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SUPERINTENDENT

Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 09, 2024

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for February 01, 2024
BFS-2 Ashlee Chiarito Local Control and Accountability Plan Engagement
BFS-3 Kim Kelstrom Legal Services by Category

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams Hoover Region Trustee Expulsion Meeting

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: February 09, 2024

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Recorded podcast with Adam Welcome regarding being the Superintendent of Fresno Unified School District
- Met with Designated Schools Principals
- Attended The Right To Read Screening
- Participated in Battelle for Kids Urban District Cohort Virtual Convening
- Met with Council of the Great City Schools to discuss upcoming Special Education review
- Site visit to Dailey Elementary School
- Spoke at the College and Career Readiness National School Counselor Celebration
- Presented Golden Heart Award to Kirk Elementary and Computech Middle School

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



Date: 02/09/24

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: February 09, 2024

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for February 01, 2024

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 February 01, 2024 are attached and include the following articles:

- Home-to-School Transportation Plan Update – January 31, 2024
- Is Your Student Still Struggling with Pandemic Setbacks? A State Legal Settlement Offers Help – February 01, 2024
- Advice From Former Superintendents on Retaining Those Still on the Job – January 31, 2024

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: 02/09/24



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DATE: February 1, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Two-Year Bills Clear First House

Yesterday, January 31, 2024, was the deadline for bills introduced in 2023 to clear their house of origin and go to the second house. In other words, this was the deadline for 2023 Assembly bills to be approved by the Assembly and be sent to the Senate, and 2023 Senate bills to be approved by the Senate and be sent to the Assembly.

There were a number of measures with implications for local educational agencies that cleared this deadline over the past couple of weeks, including the following bills:

- Assembly Bill (AB) 359 (Holden, D-Pasadena) would amend the College and Career Access Pathways partnerships to align with best practices from other dual enrollment programs and to streamline access to dual enrollment for K-12 students throughout the state.
- AB 801 (Patterson, R-Rocklin) would require an operator of a website, online service, online application, or mobile application to delete a student's information at the request of the student's parent or guardian if the student is no longer attending a school or school district.
- AB 960 (Mathis, R-Porterville) would encourage public schools with an enrollment of 100 students or more to implement a web-based or app-based school safety program that includes specified parameters. The bill would require any school that chooses to implement a web-based or app-based school safety program to ensure that best practices are implemented to protect the security and data of all students and staff.
- Senate Bill (SB) 347 (Newman, D-Fullerton) would require the Commission on Teacher Credentialing to award basic teaching credentials for preschool in public schools in the state.
- SB 691 (Portantino, D-Burbank) would increase the number of students appointed to the State Board of Education from one to three. The bill would

provide one student board member with regular voting rights and the remaining student board members with preferential voting rights.

- SB 483 (Cortese, D-San Jose) would prohibit the use of prone restraint by an educational provider, including as an emergency intervention on a pupil who is an individual with exceptional needs in a public school program.

The above bills are now in the second house, awaiting to be referred to a policy committee. Since these two-year bills have officially cleared the aforementioned January 31 deadline; they will henceforth operate on the same legislative deadlines as bills introduced in 2024.

The deadline for the Legislature to introduce bills in 2024 is Friday, February 16, 2024, which is only two weeks away. Historically, the bulk of bills are introduced towards the end of this deadline, and we expect this will be the case this year as well.

Leilani Aguinaldo

Home-to-School Transportation Plan Update

By Anjanette Pelletier
School Services of California Inc.'s *Fiscal Report*
January 31, 2024

Ask SSC . . . Can you provide information on the requirements for updating the transportation services plan adopted under the Home-to-School (HTS) Transportation Reimbursement in 2023? Do we need to reengage with interest holders and obtain additional consultation with agencies or groups that participated in the first plan development? Do we need to have the plan approved by our Board of Education annually?

