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BOARD COMMUNICATIONS – October 04, 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 Teresa Plascencia Update on District's Efforts Regarding Census
2020 Complete Count
S-3 Teresa Plascencia Proposed Revisions for Board Policies 0415
(NEW), 1312.3, 6020, and 6142.6

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

AS-1 Kim Kelstrom School Services Weekly Update Report for
September 27, 2019

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares The National Assessment of Educational
Progress Results by Student Group, 2015 and
2017

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

HR-1 Paul Idsvoog Management and Classified Salary Schedule
for 2019/20 and Prior Years Including 2012/13
through 2018/19

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ambra Dorsey Peer Mediation Programs
SL-2 Sandra Toscano Progress of Master Plan for English Learner
Success Actions
SL-3 Jeremy Ward 2019 Career Tech Expo
SL-4 Pat Riddlesprigger Unified Sports Program
SL-5 Bryan Wells Goal 2 Investment Actions
SL-6 Ambra Dorsey Notification to Teacher Pursuant to Education
Code §49079

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: October 04, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended Angels of Grace Luau of Love event
- Spoke at the Principals Meeting
- Attended the African American Academic Achievement Task Force Meeting
- Recorded video for Classified Professional Development Conference
- Recorded kick off video for safety series
- Attended Urban Education Dialogue Meeting


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



Date: 10/04/19

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: Teresa Plascencia, Executive Director
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3736

Regarding: Update on District's Efforts Regarding Census 2020 Complete Count

The purpose of this communication is to provide the Board an update regarding the district's efforts for the Census 2020 complete count, in alignment with the Board of Education's Resolution (December 12, 2018).

In January 2019, Ms. Teresa Plascencia, Constituent Services Executive Director was selected as the District's liaison for the Census 2020 work. Since then she has worked with the formation of the Fresno County Complete County Committee (FCCCC) and currently serves as both a member and co-chair of the Education Subcommittee. To date, she has participated in over 65 workshops, trainings, webinars, and meetings related to the Census.

As a result of this participation, a strategy for the district was developed, please see attached overview. This strategy aligns with the Census 2020 Complete Count's "education phase" which continues until January 2020. Therefore, the initial work has been related to training and educating our diverse community. The following is a partial list of completed activities:

- Assisted with the FCCCC media event on April 2, 2019 at Gaston Middle School
- Presented Census information to over 230 employees to date, including:
 - Homeschool Liaisons
 - School Office Assistants
 - Parent University
- Presented to the District Advisory Committee (DAC)
- Partnered with Census Bureau staff to attend upcoming Parent Coffee Hours
- Building Futures September 2019 Issue including a flyer "Be Counted in the 2020 Census!"
- In conjunction with the Census Bureau and Parent University, modules have been developed and dates for regional workshops are being finalized
- Upcoming district led presentations and events include, Fresno County Superintendent of Schools, Student Advisory Board, curriculum, Foster Youth Roundtable, employees, parents, other district advisory groups, website, videos and additional Building Futures pieces.
- Additionally, as we move closer to the Census' "awareness and motivation phases" efforts, we will continue to provide you updates.

If you have questions or require additional information, please contact Teresa Plascencia at (559) 457-3736.

Approved by Superintendent
Robert G. Nelson Ed.D.



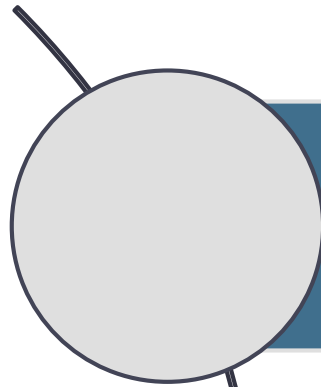
Date: 10/04/19



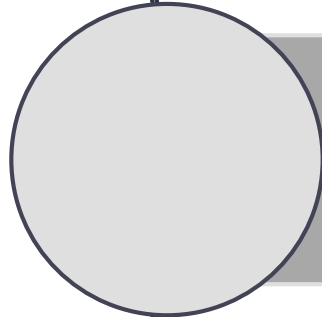
2020 Census

"Democracy is the government of the people, by the people, for the people"
– Abraham Lincoln

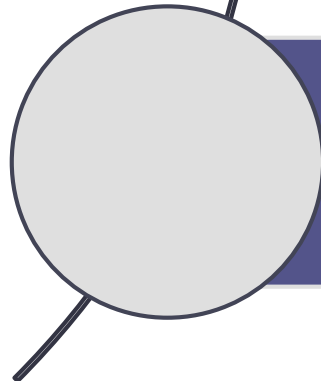
Fresno Unified's Commitment



Participate in local Census Fresno
County Complete Count Committee
(FC⁴)



Support strategies that increase an
accurate count



Communicate with students, families
and employees

Fresno Unified's Efforts

Students

- District/Community Events
- Communication/Website/Building Futures
- Presentations/Workshops
- Curriculum/Classroom Lessons/Projects
- Student Advisory Board/Groups/Clubs

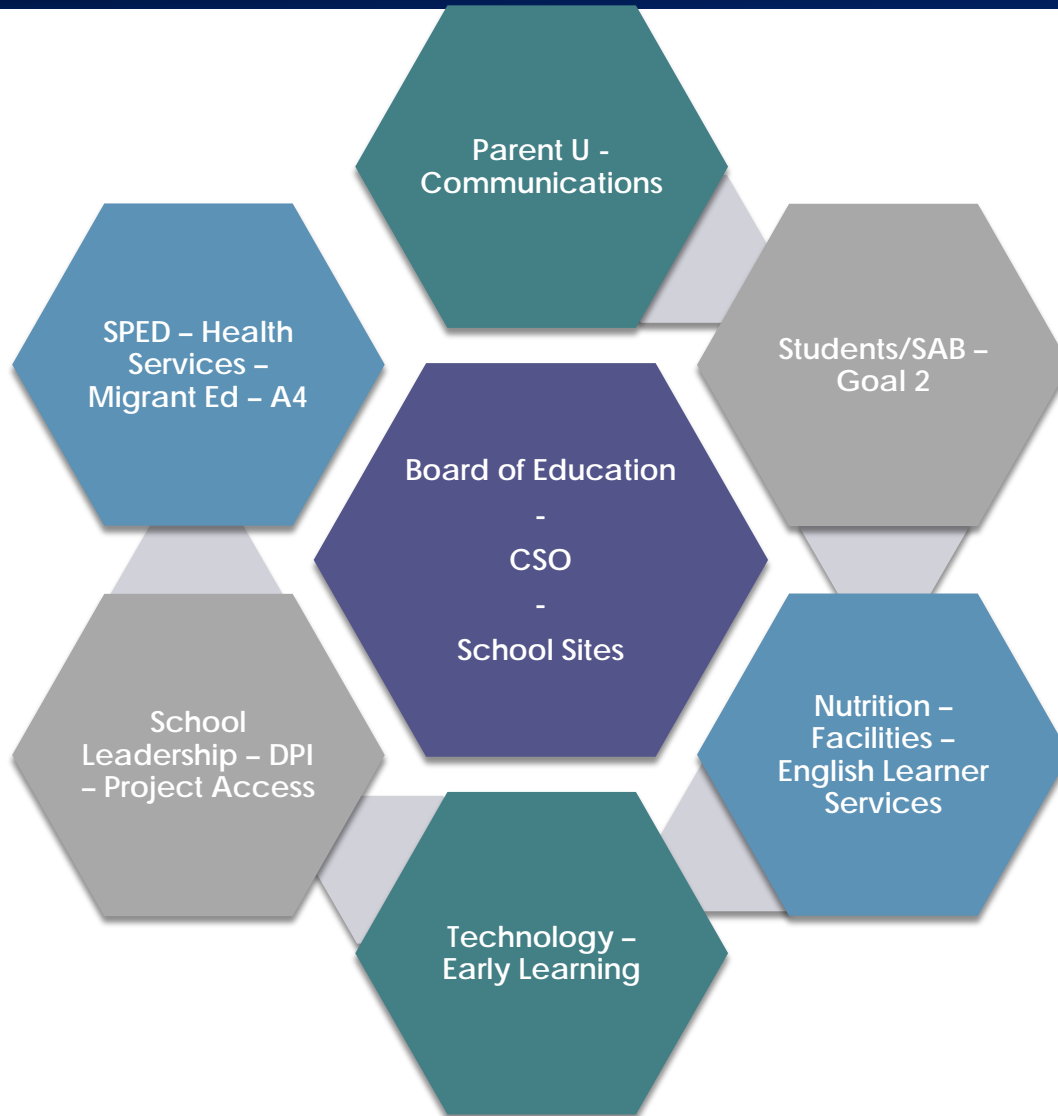
Parents/ Guardians

- District/Community Events
- Communication/Website/Building Futures
- Training/Presentations/Workshops
- Partnerships
- Advisory Groups

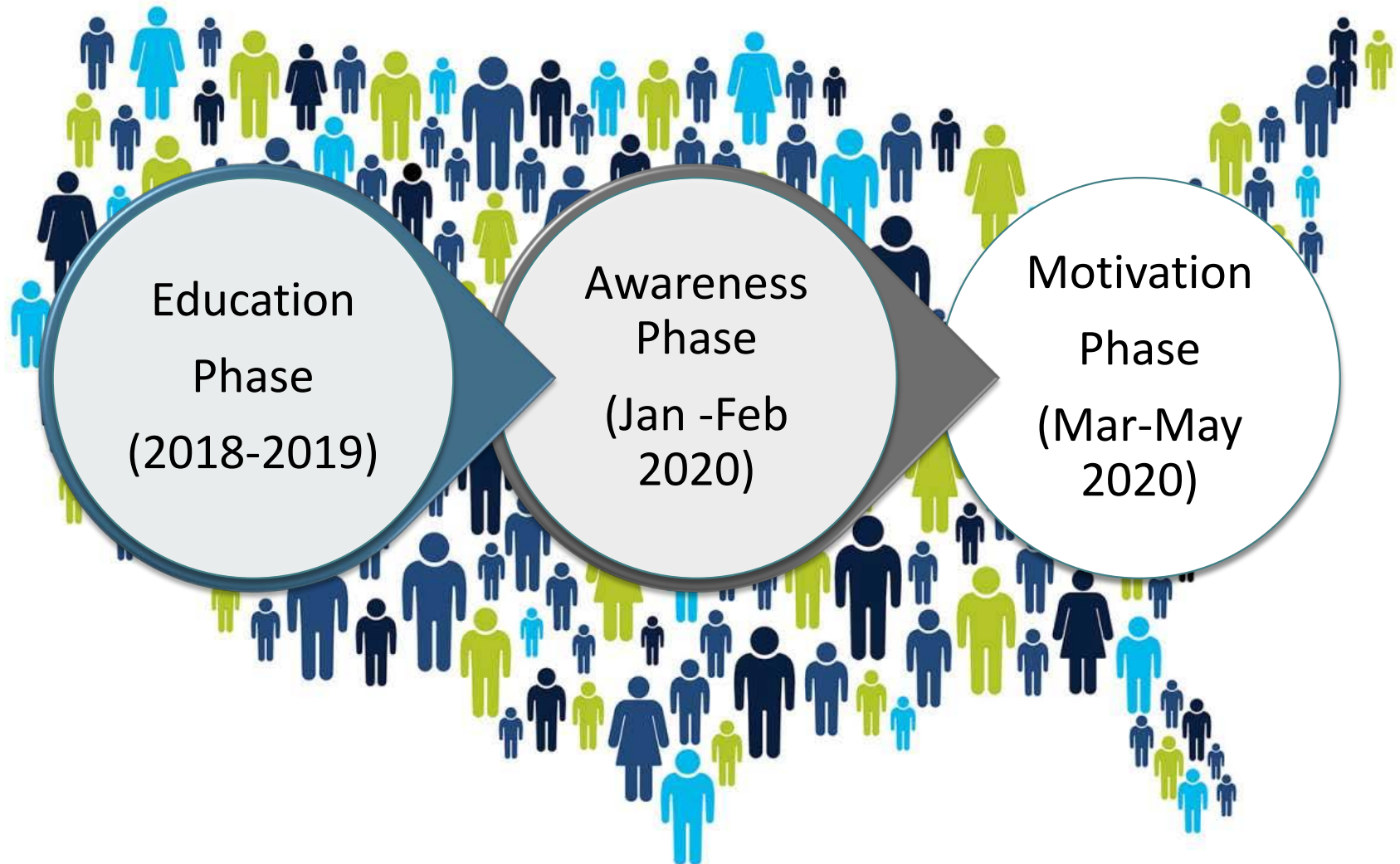
Employees

- Trainings/Presentations/Workshops
- Communication/Website/Building Futures/E-News
- Partnerships

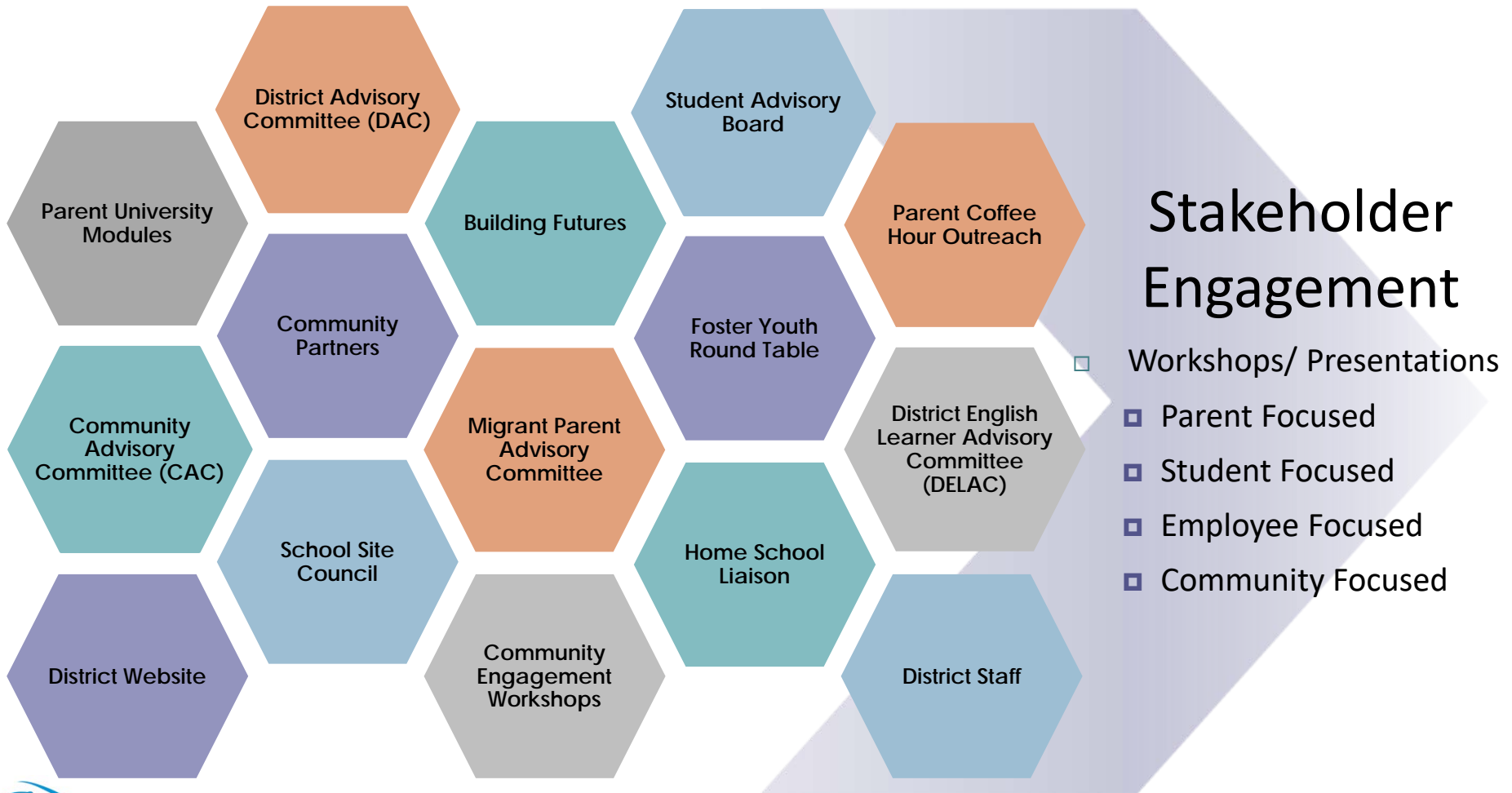
Fresno Unified Work Teams



Census 2020 Timeline



Education & Awareness Phase



7 Motivation Phase (March-July 2020)





Q&A

Constituent Services Office

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<https://www.fresnounified.org/sites/board/cs>

Fresno Unified School District
Board Communication

BC Number S-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Teresa Plascencia, Executive Director
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3736

Regarding: Proposed Revisions for Board Policies 0415 (NEW), 1312.3, 6020, and 6142.6

The purpose of this communication is to provide the Board a summary of the recommended revisions to Board Policies (BP) 0415 (NEW), 1312.3, 6020, and 6142.6, which was recently on the October 2, 2019 Board meeting agenda as a "Receive" Item.

Three of the four board policies recommended revisions and the one new proposed policy are part of the California School Boards Association (CSBA) policy updates. The other reflects the California Department of Education's (CDE) recommendation.

Revisions to these policies are in alignment with district practices and reflect recent legal mandates.

To ensure Board members have sufficient opportunity to review, the following series of policy revisions are listed here and background material can be located in your board agenda binders:

- (NEW) BP 0415 Diversity, Equity and Inclusion
- BP 1312.3 Uniform Complaint Procedures
- BP 6020 Parent Involvement
- BP 6142.6 Visual and Performing Arts Education

For your convenience, here is the current color key for revision recommendations:

Yellow highlight - CSBA recommended language policy	Peach font – Subcommittee recommendation
Green font – Legally mandated/reference changes	Purple font - Information change
Blue font – Clarification or readability changes	Red strikeout – Recommended deletion
Grey font – New Policy, CSBA recommended	Green font – CDE required change

If you have any questions or require further information, please contact David Chavez or Teresa Plascencia at (559) 457-3736.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

REVISED – August 2019
Changes Noted in Red

DRAFT

Fresno USD | 0000 | BP 0415 Philosophy, Goals, Objectives and Comprehensive Plans

Diversity, Equity and Inclusion

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members **is an** integral **asset** to the district's vision, mission, and goals. Addressing the needs of **all** learners requires recognition of the **history of injustice to diverse groups and the inherent** value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to **all** students and **in** the outcomes **resulting from those opportunities**.

- (cf. 0000 – Core Beliefs and Commitments)*
- (cf. 0100 – Philosophy/Theory of Action)*
- (cf. 0200 – School Accountability)*
- (cf. 0210 – Goals for Student Learning)*
- (cf. 0410 - Nondiscrimination in District Programs and Activities)*
- (cf. 5138 – Student Quality Education & Diversity Policy)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*

In order to **address and remedy the adverse impacts resulting from** institutional bias of **all** kinds, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved, **disempowered** and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, impede equal access to opportunities for all students.

The Board establishes this policy to ensure all students from cradle to career, regardless of disability/special education status, ethnicity, gender, gender expression, gender identity, immigration status, language, nationality, parental status, race, religion, sexual orientation, socioeconomic status or association with a person or group with one or more of these actual or perceived characteristics, will have access to equitable resources and opportunities to participate fully in the educational process. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its actions address the needs of **all students by seeking to understand the role that power and privilege play in creating inequities and** by taking action to effectively remediate the disparities that communities experience in the context of a history of **continued** exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group.

- (cf. 5145.31 – Gender and Identity Inclusion)*
- (cf. 6164.4 – Identification of Individuals with Exceptional Needs)*
- (cf. 6164.6 – Section 504 of the Rehabilitation Act of 1973)*
- (cf. 6173 - Education for Homeless Children)*
- (cf. 6173.1 - Education for Foster Youth)*
- (cf. 6174 - Education for English Learners)*
- (cf. 6175 - Migrant Education Program)*
- (cf. 9000 - Role of the Board)*
- (cf. 9311 - Board Policies)*

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the

following:

1. Routinely assessing student needs based on data disaggregated **for identified groups** in order to enable equity-focused policy, planning, resource development decisions, and **differentiated supports**.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4113 - Assignment)

*(cf. 7110 - **Determining Needs**)*

3. Enabling and encouraging **all** students to enroll in, participate in, and complete curricular/extracurricular courses, advanced college preparation programs, and other student activities.

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Co-Curricular Activities)

4. **Investing in building an equitable, diverse, and inclusive** positive school climate that **uses an asset lens** to promote student and parent engagement, safety, **develop cultural humility, enhance proficiency, and provide** academic, **social emotional and behavioral** supports for **all** students.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 5131.2– Anti-Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5142 – Safety)

5. Adopting curriculum **and** instructional materials that accurately reflects **and celebrates** the diversity **by providing a historical understanding of the injustice of exclusion and our journey to equity and inclusion for all** student groups.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to and ensure the availability of necessary support services for **all** students.

