



Board of Education
Valerie F. Davis, President
Keshia Thomas, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Carol Mills, J.D.,
Major Terry Slatic USMC (Retired)

Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – November 5, 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 for
October 29, 2021

AS-2 Tammy Townsend Changes to the Local Control and Accountability Plan
Template

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Update on Major School Facility Improvement
Project

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward Academic School Counseling Program and
Interventions

SL-2 Edith Navarro State Seal of Civic Engagement

SL-3 Edith Navarro Inclusive Lessons

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: November 05, 2021

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visit at Easterby
- Met with African American Academic Acceleration Student Voice Collaborative
- Spoke to Educational Leadership class at CSUF
- Met with Executive Cabinet Team
- Participated in call with Urban District Superintendents Coalition regarding 2022-23 state budget and policy priorities
- Participated in the weekly call with Fresno County Superintendents
- Attended the Wallace American Recovery Plan Professional Learning Community meeting
- Attended CSUF President's Advisory Board on African American Student Success
- Attended Cradle to Career meeting
- Attended Fresno Compact meeting
- Held press conference regarding LTE Network
- Gave interview with Nancy Price, GV Wire regarding "the challenges Fresno Unified faces"

Approved by Superintendent
Robert G. Nelson Ed.D.

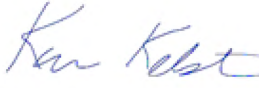


Date: November 5, 2021

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: November 05, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for October 29, 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 29, 2021 is attached and includes the following articles:

- Department of Finance Releases October Finance Bulletin – October 25, 2021
- FDA Panel Backs Pfizer's Low-Dose COVID-19 Vaccine for Kids – October 26, 2021
- California Still Lags in Helping Long-Term English Learners – October 28, 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: November 5, 2021



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: October 29, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

President Biden Pares Down Build Back Better Framework

After weeks of negotiations with moderate Democratic Senators Joe Manchin (D-WV) and Kyrsten Sinema (D-AZ), President Joe Biden released an updated, pared down \$1.75 trillion framework for the Build Back Better Act on Thursday afternoon. President Biden was optimistic that this new framework does enough to appease the moderate and progressive wings of his party to draft a bill that will clear both houses of Congress.

The updated framework cuts President Biden's original \$3.5 trillion proposal in half, but the President and congressional leaders were forced to make concessions with Manchin and Sinema who said they could not support the original proposal due to its price tag. Some of the key items cut from the original proposal include paid family and medical leave, free community college, an expansion of Medicare benefits, and a proposal to lower the cost of prescription drugs.

Some of the noteworthy spending items in the new framework include:

- Expanding access to free preschool for more than six million children
- Providing affordable childcare by limiting childcare costs for families to no more than 7% of income for families earning up to 250% of state median income
- Extending the current expanded Child Tax Credit by one year
- \$320 billion to provide expanded tax credits for clean energy vehicles and manufacturing
- \$105 billion to address climate change, pollution, and establish the Civilian Climate Corps
- \$100 billion for targeted incentives to spur new domestic supply chains and technologies

- Extending the expanded Affordable Care Act premium tax credits through 2025
- \$150 billion investment in housing affordability and reducing price pressures
- Raising the maximum Pell Grant award and providing support to historically black colleges & universities, hispanic serving institutions, minority serving institutions, and tribal colleges and universities
- Investing in workforce development, including community college workforce programs, sector-based training, and apprenticeships

To pay for these investments, the plan would levy a 15% minimum tax on corporations reporting profits of more than \$1 billion, adopt the 15% minimum global tax brokered by Treasury Secretary Janet Yellen, and apply a 5% surtax rate on individual income above \$10 million.

While the White House has expressed confidence in the new framework, Manchin and Sinema have yet to publicly endorse it and seem to view the framework as an evolving proposal and not a final deal. It is also unknown if progressive Democrats will rally to support the framework after many of the proposals that they championed, such as paid family leave and Medicare benefit expansion, were cut from the original plan. House progressives have also refused to consider the \$1 trillion bipartisan infrastructure bill that was approved by the Senate back in August until they see the legislative language for the Build Back Better Act.