The HTS Transportation Reimbursement began in 2022, with the first transportation service plan adopted by April 1, 2023, and a requirement to update the plan by April 1 of each year. California Education Code [Section 39800.1](#) captured the initial plan development requirements of adopting a plan by April 1, 2023, including consultation with regional interest holders, and having the plan presented and adopted by the governing board of the local educational agency (LEA). To continue receiving reimbursement, LEAs must update the transportation service plan each year.

The California Department of Education (CDE) recently updated its Frequently Asked Questions on the HTS Transportation Reimbursement [webpage](#), and three specific answers are relevant for the upcoming update of transportation services plan. The recent updates clarify that LEAs with a single-year plan must update the plan by April 1 each year. However, the CDE indicates an LEA with a multi-year plan would only have to update the plan when the term of the multi-year plan has ended.

The guidance clarifies that how an LEA updates the plan and whether to obtain approval by the governing board is a local decision. The CDE suggests it is advisable to provide an update to the governing board to allow the board to determine if further action is needed. There is no requirement for the update to be formally placed on an agenda, adopted or approved, and any update could be placed on the consent agenda as determined locally. Finally, there is no requirement for additional consultation on updates to the transportation services plan, as this was a requirement for initial plan development only.

LEAs are reminded that to receive HTS Transportation Reimbursement funding, HTS transportation services must be appropriately coded under Standard Account Code Structure Function 3600. For additional information on this, please see the July 2022 *Fiscal Report* article, "[HTST Documentation Reminders](#)."

Note: A settlement announced Thursday sets new accountability rules for how California public schools spend \$2 billion to help students recover from pandemic learning setbacks.

Is Your Student Still Struggling with Pandemic Setbacks? A State Legal Settlement Offers Help

By Howard Blume
Los Angeles Times
February 1, 2024

A landmark settlement announced Thursday sets new accountability rules for how California public schools spend \$2 billion to help students recover from pandemic learning setbacks: Educators must rely on proven academic strategies and track progress, which will be publicly disclosed — and if parents are not satisfied, they can file complaints.

The agreement brings an end to sweeping litigation that dates to the fall of 2020, when students were learning remotely from home, with campuses closed because of safety concerns. The lawsuit was silent on the merit of school-based COVID-19 safety measures and campus shutdowns. But it argued that students fell behind during online schooling and the state was not doing enough to remedy the harm.

Officials including Gov. Gavin Newsom and State Supt. of Public Instruction Tony Thurmond have repeatedly defended California's efforts as thoughtful and generous. They pointed to billions of dollars in state aid for computers and COVID safety measures as well as early access to vaccines for teachers and other school workers.

In the settlement, the state admits no wrongdoing. State officials were not immediately available for comment as the settlement was announced.

The agreement comes as a report, released Wednesday, added to the body of research about the depth of harm to students in California and throughout the nation, starting from the pandemic's outset in about March of 2020. The latest research indicates that recovery is lagging.

Students in seventeen states, including California, remain more than a third of a grade level behind 2019 levels in math. Students in 14 states remain more than a third of a grade level behind in reading. While California's English language arts scores were high enough to avoid this list, its scores actually got worse from 2022 to 2023, despite students' being back on campus, stated the report, titled the Education Recovery Scorecard.

Overall, academic recovery in California had "barely begun" as of spring 2023, according to this ongoing research, a collaboration between the Center for Education Policy Research at Harvard University and The Educational Opportunity Project at Stanford University.

Moreover, the academic setbacks were larger in high-poverty districts such as San Bernardino, Bakersfield, Fresno and Long Beach, where achievement fell by more than two-thirds of a grade level in math and more than a third of a grade level in reading, the report said.

“Educational outcomes are more unequal now than in 2019,” said Stanford professor Sean Reardon. “If California state and local education policymakers don’t act soon and decisively, that inequality is likely to become permanent.”

“No one wants to see poor kids footing the bill for the pandemic, but that is the path California is on,” said Harvard Professor Thomas Kane. “With federal relief dollars drying up, state leaders must ensure the remaining dollars are used for Summer 2024 and for tutoring and after-school next year.”

Thursday’s settlement is part of ongoing efforts to help students recover.

