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

## **BOARD COMMUNICATIONS – September 03, 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 Kim Kelstrom Legal Services by Category

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

HR-1 Paul Idsvoog Hiring Non-credentialed Consultants for the  
2021/22 School Year  
HR-2 Paul Idsvoog Approve Credentialed Teachers to Coach One  
Period of Competitive Sport for Physical Education  
Credit

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

SL-1 Julie Severns Leadership Development Pipeline and  
The Wallace Foundation Grant  
SL-2 Ambra O'Connor Learning Communities for School Success  
Program Update  
SL-3 Teresa Morales-Young Teacher Pipeline Placements for 2021/22  
SL-4 Ambra O'Connor Update on Social Emotional Support Space  
and Peer Mentoring Program

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: September 03, 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 Fulton, Hoover, Thomas and Vinland
- Met with Fresno Teachers Association Leadership
- Met with Executive Cabinet
- Met with SEIU Leadership
- Spoke to the Fresno Unified Leadership Cohort XVII Class
- Held quarterly meeting with ACSA
- Participated in weekly call with Fresno County Superintendents
- Participated in Wallace America Recovery Planning Professional Learning Community meeting

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 09/03/21

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: September 03, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for August 27, 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 27, 2021 is attached and includes the following articles:

- Ask SSC... Does the Vaccine Order Apply to All School Workers? – August 26, 2021
- Quarantines and Teacher Shortages: A Double Whammy for California Districts – August 27, 2021
- Next Up for COVID Vaccines: Kids Under 12 – August 24, 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: 09/03/21



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

DATE: August 27, 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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## Appropriations Committees Send Hundreds of Bills to the House Floors

On Thursday, August 26, 2021, the Senate and Assembly Appropriations Committees took up their suspense files and dispensed with over 500 bills, which sets the stage for the final two weeks of the legislative year.

Thursday's hearings released hundreds of bills to the house floors. Many of these bills were able to proceed because authors agreed to amendments that addressed fiscal concerns, added coauthors, or reduced costs.

The bills that cleared the Appropriations Committees now go to the house floors for consideration before they can head to Governor Gavin Newsom's desk. Since we are in the first year of the two-year legislative session, any bill that did not meet a legislative deadline will be considered inactive for the rest of 2021 (barring any rule waivers), but can potentially be revived next year.

Below we highlight some of the significant education bills that were approved and will be moving forward in the process:

- Assembly Bill (AB) 27 (Rivas, L., D-Arleta) is an urgency measure (meaning it would take effect immediately) that would require local educational agencies to administer a housing questionnaire to identify students who are homeless and annually report this information to the California Department of Education
- AB 101 (Medina, D-Riverside) would add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements beginning with those graduating in 2029–30
- AB 367 (Garcia, D-Bell Gardens) would require all public schools maintaining any combination of classes from grades 6 to 12 to stock the school's restrooms with an adequate supply of free menstrual products by the beginning of the 2022–23 school year

- AB 438 (Reyes, D-San Bernardino) would extend the existing layoff protocols granted to certificated employees to permanent classified employees
- Senate Bill (SB) 14 (Portantino, D-La Cañada Flintridge) is an urgency measure that would add “for the benefit of the behavioral or mental health of the pupil” to the list of categories 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 (SB 14 was approved by the Assembly Appropriations Committee last week and is already awaiting a vote by the full Assembly)

There were also a number of bills that were held by the committees, meaning they are considered dead for the year absent any rule waivers. Of those bills that were held, there were a handful of noteworthy education bills, including:

- AB 22 (McCarty, D-Sacramento) would have required any increases in student enrollment for transitional kindergarten to be funded with General Fund appropriations outside of the Proposition 98 guarantee (AB 22 was made into a two-year bill by the Senate Appropriations Committee)
- AB 388 (Medina) would have required the following employees to attain permanent employee status after completing a probationary period: certificated employees at county offices of education, instructors at regional occupational centers and programs, and certificated employees at school districts with an average daily attendance of 250 or less

The bills passed by the Appropriations Committees, along with the scores of bills already waiting for consideration by the full Senate and Assembly, will be debated and will need to be approved by the Legislature prior to moving to the Governor’s desk. The Legislature has until the end of September 10, 2021, to send bills to Governor Newsom for this consideration. The Governor has until October 10, 2021, to sign or veto the bills sent to him.

### **House Adopts \$3.5 Trillion Budget Resolution**

On the federal side, the U.S. House of Representatives adopted the \$3.5 trillion budget resolution that the Senate approved two weeks ago. The resolution is effectively the budget blueprint for the 2021–22 fiscal year, which begins on October 1, 2021. Included in the budget resolution are proposals to expand paid family and medical leave, make child care more accessible, create universal pre-Kindergarten and tuition-free community college, and extend the enhanced household tax credits passed during the coronavirus pandemic.

