BOARD COMMUNICATIONS – OCTOBER 02, 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 25, 2020
AS-2 Kim Kelstrom and Weekly Attendance and Intervention Update
    Ambra O’Connor

COMMUNICATIONS – Nikki Henry, Chief Information Officer
C-1 Maiyer Vang District Advisory Committee (DAC)

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer
SL-1 Sandra Toscano Amended Independent Contract Agreement with Education Leadership Foundation Inter-Act Fellows
SL-2 Ambra O’Connor Child Abuse and Neglect Reporting
The purpose of this communication is to inform the Board of notable calendar items:

- Spoke at the Principals Meeting
- Met with labor partners
- Met with Trustees in small groups to discuss the African American Task Force work
- Met with Trustees in small groups to discuss return to campus
- Met with Executive Cabinet
- Met with district staff and Dr. Tameka McGlawn to discuss African American Task Force
- Attended the Dailey Special Board Meeting
- Attended the City’s General Plan Implementation Review Committee Meeting
- Attended CSUF President’s Commission on Teacher Education Meeting
- Participated in weekly call with Fresno County Superintendents
- Met with district staff and staff from the Fresno Chaffee Zoo to discuss their employee policy on social media usage
- Held interviews for Director of Food Services
- Attended the African American Task Force Meeting
- Held press conference regarding launch of the IPledge Walk/Run for the Class of 2021
- Attended Fresno Compact Meeting
- Attended Fresno K-16 Collaboration Meeting
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 25, 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 25, 2020 is attached and includes the following articles:

- DOF Releases September Finance Bulletin – September 22, 2020
- COVID-19 Education Relief: Congress Dithers and Advocates Fume – September 23, 2020
- For California’s New Head of Special Education, ‘Nothing is Insurmountable – September 18, 2020

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.
DATE: September 25, 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 signed a number of bills with implications for K–12 education over the past week, including the following significant measures:

- Assembly Bill (AB) 685 (Chapter 84/2020) requires employers to provide written notice and instructions to employees who may have been exposed to COVID-19 at their worksite and enhances Cal/OSHA’s ability to enforce health and safety standards to prevent workplace exposure to and spread of COVID-19.

- Senate Bill (SB) 820 (Chapter 110/2020) 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.

- SB 1159 (Chapter 85/2020) establishes a disputable presumption that an employee who becomes ill from COVID-19 contracted the virus at their workplace and is thus eligible for worker’s compensation.

- SB 1383 (Chapter 86/2020) expands the California Family Rights Act to allow employees to use unpaid job protected leave to care for a domestic partner, grandparent, grandchild, sibling, or parent-in-law who has a serious health condition and reduces the employer threshold for this leave from 50 to 5 employees.

Since SB 820 is a budget trailer bill and SB 1159 is an urgency clause, they took effect immediately upon the Governor’s signature. The provisions in AB 685 and SB 1383 will not take effect until January 1, 2021.

Despite the historically low number of bills sent to Governor Newsom this year, there are still a handful of significant education measures that are awaiting his action—including AB 1835 (Weber, D-San Diego), which would clarify that unspent supplemental and concentration grant dollars be used on services for unduplicated pupils in subsequent years, and AB 331 (Medina, D-Riverside), which would add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements. The Governor has until
next Wednesday, September 30, 2020, to sign, veto, or allow bills to become law without his action.

**House Approves Stopgap Bill to Keep Government Funded into December**

Late Tuesday evening, the U.S. House of Representatives approved a continuing resolution (CR) that would avert a government shutdown and keep the federal government funded through December 11 at fiscal year 2020 levels. Since the CR is a result of a bipartisan compromise between Democratic House Speaker Nancy Pelosi and Treasury Secretary Steven Mnuchin it is expected that the Senate will approve, and President Donald Trump will sign the bill into law by September 30, 2020, the end of the federal fiscal year. This would make the lame duck session of Congress responsible for approving the 12 annual appropriations bills that comprise of the federal budget, or they could punt this duty to the new session of Congress, which convenes in January, by passing another CR before December 11.

The compromise agreement includes $8 billion for nutrition assistance for school children and families (which was prioritized by Democrats) and continued farmer assistance payments through the Commodity Credit Corporation (which was prioritized by the White House and Republicans). Since Speaker Pelosi and Secretary Mnuchin agreed to a “clean” stopgap spending measure, the CR does not include extensions for any of the CARES Act funds, many of which need to be spent by December 30, 2020.

While the biggest hurdle to reengaging on discussions for a new COVID-19 relief package seemed to be approval of a CR to keep the government funded, all that changed with the passing of Supreme Court Justice Ruth Bader Ginsburg last Friday. Rather than sitting down with Democratic leadership and hammering out the details of a new stimulus package, the Republican-controlled Senate have shifted their priorities to filling the vacancy on the nation’s highest court before the November election. This means that we likely will not see any movement on an additional relief package until after November or even later.

