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BOARD COMMUNICATIONS – JUNE 10, 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 Student Resource Officer Data Tool Pilot Update
DS-2 Amy Idsvoog Feedback Request Regarding School Crossing Guard
DS-3 Amy Idsvoog Health Service Staffing for Summer Learning Programs
DS-4 Amy Idsvoog Student Resource Officers Transition to a More Casual Uniform
DS-5 Amy Idsvoog Middle School Principal Voice on Returning Student Resource Officers to Campus

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report for June 03, 2022

COMMUNITCATIONS – Nikki Henry, Chief Officer

C-1 Maiyer Vang African American Family Engagement Mini-Conference, Family Art Day

EQUITY & ACCESS – Lindsay Sanders, Chief Officer

EA-1 Lindsay Sanders 2022 California Longitudinal Pupil Achievement Data System Updates

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: June 10, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Had lunch at Bullard High School with the Social Justice and Advocacy class as part of their legacy project to provide better quality and healthier food to all students
- Gave interview with Alexan Balekian, KSEE24 Sunday Morning Matters, regarding school safety, racism and Fresno Teachers Association negotiations
- Attended graduation ceremonies for the following schools:
 - Adult Transition Program
 - Bullard
 - Edison
 - Fresno
 - Patiño
 - Roosevelt
 - Sunnyside
- Held quarterly meeting with ACSA
- Held interviews for Director and Principal positions
- Met with the Laotian American Community of Fresno
- Attended the Fresno K-16 Collaborative Executive Steering Committee Meeting
- Attended the Fresno Unified Retirement Celebration

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



Date: 06/10/2022

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: June 10, 2022

Phone Number: 457-3907

Regarding: Student Resource Officer Data Tool Pilot Update

The purpose of this communication is to provide the Board an update around the Student Resource Officer (SRO) Data Tool and our current pilot. Staff last provided a Board communication regarding this subject on March 31, 2022.

In collaboration with Equity & Access and the Fresno Police Department (Fresno PD), staff developed and launched a new SRO 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. Late that month, Fresno PD trained their remaining high school SROs, and the SRO data reporting tool was launched districtwide for high schools expanding our spring pilot. The tool provides SROs the opportunity to document and track positive student engagements as well as report and monitor safety concerns and discipline incidents. Our district and our partners at Fresno PD can use the data gathered in this tool to glean a more robust data story to share around the role of SROs, student engagement and general school safety.

In May, Equity and Access created an SRO Power BI to help SROs and school sites analyze, monitor, and track data entries and trends toward identifying best practices and any potential areas of needed improvement. SROs have continued to pilot the reporting tool during spring to capture data and provide ongoing feedback. To date, preliminary data shows there are 724 total entries into our SRO reporting tool with 645 (89%) positive interactions logged, 47 (7%) safety concerns reported, and 32 (4%) discipline incidents related to crime/penal code violations. During the summer, our cross-departmental team will reconvene to review the data and tool toward refinements and improvements in preparation for the 2022/23 school year. Data will be analyzed quarterly with updates provided to the Board. Additional trainings to onboard new SROs and quarterly data review are being planned for the 2022/23 school year. Additionally, current and new SROs are participating in restorative practice training on June 13 and will attend 32-hours of cultural proficiency training beginning in August 2022.

Should you have questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022

Fresno Unified School District
Board Communication

BC Number : DS-2

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

Date: June 10, 2022

Phone Number: 457-3498

Regarding: Feedback Request Regarding School Crossing Guard

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 2021/22 school year. Last month, Board leadership asked that the agenda item and service contract be moved to a later date to garner input from crossing guards, site administrators and evaluate potential opportunities with the current provider. Board leadership also asked for a safe route to school assessment within one mile of each of our 68 elementary sites. An assessment of this nature is beyond the district's scope and would need to be conducted by the City of Fresno.

In response, staff conducted in-person interviews with current volunteer crossing guards at nine of 15 elementary schools. Interviews were done in both English and Spanish. Administrators at participating sites were provided an online survey around communication, engagement, support, and staffing. Additionally, safety staff reached out to the City of Fresno Traffic Department to inquire about the feasibility and timeline for a safe route to school assessment. We learned the following:

A list of questions and responses is included in this communication. Input from current volunteer crossing guards indicated they find great joy, pride, and purpose in serving as a volunteer crossing guard. Many shared how they felt respected by students and families because of the role they play in crossing students' safely, especially those that walk alone. One volunteer guard stated, "I'm saving student's lives." The crossing guards we spoke to have served as volunteers anywhere from 6 months to 10 years with one volunteer telling us she did it in the morning and her mom volunteered in the afternoon.

Guards shared that while their interaction with Safe2Schools was mainly during training or when someone received their stipends, they routinely communicate with school site admin, or an office designee should they need something. All guards reported having vests and signs, many shared that new equipment, jackets for the winter or rain season would be nice. One even noted a whistle or radio would be helpful based on where her cross walk was to the main gate. She noted that "sometimes a student doesn't want to cross, and I need support in getting them to school."

When asked what the current provider could do to better support their work as volunteers, more than one suggested having more volunteers to support cross walks. One guard noted, "it's a great job for a retired person or grandparent that doesn't have anything to do other than watch T.V." Two noted a refresher on training, two others referenced gift certificates of appreciation while two individuals noted they had what they needed. One suggested having local law enforcement come by occasionally because some drivers don't respect the speed limit.

A survey was sent to 15 principals. Eight provided feedback to their experience partnering with Safe2Schools giving them a 3.75 ranking out of a possible 5. Most communicate with the provider once a year as volunteers are recruited. Two principals commented that they engage monthly. Administrators shared that there were no accidents in any of the crosswalks where they had a volunteer guard. Most leaders indicated that in the event of an issue or concern involving a volunteer, they felt the service provider responded timely. Data indicated that language barriers very rarely if at all got in the way of finding solutions when service concerns were raised with the provider. Principals did comment that they would like to see an increase in recruiting volunteers, and more frequent communication with the provider. One administrator noted, "volunteers are great at training but don't consistently show." Principals were very appreciative of their volunteers, service provider and the training. One noted it would be nice to make it a paid position.

Staff will utilize and share the survey results with Safe2Schools to make improvements. For the 2022/23 school year, staff commit to conduct deeper analysis and assessment of the Safe2School contract with aligned goals and measurements. We will communicate back to the board on the improvements.

The City of Fresno is currently working on a safe to school assessment but anticipates it will take a few more months to complete based on revised request identifying heavy accident areas, missing sidewalks, missing crosswalks, stoplight issues within a one-mile radius of 68 elementary schools. The initial request to the city asked for accidents, including those involving students near elementary schools between 8:00 a.m. and 5:00 p.m.

