



Board of Education
Elizabeth Jonasson Rosas, President
Genoveva Islas, Clerk
Claudia Cazares
Valerie F. Davis
Major Terry Slatc USMC (Retired)
Keshia Thomas
Trustee Area 5 (Vacant)

Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – MARCH 18, 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 Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report
BFS-2 Kim Kelstrom Charter School 2020/21 Audit Reports

OPERATIONAL SERVICES – Karin Temple, Chief Officer

OS-1 Karin Temple Update on School Facility Improvement Projects
OS-2 Amanda Harvey Update on Implementation of Farm to School
Incubator Grant
OS-3 Karin Temple Herrera Elementary School – Safe Routes to
School

SCHOOL LEADERSHIP – Kim Mecum, Chief Officer

SL-1 Teresa Morales-Young The Fresno Internship Credential Program

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: March 18, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Met with State Center Community College Chancellor, Dr. Carole Goldsmith
- Participated in weekly call with Fresno County Superintendents
- Met with City Manager, Georgeanne White
- Attended Fresno Cradle to Career Leadership Council Meeting
- Participated in the Wallace Equity Center Pipeline Initiative District Partnership Meeting
- Attended the Fresno Housing Authority's Edison Region Design Challenges Event at King Elementary School

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/18/22

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: March 18, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for March 10, 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 March 10, 2022 is attached and includes the following articles:

- Instructional Time Planning – March 09, 2022
- Layoff Notices Are Back in Some California School Districts in a Year of Plenty: How Come? – March 09, 2022
- Biden Hoped to Reshape School Funding. A New Budget Deal Shows That's Not Likely Anytime Soon. – March 09, 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: 03/18/22



1121 L Street

•

Suite 1060

•

Sacramento

•

California 95814

•

TEL: 916 . 446 . 7517

•

FAX: 916 . 446 . 2011

•

www.sscal.com

DATE: March 10, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Senate Education Committee

On Wednesday, the Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), held their first hearing of the year to consider bills introduced in 2022. Of the five bills heard by the committee only two would have implications for K-12 education.

Senate Bill (SB) 908 (Pan, D-Sacramento) would establish the Student Board Member Advisory Commission as a stand-alone state-level body to provide assistance and advice to the student member of the State Board of Education (SBE), the SBE, the State Superintendent of Public Instruction, the Legislature, and the Governor on education policy.

SB 913 (Hertzberg, D-Van Nuys) would reduce the threshold of average daily attendance (ADA) for very large school districts, from 400,000 to 300,000, which would provide Los Angeles Unified School District flexibility relative to following provisions in the Education Code:

- Single gender schools and classes
- Notice of intent to lease real property
- Sale or lease of property with a playground or playing field
- Administrator to teacher ratio
- Substitute or temporary employees serving a complete school year
- Teachers on emergency permit
- Layoff of probationary certificated employees
- Sick leave for classified employees
- Personnel commission in districts with a merit system
- Determining "length of service" relative to classified employee layoffs

Both of these bills were approved unanimously by the committee with minimal discussion. SB 908 will now go to the Senate Governmental Organizational Committee, while SB 913 will go to the Senate Judiciary Committee.

The next Senate Education Committee hearing will take place Wednesday, March 23, 2022. This is the same day that the Assembly Education Committee will hold its first hearing to consider Assembly education bills introduced in 2022.

State of the State

On Tuesday evening, Governor Gavin Newsom provided his final “State of the State” address of his first gubernatorial term.

During his 18-minute speech Governor Newsom briefly hit on a range of topics and highlighted the successes of his first term. The only new policy proposal came at the beginning of the speech when the Governor transitioned from talking about the bravery of Ukrainians to perhaps the most pressing domestic policy issue facing the country today: rising oil and gas prices. After reminding viewers that he is proposing to pause gas tax increases in his 2022-23 State Budget proposal, he said that he will be working with legislative leadership on a new proposal to put money back in the pockets of Californians in order to address rising gas prices. While he did not provide details beyond that statement, it will be something worth monitoring over the next several weeks.

He also highlighted the \$12 billion tax rebate that the state sent back to California citizens, the annual increase to the minimum wage, the increase in paid sick and family leave, and the expansion of childcare. The Governor also touted the state’s COVID-19 response by emphasizing that the lockdowns, mask mandates, and choices made by Californians saved lives.

Governor Newsom also touched on homelessness, which was the issue that he spent his entire pre-pandemic “State of the State” address on two years ago. He highlighted California’s comprehensive plan, including the accountability measures and investments for local governments to tackle homelessness. He also recognized that more work needs to be done in getting people off the streets, out of tents, and into housing and treatment in order to make the streets safe for everyone.

Moving to the issue of public safety, the Governor touted the investments that lawmakers have made to local law enforcement and the state’s Attorney General’s Office. He highlighted the state’s investments in new programs to tackle the root causes of crime and said the state is doubling down on proven violence-prevention programs.

It wasn’t until the end of the speech that the Governor talked about education. He highlighted the state implementing universal transitional kindergarten, investing in before- and after- school programs via the Expanded Learning Opportunities Program, the Universal Meals Program that will go into effect during the 2022-23 school year, the child savings accounts included in the 2021-22 State Budget Act, and free community college.

While many times “State of the State” addresses provide the chance for a Governor to tout his successes or provide a laundry list of proposals, Governor Newsom’s address also seemed to highlight the three key

election issues that we will see during this 2022 election year: oil and gas prices, homelessness, and public safety.

Leilani Aguinaldo

Instructional Time Planning

By Wendi McCaskill and Brianna García
School Services of California Inc.'s *Fiscal Report*
March 9, 2022

Each spring, local educational agencies (LEAs) plan and refine school schedules for the upcoming school year. When preparing bell schedules and school calendars, it is important to ensure that instructional time requirements are met to avoid any instructional time penalties. State statute establishes annual minimum instructional day and minute requirements, as well as minimum daily minute requirements, along with financial penalties for not meeting the requirements.

In addition, all school districts have an equity length of time requirement which requires that each school site within a district offer equal amounts of annual instructional minutes at each grade level.

Instructional time requirements vary slightly depending on LEA type, grade span, and setting. With the exception of the equity length of time requirement, instructional time requirements are not waivable. The following chart provides the number of annual days and minutes required by statute by LEA type.

