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BOARD COMMUNICATIONS – DECEMBER 13, 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 Proposed Revisions for Board Policy 5145.13 –
Response to Immigration Enforcement
- S-3 David Chavez Response to Trustee Major Slatic's Comments on
December 11, 2019 – Potential Penal Code Violation
- S-4 David Chavez Response to Trustee Major Slatic's Comments on
December 11, 2019 Meeting – Wrestling Funds.

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

- AS-1 Kim Kelstrom School Services Weekly Update Report
for December 06, 2019
- AS-2 Ruth F. Quinto Internal Auditor for Proposal/Request for
Qualifications
- AS-3 Santino Danisi Local Control and Accountability Plan Community
Engagement

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

- HR-1 Paul Idsvoog Position and Job Description – Physical Therapist
- HR-2 Paul Idsvoog Trades Salary Schedules for 2019/20 and Prior Years
including 2012/13 Through 2018/19

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

- OS-1 Karin Temple Solar Energy Projects Update
- OS-2 Karin Temple March 2020 Bond Measure M

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1	Carlos Castillo	Academic Calendar Survey Results and Constituency Feedback
SL-2	Carlos Castillo	Civic Learning Update
SL-3	Sandra Toscano	Hmong Dual Language Institute
SL-4	Sandra Toscano	Visit from Tucson Unified School District to Leavenworth Elementary Dual Language Immersion Program in November 2019
SL-5	Jeremy Ward	Extended Learning Summer Program for 2020
SL-6	David Chavez	Aspen Ridge High School Charter Petition

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: December 13, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Hosted visitors from the Hewlett Packard Foundation as part of the grant application process
- Attended California School Boards Association Annual Conference
- Site visits to Bakman, Cesar Chavez, Kirk, Operations and Sunnyside
- Met with district staff and WestEd to discuss the African American Taskforce
- Attended Milken Award Celebration for Sunnyside teacher Katie McQuone
- Attended CART Board Meeting
- Attended Dailey Board Meeting
- Attended the Central Valley Promise Executive Leadership Breakfast
- Met with Manuel Bonilla, Fresno Teachers Association President
- Spoke at the Professional Learning Initiative Conference
- Gave interview with Juanita Stevens, KSEE24, regarding the Sunnyside teacher who won the Milken Award.
- Attended Fresno Cradle to Career (C2C) Partnership Table Meeting
- Participated in the CORE Finance Committee Call
- Held Labor Management Meeting with Fresno Teachers Association Leadership and District Leadership


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

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: December 13, 2019

Phone Number: 457-3736

Regarding: Proposed Revisions for Board Policy 5145.13 – Response to Immigration Enforcement

The purpose of this communication is to provide the Board a summary of the recommended additions to Board Policy (BP) 5145.13 which was recently brought to the Board as a “Receive” Item during the December 11, 2019 Board of Education Meeting.

2019-20 FPM **Pre-Review**

Review » EE: Education Equity

EE 06: Immigration and Citizenship

Requirement

- 6.0 School officials and employees of an LEA shall not collect information or documents regarding citizenship or immigration status of pupils and their family members, except as required by law or required to administer a state or federally supported educational program. (EC Section 234.7[a])
- 6.1 The LEA shall report to the responsible governing board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures confidentiality and privacy of any potentially identifying information. (EC Section 234.7[b])
- 6.2 If an employee of a school is aware that a pupil's parent or guardian is not available to care for the pupil, the school shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care. A school is encouraged to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the pupil's care unless the school is unable to arrange for care through the use of emergency contact information or other information or instructions provided by the parent or guardian. (EC Section 234.7[c])
- 6.3 The LEA's governing board shall do both of the following:
- (a) Provide information to parents and guardians, as appropriate, regarding their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information relating to “know your rights” immigration enforcement established by the Attorney General and may be provided in the annual notification to parents and guardians pursuant to EC Section 48980 or any other cost-effective means determined by the LEA. (EC Section 234.7[d][1])
 - (b) Educate pupils about the negative impact of bullying other pupils based on their actual or perceived immigration status or their religious beliefs and customs. (EC Section 234.7[d][2])
- 6.4 All LEAs shall adopt policies based on the model policies developed by the Attorney General's Office (Guidance), or equivalent policies. (EC Section 234.7[g])

The additions are reflective of the California Department of Education's (CDE) recommendations for the Federal Monitoring Program (FPM) review (see below):

Therefore, BP 5145.13 changes are represented by the **Green font** (CDE/FPM required change).

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


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



Date: 12/13/19

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: David Chavez, Chief of Staff
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3566

Regarding: Response to Trustee Major Slatic's Comments on December 11, 2019 – Potential Penal Code Violation

The purpose of this communication is to provide the Board information regarding Trustee Major Slatic's comments during the Board/Superintendent Communication portion of the December 11, 2019 meeting.

Trustee Major Slatic stated that on November 6 in Fresno County Superior Court Room 404 an FUSD employee admitted in sworn testimony that she violated California Penal Code Sections 630, 631 and 632; misdemeanors. We believe this statement refers to the recording of the conversation that took place on July 10, 2019 at approximately 4:00 p.m. when Trustee Major Slatic addressed the Bullard High School Cheer Squad.

California Penal Code Section 632 falls under the Invasion of Privacy Act and refers to "A person who, intentionally and without the consent of all parties to a confidential communication, uses an electronic amplifying or recording device to eavesdrop upon or record the confidential communication."

Attached is a memorandum from Lozano Smith providing an overview of the restrictions regarding the use of audio/video recording devices on campus and summarizes California Penal Code Section 632.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

Shawn A. VanWagenen
Attorney at Law

E-mail: svanwagenen@lozanosmith.com

December 13, 2019

Robert G. Nelson, Superintendent
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

Re: Overview of Restrictions on Audio/Video Recording on Campus

Dear Robert:

The purpose of this memorandum is to provide an overview of the restrictions regarding the use of audio/video recording devices on campus. In particular, we have been asked to summarize California Penal Code section 632 which makes it a crime to record a private conversation of another person without their consent.

Legal Background on Unlawful Recording

The Penal Code makes it a crime for, “A person who, intentionally and without the consent of all parties to a confidential communication, uses an electronic amplifying or recording device to eavesdrop upon or record the confidential communication.”¹ A violation of this statute occurs when: (1) the communication was confidential; and (2) the party being recorded had a reasonable expectation of privacy when they made the communication.

Confidential Communications

What makes a communication “confidential” is an objective standard that the conversation has a reasonable expectation of privacy.² Section 632 actually defines “confidential communication” as follows:

Any communication carried on in circumstances as may reasonably indicate that any party to the communication desires it to be confined to the parties thereto, but excludes a communication made in a public gathering or in any legislative, judicial, executive, or administrative proceeding open to the public, or in any other circumstance in which the parties to the communication may reasonably expect that the communication may be overheard or recorded.³

¹ Pen. Code § 632(a).

² *Flanagan v. Flanagan* (2002) 27 Cal.4th 766, 769.

³ Pen. Code § 632(c).

Courts have held that a communication cannot be considered confidential where other persons may be reasonably expected to overhear it.⁴ But just because others were present, doesn't necessarily mean that the expectation of privacy was objectively unreasonable. Proving whether or not a conversation is "private" becomes a factual issue for a jury to resolve.

