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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – OCTOBER 13, 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 Kimberly Villescaz Amendment to the Shifting Perspectives LLC Agreement

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

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

DIVERSITY, EQUITY AND INCLUSION – Carlos Castillo, Chief Officer

DEI-1 Rita Baharian Support for Students Experiencing Foster Care or Homelessness

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Officer

ID-1 Marie Williams Sunnyside Regional Literacy Plan Presentation
ID-2 Marie Williams Bullard Region Literacy Plan Crosswalk

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: October 13, 2023
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke to students during the Character Day Assembly at University High School
- Held three days of negotiations with Fresno Teachers Association
- Held interviews for Director, Diversity, Equity and Inclusion
- Met with Ernesto Saavedra, Elvia Oela, and Mauro Sifeuentes from Californians for Justice
- Site visit at Burroughs Elementary School
- Held Principal Interviews
- Met with Latino Education Roundtable
- Attended the Foundation for Fresno Unified Schools State of Education Gala
- Held press conference regarding negotiations
- Held press conference regarding AB1445 Neng Thao Downing Prevention Safety Act


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/13/23

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: Kimberly Villescaz
Cabinet Approval: 

Date: October 13, 2023

Phone Number: 457-3814

Regarding: Amendment to the Shifting Perspectives LLC Agreement

The purpose of this communication is to provide additional information on the upcoming board item being submitted on October 4th regarding the Shifting Perspectives LLC, increasing from \$43,200 to \$64,200.

Background

Our pipeline organizes opportunities and programs for aspiring, new, and existing leaders with an effort to ensure alignment of messaging and cohesion across departments. The purpose of Shifting Perspectives professional learning is to establish ongoing, role specific opportunities for principals and co-administrators in supporting and focusing on equity-centered leadership.

Currently, Fresno Unified is working to decrease Chronic Absenteeism and Suspension/Expulsion. Chronic Absenteeism Tier I Fidelity rate is at 35.2%, with 27,570 Level-Three Misbehaviors and 9,701 Suspension Incidents resulting in a 7.34% Suspension Rate and 164 Expulsions. African-American students have a 45.1% chronic absenteeism rate, 5,534 Level-Three Misbehaviors, Suspension Incidents, and 2,008 suspension incidents, resulting in a 16.41% suspension rate and 32 expulsions. The suspension rate is higher among African-American Foster Youth (25%), African-American Homeless Youth (13.06%), and African-American students with disabilities (12.87%). Foster youth exhibit a chronic absenteeism rate of 38%, with 1,064 Level-three misbehaviors, 422 suspension incidents resulting in a suspension rate of 25%, and six expulsions. 74% of homeless youth have chronic absenteeism, with 604 Level-Three misbehaviors, 244 suspension incidents resulting in a 13.06% suspension rate, and five expulsions. Students with disabilities have a chronic absenteeism rate of 43.8%, and there were 7,126 Level-Three misbehaviors and 2,682 suspension incidents, resulting in a suspension rate of 12.87% and 44 expulsions.

Scope of Work

The scope of work will provide six Equity-Focused Leadership sessions over two days during the Summer Institute for co-administrators focused on defining equity-focused leadership, conducting equity data reviews, and designing action plans.

A workshop and book study with a principal cohort focused on leading your school toward equity.

Eight days of professional learning to develop equity leadership in practice during co-administrator sessions, building upon the work of the Summer Institute.

If you have any questions regarding the information in this communication or require additional information, please contact Kimberly Villescaz, Executive Officer of Leadership Development, at 457-3660.

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



Date: 10/13/23

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Prepared by: Kim Kelstrom, Chief Executive

Cabinet Approval:



Date: October 13, 2023

Phone Number: 457-3907

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

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

- Federal Stimulus Reporting and Special Education – October 04, 2023
- Newsom Vetoes Bill to Give Striking Workers Unemployment Benefits – September 30, 2023
- Supreme Court Rejects Multiple Public School Cases on First Day of 2023 Term – October 04, 2023

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/13/23



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DATE: October 5, 2023

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Acts on Bills

Governor Gavin Newsom continues to methodically act on bills sent to him during the final days of the 2023 legislative year. He still has several hundred to get through, including a number of significant education measures that we have been tracking and analyzing throughout the legislative process. Below, we talk about two significant bills he took action on last weekend.

