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BOARD COMMUNICATIONS – SEPTEMBER 02, 2022

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report
BFS-2 Tammy Townsend Federal Program Monitoring - Conclusion

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Teresa Morales-Young 2022 Teacher Academy Summer Program
ID-2 Carlos Castillo Edgenuity Online Learning Curriculum

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: September 02, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at Principal's Meeting
- Attended Rotary Meeting
- Held interviews for Manager III
- Attended Bullard's Back to School Night
- Met with Executive Cabinet
- Participated in the School Safety Roundtable hosted by Congressman Costa
- Attended the State of Our Children Breakfast
- Attended the Fresno Compact Meeting

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



Date: 09/02/22

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: September 02, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for August 26, 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 Update for August 26, 2022 is attached and includes the following articles:

- Governor Signs Bill Addressing Public Meeting Disruptions – August 25, 2022
- Frustration After Bilingual Education Bill Dies in State Assembly – August 22, 2022
- A Looming COVID Risk in California? Schools Return with Fewer Rules, Lagging Vaccine Rates – August 24, 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: 09/02/22



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DATE: August 26, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

End of Session Update

The Legislature still has hundreds of bills left to consider with less than a week remaining in the 2021-22 legislative session. Those measures need to be approved and sent to Governor Gavin Newsom by midnight of next Wednesday, August 31, 2022, or they will die on the house floor.

Yesterday, August 25, 2022, was the last day for the Legislature to amend bills on the floor. However, as we mentioned in last week's update, the August 25 deadline is a rule set by the Legislature itself, meaning they can waive that rule and make further amendments to bills until this Sunday, August 28, 2022. The reason why this upcoming Sunday is the true drop-dead deadline to amend legislation is that Proposition 54 (2016) requires bills to be in print for at least 72 hours in their "final form" before being voted on by the Legislature.

While we are still awaiting the fate of a number of significant education measures, the following noteworthy bills were approved by the houses this week and are on their way to Governor Newsom's desk:

- Assembly Bill (AB) 1711 (Seyarto, R-Murrieta) would provide that when a person or business operating a system on behalf of an agency is required to disclose a breach of that system, the agency would also be required to disclose the breach by posting on its website, for a minimum of 30 days, the breach notice provided by the person or business
 - The California Association of School Business Officials (CASBO) and the Association of California School Administrators (ACSA) oppose this bill because the online posting requirements could create further confusion and alarm rather than provide helpful information, at the expense of staff time and resources
- AB 1912 (Bonta, D-Oakland) would require a school district that is the recipient of an emergency apportionment to follow specified procedures when deciding to close or consolidate schools

- This is an urgency bill, meaning it would take effect immediately upon Governor Newsom’s signature
- Senate Bill (SB) 997 (Pan, D-Sacramento) would require school districts serving middle or high school students and county offices of education to, by July 1, 2024, either include two students on an existing parent advisory committee or establish a student advisory committee for purposes of developing and adopting the Local Control and Accountability Plan
- SB 1144 (Weiner, D-San Francisco) would require state agencies and public schools to complete a water efficiency and quality assessment report on their facilities and, if the report identifies noncompliant plumbing fixtures and appliances or contaminants, the bill requires the operating agency to remedy the problem at the earliest practical time, subject to dedicated funding
 - ACSA, CASBO, and the California School Boards Association all oppose this bill saying that it would create a costly state mandate with no identified funding source, workforce pipeline development, or technical assistance
- SB 1479 (Pan) would require all local educational agencies, after consultation with its local health department, to create a COVID-19 testing plan or adopt a framework that is consistent with guidance from the California Department of Public Health (CDPH), and post that plan on its website

Next week, we will provide a more detailed update of which education measures survived the end-of-session deadline and those that failed passage.

Revenues Fall Below Projections in July

The Department of Finance released its monthly [Finance Bulletin](#) this past week and found that cash receipts for July 2022, the first month of the 2022-23 fiscal year, were \$1.275 billion, or 12.1%, below the 2022-23 Budget Act forecast. The bulletin also found that cash receipts for the entire 2021-22 fiscal year fell \$2.183 billion, or 0.9% below forecast. The shortfalls in July continue to be largely driven by lower proceeds from personal income tax, which came in 13.5% below projections.

