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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – AUGUST 12, 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 Raptor Visitor Management System

BUSINESS & FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports
BFS-2 Steven Shubin Benefits Online Open Enrollment

COMMUNICATIONS – Nikki Henry, Chief Officer

C-1 Maiyer Vang Parent University's Family Goal Kickoff Event

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Jeremy Ward Process for Adding Vendors to Provide
Extended Learning Services & Preliminary
Summer Program Outcomes

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: August 12, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held interviews for Principal positions
- Met with Executive Cabinet
- Attended Active Assailant Training
- Met with leadership team from Saint Augustine's University to discuss potential partnership
- Attended the Fresno Unified School District/Historically Black College or University Partnership Parent/Student Welcome Event
- Met with CSEA 125

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: August 12, 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: August 12, 2022
Phone Number: 457-3498

Regarding: Raptor Visitor Management System

The purpose of this communication is to provide the Board an update on the Raptor Visitor Management System. Fresno Unified School District is pleased to announce we are currently implementing the Raptor Visitor Management System in all our schools as we build upon our district's already established campus safety plans. Part of keeping students and faculty safe is knowing who is on our campuses and in our buildings--the Raptor system will allow us to do that. Knowing what visitors, contractors, and volunteers are at a school site provides a safer environment, especially in the event of an emergency.

Upon entering a school site, visitors will be asked to present a valid government-issued ID, which will be scanned into the Raptor system. The Raptor system will check the visitors name, date of birth and photo against a national database of registered sex offenders. In the event a visitor's I.D. information exists in the database, the site administrator will notify the individual they are not permitted on campus, and they will be escorted off the school grounds. Additional visitor data from the government issued ID is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore, any other information on the ID is not scanned by the system and is not accessible to any users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and their desired destination.

A visitor's badge will not be necessary for those who visit schools simply to drop off an item in the office or pick up paperwork. In the event a person does not have identification, their name and birth date will then be manually typed in and as mentioned above, a scan will take place. If entry is approved (or if the scan returns no results), the individual will be given access to the building and receive a visitor badge.

Communication to families and staff has included district emails; SchoolMessenger voice mail/emails in English, Spanish and Hmong including an introductory video link; multi-lingual informational posters, Peachjar flyers and social media posts.

Designated staff titles have been given access and training on Raptor, they include office managers, office assistants, attendance records assistants, home school liaisons, principals, vice principals and GLAs.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at 457-3498.

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

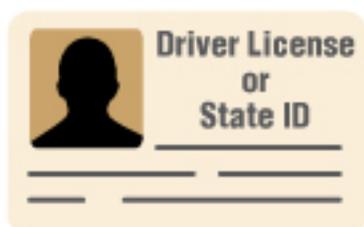
Date: August 12, 2022

Raptor Visitor Management System

Technology that provides a safer learning environment for our students and staff

What to Expect

1.



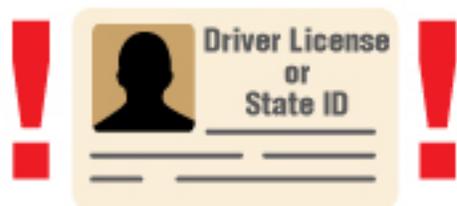
Upon entering a school site, visitors will be asked to present a valid state-issued ID, which will be scanned into the Raptor system.

2.



Once entry is approved, the system will issue a badge that identifies the visitor, the date, and their designated location.

3.



The Raptor system will check name, birthdate, and photo against a national database of registered sex offenders. In the event a visitor is identified in that database, they will be escorted off campus.



Important: A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork. In the event a person does not have identification, their name and birthdate will be manually typed in. The Raptor system also ensures school sites know what visitors are on campus in the unlikely event of an emergency.



Sistema Administrativo Visitante Raptor

Tecnología que provee un ambiente de aprendizaje seguro para nuestros estudiantes y el personal

Qué se espera

1.



En cuanto entren a una escuela se les pedirá a los visitantes presentar una identificación válida emitida por el estado, la cual será escaneada en el sistema Raptor.

2.



Una vez que la entrada sea aprobada, el sistema imprimirá una identificación la cual identificará al visitante con el nombre, fecha y lugar determinado.

3.



El sistema Raptor verificará el nombre, fecha de nacimiento y foto desde una base de datos nacional de delincuentes sexuales registrados. En caso de que algún visitante sea identificado en esa base de datos, ellos serán acompañados del plantel escolar.



Importante: La identificación de visitante no será necesaria para las personas que visitan nuestras escuelas solamente para dejar o recoger documentos. En caso de que una persona no tenga identificación, se escribirá manualmente el nombre y la fecha de nacimiento. El sistema Raptor también asegurará que las escuelas sepan que visitantes se encuentran en el plantel, en caso de una emergencia poco probable.



Raptor Qhov Kev Tswj Cov Qhua Tuaj

Qhov Technology uas npaj muaj kev kaj huv rau peb cov tub ntxhais kawm thiab cov neeg ua hauj lwm

Kev Xav Kom Koj Ua

1.



