BOARD COMMUNICATIONS – SEPTEMBER 25, 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 – Santino Danisi, Interim Chief Financial Officer
AS-1 Kim Kelstrom School Services Weekly Update Report for September 18, 2020
AS-2 Kim Kelstrom & Weekly Attendance and Intervention Update
Ambra O’Connor

COMMUNICATIONS – Nikki Henry, Chief Information Officer
C-1 Amy Idsvoog Community Outreach Plan-Fresno High Mascot Logo
C-2 Maiyer Vang Parent University 2020 Fall Cohort 1 and 2 Parent Learning Standalone Sessions

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access
EA-1 Deanna Mathies Language Learning Project

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer
OS-1 Karin Temple Solar Energy Projects Update
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Regarding: Superintendent Calendar Highlights

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

- Site visits to McCardle and Robinson
- Met with labor partners to discuss return to school
- Met with Trustees in small groups to discuss return to campus
- Spoke to the Leadership Academy Cohort
- Met with Executive Cabinet
- Met with Trustees in small groups to discuss the African American Task Force work
- Met with Sunnyside faculty and staff
- Participated in weekly call with Fresno County Superintendents
- Met with staff and students from Californians for Justice
- Gave interview with Shawna Khalafi, KSEE 24, regarding return to school
- Held Virtual Town Hall meeting regarding the Governor’s Color-Coded System and what it means for schools.
- Participated in the Principal Pipeline Learning Community Virtual Convening
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer

Cabinet Approval: 

Regarding: School Services Weekly Update Report for September 18, 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 September 18, 2020 is attached and includes the following articles:

- First Big Reform of California’s Education Funding Law Awaits Governor’s Signature – September 16, 2020
- California’s Proposition 15 Would Raise Taxes on Businesses While Supporting Schools, Local Governments – September 15, 2020
- DOL Revises FFCRA Regulations – September 17, 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: 09/25/2020
DATE: September 18, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: SSC’s Sacramento Weekly Update

---

**Bill Signing Update**

Governor Gavin Newsom has less than two weeks left to consider bills sent to him by the Legislature at the end of the 2019–20 Legislative Session. Some of the education-related bills that the Governor signed since last week’s Sacramento Update include:

- **Assembly Bill (AB) 908 (O’Donnell, D-Long Beach):** This bill authorizes a school district to extend a student’s probationary period to demonstrate satisfactory progress through the conclusion of the 2020–21 school year for purposes of extracurricular and cocurricular activities, authorizes documentation required for purposes of student work permits to be submitted electronically during an extended school closure, and prohibits a work permit from being denied based on a student’s grades, grade point average, or school attendance when the student’s school has been physically closed for an extended time.

- **AB 1350 (Gonzalez, D-San Diego):** This bill authorizes a local educational agency (LEA) to retroactively grant a high school diploma to a person who was in their senior year of high school during the 2019–20 school year and was in good academic standing and on track to graduate as of March 1, 2020, but unable to complete the statewide graduation requirements as a result of COVID-19.

- **AB 2234 (Chau, D-Monterey Park):** This bill authorizes a merit-based school or community college district’s personnel commission to select its own attorney rather than having to use the district’s attorney if a majority of the commission declares that a conflict of interest exists between the commission and the district or the district’s governing board.

- **Senate Bill (SB) 1159 (Hill, D-San Mateo):** This measure codifies the Governor’s Executive Order (N-62-20) that created a rebuttable presumption that “essential employees” who contracted COVID-19 were infected on the job, and establishes the scope and terms of a similar presumption for infected employees outside of the Executive Order, which reduces an employee’s burden to prove that they contracted COVID-19 at work on or before July 5, 2020.
As urgency bills, AB 908 and SB 1159 went into effect immediately upon signature. AB 1350 and AB 2234, however, won’t go into effect until January 1, 2021. There are still a number of significant education bills awaiting the Governor’s action before the September 30 deadline, including the following:

- **AB 331 (Medina, D-Riverside):** This measure would add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements beginning with the graduating class of 2029–30.

- **AB 1835 (Weber, D-San Diego):** This bill would require LEAs to annually identify and report unspent Local Control Funding Formula supplemental and concentration grant funds and clarify that those unspent funds must continue to be used to increase or improve services for unduplicated pupils in future years.

- **AB 2101 (Committee on Public Employment and Retirement):** This bill would specify that paid administrative leave is included in the “leave of absences” that earn creditable compensation in the California State Teachers’ Retirement System.

- **SB 820 (Committee on Budget and Fiscal Review):** This measure is the annual budget cleanup bill for education, which makes a number of technical changes to the education provisions in the 2020–21 Enacted State Budget.

