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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – MAY 20, 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

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog School crossing Guards Request for Qualification

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report

COMMUNITCATIONS – Nikki Henry, Chief Officer

C-1 Maiyer Vang Spring Family Recognition Ceremony
C-2 Maiyer Vang African American Family Engagement Activities
C-3 Maiyer Vang Family Leadership Museum of Tolerance Field Trip

SCHOOL LEADERSHIP – Kim Mecum, Chief Officer

SL-1 Yolanda Jimenez-Ruiz Phoenix Secondary – Yondr Cell Phone Program
SL-2 Sandra Toscano District English Learner Advisory Committee Meeting No. 4

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: May 20, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the CSBA Superintendents Advisory Council Meeting in Sacramento
- Held interviews for Director, Risk Management
- Met with MCEL Leaders
- Participated in the virtual "Day with Wallace" Meeting
- Held Press Conference regarding Summer Camps
- Attended Fresno Cradle to Career Meeting
- Participated in the Equity Centered Pipeline Initiative Meeting with the Wallace Foundation

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



Date: 05/20/2022

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: May 20, 2022

Phone Number: 457-3498

Regarding: School Crossing Guards Request for Qualifications

The purpose of this communication is to provide the Board an update around our efforts to secure additional school crossing guard resources and bring a recommendation to the Board prior to the end of the 2021/2222 school year. Staff provided a Board Communication on March 25, 2022, noting that the process of executing a Request for Qualification (RFQ) to seek proposals was underway. The timeline for that process was:

- December 2021/January 2022, the Purchasing and Safety and Security Departments began meeting to establish criteria for a RFQ and establish a district timeline
- February 2022, staff completed safety documentation, RFQ back up materials and established an evaluation committee. The committee included school site leaders and members of the Purchasing and Safety and Security Departments
- March 11 and March 18 Purchasing lawfully advertised for two consecutive weeks in The Business Journal. In addition, there were postings on the district's online bidding portal Procurement and through social media platforms
- On March 11 staff sent a Notice of Invitation via email and Procurement to four organizations (All City Management Services, American Guard Service, J&J Special Services and Safe 2 School). Two additional organizations (Every Neighborhood Partnership and World Private Security Inc.) registered for the RFQ through Procurement March 15 and March 17, respectively
- On March 22 staff held a pre-proposal meeting with potential bidders to answer any questions
- March 30 was the deadline for organizations to submit any questions
- April 05 was the last date for Purchasing to issue any addendums
- RFQ's were due on April 12, two vendors responded (All City Management Services and Safe 2 School)
- April 12 - 21 the evaluation committee reviewed submittals and provided recommendations
- April 27 Purchasing communicated the Award Recommendation and the tentative May 18 date for Board approval. Board leadership asked that the agenda item be moved to a later meeting.

Staff plans to bring the crossing guard recommendations to the Board by June 15.
Should you have questions, please contact Amy Idsvoog at 457-3498.

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



Date: 05/20/2022

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: May 20, 2022

Phone Number: 457-3907




Regarding: School Services Weekly Update Report for May 11, 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 May 11, 2022 is attached and includes the following articles:

- Proposed Changes to Early Childhood Special Education Credential – May 09, 2022
- Editorial: How to Fix the Rocky Start of Transitional Kindergarten for All California 4-Year-Olds – May 06, 2022
- Some States Back Away from a Major Student Well-Being Survey. Why, and What It Could Mean – May 05, 2022

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/20/2022



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www.sscal.com

DATE: May 11, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

May Revision to Be Released on Friday, May 13

On Friday, May 13, 2022, Governor Gavin Newsom will release the May Revision, which is the final opportunity for the Governor to update his revenue projections prior to the enactment of the State Budget in June.

The Governor will hold a press conference on his revised budget at 10:00 a.m. on Friday. You can view the press conference on the [@CAGovernor](#) Twitter page, the [California Governor Facebook](#) page, or the Governor's [YouTube page](#).

We will use subsequent *Sacramento Updates* to keep you apprised of the Governor's revised State Budget proposals and how the Legislature shapes their version of the Budget, which is constitutionally required to be approved by both houses by June 15, 2022.

