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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – October 22, 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  
S-2 Robert G. Nelson, Ed.D. Superintendent's Evaluation

### **AFRICAN AMERICAN ACADEMIC ACCELERATION (A4) – Wendy McCulley, Executive Director**

A4-1 Jacqueline Machado-Austin African American Academic Acceleration  
Afterschool Reading Program  
A4-2 Jacqueline Machado-Austin African American Academic Acceleration  
Summer Reading Program

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

AS-1 Kim Kelstrom School Services Weekly Update Report  
AS-2 Kim Kelstrom Weekly Attendance Report  
AS-3 Kim Kelstrom October Legislative Committee Meeting

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

EA-1 Kristi Imberi-Olivares 2021/22 Quarter 1 Performance

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

HR-1 Paul Idsvoog Variable Term Waiver Request for  
Bilingual Cross-Cultural Language and  
Academic Development Authorization  
HR-2 Paul Idsvoog Recommendation for Variable Term Waiver  
HR-3 Paul Idsvoog Recommendation for Variable Term Waiver  
Request for Career Technical Education  
HR-4 Paul Idsvoog Recommendation to Approve Provisional  
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**BOARD COMMUNICATIONS – October 22, 2021 - continued**

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

OS-1 Karin Temple Opposition to Cannabis Dispensary  
OS-2 Karin Temple Disposition of Hedges Property  
OS-3 Amanda Harvey National School Lunch Week

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

SL-1 Brett Mar Air Quality Reporting Procedures  
SL-2 Karen Laughlin Tutor.com  
SL-3 Brett Mar Athletic Trainers for Football  
SL-4 Edith Navarro Scholastic's Foundations in Reading, Sound,  
and Text

**TECHNOLOGY SERVICES – Tami Lundberg, Chief Technology Officer**

TS-1 Philip Neufeld Connect2Learn Hotspots for Students Using  
District's Private LTE Network

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: October 22, 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 Forkner and Starr
- Held State of Education, virtually
- Participated in the Council of the Great City Schools Annual Conference, virtually
- Met with Executive Cabinet
- Attended the Fresno County School Trustee Association Dinner
- Taught Fresno Unified/San Diego State University Doctorate Class, Re-Thinking Leadership
- Facilitated session titled, *Poised for Success: How Equity-Driven Work is Improving Two Great City School Districts*, during the Council of Great City Schools Annual Conference
- Attended the CivXNow Policy Summit meeting
- Gave interview with Alexan Balekian, KSEE24 Sunday Morning Matters, regarding State of Education, COVID student walkouts and the censure of Trustee Major Slatic
- Attended the Gender Nation Book Donation event

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number S-2**

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

Date: October 22, 2021

Phone Number: 457-3884

Regarding: Superintendent's Self-Evaluation

The purpose of this communication is to provide the Board and public a copy of my self-evaluation. As I have done in previous years and in the interest of full transparency and accountability, included is my self-evaluation based on the eight goal areas the Board discussed on February 10, 2021, which did not significantly change from the previous evaluation period. A hard copy of the self-evaluation was given to the Board during the October 13, 2021, board meeting. Please call me if you have any questions.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

**SUPERINTENDENT'S SELF-EVALUATION  
COVERING DECEMBER 2020 TO SEPTEMBER 2021  
Self-Evaluation  
By: Superintendent Robert G. Nelson  
Fresno Unified School District  
October 2021**

As I prepare my fourth self-evaluation as the superintendent of Fresno Unified School District, I once again thank the Board, my colleagues, teachers, staff, students, parents and the entire community for the opportunity and support to serve our students. The Board provided clear direction during my last evaluation and asked that my evaluation be significantly shortened, so this year's evaluation, as one will see, is a bit different.

As I stated when I first started in this role, I continue to operate under the commitments of Transparency, Equity, Accountability and Connectivity, which continue to serve as key pillars in moving our work forward and are embedded in the board's newly established goals. This year's self-evaluation includes information and results that have been realized during my tenure since my last evaluation. To remain somewhat consistent with previous years' approach, I will present information for my self-evaluation in a way that specifically addresses the eight goal areas the Board discussed on February 10, 2021, which did not significantly change from the previous evaluation period. I will provide a scorecard view of specific goals and results achieved, along with a summary of successes experienced across the district during these past months.

I would be remiss if I did not address the significant impact we have experienced in education, and every other aspect of our lives, during the past 18 months given the COVID-19 pandemic. First, our educational system has forever changed given what we've experienced. In one day, we went from traditional classroom learning to 100% online/distance learning/virtual. The amount of work and mindset shift that had to happen to make that magnitude of change a reality is incredible in itself. And just as we were getting our feet under us, our model changed to simultaneous instruction, where some students were physically present while others joined virtually, and then the cohorts of students attending physically and virtually flip-flopped so as to make sure all students were physically present for at least some of the time. As the year ended, we committed to bringing our students back to in-person and as we worked toward this goal, we were faced with a variant and a spike in COVID cases that caused alarm and panic as we opened our doors and welcomed back our students. We finally began the year by bringing students back and it was amazing to see the joy of students back on campuses across our district.

Soon, we were presented with a new challenge given the spike in cases and COVID exposures in our classrooms and schools where district employees were having to act as de facto healthcare professionals. I never thought that during my tenure as an educator, we, the district and all its employees, would be viewed as or become what we have been essentially operating as, namely a public health organization. Our focus shifted to health protocols, contact tracing, and working with partners on providing COVID-19 vaccination and testing opportunities. It appeared that all we talked about and were responsible for was curbing the pandemic when our primary focus should always be to educate our children. I am so proud of our team who has continuously stepped up and delivered on most of what we have been asked to do and that our results,

although impacted and worthy of improvement, have not completely derailed. The focus and efforts of all of the Fresno Unified family should not go unnoticed and should be celebrated.

As a final note to introducing my self-evaluation, below are indicators the Board has focused on in recent years as well as indicators from the California Dashboard during my tenure.

Indicator	2016/17	2017/18	2018/19	2019/20	2020/21
Graduation Rate	84.30%	85.80%	87.6%	86.4%	86.3%
SBAC ELA	33.64%	36.76%	38.27%	N/A	N/A
SBAC Math	24.14%	26.89%	29.85%	N/A	N/A
ADA Attendance Rate	93.68%	93.55%	93.18%	94.35%	91.03%
Preschool Enrollment	2822	2815	2820	2999	1806
Student Engagement	65.40%	66.40%	68.90%	68.91%	N/A
Suspensions	7.00%	7.20%	7.00%	5.06%	0.17%

Indicator	2017	2018	2019	2020	2021
Chronic Absenteeism	N/A	Yellow	Orange		
College/Career	N/A	Green	Orange		
English Language Arts	Orange	Yellow	Yellow		
English Learner Progress	Yellow	N/A	N/A		
Graduation Rate	Green	Green	Yellow		
Mathematics	Yellow	Yellow	Yellow		
Suspension Rate	Orange	Orange	Orange		

### Scorecard

**Goal 1 - Deliver Mission, Vision, Values and Goals with ample Trustee input**

	2020	2021	
Operationalize Strategic Plan			
Develop Objectives and Key Results			
Address Missed Inputs			

We have established five district-level key priority areas aligned to the goals in the strategic plan that were approved by the board.

- Increase the # of students who meet growth targets in iReady.
- Increase the # of students with attendance rates above 90%.
- Increase the % of students who have high self-efficacy.
- Increase family participation in engagement opportunities.
- Increase staff diversity to mirror our student population.

Along with the district-level key priority areas, all departments are finalizing Objectives and Key Results with leading indicators to better predict and adjust in real-time in an effort to improve results.

**Goal 2 - Increase district's workforce and programs to reflect our student population**

Decrease Workforce Gap (5% Improvement or Actual within 15% of target)	2020	2021	Target	% Improvement
<b>Certificated</b>				
African American	4.5%	4.7%	7.7%	5.8%
Asian	10.9%	11.1%	10.2%	2.2%
Filipino	0.9%	0.9%	0.2%	1.1%
Hispanic	31.1%	31.9%	69.5%	2.5%
Native American	1.0%	1.1%	0.6%	2.9%
Pacific Islander	0.2%	0.2%	0.4%	13.3%
White	51.3%	49.5%	8.0%	-3.5%
<b>Classified</b>				
African American	8.2%	8.9%	7.7%	7.8%
Asian	16.0%	18.1%	10.2%	12.7%
Filipino	1.2%	1.5%	0.2%	24.4%
Hispanic	52.8%	60.1%	69.5%	13.9%
Native American	1.3%	1.7%	0.6%	30.1%
Pacific Islander	0.2%	0.2%	0.4%	0.0%
White	20.0%	9.4%	8.0%	-53.2%
<b>Management</b>				
African American	8.9%	8.8%	7.7%	-1.0%
Asian	11.0%	11.4%	10.2%	3.6%
Filipino	1.3%	1.2%	0.2%	-4.8%
Hispanic	34.4%	36.5%	69.5%	6.1%
Native American	1.1%	1.2%	0.6%	5.3%
Pacific Islander	0.5%	0.7%	0.4%	42.0%
White	42.5%	39.9%	8.0%	-6.1%
<b>Student Metrics</b>				
Decrease Magnet School Student Enrollment Diversity Gap	2020	2021	Target	% Improvement
African American	4.8%	5.6%	7.7%	16.7%
Asian	8.2%	6.9%	10.2%	-15.9%
Filipino	0.4%	0.4%	0.2%	0.0%
Hispanic	66.3%	68.1%	69.5%	2.7%
Native American	0.3%	0.3%	0.6%	0.0%
Pacific Islander	0.6%	0.6%	0.4%	0.0%
Two or More Races	2.8%	3.6%	3.3%	28.6%
White	16.4%	14.6%	8.0%	-11.0%
Decrease ELA Academic Gap by Diversity (Distance from Proficiency)	2019	2020		% Improvement
African American	-73.58	-70.27		4.5%
Asian	-14.93	-11.65		22.0%
Filipino	37.23	41.53		11.6%
Hispanic	-45.86	-40.70		11.2%
Native American	-45.68	-46.02		-0.7%
Pacific Islander	-52.42	-38.56		26.4%
Two or More Races	-20.51	-15.84		22.8%
White	2.19	3.44		57.2%
Decrease Math Academic Gap by Diversity (Distance from Proficiency)	2019	2020		% Improvement
African American	-107.60	-98.79		8.2%
Asian	-43.56	-35.73		18.0%
Filipino	-1.84	15.49		742.8%
Hispanic	-76.45	-69.46		9.1%
Native American	-76.04	-73.19		3.8%
Pacific Islander	-75.00	-49.84		33.5%
Two or More Races	-49.19	-44.30		9.9%
White	-26.53	-24.28		8.5%

**Goal 3 - Address communication and customer service deficits, especially within Special Education**

	2020	2021	
Implement customer service survey			
Train 25% of frontline office staff			

**Goal 4 - Maintain Fiscal Stability**

	2020	2021	
Complete ROI analysis			
Balanced budget			
Unqualified audit opinion			

**Goal 5 - Ensure accurate and timely critical incident information is available to Trustees**

	2020	2021	
Weekly communications with Trustees			
Inform Trustee(s) within two hours of critical incidents			

**Goal 6 – Grow Cabinet structure/team expecting excellence and accountability for actions/inactions**

	2020	2021	
Implement new organizational structure			
Implement 360-degree feedback			

**Goal 7 - Provide reliable student growth performance data and program options to improve outcomes**

	2020	2021	
Increase number of students enrolled in second language offerings	13356	13629	

**Goal 8 – Implement plan to provide facility equity throughout our schools**

<b>Improve Facility Rating (Facilities Inspection Tool)</b>	2020	2021	
Number of Schools with Overall Good Rating	90	88	
Number of Schools with Overall Exemplary Rating	9	11	

DeWolf, Eaton, Leavenworth, Phoenix Secondary, Slater and Williams experienced an improved rating from Good to Exemplary while Addicott, Starr, Vang Pao, and Yokomi experienced a decrease in their rating from Exemplary to Good.

**Summary of Successes**

**Administrative Services**

- The Chief Financial Officer and staff were integral to all aspects of collective bargaining, providing critical analysis and information. Various articles included additional investments focused on supporting unique student needs resulting from the effects of the pandemic.
- In anticipation of the issuance and sale of General Obligation Bonds, the district’s bond rating was affirmed at Aa3 by Moody’s Investor’s Service. The agency noted that the rating was anchored in key indicators including healthy finances, solid reserves, a prudent management team, with conservative budgeting practices and an adopted reserve policy.
- Fiscal services staff successfully completed and adopted the 2021/22 Budget. This included meetings with budget managers, cabinet presentations, briefings with Board trustees and 11 presentations to the Board of Education.

- State and Federal staff successfully completed the adopted Local Control and Accountability Plan (LCAP). This work integrated input from virtual community townhall events, which were held in multiple languages.
- State and Federal staff successfully facilitated the completion of SPSA's virtually, despite school closure. The team provided one-on-one virtual training, enabling the completion and approval of 100% of plans via virtual stakeholder meetings.
- The Benefits and Risk Management Office resolved/settled five litigation files, managed/conducted 345 ADA requests, and reviewed 857 contracts in support of District sites/departments. Staff successfully completed 210 retiree benefit meetings and implemented the successful deployment of an online new-hire employee benefits portal.
- The Payroll Office implemented a new process allowing for employees to opt-in/out of receiving a hard copy pay advice and W-2. This included successful collaboration with FTA and CSEA. The team also implemented automated auditing procedures for supplemental service payments. In addition to cycles of regular payroll, the team completed retroactive payrolls for collectively bargained agreements for an extra day of pay, one-time \$3,500 payment and simultaneous teaching stipends.

### **African American Academic Acceleration**

- The A4 Summer Reading Program was hosted at Ayer, King, Thomas, and Williams Elementary for four weeks and served K-5<sup>th</sup> grade students. Given the pandemic, we implemented a hybrid model to accommodate both in-person and distance learning options at each site. The A4 Summer Reading program enrolled 394 students of which 251 completed the program and 63.7% of those students met or exceeded their reading goals.
- Our 10-week A4 Afterschool Reading Program was held virtually at 10 elementary school sites and represented each region within Fresno Unified. The program enrolled 448 students of which 297 completed the program and 84% of those students met or exceeded their reading goals.
- The A4 Math Camp was a 3-week virtual pilot program which enrolled 78, 5<sup>th</sup> and 6<sup>th</sup> grade students who were 2 or more grade levels below in their iReady math assessment. The Math Camp curriculum focused on fractions and block coding and was developed through a partnership with Fresno Pacific University, the AIMS Center for Math and Science Education, and Fresno State University.
- The student voice was a group of 18 students with a goal to make sure that African American student voice was heard to improve the culture and climate of Fresno Unified schools. Through this process, our students helped develop a Student/Teacher Belonging Workshop that combined the thoughts of our African American students and the expertise of some of their favorite teachers into an interactive professional learning opportunity for teachers.

- The A4 Kinder Readiness summer academy is a program that targeted 60 incoming African American kindergarteners that had no prior classroom experience. The goal was to prepare these students, who have yet to experience the structures of a classroom, for kindergarten while combining SEL and cultural components so they can transition to kindergarten with a joyful attitude toward education and a greater probability of success.

### **Early Learning**

- Collaboration with Head Start, first time in Fresno, to run a Head Start preschool program at 5 elementary sites. Partnership allows our district to provide wrap around health and nutrition services to our neediest families.
- Increase of Preschool Inclusion classrooms from only 1 in 2019/20 to 17 in 2020/21.
- There was a statewide expansion of the Language Learning Project supporting multilingual young learners.

### **Equity and Access**

- Developed and aligned the strategic plan to state accountability by developing Vision, Mission, Values, Goals, and priority Objectives and Key Results.
- Developed protocols, process, and professional learning for gathering stakeholder input (qualitative data) through interviews and focus groups.
- Developed a framework for Diversity, Equity, and Inclusion which included:
  - training all staff on cultural proficiency – 95% of school sites and district departments completed the foundational Cultural Proficiency training.
  - created and implemented a Student Voice Collaborative that is representative of our student body.
  - developed a process for responding to cultural destructive behaviors at sites or departments.
- During Covid building closures, we developed and analyzed survey data, implemented districtwide assessments virtually, including 85% completion rate of iReady.

### **Human Resources**

- Certificated Employees – Increased the percentage of hires in all the significant large ethnic groups namely African American, Asian, and Hispanic which are now more aligned to our student population.
- Classified employee – Increased percentage of hires amongst American Indian/Alaskan Native, Filipino, Hispanic, and Pacific Islander which are now more aligned to our student population.

- Management – Increased percentage of hires across most groups namely American Indian/Alaskan Native, Asian, Filipino, Hispanic, and Pacific Islander which are now more aligned to our student population.

Human Resources/Labor Relations team continues to work on initiatives that will allow us to provide the best service possible, with respect to human capital. Below are some of the accomplishments of the HR team for this past hiring cycle.

### **Management Hiring**

- 100% of Principal positions were filled internally for 2021/22 (7/7) of which 100% of Principals have 3 or more years of leadership experience.
- 90% of Vice Principal positions were filled internally for 2021/22 (19/21) of which 100% of Vice Principals have 3 or more years of experience in a leadership or teaching position.
- 43% of new Principal selections completed the FUSD Leadership Cohort (3/7).
- 62% of new Vice Principal selections completed the FUSD Leadership Cohort (13/21).

### **Teacher Hiring**

- 99 % of Nurse positions were filled for 2021/22 (70/71, 1 vacancy as of 8/23/21).
- 98% of Classroom Teacher positions were filled for 2021/22 (3392/3448, 56 vacancies as of 8/23/21).

### **Substitute Fill Rate**

Despite the challenges of COVID and lack of substitute workforce our District Leadership TSA Teams along with Human Resources ensured our classrooms were filled at high rates. Substitutes accounted for 88% fill-rate.

### **Leaves Processing**

The District was able to successfully support and process a high volume of COVID related leaves ensuring compliance with federal and state regulations.

Type of Leaves	COVID	Medical Notes	State and Federal Entitled	Other Leaves
2019/20	1337	973	79	285
2020/21	1291	1023	223	105

### **Labor/Employee Relations**

- Lead through the pandemic with labor agreements with all labor groups around the reopening of schools both virtually and in-person hybrid model.
- Lead through the reopening of school for in person this fall with an eLearn option for students while extending the Fresno Teachers Association one year in the process of those negotiations.

### **Employee Retention**

- Retention has remained constant despite recent COVID challenges from 19/20 and 20/21

Year	Number of Employees	Resignations and Retirements	Rate of Retention
2019/20	10705	528	95.0677%
2020/21	10477	517	95.0654%

### **Information Technology**

- Moved to a 1:1 district, where all students have a district-issued device, and a hotspot for internet access when needed.
- Created Family Learning and Technology Support (FLATS) Centers, providing families with support for devices, applications, and ATLAS, in English, Spanish, and Hmong.
- Provided parents with online registration for students of all ages, from early learning through grade 12. Parents are now able to enter all student registration information online, as well as upload required documents.
- Developed online new hire forms, eliminating paper packets for new certificated, classified, and management employees.
- Significantly upgraded our core network, to support high-volume video streaming required for simultaneous teaching.
- Modernized our district and school websites, making them fully accessible to website visitors with disabilities, and providing a fresh look and feel.
- Supported a rapid move of district staff to a remote workforce with a broad rollout of Microsoft Teams, VPN, remote security, infrastructure upgrades, and Adobe Sign.

### **Instructional Division**

- Co-designed a distance learning model with FTA to maximize learning with the everchanging safety guidelines.
- Redesigned curriculum and instructional resources for all students and provided professional learning opportunities to 4000 teachers and 3000 additional staff to support distance learning and simultaneous teaching.
- Grew Pipeline Programs to increase our diverse talent pool. Teacher pathway programs included 1,300 participants and Leadership Cohort Administrative preparation produced over 400 aspiring administrators with both programs above 70% ethnically diverse. Also expanded leadership development to include a doctoral program partnership with San Diego State University.

- Provided access to mental health and social emotional supports for all students. Delivered service to over 23,000 students and ensured care for those in crisis. Additionally, Care Solace was available, for free, to all Fresno Unified students and their families and established an on-call Mental Health Response team which responded to 628 crisis situations during after-school hours, weekends, and holidays.
- Conducted attendance interventions to improve student and family connection to school with over 13,000 home visits and over 313,000 family contacts. Project ACCESS staff supported close to 600 foster and homeless families, and we launched a pilot serving over 1,000 chronically absent African American students.
- Improved post-secondary educational options for our students and experienced an increase in the number of graduates, CSU applications, and CTE internship and certification opportunities and participation, including 30 students who graduated having completed their first-year pre-apprenticeship requirements as part of the FUSD/Trades Counsel Project Labor Agreement.
- Improved timely customer service for families of students with disabilities by resolving 91% of calls with concerns to the Special Education Department within 48 hours of initial contact. We also completed approximately 9,000 Individual Education Program (IEP) team meetings resulting in a compliance rate of 98.2%.
- Expanded and strengthened support of English Learner students and families by more than doubling intensive tutoring by Interact Fellows from 25 sites in 2019/20 to 53 sites in 2020/21. Provided primary language support in Spanish and Hmong to all schools and district virtual and in-person meetings and expanded Dual Immersion programs to include Hidalgo (Spanish), Balderas (Hmong) and Winchell (Spanish).
- Engaged students in a virtual setting by designing virtual art galleries where students could display their work, virtual instrumental and vocal music programs ranging from elementary through high school, and virtual enrichment trips for TK-6 grades with over 26,500 students participating in 1050 excursions, including over 55 SDC classes. Additionally, sports we launched sports at each comprehensive high school in semester two with 25 teams at each school and more than 4,000 student athletes.
- Offered in-person graduation ceremonies at all high schools for the class of 2020 and fulfilled the promise of an in-person graduation ceremony opportunity for those who interested from the class of 2019.

### **Operational Services**

- Implemented \$86 million in school facility improvement projects to upgrade educational environments, increase equity, and support expanded instructional programs.

- Completed classroom ventilation improvement projects and initiated assessment of all district HVAC systems to develop estimate and scope of work for proposed multi-year HVAC upgrades.
- Completed design of the new Francine and Murray Farber Educational Campus at the Ventura and 10<sup>th</sup> site, currently awaiting design approval from the Division of the State Architect with bidding targeted for Fall 2021.
- Bond program issued \$125 million in bonds at historically low interest rates, and for at least the twelfth consecutive year received no audit findings.
- Served over 9 million meals in the 2020-21 school year, and from April-August 2020 served students both in-person at school and in distance learning.
- Nutrition Services was awarded grants totaling \$3.5 million: Fresh Fruit and Vegetable Program at 60 elementary schools; Albertsons Companies Foundation for two new refrigerated vans for meal delivery to students with special needs; No Kid Hungry/Share our Strength for point of sale equipment and agreement to support an additional Nutritionist position; California Department of Food and Agriculture Farm to School Incubator Grant; and City of Fresno to support the meal distribution program in certain regions of the district.
- Implemented a new online procurement processing system (Procureware) for automated receipt of vendor quotes/bids, enhanced transparency in procurement, strengthened management oversight and internal controls, increased reporting capabilities, improved tracking of public works project documents, and streamlined evaluation of responses to requests for proposals.
- Led the cross-functional Classroom and School Site Baseline Committee in developing recommendations for updating instructional technology, replacing combo desks with single student desks/chairs, providing schools with additional outdoor furniture, facilitating supplemental instructional materials, and supporting implementation of the eLearn program.

Fresno Unified School District  
Board Communication

**BC Number A4-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Jacqueline Machado-Austin, Project Manager  
Cabinet Approval: 

Date: October 22, 2021  
Phone Number: 457-3802

Regarding: African American Academic Acceleration Afterschool Reading Program

The purpose of this communication is to provide the Board a summary and results of the African American Academic Acceleration (A4) Afterschool Reading program. A4's first pilot of the Afterschool Reading program began in Spring of 2020 with 9 elementary sites and 329 students. That year, the COVID-19 pandemic heavily impacted the last 3 weeks of the program with school closures, which shaped the current afterschool reading structure for the 2020/21 academic school year.

As a response to the COVID-19 pandemic, the Afterschool Reading program was modified and redesigned as a virtual learning model. A4 continued its partnership with Springboard Collaborative and utilized their adapted model. Standardized reading instruction, family workshops, and rigorous coaching cycles for teachers were offered in the virtual afterschool program. Students were able to receive 3 hours per week of targeted, small group reading instruction from trained teachers. Students utilized Wonders, Sora, and Raz-Kids as online reading resources. Raz-Kids provided an abundance of leveled books, interactive tools, and data monitoring for teachers and administration. Additionally, the program included an incentive structure that awarded learning tools to families in proportion to student reading gains. Although we used the adapted virtual model, the major Springboard components remained the same.

Family participation began with the family huddle-ups where teachers provided outreach to families and took the time to meet and set goals with them for their students. Family workshop participation has always been a strong engagement indicator within our program. During programming, there were 5 teacher led parent workshops, in which teachers empowered and equipped parents to be effective home literacy coaches.

This year, our virtual afterschool program partnered with Curriculum Instruction and Professional Learning (CIPL) to include components of Fresno Unified's core literacy curriculum (Wonders) and additional resources. In addition, we incorporated the use of the Sora digital library and micro-assessments (easyCBM), which is an online system that provides a reading benchmark and progress monitoring assessment with individual students and their teachers. The easyCBM assessment tool was also introduced to Fresno Unified by A4 to better measure district programs and student success. EasyCBM was first used during this afterschool session and will be utilized as a baseline and gauge for the program and future programs.

The Afterschool Reading program served students from ten elementary host sites: Heaton, Kirk, Del Mar, King, Roeding, Thomas, Turner, Slater, Columbia, and Williams. Students from Ayer, Wolters, Lincoln, Lawless, Figarden, Pyle, and Vinland also participated and fed into our host sites. We were able to expand our afterschool program to more sites within the Edison, Bullard, Fresno, Hoover, McLane, and Sunnyside Regions for the 2020/21 academic year; however, our African American students and communities remained impacted due to the pandemic. This also impacted our overall

program results. During the pandemic, chronic absenteeism increased among our African American students throughout the district. They were 4.6 times more chronically absent than recorded in prior academic years. While we registered a total of 449 students for the Afterschool Reading program, of which 389 attended at least one day, we maintained high family participation.

**2020-2021 After School Reading Program Highlights**

Number of Sites	10
Number of Feeder Sites	7
Grade Levels Served	K - 5th
Registered	449 students
Average Attendance%	70%
Percentage of African American Students	94%
Family Huddle Ups	94%
Family Workshops	85%
Raz-Kids: Books Read	8,301 Books Read

**easyCBM Results: All Sites**

Below are the student assessment results combined across all ten sites. Results reflect students who took the specific pre and post assessments appropriate for their grade level.

Passage Reading % - Grades 1 <sup>st</sup> -5 <sup>th</sup>	70% Increase (n=250)
<i>70% of students that took both assessments showed growth in grades 1-5.</i>	
Word Reading % - Grades 1 <sup>st</sup> -3 <sup>rd</sup>	75% Increase (n=178)
<i>75% of students that took both assessments showed growth in grades 1-3.</i>	
Vocabulary % - Grades 2 <sup>nd</sup> -5 <sup>th</sup>	50% Increase (n=180)
<i>50% of students that took both assessments showed growth in grades 2-5.</i>	

*Note: "n" is the number of students who took both assessments. The percentage reflects those students who took the appropriate grade level assessment and showed growth.*

Due to the success of this afterschool program model, A4 and the Extended Learning Office will partner to expand the program in Spring 2022 to twenty sites in all regions. In the following 2022/23 academic school year, the Afterschool Reading program will be fully scaled district wide. The Springboard Collaborative 2021 Impact Report for Fresno Unified School District is attached. If you have any questions or require additional information, please contact Jacqueline Machado-Austin at 457-3802.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 10/22/21



## Impact Report



**Fresno Unified School District**

**Winter/Spring 2021**

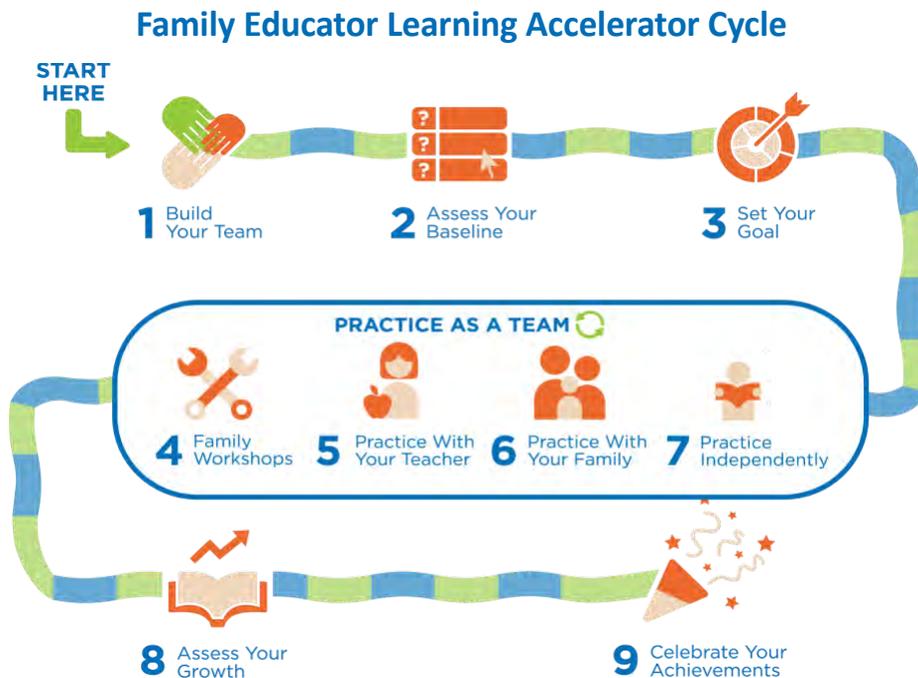
*Helping 100,000 students reach reading goals and 30,000 students read on grade level by 2023.*

# SPRINGBOARD LEARNING ACCELERATOR

“This is Jamar! He is excited to learn and participates every class session! He is helpful and wants to do his best! He is a star student and is showing improvement daily! Such a joy to have in class!”  
– Angie Brink, Teacher



Springboard Collaborative’s core methodology—Family Educator Learning Accelerators—consists of 5-10-week cycles during which teachers and families team up to help scholars reach learning goals. This Winter/Spring, while continuing to navigate the uncertainty of the COVID-19 pandemic, Springboard Collaborative partnered with Fresno to accelerate student learning and combat the learning loss associated with the pandemic.



# FAMILIES AND EDUCATORS BUILT TEAMS

At the beginning of the program, teachers, families, and students met to build a foundation of trust and a strong working relationship. The huddle allowed for the team to personally connect, to remind families of the resources they would be interacting with during the learning accelerator, and to ensure that families were ready to start their journey with the Springboard Collaborative and introduced to the Springboard Connect family app. Springboard Connect gave families reading tips and the opportunity to answer questions on their child's reading behaviors and skills.

