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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – OCTOBER 30, 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
October 23, 2020

AS-2 Kim Kelstrom High School Class Sizes for Core Classes

COMMUNICATIONS – Nikki Henry, Chief Information Officer

C-1 Amy Idsvoog Update on Community Outreach Plan – Fresno High
Mascot Logo

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Differentiated Assistance and Comprehensive Support
and Improvement (CSI) in Fresno Unified School District
Update

EA-2 Kristi Imberi-Olivares College and Career Progress Update

EA-3 Deanna Mathies Early Learning Dual Immersion Enrollment 2020/21

EA-4 Kristi Imberi-Olivares Student Voice Collaborative

HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief HR/LR Officer

HR-1 Paul Idsvoog Recommendation to Approve Provisional Internship
Permits

HR-2 Paul Idsvoog Variable Term Waiver Request for Bilingual, Cross-
Cultural, Language and Academic Development
Authorization

HR-3 Paul Idsvoog Recommendation for Variable Term Waiver for Career
Technical Education

HR-4 Paul Idsvoog Recommendation for Variable Term Waiver

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Facility Improvement Expenditure Information

OS-2 Amanda Harvey Food Services Update – Unacceptable Ingredients

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Philip Neufeld Framing Supports for Teams Chat outside of Class Sessions

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: October 30, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits to Balderas, Calwa and Sequoia
- Spoke to the Democratic Women's Club
- Spoke at Social Emotional Learning trainings for site leaders
- Met with Executive Cabinet
- Met with district staff and CSUF Professor Andrew Jones regarding potentially assisting the district with stakeholder engagement regarding policing on campuses
- Participated in weekly call with Fresno County Superintendents
- Recorded video for School Choice Expo
- Met with Office of Civil Rights regarding Manchester GATE
- Participated in CORE Districts Reopening Protocol Briefing
- Participated in call with Superintendents from the Council of the Great City Schools regarding return to school
- Held Principal interviews
- Attended the Alternative Education Principals Meeting
- Recorded video for CTE Virtual Job Shadowing event
- Met with labor partners

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



Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: October 30, 2020
Phone Number: 457-3907




Regarding: School Services Weekly Update Report for October 23, 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 October 23, 2020 is attached and includes the following articles:

- October PPIC Survey Shows Support for Split Roll Slips Below 50% – October 22, 2020
- When Will California Schools Reopen – October 21, 2020
- California Schools See Big Jump in Number of Homeless Students – October 20, 2020

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/30/2020



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DATE: October 23, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Federal COVID-19 Stimulus Update

Not much has changed on the COVID-19 federal stimulus negotiations from last week's *Sacramento Update*. While House of Representatives Speaker Nancy Pelosi and Treasury Secretary Steve Mnuchin continue discussions on another relief package, it looks as though even if the two parties were to come to a deal that there would not be enough Republican Senators on board to approve a new stimulus package before Election Day.

This means that a new relief package will be left to the lame duck session of Congress to negotiate, or if the election results in one party controlling both Congress and the presidency, the stimulus deal may not be crafted until after the new session of Congress begins and the president is inaugurated in late January 2021.

Unfortunately, this impasse means that local educational agencies that are struggling to spend their federal Coronavirus Relief Funds, which comprises \$4.4 billion of the learning loss mitigation appropriation in the 2020–21 State Budget, will have to find a way to expend those dollars by the federal December 30, 2020, deadline or risk having to forfeit and return those funds.

Department of Finance Releases September 2020 Finance Bulletin

On Wednesday, the Department of Finance (DOF) released its September 2020 *Finance Bulletin*, which found that cash receipts for the month of September were \$4.2 billion above the 2020–21 State Budget Act forecast and \$8.7 billion ahead of projections for the year.

All of the state's "Big Three" taxes (personal income, sales and use, and corporation taxes), which make up the state's General Fund revenues, came in above projections for the month of September by \$3 billion, \$465 million, and \$504 million, respectively. For the year, personal income tax receipts are \$6.7 billion above projections, sales and use taxes are up \$1.6 billion ahead of estimates, and corporation taxes are \$329 million above forecast.

The Legislative Analyst's Office in its recent Economy and Taxes blog states that "the rebound in personal income tax estimated payments likely reflects, in

part, the fact that stock prices have now eclipsed pre-pandemic levels. The rebound in corporation tax estimated payments likely suggests that corporations have revised upwards their expectations for profitability this year.” Remember that Governor Gavin Newsom projected a decline in the three primary revenue sources of more than 20% from 2019–20.

California’s robust revenue picture may foreshadow good things for the upcoming budget year; however, we will continue to watch other key economic indicators such as employment, housing, and activity in one of California’s key sectors—hospitality and leisure—along with upcoming holiday retail sales and travel to gain a clearer perspective of what we can expect for the 2021–22 fiscal year and Governor Newsom’s 2021–22 State Budget proposal that will come out in January.

Leilani Aguinaldo

October PPIC Survey Shows Support for Split Roll Slips Below 50%

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
October 22, 2020

The Public Policy Institute of California's (PPIC) October survey (conducted October 9–18, 2020) shows that support among likely voters for Proposition 15—the split roll initiative that would increase property taxes on commercial and industrial properties and raise between \$6.5 and \$11 billion annually for K–14 schools and local governments—has fallen to 49% among likely voters, with 45% opposed and 6% undecided.

The support for the split roll is two percentage points lower than the PPIC's September survey which found that a slim majority (51%) of likely voters supported the measure (see "[Slim Majority of Likely Voters Support Split Roll](#)" in the September 2020 *Fiscal Report*). The poll's margin of error is +/-3.5%, which is a significant swing when the polling percentages are this close to the necessary 50% plus 1 needed for voter approval.

While recent data shows that the Proposition 15 result is shaping up to be a nail-biter, proponents have to be concerned that polling for the measure is trending in the wrong direction with Election Day less than two weeks away and millions of Californians having already cast their ballot.

Proponents can find some solace in the fact that the measure is supported by 71% of Democrats and that the state is approaching a record 22 million registered voters. Since high turnout has historically benefited Democratic candidates and their causes, perhaps a record turnout could be enough to get the measure across the finish line. However, if Republicans and independent voters also turn out in record numbers, it could push the measure toward defeat as three-fourths of likely Republican voters disapprove of the split roll and 55% of independent voters said that they plan to vote no on Proposition 15.

Another point that needs to be factored in is that the March 3 primary showed that voters may be experiencing tax fatigue as only one-third of local school bonds were approved (historically local school bonds have an 85% passage success rate) and the \$15 billion statewide K–16 school bond was defeated 53%-47%, which is the first time a statewide school bond has failed since 1994. Because of the COVID-19 recession that happened after the primary, voters may be even less inclined to vote for an initiative that amends Proposition 13 (1978) even though the measure does not change how residential properties are assessed.

The full results of the October PPIC survey where you can see how Californians view Governor Gavin Newsom, the Legislature, and the presidential election can be found [here](#).

Note: At least 60% of California students live in counties that allow school reopening and while some districts have decided to return to classrooms with safeguards, other districts are delaying physical reopening or offering a hybrid schedule.

When Will California Schools Reopen?

By Dan Walters
CalMatters
October 21, 2020

District-by-district and school-by-school, some of California's 6.1 million K-12 students are re-entering classrooms that have been shuttered for months due to the COVID-19 pandemic.

Most, however, remain locked out and trying, as best they can, to keep up with schoolwork via computer.

It's no secret that children in relatively affluent homes are faring better. Their parents are more likely to work from home, thus more able to help their kids, and/or are hiring private tutors.

However, most of California's public school students — about 60%, in fact — are from poor families and/or are "English learners." They already trailed more privileged peers in educational attainment before COVID-19 reared its ugly head and often lack communication resources and support from parents who must leave home to earn their livings.

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The Public Policy Institute of California, using federal data, concludes in a new report "that distance learning has widened gaps for children of color, children in low-income families, and children of less-educated parents." PPIC reported that 43% of low-income homes don't have Internet services, that children from those homes are getting relatively less "live contact" with teachers and are receiving less help from their parents.

All kids need to return to the classroom as soon as they can safely do so, but, as usual in education issues, children are caught up in adult political games.

Official state policy allows local schools to reopen if they are in counties that are no longer rated as "purple" in terms of infection. At least 60% of the state's students live in counties that allow reopening and some have returned to classrooms with restrictions and safeguards, including altered schedules that minimize personal contact.

"We believe that schools can make the decisions even now to bring kids back (for) in-person education," the state's top public health official, Dr. Mark Ghaly, said Tuesday.

The state's big city mayors last week pressed Gov. Gavin Newsom, Ghaly's boss, to not just grant permission to local officials but work proactively to open schools as soon as possible.

“When the history of this pandemic is written, it will reveal that school shutdowns imposed far greater harms to our children than COVID-19 ever did — particularly for children from low-income families,” San Jose Mayor Sam Liccardo, who chairs the 13-mayor coalition, said.

However, the powerful California Teachers Association and other school unions are an impediment.

“State guidance is not enough,” CTA president E. Toby Boyd said in a letter to Newsom and other officials. “Relying on individual school districts and local health officials...to coordinate what should be a statewide effort is woefully ineffective and leads to localized and politicized decision making that is damaging our public health, our public education, and our economy.”

The unions want something approaching a guarantee that no one would be at risk before schools are reopened, including testing, contact tracing and elaborate physical changes in schools. But that would take much money and much time and COVID-19 is not going away anytime soon, as Newsom warned in a telecast briefing this week.

“Don’t anticipate or expect that you can go down to a local pharmacy anytime this year and get a vaccination,” Newsom said during a press conference. “We don’t expect mass availability until 2021... Vaccines will not end this epidemic overnight.”

There are no fail-safe options here. Bringing kids back into the classroom carries a certain risk. But continuing to leave them more or less on their own indefinitely — especially children from poor families — is also a very risky business whose downside could damage them and the state for decades.

Note: Almost 270,000 students in K–12 schools lacked stable housing in 2018–19, numbers that almost certainly have grown since the pandemic and economic downturn began last spring, researchers said.

California Schools See Big Jump in Number of Homeless Students

Since the pandemic, the numbers are likely higher, report says.

ByCarolynn Jones
EdSource
October 20, 2020

California’s escalating cost of living has led to a 48% surge in the state’s homeless student population over the past decade, according to new research released today by researchers at UCLA.

Almost 270,000 students in K-12 schools lacked stable housing in 2018-19, numbers that almost certainly have grown since the pandemic and economic downturn began last spring, researchers said.

“We knew the numbers would be up, but we were surprised at the scope and severity of the crisis,” said Joseph Bishop, director of UCLA’s Center for the Transformation of Schools, which compiled the report. “Looking at these numbers was really a ‘wow’ moment.”

Disproportionate numbers of California’s homeless students were Latino and Black: 70% and 9%, respectively. Latinos make up 55% of the overall student enrollment, and Black students 5.3%

The federal McKinney-Vento Homeless Assistance Act requires that every public school count the number of students who are living on the street, in shelters, in motels, in cars, doubled-up with other families or moving between friends and relatives' homes. Using data collected by the California Department of Education, the UCLA researchers interviewed more than 150 teachers, students, school administrators and advocates to get a fuller picture of who's homeless, how schools are impacted, and what's driving the increase in numbers.

