



## BOARD OF EDUCATION

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## SUPERINTENDENT

Robert G. Nelson, Ed.D.

## BOARD COMMUNICATIONS – JUNE 16, 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 Narcan at School Sites  
DS-2 Amy Idsvoog Health Service Staffing for Summer Learning Programs

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

BFS-1 Kim Kelstrom School Services Weekly Update Reports for June 08, 2023

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

ID-1 Marie Williams Article 20 Waiver Renewals for the 2023/24 School Year  
ID-2 Rita Baharian Access to 24-Hour Mental Health Support  
ID-3 Bryan Wells Specialty, Magnet, and Alternative School Athletic Opportunities  
ID-4 Bryan Wells Athletics Expansion and Equity in Programing  
ID-5 Rita Baharian Student Employment Program through the mentoring Office  
ID-6 Maria Ceballos Services Agreement with Fresno County Superintendent of Schools for the California Statewide Early Math Initiative

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

OS-1 Ann Loorz Resolution 23-74, Self-Certifying Increased Micro-Purchase Threshold

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: June 16, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Hosted brunch for retired substitute principals who worked at our schools in 2022/23
- Met with Executive Cabinet
- Attended the Dailey Board Meeting
- Held interviews for Executive Officer, Leadership Development and Administrator, Curriculum, Instruction and Professional Learning
- Attended the CORE Board Meeting


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



Date: 06/16/2023

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: June 16, 2023

Phone Number: 457-3498

Regarding: Narcan at School Sites

The purpose of this board communication is to provide the Board information regarding the Naloxone (Narcan) program that was implemented during the 2022/23 school year because of growing fentanyl concerns in Fresno County.

Naloxone is a life-saving medication used to reverse an opioid overdose, including heroin, fentanyl, and prescription opioid medications. Naloxone can be quickly given through nasal spray (Narcan®) in the nose. Naloxone is safe and easy to use, works almost immediately, and is not addictive. Naloxone has very few negative effects, and has no effect if opioids are not in a person's system.

In April 2022, Fresno Unified applied to participate in a free Narcan program through the State of California Health and Human Services Department. In July of 2022 we received confirmation that we had been accepted into the program and would receive 48 units by the start of the school year. Based on the minimal doses provided, two units were provided to each secondary site. With limited doses available, Naloxone (Narcan) containers were purchased to secure the limited doses at secondary sites and ensure access in a health emergency. For health and safety purposes, the containers were installed next to the Automated External Defibrillators (AED), close to the office. This year we received two reports where our Narcan units were utilized in a medical emergency; neither turned out to be related to an opioid overdose. Replacement units were provided.

Health Service staff have been working for several months to secure additional free doses from the state and just recently received confirmation that 220 new units were being shipped. This new shipment will provide two doses to each of our 68 elementary sites and provide replacement supplies as needed. Secure Narcan containers will be purchased this summer and installed in preparation for the new school year. In addition, we are developing a process to provide Narcan access to district offices that are open to the public.

Earlier this school year, Health Services provided Narcan training to principals and campus safety assistants. With the additional Narcan being provided Health Services anticipates providing additional training opportunities and refresher courses.

If 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: 06/16/2023

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, Executive Officer  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3498

Regarding: Health Service Staffing for Summer Learning Programs

The purpose of this communication is to provide the Board with information regarding summer health service staffing. Historically during the summer, health services staff volunteer to support summer programs as it is not part of their traditional school year contract. The team has provided onsite health support for special education's Extended School Year (ESY) program at approximately 30 elementary sites and had a health professional at each of the comprehensive high schools. ESY sites like Addicott, ATP and Rata have multiple health professionals onsite based on student health orders. Summer staff worked with uncovered sites as needed and would travel to cover any direct nursing procedures (feeding tubes, catheters and administering insulin).

This summer, like last year with extended learning at nearly all district school sites, Health Services worked to recruit staff to support student health orders and summer school. 88 health professionals have volunteered to support this year's summer learning and ESY programs, including contracted supplemental health staff. Based on the number of programs this summer, increased health procedures and preschool assessments, approximately 34 school sites will be without an on-campus health professional. This has improved from last year when we had 45 sites uncovered.

With fluency of enrollment, should one of these uncovered sites identify a new student with direct health orders, health staff from another site will be deployed to drive to the site and cover the direct nursing procedure at its designated time. They will then return to their designated site.