Reasonable Expectation of Privacy

The Code does not explicitly define what constitutes a "reasonable expectation of privacy." Several courts have held different positions on what scenarios garner a reasonable expectation of privacy.

A person may be able to maintain an expectation of privacy in a public location. In *Safari*, the court found that the plaintiff had presented facts that would support a sufficient basis for a jury to find that plaintiff's privacy claims would prevail.⁵ Although the parties were speaking in a public restaurant with several other patrons nearby, plaintiff's conduct in lowering his voice, stopping the conversation when the waiter approached, and never consenting to recording created an expectation of privacy.⁶

The courts have also held that personal conversations outdoors on a public sidewalk may maintain a reasonable expectation of privacy. In *Cuviello*, the court denied a motion to dismiss a cause of action for violation of section 632 when the defendant recorded a private conversation between the plaintiff and an associate on the city streets.⁷ The court found that because the plaintiff had checked his surroundings for people within earshot, leaned in close to his associate, and did not consent to the defendant's recording, plaintiff had maintained a reasonable expectation that his private conversation would not be recorded.

That being said, situations where a person is speaking in a group setting are less likely to maintain a reasonable expectation of privacy. In a case involving a classroom, a teacher was recorded by students while teaching.⁸ The court held that it is unreasonable for a teacher to believe her communications or actions in class were confidential. It noted that teachers should always expect public dissemination of their classroom communications or activities. The court concluded that, "California's privacy laws do not apply under the circumstances of this case."

This same logic would apply to other discussions with groups of students or other staff. That is because "one who listens with the speaker's knowledge and intent is involved or interested in a conversation, not an eavesdropper."⁹ Such conversations are not confidential and recording a non-confidential conversation does not violate section 632.

⁴ *Planned Parenthood Federation of America, Inc. v. Center for Medical Progress* (N.D. Cal. 2016) 214 F.Supp.3d 808, 841 ("Planned Parenthood"); citing *Lieberman v. KCOP Television, Inc.* (2003) 110 Cal.App.4th 156, 168.

⁵ *Safari Club International v. Rudolph* (9th Cir. 2017) 862 F.3d 1113, 1126 ("Safari").

⁶ *Id.* at p. 1123.

⁷ *Cuviello v. Feld Entertainment, Inc.* (N.D. Cal. 2015) 304 F.R.D. 585, 592 ("Cuviello").

⁸ *Evens v. Superior Court* (1999) 77 Cal.App.4th 320, 322 ("Evens").

⁹ *Lieberman, supra*. 110 Cal.App.4th 156, 168.

Robert G. Nelson, Superintendent
Fresno Unified School District
December 13, 2019
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Special Considerations for Schools

In addition to the Penal Code restrictions, Education Code section 51512 prohibits unauthorized individuals from using an electronic listening or recording device in any classroom. The District's Board Policy 1250 (Community Relations) mirrors Education Code section 51512, and prohibits electronic listening or recording devices from being used by students or visitors in a classroom without the teacher and principal's permission.

Similarly, Administrative Regulation 5139 provides that students are prohibited from taking photos or videos within classrooms, gyms, locker rooms, bathrooms, or other areas where there is a reasonable expectation of privacy. Further, no photos or videos may be taken that would invade another's privacy, place someone in a false light, or expose another to ridicule, shame, or embarrassment. Violations under either section could result in disciplinary action by the District.

We note that there does not appear to be any provisions that directly regulate District staff's use of recording devices. The only policy on point is Administrative Regulation 0440.1, which prohibits District technology from being used in a manner that would subject the District or individual to criminal, civil, or administrative liability (e.g. an action for violation of California Privacy Law.) It does not specifically address use of personal devices such as cell phones.

Please do not hesitate to contact our office if you wish to revisit the District's policies regarding use of technology on campus.

Sincerely,


LOZANO SMITH



Shawn A. VanWagenen

Fresno Unified School District
Board Communication

BC Number S-4

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

Date: December 13, 2019

Phone Number: 457-3566

Regarding: Response to Trustee Major Slatic's Comments on December 11, 2019 – Wrestling Funds

The purpose of this communication is to provide the Board information regarding Trustee Major Slatic's comments during the Board/Superintendent Communication portion of the December 11, 2019 meeting.

Trustee Major Slatic stated that a Bullard High School parent sent a query to the Constituent Services Office (CSO) four months ago regarding the Bullard High School Wrestling Program and funds being diverted to one or more coaches bank accounts for their own personal use. He also stated that the constituent is still waiting for a call back.

Attached is an email summary from a call taken on August 27, 2019 by Executive Director Plascencia, where an individual called the CSO wanting to report what they believed to be fraud, and more specifically, what they believed to be theft from the Bullard High School wrestling team. Given the similarity in detail, we presume this is the call Trustee Major Slatic is referencing.

During the call, Executive Director Plascencia asked the individual for specific information, but the individual stated they wanted to remain anonymous. Because of this, Executive Director Plascencia gave the individual the fraud phone number so they would be able to state their concerns while remaining anonymous. Additionally, the CSO has a standard practice of logging the phone number of calls taken, but on this occasion, the phone number came up as a blocked number. Given that the individual did not provide a name or any contact information, as well as the phone number being a blocked number, there was no way for the CSO to contact the individual.

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



Date: _____

12/13/19

Teresa Plascencia

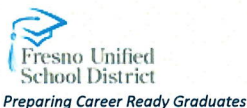
From: Teresa Plascencia
Sent: Wednesday, August 28, 2019 1:46 PM
To: Brian Wall (Brian.Wall@fresnounified.org); Kim Kelstrom; David Chavez
Cc: Andrew De La Torre
Subject: Anonymous Caller/Fraud Complaint (BHS)

Importance: High

Team:

As an FYI:

- Tuesday, Aug. 27 at approximately 4:55 pm, I received a call from a BHS Parent (who did not want to share too many specifics as he wanted to remain anonymous)
- He requested the District's Fraud Department
- When asked for clarification regarding the allegation of fraud; he shared that he believes there has been theft from the BHS Wrestling Team
- He claims last year the Wrestling Coach led a team fundraising campaign
- The Coach who owns a business, which was part of the fundraising efforts, stated a portion of the proceeds would go back to the team
- He claims the fundraiser last year was successful, to a point where the team was told there would be a surplus for this year's team
- I provided him with the FRAUD Line number and referred him to the District's website
- He thank me for the information and ended the call



Teresa Plascencia
Executive Director, Constituent Services
Fresno Unified School District
2309 Tulare Street, Room 218
Fresno, CA 93721-2287
Direct: 559-457-3736
Email: Teresa.Plascencia@fresnounified.org

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Fresno Unified School District
Board Communication

BC Number AS-1

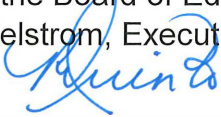

From the Office of the Superintendent
To the Members of the Board of Education

Date: December 13, 2019

Prepared by: Kim Kelstrom, Executive Officer

Phone Number: 457-3907

Cabinet Approval:

Regarding: School Services Weekly Update Report for December 06, 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 December 06, 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.



