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BOARD COMMUNICATIONS – MARCH 05, 2021

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
February 26, 2021

AS-2 Tammy Townsend Local Control and Accountability Plan Engagement
and Feedback

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Food Services Grant Applications on March 10, 2021
Board Meeting Agenda

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Carlos Castillo New Charter School Petition Review Policy and
Procedures/Board Policies

SL-2 Teresa Morales-Young The Fresno Internship Credential Program –
Request for Information

SL-3 Ambra O'Connor Disenrolled Student Outreach and Support for
Homeless Students

SL-4 Misty Her Simultaneous Teaching Pilot-Phase 1 and 2

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: March 05, 2021

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with City Councilmember Arias regarding return to school
- Held meetings with leadership from CSEA, FASTA and FTA
- Met with Executive Cabinet
- Held press conference regarding opening of school
- Read to students as part of Read Across America at Anthony, Birney, McCardle and Pyle
- Participated in weekly call with Fresno County Superintendents
- Attended PTA School Smarts program with parent Holland and Vinland
- Gave interview with Vanessa Vasconcelos, ABC30, regarding return to school
- Recorded podcast with John Fensterwald, EdSource, regarding return to school
- Gave interview with Alexan Balekian, KSEE 24, regarding return to school
- Held Deputy Superintendent Interviews
- Attended California Council for the Social Studies Virtual Award Ceremony

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



Date: _____

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: March 05, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for February 26, 2021

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 February 26, 2021 is attached and includes the following articles:

- California Sets Priorities for Vaccination of Teachers and School Employees – February 25, 2021
- California Students in Richer Areas Far More Likely to be Back in Classrooms – February 24, 2021
- Ask SSC... My County Just Reached the Red Tier. How Long Do I Have to Reopen My Schools? – February 25, 2021

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: 03/05/21



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www.sscal.com

DATE: February 26, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Another Week Passes With No School Reopening Deal

Another week has passed without the Legislature and the Newsom Administration striking a deal for school reopening and expanded learning funding.

On Monday, February 22, 2021, the Assembly Budget Committee held a hearing where they approved a \$7.6 billion early action budget package aimed to address the COVID-19 economic crisis, which was signed by Governor Gavin Newsom the following day. However, the committee members also discussed—but did not vote on—Senate Bill (SB) 86, which is the legislative proposal for providing in-person instruction and expanded learning grants to local educational agencies (LEAs).

While the Legislature adopts a similar distribution framework as the Governor's budget proposal in that the \$2 billion in in-person instruction grants and \$4.6 billion in expanded learning grants (after providing funding for state special schools and \$1,000 to LEAs for every homeless student) would be distributed to LEAs based on their Local Control Funding Formula entitlement using 2020–21 First Principal Apportionment data, there are some significant differences regarding timeline and vaccinations that are preventing the two parties from striking a deal.

Governor Newsom argues that the Legislature's proposal does not move fast enough as it does not require recipients of the reopening grants to offer in-person instruction through stable cohorts until April 15, 2021 (or when an LEA's county moves into the red tier). This is two months later than the deadline stipulated in Governor Newsom's State Budget proposal.

While SB 86 does not include vaccination of staff as a prerequisite for reopening for in-person instruction, the bill does require county public health departments to make COVID-19 vaccines available to staff who are working at a school where students are attending in person. Governor Newsom has pushed back on this part of the proposal, stating that while school staff should be prioritized for vaccinations, there should not be any vaccination requirements included.

Governor Newsom announced last Friday that the state would update their vaccine distribution plan beginning March 1 by setting aside 10% of the vaccines for school employees.

While the committee did not vote on the bill, Assembly Budget Chair Phil Ting (D-San Francisco) expressed frustration that the \$5.3 billion in learning loss mitigation funding, which was distributed to school districts in the 2020–21 State Budget Act, did not lead to LEAs reopening their doors for in-person instruction. He characterized this as a squandered opportunity and claimed that LEAs want the money without accountability.

Despite the Legislature signaling that they are going to send SB 86 to Governor Newsom, almost daring him to veto the measure, the bill still has not been voted on by either of the legislative budget committees. However, the Senate Budget and Fiscal Review Committee has calendared the bill for their upcoming March 2 hearing, which means if a deal can't be struck between the two parties over the next several days, then the Legislature may send their proposal to the Governor, putting him in a difficult situation.

Leilani Aguinaldo

Note: On Thursday, state health officials released a roadmap with priorities for how and which school employees can get vaccines first, starting with those already back in person and those with plans to return back to campus in about three weeks.

California Sets Priorities for Vaccination of Teachers and School Employees

By Sydney Johnson
EdSource
February 25, 2021

On Thursday, California health officials released a detailed roadmap with priorities for how and which school employees can get vaccines first, starting with those already back in-person and those with plans to return back to campus in about three weeks.

The number of vaccines that each school district or childcare organization receives will be determined by a formula that prioritizes districts with a high portion of low-income students, as well as those that have been hit hard by Covid-19.

In addition to ongoing vaccinations being led at the county level, the state is also partnering with FEMA to launch vaccination days specifically for educators at the Oakland Coliseum and Cal State L.A.

Some teachers have already been directed to get shots at large vaccination sites even if it is not in their county. At a recent West Contra Costa Unified board meeting, staff members were told they could sign up for an appointment at the Oakland Coliseum location even if they live and work in Contra Costa County, which has also started vaccinating teachers.

Now, teachers can also sign up for a priority slot using the state's vaccine delivery system, MyTurn.ca.gov. Those eligible for the vaccine also include substitute teachers, paraprofessionals, bus drivers, food service workers, custodial service workers, administrators, as well as on-site staff supporting meal distribution or technological access for students.

Educators must use a unique online code to book an appointment through the state vaccine website. Those codes will be distributed by the state to county offices of education, which will then allocate them among local districts and child care centers to deliver to school staff. Each week, the state is aiming to distribute up to 75,000 codes, which teachers can use to book a single appointment at a local vaccination site.

Access codes will be allocated based on the size of the district staff as well as the local student population. Districts where students have been heavily impacted by the pandemic, such as those with higher portions of low-income students, English learners and foster youth, will also be prioritized in the state's calculation for distributing the codes in an effort to speed up safe school reopening in hard-hit communities.

That's because in many parts of the state, communities that have had the highest rates of Covid-19 are least likely to get the vaccine. In Los Angeles, for example, higher percentages of white and Asian American residents are receiving doses than Native American, Black and Latino residents.

But already some California residents have tried to grab appointment access codes that were reserved for Black and Latino populations who were more at risk of Covid-19. Access codes have been circulating among wealthier groups who work from home, allowing them to cut in line, according to the Los Angeles

Times. The state, in response, has attempted to curb the issue by making access codes good for only one appointment, so it can't be shared.

Priority for the vaccines will also be given to teachers who are working in-person or who are going to return to campus within 21 days; however, some flexibility with that timeframe may be given depending on supply and school reopening plans.

Getting shots into teachers' arms will be a crucial element to bringing students and staff back to campus for in-person instruction.

Although California and the Centers for Disease Control and Prevention have both said that districts can reopen safely without vaccinating teachers if they follow other safety guidelines, many districts have included teacher vaccinations as a component of their safe reopening plans and agreements with teachers' unions.

In San Francisco Unified, district and union leaders have agreed that teachers must be offered a vaccine if they are asked to return to their classrooms while the county is still in the red tier of the state's color-coded infection guide. If San Francisco drops to the less restrictive orange tier, then teachers do not need to be given the opportunity to be vaccinated before students return to in-person instruction.

Los Angeles Unified Superintendent Austin Beutner has made it clear that vaccinating teachers is a must before students return.

"To vaccinate the people who work in these schools, we would need to vaccinate about 25,000 people. You heard that right – vaccinating 25,000 people will allow us to reopen elementary school classrooms for 250,000 children and help their half-million-plus family members start on the path to recovery and allow many of them to go back to work," Beutner said on Feb. 17.

While nearby Long Beach Unified has already offered a vaccine to all of its K-2 teachers and staff, Los Angeles Unified and many other districts have had a much slower experience vaccinating teachers. At a single-day vaccination drive that the district set up in early February, only 100 out of an expected 2,000 teachers received a vaccine due to supply shortages, according to the Los Angeles Times.

On Wednesday, Los Angeles County announced updates to its vaccine distribution plan which includes setting aside 91% of doses available for educators specifically for public schools.

As of Thursday, more than 8 million Californians had been vaccinated, primarily among health care workers and long-term care residents in the state's Phase 1A category for vaccine distribution. Teachers, individuals 65 and older, agricultural workers and emergency services workers, all part of the Phase 1B tier, have all started to get shots but low supply across the state and county have meant slower roll-outs.

Thousands of teachers have already started to receive their first and in some cases second doses of Covid-19 vaccinations this month, after Gov. Gavin Newsom announced that the state would designate about 10% of the state's vaccine supply starting March 1 for school workers who will be returning to physical campuses.

But many teachers, in particular those in dense urban areas, such as Los Angeles County, have been unable to secure a shot for themselves as supply shortages and appointment wait lists slow down the Governor's ambitions inoculation plans.

Epidemiologists say that things could pick up soon, however, now that a Covid-19 vaccine from Johnson & Johnson is on track for approval in the next few weeks or even days. Unlike the Moderna and Pfizer vaccines, which require two shots given about three weeks apart, the latest vaccine would only require a single dose.

“As difficult as the decision was to close school classrooms, reopening is even harder. We must balance the learning needs of students, the support we provide to working families and the responsibility to protect the health and safety of all in the school community,” Beutner said. “We cannot – and will not – compromise on health and safety.”

Note: School districts in the state’s richest neighborhoods are far more likely to offer in-person instruction than those serving its poorest, though California remains behind the rest of the country in bringing students back inside physical classrooms.

California Students in Richer Areas Far More Likely to be Back in Classrooms

By Ricardo Cano
CalMatters
February 24, 2021

School districts in California’s richest neighborhoods are far more likely to offer in-person instruction than those serving its poorest, though the state as a whole remains behind the rest of the country in bringing students back inside physical classrooms, according to a CalMatters analysis of state data.

