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**Superintendent**  
Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – AUGUST 02, 2019**

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, Ed.D. Superintendent Calendar Highlights

### **ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO**

AS-1 Kim Kelstrom School Services Weekly Update Report

### **EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access**

EA-1 Andrew Scherrer i-Ready Purpose, Reporting, and Goal(s)

EA-2 Lindsay Sanders Western Association of Schools and Colleges

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Confidential Student Support Space Needs

OS-2 Karin Temple Elementary School RISE Mentors Program

### **SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer**

SL-1 Debra Odom Edison Bethune Charter Participation in District Sports

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

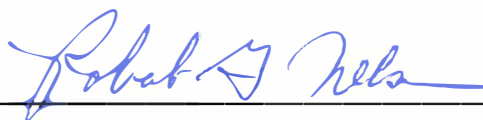
Date: August 02, 2019  
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The Purpose of this communication is to inform the Board of notable calendar items.

- Attended Harvard Leadership Project on Board Governance
- Gave interview with Bill McEwen, GV Wire, regarding update on Fresno Unified
- Met with Megan Williams and Wilma Hashimoto regarding Court Appointed Special Advocated (CASA)
- Met with Californians For Justice (CFJ) regarding ongoing partnership for Relationship Centered Schools
- Spoke at the Principals Institute
- Participated in call with Paula Hernandez Forero, Martha Laboissiere and Maya Kuppermann regarding progress of Fresno College Pipeline Plan

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



Date: \_\_\_\_\_



Fresno Unified School District  
Board Communication

**BC Number AS-1**

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

Date: August 02, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for July 25, 2019

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 following SSC Weekly Update for July 25, 2019 is attached.

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

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

*Robert G. Nelson*

Date: 8/2/19



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

DATE: July 25, 2019

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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### Summer Recess

It was another relatively quiet week in Sacramento as the Legislature is nearly halfway through its month-long Summer Recess. As a reminder, the Legislature will return to the Capitol on Monday, August 12, 2019, and will have just five weeks, until September 13, to get bills through the second house to Governor Gavin Newsom's desk. The Governor will then have until October 13 to either sign or veto legislation.

### Federal Budget Update

While California lawmakers are on break, federal lawmakers are hard at work hashing out a two-year budget deal that would suspend the nation's debt limit and set federal spending levels through at least July 2021. The federal budget process is different from the state's process—while agreement is being reached on the total amount of money to be spent, the actual spending details are to be worked out later.

As a reminder, the Democratically controlled House approved their version of a federal budget earlier in the year, including an additional \$1 billion appropriation for both Title I and the Individuals with Disabilities Education Act. (The Senate had not yet approved its spending plan and President Trump had been requesting cuts.) The final budget deal will have more than enough room in increased spending authority to include these new funds, but final allocations will not be negotiated until later this summer. It seems likely that a federal budget will be in place by the October 1 start of the federal fiscal year, hopefully with some increases for education.

### State Closes Out 2018-19 Fiscal Year Over \$1 Billion Above Forecast

State General Fund revenues for the last month of the 2018-19 fiscal year beat the forecast by \$409 million. Combined with the strong performance from May, General Fund revenues for the prior fiscal year exceeded the May Revision

forecast by \$1.041 billion, an auspicious start for 2019-20. Over the last five fiscal years, the 2018-19 final tally was the second best, exceeded only by 2017-18 when revenue collections exceeded the forecast level by \$1.5 billion.

The Department of Finance's *Finance Bulletin* also notes that both the California and the national unemployment rates remain at near record lows. For June 2019, the California unemployment rate stood at 4.2%, and the U.S. unemployment rate was 3.7%, just 0.1% higher than the 50-year record low of 3.6% set in May 2019. The U.S. economy added 224,000 jobs in June, a strong performance given many economists' expectations of a slowing job market. Of this national total, California accounted for about one-fifth of the gain, or 46,200 jobs.

The growth rate of the California economy continues to outpace that of the nation as a whole. State personal income has grown, on average, 5.3% annually since 2010 compared to the U.S. rate of 4.3% over the same period. Most recently, California personal income grew 4.4% in the first quarter of 2019 as compared to 3.8% for the nation.

