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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

**BOARD COMMUNICATIONS – OCTOBER 14, 2022**

TO: Members of the Board of Education  
FROM: Deputy Superintendent, Misty Her

**SUPERINTENDENT – Robert G. Nelson, Ed.D.**

S-1 Robert G. Nelson Superintendent's Self-Evaluation

**BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer**

BFS-1 Kim Kelstrom School Services Weekly Update Report for  
October 07, 2022

**COMMUNICATIONS – Nikki Henry, Chief Officer**

C-1 Maiyer Vang Parent University Trunk-or-Treat Event  
C-2 Maiyer Vang Family Engagement Hour

**INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer**

ID-1 Carlos Castillo 2022/23 New Teacher Support

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: October 14, 2022  
Phone Number: 457-3884

Regarding: Superintendent's Self-Evaluation

The purpose of this communication is to provide the Board and public a copy of my self-evaluation. As I have done in previous years and in the interest of full transparency and accountability, included is my self-evaluation based on the eight goal areas discuss by the Board on January 05, 2022. A hard copy of the self-evaluation was given to the Board during the October 12, 2022 board meeting. Please call me if you have any questions.

Approved by Deputy Superintendent

Misty Her



Date: 10/14/2022

**SUPERINTENDENT'S SELF-EVALUATION  
COVERING OCTOBER 2021 TO SEPTEMBER 2022**

**Self-Evaluation**

**By: Superintendent Robert G. Nelson**

**Fresno Unified School District**

**October 2022**

In preparing my sixth self-evaluation as the superintendent of Fresno Unified School District, I am deeply appreciative of the Board, my colleagues, teachers, staff, students, parents and all of our community partners that have made it possible for me to continue serving our students and families. In accordance with the Board's previous direction, I have prepared a shortened, more succinct self-evaluation this year.

From the onset of my role as Superintendent, I have continued to serve under the pillars of Transparency, Equity, Accountability and Connectivity, with a focus on the Board's established goals. The information in this self-evaluation includes multi-year data which highlights the challenges and opportunities which have surfaced as our district began our journey back to "normalcy", post-pandemic. The information is presented in a manner consistent with my previous self-evaluation, with a scorecard focused on my eight goals established by the Board, and a summary of initiatives experienced across the district during this past year.

During this past year, I have balanced the need to address the traumatic impact of the pandemic on our students, families, and staff against the urgency of our obligation to focus on teaching and learning, as the "main thing". In leading the district through the necessary exit from crisis mode and transition back to the main thing I have prioritized the meaningful feedback included in my last evaluation to support the success of our students and entire organization.

A major area of action for me this past year has been the establishment and development of a fairly new senior leadership team, the majority of whom are either new to their role or new to our cabinet. I'm excited to have a talented leadership team committed to the action areas identified by the Board. As evidenced by the presentation at the fall board workshop, our newly hired Chief Academic Officer, Dr. Baker brings a strong focus on academic growth, data transparency and increased interventions to mitigate the academic impact of these last two years. Dr. Baker has worked closely Deputy Superintendent Her to restructure our cabinet meetings with an increased focus on instruction and regular monthly instructional classroom walks for the senior leadership team. Deputy Superintendent Her's second full year was focused on several key action areas including collaboration of design of the outward facing public dashboard, designed to measure the health and performance of the district which will be presented at the October 26, 2022 Board Meeting and collaboration with our labor partners on the Community Schools grant planning. Deputy Superintendent Her and I have continued to move the Academic Return on investment (A-ROI) work to the next phase, identifying our next three A-ROI priority areas and establishing a district-based team which is participating in the A-ROI Institute this fall with a goal to deeply learn the process and expand the A-ROI practices districtwide in alignment with the budget cycle.

Another area of increased focus is strengthening our Communications structures districtwide- with families, with the community and all trustees. The refreshing of our district website, staffing our new Translation Services department to better serve the complex needs of cross cultural and monolingual non-English students and parents, and the addition of 77 site-based home school liaisons have all been steps taken in this effort. A robust restructure of Human Resources is also underway, which will include a refresh of district hiring systems, support for more aggressive performance management, and a wide array of classified professional development. Since his transition to Operational Services, Mr. Idsvoog and I have been developing a multi-year strategy to address indoor air quality and establish effective, efficient heating and air conditioning systems districtwide. One bright side of the pandemic is an increase in digital literacy, with every student now having a personal device, every elementary classroom having brand a new Promethean board this fall, and families having access to real time device support at one of the six FLATS centers established across our community. Most recently, the work of our newly established, first-ever Foundation for Fresno Schools was highlighted at our State of Education event, raising more money for scholarships than ever in times past, and highlighted at the national level with the significant donation to the Foundation from McKenzie Scott, both of which bring so much life-changing potential to our students and our community.

Transformational work has been happening within the district, from our selection to join the Wallace Foundation for their Equity-Centered Pipeline initiative, our invitation to join the work at Harvard and Batelle for Kids first urban cohort, and the Governor’s visit recognizing the district as a social emotional support exemplar. Yet, there is so much still to be done to transform our system to ensure our students have the skills they need to be successful, regardless of any specific demographic factor. Through a collective commitment to deeper learning, equity centered practices, and a focus on family engagement, I feel strongly that we will get there.

While the California Dashboard has not been updated, you will find below some of the indicators the Board has focused on in recent years.

Indicator	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Graduation Rate	84.30%	85.80%	87.6%	86.4%	86.3%	N/A
SBAC ELA	33.64%	36.76%	38.27%	N/A	N/A	32.10%
SBAC Math	24.14%	26.89%	29.85%	N/A	N/A	20.70%
ADA Attendance Rate	93.68%	93.55%	93.18%	94.35%	91.03%	86.4%*
Preschool Enrollment	2822	2815	2820	2999	1806	2138
Student Engagement	65.40%	66.40%	68.90%	68.91%	N/A	44.70%
Suspension Rate	7.00%	7.20%	7.00%	5.06%	0.17%	5.1%*

\*These indicators have been internally calculated and are subject to change upon state release in December, at which time the graduation rate will also be released.

## Scorecard

### Goal 1- Deliver Mission, Vision, Values and Goals with ample Trustee input

	2020	2021	2022	
Operationalize Strategic Plan				
Develop Objectives and Key Results				
Address Missed Inputs				

We have established five district-level key priority areas aligned to the goals in the strategic plan that were approved by the board.

- Increase the # of students who meet growth targets in iReady.
- Increase the # of students with attendance rates above 90%.
- Increase the % of students who have high self-efficacy.
- Increase family participation in engagement opportunities.
- Increase staff diversity to mirror our student population.

Along with the district-level key priority areas, all departments are finalizing Objectives and Key Results with leading indicators to better predict and adjust in real-time in an effort to improve results.

