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BOARD COMMUNICATIONS – FEBRUARY 23, 2024

TO: Members of the Board of Education
FROM: Deputy Superintendent, Misty Her

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
February 15, 2024

INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams, Ed.D. Farber Educational Campus Update

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer

OS-1 Paul Idsvoog Bullard High School Gyms Heating, Ventilation,
and Air Conditioning Upgrades Bid 24-31

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 23, 2024

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Attended Urban Education Dialogue Meeting
- Gave Keynote Address at the California Afterschool Network (CAN) Symposium
- Received International Educators Hall of Fame Award

Approved by Deputy Superintendent

Misty Her



Date: 02/23/24

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Prepared by: Kim Kelstrom, Chief Executive

Cabinet Approval:



Date: February 23, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for February 15, 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 15, 2024 are attached and include the following articles:

- Legislature Looks to Expand Dual Enrollment – February 15, 2024
- New California Teaching Standards Increase Focus on Family Engagement, Social-Emotional Learning – February 13, 2024
- Learning Recovery Is Uneven for Urban and Rural School Districts – February 14, 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 Deputy Superintendent

Misty Her



Date: 02/23/24



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DATE: February 15, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

February 16 Bill Introduction Deadline

Friday, February 16, 2024, is the deadline for lawmakers to introduce legislation to be considered for the second year of the 2023-24 Legislative Session. As of this writing, there have been nearly 1,500 bills introduced in 2024, including a number of significant education measures. We fully expect legislators to introduce several hundred more bills prior to tomorrow's deadline.

We highlighted three noteworthy education bills in last week's *Sacramento Weekly Update* that would impact local educational agencies (LEAs) if they were to make it through the legislative process and are signed into law. Some other significant education bills that have been introduced by legislators over the last couple of weeks include:

- Assembly Bill (AB) 1851 (Holden, D-Pasadena) would require the State Superintendent of Public Instruction to contract with a nonprofit technical assistance organization, for purposes of a pilot program applicable to unspecified school districts, to sample all potable water system outlets on the campuses of the school district for lead contamination and to identify and remediate any potable water system outlet emitting water containing lead levels in excess of five parts per billion.
- AB 2019 (Fong, R-Bakersfield) would expand the definition of early and middle college high schools to include early and middle college programs so students can qualify for reduced instructional minute requirements.
- AB 1917 (Muratsuchi, D-Torrance) would require all LEA officials to receive training in K-12 public education governance laws at least once every four years.
- AB 2112 (Muratsuchi) would provide that the per-pupil amount of Expanded Learning Opportunities Program (ELO-P) funding allocated to LEAs that did not have an enrollment in the prior fiscal year that was at least 75% English learners, pupils who are eligible for a free or reduced-price meals, and foster youth shall not be less than the amount allocated to that LEA in the 2022-23 fiscal year.

- AB 2245 (Carrillo, J., D-Palmdale) would delete the exemption in the Education Code that service by teachers at a regional occupational center or program does not count towards permanent status.
- AB 2254 (Rubio, D-Baldwin Park) would require charter authorizers to consider verified data, and any clear and convincing evidence provided by the charter school that demonstrates measurable increases in academic achievement and strong postsecondary outcomes, as part of the charter renewal process.
- AB 2268 (Muratsuchi) would exempt students enrolled in a transitional kindergarten program from being administered the initial and summative English Language Proficiency Assessments of California.
- Senate Bill (SB) 897 (Newman, D-Fullerton) would delete the sunset date for the District of Choice Program, thus making the program permanent.
- SB 954 (Menjivar, D-San Fernando Valley) would require all public high schools to make condoms available to students by the start of the 2025-26 school year and would require schools to provide information to students on the availability of condoms, as well as other sexual health information.

Policy bills must be in print for 30 calendar days before any action, such as amendments or being heard in a committee, can be taken. With the introduction deadline passing, bills will be assigned to policy committees, and the hearing will begin in March. We will continue to monitor the significant preK-12 bills moving through the process and provide our summaries and analyzes in subsequent updates.

Leilani Aguinaldo

Legislature Looks to Expand Dual Enrollment

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
February 15, 2024

Dual enrollment programs give high school students the opportunity to take college courses and earn college credit in academic and career subjects. Expanding dual enrollment opportunities to California students has been a priority of lawmakers over the last couple of years.

