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Robert G. Nelson, Ed.D.

**BOARD COMMUNICATIONS – MAY 12, 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

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

BFS-1 Kim Kelstrom School Services Weekly Update Reports for  
May 05, 2023

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

ID-1 Jeremy Ward Career Technical Education Highlights  
ID-2 Marie Williams Dual Language Immersion Transfers and  
Enrollment Process  
ID-3 Marie Williams Teacher Academy Pipeline Opportunities  
ID-4 Marie Williams Out-of-State Travel for Teacher Academy  
Participants  
ID-5 Marie Williams IdeaFest 2023

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: May 12, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Latino Educational Roundtable
- Spoke at FASTA monthly meeting
- Attended and spoke at the 2023 Steve's Scholars Scholarship Award Ceremony
- Attended and spoke at the Fresno State Press Conference regarding new initiative on admission for high school students
- Attended the Urban Education Dialogue Meeting

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date:  \_\_\_\_\_

Fresno Unified School District  
Board Communication

**BC Number BFS-1**


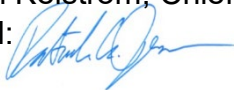
From the Office of the Superintendent  
To the Members of the Board of Education

Date: May 12, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for May 05, 2023

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Update for May 05, 2023 is attached and includes the following articles:

- TK Classroom Staff Qualifications – May 02, 2023
- Latest National Test Results Underscore Declining Knowledge of U.S. history and Civics – May 03, 2023
- California's Population Decline is Slowing. These Counties Added and Lost the Most People – May 02, 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: 05/12/2023



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

DATE: May 5, 2023

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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With no policy committee hearings this week and no major transitional kindergarten-12 issues discussed by the Assembly and Senate Budget Subcommittees, we focused this week's *Sacramento Update* on what is happening at the federal level and its implications for California and the 2023-24 State Budget.

### **Yellen Warns U.S. Could Default on Its Debt in June**

Debt ceiling negotiations have become more urgent after U.S. Treasury Secretary Janet Yellen submitted a letter to Congress on Monday warning that the U.S. could default on its financial obligations as early as June 1, 2023. Yellen stated that while it is impossible to know the exact date when the U.S. will run out of cash, she urged Congress "to protect the full faith and credit of the United States by acting as soon as possible."

The Congressional Budget Office, which does nonpartisan analyses for Congress, also reported on Monday that they saw a greater risk of the U.S. defaulting on its obligations in early June if a deal is not struck.

While the Biden Administration continues to insist that Congress pass a clean bill with no preconditions, the House Republican majority recently passed a bill to secure significant spending cuts in exchange for a debt limit increase. However, the democratically controlled Senate will likely not consider the bill. President Biden has invited congressional leaders to the White House to discuss the debt ceiling next Tuesday, May 9, 2023.

Economists have warned that allowing the U.S. to default on its financial obligations would be catastrophic and that a default could plunge the U.S. and world economies into a severe recession, which would have dire consequences on national and state revenues as well as on the 2023-24 State Budget.

This is not the first time that Congress has had high-pressure confrontations over the debt ceiling, and, while they have always found a way to raise the limit, there is a lot of pressure on House Speaker McCarthy (R-California) to gain concessions from the Biden Administration and congressional Democrats after needing 15 ballots to win the speakership this past January.

## **Federal Reserve Raises Rates Again**

At the May 3 Federal Open Market Committee meeting, the Federal Reserve (Fed) increased its federal fund rate by a quarter percentage point (0.25%). Following the committee's action, Fed Chair Jerome Powell noted that, while the economy is showing signs of cooling and inflationary pressures have eased since the Fed began tightening monetary policy last spring, the process of easing price pressures to 2.0% has "a long way to go."

Chair Powell reinforced that the Fed will make monetary policy decisions month-to-month and will weigh inflation and other economic conditions that could curb price pressures. He noted specifically that the recent banking crisis will likely tighten credit markets for individuals and businesses, which could help further ease inflation. He also noted that the Fed is keenly aware that its monetary policy decisions could lead to below-normal economic growth but that it may be required in order to maximize employment and achieve price stability in the long term.