Assembly Democrats Budget Priorities

Over the last two weeks, each house has released a budget blueprint that highlights their 2022-23 State Budget priorities for their upcoming negotiations with the Newsom Administration. In the *Sacramento Update* two weeks ago, we previewed the Senate Democrats' 'Putting California's Wealth to Work' budget plan, which highlighted the upper houses' budget priorities. Last Thursday, the Assembly Democrats presented their budget priorities to staff, which include the following:

- Directing half of the Proposition 98 increase to the Local Control Funding Formula (LCFF)
 - The Senate plan proposes a \$5 billion increase to the LCFF base, growing to \$10 billion by 2024-25, in addition to an expected 6.56% cost-of-living adjustment
- Creating a Learning Recovery Block Grant to support students and staff
 - The Senate proposes \$10 billion in one-time, formula-based funds spread over multiple years for a COVID-related Learning Recovery

Block Grant, which would be used by local educational agencies (LEAs) to address unique challenges brought on by the COVID-19 pandemic

- Fully funding expected school, transitional kindergarten (TK), and childcare facilities needs for next two years
 - The Senate plan proposes \$4.5 billion over three years, which is above Governor Newsom’s proposal, for school facilities, including \$1 billion for TK, and \$1 billion for K-12 deferred maintenance
- Supporting Universal TK, school meals, and after school program roll-out
 - The Senate plan also highlights ensuring successful implementation of programs established in the 2021 State Budget Act

With both houses presenting a similar set of priorities, there is a strong chance that legislative leadership will forgo the formal conference committee process and adopt the main State Budget bill by June 15. This is the strategy that the Legislature utilized last year that put them in a strong negotiating position with the Newsom Administration as it bought the parties more time to come to an agreement on the final State Budget. With the state operating as a Democratic trifecta, legislative leadership and Governor Newsom will do everything they can to present a united front, especially during an election year.

Leilani Aguinaldo

Proposed Changes to Early Childhood Special Education Credential

By Charlene Quilao
School Services of California Inc.'s *Fiscal Report*
May 9, 2022

The Commission on Teacher Credentialing (CTC) released a memorandum addressing the concerns related to Early Childhood Special Education (ECSE) credential holders who are currently authorized to only teach special education students ages birth through pre-kindergarten. The CTC acknowledges that this is an area of concern for current ECSE credential holders and local educational agencies as four-year-old students have been entering the transitional kindergarten (TK)-12 system.

Recognizing this concern, the CTC has submitted to the Office of Administrative Law (OAL), the following proposed regulation changes for approval:

- Allow educators who earn the ECSE credential under the new program standards to teach special education students in TK and kindergarten
- Allow current ECSE credential holders to upgrade to the new ECSE authorization that would allow them to teach TK and kindergarten
 - Existing ECSE credential holders would need to verify with their employer, preparation program, or Special Education Local Plan Area that they have met the new [Teaching Performance Expectation \(TPE\)](#) content to apply for the expanded ECSE authorization

If the proposed regulations are approved by the OAL, the above-referenced changes would be effective July 1, 2022, at which point, the CTC will release more guidance on the application process. Meanwhile, the CTC recommends that current, interested ECSE credential holders begin the process of meeting the new TPE areas, so they are able to upgrade to the new ECSE authorization as soon as July 1.

As the CTC awaits the decision of the OAL, employers can work with ECSE educators to apply for a temporary one-year [Special Education Limited Assignment Permit](#) in mild-moderate or moderate-severe disabilities so they are able to serve in a TK classroom.

Note: Although the Governor is proposing to fund the gradual implementation of Universal TK for local educational agencies by re-benching Proposition 98, the Administration does not propose providing community funded, or basic aid, school districts for TK.

Editorial: How to Fix the Rocky Start of Transitional Kindergarten for All California 4-Year-Olds

By The Times Editorial Board
Los Angeles Times
May 6, 2022

California has had limited transitional kindergarten — a more formal, academic form of preschool for 4-year-olds — since 2010, offering it primarily to the children who were closest to kindergarten age but not

quite old enough to enroll. There were financial incentives for school districts to climb aboard. Some embraced the idea right away; L.A. Unified is a notable example. Others showed little interest.

And now its time has come on a much broader scale as California gears up to offer it to all 4-year-olds — though to make a success of this, the state must overcome some of the hurdles that it set up for itself.

Studies conducted from 2015 to 2017 by the nonpartisan American Institutes for Research found that the state's program produced significant gains in literacy and math for kindergartners who had attended TK, as it's called, compared with those who hadn't. That was especially true for children who were not yet fluent in English as well as those from low-income households, who had higher gains overall. The disappointment: A year of transitional kindergarten did not improve social and emotional learning, and for many students, some of the academic gains faded by the end of kindergarten.