*Leilani Aguinaldo*  
*Robert Miyashiro*

*Note: The U.S. Department of Agriculture is proposing that families who receive temporary government benefits should no longer be automatically eligible for food assistance, which could restrict access to free school lunches for approximately 265,000 children.*

## **Trump Administration Moves To Limit Food Stamps, Restrict Free Meals for Children**

By Kate Irby  
*The Sacramento Bee*  
July 23, 2019

The U.S. Department of Agriculture is proposing that families who receive temporary government benefits should no longer be automatically eligible for food assistance, a change that could restrict access to free school lunches for 265,000 children.

In California, about 3.2 million children use free school lunches, according to the California Department of Education. It is unclear how many children would no longer be eligible if this rule went into effect.

Under the proposal, about 3.1 million people would lose access to the Supplemental Nutrition Assistance Program, which provides money for food to low-income Americans and is commonly called food stamps.

Agriculture Secretary Sonny Perdue framed it as a necessary change to cut down on abuse of the system. But the move was met with widespread disdain among Democrats, who called it “cruel” and “harmful.”

“It is outrageous, cruel and galling that after giving trillions of dollars in tax cuts to the wealthy and big corporations, the Trump administration, under the guise of fiscal austerity, is attempting to take nutrition assistance away from millions of Americans on the verge of hunger — including school children and people with disabilities,” said Senate Minority Leader Chuck Schumer, D-New York.

A similar policy was proposed in a House Republican version of the farm bill in the last Congress, which was rejected. The nonpartisan Congressional Budget Office estimated that provision in the Republican bill would have saved the federal government \$5 billion over a 10-year period and withheld SNAP benefits from about 400,000 households.

The USDA estimated its newly proposed rule would save \$2.5 billion per year and strip benefits from 3.1 million people — both significantly higher numbers.

Currently, 43 U.S. states allow residents to automatically become eligible for food stamps if they receive benefits from another federal program known as Temporary Assistance for Needy Families, or TANF.

Families with income at maximum 200 percent over the poverty level are eligible for TANF, while families can only make 130 percent of the poverty level or below to be eligible for SNAP on its own.

The USDA wants to change that by requiring those who receive TANF benefits to pass a review of their income and assets to determine whether they are also eligible for free food from SNAP.

“For too long, this loophole has been used to effectively bypass important eligibility guidelines,” Perdue said. “Too often, states have misused this flexibility without restraint.”

Rep. Josh Harder, D-Turlock, called the proposal — which will have a 60-day comment period before the USDA decides to enact it — “a complete disaster.” About 63 percent of children in Harder’s district around Modesto use free or reduced school lunches.

“I don’t know what genius came up with the idea to take school lunches away from our kids, but we can’t let this happen,” Harder said. “Literally thousands of children in the Central Valley rely on the school lunch program just to get something to eat — this garbage proposal would rob them of the nutrition they need to stay healthy and get a good education.”

California Gov. Gavin Newsom on Twitter also criticized the proposal. “This rule would take food away from working families. Prevent kids from getting school meals. And make it MORE difficult for states to help. Doesn’t the @GOP call themselves the party of ‘family values?’ he wrote.

California generally represents roughly 10 percent of the national SNAP caseload, but it is not clear at this point if Californians would represent 10 percent of the individuals affected by the proposal.

Sara Kimberlin, a senior policy analyst at the California Budget and Policy Center, said the proposal would “increase food insecurity among children growing up in low-income families, especially because those children would also lose eligibility for school meals.”

Limiting food stamps “would increase economic hardship among families with low incomes who are already struggling to make ends meet in California, where the cost of basic needs like housing and child care, in particular, is very high in many areas,” said Kimberlin, whose organization tends to advocate for social services.

Senate Agriculture Committee Chairman Pat Roberts, R-Kansas, gave a tentative statement of support for the administration after reviewing the rule.

“(SNAP) ‘categorical eligibility’ was established to simplify the application process for folks already eligible for benefits from similar assistance programs. Over time, changes have been made administratively to broaden categorical eligibility,” Roberts said. “Given the breadth of these changes, this proposed rule allows USDA to use existing authority to review these regulations and consider comments to ensure states are using this tool as it was intended — for program simplification.”

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*Note: Governor Newsom's May Revision proposal to include \$80.5 million in Proposition 64 funds for childcare vouchers made its way into the enacted 2019-20 State Budget and many after school program advocates feel slighted because the advertisements for the proposition claimed a portion of the cannabis revenue would go to after school programs.*

## **California's After-School Programs Still Waiting on Cannabis Tax Money**

**Prop. 64 money funneled to child care vouchers as programs that help needy kids struggle to stay afloat**

By Brooke Staggs  
*The Mercury News*  
July 22, 2019

Supporters of California's publicly funded After School Education and Safety programs — which educate and care for nearly 500,000 low-income elementary and middle school kids — were encouraged in 2016 when they heard and read the ads that supported the state's ballot measure to legalize the recreational use of marijuana.

