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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – October 29, 2021

Delivered on November 01, 2021

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Santino Danisi, Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report
AS-2 Kim Kelstrom High School Class Sizes for Core Classes

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Citizens' Bond Oversight Committee –
Attendance Chart and Appointments Available

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Thomas Nixon Scholastic Grab-n-Go, Home Libraries
Book Distribution
SL-2 Edith Navarro Reflex Math

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 29, 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 Ewing, Jefferson, Tehipite and Winchell
- Met with Executive Cabinet
- Attended meeting with local Superintendents
- Participated in the Quarterly Operational Focus Group Meeting
- Participated in the weekly call with Fresno County Superintendents
- Attended eLearn Staff Meeting
- Attended the Superintendent's Advisory Committee Meeting
- Held virtual Townhall for Fresno Unified families
- Attended the Wallace Grant District Partner's Meeting

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/29/21

Fresno Unified School District
Board Communication

BC Number AS-1

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



Date: October 29, 2021

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for October 22, 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 22, 2021 is attached and includes the following articles:

- Revised LCAP Drafts Released – October 19, 2021
- Projected K-12 Drops in Enrollment Pose Immediate Upheaval and Decade-Long Challenge – October 18, 2021
- White House Unveils Plans to Roll Out Coronavirus Vaccines for Children Ages 5 to 11 – October 20, 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: 10/29/21



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www.sscal.com

DATE: October 22, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

State Auditor Report on Federal Education Funds

The biggest news this week was that California State Auditor Elaine Howle released her report on the audit the office conducted on the California Department of Education's (CDE) management of the federal funding sent to California to support local educational agencies (LEAs) during the COVID-19 pandemic.

The report concludes that the CDE needs to improve its oversight on how LEAs are spending their federal Elementary and Secondary School Emergency Relief Fund (ESSER) and Governor Gavin Newsom's Emergency Education Relief Fund (GEER) dollars. According to the report, LEAs are not consistently reporting spending data and as of June 30, 2021, roughly 90 LEAs had spent less than 20% of their initial ESSER allocations and more than 140 had spent less than 20% of their initial GEER allocations.

As a reminder there has been three iterations of ESSER dollars and two iterations of GEER dollars from the three main federal stimulus bills signed into law over the past year and a half. ESSER I and GEER I are from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed by former President Donald Trump in March 2020. ESSER I and GEER I dollars need to be reserved by September 30, 2022, and spent by January 30, 2023. ESSER II and GEER II are from the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, which was signed by Trump in December 2020. ESSER II and GEER II dollars need to be reserved by September 30, 2023, and spent by January 30, 2024. ESSER III (there was no third iteration of GEER funding) is from the American Rescue Plan (ARP), which was signed by President Joe Biden in March 2021. ESSER III dollars need to be reserved by September 30, 2024, and spent by January 30, 2025.

While the Auditor projects LEAs collectively are at risk of losing \$160 million in unspent ESSER I and GEER I allocations, the warning bells they are setting off may be a tad premature considering the next major deadline LEAs have to worry about isn't until September 30, 2022, almost a full year from now. As long as LEAs keep these deadlines in the back of their minds, knowing that if they don't spend these dollars by the important due dates highlighted above, then we shouldn't see dollars returned to the federal government.

The report includes four recommendations for the CDE to improve their oversight of these funds to ensure they are not sent back to the federal government. You can find those recommendations and the CDE's response to them in the report [here](#).

Educator Effectiveness Block Grant Allocations

On Thursday, the CDE released the funding allocations for the Educator Effectiveness Block Grant, a \$1.5 billion program that provides funding for county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness. You can find more information about the grant [here](#), and can find the LEAs allocations [here](#).

Leilani Aguinaldo

Revised LCAP Drafts Released

By Leilani Aguinaldo and Brianna García
School Services of California Inc.'s *Fiscal Report*
October 19, 2021

As reported previously (see "[Draft LCAP Templates Available for Review](#)" in the August 2021 *Fiscal Report*), the State Board of Education (SBE) is expected to adopt an updated Local Control and Accountability Plan (LCAP) template at its November 2021 board meeting. The new LCAP template will be used for the 2022-23 LCAPs that local governing boards must adopt by July 1, 2022. In addition, the SBE also will adopt a one-time Supplement for the Annual Update to the 2021-22 LCAP (Supplement).

In response to feedback to initial drafts of the templates, the California Department of Education (CDE) recently released updated drafts of the [2022-23 LCAP template](#), [Supplement](#), [Summary Tables](#) (formerly Expenditure Tables), and Instructions.