Public pressure to reopen schools has increased as coronavirus case rates across the state continue to decline. Gov. Gavin Newsom and state legislators remain in high-stakes negotiations on a plan they hope will result in more schools reopening this spring. About three months remain in most school calendars to plot a return this school year.

But school districts in wealthier areas are offering hybrid or in-person learning to greater shares of their students compared with those in California’s poorest areas. As the end of the 2020-21 school year inches closer, only about one-fourth of the state’s elementary students have opportunities for in-person instruction. Even fewer high school students have a chance to attend school in person.

Several larger school districts, such as Long Beach Unified, have begun setting return dates in March and April for some students. The proposal by Democratic state legislators calls on school districts to bring students in kindergarten through sixth grade back on campuses by April 15. As of today, however, California remains among states with the fewest public schools open for full-time in-person instruction or hybrid learning, where students split time at home and in school.

The California Department of Public Health this month began [publishing data](#) that offers, for the first time since schools initially closed almost a year ago, a look at which public and private schools are offering in-person instruction to students.

CalMatters analyzed the state’s data on reopened school campuses as of Feb. 23. The state began collecting this data in late January and is updating it as schools report their statuses biweekly. Data on outbreaks in schools that have reopened is still forthcoming.

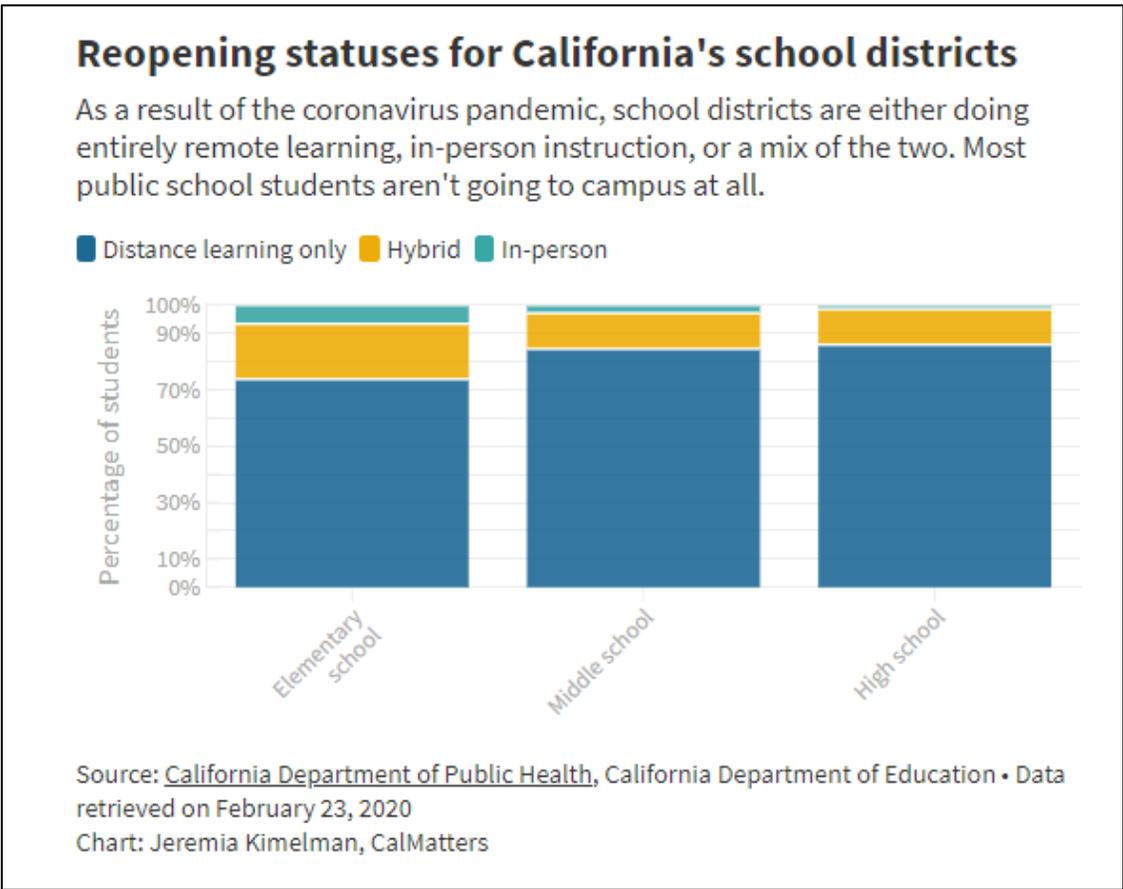
Here is a look at how school reopenings have progressed in California so far:

In-person instruction

Though hundreds of smaller school districts in California physically opened as early as August, most of the state’s students remain in full-time distance learning.

Roughly three-quarters of California elementary students are attending school districts that offer no in-person learning whatsoever.

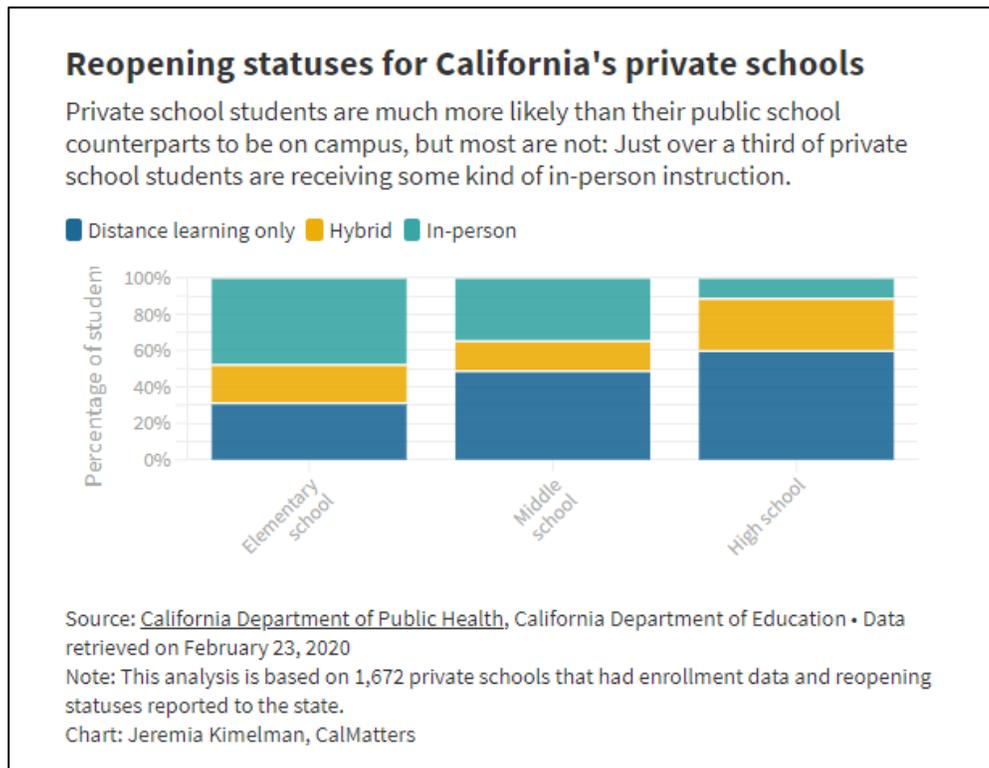
Though schools self-report their reopening statuses to the state, and are phasing in returns to campus in varying ways, CalMatters defined elementary schools as the state did under its waiver process — kindergarten through sixth grade — for this analysis.



Private schools in California are offering hybrid or in-person instruction to their students at far greater proportions, according to analysis of 1,672 private schools. More than 70% of elementary students attending

state private schools have opportunities for in-person or hybrid learning; that proportion for high-school students attending private schools is 42%.

The public-private disparity has been present since as early as September under the state’s elementary waiver program.



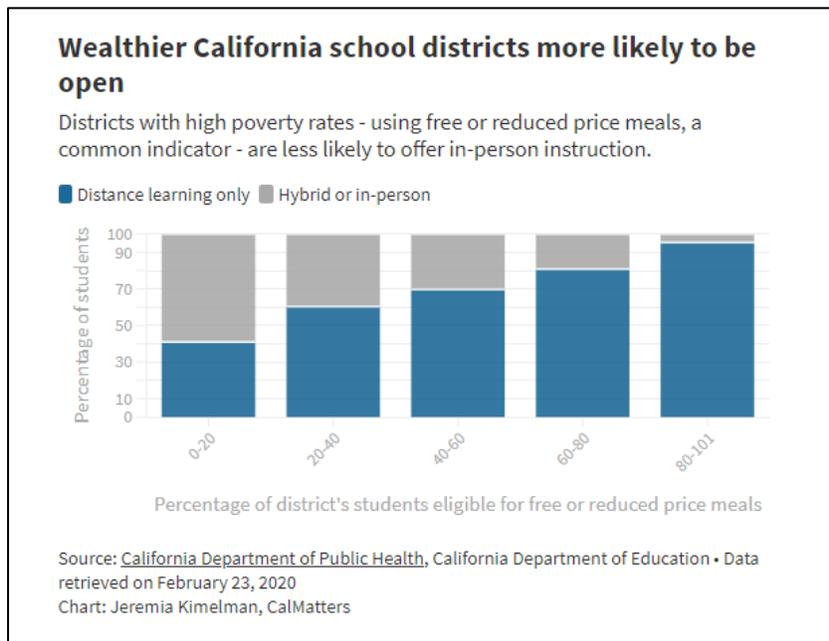
Stark wealth disparities

A school district’s concentration of student poverty appears to largely indicate whether their school campuses are open or closed.

California’s wealthiest districts — those with less than one-fifth of their students eligible for free or reduced-priced meals, a poverty indicator — are offering hybrid or in-person lessons to a far greater share of students compared with the state’s poorest schools.

Among the state’s richest schools, nearly 7 in 10 elementary students attend a district that’s offering some form of in-person learning. School districts with the highest student poverty — with more than four-fifths of students eligible for free or reduced-priced meals — are offering hybrid or in-person learning to less than 1 in 10 of their students.