*Leilani Aguinaldo*
DOF Releases September Finance Bulletin

By Robert McEntire, EdD
School Services of California Inc.’s Fiscal Report
September 22, 2020

The Department of Finance (DOF) released its September Finance Bulletin, which summarizes key economic data points, including labor market conditions, real estate trends, and the state’s monthly cash report through August 2020.

Falling within 4.9% of pre-pandemic levels, the nation’s unemployment rate fell from 10.2% in July to 8.4% in August 2020. California’s unemployment rate fell from a second-quarter average of 15.9% to 13.5% in July, and settled in at 11.4% in August. This improvement pushes California’s unemployment rate 0.9% lower than the peak of the Great Recession in March of 2010, a first since April 2020. Interestingly, the nation’s labor participation rate rose 0.3% to 61.7%, while California’s rate fell 0.3% to 59.9%. Consistent with state employment gains, six of the 11 major industry sectors added jobs in August, but remain below the levels from February 2020. Much of the recovery is in low-wage sectors such as leisure and hospitality. Job losses narrowed to 656,800, compared to February, but this is a 33.1% improvement over the job loss high of 982,000 in April. Similarly, trade, transportation, and utility industry losses narrowed from a high of 405,000 to 216,000—or a 46.7% improvement.

Building permits for July 2020 totaled 115,600, which is down 6.6% from February, but up 54.4% from June. Authorized single-family units increased from June by 24.2% to 61,800, while multifamily units similarly increased 114.1% to 53,800 units in June. Housing permits remain 10.3% below the same period in 2019. Limited housing supply perpetuates inflated housing prices. California’s existing single-family home sales prices reached a new record high of $706,900 in August 2020—exceeding $700,000 for the first time ever and surpassing the prior month by 6.1%. Housing prices increased 14.6% since August 2019 and up 21.9% from the recent low in February. This remarkable market performance was driven by the highest sales volume since May 2010 of 465,400 units in August 2020.

While cash collections for the period of March through August 2020 were down 5% compared to the same period in 2019, state cash receipts exceeded expectations in the June Enacted State Budget Act by $4.544 billion for the first two months of the 2020–21 fiscal year. Strong August performance in the Big Three revenues that support Proposition 98 funding included personal income tax receipts exceeding forecast by $975 million, or 19.5%. Sales and use tax collections were $574 million, or 27.5%, above forecast, while corporate tax collections were up $176 million, or 77.2%, above forecast. Combining receipts from August to July of 2020, we see year-to-date data has personal income tax receipts beating expectations by $3.646 billion, or 14.0%, continuing the trend of strong performance in this revenue stream. Sales and use tax also exceeded expectations, beating estimates by $1,176 billion, or 34.9%. Corporate tax recovered some from its weak July performance, but remains behind expectations by $176 million, or 3.5%.

The DOF’s September Finance Bulletin can be found here.
Note: It is looking unlikely that a new COVID-19 relief package will materialize before October 15, which is the deadline in the 2020–21 State Budget that authorizes the Director of the Department of Finance to reduce up to $5.8 billion of the K–12 deferrals should there be sufficient new federal funds to offset them.

COVID-19 Education Relief: Congress Dithers and Advocates Fume

By Andrew Ujifusa
Education Week
September 23, 2020

The education community’s optimism about a big pandemic relief package from Uncle Sam has curdled into dismay and frustration. And with a presidential election and furor over a Supreme Court nomination at the top of Washington’s agenda, it’s possible that it will go bad beyond all recognition.

Ever since President Donald Trump signed a coronavirus relief bill in late March in the pandemic’s earliest phase, educators warned that looming state and local K-12 budget cuts amounting to billions of dollars, along with safety concerns from school communities caused by the coronavirus, required another response and more resources that only the federal government could provide.

Leaders from both parties in Congress publicly and vigorously agreed. They pronounced repeatedly that something had to be done to help education beyond the roughly $13 billion for K-12 schools included in the CARES Act and an additional $3 billion it provided for governors to use for K-12 and higher education.

Democrats controlling the House of Representatives have sought $58 billion in direct aid for K-12 schools, and more than $900 billion in aid to state and local governments in part to help them shore up their own education budgets.

Republicans running the Senate have countered with $70 billion in aid for K-12, but have conditioned most of it on whether schools offered an in-person learning option. Their bill also provides support to parents for educational materials and private school tuition, but no aid to state and local governments.

The late spring and summer were consumed with these and other proposals, frenzied demands, and intense speculation about a final deal. But as weary teachers, school leaders, and others looked on, this much-discussed aid that federal officials dangled before their eyes failed to materialize.

Votes to move partisan bills have failed to break the logjam. Trump’s upcoming nomination of a Supreme Court justice to replace Ruth Bader Ginsburg has sucked oxygen away from other Washington issues. And a close presidential election between Trump and Democratic nominee Joe Biden could push a new relief package further down the priority list.

“I am incredulous that Congress has not done more. It never occurred to me that they would leave for the summer without enacting additional relief,” said Sarah Abernathy, a former Democratic congressional staffer and the deputy executive director of the Committee for Education Funding, an umbrella advocacy group that lobbies for federal education spending.

