

**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

**BOARD COMMUNICATIONS – APRIL 19, 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 April 12, 2024

**DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer**

DEI-1 Rita Baharian Suicide Prevention Board Policy 5141.52 Revisions

**HUMAN RESOURCES – David Chavez, Chief Officer**

HR-1 Kimberly Villescaz Wallace Equity-Centered Principal Pipeline Initiative

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

ID-1 Marie Williams, Ed.D. Agreements with Nancy Akhavan Consulting, Inc.  
ID-2 Jeremy Ward Expanded Learning Contract Bundle for Summer Camp and After School Program  
ID-3 Marie Williams, Ed.D. Dual Language Immersion Program Request Process  
ID-4 Tonisha Hargrove-Williams Instructional Division Points of Pride and Goal Highlights 2023/24  
ID-5 Marie Williams, Ed.D. School Closing and Opening Supports

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

OS-1 Drone Jones Cenergistic Year One Review

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: April 19, 2024

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Presented Golden Heart Service Award at the following schools: Addicott, Ericson, Hidalgo, Lori Ann, Patiño and Tehipite
- Met with Executive Cabinet
- Attended the Screening of Hopeville at Roosevelt High School
- Attended the Fresno County Schools Trustee Association Spring Dinner Meeting
- Met with the Council of the Great City Schools regarding upcoming report on Fresno Unified's Special Education Department
- Participated in the Labor Management Partnership Meeting
- Attended the Community Schools District Steering Committee
- Held Principal interviews
- Speaking at IdeaFest
- Attending Tacos 4 Tim at Sunnyside High School

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



Date: 04/19/24

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: April 19, 2024

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Reports for April 12, 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 April 12, 2024 are attached and include the following articles:

- When Can We Spend Equity Multiplier Funds? – April 09, 2024
- Public School Choice Exists in California, But Few Districts Offer It – April 11, 2024
- California Lawmakers Approve \$17 Billion in Budget fixes. How They Would Impact the Deficit – April 11, 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: 04/19/24



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

DATE: April 12, 2024

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### **Assembly and Senate Education Committees**

It was another busy week for the Assembly and Senate Education Committees as legislators race against the April 26 deadline for fiscal bills to clear first house policy committees. Nonfiscal bills have until May 3 to clear policy committees.

The Senate Education Committee, chaired by Senator Josh Newman (D-Fullerton), met on Wednesday morning and approved 17 bills, including the following measures that would significantly impact local educational agencies (LEAs):

- Senate Bill (SB) 1056 (Rubio, D-Baldwin Park) would expand compulsory public education to include kindergarten beginning with the 2026-27 school year.
  - This is the fourth time Senator Susan Rubio has attempted to make this bill law. Last year's version was held in the Senate Appropriations Committee, while the 2022 version made it all the way to Governor Gavin Newsom's desk where it was vetoed due to the estimated \$268 million ongoing fiscal impact it would have on Proposition 98.
- SB 1391 (Rubio) would require the Cradle-to-Career data managing entity to create a teacher training and retention dashboard within the data system by January 1, 2026.
- SB 1283 (Stern, D-Los Angeles) would expand the existing authority of an LEA to adopt a policy that either limits or prohibits the use of social media by its students while on campus or under the supervision and control of an employee.
- SB 1241 (Padilla, D-San Diego) would require, beginning July 1, 2027, each LEA serving grades 6-12 to annually provide at least one hour of (or one standard class period per school year of) evidence-based instruction based upon trainings developed by the California Department of Education

(CDE) related to suicide awareness and prevention, safety training and violence prevention, and social inclusion.

Except for SB 1283, all the above bills will now go to the Senate Appropriations Committee where their fiscal implications will be scrutinized. As a nonfiscal bill, SB 1283 will go straight to the Senate floor. All four bills have cleared the first house policy committee deadline.

The Assembly Education Committee, chaired by Assemblymember Al Muratsuchi (D-Torrance), met on Wednesday afternoon and approved 16 bills, including the following that would significantly impact LEAs:

- Assembly Bill (AB) 1858 (Ward, D-San Diego) would prohibit a school from conducting high-intensity active shooter drills and would require schools to use trauma-informed approaches in the design and execution of such drills.
- AB 2019 (Fong, R-Bakersfield) would permit school districts to create early college and middle college high school programs, establish a reporting requirement for early college and middle college high schools and programs, and reduce the required minutes for a day of attendance for specified students enrolled in an early or middle high school program, from 240 minutes to 180 minutes.
- AB 2112 (Muratsuchi) would require that the per pupil allocation to LEAs for the Expanded Learning Opportunities Program be no less than the amount received in the 2022-23 fiscal year.
- AB 2226 (Muratsuchi) would expand compulsory public education to include kindergarten beginning with the 2026-27 school year.
  - This bill is identical to SB 1056 (Rubio), which means the two authors will likely work together on this issue.
- AB 2571 (Papan, D-San Mateo) would expand the permitted use of local Proposition 39 general obligation bonds through a definition of “school facilities” to include, among other instructional and educational facilities, dormitories and housing for students, faculty, or school or district employees.
- AB 3131 (McCarty, D-Sacramento) would require the CDE and the K12 Strong Workforce Program (K12 SWP) selection committees to give positive consideration to Career Technical Education Incentive Grant and K12 SWP applicants who are eligible for Equity Multiplier funding (using stability rate data from the prior fiscal year).

Apart from AB 2571 and AB 3131, all the above bills have cleared the aforementioned April 26 deadline and will now go to the Assembly Appropriations Committee. AB 2571 and AB 3131 still need to pass the Assembly Higher Education Committee before meeting the deadline.

*Leilani Aguinaldo*

## When Can We Spend Equity Multiplier Funds?

By Leilani Aguinaldo and Brianna García  
School Services of California Inc.'s *Fiscal Report*  
April 9, 2024

*Ask SSC . . .* Are the Equity Multiplier funds allowed to be expended in 2023-24 or must we wait until the 2024-25 LCAP has been adopted?

