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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – May 14, 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, Chief Financial Officer**

AS-1 Kim Kelstrom School Services Weekly Update Report for  
May 07, 2021  
AS-2 Tammy Townsend Expanded Learning Opportunities Grant Draft  
AS-3 Santino Danisi District's Bond Rating Affirmed by Moody's Investors  
Service

### **EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access**

EA-1 Kristi Imberi-Olivares Hanover Designated Schools Evaluation Capstone  
Report

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Vans and Large SUVs for Student Transportation  
OS-2 Amanda Harvey Summer Meals Program

### **SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer**

SL-1 Brian Beck and  
Dr. Sean Virnig Special Education Community Advisory Committee  
SL-2 Bryan Wells 2021 Graduation Update

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: May 14, 2021

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Participated in the Californians for Civic Learning Coalition meeting
- Met with Executive Cabinet and Cabinet teams
- Held interviews for Principal
- Attended the Steve's Scholars Scholarship Recipients 2021 Celebration
- Attended the Nurses Celebration at Hoover High School
- Held press event at Fresno High School regarding new mascot image
- Participated in call with the Governor's office regarding the May Revise
- Gave interview with Nancy Price, GV Wire, regarding Fresno High mascot and Joint Health Management Board update
- Attended the Virtual National Board Celebration
- Attended the Urban Education Dialogue meeting virtually
- Met with the A4 Student Voice Collaborative
- Held interviews for Executive Officer, Equity and Access

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21

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: May 14, 2021

Phone Number: 457-3907


Regarding: School Services Weekly Update Report for May 07, 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 May 07, 2021 is attached and includes the following articles:

- PPIC Releases its 17th Annual Education Survey – May 03, 2021
- Hundreds of Thousands of California Students Won't Take Statewide Standardized Tests This Spring – May 04, 2021
- Biden Hits 100-Day School Reopening Goal, But Reopening Difficulties Persist – May 06, 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: 05/14/21



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[www.sscal.com](http://www.sscal.com)

DATE: May 7, 2021

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## Appeals Court Upholds Governor Newsom's Emergency Powers

On Wednesday, the 3rd District Court of Appeal in Sacramento unanimously ruled that Governor Gavin Newsom's use of emergency powers during the COVID-19 pandemic is allowable under the California Emergency Services Act (CESA). The ruling formally rejected the broad injunction that a Sutter County Superior Court judge placed on Governor Newsom last fall, which prohibited the Governor from exercising any power under the CESA to amend existing or make any new statutory law. This same appeals court issued a stay on the injunction back in November 2020 while they considered the case.

The two Republican legislators that brought the lawsuit against Governor Newsom, Assemblymember Kevin Kiley (R-Rocklin) and Assemblymember James Gallagher (R-Yuba City), have already vowed to appeal the ruling to the California Supreme Court.

Some may consider the lawsuit moot considering the Governor has announced that he plans on rescinding the "Blueprint for a Safer Economy" reopening framework on June 15 if the state meetings the following two criteria:

1. Vaccine supply is sufficient for Californians 16 years and older who wish to be inoculated
2. Hospitalizations are stable and low, and specifically, hospitalizations among fully vaccinated individuals are low

However, there are still a number of executive orders that would still be in effect even if the state does fully reopen on June 15, including the statewide mask mandate and the Brown Act flexibilities that have allowed school and community college districts to conduct board meetings remotely. This, combined with the uncertainty of what the new variants mean for the state's COVID-19 rates, means that the decision by the California Supreme Court could have implications for how the Governor can use his executive powers in combating the coronavirus. However, it is likely that the state's highest court will concur with the 3rd District Court of Appeal in Sacramento that the Governor has the authority to exercise emergency powers under the CESA.

## **May Revision Preview**

With policy committee deadlines passed, and the May Revision ahead, Sacramento was relatively quiet this week as the Capitol community awaits the release of the May Revision, which is statutorily required to be released by Friday, May 14. After that, the Legislature quickly kicks into action with the Senate holding education budget subcommittee hearings on May 18 and 19, and the Assembly holding an education budget issues on May 19.

It is unlikely that the Legislature's final budget decisions will be made during these initial post-May Revision hearings. More often, subcommittees hear the issues, take public input, and come back a week or so later to take final action on their budget recommendations to the full budget committees. These decisions may also change when the budget is adopted by each house's full budget committee and/or when a final agreement is reached between the Newsom Administration and the Legislature.

The following are some of the key items we will be watching for in the May Revision:

- **Cost-of-Living Adjustment (COLA)**—Will the Administration propose a compounded COLA for programs outside of the Local Control Funding Formula (i.e., special education) or the statutory rate of 1.7%?
- **Local Control Funding Formula**—Will Governor Newsom alter his carryover supplemental and concentration grants proposals from the January proposed 2021–22 State Budget?
- **Deferrals**—Will all of the deferrals be paid off?
- **Unemployment Insurance**—Will the Administration utilize some of its one-time resources to relieve the increased cost on K–14 employers as the rate increases from 0.05% to 1.23%?
- **California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS)**—Will the Administration propose to subsidize these employer rates for 2022–23, when the current subsidies expire?
- **Federal Funding**—How will the Governor propose to spend the more than \$2.3 billion available in federal funding for statewide education initiatives?
- **COVID-19**—Will Governor Newsom provide additional funding to schools related to school reopening and safety protocols?
- **Virtual Learning Options**—Will the Governor offer options for districts to continue offering virtual learning options for students who want to remain in distance learning?

While last year's May Revision brought significant challenges and proposed reductions for K–14 education, we anticipate a much more welcomed set of proposals this year with state revenues up \$16.7 billion above projections through the first nine months of the 2020–21 fiscal year.

### **Next Week's Update**

We anticipate that Governor Newsom will release his May Revision either Thursday or Friday next week. For next week's *Sacramento Update* we will provide our initial analysis of the revised State Budget proposal.

*Leilani Aguinaldo*

## **PPIC Releases its 17th Annual Education Survey**

By Kyle Hyland  
School Services of California Inc.'s *Fiscal Report*  
May 3, 2021

The Public Policy Institute of California (PPIC) released its 17th annual education survey last week, providing a timely glimpse into the public perception about some of the most important education issues facing the state in the midst of the COVID-19 pandemic.

### **COVID-19 and Schools**

After more than a year of primarily distance learning, the survey finds that 86% of California adults and 83% of public school parents are concerned that children are falling behind academically during the pandemic. Overwhelming majorities are also concerned that low-income and English learner students are especially likely to fall behind academically, with 84% of adults and 87% of public school parents worried that these student populations are more likely to struggle than their peers.

This concern is one of the primary reasons that the state provided \$2 billion for In-Person Instruction Grants and \$4.6 billion for Expanded Learning Opportunities Grants via Assembly Bill (AB) 86 (Chapter 10/2021). The goal of AB 86 is to incentivize local educational agencies (LEAs) to reopen for in-person instruction and adopt various strategies to accelerate learning and address student needs (see "[AB 86 Allowable Uses](#)" in the March 2021 *Fiscal Report*). Additionally, there are two urgency bills currently going through the legislative process that would require LEAs to implement an interim retention policy for any parent who wants their child to repeat their 2020–21 grade level during the 2021–22 school year.

Public opinion seems to align with the state incentivizing LEAs to reopen for in-person instruction as the survey found that 81% of adults and 85% of public school parents said that schools should at least be partially reopened. Solid majorities (61% of adults and 66% of public schools parents) also expressed worry that schools will not fully reopen in the fall. This polling data is timely for the discussion that the Legislature and the Newsom Administration will need to have during the imminent 2021–22 State Budget negotiations as the legal authority for distance learning will expire on June 30, 2021, without subsequent action to extend it (see "[School Year 2021–22: A Case for Independent Study](#)" in the April 2021 *Fiscal Report*).

While Californians are worried about schools not returning to full in-person instruction this fall, they continue to give their local school district strong marks for how they have handled school closures with 65% of adults and 72% of public school parents indicating their approval in the survey. However, far more public school parents (92%) approved of their school district's handling of closures last April, perhaps showing the fatigue that virtual learning has had on parents over the past year.

### **Grading Public Schools**

Despite the uncertainty of the past year, the survey respondents are optimistic about the direction the K–12 system is heading as 53% of likely voters and 61% of public school parents think that the K–12 public education system is generally headed in the right direction.

When asked to give their local public schools a letter grade, 41% of adults and 50% of public school parents would give them either an A or B (adults: 9% A, 32% B; public school parents: 6% A, 44% B), which is

fairly similar to last year's marks. However, a plurality (42%) of parents said that they would send their youngest child to a private school if cost and location were not an issue, while 31% said that they would choose traditional public schools, 14% charter schools, and 13% religious schools. The PPIC President and CEO Mark Baldassare observed that while the grades for local public schools are similar to before the pandemic, more parents are saying they would send their child to a private school if cost and location were not an issue.

This information is even more concerning considering the 2020–21 enrollment [data](#) recently released by the California Department of Education shows that overall K–12 enrollment has declined by more than 160,000 students—a 2.6% decrease from last year, which is the largest enrollment drop over the past 20 years. While LEAs with declining enrollment have the benefit of their average daily attendance (ADA) being held harmless for 2020–21 and 2021–22, lawmakers may have to take a look at mitigating the potential ADA cliff for LEAs beginning with the 2022–23 fiscal year if the declining enrollment trends persist (see “[Foreshadowing the Impact of Declining Enrollment on 2022–23: Act Now](#)” in the November 2020 *Fiscal Report*).

### **Lawmakers Approval Ratings**

Californians give both Governor Gavin Newsom and the State Legislature solid marks for their handling of the K–12 public education system. Governor Newsom holds a 58% approval rating among likely voters for his handling of public education, while the Legislature enjoys a 54% approval rating from respondents (likely voter data was not included for the Legislature).

This is welcomed news for Governor Newsom after the Secretary of State announced early last week that recall proponents had submitted enough valid signatures to initiate an election this fall (see “[Effort to Recall Governor Moves Forward](#)” in the April 2021 *Fiscal Report*). With school reopenings and education bound to be significant issues during the recall campaign, continuous positive poll numbers on these issues bode well for Governor Newsom and the democratically controlled Legislature.

### **Funding for Public Schools**

The survey found that 53% of likely voters and 51% of public school parents say that the current level of state funding for public schools is insufficient, which is slightly down from last year's survey where both 55% of likely voters and public school parents pegged education funding as insufficient.

When asked about how they would vote on a statewide bond for school facilities, 55% of likely voters and 74% of public school parents said they would vote yes. This is an interesting data point considering voters rejected the \$15 billion K–16 school facilities bond on the 2020 primary election ballot, which was the first time voters defeated a statewide school bond since 1994.

Despite last year's defeat, the Legislature seems poised to place another statewide school bond before voters in 2022 as there have been two bills introduced this year that would ask voters to approve facilities funding for schools.

The full results of the annual education survey where you can see how Californians feel about other education issues such as testing, teacher salaries, and the Local Control Funding Formula, can be found [here](#).

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*Note: Eighteen of the state's twenty-five largest school districts are planning to have all or a large portion of students take an alternative to California's Smarter Balanced tests for math and English language arts.*

## **Hundreds of Thousands of California Students Won't Take Statewide Standardized Tests This Spring**

By Sydney Johnson  
*EdSource*  
May 4, 2021

Hundreds of thousands of California students this spring will not be taking the state's annual Smarter Balanced standardized tests, an EdSource survey of the state's largest districts shows.

The Smarter Balanced tests are aligned with the Common Core state standards for English language arts and math and are required by state and federal law each spring. Federal education officials in February told states that they must measure student progress this year, after waiving testing requirements in spring 2020 when Covid-19 caused school closures across the country.

Now, as California lags behind many states in reopening schools for in-person instruction, school districts are moving ahead with a wide range of plans to measure academic progress during the pandemic.

Eighteen of the state's 25 largest school districts are planning to have all or a large portion of students take an alternative to California's Smarter Balanced tests for math and English language arts, a review of district testing plans shows. Several of those districts plan to use a locally selected assessment in grades 3-8, but students in grade 11 will continue with the Smarter Balanced test because students may want to include those scores in college applications.

Five of the 25 largest districts have not yet announced their assessment plans, and only two districts, Sweetwater Union High and Elk Grove Unified, will administer Smarter Balanced to all eligible students. Long Beach Unified will give Smarter Balanced to all students in math but plans to use an alternate option for English language arts in grades 3-5.

More than 570,000 students in testable grade levels are enrolled in school districts that said they will use an alternative assessment this year. That's about 9% of California's total student enrollment, but state tests are only required for California students in grades three to eight and 11.

California's education officials have left it to local districts to decide whether to administer the Smarter Balanced tests. Districts can choose an alternative test in certain circumstances, such as if students lack stable internet at home and it's not safe to bring them back to campus, or if students have little or no experience taking Smarter Balanced tests remotely.

"Given the unknowns in instructional quality this year and the fact that we just don't know about the reliability of the assessment in this context, the more local you make it the better," said Rick Miller, executive director of the CORE Districts, a collaboration between several of the state's largest school districts.

Districts that do not offer Smarter Balanced this year must replace it with an assessment that is aligned with California Common Core state standards for English language arts and math and administer those assessments uniformly across a grade, school or district.

But as schools begin to return to in-person instruction at an uneven pace, it has created confusion over what conditions are appropriate for skipping Smarter Balanced this spring.

In an FAQ updated on April 15, state education officials said the California Department of Education will not evaluate local testing plans, paving the way for districts to determine their own assessments. The guidance lists considerations for choosing an alternative, including:

- Access to stable broadband with adequate bandwidth;
- Challenges of using personal devices that are not managed by the school district;
- Capacity for proctoring and monitoring remotely, both at home and from the school;
- Children’s degree of experience with an online assessment platform;
- Lacking accessibility requirements for special education students;
- How long schools have been providing full in-person instruction or other difficulties with transitioning instructional models from remote to in-person;
- Other local pandemic-related factors.

Districts across the state are now saying many of those scenarios ring true. Fresno Unified, for example, will use i-Ready in lieu of Smarter Balanced this spring for grades three to eight while students in grade 11 will continue with Smarter Balanced. I-Ready is an online instruction and assessment software aligned with California’s Common Core state standards.

“Having students using the i-Ready platform for an entire year has been consistent, and we believe we will have a better testing environment and experience for students who are familiar with this already,” said Andrew Scherrer, executive director of equity and access at Fresno Unified.

Moreno Valley Unified in Riverside County is taking a similar approach, but instead, all students including 11th graders will take the district’s local assessment choice, called Measure of Academic Progress, or MAP, by the national nonprofit assessment organization NWEA.