LEA	Annual Days	Annual Minutes		Education Code Sections/ Title 5 Regulation
School District	180	TK*/K Grades 1-3 Grades 4-8 Grades 9-12	36,000 50,400 54,000 64,800	Education Code Sections (EC §) <u>46207</u> and <u>46208</u>
Charter School	175	TK*/K Grades 1-3 Grades 4-8 Grades 9-12	36,000 50,400 54,000 64,800	California Code of Regulations, Title 5, Section <u>11960</u> and EC § <u>47612.5</u>
County Office of Education	180	TK*/K Grades 1-3 Grades 4-8 Grades 9-12	36,000 50,400 54,000 64,800	EC § <u>46200.5</u> and <u>46201.5</u>

*Transitional kindergarten

Additionally, some settings allow for averaging daily minutes conditioned upon no instructional day falling below an absolute minimum number of instructional minutes. The following chart provides the minimum instructional minute requirements by grade span and setting, as well as the averaging method.

Grade Span/Setting	Minimum	Absolute Minimum	Method of Averaging	EC §
TK/K	180	60	10 days	<u>46114</u> and <u>46117</u>
Grades 1-3	230	170	10 days	<u>46112</u> and <u>46114</u>

Grade Span/Setting	Minimum	Absolute Minimum	Method of Averaging	EC §
Grades 4-6	240	180	10 days	<u>46113</u> and <u>46114</u>
Grades 7-8 (Elementary)	240	180	10 days	<u>46113</u> and <u>46114</u>
Grades 7-8 (Junior High)	240	180	2 days	<u>46113</u> and <u>46142</u>
Grades 9-12	240	180	2 days	<u>46141</u> and <u>46142</u>
Early/Middle College High School (Concurrently Enrolled)	180			<u>46146.5</u>
Early/Middle College High School (Not Concurrently Enrolled)	240			<u>46146.5</u>
Community Day School	360			<u>48663</u>
Continuation High School	180			<u>46170</u>
Opportunity School	180			<u>46180</u>
Juvenile Court School	240			<u>48645.3</u>
County Community School	240			<u>46141</u>

Keep in mind that simply meeting the instructional day and minute requirements are not the only items of which an LEA needs to be aware. Additional key considerations in calculating instructional time are:

In-Person Instructional Time	Independent Study Instructional Time
<ul style="list-style-type: none"> Instructional time is calculated based on time spent under the immediate supervision and control of a certificated employee of the LEA 	<ul style="list-style-type: none"> Instructional time in traditional independent study is calculated based on time value of student work product as evaluated by a certificated employee of the LEA Instructional time in course-based independent study is based on governing board certification of time value of courses or courses of study
<ul style="list-style-type: none"> Passing time between classes in a departmentalized setting can be included in instructional time <ul style="list-style-type: none"> Passing time must be based on the actual time to move from class to class Passing time does not include time to go to a locker or take a break 	
<ul style="list-style-type: none"> Lunch time is not included in instructional time 	
<ul style="list-style-type: none"> Recess is not included in instructional time, with the exception of TK/K. Recess for TK/K can be included in instructional time calculations if students are under the immediate supervision and control of a certificated employee of the LEA 	

Due to multiple, layered instructional time requirements it is easy to make a small error that compounds over the course of a school year and results in a significant penalty. Time devoted to ensuring compliance with instructional time and attendance laws is time well spent and can help avoid any financial penalties.

Note: Since the Legislature doesn't pass the State Budget until June, districts can only base their revenues for next year on what's known, which is the Budget the governor proposed in January.

Layoff Notices Are Back in Some California School Districts in a Year of Plenty: How Come?

Faced with a March 15 deadline, some can't wait for good news in final state budget

By John Fensterwald
EdSource
March 9, 2022

The board of San Francisco Unified voted last week to eliminate positions for 300 staff; in Mt. Diablo Unified in Contra Costa County, the number of cuts is 99. And more jobs in more districts will be on the line in coming days as school boards decide whether to scale back teachers and administrators, janitors and office staff in a rush to meet a March 15 deadline to formally notify employees who could be out of work next year.

For parents, teachers, new board members and lawmakers, news of potential teacher layoffs no doubt will seem strange and inexplicable. There hasn't been a big round of job cuts in many districts since the end of the Great Recession a decade ago; and 2022 is a year of record staff shortages and record school funding: \$20-plus billion more under Gov. Gavin Newsom's proposed budget, plus a \$15 billion cushion from the last round of federal Covid relief. So, why should anyone be laid off now?

The California Teachers Association says no one should be. "It doesn't make sense for districts to lay off employees in the midst of a critical employee shortage. Layoff notices create unnecessary fear among educators, and shouldn't be happening," said Claudia Briggs, communications manager for the union.

The far majority of districts won't issue layoff notices this year, although the final numbers won't be known until after March 15. The 27 financially precarious districts on the state's latest fiscal watch list, such as West Contra Costa, Sacramento City and Vallejo, are more likely to be among those that may. Neither Mt. Diablo nor San Francisco is on the list.

Some districts that do issue pink slips will rescind a portion, if not most, after resignations and retirements create openings this spring and summer. But meanwhile, districts may see that young teachers they give notice to won't wait to see what happens. In a tight labor market, plenty of districts will be happy to recruit them.

"With a huge demand and dry pipeline, there is the risk that teachers will look elsewhere" or leave the profession, said Mike Fine, CEO of the Fiscal Crisis and Management Assistance Team, or FCMAT, a school finance agency charged with helping school districts solve financial troubles before they become swamped by them.

"Districts could lose them to other areas where they feel more appreciated," Briggs said.

Fine agreed that “even a preliminary notice can be devastating to the person getting it.” But districts, he added, “don’t offer layoff notices for the hell of it.” The reasons behind the decisions are complex and usually years in the making, he said.

Districts do control some factors, like pay raises they agreed to and steadily declining levels of reserve funds they failed to address. But other factors beyond their control have forced their hand on layoff notices now: a layoff law that’s out of sync with the Legislature’s budgeting cycle; lots of unknowns, including what Newsom and the lawmakers will negotiate in June and how many kids will show up to school in August; and the biggest factor for many districts — declining enrollments, which will shrink their state revenue.

