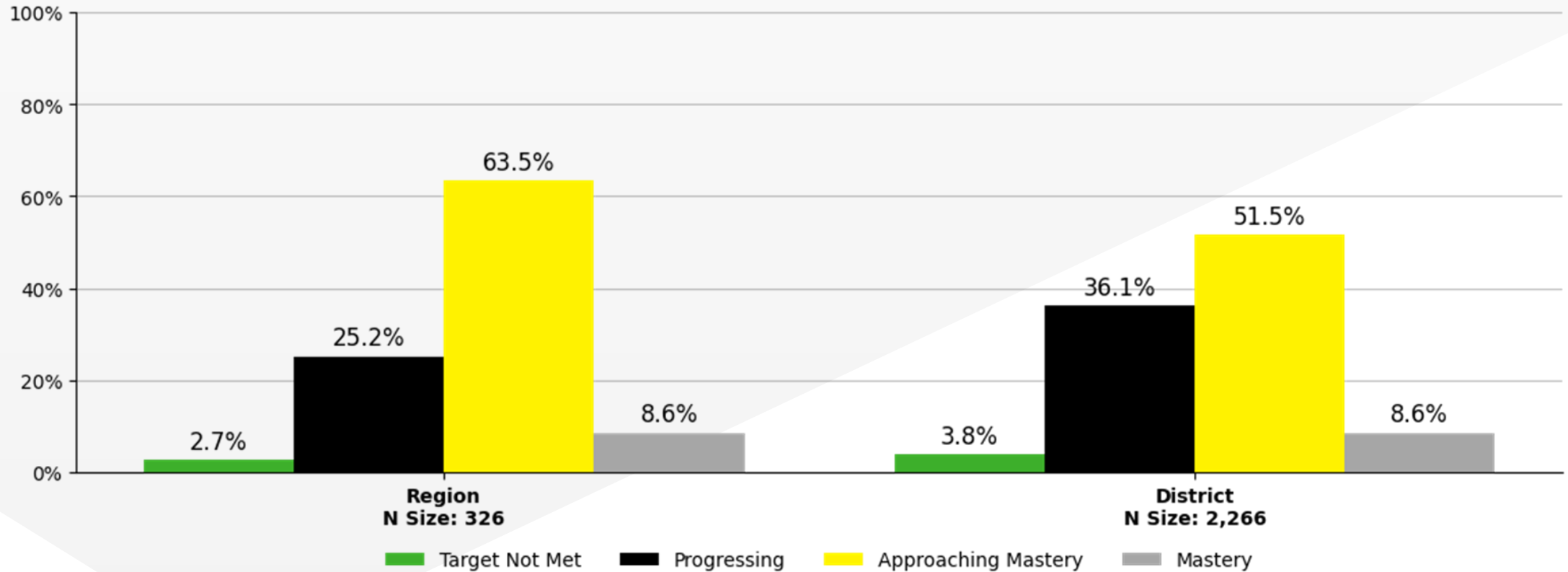


PreK: Concepts About Print



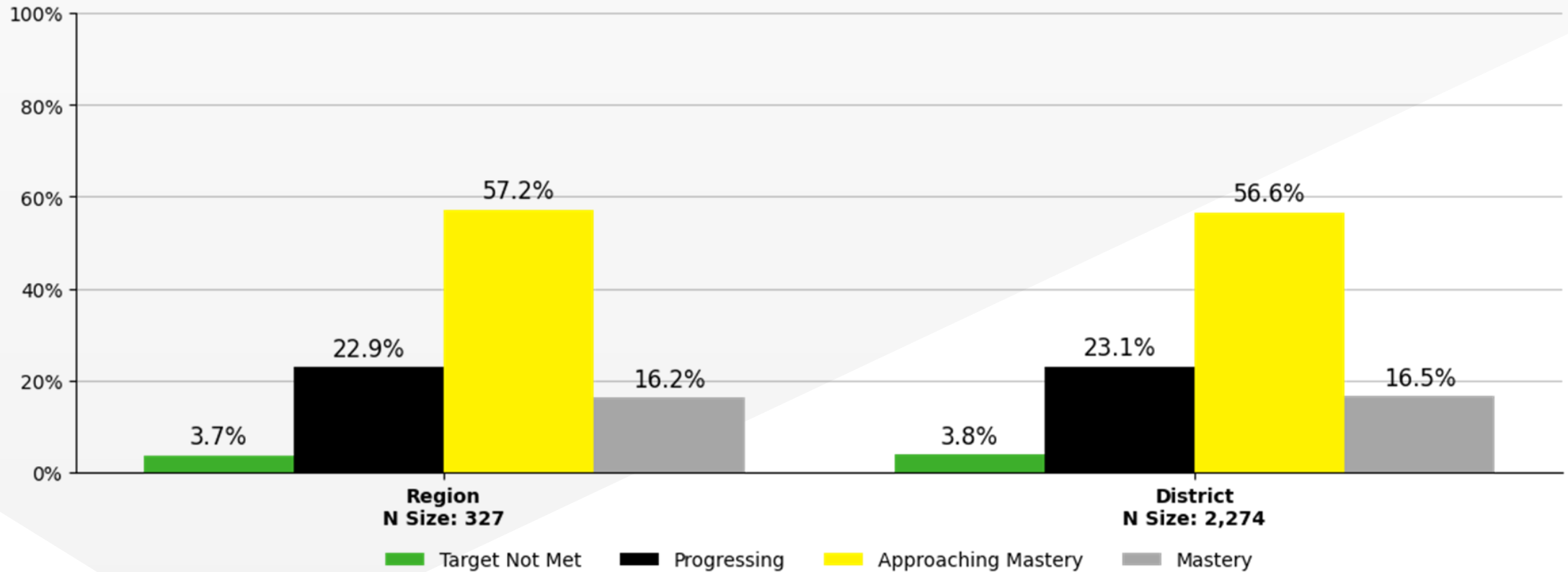


PreK: Phonological Awareness



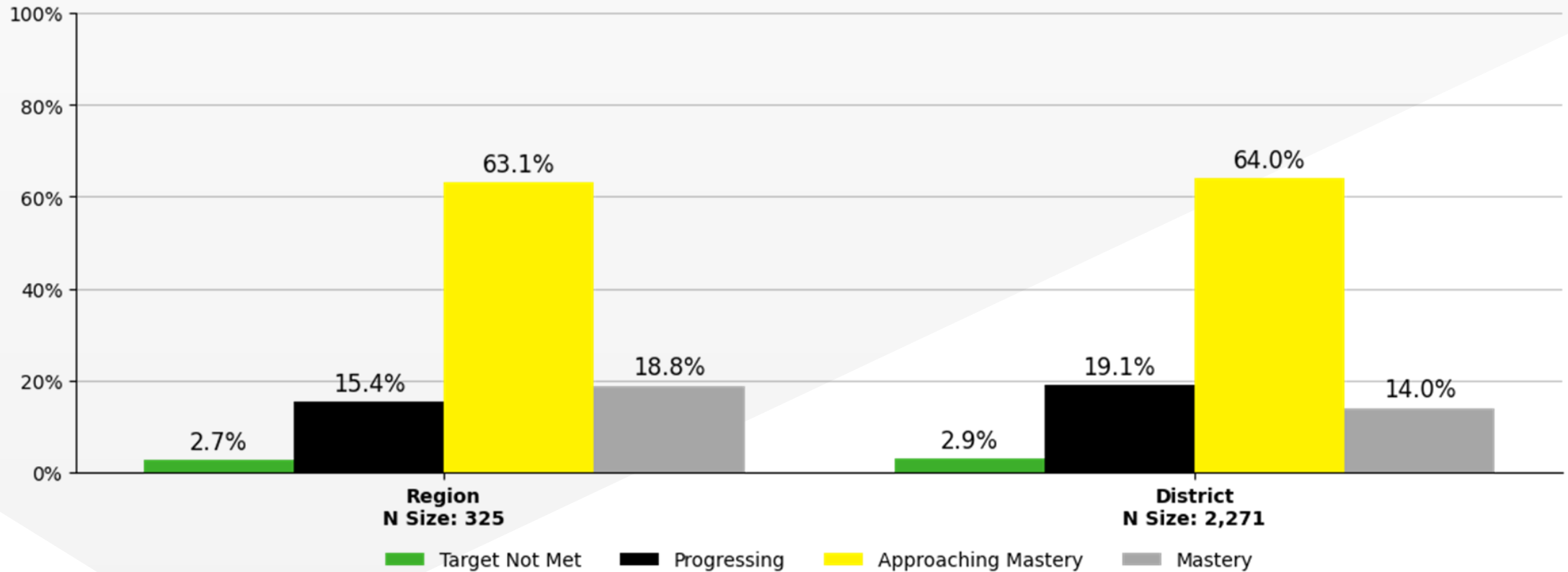


PreK: Letter and Word Knowledge



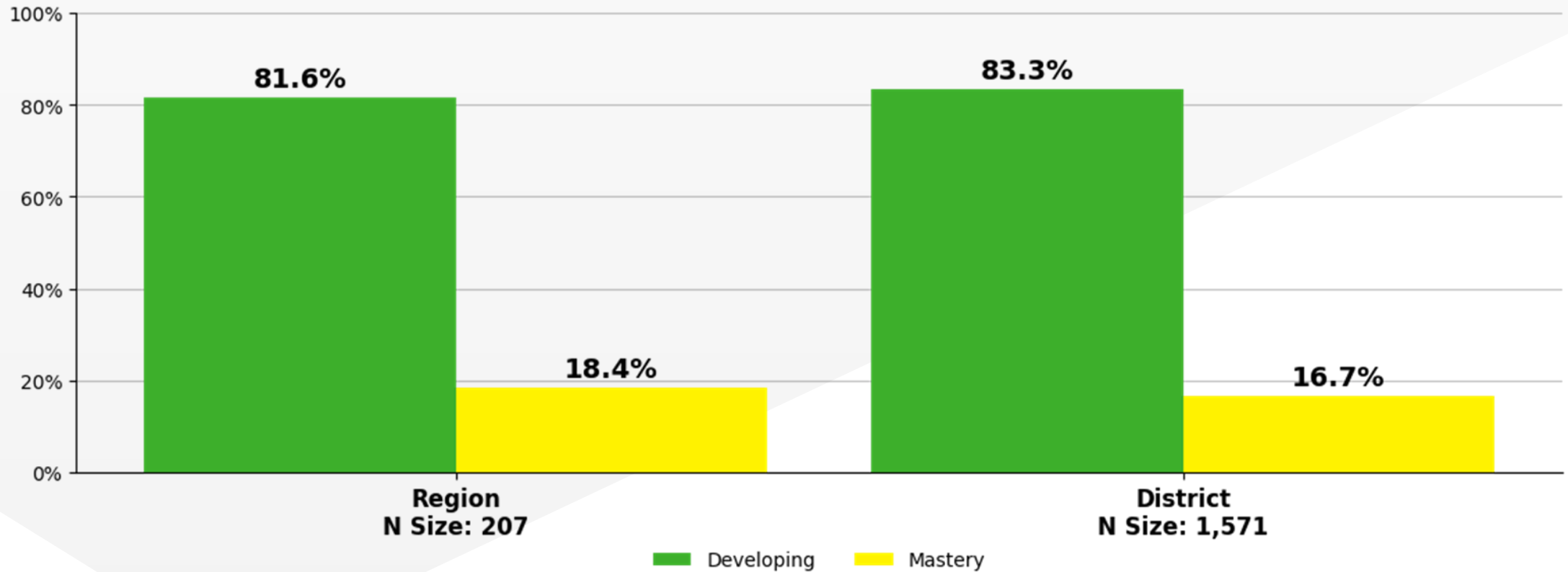


PreK: Emergent Writing



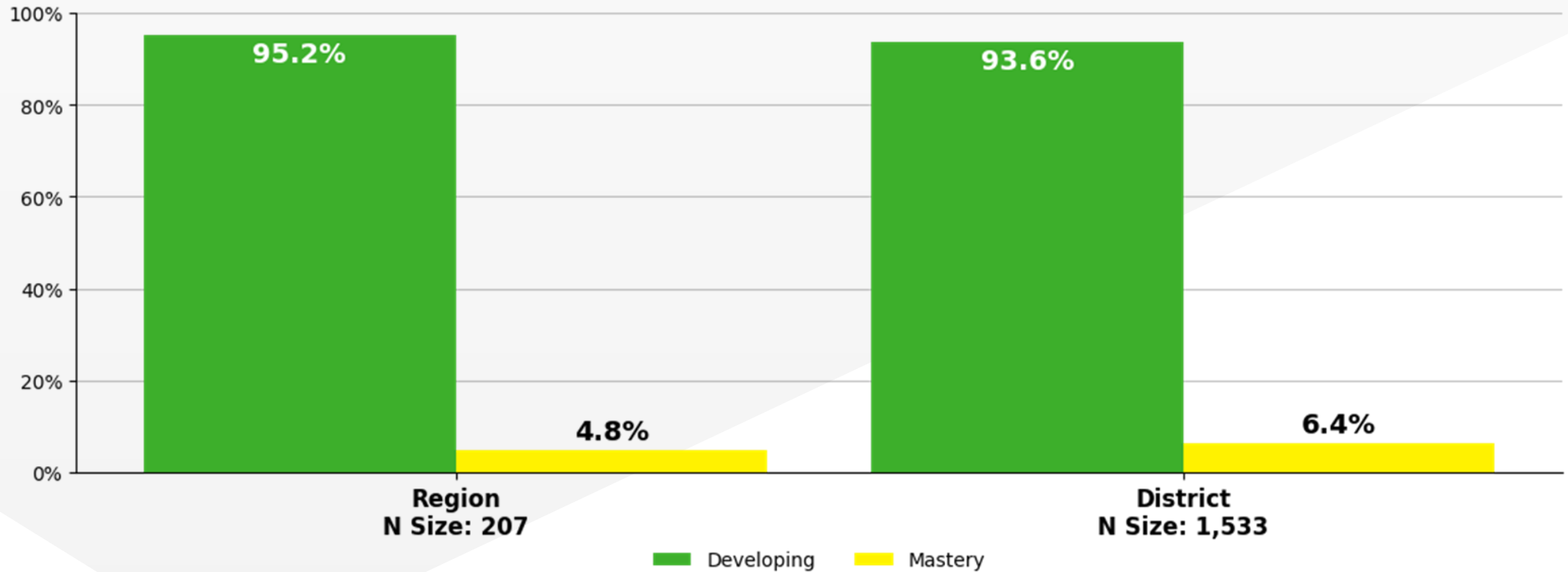


TK: Uppercase Letters



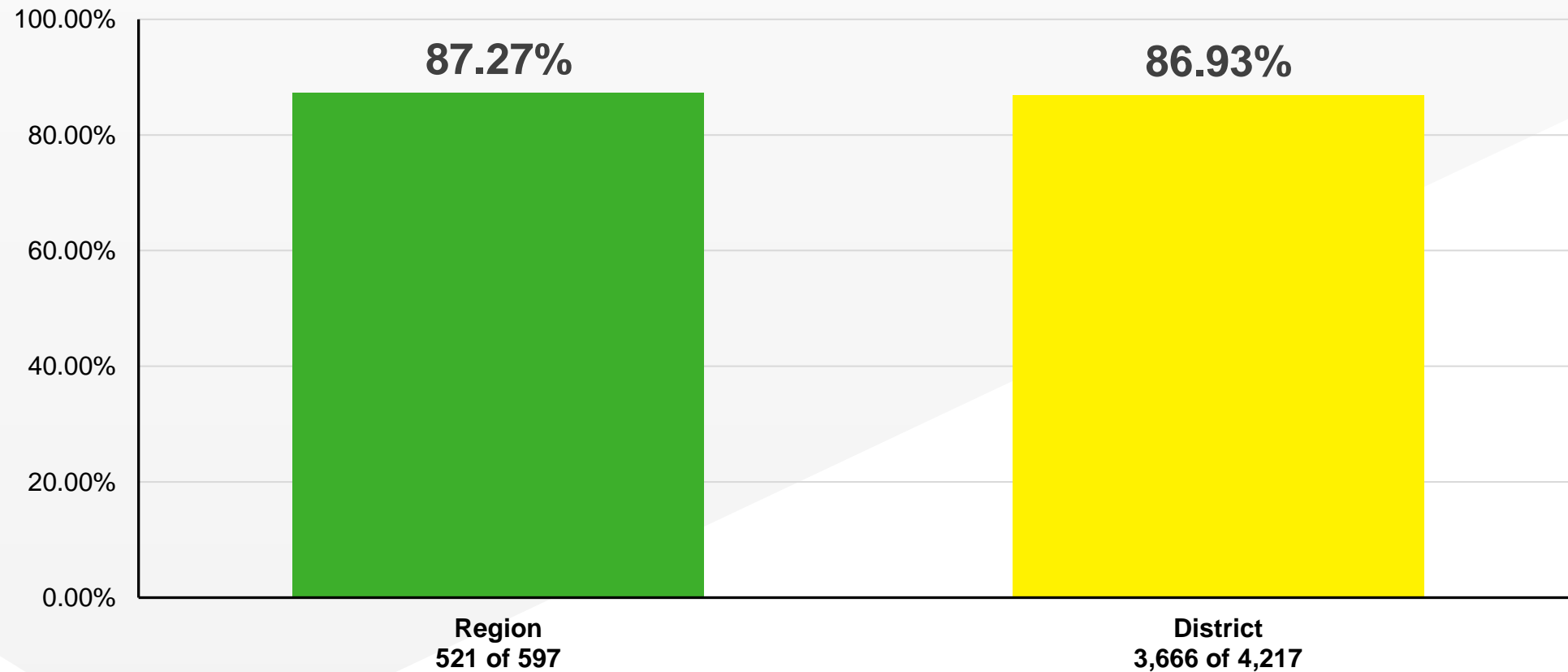


