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BOARD COMMUNICATIONS – September 20, 2019 Delivered September 24, 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
S-2 David Chavez Superintendent's Self-Evaluation for 2019

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

AS-1 Kim Kelstrom School Services Weekly Update Report for
September 13, 2019

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple School Marquee Projects
OS-2 Jose Alvarado Food Services – Nutrislice Mobile Application

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Julie Severns New Leader Supports and New Leader Lists
SL-2 Catherine Aujero 2019/20 Relevant Engagement in Arts and
Literacy Art Collaborative

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, Ed.D., Superintendent
Cabinet Approval:

Date: September 20, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended Fresno County Office of Education Honors Gala
- Site visits to Ahwahnee, Eaton, McCardle and Wolters
- Spoke at the eSports kick-off event
- Attended breakfast meeting at the new State Center Community College District building
- Participated in the College Pipeline Meeting on Enhanced Existing System Business
- Met with Jim Yovino, County Superintendent of Schools; Dr. Robert Mitchell, United Negro College Fund and district staff regarding partnership in a program for African American students
- Gave interview with Nathalie Granda, ABC 30, regarding social media threat arrest
- Attended press conference at Valley Children's Hospital regarding construction of a new behavioral health hospital for both children and adults
- Met with Keith Bergthold, Fresno Metro Ministry, to discuss the Food to Share program
- Attended Fresno Cradle to Career Leadership Council Meeting
- Participated in conference call with Hewlett Foundation regarding grant application process
- Attended Top Dog Awards

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

9/23/19

Fresno Unified School District
Board Communication

BC Number S-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: David Chavez, Chief of Staff
Cabinet Approval:

Date: September 20, 2019

Phone Number: 457-3884

Regarding: Superintendent's Self-Evaluation for 2019

The purpose of this communication is to provide the Board an additional copy of the superintendent's self-evaluation for 2019 and to make it available to the public.

If you have any questions, please call David Chavez at 457-3566.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: _____

9/23/19

**SUPERINTENDENT'S SELF-EVALUATION
COVERING SEPTEMBER 2018 TO AUGUST 2019**

Self-Evaluation

**By: Superintendent Robert G. Nelson
Fresno Unified School District
August 2019**

As I prepare my second self-evaluation as the superintendent of Fresno Unified School District, I would like to once again thank the Board, my colleagues, teachers, staff, students, parents and the entire community for the opportunity and support to serve our more than 74,000 students.

It is an incredible honor to serve as the superintendent of the district in which I was first hired in 1991. So sincere thanks, Trustees, for this opportunity and your consideration in advance of my annual evaluative process.

This year's self-evaluation includes information and results that have been realized during my tenure since my last evaluation. To remain consistent with last year's approach, I have decided to present the information for my self-evaluation in a way that specifically addresses the five goal areas the Board discussed and adopted on October 10, 2017, and reaffirmed in January 2019, as well as provide a comprehensive and concise look into successes experienced across the district during this past 12 months.

I continue to operate under the commitments of Transparency, Equity, Accountability and Connectivity, which directly align to the Board's identified goals, and continue to serve as key pillars in moving our work forward. In fact, these commitments were the necessary actions required to help us negotiate an agreement with the Fresno Teachers Association in advance of the previous agreement expiring. This is the first time in the history of Fresno Unified where we have protracted labor peace and our teachers can fully focus on students and not be distracted by labor strife for the next three years. Even more remarkable is that we were able to collaborate with the Fresno Teachers Association to enter into interest-based bargaining and ratify an agreement just 18 months after a potential work stoppage. There are many people that made this happen from both sides of the bargaining table, and the board's direction, patience and resilience was instrumental in getting this deal done. In the first few weeks of school, there is a palpable feeling amongst colleagues. The focus is strictly on students, and that will pay dividends as we launch the 2019/20 school year.

It is important I remind the board that the current Board-adopted district goals are slated to sunset at the end of this year. I have worked on a framework for a strategic plan to help the board set the mission, vision, core values, goals and strategies for the next five years. This document is designed to reflect the collective interests of our community, incorporating feedback from various sources, such as the Choosing Our Future 2.0 report, the Council of the Great City Schools Report on Special Education services, and our ongoing collaborative work with our labor partners, to name a few sources. I believe it is important that we set a new roadmap and expectations for our staff and community to achieve the future we envision for Fresno Unified School District, and we have the collective support of the public in that effort. A Board workshop is scheduled for September 11, 2019 that will give us an opportunity to begin working

through the framework of the strategic plan and allow the Board to provide additional direction to finalize the strategic plan.

As a final note to introducing my self-evaluation, below are some of the major indicators the Board has focused on in recent years as well as indicators from the California Dashboard.

Indicator	2016/17	2017/18	2018/19
Graduation Rate	84.30%	85.80%	Spring 2020
SBAC ELA	33.64%	36.76%	37.94%*
SBAC Math	24.14%	26.89%	29.81%*
ADA Attendance Rate	93.68%	93.55%	93.18%
Preschool Enrollment	2822	2815	2820
Engagement in Goal 2	65.40%	66.40%	68.90%
Suspensions	7.00%	7.20%	Fall 2019

*SBAC Preliminary Data

Indicator	2017	2018
Chronic Absenteeism	N/A	Yellow
College/Career	N/A	Green
English Language Arts	Orange	Yellow
English Learner Progress	Yellow	N/A
Graduation Rate	Green	Green
Mathematics	Yellow	Yellow
Suspension Rate	Orange	Orange

Goal 1

Transparency in all data, presentations and communications

- Do not sanitize the data or pick and choose data
- Give real data, even if the results are not ideal
- Disaggregate data by schools, race/ethnicity and other characteristics
- Give presentations and explain results without sugar-coating
- Data Dashboard granular to the school level in live time & presentation twice annually
- Set performance expectations for staff
- All staff (from cabinet to the classroom must be held accountable for results)

My direction to staff has been to publish/present all data to ensure transparency. You have heard me state on multiple occasions that showing all data is important because just showing one half is not transparent and leads to misinformation. Staff has done this when sharing any of the district's performance. A relevant and recent example I can think of is when sharing our gains on SBAC, where we have shown significant double-digit increases in both ELA and Math performance over the course of five years, but we are still behind the county and state and the achievement gap between our student groups is not closing.

As part of the strategic plan development, we will develop and outward-facing, board-approved dashboard that will contain the indicators that will measure the district's performance and health. The goal is to develop a "lived" data system which is universally understood by internal and external stakeholders alike, and which will provide Trustees or any other constituents with "real-time" disaggregated data. Our Equity and Access Department continues to work on building the structure to populate the dashboard with those indicators the Board feels are important. Some of the key work this past year includes:

- Collaborated with IT and CCR to develop College A-G calculations and replace all tools previously housed in the UC Merced Beta tool; this permits us to have ownership of the student information and tools so that they can be revised and enhanced internally by district staff
- Developed a Board Communications timeline for data that is focused on metrics aligned to the CA Dashboard indicators—Academic Performance (ELA, Math), Chronic Absenteeism, Graduation Rate, English Learner Performance, Suspensions, and College and Career
- Disaggregated data in reports to show trends for student groups and incorporated the state recommended disproportionality factoring
- Developed data visualizations for school sites and departments using PowerBI to provide them consistent data metrics that are dynamic and interactive for school sites to act upon the data
- Realigned the assessment system to implement a new assessment, i-Ready, to consistently measure both performance and growth in ELA and math. The assessment is criterion referenced for the first time and allows for a continuum for measurement within and between grade levels as well as a means to group students by needed intervention strategy

September 2019

- Developed professional learning and a collaborative structure (PIVOT teams) to apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact

Goal 2

Special Education Focus

- Conduct special education audit to get a real sense of issues/concerns
- Board workshop following the special education audit
- Funding to improve areas outlined in the audit
- Clearly outlined protocols for special education

The mission of the Special Education Department is to provide early intervention and appropriate Pre-Kindergarten thru Adult instruction that prepare students for a seamless transition to adult life with the expectation that all students will learn and become productive citizens.

As a leadership team, we universally acknowledge our need to fully support special education students across the district.

Per the Board's direction, Fresno Unified worked closely with the Council of the Great City Schools (CGCS) in February 2018 to conduct a Special Education review. During the review, the CGCS interviewed teachers, staff, parents, outside service providers and Board members to understand both areas of strength and opportunities for improvement, and after thoroughly analyzing the data and reviewing pertinent documents, the CGCS produced a final report for the district.

The 150-page report is organized into the following five chapters:

1. Purpose and Origin of the Project
2. Background and Overview
3. Synopsis & Discussion
4. Findings and Recommendations
5. Summary of Recommendations

The Board then had numerous discussions and adopted a budget to address some of the areas outlined in the Council of the Great City Schools review. Highlights of department work during the 2018/19 school year include:

- Developed a Strategic Action Plan to address the recommendations provided in a review by the Council of the Great City Schools in the following areas
 - Multi-Tiered System of Supports
 - Demographic and Outcome Data
 - Instruction and Supports
 - Organizational Supports
 - Compliance and Accountability
- Prioritized improvements and adopted a budget to increase staffing which addresses class sizes, caseloads, and workloads
- Increased stakeholder voice in the decision-making process through continued work with the Special Education Committee, Community Advisory Committee (CAC), and Professional Learning Communities

- Improved business processes in order to strengthen customer service for students, families and staff
- Increased interdepartmental collaboration in order to build capacity as it relates to special education awareness
- Completion of the Rata modernization and expansion
- Increase health services staff by 10, to ensure every school has health service staff every day

In addition, the Special Education department continues to remain focused on the following six department goals

1. Improve SPED Graduation Rate
 - Latest graduation rate data showed a 4% improvement (2017/18), rates not posted for the 2018/19 school year
 - Implemented credit recovery options at every comprehensive high school
2. Decrease disproportionality of African American and English Learner students
 - Decreased SPED suspension rate by 0.3% (2017/18)
 - Exited Significant Disproportionality status for suspension of SPED African American students
 - 352 students with disabilities were redesignated
3. Increase Time in the Least Restrictive Environment (LRE)
 - Regional Instructional Managers (RIMs) assessed each site for inclusionary opportunities
 - Provided targeted job-embedded professional learning at specific sites to further develop model classrooms for inclusionary practices
 - Cross departmental collaboration with Early Learning to increase opportunities for inclusion
4. Improve Student Achievement on Statewide Assessments
 - Ensured the Guaranteed and Viable Curriculum (GVC) across all SPED programs
 - Developed course of study for high school ALPs programs
 - 3.2% increase (9.6% to 12.8%) on ELA Interim 1 to Interim 2
 - 3.4% increase (11.8% to 15.2%) on Math Interim 1 to Interim 2
 - 0.6% increase (7.6% to 8.2%) for students meeting or exceeding standards on 2018/19 ELA SBAC
 - 7-point increase (-136.1 to 129.2) on average distance from the standards on 2018/19 ELA SBAC
 - 1% increase (6.4% to 7.4%) for students meeting or exceeding standards on 2018/19 Math SBAC
 - 7.9-point increase (-164 to -156.1) on average distance from the standards on 2018/19 Math SBAC
5. Improve IEP Compliance
 - Professional learning provided on IEP compliance for all case managers, site administrators, and RIM's
 - 99.9% IEP compliance rate
 - Implemented weekly communication regarding IEP timelines
6. Improve Instruction in the classroom
 - RIMs – Instructional Leadership improved by:

September 2019

- Participation in Instructional Practice Walks with other administrators
- Participated in the three Instructional Division Learning Sessions
- Supported the use of academic discourse within the GVC
- Held monthly Accountable Community meetings for elementary mild/moderate teachers and co-teaching focus sites
- Provided professional learning for SPED teachers in curriculum implementation
- Implementation of newly adopted Specialty Programs

Goal 3

Staffing/Customer Service

- Consider restructure based upon priorities
- Answer questions without a “dance”, be truthful and concise
- Need communication process/protocols so board can get answers in a timely fashion
- Move staff as needed to accomplish district goals
- Leverage David as a Chief of Staff in a new way
- Backfill Administrative Analyst to help with Board requests

In April 2007 the Board of Education established the Constituent Services Office (CSO) to facilitate, coordinate, and expedite services to resolve issues that constituents raise through oral or written complaints, requests for information, or requests for services as outlined within Board Policies and Administrative Regulations. The CSO responds to constituents’ problems, issues, complaints and questions escalated to the Board of Education and staff for an effective resolution. This centralized approach helps to make systemic improvements. This year I have moved the CSO under the Chief of Staff to continue to streamline and improve processes and efficiency and provide a more robust customer service experience. This realignment also brings concerns of expressed stakeholders directly to the attention of the Office of the Superintendent. Also, in response to the Board’s request for higher quality customer service, the CSO will begin measuring response time this year along with the standard measurement of time to resolve an issue.

