



## BOARD OF EDUCATION

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## SUPERINTENDENT

Robert G. Nelson, Ed.D.

## BOARD COMMUNICATIONS – FEBRUARY 03, 2022

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

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

S-1 Robert G. Nelson Superintendent Calendar Highlights

### **BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer**

BFS-1 Kim Kelstrom School Services Weekly Update Reports for  
January 26, 2023

BFS-2 Kim Kelstrom Credit Card Bill Pay Program Update

BFS-3 Kim Kelstrom Other Post-Employment Benefits

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

ID-1 Jeremy Ward Historically Black Colleges and Universities  
Campus Tour

ID-2 Carlos Castillo Amendment to the 2022/23 and 2023/24  
Academic Calendars to Recognize Juneteenth  
(June 19<sup>th</sup>) as a District Holiday

ID-3 Jeremy Ward School Counseling Week February 6-10, 2023

ID-4 Sandra Toscano English Learner Master Plan Updates/Revisions  
Timeline and Process

ID-5 Kristen Boroski the Fresno Unified School District Career  
Technical Education LEGO 4 All Program

### **OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer**

OS-1 Amanda Harvey District Wellness Committees

Fresno Unified School District  
Board Communication

**BC Number S-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Robert G. Nelson, Superintendent  
Cabinet Approval:

Date: February 03, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the Principal's Meeting
- Participated in the Urban District Coaching Call with Battelle for Kids
- Attended Interested Based Bargaining two-day training session
- Attended Excellence in Education
- Held press conference regarding the district receiving the Friend of Safe Kids Award from Valley Children's Hospital
- Attended the 9<sup>th</sup> Annual Black History Month Program
- Met with Fresno Teachers Association Leadership
- Attended Reading and Beyond Fundraiser
- Attended Fresno Compact Meeting
- Attended Californians for Civic Learning Meeting
- Met with Dr. Joel Harrell, U.S. Department of Education, and district staff to discuss a potential HBCU expansion
- Attended the Fresno County Academic Decathlon Finals Event

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/03/2023

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, Chief Executive  
Cabinet Approval:

Date: February 03, 2023

Phone Number: 457-3907



Regarding: School Services Weekly Update Reports for January 26, 2023

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 January 26, 2023 is attached and includes the following articles:

- Form J-13A and Recent Storms – January 23, 2023
- Critics say Newsom's Proposal for Low-Performing Students Fails Most Black Students – January 24, 2023
- These California Democrats Want To Raise Billionaires' Taxes. Will They Succeed This Time? – January 24, 2023

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/03/2023



1121 L Street

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Suite 1060

•  
Sacramento

•  
California 95814

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TEL: 916 . 446 . 7517

•  
FAX: 916 . 446 . 2011

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[www.sscal.com](http://www.sscal.com)

DATE: January 26, 2023

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## Lawmakers Introduce Education Bills

In last week's *Sacramento Update* we reported that Senator Anthony Portantino (D-La Cañada Flintridge) reintroduced his bill to provide local educational agencies (LEAs) with supplemental education funding based on the difference between what an LEA would have received if Local Control Funding Formula (LCFF) funds were apportioned using enrollment numbers, and what the LEA did receive under the LCFF using average daily attendance (ADA) information. Senate Bill (SB) 98 would not make any changes to the existing LCFF formula or statute, but rather would create a categorical program to provide supplemental funding to LEAs based on the difference between their ADA and enrollment.

In addition to SB 98, there have been a number of significant bills introduced that will have implications for LEAs should they make it through the legislative process and are signed by Governor Gavin Newsom, including the following:

- Assembly Bill (AB) 19 (Patterson, R-Rocklin) would require each school within an LEA to maintain at least two doses of naloxone hydrochloride or other opioid antagonist on its campus
- AB 70 (Rodriguez, D-Pomona) would require certain educational buildings with an occupancy of 200 or more to acquire and place at least 6 trauma kits on the premises
- AB 285 (Rivas, L., D-San Fernando Valley) would require the science area of study in grades 1-12 to include an emphasis on the causes and effects of climate change and methods to mitigate and adapt to climate change
- AB 247 (Muratsuchi, D-Torrance) would place an unspecified K-14 school facilities bond before voters at either on the primary or General Election ballot in 2024
- AB 249 (Holden, D-Pasadena) would require a LEA, if the lead level exceeds a specified level at a school site pursuant to a report from a community water system, to notify the parents and guardians and take

immediate steps to shut down all fountains and faucets where the excess lead levels may exist and ensure that a potable source of drinking water is provided for pupils at the school