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: 06/10/2022

Crossing Guard In-Person Survey Results

Questions	Responses
What is your name?	On file with Health Services, Safety and Emergency Response Team
How long have you been a Safe2School volunteer crossing guard?	<ul style="list-style-type: none"> • 4 years • I was an NTA for 25 years at the school and when they came back from the pandemic, I saw the need and since I live across the street I volunteer • About 10 years • 10 years • About 6 years • About 4 years • About 9 years • 6 months • 5 years
Have you always served at this school site?	<ul style="list-style-type: none"> • Yes, I started when my grandkid started coming to this school 4 years ago, they only have two more years of me. • Yes • Yes, I have two kids here • Yes, we started when another mom noticed that students were crossing by themselves • Yes, here at Calwa • Yes, at Calwa • Yes, all the time here at Webster • Yes, the whole time. My mom is the evening crossing guard • Yes, also did 2 months at Sequoia MS
As a volunteer crossing guard, who do you communicate with when there is a concern?	<ul style="list-style-type: none"> • Vice Principal • Vice Principal • Office Person • Principal • Front office Person • Front Office Person • Principal • My mom and the principal • School site
How often do you interact or communicate with the Safe2School team?	<ul style="list-style-type: none"> • Never heard of them • They were here the other day, but I don't know for what. I don't know who they are personally • We only see him when he comes to train a new volunteer • When someone wants to be part of the group, so they get training or when they haven't received their stipend • I don't, we don't have their phone number • Not at all, she was the one who trained me • Just when they gave us training, that was all • Other than training, nothing at all • None
What additional resources or tools do you need to be successful as a volunteer crossing guard?	<ul style="list-style-type: none"> • Another crossing guard so they can help with half of Olive Ave. since I am working all the street and sometimes drivers don't see me • A new sign • We're always in needs of vests and stops signs

Questions	Responses
	<ul style="list-style-type: none"> • As long as we have our vests and stop signs and waterproof vests for when it rains • We need maybe a jacket for when it's cold, and maybe to get a bit more of money • We need more people, more volunteers • I am good, I don't need anything • I feel like a whistle will come in handy, or a walkie talkie since kids sometimes don't want to go and I need to call for support • Traffic issues resources, who to call, situational training
<p>What do you enjoy about being a volunteer crossing guard?</p>	<ul style="list-style-type: none"> • Everything! I love doing this job, I am saving students' lives Everything, seeing the families when they greet me and when they say thank you, and everyone is so respectful • I enjoy crossing the kids because it's safe for them and my kids are proud of me • That the student always say thank you after we help them cross the street, they like it and my daughter likes me to be a volunteer • The kids, they look happy when they cross, they say hi and I really like to cross them • I like to see the kids happy, it's a support for them to not cross alone because we have a lot of walkers • I like to help the kids; I feel useful being a volunteer Interacting with the kids, when they say good morning and I say it back is really cool • The families and the kids-- saying good morning
<p>Is there anything the district or Safe 2 Schools could do to better support your work as a volunteer guard?</p>	<ul style="list-style-type: none"> • More crossing guards! This is a great job for retired people or grandparents that don't do anything else than being home watching T.V. • No, I don't feel like I need anything else. Maybe just having PD come around once in a while because some drivers don't pay attention or respect the speed limits • More appreciation things like coffee when it's cold and water when it's hot, gift certificates for our kids and waterproof vests • They can show us appreciation, like a gift certificate for our kids when its Christmas or something like that • To be more with us, they realized that we help. To be involved with us, maybe a refresher of the training • Maybe another training, a refresher of the initial one • No, I am fine • Like I shared, something to be loud with (whistle or walkie talkie) • Recognition of crossing guards -- additional training

Safe2School Principal Survey Responses

Questions	Responses
School Site Location	<ul style="list-style-type: none"> Ewing, Olmos, Norseman, King, Webster, Mayfair, Yokomi, Eaton
School Administration Name	<ul style="list-style-type: none"> On file with Health Services, Safety and Emergency Response Team
How long has your site partnered with Safe2Schools to provide volunteer crossing guard services?	<ul style="list-style-type: none"> 3 years that I've been at my site At least 8 years (minus school closures) 15 + This is my first year with them. I believe site participated in the past Not sure? 7+ years This year is the first year in a while we have had anyone 3 years
How often do you or a member of your office staff routinely communicate with representatives from Safe2Schools?	<ul style="list-style-type: none"> 2 principals responded "Monthly" 6 principals responded "Yearly"
On average each week, how many days are you without volunteer crossing guard support, if any?	<ul style="list-style-type: none"> 1 Principal responded "One day" 3 Principals responded "Three or more days" 4 Principals responded "Generally, we don't have coverage issues"
If there is an issue or concern regarding crossing guard services, do you feel Safe2School responds in a timely manner?	<ul style="list-style-type: none"> 5 Principals responded "Yes" 3 Principals responded "No"
If service concerns arise, do language barriers ever get in the way of supporting you or your volunteer guards in finding solutions?	<ul style="list-style-type: none"> 2 Principals responded "Very rarely" 6 Principals responded "No"
Over the course of this school year, has your site had any accidents or injuries occur in cross walks where you had a Safe2School crossing guard volunteering?	<ul style="list-style-type: none"> 8 Principals responded "No"
How would you rate your experience with Safe2Schools	<ul style="list-style-type: none"> 2 Principals ranked them a "5" 3 Principals ranked them a "4"

Questions	Responses
crossing guard services? (5 stars being the highest)	<ul style="list-style-type: none"> • 2 Principals ranked them a "3" • 1 Principal ranked them a "1"
What if anything could Safe2School do to improve their support and service to your site?	<ul style="list-style-type: none"> • Purchase crossing guards help cross students on Olive St. It would be so helpful to have the support of PD once in while around our campus. Cars drive so fast on Olive St. and often ignore crossing guards, 25 mph signs, etc. • We do not know who to contact. I am not sure who our contact is this year - I have not spoken or met with anyone this year • Safe 2 School needs to do a better job recruiting. They rely too much on the school. Most of the time, we have exhausted our resources and our parents. We would like Safe 2 School to do more in recruiting and not wait for the schools to do it • Communication more often • More advertising for crossing guards • Help us increase staffing • They just need people willing to do the job. When we get volunteers, they are great at training, but the people are not consistent • Nothing at this time
Any other comments you would like to share about Safe2Schools and their volunteer crossing guards?	<ul style="list-style-type: none"> • Volunteers work so hard every day. They work through rain, fog, heat, cold, rude drivers, etc. They deserve to be compensated more for what they do • I appreciate when they come out monitor our Crossing Guards and assist with training. • Michael O' Hare has done a good job supporting our site. However, recently, it has been difficult to get a hold for support when we need someone. • We have given up on Safe 2 School recruiting and have gone with having a staff member to be out crossing students • It would be nice if this was a paid position and not just volunteer. • No • Before pandemic our staffing was great. Now we only have 1 crossing guard that doesn't show up daily. We used to have 6. They were very well trained • They have been exceptional for us, and we feel they are a tremendous support

Fresno Unified School District
Board Communication

BC Number: DS-3

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

Date: June 10, 2022

Phone Number: 457-3498

Regarding: Health Service Staffing for Summer Learning Programs

The purpose of this communication is to provide the Board information regarding summer health service staffing. Historically during the summer, health services staff volunteer to support summer programs as it is not part of their traditional school year contract. The team has provided onsite health support for special education's Extended School Year (ESY) program at approximately 30 elementary sites and had a health professional at each of the comprehensive high schools. ESY sites like Addicott, ATP and Rata have multiple health professionals onsite based on student health orders. Summer staff worked with uncovered sites as needed and would travel to cover any direct nursing procedures (feeding tubes, catheters and administer insulin).

This summer is unprecedented in the fact that we are providing extended learning at 103 school sites. After a strong recruitment effort, 63 health professionals have volunteered to support this year's summer academy and ESY programs, including contracted Supplemental Health staff. Based on the number of programs this summer, increased health procedures and preschool assessments, approximately 45 school sites will be without an on-campus health professional.

Based on current summer enrollment we have identified three uncovered sites where students have a direct nursing procedure (Cambridge, Homan and Robinson). Summer staff assigned to other schools will be deployed to travel to these three sites during the day to support those procedures at their designated times.

Health Services has a lead school nurse supporting site questions and concerns during summer sessions. In the event of a health emergency, as is our normal protocol site administration should call 911 in the event of a medical emergency.

