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**Superintendent**  
Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – August 20, 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, Ed.D. Superintendent Calendar Highlights

### **ADMINISTRATIVE SERVICES – Santino Danisi, Chief Financial Officer**

AS-1 Kim Kelstrom School Services Weekly Update Report  
AS-2 Santino Danisi Translation and Interpretation Support Services  
AS-3 Santino Danisi One-time Resource Planning

### **COMMUNICATIONS – Nikki Henry, Chief Information Officer**

C-1 Zuleica Murillo Parent University Back to School Event and  
Fall Family Learning Opportunities

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

HR-1 Paul Idsvoog Recommendation for Variable Term Waiver  
For Career Technical Education  
HR-2 Paul Idsvoog Recommendation for Variable Term Waiver

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

OS-1 Karin Temple Proposed Attendance Boundary for Herrera  
Elementary School – Community Meetings

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

SL-1 Raine Bumatay Ratify Third Amendment to the Manchester  
Center Lease for the Fresno Adult School  
SL-2 Jeremy Ward Career Technical Education Summer Internships  
SL-3 Teresa Morales-Young 2021 Summer Experience for Aspiring Teachers  
SL-4 Ambra O'Connor All Gender Restroom Expansion Project

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: August 20, 2021

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits at Ahwahnee, Columbia, Computech, Design Science, Eaton, Edison, Gaston, Heaton, Hidalgo, Holland, King, Kirk, Lincoln, Mayfair, McCardle, Robinson, Webster, Winchell and Wolters
- Participated in weekly call with Fresno County School Superintendents
- Met with former Senator Dean Florez regarding pooled COVID testing
- Met with Fresno Teachers Association Leadership
- Attended Californians for Civic Learning Coalition Meeting
- Met with Fresno City Manager, Thomas Esqueda
- Taught Fresno Unified/San Diego State University Doctorate Class, Re-Thinking Leadership

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 08/20/21

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: August 20, 2021

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for August 12, 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 August 12, 2021 is attached and includes the following articles:

- The Miracle of 2021 – August 12, 2021
- California Requires Vaccinations or Weekly COVID Tests for All School Staff – August 11, 2021
- More Schools Are Doing Systemic COVID Testing. Will it Work? – August 10, 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: 08/20/21



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

DATE: August 12, 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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## Legislature Returns from Summer Recess on Monday

The Legislature will return from its four week summer recess on Monday, August 16, 2021. Upon returning, it will be a sprint to the end of the legislative year as the houses will have two weeks to move bills through the Appropriations Committees and four weeks to complete floor votes.

While many noteworthy education policy issues were included as a part of the 2021–22 State Budget package, there are still a number of significant bills that are active and pending legislative approval, including the following:

- Assembly Bill (AB) 27 (Rivas, D-Arleta) would require local educational agencies (LEAs) to ensure each school identifies all enrolled homeless and unaccompanied students, the California Department of Education (CDE) to develop best practices and a model housing questionnaire, LEAs to annually administer the housing questionnaire based on the CDE model, and the CDE to award grant funding (subject to an appropriation of \$1.5 million) to county offices of education (COEs) to develop technical assistance centers related to homeless and unaccompanied students
  - This bill would adopt several of the recommendations from the 2019 California State Auditor's report and, as an urgency measure, would go into effect immediately upon Governor Gavin Newsom's signature
- AB 101 (Medina, D-Riverside) would require LEAs serving grades 9–12 to offer at least a one-semester course in ethnic studies beginning in 2024–25 and would add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements beginning with the 2029–30 school year
  - The 2021–22 State Budget includes \$50 million (one-time Proposition 98) to LEAs serving grades 9–12 to support the creation or expansion of ethnic studies course offerings if AB 101 is signed into law
- AB 367 (Garcia, D-Bell Gardens) would require all public schools serving grades 6–12 to stock menstrual products in all women and gender neutral restrooms, and one men's restroom beginning with the 2022–23 fiscal year

- This bill would expand upon the current law that requires public schools serving students in any grades 6–12, that also meet the 40% pupil poverty threshold required to operate a federal Title I schoolwide program, to stock at least 50% of the schools’ restrooms with feminine hygiene products at no charge
- AB 388 (Medina) would require that certificated employees at COEs, instructors at regional occupational centers and programs, and certificated employees at school districts with an average daily attendance of 250 or less attain permanent employee status after completing a probationary period
  - This bill is sponsored by the California Teachers Association (CTA) and is one of CTA’s top priority bills for 2021
- AB 438 (Reyes, D-San Bernardino) would extend the existing layoff protocols granted to certificated employees to permanent classified employees
  - This bill is sponsored by the California School Employees Association (CSEA) and cosponsored by the CTA and is one of CSEA’s top priority bills for 2021
- Senate Bill 14 (Portantino, D-La Cañada Flintridge) would add “for the benefit of the behavioral or mental health of the pupil” to the list of excused absences for purposes of school attendance and would require the State Board of Education to update its illness verification regulations to account for including a student’s absence for this purpose

The last day for the Legislature to approve bills and send them to Governor Newsom is Friday, September 10, 2021, just four days before the September 14 recall election that will ask California voters if they’d like to oust the sitting Governor and replace him with someone else.

*Leilani Aguinaldo*

## **The Miracle of 2021**

By Suzanne Speck  
School Services of California Inc.'s *Fiscal Report*  
August 12, 2021

Every year, around this time, we publish an article observing with wonder the miracle of the first day of school. Prior to 2018, we would have lamented the annual challenges associated with delays in construction projects, fingerprint clearances, school cleaning schedules, late registrations, and class schedule changes. Those were simpler times—but still a miracle, those annual first days of school.

Our 2019 *Fiscal Report* article, "[Holding on to Hope](#)" started this way; "Around this time each year, I sit down in hopes of writing a heartfelt and upbeat article describing the miracle of the first day of school. These annual "Back-to-School" articles have one thing in common—they contain a message of renewed hope and of reverence for those responsible for making the miracle of the first day of school happen despite the seemingly insurmountable operational, instructional, and human capital challenges before us." Which was an understatement given that the miracle of 2018 was that school reopened in the wake of mass shootings, natural disasters, teacher strikes, and with school children in California fearing the deportation of their parents.

Our 2020 *Fiscal Report* article, "[Holding on to Hope—and People](#)" asked, "Who would have imagined in 2019 that holding on to hope would prove to be equally as challenging . . . But here we are, in the middle of a pandemic, wondering how in the world we will open schools. Schools will open one way or another—maybe not in the traditional sense, but equally, if not more, miraculously."