### Goal 2-Increase district’s workforce and programs to reflect our student population.

Decrease Workforce Gap (5% Improvement or within 15% of target)	2020	2021	2022	Target	% Improvement
<b>Certificated</b>					
	<b>4022</b>	<b>4126</b>	<b>4133</b>		
African American	4.45%	4.75%	4.79%	7.63%	.84%
Native American	1.02%	0.99%	1.01%	.60%	2.02%
Asian	10.84%	11.10%	11.54%	10.11%	3.96%
Filipino	0.87%	0.85%	0.85%	.23%	0%
Hispanic	31.18%	31.77%	32.81%	69.49%	3.37%
Pacific Islander	0.15%	0.17%	0.17%	.42%	0%
White	51.22%	49.73%	47.47%	8.12%	-4.54%
<b>Classified</b>					
	<b>3601</b>	<b>3569</b>	<b>3487</b>		
African American	8.25%	7.90%	7.74%	7.63%	-2.03%
Native American	1.25%	1.51%	1.55%	.60%	2.65%
Asian	16.10%	16.05%	16.69%	10.11%	3.99%
Filipino	1.22%	1.29%	1.18%	.23%	-8.53%
Hispanic	52.57%	53.32%	54.03%	69.49%	1.33%
Pacific Islander	0.17%	0.20%	0.17%	.42%	-15%
White	20.22%	19.53%	18.27%	8.12%	-6.54%

Management					
	801	837	941		
African American	8.99%	8.96%	8.82%	7.63%	-1.56%
Native American	1.12%	1.19%	1.06%	.60%	-10.92%
Asian	10.86%	11.47%	11.80%	10.11%	2.88%
Filipino	1.25%	1.19%	1.38%	.23%	15.97%
Hispanic	34.59%	36.20%	38.15%	69.49%	5.39%
Pacific Islander	0.50%	0.72%	0.53%	.42%	-26.39%
White	42.32%	39.90%	37.51%	8.12%	-5.98%
Close the Opportunity Gap -ELA Percentage of students met stretch growth target, i-Ready D3		2020*	2021*	2022	
All				29.4%	
African American				25.2%	
Asian				32.1%	
Filipino				45.6%	
Hispanic				29.1%	
Native American				29.1%	
Pacific Islander				33.2%	
Two or More Races				29.8%	
White				31.6%	

Close the Opportunity Gap - Math Percentage of students met stretch growth target, i-Ready D3		2020*	2021*	2022
All				29.4%
African American				25.2%
Asian				32.1%
Filipino				45.6%
Hispanic				29.1%
Native American				29.1%
Pacific Islander				33.2%
Two or More Races				29.8%
White				31.6%

\*2021-22 was the first full-year of districtwide implementation

**Goal 3- Address communication and customer service deficits, especially in Special Education.**

	2020	2021	2022	
Implement customer service survey				
Train 25% of frontline office staff				

**Goal 4- Maintain Fiscal Stability**

	2020	2021	2022	
Complete ROI Analysis				
Balanced Budget				
Unqualified Audit Opinion				

**Goal 5- Ensure Accurate and Timely Critical incident information is available to Trustees**

	2020	2021	2022	
Weekly Communications with Trustees				
Inform Trustees within two hours of any critical incident				

**Goal 6- Grow cabinet structure/team expecting excellence and accountability for actions**

	2020	2021	2022	
Implement New Organizational Structure				
Implement 360-degree feedback				

**Goal 7- Provide reliable student growth performance data and program options to improve outcomes**

	2020	2021	2022	
Number of high school students enrolled in second language offerings	13356	13629	13490*	
Number of Students Enrolled in Dual Immersion	2389	2512	2632	
Number of Students enrolled in CTE	2458	2528	2492	

While the number of high school students enrolled in second languages and CTE has remained relatively flat in this area, the district saw increased numbers in both areas amongst several of our historically under enrolled student groups including: English Learners, Foster Youth, Homeless and Students with Disabilities.

**Goal 8- Implement plan to provide facility equity throughout our schools, Improve Facility Rating (Facility Inspection Tool)**

	2020	2021	2022	
Overall Good Rating	90	88	89	
Overall Exemplary Rating	9	11	10	

DeWolf, Eaton, Leavenworth, Phoenix Secondary, Slater and Williams experienced an improved rating from Good to Exemplary. Addicott, Starr, Vang Pao, and Yokomi experienced a slight decrease in their ratings from Exemplary to Good.

**Summary**

**Administrative Services**

- Completed the strategic development process with the adoption of the 2022/23 Budget, which included contemplation of significant one-time State and Federal resources to support pandemic recovery efforts. The process included 11 public presentations to the Board of Education in addition to trustee briefings, meetings with budget managers and Executive Cabinet reviews.
- Redesigned and implemented attendance procedures in response to significant modification of state regulations related to virtual simultaneous instruction and procedures for creation and maintenance over 5,000 master independent study agreements for eLearn Academy students.
- Led district teams through the State’s Federal Program Monitoring review, where 11 programmatic areas and seven individual schools were selected to ensure compliance with federal funding

regulations. The review included approximately 300 evidence requests requiring over 1,200 artifacts be provided. The resolution period concluded with three remaining findings.

- Facilitated the collection of 377 contracts totaling approximately \$96 million (31% increase over the prior year) in resources for Board approval.
- Coordinated and led the collection of family income surveys, which influences district revenue through the Local Control Funding Formula (LCFF). Over 9,400 surveys were collected resulting in an 88% unduplicated pupil population.
- Staff successfully completed the approval of the district ESSER III and Local Control and Accountability Plans. Enhanced outreach included collaboration with over 40 Community Based Organizations resulting in increased participants at 1,738, who shared nearly 3,000 individual thoughts.
- Facilitated the successful completion of School Plans for Student Achievement where more than \$45 million in resources were planned (31% increase over the prior year) for the 2022/23 school year.
- Processed over 14,000 school transfer requests.
- Implemented a new online collection process for Form 700 requirements.
- Successfully facilitated complex payroll processing throughout the year, working an additional 2400 hours. The team maintained key performance measures despite increased workload as the result of 46 side letter arrangements collectively bargained with labor partners, additional leave allotments and increased demand for hiring. Implemented additional efficiencies through programming to better integrate new hire processing and leave accrual calculations.
- Implemented the first phase of the newly created Online Open Enrollment portal, where health plan participants can submit various plan changes completely electronically. This year's phase included new hires with over 300 new employees successfully using the portal. Completed a successful transition to a new health plan network provider commencing with the January 1, 2022 plan year.
- Enhanced the district Defined Benefit process by creating a new annual statement for plan participants. The statement distribution provides access and visibility to contribution totals made during their employment and participation in the Defined Benefits plan.

### **African American Academic Acceleration**

The A4 department facilitated a variety of summer offerings including:

- Expansion of the A4 Summer Reading Program to Ayer, King, Thomas, Pyle, Wilson, Slater, Heaton and Williams Elementary, with in-person and distance learning options. A total of 261 of the originally enrolled 359 K-4 students completed the three-week program, with 77% of students meeting or exceeded their reading goals.
- A4 Summer Math Camp hosted at Pyle, Williams, and Ayer Elementary Schools, and Fort Miller and Tioga Middle Schools. The program, developed through a partnership with Fresno Pacific



University, the AIMS Center for Math and Science Education, Fresno Unified teachers and staff, and CSU Fresno served 65 fifth and sixth grade students.

- L.E.A.D (Learn, Excel, Affirm and Develop) Summer Literacy Program piloted at Computech, Fort Miller, Gaston, and Tioga Middle Schools. A total of 50 students participated in the three-week program which focused on integration of design thinking into their lives and communities, investigate local community problems and created innovative solutions to address these problems.
- A4 Kinder Readiness Summer Academy served 32 incoming African American kindergarteners having no prior classroom experience. The program included social emotional learning and cultural components to support transition to kindergarten with a joyful attitude toward education and a greater probability of success. All parents completing the post-program survey reported that their child was excited to start school and 91% felt their child was prepared for kindergarten.
- 10-week A4 Afterschool Reading Program was held at eight elementary school sites across district with a virtual program at offered through e-Learn Academy. A total of 320 of the originally enrolled 397 K-5 students completed the program with 70% of students meeting or exceeded their reading goals.
- In collaboration with the College & Career Readiness Department, launched the HBCU Step UP Pathway program which provides an opportunity for Black students to earn college credits while attending high school. Through a partnership with Benedict College, Bullard, Edison, and Sunnyside students will have the opportunity to earn up to 12 college credits through live virtual classes. Additionally, they will be guaranteed admission to Benedict College upon graduation.

