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SUPERINTENDENT

Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – APRIL 14, 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

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog Safety Board Workshop Follow Up Items
DS-2 Amy Idsvoog Fresno Public Works to Address Several High
Visibility Crosswalks

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Interim Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
March 31, 2023 and April 06, 2023
BFS-2 Ashlee Chiarito Local Control and Accountability Plan

COMMUNICATIONS – Nikki Henry, Chief Officer

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INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Rita Baharian Mentoring Services Student Data
ID-2 Ed Gomes Literacy Campaign and Task Force
ID-3 Ed Gomes Elementary Science Textbook Adoption
ID-4 Jennifer Stacy-Alcantara Distributive Education Clubs of America Out
of State Field Trip

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: April 14, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Gave interview with Fresno Bee Editorial Board
- Held interviews for Instructional Superintendent and Principal
- Met with Executive Cabinet Team
- Attended CART Board Meeting
- Met with FTA President, Manuel Bonilla
- Hosted Congressman Costa's tour of the Nutrition Center and shared the district's plans to improve student meals
- Gave interview with Monty Torres, FOX26, regarding student testing scores and campus safety
- Held bargaining session with Fresno Teachers Association
- Attended the Fresno-Madera K-16 Collaborative Executive Steering Committee Meeting


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/14/2023

Fresno Unified School District
Board Communication

BC Number DS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog
Cabinet Approval: 

Date: April 14, 2023

Phone: 457-3498

Regarding: Safety Board Workshop Follow Up Items

The purpose of this communication is to provide additional information to the Board regarding three items that were discussed during the March 28 Safety Board Workshop.

During the presentation, staff shared data around crisis and emergency calls highlighting 2019-20, 2021-22 and 2022-23 school years. The timespan for the data included August to February of each school year. The Board asked for more specifics regarding the reasons calls were made to local law enforcement this school year, and a request was made for crisis data during the 2020 – 2021 virtual school year.

Data for the current school year indicates 170 calls were made between August and February to law enforcement for situations that included: custody issues, investigations, drugs, irate parents, fights, homelessness, aggressive students, students who eloped from campus and CPS calls. There were a small number of other calls made for non-emergency reasons or to inquire about possible neighborhood activity – for example, there is a helicopter overhead, should a site go on lockdown? For additional details, please see the attached document.

As requested, staff pulled crisis/emergency data from calls made August to February of 2020-2021. This was not originally included in the workshop information as it was a virtual year with only small cohorts of students on campus. In reviewing the data, the Board will see there were 271 crisis calls during that time that included medical emergencies, calls to law enforcement, mental health calls, eloped students, lockdowns, arrests, and student/staff deaths. The number of calls is drastically smaller than 2019-20, 2021-22 and 2022-23. For a full side by side comparison of the four years, please see the attached document.

The Board also inquired about how school nurses and health staff are supporting medical emergencies. School Nurses and Licensed Vocational Nurses (LVN) assess and triage all medical emergencies. Based on their assessment, an ambulance may be called for additional medical care including when an Epi-pen has been administered, a possible broken bone, a compromised airway issue such as a severe asthma attack, seizure, chest pain, altered mental status/intoxication, loss of consciousness or any serious medical problem (potential loss of life or limb) that requires emergent care only available at a hospital. Where school sites don't have a health professional on site, that call to emergency medical services (EMS) may be more frequent when faced with a medical event.

Should you have questions pertaining to the information in this communication or require additional information, please contact Amy Idsvoog at 457-3498.

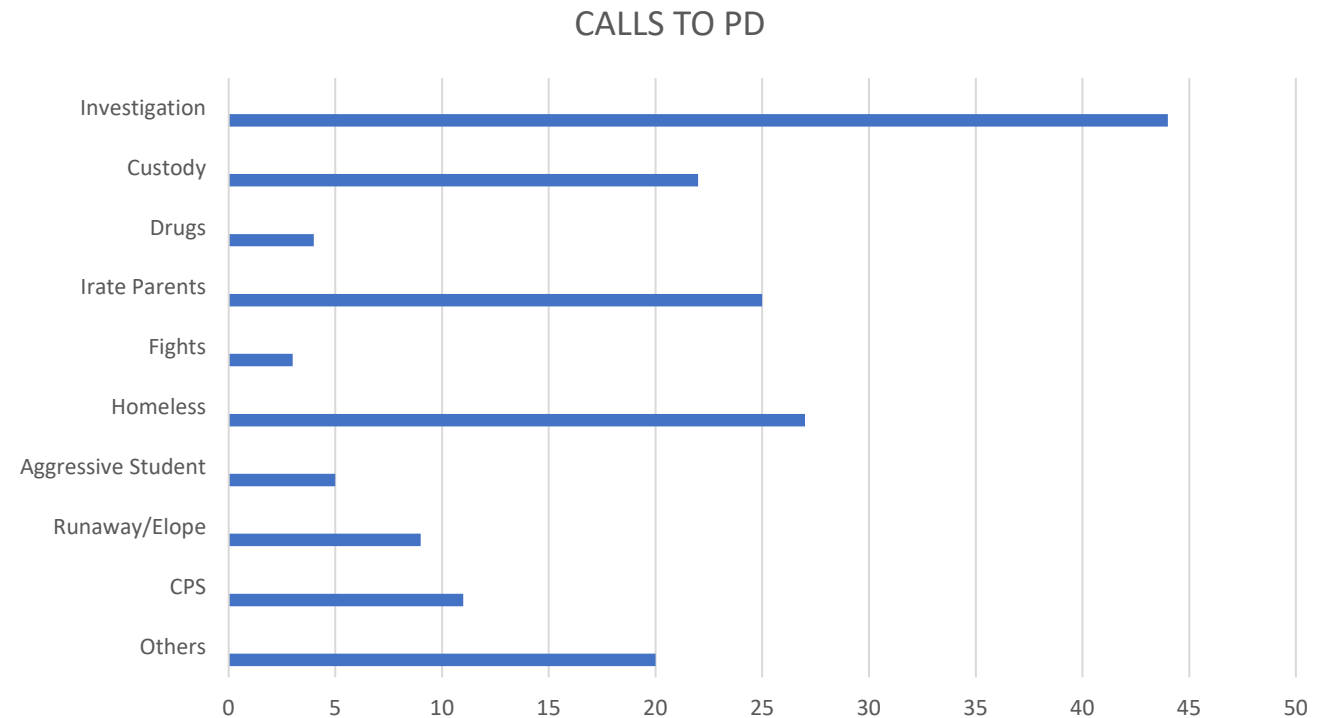
Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 04/14/2023

CALLS TO PD - August 2022- February 2023

170 calls to PD for the following situations

- Custody Issues
- Investigation
- Drugs
- Irate parents
- Fights
- Homeless
- Aggressive student
- Runaway/Elope Student
- CPS
- Others (non-emergency/inquires around neighborhood activity)



Crisis Calls Year over Year Comparison

Time Period: August to February

2019/20

More than **957** calls

- 180 Medical Emergencies
- 46 Calls to PD
- 111 Student 5585/5150
- 55 Missing/Eloped Student
- 50 Lockdowns
- 34 Threats
- 11 Weapons on Campus
- 1 Arrest
- 4 Deaths

*2020/21

More than **271** calls

- 10 Medical Emergencies
- 57 Calls to PD
- 27 Student 5585/5150
- 1 Missing/Eloped Student
- 7 Lockdowns
- 0 Threats
- 0 Weapons on Campus
- 2 Arrests
- 14 Deaths

**virtual year with small cohorts on campus*

2021/22

More than **690** calls

- 113 Medical Emergencies
- 63 Calls to PD
- 81 Student 5585/ 5150
- 40 Missing/Eloped Student
- 35 Lockdowns
- 17 Threats
- 15 Weapons on Campus
- 4 Students Hit by Cars
- 2 Arrests
- 14 Deaths


2022/23

More than **1,270** calls

- 177 Medical Emergencies
- 170 Calls to PD
- 132 Student 5585/5150
- 64 Missing/Eloped Student
- 61 Lockdowns
- 77 Threats
- 42 Weapons
- 17 Students Hit by Cars
- 24 Arrests
- 8 Deaths

Fresno Unified School District
Board Communication

BC Number DS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amy Idsvoog
Cabinet Approval: 

Date: April 14, 2023

Phone: 457-3498

Regarding: Fresno Public Works to Address Several High Visibility Crosswalks

The purpose of this communication is to provide an update to the Board regarding the City of Fresno and their efforts to address a handful of high traffic areas in our district.

Fresno Unified was recently notified that the Department of Public Works at the City of Fresno has identified approximately ten neighborhoods where they are issuing work orders in an effort to improve crosswalk visibility. While there are countless more that need addressing, these are the first of what we hope will be many more to come.

High visibility crosswalks are being processed for:

- Patterson & Blackstone
- Englewood & Blackstone
- Webster & Blackstone
- Illinois & Recreation
- Sierra Vista & Lowe
- Lyell & Recreation
- Belmont & Barton
- Rowell & Thomas
- McKenzie & Park
- 5th & McKenzie
- Heaton & Cedar
- 8th & Lowe
- Mariposa & Belmont
- La Salle & Blackstone
- Glenn & Englewood
- Illinois & Sierra Vista
- Sierra Vista & Iowa
- Recreation & Lowe
- Belmont & Rowell
- Barton & Thomas
- McKenzie & Poplar
- 4th & McKenzie
- 6th & McKenzie
- Augusta & Tyler
- Orange & Lowe

In June, staff plans to bring a proposal to the Board for a safe route to school assessment pilot program.

Should you have questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/14/2023

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: April 14, 2023

Prepared by: Kim Kelstrom, Chief Executive 
Cabinet Approval: 

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for March 31, 2023 and April 06, 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 Updates for March 31, 2023 and April 06, 2023 are attached and include the following articles:

- Extra Pay Could Lure Experienced Teachers to Poorer Schools. Why California Won't Do It. – March 30, 2023
- LAUSD and Union Workers Who Led Massive Strike Reach Tentative Settlement – March 24, 2023
- Was the LAUSD Strike Illegal? That's Up to a Judge to Decide – March 27, 2023
- Second Quarter Lottery Apportionment for 2022-23 – April 04, 2023
- Does California's Landmark School Funding Formula Need 10th Year Makeover? – April 04, 2023
- California Public School Enrollment Continues Decline, Still Reeling from Pandemic Plunge – April 04, 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: 04/14/2023



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DATE: March 31, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Notable Education Issues Discussed Before Legislature Adjourns for Spring Break

The Legislature adjourned yesterday and departed for its annual Spring Recess until Monday, April 10, 2023, but not before considering a few weighty issues to conclude the month of March.

In the Senate, Senate Bill (SB) 541 (Menjivar, D-Burbank) garnered a lot of attention in Wednesday's Senate Education Committee hearing. The bill presented to the committee would require public schools that serve students in grades 9-12 to make condoms available to students for free by the 2024-25 school year. Among other things, the bill also prohibits a public school that services students in grades 7-12 from prohibiting a school-based health center from distributing condoms to students at school. No funding is provided for the mandate, but the bill also clarifies that the California Department of Education (CDE) or public schools may accept donations to fulfill the requirements of the bill. In pushing for SB 541, Senator Menjivar expressed that the state would be "empowering the youth who decide to become sexually active to protect themselves and their partners from STIs [sexually transmitted infections], while also removing barriers that potentially shame them and lead to unsafe sex." The bill passed the Senate Education Committee with a 5-2 party-line vote, with Democrats voting in favor of the bill and Republicans opposed. SB 541 proceeds to the Senate Health Committee for consideration.