- SB 10 (Cortese, D-San Jose) would require LEAs to embed opioid overdose prevention and treatment in their School Safety Plans, including synthetic opioids, such as fentanyl
- SB 28 (Glazer, D-Contra Costa) would place a \$15.5 billion preschool through higher education bond before voters on the March 5, 2024, statewide primary election
- SB 31 (Jones, R-Santee) would criminalize homeless encampments within 1,000 feet of a school, daycare center, park, or library

Assemblymember Alex Lee (D-San Jose) has also introduced a bill that would levy a 1.5% tax on billionaires beginning in 2024 and a 1% tax on all those making over \$50 million a year beginning in 2026. It is estimated that AB 259 would generate about \$21.6 billion in revenue for the state, which would result in more education funding as it is estimated that Proposition 98 will be operating under Test 1 (K-14 education receives 38% of state revenues) for the foreseeable future. However, the measure faces an uphill battle as tax levies require a two-thirds vote in each house in order to pass and although Democrats have comfortable supermajorities in both houses it is unlikely the proposal would have enough votes from moderate Democrats to be approved.

To lower the voting threshold on tax increases, Assemblymember Lee has also introduced Assembly Constitutional Amendment (ACA) 3, which would place a constitutional amendment before voters to eliminate the two-thirds vote requirement to increase taxes, making the vote threshold subject to a simple majority. However, ACA 3 also requires two-thirds of the Assembly and Senate to sign off on the measure in order for it to appear before voters in 2024.

The deadline for legislators to introduce bills for 2023 is Friday, February 17, 2023. Policy committee hearings likely won't begin to ramp up until after this deadline and will be sure to provide subsequent updates on how these bills and others are moving through the process.

*Leilani Aguinaldo*

## Form J-13A and Recent Storms

By Wendi McCaskill and Matt Phillips, CPA  
School Services of California Inc.'s *Fiscal Report*  
January 23, 2023

Many local educational agencies (LEAs) and the families they serve experienced, or are currently facing, significant facilities issues as well as other weather-related impediments to holding school as a result of the recent storms that swept through California. During these types of events, we know that the primary concern among all LEAs is the well-being and safety of students, staff, and the larger communities the LEA serves.

The purpose of this article is to provide helpful information once the immediate safety concerns have passed and LEAs are looking at the impact of the events on their average daily attendance (ADA) and instructional time.

Statute establishes authority for a process by which LEAs can mitigate losses of ADA-based funding through adjustments for lost ADA and credit for lost instructional time that result from qualifying emergency events. Unforeseen inclement weather and impassable roads are considered qualifying events. The process by which ADA and instructional time credit is approved is colloquially termed the "J-13A process," and it is administered by the California Department of Education (CDE). The J-13A process requires submittal of a [Request for Allowance of Attendance Due to Emergency Conditions](#), also known as a Form J-13A, to the CDE. The J-13A process has had fluctuating statutory requirements over the past several years. It is helpful to revisit the submittal requirements in place currently as well as the resources available from the CDE that support J-13A submittals.

As a reminder, Form J-13As are submitted for school closures as well as material decreases in attendance. A school closure occurs when physical in-person instruction is not offered for at least the minimum day, and a material decrease occurs when physical in-person instruction is offered for at least the minimum day, but a "material" number of students are unable to attend school. The materiality threshold is based on ADA that is 10% or more below normal unless the Governor has made a declaration of emergency due to the event, in which case any attendance below normal due to the emergency is considered "material." Governor Gavin Newsom made such a declaration for the recent storms, which can be found [here](#).

Closure requests must include the days of closure, the number of days requested for approval, a closure history for each of the school sites included in the request, and a school calendar that applies to the school sites that were closed. The CDE will factor in the number of emergency days built into the school calendar when evaluating the number of days approved through the request.

A J-13A submission requires a completed [Form J-13A](#) with all appropriate information, signatures and substantiation, signed [certification of a compliant independent study plan](#), and a copy of the compliant independent study plan. Multiple J-13A requests can be combined by an LEA and submitted all at once. There is no deadline for J-13A submittal, but CDE approval is required to credit ADA lost due to a material decrease. All sites that report ADA using a fixed divisor also need approval from the CDE for a closure request to reduce their divisor by the number of days closed when calculating ADA. The divisor for all non-fixed divisor sites should reflect the actual number of instructional days offered, so LEAs operating non-fixed divisor sites/programs should reduce their divisors by the number of days closed when calculating their ADA following the closure. School closure J-13A approval for these sites provides instructional time credit to avoid an instructional time penalty rather than authority to reduce their divisor.

