



Board of Education
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Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – FEBRUARY 12, 2021

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

ADMINISTRATIVE SERVICES – Santino Danisi, Interim Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
February 05, 2021
AS-2 Kim Kelstrom Credit Card Bill Pay Program Update
AS-3 Santino Danisi Budget Briefing Meetings

COMMUNICATIONS – Nikki Henry, Chief Information Officer

C-1 Maiyer Vang Action for Healthy Kids Game On Grant
C-2 Zuleica Murillo Parent University Outcomes

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Strategic Plan Student and Parent Focus Group Summary
EA-2 Kristi Imberi-Olivares Dual Language Immersion Program Pilot Study
EA-3 Kristi Imberi-Olivares Climate and Culture Performance – 2019/20 End-of-Year
Rate

HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief HR/LR Officer

HR-1 Paul Idsvoog The Number of Employees at High Risk Based on Age
For Priority of COVID-19 Vaccines

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Citizens' Bond Oversight Committee – Attendance
Chart and Bylaws
OS-2 Karin Temple Ventilation and Indoor Air Quality Improvements

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

- | | | |
|------|----------------|--|
| SL-1 | Sandra Toscano | Improving Education for Multilingual and English Learner Students |
| SL-2 | Lisa Nichols | Update on African American Student Engagement Expansion through Black Student Unions |
| SL-3 | Edith Navarro | Rev.com Amended Agreement |
| SL-4 | Edith Navarro | Tutor.com for Distance Learning |

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 12, 2021

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 and Cabinet
- Attended CART Board meeting
- Gave interview with Mederos Babb, KSEE 24 regarding letter to Governor Newsom from California Mayors regarding return to school
- Held interviews for Chief Technology Officer
- Held mini-board workshops with Trustees regarding branding of vision, mission, values and goals
- Met with Student Voice Collaborative
- Held quarterly meeting with ACSA
- Met with Senator Hurtado, FTA leadership and district leadership to discuss re-opening of schools and signed MOU
- Gave interview with Kaile Hunt, KSEE 24, regarding working with FTA on plans to reopen schools in the orange tier
- Gave interview with Alexan Balekian, KSEE24 Sunday Morning Matters, regarding COVID-19 vaccine for teachers and return to school
- Met with Californians for Justice
- Met with Mayor Dyer, Superintendent Alvarado, Superintendent O'Farrell and County Superintendent Yovino to discuss return to school

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



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: February 12, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for February 05, 2021

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. 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 Update for February 05, 2021 is attached and includes the following articles:

- Dispute Widens Between Gov. Newsom, School Employee Unions Over Reopening Campuses – February 04, 2021
- Writers of California's Ethnic Studies Draft Ask State To Remove Their Names from Curriculum – February 04, 2021
- LAO Recommends Pared Down Expanded Learning Investment – February 02, 2021

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21



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Sacramento

California 95814

TEL: 916 . 446 . 7517

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www.sscal.com

DATE: February 5, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Biden's Secretary of Education Nominee Wants to Reopen Schools

President Joe Biden's nominee for Secretary of Education, Miguel Cardona, told the Senate Health, Education, Labor, and Pensions Committee on Wednesday that he wants to fulfill Biden's vision of safely reopening schools within the first 100 days of the Administration.

Cardona is considered by many to be a centrist pick who, as the Connecticut Commissioner of Education, pushed to keep schools open in order to ensure that there was no learning loss among the state's most vulnerable students. He also made closing the digital divide a priority by implementing Connecticut's [Everybody Learns Initiative](#), a program to ensure every K-12 student access to a laptop and reliable internet service at no cost to their families.

Cardona stated that he believes teachers should be prioritized when it comes to the COVID-19 vaccine, but does not think it needs to be a requirement to reopen schools safely. He also thinks there could be value in administering assessments this spring in order to gauge where students are at, but believes states should be given freedom to determine how the results should be used.

While Cardona seemed to receive mostly bipartisan support from the committee, signaling that he will be confirmed with a bipartisan vote, his vote by the full Senate may be delayed as former President Donald Trump's impeachment trial is set to begin next week and will likely take up the bulk of the upper chamber's time.

Governor Newsom's Approval Rating Sharply Declines

Two new polls came out this week that show Governor Gavin Newsom's approval rating has considerably fallen as we approach almost an entire year of living with restrictions due to the COVID-19 pandemic. The Public Policy Institute of California's January [survey](#) found that 52% of likely voters approve of the Governor's job performance, which is a 12-point decline from his high of 64% in May. Unsurprisingly a plurality (47%) of likely voters identified coronavirus as the top issue with half (50%) saying that they approve of the way the Governor is handling the COVID-19 outbreak.

Results from another [survey](#) released this week, by the Berkeley Institute of Governmental Studies (IGS), found the Governor's approval among registered voters to be underwater at 46% with a 48% disapproval rating. This is an 18-point decline from Berkeley IGS's September poll that found the Governor with a 64% approval rating. Mirroring this 18-point drop are those that find the Governor's handling of the coronavirus as excellent/good, which has fallen from 49% in September to 31% in the latest poll.

While all governors' approval ratings ebb and flow throughout their term depending on how they react to crises or how the economy is performing, these sharp declines are concerning for Governor Newsom as a recall campaign is inching closer to qualify an election that would ask California voters whether they would like to oust the Governor from his job. While the deadline to certify the recall campaign is rapidly approaching (March 17), proponents claim that they collected 1.3 million signatures, although they will likely need to collect around 2 million signatures to compensate for those that are invalid and be able to clear the 1.5 million valid signature threshold.

In the current polarized political environment, the Governor is likely to survive a recall election, as registered Democrats outnumber Republicans in this state by a near 2:1 margin. However, a recall election hanging over Governor Newsom's head could affect how he handles the COVID-19 pandemic, how he negotiates with the Legislature on the 2021–22 State Budget, and the actions he takes on bills that the Legislature sends to him in 2021.

Leilani Aguinaldo

Note: Labor organizations released a seven-page reopening framework this week where they laid out their positions on when and how schools should reopen, which is much more stringent than what the Newsom Administration has been pushing.

Dispute Widens Between Gov. Newsom, School Employee Unions Over Reopening Campuses

They disagree on vaccinating staff, when it's safe to resume in-person instruction

By John Fensterwald
EdSource
February 4, 2021

Already-big differences on when to reopen schools became starker Wednesday when Gov. Gavin Newsom reiterated that campuses can open safely before vaccinating all teachers, while five unions representing California school employees set a new set of conditions that could make reopening less likely before the end of the school year.

The unions laid out their positions in a 7-page paper timed to influence districts contemplating a return to school as well as the Legislature. Legislative leaders are currently negotiating with Newsom over the terms for distributing \$6.6 billion that the governor has proposed to encourage districts to reopen campuses this spring and to use this summer and next fall to compensate for learning lost during the pandemic.

The unions are California Teachers Association; California Federation of Teachers; California School Employees Association; Service Employees International Union (SEIU) and Council 57 of the American Federation of State, County and Municipal Employees (AFSCME).

Their reopening plan would require that the state offer vaccinations to school employees before they return for in-person instruction and make it a priority to vaccinate all employees in schools that have opened already.

It also would prohibit the state from ordering schools to reopen before Covid infection rates have dropped to the level with the lowest risk of transmission — the yellow tier — on the California Department of Public Health's four-tier color-coded system for regulating commercial and school activities.

That's three levels below the purple tier, the most restrictive tier designating widespread risk of virus transmission. Newsom had proposed to offer \$2 billion in incentives for reopening elementary schools, starting this month, in counties with infection rates in the upper range of the purple tier, when there is a seven-day average of 25 or fewer new daily positive Covid tests per 100,000 people.

As of Feb. 2, 54 of California's 58 counties were in the purple tier, and none were in yellow. Since the statewide average daily rate of new cases is 48 cases per 100,000 people, most of the state's districts are nowhere near the threshold for reopening.

Under the current state health guidelines, K-6 schools can reopen in the purple tier (from 7 to 25 new positive cases per 100,000 people in a county) only if they comply with strict safety precautions and negotiate a reopening plan with employee unions. Middle schools and high schools can reopen in the red, or "substantial risk," tier (4 to 7 new positive cases per 100,000 people in a county).

Under the union plan, districts should be permitted to reopen for all grades in the red tier and the “moderate risk” orange tier (1 to 3.9 new positive cases), but would not be required to do so.

Local school unions serving teachers and classified staff negotiate with district administrators the terms and working conditions of their contracts but they generally rely on their parent unions for advice and bargaining positions.

Contention over vaccinations

Vaccinations are the latest flashpoint in the debate over reopening campuses.

During a news conference Wednesday, Newsom said his view on vaccinations is “aligned” with the position of the Biden administration and the president’s newly appointed director of the Centers for Disease Control.

“We have many, many districts that have schools open, and they’ve been able to do it safely,” Newsom said.

At a White House briefing, CDC Director Dr. Rochelle Walensky told reporters, “Vaccinations of teachers is not a prerequisite for safely reopening schools” as long as an array of safety measures, including masking and proper ventilation, are in place. She said that the CDC is currently reviewing its guidance for schools.

Newsom’s position is not a change to his plan to reopen school campuses, although he was more explicit on Wednesday. He didn’t include a vaccinations requirement in his \$2 billion Safe Schools for All incentive program, which he announced on Dec. 30. That plan is now tied up in negotiations with the Legislature but Newsom hadn’t revised the plan to add vaccinations to the other prerequisites, which include masks, social distancing and proper ventilation.

Newsom reiterated that vaccinating teachers remains a priority, while clarifying what that means. Teachers have joined emergency responders and health care employees, food production and agricultural workers as the only employee groups to be designated a priority. But Newsom has also expanded the age group that is prioritized from 75 and older to those 65 and older, leading to uncertainty as to where school staff fall in line relative to millions of residents in that age group. Shortages and uneven allotments of vaccines among counties have compounded challenges.

County health departments in some small counties, including Placer, Napa and Butte, have begun to vaccinate teachers, while larger counties have not yet authorized teacher vaccinations.

Last week, and again on Wednesday, Newsom used boarding an airplane as an analogy. He said those 75 and older and health care workers and first responders were the first class, the first to board, followed by those 65 and older, the business class, then teachers and other priority occupations in premium class.

But just as airlines don’t wait for all business class passengers to board before the next in line, counties should now be vaccinating teachers simultaneously, he said, and praised the health departments, like the city of Long Beach, that have conducted vaccination clinics for teachers. Dozens of other county offices of education and county departments of public health, such as Sacramento, are working out the logistics and staffing for efficiently vaccinating teachers and staff at one time at school sites and county facilities, but have no idea when their counties will get enough vaccines and give them the go-ahead.

Timing is critical, and uncertainty of supplies is working against school reopening — if, as the unions insist, vaccinations are necessary for employees returning to school. Current vaccines by Pfizer and Moderna

require a double vaccination, one month apart. Full protection from Covid comes two weeks after the second shot for a total of six weeks from the time of the first shot. By that timeline, a district that administers the initial vaccine to its staff by March 1 wouldn't open until mid-April. It's too soon to predict whether counties would be in the orange or yellow tiers by that time.

By implying in their plan that vaccinations could be offered only to employees already on campuses or headed back to schools for in-person instruction, the unions headed off a potentially contentious issue — which schools and grades should get a priority for vaccinations. Those over 65, who comprise 75% of the deaths from Covid-19 in California, might be angered if they had to delay their shots as they wait for teachers in districts that are leaning toward not reopening until summer or fall.

The state's conditions or mandates for reopening schools and the funding that will help districts pay for reopening could determine the timing as well. Many districts balked at Newsom's proposed requirements, seconded by employee unions, for extensive Covid testing of students and teachers, and the requirement to send K-6 students back amid high community infection rates in most counties, starting Feb. 15. But the first deadline for districts to apply for the funding of \$450 to \$700 per student passed Monday with no legislative action, and Newsom said last week that he was open to negotiating all aspects of his plan.

He did not refer to the \$2 billion incentives at the press conference Wednesday. Instead, he included it with the \$4.6 billion he also is proposing for summer school, extended learning time, counseling, tutoring and other measures to deal with the impact of campus closures due to the pandemic. "We are working very, very closely with the Legislature on putting forward \$6.6 billion in an early action package to address the issue of learning loss," he said.

With him at the press conference was Sen. Nancy Skinner, D-Berkeley, who, as chair of the Senate Budget and Fiscal Review Committee, is participating in the negotiations.

"We know the governor wants the schools to open safely," Skinner said. "Our schools want to open safely, and the Legislature wants to get schools opened safely. We're just hammering out the details to do that. And I'm confident we'll get there."

Note: The State Board of Education has until March 31, 2021, to approve the ethnic studies model curriculum.

Writers of California's Ethnic Studies Draft Ask State To Remove Their Names from Curriculum

By Sawsan Morrar
The Sacramento Bee
February 4, 2021

The original writers and former advisory members of California's Ethnic Studies Model Curriculum draft demanded that their names be removed from the revised document, according to a letter sent to the state Department of Education.

All 20 teachers and educators informed the state of their decision on Wednesday, stating that the current draft no longer reflected the work they put into the curriculum, and that ethnic studies teachers felt silenced when advocating for racially and politically underrepresented groups.

