



BOARD OF EDUCATION

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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – SEPTEMBER 29, 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 Carlos Castillo Portrait of a Graduate
DS-2 Zerina Hargrove-Brown Update on our Local Indicators for the California
Dashboard
DS-3 Amy Idsvoog Safe Route to School Assessment Timeline

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
September 22, 2023

COMMUNICATIONS – Nikki Henry, Chief Officer

C-1 Maiyer Vang Parent University's Family Engagement Hour

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Marie Williams Bullard Region Literacy Plan Presentation
ID-2 Marie Williams Edison Region Literacy Plan Presentation
ID-3 Marie Williams McLane Region Literacy Plan Presentation
ID-4 Tonisha Hargrove-Williams Literacy Initiative Procurement Process
ID-5 Marie Williams Scout Island Use Arrangements

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer

OS-1 Ann Loorz Resolution 24-16, Approve the Use of Sole
Source Vendor Authorization

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: September 29, 2023

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Participated in the "Statewide Monday Call" with the California Department of Education to speak on the importance of having inclusive ELOP activities
- Spoke at the Principals' Meeting
- Met with Mayor Dyer
- Attended the Clovis State of the District Breakfast event
- Attended Operational Services Staff Appreciation event
- Attended the Sunnyside Regional Literacy Meeting
- Gave interview with Julianna Morano, FresnoLand, regarding negotiations
- Attended Centro La Familia Fiest Around the World event


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



Date: 09/29/23

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: Carlos Castillo, Chief of Diversity, Equity, and Access
Cabinet Approval: 

Date: September 29, 2023

Phone Number: 457-3471

Regarding: Portrait of a Graduate

The purpose of this communication is to inform the Board about the Portrait of a Graduate work we will be doing for the 2023-24 school year. This portrait work will build on and update the current Graduate Profile that was developed in Fresno Unified approximately ten years ago.

Many school systems nationwide have engaged their larger community in developing a Portrait of a Graduate. A Portrait of a Graduate is the collective vision that articulates the aspirations of our students. It is known as the school system's "North Star" that guides transformation towards ensuring students have the necessary skills for our ever-changing world. Educational partners will have an opportunity to engage in developing the Fresno Unified Portrait of a Graduate. We will actively engage the larger community by inviting individuals with diverse perspectives to join our Portrait Design Team. The Portrait design process will be co-led with our partners from Battelle for Kids and will be supported by the Urban District Cohort work which we are a part of.

Our Timeline for the Portrait of a Graduate work is six months. This will involve four design Team Meetings where all educational partners are invited to participate actively. The entire community will be invited to share input through seven regional meetings where we will elicit input and voice from all educational partners. The design team will use collective input to identify and discuss competencies students need. Once identified, the competencies will be contextualized into our district's strategic plan. We will keep the board updated on this work throughout the year and hold future small group sessions as necessary to answer any questions.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Carlos Castillo at 457-3471


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



Date: 09/29/23

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: Zerina Hargrove-Brown
Cabinet Approval: 

Date: September 29, 2023

Phone Number: 457-3895

Regarding: Update on our Local Indicators for the California School Dashboard

The purpose of this communication is to provide the Board with an update on Priority 1 (Basic Services and Conditions of Schools) for our Local Indicators on the California School Dashboard.

During the board meeting on June 21, 2023, the board was presented to on our local indicators for the California School Dashboard. This presentation allowed the board to receive an overview on how the district performed on the following local indicators:

- Priority 1 – Basic Services and Conditions at Schools
- Priority 2 – Implementation of State Academic Standards
- Priority 3 – Parent Engagement
- Priority 6 – Local Climate Survey
- Priority 7 – Access to a Broad Course of Study

Part of the information that is required to be presented is information reported from CDE DataQuest. The report is called the “Teacher Assignment Monitoring Outcome”. Since the report was not available at the time of our presentation on June 21, 2023, Fresno County Office of Education, has asked us to provide a board communication, now that the information is available for the school year 2021-22.

Accompanying this report is a summary of the descriptions of each Full-Time Equivalent (FTE) classification, as well as the breakdown overall for the district and by subject area.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Zerina Hargrove-Brown at 457-3895.

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



Date: 09/29/23



Fresno Unified
School District



California School Dashboard: Local Indicator Update (Priority 1)

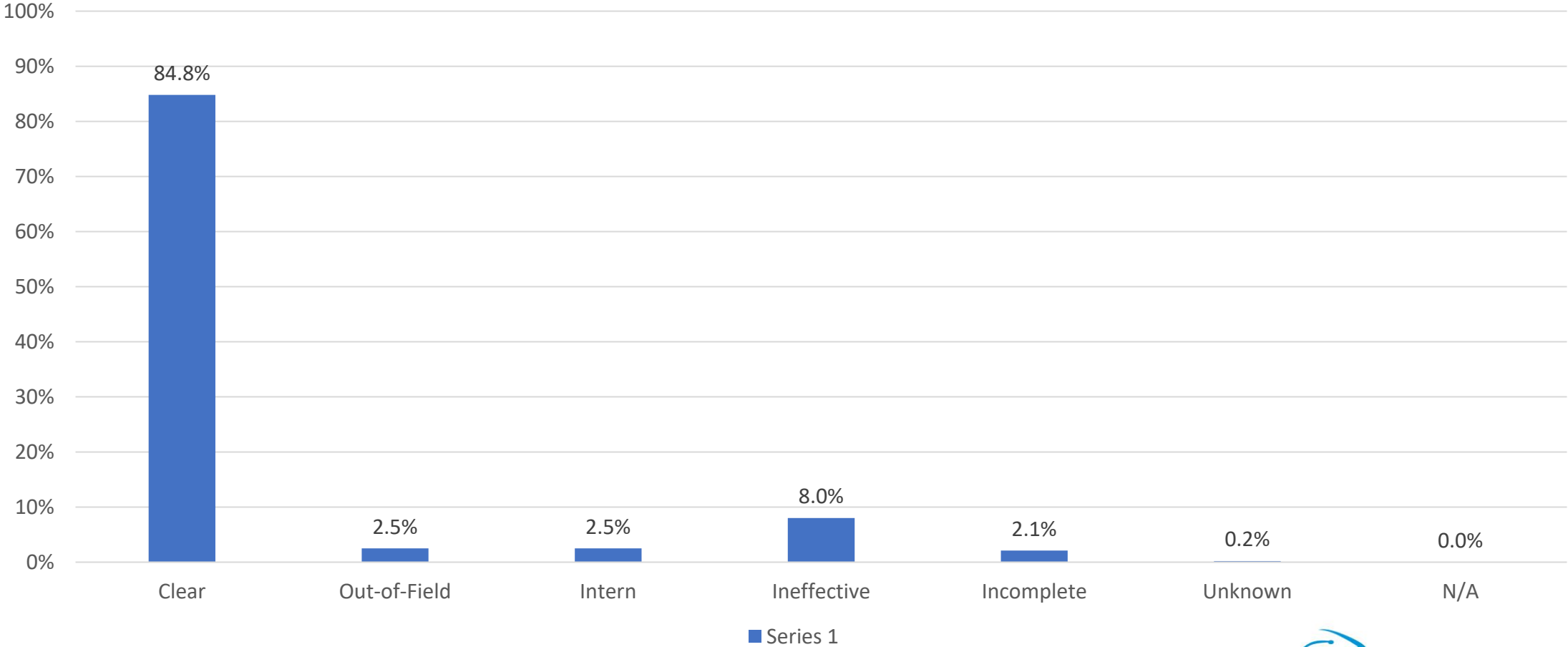
Basic Services and Conditions at Schools