In the Assembly, the Budget Subcommittee on Education Finance further explored Governor Gavin Newsom's State Budget proposal to cut the Arts, Music, and Instructional Materials Discretionary Block Grant by one-third as well as implementation considerations of Proposition 28, the Arts and Music in Public Schools initiative that voters passed in November 2022. The hearing highlighted the considerable unanswered questions that remain as local educational agencies (LEAs) feel pressure to plan for how to use the Proposition 28 funds starting in 2023-24. Among the unanswered questions raised in the [analysis](#) and the hearing:

- Regarding the provision that funds will be used to supplement funding for

arts education programs, what aspects of a school site budget constitute baseline funding (parcel taxes, parent funding, full-time equivalent students, one-time funds, etc.)?

- Regarding the requirement that at least 80% of the funding be used to employ certificated or classified employees, who qualifies as Proposition 28 compliant personnel (e.g., afterschool staff, teaching artists)?
- Regarding the ability for the CDE to approve requests from schools to spend less on staff, how will the CDE manage the waivers provision? How will “good cause” be defined?

The committee made no decisions at the hearing on the implementation of Proposition 28, but it will revisit the issue later in budget negotiations as more information becomes available.

In the discussion about the proposed cut to the Arts, Music, and Instructional Materials Discretionary Block Grant, the Legislative Analyst’s Office and the CDE expressed opposition to the proposal because of the considerable disruption to local planning for funds that were included in the current-year Budget and are scheduled to be distributed to LEAs before the end of the fiscal year. There was also considerable mention of the fact that the Discretionary Block Grant included a greater variety of allowable uses, particularly when compared to the allowable uses of Proposition 28 funds.

Leilani Aguinaldo

Note: The Governor's Budget proposal establishes a Local Control Funding Formula Equity Multiplier that would provide additional funds to schools with very high concentrations of low-income students. Included in the Equity Multiplier proposal is a requirement that LEAs address any underlying issues in the credentialing and subject matter preparation of teachers at these schools.

Extra Pay Could Lure Experienced Teachers to Poorer Schools. Why California Won't Do It.

By Joe Hong and Erica Yee
CalMatters
March 30, 2023

Halfway through a chilly school day in February, Theresa Griffin's sixth grade classroom at Stege Elementary is more chaotic than usual. On the white board, Griffin writes the names of talkative students who will be staying behind after the lunch bell rings. A knock on the door interrupts reading instruction.

Six younger students need a classroom to work in while their teachers are attending a conference. Griffin spends 10 minutes rearranging tables to make space for them. Griffin is willing to do anything she can to help her colleagues — if she can offer a little support, maybe they'll stick around at the school where many teachers leave after a few years. At the start of the current school year, Griffin was the only teacher at Stege with more than five years of experience — she's been teaching at the school 23 years.

Located in Richmond just north of Berkeley, Stege serves the highest percentage of students from low-income households in the West Contra Costa Unified School District but its teachers on average have less experience than all but one other school. And that experience disparity isn't unique to Stege and West Contra Costa — it plays out in schools throughout California.

The dearth of experienced teachers at high-poverty schools contributes to one of the defining traits of public education: the achievement gap between students from low-income families and their higher-income peers. At schools throughout California, standardized test scores plummet when poverty rates rise. Last school year, 47% of students statewide met English language arts standards and 33% met math standards. At Stege, those rates were far lower, just 11% and 9%, respectively.

Over the past several decades, solutions to teacher staffing disparities have swirled within California's state Legislature, local school boards and among academic researchers. Chief among them: paying teachers more to work at high-poverty schools. But again and again, teachers unions have shot down that idea.

The unions' opposition frustrates some researchers who point to the benefits of what's called "differentiated pay." But labor groups point to the complex and fragile ecosystem that can be disrupted by trying to address just one piece of the broader inequality plaguing public education.

The California Teachers Association codified its opposition to differentiated pay in its policy handbook, which explains that school districts use what is known as a "single salary schedule" to pay all teachers at all schools the same wages based on their experience and education levels. "The model is widely accepted because it is seen as less arbitrary, clearer and more predictable," the handbook states. "Because of these factors, the single salary schedule will continue to be the foundation of educators' pay."

Claudia Briggs, a spokesperson for the association, said public school districts should not be using their limited pool of funds to pay certain teachers more than others.

“(Differentiated pay) can be very divisive and hard to implement fairly and consistently,” Briggs said. “And it doesn’t get to the root of the problem.”

In 2009, the statewide union assailed legislation authored by former state Sen. Darrell Steinberg that would have barred districts from laying off a larger share of teachers from high-poverty schools. School employees are typically laid off based on seniority, with newer teachers being most vulnerable. Steinberg said the state needed to step in to ensure that high-poverty schools could build strong teams of educators. The California Teachers Association argued for local control over layoffs.

“(The union) put up billboards saying I wasn’t friendly to education,” Steinberg said. “Some fights are just worth having.”

The union also rallied against merit pay in federal programs like Race to the Top that would have required districts to use test scores to evaluate teachers. Under pressure from the union, California lawmakers refused to implement a system of teacher evaluations, weakening their chances of winning a chunk of the \$4 billion in competitive grants offered by the Obama Administration.

Briggs said differentiated pay is a “Band-Aid.” She added that paying higher salaries for teachers at certain schools is a decision for local districts and their unions, but the California Teachers Association opposes it as a statewide policy. State lawmakers should focus on raising salaries and improving working conditions for all teachers, she said.

In any conversation about improving teacher retention, union leaders, including those at the California Teachers Association, are likely to mention community schools as a more holistic solution. Community schools partner with local social service, mental health and other medical providers to link students and their families with the help they need. Union leaders say community schools can remedy the hardships facing students, rather than simply paying teachers more to single-handedly address the impacts of poverty.

“Paying higher salaries for hard-to-staff schools is a flawed solution,” Briggs said. “It doesn’t address the reasons they’re hard to staff in the first place.”

In 2018, State Superintendent of Public Instruction Tony Thurmond told CalMatters during his election campaign that he believes all teachers should be paid more, and that the focus should be on improving working conditions. Thurmond said the studies on differentiated pay showed mixed results, specifically citing research by the Learning Policy Institute. One study by the research organization found that teachers at high-poverty schools were more likely to leave because of the pressures of standardized testing and unhappiness about their administrations, not compensation.

Thurmond, who won election and re-election with strong backing from the teachers union, wouldn’t comment for this story, but Deputy Superintendent Malia Vella replied on his behalf and made clear that his opposition to paying teachers more in high-poverty schools hasn’t changed. Instead, Vella said, the solution is raising salaries for all teachers along with smaller class sizes, more mentorship and affordable housing.

“A complex problem needs a complex solution,” Vella said. “Yes, raising salaries, but also doing all the things we know will make the system sustainable.”

Statewide snapshot

It's a common pattern within the teaching workforce: young teachers begin their careers in high-poverty schools, put in a few years of service and transfer to a school in a more affluent neighborhood once they acquire a bit of seniority. Schools serving wealthier families tend to have more classroom resources, higher test scores and more involved parents. Teachers feel physically safer and more supported by their principals and administrators.

The result is a constant drain on schools with the neediest kids, which serve as training grounds for novice teachers.

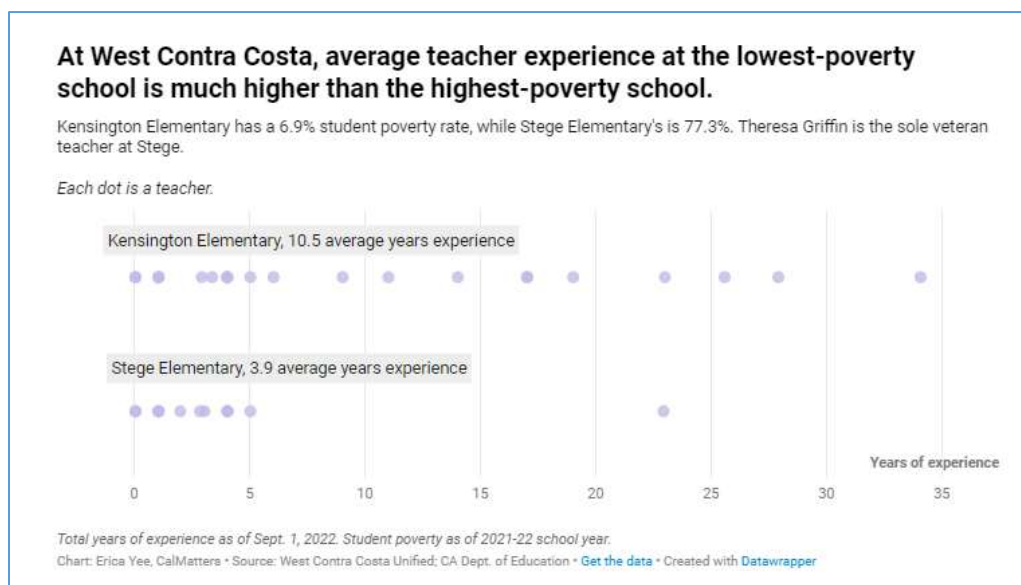
CalMatters analyzed teacher experience data from 35 California school districts and 1,280 schools, including those from urban, suburban and rural communities. The correlation between student poverty and teacher experience is most obvious in large urban districts. In San Diego Unified, the state's second-largest district, 17% of teachers at the 20 highest-poverty schools have less than five years of experience. At the more affluent schools, just 6% have less than five years of experience.

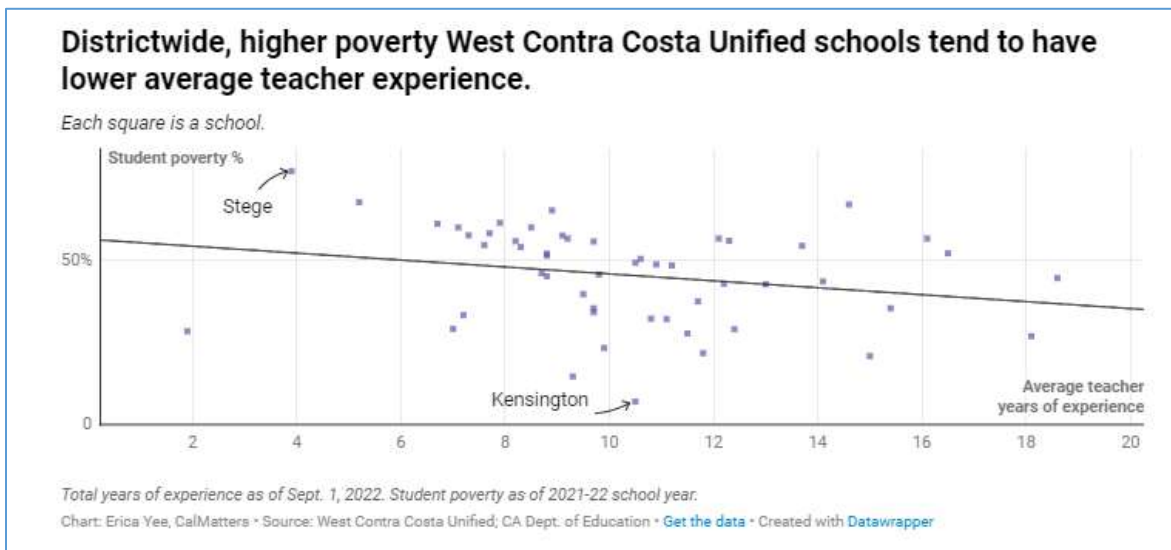
Staffing data from other large urban districts, including Long Beach, Oakland and Sacramento, show a similar trend. These trends align with national research showing that high-poverty communities have the least access to experienced teachers.

