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BOARD COMMUNICATIONS – OCTOBER 21, 2022

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

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October 13, 2022
BFS-2 Kim Kelstrom October Legislative Committee Meeting

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OS-1 Amanda Harvey Nutrition Services Quality Improvement Plan

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 21, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 13, 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 13, 2022 is attached and includes the following articles:

- Juneteenth: New State Holiday – October 12, 2022
- Recent Cyberattacks Highlight the Vulnerability of California Schools – October 12, 2022
- Coalition Says 'Science of Reading-Aligned' Core Curricula Barley Used in California – October 11, 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: 10/21/2022



1121 L Street

•
Suite 1060

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

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www.sscal.com

DATE: October 13, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom to Call a Special Session in December

In last week's *Sacramento Update*, we detailed Governor Gavin Newsom's final bill actions for 2022. We also said that the Legislature will return on December 5 to kick off the 2023-24 legislative session by swearing in the newly elected legislators, introduce some bills, and then adjourn until early January.

However, it sounds like the Legislature will be sticking around longer as Governor Newsom announced this week that he plans on calling a special session in December to ask lawmakers to approve a new tax on oil company profits to punish them for what he called "rank price gouging." The Governor's announcement comes during the same week that the \$9.5 billion in tax rebates, which were included as part of the 2022-23 State Budget Act, have begun to hit taxpayer bank accounts.

So far it is unclear what Newsom's proposal would be as he said he is still working out the details with legislative leaders. As a reminder, tax levies require a two-thirds vote in the Legislature and while the Democrats are expected to retain their supermajority status after the November General Election, all Republicans and a decent number of moderate Democrats may express uneasiness about raising taxes, even if those taxes are directly levied on oil companies and not California residents.

If the Governor does follow through on calling a special session, which appears likely as this point, lawmakers can only consider the issues mentioned in the Governor's proclamation when they are convened in that special session. However, state law does not preclude the Legislature from holding a special session concurrently with the regular session, so if the special session carries on into January, we may very well see it run simultaneously with the regular session.

The special session cannot come to a close until the Assembly and Senate adopt a concurrent resolution that states that the special session will "stand adjourned sine die at midnight on the date that this measure has been adopted by both houses of the Legislature." Technically, the special session can continue

through November 30, 2024, which is the date in the California Constitution that stipulates that the Legislature (and any pending special session) must adjourn. However, it is very unlikely that the special session will drag on for more than a number of months, so the November 30, 2024, drop-dead date will likely not be a factor.

We will continue to monitor this situation, and if a special session is called, will analyze the proclamation for potential implications for local educational agencies. Stay tuned.

Leilani Aguinaldo

Juneteenth: New State Holiday

By Danyel Conolley
School Services of California Inc.'s *Fiscal Report*
October 12, 2022

On Friday, September 30, 2022, Governor Gavin Newsom signed [Assembly Bill 1655](#) into law, making Juneteenth a state holiday and requiring K-12 schools and community colleges to close every June 19th. This legislation takes effect January 1, 2023, meaning that the first Juneteenth holiday affected by the bill will be in 2023 and after. Similar to other state holidays, if June 19th falls on a Saturday or Sunday, the following applies:

- When any of the holidays on which the schools would be closed falls on Sunday, the public schools shall close on the Monday following (Education Code Section [EC §] 37220[b]).
- When any of the holidays on which the schools would be closed falls on Saturday, the public schools shall close on the preceding Friday, and that Friday shall be declared a state holiday (EC § 37220[c]).

Local educational agencies (LEAs) are provided time to plan for Juneteenth 2023, unlike when President Joe Biden signed [S. 475, the “Juneteenth National Independence Day Act”](#) into law on June 17, 2021, designating Juneteenth as a federal holiday. At that time, there were many questions about how the new federal law would impact LEAs in California, and because the law was signed just days before Juneteenth, many employers were forced to make quick decisions about employee work schedules and instructional calendars, which had significant fiscal, operational, and instructional impacts. Of note is that decisions of this magnitude typically take place a year (or more) in advance, and many LEAs were challenged with dealing with the unknown implications related to instruction and operations with little time to evaluate the impacts of the calendar change on their local school community.

While many LEA instructional calendars are in summer recess on Juneteenth, there are also year-round schedules, and extended school year calendars that will be impacted by this new holiday, in addition to the work calendar for some classified employees. It is important that the business services, human resources, and educational services departments communicate about the instructional, fiscal, and employment implications of this new state holiday. In addition, depending on the language of an LEA's collective bargaining agreement provisions regarding employee holidays, there may be bargaining implications. It is critically important that LEAs review their current collective bargaining agreements and instructional schedules to determine how this change may impact employees and students.

Note: There were 58 school districts and 1,681 schools across the country affected by cyberattacks in 2021. So far this year, 29 districts and 1,735 schools have been affected.

Recent Cyberattacks Highlight the Vulnerability of California Schools

By Joe Hong
CalMatters
October 12, 2022

If Los Angeles Unified, the state's largest school district, can be hit with a ransomware attack, how prepared are California's public schools for the increasing threat of cyberattacks?

It depends, according to experts working in the field of cybersecurity and information technology in the state's public schools. Some districts might have a handful of cybersecurity professionals on staff, while others don't have any. On top of that, there are currently no statewide guidelines for digital security at school districts.

"The vast majority of districts don't have a single member dedicated to cybersecurity threats," said Terry Loftus, assistant superintendent for the San Diego County Office of Education. "There's no real set standard."

Loftus has his own team of five cybersecurity professionals, the largest in the state. But he says that's largely because he did his graduate studies in cybersecurity and made the team a priority. Not all districts are that equipped. Loftus said Los Angeles Unified, which serves about 400,000 students, was fortunate to have some cybersecurity experts on its payroll, but the California Department of Education does not.

California Department of Education spokesperson Scott Roark said the agency shares best practices and resources for data security on its webpage, but district and school officials make their own decisions regarding cybersecurity measures.

Cyberattacks vary in severity. A ransomware attack, like the one that hit Los Angeles Unified this month, involves a hacker threatening to publish confidential data unless a ransom is paid. Ransomware attackers can also encrypt and block a target's access to their own data.

Public schools possess confidential data ranging from Social Security numbers to health records and financial information. While the Los Angeles Unified attack has drawn national attention, Loftus says this prominent case is just the latest example of public education's vulnerability to cyberattacks.

"Education is a mash-up of multiple different sectors," he said. "We are transportation providers. We provide food and nutrition services. We have school nurses and so much more."

And as school districts and the state took steps to close the digital divide during the pandemic, more students online means more blindspots vulnerable to cyberattacks.

Without formal, statewide cybersecurity guidelines, some schools rely on recommendations from the Center for Internet Security, a grassroots organization created by cybersecurity professionals across the country from both the private and public sectors. Loftus said the state should adopt these [guidelines](#) for the more than 1,000 school districts and charter schools in California, considering the rising prevalence of cyberattacks.

“Automated attacks are happening every second,” he said. These include bots that are trying to log into employee accounts by trying to guess passwords.

The Center for Internet Security guidelines contain varying levels of security recommendations, depending on the risk level of the agency or business. A prominent and large school district such as Los Angeles Unified might be a more tempting target than a smaller, rural or suburban district. Other districts might rely more on online instruction, meaning a cyberattack would be more disruptive to education. These districts, experts say, should consider investing more in cybersecurity.

“If you’ve made a huge investment in online curriculum, and your network is down because of a security issue, your risk is heightened,” said David Thurston, the chief technology officer for the San Bernardino County Superintendent of Schools.

Despite the drama of the ransomware attack on Los Angeles Unified, Thurston said there shouldn’t be a panicked response from the state. While state officials should focus more on cybersecurity, they shouldn’t immediately start issuing state mandates for beefing up districts’ firewalls and other security measures.

“It’s great L.A. is getting to highlight cybersecurity,” Thurston said. “But the knee-jerk reaction is the wrong reaction.”

Lack of cybersecurity investment

While the Los Angeles Unified attack attracted the media spotlight, cyberattacks on school districts happen frequently nationwide. According to Emsisoft, a cybersecurity software company that tracks cyberattacks, there were 58 school districts and 1,681 schools across the country affected by cyberattacks in 2021. So far this year, 29 districts and 1,735 schools have been affected.

Brett Callow, a threat analyst at Emsisoft, said there are likely many others that have not been reported. Knowing how often cyberattacks happen, he said, would be the first step toward a preventative statewide policy.

“Collecting good data is absolutely critical to devising a solution,” Callow said. “Without data you’re just guessing.”

But investing in cybersecurity might be an afterthought, especially for under-resourced school districts that could instead use that money for upgrading school buildings, hiring more staff or buying technology for the classroom.

“People don’t want them to be investing millions of bucks in IT and IT personnel when they’re struggling to educate kids,” Callow said. “If kids are sitting in ancient, dilapidated classrooms, the public is not going to be impressed with that.”

Callow said some districts use cyber insurance to help pay ransoms during cyberattacks, but it’s unclear how widespread that practice is.

Assemblymember Jacqui Irwin, a Democrat from Camarillo, has been pushing state agencies to strengthen cybersecurity for years. She said hacking into a school district or a small government agency might not be lucrative, but they make easy targets.

“I think the smaller entities just don’t have the resources to protect themselves,” she said. “You have to have employees, and you have to have employee training.”

A bill authored by Irwin and signed into law last month requires more government agencies to adopt federally established cybersecurity standards and submit reports to the state Legislature every two years. Irwin said government officials often resist tighter cybersecurity measures because of the cost of hiring more IT professionals and purchasing more security software.

The same hurdles exist at school districts, where adopting security practices such as two-factor authentication might need buy-in from employee unions. Thurston, at the San Bernardino County Superintendent of Schools, said requiring teachers or employees to use another security tool could change their working conditions, which could potentially require collective bargaining.

At a press conference last week, Los Angeles Unified Superintendent Alberto Carvalho said the district started using multi-factor authentication in July. But he said investigators “might never know” how the hackers got into the district’s system.

Thurston said the community of IT and cybersecurity professionals in public education often share details of past cyberattacks to help their colleagues prepare for similar incidents. Los Angeles Unified spokesperson Shannon Haber did not comment on whether the district plans to do the same.

Irwin and Thurston said the cost of a malicious cyberattack can easily surpass the cost of preparation. But some measures are easier to adopt, like making sure your employees know how to identify suspicious emails or messages.

“We need to make sure the individuals at the school districts understand what their responsibility is,” Irwin said. “Big hacks have happened because of the weakest links.”

Note: The California Reading Coalition found that 81% of the state’s largest districts used the same three core reading programs from the State Board of Education’s list of pre-approved curricula, while only five districts adopted core curricula that the coalition deemed to be aligned with the “science of reading” movement.

Coalition Says ‘Science of Reading-Aligned’ Core Curricula Barely Used in California

By Ali Tadayon
EdSource
October 11, 2022

At a time of rising interest nationwide in phonics-focused reading instruction, few California districts are using so-called “science of reading” curricula as their basis for teaching elementary reading, according to a new report.

The California Reading Coalition, which advocates for phonics-based reading instruction, analyzed the 2020-21 English language arts curriculum for 331 of the largest districts in the state to find that 81% of them used the same three core reading programs from the State Board of Education’s 2015 list of pre-approved ELA

curricula, and only five districts adopted core curricula that the coalition deemed to be aligned with the “science of reading” movement.

The most-used curricula still incorporate “science of reading” practices and research, but are jam-packed with lessons and material in order to serve a wide range of schools. Schools and teachers can benefit from having the freedom to customize their own program, but less experienced teachers or under-resourced schools risk having a less cohesive program, according to the coalition.

The report is the first of its kind to document the reading programs used throughout most of the state. The California Department of Education doesn’t track or report which curricula districts use, or judge their effectiveness, which California Reading Coalition founder Todd Collins said is a key step toward improving students’ literacy rates.

GOING DEEPER

Common elementary English Language Arts curricula in California:

Wonders by McGraw Hill Education is designed to foster a love of reading in all children through exploration of text and daily development of their skills as readers, writers, speakers and active listeners, according to the publisher.

Benchmark Advance by Benchmark Education provides a cohesive structure for the development of literacy skills and content knowledge, according to the company.

Journeys by Houghton Mifflin Harcourt uses “the latest research on what makes literacy instruction effective” to turn students into “confident readers and writers,” the publisher said.

“All over the country and the world people are examining how they teach reading, and realizing that a lot of reading instruction isn’t nearly as effective as we need it to be,” Collins said in an interview. “Getting the curriculum piece right is one of the pillars of any successful reading program, and if we don’t understand the landscape, it’s really hard to say if we’re doing a good job or not.”

Districts aren’t required to pick from the list of pre-approved curricula, but any other curriculum they choose must be aligned to state standards and undergo a teacher-involved review process. The survey shows that despite having the option, few districts have veered from the list.

The curricula that the coalition deems to be aligned with “science of reading” aren’t on the list because several weren’t around when it was adopted in 2015, and most are from smaller publishers that couldn’t meet the requirements for California state adoption, the report said.

The report also found “no strong relationship” between the top programs and student achievement, since the same programs are used about equally by both districts that scored high on standardized reading tests and districts that scored low.

“California has created a de-facto statewide standard for teaching reading, without the benefit of formal discussion or policymaking,” the report said.

The coalition calls on the California Department of Education to collect and publicly release information on core curriculum, as well as supplemental curriculum, reading intervention programs and assessment usage

from all districts and present that information to the Legislature and the State Board of Education. Collins said this would give districts a better perspective on whether they are using the best curriculum.

The report also calls on the California Department of Education and State Board of Education to issue guidance to districts to use federal Covid relief funds to update their core and supplementary English language arts materials.

“California districts are awash in once-in-a-generation funding, during a time of rapid change across the world in how reading is taught,” the report said.

California’s top three reading curricula

The 331 districts analyzed in the report include every elementary and unified school district with either 5,000 or more students or with 100 or more low-income Latino third graders. The sample districts enroll 72% of all California K-12 students, according to the report.

About 40% of the districts, 132, used McGraw Hill Education’s Wonders program for elementary English language arts, which the publisher describes as “designed to foster a love of reading in all children through exploration of text and daily development of their skills as readers, writers, speakers and active listeners.”

EdReports, an independent organization that publishes expert reviews on instructional materials that are often considered by districts and committees in decisions regarding textbooks and curriculum, considered Wonders to have met expectations in all its review categories in 2020.

About 32%, 107 districts, used Benchmark Education’s Benchmark Advance program, which the company says “provides a cohesive structure for the development of literacy skills and content knowledge.”

About 9%, 31 districts, used the Journeys program by Houghton Mifflin Harcourt, which the company says uses “the latest research on what makes literacy instruction effective” to turn students into “confident readers and writers.”

The three programs were evaluated by volunteer language arts and literacy experts, classroom teachers, administrators, parents and university professors before being approved by the State Board of Education for the 2015-16 school year. Each was found to align with California Common Core State Standards, include assessments for measuring what students know and to guide instruction, provide access to all students, and include a road map for teachers to follow when planning instruction.

Science of reading versus balanced literacy

The benefit to EL Education and other curriculum that the coalition deemed to be aligned with the “science of reading” is that the lessons are more scripted, Collins said, which reduces the amount of extra work the teacher has to do. While EL Education doesn’t consider its curriculum a script, standardized lesson plans in general have long been criticized by teachers for stifling creativity.

The “science of reading” is a loosely defined term that generally refers to literacy instruction that heavily emphasizes phonics, based on growing research showing that learning to read is not a natural process for children, unlike learning how to talk. Science of reading supporters often butt heads with supporters of the “balanced literacy” approach to reading instruction, which also prioritizes phonics instruction but limits the amount of time spent on it in order to allow students to explore literature and grow their interest in reading.

Whether a curriculum is balanced literacy or science of reading, however, depends on who is being asked. The California Reading Coalition report says the top three reading curricula are “primarily used as balanced literacy programs, the dominant approach to reading instruction in California;” but McGraw Hill lists Wonders as being “grounded in the Science of Reading,” and Benchmark Education lists Benchmark Advance as “aligned with Science of Reading research.”

McGraw Hill’s webpage on the science of reading says that the body of research is ever-changing and “does not exist in any one program or book.” Science of Reading research focuses on practices, not specific curricula, McGraw Hill said, though some organizations have their own rubrics for which curricula are best supported by the research. States including Florida, North Carolina, Tennessee, Mississippi and Colorado have passed laws requiring science of reading practices to be used in elementary literacy instruction and also have their own rubrics for which programs are more aligned with the research. States and districts elsewhere are also committing to use federal Covid relief funds to implement science of reading practices.

“A certain program may be better aligned to the Science of Reading based on the practices that it employs to teach the key areas of reading, but no program is a ‘Science of Reading’ program,” McGraw Hill said.

Even Lucy Calkins’ quintessential balanced literacy curriculum Teachers College Reading, Writing and Phonics Units of Study was rewritten this year in response to science of reading research. Units of Study was used in 24 of the districts, and also isn’t on the state’s list of pre-approved reading curricula.

Why more popular elsewhere?

The coalition’s report considers EL Education, Core Knowledge Language Arts and Wit & Wisdom to be the only science of reading core curricula used in California, since they are among the six curricula identified by nonprofit consulting firm StandardsWork’s Knowledge Matters Campaign as “knowledge-building curricula.”

EL Education has been steadily growing in popularity throughout the country, in part due to it being a nonprofit and offering districts its curriculum for free. Districts still have to purchase textbooks and other instructional materials, though.

Oakland Unified was the first California district to have adopted EL Education as its core curriculum for elementary English language arts. Amy Bailey, EL Education’s chief content and growth officer, said Mount Pleasant Elementary School District in San Jose also just partnered with the organization. Bailey said EL Education “has a lot of traction in the (California) market now.” The organization had a 32% increase in inquiries this year from California districts, she said.

Collins said similar programs are just beginning to “snowball.” But being smaller publishers, they struggle to compete against larger companies, and California districts may be hesitant to switch their English/Language arts curriculum to one that’s relatively obscure.

“It’s very hard to be the first district on the block to buy a curriculum that nobody else is using,” Collins said. “It’s different and uncomfortable from what most people do. They want to talk to references of districts that look like theirs, but there are only so few.”

Supplements, interventions and assessments

After analyzing which reading curriculums the 331 largest school districts were using, the California Reading Coalition sent the districts a survey on what additional tools they use for elementary literacy instruction. Of the 144 districts that responded, nearly half reported that they did not have district-wide reading supplements – materials designed to offer extra focus on specific skills or practices. The supplements that the districts did use were focused on foundational skills and phonics, according to the report.

The survey also found that districts use a wide variety of assessments to gauge how students are doing, including iReady, Fountas and Pinell Benchmark Assessment System, DIBELS and STAR.

The coalition suggests a narrower set of assessments might serve students better since other states require districts to choose from a limited number of assessment tools and publish their results.

“As focus increases on early literacy, California will need to grapple with how to track student achievement, particularly for the earliest grades, and provide more transparency and comparability to districts and communities,” the report 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: Kim Kelstrom, Executive Officer
Cabinet Approval:

Date: October 21, 2022

Phone Number: 457-3907

Regarding: October Legislative Committee Meeting

The purpose of this board communication is to provide the Board information shared at the October 13, 2022, Legislative Committee Meeting.

Economic and Budget Update – Ms. Aguinaldo provided a budget legislative update.

The budget cleanup bill, AB/SB 185, was passed with an adjustment to the Local Control Funding Formula from 6.28% to 6.70%.

Transitional Kindergarten has refined the penalties. The penalties include a 24-class size average by school, an adult to student ratio of 12 to 1, and credentialing requirements by 2023/24.

The economy is seeing a slowdown. For the first two months of the fiscal year, revenues were \$2 billion lower than anticipated. The last two months of the prior fiscal year were also \$2 billion lower than anticipated, resulting in lower revenue projections by \$4 billion. The governor allocated one-time funds in 2022/23 in anticipation of unsustainable revenue which should reduce the impact to school districts' ongoing funding.

The State Board of Education has taken several actions related to the 2022 California School Dashboard after a two-year hiatus from identifying districts in differentiated assistance. The current year data will be required; however, prior year data will not be available for comparison. Therefore, only current year data will be used to determine eligibility determinations.

The governor signed SB 1100 which authorizes school boards to remove an individual for disruption of a board meeting. "Disrupting is defined as engaging in behavior that disrupts, disturbs, impedes, or renders infeasible the orderly conduct of a meeting. 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".

The governor signed AB 2449 which makes changes to teleconferencing under the Brown Act. This bill allows members of the board to use teleconferencing under specified circumstances without noticing each teleconference location or making it publicly accessible as long as the majority of the board participates in a single location. This bill takes effect January 01, 2023 and sunsets on January 01, 2026.

Proposition 28 is on the ballot for November and provides additional funding for arts and music education in public schools. Funds would be in addition to Proposition 98 funding and will be required to spend 80% on additional staff and 20% on materials.

The following bills were signed by the Governor and discussed during the meeting:

- AB 1655 (Jones-Sawyer) – Support – Adds June 19 to the list of state holidays
- AB 2638 (Bloom) – Support– Requires new construction or modernization projects to include water bottle filling stations with a minimum of one water bottle filling station per 350 people at each school

The following bills were vetoed by the Governor and discussed during the meeting:

- SB 70 (Rubio) – Support – Required kindergarten as part of compulsory education
- AB 1973 (McCarty) – No Position – Required districts with an unduplicated pupil percentage of 50% or more to offer at least one full-day kindergarten class at each school site that offers kindergarten

The following bills did not make it out of legislature:

- AB 1888 (Flora) – No Position – Required Fresno Unified and the City of Fresno to partner with the California College and University Police Chiefs to establish a pilot real-time active shooter and mass emergency coordinated response program
- AB 2774 (Weber, Akilah) – Support – Added a new category to the definition of unduplicated pupils to add the lowest performing subgroup(s) based on the state assessments
- SB 830 (Portantino) – Watch – Provided supplemental funding based on enrollment with 30% of funding to be used for chronic absenteeism and habitual truancy
- SB 866 (Wiener) – No Position – Permitted minors 15 and older to be vaccinated without parental consent for any vaccine approved by the U.S. Food and Drug Administration and that are recommended by the Committee on Immunization Practices of the Centers for Disease Control and Prevention

The School Services Legislative Committee October 2022 report is attached. The next Legislative Committee meeting is scheduled for December 08, 2022.

If you have any questions pertaining to the information in this communication, or require additional information, please contact either Kim Kelstrom at 457-3907 or Santino Danisi at 457-6226.

Approved by Deputy Superintendent

Misty Her  _____

Date: 10/21/2022

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
OCTOBER 13, 2022**

2021-2022 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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Budget Cleanup Legislation Summarized

By: Leilani Aguinaldo

August 29, 2022

On Friday, August 26, 2022, the Legislature published the anticipated cleanup language for the 2022-23 Enacted State Budget. Most of the details impacting local educational agencies (LEAs) are included in [Assembly Bill \(AB\)/Senate Bill \(SB\) 185](#). The two bills are identical, and it's unknown at this time which bill will pass the Legislature and get signed into law.

Perhaps the most significant amendment for school districts and charter schools is the increase to the additional investment to the Local Control Funding Formula (LCFF). In the Enacted Budget, the LCFF was increased by 6.28% in addition to the statutory cost-of-living adjustment of 6.56%. In AB/SB 185, the supplementary increase is now 6.70%.

[AB 152](#) (Committee on Budget) is another bill that includes an important change for LEAs. Through this bill, the deadline for the current allotment of COVID-19 supplemental paid sick leave is extended from September 30, 2022, to December 31, 2022. This leave has been available for eligible employees, including LEA employees, since January 1, 2022 (see [“New COVID-19 Paid Sick Leave Expected”](#) in the February 2022 *Fiscal Report*).

The rest of AB/SB 185 is a mishmash of changes to existing programs and some new statutes. Summarized here are the notable details, and more in-depth information about some of these changes will be included in future *Fiscal Report* articles.

- Under the Expanded Learning Opportunities Program, LEAs are required to offer at least 30 days of expanded learning during non-school days. Extended school year days are now included in meeting the 30-day requirement. In addition, an LEA that is eligible for the higher per pupil rate, by virtue of having an unduplicated pupil percentage that is greater than or equal to 75%, will receive three years of funding at the higher rate in order to provide stability for planning and implementing the program.
- Mitigation for average daily attendance (ADA) in 2021-22 provided welcome relief to districts, and AB/SB 185 further refines the independent study requirements that are a condition for accessing the adjusted ADA. Additional details will be provided in a future article.
- Additional details are provided for calculating transitional kindergarten class size and the adult-to-pupil ratio. The penalties associated with these requirements are also further refined, and a future article will elaborate on these changes.
- A June 30, 2026, expenditure deadline is added for the 2022-23 Prekindergarten Planning and Implementation Grant. In addition, a new requirement is added for the 2022-23 funds to require grant recipients to offer transitional kindergarten to all eligible interested students by the 2025-26 school year.

- The 2022-23 Enacted Budget included \$184 million for the Teacher Residency Grant Program and the funds will be made available to LEAs as a competitive grant. The cleanup legislation sets aside up to \$10 million of these funds for capacity grants to create school counselor residency programs.
- The sunset for the statutes that govern the district of choice program is extended from January 1, 2023, to January 1, 2028.
- The flexibility to allow a career technical education course to satisfy the high school graduation requirement for visual or performing arts or world language is extended to July 1, 2027.
- The reporting deadline for use of 2021-22 kitchen infrastructure grant funds is extended from June 30, 2023, to June 30, 2024.
- There are changes affecting facilities programs, notably alternative design-build contracts and developer fees, which we will detail in a future article.
- Classified employees going through the layoff process may now be represented at the hearing by an attorney or a union representative. A new process will be required for correcting wage overpayments, and a future article will delve into this new requirement.

Because of constitutional deadlines, no further amendments may be made to the cleanup legislation, and the Legislature must complete its work of approving legislation and sending it to Governor Newsom by midnight on August 31. LEAs should anticipate these bills to take effect in the next week or so, which is when the Governor is expected to sign the bills.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Economic Drag Affects State Revenues

By: Patti F. Herrera, EdD and John Gray

September 19, 2022

California's coffers are beginning to feel the effects of national and state economies that continue to struggle with staggering inflationary pressures, as reported by the Department of Finance (DOF) in its September 2022 *Finance Bulletin*.

While state and national labor markets remain tight, they are showing signs of weakening with modest upticks in unemployment in August 2022. National unemployment increased to 3.7% in August (from 3.5% in July) while California's unemployment rate reached 4.1%, up 0.2 percentage points from July despite adding 19,900 new jobs, according to the Employment Development Department. Employment has been the macroeconomy's "bright spot" amidst growing fears of economic recession.

Conversely, the housing market has been showing troubling signs since the Federal Reserve (Fed) began aggressively raising interest rates to combat inflation. Rising borrowing costs are suppressing homebuying across the nation as fewer Americans can afford the higher mortgage rates. The DOF reports that the number of building permits issued in July was down 3.1% from June and 0.9% from a year ago. Single-family dwelling unit permits were down on both monthly and annual bases by 2.7% and 2.1%, respectively. Multi-family dwelling permits were down from June to July but up by a modest 0.6% from a year ago.

Earlier this week, the Bureau of Labor Statistics reported an uptick in national headline and core inflation, which sent stock markets spiraling downward. The three major U.S. market indices absorbed significant losses by the end of the day. The Dow Jones Industrial Average, the S&P 500, and the Nasdaq were down by 3.94%, 4.32%, and 5.16%, respectively, in reaction to the troubling news and in anticipation of another Fed rate hike. Wall Street's performance is particularly salient for California's General Fund condition as it relies so heavily on the economic well-being of its highest-earning residents.

We are beginning to see the effect of macroeconomic trends on state coffers in the DOF's latest report. Revenues for the 2022-23 fiscal year are below Budget Act estimates for the second consecutive month by just under \$2.01 billion. August receipts missed projections by \$816 million. Fiscal year 2021-22 revenues missed revised Budget Act estimates by \$2.19 billion. Prior-year and current-year state revenues are below projections by a combined \$4.19 billion. Since the Proposition 98 minimum guarantee is computed as a percent of total state General Fund revenues, the Budget Act estimates of the minimum guarantee for 2021-22 and 2022-23 would be affected.

Big Three Taxes Year-to-Date (in millions)

	Forecast	Actual	Difference
Personal Income Tax	\$15,912	\$14,240	-\$1,672 (-10.5%)
Sales and Use Tax	\$5,736	\$5,458	-\$278 (-4.9%)
Corporation Tax	\$1,233	\$1,165	-\$68 (-5.5%)

Pension Funds Report Investment Losses

By: Michelle McKay Underwood

August 3, 2022

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

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

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

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

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Attendance Rates See Steep Decline

By: Dave Heckler and Matt Phillips, CPA

August 12, 2022

The primary purpose for requiring a student to be physically present at school is to maximize the amount of learning that takes place. Studies unequivocally show that student learning is greatest when the student is physically present. Secondly, the fiscal health of a local education agency (LEA) can change significantly based on the rate at which students attend school. This is, because much of the funding provided by the state is allocated on the basis of a student being physically present at school, or participating in independent study, and not just enrolled with an LEA.