As my youngest grandson walked to his first day of Kindergarten today, in his matching shoes, backpack, and N95 mask, he was as excited as any kindergartener I've ever seen; as excited as his brother had been just a few short years before, as excited as his mom more than two decades ago, and equally excited as the hundreds of kindergartners I welcomed to school each year as an elementary site administrator. I was overwhelmed with gratitude for the teachers, classified employees, and school and district leaders who I know will not let him down!

To those working in my local school district, and to those school employees all over this state who are committed to ensuring our children are able to return for in-person instruction and that they are safe, words cannot convey the depth of my appreciation and gratitude. To those who are still trying to staff schools, manage the new vaccine and testing requirements, ensure proper ventilation, safely serve meals to every child, ensure proper sanitation, and who are responsible for COVID-19 reporting and contact tracing, on behalf of everyone at School Services of California Inc., please know that you continue to renew our hope—from you we will derive courage and strength in the days, weeks, and months ahead. We thank you!

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*Note: Shortly after announcing this new requirement, the Governor's Office issued a press release with quotes from education and labor leaders supporting the health order.*

## **California Requires Vaccinations or Weekly Covid Tests for All School Staff**

By Ali Tadayon and Carolyn Jones  
*EdSource*  
August 11, 2021

California on Wednesday became the first state in the nation to require all teachers and other school staff to be fully vaccinated for Covid-19 or be tested weekly, following in the footsteps of several of the state's largest school districts.

"We think this is the right thing to do," Gov. Gavin Newsom said. "It's a sustainable way to keep our schools open, and it addresses parents' anxiety that schools are doing everything in their power to keep kids safe and healthy."

When Newsom announced the public health order Wednesday morning at Carl B. Munck Elementary school in Oakland, students were attending their third day of school amid a nationwide surge in infections due to the delta variant.

Newsom said it was a "series of conversations" with districts, labor unions and public health officials that led to the new requirement. California Teachers Association President E. Toby Boyd, California State PTA President Carol Green, the California School Employees Association and SEIU California Executive Board Member Max Arias all expressed support for the new requirement.

"Today's announcement is an appropriate next step to ensure the safety of our school communities and to protect our youngest learners under 12 who are not yet vaccine eligible from this highly contagious delta variant," Boyd said. "(It) provides an important alternative for those educators who cannot be vaccinated for medical reasons, while continuing to send a strong and clear message that every one of us — educators, eligible students, parents and staff — must be doing everything we can if we hope to win this fight against Covid and keep our schools open safely. The health of each one of us depends on the work of all of us."

American Federation of Teachers President Randi Weingarten, on July 26, said more than 90% of the national teachers union's members were fully vaccinated against Covid-19.

Elisa Teel, who teaches Spanish at Argonaut High School in Amador County, said she supports the requirement since getting vaccinated is about more than just one's own health — it's about the health of the school community.

"Obliging people to be vaccinated is something that's for everyone's health, I would do it for myself as well as I would do it for my students," Teel said.

The state stopped short of requiring school staff to be vaccinated last month, when Gov. Gavin Newsom announced July 26 that all state employees and health care workers would have to prove that they were vaccinated or get tested weekly. At the time, he said that since school staff were employed by their districts it would be up to each district to determine whether they would require vaccinations.

The requirement extends not only to public school employees but also to private and charter school employees. Districts will have until Oct. 15 to comply. It will be up to the district to enforce the mandate, but Newsom said he is confident that teachers and school staff will meet the new requirement. School staff must also show proof to their district that they are vaccinated if they say they are.

Newsom said state officials are keeping a “flexible mindset” and are willing to consider a vaccine mandate for school staff without the option of getting tested weekly, but that the vaccine-or-testing mandate was the “next appropriate step.”

Government and education officials, as well as union officials, commended the requirement Wednesday. Oakland Mayor Libby Schaaf called the decision “truly a show of leadership, not just from our governor but from our labor leaders.”

Schaaf said it’s particularly important in light of Florida Gov. Ron DeSantis’ statement Monday that the Florida State Board of Education could withhold district superintendents’ and school board members’ salaries if they require students to be masked in accordance with the U.S. Centers for Disease Control and Prevention’s [guidance](#).

Linda Darling-Hammond, president of the State Board of Education, said she hopes the requirement will lead to even more Californians getting vaccinated, and said it is “critically important to making sure we have a joyful, productive and engaged school year in California.”

Said U.S. Rep. Barbara Lee, D-Oakland: “It has been made very clear over the past year that there is no substitute for in-person learning. Our children — especially children from low-income communities — cannot afford to take steps back on their education after the difficult year that we just had. While some states are ignoring this public health challenge, and even banning masks at school, California, thank God, is taking the necessary steps to protect our children.”

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*Note: Testing will be important for schools in order to distinguish coronavirus cases from seasonal illnesses like the flu, which could complicate efforts to track COVID-19 via symptoms.*

## **More Schools Are Doing Systemic COVID Testing. Will it Work?**

By Sarah D. Sparks  
*EducationWeek*  
August 10, 2021

The majority of school districts rely on spotting symptoms of COVID-19 to prevent contagious students and staff from spreading the virus.

But in the perfect storm of the new school year—with mostly unvaccinated students, the exponentially more contagious Delta pandemic strain, and predictions of a bad season for colds, flu, and other respiratory illnesses with symptoms similar to COVID-19—health officials warn that basic symptom screening and temperature checks won’t be enough to avoid outbreaks that could shutter classrooms again.

“There was definitely an atmosphere at the beginning of summer, that we’ve come out the other end, the pandemic’s winding down and everybody’s going back to the way it was pre-pandemic,” said Michael Tkach,

chief behavioral health officer for Affinity Empowering, an Alexandria, Va.-based company which provides COVID-19 testing to schools and community groups in 26 states. “Once Delta variants started really picking up ... we were seeing a much greater interest in [systemic] testing programs emerge as cases continue to spike. And rightfully so, because you want to be aware of the safety of the children and the staff that you’re working with, so you can make informed decisions about what to do to help protect their health.”

A new study released by the Centers for Disease Control and Prevention found the Delta variant of the coronavirus first entered Mesa County, Colo., through five school-based infections and rapidly spread throughout the community. The findings mirror those of studies in other countries, which have also found Delta more likely to spread in schools than previous strains of the virus. The CDC noted that just as regular COVID-19 monitoring is needed in hospital and nursing home environments, systemic testing for K-12 and higher education is “particularly useful due to their high risk of exposure or severe illness.”

But that’s likely to be a heavy financial and logistical lift for districts that have, by and large, relied on contact tracing, temperature checks, and families reporting fevers and coughs to determine who to test and quarantine. While symptom checks have been found to reduce the risk of outbreaks—particularly when used with other safety measures such as mask-wearing, cleaning, and indoor ventilation—experts suggest more schools should consider more systemic ways to track the virus, such as regularly testing individuals or groups or monitoring markers of the virus in wastewater.

