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BOARD COMMUNICATIONS – NOVEMBER 22, 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 Robert G. Nelson, Ed.D. Thanksgiving Break Office Closures

AFRICAN AMERICAN ACADEMIC ACCELERATION – Wendy McCulley, Executive Director

AA-1 Wendy McCulley African American Academic Acceleration
Afterschool Reading Program
AA-2 Wendy McCulley The Office of African American Academic
Acceleration – Academic Center for Suspended
Students

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

AS-1 Kim Kelstrom School Services Weekly Update Report
for November 15, 2019
AS-2 Santino Danisi Local Control and Accountability Plan Survey
AS-3 Santino Danisi Local Control and Accountability Plan
Template Redesign
AS-4 Santino Danisi Local Control and Accountability Plan Federal
Addendum

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward After School Programs in Fresno Unified
SL-2 Catherine Aujero Student Support and Academic Enrichment Grant

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Kurt Madden Performance on Contract for Dark Leased Fiber
Wide Area Network

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: November 22, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Spoke at the Principals Meeting
- Visited Live Again Fresno Community Center
- Spoke at the Co-Administration Meetings
- Met with ACSA Executive Board
- Participated in a panel discussion at the GO Public Schools Fresno's Early College Credit Summit
- Presented alongside Manuel Bonilla, Fresno Teachers Association; Dr. Linda Hoff, Fresno Pacific University; and Dr. Larry Dunn, Fresno Pacific University at the Fresno High's Theory of Knowledge Lecture Series titled "Negotiation: Moving from Confrontation to Collaboration"
- Site visits to Hidalgo, Kirk, Mayfair and Wishon
- Met with Fresno Housing Authorities to continue discussion on strategy for southwest schools
- Met with district staff and Fresno County Probation to discuss contract for Probation Officers at high schools

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

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: Robert G. Nelson, Ed.D.
Cabinet Approval:

Date: Month November 22, 2019

Phone Number: 457-3884

Regarding: Thanksgiving Break Office Closures

The purpose of this communication is to provide the Board information on planned office closures during Thanksgiving Break.

The Board Office and Superintendent's Office will be closed to the public during Thanksgiving Break (November 25 through November 29, 2019) and will reopen on Monday, December 02, 2019. Board packets will not be delivered during Thanksgiving Break and regular packet delivery will resume on Monday, December 09, 2019, given most of you will be attending CSBA's Annual Education Conference.

Here's wishing you a wonderful, restful, holiday with family. If you have any questions, please call.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

Fresno Unified School District
Board Communication

BC Number AA-1

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

Date: November 22, 2019

Phone Number: 457-3728

Regarding: African American Academic Acceleration Afterschool Reading Program

The purpose of this communication is to provide the Board information about a 10-week afterschool reading program that will be piloted at nine elementary sites in Fresno Unified School District. The Office of African American Academic Acceleration (A4) in partnership with Springboard Collaborative will offer this afterschool program to continue to advance struggling readers where summer gains alone will not fully close the reading achievement gap.

Springboard Afterschool will provide the same model as they do in our summer program by combining daily reading instruction, family workshops, a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools to families in proportion to student reading gains.

Students will receive three hours per week of targeted, small group reading instruction from trained teachers. Weekly, each school's dedicated coach will help teachers plan for differentiated instruction and effective parent collaboration and they return later in the week to give feedback in real-time. Teachers are trained to analyze assessment data, create individualized action plans, and communicate plans to families during home visits.

Parent engagement is a vital component of this program. During programming, there are four teacher led parent workshops where teachers empower and equip parents to be effective home literacy coaches.

Students from Easterby, Kirk, Lincoln, Pyle, Roeding, Thomas, Turner, Vinland, and Williams will be participating in this program. The program will be held from January 27, 2020 – April 3, 2020. Each site can have up to three classes with 15 students per class.

For further information or questions, please contact Wendy McCulley at 559-457-3728.

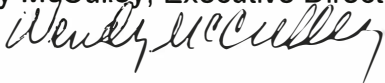
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

Fresno Unified School District
Board Communication

BC Number AA-2

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

Date: November 22, 2019

Phone Number: 457-3749

Regarding: The Office of African American Academic Acceleration- Academic Center for Suspended Students

The purpose of this communication is to provide the Board an update on the Office of African American Academic Acceleration (A4) Academic Center for Suspended Students pilot program initiated academic year 2018/19.

Historically, African American (AA) students have been suspended at higher rates than their peers. Collectively in 2018/19, AA students were suspended over 3,500 days. The Academic Center located at the West Fresno Family Resource Center (WFFRC) ushers in academic supports for suspended AA students. The goal of the Center is to offset the academic slide students experience due to missed instructional days and assist in accelerating their academic success.

Since our last Board Communication, BC Number: S-2, African American Academic Acceleration Suspension Tutoring Center, March 29, 2019 attached, the Office of A4 has ambitiously advanced the centers progress. Including:

- Partnering with 10 committed sites in the Edison, Roosevelt, Sunnyside, Bullard and Hoover regions
- Integrating individual learning curriculum
- Staffing with credentialed teachers
- Innovative classroom structure and teacher autonomy
- Launching with a community event on November 7, 2019

We have also expanded to service African American students with a pending expulsion referral. We will closely monitor student attendance as well as the culture and climate of the center. An exit survey will be given to the students at the end of their day so that we can utilize the information for data tracking purposes. In addition, the WFFRC will provide access to their resources which includes a master social worker who is poised to conduct home visits for students served at the center.