Yet last year, with the state awash in federal rescue dollars, Gov. Gavin Newsom proposed making TK universal. Written into the budget bill, the state now requires school districts to offer the program and begin expanding it to more students starting this August, with further expansion for the next two years. And at a time when declining enrollment threatens the budgets of many school districts, TK would bring more students into the public school system and keep teachers employed.

At the time of Newsom's proposal, we praised the general concept but raised several concerns, urging the governor to move cautiously. Among the issues were whether the state had enough teachers. It needs about 2,400 additional credentialed teachers for this first expansion; in a couple of years, it will need an additional 11,000, plus more than twice as many classroom aides.

The prekindergarten spending also was supposed to help the underpaid teachers of existing private preschools by making jobs in the transitional classes available to them. Many are women of color making lower wages and benefits than public school teachers. Transitional kindergarten requires a multiple-subject teaching credential; about half the teachers in private preschool have bachelor's degrees and most of those are in early childhood education, which doesn't meet the requirement but probably is more important for leading a classroom of 4-year-olds. These teachers need help with their education to meet the requirements, which should be more flexible so that shorter training could give them the necessary credentials, lift up a long poorly paid group of teachers and provide greater equity among educators.

Both of these concerns — and others that we did not foresee — have turned into actual problems now that the deadline is drawing close. Public school enrollment is declining but not yet to the point that teachers can be spared for prekindergarten classes, and in some districts, enrollment isn't dropping at all. Districts are complaining that they cannot find the teachers for these new classes.

Beyond that, although the budget bill was signed in July, the state Department of Education did not provide schools with the guidelines for implementing the law until mid-February, giving them little time to have classrooms set up and operating properly by August, said Bruce Fuller, professor of education at UC Berkeley and head of the Children's Forum, which conducts research on education topics in the state.

L.A. Unified and many other large, urban districts have been ahead of the game in expanding transitional kindergarten, he said, because they embraced it from the start and have considerable expertise in early childhood education within their administrative offices. Small and medium-sized districts are far more likely to be unprepared to place more 4-year-olds in classrooms in a little more than three months.

In addition, Fuller said that although the administration has been distributing money for school districts to create adequate classrooms for transitional kindergarten, there hasn't been enough time for schools to get the renovation work done.

The state also made no provision to pay for the new program in more than 150 'basic aid' school districts. Transitional kindergarten will be paid on a per-student basis; basic aid districts are funded by local property taxes rather than based on enrollment, and the budget bill did nothing to bridge that gap. Some basic aid districts are in wealthy areas but not all of them, and many are saying they cannot afford transitional kindergarten without cutting back on other crucial programs. Some say they won't offer the classes until the state provides the money.

To its credit, the Newsom administration has provided money to the state's teacher programs to focus on graduating more teachers to lead TK classes. But it should have been obvious from the start that it would take more than a year to see the results of that investment as well as the money to renovate and build classrooms for 4-year-olds. Likewise, perhaps the state Department of Education was slower than it should have been at providing guidance, but better to take time to do it right than rush the job and create confusion and error.

The intentions were good, but the implementation problematic. The state can go a long way toward fixing this by granting districts a delay when they are not yet ready. It also should provide a fast-track credentialing program that prepares private preschool teachers with bachelor's degrees for teaching in these new classes. The state Department of Education should provide small and medium-sized districts with experts in early childhood education to help set up their programs.

The state was wrong to impose a new mandate on basic aid districts without funding it; that problem has to be corrected immediately.

Note: Some states are backing away from the Youth Risk Behavior Survey, which asks high school students about issues like bullying, suicidal thoughts, drug use, sexual behavior, exposure to violence, and risk-taking activities, like texting while driving.

Some States Back Away from a Major Student Well-Being Survey. Why, and What It Could Mean

By Evie Blad
EducationWeek
May 5, 2022

As schools face a student mental health crisis, some experts fear that a growing resistance to collecting data about child well-being could jeopardize key efforts to protect kids.

Florida officials notified the Centers for Disease Control and Prevention in March that the state would no longer administer an anonymous, voluntary, biennial survey centered on issues of child well-being. Two other states—which CDC officials would not name—have had recent preliminary discussions about withdrawing from the state-level data collection, known as the [Youth Risk Behavior Survey](#), said Kathleen Ethier, director of the CDC's division of adolescent and school health.

‘For us, the more data points we have in terms of health and well-being, including mental health, the better positioned we are to try to understand and try to respond to the mental health crisis that we are seeing in this country among young people,’ Ethier said. ‘Data isn’t the only answer, but without the data, we are in the dark.’