Statute requires the LCAP template to be revised to incorporate the following (detailed below):

- Use of additional concentration grant funds provided to certain local educational agencies (LEAs)
- Carryover of unfulfilled obligation to increase or improve services for unduplicated students
- Required goals for identified low-performing student groups or schools

Additional Concentration Grant Funds

The 2021-22 Enacted State Budget included \$1.1 billion in ongoing funding to school districts and charter schools that receive Local Control Funding Formula concentration grant dollars, increasing the base grant augmentation from 50% to 65%. LEAs that receive these additional funds will be required to demonstrate in the Supplement and future LCAPs—starting with the 2022-23 LCAP—how the funds are used to increase staff to pupil ratios at its high-poverty schools relative to its low-poverty schools.

Carryover of Supplemental and Concentration Grant Requirements

New for 2022-23 is a requirement that LEAs identify any shortfall in meeting their minimum obligation to increase or improve services for unduplicated students in proportion to the amount of supplemental and concentration grant dollars that they receive. This calculation has been the subject of considerable feedback, and, as a result, there are significant changes reflected in the updated draft templates. The revisions provide more guidance for how LEAs might quantify—as a percentage toward meeting their annual obligation—qualitative improved services associated with actions in the LCAP. Together with quantitative increased services that are tied to actions, LEAs use these figures to determine whether they met their minimum proportionality percentage requirements for the prior year. If the minimum proportionality percentage is not met, then the shortfall must be added to the minimum proportionality percentage obligation for the LCAP year.

Required Goals for Identified Student Groups

LEAs have considerable leeway to determine the goals and actions worthy of inclusion in the LCAP, subject to feedback from their stakeholders. While maintaining this local control, statute also now requires that

certain LEAs include goals focused on improving student outcomes of low-performing student groups or schools. The CDE will annually publish files that indicate which LEAs are subject to this requirement and the impacted student groups and schools.

This latest round of revisions to the LCAP template and Summary Tables, as well as the one-time Supplement, can leave many LEA staff feeling overwhelmed with the volume of information and changes to comprehend. Our Fiscal Report articles will continue to provide updates as the LCAP documents are finalized. In addition, please join us for our upcoming webinar series, "[LCAP—From Accountability to Compliance](#)" in which we will take a deeper dive into each section of the LCAP and the Supplement and provide tips to consider for completing this critical strategic planning document.

Note: The Department of Finance is projecting an 11.4% decline in statewide enrollment by 2031, a loss of 703,000 students from pre-pandemic 2019–20.

Projected K-12 Drops in Enrollment Pose Immediate Upheaval and Decade-Long Challenge

State forecasts 11.4% fewer students by 2031; LA and Bay Area to be hit hardest

By John Fensterwald
EdSource
October 18, 2021

The unexpected drop in statewide school enrollment last year of 160,000 students may prove to be a blip, ready to rebound as the coronavirus recedes. Or that one-year 2.6% drop could be an oversize harbinger of what demographers are predicting will be a decade-long enrollment decline in California.

