AGENDA
DISTRICT ADVISORY COMMITTEE
Thursday, January 27, 2022
5:30 P.M.

Christopher De La Cerda (Chairperson)  Julie Wong (Vice-Chairperson)  Hugo Morales (Secretary)

Microsoft Teams Link: https://tinyurl.com/ma5j684r or Dial-in: 559-512-2623 Conference ID: 300 392 634# (English)

Microsoft Teams Link: https://tinyurl.com/s7p9mukf or Dial-in: 559-512-2623 Conference ID: ID: 977 402 473# (Hmong)

Microsoft Teams Link: https://tinyurl.com/3um7drkz or Dial-in: 559-512-2623 Conference ID: ID: 928 325 922# (Spanish)

1. Welcome
2. Call to Order
3. Roll Call
4. Approval of Agenda
5. Approval of Previous Minutes
   November 18, 2021, Meeting Minutes
6. Local Control Accountability Plan (LCAP) Educational Partner Input
7. Student Wellness Program
8. COVID-19 Protocols
9. Spring Semester - 30 Additional Instructional Minutes
10. Microsoft Teams Chat Questions and Comments
11. Unscheduled Public Comments
12. The next DAC meeting is scheduled for: Thursday, March 24, 2022
13. Adjournment
Optional view live DAC meeting:
1. For TV view go to Comcast Xfinity Channel 94 and AT&T U-Verse Channel 99.
2. Mobile devices, install the Ustream app on your Android or Apple device. Then search for "Fresno Unified" in the app.
3. PCs and other devices go to the Fresno Unified Ustream page.
   (NOTE: If playback unexpectedly stops while using Ustream, try refreshing the page to reconnect.)

Unscheduled Public Comments:
Please include your name, agenda item number, or subject matter being addressed, along with a brief description of the subject matter being addressed. Submit an email to marbella.lemus@fresnounified.org or call 559-457-3390 by 12:00 p.m. on January 27, 2022. Comments submitted by 12:00 p.m. will be part of the record for the DAC’s information and/or discussion will be included in the minutes. Any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening, or substantially disruptive to school operations, will either be redacted or will not be posted. Members of the public with questions on school district issues may submit them in writing. The appropriate district staff member will provide responses to questions.

Technical and Language Support:

English or Hmong: If you are having trouble logging into Microsoft Teams, please call 559-457-3390.

Spanish: If you are having trouble logging into Microsoft Teams, please call 559-457-3390.
FUSD DAC Minutes
Thursday, November 18, 2021
5:30 P.M.

Location: On Microsoft Teams and available to view through Fresno Unified School District Livestream Channel

Welcome: Maiyer Vang gave greetings and instructed participants on how to best participate in the call, how to ask questions, and went over how to access the agenda. She went over how to place a vote, make a motion, and how to deal with questions that will not be covered in this meeting. Additionally, she went over how to access the meeting in Spanish, Hmong, and English languages and how to access technical support.

Call to Order: The meeting was called to order at 5:44 pm by Chair, Hugo Morales, (Leavenworth and Computech)

Roll Call: Hugo Morales (Computech Middle School) asked for the roll call. Maiyer Vang took roll call by representative name and alternative representative of each district/school.

Approval of Agenda: Hugo Morales, called for the approval of the agenda. Motion for approval of the agenda as presented made by (Eva Ruiz – Sunset Elementary) and seconded by Richard Gallegos (Hidalgo Elementary). All voted in favor. Agenda approved as presented.

Approval of Previous Minutes: Motion for approval of the minutes of May 26, 2021, as presented made by Rosemary Hidalgo-Soto (Edison High School) and seconded by Diana Haskins (Bullard). All voted in favor. May 26, 2021, minutes approved as presented.

Topic #1: Parent Involvement Policy and Other Updates from the Office of State & Federal Programs

Presenter: Tammy Townsend: Executive Officer- State and Federal Programs, Ashlee Chiarito.

Key Points: Ashlee reviewed the policy regarding parents being informed of how to be involved in their child’s learning. Additionally, she went over the parent handbook, how parents can provide feedback to the different committees, and how best to contact these groups with any questions.