Tuesday’s vote paves the way for the democratically controlled Congress to approve the 2021–22 federal budget using the budget reconciliation process, which thwarts the threat of a Republican filibuster as approval only requires a majority vote (50 Senate Democrats + Vice President Kamala Harris’ tie-breaking vote).

The next step in the process is for the various budget committees to begin drafting language for the budget framework and ensure that the budget can hit President Joe Biden’s desk before the beginning of the 2021–22 fiscal year, otherwise Congress will need to approve a continuing resolution to prevent the government from being shut down.

*Leilani Aguinaldo*

## Ask SSC . . . Does the Vaccine Order Apply to All School Workers?

By Leilani Aguinaldo, Danyel Conolley, and Suzanne Speck  
School Services of California Inc.'s *Fiscal Report*  
August 26, 2021

- Q.** Does the new requirement that school workers be vaccinated or submit to weekly testing apply only to those who work at school sites?
- A.** This is a good question since the August 11, 2021, [order](#) by the California Department of Public Health (CDPH) references schools throughout the order and defines a worker as “all paid and unpaid adults serving in . . . school settings.” Further, school settings are defined as “public and private schools serving students in transitional kindergarten through grade 12,” but it does not apply to childcare programs.

To clarify the order, the CDPH recently published [frequently asked questions](#) (FAQs) and specifically addressed this question. Per the CDPH FAQs, the order applies to all workers employed by a local educational agency, regardless of their assigned job site. However, the order does not apply to school employees working exclusively in a state preschool program or other early learning or childcare program, even if the program operates on a school campus.

For additional information about the CDPH order regarding school workers, see “[State Requires School Staff Vaccinations](#)” in the August 2021 *Fiscal Report*.

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*Note: Independent study (even for 8 to 14 days due to a quarantine) is the only education option that the state is willing to fund other than in-person instruction as the Legislature let the one-year law setting the rules for distance learning expire at the end of June 2021.*

## Quarantines and Teacher Shortages: a Double Whammy for California Districts

*Superintendents argue new independent study law is flawed for a quarantine*

By John Fensterwald and Betty Márquez Rosales  
*EdSource*  
August 27, 2021

Quarantines and teacher shortages are threatening to overwhelm school districts already struggling to provide independent study for tens of thousands of students who have chosen it or could be forced into it because of Covid infections and exposure. Many districts are confused over how to educate students in quarantine — what’s required, what’s allowed and what’s funded.

At this point, independent study, even for eight to 14 days due to a quarantine, is the only education option that the state is willing to fund other than in-person instruction. The Legislature let the one-year law setting the rules for distance learning expire at the end of June.

For decades, many school districts have offered independent study for students whose needs couldn't be met by traditional schools: child actors, aspiring Olympians, bullied children or brilliant students who thrive on their own.

In retooling the law to accommodate families still fearful of returning to the classroom during Covid, the Legislature requires all families to sign contracts spelling out the terms of independent study. Lawmakers strengthened reporting requirements to verify that students were doing assignments and set minimal live instruction requirements for students in early grades.

But superintendents complain that the new rules are cumbersome and unclear and say they're worried the system will break down if outbreaks of Covid force large numbers of individual students, classrooms and entire schools into independent study programs on short notice.

"This has become hyperpoliticized, but a lack of direction and clarity from the state really has been having an impact on us," said Brett McFadden, superintendent of the Nevada Union High School District in Grass Valley.

### **Call for changes to the law**

Some superintendents and lobbyists for districts are calling for the Legislature to change the independent study language in Assembly Bill 130, the "trailer bill" that details the state budget. The bill, passed in July, lays out the enrollment procedures, accountability obligations and minimum instruction requirements for independent study (see sections 53 to 55 and 66 to 74). They want the Legislature to ease the paperwork burden and regulations so that students can learn from home, using Zoom, during a quarantine.

An extensive 79-question [FAQ](#) document that the California Department of Education published on Aug. 23 didn't include guidance on quarantines. And so far, legislative leaders have given no sign they're willing to significantly change AB 130's sections on independent study before they adjourn Sept. 10.

"The delta variant is exposing the limitations of independent study as a virtual model, and with no distance learning option, this is problematic," Kindra Britt, director of communications and strategy for the California County Superintendents Educational Services Association, said in a statement. "Community-transmission Covid outbreaks occurring in the first few days of instruction, as well as staffing shortages that already existed, make it nearly impossible for schools to meet the need and demand for independent study" while complying with the law, she said.

Were it not for the delta variant and the specter of widespread quarantines, most districts might be better positioned to handle independent study. Although some districts did not widely publicize the option and others discouraged parents from signing up, most students want to be back in school anyway. Actual state attendance data won't be out until the end of the month, but county officials report that on average 2% to 5% of students are enrolling in independent study. Exceptions include 6.4% either enrolled or on a waitlist in San Bernardino City Unified and up to 10% in a few other districts.