Talking Points

- Collectively in 2018/19, AA students were suspended over 3,500 days
- The pilot provides academic supports to offset the loss of instructional days
- Staffing includes credentialed teachers and paraprofessionals

If you have any questions or require additional information, please contact Wendy McCulley at 457-3749.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

11/22/19

**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC Number: S - 2

From the Office of the Superintendent	Date: March 29, 2019
To the Members of the Board of Education	
Prepared by: Wendy McCulley, Executive Director	Phone Number: 457-3749
Cabinet Approval:	
Regarding: African American Academic Acceleration Suspension Tutoring Center	
<p>The purpose of this communication is to provide the Board information about the Office of African American Academic Acceleration (A4) Suspension Tutoring Center pilot.</p> <p>Historically, African American students have been suspended at disproportionately higher rates in our district. In the 2017/18 school year, African American (AA) students were suspended collectively three thousand, one hundred sixty-two days. Suspension tutoring centers (STCs) are an academic solution for this issue as they will provide academic support for students who are suspended from school for non-mandatory expulsion offenses and provide an alternative to ensure that students' learning continues.</p> <p>The full day of instruction provided by the STC from 8am-2pm will help prevent students from falling further behind and provide remediation. Students will complete unfinished work provided by their home school and online lessons (i-Ready and core materials online assignments). Data to be collected and analyzed by the A4 office to measure effectiveness of the center will include number of students served, decline in D/F's, and student and parent satisfaction. Parents of the suspended students must opt-in and are responsible for transportation to and from the center.</p> <p>Several locations were considered, and the West Fresno Family Resource Center (WFFRC) was selected as the first pilot site. WFFRC has served the Fresno community for nearly twenty years. The center and its staff are a trusted and well respected community partner with a strong record for providing culturally and linguistically effective, neighborhood and community-based services to more than five thousand people each year. In our partnership, WFFRC has offered to conduct home visits for students served at this STC and their families may also benefit from many of the services offered at WFFRC.</p> <p>Five schools were targeted for this suspension center location based on need and distance; Edison High, Gaston Middle, Roosevelt High, Sequoia Middle and Tehipite Middle. All five of the schools are within approximately three and a half miles of the WFFRC. There are twenty school sites within a four-mile radius of the WFFRC that would be able to benefit from the STC, if needed.</p> <p>A resolution to adopt an exemption from the Education Code Definition of "School Building" is being requested for the utilization of the WFFRC as a STC has been submitted for Board approval on the April 3, 2019 Board meeting agenda.</p>	

**FRESNO UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

During the development of this pilot, the A4 office has worked closely with Risk Management, Facilities, Food Services, Security and two retired Fresno Unified principals to design the space and instructional day for the students that will be served.

If you have any questions or require additional information, please contact Wendy McCulley at 457-3749.

Approved by Superintendent:


Robert G. Nelson, Ed.D.

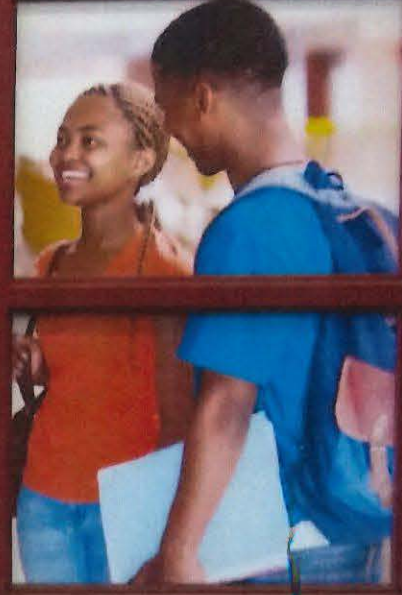


Date:

3/29/19



 Fresno Unified
School District



Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education

Date: November 22, 2019

Prepared by: Kim Kelstrom, Executive Officer *Kim Kelstrom*

Phone Number: 457-3907

Cabinet Approval: *Quinto*

Regarding: School Services Weekly Update Report for November 15, 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 November 15, 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: 11/22/19



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DATE: November 15, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Audit Finds That LEAs Are Underreporting Homeless Students

In last week's *Sacramento Update*, we highlighted the findings of the California State Auditor's report on the tracking and use of funds received by local educational agencies (LEAs) through the Local Control Funding Formula (LCFF). Also released last week, albeit to much less fanfare than the LCFF audit, was a report from the Auditor's office on the efforts of LEAs and the California Department of Education (CDE) to identify and support homeless students.

The audit was authorized by the Joint Legislative Audit Committee, and the Auditor was tasked with analyzing the CDE and six LEAs' efforts to identify and support youth experiencing homelessness. The audited LEAs were Birmingham Community Charter High School, Greenfield Union School District, Gridley Unified School District (USD), Norwalk-La Mirada USD, San Bernardino City USD, and Vallejo City USD.

The report found that LEAs are not doing enough to identify youth experiencing homelessness; that none of the audited LEAs sufficiently trained staff to ensure they were aware of information that would help them identify homeless students needing services; and that the CDE, while federally required to oversee the state's homeless education program, has not provided adequate oversight and leadership over LEAs' homeless education programs.