## Session Profile

**94%**

Families participated in the team-building huddle

**354**

Families attended at least 1 family workshop

**389**

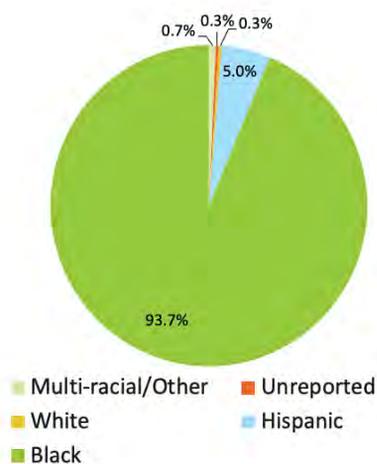
Scholars attended at least 1 day of programming

**70%**

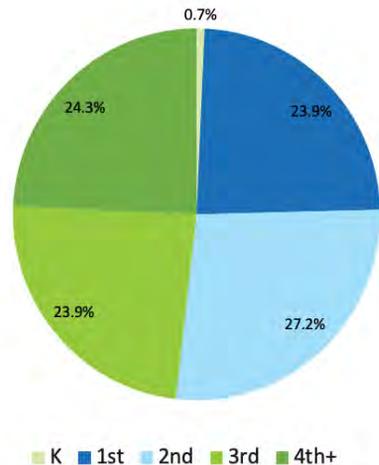
Average attendance



## Student Demographics (n = 301)



## Scholar Grade Levels (n = 301)

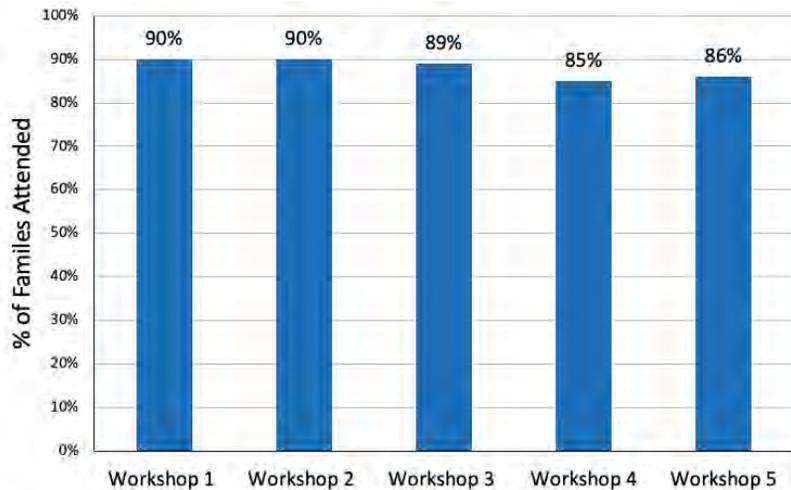


“I know a key structure of the program is family inclusion. It’s wonderful to be a part of this process with my student.”  
-Ashley Edwards, Parent

# FAMILIES BECAME READING COACHES

Teachers hosted 5 virtual workshops that trained parents to be effective at-home literacy coaches. Students were encouraged to practice on their own time for 15 minutes daily and with a family member. Students also received up to 3 hours of exclusive literacy instruction and practiced each week with their teachers through small group instruction.

## Workshop Attendance (n = 301)



## Family Workshop Offerings

**Workshop 1:** Welcome, At-home reading coach

**Workshop 2:** Take a book walk

**Workshop 3:** Use your finger

**Workshop 4:** Scoop

**Workshop 5:** I have another question

## Total Reading Minutes (n = 341)\*

- Scholars read for **48,165 combined total minutes** throughout the program
- Scholars read or listened to **8,301 combined total books** throughout the program in Raz-Kids Plus

\*These metrics include all students shared with Springboard by FUSD via SharePoint.



“Here is Jeremiah! I’m honoring him for having 100% attendance, confidence in reading, and a total of 17 hours of reading on RAZ.”

- Regina Moua, Teacher

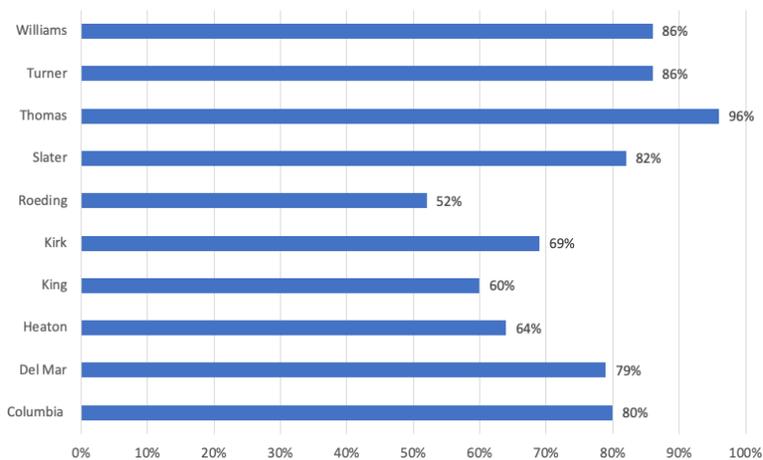
# STUDENTS BECAME STRONGER READERS

Students were given a one on one assessment through EasyCBM. EasyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching. EasyCBM provided curriculum based measures in literacy for oral reading fluency, vocabulary and other key assessment points. Program assessments were given to discover our scholar's current skills and potential for growth. In addition to assessments, throughout the program, families were able to reflect on students' reading progress with tips provided by Springboard Connect and a reading survey.

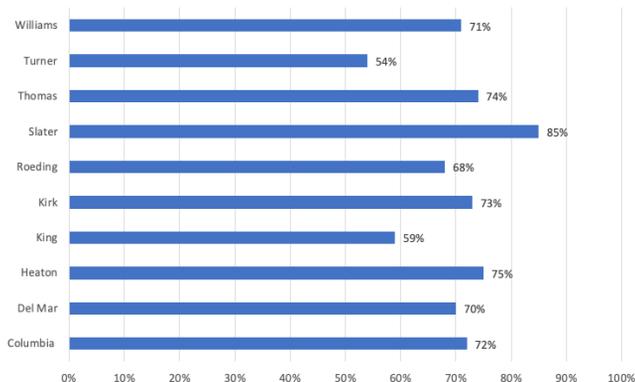
## Reading Domains



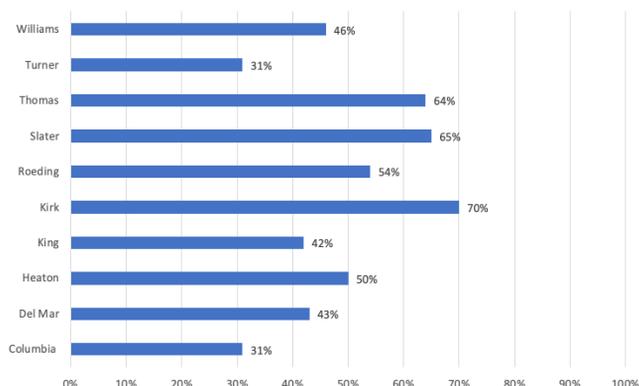
## Word Reading Fluency % of Students Increased by School (n = 178)\*\*



## Passage Reading Fluency % of Students Increased by School (n = 250)\*\*



## VOCAB % of Students Increased by School (n = 180)\*\*



\*\*These percentages were shared in aggregate with Springboard by FUSD via SharePoint and reflect scholars who took pre and post assessments according to their grade level.

# STUDENTS BECAME STRONGER READERS (CONT.)

## Strategies in Connect

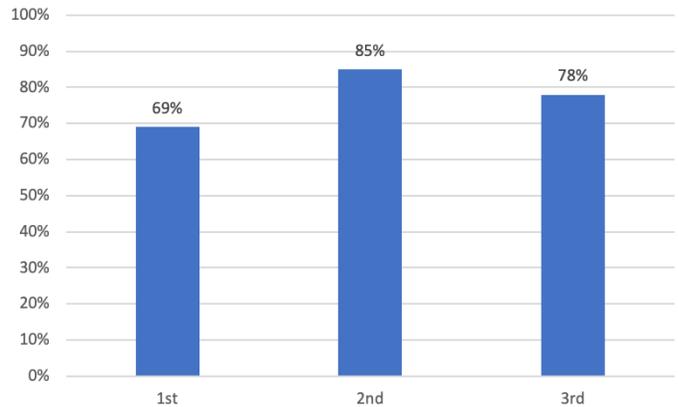
Week 1  
Take a picture walk

Record strategy progress

Before reading, my child is able to take a picture walk by pointing to pictures as they talk about it.

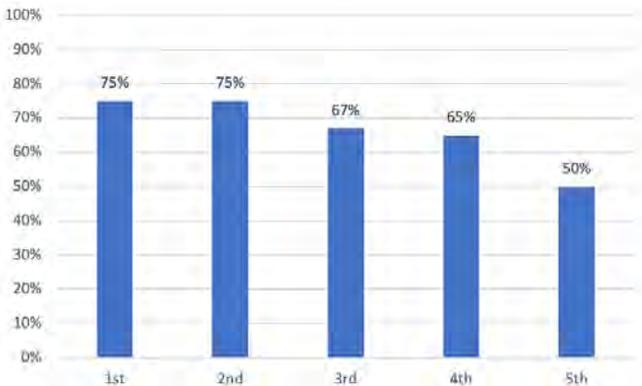
Independently     With some support  
 With a lot of support

## Word Reading Fluency % of Students Increased by Grade Level (n = 178)\*\*

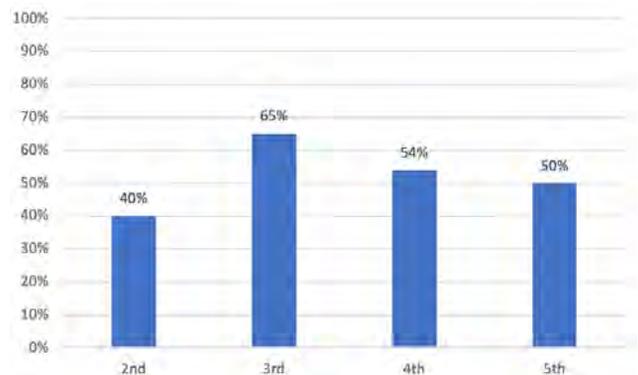


Two Kindergarteners were not included.

## Passage Reading Fluency % of Students Increased by Grade Level (n = 250)\*\*



## VOCAB % of Students Increased by Grade Level (n = 180)\*\*



\*\*These percentages were shared in aggregate with Springboard by FUSD via SharePoint and reflect scholars who took pre and post assessments according to their grade level.

## TEAMS CELEBRATED STUDENT LEARNING

At the completion of the program, students also had the opportunity to earn incentives through mastering strategies, attending instructional sessions and family workshops. Teachers then hosted virtual mid-point and end of Program Learning Bonus Celebrations to celebrate the progress and achievements of scholars during the learning accelerator.



**57** Scholars Earned a Backpack & School Supplies  
(Tier 1)

**102** Scholars Earned a Book Pack, Backpack &  
School Supplies (Tier 2)

**198** Scholars Earned a Robot, Book Pack,  
Backpack & School Supplies(Tier 3)

Fresno Unified School District  
Board Communication

**BC Number A4-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Jacqueline Machado-Austin, Project Manager  
Cabinet Approval: 

Date: October 22, 2021  
Phone Number: 457-3802

Regarding: African American Academic Acceleration Summer Reading Program

The purpose of this communication is to provide the Board a summary and results of the African American Academic Acceleration (A4) 2021 Summer Reading program. A4 first piloted the Summer Reading program in 2018 and has continued to expand and increase access to African American students across the district.

Due to the COVID-19 pandemic, the Summer Reading program has been modified to offer a hybrid learning environment by providing an in-person and distance learning model. We continued our partnership with Springboard Collaborative, as we utilized their adapted model. We also continued in partnership with Fresno Unified's Curriculum Instruction and Professional Learning (CIPL) department to incorporate Fresno Unified's core literacy components. EasyCBM was used to implement pre and post assessments for student placements and to determine academic growth in specific reading domains appropriate for their grade level.

The intensive 4-week summer program directly served our African American students with explicit phonics, vocabulary, and daily targeted small group reading instruction. The program included family workshops, rigorous coaching cycles for teachers, and maintained an incentive structure that awarded learning incentives to students in proportion to their literacy gains. During programming, there were four teacher led parent workshops, in which teachers empowered and equipped parents to be effective home literacy coaches. In addition to Springboard's curriculum, students utilized Fresno Unified's core literacy curriculum with Wonders and an online reading resource through Raz-Kids. Raz-Kids provided an abundance of leveled books, interactive tools, and data monitoring for teachers and administrators.

The Summer Reading program served students in-person and virtually at four elementary host sites: King, Ayer, Thomas, and Williams. Students participated across all regions and fed into our host sites. While we registered a total of 393 students and 261 completed the program, a combination of returning to on-campus learning, COVID-19 health protocols, and multiple summer session options impacted overall sustainable attendance.

**2020-2021 Summer Reading Program Highlights**

Number of Sites	4
Grade Levels Served	K - 5th
Average Attendance%	84%
Percentage of African American Students	83%
Completed Student Action Plans	100%

Family Workshops

98%

Raz-Kids: Books Read

13,574 Books Read

### **easyCBM Results: All Sites**

Below are the student assessment results combined across all four sites. Results reflect students who took the specific pre and post assessments appropriate for their grade level.

Phonemic Segmentation % - Grades K-1st                      59% Average Increase (n=23)

*59% of students that took both assessments showed growth in grades K-1.*

Passage Reading % - Grades 1<sup>st</sup>-5<sup>th</sup>                      59% Average Increase (n=73)

*59% of students that took both assessments showed growth in grades 1-5.*

Word Reading % - Grades 1<sup>st</sup>-3<sup>rd</sup>                      55% Average Increase (n=53)

*55% of students that took both assessments showed growth in grades 1-3.*

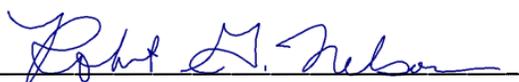
Vocabulary % - Grades 2<sup>nd</sup>-5<sup>th</sup>                      65% Average Increase (n=58)

*65% of students that took both assessments showed growth in grades 2-5.*

*Note: "n" is the number of students who took both assessments. The percentage reflects those students who took the appropriate grade level assessment and showed growth.*

The Springboard Collaborative 2021 Impact Report for Fresno Unified School District is attached. If you have any questions or require additional information, please contact Jacqueline Machado-Austin at 457-3802.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21



## Impact Report



**Fresno Unified School District**

**Summer 2021**

*Helping 100,000 students reach reading goals and 30,000 students read on grade level by 2023.*

# FAMILY-EDUCATOR LEARNING ACCELERATOR

The summer reading program implemented Springboard Collaborative's core methodology: the Family-Educator Learning Accelerator (FELA). A FELA is a 5 to 10-week learning accelerator during which teachers and families team up to help students reach reading goals. This summer, Springboard Collaborative partnered with **Fresno Unified School District** to accelerate student learning— especially after the disruption caused by the COVID-19 pandemic— while also building the capacity of **Fresno Unified teachers** to sustain these high-quality family-educator partnerships.

## Our framework



# FAMILIES AND EDUCATORS BUILT TEAMS

At the beginning of the program, teachers, families, and students met to build a foundation of trust and a strong working relationship. The team huddle happens prior to program beginning and helped the team to personally connect with each other, the teacher gets to know the student as a well-rounded learner, and the family has the opportunity to ask questions about the components and resources of the program. Before and during programming, teachers were coached to build partnerships with their families, effectively facilitate family workshops, and provide targeted literacy instruction. Leaders were equipped by Springboard's internal team, the office of A4 and Fresno Unified's CIPL to coach teachers through PLCs on content varying from data-driven instruction to hosting workshops.

## Snapshot of FUSD's enrollment

267 Students attended at least 1 day

100% families participated in team-building huddle

84% Average attendance

100% Action Plans completed

1% Asian

83% Black

11% Hispanic

1% White

1% Native American

0% Other / Unreported

3% Multiracial

## Grade levels

Pre-K / Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade +
11%	23%	24%	20%	22%



"I had a ball working with scholars, families, and staff. Watching the scholars learn and use new strategies and skills during reading was amazing!"

- Veronica, Springboard teacher

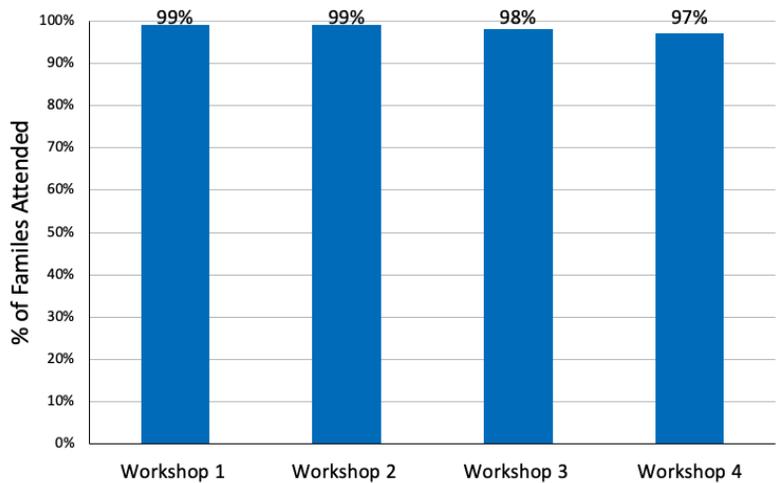
All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted.

# FAMILIES BECAME READING COACHES

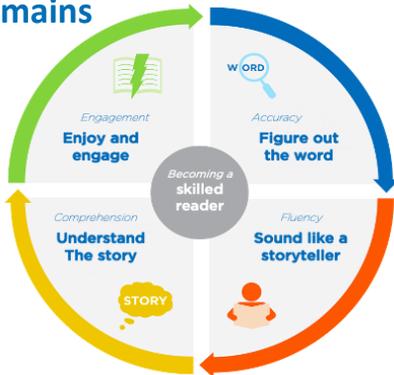
Teachers during program hosted four family workshops that trained parents to be effective at-home literacy coaches. FUSD was given access to a standard series family workshops that highlight the four reading domains. Teachers had access to more specialized workshop content for families, readers outside of K-3, and virtual programs. Students practiced reading on their own, with a family member, at family workshops, and with their teachers through small group instruction.



Workshop attendance (n = 246)



## Reading domains



## Snapshot of FUSD's family participation

98% overall workshop attendance  
99% families attended at least 1 workshop

"I have seen my son's confidence and ability to read increase. This is his fourth time in Springboard, and I can't wait for it to happen again in the spring."

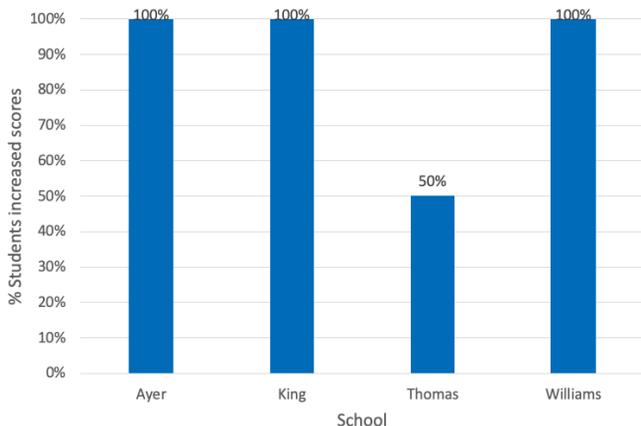
- Tivita, Springboard parent

# STUDENTS BECAME STRONGER READERS

Students were given a one on one assessment through EasyCBM. EasyCBM was designed to give teachers insights into measuring instructional supports and provide a means to promote effectiveness in teaching. EasyCBM provided curriculum based measures in literacy for oral reading fluency, vocabulary, and other key assessment points. Program assessments were given to determine our scholar's current skills and potential for growth. In addition to assessments, throughout the program families were able to reflection on student's reading progress with tips provided by Springboard Connect and a reading survey.

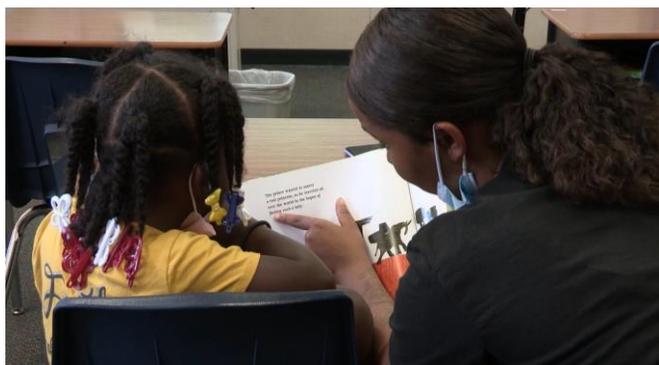
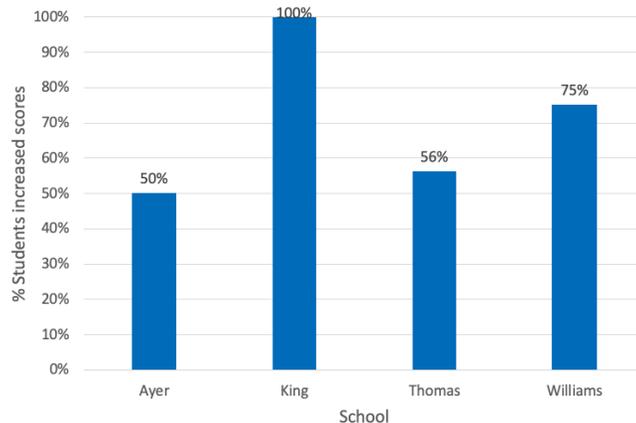
## Percentage of students that showed growth by school on LNF\* n=110

LNF = Letter Naming Fluency



## Percentage of students that showed growth by school on PSF\* n=110

PSF = Phoneme Segmentation Fluency



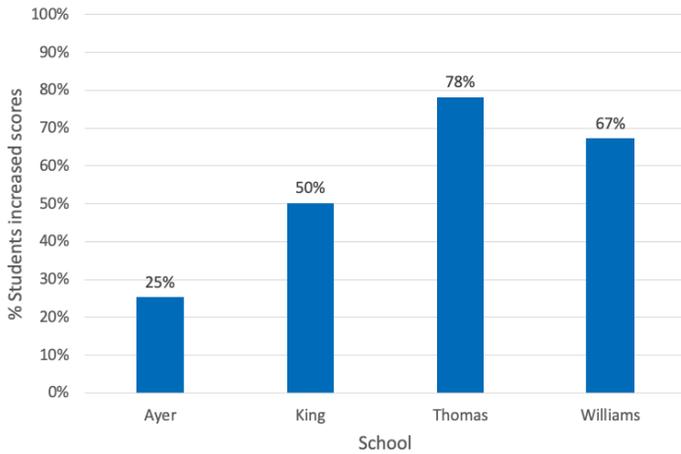
\*These percentages are reflecting the number of students that took all pre & post assessments associated per their grade level. Data was shared in aggregate with Springboard by FUSD via SharePoint.

# STUDENTS BECAME STRONGER READERS (CONT.)

## Percentage of students that showed growth by school on WRF\*

n=110

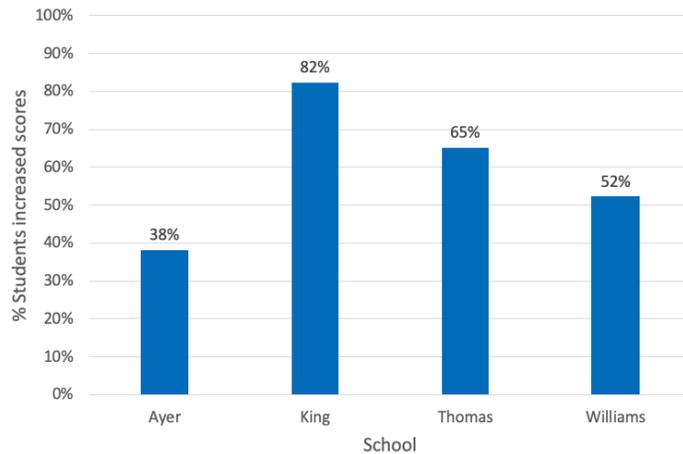
### WRF - Word Reading Fluency



## Percentage of students that showed growth by school on PRF\*

n=110

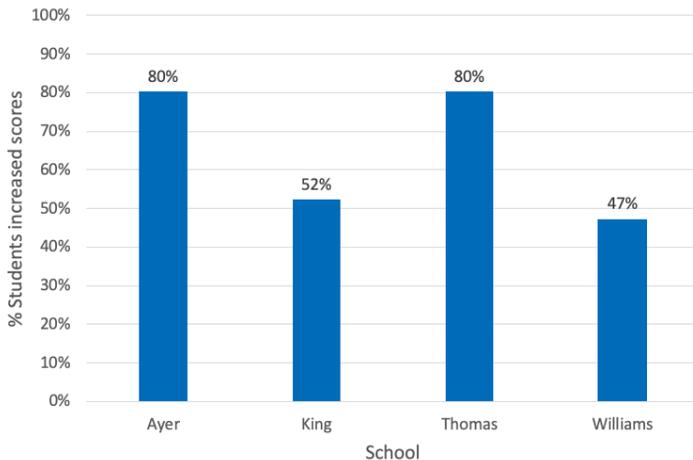
### PRF = Passage Reading Fluency



## Percentage of students that showed growth by school on VOCAB\*

n=110

### VOCAB = Vocabulary Increase



\*These percentages are reflecting the number of students that took all pre & post assessments associated per their grade level. Data was shared in aggregate with Springboard by FUSD via SharePoint.

# TEAMS CELEBRATED STUDENT LEARNING

At the completion of the program, students also had the opportunity to earn incentives through mastering strategies, attending instructional sessions and family workshops. Teachers then hosted an end of Program Learning Bonus Celebrations to celebrate the progress and achievements of scholars during the learning accelerator. We want to thank our 19 in-person teachers, 4 virtual teachers, our Site Leaders, Cluster Leaders, Family engagement coordinators, Summer Program Manager, mentors, interns and all staff who supported making this a successful summer program.



# 13,574

Raz-Kids books read



## Incentives earned by students



**91** Tier 1: Backpack, school supplies, books

**63** Tier 2: Backpack, school supplies, books, tech watch

**97** Tier 3: Backpack, school supplies, books, robot



Grades	Growth Goal	Stretch Goal
K-1	12 books read per week or 48 books read total	18 books read per week or 72 books read total
2-3	10 books read per week or 40 books read total	14 books read per week or 56 books read total
4-5	7 books read per week or 28 books read total	10 books read per week or 40 books read total

### Goal Setting and Incentives

When scholars, parents, and teachers are united behind a clear goal, their shared work becomes more effective. In light of the impacts COVID-19 has had on the educational experience of many children, this summer our incentive model focuses on student outputs, or scholars' ability to display a consistent engagement in reading.

### Student Growth Goals

Student growth goals will be calculated based on the number of e-books read within our supplemental resource, Kids A-Z. Research shows that engaged reading time positively impacts students' ability to make accelerated reading gains.

"I like this reading program because we get to read all kinds of different books on different topics."

- Malcolm, Springboard student

\*These percentages were shared in aggregate with Springboard by FUSD via SharePoint.

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: October 22, 2021

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for October 14, 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 October 14, 2021 is attached and includes the following articles:

- Modified Classified Layoff Procedures – October 08, 2021
- California Becomes First State to Require Ethnic Studies in High School – October 08, 2021
- Editorial: A Gaping Hole in Gov. Newsom's School Vaccine 'Mandate' – October 12, 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: 10/22/21



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

DATE: October 14, 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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## **Governor Newsom Takes Final Action on Bills for 2021**

Governor Gavin Newsom took his final action on bills for the year last weekend, one day before his deadline of Sunday, October 10, 2021.

Overall, the Legislature sent Governor Newsom 836 bills for the year and of those bills he signed 770 into law and vetoed 66. His veto rate of 8% is the lowest of his term, after vetoing 13% of the bills that hit his desk last year and 16.5% of the bills sent to him in 2019.

Perhaps the Governor's low veto rate can be explained by the fact that the 836 bills approved by lawmakers and sent to the Governor is historically lower (albeit higher than last year's 428 bills) than the 1,200 bills we usually see hit his desk. This is largely due to legislative leadership limiting the number of bills each legislator could pursue this year as they look to transition to a more "normal" legislative year in 2022.

In last week's *Sacramento Weekly Update* we apprised you of the major education bills already signed by the Governor and those that we were still awaiting his action. Last Friday, the Governor took his final actions on education items and signed the following bills into law:

- Assembly Bill (AB) 101 adds the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements beginning with the graduating class of 2029–30 and requires high schools to offer an ethnic studies course beginning with the 2025–26 school year
- AB 309 requires the California Department of Education, in consultation with the State Department of Health Care Services, to develop mental health model referral protocols addressing the appropriate and timely referral by school staff of students with mental health concerns, for voluntary use by schools
- AB 320 clarifies that an individual who earned a bachelor's degree at a higher education institution that was in the process of gaining full regional accreditation is eligible to enter a teacher training program and earn their credential

- AB 367 requires all public schools serving a combination of grades 6–12 to stock an adequate supply of free menstrual products in all women’s restrooms and all-gender restrooms and at least one men’s restroom, by the start of the 2022–23 school year
- AB 438 removes a school district’s current protocol to layoff a permanent classified employee and replaces it with a March 15 layoff notice currently given to certificated employees
- AB 815 authorizes the Commission on Teacher Credentialing (CTC) to approve a clear credential program offered by a local educational agency (LEA) for school nursing
- Senate Bill (SB) 14 is an urgency measure that adds “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
- SB 224 requires LEAs and state special schools that offer one or more courses in health education to pupils in middle or high school to include mental health instruction in those courses
- SB 488 requires the CTC to ensure that an approved teaching performance assessment for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy and provides an alternate means of meeting the current reading instruction competence assessment for some credential candidates affected by COVID-19 test center closures

With the exception of SB 14, which went into effect immediately upon signature as an urgency measure, the rest of these bills will officially go into effect on January 1, 2022.

Barring a special session being called, the Governor’s final actions officially ends the 2021 legislative year. The Legislature will return for the new legislative year on Monday, January 3, 2022, exactly one week before the Governor is required to release his 2022–23 State Budget proposal.

*Leilani Aguinaldo*

## Modified Classified Layoff Procedures

By Danyel Conolley and Leilani Aguinaldo  
School Services of California Inc.'s *Fiscal Report*  
October 8, 2021

Assembly Bill (AB) 438, which applies the existing layoff protocols granted to certificated employees to classified employees, was signed into law today, October 8, 2021, and takes effect on January 1, 2022. AB 438 institutes significant changes in operational procedures and statutory timelines to reduce local educational agency (LEA) classified staff positions. Of note is that these changes impact the process to reduce or eliminate classified positions for the 2022–2023 fiscal year.

There are many operational questions remaining regarding AB 438, but with the implementation process for personnel reductions beginning in just a few months, there are key considerations to contemplate now, should your LEA be required to reduce staff for the 2022–23 school year:

- Education Code Section (EC §) 45117 is amended to require a March 15 layoff notice to classified employees and eliminates the 60-day notice timeline as a result of a reduction in service
- The LEA retains the ability to layoff classified employees with 60 days' notice due to the expiration of a specifically funded program per EC § 45117 (g)
- Classified employees are provided the right to a hearing to determine if there is cause for not reemploying the employee for the ensuing year

AB 438 will have far-reaching operational impacts to LEAs, especially for the business and human resources departments. Stay tuned as we at School Services of California Inc. will continue to examine the procedural implications and prepare to provide resources and practical guidance to navigate the road ahead.

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*Note: With the signing of AB 101, California becomes the first state in the country to require ethnic studies, but the onus now falls on the LEAs to reach a local agreement on what should be taught.*

## California Becomes First State To Require Ethnic Studies in High School

*Now the hard part: reaching agreement locally on what should be taught*

By John Fensterwald  
*EdSource*  
October 8, 2021

Gov. Gavin Newsom signed legislation Friday making California the first state to require all students to complete a semester-long course in ethnic studies to earn a high school diploma.

The mandate will take effect starting with the graduating class of 2029-30, although high schools must start to offer courses starting in the 2025-26 school year. Hundreds of high schools already have such courses, and Los Angeles Unified and Fresno Unified voted last year to require students to take ethnic studies.

Newsom's signature of Assembly Bill 101, authored by Assemblyman Jose Medina, D-Riverside, ends a decadeslong quest by advocates for a curriculum that more closely reflects the history, culture and struggles of California's diverse population. And it comes one year after Newsom vetoed a nearly identical bill amid strenuous opposition to the first draft of a model ethnic studies curriculum that critics, particularly Jewish organizations, dismissed as prejudiced and discriminatory.

Since then, the Instructional Quality Commission, which oversees curriculum development, significantly revised the draft, eliminating much of the most contentious material, and in March the State Board of Education approved the curriculum, which is optional for districts to use.