### Centrist House Caucus Releases COVID-19 Stimulus Framework

This week, the centrist bipartisan group known as the Problem Solvers’ Caucus released a $2 trillion legislative framework for a new COVID-19 stimulus package that they view as a compromise of the relief packages proposed by Democratic and Republican leadership. The framework combines elements from both plans, and includes the following:

- **$145 billion for education** including $15 billion for child care providers, $100 billion for K–12 schools, and $30 billion for higher education institutions regardless of distance learning or in-person instruction (Democrats proposed $90 billion for K–12 schools in the HEROES Act while the Republican HEALS Act included $105 billion, but two-thirds was dependent on schools physically reopening)

- **$500 billion for state and local government aid** aimed at addressing COVID-19 revenue shortfalls and added costs (Democrats wanted $900 billion for this aid while Republicans baulked at providing aid to state and local governments)

- **$100 billion for COVID-19 testing and contact tracing**

- **$12 billion for broadband hot spots in underserved communities**

- **$120 billion to provide up to $450 per week in supplemental unemployment insurance** for eight weeks and then up to $600 per week and up to (but not to exceed) 100% of previous wages (Democrats wanted to maintain the $600 per week from the CARES Act, while Republicans were proposing $300 per week)

- **$280 billion for an additional round of $1,200 stimulus checks for adults making $75,000 or less per year in adjusted gross income as well as $500 for each child or adult dependent**
The framework also proposes to provide liability protections for schools and businesses by shielding these entities from lawsuits if they follow enhanced OSHA guidelines and enforce worker safety protocols. This is an important issue that went unaddressed at the state level during the legislative year. AB 1384 (O’Donnell) would have provided liability protections for LEAs, but the bill did not receive a hearing in the Senate Judiciary Committee. Governor Newsom has not indicated whether he will take executive action on this issue, meaning the federal government is the best chance for schools and businesses to receive this liability protection.

It’s important to note that this is just a framework and not a fully fleshed-out bill. However, the hope from the 50-member caucus is to bring leadership back to the negotiating table and work from this framework toward a stimulus package that all parties can get behind.

Leilani Aguinaldo
Note: AB 1835 is Governor Newsom’s first chance to make noteworthy changes to his predecessor’s signature school funding formula.

First Big Reform of California’s Education Funding Law Awaits Governor’s Signature

*Gov. Newsom’s advisors urge vetoing a bill strongly backed by student advocacy groups*

By John Fensterwald

*EdSource*

September 16, 2020

The first significant change to the state’s 7-year-old K-12 funding system, the Local Control Funding Formula, is a signature away from becoming law.

But if Gov. Gavin Newsom accepts the recommendation of his advisers at the California Department of Finance and ignores the Legislature’s near-unanimous vote favoring the significant reform, he’ll veto the legislation within the next few weeks. Hundreds of nonprofits and civil rights groups signed a letter last week urging him not to do that; signing it instead would ensure that funding for “our highest-need, most vulnerable students is actually directed to support them,” the letter said.

Assembly Bill 1835 would end what advocates for years have called a glaring loophole that undermines the funding law’s cardinal purpose, which is to provide additional funding for four groups of underserved students: English learners, low-income students, homeless and foster children.

Under the Local Control Funding Formula, the funding law that former Gov. Jerry Brown persuaded the Legislature to pass in 2013, districts and charter schools where these “high needs” students predominate receive about 40% more funding per student than districts where few of these students are enrolled.

The funding formula requires districts and charter schools to proportionally increase programs and services for them. But there’s an escape hatch: whatever funding is not spent by year-end can be rolled over into a pool of unrestricted money that districts can use however they want the following year, including on employee raises and benefits.

In reports over the years, civil rights and student advocacy groups, such as Public Advocates, Education Trust-West and Children Now, have complained that this provision creates a perverse incentive not to spend the money on high-needs students and not to be straight with the public about what it’s doing. The Department of Finance defends the practice as compatible with the law, which gives districts funding flexibility.

But last year, State Auditor Elaine Howle joined those calling for reform in issuing the findings of an audit that the Legislature requested on spending by three representative districts. She concluded that the districts—Oakland, Clovis and San Diego—had not been transparent about spending “supplemental and concentration” money, as the additional funding is called. They had collectively carried over hundreds of millions of unspent funding for high-needs students over multiple years and, except for San Diego Unified, had not designated it for the future needs of those students. The audit also faulted county offices of education and the California Department of Education for lax oversight.
The bill, co-authored by Assemblywoman Shirley Weber, D-San Diego, and Sharon Quirk-Silva, D-Fullerton, and co-sponsored by Children Now, Education Trust-West and Teach Plus, would put two of Howle’s recommendations into law. It would require districts and charter schools to earmark unspent funding for high-needs students and spend it on those students in future years. And it would require that they track how they spend the money in districts’ annual spending plan, called the Local Control and Accountability Plan, or LCAP, and report the data to the state every year. Doing so, the audit said, would provide the public and legislators with a statewide picture on whether districts are doing what the law intends and, if not, what should be done to narrow achievement gaps.