CSO services include:

- Public Records Act Requests
- Personnel Complaints
- Request for Information/Service
- Special Education Concerns
- Williams Act Complaints
- Uniform Complaints
- Board Policy/Administrative Regulation Revisions

We have continued to experience positive results based on expected outcomes leading to improved outreach, communication, and professional development.

- Quarterly reports continue to show an increase in requested services with a 20.67% increase in services year-over-year
 - 2,181 (2017/18) to 2,632 (2018/19)
- There was a 30% decrease in formal “Personnel Complaints”, in a highly intensive area of service. The addition of a staff member last year allowed us to spend more time with our parents, providing a higher level of service; which we believe led to this decrease.
 - 2017/18 245 = 14.10 days to resolve
 - 2018/19 171 = 14.12 days to resolve
- Despite the increase in the number of overall formal complaints and requests for assistance, the CSO continues to meet the processing timelines as required by state law, labor agreements, and board policies.

- A slight increase overall in the response rate from 3.19 days (2017/18) to 4.03 days (2018/19)
- Annually, the CSO continues to prioritize the work by focusing assistance for parents and students
- This year there was an increase in requests from parents and students. Despite the increase the CSO was able to assist with a slightly faster resolution time from 3.80 days (2017/18) to 2.28 days (2018/19).
- The CSO continues professional development for district leaders, resulting in a more consistent format of Board Policy revisions for the Board's consideration. Since 2018/19, there has been a decrease of items presented for the Board's review and approval.
 - A decrease from the 48 board policies (2017/18) to 22 board policies/bylaws (2018/19).
- The CSO continues to assist in leading the district through the Fresno County Superintendent of Schools annual review of textbooks and facilities. The annual review will be concluded in mid-September and we expect to have zero findings in 2018/19.

The Instructional Division collaborated to assess how services could be expedited through a revised organizational structure. Through reflection and analysis of data, the leaders developed an overarching goal of being a highly functional professional learning community. The team also agreed to develop cross-functioning teams (elementary and secondary) to support the implementation of the district's Multi-Tiered Systems of Supports (MTSS) model and will be continuing our 5-year implementation plan, moving now on towards year two. This collaboration is designed to ensure more inclusive decision making, particularly with respect to chronically underserved youth such as students in special education, English Language learners, and students facing recognized disproportional outcomes such as African American males.

Finally, our Human Resources/Labor Relations team continues to work on initiatives that will allow us to provide the best service possible, with respect to human capital. Below are some of the accomplishments of the HR team for this past hiring cycle.

Management Hiring

- 75% of Principal positions were filled internally for 2019/20 (6/8) of which 100% of Principals have 3 or more years of leadership experience
- 100% of Vice Principal positions were filled internally for 2019/20 (21/21) of which 100% of Vice Principals have 3 or more years of experience in a leadership or teaching position

Teacher Hiring

- 94% of Nurse positions were filled for 2019/20 (59 out of 63)
- 99% of Classroom Teacher positions were filled for 2019/20 (3221 Out of 3245)

Substitute Fill Rate

- 98.5% of teacher absences were filled for 2018/19 by a certificated substitute; according to Council of Great City Schools, Districts who measured in the best quartile were above 92% in the 2018 report.

Labor Relations

Implemented interest-based bargaining for the first time in FUSD history and ratified 3-year tentative agreement prior to expiration of the July 1, 2016 – June 30, 2019 contract in collaboration with the Teachers Association 17 months after avoiding a potential strike

- Reduced class sizes through reduction of staffing ratios for grades 7-8 for core classes
- 10 additional designated elementary schools for 2020/21, if teaching staff at site vote of 55%
- If new Special Education revenue is received, 3 additional certificated nurses shall be hired by July 1, 2020 and 4 additional certificated nurses shall be hired by July 1, 2021
- Special Education: \$13.2 million in SPED investments; efforts to equitably assign student with IEPs at secondary based on master schedule & programs; workload consideration factors; and formation of a Special Education Committee
- Working conditions include revisions to reporting and correcting unsafe conditions, formation of a School Climate and Safety Committee, and establishment of District and Site level guidelines on student misbehaviors
- Negotiated agreements with our labor partners which included salary and health and welfare increases for bargaining unit employees
- Negotiated new 3-year agreement with FTA Trades, ratified by the union, submitted to FUSD Board on 8/21/2019 for ratification
 - Reopened and negotiated a tentative agreement with CSEA 125 and CSEA 143
 - Reopened and in process of final negotiation with both SEIU and FASTA for new 3-year agreements
- Increased collaboration with labor partners on issues including class size, special education and school climate and safety
- District leaders participating in Labor Management Institute (LMI) to continue creation of new communication strategies to resolve labor issues and create value through collaboration
 - Collaboration includes extending an invitation to all bargaining units to participate in the Principal Cohort meetings

Employee Relations

- Classified employees have provided positive feedback and appreciation for the Superintendent's acknowledgment of their contributions to the district

Employee Retention

Retention of employees rose to 94.59% in 2018/19 from 93.20 % in 2017/18

Diversity

Increased the percentage of hires in the following ethnic groups for Classified Management employees: African American, American Indian, Asian, Hispanic or Latino, and Filipino; for Classified employees: American Indian, Hispanic or Latino, and Pacific Islander; and for certificated employees: African American, American Indian/Alaska Native, Asian, Hispanic or Latino, Filipino and Pacific Islander/Hawaiian. Please see tables on next page.

District Diversity Data	2017/18	2018/19
Certificated	3658	3849
African American	4.32%	4.34%
American Indian/Alaskan Native	0.90%	1.01%
Asian	10.31%	10.44%
Filipino	0.71%	0.75%
Hispanic	28.16%	29.62%
Pacific Islander	0.14%	0.16%
Unknown	0.16%	0.29%
White	55.30%	53.39%
Classified	3477	3612
African American	8.51%	8.31%
American Indian/Alaskan Native	1.01%	1.19%
Asian	16.65%	15.95%
Filipino	1.29%	1.25%
Hispanic	50.13%	51.74%
Pacific Islander	0.14%	0.17%
Unknown	0.14%	0.25%
White	22.12%	21.15%
Management	691	734
African American	7.81%	8.31%
American Indian/Alaskan Native	0.87%	0.95%
Asian	10.13%	10.22%
Filipino	0.87%	0.95%
Hispanic	33.57%	34.33%
Pacific Islander	0.43%	0.41%
Unknown	0.14%	0.27%
White	46.16%	44.55%

*as of 6/29/18

*as of 8/2/19

2017/18 Certificated Teacher CDE Data for California	
African American	3.9%
American Indian/Alaskan Native	0.5%
Asian	5.8%
Filipino	1.5%
Hispanic	20.7%
Pacific Islander	0.3%
Unknown	4.3%
White	62.0%
Two or More Races	0.9%

*as of 10/3/17 latest available

Goal 4

Equity for All

- District facilities need to be equitable
- Facilities assessment with a plan to for replication (pool shades, gym AC etc.)
- Deliver on set expectations and Board commitments
- No “goodies” for specific schools – pick a base/standard and adhere to it for all
- Establish a plan for projects moving forward worst-to-first (Do not cherry pick)
- Build and publicize this schedule

One of my major goals as superintendent is to bring equity to all students across our district; this includes rigorous educational opportunities, social-emotional supports, access to Goal 2 opportunities, and universal facilities developments. Our team continues to bring forward initiatives and projects for the Board’s consideration and approval that will rectify inequalities in our system.

You may recall that this year we held two Special Board Meetings to discuss bond project prioritization and ensure equitable distribution of funds towards projects across the district. In those presentations, the Board had an opportunity to discuss the recommended projects, as well as all other projects, and prioritize funding. Some of the major work related to facilities over the past year includes:

- Implemented \$90 million in Measure X and Measure Q projects to increase equity of facilities and expand educational programs. Projects recently completed and underway include Design Science classrooms on the FCC campus; McLane new pool complex; McLane Stadium artificial turf; McLane and Roosevelt softball and baseball field improvements; Phoenix Secondary new campus development; Slater campus renovation; Starr special education improvements; Wawona additions for K-6 dual language immersion program; safety/security improvements including security cameras, fencing/gates, parking lots, and drop-off/pick-up improvements; high school weight room improvements; gym improvements such as floors, bleachers, lockers, scoreboards and audio-visual systems; and deferred maintenance projects including painting, HVAC upgrades including gym and cafeteria AC, plumbing and electrical upgrades, and paving/asphalt replacement. In addition, modular classrooms have been added throughout the district as needed for program expansion and enrollment.
- Continued design development and submittal to DSA of the proposed Herrera Elementary School. A recommendation for construction of the new school will be recommended to the Board in Fall 2019.
- Received an additional \$9 million in State Facility Program funding, bringing to \$70 million the amount of State funding leveraged for bond projects over the past eight years.
- Completed acquisition of Ventura and 10th site and commenced soil remediation and demolition.
- For at least the tenth year, the bond program received no audit findings.
- Working with the district’s financial advisor, maintained the tax rate for district bonds at \$188.86 per \$100,000 of assessed valuation, for the eleventh consecutive year.

- Successfully issued \$75 million in Measure X bonds with an interest rate of 2.899% and a repayment ratio of 1.39/1 (far below the legislative cap of 4/1).
- Implemented solar projects at eight high schools, the Brawley Service Center and the Chavez Adult School. Project activation has been delayed due to the lengthy PG&E approval process.
- Recommended and received Board approval to convert all Bus Drivers to 8-hour positions, providing an incentive for drivers to seek employment with Fresno Unified.
- Received grant funding for three low emission school buses to continue to update our fleet.
- Provided transportation for implementation of new United Sports athletic teams.
- Successfully transitioned Purchasing Department leadership.
- Food Services successfully completed the California Department of Education audit for the SuperSnack program (over 80 sites) with no material findings.
- Purchasing/Warehouse team supported the rollout of close to 31,000 computers for the Learning Companion Device program, Personal Learning Initiative expansion, and staff and student computer refresh.
- Immediately responded to Board resolution to discontinue use of Roundup for weed control.
- Secured \$640,000 in state grant funds for filtered water bottle filling stations.
- Completed projects, partially grant funded, to upgrade irrigation systems at seven schools including smart controllers.
- Continue to install separate potable/irrigation water lines to reduce by approximately 75% sewer fees at those sites.
- Constructed additional confidential office spaces at multiple sites for added student support services.
- Implemented GPS on fleet vehicles for asset management and accountability.

Goal 5

Fully Fund Commitments/Pilot Programs/Innovation

- Don't short initiatives and give authority to make change
- Try new/innovative pilot programs
- Be creative, be different and give feedback
- Rapid cycle and failure okay
- Address areas where we are performing below state average
- Support Dual Immersion expansion

I am a firm believer in trying innovative practices, reflecting on them, and essentially “failing forward” in our efforts to improve the status quo. I expect staff to be innovative and push new ideas that will help our students succeed, and that address chronic inequities. I also concur with Trustee sentiment that we should fund Board approved initiatives as they were intended while maintaining fiscal responsibility.

Initiatives undertaken and expanded during my tenure as superintendent include the following.

eLearning Companion Device (LCD) Initiative

During the first year of the LCD program, 15,000 students received tablets for home use after parents went through an orientation process and signed a commitment letter. The top six pre-loaded educational apps showed more than 100,000 hours of use in the first six months.

Summer Literacy Program

The Office of African American Academic Acceleration in partnership with Springboard Collaborative provided an intense 5-week Elementary Literacy program serving grades Pre-K-Rising 4th and a 3-week program for Middle school students serving Rising 4th-7th grade students. This year we expanded the program to include two Elementary school sites and one Middle School Site which were held at Lincoln Elementary and Bullard Talent K-8. Our elementary sites earned a combined reading growth of 3.95 months in just 5 weeks! Parents were enthused and supported the growth of their children through both programs and showed a participation rate of 86.35% for our Elementary program and 80% for Middle School. The Summer Literacy program served about 575 students between Elementary and Middle School. We are expanding our literacy program to afterschool in 7 Elementary schools in February 2020.

Saturday Academy 2018/19

In 2019, the A4 department offered a six-week Saturday Academy to target students that attended the Springboard 2018 Summer Reading Program to continue literacy growth. Approximately 45 students, grades 1-5, attended the following Saturdays: February 2nd, February 16th, March 2nd, March 16th, March 30th and April 6th.