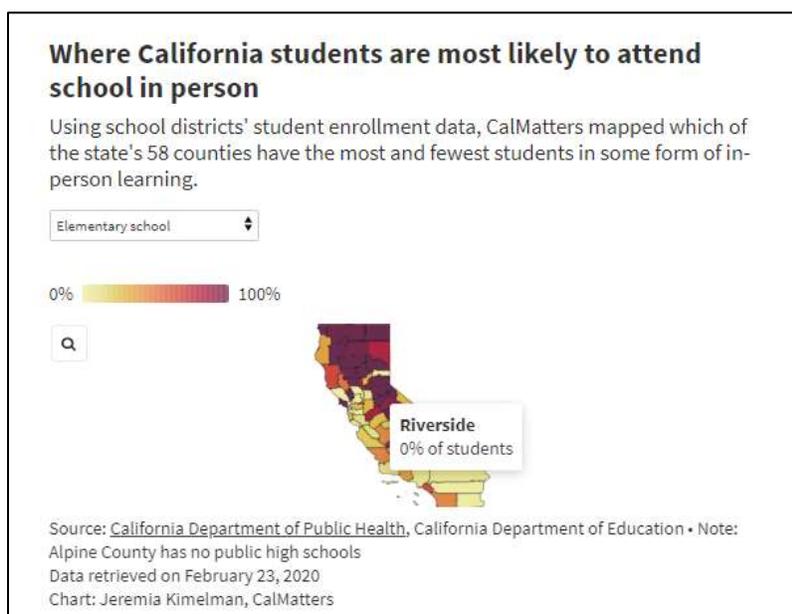
Overall, the higher the concentration of student poverty in a district, the less likely it is to currently be offering students some form of in-person instruction.



School reopenings by county show disparate realities

Newsom and some state lawmakers have increasingly called for schools to reopen this spring, but much of the actual decision-making rests with local school boards, superintendents and teachers unions. That's resulted in disparate realities playing out across the state's 58 counties, where some have most school campuses open in some form, while school districts in other — sometimes neighboring — counties remain mostly closed.

Elementary schools in more than two dozen counties mainly in Northern California and the Central Valley, for example, are almost all offering either hybrid or in-person learning. Most of these counties have smaller student populations.



In Los Angeles County, hit hard by the pandemic, less than 10% of districts' elementary students have been offered in-person learning opportunities. The picture is different in next-door Orange County, where about two-thirds of elementary students have had opportunities for some in-person instruction.

State legislators criticized the state's haphazard picture of school reopenings at a Monday budget hearing.

"I am normally a huge proponent of local control," said Assemblymember Phil Ting, a San Francisco Democrat. "But this year local control has been a complete failure."

Ask SSC . . . My County Just Reached the Red Tier. How Long Do I Have to Reopen My Schools?

By Leilani Aguinaldo and Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
February 25, 2021

The [California Department of Public Health guidance](#) for reopening schools for in-person instruction was recently updated to allow for a three-week window for reopening when a school is eligible. Under the prior version of the guidance that was issued on January 14, 2021, once a county reached the red tier, schools had to wait five days before they were eligible to reopen for in-person instruction. With the latest revision to the guidance, schools may reopen the day after their county has reached the needed threshold to allow reopening. This applies to counties that reach the red tier, in which case all schools operating grades transitional kindergarten (TK)–12 may reopen. It also applies for counties with a case rate that falls below 25 per 100,000, in which case grades TK–6 are allowed to reopen in the purple tier as long as certain criteria are met. The local educational agency (LEA) must submit its completed COVID-19 Safety Plan to the local health officer and state Safe Schools for All Team to start the elementary reopening process, which applies in the purple tier only.

The three-week window for reopening starts the Wednesday after a county meets the needed threshold. Once the three-week window starts, schools may reopen anytime within that period, even if the county falls back into the purple tier or if adjusted case rates increase beyond 25 per 100,000 during that time.

Instituting a three-week period to reopen allows for LEAs to move forward with planning and final preparations without feeling rushed to reopen within a few days because of the worry that the county case rates may rise above the threshold again. Hopefully this revision will provide some stability for LEAs that currently are waiting to reopen.

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: Tammy Townsend, Interim Executive Officer
Cabinet Approval: 

Date: March 05, 2021

Phone Number: 457-6204

Regarding: Local Control and Accountability Plan Engagement and Feedback

The purpose of this communication is to provide the Board information regarding input received and engagement opportunities in connection with the Local Control and Accountability Plan (LCAP). A presentation will be provided at the March 10, 2021 Board of Education meeting. The attached report provides additional detail on both the regional ThoughtExchange results and the detailed results of the LCAP Survey.

In total, 495 people participated in the Townhalls. Most of those participants (74%) also participated in the corresponding ThoughtExchange. In each exchange, staff asked the question “What are the most important things to focus on as we continue our work to support all students?” The ThoughtExchange reports contain three key elements for each Townhall.

- **WordCloud** – A WordCloud highlights the key words stakeholders used when they shared their thoughts and ideas for students. The larger the word, the more frequently it was used.
- **Themes** – The second element highlights the key themes that resulted from the thoughts and ideas shared by stakeholders. A theme is a pervasive thought or idea that was shared by multiple stakeholders. When participants rated the ideas of others, they rated them on a scale of one star to five stars. The themes are shown ranked by the most popular themes to the left.
- **Key Thoughts** – The last element is the top three thoughts generated and ranked by stakeholders.

In total, 5,452 individuals participated in the LCAP survey. Of those, 2,394 were students, 1,259 were teachers, 1,197 were parents, 288 were classified employees and the balance were community members. The format for the survey included the new Board-adopted goals and utilized a Likert-rating scale format. Stakeholders were able to rank each idea by “Very helpful”, “Somewhat helpful”, “Somewhat unhelpful”, “Very unhelpful”, and “I have no opinion”. For the purposes of the Board presentation, we will focus on the ideas that stakeholders found “Very helpful”. The attached report includes how stakeholders ranked each idea in each of the five “helpful” categories. Also included for the survey are summaries of the write in responses to open-ended questions. The first question asked was “After reviewing our five newly adopted goals, describe some actions that schools could take to meet these goals”. The second open-ended question was “Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to school?”. The third open ended question asked was “Is there any other information you would like to share with us?”.

As mentioned, there will be a Board presentation on March 10, 2021 that will summarize the findings of stakeholder engagement.

If you have any questions, or require additional information, please contact Tammy Townsend at 457-6204.

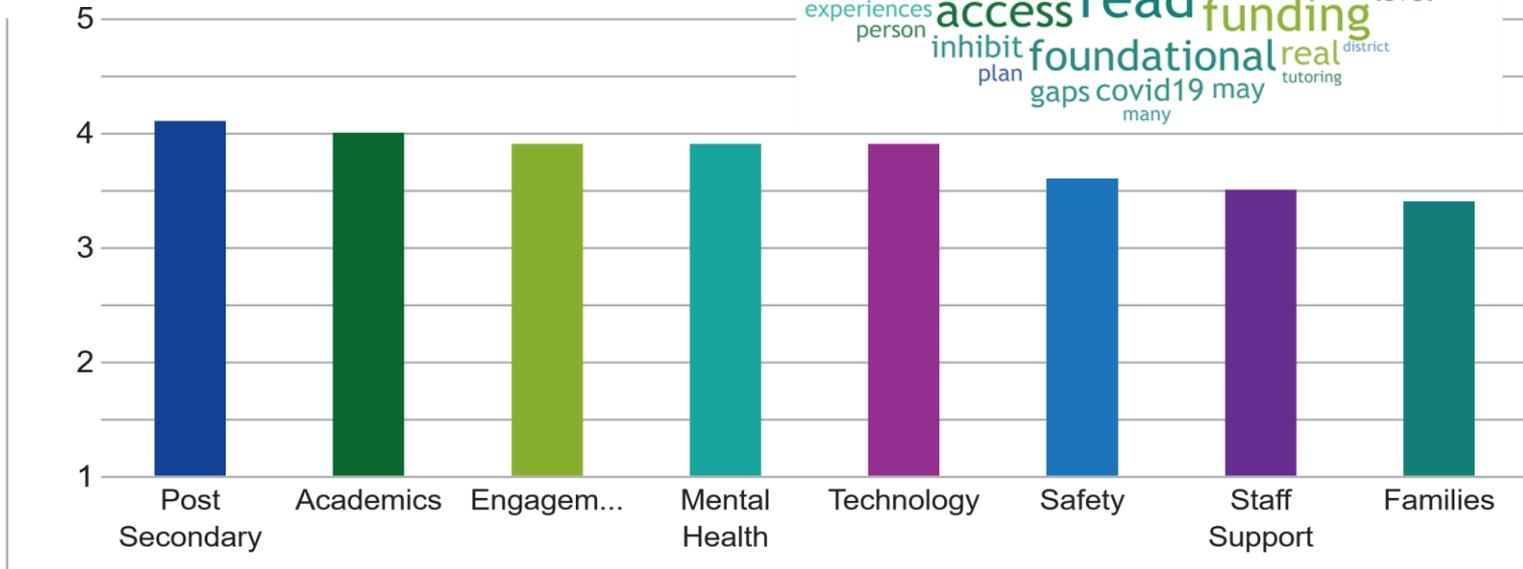
Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 03/05/21



Hoover Region Town Hall Top Themes

Star score



Wordcloud Top Rated



Thoughts Key Thoughts

Programs available to students and families that help close reading and math gaps.
With Covid-19 closures many of our students have gaps in foundational skills that may inhibit future growth.

4.1 (18)
Ranked #1 of 42

Teaching students how to read and teaching them compensation skills for when they can't. Kids cannot function in this world if they cannot read !