“Most systemic [COVID-19] testing has not been done in the K-12 space. The vast majority of testing has been done on the university and college level,” said Dr. Tina Tan, a pediatric infectious disease specialist at Lurie Children’s Hospital in Chicago and a coronavirus expert with the Infectious Disease Society of America.

“The [CDC] recommendations are that schools should offer at least weekly testing for students that are not vaccinated in communities where you’re having moderate to high transmission—which is probably everywhere now,” she said. “And then you should also do it for teachers and staff. You can imagine that in a really big school district, if you’re trying to do this weekly in an elementary school where none of the students are vaccinated, this could really add up to very high amounts of money.”

While the American Rescue Plan provides \$10 billion to states to support systemic school testing, schools have more frequently favored basic symptom checks and contact tracing, and dedicated more of their resources to other mitigation strategies, such as mask-wearing, physical distancing, and virtual learning. But some schools are beginning to experiment with options for systemic screening, such as pooled testing and wastewater screening.

### **How do tests for COVID-19 work?**

The SARS-COV-2 virus belongs to the coronavirus family, which includes those viruses responsible for ailments such as the common cold. There are two basic kinds of tests to identify the specific virus (and its many variants) responsible for COVID-19:

- Polymerase chain reaction (PCR) tests look for the presence of the RNA of the virus. They require lab processing but can provide more precise genetic results, usually in about 24 hours.
- Antigen tests (also known as rapid diagnostic tests or lateral flow device tests) look for proteins associated with the viral RNA. They are less precise but usually return results in about 15-20 minutes.

Schools can collect these samples from the students directly, swabbing a cotton stick inside both nostrils of often wincing or wriggling students. But they can also use more passive collections, such as monitoring viral biomarkers for the coronavirus in wastewater.

For example, the city of Oak Ridge, Tenn., has used wastewater sampling to monitor both overall community spread and identify hot spots for infection. The city includes several of Oak Ridge city schools in overall collection.

So far, this sort of school COVID-19 monitoring has usually been done by city partnerships like Oak Ridge's or universities, which can target collection points in specific dorms. However, Aaron Peacock, the director of Molecular Biology for Microbac, said districts and individual schools can also track the virus through wastewater sampling at each campus or even targeted to restrooms serving particular grades.

However, he warned that these testing systems cannot pinpoint individual cases and are better to be used to look for overall trends in connection with individual testing.

"If the students are running around all day [using different restrooms], it may not provide [leaders] the information they need to pinpoint a specific group," he said. "It's good for trends in the population."

### **Why might schools need more testing this year?**

Common seasonal illnesses like the flu and respiratory syncytial virus, or RSV, which normally spread most in winter, are showing up early this fall and could complicate efforts to track COVID-19 via symptoms, Tan said.

"There's been a shift in the respiratory viral season," she said. "We've been inside for the last 15 to 18 months and the viruses had no one to be transmitted to, but now that everybody is kind of forgetting about wearing their mask and going about their business and interacting with other people, the viruses are taking advantage of that and they're causing infection.

So it's going to be interesting to see what happens with flu and COVID."

The Departments of Defense and Health and Human Services in May launched the \$650 million "Operation Expanded Testing" program to help schools and community groups pilot new ways of implementing systemic COVID-19 screening systems, above and beyond the federal funding to states to support testing.

Horizons, a summer academic program that uses active games and hands-on activities to teach math and reading to low-income students, was forced to go completely virtual last summer. Jaime Perri, executive director of the Horizons program at Sacred Heart University in Fairfield, Conn., said her students had more difficulty engaging in video-based enrichment, and she was hospitalized earlier this year for her own case of COVID-19, so she jumped to join the federal testing pilot when reopening in-person this summer.

"It's so important for schools to test, especially now with this new variant that's so highly contagious," Perri said. "Testing is really the only way to catch it before it becomes a problem that takes the school down or has the kids quarantined at home with remote learning for the remainder of the school year. I think it's so important for kids socially and for their well-being to be around other children, and in class, and moving around, and anything that keeps them doing that I think schools should do."

Horizons worked with Affinity to create a three-stage screening system. In addition to general symptom checks, students and staff are grouped into pools of 24 for testing. Each student gives two samples: one for themselves and one for their group. Combined group samples are analyzed first, with rapid-response tests. If a group shows evidence of coronavirus, the individual samples are used to pinpoint those who need to be quarantined.

“Children are so much more sensitive, especially since we are adults that take care of them while they’re here, but we’re not their family,” said Amanda Baez, program coordinator at Horizons. “So it was really important for us that they felt comfortable and safe and that we weren’t doing something that was so invasive, like the traditional [tests] that they stick very high up into the cavity.”

She said a nurse did the first swab and then put it into the pool test. The second swab went into the individual test marked with that student’s name. “The whole process from check-in to the end of the test took two minutes,” she said.

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: Santino Danisi, Chief Financial Officer  
Cabinet Approval: 

Date: August 20, 2021

Phone Number: 457-6225

Regarding: Translation and Interpretation Support Services

The purpose of this communication is to provide the Board information regarding translation and interpretation resources planned for the 2021/22 school year to support non-native English-speaking families. Summarized on the attached, and totaling nearly \$4.2 million, are various district personnel and contracted vendors focused on clear communication with families for whom English is not their primary language.

As you look at the attached information, the Translator positions within English Learner Services do provide some capacity to respond to district-wide requests for translation services. All other positions and supports in the attached provide language and translation supports within their own scopes of work and are not available for district-wide requests.

Understanding that this is a continued, increasing need across our system, leaders from Communications, English Learner Services, and the Office of State and Federal Programs are assessing the district's various strategies aimed at engaging and supporting families whose primary language is not English. The focus is to ensure the district maximizes opportunities and minimizes gaps for families to engage in their child's education experience.

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: 08/20/21

<b>Department</b>	<b>FTE</b>	<b>Staffing</b>	<b>Amount</b>	<b>Contracted Services</b>	<b>Amount</b>	<b>Total</b>
English Learner Services	15.875	6.875 Translator/Assessors 5.0 Home School Liaisons 1.0 TSA 1.0 Customer Care Specialist 1.0 Assessment Specialist 1.0 Community Relations Liaison	\$774,117	• Orchid Interpreting	\$205,000	\$979,117
Parent University	10.0	10 Primary Language Specialists	\$658,216	• Binational Center for the Development of Oaxacan Indigenous • Education and Leadership Foundation • Inter-Act and Associates • Parent Institute for Quality Education • Success Together Inc. • The Fresno Center	\$770,029	\$1,428,245
Special Education	4.0	3.0 Primary Language Specialists 1.0 Translator/Assessor	\$419,304	• Orchid Interpreting	\$80,000	\$499,304
School Sites	38.0625	38.0625 Home School Liaisons Supplemental Contracts	\$1,304,264		-	\$1,304,264
<b>Grand Total</b>	<b>67.9</b>		<b>\$3,155,901</b>		<b>\$1,055,029</b>	<b>\$4,210,930</b>

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: August 20, 2021

Phone Number: 457-6225

Regarding: One-time Resource Planning

The purpose of this communication is to provide the Board information regarding the various one-time revenue sources provided to the district to mitigate effects of the pandemic.