Should you have questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022

Fresno Unified School District
Board Communication

BC Number: DS-4

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

Date: June 10, 2022

Phone Number: 457-3498

Regarding: Student Resource Officers Transition to a More Casual Uniform

The purpose of this communication is to provide the Board an update around the Board's request of Student Resource Officers and Fresno Police Department (Fresno PD) to move to a more casual uniform. Per the agreement signed on June 16, 2021, between Fresno Unified and the City of Fresno, Exhibit B (Responsibilities of SROs, Fresno Police Department and Fresno Unified Fresno Police Department) asks the Fresno Police Department to consider a casual uniform for SROs without compromising safety equipment, at Fresno Unified's expense.

After reviewing and discussing options over the last several months, Fresno PD has identified a new SRO casual uniform that includes Khaki pants and a blue polo with embroidery. Officers are currently being fitted and are expected to start wearing the new casual uniform this summer. Standard issue police uniforms will continue to be worn at public/after school functions like sporting events, dances, and school board meetings. On those days, it is likely that the officer will be in his/her standard blue uniform for the entire day.

Should you have questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022

Fresno Unified School District
Board Communication

BC Number: DS-5

From the Office of the Superintendent

Date: June 10, 2022

To the Members of the Board of Education

Prepared by: Amy Ildsvoog, Executive Officer

Phone Number: 457-3498

Cabinet Approval: 

Regarding: Middle School Principal Voice on Returning Student Resource Officers to Campus

The purpose of this communication is to provide the Board with results of a middle school principal survey related to potentially bringing back Student Resource Officers (SROs) to their campuses. Board leadership asked Fresno Unified staff to survey middle school principals to gain input around three key areas:

- Lessons learned this year with an added campus safety assistant (CA) in place, in absence of a Student Neighborhood School Officer (SNRO)
- Adjustments made, if any, during the year, and
- Things that worked well with this added resource and things that did not

All 17 middle school principals responded to the online survey. The results indicate that sites were faced with several additional challenges this year as students returned in-person after a year of virtual learning, including increased student misbehaviors, civility challenges with parents, increased number of fights, and more risk assessments and 5150's.

Sites used their added campus safety assistant to build relationships with students, supervise, provide lower-level safety support, check classrooms, monitor bathrooms/hallways, and provide coverage for after school programs. Nearly half of the site leaders surveyed stated they made changes through the year as to how they utilized their CA including having them present during parent meetings and alternating times and location placement to support coverage and changing needs.

When asked what worked well with the added resource, principals shared the following: students were able to talk to CAs and get guidance on decision making; CAs were assigned to specific areas to supervise, which provided an and increased adult presence; CAs were able to cover pre- and post-student arrival times as well as after school programs. Overall, site leaders appreciated having an extra person to support safety and supervision.

Leaders shared that while the CA was an added support and much appreciated, it did not replace the role of an on-campus officer. Without their former Student Neighborhood Resource Officer (SNRO), sites had challenges quickly and effectively de-escalating uncivil parents, conducting 5150 assessments, and enforcing penal code issues. Administrators also spoke to the importance of the physical presence an officer has on their campus for students, staff and the community- a campus safety assistant does not provide that same comfort level. Lessons learned from this past year point to the need of having both; campus safety assistants and an officer on middle school campuses to provide a thorough layer of safety and support. Several site leaders commented that there is no replacement for an SRO/SNRO. To review the survey results in more detail and view the survey questions, please view the attached spreadsheet.

As a reminder, collecting middle school input has been one of many continued efforts to partner and gather input and perspectives from our educational partners regarding police on our school campuses. Throughout the last school year, Fresno Unified completed extensive community outreach regarding school safety and police on campus. A Board communication dated January 29, 2021, outlined the scope of the work including hosting eighteen student focus groups across the seven regions. Students involved represented mixed ethnic/racial backgrounds and include English Learner students, African American students, foster and homeless students, Gay Straight Alliance (GSA) club members, and students with disabilities. In addition to student focus groups, the district partnered with the Sociology Department of Fresno State to gather input from parents/guardians and school site staff regarding police presence on campus through a survey and focus group interviews.

Fresno Unified provided a follow up Board communication dated April 23, 2021, sharing those results of over 6,568 online surveys and provided a stakeholder report highlighting results from the focus groups and outreach done in conjunction with Fresno State. The student focus groups revealed that students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community. Students shared mostly positive experiences and perceptions of having police on campus. The findings also revealed that police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor. However, students shared that there is a lack of consistency of police officers' interactions with students across Fresno Unified, and if police were to remain on campus, students would like to see more positive interactions with students and a districtwide focus on trust building between police and students. If police were not on campus, students believed that schools would be more vulnerable to dangerous situations and students would not feel safe. Students also shared that schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.

In addition, on February 18, 2022, a Board communication was shared outlining Fresno Unified's work to dig more deeply into student perception by interviewing students who had direct interactions with police on campus (i.e. student neighborhood resource officers (SNROs) and SROs) to address how students experience interactions with SROs, and what students believe is working well and what may need improvement to foster better student-officer relationships. Fourteen one-on-one interviews were conducted with students in grades 9 to 12 during November and December 2021. Students rated their interactions with SNROs and SROs mostly positively, with students reporting more positive interactions with officers at their previous middle school than current high school. Students shared the biggest barrier to good student-SNRO/SRO relationships being community and negative public perception of SROs and how it impacts student perception. They also stated that consistency in SNRO/SROs on campus is key for strengthening relationships between SROs and students. Students also expressed the importance and need of having SROs on middle school campuses to foster positive perceptions and improve student-SRO relations.

Based on the learning described above, a new contract with the Fresno Police Department was presented to the Board and approved June 16, 2021. That contract included updated roles, responsibilities, and expectations for both SROs, Fresno Police Department and Fresno Unified. Board communications dated February 18, 2022, April 8, 2022, and June 02, 2022, provided updates to those efforts.

Fresno Unified plans to bring a contract addendum to the Board on June 15 that would begin phasing in police officers to middle school campuses beginning August of 2022. Based on Fresno Police Department staffing levels, we anticipate assigning five officers and a supervisor in August 2022, with five additional officers available second semester and the remaining sites being staffed with an officer August 2023. SRO placement will be determined on multiple data measures.

Should you have questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022

Middle School Principal Survey on Returning Officers to Campus

Questions	Responses
What school site do you lead?	Wawona, Tenaya, Tioga, Scandinavian, Terronez, Baird, Computech, Fort Miller, Yosemite, Sequoia, Tehipite, Ahwahnee, Hamilton K-8, Kings Canyon, Cooper, Gaston
As students returned in-person this school year, what new challenges, if any, did your site experience? (Please select all that apply)	<ul style="list-style-type: none"> • 14 principals responded "Fights" • 14 principals responded "More Risk assessments and 5150s" • 12 principals responded "Civility challenges with parents/visitors" • 12 principals responded "Increased student misbehaviors" • 5 principals responded "Homelessness" • 8 principals responded with "Other" and noted: • SE needs for students and staff, lockdowns due to potential threats in the neighborhood • Drugs/vaping • Trespassing by former students, threats against staff, illegal substances/weapons • drug and substance use/distribution from those in the neighborhood. • We've noticed increase in bringing weapons that they claim to be used for self-defense.
Knowing middle school sites would be without an onsite campus officer, investments were made to provide your site with an extra campus safety assistant. How did you utilize that extra CA in lieu of a SNRO?	<ul style="list-style-type: none"> • Building Relationships with students • Supervision, investigating issues to support admin, and student behaviors • They provided lower-level safety support • Additional supervision before school, after school and at lunch. Support with picking up students, checking on classrooms with subs • For coverage and monitoring. Support with investigations and tardy policy entry and exit on campus • Fortunately, my new CA is a retired police officer, and his experience has been invaluable • Extended safety hours until the conclusion of ASP each day. Frequent classroom checks to support teachers and in monitoring students in hallways and common areas during instruction • A CA did not fill the void of an SNRO. Additional CA helped with supervision. We shifted areas of campus for supervision and additional CA allowed us to have a CA working until 5:30pm through sports • We have a CA until 5:30 now, previously was 4:30 • We had them stay after hours to ensure students felt safe while in sports as well as leaving school to go home. Additional supervision during unstructured times, staggering work times so there is CSA onsite until students are gone at 6:00, connecting with students, monitoring