The good feeling didn't reflect how they felt about cannabis. It came because the Yes on Proposition 64 campaign told voters — in advertising and in a statement printed on the official statewide ballot — that one of the first beneficiaries of tax revenue generated by regulated marijuana would be after school programs.

And those After School Education and Safety (ASES) programs really needed the help.

The voter-mandated programs get a fixed amount of funding each year, based on how many students they help. But that financing doesn't change, even as costs to run those programs — including a jump in the state's minimum wage — shoot up. Because of that, many already-lean programs have been scaling back the services they offer while those that were already facing budget problems have been pushed to the brink of shutting down.

"We've really been fighting for survival," said Laura Beebe with LA's BEST Afterschool Enrichment Program, which serves 25,000 kids at Los Angeles Unified School District elementary sites. Last school year, LA's BEST carried a deficit of \$1 million.

Cannabis money was supposed to be an answer. When Prop. 64 was approved by voters, officials projected more than \$1 billion a year would come to the state in new cannabis-related revenue, and at least some of that would be directed for after-school programs for lower-income families.

Now, 19 months later, the numbers are very different. Cannabis has generated much less than projected in sales taxes, and after school programs haven't seen a single dollar from legalized marijuana.

In May, Gov. Gavin Newsom, who campaigned as a supporter of both Prop. 64 and expanded after school programs, surprised many insiders when he opted to dedicate \$80.5 million in cannabis taxes available this fiscal year — plus \$130.5 million expected to be available each year going forward — to finance vouchers for child care, money that would go to more than 11,000 families in need. His administration says giving parents vouchers offers more flexibility than direct funding for ASES programs, because the vouchers can be used by parents who work non-traditional work schedules.



Supporters of ASES have nothing but praise for the programs. But many also said Newsom's move amounted to a "bait and switch" for voters, who were told marijuana tax revenue would specifically support "after school programs," which poll consistently higher with voters of all demographics than "subsidized child care."

After school programs are also backed by data that shows students who participate are less likely to use drugs or become victims of crime and more likely to do better in school. Supporters argue that those results align with the mission of Prop. 64 funding.

A bill now sitting in the State Assembly aims to bring some cannabis tax revenue to after school programs. If that doesn't happen, Beebe and other ASES providers say they aren't sure how their programs will stay afloat.

"Those (Prop. 64) ads made this promise... that the tax revenue would fund after school programs," Beebe said.

"We hope that promise can still be kept."

### **Programs increasingly strained**

California created the ASES program in 2002 after voters approved Proposition 49.

Through the program, organizations partner with schools to offer on-site tutoring, homework help and educational enrichment to students in kindergarten through ninth grade. Roughly 95 percent of the programs are completely free for students, who tend to live in low-income households, are often still learning English and who might be in foster care or homeless. The ASES programs all run until at least 6 p.m., with some sites staying open longer, including before school and in summer.

For Alisha Harris and her 11-year-old daughter, Laila Shorter, an ASES program run by the organization Think Together at Woodrow Wilson Elementary School in Colton has been a lifesaver.

Harris is a single mom. When her first two children were young, her parents were able to help with child care. But both of her parents have since died, leaving Harris without anyone to help care for Laila while Harris goes to her sales job in Riverside.

"Without Think Together... I could not hold a job," Harris said.

Laila has attended the Think Together program nearly every day after school for three years. She's worked with tutors and received help with homework. Harris said her daughter also has better manners because of the program, and she's taken dance lessons and participated in holiday events — all in a safe setting.

"It's more to me than child care," Harris said. "We're a family."

With such a solid reputation, ASES providers always max out their Prop. 49-allocated resources of \$7.50 per student per day, up to \$550 million each year, by serving nearly half a million students at more than 4,500 school sites across California. (Participating school districts must also match at least one-third of those funds, or offer other resources to support the ASES programs.)

Still, most schools have wait lists, many with several hundred students who would like to enroll if the funding was there to accommodate them. Beebe said the L.A. program no longer advertises because they don't have room to accept more students. Other schools want to start programs but can't because there isn't funding. By one estimate, as many as 2.5 million students, statewide, would like to be in an ASES program — even as funding now can accommodate less than 500,000 students.