The West Contra Costa Unified School District has 64 schools. Among them, the percentage of students qualifying for free or reduced-price meals ranges from 7% at Kensington Elementary to 77% at Stege. In 2022, Stege Elementary was identified as one of the 474 lowest-performing schools in the state.

The median years of experience among the 13 teachers at Stege, according to district data from 2022, is three years. Griffin is the one teacher in the school with more than six years of experience, and she believes her consistent presence makes a difference.

“When you have kids that come from families where they have a lot of strife going on, they don't have anybody that is consistent,” Griffin said. “Children like to have consistency, and when you don't have consistency they don't know what to do.”





Experience is just one of the ways experts measure the quality of an educator. A teacher’s education level and effect on student test scores are also often factored in.

However it’s measured, there’s a large body of research showing that teacher quality is more influential than every other factor in a student’s education. That includes a student’s socioeconomic background, language abilities, school size and class size. At high-poverty schools, where students are more likely to be achieving below grade level, a quality teacher can make an even bigger difference. Andrew Johnston, an economist at UC Merced, said the research makes clear that an effective teacher can have a profound impact on all students.

“What’s amazing is that when we randomly assign a kid to a high-quality teacher, not only are they doing better in the years after that, but they’re doing significantly better in adulthood,” Johnston said. “A good teacher increases a student’s future earnings and decreases incarceration rates.”

The suggestion of differentiated pay triggers questions about whether money alone can entice the best teachers to work at the highest-needs schools. And that leads to the thornier question of which teachers deserve to be paid more.

John Zabala is the president of United Teachers of Richmond, the local union for West Contra Costa Unified. He was previously a school psychologist at another high-poverty school in the district. His experience has led him to support the idea of differentiated pay, but he knows that union opposition makes it untenable.

“I think we have to be open to things,” he said. “But I can already hear the teachers in other schools being upset that they’re not getting additional pay.”

Griffin also thinks teachers at Stege Elementary should be paid more, but she’s in it for the mission more than the money. She said teachers’ compensation is less important than their commitment to maintain high standards for all students. It’s a way of showing love to students who might not have anyone else who believes in them.

“I demand excellence, and I will help you get there if you’re willing to get there with me,” Griffin said. “But I’m very strict and sometimes that can be hard on them because they’re not getting that from anywhere else.”

Challenges at high-poverty schools

Griffin comes to school dressed in jeans and a blue polo shirt under a gray hoodie. After making copies in the front office, she walks in a steady gait down the long hallway to tidy her classroom before school starts. She declines to share her age, saying her students have been trying to figure out how old she is.

She speaks slowly in a soothing voice. As students file into the classroom, Griffin asks them to remove their hats and hoods. She delegates tasks to her students: one oversees the pencil sharpener while another distributes textbooks.

As students begin working independently on their iPads, Griffin takes attendance. From the corner of her eye she sees one student chewing gum.

“My trash can is lonely,” she tells him without looking up from the class roster.

Teaching students who live in poverty is uniquely challenging. They often come to school without having eaten breakfast or dinner the previous night, making it harder for them to focus and easier for them to be disruptive. Those experiencing homelessness or moving frequently have erratic attendance. Students with emotional traumas can require teachers to serve as both therapists and social workers.

“At some of the schools where I served, the way they treated kids of color was just horrible in my eyes,” said Griffin, who knows that Black and Latino students are more likely to be living in poverty. “They had very little expectations for their academics.”

At Stege, 44% of students are Black compared to 13% districtwide. Among them, 12% met or exceeded standards in English language arts and only 6% met or exceeded standards in math last school year.

Jeremy, a Black student in Griffin’s sixth grade class, said he likes how Griffin “does it old school.” He admits he’s talkative in class, and so he understands when she scolds him.

“She’s more experienced,” Jeremy said. “Other teachers get used. They get played because they don’t know how to control their students.”

Researchers say the benefits of experience usually plateau after five years in the profession, with the steepest learning curves occurring in the first three years.

The number of veteran teachers at a school can provide clues to the work environment as well as the job market in the surrounding community. Under most union contracts seniority must be considered when a teacher applies for a job, so more veteran teachers at a school is often an indicator of a less stressful work environment.

“When teachers at high-poverty schools get a couple years of experience, they tend to transfer,” said Dan Goldhaber, the director at the Center for Analysis of Longitudinal Data in Education Research, which studied gaps in teacher quality.

In other words, high-poverty schools see more turnover, while schools in more affluent areas see more applicants for teacher vacancies.

Mary Patterson is a teacher at Longfellow Middle School in Berkeley Unified. With 62% of students qualifying for free or reduced-price meals, Longfellow has more than double the poverty rate of the other two middle schools in the district. Patterson uses the term “headwinds” to describe the challenges her students face, such as dealing with biases because they are Black or Latino or being from a low-income or a divorced family.

“Our job’s harder. It just is,” she said. “But we teach every kid we get. We’re not a school that complains about our students.”

Patterson wrote an article almost 20 years ago about reducing turnover among newer teachers. The piece examines how administrators often require newer teachers to teach more subjects, resulting in longer hours with less pay. Add a high-poverty student body to those working conditions, and you get a work life that’s unsustainable for many educators, Patterson said.

The salary solution

Over the years economists as well as education and policy experts have studied the benefits of compensating teachers more to work in more challenging environments. Some researchers say differentiated pay alone isn’t a sustainable solution.

“The term ‘combat pay’ has been used in a pejorative way to describe those pay schemes,” said Tara Kini, the director of state policy at the Learning Policy Institute. “But if it’s not paired with strengthening the working environments in those schools, then it doesn’t hold up in the long term.”

But experts agree that it’s one method of increasing retention at hard-to-staff schools.

“The papers that have come out recently say that pay flexibility is super useful to schools and students,” said Johnston of UC Merced. “What happens with rigid pay schedules is that the person who’s totally checked out is being paid the same as a person who’s being a real hero for students.”

In public school districts in California, administrators negotiate with local teachers unions to agree on a salary schedule, which determines how much educators get paid based on their education level and years of experience. Most, if not all, school districts post their teacher salary schedules on their websites.

Teachers know exactly how much they and their colleagues are earning. Union leaders say this transparency is partly an effort to reduce historical pay gaps for women, people of color and other marginalized groups. The salary schedule also helps cultivate solidarity among a teaching force: Educators know they’re all being paid fairly compared to their peers, union leaders say. This lays the groundwork for collective bargaining and teachers’ loyalty to their unions.

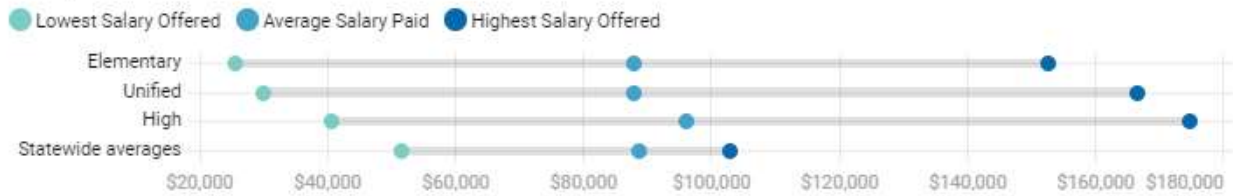
Union leaders contend that differentiated pay would undermine collective bargaining — that instead, all teachers deserve raises.

“I absolutely believe that if we had a way to get teachers who were more effective and assign them to (schools with poorer students), we’d be better off,” said John Roach, the executive director of the School Employers

Association of California. “But the collective bargaining process does everything it can to avoid identifying teachers as being better than another.”

California public teachers were paid on average \$88,508

The range from lowest to highest salaries listed on salary schedules varies widely among districts, based on education level and experience.



Figures come from a voluntary 2021-22 survey, of which districts representing 96% of total non-charter average daily attendance responded.

Chart: Erica Yee, CalMatters • Source: Dept. of Education • Get the data • Created with Datawrapper

Trying to pay the best teachers more to work in high-poverty schools inches school districts toward an even more fraught conversation about evaluating teacher quality. Experts, teachers unions and policymakers have argued over how to assess teachers for decades. From one perspective, teachers who have a history of raising their students’ test scores are seen as more qualified teachers.

Researchers refer to this measure as the “value-added” score assigned to a teacher. Eric Hanushek, a Stanford University economist, championed this way of assessing educators starting in the 1970s.

“On average, standardized test scores have shown to be really important,” he said. “This is not the only thing that measures a good teacher, but it’s an important part.”

Opponents of the value-added model argue that a teacher’s effectiveness can vary widely from year to year depending on the types of students and various other social and economic factors outside the classroom.

One policy mechanism has been around for 10 years as part of an effort to close achievement gaps. California’s Local Control Funding Formula, which is the state’s system for funding K-12 schools, sends more money to districts for their foster children, English learners and students from low-income households. But the intended results of the formula can only be fully realized with differentiated pay, Hanushek said.

“If you aren’t allowed to use the money in the best way possible, the whole system is being undermined,” he said.

Hanushek also said districts should be able to use test score data to send their most effective teachers to the highest-poverty schools with more pay. This would allow districts to directly target the extra money they receive via the formula, giving in essence a pay bonus to lure the best teachers to work at those schools.

But without support from teachers unions, that notion remains a pipe dream. Districts instead rely on the personal passion and commitment of individual teachers to close the achievement gap.

“If you take (differentiated pay) off the table, there’s not a lot you can do to get really high-quality teachers into poor schools,” Hanushek said.

In California, school districts avoid value-added measures. District officials assess teachers through classroom observations, but tenure protections prevent disciplinary action based on low test scores alone.

Policies in other states suggest differentiated pay could make hard-to-hire positions more desirable and more competitive. In Hawaii and Michigan, districts enticed special education teachers with salary increases between \$10,000 and \$15,000. One study found that in Georgia, higher pay for math and science teachers reduced turnover by up to 28%.

Griffin, the teacher at Stege Elementary, said the district once offered a \$10,000 stipend for teachers who committed to work at a high-poverty school for two years. But she said most teachers left after fulfilling that commitment.

Like the California Teachers Association, local unions are also calling for more community schools. Zabala, the union president for West Contra Costa Unified who supports differentiated pay, also believes the community school model is a crucial piece of the needed reform. Since 2021, California lawmakers doled out \$4 billion in community schools grants. West Contra Costa Unified is guaranteed a total of \$31 million until 2027.

“I don’t believe that a stipend or pay differential is sufficient,” Zabala said. “There also needs to be a change in how we conceptualize schooling.”