In the 2022-23 Enacted Budget, Governor Gavin Newsom and the Legislature provided a one-time \$200 million investment to strengthen and expand student access and participation in dual enrollment via the Middle College and Early College Grant Program and the Career and College Access Pathways (CCAP) Grant Program. You can find more information about those two grant programs [here](#).

While underperforming revenues means that the state will likely not have the resources to invest in another round of dual enrollment expansion funding, there is a policy bill that would amend the CCAP program to expand access to dual enrollment for more students. We provide the details of that bill below.

AB 359—CCAP Dual Enrollment Program

[Assembly Bill \(AB\) 359](#) (Holden, D-Pasadena) would amend the CCAP program to align with best practices from other dual enrollment programs and to streamline access to dual enrollment for students throughout the state. Specifically, AB 359 would do the following:

- Delete the requirement for a community college district (CCD) and local educational agency (LEA) to consult with and consider the input of the local workforce development board before entering into a CCAP partnership
- Remove the following terms from being required in a CCAP partnership agreement:
 - The total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the CCD for those same high school pupils
 - The scope, nature, time, and location of the community college courses to be offered
- Add to the protocols of a CCAP partnership agreement authorization for a CCAP-participating high school pupil to complete one application for the duration of the pupil's attendance at the CCAP partner community college
- Authorize both the California Community Colleges Chancellor and the State Superintendent of Public Instruction to have the capacity to void any CCAP partnership agreements that do not comply with Education Code [Section 76004](#)
- Permit a CCD to enter into an agreement with the governing board or body of an LEA within the service area of another CCD if any of the following conditions are met:
 - The LEA has sent a request letter to the CCD within their local service area requesting to establish a CCAP partnership, and the request has been denied

- The LEA has sent a request letter to the CCD within their local service area requesting to establish a CCAP partnership, and 60 days have passed without a response from the CCD
- The CCD, within the service area of the LEA, has refused to offer courses or pathways in subjects as requested by the LEA
- Clarify that LEAs that are currently in a CCAP agreement with their service area community college are permitted to enter into a supplemental CCAP agreement with the governing board or body of an LEA within the service area of another CCD if the service area CCD refuses to offer courses in a subject matter that the K-12 partner has requested
- Remove the requirement for a CCAP agreement to include a plan to ensure that a college course offered for college credit at a participating high school does not reduce access to the same course offered at a partnering community college campus
- Eliminate the requirement for a CCAP partnership to certify that any pretransfer-level course taught by community college faculty at a partnering high school campus is being offered only to high school pupils who do not meet their grade-level standard in mathematics, English, or both on an interim assessment in grade 10 or 11
- Require the CCAP partnership agreement to contain a requirement for courses to be offered if an agreed upon minimum number of K-12 students are enrolled in a given academic year and permits the K-12 partnering entity and the CCD to determine the minimum number of enrolled students
- Require a CCAP partnership agreement, beginning in the 2030-31 academic year, to certify that a student will receive credit for any community college course that they complete if the course is part of the CCAP and is either of the following:
 - The course is a lower-division, college-level course for credit that is part of the Intersegmental General Education Transfer Curriculum or applies toward the general education breadth requirement for the California State University
 - The course is a college-level occupational course for credit and is part of a sequence of vocational or career technical education courses leading to a degree or certificate in the subject area covered by the sequence
- Require the CCAP partnering CCDs and K-12 entities to annually provide data to the Chancellor's Office
- Require by 2030-31 that all CCAP partnership agreements entered into on or before January 1, 2025, comply with the changes of this measure

Next Steps

As a two-year bill, AB 359 needed to clear the Assembly by the end of January, which it did by a 76-0 margin on January 29. The bill is now in the Senate awaiting referral to the Senate Education Committee. The bill has until August 31, 2024, to be approved and sent to Governor Newsom. We will continue to monitor this bill and provide updates on the measure via our "Top Legislative Issues" series and subsequent *Fiscal Report* articles.

Note: The Commission on Teacher Credentialing approved revised standards for the teaching profession that emphasize culturally responsive teaching, social-emotional learning, and family engagement.