(cf. 1230 – School Connected Organizations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1410 – Local Agencies)

(cf. 1700 – Relations Between Private Industry and the Schools)

(cf. 6164.2 - Guidance Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6179 - Supplemental Instruction)

7. Conducting program evaluations that focus on equity, **diversity, and inclusion** that address the academic, **social emotional and behavioral** outcomes and performance of all

students on all indicators.

8. Promoting the employment, **inclusion**, and retention of a diverse staff that reflect the student demographics of the community.

(cf. 4030 – *Nondiscrimination in Employment*)

9. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive **and inclusive** instructional practices, **social justice and critical consciousness self-evaluation, and multicultural education experiences.**

(cf. 4131 - *Staff Development*)

(cf. 4331 - *Staff Development*)

(cf. 0500 – *Review and Evaluation*)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on **equity, access and inclusion** to district programs and achievement goals for specific student populations in need of services.

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2414 Strengthening Career and Technical Education for the 21st Century Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Board Policy FRESNO UNIFIED SCHOOL DISTRICT
Approved: Fall __, 2019 Fresno, California

CSBA Sample

Board Policy

Equity

BP 0415

Philosophy, Goals, Objectives and Comprehensive Plans

Note: The following optional policy addresses district recognition and response to the unique barriers facing each segment of the district's student population.

Note: Pursuant to Education Code 201, California schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and have a responsibility to provide equal educational opportunity to all students. Education Code 51007 requires that all students enrolled in the state's public elementary and secondary schools, regardless of race, creed, color, national origin, gender, gender identity, gender expression, physical disability, geographic location, or socioeconomic background, shall have equitable access to educational programs designed to strengthen technological skills, including, but not limited to, computer education programs. Education Code 220 further prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by the district.

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure

that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 9000 - Role of the Board)

(cf. 9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6162.5 - Student Assessment)

Note: Pursuant to 20 USC 6311, states must publish per-pupil expenditures, including personnel expenditures and nonpersonnel expenditures, by school. Districts can analyze this financial data, along with other data sources, to ensure equitable allocation of financial and human resources across the district.

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4113 - Assignment)

(cf. 7110 - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)
(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6152.1 - Placement in Mathematics Courses)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. 5137 - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6179 - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

52077 Local control and accountability plan

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2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

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CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

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CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS
Protocol for Assessing Equity-Mindedness in State Policy, 2017
WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Center for Urban Education: <http://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Uniform Complaint Procedures (UCP)

The Governing Board recognizes the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's Uniform Complaint Procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including **adult education programs**, consolidated categorical aid programs, After School Education and Safety programs, migrant education, agricultural career **and** vocational education, American Indian education centers and early childhood education program assessments, bilingual education, California Peer Assistance and Review programs for teachers, state and federal career technical and technical education and training programs, child care and development programs, child nutrition programs; compensatory education; Economic Impact Aid, English learner programs, the federal Every Student Succeeds Act; Regional Occupational Centers and Programs, school safety plans, special education programs, California State Preschool Programs, and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or

Government Code 11135 or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4031 – Complaints Concerning Discrimination in Employment)
(cf. 5131.2 – Bullying)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.31 – Gender and Identity Inclusion)
(cf.5145.7 – Sexual Harassment)
[*\(cf. 5146 – Married/Pregnant/Parenting Students\)*](#)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

[*\(cf. 5146 – Married/Pregnant/Parenting Students\)*](#)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 – Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

8. Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The Board acknowledges and respects every individual's right to privacy. The district shall ensure that complainants are protected from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful

discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if their different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Complainants have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws.

The district will ensure annual dissemination of a written notice of the complaint procedures to students, employees, parents or guardians of the students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties that includes information **regarding allegations about discrimination, harassment, intimidation, or bullying.** ~~related to unlawful pupil fees and LCAP requirements.~~ The UCP Annual Notice will be provided in writing to all six required groups each year and will include information on how to appeal to the California Department of Education (CDE).

A copy of this UCP complaint policies and procedures document shall be available free of charge.

The Board recognizes that a neutral mediator can often suggest a compromise that is acceptable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain record of each UCP complaint and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedure

33380-33384 California Indian Education Centers

35186 Williams uniform complaint procedure

44500-44508 California Peer Assistance and Review Program for Teachers

46015 Parental leave for students

48853.5 Foster youth

48985 Notices in language other than English

49010-49014 Student Fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51223 Physical education, elementary schools
 51225.1-51225.2 Foster youth and homeless children; former juvenile court school students, and military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements
 51226-51226.1 Career technical education
 51228.1-51228.3 Course periods without educational content
 52060-52077 Local control and accountability plan, especially
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52160-52178 Bilingual education programs
 52300-52462 Career-technical education
 52500-52616.24 Adult schools
 54000-54029 Economic Impact Aid
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56865 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process
 65000-65001 School site councils
 GOVERNMENT CODE
 11135 Non-discrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
 104420 Tobacco-Use Prevention Education
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 12101-12213 Title II equal opportunity for individuals with disabilities
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504

- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex
- 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

- Dear Colleague Letter: Title IX Coordinators, April 2015
- Questions and Answers on Title IX and Sexual Violence, April 2014
- Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
- Dear Colleague Letter: Sexual Violence, April 2011
- Dear Colleague Letter: Harassment and Bullying, October 2010
- Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

- Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

- California Department of Education: <http://www.cde.ca.gov>
- U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

Policy FRESNO UNIFIED SCHOOL DISTRICT

- adopted: September 10, 1992 Fresno, California
- revised: November 14, 2001
- revised: March 30, 2005
- revised: February 27, 2008
- revised: August 22, 2012
- revised: February 27, 2013
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- revised: September 9, 2015
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- revised: June 13, 2018
- revised: June 12, 2019
- admin reviewed: July 1, 2019
- revised: Fall ____, 2019**



Uniform Complaint Procedure 2019–20 Program Instrument California Department of Education June 2019

II. Governance and Administration

UCP 01: Policies and Procedures

The local educational agency (LEA) adopted ^a UCP for all specified programs. ¹

1.0 LEA policies and procedures were adopted by the LEA's governing board ^b and include the following:

(a) All programs and activities that are subject to the UCP ¹:

- Accommodations for Pregnant and Parenting Pupils (California *Education Code* [EC] Section 46015)
- Adult Education (EC Sections 8500–8538, 52334.7, 52500-52616.4)
- After School Education and Safety (EC sections 8482–8484.65)
- Agricultural Career Technical Education (EC sections 52460–52462)
- Career Technical and Technical Education, Career Technical, Technical Training (state) (EC sections 52300–52462)
- Career Technical Education (federal) (EC sections 51226–51226.1)
- Child Care and Development (EC sections 8200–8493)
- Compensatory Education (EC Section 54400)
- Course Periods without Educational Content ^c (EC sections 51228.1–51228.3)
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of

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Military Families

(*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

- Every Student Succeeds Act
(20 United States Code [20 U.S.C.] Section 6301 et seq.; *EC* Section 52059)
- Local Control and Accountability Plans (LCAP) ^d
(*EC* Section 52075, *California Government Code* [GC] Section 17581.6(f))
- Migrant Education (*EC* sections 54440–54445)
- Physical Education Instructional Minutes ^e
(*EC* sections 51210, 51223)
- Pupil Fees (*EC* sections 49010–49011)
- Reasonable Accommodations to a Lactating Pupil (*EC* Section 222)
- Regional Occupational Centers and Programs
(*EC* sections 52300–52334.7)
- School Plans For Student Achievement (*EC* Section 64001)
- School Safety Plans (*EC* sections 32280–32289)
- Schoolsite Councils (*EC* Section 65000)
- State Preschool (*EC* sections 8235–8239.1)
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing
(*EC* sections 8235.5[a], 33315, GC Section 17581.6 [f], *California Health and Safety Code* [HSC] Section 1596.7925)

- (b) A statement that the LEA shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.
- (c) A statement that the LEA shall investigate and seek to resolve, in accordance with the LEA’s UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP as cited in section 1.0(a) of the UCP program instrument.
- (d) A statement ensuring that the complainants are protected from retaliation.

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(e) A statement advising complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

1.1 LEA policies and procedures provide the UCP Annual Notice:

(f) Annual dissemination of a written notice of the LEA's complaint procedures include the following statements:

- i. To all students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying^f.
- ii. The person(s), employee(s), or LEA position(s), or unit(s) responsible for receiving complaints, investigating complaints and ensuring LEA compliance.
- iii. The person(s), employees(s), positions(s) or unit(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.
- iv. In order to identify appropriate subjects of state preschool health and safety issues pursuant to section 1596.7925 of the HSC a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:
 1. The health and safety requirements under Title 5 of the California *Code of Regulations* (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925.
 2. The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.

1.2 LEA investigates all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group and its policies and procedures include the following:

(g) A statement that the LEA will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* sections 200, 220 and *GC* Section 11135, including any actual or perceived characteristics as set forth in *Penal Code* Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is

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funded directly by, or that receives or benefits from any state financial assistance.

- (h) A statement that unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

1.3 LEA policies and procedures include the following provisions to the complainant by the LEA:

- (i) A statement that the LEA will provide an opportunity for complainants and/or representatives to present evidence or information.
- (j) A statement that refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
- (k) A statement ensuring that refusal by the LEA to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

1.4 LEA policies and procedures include information regarding the filing of different UCP complaints:

- (l) A pupil fees complaint may be filed with the principal of a school or the LEA superintendent or his or her designee and the following statements:
 - i. a pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.
 - ii. a pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.
- (m) UCP complaints regarding state preschool health and safety issues pursuant to HSC Section 1596.7925 shall include the following statements:

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- i. File with the preschool program administrator or his or her designee.
 - ii. A state preschool health and safety issues complaint pursuant to HSC Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution.
 - iii. A state preschool health and safety issues complaint pursuant to HSC Section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the *EC* is otherwise applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.
 - iv. A complaint form for a state preschool health and safety issue pursuant to HSC Section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.
- 1.5 LEA policies and procedures contain the following statements regarding the Investigation of UCP complaints:
- (n) The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.
 - (o) The LEA complaint will be investigated and a written report issued to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.
 - (p) The report will contain the following elements:
 - i. The findings of fact based on the evidence gathered.
 - ii. Conclusion of law.
 - iii. Disposition of the complaint.
 - iv. The rationale for such a disposition.

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- v. Corrective actions, if any are warranted.
 - vi. Notice of the complainant's right to appeal the LEA report to the CDE.
- (q) If a public school or LEA finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); or Physical Education Instructional Minutes (grades one through eight), the remedy shall to go all affected pupils and parents/guardians.
- (r) If a public school or LEA finds merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.
- (s) A statement ensuring that the LEA will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.
- (t) The procedures to be followed for initiating an appeal to the CDE include the following statements:
- i. To appeal an LEA's UCP Complaint report the complainant must file a written appeal within 15 calendar days of receiving the LEA's decision. This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of the LEA's report are incorrect and/or the law is misapplied.
 - ii. In addition the appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the report.
- 1.6 LEA policies and procedures include the following statements on how to file an appeal regarding State Preschool Health And Safety Issues In LEAs Exempt From Licensing
- (u) A statement declaring that a complainant not satisfied with the resolution of the preschool program administrator or the designee of the district superintendent has the right to describe the complaint to the governing board of the local educational agency at a regularly scheduled hearing of the governing board or body, as applicable, of the LEA.
- (v) A statement declaring that a complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of the district superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the report.

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- (w) A statement declaring that a complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.
- (x) A statement declaring that the SSPI or his or her designee shall comply with the requirements of 5 *CCR* Section 4633 and shall provide a written decision to the State Board of Education describing the basis for the complaint, the LEA's response to the state preschool health and safety issues pursuant to HSC Section 1596.7925 complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from the LEA's remedy.
- (y) A statement declaring that an LEA shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints pursuant to HSC Section 1596.7925 on a quarterly basis to the county superintendent of schools and the governing board or body, as applicable, of the LEA. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the LEA's governing board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
- (z) A statement declaring that all complaints and responses are public records.

¹ Legal References for UCP 1

20 United States Code (U.S.C.) Section 6301 et seq.

34 *Code of Federal Regulations (CFR)* sections 299.11.

California Education Code (EC) sections 200, 220, 222, 234.1-234.5, 262.3, 8235.5, 8200–8493; 8500–8538, 32280–32289; 33315;, 35186, 46015, 47606–47606.5, 47607.3, 48645.5, 48645.7, 48853, 48853.5, 48985, 49010-49013, 49069.5, 51210, 51223, 51225.1, 51225.2, 51228.1–51228.3, 52060-52075, 52300–52462, 52500–52616.4, 54440–54445, 64001, 65000.

California Government Code (GC) sections 11135, 17581.6(f).

California Penal Code (PC) Section 422.55.

California Welfare and Institutions Code (WIC) Section 300.

Uniform Complaint Procedures

The Governing Board recognizes the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's Uniform Complaint Procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs, consolidated categorical aid programs, After School Education and Safety programs, agricultural career technical education; consolidated categorical aid programs, after school education and safety programs, migrant education, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, California Peer Assistance and Review programs for teachers; state and federal career technical and technical education and training programs, child care and development programs, child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid, English learner programs, the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs, school safety plans, special education programs, California State Preschool Programs, and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic

information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4031 – Complaints Concerning Discrimination in Employment)
(cf. 5131.2 – Bullying)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.31 – Gender And Identity Inclusion)
(cf.5145.7 – Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 – Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

8. Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The Board acknowledges and respects every individual's right to privacy. The district shall ensure that complainants are protected from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if their different

from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

The district will ensure annual dissemination of a written notice of the complaint procedures to students, employees, parents or guardians of the students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties that includes information related to unlawful pupil fees and LCAP requirements. The UCP Annual Notice will be provided in writing to all six required groups each year and will include information on how to appeal to the California Department of Education (CDE).

A copy of this UCP complaint policies and procedures document shall be available free of charge.

The Board recognizes that a neutral mediator can often suggest a compromise that is acceptable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain record of each UCP complaint and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
4. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures, (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 222 Reasonable accommodations; lactating students
- 8200-8498 Child care and development programs
- 8500-8538 Adult basic education
- 18100-18203 School libraries
- 32280-32289 School safety plan, uniform complaint procedure
- 33380-33384 California Indian Education Centers
- 35186 Williams uniform complaint procedure
- 44500-44508 California Peer Assistance and Review Program for Teachers
- 46015 Parental leave for students
- 48853.5 Foster youth
- 48985 Notices in language other than English
- 49010-49014 Student Fees
- 49060-49079 Student records
- 49069.5 Rights of parents
- 49490-49590 Child nutrition programs
- 49701 Interstate Compact on Educational Opportunity for Military Children
- 51210 Courses of study grades 1-6
- 51223 Physical education, elementary schools
- 51225.1-51225.2 Foster youth and homeless children; former juvenile court school students, and military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements
- 51226-51226.1 Career technical education
- 51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52160-52178 Bilingual education programs
 52300-52462 Career-technical education
 52500-52616.24 Adult schools
 54000-54029 Economic Impact Aid
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56865 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process
 65000-65001 School site councils
 GOVERNMENT CODE
 11135 Non-discrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
 104420 Tobacco-Use Prevention Education
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 12101-12213 Title II equal opportunity for individuals with disabilities
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: September 10, 1992 Fresno, California

revised: November 14, 2001

revised: March 30, 2005

revised: February 27, 2008

revised: August 22, 2012

revised: February 27, 2013

revised: May 27, 2015

admin reviewed: June 23, 2015

revised: September 9, 2015

revised: June 1, 2016

revised: November 16, 2016

revised: April 11, 2018

revised: June 13, 2018

revised: June 12, 2019

admin reviewed: July 1, 2019

revised: Fall __, 2019

Parent Involvement

The Governing Board recognizes that parent/guardians and family members are their children’s first and most influential teachers and that sustained parent/guardian and family involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/guardians and family members can directly affect academic success by reinforcing their children's motivation and commitment to education. Although parents/guardians and family members are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. The Superintendent or designee shall work with staff and parents/guardians and family members to develop meaningful opportunities for parents/guardians and family members to be involved in district and school activities that support student achievement at home and in the school community by:

- (a) Providing parents/guardians and family members with techniques and strategies that they may utilize to improve their children’s academic success
- (b) Build effective communication between home and the school, so parents/guardians and family members are encouraged to support their children’s learning
- (c) Encourage and support effective communication between parents/guardians, family members and school personnel

(cf. 0420 – School Plans/Site Councils)
(cf. 0420.1 – School-Based Program Coordination)
(cf.0520.2 – Title I Program Improvement Schools)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1230 – School Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 – Visitors/Outsiders)

Parents/guardians shall be notified of their parental rights and opportunities to be involved in their children’s education and opportunities available to them.

(cf. 5020 – Parents Rights and Responsibilities)
(cf. 5145.6 – Parental Notifications)

The district’s Local Control and Accountability Plan shall include goals and strategies for parent/guardian and family member involvement, including district efforts to seek parent/guardian and family member input in district and school site decision making and to promote parent/guardian and family member participation in programs for English learners, foster youth, students eligible for free and reduced-priced meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 – Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district’s parent/guardian and family involvement strategies implemented to increase parent/guardian and family involvement.

(cf. 0500 – Accountability)

Title I Schools Programs

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent/guardian and family involvement strategy in accordance with 20 USC 6318. Furthermore, shall identify the district's goals for the parent/guardian and family involvement program for all schools and involve parent/guardians and family members in the development of the school site parent/guardian and family involvement plan.

The Superintendent or designee also shall ensure:

- (a) Parents/guardians and family members are involved in the joint development of all district plans as required by State or Federal regulations and guidance, and in the associated process of reviews of schools and the district for academic improvement;
- (b) coordination, technical assistance, and other support to assist schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance;
- (c) coordination and integration of Title I, Part A parent/guardian and family involvement strategies with the parent/guardian and family involvement strategies of other programs district-wide;
- (d) an annual evaluation of the content and effectiveness of the parent/guardian and family involvement policy in improving the academic quality of the schools served. Parents/guardians and family members will be an integral part of this annual evaluation process, which will include the identification of barriers to greater participation by parents/guardians and family members in Title I activities. Evaluation findings will be used to design and implement more effective parent/guardian and family involvement strategies, including, if needed, revisions to the Title I Parent Involvement Policies.

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to Encourage Parental Involvement 48985

Notices in languages other than English

51101 Parents rights and responsibilities

52060-52077 Local control and accountability plan

64001 School plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

3100 Budget

6171 Title I Programs

6311 Parental notice of teacher qualifications and student achievement 6312

Local education agency plan

6314 School-wide programs

6316 School improvement

6318 Parent Involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources: CSBA

PUBLICATIONS

Parent involvement: Development of Effective and legally Compliant Policies, Governance and Policy Services Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE Parental Involvement: Title I, Part A, April 23, 2004

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 25, 1993 Fresno, California

revised: December 14, 2011

revised: June 4, 2014

revised: Fall __, 2019

CSBA Sample

Board Policy

Parent Involvement

BP 6020

Instruction

Note: 20 USC 6318, as amended by the Every Student Succeeds Act (P.L. 114-95), mandates each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 mandates districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect district practice.

Note: In addition, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

Note: For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's Family Engagement Framework: A Tool for California School Districts.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

Note: The following section is for use by districts that receive Title I funds. 20 USC 6318 mandates that such districts develop, jointly with parents/guardians and family members of participating students, policy which establishes expectations and objectives for meaningful parent/guardian and family involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

Note: State law (Education Code 11503) also mandates procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement program.

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

Note: The following paragraph is for use by districts that receive more than \$500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board must reserve at least one percent of the district's Title I funding to carry out parent/guardian and family engagement activities, provided that one percent of the allocation received by the district totals more than \$5,000. As amended by P.L. 114-95, 20 USC 6318 requires that at least 90 percent of the reserved funds must be distributed to eligible schools, with priority given to "high-need schools" as defined in 20 USC 6631.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Note: As amended by P.L. 114-95, 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that must be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

***Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education

Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.***

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>
Parent Information and Resource Centers: <http://www.pirc-info.net>
Parents as Teachers National Center: <http://www.parentsasteachers.org>
U.S. Department of Education: <http://www.ed.gov>

(6/96 8/06) 10/17

Parent Involvement

The Governing Board recognizes that parent/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. Although parents/guardians are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities for parents/guardians to be involved in district and school activities that support student achievement at home and in the school community by:

- (a) Providing parents with techniques and strategies that they may utilize to improve their children's academic success
- (b) Build effective communication between home and the school, so parents are encouraged to support their children's learning
- (c) Encourage and support effective communication between parents and school personnel

(cf. 0420 – School Plans/Site Councils)
(cf. 0420.1 – School-Based Program Coordination)
(cf. 0520.2 – Title I Program Improvement Schools)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1230 – School Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 – Visitors/Outsiders)

Parents/guardians shall be notified of their parental rights and opportunities to be involved in their children's education and opportunities available to them.

