



Board of Education
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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – JULY 31, 2020

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 Superintendent Calendar Highlights

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

AS-1 Kim Kelstrom School Services Weekly Update Reports for July 14, 2020

AS-2 Kim Kelstrom Education Center Parking Contracts

AS-3 Santino Danisi Learning Continuity and Attendance Plan Stakeholder Outreach

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Lisa Nichols Willie Lewis Brown, Jr. Youth Academy Leadership Camp for the African American Student Leadership Academy Cohort 2025

SL2 Lisa Nichols Character, Honor, Integrity, Perseverance and Service Virtual Leadership Camp for the African American Student Leadership Academy Cohort 2024.

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: July 31, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Recorded podcast, *Schools on the Frontline*, with Carl Cohn, EdSource
- Gave interview with Sontaya Rose, ABC30, regarding protocols for distance learning
- Held daily calls with labor partners regarding negotiations
- Held meetings with Executive Cabinet
- Met with President Thomas and Every Neighborhood Project
- Participated in weekly call with the Council of the Great City Schools Superintendents
- Recorded video for New Teacher Conference being held on Saturday, August 1, 2020
- Finalized Strategic Plan for Reopening Schools Draft for 2020-2021

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

Date: _____

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education

Date: July 31, 2020

Prepared by: Kim Kelstrom, Executive Officer *Kim Kelstrom*

Phone Number: 457-3907

Cabinet Approval: *[Signature]*

Regarding: School Services Weekly Update Report for July 24, 2020

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. 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 Update for July 24, 2020 is attached and includes the following articles:

- State Legislature to Resume on Monday – July 24, 2020
- Equitable Services Requirement Applies to Certain CARES Act Funds – July 23, 2020
- California Is Short 1 Million Laptops and Hot Spots for Kids as it Prepares Online School – July 22, 2020
- 'It's Insane': Millions of Kids Could Lose Access to Free Meals if This Program Expires – July 20, 2020

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

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

Date: _____



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www.sscal.com

DATE: July 24, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

State Legislature to Resume on Monday

Barring an announcement on Friday or over the weekend, it looks as though the Legislature will return from its summer recess this upcoming Monday, July 27, 2020. Both houses were originally slated to return on July 13, but that return was postponed after discovering that at least six people who work in the Capitol, including two Assemblymembers, had tested positive for COVID-19.

Upon the Legislature's return, pressure will be on members to reduce their already condensed bill workload as the Legislature only has until Monday, August 31, 2020, to pass legislation for the Governor Gavin Newsom's consideration.

As it currently stands, there are approximately 700 bills still left for the Legislature to consider. However, that number will decrease as members begin to pull measures from policy committees in order to minimize the number of hearings that the houses conduct. Committee chairs also have discretion to set their hearing agendas, giving them the authority to unilaterally decide not to hear bills that they believe are not a legislative priority for the year or if they believe there are too many bills assigned to their committee.

Despite the significant reduction in bill workload as compared to a more traditional legislative session, there are still a number of noteworthy education bills that remain active, including the following:

- Assembly Bill (AB) 398 (Chu, D-San Jose) would impose a tax on for-profit businesses with more than 500 employees at a rate of \$275 per employee for five years, where 50% of the revenues would go to schools and the other 50% to local government
- AB 875 (Wicks, D-Oakland) would establish the COVID-19 Support Services and Resiliency for Children Program, under which the Superintendent of Public Instruction (SPI) would be required to award grants to qualifying local educational agencies (LEAs) and consortia that meet specified criteria in order to pay the costs of planning and operating programs that provide support services for students and their families related to COVID-19