Personalized Learning Initiative (Blended Learning)

In 2016, the district embarked on a journey to personalize/blend instruction through the Personalized Learning Initiative (PLI). PLI aims to better prepare all students with content mastery, 21st century competencies, and mindsets essential for their #AsYetimagined futures.

Below, the trend data highlights the growth of Blended Learning. Since 2016/17, the number of teachers participating has increased by 380 teachers or 36% and the number of students participating grew by 12,577 or 50%.

- Year 1: 2016/17 – 220 teachers impacting 12,423 students
- Year 2: 2017/18 – 362 teachers impacting 17,450 students
- Year 3: 2018/19 – 600+ teachers impacting more than 25,000+ students
 - 26 Partner Sites across elementary, middle, high school and alt ed schools.

Fresno Unified teamed up with Fresno State, Microsoft Research, Digital Promise, and Houghton Mifflin-Harcourt with rigorous analytics to determine where and how PLI works to shift instructional practices and improve learning outcomes. We call this research collaborative Learning Analytics Model and Partnerships or "LAMP".

In year 3, the PLI included 600+ teachers and impacted 17,045 students. Students in classrooms with a PLI teacher had statistically significant higher achievement. PLI is working across traditionally disadvantaged groups – the data shows statistically significant achievement for PLI students including Hispanic, African American, and Asian students. Research shows a teacher participating in two 2-hour PLI professional learning sessions, on average, resulted in students gaining 6% on the SBAC assessment.

The research collaborative has grown and now includes Khan Academy and the Learning Accelerator. The improvement science work includes analysis of blended learning across grades 2-8, secondary math, and exploring how PLI continues to work to improve academic achievement.

GATE Expansion

The focus on providing high quality accelerated instruction has been a priority for the GATE team for the past three years. In that time, the team has also focused on eliminating the disproportionality, which has historically existed in accelerated courses. Some key highlights are:

- Cohort 2 of GATE Certification - Provided training and support to teachers in acceleration, enrichment, and challenge. The instructional program was based on state standards, as they provide all students with the knowledge and skills to prepare college and career ready graduates.
 - Certified 45 teachers in 2018/19 including 30 teachers from Yokomi Elementary
 - 95 teachers have earned their GATE Certification as of June 30, 2019
- 2018/19 was the third year of the Naglieri Nonverbal Ability Test (NNAT 3), universal screener, which was delivered to all 2nd graders system wide. The Universal Screener had a positive impact on identifying students that would not have been referred for GATE assessment:
 - 35 students were GATE identified who only had a screener referral.
 - All five student groups (African American, Asian, Hispanic, White, Multiple Race/Other) increased their number of GATE identified students
- Young Scholars Summer Program

- Nine elementary sites, including at least one from each region, hosted a summer program for students referred from the GATE assessment and/or Universal Screener criteria

English Learner Services/Dual Immersion Expansion

In its mission of supporting students whose primary language is not English through the building capacity of teachers and site leaders to enhancing second language learning through Spanish and Hmong Dual Language Immersion and Heritage language courses, the English Learner Services (ELS) department realized significant actions in the following areas:

- Dual Language Immersion Program (DI)
 - Ewing and Leavenworth demonstrate academic improvement as measured by the CAASPP in both English Language Arts and mathematics.
 - Rowell and Wawona continued DI programs in PreK, K, 1, and Grade 2 (2019/20).
 - Seven additional schools launched the Dual Language Immersion program in Pre-K, Kinder and expanding to Grade 1 in 2019/20: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding, and Vang Pao
- Lab Schools
 - Continued focus on eight elementary and four secondary sites to improve instruction for English Learner (EL) and all students through several professional learning opportunities.
 - Elementary Lab Schools demonstrated a positive change in the number of students meeting or exceeding ELA grade level standards of 2.2 compared to 1.2 for the district; a positive change in the number of students meeting or exceeding math grade level standards of 4.65 compared to 2.9 of the district average.
- Redesignation Rate
 - The 2018/19 redesignation rate is projected at 10.5%, compared to 16.7% in 2017/18, and 14.1% the prior year. This rate is a significant decrease from prior years principally due to the change in the cut-points of the English Language Proficiency Assessment for California (ELPAC). The cut-points are much more rigorous resulting in a significant decrease in the number of students obtaining an ELPAC passing score from 3,213 to 1,174

Other Significant Areas of Emphasis

District Culture

In my full second year as superintendent, I can honestly say that I continue to get approached by many of our employees and community members telling me that they believe the district culture is shifting in the right direction.

Information Technology

Learning Analytics Models/Partnerships (LAMP)

Engaging our partners, which now includes Microsoft Education, Khan Academy, Houghton Mifflin Harcourt and Digital Promise, in the design, planning and implementation of LAMP. We are using learning analytic models, practices and partners (Digital Promise) in support of improvement science within Fresno Unified for secondary math, grades 2-8 blended learning, use of digital learning resources, and PLI efficacy relative to SBAC across cohorts and partner sites.

Modernization of Telecommunications and Network Systems

We reduced our costs significantly by eliminating 4,000 analog lines across the district that were no longer necessary and by consolidating multiple PBXs with PRI/T1s into SIP trunks. After a multi-year effort, we migrated our Voicemail system off a 20+ year old voicemail system to a modern digital system. We piloted a model for wireless access for the McLane Quad and the Hoover Gym using directional wireless. The Network Team filled in over 500 wireless gaps and cold spots across the district.

Improved Cyber-Security Infrastructure and Policies

We performed recurring vulnerability assessment and penetration testing of data center and aggressively applied security patches and configurations to 500 servers, 6,000 network devices and over 70,000 computers. We implemented security tools like Rapid7 Intrusion Detection, Microsoft Advanced Threat Protection and Microsoft Advanced Threat Analytics. As a result, we experienced zero compromised servers and were able to significantly limit cyberattacks so that there was no impact on instruction.

Learner Support

Average time to resolve tickets down to 8 days in FY 18/19 from 22 days in FY 17/18 while resolving over 30,000 support requests. Learner Support deployed over 1,000 teacher computers and 11,500 student computers during the annual Computer Refresh to assist in keeping the district's technology current. They also configured and deployed 15,000 tablets for the LCD Initiative.

Data Center and Core Infrastructure

We made a major investment in next generation Hyperconverged Compute Infrastructure in our data center, which provides faster compute/storage, improved management at 15% of the annual costs for equivalent cloud services.

Educational Technology

CoderGirlz clubs finished their third year, with 20 CoderGirlz clubs and 250 club members from 1st grade through 9th grade. The all-gender CoderClubs also finished their third year with 13 clubs and 274 students. Finally, the 12th annual Tournament of Technology was held at Hoover High School with a Captain Marvel theme. Over 500 students competed in 15 technology events including 3D Design with 3D printers, Robotics, Video, Minecraft and Coding. The momentum from the coding clubs and Tournament of Technology has led to the startup of high school robotics clubs for the 2019/20 school year. We purchased and configured a Virtual Reality (VR) Kiosk System and deployed one to each high school and middle school libraries for student VR exploration and learning. We also purchased and deployed two 3D printers for every elementary schools. Influenced Microsoft design of Teams for EDU, Minecraft, and co-designed the Reflect app for social-emotional awareness and goal setting (focus groups, 2-year skunk-works project).

Fresno Unified eSports League (FUeL)

Working with the Goal 2 team, we launched our inaugural season of eSports, which attracted nearly 400 high school participants over the Fall and Spring seasons. eSports is a new way for the district to involve all types of students in an extracurricular activity that engages them in school, with staff and with fellow students, and promotes school spirit. eSports is a booming industry with numerous job opportunities beyond being a player, including game design, coding, testing, sales and marketing, production, streaming and management. More than 200 colleges and universities are actively recruiting and providing scholarships for eSports players.

Website Accessibility

Staff members were trained across the district on creating accessible website content to ensure an accessible experience for all website visitors. The SiteImprove product was selected to assist us with providing ongoing monitor website accessibility and to provide training courses.

Major Upgrades of Enterprise and Student Information (SIS) Systems

Multiple upgrades involving enterprise applications such as the Lawson HR and Payroll system, the AMS Financial system and the ATLAS Student Information System were made in the last 12 months without interruption to critical business processes or instruction.

National IT Presence

Fresno Unified is a member of the national Microsoft K12 Advisory Council, the Council of Great City Schools CIO/CTO Group, the Houghton Mifflin Harcourt Technology Advisory Council, the Learning Counsel and the California Educational Technology Professional Association (CETPA) which gives us the opportunity to provide input into future products, see new releases, and share data and insights and learn from other districts across the country. In addition, over the past year we were invited to present on PLI, Strides, CoderGirlz, eSports and other Fresno Unified projects at international, national and state education and technology conferences.

African American Academic Acceleration

College Mentoring

The A4 department launched a College Mentoring Program with the goal of increasing African American students' college matriculation rates. Students will be mentored from their 11th grade year through their 1st year in college to increase retention, as well as, matriculation rates (data

gathered from the National Clearing House). We targeted Alternative; Comprehensive and Specialty school sites with the lowest matriculation rates using Gallup Clifton Strengths to pair students with a mentor.

Board Approved African American Academic Acceleration Task Force Recommendations

In 2018/19, collectively, Fresno Unified School District (FUSD) and community stakeholders reached a shared consensus and direction for programmatic, policy and practice solutions to accelerate African American youth academically. This intense six-month journey began in May and ending in December 2018. The African American Task Force declared a state of emergency, an urgent call to action and that community and district collaboration is essential in targeting the following priority areas for our African American students:

- Attitudes, beliefs and mindsets of FUSD employees
- Access to African American teachers
- Rigorous instruction and high expectation
- Early Learning
- Family engagement
- Pride in and respect for AA cultural heritage

The agreed upon and board approved recommendations will advance the vision of academic excellence for African American youth in Fresno Unified.

African American Academic Acceleration (A4) Suspension Tutoring Center (STC)

The A4 department is focused on improving academic outcomes for all African American (AA) students enrolled in Fresno Unified Schools. Suspensions add to African American students' academic deficiencies because of missed instructional time. In the 2017/18 schoolyear, African American students collectively were suspended more than 3,000 days. The A4 Suspension Tutoring Center (STC) is an alternative to ensure that student learning continues in the event of a suspension. An innovation in-collaboration with West Fresno Family Resource Center (WFFRC), the Suspension Tutoring Center will provide academic and family supports to African American suspended students from partnering school sites. Parents of suspended students will be given the opportunity to take advantage of the STC with the goal of keeping our children from missing instruction and failing behind. A scheduled launch date is planned for early September 2019.

Instructional Division

The Instructional Division established a clear vision and theory of action in 2015/16 to ensure coherence across the division to support student achievement. The vision and theory of action share a common language which has given our instructional leaders clarity around their purpose for serving students and adults in a “deliberate, intentional culture of learning with high expectations where every day, every educator, and every student seeks to learn and strives for growth.”

To ensure that end, the recent report from the Council of Great City Schools called out that the Instructional Practice Guide (IPG) is a great foundational element to build a culture around high quality instruction in every classroom: “The school system has a well-defined vision for student success and this vision generally includes all students” (2018, p. 6). We have integrated this into a living document, always in draft form for revisions.

The IPG continues to articulate the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within Professional Learning Communities (PLCs) on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice. The division utilizes multiple entry points to emphasize the shared vision of instruction:

- Goals are set in support of a shared vision of instruction through the effective use of the IPG. We have over 4000 teachers and 300 site leaders, which requires a focus on what is effective instruction.
- Professional learning for all principals, VPs and GLAs on all indicators of our IPG. Cohorts of leaders continuously engage in the job embedded learning.
- Our local universities walk classrooms with our Instructional and Human Resources team using the IPG to guide improvements in the pre-service learning experiences.

To cultivate a culture of excellence and learning, we conceptualized and re-designed a Regional Lead Team structure comprised of three principals per region that has retransformed all Lead Team and Lead Teacher (over 700 teachers) learning progressions. This design strategy is in direct alignment with the goal of the district to strengthen the regional leadership capacity to cultivate an on-going process in which all educators are working in collaborative teams to achieve common goals in a mutually accountable manner. Additionally, there is a Regional Principal Leadership team who use evidence to study and plan the years professional learning for site leaders.

A key driver in the Theory of Action design is to establish diverse, inclusive PLCs which focus on student learning. The regional teams now have a common goal on this specific key driver. They also have common goals for student outcomes utilizing the district data tools. Research is clear that peer to peer feedback and mutual accountability have a high correlation to improving student outcomes rather than the supervisor only.