While the new framework may have inched the Democratic caucus closer to a final deal, it looks as though it is still a work in progress. With Republicans in lockstep, refusing to support the Build Back Better agenda, Democrats will need to rally all 50 Senators and nearly all of their House members in order to approve the bill and send it to President Biden. They also need to approve a fiscal year 2022 budget and raise the national debt ceiling by December 3 in order to prevent a government shutdown and potential economic crisis. It's an understatement that Democrats have their work cut out for them over the next several weeks.

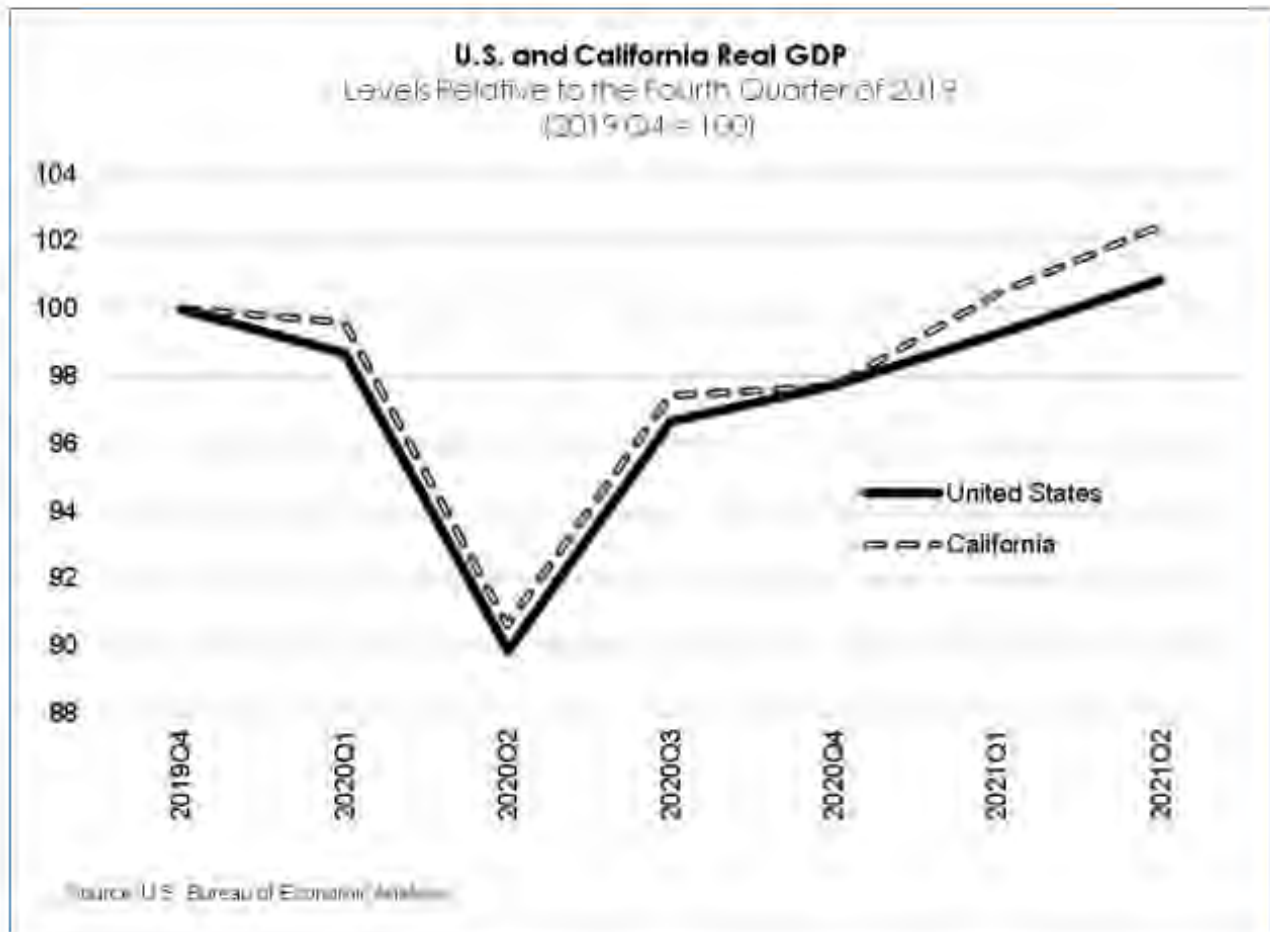
Leilani Aguinaldo

Department of Finance Releases October Finance Bulletin

By Robert McEntire, EdD
School Services of California Inc.'s *Fiscal Report*
October 25, 2021

September 2021 General Fund revenues beat estimates in the 2021-22 State Budget by \$5.6 billion, or 40.4%. Across all revenue categories, state revenue is 27.5% (\$9.145 billion) above forecast year-to-date. As we march toward the Governor's January Budget proposal, the Administration is going to have a lot of options. The October Finance Bulletin summarizes the state's revenue performance for the first three months of the fiscal year and includes the most recent forecasts and economic factors.

Leading news centered on the comparative growth of the United States and California economies, noting that according to the Annual Bureau of Economic Analysis, updated data—as illustrated in the table below—shows that California real gross domestic product (GDP) returned to pre-pandemic levels (fourth quarter of 2019) in the first quarter of 2021, while the U.S. economy is a full quarter behind, not reaching that milestone until the second quarter of 2021. U.S. real GDP grew at 6.7% in the second quarter of 2021 (on a seasonally adjusted annualized rate [SAAR]), following the first quarter growth of 6.3%. Similarly, California grew at 8.1% in the second quarter, following 11.7% in the first quarter. Interestingly, California's first quarter results were revised upward from 6.3%. The chart below illustrates the old adage: as goes the nation, so goes California—but on steroids.



