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.
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 financial 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

- Analyze achievement by:
  - Mastery of learning objectives
  - Growth over time

- Analyze students by:
  - Educational need
  - Specific, actionable grouping

- Analyze costs by:
  - Direct and indirect costs
  - Cash and time
**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

**Phase I**

- **Build an Initiatives Inventory**
  - Spring-Summer 2021
  - Build prototype & establish fields of Initiatives Inventory
  - Collect data on all district initiatives
  - Map initiatives to strategic priorities
  - Identify gaps and collect missing data
  - Survey Principals
  - Finalize Initiatives Inventory

**Phase II**

- **Conduct A-ROI Analyses of Prioritized Initiatives**
  - Winter 2021-Spring 2022
  - Prioritize Initiatives for A-ROI analysis based on Initiatives Inventory
  - Define success & design analysis for prioritized initiatives
  - Gather detailed quantitative and qualitative outcomes, segments, and financial data
  - Analyze data and conduct cost-benefit analysis
  - Work with district leaders to draw insights and make action plans for initiatives

**Phase III**

- **Build District Capacity Through A-ROI Institute Training**
  - Winter 2021-Spring 2022
  - Provide training on A-ROI for district leaders and staff
  - Support and coach staff through the A-ROI process for programs within their departments
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

1. Identify the Problem
2. Identify Cause(s)
3. Identify What is Needed
4. Align Need to FUSD Plan
5. Engage Formal Procurement
6. Recommend
7. Investigate
8. Progress Monitor

Identify the Problem → Identify Cause(s) → Identify What is Needed → Align Need to FUSD Plan
Engage Formal Procurement → Recommend → Investigate
Progress Monitor →
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.
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
PreK: Communication and Use of Language (Expressive)

Region
N Size: 281

- Target Not Met: 3.5%
- Progressing: 13.2%
- Approaching Mastery: 62.3%
- Mastery: 21.0%

District
N Size: 2,279

- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 279

- Target Not Met: 3.6%
- Progressing: 13.6%
- Approaching Mastery: 69.2%
- Mastery: 11.2%

District
N Size: 2,273

- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
PreK: Phonological Awareness

<table>
<thead>
<tr>
<th>Region</th>
<th>Target Not Met</th>
<th>Progressing</th>
<th>Approaching Mastery</th>
<th>Mastery</th>
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<td>3.7%</td>
<td>30.3%</td>
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<td>7.9%</td>
</tr>
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<td>District</td>
<td>8.6%</td>
<td>36.1%</td>
<td>51.5%</td>
<td>3.8%</td>
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</table>
PreK: Emergent Writing

Region
N Size: 278

- Target Not Met: 4.0%
- Progressing: 12.9%
- Approaching Mastery: 69.4%
- Mastery: 13.7%

District
N Size: 2,271

- Target Not Met: 2.9%
- Progressing: 19.1%
- Approaching Mastery: 64.0%
- Mastery: 14.0%
BULLARD REGION

TK FSA

TK: Uppercase Letters

Region
N Size: 258

80.2%

19.8%

District
N Size: 1,571

83.3%

16.7%

Developing

Mastery
TK: Lowercase Letters

Region
N Size: 262

- Developing: 92.4%
- Mastery: 7.6%

District
N Size: 1,533

- Developing: 93.6%
- Mastery: 6.4%
% of Students Below Grade Level in Reading

Region
553 of 690

80.14%

District
3666 of 4,217

86.93%
% of Students Below Grade Level in Reading

Region 602 of 724

83.15%

District 4305 of 4796

89.76%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 350
Math N Size: 260

74.86% 73.85%

District
ELA N Size: 3,075
Math N Size: 2,440

79.90% 79.55%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 545
Math N Size: 442

81.83% 83.26%

District
ELA N Size: 3,572
Math N Size: 2,928

85.69% 87.26%

Reading  Math
BULLARD REGION

9th Grade D/F Percentages

Grade 9 Students with a D or F

Region
301 of
636 Students

47.33%

District
3,026 of
4,885 Students

61.94%
BULLARD REGION

IEP Incompletion

IEP Incompletion

<table>
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<th>Region</th>
<th>District</th>
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<td>346</td>
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</table>

