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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – MARCH 26, 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
S-2 Robert G. Nelson Spring Break Office Closure

ADMINISTRATIVE SERVICES – Santino Danisi, Interim Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
March 19, 2021
AS-2 Kim Kelstrom 2021/22 Elementary School Site Leadership

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Student Voice Collaborative

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Return-to-Campus - School Facility Improvements
OS-2 Karin Temple Meal Services for Return-to-Campus

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Philip Neufeld Wide Area Network Improvements

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 26, 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 Executive Cabinet
- Gave interview with Jessica Harrington, ABC30, regarding return to school
- Held Chief Financial Officer interviews
- Held Principal interviews
- Gave interview with Juanita Stevenson, Education Matters KSEE24, regarding preparation for return to school
- Met with labor partners
- Met with Dr. Katherine Flores and Emy Phillips, Ed.D. from UCSF to discuss Doctors Academy/Junior Doctors Academy programs
- Attended Fresno Cradle to Career Leadership Council meeting

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 03/26/21

Fresno Unified School District
Board Communication

BC Number S-2

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

Date: March 26, 2021

Phone Number: 457-3884

Regarding: Spring Break Office Closure

The purpose of this communication is to provide the Board information on planned office closures during Spring Break.

The Board Office and Superintendent's Office will be closed to the public during the week of Spring Break and will reopen on Monday, April 05, 2021. Board packets will not be delivered during Spring Break and regular packet delivery will resume on Monday, April 05, 2021.

If you have any questions, please call me.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/26/21

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 26, 2021

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for March 19, 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 March 19, 2021 is attached and includes the following articles:

- SBE Takes Additional Action on Federal Accountability and Assessment Waivers – March 17, 2021
- \$10 Billion Coming to the States for COVID Testing in Schools, as Feds Push for Reopening – March 17, 2021
- San Diego Judge Temporarily Blocks State from Enforcing School Reopening Rules – March 15, 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: 03/26/21



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DATE: March 19, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

SBE Takes Action on Assessments and Approves Ethnic Studies Curriculum

The State Board of Education (SBE) held a three day board meeting this week where they took action pertaining to assessments for the 2020–21 school year and also approved the state's model ethnic studies curriculum.

2020–21 Assessments

On Tuesday, the SBE followed-up the action they took at their February 24 meeting to approve a plan for 2020–21 school year assessments that provides data to parents, educators, and the public by monitoring the progress of students in English Language Arts (ELA) and math.

The California Department of Education (CDE) proposal, which was unanimously approved by the SBE, moves California towards allowing local educational agencies (LEAs) to use the most viable option for assessments in their local context, which includes the Smarter Balanced Summative Assessments and California Alternative Assessments for ELA and math, or any other diagnostic, benchmark, or interim assessments.

The chosen assessment must be aligned with the Common Core State standards; available to assess students in grades 3–8 and 11; can be uniformly administered across a grade span, school, or district; and must provide results that can be reported to parents, educators, and the public by school and by district and are disaggregated by student group.

With official SBE approval, the CDE will quickly prepare and submit California's federal waiver and flexibility requests to the U.S. Department of Education (ED). A very important caveat to note is, even if the ED approves the waiver, those flexibilities would only extend to federal accountability and assessment requirements. State legislation or an executive order from Governor Gavin Newsom are needed in order to waive the state accountability and assessment requirements that are in California statute. CDE staff signaled that they will be working on legislation to ensure that these flexibilities are also reflected in state law, so it will be something to monitor moving forward.

(See the “SBE Takes Additional Action on Federal Accountability and Assessment Waivers” article below for more details on the SBE’s actions, including their February 24 actions)

Ethnic Studies Model Curriculum

On Thursday, the SBE adopted the state’s [Ethnic Studies Model Curriculum](#) after hours of public comment, which was primarily critical of the plan.

When a draft of the curriculum was released in 2019, many labeled it as too ideologically left-wing and some stakeholders protested that the draft did not mention anti-Semitism. The changes that were made to the 2019 draft based on these critiques, which reflects the SBE-approved version, led the original writers of the curriculum to demand that their names be removed from the document, stating the revisions made to the curriculum no longer reflected the original mission of ethnic studies.

With the model curriculum now adopted, there is a much better chance that Assembly Bill (AB) 101 (Medina, D-Riverside) will be signed into law by Governor Newsom should it make it to his desk. AB 101 would add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements, beginning with the graduating class of 2029–30, and would require LEAs to begin offering a course in ethnic studies by the 2025–26 school year. Governor Newsom vetoed an identical bill from Assemblymember Medina last year, citing the uncertainty of the model curriculum as the reason why.