TK: Lowercase Letters



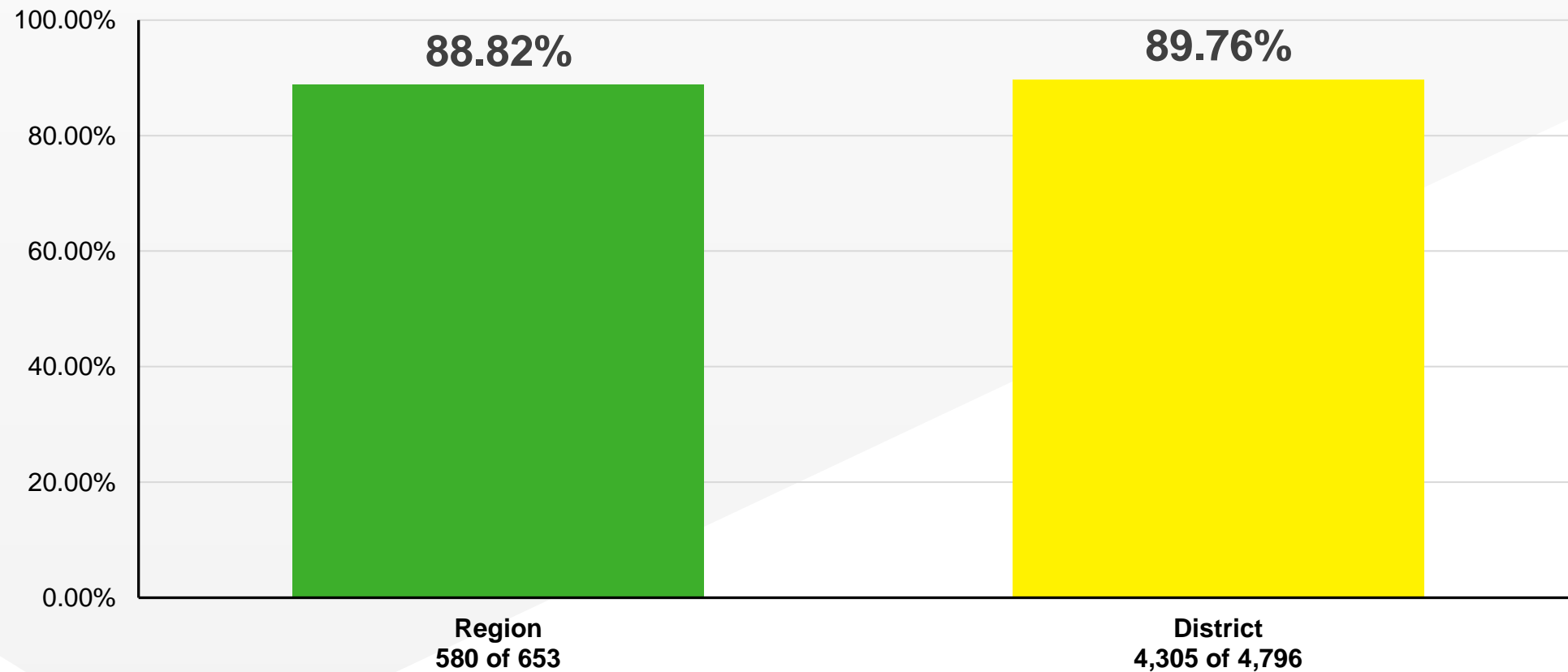


% of Students Below Grade Level in Reading



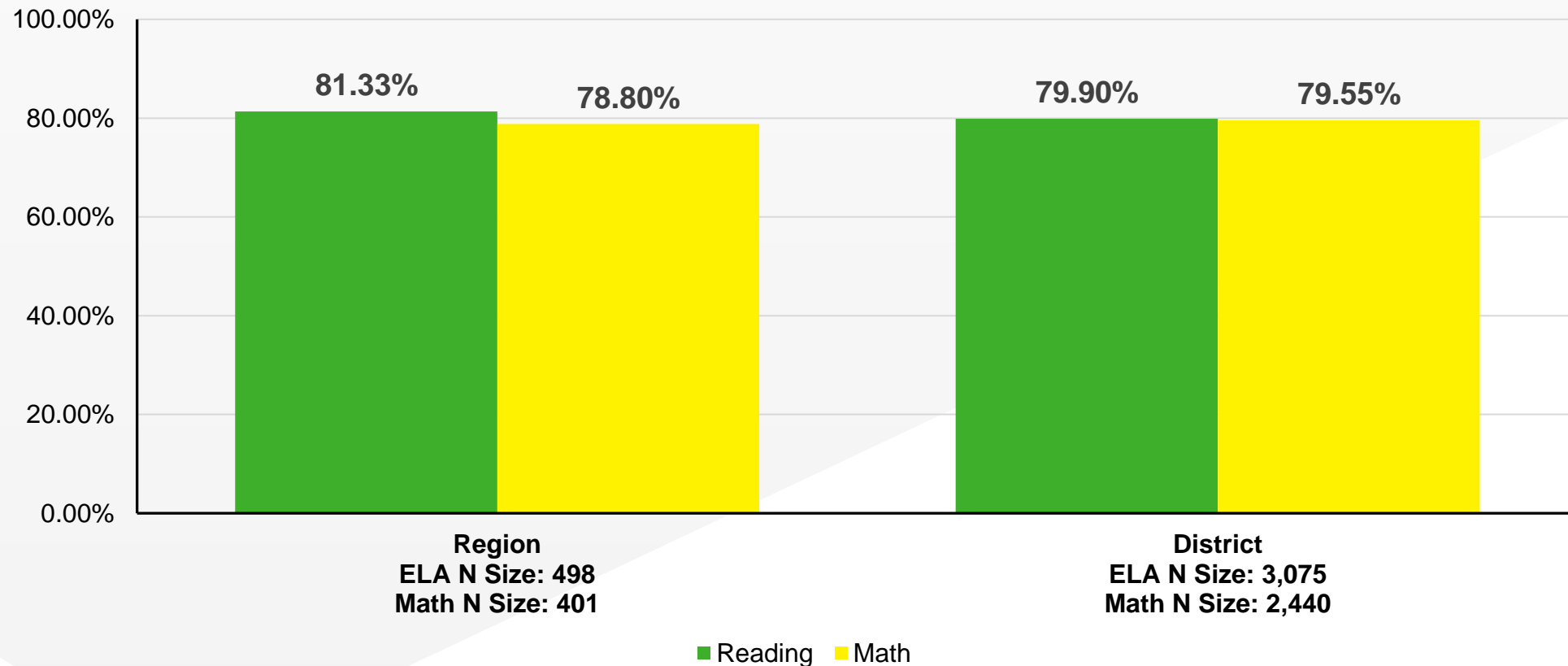


% of Students Below Grade Level in Reading



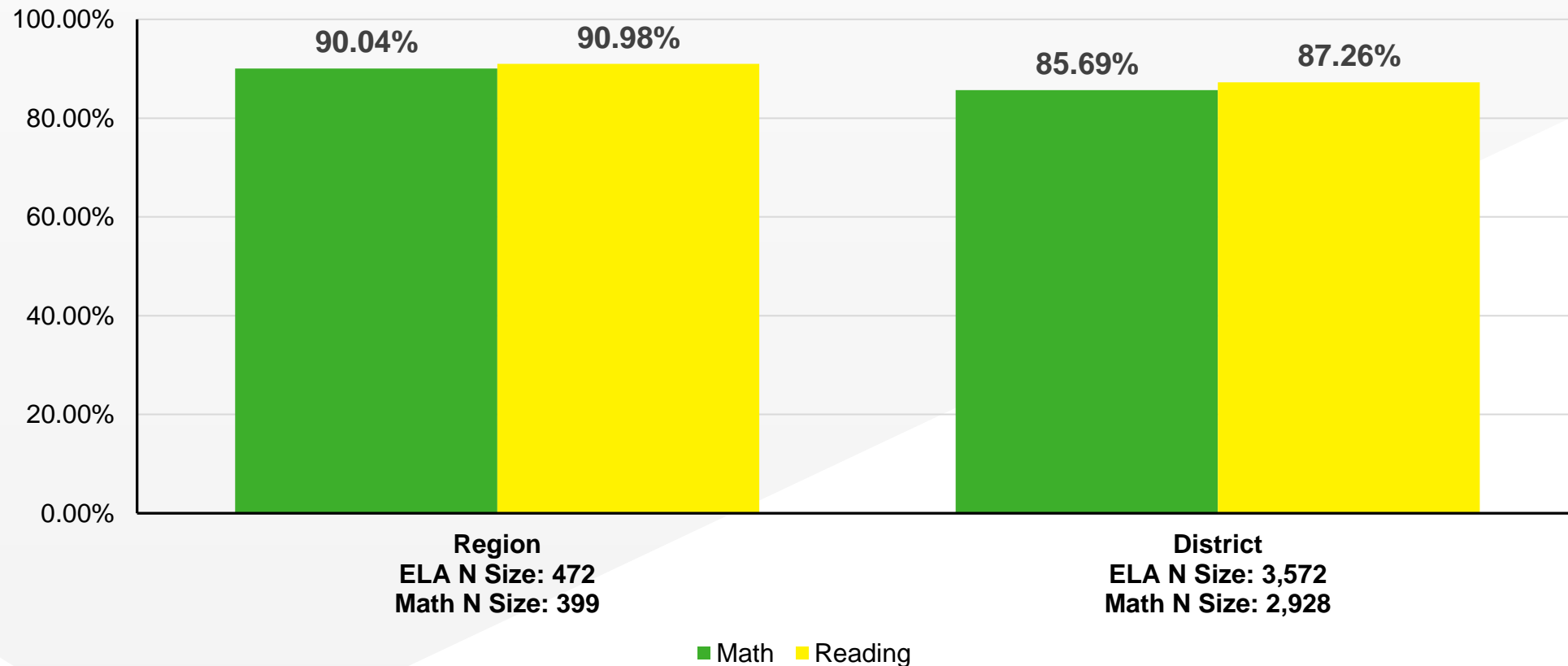


% of Students 2 or More Grade Levels Below



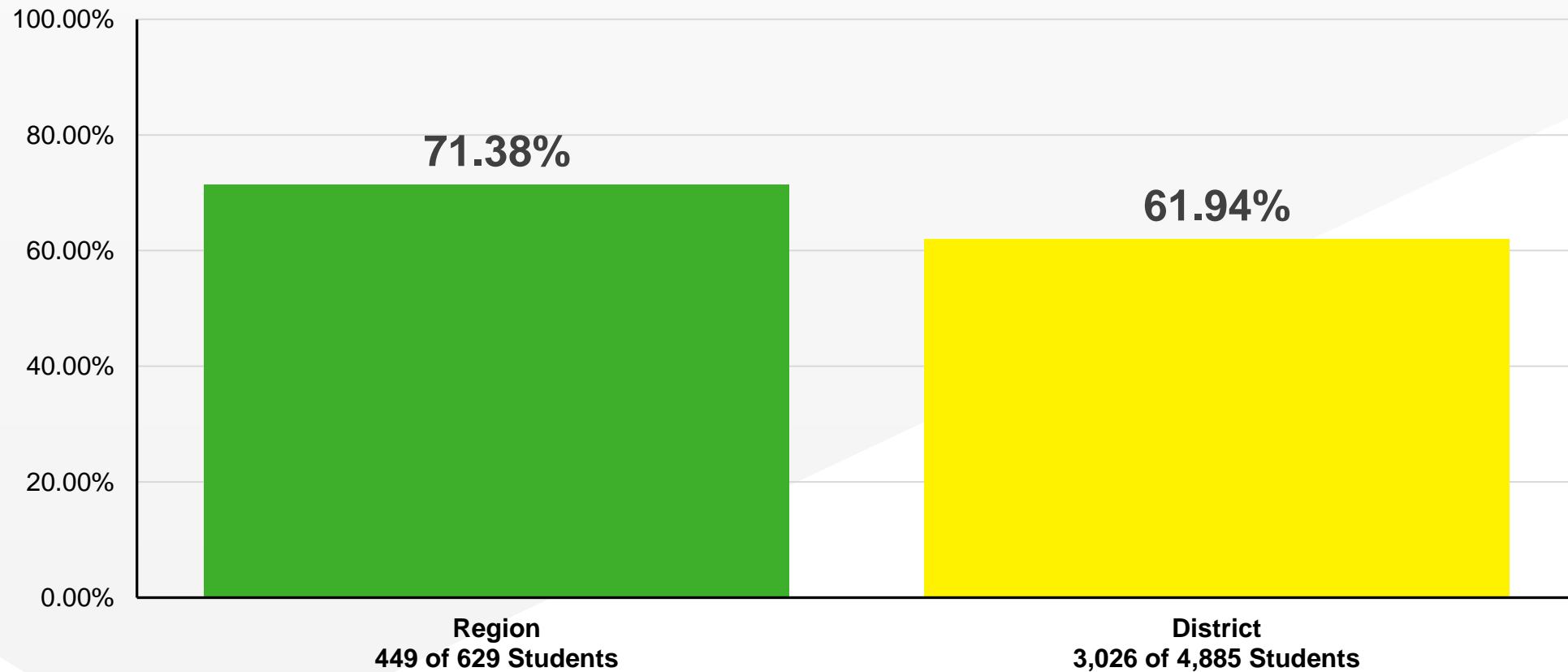


% of Students 2 or More Grade Levels Below



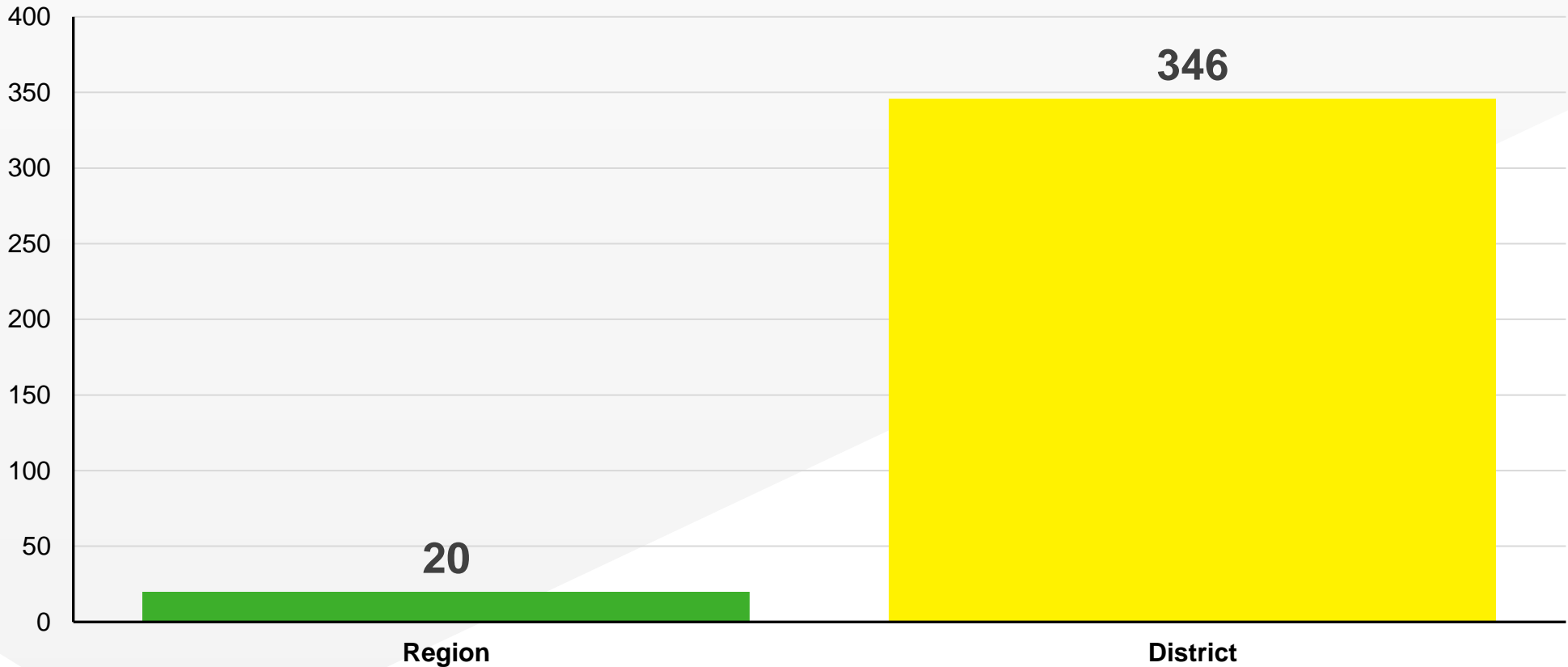