The state funding is not new. These dollars were previously set aside, as part of the 2023-24 budget, for pandemic recovery. School districts have left portions of these funds unspent, taking advantage of a multiyear timeline for making use of the money, said the attorneys who sued the state. The settlement overlays a detailed structure for how this money must be used moving forward — with the intent of reaching more of the students most in need — and with more safeguards.

In addition, there are new rules to hold schools and school districts accountable, including making the spending plans and their results more transparent to parents and the public.

“This settlement has some strong accountability measures that should help ensure students get the resources they need,” said attorney Chelsea Kehrer of Morrison Foerster, which filed the suit in tandem with the public-interest law firm Public Counsel.

The settlement will rely on a process that already exists but remains obscure outside education circles. It’s called the Local Control and Accountability Plan. These plans were part of reforms, led by then-Gov. Jerry Brown, that poured more resources into schools and students with high needs — including Black and Latino students, those from low-income families and students learning English.

Broadly speaking, that’s also the intent of the settlement. Schools must explain how their recovery spending will contribute directly to a positive outcome, such as higher test scores or improved attendance.

Settlement rules also require school districts to use the money to help the most hard-hit or poorly performing schools or student groups.

A new federal report lends support for providing better oversight of school-improvement plans. In its sample, the federal review found that less than half of school-improvement plans had components widely considered necessary to be successful. A good plan is supposed to include an examination of needs, assessing where and how resources are unfairly distributed and identifying proven strategies that will be used to help students.

Because the settlement makes changes to how state money is to be spent, the Legislature’s approval of the agreement is required.

Under the settlement, the total funding available must reach at least \$2 billion statewide. If it doesn’t, the state must devise a plan to make up the difference, which could require action from the Legislature. If the pieces don’t fall into place, the settlement would unwind.

So far, however, advocates are confident that at least \$2 billion is available in unspent funds for the state’s nearly 1,000 school districts.

The money is likely to be available because school systems have tried to stretch out the use of pandemic aid for as long as possible as they sound alarms about upcoming budget problems that could result in reduced services and layoffs. Los Angeles Unified, for example, has tracked the deadlines for each tranche of state and federal pandemic aid, spending the money with the earliest deadlines first.

For a while, so much aid was flowing in that districts were unable to spend it quickly, unable to hire the extra teachers, tutors and mental-health workers who could have helped students. But that surplus period is drawing to a close.

“If they were waiting for a rainy day, they need to be reminded that California’s most disadvantaged students are in the midst of a thunderstorm,” said Mark Rosenbaum, senior special counsel for strategic litigation at Public Counsel.

Absent the settlement, this \$2 billion still would have been available for pandemic recovery, but with fewer rules on spending, tracking and reporting.

“At least now, there will be visibility and attention, and the uniform complaint procedure added means that anyone, including parents and caregivers, has a process to call out a district not using the resources in a timely or diligent fashion as mandated by the strategic plan,” Rosenbaum said. “So these are resources that were meant to be used as an urgent crisis dictates, and they now will be.”

Schools will have four years to spend the money.

If existing funds are available as expected, the settlement will have little to no effect on the impending state budget negotiations. Newsom is trying to close an estimated \$38-billion deficit that looms over his proposed budget for the fiscal year that begins on July 1. Total state revenues are expected to surpass \$291 billion.

The original lawsuit focused on harms to students as they were occurring during the period of remote learning.

The suit cataloged children’s lack of access to digital tools as well as to badly needed academic and social-emotional supports. The suit also alleged that students were harmed by schools that failed to meet required minimum instructional time and to provide adequate training and support to teachers.

Angela J., a plaintiff named in the complaint and a parent of three elementary-age children in the Oakland Unified School District, said that her twins, who were in the second grade at the onset of the pandemic, received live instruction with a teacher only twice from the time when schools closed in mid-March 2020 to the end of the school year. The students weren’t assigned packets or other materials to make up for the lost time.