Summarized in the accompanying backup are the various resources included in the district's 2021/22 adopted budget and beyond, the spending timeline, and amount available from each resource. The backup also includes detail of investments, previously approved and included in the district's 2021/22 adopted budget. For illustrative purposes, and to support program continuity for students, the current investments are assumed to be supported in 2022/23 and 2023/24 to show amounts available beyond the scope of these services. However, as noted, all future investments will continue to be contemplated via the district's strategic budget development process and informed by stakeholder input. This will continue to include the key aspects of one-time resource planning:

- Commitment to Guiding Principles
  - Expanding Learning Opportunities
  - Response to impacts of the pandemic
- Multi-year scenario planning/one-time resources
- Evaluation options for sustainability

Staff will continue to present recommendations to the Board of Education for approval via future budget revisions to recognize additional resources deployed in response to the evolving needs throughout the 2021/22 school year. Additionally, as mentioned in a Board Communication dated August 13, 2021, staff will present the expenditure plan for the Elementary and Secondary School Emergency Relief III (ESSER III) funds for Board of Education approval by October 30, 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: 08/20/21

## One-time Revenue Sources

Funding Source	Spending Deadline	Revenue Type	Amount (in millions)
ESSER I	Sept 30, 2022	Federal	\$43.6
ESSER II	Sept 30, 2023	Federal	\$173.2
ESSER III*	Sept 30, 2024	Federal	\$387.8
In-Person Instruction Grant	Aug 31, 2022	State	\$24.6
Expanded Learning Opportunity Grant**	Aug 31, 2023	State	\$55.0
<b>TOTAL</b>			<b>\$684.2</b>

*\*Requires 20% or \$77.6 M set aside for Learning Loss Mitigation*

*\*\*Requires 10% or \$5.5 M set aside for paraprofessionals*

*ESSER = Elementary & Secondary School Emergency Relief*

## One-time Investment Allocation

Investment Category	Investment Description	2020/21	2021/22	2022/23	2023/24	Total
<b>Expanded Learning Opportunities</b>	Additional Instructional Time (all grade levels)		\$14.2	\$14.2	\$14.2	\$42.6
	Expanded Summer & Winter Sessions		\$9.3	\$9.3	\$9.3	\$28.9
	Expanded After School Programs		\$6.9	\$13.8	\$13.8	\$34.5
	Middle & High School Enrichment Opportunities		\$3.8	\$3.8	\$3.8	\$11.4
<b>Targeted Student Supports</b>	Math & Literacy Class Size Supports		\$7.3	\$7.3	\$7.3	\$21.9
	High School Credit Recovery		\$2.1	\$2.1	\$2.1	\$6.3
	School Site Supports (planned through the SPSA)		\$2.0	\$2.0	\$2.0	\$6.0
	Student Group Support		\$3.6	\$3.6	\$3.6	\$10.8
<b>Training &amp; Resource Supports</b>	2-day Professional Learning Summit		\$1.5	\$1.5	\$1.5	\$4.5
	Curriculum & Instruction Supports		\$3.0	\$3.0	\$3.0	\$6.3
	Teacher Development Supports		\$3.8	\$3.8	\$3.8	\$11.4
	3-day Planning & Student Engagement Days		\$9.6	\$9.6	\$9.6	\$28.8
	Student Supports (books, employability/skills contract, arts residency)		\$2.3	\$2.3	\$2.3	\$6.9
<b>Health, Social-Emotional &amp; Mental Health Supports</b>	Health Services Support		\$1.8	\$1.8	\$1.8	\$5.4
	Social-Emotional / Mental Health Supports		\$3.1	\$3.1	\$3.1	\$9.3
<b>Facility &amp; Technology Enhancements</b>	Classroom Ventilation Upgrades		\$12.0			\$12.0
	Classroom Telecom Upgrades		\$1.5			\$1.5
	Student Desk Replacements		\$3.0			\$3.0
<b>Virtual &amp; Return to In-person Learning Support</b>		\$29.3				
<b>Resource Reprioritization (Elongating the Spending Horizon) &amp; Indirect</b>			\$73.6	\$78.3	\$13.1	\$165.0
<b>TOTAL</b>		<b>\$29.3</b>	<b>\$164.4</b>	<b>\$159.5</b>	<b>\$94.3</b>	<b>\$447.5</b>

*Future investments will continue to be considered through the district's strategic budget development process and informed by stakeholder input*

Fresno Unified School District  
Board Communication

**BC Number C-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Zuleica Murillo, Executive Director  
Cabinet Approval: *NH*

Date: August 20, 2021

Phone Number: 457-3390

Regarding: Parent University Back to School Event and Fall Family Learning Opportunities

The purpose of this communication is to provide the Board information regarding Parent University's back to school event and the start of our fall family learning cohort.

Parent University started the 2021/22 school year by hosting a back to school event at McLane High School on Saturday, August 07, 2021. More than 550 families, totaling 3,000 parents and students attended the event. Families received backpacks, school supplies, haircuts, and ATLAS Parent Portal login information, and many more district and community resources promoting back-to-school readiness to achieve their greatest potential.

In support of our district's family goal, Parent University staff were back on campuses welcoming families back to school August 12 and will continue through August 31, 2021, providing direct support to families and school site staff.

Parent University will continue to empower families alongside our community-based partners by providing virtual family learning opportunities in English, Hmong, and Spanish from August 31, 2021, through November 19, 2021. Family learning topics will include:

- College and Career Readiness
- Elementary School Readiness
- English Learner
- Family Leaders Program
- Family Literacy (P-3)
- Father's Day Program
- Hands-On Family Literacy/Science/Math
- High School Readiness
- How to Understand, Communicate, and Stay Connected to Your Teens
- Introduction to Special Education
- Let's Go to College
- Middle School Readiness
- Nutrition Program
- Opening Doors
- Social-Emotional Learning I II
- Suicide Prevention
- Teaching Independence and Personal Responsibility to Kids
- Understanding Middle School
- Virtual Readiness and Emergency Preparedness

Further on-site family instruction learning opportunities will be offered as space allows at school sites.