Senate Education Committee

The Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), held a hearing on Wednesday to consider eight measures, all of which were approved by the committee. Some of the more significant bills approved by the committee, include:

- Senate Bill (SB) 70 (Rubio, D-Baldwin Park) would, beginning with the 2022–23 school year, require a student to have completed one year of kindergarten before being admitted to the first grade, thereby expanding compulsory education to include kindergarten
 - This bill now moves to the Senate Appropriations Committee
- SB 400 (Jones, R-Santee) would require the CDE to provide guidance to LEA liaisons for homeless children regarding their responsibilities under federal law, develop and implement a system to verify that LEAs are providing the required training annually, and develop and implement procedures for verifying key information that LEAs submit through the Consolidated Application and Reporting System to comply with federal law
 - This bill now moves to the Senate Appropriations Committee
- SB 488 (Rubio) would require the Commission on Teacher Credentialing (CTC) to revise their teacher preparation program standards and teaching performance expectations for literacy, authorizes candidates who have been unable to take the Reading Instruction Competence Assessment (RICA) due to the COVID-19 pandemic to take a CTC-approved assessment in reading instruction, and require the CTC to update the Teaching Performance Assessment (TPA) to replace the RICA by July 1, 2025
 - This bill now moves to the Senate Appropriations Committee

- SB 532 (Caballero, D-Salinas) would expand and strengthen the rights for foster youth, homeless youth, former juvenile court school students, children of military families, and migratory children to be exempted from local graduation requirements if certain conditions are met; require LEAs to provide those students the option to remain in school for a fifth year to complete the statewide coursework requirements if certain conditions are met, and require LEAs to annually report to the CDE the number of students that graduate with an exemption from the LEA's local graduation requirements
 - This bill now moves to the Senate Appropriations Committee

The Senate Education Committee will meet again next week to consider eight measures, while the Assembly Education Committee, chaired by Assemblymember Patrick O'Donnell (D-Long Beach), will hold its first committee hearing of the year to consider 17 bills.

Leilani Aguinaldo

SBE Takes Additional Action on Federal Accountability and Assessment Waivers

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
March 17, 2021

On the first day of its three day March meeting, the State Board of Education (SBE) took additional action pertaining to federal accountability and assessment waivers.

The action taken on March 16, 2021, is a follow-up to the action that the SBE took at its February 24, 2021, meeting (see "[SBE to Seek a Federal Accountability Waiver and Assessment Flexibilities](#)" in the February 2021 *Fiscal Report*), in which the board approved the following motions:

- Directed the California Department of Education (CDE) to submit a waiver to the federal government, consistent with the U.S. Department of Education's (ED's) template, which decouples federal accountability requirements from this year's assessments, suspends the requirement to identify schools for support and improvement using 2020–21 data, and waives federal penalties if the student participation rates for the English Language Arts (ELA) and mathematics Smarter Balanced assessments are below 95%
- Extended the 2020–21 test administration window for the California Assessment of Student Performance and Progress (CAASPP) exams and the English Language Proficiency Assessments for California (ELPAC) to July 30, 2021
- Directed the CDE to prepare a federal waiver requesting relief for the administration of the California Science Test (CAST) for the 2020–21 school year

The goal of the March 16, 2021, meeting was for the SBE to approve a plan for 2020–21 school year assessments that provides data to parents, educators, and the public by monitoring the progress of students in ELA and math.

The proposal that the CDE brought forward, which was unanimously approved by the SBE, will allow local educational agencies (LEAs) to use the most viable option for assessments in their local context, which includes the Smarter Balanced Summative Assessments and California Alternative Assessments for ELA and math, or any other diagnostic, benchmark, or interim assessments.

While LEAs have the discretion to choose the assessment that best tells their story, the assessment must be aligned with California Common Core State Standards; must be available to assess students in grades 3–8 and 11; can be uniformly administered across a grade span, school, or district; and must provide results that can be reported to parents, educators, and the public by school and by district and are disaggregated by student group.

It is important to note that the motion approved by the board satisfies the ELA and math requirements, but does not waive the requirement for LEAs to administer the Summative ELPAC to all English learners for the 2020–21 school year. Additionally, LEAs are still required to publicly report the performance of students by assessment as well as the number, and percentage, of students tested and not tested in the School Accountability Report Card and the Local Educational Agency Report Card, disaggregated by student group.

With official SBE approval, the CDE will quickly prepare and submit California's federal waiver and flexibility requests to the ED. When asked about the timeline for approval, CDE staff said it was unknown but they expect a quick turnaround from the ED as they understand the timing implications of these requests.

A very important caveat to note is, even if the ED does approve the waiver, those flexibilities would only extend to federal accountability and assessment requirements. State legislation or an executive order from Governor Gavin Newsom would still be needed in order to waive the state accountability and assessment requirements that are in California statute. CDE staff signaled that they will be working on legislation to ensure that these flexibilities are also reflected in state law, so it will be something to monitor moving forward.

Note: The American Rescue Plan, signed into law by President Joe Biden last week, includes \$10 billion to states and some cities specifically for COVID-19 testing in schools, which equates to nearly \$890 million for California schools.

\$10 Billion Coming to States for COVID Testing in Schools, as Feds Push for Reopening

By Kalyn Belsha
Chalkbeat
March 17, 2021

School districts that were planning to spend some of their pandemic relief money on COVID testing got another financial boost Wednesday, as federal health officials announced they would provide \$10 billion to states and some cities specifically for COVID testing in schools.