“We were not fully consulted throughout the process of the curriculum development and significant parts of the curricular text do not fully reflect the work of past or present ethnic studies teachers/educators. Ethnic studies guiding principles, knowledge, frameworks, pedagogies and community histories have been compromised due to political and media pressure,” read the letter.

The letter writers said the decision was based on the “best interests of California’s students.”

The Ethnic Studies Model Curriculum serves as a guidance document to help school districts interested in adopting lesson plans. The curriculum cover four areas: Black/African American studies, Chicano/a studies, Native American studies and Asian American studies. But the original writers said the model curriculum is insufficient. The curriculum went through several drafts, as critics labeled it as divisive, Palestinian narratives — considered by ethnic studies educators to be central to Arab American studies — were removed.

Arab American studies was placed in the bridge, along with Jewish American studies, Armenian American studies and Sikh American studies — communities that were vying for inclusion in the curriculum. Thurmond told The Sacramento Bee in November that the additional lessons give the state more opportunities to include additional narratives and experiences into the curriculum from a wider range of ethnic groups to combat stereotypes and hate.

“The California Department of Education is grateful for the work of the former Ethnic Studies Model Curriculum advisory committee and all other stakeholders who developed the first draft of the ESMC,” read a statement from state education officials. “After this draft was developed, we have welcomed the public’s feedback and anticipated there would be a high level of interest in the ESMC’s development. The current draft of the Ethnic Studies Model Curriculum, scheduled to be considered by the State Board of Education in March, includes more than 200 edits made by the Instructional Quality Commission in response to over 57,000 public comments over 18 months.”

The state said its committed to creating curriculum that serves all California students and encourages critical thinking about complex issues of race and identity.

Several organizations and community groups praised the edits in the draft, and others were critical of the line edits, saying that it erased the plights of marginalized people.

“As is often the case when Black, Indigenous, and people of color gain power, attacks on ethnic studies have plagued the discipline since its earliest days,” political activist and professor Angela Davis said during a webinar where the announcement was made. “Today’s fight to maintain the integrity of the ESMC is the next phase of the fight to defend ethnic studies.”

The model curriculum will serve as guidance for the nearly 1,000 California school districts — some of which have adopted ethnic studies requirements for their students.

Gov. Gavin Newsom vetoed a bill in October that would have made ethnic studies a requirement for high school graduation; State Superintendent of Instruction Tony Thurmond said at the time he was hopeful a more robust bill would be introduced in the future.

State law requires the state Board of Education to take final action on the model curriculum by March 31.

LAO Recommends Pared Down Expanded Learning Investment

By Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
February 2, 2021

In a recent [analysis](#) published by the Legislative Analyst's Office (LAO), the Legislature's nonpartisan budget advisor raises concerns about the expanded learning time proposal Governor Gavin Newsom included in his 2021–22 education spending plan.

Recall that the Governor is calling on state lawmakers to take swift action on two specific education investments—the first regarding the safe reopening of schools for in-person instruction, and the second regarding ways to accelerate learning through targeted, innovative academic programs (see "[Expanded Learning Time Grant Proposal Details Released](#)" in the January 2021 *Fiscal Report*).

On this latter proposal, the LAO cites some concerns. Chief among them is that, when coupled with the imminent Elementary and Secondary School Emergency Relief funds from the last-minute federal relief deal Congress reached with former President Donald Trump, Governor Newsom's proposal would provide \$10.6 billion to local educational agencies (LEAs) to spend for largely flexible purposes. To this point, the LAO suggests that it could be difficult for LEAs to spend such a significant infusion of dollars over a short time period, that doing so may lead to LEAs spending the funds on programs and activities they were already planning, and that sustained programs over multiple years is likely a more effective way of addressing student needs.

Given these concerns, the LAO suggests that the Legislature consider paring down the investment to a total of \$1.5 billion (instead of \$4.6 billion) and focus resources to encourage activities that align to legislative priorities, such as in-person summer programs that allow students to interact with teachers and their peers. The LAO argues that this sizeable investment, alongside federal funding, would give LEAs the resources they need in the immediate and near term.

Finally, the LAO encourages the Legislature to redirect the additional \$3.1 billion from the Governor's proposal to retire state deferrals and address increased pension costs. Providing \$800 million to reduce the latter obligations, according to the LAO, would pay for about half of the projected pension cost increases in 2022–23. This would leave about \$2.3 billion to buy down more of the outstanding \$3.8 billion in deferrals the Governor is proposing to keep on the books.

We expect the Governor and legislative leaders to reach an agreement on expanded learning investments, along with a school reopening proposal, in the coming days. Stay tuned.

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: February 12, 2021

Phone Number: 457-3907



Regarding: Credit Card Bill Pay Program Update

The purpose of this communication is to provide the Board an update on the credit card program approved by the Board of Education on April 10, 2013. Fresno Unified School District utilizes Commerce Bank which allows the district to pay vendors electronically and receive rebates.

Since the program began in July 2013, staff has provided an annual board communication updating the Board on how the district continues to work with Commerce Bank enrolling vendors and maximizing rebates. The chart below provides a historical picture of the program, which shows the number of vendors enrolled, the total amount paid, and the total rebates received by calendar year.

Calendar Year	Active Vendors	Accounts Payable Volume (in millions)	Rebates
2013	148	\$ 7.1	\$ 97,000
2014	349	\$15.4	\$210,000
2015	512	\$17.3	\$246,000
2016	710	\$19.4	\$301,000
2017	821	\$25.5	\$343,000
2018	832	\$28.9	\$367,000
2019	882	\$26.8	\$350,000
2020	912	\$18.9	\$240,000

Although 2020/21 increased active vendors, due to COVID-19, a reduction in overall spend reduced the rebates.

The total rebates collected since the inception of this program are \$2.2 million.

The district is currently reaching out to vendors to provide them the opportunity to enroll in the district's credit card payment program. Participation provides electronic payment delivery to enrolled vendors rather than having vendor checks processed and mailed.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number AS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Santino Danisi, Interim Chief Financial Officer
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-6226

Regarding: Budget Briefing Meetings

The purpose of this communication is to provide the Board information regarding upcoming budget briefings with staff to discuss the 2021/21 Strategic Budget Development.

Beginning with the February 17, 2021 Board meeting and concluding with the June 16, 2021 Board meeting, staff would like to offer the opportunity for Trustees to meet to discuss the upcoming budget presentations. For consistency and planning, staff is recommending meetings be held prior to each Board meeting on Mondays at 2pm and 4pm (except February 15 and May 31), Tuesdays at 5pm, and Wednesdays at 12pm. Below is the schedule:

Board Meeting	Board Briefing Dates		
	Monday, 12pm & 4pm	Tuesday, 5pm	Wednesday, 12pm
February 17 ¹	N/A	02/16/2021	02/17/2021
March 10	03/08/2021	03/09/2021	03/10/2021
March 17	03/15/2021	03/16/2021	03/17/2021
April 07	04/05/2021	04/06/2021	04/07/2021
April 21	04/19/2021	04/20/2021	04/21/2021
May 05	05/03/2020	05/04/2021	05/05/2021
May 19	05/17/2021	05/18/2021	05/19/2021
June 02 ²	N/A	06/01/2021	06/02/2021
June 16	06/14/2021	06/15/2021	06/16/2021

¹ Due to the Monday, February 15 Holiday, 4pm on Tuesday, February 16 has been added

² Due to the Monday, May 31 Holiday, 4pm on Tuesday, June 01 has been added

Trustees will receive an email Friday prior to the Board meeting. Please respond to the email with your preferred date/time option. Currently, all meetings will be held via Microsoft Teams.

Attached for your reference is a schedule of the 2021/22 Strategic Budget Development presentations.

If you have any questions, or require additional information, please call Santino Danisi at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

2020/21 Strategic Budget Development Timeline

Board of
Education

School Staffing and School Site Allocations

02/03/21

S. Danisi Administrative Services: Fiscal Services, Payroll, State & Federal, Benefits & Risk Management, Legal Services;

02/17/21

P. Idsvoog Human Resources; **N. Henry** Communications/Parent University

K. Mecum Department of Prevention & Intervention, Health Services;

03/10/21

W. McCulley A4; **S. Danisi** LCAP Feedback, 2nd Interim

D. Chavez Board of Education, Superintendent's Office; **K. Mecum** CTE, CCR, Summer School, After School & Extended Learning; **L. Sanders** Early Learning, Equity & Access

03/17/21

K. Mecum Special Education, Psychological & Guidance, English Learner Services, Adult Education, Classified Development; **CTO** Technology Services

04/07/21

K. Mecum Instructional Division, Curriculum & Instruction, Teacher Development, School Leadership, Leadership Development, Alternative Ed, GATE, Library Services, Student Engagement [*Formerly Goal 2*], Visual and Performing Arts

04/21/21

K. Temple Operational Services, Facilities, Food Services, Plant Operations and Maintenance, Purchasing, Warehouse, Graphics, Safety, Transportation

05/05/21

Governor's May Revise

05/19/21

Public Hearing: LCAP & Budget, SPSA Approval

06/02/21

Adoption: LCAP & Budget, Bundled Contracts

06/16/21

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Maiyer Vang, Business Operations Manager
Cabinet Approval: *MV*

Date: February 12, 2021

Phone Number: 457-3390

Regarding: Action for Healthy Kids Game On Grant

The purpose of this communication is to provide the Board information regarding the recent award of a Action for Healthy Kids Game On grant. The new grant will pilot 10 school sites in Spring 2021. The sites are Addams, Burroughs, Hidalgo, Lowell, Lincoln, Pyle, Roeding, Slater, Turner, and Webster Elementary Schools. The targeted schools, students and families will participate in four virtual nutrition education sessions. The primary focus is to bring awareness of healthy food choices. Students and families will learn about changes that can be incorporated to encourage long-term healthful habits and integrating physical activities into family fun. Participating families will receive a healthy education kit with kitchen utensils to prepare healthy meals, a book of healthy recipes with tips, and a box of healthy food items.

Fresno Unified Parent University's 10 primary language instructional specialists will be providing virtual nutrition curriculum instructions at the selected school sites in English, Hmong, and Spanish. The educational virtual nutrition sessions will be held once a week for one hour for four weeks. Sessions will be held the week of February 22, 2021 through March 26, 2021 to better support our diverse families and community.

Recruitment of families will be targeted to students in kindergarten and first grade. Recruitment strategies will include personal phone calls, school messenger, and flyers in the three languages. To confirm our families have access, we will share and highlight the information with teachers and school site leaders to ensure students and families participate.

Attached are the flyers in English, Hmong and Spanish with the scheduled sessions. If you have questions or need more information, please contact Zuleica Murillo at 457-3390.

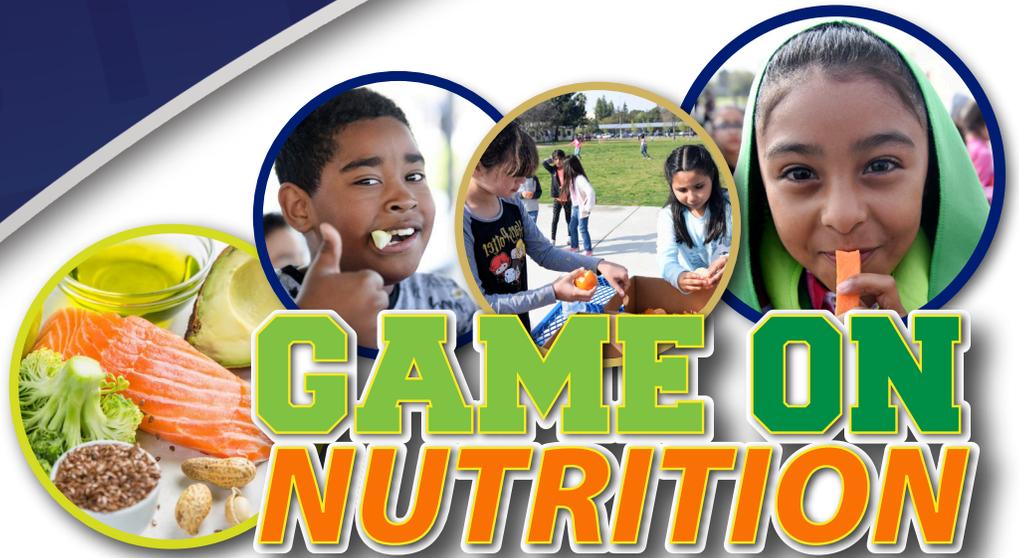
Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 02/12/21



Fresno Unified School District



The Nutrition curriculum will implement information, strategies and activities to incorporate in the daily routines of families. Families will identify barriers that prevents healthy behavior and set goals towards a healthier living lifestyle.