The concerns come as schools around the country face scrutiny over a variety of locally administered student surveys on subjects like school climate and social-emotional learning. Parents have objected to questions, even anonymous ones, about students’ sexual orientation, and some conservative political groups argue that schools’ efforts around child well-being may teach children values that differ from their parents.

A survey gauges student well-being, behaviors

The Youth Risk Behavior Survey asks high school students about issues like bullying, suicidal thoughts, drug use, sexual behavior, exposure to violence, and risk-taking activities, like texting while driving.

The CDC issues a version of the survey to a random sample of students around the country to track national progress on those issues. With Florida’s departure, 45 states now use federal grants to administer separate, state-level versions of the survey, which allow them to add or remove questions and track more local data. For example, some states omit questions about students’ sexual behaviors, Ethier said.

Those statistics allow states to see how policy changes or local events correlate with changing student responses, to compare themselves to other states, and to build a case for programs and grants, Ethier said.

In a March 16 letter to the CDC, Florida officials did not say why the state planned to withdraw from the survey, which it has issued since 1991.

In an email response to questions from Education Week, a spokesperson for the Florida Department of Education said the state planned to conduct its own surveys without the federal grant.

‘Rather than continue with a generic nationwide survey, our intent is to improve our data collection efforts to make the survey specifically tailored to Florida’s unique needs,’ wrote Cassie Palelis, the agency’s press secretary.

She did not respond to follow-up questions about who would design the new survey, whether the state had concerns about any specific questions on the CDC questionnaire, or how officials would assure resulting data could be compared with previous years to measure trends.

Tracking the effects of new legislation

By changing surveys, Florida’s school mental health personnel are concerned that the state will lose its ability to accurately measure the effects on students’ behaviors of issues like the pandemic and a new Florida law about how schools discuss sex and sexuality, said Angela Mann, president of the Florida Association of School Psychologists.

Florida’s Parental Rights in Education bill, signed into law by Gov. Ron DeSantis in March, prohibits teachers from providing classroom instruction on ‘sexual orientation or gender identity’ to kindergarten through 3rd-grade students. Its supporters say it will help preserve parents’ rights to shape their children’s views on sexuality and gender. Opponents say it harmfully stigmatizes LGBTQ students, teachers, and families.

‘My fear is that if the state decides to do its own survey, we lose the richness of all of that data,’ Mann said. ‘Withdrawing from the survey comes at a really awful time. There’s reason to believe that some of our more-vulnerable youth who face marginalization will potentially be harmed even more and go undetected and underserved.’

It’s unusual for a state to withdraw from the CDC survey after participating for decades. Three states—Washington, Oregon, and Minnesota—do not participate. Those states issue long-running surveys of their own after dropping out of the CDC survey years ago or never having participated in the first place.

Most recently, Wyoming officials ended participation in the state-level Youth Risk Behavior Survey after the state’s legislature passed a bill directing them to do so in 2016, citing concerns about the questions including in the questionnaire.

In the years since, Wyoming lawmakers have killed legislative amendments that would have restored the state’s participation, citing questions about issues like students’ sexual history in debates over the issue.

‘I’m not going to read those questions because I think it’s very distasteful, and yet that’s what we’re exposing our high schoolers and middle schoolers to,’ Rep. Scott Clem, a Republican, said in a 2020 debate, according to the Wyoming Business Journal.

Issues ‘are not going away’

Wyoming Democrats who backed participation said the issues the survey measures ‘are not going away,’ and that the data could help direct funding for prevention efforts.

Ethier, of the CDC, stressed that the surveys are anonymous and that data is analyzed at a broad, population level. No action is taken with individual students based on their responses, and responses cannot be traced back to individual students.

The survey questions are also reviewed by participating states and vetted by data scientists to ensure students can understand them and answer them consistently to ensure the most accurate data possible, she said.

There is a ‘large body of research’ that shows asking students about risky behaviors does not pose danger or encourage them to take risks themselves, Ethier said.

‘The most important thing for all of us is that this generation of young people emerges into adulthood in as healthy a way possible,’ she said. ‘Unless we know what’s happening ... we can’t make sure we are taking the right steps to help them do that.’

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval: 
(file:///C:/Users/maiyer/Desktop/2022.14.24.P01)

Date: May 20, 2022

Phone Number: 250-1322

Regarding: Spring Family Recognition Ceremony

The purpose of this communication is to provide the Board information regarding Parent University's Spring Family Recognition Ceremony. This event was in person at the Tower Theater on Friday, May 13, 2022, from 5:00 p.m. to 8:00 p.m. The event was well attended with 317 participants. The goal was to celebrate Fresno Unified families who attended Parent University's family learning, family leadership, and family engagement activities.