The money, which will come from the U.S. Department of Health and Human Services, can be used to help schools put new testing programs into place or to pay for existing ones. It will help cover the costs of diagnosing students or staff who come to school with symptoms, as well as the routine screening of asymptomatic students and teachers that has allowed some schools to keep their buildings open during the pandemic.

The Biden administration said the money, included in the \$1.9 trillion stimulus package that the president signed into law last week, is part of its bigger effort to reopen more schools for in-person learning this spring. By one estimate, around one in five students attend school districts that are still fully virtual.

"Our main message here is that we want schools to have the resources so that they can add this layer of mitigation," said Carole Johnson, who coordinates testing for the White House's COVID response team. "We know there are many schools that want that. We know there are schools that have tried to do it and have struggled to have the resources to do it."

As more and more teachers and school staff are able to get vaccinated, it's unclear how many school districts will want to launch new COVID testing programs. In late February, around one third of school district leaders said they were testing at least some staff or planned to do so when they reopened for in-person instruction, according to a nationally representative survey by the EdWeek Research Center.

But the large sum is a sign the Biden administration wants to remove all possible barriers to getting more students back into school buildings. Some also see COVID testing as a key strategy for not just reopening buildings, but encouraging hesitant families to send their children into them.

“I don’t see a world in which we’re going to get everyone back to school next year unless we have some approach to comprehensive testing for students and staff,” Mike Magee, who heads the organization Chiefs for Change, which works with superintendents across the country, said last week. “My sense is that communities are going to need that level of reassurance.”

In Baltimore, Superintendent Sonja Brookins Santelises said the district’s pilot COVID testing program allowed officials to show families the low incidence rate of COVID in schools. When the district did pool testing for some 3,300 students in kindergarten to second grade last week, it saw an infection rate of less than half a percent, she said — a figure low enough to build trust with hesitant families.

“Because the real question in communities like Baltimore is: Is there trust that we are actually going to be able to keep people informed and keep young people safe,” she said. “Incorporating it in the regular routine of the school day and getting the essential information back really has been a game-changer for the security and confidence of families and staff who are returning.”

A January report looking at early results from COVID testing programs in six school districts, funded by the Rockefeller Foundation, found that weekly screening of all students and staff can reduce in-school infections, but that less frequent or widespread testing didn’t add much value.

The new federal money for states ranges from \$888 million for California to \$17 million for Wyoming. Public health departments in large cities that are home to some of the nation’s largest school districts will get their own pots of money. They include New York City (\$251 million), Los Angeles County (\$302 million), Chicago (\$81 million), Houston (\$70 million), and Philadelphia (\$48 million).

It’s unclear how long the money will last. Mara Aspinall, a professor at Arizona State University’s College of Health Solutions who has been looking at COVID testing programs in schools, estimated that the \$10 billion would be enough to cover the cost of every school district doing five or six rounds of testing during the spring semester — though she expects some districts will not use the money. Usual swab tests for schools run around \$33 per person, she has found, though pool testing — where tests are run in batches — can reduce costs.

Santelises in Baltimore said her district had estimated it would cost \$9 million to do saliva testing for high schoolers and pool testing for younger students through the end of the school year.

“Long-term, we’re going to have to continue to monitor the cost-benefit analysis,” she said.

Note: A San Diego county judge issued a temporary restraining order to a group of parents who sued several state leaders last month to overturn the school reopening framework.

San Diego Judge Temporarily Blocks State from Enforcing School Reopening Rules

By Kristen Taketa
San Diego Union Tribune
March 15, 2021

A San Diego County judge issued a temporary restraining order Monday blocking California from enforcing a wide swath of rules that limit and regulate school openings, saying that the state has denied children their right to an education by forcing many to stay in online learning.

Superior Court Judge Cynthia Freeland granted the restraining order to a group of northern San Diego County parents who sued several state leaders last month to overturn the school reopening framework rules that the state issued in January. The lawsuit argued that the rules were unfairly preventing schools from reopening and that children are suffering because of school closures.

Freeland also temporarily overturned the state's denials of requests by Poway Unified, San Dieguito Union High and Carlsbad Unified school districts to reopen their middle and high schools for regular in-person instruction while San Diego County is in the purple tier.

"With the mental health effects resulting from [or being exacerbated by] remote learning, one can conclude that disparate treatment being experienced by children affected by the January 2021 Framework is depriving those same children of a fundamental benefit of education," Freeland said in the restraining order.

Lee Andelin, attorney for the parent plaintiffs, said the restraining order appears to block the state from applying its January framework rules to schools statewide, not just local schools.

"The way we read the judge's order, it's not limited to San Diego County," Andelin said.

Parents celebrated the judge's decision and said it proved their point that online learning has failed children and created inequities between schools that were forced to stay closed and schools that have already been open since the fall.

"We're thrilled," said Scott Davison, co-director of the Parent Assn. in Carlsbad and an attorney who helped with the lawsuit. "It was just an amazing decision and basically kind of a win on all counts, and a huge validation of our position that remote learning is a failure, that education is a constitutional right and that these kids have been denied their right to an education with remote learning."