The short answer is it is the latter. In addition to a new Local Control and Accountability Plan (LCAP) template for the 2024-25 fiscal year, local educational agencies (LEAs) also have to implement a new source of funds for identified schools. Equity Multiplier funds are particularly tricky because of the multiple years involved. Ongoing Equity Multiplier funding was established as part of the 2023-24 Enacted Budget, and the California Department of Education published the list of 2023-24 Equity Multiplier schools as part of the certification of the 2023-24 First Principal Apportionment in March 2024 (see "[By the Way...2023-24 LCFE Equity Multiplier Details Available](#)" in the March 2024 *Fiscal Report*).

Per [Education Code Section \(EC §\) 42238.024\(b\)\(2\)](#), Equity Multiplier schools are identified using prior year data, and thus the list of schools for 2023-24 relies on data from the 2022-23 fiscal year. Planning for how LEAs will use the 2023-24 Equity Multiplier funds must be incorporated into the process for developing the 2024-25 LCAP. And, because [EC § 52064\(e\)\(7\)](#) requires the LCAP include focus goal(s) that address each Equity Multiplier school, the actual implementation and expenditure of 2023-24 Equity Multiplier funds will not take place until the 2024-25 fiscal year, after adoption of the 2024-25 LCAP.

In sum, 2022-23 data is used to determine 2023-24 Equity Multiplier schools and funds that must be spent in 2024-25, and this is the cadence for Equity Multiplier funds moving forward.

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*Note: SB 897 (Newman) would extend the District of Choice program indefinitely (the program is currently scheduled to sunset on July 1, 2028).*

### **Public School Choice Exists in California, But Few Districts Offer It**

*Fewer than 10,000 students transfer through District of Choice; 30% attend a San Gabriel Valley district*

By John Fensterwald  
*EdSource*  
April 11, 2024

An underused, little-known public school choice program allowing students to enroll in other districts that open their borders has been reauthorized six times in the past 30 years. Under a bill winding its way through the Legislature, it would become permanent, with revised rules.

Under the District of Choice program, districts announce how many seats they make available to nonresident students by the fall of the preceding year, and parents must apply by Jan. 1. By statute, enrollment is open to any family that applies, without restrictions — and with a lottery if applications are oversubscribed. The program bans considering academic or athletic ability or, if an applicant is a student with special needs, the cost of educating a student.

“This bill is a crucial step towards creating a more inclusive and equitable public education system — one where all students have the opportunity to grow and thrive,” said Sen. Josh Newman, D-Fullerton, the author of Senate Bill 897.

With enrollments dropping statewide — and projected to continue — districts could view District of Choice as a strategy to stem the decline and bolster revenue that new students would bring. But few districts have seized the option. At most, 50 districts out of nearly 1,000, mostly rural or suburban and small, have signed on.

That number, in turn, has restricted the openings for families; fewer than 10,000 students annually have transferred through the program — about 0.2% of California’s students, according to an evaluation of the program by the Legislative Analyst’s Office in 2021.

The list of districts for 2024-25 will be 44, the same as this year. That is down from 47 districts in 2021-22, when a total of 8,398 students transferred, according to the latest data available from the California Department of Education.

### The six districts that attracted 80% of students are all in Southern California



Of those, 2,574 students — 31% of the total — transferred to a single district, Walnut Valley Unified, a 14,000-student district in the San Gabriel Valley. The district includes the cities of Walnut and Diamond Bar and abuts Pomona Unified. Newman, who chairs the Senate Education Committee, represents Walnut Valley; his predecessor, Bob Huff, R-Diamond Bar, also championed District of Choice and shepherded a previous five-year reauthorization.

Together with five other districts receiving the most students — Oak Park Unified, Glendora Unified, West Covina Unified, Valley Lindo Elementary School District and Riverside Unified — the five received 82% of the students in the program statewide. Riverside, with 1,100 of its 42,000 students enrolled through District of Choice, is the only large district using the program.