### **Communications**

- Initiated pilot to move the district's communication tool from SchoolMessenger to ParentSquare through a phased approach starting in the 22/23 school year. Over 70 schools have voluntarily opted in to use ParentSquare in year one.
- Hired an additional Media Production Specialist, without requesting additional funds, to start the transition of moving graphic design in-house to improve overall branding and consistency across the district.
- Through strategic planning and a cross-collaborative team including parents, principals, district leadership, several departments, and more, Parent University revamped their Family Learning for the 22/23 school year to better engage parents at all schools in all languages.
- Completed planning to develop the new Translation and Interpretation Services department which includes a manager, three translators, three vendor contracts, and a pilot of on-demand video/audio interpretation services at 10 school sites with high populations of English Learners in the 22/23 school year.
- Completed the FM3 Parent Communication and Engagement Survey districtwide, and a pilot of the Tier III Family Survey, which includes a focus on the Special Education experience.

### **Constituent Services**

- Responded an 81% increase in Public Records Act requests.
- In response to Board feedback, expanded the scope of services to include government relations to increase communication, alignment and impact between the district, city and county agency partners.

### **Early Learning**

- Collaborated with Head Start—for the first time in Fresno--to run a Head Start 6-hour preschool program at 5 elementary sites, providing wrap-around health and nutrition services to our families most in need.
- In partnership with the Special Education department, increased Preschool Inclusion classrooms from only 1 in 2019-20 to 17 classrooms in 2020-21 and delivered professional development to over 300 teachers and paraprofessionals to support the new model.
- In partnership with the Facilities department, oversaw 16 classrooms modifications to incorporate both General Education and Special Education preschool into the Early Learning Hubs.

### **Equity and Access**

- Aligned priority Objectives and Key Results (OKRs) to primary indicators in the SPSA, LCAP, and through data visualizations, reports, and continued data access, resulting in a more focused view of leading and lagging accountability measures.
- Collaborated with various district departments on developing support for program improvement including but not limited to departmentally provided evaluation of programs and initiatives, as well as partnership with Hanover and DMGroup for AROI and/or increased need for unbiased evaluation(s)
- Continued support of the Diversity, Equity, and Inclusion framework, including ongoing cultural proficiency training for all staff through new teacher orientation and the development new employee trainings and completed advanced professional development for nearly 200 intensive (32-hour) trainers and 100 trainer of trainer (80-hour) trainers.
- Completed the first full-year implementation of i-Ready from Kindergarten through 12th grade, allowing for a variety of analysis to be completed in relationship to SBAC.

### **Health Services**

- Hired nearly 50 new health professionals and established an advisory team to create and update written medical procedures, provide training and create a more thorough new hire onboarding process
- Hired a permanent management team including Executive Director, two managers and Nurse Educator to focus year-round on developing and providing relative professional learning for health staff, ensuring quality of skill competencies.

### Safety

- In partnership with Equity and Access, developed a Student Resource Officer (SRO) engagement tool to capture a more robust view of daily engagements between students and police on campus.
- Collaborated with local law enforcement to provide all-staff Active Assailant training.
- Launched the Raptor Visitor Management System districtwide.

### Human Resources

#### Diversity Metrics

- Certificated Employees — Increased the percentage of hires amongst Native American and in all the significant large ethnic groups, namely, African American, Asian, and Hispanic
- Classified Employees — Increased percentage of hires amongst Native American, Asian, and Hispanic
- Management Employees — Increased percentage of hires amongst Asian, Filipino, and Hispanic

Human Resources/Labor Relations team continues to work on initiatives that will allow us to provide the best service possible, with respect to human capital. Below are some of the accomplishments of the HR team for this past hiring cycle.

#### Management Hiring

- 100% of Principal positions were filled internally for 2022/23 (7/7) of which 100% of Principals have 3 or more years of leadership experience
- 93% of Vice Principal positions were filled internally for 2022/23 (29/31) of which 100% of Vice Principals have 3 or more years of experience in a leadership or teaching position
- 57% of new Principal selections completed the FUSD Leadership Cohort (4/7)
- 68% of new Vice Principal selections completed the FUSD Leadership Cohort (21/31)

#### Certificated Hiring

- 98.6 % of Nurse positions were filled for 2022/23 (72/73, 1 vacancy as of 8/30/22)
- 99.1% of Classroom Teacher positions were filled for 2022/23 (3584/3616, 32 vacancies as of 8/30/22)

#### Substitute Fill Rate

Despite the challenges of COVID and State & local shortage of substitute workforce, Human Resources along with our District Leadership TSA Teams ensured our classrooms were filled at high rates. Substitutes accounted for 86% fill-rate.

#### Employee Retention

Overall employee retention has remained constant despite recent COVID and workforce challenges from 19/20 through 21/22.

Year	Total Employees	Resignations & Retirements	Rate of Retention
19-20	10,705	528	95.06%
20-21	10,477	517	95.06%
21-22	10,269	585	94.3%

### Leaves Processing

HR Leaves Team was able to successfully support and process a high volume of COVID related and other leaves, ensuring compliance with federal and state regulations.

Type of Leaves	COVID	Medical Notes	State and Federal Entitled	Other Leaves
19-20	1337	973	79	285
20-21	1291	1023	223	105
21-22	<b>3,776</b>	1,343	245	103

### Vaccination Status Verification Tracking

The HR Vaccination Verification Team processed the status for 12,829 employees which included permanent as well substitute employees to support the District’s testing requirements. The overall total percentage of verified vaccinated employees was 66.41%.

### Recruiting Events

Cross-departmental efforts to recruit from the Fresno community during the summer to fill positions for the 2022-2023 school year:

HR summer campaign was advertised on ABC 30, Fox 26, KSEE 24, CBS 47, Univision, Telemundo, and Hmong TV. The campaign flyer was mailed to over 13,880 homes in Fresno County. In person one-on-one assistance in completing the application is provided 3 days a week for 7 weeks in the Education Center Lobby with on-the-spot screening. Over 400 individuals have received personal assistance completing their Search Soft application, receiving study skills to pass the TABE exam and assistance on how to apply for a Certificated Substitute Permit.

### Labor/Employee Relations

Superintendent and Human Resources team worked collaboratively with the Principal Advisory group to discuss ideas and concerns that would improve working conditions as impacted by the pandemic.

This included, but was not limited to: staffing concerns to mitigate in person class size, simultaneous instruction, extending instructional time and paraprofessional support, staffing a virtual only site (eLearn), substitute teachers availability and pay (FASTA), interdepartmental alignment for additional support on campus for supervision and split schedules, developing side letter agreements through bargaining groups for incentives, short-term and long-term concerns, increasing the pool of nurses/LVNs, providing continued COVID Leaves resources and support impacting all labor groups while maintaining a positive climate and culture for all staff not represented by a bargaining group.

- Successfully completed agreements with CSEA 143 and CSEA 125.