Grade 9 Students with a D or F



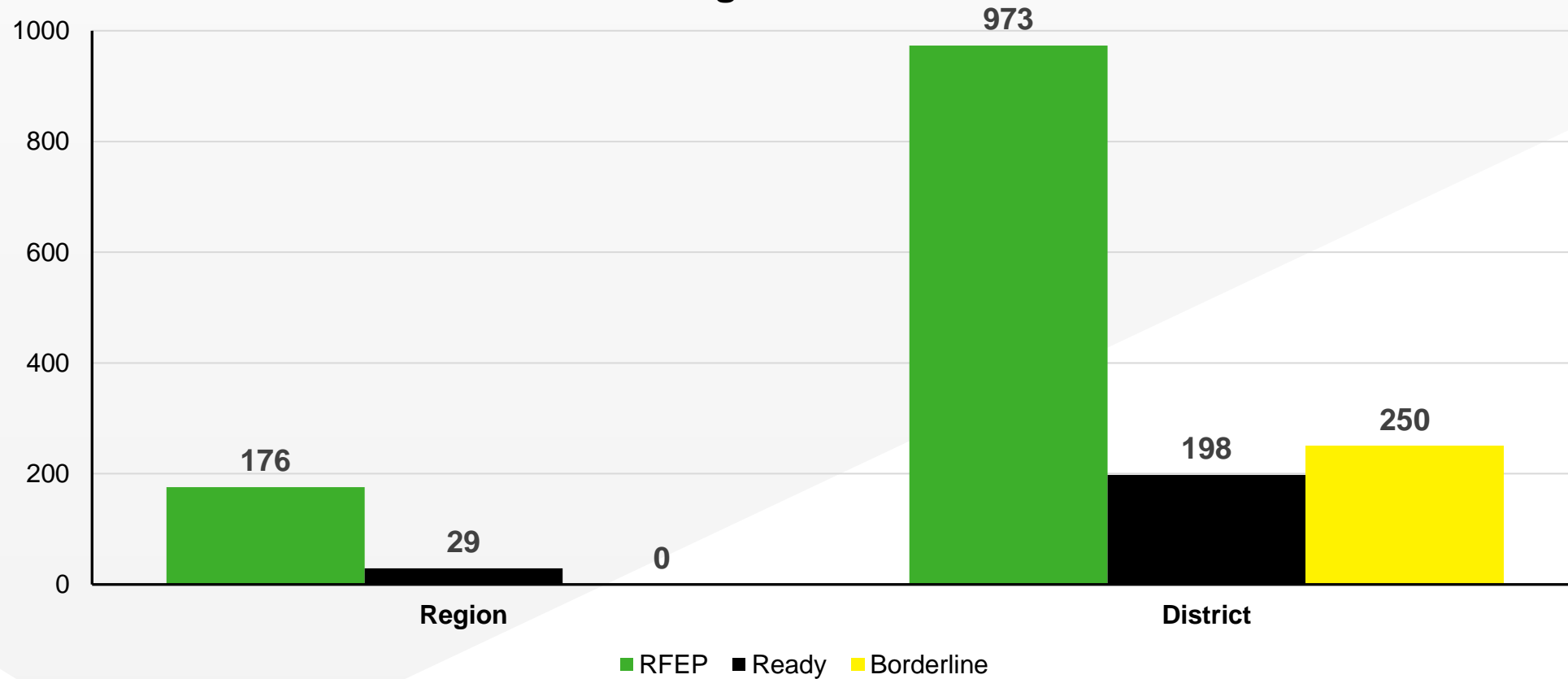


IEP Incompletion





Reclassified English Proficient Students

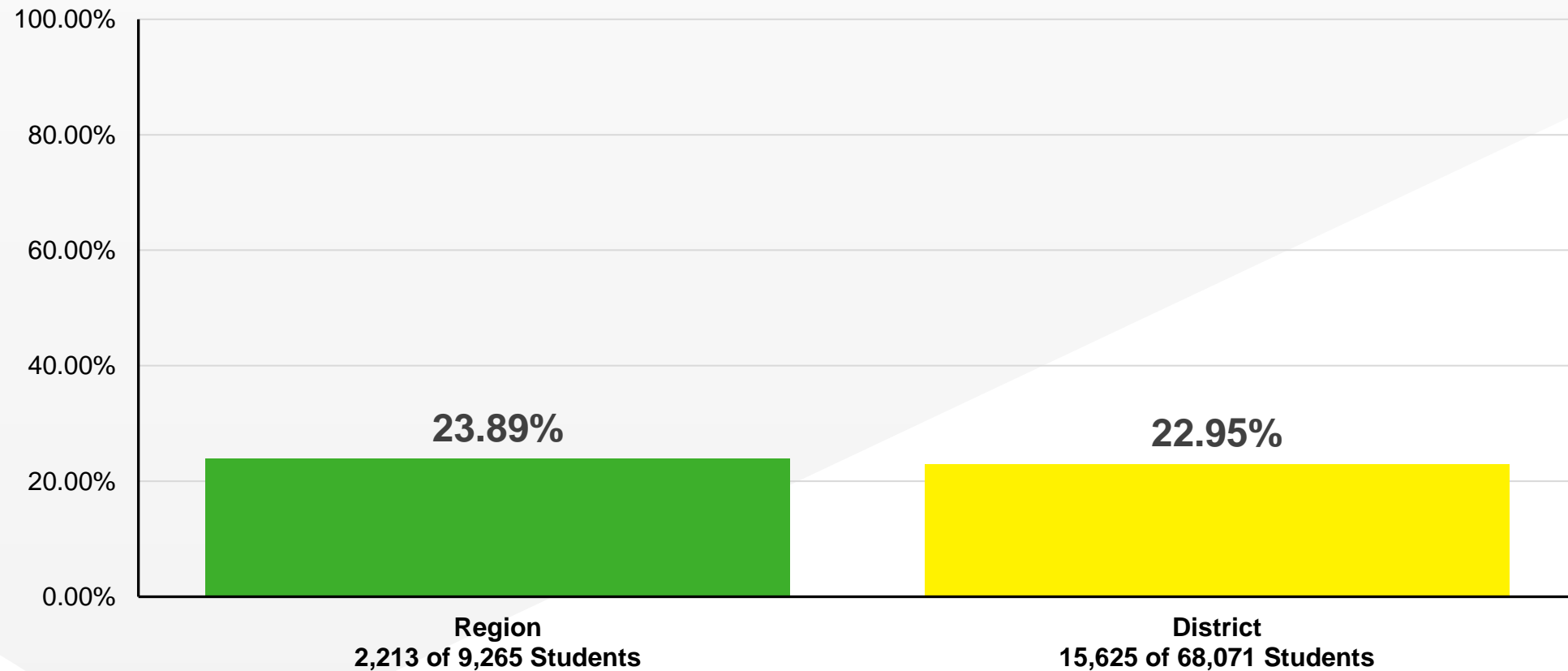




ROOSEVELT REGION

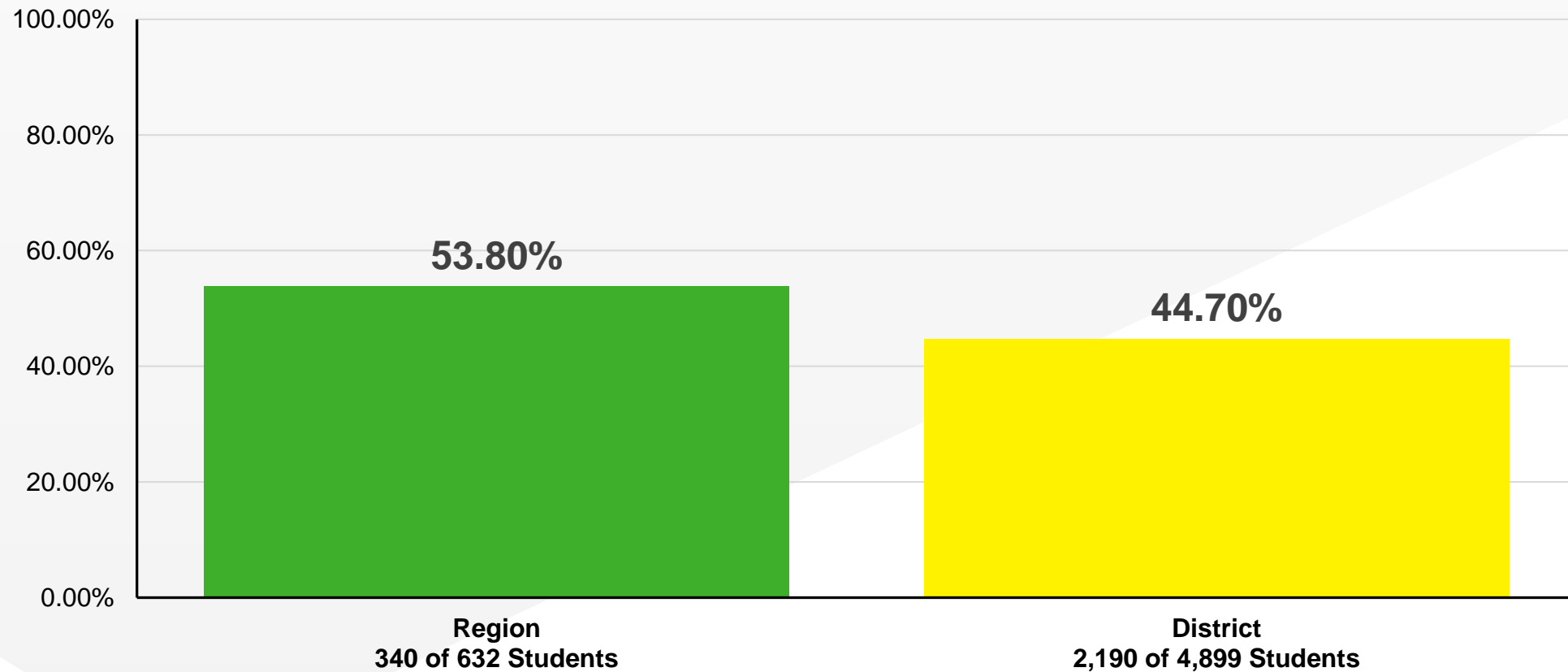
% of Chronically Absent Students

Chronically Absent Students





Grade 9 Students with < 90% Attendance in Any Period

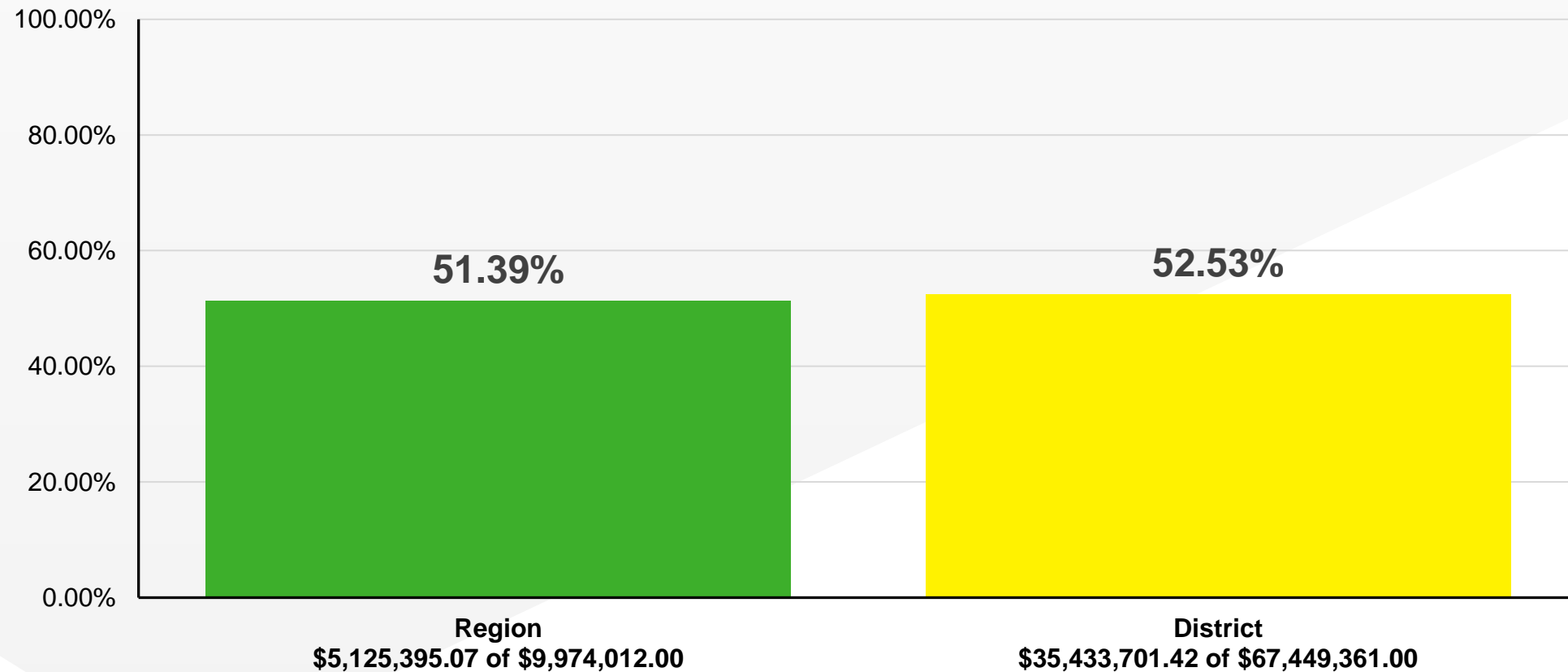