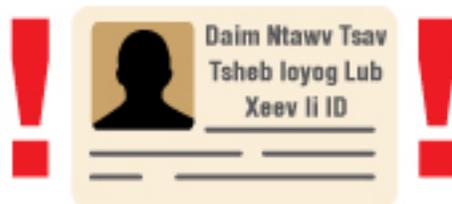
Ua ntej yuav nkag mus rau hauv ib lub tsev kawm ntawv, yuav tsum tau hais kom tus qhua muab nws daim ID hauv lub xeev los tsom rau ntawm qhov Raptor.

2.



Thaum tau kev tso cai nkag lawm, lub tshuab yuav luam ib daim ntawv qhia txog tus qhua zoo li muaj hnub, qhov chaws uas nws yuav mus.

3.



Qhov Raptor yuav kuaj npe, hnub yug, thiab saib daim duab seb puas muaj npe yuam cai pw uake nyob hauv lub teb chaws. Yog hais tias tus qhua twg muaj npe yuam cai pw uake ces yuav muab nws koj tawm hauv tsev kawm ntawv mus.



Tseem ceeb: Kev muab npe rau ib tus qhua yuav tsis yog rau cov neeg uas koj khoom tuaj tso rau hauv osfiv losyog tuaj nqa khoom hauv mus. Yog hais tias tus neeg ntawm tsis muaj ntaub ntawv ces yuav cia nws ntaus nws lub npe thiab nub yug rau hauv. Qhov Raptor yuav qhia rau tsev kawm ntawv paub tias leej twg tuaj nyob hauv tsev kawm ntawv lawm tsam ho muaj kev kub ntxov ceev thiaj paub.



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: August 12, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 05, 2022

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. 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 Updates for August 05, 2022 is attached and includes the following articles:

- Pension Funds Report Investment Losses – August 03, 2022
- L.A. Schools Drop Aggressive COVID-19 Rules: No More Testing for All and Masks Stay Optional – August 02, 2022
- Poorer students Still Get the Least Qualified Teachers, but California Has Made Progress – August 04, 2022

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: August 12, 2022



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DATE: August 5, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature Returns From Summer Recess

The State Legislature returned from its summer recess on Monday for the final sprint of the 2021-22 legislative session.

As we previewed in last week's *Sacramento Update*, the Legislature has until next Friday, August 12, to get bills out of the second house Appropriations Committees and to the house floors for final votes. From there they will have until midnight on Wednesday, August 31, to approve bills and send them to Governor Gavin Newsom for his consideration. The Governor then has until September 30 to sign or veto legislation sent to him during those final weeks of session.

While the 2022-23 State Budget package was signed into law last month, we are expecting lawmakers to introduce and approve clean-up language, which will make changes to the Enacted Budget, before they adjourn for the year. Typically, clean-up language makes both minor and major changes to funding streams and programmatic areas that were approved as a part of the State Budget package. With the education omnibus budget trailer bill, Assembly Bill (AB) 181, over 250 pages long, we fully expect the Legislature and Department of Finance (DOF) to release clean-up language for a number of the education provisions enacted by AB 181. These clean-up bills should materialize within the next couple of weeks as lawmakers race toward the August 31 deadline.

LAO Report Provides Update to 2022-23 Enacted Budget Revenue Outlook

Last week, the DOF released its latest state revenue [update](#) showing that, for the first time since the onset of the pandemic in early 2020, California's tax revenues fell short of projections rather than exceeding them. The bulletin shows that revenues for the 2021-22 fiscal year are down \$2.18 billion, with June 2022 revenues below forecast by \$2.4 billion. While the smaller two contributors (sales and use tax and corporation tax) to the "Big Three" taxes are above the annual forecast, personal income tax receipts are below 2021-22 annual projections by \$4.47 billion, with June withholding and cash receipts coming in below estimates.

On Monday, a [report](#) from the Legislative Analyst’s Office (LAO), the Legislature’s nonpartisan policy and fiscal advisor, said that the latest revenue estimates show that California is more likely than not to collect less from the “Big Three” taxes than the \$210 billion assumed in the 2022-23 Enacted Budget.

While the LAO estimates that there is now a 70% chance that the state collects less tax revenue than projected, the report does note that “significant uncertainty” remains and that the state could ultimately end up collecting anywhere from \$25 billion less than anticipated to as much as \$15 billion more. However, the report says it is likely that the state collects about \$5 billion below the Enacted Budget projections. The report also highlights that lower revenues could complicate the constraints that the Legislature could face this year due to the requirements of the State Appropriations Limit.

While we are early in the new fiscal year, it is disconcerting that revenues have begun to dip below projections, and it appears that, along with supply chain issues, efforts to tame headline inflation are slowing economic production and thus tax revenues.

Leilani Aguinaldo

Pension Funds Report Investment Losses

By Michelle McKay Underwood
School Services of California Inc.'s *Fiscal Report*
August 3, 2022

As expected, both the California Public Employees' Retirement System (CalPERS) and the California State Teachers' Retirement System (CalSTRS) announced their pension fund had sustained investment losses in the 2021-22 fiscal year. CalPERS announced a net rate of return of -6.1% and CalSTRS reported a loss of -1.3%. This was the first negative investment return for either system since the Great Recession.