In 2017, Gov. Jerry Brown approved a \$50 million boost in ASES funding. And for this fiscal year, Newsom approved another \$50 million bump. That's a total 17 percent increase from the funding originally guaranteed by voters in 2002. Beebe said the money will keep LA's Best from "going off a fiscal cliff" and running a \$2 million deficit in the coming fiscal year.

But Steve Amick — who heads up policy work for Santa Ana-based Think Together, which runs after school programs in more than 400 schools across the state — pointed out that by next year the California minimum wage will have increased 62.5 percent from the time the program was approved by voters. Already, a typical elementary program serving an average of 84 students a day is about 25 percent more expensive than it was in 2014. People who run ASES say they need at least another \$62 million a year just to keep up with mandated cost increases.

Cutting expenses isn't really an option. Many ASES providers don't have facilities, instead using school or city properties. If they cut sites or shrink their programs, they lose funding, since they're paid per student. And they can't assign more students to each instructor, since the state mandates a ratio of no more than 20 students per class.

Beebe said LA BEST has already dropped professional development for staff, and it has cut enrichment programs for students, including after school sports, arts and technology. At Think Together, CEO Randy Barth said they've had to lay off staff and reduce hours. And a survey by the advocacy group Partnership for Children & Youth found that operators of nearly one in four after school programs say they'll probably have to close within a couple years if nothing changes, cutting off access to some 91,000 students.

As a result, ASES providers can't even think about room to improve their programs, serve more students on waiting lists, or add more school sites.

That's where Prop. 64 money was supposed to come into play.

### **Prop. 64 offers hope**

Prop. 64 was projected before the 2016 election to raise more than \$1 billion in new taxes once the regulated program was fully in place. But it's been off to a slow start so far thanks to many cities blocking the industry and a still-thriving black market, with California now budgeting to take in just \$288 million in marijuana taxes over the last fiscal year.

After covering administrative costs and setting aside at least \$25 million for research, road safety programs and community reinvestment programs, Prop. 64 mandated that 60 percent of the remaining marijuana tax revenue each year go to fund "youth education, prevention, early intervention and treatment." But even though the Yes on Prop. 64 campaign frequently called attention to after school programs when selling marijuana legalization to voters, the issue isn't written in the ballot measure. That means the state isn't legally obligated to direct money to ASES or any similar programs.

Assemblyman Kevin McCarty, D-Sacramento, has been pushing for a legislative fix. His Assembly Bill 1085 would pave the way for the state to use marijuana revenue on ASES programs and federally funded 21st Century Community Learning Centers, which offer after school programs for high school students.

Meanwhile, Newsom's administration argues that the \$80.5 million allocated to child care subsidies this fiscal year, and the \$130.5 million in ongoing Prop. 64 funds, makes the most sense.

H.D. Palmer, spokesman for the state's budget office, said families who get child care vouchers are more likely to be able to get services during the summer or non-traditional hours than children in ASES programs. And while ASES folks have pointed out that funding tied to drug prevention fits better with older children, Palmer said more than half of state-funded child care vouchers support kids 5 and older.

"In our view, this represents a balanced investment in multiple programs that allows the state to maintain ASES access and increase access to other child care programs," Palmer said.

When ASES providers have asked Palmer's department how they should make up the difference in funding, Amick said they were told to consider starting to charge parents. But he said they only qualify for ASES funds by serving families living in poverty. They've also been told to ask for more money from school districts. But Amick said districts have told them to expect less, not more, funds in coming years as schools struggle to keep up with rising pensions deficits.

In the end, Jennifer Peck, president of the Partnership for Children & Youth, said it will come down to getting support from Newsom.

"Our sincere hope is that he honors the will of the voters and the intent of this initiative."

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*Note: Assembly Bill 1505 would require any charter school teacher to hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment; but also exempts teachers employed by a charter school before January 1, 2020, assigned to teach noncore, non-college preparatory courses from this requirement.*

## **Should All Teachers Be Credentialed? Charter School Advocates Say No**

By Kristen Taketa  
*The San Diego Union-Tribune*  
July 21, 2019

More than 1,100 educators in California charter schools lack a teaching credential, the California Department of Education says.

A lawmaker wants to change that.

State law requires every school district teacher to have some kind of credential, but it allows charter school teachers in non-core subjects — subjects other than math, English, science or social studies — to teach without a credential.

A debate is on in Sacramento about whether every charter school teacher should have one.