In the report, the Auditor provides a number of recommendations to the Legislature, LEAs, and the CDE. For the Legislature, the Auditor recommends that they do the following:

- Require LEAs to distribute an annual housing questionnaire to all families
- Require LEAs to ensure that school personnel who provide services to homeless youth receive an annual training on the homeless education program

- Require the CDE to develop and implement an LEA monitoring plan for those LEAs that CDE determines are at the greatest risk of under identifying homeless youth and for LEAs whose homeless education program policies may be outdated

In order for LEAs to comply with federal law, the report recommends that the audited LEAs ensure that staff responsible for providing services to homeless youth receive annual training on the McKinney-Vento Act. Additionally, the Auditor recommends LEAs distribute information about the educational rights of homeless youth in public places frequented by families such as schools, shelters, public libraries, and food pantries.

For the CDE, the Auditor recommends that they review and revise their guidance documents and templates, including the housing questionnaire, to ensure that they reflect current best practices. The report also recommends the CDE to complete a staffing analysis by May 2020 to determine if they need additional staffing to provide the necessary oversight and leadership over LEAs homeless education programs.

The audit states that the six LEAs agree with their recommendations and will take the necessary actions to implement them. While the CDE generally agreed with the Auditor's recommendations, they disagree with the recommendation to perform a staffing analysis by stating that they do not anticipate needing additional resources at this time.

This audit is important for all LEAs to consider especially those that have not already implemented the LEA recommendations found in the report. Additionally, the legislative recommendations provide a signal to a likely legislative vehicle on this issue for the 2020 legislative year while the CDE recommendations foreshadow possible future regulatory actions by the CDE and the State Board of Education.

You can read the audit in its entirety [here](#).

Leilani Aguinaldo
Robert Miyashiro

Note: Senate Constitutional Amendment 5 (Hill, D-San Mateo) would place a proposition before voters to lower the parcel tax vote threshold from two-thirds to 55%, however the measure stalled in the Senate this past legislative year due to its two-thirds vote threshold to clear the Legislature.

Pension Costs Feed Resistance to Higher School Taxes in California County, Study Finds

Parcel taxes in Marin County may no longer be a sure bet.

By John Fensterwald
EdSource
November 14, 2019

The unexpected defeat in 2016 of a school parcel tax in wealthy Marin County and the near-defeat of another in the county that same year prompted a trio of authors to look into what had turned many voters against them.

Their conclusion, [in a report issued last week](#) by the nonprofit Policy Analysis for California Education, was that the high cost of school employee pensions was very much on voters' minds — a bad omen for other districts considering parcel taxes to supplement state funding for schools.

“State and local leaders should heed the lessons of increasing anti-tax sentiment in famously progressive Marin,” wrote Hannah Melnicoe, Cory Koedel and Arun Ramanathan in their report, “[The Canary in the Gold Mine](#).” “Statewide and local leaders must prioritize the development of a statewide education funding solution that does not increase reliance on local taxation.”

One rejection and a close call don't necessarily create a trend. Last year, Kentfield voters passed a lower tax increase with smaller annual increase, and results from other parcel tax votes last week show it may be premature to proclaim that a rebellion has begun.

Four out of five parcel taxes statewide passed with at least 73 percent of the vote, including the renewal of a 12-year, \$589 parcel tax in the Reed Union School District in Marin County. The one parcel tax that appears to be losing, for \$149 per year in Redwood City, was less than a half-percentage point below the two-thirds majority needed for passage, with some votes still to be counted.

But Ramanathan, the CEO of Pivot Learning, a nonprofit school district consulting organization, and Melnicoe, a senior program manager at Pivot Learning, insisted at a PACE seminar last week that, as the study's title asserts, Marin County may be “a harbinger of perilous political dynamics around pensions, taxes and education funding for rest of the state.”

Ramanathan and Melnicoe produced a report earlier this year, “[The Big Squeeze](#),” about the “threat” of unfunded school pension costs' impact on equitable funding through the Local Control Funding Formula. Koedel, an associate professor of economics and public policy at the University of Missouri-Columbia, was the principal author of a study of the rising costs of school pensions for the Getting Down to Facts studies that PACE and Stanford University produced last fall. This was their first effort to gauge the public's awareness of mandated pension expenses and other rising costs.

They focused on parcel taxes because they're the only source of taxation that school districts have to supplement state funding. Parcel taxes must be a flat rate per property, regardless of whether it's a small home or big office building, which has led to criticism that it's a regressive tax.

Only about 10 percent of students in California are in districts with a parcel tax. Those districts are primarily in the San Francisco Bay Area — and most common in Marin County, one of the state's wealthiest and most politically liberal counties, where 15 of 18 school districts have had them. Three years ago, voters in the Kentfield School District, where Gov. Gavin Newsom lived before moving to Sacramento this year, rejected the renewal of a parcel tax they had passed easily in 2008. In the Mill Valley School District, voters approved a parcel tax providing 20 percent of its budget — but with a margin of only two dozen votes.

Through focus groups, budget analyses and interviews with three dozen district and community leaders, the study's authors found a growing frustration that increasing pension costs were crowding out school districts' budgets, forcing cuts to programs that parents valued and competing with salary increases for teachers needed to keep pace with fast-rising housing expenses in the Bay Area.

The study projected that from 2011-12 to 2020-21, the cost of benefits — primarily pension contributions and health care — would rise from 18 to 25 percent of county districts' budgets. Meanwhile, reflecting staff cuts and larger class sizes, teacher salaries would fall from 48 to 45 percent of the budgets.

“Due to growing concern that dollars are not reaching schools, but instead being used to fund pensions, parcel taxes have faced increasing opposition in Marin County,” the study said, while acknowledging that other costs, including special education — up about 20 percent in inflation-adjusted costs in a decade — and a loss of revenue from a decline in enrollment, are added pressures.