QUARTER 1 – SY 2023-2024
BULLARD REGION

% of Chronically Absent Students

Chronically Absent Students

19.41% Region
1,932 of 9,954 Students

22.95% District
15,625 of 68,071 Students
Grade 9 Students With < 90% Attendance In Any Period

- Region: 266 of 638 Students (41.69%)
- District: 2,190 of 4,899 Students (44.70%)
% of Funds Unobligated

Percentage of Uncommitted Funds

- **Region**: 62.33% of $4,756,750 of $7,631,381
- **District**: 52.53% of $35,433,701 of $67,449,361
BULLARD REGION

SPED Para: % of Positions Filled

Vacancy Rate: Paraprofessionals

Region
22.4 of 69.1 FTEs
32.46%

District
346.8 of 1,134.8 FTEs
30.56%
Work Order Completion

Region
961 of 1354 Work Orders

70.97%

District
7,716 of 10,562 Work Orders

73.05%
EDISON REGION
PreK: Communication and Use of Language (Expressive)

Region
N Size: 184

- Target Not Met: 7.0%
- Progressing: 21.2%
- Approaching Mastery: 38.6%
- Mastery: 33.2%

District
N Size: 2,279

- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 184

- Target Not Met: 5.5%
- Progressing: 26.1%
- Approaching Mastery: 38.0%
- Mastery: 30.4%

District
N Size: 2,273

- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
PreK: Phonological Awareness

Region
N Size: 183
- Target Not Met: 8.2%
- Progressing: 32.2%
- Approaching Mastery: 37.7%
- Mastery: 21.9%

District
N Size: 2,266
- Target Not Met: 3.8%
- Progressing: 36.1%
- Approaching Mastery: 51.5%
- Mastery: 8.6%
PreK: Letter and Word Knowledge

- Region N Size: 183
  - Target Not Met: 6.0%
  - Progressing: 29.0%
  - Approaching Mastery: 41.0%
  - Mastery: 24.0%

- District N Size: 2,274
  - Target Not Met: 3.8%
  - Progressing: 23.1%
  - Approaching Mastery: 56.6%
  - Mastery: 16.5%

EDISON REGION

Pre-K DRDP

2023-24 QUARTERLY DATA REPORT
PreK: Emergent Writing

Region
N Size: 184
- Target Not Met: 5.5%
- Progressing: 25.0%
- Approaching Mastery: 41.8%
- Mastery: 27.7%

District
N Size: 2,271
- Target Not Met: 2.9%
- Progressing: 19.1%
- Approaching Mastery: 64.0%
- Mastery: 14.0%
TK: Uppercase Letters

Region
N Size: 150

- Developing: 12.7%
- Mastery: 87.3%

District
N Size: 1,571

- Developing: 16.7%
- Mastery: 83.3%
TK: Lowercase Letters

Region
N Size: 147
95.9%
4.1%
District
N Size: 1,533
93.6%
6.4%

Developing
Mastery
% of Students Below Grade Level in Reading

- Region: 92.31% (312 of 338)
- District: 86.93% (3,666 of 4,217)
EDISON REGION
i-Ready: First Grade

% of Students Below Grade Level in Reading

- Region: 93.08% (363 of 390)
- District: 89.76% (4,305 of 4,796)
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 297
Math N Size: 243

% of Students 2 or More Grade Levels Below

82.83%
80.25%

District
ELA N Size: 3,075
Math N Size: 2,440

79.90%
79.55%

Reading
Math
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 413
Math N Size: 321

- Reading: 80.87%
- Math: 80.69%

District
ELA N Size: 3,572
Math N Size: 2,928

- Reading: 85.69%
- Math: 87.26%
Grade 9 Students with a D or F

Region
369 of 641 Students
57.57%

District
3,026 of 4,885 Students
61.94%
IEP Incompletion

Region: 39
District: 346
EDISON REGION

% of Chronically Absent Students

Chronically Absent Students

Region
20.04%
1,447 of 7,221 Students

District
22.95%
15,625 of 68,071 Students
Grade 9 Students with < 90% Attendance in Any Period