Bad timing

Districts must notify teachers by March 15 if they may lose their jobs next school year through a layoff. That creates a two-month period for hearings to contest layoff notices and for veteran teachers to claim protected jobs held by teachers with less seniority. By mid-May, final layoff letters go out, giving laid-off teachers plenty of time to look for work elsewhere.

Advocates for low-income children challenged layoffs by seniority, tenure awarded after two years on the job, and other workplace protections in the 2012 Vergara v. California lawsuit. They argued that the last-in, first-out system of layoffs disproportionately harms low-income schools, staffed by new teachers, and doesn’t factor in teacher effectiveness. The plaintiffs lost when a divided California Supreme Court declined to hear the case in 2016, and the system remains embedded in law.

The challenge for districts is the timing of the state budget. The Legislature doesn’t pass its budget until mid-June, and the latest forecasts project state revenues will be as much as \$20 billion higher than Newsom’s forecast. That would translate to \$8 billion more for K-12 schools and community colleges but, for now, districts can base their revenues for next year only on what’s known, which is the budget the governor proposed in January.

The California School Boards Association and other school lobbies are pleading with legislators to put any additional revenue into their base funding for core spending and not more one-time funding or new programs that will add new expenses.

“We need money for the base to protect the instructional capacity of our schools,” said David Haglund, superintendent of Pleasanton Unified. The district gave layoff notices to 35 temporary teachers who have been filling in for teachers who transferred to teach independent study this year, and he hopes to eventually rehire many of them.

Many legislators sound sympathetic, but for now, districts aren’t supposed to count on what might happen when deciding layoffs.

What’s also different this year is that for the first time, classified employees, including kitchen workers, janitors and special education aides, must also be given notices by March 15, or else their jobs will be shielded from layoffs. Oakland Unified’s board is not planning to consider any layoff notices for teachers, but it did vote to tentatively eliminate 80 classified jobs, including 16 funded by grants — a number expected to drop by March 15. But San Francisco’s board rejected a consultant’s recommendation to cut 47 teaching aides, leaving the district obligated to pay them next year.

Declining enrollment

Even before the pandemic, the California Department of Finance had predicted an 11% drop in statewide school enrollment by 2031. The pandemic appears to have accelerated it, with a drop of 2.6% in 2020-21 alone. Instead of rebounding this year, enrollment is estimated to have dropped an additional 2%, Fine said, amid the disruptions caused by the delta variant, followed by omicron.

About 60% of districts are experiencing a decline in enrollment, Fine said, although the numbers vary greatly, from big losses in Los Angeles Unified and most of the Bay Area to increases in many rural counties and the Sacramento area. San Francisco Unified has lost about 9,000, or 18%, of its students since 2014, while San Diego Unified, the state's second-largest district, projects that its 96,000 students next year will be 7% less than three years ago.

Districts are funded not on total enrollment but on the percentage of enrolled students who show up every day — the average daily attendance over the course of a year. Covid has created havoc with attendance; chronic absenteeism has soared, as have absences due to infections or exposure to the virus; many districts are experiencing 6% to 8% lower attendance rates.

The combination of lower enrollment and attendance would have walloped most districts' budgets already, but for the current year and previous two years, the Legislature allowed districts to claim their pre-pandemic average daily attendance for the Local Control Funding Formula. With this assurance, districts could postpone the need to reduce staff through attrition. But that hold-harmless provision is due to expire with the 2022-23 budget. Since districts will base next year's budget on this year's real attendance numbers, they could feel repercussions all at once.

“Paying attention (to declining enrollment) over the past several years would have taken care of the problem gradually, but many districts did not act,” Fine said. And that has contributed to layoff notices.

Newsom and legislative leaders are proposing various fixes to reduce the financial shock that a “fiscal cliff” will impose on many districts. One proposal is to extend the “hold harmless” provision for another year. Another, authored by Sen. Anthony Portantino, D-La Cañada Flintridge, in Senate Bill 830, would switch to funding based on total enrollment, not attendance; this would require an additional \$3 billion in annual funding, with most of the money shoring up low-income districts with lower attendance rates.

In his budget, Newsom has proposed giving districts the option of funding on a three-year average rate of daily attendance. That would soften the enrollment decline next year by combining two years of pre-pandemic enrollment and this year's actual, lower attendance rates and enrollment. That would produce a soft landing but still, for many districts, funding on a lower average daily attendance.

Abundant one-time dollars

Meanwhile, many districts have been stockpiling money. The California Department of Education reported this week that the average unified school district ended 2020-21 with an unrestricted general fund balance of 22.4%; in a presentation to the school board this week, Los Angeles Unified administration projected the district will end 2021-22 with an extraordinary balance of \$2.8 billion, 27% of its general fund (see Page 11).

Unspent state and federal Covid aid is also providing short-term financial relief. The biggest source is the American Rescue Plan Act, the last and biggest chunk of federal pandemic aid for K-12 schools. Of the \$15.5

billion for California, \$13.6 billion has been distributed directly to districts. Because allocations are distributed based on poverty-based Title I formulas, the differences in allocations are vast: a few hundred dollars per student for wealthy districts and more than \$5,000 per student to Los Angeles Unified alone.

Usable through September 2024, the American Rescue Plan Act is intended to fund summer programs, accelerated learning, air filtration systems in classrooms, curriculum materials, teacher training and more people — counselors, social workers, tutors and special education teachers and aides. But it also included a catch-all option for districts to spend what's necessary "to continue to employ existing staff."

That's what San Francisco Unified said it planned to do with more than half of its \$97 million. But that alone wouldn't solve its \$125 million budget shortfall, and so the board approved saving \$50 million by cutting 151 teachers, counselors and social workers, 51 managers and 62 other staff.

In its Path to Recovery plan approved last year, Los Angeles Unified committed to hiring 7,000 new employees, including psychiatric social workers, counselors, intervention teachers and classroom teachers to reduce class sizes. It was an unrealistic goal, given the job market; as of last fall, only half were filled, leaving the district with hundreds of millions of unspent dollars. The district can use the funding to tide it over for two years and avoid layoffs and school closures for now. Superintendent Alberto Carvalho will dodge an immediate budget crisis during his first months on the job and can plan for a new reality: Enrollment – 747,000 in 2003 – is projected to fall below 400,000 in 2023-24.

