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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – December 10, 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 2021/22 Charter First Interim Financial Reports
AS-3 Andrew De La Torre Aetna Network Services Transition

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

EA-1 Kristi Imberi-Olivares School Accountability Report Cards

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Transportation services Update

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Edith Navarro Ethnic Studies Update
SL-2 Sandra Toscano Hmong Dual Language Immersion Pathway
SL-3 Brian Beck Update for Ventura & 10th Site
SL-4 E. Gomes & A. O'Connor Update on Middle School Emotional and Safety Supports
SL-5 Heather Kuyper-McKeithen Visual and Performing Arts Update

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: December 10, 2021

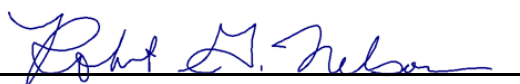
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held principal interviews
- Met with Executive Cabinet team
- Panel member for USC Rossier "A New Vision for Schools" webinar
- Attended Dailey Board Meeting
- Participated in weekly call with Fresno County Superintendents
- Attended tour of Herrera Elementary School
- Met with Fresno Pacific University President, Dr. Joseph Jones
- Met with Labor Leaders
- Held interviews for Director of Communications
- Attended press conference regarding at-home learning and parent resources
- Taught Fresno Unified/San Diego State University Doctorate Class, Re-Thinking Leadership

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

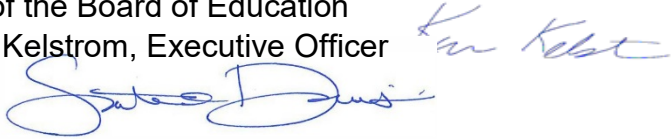
Fresno Unified School District
Board Communication

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: December 10, 2021

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for December 03, 2021

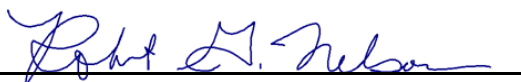
The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for December 03, 2021 is attached and includes the following articles:

- Minimum Wage Increases Effective January 01, 2022 – December 02, 2021
- As Threat of Omicron Variant Looms, School Closures Continue Ticking Upward – November 29, 2021
- California Data System to Help with Education Planning Moves Closer to Reality – December 02, 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: 12/10/21



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www.sscal.com

DATE: December 3, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Assembly Hearing Discusses Enrollment Cliff

On Tuesday, the Assembly Budget Subcommittee on Education Finance and the Assembly Education Committee held a joint hearing to discuss learning recovery, chronic absenteeism, and enrollment loss.

This was the first legislative hearing that explicitly discussed the average daily attendance (ADA) cliff that local educational agencies (LEAs) are facing in 2022-23. Without the intervention of lawmakers, 2022-23 will be the first year that LEAs will feel the ADA loss due to the COVID-19 pandemic. That loss was not felt during the 2020-21 school year because the Legislature provided LEAs a hold harmless allowing them to use their 2019-20 ADA for the year. Additionally, the loss was not felt during this current fiscal year since existing law allows LEAs to use the higher of their prior or current-year ADA for Local Control Funding Formula (LCFF) funding, thus allowing LEAs to again use their 2019-20 ADA.

While the prospects of providing another hold harmless for 2022-23 came up, the legislators at the hearing were more interested in how they might be able to provide LEAs a “soft landing,” whereby the ADA decline is a gradual slope rather than a cliff. Fiscal Crisis and Management Assistance Team (FCMAT) CEO Mike Fine said that FCMAT has thought of some potential solutions for how lawmakers could provide LEAs this “soft landing.”

Perhaps the most palatable suggestion is to use a three-year rolling average for ADA for a temporary period of time. For 2022-23 this would mean LEAs would use their 2019-20 ADA, 2019-20 ADA as a proxy for 2020-21, and their 2021-22 ADA for LCFF base funding purposes in 2022-23. Mr. Fine suggested using this formula for a five-year period since it would likely capture the low point of the Department of Finance’s ten-year enrollment forecast as many agree that the pandemic has accelerated that forecast and the state will hit enrollment lows within the next five years. He also said that this five-year period captures the full implementation of universal transitional kindergarten, which should provide a boost to LEAs’ ADA.

Some other suggestions for mitigating the ADA decline highlighted by committee members and panelists included bulking up the LCFF base in 2022-23 or using enrollment instead of ADA for funding. However, switching from ADA funding to enrollment-based would not prevent the cliff in 2022-23 as student enrollment has declined significantly from the pandemic.