Health Services has a lead school nurse supporting site questions and concerns during summer sessions. In the event of a health emergency, as is our normal protocol, site administration should call 911 in the event of a medical emergency and then report it to Vanessa Ramirez from the Emergency Response Department.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at 457-3498 or Xai "Liz" Torres at 457-3301.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/16/2023

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: June 16, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:



Regarding: School Services Weekly Update Reports for June 08, 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 June 08, 2023 is attached and includes the following articles:

- Statewide Facilities Bond Bills Pending in the Legislature – June 07, 2023
- 3 Arrested Outside Glendale School Board in Violent Clashes Over LGBTQ+ Rights – June 06, 2023
- Number of New California Teacher Credentials Declines After Seven Years of Increases – June 08, 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: 06/16/2023



1121 L Street

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Suite 1060

•  
Sacramento

•  
California 95814

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TEL: 916 . 446 . 7517

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FAX: 916 . 446 . 2011

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

DATE: June 8, 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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## 2023-24 State Budget Update

As of this writing, a deal has not yet been reached between Assembly and Senate leadership on the 2023-24 State Budget package.

With only a week left before the Legislature is constitutionally required to approve the main State Budget bill, there is no time for the two houses to form a formal conference committee and reconcile their differences. This means that it is incumbent upon legislative and budget leadership to hash out an agreement over the next several days in order to meet the June 15 constitutional deadline.

Another logistical issue that the Legislature must contend with is the constitutional rule that all bills be published in print and online for at least 72 hours before each house of the Legislature can vote on them. This puts the real deadline for a Budget agreement at June 12, so that the main State Budget bill can be in print for at least 72 hours before voting.

While we fully expect the Legislature to approve a spending plan by the June 15 deadline, the bill that is approved will not represent the final 2023-24 State Budget as the houses still need to negotiate with the Newsom Administration on a final Budget package.

## Senate Education Committee

The Senate Education Committee, chaired by Senator Josh Newman (D-Fullerton), held a hearing this past Wednesday, their first since the house of origin deadline. The committee considered 27 bills; however, the hearing lasted less than an hour because all but five of the measures were approved as a part of the consent calendar. Some of the approved bills include:

- Assembly Bill (AB) 87 (Quirk-Silva, D-Fullerton) would authorize parents, guardians, and local educational agencies (LEAs) the authority to make audio recordings of Section 504 team meetings
- AB 285 (Rivas, L., D-San Fernando Valley) would modify the course of study for science to include content regarding causes and effects of, and

methods to mitigate and adapt to, climate change, and require that appropriate coursework be offered to students no later than the 2024-25 school year

- AB 446 (Quirk-Silva) would further define handwriting in the adopted course of study for grades 1-6 for English, including cursive or joined italics
- AB 611 (Weber, D-San Diego) would require that an LEA contracting with a nonpublic, nonsectarian school (NPS) inform parents and guardians if there is a change in the NPS' certification status
- AB 723 (Quirk-Silva) would, for a foster child who is an individual with exceptional needs, define "school of origin" as also including a certified NPS
- AB 1165 (McCarty, D-Sacramento) would encourage LEAs to refer both the victim and perpetrator of an incident of racist bullying, harassment, or intimidation to a restorative justice program that suits the needs of both the victim and the perpetrator
- AB 1555 (Quirk-Silva) would extend the deadline by two years, from August 1, 2023, to August 1, 2025, for teachers assigned to transitional kindergarten classrooms to meet specified credentialing requirements

The Senate Education Committee will also meet next week to consider another 16 bills. The Assembly Education Committee, chaired by Assemblymember Al Muratsuchi (D-Torrance), has yet to schedule its first hearing to consider education bills approved by the Senate at last week's deadline. This is not surprising, however, as there are significantly more Assembly bills that need to be considered in policy committee compared to the Senate.

*Leilani Aguinaldo*

## Statewide Facilities Bond Bills Pending in the Legislature

By Patti F. Herrera, EdD, and Brianna García  
 School Services of California Inc.’s *Fiscal Report*  
 June 7, 2023

On Wednesday, May 31, 2023, the U.S. House of Representatives approved the debt ceiling deal brokered. As hundreds of local educational agencies (LEAs) across California prepare to take advantage of the summer months to build new, modernize, and address deferred maintenance issues related to their facilities, one of the biggest questions on their minds is when we can anticipate another statewide bond to provide critical state matching funds to perfect local projects (or, more likely, replenish local coffers that have been fronting anticipated state funds)?

The answer is hopefully soon. There are two statewide school facilities bond bills making their way through the Legislature this year in the hopes of being presented to the voters in 2024—Assembly Bill (AB) 247 (Muratsuchi, D-Torrance) and Senate Bill (SB) 28 (Glazer, D-Orinda)—that, while largely similar to each other, contain some significant differences.

The chart below provides a side-by-side comparison of the major provisions of AB 247 and SB 28.

