

BOARD OF EDUCATION

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SUPERINTENDENT

Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 16, 2024

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights
S-2 Ambra O'Connor Superintendent Search-Staff and Community
Listening Sessions

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
February 09, 2024

DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer

DEI-1 Rita Baharian Suicide Prevention Board Policy Revisions

INSTRUCTIONAL DIVISION – Natasha Baker, Ed.D., Chief Academic Officer

ID-1 Jeremy Ward Changing Department Name from Extended
Learning to Expanded Learning
ID-2 Marie Williams, Ed.D. Update and Next Steps Regarding the Every
Child is a Reader Literacy Initiative

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: February 16, 2024

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Site visit at Gibson Elementary School
- Attended the CART Board Meeting
- Attended the Dailey Board Meeting
- Met with The Council of the Great City Schools Special Education Review Team
- Held interviews for Principal
- Attended Arbinger Outward Inclusion Training and Outward Inclusion Trainer of Trainers Training


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/16/24

Fresno Unified School District
Board Communication

BC Number S-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Chief of Staff
Cabinet Approval: 

Date: February 16, 2024

Phone Number: 457-3838

Regarding: Superintendent Search- Staff and Community Listening Sessions

The purpose of this communication is to provide the Board information related to community listening sessions which are occurring this month. The process launched the week of February 5, 2024, with multiple listening sessions with all site principals, department leads, labor partners and a teacher focus group. Sessions were also held with the Instructional Leadership Team and department heads. Additionally, Leadership Associates met individually with higher education partners, including State Center Community College District Chancellor Dr. Carol Goldsmith, Fresno State President Dr. Saul Jimenez-Sandoval, and Fresno Pacific University President Dr. Andrew Stephens.

Sessions will resume the week of February 19, 2024, with classified staff, students, and community. Eight regional evening community listening sessions will be held throughout the week, providing a wide array of options for families, staff, and the community to provide input regarding our next Superintendent. Please see the attached schedule for detailed information regarding regional sessions, all of which will have translation services available.

Information regarding the listening session opportunities has been distributed widely online and will be shared directly with staff and parents in each region. In addition to the in-person opportunities, Leadership Associates has created an online survey, which is available on the district website.

Should you have any questions, please contact Ambra O'Connor at 457-3838.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/16/24

Fresno Unified Family

HELP US FIND OUR NEXT SUPERINTENDENT!

Our Board of Education wants your help to identify the desired qualities and characteristics of Fresno Unified's next Superintendent.

Tuesday, February 20th, 2024

5:30pm

**Bullard Cafeteria
5445 N Palm Ave.
Fresno, CA 93704**

Tuesday, February 20th, 2024

7:30pm

**Fresno High Cafeteria
1839 N Echo Ave.
Fresno, CA 93704**

Tuesday, February 20th, 2024

5:30pm

**Edison Cafeteria
540 E California Ave.
Fresno, CA 93706**

Tuesday, February 20th, 2024

7:30pm

**Ahwahnee Cafeteria
1127 E Escalon Ave.
Fresno, CA 93710**

Tuesday, February 20th, 2024

5:30pm

**Sunnyside Cafeteria
1019 S Peach Ave.
Fresno, CA 93727**

Wednesday, February 21st, 2024

5:30pm

**McLane Cafeteria
2727 N Cedar Ave.
Fresno, CA 93703**

Tuesday, February 20th, 2024

7:30pm

**Roosevelt Cafeteria
4250 E Tulare Ave.
Fresno, CA 93702**

Wednesday, February 21st, 2024

7:30pm

**Duncan Cafeteria
4330 E Garland Ave.
Fresno, CA 93726**



Can't make it? Share your thoughts through our online survey at www.fresnounified.org



Fresno Unified School District

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive 
Cabinet Approval: 

Date: February 16, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for February 09, 2024

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 February 09, 2024 are attached and include the following articles:

- State of Emergency and J-13As – February 06, 2024
- Why California Might Mandate the 'Science of Reading' in All Schools – February 07, 2024
- Should California Schools Have to Share Sex Ed Materials Online? One Lawmaker Says Yes – February 08, 2024

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: 02/16/24



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Sacramento

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California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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www.sscal.com

DATE: February 9, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Lawmakers Introduce Noteworthy Education Measures

In last week's *Sacramento Weekly Update*, we highlighted the significant two-year bills (bills that were introduced in 2023) that cleared the January 31 house of origin deadline. This week, we will be highlighting a couple of noteworthy measures introduced this week that would impact local educational agencies (LEAs) if signed into law.

AB 2222—The Science of Reading

On Wednesday, Assemblymember Blanca Rubio (D-Baldwin Park) introduced Assembly Bill (AB) 2222, which would require all California schools to teach the “science of reading,” a phonics-based approach that research has found is a more effective way to teach literacy.

The bill defines the “science of reading” as an interdisciplinary body of scientifically-based research that includes all of the following:

- Informs how pupils learn to read and write proficiently.
- Explains why some pupils have difficulty with reading and writing.
- Indicates that all pupils benefit from explicit and systematic instruction in phonological and phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers.
- Emphasizes the pivotal role of oral language and home language development, particularly for English learners.
- Does not rely on any model for teaching word reading based on meaning, structure and syntax, and visual cues, including a three-cuing approach, with the exception of instruction for pupils who are identified as deaf or hearing impaired.

AB 2222 would require the California Department of Education (CDE) to, by August 30, 2025, designate a county office education (COE) with demonstrated

expertise in the science of reading to serve as the state literacy expert lead. The bill would require the COE state literacy expert lead to, by January 1, 2026, develop a list of professional development and training programs that it recommends and submit the list to the CDE for approval.

Beginning March 1, 2026, the bill would require LEAs to ensure participation in, and would require all applicable personnel to satisfactorily complete an approved professional development and training program listed on the CDE's website by June 30, 2028.

AB 2222 is being cosponsored by advocacy nonprofits EdVoice, Decoding Dyslexia CA, and Families in Schools.

Since AB 2222 looks to mandate how to teach reading in California, it will likely face some scrutiny as mandates typically do. The bill is likely to create a robust discussion about whether California needs to overhaul literacy instruction in order to improve fundamental reading skills in the early grades.

AB 2226—Mandatory Kindergarten

Also introduced on Wednesday was AB 2226 by Assembly Education Committee Chair Al Muratsuchi (D-Torrance). This bill would, beginning with the 2026-27 school year, make the completion of kindergarten a compulsory requirement for a child to be admitted into the first grade, thus making kindergarten a mandatory public-school grade.

An identical version of this bill, Senate Bill (SB) 70 (Rubio, D-Balwin Park), made it Governor Gavin Newsom's desk in 2022. Governor Newsom [vetoed](#) the measure because the bill was estimated to carry an annual Proposition 98 cost of \$268 million. The veto message stated that significant cost measures should be considered and accounted for during the annual State Budget process and that it was important for the state to remain disciplined when it comes to spending.

The 2022 veto message signals that Assemblymember Muratsuchi and the proponents of AB 2226 would have to make the mandatory kindergarten issue a part of the 2024-25 State Budget deliberations in order for it to have success. However, with a projected \$38 billion budget gap and revenues continuing to come in under projections, this proposal faces an uphill battle.

SB 1011—Homeless Encampments Near Schools

On Monday, Senator Brian Jones (R-Santee) introduced SB 1011, which is modeled after the recent [“Unsafe Camping Ordinance,”](#) enacted by the San Diego City Council.

SB 1011 would criminalize homeless encampments within 500 feet of a public or private school, open space, or major transit stop. The bill would also prohibit camping on sidewalks if a homeless shelter is available, and would require a 72-hour warning before an encampment sweep in order to give homeless individuals a chance to find alternatives before the encampment is cleared.

A nearly identical bill introduced by Senator Jones, SB 31, was defeated in the Senate Public Safety Committee last year with a vote of 1-1 (three abstentions). The bill was opposed by a number of homeless advocates and civil rights organizations, including ACLU California Action. Some of the arguments made by members was that this is an issue that should be handled by cities at the local level.

While SB 31 was unsuccessful last year, it only had one Democratic coauthor. This year, SB 1011 includes a Democratic principal coauthor in Senator Blakespear (D-Encinitas) and two Democratic coauthors in

Senator Alvarado-Gil (D-Jackson) and Senator Dodd (D-Napa). In a Legislature dominated by Democratic lawmakers, it is important that a bill such as SB 1011 has bipartisan support and not just support of Republicans.

While bipartisan support should help, the bill will likely be contested and will face a contentious policy hearing from the same groups that opposed it last year.

Next Steps

Policy bills must be in print for at least 30 days before they can be heard by a policy committee, which means that the three bills above will not be heard by a committee until March.

The Legislature has until next Friday, February 16, 2024, to introduce bills. We will continue to monitor the bills being introduced and provide periodic updates in subsequent *Weekly Updates*.

Leilani Aguinaldo

State of Emergency and J-13As

By Wendi McCaskill, Matt Phillips, CPA
School Services of California Inc.'s *Fiscal Report*
February 6, 2024

Governor Gavin Newsom declared a state of emergency in multiple Southern California counties on Sunday, February 4, 2024. The declaration can be found [here](#). As a reminder, if a local educational agency's (LEA) attendance falls below normal attendance levels due to a qualifying emergency event included in a state of emergency declared by the Governor, the LEA can submit a J-13A waiver request (Request for Allowance of Attendance Due to Emergency Conditions) to the California Department of Education (CDE) to recover the lost average daily attendance. Unforeseen inclement weather is considered a qualifying event for a J-13A request. The CDE provides a wealth of information on its J-13A [webpage](#), including the forms needed for submittal and frequently asked questions.