Meanwhile, West Contra Costa Unified’s teachers just narrowly averted a strike last month after negotiating a 7% raise this year and a 7.5% raise next year — raises that will apply equally to teachers at schools with the wealthiest and poorest student bodies. Zabala said these raises will be crucial for attracting teachers to all of West Contra Costa Unified’s schools, especially amid a teacher shortage. He said his bargaining team also asked for one-time \$2,500 stipends for teachers working in high-poverty schools, but district officials rejected that proposal.

The situation looks dire at the district, as it needs to cut \$20 million this year to afford those teacher raises. Zabala expects much of those reductions to come from after-school and mental-health programs at high-poverty schools.

But Griffin said she isn’t overly concerned. If anything, she’s indifferent to the threat of budget cuts. She said she’s going to keep doing what she has always done: focus on her students.

After her students leave her class at the end of the day, Griffin begins tidying up her classroom, picking up books and papers her students left behind. She admits she’s tired, but only because she’s a morning person and not because her students were especially rowdy that day.

“I think you just have to have it in your heart to do what you need to do to help the kids,” Griffin said. “If it’s not in your heart, it makes it harder to do.”

LAUSD and Union Workers Who Led Massive Strike Reach Tentative Settlement

By Howard Blume, Dakota Smith, and Debbie Truong
Los Angeles Times
March 24, 2023

A tentative agreement reached Friday between the Los Angeles Unified School District and the union representing support staff won raises of about 30% or more for the lowest-wage workers, one day after the end of a strike that shut down schools for three days.

If approved by union members, the agreement — achieved after mediation with Mayor Karen Bass — could prevent campuses from being closed again to 420,000 students and spare workers from job actions that would have been difficult to bear.

Local 99 of the Service Employees International Union — which represents about 30,000 employees and includes bus drivers, teacher aides, special-education assistants, custodians and food service workers — led the strike that began Tuesday and ended Thursday. Also on strike in solidarity were members of United Teachers Los Angeles, which represents about 35,000 teachers, counselors, therapists, nurses and librarians. UTLA remains in negotiations over its contract.

The deal with Local 99 is not an across-the-board increase but spread out over time and also affected by length of service and current salary — so that some workers will receive less than 30% and some more.

“Here in California this agreement will set new standards, not just for Los Angeles, but the entire state,” Max Arias, executive director of Local 99, said in a joint news conference at City Hall with Bass and L.A. schools Supt. Alberto Carvalho, who called it “a historic day.”

Hinting at the acrimony of the rhetoric during the dispute, Bass said the agreement would move the parties toward collaboration.

“Executive Director Arias and Supt. Carvalho stepped up in such a big way,” she said. “I am hopeful that is the beginning of a new relationship that will lead to a stronger LAUSD.”

A broader context

All three leaders talked of a strike and a settlement that was bigger than Los Angeles and the school district and emblematic of the problems affecting working-class families.

“The fact of the matter is, the majority of SEIU 99 workers don’t just work in our schools,” Bass said. “They are LAUSD parents as well. And today for too many hardworking people, working full time is just too hard — to put a roof over their heads and put food on the table. This is about the high cost of living in Los Angeles. Los Angeles, as everybody knows, has become virtually unaffordable.”

Said Arias: “I want to appreciate the 30,000 members that sacrificed three days of work, despite low income, to raise the issue to society, that we as a society need to do better for all workers, all working people, for everyone.”

Carvalho said the agreement was ultimately forged by common understanding.

“I’ve said since I arrived in Los Angeles that impossible conditions faced by many of our employees, many of our children and their families are real,” he said, “whether it is the unaffordability of housing, whether it is the unhoused nature of many of our children or their parents — or in some cases, members of our workforce.”

The Local 99 strike is part of a larger context of assertive union activism across the country largely over widening financial inequalities, said William B. Gould IV, a Stanford law professor emeritus, author and former chair of the National Labor Relations Board.

“There is, in general, a greater willingness on the part of organized labor to stand up for workers in the last year or so — a greater audacity,” Gould said.

The three-day walkout was “an attempt to reach an equitable settlement but also an attempt to get the attention of the public,” he added.

Gould was not surprised that UTLA honored the picket lines: “What is unusual about this is the fact that these [Local 99] workers, who are so marginalized, are willing to establish picket lines.”

Joy and relief

At the grassroots level the deal translates to Erika Rioverde moving from about \$15 an hour to the district’s new minimum of \$22.52.

The raise will provide much-needed relief and security for her family, said Rioverde, who works as a community representative at Parmelee Avenue Elementary School.

She hopes to be able to buy ingredients for meals her son wants to eat, rather than buying only food that is on sale.

“You don’t even know how happy I am,” said Rioverde, who has worked in L.A. Unified for nine years. “Finally, something is changing.”

Veronica De La Paz, a campus aide and parent representative at Hobart Elementary School, said she did not expect the strike would lead to a resolution so quickly.

De La Paz said she plans on socking away the money from raises in savings. She hasn’t been able to build an emergency fund with her current salary of about \$1,100 a month, and often worries about how her family would weather a layoff or unexpected expense.

Because she will lose three days of pay, she’d started mentally calculating how she would stretch her next paycheck. She said she was grateful for the backing from the teachers union.

“I thought: ‘We have to fight for this.’ The three days were worth it,” she said.

For Carmen Carbajal, who works as a special-education assistant at Bandini Elementary School in San Pedro, the extra money will go toward paying off more than \$4,000 in credit card debt she accumulated to pay off utility bills and put gas in her car. She also hopes to repair the leaky roof in her garage.

“I will be able to breathe a little bit,” said Carbajal, who has worked in the district for more than 25 years and earns \$22 an hour.

Details of the deal

The general raises include retroactive payments for workers employed at the time: 6% as of July 1, 2021; 7% more as of July 1, 2022; and 7% more as of July 1, 2023. Workers active in 2020 also will receive a \$1,000 bonus. And on July 1, 2024, all workers will receive \$2 an hour more, which will most benefit those at the bottom end of the scale.

Arias had once said he wouldn’t return to the table unless L.A. Unified was prepared to offer 30%. The deal allows him to get to that number for many employees — and well past it for some.

The deal also guarantees health benefits for all workers and their families if the employees work at least four hours a day. And some workers will get the increased hours they said they needed.

Carvalho had warned that demands from the Local 99 and the teachers union could put the district on the brink of insolvency. But on Friday, he said the deal was structured in a way that staggered the spending, making it affordable.

Those watching from the outside expressed cautious optimism.

“It is a historic day in L.A. public education that wouldn’t have been possible without the sacrifice of students, families and workers, as well as the leadership of the mayor and cooperation from both sides,” said Ana Teresa Dahan, managing director of GPSN, a local education advocacy group.

“There’s no question that the workers deserved the raise,” said Pedro Noguera, dean of the USC Rossier School of Education.

“My hope is that this deal won’t create financial instability for the district. If that happens everybody loses.”

Among those less impressed with the outcome was Lance Christensen, a union critic who recently ran unsuccessfully for state superintendent of public instruction.

“What happened wasn’t a negotiation, it was a hostage exchange,” Christensen said. “One need not to be cynical to realize that the union used the children of LAUSD to get the deal they wanted while the district caved to a fiscally imprudent deal. UTLA is bound to leverage the students for a similar deal soon.”

Mayor enters the fray

The end of the strike — which had a fixed duration — did not end the contract dispute, and hanging over negotiations was the possibility of future job actions.

An important breakthrough was the intervention of Bass, who stepped in Wednesday to mediate.

Early word of Bass’ involvement came Wednesday, posted on social media by Los Angeles school officials.

This announcement and subsequent comments from those on both sides were intentionally spare on details, to avoid exacerbating tensions.

For Bass, the strike was the most high-profile emergency to hit L.A. since she took office in December. The mayor told reporters Friday that she was engaging with the opposing parties even before workers walked off the job.

She said she was “having conversations with both leaders [and] having meetings, but to me it was not important to be public about that.”

She invited both LAUSD and union leaders to City Hall because it was a “neutral space.”

The parties met for long sessions, going back and forth into different rooms, she said.

The union had defined the walkout as a three-day protest of unfair labor practices, which typically involve allegations that an employer has interfered in legally protected, union-related activity.

L.A. Unified challenged this rationale in a filing with state regulators in a last-ditch attempt to prevent the strike.

The district said that the alleged labor violations were a pretext to launch a strike before the conclusion of a legally mandated negotiation process.

The district’s legal maneuver did not stop the walkout, but the case remains active and the school system could still pursue a claim that the two unions acted illegally in walking out.

Was the LAUSD Strike Illegal? That’s Up to a Judge to Decide

By Clara Harter
Los Angeles Daily News
March 27, 2023

The Los Angeles Unified School District strike may be a concern of the past, but the question of whether the three-day walkout was illegal remains an issue to be resolved in the future.

That question will not be answered by the district or labor leaders, but by an administrative law judge who will rule on the unfair labor practice charges that the district filed against its two unions with the California Public Employment Relations Board (PERB).

In these charges, the district alleges that the strike was unlawful because labor leaders did not satisfy the requirements to declare an economically motivated strike and also don’t have enough evidence to justify an unfair labor practice strike.

The sprawling labor dispute took place from March 21 to 23 and shut down learning for 420,000 students.

It was led by SEIU Local 99 – the union representing 30,000 bus drivers, custodians, instructional aides and special education assistants – and called for higher pay, more hours for part-time workers, and a crackdown against workplace harassment.

Members of UTLA, the union representing 35,000 teachers, walked off the job in solidarity.

In the run-up to the strike, the district filed charges alleging that the strike was illegal and asking the PERB to issue an injunction halting the action. While the board declined to issue the injunction, it did issue complaints against the unions on March 22 and expedited trial proceedings to settle the affair.

On March 24, district officials and SEIU Local 99 leaders reached a labor contract agreement with the assistance of Mayor Karen Bass. However, this agreement does not include a clause settling the district's unfair labor practice charges, a spokesperson for the district said.

Labor leaders are frustrated by the district's efforts to rule the strike illegal and UTLA issued the following statement:

"UTLA and SEIU 99 members continued to have the right to strike and did. Instead of wasting time on legal maneuvers over the last two weeks that didn't prevent a strike, LAUSD should have been focused on resolving the issues and respecting their employees."

Ellen Wu, an attorney representing the district, said that it's important to have a ruling on the strike's legality to ensure there is accountability for labor leaders and to set a precedent for future negotiations. SEIU Local 99 did not respond to a request for comment on the district's charges against the union.

The question over the strike's legality hinges on the justification for workers walking off the job.

There are two types of strikes that can be declared: economic and unfair labor practice, said PERB General Counsel Felix De La Torre.

An economic strike requires that union leaders first exhaust all avenues of negotiation.

This requires declaring that negotiations have reached an impasse, enlisting the support of an independent mediator and carrying out fact finding research. While SEIU Local 99 completed the first two of those steps, it did not finish the third.

An unfair labor practice strike, on the other hand, can be declared at any time.

This is the type of strike that SEIU Local 99 declared after filing over a dozen unfair labor practice charges with PERB against the district. These charges include alleged surveillance of union members, retaliation against members, withholding of information and interference in union activities.

The district generally denies wrongdoing and does not believe that the unfair labor practice complaints were a valid justification for the strike.