Los Angeles County Office of Education Deputy Superintendent Arturo Valdez said the county had anticipated expanding its high school independent study program to serve students in all grades from other districts as inter-district transfers, but so far there have been no requests. "It's been a big surprise," he said.

That's not to say everything has gone smoothly. Most districts had less than six weeks to plan for independent study, reach out to parents and set it in place. The best positioned were those that had already planned to open virtual academies, like Irvine Unified and Pleasanton Unified, and those that negotiated with teachers either to fill independent study positions or spend part of their day working with independent study students. In other districts, there have been long waitlists, slow responses and complaints, particularly by parents of students with disabilities who have been denied remote services.

Carmel Levitan's two children normally attend Eagle Rock Elementary school in Los Angeles Unified, where school started Aug. 16, but concerns over Covid-19 transmission rates led her to enroll both in City of Angels, the district's independent study program. Her first grader's teacher normally teaches middle school, but he's "doing a great job," Levitan said.

Her fifth grader, however, was initially assigned a teacher who informed Levitan that he's not actually teaching through the district's independent study program. Nearly two weeks of instruction passed before Levitan's child was assigned a new classroom, which students will begin attending Aug. 27.

"I'm willing to roll with that. It's just they need to figure out the demand," Levitan said. "Several of my fifth grader's friends are currently in quarantine due to a close contact at school, so compared to that stress, I'll still take the uncertainty of City of Angels."

### **Early signs of trouble**

A further surge in infections will accelerate problems. On Tuesday, Los Angeles Unified reported that through the preceding week, 6,500 students and 1,000 employees were told to quarantine because they had tested positive for Covid or been in close contact with someone who had. That number of students seeking short-term independent study would swamp the City of Angels, which is barely keeping up with the current 10,000 enrollees. So instead of directing students to independent study, as other districts are, LA Unified is leaving it up to students' own teachers to provide support during quarantine.

McFadden, the superintendent in Grass Valley and Superintendent Jason Peplinski of Simi Valley Unified, at opposite ends of the state, are experiencing expanding Covid outbreaks and offer their experiences as a caution to others and the Legislature.

Simi Valley Unified, one of the first districts to reopen in Ventura County, had 300 of its 16,000 students in quarantine as of Thursday, Peplinski said. Under AB 130, all of those students should enroll in the district's independent study program, where they would study independently under the supervision of teachers credentialed to teach their grades. There would be some form of daily live instruction in grades TK to 3 — each district determines how much — with daily or weekly contact, depending on the grade, for older students.

But Peplinski said he can't quickly find substitutes and credentialed teachers to serve these students (along with bus drivers and cafeteria workers, also in high demand). He hired four teachers on temporary contracts for the independent study program, which is serving 450 students, 50% more than last year.

Instead, Simi Valley teachers have agreed to use Zoom so that quarantined students can participate in class from home. The teachers are also providing other help so that students don't fall behind, he said. This is a better alternative than assigning students to a separate independent study program, where someone other than their classroom teacher assigns unrelated work, Peplinski said.



But Peplinski said he doesn't know if the district will be funded since it's unclear whether concurrent instruction to quarantined students and students at school, plus other efforts teachers are doing on their own, without compensation, comply with the law. Teachers are separately documenting the attendance of quarantined students. Peplinski hopes the state will accept that.

McFadden is in the same position at Nevada Union High School District in Grass Valley, on the western slope of the Sierra. Infection rates have risen fast in the 1,600-student district. By the end of last week, 65 students were in quarantine, but McFadden foresees hundreds more in coming weeks and no way to serve the students. He'd like to set up a virtual academy in each school for quarantined students, but he needs assurance the state won't dock the district when it is audited months from now.

### **Confusion over terminology?**

The problem, in part, may be semantics.

Asked if teachers can offer distance learning to students in quarantine while they do in-person instruction, the California Department of Education answered in legalese: "Distance learning provisions are no longer in effect. The authorizing statute for distance learning sunsetted at the end of the 2020-21 school year."

Asked if schools can revive distance learning for classes and schools under a Covid quarantine, the department gave the same oblique answer.

But call it virtual learning or synchronous or concurrent instruction, and it would appear that AB 130 doesn't preclude it. Fresno Unified and Montebello Unified are operating under that assumption.

Separate from eLearn, a long-term independent study program for students who sign up for the school year, Fresno is offering short-term independent study that gives students in quarantine two options. One requires teachers to live stream during class time and to provide students with assignments sent electronically. The other requires teachers to provide hard copies of class materials plus limited synchronous instruction: 30 minutes daily for students in transitional kindergarten through sixth grade; up to 30 minutes two or three times per week for grades seven and eight; and up to 30 minutes weekly for grades nine-12. Both options meet the instructional minimums of AB 130.

Under AB 130, districts will get funding only after three days of quarantine.

Fresno Unified and the Fresno Teachers Association agreed that independent study would take effect as soon as a student is identified for quarantine and a parent signs a master agreement. "We're not waiting. We feel that kids have lost so much instruction already as it is," said Carlos Castillo, assistant superintendent of curriculum, instruction and professional learning.