“With all of the changes people have been through this year, it’s a smoother transition to take MAP,” said Superintendent Martinrex Kedziora, adding that the district has been using that assessment throughout the year already. “We’re really mindful of our teachers’ mindset, and they have had a lot of changes this year, so we’re trying to do anything we can do to alleviate the stress or changes to something unfamiliar for them.”

Elk Grove Unified, meanwhile, plans to have all tested grades take Smarter Balanced. Officials previously told EdSource that would be more feasible because they didn’t have an alternative in place that was of the same caliber and provides the same disaggregated data as the Smarter Balanced tests.

Districts that do continue with Smarter Balanced will use a shorter version of the assessments this year after the State Board of Education approved a plan last November to trim the test down by about 2 hours.

Across the country, assessment plans are equally mixed. The state of Washington recently announced it will push back its standardized test until next fall, joining New Jersey. And Washington, D.C., got approval from

the U.S. Department of Education to skip the tests altogether because nearly 90% of students are still in distance learning. Other states, such as New York, were denied such requests.

The U.S. Department of Education in February said state tests must resume this year, but it also offered the option to apply for additional concessions. In April, federal education officials said California would not need to apply for an additional waiver after reviewing the state's testing plan, which requires school districts to continue with the annual statewide assessments "except in any instances where the state concludes it is not viable to administer the assessment because of the pandemic," Ian Rosenblum, deputy assistant secretary at the U.S. Department of Education, said in a letter to California education officials.

U.S. education officials describe viability as the ability to administer the Smarter Balanced assessment "given a district's specific circumstances in the context of the pandemic," the letter reads. Although districts cannot simply replace the statewide tests if they want to, the letter reads, that is the effective result of allowing local districts to determine whether it is "viable" for them to give the tests.

Unlike previous years, districts and the state won't be penalized in 2021 if participation in statewide tests is low. In March, California received a waiver from the U.S. Department of Education removing penalties associated with having less than a 95% participation rate and extending the test administration window to July 30.

For many districts, the biggest hurdle this spring is operating within an ever-changing landscape of school reopening. In West Contra Costa Unified, which covers Richmond and the surrounding East Bay cities, in-person instruction is currently limited and most of the district's 32,000 students will take assessments remotely this spring.

"As we are working through a spring return to in-person instruction, we want to limit the amount of time dedicated to standardized assessments during this time," said Ruben Aurelio, chief academic officer for West Contra Costa Unified, which will be using STAR for grades three to eight and is still working to determine what 11th graders will take. STAR is a Common Core-aligned reading and math assessment from the education company Renaissance.

"The focus on giving them a standardized assessment as soon as they walk into our doors is not going to help them or us in the end," Aurelio said.

Fremont Unified plans to have all students take spring assessments remotely. Meanwhile, Garden Grove Unified in Orange County plans to have all students test in person, and students who have opted to remain in distance learning will be invited to test on campus.

Most districts, however, will juggle testing students both at home and on campus.

"Do we think at the end of the day that all of this data will be good or clean? No. I don't think anyone has the expectation that it will be the same as when everyone is in class with the same setup," said Scherrer of Fresno Unified. "But we can get close, and we can use this to make decisions about how to support students."

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*Note: According to the federal government, almost 90% of public K–8 schools offered hybrid or full-time in-person instruction by the end of March 2021.*

## **Biden Hits 100-Day School Reopening Goal, But Reopening Difficulties Persist**

*The data also underscores the administration’s myriad challenges: repairing racial disparities, reopening schools and reassuring parents that classroom learning is safe.*

By Juan Perez, Jr.  
*Politico*  
May 6, 2021

President Joe Biden hit his 100-day goal of reopening the majority of K-8 schools for in-person learning in March, statistics from a White House-ordered school learning census indicated on Thursday. Yet the data also underscores the administration’s myriad challenges: repairing racial disparities, reopening schools and reassuring parents that classroom learning is safe — all as the country starts looking ahead to summer learning and the fall semester.

Close to 90 percent of public K-8 schools offered hybrid or full-time in-person instruction by the end of March, the government said. Education Secretary Miguel Cardona said 54 percent of K-8 schools were open in-person on a full-time basis.

“The data released today reaffirms that we reached President Biden’s goal of reopening the majority of K-8 schools ahead of schedule,” he said in a statement.

Public school K-8 students of color returned to in-person classes at higher rates between February and March, according to the latest estimates from the school reopening survey Biden commissioned. But federal data released Thursday continued to show enrollment gaps for in-person learning between white students and their peers from other racial groups.

“We are still seeing a much lower percentage of Black, Hispanic, and Asian students enrolled in full time in-person learning compared to their White counterparts,” Cardona acknowledged. “And even when offered in-person options, many Black, Hispanic, and Asian students, as well as multilingual learners and students with disabilities, are still learning fully remote.”

**By the numbers:** Nationwide, 58 percent of white fourth-graders were back inside public schools full time by the end of March, according to data from the Education Department’s research branch. But at least 45 percent of Black, Hispanic and Asian fourth-graders were still enrolled in remote instruction by March. Seventy-two percent of Asian eighth-graders were in remote classes by that time, along with more than half of Black and Hispanic eighth-graders — but just 24 percent of white eighth-graders.

Each of those numbers represent a notable improvement from earlier in the year, but students of color still attend remote-only classes at disproportionate rates.

“We are seeing higher percentages of students enrolled in full-time, in-person learning, though there are still gaps,” said Lynn Woodworth, commissioner of the National Center for Education Statistics, in a statement. “Most Black, Hispanic and Asian students are still not attending school in-person at all.”

**What's next:** Cardona said officials “must act with urgency and bring every resource to bear” to get more schools reopened full-time this spring and address persistent disparities.

Fresno Unified School District  
Board Communication

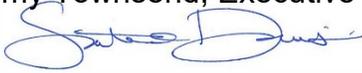
**BC Number AS-2**

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



Date: May 14, 2021

Phone Number: 457-6204



Regarding: Expanded Learning Opportunities Grant Draft

The purpose of this communication is to provide the Board information regarding the district's draft of the Expanded Learning Opportunities Grant. The draft of the plan, available in English and Spanish currently and Hmong next week, has been available on the district's website since May 07, 2021 and is also provided to the Board as an attachment to this communication.

This grant first became available from the California Department of Education on March 25, 2021. School districts would receive funding pending the completion of the Expanded Learning Opportunities Grant Plan and adoption of the plan by the local board prior to June 01, 2021. For Fresno Unified, this grant represents \$54.9 million in additional one-time funding and was included as part of an overall strategy for one-time funds presented to the Board at the May 05, 2021 Board of Education meeting.

To accommodate the very short planning window for this grant and ensure that Fresno Unified created a plan that both incorporates feedback from stakeholders and meets identified student needs, the following strategy was implemented:

- March 29, 2021 – Revisited LCAP survey around supports for the return to campus
- April 09, 2021 – Board Communication informing the Board of the grant and strategy
- April 12 to April 30, 2021 – Staff drafted a plan incorporating stakeholder input and Board priorities
- May 05, 2021 – Reviewed and discussed a proposed plan for all one-time funds at the Board of Education Meeting as part of the strategic budget development process
- May 03 to May 07, 2021 – Translation and outreach to ensure stakeholder awareness of planned supports
- May 06 and May 13, 2021 – Reviewed the proposed plan with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC)
- May 14, 2021 – Board communication with finalized proposed plan
- May 19, 2021 – Plan to be presented and recommended for Board adoption
- May 24, 2021 – Submit completed plan to the Fresno County Superintendent of Schools

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno Unified School District	Robert Nelson, Superintendent	<a href="mailto:Bob.Nelson@fresnounified.org">Bob.Nelson@fresnounified.org</a> (559) 457-3882

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Fresno Unified School District undertook an extensive outreach effort from November 2020 to February 2021 to better understand the preferences of parents, teachers, staff and students; and how the needs of students were evolving during the pandemic. An element of that outreach was the District's Local Control and Accountability Plan (LCAP) Survey, which had 5,452 participants. The survey, which closed in February of 2021, is a tool used to gather input from students, teachers, parents, community members, and the general public to determine the goals, actions, and budget priorities for the district. In anticipation of funding for learning recovery, the district's LCAP survey specifically asked the question, "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?" The district received 4,691 responses to that question. The following is a ranked summary of top themes from this question:

- Allow students time to reconnect with peers and adjust to school
- Instructional day and time preferences
- Supports for students coping with anxiety

- Tutoring, summer school or small group supports
- Technology use
- Build social skills
- Safety precautions, including wearing masks and social distancing
- Target supports for students experiencing learning loss

General Information about the Expanded Learning and Opportunities Grant as well as strategy and timeline were communicated to the Fresno Unified School District Board of Education through a Board Communication on April 09, 2021. Based on feedback received from stakeholders and discussions taking place for the district's Strategic Budget Development Process, planning began on specific investments that are aligned to the stated goals of the grant. On May 05, 2021, a presentation outlining the planned Expanded Learning Opportunities Grant investments and other one-time funded potential investments was discussed with the Board of Education. Initial drafts of the plan were translated in English and Spanish and posted to the district's website. Additional presentations of the plan were held on May 6th with the District Advisory Committee (DAC) and on May 13th with the District English Learner Advisory Committee (DELAC), which created more opportunities for discussion and refinement of the plan. On May 14, 2021, an additional Board Communication was provided to detail the proposed plan, and both the plan along with an opportunity for the public to provide feedback on the district's website was made available. On May 19, 2021, the plan will be presented for approval to the Board of Education and on May 24, 2021 it will be submitted to the Fresno County Superintendent of Schools.

A description of how students will be identified, and the needs of students will be assessed.

Fresno Unified School District uses a holistic approach to educate the whole child. The use of multiple measures such as state and local assessments, grades, surveys, and referrals will allow for the identification of students and the ability to target students' academic and social emotional needs.

**Early Learning**: To target supports for early learning, student needs are being assessed utilizing multiple measures which include the use of teacher data, feedback and recommendations. In addition, the Desired Results Developmental Profile (DRDP) is an assessment instrument designed for teachers to observe, document, and reflect on learning, development and progress of all children. The Ages and Stages Questionnaires (ASQ) provide reliable, accurate developmental and social-emotional screening for children and a referral process is in place (from both internal staff and external partners) to ensure students have the supports needed.

**Expanded Summer School and Saturday School**: Expanded Learning Services for students include intentional interventions for students most in need. These services include extended time, academic supports and high dosage tutoring to support students to attain grade level in literacy and mathematics or in recovering credits needed for graduation. Students that have been identified as below grade-level in reading, mathematics or those that are credit deficient are those that are identified and targeted to receive supports. In addition, special attention is made to target and intentionally include students receiving special education, African American students, homeless and foster youth and students designated as English Learners.

**Expanded After School:** Fresno Unified School District operates two types of after school programs; the After School Education and Safety program (ASES) and the Extended Day Enrichment Program (EDEP). The ASES program is currently available at 58 elementary schools and is funded by the California Department of Education. Capacity has traditionally been determined by grant funding awarded to each school site. In 2019/20, there was a total of 3,770 students on the waitlist for these programs. The 2021/22 goal is to expand the ASES program to reduce the waitlist by 50%. Enrollment into the ASES after school program is administered via a yearly randomized lottery.

The EDEP program currently operates at 9 elementary school sites and the program is paid for by families. In 2019/20 there were 560 students on the waitlist for this program and children are selected on a first come, first serve basis.

**Wellness Hubs and Social Emotional Supports:** To best target additional social emotional supports for students, the planned Wellness Hubs will support students whose needs go beyond the traditional classroom. Students will be selected based on a system of electronic referrals from the school site administrative team. Referrals will be triaged daily to best match the student / family with the appropriate service provider (Child Welfare and Attendance Specialist, Social Worker, Psychologist, Nurse or another community-based provider). The Child Welfare and Attendance Specialists placed at the Wellness hubs and at school sites will support students who are identified through the Targeted Support Team Process. This site-based team utilizes attendance and behavior data to identify students in need of additional supports.

**Alternative Education schools:** Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary are designed to foster student success based on student individual needs. To do this, each school commits to creating a safe environment for learning, embraces social emotional skill sets, while maintaining quality instruction and high expectations. With a “student centric” focus, schools are in alignment with the overarching District mission and vision of creating alternative pathways for students toward graduation as well as College and Career options that produce a culture of lifelong learners. Integrated supports are multi-tiered that not only examine the academic levels of students, but also the behavioral and social-emotional needs that embody the whole-child. Collaborative leadership monitors student progress through both academic and social-emotional metrics to continually assess the changing needs of students. The commitment to family and community engagement are practiced in a variety of ways from personal outreach to group settings, both in person and virtually, and connecting families with both academic and personal necessities. These additional resources are made possible by the community partnerships established throughout the years.

Fresno Unified School District’s alternative schools have worked to create a collaborative support system among all schools. Staff refers to this as the Principal Accountable Community (PAC) team. The team leverages each other as support while maintaining the culture that is unique to each program. Some examples of this practiced collaborative leadership include bringing together regional buyback days (regional professional development), lead teacher planning and professional development, and site leadership goal setting that is data driven and “student centric.” The needs of students have been impacted by COVID-19 include but are not limited to: credit attainment, attendance support, access to technology and internet, health and wellness, and social-emotional supports (SEL) for students to cope with trauma. Current urgent needs include credit attainment, attendance and health and wellness supports. To meet these needs, staff has prioritized expanded learning time for students. These learning times are opportunities for students to gain

access to “Year-Round” credit attainment which includes Night School, Saturday School, Winter Session, Extended Learning Summer Sessions, Online Courses, and Dual Enrollment courses with community college partner, Fresno City College (FCC).

**Students with Special Needs:** Services for high school students with special needs will be targeted to students who are credit deficient in high school. Students will have the opportunity to participate in fall, winter, spring and summer credit recovery opportunities. Other students (PreK-8th grade Mild/Moderate programs and PreK-Adult Moderate/Severe programs) are identified for an extended school year based on their Individualized Education Plan (IEP). Generally, families are notified during the IEP of services available or informational letters are sent home to parents. Upon notification, applications are filled out by the parent or guardian. School sites also identify students based on other multiple measures including iReady, progress on goals, formative and summative assessments. Tutoring on social skills will be offered to students identified by staff (during the IEP process) for K-3rd grade students with Autism.

**Additional Instructional Time and Early Start Bridge Time:** Pending collective bargaining, all students will have the opportunity to receive additional instructional time during the fall 2021 semester. The additional instructional time in K-6 will focus on math and literacy. In addition, all students will start school early (called Bridge Time) to enable students to re-engage and support social emotional connectedness to the school community.

**High School Credit Recovery:** For high school credit recovery strategies, students will be enrolled in high school credit recovery sections before and/or after school, based on deficiencies in their expected progress towards graduation. High School counselors evaluate student transcripts and course completion, as well as utilizing the district’s Student Information System (ATLAS) to monitor and track student progress towards graduation and credit completion in all required areas.

