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BOARD COMMUNICATIONS – OCTOBER 25, 2019 DELIVERED – OCTOBER 29, 2019

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 Wendy R. McCulley African American Academic Acceleration
Summer Reading Program

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access Officer

EA-1 Kristi Imberi-Olivares Differentiated Assistance and Comprehensive
Support and Improvement in Fresno Unified
School District
EA-2 Kristi Imberi-Olivares College and Career Progress Update
EA-3 Kristi Imberi-Olivares 2018/19 Smarter Balanced Assessment
Consortium: Final Results
EA-4 Kristi Imberi-Olivares The Number of Secondary Students with
Grade Point Averages of 1.9 or Below Moved
on to the Next Grade Level

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Project Development Process – Components
and Timelines

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Katie Russell International Baccalaureate Programme
Evaluation for Fresno High and Cooper Middle
School Middle Years Programme
SL-2 Jeremy Ward Ticket to the Future and School Choice Expo

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: Name, Title
Cabinet Approval:

Date: October 28, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site Visits to Jefferson and Yokomi
- Met with Myrna Castrejon, President of the California Charter School Association
- Attended Fresno Rotary
- Met with Trustee Mills, Councilmember Karbassi and Greg Barfield
- Spoke at the Special Cohort Parent Workshop for African American students
- Attended Council of the Great City Schools Annual Conference
- Presented at the Governance and Finance Taskforce Meeting during the Council of the Great City Schools Annual Conference

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



Date: 10/28/19

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: Wendy McCulley, Executive Director
Cabinet Approval:

Date: October 25, 2019

Phone Number: 457-3728

Regarding: African American Academic Acceleration Summer Reading Pilot

The purpose of this communication is to provide the Board a summary and results of the 2019 African American Academic Acceleration (A4) Summer Reading pilot.

A4 started this pilot program in the Summer of 2018 with one elementary site and one middle school site located at Baird Middle School, which serviced Pre-K – 7th grade students. This program focuses on closing the reading achievement gap for students who are not currently on grade level.

Our partner in this work is Springboard Collaborative and their model focuses on preventing the typical 3-month summer slide through an intensive 5-week summer program that combines daily reading instruction, weekly family workshops, a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools to families in proportion to student reading gains.

This year we expanded the program to include two elementary school sites and one middle school site which were held at Lincoln Elementary and Bullard Talent K-8. The program served a total of 378 students of which 55.4% were African American. Looking toward 2020, recruitment is being re-strategized to increase the number of African American students served.

Summer Reading Program 2018 Elementary Results

Number of Sites	1
Grade Levels Served	Pre-K - 4
Enrollment	198
Parent Participation Rate	87%
Percentage of African American Students	81.4%
Summer Reading Gain	4.9 months
Summer Reading Gain (Including potential 3-month loss)	Avg. 7.9 months

Summer Reading Program 2019 Elementary Results

Number of Sites	2
Grade Levels Served	Pre-K - 4
Enrollment	378
Parent Participation Rate	86%
Percentage of African American Students	55.4%
Summer Reading Gain	Lincoln 4 months Bullard Talent 2.7 months
Fresno Unified Summer Reading Gain	Avg. 3.3 months
Summer Reading Gain (Including potential 3-month loss)	Avg. 6.3 months

Our students continue to grow and outpaced Springboard's target reading months growth of 2.5 by averaging 3.3 months of growth between both elementary sites. With the expansion of an additional elementary site, we experienced first-time dynamics that we did not encounter last year (i.e. new hiring protocols, transportation to multi-sites, increased staffing, and technology challenges). Our students earned incentives for meeting and exceeding their reading goals and were awarded 4,266 books, 194 backpacks, and 137 tablets.

The Springboard Collaborative 2019 Impact Report for Fresno Unified School District is attached. If you have any questions or require additional information, please contact Wendy McCulley at 457-3728.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

10/29/19

springboardsummer

Impact Report



Fresno Unified School District

2019

Scholars became stronger readers

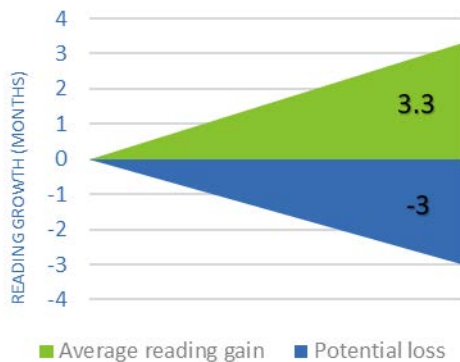
Snapshot of Enrollment

<p>378 scholars attended</p> <p>86% Average daily attendance</p> <p>0.9% Literacy IEPs and 0.9% ELL (reported)</p>	<p>2.3% Asian</p> <p>55.4% Black</p> <p>26.6% Latino</p>	<p>3.1% White</p> <p>2.6% Other race</p> <p>10% Race unreported</p>
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Grade levels