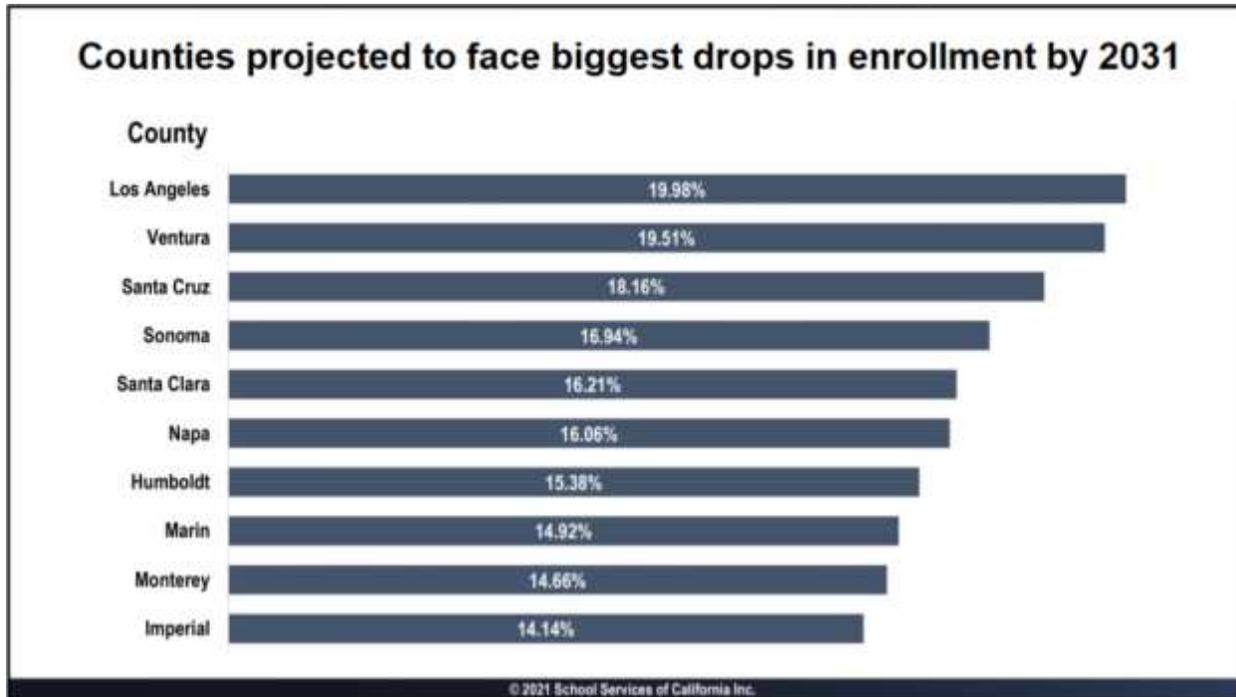
The fiscal crisis may be a migraine now or a mounting headache later; the answer is not if, but when, according to Michael Fine, the state's respected fiscal worrywart. He said districts would be wise to start planning now, and take action starting next year, to deal with what for many districts will be a substantial loss of revenue from a system that ties funding to the number of kids who show up to class every day.

"Take decisive action, the earlier the better," Fine told district administrators last week. "The depth of pain you will feel relates to how much time you wait to address changing circumstances."

Fine is the CEO of the Fiscal Crisis and Management Assistance Team, or FCMAT, a school finance agency tasked with helping school districts to recognize and solve financial troubles before they become swamped by them. He spoke at a webinar sponsored by School Services of California, a Sacramento-based lobbying and consulting company.

The California Department of Finance is projecting an 11.4% decline in statewide enrollment by 2031, a loss of 703,000 students from pre-pandemic 2019-20. Although long-term troubles loom, the impact will not be uniform across regions or even among neighboring districts.

The biggest losers will be in coastal counties. Some smaller counties are expected to grow, some with transplants from Los Angeles and the Bay Area moving inland and to the Sierra foothills.



The state is projecting the statewide post-pandemic enrollment decline for the next decade, starting in 2021-22, at 8.7%. Nineteen of the state’s 58 counties will lose students at a faster-than-average rate, starting with 20% in Los Angeles, the state’s most populous county. Twenty counties, mainly small and rural, are projected to grow nominally. Among those counties, the largest increase is projected for San Joaquin County, by only 6,000 students.

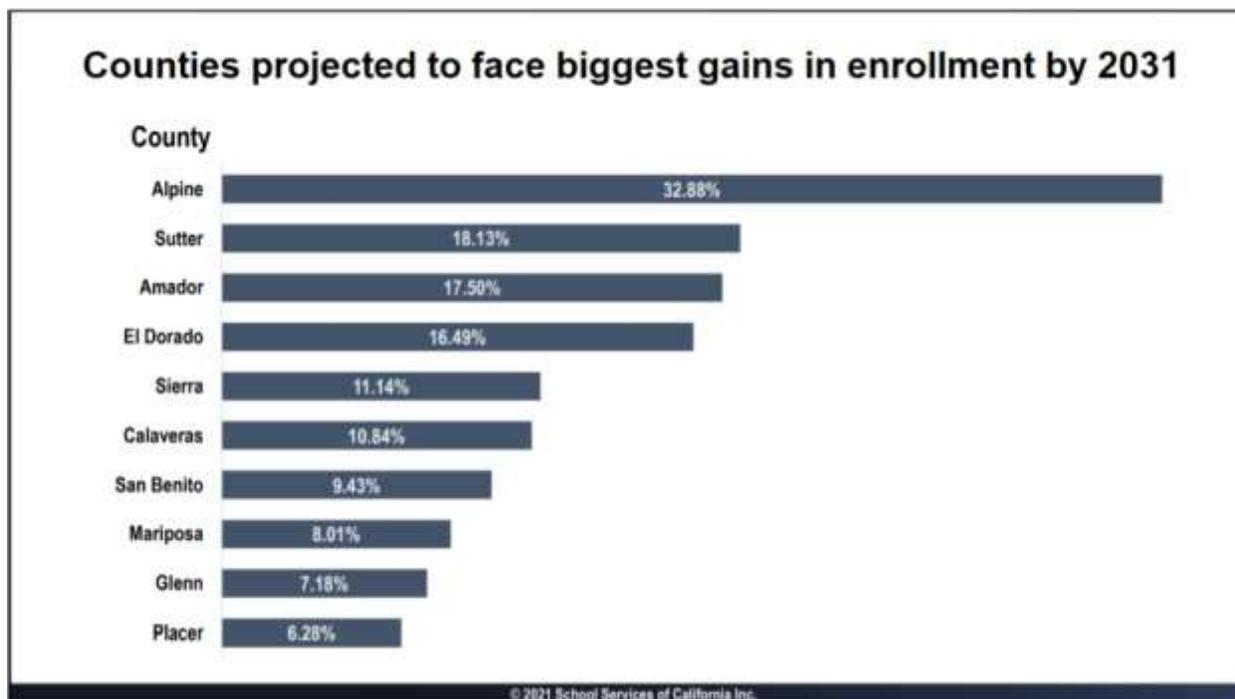
Fine presented state demographic data that underscore the prediction of a decade-long enrollment decline in most districts:

Slow population growth: In the 1960s, the population in California grew 26%. Between 2000 and 2010, growth slowed to 15%, then 6.5% between 2010 and 2020. In 2020, there was a net migration loss of 0.5%, signaling that the state’s projection for the next decade, a slim 5.2%, may be high.

Aging population: In 1970, the median age in California was 28; in 2020 it was 38. In 2030, it will creep up to 40.

Birth rates: In the 1950s, the birth rate in California was 25 per 1,000 people; in 2020, it was 12. The previous low of 12.6 was in 1933, during the Great Depression.

Delayed marriage: In 2020, for the first time, women’s average age of marrying for the first time was over 30.



Covid’s impact on revenue

Covid may have accelerated the enrollment decline in many districts, as families that lost jobs decided to move to other regions or out of state in search of cheaper housing. The pandemic created new challenges for districts, with parents wary of sending young kids to school until they’re vaccinated and parents opposed to vaccinations and masks vowing to home-school their children or send them to private schools.

The state won’t release final enrollment numbers for this year until early next year, but initial figures from individual districts are dashing hopes of a rapid turnaround in enrollment.

San Francisco Unified has reported another down year, for a two-year loss of 3,500 students, or 6%. Sixty miles south, at the edge of Santa Clara County, Gilroy Unified had expected a rebound from last year’s loss of 314 students. Instead, it looks like a drop of an additional 182 students, for a two-year total of about 500 students, slightly less than 5%. Alvaro Meza, the chief business officer for the district, said that after factoring in a steady decline in births and smaller cohorts of students moving through the system, he is projecting enrollment will drop to 8,600 by 2031, a loss of more than 20% from pre-Covid enrollment.

For two years, the Legislature shielded districts from revenue losses due to declines in enrollment and disruptions in attendance as schools went in and out of distance learning. School budgets in 2020-21 and 2021-22 have been funded at pre-pandemic attendance levels. But lawmakers said districts should return to collecting daily attendance this year, which would affect the revenue they can collect from the state starting in 2022-23.

Fine and others are referring to the impact of the declining enrollments as the “fiscal cliff.” They are urging districts to prepare for it through staff reductions and cutting expenses instead of burning their budget reserves. For many districts, the next two years will be a double whammy, coinciding with the end of record one-time state and federal Covid relief aid. For charter schools, which, unlike districts, will not be protected this year from enrollment declines and gyrations in attendance, the cliff looms now.

But district administrators and organizations representing them argue that, in making the decision in July to return to normal, Gov. Gavin Newsom and the Legislature didn't foresee that the pandemic would extend to a third year, with dramatic effects on attendance and enrollment. Districts such as Stockton and Oakland are reporting that a third or more of their students have been chronically absent in the first two months of school. Districts that have built daily attendance to 95% are now seeing a drop in attendance — to 91% in Long Beach and 93% in Gilroy, representing potential losses, if they continue, of millions of dollars in revenue next year.

Districts are also dealing with a potential loss of money from students in independent study if they can't complete paperwork, including contracts signed by parents, and document their daily participation.

"Even though kids are back in school, this is not a normal year," said Edgar Zazueta, senior director of policy and government relations for the Association of California School Administrators. "We're getting hit on a number of fronts."