Shortages of teachers and time were obstacles for Montebello Unified, a district with 25,000 students in Los Angeles. It began the school year with some substitute teachers in classrooms. The district's independent study program now has more than 1,200 students and 44 teachers.

Montebello Unified students in quarantine must enter into an agreement for short-term independent study. The materials they complete during their quarantine are created and graded by their classroom teacher. And while this option has worked since the start of the school year on Aug. 12, district administrators were considering offering a form of hybrid or distance learning before AB 130 was passed, said Kaivan Yuen,

assistant superintendent of educational services. Now, he added, “We’re complying with what we’re asked to do.”

San Bernardino City Unified, with 47,000 students, has been inundated with requests for independent study. It anticipated 500 students and now has enrolled 2,000 in its virtual academy. It has 954 students on the waiting list due to a lack of teachers. The district took down its data dashboard this week and declined to say how many additional students are in quarantine.

Those on the waitlist are being served through short-term independent study, with teachers at their home school providing instruction and materials through Google classroom. Students use the platform to communicate with teachers through chat, download assignments and upload their work. As for students in quarantine, the district is working on logistics, such as creating a universal master agreement for families, said Sandra Rodriguez, assistant superintendent for student services. Among the challenges, AB 130 requires extra paperwork for independent study; teachers would have to assign work and track progress differently for independent study students than for students in the classroom.

“We’re trying to be resilient to meet students’ needs. We don’t want to throw up our hands and say ‘Uncle’; we are trying our best,” Rodriguez said.

### **Suggested ‘tweaks’**

Derick Lennox, senior director of governmental relations and legal affairs for the California County Superintendents Educational Services Association, said he hopes the state affirms that school districts can duplicate whatever virtual instruction they adopted last year, as long as they meet the requirements of AB 130. But, he said, districts need help beyond that. “They can create virtual academies overnight,” but not without enough staff, he said.

Lennox said the Legislature has a number of options: raise the earning limit for retired educators and school employees limited by state pension laws, ease the student/teacher ratio for independent study during the quarantine, and loosen rules for using teachers with California credentials from outside the district to teach online courses this year. All of these require changes in the statute, he said.

Lennox acknowledged that “tweaks to the law are going to be hard to come by.” AB 130 required extensive negotiations, he said, and legislative leaders “think the law is flexible and — with all the money they threw at districts — why can’t districts figure it out?”

Pleasanton Unified Superintendent David Haglund said “the issue causing the most nervousness” is the new rule requiring the return of an independent study student to in-person instruction within five days of a family’s request. Not only is it “onerous and difficult” to comply with, but it can conflict with a family’s desire to be placed in their regular school. “If the law said a student can go back to a home school as soon as a spot is available, it would not be an issue,” he said.

On Wednesday, Los Angeles Unified stated in an email that it is cautiously optimistic that state legislators may consider further clarifying and adding flexibility for independent study options and that they’ll recognize the impact of a quarantine.

But Peplinski said it has been frustrating trying to get legislators to acknowledge problems. “They set this position (in AB 130) and backpedaling does not appear to be an option for them until critical mass dictates it.”

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*Note: On Monday, August 23, 2021, the U.S. Food and Drug Administration gave full approval to Pfizer’s coronavirus vaccine for people age 16 and older with approval for youths ages 12–15 expected shortly.*

## **Next Up for Covid Vaccines: Kids Under 12**

By Maggie Fox  
CNN  
August 24, 2021

The US Food and Drug Administration has given full approval to Pfizer’s coronavirus vaccine for people age 16 and older. Approval for youths ages 12-15 is expected to follow soon.

“I don’t think it’ll be long before they extend it to 12 to 15 -- maybe within a few weeks to a month or so,” said Dr. Bob Frenck, director of the Vaccine Research Center at Cincinnati Children’s Hospital.

Parents are already clamoring to hear more about approval or authorization for children under 12, however. Studies looking at that are underway.

It appears that kids can get a much smaller dose of vaccine than adults and still get the same immune response, Frenck told CNN.

That’s good news, because it means vaccine supply can be stretched further, Frenck said.

“We took a step back after we did the adolescents, and we looked at the dosing, because we thought that we may be able to use a lower dose and be able to get the same immune response,” Frenck said.

It looks like children ages 5-12 get a strong immune response with 10 micrograms of vaccine antigen, Frenck said.

“So one third of the dose that we’re giving adults, or even one third of the dose that was used in 12-year-olds and above, was just as immunogenic. We got just as good an immune response as the 30-microgram dose and there were less side effects,” he said.

“So because of that, for the 5-12-year-old dosing we are looking at 10 micrograms, and then, in the younger kids, under 5, even going down further to 3 micrograms.”

That might be confusing, but it simply means children have a stronger immune response, Frenck said. “It just really proves as far as that the kids’ immune responses are good. They’re very strong,” he said.

