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BOARD COMMUNICATIONS – January 14, 2022

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 Officer

AS-1 Kim Kelstrom School Services Weekly Update Report

HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief Officer

HR-1 Paul Idsvoog Substitute Teachers with a Math or Science Credential

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: January 14, 2022

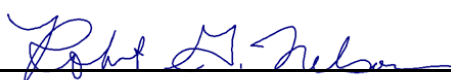
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held press conference regarding return to school
- Site visits to Bullard and Gibson schools
- Attended CART Board Meeting
- Participated in weekly call with Fresno County Superintendents
- Spoke at the Fig Garden Women's Club luncheon
- Held press conference regarding Resolution 21-15 endorsing inclusive education
- Attended CART Showcase
- Spoke at the Women's Book Club
- Attended the City of Fresno Martin Luther King Event

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



Date: 01/14/22

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: January 14, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for January 07, 2022

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 January 07, 2022 is attached and includes the following articles:

- SB 830 Would Provide Enrollment-Based Funding – January 05, 2022
- California Schools Risk 'Colossal' Loss of Dollars as Enrollment Drops – January 05, 2022
- New Effort Aims to Count All California Homeless Students | Quick Guide – January 05, 2022

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: 01/14/22



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DATE: January 7, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Several LCFF Bills Introduced

On Monday, the Legislature officially gaveled in for the final year of the 2021-22 legislative session. While lawmakers have until February 18 to introduce bills, a number of significant Local Control Funding Formula (LCFF) measures have already been introduced, including the following:

- Assembly Bill (AB) 1607 (Muratsuchi, D-Torrance) would shift to using a three-year rolling average of average daily attendance (ADA), in place of the current methodology which relies on current-year or prior-year ADA. The three-year rolling average would commence in the 2022-23 fiscal year and would utilize the ADA in the current fiscal year and two prior fiscal years.
- AB 1609 (Muratsuchi) and Senate Bill (SB) 579 (Allen, D-Santa Monica) would, for the 2022-23 fiscal year, require the California Department of Education to use the greater of a local educational agency's (LEA) 2019-20, 2021-22, or 2022-23 ADA for purposes of apportionments under the LCFF.
- AB 1614 (Muratsuchi) would set aspirational targets to increase the base grants of the LCFF equal to the national average per-pupil funding level.
- SB 830 (Portantino, D-La Cañada Flintridge) would establish a process for school districts and county offices of education to apply for "supplemental education funding" using "average daily membership" data, defined as "the quotient of the aggregate enrollment days for all pupils in a LEA, from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the LEA in an academic year." At least 50% of an LEA's supplemental funding must be used to address chronic absenteeism and habitual truancy.

The introduction of these bills, particularly AB 1607, AB 1609, and SB 579, looks to address perhaps the most pressing issue facing education finance in 2022-23, the looming ADA cliff. The 2022-23 fiscal year will be the first year that school districts will feel the ADA loss due to the COVID-19 pandemic and

declining enrollment. The loss has not been felt during the current fiscal year since existing law allows school districts to use the higher of their prior or current-year ADA for LCFF funding, and 2019-20 ADA serves as a proxy for the prior year.

While these bills foreshadow the policy approaches that the Legislature may consider mitigating the fiscal implications for LEAs due to the ADA cliff, those discussions really can't take off until we see what policy proposal, if any, Governor Gavin Newsom includes in his 2022-23 State Budget proposal, which he will release this coming Monday, January 10, 2022.

Governor Newsom to Release 2022-23 State Budget Proposal on Monday

Governor Gavin Newsom will release his 2022-23 State Budget proposal on Monday, January 10, 2022. We will provide more specifics about the Governor's proposal in next week's *Sacramento Update*.

Leilani Aguinaldo

SB 830 Would Provide Enrollment-Based Funding

By Leilani Aguinaldo
School Services of California Inc.'s *Fiscal Report*
January 5, 2022

On January 3, 2022, Senator Anthony Portantino (D-La Cañada Flintridge) introduced [new legislation](#) that would provide school districts and county offices of education (COEs) with the opportunity to receive additional funds using enrollment data applied to the Local Control Funding Formula (LCFF) instead of average daily attendance (ADA).