SB 799—Unemployment Insurance Funds for Striking Employees

This past Saturday, September 30, 2023, Governor Newsom vetoed [Senate Bill \(SB\) 799](#) (Portantino, D-Burbank), which would have authorized workers involved in a trade dispute to collect unemployment insurance benefits after a two-week wait period while they are on strike.

Originally, SB 799 was a bill about prisons, but the legislation was gutted and amended into the measure described above a week before the deadline to send bills to Governor Newsom. Many Capitol insiders suspected the bill was amended in response to the months-long Hollywood writer's strike, which was settled just days before Newsom vetoed the measure.

However, SB 799 was written so broadly that the measure could have been legally interpreted to apply to certificated and classified employees on strike, which would have had significant implications for local educational agencies (LEAs) and the state's Unemployment Insurance (UI) Trust Fund. The UI Trust Fund debt is projected to be nearly \$20 billion by the end of the year, which is one of the main reasons Newsom vetoed the measure. His [veto message](#) warns that the UI financing structure has not been updated since 1984, which has made the UI Trust Fund vulnerable to insolvency, and that any expansion of eligibility for UI benefits could increase the outstanding federal UI debt.

Senator Portantino has said that he plans to reintroduce the legislation next year and hopes to work with the Newsom Administration on "a financial plan to fix the fund for the long term."

One bill that the Governor signed into law on Saturday was [SB 553](#) (Cortese, Statutes of 2023). This bill requires employers, including LEAs, to establish, implement, and maintain an effective workplace violence prevention plan that includes, among other elements, requirements to maintain incident logs, provide specified trainings, and conduct periodic reviews of the plan. This bill also authorizes a collective bargaining representative of an employee who has suffered unlawful violence from any individual to seek a temporary restraining order and an order after hearing on behalf of the employee at the workplace. The bill has a delayed implementation and will not take effect until January 1, 2025.

This bill was opposed by a number of employer organizations, including the Association of California School Administrators, who estimate that “the initial workplace violence prevention plan training component for just one hour would be approximately \$19 million in Proposition 98 dollars” for school districts, which “does not include the direct administrative costs for developing and revising the plan and associated record keeping.”

As one of the more controversial bills this year, the Governor included a rare [signing statement](#) explaining why he rubberstamped the measure. He argues that SB 553 builds upon the state’s efforts to curb workplace violence, and the measure “strengthens those protections by providing specific guidelines for what employers must do to protect workers from acts or threats of violence at work.”

Next Steps

As stated above there are still a number of significant education bills pending on Governor Newsom’s desk and he has until Saturday, October 14, 2023, to sign or veto those measures.

Shutdown Averted; Speaker McCarthy Ousted

Last week, we reported that the federal government looked headed for a government shutdown as there was no deal in sight for a continuing resolution (CR) just days before the federal fiscal year was set to begin on October 1, 2023.

However, with just hours to spare on Saturday night, House Speaker Kevin McCarthy (R-CA) struck a deal with Democrats that keeps the government funded through November 17, 2023, providing Congress time to approve the appropriations bills that will comprise the fiscal year (FY) 2024 federal budget. The CR was approved on a bipartisan basis in both houses, 335-91 in the House and 88-9 in the Senate, and was quickly signed by President Joe Biden before the clock struck midnight.

In a stunning turn of events, just three days after brokering that deal with Democrats to keep the government funded for 45 days, Kevin McCarthy (R-CA) was ousted as House Speaker with a historic 216-210 vote. Eight Republican members joined 208 Democrats to remove McCarthy, which is the first time in U.S. history that a sitting House Speaker has been stripped of their gavel.