Whether or not the Fed's action will catapult the economy into a recession is the multi-trillion dollar question, and will have significant implications for the State Budget and Proposition 98 revenues.

*Leilani Aguinaldo*

## TK Classroom Staff Qualifications

By Patti F. Herrera, EdD, and Wendi McCaskill  
 School Services of California Inc.’s *Fiscal Report*  
 May 2, 2023

The implementation of universal transitional kindergarten (TK) no doubt has been top of mind for most school districts and charter schools since the state made a commitment to achieve universal access to TK by the 2025-26 school year. Local educational agencies (LEAs) across California have been working assiduously to provide TK facilities and staff to meet the needs of this growing population of young learners.

As we settle into this new normal of expanding our public education system to serve all four-year-olds, the state is signaling that the evolution of TK programs is not quite done, and on the table for change are the minimum qualifications of adults who support TK teachers in classrooms.

When Governor Gavin Newsom released his January State Budget proposal, his staff subsequently published proposed budget trailer bill language to establish new requirements for TK classroom staff that would need to be met beginning with the 2028-29 school year. Subsequently, Assemblymember Kevin McCarty (D-Sacramento) amended Assembly Bill (AB) 1192 to put his stake in the ground on the topic that offers an alternative to the Governor’s proposal.

The table below compares the Governor’s proposed qualifications for TK staff with those of AB 1192, as amended on May 1, 2023.

<b>TK Staff Minimum Qualifications</b>		
	<b>Governor’s Budget Proposal</b>	<b>AB 1192 (McCarty) Proposal</b>
<b>Effective date</b> <i>Beginning with the</i>	2028-29 school year	2025-26 school year
<b>Qualifications</b>	Adult must possess or be enrolled in a Commission on Teacher Credentialing (CTC) approved program to obtain a multiple subject credential including: <ul style="list-style-type: none"> <li>• An educator apprenticeship or residency program</li> <li>• The Classified School Employee Teacher Credentialing Program</li> <li>• A pathway seeking clinical practicum experience</li> <li>• A regional occupational program/home economics related occupation/future teacher/dual enrollment participation in supervised practicum experience</li> </ul>	Teacher aide received or begins to receive at least 48 hours of professional development over the course of a two-year period related to the California preschool learning foundation standards with coaching, induction, or supervised practicum  The professional development shall be provided by the school district or charter school at no cost to the teacher aide during regular working hours

<b>TK Staff Minimum Qualifications</b>	
	In addition to these pathways leading to credential, adults who hold any level of a child development permit, or are enrolled in a program with supervised practicum experience leading to a child development permit, issued by the CTC

In addition to minimum qualifications for TK staff, Governor Newsom and Assemblymember McCarty propose to allow LEAs to offer early TK admission to four-year-olds whose fifth birthday occurs during the following summer, which is prohibited by current law. And while the Governor proposes to delay the requirement for TK classrooms to maintain ratios of ten students for every one adult contingent upon a budget appropriation by one year, AB 1192 proposes to move to 10:1 TK classroom ratios in the 2025-26 school year.

We anticipate that the Governor and Assemblymember McCarty will reconcile the differences between these proposals as part of the 2023-24 budget negotiations. Stay tuned.

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*Note: Only 13% of students scored proficient in history and only 22% scored proficient in civics on the National Assessment of Educational Progress; 40% of students scored below the basic level of knowledge in U.S. history, a decline from 34% in 2018.*