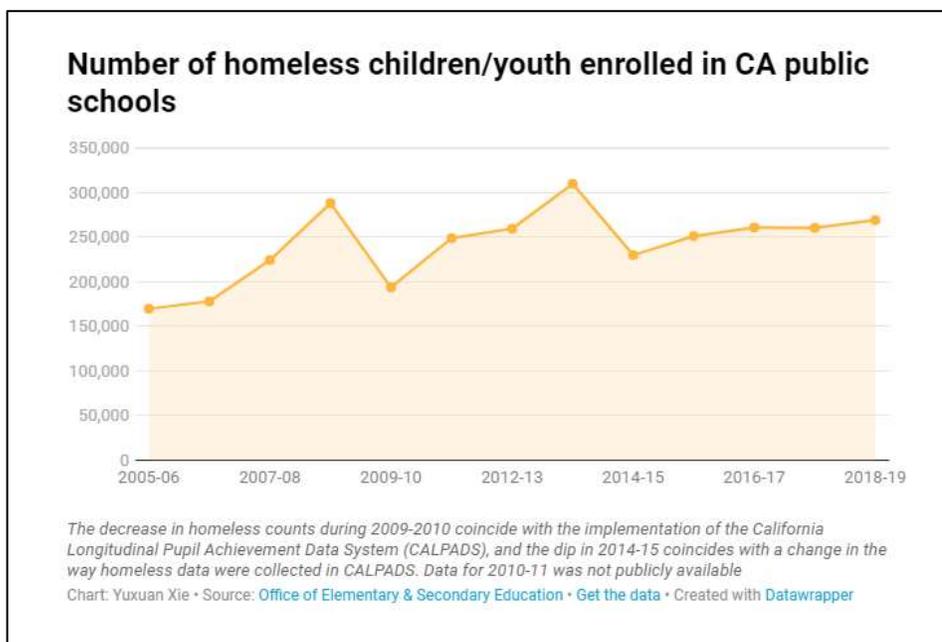
Describing a "tidal wave of factors," Bishop cited the skyrocketing cost of housing in many parts of California, widespread economic instability, a jump in day-to-day living expenses and over-burdened social services such as low-cost mental health counseling or access to affordable housing.

He also noted the grinding poverty that some families find hard to escape – especially when contending with family sickness or other setbacks.

The federal government gives money to schools to provide services for homeless students, such as backpacks or transportation to and from school. Some schools use the money to help entire families, by providing groceries, laundry facilities, showers or connections to local nonprofits that can help secure housing or jobs.

But the funding, which has not increased under the Trump Administration, is grossly inadequate, Bishop said. In California, the state distributes about \$10 million annually through a competitive grant process, which means many districts that apply do not receive money at all. About two-thirds of the state's homeless students were enrolled in those districts in 2018-19, meaning about 178,000 homeless students received few, if any, services through their schools, according to the report.

Some schools use money set aside for low-income students or foster youth to provide homeless services, but it's nowhere near enough to cover the escalating needs, said Debbie Raucher, a project director at John Burton Advocates for Youth, which focuses on foster and homeless youth in California.



“Having a roof over your head, having a safe place to sleep and study, is fundamental to absolutely everything,” she said, noting that students who experience homelessness have higher dropout rates and are

more likely to experience homelessness as adults. “Investing in these students pays off in so many ways. It’s a cliché, but it really is an investment in our future.”

The crisis has become so severe that schools cannot be expected to solve the problem single-handedly, Bishop and others said. Social service agencies, early childhood education programs, colleges and other organizations need to create a cohesive approach to helping homeless young people stay in school and helping their families find stable housing, the report recommended.

Schools also need more staff dedicated to identifying homeless students and pairing them with services. In most districts, only one person — the homeless liaison — is responsible for counting homeless students, applying for funding and working directly with families, often at multiple school campuses.

Jevon Wilkes, executive director of the nonprofit California Advocates for Youth, said schools need to work closely with Medi-Cal and other government agencies to coordinate services and take advantage of existing funding sources. For example, schools could bring Medi-Cal-funded mental health counselors to work directly on school campuses.

So, even though schools cannot solve the homeless crisis on their own, they play a crucial role in reaching students and families, he said. Schools are trusted, safe places for young people, and are a logical place to reach students who need help. Homeless himself as a teenager, he credited a school psychologist with finding him a safe place to sleep and ultimately graduate from high school.

“My life was saved because someone at the school asked me what was going on, and did something,” he said. “We need our schools to have the resources to help every student who needs it. There’s a lot at stake.”

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: October 30, 2020

Phone Number: 457-3907

Regarding: High School Class Sizes for Core Classes

The purpose of this communication is to provide the Board information on high school core class sizes.

The collective bargaining agreement with the Fresno Teachers Association (FTA) includes staffing ratios for grades K-12. For grades 9-12, the ratio is 1:29. Staff monitors classes to ensure class sizes stay at a reasonable and equitable level.

In the past, teachers in core classes with enrollment greater than 37 received additional mitigations. Beginning in the 2019/20 school year, the class size that included these mitigations was reduced to 36. Career Technical Education and Visual Arts were included along with core classes.

The chart below shows the number of classes over 36 for 2019/20 and 2020/21, and over 37 for the prior years. To ensure consistency, the data was pulled for each year based on the California enrollment census date, which is always in early October. The Board's additional investments and staff diligence to balance core classes have resulted in eleven classes over 36 for 2020/21.

	2016/17 Over 37	2017/18 Over 37	2018/19 Over 37	2019/20 Over 36	2020/21 Over 36
# of High School Core Classes Over 36 or 37	62	25	2	3	11
Total High School Core Classes	1,987	2,041	2,453	2,681	2,937
% of High School Core Classes Over 36 or 37	3.1%	1.2%	0.10%	0.11%	0.37%
% Change from Prior Year	(50%)	(60%)	(92%)	50%	240%

Seven of the core classes have 37 students, three classes have 38 students, and one class has 40 students. Class sizes over 36 are a result of scheduling constraints and the limited availability of certain class sections which have caused these eleven class sections to be over capacity. The class with 40 students accommodated a higher than usual enrollment of transfer students in a specialty school with fewer options at Design Science High School.

In addition, staff monitors core classes with less than 20 students. The chart below indicates the number of core classes each year with less than 20 students:

	2016/17	2017/18	2018/19	2019/20	2020/21
# of High School Core Classes 20 and Under	68	125	177	286	270
Total High School Core Classes	1,987	2,041	2,453	2,681	2,937
% of High School Core Classes 20 and Under	3.4%	6.1%	7.2%	10.6%	9.2%
% Change from Prior Year	(63%)	84%	42%	61%	(13%)

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

Approved by Superintendent
Robert G. Nelson Ed.D.

A handwritten signature in blue ink, appearing to read "Robert G. Nelson", written over a horizontal line.

Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer
Cabinet Approval: *NI*

Date: October 30, 2020
Phone Number: 457-3498

Regarding: Update on Community Outreach Plan—Fresno High Mascot Logo

The purpose of this communication is to provide the Board an update on the District's efforts to engage the Fresno High community regarding concerns related to their Native American mascot logo. As was shared in the September 22 board communication, the Communications Office was 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 scheduled for September 28 was postponed at the last minute to September 30 after a Teams outage impacted Microsoft users.

The district's Cultural Proficiency Response Team helped facilitate the listening session while Communications collected feedback. Based on emotional and thought-provoking feedback from that session, staff identified a need to make slight shifts in its original outreach plan. In our ongoing effort to seek diversity of thought, Communications, in partnership with Equity and Access, Fresno High administration and our Indian Education Department, held a second, slightly larger listening session on October 26. In attendance were several Fresno High families who currently receive support from the district's Indian Education department, members of four local community tribes, and several Fresno High Alumni who have been actively engaged in the social media conversation. The response for the October 26 meeting exceeded expectations and district staff determined it necessary to host a public town hall style meeting to give additional stakeholders the opportunity to share their perspective.

The town hall meeting will be held Thursday, November 12. In addition, Fresno High is coordinating a platform to gain student input on a larger scale.

District staff plans on bringing all gathered data and feedback to the Board on December 9, 2020.

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

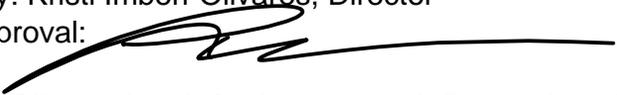
Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval: 

Date: October 30, 2020

Phone Number: 457-3896

Regarding: Differentiated Assistance and Comprehensive Support and Improvement (CSI) in Fresno Unified School District Update

The purpose of this communication is to provide the Board updated information regarding the District's ongoing work with foster youth, homeless students, and students with disabilities, the student groups identified for differentiated assistance, as well as supports for schools identified as Comprehensive Support and Improvement (CSI) sites. As a reminder, in March 2020, our State declared that schools identified for CSI or Additional Targeted Support and Improvement (ATSI) in 2019/20 will keep that status in 2020/21 and will continue to receive supports and adhere to their improvement plans. In addition to not identifying any new/additional school sites that need comprehensive support and intervention in 2020/21, our State agreed to also not identify any new school districts or student groups for differentiated assistance in 2020/21. School districts and schools will continue to receive assistance through 2020/21 if they were already identified based on the 2019 Dashboard.

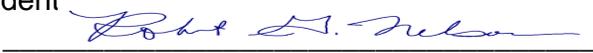
Foster youth, homeless students, and students with disabilities were identified as the student groups in differentiated assistance with two or more red indicators. Foster youth and students with disabilities have two red indicators for Graduation and the College and Career Indicator (CCI). Homeless students have two red indicators in chronic absenteeism and suspension rates. In addition, fifteen school sites were identified as CSI: Addicott, Ahwahnee MS, Cambridge HS, DeWolf HS, Heaton ES, King ES, Lowell ES, Phoenix ES, Phoenix Secondary, Scandinavian MS, Tehipite MS, Tenaya MS, Terronez MS, Webster ES, and Yosemite MS.

During COVID-19, new CSI schools were afforded the opportunity to deeply learn the process of Continuous Improvement (Bridge meetings). After the Bridge meetings, CSI Guiding Coalition Meetings then reviewed research questions/data collection to ask "what do we want to learn about our system", following those meetings, sites focused on examining qualitative and quantitative data to inform Root Cause Analysis.

The attached infographic includes an update on actions that are being implemented for differentiated assistance for foster students, homeless students, and students with disabilities, as well as an update on actions being taken for CSI. CSI actions include: Bridge, Debrief, Research Plan, and Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice. Also included with this communication is a school-level report for these metrics.

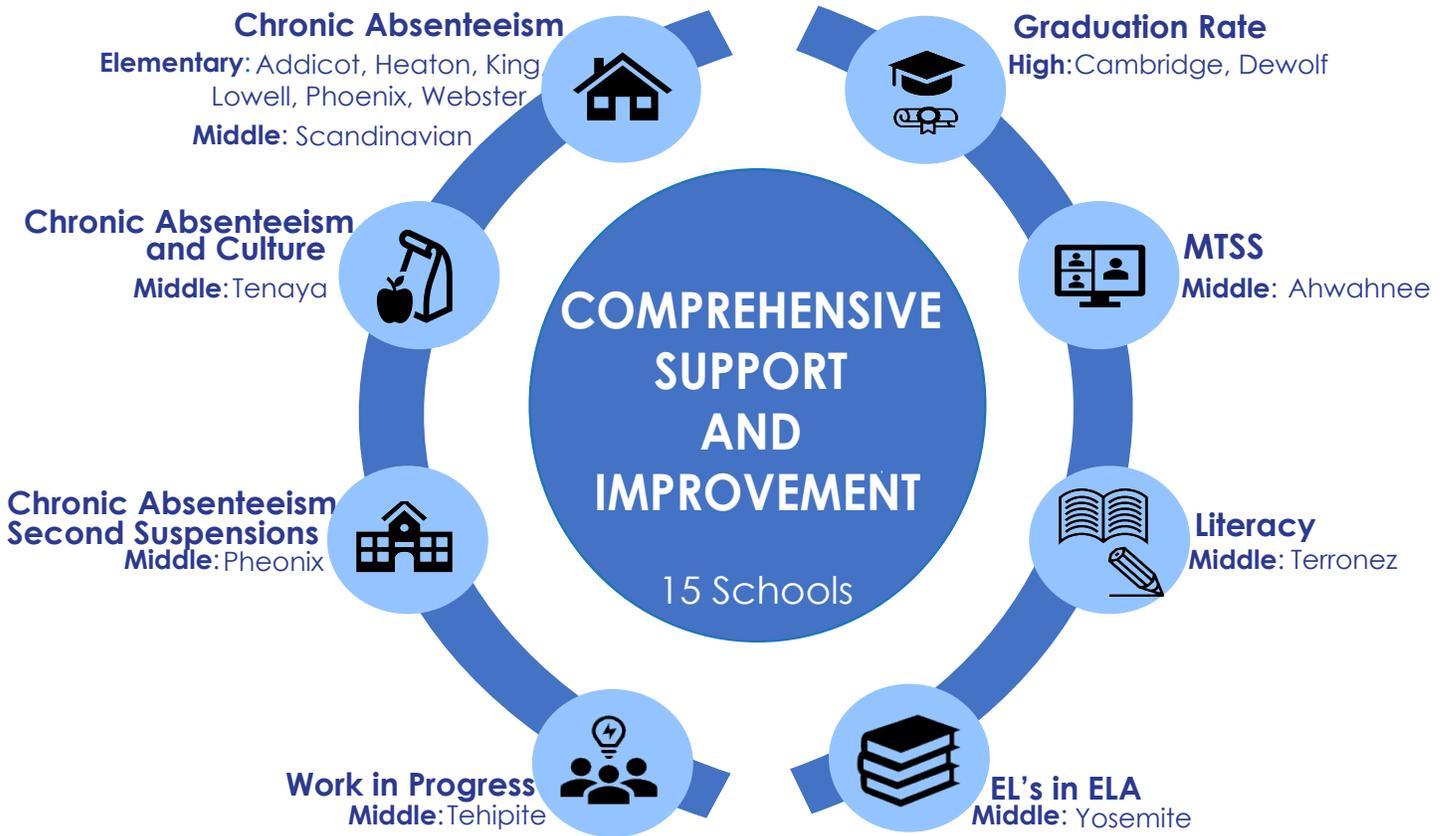
If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