Tammy discussed the Local Control Funding formula strategy for the year. She talked about FUSD funding and budget for the year and the money that will be received from the state. Another round of LCAP townhalls meetings will begin again in January. These townhalls will be both regional (in-person) and virtual ones will be offered in English, Spanish, and Hmong. In March, the district will provide the feedback received to the Board of Education, and in April FUSD will write the first draft of the LCAP Plan and receive input on this draft. The plan will then be approved.
Key Points: The term stakeholder is being replaced with “educational partners” and districts must now calculate carryover and provide a description of the actions to be implemented using carryover. New funding for Fresno United is $30 million. There are new mandated district goals to improve outcomes of low-performing student groups (foster youth, students with disabilities).

Topic #2: The Role of the DAC

Presenter: Maiyer Vang

Key Points: The DAC advises the administration on the development of the Local Control and Accountability Plan (LCAP). The DAC provides input for the FUSD budget and the LCAP plan and then reviews its effectiveness through meetings throughout the year. These bylaws are renewed and updated, if necessary.

Maiyer went over the Code of Conduct, which includes Stewardship, Boundary Crossing and Collaboration, Commitment to Outcomes, and “Art of the Possible” Thinking, Fact-Based Decision Making, Truth Telling, Power Parity, Commitment to Resolving Conflict, Asset-Based Approach, Conflict of Interest. The values that are required of DAC members were then acknowledged by all members. Membership expectations and roles of DAC representatives were explained.

Topic #3: Election of DAC Officers

Presenters: Maiyer Vang

Key Points: Maiyer explained how the election process will work: nominations will be made, and the vote will occur. A Link and QR code were given for members to cast their votes.

Chairperson Nominations

The ballot was opened. 1st motion by Rosemary Soto (Edison High School) and 2nd motion was made by Julie Wong (Tenaya Middle School). Nominations were made.

Raquel Pineda (Rowell Elementary) (got 6 votes later in the voting)

Christopher De La Cerda (Duncan High School) (27 votes)

Florence Ramos (Calwa Elementary) (7 votes)

Other (3 votes)

Motion to close 1st motion made by Julie Wong (Tenaya Middle School). The 2nd motion was made by Adriana Scherrer (Fort Miller Middle School). The ballot was closed.

Vice-Chairperson Nominations
The ballot was opened. 1st motion by Julie Wong (Tenaya Middle School) The 2nd motion was made by Diana Haskins (Bullard High School) Nominations was made.

Julie Wong (Tenaya Middle School) (received 11 votes in the voting)

Richard Gallegos (Hidalgo Elementary) (9 votes)

Marcus Winston (Terronez Middle School) (4 votes)

Eva Ruiz (Sunset Elementary) (10 votes)

Juana Meza (Patino High School) (7 Votes)

Hugo Morales withdrew his nomination.

Other – (2 votes)

Motion to close: 1st motion was made by Rosemary Soto (Edison High School). The 2nd motion was made by Julie Wong (Tenaya Middle School). The ballot was closed.

Secretary Nominations

The ballot was opened. 1st motion was made by Ann Lewis (Starr Elementary). The 2nd motion was made by Julie Wong (Tenaya Middle School).

Hugo Morales – Computech (38 votes)

Other – (2 votes)

Motion to close: 1st motion was made by Julie Wong (Tenaya Middle School). The 2nd motion was made by Christopher De La Cerda (Duncan High School). The ballot was closed.

Final Elections

Open Motion to Vote: 1st motion made by Julie Wong (Tenaya Middle School). The 2nd motion was made by Rosemary Soto (Edison High School)

All nominees spoke as to why they felt they should be elected, and the votes were cast and tallied. Results are seen above.

Close Motion to Vote: 1st motion was made by Rosemary Soto (Edison High School). The 2nd motion was made by Julie Wong (Tenaya Middle School).

Re-open Voting: 1st motion was made by Danielle Zavala (McLane High School). The 2nd motion was made by Anita Ponce (Greenberg Elementary)

Re-close Voting: 1st motion was made by Julie Wong (Tenaya Middle School). The 2nd motion was made by Rosemary Soto (Edison High School).
Motion to adjourned Meeting: 1st motion made by Hugo Morales (Computech Middle School). The 2nd motion was made by Andriana Scherrer (Fort Miller Middle School)

**Topic #4: Annual Notification of the Uniform Complaint Procedures (UCP) 2021-22**

**Presenter:** Ivan Flores

**Key Points:** Ivan explained the district’s non-discrimination statement, the uniform complaint procedures, and the board’s responsibilities. The UCP has several programs and areas that process complaints concerning childcare and development programs, compensatory education, accommodations for pregnant and parenting pupils, etc. Next, Ivan described the steps to resolve concerns that may lead to a complaint and how to access the forms and file a Uniform Complaint, if necessary.