Patrick O'Donnell, chair of the state Assembly Education Committee, authored a bill that would put more restrictions on charter schools and requirements for charter school teachers. The Long Beach Democrat says there's no question that every educator should have a credential.

It's not only to ensure teachers are trained and know the content they teach, he said, but it's also for safety reasons. Teachers who don't have a credential are not guaranteed to be background checked by the state and it can be harder to punish them for misconduct.

"We're in a situation where the charters are arguing that, one, they don't need a trained teacher in the classroom and then, two, that teacher doesn't need to have an adequate background check," O'Donnell said. "That's a very scary proposition and you cannot put a positive spin on this."

Some charter school advocates say charters — which are public schools run independently of school districts — deserve the flexibility to employ non-credentialed teachers.

Myrna Castrejón, president and CEO of the California Charter Schools Association, said the current law allows charter schools to employ industry professionals, such as dancers or artists, as teachers even though they didn't go through a teacher preparation program.

"I wouldn't want to be the one that tells Gov. Jerry Brown that he can't teach a government class because he would otherwise have to go back to college," Castrejón said.

O'Donnell originally wanted his bill, Assembly Bill 1505, to require every charter school teacher to have a credential. But after negotiations with other state officials, the bill was rewritten to only require that every charter school teacher get a cleared background check from the state.

Teachers should have credentials, not just state background checks, because credentialing programs train teachers on state and federal education laws as well as how to teach in a classroom, supporters said.

"Even my barber has a state license and required training," O'Donnell said, "and for them to argue that a teacher doesn't need a credential, I find sad and putting children at a disadvantage."

Associations that represent teachers in non-core subjects have also voiced support for requiring all charter school teachers to have a credential.

"Charter schools should be held to the same teacher credentialing requirements as other public schools," wrote Matt Patton, executive director of the California Agricultural Teachers' Association, in a letter to Gov. Gavin Newsom's office this month.

Castrejón argued that, considering how difficult it is to find teachers, charter schools shouldn't be forced to limit themselves to only credentialed teachers.

School districts face teacher shortages too, and they sometimes hire teachers who have not yet earned a full credential. But those teachers have a state-approved emergency credential, are background checked and monitored in the state's credential system.

During the 2016-2017 school year California issued temporary, emergency-style credentials to about 5,700 teachers who did not complete a teacher prep program or demonstrate competence in a subject matter, according to a recent research report about California's teacher shortage.

A credential is more than a marker of quality, O'Donnell said. It is the primary mechanism the state uses to discipline teachers for misconduct.

Teachers found to have committed misconduct or been convicted of a crime can have their credentials suspended or revoked by the state's Commission on Teacher Credentialing, preventing them from being employed at schools elsewhere in the state. The commission also gets an instant notification when credentialed teachers are arrested, because their credentials are linked to their fingerprint records.

Charter schools are required by law to at least do their own criminal record check for every employee they hire. But the Commission on Teacher Credentialing does not get those records or monitor how charter schools do their fingerprinting.

The commission has the power to investigate teachers for more things than would show up in a criminal record check, such as if a school district placed a teacher on leave pending allegations of misconduct, or if someone filed a complaint with a school district alleging sexual misconduct by a teacher.

Teachers without credentials remain outside of that system; they possess nothing the state can suspend or revoke.

California Charter Schools Association officials said they believe the state's teacher discipline system is too slow and weak to be effective anyway.

The average teacher misconduct case takes 383 days to complete, according to a Commission on Teacher Credentialing [report](#). As of April, there were 2,666 open cases of potential educator misconduct, according to a June [report](#) by the commission.

Castrejón said union collective bargaining agreements protect teachers so much that few school district teachers accused of misconduct are actually disciplined or fired.

About 30 percent of the charter association's member schools also have collective bargaining agreements, according to Castrejón.

Castrejón suggested that rather than relying on the state's system of tracking misconduct, charter schools can be relied on to quickly fire teachers who have engaged in misconduct and to check with previous employers before hiring a teacher.

Assembly Bill 1505 passed the Senate Education Committee on July 10 and was referred to the Senate Appropriations Committee. It is being propelled by legislators and traditional public education advocates who have pointed to recent investigations and allegations of charter school fraud as reasons to place more restrictions on charter schools.

The bill would also allow school districts to consider the financial impact of a charter school and whether a school offers a program that already exists in the district when deciding whether to authorize a charter school.

