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BOARD COMMUNICATIONS – APRIL 08, 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
S-2 Ambra O'Connor Spring Break Office Closures

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog Student Resource Officer Reporting Tool

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report

OPERATIONAL SERVICES – Karin Temple, Chief Officer

OS-1 Karin Temple Solar Projects Update

SCHOOL LEADERSHIP – Kim Mecum, Chief Officer

SL-1 Jeremy Ward 2022 Fresno Unified Summer Academies,
Special Education Extended School Year
Program, and Summer Camps
SL-2 Jeremy Ward 2022 Fresno Unified Spring After-School and
Saturday Academy Enrichment Programs

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: April 08, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits at Herrera, Phoenix Secondary, Storey, Sunnyside and Terronez
- Site visit to Webster to see Food Services roll out of Offer vs Serve program
- Visited site at California State University, Fresno for a potential AG pathway
- Held interviews for Director, Health Services and Executive Director, African American Academic Acceleration
- Met with Executive Cabinet
- Met with SEIU
- Held press conference regarding Social Emotional Learning Investments
- Met with Fresno Teachers Association Leadership
- Spoke at the LVN Cohort #30 Graduation

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



Date: 04/08/2022

Fresno Unified School District
Board Communication

BC Number S-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Chief of Staff
Cabinet Approval: 

Date: April 08, 2022

Phone Number: 457-3838

Regarding: Spring Break Office Closures

The purpose of this communication is to provide the Board information on planned office closures during Spring Break.

The Board Office and Superintendent's Offices will be closed to the public the week of Spring Break, April 11, 2022 through April 15, 2022, and will reopen on Monday, April 18, 2022. Although these offices will be closed to the public, several employees will be working on various days. Board packets will not be delivered during Spring Break and regular packet delivery will resume on Monday, April 18, 2022.

If you have any questions or require further information, please contact me at 457-3838.

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



Date: 04/08/2022

Fresno Unified School District
Board Communication

BC Number DS-1

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

Date: April 08, 2022

Phone Number: 457-3498

Regarding: Student Resource Officer Reporting Tool

The purpose of this communication is to provide the Board an update regarding Fresno Unified's collaborative work to develop a tool for Student Resource Officers (SROs) to document, track, and monitor police interactions with students.

During the 2020/21 school year and Fall 2021/22, our cross-departmental team engaged in collecting, analyzing, and evaluating quantitative and qualitative data that was gathered from our educational partners regarding police on campus. We garnered important feedback and as a result, a new contract with the Fresno Police Department was drafted and approved by the Board of Education on June 16, 2021. Contract highlights included several forward-thinking changes including:

- Changes in some SRO roles and responsibilities
- Looking at a more casual police uniform
- Cultural proficiency and restorative practices training
- A data system that will help measure and monitor the effectiveness of SRO services and supports

In collaboration with Equity & Access and the Fresno Police Department, our Safety team has developed and launched a new Student Resource Officer data reporting tool. Work began in early March with a small pilot at Phoenix Secondary High School, Hoover High School, and Sunnyside High School. Participating SROs and school leaders reviewed and provided input on the tool, received training, and began implementation. The week of March 14, Fresno police trained their remaining SROs, and the SRO data reporting tool was launched districtwide for high schools. The tool provides SROs the opportunity to document and track positive student engagements as well as report and monitor safety concerns and discipline incidents. This reporting tool will provide the district and our partners at the Fresno Police Department a more robust data story to share around the role of SROs, student engagement and general school safety.

Data will be analyzed quarterly to help identify best practices and any potential areas of needed improvement. SROs will use this spring to capture initial data and provide ongoing feedback. During the summer, our cross-departmental team will convene to review the data and tool and make refinements and improvements in preparation for the 2022/23 school year.

If you have questions, or require additional information, please contact Amy Idsvoog at 457-3498.

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



Date: 04/08/2022

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: April 08, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for April 01, 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 April 01, 2022 is attached and includes the following articles:

- Biden Proposes 15.6% Increase for Education Spending in FY23 – March 28, 2022
- Schools Got Tons of Federal COVID Money. Why Some Are Laying Off Anyway – March 30, 2022
- Exclusive: As Sacramento Educators Strike, Post-COVID Numbers Show Accelerated Membership Losses in California Teachers Association – March 30, 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: 04/08/2022



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DATE: April 1, 2022
TO: Robert G. Nelson
Superintendent
AT: Fresno Unified School District
FROM: Your SSC Governmental Relations Team
RE: ***SSC's Sacramento Weekly Update***

It was another busy week of hearings in Sacramento as legislators are racing to meet the April 29 deadline for bills with fiscal implications to make it out of policy committee.

The Senate Education Committee, chaired by Senator Connie Leyva (D-Chino), met to consider a dozen education measures on Wednesday, including Senate Bill (SB) 878 (Skinner, D-Berkeley), which would require local educational agencies (LEAs) to offer home-to-school transportation beginning with the 2023-24 school year, contingent upon an appropriation. LEAs would not be required to offer transportation to students in transitional kindergarten (TK)-6 who live within a half mile walking distance from their school or for students in grades 7-12 who live within one mile away.

SB 878 has been one of the most discussed education bills since its introduction mostly due to how costly the measure would be for LEAs to implement and how difficult it would be to find enough bus drivers to carry out the mandate beginning with the 2023-24 school year. In order to mitigate some of these concerns, the committee staff offered several significant amendments to the author, which she accepted. The amendments make the following changes to the bill:

- Delays the date by which LEAs are required to offer to transport all pupils to and from school from the 2023-24 academic year to the 2027-28 academic year
- Clarifies that the plan to be implemented by LEAs that are not currently providing transportation to all pupils is required to be developed and implemented by LEAs not currently offering transportation to all students
- Requires the State Superintendent of Public Instruction, commencing with the 2022-23 fiscal year, to annually allocate to LEAs from the Transportation Access to Public Schools Fund 100% of their approved home-to-school transportation costs as determined by the greater of their Function 3600 entry in the prior-year Standardized Account Code Structure report, or their existing Local Control Funding Formula home-to-school transportation add-on amount

- Commencing with the 2023-24 fiscal year, provides the applicable amount a cost-of-living adjustment

The bill was approved 6-0 by the committee and will now head to the Senate Appropriations Committee where we will get a better understanding of how much the bill will cost. This will be an important analysis as the cost of implementing SB 878 would need to be included in State Budget negotiations. There will also continue to be discussions about the lack of school bus drivers it would take to make this bill work.