- AB 1001 (Ting, D-San Francisco) would establish the California School Finance Authority to issue revenue bonds to finance or refinance educational facility projects for LEAs and community college districts and would additionally establish the School Disaster Resiliency Act, which would require the State Energy Resources Conservation and Development Commission to administer a program to provide loans to LEAs for school resiliency projects
- AB 1203 (Bonta, D-Oakland) would prohibit an LEA from contracting with a transportation network company for home-to-school transportation unless specified requirements are met, including that the contractor certifies that each driver meets certain requirements and that the transportation company is compliant with the requirements of AB 5 (Chapter 296/2019) with respect to its drivers
- AB 1343 (Eggman, D-Stockton) would, commencing with the 2022–23 school year, require a school district to employ a minimum ratio of one social worker for every 250 pupils
- AB 1384 (O’Donnell, D-Long Beach) would exempt LEAs that adopt policies and procedures consistent with local, state, and federal legal and regulatory COVID-19 requirements from monetary liability and damages relating to COVID-19, but would not protect LEAs if they exhibit gross negligence or reckless, intentional, or willful misconduct
- AB 1835 (Weber, D-San Diego) would require unspent supplemental and concentration funds be used in subsequent years to increase and improve services for the unduplicated pupils that generate those funds
- AB 1837 (Smith, D-Santa Clara) would require the SPI to, subject to an appropriation, establish a crisis response team within the California Department of Education to provide guidance and assistance to any school experiencing a crisis, including a power shutoff, fire, or pandemic
- AB 2052 (O’Donnell) would, commencing with the 2021–22 school year, authorize an LEA to meet minimum instructional day requirements by adding instructional minutes to remaining instructional days in a school year when the LEA is unable to meet minimum instructional day requirements due to extraordinary circumstances
- Senate Bill 884 (Dodd, D-Napa) would add public safety power shutoffs to the list of emergencies for which a district’s average daily attendance is held harmless

Monday will begin the month long sprint to the end of the legislative session as the California Constitution states that no bill can be approved by either house on or after September 1, with the exception of measures that are included in a special session called by the governor, statutes calling for elections, bills that levy taxes or appropriations, urgency measures, and bills vetoed by the governor. Considering that none of the bills above fit this exception, except for AB 398, then they will need to clear the Legislature by midnight of August 31, 2020.

Leilani Aguinaldo

Equitable Services Requirement Applies to Certain CARES Act Funds

By Leilani Aguinaldo and Debbie Fry
School Services of California Inc.'s *Fiscal Report*
July 23, 2020

“Equitable services” refers to the provisions in the Elementary and Secondary Education Act which require local educational agencies (LEAs) to set aside a portion of federal funding to ensure that students attending non-profit private schools are receiving equitable services to those attending public schools which use federal resources. This requirement applies to all of the Coronavirus Aid, Relief, and Economic Security (CARES Act funds) for K–12 education—the Elementary and Secondary School Emergency Relief (ESSER) funds and the Governor’s Emergency Education Relief (GEER) funds—which are sub-granted to LEAs. The 2020–21 Enacted State Budget uses the state-level share of the ESSER funds for grants for community schools and for providing additional funds to LEAs that participate in the National School Lunch Program, the School Breakfast Program, the Seamless Summer Option, or the Summer Food Service Program—the equitable services requirement will also apply to these resources. The Coronavirus Relief Fund, which provides the bulk of the money for the Learning Loss Mitigation resources, are not subject to equitable services.

On April 30, 2020, the U.S. Department of Education issued guidance regarding the equitable services requirement under the CARES Act which generated concerns about the practical implications of the unprecedented calculation that it included. Subsequently, on July 1, 2020, U.S. Secretary of Education Betsy DeVos issued an immediately effective Interim Final Rule (IFR) which included an additional option for calculating the equitable services share.

As a result, LEAs currently have two options for the calculation that will determine the equitable services share—either using a total student approach or using a proportion of low-income students:

1. Calculate the funds based upon the entire student enrollment in schools within the district boundaries, including all public and private school students regardless of income. The proportional share is the percentage of students enrolled in participating nonprofit private schools within the district relative to the total number of students enrolled in public and nonprofit private schools. Using this option allows the funds to be spent districtwide.
2. Calculate the funds based on the total number of low-income students in Title I and participating private schools. This methodology allows districts to calculate this share in two ways: using the 2019–20 Title 1, Part A equitable services share, or calculating a new share using updated data regarding poverty and an updated list of Title I-participating schools.