The legislation authorizing the creation of an ethnic studies curriculum stated that it should draw attention to the four ethnic and racial groups whose history and stories have been traditionally overlooked and have been the focus of college ethnic studies courses: Blacks, Latinos, Native Americans and Asian Americans. The model curriculum does that while encouraging schools to include discussions on the ethnic heritage and the legacies of students in their communities. The model curriculum includes lesson plans on Sikh, Jewish, Arab and Armenian Americans, which were added after those groups objected to being left out in earlier drafts.

In his veto message a year ago, Newsom reiterated his support for ethnic studies but called the early draft of the model curriculum "insufficiently balanced and inclusive." He did not refer to the earlier veto in his news release on Friday, but he did point out that the bill includes "a number of safeguards to ensure that courses will be free from bias or bigotry and appropriate for all students."

Those safeguards include the requirement that ethnic studies instruction and the instructional materials "not reflect or promote" any bias, bigotry or discrimination and that school districts and charter schools present a proposed ethnic studies curriculum at a separate public hearing before adopting it to give the public a chance to share their opinions of it. And, in a blunt reference to the much-criticized first draft of the model curriculum, the Senate Appropriations Committee added an amendment that urges that school districts "not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry and discrimination."

In his statement, Newsom said ethnic studies will help expand educational opportunities in schools and credited it for raising academic achievement. He referred to recent research, co-authored by Thomas Dee, a professor at the Stanford Graduate School of Education, that ethnic studies had a positive impact on attendance, graduation rates and college enrollment for several classes of below-average San Francisco students who took the course in ninth grade.

Medina thanked Newsom for signing the bill in the news release. "The inclusion of ethnic studies in the high school curriculum is long overdue," Medina said. "The signing of AB 101 today is one step in the long struggle for equal education for all students."

Secretary of State Shirley Weber, an emerita professor of Africana Studies at San Diego State University, where she created an ethnic studies program, said, "At a time when some states are retreating from an accurate discussion of our history, I am proud that California continues to lead in its teaching of ethnic studies. This subject not only has academic benefits, but also has the capacity to build character as students learn how people from their own or different backgrounds face challenges, overcome them and make contributes to American society."

Enactment of AB 101 releases \$50 million in this year's state budget for all county offices of education, charter schools and school districts to develop ethnic studies curriculums. The money will be distributed to schools serving high school students, as a straight apportionment, according to the California Department of Education.

"There is no requirement for CDE or any other agency to manage the program," said California Department of Education information officer Jonathan Mendick. "Districts must spend the money in accordance with the requirements of AB 101, which has myriad guardrails built in around curriculum that meets the graduation requirement."

### **Impending conflicts**

Regardless of the bill's "guardrails," tensions will continue over what will be taught in ethnic studies, which already has become a flashpoint in a culture war nationally and in California.

Parents in largely white, politically conservative areas are already pushing back on the mandate and mischaracterizing what's in the model curriculum. In Ramona Unified in San Diego County, the school board adopted a civics education course that promotes patriotism while tightly restricting what can be taught about racism. Other parents want to ban any mention of critical race theory, a narrow legal theory that explores institutional racism but that has come to represent whatever people fear teachers will teach.

Feeding opponents' suspicions is a resurgence of the first draft of the ethnic studies curriculum. Unfazed by critics who called the first draft of the model curriculum doctrinaire, ideological and biased against Israelis in the Palestinian conflict, the 20 college professors and teachers who helped write the first draft dismissed the adopted curriculum as a whitewashing of their work due to the "pressures and influences of white supremacist, right wing, conservatives." They have rebranded their work as the Liberated Ethnic Studies Model Curriculum and created an institute where they are offering seminars and serving as consultants to districts. Salinas Unified and Hayward Unified are among those districts that have adopted it.

School districts can pick and choose any curriculum they want; the Legislature has no authority to prescribe districts' curriculums. That's why a number of Jewish organizations have continued to oppose AB 101, even though members of the Jewish Legislative Caucus were satisfied with the safeguards in the final bill. In a recent article, Tammi Rossman-Benjamin, a former University of California faculty member and now the director of AMCHA Initiative, a nonprofit organization that combats antisemitism at colleges and universities, argued the nothing in the bill will prevent antisemitic curricula from entering California's ethnic studies classrooms. The Los Angeles Times made the same argument in urging Newsom to veto AB 101.

Guadalupe Carrasco Cardona, an adjunct lecturer in Chicana/Latina/Ethnic Studies at Cal State Long Beach, chair of the Association of Raza Educators in Los Angeles and a founding member of the Liberated Ethnic Studies Model Curriculum Coalition, dismissed characterizations of the liberated curriculum as racist or bigoted. That's why the language in AB 101 won't affect its work, she wrote in an email.

"On the contrary, our curriculum is anti-racist and responsive to the students in our classrooms," she said. "The guardrail language is meant to scare educators into sticking to the same type of curriculum that has marginalized people of color and native voices since the inception of the public-school concept. We have fought for one course, one miniscule course in the whole career of a student being educated from pre-k to 12 and the guardrail languages says to us, 'we want that tiny space too.'"

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*Note: Despite his Administration's recent announcement mandating the COVID-19 vaccine for students and staff, the Governor's office remains coy about supporting potential legislation adding the COVID-19 vaccine to the list of required inoculations for kids to attend school.*

## **Editorial: A Gaping Hole in Gov. Newsom's School Vaccine 'Mandate'**

By The Times Editorial Board  
*Los Angeles Times*  
October 12, 2021

Gov. Gavin Newsom's supposed COVID-19 vaccine mandate for students and staff in California public schools had some obvious holes from the start. And the gap between "mandate" and "do what you want" grows wider with time, to the extent that it's unclear the new requirement will accomplish anything.

To begin with, under Newsom's mandate students would not be required to get a shot until the school term after the U.S. Food and Drug Administration gave full approval to a vaccine for their age group. Yet kids 16 and older have that approval now for the Pfizer-BioNTech vaccine; why not begin the process for them at this moment? It makes little sense to wait. Put parents on notice now that the mandates will be coming as soon full FDA approval is in place.

For example, if the FDA doesn't approve the vaccines for 12- to 15-year-olds until January — they qualify now under emergency authorization, but that's not the same as final approval — the Newsom mandate begins the summer of 2022. Why wait half a year to get things moving?

Beyond that, existing state law prohibits the governor from mandating new vaccinations for schoolchildren unless there is a personal belief exemption. Newsom could have boldly employed his emergency powers to override the exemption provision, but chose a more cautious route. The Legislature could pass a law when it reconvenes next year adding COVID-19 shots to the list of 10 immunizations that schoolchildren are required to receive unless they have a medical exemption. But, in a recent Times story, the governor's office wouldn't comment on whether he'd support a bill that would remove the personal belief waiver for COVID-19 shots.

What gives? Newsom should already be actively pushing for such a bill, and selling it to the public.

A personal belief exemption is an unlimited hall pass because the people who are hesitant about or downright hostile toward the vaccines are in fact expressing their sincere personal belief, wrongheaded though it may be. If we weren't talking about a virus that has killed more than 700,000 Americans within about a year and a half, and that shows a dismaying propensity to spin off new and more dangerous variants, a personal belief opt-out would be less of a concern. Unfortunately, the country isn't in that position. Too few people have offered up their arms for a jab, and their decision affects the health of everyone around them.

It's not going to be easy to pass a law mandating COVID-19 vaccination of students, teachers and other staff even under the best of circumstances. In case anyone forgot the turmoil in 2015 after lawmakers passed Senate Bill 277, which ended nonmedical exemptions for immunizations required of schoolchildren, there were vehement protests and massive lobbying efforts.

The whole reason for SB 277 was that vaccination rates for preventable childhood disease had dropped significantly for years, in part because of anti-vaccination misinformation. Feelings are even stronger about the COVID-19 vaccines, two of which use a novel technology. Many parents don't see their kids or their

families as being at high risk; to the extent that that's true, they're largely piggybacking on the protection from those who are vaccinated, whose actions on behalf of their own health and that of their communities have made it possible for Americans to resume most aspects of normal life.

But the Delta variant of the virus doesn't kid around, and the very best way to fight it and future variants is with high vaccination rates. The evidence is incontrovertible when you look at COVID-19 rates in high-vaccination states versus those where fewer have gone in for their shots. Public health campaigns have reached most of the willing and many of the wavering; the rest won't be moved without mandates.

Newsom shouldn't just be following the Legislature's footsteps by agreeing to sign the mandate bill it hopefully will pass. He should urge the Legislature to help him get rid of the personal belief exemption to COVID-19 vaccine rules that basically tells parents and staff they're free to do what they want. That is not a mandate.

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: October 22, 2021

Phone Number: 457-3907



Regarding: Weekly Attendance Report

The purpose of this communication is to provide the Board information regarding updated attendance accounting requirements for 2021/22, attendance procedures for students out on quarantine, and weekly attendance rates.

Assembly Bill (AB) 130 was signed into law on July 09, 2021. This bill makes changes to Independent Study and adds Education Code Section 46393 which requires LEAs to offer independent study as an educational option and to include a plan for offering independent study to pupils affected by school closures. Students that are provided more than 15-days of independent study are to be offered live interaction, synchronous instruction, tiered reengagement, and a plan for transitioning back to their home school.

Students identified for quarantine by the school nurse are given the option of short-term independent study and are provided simultaneous instruction or receive a short-term independent study packet. A new attendance code was implemented that is used to track students on quarantine based on the quarantine date range determined by the school nurse. This attendance code allows sites to track students learning remotely. Students on quarantine or attending virtually are being provided short-term independent study packets. Once a student submits their assignments, the teacher will value the work, and based on the submission, attendance will be accounted for, which will lead to an increased present attendance rate.

**Weekly Attendance Data**

The data below provides weekly attendance information for the periods of October 04, 2021 through October 15, 2021 and the prior year period of October 19, 2020 through October 23, 2020 for comparison. The data below does not include eLearn Academy students as there are different requirements for capturing attendance for students on independent study contracts and requires compliance with the master agreement to claim attendance.

	Week 10 10/11/21-10/15/21	Week 9 10/04/21-10/08/21	Week 10 - Prior Year 10/19/20-10/23/20
Present Attendance	87.0%	86.5%	93.2%
Students on Quarantine	3.2%	3.5%	0.0%
Excused Absences	4.7%	4.4%	2.7%
Unexcused Absences	5.1%	5.6%	4.1%

For week 10, there were 2,488 students with an excused absence due to quarantine issues. School sites continue to connect with families for tracing and to check on the students' wellbeing. Current enrollment for TK-12 in week 10 was approximately 69,692 students (which includes 4,763 students enrolled at eLearn Academy) compared to 69,845 students last year, a decrease of approximately 153 students.

If you have any questions or require additional information, please contact Kim Kelstrom, 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

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: Kim Kelstrom, Executive Officer   
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3907

Regarding: October Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the October 18, 2021 Legislative Committee Meeting.

**Economic and Budget Update** – Ms. Leilani Aguinaldo provided a budget and legislative update.

The most recent estimate by the Department of Finance indicates July and August revenues continue to be higher than projections by \$2.0 billion.

The statewide vaccine requirement for students will be implemented in two phases which includes grades 7-12; grades kindergarten through 6<sup>th</sup> grade will follow once the vaccine has received full approval by the Food and Drug Administration (FDA). The effective date will be based on the adoption date with phase one being implemented as soon as January 01, 2022 or July 01, 2022.

The Expanded Learning Opportunities Program provides funding to expand before and after school offerings, with particular focus on unduplicated pupils, at elementary schools. Expansion must include an additional 30 non-instructional days during school breaks, such as winter, spring, and summer. The program requires an offer to all unduplicated students and provides increased instructional time for at least 50% of those unduplicated students.

As part of the 2021/22 enacted budget, many grants were awarded including kitchen infrastructure upgrades, preschool expansion grants which includes facilities, and community school partnership grants, in which some will be competitive.

**Legislative Update** – Ms. Aguinaldo referenced the bills signed or vetoed by the Governor on October 10, 2021 (see attached, starting on page 56). The following bills were supported by the committee and signed by the Governor:

- AB 101 (Medina) Ethnic Studies Graduation Requirement – This bill will include ethnic studies as a high school graduation requirement for pupils graduating in the 2029/30 school year.
- AB 262 (Patterson) Human Trafficking – Limits offenses to victims of human trafficking.

The School Services Legislative Committee October 2021 report is attached. The next Legislative Committee meeting is scheduled for November 04, 2021.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Santino Danisi at 457-6226.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

# Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING  
OCTOBER 18, 2021**

**2021–2022 Legislative Session**

**Prepared By:**

**Leilani Aguinaldo  
Director, Governmental Relations**



*Public Education's Point of Reference for Making Educated Decisions*



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**Legislative and Economic Update Prepared for:**  
**Fresno Unified School District**  
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## Department of Finance Releases September Finance Bulletin

By Robert McEntire, EdD  
September 23, 2021

August General Fund revenues beat estimates in the 2021–22 Budget Act by \$1.986 billion or 18.1%. The September [Finance Bulletin](#) summarizes the state’s revenue performance for the first two months of the fiscal year and includes the most recent forecasts and economic factors.

Top economic news focused on measures of inflation. August U.S. headline inflation rose by 5.3% year-over-year, a decrease of 0.1% compared to June and July. California data is only available through June and is up 4.4%. Inflation rates remain well above the Federal Reserve goal of 2.0%.

<b>Average Inflation Rate from January Through June</b>		
	<b>2020</b>	<b>2021</b>
United States	1.2%	3.9%
California	1.7%	3.4%

While inflation rates are causing some concern among economists, California state revenues continue to be robust. August personal income tax (PIT) receipts and sales and use taxes are \$1.344 billion and \$628 million above estimates, respectively, while corporate tax receipts are \$46 million below the 2021 Enacted State Budget forecast. Examination of PIT shows August payroll tax withholding receipts outperforming estimates by \$1.125 billion, while other (payroll related) cash receipts beat the forecast by \$142 million. PIT was additionally buoyed by refunds falling below estimates by \$102 million. Fiscal year-to-date (July–August), PIT is 20.3% (\$2.5363 billion) above estimates, while sales and use tax and corporate tax is 15.0% (\$670 million) and 34.4% (\$329 million) above forecast, respectively. Across all revenue categories, state revenue is 18.2% above forecast.

The U.S. unemployment rate fell to 5.2% in August from 5.4% in July. Civilian employment increased by 318,000 and another 190,000 joined the labor force, increasing civilian employment by more than half a million jobs. California’s recovery continues to lag the nation, with unemployment falling 0.1% to 7.5% in August. Unemployment decreased by 2,200, while civilian employment increased by 55,300. As of August, the U.S. has recovered 76.2% of the 22.4 million jobs lost in March and April of 2020, while California has recovered 62.1% of the 2.7 million jobs lost during the same period.

The statewide median price of an existing single-family home increased to a new record, reaching \$827,940 in August 2021. The median price of a single-family home has increased 17.1% since August 2020. Volume of home sales has declined for seven consecutive months, which are down 13.3% from July and 10.9% from August of 2020 to a seasonally adjusted annualized rate (SAAR) of 414,860 units. In July, California housing permits increased by 3.5% from June, but was 6.2% lower than the same month the previous year. July volume was 120,400 SAAR, split between single-family units at 65,800 and multifamily units at 54,600.

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## Student COVID-19 Vaccine Requirement Announced

By Leilani Aguinaldo  
October 1, 2021

Governor Gavin Newsom announced today, October 1, 2021, that the California Department of Public Health (CDPH) will add the COVID-19 vaccine to the list of vaccinations that are required for in-person school attendance. The requirement will be phased in by grade span and will apply to all public and private elementary and secondary school students. In addition, all staff will be required to be vaccinated when the requirement takes effect for students.

The student vaccine mandate will be implemented in two phases—first for grades 7–12 and then for grades kindergarten–6. Upon full approval by the Food and Drug Administration (FDA) of a COVID-19 vaccine for age groups within a grade span, the CDPH will initiate the rulemaking process to promulgate the needed regulations that will address the necessary details of the requirement, such as the scope of the exemptions that must be included. The regulations will take effect at the start of the following term, either January 1 or July 1, in order to give parents and local educational agencies (LEAs) sufficient time to prepare and implement the requirement.

With the process outlined today, Governor Newsom anticipates the requirement to apply to students in grades 7–12 starting on July 1, 2022. Students who are within a grade span covered by the new vaccine mandate, but who are under the age captured by full FDA approval for the vaccine, will be required to be vaccinated once they reach the age of full FDA approval, consistent with existing procedures for other vaccines. The FDA has given full approval for the Pfizer COVID-19 vaccine for individuals aged 16 years old and over, and additional FDA approvals are expected in the months to come.

Health and Safety Code Section 120338 allows the CDPH to add to the list of required immunizations for school admission. Requirements established through the regulatory process, however, must include exemptions for both medical reasons and personal beliefs. The mandate will be a condition of in-person attendance, and students who are not vaccinated may enroll in independent study.

Currently, the CDPH requires all K–12 staff to provide proof of full COVID-19 vaccination or submit to weekly testing (see “State Requires School Staff Vaccinations” in the August 2021 *Fiscal Report*). Today’s announcement removes the testing allowance and will be solely a vaccine mandate when the requirement takes effect for students.

Various school districts around the state have adopted variations of a vaccine mandate for students and/or staff, and many more are in the process of adopting or are considering such a mandate. Governor Newsom encourages LEAs and local public health departments to move forward with their own vaccine requirements while the state mandate establishes a statewide standard. With this announcement, California becomes the first state in the nation to announce a COVID-19 vaccine requirement in schools.

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**Ask SSC . . .**

**Do We Have to Pay Employees Who Are Quarantined?**

By Suzanne Speck and Danyel Conolley  
October 14, 2021

- Q:** I am wondering if you have any information on “exclusion pay”? Our teacher union is stating that per Cal/OSHA, we are to pay for quarantine even though Senate Bill 95 has expired.
- A:** Cal/OSHA’s Emergency Temporary Standards (ETS) on COVID-19 Prevention require employers to exclude employees from the workplace under certain circumstances. If an employee is excluded due to a workplace COVID-19 exposure, their employer must maintain their pay and benefits.

Keep in mind that if an employee is telecommuting and their workplace is their home, they are not entitled to exclusion pay during the time that they are excluded from work. Additionally, an employee would not be eligible for exclusion pay if during their period of exclusion they were receiving Workers’ Compensation Temporary Disability Payments.

We note that COVID-19 Supplemental Paid Sick Leave expired on September 30, 2021, and exclusion pay is a separate, very specific leave in response to workplace COVID-19 exposure and quarantine. We recommend that employers review additional COVID-19 leave bargained locally if applicable, to ensure compliance with the Cal/OSHA ETS. For more information on exclusion pay visit [FAQs on Exclusion Pay Under the Emergency Temporary Standard](#).

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## Budget Trailer Bill Reinforces Independent Study for Quarantine

By Patti F. Herrera, EdD and Matt Phillips, CPA  
September 7, 2021

On Sunday, September 5, 2021, the Legislature amended Senate Bill (SB) 167—a 2021–22 budget trailer bill that makes technical changes to Assembly Bill 130 enacted earlier this summer. Among the significant changes are changes to independent study statutes and availability of a J-13A waiver.

### Independent Study

The common thread weaving through SB 167 with respect to students subject to COVID-19 quarantines is that the state expects local educational agencies (LEAs) to maintain continuity of their educational programs while they cannot attend school in person. To buttress this expectation, SB 167 makes several clarifying and a few substantive changes to independent study, which we summarize.

Foremost, SB 167 clarifies that LEAs can receive apportionment through independent study for students that are subject to quarantine, and that for the 2021–22 school year only signed written agreements can be collected within 30 days after the first day of independent study or by October 15, whichever occurs later. This clarification fortifies earlier guidance the School Services of California, Inc. team provided (see “[Ask SSC . . . How Do I Protect ADA When Students Quarantine?](#)” and “[Ask SSC . . . Executing Written Agreements for Quarantined Students](#)” in the August 2021 *Fiscal Report*).

More substantive changes to independent study require that teachers evaluating student assignments and other work products must be LEA employees, as well as applying comprehensive program audit requirements to course-based independent study along with the requirement to notify parents of their student’s educational options for this school year and their right to a conference with the LEA.

But one of the more notable amendments in SB 167 relates to the conditions that would lead an LEA to identifying an independent study student for tiered reengagement. Specifically, SB 167 would include among the criteria for determining when a student requires intervention are:

- In lieu of lacking attendance for three school days (or 60% of instructional days) in a school week, when students do not meet 10% of the required instructional time over four continuous weeks would be subject to tiered reengagement.

- When a student does not participate in live interaction or synchronous instruction for the greater of more than three school days or 60% of the scheduled days of synchronous instruction in a school month.

### **J-13A Protection for Material Losses in Attendance Due to Quarantine**

SB 167 would also prohibit LEAs from filing J-13A waiver requests from September 2, 2021, to June 30, 2022, for material losses in average daily attendance (ADA) or school closures due to student quarantines. LEAs may file J-13A requests for quarantined students with special needs whose individualized educational program does not provide for independent study and for students attending community schools.

In addition to this limited authority, the bill would offer some protection against ADA losses due to COVID-19 staffing shortages during the same time period as long as LEAs satisfy the following conditions to the State Superintendent of Public Instruction (SSPI) by affidavit of its governing board members:

- Shortages are because of staff quarantines as a result of exposure to or infection with COVID-19.
- The LEA has exhausted all staffing options, including using all existing staffing options, and for certificated positions substitute teacher options, and has consulted with their county office of education and the SSPI to determine that their staffing needs cannot be met.

For ADA losses due to student quarantines through September 1 (see [“Help! I’ve Quarantined and I Can’t Get \(My ADA\) Up!”](#) in the August 2021 *Fiscal Report*).

SB 167 also proposes changes to J-13A requests for emergency events occurring after September 1, 2021, such as fires and earthquakes, clarifying that affidavits must be accompanied by a plan to offer independent study to all impacted students within ten days after the first day of the qualifying event. If an LEA obtained a waiver from the mandate to offer independent study for the 2021–22 school year, the plan submitted along with the J-13A request does not need to include live interaction, synchronous instruction, tiered reengagement, and a plan to transition students back to in-person instruction. In essence, LEAs with an approved waiver must offer limited independent study to students impacted by the emergency.

### **Minimum Instructional Days and Instructional Minutes**

Finally, SB 167 clarifies that LEAs are not exempt from meeting annual minimum instructional days and minutes between September 1, 2021, and June 30, 2022, except in narrow circumstances. Specifically, SB 167 would bar LEAs from receiving credit for lost instructional days and minutes that were scheduled for in-person instruction for COVID-19 reasons unless it offered independent study to all affected students and certified the offering to the SSPI.

Similar to the J-13A processes to protect against funding losses due to COVID-19 staffing shortages, SB 167 would authorize LEAs to receive the same apportionment for school closures as a result of shortages stemming from staff quarantines as long as they have exhausted all staffing options.

## **What's Next?**

SB 167 must still be approved by the Legislature, which adjourns for the 2021 legislative session at midnight on Friday, September 10, 2021, before it can be presented to Governor Gavin Newsom for action. Given the expedited timeframe, it is not likely that SB 167 will be significantly amended, so we expect that the changes in the bill will become law in the next few weeks.

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## Ask SSC . . .

### How Do I Protect ADA When Students Quarantine?

By Patti F. Herrera, EdD and Matt Phillips, CPA  
August 20, 2021

- Q:** We are already experiencing mass quarantines in the first weeks of school, and I'm fearful that our average daily attendance (ADA) will be significantly impacted. How do I protect the ADA when students quarantine?
- A:** The 2021–22 year presents an opportunity to reengage students after nearly a year of distance learning and a summer recess. However, the COVID-19 Delta variant is causing many local educational agencies (LEAs) to address growing infection and exposure rates among students and staff, driving increases in quarantine cases. Before responding to your question about protecting ADA of affected students, it is important to remind LEAs of the current health guidance for schools from the California Department of Public Health (CDPH) relative to modified quarantine requirements, which will help to limit the number of students subject to quarantine if faithfully implemented.

#### Quarantine for Fully Vaccinated Students

CDPH guidance allows fully vaccinated students exposed to COVID-19 to be exempted from quarantine and testing if they are asymptomatic. However, guidance requires students to wear masks, or face coverings if eligible, indoors while encouraging testing if students begin to experience COVID-19 symptoms. To access quarantine guidance for fully vaccinated students, click [here](#).

#### Quarantine for Unvaccinated Students

CDPH guidance also allows unvaccinated students to undergo modified quarantine under certain conditions. Specifically, students who are exposed to COVID-19 when both parties were wearing masks and who were in close contact with a COVID-19 case (exposed for more than 15 minutes over a 24-hour period and within 0–6 feet indoors), may continue to attend school in-person if they:

- Are asymptomatic
- Continue to appropriately mask, as required

- Undergo at least twice weekly COVID-19 testing during the 10-day quarantine period
- Continue to quarantine for all extracurricular activities at school

Health guidance for unvaccinated students who were exposed when one or both parties were not wearing a mask differs from the quarantine guidance above. LEAs are advised to familiarize themselves with these important differences by reviewing the CDPH guidance found [here](#) (see numbers 8 and 9 under “Safety Measures for K–12 Schools”).

### **Using Short-Term Independent Study for Quarantined Students**

Now, in response to your question, in the event that a student must quarantine to comply with the CDPH guidance, an LEA should work to ensure continuity of educational services to students. To do this, LEAs may enroll a quarantined student in short-term independent study as provided for in law. Not only does this approach ensure continued instruction and learning, it also provides the opportunity to preserve attendance for students during a quarantine period.

Short-term independent study is distinct from students enrolled in independent study for more than 15 school days in a school year (or long-term independent study) in some important ways, including that short-term independent study programs are not required to:

- Provide opportunities for live interaction and synchronous instruction
- Have a plan for tiered reengagement
- Swiftly transition students to in-person instruction upon request

Although these are important programmatic distinctions, law maintains the requirement for LEAs to generate ADA for students enrolled in short-term independent study through the time value of student work as evaluated by a certificated teacher.

Furthermore, law continues to require that signed master agreements be in place with all the requisite components before ADA can be claimed for a student participating in short-term independent study—no different from prior law nor long-term independent study. Obtaining a signed master agreement in the face of a quarantine is a daunting task no matter how you look at it, but the failure to obtain master agreements could result in lost funding even if the student is completing the appropriate work while quarantined since those agreements are required to be in place before ADA can be claimed. The impact will affect charter schools and county offices of education immediately because those LEAs do not benefit from the ability to use prior-year ADA for funding purposes. For school districts, the inability to accurately capture ADA in the current year may negatively impact their ADA in fiscal year 2022–23.

To avoid ADA losses because of the absence or delay in obtaining compliant master agreements, LEAs should consider obtaining signed master agreements as close to the beginning of school as possible and maintaining those master agreements on file—similar to the emergency cards or free or reduced-price meals applications. In the event that a

student must quarantine, the signed master agreement is already in place, and the student can continue to complete and submit assignments during quarantine. If work is returned in accordance with the master agreement, and the time value of work is sufficient, the LEA can record ADA for the period the student was quarantined.

At School Services of California Inc., we recognize that this is an immense lift in the face of reopening schools, ensuring appropriate staffing, and maintaining the highest health and safety standards for students and staff. Each LEA should consider its own tolerance for lost ADA, and the prevalence of quarantine as a result of the COVID-19 Delta variant when deciding whether to collect master agreements ahead of time, or on an as-needed basis. Our hope is that every LEA is able to provide a continuous educational experience for all students while avoiding fiscal penalties because of missing paperwork.

# The FISCAL REPORT an informational update

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## Ask SSC . . .

### Executing Written Agreements for Quarantined Students

By Matt Phillips, CPA and Patti F. Herrera, EdD  
August 27, 2021

**Q:** I read your article, “[Ask SSC...How Do I Protect ADA When Students Quarantine?](#)” proposing that we consider collecting independent study written agreements as soon as possible so that we can claim average daily attendance (ADA) for any student we may have to quarantine due to COVID-19. Can you provide more guidance about how this would work and how we might implement this locally?

**A:** This is a great question since local educational agencies (LEAs) traditionally have not collected written agreements in a time of crisis for students who may need temporary instruction outside the classroom. But, these are extraordinary times that require extraordinary measures, along with a dose of innovation.

Before offering administrative options for how to collect agreements, let’s first address some technical aspects of the written agreement to ensure that those you collect from your students, parents, and staff are valid when you quarantine a student and temporarily enroll them in independent study.

#### Duration of Agreement and Student Participation

Law requires, and the 2021–22 Annual Audit Guide includes, that written agreements include the duration of the agreement, including the beginning and end dates of a student’s participation in independent study, which is not to exceed one year (see [Education Code Section \[EC §\] 51747\(g\)\(5\)](#) and [2021–22 Annual Audit Guide, D\(3\)\(h\)\(6\)](#)).

In this case LEAs may elect to use the beginning and end dates of their 2021–22 school year as the duration of the agreement, during which time a student may participate in independent study. Because LEAs may not know when a student will be subject to a COVID-19 quarantine at the time written agreement is signed, LEAs would also need to document, either on the written agreement, or on an addendum to the written agreement, the beginning and end dates of a student’s participation in independent study if those dates differ from the duration of the agreement.

## Required Signatures and Dates

Law also requires that a written agreement be signed and dated by the student (and their parent, guardian or caregiver if the student is less than 18 years of age), the general supervising teacher, and all persons who have direct responsibility for providing assistance to the student before the commencement of independent study (see [EC § 51747\(g\)\(9\)](#) and [2021–22 Annual Audit Guide, D\(3\)\(h\)\(9\)](#)). If all required signatures and dates of those signatures are in place before the beginning of independent study instruction begins, an LEA may claim attendance for the instructional days when a student is under quarantine.

Now that we have addressed two main elements of the written agreements to help address the unusual year, let's talk about your options for collecting them from your students and families.

Depending on your local context, LEAs may consider one of two options, or modifications of either. One option LEAs may consider, which is only viable because of a unique provision of the law that applies to the 2021–22 school year only, is to issue the written agreement to any student subject to quarantine at the time of quarantine. What makes this option is feasible is [EC §51747\(g\)\(9\)\(F\)](#), which authorizes LEAs to collect signed written agreements from all parties no later than 30 days after the first day of the student's instruction. If LEAs choose this option, they should consider starting the term of the agreement from the day the student is subject to quarantine through the remainder of the academic school year in the event the student needs to be quarantined at a future date.

A second option is to send the written agreements to all your families with students that have elected to return to in-person instruction and request that they sign the agreement, which inherently acknowledges your plan to continue their students' academic program through independent study if they should be quarantined. This approach will ensure that you have a valid independent study written agreement for any student who may be subject to quarantine at any time during the school year. And since the agreement will be on file, you can commence instruction and collect ADA through independent study immediately. This approach may require significant administrative effort and time upfront. Furthermore, LEAs should carefully consider how to message their plans to their families so as not to create confusion or spawn concern.

Although the 2021–22 Annual Audit Guide has not been updated to incorporate the provisions of Assembly Bill (AB) 130 (Chapter 44/2021), AB 130 did not amend the legal requirements pertaining to the duration of the written agreements and required signatures.

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## Ask SSC . . .

### What Determines Attendance Under Independent Study?

By Patti F. Herrera, EdD  
July 29, 2021

- Q:** Does student participation in live interaction and/or synchronous instruction as part of an independent study program count toward daily attendance?
- A:** First, thank you for submitting this important question about an issue that no doubt has caused some confusion for local educational agencies (LEAs) planning for the 2021–22 school year, and the answer is “it depends.”

Student participation in live interaction or synchronous instruction alone does not generate a day of attendance for them in independent study. Attendance in independent study is determined and generated by the following elements:

- **Traditional Independent Study:** the time value of student work
- **Course-Based Independent Study:** student enrollment in a course(s) certified by a local governing board to be of equivalent rigor to classroom-based courses and making satisfactory educational progress in that course(s)

The time a student accrues for participating in live interaction and/or synchronous instruction is not sufficient to generate attendance for apportionment purposes if that participation, for traditional independent study, is not accompanied by student work that is evaluated for time value by a teacher, or for course-based independent study, if it is not part of a locally certified course(s) and the student is not making satisfactory educational progress.