**African American Academic Acceleration:** African American students in K-5th grades are selected to participate in the reading program by being at least 1-2 grade levels below in reading and have a minimum attendance of 90% or better.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

**Early Learning:** Families will be informed of additional services via multiple venues by school site or Early Learning staff. Methods used include, but not limited to flyers, letters, phone calls, virtual and in-person meetings.

**Wellness Hubs and Social Emotional Supports:** A communication plan will launch in late May 2021 and will start with written communication to the site leaders. Staff will follow up with information on the Fresno Unified School District Social Emotional Wellness Page as well as other locations on the district website. Upon referring a student or family to the hub, families will be provided detailed information regarding the referral process and specific services available. With additional Child Welfare and Attendance Specialists, school sites will communicate the support to families as part of the opening of school communications. Parents of identified students will be contacted directly and provided an orientation to better understand the additional support.

**Expanded Summer School and Saturday School:** The Fresno Unified School District uses a variety of methods and strategies to inform students and families of expanded learning opportunities. These methods include broad messaging from the district to students

and households. Individual school sites also support the identification and enrollment of students into expanded learning opportunities through phone calls and student conferences.

**Expanded After School:** Families will be notified of the new opportunities via information on the district's website, peachjar, emails and other methods of communication.

**Alternative Education schools:** All families go through the Educational Resource Center (ERC) to assess the student's individual needs and establish the best education setting for them. Students are also assessed by the individual Alternative Education site so that the school can create a strategy that best meet the needs of each student. School sites continue communication with families, students and staff throughout the year.

The Educational Resource Center (ERC) will review, monitor, analyze, and communicate trends, anomalies, and possible concerns informed by data for the service and support of our students, families, and schools across the district. In addition, the ERC will consult and collaborate with site leaders to support change management and student transitions. ERC will work in tandem with departments such as, but not limited to Special Education, the Department of Prevention and Intervention, English language Services, Equity and Access, Early Learning, Information Technology, Fiscal Services, and College and Career Readiness on specialized circumstances for the support of students. Teams will provide weekly data reviews and communicate information in support of student success and provide professional learning to staff as needed.

School sites will conduct data collection and analysis regarding all students transitioning to and from Alternative Education sites (Phoenix Secondary, Phoenix Elementary, Cambridge HS, DeWolff HS, and J.E. Young) as well as transition support to students and their home school. Alternative Education Consultation services and support for Counselors, VPs and Principals as well as meeting with families to better understand the various educational options and resources.

**Students with Special Needs:** Families of high school students with special needs are contacted by the site counselor and case manager on dates, times, and enrollment of credit recovery and summer school options that are specific to the needs of each student. Students in Pk-8 grade Mild/Moderate programs and Pk-Adult Moderate/Severe programs are identified for extended school and families are notified during the IEP (Individualized Education Plan) meeting of services available. Once notified, parents or guardians complete applications and additional information is sent to parents. Academic tutoring will be offered beyond the school day and schools utilize multiple ways to contact families (phone, email, letter, etc). Schools, in partnership with Special Education staff will work together to identify students in need of tutoring outside of the school day. Once identified, schools will utilize multiple methods to connect and communicate with families including but not limited to phone, email, or letters.

**Additional Instructional Time and Early Start Bridge Time:** Pending approval through the collective bargaining process, families and students will be informed of the early start of the school year and the additional time for the school day following communication to school site leaders and teachers. Fresno Unified School district will use a variety of forums for this communication throughout the summer and towards the final weeks of this 4th quarter. Communication will consist of media, newsletter, social media outlets, school messenger, site communication to homes and teacher outreach to students and families enrolled in their class.

**High School Credit Recovery:** Students in need of credit recovery will be automatically enrolled in the credit recovery course period, as part of their full course schedule for the 21-22 school year. Schedules are communicated to parents at the start of each school year

by school sites and are available to be viewed in the ATLAS student and parent portals. Credit recovery sections, offering and enrollments may be updated each semester based on student course completion and credit needs. Student schedules and/or schedule changes will be communicated to students and families through multiple means that may include start of school schedule distribution, counselor conferences, phone calls, School Messengers and email. Student schedules are viewable to students and parents in the ATLAS parent and student portals, at any time, for the active school year and any changes to schedules/teachers/class periods are reflected in the portals within 24 hours.

**African American Academic Acceleration:** African American Academic Acceleration has dedicated staff to call families and register students by phone. The program is promoted through school sites, social media, and community partners. School sites can refer students and parent information sessions are provided to communicate more detailed program information for families unfamiliar with the program.

A description of the LEA's plan to provide supplemental instruction and support.

**Early Learning:** Fresno Unified School District will add one Project Manager and one Child Welfare and Attendance Specialist to support the expansion of services for early learners. One area of improvement will be creating an easier, streamlined, and online enrollment system for families. This type of automated process will provide clarity around enrollment to better align early learning services for students and families with other district departments. The district will add an additional summer program for incoming TK and Kindergarten students, for a total of ten summer programs. Three will be in partnership with A4 (African American Academic Acceleration), and seven will be at each of the high school regions.

Additional funding will be made available to expand the facilitation of community-focused play and learn groups in the homes of families, friends, and caregivers. Mid-Level Developmental Assessments will address developmental concerns, not only within the district, but also within the community for children aged 0-5. This will be in partnership with the Special Education and Health Services departments. Individual learning kits will be purchased for all children enrolled in the early learning centers, preschool, TK and Kindergarten classes. Classroom aides will move from tablets to computers to better support student learning. Professional learning will be provided to teachers and paraprofessionals and will be centered around social emotional learning and trauma-informed care as students come back to in-person learning.

**Wellness Hubs and Social Emotional Supports:** Fresno Unified School District will hire 12 Child Welfare and Attendance Specialists (CWA's) and four Clinical Social Workers to better support the mental health of students. Ten CWA's will be placed at school sites and at two will be located at the district's new Student Wellness Hubs, which are specialized locations designed to support the physical and mental health of students. These Hubs will be a partnership between Special education, Health Services, and the Department of Prevention and Intervention. The goal of the Wellness Hubs will be to provide crisis management and supplemental services districtwide.

**Expanded Summer School and Saturday School:** Fresno Unified School District will invest in a significant expansion of summer and winter programs for students. These programs are offered outside of the traditional school year and school day. To coordinate the expansion, a Principal on Special Assignment (1.0 FTE) will be added to the Extended learning team to specifically focus on unfinished

student learning. Traditionally summer school includes two sessions, but due to the number of students failing classes in the 2020/21 school year (an impact of the pandemic), a third session will be offered. The goal is to ensure that high school students are on track to graduate on time and meeting UC/CSU A-G college entrance requirements. In addition, both virtual and in-person summer enrichment camps will be offered to all students during the summer of 2021. Funds will be budgeted to support Library technicians and enable the district to keep school libraries open during the summer. During winter of the 2020/21 school year, the district explored offering a winter session program to assist high school students in danger of failing classes or who were in need of credit recovery. In total, about 1600 students were able to regain college credits at this time. Based on the success of that program, winter session will be offered during the 2021/22 school year to students in elementary, middle and high school.

**Expanded After School:** There are currently 58 elementary schools in FUSD that operate the grant-funded After School Education and Safety (ASES) program funded by the California Department of Education (CDE). Program capacity has been based on the grant amount awarded to each site. In 2019/20, there was a total of 3,770 students who were on a waitlist for the ASES program. The Expanded Learning Grant will assist the district in addressing the waitlist by adding staff and funding with the goal of reducing the waitlist by 50%.

Currently nine school sites offer an Extended Day Enrichment Program (EDEP). These nine schools have not been eligible for the ASES grant so the funding for this program comes from fees paid by families. For the 2020/21 school year, Fresno Unified will pay for the program and no fees will be paid by families.

**Alternative Education schools:** Fresno Unified School District will further support alternative education schools, including Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary, by investing in additional summer and winter programs for students.

**Students with Special Needs:** Fresno Unified will seek to improve learning for students with special needs by investing in additional summer and winter learning programs thus utilizing breaks to accelerate learning. This includes an additional week in the summer to extend the school year. Tutoring will be provided beyond the school day to support students. Digital assessments will support timely and accurate assessments for students.

**Additional Instructional Time and Early Start Bridge Time:** For the first semester of 2020/21, all students will receive an additional 30 minutes of instruction daily, with a focus on math and literacy. This applies to both designated elementary schools, non-designated elementary schools, middle and high schools. In high schools, the additional 30 minutes is divided equally between class periods, while in elementary and middle school the minutes will be provided in form of a 30-minute block. For the second semester of 2020/21 school year, elementary, middle and high school teachers have the option to continue to provide an additional 30 minutes of instruction each day for targeted student supports. The 30 extra minutes will be critical for mitigating learning loss identified by the state of California as a focus for the use of these onetime funds.

In addition, Fresno Unified has built into the school year Bridge Time prior to the traditional first day of school to allow all students the opportunity to engage with their teacher and peers on re-engaging back to school, social emotional connectedness, inventorying critical instructional technology tools and materials and providing feedback to school sites on readiness needs.

**High School Credit Recovery:** Funding will be made available to support 22.5 FTE to teach a period of credit recovery before and after school. These are not new teachers but is intended to pay existing high school teachers for extra periods of credit recovery before or after school.

**African American Academic Acceleration:** Fresno Unified School District will hire one Project Manager and relaunch and improve a middle school reading program through the African American Academic Acceleration Program (A4). The district will capitalize on documented improvements for elementary students by seeking similar outcomes for middle school students.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$38.3 Million	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	<i>Strategies outlined in the category of increased instructional time are intended to accelerate student progress to close learning gaps.</i>	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$1.6 Million	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$2.1 Million	[Actual expenditures will be provided when available]
Additional academic services for students	\$3.3 Million	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$9.6 Million	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$54.9 Million	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

In total, Fresno Unified School District will invest approximately \$86.1 million in additional one-time resources for the 2020/21 school year. In total, the strategy outlined in the Expanded Learning Opportunities Grant will compliment with several other new investments funded from other federal Elementary and Secondary School Emergency Relief funds. Additional planned investments include:

- Additional middle and high school enrichment opportunities
- Math and literacy class size supports
- Additional one-time funds provided to school sites (to be planned through the SPSA)
- Two-day voluntary professional learning summit
- Curriculum and instruction support
- Teacher development supports
- Library services (student books)
- Health services support
- Classroom ventilation upgrades
- Classroom telecom upgrades
- Student desk replacements

# Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

## Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

### **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

#### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

### **A description of how students will be identified, and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

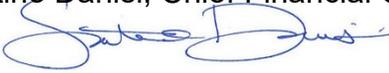
**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

Fresno Unified School District  
Board Communication

**BC Number AS-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Santino Danisi, Chief Financial Officer  
Cabinet Approval: 

Date: May 14, 2021

Phone Number: 457-6225

Regarding: District's Bond Rating Affirmed by Moody's Investors Service

The purpose of this communication is to inform the Board that Fresno Unified School District's Aa3 rating was affirmed by Moody's Investor's Service.

In the Moody's Investors Service update to potential investors dated May 13, 2021, the credit opinion labeled the district's outlook as "stable". "The stable outlook reflects our expectation that the district's economy will continue to grow and the district's financial profile will remain sound, supported by management's conservative budgeting practices".

In the summary, the Moody's report noted "the districts growing central valley economy, relative stable enrollment trend and healthy finances, with solid reserves and considerable alternate liquidity outside of the general fund that could be used for operations. The district also benefits from a prudent management team, with conservative budgeting practices and an adopted reserve policy."

The Moody's Investors Services press release is attached.

The Board is scheduled to approve the issuance of and sale of General Obligation Bonds, Election of 2016 (Measure X), Series D and General Obligation Bonds, Election of 2020 (Measure M), Series A at the May 19, 2021 Board of Education meeting with proceeds scheduled to be received June 2021.

If you have any questions or require additional information, please call Santino Danisi at 457-6225.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21

**Rating Action: Moody's assigns Aa3 to Fresno USD, CA's Election of 2016, Series D and Election of 2020, Series A GO Bonds; outlook stable**

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13 May 2021

New York, May 13, 2021 -- Moody's Investors Service has assigned Aa3 ratings to Fresno Unified School District, CA's General Obligation Bonds Election of 2016, Series D and General Obligation Bonds Election of 2020, Series A. The expected par amounts are \$45.0 million and \$80.0 million, respectively. Concurrently, Moody's has affirmed the district's outstanding A1 issuer rating, Aa3 general obligation bond rating and A2 lease revenue bond rating. The issuer rating reflects the district's ability to repay debt and debt-like obligations without consideration of any pledge, security or structural features. The outlook is stable.

**RATINGS RATIONALE**

The A1 issuer rating reflects the district's growing central valley economy, relatively stable enrollment trend and healthy finances, with solid reserves and considerable alternate liquidity outside of the general fund that could be used for operations. The district also benefits from a prudent management team, with conservative budgeting practices and an adopted reserve policy. Weak resident income and property wealth constrain the credit profile, although this is partly mitigated by significant supplemental and concentration grant funding the district receives under the Local Control Funding Formula due to the high share of unduplicated students. The rating also incorporates the district's elevated leverage, driven by significant voter approved debt, a growing pension burden and large unfunded other post-employment benefits liability compared to peers.

The Aa3 rating on the district's GO bonds is one notch higher than the issuer rating. The one notch distinction reflects California (Aa2 stable) school district GO bond security features that include the physical separation through a "lockbox" for pledged property tax collections and a security interest created by statute.

The A2 rating on the lease revenue bonds is one notch below the issuer rating, reflecting abatement risk and the more essential leased asset of a school building. The district covenants to include lease payments in annual budgets, and payments are not subject to appropriation risk.

**RATING OUTLOOK**

The stable outlook reflects our expectation that the district's economy will continue to grow and the district's financial profile will remain sound, supported by management's conservative budgeting practices. We expect leverage will remain elevated with additional issuances planned under the district's remaining Measure M authorization.

**FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS**

- Significant improvement in socioeconomic measures
- Sustained strengthening of the district's financial position
- Material reduction of long-term liabilities and related fixed costs

**FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS**

- Deterioration of the district's reserves and liquidity
- Enrollment losses that would pressure financial performance
- Material growth in long term liabilities and their related fixed costs

**LEGAL SECURITY**

The district's GO bonds are secured by an unlimited property tax pledge of all taxable property within the district's boundary. The portion of district's ad valorem property tax levy restricted for debt service is collected, held and transferred directly to the paying agent by Fresno County on behalf of the district.