Once in-person learning resumed, the focus of the litigation shifted to the harms that students had suffered and the adequacy of recovery efforts.

The lawsuit, filed in Alameda County Superior Court on behalf of students and parents, named as defendants the state, the Department of Education, the state Board of Education and Thurmond.

Community groups that participated in the litigation included the Oakland REACH and L.A.-based Community Coalition.

Note: Dedicated mentorship, training for potential superintendents, and trust-building are some of the solutions to curb the growing number of superintendents in California who are leaving the job, according to panelists at Tuesday's EdSource roundtable discussion.

Advice From Former Superintendents on Retaining Those Still on the Job

Proposed solutions included a dedicated support system and training on the role of superintendents and school board members

By Betty Márquez Rosales
EdSource
January 31, 2024

Dedicated mentorship, training for potential superintendents, and trust-building are some of the solutions to curb the growing number of superintendents in California who are leaving the job, according to panelists at Tuesday's EdSource roundtable discussion, "Superintendents are quitting: What can be done to keep them?"

Some of the most cited reasons for exiting the profession include polarizing politics, division over the effects of the pandemic-related school closures, and stress.

"No matter what we may have thought, superintendents became the public face of the pandemic and, in most instances, they were merely following public health dictates," said panelist Carl Cohn, former superintendent of the Long Beach and San Diego school systems.

Four out of the five panelists on the roundtable left their superintendent positions within the last four years. At least one cited the Covid-19 pandemic as his reason for leaving sooner than he planned.

They are far from alone: Superintendent turnover in California grew by nearly 10 percentage points between the 2019-20 and 2020-21 school year, according to research by Rachel S. White of the University of Tennessee, Knoxville. After the 2021-22 school year, over 18% of superintendents across the state stepped down.

"In many cases, it's not just the divide, but it's how people are treating each other," said Chris Evans, who stepped down as superintendent of Sacramento's Natomas Unified after 11 years. Evans left the position in 2023 after years of personal, hateful threats, some of which led the school board to agree to pay for security at his home.

It's evident that much of the political divide seen at a national level is mirrored in California, some panelists said.

"Anybody who thinks that California is this special place that somehow isn't part of this national partisan divide... it is really front and center," said Cohn, now a professor emeritus and senior research fellow at Claremont Graduate University. "So I think we need to spend more time on these issues of who are the good people who can facilitate dialogue across interest groups."

Agreeing with Cohn, Gregory Franklin, who served as superintendent of Tustin Unified School District in Orange County for 10 years, added that many superintendents have good relationships with their school board. But he noted that it's often new school board members who aren't always well-versed in the importance of a good relationship between the two.

“How do you bring on board these new board members so that they understand the roles that they're stepping into, what the role of individual board members is, as well as the superintendent, so that they can try and work in service of children?” he asked, citing the Association of California School Administrators and the California School Boards Association as two potential resources for this issue.

Public division between superintendents and school board members, panelists said, has become a significant part of why school districts statewide are finding it difficult to attract new superintendents for the positions left vacant by those stepping down.

Particularly worrying to many of the former superintendents was the issue of potential state budget cuts.

Some pointed out that the high turnover rate of superintendents in just the last four years has resulted in lower overall experience in the role, just as school districts might begin facing years of financial instability. Their expertise, especially from those who served as superintendents during and after the 2008 recession, could be crucial at this time, they added.

To increase retention of current superintendents, the panelists suggested greater support for them in the form of mentorships.

Cathy Nichols-Washer, for example, said that “from Year 1 to Year 20” of her time as superintendent of the Central Valley's Lodi Unified, “there were times when I needed someone to be a sounding board or even to give advice as a mentor.”

While she suggested “a veteran superintendent” or “someone in a like position that they can call on,” panelist Vivian Ekchian proposed looking beyond those in the same field.

That might look like “building cross-sector solutions with communities and community members to solve not just academic but resource, equity, enrollment challenges,” said Ekchian, who recently retired as superintendent of the Glendale Unified School District.