The CDE is offering a webinar on January 25, 2023, at 2:00 p.m. that will cover current information needed for J-13A submittals. Registration for the CDE's J-13A webinar can be accessed [here](#). The CDE also provides the forms required for submission and frequently asked questions [here](#).

We will be going over the use of independent study during school closures and the requirements for the independent study plan that must accompany Form J-13A requests in our upcoming [Virtual Learning Through Independent Study webinar](#) on February 21, 2023.

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*Note: Critics say that Governor Newsom's LCFE equity multiplier proposal fails to target funds towards Black students, but the Administration fears that a proposal directly providing funds to students based on race would violate Proposition 209 (1996).*

## **Critics say Newsom's Proposal for Low-Performing Students Fails Most Black Students**

*Coalition wants money to target Black students, but Proposition 209 bars state from affirmative action funding*

By Emma Gallegos, John Fensterwald, and Daniel J. Willis  
*EdSource*  
January 24, 2023

A plan by Gov. Gavin Newsom to increase oversight of all low-performing student groups and focus additional money on the state's poorest schools has angered a coalition of Black education and civil rights organizations that had pressed him for extra state funding to help Black students.

Lengthy discussions with the governor took a different turn because Newsom's legal advisers warned that targeting Black students, whose academic performance trails every other racial and ethnic group, could run afoul of Proposition 209. The constitutional amendment, which California voters passed in 1996 and reaffirmed in 2020, bars state action based on race.

Rather than target funds to Black students, Newsom's plan would target the lowest-income schools that educate about 5% of all students and only 6% of Black students, an EdSource analysis shows. Black students make up 5.1% of the state's students.

"It's almost the opposite of what we were asking for," said Debra Watkins, the founder and executive director of the California-based A Black Education Network.

Watkins is a member of the coalition that sought to increase funding to the roughly 80,000 Black students who do not already receive supplemental funding from the state. She said the governor's proposal misses the point.

"We're livid," she said.

The divide surfaced last fall when Assemblymember Akilah Weber, D-La Mesa, proposed a bill that dedicated hundreds of millions of dollars in ongoing funding to Black students not already covered by state funding. The bill won broad legislative support, but Weber ultimately pulled the bill, AB 2774, after meeting

with the governor and members of the California Legislative Black Caucus in August, citing “potential constitutional issues.” Newsom’s office refused to be more specific.

Weber called the governor’s compromise “a good first step,” but other Black organizations insist that the threat of Proposition 209 is overblown. She and others argued the bill would not violate the proposition because the money would go to closing the achievement gap of whichever racial or ethnic group performed the worst on standardized tests. Black students also lag in other metrics contributing to low performance, such as high suspension rates and chronic absenteeism.

Newsom has not been afraid to risk a lawsuit when it comes to standing up for gun control or reproductive rights, said Margaret Fortune, the president and CEO of Fortune School, a group of charter schools in Sacramento serving primarily Black students.

“We want him to stand up for Black kids just like he does for other high-needs groups,” said Fortune.

Newsom’s plan, which is part of the 2023-24 state budget, includes \$300 million in new ongoing annual funding to high-poverty schools for what he calls an “equity multiplier.” The funding would be divided among schools based on their students’ eligibility for free meals — at least 90% of students in elementary and middle schools and at least 85% of students in high schools. Newsom’s analysts chose free lunch rather than the broader measure of free and reduced lunch, which would more than double the number of eligible low-income schools and add to the expense of the plan.

Details of the proposals are expected in accompanying legislation, called the trailer bill, due out early in February.

The EdSource analysis estimates that funding from Newsom’s alternative would target 5% of students in the state. The students reached would be mostly Latino, while including about 6% of Black students statewide. The oversight requirements in Newsom’s proposal would extend to all schools in which Black students — or any other tracked student group — performed poorly.

For critics of Newsom’s proposal, there is one overriding fact: Black students have long lagged behind in academic performance as measured by state tests — and yet there has been no dedicated effort to address Black students in California.

“When I started teaching, [Black students] were the lowest-performing subgroup in the state 45 years ago, and they still are now. That’s criminal,” Watkins said.

The governor’s solution doesn’t address the issue that the Black in School coalition raised — the need for more funding focused on Black student success beyond a small portion of schools. Watkins said the coalition was only included in discussions with senior members of the governor’s office a week before the budget proposal was announced.

Coalition members are concerned the governor’s broadly focused proposal will not be as effective as it would have been if it were specifically targeted.

“Historically, the children who need the most help in California don’t fare well with general, so-called equity measures where money is doled out based on their representation in the school population,” said Christina



Laster, education adviser for Al Sharpton's National Action Network, Western Region, in a statement on behalf of the Black in School coalition. "Black and Native American students get crumbs."