The lease revenue bonds are secured by the district's covenant to annually budget and appropriate lease payments for the use and occupancy of the district's Central Kitchen, which has an insured value of \$14.6 million. The Central Kitchen, which serves about 16.5 million meals annually and houses about 570 employees, consists of a 108,900 square foot, two-story building used as kitchen facilities, storage and warehouse space and administrative offices. All of the district's actively managed general revenue is available for lease payments, although the district intends to apply, but has not pledged, funds available in its Cafeteria Fund, derived from the National School Lunch Program, to lease payments.

#### USE OF PROCEEDS

The Election of 2016, Series D GO bonds represent the final issuance under the district's Measure X, which authorized \$225 million. Proceeds will finance various school facilities improvement projects.

The Election of 2020, Series A GO bonds represent the first issuance under the district's Measure M, which authorized \$325 million. Proceeds will finance various school facilities improvement projects.

#### PROFILE

Fresno Unified School District serves the City of Fresno (A3 stable), a small portion of the City of Clovis (Aa2), and unincorporated areas of Fresno County. With 103 schools and approximately 72,648 students budgeted for fiscal 2021 enrollment, the district is the third largest public school district in California as measured by enrollment.

#### METHODOLOGY

The principal methodology used in these ratings was US K-12 Public School Districts Methodology published in January 2021 and available at [https://www.moody.com/researchdocumentcontentpage.aspx?docid=PBM\\_1202421](https://www.moody.com/researchdocumentcontentpage.aspx?docid=PBM_1202421). Alternatively, please see the Rating Methodologies page on [www.moody.com](http://www.moody.com) for a copy of this methodology.

#### REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis, see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found at: [https://www.moody.com/researchdocumentcontentpage.aspx?docid=PBC\\_79004](https://www.moody.com/researchdocumentcontentpage.aspx?docid=PBC_79004).

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Fresno Unified School District  
Board Communication

**BC Number EA-1**

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

Date: May 14, 2021

Phone Number: 457-3896

Lindsay Sanders (May 13, 2021 12:32 PDT)

Regarding: Hanover Designated Schools Evaluation Capstone Report

The purpose of this communication is to provide the Board information regarding our evaluation of Designated Schools. We contracted with Hanover, an external research firm, to conduct an evaluation of Fresno Unified's Designated Schools program. The program evaluation is intended to support our district in better understanding the impacts, strengths, challenges, and areas for improvement in our Designated Schools. Hanover took a multi-method approach to this evaluation that involved six studies to gather and analyze the following quantitative and qualitative data:

- Designated Schools Stakeholder Perceptions Survey – Student, parent, and staff perceptions of their Designated Schools were gathered to identify strengths, improvement areas, and differences among respondent groups.
- Designated Schools Academic Outcomes Analysis – Differences in Grades 3-6 SBAC ELA and Math scores between students enrolled in Designated Schools and students not enrolled in Designated Schools were compared to identify the impact of Designated Schools on student achievement.
- Designated Schools Peer Benchmarking Analysis – Four years of academic, attendance, and behavioral data were synthesized and analyzed to identify student outcomes from 40 Designated Schools and 25 peer district elementary school sites.
- Designated Schools Academic Outcomes Cohort Analysis – Program effects were disaggregated by Designated Schools program cohort to consider whether Designated Schools have more of an impact in schools in which the program has been operating for a longer period,
- Designated Schools Teacher Retention Analysis – Teacher retention, turnover, and termination rates in elementary schools in 2013/14 through 2019/20 were reviewed and analyzed to understand whether the Designated Schools program impacts retention.
- Designated Schools Focus Group Analysis – Feedback was collected from parents and staff to understand perceptions of Designated Schools' impact, strengths, challenges, and improvement areas.

Following the completion of each of the previously described studies, Hanover synthesized the findings in a summary report and engaged district leaders from Curriculum and Instruction, Equity and Access, and the Superintendent in meetings to review and discuss the findings. Hanover presented the culmination of the research sequence with a capstone report that synthesized the following key finding themes and overviews:

- Evidence of program effectiveness on academic outcomes for students is mixed;

- Student behavioral outcomes are mixed with chronic absenteeism rates decreasing and suspension rates increasing since program inception, and about two-thirds to three-quarters of students indicating positive perceptions of Designated Schools;
- Fidelity of program implementation appears to vary across school sites;
- Parents demonstrate limited knowledge or awareness of Designated Schools but indicate overall satisfaction with the quality of education and support their children receive, and
- Designated Schools experience mixed results regarding teacher retention and attrition outcomes, despite teachers at these schools earning a stipend and describing program benefits and positive experiences.

The purpose of program evaluation is to enable us to dig deeper into areas of success and areas of opportunity needed to improve our student outcomes. Three recommendations for further exploration, learning, and improvement are as follows:

- Provide Designated Schools with a set of recommended standards and share exemplary practices for how to use components of the More Time initiative effectively to improve the fidelity of program implementation of high-quality instruction and to ensure optimization of additional time and resources;
- Conduct case studies with leaders at Designated School sites that have demonstrated the most positive outcomes; and
- Engage in two-way communication (e.g., through conversations, meetings, surveys, newsletters) with district stakeholders (e.g., staff, parents) in all applicable languages to provide information on Designated Schools selection, program components, and targeted outcomes and receive suggestions and perceptions of school operations and culture.

Included in this communication is Hanover's Designated Schools Evaluation Capstone Report that synthesizes the data into key findings and recommendations that reflect multiple Designated Schools cohort, academic and behavioral outcomes, student and teacher data, stakeholder perspectives, and an overview of program funding.

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: 05/14/21



# DESIGNATED SCHOOLS PROGRAM EVALUATION CAPSTONE

Prepared for Fresno Unified School District

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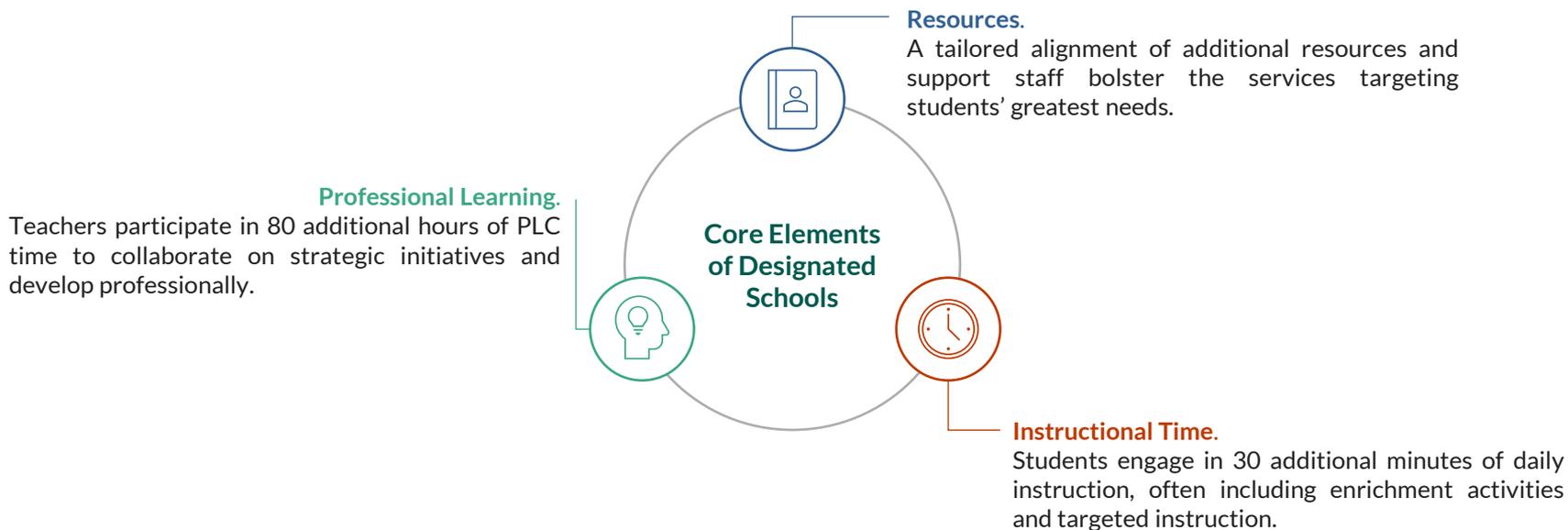




# **EXECUTIVE SUMMARY**

# BACKGROUND

Fresno Unified School District (Fresno USD) supports 40 of its elementary schools as Designated Schools. These schools receive additional state funding to operate programs and provide targeted resources – including increased accountability, instruction, staffing, and professional learning – to support schools throughout the district with student populations of the greatest need.



After multiple years of program implementation, Fresno USD partnered with Hanover Research (Hanover) to conduct a series of analyses of the Designated Schools program. To further support Fresno USD, Hanover presents this capstone report to summarize findings from six previous analyses on Designated Schools. This document synthesizes data into key findings that reflect multiple Designated Schools cohorts, academic and behavioral outcomes, student and teacher data, and stakeholder perspectives.

# OVERVIEW OF FINDINGS

## Capstone Key Finding Themes and Overviews



### ACADEMIC OUTCOMES

Evidence of program effectiveness on academic outcomes for students is mixed.



### BEHAVIORAL OUTCOMES

Student behavioral outcomes are mixed with chronic absenteeism rates decreasing and suspension rates increasing since program inception and about two-thirds to three-quarters of students indicating positive perceptions of Designated Schools.



### PROGRAM IMPLEMENTATION

Fidelity of program implementation appears to vary across school sites.



### PARENT FEEDBACK

Parents demonstrate limited knowledge or awareness of Designated Schools but indicate overall satisfaction with the quality of education and support their children receive.



### TEACHER RETENTION

Designated Schools experience mixed results regarding teacher retention and attrition outcomes, despite teachers at these schools earning a stipend and describing program benefits and positive experiences.



# INTRODUCTION

# SUMMARY OF RESEARCH PROJECTS (1/2)

The analyses contributing to this capstone report appear in the following table along with an overview of their methodologies.

REPORT	PURPOSE	METHODOLOGY
<b>Designated Schools Peer Benchmarking Analysis</b>	Synthesizes and analyzes four years of academic and behavioral student outcomes from 40 Designated Schools and 25 peer district elementary school sites	<ul style="list-style-type: none"> <li>Used a list of Fresno USD and peer sites to compile data from 2016 through 2019 for total school populations (All), English Learners (EL), socioeconomically disadvantaged students (SES), and students with disabilities (SWD) on academic and behavioral outcomes</li> <li>Created tables and figures to analyze the data and identify key findings</li> </ul>
<b>Designated Schools Academic Outcomes Analysis</b>	Compares differences in Grade 3-6 SBAC ELA and Math scores between students enrolled in Designated Schools and students not enrolled in Designated Schools to identify the impact of Designated Schools on student achievement	<ul style="list-style-type: none"> <li>Identified a group of non-participants to compare to Designated Schools students through propensity score matching (PSM) using eight achievement and demographic variables</li> <li>Conducted independent t-tests to compare SBAC scale score outcomes, calculate effect sizes, and use results to identify key findings</li> </ul>
<b>Designated Schools Academic Outcomes Cohort Analysis</b>	Disaggregates program effects by Designated Schools program cohort to consider whether Designated Schools have more of an impact in schools in which the program has been operating for a longer period	<ul style="list-style-type: none"> <li>Expanded on the Designated Schools Academic Outcomes Analysis by disaggregating treatment effect estimates by Designated Schools cohort and compared the 2018-19 school year outcomes of program students against those of students who had not previously enrolled in a Designated School</li> </ul>

# SUMMARY OF RESEARCH PROJECTS (2/2)

The analyses contributing to this capstone report appear in the following table along with an overview of their methodologies.

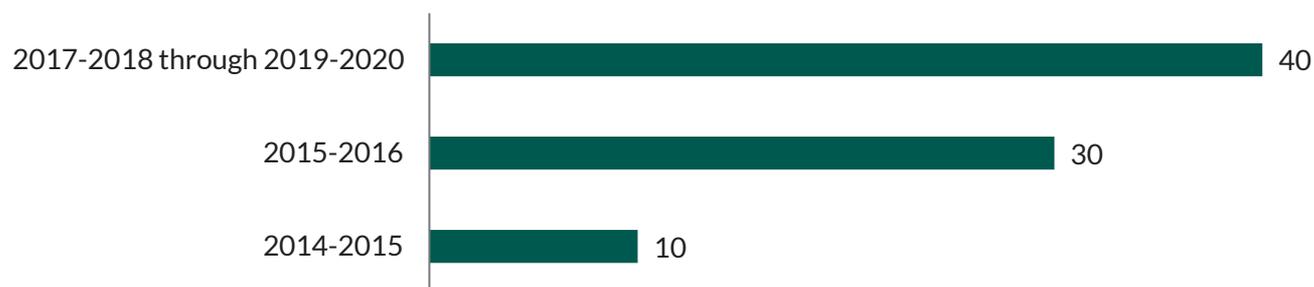
REPORT	PURPOSE	METHODOLOGY
<b>Designated Schools— Teacher Retention Analysis</b>	Reviews teacher retention, turnover, and termination rates in elementary schools in 2013-2014 through 2019-2020 to understand whether the Designated Schools program impacts retention	<ul style="list-style-type: none"> <li>• Collected and analyzed teacher retention, turnover, and termination rates over seven academic years</li> <li>• Disaggregated data by Designated Schools program cohort and non-cohort schools as well as teacher experience levels</li> </ul>
<b>Designated Schools Focus Group Analysis</b>	Collects feedback from parents and staff to understand perceptions of Designated Schools' impact, strengths, challenges, and improvement areas	<ul style="list-style-type: none"> <li>• Conducted and analyzed results from six virtual focus groups with Designated Schools stakeholders:               <ul style="list-style-type: none"> <li>• 4 Parent/guardian of current Designated student groups</li> <li>• 2 Current staff groups</li> <li>• 1 Formerly Designated staff group</li> <li>• 1 Designated site administrator group</li> </ul> </li> </ul>
<b>Designated Schools Stakeholder Perceptions Survey</b>	Collects student, parent, and staff perceptions of their Designated Schools to identify strengths, improvement areas, and differences among respondent groups	<ul style="list-style-type: none"> <li>• Administered online Qualtrics survey from October to December 2020 and received 1,431 viable responses from current students, parents, and Fresno USD staff</li> <li>• Cleaned and analyzed data to create Power BI and summary resources</li> </ul>

# INTRODUCTION

Fresno Unified School District (Fresno USD) recognizes that many students come to school unprepared, have different needs, and require supports beyond what a typical district budget can provide. These students—often identified as ELs, students in poverty, and Foster Youth—often hear fewer words during early development and less developed vocabularies. Therefore, Fresno USD implemented the Turnaround Model in 2011, then agreed with the Fresno Teachers Association to implement the Designated Schools program in 2014, which has since increased from 10 to 40 elementary schools through three cohorts. Fresno USD selected these schools using the following tools and intentions:

- CORE Report Card School Quality Improvement Index;
- Academic Performance, Social-Emotional Learning, and School Culture and Climate information;
- Intentionally targeting schools with the greatest academic needs (Updated Assessment Results); and
- Intentionally targeting schools at 93 percent above the Local Control Funding Formula percentage.