If a district calculates the equitable services set aside using a proportion of low-income students, then the IFR stipulates that the district may only spend its CARES Act resources on Title I schools, and notes that federal Title I supplement not supplant restrictions apply. This may significantly impact how an LEA was planning to allocate its CARES Act dollars—particularly the funds available via ESSER and the subset of Learning Loss Mitigation resources funded by the GEER—since it must still ensure that its existing state and local funds are allocated to schools in a way that is Title I-neutral. Additionally, the IFR “discourages the limited number of financially secure private schools from seeking equitable services.” That admonition is not enforceable, however.

It is important to consult with participating private schools on the types of services to be provided and how the services will be delivered (private schools must also be consulted on the allocation methodology to be selected, but the choice ultimately rests with the district). This consultation should be well documented in the LEA's files. Another key element of the equitable services requirement in Title I and in the CARES Act is that the LEA will provide services, not funding, to the nonprofit private school, and will hold title to all equipment, materials, and supplies (including devices) purchased with equitable services funds. Services may, but do not have to, be the same or similar to those implemented at the public schools. The consultation process should highlight the services that may be provided and what portion of the services can be provided by the public school. Services must be secular, neutral, and non-ideological. The CARES Act provides a lot of discretion in the expenditure of funds, most notably allowing funds to be used for cleaning and cleaning supplies, protective equipment, training, and distance learning supports.

Finally, it is important to note that California is leading a multi-state [lawsuit](#) and preliminary injunction challenging the guidance and the IFR issued by Secretary of Education DeVos. The preliminary complaint alleges that “[a]s a result of the interim final rule, tens of millions of dollars in California alone could be diverted away from taxpayer-funded public schools in our poorest school districts to private institutions.”

The California Department of Education is expected to publish additional information shortly that will help to answer some of the questions surrounding the calculation and its impact on these federal funds. In the meantime, we will continue to provide the most updated information for your consultations with private schools.

Note: With 90% of the state's public school students poised to begin the year via distance learning, there are still over 1 million students who do not have the technology necessary for online learning.

California Is Short 1 Million Laptops and Hot Spots for Kids as it Prepares Online School

By MacKenzie Hawkins
Sacramento Bee
July 22, 2020

Most California schools are now required to start online this fall. They need another 1 million technology devices to help kids learn.

When COVID-19 forced schools to close across California in March, state education officials estimated that 1.2 million students — 20 percent of the total K-12 population — didn't have the technology necessary to participate in distance learning.

To solve that problem, California needs to procure over 700,000 computers and more than 300,000 WiFi hot spots, according to the most recent results from the California Department of Education's school district survey.

The price tag? \$500 million.

July's totals are a significant jump from earlier estimates, which put California's need at 150,000 total devices in March, and then 400,000 computers and 290,000 hotspots in late April.

It's also likely a significant underestimate of current need, said department of education spokeswoman Cynthia Butler, noting that survey results do not reflect the need for replacement devices, devices for new students or devices in school districts that did not respond.

California has made some progress since March. But the state's current distribution totals — 73,065 computers, purchased through the Bridging the Digital Divide Fund, and 86,848 hot spots — don't satisfy even the earliest estimated need. Officials are focusing on districts with the greatest device shortages, Butler said.

“We understand that for students to fully engage in distance learning, they need access to technology,” Butler told *The Sacramento Bee*. “We continue to work with technology companies, internet service providers and the governor's office to ensure that learning continues for all of our 6.2 million students.”

The state's digital divide task force, chaired by state Superintendent Tony Thurmond and Sen. Connie Leyva, D-Chino, is scheduled to meet on Thursday to provide updates on those efforts as well as additional guidance on COVID-19 relief funding to available to school districts in this year's budget. The budget allocates \$5.3 billion to local educational agencies to support distance learning, including technology purchases.

Private donors have stepped up to support state-led efforts. Google and T-Mobile have given California students an additional 100,000 hotspots, Butler said, and state officials will distribute an additional 37,000 donor-pledged laptops before school starts in August.

Another 20,000 devices will come from a \$5 million fund from the California Public Utilities Commission, which in April made \$25 million available to increase broadband access.