"Given the overwhelming evidence that SEIU's strike is primarily motivated by economic considerations to gain concessions in bargaining, SEIU has not and cannot meet its burden to establish a lawful ULP (unfair labor practice) strike," stated the district's charge against SEIU.

"SEIU's 3-day pre-impasse strike while the parties are still in fact-finding is nothing more than an unlawful pressure tactic to obtain the District's economic concessions," continued the charge.

In a separate complaint the district alleges that UTLA's participation in the "unlawful strike," was by extension also unlawful.

De La Torre said it's possible that the district's charges against SEIU and UTLA will be combined into one trial. Although no announcement of trial dates has been made, expedited trials are typically scheduled within four to six weeks, he added.

“What the judge has to sort out is whether there an unfair practice that was committed by the district that is of the nature that would provoke these employees to want to strike?” said De La Torre. “Or, is that claim just a pretext and what they are really doing here is putting pressure on the district for a better contract, which is an economic strike, and which they cannot do until they exhaust impasse resolution procedures.”

The judge will decide on the remedy if a ruling is made in the district's favor. Given that the strike is already over this would not be an injunction to stop the action, however it could include a requirement that the union post a notice to notify all of its members that its strike was ruled unlawful, De La Torre said.

Such a ruling could also create a legal precedent so that if the union were to declare a similar unlawful strike in the future, the board could potentially take its findings to the L.A. Superior Court, for an injunction. The violation of a court injunction could result in sanctions or even jail time for union leaders, De La Torre added.



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DATE: April 6, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature Returns From Spring Recess on Monday

Legislators were in their districts on spring recess this week, so there were no hearings in Sacramento. When the Legislature returns from its recess on Monday, April 10, 2023, they will have three weeks to ensure that any bills with fiscal implications pass out of the first house policy committees, while bills without fiscal effects have an additional week to clear policy committees.

Both the Assembly and Senate Education Committees will meet next Wednesday, April 12, to consider nearly 50 bills, including the following significant measures:

- Assembly Bill (AB) 19 (Patterson, R-Fresno) would require each school within a local educational agency (LEA) to maintain at least two doses of naloxone hydrochloride or any other opioid antagonist
- AB 247 (Muratsuchi, D-Torrance) would place an unspecified K-14 school facilities bond before voters on either the primary or General Election ballot in 2024
- AB 1433 (Fong, R-Bakersfield) would, until July 1, 2024, authorize a qualified substitute to teach a general, special, or career technical education assignment for up to 60 cumulative days for any one assignment
- Senate Bill (SB) 291 (Newman, D-Fullerton) would require, commencing with the 2024-25 school year, an LEA to provide a daily recess of at least 30 minutes and would prohibit school staff members from restricting a pupil's recess unless there is an immediate threat to the physical safety of the pupil or one or more of the pupil's peers
- SB 596 (Portantino, D-Burbank) would provide that any person who subjects a school employee to threats or harassment while the employee is away from a school site or after school hours for reasons related to the employee's course of duties is guilty of a misdemeanor punishable by a fine of not less than \$500, nor more than \$1,000, or by imprisonment in a county jail not exceeding one year

- SB 671 (Portantino) would require the School/Law Enforcement Partnership to develop a process and framework that would require mandatory interagency cross-reporting between school districts, county offices of education, and law enforcement agencies of threats of serious school crimes that would trigger immediate intervention
- SB 760 (Newman) would require, by January 1, 2025, each LEA maintaining any combination of classes from grades K-12 to provide at least one all-gender restroom for pupil use at each of its school sites

All of the above bills will need to clear the aforementioned policy committee deadline by Friday, April 28.

Leilani Aguinaldo

Second Quarter Lottery Apportionment for 2022-23.

By Matt Phillips, CPA, and Wendi McCaskill
School Services of California Inc.'s *Fiscal Report*
April 4, 2023

The State Controller's Office (SCO) distributed the 2022-23 second quarter Lottery apportionment on March 30, 2023. A total of \$508,468,903 was apportioned for the second quarter. This included \$349,717,024 in unrestricted and \$158,751,879 in restricted funding. County offices of education, school districts, and charter schools should receive \$62.67 and \$28.45 per unit of average daily attendance (ADA), for the unrestricted and restricted Lottery apportionment, respectively.

The annual Lottery estimates for 2022-23 are \$170 per ADA for the unrestricted funds and \$67 per ADA for the restricted funds. Local educational agencies should budget annual Lottery apportionments on the most recent [projections](#) available, which are also available on the current School Services of California Inc. [Financial Projection Dartboard](#). We will report any action by the Lottery Commission that may impact the Lottery funding for the 2022-23 fiscal year. The Lottery projections for 2023-24 should be released in the summer and will include projected per-ADA funding levels.

For more detail on the second quarter apportionment for 2022-23 and other Lottery funding information, visit the California Department of Education's website [here](#). For the apportionment detail, please visit the SCO website [here](#).

Note: A number of advocacy groups are pushing changes to the Local Control Funding Formula (LCFF) in addition to Governor Gavin Newsom's LCFF Equity Multiplier proposal.

Does California's Landmark School Funding Formula Need 10th Year Makeover?

Gov. Gavin Newsom, advocacy groups would make big changes to accounting for LCAP spending

By John Fensterwald
EdSource
April 4, 2023

Two legal advocacy groups that have bird-dogged districts' spending for a decade under the state's education funding formula are calling for significant changes they say are vital for students the law is intended to serve.

They join Gov. Gavin Newsom, who is also urging a big expansion of the Local Control Funding Formula on its 10th anniversary, including more funding for high-poverty schools. In pursuit of more equitable and transparent spending, both would broaden districts' reporting requirements.

Public Advocates and the American Civil Liberties Union of Southern California laid out their case for amending the funding formula in a [64-page report](#) released earlier last month. It focuses on strengthening the three-year plan of action that all districts write detailing goals for student improvement and the actions and spending they'll take to accomplish them. That document is the Local Control and Accountability Plan, the LCAP, which already runs dozens to hundreds of pages in some districts.

Newsom would rather channel money to high-needs students through schools instead of the districts.

Public Advocates and the ACLU cite other long-standing problems that should be addressed, including:

- Many school districts go through the motion of engaging parents and students in writing their LCAPs but don't take their suggestions seriously.
- Many districts bunch big spending items together, making it impossible to track specific commitments.
- Districts provide a minimum time between presenting their LCAPs and voting on them, cutting debate short.
- Many districts don't include enough money in the LCAPs to show how they are meeting their full obligations under state law.

"Overall, we're still supportive of LCFF and the promise it holds for increasing equitable outcomes in our state," said John Affeldt, managing attorney for Public Advocates, "but that hinges on the LCAP working. We need to make sure it functions as intended."

Among their recommendations to fix it, Public Advocates and the ACLU call for:

- Strengthening requirements for districts to consider the perspectives of parents, students and the community when writing the LCAP. The state should require more time for the public to review the draft LCAP and for school boards to consider the public's suggestions; districts should spend more money to expand their outreach to the public.
- Monitoring county offices of education, which are responsible for certifying districts' LCAPs, to ensure they are doing their jobs. Recognizing that this work can be time-consuming, the report also calls for more funding to provide county offices with additional staff.
- Requiring that the LCAP include not only funding provided through the funding formula but also billions of dollars from all federal and state revenue sources that districts use to address the funding law's broadly defined priorities for student success. These would include, for example, community schools' efforts for counseling, tutoring and mental health.

About 80% of TK-12 funding from the state's general fund is funneled through the Local Control Funding Formula. On top of base funding, an additional 20% is distributed according to the number of a district's or charter school's "high-needs" students, which the law defines as students from low-income families, English learners and foster youths.

As its name implies, the funding formula cedes more control over spending decisions to local school boards. But in return, the law obligated districts to engage parents on how money should be spent to meet eight priorities for improvement. Besides student achievement, they include student engagement, family involvement, school climate and basic school conditions, which includes equitable distribution of well-qualified teachers.

Former Gov. Jerry Brown, the funding formula's champion, quashed any effort to amend it as long as he was governor, saying it should be given time to work. At the same time, the State Board of Education, charged with rolling out the law, has regularly tweaked the LCAP's requirements and template. It has added the

requirement that districts create an overview for parents and expenditure tables to track spending. A change that went into effect this year requires districts to permanently commit unspent funding for high-needs students, not funnel it to the general fund, as many districts had been doing. Public Advocates and the ACLU maintain these actions don't go far enough to fix fundamental flaws.

Newsom adds focus on schools

Now in his second term, Gov. Gavin Newsom announced ambitious changes as part of his 2023-24 budget.

The funding formula currently focuses on improving the performance of low-achieving students at the district level. Responding to criticism that districts have not paid enough attention and money to schools that high-needs students attend, Newsom proposes an additional \$300 million in permanent funding, which he calls an "equity multiplier." It would go to about 800 of the highest-poverty schools. He would broaden the LCAP to require improvement plans for not only equity multiplier schools but all schools where student groups score very low on state performance metrics. These groups include students with disabilities, English learners and racial and ethnic groups.

Affleldt said Public Advocates supports Newsom's equity multiplier approach, but believes it will come up short unless the state addresses weaknesses in monitoring, transparency and accountability.

Expanding the LCAP to include revenue sources outside of the funding formula will be contentious. In the last several years, Newsom has committed more than \$15 billion to specific purposes that are exempt from LCAP reporting: community schools, before- and after-school extended learning, and broadly defined learning recovery from Covid. Newsom's advisers have argued that most of the funding is targeted to low-income students, consistent with the intent of the funding formula, and is mostly one-time funding, capturing a post-Covid surge in state revenue.

But the trend is "increasingly problematic," the report argues, since the programs have different reporting periods or minimum accountability requirements, in the case of federal Covid funding, making it hard for the public to know how huge amounts of money will be spent.

"If the goal of comprehensive strategic planning is to 'evaluate the hard choices [districts] must make about the use of limited resources,' all actions and expenditures that contribute towards state priority goals should be included," the report said, citing the state's instructions for the LCAP. If forced to scour multiple documents to see how their district is dealing with chronic absenteeism or budgeting for mental health, for example, frustrated parents will give up on the LCAP, the report said.

LCAP overload

Critics say the additional reporting requirements could overload an already complex and often overwhelming document — especially for thousands of small districts where often a single administrator may be responsible for writing the LCAP and the 20 plans that districts must complete for new state and federal programs.

"More is not always better," said Corey Greenlaw, associate director for LCAP and compliance for the Fresno County Office of Education. "The LCAP risks becoming an unwieldy document, and that's a concern for us. We want to get it as efficient and lean as we can, so it's more useful and usable to parents."

“There’s no requirement that money from other sources be included in the LCAP,” he said. “That’s an option that districts have for clarity.”

Matt Navo, executive director of the California Collaborative for Educational Excellence, a state agency that the Local Control Funding Formula established to help school districts improve, said, “It’s always a good thing when you can create a system that allows people to easily see how dollars that are equipping students may be better used.”

But, he added, “as a tool for continuous improvement, the LCAP was never designed to be the be-all, end-all for every reporting question that people might have.”