"There needs to be a stopgap measure, some sort of protection for one more year," said Sara Bachez, chief government relations officer for the California Association of School Business Officers. The worst outcome, she said, would be for districts to start laying off new teachers and staff at the same time that the state is underwriting \$2.8 billion in teacher recruitment programs that offer residencies and mentorships, college scholarships and opportunities for classified workers to get teaching credentials.

"To be desperate for staff and then let them go after training them — that's an unhealthy way of operating business," Bachez said.

Zazueta said he senses a "heightened awareness" among legislators of the predicament districts are facing but also a reluctance to extend the "hold-harmless" protection for a third additional year. But he is hoping nonetheless for a "soft landing to help with the impact of the decline."

One option worth considering, Fine said, is to base attendance on a three-year rolling average, which would smooth out fluctuations. The state already uses this formula when determining the students' eligibility for additional funding under the Local Control Funding Formula. Tony Wold, West Contra Costa Unified's associate superintendent of business services, suggests establishing a base funding amount covering a district's enrollment, and then providing a bonus to incentivize districts to increase attendance.

It's possible that the fiscal cliff might not be as harsh as feared, at least next year. The phasing in of universal transitional kindergarten for 4-year-olds over the next three years creates an extra year of funded enrollment. State revenues are running ahead of projections, which means more money through Proposition 98, the complex formula that determines how much money goes to schools and community colleges. And the drop in enrollment may not affect the total amount because of the way the formula works when the economy is booming. (Under the Prop. 98's Test 1, which will likely be in effect in 2022-23, total student enrollment is not factored into the formula determining funding.)

California districts and charter schools also have received record one-time federal Covid relief funding, more than \$20 billion over three years, which can be used through 2023-24. The distributions vary widely, based on the proportions of low-income children enrolled.

These mitigations may not eliminate a day of reckoning for declines in enrollment, just delay it. That's why Meza is suggesting that the board consider closing another elementary school as part of next year's budget. "It's not my style to kick the can down the road," he said.

But other districts likely will, said Robert McEntire, director of management consulting services for School Services. Along with putting off hard decisions, "the biggest threat to a district in this position (facing an ongoing deficit amid declining enrollment) is a belief the state will bail it out. I can't tell you the number of times I have heard board members say exactly that."

Note: If the U.S. Food and Drug Administration authorizes the COVID-19 vaccine for 5- to 11-year-olds after its October 26 meeting with an expert group, then a vaccine advisory panel to the Centers for Disease Control and Prevention is scheduled to meet November 2-3 to weigh a recommendation for use and beginning distributing.

White House Unveils Plans To Roll Out Coronavirus Vaccines for Children Ages 5 to 11

The campaign will be tailored to children and families, emphasizing smaller settings such as pediatricians' offices and outreach to parents.

By Lena H. Sun, Frances Stead Sellers, and Amy B. Wang
The Washington Post
October 20, 2021

The White House on Wednesday announced plans to distribute vaccines to a huge group that has been ineligible so far to receive the coronavirus shots — 28 million children aged 5 to 11. The operation is slated to begin as soon as federal health officials sign off on a reduced dose of the Pfizer-BioNTech vaccine, which the Biden administration anticipates could come as soon as the first week of November.

White House officials said they have already acquired enough doses to vaccinate every child in that age group. They plan to make the specially packaged vaccine available at more than 25,000 pediatricians' and doctors' offices, hospitals, pharmacies, community health centers, and school- and community-based clinics. They also will undertake a campaign to educate parents more fully about the vaccines.

That strategy is key to reducing the impact of the virus across the United States, Anthony S. Fauci, the nation's top infectious-disease specialist, said at a White House briefing. The delta variant has changed the game, he said, describing a recent study showing children are getting infected and transmitting the virus as readily as adults, even though 50 percent of them are asymptomatic.

"If we can get the overwhelming majority of those 28 million children vaccinated, I think that would play a major role in diminishing the spread of infection in the community," Fauci said. "That's one of the reasons why we want to do as best as we can to get those children 5 to 11 vaccinated."

The rollout will rely on familiar approaches, such as identifying trusted messengers to overcome vaccine hesitancy. But this one will be tailored to children and families, officials said. Among the changes will be a focus on administering the vaccines in small-group settings and the creation of a Parent Leadership Corps of scientists and other experts who are parents themselves, and who will be a resource for other parents.

Wednesday's announcement comes as the Biden administration has struggled to regain confidence in its planning and coordination in the wake of its mid-August announcement that all Americans would be eligible for booster shots beginning in late September. The Food and Drug Administration and the Centers for Disease Control and Prevention narrowed the ranks of those eligible for booster shots, sowing confusion among some patients and practitioners.