If schools can't solve the technology program in time, teachers may have to opt for alternative methods of connecting with students.

For example, West Sacramento Teachers Association president and first grade teacher Douglas Knepp says that his fall instruction plans may include a combination of pen-and-paper work and personal phone calls. His school district only has enough computers for students above third grade.

Note: The Trump Administration has stated that it is not on board to extend the flexibility that allowed for students to pick up their meals at whatever school site was most convenient without having to prove they were low-income.

‘It’s Insane’: Millions of Kids Could Lose Access to Free Meals if This Program Expires

Families haven't had to prove their income in recent months, but the Trump Administration hasn't extended that flexibility.

By Helena Bottemiller Evich and Juan Perez Jr.
Politico
July 20, 2020

The Trump administration is resisting calls to make it easy for tens of millions of students to get free meals at school this year, even as childhood hunger rates have risen to the highest levels in decades.

During the spring and summer, as the coronavirus health crisis exploded, the government allowed most families to pick up free meals from whichever school was closest or most convenient without proving they were low-income. But that effort is on the verge of expiring as states prepare for children to return to school, and as school systems are pushing the federal government to continue the free meals program through the fall.

So far, President Donald Trump's Agriculture Department isn't on board with an extension. School leaders are now asking Congress to force the government's hand as lawmakers buckle down to work on the next coronavirus aid package.

"It's impossible. It's insane," said Katie Wilson, executive director of the Urban School Food Alliance, which represents the largest school districts in the country, including those in New York, Chicago and Dallas. "Our districts have been screaming about it. They're panicked."

Schools already face enormous logistical challenges as they decide whether to have students learn online, in classrooms or in some combination of both this fall. Expanding free meal access would also cut down the pile of paperwork needed to enroll the millions of children expected to become newly eligible for government-subsidized or free meal programs.

If USDA doesn't extend the flexibility through the fall, families may be able to get food for their children only from the school where they are enrolled, after being deemed eligible for help — a change that would create logistical barriers for many families, particularly those without cars or with parents working multiple jobs.

Agriculture Secretary Sonny Perdue said his department is "maximizing our services and flexibilities to ensure children and others who need food can get it during this Coronavirus epidemic," in a statement to POLITICO.

A spokesperson for USDA said the department is working with lawmakers as they develop the next coronavirus relief package. "This is [uncharted] territory, but we remain committed to ensuring all children have food to eat throughout this pandemic," the spokesperson said.

The department did not directly answer questions from POLITICO about whether it supports additional authority or funding for universal free meals in the aid package.

The department has already extended several waivers that make it easier to feed kids this school year, including loosening rules on nutrition and restrictions on who can pick up the meals. So far, however, they've drawn a line at requests to continue waiving eligibility rules.

The impasse highlights a sharp contrast between complex federal programs intended to fill empty stomachs in the nation's classrooms, and a need to work around strict regulations built into a system that isn't designed to operate in schools upended by a pandemic.

Wilson noted that Los Angeles schools are starting online instruction in a matter of weeks and need answers from USDA as soon as possible so they can plan.

"We need to do something different. Get rid of the bureaucracy," Wilson said. "For goodness sakes! We've never seen anything like this before."

Federal school nutrition programs often have been a political target, with disparate interests disagreeing about everything from fruit and vegetable servings to how much salt can be in pizza. But free meals have found broad backing, at least during the pandemic.

“This is still an emergency and we need to treat it that way,” said Diane Pratt-Heavner, a spokesperson for the School Nutrition Association, a group representing more than 50,000 local leaders who run school meal programs across the country.

The group earlier this month asked USDA to allow schools to essentially keep the regulatory latitude they’ve been given. The department has not responded, nor given any assurance that schools can expect the same level of flexibility through the school year, so nutrition groups are now pressing lawmakers to include language and funding for free meals in the coronavirus aid package expected later this month. Legislation is in the works.

The School Nutrition Association has activated its vast network of local school officials to send nearly 20,000 emails to lawmakers asking them to pressure USDA to approve the remaining waivers for the rest of the school year. A spending bill on the House side includes language urging USDA to act. There’s also a letter circulating in the Senate pressing the issue.