If as part of a session of live interaction or synchronous instruction, a student completes and submits work assigned and evaluated by a teacher, then that work may be used to generate attendance for that school day. Again, time value of student work for attendance purposes only applies to traditional independent study programs.

While LEAs are required to document student participation in live interaction and synchronous instruction under traditional independent study, lack of participation by a student is counted as “nonparticipatory” and, in and of itself, does not negatively impact attendance.

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## Independent Study Ratios

By Matt Phillips, CPA and Patti F. Herrera, EdD  
October 4, 2021

Next to ensuring that independent study students are completing and submitting their assignments on time, maintaining teacher-to-student ratios for independent study programs is one of the most critical tasks local educational agencies (LEAs) must conduct to maximize and protect their Local Control Funding Formula dollars.

Why? It's important because the law—specifically Education Code Section [51745.6](#)—prohibits school districts from receiving funding for attendance generated by independent study students that exceeds a school district's ratio of full-time equivalent (FTE) certificated staff to average daily attendance (ADA) for all other programs operated by the school district. Charter schools may use a 25 FTE-to-student ratio.

### Negotiated Ratios for Independent Study

Even though many LEAs proactively surveyed families regarding their interest in independent study we have heard many anecdotes that LEAs are struggling to accommodate the increased demand for independent study amidst the COVID-19 pandemic and the recent Delta variant surge, necessitating growing waiting lists for their programs. The need for waitlists stems from the certificated employee shortage, and the looming independent study ratios codified in law.

We want to take this opportunity to remind LEAs that law allows them to negotiate alternative ratios for independent study programs with their local teachers' unions, as noted by the California Department of Education (CDE). According to CDE's instructions for calculating independent study ratios, LEAs must maintain FTE-to-ADA ratios relative to their comparative in-person instruction ratios "or the specific independent study ratio negotiated in a collective bargaining agreement."

This narrow legal authority may provide essential relief for LEAs with high or growing demand for independent study this school year. If your LEA is considering using this flexibility, we recommend engaging your local labor partners as soon as possible to begin these conversations and help address your program demands.

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## **Staffing Challenges Exacerbated by Rolling Quarantines**

By Danyel Conolley and Suzanne Speck  
September 9, 2021

As the Delta variant surges across California, more and more families are reconsidering in-person instruction for their school-aged children, creating an altogether different kind of COVID-19 surge—a surge in demand for independent study. We have heard from local educational agencies (LEAs) across the state that their independent study waiting lists have increased exponentially since the start of the school year, spawning acute teacher staffing needs, especially in LEAs where staffing levels are already stressed.

The surge in requests for independent study shifts program needs from in-person instruction in a traditional classroom setting to an alternative learning environment, the timing of which is compounded by existing staffing struggles. Restrictive certificated collective bargaining agreement language related to voluntary and involuntary transfers and reassignments can be a barrier to making needed adjustments in staffing once the instructional year has begun. Additionally, the certificated layoff statute, which only permits decreases in staffing levels during prescribed timelines, requires LEAs to contemplate involuntary reassignments which can be difficult, if not impossible, to execute due to restrictions in the collective bargaining agreement or the lack of appropriately credentialed teachers. Preexisting staffing shortages are like salt to the wound of many LEAs who are facing the growing demand for independent study and reduced enrollment at school sites.

A strategic comprehensive approach is needed to address ongoing student needs, to effectively manage changes in classroom configurations, and that are the least disruptive to student learning. A strategic response requires communication and collaboration between human resources (HR), business, and those departments and/or individuals with student enrollment responsibilities. A strategic approach should contemplate the following key elements:

### **Frequently Monitor Enrollment**

Enrollment fluctuations and trends should be shared with HR, so an effective response, in compliance with the certificated collective bargaining agreement, can be formulated. In addition, HR is responsible for certificated assignment monitoring, which requires forecasting staffing needs to build a responsive recruitment plan if hiring additional teachers is needed.

## **Review Class Size Language in the Certificated Collective Bargaining Agreement**

Some LEAs may be overstaffed due to declining enrollment trends, which creates opportunity to adjust classroom staffing levels to meet high Independent Study demands. Review class sizes prescribed in the collective bargaining agreement and create scenarios which utilize staff for independent study in current assignments with low student numbers. This approach requires thoughtful consideration to ensure that disruptions to instructional programs are minimized and that staff are appropriately assigned based on their credentials and any supplemental or emergency authorizations. Also keep in mind that a temporary adjustment to existing class sizes may be needed to ensure compliance with independent study staffing ratios which must be tracked and reported to the California Department of Education and come with apportionment penalties if not maintained. More information on the independent study ratio calculations can be found [here](#).

## **Review Involuntary Transfers/Reassignments Language in the Certificated Collective Bargaining Agreement**

Working conditions for certificated employees may be impacted by the demand for independent study, and these working conditions are commonly covered in the collective bargaining agreement. Review the collective bargaining agreement to determine if there is existing transfer and reassignment language which addresses midyear staffing changes. These provisions may authorize the LEA to execute involuntary transfers/reassignments for declining enrollment, changes in the instructional program, and/or reduction in categorical funding and prescribe the procedures for doing so. If your collective bargaining agreement is silent on involuntary staffing changes or lacks details which align with the challenges; review your past practice, if any, and if needed, engage with your labor partners to discuss temporary language that allows you maximum staffing flexibility and memorialized your agreement in a memorandum of understanding (MOU).

## **Assess Your Recruitment Needs**

Recruitment of additional teachers to assign to independent study is also an option, particularly if restrictive collective bargaining agreement language prevents you from transferring or reassigning teachers to the independent study program. However, in consideration of the current statewide teacher shortage, the outcome is beyond an LEA's control, and may delay resolution of the immediate and acute instructional needs of the LEA.

In closing, consider your existing flexibility and any available resources and/or tools first. Work with your labor partners to make temporary changes to existing collective bargaining agreement language that will increase your flexibility during this time of unprecedented need and ensure you are able to meet your independent study staffing ratios. Memorialize these agreements in an MOU or make permanent changes to the collective bargaining agreement that increase your flexibility going forward, if possible. Finally, as the sand continues to shift under our feet, LEAs will need to be nimble when it comes to staffing and changes to the instructional program. Do all that you can to avoid foreclosing staffing flexibility in the future as COVID-19, and particularly the Delta variant, will undoubtedly bring urgent and unexpected changes in the days and months ahead.

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## Education Budget Cleanup Bill

By SSC Governmental Relations Team  
September 7, 2021

The education budget cleanup trailer bill for the 2021–22 State Budget was made public over the weekend, officially coming into print and being heard by the Legislature today, September 7, 2021. Assembly Bill (AB)/Senate Bill (SB) 167 make changes both minor and significant, including to several funding streams and programmatic areas. For more information about proposed changes to independent study, see “[Budget Trailer Bill Reinforces Independent Study for Quarantine](#)” in the September 2021 *Fiscal Report*. The more significant changes are summarized below.

### LCAP Supplement/LCFF Concentration Grant Funds

Clarification is added for local educational agencies (LEAs) that receive the additional Local Control Funding Formula (LCFF) concentration grants funds this year to hire additional school site staff. The funds must be used to increase the number of school site staff that provide direct services at high-poverty schools compared to low-poverty schools. A description of how these funds are used must be included in the LEA’s one-time Local Control and Accountability Plan (LCAP) Supplement for the 2021–22 LCAP.

### Prekindergarten Planning and Implementation Grant Program

The PreKindergarten Planning and Implementation Grant Program funding is comprised of three grants, each of which has been amended:

- Base grants will be determined using 2020–21 certified Fall 1 California Longitudinal Pupil Achievement Data System (CALPADS) kindergarten enrollment for LEAs with kindergarten enrollment as follows:
  - 1-23: \$25,000
  - 24-99: \$50,000
  - 100+: \$100,000
  - County offices of education (COEs): \$15,000 per LEA in their county that operates kindergarten programs
- Enrollment grants are computed using 2019–20 Fall 1 CALPADS data

- Success grants are computed using 2019–20 Fall 1 CALPADS data and unduplicated pupil percentage as of the Second Principal Apportionment

### **A-G Completion Grant**

AB/SB 167 clarifies the data used for LEAs receiving an allocation from the A-G Completion Improvement Grant Program. Funds will be distributed using enrollment of unduplicated students in grades 9–12 based on CALPADS 2020–21 Fall 1 data. More importantly, LEAs receiving grant funds will get a bit of a reprieve as the required plan describing how funds will be used will be due April 1, 2022, rather than in January.

### **Expanded Learning Opportunities (ELO) Program**

The cleanup language tightens implementation of the ELO Program in the 2021–22 school year such that all school districts and charter schools receiving funds must implement the program in the current school year. Funds received this year must be expended by June 30, 2023, and may only be used to develop the ELO Program or provide services as required by the program.

### **Kitchen Infrastructure**

AB/SB 167 makes several significant changes to how the \$150 million investment for kitchen infrastructure will be allocated to LEAs. Originally, all LEAs were slated to receive funds for this purpose; however, the cleanup language narrows the LEAs (school districts, COEs, and charter schools) that are eligible to those that participate in the federal School Breakfast Program or the federal National School Lunch Program.

The bill also amends the language that states all LEAs “shall” receive a \$25,000 base grant for kitchen infrastructure upgrades and a \$2,000 base grant for food service staff trainings to “may” receive a base grant for these purposes. This means that LEAs are no longer guaranteed to receive funding for kitchen upgrades and staff training. Additionally, the bill would make the \$30 million earmarked for food service staff training based on the number of lunches served in October 2020 rather than the number of classified school employees employed by the LEA.

### **Assembly Bill 104 Window**

AB/SB 167 provides additional time for students to be able to request grade changes from letter-based grading to a Pass/No Pass grade:

- LEAs must accept grade change applications received on or before October 1, 2021
- LEAs may accept grade change applications after October 1, 2021, for the 2020–21 school year.

### **Substitutes**

Until July 1, 2022, extends to 60 cumulative days the length of time that substitute teachers may serve in any one assignment. Currently general education substitutes may only serve for up to 30 days, and substitutes in special education classrooms are capped at 20 days.

## **Next Steps**

Providing very little time for stakeholder review, AB/SB 167 were heard in both houses' budget committees, which sets the bill up for approval by the Legislature by the end of session, September 10, 2021.

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## Substitute Teacher Flexibility

By Leilani Aguinaldo and Danyel Conolley  
September 24, 2021

Assembly Bill (AB) 167 was signed into law on September 23, 2021, and provides some much-needed flexibility in certificated substitute staffing by extending the length of time substitute teachers can teach, particularly for long-term staffing needs. Current regulations provide that substitute teachers have limitations regarding how long they are permitted to serve in a substitute capacity in a school year for any one teacher of record:

- No more than 30 cumulative days in any one general education classroom
- No more than 20 cumulative days in any one special education classroom

AB 167 extends to 60 cumulative days for the length of time that substitute teachers may serve in any one assignment until July 1, 2022. The extension of service in one assignment to 60 days will allow for long-term substitutes to stay in one assignment during the school year for a longer period of time. This will minimize instructional disruptions due to switching out substitutes because they have been in an assignment for either 30 or 20 days under prior requirements, dependent on the setting. Long-term absences are commonly caused by employees on leave of absence or vacancies in hard-to-fill positions. This temporary change alleviates pressure local educational agencies (LEAs) are experiencing at this time to meet acute staffing needs and the influx in employee leaves. We recommend human resources departments communicate this change in certificated substitute service allowance to all stakeholders, including staff who manage substitute employment, site personnel, and certificated substitutes.

This temporary extension for the use of substitute teachers should also be helpful with the volume of quarantines LEAs are contending with this school year. Quarantines have impacted staff availability, and this provision can help to mitigate the impact of a substitute teacher shortage which has exacerbated the existing teacher shortage.

As a budget trailer bill, AB 167 took effect immediately upon Governor Gavin Newsom's signature. The full text of this temporary provision is available below. Additional information regarding certificated assignment can be located on the California Commission on Teacher Credentialing website in the [Administrator's Assignment Manual](#).

**SEC. 47.**

Notwithstanding any other law, and until July 1, 2022, any holder of a credential or permit issued by the Commission on Teacher Credentialing that authorizes the holder to substitute teach in a general, special, or career technical education assignment may serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment. Nothing in this section shall preclude an LEA from following the hiring provisions outlined in Section 44225.7 of the Education Code.

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## Protection for Charter Schools Offering Independent Study for Quarantined Students

By Brianna García  
September 16, 2021

The 2021–22 State Budget’s education budget cleanup trailer bill was released last week (see [“Education Budget Cleanup Bill”](#) in the September 2021 *Fiscal Report*). Two versions were introduced and in print—one from the Assembly and one from the Senate—Senate Bill (SB) 167 and Assembly Bill (AB) 167, respectively. However, at the conclusion of the hearings, only one remained standing and was sent to Governor Gavin Newsom for his signature—AB 167.

For those that decided a good way to spend an evening was to read both bills, you noticed there were some differences. As it pertains to this article, I ask you to focus on the independent study provisions. Changes were made clarifying that local educational agencies can receive apportionment for students that are subject to quarantine if they take part in independent study (see [“Budget Trailer Bill Reinforces Independent Study for Quarantine”](#) in the September 2021 *Fiscal Report*).

AB 167, however, includes additional language related to charter schools that is not included in SB 167. As it pertains to students enrolled in independent study due to quarantine, AB 167 provides additional protection for charter schools. Specifically, for the 2021–22 fiscal year, classroom-based charter schools that provide independent study for quarantined students would have this average daily attendance (ADA) excluded from the threshold utilized to classify a charter school as nonclassroom-based and subject to a nonclassroom-based funding determination.

For background purposes, if more than 20% of a charter school’s ADA is generated through nonclassroom-based instruction, it must adhere to rules governing nonclassroom-based instruction/independent study and submit a funding determination request in order to receive Local Control Funding Formula funding. Otherwise, attendance is disallowed. The funding level received under a funding determination is dependent on the percentage of the charter school’s budget spent on instruction as well as the student-teacher ratio. To get 100% funding, the charter school must spend at least 80% of its revenues on instruction or instruction-related services and at least 40% of this amount must be spent on certificated salaries and benefits. In addition, the charter school cannot exceed a 25:1 student-teacher ratio or the ratio for non-independent study programs operated by the largest unified school district in the county or counties in which the charter school operates. If the charter school does not meet these requirements, then its funding is reduced by set percentages.

What AB 167 does is protect classroom-based charter schools who are providing independent study—above the 20% threshold—strictly due to students quarantined because of COVID-19.

## 2021–22 Enacted State Budget: Funds Summary

Updated 9/24/21  
To include changes from AB 167

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>A-G Completion Improvement Grant</b>	\$547.5 million	<p><u>A-G Access Grant</u>: For local educational agencies (LEAs) with A-G completion rate less than 67%, \$300 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least \$75,000.</p> <p><u>A-G Success Grant</u>: For LEAs with A-G completion rate of 67% or higher, \$100 million allocated per unduplicated pupil enrolled in grades 9–12 in 2020–21. An eligible LEA that also received concentration grant funds in 2020–21 shall receive at least \$75,000.</p> <p><u>A-G Learning Loss Mitigation Grant</u>: \$147.5 million allocated to LEAs per unduplicated student enrolled in grades 9–12 in 2020–21. An LEA that also received concentration grant funds in 2020–21 shall receive at least \$75,000.</p>	<p><u>Access and Success Grants</u>: Activities that directly support student access to, and successful completion of, the A-G course requirements.</p> <p><u>Learning Loss Mitigation Grant</u>: To allow students who received a grade of “D,” “F,” or “Fail” in an A-G course in 2020–21 to retake those courses.</p>	<p>Must adopt a plan by <b>April 1, 2022</b>, that describes how the funds received will increase or improve services for unduplicated students to improve A-G eligibility.</p> <p>Must report to the California Department of Education (CDE) by December 31, 2023, on how the LEA is measuring the impact on the A-G completion rate.</p>	June 30, 2026

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Classified School Employee Professional Development</b>	\$30 million	Apportioned to LEAs based on number of <b>lunches served in October 2020</b> , with a minimum allocation of \$2,000 per LEA.  <b>LEAs must participate in the federal School Breakfast Program or the National School Lunch Program to be eligible.</b>	For food service staff to receive training on promoting nutritious foods	No plan or application requirements	N/A
<b>Classified School Employee Teacher Credentialing Program</b>	\$125 million	Competitive grants awarded by the Commission on Teacher Credentialing (CTC) that shall not exceed \$24,000 over five years per teacher candidate.  Priority given to LEAs that: <ul style="list-style-type: none"> <li>• Have not previously received funds for this program</li> <li>• Have a high Unduplicated Pupil Percentage (UPP)</li> <li>• Have a plan to recruit and support expanded learning and preschool program staff and address kindergarten and early childhood education teacher shortages</li> </ul>	Assistance for books, fees, and tuition while pursuing a teaching credential	Applicants must demonstrate the following: <ul style="list-style-type: none"> <li>• Capacity and willingness to accommodate participation of classified employees in teacher training programs</li> <li>• Active participation of institutes of higher education in development of coursework for participating classified school employees</li> <li>• Recruitment to meet the demand for bilingual cross-cultural teachers and teachers in shortage areas</li> <li>• Sequenced job descriptions that lead from an entry-level classified position to an entry-level teaching position</li> </ul>	June 30, 2026

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Community Schools Partnership Program</b>	\$2.8 billion	<p>Competitive grants awarded by CDE with approval of the State Board of Education.</p> <p>Grants prioritized for schools with at least 80% UPP.</p> <p><u>Planning grants:</u> In 2021–22 and 2022–23, 10% of funds reserved for grants of up to \$200,000 for LEAs with no existing community schools. Requires 3:1 match.</p> <p><u>Implementation grants:</u> 70% of funds for grants of up to \$500,000 annually for new community schools or for expansion or continuation of existing community schools. Requires 3:1 match.</p> <p><u>Coordination grants:</u> Starting in 2024–25 through 2027–28, 20% of funds for grants of up to \$100,000 annually for ongoing coordination of community schools. Requires 1:1 match.</p>	<p><u>Planning grants:</u> Community school coordinator, needs assessment, administrative costs necessary to launch a community school, partnership development and coordination support between grantee and cooperating agencies, staff training, preparing a community school implementation plan for submission to the governing board</p> <p><u>Implementation grants:</u> Staffing, support services for students and their families, staff training, community stakeholder engagement, ongoing data collection and program evaluations</p> <p><u>Coordination grants:</u> Supplement, not supplant, existing services and funds, and use for ongoing coordination of services, management of the community school and ongoing data collection and program evaluations</p>	<p>LEA may apply if it meets any of the following:</p> <ul style="list-style-type: none"> <li>• At least 50% UPP</li> <li>• Higher than state average dropout rates</li> <li>• Higher than state average suspension and expulsion rates</li> <li>• Higher than state average rates of child homelessness, foster youth, or justice-involved youth</li> </ul> <p>Schools may apply if not within an eligible LEA, but the school meets at least two of the above criteria.</p> <p>LEAs may apply as a consortium or in partnership with a county behavioral health agency, Head Start, childcare program, or higher education agency</p>	June 30, 2028

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Computer Science Supplementary Authorization Incentive Grant</b>	\$15 million	Competitive grants awarded by the CTC to LEAs  Priority for grant applications for teachers that provide instruction at a rural district or a district with high UPP.  Requires a 1:1 match.	Paying for teacher costs of coursework, books, fees, and tuition	Applicants must identify selected teachers for participation in the program, the number of coursework credits required for each teacher to earn a supplementary authorization, estimated costs.  Must report to the CTC on or before August 30 of the second year after receiving funds the number of new computer science courses taught by participating teachers.	June 30, 2026
<b>Educator Effectiveness Block Grant</b>	\$1.5 billion	Apportioned to LEAs in an equal amount per 2020–21 full-time equivalent (FTE) for certificated and classified staff	Provide professional learning for teachers, administrators, and classified staff who work/interact with students, with designated focus areas.	By December 30, 2021, adopt a plan delineating the expenditure of funds.  By September 30, 2026, report detailed expenditure information to CDE, including specific purchases made and the number of staff that received professional development (PD).	June 30, 2026

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Expanded Learning Opportunities Program</b>	\$1.75 billion	<p>For school districts and charter schools with UPP greater than <b>or equal to 80%</b>: \$1,170 per classroom-based K–6 prior year average daily attendance (ADA) multiplied by UPP</p> <p>All other school districts and charter schools: Remaining funds provided on per unit basis using classroom-based K–6 prior year ADA multiplied by UPP</p> <p>Minimum of \$50,000 per LEA</p>	<p>Must offer and provide expanded learning:</p> <ul style="list-style-type: none"> <li>• Before or after school opportunities plus instructional time equal at least nine hours on school days</li> <li>• At least 30 days of no less than 9 hours of expanded learning days during school breaks</li> <li>• Must conform to After School Education and Safety Program requirements</li> <li>• 20:1 student to adult ratio, 10:1 if program serves Transitional Kindergarten (TK)/K students</li> </ul>	<p>No plan requirements but in 2021–22 must offer to all unduplicated K–6 students and provide to at least 50% of these students</p> <p>In 2022–23, must offer to all students in grades K–6 and provide to all who request</p>	<p>Ongoing program</p> <p><b>Funds received for the 2021-22 school year may be expended by June 30, 2023</b></p>
<b>Kitchen Infrastructure Upgrades</b>	\$120 million	<p>Base allocation of \$25,000 per LEA</p> <p>Remaining funds allocated to LEAs with at least 50% of students free or reduced-priced meals (FRPM)-eligible, on a per-pupil basis using count of FRPM-eligible students.</p> <p><b>LEAs must participate in the federal School Breakfast Program or the National School Lunch Program to be eligible.</b></p>	Cooking equipment; service equipment; refrigeration and storage; transportation of ingredients, meals, and equipment between sites.	Must report to CDE by June 30, 2022, how funds were used to improve the quality of school meals or increase participation in subsidized meal programs.	N/A

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Multitiered Systems of Support</b>	\$30 million	<p>Competitive grants awarded by Orange County Department of Education to LEAs</p> <p>Priority to LEAs with high UPP that have participated in training to implement an integrated multitiered system of support</p> <p>Grants awarded to LEAs by December 15, 2021</p>	<p>Support implementation of high quality integrated academic, behavioral, and social-emotional learning practices in an integrated multitiered system of support at the schoolwide level.</p>	<p>Grant recipients shall measure and report on implementation fidelity at least annually</p>	June 30, 2026
<b>Prekindergarten Planning and Implementation Grant</b>	\$200 million	<p><b>Base grant: Amounts based on 2020-21 kindergarten enrollment</b>  <b>1-23: \$25,000</b>  <b>24-99: \$50,000</b>  <b>100+: \$100,000</b></p> <p><u>Enrollment grant:</u> 60% of remaining funds allocated based on 2019–20 kindergarten enrollment <b>minus TK enrollment</b></p> <p><u>Supplemental grant:</u> 40% of remaining funds based on 2019–20 kindergarten enrollment <b>minus TK enrollment</b> multiplied by UPP</p>	<p>Create or expand state preschool or TK.</p> <p>Planning costs, hiring and recruitment costs, training and PD, classroom materials.</p>	<p>Plan for consideration by governing board by June 30, 2022 detailing how all children in the attendance area will have access to full-day learning programs the year before kindergarten that meet the needs of parents</p>	June 30, 2024

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Prekindergarten Training grants</b>	\$100 million	<p>Competitive grants to LEAs awarded by CDE.</p> <p>Awarding of grants shall consider high needs students and demand for preschool, TK, or kindergarten programs.</p>	<p>Attainment of credentials, permits, or PD.</p> <p>Educational expenses, transportation and childcare costs, substitute teacher pay, stipends and PD expenses, coaching, and administrator training.</p>	<p>Application must describe how funds will be used to increase number of TK teachers or the competencies of California State Preschool Program (CSPP), TK, and kindergarten teachers.</p> <p>LEAs may apply alone or as a consortium of providers, including CSPP and Head Start programs operated by community-based organizations.</p>	June 30, 2024
<b>Preschool, TK, and Full-Day Kindergarten Facilities Grant</b>	\$490 million	<p>Competitive grants awarded by State Allocation Board to school districts that lack the facilities to provide TK or full-day kindergarten, or lack the facility capacity to increase CSPP services.</p> <p>Priority given to districts that either:</p> <ul style="list-style-type: none"> <li>• Financially unable to contribute local match requirements</li> <li>• High population of FRPM eligible students</li> </ul> <p>Depending on type of project, includes requirement for district to provide 25%, 40%, or 50% of project cost.</p>	<p>Costs necessary to adequately house preschool, TK, and kindergarten students in an approved project.</p> <p>Districts may not use funds to purchase or install portable classrooms.</p>	Must pass a resolution stating intent to offer or expand enrollment in TK or a preschool program, as appropriate	Funds disbursed for approved applications to the extent funds are available

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Special Education Dispute Resolution</b>	\$100 million	<p>Allocated by CDE to Special Education Local Plan Areas (SELPA) by August 31, 2021</p> <p>Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA’s member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years</p>	<p>Used by LEAs in collaboration with their SELPAs to support:</p> <ul style="list-style-type: none"> <li>• Early intervention to promote collaboration and positive relationships between families and schools</li> <li>• Conduct voluntary alternative dispute resolution activities</li> <li>• Work in partnership with family empowerment centers or other family support organizations</li> <li>• Develop plans to outreach to families who face language barriers and other challenges to participation in the special education process</li> </ul>	<p>By October 1, 2021, SELPAs must submit a plan to CDE detailing how they will support their member LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities.</p> <p>LEAs that received support from their SELPA for alternative dispute resolution activities shall report designated information to their SELPA by September 30, 2023.</p>	June 30, 2023
<b>Special Education Early Intervention Preschool Grant</b>	\$260 million	<p>Allocated to school districts on a per pupil amount based on first graders with disabilities using Fall 1 Census data</p>	<p>Provide services and supports in inclusive settings that have been determined to improve school readiness and long-term outcomes for infants, toddlers, and preschool pupils from birth to five years old.</p>	No plan or reporting requirements	Ongoing

## 2021–22 Enacted State Budget: Funds Summary

Grant	Total Funds	Distribution	Allowable Uses	Plan or Application Requirements	Deadline for Use
<b>Special Education Learning Recovery Supports</b>	\$450 million	<p>Allocated by CDE to SELPAs by August 31, 2021.</p> <p>Appropriated on a per-pupil basis determined by number of students with disabilities 3–22 years old enrolled in each SELPA’s member LEA using greater of Fall 1 Census data for the 2019–20 or 2020–21 fiscal years.</p> <p>Requires 1:1 match, and funds must not supplant existing expenditures or obligations.</p>	Used by LEAs in collaboration with their SELPA to provide learning recovery support for students with disabilities related to impacts to learning resulting from COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021.	<p>By October 1, 2021, SELPAs must work with member LEAs to submit a plan to CDE detailing how they will provide learning recovery support to students with disabilities in response to school disruptions resulting from the COVID-19 health emergency.</p> <p>SELPAs shall report to CDE by September 30, 2023, how funding was spent.</p>	June 30, 2023
<b>Teacher Residency Grant</b>	\$350 million	<p>Competitive grants awarded by CTC</p> <p>Grants shall be up to \$25,000 per teacher candidate in the residency program, with a match requirement of 80% of grant amount received per participant.</p> <p>Priority given to applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage of unduplicated students, and have a school with at least 50% FRPM eligible students or is located in either a rural or densely populated region.</p>	Teacher preparation costs, stipends for mentor teachers, residency program staff costs, mentoring and beginning teacher induction costs	Applicants must demonstrate need for teachers in one or more designated shortage fields, or to diversify teacher workforce. Applicants must propose to establish a new teacher residency program or expand or improve access to an existing teacher residency program that addresses teacher needs.	June 30, 2026

## MEMORANDUM

**DATE:** October 14, 2021

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Overview of the California Community Schools Partnership Program

### Summary of Key Issues

This information memorandum provides the State Board of Education with a summary of the community school model, history and background, effectiveness, and information on past and current activities the California Department of Education (CDE) has participated in during the evolution of the California Community Schools Partnership Program (CCSPP). In addition, input from community partners is described to provide feedback and guidance on the development of the application process and administrative plan. Per statute, *on or before November 15, 2021, the Superintendent, with the approval of the state board, shall update as necessary, the application process and administration plan for the selection of grant recipients under the program. After November 15, 2021, the Superintendent shall update the state board on an annual basis regarding the administration of this chapter and present to the state board any proposed changes to the application process and administration plan.*

In 2020, the federal government passed the Elementary and Secondary School Emergency Relief Fund. With these funds, the California Legislature appropriated \$45 million, as part of California Senate Bill 820, Chapter 110, and the Budget Act of 2020, for the CCSPP. In 2021, the California Legislature appropriated \$2.8 billion, as part of the Budget Act of 2021, for the CCSPP.

### Background

#### Introduction - Community Schools Approach to School Transformation

A community school is a “whole-child” school improvement strategy where the district and school work closely with teachers, students, and families to understand the unique needs, assets, and aspirations of the school community. Community schools then partner with community-based organizations (CBOs) and local government to align community resources to realize a shared vision for success and improve student

outcomes. These partnerships help support “an integrated focus on academics, health and social services, youth and community development, and community engagement.”<sup>1</sup> Many operate year-round, morning to evening, and serve both children and adults. Community schools are designed to intentionally and collaboratively address the economic and social barriers that underly the opportunity and achievement gaps.<sup>2</sup> Recent events, such as the COVID-19 emergency, have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community school strategies can be an effective approach to mitigate the academic and social impacts of current events, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.<sup>3</sup>

The CCSPP is an important opportunity for California to build a cohesive statewide approach that mitigates the disparate impacts of COVID-19 on student learning, development, and emotional well-being while accelerating efforts across the state to reimagine schools in ways that are aligned with the equity goals of racial and social justice movements and that support the hopes, dreams, and aspirations of California’s families.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California districts, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of school and district initiatives. This includes large state investments in youth-focused behavioral health and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and ultimately, the Statewide System of Support for school improvement.

## **Community Schools - History and Background**

Community schools have a long history in the national landscape that goes back to the turn of the 20<sup>th</sup> century to the progressive education movement which includes John Dewey’s argument for schools as social centers—a comprehensive approach to schooling that encompassed adults as well as children, fostered holistic development,

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<sup>1</sup> Coalition for Community Schools.

[http://www.communityschools.org/aboutschools/what\\_is\\_a\\_community\\_school.aspx](http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx).

<sup>2</sup> Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017.

<https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>.

<sup>3</sup> Policy Analysis for California Education: Community Schools, A COVID-19 Recovery Strategy. <https://edpolicyinca.org/publications/community-schools>.

and brought resources from the community into strong partnership with schools.<sup>4</sup> As more recent part of that history, California developed its own model in the Healthy Start Program. The Healthy Start Grant Program was funded between 1992 and 2006. Many of California's existing community school initiatives were seeded by Healthy Start grants, including initiatives in Hayward, Lake County, Oakland, Ontario-Montclair, Redwood City, San Diego, and West Contra Costa among others.

The Healthy Start Program focused on establishing school-community collaboratives to build and provide comprehensive support services for students and their families at or connected to the school. As a critical part of the evolution of community schools, today's community schools are taking to heart a critical lesson learned—a good student support system cannot compensate for a weak core instructional program<sup>5</sup> that is not responsive to individual student development and learning needs (including social, emotional, and cognitive). To strengthen their core instructional programs and achieve school transformation, today's community schools are guided by the emerging consensus on the 'science of learning and development' (SoLD) which synthesizes a wide range of educational research findings regarding well vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning into a developmental systems framework.<sup>6</sup>

The SoLD framework posits that the following are necessary for student learning and development:

1. Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose;
2. Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and

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<sup>4</sup> New York University: Twenty Years, Ten Lessons: Community Schools as an Equitable School Improvement Strategy. 2021.

<https://steinhardt.nyu.edu/metrocenter/vue/twenty-years-ten-lessons>.

<sup>5</sup> New York University: Twenty Years, Ten Lessons: Community Schools as an Equitable School Improvement Strategy. 2021.

<https://steinhardt.nyu.edu/metrocenter/vue/twenty-years-ten-lessons>.