Soaring pension expenses

School districts' share of contributions toward school employees' pensions have more than doubled statewide since 2014, when the Legislature passed legislation to gradually pay down the huge unfunded liabilities of CalSTRS, the pension fund for teachers and administrators, and CalPERS, which administers pensions for employees without a teaching credential, such as bus drivers and secretaries.

Employees' contributions and the state's contribution, in the case of CalSTRS, have risen, too, but districts bear the bulk of the costs. By 2020-21, districts' CalSTRS contributions will have risen from 8.25 percent to 19.1 percent of a teacher's salaries. Because teachers' pay is above the state average in most Marin County districts, their state-mandated pension contributions are higher, too.

Newsom did provide significant short-term pension relief, absorbing about half of districts' increases to both state pension funds this year and next, but they will rise after that. Ramanathan and Pivot Learning have called on the state to permanently take on more of districts' share of the costs and to consider alternative, less expensive retirement plans for new teachers.

Opposition to the 2016 parcel taxes led taxpayer activists in the county to form the Coalition of Sensible Taxpayers, which goes by the name CO\$T. Founder and President Mimi Willard of Kentfield, a financial analyst, said the group is “not reflexively anti-tax.” Instead, it's challenging school boards to justify the need for a parcel tax, to reduce the number of years a tax is in place and to switch from a flat dollar to a per-square-foot tax, which is fairer to owners of smaller homes, she said. The group has indicated that it might oppose a parcel tax increase the Tamalpais Union High School District is considering for the March ballot.

COST also is pressing local school boards to take on the pension issue but “gotten nowhere so far,” Willard said. “We tell them, ‘Go to Sacramento to fix the problem moving forward,’ so that it isn’t foisted on us. But nobody wants to stick their head out of the foxhole.”

Note: This past week the United States Supreme Court heard oral arguments for the legality of the Deferred Action for Childhood Arrivals (DACA) program, the California Trucking Association sued the state over Assembly Bill 5, and the California Charter Schools Association publicly called for the closure of nine charter schools.

DACA’s Day in Court + a Legal Challenge to AB 5 + Charter School Closures

By Hannah Wiley
The Sacramento Bee
November 13, 2019

California and President Donald Trump’s representatives duked it out at the U.S. Supreme Court yesterday.

The court heard oral arguments on the legality of the Obama-era program that shields immigrants who arrived illegally as kids from deportation, commonly referred to as Deferred Action for Childhood Arrivals.

The California Department of Justice is leading a coalition of 21 attorneys general to protect the state’s 200,000 so-called “Dreamers” and the total 700,000 recipients who live throughout the country. Most arrived decades ago and, since Trump rescinded the program, have reiterated that they do not know their country of origin and consider the United States to be home.

California has battled the Trump administration in the courts since the president announced the policy reversal in 2017. The University of California, led by the woman who oversaw DACA’s creation, is also suing the federal government.

The arguments, summarized:

- Noel Francisco, solicitor general for the federal government, argued that the Department of Homeland Security’s decision not to enforce the policy was within its jurisdiction as a law enforcement agency. Francisco also underscored Trump’s point that DACA was illegal.

“DACA was a temporary stop gap measure that, on its face, could be rescinded at any time,” Francisco said. “And the department’s reasonable concerns about its legality and its general opposition to broad non-enforcement policies provided more than a reasonable basis for ending it.”

- Attorneys representing those in favor of the program said the termination of DACA “triggered abrupt, tangible, adverse consequences” and the government “utterly failed” to provide an “accurate, reasoned, rational and legally sound explanation” for its effort.

As expected, the justices appeared split, if not in favor of the Trump administration. Tipping the scale will likely fall on Chief Justice John Roberts’ shoulders.

Notable — Justice Sonia Sotomayor said she was having an “impossible time” with the argument to rescind the program, a decision she likened to a “choice to destroy lives.”

The court has until June 2020 to determine the fate of DACA. Janet Napolitano, president of the UC system and the former secretary of Homeland Security said she believed the case was “well briefed and well argued.” There are roughly 1,700 students in the system who are Dreamers.

“To make them subject to eviction from the only country they’ve known as home is not only legally required, but inconsistent with good immigration policy and inconsistent with our values in this country,” she said.

A SUIT AGAINST AB 5

It was only a matter of time.

During hearings and floor votes this year to approve a powerhouse labor law, Assembly Bill 5 was met with staunch opposition across several industries. Some of the most vocal opponents came from the trucking industry, whose drivers argued that the new law to consider independent contractors as employees would blunt agency over their schedules and disrupt their work flow.

So on Tuesday, the California Trucking Association filed suit against the state, alleging that the law violates the rights of owner-operators who will suffer “irreparable harm” under AB 5.

“AB 5 threatens the livelihood of more than 70,000 independent truckers,” the association’s CEO Shawn Yadon said. “The bill wrongfully restricts their ability to provide services as owner-operators and, therefore, runs afoul of federal law.”

The suit was filed in the U.S. District Court for the Southern District of California and claims that the new law violates the Federal Motor Carrier Safety Act and the Federal Aviation Administration Act.

In a statement, AB 5 author and Democratic Assemblywoman Lorena Gonzalez said she expected the legal challenge.

“We expect big corporate interests — especially those who have misclassified their workers for years — to take this fight back to the place they know they can delay justice for workers: the courts,” Gonzalez said in a written statement.