College and Career Readiness

The 2018/19 school year was a year of learning for the College and Career Readiness (CCR) team. From participating in book studies to discovering our CliftonStrengths together, our work compelled us to work together using the skills identified in our district Graduate Profile. CCR leadership worked closely with Instructional Division staff to produce shared work, walk classrooms to align expectations, produce shared curriculum, increase clarity in the system and learn from each other to improve student outcomes.

Improve Instructional Outcomes to prepare students for future

- A Graduate Profile plan will be developed for the 2019/20 school year. Additions to the profile will include:
 - 2030 Global Language, proficiency in more than one language (collaborating with English Learner Services)
 - Service Learning/Work Based Learning
 - Deepen language around tolerance for others
 - Social Emotional Strategies

- Building capacity in CTE Coordinators and teachers through classroom walks were completed by pathway coordinator teams to observe and provide feedback for CTE instructor practices. CTE Coordinators and administrator engage in PL with ConnectED each month to improve coaching practices to support schools.
- Ensuring real world learning is embedded in curriculum, English teachers piloted the revised Springboard unit 4 curriculum, to determine usability and validity. Teachers met with CIPL/CCR administration to share their thoughts on the unit 4 pilot materials.

Pathways that support (where applicable) the Graduate Profile

- CTE student course enrollment: 12,647 secondary students were enrolled in a CTE course in 2018/19; 44% of all 7-12th grade students
- Percentage of CTE A-G courses: 88% of all CTE courses were A-G approved and 8,051 high school students were enrolled in those courses this year. With new courses submitted to UC Doorways for 2019/20, over 90% of all CTE courses will be A-G approved
- Dual enrollment: over 830 students received dual enrollment credit compared to 500 in 2017/18
- Industry-recognized certifications: Over 2,000 industry certifications were earned by Fresno Unified students
- Interdisciplinary Projects: Utilizing project-based learning as an instructional strategy, Duncan utilized a senior defense model for all its pathway students. Other high schools use variations of senior defense, portfolios, or student presentations but Duncan has the most developed experiences per pathway by grade level
- Pathway Certification as measured by Linked Learning or NAF: Linked Learning recognized 256 pathways at the Candidate Level, 107 pathways at the Silver Level and 12 pathways at the Gold Level across the nation.
- Fresno Unified has three Candidate Level and 16 Silver Certified Linked Learning Pathways. Linked Learning has over 100 participating districts and over 600 Linked Learning Pathways; Fresno Unified certified pathways represent 15% of all Silver Certified Linked Learning Pathways in the nation
- Work-based learning experiences: Students participated in over 71,000 work-based learning experiences throughout the 18/19 school year

After-School

- Enrollment and daily participation data: All sites exceed required attendance levels for continued funding
- K-8 use of Guaranteed and Viable Curriculum (GVC) during after school time (Wonders (ELA), GoMath, Springboard (ELA), Big Ideas (Math)): Average time spent in GVC is 60 minutes per day

Summer School

- 2018/19 Summer School Enrollment:
 - Elementary summer school was over 5,000 students
 - Middle School summer school enrollment was over 1,400 students
 - High School summer school enrollment was over 7,700 students

- 57,686 high school credits were earned by over 7,700 students during the 2018/19 summer learning sessions
- 139 students earned a diploma as summer school graduates for 2018/19

Counseling Department

- Increased Senior A-G completion to highest ever in our district to 55.8%, based on end-of-year calculations as compared to 51.87% in 17/18 and 51.31% by the same measurement in 2016/17. (Note: Not official CDE rate; Source: UC Merced beta tool)
- Increased the number of students who applied to 4-year colleges to 1,931 in 2018/19, as compared to 1,801 in 2017/18. Entered into partnership with the California College Guidance Initiative and launched all CSU applications through that platform and now have verified CSU application data for all 23 campuses for the first time.
- Increased FAFSA submission and completion percentages to the highest in district history (71.96% California Student Aid Commission dashboard).
- Recognized by the California 2,030 Aid Commission as top five FAFSA completion in their school size category throughout the State of California for the second year in a row: Edison, Fresno, and Sunnyside.
- Top ten in California in their school size category throughout the State of California: Duncan, McLane.
- At the request of the Central Valley Higher Education Consortium, led training on using CSAC data to inform Counseling practices/support/follow-up around financial aid completion for Counselors throughout the Central Valley.
- High School Graduation: 3,616 earned diplomas, including students who graduated at any time throughout the year at JEY, Cambridge, and DeWolf.

Curriculum, Instruction, Professional Learning

In 2018/19, Curriculum, Instruction, and Professional Learning (CIPL) focused their work through the Instructional Division's Theory of Action and effective instruction in every classroom as measured by the IPG. This focus charged leaders to be in classrooms to monitor implementation of standards-aligned curriculum, high quality instruction, and professional learning in the classrooms.

Teacher Development

Teacher Development focuses on providing support for teacher recruits and new teachers through high quality professional learning. The Teacher Development team has been lauded nationally for its work in onboarding new teachers. Some highlights are:

- Awarded \$3.2 million dollars through the California Commission on Teacher Credentialing (CCTC) to prepare teachers through the Fresno Teacher Residency Program (FTRP) with Fresno State and a \$6.7 million Federal grant (also FTRP) to prepare teachers with Fresno Pacific (\$9.9 million total)
 - Access expansion of opportunities
- Supporting over 500 new teachers with comprehensive supports and Instructional Coaches, including interns, STSPs, and PIPs.
- Teacher Development goal from August 2014 August 2019 was 300 placements; currently, there are 352 placements as of May 2019

- Overall Teacher Pipeline diversity is at 74%
- 78% pass rate for National Board Certification teachers which surpasses the 40% national pass rate
- Teacher Academy Participants – approaching 200 during the 2018/19 school year
- Para-professional Academy – support of employees that are currently serving Fresno Unified students in a classified position with aspirations to become a teacher.
- 510 new teachers were supported with a retention rate of 484, or 95%

Leadership Development

Leadership Development has served over 350 employees who have sought to become administrators through the Leadership Cohort program. This partnership with CSU Fresno has yielded some of the following highlights:

- 68% of participants are in leadership roles in Fresno Unified
- Overall cohort diversity has increased in terms of gender, ethnicity, and levels each year. The ethnic diversity has averaged 64%, 57%, and 61% for the past three years, with an increase in African American participation from 0% in Cohort I to 14% in Cohort XIII.

In addition to the Leadership Cohort, a two-year Administrator Development Grant was awarded that supports the current leadership pipeline. Some key points of the grant:

- The two-year grant provides \$524,315 to support aspiring and new administrators
- A Leadership Academy provided monthly professional learning and administrative opportunities to 25 credentialed employees
- A Vice Principal on Special Assignment worked closely with Year 1 Vice Principals as part of the onboarding into their new role

In addition to the aspiring leader programs, all first- and second-year principals receive a mentor to help in the onboarding of their new role.

Department of Prevention and Intervention

This department focuses on providing social emotional intervention and services for students and families, as well as training and support for site staff. For 2018/19, much of the department's work was focused on expansion of social-emotional/behavioral supports aligned to the district's Multi-Tiered System of Support (MTSS) with the goal of improving conditions for learning, improving student attendance, minimizing behaviors leading to suspension. The tiered supports provided are varied; therefore, the outcomes are aligned specifically to the populations served.

Climate Culture Specialists (Tier I)

12 of 16 of the new positions allocated for 2018/19 were hired and provided supports to teachers and leaders in the district. Over 3,000 direct school site support were provided, 250 new teachers were trained in CHAMPS and nearly 150 teachers have completed the 4-day Social Emotional Learning (SEL Institute), integrating SEL into Language Arts. The CCS team members are assigned regionally to a group of 4-5 schools and provided direct support to sites in establishing and strengthening their Climate Culture Team processes. Additionally, the team provided optional professional learning including Tackling Tough Behaviors, Foundations and other sessions, which were facilitated in response to feedback from teachers and site administrators.

Intervention Specialists (Tier II):

19 Behavior Intervention Specialists provided Tier II social emotional/ behavioral support to 19 identified sites. Over 300 students participated in ongoing intervention during the Spring semester. Of those students:

- 61% of those that were chronically absent demonstrated an improvement in their attendance. Of those that were not chronically absent, 72% remained not chronically absent at the end of the year.
- 71% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 55% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Resource Counseling Assistants (Tier II):

6 RCAs providing supports to high need middle schools:

- Over 600 conflict resolution sessions were held during the 18/19 school year, with 327 students receiving ongoing-targeted support.
 - 48% of those that were chronically absent demonstrated an improvement in their attendance.
 - 60% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
 - 46% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Restorative Practices Counselors (Tier II/III):

18 RPs Counselors support sites with the Sunnyside, McLane, Edison and Fresno High regions. Providing support to staff and students, the team facilitates restorative interventions including staff-student conferencing, repair circles, and reentry conferences. In addition to oversight of California's first UCCI Approved (g) elective course at 3 high schools, and 18 parent learning modules, the RP team provided ongoing services to 956 students this year. Of those students:

- 60% of those that were chronically absent demonstrated an improvement in their attendance.
- 67% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Behavior Intervention Specialists (Tier III):

An exciting addition to the Department this year, was a team of nine BIS. The BIS team focuses their intensive services towards general education students in grades PK-3, with extreme and often violent Tier III needs. This team is working with site leaders and teachers to refine the SST process and has worked this year to improve the Phoenix Elementary transition process for students and sites. 65 students were served this year, with 38 served intensively during the Spring Semester. Of those served:

- 65% of those that were chronically absent demonstrated an improvement in their attendance.
- 50% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Social Work Services (Tier III):

Provided at all High Schools, Middle Schools and Alt Ed Sites. Also provided at Mayfair, Wilson and Hidalgo. The Social Work team provides Evidence-based education, behavior and mental health services including: Individual and Group Mental Health Counseling, Intensive Case Management, Suicide Risk Assessment and Crisis Intervention. The social work team also provides support to staff, to support a school climate conducive for student learning and teaching excellence. Supports provided include: Promotion of Mental Health and Emotional Wellbeing, Implementation of Suicide Prevention Policy (staff training, student training, and mental health awareness). Professional Learning regarding psychosocial factors that impact student learning plays an important role, given that suicide is now a leading cause of death in adolescents.

Over 2,500 Students were served by the social work team this year, with the following outcomes:

- 54% of those that were chronically absent demonstrated an improvement in their attendance.
- 70% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 57% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

Project ACCESS: Services to Foster & Homeless Students

Academic services to foster and homeless students were expanded with the addition of a second academic counselor. We had 119 graduates, two students earning certificates of completion, two returning as 5th year seniors and 12 students finishing at Fresno Adult School; 93% FASFA completion; 97% postsecondary acceptance rates. Three students will be serving in the military. Additionally, social workers work in partnership with the Goal 2 team to ensure the students have resources to access all activities. Foster Youth Advisory Councils were launched this year at secondary sites.

846 students were served by the Project ACCESS social work team, with the following outcomes:

- 60% of those that were chronically absent demonstrated an improvement in their attendance.
- 76% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 59% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.
- 58% of students who received individual counseling services demonstrated improvement on the Depression, Anxiety and Stress scale.

Attendance Intervention & Support:

Attendance interventions expanded to include optional training sessions for site personnel as well as student and staff focus groups to identify root causes. 319 SARB Hearings will held, resulting in 52 Court Infractions issued, 149 students on contract with the District Attorney's Office and

39 cases pending or in prosecution. Other projects have increased to include The Children's Movement, a Kindergarten Orientation pilot at nine sites as well as a partnership with Early Learning and Communications to provide multimedia messaging within the community related to the importance of attendance in the early years.

- 13 Child Welfare and Attendance Specialists worked with 2,613 students and families.

Saturday Academy:

The Department led the districtwide roll out of the Saturday Academy Attendance Recovery program this year, with nearly 90 sites participating. Sites offer between 16-28 sessions and offer a wide variety of programming including STEM, AP Prep, Reading Skills, Arts and other expanded enrichment activities. Some sessions have had over 3,200 students attend. It is estimated that the District will be able to recover in excess of 40,000 student absences. Additionally, the program provides a safe space for our students, where they are provided a nutritious meal and an additional opportunity to connect with their teachers and classmates.