- Region: 40.50% of 260 of 642 Students
- District: 44.70% of 2,190 of 4,899 Students
EDISON REGION

% of Funds Unobligated

Percentage of Uncommitted Funds

Region
$3,368,739.61 of $6,625,047.00

District
$35,433,701.42 of $67,449,361.00

50.85%  52.53%
EDISON REGION

Vacancy Rate: Paraprofessionals

Region
11.8 of 34.6 FTEs
34.18%

District
346.8 of 1,134.8 FTEs
30.56%
Work Order Completion

- **Region**: 78.38% of 892 of 1,138 Work Orders
- **District**: 73.05% of 7,716 of 10,562 Work Orders
PreK: Communication and Use of Language (Expressive)

Region
N Size: 323
- Target Not Met: 6.2%
- Progressing: 19.5%
- Approaching Mastery: 55.4%
- Mastery: 18.9%

District
N Size: 2,279
- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Phonological Awareness

Region
N Size: 319

- Target Not Met: 2.8%
- Progressing: 36.7%
- Approaching Mastery: 49.5%
- Mastery: 11.0%

District
N Size: 2,266

- Target Not Met: 3.8%
- Progressing: 36.1%
- Approaching Mastery: 51.5%
- Mastery: 8.6%
PreK: Letter and Word Knowledge

- **Region**
  - N Size: 322
  - Target Not Met: 2.2%
  - Progressing: 21.4%
  - Approaching Mastery: 58.7%
  - Mastery: 17.7%

- **District**
  - N Size: 2,274
  - Target Not Met: 3.8%
  - Progressing: 23.1%
  - Approaching Mastery: 56.6%
  - Mastery: 16.5%
PreK: Emergent Writing

- Region: N Size: 321
  - Target Not Met: 1.3%
  - Progressing: 19.6%
  - Approaching Mastery: 63.2%
  - Mastery: 15.9%

- District: N Size: 2,271
  - Target Not Met: 2.9%
  - Progressing: 19.1%
  - Approaching Mastery: 64.0%
  - Mastery: 14.0%
TK: Uppercase Letters

Region
N Size: 220
- Developing: 84.5%
- Mastery: 15.5%

District
N Size: 1,571
- Developing: 83.3%
- Mastery: 16.7%
TK: Lowercase Letters

Region
N Size: 220

- Developing: 92.7%
- Mastery: 7.3%

District
N Size: 1,533

- Developing: 93.6%
- Mastery: 6.4%
% of Students Below Grade Level in Reading

- Region: 89.38% of 530 of 593
- District: 86.93% of 3,666 of 4,217
% of Students Below Grade Level in Reading

Region
622 of 668

93.11%

District
4,305 of 4,796

89.76%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 471
Math N Size: 375
79.83% 82.93%

District
ELA N Size: 3,075
Math N Size: 2,440
79.90% 79.55%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 496
Math N Size: 420

85.89% 90.24%

District
ELA N Size: 3,572
Math N Size: 2,928

85.69% 87.26%
Grade 9 Students with a D or F

Region
451 of 586 Students
76.96%

District
3,026 of 4,885 Students
61.94%
IEP Incompletion

Region: 42

District: 346
Reclassified English Proficient Students

- Region: RFEP 61, Ready 11, Borderline 0
- District: RFEP 973, Ready 198, Borderline 250
% of Chronically Absent Students

Chronically Absent Students

Region
2,309 of 8,269 Students
27.92%

District
15,625 of 68,071 Students
22.95%
Grade 9 Students with < 90% Attendance in Any Period

Region
296 of 588 Students
50.34%

District
2,190 of 4,899 Students
44.70%
**Percentage of Uncommitted Funds**

Region:
- $4,322,030.43 of $7,592,393.00
- 56.93%

District:
- $35,433,701.42 of $67,449,361.00
- 52.53%
Vacancy Rate: Paraprofessionals

Region
26.2 of 73.1 FTEs
35.93%

District
346.8 of 1,134.8 FTEs
30.56%
Work Order Completion

- **Region**: 71.86%
  - 1,356 of 1,887 Work Orders

- **District**: 73.05%
  - 7,716 of 10,562 Work Orders
PreK: Communication and Use of Language (Expressive)

