



## BOARD OF EDUCATION

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## SUPERINTENDENT

Robert G. Nelson, Ed.D.

## BOARD COMMUNICATIONS – MARCH 03, 2023

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
S-2	Ambra O'Connor	California School Boards Association Delegate Assembly Ballot

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

BFS-1	Kim Kelstrom	School Services Weekly Update Reports for February 24, 2023
BFS-2	Kim Kelstrom	Every Student Succeeds Act Per-Pupil Expenditure Reporting
BFS-3	Patrick Jensen	Budget Briefing Meetings

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

ID-1	Kristen Boroski	First Responder Camp – Winter 2023
ID-2	Erica Piedra	Dual Language Immersion Family Conference
ID-3	Jeremy Ward	Saturday Academy 2022/23

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

OS-1	Ann Loorz	Resolution 23-40, Vehicle Procurement Delegation
OS-2	Alex Belanger	Agreement between RSS Consulting, LLC and Fresno Unified School District for New School Bond
OS-3	Paul Idsvoog	Districtwide Installation of Hygiene Item Dispensers

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: March 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 Principals' Meeting
- Gave interview with Learning Policy Institute regarding creation of Fresno Unified's Climate and Culture Survey
- Met with Executive Cabinet Team
- Participated in Read Across American at Birney, Malloch, Bakman and Sunset
- Attended the President's Commission on Teacher Education
- Attended Fresno Compact Meeting


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023

Fresno Unified School District  
Board Communication

**BC Number S-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Ambra O'Connor, Chief of Staff  
Cabinet Approval: 

Date: March 03, 2023

Phone Number: 457-3838

Regarding: California School Boards Association Delegate Assembly Ballot

The March 08, 2023, board agenda will include an item regarding the California School Boards Association (CSBA) Delegate Assembly for Subregion 10-B, Fresno County election ballot.

Ballot materials included with this agenda item consist of a memorandum from CSBA, a copy of the ballot, a list of Delegates in the region, and biological sketch forms for the candidates, attached.

The item will require Board action and will be placed on the conference/discussion section of the agenda. The Board will have opportunity to discuss candidates they would like to support and vote to approve the ballot.

The original signed ballot must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2023.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ambra O'Connor at 457-3838.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/23/2023



California School Boards Association

***REQUIRES BOARD ACTION***

**Due: Weds. March 15—return ballot in enclosed envelope**

January 31, 2023

**MEMORANDUM**

To: All Board Presidents and Superintendents — CSBA Member Boards  
From: Susan Markarian, CSBA President  
Re: 2023 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Weds. March 15**

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Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2023.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held. Results will be published by May 11, 2023.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2023 – March 31, 2025. The next meeting of the Delegate Assembly takes place on Saturday, May 20 and Sunday, May 21, 2023. Please do not hesitate to contact the Executive Office at [nominations@csba.org](mailto:nominations@csba.org) should you have any questions.

Encs: Ballot on red paper and watermarked “copy” of ballot on white paper  
List of all current Delegates on reverse side of ballot  
Candidate(s)’ required Biographical Sketch Forms and optional resumes  
CSBA-addressed envelope to send back ballots

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **WEDNESDAY, MARCH 15, 2023**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2023 DELEGATE ASSEMBLY BALLOT  
SUBREGION 10-B  
(Fresno County)

Number of seats: 4 (Vote for no more than 4 candidates)

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*Delegates will serve two-year terms beginning April 1, 2023 - March 31, 2025*

*\*denotes incumbent*

Daniel Babshoff (Kerman USD)\*

Joshua Sellers (Central USD)

Constance Schlaefer (Sierra USD)

G. Brandon Vang (Sanger USD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District Name*

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*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

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**REGION 10 – 14 Delegates (10 elected/4 appointed)◆**

**Director: Kathy Spate (Caruthers USD)**

**Below is a list of all elected or appointed Delegates from this Region.**

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**Subregion10-A (Madera, Mariposa)**

Barbara Bigelow (Chawanakee USD), term expires 2023

**Subregion10-B (Fresno)**

Daniel Babshoff (Kerman USD), term expires 2023

Darrell Carter (Washington USD), term expires 2024

Claudia Cazares (Fresno USD) ◆, term expires 2024

Naindeep Singh Chann (Central USD), term expires 2023

Valerie Davis (Fresno USD)◆, appointed term expires 2023

David DeFrank (Clovis USD)◆, appointed term expires 2023

Ronald Parker (Firebaugh-Las Deltas USD), term expires 2024

Keshia Thomas (Fresno USD) , appointed term expires 2024

G. Brandon Vang (Sanger USD), term expires 2023

Vacant, term expires 2023

Vacant (Clovis USD)◆, appointed term expires 2024

**Subregion10-C (Kings)**

Teresa Carlos-Contreras (Kings River- Hardwick Union ESD), term expires 2024

**County Delegate:**

Marcy Masumoto (Fresno COE), term expires 2024

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**Counties**

Madera, Mariposa (Subregion A)

Fresno (Subregion B)

Kings (Subregion C)

### View results

Respondent

20      Anonymous

24:09  
Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

Yes

3. Full name \*

Constance "Connie" Kee Schlaefer

4. Region/subregion \*

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B



11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE \*

Sierra Unifie

6. Years on board \*

10

7. Profession

Retired military

8. Contact number \*

559-905-8372

9. Primary email address \*

cschlaefer@gmail.com

10. Are you an incumbent Delegate? \*

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

I'm interested in becoming a Delegate because I'm a big believer in what CSBA brings to board members, and would like to represent small rural districts as we continue to shape CSBA policy together. I am reliable and committed to doing the job well.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

I have been on the board for 10 years, president for 3, vice president for 1. During that time, I have served in a CSBA/CCEE professional learning network for 2 years, representing small rural districts. I have been active on the Fresno County Board of Trustees Association and now serve on the Board of Directors. In my community, I also serve on the Board of Directors for the Friends of the Auberry Library, and host after-school rocket club and computer club.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

The biggest challenge facing boards continues to be recovery from Covid. First and foremost, students and staff are still in the process of stabilizing after the turmoil created by the sudden transition to distance learning, and the disparities in its effectiveness for a range of students. With a renewed focus on mental health needs as well, boards need to navigate their responsibilities of setting direction and allocating resources to the area of greatest need. This is particularly challenging in a climate of staff shortages and burnout. CSBA can continue to share opportunities to advocate for our schools, train board members, and highlight news and current events that affect our area of responsibility.

### View results

Respondent

62 Anonymous

38:00

Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

Daniel Babshoff

3. Full name \*

Daniel babshof

4. Region/subregion \*

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE \*

Kerman Unified School District

6. Years on board \*

12

7. Profession

Self Employed

8. Contact number \*

559-246-8507

9. Primary email address \*

daniel.babshoff@kermanusd.com

10. Are you an incumbent Delegate? \*

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

As a Delegate for the past 10 years, it is pivotal to continue working diligently within the foundations that CSBA has laid, to use what we he learned and persevere through the challenges that lie ahead to keep public education at the forefront. I want to be a Delegate Member because it gives me great strength within my district to be able to represent not only my district but children for decades to come. I am active with in the Delegate Assembly and not just a body in a seat. I am vocal and help motivate those that need that extra push to advocate for our kids. I have great relationships with my elected officials and help them understand how their actions impact public education.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

I am a member of the Fresno County School Board Trustee Association currently the 2023 President. I am Co-Chair of the Fresno County Committee on School District Reorganization. I am Board President of Kerman Unified School Board. I am the Chair on Kerman's Tax Oversight Committee. I am President elect at our Kerman Rotary Club. I am involved with Kerman's Facilities Committee, the Kerman Unified Education Foundation, FFA and 4H. I mentor groups for young children through "Off the Front".

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

In today's changing environment, each board has different struggles. One that seems to be repetitious is what I call the "trifecta". Public engagement, financials, effects of Covid loss of learning. Public engagement started with Covid's shutdowns and infuriated parents. Our students have long lasting educational loss which leads to mental struggles among other items. Financially speaking, the way schools receive monies is changing with "one time" monies ending and the reality of decreased revenue due to our current economical times. So Boards are meet with many different obstacles. CSBA can help by being proactive within districts to support them. Pacers are needed more now than ever as boards are seeking more and more information and area's in which CSBA can help. It seems more like Pacers are a hotline for Boards seeking help. So CSBA can help by looking at its members more like a patient rather than a client. To give them the tools needed and support needed to deal with the challenges they face. To reach out to its members instead of waiting for the members to reach out to them.





### View results

Respondent

44 Anonymous

61:42

Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

G. Brandon Vang

3. Full name \*

G. Brandon Vang

4. Region/subregion \*

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B

11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE \*

Sanger Unified School District

6. Years on board \*

5

## 7. Profession

Farmer

## 8. Contact number \*

559-369-7429

## 9. Primary email address \*

2142 S. Shirley, Fresno, CA 93727

## 10. Are you an incumbent Delegate? \*

Yes

No

## 11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

As your current delegate assembly member representing Region 10B, I saw first hand the importance of having a voice in shaping public education policies in Sacramento. I believe it is important to have Delegate Assembly members who understand and reflect the visions and values of the students and parents in the region they represent. I am a father of three Sanger Unified graduates and two current Sanger Unified students. As a minority who attended primary and secondary public education, and the first in my family to graduate from a UC school, I understand the struggles many of our students and their parents are experiencing. If elected, I will continue to advocate for those who traditionally do not have a voice.