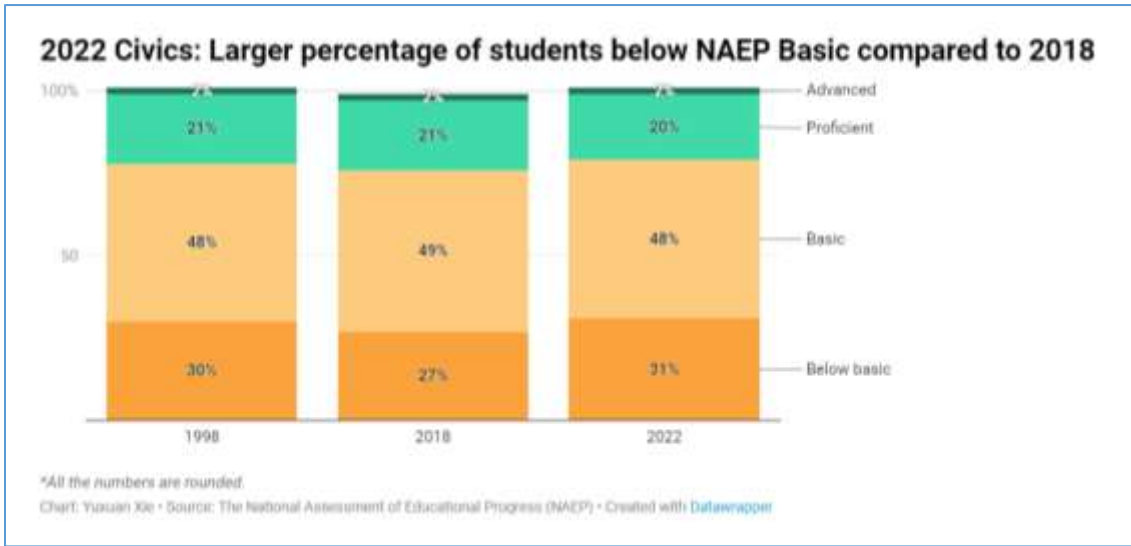
## **Latest National Test Results Underscore Declining Knowledge of U.S. history and Civics**

*Covid could be just one factor for nationwide in 8th grade NAEP scores*

By John Fensterwald  
*The Sacramento Bee*  
May 3, 2023

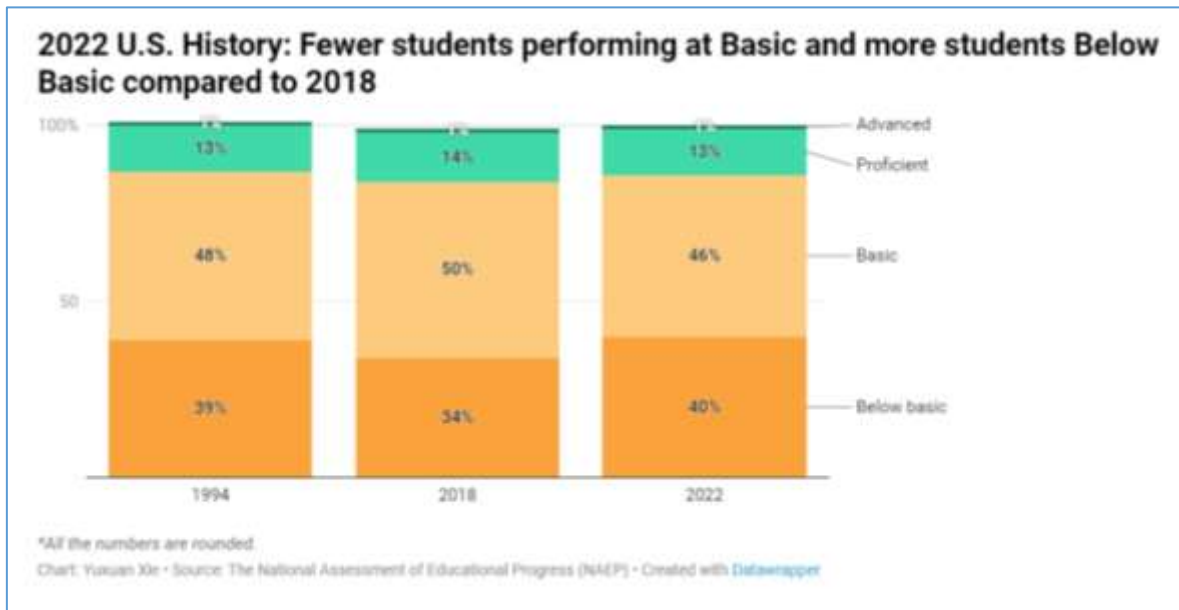
Scores nationwide testing eighth graders’ understanding of U.S. history continued a decade of decline in 2022 and fell for the first time in civics, according to data released Tuesday.