Region
N Size: 319
- Target Not Met: 3.4%
- Progressing: 38.9%
- Approaching Mastery: 48.3%

District
N Size: 2,279
- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 317

- Target Not Met: 1.5%
- Progressing: 58.7%
- Approaching Mastery: 34.4%

District
N Size: 2,273

- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
PreK: Phonological Awareness

- Region: N Size: 317
  - Target Not Met: 3.5%
  - Progressing: 43.8%
  - Approaching Mastery: 50.2%
  - Mastery: 2.5%

- District: N Size: 2,266
  - Target Not Met: 3.8%
  - Progressing: 36.1%
  - Approaching Mastery: 51.5%
  - Mastery: 8.6%
PreK: Letter and Word Knowledge

Region
N Size: 318
- Target Not Met: 2.9%
- Progressing: 30.2%
- Approaching Mastery: 59.4%
- Mastery: 7.5%

District
N Size: 2,274
- Target Not Met: 3.8%
- Progressing: 23.1%
- Approaching Mastery: 56.6%
- Mastery: 16.5%
PreK: Emergent Writing

Region
N Size: 319

- Target Not Met: 2.8%
- Progressing: 30.1%
- Approaching Mastery: 60.5%
- Mastery: 6.6%

District
N Size: 2,271

- Target Not Met: 2.9%
- Progressing: 19.1%
- Approaching Mastery: 64.0%
- Mastery: 14.0%
PreK: Concepts About Print

Region
N Size: 317

- Target Not Met: 1.5%
- Progressing: 34.4%
- Approaching Mastery: 58.7%
- Mastery: 0.0%

District
N Size: 2,273

- Target Not Met: 24.7%
- Progressing: 11.2%
- Approaching Mastery: 61.0%
- Mastery: 0.0%
PreK: Phonological Awareness

Region
N Size: 317
- Target Not Met: 3.5%
- Progressing: 2.5%
- Approaching Mastery: 50.2%
- Mastery: 43.8%

District
N Size: 2,266
- Target Not Met: 3.8%
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- Approaching Mastery: 51.5%
- Mastery: 8.6%
PreK: Letter and Word Knowledge

- **Region**
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PreK: Emergent Writing

Region
N Size: 319
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- Progressing: 6.6%
- Approaching Mastery: 30.1%
- Mastery: 60.5%

District
N Size: 2,271
- Target Not Met: 2.9%
- Progressing: 19.1%
- Approaching Mastery: 64.0%
- Mastery: 14.0%
TK: Uppercase Letters

Region
N Size: 269
80.3%
19.7%

District
N Size: 1,571
83.3%
16.7%

Developing  Mastery
TK: Lowercase Letters

Region
N Size: 268
Developing: 91.8%
Mastery: 8.2%

District
N Size: 1,533
Developing: 93.6%
Mastery: 6.4%
% of Students Below Grade Level in Reading

- **Region**: 87.35% (642 of 735)
- **District**: 86.93% (3,666 of 4,217)
% of Students Below Grade Level in Reading

- Region: 90.04% (696 of 773)
- District: 89.76% (4,305 of 4,796)
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 463
Math N Size: 357
- Reading: 77.54%
- Math: 81.79%

District
ELA N Size: 3,075
Math N Size: 2,440
- Reading: 79.90%
- Math: 79.55%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 407
Math N Size: 296

87.47%  89.86%

District
ELA N Size: 3,572
Math N Size: 2,928

85.69%  87.26%

Math  Reading
9th Grade D/F Percentages

- Region: 368 of 545 Students (67.52%)
- District: 3,026 of 4,885 Students (61.94%)
IEP Incompletion

Region

- 83

District

- 346
Reclassified English Proficient Students

- **Region**
  - RFEP: 32
  - Ready: 8
  - Borderline: 0

- **District**
  - RFEP: 973
  - Ready: 198
  - Borderline: 250
% of Chronically Absent Students

Region
2,249 of 9,151 Students
24.58%

District
15,625 of 68,071 Students
22.95%
Grade 9 Students with < 90% Attendance in Any Period