Digging into the portfolios, CalPERS and CalSTRS's investment bright spots were private equity (+21.3% and +23.7%, respectively) and real estate (+24.1% and +26.2%, respectively). For CalPERS, their worst performer was fixed income (-14.5%) while public equity experienced the largest percentage drop for CalSTRS at -16.6%. Despite the single-year investment loss, at CalPERS, total fund annualized returns for the 5-year period ending June 30, 2022, stood at 6.7%, the 10-year period at 7.7%, the 20-year period at 6.9%, and 30-year period at 7.7%.

Similar to CalPERS, the long-term performance of the CalSTRS fund measured over the same intervals are all above its 7.0% investment return assumption: 5-year period at 8.7%, 10-year period at 9.4%, 20-year at 7.8%, and 30-year period at 8.0%. As a reminder, CalSTRS is currently on a path to fully fund the pension system by 2046 and their press release notes that they are still in position to meet that goal.

Finally, the employers' share of the unfunded actuarial obligation under the CalSTRS full funding plan is less sensitive to investment performance than the state's share, making it less likely that the employers' contribution rate will change as a result of this year's investment loss. CalPERS's 2021-22 fiscal year investment performance will be reflected in contribution levels for school/community college districts in 2023-24.

Note: It is important to note that the state public health order requiring schools to verify that their workers are vaccinated against COVID-19, or are submitting to weekly testing, is still in effect.

L.A. Schools Drop Aggressive COVID-19 Rules: No More Testing for All and Masks Stay Optional

By Howard Blume
MSN
August 2, 2022

Los Angeles Unified school leaders on Tuesday officially stepped back from COVID-19 safety protocols that have been among the most far-reaching in the country, choosing instead to mirror current county requirements and join most other school systems throughout the region, marking a reordering of priorities as the pandemic seeps into a third academic year.

What that means for students and parents is a continued deferment of L.A. Unified School District's vaccination mandate for students and voluntary masking in the nation's second-largest school

system. There's also an end to weekly universal testing for coronavirus infections and no baseline testing before the Aug. 15 start of school.

Like many other school systems, L.A. Unified has shifted to "response testing" in which COVID-19 testing is required for those who are sick, who are close contacts or when there is a potential for an outbreak.

Supt. Alberto Carvalho insists that the district is not compromising safety and will continue to go to great lengths at considerable cost to keep schools safe. But the tenor of the district message Tuesday was strikingly different from former Supt. Austin Beutner's approach, reflecting the evolving phases of the pandemic at a time when fear of the virus is waning among many. Last week, Los Angeles County announced it will not reinstitute a universal indoor public mask mandate after small improvements in the region's coronavirus case and hospitalization rates.

In fall of 2020 and into spring 2021, Beutner oversaw a nation-leading mass testing program. Beutner accused other officials of putting politics before safety, and he declined to reopen campuses until every employee had an opportunity be vaccinated. A student and staff vaccine mandate followed.

When Carvalho took over from an interim leader in February 2022, the district had already postponed its student mandate. Carvalho said the district would not get ahead of state-ordered vaccine mandates for students, leading to an indefinite pause.

As the 2022-2023 school year begins, education leaders throughout Los Angeles County said they must assess how much to shift to other priorities, including an intense focus on academic recovery. When asked about school safety, local superintendents frequently pivoted quickly from pandemic safety to security reviews prompted by the deadly mass shooting in May at an elementary school in Uvalde, Texas.

"Everyone is tired of dealing with COVID," said Lynwood Unified Supt. Gudiel Crosthwaite. "However, we have also learned a lot, and we now have better tools and technology at our disposal."

Most of the county's 80 school systems appear to be following a course similar to L.A. Unified. Response testing appears to be the most common model, said county Public Health Director Barbara Ferrer.

But there are variations. Santa Monica-Malibu Unified officials, as of Tuesday, were deliberating how to approach testing. Culver City Unified will provide take-home tests for all students just prior to the start of school, then weekly on-site testing beginning the second week.

"The unique challenge of COVID is the chronic uncertainty," said Toby Gilbert, a spokesperson for the Alhambra Unified School District, which had enough tests on hand for one month of weekly testing.

The rethinking in L.A. Unified includes ramping down its Daily Pass system. To enter school grounds last year, students had to be up to date on weekly COVID-19 testing and they or their parents also had to affirm that students had no symptoms of illness.

The Daily Pass system will be used instead to upload positive test results or report symptoms on an as-needed and voluntary basis. L.A. Unified officials emphasized that no one should go to school sick.

L.A. Unified officials emphasized that no one should go to school sick.

Following county guidelines, students and staff must isolate at least five days if they test positive for a coronavirus infection — down from a mandatory 10 days or more at the start of the 2021-2022 school year. In addition, at-home quarantines for close contacts — which also had lasted up to 10 days — no longer are required for people who remain healthy and test negative.

“We know that COVID-19 is here to stay,” the district said in a letter posted Tuesday. “As we have entered into a new phase of this virus where we have accessible at-home testing, vaccinations for COVID-19 and therapeutics available for treatment, Los Angeles Unified is able to nimbly adjust to changing conditions.”

Parents remain divided over the best path forward.