4.1 (18)
Ranked #2 of 42

CTE programs where students can enter the work force directly out of high school

4.1 (17)
Ranked #3 of 42

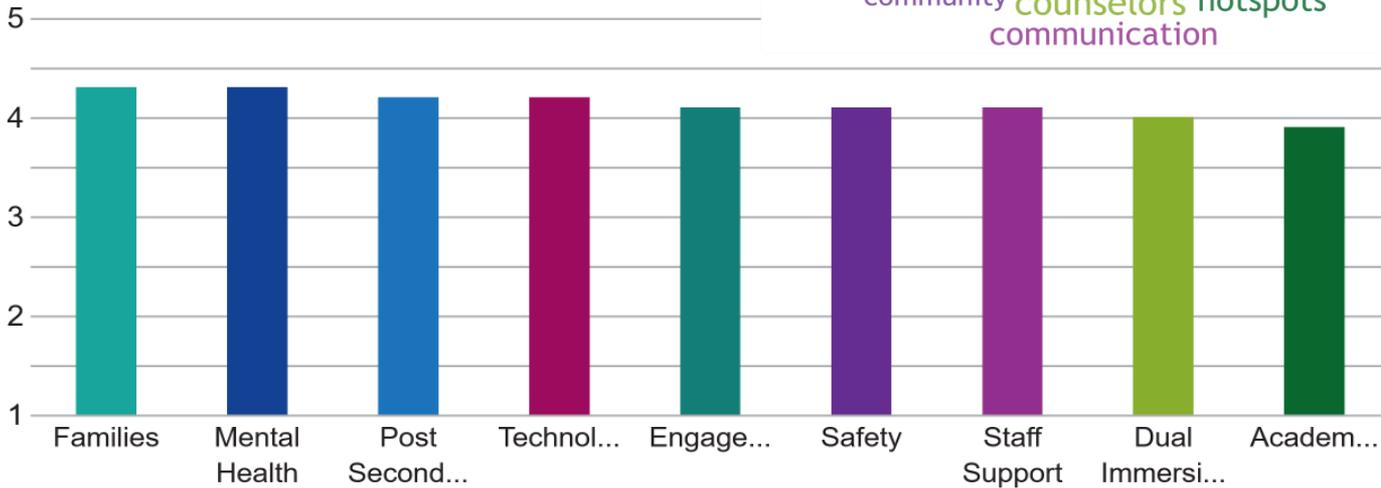


Wordcloud Top Rated



Roosevelt Region Town Hall Top Themes

Star score



Thoughts Key Thoughts

- Equitable access to resources** Whether it is for the classroom, school clubs, athletics, arts, or personnel, students deserve equitable access to resources. 4.4 ★★★★★ (20 👤)
Ranked #1 of 45
- Mental health needs are great during the pandemic.** Mental health is as important than academic skills. 4.3 ★★★★★ (20 👤)
Ranked #2 of 45
- better internet connection for students** it's how our students connect to homework, learning, friends, and info about college and career 4.2 ★★★★★ (21 👤)
Ranked #3 of 45

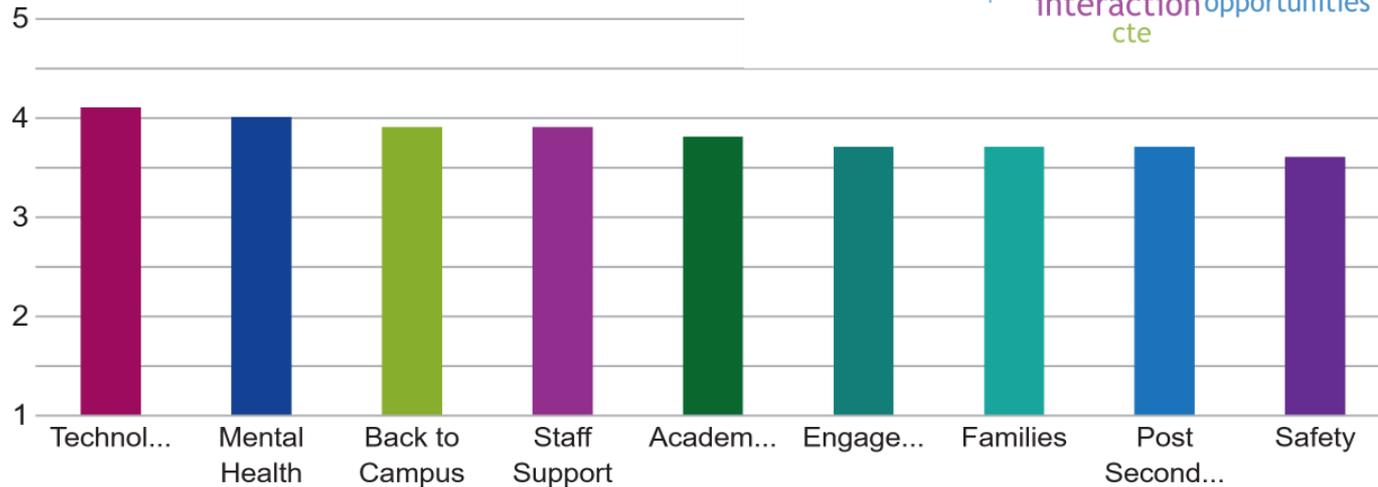


Wordcloud Top Rated



Fresno High Region Town Hall Top Themes

Star score



Thoughts Key Thoughts

We need to make sure schools are adequately staffed especially in SpEd We have been understaffed in SpEd for the past 10 years

4.3 ★★★★★ (21)
Ranked #1 of 43

Students emotional wellness and ensuring academic support in bridging learning loss. Many students do not have parental support to best navigate distance learning.

4.1 ★★★★★ (20)
Ranked #2 of 43

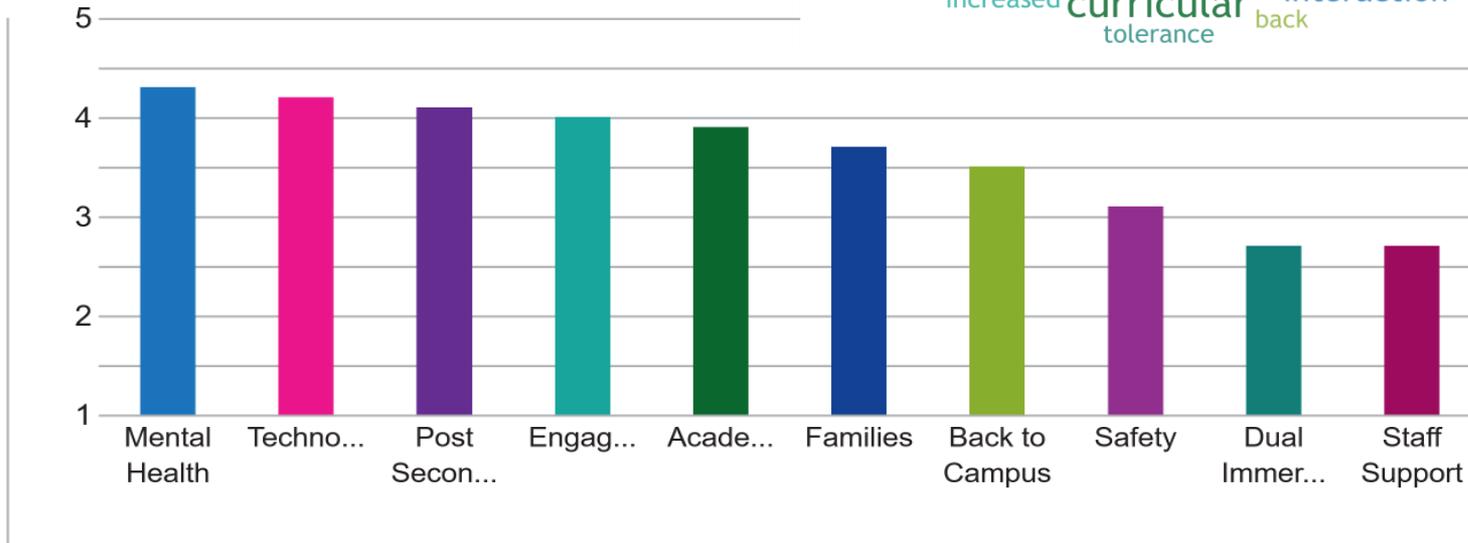
Provide updated technology for all students Teachers and students have worked really hard to learn new programs, etc during distance learning...we need to continue the use of the programs

4.0 ★★★★★ (21)
Ranked #3 of 43



Bullard Region Town Hall Top Themes

Star score



Thoughts Key Thoughts

Reading fundamentals are needed. The amount of children unable to read text and decode words is frightening. Anxiety, stress, and depression are being felt by students with no concrete help on how to deal with those feeling.

4.4 ★★★★★ (18 👤)
Ranked #1 of 81

Expanding student mental health services Students are stressed and fatigued from the pandemic. Students need access to clinical and non-clinical mental health services/programs

4.3 ★★★★★ (24 👤)
Ranked #2 of 81

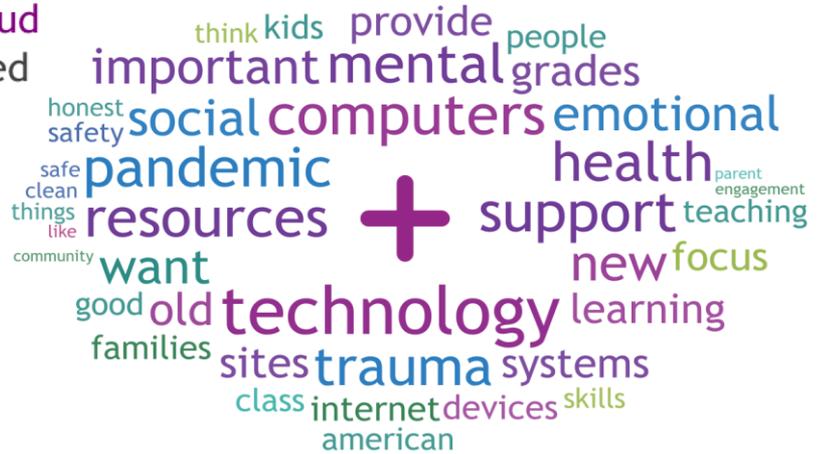
Technology needs to be a base line expense. All teachers and students should have access to the same technology.