**Total Number of Designated Schools at Fresno USD, 2014-15 – 2019-20**



# INTRODUCTION

Essential to Designated Schools is the “More Time” initiative. By providing “More Time,” students at these 40 elementary schools receive an additional 30 minutes of instructional time per day, which equates to 17 additional school days per year and teachers receive additional professional learning time and resources.

## More Time Initiative Components

### MORE TIME FOR STUDENTS (INSTRUCTION)

- Schools prioritize literacy, math, and intervention
- Schools use additional time to support the largest achievement gaps
- Intervention is purposeful, aligned, and measured
- Schools use the Five Tenants of the Instructional Practice Guide (IPG) as the focus for Instructional Excellence
- School administrations use the IPG on a weekly basis to capture data on the implementation of excellent instruction

### MORE TIME FOR STAFF (ACCOUNTABLE COMMUNITIES)

- The 80 hours allow for appropriate Accountable Communities (ACs) time, which enable deep AC implementation
- ACs are results-oriented and focus on the four grounding questions
- Frequent formative assessments are shared, analyzed, and guide the AC's learning and instructional decisions
- Formative assessments identify individual students needing intervention and enrichment
- Intervention is purposeful, aligned, and measured
- All Designated Schools use the Accountable Communities Rubric to self-evaluate their implementation of their AC

### MORE TIME FOR STAFF (PROFESSIONAL LEARNING)

- Professional learning closely aligns with the major gaps identified through current student achievement results
- Schools strategically schedule professional learning time after critical assessment windows
- Professional learning is job-embedded
- By May 1st of each year, the following year's professional learning calendar will be set

# INTRODUCTION

To support Fresno USD in evaluating the Designated Schools program and the impact of increasing instructional and professional learning time, Hanover presents this capstone report. This report synthesizes the program’s financial information and findings from the six previously conducted analyses in the following sections.

## Capstone Report Structure

SECTION	CONTENTS
<b>Section 1: Program Funding and Finances Overview</b>	Presents recent expenditure and budget data for the Designated Schools program, including overall annual financing and costs for each of the three components of the More Time initiative (i.e., additional instruction, professional learning, resources)
<b>Section 2: Benchmarking Outcomes</b>	Presents findings from the Designated Schools Peer Benchmarking Analysis, which includes academic and behavioral outcomes
<b>Section 3: Academic Outcomes</b>	Presents findings from two reports on academic outcomes: Designated Schools Academic Outcomes Analysis and Designated Schools Academic Cohort Analysis
<b>Section 4: Teacher Retention Outcomes</b>	Presents findings from the Designated Schools—Teacher Retention Analysis
<b>Section 5: Stakeholder Feedback Outcomes</b>	Presents findings from two reports analyzing stakeholder perspectives and perceptions: Designated School Focus Group Study and Designated Schools Stakeholder Perceptions Survey

# RECOMMENDATIONS

Based on the findings presented in this report, Hanover suggests that Fresno USD:



**Provide Designated Schools with a set of recommended standards and share exemplary practices** for how to use components of the More Time initiative effectively to improve the fidelity of program implementation of high-quality instruction and to ensure optimization of additional time and resources;



**Conduct case studies with leaders** at Designated School sites that have demonstrated the most positive outcomes; and



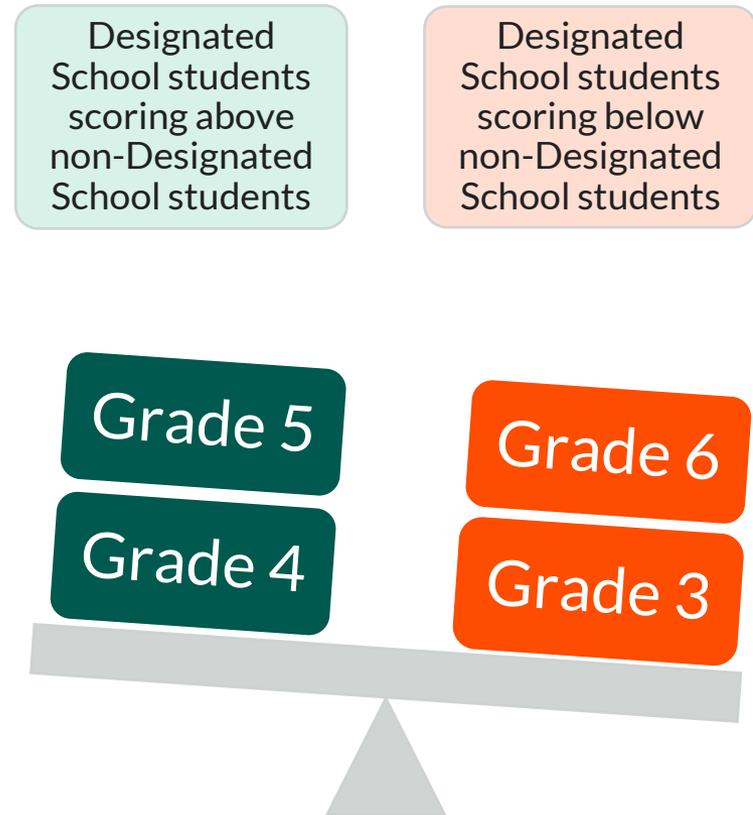
**Engage in two-way communication** (e.g., through conversations, meetings, surveys, newsletters) with district stakeholders (e.g., staff, parents) in all applicable languages to provide information on Designated Schools selection, program components, and targeted outcomes and receive suggestions and perceptions of school operations and culture.

# KEY FINDINGS: ACADEMIC OUTCOMES

Evidence of program effectiveness on academic outcomes for students is mixed. Analyses between 1) Designated Schools and peer sites and 2) Designated Schools students and non-Designated School students present inconsistent results despite teachers noting that the extra time supports academic goals.

- Designated Schools outperform and improve more consistently than peer sites as a whole and across all subgroups between 2016 and 2019. However, SWD greatly underperform on SBAC ELA and math.
- Fresno USD data disaggregated by grade level show that Designated Schools students in Grades 4 and 5 attain higher SBAC ELA and math scores compared to non-Designated Schools students, whereas students in Grades 3 and 6 receive lower scores and would benefit from additional supports.
- Grade-level data disaggregated by cohort does not show definitive evidence that the Designated Schools program positively affects performance. Academic outcomes by cohort fail to prove that the program is more effective among schools in which the program has been implemented longer, and certain Designated Schools students experiencing positive program impacts still underperform compared to non-Designated School students.

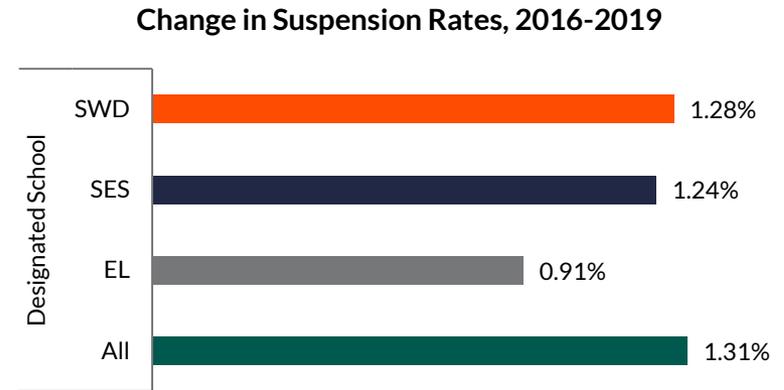
Designated Schools vs. Non-Designated Schools  
Student Academic Performance



# KEY FINDINGS: BEHAVIORAL OUTCOMES

Student behavioral outcomes are mixed with chronic absenteeism rates decreasing and suspension rates increasing since program inception and about two-thirds to three quarters of students indicating positive perceptions of Designated Schools.

Between 2017 and 2019, Designated Schools experienced decreased chronic absenteeism among all students and subgroups (i.e., SWD, EL, SES), and typically experienced larger reductions than peer sites. However, Designated Schools suspension rates between 2016 and 2019 increased among all students and subgroups, and the average peer site suspension rate *decreased* for all students and student subgroups.



## Students: Students at my school... % Agree or Strongly Agree



# KEY FINDINGS: PROGRAM IMPLEMENTATION

**Fidelity of program implementation appears to vary across school sites.** Sites have a fair amount of autonomy in how they use resources, and certain site leadership teams align resources and practices with data-driven needs while others use less methodical approaches.

How sites use the extra 30 minutes of instruction time differs based on how teachers and/or site leaders determine it will most benefit their students. This extra time often goes towards enrichment and SEL-related activities and teaching in small groups, targeted instruction, and Response to Intervention (RTI). The table below shows how impactful staff find program components and their implementation.\*

**Staff Perceptions of Program Components**

PROGRAM COMPONENT	OUTCOME AREAS IMPACTED	% VERY OR EXTREMELY IMPACTFUL
30 min. Teacher Time	Providing students with individualized interventions and supports	70%
30 min. Teacher Time	Improving student-teacher relationships	70%
30 min. Teacher Time	Improving overall student achievement	66%
30 min. Teacher Time	Supporting English Learners	66%
80 hrs. PL	Aligning interventions and supports with student needs	64%
80 hrs. PL	Developing teachers' content knowledge	62%
30 min. Teacher Time	Supporting students on 504 Plans or IEPs	62%
80 hrs. PL	Improving teacher relationships	61%
80 hrs. PL	Improving PLC effectiveness	61%
80 hrs. PL	Raising overall student achievement	60%
80 hrs. PL	Developing teachers' pedagogical skills	60%
30 min. Teacher Time	Improving student standardized test scores	58%
TsAs	Mentoring new classroom teachers	58%
TsAs	Providing instructional coaching support	57%
TsAs	Raising overall student achievement	57%
TsAs	Researching and implementing new instructional strategies	55%
TsAs	Serving 504/IEP student populations	50%
TsAs	Leading PLCs	49%

Source: [1] Information obtained from "Designated Schools Focus Group Study." [2] Figure reproduced nearly verbatim from "2020 Designated Schools Stakeholder Perceptions Survey."

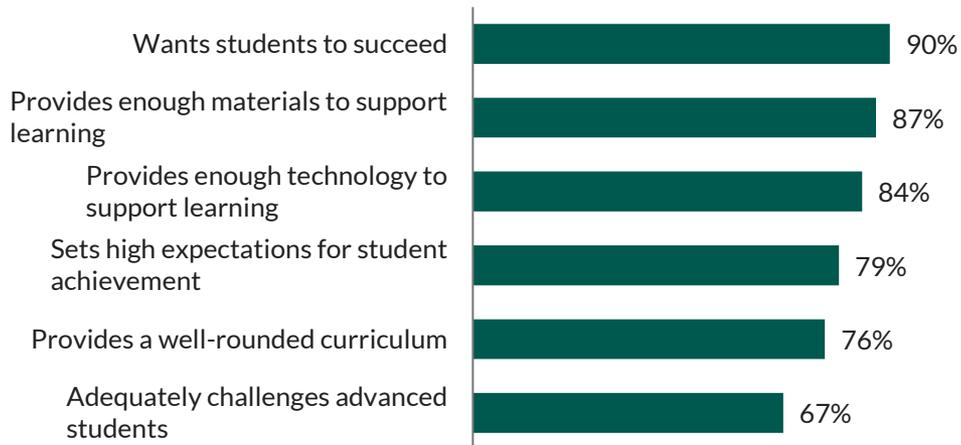
\*Figure abbreviations include professional learning (PL), individualized educational plans (IEPs), and teachers on special assignment (TsAs)



# KEY FINDINGS: PARENT FEEDBACK

Parents demonstrate limited knowledge or awareness of Designated Schools but indicate overall satisfaction with the quality of education and support their children receive. Focus group feedback, particularly, emphasizes parents' misunderstanding and lack or awareness of Designated Schools and More Time components. As shown by the quotes on the right, many parents knew about the additional 30 minutes of instruction time, but none knew about the additional staff professional learning time and resources.

**Parents: My child's school....**  
% Agree or Strongly Agree



*“Designated Schools [are] certain schools where they are **providing more instruction to kids who really need help.** Like in our neighborhood, I think most of the kids need help. And I think they have extra 30 minutes after school-- or not after but like 30 more minutes than regular school time.”*  
-Parent

*“To me [Designated Schools] just means they provide **extra support for English-language learners.**”* -Parent

*“I couldn't really tell you what to keep or what not to keep because it hasn't made any kind of an impact for us. I **didn't even realize what a Designated School was until the notifications and things came through for this meeting.**”* -Parent

# KEY FINDINGS: TEACHER RETENTION

Designated Schools experience mixed results regarding teacher retention and attrition outcomes, despite teachers at these schools earning a stipend and describing program benefits and positive experiences. Survey responses show that **63%** of teachers surveyed feel that teaching at a Designated School is better than other teaching opportunities, and just **11%** feel it is worse. However, the following figure highlights teachers' mixed views.

## POSITIVE PERCEPTIONS

- Most teachers who feel that teaching at a designated school is better than other teaching opportunities attribute it to **professional development opportunities** (54%), and **teaching methods, compensation, and school culture/climate** (40-42%).
- Staff members likely to stay in their current positions within the next two years feel motivated by the **work environment/climate** (63%), **opportunity to collaborate with colleagues** (61%), and their **relationship with school administration** (51%).
- **Teachers, TSAs, and instructional support staff** feel motivated to remain in their current positions by the same three items.

## NEGATIVE PERCEPTIONS

- Teachers who feel that teaching at a Designated School is worse than other teaching opportunities overwhelmingly cite **workload or working hours** as the reason why (96%).
- Staff members unlikely to remain in their current positions within the next two years mention multiple factors that could encourage them to remain, including **better student discipline** (47%), **smaller class sizes** (43%), **additional planning time** (35%), and an **improved relationship with school administration** (32%).
- Teachers not planning to continue teaching at their Designated Schools mention **job stress** as a contributing factor (59%). 34% wish to **pursue other job opportunities in education**, and 26% note **dissatisfaction with supervisors/administration**.