ROOSEVELT REGION

% of Funds Unobligated

Percentage of Uncommitted Funds

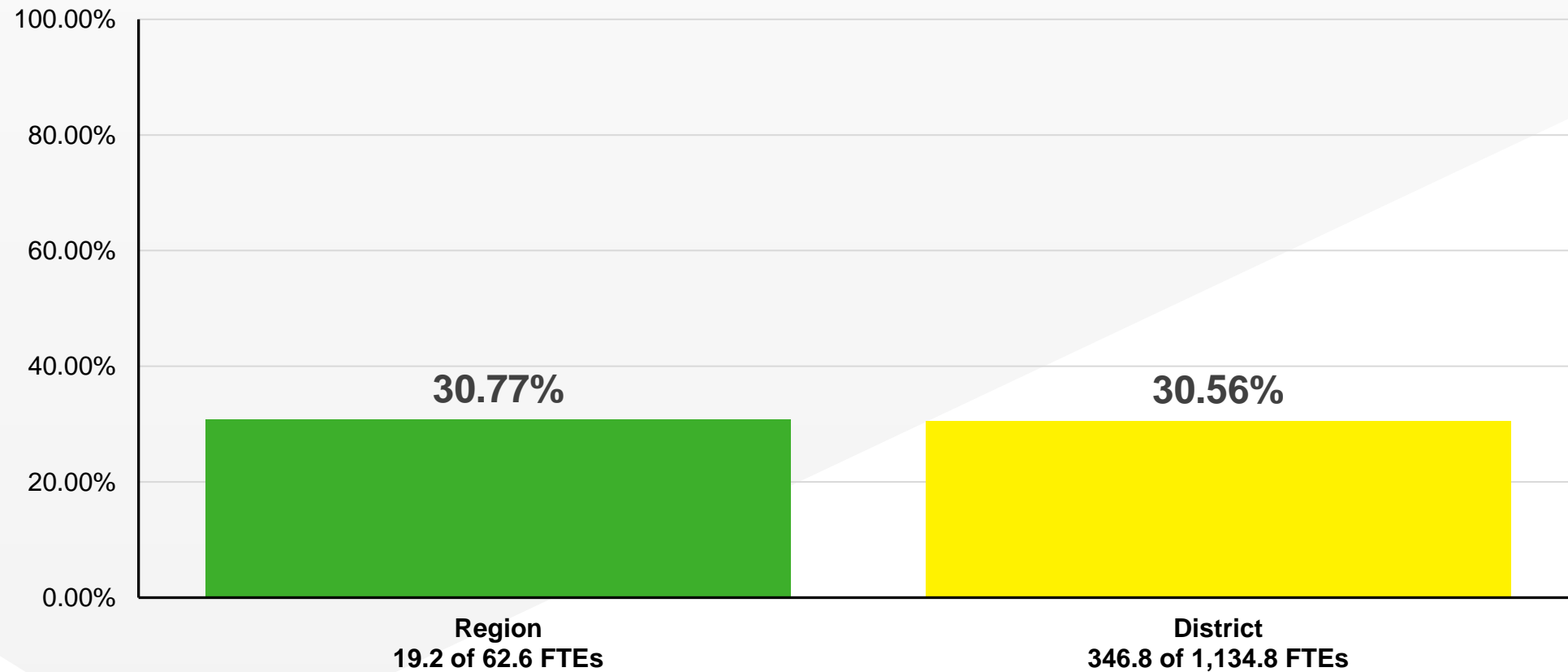


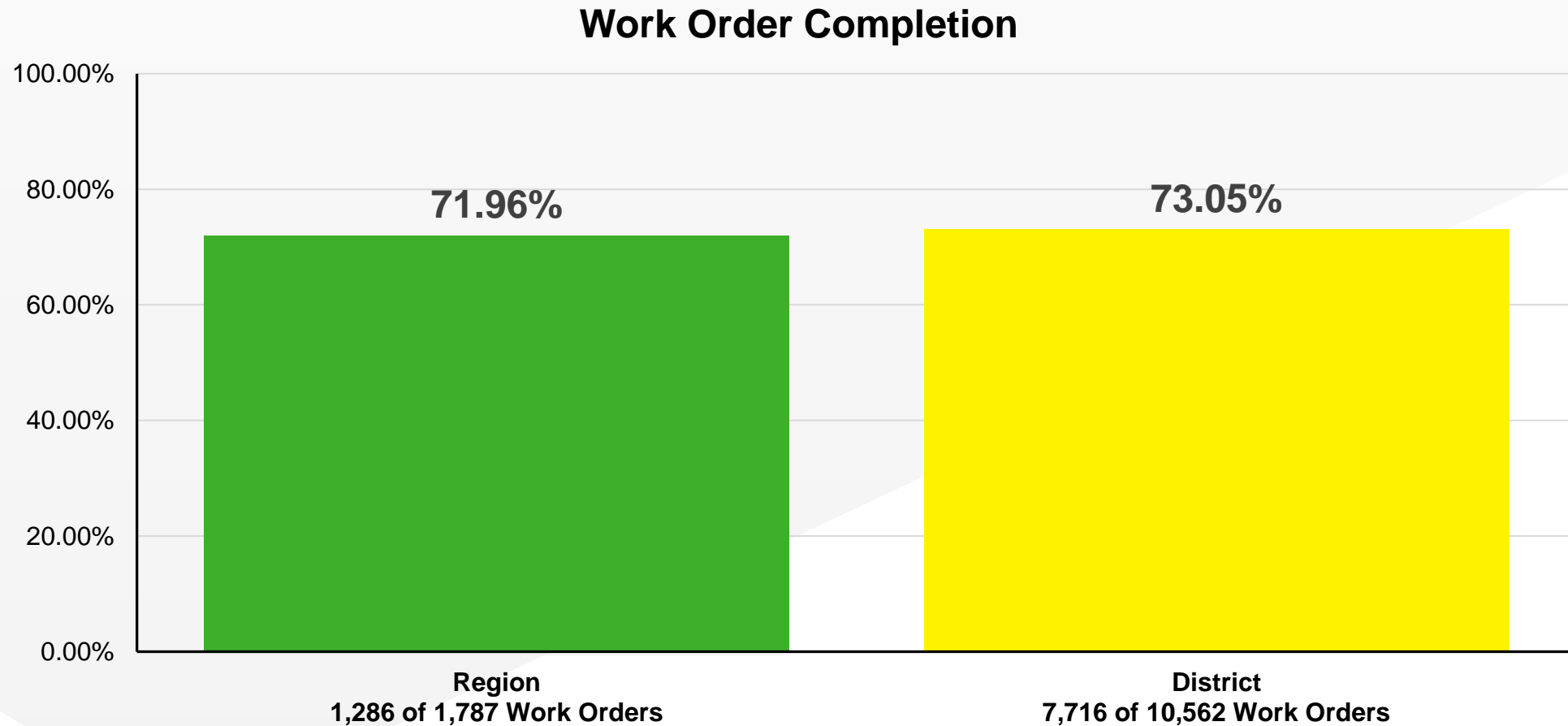


ROOSEVELT REGION

SPED Para: % of Positions Filled

Vacancy Rate: Paraprofessionals



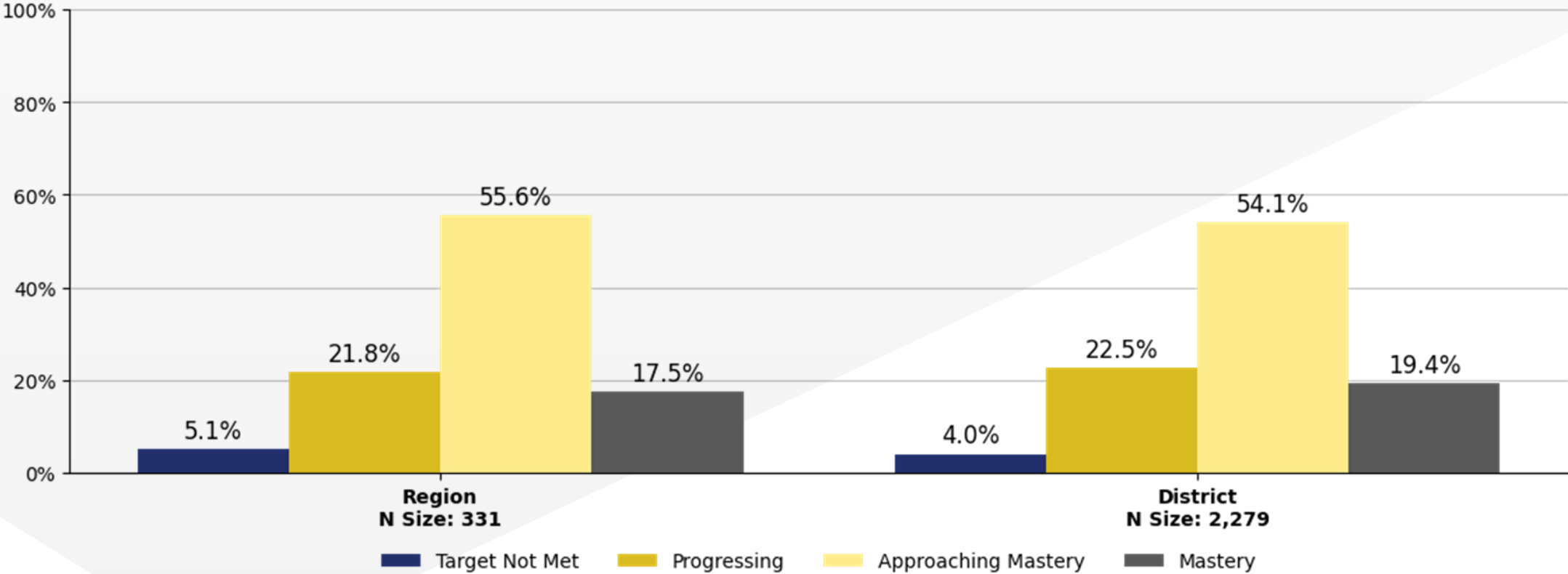


SUNNYSIDE REGION



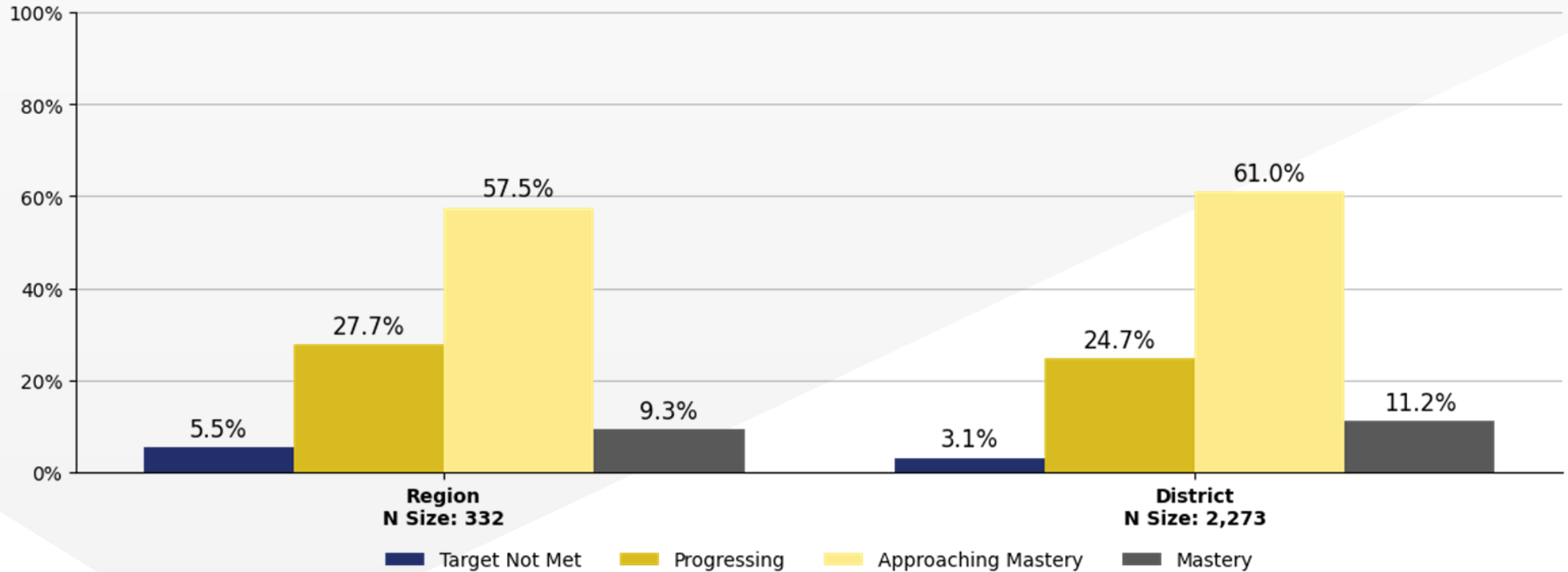


PreK: Communication and Use of Language (Expressive)