The critics say the state must do more to narrow the gaps between Black students and other groups on state achievement tests. In 2021-22, 30.3% of Black students in California met the English language arts standards and just 15.9% met the standard in math.

That's below every other racial or ethnic group, and drastically below white students who scored 61.4% in English language arts and 48.2% in math. It's also behind low-income students as a whole: 35.2% of this group in California met English language arts standards and 21.2% met the standard in math.

The gaps are long-standing and widened to over 30 points even before the pandemic when scores dropped for all students.

In 2018-19, 33% of Black students in California met the English language arts standards and just 20.5% met the standard in math compared with white students, who scored 65.4% in English language arts and 54.2% in math.

### **New focus on oversight**

Newsom's plan is more than new money, however. Expanding oversight of schools where student groups are performing poorly would mark a significant shift in how the state approaches academic improvement. The funding is important but increased oversight is the "real key" to this proposal, said Chris Ferguson, California's program budget manager for education systems.

A point of contention since 2013 when the state adopted its funding plan for schools, known as the local control funding formula, has been whether state funding should be distributed to the district or schools based on performance on a number of metrics, including test scores. Former Gov. Jerry Brown, who championed the adoption of the formula, insisted that districts should lead the efforts, since the key decisions determining schools' spending, curriculums, hiring of principals and contracts setting pay and working conditions are made at the district level.

That view of change has been at odds with school-based reforms of the federal government under the Every Student Succeeds Act. It requires that states identify low-performing schools and direct federal funding to those sites. California has complied with the federal program, called Comprehensive Support and Improvement but made it a low priority, with little oversight; Newsom's equity multiplier would likely include several dozen of the 647 schools on the 2019 federal list, due to be updated soon.

"The Brown administration prioritized the district level and fit the federal school approach into the state accounting system begrudgingly," said John Affeldt, managing attorney and director of education equity at Public Advocates, a nonprofit law firm. "The assumption was that districts would pay attention to the lowest-performing schools and student groups. Newsom recognizes that hasn't happened enough, and there needs to be a heavier thumb on the scale to guide districts to pay more attention to them."

Weber supports these requirements for increased accountability missing from her original bill. "Our school systems must show accountability that the funds they receive will be used on (low performing) students and produce improved academic performance," she said, in a statement. She was unavailable to comment on the analysis showing that 6% of Black students would be reached by Newsom's funding plan.

Under the local control funding formula, which distributes about three-quarters of state funding for TK-12, districts receive extra money based on the attendance of high-needs students. Those students are defined as English learners, low-income, foster and homeless students. There is no funding directed at racial or ethnic groups, and students in high-poverty schools located in low-poverty districts don't receive extra "concentration" funding.

The Black in School coalition, which includes local NAACP chapters, Black Students of California United, charter schools and other organizations focused on Black student success, estimates that about a quarter of California's Black students don't qualify as high-needs students and so receive no additional funding.

The funding formula requires that districts create a comprehensive document, the Local Control and Accountability Plan, through a public process that demonstrates how they plan to use the additional state funding. They also must identify low-performing student groups, including by race and ethnicity, as designated by colors on the California School Dashboard.

Districts in which two or more student groups receive low ratings on multiple measures, such as test scores and chronic absences, are designated for limited help from their county offices of education. After working with the county to identify root causes of underperformance, districts are largely on their own to address achievement gaps. Only if underperformance increases over five years will the state impose additional measures — which has occurred in fewer than a half-dozen districts.

Critics and researchers, who include the California State Auditor, have said that in practice the public is often not involved enough in funding decisions and that it has remained difficult in many districts to track how extra funding is spent and whether it reaches students who need it the most.

"Most of the extra money has gone to districtwide programs and initiatives and not to the neediest schools," Affeldt said.

Brian Rivas, senior director of policy and government relations, at Education Trust-West, agreed. "Most advocates would like to see greater confidence that the funding is reaching the intended students," he said.

That would happen with more intensive oversight at the school level under Newsom's plan, according to Brooks Allen, the executive director of the State Board of Education and an education adviser to Newsom. Schools would be required to identify disparities in performance, commit to goals, and evaluate whether it was successful. If the plan wasn't effective, the school would be required to change course.

Outside monitors, probably from county offices of education, would analyze how schools are spending their money. The new "equity leads" also would ensure that schools are engaging with parents and the local community on a plan that addresses underlying issues, including hiring, assigning and retaining qualified teachers.