## 12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

I have been a member of the Sanger Unified Board of Trustees for five years and president for two years. I am honored to have been elected as an Assembly Delegate member two years ago. In that time, I was able to utilize the skills and knowledge I acquired at the annual California School Boards Association, Annual Education Conference and incorporate these learned concepts and theories in my decision-making process as a Trustee. Additionally, the many meetings with Delegate Assembly members and elected local, state, and national officials have provided invaluable insights and effective collaborative strategies in dealing with current district shortcomings.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

The most critical issue facing all school districts is the health and financial crisis caused by COVID. Now, more than ever, this virus has forced many school districts to "think outside the box" to meet the many challenges of its students and community. This can only be achieved if our elected officials in Sacramento and Washington D.C. are aware of school districts struggles. A CSBA delegate assembly member is critical in establishing the conduit between local school districts needs and state and federal resources and funding. I believe I have the experience to assist in that objective.



### View results

Respondent

69 Anonymous

11:18

Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

Joshua Sellers

3. Full name \*

Joshua Wade Sellers

4. Region/subregion \*

1A

1- County

2A

2B

3A

3B

3C

3- County

4B

4C

4D

5A

5B

5- County

6B

6C

7A

7B

8A

8B

8C

8D

9A

9B

9C

9 - County

10A

10B



11A

11B

11 - County

12A

12B

15

15 - County

16A

16B

17

17 - County

18A

18B

20

21

21 - County

22

23A

23B

23C

24

5. Name of District or COE \*

Central Unified School District

6. Years on board \*

0

7. Profession

Firefighter

8. Contact number \*

5595790384

9. Primary email address \*

Ffd10520@gmail.co

10. Are you an incumbent Delegate? \*

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

I accepted the nomination by my board. I was just elected in November and I'm trying to learn as much as I can.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

I was recently elected in November and have limited experience on the board.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

The biggest challenge I see is finding people to volunteer their time while keeping them motivated and engaged.

Fresno Unified School District  
Board Communication

**BC Number BFS-1**


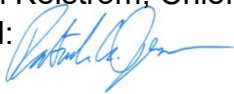
From the Office of the Superintendent  
To the Members of the Board of Education

Date: March 03, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for February 24, 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 February 24, 2023 is attached and includes the following articles:

- State Revenues Shy of Governor's January Estimates – February 22, 2023
- California Sinks Millions into Teacher Residency Programs, But Many Can't Afford To Enroll – February 24, 2023
- California Lawmakers Question Newsom Oil Profit Penalty, Fear 'Unintended Consequences' – February 23, 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: 03/03/23



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Suite 1060

•  
Sacramento

•  
California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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

DATE: February 24, 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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## **Assembly and Senate Budget Committees to Discuss TK-12 Budget Next Week**

It was a quiet week in Sacramento for transitional kindergarten (TK)-12 education as there were no budget or policy committee hearings related to public education.

However, next week both the Assembly Budget Subcommittee No. 2 on Education Finance and Senate Budget Subcommittee No. 1 on Education will hold their first hearings of the year on Governor Gavin Newsom's TK-12 proposals in his 2023-24 State Budget.

The hearings will provide an overview of the TK-12 proposals with testimony from the Department of Finance, the Legislative Analyst's Office, and the California Department of Education. The hearings might also include testimony by Michael Fine from the Fiscal Crisis Management Assistance Team, who usually does his annual address on the state of school fiscal health during the first budget subcommittee hearings on TK-12 education.

We will provide a summary of these hearings in next week's *Sacramento Update*.

### **Bill Introduction Deadline**

Last Friday, February 17, 2023, was the deadline for legislators to introduce bills to be considered for the first year of the 2023-24 Legislative Session. The Capitol community has been sifting through the more than 2,600 bills that have been introduced for 2023, which is the highest number in over a decade.

Policy bills must be in print for 30 calendar days before they can be heard in a committee. With the introduction deadline passing, bills will be assigned to policy committees, and hearings will begin in March.

In last week's *Sacramento Update* we detailed a number of education bills that have been introduced. Over the course of the legislative year, culminating with Governor Newsom's action deadline of October 14, 2023, we will be using

subsequent updates to highlight and provide our analysis on legislative issues that will be important for local educational agencies to follow.

*Leilani Aguinaldo*

## State Revenues Shy of Governor’s January Estimates

By Patti F. Herrera, EdD  
School Services of California Inc.’s *Fiscal Report*  
February 22, 2023

In its latest monthly revenue bulletin, the Department of Finance (DOF) reports that state revenues for the 2022-23 fiscal year are currently \$3.3 billion below Governor Gavin Newsom’s estimates from just a month ago when he released his 2023-24 State Budget proposal.

The DOF explains that poor revenue performance is due to unexpected shortfalls in cash collections for the last two months, with January 2023 revenues coming in \$2 billion below estimates and December 2022 cash receipts \$1.3 billion below projections. Both corporation tax (CT) and personal income tax (PIT) revenues for January fell below the Governor’s Budget estimates, while sales and use tax revenues performed modestly better than expected last month. Weaknesses in PIT and CT collections resulted from the confluence of tax policies affecting anticipated payments paid by businesses that could then be used by individual filers as personal tax credits and the timing of Internal Revenue Service filing deadlines.

### 2022-23 State Tax Collections In billions

	January 2023		2022-23 Year-to-Date	
	Forecast	Actual	Forecast	Actual
Personal Income Tax	\$15.4	\$13.5	\$65.3	\$61.8
Corporation Tax	\$2.8	\$2.2	\$16.9	\$17.1
Sales and Use Tax	\$1.5	\$1.8	\$18.9	\$18.8

The DOF indicates that the Governor’s Budget accounts for delayed tax payments from the extension of filing deadlines in 41 of the state’s 58 counties that were impacted by winter storms. They also note, however, that “shortfalls in [PIT] withholding and [CT] estimated payments...indicate genuine weakness relative to [the Governor’s] forecast.”

### Proposition 98 Minimum Guarantee and Reserve

This acknowledgment lends credence to the Legislative Analyst’s Office projection that there is an 80% chance that revenues for fiscal year 2022-23 would be approximately \$5 billion lower than the Governor’s January estimates by the time the Legislature adopts the 2023-24 State Budget. The fiscal year-to-date shortfall would result in an approximate \$1.3 billion reduction in the Proposition 98 minimum guarantee while a \$5 billion shortfall would further reduce K-14 funding by another \$700 million.

The prospect of further reductions to the Proposition 98 minimum guarantee raises questions about the ability of state lawmakers to use the Proposition 98 reserve to maintain current education investments and pay for

additional costs associated with a cost-of-living adjustment. Currently, the reserve balance is estimated to be \$8.5 billion.

Deposits into and withdrawals from the Proposition 98 reserve is governed by a set of constitutional formulas. When the Proposition 98 minimum guarantee is lower than the prior year level, adjusted for inflation and attendance, the State Constitution requires the state to withdraw from the reserve to bring the minimum guarantee up to the adjusted prior year level. Under the Governor’s Budget estimates, while the minimum guarantee for both 2022-23 and 2023-24 are lower the 2022 Enacted Budget projections, K-14 funding in 2023-24 (\$108.8 billion) is still expected to be higher than the revised 2022-23 level (\$106.9 billion). This means that the constitutional condition for a reserve withdrawal is not met.

If, however, the Governor declares a budget emergency, the Legislature is authorized to make a discretionary withdrawal from the Proposition 98 reserve and allocate those resources for any educational priority. The Governor has not signaled his willingness to declare a budget emergency, and it may be too soon to tell if his January estimates will uphold given tax collection uncertainties from the extended tax filing deadlines.

### **Proposition 28—Proceed With Caution**

Finally, fluctuations in state revenues and their effect on the 2022-23 minimum guarantee will also impact Proposition 28 (The Arts and Music in Schools—Funding Guarantee and Accountability Act) funding. Recall that Proposition 28 requires the state to provide a General Fund allocation equal to 1% of the prior year’s Proposition 98 minimum guarantee. The Governor estimated the state’s Proposition 28 obligation to be \$941 million in 2023-24. If the 2022-23 minimum guarantee is reduced because of less-than-expected state revenues, we can expect to see a reduction in the Proposition 28 allotment.

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*Note: California has put over \$350 million into teacher residency programs over the past five years but those programs are struggling to fill those spots because the candidates can’t afford to live on the stipends offered.*

## **California Sinks Millions into Teacher Residency Programs, But Many Can’t Afford To Enroll**

By Diana Lambert  
*EdSource*  
February 24, 2023

California has invested more than \$350 million over the past five years to fund teacher residency programs as part of a multipronged approach to end the state’s enduring teacher shortage. But the residency programs are struggling to fill their rosters because teacher candidates can’t afford to live on the small stipends often provided.

Residents work alongside an experienced teacher-mentor for a year of clinical training, while completing required coursework in a university preparation program — a time commitment that often precludes them from taking a part-time job.