With Washington ignoring issues like the estimated 16.9 million children who lack the internet they need to learn effectively at home, “It is mind-boggling to me that folks aren’t just standing up and screaming out the
windows: ‘We can’t take this anymore,’” said Deborah Delisle, the president and CEO of the K-12 advocacy group Alliance for Excellent Education.

Students in Need of Support

While school funding is not the biggest issue to be worked out in any national pandemic relief deal, it has been (or was) a key part of negotiations. As a result, it’s become a stumbling block.

Rep. Bobby Scott, D-Va., the chairman of the House education committee, attacked Senate Republican proposals in their aid bill that focused on providing tax-credit scholarships and help for private schools, but not things like aid to state and local governments and meals for students. Stating that senators have shown “a disturbing willingness to do nothing,” Scott also said, “the Senate has shown no ability to pass a bill. So what are we negotiating?”

His counterpart, Sen. Lamar Alexander, R-Tenn., the chairman of the Senate education committee, criticized Senate Democrats for bottling up his party’s virus relief bill. He said in a statement the Senate proposal would help schools reopen “and gives parents more choices of schools for their children.”

The president’s summer pressure campaign for schools to reopen buildings threw a spotlight on the issue, but also cranked up partisan attention and angst about balancing safety, the economy, and children’s educational needs.

Meanwhile, the federal government is ignoring the disadvantaged students who are supposed to be the primary recipients of federal resources and support at all times, and who are some of the pandemic’s biggest victims amid school closures and job losses, said Jess Gartner, the CEO and founder of Allovue, an education management firm that helps districts create and plan budgets.

And those same children, she said, are more likely to live in school districts that rely most heavily on the state education aid that is most likely to be cut dramatically during the pandemic’s fiscal fallout without a big dose of relief from Washington.

“To me, it sends a very clear message that Congress does not care about the solvency of public education in this country,” Gartner said. “This could very well be the death knell for the solvency of many districts if they do not receive their aid.”

‘Sends a Terrible Message’

There was a possibility that a final deal would provide a political “win” as well as finite resources for people across the spectrum of education politics. But so far that opportunity has not led to a breakthrough. A Sept. 15 proposal from the bipartisan Problem Solvers Caucus in Congress that was pitched explicitly as “common ground” includes $145 billion for school and child care and $500 billion for state and local governments. It’s been ignored.

Gartner has said that Congress needs to go all-in on a relief package that is not just big on dollars, but broad. To her, that means $200 billion in direct aid for schools, $5 billion to expand the federal E-Rate program to connect students to high-speed internet, and $132.5 billion for retroactive and future child care costs, among other programs, for a total relief package of $383 billion.
Such relief, she noted, would help take burdens off schools they should not have to be carrying in the way they are now: “Why on earth are school districts out there providing internet service in big cities? We have schools that are operating as food banks, and providing meals for entire communities every day.”

In August, the advocacy group 50CAN issued a report calling on Washington and the nation in general “Fund Everything” in education, from schools providing remote learning to ad hoc learning “pods” organized by parents. “To maximize the adaptability of our system of schools in an unpredictable year, our emergency investments should focus on maximizing these choices across all school types—district, charter, parochial and private,” the report stated.

Derrell Bradford, 50CAN’s executive vice president, said that when it comes to an inability for Washington policymakers to reach a deal, “The fact that nobody wants to be a cheap date or give away the store, so no one looks bad in a partisan context, sends a terrible message to every American about where we are politically.”

While parents are being burdened with “problems to solve that they never had to solve before, across all income levels,” Washington has proceeded as if the nation’s long-term economic health and viability for decades to come isn’t at stake, he said.

“The fact that millions of American kids are going to suffer deep and possibly irreparable learning loss because Congress can’t decide on a number is a low point, not just in education policymaking, but policymaking,” Bradford said.

**When Schools Reopen Their Doors**

It’s been just over a decade since a House, Senate, and executive branch controlled by Democrats approved $100 billion for education in the American Recovery and Reinvestment Act. With the parties now splitting control of Congress, a big-ticket coronavirus relief bill has always been destined to be a tougher political knot to untangle than that 2009 stimulus.

But in addition, Abernathy said, “Congress has gotten a lot less cooperative in the last 10 years. So it’s a lot harder to produce anything.”

Even if a deal gets done in the coming weeks or months, Congress has lost the power to claim that any agreement is helping schools at the start of the school year.

Yet Delisle, who also served as an assistant secretary at the U.S. Department of Education and as Ohio’s state schools chief, said that given the depth and breadth of education needs, schools that are using virtual or hybrid learning models will only need more help when they resume normal operations, not less.

“Money is still necessary to support schools, and most importantly, to support the students in them,” Delisle said.
Note: Heather Calomese is the state’s newly appointed director of special education who previously served as the executive director of special education for the Illinois State Board of Education and before that was a special education teacher in Chicago and Iowa.

For California’s New Head of Special Education, ‘Nothing is Insurmountable’

Heather Calomese talks to EdSource about distance learning, social justice and the future of special education.