Questions	Responses
	<p>restrooms, student escorts for safety plans, checking school perimeter</p> <ul style="list-style-type: none"> • The extra CA ensured that we always had a person manning the back entry gate • Increased supervision during passing, lunch, arrival and dismissal. Health and Safety responses for Covid response, closures, escorting students to health office, civility support when parents were in the office during difficult cases. We were able to monitor the entire campus more thoroughly as well as supporting our most challenging students.
<p>As the year went on, did you reposition or make changes to how you utilized your extra CA?</p>	<ul style="list-style-type: none"> • 8 Principals responded "Yes" • 8 principals responded "No"
<p>What worked well in how you used your campus safety assistant?</p>	<ul style="list-style-type: none"> • Students were able to talk to them and get guidance on decision making • Their skill set helped support our students. Students trust him and would come to him for support and also to report any safety issues. He is very reliable and a great support • Assigning them specific areas to supervise • It allowed more support with picking up students and checking on multiple classes with subs. Increased adult presence and visibility and student supervision. Improved supervision coverage across the campus • With my senior CA out, it helped to know I would at least have 1-2 CAs on campus. There was a lot of illness so the extra support helped ensure we had our basic level of security • I had someone available at all times from 30 minutes before school and 30 minutes after • Additional supervision until conclusion of all activities and events; Additional supervision of campus • Having a CA on site later in the evening; Having more supervision, faster response times to classroom disturbances has been helpful • Parent issues decreased a bit after hours, we had parents that would come for sport events and argue with other adults as well as students and even engaged in a fight. We had parents and students following protocols around leaving campus and not returning to utilize space as hanging out, homeless were no longer entering our campus through afterschool hours • Staggering start and end times so there is always support; Gave parents some piece of mind that we were aware of who was entering our campus • The increase in supervision did help when there were many staff shortages. With more support student behavior did improve in those common areas

Questions	Responses
	<ul style="list-style-type: none"> • Intentionally building relations with students more thorough monitoring of the campus • Our new CSA did a great job at deescalating situations and worked well with our CSA and admin team. He was able to not only ensure that we had adequate supervision, but he took the time to "counsel" students as needed which helped diffuse many situations and resulted in some incidents never making it to the office because he had handled it.
<p>What didn't work well as you tried to utilize your campus safety assistant in replace of a SNRO?</p>	<ul style="list-style-type: none"> • Parents aren't always willing to be professional. We had many threat assessments and 5150s • He is awesome, but it is not even close to as effective as having and SNRO on campus • They cannot do 5150s, support us with hostile parents, or help with major safety concerns • Unable to reach PD when needed for situations with drugs, fights and neighborhood disturbances that were brought on campus. Students need to be cited to attend Youth Court which is the one intervention that makes a difference with students who engage in fights or drug use. We could not reach PD or get an officer on campus for several days sometime. CA cannot provide support with crisis situations and 5150 cases where we are in need of a police officer • Different duties/they did not replace SNRO Its different work all together • Not having the presence was a huge miss this year. In addition, having someone informed of what the law especially as it pertains to children was missed as well • Penal code enforcement, not properly trained to handle threats made to campus or lockdowns; There is no replacement. Was not used in the same way by any means; Having an additional CA did not replace having a SNRO. It did not deter homeless and transient's from coming onto campus. Having CAs did not show police presence on campus by having their car outside the office nor help with traffic, double parking, and road rage in front of the school; Campus assistant is limited in what they can do. SNRO gave people a stronger sense of safety in the case of an extreme situation like an active shooter. SNRO is able to intervene in situations that begin to cross over into criminal activity. SNRO has much more sway with parents and community. In general, SNRO on campus brought a stronger sense of safety and security to the campus, while also being able to build stronger relationships between community and the police • CA does not have the level of training needed to work with parents/community in de-escalating situations. Didn't have the immediate support needed during 5150's. Police presence acts as a deterrent. Students didn't have the

Questions	Responses
	<p>opportunity to build a positive relationship with law enforcement</p> <ul style="list-style-type: none"> • During 5150s, possible crimes that were committed, child welfare issues, drug offenses, escorting potentially violent individuals off campus, fighting that happened off campus at dismissal was dangerous for our CA and administrative staff • They can't help us contact police quickly as a SNRO could, SNRO builds relationships with our community and our parents see the police officers roaming to ensure safety after hours, when they didn't see that community started reporting outside of school fights to police, resulting in police having a negative connection to our kids since they don't know our students and were seen as enforcer of laws in the streets currently. SNROs build a positive image of the police; it's not that it didn't work well...but when we had our SNRO for morning drop off our SNRO was able to connect with parents and support parents as needed. This alleviated many challenges; CSAs could not handle situations that constituted crimes: illegal or dangerous objects. They also do not carry the same "presence" on an SNRO with adults that come on to campus during arrival, dismissal, and during the school day. When adult / community issues occurred, a CSA is not equipped to handle this in the same manner.
<p>What lessons were learned this year as you repositioned CA staff to support safety without an SNRO?</p>	<ul style="list-style-type: none"> • They can't support the high emotional needs of some of our students • Student behaviors increased and the presence of an SRNO just being on campus would have detoured a lot of behaviors on campus. We had a high number of 5150's for threat to self and/or others this year. Having an SRNO on campus would have helped support this in a timely manner • We need an SNRO desperately to provide a more thorough layer of safety and support; The additional CA helped with supervision but does not have the same presence as our SNRO, and this was felt across the campus. Our CA cannot provide the same services as our SNRO or help with situations in the community that surface at school • We need both levels of support -CA's and SNRO's My campus is very large and spread out, so I need to have 3 CA's; A CA is not an SNRO. Though CAs are more involved with student interactions and supervision, our SNRO was involved with community events, and other special events for students. For example, we had "Blue Pals" and we would take students to FSU football, basketball and wrestling games and matches • The importance of having a SNRO. The work they do cannot be duplicated • That there is no replacement for an SRO/SNRO