It is important to note that since Proposition 98 is likely to be under Test 1 for the foreseeable future, the ADA decline will have an effect on LCFF funding, but not Proposition 98. This is because under Test 1, K-14 education receives approximately 40% of state General Fund revenues and since the overall state economy is performing well it stands to reason that Proposition 98 will benefit in kind.

While this was the first hearing to really discuss this issue, it certainly won't be the last. It will be interesting to see how Governor Gavin Newsom's 2022-23 State Budget proposal will look to tackle this issue and what suggestions that the Legislative Analyst's Office will provide the Legislature.

Congress Keeps Government Funded Through February 18

On Thursday, Congress approved a continuing resolution (CR) that will keep the government funded at federal year (FY) 2021 levels through February 18, 2022. The House approved the measure by a vote of 221-212, while the Senate passed the CR 69-28. President Joe Biden will sign the CR at some point today, which will effectively avert a government shutdown as the previous stopgap measure signed by President Biden expires at midnight tonight.

While Congress and President Biden have staved off a government shutdown, there are still a number of issues on their plate before the end of the year, the most pressing of which being the debt ceiling. If federal lawmakers do not raise the debt ceiling, then the U.S. will default on their financial obligations sometime between December 21 and January 28, according to the Bipartisan Policy Center. If Congress is unable to raise or suspend the debt ceiling it would likely result in an economic catastrophe.

Additionally, Congress still needs to approve the FY 2022 National Defense Authorization Act while the \$1.75 trillion Build Back Better Act, the cornerstone of President Biden's economic agenda, is lingering in the Senate where Democrats have the narrowest of majorities.

Leilani Aguinaldo

Minimum Wage Increases Effective January 1, 2022

By Charlene Quilao, Suzanne Speck
School Services of California Inc.'s *Fiscal Report*
December 2, 2021

Starting January 1, 2022, the state minimum wage increases once again—this time to \$15 per hour for employers with more than 25 employees. Employers with 25 employees or fewer are required to comply with the \$14 per hour minimum wage starting January 1, 2022. An increase in the state minimum wage also increases the minimum salary for employees in certain positions to be exempt from the overtime requirements of the Fair Labor Standards Act.

Here is the minimum wage implementation schedule, along with the minimum salary for exempt employees:

Minimum Wage	Effective Date: > 25 Employees	Effective Date: ≤ 25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$13.00/hour	January 1, 2020	January 1, 2021	\$1,040	\$4,507	\$54,080
\$14.00/hour	January 1, 2021	January 1, 2022	\$1,120	\$4,853	\$58,240
\$15.00/hour	January 1, 2022	January 1, 2023	\$1,200	\$5,200	\$62,400

Note that, depending on your location, your agency may be required to comply with a higher local minimum wage—there are many cities and counties in California that have an ordinance requiring a higher minimum wage than the state. Also keep in mind that under the current remote working conditions for some employees across the state, it is important to note that local ordinances are based on where the employee is working. For example, if an employer has an hourly employee working remotely and they reside in a city with a local ordinance, the employer may be subject to that ordinance, only if the local ordinance hourly wage exceeds the employee's regular hourly wage. This, of course, has significant salary implications since local educational agencies are subject to uniform salary schedule rules. In order to conduct an audit to determine the potential impacts, we recommend that you run a report of employee addresses in comparison with the list of city ordinances that can be found here. It is also prudent that you work closely with an attorney in determining the potential impact.

Remember that the minimum wage is an obligation of the employer and cannot be waived by any agreement, including collective bargaining agreements. So even if you find yourselves in the middle of negotiations regarding salary, as employers, you are still obligated to comply with the minimum wage rate for the effective year.

Note: National data suggests that nearly 10% of the nation's roughly 98,000 K-12 schools have experienced closures this year and, with the omicron variant looming, there could be more closures on the horizon.

As Threat of Omicron Variant Looms, School Closures Continue Ticking Upward

By Asher Lehrer-Small
The 74
November 29, 2021

Even before the World Health Organization labeled the Omicron coronavirus strain a new “variant of concern” Friday, school closures were continuing to increase across the country.

Last week, 621 schools across 58 districts announced new closures for a variety of reasons including teacher burnout, staffing shortages and virus outbreaks, according to counts from Burbio, a data service that has tracked school policy through the pandemic. Since the start of the academic year, 9,313 campuses across 916 districts nationwide have added extra days off.

The numbers suggest that nearly 10 percent of the nation's roughly 98,000 K-12 schools have experienced closures this year. In Maryland, more than 3 in 10 schools have been affected by at least one day of disruption this academic year. In North Carolina, where such events have been most frequent, the number is above 4 in 10.