4.3 ★★★★★ (23 👤)
Ranked #3 of 81

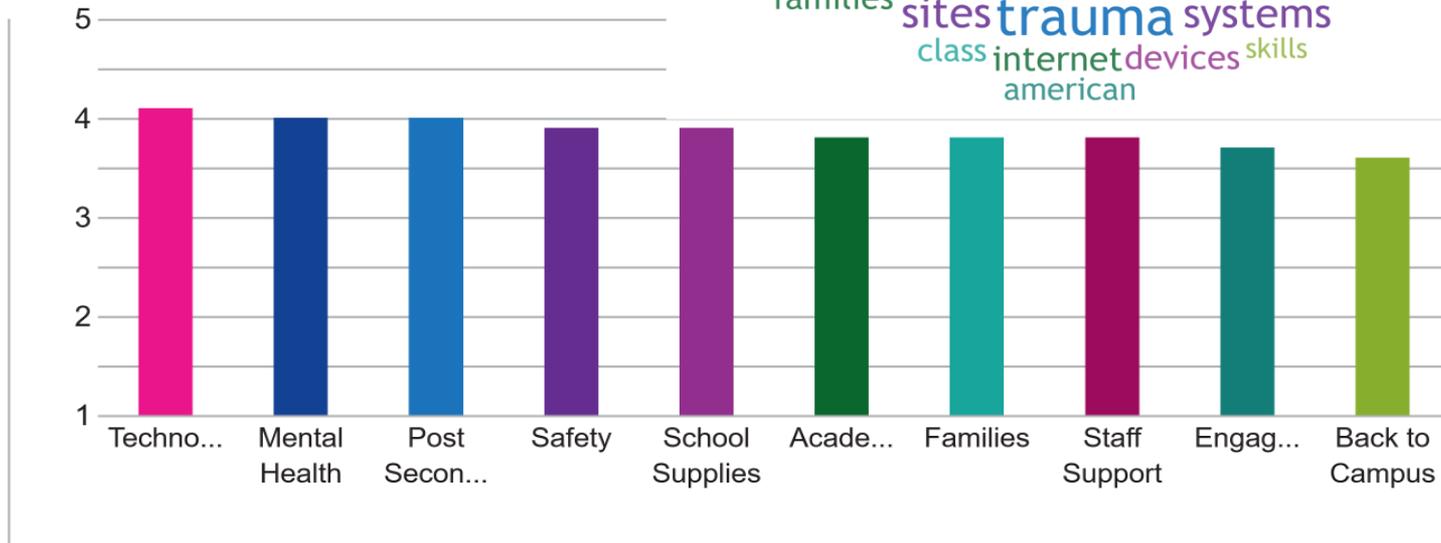


Sunnyside Region Town Hall Top Themes

Wordcloud
Top Rated



Star score



Thoughts Key Thoughts

Continue to expand social emotional services due to the grief, loss, trauma and isolation our students are experiencing. Teens nationwide are facing an epidemic of mental health concerns and suicidality.

4.2 ★★★★★ (23)
 Ranked #1 of 84

Kids safety when they return to school There has to be safe procedures, staff tested, plexiglass, safe spaces for kids to eat. Most important for schools to be transparent about covid cases

4.2 ★★★★★ (23)
 Ranked #2 of 84

Technology equipment Computers are really slow, even the new ones. When we exchange the new ones, the old ones are slightly better but kind of slow as well.

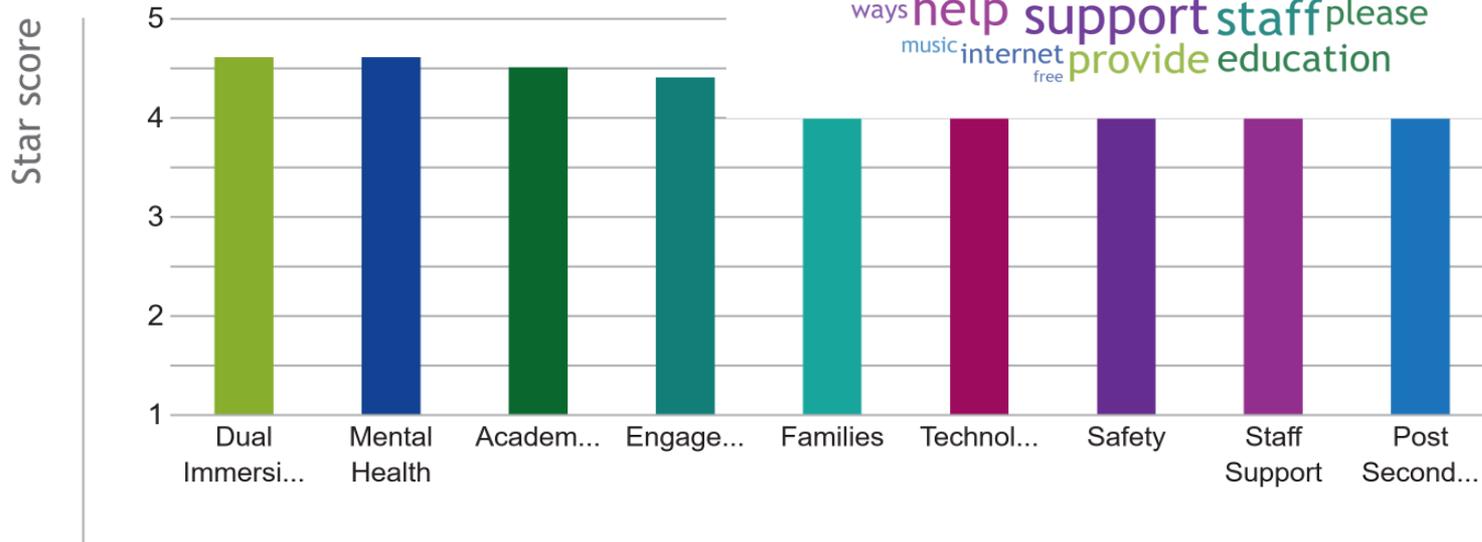
4.1 ★★★★★ (23)
 Ranked #3 of 84



Wordcloud Top Rated



Hmong Town Halls Top Themes



Thoughts Key Thoughts

Assist students in the Hmong Dual Language Immersion Program to become proficient, speak Hmong fluently, read and write u get good text.

translated by Google

4.6 ★★★★★ (28) Ranked #1 of 117

They need to hire more Hmong staff to help. Hmong are limited at vocabulary and understanding. Someone needs to translate complicated vocabulary and pronunciation.

4.6 ★★★★★ (28) Ranked #2 of 117

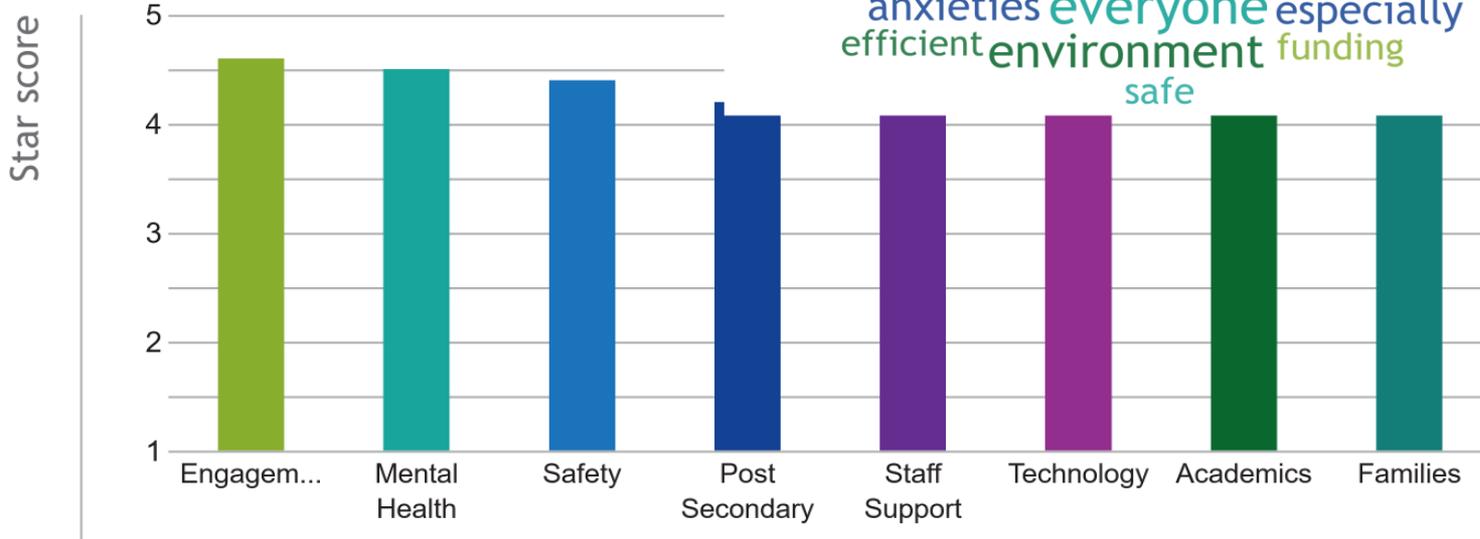
Students need help learning to read, write and speak in English and Hmong Students should be able to communicate in both languages

4.6 ★★★★★ (27) Ranked #3 of 117



Student Advisory Board Top Themes

Wordcloud
Top Rated



Thoughts Key Thoughts

Build a sense of community on campus Many students have felt isolated and distant as a result of being away for so long, rebuilding a sense of community will be beneficial