Date: 12/13/19



1121 L Street

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Suite 1060

•
Sacramento

•
California 95814

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TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

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www.sscal.com

DATE: December 6, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Full and Fair Funding Initiative Pulled from 2020 Ballot Consideration

On Wednesday, December 4, 2019, the Full and Fair Funding coalition announced that it was pulling its initiative from November 2020 ballot consideration in order to avoid conflict with the split roll measure that has already qualified for next year's ballot. Proponents of both initiatives feared that having two large tax measures to support K–14 education on the same ballot would result in the failure of both initiatives next November.

The proponents of the measure—the California School Boards Association, the Association of California School Administrators, and the Community College League of California—announced that they will instead look to put the initiative, which would raise approximately \$15 billion annually for K–14 education by raising taxes on individuals and corporations making more than \$1 million, on the November 2022 ballot instead.

This news comes just two weeks after the Full and Fair Funding coalition filed for title and summary with the Attorney General's Office—the step before proponents can begin collecting signatures to qualify the measure for the ballot. If the coalition decides to move forward with attempting to place the initiative before voters on the 2022 general election ballot, the threshold to qualify it would still be nearly one million valid signatures.

This announcement means that voters will only have two significant education proposals on the statewide ballots to consider during the 2020 election season. The first will be Proposition 13 (2020), the \$15 billion K–16 school construction bond that voters will decide at the March 3, 2020, primary election. According to the latest Public Policy Institute of California (PPIC) polling, support for the bond among likely voters has dropped from 54% (September) to 48% (November). However, support is strongest among Democrats (71% approval) whose turnout for March could be historically high if there are still multiple front-runner presidential candidates on the ballot. Additionally, proponents have not begun to ramp up the “yes” on Proposition 13 campaign, which will likely heat up as we get closer to the election. Also, strong opposition to the bond is not expected; thus, if the proponent's campaign efforts are

effective, they should be able to sway enough of the 16% of likely voters that are currently undecided to approve the bond.

On the other hand, the split roll measure that voters will consider in November 2020, which would amend Proposition 13 (1978) to tax commercial and industrial properties regularly at their fair market value, is likely to yield a very strong opposition campaign from the business community and the Howard Jarvis Taxpayers Association. This looming opposition campaign, combined with the recent November PPIC polling that shows that the measure is only supported by 46% of likely voters, should concern the proponents. Proponents are hoping that the proposal will receive a boost in the next round of polling now that the Full and Fair Funding initiative has been pulled from consideration, but whether that boost will be enough to get a majority of voters to approve the measure is unknown.

We are also waiting to see if Governor Gavin Newsom will officially endorse the split roll initiative and actively campaign to get the measure passed. While the proposal is estimated to bring in an additional \$6 billion to \$10 billion annually for K–14 schools and local governments, Governor Newsom may be weary to attach his name to an initiative that currently has less than 50% support from likely voters. He may wait to see what another few rounds of polling indicate for the measure before he decides to expend any political capital to try and get the proposal approved.

Leilani Aguinaldo
Robert Miyashiro

Note: California State University is currently considering requiring a fourth year of quantitative reasoning, which could include various math and science courses, to its admissions requirement.

Requiring Fourth Year of High School Math Will Leave More Students Behind

By Elisha Smith Arrillaga
EdSource
December 5, 2019

In many years of advocating for educational justice in California, one of the things I've learned is that well-intentioned policies can have unfortunate consequences.

The state's high school exit exam, for example, was supposed to raise student performance when it was approved in 1999, but after about a decade, officials had to admit that not only was the test failing to improve outcomes, it also discriminated against English learners.

They dropped the test.

California's 2010 truancy law, which held parents responsible when their kids didn't show up for school, resulted in some parents being arrested, charged and even jailed — in what many considered a severe overreach of the criminal justice system.

Now, in an effort to address troublingly low graduation rates at California State University, we are in danger of once again adopting a well-meaning but misguided policy that will deepen already entrenched problems in our public education system.

To be fair, higher education officials have good reason to be concerned: too many CSU students, especially low-income students, struggle to complete their degrees. The six-year graduation rate for low-income students is just 56 percent.

For low-income black students, the average is 50 percent, and for Latinx students, it's 54 percent. Clearly, CSU must do more to counter systemic inequities and better support its students.

However, a proposal being debated by the CSU Chancellor's Office and Board of Trustees would offer little help while causing real harm by decreasing college access for students of color and low-income students.

CSU leaders are considering adding a new admissions requirement: a fourth year of quantitative reasoning (which could include various math and science courses). Right now, high school students must take math courses such as algebra and geometry or science courses such as biology, chemistry or physics.

The new requirement would mean students would also have to take courses such as statistics or coding to qualify for admission.

Having majored in mathematics, I'm thrilled when students get access to advanced coursework in math and science. But, as most educators will tell you, adding a new college admissions requirement doesn't necessarily mean students will take more quantitative reasoning courses or will come away better prepared.

In fact, given the inequities that plague our state's K-12 system, the proposed requirement would actually prevent many students — especially those from marginalized communities — from being eligible for the CSU system.

How? First, just because the state insists on students taking certain courses to qualify for college admission, that doesn't mean their schools offer those courses.

It's been 30 years since the state adopted the college preparatory course sequence known as A-G, and yet more than a third of California districts don't offer the necessary A-G courses. These districts tend to serve students of color and low-income students. Our research shows, for example, that schools in low-income communities are less likely to offer advanced math courses like Calculus and Physics.

There is also a shortage of high school teachers who are qualified to teach advanced math and science courses. In 2016-17, more than 12,000 substandard permits and credentials were issued in California — and about half were in math, science and special education. More than two-thirds of these teachers worked in low-income communities.

To address the teacher shortage, CSU is touting its plan to spend \$10 million over the next four years to recruit more math and science teachers, in part by providing more financial aid and creating new credential pathways.

But Long Beach Unified received a \$7 million, 5-year grant to do the same, which suggests that it will take far more for the entire state to fill its schools with qualified math and science teachers.

Without sufficient access to college prep courses or teachers, students of color and low-income students are already shut out of the CSU system at a disproportionate rate. Adding another admissions requirement would double down on this inequity, creating an unnecessary barrier for these students.

That's why the Education Trust–West and more than 60 other educational justice and civil rights groups are urging CSU trustees to reject the proposed requirement.

In addition, the classroom teachers and principals who spend each day with California's students are lining up against it. The California Teachers Association, California School Boards Association, Association of California School Administrators — and even CSU's own faculty — have called on CSU to drop the proposal.

And yet, CSU trustees are still considering the idea; they will vote on it in January.

They should vote no and instead partner with the California Department of Education to advocate for increased funding for and access to A-G coursework and qualified teachers, especially in underserved schools and districts.

Given the linguistic diversity of California students, CSU should strive to quadruple the number of bilingual teachers. It should also continue to follow through on recent remediation education reforms that are already showing results.

College remains a vital pathway to financial independence for countless young Californians. Our state university system is absolutely right to want more students to graduate. But denying entrance to those with the greatest need and unrealized potential is the wrong way to do it.

...

Elisha Smith Arrillaga is executive director of [The Education Trust—West](#).

Note: To help support students experiencing mental health needs, Blue Shield of California announced that they are launching BlueSky, a multiyear effort in collaboration with the California Department of Education and nonprofit organizations such as Wellness Together, National Alliance on Mental Illness, and DoSomething.org.