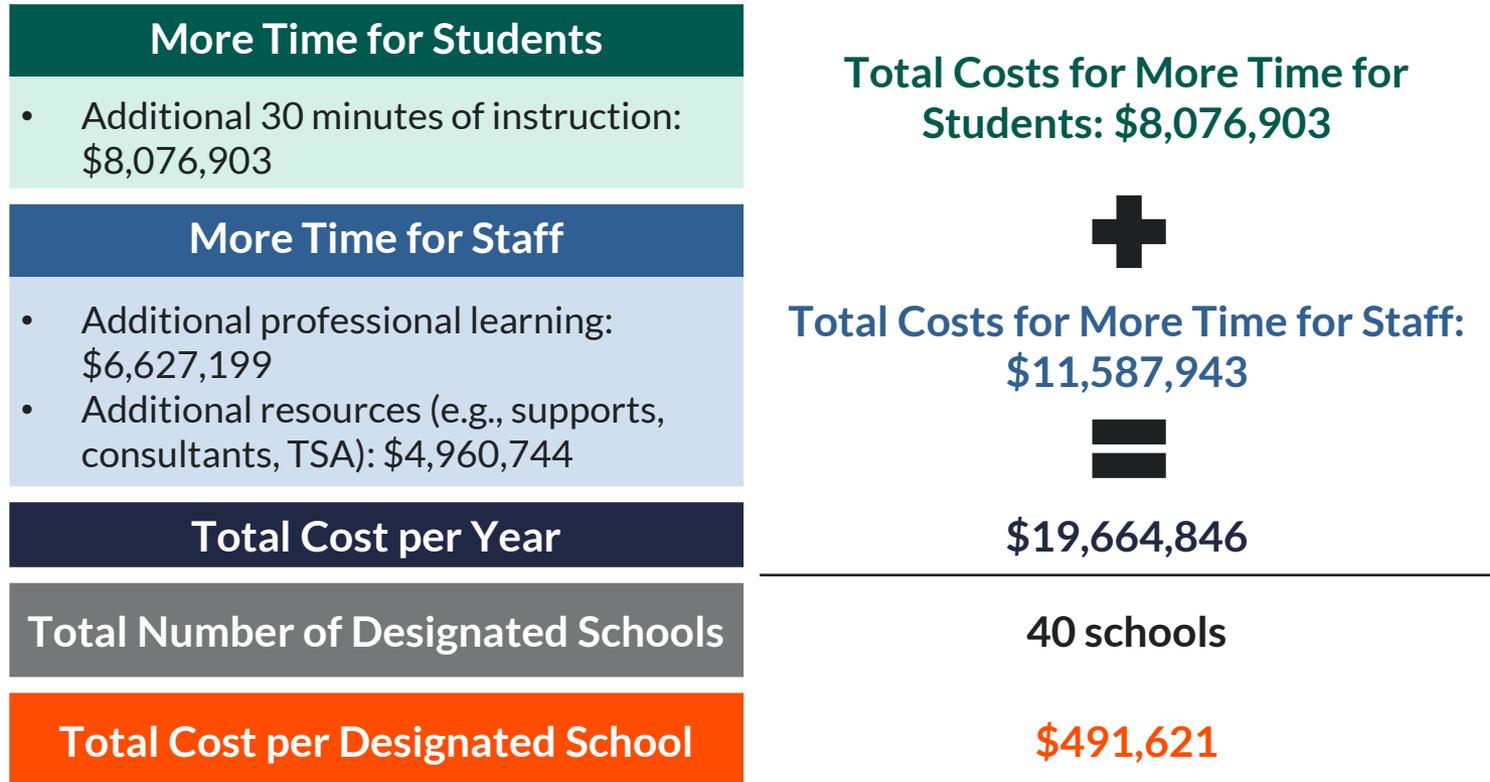
Despite multiple data limitations (e.g., impact of the Golden Handshake, impact of sites choosing to become a Designated School, impact of sites needing to reduce FTE), retention data also demonstrate mixed results as Designated Schools do not show higher retention rates than non-Designated Schools.



# **SECTION I: PROGRAM FUNDING AND FINANCES OVERVIEW**

# BUDGET OVERVIEW 2020-2021

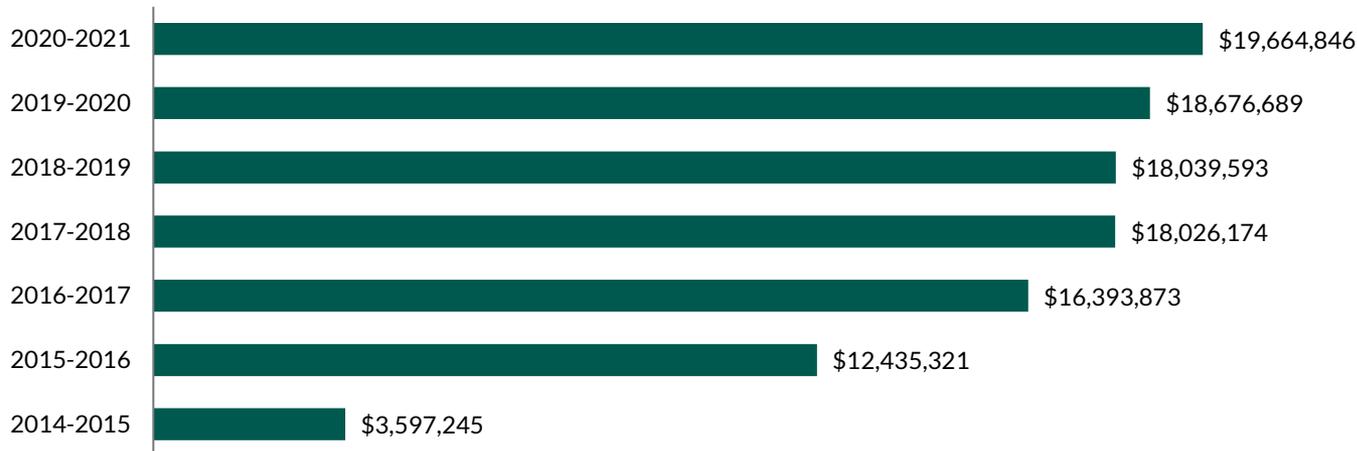
Fresno USD currently invests **\$19,664,846** per year in the Designated Schools program or approximately **\$491,621** per Designated School per year.



# ANNUAL FUNDING

Annual funding for the Designated Schools program continues to increase each year since Fresno USD initiated the program in 2014. As shown below, total expenditure increased from \$3,597,245 (\$359,725 per school) during the 2014-2015 academic year to a budget of \$19,664,846 (\$491,621 per school) for the 2020-2021 academic year. Notably, the largest increases in funding correspond with the district adding elementary schools to the program in 2015-2016 (i.e., expanding from 10 to 30 elementary schools) and 2016-2017 (i.e., expanding from 30 to 40 elementary schools).

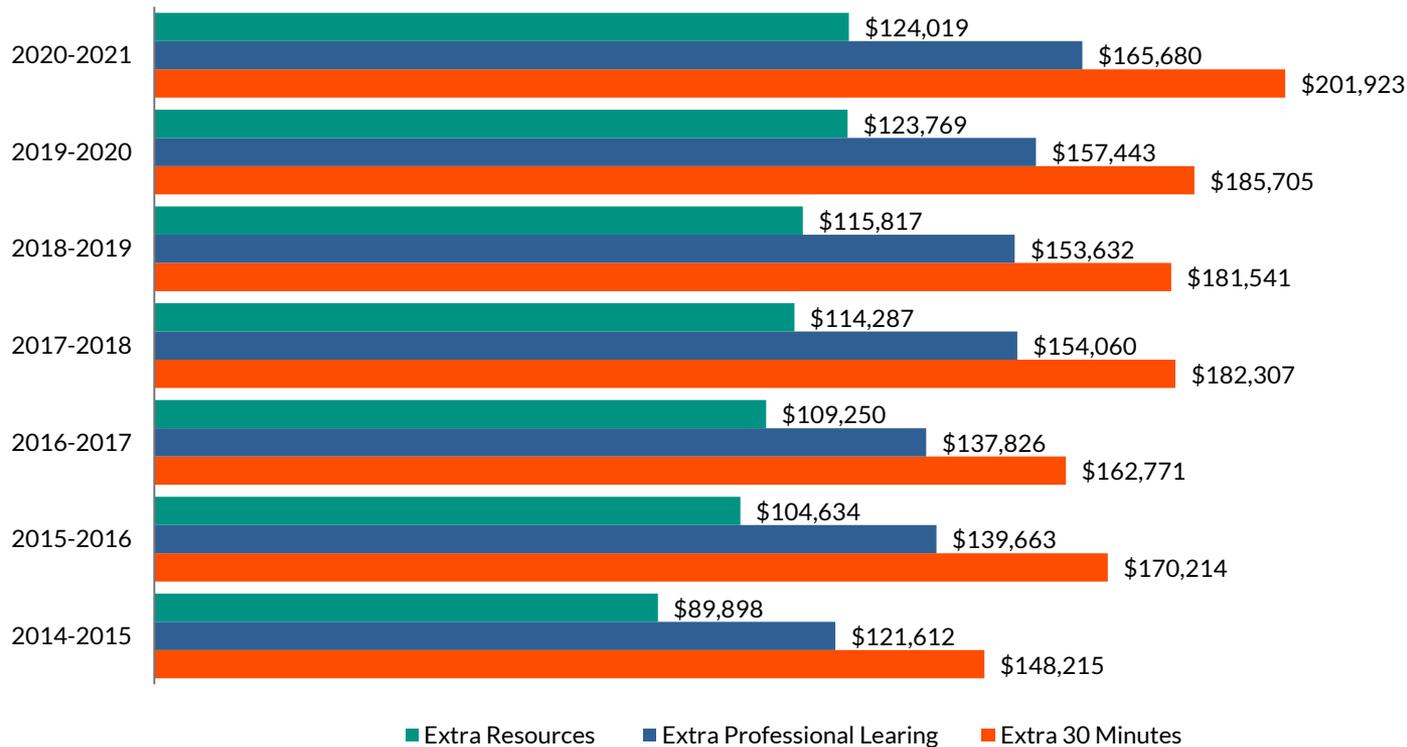
Annual Total Funding for Designated Schools Program



# MORE TIME COMPONENTS FUNDING

Among the three More Time components, the additional 30 minutes of instruction comprises the largest portion of the total and per school costs per year, followed by additional professional learning time, then additional resources (e.g., supports, consultants, TSA). The district increased funding for each component throughout most of the program's implementation, though funding slightly decreased for certain components during the 2016-2017 and 2018-2019 academic years.

Annual Per-School Expenditures on More Time Components



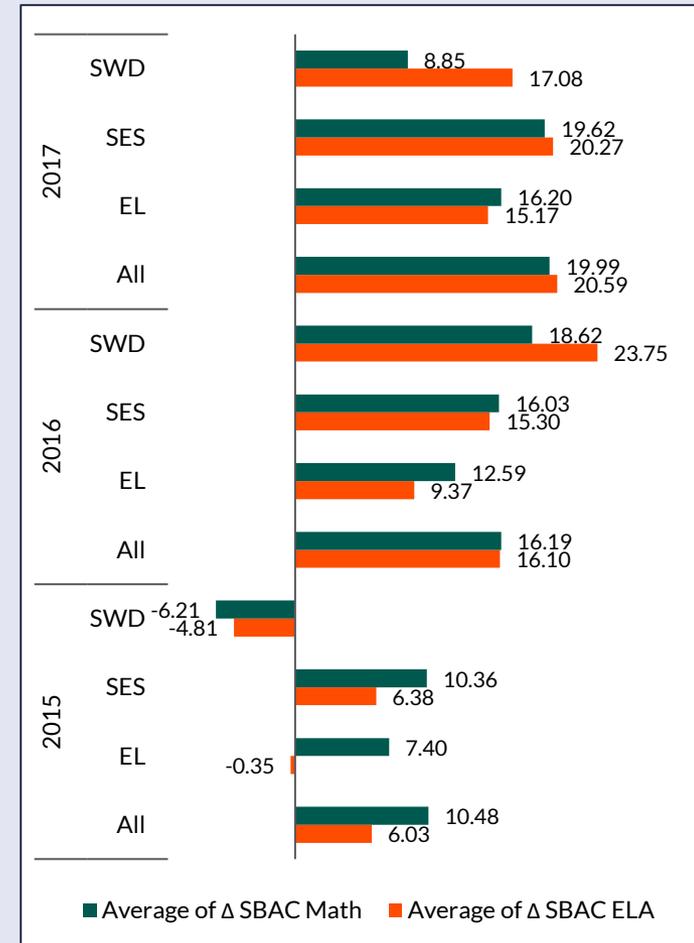


# **SECTION 2: BENCHMARKING OUTCOMES**

# STUDENTS IN DESIGNATED SCHOOLS DEMONSTRATE ACADEMIC PROGRESS

- Designated Schools outperform and improve more consistently than peer sites each year and across all student subgroups. Although Designated Schools and peer sites show similar academic trends, Designated Schools show similar or stronger performance on SBAC ELA and math assessments each year.
  - Academic data demonstrate inconsistencies when comparing cohort-level outcomes by student subgroups. (See figure)
  - In 2019, Designated Schools' total student populations demonstrated academic outcomes above and below the academic outcomes averaged across peer sites.

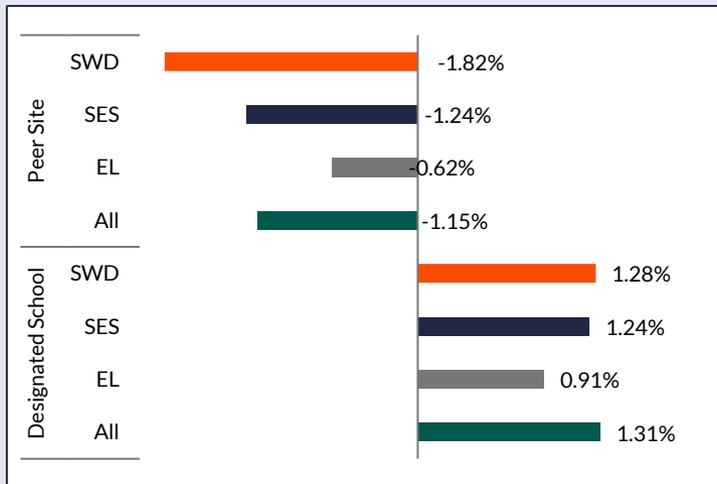
Change in SBAC Outcomes Across Student Groups by Designated School Cohort, 2016-2019



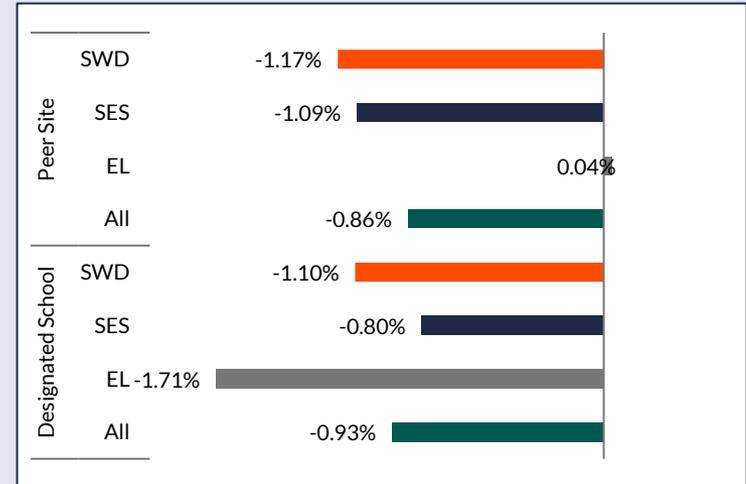
# BEHAVIORAL OUTCOMES VARY AT DESIGNATED SCHOOLS

- Overall, Designated Schools consistently demonstrate higher chronic absenteeism and suspension rates during the 2016 to 2019 period compared to peer sites. With few exceptions, Designated Schools show comparatively high rates across all students and specific student subgroups.
  - Chronic absenteeism for Designated Schools decreased with each new cohort, while the change in suspensions for Designated Schools fluctuated with each new cohort.
  - SWD disproportionately experienced chronic absenteeism and suspensions at peer sites and Designated Schools.