“We’ve seen that a majority are experiencing financial hardships during their residency year,” Kate Hirschboeck, a senior researcher for WestEd, told the California Commission on Teacher Credentialing

earlier this month. “Around 30% of residents experienced food or housing insecurity. Just over half experienced an inability to pay bills or education expenses. ... We’ve seen that residents of color are disproportionately impacted by these financial challenges.”

Although the state pays \$25,000 to residency programs for each resident, state legislation authorizing the grant does not require stipends to be given to residents. Programs can use the money to reimburse residents for teacher preparation costs, pay stipends to mentor teachers and recover the cost of administering the program.

Annual enrollment in the residency partnerships funded by the state’s residency grant program is between 300 and 350 residents collectively, with most programs having fewer than 15 residents each year, according to Andrew Brannegan, of WestEd, which is serving as the external evaluator of the state program. In 2021-22 the program had 317 residents, instead of the 500 administrators had predicted, he said.

Risty Begum, 29, calls her decision to become a teacher resident one of the worst decisions of her life. “I regret doing it,” said Begum, who is part of the Yolo teacher residency program, a partnership between Sacramento State and Yolo County school districts.

Begum said she has had her tuition and books paid for during the two-year program but has yet to receive a stipend for living expenses. She wishes she had signed up for a teaching internship instead. Quite a few residents dropped out of the program because they couldn’t afford to stay, she said.

Begum drives one hour to her residency at Fred T. Korematsu Elementary School in Davis in the morning and takes Sacramento State classes in the evenings. To make ends meet Begum, who lives with her parents, recently took a part-time job at a charter school in the afternoon.

“They have to understand — the people that designed this (grant) — that we live in California,” Begum said. “If we lived somewhere on the East Coast in the middle of nowhere maybe we could afford it. Here a one-bedroom apartment is \$1,700 to \$1,800 a month.”

Begum looks forward to being greeted by students each morning when she arrives at the Davis Unified campus, appreciates the mentorship of the veteran teacher in her classroom and says she is passionate about being a special education teacher. She also admits that she isn’t as stressed about teaching as members of her cohort at Sacramento State who are interns working alone in a classroom.

“Residency would be ideal if they gave me a salary,” she said.

The amount a resident in the Sacramento State program gets for a stipend depends on how much of the state funds are left after the resident’s educational expenses are paid, said Cindy Collado, the program coordinator.

The four-year commitment to teaching in the sponsoring district also has been a hurdle for candidates considering a residency, according to researchers.

Instead of choosing residencies, many teacher candidates are opting for internships, which allow them to earn a full salary as the primary teacher in the classroom but don’t offer the intense one-on-one training with a veteran teacher that comes with residencies.

Sacramento State was not able to fill all the available residency spots in its Yolo teacher residency program, Collado said. “It is really hard to compete with a full-time intern salary,” she said.



Administrators in school districts also tend to champion the internship model, making it difficult for residency programs to get traction in some districts, according to WestEd research.

“It’s almost like a competing interest, like the state’s investing all of this money in residencies, but they’re not phasing out the intern pathway, or they’re not de-incentivizing the intern pathway. You need a job, you need a full-time job like an internship, not a \$14,000 residency stipend,” said one residency lead interviewed by researchers.

Residency programs and school districts could do more to leverage other grants and nongrant funds to help support their residents, Hirschboeck told the commission.

Aspire Public Schools is trying to make its new residency program more attractive by offering an annual \$37,000 stipend to residents — up from the \$19,000 it previously offered. It will use a new state residency grant of \$9.8 million to expand its residency program and increase stipends.

People had been hesitant to take part in the residency program in the past because of the financial obligations they had to their families, said Lena Anthony, director of teacher residencies for the Aspire school system.

“It really makes it challenging for anyone to even have, you know, a little part-time job because they’re working all day doing their field world and then in the evening they have to do their master’s courses,” she said.

Aspire pays the balance of the cost of the program — including stipends — from its school budget. The school sites pay the mentor stipend out of their school site budget, Anthony said.

There has been increased interest in the program now that the stipend is larger, she said. Because this is the first year of the grant, Aspire is still recruiting residents for the program — a partnership with the Alder Graduate School of Education founded by Aspire. The partnership plans to prepare 395 teachers beginning next school year.

Sacramento State officials learned a lot from its previous residency program and are making some changes, including moving from a two- to a one-year program and including a resident stipend. The university’s new Sacramento Metro Special Education Teacher Residency program will partner with 11 school districts.

“Is it enough to live for a year?” Collado said of residency stipends. “I think it needs to be more. We are competing with salaries and benefits. It’s not competitive enough. This is going to be a great program, and we want people to dedicate themselves to just being a teacher.”

Education advocates at the commission meeting also championed additional financial support for residents.

“We urge the state to consider increasing the stipend size for residents and offering additional financial support, such as housing stipends to residents, like the TRiO program in Oakland, so that they don’t have to choose between quality preparation and earning enough to eat and live in the communities where they work,” said Jana Luft of The Education Trust-West, a nonprofit that advocates for educational justice.

Despite the financial hardships that come with being a resident, research shows that residency programs give teachers a strong foundation for career success. Almost 90% of the residents in the state program were hired within two years of completing their residencies, according to state data. Most were hired in the district where they did their residency training.

All the residents who have gone through the Yolo teacher residency program have been hired, and district leaders have said that the residents are more prepared to be effective in the classroom on Day 1 than other new teachers, Collado said.

“They are far better teachers on their first day of teaching than other teachers who came out of an internship program,” she said.

Teachers who complete a residency are also more likely to stay in teaching because they are on more solid footing when they complete the program because they have had an expert teacher to guide them along the way, said Brad Direnzi, a former teacher resident.

In 2015, Direnzi was a resident in the Aspire teacher residency program. He had to live in a house with multiple roommates to afford to pay his bills. Now he is a high school English teacher at Aspire Golden State Preparatory Academy in Oakland and a mentor for the Aspire teacher residency program. He says the time spent as a resident was a good investment.

I believe it put me years ahead of where I would’ve been if I didn’t do that program,” he said. “So, I want to pass that on to somebody else, to make sure that they’re able to do this work sustainably and to stay in teaching.”

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*Note: The Legislature has begun to hold hearings pursuant to the special session that Governor Newsom called to look at oil company profits.*

## **California Lawmakers Question Newsom Oil Profit Penalty, Fear ‘Unintended Consequences’**

By Lindsey Holden  
*The Sacramento Bee*  
February 23, 2023

California Gov. Gavin Newsom may face a tough road persuading lawmakers to support his oil windfall profits penalty, as Democrats and energy experts expressed uncertainty Wednesday about the right strategy to address high gas prices.

The Senate Energy, Utilities and Communications Committee held the first public discussion of Newsom’s plan to penalize oil companies for earning profits over a certain cap and return the funds to Californians. But there was no consensus around the idea.

Sen. Dave Min, D-Irvine, said it’s clear people believe “oil companies were profiting off the backs of Californians.”

“At the same time, we don’t really have a smoking gun, as far as I can see, that shows intentional collusion,” Min said. “And the oil companies have come over and claimed to us that this proposal might be counterproductive.”

The hearing was the first of a special session the governor called to address the state’s high gas prices, which surged last summer and fall and prompted scrutiny of oil industry profits. The committee heard from three

different panels: state administrators who presented Newsom’s plan, energy experts and oil and consumer stakeholders.

But the hearing provided few additional details on the governor’s proposal, which Sen. Nancy Skinner, D-Berkeley, is carrying as Senate Bill X1-2. Representatives from the California Energy Commission and the California Department of Tax and Fee Administration, who presented Newsom’s plan, still didn’t have information about how the governor proposes to set a cap on oil company profits or who would be eligible to receive refunds.

Siva Gunda of the CEC and Nicolas Maduros of the Tax and Fee Administration emphasized the plan is meant to deter windfall profits, not prevent oil companies from earning “very healthy profits.” There have been only three price spikes during the past decade — surges in 2015, 2019 and 2022 — when a penalty may have applied, Gunda and Maduros said.

“The governor’s proposal attempts to create the missing incentive to resist the opportunity to collect spiked margins whenever they can,” Gunda said.

### **Experts weigh in on oil policy**

Experts and lawmakers agreed they need more information on the oil industry’s supply and pricing dynamics to better understand California’s uniquely high gasoline prices. But they disagreed on whether a profit penalty would improve prices for drivers.

Ross Brown of the Legislative Analyst’s Office told the committee legislators need to focus on three different issues: gas price spikes, higher California fuel costs and substantial oil company profits. One policy, like the windfall profits penalty, likely won’t address all those problems, he said.

“Even with some targeted solutions, it’s quite possible that a policy meant to address one of them might have kind of adverse impacts on another,” Brown said. “So for example, taxing profits and redistributing it to consumers could address the issue, if the legislature thinks the issue of excessive profits is the big issue. But it can also have other implications, of course, for prices and in both the short term and the long term.”

Some experts were more supportive of Newsom’s plan than others. At least one said candidly that it “won’t work.” As lawmakers pointed out, a majority of those who weighed in on the proposal had conducted work for the oil industry at some point during their careers.