New California Teaching Standards Increase Focus on Family Engagement, Social-Emotional Learning

By Diana Lambert
EdSource
February 13, 2024

California’s Commission on Teacher Credentialing approved long-awaited revised Standards for the Teaching Profession on Thursday that emphasize culturally responsive teaching, social-emotional learning and family engagement.

The standards, which guide teachers’ professional development and evaluation statewide, broadly describe the knowledge, skills and abilities expected of effective experienced teachers. State law requires that they are updated regularly.

During the meeting Thursday, the overwhelming sentiment — from commissioners members, speakers from the public, and the letters received — supported the new standards; however, some asked the commission to push back the 2025-26 rollout of the new standards to allow university teacher preparation programs, school districts and commission staff more time to implement changes.

“The revised CSTP aims to rehumanize our system by focusing on the whole student, their identities and what’s meaningful in this world to them, not us,” said Leigh Dela Victoria, an instructional coach in the Fontana Unified School District in San Bernardino County.

“They have the potential to transform all of our classrooms into culturally and linguistically responsive and sustaining communities,” she said. “As a coach, I can tell you firsthand the impact this type of teaching has on students when their identities, assets and agency are valued.”

She told commission members that the current standards, approved in 2009, are out of touch with what needs to be taught in classrooms.

The six overarching domains of teaching in the new document are similar to the previous standards, and are parallel to other state standards, according to the commission. The elements within the domains include definitions and examples. The six domains are also used in the Teaching Performance Expectations, which outline what beginning teachers should know.

“The revised CSTP features several key shifts from the 2009 version, chief among them a more holistic approach to teaching and learning,” said Sarah Lillis, executive director for Teach Plus California, in a letter. “For example, the move from goal setting to designing learning experiences shifts the focus from results to students’ learning. Another notable shift is recognizing that all teachers, regardless of subject-specific credential areas, are teachers of literacy skills.”

Family engagement is a key element of new standards

The new standards also focus on family and community engagement, requiring teachers to find effective strategies for communicating and creating relationships with families.

“These standards provide an invaluable road map that will undoubtedly strengthen how teachers, schools and communities partner with families,” said Bryan Becker, of the Parent Organization Network.

Also new to the standards are two sections, one asking teachers to examine their personal attitudes and biases, and how these impact student learning, and the other asking them to reflect on their personal code of ethics.

After speakers expressed concern about the few references to English learners and students with disabilities in the document, Chair Marquita Grenot-Scheyer made a motion to approve the standards with amendments that would “shine a brighter spotlight” on those students.

She also asked that the amendment include direction to ensure teachers attend individualized education plan meetings. School staff and parents attend these meetings to review the education plan of students with special needs.

Revision put on hold for two years

According to the commission, the revision was a long time in coming. Originally adopted in the 1990s, the standards were most recently updated in 2009. An expert group of educators, administrators, researchers and state education staff came together in 2020 to update the standards. The group met online five times between June 2020 and May 2021, but work was paused a few months later “as Covid and other critical world events demanded pause and reflection.”

Over the past two years, the commission has been focused on other state initiatives that would impact the new standards, including the new PK-3 Early

GOING DEEPER

Domain 1: Engaging and supporting all students in learning – Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student’s participation, engagement, connection and sense of belonging.

Domain 2: Creating and maintaining effective environments for student learning – Teachers create and uphold a safe, caring and intellectually stimulating learning environment that affirms student agency, voice, identity and development, and promotes equity and inclusivity

Domain 3: Understanding and organizing subject matter for student learning – Teachers integrate content, processes, materials and resources into a coherent, culturally relevant and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

Domain 4: Planning instruction and designing learning experiences for all students – Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student’s academic and social-emotional development.

Domain 5: Assessing students for learning – Teachers employ equitable assessment practices to help identify students’ interests and abilities, to reveal what students know and can do and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers’ and students’ actions to improve learning experiences and outcomes.

Domain 6: Developing as a professional educator – Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Childhood Specialist Instruction Credential and the implementation of revised literacy standards and literacy-related teaching performance expectations mandated by legislation. Members of the expert group returned in 2023 to review and finalize the document.