### **Information Technology**

- Received \$58M federal Emergency Connectivity Fund funding, to provide devices, home internet, and bus Wi-Fi to staff and students with unmet needs.
- Launched a 2.5-year student laptop replacement/standardization program to ensure all students have a modern and rugged device.
- Piloted and installed 325 Promethean interactive panels and corresponding professional development across classrooms of various grade levels, with positive feedback.
- Significantly upgraded our core network at 68 school sites, to support 1:1 devices, online blended learning, and expanded digital content. High school internet speeds increased 40x, middle schools 20x, and elementary schools 100x.
- Developed *ATLAS Connect* for parents and teachers, providing two-way communication in English, Spanish or Hmong between teachers and parents, via text, email, or the new ATLAS Inbox.
- Developed online benefits enrollment forms for new hires, eliminating paper enrollment packets and further improving the new hire experience.
- Co-designed Fresno Coalition for Digital Inclusion (FCDI), a cross-sector collaborative of 29 organizations including the County and City of Fresno, K-12, higher education, healthcare, housing, and community-based organizations focused on digital inclusion for the digitally underserved within Fresno County.
- Issued laptops to paraprofessionals for individual use during the school year, to expand supports for adults involved in the student learning experience.
- Partnered with Microsoft to develop nationally recognized educational products: Insights (providing teachers with digital engagement patterns of students), Open Education Analytics (bringing together attendance, grades, engagements, digital curricula, digital engagement, home internet access), and Reflect (helps students recognize and navigate their emotions by providing regular opportunities to check in and be heard)
- Began rollout of Multi-Factor Authentication (MFA) to protect employees and continue to strengthen the district's cyber security posture.
- Expanded the FUeL eSports program to include elementary schools (Minecraft eSports) and middle schools (Rocket League.) Introduced drones into the annual Tournament of Technology.

## Instructional Division

The Instructional Division of Fresno Unified welcomed students back to campus in 21-22 with intentional design and creative strategies to keep school open every day, while addressing learning gaps and other needs amplified by the loss of instructional time during the pandemic.

**The [School Leadership](#) department oversaw and directly supported site Principals to ensure successful school operation each day and to maintain a focus on student achievement:**

- Ensured 100% of traditional schools remained open for each day of the school year, despite daily classroom and administrator vacancies over 20% at various points throughout the year due to illness and/or quarantine. Provided school and classroom coverage, coordinated deployment of district department and substitute staff to sites.
- Expanded eLearn Academy from a school program of 10 secondary teachers to one of nearly 150 TK-12 teachers to meet the needs of any family who did not want their child to return to in-person instruction.
- Hired eight new Principals and 25 new Vice Principals.
- Provided 106 site principals with differentiated leadership support in the following areas:
  - Instructional Leadership practices and effective academic intervention to improve student outcomes, with a particular focus on English Learners, African American students, Students with Disabilities and Foster Youth
  - Covid protocols and response management for school and class closures, quarantine and testing protocols and evolving health-related responsibilities at school sites
  - Crisis management, including the first 4 hours of a culturally destructive crisis
  - New California Professional Standards for Education Leaders (CPSEL)

**The [Curriculum, Instruction & Professional Learning](#) department supported teaching & learning through revised curriculum documents, updated materials, and professional learning designed to accelerate student achievement:**

- Revised ELA and Math Scope & Sequence documents, at all grade levels, aligned to SBAC claims and targets to pinpoint area(s) of need.
- Supported the design and implementation of daily, virtual instruction to over 4000 students enrolled in eLearn Academy in 21-22.
- Introduced and utilized digital tiered supports such as: building K-2 foundational reading skills through Foundational in Reading Sounds and Text (FIRST), with 60% of K-3 classrooms actively using FIRST reporting 76% proficiency in phonological skills and 70% in comprehension skills.
- Supported math fluency through the introduction and utilization of Reflex, demonstrating average student gains of 87% and moving from a starting fluency of 15.9% across the district to 49.3%.
- Provided professional learning experiences to 4000 teachers, (PL Summit, Saturday Pipeline, Adoption PL advisories, and content training), 1400 substitutes, (Substitute Symposium, new hire training) along with created a Classified Conference to support teaching, student and staff social-emotional wellness.

**The [Teacher Development](#) department expanded pipeline programs, supported recruitment, hiring, and substitute coverage efforts to ensure a qualified teacher in every room, and provided coaching to new teachers:**

- Awarded \$12 million grant funding for the Teacher Residency program to prepare approximately 500 new teachers with a focus on increasing teacher diversity in the workforce.
- A total of 160 of 210 teacher new-hires are graduates from Teacher Development's pipeline programs in 2021-22 (76%).
- Supported 700 new teachers, with 95% retention. Planned support for 650 more in 2022-2023 with onboarding and a minimum of 50 hours of transitional learning.
- Hired 800 substitute teachers during the 2021-22 school year to support classroom absences and vacancies. During this time, Instructional Coaches/TSAs were utilized to cover classroom absences if subs were not available. Staff covered an average of 40 days in classrooms.

**The [English Learner Services](#) department expanded dual language learning models, strengthened student outcomes, and provided support to students and schools to increase reclassification of English Learners:**

- Supported the instruction of 3,551 students through Languages Other Than English (LOTE) Dual Language Immersion and High School Hmong Heritage Language courses
- Provided training to 23 newly recruited DL teachers (BCLAD Teachers) in the Dual Language Immersion Academy through a 10-session professional learning model focused on the Guiding Principles of dual language instruction in both Spanish and Hmong
- 552 High School Students received the Seal of Biliteracy at Graduation (13% of seniors)
- Developed the Dual Immersion Program that will expanding to Juan Felipe Herrera in Fall 2022, beginning with Preschool, TK and Kindergarten grades
- Reclassified 702 English Learner students
- Held ELD Reclassification Summer Academy with over 300 students participating.
- In partnership with Prevention & Intervention, supported the high school Newcomer Peer Mentoring program, serving 100 students

**The [Special Education](#) department provided direct services to students to achieve academically and psychologically and provided district-wide learning and support for inclusive practices:**

- Secured \$421,000 toward establishing age-appropriate and program consistent furniture for early learning special day classrooms. This allowed for special day early learning classrooms to have the same high-quality environment that early learning programs throughout the district have and support inclusive practices.
- Reallocated nearly \$14 million dollars to support schools and teachers in response to staffing shortages and behavior support needs.
- Expanded Adult Transition Program to include enrollment of 14 students at Fresno City College in the fall semester.



- Over 350 students with disabilities earned a high school diploma and 68 students earned their Certificate of IEP Completion.
- School Psychologists responded to 12,546 Gaggle alerts and provided 849 Imminent threat interventions.
- Supported highly effective instruction and academics for students by:
  - Continuing implementation of our special day class Chemistry classes and co-teaching model implementation for students across the district.
  - Completed a district wide curriculum review and adoption, establishing TransMath as the High School Math guaranteed viable curriculum for special day classrooms.
  - Provided after-school intervention instruction for students with disabilities utilizing evidence-based instruction.

**The Department of Prevention & Intervention provided access to high quality mental health, attendance, mentoring and social emotional interventions and support to ALL students:**

- Completed 1,216 Tier II social emotional interventions with 504 students showing improvement in SEL skills upon intervention completion. Nearly 400 students experienced a decrease in suspension or and office discipline referrals decreased by 25%.
- Completed post-suspension restorative reentry meeting resulting in 72% of elementary students and 81% of secondary students not receiving a subsequent suspension.
- Provided over 500 LGBTQ+ support services were provided to staff, families, and students
- Expanded services to homeless and foster youth with the addition of 10 Clinical School Social workers and a partnership with CASA (Court Appointed Special Advocates) to expediate necessary services including Special Education assessment.
- Supported over 1,000 students through enrollment in Men’s and Women’s Alliance.
- Completed 1,311 Suicide Risk Assessments to intervene with students experiencing suicidal ideation.
- Child Welfare and Attendance Specialists delivered attendance supports to chronically absent students districtwide, resulting in 75% of students either increasing their attendance rate or moving out of the chronic absence designation.
- Of students supported by a Behavior Intervention Specialist, 80% improved in their identified skill deficiency, 93% reduced the targeted behavior by at least 50%, 71% reduced suspension rate by 25%, 80% reduced office discipline referrals by 25%.
- Provided over 8,500 hours of mentoring services to mentees districtwide.
  - 83% of students demonstrated a reduction of suspension incidents
  - 90% of peer mentor/mentees responded favorably that peer mentoring makes them feel they have a voice, as compared to 68% of secondary students district-wide.
    - 92% of EL peer mentors/mentees responded favorably that peer mentoring makes them feel they have a voice, as compared to only 68% of secondary students district-wide believing they have a voice and are heard at school.