Only 13% of students scored proficient in history and only 22% scored proficient in civics on the National Assessment of Educational Progress; 40% of students scored below the basic level of knowledge in U.S. history, a decline from 34% in 2018.



The implication is a large proportion of students lacking a strong foundation and understanding of the subjects are entering high schools where civics and history are facing highly politicized debates over content and instruction. Some California teachers are toning down or avoiding vigorous discussions to avoid contention.

“There are a number of schools implementing outstanding history and civics programs for youth in California and across the nation. But sadly, they are the exception and not the norm,” said Michelle Herczog, coordinator of history and social science instruction for the Los Angeles County Office of Education. “The dismal NAEP findings need to be a call to action for every American school, beginning in kindergarten, to energize the teaching of U.S. history and civics in non-partisan ways, as an educational priority.”



Said Leslie Muldoon, executive director of the National Assessment governing board, an independent body that sets policy for NAEP: “Schools at all grade levels have a core role to play in instruction around citizenship, knowledge and skills.”



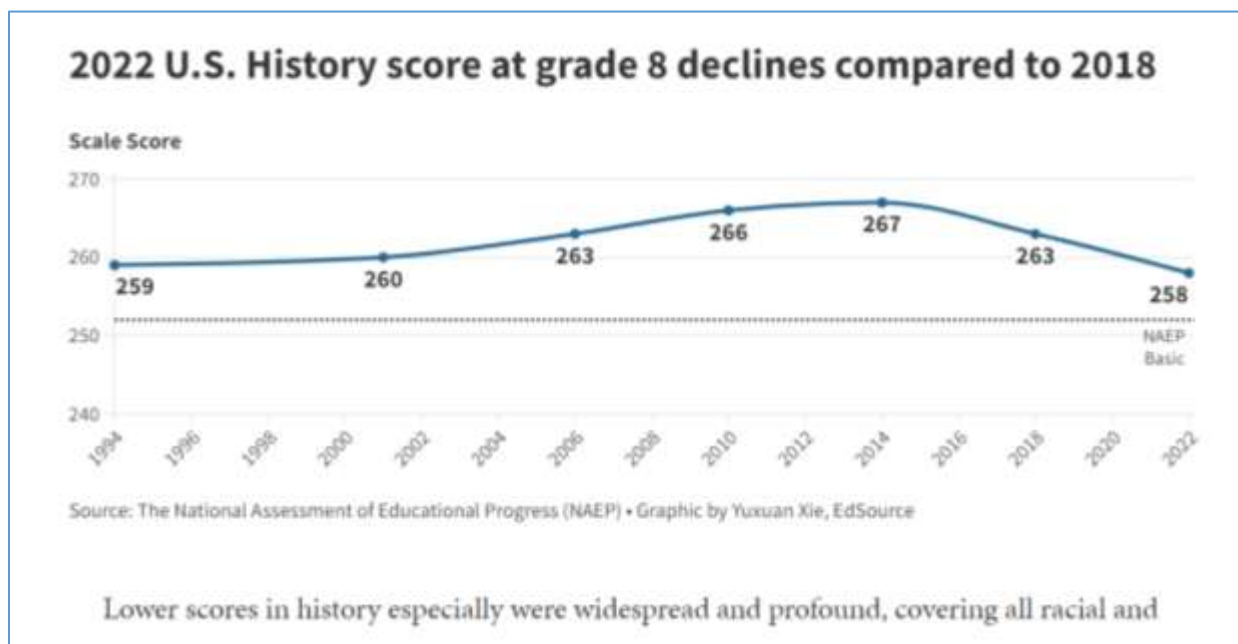
The drop in results was not surprising; 2022 scores released last fall in math and reading plummeted in fourth and eighth grade nationally and, to a lesser extent, in California.

“Given what we already know about how Covid affected students’ reading and math skills, I think it’s important to emphasize the disruption caused by the pandemic,” said Martin West, the academic dean at the Harvard Graduate School of Education and a member of NAEP’s governing board.