<sup>6</sup> Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron & David Osher (2020) Implications for educational practice of the science of learning and development, *Applied Developmental Science*, 24:2, 97-140.

<https://doi.org/10.1080/10888691.2018.1537791>.

experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks;

3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action;
4. System of supports that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

For a fuller description of the practices and structures that fill out these developmental systems, see Design Principles for Schools: Putting the Science of Learning and Development into Action.<sup>7</sup> Critical among these strategies are relationship-centered student, family, and community engagement, as foundational to community school development and all its other elements and strategies as well as a related commitment to building positive, nurturing school environments that build in restorative practices, opportunities for SEL and the professional development and coaching required to deliver these.

With a foundation in the SoLD principles, research<sup>8</sup> shows that effective community schools have a common set of elements or four pillars<sup>9</sup> that make up a comprehensive implementation strategy. Current statute regarding the CCSP aligns well with the research. Specifically, community schools are defined in statute as public schools with **“strong and intentional community partnerships ensuring pupil learning and whole child and family development,”** including the following features:

- **Integrated student supports**, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute

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<sup>7</sup> Learning Policy Institute and Turnaround for Children: Design Principals for Schools: Putting the Science of Learning and Development into Action. June 2021.

[https://eb0b6ac7-8d5b-43ca-82bf-fa89e49b5cb.usrfiles.com/ugd/eb0b6a\\_042c6c82a88144249223ca80bc9c2919.pdf](https://eb0b6ac7-8d5b-43ca-82bf-fa89e49b5cb.usrfiles.com/ugd/eb0b6a_042c6c82a88144249223ca80bc9c2919.pdf).

<sup>8</sup> Learning Policy Institute: Community Schools as an Effective School Improvement Strategy. December 2017. [https://learningpolicyinstitute.org/sites/default/files/product-files/Community\\_Schools\\_Effective\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf).

<sup>9</sup> Learning Policy Institute: What the Four Pillars of Community Schools Look Like in Action. [https://learningpolicyinstitute.org/sites/default/files/product-files/Community\\_Schools\\_Effective\\_INFOGRAPHIC.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_INFOGRAPHIC.pdf).

defines this as including the “coordination of trauma-informed health, mental health, and social services.”

- **Family and community engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.”
- **Collaborative leadership and practices for educators and administrators** that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including “professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, SEL, [and] restorative justice.”
- **Extended learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.”

These four pillars have served as the basis for California’s community schools investments in 2020 and 2021.

While community school grants are typically made for ‘eligible’ school sites, school districts, and COEs, each has a role to play, along with county health and human services agencies.

- School districts help to vet and formalize partnerships with CBOs and local government agencies on behalf of their schools; and are responsible for aligning initiatives and scaling the community school initiative district-wide and building systems and financing strategies to ensure sustainability.
- COEs can play an important role in convening local government service agencies to support community school initiatives on behalf of all the districts in the county. This can support more efficient programs, systems, and resource allocation changes as it avoids the complication of each school district negotiating its own partnership with county agencies.

**Lessons from the field emphasize the importance of technical assistance for supporting community school implementation. To address the complexity of the work**, technical assistance to support high-quality implementation of community school initiatives includes a wide range of capacity building support from professional development and coaching, and support for strategic planning, to partnership

development that brings resources to schools (e.g., direct staffing, service provision, and funding) at the school site, district and county level. Technical assistance for Healthy Start was offered by 11 regional providers with coordination through the Healthy Start Field Office, housed in the education department at the University of California, Davis. Grantee cohorts met regularly within regions and statewide. Focus groups of 12 districts with the most enduring Healthy Start initiatives named technical assistance as key to their success, as well as the importance of building capacity to do family engagement.

## California Community Schools Partnership Program

### 2020 California Community Schools Partnership Program

In 2020, the California Legislature appropriated \$45 million in federal emergency relief funds for the CCSPP. On October 30, 2020, the CCSPP Request for Applications (RFA) was released (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5577>).

The 2020 CCSPP was established to expand and sustain existing single, or a network of, community schools, aligned to the four pillars described above, to:

- Coordinate and provide health, mental health, and pupil support services to pupils and families at community schools, and
- Provide training and support to local educational agency (LEA) personnel to help develop best practices for integrating pupil supports.

The CDE reached out to content experts during the RFA development process to ensure alignment with community school best practices. These partners continue to support community schools in California, and the CDE through their work with the team at WestEd (see details below).

The CDE received 102 applications requesting a total of \$167.5 million. After a competitive scoring process the CDE awarded grants to 20 LEAs serving over 150 community school sites. These grants were awarded to existing community school programs across the state, with preference given to schools serving 80 percent or more low-income students (students who qualify for free or reduced-price meals).

The 2020 CCSPP legislation permitted the CDE to withhold 1 percent of funding (\$450,000) to contract with a technical assistance provider and help the CDE with the legislative report, due on December 31, 2025. The CDE is contracting with WestEd to provide four technical assistance webinars, the first was on September 9, 2021, and develop the foundation of a Community School Toolkit, which the CDE plans to expand in the future.

## 2021 California Community Schools Partnership Program

This year, the California Legislature allocated \$2,836,660,000 for the CCSPP to establish new, and expand existing, community schools. The legislation establishes three different grant opportunities and regional technical assistance centers starting in the 2021–22 program year through the 2027–28 program year, as follows:

- Planning Grants (at least 10 percent of total funding = \$269,482,700) for the 2021–22 and 2022–23 program years. Grants are up to \$200,000 per qualifying entity for local education agencies (LEAs) with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years.
- Implementation Grants (up to 70 percent of total funding = \$1,886,378,900), annual grants up to \$500,000 per qualifying entity for new, expanded or continuing community schools, with a matching requirement of one-third. New community schools must receive funds for five years.
- Coordination Grants (at least 20 percent of total funding = \$538,965,400) for the 2024–25 through 2027–28 program years, grants are up to \$100,000 annually per community school with a one-to-one matching funds requirement.
- Up to \$141,833,000 is allocated to contract with LEAs to create at a minimum of five regional technical assistance centers.

The most recent CCSPP legislation significantly increases the timeframe and funding for the program. While the 2020 program was relatively small (20 grants were made), the new initiative is intended, over the next seven years, to reach all of the schools in the state with more than 80 percent of students living in poverty (more than 3,000 schools) through networks of schools supported and/or coordinated by districts or county offices of education (COEs) to meet students' and families' holistic needs.

The 2021 CCSPP legislation also significantly broadens the framework and the scope of work grantees will be expected to plan for and implement, including:

- A focus on the four pillars of community schools that go beyond adding wraparound services (e.g., health, mental health, social services) to the expanded and enriched learning time, community and family engagement, and collaboration as a framework for all of the school's operations.
- An operationalization that introduces the LEA (district or county) as a key supporter and organizer of resources, rather than each school trying to coordinate all of those elements on its own.

To support the increased complexity of what is expected for implementation, the expanded 2021 CCSPP provides for building a new technical assistance framework and infrastructure.

Enhancements to the CCSPP Program also include a greater emphasis on student, family, and community engagement. A focus on engagement with a broad cross section of community and education partners has already defined CDE's CCSPP implementation process. The CDE has met with many interested parties such as LEAs, COEs, CBOs, advocacy groups, labor groups and educational researchers to ensure the CCSPP will meet the needs of community school efforts across the state.

CDE also hosted a virtual input session on September 17, 2021. Participants included LEAs, COEs, CBOs, advocacy groups, labor groups and educational researchers. Initial input from the broader community regarding concerns and aspirations for the new CCSPP initiative include:

- Ensuring that California's community schools approach is a school transformation strategy.
- Ensuring a school transformation strategy by conducting a framework building process that has broad partner and community input.
- Making sure the program is carefully crafted and the timeline is not rushed.
- Ensuring there is robust partner and community input and feedback across the life of program development.
- Emphasizing the critical importance of the technical assistance and the need to carefully craft the content and infrastructure of that system.
- Interest in establishing a statewide steering committee.
- Consideration of rural/small districts and their ability to compete against the larger, higher profile districts for grants.

CDE is developing a comprehensive engagement process and feedback initiative that engages interested partners in all phases of the CCSPP development and implementation process from visioning through program evaluation.

Given the level of investment and the hope for transformational change, the state's role is critical to setting up a coherent and effective statewide community schools initiative. Areas for the state to lead in could include:

- Building a robust community input and feedback process and infrastructure.
- Utilizing the community input process to build a central framework (California's Community School Framework). This framework will guide grantee visioning,

planning, and implementation processes (via RFA development) and provide a foundation for the technical assistance content and infrastructure.

- Building an effective technical assistance infrastructure. Given the complexities of community schools planning, implementation, and sustainability, and the intention to build an initiative that delivers on school transformation, it will be important to consider the capacity of technical assistance providers to support schools across this broad developmental arc and will likely need to involve LEAs partnering with CBOs, institutions of higher education, and other technical assistance providers.
- Monitoring regional technical assistance centers and ensuring continuous improvement and responsiveness in the technical assistance infrastructure.
- Engaging in statewide initiatives to increase or improve services for youth, to support improvement efforts and ensure alignment with the community schools initiative.

These and other topics will be presented to the Board for discussion in November.

## **Conclusion**

Community schools is an evidence-based holistic strategy to school transformation, particularly for high-need students. With Healthy Start and the 2020 CCSPP program; our robust and diverse partner presence; and the history-making investment this year, California is poised to lead the nation in meeting students' and families' diverse needs through a statewide community schools strategy. A proposed application process and administration plan for the 2021 CCSPP will be presented for board approval at the November 2021 SBE meeting.

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## Ask SSC . .

### Special Education MOE and One-Time Money

By Michelle McKay Underwood  
September 14, 2021

**Q:** The 2021–22 State Budget provided two pots of special education resources: \$100 million for dispute prevention and resolution and \$450 million for learning recovery services. When we use these funds, which are characterized as one-time, will they affect our ongoing maintenance of effort (MOE)?

**A:** The short answer is yes. The longer answer involves some background. A local educational agency’s (LEA’s) MOE calculation is based upon the use of local and state resources for special education services. (The state has an MOE requirement too, which is discussed in more detail below.) Every year, LEAs must assure they have used the same amount of total local and state resources as the year before for special education services. There are a few exceptions that allow an LEA to decrease their MOE in subsequent years to maintain compliance, but one-time programs or one-time funding resources is not one of them.

While Assembly Bill 967—the original idea for these pots of funds—proposed utilizing federal resources to avoid the current situation, since federal funds are not a component of the MOE calculation, ultimately, the 2021–22 State Budget uses state funds for these two programs, therefore triggering an MOE increase when the funds are used locally. Additionally, the Education Code changes accompanying the \$450 million pot of resources appears to call for matching funds from LEAs, theoretically doubling the amount being added to the MOE. The California Department of Education shared in a webinar regarding these funds that the intention is to not require a cash match, but instead clarified that the funds allocated for these purposes should be “matched” (i.e., connected to expenditures) to services and supports provided under the Learning Recovery Plans that Special Education Local Plan Areas (SELPAs) are currently developing with their member LEAs, thereby limiting the impact to the MOE.

Regardless of that relief, LEAs will need to carefully monitor the use of funds for special education services in 2021–22 and the state will need to carefully consider how to disperse these same funds in 2022–23.

Like LEAs, the state also has an MOE requirement for spending resources for special education services. That state MOE will compel the same amount of funds (\$550 million)

to be allocated for special education purposes in 2022–23 and beyond. If the state apportions these special education resources to LEAs through SELPAs in a significantly different methodology than in 2021–22, some LEAs may have a very difficult time maintaining their MOE without significantly increasing their local contribution to make up for fewer state resources. We will be closely monitoring these issues in the coming year.

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## New Resource Codes for AB 86 Grants

By Leilani Aguinaldo and Matt Phillips, CPA  
August 23, 2021

As detailed in a prior article (see [“Changes to AB 86 Grants”](#) in the August 2021 *Fiscal Report*), the funding sources for the Assembly Bill (AB) 86 Expanded Learning Opportunities (ELO) Grant were changed by AB 130 to include federal resources. The California Department of Education (CDE) has provided new resource codes for the federal funds, as summarized in the chart below, along with the new deadlines for these funds.

Grant	Fund Source	Resource Code	Deadline
In-Person Instruction (IPI) Grant	State funds	7422	September 30, 2024
ELO Grant—10% set aside for paraprofessionals	State funds	7426	September 30, 2024
ELO Grant	State funds	7425	September 30, 2024
ELO Grant	Elementary and Secondary School Emergency Relief (ESSER) II state set-aside	3216	September 30, 2023
ELO Grant	Governor’s Emergency Education Relief (GEER) II	3217	September 30, 2023
ELO Grant	ESSER III state set-aside	3218	September 30, 2024
ELO Grant	ESSER III state set-aside for learning loss	3219	September 30, 2024

The total \$6.6 billion for the IPI Grant and the ELO Grant is now split into seven resource codes rather than the original three. Allocations for the IPI Grant (Resource 7422) and the paraprofessional reserve of the ELO Grant (Resource 7426) should remain roughly the same as these resources continue to be funded exclusively with state dollars. However, the amount allocated to Resource 7425 for the ELO Grant will be different as the original portion is now divided into five resources—7425, 3216, 3217, 3218, and 3219. Despite these changes, the total

amounts that a local educational agency (LEA) is expecting for their ELO allocation should roughly be the same.

The federal money used for the AB 86 grants comes from the state share of the ESSER II and III funds and the GEER II Fund. As a result, LEAs will need to complete new federal assurances when they are available in order to access these funds. In addition, federal cash management rules apply for the distribution of the ESSER II, ESSER III, and GEER II funds, which means that LEAs can expect an advance of 25% of the federal resources with the remaining apportionment distributed in response to federal quarterly reporting. The remaining IPI and ELO Grant amounts due to LEAs from state sources (Resources 7422, 7425, and 7426) are expected to be distributed by December 31, 2021.

While ESSER II, ESSER III, and GEER II are used to help fund the AB 86 grants, these amounts are separate from the ESSER II and ESSER III allocations that many LEAs are receiving in proportion to their Title I funds (Resources 3212, 3213, and 3214).

The updated spreadsheet detailing allocations for the new AB 86 resource codes is available [here](#). Additional details about accounting for these funds is also available on the CDE website [here](#).

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## Deadlines Extended for Federal Funds

By Leilani Aguinaldo  
September 16, 2021

In addition to federal and state one-time funds that local educational agencies (LEAs) have received for COVID-19 relief, LEAs also have had to juggle federal dollars that must be expended for particular uses with designated deadlines. LEAs received a bit of a reprieve recently as the U.S. Department of Education granted California's request for [waivers](#) of certain rules governing funds such as Title I and Title IV dollars.

Chief among the waivers granted deals with the use of Title I, Part A funds. The limitation that allows LEAs to carry over up to 15% of Title I, Part A funds to the succeeding fiscal year is now waived for fiscal year (FY) 2020 funds. In other words, LEAs may carry over more than 15% of their FY 2020 Title I, Part A funds into the fiscal year that starts October 1, 2021. In addition, the deadline for FY 2019 Title I, Part A funds is extended to September 30, 2022.

Similarly, the waivers extend the period of availability to September 30, 2022, for the following FY 2019 funds:

- Comprehensive Support and Improvement funds
- Title I, Part B (State Assessment Formula Grants)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, (Rural and Low-Income School Program)
- McKinney-Vento Education for Homeless Children and Youth Program

LEAs have many distinct pots of money to plan to use, with allowable uses that sometimes overlap and that often must be targeted for the same groups of students. The flexibilities granted for the federal dollars listed above aim to assist LEAs to manage these resources in the best interest of their students.

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## SBE Adopts Condensed Smarter Balanced Testing for Spring 2022

By Kyle Hyland  
September 13, 2021

The State Board of Education (SBE) tackled a number of significant issues at their September 2021 meeting, including spring 2022 assessments, the revised Local Control Accountability Plan (LCAP) template, and the approval of a number of federal items.

Prior to taking up these items the SBE swore in its two newest members: Jose Francisco Escobedo and student member Rana Banankhah. Escobedo has been the Executive Director of the National Center for Urban School Transformation and was the superintendent for the Chula Vista Elementary School District from 2010 to 2021. Banankhah is a Modesto High School student and serves on a number of committees for Modesto City Schools.

### Spring 2022 Assessments

The SBE unanimously adopted a condensed version of the English language arts (ELA) and mathematics Smarter Balanced assessments for the 2021–22 school year, which will reduce the length of the exams by approximately half. It is important to note that this vote did not alter any of the non-Smarter Balanced assessments that local educational agencies (LEAs) will conduct in the spring of 2022.

This is the second year in a row the SBE has adopted the condensed blueprints for ELA and mathematics (see [“SBE Adopts Condensed Smarter Balanced Exams for Spring 2021”](#) in the November 2020 *Fiscal Report*), which will continue to meet state and federal testing requirements, scale scores and achievement at the individual student level that will continue to be reported in support of the student growth model, and significantly reduce the amount of time LEAs spend on administering the assessments.

### Revised LCAP Template

The September meeting was also the first of two SBE meetings for the board to discuss the proposed revisions to the LCAP template and instructions that will be in effect beginning with the 2022–23 LCAP year, as well as a one-time supplement to the LCAP to capture expenditure plans for state and federal funds that were included in the 2021–22 State Budget after local LCAP adoption earlier in June. They discussed the [LCAP draft template](#) and [supplemental template](#) released by the California Department of Education (CDE) last month, as required by Assembly Bill 130 (the education omnibus budget trailer bill for the 2021-22 State Budget) that

the SBE needs to adopt by November 30, 2021 (see “[Draft LCAP Templates Available for Review](#)” in the August 2021 *Fiscal Report*).

The SBE had a robust discussion regarding how the draft LCAP template captures the yearly carryover of unexpended supplemental and concentration grant funds from unfulfilled or partially fulfilled proportionality obligations and the demonstration of how LEAs use increased concentration grant funds to reduce school site staffing ratios at high-poverty schools. The SBE asked the CDE staff that when they present the final draft in November to trim the areas where the LCAP is redundant without compromising accountability. Approval of the revised LCAP template and instructions will likely be the most noteworthy issue at the November SBE meeting.

## **Federal Items**

The SBE approved three important federal items: the LCAP Federal Addendums, a waiver for the 2020–21 school year related to the Elementary and Secondary Education Act (ESEA) requirements, and the state’s American Rescue Plan Homeless Children and Youth (ARP-HCY) application.

The SBE approved the LCAP Federal Addendums for 2020–21, which can be found [here](#). Pursuant to the Every Student Succeeds Act (ESSA), LEAs are required to complete an LEA plan to address required provisions of the ESSA programs under which an LEA applies for federal education funds. LEAs that apply for ESSA funds are required to complete the LCAP Federal Addendum Template and the Consolidated Application.

The ESEA waiver that the SBE ratified for the 2020–21 school year was related to the following federal requirements:

- Section 1127(b) of Title I, Part A of the ESEA so that the CDE may waive, more than once every three years, if necessary, the 15% carryover limitation in ESEA Section 1127(a) for FY 2020 Title I, Part A funds
- Section 421(b) of the General Education Provisions Act to extend the period of availability of FY 2019 funds for programs in which the CDE participates under its approved consolidated state plan until September 30, 2022

Finally, the SBE ratified the state’s ARP-HCY [application](#), which describes how California will administer the state-level funds for this program and how the state will support LEAs in using the funds. California is slated to receive nearly \$99 million for ARP-HCY funding.

## **November SBE Meeting**

The next SBE meeting will take place November 3-4 where the SBE will adopt the revised LCAP template and instructions for the 2022–23 year. We will keep you apprised of the revisions to the template leading up to the meeting and our analysis of the final template that will be approved by the SBE in November.

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The **FISCAL REPORT** *an informational update*

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## **Newsom Signs Mental Health, Ethnic Studies, and School Employee Bills**

By Kyle Hyland  
October 8, 2021

Just days before his October 10 deadline to consider legislation, Governor Gavin Newsom signed nearly two dozen K–12 education measures into law, including the remaining noteworthy bills that School Services of California Inc. has been tracking throughout the legislative process.

The signed bills include a number of student health measures, the ethnic studies bill, and several school employee measures. We provide summaries of the significant bills below.

### **Student Health**

Governor Newsom signed the following bills related to student health:

- Assembly Bill (AB) 309 requires the California Department of Education, in consultation with the State Department of Health Care Services, to develop mental health model referral protocols addressing the appropriate and timely referral by school staff of students with mental health concerns, for voluntary use by schools
- AB 367 requires all public schools serving a combination of grades 6–12 to stock an adequate supply of free menstrual products in all women’s restrooms and all-gender restrooms and at least one men’s restroom, by the start of the 2022–23 school year
- Senate Bill (SB) 14 is an urgency measure that adds “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
- SB 224 requires local educational agencies (LEAs) and state special schools that offer one or more courses in health education to pupils in middle or high school to include mental health instruction in those courses

### **Ethnic Studies**

AB 101 will add the completion of a semester-long course in ethnic studies to the list of state high school graduation requirements beginning with the graduating class of 2029–30. This means that high schools will have to begin offering an ethnic studies course beginning with the 2025–26 school year. There is language in the bill that makes its provisions subject to an appropriation by

the Legislature in the annual Budget Act or another statute. Governor Newsom included a signing statement, which can be found [here](#).

Governor Newsom vetoed this same bill last year, expressing concern about the uncertainty of the ethnic studies model curriculum. The State Board of Education (SBE) officially approved the ethnic studies model curriculum on March 18, 2021, which increased the pressure for Governor Newsom to sign AB 101 into law (see “[SBE Approves Ethnic Studies Model Curriculum](#)” in the March 2021 *Fiscal Report*).

The signing of this bill also triggers a one-time \$50 million appropriation to support LEAs serving grades 9–12 with the creation or expansion of ethnic studies course offerings. This funding was included as a part of the 2021–22 State Budget and was contingent upon AB 101 being signed into law.

### **School Employees**

The Governor signed the following school employee bills into law:

- AB 320 clarifies that an individual who earned a bachelor’s degree at a higher education institution that was in the process of gaining full regional accreditation is eligible to enter a teacher training program and earn their credential
- AB 438 remove a school district’s current protocol to layoff a permanent classified employee and replaces it with a March 15 layoff notice currently given to certificated employees (see “[Modified Classified Layoff Procedures](#)” in the October 2021 *Fiscal Report*)
- AB 815 authorizes the Commission on Teacher Credentialing (CTC) to approve a clear credential program offered by a LEA for school nursing
- SB 488 requires the CTC to ensure that an approved teaching performance assessment for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy and provides an alternate means of meeting the current reading instruction competence assessment for some credential candidates affected by COVID-19 test center closures

### **Effective Date**

With the exception of SB 14, which went into effect immediately upon signature as an urgency measure, the rest of these bills will officially go into effect on January 1, 2022.

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The **FISCAL REPORT** *an informational update*

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## Modified Classified Layoff Procedures

By Danyel Conolley and Leilani Aguinaldo  
October 8, 2021

Assembly Bill (AB) 438, which applies the existing layoff protocols granted to certificated employees to classified employees, was signed into law today, October 8, 2021, and takes effect on January 1, 2022. AB 438 institutes significant changes in operational procedures and statutory timelines to reduce local educational agency (LEA) classified staff positions. Of note is that these changes impact the process to reduce or eliminate classified positions for the 2022–2023 fiscal year.

There are many operational questions remaining regarding AB 438, but with the implementation process for personnel reductions beginning in just a few months, there are key considerations to contemplate now, should your LEA be required to reduce staff for the 2022–23 school year:

- Education Code Section (EC §) 45117 is amended to require a March 15 layoff notice to classified employees and eliminates the 60-day notice timeline as a result of a reduction in service
- The LEA retains the ability to layoff classified employees with 60 days' notice due to the expiration of a specifically funded program per EC § 45117 (g)
- Classified employees are provided the right to a hearing to determine if there is cause for not reemploying the employee for the ensuing year

AB 438 will have far-reaching operational impacts to LEAs, especially for the business and human resources departments. Stay tuned as we at School Services of California Inc. will continue to examine the procedural implications and prepare to provide resources and practical guidance to navigate the road ahead.

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The **FISCAL REPORT** *an informational update*

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## **CalPERS Employers on the Hook for Disallowed Compensation Beginning in 2022**

By Kyle Hyland  
October 12, 2021

On September 27, 2021, Governor Gavin Newsom signed [Senate Bill \(SB\) 278](#) (Chapter 331/2021) into law, which effectively leaves employers on the hook for California Public Employees' Retirement System (CalPERS) retiree overpayments.

SB 278 stipulates that when a retiree's CalPERS pension is reduced postretirement, due to the inclusion of compensation agreed to under a collective bargaining agreement that is later determined to be disallowed, the public employer must cover the difference between the pension as originally calculated and as reduced by CalPERS. The employer is also required to pay a 20% penalty equal to the difference between the monthly allowance with the disallowed compensation and without. The affected retired member receives 90% of that penalty as restitution, while the system receives the other 10%. This means that beginning next year employers will be required to pay CalPERS back for any overpayments received by a retiree and be subject to a 20% penalty for the disallowed compensation.

This bill was strongly opposed by public employers and education management organizations, including the Association of California School Administrators, the California Association of School Business Officials, the California School Boards Association, and the Association of California Community College Administrators. They argued that the bill removes all responsibility by CalPERS to ensure benefits are reviewed, calculated, and administered correctly and instead puts 100% of the liability for such overpayments on public agencies.

This was the third attempt from the bill's author Senator Connie Leyva (D-Chino), who chairs the Senate Education Committee, to get a measure like this signed by a governor. A similar bill made it to then Governor Jerry Brown's desk in 2018, but the former Governor vetoed the measure stating that he encouraged the Legislature to instead develop policies to prevent the errors from happening in the first place. He suggested "requiring CalPERS to review and approve any proposals for pensionable compensation in a memorandum of understanding before the memorandum is finalized."

To prepare for SB 278, which goes into effect on January 1, 2022, we recommend local educational agencies (LEAs) review and scrutinize their collective bargaining agreements covering CalPERS members to ensure that each compensation item is reportable pursuant to current statute and

administrative guidance. Doing this review may help LEAs avoid costly future payments to cover the cost of disallowed compensation and the penalty associated with it.

# ***Bill Update***

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of October 14, 2021**

**Chaptered Bills**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
<b>Accountability and Assessments</b>				
AB 599 Jones- Sawyer	Public Schools: Accountability: County Superintendents of Schools	No Position	Chapter 667, Statutes of 2021	57
<b>Employees</b>				
AB 438 Reyes	School Employees: Classified Employees: Layoff Notice and Hearing	No Position	Chapter 665, Statutes of 2021	57
<b>Instruction</b>				
AB 86 Committee on Budget	COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements		Chapter 10, Statutes of 2021	57
AB 101 Medina	Pupil Instruction: High School Graduation Requirements: Ethnic Studies	Support	Chapter 661, Statutes of 2021	58
AB 104 Gonzalez, Lorena	Pupil Instruction: Retention, Grade Changes, and Exemptions	No Position	Chapter 41, Statutes of 2021	58
SB 224 Portantino	Pupil Instruction: Mental Health Education	No Position	Chapter 675, Statutes of 2021	58
<b>Miscellaneous</b>				
AB 27 Rivas, Luz	Homeless Children and Youths and Unaccompanied Youths: Reporting		Chapter 394, Statutes of 2021	59
AB 262 Patterson	Human Trafficking: Vacatur Relief for Victims	Support	Chapter 193, Statutes of 2021	59
AB 516 Dahle, Megan	Pupil Attendance: Excused Absences: Cultural Ceremonies or Events	No Position	Chapter 281, Statutes of 2021	59
<b>Student Health and Nutrition</b>				
SB 14 Portantino	Pupil Health: School Employee and Pupil Training: Excused Absences: Youth Mental and Behavioral Health		Chapter 672, Statutes of 2021	60

## Chaptered Bills

### Accountability and Assessments

#### [AB 599 \(Jones-Sawyer\)](#)

**Amended:** 6/29/2021

**Title:** Public Schools: Accountability: County Superintendents of Schools

**Status:** Chapter 667, Statutes of 2021

**Position:** No Position

**Summary:**

Seeks to establish a new list of schools in compliance with the *Williams* Settlement that would require county superintendents to annually inspect those schools on the list in the county and submit a report that describes the state of those schools. This bill proposes to include on the list, schools identified for federal comprehensive support and improvement, and additional targeted support and improvement.

### Employees

#### [AB 438 \(Reyes\)](#)

**Amended:** 8/26/2021

**Title:** School Employees: Classified Employees: Layoff Notice and Hearing

**Status:** Chapter 665, Statutes of 2021

**Position:** No Position

**Summary:**

Applies to classified employees a similar layoff process that currently applies to certificated staff. This bill retains the 60-day notice and layoff provision for classified positions that are funded with temporary funds.

### Instruction

#### [AB 86 \(Committee on Budget\)](#)

**Amended:** 3/1/2021

**Title:** COVID-19 Relief and School Reopening, Reporting, and Public Health Requirements

**Status:** Chapter 10, Statutes of 2021

**Position:**

**Summary:**

Assembly Bill 86 reflects the reopening and extended learning time deal reached by Governor Gavin Newsom and legislative leaders. The bill distributes \$2 billion for In-Person Instruction Grants and \$4.6 billion for Expanded Learning Opportunity Grants.

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**AB 101 (Medina)****Amended:** 7/5/2021**Title:** Pupil Instruction: High School Graduation Requirements: Ethnic Studies**Status:** Chapter 661, Statutes of 2021**Position:** Support**Summary:**

Adds the completion of a one-semester course in ethnic studies to the high school graduation requirements, commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school.

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**AB 104 (Gonzalez, Lorena)****Amended:** 6/2/2021**Title:** Pupil Instruction: Retention, Grade Changes, and Exemptions**Status:** Chapter 41, Statutes of 2021**Position:** No Position**Summary:**

This bill includes the following:

- Requires local educational agencies (LEAs) to implement an interim policy for retaining students in the same grade for the 2021–22 school year, and requires LEAs to consult with parents, students, and the student’s teacher in deciding whether to retain a student as requested by a parent
- Allows a student to request to change a high school letter grade to a Pass or No Pass. Requires the California State University system and encourages the University of California and private postsecondary institutions to accept the changed grades for admission purposes
- Requires LEAs to exempt all juniors and seniors from all coursework and other requirements adopted by the LEA’s governing board that are in addition to the statewide graduation requirements, unless the LEA finds that the student is able to complete the additional requirements by the end of the student’s fourth or fifth year of high school

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**SB 224 (Portantino)****Amended:** 8/30/2021**Title:** Pupil Instruction: Mental Health Education**Status:** Chapter 675, Statutes of 2021**Position:** No Position**Summary:**

This bill requires each local educational agency that offers one or more courses in health education to pupils in middle school or high school to include in those courses, instruction in mental health. The bill requires that the instruction and related materials to, among other things, be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, pupils with disabilities, and English learners. The bill requires the California Department of Education to develop a plan to increase mental health instruction in California public schools on or before January 1, 2024.

## Miscellaneous

### [AB 27 \(Rivas, Luz\)](#)

**Amended:** 8/26/2021

**Title:** Homeless Children and Youths and Unaccompanied Youths: Reporting

**Status:** Chapter 394, Statutes of 2021

**Position:**

**Summary:**

This bill requires a local educational agency (LEA) to ensure that each of their schools identify all of their homeless and unaccompanied students. In addition, LEAs that receive designated federal funds will be required to administer a housing questionnaire developed by the California Department of Education. The bill requires LEAs to post to their website a list of homeless liaisons with their contact information, as well as specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness.

### [AB 262 \(Patterson\)](#)

**Amended:** 8/26/2021

**Title:** Human Trafficking: Vacatur Relief for Victims

**Status:** Chapter 193, Statutes of 2021

**Position:** Support

**Summary:**

Makes various changes to the Penal Code to assist victims of human trafficking in clearing their record:

- A human trafficking victim's unpaid fines and unmet probation requirements *cannot* prohibit a victim from petitioning the court to clear their record
- Clarifies that after a victim is removed from trafficking, the victim can petition the court to clear their record at any time
- Allows victims to appear at all hearings by counsel if the petition is unopposed

### [AB 516 \(Dahle, Megan\)](#)

**Amended:** 6/22/2021

**Title:** Pupil Attendance: Excused Absences: Cultural Ceremonies or Events

**Status:** Chapter 281, Statutes of 2021

**Position:** No Position

**Summary:**

Adds participation in a cultural ceremony or event to the list of required excused absences.