Some of the other significant bills that were approved by the committee include:

- SB 876 (Becker, D-Peninsula) would establish the Digital Education Equity Program, to be administered by the California Department of Education, in concert with the 58 county offices of education, to provide technical assistance and teacher professional development to LEAs on the implementation of educational technology as set forth in policies of the State Board of Education
- SB 952 (Limón, D-Santa Barbara) would, upon an appropriation, establish the Expanding Culture and Language Learning in Schools Grant Program with the goal of growing capacity for high-quality dual language learning
- SB 924 (Glazer, D-Contra Costa) would specify that a school district shall post on its website information on the annual compensation of its governing board, officers, and employees and shall give the information to the State Controller to post on its website

There were also three bills that failed passage, but were granted reconsideration by the committee, meaning they could be brought back up before the April 29 deadline. It also allows the author to make amendments to improve the bill and make it more palatable to the committee. The three bills that failed passage and are currently in danger of not meeting the April 29 deadline are:

- SB 906 (Portantino, D-La Cañada Flintridge) would require LEAs to annually require parents to disclose whether any firearms are located in a student's home; require school officials to report to law enforcement any threat or perceived threat of an incidence of mass casualty; and require an immediate investigation and assessment of threats
- SB 1222 (Dahle, R-Bieber) would require LEAs to adopt a policy specifying how parents and guardians of pupils may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education
- SB 1273 (Bradford, D-Gardena) would eliminate criminal penalties for "willful disturbance" of a school or school meeting and grants a school principal discretion to report an incident to law enforcement if it does not include a firearm

Both the Senate and Assembly Education Committees will meet next Wednesday before the Legislature adjourns for spring recess upon adjournment of session on April 7. The Legislature will be on spring recess until Monday, April 18, giving policy committees only two weeks to consider bills with fiscal implications before that key April 29 deadline.

Note: Earlier this week, President Joe Biden released his fiscal year 2023 budget proposal, which includes a nearly 16% increase in education spending.

Biden Proposes 15.6% Increase for Education Spending in FY23

The proposed budget includes increases for Title I, students with disabilities and school health professionals.

By Kara Arundel
K-12 Dive
March 28, 2022

Just two weeks after President Joe Biden signed into law the largest increase for federal education programs in an annual budget in more than a decade, the U.S. Department of Education aims for an even bigger investment in FY 2023 with a total of \$88.3 billion in discretionary spending, a 15.6% increase from FY 2022.

The proposed budget includes increased allocations for high-poverty schools with \$36.5 billion for Title I and addressing the needs of students with disabilities in pre-K-12 with spending at \$16.3 billion. Additionally, the White House recommends dedicating \$1 billion for increasing the number of counselors, nurses, school psychologists, social workers and other health professionals in schools.

In a statement U.S. Education Secretary Miguel Cardona said, “It’s my hope that Congress answers the President’s call for continued investments that help our schools hire and support more teachers, school counselors, and other personnel who can nurture the social, emotional, and academic development and mental well-being of our children and youth in this critical time and beyond.”

Continuing its emphasis on pandemic recovery, the Ed Department’s FY 2023 spending plan seeks to improve supports and heighten equitable services for underserved communities.

Overall, the White House on Monday requested \$88.3 billion in discretionary education spending, a 15.6% increase from \$76.4 billion in FY 2022, for the Ed Department in fiscal 2023, which begins Oct. 1.

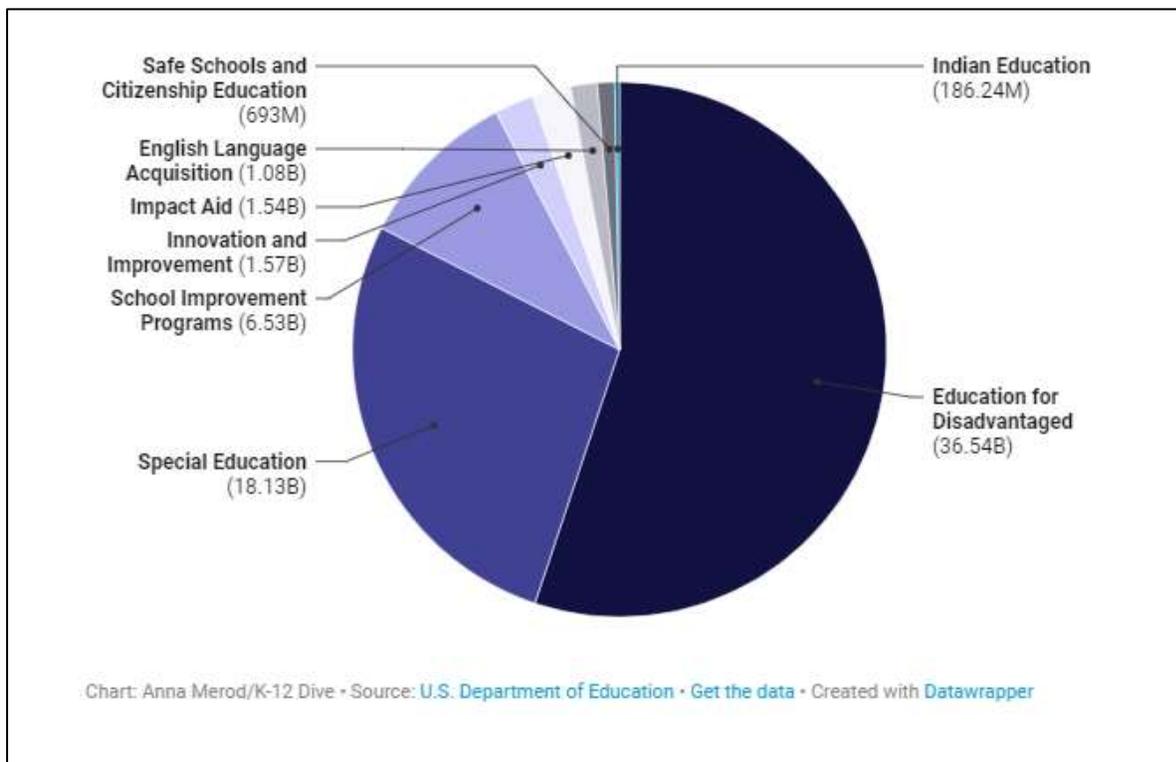
Of the funding proposed for pre-K-12, Title I programs for students in low-income communities topped the request at \$36.5 billion, double the FY 2022 appropriation of \$18.2 billion.