At the ceremony, families and students had an opportunity to enjoy a movie and live entertainment. Parents were awarded certificates of participation and received resources to support learning. Four leaders were recognized for their leadership and contribution to student achievement. Farm Saephan received the Most Valuable Parent Award. Ms. Saephan is a mother of four children with two attending King Elementary and Gaston Middle Schools. As a family leader, Ms. Saephan is engaged in the decision-making process at King and actively participates in Parent University's family learning, family leadership, and family engagement activities. Julie Wheelock, a program manager in the Special Education Department, received the Distinguished Partnership Award. Ms. Wheelock's expertise and compassion for providing Special Education support and knowledge have been instrumental to families. Eric Morin, chief operations officer for longtime community partner Success Together, received the Community Leadership Award. Mr. Morin has played an essential role in serving Fresno Unified families, providing resources to support college and career readiness. Mr. Morin was also honored for his knowledge in career counseling, his passion, and positivity. Parent University's Estefania Aguilar Gutierrez received the Very Important Person Award. Ms. Gutierrez is an avid advocate for growing families in the district to become leaders and decision-makers. Ms. Gutierrez has impacted families and students by ensuring they receive reliable resources and materials to support student outcomes.

If you have any questions or require additional information, please contact Maiyer Vang at 250-1322.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/20/2022

Fresno Unified School District
Board Communication

BC Number: C-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval: 
Wiki Henry May 20, 2022 14:24 PDT

Date: May 20, 2022

Phone Number: 250-1322

Regarding: African American Family Engagement Activities

The purpose of this communication is to provide the Board information regarding Parent University's African American Family Engagement Mini-Conference and African American family Engagement events already held. The conference will be held at Roosevelt High School on Saturday, June 04, 2022, from 9:30 a.m. to 11:30 a.m. This event aims to support and engage African American families and students to improve student attendance. The theme of the conference is Family Art Day. The conference allows families and students to participate in educational and fun art activities, including a community resource fair. All Fresno Unified African American families and students are invited to attend the conference, including foster youth, homeless youth, and students with disabilities.

In addition, African American family engagement events hosted at Anthony, Heaton, Homan, and Lowell elementary schools were a success. These engagements aimed to support our families and students to increase student attendance. Over 300 participated in the events, receiving resources and materials tool kits to support at home. In addition, each event featured guest speakers who highlighted the importance of family engagement and student attendance to achieve academic success. Family engagement in schools contributes to potential positive student outcomes, increased student achievement, better teacher-student relationships, and an improved school environment.

If you have any questions or require additional information, please contact Maiyer Vang at 250-1322.

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



Date: 05/20/2022

Fresno Unified School District
Board Communication

BC Number C-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Interim Executive Director
Cabinet Approval: 
Nikki Henry (05/20, 2022 14:24 PDT)

Date: May 20, 2022

Phone Number: 250-1322

Regarding: Family Leadership Museum of Tolerance Field Trip

The purpose of this communication is to provide the Board information regarding Parent University's family leadership Museum of Tolerance field trip. Parent University's family leadership groups, including the African American Voices Leadership Council and the Family Leadership Academy groups of English, Hmong, and Spanish, will be taking a trip to The Museum of Tolerance on Friday, May 20, 2022, departing at 7:30 a.m. and returning at 8:30 p.m. The goal of the family leadership Museum of Tolerance field trip is to continue growing family leaders by building leadership skills, cultural proficiency, mindfulness, trust-building, social-emotional learning, and learning from the experiences of past leaders. At the museum, families will have the chance to hear and experience stories from the perspective of others.

Attached is the schedule and for information about the engagement, visit the Museum of Tolerance website: <https://www.museumoftolerance.com/about-us/our-history-and-vision/>.

If you have any questions or require additional information, please contact Maiyer Vang at 250-1322.