Approved by Superintendent

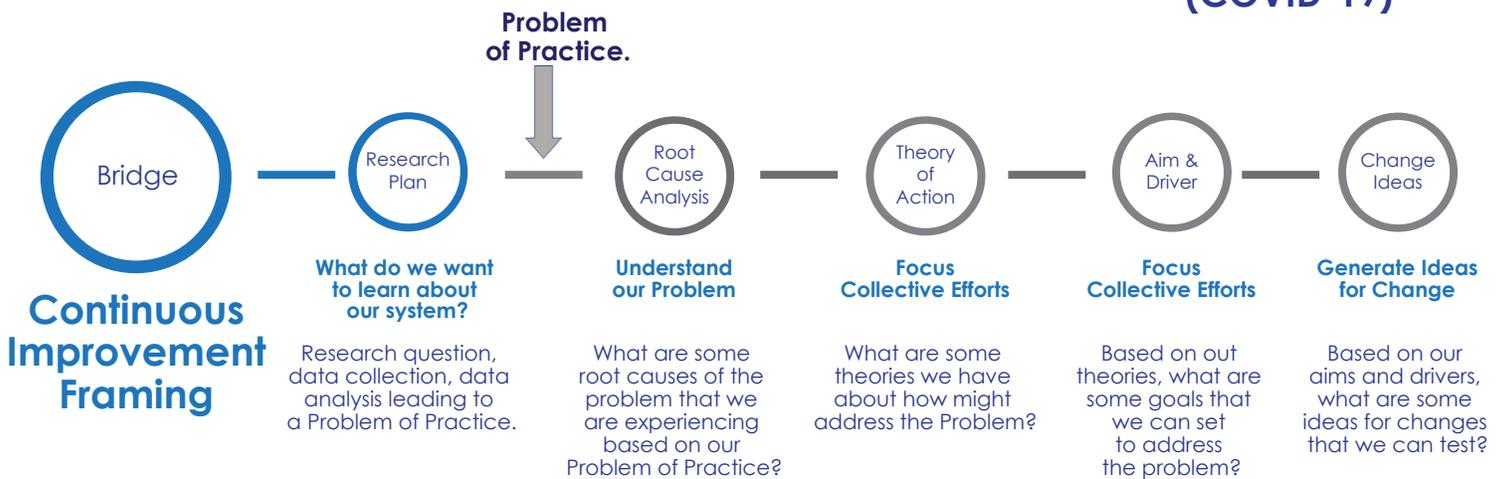
Robert G. Nelson Ed.D. 

Date: 10/30/2020

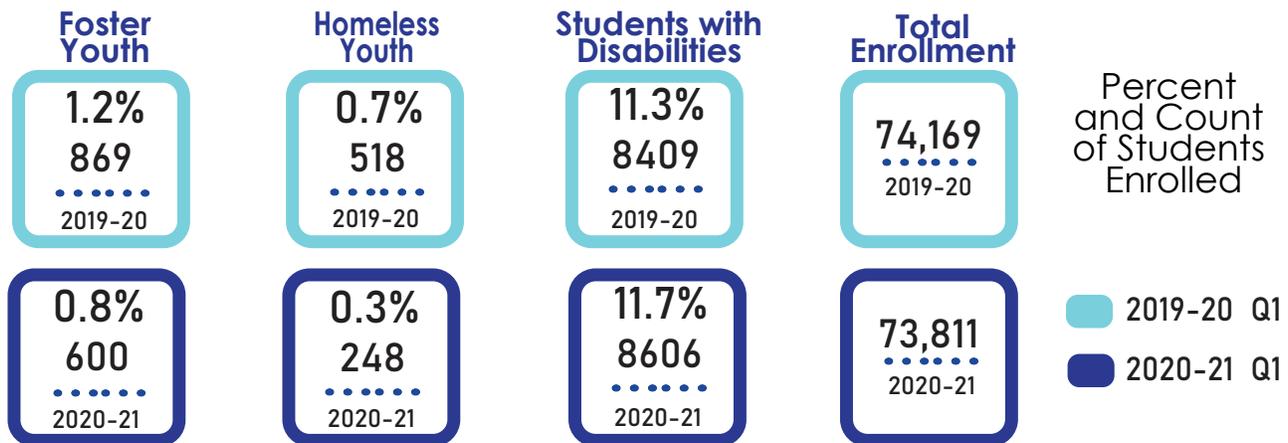
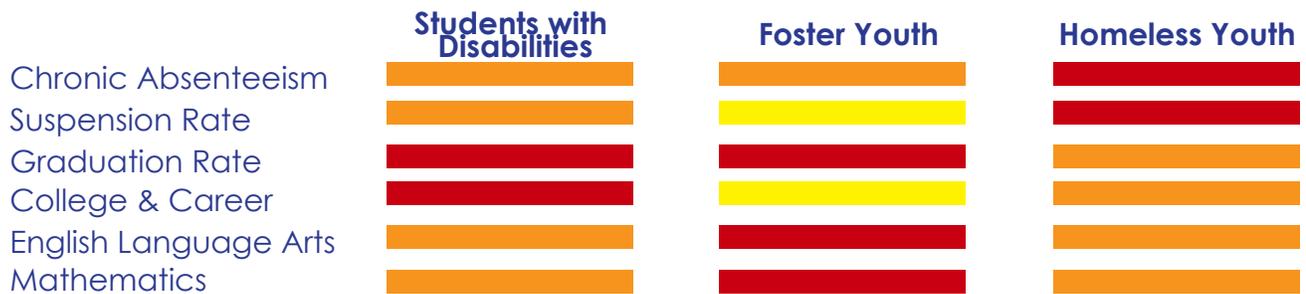
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) Sites Area of Focus



COMPREHENSIVE SUPPORT AND IMPROVEMENT PROCESS (COVID-19)



DIFFERENTIATED ASSISTANCE -- A District Focus



Foster & Homeless Youth 2020-21

Goal 1:

By Spring of the 2020/2021 school year, a written business process and standardized protocol will be developed for identification and enrollment for Foster and Homeless students within Fresno Unified.

Goal 2:

By August 2021, a written business process and standardized protocol will be implemented district wide for identification and enrollment of Foster Youth and Homeless students within Fresno Unified.

Planned Actions:

- By October 2020, a completed Action Plan will be developed as measured by the completion of the Action Plan template that will include action items, ownership, timeline, monitoring cycles, and measurements.
- By Spring of 2021, develop a business process and standardized procedures for enrollment of foster and homeless students as measured by written policies, procedures that include clarity around roles and responsibilities to support student success.
- Within the 2020/2021 school year, identify a school site to pilot the draft procedures as measured by a process of Plan, Do, Study, Act (PDSA) cycle
- By Fall of 2021/2022, implement the adopted written procedures district wide as measured by the identified monitoring system and process.

Homeless students to participate in small cohort return to school:

- Project ACCESS staff conducted 133 phone calls to all families who were coded as motel, shelter, and transient to inquire of their interest in participating in the first small cohort of students returning to school to participate in distance learning on campus.
- The Project ACCESS Shelter Clinical School Social Worker conducted visits to shelters and coordinated support with various shelter case managers to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in Phase 1 of students returning to school. A total of 87 students residing in shelters, motels, cars and other unstable living environments were part of the first cohort return to campus.
- Prevention and Intervention Child Welfare Attendance Specialists conducted home visits to motels to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in the first small cohort return to campus.

Foster & Homeless Youth 2020-21

Actions Completed:

- In January 2020, the Fresno County Superintendent of Schools provided differential assistance (DA) to FUSD and created a task force which includes: College and Career Readiness (CCR), Department of Prevention and Intervention (DPI), Equity and Access, and representatives from the Fresno County Superintendent of Schools Foster Youth Department, and Fresno County Department of Social Services.
- Monthly meetings were held from January 2020 through August 2020 and are continuing to be conducted during the 2020/2021 school year. The task force leadership is made up of Nancy Witrado, Director of CCR, Tumani Heights, Project Access Manager II, and Fresno County Superintendent of Schools DA team.
- From January 2020 through March 2020 there was progress monitoring and analyzing of qualitative and quantitative data which included:
- Student outcome: suspension, absenteeism, academic, career readiness
- During March and April of 2020, the team conducted a causal analysis of existing barriers within the system and determined three primary barriers including: a lack of a clearly defined standardized identification and enrollment process, lack of staff training, and lack of communication across the system.
- 547 phone calls were made to foster students and their families to inquire of their interest in participating in the first small cohort return to participate in virtual learning on campus. A total of 218 foster students expressed interest in potentially returning as part of a cohort
- Demographic; cohort tracking, ethnicity, student group,
- Perception data: Empathy Interviews across the system and protocols to solicit user voice
- Process data; current district protocols enrollment forms and identification process, education code, Dashboard business rules

Special Education 2020-21

Department Network Improvement Community (NIC)

Goal

Improve outcomes for ALL students by using improvement science to develop people to solve problems and improve performance!

The seven comprehensive FUSD high schools have committed to becoming a NIC.

NICs bring diverse expertise to bear on specific problems of practice, and what is learned in one part of the network can be quickly spread to and tested in other contexts

VIRTUAL MEETINGS:

- Each site has a LEAD and CO-LEAD for their team
- The LEADS and CO-LEADS participate in 4 virtual meetings with our WestED and FCSS Partners

Vision

Further develop our knowledge and skills to lead improvement outcomes for students with disabilities related to graduation rate and college/career readiness.!

IN-PERSON MEETINGS

- Each site has a team of 6 various staff members, (GE Teachers, SPED Teachers, School Psychologist, Counselor, etc.) based on site needs.
- Site Teams participate in 4 Site huddle meetings lead by assigned coach, in a plan, do, study, act cycle.
- Site Teams participate in 3 face to face professional learnings using the consultancy model to reflect and refine their identified area of need.

Special Education

2020-21

Goal #1: Improve SPED Graduation Rate

- By June 2021, the SPED graduation rate will increase from 66.6 % (18-19 rate) to 74% (APR Target), as measured by annual performance review.
- By June 2022, the SPED graduation rate will increase by 8%, as measured by annual performance review.
- By June 2023, the SPED graduation rate will be >90%, as measured by annual performance review.