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: Andrew Scherrer, Executive Director Equity and Access

Date: August 02, 2019

Phone Number: 457-3842

Regarding:  i-Ready Purpose, Reporting, and Goal(s)

The purpose of this communication is to provide the Board information regarding the purpose, reporting, and goal(s) that will be communicated through the 2019/20 school year for i-Ready; the foundational academic diagnostic assessment for Fresno Unified School District's developing aligned assessment system as determined by the Assessment Committee.

The i-Ready diagnostic is a computer-adaptive test in Reading/ELA and mathematics that matches the difficulty of test questions to the ability of each student. As students answer questions correctly and incorrectly, the test adapts accordingly with more difficulty or ease until the precise ability of each student is determined. It is not an achievement test, nor is it a benchmark of specific standards or skills. Reporting includes criterion-referenced grade level identification as well as norm-referenced components in order to provide high-leverage next steps for instruction at the student, class, grade, school, and district levels. The diagnostic will be taken three times per year from 1st to 10th grade and through Algebra II and allows for measurement of performance and growth both within and between grade levels in key domains.

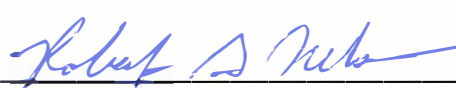
For the 2019/20 school year, schools were provided the option to use i-Ready or continue to take the 2018/19 assessments while managing change for one more year. For the opening of schools, all schools with exception of four (Sunnyside High School, Fresno High School, JE Young, and Phoenix Secondary) chose to utilize i-Ready this year.

Board communications will occur at key timeframes throughout the 2019/20 school year; after the first diagnostic assessment with baseline data, after the second diagnostic assessment with performance and growth data, and after the third diagnostic assessment with performance, growth, and outcome and predictive data measures. Equity and Access has mapped out a three-year plan that strategically rolls out i-Ready with intentional focus on capacity of the system and its resources and prioritizes actions by greatest need and greatest impact. The goal for year one is to "Get Good Data". Without clean and accurate data from our first diagnostic, any subsequent actions will not have the impact we need to see with our students.

Equity and Access looks forward to sharing i-Ready data after the first window, which ends on September 9, 2019.

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:



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: Lindsay Sanders, Chief of Equity and Access

Date: August 02, 2019  
Phone Number: 457-3471

Regarding:  Western Association of Schools and Colleges Accreditation

The purpose of this communication is to provide the Board an update of the Western Association of Schools and Colleges (WASC) Accreditation cycle including an update from 2018/19 WASC visitations. WASC accreditation is a yearlong self-study process that includes input from all stakeholders at the school site, and the outcome is to generate a WASC report that guides the mission, vision, and student outcomes of the school. In the WASC report, a plan is generated for a continual cycle of improvement that is aligned to student needs based on qualitative and quantitative data. A WASC visitation committee is composed of educators from various locations, who review the WASC report, interview various site stakeholders, and observe the schools in action. Typically, the visitations occur in the spring, and at the conclusion of the visitation, the WASC Committee develops a report that provides commendations and critical areas of needs. As noted by WASC, accreditation is intended to do the following:

- Ensure that the school is a trustworthy institution
- Validate the integrity of the school's program and transcripts
- Supports the ongoing improvement of school programs and operations to support student learning

The following sites had a mid-cycle WASC visitation in 2018/19 and were granted the remainder of their six-year accreditation: Fresno High, J.E. Young Academic Center, and Sunnyside High.

The following sites had a full WASC visitation in 2018/19:

- Design Science—Granted a six-year accreditation with a one day mid-cycle visitation
- Dewolf Continuation—Granted a six-year accreditation with a two day mid-cycle visitation
- Patino—Granted a six-year accreditation with a one day mid-cycle visitation

The following sites will be in a WASC cycle in the 2019/20 school year:

- Bullard High (WASC two day mid-cycle visitation)
- Cambridge High (WASC accreditation)
- Edison High (WASC accreditation)
- Roosevelt High (WASC two day mid-cycle visitation)

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 or Katie Russell at 457-3806.

Approved by Superintendent

Robert G. Nelson Ed.D.



Date:



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

Date: August 02, 2019

Phone Number: 457-3134

  
Regarding: Confidential Student Support Space Needs – Bullard and Other High Schools

The purpose of this communication is to provide the Board additional information regarding item A-13 on the August 7, 2019 Board meeting agenda, *Approve Award of Bid 19-53, Bullard High School Student Support Office Improvements*. The project will create needed confidential office space for five social emotional support staff provided to Bullard since the design of the new administration and classroom buildings, which occurred in the 2013/14 timeframe. Staff was asked to clarify how and why Bullard was identified for the new improvements, and if there are similar needs on other campuses.