"It's very focused on all the student groups that have the greatest needs, and certainly Black students are squarely among them," Allen said. "We think this focuses those resources in a more meaningful way than just talking about fund generation."

As an example, the 890 out of 10,558 schools where Black students ranked "very low" for math performance would be required to identify and tackle this disparity, Allen said.

Executive Director of Education Trust-West Christopher J. Nellum wrote in a statement that changes to California's school funding mechanism will "become an even sharper tool for advancing educational equity."

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*Note: Some fear that AB 259 and ACA 3 would lead to wealthy residents leaving the state, which would hurt revenues as California's tax system is reliant on the 1% to fill the state's coffers.*

## **These California Democrats Want To Raise Billionaires' Taxes. Will They Succeed This Time?**

By Maya Miller  
*The Sacramento Bee*  
January 24, 2023

Raising taxes on the super wealthy is a hurdle that even the nation's most left-leaning states have yet to overcome.

But that hasn't discouraged a coalition of Democratic California lawmakers from trying again.

Assemblymember Alex Lee, a San Jose Democrat, has reintroduced a bill that would tax California's billionaires at a rate of 1.5% starting in 2024. In 2026, those worth over \$50 million would face a 1% tax.

"For far too long we've allowed income inequality to deepen and fester in this state and in this country, where the rich get wealthier and the middle class shrinks and falls further behind," Lee said during a press conference Monday afternoon.

Lee cited a 2021 ProPublica investigation that concluded America's ultra rich "effectively sidestep" the federal income tax system by amassing wealth in stocks and property, which aren't taxed unless and until they're sold. Many of the nation's richest people pay a smaller effective tax rate than the average American.

AB 259, which Lee reintroduced last week, would not work like the usual income tax. It would target a person's "worldwide net worth", which includes "realized and "unrealized" assets like stocks, real estate, art and collectibles, farm land and offshore accounts.

If signed into law, the tax would generate about \$21.6 billion in revenue and affect the top 0.1% of California households.

Enforcement would cost about \$1.275 billion over the first four years, according to the bill. It creates "Wealth Tax Administration Funds" within the Franchise Tax Board and the Justice Department, which would be funded on an annual basis.

Supporters of Lee's bill include several other Democratic lawmakers, along with labor groups like the California Federation of Teachers and the American Federation of State, County and Municipal Employees.

"This is not just about income inequality — it's about addressing the billionaires who can afford to send themselves to space, but refuse to pay for our infrastructure, for our higher ed, for our education, for our children, for our hospitals," said Assemblymember Liz Ortega, D-Hayward, one of the bill's coauthors.

Democratic lawmakers in seven other states introduced similar legislation on Thursday as part of a coordinated effort.

But that plan would not prevent the richest Californians, such as Elon Musk, from moving to states like Texas and Florida that have no personal income tax. Musk changed his personal residence to Texas in 2020 and recently relocated Tesla's headquarters from Palo Alto to Austin.

"We are trying to build pressure, one state at a time, to enact these policies and then roll them up to the national level," Lee said.

Lee expressed hope that the multi-state coalition would increase support for the bill within the Capitol. He also cited a poll of nearly 500 Californians that found 80% agreed that "the ultra-rich should pay what they owe".

## **VOTERS MUST APPROVE WEALTH TAX**

Still, such a wealth tax faces long odds even in a Democratic stronghold like California. Lee's attempt last year gained little traction and was never put to a vote.

In order to raise taxes by over 0.4%, Lee and his coauthors introduced constitutional amendment that would eliminate the 2/3 majority vote required to pass tax increases. Voters would have to approve that amendment on the 2024 ballot before the wealth tax could take effect.

The Howard Jarvis Taxpayers Association expressed greater concern about the constitutional amendment than the wealth tax bill itself.

"ACA 3 would gut Proposition 13," said spokesperson Susan Shelley in a statement. "It would allow the Legislature to raise taxes with a simple majority vote instead of the constitutionally required two-thirds vote established by Prop. 13."

Gov. Gavin Newsom's office did not respond to a request for comment Monday. He has condemned as "fiscally irresponsible" previous proposals to tax the rich. Last year Newsom strongly opposed Proposition 30, which would've funded electric vehicles subsidies and wildfire suppression through a 1.75% tax on income over \$2 million.

In 2012 and again in 2016, Californians voted to increase taxes on those earning more than \$250,000 a year.

## **WILL THE RICH LEAVE CALIFORNIA?**

Critics said that raising taxes even further on the rich would cause them to leave California and take critical revenue with them. Since the wealthiest residents earn much of their income from capital gains, California's revenues often reflect the health of the stock market and fluctuate widely from year to year.