As of this writing, there have not been any nominations for a new speaker, and without a speaker, all House operations are essentially halted. If the search for a new speaker drags on, it could have significant implications for approving the FY 2024 budget or passing another CR before the federal government shuts

down on November 18. Without a House Speaker to negotiate with, the Senate and White House are effectively paralyzed in approving the FY 2024 budget or passing another stopgap measure to keep the government funded.

Leilani Aguinaldo

Federal Stimulus Reporting and Special Education

By Linette Hodson and Anjanette Pelletier
School Services of California Inc.'s *Fiscal Report*
October 4, 2023

Ask SSC . . . We are getting ready for federal stimulus reporting related to the Expanded Learning Opportunities Grant (ELO-G) (Resource Code 3219). Is it allowable to move special education expenditures, for example, extended school year (ESY), from Resource 6500 to Resource 3219? Wouldn't this meet the category for supplemental or extending instructional learning time under Resource Code 3219?

To assist with reopening schools during the 2020-21 school year and to support learning recovery programs, Assembly Bill (AB) 86 (Chapter 10, Statutes of 2021), as amended by AB 130 (Chapter 44, Statutes of 2021), included a shift of a little over \$2 billion from the General Fund to federal stimulus funds for the ELO-G.

We know several things about the federal stimulus ELO-G funds:

- Districts were required to adopt a plan and are required to adopt an updated plan if there are material differences in their expenditure activities.
- The funds were for instructional time beyond what is "required by Education Code."
- There are frequently asked questions (FAQs) and accounting guidance available from the California Department of Education about the use of ELO-G funds.
 - [IPI \(In-Person Instruction\) and ELO Grants Frequently Asked Questions](#)
 - [Accounting for AB 86 Funding—IPI and ELO Grants](#)

This specific FAQ seems applicable to this issue:

Is the extended instructional time offered pursuant to the Expanded Learning Opportunities Grants inclusive of the Extended School Year Special Education Program?

No. Instructional time delivered pursuant to the ELO Grant must be in addition to what is offered to students participating in the Extended School Year Special Education Program.

We would argue ESY is "required" under law for some students on their Individualized Education Program (IEP) documents. Many local educational agencies (LEAs) created a variety of instructional time offerings for their students during the early days of return to in-person learning, some of which may have included inviting many more pupils to an ESY-like supplemental program, hosting students with IEPs as guests within the ESY program without it being included on their IEP, or offering supplemental summer learning opportunities for students with IEPs that were in addition to, or an extension of, the regular ESY programming. Therefore, there may be situations where the ELO-G funds could be used to fund the offer of extended instructional time for student participants for whom attendance at ESY was not mandated under the Education Code.

For the ELO-G funds to be applicable, the LEA would need to be certain ESY is included in the adopted plan for these funds, which would allow the LEA to potentially cover the cost for any student with or without an IEP who received services that were not written in their IEP.

In our analysis, there is good news on two fronts. We find no restrictions against using ELO-G funds for the benefit of students with IEPs who need extended instructional learning time, and there is no supplant language for the use of these federal funds. We know many LEAs are working to ensure utilization of these funds before the reporting deadlines, so we offer these questions for local conversation with program and fiscal teams and/or auditor:

- Would the freed-up funds be used for additional special education costs using Resource 6500 in this current year? Ensuring freed-up local resources continue to be committed to the original purpose of what could be transferred may ensure the LEA has clear documentation and defensibility for the transfer of these costs.
- Will there be any maintenance of effort (MOE) implications for the LEA if state or local expenditures are backed out from special education expenditures? The amount may be both small enough to not matter and the LEA MOE obligation may have been easily met in recent years, but it is always a thing to consider.
- Do you need to confirm or consult with fiscal partners, the special education director, or other members of Cabinet before making this move? We always recommend fiscal decisions be a part of the local collaborative decision-making process and not made in isolation.

We do not believe there is a restriction on transferring allowable special education expenditures to ELO-G funding sources, and we realize many LEAs are making similar determinations to use Resource 3219 funds. However, we encourage any LEA considering these types of transfers to ensure the programs and services were included in the adopted plan, provided additional learning time to students, and were not part of an existing special education mandate for those students with an IEP.