The U.S. unemployment rate fell to 4.8% in September from 5.2% in August. Driving the gains was an increase of civilian employment by 526,000 combined with 183,000 fewer people in the labor force. Comparing the most recent September 2021 jobs data to February 2020, there were 5.1 million fewer people employed, with 3.1 million fewer in the labor force, and 2 million more unemployed. California's unemployment rate remains unchanged at 7.5% in September. Employment increased by 43,000 with 31,000 more people entering the labor force, leaving only 13,000 fewer people unemployed (published numbers do not add perfectly due to rounding of state data). Examining California's data from September 2021 to that of February 2020, California employs 993,000 fewer people, with 420,000 fewer people in the labor force, and 574,000 more people unemployed.

California state revenues continue robust growth with the big three taxes of personal income tax (PIT), sales and use taxes (SUT), and corporate tax (CT) all above forecast for the month and year. For the month of September, PIT exceeded expectations by \$3.994 billion (42.1%), while SUT and CT beat expectations by \$365 million (16.6%) and \$1.12 billion (62.8%), respectively. Examination of PIT shows September payroll tax withholding receipts outperforming estimates by \$1.667 billion, while other (payroll related) cash receipts beat the forecast by \$2.433 billion. PIT refunds exceeded estimates by \$34 million. Fiscal year-to-date (July-September), PIT is 29.7% (\$6.557 billion) above estimates, while SUT and CT are 15.5% (\$1.035 billion) and 52.9% (\$1.449 billion) above forecast, respectively.

Note: On Tuesday, a Food and Drug Administration advisory panel voted unanimously that the benefits in preventing COVID-19 for Pfizer's vaccine for 5- to 11-year-olds outweigh any potential risks.

FDA Panel Backs Pfizer's Low-Dose COVID-19 Vaccine for Kids

By Lauran Neergaard and Matthew Perrone
The Associated Press
October 26, 2021

WASHINGTON (AP) — The U.S. moved a step closer to expanding COVID-19 vaccinations for millions more children as government advisers on Tuesday endorsed kid-size doses of Pfizer's shots for 5- to 11-year-olds.