For additional resources on Form J-13A submission, please see our January 2023 *Fiscal Report* article, "[Form J-13A and Recent Storms.](#)"

Note: AB 2222 (Rubio) is backed by Marshall Tuck, who ran for California Superintendent of Public Instruction in 2018 and is now the Chief Executive Officer of EdVoice.

Why California Might Mandate the 'Science of Reading' in All Schools

By Carolyn Jones
CalMatters
February 7, 2024

A new Assembly bill introduced today would require all California schools to teach students to read using the "science of reading," a phonics-based approach that research shows is a more effective way to teach literacy.

AB 2222, introduced by Assemblymember Blanca Rubio, a Democrat from West Covina, is backed by Marshall Tuck, who ran for California superintendent of public instruction in 2018. Tuck is now the chief executive officer of EdVoice, an education policy organization. It's also backed by the advocacy groups Decoding Dyslexia California and Families in Schools.

Many schools in California have already transitioned to the science of reading approach, but some are still using a method known as balanced literacy or whole language, which emphasizes sight recognition of words in addition to phonics. The battle over the best way to teach children to read has been heated, because the stakes are so high: strong literacy skills are linked to higher graduation rates, better employment opportunities, the chances of being incarcerated and the state's overall economy.

Although research is clear that phonics is a more effective approach to literacy, the so-called "reading wars" are far from over. Advocates for English learners have sometimes been reluctant to embrace phonics — which focuses on sounding out words, rather than sight memorization — because it may not take into account

English learners' unique language needs and skills. For example, they might need more help with comprehension and spoken English, rather than phonics.

Martha Hernandez, executive director of Californians Together, which advocates for English learners, had no comment on the bill because she hadn't seen it yet.

But Yolie Flores, president of Families in Schools, which also advocates for English learners as well as other students, said the bill addresses the unique needs of students who are not native English speakers by requiring professional development and any new curriculum to specifically include teaching methods, content and materials to benefit those students.

Ultimately, the matter is too urgent to ignore, Flores said.

"My father never learned to read. He milked cows and picked vegetables. I saw first-hand the lack of agency, lack of power, lack of opportunities he experienced," said Flores, who was an English learner herself. "By not putting into play a comprehensive, systemic solution to our literacy crisis, we are intentionally setting students up for failure."

Teachers unions also have a history of opposing legislation that requires specific teaching methods, particularly related to literacy. Teachers, they have argued, should have the freedom to use whatever approaches work best with their students. The California Teachers Association, the state's largest teachers union, did not immediately respond to a request for a comment.

Training teachers would potentially cost California \$250-300 million, the bill's authors estimate. But eradicating illiteracy would bring enormous economic benefits, increasing the state's gross domestic product by \$360 billion, according to the bill.

The bill is necessary, advocates said, because of California's dismal literacy rate. Only 43% of California third graders were reading at grade level last year, according to the most recent Smarter Balanced test results. Among low-income students and Black and Latino students, the rate was 70%.

"Despite various efforts across the state over the years, we have large numbers of Black, Latino, English learners and students with disabilities still struggling to read by the time they leave elementary school. This has been a known issue for decades," said Heather Calomese, chief policy and advocacy officer at EdVoice. "If we have research and evidence that shows us that there is a more effective way to teach students how to read, why would we not embrace those practices?"

If it passes, the bill would go into effect in 2025.

Note: SB 996 (Wilk, R-Santa Clarita) would require the governing board of a school district to adopt a policy specifying how parents and guardians may inspect the written and audiovisual educational materials used in sexual health education and HIV prevention education.

Should California Schools Have to Share Sex Ed Materials Online? One Lawmaker Says Yes

By Andrew Sheeler
The Sacramento Bee
February 8, 2024

Once again, a Republican California lawmaker has introduced a bill that would amend state law to require school districts to publish sex education and HIV prevention education materials online before they are shown to children.

This time, the effort comes in the form of Senate Bill 996, by Sen. Scott Wilk, R-Santa Clarita.

The bill would amend the California Healthy Youth Act, which went into effect in 2016. It mandates that school districts provide comprehensive sexual health and HIV prevention education at least once in middle school and again in high school.

That law already requires school districts to make such materials available for inspection, but Wilk's bill would go further by mandating that such materials be posted online. It also would require districts to hold publicly advertised meetings to instruct people who to access them.

Previous versions of this bill were introduced by other lawmakers in 2019 and 2021. Both bills died in committee.

Wilk said he was inspired to introduce this latest effort by last year's floor debate over Assemblyman Corey Jackson's Assembly Bill 1078, which barred school districts from banning LGBTQ or racially inclusive books and instructional materials.

That bill bitterly divided Republican and Democratic lawmakers, with Wilk and other Republican senators voting against it, along with Democratic Sen. Marie Alvarado-Gil.

"I was really struck by how everybody was talking over each other and not listening," Wilk told *The Sacramento Bee* in a recent interview.

He said his intention with SB 996 was to foster greater collaboration between parents and schools on a sensitive subject.

"Basically, it's just a transparency bill, so parents have access to it," Wilk said.

Though the bill has yet to be assigned to a committee, it likely will end up before the Senate Education Committee, chaired by Sen. Josh Newman, D-Anaheim.

Wilk said he hasn't yet spoken to Newman about the bill, nor has he sought co-authors for it.

Asked whether the bill has any sponsors or supporters outside the Legislature, Wilk said no. However, the conservative group the California Family Council has championed previous attempts to get a similar law passed.

At the California Department of Education, spokesman Brody Fernandez told The Bee in a statement that his department is “monitoring the bill’s referral to committee and pending analysis.”

Jennifer Wonnacott of Planned Parenthood Affiliates of California, which advocates for comprehensive sexual health education in state schools, said that her organization is still reviewing newly introduced legislation and has not yet taken an official position.

“However, we do generally oppose efforts to hinder access to full and comprehensive health education as required by CHYA,” she said.

Asked whether his bill would lead to outside parties stirring up outrage over educational materials they disagreed with, Wilk disagreed.

“I think there’s probably more outrage if there’s information and you can’t find it,” he said.

Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Prevention & Intervention Executive
Cabinet Approval:

Date: February 16, 2024

Phone Number: 457-3341

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Regarding: Suicide Prevention Board Policy Revisions

The purpose of this board communication is to provide the Board with information regarding the proposed changes to the existing Suicide Prevention Board Policy (BP) 5141.52 submitted for Board approval on February 21, 2024.

The California Department of Education has made recommendations to ensure that families and students can access and understand the Suicide Prevention BP. CDE requires the Suicide Prevention BP to be at a sixth grade or lower reading level based on the Flesch Kincaid readability scoring method. CDE requested we utilize the Flesch Kincaid readability tool within the Microsoft Word software.

The current Suicide Prevention BP 5141.52. reads at a 15.4 grade level according to the Flesch Kincaid and is 14-pages in length. To increase accessibility for families and students, the revised board policy submitted includes reducing language, word choice, and vocabulary while maintaining the intended meaning of the BP. The revised BP now reads at a 6.9 grade level and is 6 pages long. With the revisions, we hope to better support families with information that is easy to interpret in a time of crisis.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at 457-3342


Approved by Superintendent
Robert G. Nelson Ed.D.

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Date: 02/16/24

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: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: February 16, 2024

Phone Number: 248-7465

Regarding: Changing Department Name from Extended Learning to Expanded Learning

The purpose of this communication is to provide the Board with information regarding the changing of the title Extended Learning Department, housed within the College and Career Readiness Department, to the Expanded Learning Department.

The Expanded Learning Department within the California Department of Education (CDE) provides oversight and funding for Fresno Unified School District's after-school and intersession programs during out-of-school time through the Expanded Learning Opportunities Program, After School Education and Safety, 21st Century Community Learning Centers, and 21st Century After School Safety and Enrichment for Teens Program.

In an effort to better align and avoid confusion with CDE protocols and processes, Fresno Unified's Extended Learning Department will be changed to the title Expanded Learning Department.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7465.


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



Date: 02/16/24

Fresno Unified School District
Board Communication

BC Number ID-2

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

Date: February 16, 2024

Phone Number: 457-3731

Regarding: Update and Next Steps Regarding the Every Child is a Reader Literacy Initiative

The purpose of this board communication is to provide the Board with an update on the district's Every Child Is A Reader Literacy initiative.

Since presenting their regional literacy plans to Superintendent Nelson and regional Board Trustees, principal supervisors, site leaders, teachers, and staff have been implementing their regional literacy plans with a focus on reaching their outlined goals for students in prekindergarten (PreK), transitional kindergarten, kindergarten, and first grade.

Board binders will be provided at the board meeting this week and include the following implementation update documents:

- Revised Regional Literacy Plans (English only version, as translations are in progress).
- Regional quarter two data progress reports and key indicators including one-page overviews.
- Regional one-page literacy plan implementation updates.
- Summary of research regarding literacy, best practice approaches and programs.
- Every Child is A Reader literacy plan implementation timeline.

The District also has literacy supports for secondary students. These supports are being revisited to improve consistency, implementation, and impact. We will include secondary components in the revision of the literacy plans. Currently, for secondary students, the district provides support for secondary students in need of reading intervention. At secondary schools, Reading Apprenticeship supports students' access to grade-level text and develops literacy skills in English, science, and history/social science. Read 180 is being piloted at four sites and provides targeted small-group instruction. Aligned to the science of reading, Read 180 builds foundational literacy skills. Secondary schools received 25,000 high-interest books that offer choice and diverse perspectives, strengthen comprehension, and promote independent reading.