(cf. 5020 – Parents Rights and Responsibilities)
(cf. 5145.6 – Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement strategies implemented to increase parent involvement.

(cf. 0500 – Accountability)

Title I Schools Programs

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement strategy in accordance with 20 USC 6318. Furthermore, shall identify the district's goals for the parent involvement program for all schools and involve parent/guardians in the development of the school site parent involvement plan.

The Superintendent or designee also shall ensure:

(a) parents are involved in the joint development of all district plans as required by State or Federal regulations and guidance, and in the associated process of reviews of schools and the district for academic improvement;

(b) coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(c) coordination and integration of Title I, Part A parent involvement strategies with the parent involvement strategies of other programs district-wide; (d) an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served. Parents will be an integral part of this annual evaluation process, which will include the identification of barriers to greater participation by parents in Title I activities. Evaluation findings will be used to design and implement more effective parent involvement strategies, including, if needed, revisions to the Title I Parent Involvement Policies.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to Encourage Parental Involvement
48985 Notices in languages other than English
51101 Parents rights and responsibilities
64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

3100 Budget
6171 Title I Programs
6311 Parental notice of teacher qualifications and student achievement
6312 Local education agency plan
6314 School-wide programs
6316 School improvement
6318 Parent Involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services
35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent involvement: Development of Effective and legally Compliant Policies, Governance and Policy Services Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 25, 1993 Fresno, California

revised: December 14, 2011
revised: June 4, 2014

Visual And Performing Arts Education

The Governing Board recognizes believes that by studying visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts educational program and should be an integral part of the basic education course of study offered to all to students in at all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach. The district's comprehensive arts education program shall shall include a written, sequential curriculum in dance, music, theater and the visual arts. Students shall have the opportunity to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments. be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts from many eras and cultures in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have opportunities to attend musical and theatrical performances, observe the work of accomplished artists and work directly with visiting artists.

The Board supports a collaboration with community arts agencies through the Local Arts Education Partnership Program and is committed to providing the necessary time, staff and financial resources in order to fulfill the districts part in this school-community arts agency partnership.

The Board shall adopt academic standards for dance, media arts, music, theatre, and visual arts that lead to artistic literacy and promote access and equity in the arts. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards.

(cf. 0415 - Equity)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, media arts, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following artistic processes:

1. Creating: conceiving and developing new artistic ideas and work
2. Performing/producing/presenting: realizing artistic ideas and work through interpretation and presentation
3. Responding: understanding and evaluating how the arts convey meaning
4. Connecting: relating artistic ideas and work with personal meaning and external content

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts which may incorporate a variety of media and technologies.

(cf. 0400 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement the district's arts education program.

(cf. 4131 - Staff Development)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school educational program. Students shall have opportunities to attend musical and theatrical performances, observe the work of accomplished artists and work directly with visiting artists. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers.

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1260 - Educational Foundation)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6020 - Parent Involvement)

(cf. 6153 - School-Sponsored Trips)

The Board supports a collaboration with community arts agencies through the Local Arts Education Partnership Program and is committed to providing the necessary time, staff and financial resources in order to fulfill the districts part in this school-community arts agency partnership.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations between Private Industry and the Schools)

The Board acknowledges the importance of ongoing professional development for teachers in arts education. The Superintendent or designee shall ensure that certificated staff have opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive arts program to students.

(cf. 4131 - Staff Development)

The Superintendent or designee shall regularly evaluate the implementation of the district's arts education program at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or

expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts Work Visual and Performing Arts Education Program

8950-8957 California summer school of the arts

32060-32066 Toxic art supplies

35330-35332 Field trips

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51204 Course of study designed for students needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

60200-60210 Instructional materials, elementary schools

60400-60411 Instructional materials, high schools

99200--99204 Subject matter projects

Management Resources:

CDE PUBLICATIONS

The Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1996-2004

Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve

Prelude to Performance Assessments in the Arts, K-12, 1994

The Arts: Partnerships as a Catalyst for Educational Reform, 1994 Arts Work: A Call for Arts Education for All California Students, 1997

CALIFORNIA ALLIANCE FOR ARTS EDUCATION PUBLICATIONS

Parents' Guide to the Visual and Performing Arts in California Public Schools

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Arts Framework for Public Schools, Kindergarten through Grade Twelve

California Arts Standards for Public Schools, Prekindergarten through Grade Twelve, January 2019

WEB SITES:

CDE: <http://www.cde.ca.gov>

TCAP: <http://www.ucop.edu/teap>

California Arts Council: <http://www.cac.ca.gov>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: May 10, 2000 Fresno, California

revised: Fall __, 2019

CSBA Sample

Board Policy

Visual And Performing Arts Education

BP 6142.6

Instruction

Note: The following optional policy may be revised to reflect district practice. State law requires that visual and performing arts be included in the course of study offered in grades 1-6 (Education Code 51210) and grades 7-12 (Education Code 51220); see AR 6143 - Courses of Study. In addition, Education Code 51225.3 requires completion of one course in visual or performing arts, foreign language (including American Sign Language), or career technical education for high school graduation; see BP 6146.1 - High School Graduation Requirements.

Note: On January 9, 2019, the State Board of Education (SBE) adopted revised content standards and proficiency levels for visual and performing arts, including standards for media arts in addition to dance, music, theatre, and visual arts. The following policy reflects the updated state content standards.

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, media arts, music, theatre, and visual arts that lead to artistic literacy and promote access and equity in the arts. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards.

(cf. 0415 - Equity)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, media arts, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following artistic processes:

1. Creating: conceiving and developing new artistic ideas and work

2. Performing/producing/presenting: realizing artistic ideas and work through interpretation and presentation
3. Responding: understanding and evaluating how the arts convey meaning
4. Connecting: relating artistic ideas and work with personal meaning and external content

(cf. 6141 - Curriculum Development and Evaluation)

Note: Pursuant to Education Code 60200, the SBE adopts basic instructional materials for use in grades K-8, including materials for visual and performing arts; see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials. Education Code 60210 authorizes the Governing Board to select materials that have not been approved by the SBE provided that the materials are aligned with state academic content standards and the majority of participants in the review process are teachers assigned to the subject area or grade level for which the materials will be used.

Note: For grades 9-12, Education Code 60400 and 60411 authorize the Board to select district instructional materials that meet criteria specified in law.

The Board shall adopt standards-based instructional materials for visual and performing arts which may incorporate a variety of media and technologies.

- (cf. 0440 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

Note: Education Code 99200-99204 establish The California Arts Project (TCAP), a statewide professional development project in the visual and performing arts. Professional development resources also may be located through the California Dance Education Association, the California Association for Music Education, the California Educational Theatre Association, and the California Art Education Association.

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement the district's arts education program.

(cf. 4131 - Staff Development)

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work

directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1260 - Educational Foundation)
- (cf. 1700 - Relations Between Private Industry and the Schools)
- (cf. 3290 - Gifts, Grants and Bequests)
- (cf. 6020 - Parent Involvement)
- (cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate the implementation of the district's arts education program at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

- 8950-8957 California summer school for the arts
- 32060-32066 Toxic art supplies
- 35330-35332 Field trips
- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51225.3 Graduation requirements
- 58800-58805 Specialized secondary programs
- 60200-60213 Instructional materials, elementary schools
- 60400-60411 Instructional materials, high schools
- 99200-99204 Subject matter projects

Management Resources:

CALIFORNIA ALLIANCE FOR ARTS EDUCATION PUBLICATIONS

Parents' Guide to the Visual and Performing Arts in California Public Schools

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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California Arts Standards for Public Schools, Prekindergarten through Grade Twelve, January 2019

WEB SITES:

CSBA: <http://www.csba.org>

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Association for Music Education:

<http://www.actaonline.org/content/california-association-music-education>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: <http://www.cetoweb.org>

California Music Educators Association: <http://www.calmusiced.com>

The California Arts Project: <http://csmp.ucop.edu/tcap>

(11/07 12/13) 5/19

Visual And Performing Arts Education

The Governing Board recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach.

The districts comprehensive arts education program shall include a written, sequential curriculum in dance, music, theater and the visual arts. Students shall have the opportunity to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have opportunities to attend musical and theatrical performances, observe the work of accomplished artists and work directly with visiting artists.

The Board supports a collaboration with community arts agencies through the Local Arts Education Partnership Program and is committed to providing the necessary time, staff and financial resources in order to fulfill the districts part in this school-community arts agency partnership.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations between Private Industry and the Schools)

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Prelude to Performance Assessments in the Arts, K-12, 1994

The Arts: Partnerships as a Catalyst for Educational Reform, 1994

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WEB SITES:

CDE: <http://www.cde.ca.gov>

TCAP: <http://www.ucop.edu/tcap>

California Arts Council: <http://www.cac.ca.gov>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: May 10, 2000 Fresno, California

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent

To the Members of the Board of Education

Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services

Cabinet Approval:

Kim Kelstrom
[Signature]

Date: October 04, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for September 27, 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 27, 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: 10/04/19



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: September 27, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

Governor Newsom Signs Independent Contractor Bill Into Law

Last week, Governor Gavin Newsom signed perhaps the most contentious piece of legislation of the year into law, Assembly Bill (AB) 5 by Assemblymember Lorena Gonzalez (D-San Diego). AB 5 is the measure that codifies last year's California Supreme Court decision in the *Dynamex Operations West Inc. v. Superior Court* into law. The decision requires employers to prove that their workers can meet a three-part (ABC) test in order to be lawfully classified as independent contractors.

Not only does AB 5 adopt the three-part ABC test from the *Dynamex* decision, but also specifies six occupations exempt from the "Borello test" established by the 1989 California Supreme Court decision in *S.G. Borello & Sons, Inc. v. Department of Industrial Relations*, applies specific labor code provisions retroactively, and authorizes the Attorney General and others to prosecute actions to prevent continued misclassifications.

While most of the headlines of AB 5 have focused on those industries that are a part of the gig economy (e.g. Uber, Lyft, Postmates, DoorDash, etc.), this new law will also have implications for school and community college districts that have hired independent contractors in the past that probably do not meet these new classification requirements.

In his signing message, Governor Newsom called AB 5 landmark legislation that will "help reduce worker misclassification-workers being wrongly classified as 'independent contractors,' rather than employees, which erodes basic worker protections like the minimum wage, paid sick days and health insurance benefits."

While the bill's provisions officially go into effect beginning January 1, 2020, the fight to prevent this law may not be over. Uber, Lyft, and DoorDash have recently put \$90 million into a campaign committee and are exploring putting the issue before California voters at the 2020 General Election ballot. Despite the hefty investment, there is currently no formal referendum set to appear on

the ballot as the three companies still need to file an official proposal and then gather enough valid signatures to qualify the measure. If the proposal backers do successfully gather enough valid signatures for a ballot measure, the provisions of AB 5 would be suspended until voters weighed in on the issue next November.

Bill Signing Update

Governor Newsom has just a little over two weeks to take action on hundreds of measure that are currently sitting on his desk. The Governor, who began his week on the east coast providing opening remarks for Climate Week NYC, will need to start signing or vetoing legislation at a more rapid pace if he plans on meeting the Sunday, October 13, 2019, deadline. There are still a number of high-profile bills with implications for public schools that the Governor needs to consider, including the late start time bill, the measure that would put a \$15 billion K–16 facilities bond before voters in March 2020, and several bills that would reform the state’s charter school law. Since his office was involved in the negotiations for a number of these measures we fully expect the Governor to sign these bills into law, but nothing is official until he provides his signature.

Leilani Aguinaldo
Robert Miyashiro

Note: While the California School Boards Association was not able to get its \$15 billion initiative on the ballot via legislation before the end of session, they can still try and get it on the November ballot through the much more expensive signature gathering process.

School Boards Group Committed To Tax Plan Despite Legislative Setback

Author pulls bill setting ambitious K-12 funding targets.

By John Fensterwald
EdSource
September 24, 2019

Efforts to set ambitious targets for more K-12 funding and to ask voters to pass a higher income tax on the wealthy failed to make it out of the Legislature this month. But their backers are vowing to regroup and move forward in 2020.

Having failed to interest legislators in placing its \$15 billion [Full and Fair Funding initiative](#) on next November's ballot, the California School Boards Association says it and its partners will collect signatures and do it themselves. The initiative would increase funding for K-12, early education and community colleges by raising income taxes on corporations and individuals earning more than \$1 million. The school boards association's directors reaffirmed that decision over the weekend, said Troy Flint, senior director of communications.

"Since the judiciary and Legislature have declined to provide the resources needed for student success, the next step is an electoral remedy," Flint said in a statement. "We're confident that California voters will demonstrate their support for public schools, and we look forward to proving that at the ballot box."

In a related development, the author of [Assembly Bill 39](#), which would set a goal of raising California's per-student funding to join the top-spending states, withdrew it shortly before likely final passage in the Legislature. Assemblyman Al Muratsuchi, D-Torrance, did so, he said, after high-level staff of Gov. Gavin Newsom assured him they would meet with him and other backers before the end of the year to discuss funding of education in 2020 and beyond.

"A better outcome than even passage of the bill would be for the governor to engage with me and stakeholders," Muratsuchi said.

The immediate obstacle facing the school boards association and its partners — the Association of California School Administrators, the California State PTA and the Community College League of California — was to convince legislators that a union-backed initiative to raise businesses' property taxes wouldn't be harmed by putting a second big tax proposal on the November 2020 ballot.

That proved a hard sell. Over the past month, Muratsuchi and Assemblyman Kevin McCarty, D-Sacramento, talked up the idea of placing the school boards' initiative before voters on the same ballot. But the idea died when the California Teachers Association, a supporter of the competing tax plan, didn't commit to it. Also, the powerful Service Employees International Union-California reportedly discouraged lawmakers from signing on.

The CTA contributed \$30 million to pass the last two state tax increases, [Proposition 30 in 2012](#) and [Proposition 55 in 2016](#). Without that level of support, the school boards association and other backers could struggle to find the \$5 million or so to put the initiative on the ballot and then to pass it.

The education initiative would increase taxes for corporations earning more than \$1 million by up to 5 percent. Personal income taxes would be raised 2 percent for those earning more than \$1 million annually and 3 percent for those earning more than \$2 million.

The one tax initiative that likely will be on the ballot next year is the [Schools and Communities First Coalition](#)'s California Schools and Local Communities Funding Act. It would be the first big constitutional challenge to Proposition 13, the 40-year-old limitation on property taxes. The "split-roll" tax would preserve Prop. 13's tight limits on residential property tax increases but raise an anticipated \$11 billion more annually in taxes on business and commercial properties.

About \$4.5 billion of the revenue would go to schools and community colleges and the rest to cities and counties, which provide the bulk of the state's social services and health care.

The split-roll supporters, who include grassroots community organizations, county and city officials as well as the California Teachers Association and other unions, are again gathering signatures for an amended version of the initiative. They're counting on a massive Democratic turnout in the November 2020 election to overcome an expensive opposition campaign by real estate and business interests. One group, [Fight for Prop 13](#), is already publishing ads.

The school boards association said that its poll found more than 60 percent support for its own tax proposal, even after reading negative arguments that opponents would use against the measure, Flint said. However, support for its tax plan and the split-roll tax dropped significantly when respondents were asked if they would support either or both. Despite that, the association remains encouraged enough to move ahead, Flint said.

The school boards and school administrators chose a \$15 billion tax increase because that's roughly what would be needed to raise K-12 per-student spending to the national average. It's based on Education Week's annual state rankings that factor in California's overall high cost of living. [The rankings assign a letter grade](#) to each state based on several measures. Using 2015-16 data, California placed 39th among the states and Washington, D.C. in per student spending — \$2,475 per student below the national average of \$12,756. Additional revenue from the initiative would go to community colleges and early education.

Big funding targets, big costs

Muratsuchi's bill would set the aspirational goal of raising California's per-student spending to that of the top 10 states (see chart next page) — a position California had before Prop. 13 capped school funding from property taxes, precipitating a long decline in K-12 funding.

Top 10 States for Per Pupil Spending in 2015-16



*Per pupil spending numbers are adjusted to include variations in regional costs of living.

Source: Education Week Research Center
Chart by Yuxuan Xie

EdSource

Muratsuchi is borrowing from former Gov. Jerry Brown’s strategy in 2013 when the Legislature passed the Local Control Funding Formula. The funding formula set a uniform level of base funding by grade with supplemental money based on a district’s proportion of English learners and low-income, foster and homeless youths. Brown set a target level of base funding per student, adjusted yearly for inflation, with a goal of reaching it in eight years. He insisted that the Legislature make it a funding priority. Helped by state tax increases, it took only six years to reach the “full funding” target.

AB 39 would not set a timetable, nor would it provide any additional revenue. But it would focus the public’s attention on a per-student spending goal, tied to annual funding of the funding formula — and pressure the Legislature to reach it.

The bill calls for increasing the base funding level from \$3,667 per student in elementary school to \$5,179 in high school. An analysis by the Senate Appropriations Committee estimated the total cost, after adding other education expenses, at \$36.1 billion.

Based on Education Week’s data, the latest available, adding that much extra funding in one fell swoop would have placed California somewhere in the middle of the top 10 — possibly between No. 6 New Hampshire (\$16,347) and No. 7 New Jersey (\$16,543) in 2015-16.

But, in reality, increasing the state’s ranking will always be a moving target; some big-spending states will spend less and some more over time, changing the differences between them and California. To narrow the gap, AB 39 proposed a “super COLA” — increasing annual spending at least 1 percentage point beyond inflation.

Muratsuchi’s bill probably would have reached Newsom’s desk. [It passed the Assembly 74-0](#) and won unanimous support in the Senate Education and Appropriations committees. He pulled it before a full vote in the Senate.

He said that Newsom’s staff member, whom he wouldn’t name, didn’t threaten to veto the bill or ask him to shelve it. “I decided to seize the opportunity to engage rather than risk a veto,” he said. “My goal is to set funding targets and measure progress to get there.”

The Department of Finance and Newsom’s office declined to confirm that staff have agreed to meet with Muratsuchi.

Note: AB 114, which is currently on the Governor’s desk, would extend the deadlines for the Ethnic Studies Model Curriculum by a year.

Delay In School Ethnic Studies Plan Would Bring More Voices To The Table

By Elizabeth Castillo
Cal Matters
September 22, 2019

California’s embattled plan for an ethnic-studies curriculum in public high schools — excoriated by opponents as too politically correct, too pedantic and anti-Semitic in its draft form — could soon get a reprieve.

As education officials revise the draft, a bill to extend their deadline for a year awaits action by Gov. Gavin Newsom, who is expected to approve it.

The governor told J. The Jewish News of Northern California last month that the draft “will never see the light of day.” He resolved to make sure the draft “is only that, a draft, that will be substantially amended.”

The curriculum would be used as a guide for schools across the state to diversify the perspectives presented to students. Advocates of ethnic studies say that courses currently taught in school can be too Eurocentric.

Under a 2016 law, the ethnic studies program must be submitted by the advisory Instructional Quality Commission to the State Board of Education by Dec. 31 of this year. The board must adopt the curriculum by March 31 of next year. The bill on Newsom’s desk would extend both deadlines by a year.

Assemblyman Jesse Gabriel, an Encino Democrat and vice-chair of the California Legislative Jewish Caucus, is supportive of ethnic studies but found the draft offensive. He said a deadline extension would be a great move, providing “time for more input, more listening, more collaboration. And hopefully over the next year, everyone working on this can come up with a draft that’s more accurate, free of bias and reflects the visions of the Legislature.”

Others say an extension could be a slippery slope, perhaps leading to a watered-down program of study. A petition circulating online by the Save California Ethnic Studies Coalition calls for state officials to meet several demands and ensure that the draft stays focused on communities of color. With more than 8,000 signatures, the petition includes such demands as not converting the curriculum to less specific multicultural studies or diversity studies and improving transparency and accountability in revising the draft.

“Will the state really listen to the experts as they define the ethnic studies curriculum? How much ... will the conversation and the opinions of those who are non-experts weigh,” wondered Theresa Montaña, a spokesperson for the coalition. “You had a lot of non-experts here with strong feelings, but they don’t know ethnic studies.”

Assemblywoman Shirley Weber, a San Diego Democrat and commission member, agreed to serve on an ethnic studies panel and consult the department on the curriculum. Weber helped launch Africana studies at San Diego State University and has taught the subject for 40 years. She also helped establish ethnic studies at k-12 schools in California.

The Instructional Quality Commission met Friday to discuss the draft. At the meeting, Weber stressed the importance of a focused curriculum, of not going too broad, or trying to “just drop things in.”

If the draft deadline is extended, the state plans to host feedback sessions with ethnologists, teachers and others interested in providing input. Education officials also plan to host sessions across the state to hear from the roughly 200 school districts that have already implemented some form of ethnic studies.