Now, schools already struggling to keep classrooms open could face further challenges should the recently identified Omicron variant, which has already begun to show up in U.K. schools, fuel a COVID surge this winter.

“This is only going to make matters worse,” Dan Domenech, executive director of the School Superintendents Association, told *The 74*. “We already see that most districts are short-handed.”

Earlier in November, lack of substitute teachers forced multiple large school systems to announce unplanned closures as teachers took additional time off around Veterans Day and Thanksgiving.

Shutting down is a last-resort option that schools should seek to avoid, said Domenech. But sometimes it's school leaders' only viable choice, he said.

“If they have a staff that's on the verge of burnout and they keep pushing them, they're only going to lose more staff. And that's going to result in more closures and fewer kids being in person.”

Now, with K-12 staff stretched thin in districts across the country, health experts are scrambling to understand the threat posed by the new variant, which Moderna's President Dr. Stephen Hoge described as having a “Frankenstein mix” of mutations.

In South Africa, where Omicron was first identified Nov. 24, the strain has contributed to a sharp spike in cases, leading doctors to believe that it is more transmissible than previous versions of the virus. But whether those cases are more severe, and exactly how much protection is delivered by the vaccines, remains unclear.

The South African doctor who first discovered the variant told the BBC on Sunday that symptoms have generally been “extremely mild.” But other experts point out that these initial observations are only based on a very small sample size.

“This variant is a cause for concern, not a cause for panic,” said President Joe Biden in an address to the nation Monday morning.

Health experts, the president said, including Dr. Anthony Fauci, believe that existing COVID vaccines will continue to provide a degree of protection against the new strain, especially for individuals who have upped their immunity through booster shots. But it will be one to two weeks before scientists gain more precise results on just how effectively antibodies built up through vaccination neutralize the Omicron variant, Dr. Kavita Patel, a nonresident fellow at the Brookings Institution, told CNBC on Monday. Still, there’s reason to be hopeful, she said.

“The current vaccines don’t just generate the variant-specific antibodies. They try to generate kind of a broad antibody response,” said the Washington, D.C.-based physician.

Because of the Omicron variant, the Centers for Disease Control and Prevention on Monday strengthened their language on booster doses to recommend that all adults “should,” rather than “may,” receive a third shot six months after their second. Meanwhile, The Washington Post reported Monday evening that Pfizer-BioNTech plans to request that extra vaccine doses be authorized for 16- and 17-year olds, after initial booster data out of Israel showed positive results within that age group.

While the details of the new variant come into focus, Atlanta-based pediatrician Jennifer Shu said K-12 buildings need to keep their guard up to stave off in-school transmission.

“It’s important for schools to continue protective measures such as masking, hand washing, physical distancing when possible, disinfecting, optimizing ventilation, etc. to limit the spread of COVID-19,” the doctor wrote in an email to The 74.

At this point, Domenech said he is not aware of any school leaders within his network having changed their safety procedures in response to the emergence of the Omicron variant.

Over the course of this school year, many districts have moved to introduce ‘test-to-stay’ measures that allow students potentially exposed to the virus to skip quarantine, provided they test negative for COVID on a rapid test. The WHO confirmed Sunday that existing PCR tests do accurately detect infection from the Omicron variant, but studies are ongoing to determine the effectiveness at recognizing the new strain of the rapid antigen testing employed in most test-to-stay schemes.

Since September, there have been over 1.7 million new pediatric coronavirus cases, and in the week before Thanksgiving, children accounted for about a quarter of new infections, according to the American Academy of Pediatrics. Weekly youth cases are on the rise, up 32 percent as of Nov. 18 over the previous week to 142,000, but they are well below their peak in early September of 252,000.

Over 19 million youth have received at least one vaccine dose, President Biden said in his Monday address. Over 99 percent of schools nationwide are now open for in-person learning, he pointed out, compared to less than half this time last year.

The new strain further underscores the importance of continuing efforts to boost vaccination rates within school communities, said Domenech, and raises the stakes for immunizing newly eligible children.

“The bottom line here is that unless we get to the point where the majority of people are vaccinated, where we can get to that herd immunity point, these variants are going to keep coming [and] kids are going to get infected,” he said.

Correction: Last week, 621 schools across 58 districts announced new closures for a variety of reasons. An earlier version of the story incorrectly reported that 9,313 campuses across 916 districts had announced closures last week. Those numbers represent the total closures since the start of the academic year.