The following is a timeline of the district's Every Child Is A Reader initiative:

- March 2023: The literacy planning team began research and developed objectives, created benchmarks, and gathered an inventory of resources.
- April 2023: The literacy planning team convened a Literacy Task Force to gather input from a variety of educational partners. The Task Force recommended the following areas of focus: PreK-first grade classroom instruction; high quality supports, and family and community partnerships.
- May 2023: A draft of the literacy plan template with metrics and quarterly progress monitoring was created. Department action planning, training, and implementation began.
- June/July 2023: The literacy planning team and supervisors of schools crafted feedback loops, educational partner communication and expectations for an actionable literacy plan document. Task Force recommendations were approved by the Board of Trustees on June 14, 2023.

- August 2023: Supervisors of schools worked with site leaders to finalize draft literacy plans which included the following common components: assessment and progress monitoring, expenditures, literacy walks, current research, professional learning, and family outreach.
- September 2023: All regional literacy plans were presented to Superintendent Nelson, the regional Board Trustee, and other district and school site staff.
- October/November 2023: All draft regional plans were submitted, and feedback and edits were obtained from all educational partners.
- December/January 2024: Editing, formatting, and translation services are currently in progress for all regional literacy plans. Teachers and site leaders are engaged in professional learning sessions, while family literacy nights and literacy walks, with Board Trustees and other district staff, are actively taking place.
- February/March 2024: The final regional literacy plan document will be published in three languages (English, Spanish, and Hmong). The district's literacy resource website will launch and will culminate with the Every Child Is A Reader celebration while quarterly progress is shared and reviewed for course correction and support throughout the year.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Pam Taylor at 457-3874.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/16/24

Bullard Region Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for Kinder, First Grade and RSP Teachers.	Topics: Reading foundational skills, use of Wonders, best practices to teach phonics and phonemic awareness, structure for literacy block. Provider: CIPL	Dates: Kinder Day 1 Feb 13 @ Slater Feb 15 @ Powers 1st Grade Day 1 Feb 20 @ Slater Feb 22 @ Powers	Dates: Kinder Day 2 Feb 20 @ Slater Feb 22 @ Powers 1st Grade Day 2 March 13 March 14
	Topic: Phonics and Phonemic Awareness Provider: Orton Gillingham Training	TBD Waiting for RFP approval	
Professional Learning for Academic Coaches	Topic: Phonics and Phonemic Awareness Provider: IMSE	Dates: February and March	
Professional Learning for Paraprofessionals	Topics: Small group instruction, supporting struggling readers, Phonics and Phonemic Awareness at the Core, Writing and Spelling for Young Learners Provider: Nancy Ahkavan	Dates: February 29 May 4 February 3, April 11 March 16 Paraprofessionals will be provided a sub or supplemental time to attend training.	
Materials to Support with Phonics and Phonemic Awareness	Decodable reader orders have been or are being placed for schools.		

Tier II Instruction

Fluency in 1 st and 2 nd Grade	Topic: SMART Goal Development, Progress Monitoring, Intervention for Students Below Fluency Benchmarks Provider: Breakthrough Leadership. Each team will be provided with a coach from the DM Group.	Dates: March 4-8, March 18-22, April 8-12, April 22-26 Monday – Tatarian Tuesday – Lawless, Starr, Gibson, Powers Wednesday – Slater Thursday – Kratt, Figarden, Malloch
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Parent/Community Outreach

Materials to Support with Reading at Home	Order is being placed for all students to receive two book drops – Spring Break and Summer.
Literacy Events for Parents	Dates: TBD. Waiting for RFP approval for Success Together

Administrator Actions/Learning

Debrief of CIPL Training and Development of Regional Commitments	Dates February 26/March

Edison Region Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for Principals, Vice Principals, Coaches and TSAs	Topic: Session #1 Introduction to the Lit Six and Early Literacy Initiative (4 hours) Provider: Nancy Akhavan Educational Consulting Location: Addams Date: 12/6, 12/7	
	Topic: Session #2 Change Management and Implementation of the Literacy Initiative (4 hours) Provider: Nancy Akhavan Educational Consulting Location: Columbia Date: 1/22, 1/23	
	Topic: Session #3 Phonemic Awareness and Phonics Work (4 hours) Provider: Nancy Akhavan Educational Consulting Location: Columbia Dates: 2/28, 2/29	
	Topic: Session #4 Small Group Instruction and Independent Reading (4 hours) Provider: Nancy Akhavan Educational Consulting Location: Sunset Dates: 4/16, 4/17	
Teacher Professional Learning and classroom walks	Topics: Lit Six-Phonemic Awareness and Phonics, Vocabulary-Language, Small Group Instruction and Independent Reading, Read Aloud, Shared Reading, Writing Provider: Nancy Akhavan Educational Consulting Location: Addams, eLearn, Kirk, Columbia, and Sunset Dates: Varies by site throughout the months of December-May. All sites will have 4 PL sessions of at least 1.5 hours and 3 half day opportunities to walk classrooms with coach and PLC learning and implementing the Literacy 6 components of an effective reading program while observing classrooms.	
Professional Learning for Paraprofessionals	Topics: Small group instruction, supporting struggling readers, Phonics and Phonemic Awareness at the Core, Writing and Spelling for Young Learners Provider: Nancy Ahkavan	Dates: February 29 May 4 February 3, April 11 March 16 Paraprofessionals will be provided a sub or supplemental time to attend training.

Tier 2 Supports

Classroom tutors for K-1	School sites with CA state literacy coaches and reading specialists grant (Columbia, Lincoln, King and Addams) are contracting with existing vendors to increase tutors in the K-1 classrooms. Sunset and Kirk are awaiting the RFQ process to start contracts with ELF and Moreno Institute.
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Instructional Materials

Computers for K-1 students	Classroom sets of computers for all K-1 classrooms. Kirk and Addams have received order. Lincoln, Columbia and Sunset are delayed due to purchasing exception committee.
Materials for Teachers	Materials and resources from Nancy Akhavan including books, instructional materials and sample lesson plans on the Literacy 6

Parent/Community Outreach

Materials to Support with Reading at Home	Just Right Readers-leveled readers for all TK-1 students. Orders are being placed for all students to receive three book drops – Spring Break, April and Summer.
Literacy Events for Parents	Dates: TBD. Waiting for RFQ approval for Success Together February 16 th : Edison Regional Family Engagement Night

Fresno Region Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for Kinder, First Grade Teachers, Academic Coaches, co-administrators, principals	Topics: <ul style="list-style-type: none"> Literacy as Equity What is Excellent Foundational Skills Instruction? Phonological and Phonemic Awareness Phonics and Word Recognition Fluency and Connected Text Provider: TNTP/Project ARISE	Dates: <ul style="list-style-type: none"> Jan 24th: Launch spring literacy work. Asynchronous Course Modules (Module 1 Jan/Feb, Module 2 February, Module 3 March, Module 4 April, Module 5 May) followed by monthly on-site coaching/application sessions
Collect a “snapshot” of Tier 1 across the region to guide planning	Purpose and Structure: <ul style="list-style-type: none"> Create an “opportunity snapshot” of 4 components: grade-appropriate tasks, strong instruction, deep engagement, and high expectations. TNTP conducts a random sampling of classrooms, student work, surveys, focus groups that represent student experiences in literacy. 	Dates: <ul style="list-style-type: none"> Classroom visits and focus groups scheduled between Feb 20 and March 4th Surveys conducted and sample assignments uploaded Feb and March Snapshot completed and shared end of May
Professional Learning for Principals	Content and Structure: <ul style="list-style-type: none"> Project ARISE modules Regional monthly leadership learning to process the learning topics in modules and build capacity around early literacy On-site 1 on 1 leader learning and strategic planning Provider: TNTP	Dates: <ul style="list-style-type: none"> Week of 1/29-2/2: principals meet with TNTP coach to plan PL Monthly leadership sessions: 2/5, 3/11, 4/15, 5/20, 6/3 1:1 site coaching/planning and walks monthly (Feb through May)
Professional Learning for Paraprofessionals	Topics: Small group instruction, supporting struggling readers, Phonics and Phonemic Awareness at the Core, Writing and Spelling for Young Learners Provider: Nancy Ahkavan	Dates: February 29, March 16, April 11, May 4 Paraprofessionals will be provided a sub or supplemental time to attend training.
Materials to Support	Decodable reader orders have been or are being placed for schools.	

Tier II Instruction

Support for RTI	<ul style="list-style-type: none"> Teaching Fellows/Tutors to support RTI and small group instruction. Contract with ELF, CTFE, and Moreno Institute in process with a goal to add 3-5 per school site. i-Ready Learning Teacher Toolbox ordered or in progress.
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Parent/Community Outreach

Materials to Support with Reading at Home	Order is being placed for all students to receive two <i>Just Right Reader</i> book drops – Spring Break and Summer.
Literacy Events for Parents	Spring dates TBD. Waiting for RFQ approval for Success Together April 8: Fresno Regional Engagement Event (with Parent University)

Administrator Actions/Learning

Planning for: Professional Learning, TNTP work, and regional commitments	Dates: 11/13, 12/7, 1/9, 1/18, 1/31, 2/5, 3/11, 4/15, 5/20, 6/3
Principals took roles to lead different components of the literacy plan	TNTP Liaison: Jones, Marquez/Sawyer, Wheeler Teaching Fellows/Tutors: Price, Gemetti Materials & Supplies/POs: Duran, Woods, Johnson Family Engagement: Grant, Ponce