In addition to a support system, perhaps either the California School Boards Association or the state could offer “annual opportunities for members of the public who might consider running for a school board to come in and understand what the job's really about,” said Evans of Natomas Unified.

Given that many superintendents have a background in education, panelists agreed they are often well-versed and trained in building trust and compromising.

“We know how to work with people, we know how to listen, we solve and come to compromises about differences in our interests, and we're used to that,” said Franklin, the former Tustin Unified superintendent of Tustin Unified. “This new idea, though, where people are coming in with a set agenda and not interested in a conversation and not interested in reaching an understanding — it's much more political science than it is social science.”

In his current role as professor of education at the University of Southern California, he said they have “retooled” many courses “in preparing superintendents to talk about politics and political strategy.”

Panelists also agreed that public support for superintendents by their school board is paramount in order to attract new talent. As Ekchian stated, public support is important both “in the best of times and also in the most politically charged elements that we see sometimes.”

That support leads to a strong team between the superintendent and the school board, added Nichols-Washer.

“It’s all about building a strong governance team; so, a board that is supportive, very clear with expectations, very focused on students and student outcome and student achievement as their priority, strong vision and mission, and ready to support the superintendent as they carry out the goals and directions of the board,” she said.

The shared expertise among the former superintendents on the panel also led to considering themselves as potential mentors for those currently on the job.

“I think it’s a great opportunity for retirees like us to get back in and help superintendents and chief business officers and cabinets and boards who haven’t gone through the budget reduction and the times they’re going to face ... to be those coaches and mentors and help them manage what we all have done multiple times — and probably is why we all retired and some of us retired early, right?” said Evans.

And complex as the job of superintendent may be, the discussion ended with panelists offering advice for current and future superintendents. The insight ranged from having a coach built into their contract and relying on county offices for building relationships to forming affinity groups specific to superintendents’ diverse identities and focusing on listening.

“We’ve talked a lot about the challenges ... but being a superintendent is the best job I’ve ever had, and I wouldn’t have traded it for anything,” said Nichols-Washer. “The most important thing, I think, in being successful in this job is the relationship with the school board. If you have a strong, trusting relationship with your school board members, they will stand by you and they will back you and they will make it a joyful job.”

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Executive Officer
Cabinet Approval:

Date: February 09, 2024

Phone Number: 457-3934

Regarding: Local Control and Accountability Plan Engagement

The purpose of this board communication is to provide the Board an update on the ongoing engagement with educational partners and the collection of input for the 2024/25 Local Control and Accountability Plan (LCAP). As a reminder, the purpose of this engagement is to collect input from a diverse group of school and community representatives with the goal of refining district plans to improve student outcomes.

Staff planned and executed several strategies to engage with the community. Beginning in August, staff started working with departments and schools to plan engagement opportunities. From September through January staff hosted and participated in over 40 events to provide LCAP information and the opportunity for the community to provide feedback. This included partnering with Parent University and Home School Liaisons to engage with families, as well as the Communications Department to promote LCAP events and the ThoughtExchange Survey via social media, ParentSquare (text, phone message, and email), and radio and television coverage.

Beginning in October, the district hosted seven LCAP Community Meetings where attendees had an opportunity to receive updates on district spending priorities, student performance data, and provide feedback and input for future planning. To encourage participation and provide a meaningful family experience, participants received an adult and child Fresno Chaffee Zoo admission ticket along with a giraffe feeding ticket, dinner, childcare, and translation.

Over nine thousand community members participated in the LCAP ThoughtExchange Survey. Top theme results include Academics, Mental/Physical Health, Engagement and School Climate, Safety, and Staff Support. The responses indicate a wide range of areas that the district needs to consider to support all students. These include providing resources for homework, improving the quality of food, fostering a culture of care, communication, and trust, ensuring safety in schools, and offering mental health supports. Respondents also highlighted the need for more teacher support, both in terms of planning time and classroom assistance. The importance of addressing school climate, providing social-emotional support, and ensuring inclusivity and diversity were also emphasized. Other suggestions called for improving the physical environment, smaller class sizes, and better communication between schools and parents.