Questions	Responses
	<ul style="list-style-type: none"> • The lesson is that a CA does not replace an SNRO; More CAs does help. We have more opportunity to monitor campus, check security gates, interact with students • The importance of team communication amongst our CA's, admin, and support staff • That when there is a potentially dangerous situation that involves the community and adults, our CAs and I are put into those dangerous situations with support from Fresno PD 15 minutes away. When there is a threat to the school from a student or community member the waiting time for response is unbearable when you are trying to protect 900 students and staff • Sadly, we often felt discouraged and worried as we did not have quick access to law enforcement when weapons were reported on campus. Main lesson learned was just the continued importance of building relationships with students and having means for students to anonymously report unsafe situations.
<p>What do you need as a middle school site leader to help support safety on your campus?</p>	<ul style="list-style-type: none"> • A SNRO • A full-time SNRO and the additional CA • I need our SNRO back on campus to support students, staff and parents in the community and provide service on our site for crisis situations that occur weekly. We also need the SNRO presence on campus to train students and staff in safety procedures for armed intruders and handle safety issues that arise in the community and put our school in danger. Our SNRO helps everyone feel safer at school • 3 CA's, SNRO, functional carts, additional cameras in hot spots; A secure gate that prevents access to all of my classrooms, library, office, and cafeteria. I need more cameras on campus as well • Stronger protocols that have more accountability for parents that act in threatening manners. Need an electric opening and closing gate to our parking lot, so that area is secure. Easy, video modules for active shooter training and other district wide safety procedures • Clearer and more emphatic communication from central office to families regarding expectations for conduct on campuses and interactions with staff. The more caring adults on campus that can build relationships with students, the better. Many of our issues this year were more intense and took place outside of the classroom. Cameras are outdated, sparse, and poor quality. Restrooms need constant checking. And of course, all of the things listed above • Active Shooter Refresher Training; Continued Tier 1 with CCT Team. Tier II and III work done in TST meetings. School hotline to report unsafe situations. Class meetings and Circles. Reached out to DPI as needed. Regular meetings

Questions	Responses
<p>What else would you like the District Office to know around the importance of having or not having an SRO back on your campus</p>	<p>with CCS from DPI. Regular use of data. Feedback from staff and students.</p> <ul style="list-style-type: none"> • They bridge the school and community. Students and Parents feel safe especially after what is happening on campuses • We are struggling on a daily basis with big issues that require us to call FPD multiple times a week • It creates an unsafe environment (without) • We are in a time that violent crimes are increasing in our community, and schools are often put in danger due to shootings or threats and other violence in the community and at the school site. The rate of mental illness and students in crisis is increasing at our schools. Safety has to be a main priority and the presence of an SNRO cannot be replaced by other resources. We need to make student and staff school safety the priority and put the SNRO's back in middle school • I loved having my SNRO we did not have an SRO, and now more than ever having the visibility and presence in light of recent events sends a strong message and is an extra added layer of protection. Having said that, it is critical that the officers hired in these positions have training that lends itself to being culturally responsive and interacting with our children in a positive way that bridges gaps and serves as a connection and healing for our communities, not as a threat. I loved my SNRO because he was the right person doing the work and was part of our team. Anything other than that is a distraction and can cause more harm than good. These officers need to be able to relate to the children they serve. It would be nice if they could participate in spirit days and have a different type of uniform as well as throw community events and be a club advisor possibly even coach a sport. My SNRO did all of the above and our students and community responded well to him • Our previous SNRO was more than just a presence. She connected with students and built relationships with her. More students approached her with issues at home and school than they did with Admin. She visited homes for wellness checks and provided resources to families. We had far fewer issues with traffic and traffic violations • The actions of a few officers should not dictate removing all. • We need officers that are part of the school and community trained in cultural proficiency • School Resource Officers (SROs) and Student & Neighborhood Resource Officers (SNROs) can help provide a positive and safe learning environment and build trust between students and law enforcement. Properly implemented SROs and SNROs can positively impact the

Questions**Responses**

lives of our schools' students. Interactions with officers should be a positive experience for young people, and it is critical that we continue to foster the resulting relationships of mutual respect and understanding

- Our site, like many, are in areas of Fresno that are in the news nightly due to shootings and murders. Our former student was shot and killed this week. When 911 is called, sometimes I am on hold for 5-12 minutes. Last Friday, I had to call 911 twice, once about 1:40pm then again about 5pm and had to wait 8 minutes and then 11 minutes. In moments of emergency, having a police officer on campus is essential. The scary what if's... what if we had a shooter... 11 minutes later when 911 answered would be horrific; SROs play a key role in the solution to the issues of school safety and also building positive relationships with the community. SRO can help change the relationship between marginalized communities and the police; If as a community we want to build a positive perception of police officers and sense of safety in our schools, we need to have SNROs to be on campuses and engage in our community events by being part of our clubs, sports student and officers games, community outreach and for our students and parents to get to know a police officer by looking at how they engage with our kids
- The experience we had was a positive one. Our officer led a club. Connected with students. Didn't overstep boundaries and allowed administration to leverage Ed Code over Penal Code. Many times this year we have had parents ask for him directly to hear about neighborhood concerns. Parents addressed us with more civility when officer was present. We believe that school officers need to be the right person for the job. Not all cops are qualified to work with students, staff and families. Collaboration between the officer and principal is essential and allows for a positive experience
- Losing our SRO was had a major impact to the layers of safety and positive culture on our campus
- Our staff, students, and families should be able to concentrate on education and deserve piece of mind in knowing they are protected to the best of our abilities
- We need to have a SNRO on site. One main reason is so that students can have the opportunity to build positive relationships with the police.

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: June 10, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for June 03, 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 June 03, 2022 is attached and includes the following articles:

- LEAs Could Face Penalties for TK Noncompliance – May 25, 2022
- Covid Challenges, Bad Student Behavior Push Teachers to Limit, Out the Door – June 02, 2022
- Some States Want to Lock in Universal Free School Meals as Federal Waivers End – May 31, 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: 06/10/2022



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DATE: June 3, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislative Leadership Reaches Agreement on State Budget

On Wednesday afternoon Senate President pro Tempore Toni Atkins (D-San Diego), Assembly Speaker Anthony Rendon (D-Lakewood), and Senate and Assembly Budget Committee Chairs, Senator Nancy Skinner (D-Berkeley) and Assemblymember Phil Ting (D-San Francisco), announced they had reached a deal on the legislative version of the 2022-23 State Budget package, which will allow them to forgo the formal conference committee process.

While we are still awaiting the trailer bill language to be released to see the key details of the agreement, legislative leadership and the budget chairs have released a summary of their budget package. We highlight some of the key transitional kindergarten (TK)-12 details of their budget agreement below.

Local Control Funding Formula

The Legislature is essentially proposing to adopt the [Assembly Bill 1948](#) (Ting) framework as their Local Control Funding Formula (LCFF) budget proposal, which means that the Legislature's budget proposal would do the following:

- Apply the 6.56% cost-of-living adjustment (COLA) to the LCFF and provide \$6.6 billion ongoing on top of the COLA, which is equivalent to a 16% increase for the LCFF
- Add homeless students to the LCFF unduplicated pupil definition and increase the threshold under the poverty definition of unduplicated pupil rate from 185% to 250% of the federal poverty level (these formula changes will result in an increase of \$620 million in year one and \$1.8 billion ongoing)
- Approve Governor Gavin Newsom's proposal to amend the LCFF calculation to consider the greater of a school district's current-year, prior-year, or the average of three prior years' average daily attendance (ADA) and also include a one-time inclusion of classroom-based charter schools for the 2021-22 fiscal year only

- The Legislature rejected the Governor’s current-year ADA mitigation proposal

Expanded Learning Opportunity Program

The Legislature’s budget would increase the annual allocation to the Expanded Learning Opportunity Program (ELOP) to \$4.4 billion and adopt placeholder trailer bill language that does the following:

- Renames ELOP to the California Universal Afterschool and Expanded Learning Program, adds a COLA to the program at full implementation, and amends the program to include meals
- Funds Tier 1 schools at \$3,000 per unduplicated pupil and Tier 2 schools at \$1,500 per unduplicated pupil
- Includes \$5 million ongoing for technical assistance

The Legislature would also modify the Governor’s one-time \$1 billion ELOP arts and music add-on proposal to instead provide a one-time \$1 billion equity-weighted formula for an Arts, Music, Instructional Materials & Libraries Block Grant to support standards-aligned instructional materials, equipment, and professional development for all local educational agencies (LEAs).