“Free lunches and free breakfasts are absolutely the way to go,” said Matt VanSchenkof, the food service director for a small, rural school district in Pretty Prairie, Kan., a town of less than 700 people.

VanSchenkof is spending a lot of extra time figuring out how to safely serve meals this school year, when kids in his district will most likely come back to school full-time with an option for remote learning. His team is working on plans to potentially quarantine some nutrition staff at all times so that the program would not have to shut down if someone were to become exposed or infected. He’s also ordered extra cafeteria tables so he can further space kids out and offer outdoor seating during lunchtime.

Most school cafeteria programs already face much higher food, labor, transportation and packaging costs, as they have been essentially operating emergency meals programs at scale for months. Nutrition providers had to come up with creative ways to still feed their students with schools shut down. Most districts are now operating some form of meal pickups, and some are even dropping meals off at students’ homes on a regular basis.

Still, many students who are eligible for free or reduced-price meals did not get them this spring. The National School Lunch Program, for example, served 28 percent fewer meals in March of this year compared to March of 2019, according to preliminary data from USDA. More recent data is not yet available.

It’s unclear how many students who have been getting help under the waived eligibility rules might get cut off if traditional rules go back into effect. School nutrition operators, for their part, say they have little appetite to go back to a scenario where staff spends time figuring out which kids are eligible.

“We’re going to be going from a situation where we were just providing meals to all kids, no questions asked ... to having to track by student name and status, so that you can charge families if they don’t qualify by submitting a free and reduced meal application,” said Rosie Krueger, Vermont’s director of child nutrition programs.

“Our schools are very, very concerned about how that’s going to work,” she said.

Krueger said she wants to see Congress and USDA work together to make free meals happen for all schools. “That’s obviously a big ask, but it would vastly simplify things, and it would ensure that kids didn’t fall through the cracks,” she said.

The groups pushing for free meals say they do not have an estimate for how much it would cost per year. In 2018, the National School Lunch Program, which serves a mix of free, subsidized and paid meals to nearly 30 million children, cost just under \$14 billion. An estimated 51 million children are projected to enroll in public elementary and high schools this fall.

Expanded access to meals would only address part of schools’ concerns. Schools still have to distribute food, and logistical tangles can create obstacles for students who need to be fed — especially those enrolled in online-only classes this fall, or ones who live in large, urban areas and rely on public transportation to get to school.

Some high-poverty school districts already serve universal free meals under what’s called the Community Eligibility Provision, something that’s available to schools if a certain percentage of their students already qualify for help. About 30 percent of schoolchildren were in schools with universal free meals in the 2019 school year.

Jessica Shelly, director of student dining services for Cincinnati Public Schools, said she wants to see USDA aggressively press for free meals this year.

“I’m not asking for a blank check,” Shelley said. Some 84 percent of the 37,000 students in her district qualify for free or reduced price meals. “I’m asking for one year, as we are navigating these challenging waters. Let me help take one thing off our families’ plates.”

Shelly said she recalled meeting Perdue at a school nutrition conference years ago. His motto for USDA, “Do right and feed everyone,” stuck with her as an important message.

“I remember him saying to all of us, to do right and feed everyone,” she said. “I am just really hoping that USDA recognizes that the motto needs to be embraced not just by us ... but also by them. If they want us to do right and feed everyone, then they need to help us do that.”

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: July 31, 2020

Phone Number: 457-3907

Regarding: Education Center Parking Contracts

The purpose of this communication is to provide the Board information regarding the Education Center parking contracts for 2019/20 and 2020/21.

The Education Center maintains two annual parking contracts, ABM Parking and Boman Parking. Due to COVID-19 and staff working remotely, the use of parking garages has been reduced. Staff reached out to the vendors and both have agreed to a reduction in the 2019/20 and 2020/21 billing.