This concept, known as average daily attendance (ADA), provides a predetermined amount of funding allocated to LEAs. Every day that a student is absent, or does not meet the requirements of participation in independent study, results in lost funding of approximately \$71 per absence in Local Control Funding Formula dollars alone. LEAs do not have the ability to “create” new students as a means to generate revenues, so it is important to maximize the rate at which students show up on a daily basis. The tables below reflect the average percentage of days those students were physically present in 2019-20 and 2021-22 and the difference between these years by district type and by grade span. Put differently, if an LEA with 180 days of instruction has an ADA rate of 90%, that means students, on average, miss 18 days of school annually.

School District Type	2019-20	2021-22	Difference Between 2019-20 and 2021-22
Elementary	95.54%	91.09%	-4.45%
High	94.11%	90.34%	-3.77%
Unified	94.71%	89.64%	-5.07%

Grade Span Type	2019-20	2021-22	Difference Between 2019-20 and 2021-22
Grades K–3	94.72%	89.62%	-5.1%
Grades 4–6	95.93%	90.93%	-5.00%
Grades 7–8	95.40%	90.79%	-4.61%
Grades 9–12	93.81%	89.35%	-4.46%

The drastic decrease in the attendance rates was the topic du jour through budget negotiations heading into the 2022-23 fiscal year. At School Services of California Inc., we applaud Governor

Gavin Newsom and the Legislature for recognizing that the decrease was impactful and pandemic-induced, and providing three pathways to soften the landing for LEAs:

- [COVID-19 ADA relief for school districts, county offices of education and classroom-based charter schools](#)
- [Declining enrollment protection for classroom-based charter schools](#)
- [Declining enrollment protection for school districts](#)

Measuring your own LEA's attendance rates against the statewide average provides a benchmark to assess how well your LEA is doing at incentivizing and capturing attendance. The benchmarks above should not be the ceiling, but rather, the floor. The ceiling should always be 100%, with the goal of having students be physically present for all 180 days of the school year.

COVID-19 Quarantine J-13A Attendance Credit

By: Wendi McCaskill and Patti F. Herrera, EdD

September 29, 2022

The 2021-22 school year was unique in many ways, one of which was the process used to recover lost average daily attendance (ADA) due to COVID-19. As we reported in the January 2022 *Fiscal Report* articles, “[Managing Instructional Time and Attendance Requirements Amidst Omicron, Part One](#)” and “[Managing Instructional Time and Attendance Requirements Amidst Omicron, Part Two](#),” with a few exceptions for staffing shortages and students ineligible for independent study, the J-13A process was foreclosed for emergency closures or losses of attendance due to COVID-19. As a reminder, the J-13A process is the conventional process used to mitigate against lost attendance-based funding due to emergency events. In 2021-22, statute provided for generating ADA through independent study for students subject to COVID-19 quarantine or unable to attend school due to COVID-19 physical closures.

The changes to school closure, material decrease, and independent study laws that effectuated this change were in effect for the 2021-22 school year only and have since sunset. This means that for 2022-23, COVID-19 is again a qualifying event for school closure and material decrease in ADA requests. This also means that when a student is under a COVID-19 quarantine and is excluded from in-person instruction, or for days on which school is closed due to COVID-19 infections and in-person instruction is not offered, attendance cannot be claimed for apportionment, nor can attendance for these students be generated through independent study.

A key requirement of generating independent study attendance is that participation in the program is voluntary, meaning that students who are participating must have an in-person classroom option. Although attendance for apportionment cannot be generated through independent study during a COVID-19 caused closure or quarantine due to the lack of a classroom option, independent study can be offered to students for the purpose of academic credit. In this way, independent study is critical for providing academic continuity and growth when students are excluded from attending school.

To the extent a local educational agency’s (LEA) attendance falls below normal due to student COVID-19 quarantine, the LEA can request attendance credit up to normal levels through the J-13A process. We are hopeful that COVID-19 caused school closures are rare or do not happen at all in 2022-23. If they occur, however, any setting without a fixed divisor can reduce their divisor by the days closed, mitigating a loss of attendance and the need to submit a J-13A request for instructional time credit for the closure days. LEAs with schools using a statutory fixed divisor must submit a request and wait for an approved J-13A to reduce the divisor for those schools.

Please keep in mind that although COVID-19 is a qualifying event, other conditions must be met for J-13A approval, including a plan to offer independent study, and in the instance of school closures, there is an expectation that any emergency days built into the school calendar be used. The California Department of Education has provided updated frequently asked questions that cover these and other nuances, and those can be found [here](#).

SBE Takes Action Related to LEA Accountability

By: Kyle Hyland and Leilani Aguinaldo

September 23, 2022

At its September 2022 meeting, the State Board of Education (SBE) took several actions related to school accountability in preparation for the release of the 2022 California School Dashboard (Dashboard), which is scheduled to come out sometime in December.

After a two-year hiatus from identifying local educational agencies (LEAs) for differentiated assistance (DA) due to the COVID-19 pandemic, the data from the 2022 Dashboard will trigger a new batch of school districts and county offices of education (COEs) for DA for the first time since December 2019. As a reminder, districts and COEs become eligible for DA based on at least one of the following methods:

- **State Indicators Only (Method 1):** At least one low-performing student group across two of the state priorities (e.g., Hispanic student group is red for chronic absenteeism and suspension)
- **Local Indicators Only (Method 2):** “Not Met for Two or More Years” in at least two priority areas
- **A Combination of State and Local Indicators (Method 3):** At least one low-performing student group in one priority area, and the district or COE meets the “Not Met for Two or More Years” on at least one local indicator in a different priority area

However, pursuant to Assembly Bill 130 (Committee on Budget, Statutes of 2021), only “Method 1” (state indicators) will be used to identify districts and COEs for DA in 2022. Additionally, since the “change” metric on the Dashboard requires prior-year data to compare with current-year data, that metric has been waived for 2022. This means that only “status,” or current-year data, will be used to make the DA eligibility determinations based on the 2022 Dashboard. It is also important to note that charter schools are not eligible for DA identification in 2022, but will become eligible again next year based on the 2023 Dashboard results.

After hearing this background information from the California Department of Education (CDE) staff, the SBE unanimously approved the following staff recommendations related to the 2022 Dashboard:

- Use the lowest status level, as a proxy for red, as reported on the 2022 Dashboard to determine COEs and districts eligible for DA
 - Red is the lowest color on the Dashboard but is determined by using both “status” and “change” data, which is why a proxy is necessary
- Include a link on the Dashboard to the teacher assignment data that is supported through DataQuest
 - The CDE is still determining how to best incorporate the teacher assignment data in the Dashboard, so, in the interim, the CDE has recommended adding a link to the data

- Include a link on the Dashboard to the California Science Test (CAST) results that is supported through the California Assessment of Student Performance and Progress (CAASPP) website
 - This was recommended as a way for stakeholders to review the results of the CAST while the CDE continues to assess when the test should be fully incorporated into the Dashboard

Over the next several months, we will be writing subsequent *Fiscal Report* articles on school accountability and the 2022 Dashboard to better prepare LEAs for its release this December.

Other Actions Taken by the SBE

In addition to the lengthy accountability discussion, the SBE also took the following actions:

- Approved the State Superintendent of Public Instruction’s proposed threshold scores for the California Alternate Assessment for Science
 - The threshold scores can be seen in tables 1 and 2 of attachment 2 found [here](#)
- Approved the continued use of the adjusted form blueprints for the Smarter Balanced Summative Assessments for English Language Arts/Literacy and Mathematics, and the CAASPP and English Language Proficiency Assessments for California Student Score Reports for 2022-23
 - The 2022-23 blueprints are identical to the blueprints used in the 2020-21 and 2021-22 administrations. As such, the 2022-23 assessments require less time for testing, providing for more instructional time for students and other flexibilities for administration of the tests
- Approved the following short-term options for the 2022 Dashboard and reaffirmed the state’s commitment to the Dashboard Alternative School Status (DASS) program by:
 - Continuing to report modified methods and non-modified methods on the Dashboard
 - Label DASS schools that meet the eligibility for the federal comprehensive support and improvement low graduation rate or low performance as a DASS community of practice to distinguish the uniqueness of these schools and the students served
 - Develop differentiated improvement activities for schools that predominantly serve students returning to education after having exited secondary school without a regular high school diploma or who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements

Next Meeting

The next SBE meeting will take place November 2-3, 2022, where it is expected that the board will take further action to prepare for the release of the 2022 Dashboard.

Governor Signs Bill Addressing Public Meeting Disruptions

By: Kyle Hyland

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.

Teleconference Location Flexibility Bill Signed

By: Kyle Hyland

September 16, 2022

On Tuesday, September 13, 2022, Governor Gavin Newsom signed [Assembly Bill \(AB\) 2449](#) (Rubio, B., Statutes of 2022) into law, which makes changes to the teleconferencing requirements under the Brown Act.

Existing law requires local agencies, including local educational agencies (LEAs), to post agendas at all teleconference locations, requires each teleconference location to identify the notice and agenda of the meeting, and requires each teleconference location to be accessible to the public. AB 2449 changes the law by allowing members of local agency legislative bodies, including LEAs, to use teleconferencing, under specified circumstances, without noticing each teleconference location or making it publicly accessible, provided that at least a quorum of the members of the body participates in person at a singular physical location.

In order to utilize this flexibility, the physical location where the quorum of members reside must be open to the public and situated within the boundaries of where the local agency exercises its authority. The legislative body must also comply with all of the following requirements:

- Provide a two-way audio-visual platform or a two-way telephonic service and a live webcasting of the meeting by which the public may remotely hear and visually observe the meeting as well as remotely address the legislative body
- Give notice of the means for the public to access the meeting and offer public comment in each instance the legislative body notices the meeting or posts the agenda
- Identify and include an opportunity for all persons to attend and address the legislative body directly via a call-in or internet-based service option, and at the in-person location of the meeting
- Provide an opportunity for the public to address the legislative body and offer comment in real time

AB 2449 stipulates that a member of a legislative body that wishes to participate remotely pursuant to the provisions of the bill may only do so under “just cause” or “emergency circumstances.”

In order for a member to use the “just cause” rationale, they must notify the legislative body at the earliest opportunity possible of their need to participate remotely and provide a general description of the circumstances relating to their need to appear remotely. A member can only use the “just cause” clause twice in a calendar year, which is defined as any of the following circumstances:

- Childcare or caregiving need that requires them to participate remotely
- A contagious illness that prevents a member from attending in person
- A need related to a physical or mental disability not otherwise accommodated

- Travel while on official business of the legislative body or another state or local agency

In order for a member to use the “emergency circumstances” justification, they must request the legislative body to allow them to participate in the meeting remotely due to an “emergency circumstance” and then the legislative body must subsequently take action to approve the request. The bill defines an “emergency circumstance” as a physical or family medical emergency that prevents the member from attending in person. The legislative body must request a general description of the circumstances; however, this description does not need to exceed 20 words, nor does it require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law.

Since AB 2449 is not an urgency measure, its provisions do not take effect until January 1, 2023. This means that your LEA cannot utilize the flexibilities detailed in AB 2449 until the beginning of the 2023 calendar year. It is also important to note that the measure has a sunset date of January 1, 2026, meaning unless there is subsequent legislation to extend the bill’s provisions, it will become inoperative after three years.

Governor Vetoes Two Kindergarten Bills

By: Michelle McKay Underwood

September 26, 2022

In a now-familiar refrain, Governor Gavin Newsom has vetoed several bills citing fiscal concerns, including two high-profile bills affecting kindergarten.

[Senate Bill \(SB\) 70](#) (Rubio, D-Baldwin Park) would have made kindergarten mandatory for students to attend ahead of first grade enrollment. While underscoring how critically important early learning is, Governor Newsom [stated](#), “While the author's intent is laudable, SB 70 is estimated to have Prop. 98 General Fund cost impacts of up to \$268 million ongoing, which is not currently accounted for in the state's fiscal plan.” The Governor went on to cite lower-than-expected revenues as his rationale for the veto.

With a [similar message](#), Governor Newsom vetoed [Assembly Bill \(AB\) 1973](#) (McCarty, D-Sacramento), which would have gradually implemented full-day kindergarten to be offered at each school site. Once again citing current-revenue shortfalls, Governor Newsom [stated](#), “...this bill will create ongoing and one-time costs in the hundreds of millions of dollars to support school facilities and operational costs.” In both messages, the Governor notes that these items should be considered in the annual State Budget process.

The Governor also vetoed [AB 1711](#) (Seyarto, R-Murrieta), which would have required a person or business operating a system on behalf of an agency, including local educational agencies (LEAs), to disclose a breach and would have required the agency to post the disclosure on its website for a minimum of 30 days. In his [veto message](#), the Governor expressed concern that the bill would highlight vulnerable technology systems by requiring the disclosure and thus open those systems up to additional attacks.

Governor Newsom did sign [AB 1491](#) (McCarty, Statutes of 2022), which authorizes an adult education consortium to reduce a member's funding allocation if the majority of the consortium vote for the reduction in funds and if the member has had an excessive carryover for at least two consecutive years. The bill's provisions will officially go into effect on January 1, 2023.

He also signed [AB 1777](#) (Aguiar-Curry, Statutes of 2022), which authorizes up to two LEAs to receive funding for average daily attendance to provide an extended school year to serve qualifying pupils of migrant agricultural workers and migratory pupils, commencing on January 1, 2024.

With less than a workweek to go, Governor Newsom still has more than 500 bills on his desk awaiting action. Included in that pile are budget clean-up bills AB 185 (education omnibus) and AB 152 (COVID-19 leave extension). We will keep you updated as the Governor takes action this week.

Governor Newsom Signs the Buy American Food Act

By: Kyle Hyland

September 29, 2022

On September 27, 2022, Governor Gavin Newsom signed [Senate Bill \(SB\) 490](#) (Caballero, Statutes of 2022), the Buy American Food Act, into law.

This bill is poised to have significant implications for local educational agencies (LEAs) as it requires California public institutions, including LEAs, that receive federal meal reimbursement funding, to include in their solicitation for bids and contracts that only the purchase of agricultural food products that are grown, packed, or processed within the United States are authorized. The only exemptions or exceptions to this requirement are any of the following situations:

- If the bid or price of the nondomestic agricultural food product is more than 25% lower than the bid or price of the domestic agricultural food product
- If the quality of the domestic agricultural food product is inferior to the quality of the agricultural food product grown, packed, or produced nondomestically
- If the agricultural food product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality to meet the needs of the public institution
- If the food product is bought directly from the U.S. Department of Agriculture
- If an LEA has an annual federal meal reimbursement of less than \$1 million

This bill was opposed by the Association of California School Administrators, the California Association of School Businesses Officials, the California School Boards Association, and the California County Superintendents. They argued that the bill could jeopardize a smooth universal meals implementation, could cost LEAs millions of dollars to abide by its provisions, and essentially restricts LEAs from purchasing any nondomestic food purchases (barring the exceptions listed above).

Likely in response to the angst and opposition expressed by the statewide education associations, Governor Newsom included a rare [signing statement](#) with the bill, which explains why he signed the legislation. He argues that signing the bill sends a message that the state supports using its “taxpayer dollars to purchase healthy, high-quality, and safe food products that also support reliable markets for our regional agricultural producers, processors, workers, and economies.” He also recognizes that the bill may result in additional costs beyond the funding provided for universal meals in the Enacted State Budget. He concludes by stating “any requests for additional resources to implement SB 490 will need to be reviewed and included in the annual budget process.”

It is important to note that this bill does not become operative until January 1, 2024, and has a five-year sunset date of January 1, 2029. The delayed implementation date will allow for a conversation about funding to implement and comply with this new law during the upcoming 2023-24 State

Budget negotiations. This perhaps explains the apparent inconsistency between the Governor's vetoes of other costly bills and his signature on SB 490.

This is an issue we will continue to monitor and will provide further updates and analysis in subsequent *Fiscal Report* articles. Stay tuned.

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of October 12, 2022**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
<u>Chaptered Bills</u>				
AB 102 Holden	Pupil Attendance at Community Colleges: College and Career Access Pathways Partnerships: County Offices of Education	Support	Signed by the Governor, Chapter 902, Statutes of 2022	17
AB 408 Quirk-Silva	Homeless Children and Youths: Reporting	Support	Signed by the Governor, Chapter 904, Statutes of 2022	17
AB 1655 Jones-Sawyer	State Holidays: Juneteenth	Support	Signed by the Governor, Chapter 753, Statutes of 2022	17
AB 1797 Weber, Akilah	Immunization Registry	Support	Signed by the Governor, Chapter 582, Statutes of 2022	18
AB 1868 Rivas, Luz	School Accountability: English Language Acquisition Status: Data	Support	Signed by the Governor, Chapter 907, Statutes of 2022	18
AB 2638 Bloom	School Facilities: Drinking Water: Water Bottle Filling Stations	Support	Signed by the Governor, Chapter 793, Statutes of 2022	18
SB 532 Caballero	Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions and Alternatives	Support	Signed by the Governor, Chapter 918, Statutes of 2022	19
SB 906 Portantino	School Safety: Homicide Threats	Support	Signed by the Governor, Chapter 144, Statutes of 2022	19
SB 1479 Pan	COVID-19 Testing in Schools: COVID-19 Testing Plans	Support	Signed by the Governor, Chapter 850, Statutes of 2022	19

Chaptered Bills

AB 102 (Holden)

Amended: 8/22/2022

Title: Pupil Attendance at Community Colleges: College and Career Access Pathways Partnerships: County Offices of Education

Status: Signed by the Governor, Chapter 902, Statutes of 2022

Position: Support

Summary:

Removes the January 1, 2027, sunset date for the College and Career Access Pathways (CCAP) program. Also expands the program to allow county offices of education to enter into CCAP partnerships with community colleges.

AB 408 (Quirk-Silva)

Amended: 8/16/2022

Title: Homeless Children and Youths: Reporting

Status: Signed by the Governor, Chapter 904, Statutes of 2022

Position: Support

Summary:

This bill does the following:

- Requires local educational agencies to establish homeless education program policies and to update these policies at least every three years
- Requires homeless education liaisons to offer annual training to staff who work with students on the homeless education program policies and recognizing signs that students are experiencing homelessness
- Requires the California Department of Education to develop a risk-based monitoring plan for homeless education requirements

AB 1655 (Jones-Sawyer)

Amended: 8/22/2022

Title: State Holidays: Juneteenth

Status: Signed by the Governor, Chapter 753, Statutes of 2022

Position: Support

Summary:

This bill adds June 19, known as “Juneteenth,” to the list of state holidays. The bill specifies that federal holidays (except for Columbus Day) established via congressional legislation and signed into law by the President, are considered holidays whereby California public schools and community colleges are required to close, which includes “Juneteenth.”

[AB 1797 \(Weber, Akilah\)](#)**Amended:** 8/17/2022**Title:** Immunization Registry**Status:** Signed by the Governor, Chapter 582, Statutes of 2022**Position:** Support**Summary:**

This bill would require vaccine providers to disclose specified immunization information for the California Immunization Registry (CAIR), and would, until January 1, 2026, authorize schools and childcare providers to access the CAIR to determine the COVID-19 immunization status of students for local educational agencies that would have adopted a local policy mandating COVID-19 immunization for school attendance.

[AB 1868 \(Rivas, Luz\)](#)**Amended:** 6/21/2022**Title:** School Accountability: English Language Acquisition Status: Data**Status:** Signed by the Governor, Chapter 908, Statutes of 2022**Position:** Support**Summary:**

This bill requires the California Department of Education to annually report on its website specified enrollment data by English language acquisition status and disability.

[AB 2638 \(Bloom\)](#)**Amended:** 4/21/2022**Title:** School Facilities: Drinking Water: Water Bottle Filling Stations**Status:** Signed by the Governor, Chapter 793, Statutes of 2022**Position:** Support**Summary:**

This bill requires new construction or modernization projects to include water bottle filling stations, as specified. The bill requires, for modernization projects, a minimum of one water bottle filling station for each school undergoing modernization, and for new construction projects, a minimum of one water bottle filling station per 350 people at each school being constructed. The bill requires water bottle filling stations to be placed in or near high traffic and common areas and to meet specified requirements, including dispensing drinking water that meets certain standards. The requirements of AB 2638 only apply after a facilities bond is approved by the voters.

SB 532 (Caballero)**Amended:** 6/22/2022**Title:** Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions and Alternatives**Status:** Signed by the Governor, Chapter 918, Statutes of 2022**Position:** Support**Summary:**

Among other things, this bill requires a local educational agency (LEA) to inform a pupil in foster care, a pupil who is homeless, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, of the pupil's right to remain in the pupil's school of origin if the LEA determines the pupil is reasonably able to complete the LEA's local graduation requirements within the pupil's fifth year of high school. The bill requires the LEA to provide an option for these pupils to remain in school for a fifth year to complete the statewide course requirements in order to graduate from high school if the LEA determines that the pupil is reasonably able to complete these requirements but is not reasonably able to complete the local graduation requirements, within the pupil's fifth year of high school.

SB 906 (Portantino)**Amended:** 6/23/2022**Title:** School Safety: Homicide Threats**Status:** Signed by the Governor 7/21/2022, Statutes of 2022**Position:** Support**Summary:**

This bill:

1. Requires local educational agencies (LEAs) to annually provide information to parents or guardians about California's child access prevention laws and laws relating to the safe storage of firearms
2. Requires school officials to report to law enforcement any threat or perceived threat
3. Requires law enforcement or the school police to conduct an investigation and threat assessment, including a review of Department of Justice's firearm registry and a search of the school and/or students' property by law enforcement or school police

SB 1479 (Pan)**Amended:** 8/15/2022**Title:** COVID-19 Testing in Schools: COVID-19 Testing Plans**Status:** Signed by the Governor, Chapter 850, Statutes of 2022**Position:** Support**Summary:**

This bill requires all local educational agencies (LEAs), after consulting with its own local health department, to create a COVID-19 testing plan that is consistent with guidance from the California Department of Public Health (CDPH) or adopt the CDPH's framework. The bill requires each LEA to publish the testing plan on its Internet website.

The bill authorizes each LEA to designate one staff member to report information on its COVID-19 testing program to the CDPH. The bill requires that all COVID-19 testing data be in a format that facilitates a simple process by which parents and LEAs may report data to the CDPH or a local health department. The provisions of this bill are contingent upon an appropriation and sunsets after January 1, 2026.

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of October 12, 2022**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
<u>Vetoed Bills</u>				
AB 1973 McCarty	Kindergarten: Minimum Schoolday		Vetoed by the Governor	21
SB 70 Rubio	Elementary Education: Kindergarten	Support	Vetoed by the Governor	22
SB 1113 Ochoa Bogh	Special Education: Inclusive Education: Universal Design for Learning	Support	Vetoed by the Governor	23

Vetoed Bills

AB 1973 (McCarty)

Amended: 6/30/2022

Title: Kindergarten: Minimum Schoolday

Status: Vetoed by the Governor

Position:

Summary:

This bill would have required districts and charter schools with an unduplicated pupil percentage (UPP) of 50% or more to offer at least one full-day kindergarten class at each school site that offers kindergarten, starting in 2027-28. Full-day kindergarten means a minimum school day equivalent to the minimum school day for grades 1-3. This requirement would have applied to all districts and charter schools, regardless of UPP, starting in 2030-31.

SSC Comment:

This bill was vetoed by Governor Gavin Newsom, whose veto message stated in part, “This bill would expand learning time for young students by requiring all elementary schools to offer at least one full-day kindergarten class by 2030-31, with phased-in implementation beginning in 2027-28. I believe in the importance of expanded time for learning and play for our youngest students, especially given the impacts of the COVID-19 pandemic. That is why I worked with the Legislature to create the Expanded Learning Opportunities Program, which, by 2023-24, will provide nine hours of combined instruction and enrichment during the school year, and 30 non-school days (e.g. summer school, Saturdays or intersession programming, for all elementary students at high-needs schools and all high-needs students at all other elementary schools. The 2022 Budget Act included \$4 billion ongoing Proposition 98 General Fund for the Expanded Learning Opportunities Program, an historic investment in critical support for our kids. I appreciate the author’s intent and his advocacy for early education, however, this bill will create ongoing and one-time costs in the hundreds of millions of dollars to support school facilities and operational costs. With our state facing lower-than-expected revenues over the first few months of this fiscal year, it is important to remain disciplined when it comes to spending, particularly spending that is ongoing. We must prioritize existing obligations and priorities, including education, health care, public safety and safety-net programs. The Legislature sent measures with potential costs of well over \$20 billion in one-time spending commitments and more than \$10 billion in ongoing commitments not accounted for in the state budget. Bills with significant fiscal impact, such as this measure, should be considered and accounted for in the annual budget process.”

SB 70 (Rubio)**Amended:** 8/15/2022**Title:** Elementary Education: Kindergarten**Status:** Vetoed by the Governor**Position:** Support**Summary:**

This bill would have, beginning with the 2024-25 school year, required a child to have completed one year of kindergarten (transitional kindergarten does not count towards this requirement) before that child may be admitted to the first grade in a public school, effectively making kindergarten mandatory in public school and a required grade for students to complete.

SSC Comment:

This bill was vetoed by Governor Gavin Newsom, whose veto message stated in part, "This bill would expand compulsory education to include kindergarten, beginning in the 2024-25 school year. The learning that happens during the early years of a child's life is critical to their long-term success and happiness. It's why I worked with the Legislature to provide universal access to quality pre-kindergarten education, including transitional kindergarten, the California State Preschool Program, and other state-subsidized early learning programs. Making sure all kids begin their school careers ready to learn on par with their peers is one of the most impactful things we can do to combat societal inequities. While the author's intent is laudable, SB 70 is estimated to have Prop. 98 General Fund cost impacts of up to \$268 million ongoing, which is not currently accounted for in the state's fiscal plan. With our state facing lower-than-expected revenues over the first few months of this fiscal year, it is important to remain disciplined when it comes to spending, particularly spending that is ongoing. We must prioritize existing obligations and priorities, including education, health care, public safety and safety-net programs. The Legislature sent measures with potential costs of well over \$20 billion in one-time spending commitments and more than \$10 billion in ongoing commitments not accounted for in the state budget. Bills with significant fiscal impact, such as this measure, should be considered and accounted for as part of the annual budget process."

SB 1113 (Ochoa Bogh)**Amended:** 8/23/2022**Title:** Special Education: Inclusive Education: Universal Design for Learning**Status:** Vetoed by the Governor**Position:** Support**Summary:**

This bill would have required the Commission on Teacher Credentialing (CTC) to revise its administrative services credential standards and performance expectations to strengthen preparation for inclusion for students with disabilities. This bill would have required the California Department of Education to:

- Develop guidance on staffing inclusive classrooms and make recommendations for changes necessary to eliminate barriers to staffing inclusive placements in consultation with the CTC
- Train the members of the Instructional Quality Commission on the principles and strategies of universal design for learning

SSC Comment:

This bill was vetoed by Governor Gavin Newsom, whose veto message stated in part, “This bill requires the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) to develop guidance on staffing inclusive classrooms and make recommendations for changes necessary to eliminate barriers to staffing inclusive placements. It also requires the CDE to train the members of the Instructional Quality Commission on the principles and strategies of universal design for learning. Finally, it requires the CTC to update the standards and performance expectations for the administrative services credential to include explicit elements related to inclusion. I commend the author’s dedication to supporting inclusion for all students. Serving students with disabilities in inclusive settings is an essential strategy for improving the academic achievement of these and all students, and one that my administration is committed to advancing. In fact, working with legislative partners we have provided \$32 million over the past few years to directly support educators in implementing inclusive practices through a number of systemic investments, including recent investments to expand the Supporting Inclusive Practices Project. Portions of this bill are either subject to an appropriation or are duplicative of other efforts, and therefore add unnecessary cost pressures to future budgets. However, the concept related to the administrative services credential has merit. I encourage the author to work with the Commission on Teacher Credentialing to consider incorporating Universal Design for Learning during its next comprehensive update of the administrative services credential.”

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of July 1, 2022**

Dead Bills

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
AB 75 O'Donnell	Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022		Senate Education Committee	26
AB 1607 Muratsuchi	Education Finance: Local Control Funding Formula	Watch	Assembly Education Committee	26
AB 1609 Muratsuchi	Education Finance: Local Control Funding Formula: Attendance Yields	Watch	Assembly Education Committee	26
AB 1614 Muratsuchi	Education Finance: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports	Support	Assembly Education Committee	26
AB 1785 Davies	California Parents' Bill of Rights Act	Watch	Assembly Education Committee	27
AB 1786 Davies	Intradistrict and Interdistrict Transfers: Low-Performing Pupils	Watch	Assembly Education Committee	27
AB 1877 Fong	State Teachers' Retirement: Retirees	Support	Assembly Public Employment and Retirement Committee	27
AB 1888 Flora	School Safety: City of Fresno and the Fresno Unified School District: Active Shooter and Mass Emergency Coordinated Response Program		Assembly Education Committee	28
AB 1948 Ting	Education Finance: Local Control Funding Formula: Low-income Pupils: Pupils Experiencing Homelessness	Support	Senate Education Committee	28
AB 1993 Wicks	Employment: COVID-19 Vaccination Requirements		Assembly Labor and Employment Committee	28
AB 2034 O'Donnell	Local Educational Agency: Medi-Cal Billing Option	Support	Senate Education Committee	29
AB 2774 Weber, Akilah	Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups	Support	Senate Floor—Consent	29

AB 2924 O'Donnell	Education Finance: Base Grants: Adjustments: Reduced Class Size	Support if Amended	Assembly Education Committee	29
AB 2933 O'Donnell	School Transportation: Apportionments	Support	Senate Education Committee	30
SB 22 Glazer	Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2022		Assembly Education Committee	30
SB 579 Allen	Education Finance: Local Control Funding Formula	Watch	Assembly Education Committee	30
SB 830 Portantino	Education Finance: Additional Education Funding	Watch	Assembly Education Committee	30
SB 866 Wiener	Minors: Vaccine Consent	Support	Assembly Floor—Third Reading	31
SB 871 Pan	Public Health: Immunizations	Support	Senate Judiciary Committee	31
SB 878 Skinner	Drivers of Unaccompanied Minors: Workgroup		Assembly Floor—Inactive File	31
SB 1431 Rubio	Local Control Funding Formula: Base Grants: Adjustment: Class Size Reduction	Watch	Assembly Education Committee	31

[AB 75 \(O'Donnell\)](#)**Amended:** 5/24/2021**Title:** Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022**Status:** Senate Education Committee**Position:****Summary:**

This bill would place a statewide K-14 school bond on the 2022 ballot providing an \$12 billion of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.