Sessions

- 1 Let's Get Going**
February 22 - 26, 2021
- 2 Choose Your Healthy Plate**
March 8 - 12, 2021
- 3 Go For Healthy Options**
March 15 - 19, 2021
- 4 What Is Diabetes?**
March 22 - 26, 2021

**LET'S
GET MOVING
EVENT**

**Thursday,
APRIL 8,
2021**



TO SIGN-UP



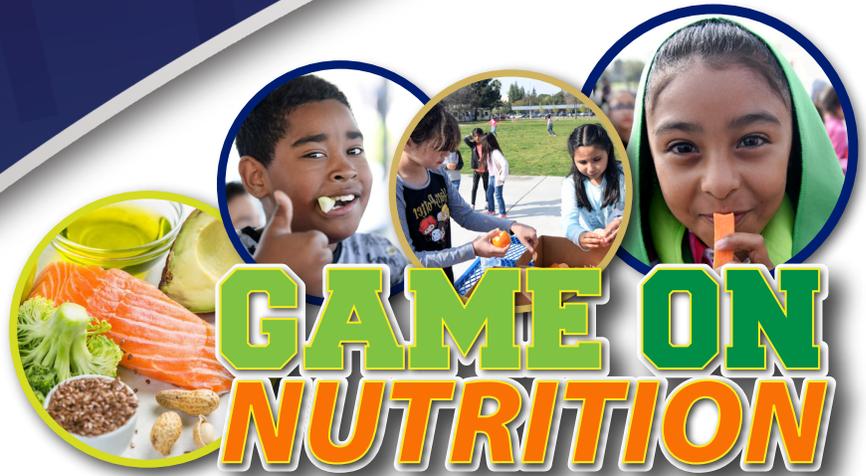
Please scan the QR code OR visit <https://tinyurl.com/yb7t4sot> and complete the registration form. A Parent University facilitator will e-mail you a calendar invite to the on-line class.

OUR MISSION: Empower, Engage, and Connect Families to Support Student Achievement

850 N. Blackstone Ave. Fresno, CA 93701 | Parent.University@fresnounified.org | o: (559) 457-3390 | f: (559) 457-3398



Fresno Unified School District



GAME ON NUTRITION

Game On Kev Noj Zaub Mov Zoo

Chav kawm txog kev noj zaub mov zoo uas siv tswv yim thiab kev ua si coj los sib xyaw rau hauv cov tsev neeg lub neej txhua hnuv. Cov tsev neeg yuav kawm kom paub txog cov kev noj haus uas tsis zoo thiaj txawj xaiv txoj kev noj zaub mov zoo rau lub cev thiab muaj txiaj ntsig rau kom nyob ntev.

Chav

- 1 Cia Peb Mus**
Lub 2 Hlis tim 22 - 26, 2021
- 2 Xaiv Koj Lub Phaj Noj Zaub Mov Kom Zoo**
Lub 3 Hlis tim 8 - 12, 2021
- 3 Xaiv Txoj Kev Noj Qab Haus Huv Kom Zoo**
Lub 3 Hlis tim 15 - 19, 2021
- 4 Ntshav Qab Zib Yog Dabtsi?**
Lub 3 Hlis tim 22 - 26, 2021

Lub Koob Tsheej rau Kev Txav
Thursday, Lub 4 Hlis tim 8, 2021



Evento Pongamonos en marcha
Jueves, Abril 8, 2021

Game On, Educación Nutricional

El plan de estudio de nutrición implementa estrategias y actividades para incorporarlas en la vida diaria de nuestras familias. Las familias aprenderán a identificar barreras que no dejan tomar decisiones saludables a largo plazo en nutrición.

Sesión

- 1 Vamos comenzando**
Febrero 22 - 26 del 2021
- 2 Elegir un plato saludable**
Marzo 8 - 12 del 2021
- 3 Opciones saludables**
Marzo 15 - 19 del 2021
- 4 Que es la Diabetes?**
Marzo 22 - 26 del 2021

KEV SAU NPE

PARA REGISTRARSE



Thov muab qhov QR code no coj los so (scan) LOSYOG nkag mus sau npe nyob rau ntawm <https://tinyurl.com/yb7t4sot>. Ib tus neeg ua haujlwm ntawm Parent University li e-mail tuaj qhia rau koj thaum txog hnuv kawm tuaj caw koj mus koom chav qhia on-line



Por favor escanear el código QR o visite <https://tinyurl.com/yb7t4sot> Y complete la forma de registro. Un facilitador de la Universidad para Padres le enviara un correo electrónico y una invitación para la clase virtual.

Date	Day	Time	Language	Target Grades/Schools	Microsoft TEAMS Links
2/22/2021-3/22/2021	Monday	3:30 PM-4:30 PM	English	K-1/Addams & Burroughs	https://tinyurl.com/y4wjtcgk
2/22/2021-3/22/2021	Monday	3:30 PM-4:30 PM	Hmong	K-1/Addams & Burroughs	https://tinyurl.com/4zk9z97t
2/22/2021-3/22/2021	Monday	3:30 PM-4:30 PM	Spanish	K-1/Addams & Burroughs	https://tinyurl.com/1b6haycc
2/23/2021-3/23/2021	Tuesday	2:00 PM-3:00 PM	English	K-1/Hidalgo & Lowell	https://tinyurl.com/yyvat75h
2/23/2021-3/23/2021	Tuesday	2:00 PM-3:00 PM	Hmong	K-1/Hidalgo & Lowell	https://tinyurl.com/3bc6j4yq
2/23/2021-3/23/2021	Tuesday	2:00 PM-3:00 PM	Spanish	K-1/Hidalgo & Lowell	https://tinyurl.com/bsk7z7rj
2/24/2021-3/24/2021	Wednesday	2:00 PM-3:00 PM	English	K-1/Lincoln & Pyle	https://tinyurl.com/y6kdorax
2/24/2021-3/24/2021	Wednesday	2:00 PM-3:00 PM	Hmong	K-1/Lincoln & Pyle	https://tinyurl.com/uwrr8cb4
2/24/2021-3/24/2021	Wednesday	2:00 PM-3:00 PM	Spanish	K-1/Lincoln & Pyle	https://tinyurl.com/hmy7vfc5
2/25/2021-3/25/2021	Thursday	2:00 PM-3:00 PM	English	K-1/Roeding & Slater	https://tinyurl.com/yy2vnb3
2/25/2021-3/25/2021	Thursday	2:00 PM-3:00 PM	Hmong	K-1/Roeding & Slater	https://tinyurl.com/yudc8g35
2/25/2021-3/25/2021	Thursday	2:00 PM-3:00 PM	Spanish	K-1/Roeding & Slater	https://tinyurl.com/yy6ql89t
2/26/2021-3/26/2021	Friday	2:00 PM-3:00 PM	English	K-1/Turner & Webster	https://tinyurl.com/y49snh8b
2/26/2021-3/26/2021	Friday	2:00 PM-3:00 PM	Hmong	K-1/Turner & Webster	https://tinyurl.com/3d67mwb3
2/26/2021-3/26/2021	Friday	2:00 PM-3:00 PM	Spanish	K-1/Turner & Webster	https://tinyurl.com/3uy8e6ja

Fresno Unified School District
Board Communication

BC Number C-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Zuleica Murillo, Executive Director
Cabinet Approval: *NH*

Date: February 12, 2021
Phone Number: 457-3390

Regarding: Parent University Outcomes

The purpose of this communication is to provide the Board an overview of Parent University's parent learning opportunities and outcomes from July 01, 2020, to December 31, 2020.

Parent University's mission is to empower, engage and connect families to support student achievement. Through the Boards' continued investment, Parent University has served as the district's strategic plan for parent engagement and has continued to empower and connect over 64,000 families districtwide.

Since the start of the 2020/21 school year, Parent University staff continued to support over 64,000 of our district's immediate family needs through the COVID-19 and FLATS call center. Through this work, individual family needs were met in their home language of English, Hmong and Spanish. Connection to services included engaging families in distance learning, navigating district online resources, accessing instructional resources, meal distribution, ATLAS Support, applying for low-cost internet, social-emotional support services, and technology support, to name a few. All the while our team was maintaining our district partnerships to reshape how we engage families, shifting parent learning to web-based learning and providing social services to continue to address the hardships the pandemic has brought to our Fresno Unified families.

In addition to our regularly scheduled virtual parent learning cohort offerings, Parent University has continued to expand our Targeted Parent Engagement efforts. Our goal through targeted engagement is to provide culturally and language specific opportunities to empower families and build leaders that will engage in the district's decision-making process. Parent University's Targeted Engagement opportunities include the African American Voices Leadership Council, District Advisory Committee, Hmong Leadership Academy, Mixteco Family Engagement, Parent Leadership Academy, Street Saints Family Engagement, and the Southeast Asian Conference.

Attached you will find an overview of our Targeted Parent Engagement opportunities, a list of new virtual parent learning opportunities, and progress specific to the 2020/21 school year.

Should you have any additional questions, please contact Zuleica Murillo at (559)457-3390.

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

Date: 02/12/21

Targeted Parent Engagement

Voices African American Leadership Council: The purpose of the leadership council is to develop a group of Black leaders who will advocate for the academic, social, and emotional needs of Black students within Fresno Unified School District. The council is led virtually by Kimberly Hendricks-Brown, Principal on Special Assignment, and is scheduled to meet a total of seven times in the 2020-21 school year.
Participation: 20

A new Pilot of the Voices Leadership is scheduled to start at Heaton Elementary School this Spring 2021 to address chronic absenteeism within the African American student population.

District Advisory Committee: The District Advisory Committee advises district administration regarding the development of the Local Control and Accountability Plan (LCAP). The Committee is composed of English, Hmong, and Spanish parent leaders throughout the district and is led virtually by Zuleica Murillo, Executive Director, and is scheduled to meet five times the 2020-21 school year.
Participation: 145

Hmong Leadership Academy: The Hmong Leadership Academy provides leadership training in a culturally proficient environment that allows parents to build trust, voice their ideas and build leadership skills. Leaders engage in school and district decision-making practices by participating in focus groups and other district opportunities.

The Hmong Leadership Academy meets every month and is led by Project Manager, Chankeo Vang.
Participation: 24

Mixteco Family Engagement: Mixteco Family Engagement empowers families with the educational tools families need to build strong parent engagement practices to support their child's educational needs. Engagement opportunities are provided in the home language of Mixteco at Hidalgo and Addams Elementary Schools. Virtual engagement opportunities are coordinated with The Center for the Development of Oaxacan Indigenous Communities staff and are programmed around the seasonal farming calendar for our Mixteco parent community.
Participation: 42

Parent Leadership Academy: The purpose of the Parent Leadership Academy (PLA) is to build strong, confident, and courageous leaders districtwide. The PLA is composed of English, Hmong, and Spanish speaking parents and brings them together under one workshop. Live translation is provided in the current virtual setting. The Parent Leadership Academy is scheduled to meet a total of 6 times in the 2020-21 School Year.
Participation: 60

Street Saints Family Engagement: The purpose of Street Saints Family Engagement is to provide culturally proficient leadership development, outreach, and mentorship to our African American parent and student populations specific to Addams, Columbia, King, Sunset, Gaston, Tehipite, Scandinavian, Edison, and Roosevelt. Support has expanded to address the hardships families have experienced throughout the pandemic. Mentorship ranges from home visits, student school supplies, monitoring student behavior and attendance, and family hardship monitoring.

Family mentorship and support are coordinated with the school site via student caseload and monitored by Kimberly Hendricks-Brown, Principal on Special Assignment.

Participation: 2,161

Southeast Asian Family Education Conference: The purpose of the conference is to empower families with educational resources and best practices that will support student success. The conference delivers culturally proficient parent learning in the languages of Hmong, Khmer, Lao, and Punjabi.

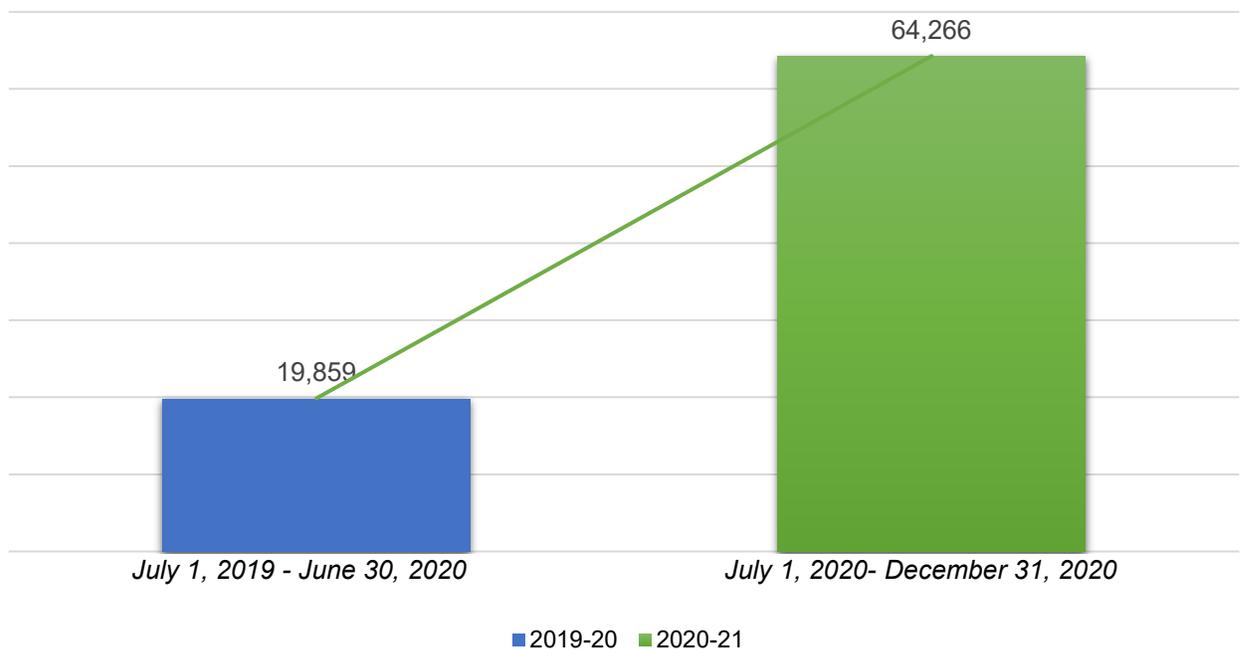
The conference is coordinated in collaboration with The Fresno Center and Kimberly Hendricks-Brown, Principal on Special Assignment.