But, he said, noting that U.S. history scores fell by a similar amount between 2014 and 2018, “I think it would be a mistake to say that this is all about the pandemic and not try to identify other factors that could be affecting students’ performance.”

While more than 100,000 students nationwide took the 2022 NAEP math and reading tests, only 7,800 eighth graders from 410 schools took the test in civics, and 8,000 eighth-graders from 410 schools took the history test — too few to provide results by state.

Based on a scale of 300 points, the average civics score of 150 in 2022 was 2 points lower than in 2018 and equal to the score in 1998, the first year for civics using the current framework. It is 28 points below the level designating proficiency.



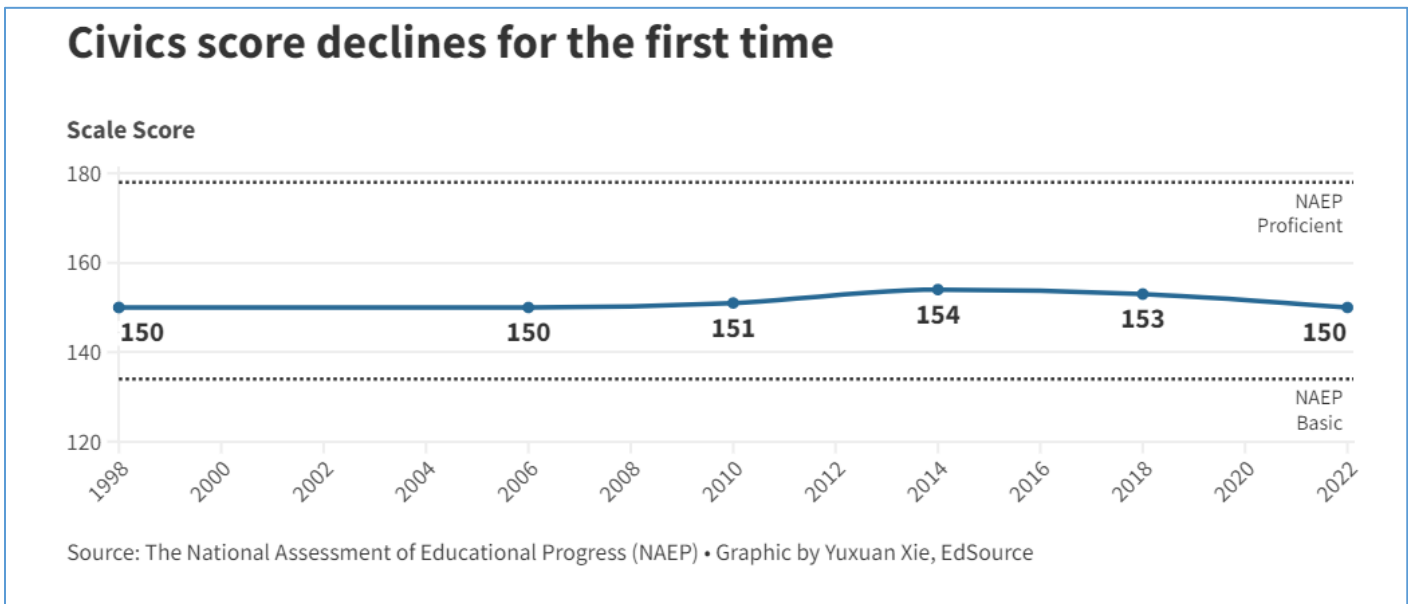
Based on a scale of 500 points, the average eighth-grader’s U.S. history score was 258, a significant 5-point drop from 263 in 2018 and not significantly different from 259 in 1994, the first year the test was given. It is also 36 points below the level designating proficiency.

Lower scores in history especially were widespread and profound, covering all racial and ethnic groups and all student achievement groups except for the highest achievers, the top 10% of performers. Their scores in history and civics held steady, another indication of the widening gap of achievement between the lowest and highest performing students that also were prevalent in math and reading. In civics, scores of students in the lowest 10th and 25th percentiles of performance fell, while scores didn’t drop among the top quarter of students.