	<b>AB 247 (Muratsuchi)</b> <b>Transitional Kindergarten Through Community College Public Education Facilities Bond Act of 2024</b>	<b>SB 28 (Glazer)</b> <b>Public Preschool, K-12, and College Health and Safety Bond Act of 2024</b>
<b>Bond Amount</b>	\$14.0 billion  K-12: unspecified Community Colleges: unspecified	\$15.5 billion  K-12: \$9.5 billion Community Colleges: \$2.0 billion California State University (CSU): \$2.0 billion University of California (UC): \$2.0 billion
<b>Segments</b>	K-12 and community colleges	K-12, community colleges, CSU, and UC
<b>Ballot</b>	Unspecified	March 5, 2024
<b>Key School Facility Program Changes</b>		
<b>Bonding Capacity</b>	Unchanged	2.0% Elementary/high school districts 4.0% Unified school districts
<b>Conditions</b>	One-time submittal of facilities inventory	Submittal of new or updated, as appropriate, five-year master plan
<b>LEA Priority Points</b>	Establishes new priority point system for LEA applicants based on bonding capacity, enrollment, and unduplicated pupil percentage (UPP) to determine state and local matching funds	Establishes new priority point system for LEA applicants based on bonding capacity, enrollment, and UPP to determine state and local matching funds and project funding priority



	<b>AB 247 (Muratsuchi)</b> <b>Transitional Kindergarten Through Community College Public Education Facilities Bond Act of 2024</b>	<b>SB 28 (Glazer)</b> <b>Public Preschool, K-12, and College Health and Safety Bond Act of 2024</b>
<b>Funding Process</b>	Unchanged	Quarterly processing with priority to fund applicants in the following order:  New Construction 1. Health and safety projects 2. Financial hardship projects 3. Unprocessed applications from previous two quarters 4. Overcrowding relief projects 5. LEA priority point score  Modernization 1. Health and safety projects 2. Financial hardship projects 3. Lead mitigation projects 4. Unprocessed applications from previous two quarters 5. Overcrowding relief projects 6. LEA priority point score
<b>Local Matching Requirement</b>	Based on LEA priority point calculation:  New Construction 11-13 points: 45% 9-10 points: 47% 8 points: 48% 6-7 points: 49% <6 points: 50%  Modernization 11-13 points: 35% 9-10 points: 37% 8 points: 38% 6-7 points: 39% <6 points: 40%	
<b>Financial Hardship Eligibility</b>	Increases bonding capacity from \$5,000,000 to \$15,000,000 for financial hardship eligibility	
<b>Small School District Assistance</b>	Establishes a new process to assist small school districts in accessing state bond funds, including receiving preliminary apportionments and project and construction management grants	

	<b>AB 247 (Muratsuchi)</b> <b>Transitional Kindergarten Through Community College Public Education Facilities Bond Act of 2024</b>	<b>SB 28 (Glazer)</b> <b>Public Preschool, K-12, and College Health and Safety Bond Act of 2024</b>
<b>Other</b>	Establishes unspecified provisions to address climate resilience in public schools	

Both bond bills passed out of their respective houses of origin and will soon be considered by the policy committees in the Assembly and the Senate. AB 247 is scheduled to be heard by the Senate Education Committee on June 14, 2023, while SB 28 is awaiting a hearing date in the Assembly Higher Education Committee.

Should state policymakers decide to place a statewide bond on the 2024 primary election ballot, the bond bill that reflects a final agreement between the Senate, the Assembly, and Governor Gavin Newsom must make its way to the Governor this fall. If policymakers decide to take a statewide bond measure to the voters at the 2024 General Election, lawmakers have until next summer to reach a final agreement.

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*Note: Three people were arrested Tuesday at protests held outside a meeting of the Glendale Unified School District board, where pro- and anti-LGBTQ+ demonstrators faced off over how schools teach gender and sexuality.*

### **3 Arrested Outside Glendale School Board in Violent Clashes Over LGBTQ+ Rights**

By Jeremy Childs and Christian Martinez  
*Los Angeles Times*  
June 6, 2023

Three people were arrested Tuesday at protests held outside a meeting of the Glendale Unified School District board, where pro-and anti-LGBTQ+ demonstrators faced off over how schools teach gender and sexuality.

Law enforcement declared an unlawful assembly after fighting broke out outside the building, officials said. The situation temporarily disrupted the meeting, which was about an hour into public comments on an agenda item calling for recognition of June as Pride Month — which board members unanimously approved late in the evening.

Earlier in the day, hundreds of protesters had swarmed outside the building, some waving American flags and others waving Pride flags, with many documenting the scene with their smartphones. Those who were protesting the board’s LGBTQ+ policies chanted, “Leave our kids alone” while naming each of the five members of the board.

An attendee named Megan, who declined to share her last name for fear of retaliation and who said she had a child graduating from a GUSD school Wednesday, called the anti-LGBTQ+ protests “heartbreaking.”