Stephanie Gregson, Deputy Superintendent of Public Instruction and a representative of the California Department of Education — which wants revisions — recommended at the meeting that the commission pause any action on the draft until Newsom acts on the extension bill.

Gregson had said earlier in a prepared statement that extra time would give the department full opportunity to “arrive at a curriculum that is inclusive, appropriate for all learners and embraced by our teachers.”

In a summary of comments prepared for the commission, nearly 400 comments support the initial draft. Nearly 19,000 others express concern about the omission of the Jewish-American experience and dislike the inclusion of the Boycott, Divestment and Sanctions movement that promotes Palestinian interests and a boycott against Israel. Nearly 600 comments lament the teaching of ethnic studies at all.

Advocates of ethnic studies say the pros outweigh the cons. At a Sept. 10 school district board meeting in San Diego, Superintendent Cindy Marten urged those in attendance to sign the coalition’s petition and said she would add her name. Marten said the district shares some concerns that have been raised about the draft, but debating those issues is part of creating a good curriculum.

“We must not allow the process to be derailed,” she said. “This is a defining equity issue of our time in this state.” The San Diego Unified School District will require students to take an ethnic studies course by the 2021-2022 school year.

Is There Still an Automatic LCFF COLA?

By Michelle McKay Underwood
School Services of California Inc.'s Fiscal Report
September 26, 2019

- Q.** I heard recently that the cost-of-living adjustment (COLA) may be reduced in future years, perhaps even into negative territory. Can you please help explain?
- A.** Before 2018-19, school districts and charter schools automatically received the prior year's Local Control Funding Formula (LCFF) allocation adjusted for changes in attendance, but any other LCFF increases, including COLA, required annual budget authorization. As part of the 2018-19 May Revision, then-Governor Jerry Brown proposed to begin continuously appropriating the LCFF COLA, meaning it was not subject to the annual budget process, a change that was adopted in the 2018-19 State Budget.

However, there was concern that under certain circumstances Proposition 98 would not be able to afford the LCFF COLA and that growth in the guarantee may be insufficient to meet this legal requirement. Governor Gavin Newsom's Administration proposed a change as part of the 2019-20 State Budget, keeping the LCFF COLA continuous appropriation, but providing a mechanism to fund less than the statutory COLA if Proposition 98 growth was insufficient to support it.

Senate Bill 76 (Chapter 52/2019) includes a cap on the COLA for the LCFF continuous appropriation if the calculated COLA exceeds the growth rate in the Proposition 98 guarantee. COLA for programs outside the LCFF would be adjusted too:

- Child care standard reimbursement rate
- State meal rate
- Special education
- Mandate block grant

Ultimately, the COLA given to these programs and the LCFF must be equal to or greater than the percentage growth of Proposition 98 and can never go below 0%. We could imagine a scenario where the statutory COLA is calculated at 3% and Proposition 98 growth is 2%. In this case, the COLA given could be no less than 2%.

This adjustment is not required or automatic, but it is an option when growth in Proposition 98 is lower than the statutory COLA. The Director of Finance has to let the Legislature know this is happening for the upcoming fiscal year.

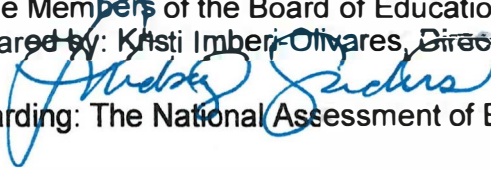
Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivares, Director in Equity and Access

Date: October 04, 2019

Phone Number: 457-3896

Regarding:  The National Assessment of Educational Progress Results by Student Group, 2015 and 2017

The purpose of this communication is to provide the Board information regarding Fresno Unified School District's student performance by student group for the 2015 and 2017 results of the National Assessment of Educational Progress (NAEP). NAEP is given to a representative sample of students across the country in grades 4, 8, and 12. Results are reported for groups of students with similar characteristics (e.g., gender, race, and ethnicity).

NAEP results are reported for the nation, states, and for selected urban districts that participate in the 27 Trial Urban District Assessment (TUDA). National results are released for students in grades 4, 8, and 12 in reading and mathematics every year. TUDA district results are only reported for grades 4 and 8 due to sampling sizes every other year; results for 12th grade are only reported at national level. Results are reported as scores and as percentages of students reaching NAEP achievement levels—Basic, Proficient, and Advanced. NAEP does not provide results at the school-level or student-level.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/14/19



Fresno Unified School District

NATIONAL ASSESSMENT EDUCATIONAL PROGRESS (NAEP) DEMOGRAPHIC COMPARISONS (2015-2017)

OCTOBER 03, 2019

PREPARED BY EQUITY AND ACCESS



2015 4TH GRADE READING RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	220	65%	33%	9%
African American/Black	7%	186	21%	1%	#
Hispanic	69%	196	39%	11%	1%
Asian	10%	207	55%	15%	3%
American Indian/Alaska Native	1%	‡	‡	‡	‡
Pacific Islander	1%	‡	‡	‡	‡
Two or more races	3%	‡	‡	‡	‡
Male	51%	198	40%	13%	2%
Female	49%	200	44%	14%	2%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2015 4TH GRADE READING RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	220	65%	33%	9%
African American/Black	7%	186	21%	1%	#
Hispanic	69%	196	39%	11%	1%
Asian	10%	207	55%	15%	3%
American Indian/Alaska Native	1%	‡	‡	‡	‡
Pacific Islander	1%	‡	‡	‡	‡
Two or more races	3%	‡	‡	‡	‡
Male	51%	198	40%	13%	2%
Female	49%	200	44%	14%	2%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2017 4TH GRADE READING RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	224	72%	38%	4%
African American/Black	9%	191	32%	11%	1%
Hispanic	68%	200	44%	15%	2%
Asian	11%	209	56%	24%	4%
American Indian/Alaska Native	1%	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	1%	‡	‡	‡	‡
Male	52%	199	43%	16%	2%
Female	48%	207	52%	20%	3%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2015 8TH GRADE READING RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	256	64%	26%	1%
African American/Black	8%	238	45%	8%	#
Hispanic	67%	238	48%	10%	#
Asian	11%	249	58%	19%	2%
American Indian/Alaska Native	1%	‡	‡	‡	‡
Pacific Islander	1%	‡	‡	‡	‡
Two or more races	2%	‡	‡	‡	‡
Male	51%	237	46%	10%	#
Female	49%	247	58%	16%	1%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2017 8TH GRADE READING RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	264	76%	31%	2%
African American/Black	8%	232	39%	3%	#
Hispanic	68%	241	49%	12%	#
Asian	11%	255	67%	21%	1%
American Indian/Alaska Native	1%	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	1%	‡	‡	‡	‡
Male	52%	239	48%	11%	#
Female	48%	249	58%	17%	1%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2015 4TH GRADE MATH RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	235	74%	36%	6%
African American/Black	8%	213	52%	9%	#
Hispanic	70%	214	51%	10%	#
Asian	9%	226	69%	18%	#
American Indian/Alaska Native	#	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	3%	‡	‡	‡	‡
Male	51%	219	57%	16%	1%
Female	49%	216	54%	12%	#

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2017 4TH GRADE MATH RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	238	76%	38%	7%
African American/Black	9%	215	51%	9%	1%
Hispanic	68%	219	58%	15%	1%
Asian	11%	225	66%	20%	2%
American Indian/Alaska Native	#	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	1%	‡	‡	‡	‡
Male	51%	222	61%	19%	2%
Female	49%	221	59%	15%	1%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2015 8TH GRADE MATH RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	281	71%	33%	5%
African American/Black	8%	242	25%	7%	#
Hispanic	67%	252	38%	9%	#
Asian	12%	270	60%	20%	3%
American Indian/Alaska Native	#	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	2%	‡	‡	‡	‡
Male	51%	256	42%	13%	1%
Female	49%	258	45%	12%	1%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

2017 8TH GRADE MATH RESULTS BY ETHNICITY

Reporting Group	% of Students	Average Score	% At/Above Basic	% At/Above Proficient	% Advanced
White	10%	278	68%	29%	9%
African American/Black	9%	242	27%	5%	#
Hispanic	68%	251	36%	8%	1%
Asian	11%	268	57%	18%	3%
American Indian/Alaska Native	#	‡	‡	‡	‡
Pacific Islander	#	‡	‡	‡	‡
Two or more races	1%	‡	‡	‡	‡
Male	52%	254	39%	10%	2%
Female	48%	256	42%	12%	2%


Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding.

Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: 

Date: October 04, 2019
Phone Number: 457-3548

Regarding: Management and Classified Salary Schedules for 2019/20 and Prior Years Including 2012/13 Through 2018/19

The purpose of this communication is to provide the Board additional information for an agenda item on the October 16, 2019 Board Agenda to approve the 2019/20 Management and Classified Salary Schedules and prior years 2012/13 through 2018/19 Management and Classified Salary Schedules.

Annual salaries for each of the schedules are set by negotiated collective bargaining agreements with the exception of Classified Confidential, Supervisory and Management Schedules which are set by the Board consistent with increases negotiated by the bargaining units.

The current and prior years' salary schedules are brought for approval consistent with CalSTRS and CalPERS requirements to have publicly available Board-approved salary schedules. Board approval of annual updated salary schedules for all employee classifications is consistent with best practices and is aligned with the recommendations from the Fresno County Superintendent of Schools. At a future Board meeting, Human Resources and Payroll will bring forward for Board approval additional 2019/20 updated salary schedules for classified employee groups for FTA – Trades, IAMAW, and Building and Construction Trades.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/14/19

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: Ambra Dorsey, Executive Director
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3341

Regarding: Peer Mediation Programs

The purpose of this communication is to provide the Board an update regarding Fresno Unified School District's Peer Mediation and Peer-Based Peacemaking programs. In the 2018/19 school year, 442 students were trained, and 16 programs were established. Currently 22 programs or clubs have been established or are in development, and 295 students have been trained at the following schools:

- Peer Mediation Programs: Kratt, Robinson, Sequoia, Wilson
- Peer Mediation Clubs: Forkner, Viking
- Peacemaker Clubs: Ayer, Bakman, Birney, Burroughs, Columbia, King, Norseman, Olmos, Rowell
- Peer Based Restorative Justice Programs: Edison, Fresno, Hoover, McLane, Sunnyside, Terronez

When an administrator is interested in starting or re-launching a program, the Restorative Practices office assists in determining which type of model best fits the needs of the school. Models include a comprehensive program, a club, or integration into an existing class- each requiring different levels of site commitment and schedule flexibility.

- Peer Mediator Programs: Model is for any kindergarten through eighth grade school, provides specific training in peaceful problem solving, peer-based mediation focused on addressing low level conflicts. Students receive six hours of experiential learning that includes active listening, brainstorming, crafting agreements, and understanding basic approaches to conflict – denial, confrontation, problem solving. Club model also includes a staff sponsor, student officers, Goal 2 funds, and Goal 2 student and resource tracking.
- Peacemakers Clubs: Model is for any elementary school supported by a Restorative Practices school counselor two days week. Peacemakers learn all the same skills as Peer Mediators, as well as the importance of building, affirming, and repairing relationships. This includes facilitating community building circles, addressing low level harm using restorative dialogue and repair circles to make things as right as possible. Students who struggle with navigating peer relationships are able to participate in the club while also receiving Tier II restorative interventions from the counselor.
- Peer-Based Restorative Justice Programs: The Restorative Justice and Peer Based Peacemaking Course is a University of California Curriculum Integration (UCCI) approved (g) elective course and is offered at all high schools supported by a Restorative Practices school counselor (Edison, Fresno, McLane, Sunnyside). Other secondary sites can develop programs with the support of the Restorative office, utilizing available site-based resources and structures.

Site administrators work with the school Climate & Culture Team to ensure they have a commitment from the whole school to support the program's success. Next, there is a student nomination and selection process with pre-planned structures, a job schedule, and student referral systems that allow the students to provide peaceful conflict resolution services to their peers. Trainings for students are provided by the Restorative Practices office. The two half-day trainings may include a field trip for learning at Fresno State or to one of their feeder middle or high schools.

Peer Mediation programs have been a part of Fresno Unified schools since 1998, when the model was created by Dr. Pam Lane-Garon at the Kremen School of Education and Human Development at Fresno State. The mission of Mediator Mentors is to teach and nurture the development of respectful communication and conflict resolution skills among students in schools. Since 2016, the program has been directed by Dr. Negin Tahvildary in the College of the Arts and Humanities. Each semester, university students in Dr. Tahvildary's Peace and Conflict Studies class are given the opportunity to complete 15 hours of service learning as Mediator Mentors in elementary, middle, and high schools in various districts across the Central Valley. Prior to serving in Fresno Unified schools, university students participate in an orientation to the district, the volunteer fingerprinting process, and training students and school staff on communication, conflict resolution, and peer mediation.

In addition to these program offerings, the Restorative Practices office has partnered with Dr. John Minkler and Dr. Stephen Morris from the Civic Education Center. Together they worked with history teachers and students at Heaton Elementary and Terronez Middle School to develop peacemaking skills and processes for students to address student conflicts and harm. These ongoing projects include the development of a student and staff created peace bridge mural at Terronez along with a new Restorative Peacemaking class designed for middle school students.

Currently Fresno Unified students are preparing artwork to submit to the Mediator Mentor's Art Contest, "Peace Giving: Who we are is how we give peace." Winners of the contest will be announced at the 2019 Mediator Appreciation Day, which will be held on November 1, 2019 at Fresno State. Students, staff, and Mediator Mentors will be celebrated for their contribution to promoting peaceful problem-solving and safe school climates. Selected works from the art contest will be announced.

Attached is a document that provides a description of the Restorative Justice course.

If you have any questions or require additional information, please contact Ambra Dorsey or Erica Hasenbeck at 457-3340.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

Title: Restorative Justice and Peer-Based Peacemaking

Length of Course: 1 year (2 semesters, 3 trimesters, 4 quarters)

Subject Area and Discipline: College-Preparatory Elective (“g”)

Grade Level(s): 10-12

Course Overview:

Restorative Justice and Peer-Based Peacemaking course is modeled after the UCCI course **Restorative Justice: Impacting the School Community through Service Learning**, without the Career Technical Education focus. It is a college preparatory elective course where students will learn about the theory and practice of restorative justice (RJ) in schools and society at large through peer service learning in building, affirming and repairing relationships. Students will begin with an introspective look at themselves and inner workings of the human brain as it pertains to conflict, emotional intelligence and understanding human behavior from a needs perspective. Students will ultimately apply the knowledge they gain through meaningful contribution to their own school community with a caring relationship centered approach, modeling growth mindsets and problem solving for peers who experience conflict and harm.

Course Content:

Unit 1 - Recurring Assignment: On-going Journaling Assignment

Students will be introduced to an on-going assignment. Each week, students will keep a journal in which they reflect on their application of the skills learned in this course (circle keeping, affect labeling, de-escalation, conflict resolution). Students will reflect on personal application of the techniques used in the given situations, how their individual skills set is developing, and what to stop, start, and continue to be most effective in each situational context that they are reflective journaling. In the final unit, students will use their journal entries from throughout the year to write a culminating reflective essay.

Unit 1 - Overview

Conflict resolution is a critical skill in schools and society at large. Students will better learn how to resolve conflict by learning first about their own competencies and also understanding the neurological processes that govern conflict resolution, formulating the concrete ability to recognize emotions in themselves and others. This allows them a better understanding of conflict and conflict resolution. Finally, students will create a growth plan in which they describe how they plan to grow their skills set to become better problem solvers and peacemakers in their school community.

Unit 1 - Key Assignments

1: Self Exploration Survey and Essay

There are specific skills and mental competencies required in in doing restorative justice and peacemaking work with peers which are acquired through practice and frequent self-assessment. To understand how their level of emotional intelligence measures up against the competencies required, students will take the Emotional Intelligence 2.0 Survey, which allows them to assess their personal and social competencies. This will provide a foundation of understanding about

themselves and how these competencies can be applied to their school community, future areas of advanced study and professions that interest them. Based on their findings, students will reflect on their scores in a short essay.

2: Emotional Intelligence Action Plan

Because meaningful contribution to the school community requires constant learning and growth, students will use information and data gathered from the Unit 1 Assignment specific to Emotional Intelligence (EQ) skills and personal conflict styles to create an Emotional Intelligence action plan. To help develop their action plan, students will analyze the TED Talk by Guy Winch [Why We All Need to Practice Emotional First Aid](#). In that action plan, students will identify an EQ core skill to focus on with three specific strategies to constructively manage conflict and discuss examples of how these strategies will be applied to their contribution to their school community.

3: Wheel of Choice

Students create a “Wheel of Choice” that includes techniques they can employ to manage self-care when working in a demanding role that requires bringing people together through community building and addressing harm and conflict in their school. The Wheel should include at least four different options, with an explanation of how the activity described in each area of the wheel contributes to expanding students’ overall emotional intelligence and well-being.

4: Cooperative Learning and Small Group Presentation

To better understand how to resolve conflict, students need to understand the neuroanatomy of the human brain. Students will identify key components of the brain that effect emotions, future planning, and moral reasoning. Students will work in collaborative teams of three to four to analyze specific intrapersonal conflicts by using specific tools and diagrams to compare and contrast strategies that incorporate essential EQ skills. Students will demonstrate their learning in a group presentation (PowerPoint, slide show, storyboard) utilizing the tools and terms learned, incorporating emotional literacy, de-escalation strategies, and connections to the neuroanatomy of the brain.

Unit 2 – Overview

Now equipped with a fuller understanding of emotional intelligence and its role in peacemaking and problem solving, students begin their formal training. Students will learn the four options for conflict engagement and terms important for engaging in constructive conflict such as positions, interests, and needs. Students will learn by engaging in processes that address conflict and harm, while continuing practice in circle keeping in classroom community building circles. Students will practice and be provided guidance through formal training in mediation, harm circles, and restorative dialogue. As peer RJ practitioners, they will learn about the importance of confidentiality, ethical decision making, and the transformative impact of invitational peer processes with standardized protocols of care.

Unit 2 - Key Assignments

1: Ethical Considerations in Peacemaking

Students will generate a collection of reality-based scenarios drawn from common high school

problems and conflicts experienced by their peers. Each student will be assigned a scenario and write a short essay about the practices they would use as a peer RJ practitioner. They will identify the confidentiality implications and potential ethical dilemmas that may arise and reference their EQ skills as they describe how they would navigate the scenario as a peer RJ practitioner.

2: Conflict/Harm Narrative and Demonstration

Students will be given the opportunity to write a narrative interpersonal conflict or harm skit and identify party's positions, interests, and needs. In small groups, students will perform a mock mediation, harm circle, or restorative dialogue to their peers and receive peer feedback based on a teacher developed rubric emphasizing use of active listening skills, affective statements, EQ competencies, and standard practice of care for protocol and process integrity.

Unit 3 – Overview

Once students understand foundational ideologies, they will then need to understand the way schools traditionally look at and understand what "justice" is. Retributive Justice is a more traditional look at how our justice and discipline systems work, whereas Restorative Justice tends to be the more modern view on how our justice system and discipline practices should work. Students will work with both concepts and apply them in a variety of ways in this unit. Students will examine the philosophical similarities between application in their school community and society at large. After reading the novel Whirligig, students will look at the traditional view of justice being retributive in nature versus the more modern view of justice being more restorative in nature. They will then decide which form of justice they believe would have been most effective in the context of the novel.

Unit 3 - Key Assignments

1: Retributive Justice vs. Restorative Justice Infographic

Students will examine and reflect on the Social Discipline Window, and a **TED Talk** by Dan Riesel on the **Neuroscience of Restorative Justice**. Using these resources students will develop an awareness and foundational knowledge of the paradigm shift away from punitive authoritarian model towards a relational authoritative model. Students will create an infographic highlighting the paradigm shift and how it relates to the changing societal needs and cultural trends.

2. Retributive vs. Restorative Justice Novel and Essay

Students will read and examine the following text: the novel Whirligig by Paul Fleischman. After reading the text, students will draft an essay from the standpoint of another student from the learning community, a family member harmed, or a professional involved in the case with the following prompts: Were Brent's consequences retributive or restorative in nature? If you were working on this case as a professional, what type of restorative justice techniques were attempted and/or could have been used in this case? How might this have created a different outcome for Brent in the novel?

3. Restorative Practices Demonstration

Students will work in groups of four to demonstrate a restorative process (mediation, responsive

circle, etc.) that identifies the responsibilities, competencies, and cooperative behaviors that are necessary to be successful as a restorative practitioner with their peers. Students will create an individual rubric based on their Emotional Intelligence Action Plan that will be peer assessed at the completion of the restorative process demonstration.