While revenues are down over the last several months, the labor market continues to perform well as the national unemployment rate fell another 0.1 percentage point in July 2022 to its pre-pandemic low of 3.5%. Conversely, California’s unemployment rate also fell in July to 3.9%, which is 0.2 percentage points lower than the pre-pandemic rate of 4.1%.

Some other positive news is that the national year-over-year headline inflation decelerated to 8.5% in July 2022, down from a 40-year record-high of 9.1% in June. Core inflation—which excludes food and energy—remained at 5.9% year-over-year for the second consecutive month. Transportation inflation, which includes gasoline, decelerated to 16.4% in July from 19.4% in June, which is in line with the decline in gas prices.

Leilani Aguinaldo

Governor Signs Bill Addressing Public Meeting Disruptions

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
August 25, 2022

On Monday, August 22, 2022, Governor Gavin Newsom signed [Senate Bill \(SB\) 1100 \(Cortese, Statutes of 2022\)](#) into law, which authorizes the presiding member (or their designee) of a legislative body conducting a meeting to remove an individual for disruption of the meeting. Since local educational agency (LEA) governing boards are considered a “legislative body” under the Brown Act, that means that your LEA governing board will be able to use this new mechanism during public meetings beginning January 1, 2023, which is when the bill’s provisions officially go into effect.

The bill defines “disrupting” as engaging in behavior that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of a meeting. This includes a failure to comply with reasonable and lawful regulations adopted by the legislative body or engaging in behavior that constitutes use of force or a true threat of force. “Threat of force” is defined as a threat that has sufficient signs of intent and seriousness in which a reasonable observer would perceive it to be an actual threat to use force.

SB 1100 specifies that prior to removing an individual under this new law, the presiding member (or designee) is required to warn said individual that their behavior is disrupting the meeting and that failure to cease that behavior may result in their removal. However, if the offender continues their disruptive behavior after a warning has been given, the presiding member (or designee) is permitted to have that individual removed. This warning is not required if the individual is engaging in behavior that constitutes use of force or a true threat of force.

The bill’s authors, Senator Dave Cortese (D-Silicon Valley) and Assemblymember Evan Low (D-Silicon Valley), introduced this measure because they felt that the current mechanisms provided under the Brown Act were insufficient in dealing with some of the more troubling instances that have occurred across the state over this past year, which included harassment and threats of violence against public officials. Both lawmakers [lauded](#) Governor Newsom for signing the bill and believe that this tool will allow local agencies to better de-escalate disruptions during future public meetings.

Note: SB 952 (Limón, D-Santa Barbara) would have established a program to offer at least 20 school districts technical assistance and grants of up to \$750,000 each to expand or establish dual-language immersion programs.

Frustration After Bilingual Education Bill Dies in State Assembly

By Zadee Stavely
EdSource
August 22, 2022

A bill that would have helped school districts open more dual-language immersion programs fizzled in the California State Assembly this month, crushing the hopes of many advocates of bilingual education.

Senate Bill 952 would have established a program to offer at least 20 school districts technical assistance and grants of up to \$750,000 each to expand or establish dual-language immersion programs.

Dual-language immersion programs are designed to help both those who speak only English and those who speak only another language become bilingual by teaching all students in both languages. Research shows that these programs improve academic achievement for English learners, and at the same time benefit students who are native English speakers.

The bill was co-sponsored by Superintendent of Public Instruction Tony Thurmond, the California Association for Bilingual Education and Californians Together, a nonprofit organization that advocates for students who speak a language other than English at home.

It received no formal opposition, but no funding for it was included in the 2022 budget, and it failed to advance beyond the Appropriations Committee in the Assembly. A similar bill introduced by Thurmond when he was an Assembly member passed in 2018 but was never funded or implemented.

Proponents of the bill expressed disappointment and frustration that the bill did not move forward, saying the action is contrary to the state's stated goals of expanding bilingual education, including the Global California 2030 initiative, which sets a goal for the state to have half of all K-12 students participating in programs leading to proficiency in two or more languages by 2030.