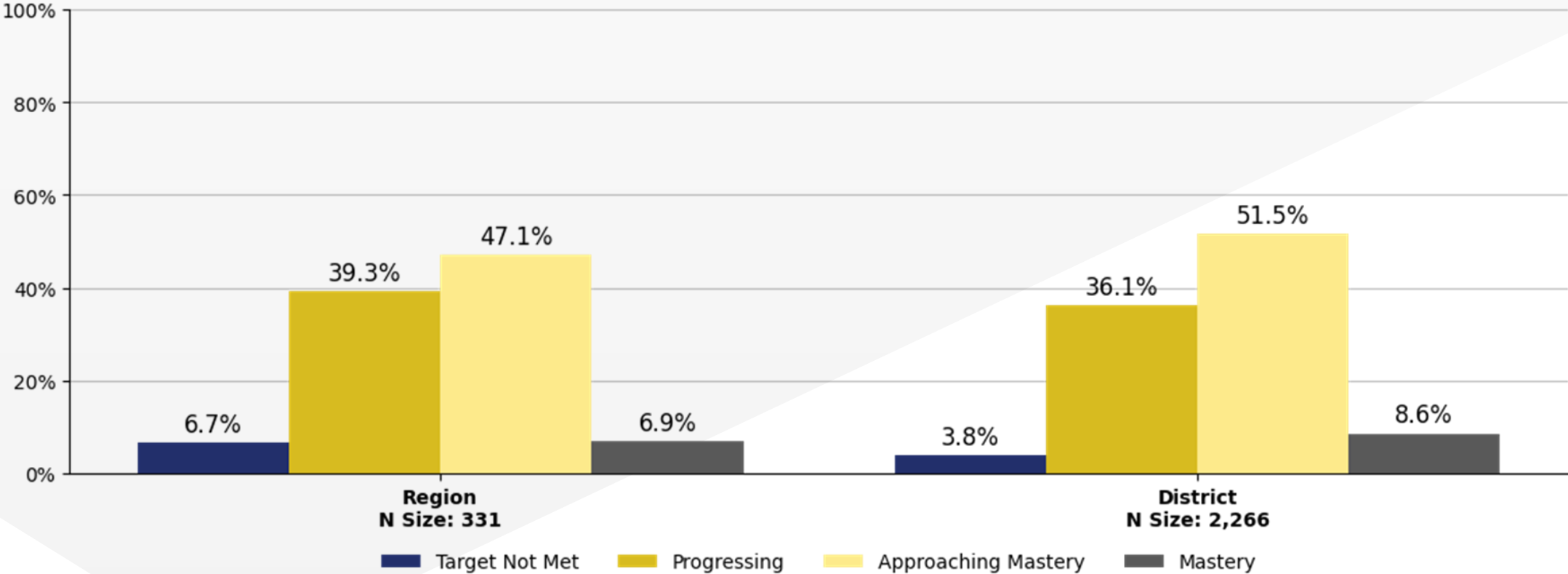


PreK: Concepts About Print



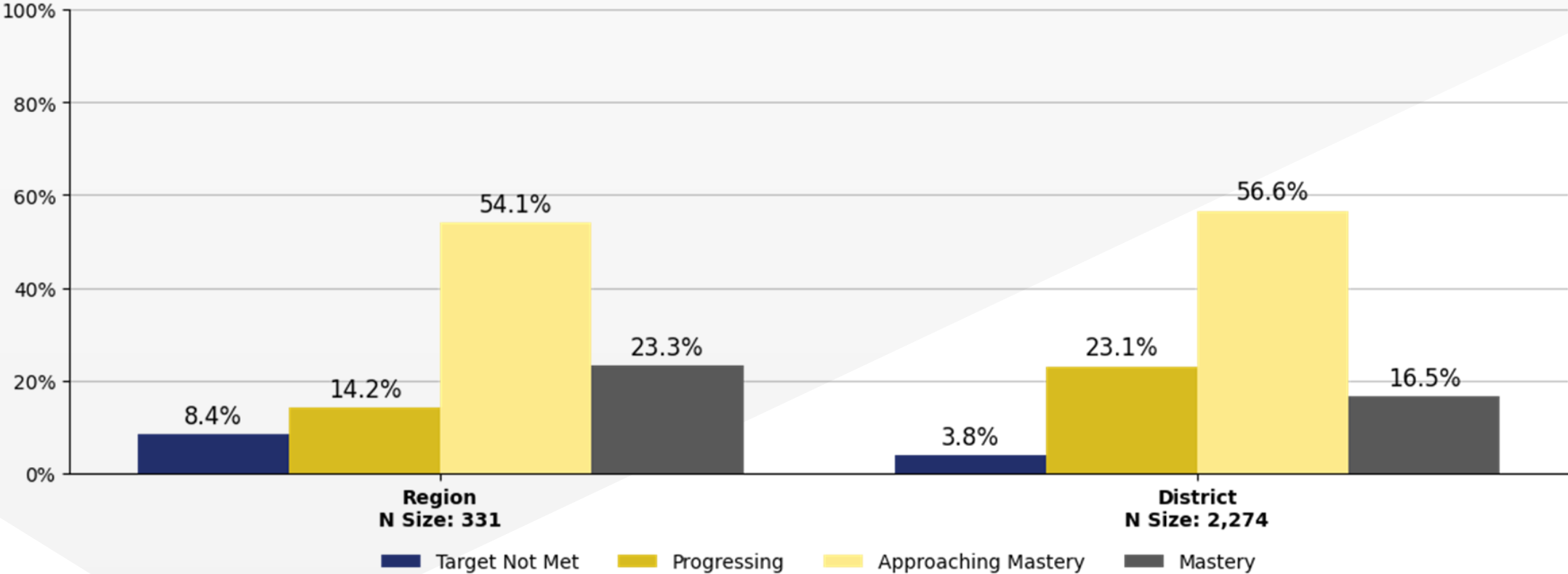


PreK: Phonological Awareness



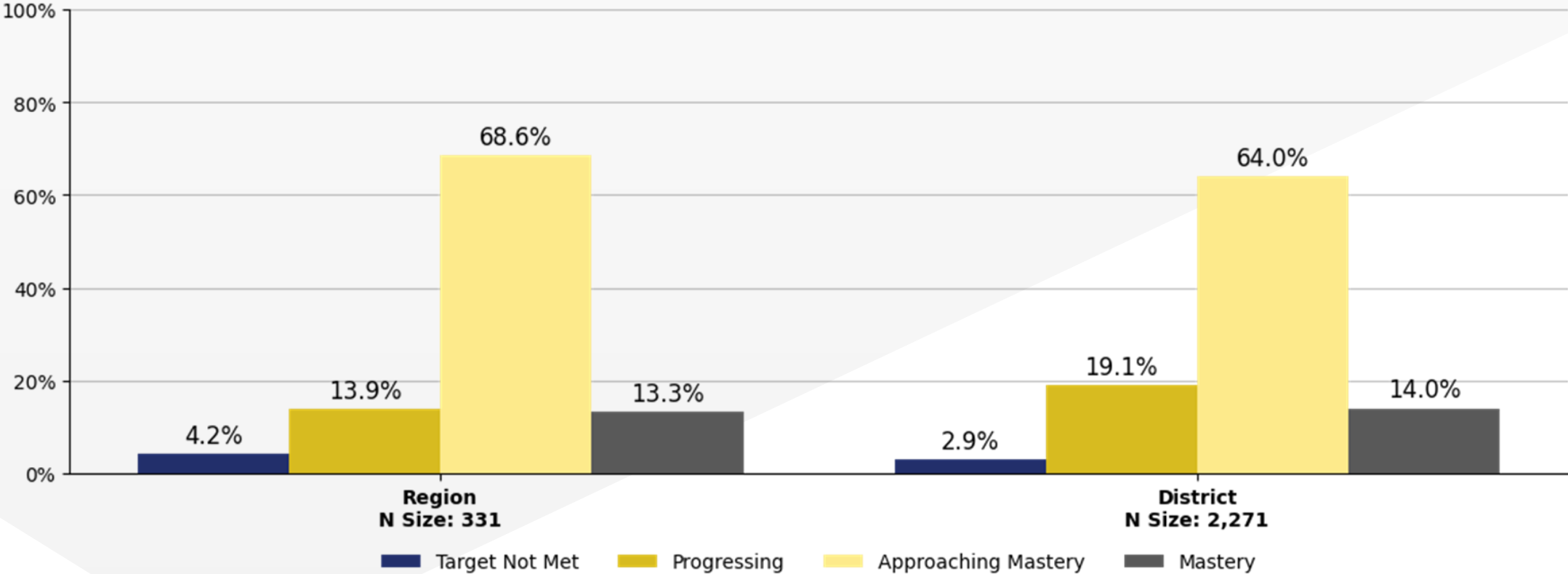


PreK: Letter and Word Knowledge



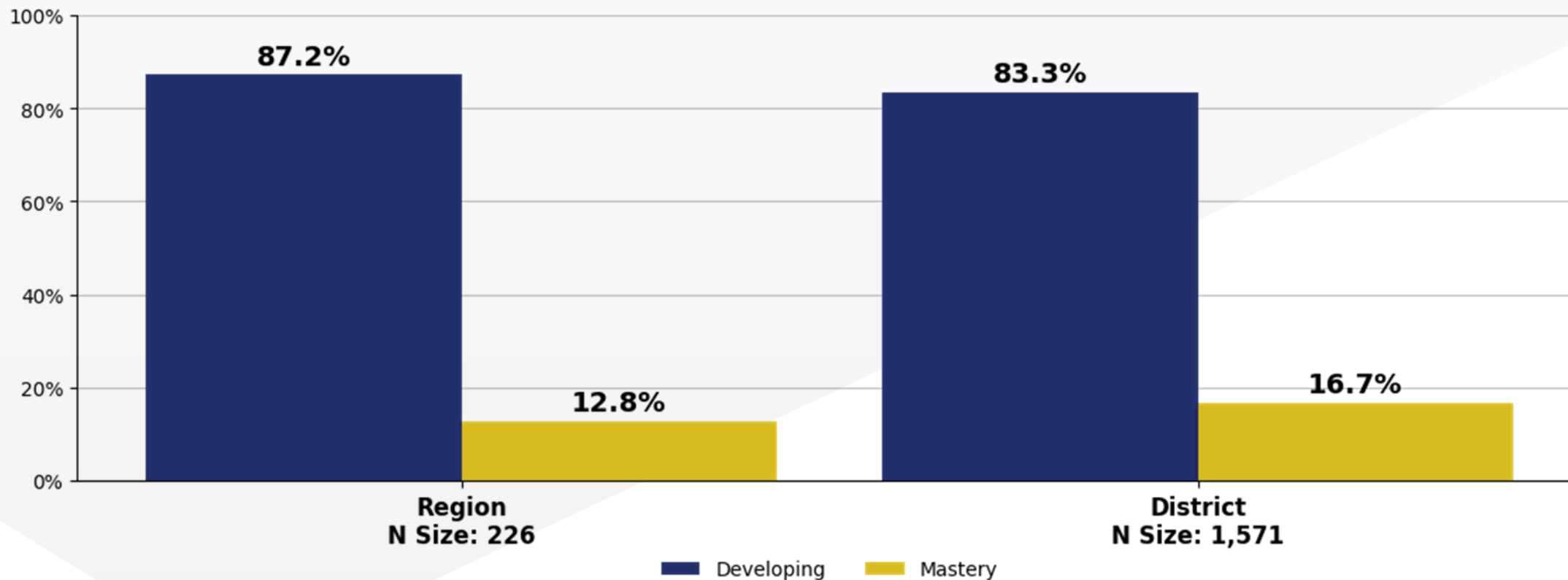


PreK: Emergent Writing



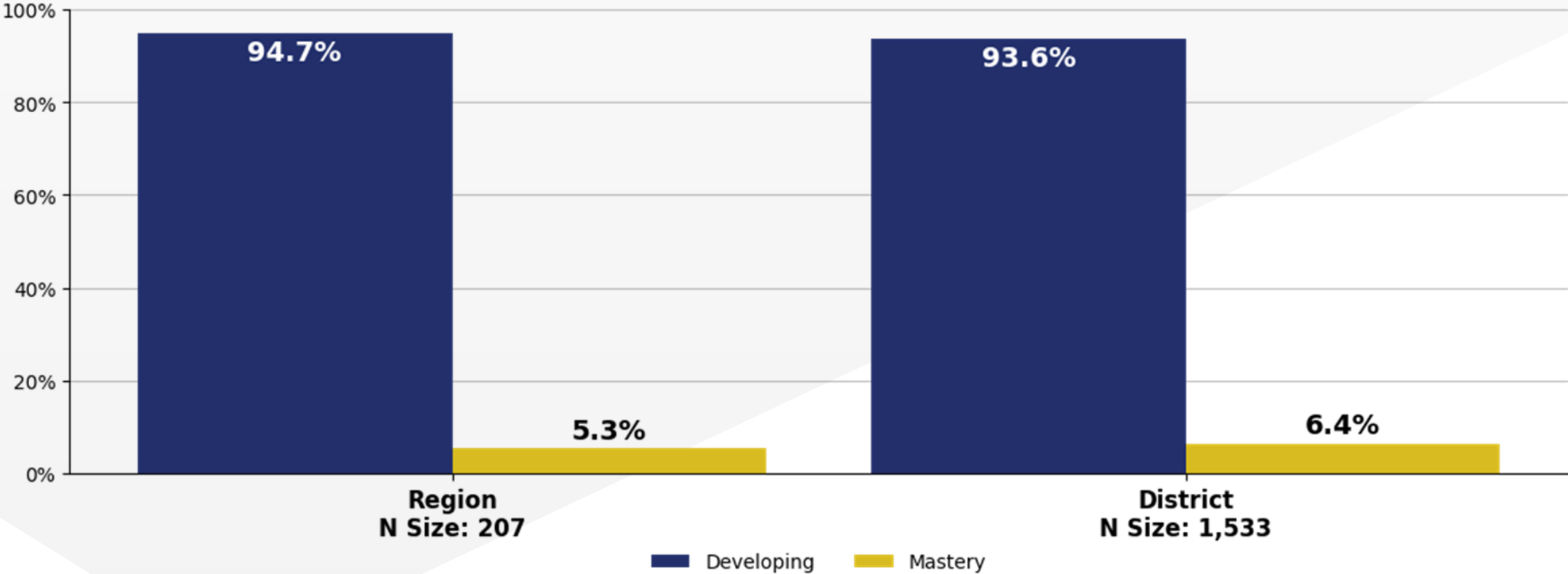


TK: Uppercase Letters