Board denies pleas for delay

The commission voted for the newly revised standards to go into effect in the 2025-26 school year, despite numerous requests by speakers to extend the rollout to give teacher preparation and induction programs and the commission staff more time to prepare for them.

Grenot-Scheyer also directed commission staff to develop an implementation plan that will support school districts and teacher preparation programs during the transition.

Audry Wiens, induction coordinator for Fontana Unified, was among those who asked the commission to delay the implementation of the standards for a year. She said programs would need to come to a common understanding of the shifts that need to take place, revise relevant documents, train mentors in induction programs and update accreditation websites.

Some wanted the standards implemented as soon as possible.

“I am not an induction program provider, but it really causes me pause to extend any sort of timelines, because we have got things to do here,” said Commissioner Megan Gross. “... I want us to capitalize on this sense of urgency that we have to do better for our kids.”

Note: Four years since the onset of the pandemic, progress in closing learning gaps for K-12 students is limited with urban and rural districts seeing the slowest progress, with math and English proficiency falling for both in California.

Learning Recovery Is Uneven for Urban and Rural School Districts

By Saayili Budhiraja, Thomas Pearson, Emmanuel Prunty, and Niu Gao
Public Policy Institute of California
February 14, 2024

Four years since the onset of the pandemic, progress in closing learning gaps for K–12 students is limited. Urban and rural districts have seen the slowest progress, with math and English proficiency falling for both in California. Furthermore, Latino students and low-income students in rural areas are being left further behind.

Since 2020, Congress has allocated nearly \$190 billion to help K–12 schools recover from pandemic learning loss, and California districts received over \$40 billion in state stimulus funding, but implementing research-based recovery strategies has been challenging. While math proficiency went up 1.2 percentage points across the state in 2023, English proficiency remained unchanged. National test scores are similar.

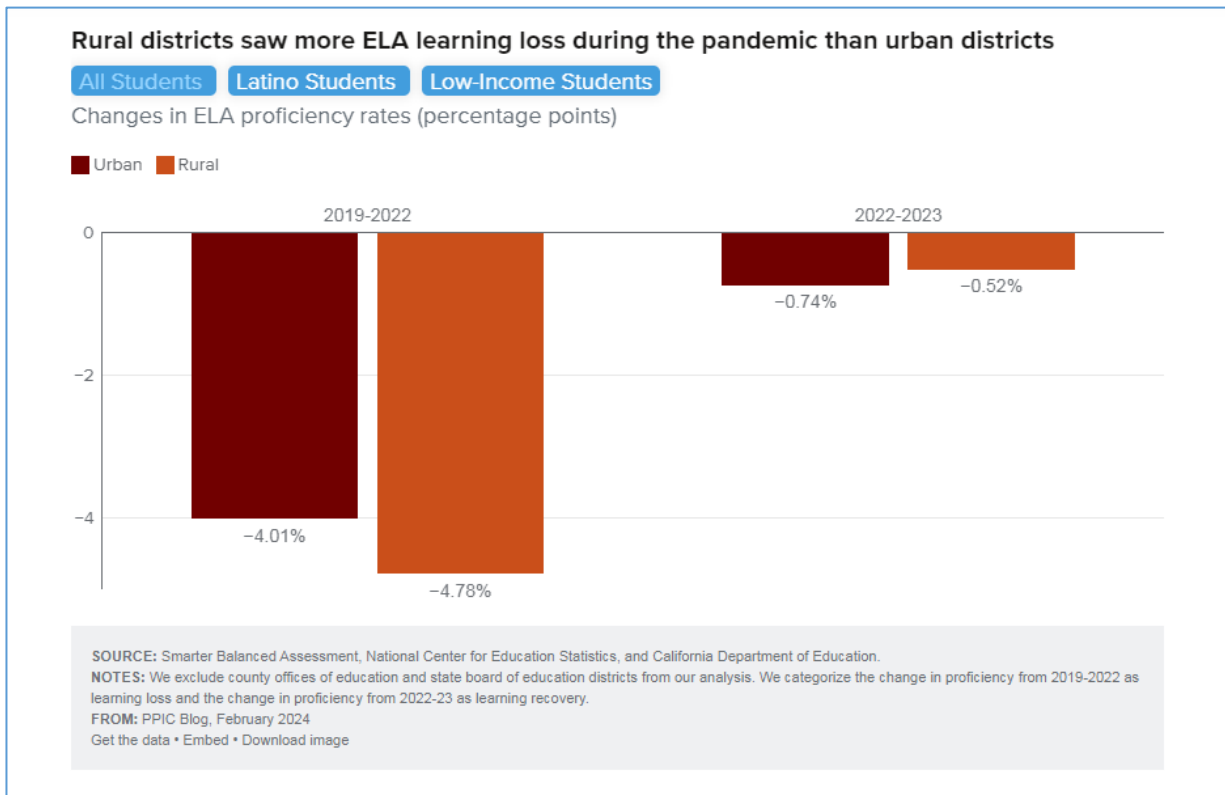
In California, half of K–12 students are enrolled in urban or rural districts. Urban districts, which make up 15% of districts and are home to 45% of students, are bigger, more racially diverse, and enroll higher shares