September 29, 2023

Teacher Assignment Monitoring Outcome: Description

Classification	Description
Clear	Indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) pursuant to Section 80005(b) of the California Code of Regulations [T5 §80005(b)] for specific state course codes where a credential or permit does not exist to authorize the indicated teaching assignment (e.g., student government or study hall.)
Out-of-Field	Indicates that one or more relevant attributes of the assignment were authorized by the following limited permits: General Education Limited Assignment Permit (GELAP), Special Education Limited Assignment Permit (SELAP), Short-Term Waivers, Emergency English Learner or Bilingual Authorization Permits, or Local Assignment Options (except for those made pursuant to T5 §80005(b))
Intern	Someone who has a bachelor's degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.
Ineffective	Indicates that one or more relevant attributes of the assignment had no legal authorization from a permit, credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits: Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, or Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Incomplete	Indicates that missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS) by the local educational agency (LEA) which prevented a complete and accurate determination of the assignment authorization during the CTC assignment monitoring process. In some cases, the LEA or Monitoring Authority may have indicated that the assignment is appropriate; however, neither the CDE nor the CTC can validate the authorization basis for the assignment.
Unknown	Indicates that insufficient information about the assignment was reported to CALPADS by the LEA which resulted in an "unknown" determination of the assignment authorization during the CTC assignment monitoring process.
N/A	Indicates that the assignment either required no authorization or evaluation of the authorization was not applicable given the state course code or some other attribute of the assignment.

Teacher Assignment Monitoring Outcome: Summary for 2021-22



Highlights: Teacher Assignment Monitoring Outcome: Summary for 2021-22 By Subject Area Change by Region


Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	1,974.5	88.1%	1.0%	2.6%	6.5%	1.8%	0.0%	0.0%
Art	34.7	70.8%	9.8%	2.9%	13.3%	3.1%	0.1%	0.0%
Career Technical Education	88.9	70.2%	3.3%	0.1%	22.2%	4.3%	0.0%	0.0%
Computer Education	3.2	86.7%	0.0%	0.0%	13.3%	0.0%	0.0%	0.0%
Dance	2.8	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Drama/Theater	8.9	84.6%	0.0%	0.0%	15.4%	0.0%	0.0%	0.0%
English Language Arts	231.4	81.6%	4.6%	1.8%	8.8%	2.1%	1.0%	0.0%
Foreign Languages	85.1	90.1%	0.8%	1.0%	6.4%	1.6%	0.0%	0.2%

Teacher Assignment Monitoring Outcome: Summary for 2021-22 By Subject Area Continued

<u>Subject Area</u>	<u>Total Teaching FTE</u>	<u>Clear</u>	<u>Out-of-Field</u>	<u>Intern</u>	<u>Ineffective</u>	<u>Incomplete</u>	<u>Unknown</u>	<u>N/A</u>
General Administration	1.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
History/Social Science	189.1	83.4%	4.4%	3.0%	6.7%	2.2%	0.4%	0.0%
Mathematics	213.4	74.0%	6.2%	4.5%	13.4%	1.4%	0.4%	0.0%
Music	61.9	89.7%	1.6%	0.0%	8.7%	0.0%	0.0%	0.0%
Other Instruction-Related Assignments	682.2	82.1%	4.0%	2.1%	8.6%	3.1%	0.2%	0.0%
Physical Education	116.9	89.3%	3.5%	1.6%	5.2%	0.4%	0.2%	0.0%
Science	187.0	81.6%	2.5%	4.6%	8.5%	2.3%	0.4%	0.0%
Special Designated Subjects	4.3	68.6%	0.0%	0.0%	31.4%	0.0%	0.0%	0.0%

Fresno Unified School District
Board Communication

BC Number DS-3

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

Date: September 29, 2023

Phone Number: 457-3498

Regarding: Safe Route to School Assessment Timeline

The purpose of this board communication is to provide an update to the Board regarding our initial safe routes to school assessment of 15 schools and the timeline.

Fresno Unified and Toole Design Group, LLC finalized its partnership contract in late August and held its first introductory planning meeting on September 7. This was the first meeting between District staff and the vendor since the RFP process. From that meeting, district data, boundary maps, and City of Fresno contact information was shared as we work to bring traffic and engineering and other city departments into the conversation to address potential infrastructure needs.

A follow up meeting occurred on September 19 to begin establishing a timeline for action on what is expected to be a yearlong project. Knowing our desire for immediate action, Toole Design will conduct site visits at five of the 15 sites and then will provide recommendations for the first five schools. They will then repeat that process for the next five and then the remaining five schools with a wrap up in July.

Here is the summary by key dates:

- November – Site visits (pick-up/drop-off observations and walk audits) for the first five schools (Hoover, Lincoln, Herrera, Scandinavian, and Vang Pao)
- December – First set of recommendations delivered to FUSD
- January – Site visits for final 10 schools (will be broken into two trips, five schools each)
- February – Recommendations for final 10 schools delivered to FUSD
- March – Implementation strategies for all schools
- May – Comprehensive Safe Routes Assessment draft report
- July – Final report and concept designs

As a reminder, sites selected for this pilot were chosen based on incidents that occurred last school year where students were hit by a car and/or a school bus accident was reported. Also considered were busy intersections near school bus stops and sites that had a neighboring school within one mile. The schools selected were Bullard, Hoover, McLane, Roosevelt, Duncan, Cooper, Computech, Kings Canyon, Scandinavian, Tioga, Wawona K-8, Herrera, Lincoln, Roeding and Vang Pao.

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: 09/29/23

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: September 29, 2023

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:



Regarding: School Services Weekly Update Reports for September 22, 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 September 22, 2023 are attached and include the following articles:

- Legislature Wraps up the 2023 Legislative Year – September 15, 2023
- How These Bills Before Gov. Gavin Newsom Could Change Education in California – September 18, 2023
- California Lawmakers Pass Bill Requiring Schools to Test for Lead in Drinking Water – September 16, 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: 09/29/23



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DATE: September 22, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Bill Signing Update

Last Thursday, September 14, 2023, the Legislature concluded its work for the first year of the 2023-24 Legislative Session. The Legislature is now on recess and will not return to the Capitol for the second year of the session until January 3, 2024, unless called in for a special session. In the below, we provide a *Fiscal Report* article that details the key bills that were approved by the Legislature during the final days of the 2023 legislative year.

With the Legislature officially on recess, all eyes now turn to Governor Gavin Newsom, who has until October 14, 2023, to sign or veto legislation. While the Governor has signed a number of bills over the past few weeks, he has yet to take up any of those noteworthy bills that would have implications for local educational agencies (LEAs). For this reason, we thought this week's *Update* would be a good time to provide a rundown on how the Governor will unveil his actions over the next several weeks.

The Governor reveals his actions via press releases, which are typically issued by legislative categories (education, healthcare, energy, public safety, labor, etc.). Historically, education bills are among the last batches of legislation that the Governor acts on, meaning he typically waits towards the end of the month to reveal what key education bills he has signed or vetoed. For some noteworthy bills, the Governor will host a bill signing ceremony either at the Capitol or at a location that is relevant to the measure being signed.