Unit 4 – Overview

Service learning involves moving beyond the classroom and into practice within the larger learning community. In this unit, students will continue serving their community through outreach projects. The outreach projects are focused on common problems encountered by high school aged youth, many of which may surface as an outcome of a restorative process. As needs are revealed through the peacemaking process, plans need to be created so that the student can access the resources for support. These outreach projects will allow students to better understand how to help other students both on campus and in the community as a whole.

Unit 4 - Key Assignments

1: Community Resources.

Students will be assigned an area of need and will research resources available to help with that need (teen counselors, suicide prevention, substance abuse counseling, domestic violence advocacy, sexual assault advocacy, etc.). Students will compile a list of several resources that are available to students of their campus. That list should include: website information, contact numbers, and types of services provided. The list will be published on campus (website, social media, hard copy). Based on this research, students will create an informative poster. This poster should provide statistical information about the number of high school age students affected by the problem. The poster will also include contact information for resources available to students on campus and online that can help combat the given problem.

2: Public Service Announcement Video.

Students will investigate a social issue that is relevant to their learning community (bullying, cyber-bullying, gossip, fights, etc). Students will create a public service announcement, in the form of a short video, addressing their given topic. In the video, students should reference the negative effects of the topic and should demonstrate a method for positively resolving the given issue. The completed video should be disseminated to the campus using social media outlets, if possible (Facebook, twitter, Instagram, YouTube).

Unit 5 - Overview

In this unit, students will do a deeper exploration of community organizations, colleges and careers in peacemaking and social justice by researching the basic admission or hiring requirements and looking into the physical and mental demands that are unique to that field. They will draw from their own service learning experiences of building, affirming and repairing relationships at school to the skills required. Finally, students will write a 5-year plan that will guide them into their future advanced study and profession of choice.

Unit 5 - Key Assignment

Career Exploration and Plan. Students will identify a career that interests them and interview at least two employees in an organization (in-person or by telephone) to specifically inquire about the job duties, skills, and education requirements for employment. Students should also inquire about the physical, mental, and emotional stresses incurred in this profession. They should ask about specific coping skills and mechanisms used by the people they interview. This information will be presented to the class in the form of a PowerPoint presentation. Using the information contained in their presentation, students will create a plan detailing how they will meet these requirements within next 5 years.

Unit 6 - Overview

In the culminating project, students will look back on the course as a whole. They will speak about specific skills and experiences in building, affirming, and repairing relationships in their school community and application of restorative justice principles and practices through peer service learning. Students will also speak to their future plans and how the skills learned will impact those plans.

Unit 6 - Key Assignment

Culminating Reflective Essay. Students will reflect on their weekly journal entries throughout the school year. Based on their journal, they will write a reflective essay in which they discuss their own personal growth in the skills developed and used in this course. They should discuss specific instances in which they saw how the skills they learned had an impact on others. Students should also discuss how they envision themselves using these skills in their personal life and future plans.

Course Materials:

Title: Emotional Intelligence 2.0 (ISBN 978-0-9743206-2-5)

Edition: 1st

Publication Date: 2009

Publisher: Pearson Author(s): Travis Bradberry and Jean Greaves

Usage: Primary Text; excerpts used as a background understanding.

Title: Whirligig

Edition: Any

Publication Date: October 2010

Publisher: Square Fish | Macmillan

Author: Paul Fleischman

Usage: Primary Text; excerpts used as a background understanding.

Title: The Neuroscience of Restorative Justice

Publication Date: February 2013

Publisher: TED Talk

Author: Daniel Reisel

Usage: Primary Text

URL: https://www.ted.com/talks/daniel_reisel_the_neuroscience_of_restorative_justice

Title: The Case for Emotional Hygiene

Publication Date: November 2014

Publisher: TED Talk

Author: Guy Winch

Usage: Primary Text.

URL:

https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene

Title: Implementing Restorative Practices in Schools

Edition: Any

Publication Date: 2013

Publisher: Jessica Kingsley Publishers

Author: Margaret Thorsborne and Peta Blood

Usage: Reference text for teacher.

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: Sandra Toscano, Assistant Superintendent
Cabinet Approval:

Date: October 04, 2019

Phone Number: 457-3648

Regarding: Progress of Master Plan for English Learner Success Actions

The purpose of this communication is to provide the Board an update regarding the progress made on the actions listed in the Master Plan as recommended by the Master Plan Revision Committee.

Substantial progress has been made in the four areas identified and outlined by the committee:

1. Employing and developing experts in English language development and bilingual education
2. Advancing quality instruction for English Learner students
3. Establishing structures and systems to support student and parent aspirations and goals
4. Realigning instructional program options, policies, structures, and systems for English Learner students

The attached action plan describes the progress made to date in each area.

If you have any questions or require additional information, please contact Sandra Toscano at 457-3648.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

FRESNO UNIFIED SCHOOL DISTRICT

Master Plan for English Learner Success

Action Plan

To ensure the theory of action is successfully implemented over time, the English Learner Master Plan Leadership Team developed the following detailed Action Plan. The following three pages provide a description of the four Strategic Drivers in our theory of action and identify high leverage strategies for each Driver. Subsequent pages (4 – 32) describe detailed actions for each high leverage strategy and each action includes how each step will be accomplished, what key milestones will be attained, and the personnel responsible for implementation.

Strategic Drivers and High Leverage Strategies

Strategic Driver I: Get the right people in the right work
~EL Focus: Employ and develop experts in English language development and bilingual education
Fresno Unified School District will employ certificated teachers with expertise in English Language Development, bilingual education, academic content areas, and languages other than English. We engage in various efforts to address teacher recruitment, placement, retention, and professional learning. Our leaders, teachers, and support staff have opportunities to improve their practice and ensure all English learner students have access to grade level materials and instruction through professional learning and collaboration that serve as springboards to prepare all teachers to provide for the needs of English Learners.
High Leverage Strategies
<ol style="list-style-type: none">1. Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach ELs by partnering with high schools and institutions of higher education.2. Develop and implement a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English Learner students.3. Develop a districtwide teacher academy focused on high-quality, effective instruction for English learner students.

4. Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities.
5. Enhance the teacher and administrator onboarding programs to emphasize the *Master Plan for English Learner Success* components.

Strategic Driver II:

Invest all stakeholders in a shared vision of effective instruction that drives our work

~EL Focus: Advance quality teaching for English learner students

Fresno Unified School District commits to improving educators' capacity to provide high-quality instruction for English learner students in all subject area classrooms, to ensure that upon graduation all current and former English learner students are college-and-career ready with the greatest number of opportunities from the widest array of options. The District vision and our approach to language development included in *Master Plan* provide the foundations for continuing the improvement in curriculum and instruction in elementary and secondary schools to advance quality teaching. District professional learning opportunities focus on building a district-wide understanding of curriculum and instruction that integrates language and literacy.

High leverage Strategies

1. Pursue the Fresno Unified School District's vision for English learner students through:
 - Develop a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards.
 - Enact effective English learner instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework.
 - Leverage Accountable Communities and Classroom Foundations at the district, region, and classroom level to ensure high academic expectations and practices that support English learner student achievement.
2. Ensure EL students receive both integrated English language development and content instruction, and designated English language development.
3. Support leaders and teachers of English learner students to use multiple sources of evidence to plan, guide, and inform daily instruction.

Strategic Driver III:

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations ~

~EL Focus: Establish structures and systems to support student and parent aspirations and goals

English learner students benefit from a school climate and culture that welcomes and values their assets and needs. Creating ongoing systems of communication that provide necessary information and invite both students and their families to engage with the schools increases the degree of success that English learner students experience. To promote equitable learning opportunities, we ensure that all schools and classrooms across the district foster a climate and culture that supports the diverse needs of English learner students and their families. We embrace the belief that all teachers are teachers of English learner students and all schools are appropriately equipped to serve them.

High Leverage Strategies

1. Create a district-wide culture that establishes all teachers as teachers of English learner students and all schools as schools for English learner students.
2. Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.
3. Engage effectively with families and build their capacity to provide academic support.
4. Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL instructional models, and graduation requirements.

Strategic Driver IV:

Ensure a coherent and effective instructional system to support schools in achieving our shared vision.

~EL Focus: Realign instructional program options, policies, structures, and systems for English learner students




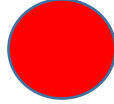


To foster more equitable learning opportunities for English learner students, we ensure that our policies, structures, and practices are coherent and aligned across our schools and departments. This alignment requires sufficient fiscal resources to fuel our improvement efforts. We strengthen the coherence and consistency of English Learner instruction districtwide, in alignment with our Instructional Practice Guide, and ensure teachers and administrators have and can effectively use quality evidence of student learning to continually improve programs, practices, and outcomes. We also ensure English learner students have time for enhanced English-language and literacy development, and that our


attendance policies support student success. All procedural stages of defining English learner students are reviewed and strengthened to ensure accuracy and support for student success.



High Leverage Strategies




1. Provide differentiated services and targeted academic content and language support for all English learner subgroups, including long-term English learner students, reclassified fluent English proficient students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.
2. Expand and enrich dual language programs based on parent requests and district capacity.
3. Expand and enrich newcomer programs and services.
4. Implement appropriate district instructional models for English learner students with fidelity to ensure rigorous academic programs for English Learner students in all classrooms.



Implementation Plan

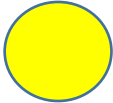

<p>Progress Key:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Completed </div> <div style="text-align: center;">  In Progress </div> <div style="text-align: center;">  Needs Attention </div> <div style="text-align: center;">  Behind schedule </div> </div>				
<p>Strategic Driver I: Get the right people in the right work. ~EL Focus: Employ and develop experts in bilingual education and English language development</p>				
<p>High Leverage Strategy 1. Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach English learner students by partnering with high schools and institutions of higher education.</p>				
A. What?	B. How?	C. Metric/Milestone	August 2019 ~Progress	D. Owners
a. Analyze district data on teacher recruitment, retention, and movement in and out of the District to identify unsuccessful and successful patterns associated district- and site- level programs.	1. Inquire more deeply into the problem of hiring qualified teachers with specific training and/or endorsements and generate targeted solutions.	<ul style="list-style-type: none"> Collect recruitment and retention data on district and site-level newly hired teachers by November 2016. Review teacher retention statistics. Review teacher mobility statistics 	 Completed and ongoing Teacher Development collects and reviews Pipeline data on an ongoing basis.	<ul style="list-style-type: none"> Sandra Toscano Kim Collins Teresa Morales
	2. Review district policies for inter- and intra-district teacher transfers for opportunities to enhance successful recruitment of	<ul style="list-style-type: none"> Revisions to district inter- and intra- district teacher transfer policies by January 2017. 		



	<p>teachers qualified to teach English learner students in alternative programs.</p>		<p>Completed and ongoing</p> <p>Yearly: During spring voluntary transfer fair site leaders hire teachers qualified to teach English learner students in alternative programs.</p> <p>Ongoing: Human Resources collaborates with teacher bargaining unit in order to best leverage the bargained transfer process of qualified teachers for English Learners.</p> <p>Human Resources collects and reviews transfer/retention data on an ongoing basis.</p>	
	<p>3. Design a transfer survey for teachers to voluntarily complete before final employment date at current site.</p>	<ul style="list-style-type: none"> • Voluntary transfer survey data by August yearly. 	 <p>Completed and ongoing</p>	


			<p>Voluntary transfer is conducted yearly by Human Resources</p> <p>Survey and placement data is collected as part of the transfer cycle</p>	
	<p>4. Examine recruitment practices and make decisions regarding practices to maintain or discontinue based on their success</p>	<ul style="list-style-type: none"> • Recommendations submitted by Spring 2017 • Implement best practices for the 2017-18 school year 	 <p>Completed and ongoing</p> <p>-Conducted by Teacher Development on a yearly basis</p>	
<p>b. Collaborate with IHEs to incorporate effective, research-based instructional strategies for English learner students into coursework.</p>	<p>1. Determine and expand the number of ELD and Bilingual Certified teachers.</p>	<ul style="list-style-type: none"> • Data on numbers of ELD and Bilingual certified teachers by December 2016 	 <p>Completed and ongoing</p> <p>-DLI Academy course</p> <p>-Bilingual Grant opportunities</p> <p>-Co-Teaching by FUSD and CSUF staff</p> <p>-Fresno Teacher Residency Program</p>	<ul style="list-style-type: none"> • Sandra Toscano • Kim Collins • Teresa Morales


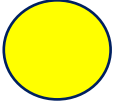

	<p>2. Ensure that the District English Language Development Framework and strategies centered on English learner students' needs are incorporated into all coursework.</p>	<ul style="list-style-type: none"> University/college course descriptions and syllabi reflect second-language acquisition theory, Fresno Unified's effective EL Instruction as outlined in the ELA/ELD framework, the District Language Development Framework, and EL needs-centered strategies by June 2017. 	 <p>Completed and ongoing -Fresno Unified collaborates with Fresno State and Fresno Pacific University to ensure teacher preparation programs reflect the ELA/ELD Framework. Collaboration will continue to deepen the learning, continue efforts, and expand implementation.</p>	
	<p>3. Provide incentives for all education majors to complete bilingual and/or ELD endorsement as part of their teacher education degree.</p>	<ul style="list-style-type: none"> Identified incentives by December 2016 Feedback analysis from the recruitment fair within one month of the event. 	 <p>Pipeline programs with incentives: -Teacher Academy -Para Academy -Transition to Teaching -Fresno Teacher Residency</p>	
	<p>4. Research the effectiveness of Fresno Unified's Teacher Residency Model to</p>	<ul style="list-style-type: none"> Sample EL questions generated for interview 		



	<p>promote effective EL instruction and incorporate into determining the viability of promoting and expanding the program.</p>	<p>process by October 2016</p> <ul style="list-style-type: none"> • Examples of student (TRP) responses regarding English learner students to the interview questions to be reviewed at least three times a year. 	<p>Completed and Ongoing</p> <p>-Fresno Teacher Residency interview/ evaluation questions (WestED)</p>	
	<p>5. Require FTRP students to use the Instructional Practice Guide to focus on English learner student learning</p>	<ul style="list-style-type: none"> • Spring 2017: Student observations conducted and subsequent analysis of student (TRP) observation forms within one month of the observations to inform teaching pipeline instruction. 	 <p>Completed and Ongoing</p> <p>-Observations of FTRP participants and the graduates are consistently and systematically utilizing the IPG</p>	
<p>c. Collaborate with stakeholders of existing education pathway programs at the high school level to strengthen the District's early career pipeline into teaching and expand to</p>	<p>1. Determine the number of EL students graduating from teacher pathway programs.</p>	<p>Year 2: 2017-2018</p> <ul style="list-style-type: none"> • Internal assets/needs assessment analysis by January 2018. • Research and planning. 	 <p>There are 3 high schools implementing Teacher Pathways. Below are the numbers of EL/RFEP 2018 graduate students from the</p>	<ul style="list-style-type: none"> • Sandra Toscano • Kim Collins • Teresa Morales • Brian Wall • Jeremy Ward • University Partners • Elizabeth Fralicks

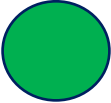


additional sites			<p>program:</p> <ul style="list-style-type: none"> • McLane 26/32 (81%) • Roosevelt 29/47 (62%) • Sunnyside 77/200 (39%) 	
	<p>2. Determine the benefit of teacher pipeline programs for English learner students</p>	<ul style="list-style-type: none"> • Quarterly meetings of network of high schools with teaching pathways, supported by Career Technical Education, Human Resources, EL, Teacher Development and higher education partners. 	 <p>Pipeline Recruitment-Teacher Academy summer program has grown from 14 to 187 participants over the past 6 years.</p> <p>Research needs to be realized to determine the benefit of teacher pipeline programs for EL students</p>	
	<p>3. Research current EL teacher recruitment practices into pathway programs.</p>	<ul style="list-style-type: none"> • Recommendations to increase enrollment of a-g eligible high school English learner students into current and future teacher pathway programs by Spring 2020 	 <p>Pipeline Recruitment-Teacher Academy summer program's next</p>	



			steps include identifying English Learner participants to support them in completing teacher pathway programs
	4. Insert strategies into existing recruitment fairs to increase enrollment of English learner students in the teacher pipeline program	<ul style="list-style-type: none"> Proportion of English learner students who graduate from teaching EL pathways matches district proportion of English learner student graduates 	 Juniors and Seniors invited to recruitment fairs. Teacher Academy, Summer Program - 67% of English Learners (120/180) -61% Redesignated, -6% Current EL
	5. Explore adding other educational apprenticeship programs (e.g., bilingual, special education, speech, language).	<ul style="list-style-type: none"> Increase in the number and variety of teacher pipeline programs to supports the district’s diverse student population (baseline and target to be determined) 	 Completed and ongoing 2019-2020 is planning year for CCTC grant and potentially new TQP grant

			ELS to collaborate with Teacher Development on future Bilingual Grant opportunities	
High leverage strategy 2: Develop and implement a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English learner students.				
A. What?	B. How?	C. Metric/Milestone	August 2019- Progress	D. Owners
a. Invest significantly in leaders' professional learning in deepening understanding of effective instruction for English learner students.	1. Develop a professional learning module for site and district leaders on how to best establish an effective EL Instructional Program which includes strategies for language development, and attaining projected outcomes as outlined in the <i>Master Plan</i> . This module will support leveraging the IPG and PLCs to improve outcomes for EL students and will lead to attainment of the <i>Fresno Unified Certificate of Expertise in English Learner Leadership</i>	<ul style="list-style-type: none"> • 100% of existing site and district leaders will complete the program by June 2020. • Sign-in sheets reflect attendance. • Analyze completed feedback forms from each professional learning session in the program. • Improved student learning as evidenced in CELDT and literacy assessment results. 	<div style="text-align: center;">  </div> <p>26 Site Leaders of participating Lab Schools have received 24 hours of professional learning related to instruction of English Learners.</p> <p>30 Site Leaders participated in the June 25-26 EL Academy for Leaders which focused on compliance and best practices related to ELD instruction and assessment.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Carlos Castillo





	2. Create professional learning structures and processes to accelerate improvement for English learner students, using the Site Plan for Student Achievement	<ul style="list-style-type: none"> Analyze completed professional learning plans from each existing district leader 	 <p>Structures are created and Site leaders utilize student achievement data and the SPSA process</p>	
b. Identify and recruit potential Administrators for leadership academy.	1. Generate potential list leaders (district and site administrators) who will implement the District Vision for EL Success and the District English Language Development Framework.	<ul style="list-style-type: none"> 100% of those identified agree to participate in EL Leadership Academy 	 <p>Focus on recruitment of secondary leaders to participate in EL Academy for Leaders given that participation has been low in prior sessions</p>	<ul style="list-style-type: none"> Sandra Toscano Katie Russell Carlos Castillo
c. Determine specific goals/purpose of leadership academy in support of English learner students’	1. EL Leadership Academy participants will support the plan roll-out by: (1) disseminating information to their role-alike groups, (2)	<ul style="list-style-type: none"> Percentage of EL Leadership Academy members active in carrying out their roles and responsibilities as 		<ul style="list-style-type: none"> Sandra Toscano Katie Russell

academic/social needs.	actively engaging in professional learning offerings, and (3) identifying practices and tools that are not aligned with the plan and assisting in strengthening their alignment.	evidenced by the achievement of Implementation targets. <ul style="list-style-type: none"> Evidence of student progress as measured in state and local assessments 	Goals and purpose are included in the professional learning module. EL Academy for Leaders was launched on June 2019 with 30 participants present	
	2. Integrate elements of the <i>Master Plan</i> such as the district vision for EL Success and the English Language Development Framework, Grade Level Standards-Based Instruction, IPG and professional learning to build teacher core competencies into the Site Plan for Student Achievement.	<ul style="list-style-type: none"> Site-based action plans that integrate the District Vision for EL Success and the District English Language Development Framework, IPG and Grade Level Standards-Based Instruction. 	 <p>A menu of actions addressing needs of EL students for lab schools and Dual Language Programs to consider adding to their 2019-2020 Site Plan for Student Achievement was provided</p>	
d. Provide targeted professional learning for EL Leadership Academy on: <ul style="list-style-type: none"> District vision for English learner student success District English 	1. Academy participants engage in site-based, online, or centralized professional development.	<ul style="list-style-type: none"> Sign-in sheets and feedback forms for professional learning sessions and institutes 	 <p>EL Academy for Leaders was launched in June 2019</p>	<ul style="list-style-type: none"> Sandra Toscano Carlos Castillo Katie Russell

<p>Language Development Framework, and</p> <ul style="list-style-type: none"> • Grade Level Standards-Based Instruction language development competencies, • Leadership and presentation skills. 	<p>2. Build their capacity to use the Site Plan for Student Achievement to increase English learner student improvements.</p>	<ul style="list-style-type: none"> • Aligned SPSAs that reflect actions designed to increase English learner student achievement • Increased student learning as evidenced by ELPAC and local literacy assessments 	 <p>A menu of actions addressing needs of EL students for lab schools and Dual Language Programs to consider adding to their 2019-2020 Site Plan for Student Achievement was provided</p>	
<p>e. Design articulation and collaboration systems for curating and disseminating best EL instructional practices at the site and districtwide.</p>	<p>1. Engage in problems of practice processes related to improving the quality of engagement for English learner students in classroom practice as outlined in tenet 1 and 3 in the IPG.</p>	<ul style="list-style-type: none"> • Identify patterns and report quarterly on trends. • Increase of classrooms rating “Mostly” or “Yes” on IPG tenets 1 and 3. 	 <p>The Instructional Practice Guide is utilized by all to observe classroom instruction and provide feedback, leading to an increase of the number of classrooms rating “Mostly” or “Yes”</p>	<ul style="list-style-type: none"> • Sandra Toscano • Tiffany Hill • Katie Russell
	<p>2. Codify and share promising practices including those described in the Instructional Practice Guide as evidenced</p>	<ul style="list-style-type: none"> • Codify and share two promising practices quarterly with accountable communities 		

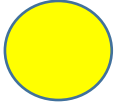
	through visits, using online resources and videos.		Academic Discourse & Scaffolding have been identified as promising practices and are being implemented district-wide.	
	3. Refine resources that exemplify best instructional practices for EL instruction for use by instructional leadership teams in their professional learning offerings.	<ul style="list-style-type: none"> Increased student learning as evidenced by ELPAC and local literacy assessments 	 The practices and tools continue to be refined as the practices deepen and expand to more schools	
	4. Schedule and deliver annual series of EL Site Rep sessions designed to provided information and reminders regarding legal requirements and best instructional practices	<ul style="list-style-type: none"> Schedule 6 EL Site Rep Meetings per year with designated EL Site Reps Compliant EL Programs as monitored by FPM Reviews 	 6 Sessions are offered annually. Prior FPM Reviews have found the district to be compliant in EL items	<ul style="list-style-type: none"> Maryann Lambarén Elizabeth Fralicks



High leverage strategy 3: Develop a districtwide teacher academy focused on high-quality, effective instruction for English Learner students.