Keep good documentation and make sure there is a valid rationale, allowing the LEA to explain local thinking and decision-making to the auditor as needed, as this funding has been added to the Audit Guide.

Note: Senator Portantino plans on bringing SB 799 back up next year, which will be his final year in the California Legislature due to term limits.

Newsom Vetoes Bill to Give Striking Workers Unemployment Benefits

By Queenie Wong
Los Angeles Times
September 30, 2023

California Gov. Gavin Newsom vetoed legislation Saturday that would have granted striking workers unemployment benefits, a measure strongly supported by Hollywood unions and other influential labor organizations in California.

Newsom's rejection of Senate Bill 799 delivers a rare blow to organized labor, which has enjoyed strong support in the Democratic-controlled state Legislature.

In his veto message, Newsom said expanding benefits would make the state's unemployment trust fund "vulnerable to insolvency." California's unemployment fund already is projected to be nearly \$20 billion in debt by the end of the year due to money the state has borrowed from the federal government to provide the state's benefits.

"Now is not the time to increase costs or incur this sizable debt," Newsom stated.

California lawmakers passed SB 799 at the end of the legislative session in September after the Hollywood strikes dragged on for more than four months. With the exception of New York and New Jersey, most states don't allow striking workers to collect unemployment.

Sen. Anthony Portantino (D-Burbank), who wrote the bill, said in a statement that he planned to reintroduce the legislation and hopes to work with the administration on "a financial plan to fix the fund for the long term."

"The need continues and so will efforts to make this the law in California," he said. "The hard-working women and men in California need to put food on their table and pay their rent."

The bill would not have taken effect until January, putting the proposed benefits out of reach for members of the Writers Guild of America, which struck a tentative deal with film studios Sept. 24. Hollywood actors remain on strike, but the union representing them is scheduled to resume negotiations with studios Monday.

The legislation put Newsom in a tricky spot politically because he did not want to appear to take sides in the Hollywood strikes. California Republicans opposed the bill, arguing that the legislation was fundamentally unfair to businesses since the state would in essence be taking the side of striking union members during a labor dispute. Democrats said it would merely help striking workers pay their bills during a tough time.

Labor unions, including the Writers Guild of America and SAG-AFTRA, lobbied in favor of the expanded benefits. Workers on strikes rely on side jobs and a union's strike fund for money, but labor unions say that funding isn't enough. California's unemployment pay is \$450 per week for a maximum of 26 weeks.

Lorena Gonzalez Fletcher, who leads the California Labor Federation, said Newsom's veto was "out of step with American values" at a time when public support for unions is especially strong.

"This veto tips the scales further in favor of corporations and CEOs and punishes workers who exercise their fundamental right to strike," Gonzalez Fletcher wrote in a social media post Saturday night.

The California Chamber of Commerce and other business groups oppose the bill because they said it would lead to higher employer taxes. Businesses pay state and federal payroll taxes to fund the unemployment insurance program, but those tax dollars haven't been sufficient to pay for the benefits. Employers also pay additional taxes annually to help repay the state's loan from the federal government.

Lawmakers failed to pass a similar bill in 2019 to provide unemployment benefits to California workers on strike.

Note: Two K-12-related cases on the U.S. Supreme Court docket for October 31 could impact social media policy and practices for school board members.

Supreme Court Rejects Multiple Public School Cases on First Day of 2023 Term

Two K-12-related cases already on the docket for Oct. 31 could impact social media policy and practices for school board members

By Naaz Modan
K-12Dive
October 4, 2023

On the first day of its 2023 term, the United States Supreme Court on Monday declined to hear at least six cases brought against various public school entities.

Cases rejected for oral arguments include one against the Colorado State Board of Education on whether a charter organization can request judicial review of school boards' decisions to reject a charter application under state law.

The high court also turned down a case alleging Minneapolis Public Schools violated the Americans with Disabilities Act when firing an elementary school dean who sought accommodations for his asthma.

In recent terms, the court has packed its docket with a number of controversial cases impacting K-12. The outcomes of those cases raised concerns about the impact on traditional schools' goals around inclusivity and equity for a diversifying student population.