Hoover Region Literacy Plan Implementation Update	
Tier I Instruction	
Professional Learning for Principals	Topic: Introduction to the Lit Six and Early Literacy Initiative (4 hours) Provider: Nancy Akhavan Educational Consulting Location: Centennial Date: 12/6
	Topic: Change Management and Implementation of the Literacy Initiative (3 hours) Provider: Nancy Akhavan Educational Consulting Location: Centennial Date: 1/30
	Topic: Session #3 and #4 Provider: Nancy Akhavan Educational Consulting Location: Centennial Dates: 2/27 & 4/17
Professional Learning for Vice Principals, Academic Coaches and TSAs	Topic: Introduction to the Lit Six and Early Literacy Initiative (4 hours) Provider: Nancy Akhavan Educational Consulting Date: 12/7 Location: Centennial
	Topic: Session #2 and #3 Provider: Nancy Akhavan Educational Consulting Location: Centennial Dates: 2/28 & 4/16
Professional Learning for Teachers	Topic: Introduction to the Lit Six/Phonemic Awareness and Phonics (1.5 hours) Provider: Nancy Akhavan Educational Consulting Date: In the month of January 10 of 10 elementary sites completed PL session #1.
	Topic: Literacy Walks and Coaching focused on Phonemic Awareness and Phonics (12 hours) Provider: Nancy Akhavan Educational Consulting Dates: All sites will engage in two sessions this Spring semester.
	Topic: Sessions #2 and #3 Provider: Nancy Akhavan Educational Consulting Dates: All sites are scheduling and additional four hours of Professional Learning with their assigned facilitators for the remainder of the Spring semester.
Parent/Community Outreach	
Materials to Support with Reading at Home	Order is being placed for all students to receive two book drops – Spring Break and Summer.
Literacy Events for Parents	Dates: TBD. Waiting for RFP approval for Success Together
Principal Meetings and Structures	
Hoover Principal Literacy Baseline Walks	Principals visited early learning classrooms to identify best practices and identify their own learning needs. Dates: 11/14/23 and 11/15/23
Hoover Principal Bi-Weekly Meetings	Principals meet bi-weekly to ensure the Literacy Plan is being driven collaboratively with all partners. Dates: 10/16, 11/6, 11/27, 12/11, 1/22, and 2/5

McLane Region Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for TK, Kinder, First Grade Lead Teachers	Topics: Lead Teachers: reading foundational skills, use of Wonders, best practices to teach phonics and phonemic awareness, structure for literacy block. Region is in year 2 of the professional learning series.	Dates: ILT Regional PL- 2 Session in the Fall 2/5/24 3/11/24
	Provider: CIPL	
	Topic: Phonics and Phonemic Awareness	TBD Waiting for RFQ approval
	Provider: Orton Gillingham Training	
Professional Learning for Academic Coaches	Topic: Orton Gillingham Phonics and Phonemic Awareness Provider: IMSE & Cullinan	Dates: February -April, dates to be finalized once approved by Board
Professional Learning for Assessment of Benchmark Assessment System (BAS). Each School identified staff that would BAS K-1 students.	Topics: How to administer BAS/alignment in McLane Region Provider: EL Services & CIPL	Dates: 11/27/23 (2 make-up sessions were provided for employees that couldn't make the regional training).
Materials to Support with Phonics and Phonemic Awareness	Decodable readers ordered from "Just Right Readers" have been placed for McLane schools. High Frequency Words (HFW) kits were sent home to every McLane region Kindergartner to support practice at home.	

Tier II Instruction

HFW Focus for grades TK-1	Topic: Focus on HFW practice and instruction. Provider: CIPL	Dates: ILT Regional PL 2/5/24 3/11/24
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Parent/Community Outreach

Materials to Support with Reading at Home	Order in progress with Just Right Reader for all students to receive two book drops – Spring Break and Summer.
Literacy Events for Parents	Dates: May (TBD) in partnership with Parent University at McLane High School.

Administrator Actions/Learning

Principal Literacy Walks- All elementary +Scandinavian MS	Dates: 11/14 Turner 11/15 Wishon
McLane Region: Clarity & Engagement Walks with Principals and SOS	Fall Dates: (Spring dates TBA) Addicott 2/1/24 Hidalgo 1/7/24 Rowell 1/10/24 Birney 1/24/24 Leavenworth 1/16/24 Scan 1/25/24 Ericson 1/24/24 Mayfair 1/7/24 Turner 1/12/24 Ewing 1/13/24 McLane 1/31/24 Wishon 1/13/24 Norseman 1/5/24 Yosemite 1/26/24

Roosevelt Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for Teachers, & Site Academic Coaches	Topics: LETRS (Language Essentials for Teachers of Reading and Spelling) is a comprehensive professional learning series that teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language. Provider: Lexia	Dates: Unit 1: Oct. 9 th @ Jackson, Jefferson, & Vang Pao Unit 2: Nov. 14 th & 15 th / 18 th / 20 th @ Various locations Unit 3: March 4 th @ Jackson, Jefferson, & Vang Pao Unit 4: May 14 th & 15 th / 18 th @ Various locations
	Topics: Application of LETRS (Bridge to Practice) along with admin look-fors for literacy components Provider: Lexia + Site based coach and TSA	Awaiting confirmation of training for site-based academic coaches and TSA from Lexia team
	Topic: Guided Reading/Small Group Instruction Provider: Heinemann or Scholastic	Current training completed @ 4/11 sites Lane, Jefferson, Vang Pao and Webster other sites have quotes but awaiting RFQ approval
	Topic: PLC+ Conference to strengthen site-based PLCs Provider: Corwin	Admin along with lead teachers will attend the virtual Conference on March 5 th & 6 th
Materials to increase student's opportunities for reading	<ul style="list-style-type: none"> - Decodable readers have been ordered and are awaiting delivery to school sites - Heggerty and additional supplemental materials ordered for all K-3 teachers - Increase Science leveled text @ each site - Ordering in Progress for R.I.R.A. (Repeated Interactive Read Aloud) books for TK/K teachers - Additional computers and headphones ordered for daily classroom instruction 	

Tier II Instruction

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Topic: Progress Monitoring, Intervention for Students Below Benchmarks Provider: Amplify	Dates: Nov 27 th & Dec. 5 th <ul style="list-style-type: none"> - Overview & testing protocols w/ Deeds Gill Jan 18th – Use of mClass platform for DIBELS test Feb. 15th – Review of results and utilizing data to impact instruction
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Parent/Community Outreach

Materials to Support with Reading at Home	Order is being placed for all students to receive three book drops from Just Right Readers – February - Spring Break - Summer
Literacy Events for Parents	Dates: Balderas pilot with Nov. 8 th Literacy Event sponsored by Scholastic Roosevelt Regional Engagement Event (March 18 th @ RHS) - Requested meeting with regional principals & Parent University to plan event details

Administrator Actions/Learning

LETRS training for Principals and Vice Principals	Dates: Dec. 7 th & 8 th = Unit 1 April 3 rd & 4 th = Unit 2
Literacy Walks for principals	Yokomi – Feb. 15 th – Focus on Science integration in literacy Jefferson – March – Focus on progress monitoring/goal setting Vang Pao – April – Focus on Tier 2 & 3 Supports Anthony – May – Focus on Strategic planning
Regional Admin Literacy Updates	Dates: Oct. 18 th – Nov. 6 th – Dec. 11 th – Jan. 30 th Upcoming date in Feb to review Benchmark Assessment System (BAS) data and share current practices and discuss next steps

Sunnyside Region Literacy Plan Implementation Update

Tier I Instruction

Professional Learning for Preschool, TK, Kinder, First Grade Teachers.	<p>Topics: Culturally Validating Pedagogy focusing on Literacy</p> <p>Provider: Waiting for RFQ approval for Intercultural Innovations, Inc.</p>	<p>Dates: August 5/6 2024</p>	<p>Dates: Sept. 2-13 Oct. 7-18 Nov. 4-15 Dec. 2-13 Jan. 13-24 Feb. 3-14 Mar. 4-14 Mar. 31- Apr. 11</p>
	<p>Topic: Phonics and Phonemic Awareness</p> <p>Provider: Orton Gillingham Training</p>	<p>TBD Waiting for RFQ approval</p>	
Professional Learning for PS-1 Teachers and Academic Coaches	<p>Topic: Phonics and Phonemic Awareness</p> <p>Provider: IMSE</p>	<p>Dates: February and March</p>	
Professional Learning for Paraprofessionals	<p>Topics: Small group instruction, supporting struggling readers, Phonics and Phonemic Awareness at the Core, CLEAR (Culture, Learning, Equitable, Achievement, Responsive) Instructional Framework for early literacy.</p> <p>Provider: TBD</p>	<p>Dates: SY25-26</p> <p>Paraprofessionals will be provided a sub or supplemental time to attend training.</p>	
Materials to Support with Phonics and Phonemic Awareness	<p>Decodable reader and culturally relevant reading materials will be ordered for each elementary school.</p>		

Tier II Instruction

Disciplinary Literacy PS-12 Grade	<p>Topic: SMART Goal Development, Progress Monitoring, Vertical Articulation for Literacy Initiative</p> <p>Provider: Playmakers, LLC.</p>	<p>Dates: TBD</p>
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Parent/Community Outreach

Materials to Support with Reading at Home	<p>Order is being placed for all students to receive two Just Right Reader book drops – Spring Break and Summer.</p>
Literacy Events for Parents	<p>Dates: TBD. Waiting for RFQ approval for Success Together Sunnyside Regional Family Engagement Event (Feb 25)</p>

Administrator Actions/Learning

Debrief of Early Learning Training and Development of Regional Commitments	<p>Dates: March/April 2024</p>
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Philosophies Of How To Teach Reading

Overview

Fresno Unified School District (FUSD) has a diverse array of guidance documents, and organizational structures geared towards enhancing literacy among its students. In alignment with this commitment, the "Every Child Is A Reader Initiative" endeavors to harmonize and embed these resources across our regional-specific plans. Recognizing the unique context of each school within the district, it is imperative to acknowledge that no single method will best suit a particular student and what drives student achievement in one setting may not necessarily be applicable to another. In navigating this complexity, FUSD embraces various educational philosophies that serve as guiding principles in shaping our literacy models. These philosophies, woven into the fabric of FUSD, encompass a spectrum of approaches aimed at fostering effective reading instruction and student engagement.