[AB 1607 \(Muratsuchi\)](#)**Amended:** 4/18/2022**Title:** Education Finance: Local Control Funding Formula**Status:** Assembly Education Committee**Position:** Watch**Summary:**

This is an urgency bill that would shift to using a three-year rolling average of average daily attendance (ADA) or the ADA for the current fiscal year, whichever is higher, for the Local Control Funding Formula, in place of the current methodology, which relies on current- or prior-year ADA.

[AB 1609 \(Muratsuchi\)](#)**Amended:** 4/18/2022**Title:** Education Finance: Local Control Funding Formula: Attendance Yields**Status:** Assembly Education Committee**Position:** Watch**Summary:**

As amended, this bill would allow local educational agencies to use an adjusted average daily attendance (ADA) to determine Local Control Funding Formula apportionment for 2021-22. The attendance yield from 2019-20 would be applied to attendance data for 2021-22 in order to generate an adjusted ADA for 2021-22.

[AB 1614 \(Muratsuchi\)](#)**Amended:** 4/18/2022**Title:** Education Finance: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports**Status:** Assembly Education Committee**Position:** Support**Summary:**

This bill would increase the Local Control Funding Formula by \$4.2 billion above the 2022-23 cost-of-living adjustment. Recent amendments remove references to the national average, instead aspiring to top ten states' funding status.

AB 1785 (Davies)

Title: California Parents' Bill of Rights Act

Status: Assembly Education Committee

Position: Watch

Summary:

- Establishes the California Parents' Bill of Rights which recognizes certain rights of parents, including the right of a parent or guardian to advise on the moral or religious training of their minor child, and the right to access and review all school attendance and academic records, among other rights. The bill specifies that the recognition of these rights does not preclude an employee from acting in the employee's official capacity.
- Requires local educational agencies (LEAs) to provide parents and guardians with opportunities to participate in schools to improve parent and teacher cooperation in areas, including homework, school attendance, and discipline each quarter.
- Requires LEAs to post information for parents or guardians on its website including, among other topics, opting out of comprehensive sexual health education, immunization requirements, and school choice options offered by the LEA.

AB 1786 (Davies)

Title: Intradistrict and Interdistrict Transfers: Low-Performing Pupils

Status: Assembly Education Committee

Position: Watch

Summary:

Requires a school district to approve an intradistrict transfer request for a low-performing pupil if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard. If the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard, a low-performing pupil of a school district may apply for an interdistrict transfer, and the school district of residence shall not prohibit the transfer if the school district of proposed enrollment approves the application for transfer.

AB 1877 (Fong)

Title: State Teachers' Retirement: Retirees

Status: Assembly Public Employment and Retirement Committee

Position: Support

Summary:

This bill would exempt from the California State Teachers' Retirement System postretirement compensation limit, the compensation of a retired member who has returned to work to fulfill a critical need in special education.

AB 1888 (Flora)**Amended:** 3/23/2022**Title:** School Safety: City of Fresno and the Fresno Unified School District: Active Shooter and Mass Emergency Coordinated Response Program**Status:** Assembly Education Committee**Position:****Summary:**

Requires Fresno Unified School District and the City of Fresno to partner with the California College and University Police Chiefs Association to establish a pilot real-time active shooter and mass emergency coordinated response program.

AB 1948 (Ting)**Amended:** 5/3/2022**Title:** Education Finance: Local Control Funding Formula: Low-Income Pupils: Pupils Experiencing Homelessness**Status:** Senate Education Committee**Position:** Support**Summary:**

This bill would make the following significant changes to the Local Control Funding Formula (LCFF) statute:

- Require, for the 2022-23 fiscal year, the grade span adjusted base grant for a school district or charter school's LCFF entitlement to be increased by 15%
- Amend the "low-income pupil" definition to mean students whose household income level is at or below 250% of the federal poverty level as adjusted annually, instead of "eligible for free or reduced-price meals"
- Add homelessness as a category of the unduplicated pupils under the LCFF
- Add language that the fiscal year average daily attendance (ADA) for a school district be computed based on the greatest of current-year ADA, prior-year ADA, or the average of the three most recent prior fiscal years

AB 1993 (Wicks)**Title:** Employment: COVID-19 Vaccination Requirements**Status:** Assembly Labor and Employment Committee**Position:****Summary:**

This bill would require an employer to ensure employees or independent contractors provide proof that they have been vaccinated against COVID-19. This bill would exempt any individual who is ineligible to receive a COVID-19 vaccine due to a medical condition, disability, or because of a sincerely held religious belief.

AB 2034 (O'Donnell)**Amended:** 6/13/2022**Title:** Local Educational Agency: Medi-Cal Billing Option**Status:** Senate Education Committee**Position:** Support**Summary:**

This bill is in response to disputes over Department of Health Care Services (DHCS) audits of LEA Medi-Cal Billing Option Program providers, which results in DHCS recovering overpayments for services rendered, including for services billed several years after the services were claimed. Assembly Bill 2034 improves the appeals process, ensures consistency in audit findings, and provides technical assistance to local educational agencies going through the appeals process.

AB 2774 (Weber, Akilah)**Amended:** 8/26/2022**Title:** Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups**Status:** Senate Floor—Consent**Position:** Support**Summary:**

Beginning with the 2023-24 fiscal year, adjusts the definition of "unduplicated pupils" to also include students that are identified as the lowest performing subgroup(s) based on the most recently available California Assessment of Student Performance and Progress math and English language arts scores. Implementation of this bill is contingent on funds for this purpose in the State Budget.

AB 2924 (O'Donnell)**Title:** Education Finance: Base Grants: Adjustments: Reduced Class Size**Status:** Assembly Education Committee**Position:** Support if Amended**Summary:**

Under current law, the K-3 grade span base grant is adjusted by 10.4% for school districts and charter schools that maintain an average class enrollment of not more than 24 pupils for each school site. Starting in 2022-23, this bill would apply the 10.4% adjustment to additional grade spans (K-3, 4-6, 7-8) that maintain an average class enrollment of no more than 24 pupils for each school site, unless a collectively bargained alternative ratio is agreed to by the school district or charter school.

AB 2933 (O'Donnell)

Amended: 5/2/2022

Title: School Transportation: Apportionments

Status: Senate Education Committee

Position: Support

Summary:

Starting with the 2022-23 fiscal year, this bill provides funding to school districts, county offices of education, and Regional Occupational Centers and Programs to cover the greater of:

- 100% of its school transportation apportionment for the 2020-21 fiscal year, adjusted for the cost-of-living adjustment starting in 2023-24
- 100% of reported home-to-school transportation costs

SB 22 (Glazer)

Amended: 5/20/2021

Title: Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2022

Status: Assembly Education Committee

Position:

Summary:

This bill would place a statewide school bond for K-14 and the University of California and the California State University on the 2022 ballot providing \$15.5 billion of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.

SB 579 (Allen)

Amended: 1/20/2022

Title: Education Finance: Local Control Funding Formula

Status: Assembly Education Committee

Position: Watch

Summary:

For the 2022-23 fiscal year, requires apportionments to local educational agencies (LEAs) under the Local Control Funding Formula to be calculated based on the greater of each LEA's 2019-20, 2021-22, or 2022-23 average daily attendance.

SB 830 (Portantino)

Amended: 5/19/2022

Title: Education Finance: Additional Education Funding

Status: Assembly Education Committee

Position: Watch

Summary:

Establishes a process for school districts and county offices of education to apply for "supplemental education funding" using "average daily membership" data which relies on enrollment. In order to be eligible for the supplemental funds, a local educational agency (LEA) must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year. LEAs would be required to use at least 30% of the supplemental education funds on efforts focused on chronic absenteeism and habitual truancy.

[SB 866 \(Wiener\)](#)

Amended: 6/16/2022

Title: Minors: Vaccine Consent

Status: Assembly Floor—Third Reading

Position: Support

Summary:

As amended, this bill would permit minors age 15 and older to get vaccinated without parental consent for any vaccine approved by the U.S. Food and Drug Administration that meet the recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention.

[SB 871 \(Pan\)](#)

Title: Public Health: Immunizations

Status: Senate Judiciary Committee

Position: Support

Summary:

This bill would add the COVID-19 vaccine to the list of compulsory vaccines required for students to attend school. The bill would also repeal Health and Safety Code Section 120338, which is the statute that requires any vaccine mandate enacted via the regulatory process to include a personal belief exemption.

[SB 878 \(Skinner\)](#)

Amended: 8/15/2022

Title: Drivers of Unaccompanied Minors: Workgroup

Status: Assembly Floor—Inactive File

Position:

Summary:

As completely rewritten, this bill would now create a working group to develop recommendations pertaining to safety standards for drivers of unaccompanied minors to school. The bill would, by April 1, 2023, require the California Department of Education to submit the workgroup's recommendations to the appropriate budget and policy committees of the Legislature.

[SB 1431 \(Rubio\)](#)

Amended: 5/19/2022

Title: Local Control Funding Formula: Base Grants: Adjustment: Class Size Reduction

Status: Assembly Education Committee


Position: Watch

Summary:

Commencing with the 2022-23 school year, would increase the K-3 grade span adjustment from 10.4% to 32.5% for a school district or charter school that maintains an average class enrollment of not more than 20 pupils for each school site. Transitional kindergarten classes shall be excluded from this calculation, and these additional funds shall not be included for purposes of calculating Local Control Funding Formula supplemental or concentration grants. Districts that qualify for this funding are ineligible for the 10.4% adjustment for maintaining average class enrollment of not more than 24 pupils.

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: Nikki Henry, Chief Communications Officer
Cabinet Approval: 

Date: October 21, 2022
Phone Number: 457-3733

NH (Oct 20, 2022 13:51 PDT)

Regarding: Parent/Guardian Communications Survey

The purpose of this communication is to provide the Board a deeper look at the Parent/Guardian Communications Survey completed by FM3 Research and address questions of the Board from the October 12, 2022 board meeting.

The attached presentation and follow-up analysis includes the findings and analysis of the survey as prepared by FM3 Research. The survey results are a statistically significant representation of our parent/guardian population. There are a total of 733 respondents, randomly invited to participate in the survey. Participants were invited by email, text, and/or phone call and could complete the survey online or over the phone in English, Spanish, or Hmong. The demographics of our parent/guardian participants represent our student population by race/ethnicity, socio-economic status, region, home language, and foster/homeless youth.

FM3 Research was provided with 71,802 records of which 171 had no phone number listed and 102 had no phone number or email listed. This means 71,631 records had at least one method of contact listed, however those records do not tell us how many of those contact numbers and emails are valid and working. Using that information, FM3 Research made 31,644 phone calls and sent 18,583 emails. Of the 31,644 phone calls made, 23,341 had no answer or voicemail. Of the 18,583 emails sent, 1,888 bounced back. As a current comparison, our ParentSquare system shows that we have 66,855 contactable parents/guardians, meaning they have either a working phone number or email in our system.

Additional inquiries from the Board included requesting an age breakdown, which can be found in the attached presentation, how we use WhatsApp as a district, and how this information is being used to refine our communications strategies.

As a district, we have yet to use WhatsApp as a mode of communication with families. Our initial concerns are that it is a messaging application, often for one-on-one communication or small group messaging, and as a district we focus on ways to message effectively to our entire parent population. However, we will research if/how WhatsApp is being used with other local districts and other large urban districts across the country.

Based on the information we received through this survey, we are making a few strategic changes currently and will explore more in our upcoming budget cycle. First, we have ended our contract with the Manchester billboard as we heard from our parents that is not an effective way for most to get information from the district. We are also looking at our current contracts with local television stations to mirror the preferences of our parents and adding in radio contracts to large campaigns based on

parent preferences. As we look at that preference information regarding television, we are making concerted efforts to ensure our press releases, press conferences, and story pitches are prioritized through our highest-ranking partners.

Based on the learnings from the great awareness of our Summer Camps and early learning registration campaigns, we have instituted the industry-standard communications plan format, known as an RPIE, for all our largest campaigns. This includes this year's Community Idea Exchanges/LCAP regional townhalls, with the expectation to increase awareness and engagement.

Moving forward, we are also leaning on the top five modes of communication preferred by parents in all our communications: text messages, email, automated phone calls, mailers to home addresses, and the Fresno Unified website. To assist in this focus, we have rolled out the use of ParentSquare as the main district- and school-to-home communication method. ParentSquare allows parents/guardians to choose how they receive their information, whether by text, email, phone call or app notification. We are also kicking off our work with FinalSite this month to continue increasing the ease of user experience and navigation of our website.

If you have any further questions pertaining to the information in this communication, or require additional information, please contact Nikki Henry at (559) 250-1488 or nikki.henry@fresnounified.org.

Approved by Deputy Superintendent

Misty Her



Date: 10/21/2022








Fresno Unified School District Parent/Guardian Communications Study

CONSULTANT WORKING DRAFT. NOT FOR PUBLICATION. CA GOV'T CODE 6254.



FAIRBANK, MASLIN,
MAULLIN, METZ
& ASSOCIATES

Survey Specifics and Methodology

Dates	June 15-July 3, 2022
Survey Type	Dual Mode Parent/Guardian Survey
Research Population	Parents and guardians of students in Fresno USD
Total Interviews	733
Margin of Sampling Error	(Full Sample) $\pm 4.0\%$ at the 95% Confidence Level (Half Sample) $\pm 5.2\%$ at the 95% Confidence Level
Contact Methods	 Telephone Calls  Email Invitations  Text Invitations
Data Collection Modes	 Telephone Interviews  Online Interviews
Languages	English, Hmong, Spanish

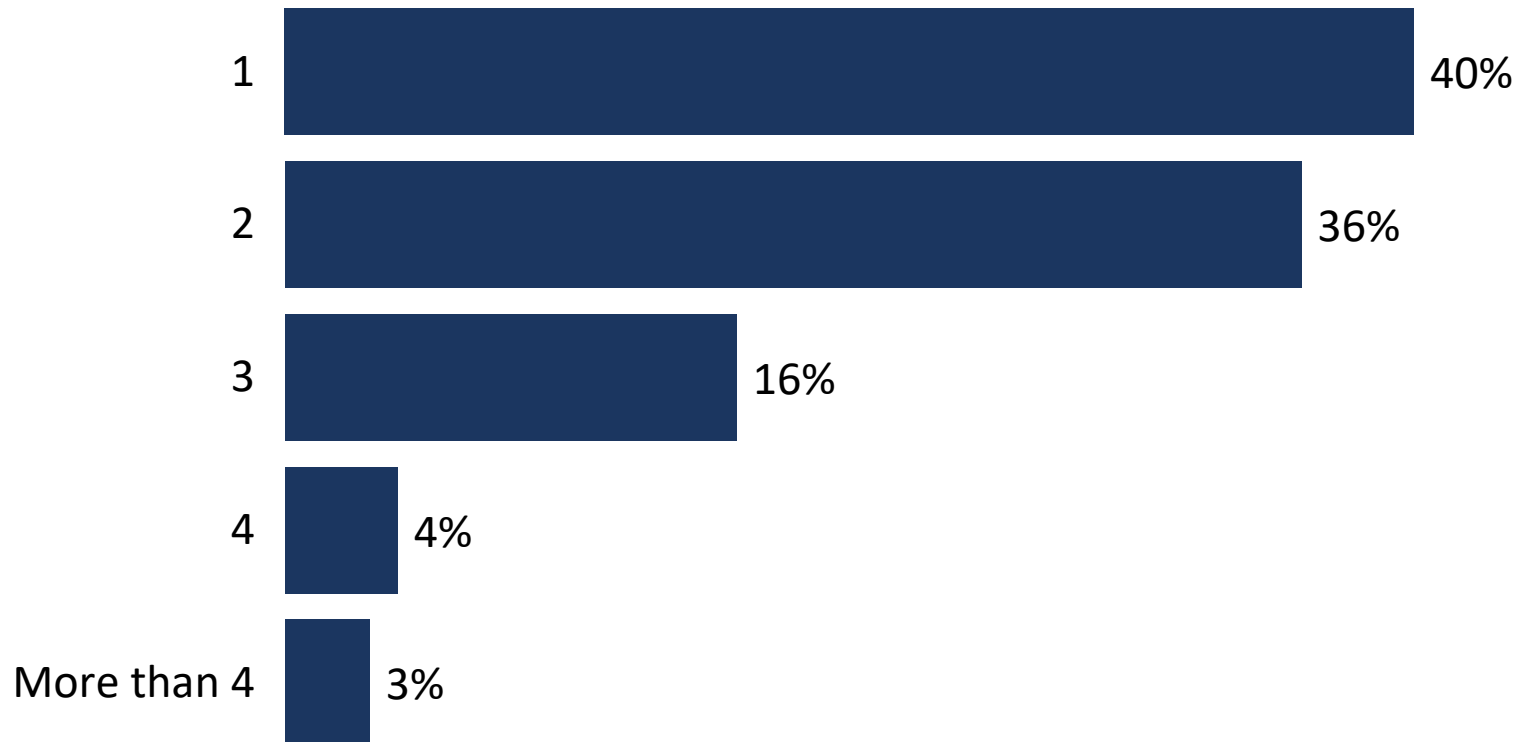
(Note: Not All Results Will Sum to 100% Due to Rounding)



Respondent Demographic Information

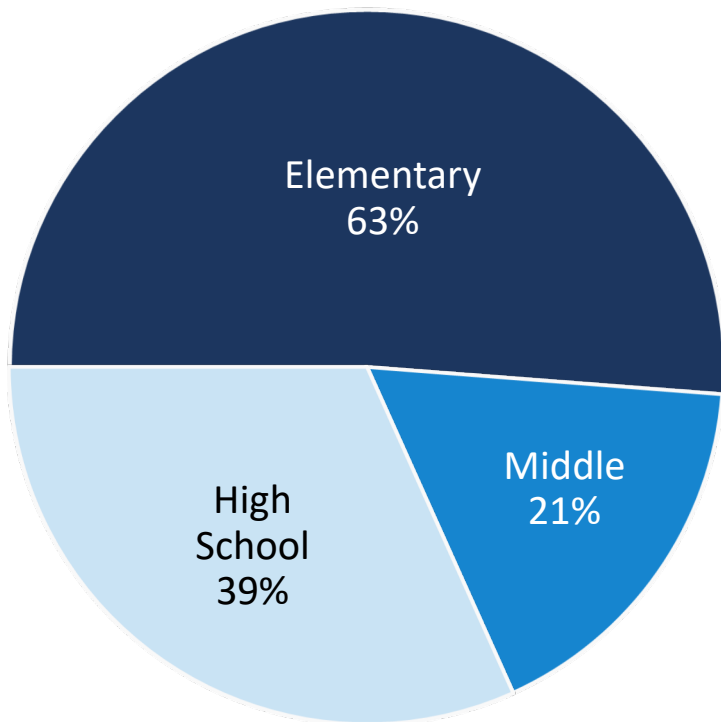
Three-quarters of respondents had either one or two children in Fresno USD schools in the 2021-22 school year.

Just to make sure we have a representative sample of Fresno Unified school District parents, how many of your children were enrolled in Fresno Unified School District schools in the 2021-2022 school year?

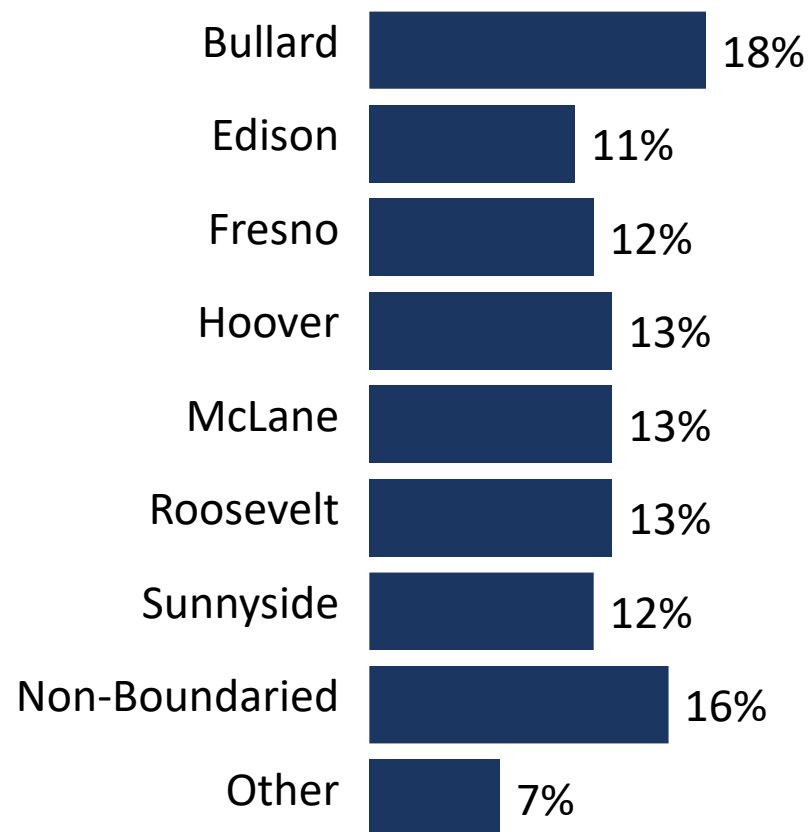


School Type and High School Region

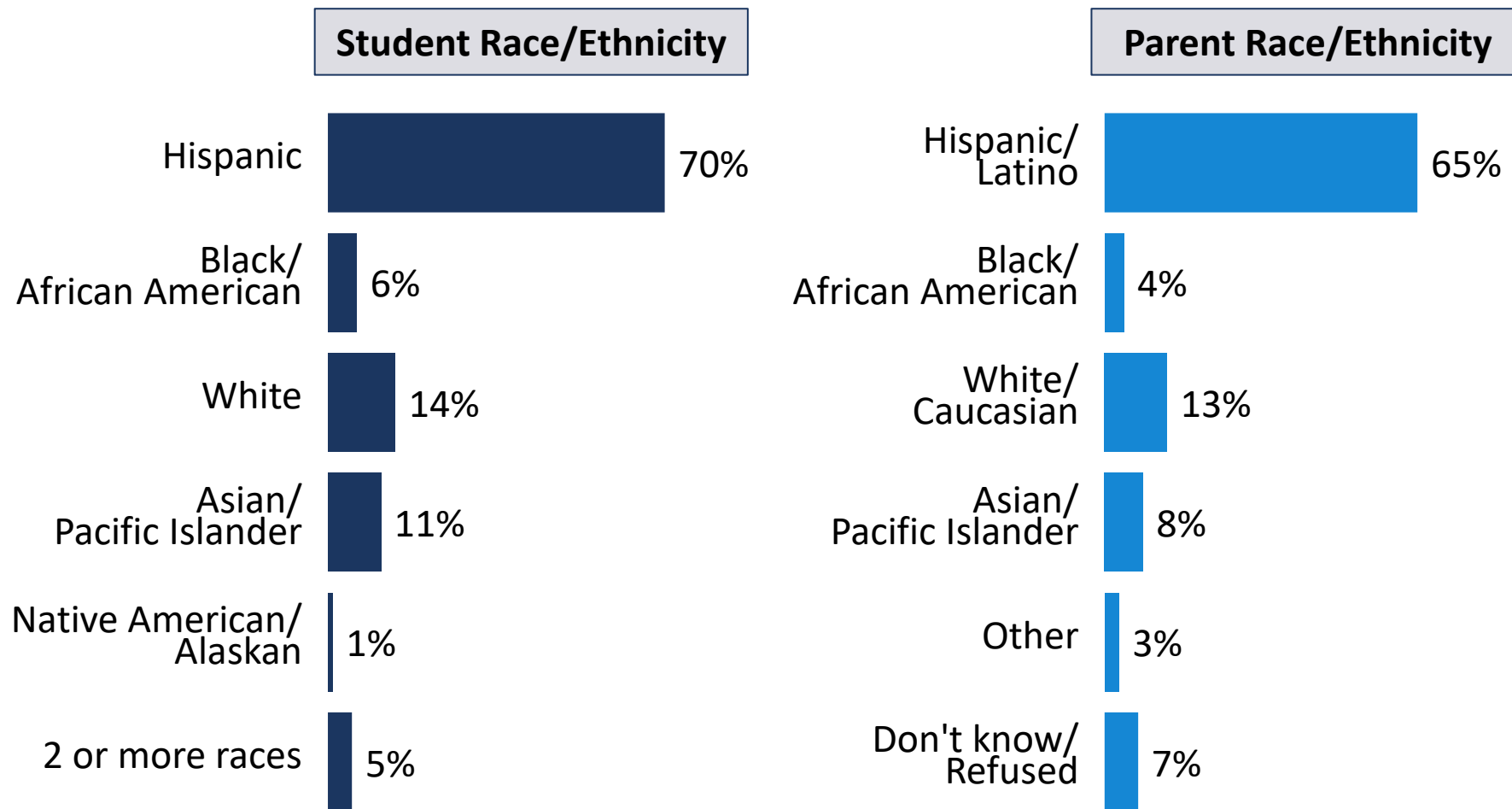
School Type



Region

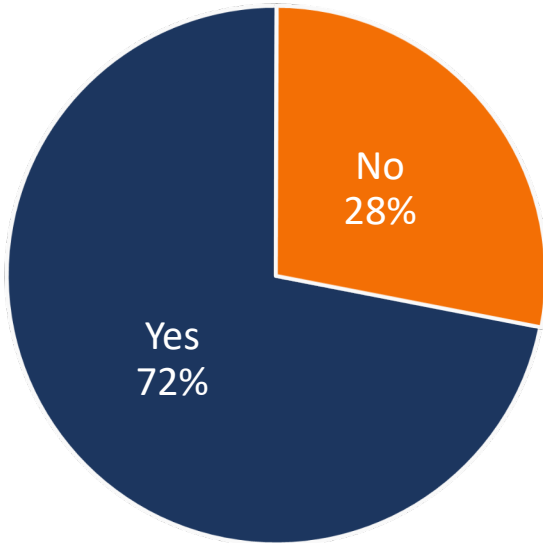


Nearly seven-in-ten students of respondents are identified as Hispanic, as are nearly two-thirds of respondents.

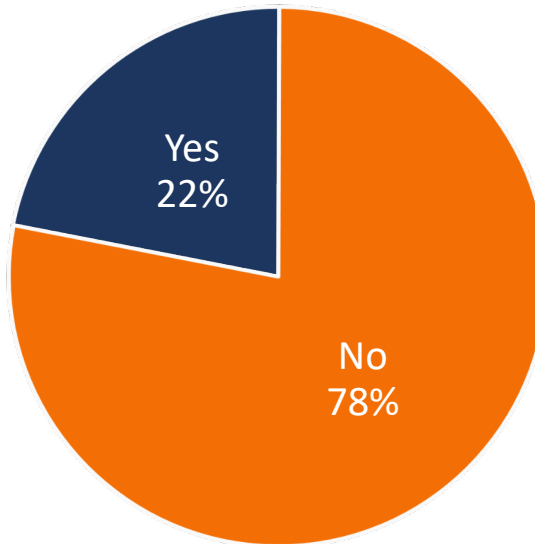


More than 70% of respondents come from “economically disadvantaged” households; about two-in-ten respondents have English Learner students.