By Carolyn Jones

EdSource
September 18, 2020

Special education in California may face vast challenges — funding shortfalls, teacher shortages and distance learning, to name a few — but Heather Calomese is undeterred.

Calomese, the state’s newly appointed director of special education, has an ambitious vision to improve equity and outcomes for the state’s 800,000 students enrolled in special education.

Social justice, enhancing online education and improving conditions for teachers are among her top priorities.

State Superintendent of Public Instruction Tony Thurmond appointed Calomese on Aug. 14 to fill the position formerly held by Kristin Wright, who resigned in the spring. Calomese was formerly the executive director of special education for the Illinois State Board of Education and served for almost a decade as a special education teacher in Chicago and Iowa.

Thurmond called her “a strong advocate and champion for all students” who has extensive leadership experience and knowledge of special education policy.

Approximately 13% of California’s 6 million K-12 students are enrolled in special education in California, receiving services for conditions such as dyslexia, autism and Down syndrome. The Department of Education’s special education division provides resources and guidance for the state’s 1,000 public school districts.

Calomese talked to EdSource last week about her goals and vision for special education in California. This interview has been edited and condensed for clarity.

EdSource: Tell us a bit about yourself. How did you become a special educator?

Heather Calomese: I actually came to this field as a former journalist. I worked as a reporter and editor at a small weekly paper in New York. While I enjoy journalism, I just didn’t see myself in the newsroom long term. Education had always interested me, and so I entered the special education field through a program at the University of Iowa.

Special education has allowed me to be part of the lives of so many students and families. I have grown so much as a person by being a part of this community. And to me, the students and families that I have served with over the years are always close to my heart and continue to drive my work. Supporting and being of service to others and really maximizing independence for students and families is what drives me in this role.
From your perspective, what are the biggest challenges right now in special education, not just here but across the country?

I think one of the main challenges is providing a free, appropriate public education while school campuses remain closed. As we know, distance learning can present a hurdle for students that receive support and services.

But I will say that in my brief time in this role, I have seen our talented community come together to collectively address these really deeply complex issues. As special educators, we are used to being flexible. It’s who we are and what draws us to the work. And I have seen encouraging practices. It’s an incredible challenge but I know that we’re here to solve the problem.

Some of these problems seem almost unsolvable. For example, how do you provide occupational therapy over Zoom?

Nothing is insurmountable. There is a lot of talent and expertise across our state. We can engage in partnerships and dialogues, and really try things out and learn from one another during this time. And when we find successful practices, can we elevate and amplify those practices so others can experience that success as well.

Districts, individual schools and even individual teachers have a lot of latitude as to how they want to proceed with distance learning. What do you see as the state’s role right now?

First and foremost, the state’s role is to provide relevant, timely guidance, thought partnerships, support and resources, technical assistance and general oversight. I really want to emphasize and underscore relevant and timely guidance. That’s what districts need, that’s what they want. So it’s incumbent upon the special education division to really be nimble and flexible and responsive to the field during this time.

What can the state do to make sure students’ individualized education programs (IEPs) are followed during distance learning?

The federal guidance states that schools must meet students’ IEP requirements during distance learning. Parents and schools should collaborate on what those services look like, but it’s the state’s expectation that IEPs are followed.

I hate to ask this question because you’ve only been on the job since August, but what do you see as priorities in California, given the variety of needs?

A mentor once said to me that a flower doesn’t always bloom on your watch. I’ve really committed myself to creating the right conditions in California so flowers can blossom not just right now, but into the future. It’s clear to me in just in my short time here that California is really committed to ensuring that the needs of students with disabilities are at the forefront, and we can come up with creative solutions to address the issues that have faced our community for decades. So that’s very exciting for me.

An overarching goal is that we, as a state, improve outcomes and opportunities for students with disabilities. That, for me, is the ultimate North Star. There are opportunities in the system from pre-K to postsecondary to make progress, and I want to continue to refine those systems and collaborate with the many agencies that play a part in the lives of our students and families.
Another goal of mine is to bring conversations about race and equity to the table. We need to continually examine our system and address issues that oftentimes have an adverse impact on our students and families of color.

And finally, I’m interested in elevating best practices for supporting English learners with disabilities. This is an area for growth that I’m very interested in.

**In California, there are many issues related to special education and race and inequity. For example, students of color are more likely to be improperly placed in special education, and also less likely to receive the services they need. Can you talk about what you see as the main challenges?**

We see these issues play out very early on, oftentimes as early as pre-K, and can spiral from there. The issues bubble up in terms of identification, suspension, discipline, expulsion. But I also see it play out through implicit biases in school settings, and in philosophy and belief systems. And we see the disparities in graduation rates as well as college and career outcomes. Even beyond that, we can look at unemployment rates for adults with disabilities, limited career options or high rates of incarceration and substance abuse.

**State Superintendent of Public Instruction Tony Thurmond has launched initiatives looking at student discipline, school policing and a variety of race and equity issues. Do you see special education as being part of those conversations?**

Absolutely. When we look at exclusionary practices — suspension, expulsion, restraint — I think special education is certainly an important part of that. We have the research, we have the data. It’s really incumbent on us to take a hard look and engage in a broad conversation about how we can improve these systems. It’s the right thing to do, and I’m absolutely committed to doing it.