When a bill is vetoed by the Governor, it is accompanied with a veto message, which provides the rationale behind returning the bill to the Legislature without his signature. The veto messages are often an interesting read as they provide critical insight into the Governor's legislative priorities and can also offer a roadmap on how a bill can be more successful in a future legislative attempt.

While legally the Legislature can override a gubernatorial veto with a two-thirds vote, the state has not seen that happen since 1980. Even with the comfortable supermajority that Democrats currently hold in both houses, there is little to no chance that they would look to challenge a veto from a Governor who shares their party affiliation. If a lawmaker wishes to pursue a proposal that has

previously been vetoed, the best course of action is to heed the roadmap presented in the veto message and work with the Administration to craft the measure so that it is more palatable to the Governor.

The Governor has until the end of Saturday, October 14, 2023, to sign or veto the bills sent to him at the end of session. We will continue to provide bill signing updates in the coming weeks.

Leilani Aguinaldo

Legislature Wraps up the 2023 Legislative Year

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
September 15, 2023

The Legislature concluded its work for the first year of the 2023-24 Legislative Session into the wee hours of Friday, September 15, 2023, sending hundreds of measures to Governor Gavin Newsom for his consideration.

In the end, the Legislature approved over 1,300 bills in 2023. However, the hundreds of bills that failed to make it to Governor Newsom's desk can be revived when the Legislature reconvenes in January 2024 since the state's lawmakers operate on a two-year legislative session.

One of the bills that we have been tracking closely, [Assembly Bill \(AB\) 938](#) (Muratsuchi, D-Torrance), did not make it to the Governor's desk this year. The bill was ordered to the inactive file on the Senate floor last week, which means that the author was not ready to move the measure forward to Governor Newsom's desk. AB 938 would establish new Local Control Funding Formula funding targets for the 2030-31 fiscal year and would require local educational agencies (LEAs) to submit employee salary data to the California Department of Education (CDE) annually.

When a member decides to send a bill to the inactive file that close to the end of the legislative year, it usually means that they are not confident that the Governor would sign the bill in its current form. Moving the bill to the inactive file gives the author and the bill's proponents time to work with the Governor's Office to make necessary changes to the measure in order to make it more palatable to the Administration.

While AB 938 did not move forward this year, there were a number of bills approved by the Legislature over the past two weeks that would have significant implications for LEAs. Some of the more noteworthy bills that are on their way to Governor Newsom's desk include:

- [AB 5](#) (Zbur, D-Los Angeles) would require the CDE to develop and monitor LEA compliance with an online training curriculum. This bill would also require LEAs to provide at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year, on cultural competency in supporting LGBTQ+ students.
- [AB 230](#) (Reyes, D-Colton) would expand the requirement that schools serving students in grades 6-12 to stock specified restrooms with menstrual products to include schools serving students in grades 3-5 beginning with the 2024-25 school year.
- [AB 249](#) (Holden, D-Pasadena) would require, by January 1, 2027, a community water system that serves a Title I school to test for lead in all of the school site's potable water system outlets. If lead levels exceed five parts per billion, the bill would require the LEA to notify parents, take immediate steps to shut down all potable water outlets where the excess levels of lead may exist, and work to ensure that a lead-free source of drinking water is made available.
- [AB 1078](#) (Jackson, D-Moreno Valley) is an urgency measure that would prohibit a governing board from disallowing the use of an existing textbook, other instructional material, or curriculum that contains inclusive and diverse perspectives. Any violation of this requirement would constitute as unlawful

discrimination meaning that a complaint may be filed with the applicable LEA under the Uniform Complaint Procedures or with the State Superintendent of Public Instruction directly.

- [AB 1517](#) (Gallagher, R-Yuba City) would require a Special Education Local Plan Area administrator to be included in their LEA's differentiated assistance team and to be consulted in their LEA's Local Control and Accountability Plan development process.
- [AB 1699](#) (McCarty, D-Sacramento) would provide current non-probationary school and community college employees the right of first refusal for any new classified position at their education employer.
- [Senate Bill \(SB\) 10](#) (Cortese, D-San Jose) would require comprehensive school safety plans of schools serving students in grades 7-12 to include a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose.
- [SB 88](#) (Skinner, D-Berkeley) would establish new requirements for drivers beginning July 1, 2025, whether employed by an LEA, contracted by an LEA, or contracted by an entity with funding from an LEA who provide school-related transportation services to students for compensation.
- [SB 274](#) (Skinner) would extend the prohibition against the suspension of pupils enrolled in grades 6-8 for willful defiance to July 1, 2029. The bill would also prohibit the suspension of pupils enrolled in grades 9-12 for willful defiance until July 1, 2029, but would retain a teacher's existing authorization to suspend any pupil in any grade from class for willful defiance for the day of the suspension and the day following.
- [SB 354](#) (Ochoa Bogh, R-Yucaipa) would require the Commission on Teacher Credentialing (CTC), by June 30, 2025, to revise its administrative services credential standards and performance expectations with a focus on inclusive learning environments, and would require the CDE, in consultation with the CTC, to develop guidance on how inclusive classrooms can be staffed. This bill would also require the CDE in consultation with the CTC to submit a report to the Legislature on recommendations for statutory or regulatory changes to eliminate barriers to the staffing of inclusive placements.
- [SB 433](#) (Cortese) would authorize a permanent classified employee in a non-merit K-14 district to appeal disciplinary action to an impartial third-party hearing officer, paid for by the district and jointly selected by the district and the employee union.
- [SB 531](#) (Ochoa Bogh) is an urgency bill that would exempt contracts for work-based learning from current requirements related to fingerprinting but preserves student safety by ensuring that at least one adult employee at the workplace that supervises the student is fingerprinted and that school staff visit the workplace at least once every three weeks.
- [SB 541](#) (Menjivar, D-San Fernando Valley) would require all public high schools to make condoms available to students by the start of the 2024-25 school year and would require schools to provide information to students on the availability of condoms, as well as other sexual health information.
- [SB 760](#) (Newman, D-Fullerton) would require LEAs to provide at least one all-gender restroom for pupil use at each of its school sites by July 1, 2026.

- [SB 765](#) (Portantino, D-Burbank) would temporarily increase the postretirement compensation earning limit and authorize temporary use of an alternative framework for educational employers to hire retired members of the California State Teachers' Retirement System from July 1, 2024, to July 1, 2026.

Barring a special session being called, the Legislature will not reconvene until January 3, 2024. With the Legislature on recess, the focus now shifts to Governor Newsom who has until October 14, 2023, to sign or veto the bills on his desk. If Governor Newsom does not act on a bill by this deadline, then it would become law without his signature; however, we fully expect Governor Newsom to take action on every bill on his desk.

We will provide periodic updates and analysis on the legislative actions taken by Governor Newsom in subsequent *Fiscal Report* articles over the next month. Stay tuned.

Note: Governor Newsom has a number of education bills before him that would impact the K-12 system in 2024 and beyond.

How These Bills Before Gov. Gavin Newsom Could Change Education in California

The governor must decide their fate in coming weeks.

By EdSource Staff
EdSource
September 18, 2023

Within the past week, the Legislature dispatched hundreds of bills, including several dozen affecting TK-12 and higher education.

Important education bills heading to Gov. Gavin Newsom include extending the ban on suspending students for willful defiance in high schools, creating more training for bilingual teachers, requiring gender-neutral student bathrooms by 2026, and enticing retired teachers to return to the classroom for the next few years.