Newsom’s equity multiplier proposal also could greatly increase the length of many districts’ LCAPs by requiring adding dozens of school plans for student groups in individual schools. As a way to streamline the LCAP, the nonpartisan Legislative Advocate’s Office suggests creating an interactive online portal where LCAP expenditure data would be moved; users could choose the level of financial detail they want to explore.

The Public Advocates/ACLU report urges something similar — investing in “an innovative, web-based comprehensive planning platform” that would consolidate LCAP and other budgetary reporting. It should enable advocates and parents to compare districts’ LCAP spending priorities — something they can’t do now.

It’s unclear whether a proposed electronic version is realistic — and whether it could be both less complicated and more transparent. Greenlaw said he anticipates it would be complex and difficult to create. Navo suggested piloting an electronic template within one county and seeing if it produces the desired results.

Parent engagement is critical

Effective parent and community engagement and shared decision-making are, as the report notes, “cornerstones” of local control.” Most districts adhere to most of the funding law’s minimum requirements for engagement, but not its spirit. And yet researchers found that only one-quarter of the 20 districts provided responses to suggestions of parent committees, as the law requires; most LCAPs don’t say which were adopted and which were ignored.

The Legislature has appropriated \$100 million for a statewide LCAP engagement initiative, led by the San Bernardino County Office of Education. Over three years, 44 districts have participated; Public Advocates and the ACLU urge more districts to get involved.

The report makes numerous recommendations. To give parents more time to give feedback and the school board more time to consider it, the funding law should be amended to require at least a week or two between when an LCAP is presented at a public hearing and its adoption by the board.

It says districts should invest in getting the community involved by hiring staff to engage students and families, hiring community-based organizations to support engagement and providing stipends for parents and students to develop their leadership skills to co-lead engagement events.

It should empower county offices of education to monitor and even reject LCAPs when districts fail to follow legal requirements, such as publicly posting LCAP documents, holding public hearings and regular meetings with parent LCAP committees.

The report highlighted “bright spots” of engagement, such as San Diego Unified’s translation of LCAP presentations into seven languages, Sacramento City Unified’s series of community listening sessions on how to support high-needs students, and Los Angeles Unified’s agreement to expand its Black Student Achievement Plan based on students’ suggestions.

But Alma Cervantes can testify that it can take years to build effective parent engagement by breaking down school districts’ resistance and building the confidence of low-income parents to view themselves as partners “in developing strategies that get to the root causes of inequities for students.”

Cervantes is the regional education equity and justice director of the nonprofit Building Healthy Communities-Monterey County, which has focused its work in Salinas and small school districts in Soledad and Alisal, where parents now elect school representatives to the District Advisory Committee and conduct parent training.

“Districts don’t have the bandwidth and capacity to really understand community engagement because it creates more work to step out of your comfort zone and create a culture of belonging,” she said.

Every school should be required to have a year-round work plan for parent engagement, with goals, deliverables and timeframes, she said. Otherwise, parents will feel overlooked by a district’s rush every June to pass an LCAP, she said.

How widespread are problems?

Researchers examined 72 LCAPs for 2022-23, including all districts in Monterey and San Bernardino counties. Researchers intensely focused on 20 districts; they included the state’s four largest districts — Los Angeles, San Diego, Fresno and Long Beach, as well as Oakland and two small districts: Del Norte Unified in Del Norte County and Loleta Union Elementary School District in Humboldt County.

Among the findings:

- Nearly a quarter of the districts budgeted less funding for services for high-needs students than the amount of funding they received for those students.
- Although districts are required to include base funding when explaining how they are meeting the eight state priorities, 51 districts (71%) included less than half of their budget in the LCAP.
- Districts frequently bundled large amounts of spending on multiple programs, making it hard to know how money would be spent. As an example, Anaheim Union High School District said it would spend \$15.9 million on staff “to support the mental, physical, behavioral and emotional health of vulnerable students to reduce student suspensions, improve student learning, and promote well-being,” according to the report.

Public Advocates has filed LCAP complaints over the years with several districts for underspending for high-needs students. In the report, Public Advocates and ACLU said that county offices of education routinely fall short of their duties by approving LCAPs that do not adhere to the LCAP template or the expenditure regulations; one-third of the districts in the report had incomplete LCAPs after their county review, it said.

The California County Superintendents, which represents the state’s county offices, disputes that conclusion. The reports’ findings are based on a sampling of districts and county offices, not the majority, and shouldn’t

be generalized, said Lindsay Tornatore, director of systems improvement and student success for the California County Superintendents. “You can’t say that these findings are statistically sound because they’re not.”

No one, including the county superintendents organization and the California Department of Education, has done a comprehensive analysis of LCAPs. There is no manageable way to dissect and aggregate disparate data from 1,000 districts. Jerry Brown intended it that way, to encourage districts to be independent without state interference.

There isn’t a database of LCAPs. It’s what people can gather from district or county office websites by scraping (the data),” said Julien Lafortune, a research fellow for the Public Policy Institute of California.

But Lafortune said the findings in the Public Advocates/ACLU report were consistent with what others have observed, including former California State Auditor Elaine Howle. She was highly critical of districts’ spending and a lack of transparency in a 2019 analysis of only three districts’ LCAPs. Lafortune’s own work in 2021, which found that only 55% of funding for high-needs students made it to the schools they attended, provides research supporting Newsom’s equity multiplier.

Tornatore said the County Superintendents Association is taking the report seriously and plans to meet soon with Public Advocates. If the governor and the Legislature have guidance for LCAP monitoring, “we would appreciate clear expectations” in statute”, she said, because county offices are “often left to be the interpreters and the implementers of the ed code.”

She added that the county superintendents appreciate the report’s call for more resources and support to county offices, because the LCAP “is one of the most challenging, complex pieces of our educational system, without a doubt.”

Note: New data shows that enrollment for the 2022-23 school year fell 0.69%, representing 40,000 students from the previous year and bringing the total number of students in California public schools to 5.85 million.

California Public School Enrollment Continues Decline, Still Reeling from Pandemic Plunge

By Howard Blume
Los Angeles Times
April 4, 2023

Enrollment at California public schools has continued to decline this academic year, without any recovery from the steep drops seen during the pandemic — although the pace of the decrease has slowed.

Enrollment for the 2022-23 school year fell 0.69% — representing 40,000 students — from the previous year, bringing the total to 5,852,544, according to newly released state data.

This year’s percentage decline is higher than those of each of the five years prior to the pandemic but a substantial improvement on the two years most affected by COVID-19: 2020-21 and 2021-22.

The latest numbers show that “student enrollment is beginning to stabilize with increased enrollment in kindergarten and grades seven and eleven,” according to a statement from the California Department of Education. But for nine of the 13 grade levels, enrollment was lower than last year.

“I know the state frame is: Enrollment has stabilized. But at some level, that’s missing the point, which is that these kids aren’t coming back,” said Thomas Dee, a professor at Stanford Graduate School of Education. “We haven’t seen — and are unlikely to see anytime in the near future — a bounce back from the substantial loss in public school enrollment that occurred over the pandemic.”

The numbers should be viewed in a national context, according to Assemblyman Kevin McCarty (D-Sacramento), chair of the Budget Subcommittee on Education Finance.

“The nation saw a steep withdrawal from formal education during the pandemic — a sharp decline in all school enrollment compared to natural declines in birth rates — and we still don’t know when or if these families will return,” said McCarty.

If students are doing well, then a modest and gradual drop in enrollment can be managed effectively, experts and officials said. But a sharp enrollment decline or a significant steady one — the state has recently experienced both — poses challenges: Districts eventually have to lay off workers and curtail programs, and schools may have to close.

The issue is likely to surface in a substantial way in about two years — when COVID-19 aid has been exhausted. But a few California school systems already face problems.

Centinela Valley Union High School District in the South Bay, for example, operates three comprehensive high schools. The district postponed reducing staff during the pandemic in hopes that enrollment would rebound, said Supt. Stephen Nellman. Instead, the number of students continued to shrink.

The district sent out 105 layoff notices to employees represented by the teachers union, including staff with significant seniority.

At a recent board meeting, more than 200 students, parents and staff members marched in pouring rain, then packed the board meeting room in Lawndale for an emotionally charged hearing in which speakers accused district officials of mismanagement.

“We are a canary in the coal mine,” Nellman said.

At Los Angeles Unified, the state’s largest school system, the financial picture appears different, with a large budget surplus that seems able to support significant raises and hiring.

But with declining enrollment, “districts have to face the difficult question of closing schools and which schools to close,” Dee said. “Past experience tells us that these are challenges that just rend the fabric of communities, because parents don’t want to lose their neighborhood schools.”

The disruption to education when a child changes schools can be consequential, Dee said.

“As it often plays out, many of our most vulnerable learners are often asked to switch schools — and maybe not directed toward one of our higher-performing schools,” he said.

Although the drops in enrollment have not been broken out by demographics, they reflect overall trends in California. The state experienced a population drop of more than 500,000 people between April 2020 and July 2022. California has been seeing declines for years, with the pandemic pushing even more people to move to other parts of the country, experts say.

“California, like the rest of the nation, is grappling with a new normal brought on by the pandemic,” said Assembly Budget Chair Phil Ting (D-San Francisco).

In some instances, secondary students left school during the pandemic, taking jobs to support their families or looking after younger siblings while parents worked. Some have likely since earned a high school degree or GED certificate even if they have not been officially accounted for in the K-12 system, said Maria Clayton, a spokesperson for the state Department of Education.

Some young children, meanwhile, were held out of public school during the remote-learning phase of the pandemic and have not returned.

Private school enrollment rose slightly last year — by about 6,000 students. Charter school enrollment is up about 7,500 this year but declined by 12,600 last year. Home-schooling declined by about 9,000 students. (Home-schooling numbers are self-reported. A parent could be home-schooling without filing a required affidavit with the state.)

Neither researchers nor public officials have put forward anything close to a full accounting for the pandemic decline at public schools.

In 2020-21, enrollment plummeted by 160,478 students, or 2.6%. The majority of California students spent most of that year in remote lessons. The drop the following year was smaller — 110,283 students, or 1.84% — but still historically large, even though in-person school had resumed.

Compared with those two pandemic years, this year’s figures are vastly better. But there’s a caveat: The leap in kindergarten enrollment is misleading.

Enrollment in kindergarten looks like it increased by more than 25,000 students — more than five times the gain of any other grade. However, this figure was boosted by including a newly expanded grade: transitional kindergarten for 4-year-olds.

The state did not provide separate figures on how many students are in kindergarten and how many are in the expanded pool of 4-year-olds. Thus, it’s not clear whether the kindergarten figure of 496,000 represents real growth at all.

State demographers estimate that there are at least 1 million 4- and 5-year-olds in California, so the data suggest that fewer than half are in public school. Attendance for that age group is optional in California — Gov. Gavin Newsom vetoed mandatory kindergarten. But most state leaders, including Newsom, say the extra schooling is especially important for children whose families suffered most from the pandemic.

A March report from the state Senate estimated that the number of 4-year-olds in public school had increased by only 11,000 students over the last three years, even though “roughly 65,000 additional children are eligible” due to gradual traditional kindergarten expansion.

Recent estimates from the California legislative analyst's office suggest that about 91,000 4-year-olds are in traditional kindergarten this year, said Bruce Fuller, a UC Berkeley professor of education and public policy.