The recommended Bullard confidential office space project originated from evaluation of the need for additional classrooms that started in May 2018, based on projected 2018/19 enrollment combined with reduced staffing ratios. Space on the campus was further impacted by addition of social emotional support staff. Facilities was requested to assist then-Principal Castillo in helping to identify/create additional spaces, which led to discussion about the possibility to carve out multiple confidential office spaces for more effective use of room S-56 for student support staff (site map attached). Facilities supported the Principal and his team by moving forward on planning for the office space project.

As student support services have been expanded across the district, similar needs for confidential spaces at other schools have been identified. Facilities works closely with Prevention and Intervention and Special Education, and principals, to identify and fulfill the most pressing needs. Confidential offices are being added to Phoenix Elementary this summer. A recommendation will be forthcoming in the fall to create confidential office space at Cambridge High School, and a similar recommendation is targeted for December for Sunnyside High School. Other high schools being evaluated for the potential need for confidential office space for student support staff are DeWolf, Duncan, Fresno, Hoover and Roosevelt.

For Bullard, other potential facility improvement projects currently in planning are a new/relocated varsity softball field, replacement baseball bleachers, and replacement/higher perimeter fencing. In addition, the long-range site master plan reflects future renovation of the South Gym. Deferred maintenance projects identified for the next few years include upgrades to the intrusion detection system, kitchen improvements, and flooring abatement/replacement in older classrooms. Other needs may be identified in the future as part of ongoing facility assessments.

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

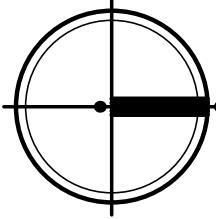
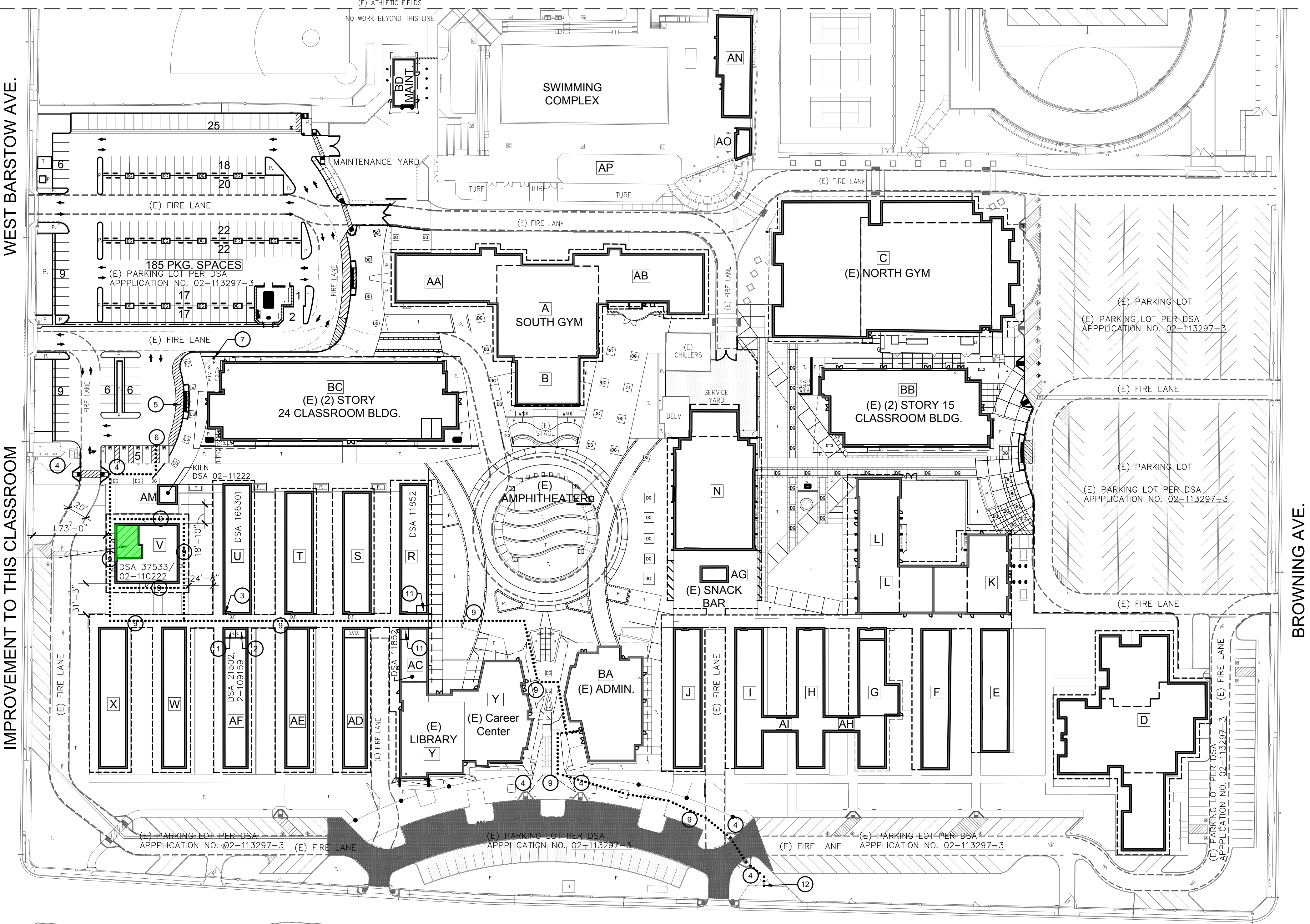
Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: \_\_\_\_\_