Note: The Cradle-to-Career data system board met for the first time this week and took steps to launch the longitudinal data system, including appointing Amy Fong as its chairwoman.

California Data System to Help with Education Planning Moves Closer to Reality

By Matt Krupnick
EdSource
December 2, 2021

California this week officially kicked off its first attempt at a statewide education data system to provide trend information to help students and families with college and career planning.

The board of the Cradle-to-Career system — composed of 21 legislators, education leaders and advocates — met for the first time Tuesday and took key steps to launch the long-sought program, including appointing Amy Fong as its chairwoman.

Fong is the chief operations officer for California School Information Services, which runs the state’s K-12 data system for the California Department of Education. The board also selected an executive director from among three finalists. Members will hold a special meeting in about two weeks to make the hire.

Although completion is years down the line, Fong said it felt like a big step for board members to meet. The project’s work will include linking a slew of data systems that contain much of the information so that a student’s education experience can be accessed and analyzed. The state plans to cobble together a comprehensive set of dashboards from data collected from early childhood education, pre-K-12 schools and the state’s public colleges and universities.

“In taking our oaths, it really felt real for me,” she said. “We’re going to be doing this thing. I’m really looking forward to moving the group from the planning phase to implementation.”

Planners have been reluctant to discuss specifics until the executive director is hired, but the project’s timeline calls for it to launch by 2023.

The earliest phases will focus on education and workforce data that is expected to be available within a year or two, while social services and health information is expected within five years.

Fong said she's looking forward to getting the system off the ground and providing the public with a "research library" of useful information about education, economics and health. Organizers envision a series of dashboards they hope will streamline college and career planning and provide valuable trend data about California students. The system will not report any information for individual students.

"Fundamentally what we're trying to do is give people the opportunity to improve their lives," she said. "We need help identifying what are the types of supports that are going to help students learn and stay in school. I think we have the opportunity to provide teachers, parents and students the ability to make decisions."

Following more than a year of planning, the state this year included \$15 million in its budget to help launch the project. Created by 2019 legislation, the system is meant to answer questions about, among other things, how much college graduates are earning in the workforce, whether enough college students have access to financial aid and whether a high school student is on track to qualify for a California public university. Dozens of other states have such a system, and California educators, policymakers and researchers have been asking for one for years.

The agency will negotiate compensation with the top executive director candidate over the next two weeks, Fong said, and then announce the new director at a meeting later this month.

The candidates were Mary Ann Bates, a former nonprofit executive director who now is a fellow in the White House Office of Management and Budget; Orville Jackson, vice president of data strategy at GreatSchools; and Cindy Kazanis, director of the California Department of Education's analysis, measurement and accountability reporting division.

Most of the data in the new system already exists, but the information collected from public schools, community colleges, state universities, other state agencies and employers has yet to be linked so it can be used easily by families or researchers.

Much of the work will be getting those different databases to communicate with each other or shifting data to completely new systems. Organizers plan to connect more than 160 variables into a database of 400 million records covering early childhood through post-secondary college or training to jobs. A feature of the new system would be to track information from the earliest stages of a child's life such as their enrollment in early learning programs.

The new system will allow Californians to look up a range of data on schools and related areas, allowing them to make more-informed decisions on which classes they need to get into the college of their choice and which colleges do a good job of graduating students. Information in those dashboards will be anonymous to protect privacy. Californians will be able to access their own school transcripts online.

The lack of public data has made policymaking difficult, noted the state's Legislative Analyst's Office earlier this year.

"Not linking data limits the ability of policymakers, educators, researchers, parents, and others to get answers to many basic questions about student progression from preschool through K-12 education, through higher education, and into the workforce," the office wrote in an analysis of the system.

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: December 10, 2021

Phone Number: 457-3907



Regarding: 2021/22 Charter First Interim Financial Reports

The purpose of this communication is to provide the Board an update on the 2021/22 Charter First Interim Financial Reports.

The chart below shows 2021/22 Charter Schools First Interim financial projections and average daily attendance (ADA).