ABM Parking consists of 296 parking spaces in the N Street Parking Pavilion located on the southeast corner of Tulare and N Streets. For 2019/20 final payments, the vendor has agreed to reduce the billing by \$16,875. For 2020/21, the monthly per stall rate will be reduced by \$5 from \$75 to \$70. This change will result in annual savings of \$17,760. In addition to the reduced monthly rate, the vendor agreed to an additional reduction for July of \$19,840 based on the significantly reduced actual cards used. The reduced monthly rate and the one-time July savings equates to total savings of \$37,600 for 2020/21.

Boman Parking Street Parking consists of 15 parking spaces located in a small parking garage on the northeast corner of Tulare and N Streets. For 2019/20 final payments, the vendor has agreed to reduce the billing by \$150. For 2020/21, the rate will be reduced by \$10 from \$70 to \$60 per stall, per month for an annual savings of \$1,800.

The total two-year savings for both renegotiated parking contracts equals \$56,425.


If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

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

Date: _____

Fresno Unified School District
Board Communication

BC Number AS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Santino Danisi, Executive Officer
Cabinet Approval: 

Date: July 31, 2020

Phone Number: 457-3661

Regarding: Learning Continuity and Attendance Plan Stakeholder Outreach

The purpose of this communication is to provide the Board an update regarding the 2020/21 Learning Continuity and Attendance Plan.

As previously communicated to the Board on July 10, 2020, districts are not required to complete a Local Control and Accountability Plan (LCAP) for the 2020/21 school year. Instead, districts must complete and adopt a Learning Continuity and Attendance Plan by September 30, 2020, detailing how student learning will be addressed during the COVID-19 crisis.

A key component for the plan development is stakeholder engagement. One opportunity provided for input will be a virtual town-hall on Thursday, August 06, 2020 at 6:00 PM. The Communications team will help provide awareness of the town-hall utilizing School Messenger (phone calls, email and text alerts), the district website, PeachJar and social media. Leading up to the event, participants will have an opportunity to submit questions and comments that can be addressed during the presentation. The presentation will be delivered by a collaborative group of colleagues who will provide important updates and details regarding the topics below:

- eLearn at My School – Instruction through Distance Learning
- Technology – Accessing devices and internet connectivity to support learning
- Supporting Mental/Social Emotional Health and Well Being
- Overcoming Barriers for Student Groups – English Learners, Foster Youth, Homeless and Students with Special Needs
- School Nutrition and Meals

Please see the attached flyer providing additional information for the town-hall.

Lastly, listed below are additional opportunities for input and feedback informing plan development in addition to the virtual town-hall prior to September 30, 2020:

- August 13, 2020 – District Advisory Committee
- August 20, 2020 – District English Learner Advisory Committee
- September 09, 2020 – Public Hearing
- September 16, 2020 – Public Adoption

If you have any questions, or require additional information, please call Santino Danisi at 457-3661.

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

Date: _____

Opening of the 2020/21 School Year

VIRTUAL TOWN HALL

Thursday, August 6th at 6:00 pm

Learn About

- Distance Learning
- Technology – Devices and Internet connectivity
- Social Emotional Supports
- Supports for English Learners, Foster Youth, Homeless and Students with Special Needs
- School Nutrition and Meals

Meeting Access

- English - Click to watch the meeting at: go.fresnounified.org/ustream
- For Spanish Audio
+1 (559) 512-2623
Conference ID: 782 081 20#
- For Hmong Audio
+1 (559) 512-2623
Conference ID: 287 056 83#

Please submit any input by Tuesday, August 4, 2020.

To submit questions or comments prior to the meeting, please access

www.surveymonkey.com/r/S89GY9F

Questions can also be submitted via a voicemail by calling 559-457-6222

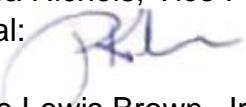


Fresno Unified School District



Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lisa Nichols, Vice Principal on Special Assignment
Cabinet Approval: 

Date: July 31, 2020

Phone Number: 708-2628

Regarding: Willie Lewis Brown, Jr. Youth Academy Leadership Camp for the African American Student Leadership Academy Cohort 2025

The purpose of this communication is to provide the Board information regarding Cohort 2025 of the Willie Lewis Brown, Jr. Youth Academy (BYA) Virtual Leadership Camp provided by the University of California (UC), Merced for the Fresno Unified School District African American Student Leadership Academy (AASLA).