California Health and Human Services Agency spokesman Rodger Butler said in an email that all San Diego County middle and high schools would get to reopen for in-person instruction on Wednesday anyway because of the county's improvements in COVID case rates and vaccine distribution. The county is expected to enter the red tier Wednesday.

"California has and will continue to accelerate the safe reopening of schools by increasing access to vaccines for school staff, ensuring ample resources to implement key safety measures, and reducing COVID-19

transmission rates,” Butler said. “We will continue to lead with science and health as we review this order and assess our legal options with a focus on the health and safety of California’s children and schools.”

The state’s January framework prohibited middle and high schools from reopening while their county is in the most-restrictive purple tier. It also required schools that reopened to have at least 4 feet between students in classrooms.

Parents argued the tier rule unfairly prevents schools from reopening at a time when many children are suffering from depression, learning loss and other harms they say are being worsened by school closures.

They also argued that the 4-foot rule makes it practically impossible for middle and high schools to reopen for full-time, in-person learning because it limits how many students can be in a classroom at a time.

When the framework was issued in January, it had forced many school districts, including several north San Diego County districts, to postpone their plans to expand reopening of their middle and high schools.

Judge Freeland agreed with parents that the January framework was “selective in its applicability, vague in its terms, and arbitrary in its prescriptions,” according to the temporary restraining order.

In San Diego County, some school districts and many private schools have been open since early fall. But schools that did not open by the time San Diego County fell into the purple tier in mid-November have been forced to stay closed for months, until case rates improved.

Freeland noted that the state has allowed elementary students to attend school in-person on a regular basis in several districts, while middle and high school students in the same districts have not been allowed.

The state has prioritized reopening elementary schools first because younger children are believed to be less likely to get seriously sick from COVID. But Freeland said the state’s rules have led to unequal treatment of students.

“Indeed, there can be no dispute that students throughout the districts at issue have, as a result of frameworks or rules adopted by various governmental agencies, received differing forms and levels of education, which the evidence demonstrates have significantly affected the quality of education being delivered to students,” Freeland said in the restraining order.

The state will get a chance to defend its reopening rules at a March 30 court hearing.

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: March 26, 2021

Phone Number: 457-3907



Regarding: 2021/22 Elementary School Site Leadership

The purpose of this communication is to provide the Board information in response to an inquiry from a Trustee at the March 17, 2021 Board meeting regarding elementary site leadership staffing.

During the strategic budget development process for the 2019/20 fiscal year, the Board considered and approved elementary site staffing parameter changes. The purpose for the changes was twofold; first, to ensure every elementary school had at least one vice principal position, where some had previously been staffed with a Teacher on Special Assignment; and secondly, to incorporate equity based principles considering student demographic data when allotting staff.

More specifically, for the 2020/21 school year, staffing parameters include a second vice principal at schools having enrollment greater than 800 and an Unduplicated Pupil Percentage (UPP) of 85% or greater. Additionally, all elementary school sites are minimally staffed with one Principal and one Vice Principal.

See the attached summary of elementary site leadership staffing for the 2021/22 school year. Highlighted on the summary and listed below are three elementary schools that would not meet the minimum requirements to receive a second vice principal. However, given the impacts of the pandemic, namely the higher degree of uncertainty in projecting student enrollment and characteristics, the recommendation is to allow these schools to maintain the additional vice principal for a "hold harmless" year. Adjustments may be made for the 2022/23 school year if actual student data in the fall of 2021 indicates that these three schools should only have one vice principal per the staffing parameters.

The following schools are being monitored in 2021/22:

- Burroughs Elementary
- Leavenworth Elementary
- Pyle Elementary enrollment

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: 03/26/21

2021/22 Elementary School Staffing, Site Leadership

Attachment I

School Name	2021/22 Proj. Enroll K-8	2021/22 SDC Enroll X 1.5	Total Proj. Enroll	2020/21 Unduplicated Count	2021/22 Principal	2021/22 Vice Principal	2021/22 Additional Vice Principal Support
Addams	792	53	845	97.50%	1.00	1.00	1.00
Anthony	410	87	497	96.99%	1.00	1.00	
Ayer	700	93	793	89.74%	1.00	1.00	
Aynesworth	622	0	622	94.94%	1.00	1.00	
Bakman	770	0	770	95.02%	1.00	1.00	
Balderas	616	44	660	98.12%	1.00	1.00	
Birney	763	48	811	97.52%	1.00	1.00	1.00
Bullard Talent K-8	766	0	766	54.40%	1.00	1.00	
Burroughs	718	53	771	98.67%	1.00	1.00	1.00
Calwa	589	27	616	96.60%	1.00	1.00	
Centennial	755	15	770	95.04%	1.00	1.00	
Columbia	542	15	557	98.28%	1.00	1.00	
Del Mar	549	51	600	95.25%	1.00	1.00	
Easterby	676	62	738	91.73%	1.00	1.00	
Eaton	495	30	525	69.53%	1.00	1.00	
Ericson	696	57	753	97.75%	1.00	1.00	
Ewing	794	33	827	88.13%	1.00	1.00	1.00
Figarden	525	57	582	79.35%	1.00	1.00	
Forkner	461	15	476	54.17%	1.00	1.00	
Fremont	422	20	442	94.30%	1.00	1.00	
Gibson	451	20	471	56.66%	1.00	1.00	
Greenberg	551	39	590	94.14%	1.00	1.00	
Hamilton K-8	817	41	858	87.97%	1.00	1.00	1.00
Heaton	530	33	563	92.66%	1.00	1.00	
Hidalgo	598	83	681	99.52%	1.00	1.00	
Holland	411	56	467	89.50%	1.00	1.00	
Homan	604	29	633	95.84%	1.00	1.00	
Jackson	398	0	398	94.94%	1.00	1.00	
Jefferson	416	56	472	94.79%	1.00	1.00	
King	575	14	589	98.81%	1.00	1.00	
Kirk	343	51	394	94.68%	1.00	1.00	
Kratt	553	47	600	83.73%	1.00	1.00	
Lane	557	42	599	97.22%	1.00	1.00	
Lawless	576	9	585	85.39%	1.00	1.00	
Leavenworth	810	26	836	83.35%	1.00	1.00	1.00
Lincoln	569	39	608	99.11%	1.00	1.00	
Lowell	369	2	371	98.91%	1.00	1.00	
Malloch	463	0	463	48.99%	1.00	1.00	
Manchester	723	0	723	63.59%	1.00	1.00	
Mayfair	602	11	613	98.57%	1.00	1.00	
McCardle	444	45	489	83.65%	1.00	1.00	
Muir	474	24	498	95.35%	1.00	1.00	
Norseman	707	44	751	95.04%	1.00	1.00	
Olmos	670	0	670	99.26%	1.00	1.00	
Powers/Ginsburg	455	41	496	83.65%	1.00	1.00	
Pyle	703	89	792	95.19%	1.00	1.00	1.00
Robinson	490	32	522	91.60%	1.00	1.00	
Roeding	627	41	668	92.65%	1.00	1.00	
Rowell	666	12	678	97.52%	1.00	1.00	
Slater	639	35	674	94.51%	1.00	1.00	
Starr	325	27	352	51.90%	1.00	1.00	
Storey	918	44	962	87.07%	1.00	1.00	1.00
Sunset	406	0	406	79.59%	1.00	1.00	
Thomas	767	57	824	88.67%	1.00	1.00	1.00

2021/22 Elementary School Staffing, Site Leadership

Attachment I

School Name	2021/22 Proj. Enroll K-8	2021/22 SDC Enroll X 1.5	Total Proj. Enroll	2020/21 Unduplicated Count	2021/22 Principal	2021/22 Vice Principal	2021/22 Additional Vice Principal Support
Turner	590	26	616	94.42%	1.00	1.00	
Vang Pao	846	0	846	96.71%	1.00	1.00	1.00
Viking	731	11	742	91.25%	1.00	1.00	
Vinland	483	35	518	90.51%	1.00	1.00	
Webster	315	0	315	97.31%	1.00	1.00	
Williams	643	56	699	98.77%	1.00	1.00	
Wilson	661	44	705	94.88%	1.00	1.00	
Winchell	653	47	700	97.81%	1.00	1.00	
Wishon	470	44	514	92.46%	1.00	1.00	
Wolters	405	17	422	93.69%	1.00	1.00	
Yokomi	710	2	712	88.36%	1.00	1.00	
Total	38,375	2,115	40,490	90.01%	65.00	65.00	10.00

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 of Equity and Access
Cabinet Approval:

Date: March 26, 2021

Phone Number: 457-3896



Regarding: Student Voice Collaborative

The purpose of this communication is to provide the Board an update on our Student Voice Collaborative. 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.

The following student groups are scheduled to meet with Superintendent Robert G. Nelson Ed.D. on Wednesday April 10, 2021: African American Academic Acceleration, Black Student Union, Communication Advisory Group, Fresno Unified Gay Straight Alliance Youth Voice Collaborative, Global Student League, Race and Social Action Advisory Council, and the Special Education Advisory Committee. Students will have an opportunity to take part in action planning focused on topics that were previously introduced: multicultural learning, mental health supports for students and an effort to have a collaboration between Superintendent and students focused on messaging directly to students. The Student Voice Initiative will also be presenting to the Board of Trustees on April 17, 2021.

Included with this communication is a summary of updates from the following student groups: African American Academic Acceleration, Black Student Union, Communication Advisory Group, Fresno Unified Gay Straight Alliance Youth Voice Collaborative, Global Student League, and Race and Social Action Advisory Council. Student groups will update on progress made during Quarter 3 focused around their goals and objectives. In addition, they will also share some actions be taken, celebrations, challenges and barriers as well as next steps for their respective student groups.

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: 03/26/21



Student Voice Initiative: An Update from Our Student Voice Initiative

Below are the 2020/21 Quarter 3 updates including:

- Goals and objectives
- Actions being taken to obtain student voice
- Quarter 3 celebrations
- Challenges/barriers
- Student group needs
- Next steps

African American Academic Acceleration

Quarter 3 updates on goals and objectives: The A4 Student Voice participated in a Black History Month event alongside YLI (Youth Leadership Institute) that allowed the students to read African American children's books to community children. The students had an opportunity to give back to the community and inspire younger African American children to value literacy.