Goal #2: Decrease Disproportionality of African American and English Learner Students

- By June 2021, the percentage of African American students identified for Special Education services will decrease from 15.3% (current) to 10.7% (overall identification rate), as measured by annual performance review.
- By June 2021, the percentage of English Learner students identified for Special Education services will decrease from 18.9% (current) to 10% (overall identification rate), as measured by annual performance review.
- By June 2021, the percentage of African American students with disabilities who are suspended or expelled for more than 10 days will decrease from 3.4% (current) to 1.4% (overall rate), as measured by annual performance review. *This goal is not applicable thus far this year*

Goal #3: Increase Time in the Least Restrictive Environment (LRE)

- By June 2021, the percentage of students with disabilities who participate in general education environments less than 40% of the day will decrease from 30.22% (current) to <21.6% (APR target), as measured by annual performance review (APR)
- By June 2021, the percentage of students with disabilities who participate in general education environments more than 80% of the day will increase from 53.29% (current) to 60%, as measured by annual performance review (APR). *Current APR target is >52.2%*

Goal #4: Improve Student Achievement on Statewide Assessments

- By June 2021, the percentage of students participating in statewide assessments will increase from 94.0% (current ELA) and 92.6% (current math) to >95% (APR target), as measured by annual performance review.
- By June 2021, the average distance from Standard for ELA will decrease from -117.2 (current) to -107 as measured by annual performance review.
- By June 2021, the average distance from Standard for MATH will decrease from -142.6 (current) to -132 as measured by annual performance review.
- By June 2021, 85% of students using Unique curriculum will improve on the 3rd Unique Benchmark, as measured by the Unique Learning System.

Goal #5: Improve IEP compliance

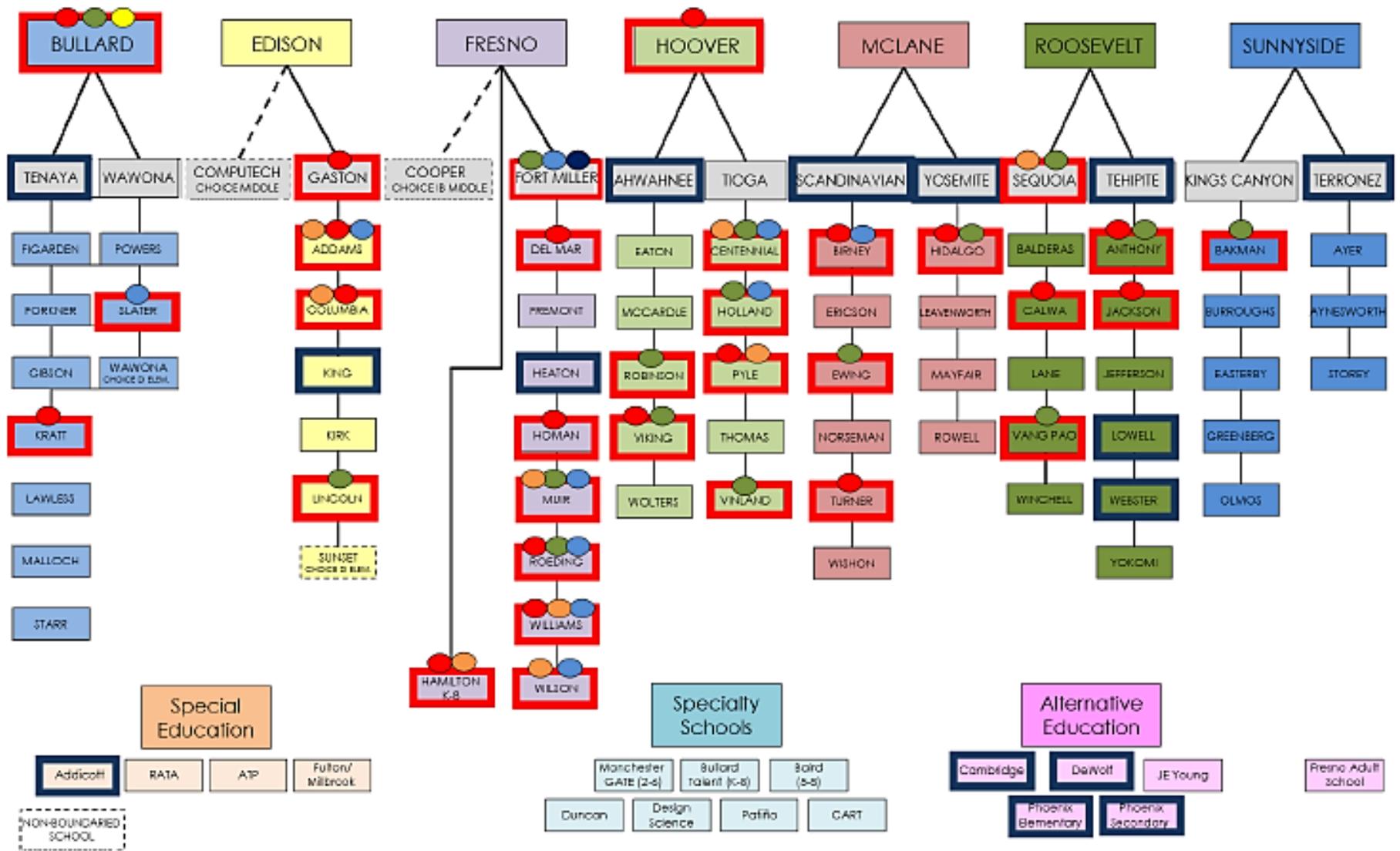
- By June 2021, all initial, annual, and triennial IEPs will be 100% compliant, as measured by SEIS data reporting system.

Goal #6: Improve Instruction (Refine metrics when district develops guidelines, currently in development)

- By June 2021, 85% of SPED classrooms will score 3 or 4 in Tenet 1, as measured by IPG observation tool data.
- By June 2022, 80% of SPED classrooms will score 3 or 4 in Tenet 2A, as measured by IPG observation tool data.
- By June 2021, 60% of SPED classrooms will score 3 or 4 in Tenet 2B, as measured by IPG observation tool data.
- By June 2021, 60% of SPED classrooms will score 3 or 4 in Tenet 3, as measured by IPG observation tool data.



2020-2021 CSI, ATSI Eligibility Map



ATSI Eligible Student Groups

- CSI (15 schools)
 - ATSI (32 schools) *
 - SWD (19 schools)
 - African-American (16 schools)
 - EL (1 school)
 - Homeless (9 schools)
 - White (10 schools)
 - SED (1 school)
- *Not including Charter School Sites

Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares and Jeremy Ward
Cabinet Approval: 

Date: October 30, 2020

Phone Number: 457-3896

Regarding: College and Career Progress Update

The purpose of this communication is to provide the Board information regarding College and Career indicator metrics for Fresno Unified. This communication gives information on enrollment and course grades to look at opportunities we are providing for students. We want to track enrollment and course grades knowing that these are two ways to monitor students toward completing metrics within College and Career Indicators (CCI). Please note, some data points are derived using different internal calculations than the California Department of Education (CDE). The CDE only focuses on graduating seniors when calculating CCI; however, this communication includes additional high school grade levels.

The metrics included in this report are:

- Quarter 1 2018/19 and Quarter 1 2019/20 grades nine through twelve student enrollment and course grades in Advanced Placement (AP) courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades eleven through twelve student enrollment and course grades in International Baccalaureate (IB) higher level courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades eleven through twelve student enrollment and course grades in Career and Technical Education (CTE) Capstone courses.
- Quarter 1 2018/19 and Quarter 1 2019/20 grades nine through twelve student enrollment and course grades in Leadership/Military courses.
 - Military Science courses are tied to Fresno Unified's Reserve Officer Training Corps (ROTC) program which are only offered at Duncan, Fresno, and McLane High Schools

Please note that letter grades include duplicate students as students receive multiple grades for multiple AP, IB, and CTE courses. Included with this communication is a Quarter 1 report for these metrics by region and school, as well as student group.

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

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 10/30/2020

College and Career Progress Quarter 1 2020/21

AP Enrollment

Percent and Count of Students Enrolled

26.0%
(4,873)
2019-20

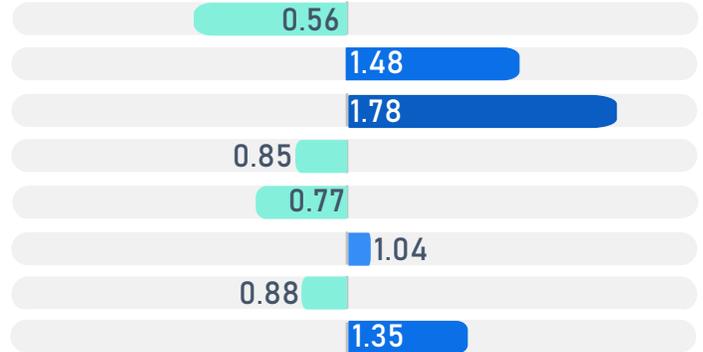
25.1%
(4,834)
2020-21

Disproportionality of Students by Race/Ethnicity

- African American/Black
- Asian
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- Two or More Races
- White

Students **LESS** likely to be Enrolled

Students **MORE** likely to be Enrolled

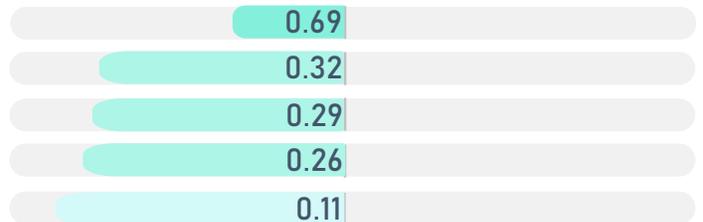


Disproportionality of Students by Student Group

- Economically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- Students With Disabilities

Students **LESS** likely to be Enrolled

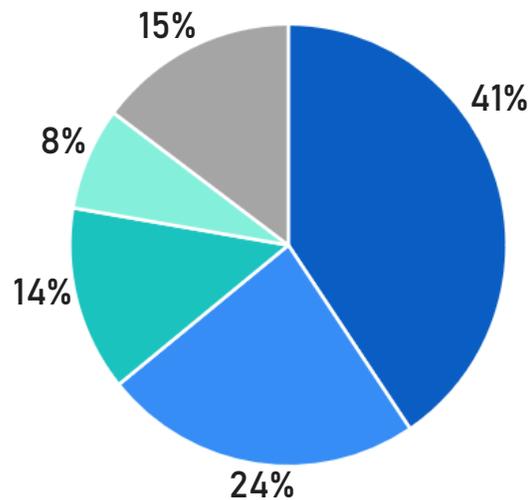
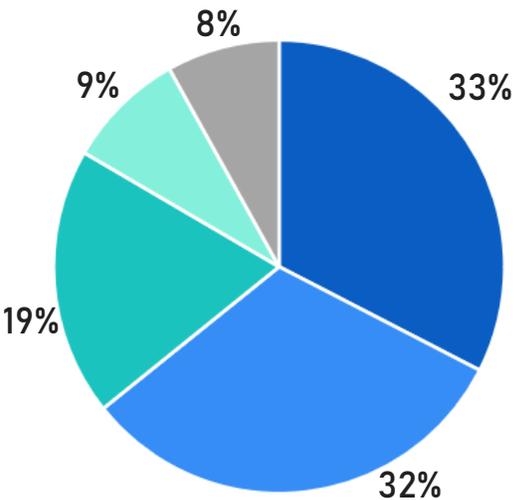
Students **MORE** likely to be Enrolled



AP Letter Grade Breakdown

2019-20 Q1

2020-21 Q1



Percent of Students with a C or Better

83%
(5,226)
2019-20

77%
(4,627)
2020-21

■ A ■ B ■ C ■ D ■ F

AP enrollment and grades includes 9th-12th grade students for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