**Topic #5: Unscheduled Public Comments:** none

**Topic #6: The next DAC meeting is scheduled for January 27, 2022**

Hugo Morales (Computech Middle School) moved for an adjournment of the meeting. Andriana Scherrer (Fort Miller Middle School) seconded the motion. All voted approval. Meeting adjourned at 7:43 pm.

Summary of comments on the chat: There was a question to Tammy Townsend by Danielle Zavala about how input was gathered for the allocation of funds so far. Tammy Townsend answered in the chat with a PowerPoint on the process used to gather community input for the allocation of the one-time funds.

Hugo Morales asked a question about student participation in the DAC. Tammy answered that this was determined through each school’s bylaws, generally, if a school provides for the participation of students on the school site council, then the student is eligible for being selected to serve of the DAC representing that school.

Comments by other parents followed supporting the participation of students in school site councils at every level – elementary, middle school, and high schools and the DAC.
Welcome
January 27, 2022
• Maiyer Vang, Interim Executive Director
  Department of Community and Family Services, Parent University

• Phone: 559-250-1322
• Email: maiyer.vang@fresnounified.org
Microsoft Teams Tips

Please make sure you have a quiet area to listen and participate virtually.

Your mic will be on mute during the presentation.

If you have a question raise your virtual hand or enter in the chat room.

Make sure your computer or phone is charged up.
Microsoft Teams DAC Norms

• Keep a positive mindset as we carry out our virtual meeting and honor each other's time
• Please mute microphones during the meeting until we open it up for discussion
• To place a vote, please put your first & last name and school you represent in the chat
  • Example: Maria Soto, Vang Pao Elementary
• When in favor of the vote or motion, raise your hand
  • Use the virtual hand signal
• Type questions in chat during presentations or raise your virtual hand signal
  • Each person will have two (2) minutes per question or comments
• If you would like to discuss items that are not on the agenda, you may leave your name and phone number in the chat and the respective department will reach out to you within 48 hours
• If you are watching Live Stream, please call Parent University at 559-457-3390 to provide feedback during office hours, 8:00 a.m. – 4:00 p.m.
• Thank you for your understanding and cooperation!
Live Microsoft Teams Links

• **English:** [https://tinyurl.com/ma5j684r](https://tinyurl.com/ma5j684r) or
  Dial in: **559-512-2623** Conference ID: 300 392 634#

• **Hmong:** [https://tinyurl.com/s7p9mukf](https://tinyurl.com/s7p9mukf) or
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AGENDA

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DISTRICT ADVISORY COMMITTEE

Thursday, January 27, 2022

8:30 A.M.

Christopher De La Cueva (Chairperson)  
Yuki Wang (Vice-Chairperson)  
Hugo Mendoza (Secretary)

Microsoft Teams Link: https://teams.com/meeting/MeetingID: 123-456-789 (English)

Microsoft Teams Link: https://teams.com/meeting/MeetingID: 123-456-789 (Spanish)

Agenda

1. Welcome
2. Call to Order
3. Roll Call
4. Approval of Agenda
   Approve
5. Approval of Agenda Minutes
   November 11, 2021
6. Local Control Accountability Plan (LCAP) Educational Partner Input
   Information
7. Student Wellness Program
   Information
8. COVID-19 Protocols
   Information
9. Spring Semester - 2021-2022 In-Service
   Information
10. Microsoft Teams Chat Questions and Comments
11. Unscheduled Public Comments
12. The next DAC meeting is scheduled for Thursday, March 3, 2022
13. Adjournment

OPTIONAL VIEW LIVE DAC MEETING:

If the TV view is not available, you can view the DAC meeting on the DAC website. To view the DAC meeting, go to the DAC website, type in DAC meeting, and click on the link to view the DAC meeting.