Mt. Diablo Unified, in Contra Costa County, previously on the state's fiscal watch list because of declining reserves, couldn't wait. The district, with 30,000 students a few years ago, is down to 28,000, a drop of 6.6%, with a loss of more than \$22 million in state revenue. At the same time, Superintendent Adam Clark, in his second year on the job, has felt pressure to grant a pay raise to teachers, who haven't received an increase since 2017. The tradeoff for a 7% raise over three years plus a 3% bonus — the district's "last and final" offer — is a reduction in force. It would save \$10.1 million with cuts that include 22 elementary teachers, five secondary teachers, three librarians and 14 instructional aides. The Mt. Diablo Education Association is threatening to strike for a bigger raise.

"It's been a battle fighting misinformation that the district is flush with money that can be used for salaries," Clark said. "Our structural deficit has not been addressed."

Note: On Wednesday the House passed a \$1.5 trillion spending package for fiscal year 2022; however, it needs to be approved by the Senate and signed by President Biden before midnight on Friday to avert a government shutdown.

Biden Hoped To Reshape School Funding. A New Budget Deal Shows That's Not Likely Anytime Soon.

By Matt Barnum
Chalkbeat.org
March 9, 2022

While campaigning for president, Joe Biden vowed to triple funding for Title I.

Last year, Biden aimed to get much of the way there by proposing to more than double the program, which sends extra money to high-poverty schools.

Now, it looks like schools will have to settle for far less.

A bipartisan budget package unveiled early Wednesday increases Title I by just 6%, or \$1 billion, and includes a smaller-than-requested boost for funding to support students with disabilities. It's the latest blow to the Biden's administration's education agenda, and means that high-poverty schools won't be getting the sustained windfall some officials and advocates were hoping for.

"It is hard to not think about what could have been," said Anne Hyslop, director of policy development at All4Ed, an advocacy group that backs federal spending increases. "In the context of those really big proposals, this feels very small."

At the moment, many public schools are flush with cash thanks to a rebounding economy and the Biden-championed American Rescue Plan. The COVID relief package sent nearly \$130 billion to American schools, a massive sum that schools have started spending on things like tutoring programs and ventilation upgrades.

But that money is only temporary, and the Biden administration had hoped to make a more lasting impact on how schools are funded. The administration sought a \$20 billion boost to Title I and vowed to use the money to encourage "states to examine and address inequalities in their school funding systems."

In all, Biden proposed a 41% increase in U.S. Department of Education spending.

"We can't lose this moment — this chance for a reset in education — by going back to the same pre-pandemic strategies that did not address inequities," U.S. Education Secretary Miguel Cardona said in a January speech. "It means increasing funding for Title I schools — those serving communities most in need and, in many cases, hardest hit by the pandemic."

Wednesday's bipartisan budget proposal falls far short of those ambitions, increasing Title I from \$16.5 billion to \$17.5 billion. Although a House budget document touts the change as "the largest increase in the program in more than a decade," the effect will be modest, as it will be spread out among millions of students from low-income families.

Grants for helping students with disabilities would also increase by \$400 million, short of the \$2.6 billion extra that Biden sought. In total, the K-12 portion of Department of Education spending would increase by about 5%.

In prior administrations, such a budget might be greeted favorably by education advocates. Many breathed sighs of relief when proposed cuts during the Trump administration were averted. But in light of the Biden administration's big asks, rising student needs, and inflation that is stretching each dollar, some will see this as a loss.

In some ways, Biden appears to be a victim of his own initial success. The COVID relief money may have stoked inflation and made some in Congress wary of additional spending. It also sent a great deal of money to schools, making it harder to make the case that they needed even more.

“The appetite, even among Democratic members of Congress, for big spending proposals is different than it was a year ago,” said Hyslop.

The modest increase in this bill does not bode well for Biden’s long-term goal of tripling Title I funding. Many analysts expect Republicans to retake control of Congress next year, which would make it even less likely that schools will see additional funding increases. Republican Senator Richard Shelby, ranking member of the appropriations committee, praised Wednesday’s budget for “reject[ing] liberal policies.”

A spokesperson for Cardona and the department did not immediately offer comment.

The budget bill came after months of negotiations between Republican and Democratic leaders and Congressional leaders had hoped to enact it by the end of this week in order to avoid a government shutdown. But is not a done deal yet — some Democrats have reportedly raised concerns that the bill shifts some COVID relief money away from states.

Fresno Unified School District
Board Communication

BC Number BFS-2

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

Date: March 18, 2022

Phone Number: 457-3907

Regarding: Charter School 2020/21 Audit Reports

The purpose of this communication is to provide the Board an update on the Charter School 2020/21 Audit Reports.

Each charter school provided the district a copy of their audited financial statements as of June 30, 2021. AB 167 extended the timeline for the 2020/21 audit reports from December 15, 2021 to January 31, 2022. All charters received an unmodified opinion, which is the desired opinion of a financial audit. However, the charter schools listed below had a net adjustment to the 2020/21 unaudited actuals fund balance:

- School of Unlimited Learning had a material misstatement causing the ending fund balance to decrease by \$95,425. This was due to not accounting for accrued paid leave and depreciation after the unaudited report was closed
- Aspen Meadow's ending fund balance decreased by \$473, due to accounts receivable and accounts payable entries posted after the unaudited report was closed
- Aspen Valley Prep's ending fund balance decreased by \$6,347, due to accounts receivable and accounts payable entries posted after the unaudited report was closed
- Endeavor Charter School's ending fund balance decreased by \$39,689 due to paying and receiving bills after the unaudited report was closed and for not accounting for depreciation
- Sierra Charter's ending fund balance increased by \$57,957 because the charter did not record work in progress on their construction projects and for not accounting for depreciation

The table below shows the difference between the unaudited actuals and audited ending fund balances for the charters with adjusted fund balances:

	Unaudited Ending Fund Balance	Audited Ending Fund Balance	Difference
Aspen Meadow	\$353,733	\$353,260	\$(473)
Aspen Valley	\$1,938,047	\$1,931,700	\$(6,347)
Endeavor Charter School	\$345,851	\$306,162	\$(39,689)
Sierra	\$3,186,571	\$3,244,528	\$57,957
School of Unlimited Learning	\$1,707,812	\$1,612,387	\$(95,425)

The district continues to work with the charter 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: 03/18/22

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: March 18, 2022

Phone Number: 457-3134

Regarding: Update on School Facility Improvement Projects

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

Major Construction and Modernization Projects (listed by school)

- Addams – New classroom and administration buildings, playgrounds and parking lot Improvements; construction in progress with completion anticipated Summer 2023
- Bullard – New/relocated varsity softball field, baseball bleachers, and accessibility improvements; construction in progress with completion anticipated April 2022
- Centennial – Cafeteria heating, ventilation, air conditioning; substantially complete
- Columbia – New classroom building, kindergarten play structure and new parking lot; building opening April 2022 with overall project completion July 2022
- Duncan – New Medical Science and Pharmacy Tech CTE building; construction in progress with completion anticipated September 2022
- Edison – New auxiliary gym and improvements to existing main gym; construction in progress with completion anticipated July 2022
- Edison – Ball field reconstruction, bleachers, accessibility improvements; construction in progress with completion anticipated April 2022
- Ewing – New early learning building, play structures, parking lot improvements; construction in progress with completion anticipated May 2022
- Farber Educational Campus – New alternative education campus; construction contract awarded; completion anticipated early 2024
- Herrera – New elementary school; construction in progress; opening August 2022
- Jackson – Cafeteria reconstruction and site improvements; construction in progress with completion anticipated June 2022
- Scandinavian – Cafeteria heating, ventilation, air conditioning; construction in progress with completion anticipated May 2022
- Sunnyside – Ball field bleachers and accessibility improvements; project complete
- Ventura and 10th Business Campus, Office Buildings C and D – remodel and new parking lots; construction in progress with completion anticipated August 2022
- Wishon – Cafeteria heating, ventilation, air conditioning; substantially complete

Other Site and Infrastructure Improvement Projects (listed by project type)

- Asphalt Parking and Playcourt Rehabilitation – Projects at 30 schools completed in 2021; projects for 33 additional schools out to bid for construction over Spring and Summer breaks 2022
- Audio-Visual Systems (Cafeterias) – Balderas, Greenburg, Lawless, Terronez and Williams underway; Aynesworth, Calwa, Columbia, Computech, Easterby, King, Kirk, Vang Pao, Webster and Yosemite bidding soon; Anthony, Baird, Eaton, Hidalgo, Malloch, Mayfair, Pyle, Viking, Wishon and Wolters in design
- Classroom Ventilation – At 40 schools, work is completed or underway to increase air filtration to MERV-13; at 17 schools, chilled water buffer tanks were installed to increase water system capacity, allowing fans to operate at higher speeds to increase air exchange and filtration; district-wide, HVAC systems are being evaluated to develop a scope and plan for additional potential projects to upgrade to MERV-13 filtration
- Electrical Upgrades – Cooper project complete; Duncan out to bid; Lane, Roosevelt East Hall and Sequoia in design
- Energy Management Systems – Burroughs, Eaton and Rowell projects complete; Aynesworth, Calwa, Ewing and Turner out to bid
- HVAC Upgrades – Wawona chiller, Hoover Cafeteria and Sunnyside boiler projects complete; Hoover Event Center, Hoover West Gym, Edison Cafeteria stage, Tioga chiller and unit ventilator replacement projects at Ewing and Turner underway; Aynesworth and Calwa projects to be recommended on 4/06/2022 Board meeting agenda
- Intrusion Systems – Columbia, Computech, Lawless and Slater projects complete; projects for 20 additional schools ready to bid
- Lighting Improvements (Campus) – Fort Miller project complete; Hoover hallway lighting in design
- Lighting Improvements (Athletic Facility) – Fresno High Track lighting in design
- Marquees – Baird, Computech, Duncan, Tehipite, Terronez and Winchell underway; Bullard Talent, Hoover, McLane, Sunnyside, Tatarian and Wolters in design
- Play Structures – Gibson, Thomas, Webster and Winchell complete; Malloch, Thomas Kinder and Winchell Kinder in design
- Public Address/Intercom System – Birney, Centennial, Duncan, Pyle and Vinland complete; projects for 10 additional schools underway and 15 in design
- Security/Access Control – Heaton, Tehipite, Terronez and Wolters underway; Burroughs, Kings Canyon and Kirk in design
- Security Cameras – Pool complex camera additions underway at Bullard, Fresno, Roosevelt and Sunnyside; additional camera installations in design for 20 elementary schools
- Single Point-of-Entry – Tenaya project out to bid; Tioga and Wolters projects in design
- Student Support Spaces – Projects at DeWolf, Kirk and McCardle in design

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: 03/18/22

Fresno Unified School District
Board Communication

BC Number OS-2

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

Date: March 18, 2022
Phone Number: 457-6278

Regarding: Update on Implementation of Farm to School Incubator Grant

The purpose of this communication is to provide the Board information regarding the Farm to School Incubator Grant through the California Department of Food and Agriculture. The district received \$500,000 to support innovation in nutrition education and sustainable production and procurement, by integrating California grown whole/minimally processed foods into school meals and providing educational opportunities for students. Educational resources from California Foundation for Agriculture in the Classroom are being made available to expose students to careers in nutrition and agriculture.

Nutrition Services has moved forward to procure and serve to students California-grown organic fruits and vegetables. Beginning in February, local organic tangerines were added to meals produced at the Nutrition Center. Organic 100% beef patties from a local rancher will be taste tested with students in March, and if student-approved will be on all summer menus and secondary school menus in the fall. In addition, staff is currently looking to source local organic asparagus to be served in a new menu item for all elementary schools in April. Asparagus is highlighted in the grant-funded nutrition poster and newsletter for the month of April (attached).

The Farm to School Incubator Grant aligns with the Nutrition Services Department's objectives to expand the use of locally grown produce in school menus and to expose students to new/unfamiliar fruits and vegetables. On a future Board meeting agenda, staff will recommend submitting a request for continued funding in the new grant cycle.