The president first sought to boost Title I funding to \$36.5 billion in the FY 2022 request, but Congress ultimately approved the much smaller amount of \$18.2 billion. The lawmakers omitted Biden’s request for a new \$20 billion Title I equity grants program but still boosted Title I by \$1 billion over FY 2021.

Biden’s ultimate goal is to triple Title I funding, said Roberto Rodríguez, assistant secretary for planning, evaluation, and policy development at the Education Department, during a Monday budget briefing in Washington, D.C.

Office of Elementary and Secondary Education budget proposal

The FY23 proposed budget for major programs under the Office of Elementary and Secondary Education.



The FY 2023 request largely mirrors last year’s request, but overshoots what Congress eventually appropriated. The final FY 2022 budget was “underwhelming,” said Noelle Ellerson Ng, associate executive director for advocacy and governance at AASA, The School Superintendents Association.

Still, AASA’s initial reaction to Biden’s newest budget request is upbeat on many of the details, such as increased requests for special education services, Ellerson Ng said.

“To the extent that Congress can finally step up and honor its commitment to special ed, that would free general dollars up to go back to the local budget,” she said.

Emphasis on equity

Specifically, the budget aims to close opportunity gaps for students of color, students from low-income families, students who are multilingual, and students with disabilities, Rodríguez said.

Those gaps became even more pronounced during the pandemic as schools moved to remote learning, and as school communities continue to experience COVID-19-related trauma, said Sheila Nix, chief of staff at the Education Department, who also spoke at the budget briefing.

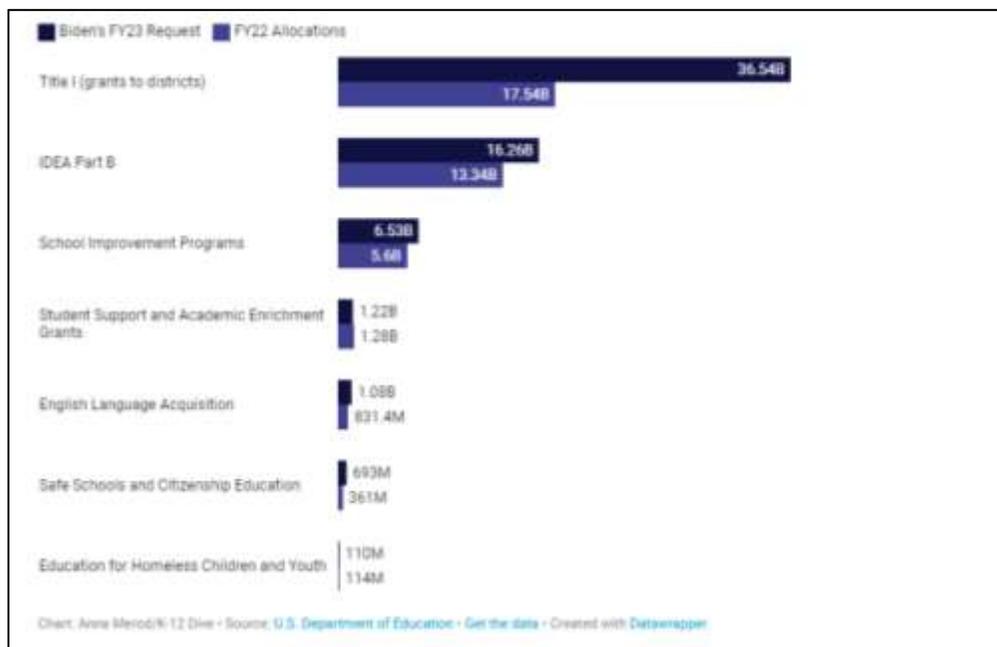
Denise Forte, interim CEO of The Education Trust, said in a statement that the proposed increase for federal education programs is “crucial to helping all students, particularly those most impacted by the pandemic — *students of color and students from low-income backgrounds* — get their academic and social-emotional needs met.”

Funding under Title I would support voluntary efforts to identify and address inequities in state and local funding systems, which often favor wealthier districts over districts with concentrated poverty, the Education Department’s budget justification said.

Rodríguez highlighted a \$468 million proposal that includes expanding the full-service Community Schools program. The plan would add 800 community schools across the nation to provide comprehensive social-emotional, academic and health supports for 2.5 million students and their families. Biden last year made a similar request, at \$443 million, but Congress approved just \$75 million.

Biden’s education budget requests vs. congressional allocations

In Biden’s FY23 budget requests, Title I received a significant proposed funding bump of \$19 billion.



Another large pocket of education spending would be reserved for special education services in fiscal 2023 under the Individuals with Disabilities Education Act. The Education Department wants to increase spending to \$18.1 billion, up from \$14.5 billion, for services aimed at infants, toddlers, preschoolers and school-aged children with disabilities.