Charter Schools	Actual Balance	Estimated Revenues	Estimated Expenditures	Estimated Ending Fund Balance	Estimated ADA
Aspen Meadow Charter	\$353,260	\$4,421,924	\$4,413,996	\$361,188	259
Aspen Valley Prep	\$1,931,700	\$5,103,880	\$5,095,141	\$1,940,439	307
Aspen Ridge Public School	\$(107,037)	\$1,943,233	\$2,077,237	\$(241,041)	127
Carter G Woodson Charter	\$1,787,301	\$6,011,491	\$5,768,948	\$2,029,845	325
Endeavor Charter School	\$345,851	\$3,380,692	\$3,146,867	\$579,676	302
Golden Charter Academy	\$(103,687)	\$3,040,051	\$2,819,731	\$116,633	175
Morris E Dailey Charter	\$4,885,928	\$3,276,594	\$3,801,210	\$4,361,312	307
School of Unlimited Learning	\$1,707,812	\$3,222,027	\$3,222,027	\$1,707,812	180
Sierra Charter	\$3,186,571	\$4,948,189	\$5,338,348	\$2,796,412	325
University High	\$4,036,381	\$6,224,041	\$6,182,902	\$4,077,520	465

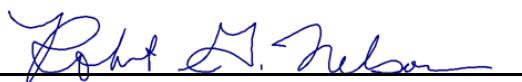
At this time all charter schools are projected to have a positive ending fund balance except for Aspen Ridge Public Schools (Aspen Ridge).

A letter of concern will be submitted to Aspen Ridge and Fresno County Superintendent of Schools due to the projected negative ending fund balance of \$(241,041) and not maintaining a reserve balance of 3% or more for economic uncertainties. The negative fund balance is due to a lower anticipated enrollment of 135 students compared to the adopted budget projected 200 students. The charter does project to have a positive cash balance; however, it is a result of a cash advance totaling \$459,527 from Aspen Valley Charter and \$250,000 from the Charter School Revolving Loan Fund (CSRLF) program.

The district continues to work with the Charter Office and schools to address changes in financial reporting to ensure compliance. Staff will continue to update the Board as information becomes available.

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: 12/10/21

Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: December 10, 2021

Prepared by: Andrew De La Torre, Executive Director 

Phone Number: 457-3596

Cabinet Approval: 

Regarding: Aetna Network Services Transition

The purpose of this communication is to provide the Board additional information regarding the upcoming medical PPO network transition to Aetna Life Insurance Company (Aetna).

On December 15, 2021 the Board of Education will consider a consent agenda item to approve the transition from the district's current medical Plan A and Plan B network service provider, Anthem/Blue Cross, to Aetna. As previously discussed, the district's Joint Health Management Board (JHMB) recommends the transition after the conclusion of an RFP process assessing services for plan participants. Some key elements supporting the committee recommendation include the following:

- Increased in-network access – Aetna offers a broader network of providers including access to out-of-state providers, previously not available to plan participants. As shown in the table below, an analysis of past claims for the top 100 providers used, shows that a greater number of members will have access to in-network pricing.

	Anthem (Current)		Aetna	
	Number of Providers			
In-Network	87	87%	94	94%
Out of Network	13	13%	6	6%
Total	100	100%	100	100%
	Number of Members			
In-Network	32,415	93%	34,565	99%
Out of Network	2,556	7%	406	1%
Total	34,971	100%	34,971	100%
	Number of Claims			
In-Network	75,397	94%	79,361	99%
Out of Network	4,507	6%	543	1%
Total	79,904	100%	79,904	100%

- Cost Savings – Aetna presented costs savings through their proposal as summarized below:
 - \$825,360 or 12.4% savings for network services over the first 3 years of the agreement
 - \$553,500 in estimated claims savings annually
 - \$400,000 for implementation related costs
 - \$300,000 for annual wellness related activities over the first 3 years of the agreement
- CVS Health Hubs – Aetna will offer plan members greater access to health services, pharmacy support, and thousands of wellness products through its commitment to establish three CVS Health Hubs in Fresno by the end of calendar year 2022. Health Hubs will offer treatment for

common illnesses like strep throat, ear infections, and immunizations, as well as chronic care for conditions such as high blood pressure, high cholesterol, sleep apnea, Type 2 diabetes, and more by offering screenings, monitoring, and treatment options.

In a Board Communication dated December 03, 2021, information was provided outlining the communication to plan participants regarding materials and resources to help with this transition. Additionally, two of the more common inquiries related to this transition are whether a member's current provider will be in the Aetna network and how transition of care will be managed. Summarized below is additional information to support these inquiries:

➤ In-network Providers

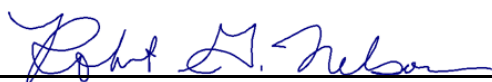
- Providers include medical doctors and specialists, like primary care providers, pediatricians, cardiologist and ob/gyns. They also include hospitals, physical therapy centers, nursing facilities and more. Aetna created a dedicated microsite (www.AetnaResource.com/p/FresnoUSD) specific for Fresno Unified members to assist in verifying if a provider is part of the Aetna network. Members can also contact Delta Health Systems at 1-800-807-0820 for assistance in identifying providers in the Aetna network, or a new provider in the event their current provider is not in-network. When requested, Aetna will work with out-of-network providers in attempt to establish an in-network contract.