**An issue of timing?**

In its opposition letter, the Department of Finance said that forcing districts to adopt a uniform system of reporting how they spend supplemental and concentration funding would be “a major shift in policy” and add “significant, unknown costs” to districts and the state. Creating this law during a pandemic, with possible budget cutbacks, would be “ill-advised,” the department said.

The California Association of School Business Officials also cited bad timing in a letter it sent last month to the Senate Appropriations Committee. Were it not for a pandemic and its uncertain long-term impact on state funding, the organization would not have opposed the bill, it said. While districts should go to great lengths to protect the interests of high-needs students, potentially huge cuts in basic funding will determine what’s possible, it said.

But Weber argues that the pandemic’s disproportionate impact on the learning loss of poor children and English learners is all the more reason to fix a flawed law now. “We have to ensure that these students—who consistently underperform—have the resources they need for academic success. We cannot allow school districts to continue to have an incentive to misappropriate these funds for other purposes,” she said in a statement.

More than 40 civil rights and advocacy organizations agreed in a letter supporting the bill. “The immediate and long-term consequences of shuttered schools, uneven distance learning opportunities and a severe economic crisis is falling disproportionately on California’s most vulnerable student populations,” they wrote.

In his initial state budget summary in January, Newsom didn’t explicitly refer to Howle’s audit, but he said his administration would explore ways to strengthen accountability for spending money for high-priority students, “particularly when actions described in an LCAP are not implemented as planned.”

But in the days leading up to AB 1835’s passage, Weber said she rejected amendments that Newsom’s aides proposed that would have weakened the bill. She said she hopes to have a personal meeting with Newsom to persuade him to sign it by the Sept. 30 deadline.

Jasmine Dellafosse is hoping Weber convinces him. She’s a leader of the Stockton Educational Equity Coalition, a group that includes community organizations and the ACLU Foundation of Northern California, that has been battling Stockton Unified over what it has done with supplemental and concentration funding it carried over from year to year.

Last year, the group assumed it had reached an agreement with former Superintendent John Deasy that $6.7 million of “misallocated” funding would be spent on high-needs students. But the district reneged, and last
month, in response to the coalition’s formal complaint, its lawyer cited the lack of a written agreement and the fact that AB 1835 hadn’t become law as evidence that the district hadn’t done anything improper (see page 12).

“We are really frustrated with the loophole,” Dellafosse said. “The district recognizes that it is ethically and morally but not legally bound, so it just spends the money as it chooses.”

---

Note: The latest Public Policy of Institute polling shows Proposition 15 is supported by a slim majority of likely voters (51%); however, a recent Probolsky Research poll found that only 41% of likely voters support the measure.

California’s Proposition 15 Would Raise Taxes on Businesses While Supporting Schools, Local Governments

By Chris Nichols
CapRadio
September 15, 2020

California voters will decide this fall whether to approve Proposition 15, a major change to the state’s historic property tax law that would raise taxes on large businesses, while providing up to $11.5 billion per year to fund public schools, community colleges and local governments.

The measure, also referred to as the “split roll” initiative, would raise taxes on commercial and industrial real estate worth more than $3 million. It would do this by removing the property tax protection for businesses granted in 1978 under the state’s landmark Proposition 13. The protection for homeowners would stay in place.

“This initiative is about closing corporate property tax loopholes on the biggest, most profitable corporations in the state: The top 10%,” said Alex Stack, spokesperson for the Yes on 15 campaign.

Stack said the measure would affect large, established Silicon Valley companies such as IBM and Intel, along with Hollywood movie studios and others that “haven’t changed ownership and are still paying property taxes based on assessments from the 1960s and ‘70s.”

Under Proposition 15, the companies would have to pay property tax based on current market value. Right now, they pay a much lower tax based on the original purchase price.

But Rob Lapsley, president of the California Business Roundtable and one of the measure’s opponents, says the tax hike would harm not just big businesses, but small ones, too.

Lapsley said the owners of large commercial properties like shopping centers would pass the tax increase on to smaller tenants in the form of higher rents and fees.

“Ultimately, everybody pays this tax,” Lapsley said. “But most importantly, the small business owner is going to get hit exactly at the wrong time in this economic crisis.”
While both campaigns agree that property tax protections will remain for homeowners, they disagree on how home-based businesses will be treated. Stack said those are “totally exempt” from the measure’s tax increases. Lapsley, however, said the initiative gives the Legislature the authority to define a home-based business, creating uncertainty.

The language in the initiative says “the Legislature shall also define and provide by statute that limited commercial uses of residential property, such as home offices, home-based businesses or short-term rentals, shall be classified as residential.”

The higher property tax assessments would start in 2022 for some properties, but not until 2025 for those where half or more of the tenants are small businesses.

**How Would The Tax Revenue Be Shared?**

The nonpartisan California Legislative Analyst’s Office estimates Proposition 15 would generate between $6.5 billion and $11.5 billion in new funding each year for local governments and schools.

Sixty percent of the funds would be distributed to cities, counties and special districts. The total each receives would depend on the amount of new taxes paid by commercial properties in each community.