Our students had an opportunity to participate in a video focusing on the critical work around The Office of African American Academic Acceleration's (A4) Superintendent's Task Force. This video gives an account of the Task Force's transformative work which helps humanize blackness and elevate shared expectations to promote black excellence in education.

Current actions implemented to gather student voice: The A4 Student Voice continues to meet bi-monthly to discuss topics of concern for the students in the group. There have also been one on one meetings with A4 Advisors Robert Green and Domino Chumrley-Birch as well as survey opportunities offered to the students.

Celebrations: The A4 Student Voice Lived Experience team has reached a milestone of over 100 Instagram followers and counting. The students can be followed @A4_studentvoice.

A4 Student Voice has completed their Clifton Strengths training and has identified their top 5 strengths. Strengths Coach Renee Cromer provided them a three-part professional learning series that explained their strengths and gave them tools to utilize in a personal and professional setting.

Challenges/barriers: Some of our students are struggling academically while in distance learning. These struggles sometimes lead to extended study hours after their school day is complete. This challenge can prevent them from being able to consistently take advantage of the opportunities provided by the A4 Student Voice initiative.

Student group needs: The A4 Student Voice has consistently made it clear that the amount of work given to them is unrealistic in this virtual setting and should be decreased. They would also like confirmation that their words, thoughts, and ideas are being utilized to improve academic conditions for African American students.



Next steps: Our students will continue to meet and discuss topics such as:

- The remainder of the school year and academic challenges
- Returning to school in person
- Plans for the A4 student voice moving into the next school year
- Ideas to improve the initiative
- Instagram team meets weekly

Black Student Union

Quarter 3 updates on goals and objectives:

- Our BSU Advisory Council will be partnering with the Communications Department to share untold stories of our African American employees and students as well as tips for teachers/leaders to teach Black History all year long!
- Each site school site leader and district leader will receive via district mail BHM stickers for conversation starter, to begin the conversation on Black history.

Current actions implemented to gather student voice: At all our respected sites we provide a protected environment for students to learn, connect, and feel safe to express themselves. All our site based BSU meetings are led by students, allowing more comfort for other students. Also, Edison High School's BSU gathered student voice to create the Monday Advisory Lessons.

Celebrations: The BSU Advisory Council will be partnering with Black Business owners & Fresno Unified School District vendor Mad Illustrators to Entrepreneurship Education classes and internship opportunities for our BSU students. In addition, our BlackHistory365 campaign T-shirt design by our council will soon be on sale for purchase for the entire community. Mad Illustrators will donate a portion of the proceeds to FUSD BSU's.

Challenges/barriers: Some challenges our site BSU sites have faced in a lack of male representation, this problem pertains to both Advisory Council and site based.

Student group needs: The BSU Advisory council needs for our advisors to be more accessible for all students.

Next steps: To continue our Blackhistory365 campaign. The goal is to educate others and spread awareness. We have also beginning male recruitment to the Advisory Council.

Communication Student Advisory

Quarter 3 updates on goals and objectives: The Communications Student Advisory has been working on reviewing the various methods and ways our district communicates to students, parents, and



families. The goal is to enhance and/or strengthen methods of communication versus recreating something or a method that currently exist. The CSA group has identified that tools and resources exist (ex-mental health, DPI) however, the message is not reaching all.

Current actions implemented to gather student voice: The students apart of CSA are a part of other clubs, organizations or committees and spend time talking with other students to gather feedback and identify solutions to share with the entire group (ex. the new schedule released after Winter Break”).

Celebrations: We are focusing on mental health. As much as the students love the work that we are doing; with having to balance various responsibilities-we meet based on the mental capacity to do so.

Challenges/barriers: We are currently not facing any challenges. The students have built a strong bond and utilized our TEAMS to connect with one another when needed. I do not foresee barriers/challenges but opportunities to learn and reteach ourselves about coping with stress, balancing responsibilities, and mental health.

Student group needs: As a group we are headed in the right direction with pausing and identifying the trends that continue to surface when meeting with students. With the group assigning teams to review, provide recommendations and execute.

Next steps: We will continue to focus on the learning. The more the students learn about the districts communication department, systems, policies, etc.-the better they can provide feedback, innovate methods, and strengthen our outreach and communication efforts for families.

Fresno Unified GSA Youth Voice Committee

Quarter 3 updates on goals and objectives: We have three main goal projects started for our GSA Group. First is on LGBTQ+ Inclusive Curriculum. On October 22, 2020 we met with district administrators who oversee curriculum. We have offered to be “student consultants” to help them with their plans they are developing for next year. We are excited to share that our district wide reading app has a Sora LGBTQ Collection of Virtual Books and new books are continuing to be added. Our next meeting with district leaders will be after Spring Break.

