

Fresno Unified School District
Board Communication

BC Number EA1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Andrew Scherrer, Executive Officer
Approval: Lindsay Sanders

Date: October 01, 2021
Phone Number: 457-3842

Lindsay Sanders (Sep 30, 2021 12:25 PDT)

Regarding: PSAT/NMSQT Administration for 2021/22

The purpose of this communication is to provide the Board changes to the administration of the PSAT for the 2021/22 school year.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) assesses the same knowledge and skills as the SAT, providing a check-in on college readiness before students take the SAT. The PSAT/NMSQT is the qualifying test for entry to the National Merit Scholarship Program and serves as an entry point to over \$300 million in additional scholarships. The University of California (UC) system no longer accepts SAT or ACT scores for admission decisions, even on an optional basis. The California State University system has extended elimination of SAT or ACT scores for admission decisions for freshman applicants through the 2022/23 academic year. Impacts of the pandemic necessitate continued attention to prioritizing and protecting instructional minutes for all students.

The PSAT/NMSQT will not be administered to students in ninth or tenth grades and will be optional for grade eleven students for the 2021/22 school year. Interested grade eleven students can opt-in to the assessment which will take place on Saturday, October 16, 2021.

Approved by Superintendent


Robert G. Nelson Ed.D.



Date: 10/01/2021

Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lindsay Sanders, Chief of Equity and Access
Cabinet Approval: 

Date: January 21, 2022

Phone Number: 457-3471

Andrew Scherrer (Jan 24, 2022 11:45 PST)

Regarding: 2020/21 Seal of Biliteracy DataQuest Omission

The purpose of this communication is to provide Board information on the recently released 2020/21 Four-Year Adjusted Cohort Graduation Rate district report from California Department of Education (CDE). The results for graduating students completing the State Seal of Biliteracy were omitted from the district data upload. The omission of the data does not impact graduation rates for Fresno Unified, but the report does omit the number of students who completed the Seal of Biliteracy. The CDE report on DataQuest now includes the disclaimer that Fresno Unified School District has notified the CDE of the omission of data and to contact the district for more information.


Students were not negatively impacted as the data was accurately uploaded into ATLAS; seals, certificates, medals, and transcripts were correctly provided to the Class of 2021.

In addition, Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards; therefore, the information on DataQuest for 2020/21 does not impact district accountability.

Included in this communication is revised district-level reports showing the State Seal of Biliteracy completion by student group and by school.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/21/22

2020-21 Four-Year Adjusted Cohort Graduation Rate: SSB Included

<u>Race / Ethnicity</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Graduates Earning a Seal of Biliteracy</u>	<u>SSB Rate</u>	<u>Graduates Earning a Golden State Seal Merit Diploma</u>
African American	341	277	81.20%	108	4	1.4%	21
American Indian or Alaska Native	27	21	77.80%	12	1	4.8%	3
Asian	510	472	92.50%	319	76	16.1%	139
Filipino	19	19	100.00%	11	0	0.0%	8
Hispanic or Latino	3,108	2,671	85.90%	1,290	649	24.3%	346
Pacific Islander	18	18	100.00%	7	1	5.6%	4
White	424	364	85.80%	238	17	4.7%	108
Two or More Races	61	47	77.00%	28	0	0.0%	9
Not Reported	*	*	*	*	*	*	*

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Fresno Unified	4,508	3,889	86.30%	2,013	748	19.2%	638
Fresno County	13,484	11,797	87.50%	5,834	1,388	11.8%	2,196
Statewide Total	425,585	373,216	87.70%	193,510	58,450	15.7%	102,058

Data Source: DataQuest and ATLAS

Prepared by: Equity and Access

2020-21 Four-Year Adjusted Cohort Graduation Rate: SSB Included

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2020-21 Four-Year Adjusted Cohort Graduation Rate