“Not all governments would be guaranteed new money,” the LAO reported, citing a provision in the measure that reduces taxes on business equipment. “Some in rural areas may end up losing money because of lower taxes on business equipment.”

The LAO said the other 40% would go to K-12 schools and community colleges.

“Each school or community college’s share of the money is mostly based on how many students they have,” the LAO reported.

**False Claims On Social Media**

Long before the measure qualified for the ballot, social media posts falsely claimed it would “repeal” the historic Proposition 13. PolitiFact California found those claims capture real concern about potential changes to Proposition 13 for large businesses, but also greatly misrepresent the specific changes the November measure would make for other properties.

Homeowners, small businesses and most agricultural properties would not lose their Proposition 13 tax safeguards, as the social media posts suggest. That’s spelled out in the measure’s official state title and summary document.

**Claims About Agricultural Land**

Alex Stack of the Yes on 15 campaign said farms would retain their Proposition 13 protections. However, those with part of their property or an adjacent property that is used purely for commercial purposes and valued at more than $3 million would be subject to the tax increase under the measure. He estimated that few such properties exist, saying perhaps high-end winery tasting rooms or markets in Napa would be included.

The Agricultural Council of California and other farm groups have opposed Proposition 15 saying it “would trigger reassessments at market value for agriculture-related facilities and improvements.”
Stack said Proposition 15 would have no effect on farms that make such upgrades. Existing state law already requires reassessments when property owners make improvements, he noted.

**Supporters and Opponents of Proposition 15**

Many top Democratic leaders and public sector unions support the measure, according to a list compiled by Ballotpedia.org. They include presidential candidate and former Vice President Joe Biden, his running mate and California Sen. Kamala Harris, Gov. Gavin Newsom, Sacramento Mayor Darrell Steinberg, Oakland Mayor Libby Schaaf and San Francisco Mayor London Breed.

Some of the unions that support the measure are the American Federation of State, County and Municipal Employees; the American Federation of Teachers; California Federation of Teachers; the California Teachers Association and the California Nurses Association.

Opponents include Democrat and former Los Angeles Mayor Antonio Villaraigosa; the Howard Jarvis Taxpayers Association; the California Taxpayers Association; the California Farm Bureau Federation; the California NAACP State Conference; California Hispanic Chambers of Commerce; the California Small Business Association; and the California Grocers Association.

Campaign finance reports show supporters had raised $20.8 million as of June 30, the most recent filing period, Ballotpedia reported. The California Teachers Association Political Action Committee contributed $6 million, the largest amount.

Meanwhile, opponents of the measure had pulled in $5.5 million up to June 30. The “No on Prop 15 - Stop Higher Property Taxes and Save Prop 13” committee contributed $3.1 million of the total.

Funding for that committee comes from the California Business Roundtable, the California Taxpayers Association and the Paramount Group, a real estate investment company.

---

**DOL Revises FFCRA Regulations**

By Danyel Conolley, Debbie Fry, Charlene Quilao, and Suzanne Speck
School Services of California Inc.’s Fiscal Report
September 17, 2020

As a result of the court case *State of New York vs. United States Department of Labor, et al.*, No. 1:20-cv-03020-JPO (see “New York Challenges Provisions of the DOL Regulations,” in the September 2020 Fiscal Report), the U.S. Department of Labor (DOL) made revisions to regulations relating to Emergency Paid Sick Leave (EPSL) and Expanded Family and Medical Leave-Emergency Family and Medical Leave (EFML) provisions of the Families First Coronavirus Response Act (FFCRA).

Effective September 16, 2020, through December 31, 2020, the following revisions have been made per the DOL’s news release last week:

- Reaffirms that paid sick leave and expanded family and medical leave may be taken only if the employee has work from which to take leave, and clarifies that this requirement applies to all qualifying reasons to take paid sick leave.
• Also reaffirms that when intermittent leave is permitted to care for a child whose place of care, or childcare provider is closed or unavailable due to COVID-19, the employee must obtain employer’s approval to take paid sick leave or expanded family and medical leave intermittently.

• Clarifies that if an employee is teleworking and not entering the workplace, he or she may take intermittent leave for any of the qualifying reasons with the employer’s consent.

• Clarifies that employer approval is not required when employees take FFCRA leave in full-day increments to care for their children whose schools are operating on an alternate day basis. For example, if a child is attending in-person instruction three days a week and participating in distance learning the remaining two days, the parent’s need for leave two days per week is not considered intermittent, and therefore, does not require approval. If the reason for this leave is foreseeable, it will generally be practicable to provide notice prior to the need to take leave.

These new revisions officially went into effect on September 16, 2020, when posted in the Federal Register—which can be located here. Local educational agencies should review current FFCRA policies and procedures and prepare to make changes based on the DOL’s revised ruling. In the meantime, consult legal counsel if your leave policies are challenged based on the recent revisions to the FFCRA.
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom & Ambra O’Connor
Cabinet Approval:

Regarding: Weekly Attendance and Intervention Update

The purpose of this communication is to provide the Board information regarding weekly attendance rates and interventions.