For IDEA Part B state grants for school-aged children with disabilities, the budget plan asks for an increase to \$16.3 billion from \$13.3 billion.

If approved, that would be the largest two-year annual appropriation increase for IDEA’s Part B state grants in the law’s 46-year history, said Kevin Rubenstein, assistant superintendent for student services in Elmhurst Community Unit School District 205 in Elmhurst, Illinois.

But even if the request became reality, the federal contribution for IDEA would still not reach 40% of the additional cost to serve students with disabilities, or what’s known as full funding. The budget request represents 15% of federal full funding for IDEA, Rubenstein said.

“It’ll be a small increase overall, in terms of the percentage, but still, every amount helps,” said Rubenstein, who is also the policy and legislative chair of the Council of Administrators of Special Education.

Miriam Rollin, director of the Education Civil Rights Alliance convened by the National Center for Youth Law, said there were “good things and there are some less good things” in the budget request. She was pleased to see increases for Title I and IDEA and a mandatory set-aside for student well-being, for instance, but said she was disappointed in some initiatives in the U.S. Department of Justice’s budget proposal that could fund police in schools and threat assessments.

“That’s unfortunate because we think that those enforcement and school hardening approaches are harmful to kids, not helpful,” Rollin said.

DOJ is recommending \$1 million for research to study the root causes of school violence, including the impact and effectiveness of grants made under the STOP School Violence Act, which supports school violence prevention efforts through training of school personnel and students, and through evidence-based threat assessments.

Other notable education-related budget requests include:

- **Teacher recruitment and retainment:** To combat a national teacher shortage crisis that disproportionately impacts students of color and students from low-income backgrounds, the Education Department is proposing \$514 million for an Education Innovation and Research program. Additionally, Rodríguez said the budget includes \$40 million to recruit and train school leaders.
- **Social, emotional and mental health support:** The proposed spending plan includes \$1 billion for a new School-Based Health Professionals program to add counselors, nurses, school psychologists, social workers, and other health professionals in schools. This is proposed funding that would require authorizing legislation.
- **Head Start:** Although funding for Head Start falls under the Department of Health and Human Services, school systems work closely with Head Start providers to support early childhood education for students from low-income families. The White House is proposing to provide \$12.2 billion for Head Start, an increase of \$1.5 billion over the 2021 enacted level.
- **Charter school grants.** The president’s budget recommends level funding for federal support for creating charter schools, at \$440 million. Nina Rees, president and CEO of the National Alliance for Public Charter Schools, said in a statement that the request is disappointing, especially since charter school enrollment grew by 7% during the 2020-21 school year.
- **Office for Civil Rights:** To build capacity to protect equal access to education through the enforcement of civil rights laws, the proposed budget recommends a 23% increase to \$161 million for the office.

\$1 billion investment in student well-being

Concerns over student and staff mental health in schools have heightened since the pandemic began and temporarily shut down schools in March of 2020.

In fact, the American Academy of Pediatrics and other organizations declared a national children’s mental health emergency in October, warning COVID-19 had worsened already existing challenges faced by children and teens.

The U.S. Department of Education acknowledged the mental and physical toll COVID-19 has put staff and students through. Considering this, the department shared Biden’s proposed budget for FY23 includes a \$1 billion investment to increase the number of counselors, nurses, school psychologists, social workers and other health professionals in schools.

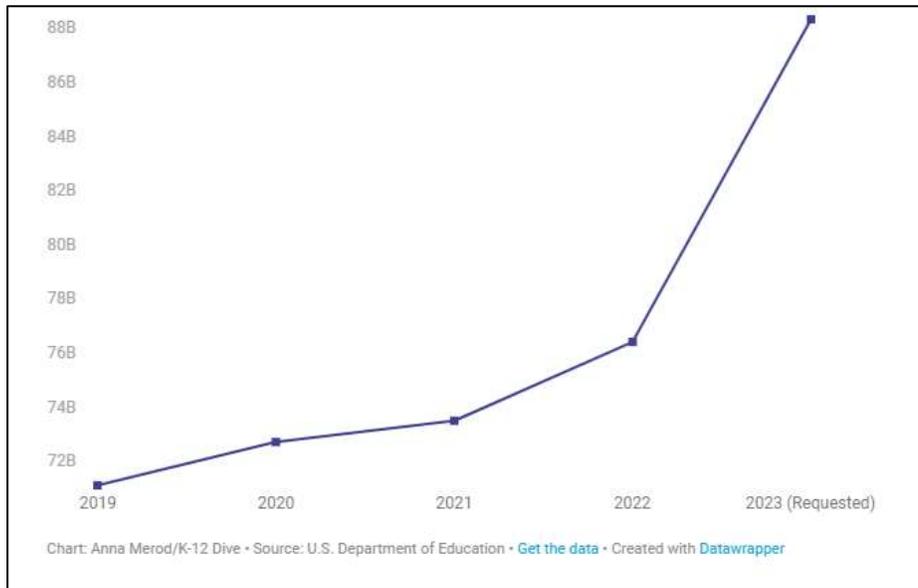
Federal contributions

According to the Congressional Budget Office, the federal government provides 8.5% of all K-12 funding. In 2019, state governments had the largest contributions to public school funding at 46.7% or \$350.9 billion, according to the U.S. Census Bureau.

But when considering direct student spending, local districts pick up much of the costs. In 2019, 99% of all direct spending on elementary and secondary education came from local governments, according to the Urban Institute.

Requested discretionary spending compared to pre-pandemic funding levels

While the Education Department received the largest increase in discretionary spending in 2022 since the start of the pandemic, Biden’s FY23 funding request is even greater.



Even though the federal contribution is a small percentage, it’s essential for school operations, say education advocates.

For instance, Ellerson Ng suggests imagining the impacts of a household budget being cut by 10%. That’s the same hardship that would be felt by local districts if federal funding were severely trimmed.