Learning Recovery Discretionary Block Grant

The Legislature’s budget would modify the Governor’s May Revision proposal to provide a one-time \$8 billion Discretionary Block Grant by increasing that amount to \$8.5 billion for a Learning Recovery Discretionary Block Grant to be allocated on a per-pupil basis and available for use up to seven years. The summary states that it would specify that funds shall be used for personnel-related costs, meaning there would be restrictions to how LEAs could spend these should the Legislature’s proposal go through in the final Budget.

College and Career Readiness

The Legislature’s budget reduces the Governor’s \$1.5 billion State Budget proposal to establish the Golden State Career Pathways Grant Program down to \$500 million and proposes to adopt trailer bill language that aligns the program to the Career Technical Education Incentive Grant Program standards. The Legislature’s budget also reduces the Governor’s \$500 million proposal to expand dual enrollment opportunities down to \$200 million.

Transitional Kindergarten

The Legislature’s budget approves the Governor’s proposal to expand eligibility for TK and reduce student-to-adult ratios. Additionally, the Legislature’s budget includes \$300 million additional one-time for additional Pre-Kindergarten Planning and Implementation grants for all LEAs, including support for early Universal TK implementation.

School Transportation

Perhaps the biggest difference between the Governor’s Budget and the Legislature’s is that the Legislature proposes to move toward requiring home-to-school transportation. The Legislature’s budget proposes to increase funding for home-to-school transportation by \$1.2 billion, so that beginning in 2027-28 school districts and county offices of education will offer transportation services to students in TK-6 and to low-

income students. The Legislature would also repeal pupil fees and establish a funding formula that is weighted and proportional to their TK-6 students and low-income student population and increase funding for transportation beginning in 2027-28. The Legislature's budget also adopts the Governor's proposal to provide \$1.5 billion one-time for LEAs to purchase zero and low-emission vehicles manufactured by high-road employers.

Universal School Meals and Kitchen Upgrades

The Legislature's budget approves the Governor's proposal to provide \$596 million and \$3.8 billion in federal funds to fund universal access to subsidized school meals. The Legislature's budget also approves the \$611 million proposed by the Governor to increase the per meal rate to \$0.895 to allow school food authorities to maintain program revenues after federal waivers expire on July 1, 2022.

The Legislature's budget also increases the one-time funding proposed for kitchen infrastructure upgrades from \$450 million to \$700 million, with \$100 million set aside as grant funding for LEAs to purchase California-grown and healthy foods, and universal meal expansion needs.

School Facilities

The Legislature's budget proposes to reject the Governor's proposal to provide \$1.8 billion for deferred maintenance and instead augment the Governor's School Facilities Program proposal by providing an additional \$500 million (non-Proposition 98) in 2024-25 and \$500 million (non-Proposition 98) in 2025-26. The Legislature also proposes to provide \$650 million one-time (non-Proposition 98) for the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facility Grant Program.

Next Steps

With the announcement that both parties have reached agreement on the same budget, this means that they will not have to reconcile any differences in conference committee and can more seamlessly approve their State Budget by the June 15 constitutional deadline. The Senate Budget Committee is scheduled to meet on Thursday, June 9, and the Assembly Budget Committee will meet on Monday, June 13.

However, this will not be the final State Budget as legislative leadership still needs to negotiate with the Newsom Administration on a compromised budget before the start of the new fiscal year. That compromise will likely be reflected in a budget bill junior and make the necessary changes to the State Budget Act that will reflect the above framework.

Leilani Aguinaldo

LEAs Could Face Penalties for TK Noncompliance

By Patti F. Herrera, EdD, and Wendi McCaskill
School Services of California Inc.'s *Fiscal Report*
May 25, 2022

As school districts and charter schools prepare to ramp up their transitional kindergarten (TK) programs to accommodate more eligible four-year-olds in the 2022-23 school year, they should be mindful of program quality requirements that, if not met, could result in fiscal penalties beginning with the 2022-23 annual financial and compliance audit required by Education Code Section (EC §) 41020.

At issue are TK policies that were added to or amended in EC § 48000 by the 2021 Enacted State Budget that require school districts and charter schools, as a condition of apportionment for TK students, to:

- Maintain average class enrollments of 24 students or less at each school site
- Beginning with the 2022-23 school year, maintain an average TK classroom ratio of 12 students for every one adult (or 24 students for every two adults)¹
- Ensure that TK teachers first assigned to TK classroom after July 1, 2015, meet additional qualifications no later than August 1, 2023

Alternatively Bargained TK Class Size Ratios Prohibited

One notable proposed change with the release of the Governor's 2022-23 May Revision is that the average class size enrollment for TK classrooms at each school site must be maintained at not more than 24 students as a condition of receiving the Local Control Funding Formula (LCFF) TK-3 grade span adjustment (equal to 10.4% of the TK-3 base grant) and, unlike average class size maximums for grades K-3, this cannot be negotiated. Specifically, the proposed trailer bill language adds a condition to the LCFF TK-3 grade span adjustment, prohibiting school districts and charter schools from maintaining a collectively bargained ratio alternative in excess of 24:1 for TK classrooms only.

Fiscal Penalties for Noncompliance

Per the May Revision proposal, compliance with each of the three program quality requirements listed above will be assessed through the annual external audit process beginning with the audit for the 2022-23 fiscal year. When school districts and charter schools are found to be noncompliant with any or all of the three program quality requirements above, the May Revision proposes to impose fiscal penalties intended to be proportionate to the level of noncompliance and commensurate with incremental TK average daily attendance funding affected by their failure to comply.

Given that school districts and charter schools will be unable to bargain alternative TK class sizes and classroom ratios, it is imperative that they determine and plan to meet their TK staffing needs for the 2022-23 school year now in order to avoid audit penalties in the future.

¹Beginning with the 2023-24 school year, school districts and charter schools will be required to maintain an average TK classroom ratio of 10:1, or 20:2, if funding state funds are appropriated to support the lower ratios.

Note: The national exodus of teachers is not just a California problem as the Bureau of Labor Statistics reports that about 600,000 teachers in public education nationwide quit between January 2020 and last February.

Covid Challenges, Bad Student Behavior Push Teachers to Limit, Out the Door

Covid challenges, bad student behavior push teachers to limit, out the door

By Diana Lambert
EdSource
June 2, 2022

Lynda White, who taught English, creative writing and social studies at El Monte Middle School in the small Central Valley town of Orosi for 21 years, started having panic attacks this school year as she drove to the campus.

“I would sit in my car, taking slow breaths, trying to calm myself down because I knew when I got on campus it would be horrible,” White said.

The veteran educator was among thousands of California teachers who quit their jobs before this school year ended. Some teachers left because of the challenges of teaching during a pandemic, while others were fearful they would contract Covid-19 and some were offered higher-paying jobs. Many just burned out.

White was exhausted and disillusioned from dealing with bad student behavior, which had escalated since schools reopened after the pandemic closures. Students regularly arrived late to classes, fought with one another, interrupted lessons and ignored her direction. White said she sent disciplinary referrals to the principal’s office, but no action was taken.

“I had thought about it, and I was planning on retiring in December,” said White, who is 58. “I thought, it is just a couple of more months. I was counting the days. The way I thought of it in my mind is, I don’t want to be a quitter.”

Teachers, already stressed from distance learning, believed things would get better after schools reopened. They knew it would be difficult for students to adjust to returning to school after almost a year away, but they weren’t prepared to deal with the social-emotional trauma the kids had experienced and their reaction to the shift in their routines, White said.