A Food and Drug Administration advisory panel voted unanimously, with one abstention, that the vaccine's benefits in preventing COVID-19 in that age group outweigh any potential risks. That includes questions about a heart-related side effect that's been very rare in teens and young adults despite their use of a much higher vaccine dose.

While children are far less likely than older people to get severe COVID-19, ultimately many panelists decided it's important to give parents the choice to protect their youngsters — especially those at high risk of illness or who live in places where other precautions, like masks in schools, aren't being used.

“This is an age group that deserves and should have the same opportunity to be vaccinated as every other age,” said panel member Dr. Amanda Cohn of the Centers for Disease Control and Prevention.

The FDA isn't bound by the panel's recommendation and is expected to make its own decision within days. If the FDA concurs, there's still another step: Next week, the CDC will have to decide whether to recommend the shots and which youngsters should get them.

Full-strength shots made by Pfizer and its partner BioNTech already are recommended for everyone 12 and older but pediatricians and many parents are clamoring for protection for younger children. The extra-contagious delta variant has caused an alarming rise in pediatric infections -- and families are frustrated with school quarantines and having to say no to sleepovers and other rites of childhood to keep the virus at bay.

In the 5- to 11-year-old age group, there have been over 8,300 hospitalizations reported, about a third requiring intensive care, and nearly 100 deaths.

States are getting ready to roll out the shots — just a third of the amount given to teens and adults — that will come in special orange-capped vials to avoid dosage mix-ups. More than 25,000 pediatricians and other primary care providers have signed up so far to offer vaccination, which will also be available at pharmacies and other locations.

But for all that anticipation, there also are people who strongly oppose vaccinating younger children, and both FDA and its advisers were inundated with an email campaign seeking to block the Pfizer shot.

Dr. Jay Portnoy of Children’s Mercy Hospital in Kansas City, Missouri, said despite over 4,000 emails urging him to vote against the vaccine, he was persuaded by the data showing it works. Portnoy said he also was representing “parents I see every day in the clinic who are terrified of sending their children to school. ... They need a voice also.”

Panelists stressed they weren’t supporting vaccine mandates for young children — and the FDA doesn’t make mandate decisions. FDA vaccine chief Dr. Peter Marks also said it would be highly unusual for other groups to mandate something that’s cleared only for emergency use. Several advisers said they wished they could tailor the shots for the highest-risk youngsters, a decision that would fall to the CDC.

Dr. James Hildreth of Meharry Medical College said he ultimately voted in favor of the vaccine “to make sure that the children who really need this vaccine — primarily Black and brown children in our country — get it.”

Pfizer studied 2,268 elementary schoolchildren given two shots three weeks apart of either a placebo or the kid dose. Vaccinated youngsters developed levels of virus-fighting antibodies just as strong as teens and young adults who got the full-strength shots. More important, the vaccine proved nearly 91% effective at preventing symptomatic infection — based on 16 cases of COVID-19 among kids given dummy shots compared to just three who got vaccinated.

The kid dosage also proved safe, with similar or fewer temporary side effects — such as sore arms, fever or achiness — that teens experience. At FDA’s request, Pfizer more recently enrolled another 2,300 youngsters into the study, and preliminary safety data has shown no red flags.

But that study isn’t large enough to detect any extremely rare side effects, such as the heart inflammation that occasionally occurs after the second full-strength dose, mostly in young men and teen boys. The panel spent hours discussing if younger children, given a smaller dose, might face that side effect, too.

Statistical models developed by FDA scientists showed that in most scenarios of the continuing pandemic, the vaccine would prevent far more COVID-19 hospitalizations in this age group than would potentially be caused by that rare heart problem.

FDA’s models suggested the vaccine could prevent 200 to 250 hospitalizations for every 1 million youngsters vaccinated — assuming that virus spread remained high, something that’s hard to predict. FDA scientists also said younger kids likely won’t have as much risk of heart inflammation as teens but if they did, it might cause about 58 hospitalizations per million vaccinations.

“I do think it’s a relatively close call,” said adviser Dr. Eric Rubin of Harvard University. “It’s really going to be a question of what the prevailing conditions are but we’re never going to learn about how safe this vaccine is unless we start giving it.”