UNSCEDLED PUBLIC COMMENTS:

Please include your name, agenda item number, or subject matter being addressed, along with a brief description of the subject matter being addressed. Submit an email to dac@fresno.k12.ca.us or call 559-447-1038 by 12:00 P.M. on January 31, 2022. Comments submitted by 12:00 P.M. will be part of the record for the DAC’s information and discussion will be included in the minutes. Any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening, or substantially disruptive to school operations, will either be redacted or will not be posted. Members of the public with questions on school district issues may submit them in writing. The appropriate district staff member will provide responses to questions.

TECHNICAL AND LANGUAGE SUPPORT:

English or Spanish: If you are having trouble logging into Microsoft Teams, please call 559-447-1300.

Spanish: Si tiene problemas de conexión con Microsoft Teams, llame al 559-447-3300.
Minutes Approval

LCAI PLAN 2021-2023

Key Points:

- The LCAP plan is a requirement with "educational partners" and includes our operational plan and ongoing activities of the district to be implemented on a continuous basis. BUSK funding for the 2021-22 year is $305,071. There are two mandated meetings to discuss the status of the plan and any performance group rating is based on the LCAP. The LCAP Plan presentation was approved on this day. The plan will then be approved.

Topic 21: The Role of the LCAC

President: Megan Yang

The LCAC reviews the administration's development of the local LCAP (Local Control Accountability Plan). The LCAC grants input for the FUSD budget and the LCAP, and also provides input to the annual budget throughout the year. The LCAC is an important aspect of this process. It ensures that the Federal and State mandates are being met. The LCAC provides feedback and input to the annual LCAP and ensures that the district is meeting all Federal and State requirements. The LCAC also meets with the principal of each school to review the plans and provide feedback.

Topic 48: Action of LCAC Officers

President: Megan Yang

Megan Yang explained how the election process will work: elections will take place in the fall, and the vote will occur in June. The vote will be open to the district and a list of nominees will be circulated. The voting process will be open to the public and the results will be announced.

Chaparral Elections

The Chapman School is having an election to appoint a principal. Megan Yang will be attending and will provide more information. There will be a new principal to replace the current one. The election will take place in the fall, and the vote will be open to the district.

Topic 22: Previous Minutes

The previous minutes were reviewed and approved by the members. The minutes were approved and will be sent out to all members for signature.

Topic 23: New Business

- The next meeting will be on November 10, 2021, at 6:30 PM at the Loma Linda Elementary School. The meeting will be open to the public and anyone is welcome to attend.

Topic 24: Adjournment

The meeting adjourned at 9:30 PM.
• Tammy Townsend, Executive Officer
  State & Federal Programs

• Phone: 559-457-3934
• Email: tammy.townsend@fresnounified.org
WHY ARE YOU HERE?

WE NEED FEEDBACK FROM EDUCATIONAL PARTNERS

Fresno Unified’s Objective:

Collect input from a diverse group of school and community representatives, to help refine district plans to improve student outcomes

Education Code: 52060
The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.
Why do schools need to create a SPSA?

- Plan to improve the academic performance of students
- Meet the planning requirements of state and federal programs
- Additional investments, specifically for students who are:
  - Socio-economically Disadvantaged
  - English Learners
  - Foster/Homeless Youth

LCAP
- Goals & Actions
- Dashboard & Needs
- Related Investments
- Approved by BOE

SPSA
- Goals & Actions
- Dashboard & Needs
- Investments and Supports
- Approved by SSC and BOE
School Site Council (SSC) Input
- The primary role of the SSC is to provide meaningful input into the SPSA

SPSA
- The primary responsibility of the SSC is to approve the SPSA and associated budget

SSC Collaboration and Approval of the SPSA with required educational partners (SSC, ELAC, and staff)

November-February
Review current and relevant site data, identifying areas of greatest need

January-February
Collaborate with educational partners regarding effective actions to address needs

January-March
Update action plan, and complete budget, with required educational partners

March-April
Review plan and budget with district partners and secure SSC approval of SPSA

May-June
FUSD Board approval of SPSA and aligned school site budget
WHAT IS THE LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)?

The Local Control and Accountability Plan (LCAP) is the district’s three-year plan for how it will use state and federal funding to serve all students.