Science of Reading

The Science of Reading is a vast interdisciplinary body of scientifically evidence-based research about reading and issues related to reading and writing. It is based on 5 main ideas. Embedded within all regions of FUSD.

- **Phonemic Awareness** – The ability to identify and play with individual sounds in spoken words.
- **Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter- sound relationships and spelling patterns.
- **Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.
- **Vocabulary** - Knowing what words mean and how to say and use them correctly.
- **Comprehension** - The ability to understand what you are reading.

Resources: <https://improvingliteracy.org/brief/science-reading-basics>,
<https://www.thereadingleague.org/what-is-the-science-of-reading/>

Balanced Literacy/Whole Language

Balanced literacy also known as whole language refers to an instructional approach that involves a balance between teacher-led reading and writing instruction and independent learning. Typically, a balanced literacy framework consists of the following components. Embedded within all regions of FUSD.

- **Reading Workshop** – includes opportunities for Guided Reading, Shared Reading, and Independent Reading
- **Writing Workshop** - includes opportunities for Shared Writing, Guided Writing, and Independent Writing
- **Word Work** - with the goal of guiding students to become more fluent readers and writers.
- Experience independent reading
- Gain exposure to authentic text

Resources: <https://www.learninga-z.com/site/company/what-we-do/balanced-literacy>

<https://journal.imse.com/what-is-balanced-literacy/>

Guided Reading

A small-group practice in which students read texts at their reading level, guided reading provides one way for teachers to support each reader's development as they process texts that appropriately challenge them.

Roosevelt Region exemplar.

- Small group instruction
- The teacher provides explicit teaching and support for reading increasingly challenging texts
- Texts are at students instructional reading level
- Children read the whole text
- Teaching is responsive to individual student strengths and needs.

Resources:

<https://fpblog.fountasandpinnell.com/what-is-guided-reading>

<https://www.learninga-z.com/site/resources/breakroom-blog/what-is-guided-reading>

Heggerty

Heggerty is a phonemic awareness curriculum that helps to improve literacy scores and students phonological awareness. Lessons focus on rhyming, phoneme isolation with initial, final and medial sounds, blending, segmenting, adding, deleting and substituting. Heggerty is standard practice in the Bullard region.

- Phonemic Awareness Lessons
- Bridge to Reading Foundational Skills
- Decodable Books
- Bridge to Writing Curriculum
- Alphabet Cards
- Professional Development

Resources:

<https://heggerty.org/resources/blog-post/michael-heggerty-legacy/>

<https://heggerty.org/shop/>

Orton Gillingham

Orton-Gillingham is a Structured Literacy approach to reading instruction for students with "word-blindness," which would later become known as dyslexia. This approach combines direct, multi-sensory teaching strategies paired with systematic, sequential lessons focused on phonics. Orton Gillingham used within the Edison, Fresno, Mclane, and Bullard Regions.

- Highly structured approach
- Multi-sensory learning
- Small group instruction with kids of same skill level
- Skill must be mastered before moving to next skillset

Resources:

<https://www.orton-gillingham.com/approach/>

<https://www.readingrockets.org/topics/dyslexia/articles/orton-gillingham-what-you-need-know#:~:text=Orton%E2%80%93Gillingham%20focuses%20on%20teaching,pathways%20to%20help%20kids%20learn.>

Nancy Akhavan

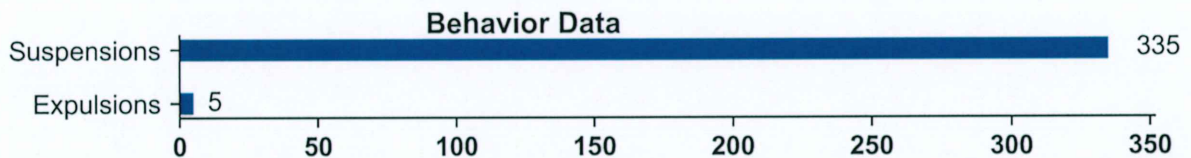
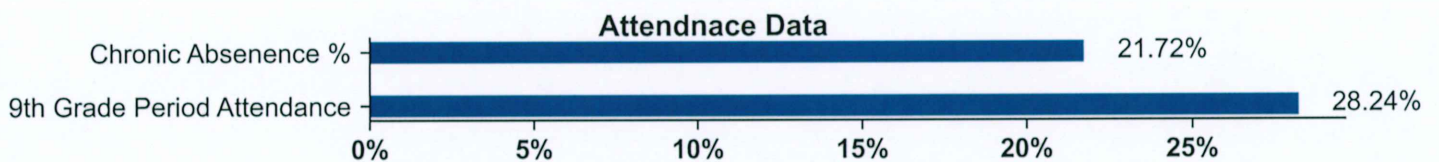
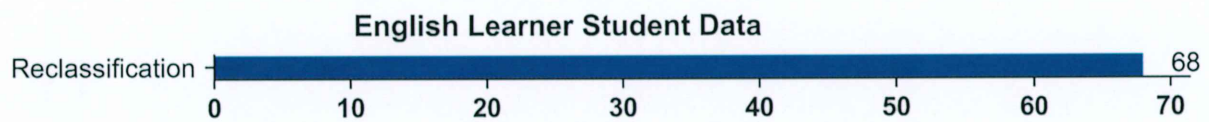
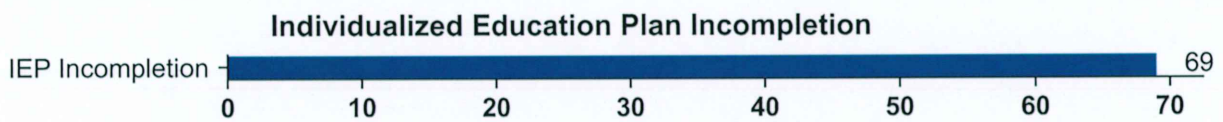
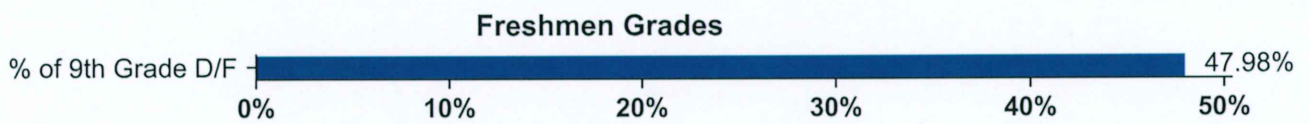
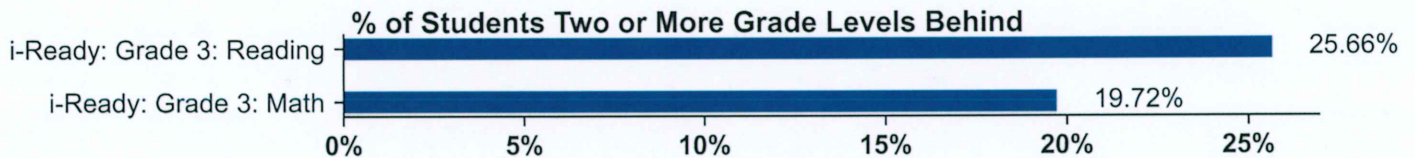
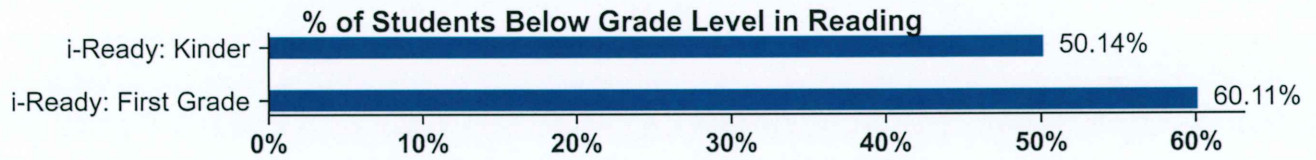
Nancy Akhavan empowers educators through expert coaching and consulting in literacy, mathematics, content area instruction and leadership. The focus is on implementing high impact practices across all classrooms and all grade levels while addressing disproportionality. Professional growth opportunities have been utilized with leaders and teachers to increase the effectiveness of equitable instructional practices for all learners, particularly for students who are historically underserved within the Edison Region.

- Job embedded coaching
- Specialized academies
- Accelerated Language Learning (ALL) with Lit Six an ELD program
- Working on Writing (WoW) with Lit Six
- Love and Literacy -A-Trauma-Sensitive Approach to Literacy Instruction

Resources: <https://nancyakhavanconsulting.com/about/> <https://nancyakhavanconsulting.com/services/>



Bullard Region Quarter 2 Progress and Key Indicators



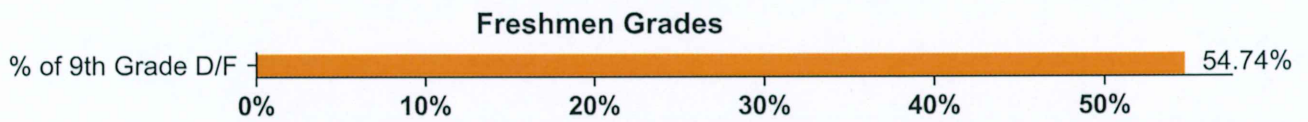
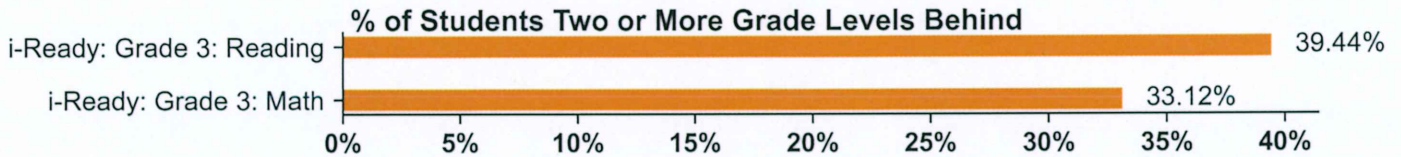
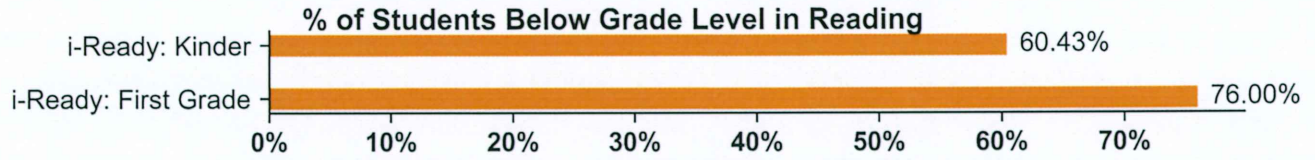
Notes:

Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 700 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are not comparable (approx. 700 vs approx. 300). The IEP incompleteness rate increased. In Quarter 1 29 plans were late vs 69 in Quarter 2. Reclassification accelerated with 68 students reclassified in Quarter 2 compared with 24 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed significant improvement. All discipline indicators showed a significant increase.