We include one bill dealing with the Local Control Funding Formula that was withdrawn at the last minute but could find its way into next year's budget. Newsom has through Oct. 14 to sign or veto bills he received by Sept. 14. Two bills to place a school bond before voters next year were also pulled; negotiations with Gov. Gavin Newsom will determine which moves forward next year.

Teacher shortage

Retired teachers: Senate Bill 765 would temporarily increase the amount teachers can earn post-retirement so that they can return to the classroom to take teaching positions that districts otherwise can't fill. If the governor signs the bill, retired teachers will be able to earn 70% of the median final compensation of all California State Teachers Retirement members who retired the previous year, instead of the current 50%. The legislation would also waive the 180-day mandatory waiting period school districts must observe before hiring recently retired teachers.

The temporary measure would start July 1, 2024, and end on July 1, 2026.

“California has a teacher shortage, and we must do more to get teachers back in the classroom,” said state Sen. Anthony Portantino on Friday. “This is the most critical investment we can make and one that our students deserve. SB 765 makes it easier for retired teachers to come back to their teaching positions, and I look forward to the governor’s signature on this important measure.”

The bill originally called for increasing the grant award for teacher candidates participating in the Teacher Residency Grant program from \$25,000 to \$40,000, but the increase was included as part of the state budget earlier this year.

Teacher recruitment: Assembly Bill 934, authored by Assemblymember Al Muratsuchi, D-Torrance, would require the California Commission on Teacher Credentialing to spend up to \$900,000 to contract with a public relations organization to develop a campaign highlighting the value of educators and urging people to become preschool to 12th-grade teachers. The campaign would also include information about the various pathways teacher candidates can take to earn their credentials.

“Most districts have found teachers to be in short supply, especially for math, science, special education and bilingual education,” said Muratsuchi, in his author’s statement. “Most districts are filling hiring needs with teachers on substandard credentials and permits, reflecting a statewide trend of increasing reliance on underprepared teachers. AB 934 will support the state’s numerous efforts to recruit and retain high-quality teachers, by building public awareness about the exciting and meaningful career of teaching.”

Assembly Bill 238, also authored by Maratsuchi, would have paid student teachers. The bill did not make it through the Legislature by Thursday’s deadline and was put in the inactive file. Legislators will consider the bill again next session, said Kerry Jacob, communications director for Muratsuchi.

“We will continue to work with the administration and stakeholders on solutions to pay student teachers, which will improve teacher recruitment to address California’s teacher shortage,” Jacob said.

School nurse shortage

Vocational nurses in schools: Senate Bill 1722 will allow licensed vocational nurses to serve as school nurses when there are not enough credentialed school nurses. The licensed vocational nurses must be supervised by a credentialed school nurse.

There has been a shortage of credentialed school nurses for years. Although school nurses often work fewer days than their peers in hospitals and clinics, they are paid less and must take additional classes and pay more fees to get the job, which requires a school nurse services credential.

School districts can only hire a licensed vocational nurse if they can not find a credentialed school nurse for the job and if their school board votes to approve the hire.

“AB 1722 is a step toward enhancing the health and safety of our students in the face of a growing school nurse shortage,” said Assemblymember Megan Dahle, author of the bill. “This legislation recognizes the urgency of the situation — especially in rural areas of California, such as the 1st Assembly District — and provides schools with a viable solution to ensure trained medical professionals are available to address students’ medical needs.”

English learners and immigrant students

Seal of biliteracy: In order to earn the state seal of biliteracy on their high school diploma, students must show proficiency in English and another language. Assembly Bill 370 gives more opportunities for students to show proficiency in English, including high school GPA, standardized test scores, college-level English language arts class, Advanced Placement exams or SAT scores.

This is similar to what is required of students to show proficiency in a language other than English to obtain the seal.

Advocates say that many bilingual students, particularly English learners, have not received the state seal of biliteracy because there weren't enough options to show students are proficient in English.

Newcomer data: Assembly Bill 714 requires the state to report the number of newcomer students, defined as students who were born in another country and arrived in the U.S. within the past three years.

It would also require the state to consider including resources specifically for teaching newcomers in the next revision of the English Language Arts and English Language Development framework. Currently, the framework includes resources for teaching all English learners, but not specifically for newcomer students.

In addition, the bill allows schools to exempt all newcomer students in middle and high school from some required coursework. Current law only exempts students enrolled in programs just for newcomers.

“AB 714 will ensure that newcomer students are more visible in our education system and receive the support they need for success,” said Martha Hernández, executive director of Californians Together, an organization that advocates for English learners.

Child care language surveys: Assembly Bill 393 requires child care centers and family child care homes that serve low-income children with state subsidies to ask all families about the languages they speak at home.

The idea is to incorporate more of children's home languages in the child care program, to help support them in maintaining those languages and learning English. The information will also be shared with the state to monitor how many children speak languages other than English at home.

State-subsidized preschool programs have already been conducting the language surveys.

Bilingual teacher preparation: Assembly Bill 1127 re-establishes the Bilingual Teacher Professional Development Program to help prepare more teachers to work in dual-immersion schools or with English language learners.

The budget included \$20 million to re-establish the program for five years. School districts in California have struggled for years to hire teachers with bilingual authorizations — a specialized credential required to teach English language learners.

In-state tuition for Mexico residents: Students who live in Mexico within 45 miles of the border would be eligible for in-state tuition at community colleges under Assembly Bill 91.

The bill would apply to community colleges near the border — Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City College, San Diego Mesa College, San Diego Miramar College, and Southwestern College. Each college could enroll the equivalent of up to 150 full-time students.

In order for the bill to go into effect, however, the governing board of the California Community Colleges would have to enter into a similar agreement with a university in the state of Baja California, to allow California residents to attend there with in-state tuition as well.

Dream resource centers: Assembly Bill 278 would establish a grant program to help more high schools set up Dream Resource Centers. Dream Resource Centers provide counseling on financial aid, immigration law, and other resources to help immigrant students and children of immigrants.

There is no funding in the budget for this grant, however, and the bill would not go into effect until the Legislature funds it.

School finance and funding

School facilities bonds: Given the choice of two very different bills to place a large school facilities bond issue before state voters in 2024, the bills' authors and legislative leaders chose to hold back both in the final days of the legislative session. It will be up to the Newsom administration, through negotiations, to determine which version — or a blend of the two — makes the ballot.

Assembly Bill 247, authored by Assembly Education Committee Chair Muratsuchi, calls for a \$14 billion bond issue for TK-12 and community colleges. Muratsuchi said it would include money for renovations and new construction, including transitional kindergarten facilities; seismic retrofits and safety repairs; improvements to adapt to climate change, reflecting the dangers of extreme heat, fire and flooding; and abatements from lead in water. The bill doesn't say how the money will be apportioned. Senate Bill 28, authored by Sen. Steve Glazer, D-Orinda, would be for \$15 billion, and would provide \$9 billion for TK-12, including \$500 million for charter schools and \$500 million for career education, and \$6 billion for UC, CSU and community colleges. It would be similar to a Proposition 13 that voters defeated by 47% to 53% in March 2020.

Advocates for a TK-12-community college bond will point to Proposition 13's rejection as evidence that including higher ed bonding reduces the odds of passage. But others argue there were other reasons for the loss, including confusion over the number 13: a previous Proposition 13, still much in voters' minds, was the 1978 anti-tax initiative. What's clear is the need. Voters last passed a state bond, for \$9 billion, in 2016, and there is already a nearly \$4 billion backlog of school projects waiting for new money.