Attached you will find a complete master schedule of family learning opportunities. Should you have any additional questions, please contact Zuleica Murillo at 457-3390.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 08/20/21

## Parent University Fall Master Schedule 2021

Days of the Week	Time	Language	Course Title	Session Links
Tuesday	10:00-11:00 AM	English	Opening Doors	<a href="https://us06web.zoom.us/j/828872415191">https://us06web.zoom.us/j/828872415191</a>
Tuesday	10:00:-11:00 AM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/82766683943">https://us06web.zoom.us/j/82766683943</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Wednesday	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/81929199231">https://us06web.zoom.us/j/81929199231</a>
Tuesday	10:00-11:00 AM	English	Opening Doors	<a href="https://us06web.zoom.us/j/828872415191">https://us06web.zoom.us/j/828872415191</a>
Tuesday	10:00:-11:00 AM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/82766683943">https://us06web.zoom.us/j/82766683943</a>
Tuesday	10:00-11:00 AM	English	Opening Doors	<a href="https://us06web.zoom.us/j/828872415191">https://us06web.zoom.us/j/828872415191</a>
Tuesday	10:00:-11:00 AM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/82766683943">https://us06web.zoom.us/j/82766683943</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Wednesday	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/81929199231">https://us06web.zoom.us/j/81929199231</a>
Tuesday	10:00-11:00 AM	English	Opening Doors	<a href="https://us06web.zoom.us/j/828872415191">https://us06web.zoom.us/j/828872415191</a>
Tuesday	10:00:-11:00 AM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/82766683943">https://us06web.zoom.us/j/82766683943</a>
Tuesday	5:00PM-6:00PM	English	Opening Doors	<a href="https://us06web.zoom.us/j/81176952299">https://us06web.zoom.us/j/81176952299</a>
Tuesday	5:00PM-6:00PM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/83271776170">https://us06web.zoom.us/j/83271776170</a>
Tuesday	5:00-6:00 PM	English	Opening Doors	<a href="https://us06web.zoom.us/j/81176952299">https://us06web.zoom.us/j/81176952299</a>
Tuesday	5:00-6:00 PM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/83271776170">https://us06web.zoom.us/j/83271776170</a>
Tuesday	5:00 -6:00PM	English	Opening Doors	<a href="https://us06web.zoom.us/j/81176952299">https://us06web.zoom.us/j/81176952299</a>
Tuesday	5:00 -6:00PM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/83271776170">https://us06web.zoom.us/j/83271776170</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Wednesday	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/81929199231">https://us06web.zoom.us/j/81929199231</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Wednesday	5:00 -6:00PM	Hmong	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Thursdays	5:00-6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/86200567675">https://us06web.zoom.us/j/86200567675</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Thursday	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/86200567675">https://us06web.zoom.us/j/86200567675</a>
Tuesday	5:00PM-6:00PM	English	Opening Doors	<a href="https://us06web.zoom.us/j/81176952299">https://us06web.zoom.us/j/81176952299</a>
Tuesday	5:00PM-6:00PM	Spanish	Opening Doors	<a href="https://us06web.zoom.us/j/83271776170">https://us06web.zoom.us/j/83271776170</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Wednesday	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/81929199231">https://us06web.zoom.us/j/81929199231</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Friday	11:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/85350701357">https://us06web.zoom.us/j/85350701357</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Thursdays	5:00 -6:00PM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/86200567675">https://us06web.zoom.us/j/86200567675</a>
Wednesday	5:00 -6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Friday	10:00:-11:00 AM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/85350701357">https://us06web.zoom.us/j/85350701357</a>
Wednesday	5:00PM-6:00PM	English	Let's Go to College	<a href="https://us06web.zoom.us/j/89606587568">https://us06web.zoom.us/j/89606587568</a>
Friday	10:00:-11:00 AM	Spanish	Let's Go to College	<a href="https://us06web.zoom.us/j/85350701357">https://us06web.zoom.us/j/85350701357</a>
Tuesday	10:00-11:00 AM	Hmong	Virtual Readiness & Emergency Preparedness	<a href="https://us02web.zoom.us/j/85203849809">https://us02web.zoom.us/j/85203849809</a>
Wednesday	6:00-7:00 PM	Hmong	Virtual Readiness & Emergency Preparedness	<a href="https://us02web.zoom.us/j/86999327080">https://us02web.zoom.us/j/86999327080</a>
Tuesday	AM	Hmong	Virtual Readiness & Emergency Preparedness	<a href="https://us02web.zoom.us/j/85203849809">https://us02web.zoom.us/j/85203849809</a>
Wednesday	6:00-7:00 PM	Hmong	Virtual Readiness & Emergency Preparedness	<a href="https://us02web.zoom.us/j/86999327080">https://us02web.zoom.us/j/86999327080</a>
Tuesday	3:30-4:30pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3lfyEHE">https://bit.ly/3lfyEHE</a>
Tuesday	3:30-4:30pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/3rIccYl">https://bit.ly/3rIccYl</a>
Tuesday	3:30-4:30pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/37a4u03">https://bit.ly/37a4u03</a>
Tuesday	7:00-8:00pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/2WYWSC9">https://bit.ly/2WYWSC9</a>