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

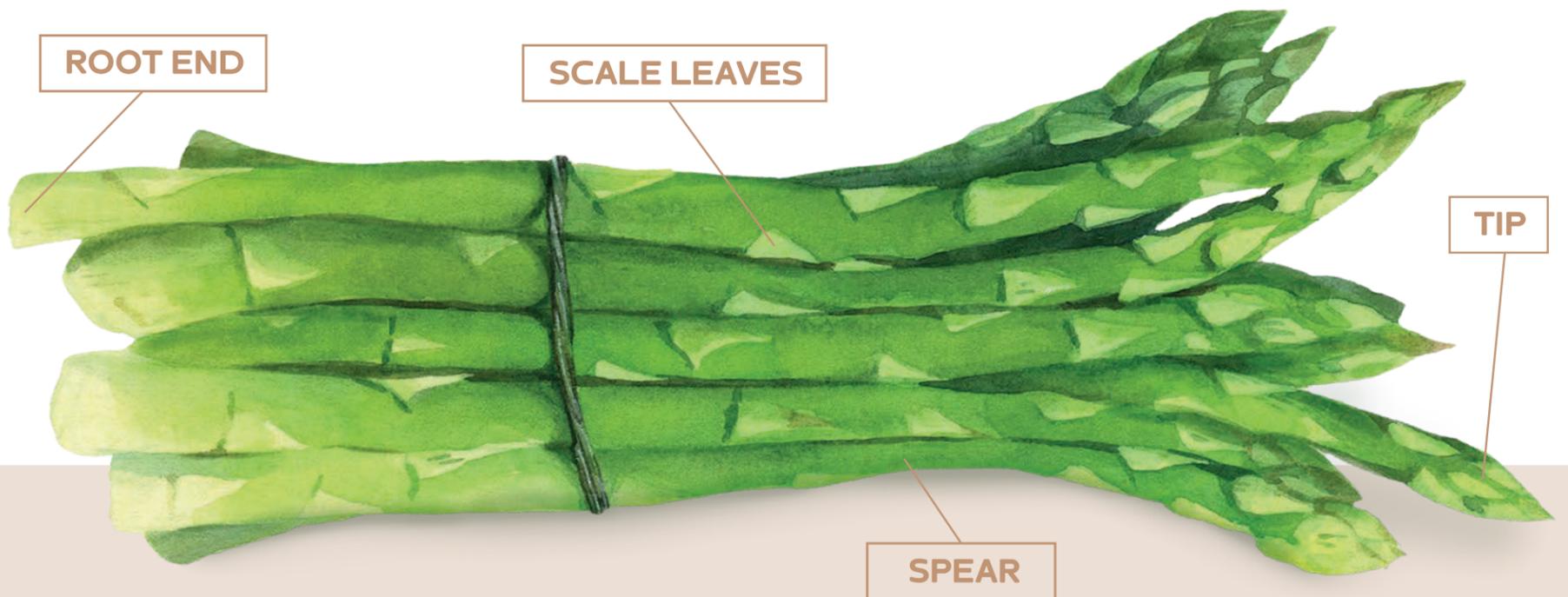
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/18/22

- FARM FRESH -

Asparagus



FOOD for FUEL

ASPARAGUS PROVIDES UNIQUE HEALTH BENEFITS.
IT IS FULL OF ESSENTIAL VITAMINS AND A NATURAL SOURCE OF BENEFICIAL ANTIOXIDANTS.

HERE ARE SOME OF THE HEALTH BENEFITS OF INCLUDING ASPARAGUS IN YOUR DIET:

Mood BOOST

Asparagus contains high levels of tryptophan, an amino acid that has been linked to improved mood. Additionally, asparagus is full of folate, a B vitamin that can help ward off irritability.

CELL Development

The folate found in asparagus is important in red blood cell formation and for healthy cell growth and function. This nutrient is crucial during early pregnancy to reduce the risk of birth defects of the brain and spine.

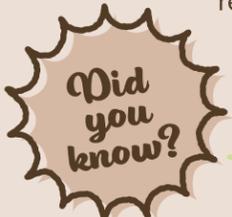
Happy GUT

The fiber content of asparagus makes it a good supplement for a healthy digestive tract. Just half a cup of asparagus contains 1.8 grams of fiber, which is 7% of your daily needs.



"Every day is different; every season is different. It may be the same commodities every year, but there are so many different variables. It's a wonderful environment if you're intellectually curious—there's so many things to learn."

- Neill Callis
Asparagus Farmer | Firebaugh, CA



The lack of green pigment in white asparagus results from the absence of sunlight. Farmers pile soil over the emerging spears and each spear is hand-picked just as the tip begins to show through the surface of the soil.

Each year the San Joaquin Asparagus Festival draws more than 100,000 people to Stockton, where crowds enjoy asparagus delicacies (hello, asparagus ice cream!) and live entertainment.

A green triangular bunting flag and a green 'ADMIT ONE' festival ticket with a star and a pencil icon.A cartoon character of an asparagus spear with a face, arms, and legs. It has a speech bubble above it.

What did the asparagus say when it got a flat tire?

I should've brought... a spare, I guess.



APRIL 2022

THIS MONTH, WE'RE HARVESTING

Asparagus!

In This Issue



AND MORE!

FRESNO FARMS to YOU

Harvesting for a Healthy Community



Farmer Spotlight

**NEILL CALLIS - TURLOCK FRUIT COMPANY
FIREBAUGH, CA**

Ten years ago, Neill Callis and his wife were working for NASA and living near San Francisco when his father-in-law invited him to join Turlock Fruit Company, a business the family has held since 1918.



"I quickly realized I was a good fit for operations: understanding what affects the quality of our produce and how we can ensure the highest quality product to our consumers," explained Callis. "We're not launching rockets here, but we do have a responsibility to keep our food supply safe and abundant." Today, Callis works alongside three generations of the Smith family to manage the fruit company, where they farm 5,000 acres—primarily melons, but also almonds, cherries, and 300 acres of asparagus.

Asparagus is a permanent crop and once planted can be in production for ten years. Callis' asparagus starts at the nursery where seeds are planted and cared for over the course of a year before the root systems, called crowns, are dug up and transported to the field. They are hand-planted on peaked beds. "Asparagus requires some patience. The plants only reach full

production after three years of growth," said Callis.