**STUDENTS LIVING IN DISADVANTAGED CIRCUMSTANCES**

88%

**STUDENT ENROLLMENT BY PROGRAM**

- English Learner: 17.5%
- Economically Disadvantaged: 85.0%
- Foster Youth: 1.0%

If a student falls in one of these three categories, they are considered a student living in disadvantaged circumstances.

**BASE GRANTS**

LCFF Provides a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.

**SUPPLEMENTAL GRANTS**

LCFF Provides additional grants which equate to 20% above the base grant for students living in disadvantaged circumstances: English learners, foster youth and students living in poverty.

**CONCENTRATION GRANTS**

In districts where at least 55% of students are disadvantaged, LCFF provides an additional grant which equates to 50% above base funding.

*These funds must be used to increase or improve services for English learner, foster youth, and low income students.*
ADOPTED REVENUE: BREAKING DOWN THE DISTRICT GENERAL FUND

General Fund:
$1,229,604,704

Local Control Funding Formula:
$814,231,696

Federal:
$209,856,967

State:
$187,187,967

Local:
$18,328,074

LCFF:
$814,231,696

TOTAL: $1,229,604,704

Base Grant: $ 607,937,775
Supplemental & Concentration Grants: $ 206,293,921
<table>
<thead>
<tr>
<th>What You Said</th>
<th>What We Did</th>
<th>Why it Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Continue to expand social emotional services due to the grief, loss, trauma and isolation our students are experiencing. Teens nationwide are facing an epidemic of mental health concerns and suicidality”</td>
<td>Examples: Two Wellness Hubs, 4 Clinical School Social Workers, 2 Child Welfare &amp; Attendance Specialists, Care Solace Partnership, Student Mentoring Pilot, 5 Psychologists, and On-call mental health response team</td>
<td>Before the pandemic, mental health challenges were the leading cause of disability and poor life outcomes in young people. Fresno Unified conducted over 500 suicide risk assessments in Fall 2021, which exceeds the total number completed annually, pre-COVID</td>
</tr>
<tr>
<td>“Programs available to students and families that help close reading and math gaps. With Covid-19 closures many of our students have gaps in foundational skills that may inhibit future growth”</td>
<td>Examples: Early learning staff, expanded summer and winter programs, investments in eLearn Academy, student books to take home, after-school expansion, additional instructional time, elementary and 9th grade math and literacy class size reductions, credit recovery programs</td>
<td>Comparison of iReady student assessment data from pre-pandemic (2019) to current year results demonstrate that students have been impacted by the pandemic and that the district is making progress to address gaps</td>
</tr>
<tr>
<td>“We need to make sure schools are adequately staffed especially in Special Education. We have been for the past 10 years”</td>
<td>Examples: 12 teachers and 6 classroom aides, 5 speech language pathologists, 4 specialists, a digital assessment contract, additional technology</td>
<td>Fresno Unified will be creating a new district goal this year due to historically low state scores for graduation rate and college and career readiness</td>
</tr>
</tbody>
</table>
WHAT’S NEW FROM THE STATE FOR ACCOUNTABILITY?

- **Remove the term “Stakeholder”**
- **Additional Concentration Funds** – Provides Fresno Unified and other districts with more 55% of students who are English learners, foster youth or low-income additional funding to hire school site staff
  - Cannot be used at schools with enrollment that is less than 55% English Learners, foster youth or low-income
  - Five schools not meeting the 55% threshold include Bullard Talent, Forkner, Malloch, Starr, and Baird
  - $30 million in ongoing funding
- **New Mandated District Goals** - The updated state statute requires new district goals focused on improving outcomes of low-performing student groups
  - Fresno Unified will have new goals for:
    - Foster youth
    - Students with disabilities
NEW LCAP Student Goals: Foster Youth and Students with Disabilities

- Charts below indicate Fresno Unified student group performance for two years
- School districts receive "Technical Assistance" based on the performance of the same student group(s) for three or more consecutive years:
  - New law: The district must include a goal specifically focused on improving the performance of low performing student group(s)

### Student Group Report for 2018

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>Graduation Rate</th>
<th>College/Career</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Yellow</td>
<td>Orange</td>
<td>Green</td>
<td>Green</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>English Learners</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Yellow</td>
<td>Orange</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Homeless</td>
<td>Red</td>
<td>Red</td>
<td>Yellow</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Yellow</td>
<td>Orange</td>
<td>Green</td>
<td>Green</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
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### Student Group Report for 2019