## Parent University Fall Master Schedule 2021

Tuesday	7:00-8:00pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/3i8ndi2">https://bit.ly/3i8ndi2</a>
Tuesday	7:00-8:00pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/3C2UF2m">https://bit.ly/3C2UF2m</a>
Monday	7:00-8:00pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3yeliD2">https://bit.ly/3yeliD2</a>
Monday	7:00-8:00pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/3BYikAG">https://bit.ly/3BYikAG</a>
Monday	7:00-8:00pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/2Wvdc6S">https://bit.ly/2Wvdc6S</a>
Wednesday	4:30-5:30pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3rK2B3E">https://bit.ly/3rK2B3E</a>
Wednesday	4:30-5:30pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/2Vnu7bb">https://bit.ly/2Vnu7bb</a>
Wednesday	4:30-5:30pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/3x9sxH7">https://bit.ly/3x9sxH7</a>
Wednesday	7:00-8:00pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3j38MvL">https://bit.ly/3j38MvL</a>
Wednesday	7:00-8:00pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/3ifGS0w">https://bit.ly/3ifGS0w</a>
Wednesday	7:00-8:00pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/3xfMSdQ">https://bit.ly/3xfMSdQ</a>
Thursday	6:00-7:00pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3faUGas">https://bit.ly/3faUGas</a>
Thursday	6:00-7:00pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/37blgfa">https://bit.ly/37blgfa</a>
Thursday	6:00-7:00pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/3fdU5oD">https://bit.ly/3fdU5oD</a>
Thursday	7:30-8:30pm	English	Fall 2021 Parent Engagement	<a href="https://bit.ly/3fgS7nr">https://bit.ly/3fgS7nr</a>
Thursday	7:30-8:30pm	Hmong	Fall 2021 Parent Engagement	<a href="https://bit.ly/3rNaeqa">https://bit.ly/3rNaeqa</a>
Thursday	7:30-8:30pm	Spanish	Fall 2021 Parent Engagement	<a href="https://bit.ly/3imzSvf">https://bit.ly/3imzSvf</a>
Tuesday	10:00-11:15am	Spanish	Family Leaders Program	<a href="https://gopublicschools-org.zoom.us/j/87527117970">https://gopublicschools-org.zoom.us/j/87527117970</a>
Tuesday	4:00-5:15pm	Spanish	Family Leaders Program	<a href="https://gopublicschools-org.zoom.us/j/87527117970">https://gopublicschools-org.zoom.us/j/87527117970</a>
Tuesday	5:00-6:15 pm	English	Family Leaders Program	<a href="https://gopublicschools-org.zoom.us/j/87527117970">https://gopublicschools-org.zoom.us/j/87527117970</a>
Tuesday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/rt3zpxjv">https://tinyurl.com/rt3zpxjv</a>
Friday	9:00-10:30am	English	College and Career Readiness	<a href="https://tinyurl.com/5pi88a62">https://tinyurl.com/5pi88a62</a>
Wednesday	9:00-10:30am	English	College and Career Readiness	<a href="https://tinyurl.com/w2vdvxm">https://tinyurl.com/w2vdvxm</a>
Wednesday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/aaas27e4">https://tinyurl.com/aaas27e4</a>
Wednesday	1:00-2:30pm	English	Middle School Readiness	<a href="https://tinyurl.com/j6v9vndj">https://tinyurl.com/j6v9vndj</a>
Wednesday	9:00-10:30am	English	College and Career Readiness	<a href="https://tinyurl.com/ny9wwa8b">https://tinyurl.com/ny9wwa8b</a>
Tuesday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/8rxym4k">https://tinyurl.com/8rxym4k</a>
Friday	1:00-2:30pm	English	College and Career Readiness	<a href="https://tinyurl.com/6yh744p6">https://tinyurl.com/6yh744p6</a>
Tuesday	5:30-7:00pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/5xtm2a2x">https://tinyurl.com/5xtm2a2x</a>
Tuesday	1:00-2:30pm	English	Middle School Readiness	<a href="https://tinyurl.com/j7aa8nen">https://tinyurl.com/j7aa8nen</a>
Tuesday	5:30-7:00pm	Spanish	Middle School Readiness	<a href="https://tinyurl.com/tw87bf68">https://tinyurl.com/tw87bf68</a>
Friday	1:00-2:30pm	English	Middle School Readiness	<a href="https://tinyurl.com/4awr9z3x">https://tinyurl.com/4awr9z3x</a>
Thursday	9:00-10:30am	Spanish	Middle School Readiness	<a href="https://tinyurl.com/szs9z4fc">https://tinyurl.com/szs9z4fc</a>
Wednesday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/htk4xd6t">https://tinyurl.com/htk4xd6t</a>
Thursday	9:00-10:30am	Spanish	College and Career Readiness	<a href="https://tinyurl.com/3tb99pw5">https://tinyurl.com/3tb99pw5</a>
Tuesday	9:00-10:30am	English	Middle School Readiness	<a href="https://tinyurl.com/m9cnrrzy">https://tinyurl.com/m9cnrrzy</a>
Friday	1:00-2:30pm	English	Middle School Readiness	<a href="https://tinyurl.com/49cp54bz">https://tinyurl.com/49cp54bz</a>
Wednesday	9:00-10:30am	Spanish	Middle School Readiness	<a href="https://tinyurl.com/2wdbtu3u">https://tinyurl.com/2wdbtu3u</a>
Friday	1:00-2:30pm	Spanish	Middle School Readiness	<a href="https://tinyurl.com/3m236e3z">https://tinyurl.com/3m236e3z</a>
Thursday	9:00-10:30am	English	College and Career Readiness	<a href="https://tinyurl.com/43na3kn6">https://tinyurl.com/43na3kn6</a>
Wednesday	9:00-10:30am	Spanish	College and Career Readiness	<a href="https://tinyurl.com/er565ffs">https://tinyurl.com/er565ffs</a>
Wednesday	1:00-2:30pm	Hmong	College and Career Readiness	<a href="https://tinyurl.com/smav5rbn">https://tinyurl.com/smav5rbn</a>
Friday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/e8jib7c3">https://tinyurl.com/e8jib7c3</a>
Friday	9:00-10:30am	English	College and Career Readiness	<a href="https://tinyurl.com/ssthz98j">https://tinyurl.com/ssthz98j</a>
Thursday	9:00-10:30am	English	Middle School Readiness	<a href="https://tinyurl.com/2bykpz7d">https://tinyurl.com/2bykpz7d</a>
Tuesday	1:00-2:30pm	Hmong	Middle School Readiness	<a href="https://tinyurl.com/y2hbrd5v">https://tinyurl.com/y2hbrd5v</a>
Wednesday	1:00-2:30pm	Spanish	Middle School Readiness	<a href="https://tinyurl.com/9dy7d6af">https://tinyurl.com/9dy7d6af</a>
Friday	1:00-2:30pm	English	Middle School Readiness	<a href="https://tinyurl.com/f53yuxmn">https://tinyurl.com/f53yuxmn</a>
Tuesday	9:00-10:30am	English	Middle School Readiness	<a href="https://tinyurl.com/25bd2utf">https://tinyurl.com/25bd2utf</a>
Friday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/v472ethc">https://tinyurl.com/v472ethc</a>