“A lot of people are asking us: ‘Does this mean you’re giving us less of a vaccine?’ I said, well, we’re giving you less antigen, but their immune response is so good that they’re making the same immune response -- so there’s no need to give more vaccine,” Frenck added.

“We’re giving enough vaccine to be able to get the same immune response as we’re seeing in people 25 years of age that are getting 30 micrograms.”

More is not better, Frenck said -- the immune response hits a maximum and giving a higher dose doesn’t boost it.

“We were able to decrease by a third, and still got the same immune response,” he said.

As with adults, side effects are generally mild and do not last long, Frenck said.

“The side effects we’re seeing in the kids are really identical to what we’re seeing in adults,” Frenck said. That includes a sore arm, fatigue, headache and fever in about 10% of children, he said.

Dr. Anthony Fauci, director of the National Institute of Allergy and Infectious Diseases, said he was confident the trials would show good efficacy among younger children.

“I don’t think there’s going to be any question that this is going to be effective in the children at that younger age. I have no doubt about that,” Fauci told CNN’s Anderson Cooper Monday evening.

Dr. Amanda Dropic, a pediatrician in Florence, Kentucky, enrolled her four children in the trials for various ages at Cincinnati Children’s.

“I talked to my kids about it. We all agreed that in order for everybody to get vaccinated, somebody has to be willing to step up and go first,” she said in a video released by the hospital.

“We miss traveling. We miss vacations. We miss concerts. We miss sports activities. So hopefully as our kids are vaccinated and then other people get vaccinated, it’ll really help,” Dropic said.

“I am just really looking forward to hanging out with friends ... going to places without worrying about masks or where I can eat,” said Dropic’s son, Ben, now 16, who took part in the trial for Pfizer’s vaccine in the 12-15-year-old age group.

“It is important to get the vaccine so you stop the spread of coronavirus and so the virus won’t hurt any more people,” said Ben’s younger brother Eli, 10.

Frenck’s team is starting vaccine trials now testing Moderna’s Covid-19 vaccine in kids under 12. The hospital is due to enroll 75 children, he said -- 25 in each age group: 6-12, 2-6 and infants to age 2.

As with all the coronavirus vaccine trials, investigators like Frenck are speeding up the bureaucratic steps for submitting vaccine data to move the process along more quickly.

“Typically what happens is that you get a result from a Phase 1 (trial) and then you’re showing it back to the company and saying, ‘Okay, is this good enough that we’re going to go to a Phase 2,’ and then having to think about it. And then you same thing with Phase 2 to Phase 3. Here it just marched right along because the funding was already available,” he said.

Often a study lasts four or five years, and the researchers gather all the data up at the end of that period of study and submit it to the FDA. “So you can imagine getting four or five years’ worth of data all at one time -- that’s a lot to try to process,” he said.

“What happened here was that the FDA was being given packets of information in real time. As the companies got the information, it’s being submitted to the FDA for them to review so when they got to a point in time of looking at the emergency use authorization, the FDA was already very familiar with the products and they didn’t have to start from ground zero.”

Moderna is also considering lower doses in younger children, Frenck said.


Pfizer says it will apply to the FDA for authorization to use its vaccines in children ages 5-11 by the end of September, once it sends all the data in.

Moderna, whose vaccine is authorized for people 18 and older, has filed with for EUA for children 12-17. It expects to have data ready on younger children later this year.

Johnson & Johnson is in “active discussions with regulatory authorities regarding our development plan and trial designs” for teens and children and expects to start trials in the fall.

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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



Date: September 03, 2021

Phone Number: 457-3907

Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2020/21 fiscal year.

**General Fund Legal Services by Category  
July 01, 2020 through June 30, 2021**

<b>Departments</b>	
Board of Education	\$ 111,316
Facilities Management & Planning	169,107
Human Resources/Labor Relations	639,032
General Legal Services	305,501
Special Education	353,303
Prevention & Intervention	38,941
Charter School	<u>68,379</u>
<b>Total</b>	<b>\$ 1,685,579</b>

**Other Funds Legal Services by Category  
July 01, 2020 through June 30, 2021**

<b>Fund</b>	
Liability	\$ 488,256
Workers' Compensation	<u>586,709</u>
<b>Total</b>	<b>\$ 1,074,965</b>

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: 09/03/21

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: September 03,2021

Phone Number: 457-3548

Regarding: Hiring Non-credentialed Consultants for the 2021/2022 School Year

The purpose of this communication is to provide the Board background information regarding the recommendation of approving the hire of non-credentialed consultants for the 2021/2022 school year. Pursuant to California Education Code 58803: Notwithstanding any other provision of law, specialized secondary programs may select as teachers noncredentialed persons who possess unique talents or skills from business, performing arts, or postsecondary institutions. No noncredentialed person shall be retained as a teacher in a specialized secondary program unless, within 60 days after the governing board has hired such a person, the Commission on Teacher Credentialing has issued a certificate of clearance for him or her, which the commission shall issue when it has verified the person's personal identification and good moral character.