**Weekly Attendance Data**
The data below provides weekly attendance information for the periods of September 14, 2020 through September 18, 2020 and the prior year period of September 09, 2019 through September 13, 2019 for comparison.

<table>
<thead>
<tr>
<th></th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 5 - Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/08/20-9/11/20</td>
<td>9/14/20-9/18/20</td>
<td>9/09/19-9/13/19</td>
</tr>
<tr>
<td>Attendance</td>
<td>92.0%</td>
<td>93.0%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Absences due to Connectivity</td>
<td>1.5%</td>
<td>1.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Excused Absences</td>
<td>1.0%</td>
<td>0.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Unexcused Absences</td>
<td>5.5%</td>
<td>4.8%</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

On Friday, September 11, 2020, there were 382 students with an excused absence due to online connectivity issues, a decrease from the previous week when there were 573. School sites continue to connect with families in verifying absences.

Current enrollment for TK-12 in week 5 was approximately 69,700 students compared to 71,000 students last year, a decrease of approximately 1,300 students. This decrease is primarily in grades TK-K where there are approximately 1,000 less students enrolled as compared to last year.

**Site-Based Attendance Interventions**
During the week of September 14, 2020 through September 18, 2020, school site teams made 17,454 successful phone calls and 357 home visits. A total of 74,371 phone calls and 2,139 home visits have been conducted since the start of school for site-based attendance interventions. School sites are now tracking the number of intervention attempts and successful contacts separately in order to report out in this manner in future board communications.

**Prevention & Intervention Interventions**
During the week of September 14, 2020 through September 18, 2020, the attendance office at the Department of Prevention & Intervention made 1,243 phone calls to families, of which 1,010 were successful. Additionally, the team made 357 home visits. A total of 4,266 phone calls and 963 home visits have been conducted since the start of school by the Prevention & Intervention attendance team.
If you have any questions or require additional information, please contact Ambra O'Connor, 457-3340 or Kim Kelstrom, 457-3907.
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer
Cabinet Approval: 

Regarding: Community Outreach Plan—Fresno High Mascot Logo

The purpose of this communication is to provide the Board information on the District’s outreach plan for engaging the Fresno High community regarding concerns related to their warrior mascot logo. The plan aligns with administrative regulation (AR) 7310 and seeks community input, including an online survey.

To ensure diversity of thought, the Communications Office is working with Fresno High administration, Equity and Access and our Indian Education Department to host a listening session made up of a small group of students, staff, parents, alumni, community members and tribal elders. The listening session will be held on September 28 and a community survey based on feedback from the listening session will follow.

The district’s cultural proficiency response team will help facilitate the listening session and communications will collect feedback. A survey will be placed on the district website for 30 days to garner feedback from our larger community. Much like the community naming process, the Communications Office will provide the Board of Education with data from both the listening session and community survey. The item will be placed on a November board agenda for discussion and decision.

If you have any questions or require additional information, please contact Nikki Henry at 250-1488.

Approved by Superintendent
Robert G. Nelson Ed.D. Date: 09/25/2020
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval:

Regarding: Parent University 2020 Fall Cohort 1 and 2 Parent Learning Standalone Sessions

The purpose of this communication is to provide the Board information regarding the Parent University 2020 Fall Cohort 1 and 2 Parent Learning sessions.

Parent University will begin the Parent Learning standalone sessions starting the week of October 6, 2020 and go through October 8, 2020. In addition, Parent University will have five-week sessions starting the week of October 20, 2020 and go through November 20, 2020 (once a week for a minimum of five sessions). All sessions are offered in English, Hmong, and Spanish. Parent Learning topics include:

- Accessing Atlas/Microsoft Teams
- Basic Computer Literacy
- Positive Discipline
- College and Career Readiness/Microsoft Teams
- High School Readiness/Microsoft Teams
- Middle School Readiness/Microsoft Teams
- Elementary School Readiness/Microsoft Teams
- SPED/Microsoft Teams

Parent University’s community-based organizations had a total of three hundred seven (307) parents participate in the first and second week of the virtual parent learning. In addition, a total of six thousand four hundred twenty-five (6,425) parents participated in training on Facebook Live in English, Hmong, and Spanish. Utilizing Facebook Live is a new tool for our partners and we are very excited to provide this option to our parents, especially during this difficult pandemic.

Parent University and our community-based partners are utilizing platforms such as Microsoft Teams, Zoom, TV programs, Facebook Live and webinars to present their virtual sessions. Flyers will be posted on Peachjar and personal phone calls will be made to parents at seventy-four (74) targeted school sites.

Attached are the session overviews and flyers. If you have questions or need more information, please contact Maiyer Vang at 559-250-1322 or visit Parent University’s website at https://parentu.fresnounified.org/

Approved by Superintendent
Robert G. Nelson Ed.D.  