“This is a really difficult call in any industry, and particularly in refining, because they have many different inputs, many different outputs,” said Severin Borenstein, director of UC Berkeley’s Energy Institute. “... The penalty or tax can allow the government to claw back some profits from high prices, but it can also disrupt the market. And for that reason, I think we have to be cautious in our use of it.”

Oil industry leaders said the state needs a better supply infrastructure to improve prices for drivers, even though the state is in the midst of transitioning to cleaner energy sources.

“The way to address prices and provide relief at the pump is to increase a reliable and safe supply,” said Catherine Reheis-Boyd, president of Western States Petroleum Association.

Newsom said in a statement after the hearing that the discussion showed a need to crack down on oil profits.

“Experts detailed how gas price hikes led to record profits and why we need greater transparency,” the governor said. “Big Oil’s lobbyists again used scare tactics and refused to provide answers or solutions to last year’s price spikes. We’re taking action to hold them accountable with a price gouging penalty and long-overdue transparency measures.”

### **Lawmakers question oil profit penalty**

Lawmakers’ questions during the hearing showed some skepticism about the potential impact of a profit penalty.

Sen. Bill Dodd, D-Napa, worried about whether the profit penalty would have the governor’s desired effect.

“We all are about what’s happened to the lowest among us in our in our respective districts,” Dodd said. “At the same time, what I try to look for here is, what the hell are the unintended consequences, the possible unintended consequences that could hurt those very people to a greater extent?”

Sen. María Elena Durazo, D-Los Angeles, said she is “upset and angry” about the impact of high gas prices and vehicle emissions on poor and working Californians. Even so, she wondered whether this attempt to counteract these challenges would be effective.

“So what will be different about this?” Durazo asked. “What is different about the kind of information? What is different from every other attempt? And believe me, I’m looking for a solution here that will stop these gas prices from spiking the way that they have. But how is this different?”

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: March 03, 2023

Phone Number: 457-3907

Regarding: Every Student Succeeds Act Per-Pupil Expenditure Reporting

The purpose of this communication is to provide the Board an update regarding school level per-pupil expenditure (PPE) reporting requirements.

The Every Student Succeeds Act (ESSA) requires states to prepare and publish annual report cards containing specified data elements, including district and school level PPE. Although California school districts collect and report on most of the required report card data elements, including district level expenditures, districts were not reporting school level expenditures to the state prior to 2019/20.

The PPE report includes expenditures directly supporting students from the General Fund and the Cafeteria Fund, based on ESSA requirements from the California Department of Education (CDE) and recommendations from School Services of California and the Fresno County Superintendent of Schools. For the report, the CDE populates student enrollment data extracted from the October census. The district provides school site expenditures, which includes expenditures directly charged to school sites and support which were prorated to each school based on student enrollment.

Staff examined site by site variables to further understand site per-pupil expenditure results. These variables included:

- Enrollment
- Average Teacher Years of Service
- Special Education Enrollment
- Special Education Cost by Special Education Student
- Average Teacher Salary and Benefits
- Unduplicated Pupil Percentage
- Total FTE
- Teacher/Student Ratio

Similar to the prior year, two distinct and significant factors contributed to the funding differences by school: Special Education services and teachers' years of service.

The average per pupil expense in 2021/22 was \$17,432 which is an increase of \$2,954 compared to 2020/21. For a full list of per pupil expenses by school site please refer to the attachment.

The Per-Pupil Expenditure ranges are as follows:

	Low	High	Average
Elementary	\$13,399	\$23,462	\$18,058
Middle	\$14,177	\$21,105	\$18,307
High	\$15,818	\$18,644	\$16,982
Specialty Schools	\$11,028	\$283,166	\$105,495

Excludes: Dailey Charter, Central Administration, Adult Education, Preschool, capital outlay, community services, debt service, transfers, and county services to districts per CDE guidance

The district report is due to the CDE on March 01, 2023. Once submitted, the CDE will publish the data to the Local Educational Agency Accountability Report Card (LARC) website.

If you have any questions or require further information, please contact Patrick Jensen at 457-6226 or Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023

Fresno Unified School District  
**2021/22 ESSA Report**  
 Summary by School Site