"I am disappointed that SB 952 will not move on in the legislative process," said state Sen. Monique Limón, who introduced the bill. "Bilingual education is critical in ensuring all of California's students are supported and has been shown to improve cognitive ability, memory and cross-cultural appreciation. At a time when we are making historic investments in K-12 education, we must ensure every student has the tools they need to reach their fullest potential."

Thurmond expressed disappointment as well. California Department of Education spokesman Jonathan Mendick wrote in an email, "He's disappointed. As an Assemblymember, and as a Superintendent, he has been a continuous champion of multilingual and dual-language programs, and SB 952 would have provided an important opportunity for schools and students across California. He'd like to thank Senator Limón for her leadership and for getting the bill along the process as far as it got, and to CAFE and Californians Together for being great partners and co-sponsors of the bill. The work isn't over, and we will continue to champion dual-language immersion and multilingual programs."

Some proponents of the bill pointed out that there is not enough funding to meet the high demand among districts that want to start dual language immersion programs. Last year's budget established a grant program for dual-language immersion programs. According to information filed in the Assembly, the California Department of Education received 160 applications. The department was only able to award grants to 27 districts and charter schools.

"California has missed the opportunity to continue vital investments in the expansion of dual language immersion programs to meet the demand for these types of programs and their effectiveness at meeting the needs of English learners and dual language learners," said Martha Hernández, executive director of Californians Together, a nonprofit organization that advocates for students who speak a language other than English at home. "Funding the start-up costs for these research-based programs is a perfect use of one-time funds, especially given the need to expand quality school options to fight enrollment declines."

Abbey Kerins, director of special projects for Newark Unified School District, said it is expensive to begin a new dual immersion program because of the new materials and teacher training required. Newark Unified, located in the East Bay Area, just launched a dual immersion program in Spanish and English last school year. Like many such programs, it started as a kindergarten and first grade program, and is set to grow a grade each year, until the program is offered all the way through eighth grade.

“The state has not done us well in their support of dual language immersion. With the global initiative being what it is and having such a visionary goal, they’ve really not done a good job of ushering us toward that goal,” said Kerins. “Are we saying this or are we going to do it? Saying it is exciting and parents are saying ‘OK, we’ve made a request,’ but there’s no money behind it. We have this local obligation to respond to parent requests, but our response is going to have to be, to the frustration of parents, ‘No, we can’t do anything, we can’t afford it.’”

Anya Hurwitz is the director of SEAL, a nonprofit organization that provides training and assistance to help schools across the state implement strong bilingual programs. She said SB 952 would have been “a step forward” toward fulfilling the Global California 2030 initiative.

“Districts cannot do it alone. Resources are needed to build evidence-based practices to recruit, train and retain bilingual teachers to expand dual-immersion programs,” Hurwitz said. “Multilingual education is a proven approach to transforming our education systems from being inequitable and widening opportunity gaps, into systems that center the assets and needs of our greatest promise for tomorrow, our children.”

Advocates for bilingual education and English learners said they will continue to push to secure funding and legislative support to expand dual-language immersion programs in the state.

“The bill had such strong bipartisan support, and there was so much interest in seeing the program for dual-language immersion expand. We were very disappointed that it failed to move forward,” said Jennifer Baker, legislative advocate for the California Association for Bilingual Education. “We’re absolutely committed to continuing the conversation and trying to expand this in the future.”

Note: Only 37% of children ages 5 to 11 have completed their primary vaccination series in California, compared to the 67% vaccination rate for adolescents 12 to 17 and 78% for adults 18 to 49, according to the CDPH.

A Looming COVID Risk in California? Schools Return with Fewer Rules, Lagging Vaccine Rates

By Rong-Gong Lin II, Luke Money
Los Angeles Times
August 24, 2022

California schools reopened for the fall semester with loosened COVID-19 protocols and low student vaccination rates among younger children, presenting a new test for the trajectory of the pandemic as some experts expect another rise in cases when winter arrives.

The general move away from expansive masking and testing requirements reflects officials' confidence in the other tools at schools' disposal and comes as California is enjoying sustained drops in newly reported infections and coronavirus-positive hospitalizations.