➤ Transition of Care

- Members receiving ongoing treatment from a provider who was in the Anthem network but not in the Aetna network can apply for transition-of-care (TOC) benefits. If approved, the member can continue to see their current provider, with benefits paid based on in-network coverage, for a short period of time, usually 90 days. Members may contact Delta Health Systems to request a Transition Coverage Request form. Examples of situations that may qualify for transition-of-care include:
 - - Chemotherapy or radiation therapy
 - Organ transplants
 - Pregnancy
 - Physical, occupational or speech therapy
 - Terminal illness

If you have any questions or require additional information, please call Andrew De La Torre at 457-3596.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

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, Executive Director
Cabinet Approval: Lindsay Sanders

Date: December 10, 2021

Phone Number: 457-3896

Lindsay Sanders (Dec 9, 2021 12:26 PST)

Regarding: School Accountability Report Cards

The purpose of this communication is to provide the Board with an update of Fresno Unified's School Accountability Report Cards (SARC). State law requires all public schools to create a SARC. The purpose of the SARC is to provide families and the community with important information about their child's school, which includes:

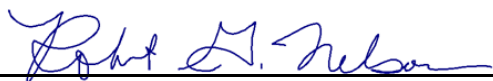
- School Description and Mission
- School Programs and Instructional Materials
- Teacher and Staff Information
- Opportunities of Parent Involvement
- Assessment and Test Results
- Fiscal and Expenditure Data
- Safety Plan
- Facilities (*Please note: The Office of Public School Construction Facility Inspection Tool (FIT) or a locally determined instrument that meets the same legal requires must be utilized during the facility inspections to determine if a school facility is in "good repair".*)

Fresno Unified follows the components in the web application template established by the California Department of Education (CDE) and uploads the report cards to the website <https://sarconline.org/public/findASarc>. Families and guardians are notified in the Parent Handbook, which is included in the Opening of Schools packet, posted on their child's school website, the Fresno Unified website, and available on the CDE website. There is an option to translate each report card into another language with Google Translate (the link is on the right-hand side of the top of each page of the SARC). The SARCs are printable and hard copies can be requested. All official 2020/21 SARC will be published on February 1, 2022.

To view the School Accountability Report Cards, please visit: <https://sarconline.org/public/findASarc>. For more information regarding State requirements for the reports cards, please visit: <https://www.cde.ca.gov/ta/ac/sa/>.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

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: December 10, 2021

Phone Number: 457-3134

Regarding: Transportation Services Update

The purpose of this communication is to provide the Board an update on student transportation services. As reported to the Board previously, Fresno Unified is experiencing the same challenges as other transportation agencies regarding the shortage of bus drivers. The process to become a certified school bus driver is lengthy, requiring classroom instruction and behind-the-wheel training with several tests through the DMV and CHP. Due to the diligence of the Transportation leadership team, progress is being made on filling bus driver positions. At the start of the school year, there were 14 vacant bus driver positions; as of this week, only three vacancies remain, with more driver candidates in the pipeline. In addition, Transportation hired a second dispatcher to allow for expanded coverage, and a driver trainer to assist with training new drivers and ensuring existing drivers receive required annual training. These staff additions are having a positive impact on Transportation services.

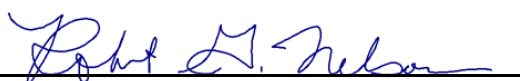
First Student, the district's transportation provider for students with disabilities, is currently operating 111 routes and has 18 driver candidates in training. To help mitigate vacancies of CHP-certified drivers, First Student is utilizing seven specially equipped passenger vans, for which the drivers are fully trained but have not yet received final CHP certification.

For the district's winter session, transportation will be provided for elementary school camp activities. Except for a minimal number of 12-month bus drivers, winter break is not contracted time for drivers. Close to two dozen drivers have indicated their desire to work during that period to support extended learning programs.

To accommodate second semester school schedule changes, bus pick-up times have been modified in alignment with eliminating the additional 30 minutes of the school day for most students. For students who will continue to attend for the extra 30 minutes (based on teacher/class), accommodations will be made if possible.