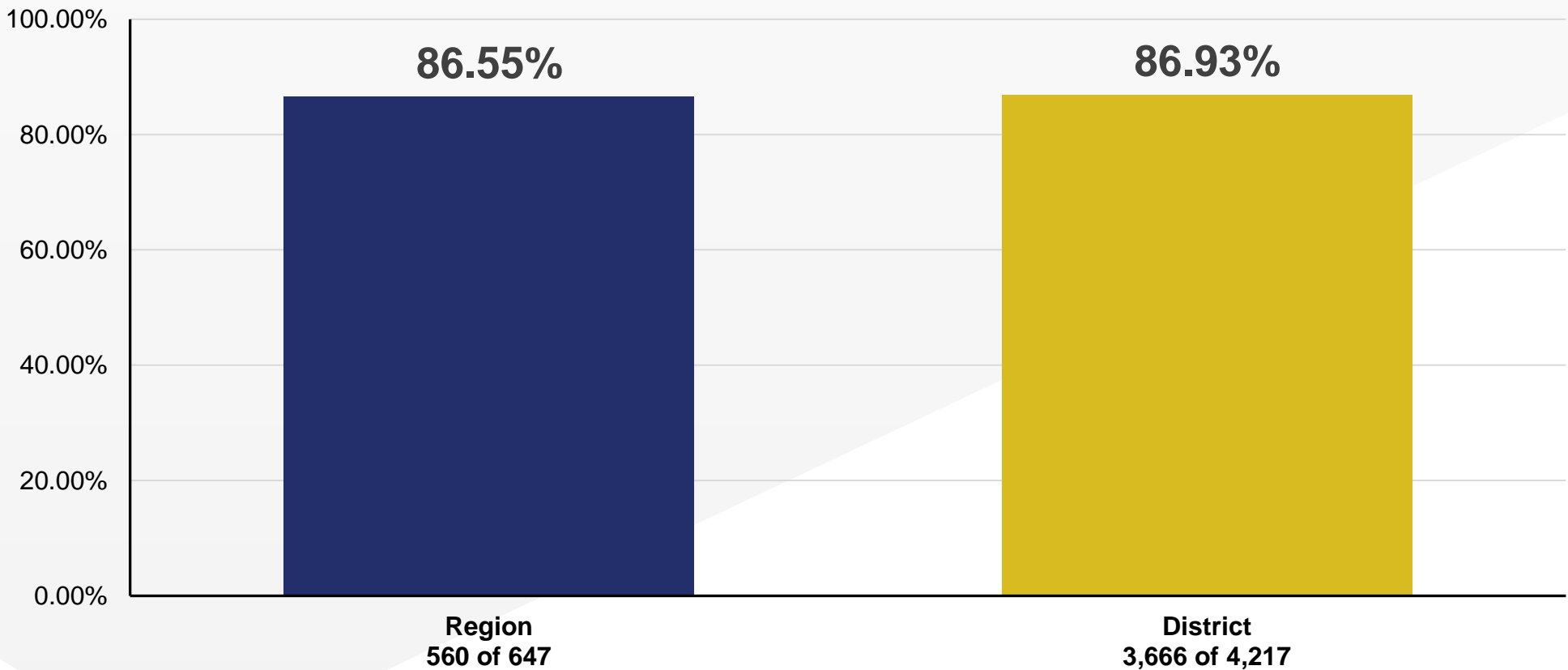


TK: Lowercase Letters



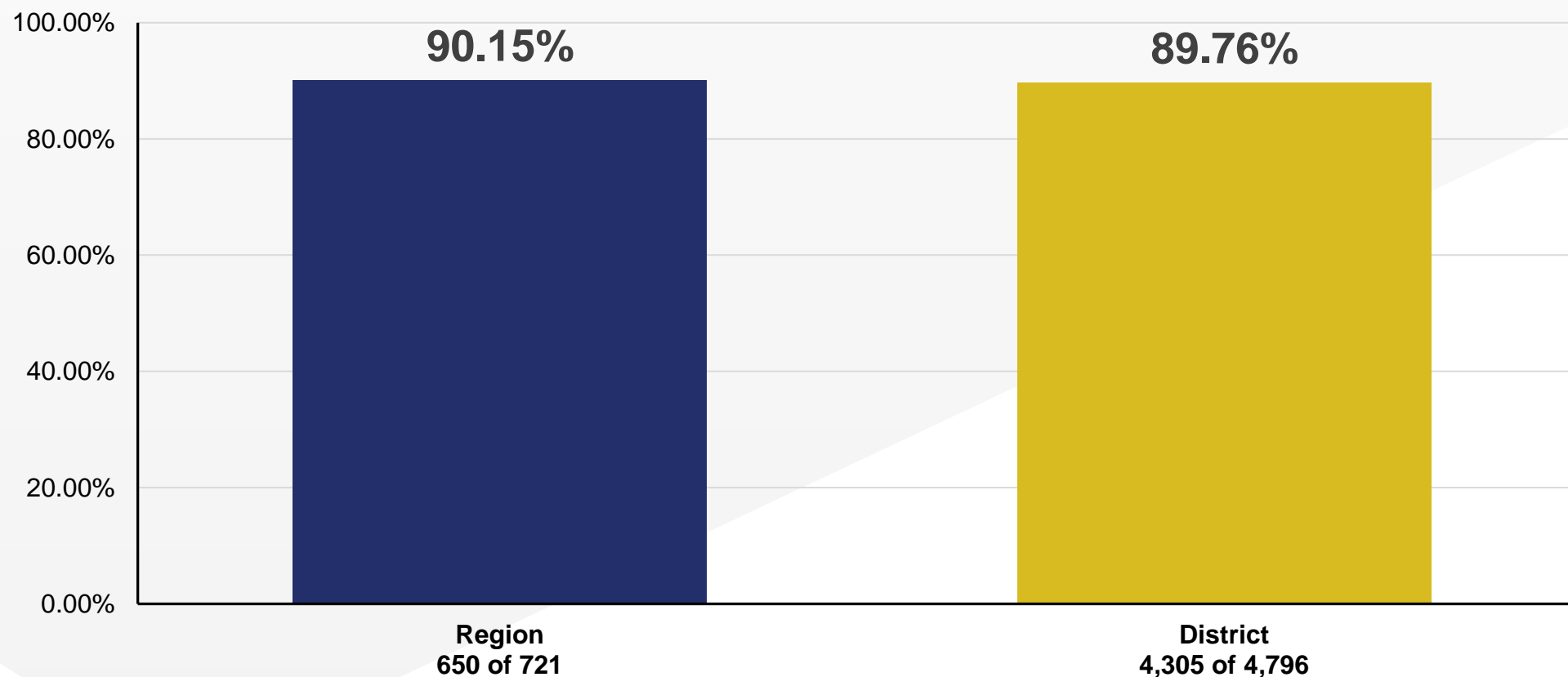


% of Students Below Grade Level in Reading



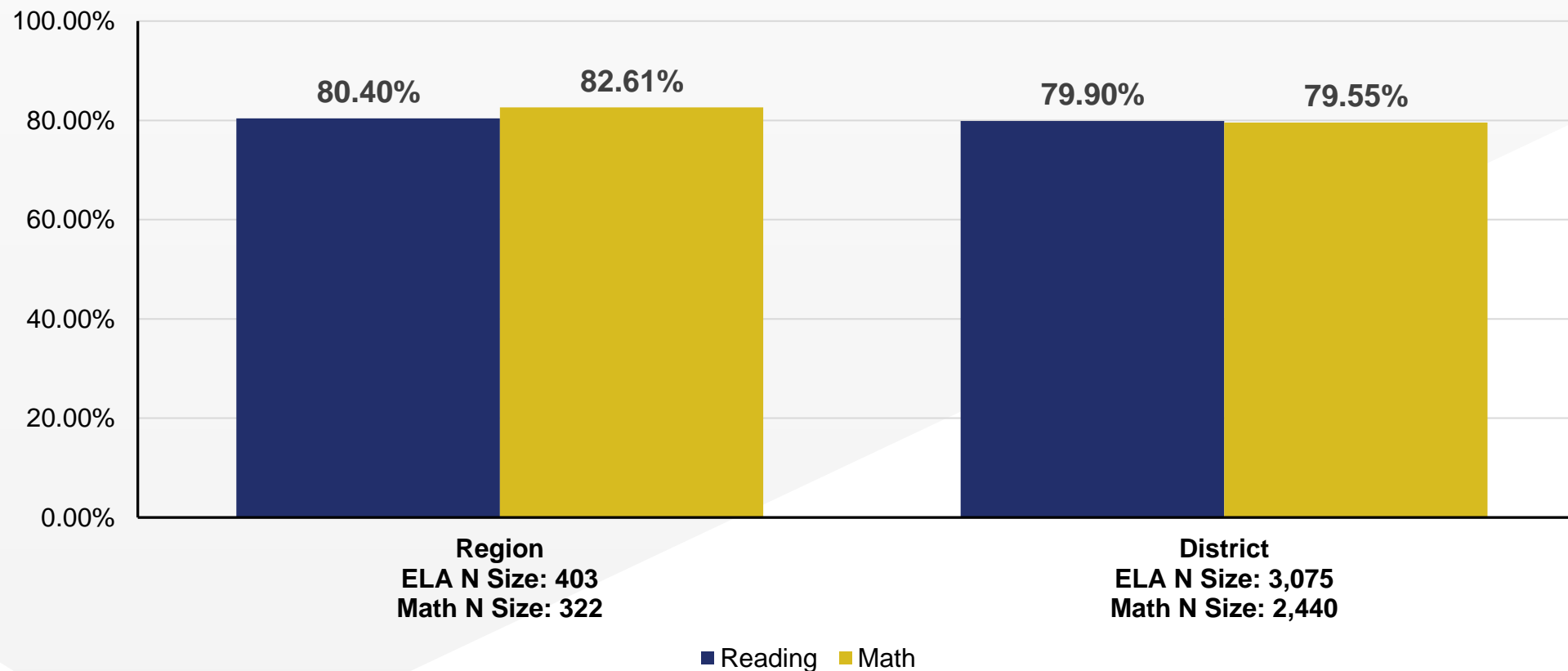


% of Students Below Grade Level in Reading



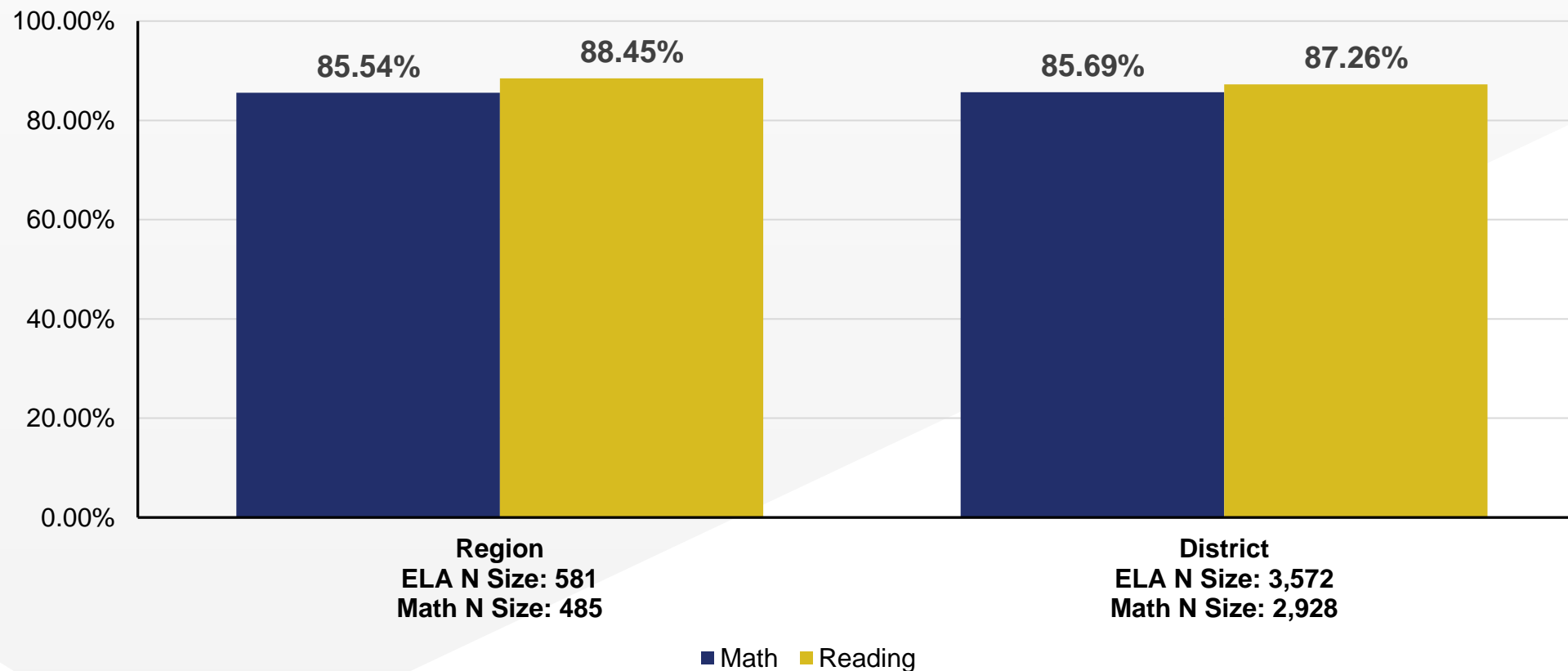


% of Students 2 or More Grade Levels Below