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Bullard High	583	548	94.00%	353	44	8.0%	115
Cambridge Continuation High	341	148	43.40%	0	2	1.4%	0
Design Science Middle College High	63	63	100.00%	63	17	27.0%	32
Dewolf Continuation High	158	107	67.70%	0	2	1.9%	0
District Office	*	*	*	*	*	*	*
Edison High	554	532	96.00%	378	185	34.8%	179
Erma Duncan Polytechnical High	226	219	96.90%	114	73	33.3%	40
Florence E. Rata	*	*	*	*	*	*	*
Fresno High	421	368	87.40%	171	80	21.7%	19
Fulton	*	*	*	*	*	*	*
Herbert Hoover High	380	325	85.50%	133	34	10.5%	44
J. E. Young Academic Center	228	189	82.90%	18	7	3.7%	3
McLane High	387	347	89.70%	226	69	19.9%	55
Nonpublic, Nonsectarian Schools	*	*	*	*	*	*	*
Phillip J Patino School of Entrepreneurship	37	37	100.00%	32	4	10.8%	10
Phoenix Secondary	*	*	*	*	*	*	*
Roosevelt High	464	407	87.70%	186	74	18.2%	45
Sunnyside High	641	597	93.10%	339	157	26.3%	96

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Fresno Unified School District
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BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Executive Director
Cabinet Approval: [Lindsay Sanders](#)
Lindsay Sanders (Jun 9, 2022 08:39 PDT)

Date: June 10, 2022

Phone Number: 457-3896

Regarding: 2022 California Longitudinal Pupil Achievement Data System Updates

The purpose of this communication is to provide the Board an update on the California Longitudinal Pupil Achievement Data System (CALPADS) Since its implementation in 2009, the amount of data that school districts must submit to CALPADS has increased significantly to meet new and ever-changing state and federal reporting and accountability requirements. In addition, the more recent use of CALPADS data for operational purposes, such as for statewide test registration, has increased the frequency of district data submissions to CALPADS. While significant technical upgrades have been made to CALPADS, such as moving into a cloud environment, the process by which data are ingested into the system has not been updated since 2009. This has resulted in increasingly degraded performance, with CALPADS users experiencing unacceptable wait times for data to be posted to the system. To address the performance issues, the California Department of Education (CDE) initiated the Post Process Redevelopment Project to significantly decrease the time it takes for files to be posted to CALPADS. The CDE decided to implement these significant system changes to CALPADS during the middle of assessment season, and this has negatively impacted California school districts in three main ways:

1. State testing delays with much of the testing window lost;
2. Districts unable to meet state and federal participation requirements; and
3. Testing accommodation delays for students with disabilities.

Current CALPADS integration issues have impacted the ability of school districts, statewide, to assess students whose information may have changed within the testing windows which has created a potential consequence for accountability and compliance with state and federal statutes. The Every Student Succeeds Act requires all states to test at least 95 percent of all students and student groups in English Language Arts/literacy (ELA), mathematics, and science. It also requires states to factor the participation rate into their accountability systems, which, for California, is the Academic Indicator. In addition, 100% of all eligible English learners must be administered either the Summative English Language Proficiency Assessments for California or the Alternate ELPAC operational field test. The CDE is aware of the concern that it will be difficult to meet the federal requirement for the majority of school districts. In response, the 2022 California School Dashboard release will include new resources, including separate reports to show the Academic Indicator without the impact of the participation rate penalty and a communications toolkit to assist school districts with sharing state and local context.

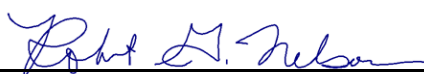
In addition, since data pertaining to students with disabilities has been delayed in migrating to/from the various systems, and even further delayed when testing accommodations may or may not be captured in the biweekly uploads of data at the statewide level, those students cannot test at the same time as

their general education peers. There are concerns from school districts that students with disabilities may test without appropriate accommodations if accommodations are not assigned or accessible prior to testing due to challenges with CALPADS integration.

As a result of the CALPADS system redesign, the opening of the End-of-Year (EOY) submission window has been rescheduled twice and will now open on June 2, 2022 (it was initially scheduled to open on May 16, 2022) to ensure system readiness. In light of the delayed opening, current system issues, and the time required for student information system vendors and school districts to adjust to the changes made in CALPADS, the initial certification deadline of July 31, 2022, has been lifted. The CDE will continue to assess the need to extend the final August 26, 2022, deadline in the coming weeks. In response, the CDE has developed a cross-department team to prioritize the defects resulting from the rollout of the system upgrade and will continue to work with school districts to resolve ongoing issues.

Should you have questions, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022