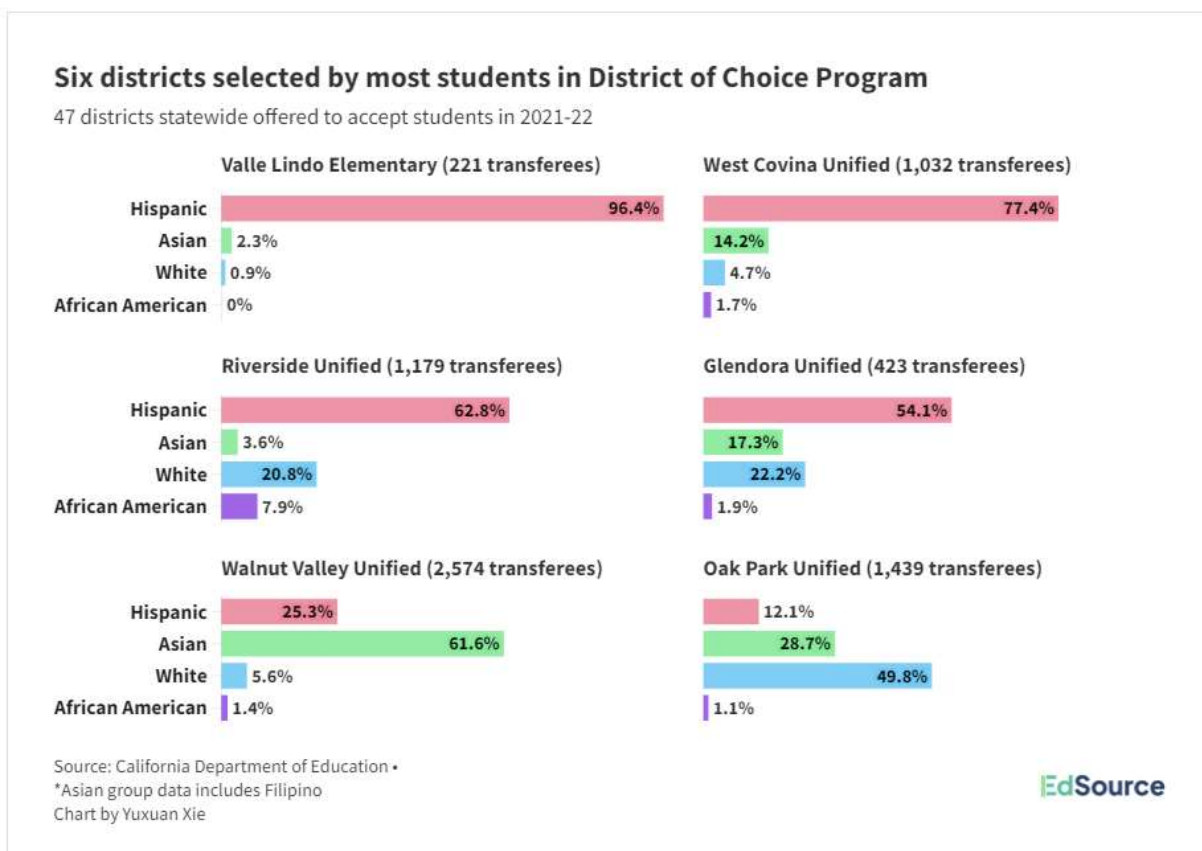


Robert Taylor, Walnut Valley Unified’s superintendent, said the district had participated in the program for decades, in the belief that the district “should provide any child an opportunity regardless of special needs, socioeconomic status or street address. And that’s still today. We take every kid who wants to come.”

Taylor cited the “diversity of well-rounded opportunities” that draw outsiders: Arts offerings in elementary schools, starting in kindergarten, include dance, theater and music and are taught by professionals in the arts, he said. There is a counselor in every elementary school, and counselors stay with the same students throughout high school and meet one-on-one with them during the summer. The graduation rate is 100%, he said.

Responding to an allegation he hears, Taylor said, “No, we don’t cherry-pick students. We don’t want to, and it’s been against the law to.” The 2017 reauthorization of the law requires that districts give low-income students priority for transfers, and SB 897 would add homeless and foster children as well. The 23% of low-income students from other districts enrolled at Walnut Unified are slightly less than the 25% overall in the district.

Students from 30 districts have enrolled through District of Choice, Taylor said, and some parents drive from more than an hour away. One district that has not been sending additional students is its larger, less affluent neighbor, Pomona Unified, where 85% of its 22,000 students are from low-income families.



Under an arcane rule, a district can cap the number of students it permits to leave for districts of choice at a cumulative 10% of its average daily attendance since it first joined the program — even if many students



have long since graduated from high school. Pomona reached that limit a half-dozen years ago, after going to court to prove that Walnut Valley had already exceeded the target, said Superintendent Darren Knowles.

SB 897 would delete that clause and replace it with a new annual cap: 10% of a district's current average daily attendance for districts with fewer than 50,000 students and 1% for districts with more than 50,000 students. Sending districts would also be exempt if county offices of education verified that a loss of students to the program would jeopardize their financial stability.

Pomona Unified was the only opponent listed at a hearing last month in the Senate Education Committee, where the bill passed unanimously. Rowland Unified, a 13,000-student district to the west of Walnut Valley, has also complained about the financial impact of the transfer program.

Knowles said he doesn't oppose the concept of school choice, if the distribution is equitable. But before reaching the cap, Walnut Valley drew disproportionately high numbers of white and Asian families from the wealthier neighborhoods in Diamond Bar that lie within Pomona Unified. The latter may be attracted to the two dual Chinese language immersion programs in Walnut Valley.

Wealthier families are able to drive their kids to Walnut Valley; low-income Latino families with both parents working more than likely can't, said Knowles.

"The District of Choice does not create a good distribution for Pomona Unified," Knowles said. "We need kids excelling as well as those struggling. Taking out the smartest kids in any district is not a good situation."

Pomona Unified already has closed six elementary schools due to declining enrollment, Knowles said. The new cap could "decimate us within five years," Knowles said. "Give us time to recover, a reprieve."

Newman said that he is open to further accommodations for an adverse financial impact. "We don't want well-intended legislation to have unintended consequences," he told EdSource.

## **Who chooses?**

In its 2021 evaluation, the Legislative Analyst's Office found that District of Choice "allows students to access educational options that are not offered in their home districts," including college prep courses, arts and music and foreign languages. Nearly all the students transferred to districts with higher test scores.

Newly required oversight measures found no districts discriminating against interested students, and that the program appeared to increase racial balance for some districts and reduce it for others, the LAO said, "although the changes for most districts are small." It found that statewide, fewer low-income students used the program, compared with other students in their home districts; however, the proportion of those students had risen over four years from 27% to 32%. Participation of Latino students, though also on the rise, was smaller than the Latino enrollment in their home districts — similar to Pomona and Walnut Valley.

Among the last children to transfer from Pomona to Walnut Valley six years ago, right before the limit was reached, is Ethan Fermin. Then entering kindergarten, he is now in sixth grade at Suzanne Middle School. His sister, now in second grade, was admitted through an interdistrict transfer, a more restrictive permit process that requires both districts to approve the move. A family must make the case for the transfer or cite a hardship — in this case, the transportation challenges of having kids in two different districts. Parents whose children are denied a transfer can appeal to the county board of education, which often reverses a decision.

Ethan’s father, Billy, graduated from Pomona Unified schools; he was high school class president and active in many school activities, Fermin said. From his home, he can see the elementary school his kids would have attended — a two-minute walk from their house. Friends from high school are Pomona teachers. His kids would have attended his high school, Diamond Ranch High.

Leaving the district wasn’t easy, he said, adding, “But it’s a different world from when I went to school.” What caught his eye in Walnut Valley, he said, was a program in two elementary schools that leads to the International Baccalaureate, a rigorous high school program that stresses inquiry-based learning. He liked the early years’ focus on developing well-rounded, creative and open-minded learners and risk-takers. “Given the choice, it was night and day,” he said.

Taylor said Walnut Valley doesn’t market its programs as District of Choice, and he doesn’t speak negatively about other districts. Fermin said the district is smart to use social media heavily to show off what’s happening in its schools, and banners go up at the start of the sign-up period.