“I think the other thing that’s important here is these programs come with funding, but sometimes not all the funding they need to run them,” she said, giving IDEA services as an example of an “unfunded mandate.”

Rubenstein said change sometimes happens incrementally. “We have to focus on really making sure that every year that Congress and the president are working together to make sure that they add additional dollars to the IDEA funding line and so that’s what this budget does,” he said.

Administration officials will present the department’s budget on Capitol Hill, where the budget’s fate will be determined by Congress.

Anna Merod and Naaz Modan contributed to this story.

Note: Districts are being cautious in using their federal COVID relief dollars for ongoing programs and salaries due to the relief funding being one-time and not ongoing.

Schools Got Tons of Federal COVID Money. Why Some Are Laying Off Anyway

By Mark Lieberman
Education Week
March 30, 2022

Much of the public conversation about schools in recent months has emphasized the cascade of federal cash—just shy of \$200 billion—they’ve received in three rounds to help navigate the pandemic and recover from it.

Those funds don’t expire until September 2024. Yet some districts, both large and small, are now announcing cuts and layoffs for the upcoming school year. These decisions are often confusing for communities, and they’re prompting tough questions from unions and parents.

It’s easy to see why. National officials in recent months have repeatedly urged districts to tackle crucial priorities, from staffing shortages to HVAC deterioration to transportation woes, with federal relief funds.

“The American Rescue Plan gave schools money to hire teachers and help students make up for lost learning. I urge every parent to make sure your school does just that,” President Joe Biden said during his State of the Union address on March 1. “They have the money.”

But the realities of school district finance clash with the notion that schools are in a uniformly strong financial position.

Many districts are reluctant to apply federal relief dollars to recurring costs, only to roll back those initiatives or dismiss those hired employees once the money is spent or the deadline passes. Some low-wealth districts had such significant financial burdens prior to the pandemic that a temporary infusion of cash can’t turn the tide. And a small percentage of the nation’s 13,000 public school districts received little to no federal COVID-relief funds.

The federal relief packages have fueled billions of dollars in investments in upgraded facilities, learning acceleration programs, technology tools, and mental health resources, among other priorities. But those gains haven't erased serious structural challenges. Here's a noncomprehensive list of several that districts are facing right now.

Some districts are already running low on federal relief money

A handful of districts got upward of \$20,000 per student from the three federal relief packages combined. Hundreds of districts got more than \$5,000 per student in relief funds, and others got virtually nothing. The majority fell somewhere in between.

Those are very large gaps, which means some districts will be able to do far more with that aid than others.

Some districts have already used up their dose of federal relief funds on personal protective equipment and online learning resources. The Tamalpais Union High School district in Marin County, Calif., for instance, is cutting three staff-assistant positions that it financed with federal relief dollars, which are set to run out this school year.

Some states are cutting K-12 aid and asking districts to use federal funds to make up the difference

In Louisiana, education policymakers cited the influx of federal funds this month as they implemented a K-12 budget that freezes the state's base-funding formula for students. (It does include a pay raise between \$750 and \$1,500 for teachers and some school staff.)

GOP lawmakers in Wisconsin last year shaved 90 percent of the Democratic governor's proposed K-12 budget and told school superintendents to use federal funds to pay for costs that the state would normally cover.

In Minneapolis, more than 3,000 educators went on strike for nearly three weeks to agitate for higher wages and better working conditions. The strike ended late last month with a new contract, but getting funding for it might be an uphill climb. Republican state lawmakers in Minnesota dismissed the idea of more funding for K-12 schools beyond the state's recently approved 2.5 percent increase.

"I heard some people come up to me and say in private, there's so much money, they'll be burning it in the parking lots," Roger Chamberlain, the Republican lawmakers who chairs the state senate's education committee, told Fox 9 in St. Paul.

Similar sentiments about schools not needing additional money arose last year when federal lawmakers quietly cut \$100 billion in funding for urgently needed school facility improvements from the Build Back Better spending package that has yet to pass.

All these decisions come as the inflation rate is approaching 8 percent, unexpected pandemic costs continue to pile up, and a tight labor market has put pressure on employers to raise wages and expand benefits.

A massive spike in inflation is driving up labor and goods costs

The cost of goods in America has spiked in recent months, prompted by a wide range of factors including supply-chain disruptions, pent-up demand for material goods, and economic fallout from the war in Ukraine. For districts with fixed budgets, unexpected increases necessitate cuts elsewhere.

The Juneau district in Alaska has seen property, liability, and workers' compensation liability insurance costs skyrocket from \$500,000 two years ago to nearly three times that this coming year, said Bridget Weiss, the district's superintendent. The cost of supplies like paper and crayons have also tripled or quadrupled in recent years, she testified before the state senate in January.

"I'm not getting any increase in funding, so the only way to do that is to find places to cut or find funds that I can stretch and shift around," she told Education Week.

As enrollment declines, money dries up

America's K-12 population is shrinking. The number of births in the United States has decreased every year but one since 2008. The pace of decline has quickened during the pandemic, according to a report from the U.S. Census Bureau.

Public schools in many states receive funding based on the number of students they enroll. But losing students doesn't necessarily mean fewer expenses such as for electricity and Wi-Fi for buildings, fuel for buses, and health insurance and benefits for teachers.

Some states gave schools a reprieve from enrollment-based cuts in 2020 and 2021. But that grace period is coming to an end in places like California and New Jersey. Several district leaders who spoke with Education Week said a trend of declining enrollment that started before the pandemic is the biggest factor leading them to make cuts this year.

The federal government continues to fall short of its promises

Schools are legally required under the Individuals with Disabilities Education Act to offer robust services to students with disabilities. That law mandates the federal government contribute 40 percent of districts' special education costs.

Congress has missed that mark every year since the requirement became law in 1975. In fact, it hasn't even come close.