4.6 ★★★★★ (25)
 Ranked #1 of 37

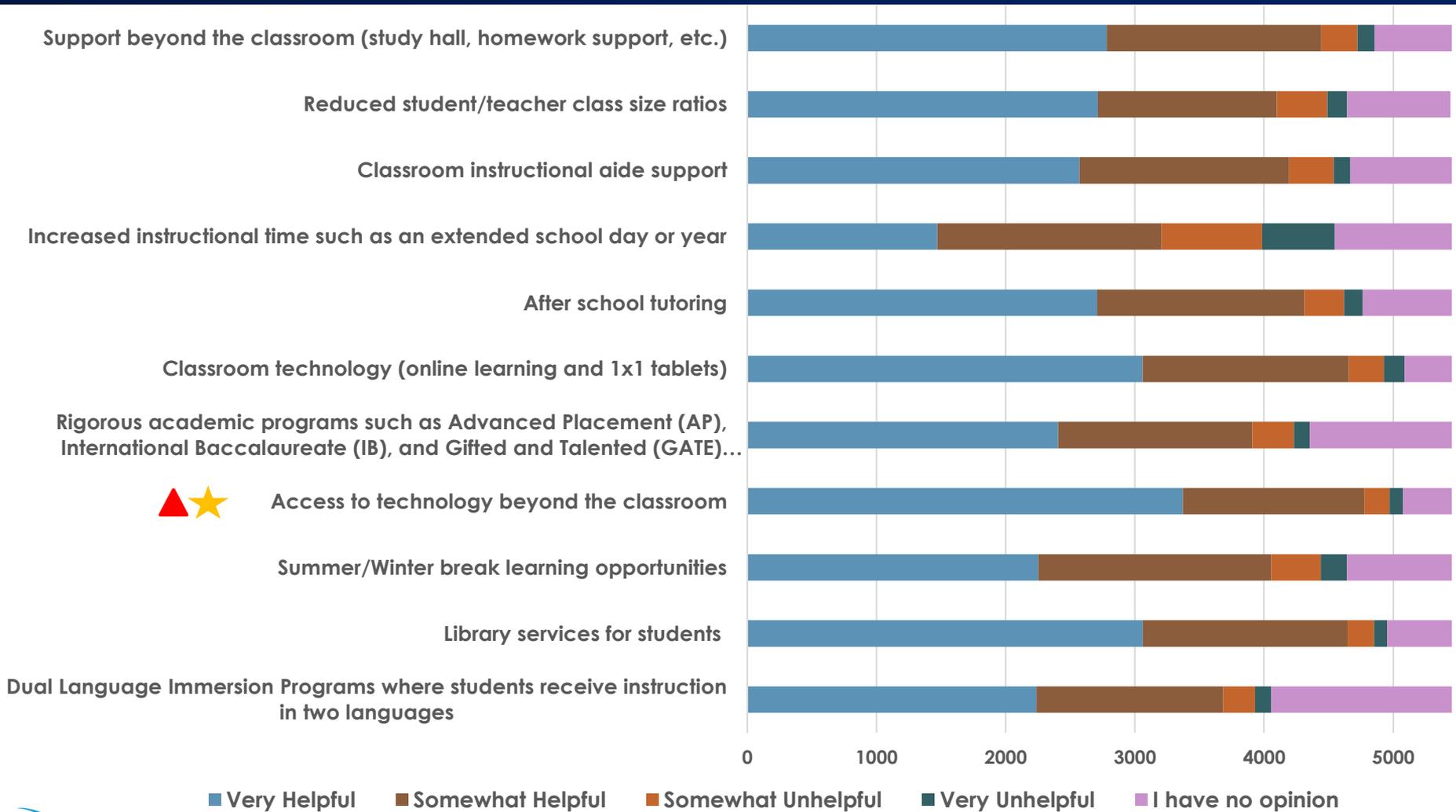
Mental Health Mental health is crucial to a student's well-being and education.

4.5 ★★★★★ (23)
 Ranked #2 of 37

I think we need to work on inclusivity for EVERYONE, especially with anxieties. I believe so many students feel left out or don't know exactly where they belong at school. Social anxiety is a big factor in that.

4.5 ★★★★★ (19)
 Ranked #3 of 37

LCAP Survey: Make School More Academically Challenging



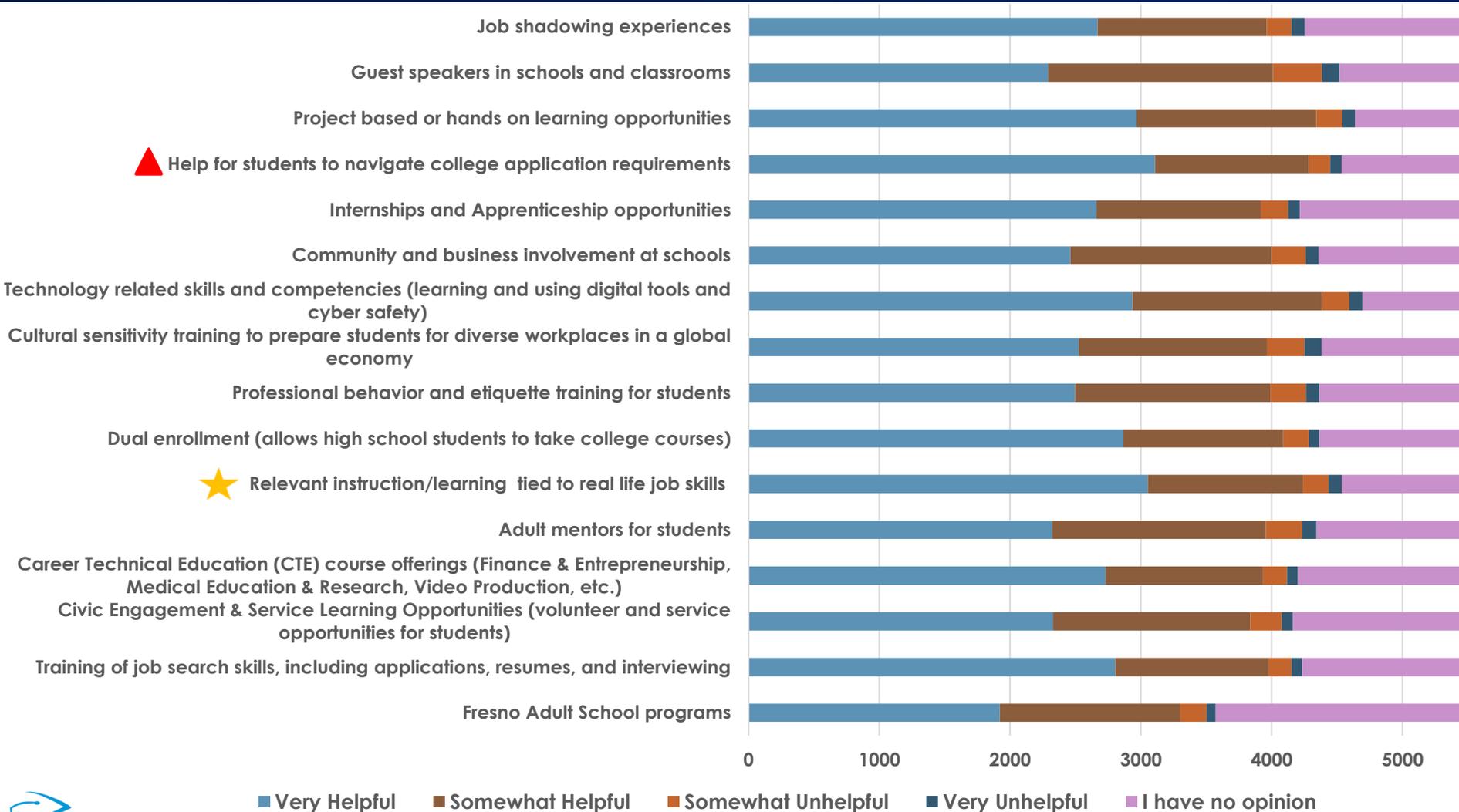
■ Very Helpful
 ■ Somewhat Helpful
 ■ Somewhat Unhelpful
 ■ Very Unhelpful
 ■ I have no opinion