Blue Shield of California Funds Mental Health Workers in Schools

By Catherine Ho
San Francisco Chronicle
December 2, 2019

Amid growing concern about mental health among teens, Oakland health insurer Blue Shield of California has committed \$10 million to improve access to mental health services in the state’s public schools.

It marks one of the company’s first major investments in Oakland since moving its corporate headquarters there from San Francisco this year, and comes amid a rise in rates of suicide, depression and anxiety among adolescents and teenagers.

The majority of the money is funding the salaries of mental health specialists at 19 high schools and middle schools, including nine in Oakland and San Leandro, for five years.

It is unusual for insurance companies to directly pay for therapists or counselors in schools, even though they often cover mental health services in doctors’ offices.

“We liked the idea of starting out being close to home and trying to influence the community so many of us are spending our professional lives in or near,” said Blue Shield of California CEO Paul Markovich. “There is a lot more adversity children are facing. The ability to have resilience to deal with that adversity is crucial to their long-term health and happiness.”

Most of the \$10 million is being donated to Wellness Together, a Sacramento nonprofit that employs and places mental health clinicians at K-12 schools across the state. The nonprofit is hiring one clinician to be placed at each of the 19 schools.

At many of the schools, the clinicians are supplementing existing staff, such as social workers. Besides the five in Oakland, four schools are in San Leandro and 10 are in San Diego County. Most of the clinicians are already in place, having started at the beginning of the school year.

The program, which Blue Shield is calling Blue Sky, will also help train 6,000 teachers and staff at schools across the state over the next 18 months to recognize signs of trauma. Some funding will also help expand student-led groups affiliated with the National Alliance on Mental Illness, which promotes greater awareness of mental illness, and DoSomething, which helps organize campaigns around social causes.

Blue Shield, which last year reported \$20.6 billion in revenue and employed 6,800 people, has contributed to school programs before, including events for East Bay students that encourage healthy eating and lifestyle habits. But the company's \$10 million mental health pledge is the largest investment it has made in school health programs.

“Not all of the solutions to address the long-term impacts of adverse childhood experiences are going to happen in the exam room,” said California Surgeon General Dr. Nadine Burke Harris, an advocate for early intervention in childhood trauma such as neglect and violence. “So many of them have to be happening at the places where our communities are — in schools, in programs that happen in the community. The governor and our team has been working on increasing availability of mental health services and engaging private business in this effort. We see this as a wonderful first step in getting private partners to step up.”

Just 35% of California kids who reported needing help for emotional or mental health problems receive counseling, according to the 2018 California Children's Report Card, an assessment by the California advocacy group Children Now. And mental illness was the top reason California kids were hospitalized in 2018, the report found.

“Young adulthood is a really difficult time. These kids have really involved lives and adult problems,” said Rosalind Kingsley-Hurst, a mental health specialist at Coliseum College Prep Academy in Oakland, whose position is being funded by the Blue Shield program. “There's a lot of unawareness of how extreme the lives of young people are.”

Kingsley-Hurst is working for Wellness Together as a trainee. She is working on her master's degree in counseling psychology at Holy Names University in Oakland.

Kingsley-Hurst often hears from teens struggling with academics, grief over the death of a family member, romantic relationships, unhealthy friendships and worries over immigration and family separation. She said she recently counseled a student about a conflict she was having with a former friend with whom she'd had a falling-out because the friend had told others about a sexual assault she'd wanted to keep private. Young people often just need someone to talk to who will keep matters confidential, she said. It's not uncommon for students to come to her office and simply sit in silence for 15 minutes to decompress.

“They just need someone to hold the space for them,” she said.

Blue Shield is working with researchers at UCSF to evaluate the program's success, by comparing participating schools to those not in the program. A previous statewide mental health program called Project Cal-Well, which was funded by a federal grant and used some of the same intervention tactics in Southern California schools, showed promising results, according to Samira Soleimanpour, co-lead researcher who is evaluating the Blue Shield program.

Latest UCLA Economic Forecast Modestly Improves

By Patti Herrera and Robert McEntire, Ed.D.
School Services of California Inc.'s Fiscal Report
December 6, 2019

Economists with the *UCLA Anderson Forecast (Forecast)* painted a modestly brighter picture for the national and state economies in its final report of the year issued on December 4, 2019.

For quite some time, the *Forecast* economists have projected a 3-2-1 trajectory for the U.S. economy, forecasting that the year-over-year gross domestic product (GDP) growth rate (the conventional measure of overall economic health) would gradually decline from 3% to 1%. They now forecast a 3-2-2 trajectory, but caution that risks of a recession by the end of 2020 remain significant.

While the future economic picture may be rosier than previous forecasts, the hue is still subdued. UCLA's economists see weakening consumer spending as a result of over-leveraged automobile credit and questionable lending practices reminiscent of home lending from 2004–2007, which have led to increased delinquencies among car buyers. Because consumer spending has been strong and accounts for 70% of national GDP, this economic driver has masked protracted weakness in corporate investments. Though many believed that the 2017 federal tax policy reforms would stimulate business activity, this belief has not materialized. Moreover, the ongoing trade war with China, alongside growing concerns of potential automobile tariffs with key European partners, continues to stifle business investments that would otherwise further stimulate economic growth.


The other stimulus tool on which the economy relied heavily after the Great Recession is the Federal Reserve's monetary policy, but, as the *Forecast* notes, Federal Reserve Chairman Jerome Powell issued a clear signal that interest rates are likely to stay static, barring any significant change to warrant future rate cuts (to stimulate borrowing) or rate increases (to control inflation).

With respect to California's economy, UCLA's economists also predict an overall slowing due largely to the constraints of having reached full employment and the state's continued housing crisis, as well as the impact resulting from America's trade war with China on import-export activity and the technology sector. Specifically, California's total employment growth rate is expected to be 0.9% in 2020 and 1.3% in 2021 while growth in real personal income will be 2.1% and 1.9%, respectively. The housing crisis is forecast to persist despite recent law changes designed to spur growth in this sector; however, the *Forecast* economists see this picture improving in 2021.

We will have much more to share about the national and state economies, and what they mean for public education, at our upcoming [Governor's Budget Workshops](#) after the New Year. We hope to see you there!

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: Ruth F. Quinto, Deputy Superintendent/CFO
Cabinet Approval: 

Date: December 13, 2019
Phone Number: 457-6226

Regarding: Internal Auditor Request for Proposal/Request for Qualifications

The purpose of this communication is to provide the Board information regarding the Request for Proposal (RFP)/Request for Qualifications (RFQ) process for the district's internal auditors as several questions have arisen regarding their evaluation and selection.

As a reminder, the Audit Committee is comprised of seven members, three Board Trustees and four community members. The Audit Committee monitors the district's internal and external auditors.

The district's internal auditors, Price, Paige, and Company were recommended by the Audit Committee and approved by the Board of Education under various contracts and after multiple competitive processes conducted by the Audit Committee over the past many years.

For instance, as part of the current five-year contract, there were a total of nine respondents and three firms were interviewed by the Audit Committee before the internal audit contract was recommended to the Board of Education for approval. The competitive processes under which Price, Paige, and Company have been engaged are as follows:

Board Approval Date	Process
October 28, 2015	Request for Qualifications
October 10, 2007	Request for Qualifications
June 26, 2002	Request for Proposal

At the Audit Committee meeting on December 09, 2019, action was taken to move forward on an RFP process for internal audit services given the five-year time frame that has transpired since the last competitive process had been conducted.