Raising LCFF funding: Legislation that would aim to increase funding for the Local Control Funding Formula by 50% over the next seven years almost made it to Newsom's desk. But uncertainty about whether Newsom would sign it led the author of Assembly Bill 938 to pull the bill in the last week of the session.

The bill would re-establish a long-term funding target that was a feature of the 2013 law phasing in the funding formula. Since reaching the target amount in 2018-19, two years early, the Legislature has annually increased LCFF based on the cost-of-living (last year being an exception, with several billion dollars beyond the growing cost of living). AB 938 would increase base funding by 50% by 2030-31, while encouraging districts to use the new money to increase staff pay by that percentage over that time.

The author, Muratsuchi, said he would continue talks with Newsom’s finance team with the intent of incorporating the bill in the 2024-25 budget. He said it is needed to address staff shortages, although critics say districts should decide, without state pressure, how to balance the need for higher pay with other priorities, like reducing class sizes.

Instruction and testing

Textbook and library book censorship: Pushed by Newsom after a confrontation with the Temecula Valley Unified school board, Assembly Bill 1072 states that school boards would be committing censorship and discrimination if they refused to include materials or removed library books or textbooks that would interfere with California’s FAIR Education Act. The Fair, Accurate, Inclusive, and Respectful Education Act, passed in 2011, requires instructional materials to accurately portray the history, viewpoints and experiences of California’s diverse and underrepresented racial, ethnic and other groups, including LGBTQ+ Californians.

The bill, authored by first-term Assemblymember Corey Jackson, D-Perris, would enable parents and others to file a complaint charging a violation with their county superintendent or directly with the state superintendent of public instruction, who could order a remedy, such as the purchase of a library book or instructional material. If a school district refuses to update a curriculum or textbook intentionally to avoid FAIR Act compliance, the state superintendent could order a FAIR Act-compliant textbook for students, charge the district, and impose a one-time penalty of about \$95 per student or \$950,000 for an average district with 10,000 students.

Passed with an urgency provision, AB 1078 will take effect as soon as Newsom signs it, which is expected any day.

Reporting Smarter Balanced results: The California Department of Education will face a deadline to release Smarter Balanced results and other state testing data by Oct. 15 each year, starting in the fall of 2024, as a result of legislation that Newsom signed earlier this month.

Senate Bill 293, other authored by Sen. Shannon Grove, R-Bakersfield, comes one year after EdSource challenged the department’s decision to delay the release of the statewide test results until December 2022 to coincide with the release of data measures, such as chronic absentee data, in the California State Dashboard. EdSource argued that there was no legal justification for withholding test results because school districts and schools receive their numbers in late summer.

The Association of California School Administrators agreed in its letter supporting the bill. School districts will use the earlier release “to make informed decisions on many issues, including how to effectively distribute resources to maximize support for students,” the group wrote. “Parents and guardians will better understand how well their children are performing and how best to help them.”

Eliminating willful defiance: Senate Bill 274 would prohibit teachers from suspending fifth- through 12th-grade students for willful defiance until July 1, 2029. It would also extend the ban on willful defiance suspensions for sixth through eighth grades until July 1, 2029.

Willful defiance, as defined by the bill, involves disrupting school activities or the “valid authority” present.

The bill would expand on current California law, where students in first through fifth grades cannot be suspended for willful defiance, and first through 12th grade students cannot be expelled for the same reason. SB 274 would retain a teacher’s current authority to suspend any pupil in any grade from class for willful defiance for the day of the suspension and the following day, as long as the student is under supervision during an in-house suspension.

Basic Needs

CalFresh eligibility: Under Assembly Bill 274, grants, awards, scholarships, loans and fellowships will not be considered as income when determining eligibility for CalFresh.

Additionally, lump sums would only be considered for the month it is received, with the exception of social insurance payments such as veteran’s benefits, social security income, railroad retirement benefits and disability insurance.

Income from the U.S. Census Bureau and other government entities – along with federal pandemic unemployment aid – would also not be considered.

Mental health access: AB 665, authored by Assemblywoman Wendy Carrillo, D-Los Angeles, would allow children 12 years and older to consent to mental health treatment or counseling without the involvement of their parent or guardian. Under existing law, children 12 and older are allowed to consent to mental health treatment or counseling without the involvement of parents, but only after they demonstrate that they are in danger of serious physical or mental harm to themselves or to others, or be the alleged victim of incest or child abuse.

This bill, which would take effect July 1, 2024, would require the mental health professional to consult with the child before determining whether involvement of the child’s parent or guardian would be appropriate.

Lead in school water: California would expand its testing and treatment for lead found in public school water with more stringent standards under new legislation.

Water companies serving schools receiving federal Title I funding would be required to test all water outlets by Jan. 1, 2027, and report the findings to the state and school districts. Districts would be required to shut down the contaminated outlet immediately, notify parents within 30 days, and then replace the outlet or take measures other than running the water before school to dilute concentrations of lead, a standard remediation until now.

Assembly Bill 249, authored by Assemblyman Chris Holden, D-Pasadena, would cover all outlets, not just some, as a 2017 law requires, and also cover all pre-schools built on public property. The standard for taking action would be 5 parts per billion instead of the current 15 parts per billion. A 2018 analysis by EdSource estimated that 4% of outlets in schools had more than 15 parts per billion and 1 in 5 school outlets tested between 5 and 15 parts per billion. Scientists have concluded that tiny exposures to lead could damage children’s nervous system and organs and cause learning and attention difficulties.

State analysts project significant one-time costs for districts to do the remediation — money that might be reimbursable as a state mandate or funded through federal or perhaps state construction bonds.

Narcotic abuse treatment: Assembly Bill 816 would allow 16- and 17-year-olds to consent to replacement narcotic abuse treatment that uses buprenorphine by a medical professional or other medication-based opioid use disorder treatment by a licensed narcotic treatment program without the consent of their parent or guardian. Buprenorphine, one of the active ingredients in Suboxone, partially activates opioid receptors in order to reduce withdrawal symptoms in opioid addicts as they wean off of the drug.

LGBTQ students

Gender-neutral bathrooms: Senate Bill 760 requires all public K–12 schools in the state to provide gender-neutral restrooms for students to use during school hours by 2026, as long as they have more than one male and female restroom for students.

State law already allows students to use the bathroom that corresponds to their gender identity. However, some students who identify as non-binary require gender-neutral bathrooms, and some students who identify as transgender feel safer using a gender-neutral bathroom. This bill was written after meetings of an ad hoc committee on safe school bathrooms that was created by State Superintendent Thurmond in response to a 2021 proposal by Chino Valley Unified School District that would have required students to use the bathroom of their biological sex. That proposal did not pass.

According to a 2019 National School Climate Survey, 45% of LGTBQ+ and nonbinary students avoid gender-segregated school bathrooms because they feel uncomfortable and unsafe using them. Thurmond, who sponsored the bill, said providing an all-gender restroom at every public school is a “critical step toward preparing California students to succeed by ensuring the necessary steps of having a safe foundation to rely on: having a safe and inclusive place to use the restroom.”

Safe and supportive schools: Assembly Bill 5, authored by Assemblymember Rick Chavez Zbur, D-Hollywood, would require public school teachers and credentialed staff to take online training in LGBTQ+ cultural competency starting with the 2025-26 school year. Previously, the state “encouraged” schools to provide training on these topics every two years.