- Region: 260 of 544 Students (47.79%)
- District: 2,190 of 4,899 Students (44.70%)
Percentage of Uncommitted Funds

- Region: 55.24% of $4,417,165.59 of $7,995,996.00
- District: 52.53% of $35,433,701.42 of $67,449,361.00
Vacancy Rate: Paraprofessionals

Region
27.6 of 85.3 FTEs
32.31%

District
346.8 of 1,134.8 FTEs
30.56%
Work Order Completion

Region
1,084 of 1,415 Work Orders
76.61%

District
7,716 of 10,562 Work Orders
73.05%
PreK: Communication and Use of Language (Expressive)

Region
N Size: 423
- Target Not Met: 2.1%
- Progressing: 25.3%
- Approaching Mastery: 57.2%
- Mastery: 15.4%

District
N Size: 2,279
- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 424
- Target Not Met: 2.1%
- Progressing: 28.3%
- Approaching Mastery: 62.3%
- Mastery: 7.3%

District
N Size: 2,273
- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
Pre-K: Phonological Awareness

<table>
<thead>
<tr>
<th>Region</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Size: 425</td>
<td>N Size: 2,266</td>
</tr>
<tr>
<td>Target Not Met</td>
<td>2.4%</td>
</tr>
<tr>
<td>Progressing</td>
<td>35.5%</td>
</tr>
<tr>
<td>Approaching Mastery</td>
<td>55.5%</td>
</tr>
<tr>
<td>Mastery</td>
<td>8.6%</td>
</tr>
</tbody>
</table>
PreK: Letter and Word Knowledge

Region
N Size: 424

- Target Not Met: 1.4%
- Progressing: 27.4%
- Approaching Mastery: 57.8%
- Mastery: 13.4%

District
N Size: 2,274

- Target Not Met: 3.8%
- Progressing: 23.1%
- Approaching Mastery: 56.6%
- Mastery: 16.5%
Pre-K: Emergent Writing

Region
N Size: 425
- Target Not Met: 1.8%
- Progressing: 18.4%
- Approaching Mastery: 70.4%
- Mastery: 9.4%

District
N Size: 2,271
- Target Not Met: 2.9%
- Progressing: 19.1%
- Approaching Mastery: 64.0%
- Mastery: 14.0%
TK: Uppercase Letters

Region
N Size: 241

- Target Not Met %: 19.9%
- On Target %: 40.7%
- Above Target %: 39.4%

District
N Size: 1,571

- Target Not Met %: 15.8%
- On Target %: 39.6%
- Above Target %: 44.6%
% of Students Below Grade Level in Reading

Region
543 of 598
90.80%

District
3,666 of 4,217
86.93%
% of Students Below Grade Level in Reading

- Region: 92.12% (760 of 825)
- District: 89.76% (4,305 of 4,796)
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 538
Math N Size: 446
- Reading: 83.46%
- Math: 77.80%

District
ELA N Size: 3,075
Math N Size: 2,440
- Reading: 79.90%
- Math: 79.55%
% of Students 2 or More Grade Levels Below

Region
- ELA N Size: 540
- Math N Size: 468
- 88.89% (Math) 86.75% (Reading)

District
- ELA N Size: 3,572
- Math N Size: 2,928
- 85.69% (Math) 87.26% (Reading)
Grade 9 Students with a D or F

Region
348 of 532 Students
65.41%

District
3,026 of 4,885 Students
61.94%
Reclassified English Proficient Students

- Region: RFEP 216, Ready 20, Borderline 0
- District: RFEP 973, Ready 198, Borderline 250

Legend:
- RFEP
- Ready
- Borderline
MCLANE REGION

2023-24 QUARTERLY DATA REPORT

% of Chronically Absent Students

Chronically Absent Students

Region
2,337 of 9,979 Students
23.42%

District
15,625 of 68,071 Students
22.95%
Grade 9 Students with < 90% Attendance in Any Period

Region
295 of 537 Students
54.93%

District
2,190 of 4,899 Students
44.70%
MCLANE REGION

% of Funds Unobligated

Percentage of Uncommitted Funds

- Region: 50.06%
  - $5,148,591.64 of $10,285,192.00

- District: 52.53%
  - $35,433,701.42 of $67,449,361.00
Vacancy Rate: Paraprofessionals