IB Enrollment

Percent and Count of Students Enrolled

85.5%
(797)
2019-20

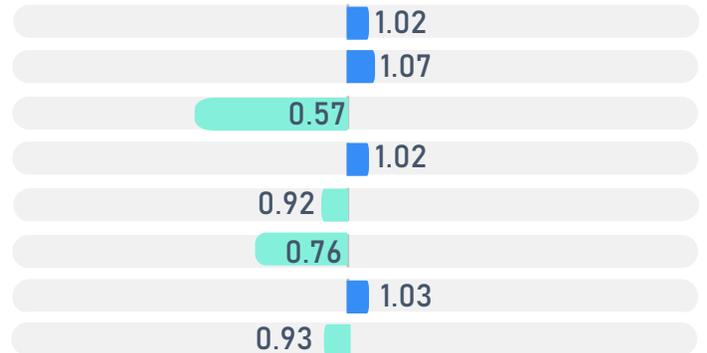
87.2%
(802)
2020-21

Disproportionality of Students by Race/Ethnicity

African American/Black
Asian
Filipino
Hispanic/Latino
Native American/Alaskan
Pacific Islander
Two or More Races
White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

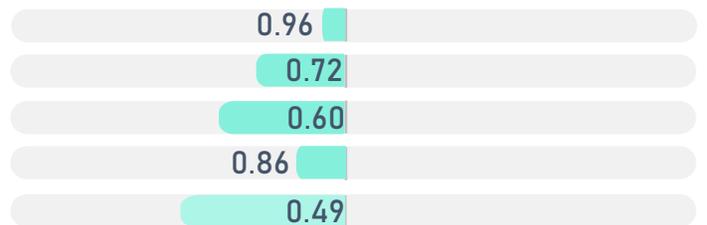


Disproportionality of Students by Student Group

Economically Disadvantaged
English Learners
Foster Youth
Homeless
Students With Disabilities

Students LESS likely to be Enrolled

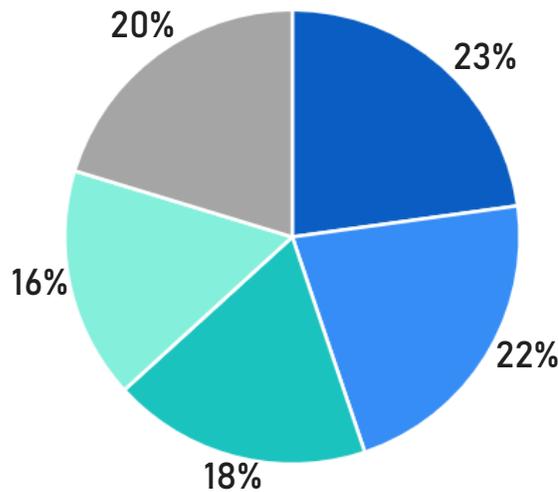
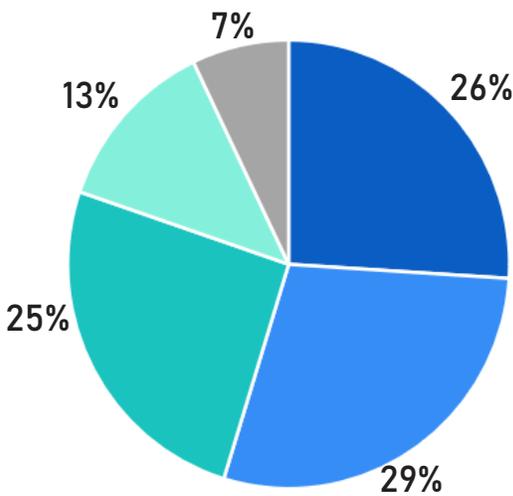
Students MORE likely to be Enrolled



IB Letter Grade Breakdown

2019-20 Q1

2020-21 Q1



Percent of Students with a C or Better

80%
(938)
2019-20

64%
(729)
2020-21

■ A ■ B ■ C ■ D ■ F

IB enrollment and grades data represents 11th-12th grade students at Fresno High for that specific academic year. IB enrollment data includes CP and DP courses. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

CTE Capstone Course Enrollment

Percent and Count of Students Enrolled

27.1%
(2,387)
2019-20

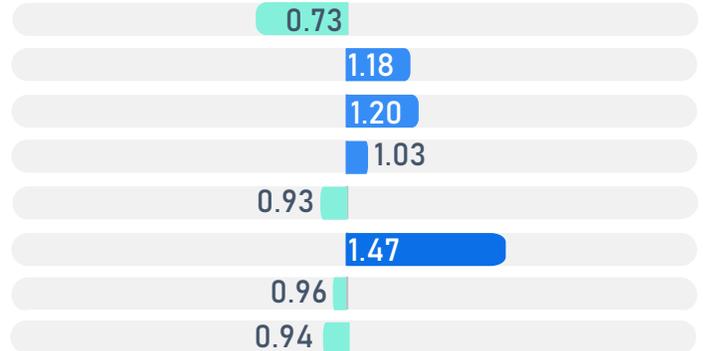
29.9%
(2,670)
2020-21

Disproportionality of Students by Race/Ethnicity

African American/Black
Asian
Filipino
Hispanic/Latino
Native American/Alaskan
Pacific Islander
Two or More Races
White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

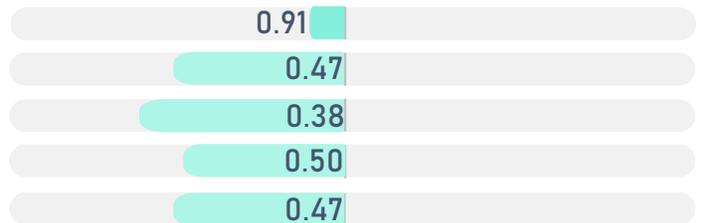


Disproportionality of Students by Student Group

Economically Disadvantaged
English Learners
Foster Youth
Homeless
Students With Disabilities

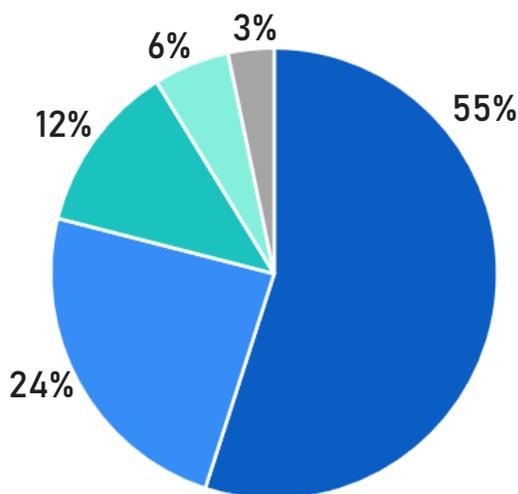
Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

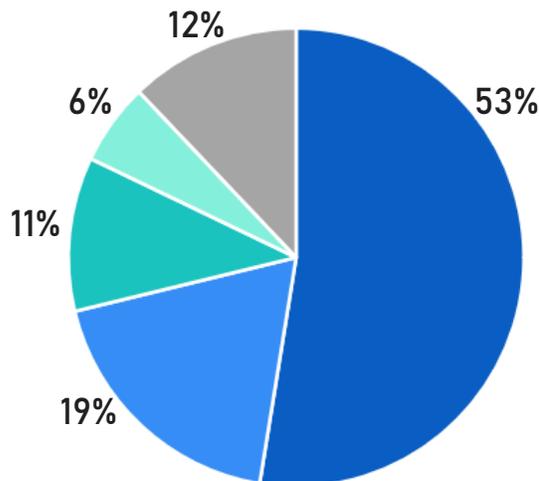


CTE Capstone Course Letter Grade Breakdown

2019-20 Q1



2020-21 Q1



Percent of Students with a C or Better

91%
(2,334)
2019-20

82%
(2,288)
2020-21

■ A ■ B ■ C ■ D ■ F

CTE Capstone enrollment and grades includes 11th-12th grade students for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

Military Science Enrollment

Percent and Count of Students Enrolled

8.0%
(403)
2019-20

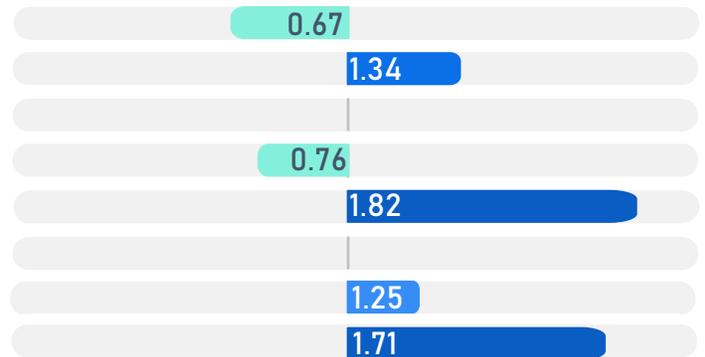
7.2%
(380)
2020-21

Disproportionality of Students by Race/Ethnicity

- African American/Black
- Asian
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- Two or More Races
- White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled



Disproportionality of Students by Student Group

- Economically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- Students With Disabilities

Students LESS likely to be Enrolled

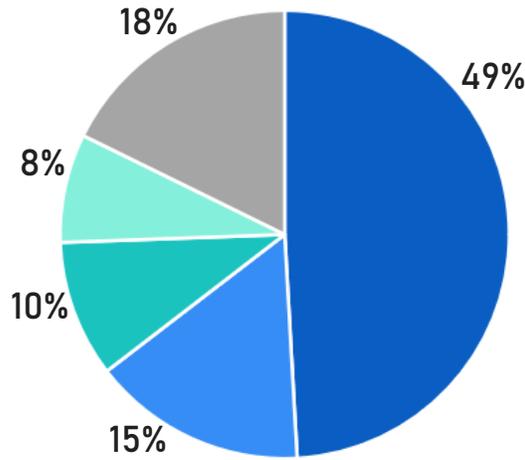
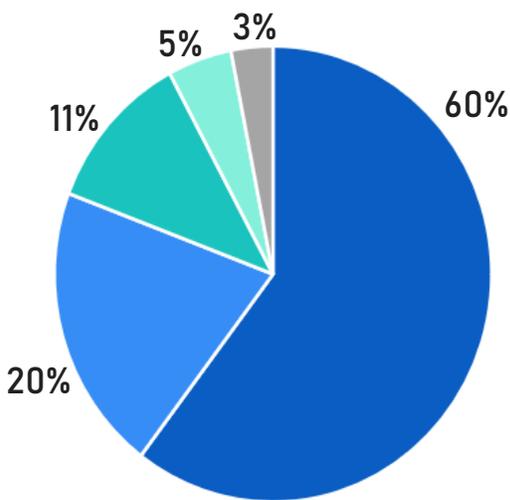
Students MORE likely to be Enrolled



Military Science Letter Grade Breakdown

2019-20 Q1

2020-21 Q1



Percent of Students with a C or Better

92%
(388)
2019-20

74%
(294)
2020-21

■ A ■ B ■ C ■ D ■ F

Military Science enrollment and grades include 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

College and Career Performance: By School Site

School Site	Enrolled in an AP Course		Passing Rates (C- or Better) in AP Courses		Enrolled in an IB Course		Passing Rates (C- or Better) in IB Courses		Enrolled in a CTE Capstone Course		Passing Rates (C- or Better) in CTE Capstone Courses		Enrolled in a Military Science Course		Passing Rates (C- or Better) in Military Science Courses	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Bullard High	31%	30%	91%	84%	N/A	N/A	N/A	N/A	22%	26%	90%	90%	N/A	N/A	N/A	N/A
Cambridge High	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	4%	3%	89%	100%	N/A	N/A	N/A	N/A
Design Science High	12%	0%	100%	N/A	N/A	N/A	N/A	N/A	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A
Dewolf High	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	9%	9%	94%	100%	N/A	N/A	N/A	N/A
Duncan Polytechnical High	35%	30%	76%	80%	N/A	N/A	N/A	N/A	100%	100%	88%	71%	14%	12%	97%	92%
Edison High	48%	51%	85%	79%	N/A	N/A	N/A	N/A	36%	40%	91%	89%	N/A	N/A	N/A	N/A
Fresno High	3%	3%	62%	65%	86%	87%	80%	63%	17%	23%	94%	88%	5%	6%	84%	55%
Hoover High	27%	24%	82%	73%	N/A	N/A	N/A	N/A	30%	35%	96%	69%	N/A	N/A	N/A	N/A
JE Young Academic High	1%	1%	100%	50%	N/A	N/A	N/A	N/A	4%	5%	100%	100%	N/A	N/A	N/A	N/A
McLane High	28%	22%	78%	72%	N/A	N/A	N/A	N/A	23%	22%	89%	86%	7%	5%	95%	80%
Patino Entrepreneurship High	22%	28%	84%	78%	N/A	N/A	N/A	N/A	70%	71%	92%	85%	N/A	N/A	N/A	N/A
Roosevelt High	22%	24%	84%	74%	N/A	N/A	N/A	N/A	22%	24%	95%	84%	N/A	N/A	N/A	N/A
Sunnyside High	27%	27%	80%	77%	N/A	N/A	N/A	N/A	22%	26%	92%	83%	N/A	N/A	N/A	N/A

AP Courses and Grades are looking at data for 9th-12th grade students for that specific academic year.