To make matters worse, school administrators didn’t respond to requests for help, and parents often didn’t return calls, she said.

“I realized I’m on my own in this,” White said.

White attempted to restore order in her classroom by giving students who misbehaved lunchtime detention. Most didn't show up. Those who did were often disruptive. It was during one of these sessions, after a student yelled at her and stormed out of class, that White realized she was done with teaching.

White went to the principal's office and told administrators she was leaving for the day. The next day her doctor put her on stress leave, which continued until her retirement in December.

California teachers are retiring earlier than they planned

In the last six months of 2020 – after the pandemic began – there were 5,644 teacher retirements, a 26% increase the same period the previous year, according to the California State Teachers' Retirement System. By the end of the school year, 12,785 teachers had retired – 8% higher than the previous year. Data for this school year is not yet available, but CalSTRS reports that the number of retirements has leveled off since 2020.

Most of the retirees who completed a CalSTRS survey said they retired earlier than they had planned. Almost half of the retirees surveyed in the 2020-21 school year said challenges related to teaching during Covid were among the primary reasons for their early departure.

"I can't speak for others, but even in our worst years prior to Covid, we did not see the mass exiting that we do now," said Lindsay Mendoza, president of the Cutler-Orosi Unified Teachers Association.

These resignations come as California school districts are already struggling with staff shortages that have meant larger class sizes and more teachers giving up preparation and lunch periods to cover classes when other teachers are sick.

Teachers are feeling overworked and underappreciated

It hasn't been an easy year for teachers, said Kurtis Obispo, a school psychologist. Many haven't recovered from the emotional stress brought on by the pandemic, school closures and the many changes they have had to endure since.

"I know a lot of them felt like things were changing too quickly," he said. "Every time they adjusted, they had to readjust. There were Covid protocols, monitoring of attendance for synchronous and asynchronous instruction. Some of the teachers are fed up and at that point where any little change is triggering."

Teachers also are not feeling appreciated, he said. Families, stressed and worried about whether their children are behind, often have taken out frustration on teachers.

The social-emotional needs of students this school year were so high and staffing so low that Obispo also quit his job midyear. There were more fights on campuses and more students being designated as a threat to themselves or others, said Obispo, who worked for Escalon Unified School District in San Joaquin County. Students had a hard time communicating with one another and were more anxious than before the pandemic, he said.

"It was an extremely difficult time," Obispo said. "I was breaking up fights. I was put on TikTok recently because I broke up a fight."

Obispo was responsible for the mental health of students at one high school and two elementary schools. The district had three counselors at the high school, one at the middle school and none at its four elementary schools. It had three school psychologists for its 2,906 students.

Obispo said that parents and students called him on weekends and nights. He took the calls because he knew the students needed him.

“I couldn’t maintain the workload with any type of fidelity,” he said. “I felt I was so overworked I was going to miss something.”

Obispo gave his notice to Escalon Unified in December and is now the director of special education at Team Charter Schools in Stockton, where he also serves as the school psychologist.

Burnout is a serious problem nationwide

The exodus of teachers from the profession is not just a California problem. The Bureau of Labor Statistics reported that about 600,000 teachers in public education in the United States quit between January 2020 and last February.

The National Education Association, the nation’s largest union, surveyed its membership in January on key educational issues. More than half of the union’s members indicated they are considering leaving the profession earlier than planned. Nearly all, at least 90% said burnout and pandemic-related stress are serious problems.

Caitlin Santos was in her second year as a special education teacher at Norristown Area School District, in a suburb of Philadelphia, when she quit in October after being put on stress-related leave by her doctor. Now she works from home as a corporate trainer.

Santos was quickly overwhelmed by the behavior problems of her students and her own health concerns after school began this year. Students in her special education class were required to wear masks because of the pandemic, but they seldom kept them on. She worried about her son, who was born prematurely and had asthma. Sometimes student behavior escalated to shouting at and shoving their teacher, she said. Sometimes they threw furniture. Students she sent to the office were often sent back to the class.

Then the district doubled her caseload.

”The stress of everything completely did me in, and I realized if I stayed I would not be healthy in any shape or form,” she said.

More teachers want out of their contracts

There can be repercussions for teachers who decide to leave their jobs before the end of the school year. Although each school district’s contract with its teachers is different, many can prevent a teacher from taking other jobs if they quit during the contract. Additionally, the California Commission on Teacher Credentialing can take disciplinary action, including suspending a credential for up to one year if the teacher does not have a good reason for quitting before the contract expires.

Officers from local teachers unions across California report a dramatic increase in the number of teachers calling them for information about how they can break their contracts with districts.

Lodi Education Association President Michelle Orgon said teachers who contacted her wanted to take better-paying jobs with less stress or wanted to move to school districts closer to their homes. Others, scheduled to return from maternity leave, didn't think returning to school was worth leaving their newborns.

United Educators of San Francisco President Cassondra Curiel attributes the recent increase in resignations, in part, to the shift in the national narrative about teachers.

"No one wants to live with a nation full of vitriol and continue in the profession when pundits are pumping out the message that something is wrong with what you are doing," she said.

Teachers across the country have been reaching out to Daphne Gomez with questions about whether they should leave teaching and how to do it. The founder of Teacher Career Coach, based in Los Angeles County, uses her podcast to dole out advice on breaking teaching contracts, whether teachers should stay for the pension and how to find a job outside education, among other topics. She also offers digital courses that help teachers identify a new career path. People are listening: She has more than 86,000 Instagram followers.

When Gomez decided to quit her job as a fifth-grade teacher in Burbank Unified in 2017 because of stress, she had no idea how to leave the profession and find a new career. Eventually, she found a job as a professional development trainer for Microsoft. After training sessions with teachers, she was often asked for advice on how to transition from education to a corporate job.

She says teachers are taking part in the Great Resignation because they are feeling, for the first time, like there are other opportunities.

In Oregon, White, now spends her time writing poetry and short stories.

"Despite all of this, I still miss teaching," she said. "For years it was tolerable. It was challenging. At the end of every year, I could look back and think I made a difference. I could name specific students whose lives I had impacted in a positive way. I made them believe that they could do the work and could be successful. The last year, I couldn't look at any students and say I had made a difference for them and would make a difference for them. It was an exercise in futility. I was frustrated. They were frustrated."

Note: Many states are following California and Maine's lead in providing universal meals to students as Massachusetts, Minnesota, New York, and Vermont have passed or proposed universal meal bills and Colorado will have a proposal on the ballot in November.

Some States Want to Lock in Universal Free School Meals as Federal Waivers End

By Libby Stanford
EducationWeek
May 31, 2022

As schools brace for the end of federal nutrition waivers that made free school meals universal during the pandemic, lawmakers in some states are moving to lock programs of their own into law.

The U.S. Department of Agriculture's school nutritional waivers are set to expire June 30. The waivers allowed all students, regardless of income, to eat school meals for free for the first time in modern history. Prior to the pandemic, free meals were only given to students who are low income. In the 2019 federal fiscal year, 74.2 percent of meals were free or reduced price, according to the USDA.

They also provided higher than normal reimbursement rates for meals, easing some of the cost on school nutrition programs. Ninety percent of school food authorities, including both public and private school cafeterias, used the waivers, according to a USDA survey released on March 4.

Congress failed to include an extension of the waivers in the \$1.5 trillion spending bill that President Joe Biden signed March 15.

When the waivers end, many school districts will be left with the challenge of returning to pre-pandemic rules, including mountains of paperwork, while still being impacted by pandemic-era circumstances like staffing shortages and inflation. And some families will once again have to worry about covering the costs of their child's meals.