Participation: 1,234

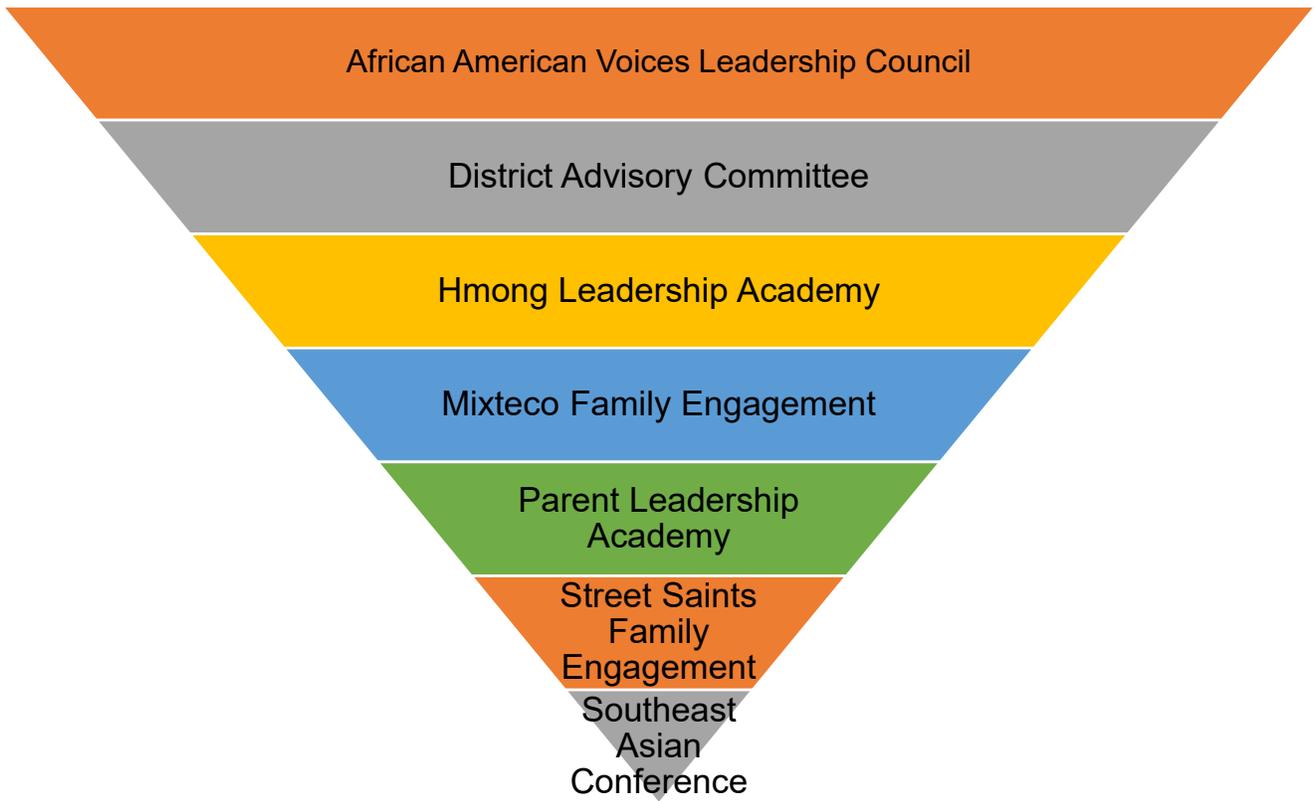
Date:

Virtual Parent Learning Offerings
Accessing ATLAS and Microsoft Teams
Basic Computer Literacy
Positive Discipline
College and Career Readiness
Middle School Readiness
Elementary School Readiness
Special Education
High School Readiness
Virtual Readiness for Parents
Parent Involvement Leads to Student Success
Supporting Virtual Learning & Keeping your Child Engaged and Motivated
Making Distance Learning Work for Family
E-learn Parent Support Series
Science Family Night
Family Learning Virtual Events
Cal Fresh, Healthy Living
Dangers in Vaping and Marijuana
Virtual Readiness for Families
Social-Emotional Development
Suicide Prevention
I-Ready
Transfers Information and School Choice
Self-Care Strategies to Support Parents
Virtual Fresno City College Tour
Virtual Southeast Asian Family Education Conference
African American Voices Leadership Council
Parent Leadership Academy
Hmong Leadership Academy

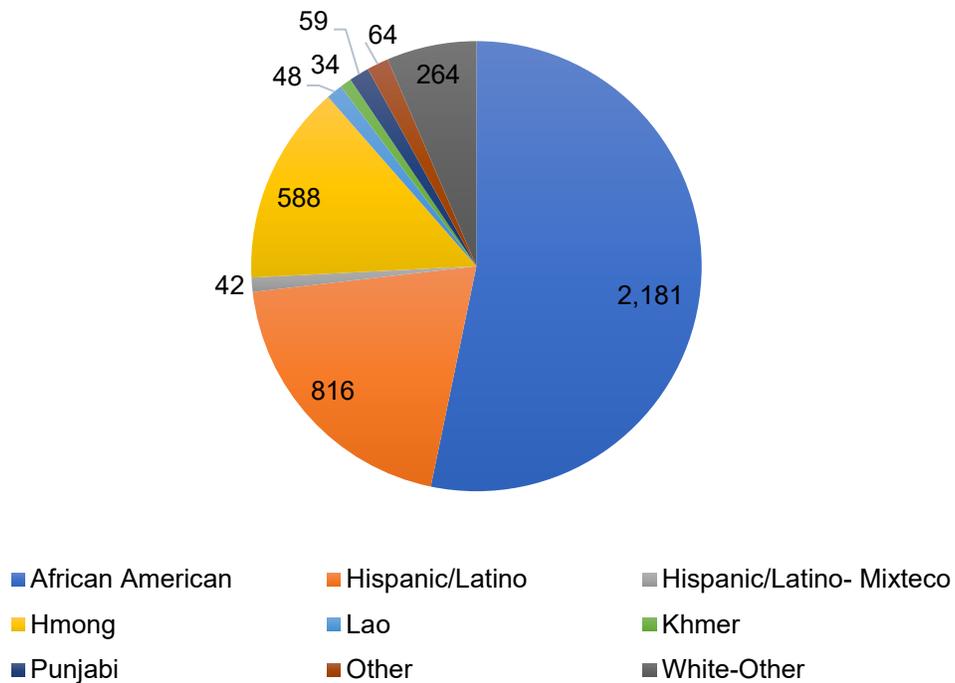
Parents Served by Year

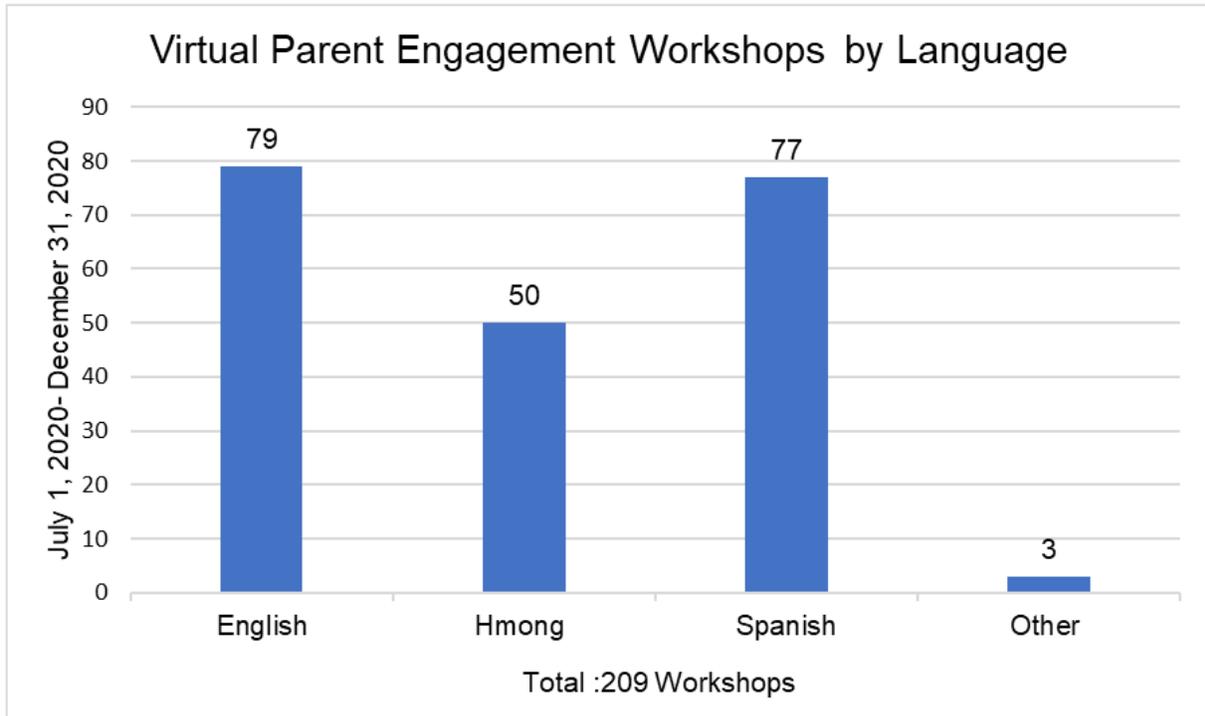


Targeted Parent Engagement Engagement



Targeted Parent Engagement by Demographic





Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval:

Date: February 12, 2021

Phone Number: 457-3896



Regarding: Strategic Plan Student and Parent Focus Group Summary

The purpose of this communication is to provide the Board information on the summary reports to synthesize qualitative data toward our work to develop priority objectives and understand how our Strategic Plan is lived for our stakeholders. Equity and Access and Communications collaboratively gathered this input from our students, parents, and community members.

Last spring and summer, the primary focus was to gather stakeholder voice to inform the development of our vision, mission, values, and goals. During the past few months, our team has focused on gathering input from our stakeholders to start processing the meaning of our vision, mission, values, and goals and to understand how they are responding to and explaining how our Strategic Plan will be lived. During this post-adoption phase, we held 17 virtual student focus groups with approximately 500 diverse students in grades 4-12 during the month of November. In addition to students, we gathered parent and community voice during December and January through 6 town hall meetings, including Spanish- and Hmong-speaking parents. During December, we engaged principals in large and small group sessions to gather their input on how our Strategic Plan lives at the school site and what actions might be aligned to our goals. We also asked principals to take our Strategic Plan to their school site to engage their staff in a discussion to gather their collective feedback. In addition, in December, we engaged Cabinet department leaders in a deep dive into our vision, mission, values, and goals and charged them with taking it to their department staff to weigh in on the conversation. The input we collected from our valued stakeholders will be used to inform the development of strategic plan district-level objectives.

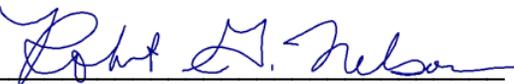
Included with this communication is the Student Focus Groups Summary report and the Parent Town Hall Meetings Summary report which provide more details of the methodology, findings, and recommendations. Below are few guiding questions as you review the reports:

- What are some key phrases or ideas that resonate with you from the reports?
- What questions surface as you review the reports?
- In what ways does this inform what should be included in our district's development of our mission, vision, values, and goals?

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 or Nikki Henry at 457-3653.

Approved by Superintendent

Robert G. Nelson Ed.D.



Date: 02/12/21

February 05, 2021 | By: Communications



Fresno Unified

Strategic Planning Phase II: Parent Input

Introduction

Fresno Unified School District is currently undergoing a strategic plan development, which includes Phase I, the recent adoption of newly defined vision, mission, values, and goals. This grass roots approach to our strategic plan development has now moved into phase II, where we are creating opportunities for our students, families, and staff to provide feedback on our newly adopted plan, to inform development of district objectives and metrics. To support this effort, Equity and Access partnered with Communications to conduct focus groups among parents. These sessions were designed, and results were analyzed to address the following questions:

- How do parents perceive and define the mission and vision?
- How do parents perceive the student goals and how well do they represent student needs?
- What do parents believe are some actions that their school could focus on to meet student goals?
- How do parents perceive student engagement in their school and community?
- How do parents perceive the district's values?
- What do parents believe are some actions that their school could focus on to meet staff goals?