But schools are still required to pay for those services, often at the expense of other urgent priorities. The Faribault district in Minnesota has \$5 million in debt from inadequately funded special education spending in recent years.

"If we need a quiet room, or we need padding, or we need to hire two more paraprofessionals to help with that classroom to help those kids learn, we have to provide that to that child," said Todd Sesker, the district's superintendent. Sometimes, the district has to construct a new classroom or pay tuition for a student to attend a different school, depending on their needs.

A similar saga has played out with federal funding for programs that serve English-language learners. Many districts have recently seen an increase of students who need language services, which can be costly. Faribault

has seen an increase in English language learners in recent years; they now make up 25 percent of its enrollment, and the fund for necessary services for those students is currently \$1.5 million in debt.

The rural district, with more than 50 percent students of color, received \$11 million in federal relief funds. It already spent half those this year on facilities enhancements as well as new temporary elementary teachers and mental health professionals who will be laid off when the money runs out.

As a result, Sesker and his colleagues devised a plan this year to cut \$1 million from its roughly \$60 million budget, including laying off 10 of the district's teachers and several support staff.

That reduction plan still leaves a \$900,000 deficit. If it persists in future years, the state will take over the district's finances.

"We'd have to do things like go to the local taxpayers and ask them to increase the amount of money we receive from them," Sesker said. "There's really not any way to do it except that or make Draconian reductions."

Note: Sacramento City Unified California Teachers Association membership has fallen by more than 35,000 members since the union's high-water mark in 2018.

Exclusive: As Sacramento Educators Strike, Post-COVID Numbers Show Accelerated Membership Losses in California Teachers Association

By Mike Antonucci
The 74
March 30, 2022

With the Minneapolis teacher walkout settled, the eyes of the education world turn to Sacramento, where teachers and support employees unions have been on strike since March 23.

The Sacramento City Teachers Association is the ninth-largest of the California Teachers Association's 981 local affiliates. Its demand for increased hiring is meant to address more than school district staffing shortages. CTA locals all across California have been losing members for four years, and COVID only made things worse.

According to the union's latest internal figures, the number of active members — those working in the state's public schools — fell to 293,548, more than 35,000 fewer than the union's high-water mark in 2018. Losses were felt in every region of the state and included all categories: K-12 teachers, education support employees and higher education faculty.

Some of the more recent losses can be explained by the effects of the COVID pandemic and school closures over the past two years. But the union's membership losses went beyond school staffing declines.

As of Feb. 29, 2020, two weeks before the first school closures in California, membership stood at 304,509. The union also tracks non-members, eligible school employees who have decided not to join. In February 2020, more than 28,000 workers, or 8.5 percent of the total, fell into this category.

Almost two years later, the number of non-members grew to more than 34,000, or 10.4 percent. Put another way, there were 5,000 fewer employees available to recruit, but the union ended up with 11,000 fewer members. At least in California, the union member exodus exceeded that of the much talked-about teacher exodus.

Related to its overall membership concerns, the union reviewed the work of its charter school task force. This internal committee was formed to develop and propose regulations for charter schools, unionize charter school employees and help them negotiate their first contracts. The committee reported that it has aided in unionizing 3,200 employees at 94 charter schools since 2014.

One can question how much of an achievement this is. California has, at last count, 1,351 charter schools, meaning the unionized ones constitute just under 7 percent of the total.

Despite its membership losses, the union doesn't seem to be suffering much financial pain. It expects more than \$212 million in income this year, most of it from annual dues of \$753 per member. Much of it goes into various political activism pots.

The union has \$2.8 million in its statewide candidate political action committee, \$3.8 million in its media fund, \$4.8 million in its independent expenditures fund, \$12.8 million in its advocacy fund and \$26.1 million in its ballot initiative fund. It appears this last fund will sit quietly for another year, as signature-gathering has ceased for all the ballot initiatives the union was preparing to fight.

In total, that's more than \$50 million designated to influence both legislators and the public to adopt the union's agenda or embrace its viewpoint. That money is at work in Sacramento even when teachers are not.

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: April 08, 2022

Phone Number: 457-3134

Regarding: Solar Projects Update

The purpose of this communication is to provide the Board an update on the status of the district's solar energy projects. The Board approved 20-year power purchase agreements with ForeFront Power for solar projects Phase 1 (comprehensive high schools and parts of Brawley Service Center) in December 2017, Phase 2 (Chavez Adult School and Nutrition Center) in September 2018, and Phase 3 (15 elementary schools and 6 middle schools) in May 2021. The projects are solar shade canopies constructed on parking lots, hard scape, and green space. There is no capital cost to the district except for electrical panel upgrades where needed. ForeFront Power is responsible for financing, designing, permitting, constructing, owning, operating, and maintaining the solar systems. The district expects to avoid \$44 million in utility costs over 20 years from all these solar projects.

For Phase 3, construction was originally anticipated to begin in Summer 2021. However, due to steep escalation in the price of steel during 2021, construction was delayed to allow the market to stabilize. Construction is now planned to commence at the first nine sites in June - September 2022, the next seven sites in October - December 2022, and the remaining five sites in early 2023.

In addition to the increased cost of steel (absorbed 50% by ForeFront), other expenses added to the projects include parking accessibility upgrades, foam wraps on steel columns in green space, concrete bollards in parking lot structures, and additional lighting. This will have a slight impact on the overall cost avoidance projections. Based on preliminary estimates, the changes are within allowances in the agreements. If costs exceed the allowed amounts, the Board would be requested to approve amendments to the agreements. This would not be anticipated to delay project implementation.

The Phase 3 schools are: Ahwahnee, Ayer, Birney, Burroughs, Cooper, Ericson, Herrera, Jefferson, Lawless, Lincoln, Olmos, Rowell, Scandinavian, Sequoia, Storey, Tenaya, Vang Pao, Wawona, Williams, Wilson, and Yokomi.