### **Possible reasons for so little participation**

Charter schools are by far the largest public school choice program in California. The more than 1,200 charter schools served 685,553 students in 2022-23 — 11.7% of statewide enrollment, compared with about 2% through interdistrict transfers and 0.02% through District of Choice.

The Legislature passed laws permitting charter schools in 1992 and the District of Choice a year later. Both were viewed as strategies to counter a school voucher initiative that would have provided public funding for private school tuition, according to the Legislative Analyst’s Office’s analysis. Voters trounced the voucher initiative, which drew only 30% support in the 1993 vote.

Why so few districts have participated in the program is a matter of conjecture. The five-year reauthorization periods raised the risk for districts and parents that their participation might be cut short. Ken Kappahn, principal fiscal and policy analyst for the Legislative Analyst’s Office who did the evaluation, said some districts are able to receive as many interested transfer students as they want through the interdistrict permit process, under which they can set academic and behavior conditions.

Some districts would involve long drives to get to, while others assume they don’t have special offerings to lure lots of students, he said. And it’s his impression, he said, that many districts still don’t know the program exists; the California Department of Education does not promote it.

Newman said there is an entrepreneurial potential of the program that many superintendents haven’t recognized. The ability to draw students from nearby districts could inspire “a high level of innovation” that best serves students’ interests, he said.

Former President of the State Board of Education Mike Kirst, who said he supports making the program permanent, suggested another reason: It could be that district superintendents consider District of Choice a violation of an unwritten education commandment, Thou shall not covet thy neighbor’s enrollment.

“It’s a professional norm that you don’t try to ‘poach’ students from other districts,” he said.

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*Note: AB 106, which contains \$17.3 billion in budget solutions to reduce the budget shortfall, was approved by the Legislature on Thursday, and now heads to Governor Newsom's desk.*

## **California Lawmakers Approve \$17 Billion in Budget fixes. How They Would Impact the Deficit**

By Lindsey Holden  
*The Sacramento Bee*  
April 11, 2024

California lawmakers on Thursday approved a bill with \$17 billion in budget fixes.

The Legislature's action comes after Gov. Gavin Newsom, Assembly Speaker Robert Rivas, D-Hollister, and Senate President Pro Tem Mike McGuire, D-Healdsburg, last week announced they had all agreed to the set of fiscal adjustments.

The bill is considered "early action" because leaders are taking steps to address a projected budget deficit of up to \$73 billion before they enter into negotiations over the fiscal year 2024-2025 spending plan.

Newsom presented his budget in January, and he called for the Legislature to take early action at that time. He will present a revised budget in May. The new fiscal year starts on July 1, and lawmakers must pass the overall budget by June 15.

Here's what the legislation lawmakers took up on Thursday contains, how it will affect the projected deficit and what budget watchers and lawmakers are saying about it.

### **WHAT'S IN THIS BILL?**

The bill opens up previous budgets from the 2022-2023 and 2023-2024 fiscal years to find \$17.3 billion in "solutions," which include \$3.6 billion in cuts, \$5.2 billion in revenue and borrowing, \$5.2 billion in delays and deferrals and \$3.4 billion in cost shifts from the general fund to other state accounts.

Leaders are taking a closer look at recently-passed budgets to find money — some unspent — to help with this year's spending plan.

For example, the legislation plans to put back into the general fund, or "revert," \$8.8 million from a 2022-2023 allocation of \$10 million for the "Experience Corps grant program within CalVolunteers," according to a staff report from the Senate Budget Committee.

"ExperienceCorps was meant to engage older Californians in volunteer service, but the program was undersubscribed," the report said.

Scott Graves, budget director for the California Budget and Policy Center, called this kind of funding "like found money, in a way."

The agreement Newsom, Rivas and McGuire reached also included a requirement to freeze other spending on one-time funding from 2021, 2022 and 2023, to preserve that money for negotiations to come.

In March, Newsom also signed an increase to the managed care organization, or MCO, tax on health insurers, which the state is using to leverage \$1.5 billion in federal funds to help pay for California's Medi-Cal program.

## **HOW WILL IT AFFECT THE DEFICIT?**

It's challenging to say how the early action will affect the overall projected budget deficit, in part because the groups involved in crafting the state's spending plan are not in agreement about how much money the state needs to find.

The Legislative Analyst's Office in December estimated leaders would be dealing with a \$68 billion deficit during the next fiscal year.

Newsom's Department of Finance in January said the spending gap was closer to \$38 billion. The LAO in February updated its deficit estimate to \$73 billion, based on new revenue collections information.

The Department of Finance will not update its deficit projection until Newsom presents his revised budget next month.

The Legislature's April bill may have more to do with narrowing the down the choices lawmakers will need to make moving forward.

Graves said the early budget action represents a kind of "clearing the decks of a lot of these types of solutions that are fairly easy to reach a consensus on, and then they'll leave the more challenging issues for discussion in May and June."

"They're picking a low-hanging fruit now," he said. "Then they'll come back to the fruit higher up on the tree later on, where it's going to be harder to reach agreements. Because they will not necessarily all see eye-to-eye on some of these things."

## **WHAT DO BUDGET-WATCHERS AND LAWMAKERS THINK?**

Graves said his organization, a nonpartisan research nonprofit, thinks the early action deal is a "reasonable approach, recognizing that they're just partially closing the state budget gap, but they're also protecting ongoing funding for critical services, which is something that we are very concerned about."

The Budget and Policy Center has advocated for Newsom and lawmakers to consider revenue-raising strategies to continue protecting those services, such as suspending corporate tax breaks. The governor has been staunchly opposed to any tax increases.

"We argue that this should be on the table this year," Graves said. "Particularly if they're saying that they're going to need to consider potentially deep cuts to ongoing critical services like health care, safety net, education, higher ed, things along those lines."

Republicans opposed the early action bill, calling it part of Democrats' budget "gimmicks and tricks."