Second is our goal to work on improving Gender Inclusive Facilities/Restrooms. On November 5, 2020, we met with Ambra O’Connor, Executive Director of the Department of Prevention & Intervention. She shared some of the history about brining All Gender/Gender Neutral restrooms to our schools and updated us that district leaders are in the process of working on improvements. Since then, district leaders started to work with facilities on developing an “All Gender Restrooms” plan.

Third is our Media/Communications Project. On November 17, 2020 we met with Nikki Henry and Brittany Waters in Communications to discuss our ideas. Then on January 4, 2021 we decided on a campaign focus that has two main actions for the rest of this school year. One is sharing LGBTQ+ student stories that can be used in different Communications posts, as well as part of teacher and staff



trainings. Second, we are going to be developing a communication plan to spread awareness for LGBTQ+ students on how to access supports and gender diversity resources. On March 23, 2021, we are going to review the finalized draft of our district's own "Safe Space for All" poster that we designed with the help of an Equality California Institute Mentor. This poster has a QR code that takes you to the district website to get access to resources. Further aspects of the roll-out plan are being developed.

Current actions implemented to gather student voice: On March 16, 2021 we met with the Chief Academic Officer Kim Mecum and she listened to our voices and perspectives as LGBTQ+ students. It was a very positive and empowering experience to know that she believes in us and our projects. We are grateful to have her support and see her as an inspirational role model. Also, three of us student leaders are going to be a part of our district's first official Podcast program where we will be able to share our stories and voices. Our third District GSA Youth Voice Committee meeting of the year will be on April 13, 2021. We really enjoyed building a community with students and advisors from different middle and high schools across the district.

Global Student League

Celebrations: We are in the process of finalizing t-shirts designed by one of our members. These t-shirts will represent who GSL is and the community. We have started gathering ideas for GSL's informational video about English Language students and resources available. We have also started creating flyers for redesignation week and plan a way to promote the Seal of Biliteracy!

Challenges/barriers: English Language Learners feel that long messages being sent home cause difficulty in translation. Letters sent home are also hard to translate by students. They also stated that not all students are informed about COVID tiers nor understand the criteria and process. GSL feels that there is a need to integrate multicultural learning at schools.

Students do not find Monday Advisory to be beneficial and discussed that they are receiving additional independent work to be completed on Mondays. They continue to feel overwhelmed, stressed and feel as if their feelings are not valid.

Student groups need to continue to move forward: GSL members would like superintendent, teachers, or any adult to reach out to students during their advisory period to inform them about important matters that concern them. For instance, coming back to school and information about Covid tiers. This can be done through a video message shared by teachers during advisory. Students expressed that this would make them feel included and valued in the decisions being made. GSL suggested to adding college readiness and mental health checks on Mondays. Adults could also include the student voice groups or students that are willing to participate in the planning for Monday meetings.

Students would like teachers to assign less homework and to be conscious of the amount of work they are asking students to complete. Students would like to have an adult to talk to at school to express their feelings and concerns. They mentioned that a weekly survey can be sent out by counselors to determine who needs support and someone to talk to.



Race & Social Action Advisory Council

Quarter 3 updates on goals and objectives: We have reflected on our goals and objectives for the 2020-2021 school year and have made some revisions to our plan based on our student and system's needs given our ever-changing reality. One of those pivots includes supporting various school site student groups with the integration of Race and Social Justice Standards within their student groups. As we continue to navigate through these challenging times, we want to ensure we are setting up our students for success!

Celebrations: RSAAC seniors shared their acceptance letters from various universities. Some include UC Irvine, Santa Barbara, Santa Cruz, CSU Cal Poly Pomona, Fresno, San Diego, and Stanislaus, among others.


Bullard High School- Our student leader Michael and his site level RSAAC advisor continue to hold meetings regarding goal setting and next steps for the site level RSAAC. Principal Alvarado has been extremely supportive of RSAAC and has provided a budget for the student group. In addition, the RSAAC advisor and Principal Alvarado are in the process of becoming certificated Trainers of Trainers in Cultural Proficiency, which will positively impact the future of RSAAC at Bullard.

Challenges/barriers: With students continuing to attend school virtually, it has been difficult for our advisors to recruit other students to be part of our Race and Social Action Advisor Council. We are continuing to work with them to help recruit under-classmen so that they can help lead the work in the upcoming school year.

Next steps: In quarter 4, we plan to introduce new learning opportunities focused on cultural proficiency. We will spend some of our meetings introducing culturally relevant strategies, ideas, and concepts.

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 26, 2021
Phone Number: 457-3134

Regarding: Return-to-Campus – School Facility Improvements

The purpose of this communication is to provide the Board information regarding school facility improvements students and staff will experience when they return to campus. Details are provided below.