“This is a great community, my son has received a great education here,” Megan said.

The public comment portion regarding the agenda item on Pride Month was cut short due to a shelter-in-place order for meeting attendees after fighting broke out outside the building. But most of those who did speak were in favor of LGBTQ+ acceptance, with many thanking the board for being inclusive.

The parent of a queer middle school student in the district said her child had faced discrimination growing up. The woman said she was grateful for the commitment by the GUSD board in protecting LGBTQ+ acceptance.

“I’ve never spoken before,” she said, “but as an actual parent, I felt that I had to be here because a lot of the opposing people don’t believe that I exist.”

But a few speakers expressed anger at the board for its policies.

“I’m here on the side of parents who want to keep the focus in schools on academics rather than on sexual orientation,” said Belissa Cohen, who identified herself as an LGB activist.

Meanwhile, the furor outside the meeting could be heard even as speakers took their turns addressing the board. Police eventually installed a yellow wire barrier near the building’s entrance.

City and school officials had expected things to become heated. The meeting was held amid an atmosphere of simmering hostility around LGBTQ+ rights that boiled over last week when protesters violently clashed at a North Hollywood elementary school over a Pride-themed assembly.

Glendale police said most of Tuesday’s protest was peaceful, but “a small group of individuals engaged in behavior deemed unsafe.” Three people were arrested on charges including obstructing officers and unlawful use of pepper spray. Following the arrests, police said “additional attempts to deescalate the crowd failed.” An unlawful assembly was declared, and at around 6 p.m. police ordered the crowd to disperse as additional officers were called in.

Inside the meeting, the livestream went dark for a few minutes before school board President Nayiri Nahabedian said law enforcement would not allow new speakers to enter the building. People were also told not to leave the building for a short time.

The scene outside the district offices remained tense well after the meeting adjourned, with demonstrators from both sides lingering on the sidewalks.

Several reports surfaced online that members of the far-right extremist group the Proud Boys were in attendance, with some leaving behind stickers promoting their group.

Board meetings have been attended by protesters for the last several weeks, with anti-LGBTQ+ activists criticizing district staffers’ handling of LGBTQ+ material and policies. Glendale police said previous clashes had included shouting but no physical confrontations.

“This is about, specifically, gender ideology being put upon and thrust upon children at Glendale Unified,” Jordan Henry, who ran unsuccessfully last year for Glendale City Council, told *The Times* on Tuesday prior to the meeting.

LGBTQ+ advocacy organization glendaleOUT also urged supporters to attend Tuesday’s meeting.

“Tuesday, June 6 is an action of love and gratitude to our GUSD educators and administrators for all the work they’ve done this year on behalf of our entire Glendale community,” glendaleOUT said on Facebook.

“We really just want to keep the peace and keep it simple and keep the queer community safe and let them know that they’re loved,” said Grey James, a member of glendaleOUT.

Rep. Adam B. Schiff (D-Burbank), whose district includes Glendale, tweeted a response to the violence at Tuesday’s protests, saying children deserved to “be safe regardless of who they love or how they identify.”

After the violence and protests, when voting on recognizing June as Pride Month commenced, board President Nahabedian said this was the fourth year GUSD had called for official recognition of the month.

“This is part of our efforts to ensure that every person who enters our schools feels safe, feels seen, feels heard and valued,” she said upon introducing the resolution, which then passed unanimously.

The Glendale school on Monday released a [statement and FAQ](#) in response to criticisms raised by the anti-LGBTQ+ activists.

“Recently, intentional and harmful disinformation has been circulating about what is being taught in our district and the ways we serve our students,” the Glendale Unified School District said in a statement. “This includes disinformation about LGBTQIA+ curriculum, sex education, and supporting transgender and gender nonconforming youth.”

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*Note: A seven-year increase in the number of new teacher credentials issued by the state ended last year with a 16% decline, exacerbating the state’s ongoing teacher shortage.*

## **Number of New California Teacher Credentials Declines After Seven Years of Increases**

By Diana Lambert  
*EdSource*  
June 8, 2023

Just when California’s teacher shortage seemed to be easing, it got worse. A seven-year increase in the number of new teacher credentials issued by the state ended last year with a 16% decline, exacerbating the state’s ongoing teacher shortage.

There were 16,491 new teaching credentials issued in California in 2021-22, the most recent fiscal year data available. The previous year, the state bestowed 19,659 such credentials, according to “Teacher Supply in California”, an annual report to the state Legislature compiled by the California Commission on Teacher Credentialing.

Three thousand fewer teachers could have a significant impact on California school districts already struggling to fill teaching positions. Without enough credentialed teachers, schools have had to hire teachers on emergency-style permits that don’t require them to complete teacher training.