“The budget process has completely eroded,” said Sen. Roger Niello, R-Fair Oaks, vice chair of the Senate Budget Committee, in a statement. “My Democratic colleagues are not taking this budget and this growing deficit as seriously as they should. Borrowing to pay operating costs is foolish, and delays and deferrals in this budget bill are serving up false expectations. This budget bill is nothing but a bag of gimmicks.”

Assemblyman Vince Fong, R-Bakersfield, vice chair of the Assembly Budget Committee, said during a floor speech the bill “only pushes this crisis into the future.”


“Our budget crisis is being driven by overspending, which has put California’s finances on an unsustainable path,” he said.

Following the vote on Thursday, Rivas said the budget shortfall is a “structural problem moving forward.”

“We’ll know a lot more in a few weeks,” Rivas said during a press conference. “We look forward to the May revision. But certainly the action we took today, the \$17 billion, is substantial. It’s going to help us close this budget deficit that we face. And there are parts of this early action that I’m very proud of, that we fought really hard for in the Assembly.”

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: April 19, 2024

Phone Number: 457-3341

Regarding: Suicide Prevention Board Policy 5141.52 Revisions

The purpose of this Board communication is to provide the Board with updated direction from the Federal Program Monitoring auditor regarding BP 5141.52.

As you may recall, BP 5141.52 was brought to you for your approval on March 20, 2024.

However, on April 2, 2024, FPM provided additional feedback that BP 5141.52 should remain as previously approved on September 24, 2022, and instead incorporate the language approved on March 20<sup>th</sup> as a new exhibit. Exhibit 5141.52 provides the essential details of the policy most pertinent to families at a 6th-grade readability level.

As a reminder, the California Department of Education has made recommendations to ensure families and students can access and understand the policy at a sixth grade or lower reading level. CDE requested we utilize the Flesh Kincaid readability tool integrated into the Microsoft Word software to score readability.

With these proposed revisions, the policy and exhibit are in compliance with California School Board Association recommendations and CDE requirements.

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: 04/19/24

Fresno Unified School District  
Board Communication

**BC Number HR-1**

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

Date: April 19, 2024

Phone Number: 355-3660

Regarding: Wallace Equity-Centered Principal Pipeline Initiative

The purpose of this board communication is to provide the Board with information regarding the Wallace Equity-Centered Principal Pipeline Initiative.

WestEd, in partnership with Fresno Unified's Leadership Development Department, will provide a learning community for educational leaders who identify as White. The purpose of this learning community is to build their capacity as culturally responsive leaders and anti-racist advocates. We will form a steering committee with leaders to co-construct the group's vision, learning goals, and intended activities. WestEd will support Fresno Unified with the planning and launch of a racial equity affinity group for White-identifying Fresno Unified leaders that is responsive to the interests and learning needs of the Fresno Unified community.

The Program Objectives include the following:

- Structured discussion and learning opportunities focused on developing and applying key racial equity skills, including, for example:
  - Book studies
  - Problem of practice protocols
  - Discussion prompts and practice scenarios

In implementation of the program, we are expecting to sustain a group of equity stewards committed to building their individual competencies in advancing racial equity.

If you have any questions pertaining to the information in this communication or require additional information, please contact Kim Villescaz 355-3660.

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




Date: 04/19/24



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: April 19, 2024

Phone: 457-3731

Regarding: Agreements with Nancy Akhavan Consulting, Inc.

The purpose of this board communication is to provide the Board with information regarding two independent contractor services agreements with Nancy Akhavan Consulting, Inc., that will be presented for ratification on April 24, 2024, and May 08, 2024. Nancy Akhavan Consulting Inc. is currently approved as a vendor through the Request for Qualification (RFQ) process; however, Cambridge and Columbia were not initially identified as potential sites with whom the vendor would work. The RFQ was approved on August 09, 2023, and is effective for five years.

Columbia Elementary School teachers in kindergarten and first grade have been receiving professional learning with Nancy Akhavan Consulting, Inc., as part of the Edison region's implementation of their literacy plan. Columbia Elementary School elected to expand their partnership with Nancy Akhavan Consulting, Inc., to include teachers in grades two and three. Seven teachers received three days of professional learning and participated in literacy walks to build their knowledge and expertise to implement effective teaching practices and provide support for diverse learners. This agreement will be presented for ratification on April 24, 2024.

Cambridge Continuation High School teachers participated in subject-area specific professional learning cycles and received one-on-one feedback and support through classroom observation. Additionally, the site's Instructional Leadership Team participated in professional learning to support the development and monitoring of goals; reflect on the site's unique needs; review high yield instructional moves; explore content-area writing tasks; and plan next steps. Professional learning sessions occurred on January 25 and January 26, 2024. Peer observations took place on February 22 and February 23, 2024. This agreement will be presented for ratification on May 08, 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Marie Williams at 457-3554.


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



Date: 04/19/24

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: Jeremy Ward, Assistant Superintendent  
Cabinet Approval: 

Date: April 19, 2024

Phone Number: 248-7534

Regarding: Expanded Learning Contract Bundle for Summer Camp and After School Program

The purpose of this board communication is to provide the Board with information about the Expanded Learning Department's bundled contracts for summer camps and after-school programs going to the Board in May 2024. Fresno Unified's bundled contract process is scheduled for the Board in June 2024, however, the independent contract service agreements for summer camps and after-school programs are submitted as a bundle to the Board in May because contracts are needed prior to June to provide community partners with the required time to build their respective programs in time for the summer.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Jeremy Ward at 559-248-7534.


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



Date: 04/19/24

Fresno Unified School District  
Board Communication

**BC Number ID-3**

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

Date: April 19, 2024

Phone Number: 457-3731

Regarding: Dual Language Immersion Program Request Process

The purpose of this board communication is to provide the Board with information regarding the process to request a Dual Language Immersion (DLI) program at a school site.

According to The California Education for a Global Economy Initiative (CA Ed.G.E. Proposition 58), the following guidance must be followed to respond to parents requesting a language program. The school site must maintain written records of the parent requests for three years and must monitor the number of parent requests throughout the school year. When the threshold is met (parents of 30 or more students in the school or 20 or more students in the same grade), the following steps will be taken to meet the requirements outlined by Proposition 58.