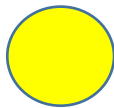
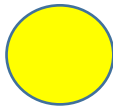
A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
a. Provide targeted grade-level/content area teachers 90 hours of in-depth professional development on effective practices for EL students. Completion of the 90 hours will lead to attainment of the <i>District Certificate of Expertise in EL Instruction</i>	1. The 90 hours are attained by attending two 45-hour courses as approved through PL Column 5	<ul style="list-style-type: none"> • Completion of PL column 5 courses • Increased English Learner achievement as evidenced by state and local assessments 	 Courses are offered on an ongoing basis	<ul style="list-style-type: none"> • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Sandra Alonzo
	2. Build the instructional capacity of teachers using instructional coaching, peer support through accountable communities, and the co-teaching model in all disciplines, at all levels.	<ul style="list-style-type: none"> • Time commitments aligned to yearly goals based on Fresno Unified specific roles completed through 2019 summer and academic year offerings. 	 Courses are offered on an ongoing basis	<ul style="list-style-type: none"> • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Sandra Alonzo
	3. Facilitate teacher co-planning, shadowing and doing observations in Fresno Unified classrooms implementing effective practices.	<ul style="list-style-type: none"> • Sign-ins and completion certificates • Increased student learning as evidenced by language acquisition assessments and local literacy assessments 	 These activities are part of the on-going practices to deepen EL instructional practices	
b. Provide differentiated professional learning on topics	1. Offer tailored professional learning based on site needs, including site-based, online, and/or	<ul style="list-style-type: none"> • Development of teacher surveys and evaluation data. • Evaluate teacher 		<ul style="list-style-type: none"> • Maryann Lambarén • Elizabeth Fralicks

<p>related to EL leading to attainment of the <i>District Certificate of Expertise in EL Instruction</i></p>	<p>centralized professional learning.</p>	<p>surveys and assessment data.</p> <ul style="list-style-type: none"> Evaluations at the end of professional learning opportunities. 	<p>The following professional learning opportunities are provided on an ongoing basis:</p> <ul style="list-style-type: none"> Elementary ELD Secondary ELD Dual Language Immersion Academy Dual Language Immersion Summer Institute DLI/bilingual teacher accountable community Lab school PL District TSA professional learning 	<ul style="list-style-type: none"> Doua Vu Patricia Wolf Kincade Teresa Morales Katie Russell Carlos Castillo
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High leverage strategy 4: Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities.

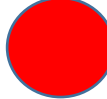
A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
<p>a. Design articulation and collaboration systems for disseminating best EL instructional practices at the site and district level.</p>	<p>1. Identify potential systems for disseminating and collaborating about best EL Instructional Practices</p>	<ul style="list-style-type: none"> Menu of dissemination platforms and systems by December 2019. 	 <p>Share through the District Update, EL Site</p>	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambarén Elizabeth Fralicks Teresa Morales Katie Russell

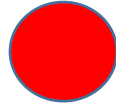

			Representative Meetings, Co-Admin, EL website, and face-to-face training	<ul style="list-style-type: none"> • Tiffany Hill • Carlos Castillo
	2. Engage in problems of practice processes related to improving the quality of engagement for English learner students in classroom practice as outlined in tenet 1 and 3 in the IPG.	<ul style="list-style-type: none"> • Identify patterns observed based on practice improvement target • Increase of classrooms rating “Mostly” or “Yes” on IPG tenets 1 and 3. 	 <p>Academic Discourse & Scaffolding have been identified as promising practices and are being implemented district-wide.</p>	
	3. Codify and share promising practices including those described in the Instructional Practice Guide as evidenced through visits, using online resources and videos.	<ul style="list-style-type: none"> • Publish promising practices 	 <p>Academic Discourse & Scaffolding have been identified as promising practices and are being implemented district-wide.</p> <p>Scaling of the work has begun through teaming structures (such as District Manager and Coaches’ meetings) created to support cross</p>	



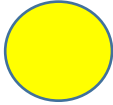
			department collaboration and work.	
	4. Refine these resources for use by instructional leadership teams and professional learning communities in their professional learning offerings.	<ul style="list-style-type: none"> Publish promising practices 	 Academic Discourse Resource document and Keystone Pedagogies (promising practices) are created and will be disseminated	
b. Provide all teachers, site leaders, and district personnel with an overview of the ELA/ELD Framework and Grade Level Standards-Based Instruction.	1. Provide site-based, online, and/or centralized professional development for teachers, site leadership, and district personnel.	Time commitments aligned to yearly goals based on District specific roles completed through summer and academic year offerings.	 Collaborate with Teacher Development to identify ELA/ELD Framework as a mandated PL for new teachers	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambarén Elizabeth Fralicks Janie DeLaCerde Alison Mosley Teresa Morales
c. Implement classroom practices reflecting the Instructional	1. Focus site-based ACs on the continuous improvement of integrated and designated ELD instruction, with	<ul style="list-style-type: none"> Monitor the implementation of Integrated and Designated ELD at 		<ul style="list-style-type: none"> Sandra Toscano Maryann Lambarén



Practice Guide in integrated and designated ELD instruction	support provided by the site leadership team and principal.	schools where leaders have attended the EL Academy for Leaders <ul style="list-style-type: none"> • Monitor the progress of EL Students in learning English as measured by the ELPAC 	A monitoring plan needs to be developed and implemented during the 2019-20 school year	<ul style="list-style-type: none"> • Elizabeth Fralicks • Teresa Morales • Katie Russell • Carlos Castillo
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High leverage strategy 5: Enhance the teacher and administrator onboarding programs to emphasize the *Master Plan for English Learner Success* components.

A. What?	B. How?	C. Metric/Milestone		D. Owners
a. Embed the District English Language Arts/English Language Development Framework, English learner student needs, strategies, and projected outcomes of the <i>Master Plan</i> into	1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials.	<ul style="list-style-type: none"> • By September 15, 2019, mandated Professional Learning related to ELA/ELD Framework will be identified • By June 30, 2020, all new teachers attending Saturday Pipeline PL will have received the mandated PL for EL students 	 <p>Although completed, this PL has not been mandated, thereby allowing teachers to decide attendance.</p> <p>Completed by co-teaching prep programs</p>	<ul style="list-style-type: none"> • Sandra Toscano • Teresa Morales • Julie Severns • Carlos Castillo

existing onboarding programs.			with IHE and including developmental curriculum during Saturday Pipeline trainings and New Teacher Conferences.	
	2. Develop a pre and post assessment to administer to new teachers to determine their level of understanding of the presented EL concepts.	<ul style="list-style-type: none"> • Assessment completed by September 2019 • Post-Assessment will be administered by May of 2020 	 <p>Develop learning for new teachers on EL instruction including a pre and post assessment by December 2019.</p>	<ul style="list-style-type: none"> • Elizabeth Fralicks • Maryann Lambarén • Teresa Morales
	3. Offer professional learning credit or incentives throughout the year.	<ul style="list-style-type: none"> • Professional learning opportunities offered 	 <p>This is offered through our New Teacher Conferences and Saturday Pipeline trainings. The EL staff offers PL sessions.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Teresa Morales • Julie Severns • Carlos Castillo

	4. Develop a post-assessment to administer to new teachers at the end of Year 1 to determine their level of understanding of the presented concepts.	<ul style="list-style-type: none"> Assessment completed by September 2019 Annually, revisit and revise professional learning offerings based on the data attained from post-assessment. 	 Implement by Spring 2020 with all new teachers.	<ul style="list-style-type: none"> Elizabeth Fralicks Maryann Lambarén Teresa Morales
b. Create networking opportunities among schools to share exemplars of high-quality EL instruction.	1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, PLCs, grade-level discussions, and/or presentations.	<ul style="list-style-type: none"> Quarterly articulation based on grade level, content, and language proficiency level. 	 Ongoing opportunities for networking are provided through walk-throughs of Lab Schools and Dual Language Immersion programs. Instructional Practice Walks include networking opportunities utilizing the IPG.	<ul style="list-style-type: none"> Sandra Toscano Carlos Castillo Supervisors of Schools
	2. Shift to Microsoft Teams as the platform to share information/practices on an ongoing basis.	<ul style="list-style-type: none"> Microsoft Teams have been established by grade and content. Identify percentage of teachers participating in uploading and accessing 	 The district has established Microsoft	<ul style="list-style-type: none"> Tiffany Hill Sandra Toscano

		resources	Teams as the sharing platform. Currently it is not widely used by all.	
c. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides' language and the ELA/ELD Framework.	1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and walkthroughs). Examples to be collected during High-Leverage Strategy I.	<ul style="list-style-type: none"> Monthly PLC discussions for trends at site Tools to be utilized identified 	 <p>Sessions have been provided at new teacher workshops and conferences. However, more opportunities need to be structured for new leaders. Tools need to be developed to measure progress and implementation</p>	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambarén Elizabeth Fralicks Teresa Morales Katie Russell Carlos Castillo
	2. Prepare (e.g. video clips, vignettes, and walkthroughs) for calibration process	<ul style="list-style-type: none"> Completed tool to be used in calibration process Document usage by monitoring number of viewings from each on-line source 	<p>Collaborate with Leadership Development to include non-negotiable learning for new leaders by November 2019.</p>	
	3. Schedule on-going collaboration meetings for teachers and leaders to continue calibration development for no less than 10 hours each year.	<ul style="list-style-type: none"> 90% inter-rater reliability on IPG ratings when viewing and rating high-quality instruction for English learner students by June 2020. 	 <p>Teachers utilize the IPG for intentional planning</p>	<ul style="list-style-type: none"> Sandra Toscano Katie Russell Carlos Castillo Tiffany Hill

		<ul style="list-style-type: none"> • Calibration to completed late spring 2020. 	<p>and delivery of instruction to meet the needs of all students.</p> <p>Leaders use the IPG to observe instruction and provide feedback, leading to meet the needs to all students.</p>	
	<p>4. Use the agreements from the calibration experiences to inform next steps for implementing high- quality instruction for English learner students.</p>	<ul style="list-style-type: none"> • Exemplars developed 	 <p>In progress and ongoing</p>	

Strategic Driver II


Invest all stakeholders in a shared vision of effective instruction that drives our work.



~EL Focus: Advance quality teaching for EL students




High leverage Strategy 1:


- Pursue the Fresno Unified School District’s Vision for English learner students through:
 - Developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards
 - Enacting effective EL instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework
 - Leveraging accountable community and classroom foundations at the district, region, and classroom level to ensure high academic expectations and practices that support English learner student achievement.

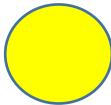
A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
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<p>a. All content professional learning explicitly integrates the ELD standards and provides strategies, language, analytical practices, and content instruction that provide access to the challenging grade level content for English learner students as delineated in the California ELA/ELD Framework</p>	<p>1. Continue current structures of Lab Schools with current schools including:</p> <ul style="list-style-type: none"> • Teachers’ course • Coaches’ course • Principals’ course • District leader course • Coaching for all levels • Coaching for EL personnel <p>Leverage all English learner supports in the adopted curriculum to assist teachers in the implementation of new materials</p>	<ul style="list-style-type: none"> • Dates and locations of courses determined by spring 2019 • Three coaching session dates for TSAs per semester to deepen their knowledge, established by Spring 2019 • Co-facilitated teachers’ courses scheduled with EL TSAs and WestEd partners for six sessions throughout the year, by Spring 2019 • Grade level coaching provided to participating sites in-between PL sessions by Spring 2019 • Three professional learning sessions conducted for principals. Review feedback and incorporate as appropriate by Spring 2019 • Site based coaching for principals provided. Feedback reviewed and incorporated for future activities as appropriate • Common learning for district level scheduled and provided. Feedback reviewed and incorporated for future activities as appropriate. 	<div style="text-align: center;">  </div> <p>These activities are ongoing in Lab Schools and other sites as requested in the following structures:</p> <ul style="list-style-type: none"> • Courses • Coaching • Whole staff professional learning • Grade/department level 	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Tiffany Hill • Katie Russell • Carlos Castillo
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	<p>2. Expand Lab Schools to include more teachers and leaders in learning effective methodologies for English Learner students</p>	<ul style="list-style-type: none"> • Additional elementary & secondary sites • Training provided to onboard new EL TSAs August 2019 • ELPAC & CAASPP results indicating increased percent of students meeting grade level standards and/or advancing an English proficiency level 	 <p>2018-2019 expanded to Turner Elementary</p> <p>2019-2020 expansion to Hidalgo Elementary, Scandinavian, Terronez and Kings Canyon Middle Schools</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Katie Russell • Carlos Castillo
	<p>3. Utilize EL TSAs to apply learnings from Lab Schools to train small cohorts of TSAs at 40 designated schools</p> <ul style="list-style-type: none"> • All TSAs from 40 schools will receive monthly PL sessions • Up to ten self-selected sites will receive additional PL, additional half day and 4xs a month side by side coaching from EL TSA. 	<p>By August of each year:</p> <ul style="list-style-type: none"> • Dates determined for PL • Dates established for TSA cohort meetings • EL TSAs assigned to support cohort TSAs • Communication plan for sites and district leaders • Survey to determine TSA needs determined and incorporated as appropriate • Opportunities to provide feedback incorporated as appropriate 	 <p>Ongoing and differentiated by need</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Katie Russell • Carlos Castillo



	4. Continue ongoing professional learning for content managers and TSAs building upon the practices and pedagogies as described in the ELA/ELD Framework	<ul style="list-style-type: none"> • PL plan with timeline and meeting schedules to train all content leads in Math, Science, HSS, and ELA by September 2019, to begin October 2019 • Content leads, secondary TSAs and EL manager incorporate needs and learnings from 2018-19 into all PL opportunities • EL students' academic language and literacy needs are incorporated into PL, curriculum, and assessments for Math, ELA, HSS, and Science 	 Limited teaming structures between all departments are in place and allow for the ongoing learning of ELA/ELD Framework	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Carlos Castillo • Tiffany Hill • Jeremy Ward
b. All EL and CIPL managers and TSAs have a deep understanding of the EL supports in the adopted curriculum	1. All managers and TSAs will participate in common learning sessions to develop a deep understanding how to utilize and enhance the GVC to provide high quality integrated and designated ELD	<ul style="list-style-type: none"> • Completed common learning sessions • Feedback from sessions • Improved integrated and designated instruction as measured by IPG 	 Teaming structures between all departments are in place and allow for the ongoing learning of the district adopted curriculum	<ul style="list-style-type: none"> • Carlos Castillo • Sandra Toscano • Tiffany Hill • Teresa Morales
c. Implement classroom practices reflecting the	1. Focus site-based ACs on the continuous improvement of practice, with support	<ul style="list-style-type: none"> • Analyze observation protocol notes as well as PLC notes 		<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén


<p>Instructional Practice Guide in integrated and designated ELD instruction</p>	<p>provided by the site leadership team and principal.</p>	<ul style="list-style-type: none"> • Instruction at Lab Schools reflects the Instructional Practice Guides description of classroom practices in the areas of Integrated and Designated ELD 	<p>Implementing these practices in all Lab Schools.</p> <p>Professional development provided by EL Services Department includes explicit instruction on how EL practices are exemplified in the IPG.</p>	<ul style="list-style-type: none"> • Elizabeth Fralicks • Teresa Morales • Katie Russell • Tiffany Hill • Carlos Castillo
<p>d. Create networking opportunities among schools to share exemplars of high-quality EL instruction.</p>	<p>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</p>	<ul style="list-style-type: none"> • Quarterly articulation based on grade level, content, and language proficiency level. 	 <p>Ongoing opportunities for networking are provided through walk-throughs of Lab Schools and Dual Language Immersion programs.</p> <p>Instructional Practice Walks include networking opportunities utilizing the IPG.</p>	<ul style="list-style-type: none"> • Carlos Castillo • Sandra Toscano • Katie Russell • Janie DeLaCerde • Alison Mosley • Jeremy Ward

	2. Shift to Microsoft Teams as the platform to share information/practices on an ongoing basis.	<ul style="list-style-type: none"> Microsoft Teams have been established by grade and content. Identify percentage of teachers participating in uploading and accessing resources 	 <p>The district has established Microsoft Teams as the sharing platform. Currently it is not widely used by all.</p>	<ul style="list-style-type: none"> Tiffany Hill Sandra Toscano
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High Leverage Strategy 2: Ensure ELs receive both integrated English language development and content instruction, and designated English language development.


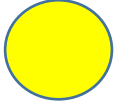
A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
a. Embed ELD Standards and ELD instruction in all content professional learning	1. Build understandings and application of the ELD Standards to provide designated and integrated ELD to all schools	<ul style="list-style-type: none"> Each school has an assigned TSA from EL Services every year Site leaders identify and regularly communicate plans and actions to address integrated and designated ELD with EL TSA EL TSAs' site support monitored through 1x1 meetings and 6-8 week plans Site data reviewed quarterly to determine impact, adjust support and reprioritize support 	 <p>Professional development provided by EL Services Department includes explicit instruction on how EL practices as exemplified in the ELA/ELD Framework.</p>	<ul style="list-style-type: none"> Sandra Toscano Carlos Castillo Maryann Lambarén Elizabeth Fralicks Teresa Morales Katie Russell

	<p>2. Provide ongoing professional learning and updates to site administrators on the development of programs to support designated and integrated ELD at District Systems Work meetings and other available settings and venues</p>	<ul style="list-style-type: none"> • Documentation of PL Sessions such as EL Site Rep Meetings, EL Academy for Leaders and site provided sessions reflect evidence of ELD training • Site administrators receive ongoing information through district update • Academic progress of EL students should reflect increased proficiency 	 <p>Six EL Site Representative meetings have been scheduled for the 2019-2020 to provide PL and updates.</p> <p>Updates are provided through PL at Lab Schools and at sites as requested.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks
	<p>3. Provide ongoing professional learning to develop EL Academy for Leaders</p>	<ul style="list-style-type: none"> • Dates and topics regarding English learner students determined for EL Academy for Leaders cohort by September 2018 • EL Academy for Leaders receives a minimum of 10 hours regarding EL instruction and program • New leaders exit cohort prepared to lead schools and departments with expertise in EL instruction and programs and aware of district resources and support 	 <p>The EL Academy for Leaders has been developed and 30 site administrators participated in June 2019</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Tiffany Hill • Teresa Morales • Julie Severns

	<p>4. Participate in district work team structure to ensure inclusion of ELD Standards into all professional learning</p>	<ul style="list-style-type: none"> • EL Staff assigned to weekly work team meetings, attendance 90-100% • Feedback from site walks, school leadership, professional learning and assessment data analyzed to plan and strategically support sites to serve English learner students (ongoing) 	 <p>Limited teaming structures between all departments are in place and allow for the ongoing learning of the ELD Standards. Topics are prioritized. ELD standards have not been addressed yet.</p>	
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High Leverage Strategy 3: Support leaders and teachers of English learner students to use multiple sources of evidence including the School Quality Improvement Index, ATLAS, summative and formative assessments, state and local assessments, walkthrough data from the Instructional Practice Guides (IPG), and student work samples to plan, guide, and inform daily instruction.