 *Top Response Foster Youth*

 *Top Response English Learners*

LCAP Survey: Expand Student-Centered and Real-World Learning

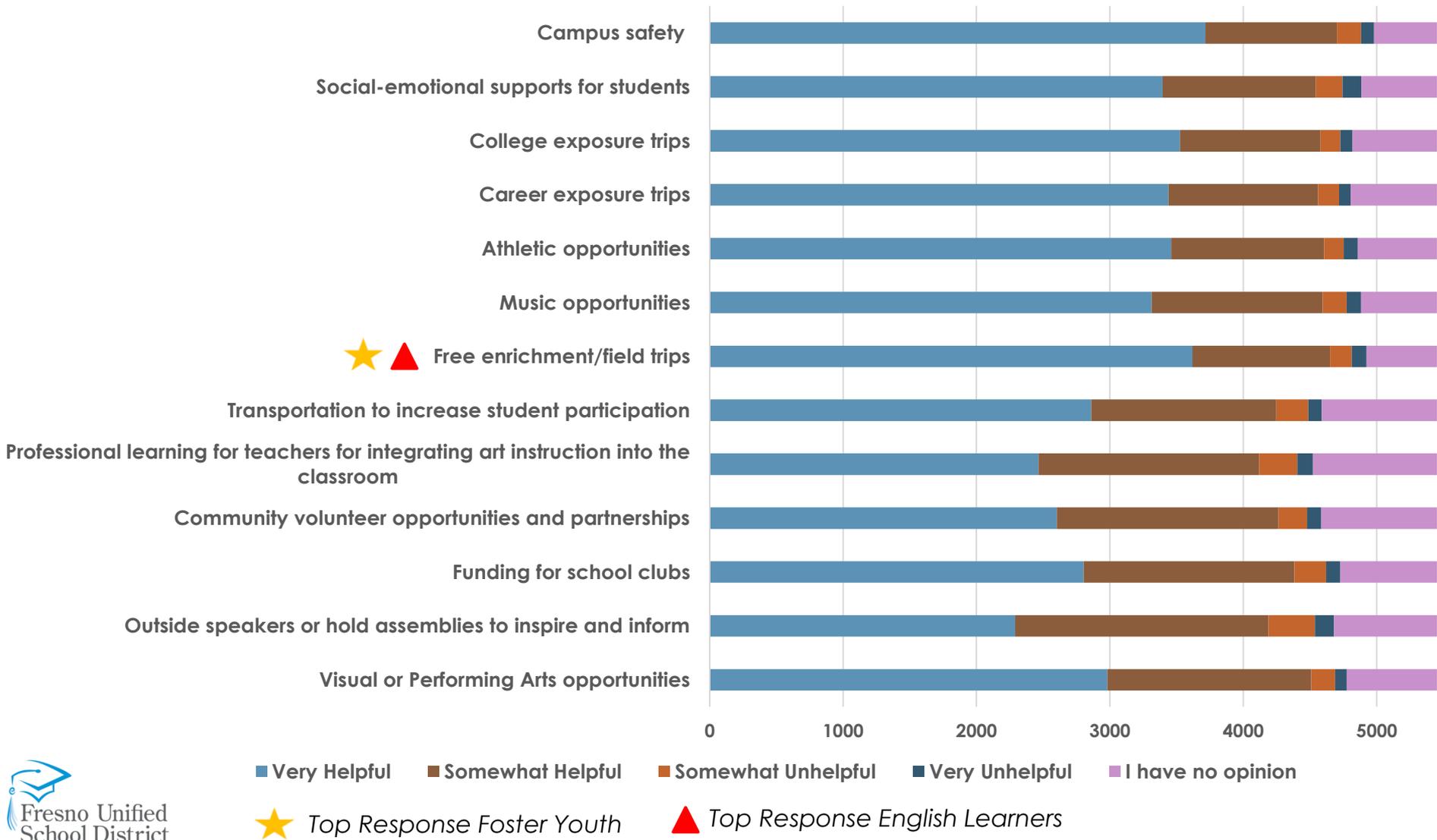


■ Very Helpful
 ■ Somewhat Helpful
 ■ Somewhat Unhelpful
 ■ Very Unhelpful
 ■ I have no opinion

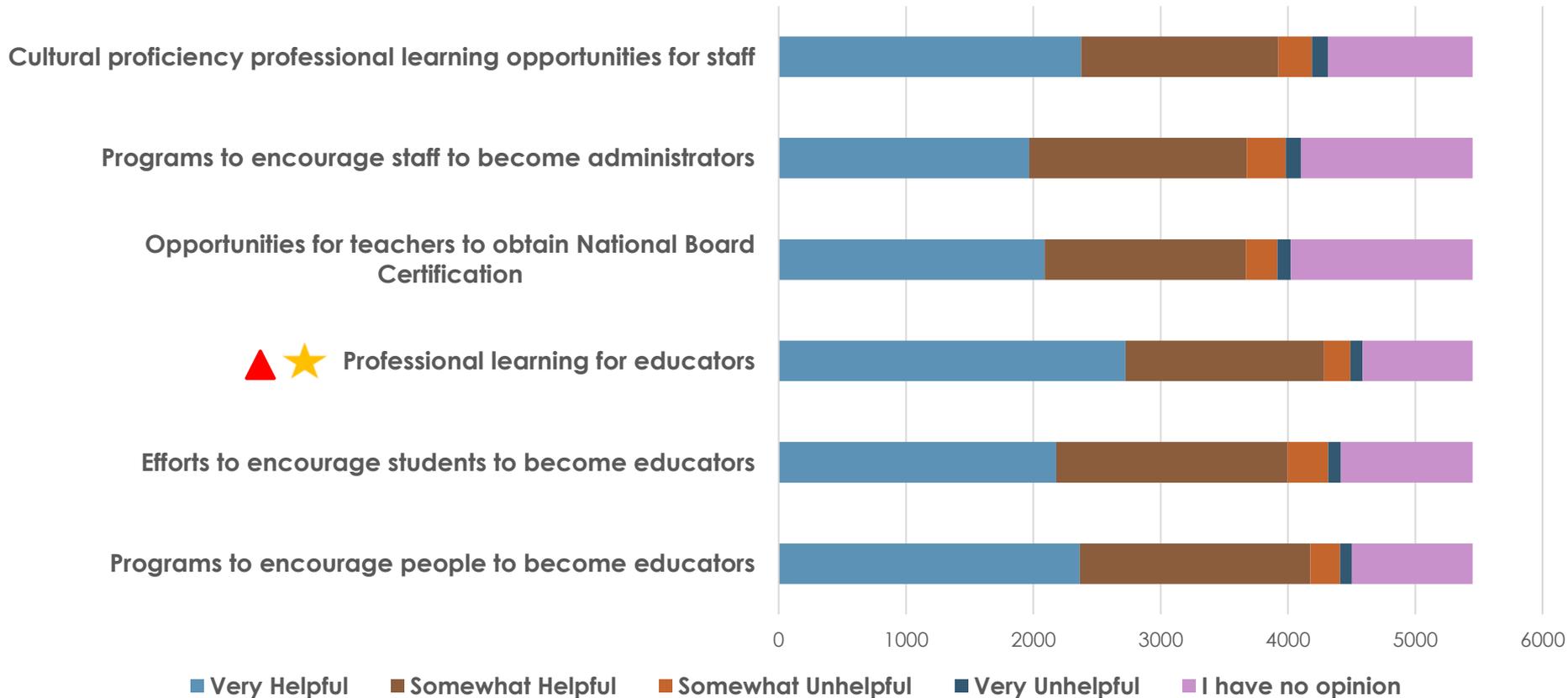
★ *Top Response Foster Youth*

▲ *Top Response English Learners*

LCAP Survey: Student Engagement in School and Community



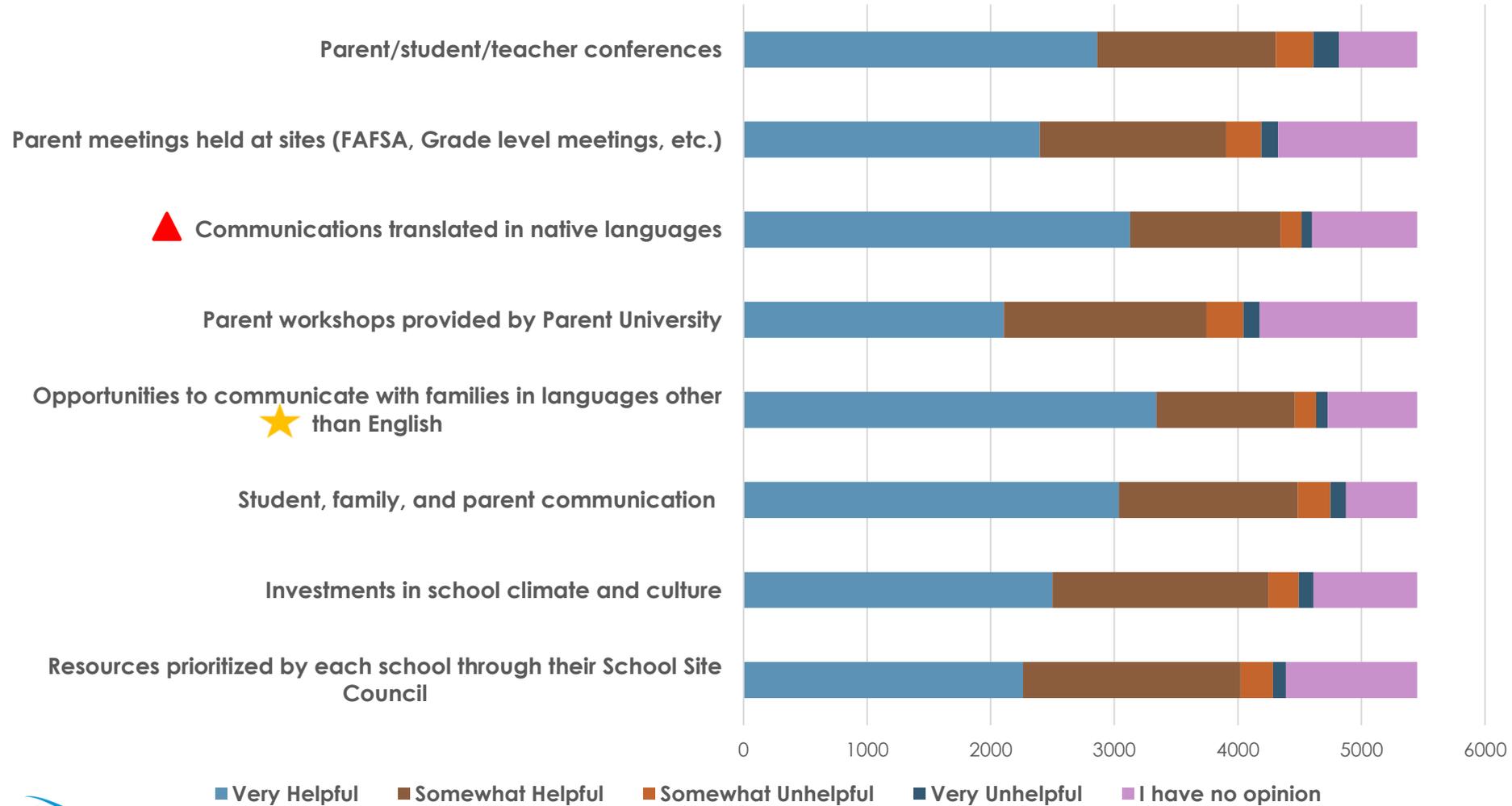
LCAP Survey: Recruitment / Retention of staff to reflect Community Diversity



Professional learning for educators



LCAP Survey: Opportunities for Families to Engage in their Student's Education





LCAP Survey: Write In Responses

After reviewing our five newly adopted goals, describe some actions that schools could take to meet these goals.

30% of recommendations focus on improving academics

- More engaging teaching and learning (121 responses)
- More class time (92 responses)
- Less Homework (68 responses)

17% of recommendations focus on making school more engaging

- More community engagement (115 responses)
- More family engagement (55 responses)
- More Field Trips (23 responses)



LCAP Survey: Write In Responses

Given that students have been distance learning for some time, what unique needs do you feel that students will have when they return to campus?