Men's & Women's Alliance

Continued strengthening of Alliance programming, including explicit SEL instruction and the ongoing incorporation of AVID-like strategies. Additionally, student employment opportunities were expanded to additional community employers. 861 Students participated in the Alliance Programs; outcomes are as follows:

- 51% of those that were chronically absent demonstrated an improvement in their attendance.
- 80% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 58% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Mentoring

Expansion included targeted program for English Learner students within each region. At the conclusion of the 18/19 school year, 1,247 Students were participating in programs including Community based mentoring, one-on-one mentoring, peer mentoring, and mentoring provided by our contracted community partners. Outcomes are as follows:

- 63% of those that were chronically absent demonstrated an improvement in their attendance.
- 73% of the students with at least 1 suspension in Spring 17/18, demonstrated a decrease in suspension incidents in Spring 18/19.
- 56% of the students showed a decreased in misbehavior incidents from Q3-Q4 during Spring 18/19.

Early Learning

Ensuring that our youngest students receive intellectually stimulating experiences to prepare them for Kindergarten is the foundation of this department's work. Research demonstrates that the development of a child's brain from birth to three years of age determines adult academic success. The department's accomplishments include:

- The Packard Foundation identified Fresno Unified's Early Learning department as a national leader in early childhood education.
 - Expansion of the Professional Development for all teacher in the Early Learning Centers and all Preschool classrooms. The goal of the professional development and training is to

- support our teachers in better supporting the needs of young Dual Language Learners (DLLs).
- Received a grant from CDE- Early Care and Education Dept. with two components 1. To scale the Fresno Language Project in two Central Valley communities. 2. Development of toolkit/guide to dissemination through Trainer of Trainer State-Wide Institutes.
 - Expansion of Play and Learn groups which support Family, Friend and Neighbors caring for children 0 to 3 years of age. We started in one site and are currently at three Housing Authority locations and are in the plans to expand to more.
 - Increase in first day enrollment for 2018/19 to 2,061 students from 1,802 in 2017/18.
 - Enrollment as of August 14, 2019 = 2,123
 - Each student will receive a Kindergarten Entrance Profiles to assist parents and teachers in differentiating instruction.
 - Work in progress – developing a tool with key information to share with TK and K teachers. The Kindergarten Entrance Profiles will be part of children’s transition plans in 2020/2021.
 - Partnership with SPED to implement the Mid-Level Development Assessment for potentially at-risk students.
 - Established monthly Mid-level Development Assessments
 - Piloting inclusive models in two locations Holland and Heaton 2019/20
 - Applying for a CDE- inclusion grant to support the expansion of inclusive infant, toddler and preschool settings across our school district.
 - Increased in the number of students taking screeners.
 - Developmental screeners - all children in the Early Learning Center and Preschools a total of 3,300 children will be screeners by the end of fall 2019.
 - A response system/guide have been developed to support teachers when they come across a potential child at risk.
 - Adopted the ASQ Online system to better track the developmental screener of children overtime.
 - In process of adopting STAR system which is a system that tracks children that are need a referral for additional assessments/ supports to ensure care coordination and follow through for child and family.

Arts, Activities, and Athletics (Goal 2)

This team continues to strive for increased engagement for students, parents, and staff. In the past three years, the number and percentage of students engaged in on-going Goal 2 Arts/Activities/Athletics has increased from 62% to 70%. The following initiatives have been continued and expanded in order to increase student engagement, a sense of belonging, and academic success:

Visual and Performing Arts

- In 2018/19 the Relevant Engagement in Arts and Literacy (REAL) Art Collaborative has teachers participating from all seven regions. Students learned from community advocacy groups and literature about human trafficking. Seven exhibitions of student art and writing were held at ArtHop events in the 18/19 school year.

- Five additional music teachers were hired over the 2018 summer in order to expand music instruction to second grade in all elementary schools. Curriculum guides were created and implemented for the second and third grade music expansion in 2018/19
- The United Sound partnership provided enriching experiences in music for students with disabilities and their music mentor students. Other elements of the SSAE grant included Music Speaks music therapy at Addicott, teaching artists at RATA, Fulton, and ATP, as well as professional development in arts based creative teaching strategies for teachers across the district.
- \$281,000 was spent to purchase additional student instruments to further expand the District inventory for schools from elementary through high school in 2018/19 school year.

Activities

- During the 2018/19 school year, the Goal 2 team provided monthly mentoring and quarterly college enrichment trips (UC Merced, UC Santa Cruz, UC Davis, CSU Fresno) for 232 African American students representing every Fresno Unified School District high school and middle school. Recruitment for the 2024 Student Cohort began in March of 2019. There were 41 African American students that attending the UC Merced college camp this past summer (July 2019).
- Support secondary schools to increase Black Student Union (BSU) club engagements: BSU clubs at the middle school: Decreased from 15 to 11. The reduction in numbers for middle school BSU's was due to not having an advisor at: Bullard Talent, Tehipite, Hamilton and Yosemite. Additionally, we partnered with Clovis Unified School District and Fresno County Superintendent of Schools for our students to participate in the Middle School Leadership Conference. High school BSU Clubs grew from 12 to 13.
- Our on-going partnership with Black Students of California United (BSCU) provided more leadership opportunities for our students as well as additional support for BSU Advisors. We will continue to include in our expansion work, culturally relevant literature and historical mobile displays.
- High Schools completed Link Crew transition activities at all sites. All schools have hosted Orientation, Showcase, and Move-up events for incoming freshman and transitioning 8th grade students.
- Where Everyone Belongs (WEB) transition activities are happening at Middle Schools as well.
- Fresno Area Student Leaders camp was held at the end of March and was the culminating event for our 120 high school leaders that attended CADA/CASL camp last summer. These high school leaders used the knowledge and skills learned at summer camp to plan and execute our own 2-day leadership camp for 15 middle school students from each site. The camp included outdoor activities presented by Wonder Valley staff and indoor learning sessions put on by our high school leaders.
- Our Elementary Campus Culture (CC)Teacher on Special Assignment (TSA) coached 4 elementary schools on expanding student engagement through a menu of Goal 2 Actions: Run/Walk Club, Reading Club, Intramural Sports, Meaningful Work or expanded innovative club offerings. Each of these sites is sustaining or has made measurable growth in student engagement percentages. Our CC TSA is also supporting 3 new sites, along with 20 elementary schools in partnership with dude. be nice.

- Efforts continue to focus on expanding the availability of Black Student Union (BSU) clubs in the district.

FUeL/eSports

- Twelve high schools (comprehensive and specialty) fielded teams with an emphasis on providing an engagement experience to the widest array of student participants. In addition to the FUSD teams, the competition was opened to outside districts. There were in excess of 250 eSport participants during the 2018/19 school year.

Athletics

- In 2018/19, Athletics has implemented regional water polo for our middle school students.
- Unified Athletics completed its second year of Unified Soccer and Unified Basketball. Both sports featured a showcase at the conclusion of each season that celebrated and promoted all our participants (Seven Fresno Unified Schools plus two Madera Unified Schools, and Caruthers- basketball only) at a single site venue. We also piloted Unified Track at our County Metro Athletic Conference (CMAC) Track Championship and North Yosemite League (NYL) Track Championship respectively. Unified Athletes and Unified Partners competed against one another in the following four events: 100 Meter dash, 4 x 100 Meter Relay, Long Jump, and the Shot Put.
- Competitive Sport Cheer finished another successful second season. All seven sites comprehensive high schools were represented and fully participated in their respective matches.
- Phase 1 of our high school weight/fitness room renovations have been completed at Duncan, Edison and Fresno High. Phase 2 work is under way to install new equipment, flooring, and paint for the state-of-the-art weight-conditioning centers at Bullard, Roosevelt, and Sunnyside high schools. Phase 3 at Hoover and McLane should be completed prior to the start of the new 2019/20 school year.
- Elementary girls' soccer teams began a league, which involved 10 teams this year. The co-ed/boys league increased by eight teams from last season for a total of 56 teams.

Enrichment Trips

- As of the end of the school year, 498 enrichment trips have taken place with an average student participation rate of nearly 96%. Of the 42,820 Fresno Unified elementary students enrolled for during the 2018/19 school year, more than 40,000 have experienced an outdoor education destination. Individual grade level participation rates were:
 - Transitional Kindergarten – 97.8%
 - Kindergarten – 97.3%
 - 1st Grade – 96.2%
 - 2nd Grade – 96.3%
 - 3rd Grade – 96.7%
 - 4th Grade – 96.2%
 - 5th Grade – 94.7%
 - 6th Grade – 88.2%

School Leadership

The Instructional Superintendents' focus is two-fold; 1) To build capacity in leaders, and 2) To improve student achievement. This has allowed this team to operate with a laser-like focus. The Instructional Superintendents focus most of their time at schools and with teachers and leaders

- Schools experienced over 10% positive change in Meeting or Exceeds Standards in ELA (18) and math (26) for the last 2 years (2016/17 to 2018/19)
- Schools experiencing positive change in Meeting or Exceeds Standards in between 5% and 9.9% in ELA (32) and math (25) for the last 2 years (2016/17 to 2018/19)
- Graduation rate has increased every year
- A-G completion has increased each year

Professional Learning

Over the past four years, the district has moved to implementing professional learning communities with fidelity. School Leadership is central in ensuring that site leaders and lead teachers have all the information that they need to fully implement PLC's with fidelity. 109 site leaders and teachers received additional training at Solution Tree PLC conferences. These conferences build capacity around developing collaborative cultures with a focus on student academic achievement and a culture of collaboration.

- Over 1,115 school site observations and coaching for each of the last 2 years. A significant increase from previous years.
- Supervise a total of 99 Principals, plus over 10 district office staff. A supervisory or coaching conversation happens at least once every 4 weeks.
- The School Leadership Team continues to build the capacity in site leaders through their differentiated professional learning models, such as:
 - Two Principal Summer Institutes (24 hours)- (which offered leaders self-selected professional learning during the summer hiatus)
 - Five Principal Meetings were held with the Superintendent and focused district wide PL (15 hours)
 - Five Regional Lead Principal meetings were held which focused on receive job-embedded learning with School Leadership around managing change with a focus on professional learning communities. (10 hours)
 - Five Instructional Practice Walks that include all site leaders and various department leaders (20 hours)
 - Intentional connections were created for school to school dialogue, regionally focused training based on targeted learning. Principal teams and cohorts were created upon common challenge areas.
 - Prioritized and funding in order to support professional learning (PL) such as: Unbound Education, acclaimed author and educational practitioner Doug Fisher. Additional trainings focused on SBAC, and SPED awareness, for leaders and teachers to attend.
 - Principals also receive one-on-one visits from their Instructional Superintendent to provide very specific training based on evidence of school needs and the leader's individual needs in leadership.

Alternative Education

- Urban Design Academy formally purchased by the BOE on October 17, 2018

- Official ground-breaking began for this new campus of June 21, 2019. This will Alternative Education Center Program is proposed to house:
 - E-Learn Academy
 - J.E. Young Independent Study Program
 - Educational Resource Center, as well as Alternative Education Administration
 - Cambridge Continuation High School
 - DeWolf Continuation High School
- Project-Based Learning implemented as an instructional approach to improve engagement and outcomes for students

Administrative Services

- The Deputy Superintendent/CFO was actively involved in and crucial to all aspects of finalizing the Fresno Teachers Association (FTA) settlement agreement including but not limited to the salary article; the Special Education article; the Professional Learning article; and, the draft TA language itself. This resulted in a historic three-year agreement.
- Fiscal Services staff actively participated in FTA negotiations providing various staffing and salary cost analysis as well as Local Control Funding Formula training for the Board and collective bargaining units in preparation for negotiations and Disclosure Statements for Board of Education approval.
- Fiscal Services staff completed and successfully adopted the 2019/20 Budget that included meetings with budget managers, cabinet presentations, budget debriefings with Board of Education members and 13 Board of Education presentations. Taking into consideration the latest guidance from the State, the 2019/20 adopted budget includes 250 individual budgets totaling over \$1.0 billion and includes 2018/19 estimated actuals and multi-year projections.
- In support of certificated staffing, Fiscal Services staff prepared school-by-school, grade-by-grade staffing based on projected enrollment and updated staffing parameters. For 2019/20 Spring staffing was finalized two weeks earlier than in the previous year. In addition, staff provided support and training for the supplemental contract tool.
- Fiscal Services staff completed the 2017/18 Annual Financial Audit with zero audit findings on payroll and accounting internal analysis with timely submission to the State; **and**, zero preliminary ASB or attendance audit findings for the upcoming 2018/19 Annual Financial Audit.
- Implemented the Hiring and Purchasing Exception Committee process in August 2018 which included 40 meetings with a review of approximately 2,000 purchase requests and 500 hiring requests. Since implementation, travel claims decreased by 600 individual travel claims in 2018/19 (3,300 travel claims in 2017/18 compared to 2,700 travel claims in 2018/19)
- State and Federal staff completed and successfully adopted the Local Control and Accountability Plan (LCAP) that included community outreach with 245 workshops/meetings with over 2,800 stakeholders and nearly 14,400 survey responses collaborating with various stakeholders. Emphasis given to outreach with students; moving to a model of a student committee at each high school campus led to increased student involvement.
- State and Federal staff implemented a new survey incentive targeting secondary student participation which resulted in 9,918 responses versus 90 in the prior year. In addition, partnered with FTA to increase teacher participation specifically at the McLane community

engagement workshop. Worked with various colleagues to complete new Federal Addendum requirement describing how the district will satisfy various federal funding provisions.