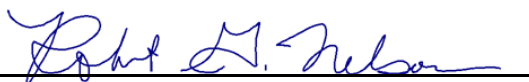
Each school district governing board that employs noncredentialed persons to teach in specialized secondary programs shall annually report to the Superintendent of Public Instruction the number of those persons employed, the subjects they are employed to teach, and the unique talents and skills they possess.

Human Resources has submitted the following names to the Board for September 8, 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: 09/03/21

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: September 03, 2021

Phone Number: 457-3548

Regarding: Approve Credentialed Teachers to Coach One Period of a Competitive Sport for Physical Education Credit for the 2021/2022 School Year

The purpose of this communication is to provide the Board background information regarding the recommendation of approving credentialed teachers to coach one period of a competitive sport for physical education credit for the 2021/2022 school year. Pursuant to California Education Code 44258.7(b): A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport.

The following names meet the requirements of ED Code 44258.7(b) and will be submitted for board approval on September 08, 2021.

Name	Sport	School
Thomas Donald	Varsity Baseball	Bullard HS
Eduardo Luna	Varsity Wrestling	Bullard HS
Jonathan R. Vivian	Varsity Girls Soccer	Bullard HS

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: 09/03/21



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: Julie Severns Ed.D., Administrator  
Cabinet Approval: 

Date: September 03, 2021

Phone Number: 457-3656

Regarding: Leadership Development Pipeline and The Wallace Foundation Grant

The purpose of this communication is to provide the Board an update on leadership development efforts within the system. Our pipeline organizes opportunities and programs for aspiring, new, and existing leaders with an effort to ensure alignment of messaging and cohesion across departments.

Aspiring Leaders

There are currently two internal programs for Aspiring Leaders. The Fresno Unified School District Leadership Cohort is the preparation program to earn a Preliminary Administrative Services Credential. Fresno Unified is currently partnered with the Bridges to Leadership Program through Madera County Superintendent of Schools to deliver the rigorous one-year course of study with job embedded learning opportunities resulting in an administrative credential. Twenty participants will be completing the current program in May 2022 for a total of 418 employees since 2005. The Leadership Academy is an additional program for aspiring leaders who already hold a Preliminary Administrative Services Credential but have not yet moved into an administrative position. Participants are involved in monthly professional learning and have access to opportunities for job shadowing, substitute administrative roles, and other on the job training.

New Leaders

Fresno Unified has an induction model for all new administrators to ensure supports are in place for the first two years in the position. First time administrators are enrolled into the Clear Administrative Services Credential Program through a partnership with Fresno County Superintendent of Schools. In addition to targeted professional learning, job-alike networking, goal setting, and ongoing reflection tied to leadership standards, they are assigned an experienced administrative coach for two years. For new principals, the same type of induction support exists although most already hold a clear credential. To ensure they are successful, they are assigned an experienced administrative coach, engage in job alike networking structures every two weeks where department leaders are invited, and receive more frequent interaction with their supervisor. There are currently 75 Year One and Year Two New Leaders receiving induction support in the district.

Existing Leaders

There are established structures for ongoing, role specific professional learning opportunities for principals and co-administrators. We have shifted to more virtual meetings and frequent optional check ins to respond to the current challenges site leaders are facing. There is close coordination between the Leadership Development Department and School Leadership to ensure the alignment of content between the learning of existing leaders to that of aspiring and new leaders as well as to other departments across the system.

Development Programs

There are opportunities for administrators who are further along the development pipeline to mentor aspiring and new administrators through coaching or by participating in the delivery of course content

in the Aspiring and New Leader programs. These leaders are also supported with professional learning to develop their own skills of cognitive coaching. We have continued to add programs and opportunities for leaders in Fresno Unified as needs surface. Our Supervisors of Schools are currently engaged in a yearlong program with the University of Washington specifically designed to develop knowledge and skills for principal supervisors. A partnership with San Diego State University has resulted in the first cohort of 20 doctoral candidates in Educational Leadership. There are also affinity groups for specific groups based on their request for a space to learn with those experiencing the same challenges as a leader in the district. A nationally recognized organization, Men of Color in Educational Leadership piloted a group and individual mentoring program with our Black leaders in Principal and Co-Administrator roles. A parallel structure has been created for the female leaders called Black Women Educators United. Our plan is to expand the differentiated support for any groups of aspiring, new, or existing leaders who would benefit from this structure of support.


The Leadership Development Department continually seeks to improve and refine the existing design of opportunities for aspiring, new, and existing leaders while also seeking out new and different opportunities as needs surface. During the 2019-2021 school years, Fresno Unified was invited to participate in the Principal Pipeline Learning Community through The Wallace Foundation, one of the premier resources for leadership efforts. The focus was on developing all aspects of the pipeline and led to an invitation to apply for the Equity Centered Pipeline Initiative.