Pre-K	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade +
7.3%	19.7%	25.1%	22%	19.4%	7.7%

Summer reading growth in

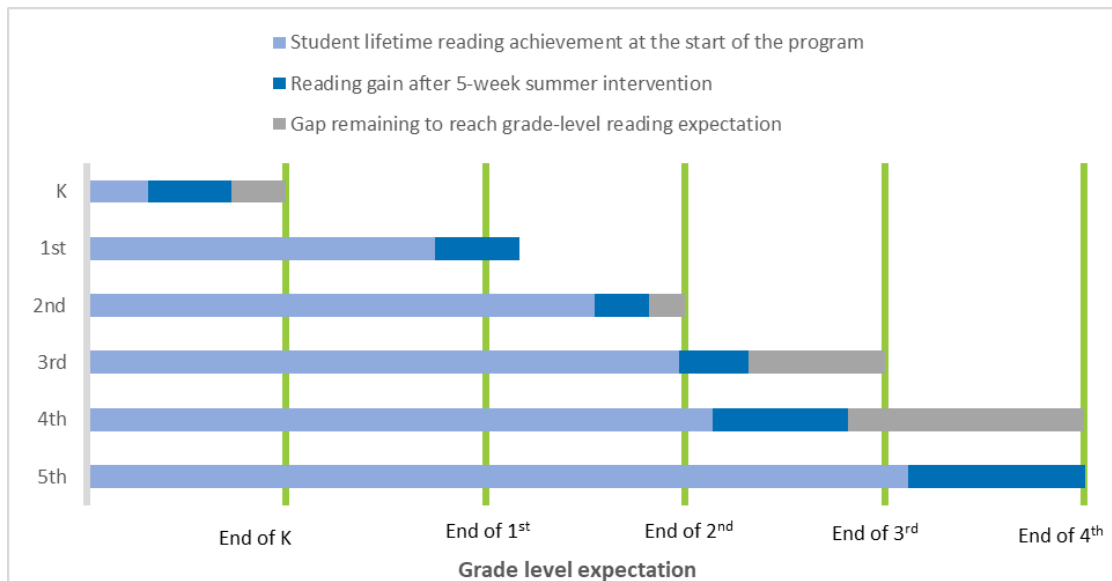


Average summer reading gain

Bullard Talent 2.7 months	Lincoln 4.0 months	Fresno Unified 3.3 months
Net summer gain (including potential 3 month loss ¹)		6.3 months

¹Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72(2), 167-180.

Progress towards grade level expectation

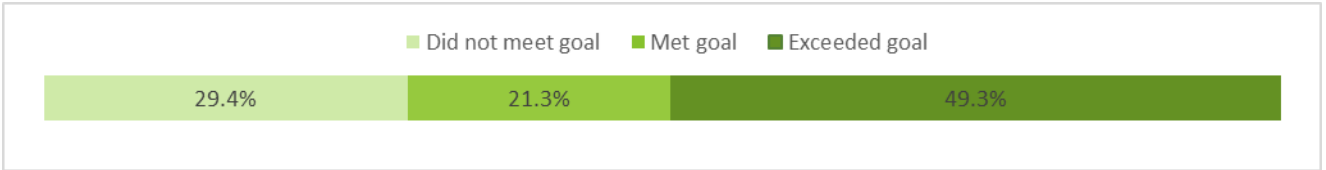


*Reading growth is only reported for students with an assessment at both the beginning and ending of the program.

Scholars met ambitious growth goals

Reading growth goal achievement at Fresno Unified

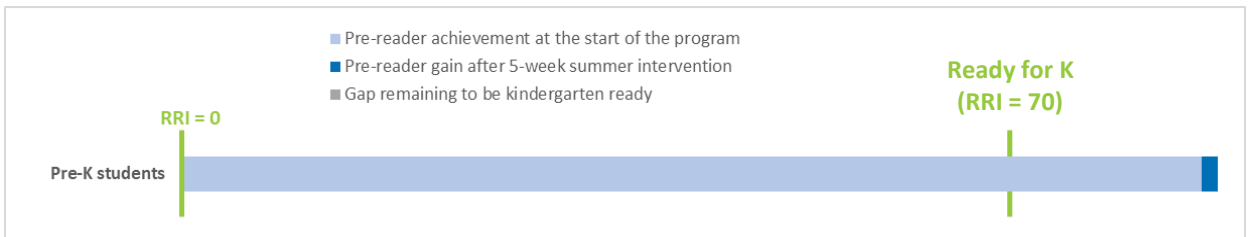
70.6% of Springboard Summer students met their growth goal, including 49.3% of students who exceeded their growth goal!