## Parent University Fall Master Schedule 2021

Wednesday	5:30-7:00pm	English	College and Career Readiness	<a href="https://tinyurl.com/32asactj">https://tinyurl.com/32asactj</a>
Thursday	1:00-2:30pm	English	College and Career Readiness	<a href="https://tinyurl.com/ayrtsvr8">https://tinyurl.com/ayrtsvr8</a>
Thursday	9:00-10:30am	Spanish	Middle School Readiness	<a href="https://tinyurl.com/56eyyaau">https://tinyurl.com/56eyyaau</a>
Thursday	9:00-10:30am	Spanish	Middle School Readiness	<a href="https://tinyurl.com/f9724kby">https://tinyurl.com/f9724kby</a>
Friday	1:00-2:30pm	Spanish	College and Career Readiness	<a href="https://tinyurl.com/tj9d5ms9">https://tinyurl.com/tj9d5ms9</a>
Wednesday	5:30-7:00pm	English	Middle School Readiness	<a href="https://tinyurl.com/2sakcahd">https://tinyurl.com/2sakcahd</a>
Tuesday	9:00-10:30am	Hmong	College and Career Readiness	<a href="https://tinyurl.com/2m7wmwc5">https://tinyurl.com/2m7wmwc5</a>
Wednesday	9:00-10:30am	Hmong	Middle School Readiness	<a href="https://tinyurl.com/2ucsawrj">https://tinyurl.com/2ucsawrj</a>
Tuesday	9:00-10:30am	Spanish	Middle School Readiness	<a href="https://tinyurl.com/m9u5m4hr">https://tinyurl.com/m9u5m4hr</a>
Thursday	1:00-2:30pm	English	College and Career Readiness	<a href="https://tinyurl.com/ybprett6">https://tinyurl.com/ybprett6</a>
Thursday	5:30-7:00pm	English	Introduction to Special Education	<a href="https://tinyurl.com/6rr4m44u">https://tinyurl.com/6rr4m44u</a>
Thursday	1:00-2:30pm	Hmong	Introduction to Special Education	<a href="https://tinyurl.com/s8py9wsh">https://tinyurl.com/s8py9wsh</a>
Tuesday	9:00-10:30am	Spanish	Introduction to Special Education	<a href="https://tinyurl.com/ym7w3phv">https://tinyurl.com/ym7w3phv</a>
Monday	5:00-7:00pm	English	Fatherhood Program	<a href="https://tinyurl.com/2zm22zxf">https://tinyurl.com/2zm22zxf</a>
Monday	5:00-7:00pm	Spanish	Fatherhood Program	<a href="https://tinyurl.com/2fn49s6m">https://tinyurl.com/2fn49s6m</a>
Monday	5:00-7:00pm	Hmong	Fatherhood Program	<a href="https://tinyurl.com/3632ymwu">https://tinyurl.com/3632ymwu</a>
Tuesday	10:00-11:30am	Spanish	Neighborhood Improvement Discussions	<a href="https://zoom.us/j/97851098693">https://zoom.us/j/97851098693</a>
Wednesday	3:30-5:00pm	Hmong	Neighborhood Improvement Discussions	<a href="https://zoom.us/j/97851098693">https://zoom.us/j/97851098693</a>
Wednesday	3:30-5:00pm	Spanish	Neighborhood Improvement Discussions	<a href="https://zoom.us/j/97851098693">https://zoom.us/j/97851098693</a>
Thursday	3:30-5:00pm	English	Neighborhood Improvement Discussions	<a href="https://zoom.us/j/97851098693">https://zoom.us/j/97851098693</a>

Fresno Unified School District  
Board Communication

**BC Number HR-1**

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

Date: August 20, 2021  
Phone Number: 457-3548

Regarding: Recommendation for Variable Term Waiver for Career Technical Education

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

Human Resources will submit the following names to the Board on August 25, 2021:

Name	Site	Subject
Roderick Smith	Terronez	Education, Child Development and Family Services
Gabriella Her	Baird	Agriculture and Natural Resources
Aaron Ramirez	DeWolf High	Agriculture and Natural Resources, Building and Construction Trades, Manufacturing and Product Development, and Transportation
Michael Stamps	Terronez	Arts Media and Entertainment, Information and Communication Technologies
Shannon Sill	McLane	Arts Media and Entertainment
Eric Tenty	Duncan	Building and Construction Trades
Mark Bennett	Duncan	Building and Construction Trades
Justin Priest	Hoover	Building and Construction Trades
William Molina	Fresno High School	Junior Reserve Officers' Training Corps
Nia Vidal	McLane	Junior Reserve Officers' Training Corps

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

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 08/20/21

Fresno Unified School District  
Board Communication

**BC Number HR-2**

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

Date: August 20, 2021  
Phone Number: 457-3548

Regarding: Recommendation for Variable Term Waiver

The purpose of this communication is to provide the Board an explanation for the recommendation for the Variable Term Waiver for teachers that have exhausted the Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP). Due to the closure of test centers caused by the shelter-in-place orders, the California Commission on Teacher Credentialing has developed a Variable Term Waiver option to grant teachers one extra year on their PIP or STSP to allow them to continue to teach in the 2021/22 school year. With the issuance of the Variable Term Waiver, teachers have an additional year to complete coursework and/or exams so they may become intern-eligible or obtain a preliminary credential for the 2022/23 school year.

Human Resources will submit the following name to the board on August 25, 2021:

Name	Permit	School Site	Subject
Erica Chaffee	Variable Term Waiver	Lawless	Early Child Special Education

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 08/20/21

Fresno Unified School District  
Board Communication

**BC Number OS-1**

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

Date: August 20, 2021

Prepared by: Karin Temple, Chief Operating Officer *KSTemple*

Phone Number: 457-3134

Regarding: Proposed Attendance Boundary for Herrera Elementary School – Community Meetings

The purpose of this communication is to provide the Board information regarding community meetings being conducted this week and next to inform families and answer questions about the proposed new attendance boundary for Herrera Elementary School. Herrera, located at 5090 East Church between Willow and Peach, is in construction with opening planned for August 2022. Opening Herrera creates the need for a new attendance boundary that will include students in the existing Ayer, Aynesworth, and Storey attendance areas. Moving students to Herrera from Ayer, Aynesworth, and Storey will reduce the enrollments at those schools and better balance enrollments in the region, considering future potential residential development.

Small in-person meetings with affected families were conducted at Aynesworth and Ayer this week (August 17 and 19 respectively), and a virtual meeting for Storey families will be held on August 26 as it is the largest student group proposed to move to Herrera and a large meeting is expected. There is a presentation explaining the need for a new boundary, describing Herrera Elementary School, and showing the specific geographic area proposed to move into the Herrera attendance area, and then time for questions/feedback/concerns. The boundary proposal is planned to be presented to the Board in October 2021.

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: 08/20/21

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: Raine Bumatay, Principal IV  
Cabinet Approval:

Date: August 20, 2021

Phone Number: 457-6024

Regarding: Ratify Third Amendment to the Manchester Center Lease for Fresno Adult School

The purpose of this communication is to provide the Board information on Agenda Item A-12 Third Amendment to the Manchester Center Lease for Fresno Adult School on the August 25, 2021 Board agenda. The financial summary states "Sufficient funds in the amount of \$133,379 are available in the adult education budget." However, the annual cost shown on the Contract Routing Form for the Manchester Center Lease Agreement – Third Amendment states an annual cost of \$100,781.28 showing a difference of \$12,597. This difference reflects the July monthly rental installment that has already been paid.