Type	School Name	Enr.	UPP %					Expenditures							
				All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Per Pupil 2021/22
ELEM	Addams Elementary	743	98%	77	\$ 118,178	18	9	\$ 1,434,125	\$ 6,458,747	\$ 2,109,353	\$ 2,219,188	\$ 102,544	\$ 416,335	\$ 12,221,413	\$ 16,449
ELEM	Anthony Elementary	424	97%	80	\$ 141,178	16	14	\$ 1,265,344	\$ 5,263,499	\$ 1,391,226	\$ 2,027,676	\$ 246,021	\$ 998,861	\$ 9,947,745	\$ 23,462
ELEM	Ayer Elementary	676	89%	120	\$ 115,516	17	12	\$ 1,132,287	\$ 6,153,779	\$ 2,038,702	\$ 2,504,492	\$ 212,857	\$ 864,211	\$ 11,829,259	\$ 17,499
ELEM	Aynsworth Elementary	558	96%	37	\$ 133,134	19	16	\$ 724,268	\$ 4,921,094	\$ 1,535,322	\$ 1,468,412	\$ 28,190	\$ 114,452	\$ 8,649,096	\$ 15,500
ELEM	Bakman Elementary	663	94%	64	\$ 131,298	19	15	\$ 977,336	\$ 5,765,387	\$ 1,839,643	\$ 1,807,316	\$ 48,910	\$ 198,579	\$ 10,389,682	\$ 15,671
ELEM	Balderas Elementary	593	94%	73	\$ 137,439	17	14	\$ 1,042,991	\$ 5,677,749	\$ 1,729,782	\$ 1,959,046	\$ 128,116	\$ 520,160	\$ 10,409,569	\$ 17,554
ELEM	Birney Elementary	710	96%	93	\$ 133,017	17	14	\$ 1,098,952	\$ 7,259,322	\$ 2,100,266	\$ 2,464,099	\$ 182,588	\$ 741,318	\$ 12,922,639	\$ 18,201
ELEM	Bullard Talent K-8	742	53%	48	\$ 130,211	20	18	\$ 740,480	\$ 6,700,662	\$ 2,018,707	\$ 1,859,699	\$ 14,599	\$ 59,272	\$ 11,319,547	\$ 15,255
ELEM	Burroughs Elementary	689	99%	75	\$ 139,977	17	19	\$ 1,197,612	\$ 6,939,819	\$ 1,959,220	\$ 2,070,775	\$ 98,262	\$ 398,950	\$ 12,167,425	\$ 17,660
ELEM	Calwa Elementary	560	97%	61	\$ 135,966	17	15	\$ 1,000,421	\$ 5,565,900	\$ 1,590,247	\$ 1,674,329	\$ 77,712	\$ 315,516	\$ 9,830,897	\$ 17,555
ELEM	Centennial Elementary	673	94%	43	\$ 115,494	19	12	\$ 985,336	\$ 5,044,813	\$ 1,834,523	\$ 1,701,134	\$ 16,781	\$ 68,132	\$ 9,565,807	\$ 14,214
ELEM	Columbia Elementary	516	97%	34	\$ 136,268	18	13	\$ 920,327	\$ 5,197,955	\$ 1,476,248	\$ 1,587,228	\$ 82,555	\$ 335,179	\$ 9,181,758	\$ 17,794
ELEM	Del Mar Elementary	478	97%	58	\$ 132,659	16	13	\$ 767,342	\$ 5,298,801	\$ 1,395,723	\$ 1,584,796	\$ 104,667	\$ 424,953	\$ 9,046,662	\$ 18,926
ELEM	Easterby Elementary	625	92%	86	\$ 136,633	18	15	\$ 826,311	\$ 6,173,519	\$ 1,794,561	\$ 1,948,785	\$ 106,465	\$ 432,252	\$ 10,743,175	\$ 17,189
ELEM	Eaton Elementary	441	71%	68	\$ 127,811	17	15	\$ 1,005,108	\$ 4,375,655	\$ 1,323,277	\$ 1,606,626	\$ 132,156	\$ 536,561	\$ 8,310,666	\$ 18,845
ELEM	Ericson Elementary	683	96%	100	\$ 129,020	17	12	\$ 1,293,927	\$ 6,460,863	\$ 2,065,526	\$ 2,553,624	\$ 220,774	\$ 896,357	\$ 12,373,940	\$ 18,117
ELEM	Ewing Elementary	790	88%	85	\$ 131,293	18	11	\$ 1,619,697	\$ 7,238,948	\$ 2,316,359	\$ 2,658,282	\$ 182,605	\$ 741,385	\$ 13,833,285	\$ 17,510
ELEM	Figarden Elementary	541	76%	87	\$ 117,910	17	16	\$ 1,218,859	\$ 5,589,029	\$ 1,757,608	\$ 2,516,078	\$ 296,392	\$ 1,203,368	\$ 11,081,574	\$ 20,484
ELEM	Forkner Elementary	453	47%	50	\$ 131,102	18	18	\$ 991,973	\$ 4,508,764	\$ 1,359,781	\$ 1,652,361	\$ 136,249	\$ 553,178	\$ 8,512,879	\$ 18,792
ELEM	Fremont Elementary	426	93%	45	\$ 130,652	17	14	\$ 853,099	\$ 4,600,713	\$ 1,265,070	\$ 1,498,395	\$ 114,463	\$ 464,726	\$ 8,217,276	\$ 19,289
ELEM	Gibson Elementary	428	57%	50	\$ 125,711	17	16	\$ 892,658	\$ 4,250,849	\$ 1,259,368	\$ 1,458,166	\$ 103,359	\$ 419,645	\$ 7,861,040	\$ 18,367
ELEM	Greenberg Elementary	523	97%	98	\$ 139,183	17	15	\$ 1,569,104	\$ 5,832,359	\$ 1,642,444	\$ 2,202,220	\$ 229,845	\$ 933,185	\$ 11,246,127	\$ 21,503
ELEM	Hamilton	743	86%	96	\$ 126,044	17	16	\$ 1,792,378	\$ 8,049,346	\$ 2,218,388	\$ 2,661,876	\$ 211,579	\$ 859,023	\$ 14,721,988	\$ 19,814
ELEM	Heaton Elementary	502	96%	53	\$ 126,929	16	8	\$ 1,490,909	\$ 5,270,340	\$ 1,543,708	\$ 1,980,677	\$ 187,829	\$ 762,598	\$ 10,285,634	\$ 20,489
ELEM	Hidalgo Elementary	557	98%	79	\$ 134,895	17	15	\$ 1,101,357	\$ 5,819,342	\$ 1,666,896	\$ 2,011,149	\$ 162,464	\$ 659,616	\$ 10,598,743	\$ 19,028
ELEM	Holland Elementary	423	93%	93	\$ 122,058	17	13	\$ 1,350,285	\$ 4,690,034	\$ 1,362,089	\$ 1,917,919	\$ 219,585	\$ 891,530	\$ 9,320,326	\$ 22,034
ELEM	Homan Elementary	551	94%	60	\$ 123,033	17	9	\$ 1,047,249	\$ 5,097,530	\$ 1,568,550	\$ 1,663,096	\$ 80,324	\$ 326,121	\$ 9,376,425	\$ 17,017
ELEM	Jackson Elementary	345	95%	33	\$ 123,685	15	12	\$ 697,504	\$ 3,616,677	\$ 962,459	\$ 961,483	\$ 30,629	\$ 124,358	\$ 6,238,123	\$ 18,082
ELEM	Jefferson Elementary	448	96%	84	\$ 132,397	15	12	\$ 1,275,545	\$ 5,382,450	\$ 1,439,829	\$ 2,020,059	\$ 229,802	\$ 933,009	\$ 10,117,883	\$ 22,585
ELEM	King Elementary	582	98%	31	\$ 122,892	18	13	\$ 1,140,695	\$ 4,907,721	\$ 1,597,612	\$ 1,516,363	\$ 25,657	\$ 104,168	\$ 9,162,391	\$ 15,743
ELEM	Kirk Elementary	352	96%	53	\$ 124,404	14	14	\$ 1,130,367	\$ 4,565,821	\$ 1,174,380	\$ 1,762,120	\$ 223,644	\$ 908,009	\$ 8,632,689	\$ 24,525
ELEM	Kratt Elementary	529	79%	77	\$ 117,568	17	15	\$ 901,113	\$ 4,758,256	\$ 1,545,169	\$ 1,756,037	\$ 116,364	\$ 472,444	\$ 8,960,574	\$ 16,939
ELEM	Lane Elementary	528	98%	49	\$ 133,745	17	15	\$ 975,275	\$ 5,081,682	\$ 1,519,529	\$ 1,660,477	\$ 93,425	\$ 379,311	\$ 9,236,964	\$ 17,494
ELEM	Lawless Elementary	580	82%	51	\$ 116,817	20	11	\$ 778,918	\$ 4,592,244	\$ 1,592,081	\$ 1,510,985	\$ 25,528	\$ 103,643	\$ 8,474,229	\$ 14,611
ELEM	Leavenworth Elementary	758	85%	79	\$ 127,768	18	16	\$ 1,014,019	\$ 6,756,533	\$ 2,160,942	\$ 2,300,547	\$ 113,618	\$ 461,297	\$ 12,232,041	\$ 16,137
ELEM	Lincoln Elementary	506	98%	72	\$ 129,445	18	12	\$ 805,457	\$ 5,041,020	\$ 1,442,648	\$ 1,536,208	\$ 75,965	\$ 308,424	\$ 8,825,333	\$ 17,441
ELEM	Lowell Elementary	322	98%	25	\$ 130,927	17	14	\$ 834,325	\$ 3,689,888	\$ 888,343	\$ 856,979	\$ 18,636	\$ 75,662	\$ 6,269,535	\$ 19,471
ELEM	Malloch Elementary	407	53%	21	\$ 129,634	17	15	\$ 900,937	\$ 3,877,116	\$ 1,154,646	\$ 1,212,321	\$ 55,358	\$ 224,755	\$ 7,145,019	\$ 17,555
ELEM	Manchester GATE Elementary	678	68%	21	\$ 127,308	24	19	\$ 691,175	\$ 4,896,904	\$ 1,835,216	\$ 1,661,249	\$ 3,969	\$ 16,114	\$ 9,084,543	\$ 13,399
ELEM	Mayfair Elementary	559	98%	37	\$ 139,511	19	16	\$ 897,189	\$ 5,310,945	\$ 1,532,917	\$ 1,450,105	\$ 23,083	\$ 93,718	\$ 9,191,155	\$ 16,442
ELEM	McCardle Elementary	438	83%	69	\$ 126,156	17	15	\$ 778,121	\$ 4,567,585	\$ 1,296,072	\$ 1,521,793	\$ 113,054	\$ 459,007	\$ 8,163,571	\$ 18,638
ELEM	Muir Elementary	448	93%	51	\$ 133,912	18	11	\$ 1,089,027	\$ 4,556,326	\$ 1,322,988	\$ 1,545,676	\$ 112,960	\$ 458,626	\$ 8,514,016	\$ 19,005
ELEM	Norseman Elementary	562	94%	70	\$ 125,293	15	12	\$ 931,400	\$ 6,252,020	\$ 1,660,994	\$ 1,944,488	\$ 143,058	\$ 580,822	\$ 10,788,902	\$ 19,197
ELEM	Olmos Elementary	611	99%	52	\$ 139,173	18	14	\$ 1,007,148	\$ 5,693,529	\$ 1,697,407	\$ 1,673,886	\$ 47,124	\$ 191,324	\$ 10,071,970	\$ 16,484
ELEM	Powers Elementary	424	82%	73	\$ 125,345	16	14	\$ 1,269,881	\$ 4,741,605	\$ 1,322,980	\$ 1,750,592	\$ 177,775	\$ 721,776	\$ 9,085,057	\$ 21,427

Fresno Unified School District  
**2021/22 ESSA Report**  
 Summary by School Site