Pre-K scholars at FUSD

11 Pre-K scholars at FUSD made progress towards kindergarten readiness in the following domains:

- ✓ Concepts of print
- ✓ Phonological awareness
- ✓ Letter names and sound identification
- ✓ Story comprehension
- ✓ Sight words



The scholar experience

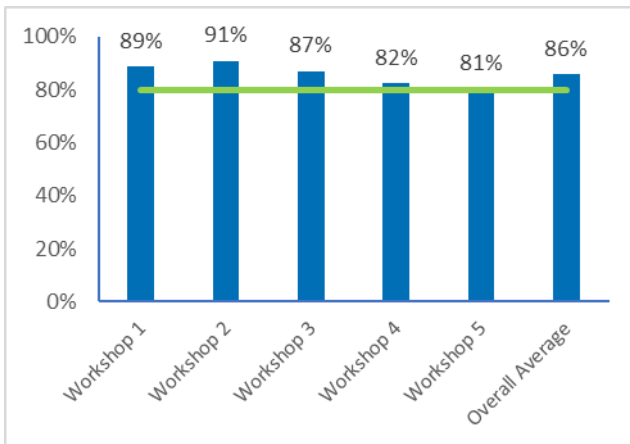
*"I like this program because it forces me to do my best work."
-Sergio, 2nd grade*

Families became reading coaches

Snapshot of Family Participation

85.9% overall workshop attendance
73.1% families received home visits

Family workshop attendance



Standard Workshop Reading Tips

- **Workshop 1:** Choose a Just Right book
- **Workshop 2:** Take a picture walk
- **Workshop 3:** Use your finger
- **Workshop 4:** Asking open-ended questions
- **Workshop 5:** Let's go back

Families equipped with personalized learning resources



4,266 books



98.3% of students received an individualized plan for reading at home



194 backpacks with school supplies



137 tablets

Family experiences and voices

“As parents, we always follow the advice of professionals to consistently read with our child or let him read to us and eventually comprehension will follow. However, only two weeks into the summer literacy program and utilizing the tips from the family workshops, our child had had a noticeable increase in comprehension, expression of speech and confidence in reading. This program has already helped us more than what we expected.”

- Sandrina, mother of Pre-K student

Teachers improved their practice

Teachers honed skills and practiced habits

- ✓ Teachers submitted daily Guided Reading lesson plans for feedback
- ✓ Teachers practiced administering and norming reading assessments
- ✓ **28** teachers participated in up to 10 hours of pre-program professional development

Teachers participated in weekly PLC meetings

Data-driven instruction

Teachers trained to:

- Differentiate literacy lesson plans
- Lead effective small group instruction
- Monitor weekly student progress
- Plan dual interventions for the classroom and the home
- Set goals to improve instructional practice

Parent engagement

Teachers trained to:

- Conduct effective home visits
- Lead engaging parent workshops
- Design and communicate differentiated, home-based reading interventions for struggling students
- Communicate student reading progress with families

Teachers chose goals for the Springboard Summer coaching cycle

Six coaching domains:

Teachers select individual goals within coaching domains. Goals are monitored and supported by Springboard.

- 1) **Content of Lessons**
- 2) **Lesson Delivery**
- 3) **Assessment of Students/Use of Assessments to Plan**
- 4) **Data-Driven Instruction**
- 5) **Classroom Management**
- 6) **Working with Families**

Teacher experiences and voices

“I absolutely love this program. I have loved watching the growth in these students reading abilities. My favorite part is the weekly family workshops. It's so fun to watch the parents engage and empowered to teach their children.”

-Erin Williams, teacher, Columbia Elementary

Leadership reflections & lessons learned

Deepening our partnership

Springboard values mutual sharing of lessons learned and feedback with our staff and partners. To that end, we have identified these opportunities for increasing our collective impact in the future:

Lessons learned/feedback

What Springboard could do better:

1. Run significant testing of the Slinky platform prior to program launch to ensure that issues are flagged and resolved in advance.
2. Streamline the process for distributing materials so that all required materials are on site early to be inventoried and prepared for distribution to students, families, and teachers.
3. Explicitly train Enrollment Coordinators on how to distribute enrollment confirmation letters so that families have the reassurance that their child is confirmed for the program well in advance.

What FUSD could do better:

1. Collaborate with Springboard on how best to enroll scholars for each program while maintaining a waitlist; we want to avoid enrolling students whose families had no intention of attending ('false positives').
2. Host a longer program so that students receive 180 minutes of instruction each day (not including recess and nutrition breaks) and teachers have adequate time to get through all the Springboard curriculum.

Thank you for the opportunity to support Fresno Unified School District!

We welcome your feedback! Email: j.feinman@springboardcollaborative.org



Participating schools:

Bullard Talent K-8 Elementary
Lincoln Elementary School