**The College & Career Readiness department designed and oversaw the massive expansion of summer programs, camps, and other extended learning opportunities, provided career technical education and work-based learning experiences to students, and provided counseling and guidance support to students and families:**

- Piloted winter academy and camp intersession programs; over 2,400 students attended.
- Offered summer learning at all FUSD school sites, for the first time. Summer Academy was offered at 68 elementary sites, 14 middle schools, 8 high schools, and 4 alternative education sites.
  - Over 31,000 students attended Summer Academy (Summer School) program; up from 11,726 students attended in summer 2020/2021.
  - Over 6,000 students participated in FREE Summer (Enrichment) Camp programs; up from 1,200 students in summer 2020/2021.
- Hired 127 high school student interns to support After School Programs in 4<sup>th</sup> quarter
- Provided 92,326 K-12<sup>th</sup> grade work-based learning experiences an increase from 51,832 during the 2020/21 school year.
- Issued 13,046 industry-recognized certifications to students, an increase from 8,310 during the 2020/21 school year.
- Increased applications to Fresno State to 1,951 applications, as compared to Fall 2021 with 1,787.
- Fresno Unified School Districts FAFSA rate for 2021 graduates was 90%. A seven percent increase from last year.

**The Student Engagement department ensured that students were again able to participate in the wide-range of in-person arts, athletics, activities, and enrichment experiences that were available to students prior to the pandemic:**

- Return to In-person traditional graduation (17 Graduations) with additional learning benefits applied (photos/frames/bags/tickets).
- The Arts Education Department hosted 1,638 student performers at our district performing arts festivals including: band, choir, orchestra, and theatre.

NOTE: This is the first time we hosted a theatre festival and the first performances since March 13, 2020.
- Athletics returned to the traditional season of sport for CIF Competition.
- Duncan Robotics won a national championship in Houston, Texas in the Spring Semester.
- Over 900 students completed enrichment trip TK-6<sup>th</sup> grade (including 89, Kinder – 3<sup>rd</sup> grade eLearn trips)
- African American Student Leadership Academy (AASLA) Clubs offered at every Middle School and High School site with a dedicated site champion.
- Through the African American Student Leadership Academy (AASLA), 25 students participated in the pilot program “Another Level Training Academy” writers’ workshop at Roosevelt High.

The **Leadership Development** department strengthened our leadership pipeline through focused work to recruit and retain leadership staff who reflect the diversity of our community.

- Utilized \$9 million Wallace grant funding to develop a partnership with the California Department of Education, the Commission on Teacher Credentialing, San Diego State University, and National University to establish an Equity Centered Pipeline to develop programs, structures, supports to develop equity centered leaders.
- Launched a partnership with Men of Color in Educational Leadership (MCEL), In an effort to recruit and retain leaders of color which provides individual and group mentoring and professional learning to African American site leaders with planned expansion to department leaders. Also developed additional affinity groups-Black Women Educators United (BWEU) and African American Principals United (AAPU) , which have been supported through monthly professional learning and networking.
- Recruited and selected 20 participants for a new Preliminary Administrative Services Credential (PASC) program in partnership with San Diego State University.
- Successfully graduated 20 additional future administrators through the Leadership Cohort program, bringing the total number of leaders who have participated in internally sponsored administrative credentialing programs to 418 district employees.
- Provided 40 hours of coaching support, monthly professional learning, and ongoing job-alike networking meetings to 81 year 1 and year 2 administrators.


### **Operational Services**

- Bond program approval for the issuance and sale of second series “Series B” of Measure M General Obligation Bonds of \$125,000,000.
- Served over 7 million lunches, 2 million breakfasts, and 1 million suppers.
- Hired a Student Wellness Program Manager and launched the Student Health Advisory Committee consisting of parents, staff, and community members.
- Board Approved Resolution 21-02 – Promote Local Participation in Procurement of Food Products for the District’s Student Meal Programs.
- Collaborated with Amazon, Accounting and Fiscal to approve the use of Amazon for the Annual Teacher Allotment, which will provide a per purchase Amazonsmile contribution to the Foundation for Fresno Schools.
- Awarded a Specialty Crop Block Grant from the California Department of Food and Agriculture to create school-site based Farmer’s Markets.
- Awarded a CalShape grant from the California Energy Commission to replace outdated dishwashers at 10 school sites.
- Completed first full fiscal year utilizing the new online bidding platform, Procurement.

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: October 14, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 07, 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 October 07, 2022 is attached and includes the following articles:

- New Wage Overpayment Requirements – October 04, 2022
- California Removes Hurdles to Building Teacher Housing – October 04, 2022
- California to Require Teacher Exit Survey as Focus on Retention, Recruitment Grows – October 06, 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 Deputy Superintendent

Misty Her  \_\_\_\_\_

Date: 10/14/2022



1121 L Street

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Suite 1060

•  
Sacramento

•  
California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

•  
www.sscal.com

DATE: October 7, 2022

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### **Governor Newsom Takes Final Bill Actions**

Running up against his September 30 deadline to sign and veto legislation, Governor Gavin Newsom took action on more than 300 measures over the final two days of September, including nearly three dozen bills with implications for local educational agencies (LEAs). Overall, the Legislature sent Governor Newsom 1,166 bills in 2022. Of the measures sent to him, the Governor signed 997 into law and vetoed the other 169 for a veto rate of 14.5%, the second highest rate of his four-year term (the highest was 16.5% in his first year as Governor).

One of those bills he signed was Assembly Bill (AB) 152 (Committee on Budget, Statutes of 2022), a clean-up budget trailer bill that we have been tracking since its introduction in late August. This bill extends the availability of COVID-19 supplemental paid sick leave for covered employees from the original expiration date of September 30, 2022, to December 31, 2022. As a budget bill, AB 152 went into effect immediately upon Governor Newsom's signature.

Some of the other significant education bills that the Governor signed into law over the last few days of September include the following:

- AB 102 (Holden, Statutes of 2022) eliminates the 2027 sunset date for College and Career Access Pathways partnerships, effectively allowing dual enrollment programs to continue indefinitely
- AB 1655 (Jones-Sawyer, Statutes of 2022) adds June 19, known as "Juneteenth," to the list of state holidays and requires public K-12 schools and community colleges to close every June 19
- AB 1667 (Cooper, Statues of 2022) alters the manner in which the California State Teachers' Retirement System (CalSTRS) can audit public school employers, employees, and retirees related to the reporting of creditable service and compensation and limit CalSTRS's ability to collect pension overpayments arising from errors in reporting disallowed compensation

- AB 1949 (Low, Statutes of 2022) requires public sector employers to provide their employees, who have been employed for at least 30 days, five unpaid days of bereavement leave upon the death of a family member (spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law)
- AB 2232 (McCarty, Statutes of 2022) requires K-12 schools to ensure that facilities, including classrooms for students, have heating, ventilation, and air conditioning systems that meet minimum ventilation rate requirements and to install filtration that achieves minimum efficiency reporting values levels of 13 or higher
- Senate Bill (SB) 955 (Leyva, Statutes of 2022) adds a political or civic engagement event to the list of reasons that a middle or high school student can be excused from school, provided that the student notifies the school ahead of the absence
- SB 997 (Pan, Statutes of 2022) requires, beginning July 1, 2024, school districts serving middle or high school students to 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 1479 (Pan, Statutes of 2022) requires all LEAs, after consultation with their local health department, to create a COVID-19 testing plan or adopt the framework that is consistent with guidance from the California Department of Public Health and post that plan on its website

The Governor also vetoed a handful of bills that would have affected LEAs, including the following:

- SB 1113 (Ochoa Bogh, R-Yucaipa) would have required the California Department of Education (CDE) to work with the Commission on Teacher Credentialing (CTC) to develop guidance on staffing inclusive classrooms and to provide recommendations for changes necessary to eliminate barriers to staffing inclusive placements
- SB 1144 (Wiener, D-San Francisco) would have required state agencies and public schools to complete a water efficiency and quality assessment report on their facilities and, if the report identified noncompliant plumbing fixtures and appliances or contaminants, the bill would have required the operating agency to remedy the problem at the earliest practical time

In his veto messages, the Governor continues to reference the lower-than-expected revenues that the state has seen since the May Revision and the importance of remaining disciplined when it comes to spending.