1. Draft a communication to parents, teachers, administrators, and the English Learner Advisory Committee stating that parents are requesting a language acquisition program.
2. Conduct a cost and resource analysis using the following indicators to determine whether it's possible to implement the requested DLI program.

Indicator (Recommendation):

- Number of English learners (30% English learners)
  - Native primary language and English speakers (50% primary language speakers and 50% native English speakers)
  - Parent interest in Preschool, Transitional Kindergarten, and Kindergarten (One Preschool, one Transitional Kindergarten, and two Kindergarten classes)
  - School community interest (Community Survey)
  - Number of staff with bilingual authorization (Three-four teachers with Bilingual Authorization)
  - Facilities and cost analysis- classrooms (Two Kindergarten Classrooms)
3. Determine if the DLI program would be viable within 60 days of reaching the threshold, and provide notice in writing to parents, teachers, and administrators.
    - If it is determined to implement the program, a timeline of actions necessary to implement the programs will be created and published.
    - If it is determined to not implement, a written explanation of the reasons why the program cannot be implemented will be provided. If possible, an alternative language program option may be offered (e.x., after school language program).

If you have any questions pertaining to the information in this communication or require additional information, please contact Erica Piedra at 457-3928.


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



Date: 04/19/24

Fresno Unified School District  
Board Communication

**BC Number ID-4**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Tonisha Hargrove-Williams, Executive Officer  
Cabinet Approval: 

Date: April 19, 2024

Phone Number: 457-3731

Regarding: Instructional Division Points of Pride and Goal Highlights 2023/24

The purpose of this board communication is to provide the Board an update on Points of Pride and goal highlights for the 2023/24 school year in the Instructional Division. Attachments include a summary of Fresno Unified's 2023 California school dashboard progress on key Indicators with additional points of pride and goal highlights by department in the Instructional Division. The 2023 California School Dashboard has shown improvement in the five key indicators listed below:

- **Chronic Absenteeism:** This indicator measures the percentage of students who were enrolled for 31 or more days and were absent at least 10% of the school year. Progress on this indicator is shown when the percentage declines. Fresno Unified's chronic absenteeism rate declined by 16.2% compared with a statewide average decline of 5%. This represents a significant improvement in this rate.
- **English Learner Progress Indicator:** This indicator measures the percentage of English learners who met expected language development growth as measured by the summative English Learner Proficiency Assessment for California (ELPAC). Progress on this indicator is shown when the percentage increases. Fresno Unified's English learner progress rate increased by 2.6% compared to a statewide decline of 1.6%. This represents notable progress.
- **English Language Arts:** This indicator is based on the California Assessment of Student Performance and Progress (CAASPP) exam (grades three through eight and eleven). The indicator is an average of each student's Distance from Standard (DFS). The DFS score is an indicator of how far above or below the target score each student is. A student who is on target would have a DFS of zero. Progress on this indicator is shown when the average DFS increases. Only students who are continuously enrolled from the first Wednesday in October until testing are included in the calculation. Fresno Unified's ELA average DFS increased by 1.6 points compared with a statewide decline (-1.4 points).
- **Mathematics:** This indicator is based on the CAASPP Math exam (grades three through eight and eleven) and follows the same rules as the ELA Indicator. Fresno Unified's mathematics average DFS increased by 8.1 points compared with a statewide improvement of 2.6 points.
- **Comprehensive Support and Improvement:** Fresno Unified reduced the number of Comprehensive Support and Improvement identified schools from 18 based on the 2022 dashboard to 16 based on the 2023 Dashboard. Information on Comprehensive Support and Improvement and Comprehensive Support and Improvement identification may be found at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>

If you have any questions pertaining to the information in this communication, or require additional information, please contact Tonisha Hargrove-Williams 457-6111.


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



Date: 04/19/24

Fresno Unified School District  
Board Communication

**BC Number ID-5**

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

Date: April 19, 2024

Phone Number: 457-3731

Regarding: School Closing and Opening Supports

The purpose of this board communication is to provide the Board with information regarding cross-functional support for school closing and opening.

At this time of the year, site leaders are simultaneously preparing to close their schools for the current 2023/24 school year and open their schools for the upcoming 2024/25 school year. The Instructional Division will continue its process of facilitating a cross-functional school opening work team and will schedule meetings, beginning in May 2024, to ensure site support for closing schools in June 2024.

The purpose of the cross-functional school closing and opening work team is to identify items needed to close schools and share those items with school sites. Working cross-functionally ensures all information is consolidated in one place and disseminated to principals in an organized and streamlined fashion. The cross-functional teaming structure also allows other departments to be apprised of, and support, the work of their colleagues in closing and opening school processes.

School closing considerations include, but are not limited to, the following:

- Submitting instructional materials and bell schedules
- Preplanning and ordering transportation for field trips occurring in the 2024/25 school year
- Planning secondary Summer Bridge activities to support incoming ninth-grade students
- Organizing staff check-out procedures
- Planning for Summer Academies
- Forwarding student records to students' next school of attendance as appropriate
- Publishing an instructional calendar for the upcoming school year 2024/25

School opening considerations include, but are not limited to the following:

- Staff hiring
- Identifying facilities and maintenance site needs
- Communicating school opening information to families via each school's website and U.S. mail
- Scheduling district department coverage for sites during the first two weeks of school
- Disseminating mandated notices for staff and students
- Student and staff technology
- Immunizations

If you have any questions pertaining to the information in this communication or require additional information, please contact Marie Williams at 457-3554

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



Date: 04/19/24



## Our 2023 California School Dashboard Progress on Key Indicators

The California School Dashboard provides meaningful information of school and district progress and reflects the state's emphasis on transparency and engaging community partners. Fresno USD's data may be found at <https://www.caschooldashboard.org/reports/10621660000000/2023>. For comparison, statewide data may be found here: <https://www.caschooldashboard.org/reports/00000000000000/2023>.