IB Courses and Grades are looking at data for 11th-12th grade students at Fresno High for that specific academic year. Enrollment data includes CP and DP courses.

CTE Capstone Enrolled and Grades are looking at 11th-12th grade students for that specific academic year.

Military Science Course and Grades are looking at data for 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year.

The letter grade data includes duplicate students as students receive multiple grades for multiple courses

Created By: Equity & Access

Data Source: ATLAS

Date: October 23, 2020

College and Career Performance: By Student Group

	Enrolled in an AP Course		Passing Rates (C- or Better) in AP Courses		Enrolled in an IB Course		Passing Rates (C- or Better) in IB Courses		Enrolled in a CTE Capstone Course		Passing Rates (C- or Better) in CTE Capstone Courses		Enrolled in a Military Science Course		Passing Rates (C- or Better) in Military Science Courses	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Race/Ethnicity																
African American/Black	14%	15%	80%	70%	87%	88%	74%	45%	20%	22%	87%	84%	5%	5%	92%	67%
Asian	35%	36%	87%	82%	83%	93%	87%	83%	33%	35%	93%	87%	8%	9%	100%	86%
Filipino	35%	45%	93%	94%	83%	50%	100%	100%	34%	36%	92%	90%	0%	0%	N/A	N/A
Hispanic	25%	24%	81%	75%	86%	88%	81%	64%	27%	30%	90%	80%	8%	7%	92%	72%
Native American/Alaskan	21%	19%	90%	73%	75%	80%	50%	67%	19%	28%	100%	80%	15%	13%	100%	100%
Pacific Islander	24%	26%	78%	82%	83%	67%	89%	60%	36%	44%	93%	81%	5%	0%	100%	N/A
Two or More Races	28%	22%	86%	80%	89%	90%	74%	79%	24%	29%	100%	83%	6%	9%	86%	91%
White	36%	33%	90%	87%	78%	81%	80%	56%	26%	28%	94%	89%	12%	12%	83%	71%
English Learner Status																
English Learner	8%	9%	69%	63%	61%	65%	76%	53%	13%	15%	79%	71%	8%	7%	91%	61%
Redesignated	37%	36%	83%	77%	93%	95%	85%	69%	34%	38%	92%	84%	8%	7%	97%	91%
Ever English Learner	28%	28%	82%	76%	87%	88%	83%	65%	29%	31%	90%	82%	8%	7%	95%	81%
English Only	24%	23%	85%	79%	84%	85%	78%	62%	26%	29%	92%	82%	8%	8%	90%	69%
Disability Program Type																
Student w/ Disability	2%	3%	87%	71%	42%	46%	66%	31%	12%	15%	84%	62%	10%	9%	80%	61%
DIS	13%	20%	100%	80%	100%	100%	100%	33%	19%	31%	100%	92%	0%	5%	N/A	100%
RSP	3%	4%	83%	66%	92%	86%	67%	33%	18%	21%	85%	62%	12%	9%	85%	62%
SDC	0%	0%	N/A	100%	6%	6%	50%	0%	4%	6%	73%	46%	8%	9%	70%	58%
504	23%	17%	86%	75%	100%	92%	64%	57%	33%	29%	91%	73%	13%	12%	64%	82%
Student Group																
Foster Youth	5%	7%	87%	69%	78%	53%	56%	20%	8%	11%	71%	91%	14%	10%	88%	75%
Homeless	9%	6%	92%	25%	40%	75%	67%	40%	14%	15%	100%	50%	4%	5%	100%	100%
Socioeconomically Disadvantaged	24%	23%	82%	74%	86%	86%	80%	62%	27%	29%	91%	81%	8%	7%	92%	72%

AP Courses and Grades are looking at data for 9th-12th grade students for that specific academic year.

IB Courses and Grades are looking at data for 11th-12th grade students at Fresno High for that specific academic year. Enrollment data includes CP and DP courses.

CTE Capstone Enrolled and Grades are looking at 11th-12th grade students for that specific academic year.

Military Science Course and Grades are looking at data for 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year.

The letter grade data includes duplicate students as students receive multiple grades for multiple courses

Created By: Equity & Access

Data Source: ATLAS

Date: October 23, 2020

Fresno Unified School District
Board Communication

BC Number EA-3

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

Date: October 30, 2020

Prepared by: Deanna Mathies, Sandra Toscano, Kristi Imberi-Olivares

Phone Number: 905-6338

Cabinet Approval:



Regarding: Early Learning Dual Immersion Enrollment 2020/21

The Purpose of this communication is to provide the Board with information regarding an update on Early Learning enrollment and Early Learning Dual Immersion enrollment. The metrics included in this Board Communication are three-year data trends in the following areas:

1. Students enrolled in preschool, Transitional Kindergarten (TK), and Kindergarten
2. Dual Immersion enrollment in preschool, Transitional Kindergarten and Kindergarten
3. Enrollment for preschool, Transitional Kindergarten and Kindergarten minus DI numbers

Our enrollment data follows the statewide enrollment trends for the early learning non-compulsory grades: Preschool, Transitional Kindergarten and Kindergarten. Prior to COVID-19, childcare requests were made primarily for infants/toddlers and preschool children, with very few school-aged childcare needs. Currently, Fresno County's Local Child Care and Development Planning Council reported 45% of calls received requesting childcare were for school-age children (transitional through 6th grade), 33% of calls were for preschool age children, and 22% were for infants/toddlers. This data and connections with parents during enrollment indicate that parents are enrolling their preschool through Kindergarten aged children in childcare rather than distance learning through school districts.

Further, the data demonstrates increase in Dual Language Immersion (DLI) program enrollment in the early learning grades is due to the addition of three elementary sites added this fall at Balderas, Hidalgo and Winchell resulting in 3 additional Preschool classes, 1 TK class and 4 additional Kinder classes (for a total of 8 new classes for our recently added programs at the 3 sites). For neighborhood Dual Language Immersion programs, Fresno Unified added progressing grade level classes (for example, Burroughs added 2 second grade classes this year as the program grows) which also contributes to an increase in enrollment, compared to previous years. Similar to Fresno Unified overall decline in enrollment, our DLI program enrollment showed similar decline this school year which resulted in the collapse of DLI kindergarten classrooms at Jackson and Hidalgo Elementary Schools.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Sandra Toscano at (559) 457-3648.

Approved by Superintendent

Robert G. Nelson Ed.D.



Date: 10/30/2020



PRESCHOOL AND TRANSITIONAL KINDERGARTEN ENROLLMENT

OCTOBER 30, 2020

PREPARED BY EQUITY AND ACCESS



PRESCHOOL AND TRANSITIONAL KINDERGARTEN ENROLLMENT: DISTRICTWIDE, 2018/19 – 2020/21

Grade Span	2018/19			2019/20			2020/21		
	DI	Non-DI	Total	DI	Non-DI	Total	DI	Non-DI	Total
Preschool	360	3,959	4,319	374	4,004	4,378	286	1,875	2,161
Transitional Kindergarten	103	1,411	1,514	177	1,299	1,476	114	896	1,010
Kindergarten	597	6,075	6,672	644	5,947	6,591	639	4,943	5,582

Enrollment counts are based on any point in time for that specific academic year.

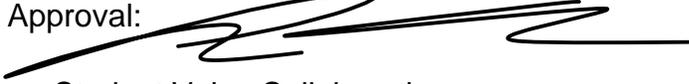
Fresno Unified School District
Board Communication

BC Number EA-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivares, Director
Cabinet Approval:

Date: October 30, 2020

Phone Number: 457-3896


Regarding: Student Voice Collaborative

The purpose of this communication is to provide the Board an update of our Student Voice Collaborative. To further address the climate/culture of our district, a collaborative team of African American Academic Acceleration, Communications, English Learner Services, Equity and Access, Goal 2, Prevention and Intervention, Special Education, and State and Federal have begun a Student Voice Collaborative to advance equity in our schools by elevating student voices to create change and foster school site partnerships with students at the forefront. This collaborative aims to have representation across diverse student groups, with a particular focus on increasing student voice among historically underrepresented and marginalized groups to ensure all student groups have a voice and a platform to be heard. The team meets monthly to share resources, training opportunities and to continue to align efforts.

During this quarter, our collaborative met with Superintendent Robert G. Nelson Ed.D. on Monday, October 12, 2020 to discuss the focus of our Student Voice Initiative student groups and share current challenges and barriers being faced. We also presented to the Board of Trustees at a regularly scheduled Board meeting on Wednesday, October 21, 2020 to introduce our Student Voice Initiative student groups and provide them with the opportunity to share a little about their group's focus this year.

The following student groups met with Superintendent Robert G. Nelson Ed.D.: African American Academic Acceleration, Black Student Union, Communication Advisory Group, English Learner Student Advisory Group, Fresno Unified GSA Youth Voice Collaborative, and Race and Social Action Student Advisory Council. In the past quarter, our collaborative has had the opportunity to engage in training from "The Amazing Tei Street" sponsored by Goal 2, in addition to pro-bono training for our advisors from Youth Leadership Institute (YLI).

Included with this communication is a summary of updates from each of our Student Voice Initiative student groups that were presented at our Board Meeting on October 21, 2020 as well as additional materials on the two training opportunities that were provided to our students and group advisors.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/30/2020



Student Voice Initiative: An Introduction to Our Student Voice Initiative Groups

Below are 2020/21 Quarter 1 updates from each of our student voice initiative groups' goals and objectives, actions being taken to obtain student voice from their targeted student group, celebrations that they have experienced this quarter, a description of challenges/barriers they have encountered, and what their next steps are toward moving this work forward.

African American Academic Acceleration

Quarter 1 updates on goals and objectives: Our goals are to have our group made of students from all our FUSD high schools. We were able to add students from a few more regions since the last communication. We were also able to hold a series of design thinking labs to allow the students to put their thoughts into written form.

Current actions implemented to gather student voice: We are holding group sessions/labs and building documentation from student led conversations for future board or superintendent meetings.

Celebrations: Our student group has launched an Instagram/lived experience project that will allow students to share stories of their academic experience and highlight FUSD students and staff. This group of students will meet weekly to review, edit and post the stories of their peers.

Challenges/barriers: We have been unable to keep our student group at the number that we hoped to have. Though we initially had a number that was up to our expectation, we lost many due to other obligations and virtual fatigue.

Next steps: We will continue to recruit students to add to the variety of student voices and to eventually acquire representation from all regions. After obtaining these new members we will transition into the next series of design thinking labs.

Black Student Union

Quarter 1 updates on goals and objectives: This is our first BC. We represent the Black Student Union Advisory Council. We represent all the high schools in FUSD and support the work of all the BSU's in the district. Our advisors for this student council are Ms. Lisa Nichols and Mr. Pat Riddlesprigger. We are developing those soft leadership/life skills that allow us to learn how to effectively interact and communicate with others.

Current actions implemented to gather student voice: We are currently brainstorming as a council, ways to gather student voice. We are creating a survey to capture student voice to gather their feedback and ideas.