As of Tuesday afternoon, nearly 6,000 parents, concerned about risks posed by high levels of transmission in the community, had participated in a coordinated letter-writing campaign demanding that the school board engage more assertively on safety issues. Among the parents was Alexis Rochlin, who has a son entering second grade in the district’s West Area.

“Although I think many of us had hoped COVID would be far behind us by now, it’s unfortunately not, and we are looking at starting the school year with NO meaningful mitigation measures,” Rochlin wrote in an email to The Times.

She and other like-minded parents want the school district to improve indoor air quality through more attention to HVAC systems, high-grade HEPA filtration and effective, low-cost DIY filters. She’d also like to see students eat meals outdoors and have school bus windows kept open. In addition, parents would like officials to change their minds and conduct baseline testing before the start of the school year and expand surge and post-exposure testing for student and staff, while providing stationary testing sites within each of more than 40 designated communities of schools.

“These commonsense and cost-effective measures will prevent the spread of illness in our schools, reduce the amount of time students and staff are out sick, and improve equitable access to clean air and testing,” Rochlin said.

Several parents echoed these concerns in public comments at Tuesday’s Board of Education meeting.

Carvalho insisted in an interview that he is just as concerned about safety as the parents who’ve signed the letters. But campuses, he said, are reasonably safe based on measures already in place,

the relatively high vaccination rates among students and the enforced vaccination mandate among employees.

He added that he agrees that indoor air quality is important, but that L.A. Unified already has installed high-quality filters in HVAC systems, changed them regularly and will continue to do so. These systems are set to filter air 24 hours a day. Spot tests of air quality indicate that these practices are working, he said.

In its letter, the district also highlighted enhanced cleaning and disinfection measures.

In the interview, the superintendent also defended the return of breakfast in the classroom. County health officials still strongly recommend masking indoors.

“Everything is a balance, right?” Carvalho said. “If we want a greater number of students to take advantage of breakfast, breakfast in a classroom makes great sense.”

Reasonable safety would be assured by following protocols including social distancing “to the extent possible” and personal hygiene.

“And really, the most important thing is — if there’s a child that has symptoms, parents should keep them home,” Carvalho said. “If we follow that guidance, we should be OK. But a great deal of personal responsibility goes along with it.”

The teachers union — which has consistently pushed for aggressive safety measures — expressed concern about the district’s new direction.

“We believe the district should have maintained their testing program,” United Teachers Los Angeles said in a statement.

Many parents support Carvalho’s approach.

“No more masking and a normal school year is what I am hoping for and looking forward to for my daughter,” said Erin Kyle, who just moved from Studio City to the Westside and has a daughter entering eighth grade. “Yes, we have been vaxxed and boosted and it’s time to return to normal.”

“As a parent, I’m encouraged by the new superintendent,” said Hugo Schwyzer, a Mid-City resident with a daughter in eighth grade and a son in fifth. “Right now, both my kids are mostly just eager to see old friends and get new clothes. That ritual, thankfully, never changes.”

This story originally appeared in Los Angeles Times.

Note: New state data shows that among all schools statewide, the rate for unqualified teachers is lowest in the wealthiest schools and higher in the rest; however, the data also showed that the largest districts showed an equitable distribution of qualified teachers.

Poorer students Still Get the Least Qualified Teachers, but California Has Made Progress

By Diana Lambert, John Fensterwald, and Daniel J. Willis
EdSource
August 4, 2022

Across California, low-income students are more likely to have unqualified teachers, but what has been a longstanding problem of inequity between rich and poor schools may be showing progress.

Among all schools statewide, the rate for unqualified teachers is lowest in the wealthiest schools and higher in the rest. There are 40% more teachers in poor schools who lack the required qualifications than in the richest schools, an EdSource analysis found.

But the analysis of newly released state data also shows there may be reason for optimism.

The state’s largest school districts showed an equitable distribution of qualified teachers across low- and higher-income schools. At the five largest districts in the state, there is little to no gap in teacher qualifications between the wealthiest and poorest schools.

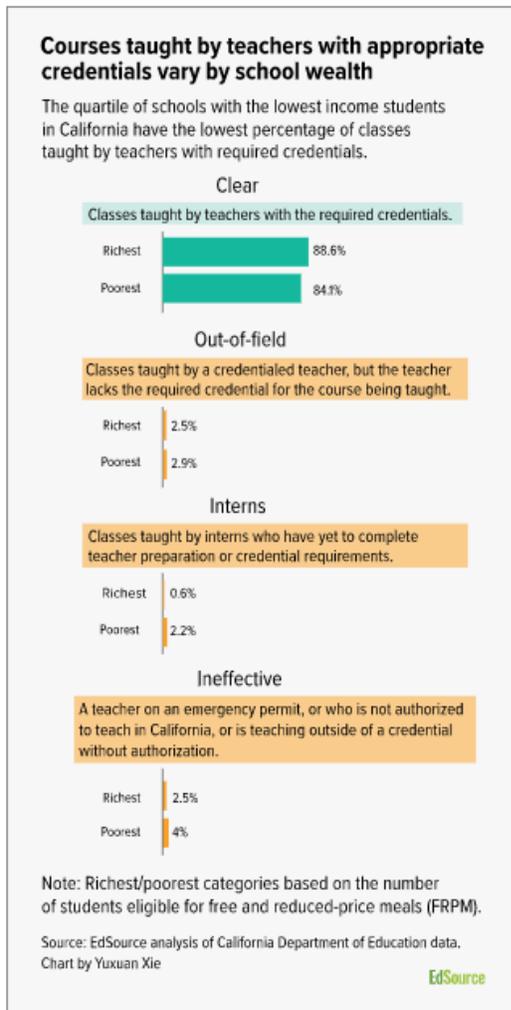
This analysis considers poverty and goes deeper than EdSource’s initial report on the data, which showed that while 83% of K-12 classes in the 2020-21 school year were taught by teachers credentialed to teach that course, 17% were taught by teachers who were not.