Major Projects Complete and Underway (by school)

- Columbia – Classroom building under construction
- Computech – New modular classrooms for student support services, and entry/parking lot upgrades
- Design Science – Improvements to classrooms at Fresno City College complete
- Edison – Construction of new gym and improvements to existing gym underway
- Ericson – New early learning classrooms, play structure, and student gathering area complete
- Ewing – New early learning building and parking lot improvements in construction
- Fresno High – CTE building in construction
- Hoover – CTE facilities in construction
- Mayfair – Block wall in construction; project area is fully fenced and separated from students
- McLane – CTE facilities, ROTC relocation and library modernization complete
- Phoenix Secondary Academy – New campus complete
- Roosevelt – Cafeteria modernization complete
- Sunnyside Stadium – Artificial turf complete

Other Facility Improvements/Replacement (by project type)

- Audio-Visual Upgrades (Cafeterias) – Ahwahnee, Burroughs, Centennial, Heaton, Scandinavian and Sunset are ongoing; work will be done after school hours
- Breezeway Ceiling Replacement – Underway at Computech; areas are fenced and work may be done after school hours
- Gym Bleachers – Ahwahnee, Computech, Cooper and Sequoia complete
- Gym Cooling Upgrades – Scandinavian complete
- Gym Scoreboards – Ahwahnee, Computech, Cooper, Hamilton, Kings Canyon, Scandinavian, Tehipite, Tenaya, Tioga and Yosemite complete
- Marquees – Aynesworth, Cooper, Ewing, Roosevelt and Scandinavian in various stages of design, approval and/or construction
- McLane Stadium – Installation of new scoreboard in progress; temporary scoreboard operational
- Play Structures – Birney, Figarden, Gibson, Heaton, King, Kratt and Robinson complete; Wishon project to begin mid-April
- Public Address/Intercom System Upgrades – Cooper, Gibson, Muir, Patiño and Webster complete
- Safety/Security Upgrades – A Street Early Learning Center, Fort Miller and Pyle projects complete

- Security Cameras – Projects at Hamilton and Wawona ongoing; work will be done after school hours
- Track Renovation – Edison and McLane projects complete

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


Approved by Superintendent
Robert G. Nelson Ed.D.

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

Date: 03/26/21

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: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: March 26, 2021
Phone Number: 457-3134

Regarding: Meal Services for Return-to-Campus

The purpose of this communication is to provide the Board information regarding meal service delivery as students return to campus. Students will have access to nutritious meals daily, whether they are on campus or in distance learning.

When students are on campus, they will receive breakfast and lunch as during normal operations, with distancing protocols in place. At middle and high schools, meals will be prepared in the on-site kitchens. Elementary schools in the Fresh Fruits and Vegetables Program will receive the snacks beginning the week of April 19, to allow time to adjust to new schedules.

Meals will continue to be available for students in distance learning. All schools will provide curbside grab-and-go breakfast and lunch from 7:00-8:00 a.m., Monday-Friday. The time period has been reduced to one hour for safety and to avoid congestion as students and teachers arrive at schools in the morning.

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


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



Date: 03/26/21

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, Tami Lundberg, Karin Temple
Cabinet Approval: 

Date: March 26, 2021
Phone Number: 457-3164

Regarding: Wide Area Network Improvements

The purpose of this communication is to provide the Board a progress update on Wide Area Network (WAN) improvements, and the procurement/contract process used for WAN service projects.

The WAN services as specified in Bid E23001 connect the eight comprehensive high schools, CART, the Service Center at Brawley, and the Ed Center, via dark leased fiber. These WAN services use a fiber ring that provides more resilience and uptime, in addition to providing speeds 40 times faster than the prior WAN services. CVIN, LLC. dba Vast Networks (CVIN), the bid awardee, has already brought new fiber to 10 of the 11 sites with expected completion of the project by the end of April. The move to dark leased fiber continues with the award on March 10, 2021 to CVIN for bid 21-17 that will connect 62 more sites. The final wave of approximately 38 sites will be bid on during the fall of 2021 and submitted for E-Rate approval in the spring of 2022.

Bid 21-30 replaces one of two primary point-to-point internet connections between the Ed Center and the CENIC node at 1111 Van Ness Ave, Fresno, CA 93721. The current connection has sections that are exposed within a parking structure. Replacing this connection provides increased stability and security.

Bid E23001 for WAN services (November 2019) was developed by Purchasing and Information Technology, with the expert assistance of Cynthia Schultz (attorney with expertise in broadband and Federal Communications Commission regulations), Kim Friends (national E-Rate expert) and district legal counsel Mark Creede. This was a strong and carefully crafted bid and proforma contract for WAN services. AT&T took exception to many items on Bid E23001, and its bid was deemed non-responsive. AT&T protested the recommended bid award to CVIN. Attorney Mandy Jeffcoat adjudicated the protest process and dismissed AT&T's protest. The Board awarded Bid E23001 to CVIN on April 1, 2020.

Bid 21-17 for WAN services and Bid 21-30 for a point-to-point connection include the same clearly articulated bid approach that does not allow for exceptions, and the same proforma contract that meets the Board's requirements for liquidated damages and a performance bond. California School Management (CSM), the district's E-Rate consultant, provides E-Rate consulting services to large districts across the U.S. as well as state agencies such as California and Tennessee. Kim Friends, a principal at CSM, notes that Fresno Unified's bid and proforma contract are "national exemplars that are fair to all bidders and ensure a competitive process."

If you have any questions or require further information, please contact Tami Lundberg at 457-6104.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 03/26/21