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

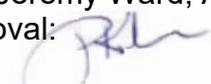
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/08/2022

Fresno Unified School District
Board Communication

BC Number SL-1

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

Date: April 08, 2022

Phone Number: 248-7465

Regarding: 2022 Fresno Unified Summer Academies, Special Education Extended School Year Program, and Summer Camps

The purpose of this communication is to provide the Board information regarding the 2022 Fresno Unified Summer Programs which will begin for students on Tuesday, June 14, 2022. Fresno Unified Summer Programs will offer intervention, enrichment, and acceleration opportunities through Summer Academies, Special Education services for identified students in the Extended School Year Program, and enrichment activities during Summer Camps.

Summer Academies are designed to support academic growth in literacy and/or math for elementary and middle school students. In an effort to serve more students, Summer Academy programs will be expanding in Summer 2022 to include all elementary and middle schools districtwide. Elementary and middle school Summer Academies will operate from June 14, 2022 through July 01, 2022 with a planned professional learning day scheduled for Monday, July 13, 2022. All Summer Academy Programs will also have an after-school program each day to increase opportunities for students to engage in additional enrichment and academic supports.

For high school students, acceleration, credit attainment for graduation, and/or A-G requirements will be offered at all comprehensive and alternative education school sites starting June 14, 2022 through July 15, 2022. Alternative education high schools will continue to offer credit attainment opportunities for students until the start of the 2022/23 school year in August.

Summer Academies at elementary and middle school sites will also include embedded programs for English Language Development Reclassification, Hmong, Laos, and Khmer Enrichment Programs and Pre-school Programs. The African American Academic Acceleration Department (A4) will be offering early kinder readiness programs, kindergarten through fourth grade literacy programs, fifth and sixth grade math programs, and sixth and seventh grade literacy programs at select school sites.

Special Education Extended School Year (ESY) will provide services per the student's Individual Education Plan. ESY will operate from June 14, 2022 through July 13, 2022.

Summer Camps are designed to offer a variety of diverse enrichment opportunities and activities for students at the conclusion of Transitional Kindergarten through eighth grade Summer Academies on July 01, 2022. Expanding partnerships with community based organizations made possible through our district's Request For Qualifications (22-09 RFQ) process and funded by the Expanded Learning Opportunities Program through the California Department of Education has provided a unique opportunity to give greater, free-of-charge, access to meaningful supports and enrichments to students in the month of July. Fresno Unified Summer Camps will be available to elementary, middle, and high school students, starting July 05, 2022 through July 29, 2022. Expanded Learning Opportunity Program Camps are an opt-in (sign-up) opportunity and are typically week-long in length. Participants will be able to experience immersive, highly engaging, hands on experiences in programs that have been thematically designed in areas of Science, Technology, Engineering and Mathematics, arts & music,

outdoor recreation, athletics, and college and career preparation. Fresno Unified students and families will be made aware of Summer Camp opportunities via written and visual messaging in English, Spanish, and Hmong beginning in the month of May, 2022. The application window for Summer Camps will be opened on May 23, 2022 and will close on June 10, 2022. Students will be selected by lottery for individual camp programs in the event that there are more applications than spaces available.

In collaboration with Fresno Unified Nutrition Services, all summer programs will provide student meals for breakfast, lunch, and late afternoon, depending on the hours of operation. This includes nutrition provided for all students participating in summer camp programs in the month of July.

The Summer School employment application is currently open for all Fresno Unified permanent staff to apply. The application deadline is April 01, 2022. All eligible Fresno Unified staff received an email from Human Resources with information on the application.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7565.

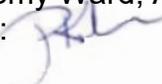
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/08/2022

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: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: April 08, 2022

Phone Number: 248-7465

Regarding: 2022 Fresno Unified Spring After-School and Saturday Academy Enrichment Programs

The purpose of this communication is to provide the Board information regarding the expansion of services in after-school programs beginning Tuesday, March 22, 2022 via partnerships with community based organizations.

After-school programs are designed to offer a variety of diverse enrichment, physical activities, nutrition, and learning supports for students. Extended Learning within the College and Career Readiness Department has worked to expand enrollment opportunities in the after-school program during the 2021/22 school year. Expanding our partnership with community based organizations is made possible through our district's Request For Qualifications (RFQ 22-09) process and funded by the Expanded Learning Opportunities Program (ELOP) through the California Department of Education. ELOP funding has provided this unique opportunity to give greater, free-of-charge, access to meaningful supports and enrichments to students in Fresno Unified after-school programs. Currently, there are 18 community based partners providing services and enrichments to Transitional Kindergarten through eighth grade students throughout all high school regions districtwide.

An example of services and enrichment opportunities that have been added to elementary schools this semester include students learning about animals through a partnership with the Fresno Chaffee Zoo staff, learning the art of African drumming, creating piñatas, flying drones, painting murals, improving literacy, building with Legos, learning about fitness and nutrition, participating in Science, Technology, Engineering, and Mathematics activities, or dancing hip hop.

Middle school student enrichment and support activities through community based partners include learning about environmental science, careers in engineering and aviation, entrepreneurship, and video game design.