While inequalities exist, the disparities among schools and districts in staffing classes with fully prepared teachers don’t appear as stark as 20 years ago, said John Affeldt, managing partner of Public Advocates, a public interest law firm that has tracked inequities in teacher qualifications in California for two decades.

“I think districts are aware and may be doing a better job, but have not erased the disparities,” Affeldt said. “It’s a statewide problem that needs to be addressed.”

In recent years a pervasive teacher shortage has resulted in school districts hiring more teachers on emergency permits or waivers to teach classes they are not officially qualified to teach, exacerbating efforts to ensure every student has a fully qualified teacher.

The problem has been especially dire in middle and high schools, which have had a particularly difficult time finding teachers with the



appropriate credentials to teach science, math and world languages. Special education teachers are in demand at all grade levels.

“The teacher shortage is real,” Affeldt said. “It’s daunting to find subs. It’s daunting to find teachers.”

Nearly half of Oakland teachers not qualified

Among the larger school districts, Oakland has the lowest percentage — 57% — of teachers assigned to classes they are credentialed to teach. The district also shows the highest disparity between rich and poor schools among the largest districts statewide and among all districts in the Bay Area.

There also are above-average disparities in how those teachers are distributed across schools in the district. In Oakland Unified schools with the highest income children, 67% of educators are credentialed to teach the classes they are teaching, while 49% of teachers are qualified in schools with the most low-income students. Schools with the most low-income students also have double the number of intern teachers (4.4%) than schools with fewer low-income children (2%).

The reasons for the constant churn and difficulty finding teachers in Oakland with needed credentials varies, depending on whom you ask. The cost of housing in Oakland and the Bay Area is among the highest in the state, and Oakland’s salary scale, as of 2020-21, was among the lowest in Alameda County, from \$50,600 for new teachers to \$95,000 for the highest-paid veterans.

“Living wages continue to be an issue in Oakland,” said Keith Brown, president of the teachers union, the Oakland Education Association. “An experienced teacher can move to Hayward Unified and make \$28,000 more overnight.”

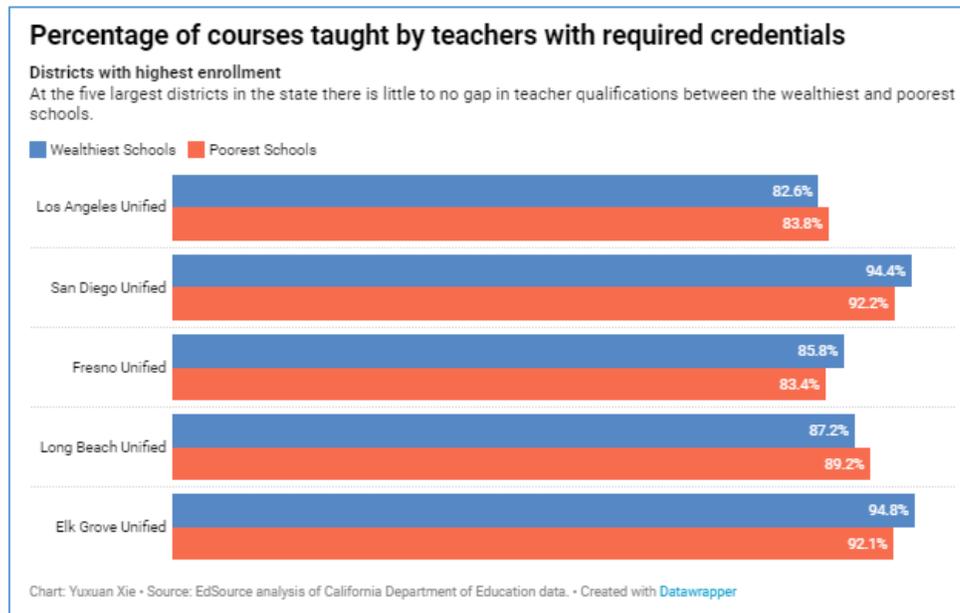
Indeed, salary disparities among districts play a role in attracting teachers to some districts and away from others.

Marisol Leyba, a six-year teacher in the Alum Rock Union School District in San Jose, says experience and training matter. In first grade last year, which she taught, two of the four teachers lacked a credential; one had an emergency permit as a substitute teacher; the other was an aide who took over from a teacher who quit early in the year.

“They don’t know how to teach reading; they had no classroom management. The paraeducator was overwhelmed,” Leyba said. “We provided support, which helped. I don’t feel right for the kids. They deserved a person with experience and training.”