"The underlying truth is disappointing growth in preschool slots for young children," said Fuller. "But there's great potential for future growth if local schools can find additional teachers and win state dollars to renovate classrooms for young children."

Earlier this school year, L.A. school officials reported a similar pattern: continued enrollment decline somewhat offset by the addition of transitional kindergarten.


Among the most disturbing numbers in the state data is a 9% increase in the number of homeless students — that's 15,584 additional children.

This number could reflect that with the return of in-person services, "districts are better at identifying homeless youth," said Dee, or it could be that the pandemic and other factors exacerbated the problem.

"You could imagine that many housing-insecure youth were effectively truant or skipping school and are now finding their way back," he noted.

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: Ashlee Chiarito, Executive Officer
Cabinet Approval: 

Date: April 14, 2023

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan

The purpose of this board communication is to provide the Board an update on the Local Control and Accountability Plan (LCAP). A draft of the LCAP will be available beginning April 10th with opportunities for educational partners to provide written comments and feedback. The draft LCAP and links to provide comments and feedback can be found by clicking on the LCAP logo on the district's home page. The district intends to provide additional updates of the draft LCAP, which will be clearly marked on the website. Updates to the draft LCAP are the result of the feedback of educational partners, direction from the Board resulting from the district's budget development process, and new information from the Governor's May Revise.

The draft LCAP will also be presented to the Parent Advisory Committee on May 25, 2023, and to the District English Learner Advisory Committee on June 01, 2023. In addition, the LCAP will be presented to the Board of Education on June 14, 2023, as a public hearing and on June 21, 2023, for adoption.

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

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 04/14/2023

Fresno Unified School District
Board Communication

BC Number: C-1

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

Date: April 14, 2023

Phone Number: 250-1322

NH (Apr 13, 2023 14:54 PDT)

Regarding: Regional Family Engagement Events

The purpose of this communication is to provide the Board with information regarding Parent University's series of regional family engagement events with various themes throughout the spring. The regional family events support the district's board-adopted Family Goal to "Increase inclusive opportunities for families to engage in their students' education." The first regional event started with a community wellness festival at McLane High School on Monday, March 27, 2023. Parent University partnered with Board President Veva Islas and McLane High School. The family engagement event was successful, with 976 families and students and 45 community and district resources vendors participating. Families and students learned about better healthy food choices, joined in fun physical activities, enjoyed student wellness performances, obtained resources, and provided feedback to improve new lunch menus to support student outcomes.

Regional family engagement events will also be held this spring at Hoover High School, Fort Miller Middle School (Fresno High School Region), Edison High School, Roosevelt High School, Sunnyside High School, and Bullard High School. Attached is the regional family engagement events information with flyers. Flyers will be posted on Peachjar and Parent University's Facebook.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/14/2023



Fresno Unified School District



Family Goal

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

Regional Family Engagement Events

Maiyer Vang, Executive Director
559-250-1322

Region/ Location	Date	Time	Theme	Description of Initiative (Objective)	Description of Expected Outcomes
McLane	Monday, March 27, 2023	5:00 PM – 7:00 PM	Community Wellness Festival	Support families and students' physical health and social emotional wellness.	Families will learn about making better healthy food choices, have the opportunity to participate in fun physical activities to help students gain life skills as well as health benefits, and receive district and community resources to support student outcomes.
Hoover	Monday, April 17, 2023	5:00 PM – 8:00 PM	Hope & Healing	Social emotional support for families and students through line dance therapy for hope and healing.	To bring awareness and resources about social emotional support from the district and healing together as families to support student outcomes.
Fresno (Fort Miller)	Thursday, April 27, 2023	5:00 PM – 8:00 PM	Health & Wellness Fair	Bring health and wellness education to support students' hygiene.	Provide families and students health and wellness resources and materials, and gain insight from motivational performances to support student outcomes.
Edison	Friday, April 28, 2023	5:00 PM – 7:30 PM	Extravaganza Around the West "Celebrating Student Academic Success"	Celebrating student success and featuring academic programs.	Families and students will enjoy a free fun carnival event, celebrate student achievement, and receive district and community resources to support student achievement.
Roosevelt	Friday, May 5, 2023	5:00 PM – 9:00 PM	Cultural Celebration	Opportunity to engage families and students to celebrate cultural diversity and learn about Cinco de Mayo.	Families and students can sign up for summer camps, enjoy cultural student performances, free movie night, and receive district and community resources to support student achievement.
Sunnyside	Friday, May 19, 2023	6:00 PM – 8:00 PM	Family Literacy Night	Promoting reading and celebrating i-Ready stretch growth achievement.	Families and students can participate in fun interactive literacy activities, celebrate students' growth in i-Ready, receive free books, and resources to support student achievement.
Bullard	Coming soon				

H O O V E R  R E G I O N

Family Engagement Night

Line Dance Therapy

for Hope and Healing

OPEN HOUSE

★ **RESOURCES + FREE FOOD** ★

First come, first served

MONDAY | APRIL 17 | 2023

Hoover High School 5550 N. First St. | Fresno CA 93710

5:00 P.M. - 8:00 P.M.



Student Performance
Lantern Healing Activity



RSVP
Scan the QR Code



Fresno Unified School District

Parent University  
(559) 457-3390
Parent.University@FresnoUnified.org



Trustee Claudia Cazares

F R E S N O



R E G I O N

FAMILY ENGAGEMENT NIGHT

Health & Wellness

FALCON'S OPEN HOUSE

RESOURCES



FREE FOOD

First come, first served



EVENING FULL OF FUN ACTIVITIES FOR THE WHOLE FAMILY!

THURSDAY | APRIL 27 | 2023

Fort Miller Middle School | 1302 E. Dakota | Fresno, CA 93704

5:00 P.M. - 8:00 P.M.



Trustee Andy Levine

- Summer Camp Info
- Technology Support
- Community & District Resources



RSVP

Scan the QR Code



Fresno Unified School District

Parent University
(559) 457-3390
Parent.University@FresnoUnified.org



Edison High School, in partnership with Parent University, Feeder Schools, and Board Trustee Keshia Thomas, present the annual

ET XTRAVAGANZA CARNIVAL AROUND THE WEST



First come, first served

Join us in celebrating everything wonderful in the Edison Region!



Trustee
Keshia Thomas

Friday, April 28, 2023

5:00 P.M. - 7:30 P.M | Edison High School

Click or scan to sign up:
<https://forms.office.com/r/ZsjMUxyhVQ>



R O O S E V E L T R E G I O N



FAMILY ENGAGEMENT NIGHT

CINCO DE MAYO

FAMILY **MOVIE NIGHT** RESOURCES

FREE POPCORN + FOOD

First come, first served

5:00 P.M. - 9:00 P.M.

PLEASE BRING YOUR OWN LAWN CHAIR OR BLANKET



TRUSTEE
ELIZABETH JONASSON
ROSAS

FRIDAY | MAY 5 | 2023

Roosevelt High School
4250 E Tulare Ave, Fresno, CA 93702

Student Performance
Summer Camps Information
District & Community Resources



RSVP
Scan the QR Code



Fresno Unified School District

Parent University
(559) 457-3390
Parent.University@FresnoUnified.org

SUNNYSIDE



REGION



Parent University & Trustee Davis *present*

Family Literacy Night

Learn Fun Strategies to Read at Home
Free Food + Family Resources

FIRST COME, FIRST SERVED

FRIDAY | MAY 19 | 2023

Sunnyside High School | 1019 S Peach Ave | Fresno, CA 93727

6:00 P.M. - 8:00 P.M.

Region iReady
Awards Presentation



TRUSTEE
VALERIE DAVIS



Fresno Unified School District




RSVP
Scan the QR Code

Parent University
(559) 457-3390
Parent.University@FresnoUnified.org

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: Rita Baharian, Prevention & Intervention Executive
Cabinet Approval: 

Date: April 14, 2023

Phone Number: 457-3342

Regarding: Mentoring Services Student Data

This communication aims to provide the Board with additional data for students participating in mentoring programs. It is important to note that not all students engaged in mentoring may demonstrate a behavioral, academic, or attendance need. Mentoring serves an array of student needs, including students who struggle with belonging and feeling connected to their school, peers, or a caring adult. Therefore, we utilize the student survey data to best represent these students' outcomes.

The following data looks specifically at students who had a suspension, an office discipline referral, a 2.0 or lower grade point average (GPA), or a D or F during quarter three (Q3) of the 2021/22 school year. Please note Alliance is an elective course offered in middle and high school that develops social emotional skills and increases belonging. Mentoring includes peer mentoring, one on one mentoring, and group mentoring students.

Grades

- 43% (256/591) of Alliance students with at least one D or F during Q3 of 2021-22 reduced the number of D and Fs compared to Q3 of the current 2022/23 school year.
- 72% (344/478) of Mentoring students with at least one D or F during Q3 of 2021/22 reduced the number of D and Fs compared to Q3 of the current 2022/23 school year.

Grade Point Average

- 54% (248/460) of Alliance students with a 2.0 or lower GPA during Q3 of 2021/22 improved their GPA compared to Q3 of the current 2022/23 school year.
- 89% (316/354) of Mentoring students with a 2.0 or lower GPA during Q3 of 2021/22 improved their GPA compared to Q3 of the current 2022/23 school year.

Office Discipline Referral (ODR)

- 61% (141/233) of Alliance students with at least one ODR through Q3 of 2021/22 reduced their ODRs compared to Q3 of the current 2022/23 school year.
- 57% (72/127) of Mentoring students with at least one ODR through Q3 of 2021/22 reduced the ODRs compared to Q3 of the current 2022/23 school year.

Suspension

- 68% (90/133) of Alliance students with at least one suspension through Q3 of 2021/22 reduced their suspensions compared to Q3 of the current 2022/23 school year.
- 56% (30/54) of Mentoring students with at least one suspension through Q3 of 2021/22 reduced their suspensions compared to Q3 of the current 2022/23 school year.

We currently do not have a report to go back and see a student's attendance percentage at a specific point in time. However, we can pull a quarterly static report to monitor student attendance status. We have begun pulling this report quarterly and will be able to provide a comparison next year.

If you have any questions pertaining to the information, please contact Rita Baharian at 457-3342.

Approved by Superintendent


Robert G. Nelson Ed.D. _____



Date: 04/14/2023

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: Ed Gomes, Instructional Superintendent &
Teresa Morales-Young, Administrator
Cabinet Approval: 

Date: April 14, 2023

Phone Number: 457-6072

Regarding: Literacy Campaign and Task Force

The purpose of this board communication is to provide the Board with information about the District's Literacy Campaign and Task Force.

The district is launching a Literacy Campaign with an emphasis on reading on grade level by the end of first grade in August 2023. The cross-departmental Literacy Planning team is utilizing the California Comprehensive State Literacy Plan as a guidance document for best practice in the field of literacy. In addition, the Literacy Planning Team is engaging in hundreds of hours of research and study to guide the action plan of the district and has accomplished the following in the past five weeks:

- Read over fifty research articles, district plans, state guidance documents, and books on literacy to build the team's shared knowledge.
- Attended two literacy sessions by Dr. Timothy Shanahan, previous president of the International Literacy Association and member of the Advisory Board of the National Institute for Literacy under Presidents George W. Bush and Barack Obama.
- Attended the first annual Reading League Summit titled English Learners and Emergent Bilingual Students- What Can We Learn?
- Attended three hours of weekly planning time with follow up homework that includes additional research and creating planning documents.
- Created a timeline of Key Planning Events to inform educational partners. Please see attached timeline.