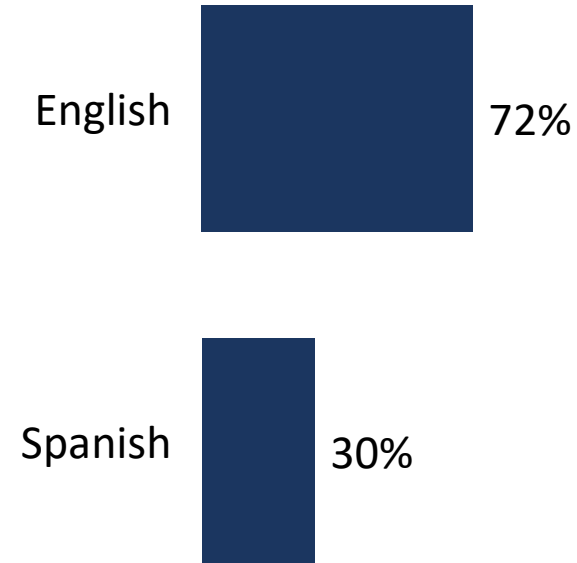
Economically Disadvantaged



English-Learner Status

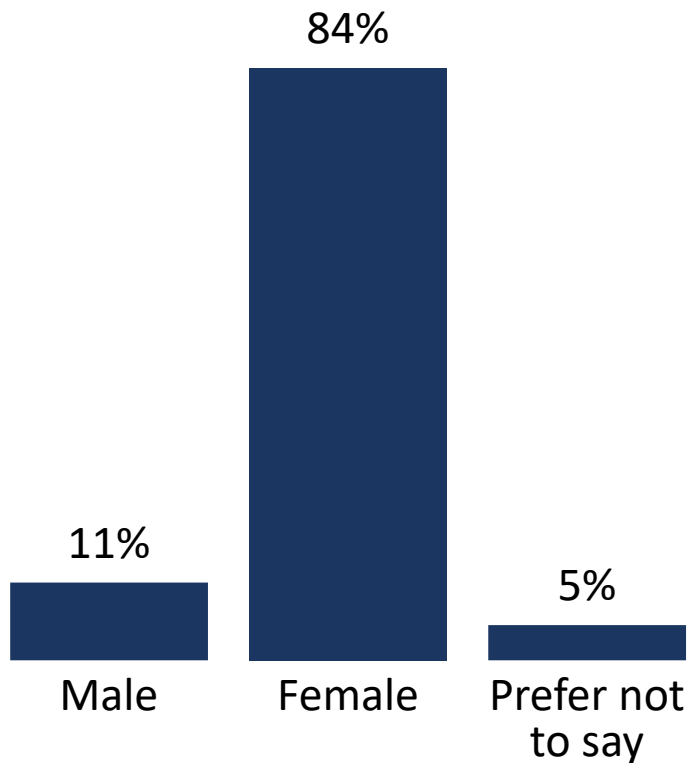


Language Spoken at Home (Students)

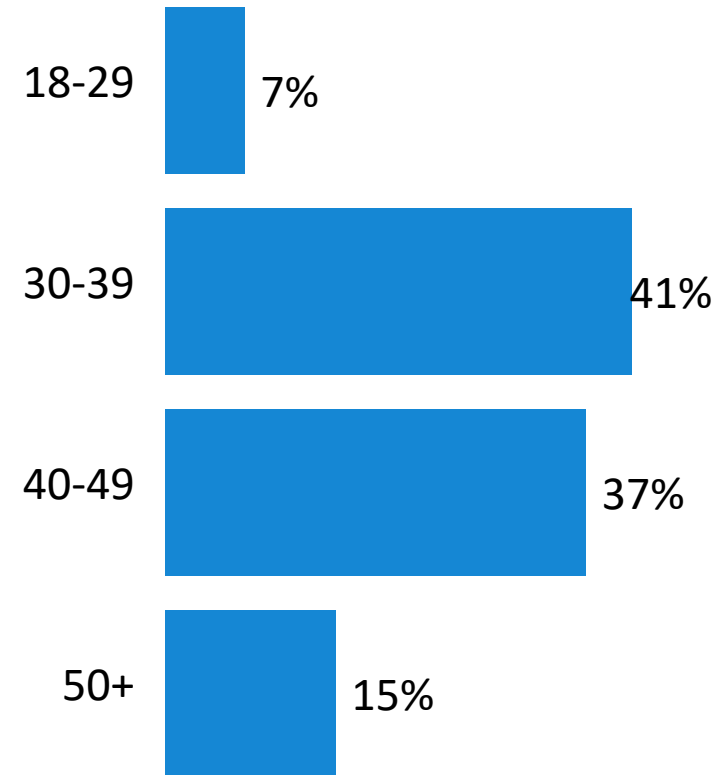


Respondents are overwhelmingly female and most are ages 30-49.

Gender

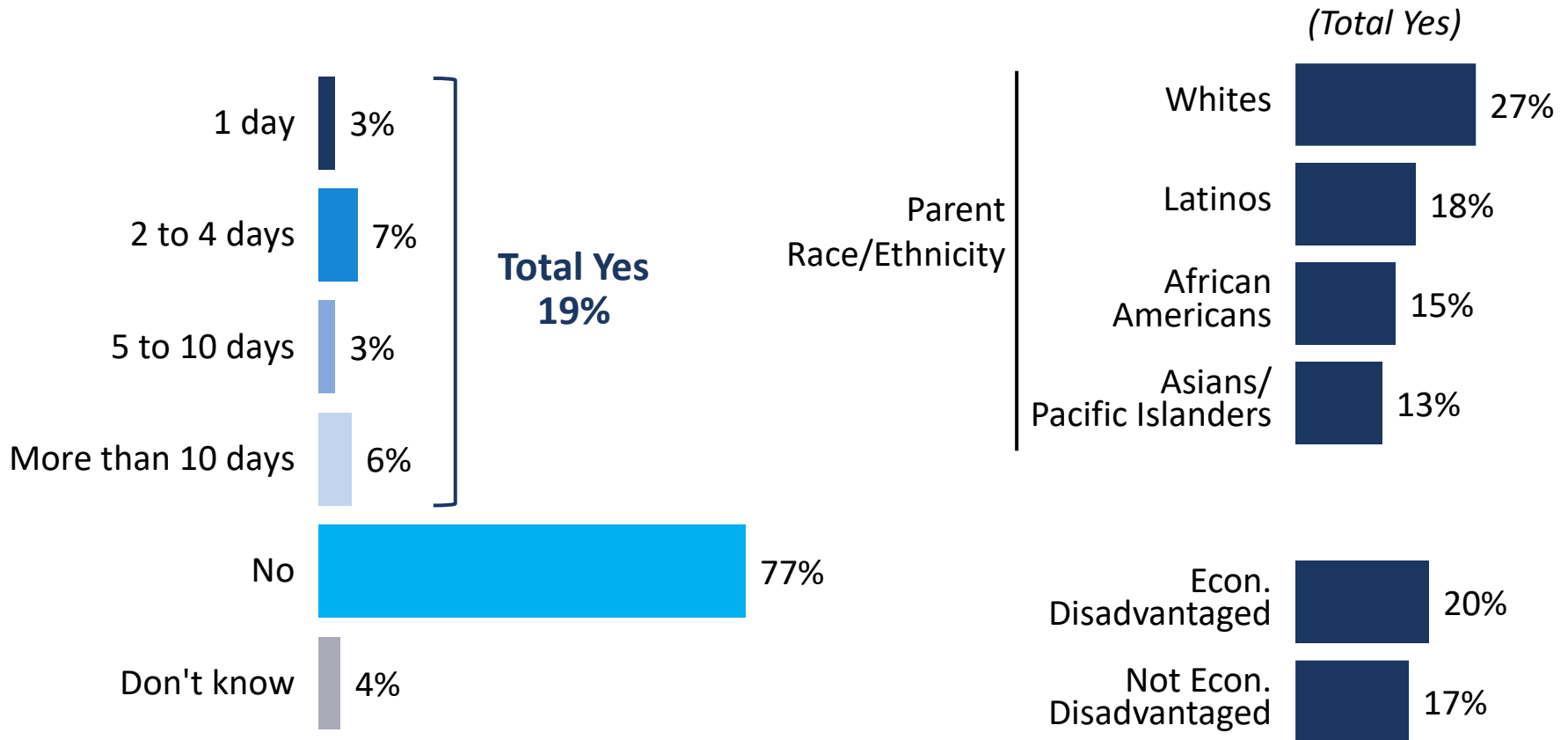


Age of Respondents



2 in 10 students were absent in the last school year due to mental health reasons.

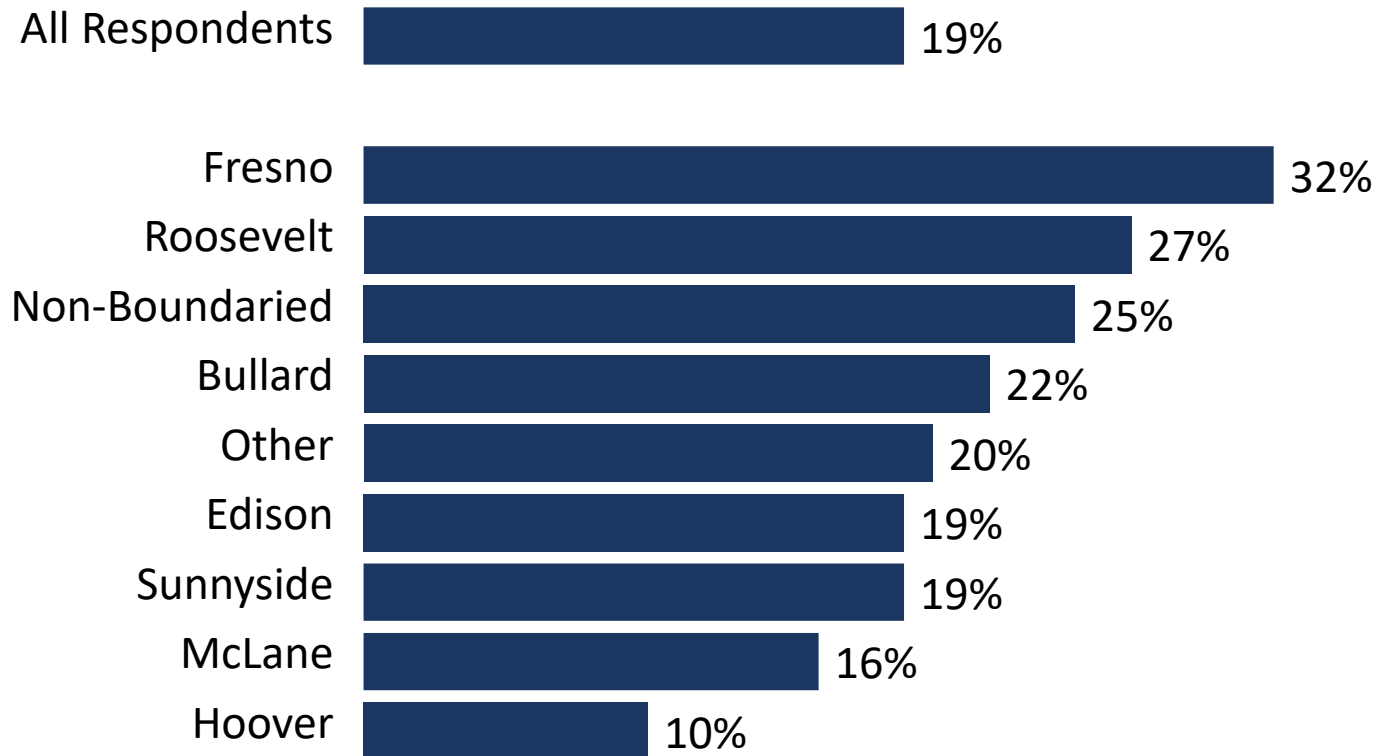
Has your child or one of your children been absent from school at any point in this school year due to mental health reasons?



Respondents from the Fresno and Roosevelt High School regions were more likely to have missed days due to mental health reasons.

Has your child or one of your children been absent from school at any point in this school year due to mental health reasons?

(Total Yes)

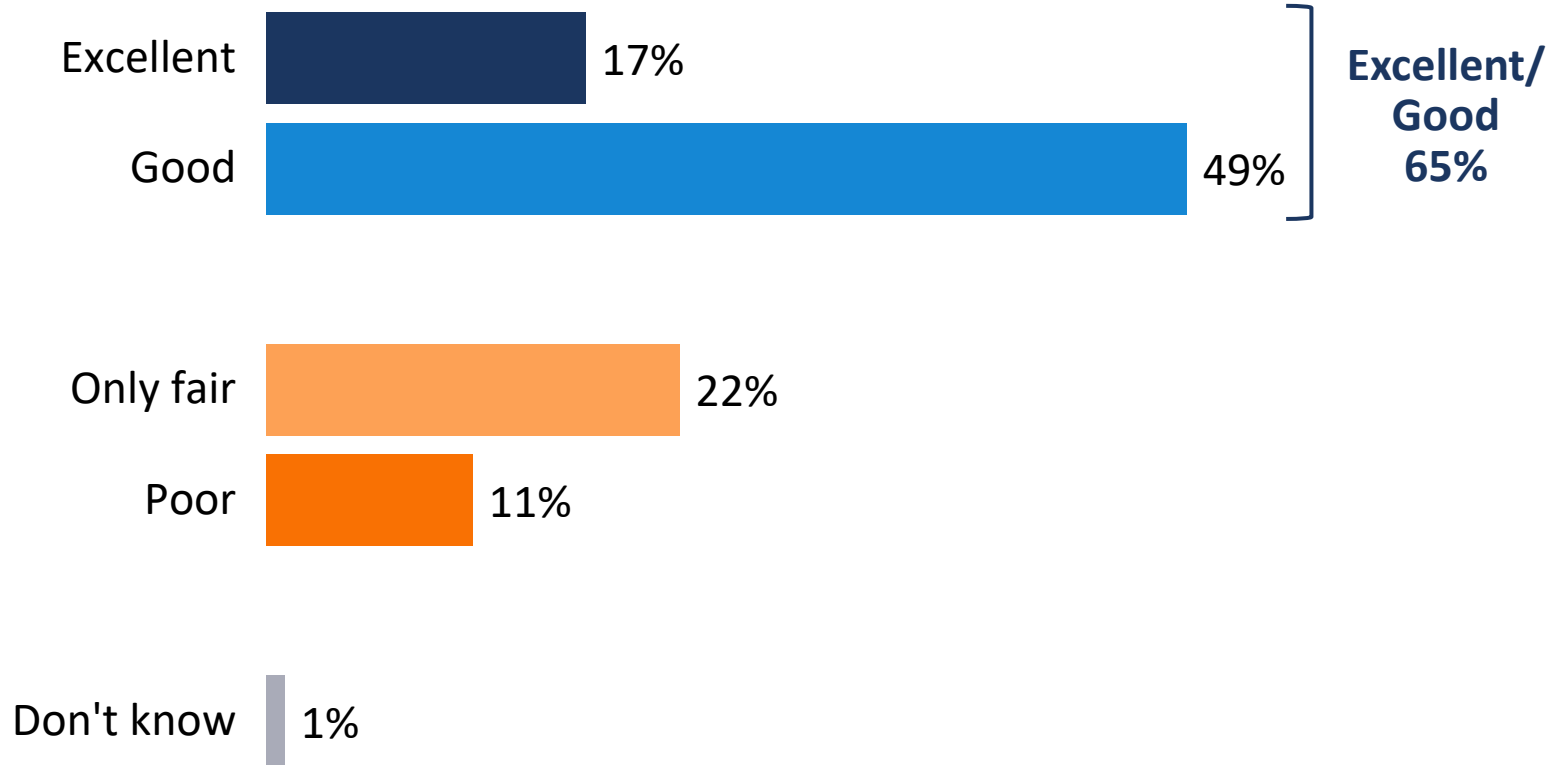




Evaluations of Fresno USD and Communications

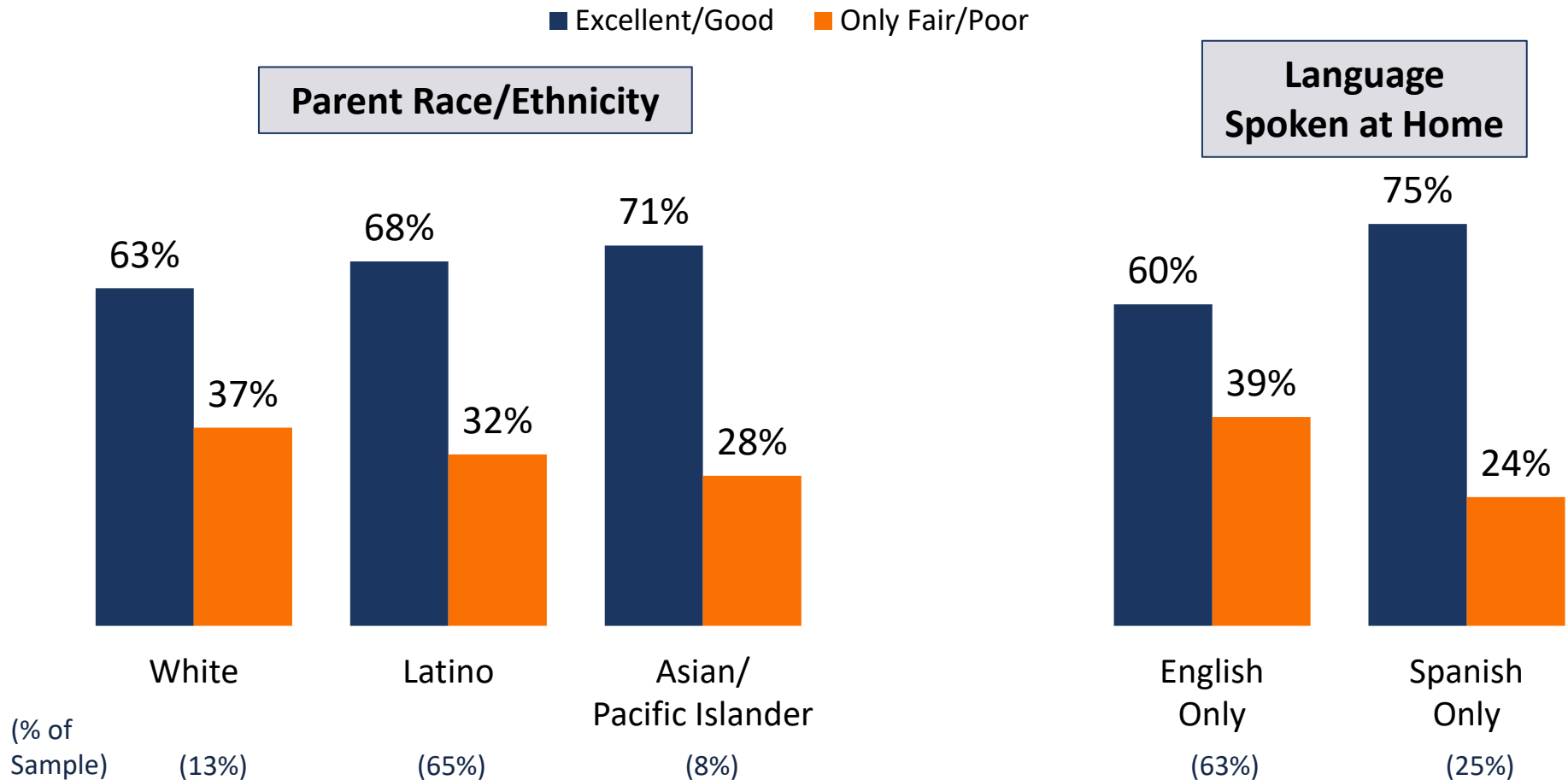
Nearly two-thirds of parents give Fresno Unified a positive overall job rating; just 1 in 10 have a "poor" perception.

Overall, how would you rate the job being done by the Fresno Unified school District?



Six in 10 or more respondents regardless of race/ethnicity give FUSD a positive job rating.

By Parent Race/Ethnicity & Language Spoken at Home



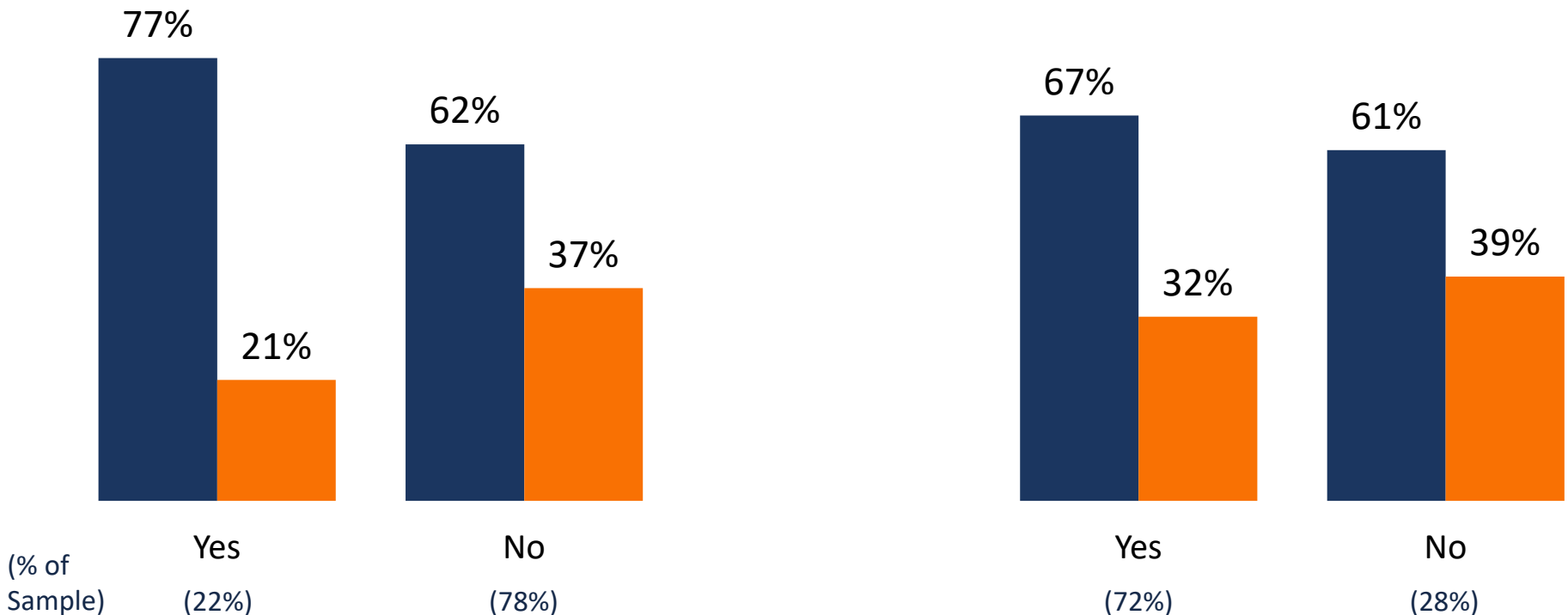
Fresno Unified's job rating is particularly strong with parents of English Learners.

By English Learner & Economically Disadvantaged

■ Excellent/Good ■ Only Fair/Poor

English Learner

Economically Disadvantaged



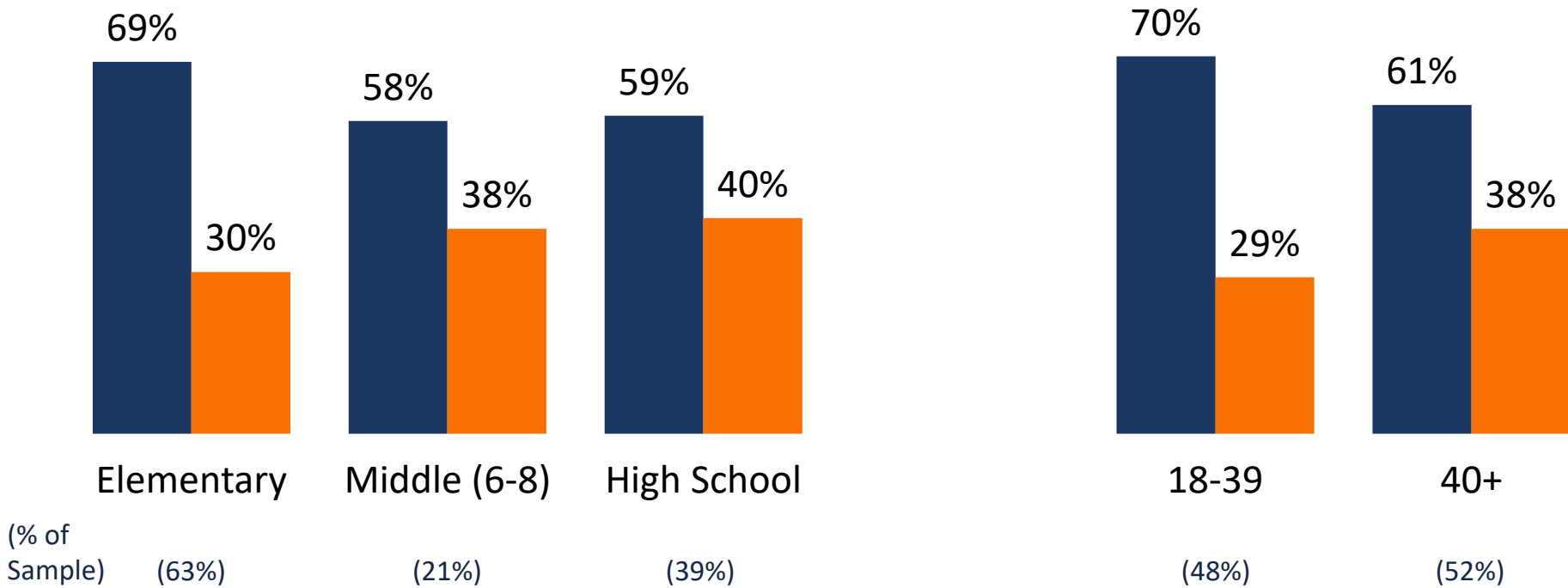
Parents with elementary school children and younger parents have even more positive views than others.

By School Type & Parent Ages

■ Excellent/Good ■ Only Fair/Poor

School Type

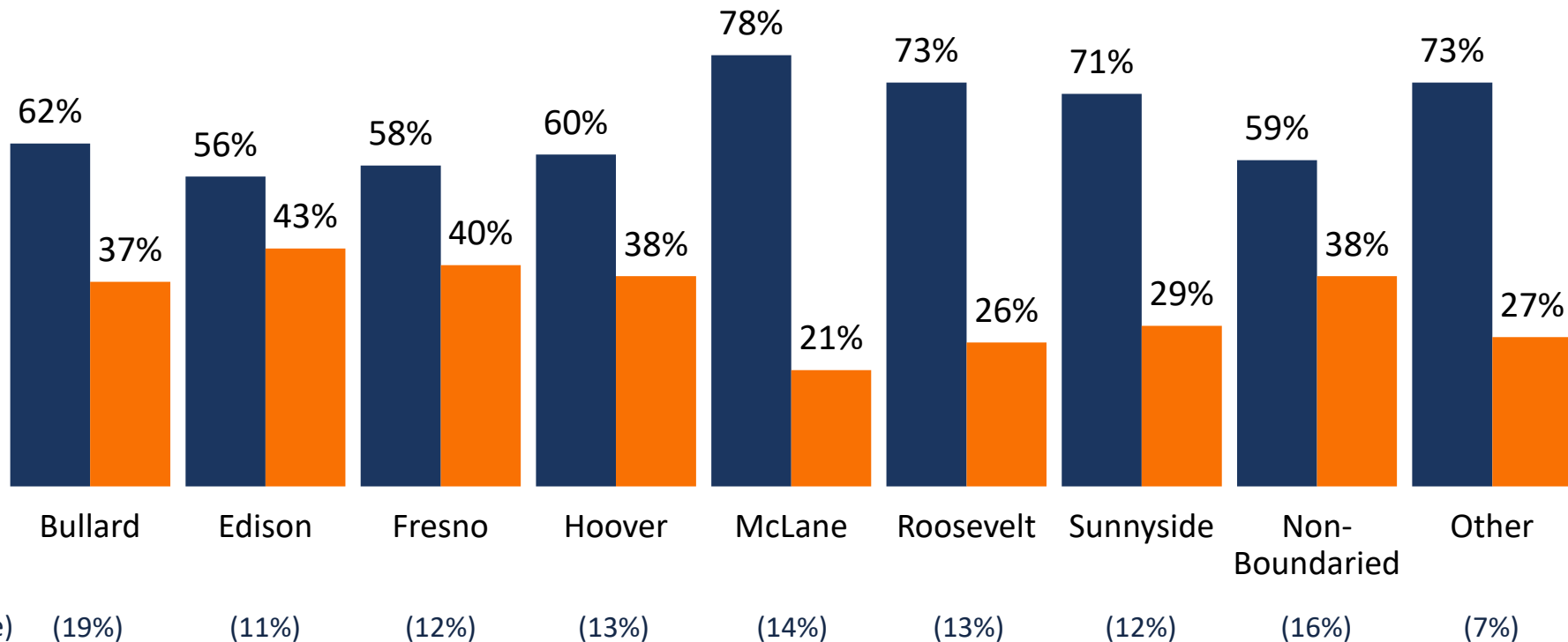
Parent Ages



Parents have positive feelings about the job the school district is doing in every high school region, with the strongest ratings around McLane, Roosevelt, and Sunnyside High Schools.