Change in Suspension Rates, 2017-2019



Change in Chronic Absenteeism, 2017-2019





# **SECTION 3: ACADEMIC OUTCOMES**

# THE DESIGNATED SCHOOLS PROGRAM HAS MIXED IMPACTS ON ACADEMIC OUTCOMES BUT OPERATES AT APPLICABLE SITES

- **Regardless of outcome, the schools selected as Designated Schools were appropriate schools of need.** When not accounting for other factors, Designated Schools students consistently have lower mean SBAC ELA and Math scores than non-Designated Schools students, suggesting that that the Designated School program operates in schools where students would benefit from additional supports.
- **Overall results indicating program effectiveness on examined academic outcomes are mixed.** When compared to *similar* non-Designated Schools students, Grade 4 and Grade 5 students at Designated Schools had higher mean SBAC ELA and Math scores, suggesting that the Designated Schools program successfully supported students in these grades. Conversely, Grade 3 and Grade 6 Designated Schools students had slightly lower mean SBAC ELA and Math scores, suggesting that students in these grade levels would benefit from additional supports.

# LENGTH OF PROGRAM IMPLEMENTATIONS DOES NOT APPEAR TO SIGNIFICANTLY IMPACT ACADEMIC OUTCOMES

- Academic outcomes analysis **by cohort** does not provide definitive evidence that the **Designated Schools** program demonstrates positive effects on performance or that the program was more effective among schools in which the program has been implemented for a longer duration.
- Designated Schools students often have mean prior performance scores lower than non-Designated Schools students, and results suggests that:



The Designated School program operates in schools where students would benefit from additional supports.

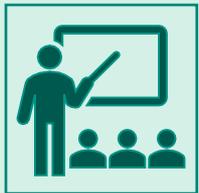


Even in the presence of a positive effect, **Designated Schools students** could still have lower mean outcome scores than **non-Designated Schools students**.

# ELA AND MATH OUTCOMES DEMONSTRATE INCONSISTENCIES ACROSS GRADE LEVELS AND DO NOT INCREASE IN EFFECTIVENESS OVER TIME

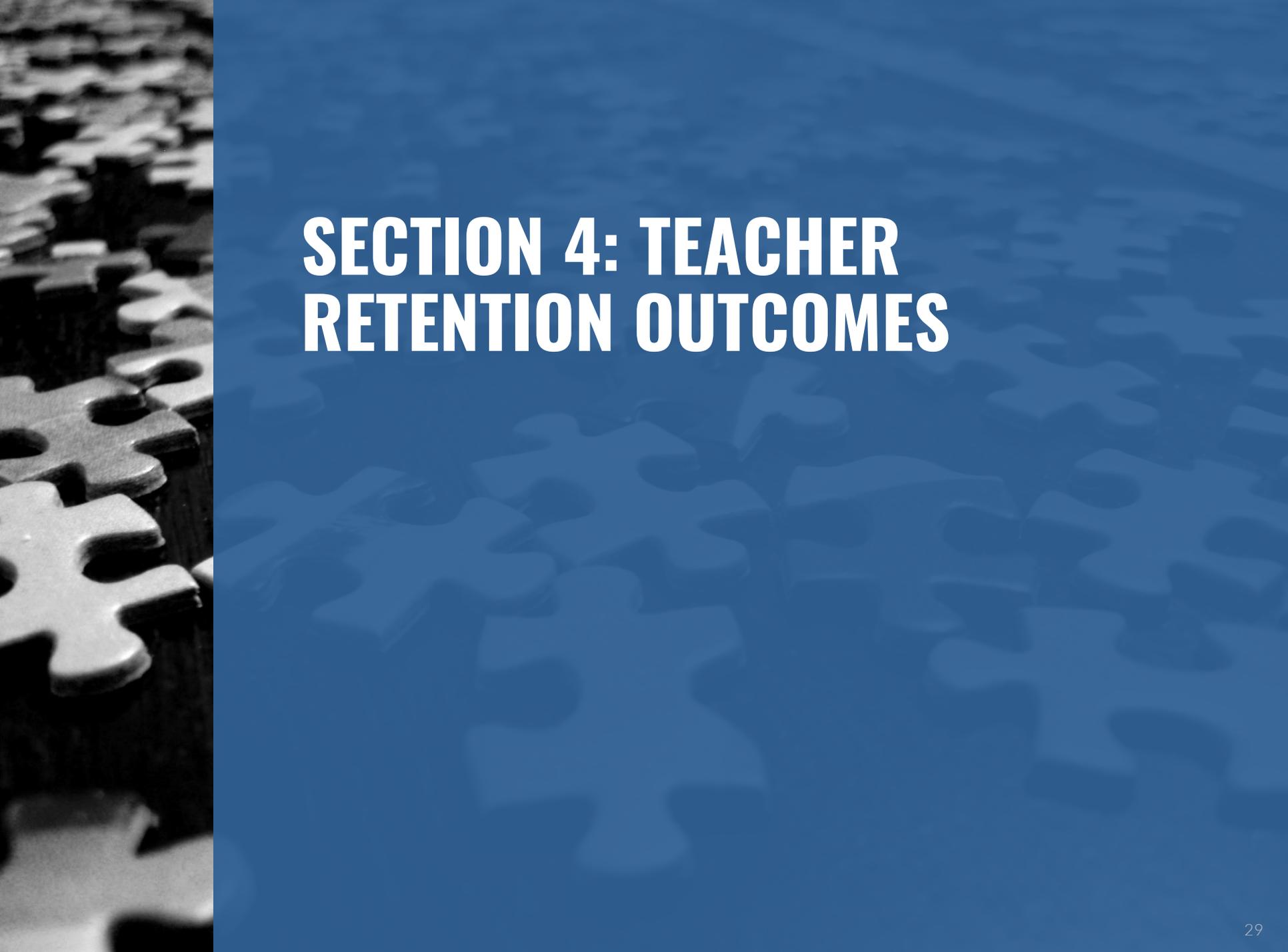


**Overall:** The Designated Schools program may have beneficial impacts on ELA and math outcomes for students who are targeted for participation. However, outcomes do not indicate consistent and positive results across grade levels. Grade 4 and Grade 5 Designated Schools students had higher mean SBAC scores than the matched comparison students.



**By Cohort:** Evidence does not prove that the Designated Schools program had a positive effect on student SBAC math performance or that the program was more effective in schools in which it had been implemented for a longer duration.

Note: This finding should be interpreted within the context of the matched comparison groups generally having higher prior performance scores than the Designated Schools students.

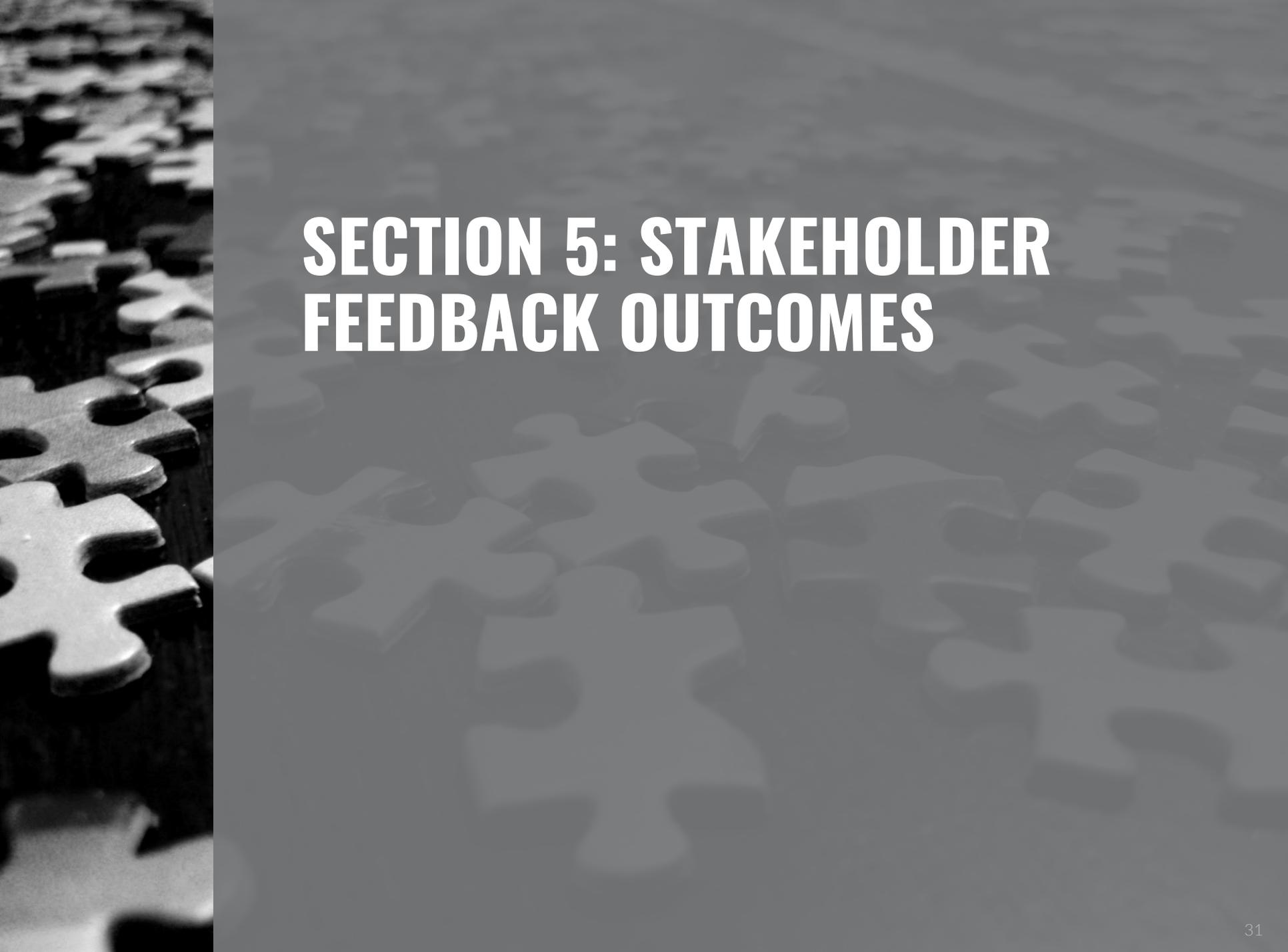


# **SECTION 4: TEACHER RETENTION OUTCOMES**

## RETENTION DATA SHOW MIXED RESULTS

- Retention, turnover, and termination data from 2013-2014 through 2019-2020 indicate that Designated Schools do not experience higher retention rates than non-Designated Schools.
- Despite multiple data limitations, retention and turnover rates disaggregated by Designated School versus non-Designated School, site, cohort, and teachers' years of experience do not highlight clear retention or turnover patterns.
- For example, the table below provides retention rates from the year before the Designated Schools program started, the first year of three cohorts, and the most recent year. These rates demonstrate Fresno USD's mixed retention results.

SITE	2013-2014	2016-2017	2019-2020
Never Designated Sites	82%	84%	60%
Cohort 1 (Designated 2014-2015)	84%	87%	76%
Cohort 2 (Designated 2015-2016)	84%	81%	75%
Cohort 3 (Designated 2016-2017)	83%	78%	77%
All Sites	83%	83%	72%



# **SECTION 5: STAKEHOLDER FEEDBACK OUTCOMES**

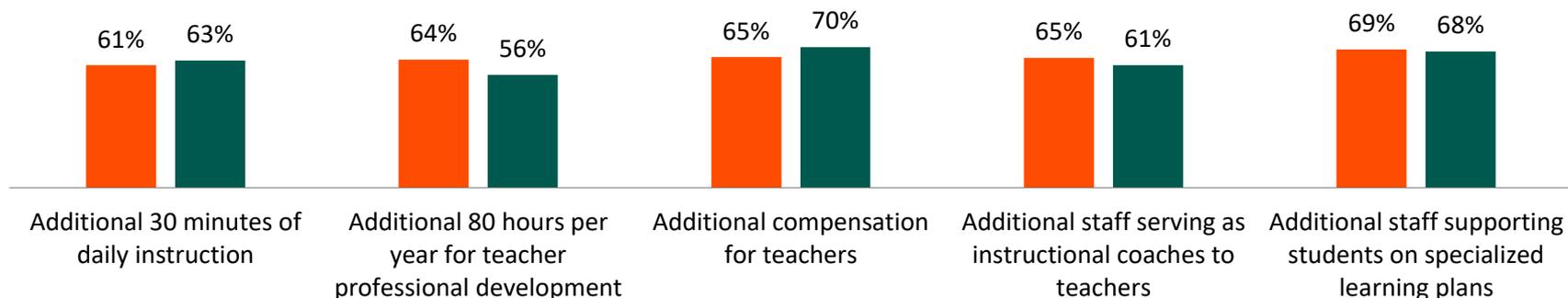
# STAKEHOLDERS DESCRIBE POSITIVE PERCEPTIONS OF DESIGNATED SCHOOLS

- Overall, surveyed students, parents, and staff have positive opinions of their schools:
  - 82% of students agree that their schools are doing a good job educating them.
  - 69% of parents agree that schools are doing a good job educating their children.
  - 76% of staff members are satisfied with their schools.
- Except for student attitudes toward learning, **staff members generally respond more positively** to statements about student engagement and instructional climate than students and parents.
- About **two thirds of parents and staff members** (i.e., teachers, TSA, instructional support, school administrators) rate all aspects of the Designated Schools program as very or extremely effective in improving student achievement, as shown in the figure below.