Region
24.5 of 79.4 FTEs
30.85%

District
346.8 of 1,134.8 FTEs
30.56%
MCLANE REGION

2023-24 QUARTERLY DATA REPORT

Work Order Completion

<table>
<thead>
<tr>
<th>Region</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,091 of 1,560 Work Orders</td>
<td>7,716 of 10,562 Work Orders</td>
</tr>
<tr>
<td>69.94%</td>
<td>73.05%</td>
</tr>
</tbody>
</table>

*Fresno Unified School District*
ROOSEVELT REGION
PreK: Communication and Use of Language (Expressive)

- Region N Size: 329
  - Target Not Met: 3.0%
  - Progressing: 15.5%
  - Approaching Mastery: 54.1%
  - Mastery: 27.4%

- District N Size: 2,279
  - Target Not Met: 4.0%
  - Progressing: 22.5%
  - Approaching Mastery: 54.1%
  - Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 326

- Target Not Met: 3.3%
- Progressing: 16.3%
- Approaching Mastery: 72.1%
- Mastery: 8.3%

District
N Size: 2,273

- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
PreK: Phonological Awareness

Region
N Size: 326

- Target Not Met: 2.7%
- Progressing: 25.2%
- Approaching Mastery: 63.5%
- Mastery: 8.6%

District
N Size: 2,266

- Target Not Met: 3.8%
- Progressing: 36.1%
- Approaching Mastery: 51.5%
- Mastery: 8.6%
PreK: Letter and Word Knowledge

Region
N Size: 327

- Target Not Met: 3.7%
- Progressing: 22.9%
- Approaching Mastery: 57.2%
- Mastery: 16.2%

District
N Size: 2,274

- Target Not Met: 3.8%
- Progressing: 23.1%
- Approaching Mastery: 56.6%
- Mastery: 16.5%
TK: Uppercase Letters

- Region
  - N Size: 207
  - Developing: 81.6%
  - Mastery: 18.4%

- District
  - N Size: 1,571
  - Developing: 83.3%
  - Mastery: 16.7%
% of Students Below Grade Level in Reading

- Region: 87.27% (521 of 597)
- District: 86.93% (3,666 of 4,217)
i-Ready: First Grade

% of Students Below Grade Level in Reading

Region
580 of 653
88.82%

District
4,305 of 4,796
89.76%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 498
Math N Size: 401

District
ELA N Size: 3,075
Math N Size: 2,440

Reading
Math

81.33% 78.80% 79.90% 79.55%
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 472
Math N Size: 399

90.04% 90.98%

District
ELA N Size: 3,572
Math N Size: 2,928

85.69% 87.26%
9th Grade D/F Percentages

Grade 9 Students with a D or F

- Region: 71.38% (449 of 629 Students)
- District: 61.94% (3,026 of 4,885 Students)
ROOSEVELT REGION

IEP Incompletion

IEP Incompletion

Region

District

346

20
Reclassified English Proficient Students

- Region: RFEP 176, Ready 29, Borderline 0
- District: RFEP 973, Ready 198, Borderline 250

ROOSEVELT REGION

Reclassification
ROOSEVELT REGION

% of Chronically Absent Students

Chronically Absent Students

Region
2,213 of 9,265 Students

23.89%

District
15,625 of 68,071 Students

22.95%
Grade 9 Students with < 90% Attendance in Any Period

- Region: 53.80% (340 of 632 Students)
- District: 44.70% (2,190 of 4,899 Students)
Percentage of Uncommitted Funds

Region
$5,125,395.07 of $9,974,012.00
51.39%

District
$35,433,701.42 of $67,449,361.00
52.53%
Vacancy Rate: Paraprofessionals

Region
19.2 of 62.6 FTEs
30.77%

District
346.8 of 1,134.8 FTEs
30.56%
ROOSEVELT REGION

Work Order Completion

![Bar Chart]