Also discussed at the December 09, 2019 Audit Committee meeting, only the district's independent external auditors are subject to the provisions of Education Code 41020. Specifically, the external auditors clarified the requirement for the external audit partner to rotate off of the engagement no less than every sixth fiscal year.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: December 13, 2019

Prepared by: Santino Danisi, Executive Office

Phone Number: 457-3661

Cabinet Approval: 

Regarding: Local Control and Accountability Plan Community Engagement

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). At the December 18, 2019 Board of Education meeting, an update will be provided on current year initiatives and plans for community outreach.

Beginning in January the district will host eight Community Engagement Workshops where attendees will have an opportunity to receive updates on district spending priorities, student performance data, and provide feedback and input for future planning. An exciting enhancement for participants this year includes a free Chaffee Zoo admission ticket for every adult in attendance. The hope is that this will encourage participation and provide a meaningful family experience for those that attend.

Included with this communication is a promotional flyer for the workshop opportunities.

As a reminder, another helpful method in soliciting stakeholder voice is through the annual LCAP survey. The 2019/20 LCAP survey 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.

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

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: 12/13/19



Fresno Unified School District

Come join us!

We will be exploring approaches to improve student outcomes!

5:30pm

Babysitting, Dinner and Translation Provided

WORKSHOP SCHEDULE

- January 8, 2020 ➤ **Duncan Polytechnical High School**
(McLane Region)
- January 9, 2020 ➤ **Edison High School**
- January 14, 2020 ➤ **Bullard High School**
- January 22, 2020 ➤ **Hoover High School**
- February 4, 2020 ➤ **Patiño High School**
(All Alternative Education Schools)
- February 13, 2020 ➤ **Fresno High School**
- February 19, 2020 ➤ **Roosevelt High School**
- February 20, 2020 ➤ **Sunnyside High School**



FREE ZOO

ADMISSION TICKET!

Each adult participant will receive an admission ticket to the Chaffee Zoo.



Take the LCAP survey

For more information contact 559-457-3934 or visit www.fresnounified.org



Fresno Unified School District

¡Únase a nosotros!
¡Estaremos explorando enfoques para mejorar el resultado estudiantil!

Tuaj koom peb!

5:30pm

Cuidado de niños, cena y traducción disponibles

5:30pm

Kev Zov Menyuum, Khoom Noj thiab Kev Txhais Lus

HORARIO DE LOS TALLERES

- 8 de enero, 2020 ➤ Escuela Preparatoria Duncan Polytechnical (Región McLane)
- 9 de enero, 2020 ➤ Escuela Preparatoria Edison
- 14 de enero, 2020 ➤ Escuela Preparatoria Bullard
- 22 de enero, 2020 ➤ Escuela Preparatoria Hoover
- 4 de febrero, 2020 ➤ Escuela Preparatoria Patiño
- 13 de febrero, 2020 ➤ Escuela Preparatoria Fresno
- 19 de febrero, 2020 ➤ Escuela Preparatoria Roosevelt
- 20 de febrero, 2020 ➤ Escuela Preparatoria Sunnyside

RHIAV LUB CEV

- 1 Hlis Ntuj Tim 8, 2020 ➤ Duncan Polytechnical High School (McLane Cheeb Tsam)
- 1 Hlis Ntuj Tim 9, 2020 ➤ Edison High School
- 1 Hlis Ntuj Tim 14, 2020 ➤ Bullard High School
- 1 Hlis Ntuj Tim 22, 2020 ➤ Hoover High School
- 2 Hlis Ntuj Tim 4, 2020 ➤ Patiño High School
- 2 Hlis Ntuj Tim 13, 2020 ➤ Fresno High School
- 2 Hlis Ntuj Tim 19, 2020 ➤ Roosevelt High School
- 2 Hlis Ntuj Tim 20, 2020 ➤ Sunnyside High School

¡Cada participante adulto recibirá un boleto de admisión gratis al zoológico!



Txhua tus neeg laus tuaj koom kev sibtham yuav tau txais ib daim pib pub dawb mus xyuas vaj tsiaj (zoo).




Para más información contacte al 559-457-3934 o visite www.fresnounified.org

Yog xav paub ntxiv hu rau 559-457-3934 lossis mus xyuas www.fresnounified.org

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: 
Regarding: Position and Job Description - Physical Therapist

Date: December 13, 2019

Phone Number: 457-3548

The Purpose of this communication is to provide the Board additional information for an agenda item on the December 18, 2019 Board meeting to approve the position and job description for Physical Therapist.

As part of the Great City Schools Council Report, a school based Physical Therapist was recommended to be added to Fresno Unified Itinerant Staff.

- A Physical Therapist is utilized to support the district's Occupational Therapists to interpret medical provider orders for positioning of standers and gait trainers.
- A Physical Therapist provides one of the related services under Part B of Individuals with Disabilities Education Act (IDEA).

This position provides assessment, consultation, and direct physical therapy to students enrolled in or referred to special education programs; collaborate with general and special education staff and parents to identify strategies, methods and patterns of instructional support. A school based Physical Therapist promotes motor development and students' participation in everyday routines and activities which are part of his or her program.

The Physical Therapist position is designated Management, exempt and placed on E-23 of the Classified Management Salary Schedule.

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: 12/13/19

Fresno Unified School District
Board Communication

BC Number HR-2

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

Date: December 13, 2019

Prepared by: Paul Idsvoog, Chief of Human Resources

Phone Number: 457-3548

Cabinet Approval: 

Regarding: Trades Salary Schedules for 2019/20 and Prior Years including 2012/13 Through 2018/19

The purpose of this communication is to provide the Board information for an agenda item on the December 18, 2019 Board Agenda to approve the 2019/20 FTA – Trades and IAMAW Salary Schedules and prior years 2016/17 through 2018/19 FTA – Trades and IAMAW Salary Schedules and 2012/13 through 2017/18 Building and Construction Trades Salary Schedules. There is a total of three schedules included in this group.

Annual salaries for each of the schedules are set by negotiated collective bargaining agreements.

The current and prior years' salary schedules are being 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 Office of Education

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

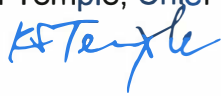
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

Fresno Unified School District
Board Communication

BC Number OS - 1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3134

Regarding: Solar Energy Projects Update

The purpose of this communication is to provide the Board updated information on the district's solar energy projects. Fresno Unified's solar partner, Forefront Power, is getting closer to energizing solar systems and continues to push forward on the work it controls. Project completion requires receiving final approval from PG&E, which has been challenging. Information by site is provided below.