In mid-February, the crowns develop buds that push up through soil as asparagus spears. By late March, the spears are ready to harvest. Each spear is hand-cut with a 30-inch knife featuring a v-shaped blade. "Spears are growing continuously and can grow up to two inches each day in optimal conditions. Once a spear measures 10-11 inches long, it is harvested. The next day another spear from the same crown may be ready to harvest. We harvest the same 300 acres every day for 50-60 days," explained Callis. As the spears get thinner and yields decrease, it signals to the grower that the season has come to an end.

Each day harvested spears are placed in bins and brought into the packing shed on pallets, where they are processed by a semi-automated optical sorting machine that takes a photo of each spear before sorting and packing the asparagus into tight 1-pound bunches. The bunches are packed into cartons and hydro-cooled, a process of bathing fresh produce in chilled water to remove heat and reduce the presence of microorganisms, which is important for food safety. "After the hydro-cooler, it goes to the cold room and is shipped out within 48 hours." Callis' asparagus, both green and purple varieties, can be found in California supermarkets from late March to early May.

FOOD for FUEL

HERE ARE SOME OF THE HEALTH BENEFITS OF INCLUDING ASPARAGUS IN YOUR DIET:



Asparagus provides unique health benefits. It is full of essential vitamins and a natural source of beneficial antioxidants.

Mood BOOST

Asparagus contains high levels of tryptophan, an amino acid that has been linked to improved mood. Additionally, asparagus is full of folate, a B vitamin that can help ward off irritability.

CELL Development

The folate found in asparagus is important in red blood cell formation and for healthy cell growth and function. This nutrient is crucial during early pregnancy to reduce the risk of birth defects of the brain and spine.

Happy GUT

The fiber content of asparagus makes it a good supplement for a healthy digestive tract. Just half a cup of asparagus contains 1.8 grams of fiber, which is 7% of your daily needs.



ASPARAGUS RAFTS



In this recipe, young chefs use toothpicks to build edible asparagus rafts. Skewering the asparagus spears together makes them easier to flip and cook evenly, plus it doubles as a great conversation starter. Where would you sail on your raft? What would you pack? Who would go with you? Enjoy making these rafts while dreaming of sailing away on an adventure! Makes approximately 10 rafts.

Directions:

1. Preheat the oven to 350°F. Wash asparagus under running water.
2. Snap off the ends of the asparagus where they break easily. Cut asparagus into approximately 4-inch long segments.
3. Place four spears side by side, and thread two toothpicks through the aligned spears to hold them all together like a raft. Repeat with the remaining spears and toothpicks.
4. Place the “rafts” on a rimmed baking sheet. Drizzle the rafts with the olive oil and season with salt.
5. Place the baking sheet in the oven and roast the rafts for 10 minutes. Turn the rafts over and roast for another 10 minutes or until crisp-tender.
6. Allow rafts to cool slightly, and enjoy!

Ingredients:

- Two bunches thick asparagus spears
- 20 toothpicks or skewers
- ¼ cup olive oil
- Salt

Plus: Butter knife, baking sheet, oven

CLASSROOM Connection

Yield in the Field

Math is an important skill for farmers, who are required to make quick calculations to assess their yield—how much their fields are producing. At Turlock Fruit Company, optimal field production is reached when asparagus plants are yielding 275 crates of asparagus per acre. This happens around year three of an asparagus plant’s life. Each crate weighs 28 pounds, since 28 one-pound bunches of asparagus fit inside. In this lesson, students will calculate yields

and determine which field is producing the most asparagus.

Materials: Two bunches of asparagus, a scale, worksheet (page 3)

Procedure:

1. Show students a bunch of asparagus. Ask them, “Have you ever wondered how asparagus goes from the field to a tidy bunch in the grocery store?” Explain that harvesting and packing asparagus is extremely labor intensive. You may wish to read the farmer profile (page 1) to students for additional context.
2. Open both bunches of asparagus. Share that agricultural workers bundle the asparagus in 1-pound bunches and, with some experience, are able to do it successfully without a scale. Invite a student volunteer to make a 1-pound bunch. Check their work with a scale. Have several volunteers attempt to make an accurate bunch. Discuss the necessary skills and experience needed for agricultural workers to do their job successfully.
3. Explain that after the asparagus is packaged into 1-pound bunches, the bunches are stacked neatly in a crate. Twenty-eight bunches fill one crate. At optimal production, an acre of planted asparagus will yield 275 crates of asparagus during a 60 day season. Tell students that in today’s activity, they will take on the role of farmer. They will complete some realistic calculations to determine the yield from each field and identify the top producing fields on the farm. Show students how to make calculations using an example similar to those on the worksheet.
4. After students complete the worksheet, invite students to share their calculations with the class. Discuss how accurate calculations help an asparagus farmer identify positive management practices as well as problems with his or her crop.

Objectives:

Students will multiply multi-digit numbers to calculate the yield of asparagus fields. Students will compare the yield of each field by using >, =, and < symbols. Advanced students will find the rate of crates per acre. Standards: CC Math: 4.NBT.A.2, 4.NBT.B.5, 5.NBT.B.5, 6.RP.A.3, 6.NS.B.2, 7.NS.A.3

Yield in the Field

Calculate the yield for each field below.
 Each crate contains 28 one-pound bunches of asparagus.

Field A

Acreage: 12
Crates: 3,000
Total Pounds:

Field B

Acreage: 18
Crates: 3,150
Total Pounds:

Field C

Acreage: 15
Crates: 4,125
Total Pounds:

Field D

Acreage: 9
Crates: 4,000
Total Pounds:

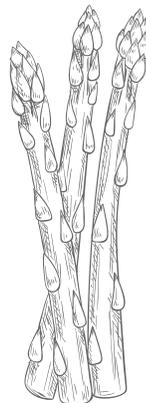
Compare the yield of each by using >, =, and < symbols.

Field C _____ Field B

Field A _____ Field D

Field A _____ Field B

Field C _____ Field D



California asparagus
 producers grew
 18 million pounds of
 asparagus in 2019.