‘ULTIMATE ACCOUNTABILITY’

The California Charter Schools Association publicly called for the non-renewal and closure of nine charter schools in the state, according to a press statement released on Tuesday.

The association said it was adhering to its “accountability framework,” which is used to identify schools with low academic performance and that are struggling to support students.

“All students – regardless of where they live, their race, income or educational needs – deserve access to a quality public education,” said Myrna Castrejón, the association’s president and CEO. “CCSA is laser-focused on closing the achievement gap and achieving equity for students throughout the state, which is why we have led the way in calling for schools to face the ultimate accountability of closure.”

The schools that were identified include the following, with their corresponding county:

- Bridges Academy - Santa Clara
- Castle Rock - Del Norte
- Chawanakee Academy Charter - Madera
- Delta Bridges Charter - San Joaquin
- Delta Charter High School at Cabrillo College - Santa Cruz
- Denair Elementary Charter Academy - Stanislaus
- Pittman Charter - San Joaquin
- Public Policy - Los Angeles
- Roses in Concrete - Alameda

The Legislature this year passed additional accountability measures to crack down on charter schools in California.

A law Gov. Gavin Newsom signed in early October allows districts to consider the economic effects a proposed charter school would have on the community before it's approved. And charter schools now have to conduct open meetings and make records public, thanks to a new law signed earlier this year.

SBE Approves Details for the ELPI and Modifications to the ESSA State Plan

By Kyle Hyland
School Services of California Inc.'s Fiscal Report
November 13, 2019

At its November 6, 2019, meeting, the State Board of Education (SBE) approved the methodology and cut scores for the English Learner Progress Indicator (ELPI) and clarified the definitions of ineffective and out-of-field teachers for California's Every Student Succeeds Act (ESSA) State Plan.

The 2019 California School Dashboard (Dashboard) will be the first year that local educational agencies (LEAs) can be identified for state differentiated assistance and schools can be identified for federal assistance under ESSA based on their performance on the ELPI. For this reason, the SBE had to approve the methodology and cut scores for the ELPI at the November board meeting in order for the indicator to be ready for the December release of the Dashboard.

The ELPI is unique from the other Dashboard indicators because it is the only indicator required under ESSA to measure progress towards proficiency rather than just proficiency. This means that two years of data are required to determine the Status (current year performance level) for this indicator while three years of data are needed to determine the Status and Change (how performance level compares to prior-year data), both of which are necessary to populate one of the five color-coded performance levels on the Dashboard.

The SBE approved the methodology and cut scores for the ELPI Status by splitting levels two and three of the English Learner Proficiency Assessments for California (ELPAC), creating six ELPI levels based on the ELPAC split. The rationale for this split is that it reflects the research-based timeline of five to seven years for an English learner student at level 1 on the ELPAC to reach English language proficiency.

Since a performance color cannot be populated for the ELPI until the 2020 Dashboard, the SBE also approved using the ELPI Status of “very low” as a proxy for “red,” the lowest color performance on the Dashboard, in order to identify LEAs for state differentiated assistance and schools for federal ESSA assistance (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) using the 2019 Dashboard.

The SBE also made some modifications to California’s ESSA State Plan at the November meeting. While the SBE members have expressed their displeasure in needing to define ineffective and out-of-field teachers, doing so is required by federal law. For this reason, the SBE approved the California Department of Education’s (CDE’s) [recommended clarifying revisions](#) to the definitions of ineffective and out-of-field teachers currently in California’s ESSA State Plan.

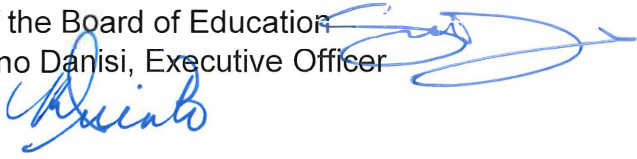
The other change the SBE made to the ESSA State Plan was revising the long-term goal for the extended graduation rate to 90.5%. This was necessary after the SBE adopted a five-year extended graduation rate for the Graduation Rate Indicator at their July meeting (see “[SBE Incorporates Five-Year Graduation Rate Into the Graduation Rate Indicator](#)” in the July 26, 2019, *Fiscal Report*). This means that in order for California to reconcile their state and federal accountability requirements into one system, California’s ESSA State Plan needed to be revised to set the same long-term goal for the extended graduation rate as they did for the Graduation Rate Indicator back in July. The graduation rate changes will be reflected on the 2019 Dashboard when it is released the week of December 9.

In addition to the action on the ELPI and the ESSA State Plan, the SBE also approved the State Superintendent of Public Instruction’s proposed [California Science Test \(CAST\) threshold scores](#), to be effective beginning with the 2018–19 administration.

You can find the other topics discussed by the SBE at the November meeting [here](#). The next SBE meeting will be January 8–9, 2020, when the CDE is expected to present the finalized proposed Local Control and Accountability Plan (LCAP) Template and instructions to the SBE for adoption (see “[SBE Discusses the Draft LCAP Template at September Meeting](#)” in the September 20, 2019, *Fiscal Report*).

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: November 22, 2019

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan Survey

The purpose of this communication is to provide the Board an update on the district's plan to engage with the community and collect input on the Local Control and Accountability Plan (LCAP).

One helpful method in soliciting stakeholder voice is through the annual LCAP survey. The 2019/20 LCAP survey is now available and can be accessed by clicking the LCAP logo on the home page of the district's website. A direct link has been provided below for convenience.