Methodology

Six virtual parent focus groups were conducted. Participants for these focus group sessions were intentionally selected from the following parent groups to ensure a representative sample of the larger student population:

- Parent Learning Academy-Hmong Parent Focus Group
- VOICES-Black/African American Focus Group
- Parent Learning Academy-Spanish Focus Group
- Parent Learning Academy-English Focus Group
- District English Learner Advisory Committee (DELAC) Focus Group
- Community Advisory Committee (CAC)-Special Education Focus Group

Key Findings

Parents interpret Fresno Unified's recently adopted vision and mission as meaning that the district, school site(s) leaders, teachers and staff will demonstrate patience and active listening; provide high-quality translation and interpreting services; and demonstrate positive, culturally proficient customer service while ensuring that their tone and level of respect is aligned to the mission and vision of the district – by embracing all families - with support and understanding. Parents noted that achieving the mission and vision at its core is solely dependent on the outcomes of interactions, exchanges and communication with the district, school site(s), site leaders and/or teachers. To feel valued and empowered means to provide the chance for all parents to participate in sharing parent voice in all phases of planning and solution-seeking opportunities, to enhance student achievement and engagement. Parents gave examples, such as having a diverse school site council or facilitating morning coffee hours. Parents also shared that nurturing and cultivating students requires the ability to successfully reevaluate and implement changes around systemic issues, achievement gaps, classroom sizes, and students' social-emotional wellbeing. Additional feedback was shared to prioritize Fresno Unified employees to be culturally competent and practice cultural proficiency and responsiveness, including acknowledging, teaching, celebrating, and honoring different cultures, heritages and/or backgrounds. Parents also expressed that cultivating and nurturing students is having equal representation of diversity in leadership, teachers, and staff. This will allow students to grow, as they see staff as role models and culturally, see themselves in others. In addition, parents expressed that the newly adopted vision and mission will ensure that students and their families will be valued and prioritized, regardless of their socioeconomic background, academic history, or behavioral status. Furthermore, parents discussed the importance of school staff demonstrating compassion and sensitivity as it applies to family hardships and unforeseen events. When parents feel validated and supported through difficult circumstances, it builds trust and partnership.

Some key take-aways regarding our district's vision and mission were:

- All parents believed that the newly adopted mission and vision is equitable and inclusive. However, they expressed concerns of how our district will ensure and measure that the mission and vision is lived within our Fresno Unified system.
- Spanish- and Hmong-speaking parents expressed that they often feel overwhelmed, intimidated, judged, or dismissed when engaging with school site officials.
- African American parents shared that in order to build trust among students and teachers, teachers need to be intentional about getting to know their students personally so they can nurture and cultivate them, this includes knowing their interests and household dynamics.
- Spanish-speaking parents highlighted that our district needs improvement on cultivating the intellect of all students.
- Spanish-speaking parents also shared the need for our district to hire additional mentors, therapists, counselors and/or a psychologists to further address priority issues our students face such as bullying, suicide prevention and other social emotional challenges that arise.
- Parents of students with disabilities shared that need to address and reduce low expectations that teachers have for students in Special Education, while practicing

intentional goal-setting that challenges students to reach their full potential and focusing on the goal of increasing the inclusion of students with disabilities into mainstream classrooms.

While parents agreed that accountability is the most lived value in our system, they stated that students have been the focal point of accountability - not the district, school sites, leaders, or staff. Parents agreed that values of accountability are needed at the forefront but questioned if students are properly prepared to meet the values and standards that have been created and set forth. Parents appreciated that the values are evidence-based, as monitoring will support continuous improvement and restructuring to better elevate students. All parents felt that valuing positive behavior was imperative to increase student achievement as well. Parents also indicated that a strategic plan with values as a foundation was also positive, as it could help shift our primary focus from grades. Additionally, parents highlighted that the school district's efforts to build community connections will help ensure that families have more of what they need, including housing, financial assistance, and efficient technology services. Parents stressed the need for life-skills and mental health support starting as early as kindergarten, and encouraging the development of self-efficacy and self-motivation amongst all students. An emphasis was placed on life-skills and mental health being integrated as early as kindergarten, encouraging students to increase self-efficacy. Lastly, parents questioned whether the values called out could even be honored without decreasing class sizes and increasing the number of teachers and staff supporting students.

Some highlights from parent input regarding our district's values were:

- All parents believe that mutual respect and positive presupposition of families is needed to function in harmony, so parents and teachers can work together, and be a stronger force to best support students.
- Many of our Hmong-speaking parents expressed not understanding the context around accountability and the relevance of having values.
- According to Hmong-speaking parents, to best instill responsibility within students, the district should enhance accountability.
- African American parents shared the need to participate in meetings facilitated and coordinated by the district or school site.

Parents expressed that technology, student-teacher relationships, and innovative teaching are the top three factors schools should focus on to achieve the district's student goals. A repeated call-out from parents was the need for proper technology (Wi-Fi, tablets, laptops, etc.) to allow students to access applications that are challenging and will allow them to learn at their own pace – particularly for those who are advanced in particular areas. In addition, parents mentioned using technology to teach students about valuable life skills and providing exposure to careers and avenues for social interaction. Parents also stressed the importance of positive student-teacher relationships, noting how this impacts both student learning and school engagement. Parents continued to mention that schools should place less emphasis on academic achievement, and more focus on fostering student self-efficacy and innovative teaching. Parents felt that students will benefit and be successful when they are offered choices that spark their interests and curiosity.

Key take-aways from parent discussions of the goals include:

- African American parents felt that to meet the student goals, our district must have diverse class curriculum and materials (such as, books and videos) to engage students in discussions about diversity within the classroom.
- African American parents also noted that their child is more likely to be disciplined for social behaviors than they are to be academically challenged. Instead, parents indicated that it is often up to them to lead the conversation to ensure that their child is being adequately challenged academically.

Parents expressed that providing staff with instructional supports, incentives and culturally proficient-standards are the top three factors schools should focus on to meet the district's staff goals. While parents strongly expressed that many teachers are passionate about their profession, many were concerned about the supports teachers are currently receiving to balance their needs and the needs of their students. Parents continuously expressed their fear of teachers experiencing stress and how that affects their performance and drive. To combat and prevent burnout, parents mentioned adequate compensation and continuous review of their workload. In addition, parents suggested implementing culturally proficient requirements when hiring staff. Teachers and staff are entering communities that have diverse histories, unique backgrounds, and specific traumas, which require thoughtful sensitivity and understanding. Staff must culturally learn and understand cultural appropriation and proficiency when working with various populations. Parents strongly felt that teachers deserve to be treated with respect and work in a positive and healthy school environment. Parents also stressed that teachers should receive more relevant professional development. Frequent check-ins and surveying of what teachers need to best improve the school culture, performance, and environment was suggested by parents. Parents also placed an emphasis on listening and gathering innovative ideas from younger teachers, indicating that they may have more success when connecting with students.

Parents expressed that quality, translation, inclusivity, and trust are the top three factors schools should focus on to meet the district parent goals. Parents strongly expressed that being welcomed, included, and involved will create a climate of inclusivity. Parents suggested that having a parent representative and/or liaison to connect with parents in the community and survey parents, share resources, and assist families will build trust and encourage involvement. Parents emphasized that Parent University is a great resource for families, with community college courses offered at school sites for parents, seminars (i.e. "How To work Microsoft Teams), and parent coffee hours. They also stressed that working on a comprehensive plan to expand on communication could strengthen inclusivity and connectedness, as well as build trust, advocacy and increase responsiveness. Incentives are encouraged as they help families with offsetting responsibilities and allow full attention on messaging, workshop, meeting, etc. Furthermore, parents highly recommended that having a strong diverse team that model's collaboration and active listening.

Some highlights from parent discussions regarding our staff goal includes:

- African American parents strongly felt that cultural proficiency is a requirement for staff when engaging parents.
- African American parents also shared that small groups are more comfortable and safer for them, and strongly encourage staff to not just rely on surveying to gather information from African American parents.

- African American parents also shared an emphasis was placed on parents wanting to see action and not being invited to meetings that solely just provide updates. Parents would like to be contacted not only when bad incidents occur with their children; urging educators to not assume that African American parents do not care.

Recommendations

Based on the findings of the focus groups, there are three recommendations that emerged from parent feedback for Fresno Unified to consider in the development of district goals:

- Enhance parent-teacher collaboration and communication to best reinforce positive behavior, traits, engagements, or interactions.
- Ensure school site(s) leaders, teachers and staff will demonstrate patience, active listening, provide high-quality translation/interpreting services; positive customer service with families, tone and respect aligned to the mission and vision of the district.
- Increase the perception and importance of a quality education by creating positive experiences for families and students. Valuing education should be encouraged, recognized, and reinforced.

Appendix

Parent Focus Group Questions

- 1. After reading our vision, what does it mean to you? In your own words, how would you describe the vision to others?** (Probing: What does being valued and empowered mean to you? How does your school make you and your family feel valued and empowered? How does your child's school make you feel like they can achieve their greatest potential? In what ways does your child's school encourage the belief that all students can achieve?)
- 2. After reading our mission, what stands out to you the most? In your own words, how would you describe the mission to others?** (Probing: How can schools and staff nurture and cultivate students? How are your students' interests developed at their school? How can our district do a better job at making education equitable for all students? How can our district help schools to be culturally proficient environments?) Definitions: Cultivate means: To acquire or develop. Nurture means: Care for and encourage growth or development. *Definitions provided by the Oxford Language Dictionary)
- 3. After reading/hearing our values, what are some ways you and your child(ren) experience these values at school, in the classroom, and with staff?** (Probing: What values stand out to you, and why? For better or worse? What are some ways that we value positive behavior? In your opinion, how can we show that we value accountability? In what ways does our district or your child's school demonstrate that we value learning? How can our district show that we value people and our community? How can your child's school do a better job at making sure it's a place where you feel welcomed? How does your child's school demonstrate that inclusion is a priority?)
- 4. After reading/hearing our student goals; do you think they represent the needs of our students? How so?** (Probing: What are some ways that your child(ren) has been challenged academically? How could your child's school expand student-centered and real-world learning experiences? How can your child(ren)s school do a better job connecting the learning resources/materials to real-world experiences? How can your child's school improve their engagement in school? In what ways do you think your child feels connected to the learning in their classroom? Student Centered Definition- Students have the ability and opportunity to choose not only what to study/learn but also how and why the topic might be of interest to them. Ex: Allowing students to choose the purpose of a project)
- 5. After reading/hearing our goals and strategies regarding staff reflecting the diversity of our community; what are some ways that we can increase hiring and ensure that staff will not want to leave our district?** (Probing Question: How do we create a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values?)
- 6. After reading/hearing our goals and strategies for families; what are some ways we can increase inclusive opportunities for families to engage in their child(ren)s education?** (Probing Question: What does a safe and inclusive environment look and feel like to you? Inclusive: Not excluding any of other groups involved in something. Do you feel that your child(ren)s school promotes/supports relationships, collaboration, diversity, and

our values? How can we create and strengthen culturally proficient open communication?
How do we communicate engagement opportunities for families?)

Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivares and Andrew, Scherrer
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3896

Regarding: Dual Language Immersion Program Pilot Study

The purpose of this communication is to provide the Board information regarding the District's Dual Language Immersion (DLI) Program Pilot Study. Fresno Unified DLI program's student populations include native English-speaking students and native speakers of the target foreign language. The goals of the DLI programs are to develop bilingualism/biliteracy, to ensure academic achievement at grade level or above and to develop and deepen cross-cultural competencies for all students.

As part of our continued work toward an Aligned Assessment System, we have partnered with English Language Services to conduct a pilot study of potential DLI assessments between now and March. The purpose of this pilot study is to identify one DLI assessment that most effectively measures students' progression in Spanish from kindergarten through sixth grade. We have partnered with kindergarten to sixth grade teachers at Ewing, Hidalgo, Jackson, Leavenworth, Rowell, Sunset, and Wawona. Three assessments will be explored in this pilot: 1) Istation's Indicators of Progress (Istation), 2) MAP Growth en Español (Northwest Evaluation Association), and 3) Logramos Tercera Edición (Riverside Insights). The pilot will help determine each assessment's ability to accurately assess DLI development and achievement, as well as its compatibility with the Dual Immersion Language program's goal of bilingualism and biliteracy by the end of grade 6. Schools were asked to pilot one assessment of their choice during Quarter 3. In addition to gathering quantitative data from these assessments, Equity and Access is engaging in a process to also collect qualitative data through classroom observations to assess implementation fidelity in Spanish DLI classrooms. Teachers have received training on assessment administration and data collection procedures. In partnership with our Fresno Unified Assessment Committee, we are using our District's Assessment Rubric to determine the extent to which each of the piloted assessments conforms to agreed-upon elements. Findings from this pilot will be used to inform the establishment of an Aligned Assessment System for the Dual Immersion program in Fresno Unified School District.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Sandra Toscano at (559) 457-3928.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number EA-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval:

Date: February 12, 2021

Phone Number: 457-3896



Regarding: Climate and Culture Performance – 2019/20 End of Year Rates

The purpose of this communication is to provide the Board information regarding climate and culture metrics for Fresno Unified. The California Department of Education recently released 2019/20 end of year suspension and expulsion rates.