Celebrations: BSU Social Hour, BSU Advisor/Club Officers Retreat with guest presenter and Dr. Akua Award Winning Educator & Author. We are currently in a book study and reading "The Mis-



Education of The Negro by Carter G. Woodson. We are increasing our knowledge of black cultural and history with our book study.

Challenges/barriers: Attendance to site club meetings, students not motivated to attend due to virtual burn-out.

Next steps: We are working with Fresno State Recreation Administration students to create a public service announcement (PSA) message. G2 in partnership with Fresno County Superintendent of Schools will be hosting a Screening of the Black will be hosting a screening of the *Black Panther Movie* for all Black Student Union (BSU) members and African American Student Leadership Academy (AASLA) Cohort students on October 30th. There will be a Pre & Post Educational Discussion Webinar with special guest speaker and educator Anthony T. Browder

Communication Advisory Student Group

Quarter 1 updates on goals and objectives: We are in the final stages of recruitment as we have recruited several students thus far. Our goal is 14 students spanning over all regions and representing all student populations. The goal is to provide training, learning and support in the following areas: Advocacy, leadership, communications and media, and engagement.

Current actions implemented to gather student voice: We are planning on meeting bimonthly with our group. These meeting will consist of working and planning projects. In addition to providing professional development, students will engage with different team members from the Office of Communications.

Celebrations: Our students are excited to be a part of a collective student group. They are eager to learn, participate and advocate.

Challenges/barriers: We are identifying how to integrate this work into their academic schedules. Many have expressed their workload and responsibilities continue to increase. We are in discussion of incorporating self-care and wellness into our meetings-to check in with how students are doing.

Next steps: We will begin working on projects. We currently are in the process of creating a PSA to recruit students for the LCAP Student Advisory Committee. We will then explore how to increase student utilization of online resources.

English Learners Student Advisory Council

Quarter 1 updates on goals and objectives: The EL Student Voice group is a group of students from grades 5-12 from throughout the district. Each is a second-language learner and values their home language. The group is small, about 10 active members who are either classified as newcomers, long-term, re-designated and/or heritage learners. Nearly twenty percent of the school population in FUSD is an English Learner with nearly 60 languages spoken.



Current actions implemented to gather student voice: The group of students meet weekly to check in, build new skills and to provide feedback on the vision for English Learners in FUSD. Currently, the group is reflecting on the academic programs and supports and highlighting the Glows and the Grows in these areas. During the second meeting, students went through a workshop on youth voice and learned how their voice can be elevated to bring about change.

Celebrations: The group has been celebrating that the EL group is growing in number every time they meet. The young people would also like to recognize all students district-wide who redesignate as RFEP and seniors who receive the Seal of Biliteracy. This celebration would include parents and families.

Challenges/barriers: This group was just formed this academic year so many of the structures are being developed. Current members are reaching out to fellow classmates to invite to attend. More outreach is needed; however, developing a presence at school sites is something that the group would like to develop. The thought is to have Global Ambassadors at many of the school sites (coordinated through the EL Site Reps) and then each site would send 1-2 representatives to the advisory group.

Next steps: We are looking at how we can improve our vision statement and we are looking on how to improve the outcomes for our EL students. Some suggestions are having afterschool programs for extra support, encouraging more teachers to become bilingual themselves, getting counselors to contact EL students to help them out by giving them the resources in their home language. Families need more information in their home language.

In conclusion: English learners come with assets, Value the fact that they bring different perspectives because of their language and culture. Promote more students to become bilingual, biliteral, bicultural. By learning a language, you learn their culture as well. Learning a language helps all of us to understand one another and to learn to embrace the diversity of our school communities.

Fresno Unified GSA Youth Voice Committee

Quarter 1 updates on goals and objectives: We are the Fresno Unified GSA Youth Voice Committee. GSA stands for Genders & Sexualities Alliance. We are a new group that is just getting started. Some of the goals that we have discussed in this group include: 1) to have a more LGBTQ+ inclusive curriculum, especially in history. 2) Change the introduction policy for students in a classroom environment to include pronouns, along with their names. This is especially important because when it is just trans students that do this, it is as if they are outing themselves to everyone; so, this should be implemented among allies to normalize introductions with pronouns. And finally, 3) inclusive coverage of same-sex relationships throughout all sex education classes.

Current actions implemented to gather student voice: GSA gathers student voice through coalitions between multiple FUSD school GSA clubs, social events, and surveys that collect data (such as bathroom policies, changing of names / pronouns, and experiences with gender or sexuality-based harassment or bullying) from individual FUSD GSA clubs. Before everything shut down, we had an LGBTQ+ focused Rainbow Prom planned, and we are currently working towards launching our large virtual meetings where students can meet from different schools and share their experiences.



Celebrations: We are celebrating that many of our schools' GSA clubs are finally up and running, and that not only are we excited to see kids attend but also really impressed because we understand that it can be hard sometimes to put ourselves out there being a part of GSA.

Challenges/barriers: A main challenge we face is spreading awareness to people about something they view as an "other" or experiences they believe do not apply to them. Information about LGBTQ+ people in school curriculum often treats LGBTQ+ individuals as subjects to be learned about rather than actual people (discussions about gender and sexuality in sex ed, for example). It is painfully clear that gender and sexuality education focuses more on the comfort of straight, cisgender people than on teaching acceptance and understanding of queer folks. Bunching a brief gender and sexuality unit in with sex education only perpetuates harmful stereotypes of hypersexuality of LGBTQ+ people – we are whole people, and we expect to be treated as such. Another challenge is that some students are not able to be fully themselves at home during distance learning and may not be able to join GSA and get support.

Next steps: Next, we are going to meet with other district leaders who can help us with our goals. We are also planning on meeting with an LGBTQ+ inclusive mentorship program that started in our district. We are going to work on developing as leaders and furthering our voices. Some of them are also graphic designers that want to help us make digital posters and flyers for awareness campaigns that matter to us.

Race & Social Action Advisory Council

Quarter 1 updates on goals and objectives: We will be hosting a virtual professional learning workshop for our RSAAC to support the learning around youth advocacy on October 13th, 2020. We will also be having a guest speaker the 'amazing' Tei street, who is one of the top motivational speakers in the country. afterward, all student attendees will be given a free copy of Tei street's book "I'm the amazing Tei street, wouldn't you like to be amazing too?"

Current actions implemented to gather student voice: As we move forward with our Site Student Groups, we plan to gather student voice through a needs assessment that our Advisory Team has created. The results of these needs assessments at each one of our high schools will help guide our action plans to address those issues and concerns. Our goal is that once we establish our site level student groups, we focus on the needs assessment early on.

Celebrations: McLane had their first principal meeting with their student leader Julio, way to lead Julio! The rest of our student leaders have contacted their principals and will be meeting with them soon to begin the process of establishing their school site student group.

Challenges/barriers: Some challenges have been finding group members, at least one representative from every FUSD high school. Another challenge has been creating meetings with our principals and school advisors to set up and start running the RSAAC club on a school wide level.



Next steps: Student leaders will have their first meeting with their principles and site advisors. Students will work with their advisor, their principle, and of course the district council to work on recruiting members for the site level groups. Once site level groups are made, the needs assessment will be pushed out. The data we receive from the needs assessment will be used to help guide our work for the rest of the year.

RACE & SOCIAL ACTION ADVISORY COUNCIL VIRTUAL WORKSHOP

(Student Voice Initiative)

WHEN

October 13, 2020
3:30 PM – 5:30 PM

WHERE

Via Zoom

Meeting ID: 959 8014 6534

Passcode: 403437

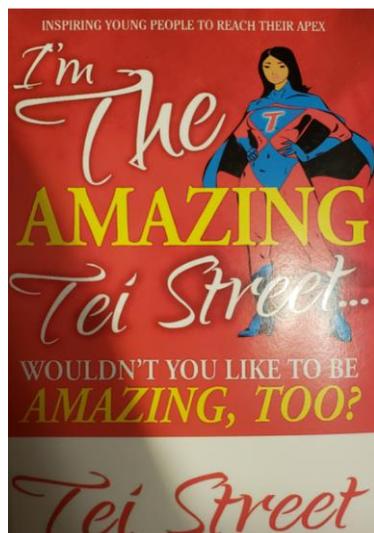
CONTACT

Lisa Nichols

lisa.nichols@fresnounified.org

559-708-2628

**All student attendees will receive a free copy of Tei Streets
"I'm the Amazing Tei Street, Wouldn't You Like to be
Amazing Too?" book. Please RSVP by October 9th.**



GUEST PRESENTER

The Amazing Tei Street
National Motivational
Speaker & Education
Consultant



Youth & Adult Partnerships Training

- Learn the philosophy and practice of youth development and youth and adult partnerships
- Discover different approaches to working with youth, including your own style
- Gain a better understanding of adultism and how it stands in the way of authentic youth engagement



OCT. 27 • 10AM TO 12PM

Zoom Meeting ID: 345 208 0283

Passcode: Youthvoice

Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: October 30, 2020
Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

The purpose of this communication is to provide the Board information regarding the recommendation to approve the Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill immediate staffing needs by rehiring a candidate who is enrolled in a credentialed program. The candidate will receive staff development targeted to the needs of our students and will be required to make progress in becoming fully credentialed.

Requirements for Initial Issuance and Renewals (Title 5 California Code Regulations, Section 20021.1)

- Initial issuance requirements require possession of a baccalaureate degree or higher from a regional accredited college or university, verification of passage of CBEST, and successful completion of course work for the permit type requested
- One-time renewal issuance requirement allows employing agency to request a one-time renewal of the PIP if the holder has taken all appropriate subject matter examinations (CSET) as determined by the college or university

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

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



Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number HR-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: October 30, 2020
Phone Number: 457-3548

Regarding: Variable Term Waiver Request for Bilingual, Cross-Cultural, Language and Academic Development Authorization

The purpose of this communication is to provide the Board an explanation for the recommendation for a Variable Term Waiver request for Bilingual, Cross-Cultural, Language and Academic Development Authorization (BCLAD).

The Variable Term Waiver will authorize teachers to serve as dual immersion multiple subject teachers. The Education Code 44225(m) allows the commission to grant waivers to fill in an area deemed hard-to-fill. The candidates are working toward completing the required coursework for the Multiple Subject Credential and Bilingual, Cross-Cultural Language and Academic Development (BCLAD) authorization.

Human Resources will submit the following name to the board on November 04, 2020:

Name	Site	Credential/BCLAD Language
Guadalupe Arellano	Rowell	Multiple Subject
Leilani Silva	Sunset	Multiple Subject

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number HR-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: October 30, 2020
Phone Number: 457-3548

Regarding: Recommendation for Variable Term Waiver for Career Technical Education

The purpose of this communication is to provide the Board an explanation for the recommendation for the Variable Term Waiver for Career Technical Education Credential holders. The Commission on Teacher Credentialing (CTC) stated Preliminary Career Technical Education (CTE) holders should be issued a Variable Term Waiver for the English Learner Authorization until the CTE program has been completed. The English Learner classes are embedded in the CTE program. Individuals will not have the English Learner Authorization stated on their credential document until the CTE program is completed and the clear credential is issued.

Human Resources will submit the followings names to the board on November 04, 2020:

Name	School Site	Subject
Atalina Carter-Segler	Sunnyside	CTE – Health Science & Medical Technology
Eric Rubio	Duncan	CTE – Transportation
Marcus Spencer	McLane	CTE – Arts, Media, and Entertainment

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number HR-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: October 30, 2020
Phone Number: 457-3548

Regarding: Recommendation for Variable Term Waiver

The purpose of this communication is to provide the Board an explanation for the recommendation for the Variable Term Waiver for teachers that have exhausted the Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP). Due to the closure of test centers caused by the shelter-in-place orders, the California Commission on Teacher Credentialing has developed a Variable Term Waiver option to grant teachers one extra year on their PIP or STSP to allow them to continue to teach in the 2020/21 school year. With the issuance of the variable term waiver, teachers have an additional year to complete coursework and/or exams so they may become intern-eligible or obtain a preliminary credential for the 2021/22 school year.