By Region

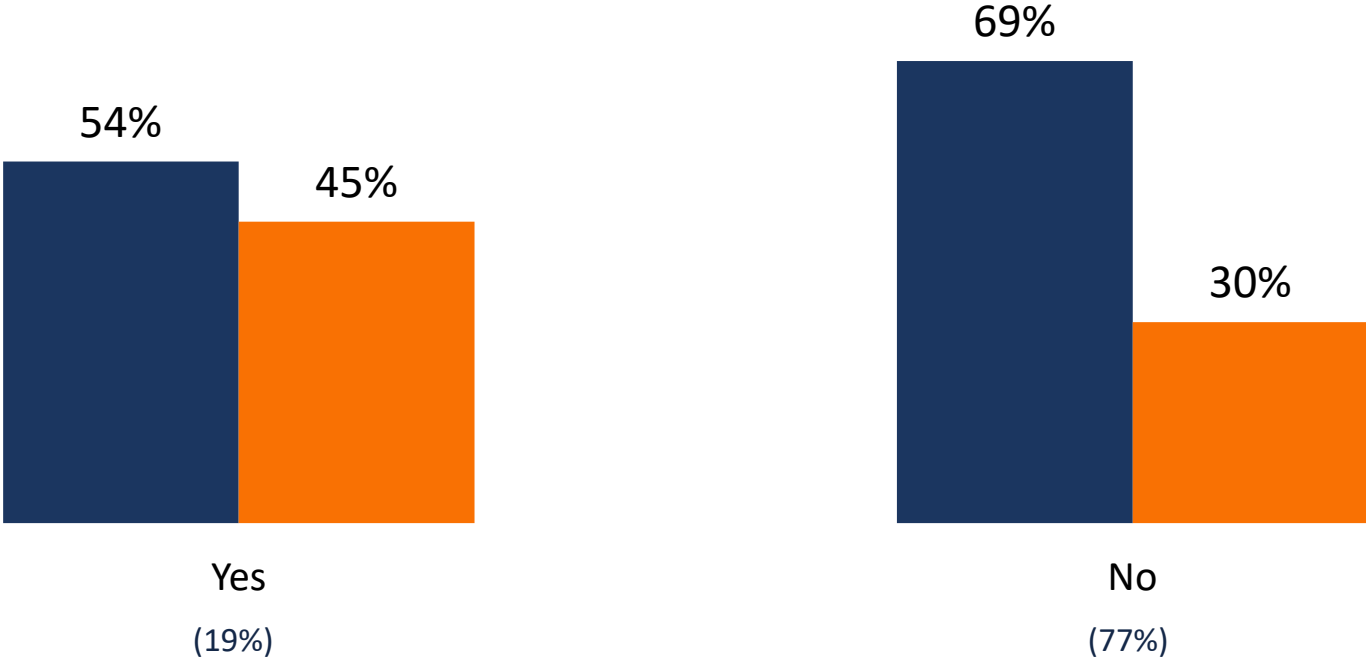
■ Excellent/Good ■ Only Fair/Poor



Parents with children who have missed school due to mental health reasons are more divided in their assessment of the school district's performance.

By Mental Health Absence

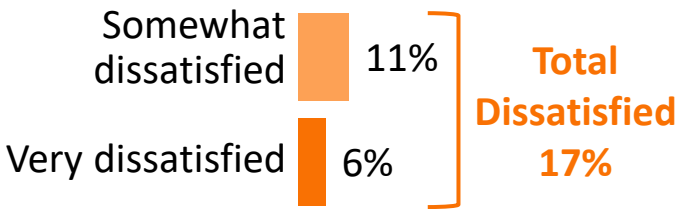
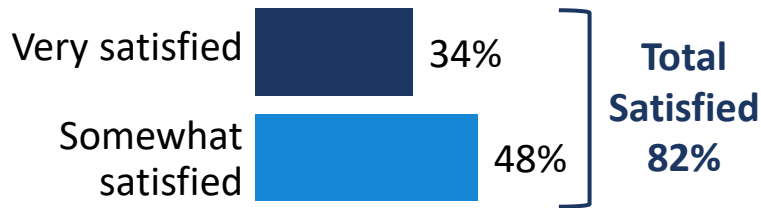
■ Excellent/Good ■ Only Fair/Poor



(% of Sample)

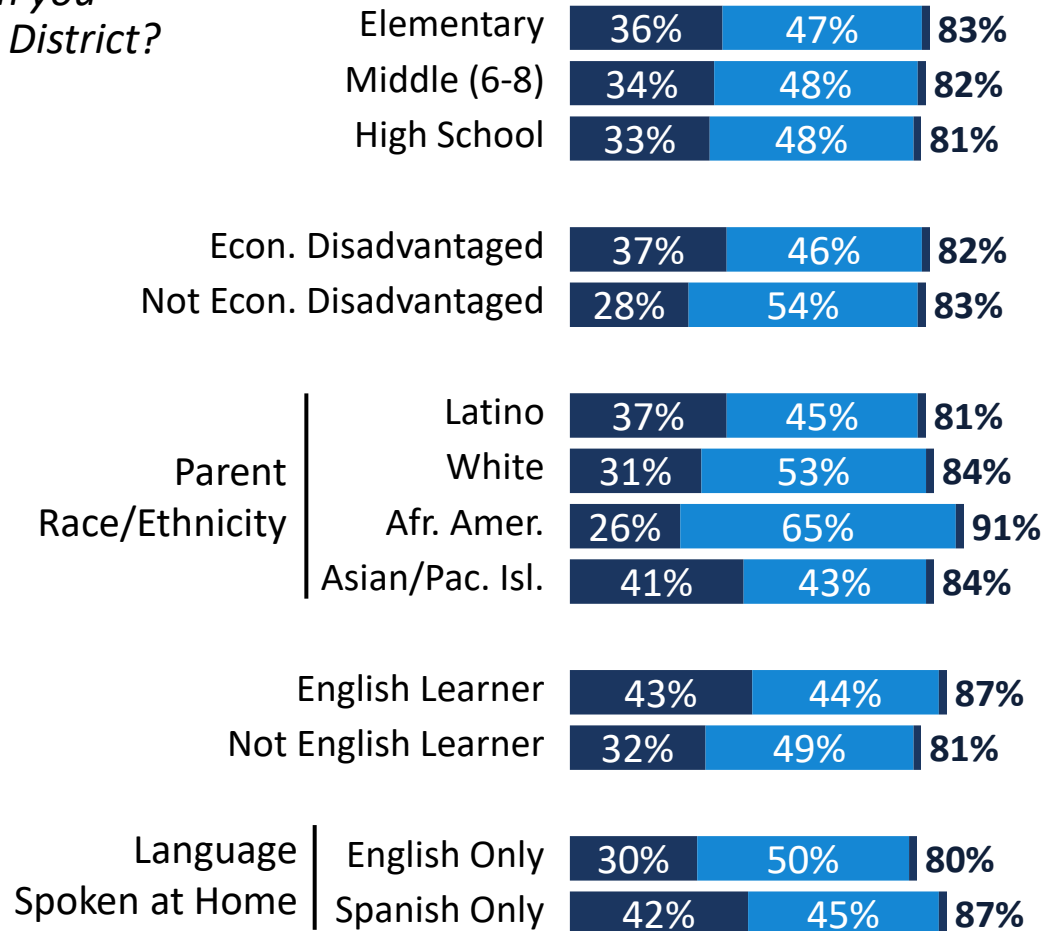
More than 8 in 10 respondents are satisfied with the communication they get from Fresno Unified, with similar responses by demographic groups.

Generally speaking, are you satisfied or dissatisfied with the communication you receive from the Fresno Unified School District?



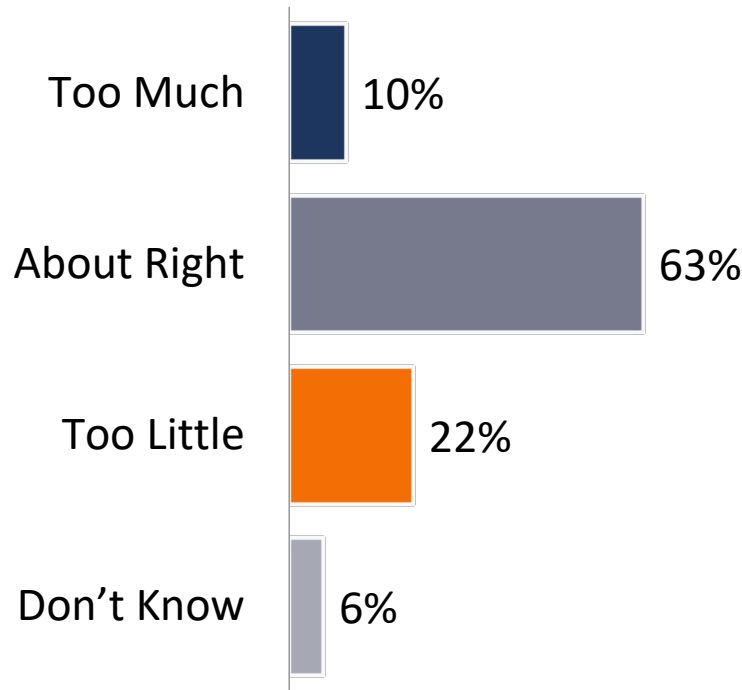
Don't know 1%

■ Very Satisfied ■ SW Satisfied

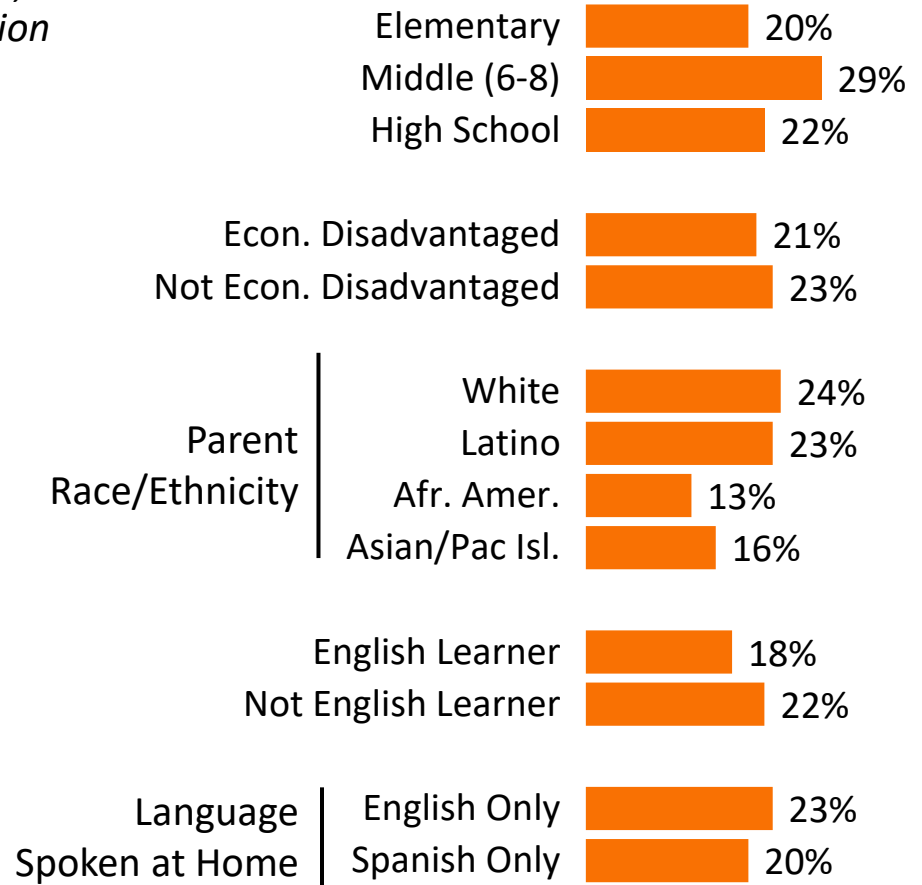


Most respondents believe they receive the “right amount” of communication from Fresno Unified; 2 in 10 say it is “too little.”

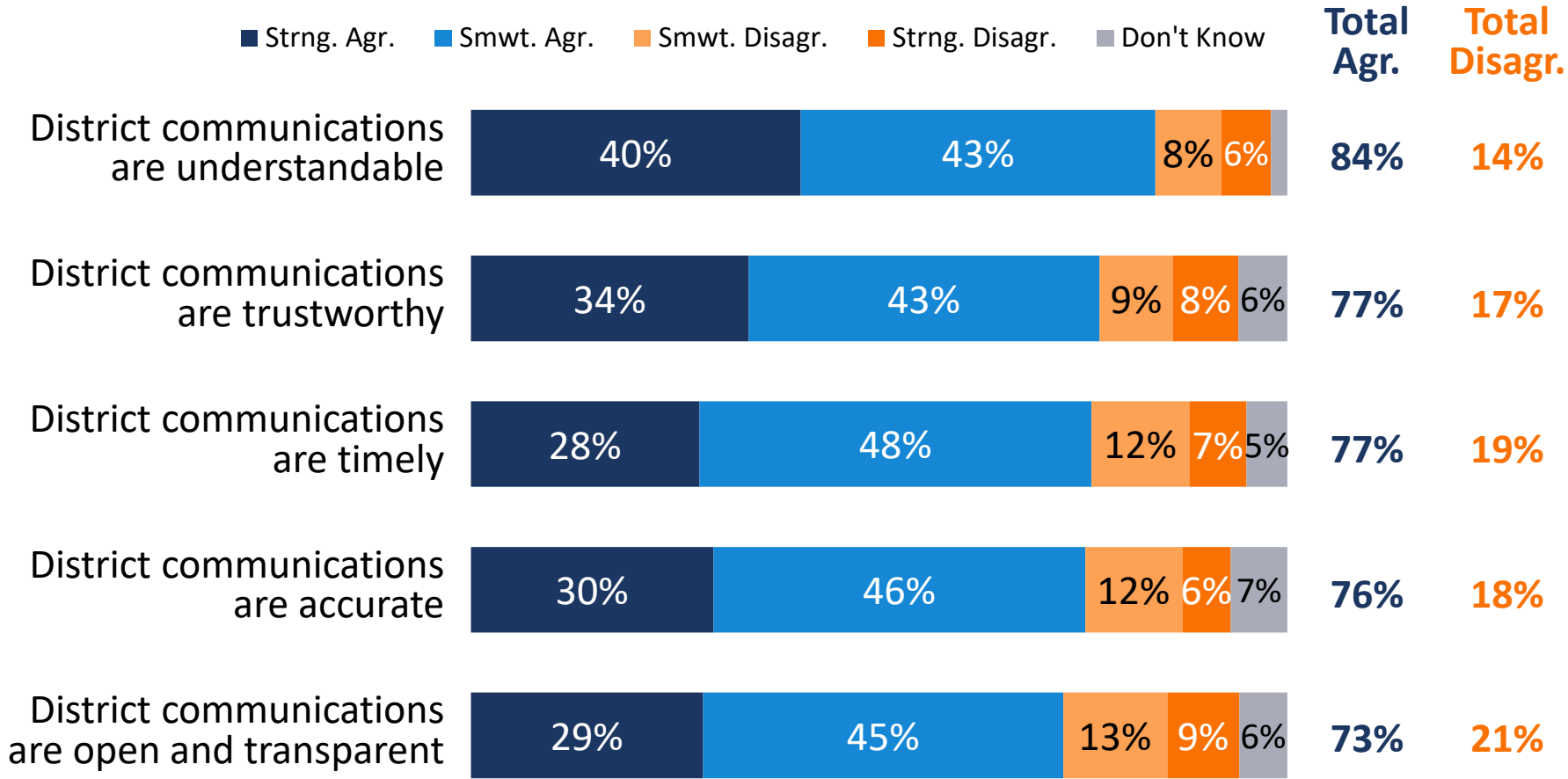
Generally speaking, do you feel you receive too little, too much, or about the right amount of communication from the Fresno Unified School District?



(% Too Little)



3 out 4 or more respondents view Fresno Unified's communications as understandable, accurate, timely, open/transparent, and trustworthy.



Those speaking only Spanish at home and English Learners are generally the most positive in their review of District communications.

(Total Agree)

Statement	All Resp.	English Learner		Parent Race/Ethnicity				Language Spoken at Home	
		Yes	No	Whites	Latinos	African Americans	Asians/Pacific Islanders	English Only	Spanish Only
District communications are understandable	84%	88%	82%	92%	83%	80%	86%	82%	87%
District communications are trustworthy	77%	88%	74%	79%	77%	66%	88%	73%	84%
District communications are timely	77%	87%	74%	81%	79%	62%	74%	73%	84%
District communications are accurate	76%	87%	73%	84%	76%	69%	79%	71%	84%
District communications are open and transparent	73%	81%	71%	70%	74%	60%	84%	70%	79%

Opinions are very consistent across the type of school that respondents' children attends.

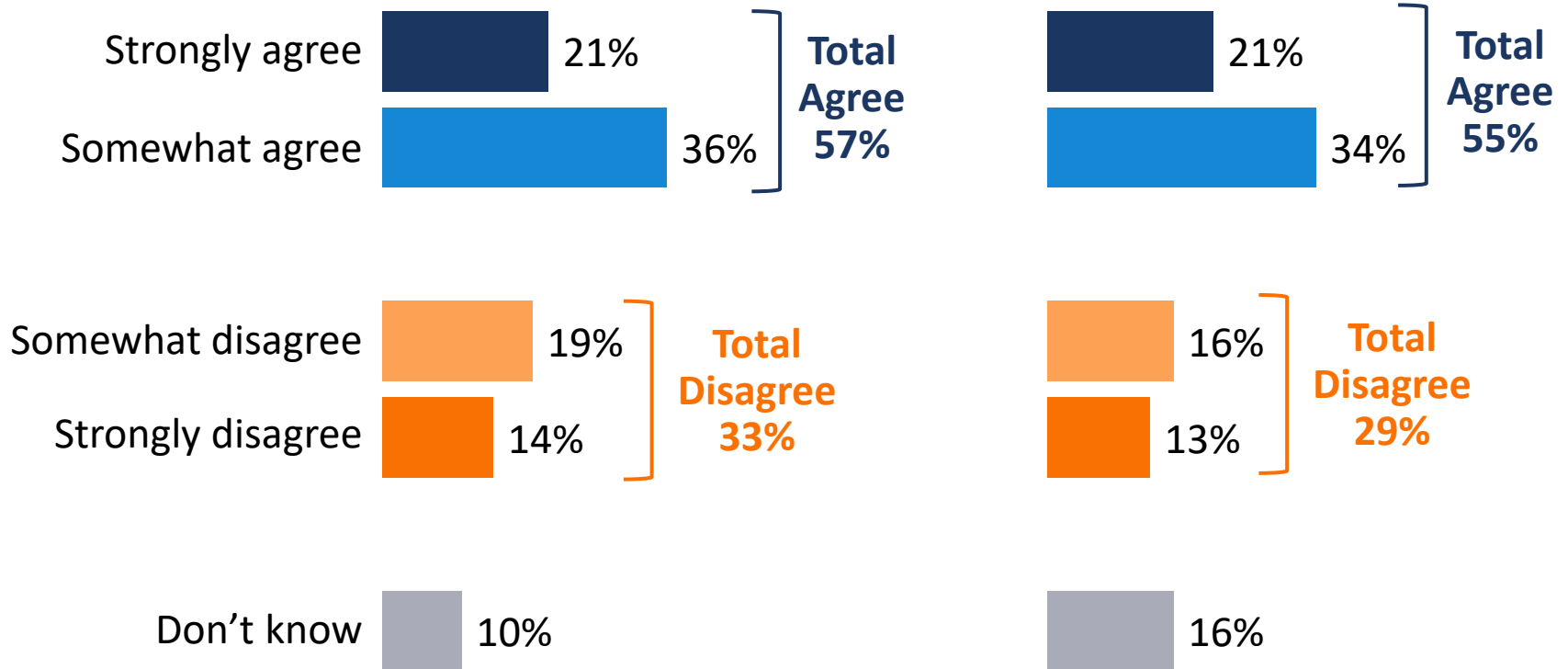
(Total Agree)

Statement	All Resp.	School Type		
		Elementary	Middle	High School
District communications are understandable	84%	84%	82%	83%
District communications are trustworthy	77%	79%	73%	75%
District communications are timely	77%	79%	75%	74%
District communications are accurate	76%	78%	72%	76%
District communications are open and transparent	73%	75%	70%	71%

Over half feel they have opportunities to give their input and that it is valued, but approximately one-third do not.

I have sufficient opportunities to voice my concerns and give input into major District decisions

I feel my input in School District decisions is valued



English Learners and those speaking only Spanish at home are more likely to agree their voice is heard.

I have sufficient opportunities to voice my concerns and give input into major District decisions

I feel my input in School District decisions is valued

■ Total Agree ■ Total Disagree

■ Total Agree ■ Total Disagree

All Respondents



English Learner



Not English Learner



Econ. Disadvantaged



Not Econ. Disadvantaged



Language Spoken at Home | English Only



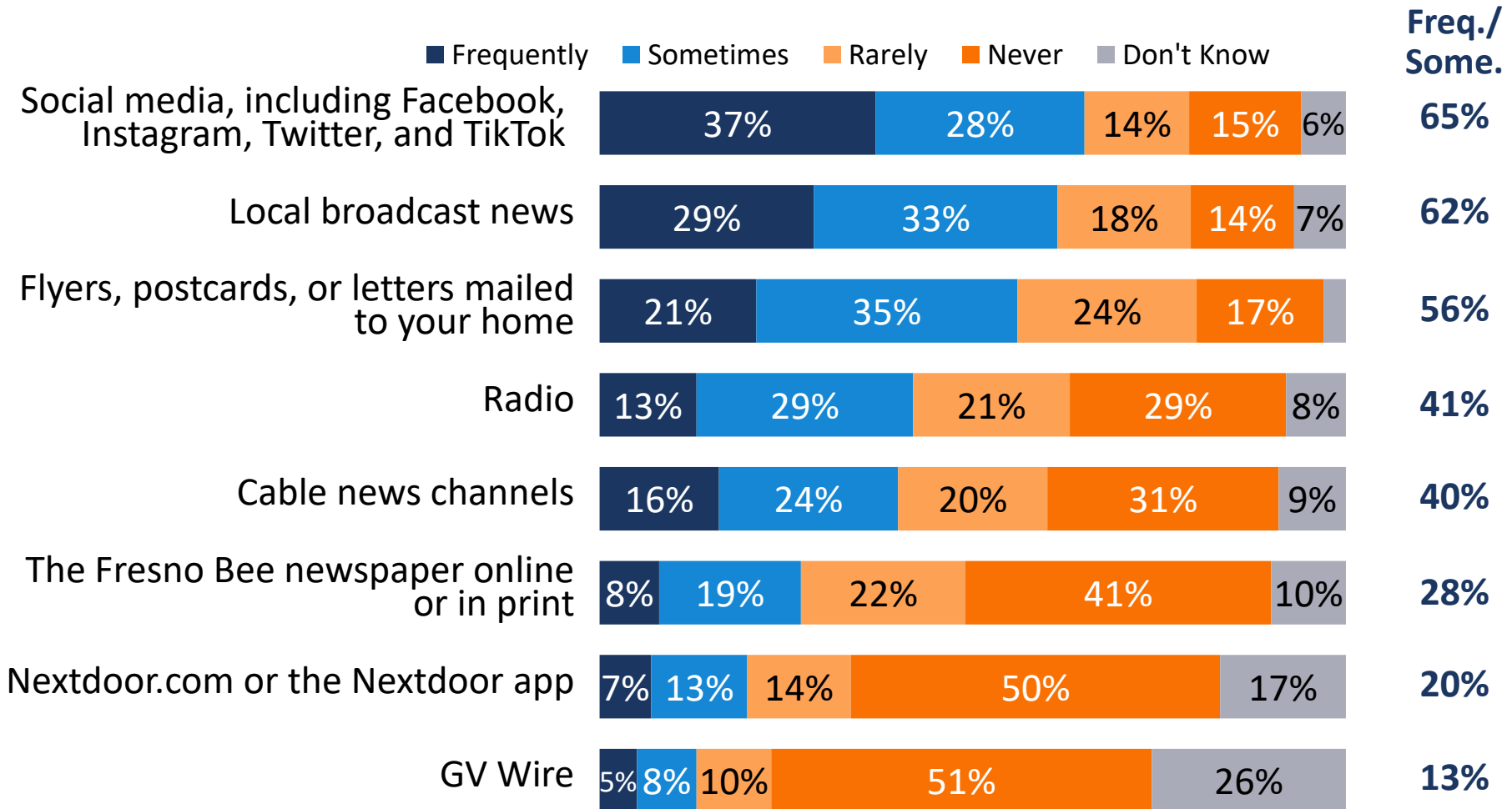
| Spanish Only





Sources of Information

Social media and local broadcast news are the most frequently used sources of community information.

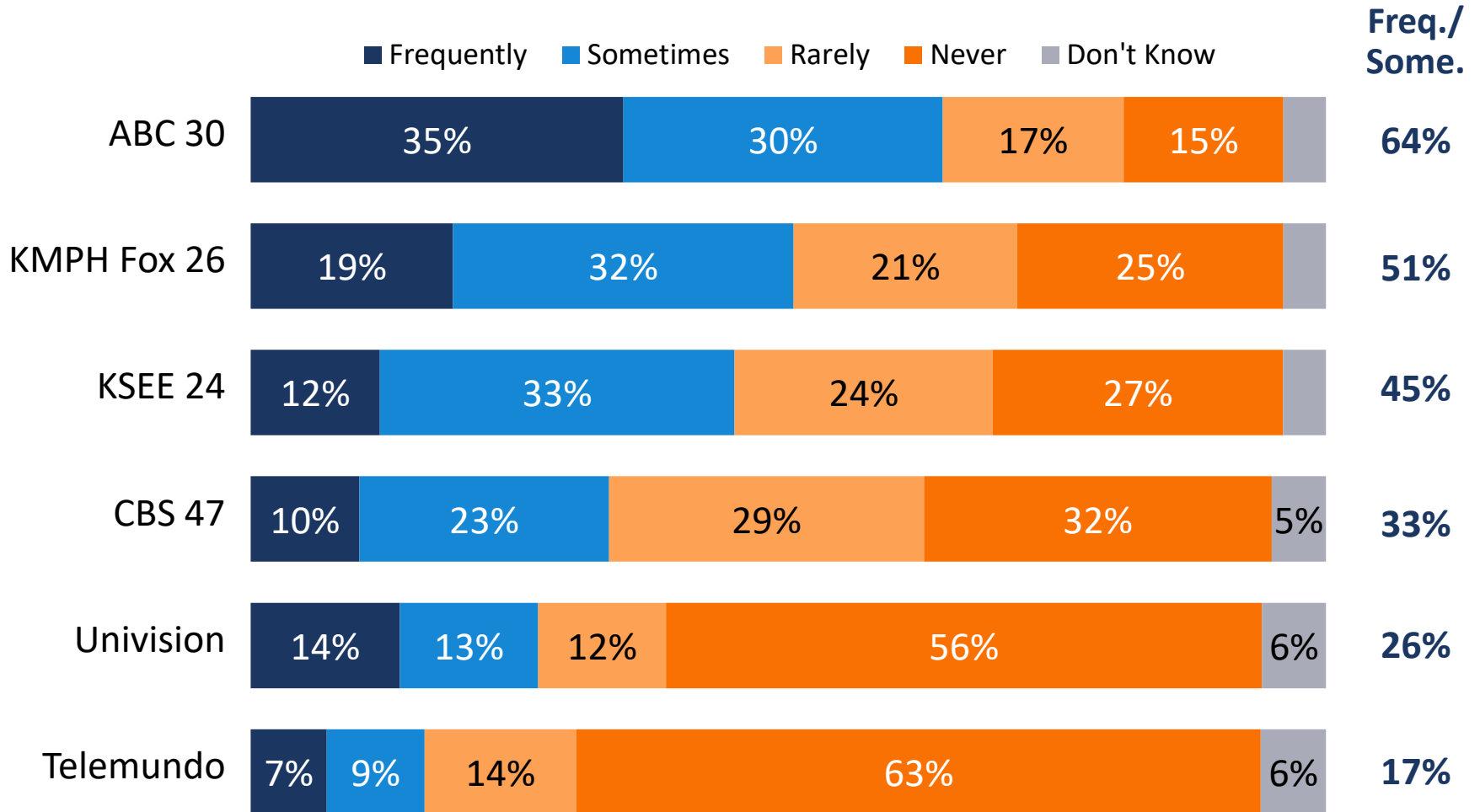


Social media, local broadcast news, and mailers are the most common source of information across racial/ethnic groups.

(Total Frequently/Sometimes)

Local Television Station	All Resp.	Parent Race/Ethnicity			
		Whites	Latinos	African Amer.	Asians/Pac. Isl.
Social media, including Facebook, Instagram, Twitter, and TikTok	65%	68%	62%	83%	80%
Local broadcast news	62%	57%	64%	59%	70%
Flyers, postcards, or letters mailed to your home	56%	46%	57%	56%	79%
Radio	41%	39%	44%	29%	46%
Cable news channels	40%	31%	44%	25%	39%
The Fresno Bee newspaper online or in print	28%	34%	27%	6%	42%
Nextdoor.com or the Nextdoor app	20%	27%	19%	17%	23%
GV Wire	13%	17%	13%	6%	17%

ABC 30 is the TV station more frequently watched by parents, followed by KMPH Fox 26.