Elementary schools, which primarily employ teachers with multiple-subject teaching credentials, may feel the shortage the most. There were 25% fewer new multiple-subject credentials issued in 2021-22 than in the previous year. New special education credentials declined by 12%, and new single-subject credentials, mostly issued to secondary school teachers, went down 7%.

“The past few years have been really tumultuous for students and teachers, and many factors have impacted that,” said Jana Luft, interim associate director of educator engagement at The Education Trust-West, a nonprofit education advocacy organization. “It may be a while to see if there are declines this year, whether they will stick or be an aberration.”

Although the United States has had teacher shortages for decades, the pandemic worsened them, according to the Learning Policy Institute, a nonprofit education research organization. Many teachers, tired of online teaching or disillusioned with disruptive student behavior, which escalated after schools reopened, quit or retired early.

A Rand Corp. study last year found that nearly all school districts had to combine or cancel classes, or asked teachers to take on additional duties in one or more of their schools because of the teacher shortage.

### **14 job fairs, one teacher hired**

Konocti Unified Assistant Superintendent Chris Schoeneman isn’t surprised by the report. He traveled to 14 job fairs in California, Nevada and Montana this year to search for teachers and only managed to hire one. He still needs 36 teachers next school year, almost double the number of previous years.

“The system doesn’t have enough people in it,” he said. “This year we had to pay teachers to take on two classes and give them para(educator) support. They were teaching 50 or 60 at a time, instead of 20 or 30. Subs are hard to find, and we burn through the subs.”

Job fairs that once drew more than 100 candidates now are drawing just 20 or 30, he said. Schoeneman found the single candidate in Montana.

He attributes the lack of interest in teaching to change in student discipline policies and an increasingly difficult work environment for teachers.

“You hear that the kids are out of control. They aren’t, but we have fewer and fewer tools to deal with bad behavior,” Schoeneman said. “It’s a challenge.”

Recruiting teachers to Konocti Unified, a district serving 6,700 students in rural Lake County, more than an hour north of Santa Rosa, is already difficult. So, Konocti is recruiting new college graduates to work as interns at the district. Interns earn a full-time teacher’s salary while completing coursework and other training to become credentialed.

Nearly half the 184 teachers at Konocti Unified have less than five years of experience and 27% are working on intern or emergency-style permits without a preliminary or clear teaching credential, according to Schoeneman.

## **Districts fill vacancies with underprepared teachers**

The number of emergency-style permits issued in California went up in 2021-22, as the number of teacher credentials went down, signaling an increase of underprepared teachers entering the workforce.

California issued 4,065 provisional intern permits and short-term staff permits — 28% more in 2021-22 than the previous year, according to the report by the Commission on Teacher Credentialing. School districts can ask the state to issue these permits to individuals who have not completed, or, in some cases, even started, teacher training, to fill an immediate staffing or anticipated staffing need. California also issued 5,812 new intern credentials that year — slightly more than the year before.

“We know that students of color, especially those who experience poverty, are disproportionately likely to have underprepared teachers and, in some cases, a string of substitutes if they don’t have fully prepared teachers to staff classrooms,” Luft said. “It has a significant impact on the outcomes of these students.”

Only the number of people issued a teaching waiver, which allows teachers to teach courses outside their credential when districts can’t find teachers with the appropriate credential, declined in 2021-22, compared with the previous year.

Districts have struggled to find teachers for hard-to-fill jobs like special education, science, math and bilingual education for years. The lack of new candidates is making those shortages worse.

Finding bilingual teachers with bilingual authorizations — a specialized credential required to teach English language learners — has become increasingly difficult.

“Districts that want to expand bilingual programs, including dual-immersion programs, are limited because of the lack of staff,” said Manuel Buenrostro, associate director of policy for California Together. “Despite a demand for these programs, we won’t be able to meet the demand unless we meet bilingual teachers’ needs.”

## **Why aren’t people becoming teachers?**

California has been one of the few states gaining enrollment in teacher preparation programs, said Linda Darling-Hammond, president of the State Board of Education in a March interview.

The state’s preparation programs added nearly 4,000 students between 2016 and 2021. It’s unclear whether enrollment gains continued in the 2021-22 school year as that data has yet to be released.

According to the commission report, teaching credentials issued to candidates prepared by California institutions of higher education in 2021-22 declined by 25% over the previous year.

Enrollment in California State University teacher preparation programs, which educate a majority of the state’s teachers, continues to be substantially below the 19,235 students enrolled 20 years ago.

The decline in the number of applications for teaching credentials may be tied to the expiration of state Covid flexibilities like waivers for both the California Basic Skills Test and the subject-matter competency requirement before teaching, said Cheryl Cotton, a deputy superintendent at the California Department of Education.