ThoughtExchange Survey data will be shared during the February 21 Board Meeting. Additionally, it will be shared with department and school leaders to support 2024/25 planning and budget development. This data will be posted on the [Office of State and Federal's public website](#). An overview of the Local Control and Accountability Plan engagement opportunities and the ThoughtExchange feedback are attached.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at 457-3934.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/09/24

2023/24 LCAP Engagement

EVENT	DATE	DESCRIPTION
LCAP Executive Summary	Spring 2023	<ul style="list-style-type: none"> • Summary of the district's LCAP and efforts to raise more awareness for staff, students, and parents. • The LCAP Executive Summary was provided in English, Spanish and Hmong.
ThoughtExchange online platform	Fall 2023	<ul style="list-style-type: none"> • This online platform allows staff to engage the community, gather, rank, and organize feedback. • Participants in an exchange can share their thoughts and ideas in their own words and they can also rate the thoughts and ideas of others.
Parent University's Opening of Schools Community Event	Fall 2023	<ul style="list-style-type: none"> • Provide families with copies of the LCAP Executive Summary and access to the ThoughtExchange Survey.
Provided training on the LCAP to Parent University staff – Train the Trainer	Fall 2023	<ul style="list-style-type: none"> • Help support the outreach efforts districtwide and Home School Liaison training for Parent Engagement Hours at schools.
LCAP engagement	Fall 2023	<ul style="list-style-type: none"> • To get in front of the district's budget development process, the majority of LCAP engagement has been moved to the fall.
Collaboration with the FUSD Communications team	Summer/Fall 2023	<ul style="list-style-type: none"> • To promote the LCAP Community Meetings and Thought Exchange Survey on all Social Media Platforms, and district communication platforms (Parent Square, Employee Zone, etc.)
LCAP Community Meetings	Fall 2023	<ul style="list-style-type: none"> • Beginning in October, the district hosted seven LCAP Community Meetings where attendees had an opportunity to receive updates on district spending priorities, student performance data, and provide feedback and input for future planning. • To encourage participation and provide a meaningful family experience, participants received an adult and child Fresno Chaffee Zoo admission ticket along with a giraffe feeding ticket, dinner, childcare, and translation.
Fresno Housing Authority	Fall 2023	<ul style="list-style-type: none"> • Staff partnered with the Fresno Housing Authority to conduct a community meeting at the Park Grove Commons property.
Student ThoughtExchange Survey	Fall 2023	<ul style="list-style-type: none"> • Staff designed two contests, one for students and one for staff to inspire school site participation in the district's ThoughtExchange Survey. • Winning schools will receive additional contributions to their ASB or school site discretionary funds.

2023/24 LCAP Engagement

EVENT	DATE	DESCRIPTION
Local English and Spanish TV and radio stations	Fall 2023	<ul style="list-style-type: none"> • Staff participated in local English and Spanish tv and radio stations, to promote the LCAP Community Meetings.
Parent Engagement Hours	Fall 2023	<ul style="list-style-type: none"> • Staff presented at over 24 Parent Engagement Hours throughout the district.
Student Engagement	Fall 2023	<ul style="list-style-type: none"> • Staff visited HS campuses during lunchtime to encourage students to take the LCAP ThoughtExchange Survey. • Staff presented the LCAP and Thought Exchange Survey at the October 31st Student Advisory Board (SAB) Meeting. • Staff met with and presented the LCAP and ThoughtExchange Survey to the EL Global Student League and A4 Student Voice. • Staff met with and presented the LCAP and ThoughtExchange Survey to the Californians for Justice student committees at Roosevelt HS and Edison HS.
Community Based Organizations	Fall 2023	<ul style="list-style-type: none"> • Staff met with and presented the LCAP and ThoughtExchange Survey to the Community Based Organization Go Fresno Public Schools' respective groups.
Parent Advisory Committees	Fall 2023	<ul style="list-style-type: none"> • Staff presented the LCAP and ThoughtExchange Survey at PAC, DELAC, and CAC Advisory Group meetings.
Labor Partners	Fall 2023	<ul style="list-style-type: none"> • Staff presented the LCAP and ThoughtExchange Survey to Labor Partners.