### 2023 Dashboard Highlights:

1. **Chronic Absenteeism:** This indicator measures the percentage of students who were enrolled for 31 or more days and were absent at least 10% of the school year. Progress on this indicator is shown when the percentage declines. Fresno USD's chronic absenteeism declined by 16.2% compared with a statewide average decline of 5%. This represents a significant improvement in this rate.
2. **English Learner Progress Rate:** This indicator measures the percentage of English Learners who met expected language development growth as measured by the summative ELPAC exam. Progress on this indicator is shown when the percentage increases. Fresno USD's English Learner Progress Rate increased by 2.6% compared to a statewide decline of 1.6%. This represent notable progress.
3. **English Language Arts:** This indicator is based on the CAASPP ELA exam (grades 3-8 and 11). The indicator is an average of each students distance from standard. The Distance from Standard score is an indicator of how far above or below the target score each student is. A student who is on target would have a Distance from Standard of 0. Progress on this indicator is shown when the average DFS increases. Only students who are continuously enrolled from the first Wednesday in October until testing are included. In the calculation. Fresno USD's ELA average Distance from Standard increased by 1.6 points compared with a statewide decline (-1.4 points).
4. **Mathematics:** This indicator is based on the CAASPP Math exam (grades 3-8 and 11) and follows the same rules at the English Language Arts Indicator. Fresno USD's Math average Distance from Standard increased by 8.1 points compared with a statewide improvement of 2.6 points.
5. **Comprehensive Support and Improvement:** As part of California's system of accountability, schools are identified for Comprehensive Support and Improvement based on dashboard outcomes. Schools who are identified for Comprehensive Support and Improvement are required to conduct root cause analysis, identify resource inequities, and draft plans to improve student outcomes. As a result of progress on the dashboard, Fresno USD was able to reduce the number of Comprehensive Support and Improvement identified schools from 18 based on the 2022 dashboard to 16 based on the 2023 Dashboard. Information on Comprehensive Support and Improvement and Comprehensive Support and Improvement identification may be found at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>



# Instructional Division's Points of Pride and Goal Highlights

April 2024

## Alternative Education

- As of today, Alternative Education has 92 midyear graduates for the class of 2024.
- On April 27th, Cambridge High School will be recognized as a Model Continuation School at the CCEA Plus conference in Burbank, Ca.
- Our Continuation programs will have 12 students who will have earned English Learner Re-designation.

## Charter Schools

The Charter Office continues to exclusively focus on the mandated oversight of Fresno Unified's 10 authorized charter schools. We are very excited about our process and progress in terms of developing and committing to our ongoing communication between Charter schools and Fresno Unified. The total enrollment for Charter Schools is currently 3,323 students of which 2,358 (71%) reside within Fresno Unified School District Boundaries.

Specifically in 2023-2024 the goals we set for our department included:

- Ensure that all charter schools demonstrate 100% financial viability.
- Foster increased collaboration and communication with our educational partners within the Charter schools and Fresno Unified district staff
- Develop an Annual Report to provide information for our FUSD board as to the progress of schools applying for renewal in 2024-2025.
- Increase background knowledge of current authorizer practices within our team.

In terms of meeting our goals, we are celebrating the following:

- To ensure viability our primary role is to facilitate communication between our fiscal department and Charter Schools. Fiscal end of the year reports are provided to the Board annually by the FUSD Fiscal department.
- As of April 11, 2024, we will have completed 8 of 10 mandated annual oversight visits to all Charter Schools. We expect to complete all visits by May 7th. Each visit requires a planning and post visit meeting with the charter schools.
- We have consistently kept communication and collaboration at the forefront for all district and charter school staff. District staff participate in oversight visits and provide



### **Charter Schools (continued)**

- feedback for the charter schools and their staff. The district team participants have been phenomenal in their efforts resulting in charter schools feeling supportive and informed.
- We have attended Charter School special events to build our presence and understand our charter school communities. This would include a beginning of the year visit to all schools to jump start our year.
- We've held collaborative meetings between charter school meetings which included inviting our FUSD district leaders to present information relevant to oversight. Two meetings are scheduled yearly.
- As a result of having an additional administrator added to the Charter Office and having a directorship added, I have been able to attend 20 Charter School Board meetings this year. This accomplishment has allowed me to be better informed of Charter School actions and provide support to all partners. The added visibility also provided a way to meet and learn how the various Charter School boards interact and make decisions. It has also provided me with an opportunity to communicate with charter school leaders at a higher level.
- The development of an annual report for four charter schools applying for renewal in 2024-2025 will be included at the end of the year to our FUSD district board.

### **College Career Readiness**

- Total # of CSU Fresno applications for Fall 2024 has increased to 2,209 compared to 1,951 for Fall 2023 and 1,787 for Fall 2022
- We are projecting an increase of 2,000 students taking dual enrollment for Fall 2024, an increase of 600 students compared to last year (Fall 2023 enrolled Dual Enrollment students were 1,401, 751 for Fall 2022)
- Nearly 3,000 unique/unduplicated students participated in at least one winter camp program experience this year
  - Almost 400 students who participated are students who receive special education services
  - Over 300 students who participated are English Learner students
- Over 10,000 unique/unduplicated students are participating in our After School Programs compared to about 8,100 unique/unduplicated students in 2022-2023. Ten sites (Bullard Talent, Delmar, Starr, Pyle, Malloch, Hidalgo, Tatarian, Adams, Aynesworth, and Kirk) have included a literacy program as an afterschool component where about 100 students receive individual or small group literacy intervention and support
- We have captured over 94,700 student work based learning experiences to date grades TK-12. CCR had the opportunity to share our data work with work-based learning and TITAN at the ACTE Policy Seminar in Washington DC.
- 68 elementary (including TK-8) after school programs received culturally rich experiences and education this year from various community-based partners, including but not limited to School Yard Rap, Teocalli, and Halau Hula I Ka La

### Curriculum, Instruction, and Professional Learning (CIPL)

- K-6 ELA team has aligned with our ELA SBAC goal. Point of Pride is their work around high frequency words
  - “All K-2 teachers will have multiple strategies to support students learning all their grade level high frequency words.”
    - K-6 Coaches have been working with each region with K-2 teachers on this specifically.
    - This focus has been aligned with regional literacy plans.
- K-6 Math focus includes math fluency in support of our Math SBAC goal.
  - “All 1<sup>st</sup> – 6<sup>th</sup> grade students will demonstrate a 50% increase in math fluency, specifically 1<sup>st</sup> and 2<sup>nd</sup> grade in addition and subtraction; 3<sup>rd</sup> – 6<sup>th</sup> in addition, subtraction, multiplication and division.”
  - Using data from Reflex, addition and subtraction fluency has doubled from 26.6% to 52.6% and multiplication and division fluency on average has increased from 35% to 64.2% since the start of the school year.