**Work Order Completion**

- **Region**
  - 71.96%
  - 1,286 of 1,787 Work Orders

- **District**
  - 73.05%
  - 7,716 of 10,562 Work Orders

*Fresno Unified School District*
SUNNYSIDE REGION
PreK: Communication and Use of Language (Expressive)

Region
N Size: 331
- Target Not Met: 5.1%
- Progressing: 21.8%
- Approaching Mastery: 55.6%
- Mastery: 17.5%

District
N Size: 2,279
- Target Not Met: 4.0%
- Progressing: 22.5%
- Approaching Mastery: 54.1%
- Mastery: 19.4%
PreK: Concepts About Print

Region
N Size: 332
- Target Not Met: 5.5%
- Progressing: 27.7%
- Approaching Mastery: 57.5%
- Mastery: 9.3%

District
N Size: 2,273
- Target Not Met: 3.1%
- Progressing: 24.7%
- Approaching Mastery: 61.0%
- Mastery: 11.2%
PreK: Phonological Awareness

- Region: N Size: 331
  - Target Not Met: 6.7%
  - Progressing: 47.1%
  - Approaching Mastery: 36.1%
  - Mastery: 6.9%
- District: N Size: 2,266
  - Target Not Met: 8.6%
  - Progressing: 51.5%
  - Approaching Mastery: 3.8%
  - Mastery: 39.3%
PreK: Letter and Word Knowledge

Region
N Size: 331
- Target Not Met: 8.4%
- Progressing: 14.2%
- Approaching Mastery: 54.1%
- Mastery: 23.3%

District
N Size: 2,274
- Target Not Met: 3.8%
- Progressing: 23.1%
- Approaching Mastery: 56.6%
- Mastery: 16.5%
TK: Lowercase Letters

Region
N Size: 207

- Developing: 94.7%
- Mastery: 5.3%

District
N Size: 1,533

- Developing: 93.6%
- Mastery: 6.4%
% of Students Below Grade Level in Reading

- **Region**: 86.55% (560 of 647)
- **District**: 86.93% (3,666 of 4,217)
% of Students Below Grade Level in Reading

- **Region**: 90.15% of 650 of 721
- **District**: 89.76% of 4,305 of 4,796
% of Students 2 or More Grade Levels Below

Region
ELA N Size: 403
Math N Size: 322

- Reading: 80.40%
- Math: 82.61%

District
ELA N Size: 3,075
Math N Size: 2,440

- Reading: 79.90%
- Math: 79.55%
% of Students 2 or More Grade Levels Below

<table>
<thead>
<tr>
<th>Region</th>
<th>ELA N Size: 581</th>
<th>Math N Size: 485</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>85.54%</td>
<td>Reading</td>
</tr>
<tr>
<td>Reading</td>
<td>88.45%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>ELA N Size: 3,572</th>
<th>Math N Size: 2,928</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>85.69%</td>
<td>Reading</td>
</tr>
<tr>
<td>Reading</td>
<td>87.26%</td>
<td></td>
</tr>
</tbody>
</table>
Grade 9 Students with a D or F

- **Region**: 61.79% (435 of 704 Students)
- **District**: 61.94% (3,026 of 4,885 Students)
Reclassified English Proficient Students

Region

- RFEP: 201
- Ready: 32
- Borderline: 0

District

- RFEP: 973
- Ready: 198
- Borderline: 250
SUNNYSIDE REGION

% of Chronically Absent Students

Chronically Absent Students

- Region: 2,076 of 9,714 Students (21.37%)
- District: 15,625 of 68,071 Students (22.95%)
Grade 9 Students with < 90% Attendance in Any Period

- **Region**: 270 of 705 Students (38.30%)
- **District**: 2,190 of 4,899 Students (44.70%)
Percentage of Uncommitted Funds

- Region: 51.56%
  - $4,605,707.85 of $8,933,332.00
- District: 52.53%
  - $35,433,701.42 of $67,449,361.00
Vacancy Rate: Paraprofessionals

Region
10.5 of 61.7 FTEs
17.02%

District
346.8 of 1,134.8 FTEs
30.56%
Work Order Completion

- Region: 1,046 of 1,421 Work Orders
  - Completion: 73.61%

- District: 7,716 of 10,562 Work Orders
  - Completion: 73.05%