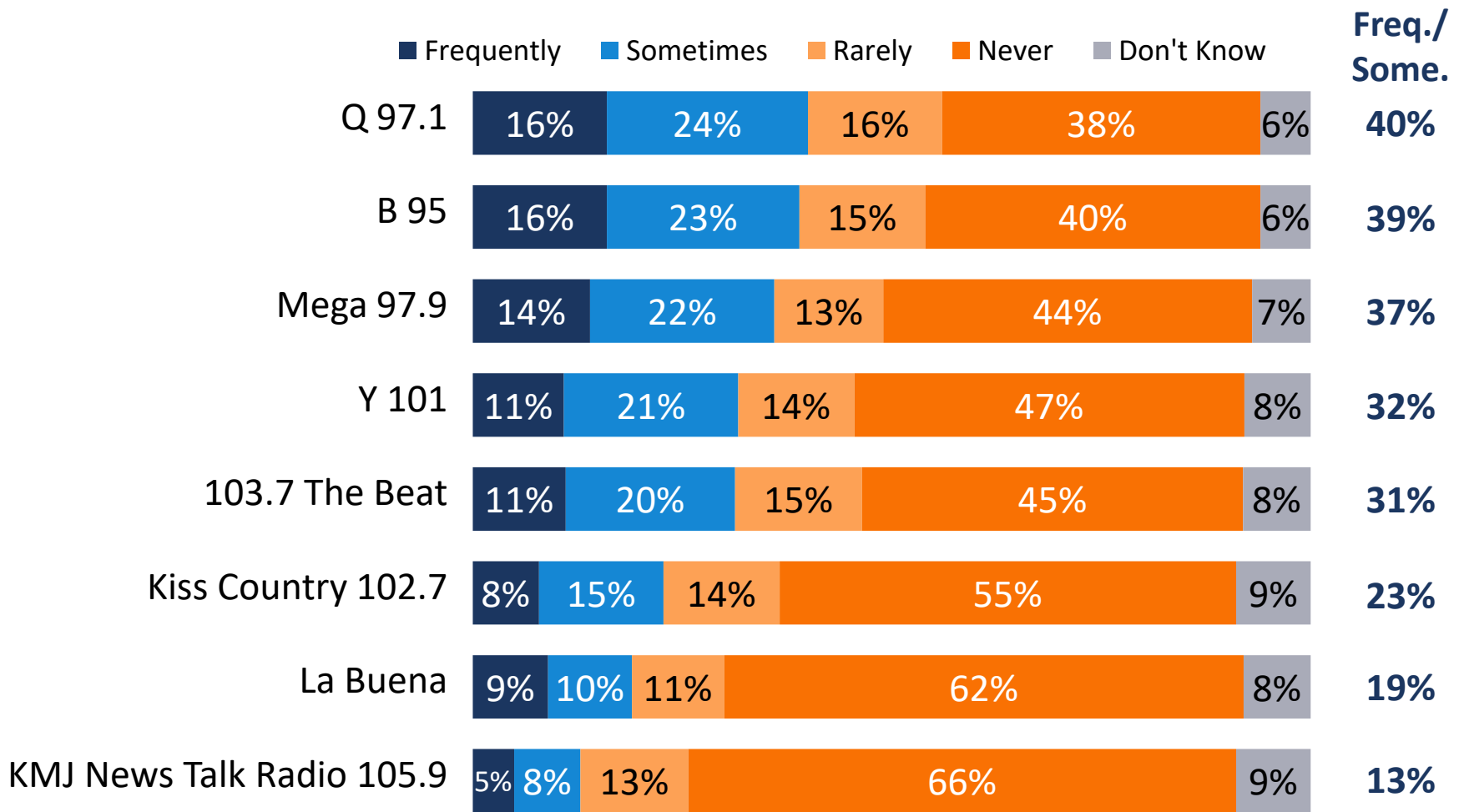


Parents of English learners and those who only speak Spanish at home tune in to Univision and Telemundo in very high numbers, but that is not as true for other Latino parents.

(Total Frequently/Sometimes)

Local Television Station	All Resp.	Parent Race/Ethnicity				English Learner	Language Spoken at Home
		Whites	Latinos	African Americans	Asians/Pacific Islanders		Spanish Only
ABC 30	64%	63%	63%	69%	76%	56%	53%
KMPH Fox 26	51%	43%	49%	71%	65%	43%	36%
KSEE 24	45%	46%	43%	55%	52%	44%	36%
CBS 47	33%	29%	32%	37%	46%	34%	31%
Univision	26%	3%	37%	0%	14%	64%	64%
Telemundo	17%	1%	23%	2%	14%	46%	43%

No more than 4 in 10 are listening to radio at least "sometimes." Those who listen tune in to Q97.1, B95, and Mega 97.9 most often.



White parents tend to listen to radio stations less frequently, with the exception of Y101; La Buena is more common than other stations for parents of English learners or who only speak Spanish at home.

(Total Frequently/Sometimes)

Local Television Station	All Resp.	Parent Race/Ethnicity				English Learner	Language Spoken at Home
		Whites	Latinos	African Americans	Asians/Pacific Islanders		Spanish Only
Q 97.1	40%	27%	41%	38%	49%	42%	34%
B 95	39%	25%	38%	40%	49%	37%	27%
Mega 97.9	37%	19%	40%	54%	25%	28%	24%
Y 101	32%	32%	29%	11%	58%	29%	22%
103.7 The Beat	31%	27%	33%	33%	30%	28%	19%
Kiss Country 102.7	23%	24%	21%	7%	41%	26%	17%
La Buena	19%	1%	28%	0%	6%	43%	47%
KMJ News Talk Radio 105.9	13%	15%	12%	10%	19%	14%	11%

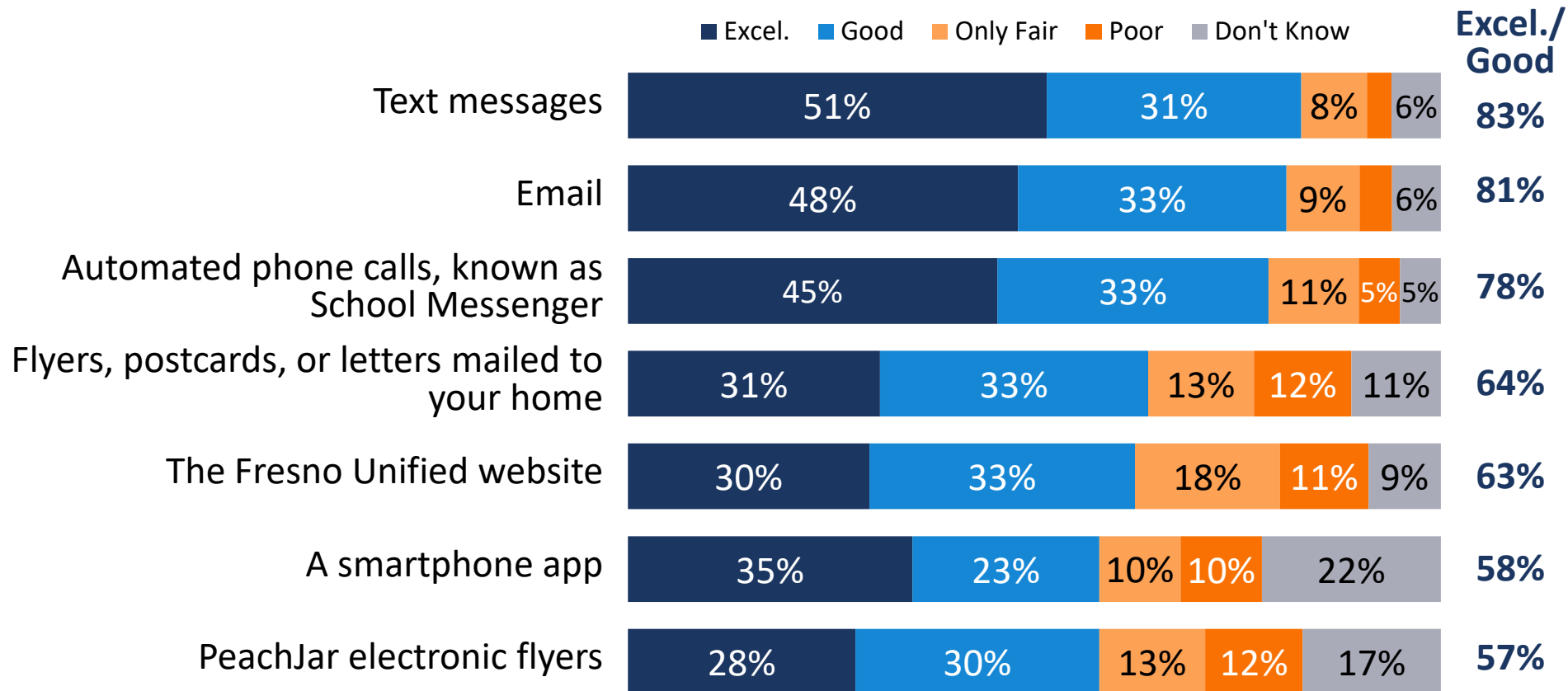
Parents of economically disadvantaged students are more likely to listen to radio.

(Total Frequently/Sometimes)

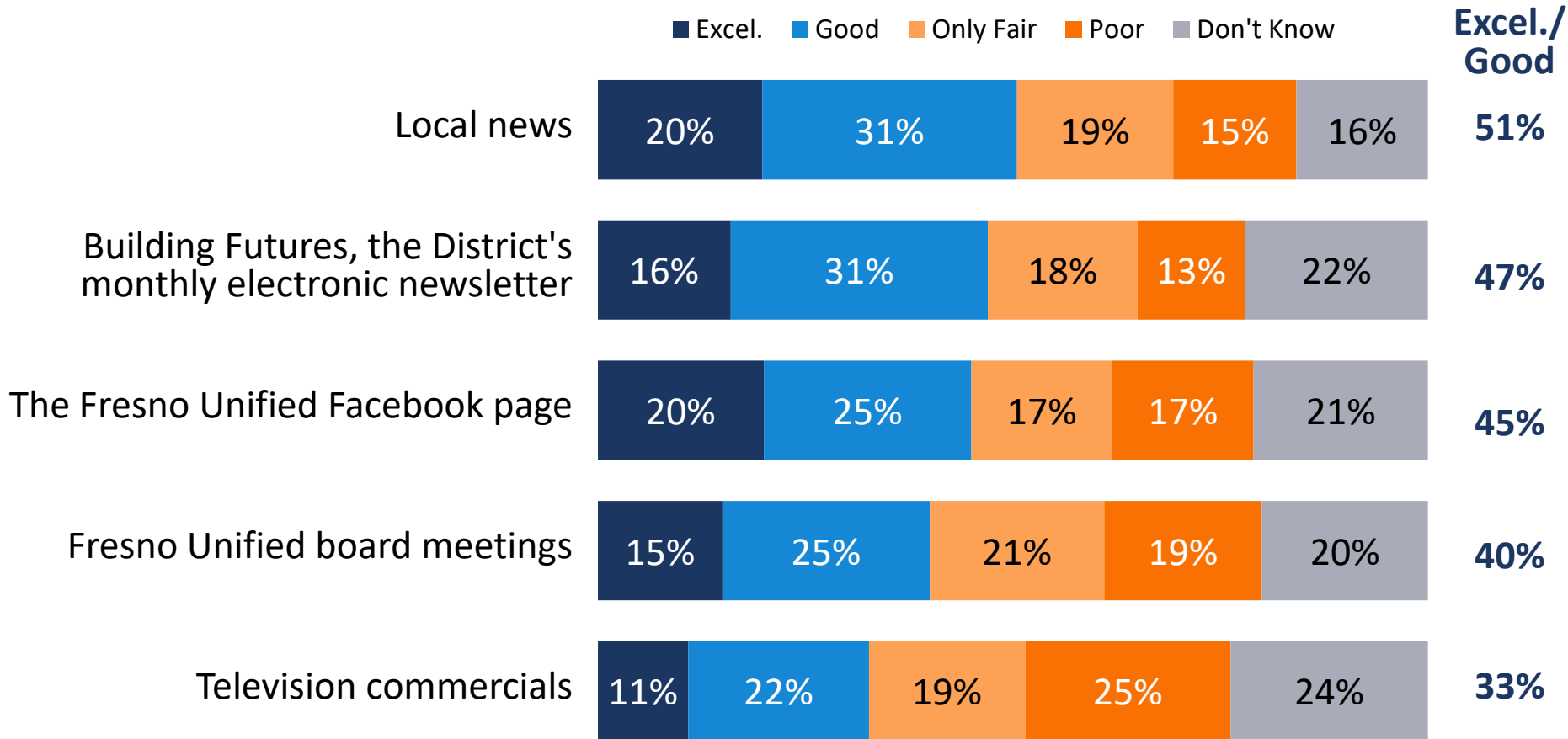
Local Television Station	All Resp.	Economically Disadvantaged	
		Yes	No
Q 97.1	40%	47%	22%
B 95	39%	45%	23%
Mega 97.9	37%	41%	26%
Y 101	32%	32%	31%
103.7 The Beat	31%	35%	22%
Kiss Country 102.7	23%	25%	20%
La Buena	19%	23%	9%
KMJ News Talk Radio 105.9	13%	12%	14%

Text messages, email, and automated calls, top the list of ways for Fresno USD to communicate—and with nearly every subgroup.

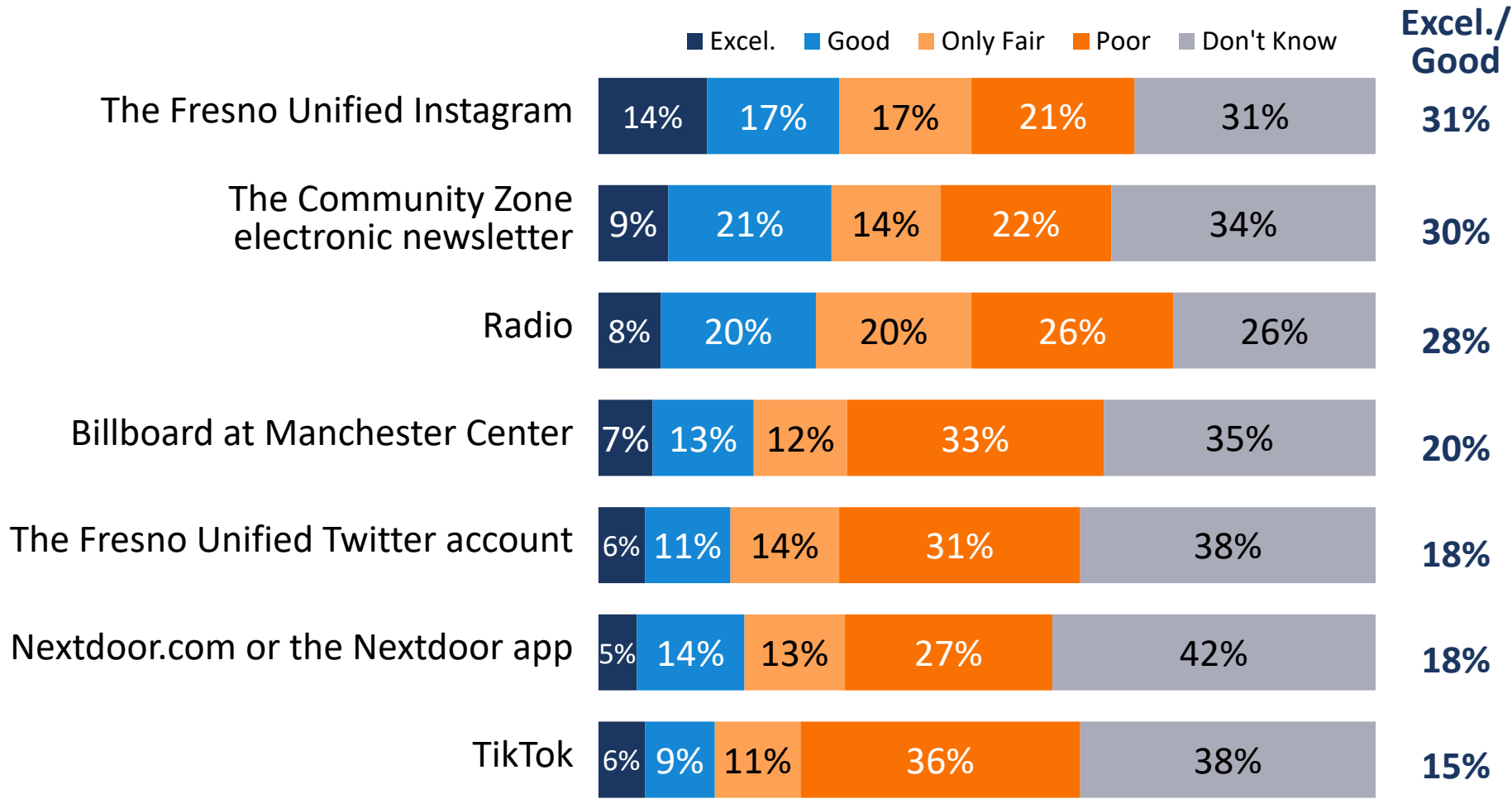
Please tell me if (each) would be an excellent, good, only fair, or poor way for the District to provide information to you.



Second tier preferences for providing information include the District's e-newsletter, Facebook page, and board meetings.



Other forms of social media are less preferred.

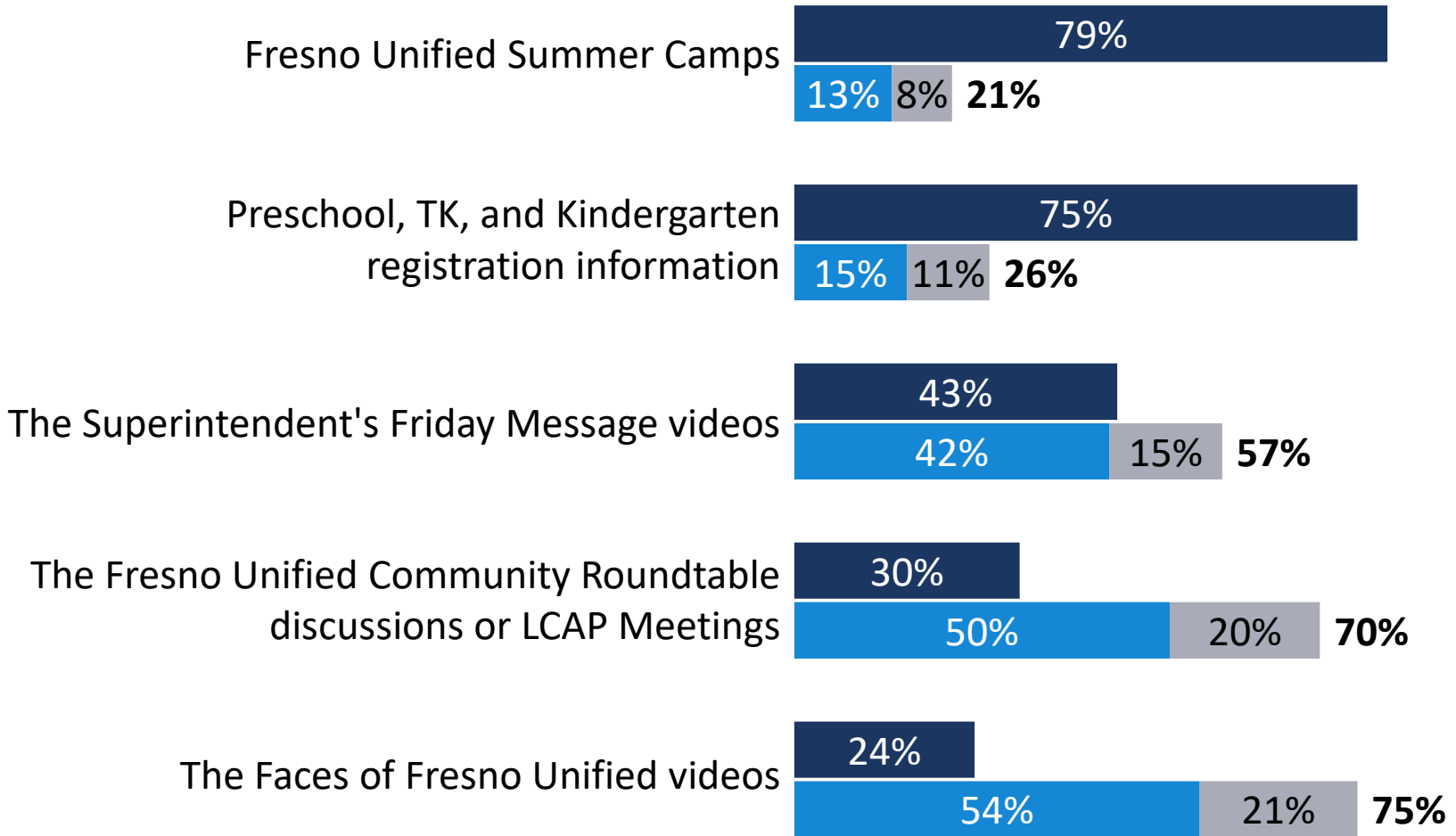




Familiarity with District Communication Sources

There is fairly high awareness of the District's summer camps and early education/Kinder registration info, but more modest awareness of the Friday Messages, Community Roundtable discussions, and Faces of Fresno videos.

■ Yes ■ No ■ Don't Know



Those who believe they receive too little communication are less likely to have heard of each item.

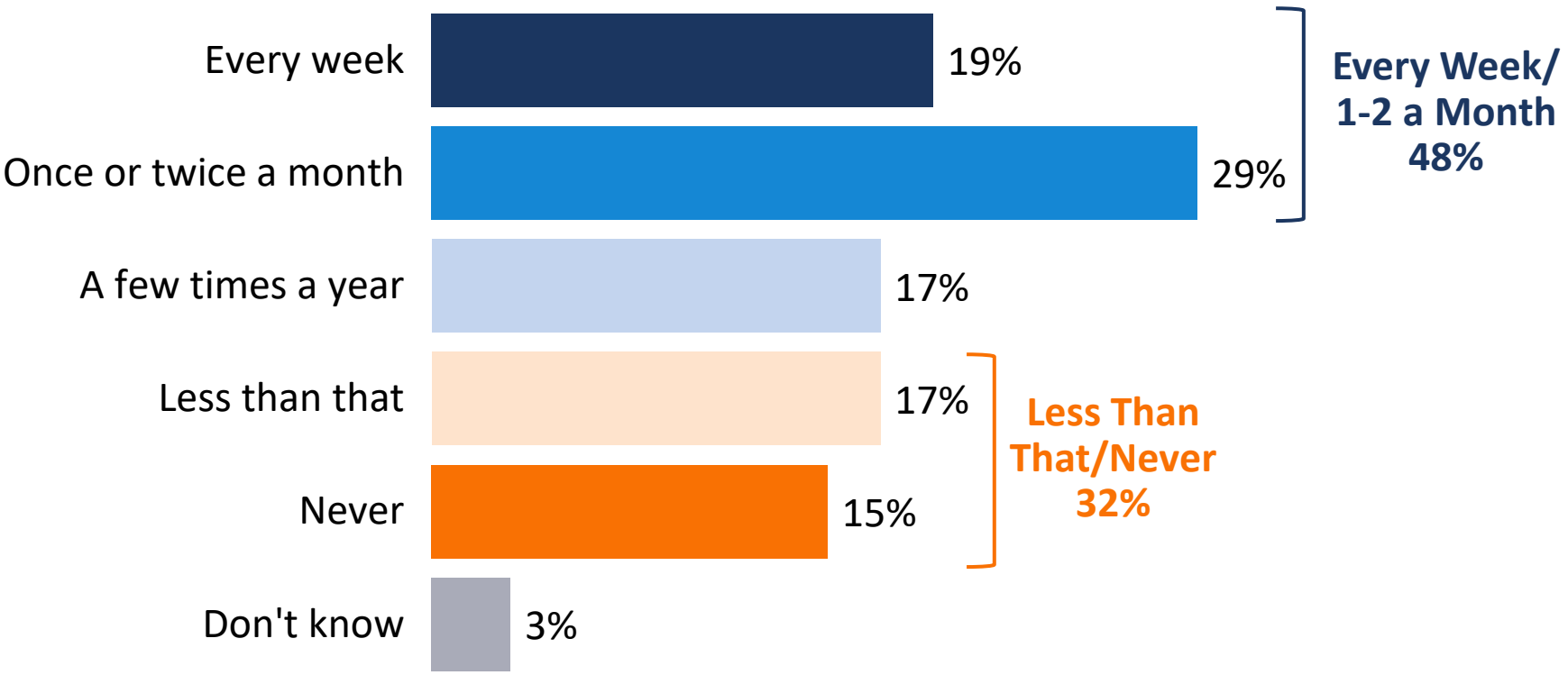
(Yes)

	All Resp.	Amount of Information from Fresno USD		
		Too Little	Too Much	About Right
Fresno Unified Summer Camps	79%	75%	79%	82%
Preschool, TK, and Kindergarten registration information	75%	67%	75%	78%
The Superintendent's Friday Message videos	43%	36%	48%	46%
The Fresno Unified Community Roundtable discussions or LCAP Meetings	30%	22%	34%	33%
The Faces of Fresno Unified videos	24%	17%	36%	26%

About half of those familiar with the Superintendent's Friday Message Videos watch them often.

How often do you watch the Superintendent's Friday Message videos? Would you say you watch them every week, once or twice a month, a few times a year, less than that, or never?

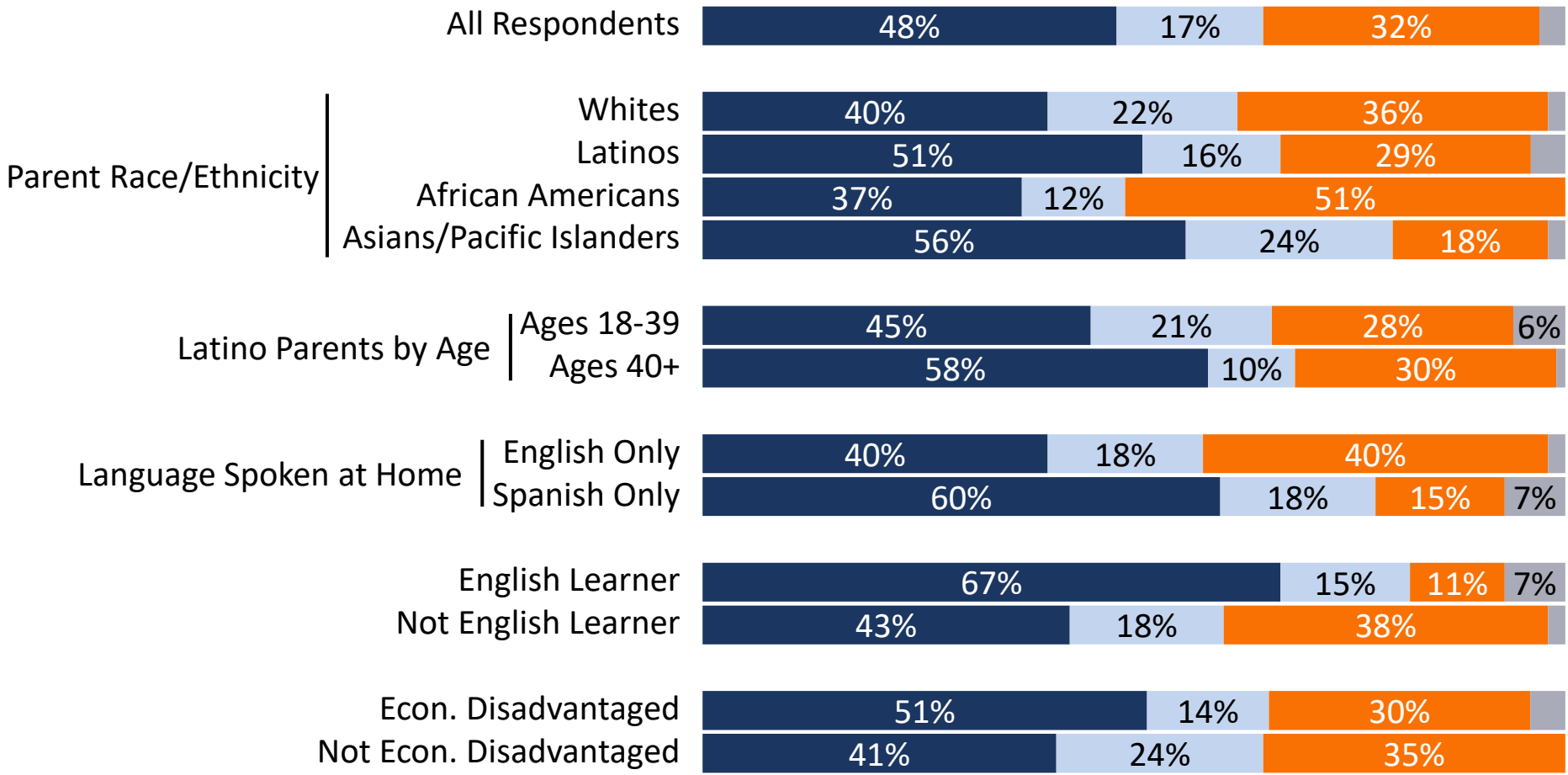
(Asked Only Among Those Who Have Heard of the Superintendent's Friday Message Videos, n=318)



For the respondents who are familiar with the Friday Message videos, those speaking Spanish only at home and English Learners are more likely to watch them once a month or more.