- Bullard and Hoover – Electrical equipment and communications wiring in progress with system interconnection projected for January 2020 and commercial operation projected for March 2020 pending PG&E upgrades.
- McLane and Brawley Service Center – Electrical equipment and communications wiring in progress; McLane interconnection complete; Service Center interconnection planned this month; no interconnection upgrades required; commercial operation projected for March 2020.
- Fresno and Roosevelt – Underground boring work 75% complete at Roosevelt and boring at Fresno underway; no interconnection upgrades required; commercial operation projected for March 2020.
- Edison – Underground boring planned for January 2020 with PG&E required upgrades to be complete by February 2020; commercial operation projected for March 2020.
- Chavez Adult School – Electrical equipment and communications wiring in progress with PG&E interconnection scheduled for January 2020; commercial operation projected for March 2020.
- Nutrition Center – Obtaining required permits with approval anticipated in January 2020; PG&E upgrades to be identified and construction start date planned for February 2020; commercial operation projected for November 2020.

ForeFront Power continues to make progress on installation of solar arrays at their expense and shares the district's desire to energize systems as quickly as possible as they work through challenges and delays. We will update the Board as more information is available.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3134

Regarding: March 2020 Bond Measure M

The purpose of this communication is to provide the Board information received this week from the County of Fresno, County Clerk/Registrar of Voters regarding Fresno Unified's bond measure on the March 3, 2020 Consolidated Presidential Primary Election ballot. The \$325 million bond measure has been assigned the identification letter "M."

The December 18, 2019 Board meeting agenda will include a recommended agreement with a strategic communications consultant to provide public education services related to Measure M. The services to be provided are to inform and engage the community about the bond measure including fact sheets for schools, website and social media content, and production of informational mailings.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

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: Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3554

Regarding: Academic Calendar Survey Results and Constituency Feedback

The purpose of this communication is to provide the Board information from the 2020/21 and 2021/22 Academic Calendar feedback from key district constituencies and online survey.

Two drafts of the calendars for 2020/21 and 2021/22 were shared with key district constituencies across Fresno Unified. An online survey was also provided to garner feedback from staff and community with survey links shared via *District Update*, *Employee Zone*, and district website. Over 1,800 district and community members responded to the survey. Calendar drafts are attached.

The first draft, Calendar A, begins the third week of August while Calendar B begins the second week of August. **All constituencies recommended Calendar A.**

Organization	Calendar A	Calendar B
Academic Calendar Online Survey (District Website)	X	
California School Employees Association Chapters 125 and 143	X	
Community Advisory Committee	X	
District English Learners Advisory Committee	X	
Fresno Teachers Association	X	
Fresno Teachers Association-Building and Trades Professionals	X	
International Association of Machinists & Aerospace Workers	X	
Parent University	X	
Service Employees International Union	X	
Student Advisory Board	X	

In addition to previous years' printable PDF calendar, an accessible version of the calendar will be posted on the district website.

The proposed academic calendars will be submitted as a Receive item for the January 15, 2020 Board meeting and as a Discuss and Adopt item for the January 29, 2020 Board meeting.

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

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 12/13/19

DRAFT CALENDAR A

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2020-2021

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 13 & 14

DISTRICT BUYBACK DAY

August 12, 2020,
October 26, 2020
March 1, 2021

INSTITUTE & BUYBACK DAYS ARE NON-STUDENT DAYS

VACATION & HOLIDAYS

Independence Day: July 4 (observed July 3, 2020)
Labor Day: Sept. 7
Veterans' Day: Nov. 11
Thanksgiving: Nov. 23-27
Winter Break: Dec. 21-Jan. 8
M.L. King, Jr. Day: Jan. 18
Lincoln's Birthday: Feb. 8
Presidents' Day: Feb. 15
Spring Break: March 29-April 5
Memorial Day: May 31
Independence Day: July 4, 2021 (observed July 5, 2021)

HOLIDAYS FOR CLASSIFIED PERSONNEL

2020: July 3, Sept. 7, Nov. 11, Nov. 26 & 27, Dec. 24 & 25, 2021: Jan. 1, Jan. 18, Feb. 8, Feb. 15, April 2, May 31, July 5

BOARD OF EDUCATION MEETINGS

2nd & 4th Wednesdays unless otherwise specified

Board Meetings are held at the FUSD Education Center 2309 Tulare Street, 2nd Floor

Public Schools Month - April, 2021
CA Day of the Teacher - May 4, 2021
Classified Employee Week - May 17-21, 2021

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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

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SCHOOL BEGINS
August 17, 2020
SCHOOL ENDS
June 10, 2021

Elementary & Secondary Reporting Periods

Oct. 9.....Period 1 ends (39 days)
Dec. 18.....Period 2 ends (43 days)
Mar. 19.....Period 3 ends (46 days)
June 10.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 11-16.....1st Deficiency Notice
Oct. 12-23.....1st Report Card (Elementary Parent Conferences)
Nov. 9-16.....2nd Deficiency Notice
Jan. 11-15.....2nd Report Card
Feb. 12-18.....3rd Deficiency Notice
Mar. 22-26.....3rd Report Card
Apr. 30 - May 6.....4th Deficiency Notice
June 10.....4th Report Card

END OF SEMESTER DATES ELEMENTARY & SECONDARY

Dec. 18 (82 days)
June 10 (98 days)

STANDARDIZED TESTING WINDOWS

State Testing
April 6 - May 28
[Click here to access district testing calendar](#)

Deviations from the calendar require Board approval.

Traditional School Year - 180 teaching days and 5 non-student days
2 Institute Days: August 13 & 14, 2020
3 District BuyBack Days: August 12, 2020; October 26, 2020; March 1, 2021

8 F 5 : H

DRAFT CALENDAR A

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2021-2022

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 6 & 7

DISTRICT BUYBACK DAY

August 11, 2021
October 25, 2021
March 7, 2022

INSTITUTE & BUYBACK DAYS ARE NON-STUDENT DAYS

VACATION & HOLIDAYS

Independence Day: July 4 (Observed July 5, 2021)
Labor Day: Sept. 6
Veterans' Day: Nov. 11
Thanksgiving: Nov. 22-26
Winter Break: Dec. 20-Jan. 7
M.L. King, Jr. Day: Jan. 17
Lincoln's Birthday: Feb. 14
Presidents' Day: Feb. 21
Spring Break: April 11-18
Memorial Day: May 30
Independence Day: July 4, 2022

HOLIDAYS FOR CLASSIFIED PERSONNEL

2021: July 5, Sept. 6, Nov. 11, Nov. 25 & 26, Dec. 24, 27 & 31
2022: Jan. 17, Feb. 14, Feb. 21, April 15, May 30, July 4

BOARD OF EDUCATION MEETINGS

2nd & 4th Wednesdays unless otherwise specified

Board Meetings are held at the FUSD Education Center 2309 Tulare Street, 2nd Floor

Public Schools Month - April, 2022
CA Day of the Teacher - May 4, 2022
Classified Employee Week - May 16-20, 2022

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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
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NOVEMBER, 2021						
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SCHOOL BEGINS
August 16, 2021
SCHOOL ENDS
June 9, 2022

Elementary & Secondary Reporting Periods

Oct. 8.....Period 1 ends (39 days)
Dec. 17.....Period 2 ends (43 days)
Mar. 18.....Period 3 ends (46 days)
June 9.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 10-15.....1st Deficiency Notice
Oct. 11-22.....1st Report Card (Elementary Parent Conferences)
Nov. 8-15.....2nd Deficiency Notice
Jan. 10-14.....2nd Report Card
Feb. 11-17.....3rd Deficiency Notice
Mar. 21-25.....3rd Report Card
Apr. 29 - May 5.....4th Deficiency Notice
June 9.....4th Report Card

END OF SEMESTER DATES ELEMENTARY & SECONDARY

Dec. 17 (82 days)
June 9 (98 days)

STANDARDIZED TESTING WINDOW

State Testing
TBD
Click here to access district testing calendar

Deviations from the calendar require Board approval.