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

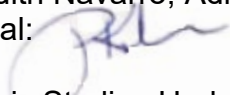
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

Fresno Unified School District
Board Communication

BC Number SL-1

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

Date: December 10, 2021

Phone Number: 457-3748


Regarding: Ethnic Studies Update

The purpose of this communication is to provide the Board updated information regarding the implementation of comprehensive Ethnic Studies. The State Board of Education and Governor Gavin Newsom, recognizing the importance of an inclusive and culturally responsive curriculum, signed AB 101 into law on October 08, 2021.

The State of California guidance documents for districts state the goal of Ethnic Studies is to expose students to a diverse curriculum and rich teaching that is both meaningful and supportive as well as culturally and community relevant drawing on the lived experiences of a diverse community. Below is an update on the current progress of Fresno Unified implementing Board Resolution 20-02 and AB 101.

- Consultant, Dr. Olivia Lynch, Ed.D., continues to review and offer curricular resources supporting Fresno Unified's Ethnic Studies program, which are provided to Ethnic Studies teachers.
- A ten-credit, two-semester length course of comprehensive Ethnic Studies is offered at each comprehensive high school and four middle schools.
- African American Studies and Chicax-Latinx Studies are currently offered at two comprehensive high schools.
- Comprehensive Ethnic Studies, African American Studies, Asian American Studies, Native American Studies, and Chicax-Latinx Studies are approved A through G courses.
- Oral histories from community members to provide local context of the four racialized groups are being collected though the Curriculum and Instruction department.
- Professional Learning Communities for high school and middle school meet bi-monthly and at Saturday sessions to discuss curricular content, instructional strategies, and student work.
- The Ethnic Studies Community Advisory met on Tuesday, December 07, to provide feedback on the Ethnic Studies Five Year Plan.
- Preparation is underway to expand Ethnic Studies courses including the hiring of teachers and dedicated Ethnic Studies Teachers on Special Assignments.


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: 12/10/21

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 Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: December 10, 2021

Phone Number: 457-3648

Regarding: Hmong Dual Language Immersion Pathway

The purpose of this communication is to provide the Board an update on the Hmong Dual Immersion (DLI) Pathway. The Hmong DLI program was launched at Vang Pao Elementary School in 2017/18 with students in grades Pre-Kindergarten, Transitional Kindergarten, Kindergarten and first. The second Hmong DLI site, Balderas Elementary, was launched last year, 2019/20, with students in grades Pre-Kindergarten, Transitional Kindergarten, and Kindergarten. Both Vang Pao and Balderas are in the Roosevelt region.

The first cohort of students starting in first grade at Vang Pao are currently in fourth grade and will be enrolling at Sequoia Middle School in the next couple of years and continuing to Roosevelt High School thereafter. Below is the hyperlink to the Hmong DLI pathway design that will be shared with students and families through ongoing recruitment efforts.

<https://els.fresnounified.org/wp-content/uploads/Hmong-DLI-PK-12-Pathway-2.pdf>

Also, we are excited to share that our high school Hmong Heritage courses are expanding. In addition to Hmong Heritage Speakers I, and Hmong Heritage Speakers II being offered at every high school, this fall we added Hmong Heritage Speakers (HHS) III at the following five high schools: Bullard, Duncan, Edison, Hoover, and McLane. Students enrolled in Hmong HHS III have the opportunity to receive dual enrollment credits through the Division of Continuing and Global Education/Linguistics Department at California State University ,Fresno.

If you have questions or require additional information, please contact Sandra Toscano at (559) 457-3648.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval: 

Date: December 10, 2021

Phone Number: 457-3743

Regarding: Update for Ventura & 10th Site

The purpose of this communication is to provide the Board an update related to the progress of the site located at Ventura & 10th. The south end of the site includes four buildings (Buildings A, B, C, D) which are being modernized for department use and professional learning. The north end of the site is the future home of the Francine and Murray Farber Educational Campus. The site will open in three phases as outlined below.

Special Education Department (SPED) and the Department of Prevention and Intervention (DPI)

The modernization of the two-story office building (Building C) and the single-story office building (Building D) is continuing. Both departments have designed the office space in collaboration with facilities staff. Some unanticipated findings were discovered during demolition that had to be mitigated. The buildings remain on schedule to open this summer for the SPED and DPI departments to occupy prior to the beginning of the 2022/23 school year.

Professional Learning Center

The large southernmost building (Building A) and smaller former schoolhouse (Building B) will be a new professional learning and conference center. The floor plan design for Building A has recently been finalized and construction documents are being developed. The building will contain both indoor and outdoor learning spaces, walls that can open and close for maximum flexibility, technology to promote innovation, and multiple areas for art and aesthetic enhancements. Building B is entering the design phase. The buildings are scheduled to open in Spring 2023.