This year's survey was developed with helpful input from both student and parent focus groups. The goal of the focus group work was to ensure that the survey language was in an understandable format and captured relevant potential answer options. Another change to this year's survey format is in the available answers that a survey participant can select. In prior year surveys, participants were limited to selecting three items for each goal area. This year's survey removes that restriction, allowing for as many or as little selections as desired.

[LCAP survey \(https://www.fresnounified.org/dept/stafed/Pages/lcff.aspx\)](https://www.fresnounified.org/dept/stafed/Pages/lcff.aspx)

The survey will be available through late February and staff plans to present collected stakeholder input to the Board of Education in March.

If you have any questions or require further information, please contact Santino Danisi at 457-3661.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19



Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: November 22, 2019

Phone Number: 457-3661



Regarding: Local Control and Accountability Plan Template Redesign

The purpose of this communication is to provide the Board an update on the Local Control and Accountability Plan (LCAP) template redesign.

The California Department of Education (CDE) has been working on a template redesign, prompted by direction from the Legislature to make the planning document shorter and easier for stakeholders to understand. At the September 11, 2019 State Board of Education (SBE) meeting the CDE presented a revised prototype of the LCAP template for feedback. The CDE originally planned to request approval of the new template at the November SBE meeting in order to give districts ample planning time and adjust to the new requirements. However, request for approval is now slated to be considered in January for the template to be used beginning with the 2020/21 school year.

This will be the fourth template design change in six years and staff is monitoring the recommended changes closely to make certain the district's plan will be aligned to the desired outcome.

If you have any questions or require further information, please do not hesitate to contact Santino Danisi at 457-3661.

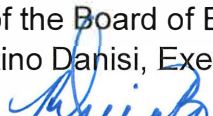
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: November 22, 2019

Phone Number: 457-3661



Regarding: Local Control and Accountability Plan Federal Addendum

The purpose of this communication is to provide the Board an update on the district's Local Control and Accountability Plan Federal Addendum (LCAP Addendum).

As mentioned during the May 29, 2019 Board of Education meeting, the LCAP Addendum is a new plan required by the California Department of Education (CDE), where districts must describe how they intend to address the required Every Student Succeeds Act (ESSA) provisions of Federal funding.

The Office of State and Federal Programs collaborated with multiple departments to create a plan that describes the district's use of federal resources to supplement and enhance activities funded with other federal, state, and local programs. Currently the CDE is reviewing district addendums with plans to bring them forward for State Board of Education approval at the March 2020 meeting. We are pleased to report that on November 01, 2019, the CDE completed its review of Fresno Unified's addendum and will include the district plan for approval at the March 2020 meeting. The district's approved LCAP Addendum is available for review at the Office of State and Federal Programs.

If you have any questions or require further information, please do not hesitate to contact Santino Danisi at 457-3661.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

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: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: November 22, 2019

Phone Number: 248-7465

Regarding: After School Programs in Fresno Unified School District

The purpose of this communication is to provide the Board with information on After School Programs. This is the first in a series of Board Communications on this topic. Upcoming BCs in this series will provide information on our After School Programs, as well as budgetary considerations for 2020/21 to address existing challenges and expand offerings to more students. It is beneficial to understand hours of operation, program elements, waitlist numbers, and costs and funding sources for each program in its current form.

Fresno Unified offers the following after school programs:

- After School Education and Safety (ASES)
- Extended Day Enrichment Program (EDEP)
- Green Shack
- After School Safety and Enrichment for Teens (ASSETs)
- After School Library Tutoring Hours

All after school programs are managed through the Extended Learning Office, with the exception of 40 sites (39 ASES, 1 ASSETs) which are managed by Fresno County Superintendent of Schools (FCSS) and the After School Library Tutoring Hours which are managed by the School Leadership Office.

Please refer to the attached list of school sites for each program.

ASES:

ASES programs are free for enrolled students. These programs are grant-funded by the California Department of Education for selected elementary and middle school sites. The ASES program operates from dismissal until 6:00 p.m. each school day. Mandatory program components of the ASES grant include healthy snack, homework assistance, extra time in classroom curricular resources, physical fitness, and enrichment activities. Fresno Unified is the ASES grantee for 31 sites and serves 3,264 students with a budget of \$4,472,229. FCSS is the grantee for 39 Fresno Unified sites and serves 6,614 students with yearly funding of \$9,061,254. Grant award amounts vary by site, based on the number of students eligible for free and reduced lunch. The average cost per student, per day is \$8.88. Students are selected for the ASES program through a lottery application process; those who are not selected through the lottery are placed on a waitlist. There are 3,671 students currently on the waitlist for the ASES program at the elementary sites (1,903 students at sites managed by Fresno Unified and 1,768 students at sites managed by FCSS). There is no waitlist for the ASES program at the middle school sites.

EDEP:

EDEP is a fee-based program where parents pay a monthly fee for enrolled students at 11 elementary school sites. Monthly fees vary and are determined by the daily rate and number of instructional days in each month. Daily rates are \$7.50 for two hours, \$9.00 for three hours, \$10.75 for four hours, and \$12.75 for five hours. The EDEP operates from dismissal until 6:00 p.m. however, parents have the option to select the hours of participation from a minimum of two hours to a maximum of five hours per day not to surpass 6:00 p.m. The EDEP is self-funded with a yearly budget of \$1,833,075 and serves 602 students with an average cost of \$9.32 per student, per day. The program components of the EDEP include healthy snack, homework assistance, physical fitness, and enrichment activities. Students are accepted on a first come, first served basis. There are 161 students currently on the waitlist for the EDEP.