If you have any questions or require additional information, please contact Raine Bumatay, Principal at 457-6024

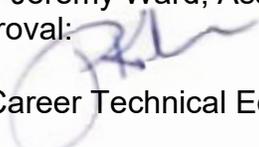
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 08/20/21

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: Jeremy Ward, Assistant Superintendent  
Cabinet Approval: 

Date: August 20, 2021

Phone Number: 457-7534

Regarding: Career Technical Education Summer Internships

The purpose of this communication is to provide the Board information on Summer 2021 Career Technical Education (CTE) student internships.

Internships integrate classroom knowledge and theory with practical application in professional or community settings. Students develop and apply technical and professional skills into the workforce while exploring different career paths and specializations that best suit their individual interests. Consequently, students better understand what skills and competencies are necessary for a variety of careers and have the resources to make informed decisions for post-secondary training and education.

Coordinating with local, state, and national business partners to create more than 800 internship experiences for more than 415 students during Summer 2021 has been a cornerstone of work for the CTE Department. Students from all high schools participated in one or more internship opportunity.

Partners included:

- Anthem Blue Cross
- Experiences Inc.
- Fresno Building Healthy Communities
- Fresno Unified School District
- Junior Achievement
- National Academy Foundation
- The National Alliance on Mental Illness
- New Vision Aviation

Partners worked tirelessly to provide meaningful learning to our students through a variety of community-based projects. Fresno Unified hosted interns throughout its Summer Academy programs as we continue to build a teacher pipeline shared in a separate Board Communication. One final highlight from our summer internships involved the intentional recruitment and participation of historically underrepresented youth, including our homeless/foster, special education, English learners, and African American students.

If you have further questions or require additional information, please contact Jeremy Ward at (559) 248-7534.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 08/20/21

Fresno Unified School District  
Board Communication

**BC Number SL-3**

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

Date: August 20, 2021

Phone Number: 457-6072

Regarding: 2021 Summer Experience for Aspiring Teachers

The purpose of this communication is to provide the Board information regarding the 2021 Summer Experience for Aspiring Teachers. As a part of a "Grow Our Own" model, the summer experience was designed to provide aspiring teachers and recent teacher pipeline graduates with an opportunity to apply teaching practices in-person after a year of online only experiences.

Each classroom was staffed with a triad of aspiring teachers from the following three programs: Fresno Teacher Residency, Transition to Teaching, and Para Academy (paraprofessionals aspiring to become teachers) for a total of 78 participants. The triad engaged in daily co-planning, professional learning communities, and ongoing coaching support to strengthen teacher agency and efficacy through feedback.

The summer experience was designed as a camp with an instructional focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM). The STEAM Camp was launched with an enrollment of 292 students in grades one through six, with 101 students at Ayer Elementary and 191 students at Vang Pao Elementary. The camp was hosted after summer school from 12:00 p.m. to 3:00 p.m. to benefit both parents and students with a full day of learning. Students were able to experience hands-on STEAM activities that included the study of ethnically diverse inventors and materials that encouraged innovation.

The program was funded as a result of the additional stimulus funding and supported by the Board of Education. As a result of the Summer Experience for Aspiring Teachers, 45 of the 78 eligible participants were hired in Fresno Unified as teachers for the 2021/22 school year, while others resumed credential coursework.

Teacher Development is excited to offer the summer experience to different regions and students in the summer of 2022.

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

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 08/20/21

Fresno Unified School District  
Board Communication

**BC Number SL-4**

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

Date: August 20, 2021

Phone Number: 457-3340

Regarding: All Gender Restroom Expansion Project

The purpose of this communication is to provide the Board an update regarding the all gender restroom expansion project. In alignment with the School Success and Opportunity Act, the initial phase of the project focuses on ensuring all gender restrooms are available and appropriately signed for students within our secondary schools.

The School Success and Opportunity Act (AB 1266) went into effect January 01, 2014 and amended the California State Education Code Section 221.5(f) to clarify that students, "shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records." Historically, sites made efforts to accommodate student needs by offering the nurses restroom which often presented challenges related to logistics and student privacy.

During 2020/21, youth voice student leaders identified this as a priority. Cross-departmental planning began in the spring and included Risk Management, Facilities, School Leadership and Prevention & Intervention, resulting in an agreed upon workflow process and a goal of completion at all secondary sites in Fall 2021. A memo explaining the project was sent to all secondary site leaders in June, requesting identification of at least one potential all gender restroom location per campus. The memo is attached and includes sample work order instructions.

Nine secondary site restrooms were completed during the summer, with new signage and locks. Facilities continues to respond promptly as the remaining sites submit their work orders. The cross departmental team is committed to ensuring our transgender and gender expansive/non-conforming students are supported and will continue to work with sites, students, and families throughout the completion of the project.

If you have any questions or require additional information, please contact Ambra O'Connor at 457-3340.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 08/20/21

**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

**Date:** June 9, 2021  
**To:** All Secondary Principals  
**From:** Facilities, School Leadership, Prevention & Intervention Departments  
**Subject:** All Gender Restroom Expansion Project

Our district is taking steps to help ensure All Gender Restrooms are available and appropriately signed for our students in their schools. We are committed to ensuring our transgender and gender expansive/non-conforming students are supported through the unique challenges and obstacles they may face in schools that can inhibit their ability to learn and thrive.

The School Success and Opportunity Act (AB 1266) went into effect January 1, 2014 and amended the California State Education Code Section 221.5(f) to clarify that students “shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.” This is one of the main projects our Fresno Unified GSA Youth Voice student leaders this year and our Board recently requested we prioritize this project as part of our commitment towards safe, supportive, and inclusive schools.

The first phase of the All Gender Restroom Expansion project will focus on all secondary schools.

**REQUESTS:**

- 1. Please have a Vice Principal or other member of your leadership team to identify which locations are available on your campus for single stall “All Gender Restrooms” for students.**

Considerations when identifying appropriate restrooms:

- Should be centrally located near classroom areas (not far across campus)
- In a common area, such as the student library or multi-purpose area
- Does not require any staff member to grant permission or unlock (Facilities can re-key)
- May not be the nurse’s office restroom

- 2. Submit a Work Order by 6/30/21**

- Description: “All Gender Restroom Project”. This will prompt the facilities team to use appropriate signage and hardware for locking. (see page 2 for visual). Costs will be covered through district funds, not from your school site budget.
- Specify at least one “preferred location” and one “alternate location” in your Work Order. If you have additional locations, they may be added.

The goal is to have a map of the All Gender Restrooms for students on each secondary campus by the start of the 2021/22 school year, we will message out additional guidance and clear protocols for sites to help to ensure that our students can safely access these new facilities.