A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
<p>a. Establish and implement cycles of continuous improvement focused on English learner students and based on multiple sources of evidence at teacher, site leader, and district leadership teams.</p>	<p>1. Schools with ELs as a significant sub-group as identified by ESSA engage in a cycle of continuous improvement with a focus on data indicators centered on EL Redesignation and academic achievement</p>	<ul style="list-style-type: none"> • Schools respond to identified area of improvement • English Learners gain one level per year as measured by ELPAC • Decrease in Long Term English Learners • Increase in redesignation 	 <p>McLane, Roosevelt, and Sunnyside regions identified improvement of outcomes for ELs as a focus and are conducting these cycles.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Julie Severns • Katie Russell • Site leaders • AC teams

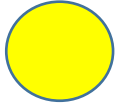
	<p>2. Schools collaborate with assigned EL TSA to utilize school EL Redesignation Goal Setting Report, ELPAC Progress Report, and RFEP Student Report to address instructional needs of English learner and RFEP students</p>	<ul style="list-style-type: none"> Completed school data profile and actions aligned to data Interventions designed to address identified needs specifically at-risk EL students or LTELs 	 <p>Based on site request EL services staff support site leaders and teachers with interpretation and application of data to address the instructional needs of EL students.</p>	
	<p>3. All PLC teams develop goals for English learner students based on IPG walk-through data, school data profile, and assessment data</p>	<ul style="list-style-type: none"> Goals set by ACs are attained 	 <p>Some PLC teams develop goals specific to EL students.</p>	


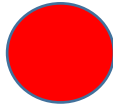
Strategic Driver III


Establish a diverse, inclusive accountable community that embraces a culture with high expectations.

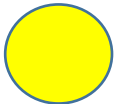

EL Focus: Establish structures and systems to support student and parent aspirations and goals

High leverage strategy 1: Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.



A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
<p>a. Provide all teachers, with an overview of the ELA/ELD Language Development</p>	<p>1. Provide site-based, online, and/or centralized professional development for teachers.</p>	<ul style="list-style-type: none"> Monitor the number of teachers who received this professional learning this year and increase by 10% each 	 <p>Approximately 25% of</p>	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambarén Elizabeth

<p>Framework and Grade Level Standards-Based Instruction.</p>		<p>year.</p>	<p>teachers have received professional learning</p>	<p>Fralicks</p> <ul style="list-style-type: none"> • Teresa Morales • Katie Russell • Carlos Castillo
<p>b. Implement classroom practices reflecting the Instructional Practice Guide in integrated and designated ELD instruction</p>	<p>1. Focus site-based ACs on the continuous improvement of practice, with support provided by the site leadership team and principal.</p>	<ul style="list-style-type: none"> • Analyze observation protocol notes as well as AC notes • Instruction at Lab Schools reflects the Instructional Practice Guides description of classroom practices in the areas of Integrated and Designated ELD 	<div style="text-align: center;">  </div> <p>Implementing these practices in all Lab Schools.</p> <p>Professional development provided by EL Services Department includes explicit instruction on how EL practices are exemplified in the IPG.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Katie Russell • Carlos Castillo
<p>c. Embed the District English Language Arts/English Language Development Framework, English learner student needs,</p>	<p>1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials.</p>	<ul style="list-style-type: none"> • By September 15, 2019, mandated Professional Learning related to ELA/ELD Framework will be identified • By June 30, 2020, all new teachers attending Saturday Pipeline PL 	<div style="text-align: center;">  </div> <p>Although completed, this PL has not been mandated, thereby allowing teachers to</p>	<ul style="list-style-type: none"> • Sandra Toscano • Teresa Morales • Julie Severns • Carlos Castillo

<p>strategies, and projected outcomes of the <i>Master Plan</i> into existing onboarding programs.</p>		<p>will have received the mandated PL for EL students</p>	<p>decide attendance.</p> <p>Completed by co-teaching prep programs with IHE and including developmental curriculum during Saturday Pipeline trainings and New Teacher Conferences.</p>	
<p>d. Create networking opportunities among schools to share exemplars of high-quality EL instruction.</p>	<p>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</p>	<ul style="list-style-type: none"> • Quarterly articulation based on grade level, content, and language proficiency level. 	 <p>Ongoing opportunities for networking are provided through walk-throughs of Lab Schools and Dual Language Immersion programs.</p> <p>Instructional Practice Walks include networking opportunities utilizing the IPG.</p>	<ul style="list-style-type: none"> • Carlos Castillo • Sandra Toscano • Katie Russell • Janie DeLaCerde • Alison Mosley • Jeremy Ward



	<p>Shift to Microsoft Teams as the platform to share information/practices on an ongoing basis.</p>	<ul style="list-style-type: none"> • Microsoft Teams have been established by grade and content. Identify percentage of teachers participating in uploading and accessing resources 	 <p>The district has established Microsoft Teams as the sharing platform. Currently it is not widely used by all.</p>	<ul style="list-style-type: none"> • Tiffany Hill • Sandra Toscano
<p>1. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides Language and the ELA/ELD Framework.</p>	<p>1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and walkthroughs). Examples to be collected during High-Leverage Strategy</p>	<ul style="list-style-type: none"> • Monthly AC discussions for trends at site. • Tools to be utilized are identified 	 <p>Sessions have been provided at new teacher workshops and conferences. However, more opportunities need to be structured for new leaders. Tools need to be developed to measure progress and implementation</p> <p>Collaborate with Leadership Development to include non-negotiable learning for new leaders by September 2019.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Teresa Morales • Katie Russell • Carlos Castillo • Jeremy Ward


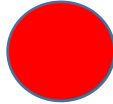
High leverage strategy 2: Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.

A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
<p>a. Teachers use grade level, research-based, proven curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity</p>	<p>1. Support PLC teams in planning and assist teams in identifying materials that reflect the cultural diversity of their classrooms/sites</p>	<ul style="list-style-type: none"> Lesson plans reflecting the cultural diversity of Fresno Unified classrooms 	 <p>Adopted materials are reflective of the state's criteria for addressing culturally diverse students and PL is provided to support effective EL instructional practices.</p>	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambaren Elizabeth Fralicks Tiffany Hill Carlos Castillo
<p>b. Ensure English learner students receive available and appropriate resources to support social emotional well-being and make progress toward graduation and college and career readiness</p>	<p>2. Partner with Prevention and Intervention Department and Counseling Department to guarantee support staff such as social workers, academic counselors, and resource counselors target services for identified English Learner students</p>	<ul style="list-style-type: none"> Training conducted with Prevention and Intervention Department to identify English learner students that meet criteria for services two times per year EL caseload identified per social worker 	 <p>2019/20 Social Emotional Intake Assessments are</p>	<ul style="list-style-type: none"> Sandra Toscano Maryann Lambaren Elizabeth Fralicks Ambra Dorsey Jeremy Ward

			currently in progress. In partnership with Equity & Access, a tool is being developed which will assist in identifying English Learner students in need of attendance, behavior and/or social emotional support (EHS no longer operational).	
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High leverage strategy 2: Engage effectively with families and build their capacity to provide academic support.

A. What?	B. How?	C. Metric/Milestone		D. Owners
1. Inform, equip & involve parents to be fully engaged in the academic decision making process	1. Expand “Abriendo Puertas” courses for parents of English Learners	<ul style="list-style-type: none"> • Schedule of Abriendo Puertas courses for 2016-2017 • Agendas, sign-ins and feedback for each session • Increased language acquisition and literacy skills as measured by state and local assessments 	 This is an ongoing activity and expansion will be determined at end of year	<ul style="list-style-type: none"> • Sandra Toscano • Deanna Mathies • Zuleica Murillo
	2. Revise and expand English Learner Parent Modules in collaboration with Parent University	<ul style="list-style-type: none"> • Completed modules • Plan to disseminate parent modules • Parent feedback • Published schedule of offerings 	 Ongoing	<ul style="list-style-type: none"> • Zuleica Murillo

	<p>3. Establish college excursions for students and families</p>	<ul style="list-style-type: none"> • Schedule of excursions • Roster of students and parents attending • Roster of participating 12th students matriculating to IHEs • Increased graduation rates • Increased A-G completion 	 <p>Identify groups of mentors and mentees to participate in college excursions in Spring of 2019.</p> <p>Migrant English Learner students participate in college excursions two times per year.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Jeremy Ward • Elizabeth Fralicks • Darrin Person • Francisco Fregoso
	<p>4. Expand partnership with Mexican and Central American indigenous community organizations and the Mexican Consulate and CA universities to address instructional needs of students from indigenous background.</p>	<ul style="list-style-type: none"> • Accurate identification of indigenous students • Conduct a needs assessment with parents and students 	 <p>Actively seek partnerships to support students from indigenous background.</p> <p>Seek out more refined data sources for understand indigenous populations.</p> <p>Seek out interpretation resources for parents</p>	<ul style="list-style-type: none"> • Sandra Toscano • Thea Fabian

and students.

High leverage strategy 3: Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL Instructional Models, and graduation requirements.

A. What?	B. How?	C. Metric/Milestone		D. Owners
<p>a. Develop communication plans to provide important information for parents of English learner students</p>	<ol style="list-style-type: none"> 1. Revise the English Learners Instructional Program Options pamphlet and ensure it is used at each school to communicate with parents and students 2. Continue providing information about attendance, academic and language proficiencies, EL instructional model English learner students and graduation requirements in collaboration with other departments during DELAC meetings 	<ul style="list-style-type: none"> • Revisions completed August 2016 • Develop communication plan September 2016 • Schedule of DELAC topics 	 <p>Several communication methods have been developed including:</p> <ul style="list-style-type: none"> • Parent handbooks • Instructional program option pamphlets • Parent modules • Building Futures 	<ul style="list-style-type: none"> • Sandra Toscano • Guillermo Berumen




Strategic Driver IV

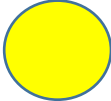
Ensure a coherent and effective instructional system to support schools in achieving our shared vision.

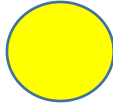

EL Focus: Realign and expand instructional program options, policies, structures, and systems for English learner students



High Leverage Strategy 1: Provide differentiated services and targeted academic literacy and language support for all EL subgroups, including long-term English learner students, reclassified fluent English proficient students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.

A. What?	B. How?	C. Metric/Milestone		D. Owners
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a. Provide enrichment opportunities for English Learner Students to support language and literacy development	1. Expand services for students at 20 schools with the highest numbers of English Learners	<ul style="list-style-type: none"> Increase number of English learner students participating in after school programs at 20 sites 	 Ongoing After School Program extended to an additional 5 sites in 2019-2020	<ul style="list-style-type: none"> Sandra Toscano Jeremy Ward Katie Russell Thea Fabian
	2. Work with after school programs to identify additional opportunities for tutorial services for students not reading on grade level	<ul style="list-style-type: none"> Decrease of English Learners who are at risk or have become LTELs 	 25 elementary schools provide intervention for English Language Development and literacy for students who are not proficient in K-1	<ul style="list-style-type: none"> Sandra Toscano Jeremy Ward Katie Russell Participating school sites
	3. Expand targeted literacy interventions and English language enrichment for identified students	<ul style="list-style-type: none"> 20 sites with high English Learner populations identified by August 2016 Professional learning plan created by August 2016 Identify 20 Teaching Fellows to assist sites with implementation of Imagine Learning by spring 2016 Provide professional 	 25 sites with high EL populations receive the literacy support and are currently implementing interventions.	<ul style="list-style-type: none"> Sandra Toscano Principals 25 identified sites Maryann Lambarén


		<p>learning to sites and Teaching Fellows by September 2016</p> <ul style="list-style-type: none"> • Identify students at each site that qualify for the enrichment • Monitor usage at each site monthly • Communicate with Teaching Fellows to provide support as needed 		
	<p>4. Increase by 500 students to reach 2000 in the ELD summer program</p>	<ul style="list-style-type: none"> • Participate in summer school planning during fall and spring of 2016-2017 • Determine criteria for entrance into the ELD summer program January 2017 • Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to meet the target of 2000 students served. Spring 2017 • Develop communication plan for sites, families, district leaders. • Conduct meetings with site representatives and 	 <p>Summer Program for English language development was offered to 3,000 students, however despite much outreach only 1,125 attended.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Jeremy Ward • Katie Russell



		<p>summer school leaders Spring 2017</p> <ul style="list-style-type: none"> • Plan units of instruction with summer program staff to align with students qualifying to participate in the ELD summer program Spring 2017 • Inform parents of student eligibility through letters and phone calls by Parent University Spring 2017 • Implement the ELD Summer Program. Summer 2017 		
	<p>5. Fund AP teachers to work before or after school with English learner students to support them in learning the content and disciplinary language needed to succeed.</p>	<ul style="list-style-type: none"> • Increased enrollment of English learner students in AP courses 	 <p>Collaborating with Equity and Access to determine current status of EL enrollment in AP and other high level courses.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Elizabeth Fralicks • Chantea McIntyre • Heather Allen • Jeremy Ward
<p>b. The needs of LTELs are addressed through ongoing and systematic professional learning designed to support academic language development in all</p>	<ol style="list-style-type: none"> 1. Identify secondary schools with high numbers of EL students and engage them in professional learning as outlined in the ELA/ELD Framework 2. Engage with Framework experts from WestEd to build 	<ul style="list-style-type: none"> • Increase of students meeting or exceeding grade level standards • Decrease of number of students identified as LTELs • Increase the number of students advancing at least 	 <p>9 elementary schools and 7 secondary schools have participated in Lab School PL and have demonstrated continuous</p>	<ul style="list-style-type: none"> • Sandra Toscano • Maryann Lambarén • Elizabeth Fralicks • Brian Wall


content areas (Lab Schools).	the capacity of EL Services TSAs and Managers	one English proficiency level per year	improvement in student learning as measured by local and state assessments.	
	3. Work with site leaders to develop site specific plans and schedules for PL	<ul style="list-style-type: none"> Increase the number of schools participating in Lab School PL 		
	1. Identify English learner students who have potential for success in AP courses and ensure HC and master schedulers place these students in these courses		 <p>This project has not been initiated this year.</p>	<ul style="list-style-type: none"> Elizabeth Fralicks Chantea McIntyre
2. Fund AP teacher PLC to meet once a month and problem solve, calibrate lessons and student work.		 <p>This project has not been initiated this year.</p>	<ul style="list-style-type: none"> Elizabeth Fralicks Chantea McIntyre 	

High Leverage Strategy 2: Expand and enrich dual language programs based on parent requests and district capacity.

A. What?	B. How?	C. Metric/Milestone		D. Owners
a. Improve and expand bilingual and dual language programs to maintain native languages and cultures, and provide high quality literacy and language	<ol style="list-style-type: none"> Partner with Early Learning on the Packard Grant funded Fresno Language Project to support dual language learning for PK and younger Prepare and disseminate take-home packets for parents of newborn children. The packets will contain 	<ul style="list-style-type: none"> Implementation of dual language program expansion 	 <p>Current Dual Immersion programs continue to be strengthened and supported with Lab Schools professional</p>	<ul style="list-style-type: none"> Sandra Toscano Katie Russell Carlos Castillo Misty Her Deanna Mathies Patricia Wolf Doua Vu


instruction.	information regarding children activities leading to academic success.		learning. Spanish/English Dual Immersion programs includes 11 elementary sites, 1 middle school, and 1 high school across all regions. Hmong/English Immersion program includes 1 elementary	
	<p>3. Expand Hmong Heritage Language courses to all comprehensive high schools</p> <ul style="list-style-type: none"> • Develop submission to UC Portal to ensure college credit • Develop scope and sequence that includes rigorous academic text and culturally responsive curriculum for Hmong courses. • Train teachers on effective language strategies • Facilitate bi-monthly Hmong language teacher PLCs 	<ul style="list-style-type: none"> • Master scheduling Spring of each year • Scope and sequence is updated annually • Two heritage language training days scheduled during buy back of each year • PLCs in progress and scheduled for the year 	 <p>Completed and ongoing Hmong/English Immersion program is being implemented at Vang Pao elementary and offered at three additional schools in an after-school program structure.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Misty Her • Doua Vu • Heather Allen • Hmong language teachers • High school principals • Elizabeth Fralicks
	4. Research and plan for successful expansion of new	<ul style="list-style-type: none"> • Conduct conclude research to identify possible sites by 		<ul style="list-style-type: none"> • Sandra Toscano • Katie Russell


	<p>dual immersion sites (Hmong and Spanish)</p>	<p>winter 2020</p>	 <p>Expansion is considered on an individual basis based on capacity and interest.</p>	<ul style="list-style-type: none"> • Carlos Castillo
	<p>5. Provide Bilingual Summer Program to support students in district Bilingual Programs</p>	<ul style="list-style-type: none"> • Participate in summer school planning during fall and spring of each year • Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to by spring of each year • Conduct meetings with site representatives and summer school leaders spring of each year • Plan units of instruction with summer program staff to align with students qualifying to participate in the Bilingual summer program by spring of each year • Inform parents of student eligibility through letters and phone calls by Parent University by spring of each year • Implement the Bilingual 	 <p>Criteria and student identification are complete.</p> <p>Spanish Dual immersion summer program offered each summer with professional learning provided for teachers in May and June of each year.</p> <p>Hmong enrichment summer program offered each summer with professional learning provided for</p>	<ul style="list-style-type: none"> • Sandra Toscano • Patricia Wolf • Doua Vu



		Summer Program by summer each year	teachers in May, June and 4 times throughout the summer session.	
	6. Plan and develop a dual immersion model for high school	<ul style="list-style-type: none"> In progress 	 <p>Courses and curriculum are identified</p> <ul style="list-style-type: none"> -McGraw Hill Impact Social Science Curriculum in Spanish with supplementary -Continued conversation about course sequencing across plan. <p>Teachers are selected</p> <p>1 FTE for Social Science teacher is being incorporated to site plan for 2019-2020.</p> <p>Students are being recruited</p> <ul style="list-style-type: none"> -Targeting of Yosemite grade 8 students with tour for students. -Refining qualifying measures for student participation in program. 	<ul style="list-style-type: none"> Sandra Toscano Elizabeth Fralicks Patricia Wolf Thea Fabian


			-Plan for recruitment of 8 th grade native speakers classes at feeder middle schools.	
	Global 2030 Pilot programs		Five elementary, 1 Middle School, and Newcomer pilot programs Interdepartmental work on language learning and cross-cultural competences building growth.	

High Leverage Strategy 3: Expand and enrich newcomer programs and services.


A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
a. Support the academic, cultural, and social emotional needs of newcomer and refugee English Learners	1. Develop systems to identify and maintain information regarding newcomer English learner students from initial language assessment to matriculation to higher education	<ul style="list-style-type: none"> • ATLAS identifies and monitors growth and progress of newcomer English learner students • Language Assessment Center collects and maintains specific information regarding newcomer and refugee English learner students who are initially assessed 	 Language Assessment Center staff records all initially assessed students Gr.3-12 who are newly enrolled in U.S. schools.	<ul style="list-style-type: none"> • Sandra Toscano • Elizabeth Fralicks • ATLAS team • Hector Vidrio



		<p>and identified as English Learners through the Language Assessment Center</p>	<p>Language Assessment Center collects and maintains specific information on all incoming newcomer English learner students</p> <p>Privacy concerns prohibit collection of refugee status information</p> <p>Current ATLAS system allows identification of newcomers only by year of entry which is insufficient for monitoring</p> <p>In process: development of Newcomer on-site mentoring program</p>	
	<p>2. Provide immediate resources in primary languages for success at point of initial language assessment for students in grades 3-12</p>	<ul style="list-style-type: none"> 100% of newcomer English Learners are provided with primary language resources upon initial assessment and identification. 	 <p>Language Assessment Center staff provides resource materials, in various languages, to students initially assessed.</p>	<ul style="list-style-type: none"> Sandra Toscano Hector Vidrio





	<p>3. Collect transcripts and other background information to effectively leverage previous educational experiences and ensure appropriate placement, college credit, and other support services</p>	<ul style="list-style-type: none"> • 100% of newcomer secondary students with prior schooling receive appropriate credit for previous coursework as documented by transcripts. • Increased timely high school graduation and matriculation to institutions of higher education. 	 <p>All secondary newcomer English Learners who arrive with transcripts have transcripts translated and/or interpreted.</p> <p>Schools are responsible for requesting, translating and interpreting foreign transcripts. Ongoing collaboration will occur with counselors to ensure accurate placements based on transcript interpretation.</p>	<ul style="list-style-type: none"> • Sandra Toscano • Elizabeth Fralicks • Jeremy Ward • Katie Russell • Tamara Neely • Registrars
	<p>4. Provide effective counseling and long-term planning to support late arrival newcomers to continue educational opportunities at high school and beyond</p>	<ul style="list-style-type: none"> • 100% of newcomer secondary students requiring more time to complete high school through a fifth year or through adult school are identified by end of the first semester and meet with counselor to 	 <p>All secondary newcomer English Learner students meet with a counselor to make current placement</p>	<ul style="list-style-type: none"> • Sandra Toscano • Elizabeth Fralicks • Jeremy Ward



		<p>document a plan.</p> <ul style="list-style-type: none"> Students requiring more time and linguistic support at the adult school and community college level are identified and directed to the appropriate assessment for placement 	<p>determinations based on prior schooling</p> <p>EL Services and Fresno Adult School have created a matriculation plan.</p>	
	<p>5. Support sites to identify and leverage existing resources available to support newcomers and refugees, and supplement primary language support by providing limited time translation and interpretation services for small and scattered languages</p>	<ul style="list-style-type: none"> Identified resources per site based on needs and numbers of newcomer English learner students All newcomer English Learner students from small and scattered language groups have received at least six weeks 2 hour per day support. 	 <p>Resources have been identified and are provided on an ongoing basis.</p>	<ul style="list-style-type: none"> Sandra Toscano Elizabeth Fralicks Principals Equity and Access

High Leverage Strategy 4: Implement appropriate district instructional models for English Learner students with fidelity to ensure rigorous academic programs for English learner students in all classrooms.