The California Taxpayers' Association said the measure might prompt lawmakers to consider raising taxes on middle-and lower-income earners if the wealthy move out of California.

"Even if just a few of the top earners leave the state, that can create a major revenue loss that will then either require the state to cut back programs, or there will be calls to raise taxes on everybody else," said David Kline, spokesperson for the organization.

Kline also emphasized how difficult enforcement would be. The state would likely have to hire an undetermined number of auditors, appraisers and lawyers to ensure compliance with the law. Valuing one-of-a-kind assets, like original artwork and other collectibles, would be challenging and time-intensive.

“It’s absurd on a practical level,” said Sanjay Varshney, professor of finance at Sacramento State University and chief economist for the Sacramento Business Review. “It’s a futile exercise in wishful thinking.”

Lawmakers on Monday sidestepped questions seeking specifics about how the policy would be enforced. Instead, Lee pointed out how if the state was able to appraise millions of Californians’ houses, it should be able to accurately appraise a few thousand wealthy residents’ high-value assets.

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, Chief Executive  
Cabinet Approval:

Date: February 03, 2023

Phone Number: 457-3907

Regarding: Credit Card Bill Pay Program Update

The purpose of this communication is to provide the Board an update on the credit card program approved by the Board of Education on April 10, 2013. Fresno Unified School District utilizes Commerce Bank which allows the district to pay vendors electronically and receive rebates.

Since the program began in July 2013, staff has provided an annual board communication updating the Board on how the district continues to work with Commerce Bank enrolling vendors and maximizing rebates. The chart below provides a historical picture of the program, which shows the number of vendors enrolled, the total amount paid, and the total rebates received by calendar year.

Calendar Year	Active Vendors	Accounts Payable Volume (in millions)	Rebates
2013	148	\$ 7.10	\$ 97,000
2014	349	\$15.40	\$210,000
2015	512	\$17.30	\$246,000
2016	710	\$19.40	\$301,000
2017	821	\$25.50	\$343,000
2018	832	\$28.90	\$367,000
2019	882	\$26.80	\$350,000
2020	912	\$18.90	\$240,000
2021	941	\$29.60	\$386,000
2022	893	\$37.20	\$426,000

The total rebates collected since the inception of this program are \$3.0 million.

The district is currently reaching out to vendors to provide them the opportunity to enroll in the district's credit card payment program. Participation provides electronic payment delivery to enrolled vendors rather than having vendor checks processed and mailed.

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

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 02/03/2023

Fresno Unified School District  
Board Communication

**BC Number BFS-3**

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

*Kim Kelstrom*

Cabinet Approval:

*Robert G. Nelson*

Date: February 03, 2023

Phone Number: 457-3907

Regarding: Other Post-Employment Benefits

The purpose of this communication is to provide the Board an update on the California Employers' Retiree Benefit Trust, also known as Other Post-Employment Benefits (OPEB).

On September 25, 2013, the Board of Education approved participation in the California Employers' Retiree Benefit Trust (CERBT) administered by CalPERS. Since that time, the district has contributed \$51.0 million, with \$1.75 million contributed in 2022/23 and an additional \$1.75 million planned by June 30, 2023.

CalPERS provided an annual update on January 19, 2023. They shared the annual internal rate of return was 3.86% since the first contribution in February 2014 and had earnings of \$13.5 million. If these same funds had remained with the County Treasurer, the district would have earned \$4.8 million. On June 30, 2022, district resources are approximately \$8.7 million higher due to these deposits being held in the irrevocable trust.

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


Approved by Superintendent  
Robert G. Nelson Ed.D.

*Robert G. Nelson*

Date: 02/03/2023

Fresno Unified School District  
Board Communication

**BC Number ID-1**

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

Date: February 03, 2023

Phone Number: 248-7465

Regarding: Historically Black Colleges and Universities Campus Tour

The purpose of this communication is to provide the Board information regarding the upcoming HBCU (Historically Black College and Universities) Campus Tour for students enrolled in the Fresno Unified Step Up HBCU Dual Enrollment Program.