The Governor's final actions effectively end the legislative year. The new legislative session won't begin until the Legislature returns on December 5, after the November General Election. When the Legislature reconvenes in December, the newly elected legislators will be sworn in. Some of the legislators may introduce a few bills but the Legislature will adjourn and not return until January 2023, which is when the 2023-24 legislative session really begins.

*Leilani Aguinaldo*

## **New Wage Overpayment Requirements**

By Danyel Conolley and Matt Phillips, CPA  
School Services of California Inc.'s *Fiscal Report*  
October 4, 2022

*Ask SSC...* Is there new legislation that impacts an employer's ability to seek repayment from their employee?

Yes, Assembly Bill 185 adds [Education Code Section \(EC §\) 44042.5](#), which provides parameters for wage overpayment processes for school districts, county offices of education, and charter school employees. The substantial changes in overpayment procedures are part of the 2022-23 Enacted State Budget and are effective immediately.

Specifically, EC § 44042.5 requires school employers to notify the employee of the wage overpayment prior to taking action to recoup the funds. In addition, school employers are required to provide the opportunity for the employee to respond before initiating a repayment plan or docking the employee's payroll earnings. Although employers are required to work with the employee regarding a repayment plan, the local educational agency is also permitted to proceed with recoupment absent mutual agreement on the reimbursement plan.

Parameters for repayment can be made through the following options:

- Single cash payment or installment payments
- Installment payments through payroll deductions
- Adjusted leave credits or compensatory time if the overpayment involves the accrual of leave credits; errors in sick leave balances shall only be adjusted with sick leave credits

This new law also provides details limiting the amount deducted for each pay period limiting the amount deducted to no more than 25% of the employee's net earnings for each pay cycle. Finally, EC § 44042.5 restricts the employer from recovering an overpayment unless the action to recover the overpayment occurs within three years from the date of overpayment.

It is important to note that wage overpayments are related to payroll errors which are commonly due to errors with position control procedures and other payroll practices. It is further noted that wages and compensation are subject to bargaining, so we advise that school employers coordinate these important changes with human resources and business office staff and communicate with labor partners.

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*Note: AB 2295 (Bloom, Statutes of 2022) authorizes a housing development project to be an allowable use on any real property owned by an LEA.*

## **California Removes Hurdles to Building Teacher Housing**

*Gov. Newsom signs bill aimed at allowing teachers to live where they teach*

By Diana Lambert  
*EdSource*  
October 4, 2022

Newly signed legislation loosening zoning requirements will soon make it easier for California school districts to build affordable housing for their teachers and other staff.

It is the latest in a series of bills passed by lawmakers over the last seven years to remove hurdles around building teacher housing. The new legislation, part of a suite of 41 housing bills signed by Gov. Gavin Newsom last week, will allow staff housing to be built on any property owned by a school district without requiring the district to request zoning changes from city or county officials.

It will be in effect from Jan. 1, 2024 to Jan. 1, 2033.

“Teachers and staff are leaving because the skyrocketing cost of living and stagnant salaries make it almost impossible to afford living in the communities where they teach,” said Assemblyman Richard Bloom, the author of the legislation. “We are hemorrhaging talented teachers, which ultimately negatively impacts the quality of a public education for our kids. We can do better. AB 2295 gives school districts an essential tool in addressing staffing challenges by utilizing properties they already own.”

A 2021 joint study by the Center for Cities and Schools and the Turner Center for Housing Innovation at UC Berkeley, and CityLab at UCLA found that the state’s school districts own more than 150,000 acres of land and that 75,000 acres could be developed into affordable housing. At 30 units per acre there could be 2.3 million units of housing, according to the report.

There are workforce housing developments in Santa Clara, Los Angeles and Daly City, but more than 40 other districts are considering similar projects, according to the report.

The added flexibility comes with restrictions. The project must have at least 10 housing units and be on a vacant parcel in an area that is already largely developed. It also must be adjacent to a parcel zoned residential.

These housing projects also will be exempt from some federal and state requirements governing the construction and sale of school property, although local building requirements and design standards will still apply as long as they don’t conflict with the housing density and 30-foot height permitted by the bill.

The law is meant to keep city and county governments from putting up roadblocks to new projects by adding restrictions over and above the standard zoning, said Troy Flint, spokesman for the California School Boards Association, which co-sponsored the legislation. The bill was signed by Newsom Wednesday.

“I am thrilled that Gov. Newsom has signed AB 2295 and demonstrated his support for education workforce housing,” said Vernon M. Billy, executive director of CSBA. “Our members across the state have expressed a strong and growing interest in creative efforts to address the teacher shortage.”

High rent and house prices have long made it difficult for teachers, especially those at the bottom of the pay scale, to find affordable homes. Even teachers earning average or the highest salaries faced struggles paying the rent, especially in the high-cost coastal and metro areas, according to a 2019 EdSource analysis of the issue.

To address this problem, the bill requires that a majority of the units on the property be affordable to tenants with moderate incomes and at least 30 percent be affordable to lower-income households. Unrented units can be made available to employees of adjacent school districts and then to public employees living within district boundaries.

An Assembly analysis of the bill says moderate incomes are generally no more than 120 percent of the area median income and lower incomes are less than 80 percent of the area median income.

Assembly Bill 2295 is the latest legislation to make it more affordable for teachers to live in California. The Teacher Housing Act of 2016 paved the way for district-provided teacher housing by allowing school districts to provide affordable housing specifically for district employees and their families. Previous state law required that homes or apartments be open to anyone who meets the low-income requirement if they used state and federal low-income housing funds or tax credits.

Assembly Bill 1157, approved by Gov. Jerry Brown in 2017, exempted school districts from some requirements related to the sale or lease of property if it will be used for employee housing. Districts no longer have had to convene an advisory committee when they want to sell, lease or rent surplus property because of this piece of legislation. The bill also exempts the district from property tax on the complex.

In recent years eight school districts have attempted to pass school bonds or other local propositions to fund housing for school employees. Six passed, according to the Assembly analysis of the bill.

Districts see offering housing as a way to give them a competitive edge when competing for teachers and other staff.

“School districts are eager to address these issues by converting unused or underutilized property to affordable housing for school staff but are slowed or stymied by current regulations,” according to a statement from the California School Boards Association. “Under existing law, development of surplus school property into education workforce housing can often take seven years to complete. By removing administrative barriers, while still allowing for a robust community engagement process, AB 2295 would shorten that timeline in most cases, making it easier for local educational agencies to build housing on their property.”