Date: 09/25/2020
## Virtual Parent Learning Registration:

- If you would like to register now for our sessions, please scan our QR Code or go to: [https://tinyurl.com/y4on6g34](https://tinyurl.com/y4on6g34)
- This link and QR code will register you for any PU virtual parent learning and/or event with parent university.
- The link has all three languages – to select a different language click on English at the top and Spanish and Hmong are available.

### How to use Atlas and Microsoft Teams for Parents
**Target: All**

**Standalone/single session**

- Learn how to access Atlas
- Learn how to use the Microsoft Teams features
- Learn how to access Microsoft Teams
- Ask questions about Microsoft TEAMS
- Learn what an invite looks like and the functions within the Microsoft Teams environment

### Positive Parent Discipline
**Target: All**

**Standalone/single session**

- Learn positive discipline parenting tools to build stronger relationships
- Apply different positive parenting tools to daily life to help students be more resilient, responsible, respectful and happy
| **Basic Computer Literacy**  
*Target: All* | **Standalone/single session**  
- Review the basic functions and components of a computer  
- Learn about web browsers and overview of Microsoft Teams  
- Learn how to set up and create an email |
| **Elementary School Readiness**  
*Target: K-3* | **Session 1: District Profile/The Learning Environment & Elementary Preparation**  
- Learn about district goals and the roles of district leaders. You will also learn about the goals that guide student learning, the learning environment, and grade level standards. Review of common core, how a classroom lesson is planned, and what you can do at home to support learning.  
**Session 2: Measuring School and Student Progress**  
- Become familiar with the California Assessments used to measure student progress and the California Dashboard used to measure school/district performance. Learn about Smarter Balanced Assessment Consortium(SBAC) and resources to assist your student.  
**Session 3: Campus Culture – Attendance and Social Emotional Learning**  
- Gain understanding about the Safe and Civil Schools Initiative, bullying, attendance, the Student Attendance Review Board (SARB); become familiar with C.H.A.M.P.S, classroom management, and how to support your student during a crisis.  
**Session 4: School Choice – Atlas, EduText, Peachjar**  
- Learn about the district’s information systems for parents and students to keep track of academic performance. Gain information on school choice and become familiar with the transfer application process and Peachjar flyers.  
**Session 5: I-Ready Team Q&A presentation and Transfer Office** |
<table>
<thead>
<tr>
<th>Middle School Readiness</th>
<th>Session 1: Introduction and Middle School Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 7th Grade</td>
<td>- Introduction to documents guiding the school district, district leaders, and their roles within the Fresno Unified School District. This session will review school resources, tips on supporting your middle school student through middle school transition and the importance of 7th and 8th grade to high school success.</td>
</tr>
<tr>
<td></td>
<td><strong>Session 2: Middle School Resources, A-G, and Technology</strong></td>
</tr>
<tr>
<td></td>
<td>- Learn about the class options available for students at the middle school level. Become familiar with resources at the middle school level and learn about A-G requirements, ATLAS, and the importance of technology.</td>
</tr>
<tr>
<td></td>
<td><strong>Session 3: Middle Schools, School Choice, and Attendance</strong></td>
</tr>
<tr>
<td></td>
<td>- Explore and learn about “school choice” options available for students at the middle school and high school level. Learning will include magnet programs, criteria schools, and Junior Doctors academy as well as how the transfer process works. You will learn about the importance of attendance.</td>
</tr>
<tr>
<td></td>
<td><strong>Session 4: Developmental Changes of the Middle School Student</strong></td>
</tr>
<tr>
<td></td>
<td>- Gain knowledge and information about the developmental changes of the middle school student, which include biological, cognitive, and social/emotional challenges. You will learn about bullying, vaping and AB2246 law imposed on all California schools in regard to depression and suicide awareness and helping your student cope after an emergency.</td>
</tr>
<tr>
<td></td>
<td><strong>Session 5: Dangers of Vaping Presentation Virtually with County Health Officials</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Readiness</th>
<th>Session 1: High School Environment and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 8th grade</td>
<td>- Learn about structural changes in high school and how to best support your student adjusting to these changes. You will also gain knowledge of the expectations of incoming 9th grade high school students and their responsibilities as a high school student.</td>
</tr>
</tbody>
</table>
school student. You will be provided key technology tools to understand the customized student report to help your student.

**Session 2: High School Class Options & Graduation Requirements**

- Learn about class options available for students at the high school level. Gain awareness of alternative class options for their student to earn their high school diploma as they work toward completing graduation and A-G requirements. You will also learn about CART, eLearn Academy, and other options after high school.

**Session 3: Student Involvement, Social & Emotional Concerns, and Discipline**

- Gain knowledge of the district’s Goal 2 and an understanding of the various opportunities for students to get involved. Gain additional knowledge on high school athletics. Review of behavior changes, social and emotional changes, and challenges of high school and an explanation of student discipline and process. Learn about AB2246 law, depression and suicide, and vaping.