As introduced, [Senate Bill \(SB\) 830](#) would establish a process for school districts and COEs to apply for “supplemental education funding” using “average daily membership” data. SB 830 defines average daily membership as “the quotient of the aggregate enrollment days for all pupils in a local educational agency [LEA], from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the LEA in an academic year.” The amount of supplemental education funding available to an LEA would be the difference between what the LCFF would generate using average daily membership minus what the LEA receives using ADA.

In order to be eligible for the supplemental funds, an LEA must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year. LEAs also would be required to report by July 1 their average daily membership for the prior academic year.

Finally, LEAs would be required to use at least 50% of the supplemental education funds to “supplement existing LEA expenditures to address chronic absenteeism and habitual truancy by providing services and supports that have been determined to improve school attendance, or addressing the root causes that contribute to pupils being chronically absent or habitually truant.” Conversations about the current LCFF model often note that using ADA forces LEAs to prioritize addressing chronic absenteeism and truancy in order to maximize funding under the ADA model. Proponents of SB 830 counter that the existing accountability system will preserve the focus on students who are chronically absent or habitually truant.

As currently drafted, SB 830 excludes charter schools and applies only to school districts and COEs. The bill is sponsored by the Los Angeles Unified School District and the California School Employees Association. As a new bill, SB 830 may not be acted upon until February 2022 at the earliest. Future *Fiscal Report* articles will provide updates on SB 830 and similar bills as they proceed through the legislative process.

Note: With the accelerations of declining enrollment for most LEAs, it will be a critical year for lawmakers to approve policy that mitigates any fiscal implications for schools.

California Schools Risk ‘Colossal’ Loss of Dollars as Enrollment Drops

By Joe Hong
CalMatters
January 5, 2022

As they await the release of Gov. Gavin Newsom’s proposed 2022-23 state budget, school district officials across California are worried about losing millions of dollars all at once, resulting in staffing cuts in a time when students need more attention than ever.

After two years of not being penalized for declining enrollment during the pandemic, school districts are bracing for a sudden drop in revenues next year as their funding gets recalibrated to match current enrollment, which plummeted since COVID-19 first closed California’s schools.

“I’ve never ever seen a drop in enrollment come all at once like this,” said Andy Johnsen, superintendent at San Marcos Unified in north San Diego County. “The pandemic changed everything.”

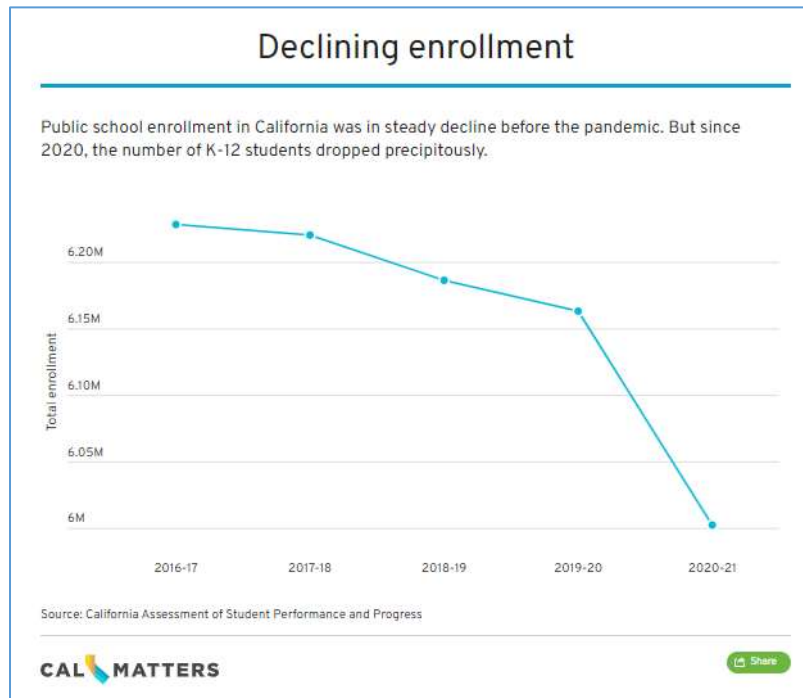
In 2020, state lawmakers decided to allow districts to use their pre-pandemic, 2019-20 enrollment and attendance figures to calculate their funding for the next two school years. But starting in the fall of 2022, funding levels will be determined by this year’s enrollment and attendance.