Francine and Murray Farber Educational Campus

The new campus design has been finalized complete with Career Technical Education (CTE) facilities, a student union, an educational resource center for families, state of the art classrooms, early learning labs, and space for E-Learn Academy along with the JE Young and Cambridge programs. The campus is designed for flexible student scheduling, for high-interest CTE courses, and for community use and engagement. The Farber family recently donated \$30,000 to incorporate a garden into the campus as well. The project is currently out to bid with Board award recommendation targeted for February 2022. The new campus is scheduled to open for the 2024/25 school year.

If you have any questions or require additional information, please contact Brian Beck at 457-3743.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/10/21

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: Ed Gomes, Instructional Superintendent &
Ambra O'Connor, Prevention & Intervention Executive
Cabinet Approval: 

Date: December 10, 2021

Phone Number: 457-3781

Regarding: Update on Middle School Social Emotional & Safety Supports

The purpose of this communication is to provide the Board an update on supports put in place during Fall 2021 to improve middle school safety and student well-being.

Intervention Specialists

Tier II Intervention Specialist positions were created for each comprehensive middle school. The site-based Intervention Specialist coordinates and provides targeted interventions for students requiring social emotional, behavioral and/or attendance support. Meeting with students weekly, they focus on small group skill building, case management and progress monitoring. The Intervention Specialist also delivers direct individual supports to students, including daily check ins, conflict mediation, goal setting and de-escalation. Diagnostic tools are used to match student needs with the appropriate interventions.

The Intervention Specialist is an active member of the site Tier II Targeted Support Team, which utilizes attendance and behavior data to identify students in need of intervention. Most of these new positions have been hired and trained. There are three current vacancies which are posted and will begin after the winter break.

Professional Learning & Coaching

All middle school principals, vice principals, and guidance learning advisors not previously trained will receive 18 hours of professional learning related to evidence-based discipline guideline practices and interventions during the spring semester. Leaders will have the option of attending during the week or on Saturdays. The learning will be followed with job embedded coaching from the Department of Prevention & Intervention team.

Campus Safety Assistants & Security

All middle schools were provided an additional Campus Safety Assistant for the 2021/22 school year. Additionally, all middle schools have a roving CIS Mobile Security that travels between school sites and provides daily security to each middle school site.

Student Discipline Data

As of October 31, 2021, there has been a significant decrease in middle school student behaviors leading to suspension and expulsion as compared to October 31, 2019:

- Level III Student Misbehaviors: 50% reduction
- Suspension Incidents: 27% reduction
- Suspension Incidents- African American students: 32% reduction
- Suspension Rate: 0.8% reduction
- Suspension Rate: African American students: 03% reduction
- Expulsions: 59% reduction

Data Source: ATLAS/Power BI

If you have any questions or require additional information, please contact Ed Gomes 559- 457-3781 or Ambra O'Connor 559- 457-3340.


Approved by Superintendent
Robert G. Nelson Ed.D.

Handwritten signature of Robert G. Nelson in blue ink, written over a horizontal line.

Date: 12/10/21

Fresno Unified School District
Board Communication

BC Number SL-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Heather Kuyper-McKeithen, Manager III
Cabinet Approval: 

Date: December 10, 2021

Phone Number: 248-7172

Regarding: Visual and Performing Arts Update

The purpose of this communication is to provide the Board updates regarding the Visual and Performing Arts (VAPA) Department.

- By December 10, 800 third graders will have visited the Fresno Art Museum as part of the Any Given Child Initiative. The trips will continue all school year so that every third grader will have this experience culminating in their work being curated and displayed for an end of the year reception at the museum.
- To date, 30 elementary schools have participated in the Focus 5 National Artist Residency program. An additional 28 schools are scheduled between now and the end of February in this experience.
- All 6,000 fourth grade students will perform once again with the Fresno Philharmonic in Carnegie Hall's Link Up! Event dates are May 24-27, 2022.
- We are continuing the work of the Relevant Engagement in Art and Literacy (REAL) Collaborative. Renown author, Mas Masumoto attended the last ArtHop and our REAL Collaborative meeting in November.
- We now have a VAPA calendar on the website that includes performing arts events happening throughout the district: <https://curr.fresnounified.org/vapa/#calendar>.
- All middle schools currently have a Strings program.
- Classroom Music has begun at eLearn in grades two through four.

If you have any questions or require additional information, please contact Heather Kuyper-McKeithen at 248-7172.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 12/10/21