But health experts are watching to see how schools do in the coming weeks, especially given how many youngsters remain unvaccinated.

Only 37% of children ages 5 to 11 have completed their primary vaccination series in California, quite low compared to the 67% vaccination rate for adolescents 12 to 17 and 78% for adults 18 to 49, according to the state Department of Public Health.

In Los Angeles County, 35% of children ages 5 to 11 have completed their primary vaccination series, as have 79% of those ages 12 to 17. By contrast, in Northern California's most populous county, Santa Clara County, 63% of younger children have completed their primary vaccination series and 94% of adolescents have.

Without mandatory masks or regular in-school testing, one of the best ways to protect youngsters against infection is to "get your child vaccinated," UC San Francisco pediatrician and epidemiologist Dr. George Rutherford said at a campus town hall Friday.

But despite months of messaging and availability, vaccine uptake among the youngest school-age children has slowed, and resistance has seemingly hardened. Polling from the Kaiser Family Foundation found that between January and July, the share of parents who said their children 5 to 11 had been vaccinated grew from 33% to 40%. At the same time, the proportion of parents who said they would "definitely not" get their child vaccinated grew from 24% to 37%.

Given that throughout the pandemic children have been far less likely than adults to fall seriously ill with COVID-19, many parents may simply not see a need for the shots. But officials and experts say vaccination doesn't only help protect the person rolling up his or her sleeve.

"Living through times of high viral transmission is like getting through a bad storm. While it's very helpful if each of us is able to have good rain gear, when the storm is of long duration, we often need additional help from others," said Los Angeles County Public Health Director Barbara Ferrer.

Getting vaccinated and boosted, she added during a recent briefing, "is one way to show we care. Not only do vaccines protect us from severe illness, but they also reduce the risk of spread."

In addition, health officials say that because children are supposed to be healthy and aren't likely to die of any causes, it's important to compare the death rate of children from COVID-19 to the pediatric death rate for other reasons for their age group. By that measure, COVID-19 raises alarm bells.

For the 12-month period that ended Oct. 2, COVID-19 was the eighth-leading cause of death among children 5 to 11. A report by the Kaiser Family Foundation published in March said COVID-19 was among the top four causes of death for all age groups 5 and older.

And a study published in June said that the 1,088 COVID-19 deaths that occurred in youths up to age 19 in the U.S. — with 764 occurring in the 12-month period that ended March 31 — made COVID-19 a leading cause of death among that age group.

Health officials have pointed out that schoolchildren in California are required to be vaccinated against illnesses for which there are far fewer deaths or those causing severe illness such as paralysis. Polio shots, for instance, are required for California schoolchildren, but there have been no polio cases of paralysis in California in many years.

In Los Angeles County, 13 children have died from COVID-19 since the beginning of the pandemic. Two were younger than 5, four were age 5 to 11, and seven were adolescents.

U.S. children between the ages of 5 and 11 became eligible for their COVID-19 vaccinations last November and for a booster in May. A study of the Pfizer-BioNTech vaccine for this age group during the first Omicron surge in Singapore found that completing the primary vaccination series was 83% effective against hospitalization.

Pediatricians say the COVID-19 vaccine is safe. “We have not seen serious side effects in kids ages 5–11,” Dr. Rhea Boyd wrote on a website published by the American Academy of Pediatrics. “It is safe and it works.”

COVID-19 vaccinations can also reduce the chance of long-term side effects after experiencing COVID-19, including long COVID. In addition, a COVID-19 diagnosis is associated with a subsequent higher chance of getting diabetes for both adults and children.

Children under age 5 became eligible for COVID-19 vaccines in June. Pfizer on Tuesday said its vaccine was 73% effective at preventing COVID-19 among children age 6 months to 4 years. Before the shots became available, pediatricians said that the Omicron variant pushed hospitalization rates for children age 4 and younger to the highest level of the entire pandemic.

While this latest wave infected many who were fully vaccinated or had had previous brushes with the coronavirus, officials say vaccination still provides some protection against infection. In mid-July, unvaccinated Californians were about seven times more likely to get COVID-19 compared to vaccinated and boosted people, according to the state Department of Public Health.