**OVERALL SITE PLAN**  
**BUILDING V OFFICE IMPROVEMENTS**

SCALE: 1" = 60'

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: Karin Temple, Chief Operating Officer

Date: August 02, 2019

Phone Number: 457-3134

Regarding: Elementary School RISE Mentors Program

The purpose of this communication is to provide the Board information regarding the Resilience in Student Education (RISE) Mentor program offered at elementary schools through the Resiliency Center of the Fresno Police Chaplaincy. The program provides volunteers who teach first graders a one-hour weekly curriculum focused on resiliency. This was previously referred to as the Chaplaincy program and the volunteers as Chaplains, however *RISE Mentors* is more representative of the program's purpose and emphasis.

Resiliency (described as "bounce back") skills addressed in books and materials include:

- emotional regulation – stay calm under pressure, acknowledge and express emotions in ways that help and do not hurt
- impulse control – stop and think before taking action and speaking
- realistic optimism – make the best out of adverse situations through effort
- empathy – understand and respond to the needs of others
- self-efficacy – persevere to complete tasks and meet challenges while being willing to try new things and ask for help when needed
- causal analysis – analyzing problems for the actual cause, leading to good solutions

The district reimburses the Resiliency Center \$500 per semester for each school served by a RISE Mentor to support the cost of training and materials. During the 2018/19 school year, 45 schools were included in the program. There is funding for all elementary schools, however there are challenges in recruiting enough volunteers as an in-depth application and background process is required. Staff work with Sgt. Rodney Lowery, the program manager, to identify opportunities to recruit volunteers so more schools can participate.

The RISE program is going into its sixth year. The 2018/19 end-of-year survey of teachers and principals whose students are involved in the program was exceptionally affirmative. In response to questions about students' relationships with RISE Mentors, students' responses to the curriculum, the impact of RISE Mentors on campuses, and the extent to which the curriculum supports the schools' behavior expectations, the overall average score was 4.9 out of a possible 5. Accompanying comments were also very positive, and 100% of respondents indicated they would like the program to continue.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/2/19

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: Debra Odom, Charter Office Manager

Date: August 2, 2019

Phone Number: 457-3923

  
Regarding: Edison Bethune Charter Participation in Fresno Unified Sports

The purpose of this communication is to provide historical information regarding Edison Bethune Charter Academy participation in the Fresno Unified sports program.

Edison-Bethune Charter Academy is a conversion charter, defined as a traditional public school of a district that has converted into a charter. Since July 14, 1999, Edison-Bethune Charter Academy has operated within the jurisdiction of Fresno Unified School District, under the chartering authority of the Fresno County Office of Education. Prior to this date, Edison-Bethune functioned as a school of Fresno Unified School District. Therefore, the Charter has always participated in the district's sports program.

On August 12, 2015, the district approved a side letter with Edison-Bethune to formally continue this practice. This decision was based on a desire of the district to support athletics in the West Fresno community at the request of the families and the Charter. Other elementary charters authorized by Fresno Unified may be granted the same privilege of participation upon request.

If you have any questions or require additional information, please contact Debra Odom at 457-3923.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 8/2/19