“Just to put it into perspective, we lost a few hundred students each year before the pandemic,” said Harold Sullins, an associate superintendent at San Bernardino City Unified School District. “Last year, we declined by 2,000 students. That’s about eight years’ worth of decline.”

Without assistance from the state, San Bernardino City Unified could lose \$27 million in funding due to the enrollment decline, a hefty chunk of the district’s \$971 million budget. Districts statewide stand to take similar blows.

The impact of such cuts can vary by district. It could mean laying off employees or cutting language and art programs. Ultimately, it’ll mean eliminating services many students need, especially in the coming years as they try to recover from the challenges of virtual learning.

In 2018-19, California schools statewide lost about 23,000 students. Between the 2019-20 and 2020-21 school years, public school enrollment in California dropped by nearly seven times that figure, with more than 160,000 students dropping out.



To calculate what it pays to individual districts each year, the state uses average daily attendance, so not only does enrollment matter but so does making sure students are in class every day. A new bill introduced on Monday by State Sen. Anthony Portantino, a San Fernando Valley Democrat, seeks to change this policy and fund schools based on enrollment, which would generate \$3 billion for schools statewide.

Before COVID-19, low birth rates and migration patterns caused the annual shrinkage of public school enrollment. During the pandemic, kindergarten enrollment fell by about 61,000 students, accounting for much of the overall decline.

“Kindergarten is not compulsory,” Sullins said. “At our earlier grade levels, a lot of our parents opted to hold their students back.”

When physical classrooms reopened in the fall of 2021, stringent rules about quarantine and independent study also hurt attendance. Districts failing to offer independent study to students in quarantine were required to count those pupils as absent, losing out on their attendance-based funding. Sullins said this policy had a “tremendous impact” on attendance rates.

District leaders said a sudden drop in funding would punish districts for both drops in enrollment caused by the pandemic and for failing to comply with unreasonable independent study requirements.

“The public doesn’t understand,” said Lisa Gonzales, the chief business officer at Mt. Diablo Unified. “We’re all facing colossal funding decreases next year.”

Gonzales said her 30,000-student, Northern California district could lose \$24 million if the state does nothing.

Gonzales declined to comment on exactly where the district would make cuts, but she said she expects to issue layoff notices. She said when making cuts, school districts first figure out what they absolutely need to

keep by law, like a teacher in every classroom and transportation for students with disabilities. Then they look at how they could enlarge class sizes and eliminate certain positions.

“You don’t have to have a librarian and a counselor,” she said. “Are they important and valuable? Absolutely.”

Administrators interviewed by CalMatters raised several possible solutions, but they fell under two general categories — and seek to take advantage of the fact that the state anticipates a big budget surplus.

First, the state could increase overall funding to schools by adjusting the formula that determines most of the money districts receive from the state. The formula consists of “base” funding for all students and additional “supplemental” and “concentration” grants for districts serving English learners, foster children and students qualifying for free or reduced-price meals.

“In an ideal world, what would benefit is an increase to the base,” Gonzales said. “It could reverse the attendance issue we’re having.”

A second option: The state could cut funding gradually, giving districts more time to downsize.

A spokesperson for the governor declined to comment on the contents of the forthcoming proposed budget. The state Legislature is aware of the fiscal crisis looming over districts.

Mike Fine, the chief executive officer of the state’s Fiscal Crisis and Management Assistance Team, spoke at a Nov. 30 hearing for the state Assembly’s Education Finance Subcommittee and recommended that districts be temporarily funded based on their three-year average attendance rates.