(Asked Only Among Those Who Have Heard of the Superintendent's Friday Message Videos, n=318)

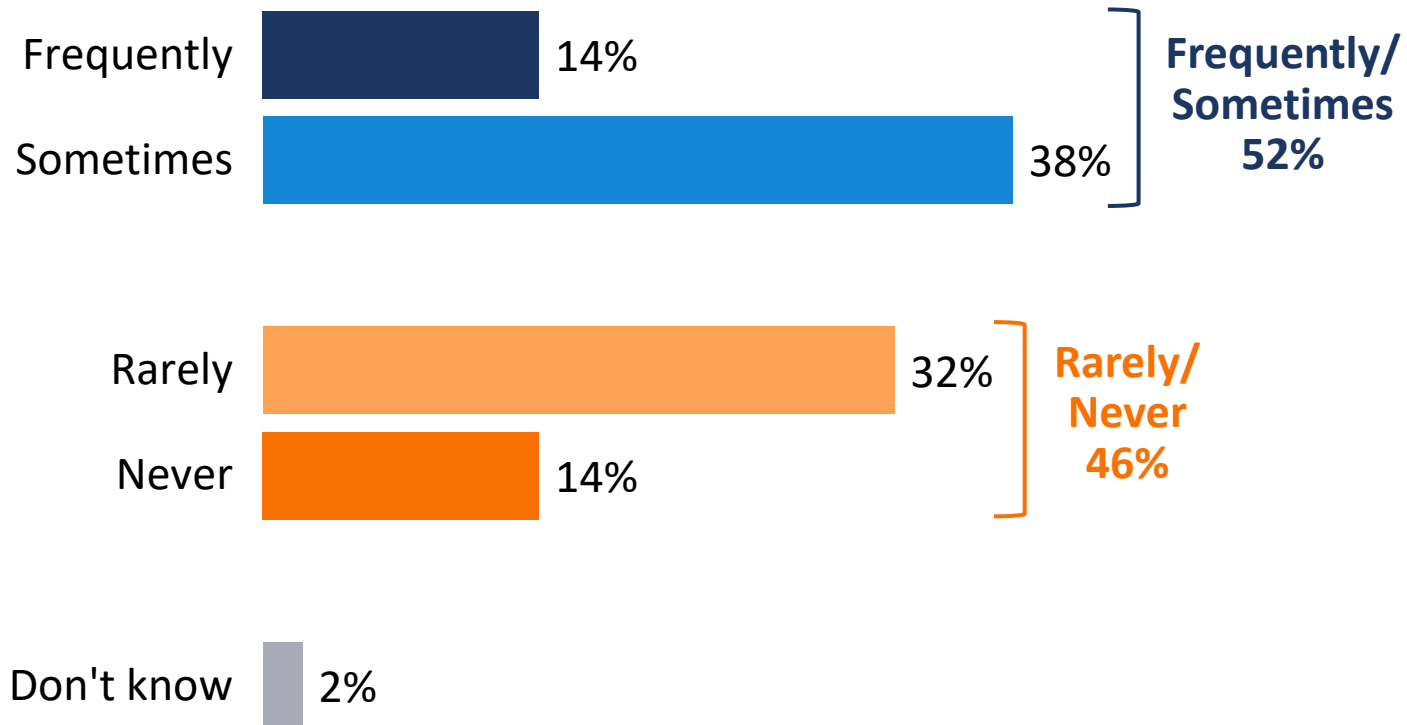
■ Every Week/1-2 a Month ■ A Few Times a Year ■ Less Than That/Never ■ Don't Know



Similarly, half of those familiar with the Faces of Fresno Unified Videos watch at least “sometimes.”

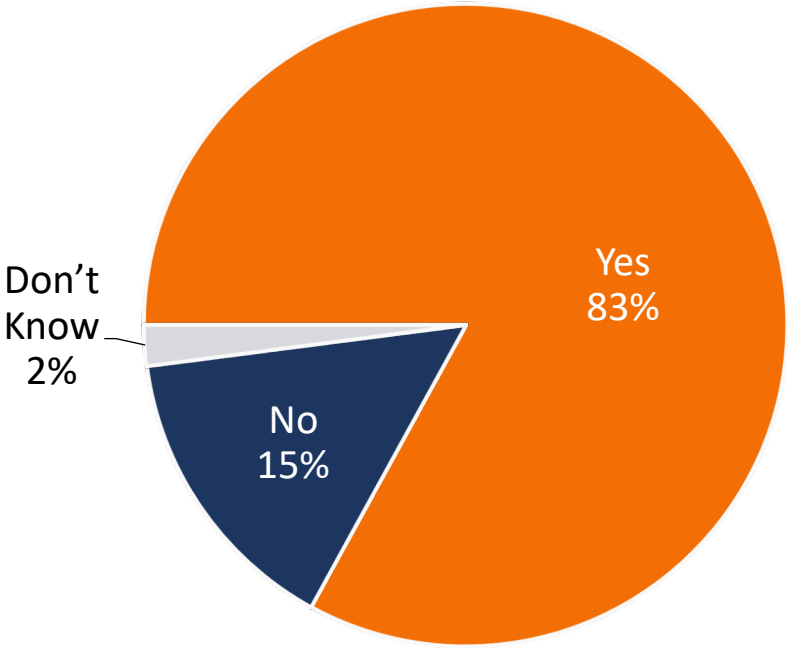
*How often do you watch the Faces of Fresno Unified videos?
Would you say you watch them frequently, sometimes, rarely, or never?*

(Asked Only Among Those Who Have Heard of the Faces of Fresno Unified Videos, n=178)



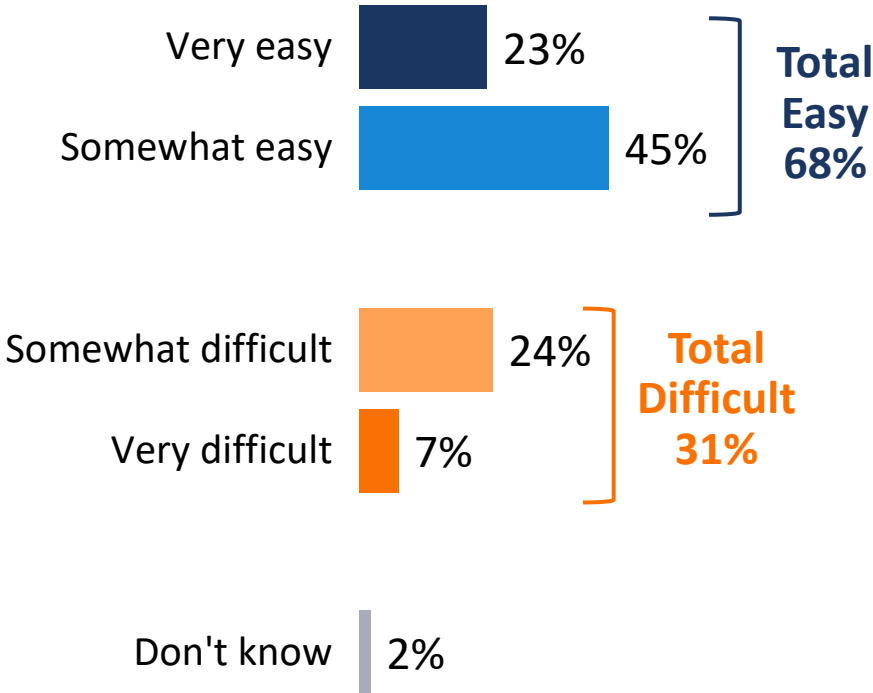
More than 8 in 10 respondents have been to the District website, and more than two-thirds of those find it at least somewhat easy to use, but less than a quarter call it “very easy.”

In the last few years, have you visited the Fresno Unified School District website?

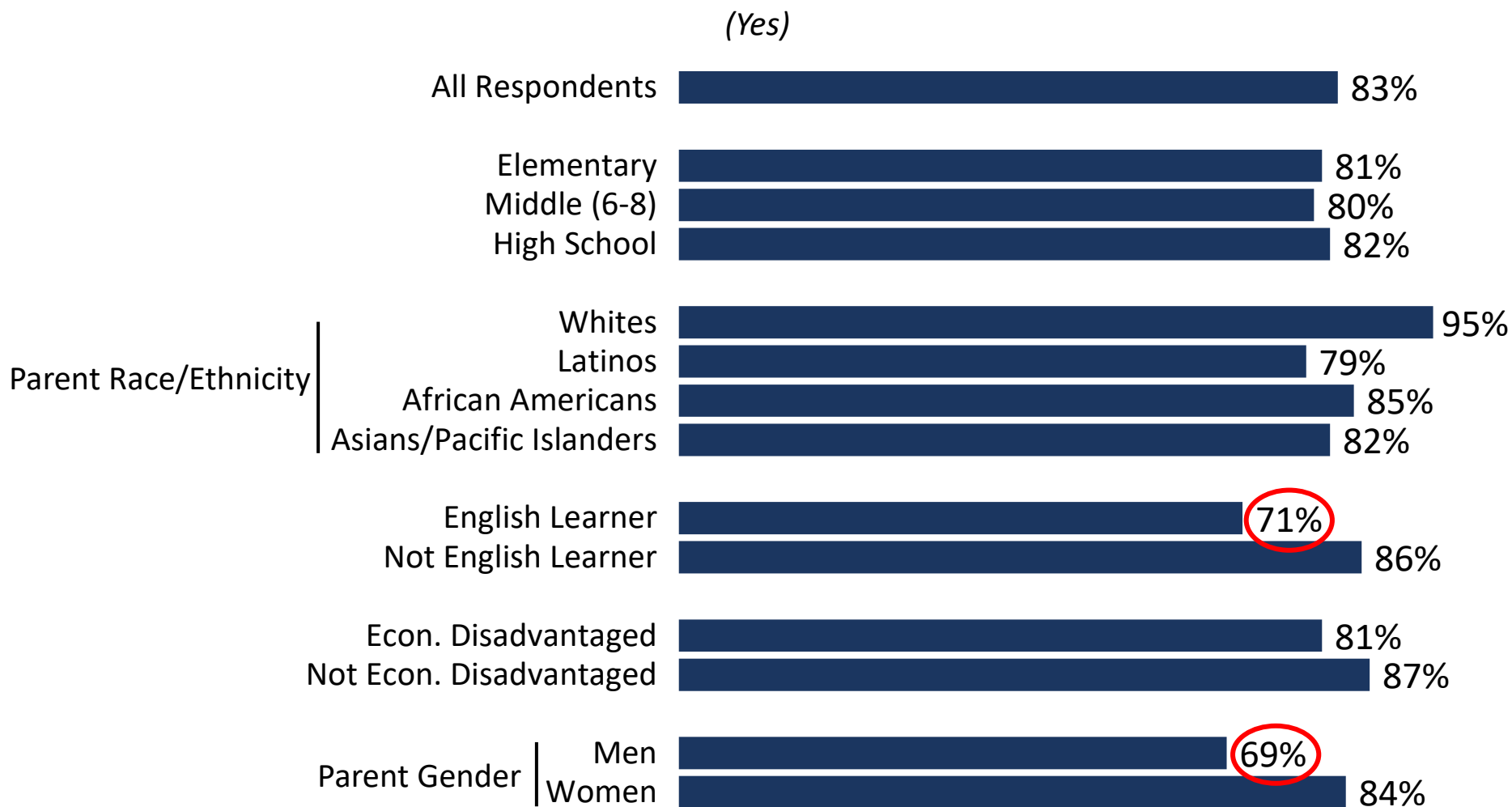


Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult to find the information you were looking for on the District’s website?

(Asked Only Among Those Who Have Visited the District Website in The Last Few Years, n=605)

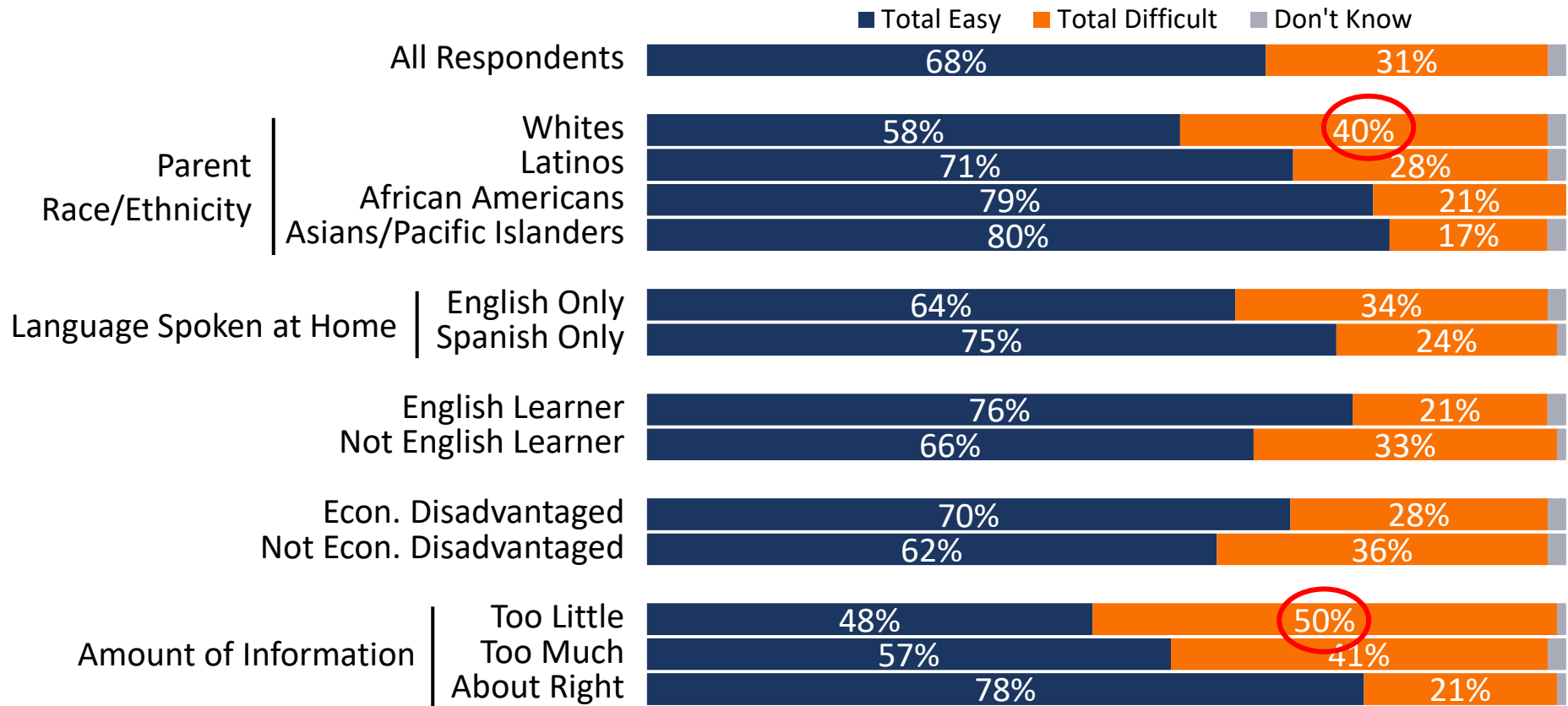


High proportions of all subgroups have visited the FUSD website, but there are gaps by gender and language.



Latinos, English Learners, and those who are Economically Disadvantaged are slightly more likely to say it was easy to find the information they wanted on the website.

(Asked Only Among Those Who Have Visited the District Website in The Last Few Years, n=605)

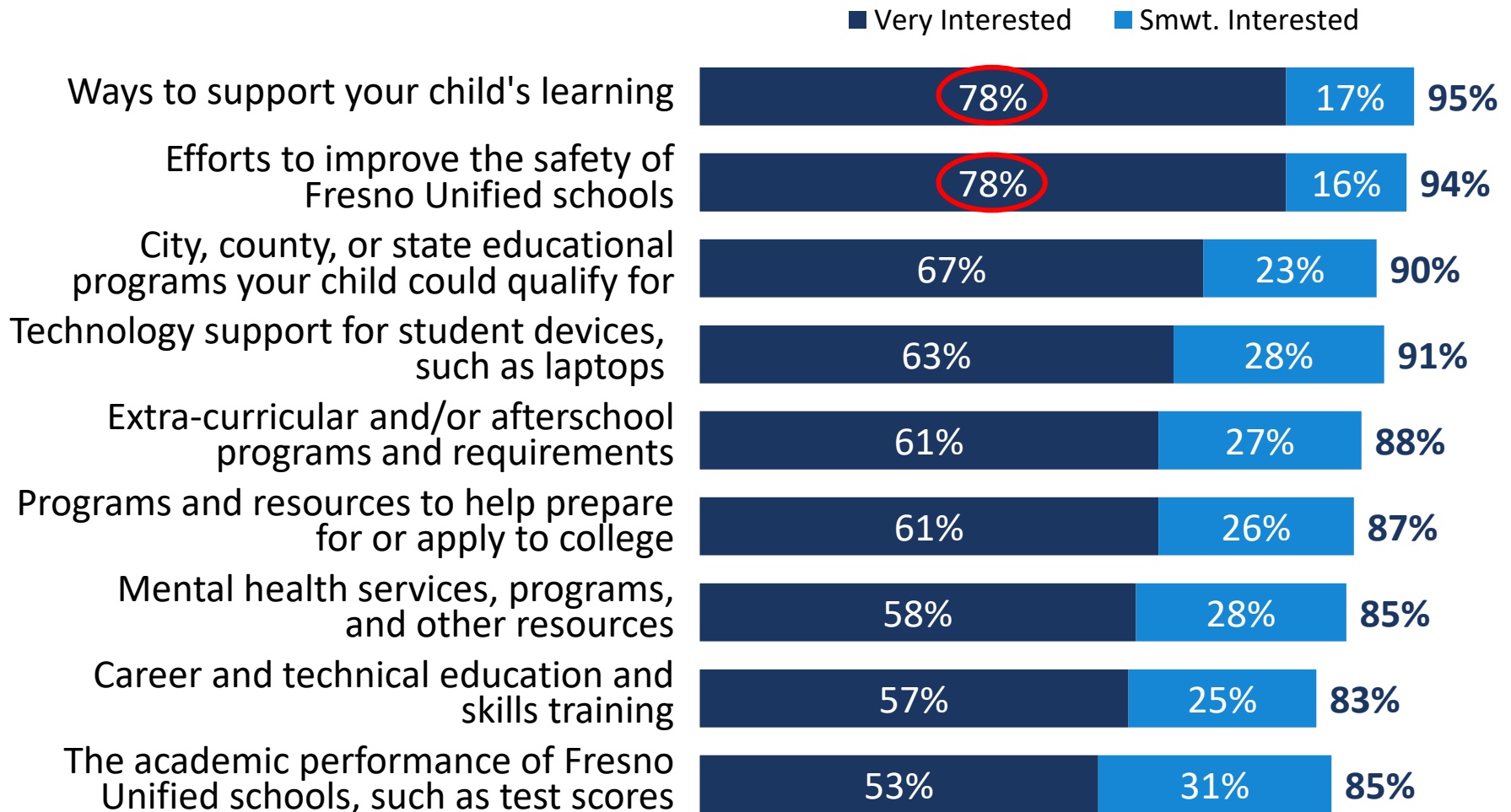


Q14. Would you say it was very easy, somewhat easy, somewhat difficult, or very difficult to find the information you were looking for on the District's website?

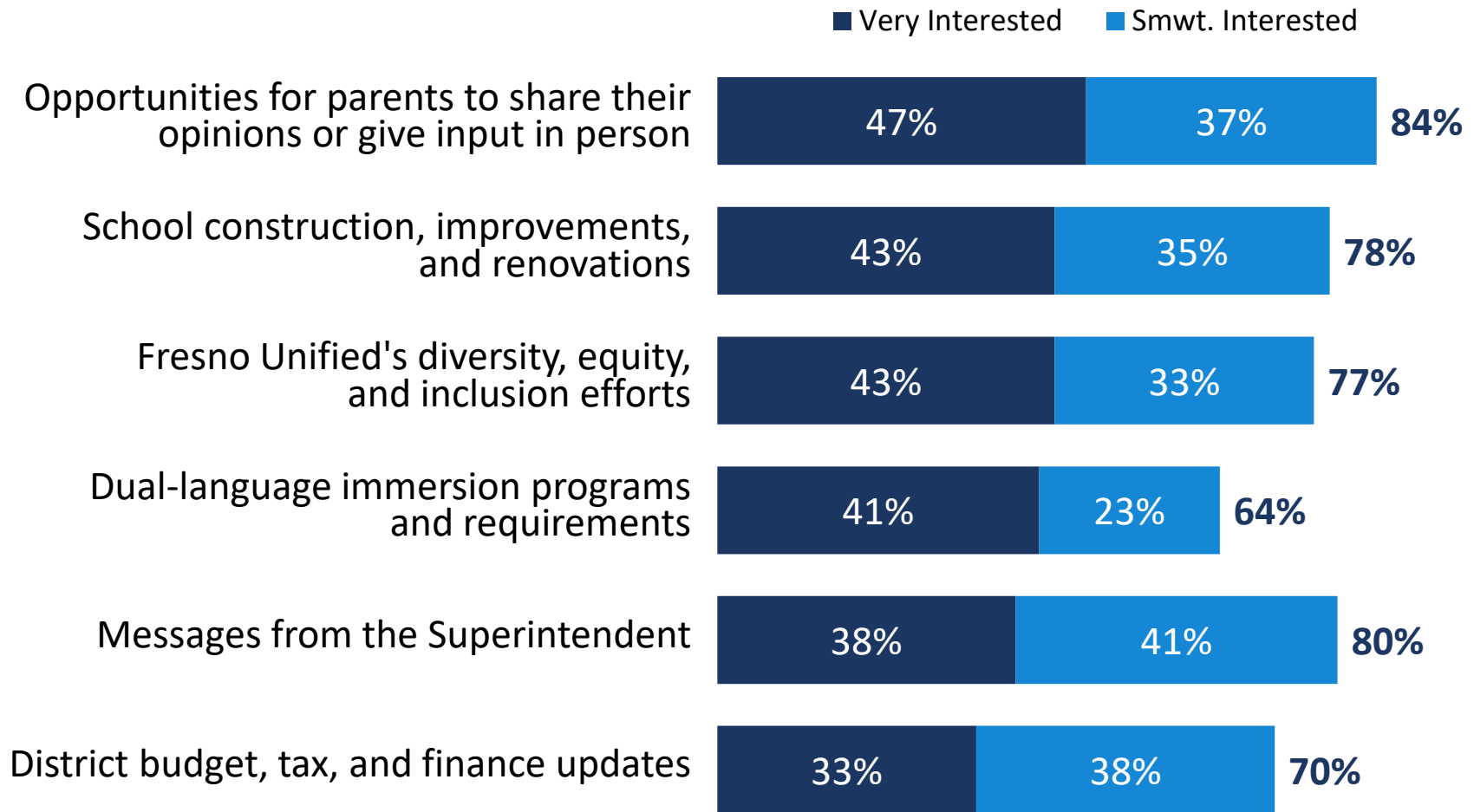


Information of Interest

Large proportions of respondents are interested in nearly all topics tested; supporting child learning and safety efforts top the list.



Less than half of parents are “very interested” in second-tier topics such as opportunities to give input in person, school construction, and diversity/equity/inclusion efforts.



Subgroup findings regarding topics of interest

- While there is some variation in the proportion saying they are “very interested” in each topic, the subgroups analyzed generally rank them the same.
- Latino parents are more likely to be very interested in nearly every topic—although, again, the topics are similarly ranked by white and Latino parents.
- English Learners are “very interested” in dual-language programs in higher numbers than other respondents (64% to 35%) and generally more interested in each program. However, they respond less to technology support.
- Across demographic factors, *Efforts to improve the safety of Fresno Unified schools; Ways to support your child’s learning; City, County, State education programs your child could qualify for; and Technology support for student devices, such as laptops* are generally the top four items tested based on the “very interested” proportion, reflecting their general and wide-ranging impact compared to some other items.



Conclusions

Conclusions

- Fresno Unified is generally well-regarded by parents and guardians—and especially so among those who only speak Spanish at home and parents of English learners.
- Eight in 10 parents/guardians are satisfied with Fresno Unified communications, including similar proportions of all subgroups analyzed.
- Most believe the amount of communication they receive is “about right.” Just 2 in 10 say they receive “too little” communication.
- Three-fourths or more respondents find communication understandable, trustworthy, timely, accurate, and open and transparent—again including high proportions of all subgroups.
- While over half believe they have sufficient opportunities to give their input and feel it is valued, about 3 in 10 do not feel this way, with the remainder uncertain. Notably, those who speak Spanish only at home and parents of English Learners are more positive than the other respondents in this regard.

Conclusions; Continued

- Local news and social media are where respondents turn most for information about their community.
- While nearly 2 in 3 tune in to ABC 30 “frequently” or “sometimes,” about half watch KMPH Fox 25 or KSEE 24. Univision and Telemundo are popular among Spanish-speaking households.
- Respondents tune into radio less often, but the highest numbers listen to Q 97.1, B 95, and Mega 97.9 at least “sometimes.” Nearly half of those who speak Spanish at home listen to La Buena.
- Automated calls, emails, texts, and other e-communications are the best ways to communicate with most Fresno Unified parents—with approximately 8 in 10 saying these are “excellent” or “good” ways to reach them. However, between 57% and 64% also give this response regarding flyers, postcards, or letters mailed to their homes; the Fresno Unified website; smartphone apps; and PeachJar.

Conclusions; Continued

- There is modest familiarity with the Superintendent’s Friday Messages and even less so about the Roundtable discussions and Faces of Fresno Unified Videos.
- Just over 8 in 10 have used the Fresno Unified website in the last few years, and most find it easy to use (68%). However, just 1 in 4 find it “very” easy to use, with the remainder saying it is only “somewhat” easy. Three in 10 said it is difficult to use. White respondents are among the most likely to say it is difficult to use (40%).
- Respondents are most interested in information to support their child’s learning and about efforts to improve the safety of schools. Overall, a wide range of communications topics is of interest to many parents, however the intensity of that interest varies significantly.

**For more information,
contact:**



John Fairbank

John@FM3research.com

Adam Sonenshein

Adam@FM3research.com

Sharon Pinkerton

Sharonmpinkerton@gmail.com



OPINION
RESEARCH
& STRATEGY

TO Nikki Henry
Fresno Unified School District

FROM John Fairbank, Sharon Pinkerton, Adam Sonenshein
FM3 Research

RE: Follow-up Analysis

DATE August 10, 2022

Below please find responses to your questions from our call the other week. Please let us know if you would like any additional analysis.

1) What kind of communication is preferred by those who are dissatisfied with communication, do not feel they get enough information, Latino parents/guardians, and English-learners.

Almost without exception, the top sources of communication with all subgroups analyzed (based on the proportion calling each an “excellent” or “good” way to provide information to them) are *text messages; email; and automated phone calls, known as School Messenger*. These sources are generally followed by *flyers, postcards, and letters mailed to your home; the Fresno Unified website; and a smartphone app*.

- This is the case with Latino respondents. The top three items are text messages (83% excellent/good), email (79%), and automated phone calls (79%). This is followed by flyers, postcards, and letters (66%); the Fresno Unified website (65%), and a smartphone app (57%), with PeachJar, local news, and Building Futures not far behind (52% to 54%).
- The results are generally the same with English Learners, with 81 to 85 percent giving this response for text messages, email, and automated phone calls and 77 percent for flyers, postcards, and letters. Ranking just behind these sources are the Fresno Unified website (68%) and a smartphone app (65%). English Learners are also among the most likely to say *Fresno Unified board meetings* is an excellent or good way for the District to provide information to them (60% compared to 34% of other respondents).
- The top four information sources among the small proportion of respondents who are dissatisfied with the District’s communication (17% of respondents) are text messages (64% excellent/good); email (61%); automated phone calls (56%); and flyers, postcards, and letters (52%). The next most mentioned source is a smartphone app, with a lower 39% calling this an excellent or good way to provide information.
- Similarly, those who feel they receive too little communication from the District (22% of respondents), respond most favorably to text messages (74% excellent/good), automated phone calls (71%), and email (70%), followed by flyers, postcards, and letters (61%). Half (50%) consider a smartphone app and PeachJar to be excellent or good ways to reach them as well.

2) **Break out demographics by survey mode:**


Looking at the proportion of those who took the survey online or by phone in comparison to their overall proportion of the sample, the table below shows there is no difference by age and only a slight difference by gender. The biggest difference is by race/ethnicity: eighty-nine percent (89%) of those who took the survey on the phone are Latino, while two to three percent of the phone interviews are made up of each Black, white, AAPI, other, and refused. Meanwhile, Latino respondents make up a lower 47 percent of the online interviews, while six percent of these interviews are among Black parents/guardians, 21 percent white, 12 percent AAPI, four percent other, and 11 percent refused to state their race/ethnicity. The proportion of online and phone interviews that were conducted in Spanish, however, matches the overall sample proportion.

Proportion of Phone and Online Interviews by Subgroups

	Total	Phone	Online
1 or 2 children	76	71	80
3+ children	24	29	20
18-39	48	48	48
40+	52	52	52
Parent/guardian white	13	3	21
Parent/guardian Latino	65	89	47
Parent/guardian Black	4	2	6
Parent/guardian AAPI	8	3	12
Other	3	2	4
Refused	7	2	11
Latino 18 to 39	40	45	36
Latino 40+	36	50	24
Spanish only at home	30	37	24
English only at home	72	65	77
LOI Spanish	86	88	84
LOI English	10	10	11
Men	11	14	9
Women	84	83	84
Econ. disadvantaged - yes	72	79	67
Econ. disadvantaged - no	28	21	33
Bullard	18	13	23
Edison	11	14	9
Fresno	12	15	11
Hoover	13	12	14
McLane	13	13	14
Roosevelt	13	15	11
Sunnyside	12	13	11
Non-boundaried	16	12	18
Other	7	11	5

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 21, 2022
Phone Number: 250-1322

NH (Oct 20, 2022 13:51 PDT)

Regarding: District Advisory Committee Changes

The purpose of this communication is to provide the Board with information regarding the District Advisory Committee (DAC) name changing to the Parent Advisory Committee (PAC). This change is being required by the Fresno County Superintendent of Schools to align with state and federal legislation requiring each district to have a PAC.