**How important is inclusion, the idea that students with special needs spend as much time as possible in mainstream classrooms?**

Students need to be with their peers, make those social connections, have access to that curriculum and learn in the least restrictive environment possible. There will always be a continuum, because we do have students that need intensive supports. However, we have to ensure that students are being educated with their non-disabled peers as much as possible. And sometimes that means taking risks, right? Obviously, we want our students to be supported, but it’s also important to push students out of their comfort zone (with supports) so that they can continue to learn and grow and develop.

**What will you do to address the special education teacher shortage?**

As you know, the shortage of special education teachers is a nationwide issue, and one that’s very concerning for me. We need to attract people to the field, but we also need to look at the bigger picture. We need to look at ways we can support new teachers and provide opportunities for mentorship, and also support teachers who are well established. We also need to consider how we support our special education administrators. We need to look at ways to attract and retain our special education workforce at all levels, because we have teachers leaving the profession at concerning rates.
Regard 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 21, 2020 through September 25, 2020 and the prior year period of September 16, 2019 through September 20, 2019 for comparison.

<table>
<thead>
<tr>
<th></th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 6 - Prior Year</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.0%</td>
<td>93.4%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Absences due to Connectivity</td>
<td>0.9%</td>
<td>1.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Excused Absences</td>
<td>1.3%</td>
<td>1.2%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Unexcused Absences</td>
<td>4.8%</td>
<td>4.3%</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

On Friday, September 25, 2020, there were 598 students with an excused absence due to online connectivity issues, an increase from the previous week when there were 382. School sites continue to connect with families in verifying absences.

Current enrollment for TK-12 in week 6 was approximately 69,800 students compared to 71,100 students last year, a decrease of approximately 1,300 students. This decrease is primarily in grades TK-K where there are approximately 1,000 students less enrolled as compared to last year.

**Site-Based Attendance Interventions**
During the week of September 21, 2020 through September 25, 2020, school site teams made 21,025 phone calls, 9,753 of which were successful. A total of 610 home visits were made by school site team members, of which 406 were successful.

**Prevention & Intervention Interventions**
During the week of September 21, 2020 through September 25, 2020, the attendance office at the Department of Prevention & Intervention made a total of 972 phone calls to families, of which 723 were successful. Additionally, the team made 341 home visits, of which 272 were successful.

The Prevention & Intervention Attendance/SARB office continues to work to locate students that were dropped from enrollment (no show/drop). Of the 636 students that were dropped due to 'no show', 267 have been located. The team will continue diligent efforts to locate these students and verify enrollment.
If you have any questions or require additional information, please contact Ambra O’Connor, 457-3340 or Kim Kelstrom, 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.  Date: 10/02/2020
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Business Operations Manager

Regarding: District Advisory Committee (DAC)

The purpose of this communication is to provide the Board information regarding the District Advisory Committee (DAC). The DAC representatives advise district administration on the development of the Local Control and Accountability Plan (LCAP) and the budgets that support the plan. Following the approval of the LCAP by the school district governing board, the DAC shall review a minimum of one time per year the implementation of the plan and provide comments on the effectiveness of the programs. The district officials use the state and county criteria in the California Education Code Section 52060, and the DAC shall review these bylaws annually and modify when necessary and carry out all other duties and responsibilities assigned by the district governing Board and any state or federal laws and related codes of the State of California.

As required, per the California Department of Education, the LCAP is replaced with the 2020/21 Learning Continuity & Attendance Plan. The plan was presented to the DAC representatives on Thursday, August 13, 2020.

There are five scheduled upcoming DAC virtual meetings. Parent University will be utilizing the Microsoft Teams platforms and Spanish and Hmong translations will be provided. The meeting will be available for the public to join. The new election of officers will be held at the virtual meeting on Thursday, October 08, 2020.

Meeting dates:
- Thursday, October 08, 2020
- Thursday, November 19, 2020
- Thursday, January 28, 2021
- Thursday, March 25, 2021
- Thursday, May 06, 2021

Attached is the DAC flyer and all materials provided to the DAC representatives for the 2020/21 Learning Continuity & Attendance Plan. 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: 10/02/2020
Waiver Request to State Board of Education for Facilities Program

- Fresno Unified funds facility improvement projects with bond measures approved by district voters (Measures Q, X, M)
- A district’s total outstanding bonded indebtedness may not exceed 2.5% of the value of taxable property within the district
- A waiver, requiring approval by the State Board of Education, will allow the district to issue bonds that may result in total outstanding bonded indebtedness that exceeds the 2.5% limit
- Waiver requests are frequently requested and granted
- Approval of the waiver will keep facility improvements on track
- On August 12, Fresno Unified Board of Education approved submitting a waiver request to the State Board of Education

Questions? Comments?
2020/21 Learning Continuity & Attendance Plan

Planning for the 2020/21 School Year

August 13, 2020
Agenda

- 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
- Questions & Answers
eLearn at My School – Instruction through Distance Learning