Type	School Name	Enr.	UPP %					Expenditures							
				All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Per Pupil 2021/22
ELEM	Pyle Elementary	701	93%	111	\$ 129,508	19	9	\$ 1,490,433	\$ 6,678,597	\$ 2,114,260	\$ 2,597,775	\$ 220,891	\$ 896,832	\$ 12,881,065	\$ 18,375
ELEM	Robinson Elementary	481	91%	57	\$ 129,884	19	16	\$ 1,101,175	\$ 4,921,118	\$ 1,460,008	\$ 1,820,179	\$ 160,849	\$ 653,056	\$ 9,302,481	\$ 19,340
ELEM	Roeding Elementary	598	93%	77	\$ 132,129	16	12	\$ 991,923	\$ 5,968,816	\$ 1,708,329	\$ 1,829,247	\$ 93,159	\$ 378,229	\$ 10,498,316	\$ 17,556
ELEM	Rowell Elementary	604	95%	39	\$ 139,534	19	16	\$ 854,213	\$ 5,924,360	\$ 1,656,921	\$ 1,569,290	\$ 25,545	\$ 103,713	\$ 10,004,784	\$ 16,564
ELEM	Slater Elementary	629	93%	78	\$ 126,087	20	11	\$ 834,566	\$ 5,339,546	\$ 1,802,007	\$ 1,944,857	\$ 103,107	\$ 418,619	\$ 9,920,977	\$ 15,773
ELEM	Starr Elementary	343	49%	54	\$ 135,500	17	23	\$ 878,581	\$ 3,886,583	\$ 1,068,751	\$ 1,410,117	\$ 142,324	\$ 577,844	\$ 7,244,033	\$ 21,120
ELEM	Storey Elementary	840	85%	89	\$ 128,313	18	17	\$ 1,633,635	\$ 7,514,078	\$ 2,450,205	\$ 2,774,726	\$ 181,403	\$ 736,507	\$ 14,372,644	\$ 17,110
ELEM	Sunset Elementary	387	79%	34	\$ 121,592	17	20	\$ 590,506	\$ 3,755,239	\$ 1,070,856	\$ 1,042,920	\$ 25,587	\$ 103,884	\$ 6,459,521	\$ 16,691
ELEM	Thomas Elementary	727	89%	70	\$ 127,681	19	17	\$ 1,028,307	\$ 6,566,897	\$ 2,077,148	\$ 2,225,068	\$ 113,554	\$ 461,038	\$ 11,897,420	\$ 16,365
ELEM	Turner Elementary	559	94%	64	\$ 123,952	19	13	\$ 1,005,194	\$ 4,920,683	\$ 1,594,939	\$ 1,701,918	\$ 85,105	\$ 345,531	\$ 9,222,733	\$ 16,499
ELEM	Vang Pao Elementary	743	95%	55	\$ 134,537	18	14	\$ 1,169,360	\$ 6,495,697	\$ 2,038,983	\$ 1,933,482	\$ 32,174	\$ 130,629	\$ 11,637,522	\$ 15,663
ELEM	Viking Elementary	635	91%	59	\$ 131,530	18	16	\$ 1,179,616	\$ 5,712,293	\$ 1,765,469	\$ 1,745,275	\$ 50,363	\$ 204,478	\$ 10,402,653	\$ 16,382
ELEM	Vinland Elementary	467	91%	66	\$ 125,453	17	19	\$ 675,382	\$ 4,786,506	\$ 1,341,846	\$ 1,459,988	\$ 80,500	\$ 326,835	\$ 8,263,721	\$ 17,695
ELEM	Wawona K-8	573	78%	59	\$ 109,317	16	8	\$ 1,428,339	\$ 5,006,402	\$ 1,635,960	\$ 1,748,912	\$ 88,313	\$ 358,555	\$ 9,819,613	\$ 17,137
ELEM	Webster Elementary	284	98%	23	\$ 133,850	15	14	\$ 702,509	\$ 3,724,416	\$ 791,963	\$ 790,175	\$ 24,892	\$ 101,063	\$ 6,009,063	\$ 21,159
ELEM	Williams Elementary	586	99%	87	\$ 120,117	18	7	\$ 956,042	\$ 5,336,695	\$ 1,675,375	\$ 1,797,925	\$ 92,615	\$ 376,024	\$ 9,766,036	\$ 16,666
ELEM	Wilson Elementary	614	95%	65	\$ 119,102	17	7	\$ 1,222,499	\$ 5,644,660	\$ 1,823,938	\$ 2,161,994	\$ 165,552	\$ 672,152	\$ 10,853,091	\$ 17,676
ELEM	Winchell Elementary	638	98%	71	\$ 137,692	17	15	\$ 1,000,915	\$ 6,138,277	\$ 1,832,866	\$ 1,993,291	\$ 109,657	\$ 445,215	\$ 10,965,349	\$ 17,187
ELEM	Wishon Elementary	459	95%	54	\$ 137,064	17	14	\$ 1,188,823	\$ 4,805,622	\$ 1,373,267	\$ 1,655,878	\$ 133,529	\$ 542,137	\$ 9,023,591	\$ 19,659
ELEM	Wolters Elementary	367	96%	55	\$ 147,200	16	18	\$ 994,167	\$ 4,586,687	\$ 1,111,268	\$ 1,377,787	\$ 120,018	\$ 487,279	\$ 8,069,909	\$ 21,989
ELEM	Yokomi Elementary	671	87%	26	\$ 133,507	19	18	\$ 1,207,242	\$ 5,845,455	\$ 1,838,493	\$ 1,734,330	\$ 26,153	\$ 106,181	\$ 10,625,520	\$ 15,835
<b>ELEM Total</b>		<b>36,694</b>		<b>4,154</b>				<b>\$ 69,591,257</b>	<b>\$ 356,051,765</b>	<b>\$ 106,541,653</b>	<b>\$ 119,213,944</b>	<b>\$ 7,432,830</b>	<b>\$ 30,177,732</b>	<b>\$ 651,398,619</b>	
<b>ELEM Avg</b>		<b>556</b>	<b>88.9%</b>	<b>63</b>	<b>\$ 129,134</b>	<b>18</b>	<b>14</b>	<b>\$ 1,054,413</b>	<b>\$ 5,394,724</b>	<b>\$ 1,614,267</b>	<b>\$ 1,806,272</b>	<b>\$ 112,619</b>	<b>\$ 457,238</b>	<b>\$ 9,869,676</b>	<b>\$18,058</b>



Fresno Unified School District  
**2021/22 ESSA Report**  
 Summary by School Site