“We are back to pre-pandemic levels, back to issuing about 12,000 credentials each year,” Cotton said.

### **California has invested in recruitment, training**

California has spent \$1.2 billion since 2016 on programs meant to address teacher shortages. Among the largest expenditures is \$515 million for the Golden State Teacher Grant program, \$401 million for the Teacher Residency Grant program, and \$170 million for the California Classified School Employee Teacher Credentialing program, all of which offer teacher candidates financial support, according to the Legislative Analyst’s Office.

The proposed revised state budget for the upcoming fiscal year includes additional funding and flexibilities to help recruit and train teachers, including making it easier for members of the military and their spouses to transfer their teaching credential from another state, offering teachers other avenues to completing some tests if they were impacted by the Covid pandemic, increasing grants for teacher residents and funding a program to prepare bilingual teachers.

Cotton is hopeful the number of new teaching credentials will increase, especially with the state’s ongoing recruitment and retention efforts.

“It takes a while to turn things around,” Cotton said. “We’re hoping to see increases.”

### **What would make the teaching profession more appealing?**

Schoeneman would like the state to allow teachers to earn their bachelor’s degree and complete teacher preparation in four years instead of five, reduce the number of tests required to earn a credential, and offer teachers more autonomy once they are in the classroom.

To attract a diverse teacher workforce, the state should increase educator pay; encourage the building of affordable housing; facilitate partnerships to support teacher preparation and training; provide stipends to promising high school and college students who commit to working in the district; and help districts cultivate inclusive, culturally affirming and anti-racist school communities, according to the recently released “California Educator Diversity Roadmap,” a project of Californians for Justice, The Education Trust-West, and Public Advocates.

One of the recommendations made by focus groups that participated in the study was to pay teacher candidates who are completing their required student teaching hours.

“We also heard a bold call for something like a GI bill for teachers,” Luft said. “You shouldn’t have to pay for your education to become a teacher. The Golden State teacher Grant is a good start, but it isn’t enough.”

The Golden State Teacher Grant awards up to \$20,000 to students enrolled in state-approved teacher preparation programs.

Konocti isn’t waiting for the state to sweeten the pot for teachers. The district is offering a \$5,000 signing bonus for all newly hired teachers with a preliminary or clear credential and has opened a day care center that is subsidized for employees.

“We are trying to think of things to support young families and younger teachers,” he said. “Cutting day care costs in half is huge.”

## **Recruiting teachers is starting in high school**

The prolonged teacher shortage has the state and school district leaders looking to their high schools for future teachers.

In 2022, state legislators passed the California Golden State Pathways Program Grant Act to provide funds to school districts to promote careers in high-growth occupations like teaching. The program helps students “to move seamlessly from high school to college and career,” according to the California Department of Education website.


In Konocti, school staff promote the teaching profession in their high schools, hire graduates as paraeducators and in other district jobs, and encourage their former students to sign up as teaching interns.

“We talk about it all the time,” Schoeneman said. “If you see someone that has some talent, we are all over them on this. ‘You need to do this. You are really good at this. Here’s your pathway. You have to do it.’”



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: Marie Williams Ed.D., Instructional Superintendent  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3869

Regarding: Article 20 Waiver Renewals for the 2023/24 School Year

The purpose of this board communication is to provide the Board with information regarding schools renewing their waivers of Article 20 to allow alternative scheduling for the 2023/24 school year.

The following schools have submitted Article 20 waivers for the 2023/24 school year: Computech Middle School, Cooper Academy, Rutherford B. Gaston Middle School, and Phillip J. Patiño School of Entrepreneurship.

The waiver renewals will allow the sites to forgo the traditional seven-period day and offer an eight-period day with two teacher preparation periods.

A school that requests a waiver of the Fresno Teachers Association (FTA) Collective Bargaining Agreement must follow the process outlined in Article 66 (Waivers). Waiver votes are conducted by bargaining unit members at each school wishing to pursue a waiver and submitted for FTA Executive Board approval on or before April first of the preceding year. Once approved by the FTA Executive Board, waiver requests are submitted to the school's principal, the Chief of Human Resources and Labor Relations, and the Lead Instructional Superintendent.

Waiver renewals will be presented to the Board for approval on June 21, 2023.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Marie Williams, at 457-3869.


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



Date: 06/16/2023

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: Rita Baharian, Executive  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3342

Regarding: Access to 24-Hour Mental Health Support

The purpose of this board communication is to provide the Board with information regarding student access to mental health support 24 hours a day, seven days a week.

Students in crisis or students who have thoughts of suicide or self-harm can access support 24 hours a day, seven days a week, through the National Suicide Prevention Hotline and Crisis Text Line. In July 2022, a federal law went into effect changing the National Suicide Prevention Hotline to a simple three-digit direct line which is 988. Students can access the Crisis Text Line by texting HOME to 741741. Contact information for both resources are printed on all seventh through twelfth grade student identification cards. In addition, Fresno Unified has distributed posters that identify suicide and crisis hotline information to school sites that are posted in prominent areas.