**CONNECTIONS**
Building relationships, teachers and leaders connecting with students and families

**HIGH QUALITY INSTRUCTION**
Credentialed teachers from each school site engaging students in quality, live daily instruction from Pre-School through Adult Education

**SUPPORTS FOR EVERY STUDENT**
Academic and social emotional supports for every student.

**ENGAGEMENT & PARTICIPATION**
Students attend and engage in classes daily, work on and turn in assignments, projects, assessments toward their academic goals. Teachers monitor progress, grade and give feedback.
eLearn at My School – Instruction through Distance Learning

Guiding Principles

Site as the Hub

Every Student

Authentic Learning
eLearn at My School – Instruction through Distance Learning

Types of Online Learning

**Synchronous or Live Instruction**
Learning that involves students engaging in learning with the teacher in real time.

*Example: Teacher presents material in real time over Teams with students who were selected for a small group or entire class.*

**Asynchronous or student learning time away from the teacher**
Learning that involves students engaging in learning through resources, assignments and materials provided by the teacher and completed independently and/or collaboratively with students.

*Example: Teacher provides a playlist that students work through on their own time.*
Middle School & High School

LIVE INSTRUCTION TIME with TEACHER (Synchronous)

INDEPENDENT LEARNING TIME (Asynchronous)

8:00 – 9:00
‘Setting Up for Success’ Time for teachers:
Monday – Setting up weekly lessons, posting video messages to families
2 days – Student/family connections (office hours)
2 days – Professional learning time for teachers (PLC)

9:00 – 10:00
Period 1/2

10:00 – 10:15
Break – nutrition/fitness

10:15 – 11:15
Period 3/4

11:15 – 11:30
Break – nutrition/fitness

11:30 – 12:30
Period 5/6

12:30 – 1:15
Lunch – nutrition/fitness

1:15 – 2:15
Teacher Support Time:
Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students.

2:15 – 3:00
Teacher Planning

ADDITIONAL LIVE SUPPORT for the students who need it most

3:00 – 4:00
Teacher Planning

GRAB-AND-GO SCHOOL MEALS
Breakfast and lunch available in the morning at various sites prior to instruction (7:00 – 9:00)

HAVE QUESTIONS?
Call your school site between 8:00 a.m. – 4:00 p.m.

School-Wide Staff Support (MTSS)
- Academic and social emotional

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- Tier 2/3 Interventions from school staff
  - Academic and social emotional
  - Tutorial

Enrichment (art, music, language, coding, kids invent, clubs, athletics, etc.)
Student/Family Choice: Optional extended learning projects

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eLearn at My School – Instruction through Distance Learning

How Families Can Partner

◆ **STAY CONNECTED**
   Connect to teacher and site through Microsoft Teams, text, email, etc.

◆ **ENCOURAGE MOVEMENT**
   Encourage physical movement, exercise and purposeful play throughout the day.

◆ **ACCESS RESOURCES**
   Connect with your school website and eLearn at My School Website to stay informed

◆ **SPACE AND ROUTINE**
   If possible, create a focused space for students to connect with their teacher online

◆ **SUPPORT PARTICIPATION**
   Review student schedules. Ensure students are engaging live sessions, daily

◆ **GIVE FEEDBACK**
   Participate in site and district community meetings and provide ongoing feedback

2020/21 Learning Continuity & Attendance Plan  August 13, 2020
Technology – Accessing devices and internet connectivity to support learning

**Laptops**
Available for students in 4th - 12th Grade

**Tablets**
Available for students in Preschool – 3rd Grade. 3rd grade students will also receive a Bluetooth keyboard

**Hot Spots**
Hotspots are available for students that don’t have reliable internet access for distance learning

**Safe Internet Use**
Content Filtering is installed on all FUSD laptops and tablet, which prevents access to inappropriate sites

**Remote Security**
Windows security updates to laptops are done remotely and anti-theft software is installed

**Family Learning And Technology Support (FLATS)**
Device support, password resets, parent & student ATLAS support, replacement of lost or stolen devices

Call 559-457-3939

70,000 devices have been provided to students in support of 1:1 learning

Family Learning & Technology Support (FLATS)
559-457-3939 | M-F 8am-4pm
Support in English, Spanish & Hmong

Fresno Unified School District

2020/21 Learning Continuity & Attendance Plan

August 13, 2020
Supporting Mental Health and Student Well Being - Multi-Tiered System of Support

- **Tier I**
  - Classroom Community Building
  - Social Emotional Learning
  - Bullying Prevention
  - Professional Learning for Teachers & Leaders

- **Tier II**
  - Small Group Support & Skill Building

- **Tier III**
  - Individual Support
Supporting Mental Health and Social Emotional Well Being - Direct Supports

Clinical School Social Workers
Restorative Practices Counselors
Behavior Intervention Specialists
Contracted & Community Based Counseling Providers
School Psychologists
School Counselors
Intervention Specialists & Resource Counseling Assistants