#### The Wallace Foundation

Following a rigorous application and visitation process, Fresno Unified was selected as the only California school district to participate in the five-year initiative. The grant awards up to five million to build upon the current leadership development pipeline and to develop preparation and training programs through partnerships with San Diego State University, National University, the California Department of Education, and the California Commission on Teaching Credentials. Being a part of The Wallace Foundation will also provide targeted assistance in a variety of domains while researching the process and publishing the results for the broader knowledge base on leadership development. The grant agreements are in the process of being finalized for the eight participating districts of Baltimore City Public Schools, Winston/Salem Forsyth County Schools, Columbus City School District, District of Columbia, Jefferson County Public Schools, Portland Public Schools, San Antonio Independent School District, and Fresno Unified School District. Once complete, there will be a national press release communicating the involvement of Fresno Unified in the Equity Centered Pipeline Initiative. At that time, the grant will be announced locally.

If you have any questions or require additional information, please contact Julie Severns at 457-3656.


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/03/21

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: Ambra O'Connor, Prevention & Intervention Executive  
Cabinet Approval: 

Date: September 03, 2021

Phone Number: 457-3340

Regarding: Learning Communities for School Success Program Update

The purpose of this communication is to provide the Board an update on the three-year Learning Communities for School Success Program grant that ended July 2021. The grant funds were used to develop systems and structures for our Multi-Tiered System of Support framework. Through grant funds, we hired ten Child Welfare and Attendance Specialists (CWAS) and a Project Coordinator to support with the implementation of Tier II structures, interventions, and supports at ten elementary sites: Addams, Birney, Burroughs, Calwa, Centennial, Easterby, Hamilton Roeding, Slater, and Viking. Site selection criteria included student attendance and behavior data, evaluation of existing site-based supports and Tier 1 readiness.

- The Tier II CWAS provided students with evidenced-based targeted interventions to address social-emotional, behavioral, and attendance needs.
- Each site built their Targeted Support Team (TST); the purpose of this team is to identify students and match their needs to appropriate Tier II interventions, progress monitoring, and evaluating the site-based Tier II system.
- The Project Coordinator worked closely to establish a TST at each of the ten sites and supported CWAS to develop a menu of interventions and supports for students to access.

**During the 2020/21 school year**

- CWAS supported 7,800 students through targeted interventions and supports.
- Approximately 125 TST meetings were conducted at the ten sites.
- Approximately 425 staff participated in professional learning on Tier II systems.
- Approximately 920 unique students received targeted social-emotional, behavioral, and attendance supports either virtually or in person, targeting those students with the greatest attendance needs at the ten sites. Of the 184 attendance interventions, 72% improved their attendance.

To assist in mitigating the impact of the pandemic, grant funds were leveraged to provide students supports during the Summer of 2020 and 2021.

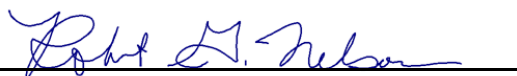
- In the Summer of 2020, virtual social-emotional, behavioral, and attendance supports were provided for students attending summer school at the ten grant sites.
  - Students received small skill group instruction, social-emotional check-ins, wellness checks, home visits, and had access to a virtual calming space.
  - Staff conducted a total of 775 successful student contacts/interventions throughout the five weeks of summer school.
- In the Summer of 2021, supports were expanded to specifically target third and fourth grade students in greater need of developing their foundational reading skills and social-emotional skills through an integrated approach.
  - Teachers and CWAS worked collaboratively to provide whole group and small group instruction for literacy and Social Emotional Learning development.

- The pilot program began with 71 students and 49 students completed the four-week program.
- A pre/post assessment was conducted utilizing our universal screener to rate student social-emotional needs; 70% demonstrated an improvement in their social-emotional skills at the conclusion of the program.
- A pre/post assessment of students' phonemic awareness and fluency was also conducted; 86% of students demonstrated an increase of +10 or above in phonemic awareness and an 87% increase in fluency and comprehension.

The Department of Prevention & Intervention received notification in June that the district was awarded the grant for an additional three years which will allow the expansion our supports at eight new sites: Tehipite, Tenaya, Fort Miller, Lowell, Turner, Kirk, Wilson, and Holland. The new grant funds an additional Behavior Intervention Specialist to expand intensive Transitional Kinder - Third behavioral supports to Fourth grade students.

If you have any questions or require additional information, please contact Rita Baharian at 457- 6058.

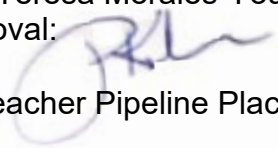
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/03/21

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: September 03, 2021

Phone Number: 457-6072

Regarding: Teacher Pipeline Placements for 2021/22

The purpose of this communication is to inform the Board of teacher pipeline placements for the 2021/22 school year from internal, teacher pipeline programs. The Teacher Development department was created in 2009 with a vision to ensure that every classroom has a highly effective teacher and a purpose; to provide a continuum of supports for teachers in Fresno Unified.