Moderna also is studying its vaccine in young children, and Pfizer has additional studies underway in those younger than 5.

The Associated Press Health and Science Department receives support from the Howard Hughes Medical Institute’s Department of Science Education. The AP is solely responsible for all content.

Note: A new report from Californians Together finds that the numbers and percentage of long-term English learners have decreased, from 52% to 46% in 2019-20.

California Still Lags in Helping Long-Term English Learners

New report shows little progress on building fluency

By Zaidee Stavely
EdSource
October 28, 2021

A decade after a landmark report on English learners, California still has a long way to go to help students learn English.

The coalition Californians Together released a new report Wednesday on long-term English learners, defined as students who have been enrolled in school in the U.S. for more than six years, but who have not yet achieved full academic fluency in English.

Research shows most students who speak a language other than English at home become proficient in English within five to seven years. Those students who take longer are at risk of never becoming fluent and missing out on academic content in other classes unless schools do more to support them.

The report, titled “[Renewing Our Promise: Research and Recommendations to Support California’s Long-Term English Learners](#),” is a follow-up to a landmark report on long-term English learners, “[Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners](#),” written by researcher Laurie Olsen and released by the same organization in 2010. That report, still hailed by many educators today, was the first to put a name to the phenomenon of students who spend years in English-language schools without learning English.

California made major changes after that first report was published. The state now requires districts to identify students who are at risk of becoming or are long-term English learners. In addition, the state has also

included long-term English learners in the English Language Arts and English Language Development frameworks. The English Learner Roadmap, a guide for school districts and education agencies to better support English learners, also includes specific strategies for long-term English learners.

In the new report, “Renewing Our Promise,” Californians Together finds that the numbers and percentage of long-term English learners have decreased, from 52% to 46% in 2019-20, the last year for which data is available. But that decrease is not sufficient, according to the authors, Manuel Buenrostro and Julie Maxwell-Jolly.

“At the rate that we’re going, we’re still going to have way too many long-term English learners unless we continue to put pressure on the system and do more to change the way that we are working with our English learners,” Buenrostro said. “And we want to make sure that there’s a lot more urgency with the work that needs to be done for these students.”

The authors set a goal for the state to reduce the percentage of English learners in grades six-12 who are long-term English learners by half by 2030. To achieve that goal, they recommend that the state begin to collect data on academic achievement not only for English learners as a whole, but also for long-term English learners. They also recommend the state require districts to include strategies specifically about long-term English learners in their Local Control Accountability Plans, which detail how districts plan to spend funding to help high-needs students, defined as low-income, foster and homeless students, and English learners. Currently, districts are only required to include strategies for all English learners, but not for specific subgroups, such as long-term English learners. In addition, the new report recommends districts provide strong professional training for teachers about how to best serve long-term English learners.

By surveying 107 California school districts, which are among those with the greatest number or percentage of English learners, the authors found that many school districts are using what they call “research-supported practices” to help students become fluent faster. According to the report, many districts are making sure long-term English learners take courses they need to attend college and providing mentors and instructional aides. Still, they also found many districts are not doing enough to provide assistance in students’ home languages, professional development about the needs of long-term English learners, and instructional materials designed specifically for these students.

The report highlights seven school districts that are using strategies that the authors believe could be replicated in other districts in the state to help students become fluent faster. Buenrostro said they chose these districts based on their numbers of long-term English learners and based on math and English language arts standardized test scores for English learners and students who were previously English learners but have recently been recognized as fluent in English.

Garden Grove Unified School District has teachers and other staff “shadow” English learner students for a day, going with them to different classes to see what their experience of school is like.

“Something they’ve learned from the shadowing is that a lot of times the students might not even be speaking in class, right? So their experience might be one where they’re not really practicing language as much,” Buenrostro said. “That’s important because it gives you a data point about the student experience. But it also allows them to learn more about the culture. How is the student navigating throughout the school day? Do they have classmates that they can relate to, that they can speak to? Are they sitting in front of the classroom? Are they being called on by the teachers often?”