In addition, on June 30, 2022, Assembly Bill 181 was approved by the Governor. This bill revises requirements regarding the composition of PAC; among other things, it requires the inclusion of parents or legal guardians of pupils with disabilities.

More so, Senate Bill 997 bill requires, beginning July 1, 2024, the governing board of a school district serving middle school or high school pupils and a county superintendent of schools to either include at least two pupils as full members of the PAC to serve for a renewable term of one full school year, or to establish a Student Advisory Committee as specified. Education Code Section 52063.

As a reminder, the PAC representatives advise district administration on developing the Local Control and Accountability Plan (LCAP) and the budgets that support the plan. There are five scheduled hybrid PAC meetings. Parent University will utilize the Microsoft Teams platform, Spanish and Hmong translations for families participating virtually and in-person at Parent University, 850 N. Blackstone Ave, Fresno, CA 93701. The first meeting will be available for the public to join as we review and discuss bylaws, minutes, and the new elections of officers on Thursday, October 20, 2022. Attached is the PAC flyer.

2022/23 PAC meeting dates:

- Thursday, October 20, 2022
- Thursday, November 17, 2022
- Thursday, January 26, 2023
- Thursday, March 23, 2023
- Thursday, May 25, 2023

If you have questions or need more information, please contact Maiyer Vang at 559-250-1322 or visit Parent University's website at <https://parentu.fresnounified.org/>.

Approved by Deputy Superintendent

Misty Her



Date: 10/21/2022



Family Goal

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

PLEASE JOIN US TO SHAPE BETTER FUTURES FOR OUR CHILDREN AND COMMUNITY

THURSDAYS

PAC MEETINGS

5:30PM - 7:30PM

- OCTOBER 20, 2022
- NOVEMBER 17, 2022
- JANUARY 26, 2023
- MARCH 23, 2023
- MAY 25, 2023

HYBRID MEETINGS

IN-PERSON

Parent University
850 N. Blackstone Ave,
Fresno, California 93701

VIRTUAL

<https://tinyurl.com/ykeau3jn>
Phone Conference #:
(559) 512-2623
Phone ID #: 855 788 493#

Food, Childcare, and Translation (HMONG AND SPANISH) will be provided



For More Information

Please scan the QR code or use the following link
<https://tinyurl.com/z5823hb5>
to access all PAC agendas and additional documents.

Parent University
(559) 457-3390




Parent.University@FresnoUnified.org



Achieving our Greatest Potential!

Fresno Unified School District
Board Communication

BC Number EA-1

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

Date: October 21, 2022
Phone Number: 457-3896

Regarding: 2022/23 Quarter 1 Performance

The purpose of this communication is to provide the Board a summary of academic, attendance, and behavior metrics for Quarter 1

The metrics included in this Board Communication are:

- 2022/23 Quarter 1 academic grades for grades 3 - 12.
 - Academic grades are shown as composite grades that provide an average of student grades within the same subject area (for example, for elementary students, the composite grade combines both writing and reading grades into one ELA grade).
- 2022/23 Quarter 1 chronic absenteeism rates for grades PS - 12.
 - Please note that this is a year-to-date measure up through Quarter 1, and represents the number of students who are currently chronically absent
 - Due to differences in how attendance is calculated and captured, Cambridge, DeWolf, and JE Young chronic absenteeism rates are not shown in our accompanying reports.
- 2022/23 Quarter 1 suspension rates for grades K-12.
 - Please note that this is a year-to-date measure up through Quarter 1, and represents the number of students who have at least one suspension
 - Students could have been suspended one or more times, however, the measurement in our infographic shows distinct students
- 2022/23 Quarter 1 expulsion rates for grades K-12.
 - Please note that this is a year-to-date measure up through Quarter 1, and represents the number of students who have at least one expulsion
 - Students could have been expelled one or more times, however, the measurement in our infographic shows distinct students

Included in this communication is an infographic with the academic and behavior indicator results in more detail. Additionally, district-level academic and behavior summaries that show results for regions and schools, grade level, and student group are included.

If you have further questions or require additional information, please contact Andrew Scherrer at (559) 457-3842.

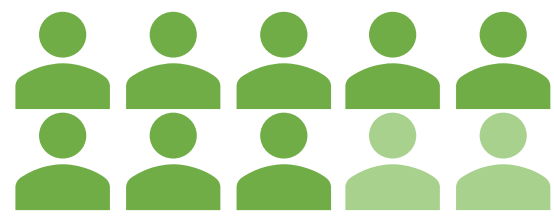
Approved by Deputy Superintendent

Misty Her 

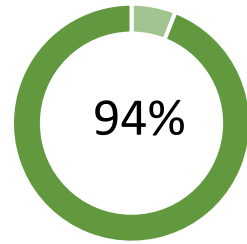
Date: 10/21/2022

2022-23 Quarter 1 Progress

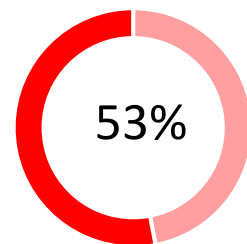
Q1 Academic Letter Grades* ELA



Est. **8** in **10** students earned a C- or better in ELA (76%)



Filipino students have the **highest** rate of students earning a C- grade or better in ELA



Homeless have the **lowest** rate of students earning a C- grade or better in ELA

81% 7th Grade has the **highest** rate of students with earning a C- grade or better in ELA

67% 9th Grade has the **lowest** rate of students with earning a C- grade or better in ELA



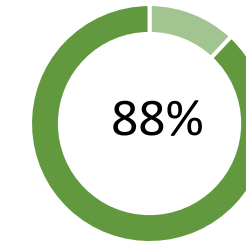
76%

District rate of students earning a C- grade or better in ELA

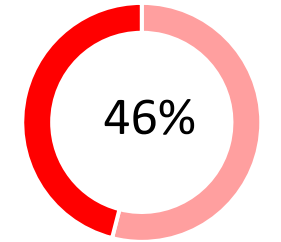
Q1 Academic Letter Grades* Math



Est. **7** in **10** students earned a C- or better in Math (69%)



Filipino students have the **highest** rate of students earning a C- grade or better in ELA



Homeless have the **lowest** rate of students earning a C- grade or better in ELA

81% 7th Grade has the **highest** rate of students with earning a C- grade or better in Math

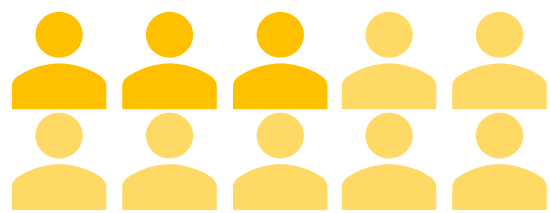
56% 10th Grade has the **lowest** rate of students with earning a C- grade or better in Math



69%

District rate of students earning a C- grade or better in Math

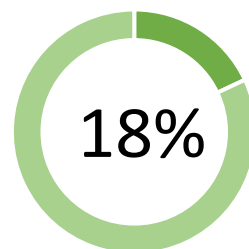
Q1 Chronic Absenteeism



3 in **10** students are chronically absent (34%)

28%

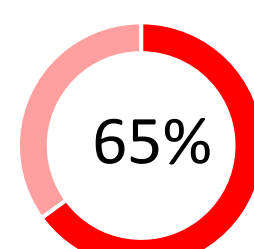
11th Grade has the **lowest** chronic absenteeism rate



Filipino students have the **lowest** rate of chronic absenteeism

50%

TK has the **highest** chronic absenteeism rate



Homeless students have the **highest** rate of chronic absenteeism

Top 10 Attendance Codes

1. Medical (33%)
2. No clearance (20%)
3. Absent (13%)
4. Parent Request (Penalty) (11%)
5. Health Care-Paraprofessional (7%)
6. Sick (Isolation) (6%)
7. Emotional (3%)
8. Class Cut (2%)
9. Suspension (2%)
10. Personal Justifiable Absence (1%)



3 out of **8** regions are **above** the district rate of **34%** chronically absent

Q1 Suspension



2.0%

District Suspension Rate

0.5%

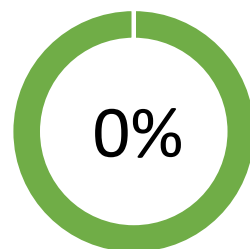
Kindergarten has the **lowest** suspension rate

4%

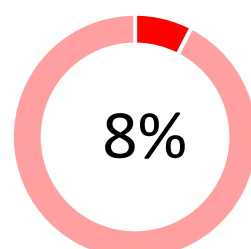
8th and 9th Grade has the **highest** suspension rate

Top 5 reasons for Student Suspensions

1. Caused, Attempted, or Threatened Physical Injury (57%)
2. Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant (18%)
3. Obscene Acts, Habitual Profanity, and Vulgarity (9%)
4. Used Force or Violence (8%)
5. Possession, Sale, Furnishing a Firearm, Knife, Explosives or Dangerous Object (3%)



Filipino and Unknown students have the **lowest** rate of suspensions



Foster Youth have the **highest** rate of suspensions

Q1 Expulsion

0.0%

District wide expulsion rate



Students expelled



6 out of **8** regions had at least one expulsion this quarter

*Letter grades represent composite grades which are the average of all the student's letter grades from Gradebook Q1 within each subject area.

Percent of Students who were Suspended, Expelled, or Chronically Absent: 2022-23 By Region and School

Region and School	Suspensions								Expulsions								Chronic Absenteeism								
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Dewolf High	0.0%	0							0.0%	0								21.1%	253						
Duncan Polytech High	1.2%	14							0.0%	0								35.8%	258						
eLearn Academy	0.0%	0							0.0%	0								28.4%	183						
eLearn Secondary School	0.0%	0							0.0%	0								70.0%	14						
Fulton School	--	--							0.0%	0															
JE Young Academic High	--	--							0.0%	0															
Patino Entrepreneurship High	--	--							0.0%	0								30.2%	73						
Phoenix Elementary	--	--							0.0%	0								--	--						
Phoenix Secondary	29.8%	17							0.0%	0															
Rata School	0.0%	0							0.0%	0								--	--						

Percent of Students who were Suspended, Expelled, or Chronically Absent: 2022-23 By Student Group

Student Group	Suspensions								Expulsions								Chronically Absent							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
District	2.0%	1349							0.0%	19							33.5%	22740						
English Learner	1.1%	151							--	--							29.3%	4031						
Foster Youth	7.7%	46							--	--							28.0%	158						
Homeless	4.9%	19							--	--							65.4%	242						
Socioeconomically Disadvantaged	2.0%	1163							0.0%	16							34.7%	19879						
Student w/ Disability	3.3%	285							--	--							40.9%	3455						
African American/Black	5.3%	271							--	--							37.3%	1872						
Asian	0.5%	34							--	--							22.4%	1552						
Filipino	0.0%	0							0.0%	0							17.6%	27						
Hispanic	1.8%	881							0.0%	12							34.8%	16465						
Native American/Alaskan	2.5%	11							0.0%	0							37.4%	164						
Pacific Islander	--	--							0.0%	0							36.9%	114						
Two or More Races	2.2%	53							0.0%	0							34.6%	847						
White	1.8%	94							0.0%	0							32.1%	1691						
Unknown	0.0%	0							0.0%	0							--	--						

Percent of Students who were Suspended, Expelled, or Chronically Absent: 2022-23 By Grade Level

Grade Level	Suspensions								Expulsions								Chronically Absent							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
District	2.0%	1349							0.0%	19							33.5%	22740						
TK	--	--							0.0%	0							50.0%	763						
Kindergarten	0.5%	25							0.0%	0							45.1%	2250						
1st Grade	0.7%	35							0.0%	0							39.7%	2086						
2nd Grade	0.8%	43							0.0%	0							36.1%	1914						
3rd Grade	0.7%	38							0.0%	0							33.7%	1840						
4th Grade	1.2%	65							0.0%	0							33.8%	1866						
5th Grade	1.2%	66							0.0%	0							29.2%	1592						
6th Grade	2.1%	119							--	--							29.7%	1673						
7th Grade	3.1%	172							--	--							29.1%	1604						
8th Grade	4.4%	222							--	--							31.6%	1606						
9th Grade	4.4%	231							--	--							32.0%	1668						
10th Grade	3.4%	162							--	--							32.8%	1548						
11th Grade	2.2%	108							--	--							27.8%	1227						
12th Grade	1.3%	57							0.0%	0							28.6%	1103						

Percent of Students who have a Composite Grade of C- or Better: 2022-23 By Region and School

Region and School	ELA								Math							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
District	75.9%	37225							69.2%	34407						
Bullard Region	82.9%	4839							71.4%	4280						
Bullard High	75.6%	1716							60.3%	1390						
Figarden Elementary	88.2%	261							79.1%	234						
Gibson Elementary	93.5%	173							83.7%	154						
Kratt Elementary	85.5%	254							75.4%	224						
Lawless Elementary	73.0%	235							68.6%	221						
Malloch Elementary	85.2%	190							70.9%	158						
Powers-Ginsburg Elementary	94.6%	229							83.9%	203						
Slater Elementary	80.7%	309							66.3%	254						
Starr Elementary	96.4%	190							90.9%	179						
Tatarian Elementary	95.2%	216							89.0%	202						
Tenaya Middle	90.1%	726							73.7%	595						
Wawona Middle	87.6%	340							91.2%	466						
Edison Region	77.0%	4761							67.4%	4286						
Addams Elementary	78.9%	336							63.1%	269						
Columbia Elementary	47.2%	146							32.7%	101						
Computech Middle	86.2%	687							81.1%	647						
Edison High	81.5%	1849							62.5%	1517						
Gaston Middle	49.2%	395							63.3%	508						
King Elementary	76.5%	251							64.9%	213						
Kirk Elementary	71.2%	116							62.6%	114						
Lincoln Elementary	80.9%	224							72.6%	201						
Manchester Gate Elementary	94.5%	580							90.1%	553						
Sunset Elementary	90.3%	177							83.2%	163						
Fresno Region	70.3%	4192							63.2%	3779						
Cooper Middle	80.1%	432							79.0%	426						
Del Mar Elementary	70.8%	196							58.3%	161						
Fort Miller Middle	81.2%	502							77.7%	480						
Fremont Elementary	62.9%	139							56.6%	125						
Fresno High	62.3%	1215							56.7%	1118						
Hamilton K-8	68.1%	388							63.0%	360						
Heaton Elementary	89.3%	241							84.1%	228						
Homan Elementary	65.9%	199							51.5%	155						
Muir Elementary	83.9%	183							76.1%	166						
Roeding Elementary	70.4%	224							59.4%	189						
Williams Elementary	63.7%	221							61.7%	214						
Wilson Elementary	76.6%	252							48.0%	157						
Hoover Region	73.6%	4448							68.5%	4170						
Ahwahnee Middle	76.2%	463							68.2%	414						
Centennial Elementary	79.9%	286							75.7%	271						

Composite grades reflect the average of all student's letter grades within each subject area. Enrollment counts include the unique number of students receiving letter grades in Q1 in each subject area. Students in grades 3-12 receive Q1 letter grades. Schools with a sample size of less than 11 are not reported out in alignment with CDE guidelines.

Percent of Students who have a Composite Grade of C- or Better: 2022-23 By Region and School

Region and School	ELA								Math							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Eaton Elementary	80.1%	193							76.4%	185						
Holland Elementary	81.2%	186							70.7%	162						
Hoover High	66.1%	1216							61.8%	1183						
McCardle Elementary	76.5%	202							68.6%	181						
Pyle Elementary	78.0%	319							69.3%	264						
Robinson Elementary	82.1%	179							79.4%	173						
Thomas Elementary	81.4%	276							72.9%	247						
Tioga Middle	59.1%	396							63.0%	422						
Viking Elementary	83.8%	326							82.3%	320						
Vinland Elementary	86.6%	240							76.5%	212						
Wolters Elementary	83.0%	166							68.0%	136						
McLane Region	72.0%	4829							69.0%	4696						
Birney Elementary	57.0%	223							43.5%	170						
Ericson Elementary	79.4%	327							75.0%	309						
Ewing Elementary	82.4%	360							73.7%	322						
Hidalgo Elementary	59.5%	181							45.7%	139						
Leavenworth Elementary	84.6%	362							78.9%	318						
Mayfair Elementary	72.8%	244							63.8%	213						
McLane High	58.8%	1025							67.1%	1266						
Norseman Elementary	67.3%	233							59.0%	204						
Rowell Elementary	70.0%	224							56.3%	180						
Scandinavian Middle	83.6%	621							85.8%	638						
Turner Elementary	64.8%	206							52.2%	153						
Wishon Elementary	70.5%	189							65.3%	175						
Yosemite Middle	95.5%	634							91.3%	609						
Roosevelt Region	72.5%	4753							68.9%	4588						
Anthony Elementary	72.6%	183							71.0%	179						
Balderas Elementary	71.3%	241							61.0%	222						
Calwa Elementary	65.3%	207							65.7%	207						
Jackson Elementary	71.9%	156							67.6%	146						
Jefferson Elementary	77.3%	191							70.0%	173						
Lane Elementary	76.6%	200							67.8%	177						
Lowell Elementary	77.2%	139							62.0%	111						
Roosevelt High	62.3%	1292							67.8%	1458						
Sequoia Middle	89.9%	763							82.6%	708						
Tehipite Middle	87.3%	414							75.8%	360						
Vang Pao Elementary	71.4%	284							60.1%	239						
Webster Elementary	69.4%	125							58.7%	105						
Winchell Elementary	63.9%	241							57.8%	218						
Yokomi Elementary	81.5%	317							73.1%	285						
Sunnyside Region	77.8%	5577							70.2%	5097						

Composite grades reflect the average of all student's letter grades within each subject area. Enrollment counts include the unique number of students receiving letter grades in Q1 in each subject area. Students in grades 3-12 receive Q1 letter grades. Schools with a sample size of less than 11 are not reported out in alignment with CDE guidelines.

Percent of Students who have a Composite Grade of C- or Better: 2022-23 By Region and School

Region and School	ELA								Math								
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2		
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Ayer Elementary	81.9%	235							76.0%	218							
Aynesworth Elementary	73.2%	218							66.1%	197							
Bakman Elementary	84.6%	346							72.1%	295							
Burroughs Elementary	78.0%	302							70.9%	275							
Easterby Elementary	87.4%	326							81.2%	303							
Greenberg Elementary	76.6%	229							71.6%	214							
Herrera Elementary	81.1%	240							76.7%	204							
Kings Canyon Middle	84.8%	780							85.5%	785							
Olmos Elementary	76.3%	225							57.6%	170							
Storey Elementary	84.1%	259							75.6%	232							
Sunnyside High	70.8%	1896							62.5%	1744							
Terronez Middle	83.9%	521							72.4%	460							
Specialty Region	83.2%	3826							76.4%	3511							
Baird Middle	88.6%	522							91.7%	542							
Bullard Talent K-8	92.1%	492							87.3%	466							
Cambridge High	100.0%	392							92.0%	312							
Design Science High	96.9%	123							94.8%	146							
Dewolf High	100.0%	125							100.0%	138							
Duncan Polytech High	75.1%	848							60.9%	717							
eLearn Academy	78.0%	369							68.9%	325							
eLearn Secondary School	66.0%	419							59.7%	376							
Fulton School	100.0%	15							92.3%	12							
JE Young Academic High	98.9%	263							99.2%	247							
Patino Entrepreneurship High	83.0%	200							76.0%	174							
Phoenix Elementary	80.0%	12							73.3%	11							
Phoenix Secondary	83.6%	46							83.3%	45							

Composite grades reflect the average of all student's letter grades within each subject area. Enrollment counts include the unique number of students receiving letter grades in Q1 in each subject area. Students in grades 3-12 receive Q1 letter grades. Schools with a sample size of less than 11 are not reported out in alignment with CDE guidelines.

Data as of October 12th, 2022

Percent of Students who have a Composite Grade of C- or Better: 2022-23 By Student Group

Student Group	ELA								Math							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
District	75.9%	37225							69.2%	34407						
English Learner	69.4%	6575							61.5%	5825						
Foster Youth	65.6%	282							59.8%	254						
Homeless	53.2%	149							45.5%	125						
Socioeconomically Disadvantaged	74.2%	30899							67.6%	28536						
Student w/ Disability	67.1%	4015							63.3%	3768						
African American/Black	71.5%	2651							60.1%	2248						
Asian	84.1%	4016							80.1%	3933						
Filipino	93.5%	116							88.0%	110						
Hispanic	74.4%	25701							67.5%	23665						
Native American/Alaskan	71.2%	213							61.1%	184						
Pacific Islander	80.8%	147							71.2%	131						
Two or More Races	78.9%	1259							73.3%	1172						
White	81.7%	3122							76.9%	2964						
Unknown																


Percent of Students who have a Composite Grade of C- or Better: 2022-23 By Grade Level

Grade Level	ELA								Math							
	Q1		Q2/S1		Q3		Q4/S2		Q1		Q2/S1		Q3		Q4/S2	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
District	75.9%	37225							69.2%	34407						
2nd Grade																
3rd Grade	75.9%	3948							69.2%	3610						
4th Grade	76.9%	4094							68.1%	3609						
5th Grade	80.0%	4219							71.4%	3726						
6th Grade	78.7%	4311							68.4%	3739						
7th Grade	81.0%	4348							80.5%	4367						
8th Grade	78.8%	3889							74.0%	3716						
9th Grade	66.6%	3411							66.8%	3421						
10th Grade	67.9%	3182							56.3%	2635						
11th Grade	73.1%	3143							63.4%	2867						
12th Grade	79.6%	2680							72.2%	2717						

Composite grades reflect the average of all student's letter grades within each subject area. Enrollment counts include the unique number of students receiving letter grades in Q1 in each subject area. Students in grades 3-12 receive Q1 letter grades. Schools with a sample size of less than 11 are not reported out in alignment with CDE guidelines.

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: Bryan Wells, Assistant Superintendent
and Heather Kuyper-McKeithen, Manager III,
Cabinet Approval: 

Date: October 21, 2022

Phone Number: 457-3805

Regarding: Arts Education Update

The purpose of this board communication is to provide the Board updates regarding the Arts Education Department (formerly known as VAPA).

Areas for celebration:

- We have resumed the third-grade visits to the Fresno Art Museum as part of the Any Given Child Initiative. The trips culminate in the student work being curated and displayed at a reception on December 11.
- All 6,000 fourth grade students will perform once again with the Fresno Philharmonic in Carnegie Hall's Link Up! Event dates are May 25-27, 2023.
- We are continuing the work of the Relevant Engagement in Art and Literacy (REAL) Collaborative with Professional Learning for our teachers and showcasing the student art at the five galleries in the M street Arts Complex during the monthly ArtHop events.
- We now have an Arts Education Department calendar on the website that includes performing art events happening throughout the district: <https://curr.fresnounified.org/vapa/#calendar>.
- To date, 49 elementary schools have registered to participate once again in the Focus 5 National Artist Residency program.
- In partnership with Fresno County Superintendent of Schools, we have trained 82 teachers from 55 schools as trainers of trainers to go back to their sites and train their colleagues in embedding art into the curriculum they are already doing.

Areas for focus:

- Still need to hire five more elementary music teachers to fill vacancies created by retirements.
- Working with the Arts Education Department Advisory Council to update the Theory of Action for 2022-2025.
- Working to expand offerings at all Middle Schools to include all music genres, theatre, and art. Currently all middle schools have band and orchestra, 14/17 have choir, 9/17 have art, and 6/17 have at least one drama class.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Bryan Wells, Assistant Superintendent at 457-3805.


Approved by Deputy Superintendent

Misty Her 

Date: 10/21/2022

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: Jeremy Ward, Assistant Superintendent
Cabinet Approval: 

Date: October 21, 2022

Phone Number: 248-7465

Regarding: 2022 Fresno Fair Agriculture Awards and Recognition

The purpose of this communication is to share the awards and recognition of our agriculture pathway students at Baird, Phoenix Secondary and Sunnyside High schools.

Baird Middle School: Career Technical Education Teacher, Gabby Her - 23 agriculture pathway students from Baird Middle School submitted 49 horticulture projects in 11 different categories. In the “Flowering or Broadleaf” categories, Baird students were awarded 19 1st place award ribbons and one 2nd place award. In the “Succulent or Cactus” categories, Baird students were awarded twenty-two 1st place award ribbons and seven 2nd place ribbons. This was Baird’s second year entering Ornamental Horticulture projects at the Fresno Fair.

Phoenix Secondary: Career Technical Education Teacher, Amber Donat

For the first time, Agriculture Pathway students at Phoenix Secondary entered sunflower head projects at the Fresno Fair. The agricultural pathway started at Phoenix Secondary in Fall 2021 and teaches horticulture, plant and soil science, floral design, and urban gardening.

Sunflower Head winners from Phoenix Secondary include:

Alexander Flores-Ambriz – 1st place

Gilbert Diamond - 2nd place

Carina Rose Silva - 3rd place

Wyatt Hoskins - Honorable Mention

Sunnyside High School: Career Technical Education Teachers, Bitor Bravo Peno and Phil Siechert - 22 students from the Agriscience and Technology Pathway submitted 89 plant projects into the fair. These plants were all cloned by students and have been under their care since the start of the school year. 67 of the plant projects were awarded a 1st place ribbon in their division; 16 projects were awarded 2nd place and 2 plant projects were awarded 3rd place ribbons. This is the second year our Sunnyside Agriscience Pathway students entered projects to the Fresno Fair.

Additionally, eleven Sunnyside Agricultural Mechanic course students worked collaboratively on a produce/plant stand for competition. The students were awarded a 1st place ribbon and “Best of Show” for their work.

All projects were displayed during Fresno Fair.

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


Approved by Deputy Superintendent

Misty Her 

Date: 10/21/2022

Fresno Unified School District
Board Communication

BC Number ID-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: October 21, 2022

Phone Number: 457-3554

Regarding: Curriculum related to Comprehensive Sexual Health and Science at the K-8 level

The purpose of this board communication is to provide the Board with information regarding comprehensive sexual health education and science curriculum questions at the kindergarten through eighth grade level.

In accordance with Board Policy 6142.8 and Education Code 51931, Comprehensive Sexual Health Education in Fresno Unified is taught in sixth grade utilizing the *Sex Can Wait* curriculum. Lessons in our board-approved curriculum include self-concept, male and female reproductive anatomy and physiology, changing body/changing minds, gender roles and puberty, personal values, values influence decisions, communication styles, and goal setting.

California Education Code and the California Healthy Youth Act (CHYA) require comprehensive sexual education to be taught once in middle school and once in high school. In Fresno Unified, these lessons are taught in seventh and ninth grade science classes, utilizing the *Positive Prevention Plus* curriculum.

Next Generation Science Standards, as outlined in the California Science Framework, address the topics of evolution and natural selection in grade eight. Standards that align with these topics state:

MS-LS4-2: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.

MS-LS4-3: Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.

Our district-adopted science curriculum, *California Inspire Science*, addresses these standards in unit one, modules two and three of the eighth-grade material. Students are asked to analyze, compare, and use evidence from presented examples of plants and animals, but are not asked to compare human evolution beyond anatomical similarities of specific structures. Lessons are titled: How Traits Change, The Theory of Evolution by Natural Selection, Artificial Selection, Fossil Evidence of Evolution, and Biological Evidence of Evolution.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Carlos Castillo, 457-3673.

Approved by Deputy Superintendent

Misty Her 

Date: 10/21/2022

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amanda Harvey, Nutrition Services Director
Cabinet Approval:

Date: October 21, 2022
Phone Number: 457-6278

Regarding: Nutrition Services Quality Improvement Plan

The purpose of this communication is to provide the Board information regarding the Nutrition Services Quality Improvement Plan. Included in the board approved Budget Revision No. 2 for Fiscal Year 2022/23 is the development of an Executive Chef Position. We are looking for a highly trained chef that will be able to elevate our menu to provide a positive student meal experience. This person will work closely with our Nutritionists, Buyers, school site Managers, Operators, and staff, cook chill, and bakery teams, to develop, test, and implement new K-12 compliant menu items. This person will bridge the gap between our students, parents, and community partners to understand the desires of our customers, in order to translate that information into a student tested and approved menu item.

On September 23, 2022 the board was informed that Nutrition Services joined the Eat REAL Certification program. Eat REAL is a California-based nonprofit organization that supports public school districts to increase access to nutritious, delicious, and sustainably sourced foods for the wellbeing of their students and communities. Adding the Eat REAL program to the continued efforts of the Good Food Purchasing Program will continue to support us in achieving our goals to improve the quality of our food, showcase our positive efforts with our students, families, and staff, and build support for our ongoing efforts to strive for the best possible options for our students.

Last school year, Nutrition Services transitioned to a board approved bid for the meal package overwrap. The overwrap for cold trays is 100% biodegradable and the overwrap for hot trays is made from 30% post-consumer product, which reduces the number of plastic water bottles. This school year, Nutrition Services piloted compostable trays at all school sites with great success. We are working to get the perfect shaped trays created and will be developing a bid to bring to the board for approval.

Many of our food contracts are up for renewal this school year which will allow for us to procure a higher standard of products such as, cleaner labels, humanely raised, climate friendly, and organic. During this process Nutrition Services will be reviewing all menu items and replacing items if a higher standard of product is available.

If you have questions or need further information, please contact Amanda Harvey at 457-6278.

Approved by Deputy Superintendent

Misty Her



Date: 10/21/2022