- State and Federal staff initiated and collaborated to provide support to sites identified through the State's new accountability framework. Participated in equipping opportunities where sites were briefed on the identification criteria and relevance of the CA School Dashboard. Also participated in district level teams designed to provide additional levels of support to CSI schools.
- State and Federal staff worked with Information Technology to incorporate a revised SPSA template into the design of our on-line plan which led to obtaining approval from CDE to use our internally developed template as an alternative to their required design.
- The Risk Management Office resolved/settled nine litigated general liability files, closed 234 workers' compensation claims, conducted over 70 ADA meetings, and reviewed and 'approved as to form' over 730 contracts.
- The Benefits Office is now actively participating in new hire orientation to improve quality and timeliness of benefits information for new hires. In addition, decreased the amount of time necessary to process annual pool of retirees more efficiently by conducting personal meetings with 117 of the 134 retirees over three sessions.
- The Payroll Office implemented Electronic Time Reporting, otherwise known as PMA, at all school sites by May 30, 2019, three weeks prior to scheduled implementation date. In addition, implemented PMA and SmartFind for all Food Service employees by May 15, 2019, six months prior to scheduled implementation date. All sites received personal on-site over the shoulder training.
- The Payroll Office also implemented the Rapid Pay Card initiative to move employees to direct deposit to electronically deposit all paychecks going forward, this included meeting with each bargaining unit's leadership to discuss language.
- The Payroll Office developed, produced and distributed Employee Compensation Statements. This new initiative was implemented after meeting in advance with each bargaining unit's leadership.

Communications

- Launched electronic flyer distribution through Peachjar reducing paper waste and providing parents with email and website access options
- Increased the District's newspaper Building Futures advertising revenue by \$48,333 with the addition of three new advertisers
- Expanded employee outreach regarding Excellence in Education nomination forms, garnering 25 more applications than the year prior
- Launched *60 Second News* in Spanish and Hmong. Univision has incorporated the video series as part of their weekly broadcast
- Developed a new video training series for site leaders providing monthly reminders around key operational best practices including civility, safety protocols, intervention strategies, adult self-care during trauma and Social Emotional Learning (SEL) strategies
- Worked with Fresno County Superintendent of Schools to coordinate six district stories for KSEE 24's Education Matters series
- Responsible for coordinating cultural responsiveness action plan including 14 restorative sessions as a result of a racist social media video

- Collaborating with our Information Technology Department to revise the district website in response to ADA compliance requirements
- Received a national Telly Award for the District's FACES video featuring Fresno Police Officer and Cooper Academy SNRO Martin

Parent and Community Engagement

- To date, more than 52,000 families have participated in Parent University programs empowering parents with districtwide tools and resources to be vital partners in their child's education
- Provided 680 district wide parent learning opportunities in six languages (English, Spanish, Hmong, Mixteco, Lao, Khmer and Punjabi) providing instruction for 7,031 parents and enriched childcare for 1,990 children. Some of the 2018/19 programming included, early childhood development, elementary, middle, and high school environment, transitioning to college, dual immersion programming, preparation for the English Language Proficiency Assessments for California, and the Smarter Balanced Assessment Consortium
- Conducted a parent leadership academy resulting in 151 parent leaders taking active roles in school site and district committees, including school site council, English Learners committees, District Advisory Committee (DAC), and Community Advisory Committee (CAC).
- Connected families to targeted engagement opportunities to support culturally effective engagement such as the African American Parent Symposium, Southeast Asian Family Conference, and the English Learner Summer Learning Workshop
- Parent Resource Center served 9,696 walk-ins and conducted 98,985 outreach calls connecting families and school site personnel to parent leadership training, home school liaison (HSL) professional development, LCD parent workshops and distribution, volunteer fingerprinting and personal invitations to all districtwide parent learning opportunities
- Expanded the Revitalize Fresno partnership with the City of Fresno from 13 to 15 neighborhoods
- Coordinated and hosted nearly 500 families at Chukchansi Park at a back to school event on August 9 in coordination with Parent University's 10th Anniversary

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: *[Signature]*

Date: September 20, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for September 13, 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 September 13, 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: *9/23/19*



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www.sscal.com

DATE: September 13, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature to Wrap up the 2019 Legislative Year

With hundreds of bills left to consider, legislative deal making and vote counting has been in full swing during the last week of the 2019 legislative year. Both houses took up measures addressing high-profile issues such as employee status, rent caps, and student athlete compensation. The Legislature has until midnight on Friday, September 13, 2019, to pass bills to Governor Gavin Newsom for his consideration.

There are still a couple outstanding measures for K–12 education that need to be approved by the Legislature before Friday's deadline including Assembly Bill (AB) 48 (O'Donnell, D-Long Beach). AB 48 is the legislative vehicle that would place a school construction bond on the 2020 primary election ballot. The bill was significantly amended this week after negotiations between the author, legislative leadership, and the Newsom Administration. The new version of this bill would put a \$15 billion bond on the 2020 March ballot with \$9 billion for K–12, \$2 billion for the California Community Colleges, \$2 billion for the California State University, and \$2 billion for the University of California.

The measure would make several alterations to the K–12 School Facility Program including changes to local bond capacity, project application priorities, financial hardship eligibility, and developer fees (a more detailed summary of the bill can be found in the *Fiscal Report* article below). Since the amended version of the bill reflects a compromise between the Legislature and Governor Gavin Newsom, it is expected to be approved by the Legislature before the Friday deadline and then signed by Governor Newsom. Once the bill is approved by the Governor, it will officially be qualified for the 2020 primary ballot.

Another outstanding education issue that should sound familiar is Senate Bill (SB) 328 by Senator Anthony Portantino (D-La Cañada Flintridge). SB 328 is the late school start time bill that would prohibit middle and high schools, including charter schools, from beginning the school day earlier than 8:00 a.m.

and 8:30 a.m., respectively. Even though the bill would exempt rural school districts from the start time restrictions, it does not specify what would qualify a district as rural. A nearly identical version of this bill, also SB 328 by Senator Portantino, made it through the Legislature last year before being vetoed by former Governor Jerry Brown who argued that these decisions are best handled by local school districts. While Governor Brown had a tendency to veto education proposals that he felt would be better handled at the local level, previous legislative actions show that Governor Newsom is not analyzing legislation through a similar subsidiarity lens. The bill needs to clear the Assembly before it can go to the Governor's desk.

The Legislature will also decide the fate of AB 39 (Muratsuchi, D-Torrance), which would look to set aspirational targets to increase the Local Control Funding Formula base grant equal to the national average per-pupil funding level. Assemblymember Muratsuchi carried a similar bill last year (AB 2808), but decided to move the bill to the inactive file after it was significantly amended by the Senate Appropriations Committee. The bill needs to be approved by the Senate and then go back to the Assembly for concurrence in amendments. There is a chance that the bill is held by the author if Governor Newsom signals that he would not sign it.

There are also a number of significant education bills that cleared the Legislature this week and are headed to Governor Newsom's desk including:

- AB 114 (Committee on Budget) is the education budget trailer cleanup bill, which would provide clarifications to the funding based on preschoolers with disabilities, extend the deadlines for the Ethnic Studies Model Curriculum, and make several other changes related to the 2019–20 State Budget
- AB 197 (Weber, D-San Diego) would, commencing with the 2022–23 school year, require schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least one full-day kindergarten program
- AB 500 (Gonzalez, D-San Diego) would require school districts, charter schools, and community colleges to provide at least six weeks of full pay for pregnancy-related leave of absence taken by certificated, academic, and classified employees
- AB 967 (Smith, D-Santa Clarita) would require a charter school to submit its Local Control and Accountability Plan (LCAP) to their charter authorizer for review and approval and would require charter schools to comply with various other LCAP requirements that currently apply to local educational agencies (LEAs)
- AB 1505 (O'Donnell) would make significant changes relating to the charter school authorization, oversight, appeal, and renewal processes and would also clarify credentialing requirements of charter school teachers and place a two-year moratorium on online charter schools
- AB 1507 (Smith) would eliminate the ability to authorize a charter school located outside the boundaries of the authorizing school district or county
- SB 541 (Bates, R-Laguna Niguel) would require the California Department of Education to collect, and LEAs to provide, data pertaining to lockdown or multi-option response drills conducted at school sites within school districts, county offices of education, and charter schools

Next week, we will provide a more detailed update of the outstanding education measures and if they survived the end-of-session deadline.

Leilani Aguinaldo
Robert Miyashiro

Deal Reached on Statewide School Bond

By Patti F. Herrera and Brianna García
School Services of California Inc. 's Fiscal Report
September 11, 2019

Late on September 10, 2019, amendments to Assembly Bill (AB) 48 became publicly available, signaling a deal on a statewide bond that would provide \$15 billion to K–12 and community college districts, as well as to the two public university systems in California. AB 48, which requires a two-thirds vote of the legislature to be presented to Governor Gavin Newsom for his signature, would place a proposition on the 2020 primary election ballot for voter approval. If approved, the bond would provide \$9 billion to K–12 local educational agencies and \$2 billion each to the three higher education segments. Below is a summary of key provisions in AB 48 of the K–12 School Facility Program (SFP).

Programs

- \$2.8 billion for New Construction
- \$5.2 billion for Modernization, including a \$150 million set-aside for a new Lead in Water Testing and Remediation program
- \$500 million for the Career Technical Education Facilities Program
- \$500 million for the Charter Schools Facilities Program

Per-Pupil Grants and Use of Grants

AB 48 provides higher state grant amounts for lower-wealth districts based on a point scale that considers district bonding capacity and their Local Control Funding Formula's (LCFF) unduplicated pupil percentage; however, no district receives less than the current state grant amounts for eligible New Construction and Modernization projects. Lowest wealth districts will be eligible to receive a 55% state grant (currently 50%) for New Construction projects and 65% state grant (currently 60%) for Modernization projects.

AB 48 explicitly prohibits the use of New Construction and Modernization grants to purchase portable electronic equipment with a life cycle of less than three years, but expands the eligible use of grants to on-site technology infrastructure needs, school kitchens, and preschool facilities.

Local Bonding Capacity

AB 48 increases local bonding capacity for elementary and high school districts from 1.25% to 2% and unified school districts from 2.5% to 4%. For purposes of determining eligibility to levy Level 2 developer fees, however, the bonding capacity limits of 1.25% and 2.5% will be retained.

Project Application Priorities

In lieu of processing New Construction and Modernization applications in the order in which they are received by the Office of Public School Construction (OPSC), applications will be processed within the following priority order in four annual application cycles:

	New Construction	Modernization
1 st Priority	Health and safety	Health and safety
2 nd Priority	Financial hardship	Financial hardship
3 rd Priority	Applications that were submitted but not processed in the two immediate preceding cycles shall be moved to the top of the application cycle and processed in order of date received	Lead testing/remediation projects
4 th Priority	Severe overcrowding	Applications that were submitted but not processed in the two immediate preceding cycles, based on the order of the projects in the immediately preceding cycle
5 th Priority	Applications based on point scale used to determine state grant amounts	Severe overcrowding
6 th Priority		Applications based on point scale used to determine state grant amounts

Within each of the priorities, projects subject to a project labor agreement will be prioritized. Two or more projects that generate the same priority will be ranked by their unduplicated pupil percentage. Any project not processed within an application cycle will be retained by OPSC and processed according to the established priorities above.

New Construction and Modernization projects submitted *before August 30, 2019*, or submitted before August 30, 2019 that are withdrawn and resubmitted, will be processed in the SFP as it read on August 30, 2019.

Financial Hardship Eligibility and Funding

AB 48 changes the bonding capacity threshold used to determine a district’s eligibility for financial hardship assistance from \$5 million to \$15 million and adjusts it annually to reflect changes in the cost of living. Additionally, AB 48 requires that regulations be developed to authorize the review of available local funds that could be used toward the local matching share—starting 12 months *before* the financial hardship request through 12 months *after* receiving an apportionment.