That won't be the case in California and Maine as both states have passed their own universal free school meal programs. Lawmakers in four other states— Massachusetts, Minnesota, New York, and Vermont— have also have proposed or passed universal free-lunch bills, and Colorado will have a proposal on the ballot in November, signaling a growing interest in the programs.

A growing trend

The proposed state laws come after the Universal School Meals Program Act, backed by Sen. Bernie Sanders, I-Vt., failed to pass the U.S. Senate last year.

But in Vermont, Doug Davis, the director of food services for the Burlington school district, has been working for over a decade to make the universal free-meal program a reality for Vermont schools. Now, he's waiting for Gov. Phil Scott to sign the state's Universal School Meals Act, which was delivered to the Republican governor's desk on May 25.

If signed, the bill would give every Vermont student access to free school breakfast and lunch. The state's education fund would cover the added costs of meals that are not already covered through the federal free and reduced-price-meal and Community Eligibility Provision programs, both of which provide free meals for low-income students.

Over the past two years, Davis appreciated the benefits that came with the waivers. Four of the district's nine schools offered free lunch for the first time, meaning more of his students could access meals. The other five schools are part of the Community Eligibility Provision, which allows schools with high low-income populations to provide meals for free, and all Burlington schools offer free breakfast and supper.

The district didn't see a huge increase in participation in free lunch programs during the pandemic, Davis said. Instead, the number remained steady with pre-pandemic levels, but the waivers allowed the district to operate with more flexibility. His employees didn't have to keep track of which students qualified for free- and reduced-price meals and which didn't. The stigma surrounding paying for lunch was one less mental stressor in an already challenging time for student mental health.

Without the waivers, Davis believes the situation would have resulted in a chaotic mess.

Although the idea of free school meals isn't new, Davis believes the pandemic gave an extra push for lawmakers to pursue state-funded programs.

"If there is a COVID silver lining, it is that our legislators and our schools and our leaders were able to see what it looks like for school meals to be free for all kids," Davis said.

In Colorado, the state legislature has approved a ballot question for the November election, asking voters to approve a cap on income tax deductions for people who make over \$300,000 a year. The revenue from that cap would pay for the added costs of free meals for students who are not already eligible for free and reduced-price lunch, starting in the 2023-24 school year.

A push for federal action

While the state-level action is a sign of momentum, school nutrition advocates are focusing their attention on national efforts to make universal free school meals a reality.

Organizations like the School Nutrition Association and Hunger Free America have long advocated permanent free-meal programs. The end of the federal waivers will be especially straining for families who fall just outside the USDA's income-eligibility guidelines, Hunger Free America CEO Joel Berg said.

"I got a free bus ride to school. I got free use of textbooks. I got free use of lab equipment. ... Why in the world we're giving that out for free and then nickel and diming kids over meals is just really astonishingly counterproductive and nonsensical," he said.

When the waivers end, school nutrition departments will be even more strained than they are now, said Diane Pratt-Heavner, a spokeswoman for the School Nutrition Association, the national organization for nutrition workers. Without the waivers, school nutrition workers will have to do a lot of work to reach families that haven't had to apply before.

"They're having to work twice as hard to get food and supplies in the door for their kids, having to reorder items, even running out to grocery [stores] to get what's been missed," Pratt-Heavner said. "They just don't have the capacity right now to do anything extra."

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: 

Date: June 10, 2022

Phone Number: 250-1322

Regarding: African American Family Engagement Mini-Conference, Family Art Day

The purpose of this communication is to provide the Board information regarding Parent University's African American Family Engagement Mini-Conference held at Roosevelt High School on Saturday, June 04, 2022, from 9:30 a.m. to 11:30 a.m. Over 300 families and students including African Americans, foster youth, homeless youth, and students with disabilities participated in the event. During the event families and students participated in educational and social-emotional wellness activities such as painting, sketching, and science activities. Families who participated received school resources, and social-emotional support material toolkits to support students at home over the summer. In addition, the event featured guest speakers who highlighted the importance of family engagement, social-emotional well-being, as well as the importance of student attendance to achieve academic success. Families who did not have the means of transportation were given transportation through school buses at over 13 school sites to join the event.

The African American Family Engagement Mini-Conference, Family Art Day was a great way to align with the district family goal to "increase inclusive opportunities for families to engage in their students' education." Family engagement in schools contributes to positive student outcomes, increased student achievement, better teacher-student relationships, and an improved school environment.

[Linked are a few images](#) from the event. If you have any questions or require additional information, please contact Maiyer Vang at (559) 250-1322.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022



Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Executive Director
Cabinet Approval: Lindsay Sanders

Date: June 10, 2022

Phone Number: 457-3896

Regarding: 2022 California Longitudinal Pupil Achievement Data System Updates

The purpose of this communication is to provide the Board an update on the California Longitudinal Pupil Achievement Data System (CALPADS) Since its implementation in 2009, the amount of data that school districts must submit to CALPADS has increased significantly to meet new and ever-changing state and federal reporting and accountability requirements. In addition, the more recent use of CALPADS data for operational purposes, such as for statewide test registration, has increased the frequency of district data submissions to CALPADS. While significant technical upgrades have been made to CALPADS, such as moving into a cloud environment, the process by which data are ingested into the system has not been updated since 2009. This has resulted in increasingly degraded performance, with CALPADS users experiencing unacceptable wait times for data to be posted to the system. To address the performance issues, the California Department of Education (CDE) initiated the Post Process Redevelopment Project to significantly decrease the time it takes for files to be posted to CALPADS. The CDE decided to implement these significant system changes to CALPADS during the middle of assessment season, and this has negatively impacted California school districts in three main ways:

1. State testing delays with much of the testing window lost;
2. Districts unable to meet state and federal participation requirements; and
3. Testing accommodation delays for students with disabilities.

Current CALPADS integration issues have impacted the ability of school districts, statewide, to assess students whose information may have changed within the testing windows which has created a potential consequence for accountability and compliance with state and federal statutes. The Every Student Succeeds Act requires all states to test at least 95 percent of all students and student groups in English Language Arts/literacy (ELA), mathematics, and science. It also requires states to factor the participation rate into their accountability systems, which, for California, is the Academic Indicator. In addition, 100% of all eligible English learners must be administered either the Summative English Language Proficiency Assessments for California or the Alternate ELPAC operational field test. The CDE is aware of the concern that it will be difficult to meet the federal requirement for the majority of school districts. In response, the 2022 California School Dashboard release will include new resources, including separate reports to show the Academic Indicator without the impact of the participation rate penalty and a communications toolkit to assist school districts with sharing state and local context.

In addition, since data pertaining to students with disabilities has been delayed in migrating to/from the various systems, and even further delayed when testing accommodations may or may not be captured in the biweekly uploads of data at the statewide level, those students cannot test at the same time as

their general education peers. There are concerns from school districts that students with disabilities may test without appropriate accommodations if accommodations are not assigned or accessible prior to testing due to challenges with CALPADS integration.

As a result of the CALPADS system redesign, the opening of the End-of-Year (EOY) submission window has been rescheduled twice and will now open on June 2, 2022 (it was initially scheduled to open on May 16, 2022) to ensure system readiness. In light of the delayed opening, current system issues, and the time required for student information system vendors and school districts to adjust to the changes made in CALPADS, the initial certification deadline of July 31, 2022, has been lifted. The CDE will continue to assess the need to extend the final August 26, 2022, deadline in the coming weeks. In response, the CDE has developed a cross-department team to prioritize the defects resulting from the rollout of the system upgrade and will continue to work with school districts to resolve ongoing issues.

Should you have questions, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/10/2022