In addition, Fresno Unified has an After-Hours Mental Health Response Team that addresses Possible Student Situations identified through Gaggle during evenings and weekends. Administrators can also access the After-Hours Mental Health Response Team if a student is in crisis and needs immediate attention by calling the district operator at (559) 457-3000. The operator connects the administrator to the mental health service provider on-call.

Lastly, located on the Fresno Unified website, we have created a Social Emotional Wellness and Support webpage that students and families can access 24 hours a day, seven days a week. The website includes tips for parents on identifying warning signs and keeping their children safe and various local and national resources. Additionally, the website allows students and families to access self-referrals for district Social Emotional Support and Care Solace in multiple languages.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rita Baharian at 457-3342.


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



Date: 06/16/2023

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: Bryan Wells, Assistant Superintendent &  
Marie Williams, Ed.D., Instructional Superintendent  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3805

Regarding: Specialty, Magnet, and Alternative School Athletic Opportunities

The purpose of this board communication is to provide the Board with an update on the athletic opportunities available for our students at our magnet, specialty, and alternative education schools.

To improve the student experience and enhance overall competitiveness, the Specialty Sports League was created by alternative education sites to provide additional opportunities for students to get and stay connected to their school site. Through athletics, our students can build positive relationships with their peers and coaches and represent the school they attend. The league also has served as a solution to those who cannot compete for their home school due to transportation challenges, misalignment of bell schedules/start, and end times of the school day from their home school. Each participating school has students represented throughout all Fresno Unified boundaries.

Since the start of the Specialty Sports League the students and schools have displayed additional levels of school pride, school connectivity, and overall positive student outcomes. It also serves as the only opportunity for continuation students to participate in competitive inter-district sporting activities.

The Specialty Sports League currently has participation from continuation and specialty schools within Fresno Unified (DeWolf, Patiño, Design Science, Duncan Poly). The League also has invited Career Technical Education Charter High School, Big Picture Educational Academy, and University High School as members of this league.

Below are the seasons of sports that are currently offered: Boys and Girls Basketball (Fall), Boys and Girls Volleyball (Winter), Boys and Girls Modified Soccer (Spring), Co-Ed Rock Climbing (Spring). In addition to fielding a team to compete in the above seasons of sport, each school is also responsible for the costs to participate for each team. Those costs are coaching contracts for each sport/team (approximate total cost of \$4000 for a 14-week season). Schools currently share the cost of the officials for each game per season. They are also responsible for arranging/funding transportation to each competition. There is a need for school specific uniforms, with numbers and the school logo (which enhance school pride and spirit) and equipment for practice and competition.

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


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



Date: 06/16/2023

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: Bryan Wells, Assistant Superintendent &  
Marie Williams, Ed.D., Instructional Superintendent  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3805

Regarding: Athletics Expansion and Equity in Programming

The purpose of this board communication is to provide the Board with information regarding proposed plans to address the financial barriers faced by coaches and families and increase equitable access to high-quality athletic programs districtwide.

Currently, Fresno Unified students are not exposed to district-supported athletics programs until 3<sup>rd</sup> grade, and opportunities to participate in community-based athletic programs are often limited and cost prohibitive. Therefore, as we strive to improve the student-athlete experience and increase competitiveness, it is imperative we provide our athletic teams with the financial supports necessary to create a robust pipeline of student athletes who are able to compete locally, regionally and nationally. Additionally, participation in an aligned TK-12 district supported athletic program will result in improved social emotional learning outcomes, increased academic performance, improved attendance, and enhanced family engagement opportunities.

Student Engagement has proposed an athletic program expansion that offers a comprehensive athletic development and skill-building program approach for students in TK-12. The proposed expansion aims to increase participation of students in all district regions and participation will be monitored by grade, gender, ethnicity, and student group.

Building a robust TK-12 pipeline of student athletes will necessitate investments in both school and community-based athletic resources and supports (i.e., transportation, uniforms, coaching stipends, regional youth lessons and clinics, off-season sports leagues, and travel ball partnerships).

Currently, the ongoing annual investment in athletics is approximately \$15M dollars; however, to expand the district's athletic program, an additional annual investment of \$10M would be required. The proposed expansion will be phased in over four years. For the 2023/24 school year, Student Engagement has secured \$1.3M in Extended Learning Opportunity Program grant funds to initiate the proposed expansion.

The funding for the Expanded Learning Opportunities Program (ELOP) is following criteria from the State of California that is allocated to elementary school sites to ensure that all students and families have access to afterschool programming and winter and summer learning opportunities.