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



Date: 05/20/2022



Fresno Unified School District



Family Goal

Increase inclusive opportunities for families to engage in their students' education

Family Leadership Trip

Date: Friday, May 20, 2022

Depart Time: 7:30 AM

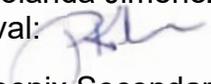
Location: Museum of Tolerance

Return Time: 8:30 PM

TRIP AGENDA	SCHEDULE
Arrival at Parent University	7:00 am
Bus Departure	7:30 am
Rest Stop – Hodel’s Country Dining	9:30 am
Depart Rest Stop	10:20 am
Arrival – The Museum of Tolerance	12:30 pm
Depart – Museum of Tolerance	3:00 pm
Rest Stop – Hodel’s Country Dining	5:30 pm
Depart Rest Stop	6:30 pm
Arrival at Parent University	8:30 pm
<i>Parent University Staff Support</i>	<i>Contact Information</i>
Xee Xiong (English)	(209) 218-6672
Estefania Aguilar Gutierrez (Spanish)	(559) 825-0806
Choua Her (Hmong)	(559) 304-6278
Parent University Contact	(559) 457-3390

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: Yolanda Jimenez-Ruiz & Mark McAleenan
Cabinet Approval: 

Date: May 20, 2022

Phone Number: 457-3190

Regarding: Phoenix Secondary -Yondr Cell Phone Program

The purpose of this communication is to provide the Board an update regarding Yondr, a pouch used for students to lock up their cell phones. Phoenix Secondary currently has over 75 enrolled students from throughout the district. The school has a cell phone free culture and the Yondr pouch has been a way to safely ensure that students are not distracted with devices during school hours. Students remain in possession of their phone, and this removes liability from the school site. Students have acclimated to being without their phones and many even comment on how nice it is to not have the distraction.

The school has had successes in the following areas:

- Eliminated cell phone related discipline issues.
- No unauthorized recording/picture taking of students.
- No unauthorized recording/picture taking of staff.
- Distraction free classroom environments.
- Unable to use cell phones to cheat on work, tests, etc.
- Phones can be easily accessed in case of emergency.
- Easy implementation: Yondr representatives come out to help support professional development and set up.
- Replacement process for damaged/faulty pouches is quick and easy. Plus, they replace for free.
- More opportunities for students to interact with each other, and community building, because they are not distracted with their phones during break and lunch.
- Decrease in escalation of social media "drama" during school hours (not texting gossip, posting on Snapchat or Instagram, etc.)
- The Yondr pouch is affordable.

If you have any questions or require additional information, please contact Yolanda Jimenez-Ruiz at 457-6139.

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



Date: 05/20/2022

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: Sandra Toscano, Instructional Superintendent
Cabinet Approval: 

Date: May 20, 2022

Phone Number: 457-3648

Regarding: District English Learner Advisory Committee Meeting No. 4

The purpose of this communication is to provide the Board information about agenda items discussed at the fourth and final District English Learner (EL) Advisory Committee (DELAC) Meeting of the year, held virtually on Microsoft Teams on May 12, 2022. There were 27 official DELAC parent representatives along with several Fresno Unified employees presenting in Spanish at the meeting. Our Spanish language meeting was designed as the main meeting with presentations in Hmong and English in separate Microsoft Teams meetings. Parents received information on the following topics:

- Draft Local Control Accountability Plan (LCAP) presentation given by Tammy Townsend and Miguel Vega who shared information on the LCAP process. Mr. Vega began by sharing LCAP Planning and Engagement timeline with updates for the additional services for the next school year including additional positions to support schools academically and social-emotionally.
- Service for students and parents by Stephanie Arellano of Workforce Connection. Ms. Arellano explained that youth can make up to \$3,000 through Workforce Connection. Services include educational assistance, soft skills trainings, paid work experience and more. Youth must be between the ages of 16 - 24 years old.
- Career and Technical Education (CTE) presentation by Lynette Brown (presented in English), Francisco Arciniega (presented in Spanish) and Yer Lee (presented in Hmong). Mr. Arciniega stated that CTE provides students with academic and technical skills, knowledge, and training necessary to succeed in future careers and become lifelong learners.
- Summer Offerings for 2022. Mrs. Martinez provided parents with information about the Summer Academy opportunities. She provided dates, hours and locations of the Summer Academy all focusing on Language Arts and Mathematics. Mrs. Martinez also shared the Summer Camp opportunities that will be available to all Fresno Unified students free of charge.

During open forum EL Services had an opportunity to share with parents that Lexia Learning (program formerly referred to as Rosetta Stone) is providing free trial licenses to parents that want to learn and practice English in the summer months, ending August 01, 2022.

The two-hour meeting ended with an open forum where parents were able to ask questions regarding information presented. All communication, including PowerPoint presentations, were translated from Spanish to English and Hmong. All documents were sent to schools through email in the case parents request additional copies. All documents are accessible on the EL Services website under the DELAC tab. The DELAC committee shared that the plan for fall is to have in-person meetings (structure used pre-pandemic).

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

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



Date: 05/20/2022