The Fresno Unified Step Up HBCU Dual Enrollment Program partners Benedict College, A HBCU located in Columbia South Carolina, with 11<sup>th</sup> grade students from Bullard, Sunnyside, and Edison High Schools to provide college credit courses during the school day. These students will visit Historically Black Colleges and Universities (HBCUs) in Georgia, Florida, Alabama, and North Carolina during Spring break April 1-8, 2023. The tour will include visitations to nine HBCUs throughout the eight-day excursion, exposing them to possible future educational venues, scholarships, and land grant opportunities. They will also take part in visiting historical sites and educational museums. The universities include:

- Emory University
- Morris Brown College
- Clark Atlanta University
- Morehouse College
- Ft. Valley University
- Florida A & M University
- Benedict College
- Albany State University
- South Carolina State University

Pursuant to Board Policy 6153, "Field trips involving out-of-state travel shall require the prior approval of the Superintendent. The Board will receive notifications of field trips involving out-of-state travel by students. Other field trips shall be approved by the Superintendent or designee in accordance with administrative regulations."

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7465.

Approved by Superintendent  
Robert G. Nelson Ed.D.




Date: 02/03/2023





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: Jeremy Ward, Assistant Superintendent,  
Nancy Witrado, Director of Counseling,  
College and Career Readiness  
Cabinet Approval: 

Date: February 3, 2023

Phone Number 248-7451

Regarding: School Counseling Week February 6-10, 2023

The purpose of this communication is to provide the Board information regarding a resolution in the matter of proclaiming Feb 6-10, 2023 as School Counselors Celebrate National School Counseling week.

National School Counseling Week 2023, "Helping Students Dream Big," sponsored by the American School Counselor Association (ASCA), will be celebrated from Feb.6–10, 2023, to focus public attention on the unique contribution of professional school counselors within U.S. school systems and how students are different because of school counselor's work. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for college and/or career.

The special week honoring school counselors provides recognition for over 100 middle and high school counselors who implement comprehensive school counseling programs for students across our Fresno Unified School District.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward or Nancy Witrado at 248-7451.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/03/2023

**BEFORE THE BOARD OF EDUCATION  
OF THE FRESNO UNIFIED SCHOOL DISTRICT  
OF FRESNO COUNTY, CALIFORNIA**

In the Matter of Proclaiming  
February 6-10 as National School Counseling Week  
February 2023

**RESOLUTION**

***WHEREAS**, February 6-10, 2023 has been designated as National School Counseling Week by the American School Counselor Association; and*

***WHEREAS**, School Counselors are employed to help students reach their full potential; and*

***WHEREAS**, School Counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and*

***WHEREAS**, School Counselors help parents focus on ways to further the educational, personal and social growth of their children; and*

***WHEREAS**, School Counselors work with teachers and other educators to help students explore their potential and set goals for themselves; and*

***WHEREAS**, School Counselors seek to identify and utilize community resources to enhance and complement comprehensive school counseling programs and help students become productive members of society; and*

***WHEREAS**, comprehensive school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and*

***WHEREAS**, over 100 School Counselors are serving students on every secondary school campus in Fresno Unified by providing encouragement, guidance and direct support to students on their path to college and/or career;*

***NOW THEREFORE BE IT RESOLVED** that the Board of Education of the Fresno Unified School District pay tribute to the dedication of School Counselors by recognizing February 6-10 2023 as National School Counseling Week.*

**ADOPTED** this <sup>th</sup> Day of January 2023

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_


ABSENT: \_\_\_\_\_

\_\_\_\_\_  
Veva Islas, President

\_\_\_\_\_  
Dr. Robert G. Nelson, Superintendent

Fresno Unified School District  
Board Communication

**BC Number ID-4**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Sandra Toscano  
Cabinet Approval: 

Date: February 03, 2023

Phone Number: 457-3963

Regarding: English Learner Master Plan Updates/Revisions Timeline and Process

The purpose of this board communication is to provide the Board notification that English Learner Services has begun the process of updating our current English Learner (EL) Master Plan. Our EL Master Plan was developed in 2016 by a vast team of educational partners and is currently in need of updates and revisions. The purpose of our EL Master Plan is to guide all educational partners towards a clear and aligned set of practices, services, and approaches that support our multilingual students in Fresno Unified School District. The updates and revisions will be completed internally by department staff with feedback and input collected throughout the process.

Goals and outcomes for updates of EL Master Plan:

1. Ensure the actions and language of our EL Master Plan are aligned to our current reality, include newly implemented programs for ELs (English Learners), newly adopted district goals, and the California EL Roadmap principles.
2. Improve the structure and sequence of the current master plan to ensure accessibility for all educational partners, especially our families seeking to gain clarity and a deeper understanding of programs and services offered to ELs in Fresno Unified.

Please see the actions and timeline that will be implemented to complete this update.