Type	School Name	Enr.	UPP %					Expenditures								
				All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Per Pupil 2021/22	
								0	0							
MS	Ahwahnee Middle School	656	87%	96	\$ 121,968	16	13	\$ 1,379,631	\$ 7,667,492	\$ 1,944,704	\$ 2,293,646	\$ 172,878	\$ 701,894	\$ 13,285,473	\$ 20,252	
MS	Baird Middle	585	44%	48	\$ 130,427	21	18	\$ 891,789	\$ 5,652,896	\$ 1,631,855	\$ 1,629,773	\$ 51,797	\$ 210,298	\$ 9,806,313	\$ 16,763	
MS	Computech	796	71%	29	\$ 121,893	25	13	\$ 743,030	\$ 6,448,936	\$ 2,152,262	\$ 1,940,801	\$ 2,302	\$ 9,345	\$ 11,285,029	\$ 14,177	
MS	Cooper Middle School	538	87%	23	\$ 124,726	20	12	\$ 823,877	\$ 5,682,819	\$ 1,471,919	\$ 1,381,781	\$ 18,805	\$ 76,350	\$ 9,360,394	\$ 17,399	
MS	Fort Miller Middle	673	96%	98	\$ 114,805	18	11	\$ 1,053,115	\$ 7,140,359	\$ 1,951,963	\$ 2,177,945	\$ 134,220	\$ 544,943	\$ 12,323,382	\$ 18,311	
MS	Gaston Middle School	779	98%	115	\$ 113,354	17	8	\$ 1,239,875	\$ 8,219,982	\$ 2,226,631	\$ 2,387,917	\$ 122,587	\$ 497,711	\$ 14,074,404	\$ 18,067	
MS	Kings Canyon Middle School	852	96%	105	\$ 117,242	19	11	\$ 1,290,018	\$ 8,021,442	\$ 2,464,046	\$ 2,728,449	\$ 162,833	\$ 661,112	\$ 14,503,956	\$ 17,023	
MS	Scandinavian Middle School	751	96%	118	\$ 122,033	18	11	\$ 1,517,523	\$ 7,412,505	\$ 2,190,638	\$ 2,480,893	\$ 162,221	\$ 658,628	\$ 13,601,559	\$ 18,111	
MS	Sequoia Middle School	827	98%	102	\$ 124,400	18	12	\$ 1,277,832	\$ 8,729,285	\$ 2,382,334	\$ 2,610,181	\$ 148,644	\$ 603,505	\$ 14,999,632	\$ 18,137	
MS	Tehipite Middle School	467	97%	80	\$ 114,716	17	12	\$ 1,304,486	\$ 5,129,417	\$ 1,402,545	\$ 1,706,431	\$ 141,199	\$ 573,278	\$ 9,542,879	\$ 20,434	
MS	Tenaya Middle School	786	68%	103	\$ 128,391	17	18	\$ 1,601,971	\$ 8,664,056	\$ 2,323,116	\$ 2,719,874	\$ 200,165	\$ 812,683	\$ 15,309,016	\$ 19,477	
MS	Terronez Middle School	590	91%	85	\$ 119,490	17	12	\$ 1,667,470	\$ 6,727,468	\$ 1,797,443	\$ 2,259,371	\$ 203,880	\$ 827,764	\$ 12,451,752	\$ 21,105	
MS	Tioga Middle School	640	92%	91	\$ 118,084	19	10	\$ 1,220,446	\$ 6,494,686	\$ 1,837,592	\$ 1,995,400	\$ 108,981	\$ 442,471	\$ 11,548,124	\$ 18,044	
MS	Yosemite Middle School	618	97%	73	\$ 124,807	18	7	\$ 1,463,157	\$ 6,441,820	\$ 1,800,550	\$ 2,032,877	\$ 131,360	\$ 533,330	\$ 11,738,404	\$ 18,994	
<b>MS Total</b>		<b>9,558</b>		<b>1,166</b>				<b>\$ 17,474,221</b>	<b>\$ 98,433,163</b>	<b>\$ 27,577,597</b>	<b>\$ 30,345,337</b>	<b>\$ 1,761,874</b>	<b>\$ 7,153,313</b>	<b>\$ 173,830,317</b>		
<b>MS Avg</b>		<b>683</b>	<b>87.1%</b>	<b>83</b>	<b>\$ 121,037</b>	<b>18</b>	<b>12</b>	<b>\$ 1,248,159</b>	<b>\$ 7,030,940</b>	<b>\$ 1,969,828</b>	<b>\$ 2,167,524</b>	<b>\$ 125,848</b>	<b>\$ 510,951</b>	<b>\$ 12,416,451</b>	<b>\$18,307</b>	
HS	Bullard High School	2,524	61%	252	\$ 124,502	22	14	\$ 2,974,367	\$ 22,230,257	\$ 7,277,336	\$ 7,992,506	\$ 460,127	\$ 1,868,142	\$ 40,474,466	\$ 16,036	
HS	Duncan Polytechnical	1,191	91%	59	\$ 125,561	19	12	\$ 1,551,510	\$ 10,966,395	\$ 3,259,254	\$ 3,062,120	\$ 42,417	\$ 172,216	\$ 18,839,279	\$ 15,818	
HS	Edison High School	2,428	83%	205	\$ 127,220	21	14	\$ 2,775,133	\$ 22,090,440	\$ 6,805,275	\$ 6,895,710	\$ 247,357	\$ 1,004,285	\$ 38,566,558	\$ 15,884	
HS	Fresno High School	2,079	90%	290	\$ 126,084	20	14	\$ 3,135,620	\$ 21,588,768	\$ 6,086,141	\$ 6,956,298	\$ 470,856	\$ 1,911,705	\$ 37,766,826	\$ 18,166	
HS	Hoover High School	1,971	83%	278	\$ 122,729	19	12	\$ 2,955,676	\$ 20,529,104	\$ 5,947,341	\$ 7,315,037	\$ 623,759	\$ 2,532,501	\$ 36,747,157	\$ 18,644	
HS	McLane High School	1,812	95%	293	\$ 119,199	18	11	\$ 2,896,114	\$ 18,947,962	\$ 5,355,314	\$ 6,269,168	\$ 461,185	\$ 1,872,438	\$ 33,468,559	\$ 18,471	
HS	Roosevelt High School	2,225	93%	308	\$ 122,615	21	13	\$ 2,830,554	\$ 21,556,460	\$ 6,409,903	\$ 7,024,012	\$ 400,279	\$ 1,625,157	\$ 37,820,928	\$ 16,998	
HS	Sunnyside High School	2,915	93%	273	\$ 128,143	22	16	\$ 3,413,520	\$ 25,742,799	\$ 8,283,585	\$ 8,738,958	\$ 410,302	\$ 1,665,852	\$ 46,178,861	\$ 15,842	
<b>HS Total</b>		<b>17,145</b>		<b>1,958</b>				<b>\$ 22,532,494</b>	<b>\$ 163,652,185</b>	<b>\$ 49,424,148</b>	<b>\$ 54,253,808</b>	<b>\$ 3,116,283</b>	<b>\$ 12,652,296</b>	<b>\$ 289,862,634</b>		
<b>HS Avg</b>		<b>2,143</b>	<b>85.9%</b>	<b>245</b>	<b>\$ 124,634</b>	<b>20</b>	<b>13</b>	<b>\$ 2,816,562</b>	<b>\$ 20,456,523</b>	<b>\$ 6,178,018</b>	<b>\$ 6,781,726</b>	<b>\$ 389,535</b>	<b>\$ 1,581,537</b>	<b>\$ 36,232,829</b>	<b>\$16,982</b>	
Specialty HS	Design Science High School	261	63%	4	\$ 132,145	26	16	\$ 197,708	\$ 2,142,118	\$ 704,951	\$ 633,312	\$ 2	\$ 8	\$ 3,678,089	\$ 14,092	
Specialty HS	Patino	262	80%	11	\$ 123,235	16	10	\$ 267,285	\$ 3,709,569	\$ 707,650	\$ 635,730	\$ -	\$ -	\$ 5,320,234	\$ 20,306	
<b>Specialty HS Total</b>		<b>523</b>		<b>15</b>				<b>\$ 464,993</b>	<b>\$ 5,851,687</b>	<b>\$ 1,412,601</b>	<b>\$ 1,269,042</b>	<b>\$ 2</b>	<b>\$ 8</b>	<b>\$ 8,998,323</b>		
<b>Specialty HS Avg</b>		<b>262</b>	<b>71.5%</b>	<b>8</b>	<b>\$ 126,662</b>	<b>20</b>	<b>13</b>	<b>\$ 232,497</b>	<b>\$ 2,925,844</b>	<b>\$ 706,301</b>	<b>\$ 634,521</b>	<b>\$ 1</b>	<b>\$ 4</b>	<b>\$ 4,499,162</b>	<b>\$17,199</b>	
Alternative HS	Cambridge	366	98%	27	\$ 130,576	17	14	\$ 533,635	\$ 4,723,775	\$ 1,034,470	\$ 1,074,521	\$ 45,921	\$ 186,440	\$ 7,366,401	\$ 20,127	
Alternative HS	Comm-Phoenix Elementary	10	90%	5	\$ 128,256	1	11	\$ 319,658	\$ 2,174,754	\$ 76,750	\$ 226,213	\$ 49,740	\$ 201,948	\$ 2,797,374	\$ 279,737	
Alternative HS	Dewolf High School	162	94%	6	\$ 130,302	20	16	\$ 230,518	\$ 2,444,433	\$ 437,555	\$ 393,085	\$ -	\$ -	\$ 3,505,591	\$ 21,639	
Alternative HS	Fulton	18	83%	18	\$ 116,101	5	13	\$ 456,282	\$ 659,260	\$ 194,516	\$ 636,033	\$ 145,898	\$ 592,357	\$ 1,946,090	\$ 108,116	
Alternative HS	JE Young Independent Study	4,735	92%	154	\$ 139,877	206	14	\$ 13,661,597	\$ 11,306,190	\$ 13,376,134	\$ 13,872,967	\$ 587,114	\$ 2,383,719	\$ 52,216,888	\$ 11,028	
Alternative HS	Phoenix Secondary	29	97%	11	\$ 119,641	2	8	\$ 287,945	\$ 4,455,482	\$ 109,943	\$ 198,727	\$ 31,615	\$ 128,360	\$ 5,052,098	\$ 174,210	
<b>Alternative HS Total</b>		<b>5,320</b>		<b>-</b>				<b>\$ 15,489,634</b>	<b>\$ 25,763,894</b>	<b>\$ 15,229,367</b>	<b>\$ 16,401,547</b>	<b>\$ 860,289</b>	<b>\$ 3,492,825</b>	<b>\$ 72,884,442</b>		
<b>Alternative HS Avg</b>		<b>887</b>	<b>92.5%</b>	<b>37</b>	<b>\$ 129,703</b>	<b>64</b>	<b>13</b>	<b>\$ 2,581,606</b>	<b>\$ 4,293,982</b>	<b>\$ 2,538,228</b>	<b>\$ 2,733,591</b>	<b>\$ 143,382</b>	<b>\$ 582,137</b>	<b>\$ 12,147,407</b>	<b>\$ 13,700</b>	
Medically Fragile	Addicott	45	76%	45	\$ 134,246	6	12	\$ 796,625	\$ 2,467,723	\$ 520,486	\$ 1,728,923	\$ 398,943	\$ 1,619,732	\$ 5,513,757	\$ 122,528	
Medically Fragile	Rata	20	85%	18	\$ 141,712	2	19	\$ 701,421	\$ 2,788,336	\$ 463,306	\$ 1,710,257	\$ 409,287	\$ 1,661,728	\$ 5,663,319	\$ 283,166	

Fresno Unified School District  
**2021/22 ESSA Report**  
 Summary by School Site


Type	School Name	Enr.	UPP %	All SPED	Avg. Sal. & Ben.	Teacher/Students Ratio	Avg. Years of Service	Expenditures							
								School Site Federal	School Site State & Local	Central Federal	Central State & Local	Central SPED Federal	Central SPED State & Local	Total Central and School	Per Pupil 2021/22
<b>Medically Fragile Total</b>		65		63				\$ 1,498,046	\$ 5,256,059	\$ 983,792	\$ 3,439,179	\$ 808,230	\$ 3,281,460	\$ 11,177,076	
<b>Medically Fragile Avg</b>		33	80.3%	32	\$ 138,274	4	16	\$ 749,023	\$ 2,628,030	\$ 491,896	\$ 1,719,590	\$ 404,115	\$ 1,640,730	\$ 5,588,538	\$ 171,955
<b>Grand Total</b>	<b>Grand Total</b>	<b>69,305</b>	<b>87%</b>	<b>7,356</b>	<b>\$ 126,938</b>	<b>19</b>	<b>14</b>	<b>\$ 127,050,646</b>	<b>\$ 655,008,753</b>	<b>\$ 201,169,156</b>	<b>\$ 224,922,857</b>	<b>\$ 13,979,508</b>	<b>\$ 56,757,634</b>	<b>\$ 1,208,151,412</b>	<b>\$ 17,432</b>

Source Information

Enr.	2021/22 CBEDS Data	FTE	Filled Teaching Positions and Salaries as of January 2022 - Includes SPED and PS
Enr. %	School's % of the district's enrollment	Avg. Salary	Filled Teaching Positions and Salaries as of January 2022 - Includes SPED and PS
ADA	P-2 Cal Max ADA	Avg. YOS	Years of Service as of 1/1/2022
UPP Count	CALPADS - 1.17 FRPM/English Learner/Foster Youth	Data will be used to create ESSA official report	
UPP %	CALPADS - 1.17 FRPM/English Learner/Foster Youth		
SDC	October 2022 SPED Enrollment report from ATLAS		
All SPED	October 2022 SPED Enrollment report from ATLAS		

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: Patrick Jensen, Interim Chief Financial Officer  
Cabinet Approval: 

Date: February 03, 2023

Phone Number: 457-6226

Regarding: Budget Briefing Meetings

The purpose of this communication is to provide the Board information regarding upcoming budget briefings with staff to discuss the 2023/24 Strategic Budget Development.