Care Solace
Overcoming barriers for student groups - Foster Youth and Homeless

Social Emotional Wellbeing

- 12 Social Workers
- Wellness Checks & Assessments
- Telehealth Services: Individual & Group Counseling
- Case Management & Coordination with Community Partners
- Targeted Services: Students in motels, shelters & transitioning from Juvenile Justice Center

Academic Success

- 2 Academic Counselors
- 2 Liaisons
- Close Collaboration with site counselors/Academic Progress Monitoring
- Transcript Analysis to for accuracy of course placement and credit waivers
- Post Secondary Planning & Support
Overcoming barriers for student groups – English Learners

Support to English Learners (ELs)

- All ELs will receive Designated and Integrated ELD Instruction by their teacher daily
- ELPAC Assessment Plan for 2020/21
- Communication to EL Families through
  - Site Response Team
  - Weekly Family Engagement Meetings
  - Technology Tools (i.e. ATLAS Connect, Immersive Reader, Microsoft Translator)
- Expansion of Dual Language Immersion Programs at Balderas, Hidalgo and Winchell
- Teachers on Special Assignment to support instruction at every site
- Long Term ELs Tier 2 & 3 Supports
  - InterAct Fellows/Tutors
  - Rosetta Stone
Overcoming barriers for student groups – Students with Exceptional Needs

- **IEPs Remain in Effect**
  - Services, Accommodations, Modifications, Supplementary Aids
  - Goal Monitoring and Progress Reporting
  - IEP Team meetings held virtually with families
  - Include Distance Learning Plan

- **Assessments**
  - Assessments will continue within timelines
  - Virtually if feasible
The goal of our meal program is to ensure students have access to nutritious meals daily.

**Expansion of School Sites**
Throughout summer 22 sites were open for meal distribution which will expand to 63 school sites.

**USDA Waivers**
Currently operating under several USDA waivers such as: non-congregate meal service, mealtime flexibility, and parent pick up.
Physical Distancing
Staff and public are reminded to maintain six feet distance

Face Coverings
Staff are required to wear face coverings, which are provided by the district as needed
The public is encouraged to wear face coverings when receiving meals

Hand Washing and Sanitizing
Staff are reminded to wash and sanitize hands frequently, gloves are provided to all staff

Drive Thru Sites
Staff has been trained to limit contact when providing meals at drive thru sites

Walk up Sites
Physical distancing indicators are provided for walk up sites as a reminder for staff and families
The plan is intended to:

1. Describe how the district will provide a continuity of learning

2. Address the impacts of COVID-19 on pupils, staff and the community

3. Describe specific actions taken, and how budget resources are aligned to support those actions

Available Online
https://www.fresnounified.org/dept/stafed/Pages/lcff.aspx
Questions
Our Mission:
Empower, Engage, and Connect Families to Support Student Achievement

District Advisory Committee (DAC) Meetings 5:30 P.M. – 7:30 P.M.

- Thursday, October 8, 2020
- Thursday, November 19, 2020
- Thursday, January 28, 2021
- Thursday, March 25, 2021
- Thursday, May 6, 2021

Hmong and Spanish translation will be offered Live through Microsoft Teams.
Teams calendar invitation will be sent to the District Advisory Committee’ Representatives.

For questions, please call Marbella Lemus at 559-457-3390.

Fechas de las Reuniones del Comité Consejero del Distrito (DAC) 5:30 P.M. – 7:30 P.M.

- jueves, 8 de octubre del 2020
- jueves, 19 de noviembre del 2020
- jueves, 28 de enero del 2021
- jueves, 25 de marzo del 2021
- Jueves, 6 de mayo del 2021

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

Se ofrecerá traducción en vivo en español y Hmong por Microsoft Teams.
SE enviará una invitación de calendario en Teams a los Representantes del Comité Consejero del Distrito.

Para cualquier pregunta, por favor llame a Marbella Lemus al 559-457-3390.
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Hauv Paus Tsev Kawm Ntawv Pawg Neeg Muab Tswv Yim (DAC) Cov Sij Hawm Sib Tham 5:30 – 7:30 Tsaus Ntuj

- Hnub Thursday, Kaum Hli Tim 8, 2020
- Hnub Thursday, Kaum Ib Hlis Tim 19, 2020
- Hnub Thursday, Ib Hlis Tim 28, 2021
- Hnub Thursday, Peb Hlis Tim 25, 2021
- Hnub Thursday, Tsib Hlis Tim 6, 2021

Peb Lub Hom Phiaj:
Txhawb, Qhia, thiab Rub Cov Tsev Neeg mus txhawb
Tub Ntxhais Kawm Ntawv Kom Kawm Tau Zoo

Muaj txhais hais ua lus Hmoob thiab Mev tam sim kias
Yuav muaj kev caw xa tuaj rau cov Neeg Sawv Cev Rau Hauv Paus Tsev Kawm Ntawv Pawg Neeg Sab Laj

Muaj lus nug, thov hu rau Marbella Lemus ntawm 559-457-3390
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sandra Toscano, Assistant Superintendent

Regarding: Amended Independent Contract Agreement with Education Leadership Foundation Inter-Act Fellows

The purpose of this communication is to update the Board on the need to amend the contract with California State University, Fresno/Education and Leadership Foundation to increase services to Long Term English Learners in response to parent and community feedback. The increase of $210,015 to the Independent Contract Agreement with Education Leadership Foundation is to add 23 additional Inter-Act Fellows to serve all 1,446 Long Term English Learners (LTEls) in all elementary schools (for a total of 53 Inter-Act Fellows). This contract is a bundled contract that includes district level supports to English Learners in addition to site-level supports through their School Plan for Student Achievement.