In Alum Rock, a 9,200-student TK-8 district in East San Jose made up mostly of low-income students, 78% of classes are taught by teachers with the appropriate credentials, the lowest percentage in Santa Clara County except for a one-school district in San Jose.

“Teaching excellence, like any resource in education, should go where it is needed the most,” said Jana Luft of The Education Trust-West, a non-profit education advocacy organization. “We should provide rigorous, high-qualified instructors to all students, especially students who have been shut out of opportunity.”



Districts with huge income gaps achieve equity

Los Angeles Unified is one of a handful of school districts with both wealthy and poorer school communities that has managed to distribute teachers across campuses equitably. In some LAUSD schools, all the students qualify for free and reduced-price meals, while in others as few as 6% of the students are eligible for the meals. But an average of 83.8% of the teachers at schools that served lower-income students were qualified to teach the courses they teach, compared with 82.5% at schools that served the district’s highest-income students in 2020-21.

BEHIND EDSOURCE’S ANALYSIS OF TEACHER CREDENTIALS

Our statewide totals include all 8,784 non-charter schools that were included in teacher assignment data provided by the California Department of Education. Statewide socioeconomic analysis was done by matching 8,746 of those schools with their percentage of students eligible for free and reduced-price meals in the 2020-21 school year, the same as the teacher assignment data, and dividing that into quartiles. The remaining 38 schools had no free and reduced-price meals (FRPM) data available.

Analysis of individual districts followed a similar methodology – the list of schools was merged with FRPM data from the appropriate school year – but rather than quartiles, each district’s schools were divided into thirds. While quartiles would have worked for the largest districts, most had few enough schools that dividing them into quarters would allow outliers to shift the collective total by too much. Accordingly, thirds were used in all instances for consistency.

The analysis of the wealthiest and poorest third of schools focused on the 10 districts with the most schools, which includes the five with the most enrollment, as well as all districts with a 75 percentage point or greater spread between the wealthiest and poorest schools to ensure that the analysis focused on districts that had both rich and poor schools.

Daniel J. Willis, EdSource data analyst

Deputy chief human resources officer Frank Serrato said the district has been focused on ending these types of inequities for several years. The district's strategy will eventually improve the overall percentage of teachers — 83% — in the district who are credentialed to teach the courses they are assigned to teach.

Shortly after taking the reins of LAUSD last spring, Superintendent Alberto M. Carvalho filled 420 empty teaching positions with credentialed staff including administrators, coaches and teachers on special assignments who had been working outside the classroom.

The district focused on its most "fragile schools" when redeploying the experienced teachers, Serrato said.

The district has filled 1,091 teacher vacancies for the coming school year but still needed more than 984 teachers, librarians and counselors as of July 27. If there still aren't enough teachers at the beginning of the school year, the district will redeploy credentialed staff on campuses until replacement teachers can be hired.

"We are such a large district, we can remobilize efforts to ensure our students have the appropriate teacher in place," Serrato said.

To help recruit new teachers, the district is offering a \$5,000 incentive to credentialed teachers who agree to teach at a "high-needs" school, according to the district website.

"We want to be the district of choice, for not just students, but for staff," he said.

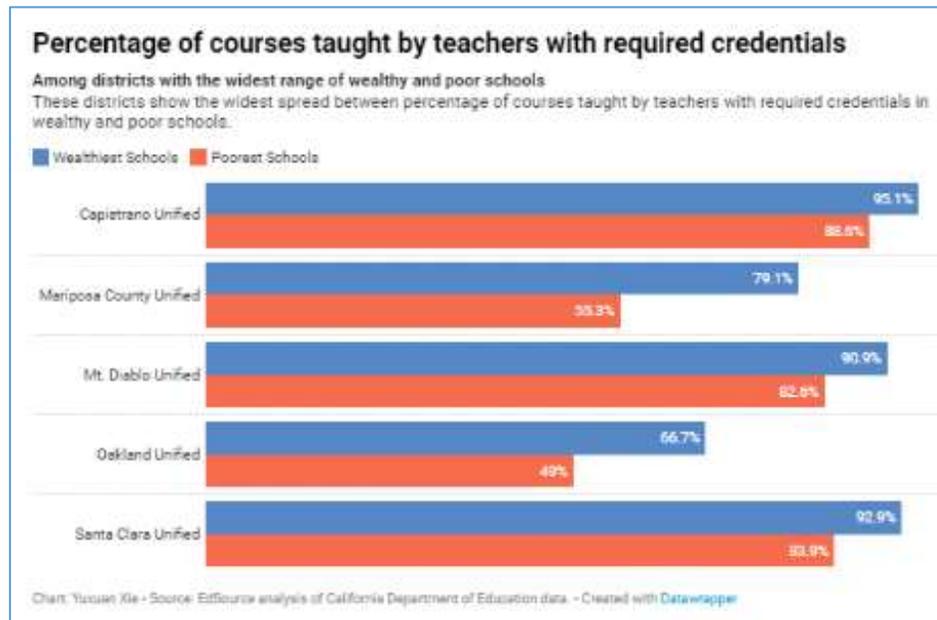
La Mesa-Spring Valley School District, in San Diego County, has the same goal and already has had much success. The district is a 12-minute drive from the beach, but Meg Jacobsen, assistant superintendent of human resources, says it is the culture of collaboration between administrators and teachers, and partnerships with local universities that brings teachers to the district.