This back-to-school season is California’s first in the pandemic era without a state-required mask mandate in indoor K-12 classrooms. The Los Angeles Unified School District, which began its school year last week, also has ended weekly coronavirus testing.

Some college campuses that brought back indoor mask mandates in response to the late spring-and-summer Omicron wave, including UCLA and UC Irvine, rescinded those orders last week.

A statewide push to mandate COVID-19 vaccines for K-12 children has also been delayed until next year at the earliest, though such requirements remain in place for students and employees within the UC and Cal State systems.

In its latest guidance for schools, the state health department outlined a number of recommendations — among them ensuring that students and staff stay up to date on vaccinations, optimizing indoor air quality, promoting good hand hygiene and supporting access to testing.

“COVID-19 is here to stay, but we have learned methods and gained tools to decrease its impact on our health and well-being,” officials wrote in that guidance. “California’s schools can manage this disease in sustainable and adaptive manners.”

The department also continues to strongly recommend masking in indoor public settings. However, in places like L.A. County and the San Francisco Bay Area where masking has long been considered routine, the practice has become notably rarer over the course of this year.

The loosening rules come as coronavirus case rates and hospitalizations have been falling for weeks. As of Tuesday, L.A. County was recording about 3,200 coronavirus cases a day for the prior seven-day period — less than half the summer peak of nearly 6,900 cases per day.

But the reduction may be decelerating. L.A. County’s case rate is down 7% from the prior week. That’s a more modest decline than the prior week-over-week change, which had fallen by 16%.

Coronavirus-positive hospitalizations in L.A. County also continue to fall. There were 915 coronavirus-positive patients in the county’s hospitals as of Monday, down 31% from the summer peak of 1,329.

California is averaging about 9,500 coronavirus cases a day for the seven-day period that ended Monday, down 18% from the prior week. Unlike L.A. County, California is not seeing a significant deceleration in its decline of cases; the prior week-over-week drop was also 18%.

As of Monday, there were 3,505 coronavirus-positive patients in California’s hospitals, down 27% from the summer peak of 4,843, set on July 26.

The state reported 326 COVID-19 deaths for the seven-day period ending Monday — the highest weekly death tally since the week that ended May 1.

Even with the recent declines, case and hospital metrics remain well above the lull following the initial Omicron wave that struck last fall and winter, and experts say getting schoolchildren vaccinated and adults boosted will be important to prepare for a possible coronavirus rebound later this year.

Officials also are hopeful that people will get the newest Omicron-specific version of the vaccine, designed to target subvariants BA.4 and BA.5. The shots could become available in September if given the green light by the U.S. Food and Drug Administration and the Centers for Disease Control and Prevention.

On Monday, Pfizer asked the FDA to authorize its new Omicron COVID-19 booster shot for people age 12 and older. Moderna made the same request Tuesday for its Omicron booster for adults.

“I think it’s going to help a lot in preventing infections, and I think it’s going to help a lot in keeping people out of the hospital,” Dr. Ashish Jha, the White House COVID-19 response coordinator, said in a forum last week of the new boosters.

Jha said it will be important to get up-to-date on COVID-19 and flu shots ahead of the winter. Even before the pandemic, the flu itself “really stretches our healthcare system,” Jha said. “Our healthcare system is going to get into serious trouble unless we are very proactive.”

He also urged schools and building owners to improve indoor air quality and added that encouraging people to wear high-quality masks in crowded indoor spaces will keep infections down. Widespread coronavirus testing and anti-COVID drugs also can help.

“If we do all of those things, I am confident we keep every business open, we keep every school open, we don’t have to have hospitals that are overwhelmed and can’t take care of other people and we can get through what might be a tough fall and winter,” Jha said.

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: Tammy Townsend, Executive Officer
Cabinet Approval: 

Date: September 02, 2022

Phone Number: 457-3661

Regarding: Federal Program Monitoring - Conclusion

The purpose of this board communication is to update the Board on the most recent Federal Program Monitoring (FPM) review which concluded on May 19, 2022. As previously communicated to the Board on July 29, 2022, the California Department of Education (CDE) facilitates reviews of school districts to ensure compliance with federal funding regulations. Fresno Unified is reviewed every two years for this purpose, rotating between an online and onsite review. For the 2021/22 school year, CDE conducted an online review for the district.