Fine said that pre-pandemic, about 60% of districts were declining. Last year, all but one of the 58 counties in the state had a decline.

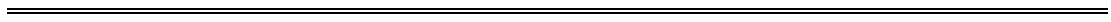
The governor and Legislature have tried to help districts recover from the pandemic. The 2021-22 state budget ushered historic investments in K-12 education. Much of that went to ongoing funding like sending more money to districts with higher concentrations of at-risk students.

Jonathan Kaplan, a senior policy analyst at the California Budget & Policy Center, said these commitments signal that lawmakers in Sacramento are aware of just how hard some communities were hit by COVID-19.

“The governor and Legislature deserve credit,” Kaplan said. “The bump in the concentration grant acknowledged there’s a legitimate need out there. Students in these communities need support.”

Even so, both the state and local districts underestimated just how low enrollments and attendance rates would plummet this year.

“Could they have really known there was going to be such large numbers of students who weren’t coming?” said Kaplan. “Could they really know how much hardship there would be? I don’t think so.”



Note: AB 27 (Rivas, Statutes of 2021), an urgency bill signed by Governor Newsom last fall, requires LEAs that received federal funding from the American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth Fund to administer a housing questionnaire to identify homeless students.

New Effort Aims To Count All California Homeless Students | Quick Guide

A new law aims to help schools identify the nearly 270,000 homeless students estimated to live in California.

By Betty Márquez Rosales
EdSource
January 5, 2022

Schools are tasked with figuring out just how many students are homeless, but it's not easy— even in a state where nearly 270,000 homeless students are estimated to be enrolled in grades K-12.

A state bill, AB 27, designed to help school districts count them by standardizing specific identification methods has begun to roll out across the state. Gov. Gavin Newsom signed it into law in September.

The new law expands on an existing federal law, the McKinney-Vento Homeless Assistance Act, which requires school districts to count any homeless students attending their schools. But without specified methods written into the federal law for school districts to implement, it is largely believed that homeless students are undercounted each year.

Students who experience housing insecurity are more likely to be chronically absent from school, less likely to graduate from high school, and are most likely to be children of color, according to a 2020 report by UCLA's Center for the Transformation of Schools.

That same report found that the number of homeless students in the state is large enough to fill the 56,000-seat Dodger Stadium, one of the largest Major League Baseball stadiums in the country, five times.

What is the federal law designed to do?

The federal McKinney-Vento Homeless Assistance Act was passed in 1987 and was most recently reauthorized in 2015.

It requires every public school to count the number of students who are living on the street, in shelters, in motels, in cars, doubled up with other families or moving between friends' and relatives' homes. It also mandates that every school district, county office of education and charter school hire a local liaison who must ensure that homeless youth are identified and have education services coordinated for them to increase their chances of succeeding academically.

But a 2019 audit conducted by the office of recently retired State Auditor Elaine Howle found that available data suggest California's districts, county offices, and charter schools "are not doing enough to identify youth who are experiencing homelessness, even though identification is the critical first step to providing these youth with the necessary services and support."

How does AB 27 expand on that federal law?

The new law requires school districts, county offices of education and charter schools to administer an annual housing questionnaire and report the results every year to the California Department of Education. While many schools have distributed housing questionnaires in the past, their use was not required statewide prior to AB 27.

The state law also establishes three technical assistance centers statewide that will create and facilitate training materials to help outline the needs of homeless youth and their families, plus assist school districts, county offices of education and charter schools in ensuring that all homeless students are identified.

AB 27 also comes with a one-time funding grant of \$1.5 million for the three technical assistance centers.

The bill was co-authored by Assembly members Luz Rivas, D-Arleta; David Chiu, D-San Francisco; and Sharon Quirk-Silva, D-Fullerton.

What can families expect in the housing questionnaire?

[The questionnaire](#) shared by the state Department of Education is short.

Families can expect to be asked basic identification questions, such as the name of the student, name of the school they attend and contact information.