Zbur, in his comments supporting the bill, said despite progress, LGBTQ+ students still often experience harassment, violence and a lack of affirmation at school.

“AB 5 will provide public school teachers and staff, who are on the front lines of supporting California students, with the training and support they need to better serve LGBTQ+ and all students,” Zbur said.

Higher education

Community college transfer – Assembly Bill 1291, which the Legislature passed last week, attempts to simplify the process of transferring from a California community college to a University of California campus. Under a new pilot program starting at UCLA, students who complete an associate degree for transfer in select majors would be prioritized for admission. The program would later expand to additional campuses in limited majors.

Proponents say it would streamline the state’s transfer system since students can get a guaranteed spot somewhere in the California State University system by completing an associate degree for transfer. But the student associations representing UC and the community college system are opposed to the bill.

“The pilot ADT admissions program this bill would create does not contain any assurances for students that their hard-earned ADT can be used for admission at a UC or CSU of their choice. ... Instead of attempting to pass a hastily drafted and last-minute legislation with no student input, we urge you to veto AB 1291,” the students wrote in a message to Newsom.

EdSource reporters Michael Burke, John Fensterwald, Diana Lambert, Mallika Seshadri, Zaidee Stavely and Ali Tadayon contributed to this story.

Correction: Two competing bills to create a state school facilities bond did not move forward, as first reported; they were held back for negotiations to determine which version will go to voters in 2024.

Note: Assembly Bill 249 (Holden, D-Pasadena) would require a community water system that serves a school site receiving Title I funds to test for lead in each of the school site’s potable water system outlets and to report the results to the State Water Resources Control Board and applicable school site or LEA.

California Lawmakers Pass Bill Requiring Schools to Test for Lead in Drinking Water

By Dorany Pineda
Los Angeles Times
September 16, 2023

California lawmakers have passed a bill that would require kindergarten-to-12th-grade schools in the Golden State to test for brain-damaging lead in all drinking water outlets.

Assembly Bill 249 would require community water systems that serve schools built before 2010 to test all potable water outlets for lead, and to report results to the school, educational agency and state water regulators. Outlets exceeding lead levels of 5 parts per billion would have to be shut down immediately. Testing would be required before 2027, and would also apply to preschools and child day care facilities on public school property.

The measure, authored by Assemblymember Chris Holden (D-Pasadena), passed in the Senate and the Assembly this week. It now heads to Gov. Gavin Newsom’s desk for a final decision.

The legislation comes on the heels of alarming data revealing that one in four of the state’s child-care centers has dangerously high levels of lead in their drinking water, suggesting that thousands of infants, toddlers and children are being exposed to the potent neurotoxin.

The highest results came from a facility in San Diego that recorded 11,300 parts per billion at the time of testing — well above the state’s limit of 5 ppb in child-care centers.

If lead levels are exceeded, the bill requires schools or educational agencies to notify parents and guardians, shut down the outlet, and find an alternative source of lead-free drinking water. Results of the lead sampling would have to be publicly available online. Schools or educational agencies would need to provide results upon request if they lack a website.

Schools that have replaced all potable water outlets as part of a modernization that occurred after 2010 would be exempt from testing.

The Senate Appropriations Committee estimated the law would cost the California State Water Resources Control Board in the low tens of millions of dollars in the first years, and millions annually thereafter, money that would come from the general fund or a special fund. The cost would include the development and implementation of a new data collection system, database maintenance and data quality control oversight, inspection of facilities, and responding to complaints and levels that exceeded limits, among other things.

The committee estimated “potentially significant one-time costs” for districts or other educational agencies to remediate lead pollution if it is found.

The bill was co-sponsored by the Environmental Working Group and Children Now, a nonprofit focused on children’s health.

Several major groups expressed opposition to the bill.

The Assn. of California School Administrators and the California Assn. of School Business Officials argued, among other things, that immediately shutting off outlets that exceed the lead standard could leave an entire school without potable water for a prolonged time. They added that intermediate responses, such as flushing water for 30 seconds, have proved to lower lead levels, and that exemptions should be made for schools that have installed water filtration systems.

The California Municipal Utilities Assn., which represents over 50 agencies that supply water to 75% of state residents, and the California Special Districts Assn., which represents nearly 1,000 independent special districts, said that while they agree with the author’s goals, the bill “could result in duplication or conflict with pending federal requirements.”

They argued that the Environmental Protection Agency’s revised Lead and Copper Rule, which for the first time includes testing in schools and child-care facilities, would overlap with the bill’s current compliance date.

“[W]ater systems likely would have to comply with two comprehensive testing regimes without any additional public health benefit,” they said in a joint letter. “And if the state law and federal law conflict, it is unclear how water systems would be expected to fulfill both sets of requirements.”

To avoid duplicate testing, the State Water Board would provide, among other things, application waivers to schools or water systems from having to also comply with federal requirements.

AB 249 is an echo of a similar bill enacted in 2017. AB 746 required water systems serving schools built before 2010 to test for lead in potable faucets, but the action level was higher, at 15 ppb, and it did not specify the number of outlets where testing was required.

The drinking water data released in May by the state Department of Social Services marked the first time in state history that child-care facilities have been required to test for lead, a law that was also authored by Holden and passed in 2018.

Lead is a particularly serious threat to children and pregnant people. According to the Centers for Disease Control and Prevention, there is no safe level of lead exposure in children, and that even at low levels,

ingestion can lower a child's IQ, impair their development and hearing, contribute to learning and behavior problems, and damage their brains and nervous systems. Lead in drinking water cannot be seen or tasted, and damage from lead poisoning is irreversible.

The metal commonly enters drinking water through lead fixtures, faucets and pipes, which are likely to be found in older homes and buildings built before 1986, according to the Environmental Protection Agency. Lead can also enter drinking water when plumbing materials that contain the metal corrode.

The EPA estimates that as much as 20% of a child's exposure to lead comes from drinking water.

Lead exposure among children is also borne unequally. Low-income families and people of color are more likely to live in communities with old and aging infrastructure, according to the CDC, and children from disadvantaged neighborhoods also bear the cumulative effects of other pollutants and malnutrition, and attend under-resourced schools.

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: September 29, 2023

Phone Number: 250-1322

NH (Sep 28, 2023 12:42 PDT)

Regarding: Parent University's Family Engagement Hour

The purpose of this communication is to provide the Board with information regarding the Parent University monthly hybrid Family Engagement Hour.

In supporting the district family goal to, *"Increase inclusive opportunities for families to engage in their students' education."* In adjunct to the Family Engagement Hour at the school sites, Parent University will provide monthly hybrid sessions in English, Hmong, and Spanish to our families in the evening. Food and childcare will be available.

Please join us on the following dates from 5:30 p.m. to 6:30 p.m. in the evening.

- Tuesday, September 26, 2023: ParentSquare Tips for Families
- Tuesday, October 24, 2023: LCAP 101!
- Tuesday, November 28, 2023: Bulldog Bound! Guaranteed Admissions Program
- Tuesday, December 12, 2023: Reading Strategies
- Tuesday, January 23, 2024: Awareness of Vaping

Five more monthly topics will be added in the spring of 2024. See the attached flyer or for information, please visit <https://parentu.fresnounified.org/family-engagement-hour/>.

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: 09/29/23

FAMILY ENGAGEMENT HOUR



Fresno Unified School District



Family Goal


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





PARENT UNIVERSITY INVITES YOU TO OUR MONTHLY FAMILY ENGAGEMENT HOUR!