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


Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/16/2023

Fresno Unified School District  
Board Communication

**BC Number ID-5**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Rita Baharian, Prevention & Intervention Executive  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3342

Regarding: Student Employment Program through the Mentoring Office

The purpose of this board communication is to provide the Board with an update on the student employment program through Peer Mentoring and Men's and Women's Alliance. During the 2022/23 school year, we employed approximately 275 students to work in the community.

It is important to note that all students are required to complete a District Student Employment Application Packet and obtain a work permit to qualify for employment. Students must be at least 12 years of age to be eligible to receive a work permit. However, the Mentoring Office student employment program only targets students ninth through twelfth grade due to California Child Labor Laws, which limit workdays and hours for younger students to weekends and holidays. The Peer Mentoring job opportunities are during the week. Students in the work program participate in specialized training to enhance soft skills, social-emotional skills, engagement strategies, and peer mentoring skills. Training is tailored to the specific job role.

The Peer Mentoring Program employs approximately 225 students. The Peer Mentors are eleventh through twelfth grade students who provide one-on-one mentoring to seventh through tenth grade students after-school for eight to twelve hours a week. Next school year, the Peer Mentoring Program will continue increasing student employment opportunities as we expand the mentoring program.

The Men's and Women's Alliance Program employs approximately 50 ninth through twelfth grade students. These students are provided paid work experience at over 17 local businesses in the community. The students work an average of 25 hours a month in various roles, including retail, janitorial, and customer service. Each year, there are approximately 90 jobs available. This year, we noticed fewer students interested in working. Students are finding employment opportunities that offer more hours. In addition, with the expansion of after-school engagement activities more students are taking advantage of those opportunities, limiting students' availability. The Mentoring Office will work with the Alliance teachers to recruit more students and provide additional mid-year soft skills training to support struggling students in maintaining employment.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at 457-3342.


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



Date: 06/16/2023

Fresno Unified School District  
Board Communication

**BC Number ID-6**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Maria Ceballos, Executive Director  
& Marie Williams, Ed.D., Instructional Superintendent  
Cabinet Approval: 

Date: June 16, 2023

Phone Number: 457-3623

Regarding: Services Agreement with Fresno County Superintendent of Schools for the California Statewide Early Math Initiative

The purpose of this board communication is to provide the Board with information on how funding from the California Statewide Early Math Initiative will be utilized.

Fresno Unified School District is receiving funds in the amount of \$200,000 from Fresno County Superintendent of Schools as a subcontract of the California Statewide Early Math Initiative (CAEMI). This is the second phase of the CAEMI implementation. Fresno Unified participated in the first phase in 2019.

The following outlines how the funding will be used in the Early Learning programs to support children in their development of math skills.

- Providing professional learning opportunities for up to 500 Preschool and Transitional Kindergarten teachers and paraprofessionals. The anticipated cost for this action will be \$58,000.00.
- Purchasing classroom "Math Kits" for Early Learning classrooms in support of the professional learning being provided to teachers and paraprofessionals. The anticipated cost for this action will be \$69,152.00.
- Holding regional family outreach nights with the focus of early literacy and early math. The anticipated cost for this action will be \$5,000.00.
- Supporting the personnel costs of those directly leading and participating in the project. The anticipated cost for this action will be \$61,534.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Maria Ceballos at [Maria.CeballosTapia@fresnounified.org](mailto:Maria.CeballosTapia@fresnounified.org) or at 559-457-3623.

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



Date: 06/16/2023

Fresno Unified School District  
Board Communication

**BC Number OS-1**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Ann Loorz, Executive Director  
Cabinet Approval:

Date: June 16, 2023

Phone Number: 457-3462



Regarding: Resolution 23-74, Self-Certifying Increased Micro-Purchase Threshold

The purpose of this communication is to provide the Board information regarding the June 21, 2023 board resolution 23-74, to approve the annual self-certifying increase of the micro-purchase threshold when utilizing federal funding. The current micro-purchase threshold which requires multiple quotes is \$10,000 or more. Pursuant to 2 C.F.R. section 200.320, non-federal entities, including local public-school districts, may annually self-certify a micro-purchase threshold of up to \$50,000 if (1) the non-federal entity qualifies as a low-risk auditee, (2) the non-federal entity has an annual internal institutional risk assessment to identify, mitigate, and manage financial risks, or (3) a higher threshold would be consistent with state law. The district meets all three criteria, and the state bid threshold is currently at \$109,300 increasing annually pursuant to PCC 20111(a).

The district recommends approval of the annual micro-purchase threshold increase as it represents the best interest of the district by reducing administrative time, expenses and preventing delays in the issuance of purchase orders.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 06/16/2023