**Session 4: Attendance, Assessment, and Challenges in High School**

- Understand the importance of attendance and how it affects a student’s high school privileges. Learn about the various types of assessments their student can expect to take throughout their high school years. Learn about advancement placement, Khan Academy, and how to help prepare students for academic success.

**Session 5: Dangers of Vaping Presentation Virtually with County Health Officials**

### College and Career Readiness
**Target: 12th grade**

**Session 1: Senior Year and Learning About Life Skills**

- Gain knowledge about what to expect senior year, expenses, and the requirements students need to fulfill in order to graduate. Parents will be presented with important information on life skills, credit recovery, vaping, and how to connect with the school sites.
### Session 2: Navigating the College Admission Process
- Learn about the various opportunities students have upon completing their high school education. Parents will learn about the college admission process for each type of institution and the requirements students need to complete in order to apply.

### Session 3: Financial Aid, Scholarships & Managing College Expenses
- You will be introduced to the financial aid process to assist with paying for a college education. Deadlines for applications. Federal student aid loans, private loans and scholarships.

### Session 4: Career Technical Education and Developing Job Skills
- Explore Career Technical Education (CTE) opportunities, career exploration web sites, workforce connections and military options exist for students.

### Session 5: Virtual College Tour and Q&A

### SPED Target: Elementary

#### Session 1: District Profile and SPED Overview
- This session will provide an overview of the Special Education law-Individuals with Disabilities Education Act (IDEA), identify student academic needs and support services, the FUSD Special Education program Fresno Unified has to offer, and the importance of building a partnership with the school team.

#### Session 2: Participating in My Child’s IEP
- Introduce the Individualized Education Program (IEP) process, know the purpose and function of an IEP and important tips for parent participation before, during, and after the IEP meeting.

#### Session 3: Student Success
- Understand the importance of self-awareness, accommodations and modifications to support student academic success.
<table>
<thead>
<tr>
<th>Session 4: Q&amp;A with SPED staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide an opportunity for parents or guardians to meet with SPED experts to explain their student’s legal documents and receive a toolkit to support student achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 5: Virtual Q&amp;A with Adult Transition Program Staff</th>
</tr>
</thead>
</table>

For questions on Curriculum, please email Maiyer Vang at maiyer.vang@fresnounified.org
Fall 2020 Parent University Virtual Standalone Sessions

Tuesday, OCT. 6
Accessing ATLAS/ Microsoft Teams
10:00 A.M. – 12:00 P.M.
& 2:30 P.M. – 4:30 P.M.

Wednesday, OCT. 7
Basic Computer Literacy
2:30 P.M. – 4:30 P.M.
& 6:00 P.M. – 8:00 P.M.

Thursday, OCT. 8
Positive Discipline
2:30 P.M. – 4:30 P.M.
& 10:00 A.M. – 12:00 P.M.

TO SIGN-UP
Please scan the QR code OR visit https://tinyurl.com/y4on6g34 and complete the registration form. A Parent University facilitator will e-mail you a calendar invite to the on-line class.

Our Mission: Empower, Engage, and Connect Families to Support Student Achievement
Aprendizaje Virtual De Universidad Para Padres Otoño 2020

Parent University Chav Kawm Hauv Huab Cua Caij Nplooj Zeeg 2020

Martes, 6 de octubre
Cómo acceder a ATLAS y Microsoft Teams
2:30 P.M. – 4:30 P.M.
& 3:00 P.M. – 5:30 P.M.

Miércoles, 7 de octubre
Habilidades básicas de computación
10:00 A.M. – 12:00 P.M.
2:30 P.M. – 4:30 P.M.
& 6:00 P.M. – 8:00 P.M.

Jueves, 8 de octubre
Disciplina positiva
10:00 A.M. – 12:00 P.M.
1:30 P.M. – 3:30 P.M.
& 6:00 P.M. – 8:00 P.M.

Tuesday, 10 hlis tim 6
Nkag mus rau hauv ATLAS/Microsoft Teams
2:30 – 4:30 thib 6:00 – 8:00
Teev Tsaus Ntuj

Wednesday, 10 hlis tim 7
Kawm Siv Commputer
2:30 – 4:30 Tsaus Ntuj
6:00 – 8:00 Teev Tsaus Nteej

Thursday, 10 hlis tim 8
Kawm Kev Qhuab Qhia Zoo
2:30 – 4:30 thib 6:00 – 8:00
Teev Tsaus Ntuj

Nuestra Mision: Habilitar, Involucrar y Conectar a las Familias para Apoyar el Éxito Estudiantil

PARA REGISTRARSE

Por favor escanear el código QR o visite https://tinyurl.com/y4on6g34 Y complete la forma de registro. Un facilitador de la Universidad para Padres le enviara un correo electrónico y una invitación para la clase virtual.