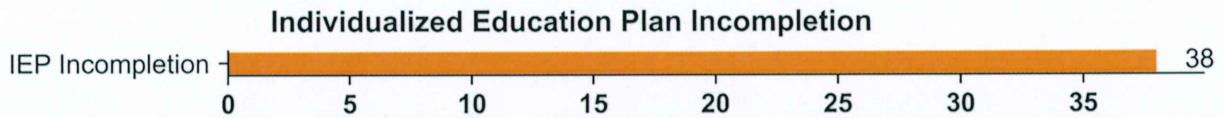




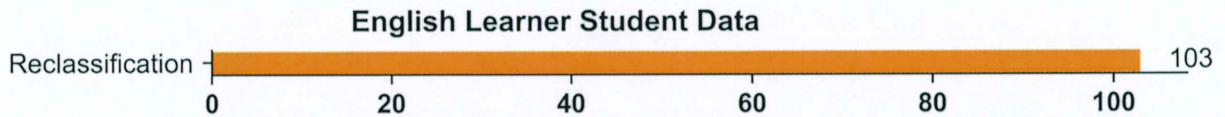
Edison Region Quarter 2 Progress and Key Indicators



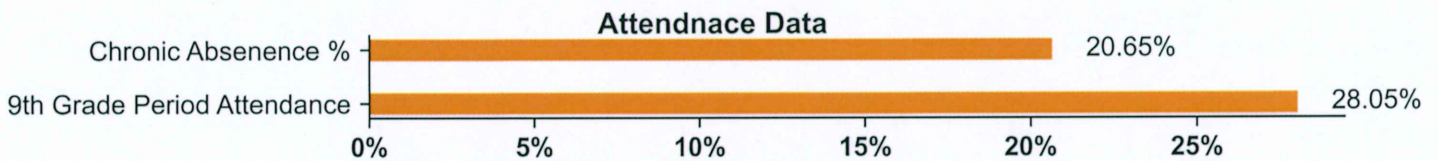
Notes: Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 400 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are significantly different (approx. 450 vs approx. 330).



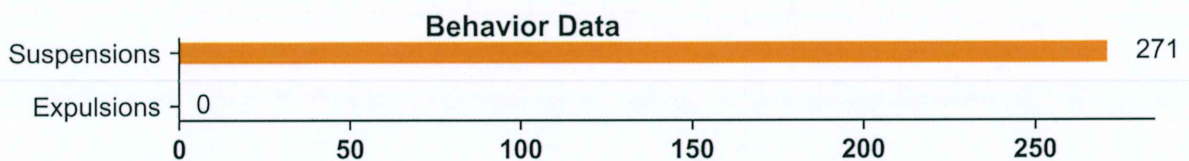
Notes: The IEP incompletion rate remained similar. In Quarter 1, 39 plans were late vs 38 in Quarter 2. Reclassification accelerated with 103 students reclassified in Quarter 2 compared with 29 in Quarter 1. Absenteeism rates and suspensions showed a significant increase. No Expulsions occurred during the quarter



Notes: Reclassification accelerated with 103 students reclassified in Quarter 2 compared with 29 in Quarter 1.



Notes: Absenteeism rates showed a significant increase.

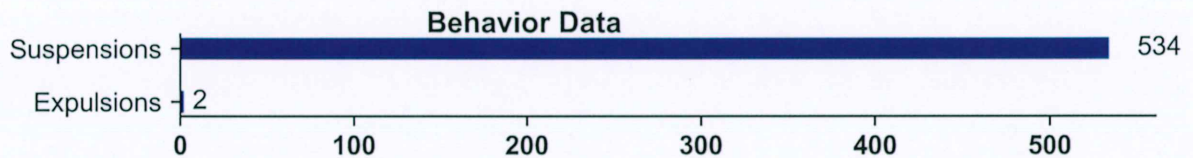
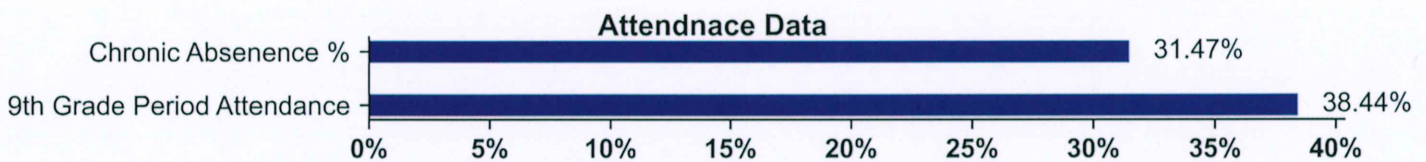
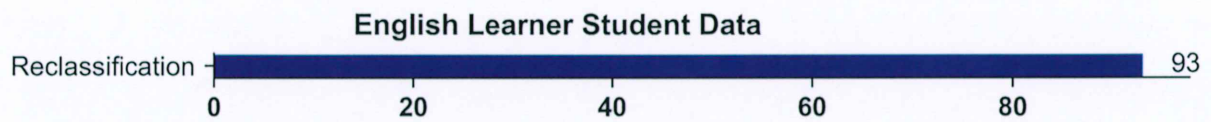
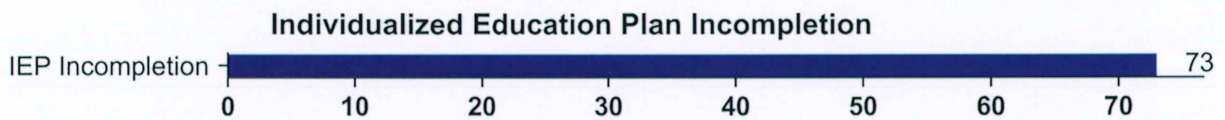
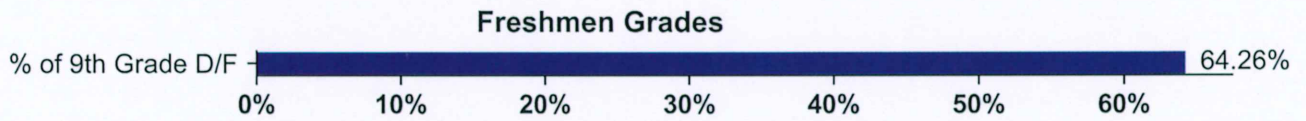
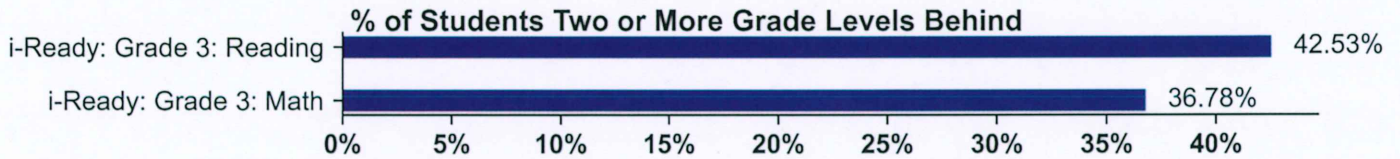
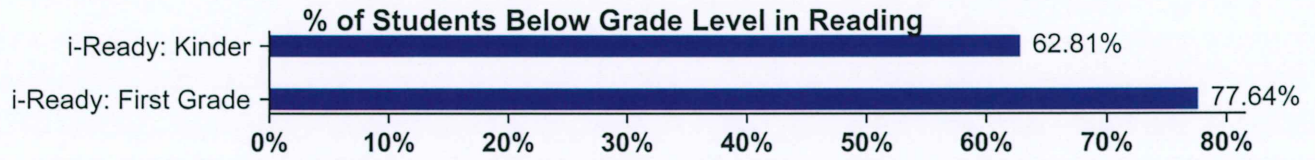


Notes: Absenteeism rates and suspensions showed a significant increase. No Expulsions occurred during the quarter