ON TUESDAYS

 9/26/2023 at 5:30-6:30 P.M. - ParentSquare Tips for Families

 10/24/2023 at 5:30-6:30 P.M. - LCAP 101!

 11/28/2023 at 5:30-6:30 P.M. - Bulldog Bound
(Guaranteed Admissions Program)

 12/12/2023 at 5:30-6:30 P.M. - Reading Strategies

 1/23/2024 at 5:30-6:30 P.M. - Awareness of Vaping

For More Information!

Please Call Parent University at 559.457.3390

Our Mission:

Empower, Engage, and Connect Families to Support Student Achievement

**Join us in person at Parent University
850 N. Blackstone Ave
Fresno, CA 93701**

Or

**virtually through Microsoft Teams with
the link below or scan the QR code.**

English: <https://tinyurl.com/27vchcz7>



Hmong: <https://tinyurl.com/25pkt5s5>




Spanish: <https://tinyurl.com/mryzdc4u>



Dinner and childcare will be provided!

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: September 29, 2023

Phone Number: 457-3753

Regarding: Bullard Region Literacy Plan Presentation

The purpose of this board communication is to provide the Board with an update on the presentation of the Bullard Region Literacy Plan, held on September 20, 2023.

Bullard Region principals presented a draft regional literacy plan to Board Member Wittrup, Superintendent Nelson, Executive Cabinet, and department leaders for the purpose of receiving feedback. The plan addressed the region's unique needs and strategies within multiple components common across all regional literacy plans, including a review of data, alignment to district vision and mission, theory of action, budget template, and alignment to research and the work of the Literacy Task Force. The Region aims to improve literacy outcomes for students through a focus on high quality Tier one instructional practices that are grounded in research, professional learning for certificated and classified staff on phonological awareness, phonics, fluency, comprehension and writing, job embedded coaching cycles, intervention, and progress monitoring. The region also presented data on chronic absenteeism and special education programs in order to highlight the diversity of needs that exist in the region. This data will also support how resources are allocated.

Following the overview provided by the principals, district leaders provided feedback to support the Region's development of the plan moving forward, as well as to identify ways that departments could provide support. The team received positive feedback regarding its plan to use Orton Gillingham in providing intervention, the focus on Tier one instruction, the use of job-embedded coaching, a focus on culturally responsive teaching practices and providing culturally responsive instructional materials. Suggestions for consideration include disaggregating the data by student groups, developing clear targets, developing processes to monitor implementation, and including strategies to support and educate parents around the importance of attendance.

As next steps, principals will work with Curriculum, Instruction and Professional Learning to design the professional learning for certificated staff, review the key strategies, instructional practices, professional learning and key performance indicators of the Palo Alto Unified School District Every Student Reads Initiative (see attached), set goals and targets for implementation, partner with Breakthrough Results to support sites with goal setting and data analysis, and work with A4 to bring the Waterford Pilot to the Bullard Region to support students in preschool and transitional kindergarten.

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

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




Date: 09/29/23

Crosswalk Between Palo Alto School District Every Student Reads Initiative and Fresno Unified's Every Child is a Reader Initiative (Bullard Region Draft Plan)	Palo Alto Reading Initiative	Bullard Region Plan Year 1	Bullard Region Plan Years 2 and 3
Key Strategies			
Progress monitoring reading growth using multiple measures.	X	X	X
Providing Tier I, Tier 2, and Tier 3 instruction and intervention.	X	X	X
Monitoring healthy attendance.	X	X	X
Principal and teacher meetings about each student to review student reading strengths and areas for growth and the instructional practices to improve reading achievement.	X		X
Reading instruction includes implementing phonics instruction using the Orton-Gillingham (OG) Methodology, Benchmark Advance/Adelante, and Units of Study in Writing to create a comprehensive, structured literacy program for students in grades TK-5.	X	X Phonics Instruction: OG and Wonders	X . Phonics Instruction: OG and Wonders
Administer a universal screener, i-Ready Diagnostic Reading Assessment TK-5, to determine student strengths and areas for instructional growth and tiers of intervention.	X	X	X
Utilize diagnostic Dyslexia screener data to provide Tier 1 and Tier 2 instruction and intervention.	X		
Implement newly adopted California standards-aligned reading instructional materials for elementary in the 2022-23 school year.	X		
Monitor, calibrate, and analyze the progress of ESRI groups through monthly districtwide elementary principal meetings, guided classroom observations, and i-Ready Diagnostic Reading Assessment data conversations with facilitators.	X	X	X
Provide comprehensive and dynamic professional learning opportunities for all elementary educators, including demonstration lessons with cross-school grade-level collaboration and planning led by curriculum staff developers.	X	X	X
Professional Learning			
Required summer or fall training in the Orton-Gillingham Methodology, TK-3.	X	X TK-1st	
Required summer or fall training on Benchmark Advance/Adelante reading curriculum, TK-5, and elementary specialists.	X		
Reading-focused optional after-school workshops for TK-5 teachers, and elementary specialists facilitated by staff developers or PAUSD educators, Demonstration Lessons with Benchmark Advance/Adelante staff developers, K-5 and elementary specialists.	X		
i-Ready training for K-5 and elementary specialists and administrators <ul style="list-style-type: none"> Initial Implementation and administration of the assessment BOY: Data analysis and instructional next steps MOY: Understanding and Responding to Growth 	X		
In addition to screening for Dyslexia markers, Educational Services partners with Health Services to provide a vision and hearing screening for all Every Student Reads Initiative (ESRI) children to identify any vision or hearing challenges that may impede reading development.	X	X Testing in K and 2 nd Grade	X Testing in K and 2 nd Grade

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

Date: September 29, 2023

Phone Number: 457-3753

Regarding: Edison Region Literacy Plan Presentation

The purpose of this board communication is to provide the Board with an update on the presentation of the Edison Region Literacy Plan, held on September 20, 2023, at King Elementary School.

Edison Region principals presented a draft regional literacy plan to Trustee Thomas, Superintendent Nelson, executive cabinet members, department leaders, and approximately ten parents/community members. The plan addressed the region's unique needs and strategies within multiple components common across all regional literacy plans, including a review of data, alignment to district vision and mission, theory of action, budget template, and alignment to research and the work of the Literacy Task Force. Edison region aims to improve literacy outcomes for students through a priority focus on Tier 1 instructional practices grounded in research, capacity building for leaders and teachers, common assessments, community outreach and collaboration, and supports both in the school day and after-school programs. The region will work through partnerships including district English language arts coaches, Parent University, Nancy Akhavan, Language Essentials for Teachers of Reading and Spelling (LETRS), Every Neighborhood Partnership, Cullinan Center, Waterford software, and Success Together to provide coaching and professional learning support. The plan is a multi-year effort with phases of information gathering, foundational training in the science of reading, job-embedded coaching cycles for leaders and coaches, and development of strong Professional Learning Communities. Furthermore, there will be professional learning for teachers, direct application of learning to curriculum and instructional planning, and progress monitoring.

District leaders provided feedback to support the region's further development of the plan and identify department supports. The plan was commended for its focus on research-based Tier 1 instruction and professional learning. District staff applauded the attendance of parents and community members, and several comments were made about ways to leverage the partnerships from Community Schools, a program coming to six Edison region schools, to bring more supports to students at school and families at home in service of dramatically increasing literacy outcomes for our PK-1 students.