EXTRA CHALLENGE: Find the total crates per acre for each field and place a star on the fields that have reached optimal field production (275 crates/acre).

virtual



This video, produced by True Food TV, takes viewers to Sheppard Farms where they produce 840,000 pounds of asparagus annually. Discover why asparagus is considered the “king of vegetables” in this fascinating documentary that follows asparagus as it’s planted, harvested, packed, and sold.



DIG DEEPER

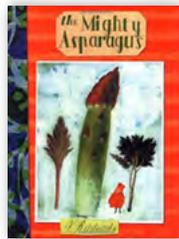
These books, websites, and other resources will help you and your students learn more about asparagus.

BOOKS

The Mighty Asparagus

by Vladimir Radunsky

With illustrations inspired by Renaissance art, this book features an egotistical king that goes head to head with an asparagus stalk growing in the center of the kingdom. Can the smallest creature in the land restore peace in the kingdom?



Wally & His Amazing Asparagus

written by Tiffany N. Johnson-Largent, PhD, RDN, and illustrated by Danielle Page

Written by a registered dietician, this book aims to inspire positive eating habits in children. Wally has an extraordinary imagination, and with the help of his amazing asparagus, he experiences countless adventures.

Stems

by Vijaya Bodach

This nonfiction book uses simple text and photographs to introduce information about how stems grow, along with their uses. It features several pages on edible stems, including asparagus. Also available in Spanish.



WEBSITES

learnaboutag.org

The California Foundation for Agriculture in the Classroom provides free resources to teachers. The resources highlight many of California’s 400 agricultural commodities, including asparagus.

calasparagus.org

The California Asparagus Commission’s website features recipes, nutrition information, facts, and videos about asparagus. Although the commission is no longer active, the information on the website is timeless.

RESOURCES

Lesson Plan: Creating Asparagus Ads (Grades 3-5)

By Center for Ecoliteracy

In this lesson, students conduct a taste test of fresh and cooked asparagus, then develop advertisements to promote the benefits of asparagus and entice other children to try it.

Activity: Asparagus Ag-Bite (Grades 4-6)

By California Foundation for Agriculture in the Classroom

This resource features a “bite-sized” activity about asparagus. Students will practice measurement skills as they use metric and customary systems to accurately measure and sort asparagus by size.

Article: A Wee Fact about Asparagus (Grades 3-8)

By National Geographic Kids

This article examines the scientific explanation behind why asparagus makes your urine smell, and why some people (depending on where they live in the world) can’t detect the smell at all! This kid-friendly article is sure to generate a lively discussion in the classroom.



Fresno Unified School District
Board Communication

BC Number OS-3

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

Date: March 18, 2022

Phone Number: 457-3134

Regarding: Herrera Elementary School – Safe Routes to School

The purpose of this communication is to provide the Board information regarding collaboration with the City of Fresno related to safe routes for students to walk/bike to Herrera Elementary School. Herrera, located on Church Avenue between Willow Avenue and Peach Avenue, will open in August 2022.

At a recent meeting between district and city planning and public works staff, the following topics were discussed:

- The district's highest priority needs for students' safe routes to Herrera
- City is aware of infrastructure needs in the area and is seeking grant funding opportunities to support the cost of improvements
- The traffic impact analysis prepared by the district as part of the environmental application for construction of an elementary school and potential future high school on Church Avenue. identified needs resulting from construction. Mitigations to improve conditions for pedestrians, bicyclists and vehicles include future installation of traffic signals at the Church/Willow intersection.
- The City has a project planned along Peach Avenue between Butler Avenue and Florence Avenue that will add bike lanes and sidewalks
- The areas noted below are planned for development activity that may trigger requirements for construction of sidewalks along the projects' frontage:
 - Peach/Florence, northwest corner
 - Willow/California, southeast corner
 - Peach/Church, northeast corner

As part of the Herrera project, the district relocated a crosswalk to better serve the school, improved street lighting on Church Avenue, and installed new sidewalks along Church Avenue in front of the school.

District staff will continue to work with City staff to address common needs and objectives.

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: 03/18/22

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: Teresa Morales-Young, Administrator
Cabinet Approval: 

Date: March 18, 2022

Phone Number: 457-6072

Regarding: The Fresno Internship Credential Program

The purpose of this communication is to provide the Board information regarding the Fresno Internship Credential Program. Teacher Development is committed to building a workforce that reflects the values and cultural diversity of the community of students we serve in partnership with Human Resources. As a part of the "Grow Our Own" model, the Fresno Internship Credential Program is a teacher pipeline program that provides an alternative pathway to obtain a teaching credential in hard to fill areas and increase diversity within the teaching workforce.

Teacher Development works in partnership with Tulare County Office of Education, the closest teacher preparation program that offers a district-held internship credential accredited through the State of California. The Fresno Internship Credential Program offers a unique opportunity for current pipeline participants and teachers who hold a Short-Term Staff Permit or Provisional Internship Permit to enroll in an accredited credential program through Fresno Unified. Fresno Unified provides academic advising, coursework, and supervision to meet the California Commission on Teacher Credentialing requirements under the guidance of Tulare County Office of Education. All credential coursework is taught by Fresno Unified employees and has a focus on district aligned initiatives.

Participants enrolled in the program, will save up to \$10,000 as compared to the least expensive tuition from local Institutions of Higher Education. In addition, participants are not charged an internship supervision fee; charged at some universities. The Fresno Internship Credential Program has a total cost to the participant of \$10,500, paid over the course of two years. Program fees cover the expenses for program instructors, supervisors, and operations. With support from the Board, participants' program tuition was paid in the full amount for the two-year program in the 2021/22 fiscal year.

The Fresno Internship Credential Program has a focus on credentialing teachers for grades TK-6, Bilingual Authorization, Special Education Mild/Moderate, Special Education Moderate/Severe and Single Subject hard to fill areas. The program is currently in the second semester of implementation and supports 33 teachers of record on an internship credential across subject areas and regional placements. The program has recruited and enrolled an additional 47 participants to prepare for internship coursework that will begin Fall 2022. Prerequisite courses began over the winter break for preparation of the 47 participants to be eligible for hire for the 2022/23 school year as teachers in Fresno Unified.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/18/22