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*Note: SB 1397 (Rubio, Statutes of 2022) requires the CTC and the CDE to develop a survey that collects data from teachers resigning their positions or electing not to accept a teaching assignment for the upcoming school year.*

## **California to Require Teacher Exit Survey as Focus on Retention, Recruitment Grows**

By Anna Merod  
*Industry Dive*  
October 6, 2022

### **Dive Brief:**

- California will collect data from teachers who plan to resign from their districts, under a law newly signed by Gov. Gavin Newsom. The measure requires the state's Department of Education and its Commission on Teacher Credentialing to develop a survey by July 1, 2023.
- The survey will ask departing teachers whether they are planning to exit the profession altogether. The law encourages districts to administer the survey within 15 days of a teacher's resignation starting in the 2023-24 school year.
- Data from these surveys will be published annually by the commission and used by the state legislature in considering statewide investments for teacher recruitment and retention efforts, the law states.

### **Dive Insight:**

The California law takes a step other state education leaders have said needs to occur to help understand and better address teacher recruitment and retention efforts for state and local education agencies.

In an August Education Commission of the States webinar on teacher shortages, Jhone Ebert, Nevada superintendent of public instruction, said more teacher workforce data could help K-12 leaders identify and remove barriers to recruiting and keeping educators in the profession. In Nevada, Ebert said statewide data indicates a struggle to retain teachers, but she added she was unsure why because no statewide exit survey data is available.

As debates swirl around whether teacher shortages are widespread, surveys at both the national and state levels continue to show concerns about low pay, burnout and the politicization of the profession causing poor recruitment and retention of teachers, which leads to fears of understaffed classrooms.

Overall, more than half of public school leaders (53%) recently said they felt their schools were understaffed going into the 2022-23 school year, according to a survey of 904 schools released in September by the U.S. Department of Education's National Center for Education Statistics. But NCES data also shows schools found it slightly less difficult to hire staff than originally expected in June 2022.

In California, there might be a reason for worry, as a September survey of 4,632 California Teachers Association members found four out of 10 educators polled saying they've considered leaving the classroom. Some 76% of respondents recommended improving educator pay as the top priority for state and local officials in the state.

Some California districts, such as the Milpitas Unified School District, have seen educators leave the area for more affordable locations. As a short-term solution, Milpitas has asked families to rent rooms to teachers to help provide them with an affordable place to live.

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: October 14, 2022

Phone Number: 250-1322

  
NH (Oct 13, 2022 16:18 PDT)

Regarding: Parent University Trunk-or-Treat Event

The purpose of this communication is to invite and provide the Board with information about the annual Parent University Open House. The event will be held at the Family Resource Center, Parent University, 850 N. Blackstone Ave., 93701, on Friday, October 28, 2022, from 4:00 p.m. to 6:00 p.m. This event aims to provide families and students with a safe trunk-or-treat environment. This year's theme will be "Fall Harvest," featuring resources from Fresno Unified departments and community partners.

All families and students are welcome to attend the free event. Parent University will provide families food, activities, games, and treats on a first come first serve basis, anticipating 2,000 participants. Resources include safe Halloween information, food, candy, and fun family activities. Attached is the flyer, feel free to share it.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Maiyer Vang at (559) 250-1322.

Approved by Deputy Superintendent

Misty Her 

Date: 10/14/2022





# TRUNK OR TREAT

4:00 PM - 6:00 PM



FRIDAY, OCTOBER 28, 2022

850 N. BLACKSTONE AVE, FRESNO, CA 93701

JOIN US AT PARENT UNIVERSITY FOR A FAMILY FUN SAFE HALLOWEEN EVENT!  
ACTIVITIES INCLUDE: RESOURCES, CANDY, CAKE WALK, PIE EATING CONTEST,  
FACE PAINTING, HAUNTED HOUSE AND MORE...



**FREE FOOD, TREATS, ACTIVITES & FUN**

(559) 457-3390 | PLEASE REGISTER  
[HTTPS://FORMS.OFFICE.COM/R/XJMUQMQRST](https://forms.office.com/R/XJMUQMQRST)



Fresno Unified School District  
Board Communication

**BC Number C-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Maiyer Vang, Interim Executive Director  
Cabinet Approval:

Date: October 14, 2022  
Phone Number: 250-1322

  
NH (Oct 13, 2022 16:18 PDT)

Regarding: Family Engagement Hour

The purpose of this communication is to provide the Board with information regarding the new Family Engagement Hour initiative at the school sites. Family Engagement Hour provides further assistance from Parent University to support school sites in broadening the district's family goal to *"increase inclusive opportunities for families to engage in their students' education."* Parent University has an ongoing cross-department collaboration steering committee, which includes parents, principals, and department leads and staff, to create the focus and school year's schedule topics. Parent University provides monthly Home School Liaisons (HSL) training to establish their own school-based Family Engagement Hours.

In September, 37 school sites districtwide hosted the new Family Engagement Hour focused on i-Ready. A total of 405 families attended the 37 sites. Families gained the knowledge of reading their student's a-Ready reports, logging in to in-Ready, and how to track student progress. In addition, families also receive tips, tools, and resources to support their students at home and prepare for parent-teacher conferences.

Parent University also provides monthly hybrid Family Engagement Hour opportunities in English, Hmong, and Spanish to families with information and resources. Attached is the flyer in English, Hmong, and Spanish. The Family Engagement Hours will emphasize Getting to Know Dual Language Immersion Programs in October that highlight the California Global 2030 & State Seal of Biliteracy, the importance of the programs, and how to enroll their student.

Below are the remaining topics of the district's Family Engagement Hour to be provided to families.

- October: Getting to Know Dual Language Immersion Programs
- November: Financial Literacy Tips
- December: Tips to Monitor social media
- January: Attend Today, Achieve Tomorrow!
- February: School Safety and Procedures
- March: Strategies for Early Learning and Teens
- April: Wellness and Healthy Choices
- May: Mental Health Awareness
- June: Family Engagement Hour Celebration!

If you have any questions pertaining to the information in this communication, or require additional information, please contact Maiyer Vang at (559) 250-1322.