Traditional School Year - 180 teaching days and 5 non-student days
2 Institute Days: August 12 & 13, 2021
3 District BuyBack Days: August 11, 2021; October 25, 2021; March 7, 2022

8 F 5 : H

DRAFT CALENDAR B

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2020-2021

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 6 & 7

DISTRICT BUYBACK DAY
August 5, 2020
October 26, 2020
March 1, 2021

INSTITUTE & BUYBACK DAYS ARE NON-STUDENT DAYS

VACATION & HOLIDAYS
Independence Day: July 4 (observed July 3, 2020)
Labor Day: Sept. 7
Veterans' Day: Nov. 11
Thanksgiving: Nov. 23-27
Winter Break: Dec. 14-Jan. 1
M.L. King, Jr. Day: Jan. 18
Lincoln's Birthday: Feb. 8
Presidents' Day: Feb. 15
Spring Break: March 29-April 5
Memorial Day: May 31
Independence Day: July 4, 2021 (observed July 5, 2021)

HOLIDAYS FOR CLASSIFIED PERSONNEL
2020: July 3, Sept. 7, Nov. 11, Nov. 26 & 27, Dec. 24 & 25, 2021: Jan. 1, Jan. 18, Feb. 8, Feb. 15, April 2, May 31, July 5

BOARD OF EDUCATION MEETINGS
2nd & 4th Wednesdays unless otherwise specified

Board Meetings are held at the FUSD Education Center
2309 Tulare Street, 2nd Floor

Public Schools Month - April, 2021
CA Day of the Teacher - May 4, 2021
Classified Employee Week - May 17-21, 2021

JULY, 2020						
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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

H HOLIDAY **I** INSTITUTE DAY **1** NOT IN SESSION **B** BUYBACK DAY

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SCHOOL BEGINS
August 10, 2020
SCHOOL ENDS
June 3, 2021

Elementary & Secondary Reporting Periods

Oct. 2.....Period 1 ends (39 days)
Dec. 11.....Period 2 ends (43 days)
Mar. 12.....Period 3 ends (46 days)
June 2.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 4-10.....1st Deficiency Notice
Oct. 5-16.....1st Report Card (Elementary Parent Conferences)
Nov. 2-6.....2nd Deficiency Notice
Jan. 4-8.....2nd Report Card
Feb. 5-12.....3rd Deficiency Notice
Mar. 15-19.....3rd Report Card
Apr. 23-29.....4th Deficiency Notice
June 3.....4th Report Card

END OF SEMESTER DATES ELEMENTARY & SECONDARY

Dec. 11 (82 days)
June 3 (98 days)

STANDARDIZED TESTING WINDOW

State Testing
April 6 - May 28
[Click here to access district testing calendar](#)

Traditional School Year - 180 teaching days and 5 non-student days
2 Institute Days: August 6 & 7, 2020
3 District Buyback Days: August 5, 2020; October 26, 2020; March 1, 2021

180

Deviations from the calendar require Board approval.

8 F 5 : H

DRAFT CALENDAR B

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2021-2022

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 5 & 6

DISTRICT BUYBACK DAY
August 4, 2021
October 25, 2021
March 7, 2022

INSTITUTE & BUYBACK DAYS ARE NON-STUDENT DAYS

VACATION & HOLIDAYS
Independence Day: July 4 (observed July 5, 2021)
Labor Day: Sept. 6
Veterans' Day: Nov. 11
Thanksgiving: Nov. 22-26
Winter Break: Dec. 13-Dec. 31
M.L. King, Jr. Day: Jan. 17
Lincoln's Birthday: Feb. 14
Presidents' Day: Feb. 21
Spring Break: April 11-18
Memorial Day: May 30
Independence Day: July 4, 2022

HOLIDAYS FOR CLASSIFIED PERSONNEL
2021: July 5, Sept. 6, Nov. 11, Nov. 25 & 26, Dec. 24, 27 & 31
2022: Jan. 17, Feb. 14, Feb. 21, April 15, May 30, July 4

BOARD OF EDUCATION MEETINGS
2nd & 4th Wednesdays unless otherwise specified

Board Meetings are held at the FUSD Education Center
2309 Tulare Street, 2nd Floor

Public Schools Month - April, 2022
CA Day of the Teacher - May 4, 2022
Classified Employee Week - May 16-20, 2022

JULY, 2021						
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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

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SCHOOL BEGINS
August 9, 2021
SCHOOL ENDS
June 2, 2022

Elementary & Secondary Reporting Periods

Oct. 1.....Period 1 ends (39 days)
Dec. 10.....Period 2 ends (43 days)
Mar. 11.....Period 3 ends (46 days)
June 2.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 3-8.....1st Deficiency Notice
Oct. 4-15.....1st Report Card (Elementary Parent Conferences)
Nov. 1-5.....2nd Deficiency Notice
Jan. 3-7.....2nd Report Card
Feb. 4-9.....3rd Deficiency Notice
Mar. 14-18.....3rd Report Card
Apr. 22-29.....4th Deficiency Notice
June 2.....4th Report Card

END OF SEMESTER DATES ELEMENTARY & SECONDARY

Dec. 10 (82 days)
June 2 (98 days)

STANDARDIZED TESTING WINDOW

State Testing
TBD
[Click here to access testing calendar](#)


Deviations from the calendar require Board approval.

Traditional School Year - 180 teaching days and 5 non-student days
2 Institute Days: August 5 & 6, 2021
3 District BuyBack Days: August 4, 2021; October 25, 2021; March 7, 2022

DRAFT

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: Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3554

Regarding: Civic Learning Update

The purpose of this communication is to provide the Board an update regarding current district efforts to engage students in civic learning.

The goal of civic learning is to prepare the district's diverse student population with the civic knowledge, skills, and values they need to succeed in college, career, and civic life. In recognition of the importance of civic education, Governor Brown approved Assembly Bill 24 State Seal of Civic Engagement, with state criteria to be recommended to the state board on or before January 2020, with action taken by January 2021. Below is an update on actions taken since the last Board Communication on June 14, 2019:

- **Silver Cord Award Initiative:** Students meeting proposed criteria based on Civic Action, Service, and Community Enterprise will be awarded a silver cord at graduation. History teachers at Bullard High School piloted the Silver Cord Award initiative beginning in January 2019. Bullard High School continues to use the Silver Cord Award model in 2019/20 by embedding it in tenth through twelfth grade History/Social Science courses. Fresno High School plans to implement the Silver Cord Award starting in January 2020 with ninth grade. All high schools will participate in the Silver Cord Award in 2020/21. Fresno Unified's participation in the Silver Cord Award initiative will help to inform large districts statewide in the implementation of the four-year Seal of Civic Engagement.
- **Democracy Project:** A collaboration with the Civic Learning Partnership to co-develop a five-year plan to incorporate Civic Learning projects as part of the common experiences and culture for Fresno Unified students. This year, 95 students participated in a field trip to Scout Island at the Civic Service Summit.
- **Operation Protect and Defend:** Operation Protect and Defend brings judges and attorneys into classrooms for engaging conversations about the government, the federal court system, and the application of constitutional principles to real life. Communication was sent to all high schools and specialty schools about how to participate in this event. Nine teachers from four high schools including CART (3), Edison (1), McLane (1), and Roosevelt (4) participated. The opportunity is available to 11 and 12 grade HSS teachers.
- **Voter Registration:** Teachers across the district have taken initiative to register students to vote and get them involved in the Democratic process of being an active citizen. Communication was sent to all HSS teachers for voter registration in September. Some examples of voter registration events: Mi Familia Vota, a non-partisan organization volunteered and registered 12 grade students at Edison, Fresno, Hoover, and Sunnyside High Schools. Roosevelt High School held a school resource fair event registering 11th and 12th grade students to vote and Bullard High School coordinated voter registration for 11th and 12th grade students online.