Several school districts now have English language courses that are specially designed for long-term English learners, recognizing that their language needs are not the same as those of students who recently arrived in the country and do not speak English at all. Buenrostro applauds these courses, but he said districts should make sure they are still giving English learners access to rigorous content in other areas.

“If we are going to have specialized courses for English learners, we want to make sure that they’re rigorous. We want to make sure, especially at the middle school and high school level, that they are part of a pathway for students to be college and career-ready. That is very important,” Buenrostro said.

Elk Grove Unified School District, near Sacramento, analyzed data on English learners and found that they were not as involved as other students with career technical education pathways, in which students learn technical skills for a career at the same time they learn academic content. Teachers in the district also reported that students who had been English learners for many years were not very engaged in their English language classes. Students appeared to be discouraged by still having to take English classes, in part because having to take those classes sometimes prevented them from being able to take electives or career pathway courses.

So the district began a computer programming class for eighth grade long-term English learners, in which students received computer programming and English language development in the same class. The students programmed small robots, GiggieBots, to follow simple commands. Lucy Bollinger, director of English learner services in the district, said the program truly engaged the students, in part because they were excited by the subject.

“They were looking forward to it, they were curious, it was driving them to ask questions, to try out new things, to even get past roadblocks or things that were challenges. That can sometimes shut any student down, but especially our long-term English learners,” Bollinger said.

To improve their English and learn more content at the same time, long-term English learners need to be talking with each other purposefully about what they are learning, Bollinger said. For example, they should be talking about texts they are reading, asking questions, using evidence and evaluating other students’ reasoning.

Bollinger said the district is also putting a lot of effort into providing professional development for teachers about how to best teach English learners, even when they do not specialize in teaching English.

“All students, no matter their level of English, should have access and be able to interact in their core classes,” Bollinger said. “We all teach English, no matter if I am a science teacher or I am a math teacher, we are all responsible for the English language development for all of our students.”

Buenrostro said it is especially important to look at what districts can do at the elementary school level to help students learn English within six years, before they become long-term English learners. The report highlights the work of Oak Grove School District in San Jose, for example, which expanded its dual-language immersion programs and uses the Sobrato Early Academic Language model, which teaches young children complex vocabulary, in both English and children’s home languages, and has been shown to help students become fluent in English.

Olsen, who wrote the first report on long-term English learners 10 years ago, said it is clear reading “Renewing the Promise” that the response was not enough.

“Reading the report, you get that picture that there are places that are really doing great, inspiring things, but there are far too many places where students are still being left behind in ways that could be avoided and should be avoided,” Olsen said.

Olsen hopes that the new report can spark more districts to invest in strategies like those highlighted by Californians Together, especially strategies at the elementary level.

“I would like to see more attention on preventing this from happening. It’s harder to undo the harm than it would be to prevent it,” Olsen said. “Ten years from now, we cannot be writing another report that finds that this is still an issue, because we know how to undo it, we know how to prevent it, and it’s just gone on too long.”

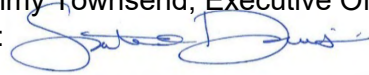
Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: November 05, 2021

Phone Number: 457-3661



Regarding: Changes to the Local Control and Accountability Plan Template

The purpose of this communication is to provide the Board information regarding the changes to the Local Control and Accountability Plan (LCAP) process and template resulting from the November 04, 2021 State Board of Education Meeting.