Green Shack:

Green Shack programs are district funded with no costs to families at five elementary schools. Each of the five schools that have a Green Shack program also have a fee-based EDEP. Green Shack operates two and a half hours after dismissal time and provide indoor and outdoor recreational activities for students. The Green Shack program has a yearly budget of \$124,563 and serves 235 students with an average cost of \$3.46 per student per day. Fresno Unified's Extended Learning Office manages the Green Shack program. Students are accepted on a lottery application system. There are 164 students currently on the waitlist for Green Shack Program.

ASSETs:

ASSETs programs are free for enrolled students. ASSETs programs are federally grant-funded for selected high schools. The ASSETs program operates from dismissal to 6:00 p.m. each school day. Mandatory program components of the ASSETs grant include healthy snack, homework assistance, academic assistance, enrichment activities, personal development, college and career planning, and physical fitness. Fresno Unified is the grantee for four high school sites with yearly funding of \$1,075,000 and serves 3,047 students. FCSS is the grantee for one high school site with yearly funding of \$250,000 and serves 792 students. Grant award amounts vary by site, based on the number of students eligible for free and reduced lunch. Average cost per day, per student is \$9.25. There is no wait list for the ASSETs program.

After School Library Tutoring Hours:

After School Library Tutoring Hours are district-funded and available for all students at all school sites (elementary, middle and high) including high schools that have no formal, grant funded after school program. The After School Library Tutoring Hours extend the school site's library hours and provides tutoring opportunities for students for four days a week with at least one hour a day at the elementary school sites, at least one and a half hours a day at the middle school sites, and at least two hours a day at the high school sites. The program is operated with an annual budget of \$1,799,289. There is no wait list for the After School Library Tutoring Hours.

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: 11/22/19

After School Education and Safety (ASES) Programs managed by Fresno Unified School District's
Extended Learning Office (31 sites)

Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Anthony Elementary	29	96.5%	95.9%
Bakman Elementary	131	93.7%	92.7%
Columbia Elementary	25	98.2%	97.5%
Del Mar Elementary	30	96.0%	93.8%
Easterby Elementary	76	94.9%	93.0%
Ericson Elementary	79	94.6%	93.4%
Ewing Elementary	153	90.4%	88.0%
Fremont Elementary	10	97.0%	95.7%
Greenberg Elementary	18	95.1%	93.2%
Hamilton K-8	38	92.2%	90.5%
Holland Elementary	12	92.2%	92.2%
Homan Elementary	87	97.6%	96.3%
Jefferson Elementary	23	97.7%	97.1%
Kirk Elementary	8	99.1%	95.9%
Kratt Elementary	48	82.5%	80.5%
Lawless Elementary	52	83.8%	82.4%
Leavenworth Elementary	122	83.2%	82.8%
McCardle Elementary	25	81.6%	80.1%
Norseman Elementary	52	97.0%	96.5%
Powers-Ginsburg Elementary	41	88.2%	84.1%
Pyle Elementary	97	95.9%	95.3%
Robinson Elementary	25	89.5%	87.6%
Roeding Elementary	104	96.7%	95.9%
Thomas Elementary	153	93.8%	92.6%
Vang Pao Elementary	115	98.1%	97.7%
Viking Elementary	94	92.7%	91.5%
Vinland Elementary	63	90.6%	89.5%
Webster Elementary	38	97.2%	96.7%
Yokomi Elementary	155	87.2%	88.2%
Ahwahnee Middle	0	88.2%	89.6%
Edison Computech Middle	0	75.3%	75.1%

After School Education and Safety (ASES) Program managed by Fresno County Superintendent of Schools (39 sites)

Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Addams Elementary	19	98.5%	98.2%
Ayer Elementary	22	91.2%	89.8%
Aynesworth Elementary	4	96.6%	95.0%
Balderas Elementary	0	97.7%	97.2%
Birney Elementary	102	97.3%	97.4%
Burroughs Elementary	69	96.7%	96.9%
Calwa Elementary	51	97.9%	97.3%
Centennial Elementary	131	95.1%	94.5%
Heaton Elementary	20	96.3%	94.5%
Hidalgo Elementary	0	98.6%	97.3%
Jackson Elementary	0	95.9%	94.4%
King Elementary	84	98.4%	97.1%
Lane Elementary	21	97.4%	96.0%
Lincoln Elementary	229	99.1%	97.2%
Lowell Elementary	85	97.0%	95.0%
Mayfair Elementary	0	98.0%	97.4%
Muir Elementary	0	96.0%	94.5%
Olmos Elementary	79	97.7%	97.1%
Rowell Elementary	115	98.4%	96.0%
Slater Elementary	27	93.5%	94.0%
Storey Elementary	297	88.4%	88.4%
Sunset Elementary	73	80.9%	80.0%
Turner Elementary	23	96.1%	95.0%
Wawona K-8	20	89.5%	85.2%
Williams Elementary	64	97.8%	96.3%
Wilson Elementary	6	95.5%	94.6%
Winchell Elementary	25	98.2%	97.1%
Wishon Elementary	87	94.6%	94.9%
Wolters Elementary	115	94.3%	92.3%
Cooper Middle	0	88.5%	87.3%
Fort Miller Middle	0	96.6%	95.6%
Gaston Middle	0	97.8%	96.4%
Kings Canyon Middle	0	96.8%	94.9%
Scandinavian Middle	0	96.3%	94.9%
Sequoia Middle	0	97.9%	97.2%
Tehipite Middle	0	98.3%	97.6%
Terronez Middle	0	91.4%	92.4%
Tioga Middle	0	93.2%	93.4%
Yosemite Middle	0	97.3%	96.8%