% of Students 2 or More Grade Levels Below

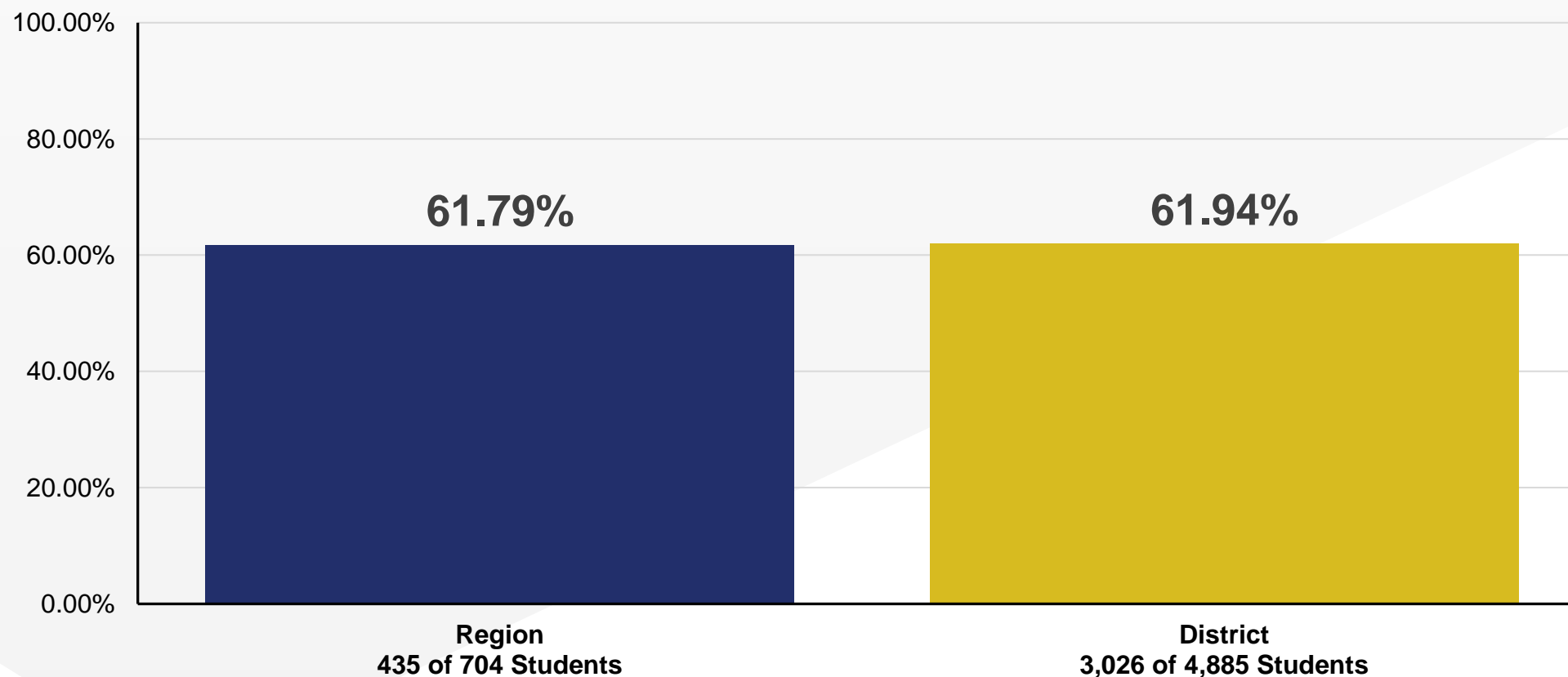


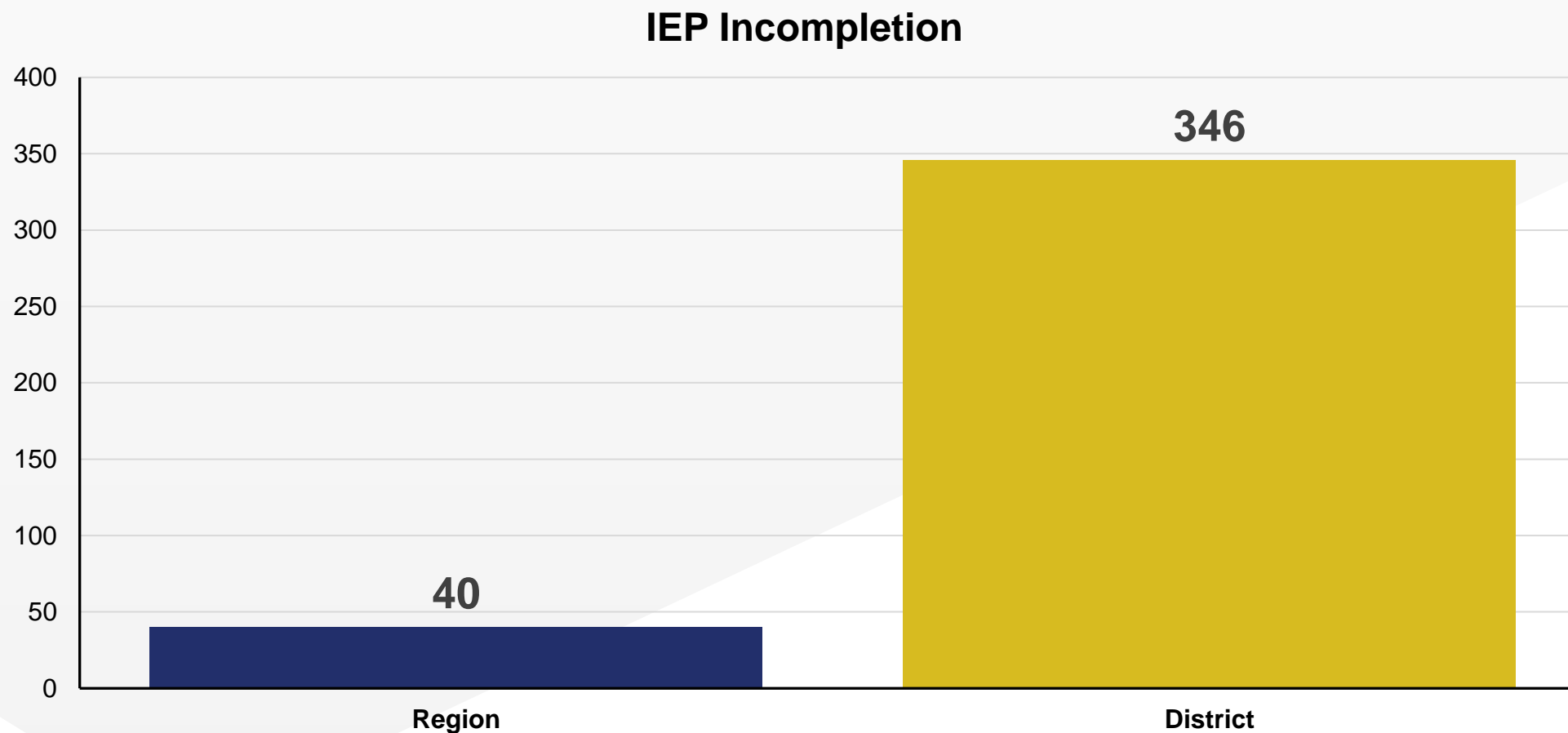


SUNNYSIDE REGION

9th Grade D/F Percentages

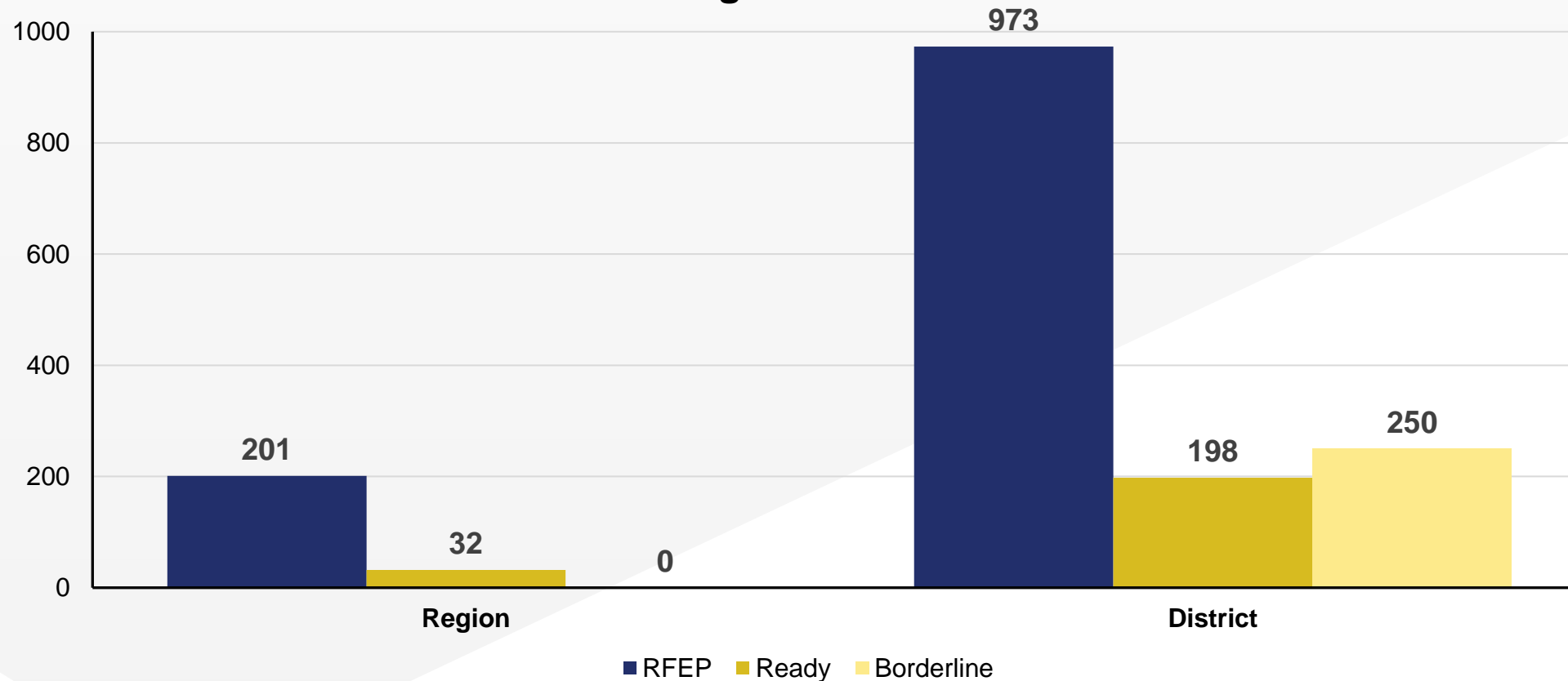
Grade 9 Students with a D or F







Reclassified English Proficient Students

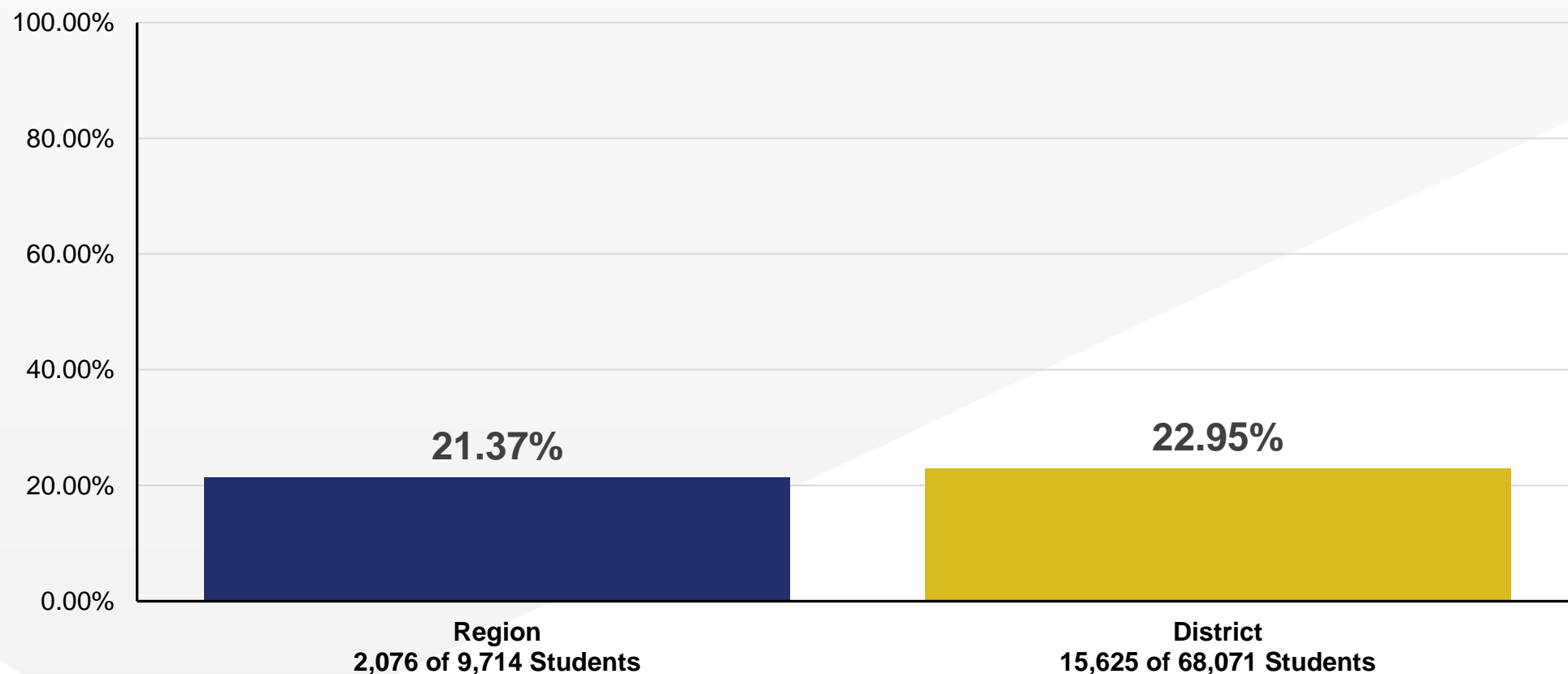




SUNNYSIDE REGION