Lead in Water Testing and Remediation

AB 48 contains two provisions to assist districts with lead in water issues. First, the bill establishes a \$150 million stand-alone program within the Modernization program for the testing and remediation of lead in water. Second, the bill provides the authority to increase the Modernization grant by 10% to reflect the cost of remediating water outlets when the presence of lead exceeds 15 parts per billion consistent with federal safety standards.

Small School District Assistance

AB 48 establishes a new Small School District Assistance program with provisions to provide preliminary application and apportionments along with final apportionments to perfect projects, along with a “project and construction management grant” that eligible districts can use to retain project assistance services from other public agencies, including county offices of education, other districts, or state agencies. The new program will be funded by reserving up to 10% each of the New Construction and Modernization programs.

Developer Fees

AB 48 makes significant changes to school developer fees. First, it suspends Level 3 developer fees on the earlier of January 1, 2021, or when the full amount of Proposition 51 New Construction funds is expended or apportioned, and remains suspended until January 1, 2028.

Second, it exempts *multi-family* dwelling units within one-half mile of a major transit stop from developer fees and reduces non-exempt *multi-family* dwelling unit developer fees by 20%, with both provisions sunseting on January 1, 2026.

Conditions of SFP Participation: Five-Year Master Plan, Transparency, and Project Audits

Master Plan

AB 48 establishes new conditions for participation in the SFP, including the development of a five-year master plan that includes the following information:

- An inventory of existing facilities, sites, and property
- Existing classroom capacity
- Projected enrollment
- Capital planning budget
- Financing and funding sources to support the capital program
- Verification of assessed value
- A narrative describing the alignment between the master plan and the goals, actions, and services described in the Local Control and Accountability Plan to meet the facilities requirements within State Priority #1 (basic conditions)

Transparency and Audits

AB 48 requires a performance audit of any project funded in whole or in part with bond funds from the 2020 bond. However, a performance audit required by any other law will be deemed to meet this requirement. Moreover, the bill requires all projects seeking funding from the 2020 bond to be presented during a regularly scheduled and noticed public board meeting to solicit public input. The board meeting can occur at the same public hearing during which the board will take action on any project.

What's Next?

In order to be eligible to be presented to California voters in March 2020, the Legislature must pass AB 48 before they recess for the year on Friday, September 13—just two days from now. Once approved by lawmakers, bond supporters will begin campaigning to secure the approval of voters during next year's primary election. Stay tuned!

Note: Governor Newsom signed SB 419 (Skinner, D-Berkeley) into law this week, which extends the permanent prohibition for suspending any K–3 student for willful defiance to grades 4 and 5, and also prohibits the expulsion of any K–12 student for willful defiance.

California Law Bars Suspensions for Talking Back to Teachers

By Adam Beam
The Associated Press
September 9, 2019

California’s elementary and middle school students won’t be suspended for things like falling asleep in class or talking back to the teacher under a bill signed by the state’s governor.

Democratic Gov. Gavin Newsom announced Monday he had signed a law banning public and charter school officials from suspending students for “willful defiance,” a broad category that includes disrupting class or willfully defying teachers.

California banned these types of suspensions for students up to third grade beginning in 2015. The law Newsom signed permanently bans these suspensions for grades four and five and temporarily restricts them for grades six through eight until 2025.

“We want the teacher to be able to teach their class and not have disruptive students, but we also want to minimize these suspensions,” said bill author Sen. Nancy Skinner, a Democrat from Berkeley. “The more a child is suspended, the more likely they are to do bad in school and just do bad overall.”

The new law takes effect July 1 of next year. Teachers can still remove students from the classroom for willful defiance, but they could not be suspended.

When California banned willful suspensions up to third grade, suspensions fell by 30,000 in the first year. Since 2011, suspensions for willful defiance have dropped 82%, according to a legislative analysis of the proposal.

But data from the California Department of Education shows a disparity in who is getting suspended. Black students, while accounting for 5.6% of enrollment, made up 15.6% of all willful defiance suspensions in the 2017-18 school year. White students accounted for 20.2% of willful defiance suspensions while making up 23.2% of enrollment.

Lawmakers and school officials have been debating the issue for some time. Former Democratic Gov. Jerry Brown vetoed similar bills twice, once in 2012 and again last year, writing in a veto message: “Teachers and principals are on the front lines educating our children and are in the best position to make decisions about order and discipline in the classroom.”

This year, Skinner noted groups like the Association of California School Administrators supported the bill.

Note: The three remaining bills (AB 967, AB 1505, and AB 1507) that would make significant reforms to California's charter school laws are all headed to Governor Newsom and are expected to be signed into law.

Your Guide to the Biggest Changes to California Charter School Laws Since 1992

By Kyle Stokes
LAist
September 11, 2019

California school boards will soon have enhanced powers to block new charter schools from opening in their districts — if Gov. Gavin Newsom signs a sweeping piece of charter school legislation now on his desk.

But “high-performing” charter schools could also soon have an easier time securing the permissions they need to remain open.

Add these two elements together, and you’ve got a basic outline of Assembly Bill 1505, which cleared the state Senate on Monday and won final approval in the Assembly on Tuesday. The bill — the result of a bargain struck between the state’s teachers unions and some charter school advocates — represents the most consequential re-write to California’s charter school laws since they were first passed 27 years ago.

And the state’s charter school sector has mixed feelings about it.

When the bill came forward in January, the powerful California Charter Schools Association saw the legislation as an “existential threat” to all 1,300 charter schools in the state. But late last month, Newsom’s office announced it had brokered a deal to amend the bill and address some of CCSA’s biggest concerns.

Those amendments led CCSA to drop its opposition. Now, CCSA leaders say the amended bill represents a reasonable compromise.

“What underpins the agreement around AB 1505,” said Carlos Marquez, the charter association’s senior vice president of government relations, “is the idea that high-quality charter schools are here to stay.”

But several other high-profile, pro-charter school groups disagree.

“This [bill] will be very detrimental to those who want to start new schools,” said Eric Premack, executive director of the Charter School Development Center — and he thinks even some existing charters will have their growth stunted or worse.

THE ISSUE: WHEN CAN DISTRICTS SAY ‘NO’ TO CHARTERS?

AB 1505 is a comprehensive overhaul of the state laws detailing how charter schools are “authorized” in California.

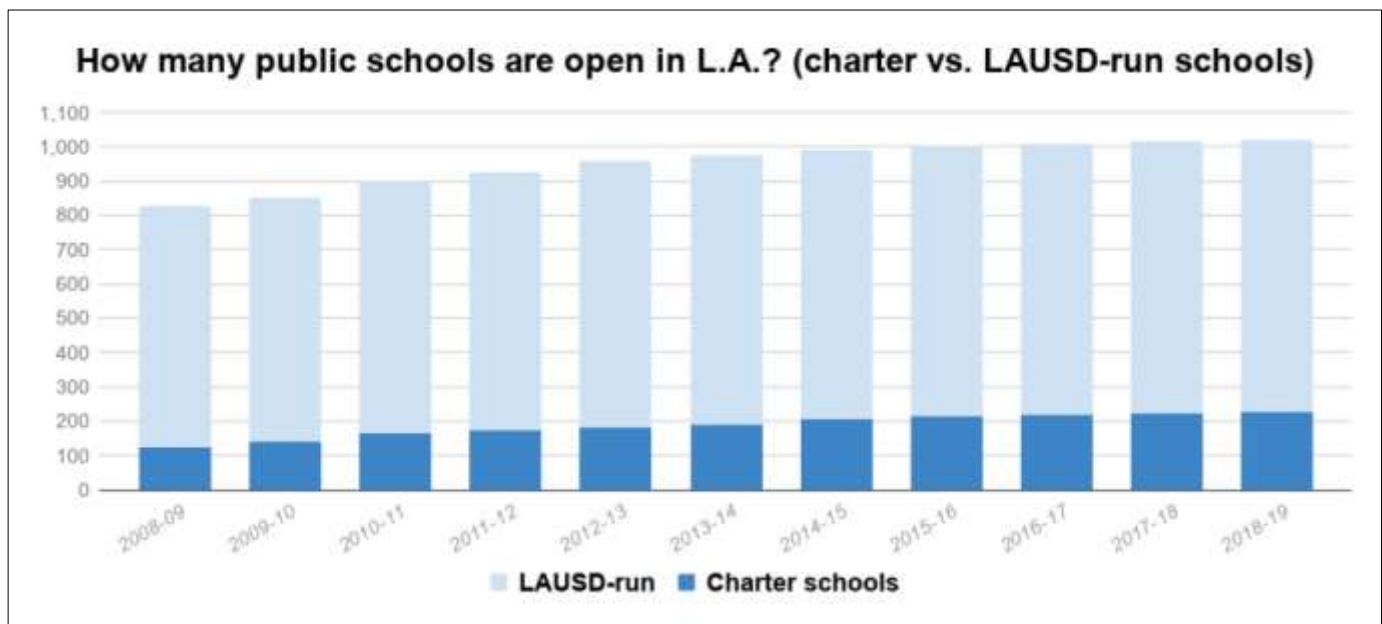
Charter schools are publicly-funded schools run by non-profit organizations, not school districts. In order to open, a charter’s operators obtain permission from their district’s school board — their “authorizer.” To remain open, a charter operator must ask their authorizer for a “renewal” every three to five years.

Many critics, California’s powerful teachers unions chief among them, complain that state law gives school district leaders very little power to say “no” to these charter requests to open or expand.

Even some school board members grumble that they lack the power to block new schools from opening in neighborhoods already crowded with *other charters*. (For the record: charter advocates dispute this premise, saying some authorizers are reticent to use the powers they have.)

AB 1505 aims to change this balance of power.

Since February, California’s teachers unions have touted the legislation as a means of slowing charter schools’ steady growth statewide — growth which critics believe siphons off funding from traditional, district-run school systems, particularly in urban areas: Los Angeles County alone is home to roughly one-quarter of the state’s charters.



NOTE: “Charter schools” refers only to what LAUSD calls “independent” charter schools. This count excludes LAUSD’s “affiliated charter schools,” which are essentially district-run schools. (Courtesy of California Department of Education)

THE NOT-GREAT NEWS FOR CHARTER SCHOOLS

AB 1505 gives school districts two new justifications for blocking a new charter from opening:

- **If a proposed charter school would be redundant:** If the governor signs AB 1505, a school district (or any authorizer) would be able to deny a petition to open a new charter school that “duplicate[s] a program currently offered ... within reasonable proximity to where the charter school intends to locate.” They could also use this provision to block “material revision” requests from charters, which allow charters to expand to add new grade levels or open new campuses.
- **If a proposed charter school could (really) hurt district finances:** A broadly worded section of the bill allows school districts to consider the “fiscal impact” when deciding whether a proposed charter school “would substantially undermine” existing schools in a neighborhood. (Charters, after all, are competing to enroll the same students as districts; enrollment equals funding.) A second, more narrowly

worded section would also allow districts to block a charter if approving it would push the district's budget projections into deficit.

For the state's largest teachers unions — the California Teachers Association and California Federation of Teachers — and the labor-backed coalition that's supported AB 1505 from the start, these new provisions are significant victories.

In a statement late last month, the unions said the bill "will lead to a more equitable learning environment for students in California's neighborhood public schools."

These provisions worry Veronica Brooks-Uy, the policy director for the National Association of Charter School Authorizers.

"If it's being done within the spirit of the law, then having those types of provisions are fine," she said. "The problem is if you have a district that is taking advantage of those provisions and using them as an excuse."

COULD THIS MEAN FEWER CHARTER SCHOOLS?

"There is an element of risk," CCSA's Carlos Marquez conceded, that these new guidelines could create new bumps in the road for petitioners set on opening or expanding charter schools.

However, the final legislation stripped language in earlier versions of AB 1505 that would have gutted charter school applicants' rights to appeal to the county Board of Education. As part of the deal with charter advocates to amend AB 1505, Marquez said, this appeal right remains intact.

Charter school operators fought hard to preserve that right. In L.A. Unified, charter schools denied by the district's school board often successfully appeal to the L.A. County Office of Education.

CCSA believes districts will have to meet a high standard of proof under the new legislation to invoke the "undermining" or "fiscal impact" provisions. So long as charters can appeal the decision to the county, a solid applicant should be able to get approval, the group says.

"District behavior has already tacked toward this idea that fiscal impact and program duplication is a defensible reason for denial," Marquez said. "Codifying that in statute really doesn't change the world from where we sit so long as we can preserve — and we have — *de novo* appeal at the county."

Premack, the Charter Schools Development Center leader, is less optimistic about the new legislation.