## Student Health and Nutrition

### [SB 14 \(Portantino\)](#)

**Amended:** 6/17/2021

**Title:** Pupil Health: School Employee and Pupil Training: Excused Absences: Youth Mental and Behavioral Health

**Status:** Chapter 672, Statutes of 2021

**Position:**

#### **Summary:**

This bill adds an absence for the benefit of the behavioral or mental health of a student to the list of categories of excused absences for purposes of school attendance. This bill also requires the California Department of Education, contingent upon an appropriation, to recommend best practices and identify evidence-based and evidence-informed training programs for schools to address youth behavioral health.

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of September 1, 2021**

**Two-Year Bills 2021–22**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
<b>Charter Schools</b>				
AB 1316 O'Donnell	School Accountability: Financial and Performance Audits: Charter Schools: Contracts		Assembly Floor—Inactive File—Bill Did Not Meet Deadline	64
<b>Employees</b>				
AB 95 Low	Employees: Bereavement Leave	Support	Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	64
AB 388 Medina	Certificated School Employees: Probationary Employees	Watch	Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	64
AB 1284 Rubio, Blanca	Certificated School Employees: Permanent Status		Assembly Education Committee—Bill Did Not Meet Deadline	65
AB 1505 Rodriguez	Certificated School Employee Evaluations: Distance Learning: Exemptions		Assembly Education Committee—Bill Did Not Meet Deadline	65
SB 205 Leyva	School and Community College Employees: Absences Due to Illness or Accident	No Position	Senate Floor—Inactive File—Bill Did Not Meet Deadline	65
<b>Facilities</b>				
AB 75 O'Donnell	Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022		Senate Education Committee—Bill Did Not Meet Deadline	65
<b>Instruction</b>				
AB 10 Ting	Pupil Instruction: In-Person Instruction: Distance Learning		Assembly Education Committee—Bill Did Not Meet Deadline	66

AB 22 McCarty	Transitional Kindergarten: Enrollment: Funding: Planning Workgroups	Support	Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	66
AB 102 Holden	College and Career Access Pathways Partnerships: County Offices of Education	Support	Assembly Education Committee—Bill Did Not Meet Deadline	66
SB 70 Rubio	Elementary Education: Kindergarten	Support	Senate Floor—Inactive File—Bill Did Not Meet Deadline	66
SB 309 Leyva	School Finance: College Readiness: Grants and Notification	Support	Assembly Education Committee—Bill Did Not Meet Deadline	67
SB 532 Caballero	Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions	Support	Senate Floor—Inactive File—Bill Did Not Meet Deadline	67
SB 545 Wilk	Pupil Retention: COVID-19 Impact	No Position	Assembly Education Committee—Bill Did Not Meet Deadline	67
SB 723 Rubio	Pupil Instruction: Tutoring Program: Learning Loss Mitigation	No Position	Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	68
<b>Miscellaneous</b>				
SB 732 Bates	Communications: Broadband	Support	Senate Energy, Utilities, and Communications Committee—Bill Did Not Meet Deadline	68
<b>Special Education</b>				
AB 967 Frazier	Special Education: COVID-19 Special Education Fund		Senate Education Committee—Bill Did Not Meet Deadline	68
SB 237 Portantino	Special Education: Dyslexia Risk Screening	Support	Assembly Education Committee—Bill Did Not Meet Deadline	69
<b>State Budget, Education Finance, and LCFF</b>				
AB 531 Quirk-Silva	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants	No Position	Assembly Education Committee—Bill Did Not Meet Deadline	69
AB 533 Quirk-Silva	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants	No Position	Assembly Education Committee—Bill Did Not Meet Deadline	69

AB 839 O'Donnell	Career Technical Education: California Career Technical Education Incentive Grant Program	Support	Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	69
AB 1112 Carrillo	Before and After School Programs: Maximum Grant Amounts		Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	70
SB 692 Cortese	Local Control and Accountability Plans: State Priorities: Least Restrictive Environment		Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	70
<b>Student Health and Nutrition</b>				
AB 508 Rivas, Luz	Pupil Nutrition: Reduced-Price Meals	Support	Assembly Education Committee—Bill Did Not Meet Deadline	70
AB 563 Berman	School-Based Health Programs	Support	Senate Education Committee—Bill Did Not Meet Deadline	70
AJR 8 Rivas, Luz	School Meals: Federal National School Lunch Program	Support	Assembly Education Committee	71
SB 364 Skinner	Pupil Meals: Free School Meals for All Act of 2021	Support	Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	71

## Charter Schools

### [AB 1316 \(O'Donnell\)](#)

**Amended:** 5/24/2021

**Title:** School Accountability: Financial and Performance Audits: Charter Schools: Contracts

**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Makes significant changes to the statutes governing nonclassroom-based charters and independent study.

## Employees

### [AB 95 \(Low\)](#)

**Amended:** 3/22/2021

**Title:** Employees: Bereavement Leave

**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Requires an employer with 25 or more employees to grant up to ten business days of unpaid bereavement leave upon the death of a spouse, child, parent, sibling, grandparent, grandchild, or domestic partner.

### [AB 388 \(Medina\)](#)

**Amended:** 3/16/2021

**Title:** Certificated School Employees: Probationary Employees.

**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Watch

**Summary:**

Changes the process for obtaining permanent status for certain certificated employees including the following:

- A probationary employee employed in an assignment that is less than full-time and who, in any one school year, has served for at least 75% of the number of days required of the assignment in which the employee is employed is deemed to have served a complete school year
- A probationary employee of an adult education program is deemed to have served a complete school year if the employee serves for at least 75% of the hours constituting a full-time equivalent position for adult education programs in the school district
- Service by an instructor at regional occupational centers or programs are included in computing the service required for classification as a permanent employee

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**AB 1284 (Rubio, Blanca)**

**Title:** Certificated School Employees: Permanent Status

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Extends the probationary period for certificated employees from two years to three years and makes permanent status permissive if the employee is reelected for the next school year. Allows the probationary period to continue for up to five school years.

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**AB 1505 (Rodriguez)**

**Amended:** 3/29/2021

**Title:** Certificated School Employee Evaluations: Distance Learning: Exemptions

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

This bill would require school districts that have closed their schools and implemented distance learning due to the COVID-19 pandemic to exempt all certificated employees with permanent status, and all employees with certificated status who have worked in the same position for at least two years, from formal evaluations during distance learning. The bill would prohibit resuming formal evaluations of the exempted certificated employees until schools have reopened.

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**SB 205 (Leyva)**

**Title:** School and Community College Employees: Absences Due to Illness or Accident

**Status:** Senate Floor—Inactive File—Bill Did Not Meet Deadline

**Position:** No Position

**Summary:**

This bill would require a certificated or classified school employee who exhausts all available sick leave and continues to be absent from duties on account of illness or accident for an additional period of five months to receive the employee's full salary during those five months.

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**Facilities**

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**AB 75 (O'Donnell)**

**Amended:** 5/24/2021

**Title:** Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022

**Status:** Senate Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

This bill would place a statewide K–14 school bond on the 2022 ballot providing an \$12 billion of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.

## Instruction

### [AB 10 \(Ting\)](#)

**Amended:** 1/12/2021

**Title:** Pupil Instruction: In-person Instruction: Distance Learning

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:**

**Summary:**

Requires local educational agencies (LEAs) to offer in-person instruction within two weeks of the issuance of a state or local public health order allowing school campuses to be open. Current law requires LEAs to implement a tiered reengagement strategy for students that are absent from distance learning for more than three school days or 60% of a school week. AB 10 requires these tiered reengagement strategies to include offering at least 50% of instructional minutes each week via in-person instruction. The bill also expands the use of tiered reengagement strategies to also apply after March 1, 2021, to unduplicated pupils who are performing significantly below grade level.

### [AB 22 \(McCarty\)](#)

**Amended:** 8/16/2021

**Title:** Transitional Kindergarten: Enrollment: Funding: Planning Workgroups

**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

As amended on August 16, this bill would require an additional adjustment to the existing grades K–3 Local Control Funding Formula base grant of 14.2% for each transitional kindergarten (TK) pupil enrolled in the school district or charter school. To provide funding for Assembly Bill 22, the bill requires, for each fiscal year in which TK pupil enrollment is required to increase, an additional appropriation from the General Fund to Proposition 98 in an amount equal to the estimated fiscal year enrollment increase.

### [AB 102 \(Holden\)](#)

**Amended:** 3/25/2021

**Title:** College and Career Access Pathways Partnerships: County Offices of Education

**Status:** Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Removes the January 1, 2027, sunset date for the CCAP program. Also expands the program to allow county offices of education to enter into CCAP partnerships with community colleges.

### [SB 70 \(Rubio\)](#)

**Amended:** 5/20/2021

**Title:** Elementary Education: Kindergarten

**Status:** Senate Floor—Inactive File—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

Starting with the 2022–23 school year, this bill requires the completion of kindergarten before entering first grade.

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**SB 309 (Leyva)****Amended:** 5/20/2021**Title:** School Finance: College Readiness: Grants and Notification**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Establishes the A–G Completion Improvement Grant Program, a \$200 million program to provide additional supports to local educational agencies to help increase the number of California high school pupils—particularly unduplicated pupils—who graduate high school meeting the A–G subject matter requirements for admission to the University of California and the California State University.

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**SB 532 (Caballero)****Amended:** 4/8/2021**Title:** Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions**Status:** Senate Floor—Inactive File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill would require a local educational agency (LEA) to inform a pupil in foster care or a pupil who is homeless of the pupil's right to remain in the pupil's school of origin pursuant to federal law if the LEA determines the pupil is reasonably able to complete the LEA's graduation requirements within the pupil's fifth year of high school. For a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, the bill would require the LEA to provide an option for the pupil to remain in school for a 5th year to complete the statewide course requirements in order to graduate from high school if the LEA determines that the pupil is reasonably able to complete these requirements, but is not reasonably able to complete the local graduation requirements, within the pupil's fifth year of high school.

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**SB 545 (Wilk)****Amended:** 4/15/2021**Title:** Pupil Retention: COVID-19 Impact**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** No Position**Summary:**

Authorizes a student to be retained in the grade level in which the student was enrolled in the 2020–21 school year if deemed necessary because of the impact of the COVID-19 pandemic on the student, as determined solely by the student's parent or guardian.

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**SB 723 (Rubio)****Amended:** 5/5/2021**Title:** Pupil Instruction: Tutoring Program: Learning Loss Mitigation**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** No Position**Summary:**

This bill would establish the California Leadership, Excellence, Academic, Diversity, and Service-Learning Tutoring Program to be administered by the California Department of Education (CDE), for the purpose of providing supplemental individualized learning assistance to address learning loss.

The bill would require each county office of education (COE) to use the CDE's regulations for the program to facilitate and implement the program in their county, and would require geographic lead agencies to be available to provide technical assistance to COEs and school districts. Additionally, the bill would require each school district that chooses to participate in the program, upon a subsequent appropriation by the Legislature, to develop and implement supplemental individualized learning assistance for students. The bill specifies that the program would only become operative upon an appropriation by the Legislature.

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**Miscellaneous**

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**SB 732 (Bates)****Title:** Communications: Broadband**Status:** Senate Energy, Utilities, and Communications Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill would require the California Department of Education to develop a program for local educational agencies to issue no-cash value vouchers to be distributed to households with eligible pupils to be used during the 2021–22 fiscal year to assist those households with the impacts of distant or remote learning due to the COVID-19 pandemic. The vouchers may be used to purchase broadband service or the hardware and software necessary to access broadband service to enable eligible pupils to undertake distant or remote learning.

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**Special Education**

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**AB 967 (Frazier)****Amended:** 5/24/2021**Title:** Special Education: COVID-19 Special Education Fund**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:****Summary:**

Assembly Bill 967 would provide funding to local educational agencies through their SELPA to support conflict resolution between the parents of students with disabilities and their district, and provide funding for services to accelerate learning for students with disabilities. Funding would come from the federal stimulus, which has not yet been allocated.

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**SB 237 (Portantino)****Amended:** 6/28/2021**Title:** Special Education: Dyslexia Risk Screening**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Requires the State Board of Education to establish by June 30, 2022, an approved list of screening instruments to be used by a local educational agency (LEA) to screen pupils for risk of dyslexia. Beginning in the 2022–23 school year, requires LEAs to screen students annually in grades K–3 for risk of dyslexia. As amended, the bill would also require an LEA to provide a pupil identified as being at risk for dyslexia with appropriate instruction, progress monitoring, and early intervention in the regular general education program.

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**State Budget, Education Finance, and LCFF**

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**AB 531 (Quirk-Silva)****Title:** Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** No Position**Summary:**

This bill would require local educational agencies (LEAs) to identify unspent Local Control Funding Formula supplemental and concentration grant funds by annually reconciling and reporting to the California Department of Education its estimated and actual spending of those moneys. Unspent funds identified pursuant to these provisions would be required to be expended to increase and improve services for unduplicated pupils, and would require each LEA to report the amounts of unspent funds identified in its Local Control and Accountability Plan.

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**AB 533 (Quirk-Silva)****Title:** Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** No Position**Summary:**

By January 1, 2022, the California Department of Education (CDE) shall develop a tracking mechanism for local educational agencies (LEAs) to use to report the types of services on which they spend their supplemental and concentration grant funds. Starting July 1, 2022, each LEA shall annually report to CDE the types of services on which it spends its supplemental and concentration grant funds using that tracking mechanism.

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**AB 839 (O'Donnell)****Amended:** 3/25/2021**Title:** Career Technical Education: California Career Technical Education Incentive Grant Program**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Starting in 2021–22, this bill changes the funding for the Career Technical Education Incentive Grant program from the current \$100 million annually to \$300 million.

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**[AB 1112 \(Carrillo\)](#)****Amended:** 4/13/2021**Title:** Before and After School Programs: Maximum Grant Amounts**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:****Summary:**

As amended, requires the California Department of Education to conduct a statewide cost study utilizing an expanded learning stakeholder group, to determine adequate funding levels for expanded learning programs and make associated recommendations.

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**[SB 692 \(Cortese\)](#)****Amended:** 4/7/2021**Title:** Local Control and Accountability Plans: State Priorities: Least Restrictive Environment**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:****Summary:**

As amended, adds the least restrictive environment as another local measure of the state priority of school climate for purposes of a local educational agency's Local Control and Accountability Plan (LCAP). By January 31, 2023, requires the LCAP template to reflect this local measure. Standards for this local measure would be consistent with the state's targets for the federal indicators. Also requires the California School Dashboard to display the enrollment percentage of students with mild to moderate disabilities and moderate to severe disabilities compared to the statewide average.

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## Student Health and Nutrition

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**[AB 508 \(Rivas, Luz\)](#)****Title:** Pupil Nutrition: Reduced-Price Meals**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Would require a school district to provide free meals to students who are eligible for a reduced-priced meal. The state would be required to provide sufficient funding to school districts to cover the cost of providing the free meal.

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**[AB 563 \(Berman\)](#)****Amended:** 4/5/2021**Title:** School-Based Health Programs**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

Requires California Department of Education to establish an Office of School-Based Health Programs for the purpose of improving the operation of, and participation in, school-based health programs, including the School Medi-Cal Administrative Activities program and the Local Educational Agency Medi-Cal Billing Option program.

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**AJR 8 (Rivas, Luz)**

**Title:** School Meals: Federal National School Lunch Program

**Status:** Assembly Education Committee

**Position:** Support

**Summary:**

This measure would urge the federal government to provide school lunches free of charge to all elementary, middle school, and high school students in the United States.

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**SB 364 (Skinner)**

**Amended:** 4/14/2021

**Title:** Pupil Meals: Free School Meals for All Act of 2021

**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

**Position:** Support

**Summary:**

SB 364 includes the following provisions related to school nutrition:

- Requires a local educational agency (LEA) to provide two school meals free of charge during each schoolday to any pupil who requests a meal without consideration of the pupil's eligibility for federally funded free or reduced-price meals. Upon appropriation in the State Budget, the California Department of Education is required to reimburse LEAs for all non-reimbursed expenses accrued as a result of this bill.
- Establishes the Better Out of School Time (BOOST) Nutrition EBT Program to prevent child hunger during regularly scheduled school breaks or any school campus closure caused by a state of emergency that lasts five or more schooldays.
- Establishes a noncompetitive grant for LEAs to cover costs incurred in purchasing food produced or grown in California.
- Subject to the State Budget, establishes a competitive grant of up to \$30,000 per school site every year in order to increase the number of meals that can be prepared fresh and served to pupils.
- For schools that use a federal universal school meal provision, carries over the number of free or reduced-price meals eligible students for Local Control Funding Formula purposes for each of the following three school years.

Fresno Unified School District  
Board Communication

**BC Number EA-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristi Imberi-Olivares, Ed Gomes, and Ambra O'Connor  
Cabinet Approval:

Date: October 22, 2021

Phone Number: 457-3896



Regarding: 2021/22 Quarter 1 Performance

The purpose of this communication is to provide the Board information regarding academic and behavior metrics for Fresno Unified.

The metrics included in this Board Communication are:

- 2021/22 Quarter 1 academic grades
  - Only students in grades 3 - 12 receive letter grades in Quarter 1. Students in grade 2 begin receiving letter grades in Quarter 3.
  - Academic grades are shown as composite grades that provide an average of student grades within the same subject area (for example, for elementary students, the composite grade combines both writing and reading grades into one ELA grade).
- 2021/22 i-Ready Diagnostic 1 performance results for Reading and Math in 2021. Seventy-nine percent (54,808) completed i-Ready Diagnostic 1.
  - All students in grades K-8 take i-Ready Reading and Math
  - In high school, students in grades 9 and 10 participate in i-Ready Reading. Grades 11 and 12 participate in i-Ready Reading Diagnostic if they are English Learners (for reclassification qualification) or if indicated in an IEP for students with disabilities.
  - Students in grades 9 – 12 participate in i-Ready Math if enrolled in a math course through Algebra II or if indicated in an IEP for students with disabilities.
  - i-Ready data is presented in standard view which is used to understand how students are performing during the school year. Standard view considers a student to be on grade level if the student is performing early, mid, or late in their current grade level.
- 2021/22 Quarter 1 chronic absenteeism rates
  - Please note that medical quarantine is the second highest reason students are chronically absent from school. Students on medical quarantine have the opportunity to attend learning virtually or receive independent study packets to complete at home.
  - Students are put on medical quarantine for the following reasons:
    - Tested positive.
    - Identified as a close contact of someone at home who has tested positive.
    - Identified as a close contact of someone at school who has tested positive.
    - Showing COVID-like symptoms.
- 2021/22 Quarter 1 suspension and expulsion rates

Supervisors of Schools (SOS) and Curriculum, Instruction, and Professional Learning (CIPL) Departments are leading important actions and next steps associated with these unprecedented times. Some examples of structures and strategies used for responding to students following data results:

- In-Class interventions including one-on-one, whole class, and cycle deployment.
- Out-of-class interventions such as one-on-one or small group tutoring, after school targeted in-person support, online tutorials, and curriculum online tiered supports catered to specific student level (video, lesson path learning).
- Multi-Tiered System of Support (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all tiered levels.
- Identifying students for differentiated academic and social emotional supports within specific tiered levels while utilizing additional time for some of the following:
  - Using results to provide intervention for tier 3 students utilizing our grade level curriculum resources, grade level assessment software resources,
  - Providing our three major student groups (students with disabilities, African American students, and English Learners) with additional supports to be successful in their daily instruction, and
  - Utilizing i-Ready intervention resources to support site intervention block resources.

Prevention and Intervention efforts are focused on addressing the social emotional, attendance and behavioral needs of students districtwide. Services include:

- Tier I support for classroom teachers to promote positive classroom culture, community building, bullying prevention, and social emotional learning.
- Home visits and site-based attendance interventions for chronically absent students.
- Student and parent focus groups to identify barriers to attendance and available resources within specific neighborhoods.
- Attendance awareness and recognition activities.
- Case management and other support for LGBTQ students and their families.
- Tier II social emotional skill building, group mentoring and group mental health supports.
- Intensive individualized mental health counseling, behavior intervention and one-on-one mentoring for students with higher level needs.
- Suicide prevention, education, risk assessment and crisis response.
- Case management and support for homeless and foster students in grades 5 – 12.
- Conflict resolution, peer mediation and restorative intervention at all high schools and other sites with designated restorative practice staff.
- After hours on-call mental health response team to provide real time response to student concerns of self-harm overnight, weekends and holidays.

Included in this communication is an infographic with the academic and behavior metric results in more detail. Additionally, district-level academic and behavior summaries that show results for regions and schools, grade level, and student group are included.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Kim Mecum (559) 457-3593, or Ambra O'Connor at (559) 457-3341.

Approved by Superintendent  
Robert G. Nelson Ed.D.



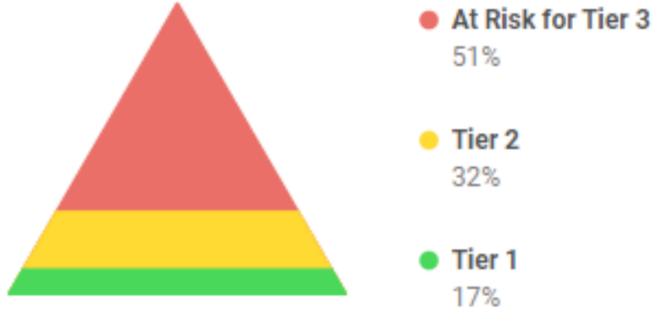
Date: 10/22/21

# 2021-22 Quarter 1

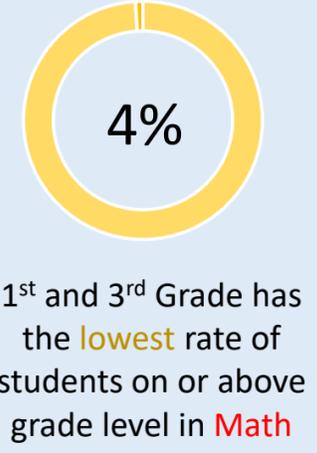
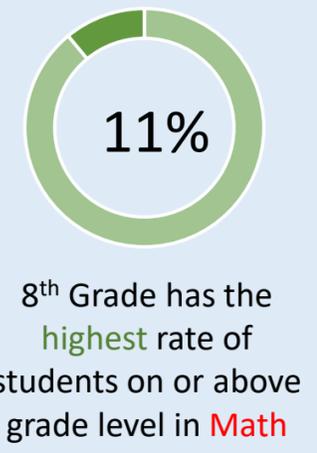
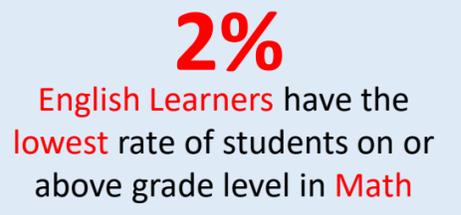
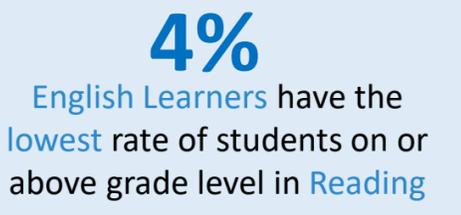
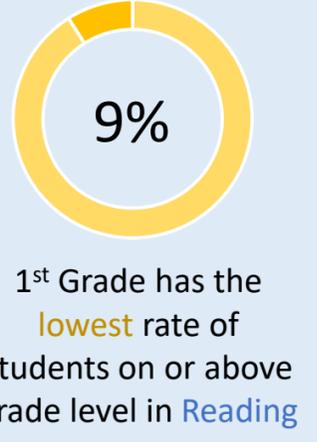
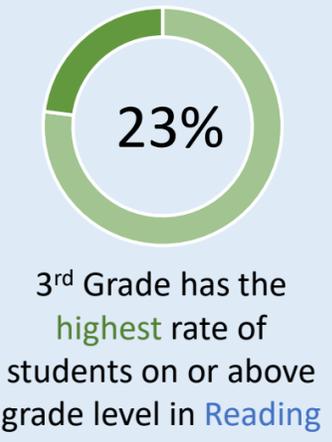
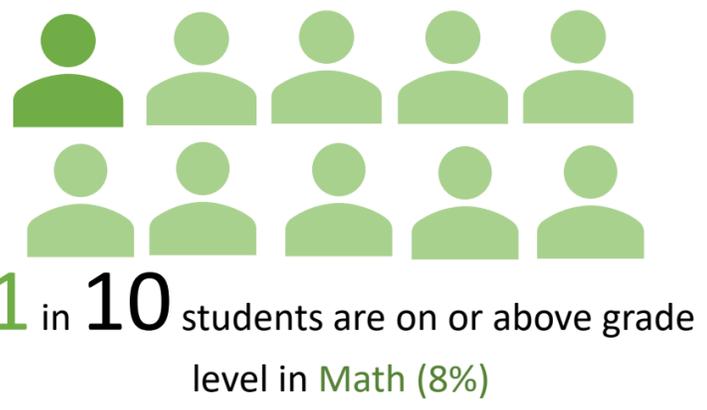
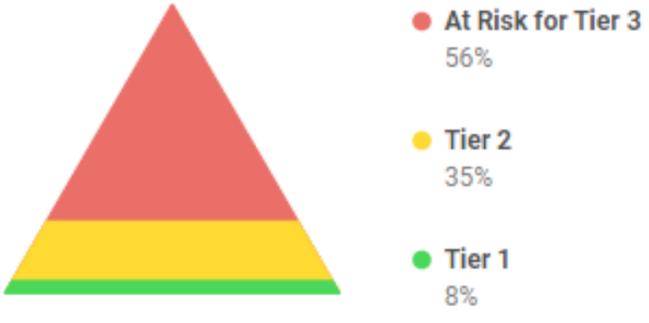
## i-Ready 2021-22 Diagnostic 1



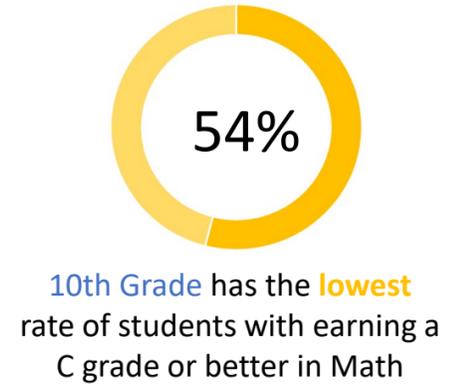
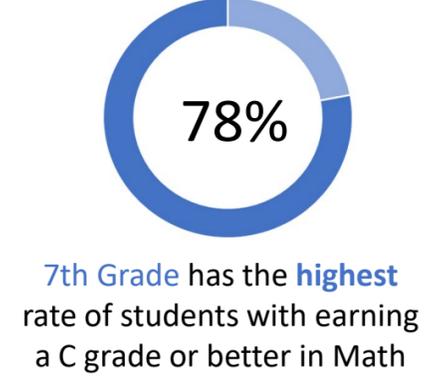
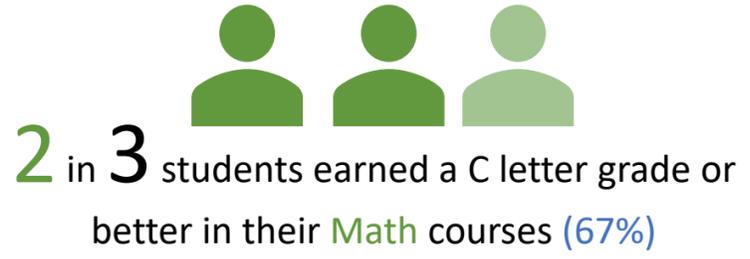
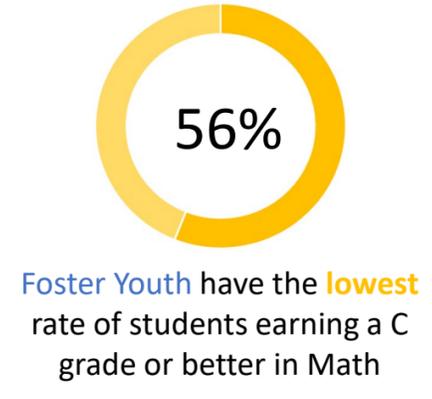
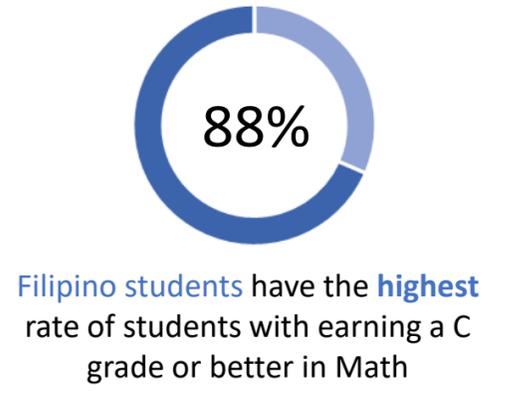
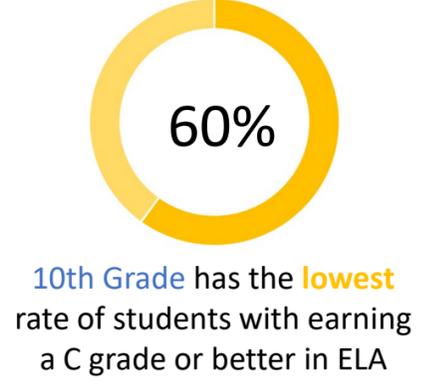
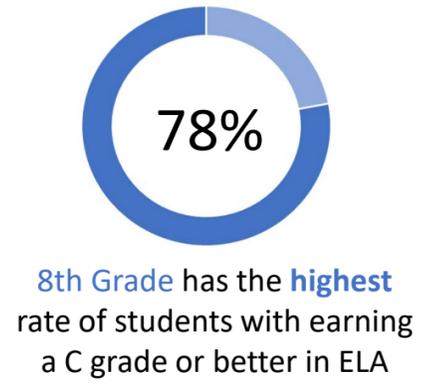
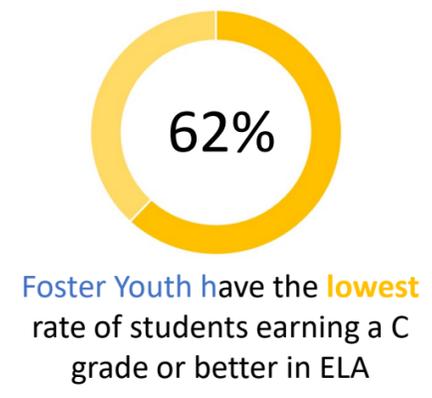
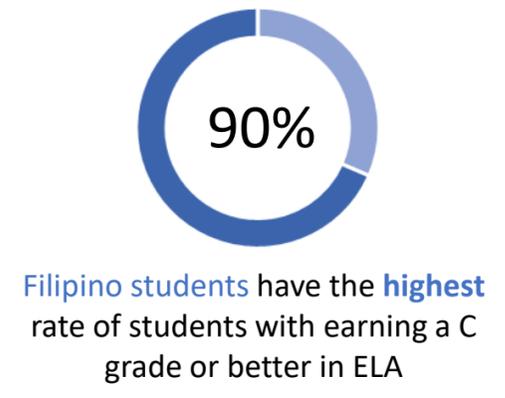
Overall Placement for Reading



Overall Placement for Math



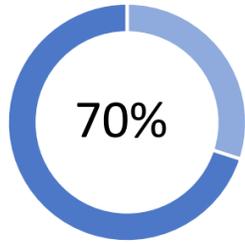
## Quarter 1 2021-22 Academic Letter Grades\*



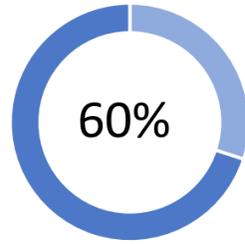
\*Letter grades represent composite grades which are the average of all the student's letter grades from Gradebook Q1 within each subject area.