Since 2016, the Goal 2 Team has sent four cohorts of African American middle school students to the BYA Leadership Camp hosted by UC Merced. The purpose of the camp is to provide the foundation for the AASLA program and is a required component for students who participate in this mentoring program. The goal of the AASLA cohorts is to support the selected students through middle and high school, to prepare them to be UC eligible upon graduation, and take advantage of the opportunity UC Merced provides through the BYA Leadership Campus of automatic acceptance to the university if they maintain admission requirements. The AASLA currently has 331 students in five cohorts (2021, 2022, 2023, 2024 and 2025).

Due to the current climate of COVID-19, school closures, and the concerns of the health and safety of our students, BYA and UC Merced provided the recently added Cohort 2025 (41 students) the opportunity to have the camp experience via a remote learning platform. Students were engaged through educational workshops, presentations from African American professors/leaders, student teacher led lessons, mentoring, and organizational skills that will support their academic growth.

A key component of the AASLA is the parent partnership. A virtual parent workshop was held on July 14, 2020, for parents where an overview was provided of the AASLA program and the BYA Virtual Leadership Camp. There were 41 African American parents in attendance.

For the 2020/21 school year, there will be a series of scheduled parent workshops to provide parents tools and strategies on how to improve their child's academic performance. In addition, parents will receive information on parent advocacy and supporting their child throughout their educational journey. Parents will have the opportunity to hear from speakers, including international educator and author, Dr. Chike Akua, the "Amazing Tei Street" and other speakers throughout the school year.

If you have any questions or require additional information, please contact Lisa Nichols at 708-2628.

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

Date: _____

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lisa Nichols, Vice Principal on Special Assignment
Cabinet Approval:

Date: July 31, 2020

Phone Number: 708-2628

Regarding: Character, Honor, Integrity, Perseverance and Service Virtual Leadership Camp for the African American Student Leadership Academy Cohort 2024

The purpose of this communication is to provide the Board information regarding Cohort 2024 of the Character, Honor, Integrity, Perseverance and Service (CHIPS) Virtual Leadership Camp provided through the Fresno County Superintendent of Schools (FCSS) and California State University, Fresno (CSU) for the Fresno Unified School District African American Student Leadership Academy (AASLA).

Since 2016, the Goal 2 Team has sent four cohorts of African American high school students to the CHIPS Leadership Camp hosted by FCSS and CSU. The purpose of the camp is to provide students cultural, emotional intelligence and leadership learning as well as prepare students as they make the transition from middle school to high school. Culminating their week of camp, students participated in a closing ceremony where they were recognized for their participation and contribution of student learning. They were honored by FCSS Superintendent Jim Yovino honoring those campers with his special recognition of their effort. There will be an opportunity to visit the CSU campus when it is deemed appropriate by our Fresno County Department of Public Health.

Due to the current climate of COVID-19, school closures, and the concerns of the health and safety of our students, Cohort 2025 (22 students) completed the four-day camp experience via a distance learning platform. Students were engaged for two hours each day and participated in educational workshops, presentations from African American leaders, cultural and leadership lessons, mentoring and organizational skills that will support their academic growth and transition to ninth grade.

A vital component of the AASLA is the parent partnership. A virtual parent workshop was held on July 7, 2020, for 2024 Cohort parents. Parents were provided an overview of the AASLA program and the CHIPS Leadership Virtual Camp. There were 26 African American parents in attendance.

For the 2020/21 school year, there will be a series of scheduled parent workshops to provide parents tools and strategies on how to improve their child's academic performance. In addition, parents will receive information on parent advocacy and how to support their child throughout their educational journey. Parents will have the opportunity to hear from speakers, including international educator and author, Dr. Chike Akua, the "Amazing Tei Street" and other speakers throughout the school year.

If you have any questions or require additional information, please contact Lisa Nichols at 708-2628.

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

Date: _____