Most recently, the Supreme Court decided to overturn race-conscious admissions in a case against Harvard University and the University of North Carolina at Chapel Hill, which is expected to impact diversity efforts in the college applications process.

Public schools and high school counselors, as well as higher education institutions and programs, are still navigating with the fallout from that decision.

Between its 2020 and 2022 terms, the Supreme Court also weighed in on cases related to the broader management of K-12 schools, including charter and private schools. Two of those — *Carson v. Makin* and *Espinoza v. Montana Department of Revenue* — opened the door for private institutions to access public funding regardless of their religious use or status.

Those decisions prompted the creation of the nation's first religious charter, St. Isidore of Seville Virtual Charter School in Oklahoma.

A lawsuit seeking to block its operation claims the religious virtual charter will discriminate based on religion, sexual orientation, gender identity, disability and other factors. The lawsuit reflected public education advocates' worries that recent Supreme Court decisions have blurred the line between separation of church and state in public schooling.

Another controversial decision from the last term weighed in on prayer in public schools.

Despite its decision Monday to reject a handful of cases related to public schools, two that could impact public school management and oversight remain to be heard by the Supreme Court this term so far, on Oct. 31.

The Supreme Court agreed in April to hear the two related social media cases — *O’Connor-Ratcliff v. Garnier* and *Lindke v. Freed* — back-to-back at the end of this month.

Together, the cases will determine whether a public figure — such as a school board member, in the *Garnier* case — is acting in their capacity as a government employee and violating the public’s First Amendment rights when they block a member of the public from accessing their personal social media accounts.

The oral arguments will come at a time when educators have noted deep political divisions within their communities and among key stakeholders like parents.


Fresno Unified School District
Board Communication

BC Number DEI-1

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

Date: October 13, 2023

Phone Number: 457-3342


Carlos Castillo (Oct 12, 2023 09:08 PDT)

Regarding: Support for Students Experiencing Foster Care or Homelessness

The purpose of this board communication is to provide the Board with information regarding targeted support for students experiencing foster care or homelessness.

The district provides the following targeted supports to address and serve the attendance, social emotional, behavior, and academic needs of our students experiencing foster care or homelessness.

All students identified as foster youth or experiencing homelessness are assigned a Clinical School Social Worker (CSSW). The CSSW conducts an Intake Assessment to determine appropriate supports and interventions. As a result of the Intake Assessment, identified students receive mental health interventions and referrals to school-based or community resources. CSSWs provide individual and group mental health counseling to support emotional wellness and behavioral health. They collaborate with various community partners, such as the Department of Social Services and Shelters, to address barriers to learning. In addition, the district provides resources to increase access to school, such as school supplies, bus passes, equipment for extra-curricular activities, hygiene products, and college/university visits.

In grades 8 through 12, students participate in college/career workshops, individualized transcript reviews, coordination of site-based academic interventions, and linkages to tutoring. Additionally, students are eligible for a graduation requirement waiver if they have moved schools after their sophomore year and are credit deficient.

This year, the district contracted services for our foster and homeless student group to provide intensive behavior support for Preschool-8th grade students. Services are provided by Board Certified Behavior Analysts and are rooted in applied behavior analysis. Intensive interventions include Functional Behavior Assessment, the development of Behavior Support Plans, one-on-one skill building, and coaching and modeling strategies with staff and families.

Through a partnership between Project ACCESS (Achievement in Core Curriculum for Equity and Student Success) and Every Neighborhood Partnership (ENP), Heaton, Columbia, Williams, Hidalgo, and Lincoln Elementary students receive targeted reading intervention during and after school.

Lastly, Fresno Unified School District recognizes the value of working closely with community partners and agencies to serve our students best. In August 2022, we launched the Network Improvement Community with the Department of Social Services, Fresno County Superintendent of Schools, Court Appointed Special Advocates, Live Again Fresno, and City Without Orphans to improve our efforts in working with and serving our families and students. These efforts led to a targeted approach in the Fresno, Edison, and McLane regions. Students in grades 3 to 12 receive intentional care coordination, and monitoring of school stability, attendance, and academic performance. The CSSWs closely monitor and collaborate with appropriate educational partners to identify needs and adjust support.