Fresno Region Quarter 2 Progress and Key Indicators



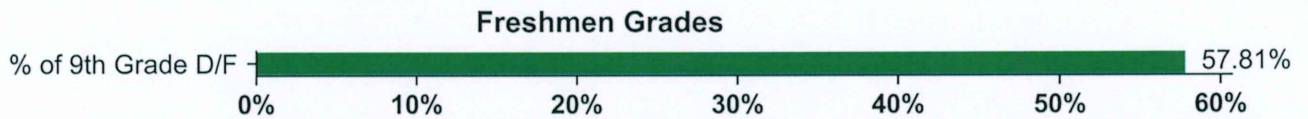
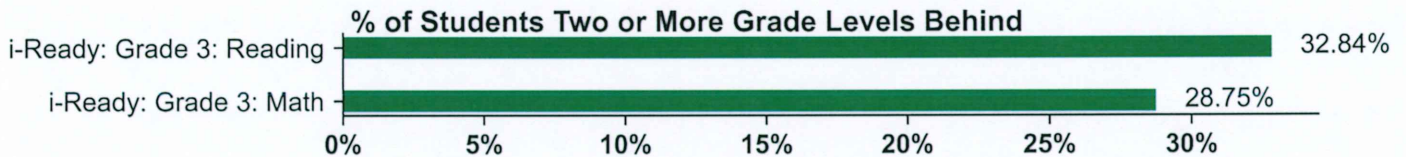
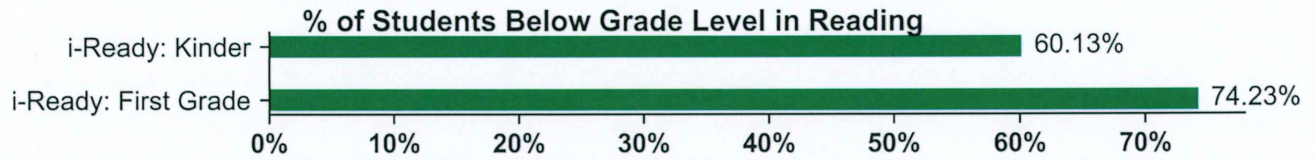
Notes:

Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 600-670 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are significantly different (approx. 650 vs approx. 475). The IEP incompletion rate increased. In Quarter 1, 44 plans were late vs 73 in Quarter 2. Reclassification accelerated with 93 students reclassified in Quarter 2 compared with 18 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed improvement. Discipline indicators showed a significant increase. All expulsions for this region occurred during Quarter 2.

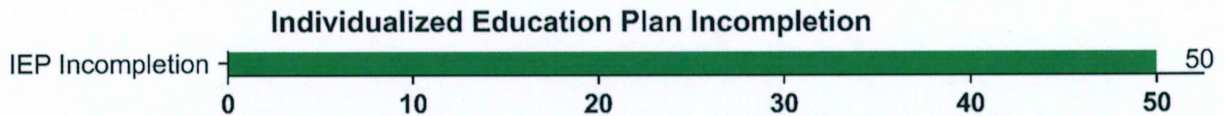




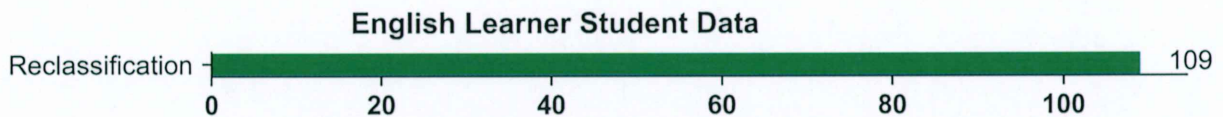
Hoover Region Quarter 2 Progress and Key Indicators



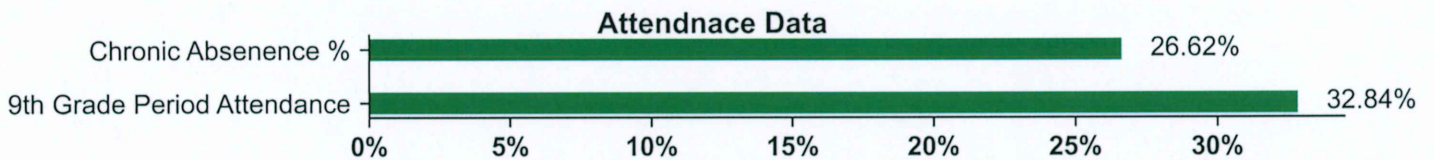
Notes: Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 750 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are not comparable (approx. 800 vs approx. 480).



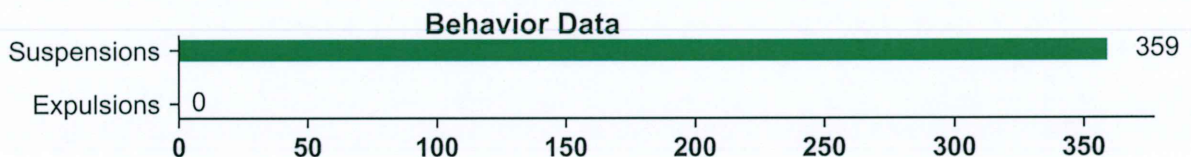
Notes: The IEP incompletion rate improved. In Quarter 1 67 plans were late vs 50 in Quarter 2



Notes: Reclassification accelerated with 109 students reclassified in Quarter 2 compared with 21 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed improvement. Suspensions increased significantly. No expulsions have occurred in this region.



Notes: Chronic Absenteeism increased while freshmen period attendance showed improvement.

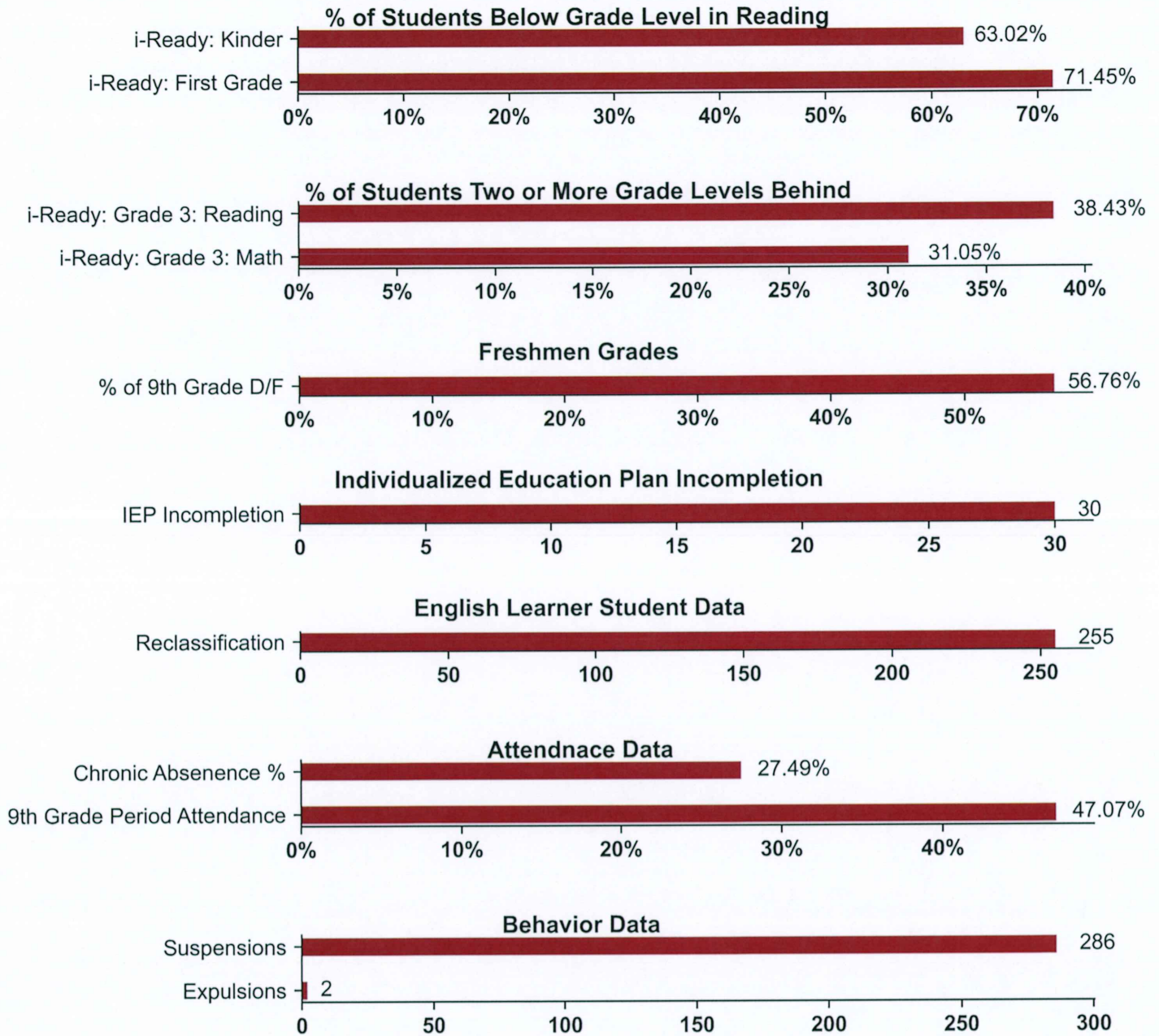


Notes: Suspensions increased significantly. No expulsions have occurred in this region.