- Dec 2022- Jan 2023- EL Services team internal planning for updates of the EL Master Plan.
- Feb 2, 2023- EL Services notification to DELAC (District English Learner Advisory Committee) members at DELAC meeting informing them of the plan for revisions and timeline to complete. During the DELAC meeting, a survey link will be available to parents that wish to provide feedback and guidance for updates to master plan. *Educational Partners Input Session 1*
- Feb 3, 2023-Board communication sent to all members of the Board of Education.
- Feb - Apr. 2023-EL Services team members to work on updates and revisions to the master plan.
- Apr 19, 2023-Educational partners input and feedback workshop to collect input, feedback, and recommendations for EL Master Plan. *Educational Partners Input Session 2*
- Apr - May 2023-EL Services team will work on updates for master plan including revisions based on educational partners feedback and recommendations from workshop.
- Jun 1, 2023-EL Services to present EL Master Plan draft to DELAC for review, input, and feedback. *Educational Partners Input Session 3*
- Jun - Aug-EL Services team members to work on updates and revisions to the master plan based on feedback from educational partners.
- Aug 2023-EL Master Plan is submitted to DELAC for approval.
- Sept 2023-EL Master Plan is submitted to school board for approval.

We invite our Board of Education members to participate in our EL Master Plan Workshop and welcome any feedback. If you have any questions pertaining to the information in this communication, or require additional information, please contact Sandra Toscano at 457-3963.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/03/2023

Fresno Unified School District  
Board Communication

**BC Number ID-5**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Kristen Boroski, CTE Director  
Cabinet Approval:

Date: February 03, 2023

Phone Number: 248-7460



Regarding: The Fresno Unified School District Career Technical Education LEGO 4 All Program

The purpose of this communication is to provide the Board information about the Fresno Unified Career Technical Education's LEGO 4 All Initiative. The LEGO 4 All Initiative is designed to connect career exploration and STEAM (science, technology, engineering, art and math) to district PK, TK, and kindergarten literacy curriculum.

In October 2022, the Career Technical Education (CTE) Department recruited Pre-K, TK, and Kindergarten teachers from each high school region to create and pilot lessons using LEGO STEAM Park and People kits. These teachers, named LEGO Champions, received hands-on training from LEGO Education and CTE staff and worked together to create literacy-focused professional learning for other Pre-K, TK, and Kindergarten teachers in the district. In November, all Pre-K, TK, and Kindergarten teachers were invited to attend one of six LEGO 4 All trainings led by LEGO Champion teachers to learn how to connect STEAM and career exploration to literacy. Each teacher in attendance received a LEGO STEAM Park Kit and LEGO People Kit to implement the resources.

To date, CTE staff and LEGO Champions have trained 269 teachers representing 64 of 67 elementary schools and the six Child Development Centers with a Pre-K, TK, or Kindergarten classroom. Over 4,800 students are engaging with LEGO 4 All, career exploration and hands-on STEAM content.

In the coming months, CTE and LEGO Champions will create and support the implementation of high-quality and engaging lesson plans that promote career exploration connected to the variety of CTE Pathways within Fresno Unified. These lesson plans are designed to directly align to the literacy curriculum taught in Pre-K, TK, and Kindergarten classrooms. Through these structured lessons, students will engage in the STEAM engineering-design process which promotes critical thinking, imagination, creativity, and resiliency while exploring a wide variety of careers.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 248-7465.


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 02/03/2023

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: February 03, 2023

Phone Number: 457-6278

Regarding: District Wellness Committees

The purpose of this communication is to provide the Board an update on the District Wellness Committees and to provide clarity around the different committees.

- The District Steering Committee includes District staff representing Nutrition Services, Health Services, Constituent Services, Prevention and Intervention, Campus Culture, Parent University, and school site principals.
- The School Health Advisory Council (SHAC) is comprised of a diverse group of parents to establish goals for and oversee school health and safety policies and programs.
  - 2022/2023 Goal: Develop a Student Wellness Framework to support the implementation of the Local School Wellness Program and other health and safety policies and programs.
  - Three SHAC meetings have been held this school year in September, October, and November.
  - There are three scheduled meetings remaining in the 2022/2023 school year: February 21, March 28, and April 25.
  - The District is seeking additional parents to participate in SHAC meetings.
- School Site Wellness Committees
  - Through a recent grant award by Action for Healthy Kid's, a national nonprofit organization, a cohort of ten elementary schools are establishing school site wellness committees this spring to implement committee meetings at the start of next school year.
  - Members will represent the school climate including but not limited to school staff, families, and educational partners.
  - Staff recommends school site wellness committees be used to support Nutrition Services meal program feedback and work collaboratively with Nutrition Services to enhance student meal experience.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amanda Harvey at 457-6278.

Approved by Superintendent  
Robert G. Nelson Ed.D. 

Date: 02/03/2023