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: 10/13/23

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: October 13, 2023
Phone Number: 457-3909

Regarding: Sunnyside Regional Literacy Plan Presentation

The purpose of this board communication is to provide the Board with an update on the presentation of the Sunnyside Region Literacy Plan, held on September 28, 2023.

Sunnyside regional principals, teacher leaders, supervisor of schools and parents presented a draft regional literacy plan to Board Trustee Valerie Davis, Superintendent Robert Nelson, Executive Cabinet, and department leaders for the purpose of information sharing and receiving feedback.

Sunnyside's regional literacy plan draws on extensive research on evidence-based instructional strategies, equity-focused professional learning on leader and teacher efficacy, and educational frameworks to guide the improvement of teaching and learning. Sunnyside's regional literacy plan is a multi-year coordination of effort among all educational partners to conduct a needs assessment and determine relevant professional learning to build capacity to design progress monitoring metrics to ensure a viable return on investment.

The literacy plan articulates a theory of action which includes a review of regional achievement data, alignment to district vision and mission, budget overview of allocations, and an alignment to research and the recommendations of the Literacy Task Force. The Region aims to improve literacy outcomes grounded in research, culturally validating pedagogy, and partnerships with Intercultural Innovation, Inc., and the National Urban Alliance to provide professional learning and instructional support with a focus on educational equity.

Sunnyside team members were commended for their analysis of student data from an equity perspective, for calling out race in disciplinary data, and the attentiveness to inclusive instructional practices. The Sunnyside regional team were encouraged by district leaders to partner with African American Academic Acceleration to continue the practice of culturally responsiveness to the needs of African American families, to bring the qualities and attributes of the literacy plan to all teachers within the region and to be courageous in conversations regarding the disparities in academic achievements.

Sunnyside's regional team will synthesize the feedback and use it to shape the development of proposed contracts for professional learning in service of the "Every Child a Reader" literacy initiative.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Billy Chan, 457-3909.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/13/23

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: October 13, 2023
Phone Number: 457-3781

Regarding: Bullard Region Literacy Plan Crosswalk

The purpose of this board communication is to provide the Board with information regarding how the District is addressing, or has addressed, additional areas in the Palo Alto "Every Student Reads" initiative not currently reflected in the original crosswalk shared on October 06, 2023.

Leveled Readers: All schools in the Bullard region currently use the Wonders leveled readers in kindergarten and first grade. Additional leveled readers include: Scholastic guided reading text sets, Fountas Pinell leveled readers, Rigby leveled readers, and Just Right Reader.

Dyslexia Screener: On July 10, 2023, Senate Bill 114 was signed into law. The new law, which takes effect January 01, 2024, outlines new requirements for districts to screen students in kindergarten through second grade for reading delays, including dyslexia.

Newly Adopted California Standards-Aligned Reading Instructional Materials: "Wonders" was adopted in April 2016. Our next English language arts instructional materials adoption is anticipated to occur in 2029/30.

Required Training on Adopted Curriculum: Every kindergarten through sixth grade teacher was offered three and one-half hours of training with pay throughout the Summer of 2016 when the Wonders curriculum was adopted. In addition, kindergarten through sixth grade teachers received two full days of professional learning with substitutes provided in the Fall and Spring of 2016/17.

Optional After School Reading-Focused Training for Teachers: The Curriculum, Instruction & Professional Learning (CIPL) department offers monthly support to new teachers through the Saturday Pipeline and provides on-going curriculum and instructional support to teachers, Professional Learning Communities, sites, and regions upon request. On-going support is also provided by induction coaches in Teacher Development.

iReady Training: Every site and teacher received three phases of professional learning on iReady training starting in August 2019. Each three-hour phase prepared teachers to administer the diagnostic assessment. Curriculum Associates (iReady) are available for support upon request.

If you have any questions or require additional information, please contact Jennifer Stacy-Alcantara at 457-3781.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/13/23