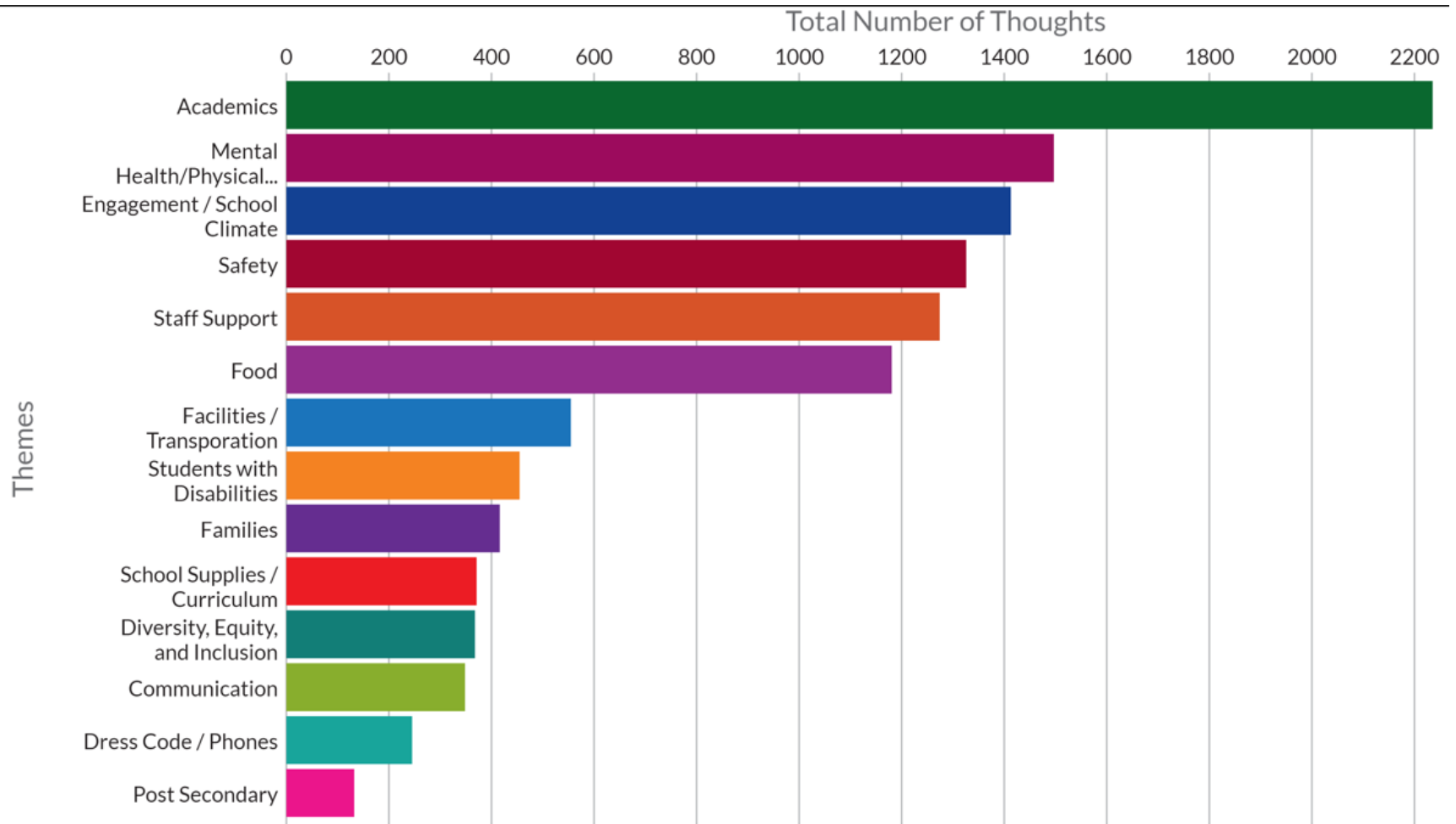


LCAP COMMUNITY MEETINGS TOP THEMES

REGION	TOP THEME	SECOND HIGHEST	THIRD HIGHEST	FOURTH HIGHEST	FIFTH HIGHEST
Edison HS	Academics	Mental/Physical Health	Engagement/School Climate	Safety	Staff Support
Fresno HS	Academics	Mental/Physical Health	Engagement/School Climate	Safety	Staff Support
Roosevelt HS	Academics	Mental/Physical Health	Engagement/School Climate	Safety	Staff Support
McLane HS	Academics	Mental/Physical Health	Engagement/School Climate	Safety	Staff Support
Sunnyside HS	Academics	Mental/Physical Health	Engagement/School Climate	Safety	Staff Support
Bullard HS	Academics	Mental/Physical Health	Engagement/School Climate	Staff Support	Safety
Hoover HS	Academics	Mental/Physical Health	Staff Support	Engagement/School Climate	Safety



ThoughtExchange Survey Themes



ThoughtExchange Survey Word Cloud



Fresno Unified School District
Board Communication

BC Number BFS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive
Cabinet Approval:



Date: February 09, 2024

Phone Number: 457-3907



Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2023/24 fiscal year.

**General Fund Legal Services by Category
July 1, 2023 through December 31, 2023**

Departments		
Board of Education	\$	9,390
Charter School		3,409
Facilities Management & Planning		68,201
Human Resources		285,814
Labor Relations		262,505
Legal Services		80,256
Management-Special Education		39,432
Prevention & Intervention		13,316
Total	\$	762,323

**Other Funds Legal Services by Category
July 1, 2023 through December 31, 2023**

Fund		
Liability	\$	475,384
Workers' Compensation		272,521
Total	\$	747,905

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: 02/09/24

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: February 09, 2024
Phone Number: 457-3554

Regarding: Hoover Region Trustee Expulsion Meeting

The purpose of this board communication is to provide the Board with information regarding the Hoover Region trustee expulsion information meeting held on Wednesday, January 31, 2024.

Staff from the Chief Academic Office; Department of Prevention, and Intervention; Analysis, Measurement and Assessment; Special Education; School Leadership; Ahwahnee Middle School; and Trustee Claudia Cazares discussed the district's expulsion process, reviewed suspension and expulsion trend data, and reviewed Ahwahnee Middle School Multi-Tiered Systems of Support (MTSS) structures and systems.