- **Removing “Stakeholder”** – Throughout the LCAP Template, groups that districts engage with in developing the LCAP are now being referred to using the term “educational partners”. Based upon feedback received by the California Department of Education from some Native American communities, the term “stakeholder” is offensive.
- **Supplemental and Concentration Fund Carryover** – In the past, school districts were allowed to absorb into the district’s Unrestricted General Fund unspent supplemental and concentration funds that carried over into the next year. Districts will now be required to calculate the carryover and provide a description of the actions and expenditures to be implemented in the upcoming year using any carryover.
- **Additional Concentration Funds** – The 2021/22 State budget provided districts with more than 55% of students who are English learners, foster youth or low-income students (high Unduplicated Pupil Percentage or UPP) an additional 15% concentration grant add-on to hire additional school site staff. Staff can only be placed in schools who meet the 55% requirement. For Fresno Unified, this is all but five schools. The five schools not allowed to receive additional staff include Bullard Talent, Forkner, Malloch, Starr, and Baird. This new funding equates to \$30 million for Fresno Unified. AB 130 amended the LCAP template statute to ensure that districts receiving the increased concentration grant add-on provide a clear demonstration of how the additional funding is being used to increase the number of staff providing direct services to students. A new table has been included in the LCAP template to enable districts to demonstrate staff-to-student ratios.
- **New Mandated District Goals** – Finally, in order to create a clear connection between a district’s performance and the planning process that is memorialized in the LCAP, the LCAP statute was updated to require district goals focused on improving student outcomes of low-performing student groups and schools when specific conditions are met. Districts that receive technical assistance based on the performance of a student group for three or more consecutive years must include a goal in the LCAP focused on improving the performance of the specific student group. Fresno Unified has met the student group criteria and will have two new goals in its LCAP; one related to foster youth and one related to students with disabilities.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: November 5, 2021

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: November 05, 2021

Phone Number: 457-3134

Regarding: Update on Major School Facility Improvement Projects

The purpose of this communication is to provide the Board information regarding new construction and major renovation school facility improvement projects. Below are updates on projects underway and recently completed.

- Addams – New classroom and administration buildings, playgrounds and parking lot Improvements; construction in progress
- Bullard – New/relocated varsity softball field, baseball bleachers, and accessibility improvements; construction in progress
- Centennial – Cafeteria heating, ventilation, air conditioning; construction in progress
- Columbia – New classroom building, kindergarten play structure and new parking lot; construction in progress
- Duncan – New Medical Science and Pharmacy Tech CTE building; construction in progress
- Edison – New auxiliary gym and improvements to existing main gym; construction in progress
- Edison – Ball field reconstruction, bleachers, accessibility improvements; construction in progress
- Ewing – New early learning building, play structures, parking lot improvements; construction in progress
- Fresno High – New Video Production, Engineering, HVAC and Construction Trades CTE building; construction complete; grand opening November 18, 2021, 8:30am
- Herrera – New elementary school; construction in progress; opening August 2022
- Hoover – Classroom modernization for Construction Trades CTE; construction complete
- Hoover – Event Center heating, ventilation, air conditioning, and roofing; construction in progress
- Jackson – Cafeteria reconstruction and site improvements; construction in progress
- Scandinavian – Cafeteria heating, ventilation, air conditioning; construction in progress
- Sunnyside – Ball field bleachers and accessibility improvements; construction in progress
- Ventura and 10th Business Campus, Office Buildings C and D – remodel and new parking lots; construction in progress
- Wishon – Cafeteria heating, ventilation, air conditioning; construction in progress

If you have questions or need further information, please contact Karin Temple at 457-3134 or Alex Belanger at 457-6126.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: November 5, 2021

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: Jeremy Ward, Assistant Superintendent
and Nancy Witrado, Director Counseling and Guidance
Cabinet Approval: 

Date: November 05, 2021

Phone Number 248-7451

Regarding: Academic School Counseling Program and Interventions

The purpose of this communication is to provide information regarding the academic school counseling program and responsive services for students in Grades 7-12.

As part of baseline services for students, school counselors deliver grade-level specific, whole-class lessons to all students, at least twice annually. These lessons are designed to teach skills that support academic success and social-emotional wellness, to connect students to resources and supports on their campus, to share tools and information for career exploration, and to review critical information for high school graduation and post-secondary transition (for example, graduation requirements, A-G requirements, financial aid and financial literacy, college applications and matriculation steps). Additionally, all students are engaged in a one to one or small group conference at least once annually to discuss their academic standing and plan. Student planning conferences include for current course success, future course taking, college and career interest exploration and connection to school resources, including winter and summer program opportunities.