KEV SAU NPE

Thov tsom (scan) tus QR Code no LOS YOG nkag mus sau npe nyob rau ntawm https://tinyurl.com/y4on6g34. Ib tus neeg ua hauj lwv ntawvm Parent University yuav e-mail tuaj caw koj tham yuav txog hnuv kwam kom koj mus koom chav qhia hauv on-line

850 N. Blackstone Ave. Fresno, CA 93701 | Parent.University@fresnouni.org | o: (559) 457-3390 | f: (559) 457-3398
The purpose of this communication is to provide the Board an update on the final results of the Language Learning Project, funded by California Department of Education, Early Learning and Care Division from the Child Care and Development Fund.

The goal of the Language Learning Project is to improve professional development and training for early learning educators to better support the needs of young Dual Language Learners (DLLs). The professional learning and applied classroom strategies is a culturally responsive pedagogy to ensure we are engaging our learners and their families.

The Language Learning Project Professional Development (DP) sessions and Trainer of Trainer Institute are based on the innovative practices—including Personalized Oral Language(s) Learning (POLL) strategies, which are concrete approaches that support learning in all environments for children ages birth to five.

Through the duration of the grant Kern County and Tulare County received five Saturday Professional Development Trainings. Two of the five sessions were conducted via online, due to the health crisis. Each community had a total of 60 participants which included, teachers, teacher assistants, coaches, and administrators.

External evaluator, Harder+Company, conducted pre- and post-surveys that were collected prior to the COVID-19 crisis and any additional surveys that are submitted through July 31, 2020. The following are preliminary findings:

- 89% of survey respondents said the DLL-PD increased their knowledge of how to support DLLs “to a great extent”.
- 85% of survey respondents said the DLL-PD increased their confidence in how to support DLLs “to a great extent”.
- 98% of survey respondents agreed or strongly agreed the DLL-PD they participated in helped them feel better equipped to support DLLs and their families.

In the original grant proposal, we projected delivering four Trainer of Trainer Institutes at various locations throughout the State (Sacramento, Irvine, San Jose and Fresno). We expected 60 participants at each location for a total pf 240. The emergence of the health crisis created the need to modify this plan. The DLL experts and the Fresno Team and leadership collaborated to adapt the content for the Trainer of Trainer Institutes into a webinar format. The webinar was presented on June 10, 2020 with more than 450 participants, exceeding the number projected for the institutes. The intention of the Trainer of Trainer Institute was to disseminate the Dual Language Learner Toolkit to agencies and communities across California providing guidance on serving young Dual Language Learners and their families.
Participants in the Trainer of Trainer Institute included administrators, coaches, teachers and technical assistance providers working in Early Learning Programs throughout the state and several representatives from Arizona and other states.

The LLP toolkit, both hardcopy and digital versions, POLL videos, recorded Trainer of Trainer webinar, and Professional Development training sessions are all available on the website www.pollstrategies.com. 520 Toolkits were mailed out to all registered participants prior to the Trainer of Trainer Institute on June 10, 2020. In addition, 500 toolkits and recordings of the training were made available to administrators, coaches, teachers, and technical assistance providers working in Early Learning Programs throughout the state. Along with this BC, we are happy to include the Language Learning Project Toolkit.

If you have any questions or require additional information, please contact Maria Ceballos Tapia at 457-3623.
From the Office of the Superintendent  Date: September 25, 2020
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer  Phone Number: 457-3134
Cabinet Approval: KTemple

Regarding: Solar Energy Projects Update

The purpose of this communication is to provide the Board updated information regarding the district’s solar energy projects. The district’s solar partner, ForeFront Power, has been making steady progress at all sites.

Phase I
• Bulard, Hoover, McLane, Roosevelt, Service Center: Systems are operational.
• Fresno: Mechanical components and equipment pad installation complete. No interconnection upgrades required. System anticipated to be operational mid-September 2020.
• Edison: Mechanical components, equipment pad installation, and interconnection upgrades are complete. System anticipated to be operational late-September 2020.
• Sunnyside: Mechanical components, equipment pad installation, and interconnection upgrades are complete. System anticipated to be operational in October 2020.

Phase II
• Chavez Adult School: Systems are operational.
• Nutrition Center: PG&E interconnection upgrade and structural canopy installation are complete. Underground electrical is 65% complete. Mechanical completion targeted for late 2020.

It is estimated the district will save $27 million over 20 years from a combination of utility cost avoidance due to the Phase I and II solar systems, and reduced rates associated with purchasing electricity through the State’s Direct Access program rather than PG&E.

In addition, Phase III is in development with ForeFront Power and planned to include 20 elementary schools (including Herrera) and middle schools with estimated additional savings of $10 million over 20 years. Because these projects do not require PG&E upgrades or battery storage, timeline to completion will be faster than Phase I/II. A recommendation to the Board for Phase III is targeted for Fall 2020.

If you have questions or need further information, please contact Karin Temple at 457-3134 or Jason Duke at 457-3260.

Approved by Superintendent
Robert G. Nelson Ed.D.  Date: 09/25/2020