The metrics included in the accompanying infographic are:

- CDE 2018/19 and 2019/20 end-of-year suspension rates, including disproportionality by student group
- CDE 2018/19 and 2019/20 end-of-year expulsion rates, including disproportionality by student group

Please note that Senate Bill 98 (Statutes of 2020, Chapter 24) suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, the statute requires available data that would have been included in the Dashboard to be reported on the CDE's website if they are determined to be valid and reliable. Pursuant to this requirement, the CDE has determined the 2019/20 suspension and expulsion data to be valid and reliable for the period of time during which schools were physically in session during the 2019/20 academic year. Please be advised, that while the 2019/20 suspension data have been determined to be valid and reliable, these data should be compared to suspension data from prior years with caution due to the physical closure of schools in February 2020 resulting from the COVID-19 pandemic.

Similarly, pursuant to Senate Bill 98, the CDE has reviewed the 2019/20 chronic absenteeism data; however, unlike the 2019/20 suspension and expulsion data, the CDE has determined that the 2019/20 chronic absenteeism data is not valid and reliable for the 2019/20 academic year. This is due to the manner in which absenteeism data is collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year. Due to the physical closure of schools in February/March 2020 resulting from the COVID-19 pandemic, the CDE will not publicly share chronic absenteeism data for the 2019/20 academic year.

District-level climate and culture reports that show results for regions, schools, and student groups are included.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Climate and Culture Performance 2019-20

Suspensions

Suspension Rate

18/19 to 19/20 Comparison

7.2%
(5,437)
2018-19

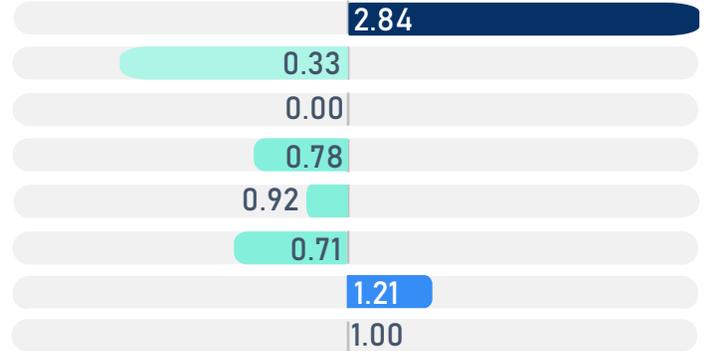
5.0%
(3,723)
2019-20

Disproportionality of Students by Race/Ethnicity

African American/Black (769)
Asian (141)
Filipino (0)
Hispanic/Latino (2,353)
Native American/Alaskan (19)
Pacific Islander (10)
Two or More Races (103)
White (10)

Students LESS likely to be Suspended

Students MORE likely to be Suspended

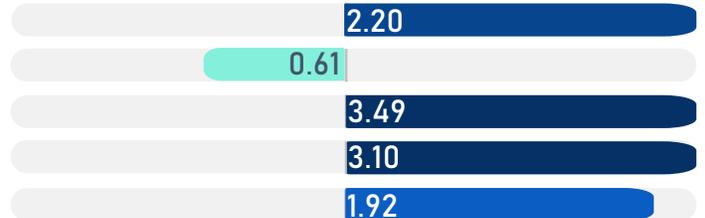


Disproportionality of Students by Student Group

Economically Disadvantaged (3,533)
English Learners (476)
Foster Youth (186)
Homeless (112)
Students With Disabilities (788)

Students LESS likely to be Suspended

Students MORE likely to be Suspended



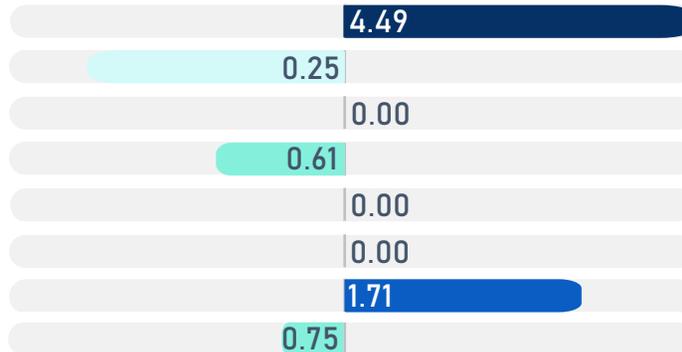
Expulsions

Disproportionality of Students by Race/Ethnicity

African American/Black (30)
Asian (3)
Filipino (0)
Hispanic/Latino (59)
Native American/Alaskan (0)
Pacific Islander (0)
Two or More Races (4)
White (7)

Students LESS likely to be Expelled

Students MORE likely to be Expelled



Expulsion Rate

18/19 to 19/20 Comparison

0.21%
(160)
2018-19

Disproportionality of Students by Student Group

Economically Disadvantaged (96)
English Learners (10)
Foster Youth (6)
Homeless (7)
Students With Disabilities (23)

Students LESS likely to be Expelled

Students MORE likely to be Expelled



0.14%
(103)
2019-20

Chronic absenteeism data is not being provided by CDE for the 2019-20 school year.

Climate and Culture Performance - Regional Report: 2019/20

School Site	Suspension Rate		Expulsion Rate	
	2018/19	2019/20	2018/19	2019/20
District Wide	7.2%	5.0%	0.21%	0.14%
Bullard Region	7.0%	4.9%	0.13%	0.13%
Bullard High	8.6%	7.0%	0.18%	0.25%
Figarden Elementary	4.3%	1.8%	0.00%	0.00%
Forkner Elementary	2.5%	2.4%	0.00%	0.00%
Gibson Elementary	1.6%	0.6%	0.00%	0.00%
Kratt Elementary	4.0%	2.1%	0.00%	0.00%
Lawless Elementary	0.9%	2.1%	0.00%	0.00%
Malloch Elementary	3.9%	1.2%	0.00%	0.00%
Powers-Ginsburg Elementary	4.4%	2.1%	0.00%	0.00%
Slater Elementary	7.5%	4.7%	0.00%	0.27%
Starr Elementary	1.0%	0.3%	0.00%	0.00%
Tenaya Middle	17.0%	9.1%	0.60%	0.10%
Wawona Middle	12.2%	11.8%	0.17%	0.30%
Edison Region	6.7%	4.4%	0.22%	0.15%
Addams Elementary	7.7%	4.1%	0.21%	0.00%
Columbia Elementary	5.9%	4.4%	0.15%	0.15%
Computech Middle	1.5%	1.3%	0.00%	0.00%
Edison High	6.8%	3.8%	0.25%	0.22%
Gaston Middle	15.7%	12.6%	0.52%	0.42%
King Elementary	11.7%	8.5%	0.39%	0.14%
Kirk Elementary	4.8%	3.8%	0.00%	0.00%
Lincoln Elementary	3.8%	2.2%	0.30%	0.30%
Manchester Gate Elementary	1.6%	1.0%	0.00%	0.00%
Sunset Elementary	0.0%	0.3%	0.00%	0.00%
Fresno Region	9.3%	6.6%	0.29%	0.25%
Cooper Middle	4.8%	3.1%	0.00%	0.00%
Del Mar Elementary	5.1%	2.4%	0.00%	0.00%
Fort Miller Middle	22.0%	13.7%	1.27%	1.02%
Fremont Elementary	1.0%	0.7%	0.00%	0.00%
Fresno High	12.5%	8.8%	0.41%	0.50%
Hamilton K-8	11.5%	9.6%	0.20%	0.11%
Heaton Elementary	8.2%	5.6%	0.00%	0.15%
Homan Elementary	4.2%	1.7%	0.00%	0.00%
Muir Elementary	8.0%	3.7%	0.15%	0.00%
Roeding Elementary	4.7%	2.6%	0.00%	0.00%
Williams Elementary	8.4%	11.0%	0.71%	0.13%
Wilson Elementary	8.6%	6.2%	0.22%	0.24%
Hoover Region	7.5%	6.2%	0.19%	0.21%
Ahwahnee Middle	17.0%	13.0%	0.67%	0.60%
Centennial Elementary	7.3%	6.5%	0.12%	0.00%
Eaton Elementary	6.2%	2.8%	0.00%	0.00%

School Site	Suspension Rate		Expulsion Rate	
	2018/19	2019/20	2018/19	2019/20
Holland Elementary	8.9%	5.9%	0.00%	0.00%
Hoover High	9.2%	8.7%	0.24%	0.43%
McCardle Elementary	3.1%	4.0%	0.00%	0.00%
Pyle Elementary	5.4%	4.0%	0.21%	0.23%
Robinson Elementary	4.3%	2.9%	0.00%	0.00%
Thomas Elementary	3.8%	2.7%	0.00%	0.00%
Tioga Middle	7.3%	7.7%	0.79%	0.70%
Viking Elementary	3.6%	3.5%	0.00%	0.00%
Vinland Elementary	8.4%	6.8%	0.00%	0.16%
Wolters Elementary	8.7%	4.9%	0.00%	0.00%
McLane Region	6.5%	3.6%	0.23%	0.09%
Birney Elementary	6.0%	1.8%	0.00%	0.11%
Ericson Elementary	2.4%	2.4%	0.00%	0.00%
Ewing Elementary	1.6%	1.8%	0.00%	0.00%
Hidalgo Elementary	3.5%	3.6%	0.14%	0.00%
Leavenworth Elementary	2.0%	0.7%	0.00%	0.00%
Mayfair Elementary	4.4%	1.7%	0.26%	0.00%
McLane High	8.6%	4.9%	0.38%	0.20%
Norseman Elementary	4.6%	4.0%	0.12%	0.00%
Rowell Elementary	5.1%	2.5%	0.00%	0.00%
Scandinavian Middle	21.0%	9.7%	0.70%	0.45%
Turner Elementary	2.4%	5.3%	0.13%	0.00%
Wishon Elementary	0.2%	0.0%	0.00%	0.00%
Yosemite Middle	17.5%	6.0%	1.00%	0.14%
Roosevelt Region	6.2%	4.6%	0.15%	0.07%
Anthony Elementary	4.6%	5.1%	0.34%	0.18%
Balderas Elementary	5.7%	3.6%	0.00%	0.14%
Calwa Elementary	4.9%	2.2%	0.00%	0.00%
Jackson Elementary	3.9%	2.0%	0.00%	0.00%
Jefferson Elementary	3.1%	3.8%	0.00%	0.18%
Lane Elementary	2.4%	2.8%	0.00%	0.00%
Lowell Elementary	6.5%	4.7%	0.18%	0.00%
Roosevelt High	7.7%	6.5%	0.16%	0.08%
Sequoia Middle	6.9%	3.4%	0.41%	0.00%
Tehipite Middle	25.3%	20.6%	0.85%	0.18%
Vang Pao Elementary	2.8%	2.1%	0.11%	0.21%
Webster Elementary	6.3%	2.6%	0.00%	0.00%
Winchell Elementary	2.9%	3.3%	0.00%	0.00%
Yokomi Elementary	2.9%	1.2%	0.00%	0.00%
Sunnyside Region	6.6%	4.3%	0.21%	0.08%
Ayer Elementary	4.0%	2.5%	0.12%	0.13%
Aynesworth Elementary	3.0%	1.5%	0.00%	0.30%
Bakman Elementary	3.5%	1.7%	0.00%	0.00%
Burroughs Elementary	5.2%	2.1%	0.46%	0.00%
Easterby Elementary	5.1%	2.5%	0.00%	0.00%

School Site	Suspension Rate		Expulsion Rate	
	2018/19	2019/20	2018/19	2019/20
Greenberg Elementary	2.6%	2.2%	0.00%	0.00%
Kings Canyon Middle	13.1%	5.1%	0.59%	0.30%
Olmos Elementary	5.1%	3.3%	0.00%	0.00%
Storey Elementary	3.5%	2.8%	0.00%	0.00%
Sunnyside High	8.1%	5.7%	0.28%	0.06%
Terronez Middle	14.0%	13.8%	0.56%	0.14%
Specialty Region	6.6%	4.5%	0.17%	0.06%
Addicott School	0.0%	0.0%	0.00%	0.00%
Baird Middle	2.4%	1.1%	0.00%	0.00%
Bullard Talent K-8	3.9%	2.3%	0.00%	0.00%
Cambridge High	7.4%	4.8%	0.12%	0.00%
Design Science High	0.0%	0.0%	0.00%	0.00%
Dewolf High	9.9%	11.9%	0.00%	0.00%
Duncan Polytech High	5.8%	2.3%	0.00%	0.00%
Fulton School	5.9%	12.9%	0.00%	0.00%
JE Young Academic High	4.3%	1.5%	0.00%	0.00%
Patino Entrepreneurship High	4.4%	5.6%	0.00%	0.00%
Phoenix Elementary	6.5%	7.2%	0.00%	1.03%
Phoenix Secondary	56.0%	48.1%	4.57%	1.30%
Rata School	0.0%	0.0%	0.00%	0.00%

Chronic absenteeism data is not being provided by CDE for the 2019-20 school year.