“The top half of students are OK by the historical measure of bad performance, but the bottom half got worse, dragging down the distribution,” said another NAEP board member, Eric Hanushek, an economist and senior fellow with the Hoover Institution at Stanford University. “This reinforces our concern about polarization in general knowledge and views of civics and history among the next generation.”

Several factors could be at play. NEAP assessments, West said, “are always much better at telling us what’s happening with students than why.”

Low scores could point to weak comprehension skills. “Schools must focus on literacy from the earliest grades and sustain reading and background knowledge through middle school and beyond,” said Muldoon.



In 2022, there was a small drop in the proportion of eighth grade students who took a course primarily focused on U.S. history compared with four years earlier. Those students scored 12 points higher than students who took a course with only some U.S. history and 14 points higher than students who didn’t take a U.S. history course.

“We also know that there have been various pressures on schools that have unfortunately led elementary schools in particular to spend more instructional time on reading and math, less on science and social studies,” West said. Instead, schools should recognize that “building students’ background knowledge in areas like history and civics is crucial for their development as readers.”

“Especially in elementary school, instructional time on different subjects is not a zero-sum game,” he said.

Los Angeles Unified Superintendent Alberto Carvahlo, who also services on the NAEP board, agreed.

“I think there’s been a preponderance of emphasis on literacy and numeracy at the expense of other areas such as civics, such as technology. So I don’t think it’s surprising that we are looking at pretty dismal data,” he said.

### What the tests measure

The U.S. history assessment measures eighth graders’ knowledge of four themes: change and continuity in American democracy; interactions of peoples, cultures and ideas; economic and technological changes and their impacts on society; and the changing role of America in the world.

The civics assessment measures knowledge about government and civil society; participatory skills essential for informed, effective and responsible citizenship; and civic dispositions that contribute to the individual effectiveness and the common good.

The assessment presents both multiple-choice and open-ended questions requiring written responses.

On the 2022 civics assessment, one question required knowledge of the Electoral College, with four options; 45% of students chose the right answer. A constructed response asked students to create rules to solve a lunchtime problem in which students hanging out in hallways were disrupting students still in classrooms; 69% of students gave a complete response explaining how their solutions would work for students and teachers.

Party	Presidential Candidate	Number of States Won	Electoral College Vote	Popular Vote
Republican	Candidate A	30	271 50.4%	50,455,156 47.9%
Democrat	Candidate B	20 plus the District of Columbia	266 49.4%	50,992,335 48.4%
Green	Candidate C	0	0 0%	2,882,738 2.7%

According to the data, which of the following statements about the election is true?

- A Candidate A became president because he won the most states.
- B Candidate A became president because he won the Electoral College vote.
- C Candidate B became president because he won the popular vote.
- D Candidate B became president because he won the vote in the District of Columbia.

On the 2022 U.S. history assessment, 84% of students picked correctly on a multiple-choice question asking about working conditions in a 19th-century factory. But only 6% got the full credit, needed for a proficient score, asking what two ideas from the Constitution or Declaration of Independence that Martin Luther King might have referred to in a less-known passage from his 1963 “I Have a Dream” speech.

Hanushek acknowledged that scoring proficient on NAEP U.S history reflects a high standard, requiring a deeper understanding of knowledge, while scoring basic does not – equivalent to naming the functions of the Legislature. Scoring below basic means you cannot talk about U.S. government functions, and “that should be a concern.”



*Note: California continued to lose residents in 2022, but the state's population decline is slowing as immigration ramps up again following the COVID-19 pandemic.*

## **California's Population Decline is Slowing. These Counties Added and Lost the Most People**

By Lindsey Holden  
*The Sacramento Bee*  
May 2, 2023

California continued to lose residents in 2022, but the state's population decline is slowing as immigration ramps up again following the COVID-19 pandemic.

The state is currently home to about 38.9 million people, down more than 138,400 year-over-year, according to the California Department of Finance. The 0.35% decline from 2022 to 2023 is an improvement over the 0.53% decrease that occurred between 2021 and 2022, when California lost more than 200,000 people.