The review concluded on May 19 and resulted in 13 findings. Staff is pleased to report that all findings have been resolved. With these resolutions in place, the FPM review has formally concluded.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Tammy Townsend at 457-3661.

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

Date: 09/22/22

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: Carlos Castillo, Instructional Superintendent &
Teresa Morales-Young, Administrator
Cabinet Approval: 

Date: September 02, 2022

Phone Number: 457-6072

Regarding: 2022 Teacher Academy Summer Program

The purpose of this board communication is to provide the Board with information regarding the 2022 Teacher Academy Summer Program.

Teacher Development is committed to building a workforce that reflects the values and cultural diversity of the community of students we serve. As part of the "Grow Our Own" model, the Teacher Academy Summer Program is a pipeline program that aims to invest in cultivating teachers as early as high school to address the teacher shortage and increase the diversity within the teaching workforce.

Through the collaborative efforts of Teacher Development, College and Career Readiness, and Human Resources departments, the Teacher Academy Summer Program offers participating high school sophomores, juniors, and seniors a unique teaching and learning experience.

This summer, there were 303 participants in the Teacher Academy Summer Program. Participants provided literacy, math, and language development supports for grades Kindergarten through grade nine summer programs. The teaching experience placements were coordinated in partnership with the Multilingual/Multicultural Education, African American Academic Acceleration, and Curriculum and Instruction departments. All participants engaged in professional learning focused on classroom management strategies, growth mindset, and building community through positive relationships.

In addition, sophomore and junior participants are invited to join the Teacher Academy Saturday Program starting in the Fall. The Saturday program meets monthly from September to April and focuses on developing and teaching Science, Technology, Engineering, and Math (STEM) lessons. Teacher Academy Saturday participants will implement STEM lessons during Winter Camp and compete in the Educator Rising national competition in the category of lesson planning and delivery. The Teacher Academy Tutoring Program is another opportunity available throughout the school year. The purpose of the Tutoring Program is for Teacher Academy high school participants to provide academic tutoring to elementary students within the afterschool programs.

All high school graduates from the summer program are recruited to join the subsequent teacher pipeline program, Para Academy. The program also offered support to prepare for the Test for Adult Basic Education (TABE). High school graduates that pass the TABE Test are eligible to apply for classified employment.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/22/22

Fresno Unified School District
Board Communication

BC Number ID-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Yolanda Jimenez-Ruiz
Cabinet Approval: 

Date: September 02, 2022

Number: 457-6139

Regarding: Edgenuity Online Learning Curriculum

The purpose of this board communication is to provide the Board with an update regarding Edgenuity. Edgenuity is an A-G approved online curriculum used by Fresno Unified since 2014. Fresno Unified School District has used Edgenuity to provide a way to support students who need credit attainment.

Edgenuity is a curriculum that supports students' various academic needs: credit recovery, variable credit, and acceleration.

- Credit recovery students take a pre-test to determine the amount of material they learned from the previously attempted course. The Edgenuity curriculum provides the student with instruction that addresses unlearned content.
- Variable Credit allows students to complete a course they have previously started at another school without losing credit (Homeless, Foster, Juvenile Court School Students, Migrant, & Military students).
- Acceleration is for students who desire to be early graduates or need room in their schedules for Career Technical Education pathways, sports, physical education, music, etc.

Starting in the Summer of 2020, due to the national shutdown of in-person instruction, Fresno Unified transitioned to Edgenuity as the primary curriculum for credit recovery. This shift in curriculum resulted in a significant increase in the use of Edgenuity.

Since the start of the pandemic and because of the growth of the use of this curriculum, Fresno Unified is conducting a program review in alignment with district best practices. This program review will include a consultant with expertise in the areas of systemic operational needs, academic use of technology, data usage, and online education best practices.

If you have any questions pertaining to the information in this communication or require additional information, please contact Carlos Castillo at 457-3554 or Yolanda Jimenez-Ruiz at 457-6139.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/22/22