Climate and Culture Performance - Student Group Report: 2019/20

School Site	Suspension Rate		Expulsion Rate	
	2018/19	2019/20	2018/19	2019/20
District Wide	7.2%	5.0%	0.21%	0.14%
Race/Ethnicity				
African American/Black	16.9%	12.3%	0.65%	0.48%
Asian	2.3%	1.8%	0.09%	0.04%
Filipino	0.4%	0.0%	0.00%	0.00%
Hispanic	6.8%	4.6%	0.19%	0.12%
Native American/Alaskan	7.0%	4.6%	0.00%	0.00%
Pacific Islander	4.7%	3.6%	0.00%	0.00%
Two or More Races	9.1%	6.0%	0.30%	0.23%
White	7.3%	5.0%	0.13%	0.11%
Student Group				
English Learner	4.5%	3.3%	0.13%	0.07%
Foster Youth	20.0%	16.8%	0.78%	0.54%
Homeless	18.6%	15.2%	0.75%	0.95%
Socioeconomically Disadvantaged	7.6%	5.3%	0.24%	0.14%
Student w/ Disability	12.1%	8.6%	0.31%	0.25%

Chronic absenteeism data is not being provided by CDE for the 2019-20 school year.

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: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: February 12, 2021
Phone Number: 457-3548

Regarding: The Number of Employees at High Risk Based on Age for Priority of COVID-19 Vaccines

The purpose of this communication is to provide background information as requested by the Board for the numbers of employees at high risk based on age for priority of COVID-19 vaccines.

The California Department of Public Health's current COVID-19 vaccine allocation guidelines, based on available supply, state that individuals below are or will be eligible for COVID-19 vaccines:

- Phase 1A, all tiers (health care and public health sector)
- Phase 1B, tier 1:
 - Person 65 years of age and older
 - Sector populations: Education and Childcare, Emergency Services, Food and Agriculture
- Phase 1C in April 2021 (provided by FUSD Health Services) include:
 - 50 - 64 year of age
 - 16 - 49 year with underlying medical conditions/disabilities that place them at high risk for severe COVID-19 illness and death – will need to be further evaluated

The breakdown of district full-time & part-time employees (excludes substitutes) based on age is as follows:

- Age 65 years and older (total of 321 employees, 3.5%) as of end of March 2021
 - Certificated: 100
 - Management: 6
 - Classified: 215
- Age 50 - 64 years of age (total of 2,993 employees, 32.7%) potentially targeted for Phase 1C in April 2021
 - Certificated: 1,351
 - Management: 249
 - Classified: 1,393

If you have any questions, or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

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: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – Attendance Chart and Bylaws

The purpose of this communication is to provide the Board a chart showing members' attendance at Citizens' Bond Oversight Committee (CBOC) meetings for 2017-2020. The purpose of the CBOC is to inform the public concerning the expenditure of bond funds. Meetings are scheduled at noon on the third Thursday of February, May, August and November. (The May and August 2020 meetings were not held due to the pandemic.) The November 19, 2020 meeting was conducted via video conference, and the February 18, 2021 meeting will be as well. Although only annual meetings are required, Fresno Unified's CBOC meets quarterly to provide additional transparency and accountability in the bond program. Also attached is a copy of the CBOC Bylaws; Section 5.6 addresses attendance.

If you have questions or need further information, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

**FRESNO UNIFIED SCHOOL DISTRICT
CITIZENS' BOND OVERSIGHT COMMITTEE
Meeting Attendance, 2017 - 2020**

updated February 1, 2021

MEMBER	Appointed By	Appt Date	1/24/2017	4/25/2017	8/22/2017	11/8/2017	2/15/2018	5/17/2018	8/16/2018	11/15/2018	2/21/2019	5/16/2019	8/15/2019	11/21/2019	2/20/2020	11/19/2020
Brian Andritch	Mills	5/9/2018														
Venancio Gaona	Davis	3/20/2019														
Inez Hill	Thomas (Johnson)	3/21/2018														
Clint Horwitz	Mills	3/20/2019														
Cal Johnson	Thomas	4/15/2020														
Arthur Koster	Jonasson Rosas	5/9/2018														
Michael Lopez	Jonasson Rosas (Chavez)	5/13/2015														
Jose Mejia	Islas (De La Cerda)	2/25/2015														
Timothy Mudge	Islas	3/18/2020														
Jim Nau	Davis	3/20/2019														
Bruce O'Neal	Cazares (Ryan)	9/14/2016														
Dominic Papagni	Cazares (Ryan)	12/9/2015														
Barbara Steck (Chair)	Superintendent	8/24/2016														

PRESENT
ABSENT
not yet appointed

CURRENT/UPCOMING VACANCIES

Islas - 1, as of March 2021
Jonasson Rosas - 1, as of June 2021
Slatic - 2 currently, 1 pending 2/17/2021 Board approval

Meetings scheduled for May and August 2020 cancelled due to pandemic restrictions
Members may serve for six years

Upcoming meetings: February 18, May 20, August 19, and November 18, 2021



BYLAWS

CITIZENS' BOND OVERSIGHT COMMITTEE

Section 1 COMMITTEE ESTABLISHED

The Board of Trustees (the "Board") of the Fresno Unified School District (the "District") hereby establishes a Citizens' Bond Oversight Committee (the "Committee") which shall have the purposes and duties set forth in these Bylaws.

Section 2 PURPOSE

The purpose of the Committee is to inform the public at least annually concerning the expenditure of proceeds of the bonds which were approved by the voters at an election held on November 8, 2016 (the "Measure X Bonds") and proceeds of the bonds which were approved by the voters at an election held on March 3, 2020 (the "Measure M Bonds").

Section 3 DUTIES

To carry out its stated purpose, the Committee shall perform the following duties:

- 3.1 **Review Expenditures.** The Committee shall review quarterly expenditure reports produced by the District to (a) ensure that proceeds of the Measure X Bonds and the Measure M Bonds (collectively, the "Bond Proceeds") are expended only for the purposes set forth in the respective ballot measures; and (b) ensure that no Bond Proceeds are used for any teacher or administrative salaries or other operating expenses.

- 3.2 **Annual Report.** An annual report on behalf of the Committee shall be presented ("Annual Report") at a public meeting of the Board in January of each year for the prior fiscal year. The Annual Report shall include the following:
 - (a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution with respect to the expenditure of the Bond Proceeds; and
 - (b) A summary of the Committee's proceedings and activities for the preceding year.

Section 4 AUTHORIZED ACTIVITIES

- 4.1 **Activities.** In order to perform the duties set forth in Section 3.0, the Committee may engage in any of the activities which are authorized under Section 15278 of the California Education Code (the "Education Code"), including any of the following authorized activities:
- (a) Receive and review copies of the District's annual independent performance audit and annual independent financial audit required by Article XIII A of the California Constitution.
 - (b) Inspect school site facilities and grounds for which Bond Proceeds have been or will be expended, in accordance with any access procedure established by the Chief Operations Officer.
 - (c) Review the District's efforts to maximize Bond Proceeds in ways designed to:
(1) reduce costs of professional fees or site design; (2) encourage joint use of core facilities; or (3) involve cost-effective and efficient reusable facility plans.
- 4.2 **Request.** Any Committee requests for copies or inspection of District records shall be made in writing to the Chief Operations Officer.

Section 5 MEMBERSHIP

- 5.1 **Number.** The Committee shall consist of a minimum of seven members, as follows:
- (a) The Board shall appoint all members of the Committee except the Chair.
 - (b) The members of the Committee appointed by the Board shall include:
 - 1. One member who is active in a business organization representing the business community located within the District
 - 2. One member who is active in a senior citizen's organization
 - 3. One member who is active in a bona fide taxpayers' organization
 - 4. One member who is the parent or guardian of a child enrolled in the District
 - 5. One member who is both a parent or guardian of a child enrolled in the District and active in parent-teacher organization

5.2 **Qualification Standards.**

- (a) To be a qualified member of the Committee, a person must:
1. Be at least 18 years of age and a citizen of the state in accordance with Government Code section 1020
 2. Reside within the geographic boundaries of the District
 3. Not be an employee or official of the District
 4. Not be a vendor, contractor, or consultant of the District
- (b) If a member fails to meet the qualification standards set forth above at any time during the term of service, such member shall be disqualified and the position shall be declared vacant. The Board shall appoint a new person to serve the remainder of the term, in accordance with appointment process set forth in Section 5.3 below.

5.3 **Appointment.** Except as set forth in Section 8 below, the Board shall appoint members to the Committee. Prior to appointment, the District Superintendent shall conduct a nomination process to ensure that each person nominated meets the qualification standards set forth in Section 5.2. When an appointment is necessary to fill a vacancy, the Superintendent shall inform the Board of any membership category in Section 5.1(b) not represented.

5.4 **Ethics: Conflicts of Interest.** By accepting appointment to the Committee, each member agrees to comply with Article 4 (commencing with Section 1090) and 4.7 (commencing with Section 1125) of Division 4 of Title 1 of the Government Code and the Political Reform Act (Gov. Code 81000, et seq.), and to complete the Form 700 as required by all “designated employees” of the District. Additionally, each member shall comply with the Committee Ethics Policy attached to these Bylaws.

5.5 **Term.** Each member of the Committee shall serve for a term of two years and for no more than three consecutive terms, excepting the original appointees’ term, which will be either one year or two years in order to provide continuity for the Committee.

5.6 **Removal.** The Board may remove any Committee member for cause, including failure to attend two consecutive committee meetings. Upon the removal of a member, his or her seat shall be declared vacant. The Board shall fill any vacancies on the Committee in accordance with the appointment process set forth in Section 5.3.

5.7 **Compensation.** The Committee members shall not be compensated for their services.

Section 6 MEETINGS OF THE COMMITTEE

- 6.1 **Regular Meetings.** The Committee shall establish a schedule for the date and time of regular meetings to be held at least quarterly.
- 6.2 **Location.** All meetings shall be held at the administrative offices of the District located at 4600 N. Brawley, Fresno, California or other District facilities.
- 6.3 **Procedures.** All meetings shall be open and public in accordance with the Ralph M. Brown Act, Government Code Section 54950, *et seq.*, (the "Brown Act"). Meetings shall be conducted according to such procedural rules and norms as the Committee may adopt. Six (6) Committee members shall constitute a quorum for the transaction of any business other than adjournment. Except as set forth in Section 9 below, at least five (5) votes shall be required for the Committee to take action.

Section 7 DISTRICT SUPPORT

- 7.1 **Assistance.** The District shall provide to the Committee necessary technical and administrative assistance as follows:
- (a) Preparation of and posting of public notices as required by the Brown Act ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the Board;
 - (b) Provision of a meeting room, including any necessary audio/visual equipment;
 - (c) Preparation and copies of any documentary meeting materials, such as agendas and reports; and
 - (d) Retention of all Committee records, and providing public access to such records, including the posting of Committee records on the Internet website maintained by the District.
- 7.2 **Records.** District staff shall maintain all Committee records, and provide public access to such records.
- 7.3 **Legal Advice.** The Committee may request the Board to authorize legal counsel to advise the Committee on legal matters relating to the operation and/or subject matter of the committee.

- 7.4 ***Not Bond-supported.*** The District shall not use any bond proceeds to provide the support set forth in this Section 7.

Section 8 OFFICERS

The Superintendent shall appoint a Chair who shall be a voting member of the Committee. The Chair may then nominate a Vice Chair, whom the Committee will consider. The Vice Chair shall act as Chair only when the Chair is absent. These positions shall continue for two-year terms. No person shall serve as Chair for more than three consecutive terms.

Section 9 AMENDMENT OF BYLAWS

Any amendment to these Bylaws shall be approved by two-thirds vote of the Committee and must be approved by the Board prior to becoming effective.

Section 10 TERMINATION

The Committee shall automatically terminate and disband at the earlier of the date when (a) all Bond Proceeds are spend, or (b) all projects funded by Bond Proceeds are completed.

Section 11 APPLICABILITY OF THE CALIFORNIA LAW

The Committee was established by the District in order to comply with Section 15278 *et seq.* of the Education Code. Nothing in these Bylaws shall be interpreted in a manner that is inconsistent with the provisions of the Education Code.

Adopted September 24, 2003

Amended January 14, 2009

Amended January 26, 2011

Amended February 26, 2014

Amended February 8, 2017

Amended March 21, 2018

Amended November 19, 2020

CITIZENS' BOND OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow. However, the guidelines set forth in this Statement are not exhaustive and do not excuse Committee members from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices and professional conduct. Committee members are expected to adhere strictly to the provisions of this Ethics Policy. All capitalized terms used herein shall have the meanings set forth in the Bylaws of the Committee.

POLICY

CONFLICT OF INTEREST. A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds or (2) any construction project which will benefit a Committee member's outside employment, business, or personal finances or benefit any family member or relative.

OUTSIDE EMPLOYMENT. A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by bond proceeds, or (2) any construction project. A committee member shall not make or influence a District decision related to any construction project involving the interest of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any construction project.

COMMITMENT TO UPHOLD LAW. A Committee member shall uphold the Federal and California Constitutions, the laws and regulations of the United States and the State of California and all other applicable government entities, and the policies, procedures, rules and regulations of the District.

COMMITMENT TO DISTRICT. A Committee member shall place the interests of the District above any personal or business interests of the member. No member of the Citizens' Bond Oversight Committee will speak individually for, or in the name of, the total Committee.