There are four overarching goals for the department. They include:

- Increasing the diversity within the teacher pipeline to support closing the student achievement gap by recruiting, training, and retaining highly qualified candidates
- Implementing a pre-service to in-service model with program supports
- Sequencing professional learning to improve instructional practice in service of student learning
- Advancing local and organizational partnerships that include internal departments, institutions of higher education, county offices of education, other school districts, and national organizations

To increase diversity within the teacher pipeline, we shifted our focus from traditional recruitment strategies to a “grow your own” approach. We have seven aspiring teacher programs that support recruitment efforts in Fresno Unified. Programs include: Teacher Academy, Para Academy, Transition to Teaching, Fresno Teacher Residency, the Fresno Internship Credential Program, Substitute Teacher Professional Learning, and Student Teacher Placements. The current ethnic diversity of the seven programs is 87% and support is provided to each program by multiple departments and institutions of higher education.

Most importantly, programs include students and paraprofessionals that want to become teachers. This recruitment strategy is the largest contributing factor to our teacher diversity within the pipeline. This year, Teacher Development has filled 64% (224 teachers) of the new hire positions for 2021/22 as of August 31, 2021.

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

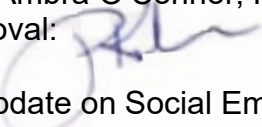
Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 09/03/21

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: September 03, 2021

Phone Number: 457-3340

Regarding: Update on Social Emotional Support Space and Peer Mentoring Program

The purpose of this communication is to provide the Board an update on social emotional support spaces and peer mentoring programming, as requested during the June 16, 2021 Board meeting.

### **Social Emotional Support Spaces**

An assessment of existing site-based spaces at secondary sites was completed during the summer, with the following preliminary findings:

- Sites with existing functional rooms: 12
- Sites with rooms which could be utilized with structural modification (i.e. new wall): 7
- Sites with no available vacant rooms: 5

Prevention & Intervention and Purchasing are currently working with vendors to identify available furnishings that best align with the intended purpose of the space. Additionally, cross departmental teams from Facilities and Prevention & Intervention will conduct joint site visits in the coming weeks to confirm needs and prioritize modifications at sites without existing spaces.

### **Peer Mentoring**

Peer Mentoring began in 2015 with a small partnership pilot between three middle schools and three high schools. Programs focused on providing support to students by connecting middle school/high school student mentees with paid high school student mentors for the purpose of guiding and supporting the mentee towards improvement of academics, social emotional skills, and behavior. The Peer Mentoring program utilizes a research-based curriculum that places an emphasis on leadership and social emotional skill building. Students are selected based on multiple criteria including lack of school connectedness, low grades, low attendance rates, and high suspensions coupled with a willingness to participate in the program on a weekly basis.

The peer mentoring program has since expanded to multiple partnerships across the district including the following:

#### Traditional Peer Mentoring

- Bullard - Tenaya
- Bullard – Wawona (focus on English Learners)
- Fresno - Fort Miller
- Hoover-Tioga (2021/22 launch)
- Roosevelt - Tehipite
- Sunnyside - Kings Canyon
- Edison-Edison (Nuevas Alturas focus on English Learners)

Mentoring Student Clubs (Focus: Social Emotional, Academics, Intro to Advanced Placement)

- Edison-Baird
- Edison- Computech
- Edison-Wawona
- Edison-Gaston
- Bullard-Baird
- Bullard-Wawona

English Learner Newcomer Students (Redesignated student mentors- Newcomer mentees)

- Bullard - Bullard
- Edison - Edison
- Fresno - Fresno
- Hoover - Hoover
- McLane - McLane
- Roosevelt-Roosevelt
- Sunnyside-Sunnyside

Rise-Up! (Focus: African American AP students)

- Edison – Edison

Southeast Asian Mentoring and Enrichment (SAME)

- Roosevelt -Yosemite
- McLane -Sequoia

Steve Scholars (Focus: Steve Scholars students)

- Roosevelt - Roosevelt

Peer Mentoring has shown favorable results in several areas. Pre-pandemic, 65% of students participating in peer mentoring had a reduction in chronic absence, 83% decrease in suspensions for those students with three or more suspension incidents, and 88% of students responded favorably that “mentoring makes them believe they are capable of learning anything”.

Recent program expansion has included additional sites with programs that focus on specific student groups, and increased service learning. During distance learning, all peer mentoring shifted to virtual sessions and several peer mentors piloted a “Tech Mentor” program where they were paid to support students experiencing technology struggles during virtual learning. The Department of Prevention & Intervention will continue to collaborate with other departments and sites across the district to expand programming.

If you have any questions or require additional information, please contact Darrin Person 559-457-3368 or Ambra O’Connor 559-457-3340.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/03/21