20% of recommendations focus on improving academics

- Give students time to adjust (184 responses)
- Focus on getting students caught up (130 responses)

17% of recommendations focus on supporting student's mental health

- General social emotional supports (507 responses)
- Help with anxiety (34 responses)

LCAP Survey: Write In Responses



Is there any other information you would like to share with us?

17% focus on improving academics

- Real world teaching and learning (18 responses)
- Less Homework (10 responses)

16% of focus getting students back to campus

- Support for in-class instruction (142 responses)

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: 

Date: March 05, 2021

Phone Number: 457-3134

Regarding: Food Services Grant Applications on March 10, 2021 Board Meeting Agenda

The purpose of this communication is to provide the Board additional information regarding grant applications for which the Food Services Department is recommending ratification on the March 10, 2021 Board meeting agenda, in alignment with objectives to expand the use of locally grown produce in school menus and to expose students to new/unfamiliar fruits and vegetables. Information is as follows.

- The US Department of Agriculture Farm to School Grant is designed to increase the availability of locally farmed foods in schools through a sustainable supply chain from regional growers that will allow incorporation of their crops in school menus. Fresno Unified would use funding to conduct outreach events and a workshop with regional farmers for training and mentoring to inform them of the district's procurement process and help them become certified vendors to the district. This will include efforts to engage vendors in under-represented communities.
- The California Department of Food and Agriculture (CDFA) Specialty Crop Block Grant is intended to enhance the competitiveness of California specialty crops including fruits, vegetables, tree nuts, dried fruits, and horticulture and nursery crops. The district would use funding to develop and promote rotating farmers markets at high schools, facilitated by students, to provide access to fresh local specialty crops to neighborhoods considered food deserts. The farmers market events would be planned and implemented in partnership with the Asian Business Institute and Resource Center, Fresno County Farm Bureau, and local specialty crop farmers.
- The CDFA Farm to School Incubator Grant program supports innovation in nutrition education and sustainable production and procurement by integrating California grown whole/minimally processed foods into school meals and providing educational opportunities for students. The district proposes to procure and serve whole/minimally processed California-grown products such as organic fruits and vegetables, and to provide educational resources (from California Foundation for Agriculture in the Classroom) to expose students to careers in nutrition and agriculture.

In addition, the March 17, 2021 Board meeting agenda includes recommended ratification of grant applications to the California Department of Education: 1) Equipment Assistance Grant for a new meal delivery truck to replace an inoperable 1999 model; and 2) annual application to the Fresh Fruits and Vegetables Program for daily snacks for elementary school students.

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

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



Date: 03/05/21

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: March 05, 2021
Phone Number: 457-3673

Regarding: New Charter School Petition Review Policy and Procedures/Board Policies

The purpose of this communication is to provide the Board information regarding the preparation of policies and procedures for charter schools and a petition review for the Board's review and approval.

The district is currently in the process of hiring a new Charter Manager. It is anticipated that the new manager will lead the drafting of the policies and procedures. While the preparation of these policies and procedures will occur over time, we want to inform the Board that the Charter Review Team will immediately implement a process for a Community Impact Assessment (CIA) to be conducted in relation to any proposed charter. This decision follows receipt of individual Board members' input during recent Board meetings concerning new charter petitions.

A draft of the CIA and Charter Review processes will be provided for the Board's consideration and review. The Charter Review Team will be reviewing the charter school policies and procedures from school districts in Los Angeles, San Diego and San Francisco as well as the sample policies from the California School Boards Association. The Charter Review Team will also seek input from Board members.

If you have questions or require additional information, please contact Carlos Castillo at 457-3673.

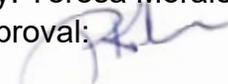
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 03/05/21

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Teresa Morales-Young, Administrator
Cabinet Approval: 

Date: March 05, 2021
Phone Number: 457-6072

Regarding: The Fresno Internship Credential Program - Request for Information

The purpose of this communication is to provide the Board information requested regarding the Fresno Internship Credential Program. The original Board Communication was delivered on January 29, 2021. In the Board Communication, the partnership with Tulare County Office of Education (TCOE) was referenced.

The Board had a question regarding TCOE as partners instead of using The Office of Education at Fresno County Superintendent of Schools (FCSS).

FCSS does not have an internship credential program. TCOE is the closest, local authority to provide a partnership for a district-held internship credential program. Fresno Unified already had an established relationship with TCOE for internships.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

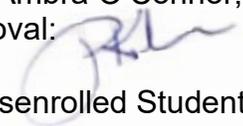
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 03/05/21

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: March 05, 2021

Phone Number: 457-3340

Regarding: Disenrolled Student Outreach and Support for Homeless Students

The purpose of this communication is to provide the Board an update regarding the efforts to locate students who were disenrolled in the fall semester for failing to attend and an update regarding our homeless students. A total of 636 "no show" students were disenrolled in September after failing to attend. Year to date, 503 of the 636 students have been located by the Department of Prevention & Intervention (DPI) attendance team. Student enrollment was confirmed as follows:

- Clovis, Central, Sanger and other local districts: 60%
- Charter Schools: 19%
- Other California districts: 11%
- Private Schools: 5%
- Out of State or Country 5%

The DPI attendance team will continue ongoing weekly efforts to locate the remaining 'no show' students through phone calls, home visits and collaboration with local agencies including the Department of Social Services and Child Protective Services. While it is challenging to locate families that have moved out of state, the team utilizes California Longitudinal Pupil Achievement Data System data weekly to verify enrollment within other California school districts.

There are currently 350 homeless students (TK-12) receiving services within the district, 114 of which are residing in local shelters. There are 97 students living temporarily in motels, 117 students are "doubled up" with other families, eight students in grades 11 and 12 that are considered unaccompanied and couch surfing. In addition, there are 14 students that are currently unsheltered and residing with their families in their cars.

Project ACCESS supports foster and homeless students and those exiting Juvenile Hall. Social Workers and School/Community Liaisons are working closely with families to provide housing assistance and referral to other community partners for necessary services. In addition to individual and group counseling, families can access hygiene kits, school supplies and clothing assistance. Two counselors provide individual academic support meetings, transcript analysis, and process credit waivers as needed. Additionally, support with college admission applications and Free Application for Federal Student Aid completion is provided. Virtual college presentations occurred in Fall 2020 to provide an opportunity for foster and homeless students to explore various colleges and learn about specialized supports available to them after graduation.

If you have further questions or require additional information, please contact Ambra O'Connor at (559) 457-3340

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/05/21

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Misty Her, Instructional Superintendent
Cabinet Approval: 

Date: March 05, 2021

Phone Number: 457-3869

Regarding: Simultaneous Teaching Pilot-Phase 1 and 2

The purpose of this communication is to provide the Board an update regarding Fresno Unified School District's simultaneous teaching pilot for Phases One and Two and the plans for Phase Three. Phase One was a small test pilot, including eight educators and 100 students. Phase Two expands the pilot to include over 90 volunteer teachers across grades TK-12, over 40 schools, including all regions and teachers of students with exceptional needs. Phase Three engages the teachers from Phase Two in the delivery of quality training and supports for district-wide implementation.

Phase One: Safety, Instruction, and Technology Testing

In December, a group of eight educators engaged in a small, Phase One simultaneous teaching pilot in order to test maintaining safety, applying simultaneous instructional practices, and considering potential technologies used to support this approach. The group of educators included two volunteer teachers, content managers, teachers on special assignment, and instructional coaches **teaching students in person and online at the same time** while site and district leaders co-planned and observed. Concurrently, the teams conducted daily, action research based upon reviewing the teaching practices and technology used to determine potential effectiveness. Due to the spike in COVID-19 cases the pilot was limited to a two-week test. However, extensive feedback from both the educators and observers provided valuable instructional and technological lessons. Lessons from Phase One include:

- Important to build from assets gained during distance learning
- Plan intentional, instructional approaches to include demonstration, collaboration, coaching and feedback, and independent practice
- Ensure technology supports high quality instruction
- Video, visuals, and audio become critical, especially in support of collaboration
- Experience to understand technology tools is critical, so technology is not in the way
- Opportunities to check for understanding using digital resources for both in person and online
- Current technology supported effective implementation with the addition of quality student headsets with microphones, teacher blue tooth headsets, web cams, and a connection hub

Phase Two: Teacher Test and Iterate

After a successful Phase One, which provided positive interactions and experiences for students and no cases of COVID-19 reported, the district determined Phase Two is appropriate to prepare for district implementation. Between March 9 and March 19, teachers will engage their classroom students in simultaneous teaching, following Cohort safety protocols. Teachers will teach up to 10 of their classroom students in person while simultaneously teaching their remaining class students online. On March 1, over 90 teachers alongside many site leaders engaged in professional learning, -developing effective instructional approaches. During the week of March 1, this same group of teachers attended simultaneous teaching classroom setup sessions and use of technology during "lab" opportunities. Through the professional learning and lab experiences, teachers are not only preparing for their

classroom instruction but also for their training and support of site and regional colleagues that will occur during Phase Three. Partners from Special Education, the Department of Prevention and Intervention, Early Learning and English Learner Services are also prepping teacher supports. District and site leaders will be updated weekly with the progress from Phase Two of the pilot. Also, teachers have agreed to share their practices through video to message and support their colleagues. Finally, through Monday professional learning opportunities beginning on March 1, teachers across Fresno Unified may learn more about simultaneous teaching and the lessons from Phases One and Two.

Phase Three: District Implementation and Scale

Building from lessons and successful practices from Phases One and Two and utilizing Monday planning and preparation time, Phase Two teachers will support site and regional colleagues in both professional learning and “lab” experiences using both current technologies and district one-time purchases of teacher blue tooth headsets, web cams, and connection hubs. Also, student headsets will be distributed to sites in coordination with the phased in elementary approach as students come back to school.

The phased in approaches have balanced the necessary expedited time frame of implementation in conjunction with COVID-19 case rates with the importance of safety and high-quality instruction for our students and families.

The Board will be sent an invitation to attend a Learning Session regarding simultaneous teaching pilots and the district's next steps for districtwide implementation.

If you have any questions or require additional information, please contact Misty Her at 457-3754.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/05/21