A few approved community based partners are delayed in the onboarding and approval process to work in the afterschool programs. We anticipate all partners leading programs in the weeks to come. Fresno Unified Spring After-School and Saturday Academy Programs offer enrichment opportunities through programs provided by community organizations.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7565.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/08/2022

Spring 2022 After School Programs: Vendors with Delayed Start Dates

Vendor	Delayed start	Number of staff not fingerprinted and/or cleared by program start date of 3/21/22	Sites affected	Number of staff who quit due to fingerprinting delay
Adventure Education Systems	No (AES had residual winter camp staff to start the program)	13/13	Scandinavian, Yosemite, Cooper, Fort Miller, Hamilton, Baird	0
Assist Academy	Yes	30/40	Centennial, Viking, Thomas, McCardle, Vinland, Holland, Wolters, Robinson, Eaton, Pyle	17
Bricks4Kidz	Yes	11/11	Malloch, Powers, Starr	0
Drone Legends	Yes	5/5	Addams, Columbia	0
Fresno Chaffee Zoo	Yes	6/7	Addams, King, Lincoln	0
Moreno Institute	Yes	8/32	Ewing, Heaton, Hidalgo, Norseman	3

Spring 2022 Spring After School and Saturday Academy Programs

Region	Bullard	Edison	Fresno	Hoover	McLane	Roosevelt	Sunnyside
Elementary Sites	<p>Bricks 4Kidz (all 9 sites – 3-week rotations) 1. Starr, Powers, Malloch 2. Forkner, Figarden, Slater 3. Gibson, Lawless, Kratt,</p> <p>Chaffee Zoo: week 7: (5/9 – 5/13) Figarden, Forkner, Gibson, Lawless week 8: (5/16 -5/20) Malloch week 9: (5/23 – 5/27) Powers</p> <p>African Drumming (all 9 sites - Music)</p> <p>My Little Pinatas (all 9 sites-Art/Literacy)</p> <p>Mural Arts Kratt 5/16 JE Slater 5/23 JE</p>	<p>Drone Legends (all 5 sites – Aviation)</p> <p>Chaffee Zoo: week 1: (3/22 – 3/25) Addams, Columbia King, Lincoln</p> <p>ENP Saturday Sports (Kirk & Columbia) (8 weeks 3/26 – 5/21)</p>	<p>Moreno Institute (all 9 sites - Literacy)</p> <p>Chaffee Zoo: week 3: (4/4 – 4/8) Del Mar, Fremont, Hamilton, Roeding</p> <p>ENP Heaton Literacy 8 weeks</p> <p>Mural Arts: Fremont 4/19 – 4/21 AT Homan 4/25 – 4/29 JE</p>	<p>Assist Academy (all 10 sites - Fitness/Nutrition)</p> <p>Chaffee Zoo: week 4: (4/19 – 4/22) McCardle, Pyle, Robinson, Thomas</p> <p>Saturday Zoomobile Centennial 3/26</p> <p>Saturday McCoy Self-Defense 9:30 am – 12:30 pm McCardle: 3/26, 4/2, 4/9, 4/23, 4/30 Vinland: 5/7, 5/14, 5/21, 5/28</p> <p>Mural Arts Vinland 4/26 – 4/28 AT</p>	<p>Moreno Institute (all 10 sites - Literacy)</p> <p>Chaffee Zoo: week 5: (4/25 – 4/29) Ericson, Ewing, Leavenworth, Norseman</p> <p>Saturday Zoomobile Turner4/2</p> <p>Mural Arts Mayfair 5/2 – 5/6 JE Ewing 5/3 – 5/5 AT</p>	<p>AIMS (all 11 sites – STEM)</p> <p>Chaffee Zoo: week 6: (5/2 – 5/6) Anthony, Jefferson, Vang Pao, Webster</p> <p>Saturday Zoomobile Balderas 4/30 Webster5/7</p> <p>Mural Arts Jackson 5/9 5/13 JE Yokomi 510 – 5/12 AT</p>	<p>AIMS (all 8 sites – STEM)</p> <p>Chaffee Zoo: week 2: (3/28 – 4/1) Ayer, Bakman, Easterby, Greenberg</p> <p>ENP Olmos Literacy 8 Weeks</p> <p>Mural Arts Storey 5/17 – 5/19 AT</p>
Middle Sites	<p>Work Ed (Tenaya & Wawona – Entrepreneurship/Video Game Design)</p> <p>Saturday River Parkway @ Owl Hollow + Mural</p> <p>Tenaya & Wawona 40 students each Week 7 – 5/14</p>	<p>Mural Arts Computech 3/28 – 4/1 JE</p> <p>Gaston 4/4 – 4/8 JE</p> <p>Saturday GrowthPoint Technologies (both sites – 9 weeks – Engineering & Aviation)</p> <p>Computech & Gaston 40 students each Week 1 – 3/26</p>	<p>AES Cooper, Fort Miller, Hamilton – Environmental Science</p> <p>Cooper, Fort Miller, Hamilton 20 students each Week 3 – 4/9</p>	<p>Work Ed Ahwahnee & Tioga – Entrepreneurship/Video Game Design</p> <p>Ahwahnee & Tioga 40 students each Week 4 – 4/23</p>	<p>AES (Scandinavian & Yosemite -Environmental Science)</p> <p>Scandinavian & Yosemite 40 students each Week 5 – 4/30</p>	<p>Work Ed (Sequoia & Tehipite – Entrepreneurship/Video Game Design)</p> <p>Sequoia & Tehipite 40 students each Week 6 – 5/7</p>	<p>Work Ed (Kings Canyon & Terronez - Entrepreneurship/Video Game Design)</p> <p>Saturday GrowthPoint Technologies (Kings Canyon – 9 weeks – Engineering & Aviation)</p> <p>Kings Canyon & Terronez 40 students each Week 2 – 4/2</p>

1-week after school • 9-week after school • Saturday Academy

Magnet Specialty Schools	
Addicott	Chaffee Zoo 5/23 - 5/27
Baird 5-8	Chaffee Zoo 5/16 - 5/20, McCoy Hip Hop (M & W), Saturday River Parkway (40 students - week 8, 5/21)
Bullard Talent K-8	Chaffee Zoo 5/16 - 5/20, Work Ed, Saturday River Parkway (40 students - week 8, 5/21)
Manchester GATE	Chaffee Zoo 5/23 - 5/27
Sunset DI	Chaffee Zoo 5/16 - 5/20, Mural Arts 3/22 – 3/25 JE, Saturday Zoomobile – 5/14
Wawona DI	Chaffee Zoo 5/23 - 5/27, Saturday Zoomobile – 5/21
eLearn 7-8	Saturday River Parkway (80 students - week 9, 5/28)