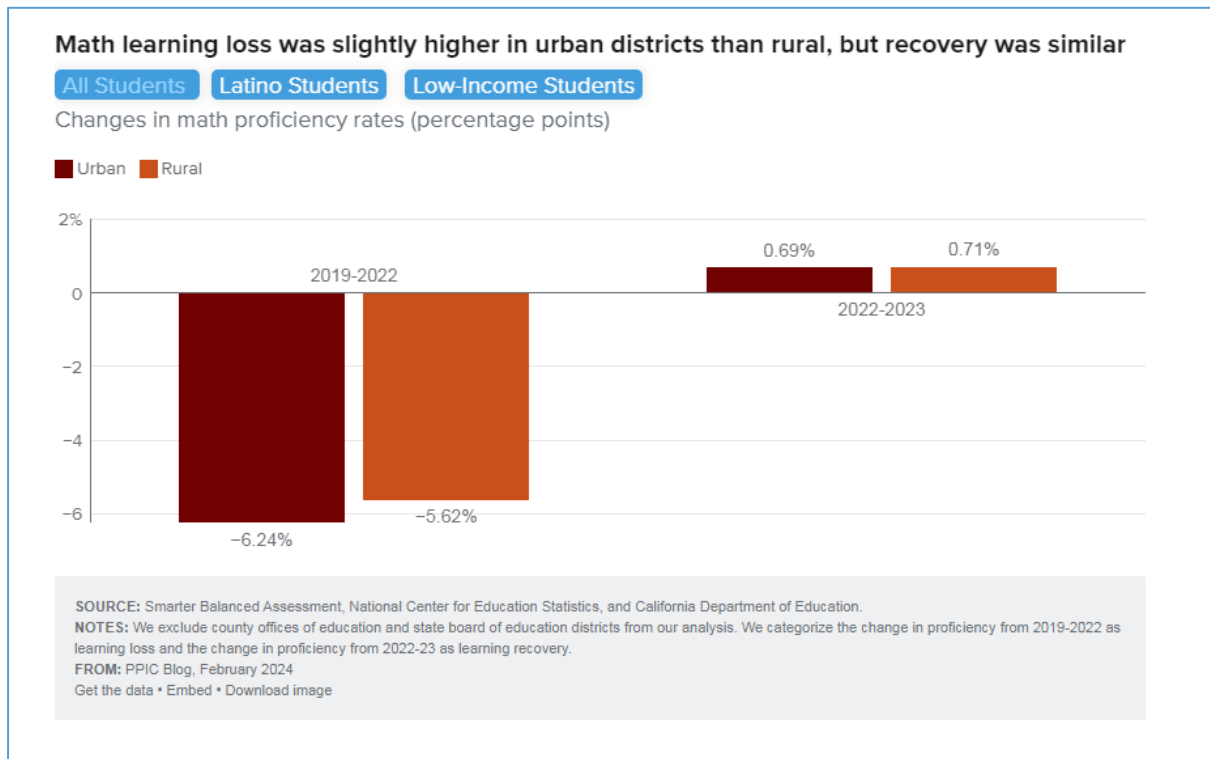
of English learners. Rural districts account for 37% of districts and enroll 5% of students. Roughly half of students in both urban and rural districts are low income.