## Quarter 1 2021-22 Chronic Absenteeism

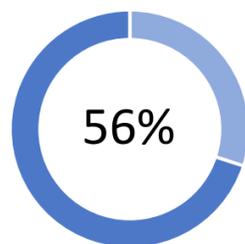
Top 3 grade levels with **highest** rate of chronic absenteeism



Transitional Kindergarten



Kindergarten



1<sup>st</sup> Grade

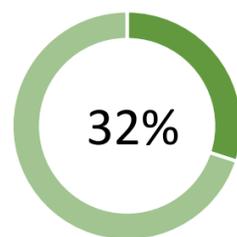
Top 3 grade levels with **lowest** rate of chronic absenteeism



9<sup>th</sup> Grade



11<sup>th</sup> Grade



12<sup>th</sup> Grade



**4** in **8** regions were above the district rate of 43% chronically absent

**77%**

Homeless students have the **highest** rate of chronic absenteeism

**21%**

Filipino students have the **lowest** rate of chronic absenteeism

Top 10 Absence Codes

- 30%** Medical/Illness
- 16%** Medical Quarantine
- 16%** Absent (Excused)
- 15%** No Clearance (Unexcused)
- 7%** Parent Request (Penalty)
- 5%** Health Care-Paraprofessional
- 5%** Personal Justifiable Reason
- 2%** Emotional
- 1%** Out to Independent Study
- 1%** Suspension



Top 5 reasons for Student Suspensions

- 58%** Caused, Attempted, or Threatened Physical Injury
- 10%** Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant
- 7%** Obscene Acts, Habitual Profanity, and Vulgarity
- 6%** Used Force or Violence
- 3%** Damage to School or Private Property

## Quarter 1 2021-22 Suspensions



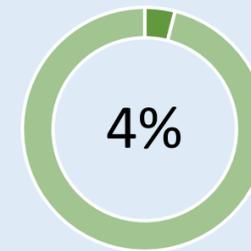
**1.4%**

District Suspension Rate

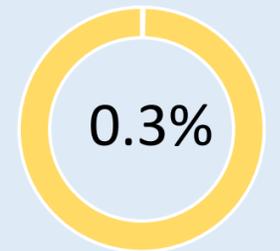


**1,040**

Students Suspended



9<sup>th</sup> Grade has the **highest** rate of suspensions



2<sup>nd</sup> Grade has the **lowest** rate of suspensions

**7%** Foster Youth students have the **highest** suspension rate

**0%** Filipino students have the **lowest** rate of suspensions

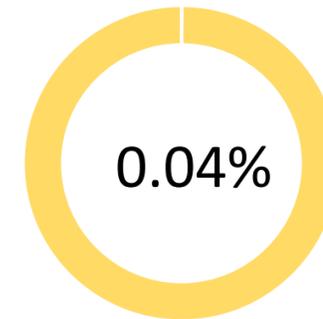
## Quarter 1 2021-22 Expulsions



7<sup>th</sup> and 9<sup>th</sup> Grade have the **highest** rate of expulsions



District wide expulsion rate



African American students and Two or More Races students have the **highest** rate of expulsions

i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,336</b>	<b>16.6%</b>						
<b>Bullard Region</b>	<b>6,494</b>	<b>21.2%</b>						
Bullard High*	1,143	17.5%						
Figarden Elementary	506	21.5%						
Forkner Elementary	433	29.1%						
Gibson Elementary	409	31.3%						
Kratt Elementary	530	16.0%						
Lawless Elementary	572	17.7%						
Malloch Elementary	392	32.1%						
Powers Elementary	391	12.8%						
Slater Elementary	602	11.1%						
Starr Elementary	332	29.8%						
Tenaya Middle	750	29.1%						
Wawona K-8	434	15.4%						
<b>Edison Region</b>	<b>6,282</b>	<b>26.1%</b>						
Addams Elementary	711	6.3%						
Columbia Elementary	467	6.0%						
Computech Middle	768	64.8%						
Edison High*	1,414	25.4%						
Gaston Middle	726	10.1%						
King Elementary	566	6.0%						
Kirk Elementary	295	6.8%						
Lincoln Elementary	486	11.9%						
Manchester Gate	650	71.5%						
Sunset Elementary	199	29.6%						
<b>Fresno Region</b>	<b>6,654</b>	<b>11.6%</b>						
Cooper Middle	526	21.3%						
Del Mar Elementary	467	10.9%						
Fort Miller Middle	613	11.3%						
Fremont Elementary	397	9.3%						
Fresno High*	864	12.3%						
Hamilton K-8	694	16.1%						
Heaton Elementary	471	8.7%						
Homan Elementary	529	11.0%						
Muir Elementary	418	8.4%						
Roeding Elementary	524	10.9%						
Williams Elementary	549	6.9%						
Wilson Elementary	602	9.0%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

Created by Equity & Access  
 Data Source: SIS  
 Date: 10/15/2021

\*In high school, students in grades 9–10 participated in the Reading i-Ready diagnostic. In grades 11–12, students participated if English Learners (for reclassification purposes) or if indicated in IEP for students with disabilities.

## i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

## Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Hoover Region</b>	<b>7,001</b>	<b>14.4%</b>						
Ahwahnee Middle	543	21.5%						
Centennial Elementary	625	11.0%						
Eaton Elementary	402	20.1%						
Holland Elementary	395	13.4%						
Hoover High*	759	11.7%						
McCardle Elementary	423	17.5%						
Pyle Elementary	665	12.3%						
Robinson Elementary	433	14.3%						
Thomas Elementary	692	13.7%						
Tioga Middle	646	15.9%						
Viking Elementary	627	11.8%						
Vinland Elementary	449	16.7%						
Wolters Elementary	342	10.5%						
<b>McLane Region</b>	<b>7,880</b>	<b>10.6%</b>						
Birney Elementary	687	12.1%						
Ericson Elementary	651	8.9%						
Ewing Elementary	609	11.7%						
Hidalgo Elementary	473	5.3%						
Leavenworth Elementary	692	12.7%						
Mayfair Elementary	555	9.2%						
McLane High*	869	7.2%						
Norseman Elementary	528	9.3%						
Rowell Elementary	479	11.7%						
Scandinavian Middle	758	12.7%						
Turner Elementary	539	10.0%						
Wishon Elementary	436	14.0%						
Yosemite Middle	604	13.2%						
<b>Roosevelt Region</b>	<b>7,399</b>	<b>11.7%</b>						
Anthony Elementary	396	10.1%						
Balderas Elementary	527	12.1%						
Calwa Elementary	460	8.7%						
Jackson Elementary	311	11.6%						
Jefferson Elementary	409	11.2%						
Lane Elementary	419	10.5%						
Lowell Elementary	316	8.2%						
Roosevelt High*	1,173	10.1%						
Sequoia Middle	772	13.1%						
Tehipite Middle	453	9.1%						
Vang Pao Elementary	729	10.4%						
Webster Elementary	270	10.0%						
Winchell Elementary	510	9.2%						
Yokomi Elementary	654	24.6%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

Created by Equity & Access  
Data Source: SIS  
Date: 10/15/2021

\*In high school, students in grades 9–10 participated in the Reading i-Ready diagnostic. In grades 11–12, students participated if English Learners (for reclassification purposes) or if indicated in IEP for students with disabilities.

i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Specialty Region</b>	<b>5,563</b>	<b>27.9%</b>						
Baird Middle	579	39.0%						
Bullard Talent K-8	746	43.7%						
Cambridge Continuation*	125	2.4%						
Design Science Middle College High*	140	47.9%						
DeWolf Continuation*	91	6.6%						
Duncan Polytechnical High*	1,071	20.4%						
eLearn Academy	2,194	27.3%						
Patino School of Entrepreneurship*	198	20.2%						
Phoenix Elementary	8	0.0%						
Phoenix Secondary*	17	0.0%						
Young Academy*	394	17.5%						
<b>Sunnyside Region</b>	<b>7,063</b>	<b>13.9%</b>						
Ayer Elementary	625	11.2%						
Aynesworth Elementary	505	12.5%						
Bakman Elementary	646	9.3%						
Burroughs Elementary	625	10.1%						
Easterby Elementary	584	14.9%						
Greenberg Elementary	490	12.0%						
Kings Canyon Middle	838	16.6%						
Olmos Elementary	593	8.6%						
Storey Elementary	800	23.9%						
Sunnyside High*	828	12.3%						
Terronez Middle	529	18.5%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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 Date: 10/15/2021

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,910</b>	<b>8.4%</b>						
<b>Bullard Region</b>	<b>6,870</b>	<b>10.0%</b>						
Bullard High*	1,465	12.7%						
Figarden Elementary	500	9.8%						
Forkner Elementary	431	12.1%						
Gibson Elementary	410	16.8%						
Kratt Elementary	523	5.0%						
Lawless Elementary	573	5.2%						
Malloch Elementary	387	14.5%						
Powers Elementary	386	4.4%						
Slater Elementary	587	4.1%						
Starr Elementary	328	14.9%						
Tenaya Middle	763	11.7%						
Wawona K-8	517	7.2%						
<b>Edison Region</b>	<b>5,785</b>	<b>17.6%</b>						
Addams Elementary	704	3.1%						
Columbia Elementary	458	1.7%						
Computech Middle	685	48.9%						
Edison High*	902	22.7%						
Gaston Middle	730	4.9%						
King Elementary	565	1.9%						
Kirk Elementary	281	2.8%						
Lincoln Elementary	474	5.9%						
Manchester Gate	656	52.7%						
Sunset Elementary	330	5.5%						
<b>Fresno Region</b>	<b>6,729</b>	<b>4.2%</b>						
Cooper Middle	508	10.8%						
Del Mar Elementary	459	4.8%						
Fort Miller Middle	615	2.6%						
Fremont Elementary	400	2.8%						
Fresno High*	1,005	6.1%						
Hamilton K-8	695	5.9%						
Heaton Elementary	459	2.2%						
Homan Elementary	528	3.0%						
Muir Elementary	407	2.0%						
Roeding Elementary	528	4.0%						
Williams Elementary	531	1.1%						
Wilson Elementary	594	3.0%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Hoover Region</b>	<b>7,360</b>	<b>5.9%</b>						
Ahwahnee Middle	483	10.1%						
Centennial Elementary	681	3.5%						
Eaton Elementary	399	9.5%						
Holland Elementary	391	4.9%						
Hoover High*	1,151	7.7%						
McCardle Elementary	420	7.6%						
Pyle Elementary	642	3.3%						
Robinson Elementary	432	5.8%						
Thomas Elementary	697	3.9%						
Tioga Middle	651	5.8%						
Viking Elementary	625	4.3%						
Vinland Elementary	447	6.3%						
Wolters Elementary	341	4.1%						
<b>McLane Region</b>	<b>8,048</b>	<b>4.9%</b>						
Birney Elementary	684	4.5%						
Ericson Elementary	647	2.9%						
Ewing Elementary	721	4.3%						
Hidalgo Elementary	478	3.3%						
Leavenworth Elementary	695	5.9%						
Mayfair Elementary	557	4.3%						
McLane High*	894	5.0%						
Norseman Elementary	518	4.1%						
Rowell Elementary	553	3.8%						
Scandinavian Middle	739	7.3%						
Turner Elementary	529	3.4%						
Wishon Elementary	433	6.7%						
Yosemite Middle	600	7.2%						
<b>Roosevelt Region</b>	<b>7,390</b>	<b>5.7%</b>						
Anthony Elementary	393	4.1%						
Balderas Elementary	532	3.8%						
Calwa Elementary	457	3.9%						
Jackson Elementary	338	3.0%						
Jefferson Elementary	407	3.9%						
Lane Elementary	491	4.9%						
Lowell Elementary	316	2.8%						
Roosevelt High*	1,169	7.6%						
Sequoia Middle	753	6.5%						
Tehipite Middle	394	3.0%						
Vang Pao Elementary	716	4.3%						
Webster Elementary	267	2.2%						
Winchell Elementary	510	3.5%						
Yokomi Elementary	647	15.6%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Regional and Site Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Specialty Region</b>	<b>5,397</b>	<b>17.6%</b>						
Baird Middle	577	25.0%						
Bullard Talent K-8	747	19.1%						
Cambridge Continuation*	122	0.0%						
Design Science Middle College High*	169	40.8%						
DeWolf Continuation*	72	0.0%						
Duncan Polytechnical High*	995	13.7%						
eLearn Academy	2,184	17.8%						
Patino School of Entrepreneurship*	170	14.7%						
Phoenix Elementary	8	0.0%						
Phoenix Secondary*	16	0.0%						
Young Academy*	337	13.1%						
<b>Sunnyside Region</b>	<b>7,331</b>	<b>5.8%</b>						
Ayer Elementary	610	5.2%						
Aynsworth Elementary	495	2.0%						
Bakman Elementary	639	3.0%						
Burroughs Elementary	667	4.0%						
Easterby Elementary	598	6.0%						
Greenberg Elementary	490	5.1%						
Kings Canyon Middle	837	9.4%						
Olmos Elementary	592	3.0%						
Storey Elementary	795	9.2%						
Sunnyside High*	1,045	5.3%						
Terronez Middle	563	8.5%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Student Group Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,336</b>	<b>16.6%</b>						
English Learners	10,780	4.4%						
Foster Youth	407	10.6%						
Homeless	145	8.3%						
SED	40,979	14.0%						
SWD	6,038	5.3%						
African American	4,073	11.6%						
American Indian	337	15.1%						
Asian	5,811	19.5%						
Filipino	133	46.6%						
Hispanic	37,524	14.7%						
Pacific Islander	225	20.0%						
Two or More Races	1,881	22.0%						
White	4,347	31.1%						
Unspecified	5	20.0%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results.

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\*In high school, students in grades 9–10 participated in the Reading i-Ready diagnostic. In grades 11–12, students participated if English Learners (for reclassification purposes) or if indicated in IEP for students with disabilities.

i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Student Group Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,910</b>	<b>8.4%</b>						
English Learners	10,956	1.7%						
Foster Youth	418	2.4%						
Homeless	143	4.2%						
SED	41,323	6.5%						
SWD	6,172	2.7%						
African American	4,127	4.3%						
American Indian	346	8.4%						
Asian	5,729	12.0%						
Filipino	135	26.7%						
Hispanic	38,058	7.0%						
Pacific Islander	227	9.3%						
Two or More Races	1,872	11.4%						
White	4,412	17.4%						
Unspecified	4	25.0%						

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Grade Level Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,336</b>	<b>16.6%</b>						
Kindergarten	4,157	16.9%						
Grade 1	4,802	9.1%						
Grade 2	5,132	12.0%						
Grade 3	5,390	23.2%						
Grade 4	5,285	14.2%						
Grade 5	5,449	15.9%						
Grade 6	5,418	16.8%						
Grade 7	4,691	20.5%						
Grade 8	4,932	22.2%						
Grade 9	3,611	16.4%						
Grade 10	3,200	17.4%						
Grade 11*	1,479	13.5%						
Grade 12*	790	11.4%						

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

Grade Level Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified</b>	<b>54,910</b>	<b>8.4%</b>						
Kindergarten	4,302	10.4%						
Grade 1	4,971	4.3%						
Grade 2	5,249	4.6%						
Grade 3	5,342	4.3%						
Grade 4	5,262	5.8%						
Grade 5	5,450	9.0%						
Grade 6	5,409	11.0%						
Grade 7	4,641	11.2%						
Grade 8	4,780	11.4%						
Grade 9*	3,343	19.7%						
Grade 10*	2,693	11.4%						
Grade 11*	2,358	1.4%						
Grade 12*	1,110	0.6%						

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i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

High School Math Course Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
<b>Fresno Unified Grades 9-12</b>	<b>9,498</b>	<b>10.3%</b>						
<b>Algebra I (SDC)</b>	<b>196</b>	<b>0.0%</b>						
<b>Algebra I</b>	<b>3,381</b>	<b>8.0%</b>						
<b>Geometry (SDC)</b>	<b>153</b>	<b>0.0%</b>						
<b>Geometry</b>	<b>2,730</b>	<b>18.4%</b>						
<b>Algebra II</b>	<b>1,798</b>	<b>7.0%</b>						
<b>Algebra / Geometry III</b>	<b>466</b>	<b>0.4%</b>						
<b>Algebra II/ PreCalculus H</b>	<b>135</b>	<b>40.7%</b>						
<b>Calculus</b>	<b>30</b>	<b>20.0%</b>						
<b>Intro to Alg/ Geom (SDC)</b>	<b>173</b>	<b>0.6%</b>						
<b>Probability &amp; Statistics</b>	<b>53</b>	<b>5.7%</b>						
<b>Statistics</b>	<b>18</b>	<b>5.6%</b>						
<b>Transitional Math (SDC)</b>	<b>172</b>	<b>0.0%</b>						
<b>Trigonometry/ Elem Func</b>	<b>193</b>	<b>4.7%</b>						
Grade 9 Algebra I	2,542	10.1%						
Grade 9 Geometry	530	68.9%						
Grade 9 Algebra II	13	92.3%						
Grade 9 Intro to Alg/ Geom (SDC)	14	7.1%						
Grade 9 Transitional Math (SDC)	156	0.0%						
Grade 10 Algebra I	594	1.9%						
Grade 10 Algebra I (SDC)	12	0.0%						
Grade 10 Geometry	1,534	8.9%						
Grade 10 Geometry (SDC)								
Grade 10 Algebra II	259	38.6%						
Grade 10 Algebra / Geometry III								
Grade 10 Algebra II/ PreCalculus H	85	63.5%						
Grade 10 Intro to Alg/ Geom (SDC)	137	0.0%						
Grade 10 Probability & Statistics								
Grade 10 Transitional Math (SDC)								
Grade 11 Algebra I	171	0.0%						
Grade 11 Algebra I (SDC)	146	0.0%						
Grade 11 Geometry (SDC)	20	0.0%						
Grade 11 Geometry	581	0.3%						
Grade 11 Algebra II	1,137	1.1%						
Grade 11 Algebra / Geometry III	215	0.0%						
Grade 11 Algebra II/ PreCalculus H	49	2.0%						
Grade 11 Calculus	20	25.0%						
Grade 11 Intro to Alg/ Geom (SDC)	13	0.0%						
Grade 11 Probability & Statistics	16	18.8%						
Grade 11 Transitional Math (SDC)								
Grade 11 Trigonometry/ Elem Func	74	9.5%						
Grade 12 Algebra I (SDC)	38	0.0%						
Grade 12 Algebra I	74	0.0%						
Grade 12 Geometry (SDC)	128	0.0%						
Grade 12 Geometry	85	0.0%						
Grade 12 Algebra II	389	0.3%						
Grade 12 Algebra / Geometry III	244	0.0%						
Grade 12 Algebra II/ PreCalculus H								
Grade 12 Calculus								

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Results for student groups with a sample size of less than 11 are not reported.

## i-Ready On or Above Grade Level - 2021-22 Diagnostic 1

### High School Math Course Breakdown

Site or Student Group	Diagnostic 1		Diagnostic 2		Diagnostic 3		Δ	
	# Students	% On/Above GL	# Students	% On/Above GL	# Students	% On/Above GL	D1 to D2	D1 to D3
Grade 12 Intro to Alg/ Geom (SDC)								
Grade 12 Probability & Statistics	36	0.0%						
Grade 12 Statistics	18	5.6%						
Grade 12 Transitional Math (SDC)								
Grade 12 Trigonometry/ Elem Func	119	1.7%						

Note: This report shows the number & percent of students on or above grade level (proficient) using Standard View. Students who score 1 grade level below are considered on grade level using Beginning of Year view. However, for consistency, reports will only reflect Standard View results. Report shows results only for students who were enrolled in a math course at the end of the test window.

\*In high school, students in grades 9–12 participated in the Math i-Ready diagnostic if enrolled in any math course through Algebra II or if indicated in IEP for students with disabilities.

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Results for student groups with a sample size of less than 11 are not reported.

**Quarter 1 2021-22: Percent of Students who have a Letter Grade\* of C- or Better by Region and School**

Student Group	Enrollment	ELA				Math			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>District Wide</b>	<b>52539</b>	<b>72.9%</b>				<b>66.8%</b>			
<b>Bullard Region</b>	<b>6054</b>	<b>81.8%</b>				<b>72.2%</b>			
Bullard High	2528	75.5%				64.5%			
Figarden Elementary	299	88.1%				86.0%			
Forkner Elementary	235	92.6%				84.4%			
Gibson Elementary	229	90.3%				79.7%			
Kratt Elementary	268	88.1%				79.1%			
Lawless Elementary	297	74.0%				70.6%			
Malloch Elementary	207	86.9%				70.5%			
Powers-Ginsburg Elementary	254	94.4%				86.5%			
Slater Elementary	347	72.4%				64.4%			
Starr Elementary	187	96.1%				91.0%			
Tenaya Middle	786	85.8%				67.6%			
Wawona Middle	417	88.2%				94.4%			
<b>Edison Region</b>	<b>6321</b>	<b>78.6%</b>				<b>72.1%</b>			
Addams Elementary	399	84.1%				69.2%			
Columbia Elementary	296	63.4%				58.1%			
Computech Middle	796	82.3%				76.6%			
Edison High	2432	78.0%				64.8%			
Gaston Middle	779	67.8%				87.5%			
King Elementary	321	70.1%				64.5%			
Kirk Elementary	190	85.0%				69.7%			
Lincoln Elementary	307	78.8%				72.8%			
Manchester Gate Elementary	613	91.5%				84.0%			
Sunset Elementary	188	93.0%				85.5%			
<b>Fresno Region</b>	<b>6143</b>	<b>70.7%</b>				<b>64.0%</b>			
Cooper Middle	538	73.2%				82.5%			
Del Mar Elementary	275	64.1%				42.6%			
Fort Miller Middle	675	86.9%				87.0%			
Fremont Elementary	238	78.0%				61.0%			
Fresno High	2090	58.6%				48.1%			
Hamilton K-8	546	75.1%				74.0%			
Heaton Elementary	272	69.3%				58.2%			
Homan Elementary	320	77.0%				62.4%			
Muir Elementary	244	87.1%				77.6%			
Roeding Elementary	292	74.6%				71.1%			
Williams Elementary	324	71.7%				73.9%			
Wilson Elementary	329	80.1%				65.1%			
<b>Hoover Region</b>	<b>6203</b>	<b>70.8%</b>				<b>64.8%</b>			
Ahwahnee Middle	659	67.3%				56.8%			
Centennial Elementary	380	79.6%				72.8%			
Eaton Elementary	235	73.5%				68.2%			
Holland Elementary	239	84.6%				68.3%			
Hoover High	1984	60.5%				58.4%			
McCardle Elementary	235	79.8%				77.3%			
Pyle Elementary	390	77.6%				63.3%			
Robinson Elementary	252	83.3%				72.5%			
Thomas Elementary	400	84.5%				73.2%			
Tioga Middle	648	68.0%				70.3%			
Viking Elementary	339	79.8%				78.3%			
Vinland Elementary	250	77.4%				67.5%			
Wolters Elementary	192	66.1%				49.5%			
<b>McLane Region</b>	<b>6667</b>	<b>71.2%</b>				<b>67.5%</b>			
Birney Elementary	418	56.3%				47.8%			
Ericson Elementary	377	77.1%				72.6%			
Ewing Elementary	427	88.2%				76.4%			
Hidalgo Elementary	319	63.0%				52.9%			
Leavenworth Elementary	442	83.2%				79.1%			
Mayfair Elementary	302	74.7%				64.3%			
McLane High	1819	59.1%				59.9%			

Student Group	Enrollment	ELA				Math			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Norseman Elementary	327	69.9%				59.6%			
Rowell Elementary	317	63.4%				55.9%			
Scandinavian Middle	751	77.5%				86.6%			
Turner Elementary	303	63.0%				51.2%			
Wishon Elementary	246	69.2%				62.8%			
Yosemite Middle	619	92.6%				90.7%			
<b>Roosevelt Region</b>	<b>6739</b>	<b>67.6%</b>				<b>61.0%</b>			
Anthony Elementary	252	73.2%				68.4%			
Balderas Elementary	336	67.6%				65.5%			
Calwa Elementary	319	71.9%				62.1%			
Jackson Elementary	225	62.0%				55.6%			
Jefferson Elementary	244	67.2%				70.3%			
Lane Elementary	294	70.4%				62.0%			
Lowell Elementary	195	71.6%				68.0%			
Roosevelt High	2231	51.1%				49.3%			
Sequoia Middle	827	89.9%				78.7%			
Tehipite Middle	469	88.4%				66.5%			
Vang Pao Elementary	422	74.8%				60.6%			
Webster Elementary	158	74.7%				63.3%			
Winchell Elementary	370	67.2%				59.6%			
Yokomi Elementary	397	70.6%				65.8%			
<b>Sunnyside Region</b>	<b>7346</b>	<b>71.5%</b>				<b>66.0%</b>			
Ayer Elementary	389	82.1%				67.0%			
Aynesworth Elementary	343	79.3%				73.2%			
Bakman Elementary	386	78.5%				67.8%			
Burroughs Elementary	373	73.9%				62.3%			
Easterby Elementary	359	86.0%				73.7%			
Greenberg Elementary	309	78.2%				67.2%			
Kings Canyon Middle	853	75.1%				79.3%			
Olmos Elementary	341	62.4%				51.9%			
Storey Elementary	482	84.8%				72.3%			
Sunnyside High	2921	61.8%				61.0%			
Terronez Middle	590	78.0%				65.7%			
<b>Specialty Region</b>	<b>7066</b>	<b>71.8%</b>				<b>67.1%</b>			
<b>Special Education Schools</b>	<b>18</b>	<b>58.3%</b>				<b>54.5%</b>			
Fulton School	18	58.3%				54.5%			
<b>Alternative High Schools</b>	<b>1727</b>	<b>95.6%</b>				<b>95.3%</b>			
Cambridge High	367	96.2%				95.8%			
Dewolf High	162	98.1%				99.2%			
JE Young Academic High	1198	95.0%				94.5%			
<b>Magnet High Schools</b>	<b>1714</b>	<b>70.1%</b>				<b>62.6%</b>			
Design Science	261	97.9%				85.1%			
Duncan Polytech High	1191	70.6%				61.3%			
Patino Entrepreneurship High	262	53.3%				53.1%			
<b>Other Alternative Sites</b>	<b>3607</b>	<b>63.8%</b>				<b>59.3%</b>			
Baird Middle	585	86.4%				91.0%			
Bullard Talent K-8	534	88.2%				82.7%			
eLearn Academy	2450	52.7%				45.4%			
Phoenix Elementary	8	57.1%				57.1%			
Phoenix Secondary	30	60.7%				62.1%			

\*Letter grades represent composite grades which are the average of all the student's letter grades from Gradebook Q1 within each subject area. For example, a student with Language, Reading, and Writing grades are averaged to obtain one ELA score.

Only students in grades 3-12th receive a letter grade in Quarter 1 & 2.  
 2nd grade students begin to receive letter grades in Quarter 3.  
 Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access  
 Data Source: ATLAS  
 Date: October 22, 2021

**Quarter 1 2021-22: Percent of Students who have a Letter Grade\* of C- or Better by Student Group**

Student Group	Enrollment	ELA				Math			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>District Wide</b>	<b>52539</b>	<b>72.9%</b>				<b>66.8%</b>			
African American/Black	4056	68.7%				59.0%			
Asian	5177	80.9%				77.7%			
Filipino	133	90.1%				87.8%			
Hispanic	36761	71.2%				64.9%			
Native American/Alaskan	298	72.4%				65.6%			
Pacific Islander	201	79.4%				69.4%			
Two or More Races	1587	75.8%				70.7%			
White	4325	79.7%				74.6%			
Unknown	--	--				--			
English Learner	9827	65.5%				59.0%			
Foster Youth	476	62.2%				56.0%			
Homeless	224	50.5%				45.3%			
Socioeconomically Disadvantaged	42188	70.9%				64.8%			
Student w/ Disability	6606	64.0%				60.0%			

\*Letter grades represent composite grades which are the average of all the student's letter grades from Gradebook

Q1 within each subject area. For example, a student with Language, Reading, and Writing grades are averaged to obtain one ELA score.

Only students in grades 3-12th receive a letter grade in Quarter 1 & 2.

2nd grade students begin to receive letter grades in Quarter 3.

Any student group with a sample size less than 11 is not reported out in alignment with CDE.

Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access

Data Source: ATLAS

Date: October 22, 2021

**Quarter 1 2021-22: Percent of Students who have a Letter Grade\* of C- or Better by Grade Level**

Student Group	Enrollment	ELA				Math			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>District Wide</b>	<b>52539</b>	<b>72.9%</b>				<b>66.8%</b>			
2nd Grade	5541	N/A				N/A			
3rd Grade	5572	73.9%				67.7%			
4th Grade	5475	77.6%				67.2%			
5th Grade	5659	77.4%				69.4%			
6th Grade	5665	75.9%				66.5%			
7th Grade	5202	75.1%				78.1%			
8th Grade	5479	77.9%				71.5%			
9th Grade	5042	61.9%				60.5%			
10th Grade	5218	60.4%				54.4%			
11th Grade	4818	70.6%				60.2%			
12th Grade	4409	76.2%				71.8%			

\*Letter grades represent composite grades which are the average of all the student's letter grades from Gradebook Q1 within each subject area. For example, a student with Language, Reading, and Writing grades are averaged to obtain one ELA score.

Only students in grades 3-12th receive a letter grade in Quarter 1 & 2.

2nd grade students begin to receive letter grades in Quarter 3.

Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access

Data Source: ATLAS

Date: October 22, 2021

**Quarter 1 2021-22: Percent of Students who were Suspended, Expelled, or Chronically Absent by Region and School**

Student Group	Enrollment	Suspensions				Expulsions				Chronically Absent			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>District Wide</b>	<b>72002</b>	<b>1.4%</b>				<b>0.02%</b>				<b>43.4%</b>			
<b>Bullard Region</b>	<b>8448</b>	<b>1.1%</b>				<b>0.00%</b>				<b>38.6%</b>			
Bullard High	2528	2.0%				0.00%				30.3%			
Figarden Elementary	588	0.2%				0.00%				54.4%			
Forkner Elementary	461	0.7%				0.00%				30.2%			
Gibson Elementary	429	0.0%				0.00%				36.1%			
Kratt Elementary	555	0.4%				0.00%				48.1%			
Lawless Elementary	612	0.2%				0.00%				40.5%			
Malloch Elementary	438	0.7%				0.00%				32.9%			
Powers-Ginsburg Elementary	445	1.1%				0.00%				48.8%			
Slater Elementary	656	0.6%				0.00%				54.1%			
Starr Elementary	345	0.3%				0.00%				42.6%			
Tenaya Middle	786	2.3%				0.00%				34.5%			
Wawona Middle	605	1.0%				0.00%				38.0%			
<b>Edison Region</b>	<b>7893</b>	<b>1.5%</b>				<b>0.03%</b>				<b>36.3%</b>			
Addams Elementary	778	0.4%				0.00%				55.5%			
Columbia Elementary	536	0.2%				0.00%				54.1%			
Computech Middle	796	1.0%				0.00%				21.7%			
Edison High	2432	1.6%				0.00%				23.5%			
Gaston Middle	779	7.3%				0.26%				32.3%			
King Elementary	586	1.2%				0.00%				49.7%			
Kirk Elementary	368	0.0%				0.00%				56.8%			
Lincoln Elementary	525	1.1%				0.00%				48.2%			
Manchester Gate Elementary	678	0.0%				0.00%				26.8%			
Sunset Elementary	415	0.0%				0.00%				50.1%			
<b>Fresno Region</b>	<b>8463</b>	<b>2.4%</b>				<b>0.01%</b>				<b>49.9%</b>			
Cooper Middle	538	2.2%				0.00%				25.3%			
Del Mar Elementary	508	2.2%				0.00%				52.4%			
Fort Miller Middle	675	7.7%				0.00%				49.9%			
Fremont Elementary	460	0.0%				0.00%				50.0%			
Fresno High	2090	3.9%				0.05%				41.1%			
Hamilton K-8	764	2.6%				0.00%				46.6%			
Heaton Elementary	506	2.2%				0.00%				59.3%			
Homan Elementary	568	0.2%				0.00%				58.6%			
Muir Elementary	468	1.1%				0.00%				62.4%			
Roeding Elementary	639	0.6%				0.00%				50.4%			
Williams Elementary	601	0.7%				0.00%				68.7%			
Wilson Elementary	646	0.6%				0.00%				58.2%			
<b>Hoover Region</b>	<b>8907</b>	<b>1.9%</b>				<b>0.01%</b>				<b>46.4%</b>			
Ahwahnee Middle	659	2.4%				0.00%				40.5%			
Centennial Elementary	696	1.0%				0.00%				52.6%			
Eaton Elementary	460	0.4%				0.00%				42.6%			
Holland Elementary	451	2.9%				0.00%				49.4%			
Hoover High	1984	3.6%				0.00%				41.3%			
McCardle Elementary	463	1.1%				0.00%				41.0%			
Pyle Elementary	725	1.8%				0.00%				58.8%			
Robinson Elementary	485	1.0%				0.00%				47.8%			
Thomas Elementary	756	0.8%				0.00%				45.9%			
Tioga Middle	648	1.2%				0.15%				46.0%			
Viking Elementary	664	1.2%				0.00%				45.3%			
Vinland Elementary	501	1.2%				0.00%				51.1%			
Wolters Elementary	415	1.4%				0.00%				51.8%			
<b>McLane Region</b>	<b>9810</b>	<b>1.3%</b>				<b>0.02%</b>				<b>46.4%</b>			
Birney Elementary	755	0.4%				0.00%				49.9%			
Ericson Elementary	719	0.0%				0.00%				53.7%			
Ewing Elementary	850	0.5%				0.00%				49.3%			
Hidalgo Elementary	583	0.5%				0.00%				53.5%			
Leavenworth Elementary	793	0.0%				0.00%				37.6%			
Mayfair Elementary	606	0.3%				0.00%				48.3%			
McLane High	1819	3.5%				0.05%				41.6%			
Norseman Elementary	603	0.8%				0.00%				52.9%			
Rowell Elementary	640	0.6%				0.00%				45.6%			
Scandinavian Middle	751	2.3%				0.13%				39.8%			
Turner Elementary	584	0.3%				0.00%				51.9%			
Wishon Elementary	488	0.0%				0.00%				42.2%			
Yosemite Middle	619	3.6%				0.00%				46.7%			
<b>Roosevelt Region</b>	<b>9271</b>	<b>1.1%</b>				<b>0.04%</b>				<b>45.2%</b>			
Anthony Elementary	441	1.4%				0.00%				55.1%			
Balderas Elementary	611	0.5%				0.00%				40.6%			
Calwa Elementary	590	0.5%				0.00%				61.2%			
Jackson Elementary	350	0.6%				0.00%				56.6%			
Jefferson Elementary	469	0.6%				0.00%				42.2%			

Student Group	Enrollment	Suspensions				Expulsions				Chronically Absent			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Lane Elementary	541	0.4%				0.00%				52.9%			
Lowell Elementary	331	0.0%				0.00%				48.0%			
Roosevelt High	2231	2.4%				0.18%				41.0%			
Sequoia Middle	827	0.6%				0.00%				39.5%			
Tehipite Middle	469	3.4%				0.00%				53.3%			
Vang Pao Elementary	762	0.0%				0.00%				41.2%			
Webster Elementary	284	0.0%				0.00%				46.8%			
Winchell Elementary	677	0.4%				0.00%				44.0%			
Yokomi Elementary	688	0.7%				0.00%				37.2%			
<b>Sunnyside Region</b>	<b>9784</b>	<b>1.4%</b>				<b>0.02%</b>				<b>42.8%</b>			
Ayer Elementary	683	0.3%				0.00%				48.9%			
Aynsworth Elementary	591	0.5%				0.00%				43.7%			
Bakman Elementary	693	0.4%				0.00%				50.8%			
Burroughs Elementary	727	2.9%				0.00%				47.6%			
Easterby Elementary	650	1.2%				0.00%				47.2%			
Greenberg Elementary	552	1.3%				0.00%				47.5%			
Kings Canyon Middle	853	3.4%				0.12%				42.4%			
Olmos Elementary	639	0.9%				0.00%				41.2%			
Storey Elementary	885	0.9%				0.00%				40.6%			
Sunnyside High	2921	1.5%				0.03%				38.6%			
Terronez Middle	590	1.5%				0.00%				36.9%			
<b>Specialty Region</b>	<b>9426</b>	<b>0.9%</b>				<b>0.00%</b>				<b>41.7%</b>			
<b>Special Education Schools</b>	<b>295</b>	<b>1.0%</b>				<b>0.00%</b>				<b>22.7%</b>			
Addicott School	50	0.0%				0.00%				74.0%			
Adult Special Education	207	0.0%				0.00%				0.0%			
Fulton School	18	16.7%				0.00%				88.9%			
Rata School	20	0.0%				0.00%				70.0%			
<b>Alternative High Schools</b>	<b>1727</b>	<b>1.5%</b>				<b>0.00%</b>				<b>N/A</b>			
Cambridge High	367	0.5%				0.00%				N/A			
Dewolf High	162	5.6%				0.00%				N/A			
JE Young Academic High	1198	1.3%				0.00%				N/A			
<b>Magnet High Schools</b>	<b>1714</b>	<b>1.1%</b>				<b>0.00%</b>				<b>28.8%</b>			
Design Science	261	0.0%				0.00%				16.5%			
Duncan Polytech High	1191	0.9%				0.00%				31.0%			
Patino Entrepreneurship High	262	3.1%				0.00%				30.9%			
<b>Child Development Centers</b>	<b>767</b>	<b>0.0%</b>				<b>0.0%</b>				<b>0.0%</b>			
Duncan Preschool	17	0.0%				0.0%				0.0%			
Heaton CDC	29	0.0%				0.0%				0.0%			
King CDC	22	0.0%				0.0%				0.0%			
LaVera Williams Early Learning Center	47	0.0%				0.0%				0.0%			
Lori Ann Infant Center	574	0.0%				0.0%				0.0%			
Roosevelt PACE	17	0.0%				0.0%				0.0%			
Scandinavian Child-Center	31	0.0%				0.0%				0.0%			
Webster CDC	30	0.0%				0.0%				0.0%			
<b>Other Alternative Sites</b>	<b>4923</b>	<b>0.8%</b>				<b>0.00%</b>				<b>54.0%</b>			
Baird Middle	585	0.2%				0.00%				17.4%			
Bullard Talent K-8	742	0.5%				0.00%				34.2%			
eLearn Academy	3556	0.4%				0.00%				64.1%			
Phoenix Elementary	10	50.0%				0.00%				60.0%			
Phoenix Secondary	30	43.3%				0.00%				N/A			

Due to the differing attendance calculations and reporting methodologies, alternative education (Cambridge, DeWolf, JE Young, and Phoenix Secondary) is not included in the chronic absenteeism metrics. Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access  
Data Source: ATLAS  
Date: October 22, 2021

**Quarter 1 2021-22: Percent of Students who were Suspended, Expelled, or Chronically Absent by Student Group**

Student Group	Enrollment	Suspensions				Expulsions				Chronically Absent			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>District Wide</b>	<b>72002</b>	<b>1.4%</b>				<b>0.02%</b>				<b>43.4%</b>			
African American/Black	5433	3.5%				0.04%				51.1%			
Asian	7291	0.3%				0.00%				34.1%			
Filipino	165	0.0%				0.00%				21.5%			
Hispanic	50033	1.4%				0.02%				44.6%			
Native American/Alaskan	438	1.1%				0.00%				55.5%			
Pacific Islander	427	1.2%				0.00%				28.0%			
Two or More Races	2435	1.6%				0.04%				43.9%			
White	5774	1.5%				0.00%				37.9%			
Unknown	--	--				--				--			
English Learner	13928	1.1%				0.02%				44.4%			
Foster Youth	610	6.9%				0.00%				49.8%			
Homeless	292	4.8%				0.00%				77.0%			
Socioeconomically Disadvantaged	56002	1.6%				0.01%				46.3%			
Student w/ Disability	8963	2.9%				0.02%				50.0%			

Due to the differing attendance calculations and reporting methodologies, alternative education (Cambridge, DeWolf, JE Young, and Phoenix Secondary) is not included in the chronic absenteeism metrics.  
 Any student group with a sample size less than 11 is not reported out in alignment with CDE.  
 Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access  
 Data Source: ATLAS  
 Date: October 22, 2021

**Q1 2021-22: Percent of Students who were Suspended, Expelled, or Chronically Absent by Grade Level**

Student Group	Enrollment	Suspensions				Expulsions				Chronically Absent			
	Student #	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
District Wide	72002	1.4%				0.02%				43.4%			
IN*	144	0.0%				0.00%				0.0%			
CC*	113	0.0%				0.00%				0.0%			
PS*	2091	0.0%				0.00%				0.0%			
TK*	1004	0.1%				0.00%				70.4%			
Kindergarten*	5018	0.2%				0.00%				59.9%			
1st Grade	5288	0.4%				0.00%				56.1%			
2nd Grade	5545	0.3%				0.00%				52.3%			
3rd Grade	5577	0.4%				0.00%				47.5%			
4th Grade	5481	0.8%				0.00%				48.0%			
5th Grade	5665	1.2%				0.00%				44.7%			
6th Grade	5669	1.8%				0.00%				42.1%			
7th Grade	5208	2.7%				0.06%				39.9%			
8th Grade	5485	2.9%				0.04%				40.6%			
9th Grade	5045	3.5%				0.06%				35.9%			
10th Grade	5222	3.0%				0.04%				37.7%			
11th Grade	4824	1.7%				0.02%				34.6%			
12th Grade	4623	0.9%				0.02%				32.4%			

\*These grade levels are non-compulsory, meaning that children are not required to go to school at these grade levels. Due to the differing attendance calculations and reporting methodologies, alternative education (Cambridge, DeWolf, JE Young, and Phoenix Secondary) is not included in the chronic absenteeism metrics. Census Date (10/06/2021) used for enrollment numbers.

Created By: Equity & Access  
 Data Source: ATLAS  
 Date: October 22, 2021

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: October 22, 2021  
Phone Number: 457-3548

Regarding: Variable Term Waiver Request for Bilingual, Cross-Cultural, Language and Academic Development Authorization

The purpose of this communication is to provide the Board information regarding the request for a Variable Term Waiver on the October 27, 2021 Board Agenda.

The Variable Term Waiver will authorize teachers to serve as dual immersion multiple subject teachers. The Education Code 44225(m) allows the commission to grant waivers to fill in an area deemed hard-to-fill. The candidate is working toward completing the required coursework for the Multiple Subject Credential and Bilingual, Cross-Cultural Language and Academic Development (BCLAD) Authorization.

Human Resources will submit the following name to the Board on October 27, 2021.

Name	Site	Credential
Mary Sandoval	Wawona Middle School	BCLAD – Spanish

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

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

Date: 10/22/21

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: October 22, 2021  
Phone Number: 457-3548

Regarding: Recommendation for Variable Term Waiver

The purpose of this communication is to provide the Board information regarding the request for the Variable Term Waiver for a teacher that has 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
Tezale Archie	Variable Term Waiver	Special Education	Mild/Moderate & Moderate/Severe

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: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number HR-3**

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: October 22, 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 information regarding the request 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 name to the Board on October 27, 2021:

Name	Site	Subject
Amber Donat	Phoenix	Agriculture and Natural Resources

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: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number HR-4**

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: October 22, 2021  
Phone Number: 457-3548

Regarding: Recommendation to Approve Provisional Internship Permits

The purpose of this communication is to provide the Board information regarding the request to approve the Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill immediate staffing needs by rehiring a candidate who is enrolled in a credentialed program. The candidate will receive staff development targeted to the needs of our students and will be required to make progress in becoming fully credentialed.

Requirements for Initial Issuance and Renewals (Title 5 California Code Regulations, Section 20021.1)

- Initial issuance requirement requires possession of a baccalaureate degree or higher from a regional accredited college or university, verification of passage of CBEST, and successful completion of course work for the permit type requested
- One-time renewal issuance requirement allows employing agency to request a one-time renewal of the PIP if the holder has taken all appropriate subject matter examinations (CSET) as determined by the college or university

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: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number OS-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Karin Temple, Chief Operating Officer  
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3134

Regarding: Opposition to Cannabis Dispensary

The purpose of this communication is to provide the Board a copy of the letter sent by the district to the City of Fresno, regarding opposition to the application for a cannabis dispensary to be located at 3849 East Ventura Avenue. The property is within approximately 200 feet from the future Francine and Murray Farber Educational Campus (Ventura and 10<sup>th</sup> site), planned to open in August 2024.

It is customary that Facilities Management and Planning receives notices from the City of proposed applications for retail outlets selling alcohol and cannabis, and letters of opposition are sent when the proposed locations may impact students and schools. The City Municipal Code requires that cannabis retailers must be located 800 feet away from a school, and alcohol retailers must be located 600 feet away from a school. Letters are sent to the City indicating the district's opposition whenever these distance requirements are not observed.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21



**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

September 17, 2021

Robert Holt  
Development and Resource Management  
City of Fresno  
2600 Fresno Street, Third Floor  
Fresno, CA 93721-3604

**SUBJECT: APPLICATION NO. P21-04999  
3849 E. VENTURA AVE.**

Dear Mr. Holt,

In response to the City's request for comments on the pending application referenced above, Fresno Unified School District (FUSD) has the following comments and concerns.

The proposed 'Fresno Farms' cannabis dispensary to be located at 3849 East Ventura Avenue is planning the construction of a 1,512 square-foot building for retail sales. The property is located within approximately 200 feet from the forthcoming Francine and Murray Farber Educational Campus at Ventura and 10<sup>th</sup> Avenues.

Per the City of Fresno Municipal Code, "all buildings in which a cultivator, distributor, or manufacturer is located shall be located no closer than 1,000 feet from any property boundary containing a residence, school, daycare, or youth center." In addition, "retailers would be required to maintain a minimum distance of 800 feet from any property boundary containing another cannabis retailer, school, daycare center, or youth center (i.e. parks, playgrounds, facilities hosting activities for minors)." The District **does not support** the proposed cannabis dispensary and has concerns regarding potentially dangerous interaction between our students and the proposed sales. FUSD's response on these projects will be subject to state law as well as municipal code in effect, in addition to the Fresno Police Department's review of proposed projects with regard to the concentration and use of cannabis-related business in close proximity to school sites.

The District levies a commercial/industrial development fee and the current fee rate is \$0.66 per square foot. Any new development on the property will be subject to the development fee prior to issuance of a building permit and fees will be calculated pursuant to the rate effective at the time of payment.

If you have any questions or require additional information regarding our comments and concerns, please contact our office at (559) 457-3066.

Sincerely,

Alex Belanger, Assistant Superintendent  
Facilities Management and Planning

AB:hl

DWC

Fresno Unified School District  
Board Communication

**BC Number OS-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Karin Temple, Chief Operating Officer  
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3134

Regarding: Disposition of Hedges Property

The purpose of this communication is to provide the Board additional information regarding the district-owned property at 2526/2450 E. Hedges Avenue (near Fresno and Olive). The .62 acres parcel previously housed a building most recently occupied by Technology Services. The building was vacated in 2019 and demolished in 2020. In a September 24, 2021 Board Communication, staff reported that the property is planned to be offered for sale, as it is too small to be suitable for a district facility. At the October 13, 2021 Board meeting a Trustee suggested that rather than selling the property, the district should consider the site for an early learning facility.

Facilities and Early Learning staff closely reviewed the square footage licensing requirements for an early learning facility, including classrooms, cafeteria, outdoor playground and storage spaces, site supervisor and office assistant spaces, restrooms for students and staff, space for nurse's office and washer/dryer, staff lounge, parking lot, and required frontages. For additional evaluation, site maps of two existing early learning facilities (Ewing's new building and Lavera Williams Center) were overlaid on the Hedges site to verify space deficiencies. It was again concluded that the property is not large enough to support an early learning facility. Therefore, staff does not recommend development of an early learning center at the Hedges location and continues to recommend selling the property. Sites elsewhere in the district are being evaluated for the potential to house an early learning facility.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number OS-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Amanda Harvey, Nutrition Services Director  
Cabinet Approval: *K Temple*

Date: October 22, 2021

Phone Number: 457-6278

Regarding: National School Lunch Week

The purpose of this communication is to provide the Board information regarding National School Lunch Week (NSLW). In 1962, President Kennedy created NSLW to promote the importance of a healthy school lunch in a child's life and the impact it has inside and outside the classroom. This year NSLW was celebrated October 11 – 15 through school presentations by Nutrition Services nutritionists to highlight local menu items and provide nutrition education, and virtual opportunities with Cal Fresh Healthy Living, Dairy Council of California, and California Agriculture in the Classroom.

The photo below shows a NSLW presentation at Kratt Elementary School and the attached flyer has a QR code that provides nutrition education resources.



For further information or if you have questions, please contact Amanda Harvey at 457-6278 or Karin Temple at 457-3134.

Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date: 10/22/21

# IT'S NATIONAL SCHOOL LUNCH WEEK!

October 11-15, 2021

Enjoy a variety of delicious  
and local foods in your  
school and lunch, and  
learn more about them  
by scanning here!



- ★ Salinas
- ★ Tulare
- ★ Fresno
- ★ Kingsburg
- ★ Kern
- ★ Santa Maria
- ★ Ventura



Fresno Unified  
School District



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: Brett Mar, Athletic Manager  
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3655

Regarding: Air Quality Reporting Procedures

The purpose of this communication is to provide the Board the air quality reporting procedures used by Fresno Unified. District Athletic Managers monitor the forecasted air quality on an hourly basis during needed advisory days, using the Real-Time Air Advisory Network (RAAN) incorporating Ozone (O3) and Fine Particulate Matter (PM2.5 and PM10) indicators. These weather indicators are specific to Fresno area zip codes. Additionally, RAAN provides an Air District Real-Time Outdoor Activity Risk Guide that includes the following five levels and guidelines:

- Level 1 - Good
- Level 2 - Moderate
- Level 3 - Unhealthy for Sensitive Groups
- Level 4 - Unhealthy
- Level 5 - Very Unhealthy

District notification procedures include Athletic Managers sending out email communications to site personnel (Principals, Vice-Principals, Athletic Directors, Office Managers, Nurses, Physical Education Teachers, and Coaches) when the RAAN Air Quality Forecast is at a Level Five - Very Unhealthy. This helps in determining specific outdoor activity guidelines to protect the health and safety of our students. The Athletic Department works closely with the Communications and Health Services Departments to transmit these messages to parents and the community via the district website and media advisories, as we are committed to closely monitoring and implementing Air Quality Health Procedures to ensure student safety measures.

Attached are samples of communication to district and site leadership, and the graphics that are aligned with the notification.

If you have questions or require additional information, please contact Brett Mar or Pat Riddlesprigger at 457-3655.

Approved by Superintendent  
Robert G. Nelson Ed.D.

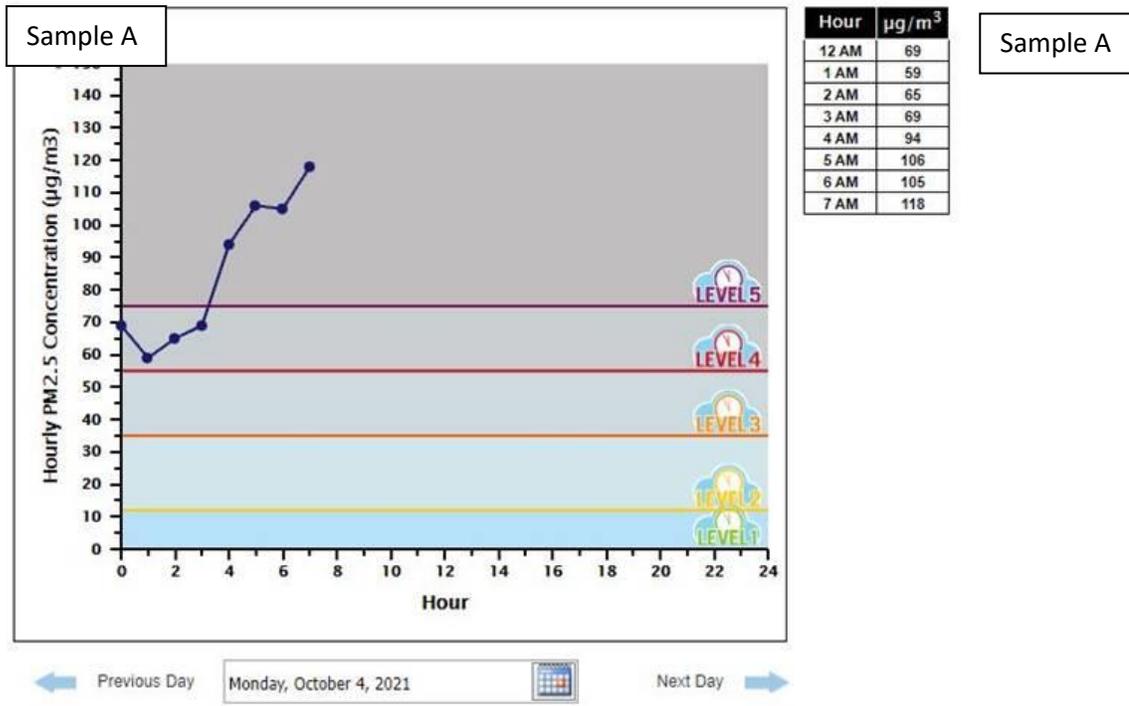


Date: 10/22/21

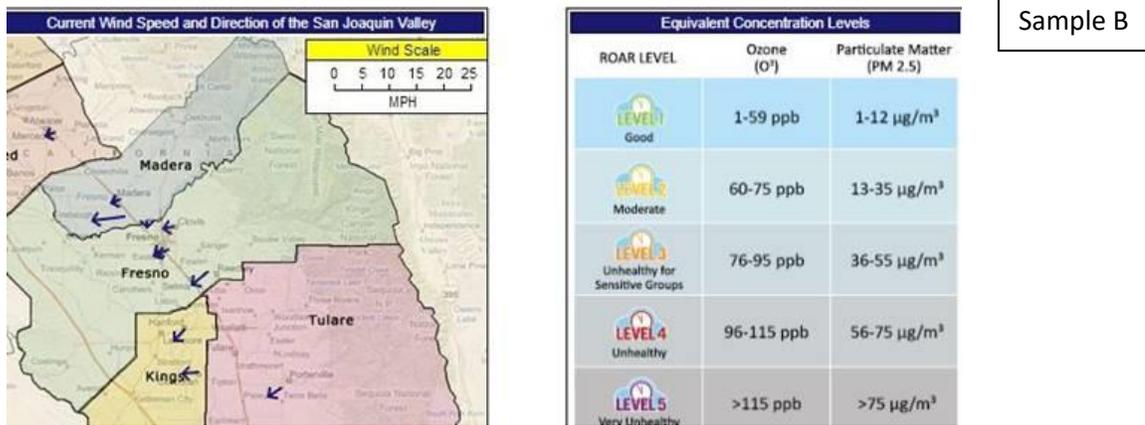
A sample of a recent Athletic Manager health advisory communication on October 4, 2021 stated:

” As of now we are on a poor air quality warning- indoor activity only advisory- due to the current information listed below. Members from either the Student Engagement Team or from Communications will continue to keep you updated throughout the day but remember if you can see or smell smoke or ash, this is an indication that you should be treating air quality conditions as “Unhealthy” and remain indoors.”

Graphics from the RAAN show the hour-by-hour particulate matter (sample A), wind direction (sample B) and Realtime Outdoor Activity Risk (ROAR) [sample C]



\*Disclaimer: Please note this real time data has not been checked and may contain errors.



## Real-Time Outdoor Activity Risk (ROAR) Guidelines

Sample C

ROAR Level	 LEVEL 1	 LEVEL 2	 LEVEL 3	 LEVEL 4	 LEVEL 5
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 min. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 min per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.	Exercise indoors or reduce vigorous exercise to 30 min of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Event must be rescheduled or relocated.
PM2.5 range	1 – 12 µg/m3	13 – 35 µg/m3	36 – 55 µg/m3	56 – 75 µg/m3	>75 µg/m3
Ozone range	1 – 59 ppb	60 – 75 ppb	76 – 95 ppb	96 – 115 ppb	>115 ppb

\* Sensitive Individuals include all those with asthma or other heart/lung conditions

\*\* California Interscholastic Federation

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: Karen Laughlin, Director  
Cabinet Approval: 

Date: October 22, 2021

Number: 457-3496

Regarding: Tutor.com

The purpose of this communication is to provide the Board an update on the partnership between Fresno Unified and Tutor.com regarding the usage of tutoring and homework hours.

Tutor.com is a personalized online tutoring and homework help platform from the Princeton Review. It connects a learner with a subject matter expert tutor, on-demand, for individualized support in a secure online classroom. Tutors are available in over 200 academic subjects, including Bilingual Tutoring, Advanced Placement, and International Baccalaureate courses. Students have access to tutors Monday through Friday from 2:00 p.m. through 9:00 a.m. the following day and 24 hours on Saturday and Sunday. Tutoring in Spanish is offered until 11:00 p.m. each night.

Currently, a total of 62 schools have utilized Tutor.com with over 1,150 sessions and the usage of more than 400 logged hours since the start of the 2021/22 school year. The following information shows school usage by level:

- 63% (42/67) elementary schools
- 73% (11/15) middle schools
- 53% (9/17) high schools

Professional learning was provided last year to site representatives as this resource was introduced and has been continually offered to site leaders, teachers, and Professional Learning Communities to better support a classroom to home connection. School sites have kept parents informed using Peach Jar flyers on their websites, School Messenger, and the posting of outside banners. Banners advertising homework help are at the front of each school in the district in English, Hmong, and Spanish.

If you have questions or require additional information, please contact Carlos Castillo at 457-3554.

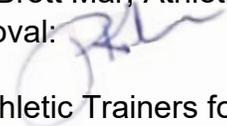
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number SL3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Brett Mar, Athletic Manager  
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3655

Regarding: Athletic Trainers for Football

The purpose of this communication is to provide the Board the Athletic Department process for informing and supporting the athletic trainers at football games.

Each comprehensive high school is assigned one athletic trainer. The seven athletic trainers are certified by the National Athletic Trainers Association (NATA). There are four substitute athletic trainers available in our area, two of which are fully NATA certified. The others are in process of receiving their NATA certification or are preparing for medical school.

**Athletic Trainers for High School Football**

Athletic trainers at each high school tend to the needs of the student athletes at their school and during games both home and away. The athletic trainer provides care for the football players before, during, and after each game (as well as all other student athletes who enter their training room).

**Athletic Trainers for Middle School Football**

With the allocation of four Full Time Equivalent (FTE) to support middle school sports, the Department of Student Engagement was able to hire three individuals this year. Each middle school is experiencing the expertise of an on-site athletic trainer, due to the creation and implementation of a weekly rotational support system.

The athletic trainer who is available to cover middle school games can assess and care for injuries during games. If a trainer is not available, every coach holds certifications in Cardio-Pulmonary Resuscitation, First Aid, Heat Illness Prevention, Sudden Cardiac Arrest, and Concussions in Sports.

Finally, these trainers assist with the COVID-19 testing of suspected exposed students, as needed.

If you have further questions or require additional information, please contact Brett Mar or Pat Riddlesprigger at 457-3655.

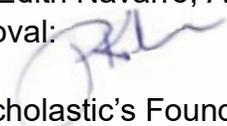
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

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: Edith Navarro, Administrator  
Cabinet Approval: 

Date: October 22, 2021

Phone Number: 457-3874

Regarding: Scholastic's Foundations in Reading, Sound, and Text

The purpose of this communication is to provide the Board an update on the partnership between Fresno Unified and Scholastic. For the 2021/22 academic year, the Curriculum Instruction and Professional Learning Department (CIPL) contracted with Scholastic using one-time, in person instruction funds to purchase the Foundations in Reading, Sound, and Text (F.I.R.S.T). program for all K-3 classrooms.

Scholastic F.I.R.S.T. is a highly adaptive foundational reading program that provides explicit phonemic awareness training and systematic phonics instruction for students in primary grades. The online program uses continuous formative assessment to help students learn in their zone of proximal development. It provides students with engaging practice with 6,695 micro-actions that help teach a child to read in a system that adapts and customizes to their specific literacy needs on the spot. As students complete the different activities that support reading and comprehension skills, data is collected and sent to their teachers in a user-friendly manner. This data can offer teachers information they can use to guide differentiated instruction and close literacy gaps.

To support teachers and leaders in maximizing this resource, a variety of professional learning opportunities have been delivered through CIPL. Teachers and leaders were invited to attend during summer school professional learning (PL), at six sessions of the PL Summit held in August 2021, and during site and regional professional learning led by the K-6 English Language Arts Team.

The feedback from Fresno Unified teachers has been overwhelmingly positive. K-3 teachers are using the program within the classroom as a highly vetted resource which allows them to deliver small group instruction. Activities and practice can be completed in the classroom and at home. To demonstrate growth, the recommendation is regular and consistent usage (20 minutes, three times a week) although for emerging readers, the recommendation is 4 to 5 times a week.

The program offers various teacher and family tools such as flyers and informational videos in English and Spanish. These tools can be shared electronically or in hard copy.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 10/22/21

Fresno Unified School District  
Board Communication

**BC Number T-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Philip Neufeld  
Cabinet Approval: *Janie Leavelle*

Date: October 22, 2021

Phone Number: 457-3164

Regarding: *Connect2Learn* Hotspots for Students Using District's Private LTE Network

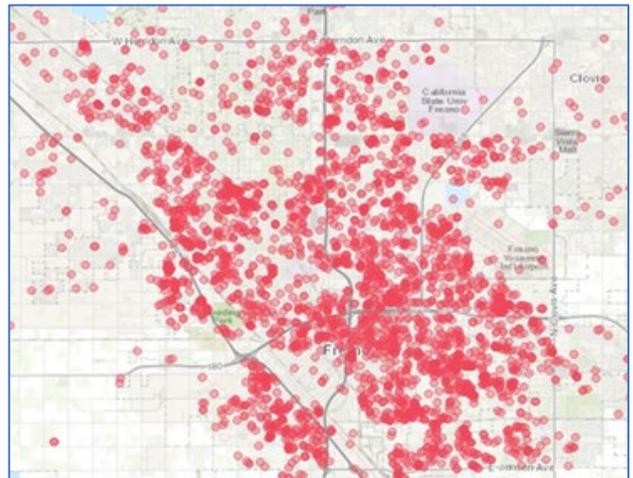
The purpose of this communication is to update the Board on the *Connect2Learn* private LTE network, distribution of hotspots, and how this improves students' access and outcomes. The district's private LTE network will be fully built by the end of October with the rollout of student hotspots beginning this week, the week of October 18. We call this private LTE service "*Connect2Learn*".

This LTE network was built by NetSync using Nokia equipment (RFP #21-13). Students can use *Connect2Learn* hotspots within .5 +/- miles of the schools listed below. The 15 schools with asterisks are the sites with LTE radio towers.

Addams*	Anthony*	Ayer	Bakman*	Calwa*	Columbia*	Computech
Edison*	Gaston*	Greenberg	Hidalgo	Jackson	Jefferson	Lowell*
Roosevelt*	Rowell*	Sequoia	Sunnyside*	Tehipite	Terronez*	Vang
Pao*	Winchell	Yokomi*	Yosemite*			

Information Technology has begun the rollout of hotspots to students. These hotspots are for students with an unmet need for quality connectivity. The *Connect2Learn* hotspots will be funded through the Emergency Connectivity Fund (ECF), Elementary and Secondary School Emergency (ESSER) funds, and/or the Information Technology budget.

COVID exposed systemic, inequitable internet access for students and families. Fast *broadband* internet is not universally affordable, commercial hotspots do not consistently work well where cell tower signals are weak, and commercial hotspots are not fiscally sustainable. Students need affordable, safe, quality access to engage in learning and use the standard digital curricula and apps. The image to the right shows students' experience of the "quality" of their internet access – the red dots show where students are not getting the quality of internet necessary to fully access and interact with media and apps that improve their learning.



If you have any questions or require additional information, please contact Philip Neufeld, 457-3164.

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

Date: 10/22/21