A. What?	B. How?	C. Metric/Milestone	August 2019~ Progress	D. Owners
<p>a. Enhance and adhere to specific elements outlined each of the following district instructional models for English</p>	<p>1. Collaborate in the implementation of the ELA/ELD Framework in ELA, mathematics, science, and social studies adoptions</p>	<ul style="list-style-type: none"> Curriculum and other support documents reflect practices and pedagogies embodied in the ELA/ELD Framework 	 <p>Teaming structures permit cross departmental</p>	<ul style="list-style-type: none"> Sandra Toscano Carlos Castillo Katie Russell Deanna Mathies Teresa Morales Tiffany Hill

<p>Learners:</p> <ul style="list-style-type: none"> • <i>Standards-Based Language and Content Model (formerly Structured English Immersion)</i> • <i>Bilingual/Biliteracy and Heritage Language Model</i> • <i>Dual Immersion Language Model</i> • <i>Strategic Academic Language and Literacy Model (LTELs)</i> 			collaboration.	<ul style="list-style-type: none"> • Site leaders and staff
	<p>2. Implement effective EL instructional practices as delineated in the ELA/ELD Framework at selected sites</p>	<ul style="list-style-type: none"> • Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG 	 <p>District and state assessments, along with walkthrough data, show implementation of effective EL instructional practices have positive impact for all students at Lab School sites.</p>	
	<p>3. Provide EL TSA at each site to ensure legal requirement are met</p>	<ul style="list-style-type: none"> • Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG • Compliant cumulative records for Limited English Proficient students 	 <p>Each site has an assigned TSA. Currently, every site is being supported to ensure compliant records are maintained. Each sit receives support for high quality instruction for English learner students upon</p>	

			request.	
	4. Provide intensive professional learning to designated sites	<ul style="list-style-type: none"> • Schedule of PL provided • Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG as addressed by PL 	 Lab School sites receive intense support. Other sites receive support as requested.	
<i>b. Newcomer Model</i>	1. Develop support documents for administrators, teachers, and counselors	<ul style="list-style-type: none"> • Completed process for onboarding newcomer students including: <ul style="list-style-type: none"> ○ Resources in student’s primary language ○ Teacher support ○ Instructional assistants 	 Completed and ongoing	<ul style="list-style-type: none"> • Sandra Toscano • Elizabeth Fralicks • Katie Russell • Heather Allen • Carlos Castillo • Jeremy Ward • Site leaders
	2. Develop peer tutor proposal	<ul style="list-style-type: none"> • Pilot high school identified by October 2019 	 All comprehensive high schools and selected middle schools implement the peer mentoring program.	
	3. Identify language support materials	<ul style="list-style-type: none"> • Inventory of materials distributed from Language Assessment Center 	 Completed and ongoing	

	4. Establish a budget to provide direct material support to newcomer students	<ul style="list-style-type: none"> Budget that meets needs of all identified newcomers 	 Completed and ongoing	
	5. Adopt supplemental secondary newcomer designated ELD materials	<ul style="list-style-type: none"> Teachers receive ongoing materials and training 	 Completed and teacher support is ongoing	

Fresno Unified School District
Board Communication

BC Number SL-3

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

Date: October 04, 2019

Phone Number: 248-7465

Regarding: 2019 Career Tech Expo

The purpose of this communication is to provide the Board information regarding the 2019 Career Tech Expo night scheduled for Wednesday, October 16th from 4:30 p.m. – 7:30 p.m. at Chukchansi Park. Admission is free to the public.

Sponsored by the Fresno County Office Superintendent of Schools, the Career Tech Expo provides students and parents from throughout the Central Valley insight on various careers and educational opportunities available through the many trade, training, and educational facilities in the local community.

More than 2,500 high school students and their parents are expected to attend the event to explore and discover the various career opportunities available throughout the valley. Students and their parents will have an opportunity to speak with industry professionals about their experiences and gain insight into future employment opportunities. More than 80 industry professionals, apprenticeship programs, and colleges are expected to participate.

There will also be hands-on demonstrations set up for students to interact with real-world experiences in the various trades. The event focuses on career pathways in industries, such as medical careers, automotive and transportation, building trades and construction, early childhood education, agriculture, energy and utilities, hospitality and tourism, manufacturing, public safety, and engineering and architecture.

Fresno Unified provides transportation from each high school campus to and from the event for all interested students and their parents.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7465.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Pat Riddlesprigger, Manager III
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3655

Regarding: Unified Sports Program

The purpose of this communication is to provide the Board a summary of the Unified Sports Program. Fresno Unified, along with Madera Unified and Caruthers High School are in partnership with Special Olympics to continue building a Unified Sports Program. The program consists of soccer, basketball, and track. Currently soccer season is underway. Schedules for the County Metro Athletic Conference and the North Yosemite League Unified Soccer are attached.

Each of these sports are dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins students receiving special education services (Unified Athletes) and their general education peers (Unified Partner) on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.

The California Interscholastic Federation mission statement promotes equity, quality, character, and academic development. It is expected by having a comprehensive Unified Sports Program that there will be increased educational opportunities for all athletes (special education and general education), while fostering awareness by establishing an inclusive culture that promotes participation opportunities for student-athletes with disabilities.

If you have any questions or require additional information, please contact Pat Riddlesprigger or Brett Mar at 457-3655.

Approved by Superintendent
Robert G. Nelson Ed.D.




Date: 10/04/19

2019 UNIFIED SOCCER SCHEDULE

County Metro Athletic Conference		Wednesday	North Yosemite League	
Visitor	Home	25-Sep	Visitor	Home
Edison	Madera South**	3:00pm	Hoover	Sunnyside**
Caruthers	Madera	4:00pm	McLane	Roosevelt
Visitor	Home	2-Oct	Visitor	Home
Madera South	Bullard**	3:00pm	Sunnyside	Fresno**
Caruthers	Edison	4:00pm	McLane	Hoover
Roosevelt	Madera	9-Oct	Visitor	Home
Visitor	Home	3:00pm	Sunnyside	McLane**
Madera South	Caruthers**	4:00pm	Fresno	Roosevelt
Bullard	Madera	16-Oct	Edison	Hoover
Visitor	Home	3:00pm	Visitor	Home
Madera	Edison**	4:00pm	Roosevelt	Hoover**
Caruthers	Bullard	23-Oct	McLane	Fresno
Sunnyside	Madera South	3:00pm	Visitor	Home
Visitor	Home	4:00pm	Sunnyside	Roosevelt**
Madera South	Madera**	30-Oct	Fresno	Hoover
Bullard	Edison	Unified Soccer Showcase	Caruthers	McLane
Unified Soccer Showcase		30-Oct	All Games @ McLane	
NYL #5	CMAC #5	2:30PM	CMAC #4	NYL #4
NYL #3	CMAC #3	3:30PM	CMAC #2	NYL #2
		4:30PM	CMAC #1	NYL #1

Fresno Unified School District
Board Communication

BC Number SL-5

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Bryan Wells, Interim Assistant Superintendent
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3476

Regarding: Goal 2 Investment Actions

The purpose of this communication is to provide the Board an update on the Goal 2 investment actions in arts, activities, and athletics.

Visual and Performing Arts:

- In 2018/19, \$281,000 was spent to purchase additional student instruments to further expand the district inventory for schools from elementary through high school. For 2019/20, instrument purchases totaling \$206,000 have been completed.
- Music instruction now starts in second grade and is being taught at all elementary schools. Additionally, 32 schools have music instruction that reach down to transitional kindergarten

Activities:

- Expanding Engagements – Last year just over 71% of students participated in Goal 2 activities. This data was reported in the ATLAS Engagement Tool. The goal for the 2019/20 school year is an increase to 74% for student engagements.
- Transition Programs – Link Crew transitions activities have been completed at all comprehensive high schools, as well as Duncan, Patiño, and Design Science. Modified transition programs have been implemented at all other high school sites. Exciting freshmen engagement opportunities like tailgates, dances, and fall study sessions are in full swing. Where Everyone Belongs (WEB) transition activities are taking place at middle schools. Seventh-grade orientation and back to school mixers have taken place and WEB lunch activities are ongoing.
- Student Voice – Expansion of student voice through partnerships with organizations that students have requested are in place. Twenty elementary schools will now have the opportunity to connect with high school leaders and our new partner, *dude. be nice (DBN)*, at kindness assemblies this fall. These events will follow site specific assemblies with a DBN project to spread kindness throughout the school. Middle school students have been working with *My Name, My Story* on a series of Changemaker Days. Students learn empathetic leadership skills and develop a plan for taking on challenges at their school. High school students took part in a pilot screening of *Listen*, the movie on September 24, 2019, to help start the conversation about mental health in the schools as well as our community. Student Advisory Board (SAB) students participated in their inaugural SAB retreat to start the intra-district conversation early in the year.
- Elementary Campus Culture Teacher on Special Assignment (TSA) – The Elementary campus culture TSA has expanded support to Anthony, Olmos, and Slater for the 2019/20 school year by coaching these sites through the Menu of Student Engagement options.
- Project ACCESS and Goal 2 Partnership – During the 2018/19 school year \$167,000 (93%) of the Project ACCESS funds were utilized to engage more our Project ACCESS students in Goal 2 activities. Every member of the partnership is working hard to ensure students have all they need to participate in Goal 2. Those items purchased were: \$49,000 for shoes and socks (509 students), \$13,000 for aquatics supplies, \$36,800 for ASB events/supplies, and \$12,225 for 6th grade camp gear.

- African American Student Leadership Academy (AASLA) – there are now four cohorts (271 students) of African American students. A key component of this work is to have a champion at each site. A champion has been identified at each of the comprehensive high schools and at every middle school. A recent gathering with Cohort 2024 was met with resounding success. Of the 67 students involved in this cohort, 37 parents attended.
- FUEL eSports – The 2019/20, competition game will be League of Legends exclusively. Thirteen high schools (comprehensive and specialty) are currently fielding teams with an emphasis on providing an engagement experience to the widest array of student participants. The tournament will be opened to outside districts, just like last year. Teams from Parlier, Caruthers, Clovis, and schools in southern and northern California have expressed interest in taking part in our league. December 7, 2019 will mark the second season Fall Tournament. The tournament will take place at the Hoover Event Center beginning at 8:00 a.m. This tournament is for Fresno Unified teams only. The May end-of-year tournament will be open to schools throughout the state.

Athletics:

- In 2019/20, Fresno Unified Athletics continues its support of regional water polo for middle school students. Six out of seven comprehensive high school regions will field one male and one female team or a combination of both male and female depending on the numbers (McLane is the one exception due to swimming pool project enhancements). Athletics has funded equipment, transportation, and coaching stipends.
- Competitive Sport Cheer is in its third year. Fresno Unified Athletics continues to work diligently to provide additional support to all seven comprehensive high schools by purchasing safety mats, uniforms, sweats; providing coaching stipend, a weekend tumbling courses, and Fresno State clinics. Last year, all seven sites were represented and fully participated in their respective matches.
- Phase 1 and Phase 2 of the high school weight/fitness room renovations have been completed for Duncan, Edison, and Fresno High, Bullard, Roosevelt, and Sunnyside. Phase 3 (Hoover and McLane) of the high school weight/fitness room renovations is under way and should be completed by the second semester of the 2019/20 school year.
- Elementary girls' soccer teams began a league involving 10 teams this past year. The co-ed/boys league increased by eight teams for a total of 56 teams.
- Fresno Unified Athletics is partnering with Fresno State Media Communication, and Journalism Department to create districtwide sportsmanship public service announcement utilizing district coaches, student-athletes, and athletic directors. The public service announcement should be completed by the start of the second semester.

Enrichment Trips:

- To date, of the 552 transitional kindergarten through sixth grade anticipated trips, 367 have been scheduled. Seven sixth grade trips have taken place for the 19/20 school year, with an average student participation rate of 90.2%. October has 60 enrichment trips scheduled – eight are sixth grade overnight camps. As of September 24, 2019, the overall reservation percentage is 68%, which is on par with the 2018/19 school year.

If you have any questions or require additional information, please contact Bryan Wells at 457-3476.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

Fresno Unified School District
Board Communication

BC Number SL-6

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra Dorsey, Executive Director
Cabinet Approval: 

Date: October 04, 2019

Phone Number: 457-3340

Regarding: Notification to Teacher Pursuant to Education Code §49079

The purpose of this communication is to provide the Board an overview of the district notification protocol in accordance with California Education Code §49079. Pursuant to this code section, the district is required to inform the teacher of each pupil who has engaged in or reasonably suspected to have engaged in acts described in California Education §48900 (except subdivision (h)), §48900.2, §48900.3, §48900.4 or 48900.7. The notification provided shall include information from the previous two school years.

In consultation with legal counsel, Information Technology, Prevention & Intervention, and Human Resources developed an electronic notification protocol which is utilized by all sites within the district to provide immediate notification to teachers when their students have been suspended. Additionally, teachers are provided electronic notification on their class roster which identifies students in their classes with suspensions in prior years.

The attached ATLAS Student Information System screenshots provide the following detail:

- Figure 1: Notification on Teacher Roster
- Figure 2: List of Students with Suspension Type
- Figure 3: Student Portfolio Suspension Entry-Incident Narrative

If you have any questions or require additional information, please contact Ambra Dorsey at 457-3340.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 10/04/19

**2019104-BC-Teacher-Notification
ATTACHMENT**

Figure 1

This ATLAS alert appears at the top of the teacher’s Student Roster, Student Tiles, Seating Chart and Gradebook.

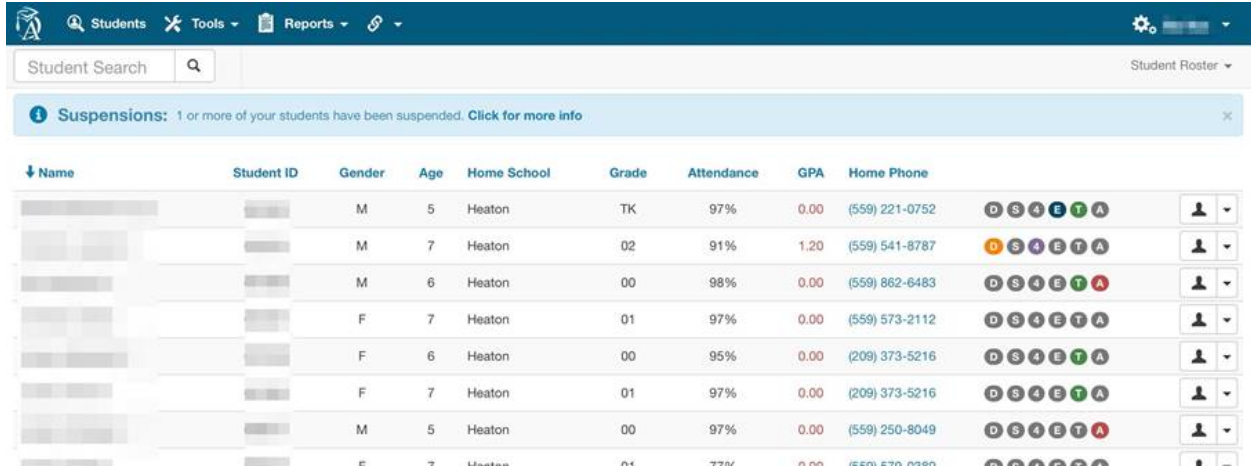


Figure 2

This list is the view a teacher sees when they click the link shown in Figure 1.

Multiple students are listed in order of date of last suspension, with the most recent suspension first. The three columns labeled “s”, “o” and “od” stand for “Suspension”, “On-Campus Suspension”, and “Out of District Suspension.” The numbers in each column are the number suspensions the student has received during the three-year window.

A teacher can click on the Profile icon (far right) for each student on the list, to visit their Portfolio and view detail regarding each incident.

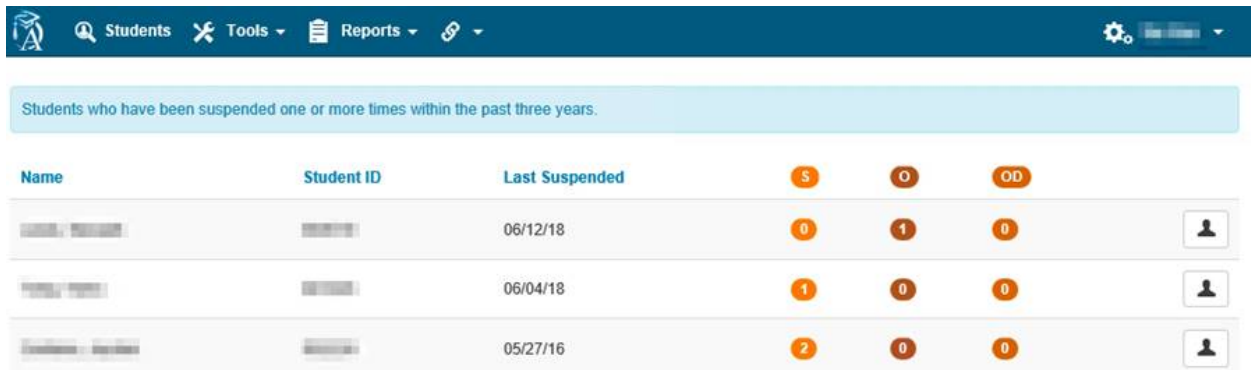


Figure 1

This Suspension Incident Narrative Entry is viewed when the teacher clicks the portfolio link in Figure 2.

The screenshot shows a software interface for viewing a suspension incident narrative. The top navigation bar includes 'Dashboard', 'District', 'Tools', 'Reports', and 'Student Search'. The main content area is divided into three columns:

- Left Column (Navigation):** A vertical list of menu items: Summary, Strides, Activity History, Alerts, Assessments, Attendance, Contacts & Siblings, Demographics, Emergency Card, Enrollment, Grades, Graduation Status, Portal Access, **Portfolio** (highlighted), Student Service, and Transfers.
- Middle Column (Incident Details):**
 - Suspension:** Incident ID: [redacted], 10/01/2019 10:51 AM, Location: [redacted].
 - Other Associated Students:** [redacted]
 - Comments:** A section titled 'Incident Description 10/01/2019' containing a narrative: "[redacted] and [redacted] were waiting for [redacted] by rm 78 at 7:20 am. At around 7:45 when [redacted] arrived, they went towards him and began to hit him. [redacted] ran back to where Mrs. [redacted] was at and boys continue to hit him. Mrs. [redacted] got in between the boys to attempt stopping them, but [redacted] and [redacted] continue to hit until they took off running. This incident in ongoing from previous suspension on 9/23 [redacted] is a non student". Below the text is 'Last Modified: 10/01/2019 by [redacted]'.
 - Contact Log:** A section titled 'Parent Conference 10/01/2019 05:10 AM' with the text 'Meet with father and sister.'
- Right Column (Suspension Information):**
 - Suspension Information:** Suspended For 4 Days, Starts 09/30/2019, Ends 10/03/2019, Returns 10/06/2019.
 - Per Ed Code:** [redacted] and [redacted] were waiting for [redacted] by rm 78 at 7:20 am. At around 7:45 when [redacted] arrived, they went towards him and began to hit him. [redacted] ran back to where Mrs. [redacted] was at and boys continue to hit him. Mrs. [redacted] got in between the boys to attempt stopping them, but [redacted] and [redacted] continue to hit until they took off running. This incident in ongoing from previous suspension on 9/23 [redacted] is a non student.
 - Selected Ed Codes:** 48900(a)(1) Caused, Attempted, or Threatened Physical Injury (Primary), 48900(a)(2) Used Force or Violence.
 - School Contact:** Conference With Parent, Inappropriate For Expulsion, Conference With Student.
 - Related Entries:** Reprint Suspension, Misbehavior.