GOVERNMENT CODE 1090

GOVERNMENT CODE - GOV

TITLE 1. GENERAL [100 - 7914]

(Title 1 enacted by Stats. 1943, Ch. 134.)

DIVISION 4. PUBLIC OFFICERS AND EMPLOYEES [1000 - 3599]

(Division 4 enacted by Stats. 1943, Ch. 134.)

CHAPTER 1. General [1000 - 1241]

Chapter 1 enacted by Stats. 1943, Ch. 134.)

ARTICLE 4. Prohibitions Applicable to Specified Officers [1090 - 1099]

(Article 4 enacted by Stats. 1943, Ch. 134.)

1090.

(a) Members of the Legislature, state, county, district, judicial district, and city officers or employees shall not be financially interested in any contract made by them in their official capacity, or by any body or board of which they are members. Nor shall state, county, district, judicial district, and city officers or employees be purchasers at any sale or vendors at any purchase made by them in their official capacity.

(b) An individual shall not aid or abet a Member of the Legislature or a state, county, district, judicial district, or city officer or employee in violating subdivision (a).

(c) As used in this article, "district" means any agency of the state formed pursuant to general law or special act, for the local performance of governmental or proprietary functions within limited boundaries.

(Amended by Stats. 2014, Ch. 483, Sec. 1. Effective January 1, 2015.)

Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jason Duke, Exec. Dir., Maintenance & Operations
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3134

Regarding: Ventilation and Indoor Air Quality Improvements

The purpose of this communication is to provide the Board information regarding classroom ventilation and air quality. Providing comfortable and safe indoor environments while maximizing energy efficiency requires constant monitoring of automated systems for comfortable temperatures, circulation and exchange of outside air, and preventive maintenance and repairs to maintain operational reliability. This requires investment through capital improvement and deferred maintenance programs to update aging equipment and modernize systems and controls. The district is evaluating, planning for, and implementing both immediate solutions to address COVID-19 concerns and long-term solutions for improved operations and energy efficiencies, as noted below:

- Replace/update central plant chillers and boilers to increase capacity and efficiency
- Provide portable air cleaners to filter and disinfect circulated air in a room
- Provide advanced oxidization cells that disinfect surfaces before, during, and after occupancy
- Conduct inventory of all systems to develop a proposal for additional in-duct (bipolar ionization) systems to further neutralize airborne pathogens including cold and flu viruses
- Add temperature-controlled water capacity (buffer tanks) to optimize systems by providing greater water volume to decrease temperature loss, while reducing system starts/stops which ultimately impact equipment life cycle
- Continue quarterly replacement of HVAC filters to maximize performance and mitigate pressure drops, reduction in filtration, and/or bypass of particulates. The district's systems are standard static (powered) units and will not tolerate a minimum efficiency rating of filters higher than the manufacturers specification (MERV 11). Utilizing higher rated filters would create pressure drops in ventilation, freezing of condensers, failure of compressors, and the inability to add fresh air and to achieve a programmed setpoint (room temperature setting).
- Evaluate and plan for long-term investments such as modernization of building automation controls; replacement of aging unit ventilators, chillers, boilers, multi-zone and package units; updating newer equipment to utilize dampers for air quality optimization; replacing undersized and/or failing hydronic plumbing; increasing capacity of central plant water circulation; and improving facility energy efficiency utilizing insulation and modern window systems, etc.

The district is committed to maintaining and improving the indoor air quality of facilities to preserve a healthy learning and working environment. If you have questions or need further information, please contact Jason Duke at 457-3260 or Karin Temple at 457-3134.

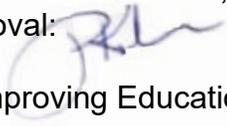
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3928

Regarding: Improving Education for Multilingual and English Learner Students

The purpose of this communication is to provide the Board information about the California Department of Education's (CDE) recently published resource titled, *Improving Education for Multilingual and English Learner Students: Research to Practice*, highlighting the work of Fresno Unified School District.

There have been significant changes in California to support English Learner students with the implementation of the Statewide System of Support, the Every Student Succeeds Act, the California Education for a Global Economy Initiative, and the California English Learner Roadmap State Board of Education Policy. To support implementation, CDE has provided educators with the best practices through various supports for all, including tools and resources that improve student outcomes for all students, and more specialized supports for English Learners.

One of the results is the research-to-practice publication, *Improving Education for Multilingual and English Learner Students: Research to Practice*, which supports the goal of accelerating learning for California's English Learner students. Another is the launch of state-wide professional learning for educators to incorporate the California English Language Development (ELD) Standards 2012, into all aspects of instruction. In both cases, Fresno Unified School District programs and projects have played a significant role.

In the publication, *Improving Education for Multilingual and English Learner Students*, Chapter 3, "Multilingual Programs and Pedagogy: What Teachers and Administrators Need to Know and Do" and Chapter 4, "Early Learning and Care for Multilingual and Dual Language Learners Ages Zero to Five" were written using examples from Fresno Unified School District's Early Learning Language Project and Dual Language Immersion programs.

Chapter 5 of the publication, titled Content Instruction with Integrated and Designated ELD in the Elementary Grades, was partially informed by the examples from Fresno Unified School District's work in schools regarding both Integrated and Designated ELD and conversations with Fresno Unified School District educators.

Snapshot 5.6 highlights Fresno Unified School District's long-term work, now in its seventh year of helping teachers and principals to structure learning in a Teaching and Learning Cycle, a way of mentoring students in disciplinary reading and writing, with a strong focus on meaningful communication and learning how English works. Over these seven years, the English Learner Services Department has provided coaching to both elementary and secondary sites around this framework for learning and specific learning around highly effective language-based pedagogies that benefit all students. That same snapshot additionally highlights the district's Spanish dual language immersion programs and how they are doing this same work in Spanish.

Vignette 5.1 focusing on writing science explanations and vignettes 5.2 and 5.3 focusing on character analysis and attitudes in literature are highly reflective of the instructional work in which the English Learner Services Department, school leaders, and teachers have been engaging. Vignette 5.5 focused

on Math and the language of Math. This also helps to highlight the type of work being done in many district schools, focused on how we learn content and language together.

Snapshot 5.2, Fostering Cultural Valuing and Home Language focuses on Fresno Unified School District's first foray into the nurturing of indigenous language with the Hidalgo, Mixteco after-school language and culture project, initiated in Fall 2019. The chapter notes the district's 2019/20 pilots in French, Punjabi, Arabic, and Spanish language learning projects as ways to foster both primary and additional language knowledge and skills. Additional goals of these pilots were to foster the valuing of home cultures and languages from our diverse communities. These two language projects formed a central piece of the first stages of Fresno Unified School District's Global 2030 project, a greater commitment on the part of the district to foster bilingualism for all learners.

In Chapter 7, "Creating Schools and Systems That Support Asset-Based, High-Quality Instruction for Multilingual Learners", authors Maria Santos and Megan Hopkins describe the leadership, systems, alignment, and articulation required to implement certain aspects of the California English Learner Roadmap. Fresno Unified School District is featured as an exemplar of data-driven decision making (pgs. 431-437). Maria Santos is consultant from West Ed who facilitated the development of our English Learner Master Plan for Student Success and supported our implementation of "EL Lab Schools".

Further, Fresno Unified Schools have been featured in the California ELD Standards video Professional Learning project as exemplars of instruction as outlined in the California English Language Arts-ELA/ELD Framework. Teachers Megan Parrish at Sequoia Middle School, Donna Parkansky, at Yosemite Middle School (now Sequoia), Elizabeth Conkle in English Learner Services (now retired), and Esmeralda Ruiz at Sequoia Middle School are featured in videos illustrating Integrated and Designated ELD.

Publication link for *Improving Education for Multilingual and English Learner Students*:
<https://www.cde.ca.gov/sp/el/er/documents/mleeducation.pdf>

We currently use the resources to share examples of effective instruction and high leverage learning tools with educators in our district. Our teachers are learning from one another using research-based pedagogies.

If you have questions or require additional information, please contact Sandra Toscano at 457-3928.

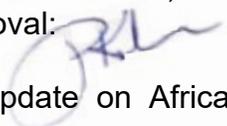
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lisa Nichols, Vice Principal on Special Assignment
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 708-2628

Regarding: Update on African American Student Engagement Expansion through Black Student Unions

The purpose of this communication is to provide the Board an update regarding the Goal 2 Team's efforts to increase African American student engagement through Black Student Unions (BSUs).

Goal 2 is pleased to announce the launch of BSUs at two more elementary schools: Muir and Vinland. We have received a request from Heaton for assistance in launching a BSU on their campus. There are now seven elementary BSU's. We look forward to the collaboration between these schools and how we can lay a foundation for expanding BSUs in more elementary schools. Middle and high school BSUs are holding steady with 16 of 17 middle schools and 13 of 13 high schools with clubs that meet regularly. A two-hour Virtual BSU Retreat was held on September 22, 2020 for all BSU Advisors and Student Club Officers. Guest presenter, Dr. Chike Akua, award winning author and educator, spoke to Advisors about culturally responsive practices and how to increase student achievement in African American students. Student Club Officers learned strategies about promoting student voice/empowerment and student leadership through cultural excellence.

In conjunction with the BSU Retreat, all BSU site Advisors had the opportunity to attend the Drop-In BSU session. These sessions provided ideas on student recruitment, culture & club activities via a virtual platform as well as other additional club supports. In addition, there was a quick section at the end of each session (BSU 101) for all new BSU Advisors. All BSU's are part of the Black Students of California United (BSCU). The membership to the BSCU grants access to a library of cultural resources they can use in their club meetings, member only registration for regional leadership forums, and the Virtual BSCU State Conference that will be held on March 12 and 13 of 2021.

Lastly, supports continue to be provided to the BSUs through access to the Mobile Museum collection, including 50 displays of African American leaders in politics, entertainment, science, education, and many other areas. Each BSU Advisor has been provided three books as resources: *Reading Revolution*, *Words of Power*, and *Honoring our Ancestral Obligations*. Advisors also received *African American Hall of Legend cards*.

If you have any questions or require additional information, please contact Lisa Nichols at 708-2628.

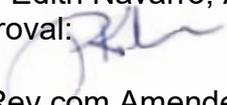
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Edith Navarro, Administrator
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3874

Regarding: Rev.com Amended Agreement

The purpose of this communication is to provide the Board information regarding the request to approve an amended agreement with Rev.com.

In a strategic design to mitigate loss of learning during the COVID pandemic and consequential school closure, Fresno Unified School District's Curriculum, Instruction, and Professional Learning team partnered with Valley Public Broadcasting Service (PBS) to create "Reading Explorers." Reading Explorers is a program designed to reach pre-school through third grade students. The program focuses on early literacy skills and has been broadcasted Monday through Friday on PBS from 7:30 a.m. through 9:00 a.m.

Resources were allocated to assure programming was translated into Spanish. Originally translators were utilized to provide subtitles. However, there were many time constraints and technical difficulties translating, programming, and producing each lesson word by word. Valley PBS recommended the use of a translation service familiar with televised programming named Rev.com.

Rev.com is a vendor that will translate PBS programming to Spanish subtitles. The cost is \$3 dollars per minute. In November 2020, Rev.com provided a quote with a discounted rate. However, when reviewing the language, incorrect pricing was cited. Rev.com quoted \$17,940 for translations which are not foreign language subtitles. The actual price for subtitles in Spanish is \$41,184.

The original allotment of funds to provide PBS programming in Spanish was \$50,000. The new amended agreement is within the original stimulus funding allotment. Rev.com will provide Spanish subtitles to all episodes since the last translated episode in November 2020 and complete all lessons for the rest of the school year. These lessons will be stored on the PBS website and available to students and families.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Edith Navarro, Administrator
Cabinet Approval: 

Date: February 12, 2021

Phone Number: 457-3874

Regarding: Tutor.com for Distance Learning

The purpose of this communication is to provide the Board information regarding the usage of Tutor.com.

Tutor.com is a personalized online tutoring platform from the Princeton Review that offers one-to-one homework help and tutoring online in real-time for students K-12. With exclusion of the instructional day, students have around the clock support in over 200 subjects including Bilingual Tutoring, Advanced Placement, and International Baccalaureate courses. Weekend availability begins at 2:00 p.m. on Friday until 9:00 a.m. on Tuesday. Tutoring in Spanish is offered until 11:00 p.m. each night.

The cost for Tutor.com to support students during distance learning was \$285,000 for 10,000 hours of usage starting October 2020 for the 2020/21 school year. As of February 02, 2021, students have used 2,812 hours, 28% of the purchased time. Approximately 2000 unique students have used the service with 6,630 sessions recorded. The average time of each session is 22 minutes.

The most requested subject from students is math, which accounts for 62% of the requests. At the end of each session students are asked to leave feedback through a survey. 94% of students report the services help them complete their homework assignments and 90% report increased confidence in their schoolwork. Administrators at each school can look up their students' usage, subject matter chosen, and trends. The schools currently with the highest usage are Manchester Gate and Sunnyside High School.

Professional Learning (PL) was held for site leaders and/or a representative from each site. At the recent PL Summit, courses were offered to teachers and a training will be offered during February to after school program tutors and Teaching Fellows. During the week of January 18, secondary math teachers once again demonstrated to students how to log on and use this resource.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 02/12/21