Human Resources will submit the following name to the board on November 04, 2020:

Name	School Site	Subject
Catherine Estrada-Rios	Lane	Multiple Subject
Denise Morris	Wawona	Social Science

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: *KSTemple*

Date: October 30, 2020
Phone Number: 457-3134

Regarding: Facility Improvement Expenditure Information

The purpose of this communication is to provide the Board information regarding the district's facility investments from 2006/07 through 2019/20, by high school region and Trustee area. The attached charts illustrate facility improvement expenditures supported by Measures A, K, Q, X and M, deferred maintenance, general funds, and developer fees.

To illustrate the impact of bond measures, three time periods are represented on the charts:

- July 01, 2006 through June 30, 2010
- July 01, 2006 through June 30, 2016
- July 01, 2006 through June 30, 2020

Expenditure totals shown on the charts are cumulative. The blue bar indicates investment during the four years prior to Measure Q being approved in November 2010. The orange bar shows the significant impact of Measure Q on the district's ability to invest in facilities. The gray bar captures expenditures following the approval of Measure X in November 2016, including a minimal amount related to preliminary planning for initial Measure M (approved in March 2020) projects.

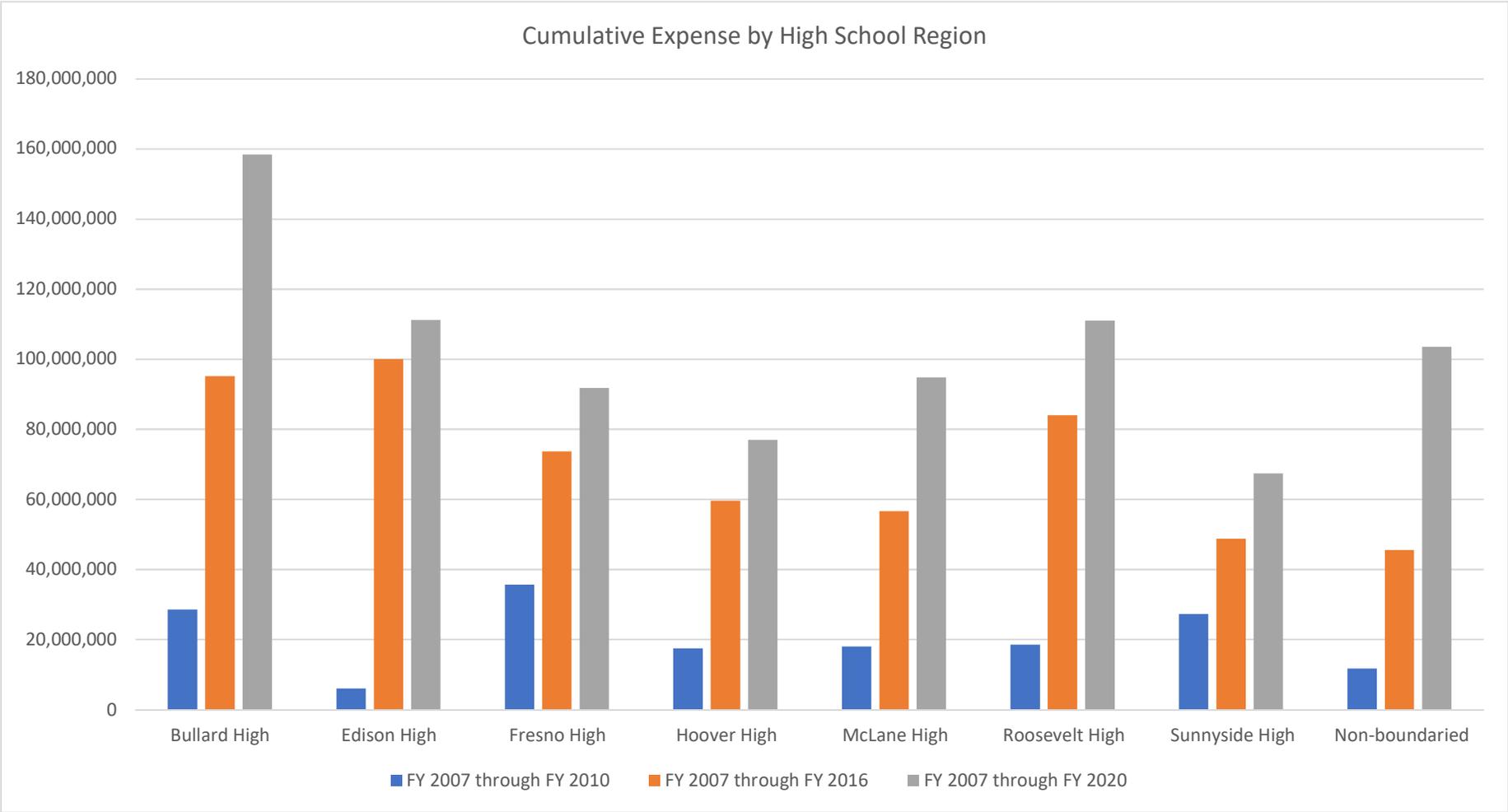
If you have questions or need further information, please contact Karin Temple at 457-3134.

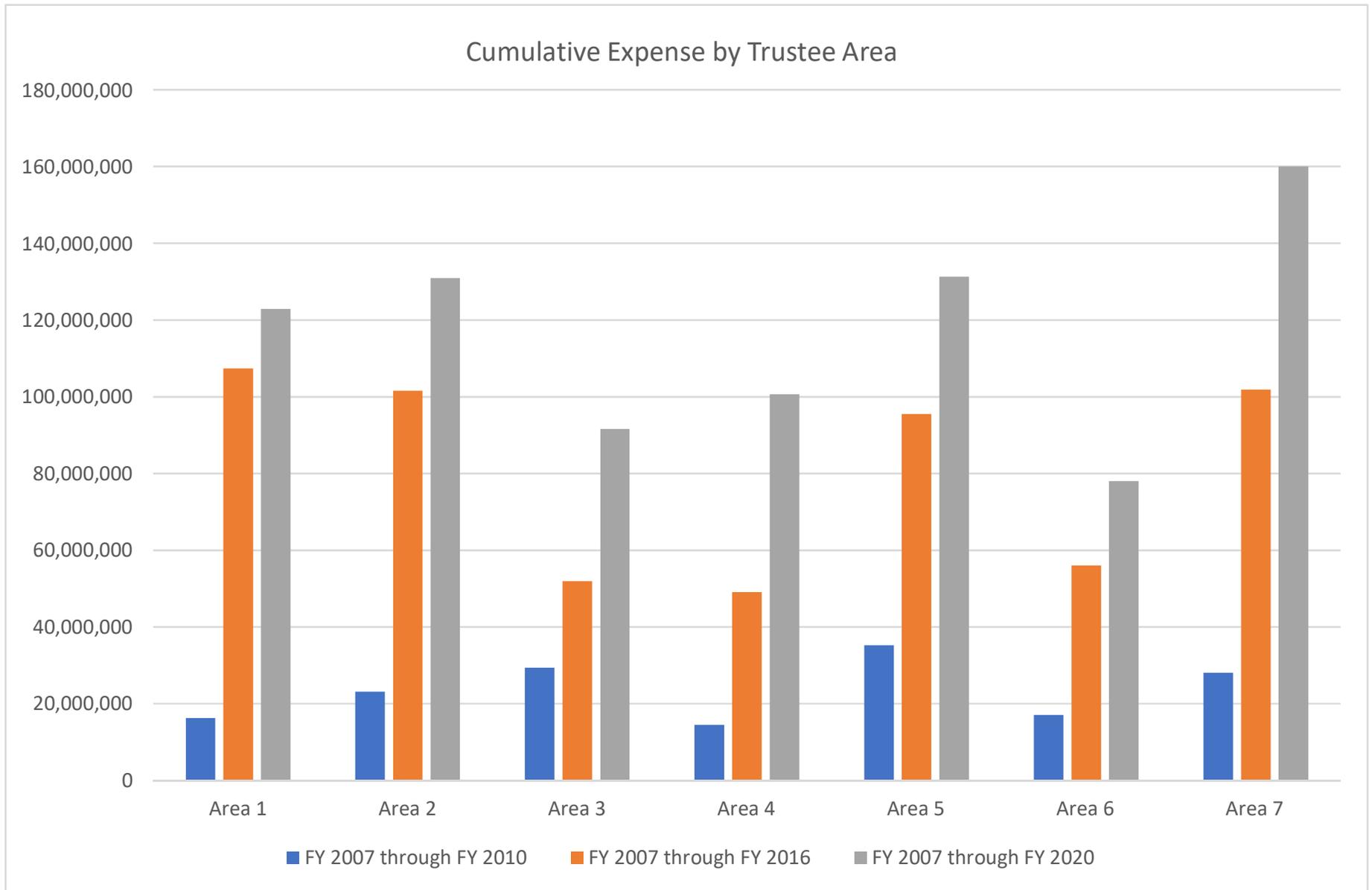
Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 10/30/2020

Facilities Investment by High School Region and Non-boundaried Schools
 July 1, 2006 through June 30, 2020





Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amanda Harvey, Food Services Director
Cabinet Approval: *K Temple*

Date: October 30, 2020
Phone Number: 457-3134

Regarding: Food Services Update – Unacceptable Ingredients

The purpose of this communication is to provide the Board information regarding implementation of more stringent nutritional requirements for products used by the district's Food Services Department in preparation of meals. Future bids for food items will include a list of ingredients that will not be accepted in products to be purchased for incorporation into student meals. Examples of unacceptable ingredients are high fructose corn syrup, lard, monosodium glutamate (MSG), and non-naturally occurring trans-fat, as they do not meet Food Services standards for nutritional quality. The list will be modified over time as new unacceptable ingredients are identified, recognizing the need for balance between products available and our focus on nutrition. This is a practice instituted by some commercial grocers.

If you have questions or need further information, please contact Amanda Harvey at 457-6278.

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 10/30/2020

Fresno Unified School District
Board Communication

BC Number T-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Philip Neufeld, Ryan Coe
Cabinet Approval: 

Date: October 30, 2020

Phone Number: 457-3164

Regarding: Framing Supports for Teams Chat outside of Class Sessions

The purpose of this communication is to provide the Board with rationale for the continued use of Chat outside of Teams classes. Teams does not yet support all the controls families might desire over chat, and we are working with Microsoft to improve this. However, chat has become critical for connections between students and teachers. Students' use of Teams chat is both a social-emotional safety net and presents an opportunity for growth in digital citizenship. This is a time for families and teachers to partner together to support students with healthy conversations.

Benefits provided through Chat include among others:

- Teacher ability to have one on one conversations with students, including during class sessions, when necessary
- Connection between students and psychologists, social workers and other mental health/social emotional support providers
- Connection between students/families and special education support providers
- Connection between leaders and students to support social emotional and positive interactions
- Ability to monitor student communication for potential self-harm and harm to others
- Student to student connection to build healthy relationships, social emotional skills and to avoid impacting feelings of isolation during this time
- Student to student connection on student projects and collaborative work

Chat outside class sessions is not available for grade one and below. Gaggle applies content analysis to chat for grades four to twelve and notifies the district if there is inappropriate content like cyber-bullying or self-harm. Families are critical partners for the safety of our students in digital spaces. Students can refuse calls/chats or remove themselves from unwanted chats.

Just as in a school setting, the recommendation for children is to go to an adult if something unwanted or potentially harmful is happening. Fresno Unified School District is working to provide the right instructional, social emotional, and digitally responsible supports for distance learning. We will continue to educate and remind students/families of our District Acceptable Use Policy. When situations arise where there has been inappropriate use of technology, we will use the opportunity to teach and discipline as appropriate, and we will engage families and students as partners for safer social interactions and to better prepare students through critical digital citizenship experiences.

If you have any questions or require additional information, please contact Philip Neufeld, 457-3164.

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 10/30/2020