On Wednesday, members of the White House response team compared their readiness for a pediatric vaccine rollout to what they described as the lack of coordination around the initial vaccine distribution effort last December, rather than as an end-run around federal regulators and health officials.

"I think we learned that lesson from the previous administration," said Jeff Zients, the White House coronavirus response coordinator.

"Should the FDA and CDC authorize the vaccine, we will be ready to get shots in arms," Zients said. "Kids have different needs than adults."

An expert group advising the FDA is scheduled to meet Oct. 26 to hear data about the vaccine's safety and efficacy and make recommendations to regulators. The FDA will then decide whether to authorize its use. If the FDA gives its assent, a vaccine advisory panel to the CDC is scheduled to meet Nov. 2 and 3 to weigh a recommendation for use. If the CDC director signs off on a recommendation, the vaccine may be administered to kids in early November.

White House officials said they are already hosting "operational readiness calls" with local jurisdictions and others, and stressing the need to distribute the shots to smaller, more intimate settings like doctors' offices, rather than the mass-vaccination sites opened for adults last spring.

Lee Savio Beers, president of the American Academy of Pediatrics and a practicing pediatrician, praised the planning for "leaning heavily on the relationship that pediatricians have with families."

She said the pediatricians' group has been developing strategies to speak with parents about vaccination, some of them posted online. The group is also figuring out how to work effectively with school and church leaders. "We are thinking about how we leverage their expertise," she said.

Pediatricians like Reshma Chugani, part of a two-doctor practice in Atlanta, are already making their own preparations.

Chugani said an office manager is already calculating how many 5-to-11-year-olds are among their patients and assuming that as many as a half will be signed up for shots. Given the minimum order of 300 doses, she said the practice may organize a weekend clinic to vaccinate as many children as possible "early on, as there will be initial demand that will then likely taper off."

That pattern of brisk initial demand followed by slowed interest occurred among adolescents and teens, she noted. "Some families have been eager to vaccinate, while others are reluctant," Chugani said in an email. "I have had countless conversations daily with parents and patients about the safety and efficacy of the vaccine and have had to counter misinformation on a daily basis. I anticipate that I will still be doing this with the younger age group moving forward."

Other pediatricians are warning patients of limited initial supply. “This immunization will require a particular formulation that will not be available in large quantities immediately,” according to a notice a Boulder, Colo., practice sent to patients. “. . . We will add as many patients as possible to our schedule, but these appointments will be limited and not available until after approval is finalized. We recommend using other vaccination sites to access the vaccine quickly.”

Zients said a total of 15 million doses will be available in the first week after the vaccine is cleared for use. Of those doses, 10 million will be sent to local jurisdictions, 5 million to pharmacies and 265,000 to federal entities, such as the Indian Health Service, according to a CDC planning document sent to local jurisdictions last week, a copy of which was obtained by The Washington Post.

The federal government plans to allocate the initial shots according to a formula to ensure equitable distribution based on a state’s population of eligible children, according to state and federal health officials.

This vaccine will be shipped in smaller packages than the adult version — 10-dose vials in cartons of 10 vials each — along with smaller needles that would make more sense for pediatricians and community clinics to use, according to a federal planning guide. Once a vial is opened, doses must be used within six hours, the documents state.

It will be up to state officials to decide how to spread out the initial doses. In Maine, officials are giving priority to providers who plan vaccine clinics in the first week after the vaccine is authorized and recommended, said Nirav Shah, director of Maine’s Center for Disease Control and Prevention.

Shah said officials don’t expect all families to rush in for shots the first week. Survey data suggests about 30 to 35 percent of parents will want their children vaccinated immediately, he said.

Jay A. Winsten, director of strategic media initiatives at the Harvard School of Public Health, said that reaching parents who are more hesitant will be the biggest challenge ahead. Public health officials need to break down the science, possibly in question and answer form, for the lay people they need to enlist — and especially for parents who may worry about rare side effects, he said.

“I’m afraid parents will be much more attuned to reacting emotionally to what they hear from others,” Winsten said. “Government scientists should directly confront the vaccine side-effects issue by placing it in proper context.”

Surgeon General Vivek H. Murthy acknowledged as much at Wednesday’s briefing, describing plans to launch a public education campaign “that will meet parents where they are.”

“We will work with schools to send letters home to parents, who will convene doctors and health clinics, and support them in delivering vaccinations as soon as they have conversations with families,” Murthy said.

Above all else, he said, the effort would emphasize “reaching parents in their language and through the people they trust.”

Another issue may be the small number of doctors who have enrolled as vaccinators in some parts of the country.