McLane Region Quarter 2 Progress and Key Indicators



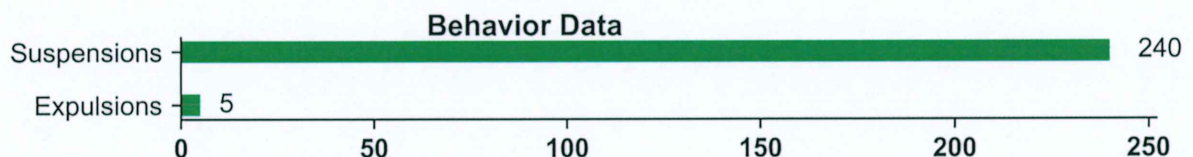
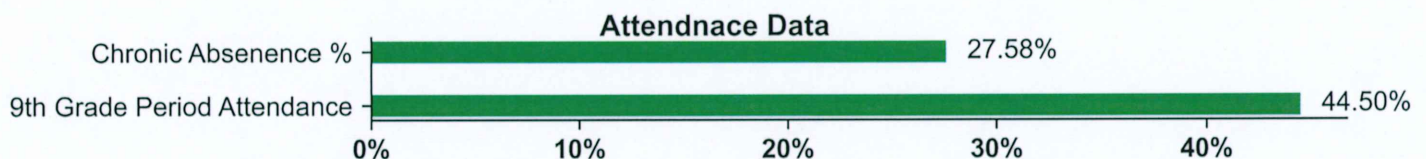
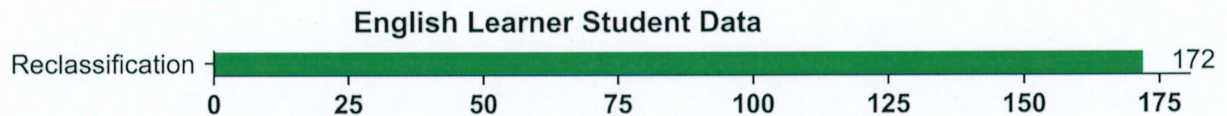
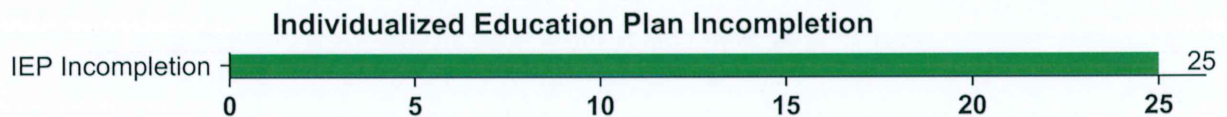
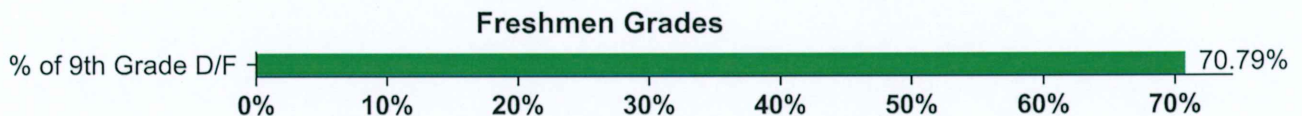
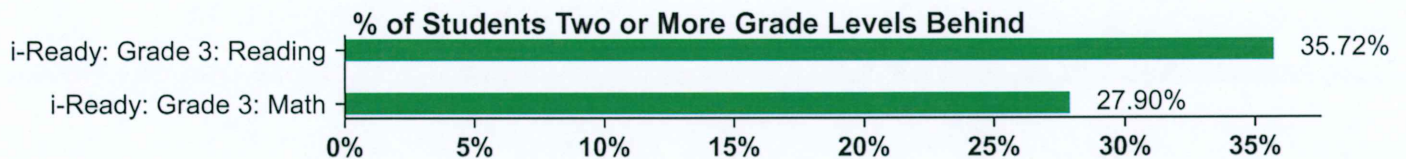
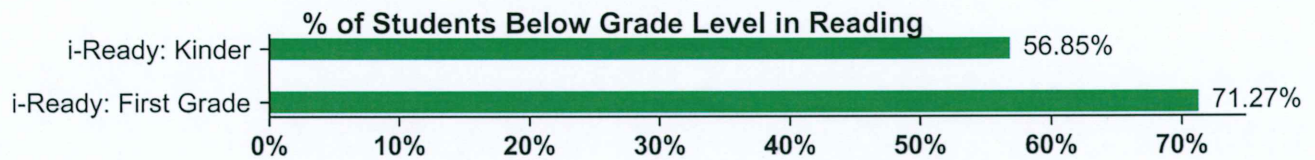
Notes:

Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 660 - 780 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are not significantly different (approx. 850 vs approx. 530). The IEP incompleteness rate improved. In Quarter 1 33 plans were late vs 30 in Quarter 2. Reclassification accelerated with 255 students reclassified in Quarter 2 compared with 66 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed improvement. Suspensions increased significantly. There was a decrease in Expulsions this Quarter.





Roosevelt Region Quarter 2 Progress and Key Indicators



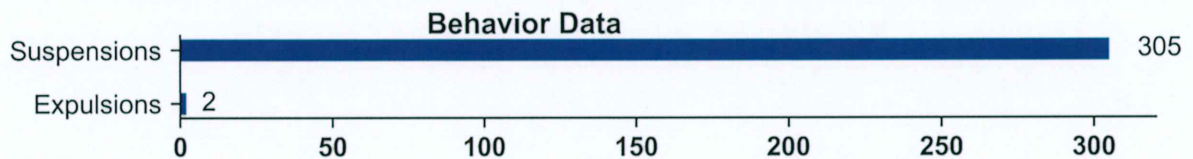
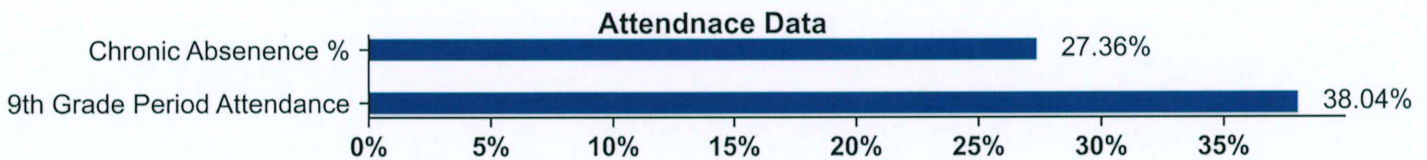
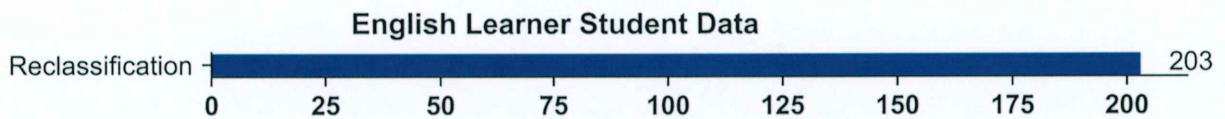
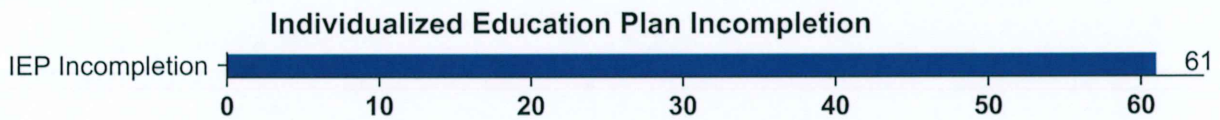
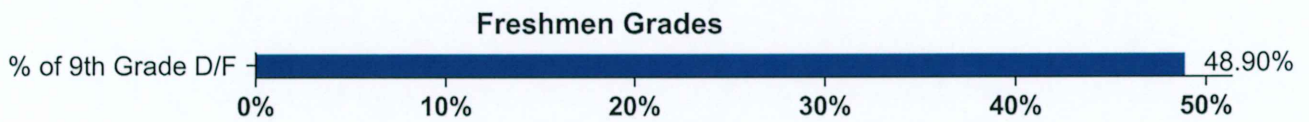
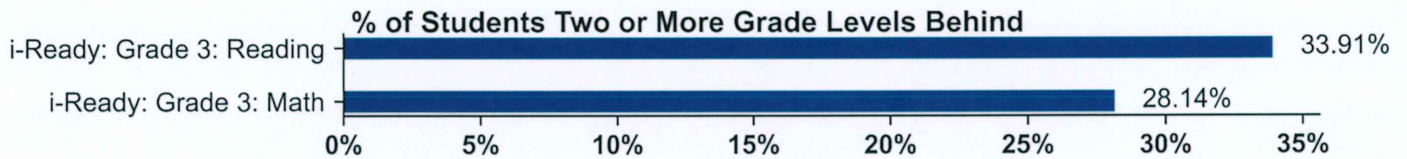
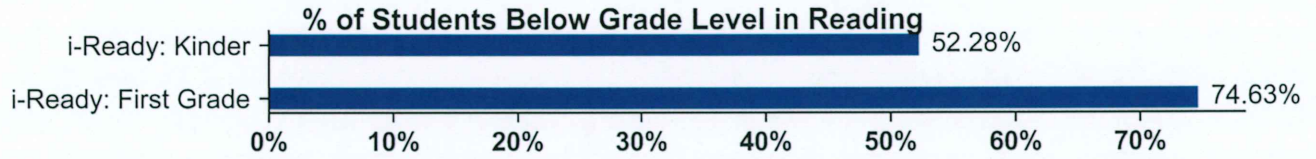
Notes:

Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 600 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are not comparable (approx. 800 vs approx. 500). The IEP incompleteness rate increased. In Quarter 1 18 plans were late vs 25 in Quarter 2. Reclassification accelerated with 172 students reclassified in Quarter 2 compared with 96 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed significant improvement. All discipline indicators showed a significant increase.





Sunnyside Region Quarter 2 Progress and Key Indicators



Notes:

Both Kinder and 1st Grade show significant improvement in the percentage of students reading below grade level as measured by i-Ready. The sample sizes are similar in each quarter (approx. 600 - 700 students). While 3rd grade I-Ready shows significant gains compared to the Quarter 1 Snapshot, the N-sizes are not comparable (approx. 700 vs approx. 400). The incompleteness rate increased. In Quarter 1 38 plans were late vs 61 in Quarter 2. Reclassification accelerated with 203 students reclassified in Quarter 2 compared with 58 in Quarter 1. Chronic Absenteeism increased while freshmen period attendance showed some improvement. All discipline indicators showed a significant increase. All expulsions for this region occurred during Quarter 2.