## Parents and Staff: Please rate the following program components' effectiveness.

*% Very or Extremely Effective at Improving Student Achievement*

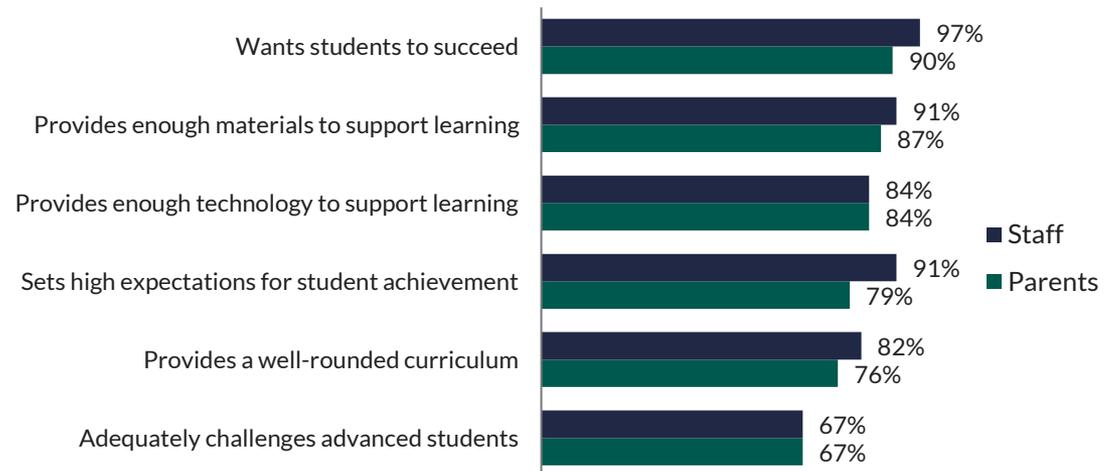
■ Parents ■ Staff Overall



# STAKEHOLDERS DESCRIBE POSITIVE PERCEPTIONS OF DESIGNATED SCHOOLS

- **Teachers express positive opinions about working in their Designated Schools.**
  - 63% of teachers surveyed feel that teaching at a Designated School is better than other teaching opportunities, and 11% feel it is worse.
  - Teachers most frequently select positive professional environment (89%), strong school leadership (86%), and the opportunity to be part of a respected team (85%) as very or extremely important factors when deciding to work at their current sites.
- **Compared to parents and students, staff agree that Designated Schools support a positive instructional climate compared to parents and students.**
  - 90% or more of staff respondents agree or strongly agree that teachers support students and want them to succeed.
  - Staff agree or strongly agree more than parents that Designated Schools as a whole support students, as shown in the figure to the right.

**Staff and Parents: My [child's] school...**  
*% Agree or Strongly Agree*



# KEY STRATEGIES INCLUDE TEACHER COLLABORATION, INTERVENTION-BASED INSTRUCTION, SEL DURING CLASS, AND SITE-SPECIFIC RESOURCES

Focus groups comprised of current staff, former staff, and parents indicate that **they value Designate Schools but have varying levels of understanding about program components and site evaluations.** The following figure contains staff and parent perceptions of Designated Schools' benefits and needs.

## Benefits and Needs of Designated Schools

### PERCEPTIONS ON BENEFICIAL PRACTICES

- Collaboration for data-driven decision-making
- Collaboration boosts productivity and satisfaction
- Tailoring resources to sites' needs
- Boosting SEL and enrichment during class
- Targeted instruction addresses key gaps
- Leveraging SEL staff to address student needs
- TSAs support the unique needs of each site

### PERCEPTIONS ON NEEDS AND RECOMMENDATIONS

- Collect, evaluate, and share successful practices
- Consider opportunities across all sites
- Tailor professional learning to align with each site's needs
- Focus on mental health and wellness
- Address equity and access concerns
- Transparently communicate experiences
- Focus on EL parents' needs
- Communicate with parents intentionally and in their language
- Define actionable and personalized goals for students

# PARENTS AND STAFF HAVE POSITIVE PERCEPTIONS OF THE PROGRAM, BUT PROGRAM IMPLEMENTATION AND ACCESS ARE INCONSISTENT

## Positive Perceptions

- Staff and administrators consistently express positive overall perceptions of and experiences with Designated Schools.

*\$24 million, well, it's a lot of money. It's a small price to pay when it comes to the long-term benefits."*

*-Administrator*

*"I myself cannot even remember what it looked like to have the kids for 30 minutes less a day. And I don't want to know what that would be like. I don't want to remember."* -Staff

- Staff members report several benefits of collaborative use of PLC time (e.g., cohesion and consistency across grade levels in the classroom, greater productivity, wellbeing and satisfaction, knowledge sharing opportunities).

*"The principal allowed us to come together and with other grade levels and having that designated time to do those things has been invaluable. I feel like I've grown from hearing from other teachers in what they've tried."* -Staff

*"It's abundantly clear that I trained much better at a designated school with the resources, than not having those resources at a designated school."*  
- Formerly Designated Staff

## Inconsistent Implementation and Access

- Designated School sites' use of the extra 30-minute block of class time varies widely based on how teachers and/or site administrators determine it will most benefit their student population.

*"What we need is more information about what services, what providers, what types of intervention is available to our school, and then the staff can vote on it. We need their help to tell us."*

*-Staff*

*"We've used our TSA position in different ways depending on the needs of that year and teacher buy-in for what they feel that the site needs are."*

*-Administrator*

- Parents and staff express concern over inequitable access of Designated School resources across the district.

*"My children, they participated in everything. [...] They have a lot of opportunities. I'm just wondering why not all schools have it."* -Parent

*"Our disproportionality is that we do have schools that are not designated that have the same numbers the rest of us have. That's the problem. It's not equitable for every student in Fresno Unified who meets those numbers. They're not getting the services."*  
-Administrator



# REFERENCES

# REFERENCES

- “Cost Analysis: Grades 3-5 TAP Math.” District Management Group. Graphic provided directly to Hanover Research by Fresno Unified School District.
- “Designated Schools.” Fresno Unified School District, November 8, 2017. Document provided directly to Hanover Research by Fresno Unified School District.
- “Designated Schools Academic Outcomes Analysis.” Hanover Research December 2020.
- “Designated Schools Academic Outcomes Cohort Analysis.” Hanover Research January 2021.
- “Designated Schools Focus Group Study.” Hanover Research, March 2021.
- “Designated Schools ‘More Time’ Expectations.” Fresno Unified School District. Document provided directly to Hanover Research by Fresno Unified School District.
- “Designated Schools Peer Benchmarking Analysis.” Hanover Research, March 2021.
- “Designated Schools: Teacher Retention Data.” Fresno Unified School District, March 4, 2021. Document provided directly to Hanover Research by Fresno Unified School District.
- “FUSD Designated Schools Fiscal Analysis 12-4-20 – Update for Title II.” Fresno Unified School District. Document provided directly to Hanover Research by Fresno Unified School District.
- “2020 Designated Schools Stakeholder Perceptions Survey.” Hanover Research, December 2020.



Thank you.

## CONTACT

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*Senior Director*

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 [hanoverresearch.com](http://hanoverresearch.com)

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: May 14, 2021

Phone Number: 457-3134

Regarding: Vans and Large SUVs for Student Transportation

The purpose of this communication is to provide the Board information regarding the availability of 8-passenger vans and SUVs to transport students to athletic and academic activities, in response to an inquiry at the May 05, 2021 Board meeting. Vans and large SUVs are used by the following programs:

- Student Engagement – For high schools, 15 vans are being procured and will be used to transport students for extra- and co-curricular activities. This will reduce the need to use buses for small student groups and avoid leaving school in the early afternoon for athletic events (due to school-to-home bus schedules). Two vans will be housed at each of the comprehensive high schools, and one at Duncan.
- Phoenix Secondary Academy – One van available to shuttle students from/to the FAX bus stop, two miles from the campus. Staff is working with the City Transportation Department regarding the possibility of a bus stop closer to Phoenix, but they are not available to add service at this time.
- Career Technical Education – Ten vans, housed at the comprehensive high schools, CART, Duncan, and Patiño, transport students to internships, job shadows, and other work-based learning experiences. CTE also has two SUVs housed at the Brawley Service Center.
- Transportation – Recently acquired a van and SUV to be used for student transportation services requiring a smaller vehicle.

As programs experience using the vans during the 2021 Fall semester, staff will evaluate the benefits and identify other programs/purposes where vans/SUVs would be desirable, for potential inclusion of a recommendation for additional vehicles in the 2022/23 budget development process. As a caveat, we are told there are very few vans of the preferred model available at this time, due to a shortage of microchips used in their manufacture.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21

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: Amanda Harvey, Nutrition Services Director  
Cabinet Approval: *K Temple*

Date: May 14, 2021

Phone Number: 457-3134

Regarding: Summer Meals Program

The purpose of this communication is to provide the Board information regarding the upcoming summer meals program to be provided by Nutrition Services. Students at all summer school sites will receive lunch on campus plus breakfast for the next day to take home (not requiring refrigeration). In addition, the current grab and go model will be continued for all community children 1-18, with breakfast and lunch meals served using a contactless drive-through model at 20 locations from 10:00-11:00 am, Monday-Friday. Weekend meals will continue to be served on Fridays throughout the summer.

To provide additional food support to our community, Nutrition Services is working with partners Central California Food Bank and Every Neighborhood Partnership on a model for food distribution using Fresno Unified campuses in the upcoming school year.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date: 05/14/21

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: Brian Beck, Assistant Superintendent  
Dr. Sean Virnig, Executive Director

Date: May 14, 2021

Phone Number: 457-3226

Cabinet Approval: 

Regarding: Special Education Community Advisory Committee

The purpose of this communication is to provide the Board information related to the purpose, membership, and schedule of the Special Education (SPED) Community Advisory Committee (CAC).

Pursuant to the federal Individuals with Disabilities Education Act, California *Education Code* requires Fresno Unified School District Special Education Local Plan Area (SELPA) to establish a CAC. The CAC is composed of parents of students with exceptional needs and any other persons concerned with the needs of such students; at least the majority of the CAC shall be composed of parents of students enrolled in our schools participating in the Local Plan.

The Local Plan for SPED must be developed every three years and updated cooperatively by a committee of representative special and general education teachers and administrators with the participation of parent members from the CAC. This process ensures access to SPED and services for all students with disabilities residing within the geographic areas served by Fresno Unified School District SELPA. At the May 19, 2021 Board meeting, the current CAC membership list will be presented to the Board for approval.

Some responsibilities of the CAC include recommending annual priorities for SPED services in the Local Plan, assisting in parent education and recruiting parents and other volunteers who may contribute to the development and implementation of the Local Plan, and supporting parental and community involvement on behalf of students with exceptional needs in the district.

The CAC meets monthly August through June. The CAC webpage on the Department of SPED website lists meeting dates and includes meeting agendas, minutes, current bylaws, and an online application form: <https://sped.fresnounified.org/community-advisory-committee/>

A subsequent communication will be provided to the Board announcing meeting dates for next school year once the CAC approves the calendar by the end of June.

If you have any questions or require additional information, please contact Brian Beck or Dr. Sean Virnig at 457- 3226.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21

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: Bryan Wells, Assistant Superintendent  
Cabinet Approval: 

Date: May 12, 2021

Phone Number: 457-3805

Regarding: 2021 Graduation Update

The purpose of this communication is to provide the Board an update regarding modifications to the Graduation Schedule and Safety Protocols for the events.

The Student Engagement Department has continued to correspond with the Fresno County Department of Public Health, and our district's Health Department in order to respond to the most up to date information regarding Graduation safety and capacity guidance.

Following Board Approval of the agreement for use of the Paul Paul Theater and Sunnyside Stadium, a more thorough and accurate mapping of the participant and spectator areas was completed. Based on the updated map and clarity on spectator counts, it has been determined that the following schools will be hosting one graduation instead of the two previously communicated.

Edison High School  
Hoover High School  
Sunnyside High School  
Roosevelt High School  
Bullard High School  
Fresno High School

Each graduate will be issued four tickets for their respective ceremony (within the Orange Tier). For schools with smaller graduate counts, additional tickets may be issued on an as needed, as requested basis, and only within the safety guidelines for maximum spectator capacities.

For the Class of 2020, response to the Graduate Walk Registration Form was closed on Monday, May 10. There were 636 responses across all sites. Based on the safety and capacity guidelines, there will be two ceremonies held at the Paul Paul Theater and each Class of 2020 Graduate will receive four electronic tickets for spectators to attend. Respondents will be notified via email based on their form submission, as well as, via Fresno Unified and school site website and social media accounts.

The final Graduation Schedule is attached and can also be found on the Fresno Unified district website.

If you have any questions or require additional information, please contact Bryan Wells at 457-3805.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 05/14/21



Fresno Unified School District

## 2021 High School Graduation Schedule

Day	Date	Grad Time	Practice	School	Location
	Ongoing	-----	-----	Fresno Adult H.S. & GED	On Site
Monday	May 24	3:00 PM	-----	2020 – BHS/CHS/DW/DS/DP/EHS/FHS	Paul Paul Theater
Monday	May 24	5:00 PM	-----	2020 – HHS/JEY/MHS/PHS/RHS/SHS	Paul Paul Theater
Monday	May 24	7:30 PM	9:30 AM	Design Science Middle College HS	Paul Paul Theater
Tuesday	June 1	7:30 PM	10:30 AM	Patiño School of Entrepreneurship	Paul Paul Theater
Thursday	June 3	9:00 AM	June 2, 2:30 PM	DeWolf	Paul Paul Theater
Thursday	June 3	11:00 AM	June 2, 1:00 PM	J.E. Young	Paul Paul Theater
Thursday	June 3	6:00 PM	June 2, 10:30 AM	Cambridge	Paul Paul Theater
Thursday	June 3	8:00 PM	June 2, 9:00 AM	Duncan Polytechnical	Paul Paul Theater
Friday	June 4	11:00 AM	-----	Rata	Rata Courtyard
Friday	June 4	7:30 PM	9:00 AM	Edison	Paul Paul Theater
Monday	June 7	7:00 PM	9:00 AM	Hoover	Paul Paul Theater
Monday	June 7	8:00 PM	9:30 AM	Sunnyside	Sunnyside Stadium
Tuesday	June 8	8:00 PM	9:00 AM	Roosevelt	Paul Paul Theater
Tuesday	June 8	7:30 PM	8:30 AM	McLane	McLane Stadium
Wednesday	June 9	10:30 AM	-----	Adult Transition Program	ATP Courtyard
Wednesday	June 9	7:30 PM	9:00 AM	Bullard	Paul Paul Theater
Thursday	June 10	7:00 PM	9:00 AM	Fresno	Paul Paul Theater