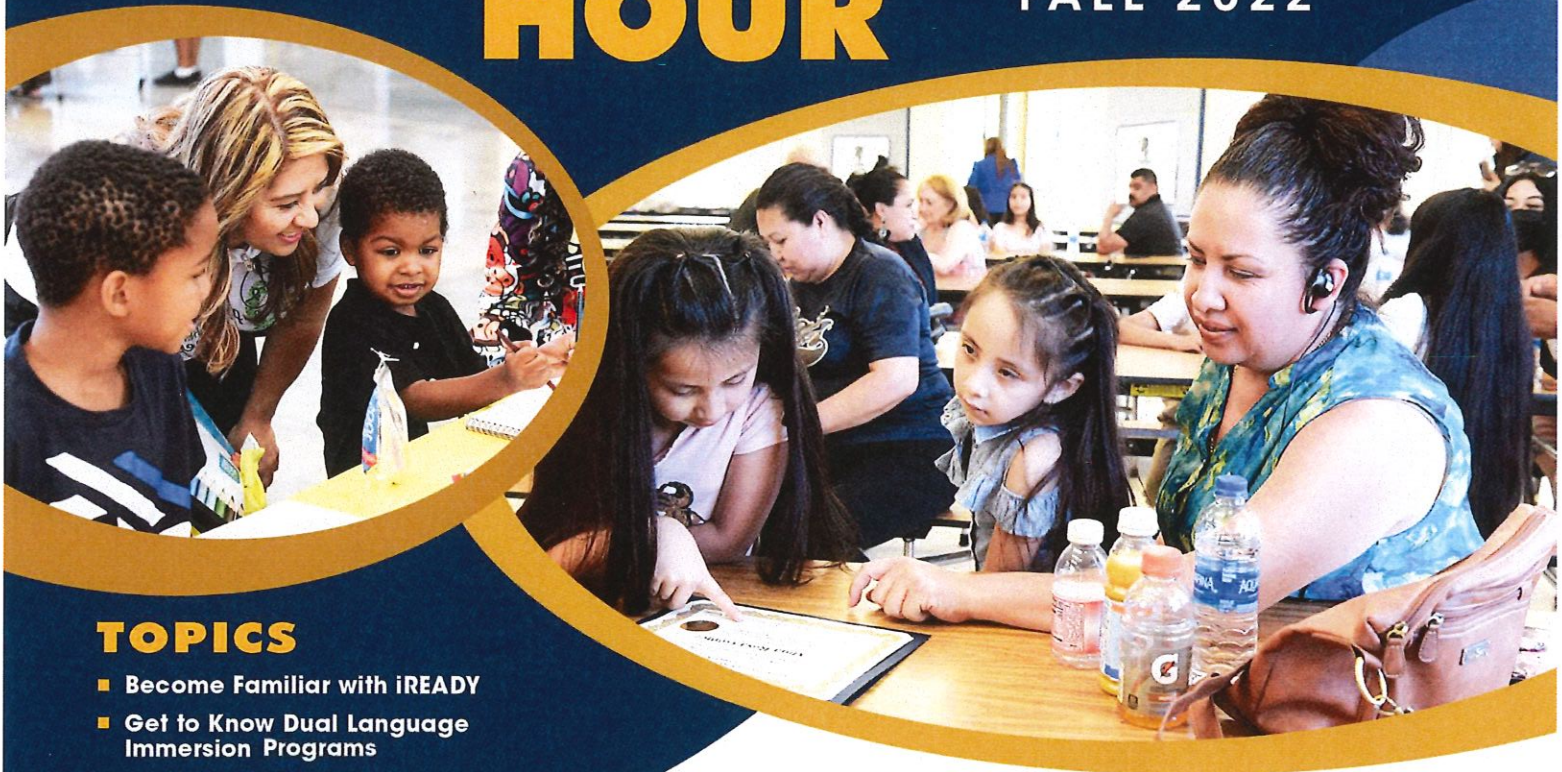
Approved by Deputy Superintendent

Misty Her 

Date: 10/14/2022



PLEASE JOIN US FOR THE  
**FAMILY ENGAGEMENT  
HOUR** FALL 2022



**TOPICS**

- Become Familiar with iREADY
- Get to Know Dual Language Immersion Programs
- Financial Literacy Tips
- Tips to Monitor Social Media

October 2022

**Get to Know Dual Language  
Immersion Programs**

**Language: English**

**Date:** Tuesday, October 25, 2022

**Time:** 10:00 A.M. - 11:00 A.M.

**Location:** Parent University (in person)

**Join Session: Virtually**

**Teams Link/ QR Code:**

<https://tinyurl.com/4b5mr2jy>



**Language: English**

**Date:** Wednesday, October 26, 2022

**Time:** 3:30 P.M. - 4:30 P.M.

**Location:** Parent University (in person)

**Join session: Virtually**

**Teams Link/ QR Code:**

<https://tinyurl.com/2p85bt25>



Fresno Unified School District



**Family Goal**

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

**REGISTER**  
SCAN QR CODE



Fresno Unified School District



# THOV TUAJ KOOM PEB LUB SIJ HAWM TSEV NEEG MUAB KEV KOOM TES

CAIJ NPLOOJ  
ZEEG 2022



## NTSIAB LUS

- Muaj kev paub txog i-Ready
- Muaj kev paub txog Cov Kev Kawm Ob Hom Lus
- Tswv Yim Rau Kev Siv Txog Nyiaj Txiaj
- Tswv Yim Rau Kev Tswj Social Media

**Kaum Hli 2022**

## Muaj Kev Paub Txog Kev Kawm Ob Hom Lus

**Hom Lus: Hmoob**

**Hnub:** Tuesday, Kaum Hli Tim 25, 2022

**Sij Hawm:** 3:30 P.M. – 4:30 P.M.

**Qhov Chaw:** Parent University (tuaj koom kiag)

**Koom qhov kev kawm:** Saum Huab Cua

**Teams Link or QR Code:**

<https://tinyurl.com/2p98zu3t>



**Hom Lus: Hmoob**

**Hnub:** Thursday, Kaum Hli Tim 27, 2022

**Sij Hawm:** 10:00 – 11:00 A.M.

**Qhov Chaw:** Parent University (tuaj koom kiag)

**Koom qhov kev kawm:** Saum Huab Cua

**Teams Link or QR Code:**

<https://tinyurl.com/mr47mkcf>



Fresno Unified School District



**Tsev Neeg Cov Hom Phiaj**

Muab cov hwm tsam ntau ntxiv rau txhua yim  
tsev neeg kom muaj kev koom tes rau lawv cov tub  
ntxhais kawm ntawv

**SAU NPE**  
SCAN QR CODE



Fresno Unified School District





# ACOMPÁÑENOS A NUESTRA HORA DE PARTICIPACIÓN FAMILIAR

OTOÑO 2022



## TEMAS

- Familiarizarse con i-Ready
- Conocer el Programa de Educación de Inmersión en Dos Lenguajes (DLIP)
- Consejos en la educación financiera
- Sugerencias para supervisar las redes sociales

Octubre 2022

## Conocer el Programa de Educación de Inmersión en Dos Lenguajes (DLIP)

### REGÍSTRESE

Escanear el  
CÓDIGO QR



Fresno Unified School District



Idioma: español

Fecha: martes, 25 de octubre de 2022

Horario: 3:30 - 4:30 P.M.

Enlace: <https://tinyurl.com/2p8ab5mf>



Únase a las sesiones: Virtualmente  
con el enlace o código QR:

Ubicación: Universidad de Padres (en persona)



Fresno Unified School District



Meta Para Familias

Aumentar oportunidades en un ambiente inclusivo  
para que las familias se involucren en la educación  
de sus estudiantes

Idioma: español

Fecha: miércoles, 26 de octubre de 2022

Horario: 10:00 - 11:00 A.M.

Enlace: <https://tinyurl.com/2p85bt25>



Fecha: jueves, 27 de octubre de 2022

Horario: 5:30 - 6:30 P.M.


Enlace: <https://tinyurl.com/9avuw8e>





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: October 14, 2022

Phone Number: 457- 3809

Regarding: 2022/23 New Teacher Support

The purpose of this board communication is to provide the Board information regarding supports for new teachers. These supports help teachers accelerate the transition into their new role. Teacher Development currently supports 722 new teachers including first and second-year teachers, interns, and alternative certification teachers.

Teacher Development hosted its annual New Teacher Conference in a virtual format on August 6. Participants chose from a menu of relevant professional learning sessions provided by departments within the Instructional Division. There were 598 participants in attendance, each attending three sessions. Teacher Development will host another New Teacher Conference on February 4.

The first Saturday, Teacher Pipeline training day was held on September 10, with 538 participants in attendance. Additional Saturday Pipeline dates include October 1, November 5, December 3, March 4, and April 1. Participation in all Pipeline training is voluntary with the option of completing three units towards the Fresno Unified Salary Schedule. Course listings are attached. New Teachers will receive or have already received the following supports for 2022/23:

**Orientations**

- New Hire Orientation
- Induction Orientation

**Professional Learning Sessions**

- The New Teacher Conference (two days)
- Saturday, Pipeline Trainings (monthly- six total)
- Curriculum Days- Professional learning and planning (two days)

**Job Embedded Professional Learning**

- A Coach/Mentor for weekly instructional and social-emotional support
- Observation of exemplary teachers

**Clear Credentialing**

- Credential Clearance by a fully accredited district or county without fees or tuitions. The term “clear” credential signifies that all new teacher program requirements have been met and turned into the California Commission on Teacher Credentialing.

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 Deputy Superintendent

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Date: 10/14/2022