The English Learner Services Department will support all elementary-level LTEls through an after-school intervention program model with the goal of re-designation before the student’s matriculate to middle school. Each Inter-Act Fellow will provide tutoring and mentoring services to approximately 25 students through a distance learning format which allows the flexibility of potentially serving more than one site.

Professional learning will be provided virtually to Inter-Act Fellows by English Learner Services. Additionally, all Inter-Act Fellows are bilingual and will be able to provide specific home-language support to students and families focused on the core curriculum, language skills practice and progress monitoring on the California English language development standards through Rosetta Stone and English Language Proficiency Assessments for California online resources.

The English Learner Services contract is specific to English Language Development for a targeted group of students, Long Term English Learners, in specific grades district-wide, whereas the schools below contract with Inter-Act Fellows to provide site-specific academic supports to students throughout the day and in the after school program structure, as described in their School Plan for Student Achievement (SPSA). Schools that fund Inter-Act Fellows (also included in the bundled contract) to support their school-wide instructional design are Addams, Baird, Bullard, Burroughs, Fig Garden, Gibson, Greenberg, Jackson, King, Kirk, Lane, Sunset, Tenaya, Williams, and Wolters Elementary. These services are in addition to what English Learners (EL) are receiving through EL Services.

If you have any questions or require additional information, please contact Sandra Toscano at 457-3928.

Approved by Superintendent
Robert G. Nelson Ed.D.  Date: 10/02/2020
Regarding: Child Abuse and Neglect Reporting

The purpose of this communication is to provide the Board additional information regarding Child Abuse and Neglect Reporting.

Reports of suspected child abuse or neglect must be made to the county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff’s department, not including a school district police or security department (PC 11165.9).

Fresno County Department of Social Services-Child Welfare Division
Phone:(559)600-8320
Fax:(559)266-2463

Fresno Police Department
(559)621-7000

Fresno County Sheriff’s Office
(559)488-3939

Child Welfare Division contact information has been included in the Human Resources Manual, which is available online and is included on the Mandated Reporter page in the Human Resources Quick Guide. The one-page source document is attached. The information will also be added to Administrative Regulation 5141.4.

Additionally, the document will be shared in the coming week with all staff, via the District Update and Employee Zone communications.

If you have any questions or require additional information, please contact Ambra O’Connor, 457-3340 or Manjit Atwal, 457-3501.

Approved by Superintendent
Robert G. Nelson Ed.D.  Date: 10/02/2020
**DEFINITION:**
Any act of omission or commission that endangers or impairs a child’s physical or emotional health and development including:
- Physical abuse, corporal punishment
- Physical neglect and/or inadequate supervision
- Sexual abuse and/or exploitation
- Emotional abuse, deprivation

**PROTECTION:**
Penal Code Section 11166 requires any **Mandated Reporter** who reasonably suspects has been the victim of child abuse or neglect must:
- Report the known or suspected instance of child abuse to a child protective agency immediately by phone
- Prepare and send a written report within 36 hours of receiving the information
As outlined in Penal code 11167, **Mandated Reporters include:**
Teachers, administrators, supervisors, certificated pupil personnel and classified employees of any public or private school

**REQUIRED ACTION BY DISTRICT EMPLOYEES:**
- Immediately call the Fresno County Department of Social Services, Child Welfare Division, at (559) 600-8320, and provide the following information:
  - Your name
  - Name of the child
  - Present location of the child
  - Nature and extent of injury
  - Any other information that led the reporter to suspect child abuse
  - Other information requested
- Within 36 hours of calling, complete the Suspected Child Abuse Report. Retain a copy for your personal record. The form can also be found on-line on the State of California Department of Justice website at https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf. This form can be completed online, printed, and then faxed to (559) 266-2463
- **Mail** the original copy to: Department of Social Services, Attention: Child Welfare Division, PO Box 1912, Fresno, CA 93718

**OTHER REFERENCES/SOURCES OF INFORMATION:**
- **BP/AR 5141.4 Child Abuse Prevention and Reporting**
  - Available on the Board Policies website: Child Abuse Prevention and Reporting BP 5141.4
- **Child Abuse Prevention and Reporting AR 5141.4**
  - **Human Resources Manual: Section HR 4105**
- **State of California Education Code, Section 48987**

If you do not report child abuse, you may be found guilty of a misdemeanor and may be held liable for civil damages. You are not liable either in civil damages or for criminal prosecution for reporting as required by law, if the suspected child abuse is unfounded.