“There are serious concerns that providers are just not signing up,” said Marcus Plescia, chief medical officer for the Association of State and Territorial Health Officials. Those worries are more widespread in southeastern states, which have been among the hardest hit in the delta surge, he said.

“Providers cite reasons such as the logistics of obtaining and administering the vaccine.” Some are also “concerned that this may be controversial, and they don’t want to have demonstrations in front of their clinics,” Plescia said.

Fresno Unified School District
Board Communication

BC Number AS-2

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



Date: October 29, 2021

Phone Number: 457-3907

Regarding: High School Class Sizes for Core Classes

The purpose of this communication is to provide the Board information on high school core class sizes. The collective bargaining agreement with the Fresno Teachers Association (FTA) includes staffing ratios for grades K – 12. For grades 9 – 12, the ratio is 1:29. Staff monitors classes to ensure class sizes stay at a reasonable and equitable level.

In the past, teachers in core classes with enrollment greater than 37 received additional mitigations. Beginning in the 2019/20 school year, the class size that included these mitigations was reduced to 36 and Career Technical Education and Visual Arts were included along with core classes.

The chart below shows the number of classes over 36 for 2019/20 – 2021/22 and over 37 for the prior years. To ensure consistency, the data was pulled for each year based on the California enrollment census date, which is always in early October. The Board's additional investments and staff diligence to balance core classes have resulted in only three classes over 36 for 2021/22.

| | 2017/18 Over 37 | 2018/19 Over 37 | 2019/20 Over 36 | 2020/21 Over 36 | 2021/22 Over 36 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| # of High School Core Classes Over 36 or 37 | 25 | 2 | 3 | 11 | 3 |
| Total High School Core Classes | 2,041 | 2,453 | 2,681 | 2,937 | 3,404 |
| % of High School Core Classes Over 36 or 37 | 1.2% | 0.10% | 0.11% | 0.37% | 0.09% |
| % Change from Prior Year | (60%) | (92%) | 50% | 240% | (76%) |

Class sizes over 36 are a result of scheduling constraints and the limited availability of certain class sections which have caused these three class sections to be over capacity. One class has 37 students, one class has 38 students, and one class has 39 students.

In addition, staff monitors core classes with less than 20 students. For 2021/22, lower core classes are mainly the result of students alternatively enrolling at eLearn Academy and additional staff provided to lower classes through use of one-time funding resources. The chart below indicates the number of core classes each year with less than 20:

| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|--|---------|---------|---------|---------|---------|
| # of High School Core Classes 20 and Under | 125 | 177 | 286 | 270 | 634 |
| Total High School Core Classes | 2,041 | 2,453 | 2,681 | 2,937 | 3,404 |
| % of High School Core Classes 20 and Under | 6.1% | 7.2% | 10.6% | 9.2% | 18.63% |
| % Change from Prior Year | 84% | 42% | 61% | (13%) | 102% |

If you have any questions or require further information, please call Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 10/29/21

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 29, 2021

Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – Attendance Chart and Appointments Available

The purpose of this communication is to provide the Board a chart showing members' attendance at Citizens' Bond Oversight Committee (CBOC) meetings for 2017-2021. The purpose of the CBOC is to inform the public concerning the expenditure of bond funds. Meetings are scheduled at noon on the third Thursday of February, May, August and November. The next meeting will be held via Zoom on November 18, 2021.

Currently, there are three available appointments and one upcoming appointment:

- Trustee Cazares – 1 after November meeting
- Trustee Islas – 1 currently
- Trustee Slatic – 2 currently