In addition to baseline services, counselors provide responsive services to students who are not demonstrating academic success. At the high school level, targeted response conferencing for students in grades 11 and 12 begins in the second week of August for students who are more than one semester deficient in expected credit progress for graduation. This is followed by grade 10 students with similar credit deficiencies and for grade 9 students who earned two or more Ds or Fs in the previous term. Middle school counselors begin providing responsive conferencing for students with two or more D's and F's beginning the second week of August. Counselors monitor students grades throughout the year and review transcripts after each quarter and semester to continue student conferencing, as needed.

Since the start of the 2021/22 school year in August, there have been over 20,000 individual counseling meetings, 10,000 small group meetings and nearly 12,000 counselor/parent contacts completed by school counselors, according to documentation in ATLAS.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7534.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: November 5, 2021

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: November 05, 2021

Phone Number: 457-3748

Regarding: State Seal of Civic Engagement

The purpose of this communication is to provide the Board an update regarding Fresno Unified's promotion of civic learning and implementation of the State Seal of Civic Engagement which was adopted by the state of California in September of 2020. The goal of civic learning is to prepare students with the knowledge, skills, and values for success in college, career, and civic life which aligns with the district's goal to, "Increase student engagement in their school and community." To promote civic learning, the district has:

- Promoted a Summer Institute hosted by the Civic Education Center in August of 2021. Fresno Unified had seven teachers represented from different schools within the district.
- Partnered with Dr. Hueling M. Lee, Ed. L.D., the Executive Director of Authentic Preparation Today. Dr. Lee is a consultant contracted to inform community members and district educators about the State Seal of Civic Engagement, establish an Advisory Team, develop criteria for receiving the State Seal, and develop a rubric for evaluating student projects.
- Held an informational session for Fresno Unified educators and community members during the October 11 Buyback Day on the State Seal and the importance of civic learning and engagement for our youth. Ten community members and seven teachers were in attendance. Community members included representation from: the Civic Education Center, Fresno Flood Control, Fresno Building Heath Communities, and Fresno Business Council.
- Held a Civic Advisory Team meeting that included students on October 25, 2021.
- Recognized eight students from Fresno High School's graduating class of 2020/21 with the Silver Cord for their service-learning projects. Students who receive the Silver Cord can also receive the State Seal of Civic Engagement.


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: November 5, 2021

Fresno Unified School District
Board Communication

BC Number SL-3

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

Date: November 05, 2021

Phone Number: 457-3748

Regarding: Inclusive Lessons

The purpose of this communication is to provide the Board information regarding the progress in promoting inclusive lessons and culturally responsive curriculum. Curriculum, Instruction, & Professional Learning (CIPL) provides lessons and professional learning opportunities to support teachers with materials that model respect for diversity, aligned to the district's Mission, Vision, Values and Goals and Diversity, Equity, and Inclusion Policy.

The Fair, Accurate, Inclusive, and Respectful Education Act of 2012 prescribes the inclusion of various groups in curricular and instructional materials. Fresno Unified continues to demonstrate a commitment toward inclusion. Communication about these resources for teachers and leaders is ongoing through Employee Zone and the District Update.

During the 2020/21 school year CIPL created the [Inclusive Lessons](#) website with lessons relating to: Hispanic Heritage Month, Black History Month, National Women's History Month, Autism Acceptance Month, Hmong New Year, and Mental Health Month posted in all content and grade levels. All Scope and Sequence documents in core content areas contain links to the lessons, making it easier for teachers to utilize. CIPL continues the "Diversity Dialogue" professional learning series for all district employees which features educators and experts that support inclusion. Dates and speakers will or have included:

- January 27, 2021- Elder Kehinde spoke regarding African American History
- October 28, 2021- Rob Sanders, PRIDE author spoke regarding lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) supports for the classroom
- November 18, 2021- Carmen Moreno, Native American weaver will hold a professional learning session in celebration of National Native American Heritage Month

Guest speakers are being arranged for Hmong New Year, Armenian Genocide Remembrance Day, and Black History Month.

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: November 5, 2021