### Customer Service

- **Goal #1-** By June of 2024, 100% of schools and Departments in FUSD will be utilizing Let's Talk as a tool to improve their customer service.

Point of Pride: 100% of schools are utilizing Let's Talk. Also, 75% of departments are using Let's Talk. We have already launched our next phase of implementation which will include the launching of an AI Chatbot.

- **Goal #2-** By June of 2024, 95% of customer complaints will be resolved by the Customer Service Team without a formal complaint

Point of Pride: Currently, over 95% of complaints have been resolved without a formal complaint.

- **Goal #3-** By June of 2024, 100% of site front offices will have participated in the Golden Heart Customer Service survey and 70% of sites will meet the criteria to receive the Golden Heart Customer Service Award

Point of Pride: 75% of all schools have participated in the Golden Heart survey. Currently, 65% of schools have met the criteria to receive the award. The last 25% of schools are participating this quarter.

- **Goal #4-** By June of 2024, the number of sexual harassment incidents in Fresno Unified will be reduced by 10%.

Point of Pride: We currently have a 17% reduction in sexual harassment incidents reported from our school sites.

### **Early Learning**

- The number of TK age students enrolled has increased by over 400 students due to the expansion of the program.
- Preschool and TK teachers, as well as school site administrators, now have access to assessment, enrollment, and attendance data.

### **English Learner Services**

- We have increased our reclassification numbers by 55% from last year. This is a total of almost 600 additional students from 1,007. to 1,606.
- The CA Dashboard for English Learner Progress Indicator (ELPI) grew from Orange (low) to Green (high) for English Language Proficiency Assessment for California (ELPAC) growth.
- Our DLI program currently serves 4,200 students. This is an increase of over 10% from last year.

### **School Leadership**

- 33 school sites exited California's low-performing designation status called Additional Targeted Support and Improvement (ATSI)
- Panorama Data: 84% of all staff feel valued at school (Spring 2024). This percentage is unchanged from fall 2023.

### **Special Education**

- Exited significant disproportionate status on annual report.
- Reduced overdue IEPs from 943 to 588.
- Increased percentage of students in general education environments more than 80% of the time from 48.70% in 2019/20 to 58.05% in 2022/23.

### **Student Engagement: Arts**

- Hosted ALL 6,000 second graders for ballet for the first time for Student Enrichment for Dance.
- National Association of Music Merchants (NAAM) has a mission to strengthen the music products industry and promote the pleasures and benefits of making music. Our District has been named one of 975 districts (nationwide) to win this award this year. This is also our second consecutive year winning this award.

- “Congratulations! We are pleased to inform you that your dedication to music education has earned you the Best Communities for Music Education award from a foundation. Your collective efforts-teachers, administrators, parents, students, and community leaders-have been instrumental in making music part of a well-rounded education for every child. We applaud your community's unwavering commitment to creating an environment where each child can learn and grow with music.

### **Student Engagement: Athletics**

- Unified Sports participation 2023-2024 = 193 athletes
- Making the change in Elementary Athletics from 8 leagues to 7 Regional Leagues. Places an emphasis on the regional progression for our student athletes and gives the Director of Sports the opportunity to work with their student athletes from elementary through high school.

### **Student Engagement: Campus Culture/Student Activities**

- Continuing to engage our student leaders at the site and district level.

### **Student Engagement: Educational Enrichment Trips**

By December 15, 2023, 75% of all enrichment trips will be scheduled by each elementary site:

- TK-6 average: 93.9% scheduled.

### **Teacher Development**

- Recruited, trained, and placed 197/250 (79%) new hires from Teacher Pipeline programs
- Hired and trained 700 substitute teachers to prepare for potential strike
- Supported 656 new teachers with comprehensive supports and Induction coaches with a retention rate of 93% (state average is 80%)
- Will "clear" 100 preliminary credentials for new teachers (in June 2024)
- Partnered with 4 University preparation programs to operationalize 4 Teacher Residencies through grant funding (recruitment and training): Fresno State, Fresno Pacific, National, and Cal State TEACH. Expanded area- Early Learning residency (in addition to multiple & single subject, SpED, and DI)
- Maintained overall Teacher Pipeline Diversity at 74%
- Supported & Funded 104 teachers to complete Literacy Specialist credentials

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: Drone Jones  
Cabinet Approval:

Date: April 19, 2024

Phone Number: 457-3134

Regarding: Cenergistic Year One Review

The purpose of this communication is to provide the Board information regarding year one of our partnership with Cenergistic to reduce energy cost and usage throughout the district.

**Current Projections and Site Assessments:**

- \$1.86M in cost avoidance from February 2023 – December 2023
- 2,400 building audits conducted by energy specialists
- 2,900 total observations were reported to address energy management concerns
- \$932K of net savings to FUSD
- Cenergistic services include:
  - Developing a comprehensive energy management plan
  - HVAC set point adjustments for seasons
  - Employee conservation training
  - Monthly reporting on energy consumption
  - Energy audits on equipment
  - Prioritizing occupancy comfort for instruction

Collecting data for multiple years will be required to determine whether the conservation cost saving benefits materialize.

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 Superintendent  
Robert G. Nelson Ed.D.



Date: 04/19/24