They are asked one main question: “Presently, are you and/or your family living in any of the following situations?” The family can then choose from five options:

- Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer.
- Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason.
- Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat).
- Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason.
- Living in a single-home residence that is permanent.

The questionnaire also includes information on the rights of students who are homeless, many of which are outlined in the federal McKinney-Vento Homeless Assistance Act. Families can expect the housing information to be kept confidential and shared only with pertinent school staff.

Every school worker and educator can access the state’s housing questionnaire template, along with its instructions, on the state Department of Education website. The template was most recently updated in November, a few weeks after AB 27 was signed into law.

Why was AB 27 signed into law if the California Department of Education already collects data on homeless students?

The California Department of Education has, for several years now, compiled some data on homeless students. That data includes the number of homeless students at each public school, school district and across grade levels.

But those numbers have been determined to undercount how many students are in need of housing every year. Identifying them is often the toughest hurdle, and what AB 27 aims to do is ensure that all homeless students are counted by school personnel by providing a standard method that all schools can use to learn how many of their students are living with housing insecurity.

It's difficult to get an accurate count of homeless students for several reasons, including that the information is self-reported and that some families are reluctant to share their housing status with school personnel. Plus, the federal definition of homelessness, which is part of AB 27, considers a family homeless if they are staying with relatives or in temporary housing due to economic hardship, loss of housing or a similar reason. Those families may not consider themselves homeless.

Any data stemming from AB 27 will be added to the same dataset within DataQuest, the state department's data dashboard, where current data on homeless students can be found.

Over several years, the department has also compiled various other resources to aid schools in supporting homeless students.

The state department is currently developing a document to answer frequently asked questions regarding the new state law, which will be posted on the department website in the new year, according to a spokesperson.

When can we expect to see the new data on homeless youth?

The first complete set of data since AB 27 was signed will be available on the state Education Department website during the summer of 2022, after the current school year ends.

For the current school year, the data submission window for school districts, county offices of education and charter schools that have identified homeless students attending their schools is between May 9 and July 29. That data is entered into the California Longitudinal Pupil Achievement Data System, which is also known as CALPADS.

The data system will then pull the submitted data into a report that must be certified by the office or district that entered it. The certification deadline for next school year is July 29.

Any amendments to the data must then be made between July 30 and Aug. 26.

But school districts, county offices of education or charter schools can also submit data to the state at any time during the school year prior to the submission window, and they are generally advised to update data as they become aware of changes to the housing situation of any student. If they decide to do that, they must still certify and amend by the above deadlines.

What is the bill's intended impact for students and families?

The newly signed law aims to establish a universal support system that can then lead to more individualized support for homeless or housing-insecure students, according to Joseph Bishop, executive director of UCLA's Center for the Transformation of Schools, which compiled the 2020 UCLA report that estimated the number of homeless students in the state.

But while the bill aims to accurately count the number of homeless students statewide, it does not provide funding to help those students with housing or other support.

“Homeless liaisons are already thinking about this. But we need more people at the table across agencies given the scope of the challenges. It has to happen in Sacramento, in counties, in cities,” Bishop said, adding that school districts, county offices of education and charter schools cannot be expected to do it alone and could perhaps partner with community-based organizations.

Even with the annual questionnaire, the one-time funding and the new technical centers that come with AB 27, challenges remain when asking families to self-identify their housing situation.

“More broadly, is there strong trust between schools and families – ‘If I share this information, which is highly personal, will there be a stigma? Can I trust you?’” said Bishop, citing questions that often arise when families are asked to share personal information.

The hope is that AB 27 will help strengthen that trust between schools and families.

Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: January 14, 2022
Phone Number: 457-3548

Regarding: Substitute Teachers with a Math or Science Credential

The purpose of this communication is to provide the Board requested information regarding the number of substitutes teaching in math and science classrooms who held a math or science credential.

Between August 2, 2021 and December 17, 2021, only 10 substitute teachers with math and science credentials were available to cover for a total of 367 math and science teachers who were absent. The majority of the classrooms were covered with substitutes holding appropriate permit, however, did not have a math or science credential.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/14/22