While appeal rights to county offices remain intact, AB 1505 phases out the State Board of Education as an authorizer — and, Premack said, limits the State Board's discretion to reverse county-level decisions. He worries that this will give counties more leeway to judge charter school applications more harshly.

"For those schools that are content with the status quo," Premack said, "and located in counties with county boards that are either neutral or favor charter schools, I think those schools will be in pretty good shape.

"The ones we're concerned about," he added, "are any schools that are located in counties with less-friendly boards and/or that would like to add grade levels or grow. And this will be very detrimental to those who want to start new schools."

WHAT CHARTER SCHOOLS GOT OUT OF THE DEAL

But Brooks-Uy from the National Association of Charter School Authorizers, said other portions of AB 1505 handed charter school advocates some pretty clear wins. Such as:

- **‘High-performing’ charter schools will have an easier renewal process:** Existing charter schools with two consecutive years of strong test scores, graduation rates or performance by English learners cannot be denied a renewal — unless the school district can document serious concerns with how the charter is being run. Not only will they be presumed renewed, they’ll be able to fill out a streamlined application, and could even earn renewal for as long as seven years, rather than the usual five years.
- **Low-performing charter schools will have a harder time getting renewed:** Conversely, AB 1505 says school districts “shall not renew a charter” if it’s received two straight years of poor ratings on California’s Dashboard rating system. But charter school leaders will have the opportunity to make the case that their students are showing growth and that the school is “taking meaningful steps to address the underlying cause or causes of low performance” — and district leaders are required by the bill to take these mitigating factors into account.

Officials for Green Dot Public Schools — which operates 20 charter schools in L.A. County — had dropped their earlier opposition to AB 1505 by the time the bill passed. In a statement, Green Dot spokesman Sean Thibault cited these new renewal provisions as critical to their support.

“Closing the state’s achievement gap through greater incentives and accountability is the main force that should guide charter school openings/closings — and that’s what this agreement does,” the statement read. “Performance matters and the academic needs of students must always guide decisions.”

The bill allows for charters to submit evidence beyond standardized test scores and English learner metrics as part of their renewal efforts. But some advocates found the focus on those conventional metrics is troubling. Charter schools focused on vocational or career-technical programs, for example, don’t fit well into those evaluation systems.

Premack said the bill “decreases the risk for conventional schools that serve higher-achieving populations and increases the risk for more innovative schools that serve more challenging populations.”

Bill Lucia, head of the pro-charter advocacy group EdVoice, registered a similar concern in a July letter to state Senate lawmakers.

“AB 1505 limits the evidence of academic achievement to statewide tests in grades and subjects that may not be offered by the charter school,” Lucia wrote, “establishing a charade that academic achievement would carry the greatest weight in making a decision on renewal.”

(A representative for EdVoice said the organization still opposed to the bill, even after the amendments, but that Lucia was not available for further comment.)

WHAT’S NEXT

Gov. Newsom is expected to sign AB 1505, which emerged from a compromise his office helped forge.

The broad-ranging legislation also goes beyond charter authorization. It also phases in new teacher credentialing requirements and creates a two-year moratorium on new virtual charter schools starting in January 2020, among other provisions in the bill.

The big question, though, is whether the deal will slow charter schools' growth — and only time will tell.

Premack, who helped craft California's original charter school laws in 1992, wonders why charter advocates were willing to cut a deal at all. AB 1505 barely eked out of the Assembly in May. He thinks charter critics might've had a tougher time pushing their original bill through the Senate. So why compromise?

CCSA's Marquez said the deal "cleared the deck" for broader compromises on other issues that unite advocates for both charter and district-run schools — like their desire for increased funding for all K-12 public schools.

The deal, Marquez said, "is a proof point that we can work together and get really big things done for kids. That should be the springboard off which we can create the space, and have a greater focus on the issues that impact the entire system."

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: September 20, 2019

Phone Number: 457-3134

Regarding: School Marquee Projects

The purpose of this communication is to provide the Board information on school marquee projects currently in process. Marquees promote school communication and branding. They are provided and replaced regularly, based on need. For most middle and high schools, marquees require Division of the State Architect (DSA) approval based on height of the structure. Marquees for the following schools are underway:

- Cambridge High – In fabrication with installation targeted for winter break
- Computech Middle – At DSA for review/approval, installation targeted for Spring 2020
- Fresno High – Designed to match the campus architecture, installation expected October 2019
- Roosevelt High – Working with school administration on planning/design, will require DSA review/approval, installation targeted for early Summer 2020
- Scandinavian Middle – Beginning work with school administration on planning/design
- Yosemite Middle – At DSA for review/approval, installation targeted for Spring 2020

Standard features of marquees by school level are below:

- Elementary – 8 feet high, double sided, illuminated manual letter message board
- Middle – 14 feet high, double sided, illuminated LED message board
- High – 16 feet high, double sided, illuminated LED message board

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

9/23/19

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: Jose Alvarado, Food Services Director
Cabinet Approval:

Date: September 20, 2019

Phone Number: 457-6278

Regarding: Food Services - Nutrislice Mobile Application

The purpose of this communication is to provide the Board follow-up information regarding the district's Nutrislice mobile application and interactive website available to parents and students to easily access daily breakfast and lunch menus. The app, presented by Food Services at the September 4, 2019 Board meeting, features an image and description of food items as well as nutrition information, to make school menus convenient and informative. The app is available at "School Menus by Nutrislice" on Google Play or the App Store, or at fresnounified.nutrislice.com.

In response to the request from Student Board Member Joshua Camarillo from Edison High School, Food Services added a QR Code to assist students in accessing the Nutrislice app. Below is the updated Nutrislice information card with the QR Code that will be distributed to schools and posted on the district's website.



A promotional graphic for the Nutrislice app. It features a blue banner at the top with the text "DOWNLOAD OUR FREE APP TODAY" in white and orange. Below the banner, it says "See your menus on the Web... fresnounified.nutrislice.com". In the center is a QR code with the text "SCAN ME" above it. Below the QR code, it says "...or download our free app today: search for 'Nutrislice'". At the bottom are two buttons: "Download on the App Store" and "GET IT ON Google Play".

If you have questions or require further information, please contact Jose Alvarado at 457-6278.

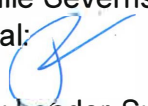
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 9/20/19

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: Julie Severns, Ed.D., Administrator
Cabinet Approval: 

Date: September 20, 2019

Phone Number: 457-3656

Regarding: New Leader Supports and New Leader Lists

The purpose of this communication is to provide the Board information regarding supports provided for new certificated leaders in Fresno Unified as well as the attached list of new certificated leaders promoted for the 2019/20 school year.

The design mirrors an induction model for teachers with job-alike coaching, targeted professional learning, and ongoing support for the first two years in the administrative position. For those leaders in their first administrative position, the design also fulfills most of the requirements for clearing the California Administrative Services Credential through the district's partnership with the Fresno County Superintendent of Schools Office.

In addition to the supports outlined below, all new leaders engage in the same professional learning as their job-alike peers. The Board received a communication on September 13, 2019 outlining the professional learning structures for site leaders in the 2019/20 school year.

Administrative Coaching

- New administrators are assigned an administrative coach for the first two years
- Individual needs of the new administrator, the position, or the site are considered to ensure an effective match
- Administrative coaches are current or retired administrators who hold an administrative credential and have demonstrated success in the same role
- Administrators interested in coaching complete an application
- Strategic matches are made for consideration and approval of supervisors
- Administrative coaches engage in monthly professional learning

Targeted Professional Learning

- New Leader On-Ramp includes transition plan development, a leadership self-assessment survey, job-alike networking, and key department information
- Skillful Leader monthly sessions for skill development in supervision and evaluation of teachers and teams with direct application of learning following each session
- Professional Learning Community at Work Institutes in July 2019 for all new principals with their site teams
- Job-alike professional learning structures including principal meetings, co-administrator meetings, and instructional practice walks

Ongoing Monitoring

- The principal and vice principals on special assignment in the School Leadership division coordinate with the Leadership Development department to target and monitor the progress of first- and second-year leaders

If you have any questions or require additional information, please contact Julie Severns at 457-3656.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:



2019/20 New Certificated Leaders

Principals

Last Name	First Name	Site
Alvarado	Johnny	Bullard High
Alvarez	Andrea	Hidalgo Elementary
Maciel	Rachael	DeWolf High
Martinez	Eric	Duncan Polytechnic High
Olivares	Abraham	Fort Miller Middle
Scroggins	Robyn	Addicott Elementary
Thomas	Jennifer	Jefferson Elementary
Torres	Rosalinda	Ewing Elementary

Vice Principals

Last Name	First Name	Site
Areyano	Robert	Wilson Elementary
Bell	Autumn	Webster Elementary
Bordona	Daniel	Hoover High
Chavez-Kemp	Sarah	Burroughs Elementary
Cook	Nicholas	Fremont Elementary
Her	Nancy	Easterby Elementary
Hickman	Maria	Jefferson Elementary
Lewis	Martin	Edison High
Markarian	Michele	Forkner Elementary
Perez	Fabiola	Bullard High
Perez	Jasmin	Thomas Elementary
Pruett	Kari	Fort Miller Middle
Salazar	Lisa	Yosemite Middle
Santacruz	Irene	Ewing Elementary
Sawyer	Jahmaal	Hamilton K-8
Tostado	Debbie	Columbia Elementary
Valdez	Veronica	Storey Elementary
Zuccarini	Holly	McCardle Elementary

Guidance Learning Advisors


Last Name	First Name	Site
Mackey	Phillip	Yosemite Middle
Orozco	Lupe	Sequoia Middle
Purves	Cynthia	Gaston Middle
Rodden	Sean	Phoenix Secondary
Scherrer	Andriana	Fort Miller Middle
Tatum, Jr.	Kevin	Tenaya Middle

District Leaders

Last Name	First Name	Position	Department
Alvarado	Kate	Program Manager	Special Education
Aquino	Tashiana	Manager III	Equity and Access
Armas	Janene	Manager II	Health Services
Castillo	Carlos	Instructional Superintendent	Curriculum and Instruction
Coe	Ryan	Director	Curriculum and Instruction
Martinez	Samuel	Director	Curriculum and Instruction
Melton	Job	Manager II	Special Education
Morrison	Patrick	Regional Instructional Manager	Special Education
Nichols	Lisa	Vice Principal	Goal 2
Perry	Jeanna	Manager II	Teacher Development
Thao	Maiv	Manager II	Teacher Development
Toscano	Sandra	Instructional Superintendent	English Learner Services
Virnig	Sean	Executive Director	Special Education
Ward	Jeremy	Assistant Superintendent	College and Career Readiness

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: Catherine Aujero, Manager III
Cabinet Approval: 

Date: September 20, 2019

Phone Number: 248-7172

Regarding: 2019/20 Relevant Engagement in Arts and Literacy Art Collaborative

The purpose of this communication is to provide the Board an update regarding the Relevant Engagement in Arts and Literacy (R.E.A.L.) Art Collaborative.

For 2019/20, the R.E.A.L. Art Collaborative has expanded further across the district. Over 55 teachers are participating in the R.E.A.L. Art Collaborative from kindergarten through high school, including the Adult Transition Program.

The focus of this year's R.E.A.L. Art Collaborative and McLane's ArtVenture Academy is the centennial of women's suffrage and agents of change. The group has selected a variety of texts for their classrooms as well as elementary teachers identifying stories in the *Wonders* curriculum to support the literacy component of the R.E.A.L. Collaborative. The model for the collaborative process is McTighe and Wiggins' Understanding by Design, so teachers are planning with the end in mind, building students' enduring understanding, awareness, and advocacy, leading to a culminating art and writing project.

Because the art collaborative continues to expand, the district has increased the leased gallery space in the M Street Arts Complex. There are now five galleries to showcase Fresno Unified student art and writing, expanding from a 731 square foot gallery to more than 1,800 square feet of premium gallery space. Each of the seven regions will have student art and writing exhibited during ArtHop. ArtHop is a community event held on the first Thursday of each month from 5:00 p.m. to 8:00 p.m. Below are the scheduled ArtHops for each region:

October 3, 2019	Edison Region
November 7, 2019	Bullard Region
December 5, 2019	Roosevelt Region
February 6, 2020	Hoover Region
March 5, 2020	McLane Region
April 2, 2020	Sunnyside Region
May 7, 2020	Fresno Region, and a retrospective of all regions for 2019/20

All are invited to visit these student exhibits at 1419 M Street during ArtHop each month.

If you have any questions or require additional information, please contact Catherine Aujero at 248-7172.

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



Date: 9/23/19