- **Civic Day:** Elected officials from the central valley came together to share their story about the importance of engaging in their communities and serving as civil citizens. This non-partisan panelist group of elected officials included: Nelson Esparza, City of Fresno Council member; Elizabeth Jonasson Rosas, Fresno Unified Board Trustee; Jewel Hurtado, Elected Kingsburg City Council; Martin Chavez, Elected Stratford Public Utilities District and Moderator; and Eric Payne, State Center Community College District Board of Trustees. This event was available to teachers and students through live stream. Communication was sent to all middle and high school HSS teachers about how to participate in this event. Eighteen classroom teachers participated in the live stream and Q & A, reaching over 500 students. Five classrooms and over 150 students participated in the live panel and Q & A. Following the Civic Day, a Resource Fair was provided to all Roosevelt students during lunch to register to vote. A student perception survey will be sent out to all classrooms that participated.

If you have any questions or require additional information, please contact Stephen Ruiz at 457-6223.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

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: Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3648

Regarding: Hmong Dual Language Institute

The purpose of this communication is to provide the Board information regarding the success of the first Hmong Language Institute held at the Two-Way Bilingual Immersion (TWBI) Conference in October 2019 in Reno, Nevada.

- Fresno Unified School District's English Learner Services was instrumental in bringing five large public school districts together from the United States to organize the first ever Hmong Language Institute at the 27th annual TWBI Conference in Reno, Nevada on October 3 – 5, 2019.
- The five school districts include: Fresno Unified, Sacramento City Unified, St. Paul Public Schools, Minneapolis Public Schools, and Madison Metropolitan School District, all of which each have Hmong Dual Language Immersion (DLI) programs.
- Over 54 participants, including teachers, site leaders, and district leaders shared best practices, successes, challenges, and goals for improving and sustaining an effective Hmong DLI program.
- The Hmong Language Institute consisted of five sessions held over the span of the three day conference on the following topics: (1) An Overview of Hmong DLI Programs, (2) Standardizing the Teaching of the Hmong Language, (3) Curriculum Materials and Resources, (4) Engaging Students in Learning Hmong Kwv Txhiaj (folksongs), and (5) Sustaining and Growing Hmong DLI Programs.
- Based on results from the institute feedback survey, all participants were inspired and overwhelmingly grateful for the opportunity to have a national venue to address Hmong DLI education; many commented on the meaningful learning and valuable resources they'll take back to implement; approximately 90% of the participants requested continued collaboration with attendees.

There was a commitment to continue meeting at least once a year to continue networking and address next steps in the following areas: program expectations, schedules, curriculum, instruction, assessment, and community-building opportunities, etc.

If you have any questions or require additional information, please contact Doua Vu at 457-3968.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19

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: Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 457-3648

Regarding: Visit from Tucson Unified School District to Leavenworth Elementary Dual Language Immersion Program in November 2019.

The purpose of this communication is to provide the Board information regarding a visit from another district from out of state. In November 2019, Tucson Unified School District visited Leavenworth Elementary with a cohort of over 20 teachers and administrators to observe classrooms and discuss the organization of the Dual Language Immersion (DLI) design, process for collecting data and progress monitoring for all students in DLI programs, and the marketing and public relations processes employed at Leavenworth Elementary to recruit teachers and staff members to the school. Principal Erica Piedra shared the structures, methodology, and data design employed by the school to monitor the progress of all students in the program and the overall school.

Over the past year and a half, over a dozen school districts and charter programs from California and Arizona interested in observing a fully functioning and highly effective DLI program have visited Leavenworth, Sunset, and most recently, Rowell schools. Principals Erica Piedra, Anna Leon, and Alice McClintock have been able to host groups of visitors and conduct walkthroughs of their sites DLI classrooms to demonstrate the fully developed programs (Leavenworth and Sunset) and the start-up of a well-designed DLI program (Rowell).

Other Fresno Unified DLI school principals are also involved in doing program walkthroughs of the three programs at Leavenworth, Ewing, and Sunset and discussing implementation with the newly formed programs.

If you have any questions or require additional information, please contact Patricia Wolf Kinkade at 457-3963.


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



Date: 12/13/19

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: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: December 13, 2019

Phone Number: 248-7465

Regarding: Extended Learning Summer Program for 2020

The purpose of this communication is to provide the Board information regarding preparations for the Extended Learning Summer Program (ELSP) for 2020, which will begin on Tuesday, June 9, 2020 at 42 school sites across Fresno Unified. Fresno Unified's ELSP provides students with opportunities for enrichment, intervention, credit recovery and acceleration.

The need for high school math and science teachers for summer school continues to exceed the number of teacher applicants credentialed in single subject math and science. A cross-functional team formed in September to develop strategies for meeting the academic needs of students who require credit recovery in math and science. This cross-functional team included district instructional superintendents, department leaders, and site administrators. The cross-functional team recommended the following modifications for summer school 2020.

- Opening the summer school administrators/management application on October 1, 2019 with a closing date of November 29, 2019. District leadership will identify summer school site administrators in December 2019 to allow additional time for summer school site administrators to recruit teachers for summer school.
- Summer school teacher and classified applications will be available by February 2020.
- Elementary school summer programs will continue to offer intervention, enrichment, and acceleration opportunities. Programs include kindergarten through second grade literacy, math, and science enrichment, Dual Immersion (English/Spanish), English Learners Redesignation, Hmong Heritage Language, Young Scholars, Career Technical Education, and Special Education.
- Middle school summer programs will continue to operate for one session to allow single subject middle school math and science teachers to teach at the high school level during the second session of summer school. This increases opportunities for high school students to recover credits in math and science in summer school.
- Middle school summer program will continue to focus on math intervention and social emotional learning.
- Extended Learning Office formed a cross-functional team with stakeholders from a variety of departments and school sites to redesign the high school summer bridge program to align with current district and site mission and goals.
- Cambridge High will continue to offer summer school for the second session to increase credit recovery opportunities for high school students in the alternative ed programs.

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: 12/13/19

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: David Chavez, Chief of Staff
Cabinet Approval:

Date: December 13, 2019

Phone Number: 457-3554

Regarding: Aspen Ridge High School Charter Petition

The purpose of this communication is to inform the Board that legal counsel is finalizing the Factual Findings Report and it will be ready and delivered to the Board on Monday, December 16, 2019.

If you have any questions, please call Carlos Castillo at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 12/13/19