Principal Carr shared historical context and key actions implemented in collaboration with site leadership, support staff, and teaching staff to develop strong internal MTSS structures and systems. Key actions include development of levels of misbehavior and menu of responses with all staff; staff training on trauma-informed responses; redesign of a comprehensive referral system for serious misbehaviors and student concerns; creation of an internal data systems to monitor behavior and supports; establishment of a re-entry process for all serious behavior referrals and suspensions to build a plan with students, parents, and staff; and teacher clarity professional development to ensure engaging grade-level lessons across the site.

The site shared the best practices and approaches identified over the years of implementation. The lessons learned include shared leadership requires shared learning and consensus building, which takes time but is essential to effective redesign; calibrating suspensions with a team reduces disproportionality and bias; it takes caring and qualified adults to provide the support middle school students need; systems and structures always need attention and refinement; suspensions have been reduced by addressing misbehaviors and working tirelessly to resolve student conflicts.

As part of the discussion, the site also provided district departments in attendance ideas for additional support. One idea is to allow site principals to supervise all site support staff, some of whom are supervised by district departments, to build a team-oriented approach to student support. A second suggestion was for district departments to develop and supervise alternatives to suspensions. The meeting ended with walking through exemplary learning environments and visiting the re-engagement center to learn about how students are supported.

If you have any questions pertaining to the information in this communication or require additional information, please contact Sandra Aguayo at 457- 3678.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/09/24