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

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



Date: 10/29/21

**FRESNO UNIFIED SCHOOL DISTRICT
CITIZENS' BOND OVERSIGHT COMMITTEE
Meeting Attendance, 2017 - 2021**

updated October 25, 2021

| MEMBER | Appointed By | Appt Date | 1/24/2017 | 4/25/2017 | 8/22/2017 | 11/8/2017 | 2/15/2018 | 5/17/2018 | 8/16/2018 | 11/15/2018 | 2/21/2019 | 5/16/2019 | 8/15/2019 | 11/21/2019 | 2/20/2020 | 11/19/2020 | 2/18/2021 | 5/20/2021 | 8/19/2021 | |
|-----------------------|------------------|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|------------|-----------|-----------|-----------|--|
| Brian Andritch | Mills | 5/9/2018 | | | | | | | | | | | | | | | | | | |
| Venancio Gaona | Davis | 3/20/2019 | | | | | | | | | | | | | | | | | | |
| Annaliese Herms | Jonasson Rosas | pending Board approval 10/27/2021 | | | | | | | | | | | | | | | | | | |
| Inez Hill | Thomas (Johnson) | 3/21/2018 | | | | | | | | | | | | | | | | | | |
| Clint Horwitz | Mills | 3/20/2019 | | | | | | | | | | | | | | | | | | |
| Cal Johnson | Thomas | 4/15/2020 | | | | | | | | | | | | | | | | | | |
| Timothy Mudge | Islas | 3/18/2020 | | | | | | | | | | | | | | | | | | |
| Jim Nau | Davis | 3/20/2019 | | | | | | | | | | | | | | | | | | |
| Bruce O'Neal | Cazares (Ryan) | 9/14/2016 | | | | | | | | | | | | | | | | | | |
| Dominic Papagni | Cazares (Ryan) | 12/9/2015 | | | | | | | | | | | | | | | | | | |
| Barbara Steck (Chair) | Superintendent | 8/24/2016 | | | | | | | | | | | | | | | | | | |
| Pablo Villagrana | Jonasson Rosas | pending Board approval 10/27/2021 | | | | | | | | | | | | | | | | | | |

PRESENT
ABSENT
prior to appointment

CURRENT/UPCOMING VACANCIES
Trustee Cazares - 1 (after Nov. meeting)
Trustee Islas - 1
Trustee Slatic - 2

Upcoming meeting: November 18, 2021

Meetings scheduled for May and August 2020 cancelled due to pandemic restrictions
Members may serve for six years

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: Thomas Nixon, Library Services Manager
Cabinet Approval: 

Date: October 29, 2021

Phone Number: 457-3874

Regarding: Scholastic Grab-n-Go, Home Libraries Book Distribution

The purpose of this communication is to provide the Board information regarding the distribution of the Scholastic Grab-n-Go packets as part of our work to create home libraries for our students.

According to the article from the Fresno Bee dated May 04, 2018, *Fresno County is a book desert in the summer, and the effect on kids is 'devastating'*, Fresno has been described as a "book desert" due to the lack of books in homes and the number of places where students can access them. It is our literacy vision to create a "book flood" in homes to support students in reading and in other academic areas.

During the summer, students in grades TK-6 who attended summer learning programs were provided with Grab-n-Go packets. In November 2021, Fresno Unified will have a larger distribution of Grab-n-Go packets providing books to all students in grades PK-8. The Board has invested \$1.4 million dollars towards this effort.

The Grab-n-Go book packs will be distributed in both English and Spanish. Spanish language books will be provided for students in the Spanish Dual Language Immersion programs. Each pack will include five books with Social Emotional Learning themes, a reading journal, and additional resources.

The data is clear on two research points regarding reading and books:

- Students who have books in the home do better than students who do not
- This benefit occurs whether the students read the books or not

In addition, reading a relatively small number of books during times when school is not in session may keep emerging readers from regressing.

The Curriculum, Instruction & Professional Learning, Library Services Department will hold an event at 11:00 a.m. on November 19, 2021, at Ewing Elementary to showcase this work.

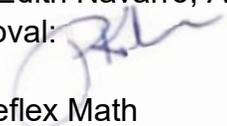
If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 10/29/21

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Edith Navarro, Administrator
Cabinet Approval: 

Date: October 29, 2021

Phone Number: 457-3554

Regarding: Reflex Math

The purpose of this communication is to provide the Board an update on Reflex Math.

Reflex Math is an adaptive online system that helps students of all ability levels to develop instant recall and automaticity of their basic math facts (addition, subtraction, multiplication, and division). The Curriculum, Instruction, and Professional Learning (CIPL) elementary math team researched Reflex Math in the Spring of 2021. The program was piloted during the 2021 summer session and purchased for the 2021/22 school year. Reflex Math is available for all students in second through sixth grade.

Reflex Math has reporting features designed for teachers and administrators to monitor student progress. These analytic reports are available by each student, class, and school. Reflex can also be utilized for intensive interventions for students behind by two or more grade levels. Reflex Math components also include initial and ongoing assessments that provide educators easily accessible information. This information is based on each individual student's "fluent facts", "in-progress facts", and "facts not yet known." This process helps educators identify students needing Tier 2 intervention in math.

To date, approximately 650 elementary school teachers have been provided professional learning and are currently utilizing Reflex Math in their classrooms, which is over 13,000 students in second through sixth grade. Professional Learning is ongoing with recorded sessions on the CIPL website. The goal is to train all second through sixth grade teachers and have all students utilize Reflex Math. Current data shows a rise in fluency averages for the starting groups from 15.6% to 36.7%.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/29/21