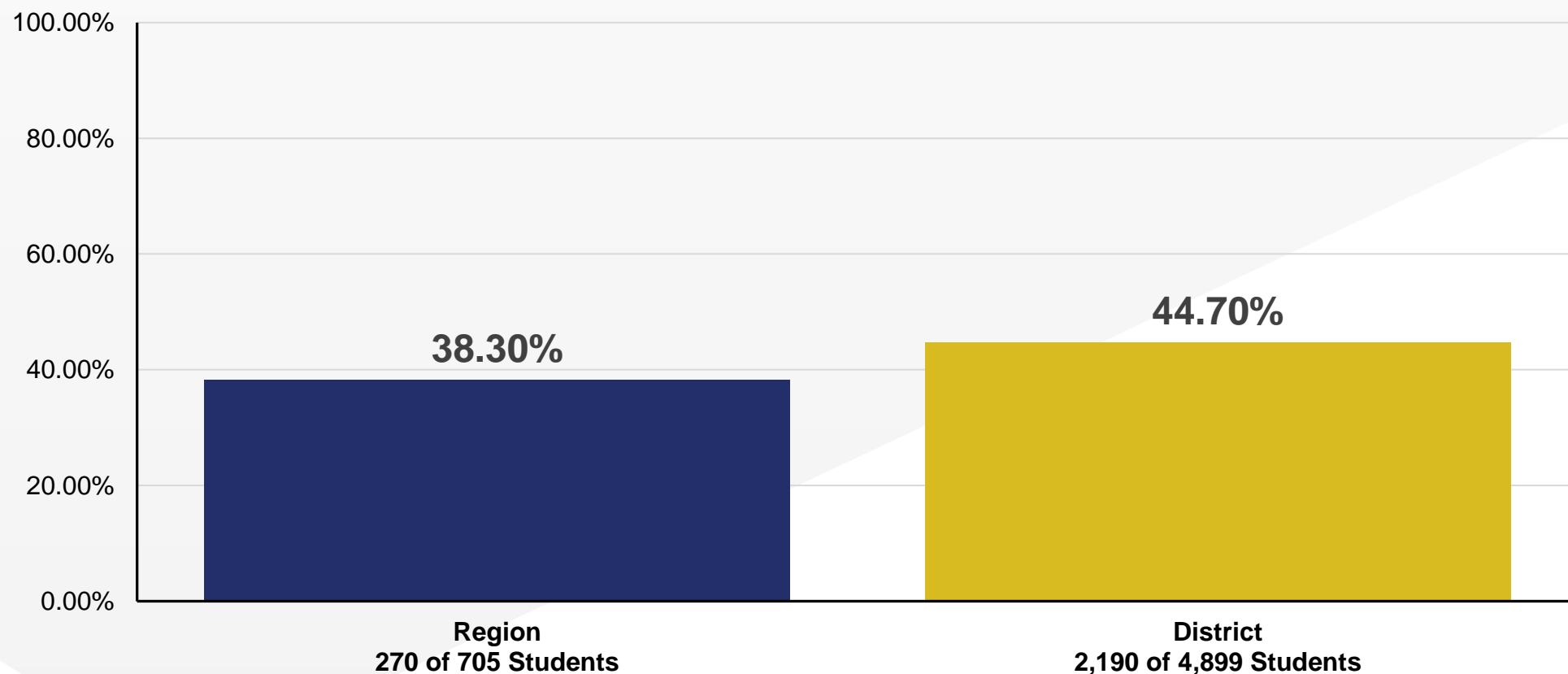
% of Chronically Absent Students

Chronically Absent Students





Grade 9 Students with < 90% Attendance in Any Period

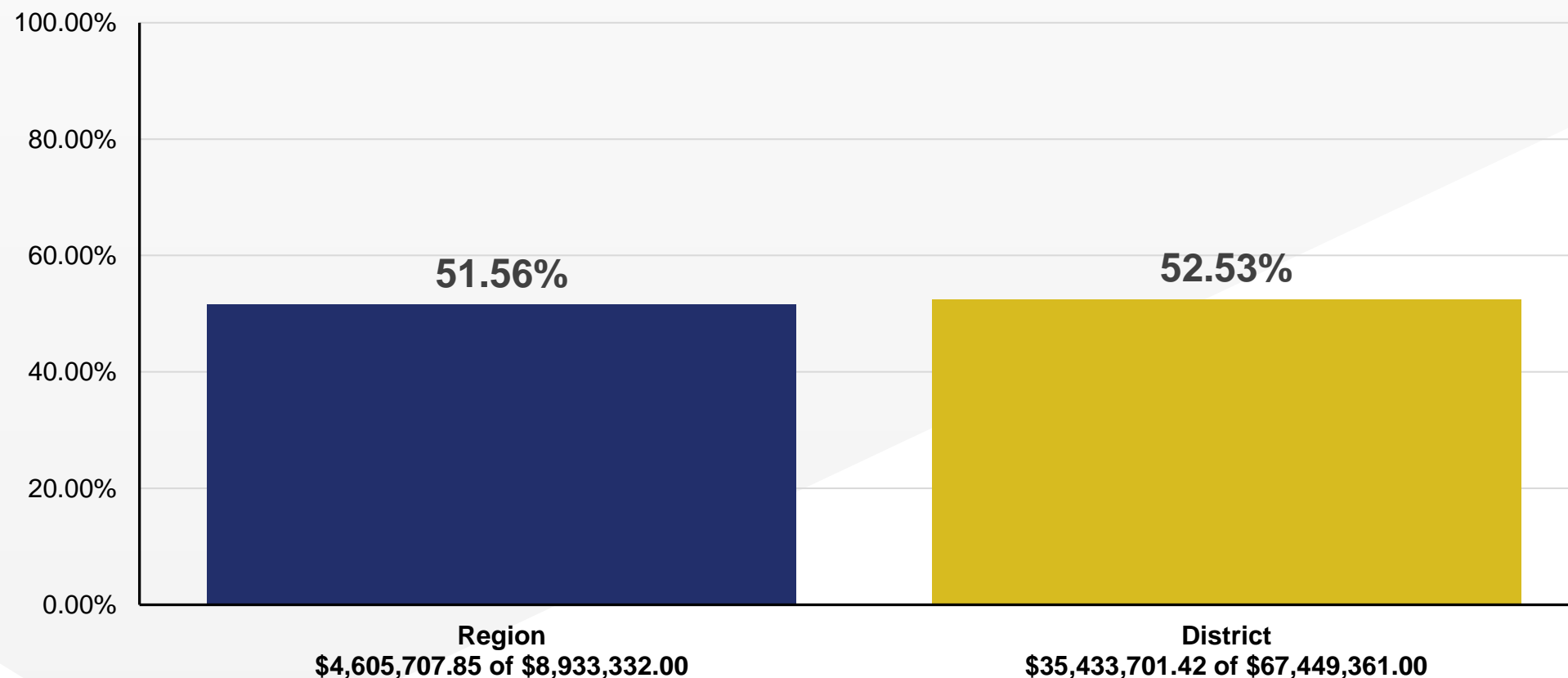




SUNNYSIDE REGION

% of Funds Unobligated

Percentage of Uncommitted Funds





SUNNYSIDE REGION

SPED Para: % of Positions Filled

Vacancy Rate: Paraprofessionals