Beginning with the March 22, 2023 Board meeting and concluding with the June 14, 2023 Board meeting, staff would like to offer the opportunity for Trustees to meet to discuss the upcoming budget presentations. For consistency and planning, staff is recommending meetings be held prior to each Board meeting on Mondays at 12pm & 4pm, Tuesdays at 5pm, and Wednesdays at 1pm. Below is the schedule:

**Board Briefing Dates**

Board Meeting	Topic	Monday, 12pm & 4pm	Tuesday, 5pm	Wednesday, 1pm
March 22	Overview of Recovery Fund Expenditures	03/20/2023	03/21/2023	03/22/2023
April 26	Initial Proposal for 2023/24 Budget	04/24/2023	04/25/2023	04/26/2023
May 24	Discuss Governor's May Budget Revision	05/22/2023	05/23/2023	05/24/2023
June 14	Final Proposal for 2023/24 LCAP & Budget	06/12/2023	06/13/2023	06/14/2023

Trustees will receive an email Friday prior to the Board meeting. Please respond to the email with your preferred date/time option. Currently, all meetings will be held via Microsoft Teams.

If you have any questions, or require additional information, please call Patrick Jensen at 457-6226.


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023

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: Kristen Boroski, Director & Jeremy Ward,  
Assistant Superintendent  
Cabinet Approval: 

Date: March 03, 2023

Phone Number: 248-7465

Regarding: First Responder Career Camp – Winter 2023

The purpose of this communication is to provide the Board information about the Career Technical Education First Responder Career Camp held from January third through the sixth, 2023 at the Fresno Police Department Regional Training Center. In partnership with Fresno Police Department (Fresno PD), Fresno Fire Department (Fresno FD), and American Ambulance, 51 middle and high school students from specialty schools and all high school regions participated in hands-on exploration of careers in public service including law enforcement, firefighting, and emergency medical services.

During the four-day camp, students worked in small groups led by Fresno PD Student Resource Officers to develop leadership skills, build positive relationships with first responders in our community, and explore opportunities available to them in the future. Participants engaged with guest speakers such as emergency response dispatchers, crime scene investigators, firefighters, paramedics, and law enforcement officers.

Experiences included a bike rodeo, dusting for fingerprints, and riding in patrol cars on the Fresno PD Emergency Vehicle Operators Course. Participants also received Stop the Bleed training and certifications.

The next First Responder Career Camp will be held July 2023.

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: 03/03/2023

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: Erica Piedra, Director & Sandra Toscano,  
Instructional Superintendent  
Cabinet Approval: 

Date: March 03, 2022

Phone Number: 457-3963

Regarding: Dual Language Immersion Family Conference

The purpose of this communication is to provide the Board information on the Dual Language Immersion (DLI) Family Conference. English Learner (EL) Services and Multilingual/Multicultural Education are thrilled to announce the return of our in-person annual DLI Family Conference. Teachers, leaders, and staff across the district, DLI school sites, and community partners, will come together to provide inclusive learning opportunities for families to engage in their students' education.

- The conference will take place Saturday, March 18, 2023, at Burroughs Elementary School from 8:00 AM to 12:30 PM.
- The 2023 conference theme is: *"Celebrating Our Children"*. This FREE family event will include a keynote speaker, a variety of multilingual workshops for parents/guardians, a resource fair, and enrichment sessions for students in pre-kindergarten through sixth grade. Our workshops will focus on informing and empowering families to better support their children enrolled in Spanish and Hmong Dual Language Immersion Programs.
- The Community Resource Fair is a newly added component to our conference this year and will be organized and led by our McLane Student Leadership class.

We would like to invite our members of the Board of Education to join us for this wonderful family learning and engagement opportunity.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Erica Piedra at 457-3963.


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023

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  
Cabinet Approval: 

Date: March 03, 2023

Phone Number: 248-7465

Regarding: Saturday Academy 2022/23

The purpose of this communication is to provide the Board information regarding the district-wide Saturday Academy program.

Saturday Academy provides students from Transitional Kindergarten to 12<sup>th</sup> grade with a unique opportunity to make up absences from the regular school week. Saturday Academy started in the second quarter of the 2022/23 school year with five Saturday dates per quarter. The variety of opportunities and activities offered in Saturday Academy reflect the diverse needs and interests of our students. Saturday Academy programs include, but are not limited to, teacher-led academic and enrichment activities in Science/Technology/Engineering/Arts/Math, Social and Emotional Learning, Visual And Performing Arts, College and Career Preparation, Credit Recovery, and Recreational Sports Leagues.

A total of 44 school sites were part of Saturday Academy in the second quarter with over 6,200 students participating in at least one session of Saturday Academy and 4,448 absences recovered. For the third quarter, over 7,900 students participated across 78 school sites. It is anticipated that the number of school sites participating will increase as we remain committed to providing all students with the opportunity to participate in a Saturday Academy program.

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: 03/03/2023

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: Ann Loorz, Executive Director  
Cabinet Approval:

Date: March 03, 2023

Phone Number: 457-3582



Regarding: Resolution 23-40, Vehicle Procurement Delegation

The purpose of this communication is to provide the Board information regarding the March 22, 2023, Board Resolution 23-40, to approve the procurement of specialty vehicles required for various operational and student transportation uses. The district has sought to procure specialty vehicles in a manner required by Public Contract Code Section 20111(a) but has been unsuccessful due to the limited number of vendors and the scarcity of such items, as well as the very high demand in the general market for the vehicles arising, in part, from the pandemic including chip shortages.

While the district's procurement of supplies and equipment is normally subject to requirements for competitive bidding, as set forth in Public Contract Code Section 20111 *et seq.*, the California Court of Appeal in *Graydon v. Pasadena Redevelopment Agency*, (1980) 104 Cal. App. 3d 631, determined that there are well-recognized exceptions to requirements for competitive bidding, including when competitive proposals would be unavailing or would not produce an advantage, or where there is no likelihood of acquiring required items through competitive bidding (*Id.* at 635-637). The district has determined that vehicles may be obtained timely and at a reasonable price directly from dealerships or manufacturers.

The district recommends approval of the delegation of authority to purchase specialty vehicles as it represents the best interest of the district by obtaining vehicles in a timely manner to fulfill operational needs and requirements.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ann Loorz at 457-3582 or Paul Idsvoog at 457-3134.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023

Fresno Unified School District  
Board Communication

**BC Number OS-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Alex Belanger, Chief Executive,  
Cabinet Approval:

Date: March 03, 2023

Phone Number: 457-3134

Regarding: Agreement between RSS Consulting, LLC and Fresno Unified School District for New School Bond

The purpose of this communication is to provide the Board information on Agreement between RSS Consulting, LLC (RSSC) and Fresno Unified School District for New School Bond 2024 Equity-Based Facilities Planning

To support the Boards equity goals, RSSC is recommending a series of workshops. RSSC will assist the Board in facilities planning through an equity lens, offering racial and equity literacy professional development, coaching, and guidance:

- Introduction to the approach used by Sacramento City Unified School District (SCUSD) and the lessons learned along the way that encompass both challenges and solutions during the development process. The approach used a data-informed and research-based method that resulted in aiding underserved student groups, responded to community concerns about addressing past inequitable institutional practices, and strengthened community engagement and trust.
- Considerations for a decision-making framework to establish an equity index. The equity index would address decision making criteria to prioritize the needs of students and their communities as facility conditions are considered. This can play a critical role in centering facilities prioritization on student groups, neighborhoods, and warm, safe and dry facilities.
- Re-Imagining of community engagement, to help avoid the mistake of focusing on planning for the community, not with the community. This workshop focuses on a framework to strengthen community engagement, share decision making, increase transparency, and facilitate accountability to ensure the highest condition standards for all students at all sites.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Alex Belanger at 457-3134.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023



Fresno Unified School District  
Board Communication

**BC Number OS-3**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Paul Idsvoog, Chief Operations Officer  
Cabinet Approval:

Date: March 03, 2023

Phone Number: 457-3134



Regarding: Districtwide Installation of Hygiene Item Dispensers

The purpose of this board communication is to provide the Board an update regarding the districtwide installation of hygiene item dispensers in student restrooms. The purchase of the dispensers was initiated in 2018 with the passing of AB 10 which required public schools meeting a 40% pupil poverty threshold to stock 50% of the school's restrooms with no cost feminine hygiene products.

The installation requirements further expanded with the passing of the Menstrual Equity Act of 2021 which amended California Education Code §35292.6 to require all public schools serving students in grades six to twelve to stock the school's restrooms at all times with an adequate supply of menstrual products available and accessible, at no cost, in all women's restrooms and all gender restrooms, and in at least one men's restroom.

To date, partial installation has occurred at 32 sites, with planned installation throughout the year at the remaining 70 sites to ensure legal compliance. The posting of this requirement occurred during the opening of schools in August, when each site was provided with the *Williams Uniform Complaint Procedures: Notice To Parents, Guardians, Pupils, and Teachers; Complaint Rights*

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at 457-3134.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 03/03/2023