The Department of Finance calculates the population numbers using data collected from birth and death records, driver license address changes, tax return information, Medicare and Medi-Cal enrollment, immigration reports, school enrollments and other sources.

The agency attributes the slowdown in the population decline to a significant uptick in immigration and "natural increase," or net births minus deaths.

Almost three times as many immigrants came to California in 2022, compared to 2021. That took the state from a net gain of 31,300 in 2021 to more than 90,000 in 2022.

On the natural increase side, births decreased slightly, while deaths also declined.

"While foreign immigration to California has nearly returned to pre-pandemic levels, natural increase has not rebounded," the department said in a statement. "Total births remain low due to fertility declines; while deaths have eased gradually from their pandemic peak, they remain elevated."

### **Which counties saw gains and losses?**

California in 2022 lost population in all but 12 of its 58 counties. Growth in inland counties, including those in the Central Valley and Inland Empire, "slowed but remained positive," the agency reported. With one exception — San Benito County on the northern Central Coast — all coastal counties, known for their higher cost of living, lost population.

Lassen (-4.3%), Del Norte (-1.3%) and Plumas (-1.2%) counties in Northern California lost the most people. Los Angeles County saw a 0.75% population decline, San Diego County a 0.2% dip and Orange County a 0.5% decrease.

Increased housing construction drew more people to Paradise in Butte County, which experienced a 24.1% population increase as it continues to recover from the 2018 Camp Fire.

Lathrop in San Joaquin County was up 11%, Duarte in Los Angeles County added 6.6% and Wheatland in Yuba County grew by 4.6%.

The Department of Finance attributes the continuing population decline to fewer people moving to California and more moving out.

The departures have been highly politicized, with Republicans claiming Democrats' liberal policies are driving away the wealthy and the taxes they pay.

However, the Public Policy Institute of California tends to agree with the Department of Finance's assessment that remote work options created during the pandemic have led higher-income people to move to less expensive places. Most people who leave the state move due to family, cost of living and job factors.

The Public Policy institute reported many people cite housing costs as their reason for moving, although conservatives are more likely to consider leaving California than liberals.





**NEIGHBORHOOD/SITE-BASED DLI SCHOOLS:**

Priority enrollment for students living within the school attendance boundary.  
Open to transfers when space is available.

**Schools:** Birney, Burroughs, Calwa, Centennial, Herrera, Hidalgo, Jackson, Lane, Roeding, Rowell, Winchell, Balderas (Hmong DLI), Vang Pao (Hmong DLI)

**CHOICE DLI SCHOOLS:**

Open enrollment for all students.  
Priority enrollment for students living within FUSD attendance boundaries.

**Schools:** Ewing, Leavenworth, Sunset, Wawona K-8, Yosemite MS, McLane HS

**Request** DLI program placement at neighborhood school site if residing within attendance boundary.

**Apply** for DLI Program through the Transfers Office if residing outside school attendance boundary.  
**No Transfer Request Application deadline.**

**Apply** for DLI Program placement at a choice school through the Transfers Office.

**Transfer Request Application must be submitted between September 1<sup>st</sup> and December 1<sup>st</sup> for the following school year to receive priority for selection.**

**Entry is recommended at Preschool, TK and Kindergarten grades.** Students are enrolled on a first-come, first-served basis when space is available at the requested neighborhood school and grade while maintaining a linguistic balance.

**Entry is recommended at Preschool, TK and Kindergarten grades.** Students are selected using a random lottery when space is available at the requested choice school and grade while maintaining a linguistic balance.

**Students in grades 1<sup>st</sup>-12<sup>th</sup> must meet minimum proficiency in *Speaking, Listening, Reading, and Writing* skills\* in the Spanish or Hmong language to be eligible for enrollment in a DLI Program.**  
**\*Required assessment administered by Language Assessment**

**For additional information on Site-Based Enrollment, contact the neighborhood school office.**  
<https://els.fresnounified.org/spanish-dual-language-immersion/>

**For additional information on Choice School Enrollment, contact the Transfers Office at 559-248-7538.**  
<https://stafed.fresnounified.org/transfers/>

Use the QR code to access list of DLI schools