Extended Day Enrichment Program (EDEP) managed by Fresno Unified School District's Extended Learning Office (11 sites)

Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Bullard Talent	53	62.1%	56.8%
Eaton Elementary	7	69.0%	66.0%
Ewing Elementary	0	90.4%	88.0%
Figarden Elementary	19	74.1%	74.3%
Forkner Elementary	8	55.4%	54.5%
Gibson Elementary	27	61.9%	58.3%
Leavenworth Elementary	9	83.2%	82.8%
Malloch Elementary	9	51.3%	47.0%
Manchester GATE Elementary	6	65.8%	64.8%
Starr Elementary	27	56.1%	55.4%
Sunset Elementary	0	80.9%	80.0%

Green Shack Program managed by Fresno Unified School District's Extended Learning Office (5 sites)

Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Eaton Elementary	26	69.0%	66.0%
Forkner Elementary	29	55.4%	54.5%
Malloch Elementary	31	51.3%	47.0%
Manchester GATE Elementary	41	65.8%	64.8%
Starr Elementary	37	56.1%	55.4%

After School Safety and Enrichment for Teens (ASSETs) Program managed by Fresno Unified School District's Extended Learning Office (4 sites)


Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Edison High	0	78.7%	78.8%
Fresno High	0	86.8%	89.7%
McLane High	0	91.7%	91.8%
Sunnyside High	0	89.2%	90.6%

After School Safety and Enrichment for Teens (ASSETs) sites managed by Fresno County Superintendent of Schools (1 site)

Site	# of students on waitlist	Free and Reduced Lunch 2017/18	Free and Reduced Lunch 2018/19
Roosevelt High	0	91.7%	90.8%

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Catherine Aujero, VAPA, Manager III
Cabinet Approval: 

Date: November 22, 2019

Phone Number: 248-7172

Regarding: Student Support and Academic Enrichment Grant 2019

The purpose of this communication is to provide the Board with an overview of the outcomes of the Student Support and Academic Enrichment Category A grant.

In January 2019 Fresno Unified School District was awarded a \$569,000 grant to increase arts opportunities and arts education for our students with disabilities. The grant period ended September 2019. The funding for this grant accomplished significant outcomes for students across the district that are being sustained beyond the grant cycle. In addition to the programs below, adaptive tools, materials and supplies, and instruments were purchased to support these initiatives through the grant funding.

- Students at four of our comprehensive high schools (Sunnyside, Hoover, McLane, and Fresno) participated in the United Sound program where musicians in either band or orchestra mentored their student peers with moderate to severe disabilities in how to play an instrument. These new musicians played as a part of their school's full ensemble at a spring concert. This program is expanding to all seven comprehensive high school campuses in Spring 2020.
- Teaching artists of Fresno Arts Council now work with students at all four of our specialty campuses for students with disabilities (RATA, Fulton, ATP and Addicott) on a weekly basis.
- Music Speaks music therapists now work with each student at Addicott Elementary every week. The individualized data reports show growth across the school in the initial semester and continues into the 2019/20 school year.
- Teachers across the district engaged in up to 18 hours of professional development in visual arts, music, and theatre enhanced teaching strategies by Special Education teachers and VAPA arts integration specialists. The feedback was very positive and included requests for additional professional learning opportunities in the inclusive practice of arts integration.
- Twenty-two music teachers benefitted from professional development in non-traditional, accessible, and engaging methods of teaching music, the Modern Band teaching strategy. Specialty instruments, including; drums, ukuleles, guitars, and keyboards were purchased for these teachers.
- Thirty teachers participated in professional development in "Beat the Odds" Social Emotional Learning drum circles. These teachers received a set of drums for each of their schools to facilitate drums circles in their classroom and in clubs.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19

Fresno Unified School District
Board Communication

BC Number T-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Philip Neufeld, Executive Officer
Cabinet Approval: Kurt Madden, Chief Technology Officer

Date: November 22, 2019

Phone Number: 457-3868



Regarding: Performance on Contract for Dark Leased Fiber Wide Area Network

The purpose of this communication is to respond to the request by the Board as to whether Conterra did any work on the Dark Leased Fiber Wide Area Network, Bid E20005 contract after the Phase I Addendum was approved on May 23, 2018. A purchase order was issued on May 29, 2018 prior to the halt of work less than 60 days later on August 20, 2018.

There were no written communications regarding work done by Conterra or their subcontractors. However, during a conference call on June 20, 2018 Conterra indicated that they had started work on the network. Staff also discovered a subcontractor installing a connection box in the dirt outside the western side of the Ed Center. They were going to bring in fiber in preparation to connect to the District's network, which confirmed work had started.

Purchasing received an inquiry from a non-related party 19 days after the conference call regarding the use of prevailing wage in the Conterra contract. Attorneys from both Conterra and Fresno Unified were then engaged and the preliminary work was halted. Conterra and the District could not come to an agreement and attorneys from both sides developed a cancellation of the contract with no-harm clauses and nothing owed by either party.

If you have further questions or require additional information, please contact Kurt Madden at 457-3868.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/22/19