Providing clarity, coherence, and communication about the student experience is the core function of the Literacy Planning Team. Members are experts in the teaching field, site leadership, and non-profit work supporting education with an average educational experience of twenty years each. All members hold advanced degrees and the group's background is inclusive of early learning, early literacy, and curriculum & instruction.

In accordance with research by the California Department of Education, the California Commission on Teacher Credentialing and leading researchers in this area, concerted efforts will be made to promote the following:

1. A comprehensive literacy program that builds oral and written language. This includes components of listening, speaking, reading, and writing.
2. Adequate instructional time spent in the early years on foundational literacy skills that include print concepts, phonological awareness, letter-sound knowledge, phonics, decoding, and fluency.
3. Integrated and Designated English Language Development for students identified as English Language Learners.

4. Informed instruction based on assessment embedded in a multi-tiered system of supports framework with approaches used in transition-kindergarten through first grade to support early literacy when students have disabilities.

The Literacy Task Force will create a plan with measurable outcomes and report quarterly updates on literacy progress. Educational partners are an essential component of the district literacy plan and will include community members, teachers, leaders, parents, and instructional assistants. Please see the attached flyer for dates and locations. The Task Force will produce an actionable plan that includes quarterly monitoring benchmarks that will be presented to the Board by the final Board meeting in the 2022/23 school year. Additional information will be shared at the Board Workshop on April 20, 2023.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/14/2023

LITERACY TASK FORCE 2023

You are invited! Please attend all
3 sessions.

SESSION 1 THURSDAY, APRIL 27

Why now? Together we will provide background, define our purpose, and look at national, state, and local data.



SESSION 2 THURSDAY, MAY 11

Together we will learn about promising practices, high-performing districts, and develop our future focus.

SESSION 3 THURSDAY, MAY 25

Together we will create goals, measurements, and action steps in each focus area. The task force will complete the district plan based on these goals.



**WHERE: Center for
Professional
Development**
1833 E Street

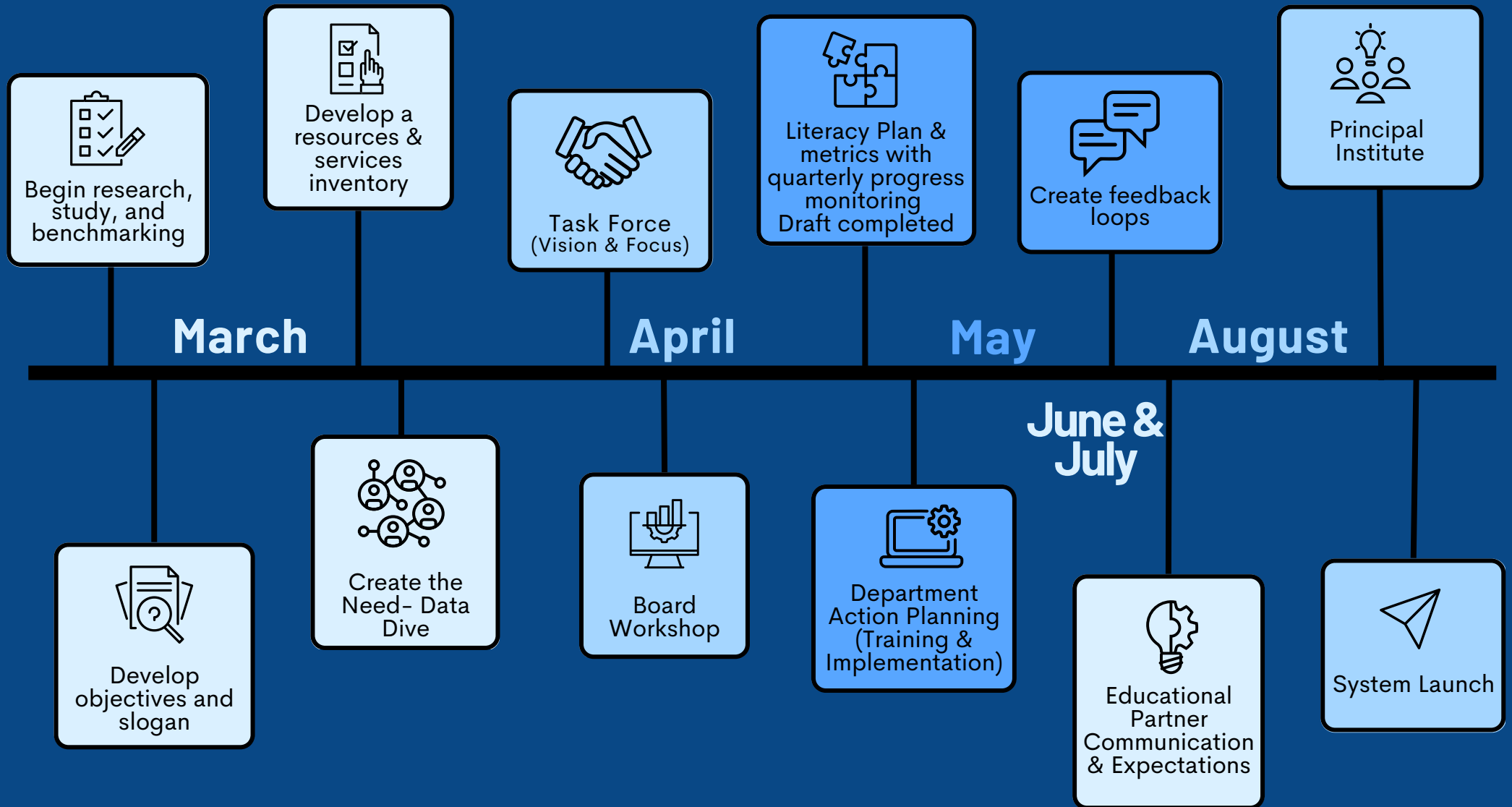
Thank you for representing your
school, region, and the
community!

TIME: 4:30-6:30
DINNER WILL BE SERVED
DAYCARE PROVIDED

For questions, call
Sandra Zucilla
at 457-6072


Literacy Planning Team

Key Events Timeline March - August 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: Ed Gomes, Instructional Superintendent
Cabinet Approval: 

Date: April 14, 2023

Phone Number: 457-3781

Regarding: Elementary Science Textbook Adoption

The purpose of this board communication is to provide the Board information regarding the elementary science textbook adoption process, to update classroom instructional materials in alignment with state science standards. This includes general education, Special Day Class courses, and Dual Immersion courses to reach all elementary students in kindergarten through sixth grade.

Fresno Unified's process for this adoption began in 2021/22 school year, spanning to March 2023.

Highlights of each phase are outlined below:

In the Pre-Screen Phase the Curriculum and Instruction Science Team reviewed and scored each material option using rubrics from the Next Generation Science Standards Toolkit for Instructional Materials (NGSS TIME) protocol. The purpose of this phase was to reduce material choices by eliminating any options that did not meet district criteria. Materials were narrowed from twelve to eight.

In the Paper-Screen Phase, an Adoption Team comprised of district-wide classroom teachers and Instructional Division Teachers on Special Assignment (TSAs) from diverse backgrounds reviewed a full unit from the remaining eight instructional material options. Teachers worked in mixed teams to review material and submit scores using the NGSS TIME series of rubrics. Materials were narrowed from eight to the final two choices.

The Material Review Phase included full digital access to teachers, students, and parents, with physical textbook samples provided in each elementary campus library, Parent University, the Center for Professional Development, and the Education Center. From November to March teachers had the option to review individually, collaboratively, and to teach lessons with students to provide more specific feedback about each material choice. Teachers provided written feedback from 86% of elementary school sites throughout the district. Students also provided written feedback to help inform the selection process, totaling 4,023 student responses.

Professional Learning, in partnership with the Teacher Development Department, reached district TSAs, district instructional coaches, and elementary school site instructional coaches to participate in hands-on learning around NGSS, review sample material, and provide feedback from their lenses of expertise. This approach allowed for inclusion of diverse student needs in the review process, resulting in analysis of program features necessary to support impactful implementation.

Parents and community members were invited to participate in the review process through a variety of presentations and workshops. Input was collected from the Community Advisory Committee, representing parents of students with special needs, through partnership with the Special Education Department. These sessions provided rich dialogue in review of instructional material and how well content meets the needs of diverse learners. Material follows the Universal Design for Learning

approach, with differentiated instruction, technology features that accommodate diverse learners, and other guidance documents to make learning accessible to all students.

Parent and community feedback was also collected in partnership with Parent University from meetings with their advisory committee and additional workshops held in English, Spanish, and Hmong languages. These sessions addressed parent questions and provided an overview of the instructional material. Feedback showed a parent emphasis on student access to real-world application and careers in Science, Technology, Engineering, and Math. These components are addressed in the instructional material through use of real-world, local, and relevant phenomena that invite learners to think critically and solve problems. Instructional design follows the NGSS, which requires students to engage in deep conversation, exploration, and investigation. These skills support cultural relevance during science instruction by providing an equitable learning environment for students to learn about and advocate for real-world issues, and to include diversity of thought and experience to solve problems.

Partnership with the English Language Services Department provided an opportunity to present at the sixth annual Dual Language Immersion Family Conference, with presentations in both English and Spanish languages. Parents represented students from various native languages who are enrolled in a Dual Language Immersion school in Fresno Unified. Questions and concerns during these sessions revealed a parental desire for more hands-on learning. Instructional material addresses this concern through differentiated instruction. Students will engage in lab activities, virtual interactivities, literacy development, and collaborative and independent tasks. They will be supported through program resources that include graphic organizers, student rubrics, instructional strategies, and language glossaries built to engage and support all learners.

We are now in the Selection Phase, ready to present findings and a recommendation for adoption based on compilation of stakeholder feedback. We look forward to sharing this recommendation with the board at the May 10th board meeting.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ed Gomes at 457-3781.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/14/2023

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: Ed Gomes, Instructional Superintendent & Jennifer
Stacy-Alcantara, Instructional Superintendent
Cabinet Approval: 

Date: April 14, 2023

Phone Number: 457-3753

Regarding: Distributive Education Clubs of America Out of State Field Trip

The purpose of this board communication is to provide the Board information regarding students attending a Distributive Education Clubs of America (DECA) International Conference. DECA is a Career Technical Student Organization focused on preparing emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the world. While participating in the State Career Development Conference in Los Angeles in early March, Bullard students were invited to apply to attend the DECA International Career Development Conference held in Orlando, Florida. Their application was accepted and approved, allowing five Bullard students to attend from April 22-25, 2023. Students will interact with over 20,000 high school students, teacher-advisors, business professionals, and alumni in an emerging leader series and leadership development activities to be college and career-ready. These five students, as members of Bullard's business pathway, will have the opportunity to learn from mentors, participate in interactive leadership activities, observe competitions, and network with business professionals. Bullard business teacher-advisor, Peter Chaney will also be able to attend a professional learning series for advisors.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jennifer Stacy-Alcantara at 457-3753.

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



Date: 04/14/2023