As the next steps, principals will synthesize the feedback and use it to shape the development of the proposed contracts with potential partners and regional assessment plans. Principals will also engage their school communities in planning Literacy Learning Walks in November and March and are looking forward to continued collaboration in service of the "Every Child is a Reader" literacy initiative.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/29/23

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

Date: September 29, 2023

Phone Number: 457-3806

Regarding: McLane Region Literacy Plan Presentation

The purpose of this board communication is to provide the Board with an update on the McLane Regional Literacy Plan presentation held at Rowell Elementary School on September 21, 2023.

Rowell students began the presentation by sharing the importance of being biliterate in English and Spanish. McLane regional principals provided Deputy Superintendent Misty Her, members of the executive cabinet, and site and department staff an overview of their literacy plan. The presentation included a review of data, alignment to district vision and mission, theory of action, budget summary, alignment to research and the work of the Literacy Task Force, and a discussion of unique assets and challenges in the region. McLane principals shared the vision and theory of action for literacy focused on strengthening Tier I instruction through teacher and leader capacity building.

Through focused professional learning, support from academic coaches, and cohesion in Professional Learning Communities, the region aims to improve literacy outcomes for students through research-based pedagogy including Teaching and Learning Cycle (WestEd), Cullinan Institute, designated and integrated English Language Development (ELD), and department-provided professional learning focused on California state standards and the core curriculum. The region will also implement Benchmark Assessment System (BAS) and Wonders early literacy assessments in addition to iReady for progress monitoring.

In partnership with families, McLane's literacy plan is focused on strengthening the home and school connection through discussing what literacy proficiency looks like in the early grades, how it will be monitored, how parents can help their child at home, and how schools will respond when their student is not meeting standard. Through enrichment of literacy in the home, students will build a love for reading.

Feedback from district leaders included appreciation for the detailed sharing of student group data analysis, recognition of the language needs specific to Dual Language Immersion schools and praise for the inclusion parent engagement strategies. Next steps include principals engaging their school communities, Literacy Walks beginning this October, collaboration with district departments and ongoing budget development in service of the "Every Child is a Reader" literacy initiative.

If you have questions or require additional information, please contact Sandra Toscano, Ed.D., at 457-3806.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 09/29/23

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: Tonisha Hargrove-Williams, Executive Officer
Cabinet Approval: 

Date: September 29, 2023

Phone Number: 457-3731

Regarding: Literacy Initiative Procurement Process

The purpose of this board communication is to provide the Board with an update on the procurement process used for Every Child is a Reader Literacy Initiative. This initiative is a significant investment for the district and requires an equitable and strategic decision-making process that aligns with Fresno Unified's district wide goals. Funding for this initiative amounts to \$100 million over five years that will be allocated through the School Leadership Department's budget with activity codes for each region.

The district currently utilizes the Request for Qualifications (RFQ) process and Request for Proposals (RFP) to identify vendors for specific services. For the literacy initiative, the RFQ process was used to provide us with a group of vendors who are pre-qualified for three years with the option of up to two one-year renewals for curriculum, professional development, and direct/indirect services. This process pre-qualifies vendors but does not commit the district to contracting with them. To qualify as a vendor for this process, each vendor was evaluated based on a scoring matrix method of 100 possible points, and vendors with a cumulative score of 70 points are recommended for pre-qualification.

All regional literacy plans are currently in their final stages and will be completed by Friday, October 06, 2023, and will include specific, measurable, achievable, realistic, and timely (S.M.A.R.T.) goals. Common services across regions are being utilized for literacy initiative. Below is a list of those services that speak to economies of scale, purchasing, and funding.

- Cullinan Tutoring will be used for the Bullard, Edison, Fresno, Hoover, Mclane, and Sunnyside regions in the amount of \$1.89 million.
- Cullinan Orton Gillingham will be used for the Bullard, Edison, Fresno, and Hoover regions in the amount of \$407,080 for staff training.
- Every Neighborhood Partnership will be used for the Bullard, Edison, Fresno, and Hoover regions in the amount of \$640,250 for mentoring.
- Success Together will be used for the Bullard, Edison, Fresno, and Hoover regions in the amount of \$217,800 for parent classes.
- Lexi-LETRS will be used for the Edison and Roosevelt regions in the amount of \$554,302 for staff training.

If you have any questions pertaining to the information in this communication or require additional information, please contact Tonisha Hargrove-Williams at 559-457-3731.


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



Date: 09/29/23

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

Date: September 29, 2023

Phone Number: 457-3805

Regarding: Scout Island Use Arrangements

The purpose of this board communication is to provide the Board with an update regarding Scout Island as an enrichment trip location for students in third through fifth grade.

- Scout Island serves as a daytime outdoor education trip exclusively designed for students in third through fifth grade. The scheduling of individual grade-level field trip experiences is handled by the classroom teacher or site administration.
- The Department of Student Engagement employs Scout Island as a venue for one-day educational experiences, which may encompass a range of activities, including canoeing, ropes courses, archery, science walks, and leadership and team-building exercises. The depth of these activities varies according to the specific grade level.
- Highly trained Scout Island instructors supervise and guide the students through the above-mentioned activities.
- It is important to note that all students, regardless of their physical abilities, have the opportunity to attend this camp. Students with specific health needs are accompanied by a health assistant as required.
- Currently, ten schools (Anthony, Birney, Fremont, Kirk, McCardle, Olmos, Slater, Sunset, Wawona and Wishon) have scheduled their third-grade students to attend Scout Island. However, we anticipate that this number will double in the near future. Additionally, four school sites (Anthony, Birney, Del Mar and Leavenworth) have planned for their fifth-grade students to participate in the Scout Island experience.

We hope this information provides clarity regarding our use of Scout Island as an enriching educational destination for our students in third through fifth grade.

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: 09/29/23

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: September 29, 2023

Phone Number: 457-3582

Regarding: Resolution 24-16, Approve the Use of Sole Source Vendor Authorization

The purpose of this communication is to provide the Board with information regarding the October 04, 2023, Board Resolution 24-16, to approve the use of sole source procurement for services and products. Pursuant to Administrative Regulation 3323, the Purchasing Department shall not make any procurements under the sole source doctrine unless the following conditions are met: (1) a recommendation is submitted by the Executive Director of Purchasing to the Board of Education for approval (2) the Associate Superintendent/Chief Financial Officer concurs with the recommendation (3) the full Board by unanimous vote approves the use of "Sole Source" procurement (4) the sole source doctrine if approved shall be limited to only when a single service or product is available, services are offered by a government-regulated monopoly, or the contract is for an experimental or unique product.

Services Provided by Government Monopoly:

- Fresno Police Department
- Fresno Fire Department
- California Department of Industrial Relations
- California Division of State Architect

Computer Hardware Firms - We are limited to procure Apple, Inc. items directly and exclusively from Apple, Inc. because that company will not allow resellers to sell Apple products to educational accounts (excluding phones)

- Apple, Inc.

Certification Service Firms - The firms each provide dedicated, unique services for national CTE pathway certification

- National Academy Foundation
- Linked Learning Alliance

The district recommends approval of the use of seven sole source vendors for this fiscal year, as it represents the best interest of the district by preventing delays for the Purchasing Department in the issuance of purchase orders. All sole source requests must be accompanied by a sole source justification form available on the Purchasing Department website. Not all requests are approved as sole source. Any additional sole source recommendations will be presented to the board for approval.

If you have 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: 09/29/23