The district of 11,000 students also has a wide gap between the income levels of families at some of its schools. All students at some schools are eligible for free lunches, while as few as 12% are eligible for the free meals at others.

A teacher residency program with San Diego State University and a program to prepare classified staff to earn a teaching credential through Point Loma Nazarene University brings about 40 new teachers into the district each year.

The district also has been successful at retaining teachers, with 80% of its staff working there for more than 20 years. The result has been fewer underprepared teachers, allowing the district to have teachers with the appropriate credentials teaching 92% of its classes in its lower-income schools and 91% of the classes in its higher-income schools.

"We are the Goldilocks of school districts," Jacobsen said. "We aren't so big that you get lost in the shuffle."



Districts highlight culture, communities to attract teachers

Although rural school districts historically have had the hardest time recruiting and retaining teachers, Buttonwillow Union, a rural one-school district in Kern County, has found a way to attract new teachers even though its salaries are among the lowest in the county, and it has to compete with 47 other county districts.

But last year 93.8% of the district’s classes were taught by teachers with the appropriate credentials. Superintendent Stuart Packard says the district is able to attract and retain qualified teachers on what he calls “intangibles.” The district invests in programs and support that make a teacher’s job easier — and are good for students.

For example, there’s a teacher who is dedicated to physical education, which takes an important duty off teachers’ plates and gives them more time for preparation. Recognizing the effect the pandemic has had on young students, this year’s second-grade class had just 11 students.

“We want to treat it more like an intervention class,” Packard said. “We had the funding to be able to do that.”

Many teachers have long commutes, including some who come from Bakersfield. When gas prices soared, the district offered a gas stipend. To attract teachers, Buttonwillow Union offers 10 years of service credit to teachers from other districts.

A glossy [eight-page brochure](#) from the El Dorado County Office of Education is helping to attract teachers to the 15 school districts in the semi-rural county just east of Sacramento. The brochure features smiling people whitewater rafting, enjoying water sports and skiing, and proclaims the county “A great place to work and play!”

“We have intentionally worked to recruit people who want to live here because of the lifestyle,” said Amy Andersen, executive director of human resources for the county office.

As a result, all but one district in the county falls below the state average of 83% of classes being taught by qualified teachers.

What can be done to ensure all students have a qualified teacher?

The state of California has invested more than \$2 billion over the last four years in teacher residency programs and other initiatives to increase the number of fully prepared teachers in the state. Districts also have started residency programs and grow-your-own programs to help classified staff become teachers.

But there is still more that can be done, said Luft, of The Education Trust-West. To ensure California schools have enough qualified teachers in the classroom it should cover the full cost of teacher preparation and credentialing, as well as student teaching, she said. Strategies to retain teachers could include increasing salaries and assisting with housing, transportation and child care costs, she said.

Teacher candidates, especially teachers of color, experience housing and food insecurity during teacher preparation, Luft said. Because of these obstacles, some change career paths.

“I think it is time for the state to take bold, thoughtful action and have a concrete plan for how we are going to recruit and retain a well-prepared education workforce for the long term,” she said.

EdSource reporter Emma Gallegos contributed to this report.

Fresno Unified School District
Board Communication

BC Number BFS-2

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

Date: August 12, 2022

Phone Number: 457-6277

Regarding: Benefits Online Open Enrollment

The purpose of this board communication is to provide the Board information regarding upcoming Open Enrollment. The Payroll & Benefits Department is excited to announce a simpler and more sustainable way for Fresno Unified School District employees to enroll in their health benefits for the upcoming plan year. In June of 2021, the online benefits enrollment system began piloting for newly hired employees, with approximately 1,000 members successfully using the portal since its launch date. The new online tool is now ready for all employees' beginning with the 2023 Open Enrollment season.

The new online benefits enrollment system has been designed to walk members through enrollment decisions for the upcoming year, including selecting/adding/removing dependents and electing medical, dental, and vision coverage. Members will be able to start and finish their online enrollment when it's convenient and will also be able to upload supporting documents directly through the portal. A unique hyperlink will be sent to each full-time and part-time employee's district email address when open enrollment starts on October 01, 2022.

The Payroll & Benefits Department will undergo an extensive communication campaign over the next two months to ensure the news is communicated to all eligible members. Below is a summary of planned communication efforts by month:

September

- Announcement letter to all active eligible members
- Communication in Employee Zone (Mondays all staff) and District Updates (Fridays)
- Communication email blast to all active eligible members
- Flyers to all sites/departments to distribute across their respective areas
- Automated call to all district staff on September 30, 2022

October

- Email with the designated hyperlink to all active eligible members on October 01, 2022
- Reminder email to all active eligible members who have not completed the form on day 30 of the Open Enrollment season
- Reminder letter to all active eligible members who have not completed the online form
- American Fidelity will also assist with communication during their Section 125 meetings with employees from October through November

November

- Reminder email to all active eligible members who have not completed the form on day 45 of the Open Enrollment season
- Reminder letter to all active eligible members who have not completed the online form

Laptops will be available in-house to assist members with the completion of the online form. Staff is excited to communicate this innovative change. The new online process is simple and sustainable and will reduce the department's paper needs by approximately 225,000 sheets per year. Lastly, the new online system will safeguard employees' personally identifiable information (PII).