Urban districts lost more ground in math while rural districts lost more in reading between 2019 and 2022. Average math proficiency fell by 6.2 percentage points (pp) in 2022 for urban districts, compared to 5.6 pp among rural ones. But rural districts saw a steeper drop in English: average proficiency fell by nearly 5pp, compared to 4pp among urban districts. In both urban and rural areas, low-income students saw a smaller decline in reading proficiency, but both low-income and Latino students faced a larger drop in math proficiency compared to the overall student population in each area.

Across locations, learning losses were bigger for low-income students and Latino students in urban areas than in rural areas in both math and English. This urban-rural divide is puzzling, but consistent with national findings. It is not entirely clear what may contribute to the divide; it may be a consequence of staff shortages and urban districts reopening much later than rural districts.

While the pace of recovery has been slower among urban and rural districts than statewide in 2022–23, rural districts are catching up in math faster than urban ones relative to their lost learning. For both, average math proficiency improved at a slightly lower rate than the rest of the state; English proficiency fell slightly for both urban and rural districts, but somewhat less for rural districts.





In terms of recovery, low-income students and Latino students in rural districts are worse off compared to their urban counterparts. Both groups saw smaller gains in math proficiency and both lost ground in reading.


This interactive map offers a district-by-district look at the differences around learning loss and recovery for urban and rural schools.

By examining how geography may influence learning recovery strategies, we can help districts identify strategies that support an equitable recovery.

The research reported here is supported by the Institute of Education Sciences, U.S. Department of Education, through grant R305X220028 to the Public Policy Institute of California. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education, or the California Department of Education.

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 23, 2024

Number: 457-3731

Regarding: Farber Educational Campus Update

The purpose of this board communication is to provide the Board with information regarding Farber Educational Campus progress and future plans.

Construction is well underway at the Farber Campus. Recent developments include interior glass, cabinets, shelving, and lighting installation. The elevator has been delivered and the installation date is pending permit approval. Classrooms and office space are on track for completion in early April 2024.

Farber Educational Campus will house three alternative programs and will be staffed comparable to a comprehensive high school. As the three sites will be co-located on one campus, under the supervision of one principal, consolidation of existing staff will be necessary and district staff have begun communicating with potentially affected bargaining units/staff members. Staffing for the new Logistics Career Technical Education program is also in progress and will be complete by the end of February 2024.

On March 04, 2024, all Cambridge, JE Young and eLearn staff will attend a joint buyback where they will engage in professional learning and team building in preparation for the August 2024 start of school. About two dozen non-profit organizations are scheduled to attend buyback and work with teachers on planning for civic engagement and project-based learning.

Farber Educational Campus is also proud to announce its recent partnership with the California Armenian Home. Cyber security students from Cambridge High School will be educating residents about internet fraud and cyber safety.

The Board Office will receive additional information during an upcoming presentation at the April 10th board meeting.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rachael Maciel at 457-3190.


Approved by Deputy Superintendent

Misty Her  _____

Date: 02/23/24

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: Alex Belanger and Richard Hopelian
Cabinet Approval: 

Date: February 23, 2024

Phone Number: 457-3070

Regarding: Bullard High School Gyms Heating, Ventilation, and Air Conditioning Upgrades Bid 24-31

The purpose of this communication is to provide the Board information regarding the Fresno Unified School District's Heating, Ventilation, and Air Conditioning upgrade project for the Bullard High North and South Gyms.

Bid 24-31, Bullard High School Gyms Heating, Ventilation, and Air Conditioning Improvement Project. The project consists of adding air conditioning and heating to the North and South Gyms. The North gym will have existing evaporative coolers removed and upgraded with new custom air handlers. The South gym evaporative coolers will be removed and upgraded with new roof top package units. This new equipment will provide air conditioning and heating into the gym for the comfort of athletes and fans.

The Board awarded the project on February 07, 2024, to Strategic Mechanical, Inc. (Fresno, California) for \$3,165,000.

The project is anticipated to start in late February, with onsite work starting early March 2024. The anticipated completion date for the project is mid to late January 2025.

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

Approved by Deputy Superintendent

Misty Her  _____

Date: 02/23/24 _____