If you have questions pertaining to the information in this communication, or require additional information, please contact Steven Shubin at 457-6277.

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



Date: August 12, 2022

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: August 12, 2022

Phone Number: 250-1322

Regarding: Parent University's Family Goal Kickoff Event

The purpose of this communication is to provide the Board information regarding Parent University's Family Goal Kickoff Event held at Maya Cinemas on Friday, August 05, 2022, from 4:00 p.m. to 8:00 p.m. The event was a success with an attendance of over 2,000 families and students, provided 1,500 backpacks, 542 movie tickets in four different theatres, and 23 community and district resource vendors. In addition, our Board and Superintendent provided motivational remarks in support of families as they prepare to return back to school.

Parent University received overwhelmingly positive feedback from families attending the event regarding the resources provided as an essential means of resource for families and students to kick off the 2022/23 academic school year. Some of these resources included backpacks, school supplies, haircuts, pre-school registration, health thermometers, technology support services, dental kits, and social-emotional support services. In addition, families and students had the opportunity to watch a movie and spend quality time together before the start of the new school year. All families and students who attended, including Foster/Homeless Youth, Students with Disabilities, and English Learners, were invited through the 600 mailed personalized invitations, over 5,000 personal phone calls, and emails.

Parent University strives to "increase inclusive opportunities for families to engage in their students' education," with resources and opportunities, such as this Family Goal Kick-Off event, to support student achievement. We hope to continue to support our families and students more through these opportunities for family engagement.

Attached are a few photos captured for your reference.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Maiyer Vang at 250-1322.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: August 12, 2022



Fresno Unified School District
Board Communication

BC Number ID-1

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

Date: August 12, 2022

Phone Number: 248-7465

Regarding: Process for Adding Vendors to Provide Extended Learning Services & Preliminary Summer Program Outcomes

The purpose of this board communication is to share the involvement of community-based partners that supported recent summer camp programming and provide the Fresno Unified Board of Education information regarding the preliminary attendance outcomes of summer camps.

This expansion of extended learning services and inclusion of additional vendors to support that expansion has been made possible by the Expanded Learning Opportunities Program funding provided by the State of California. Intentional focus has been made within the expansion to include students that are below grade level in literacy and/or math, African American, English Learners, Foster and Homeless Youth, and students receiving Special Education services.

Request for Qualification (RFQ) 22-09 was approved by the Board in September of 2021. The purpose of the Extended Learning RFQ application was to create a process for eligible vendors to become prequalified to support the expansion of services to students during extended learning time. For the purpose of the Extended Learning RFQ and in alignment with the requirements of the Expanded Learning Opportunities Program funding, services from vendor applicants must be provided during out-of-school hours after-school, Saturdays, winter intersession, and/or summer intersession.

Since the Fall of 2021, The Extended Learning Department has continued to receive RFQ applications from prospective vendors. The Extended Learning Department organizes a cross-departmental RFQ scoring team twice a year; once in the fall semester and once in the spring semester, to score submitted RFQs. In this way, potential new vendors are added to the list of prequalified vendors and provided with future opportunities to offer services to students. Using a developed rubric, the cross-departmental RFQ scoring team uses diverse perspectives to ensure accuracy and equity in the RFQ scoring process. The last period of RFQ application scoring took place in March 2022, allowing qualified vendors to be eligible to provide services in Summer of 2022. Applications received after March of 2022 will be evaluated by the cross-departmental team in August 2022 for consideration of inclusion in after-school program services. Once qualified through the RFQ process, vendors then submit a proposal of services for evaluation and feedback. Service proposals are reviewed to ensure alignment with school and student need as well as to align with standard per-pupil costs.

The RFQ applications for the following vendors were evaluated during the spring semester and their subsequent proposals approved to provide services to students in our recent summer programs: Another Level Training Academy, Break the Barriers, Carrillo Aspiring Leaders Workshop, Fresno Discovery Center, Fueled by Leo, HandsOn Central California, Impact Athletics, Ivy League Project, Jewel of Justice, KLSD, Track Events, Coach Fleck Consulting, Coach Hut Basketball, Jaime White Basketball Camps, Jonathan Winder Sports Camps and Stacy May-Johnson.

As a result of the support of qualified and approved vendors, the Extended Learning Department was able to provide a wide variety of enrichment camp experiences during the month of July. A sample of these enrichment camp offerings, and the vendors that provided them, were shared during the Board presentation on May 04, 2022 as one of the outcomes of the design and plan for Expanded Learning Opportunity Program funding. As a result of the expansion of services and programs made possible by the Expanded Learning Opportunity Program funding, over 6,500 students participated in summer camp enrichment programs offered by vendors during July of 2022.

Additional information regarding summer programming will be presented to the Board during the September 28, 2022 Board meeting.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7565.

Approved by Superintendent
Robert G. Nelson Ed.D.

Handwritten signature of Robert G. Nelson in blue ink, written over a horizontal line.

Date: August 12, 2022