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<td>English Learners</td>
<td>Green</td>
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<td>Green</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

### What do the colors indicate?

- **Blue (Highest Performance)**: Very High
- **Green (High Performance)**: High
- **Yellow (Medium Performance)**: Medium
- **Orange (Low Performance)**: Low
- **Red (Lowest Performance)**: Very Low
Goal
Strategic Plan
Improve academic performance at challenging levels

Objective
CA Dashboard
Decrease students Distance from Standard (DFS) on SBAC for ELA and Math

Key Result
Progress Monitoring
I-Ready On/At Grade Level
I-Ready Typical Growth
I-Ready Stretch Growth

<table>
<thead>
<tr>
<th>Objective CA Dashboard</th>
<th>2018/19 Status</th>
<th>2 Year Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA DFS*</td>
<td>-34.1</td>
<td>14.1%</td>
<td>N/A</td>
</tr>
<tr>
<td>SBAC Math DFS*</td>
<td>-62.1</td>
<td>12.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Distance from Standard (DFS) is how far the average student is from meeting grade-level.

Example: Student i-Ready Score Report

- **Stretch**
  - Ambitious yet attainable goal that students should strive to meet within 3 years in order to close the achievement gap

- **Typical**
  - Expected annual average growth

<table>
<thead>
<tr>
<th>Key Result Progress Monitoring</th>
<th>2021/22 Diagnostic 1</th>
<th>2021/22 Diagnostic 2</th>
<th>2021/22 Diagnostic 3</th>
<th>2021/2022 Year to Date Change &amp; Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-Ready ELA On/Above Grade</td>
<td>16.6%</td>
<td>26.0%</td>
<td>May 2022</td>
<td>9.4%</td>
</tr>
<tr>
<td>I-Ready ELA “Typical” Growth</td>
<td>55.6% On Track</td>
<td>May 2022</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I-Ready ELA “Stretch” Growth</td>
<td>41.6% On Track</td>
<td>May 2022</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I-Ready Math On/Above Grade</td>
<td>8.4%</td>
<td>17.6%</td>
<td>May 2022</td>
<td>9.2%</td>
</tr>
<tr>
<td>I-Ready Math “Typical” Growth</td>
<td>59.8% On Track</td>
<td>May 2022</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I-Ready Math “Stretch” Growth</td>
<td>45.6% On Track</td>
<td>May 2022</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>

What we learn: This student started 6th grade 2 grade levels below on Diagnostic 1. The student met their typical growth and is making progress toward their stretch growth. Even if the student meets their stretch growth, they will not be on grade level because they have 3 years to make progress by meeting stretch growth to get on grade level.
**Goal**
**Strategic Plan**

**Expand student-centered & real-world learning experiences**

**Objective**
**CA Dashboard**

<table>
<thead>
<tr>
<th>Objective</th>
<th>2018/19 Status</th>
<th>2 Year Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation*</td>
<td>87.6%</td>
<td>-4.2%</td>
<td>87.6%</td>
</tr>
</tbody>
</table>

*In 2016-17, the State changed the graduation calculation method which impacted the State’s rate and many school districts.

**Increase student graduation rate**

**Key Result**
**Progress Monitoring**

<table>
<thead>
<tr>
<th>Key Result</th>
<th>2021/22 Pre Survey</th>
<th>2021/22 Post Survey</th>
<th>2021/2022 Year to Date Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy*</td>
<td>88.2%</td>
<td>Coming: March</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Self-efficacy* is defined as the belief in one’s ability to achieve a goal or outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be motivated to make the most of their learning experience.

**Increase the percentage of students who have high self-efficacy*”

**Goal**
**Strategic Plan**

**Objective**
**CA Dashboard**

**Increase engagement in school & community**

**Objective**
**CA Dashboard**

<table>
<thead>
<tr>
<th>Objective</th>
<th>2018/19 Status</th>
<th>2 Year Change</th>
<th>2020/21 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism*</td>
<td>15.8%</td>
<td>0.0%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

*Chronic Absenteeism only includes students in K-8 in our State’s accountability model.

**Decrease chronic absenteeism**

**Key Result**
**Progress Monitoring**

<table>
<thead>
<tr>
<th>Key Result</th>
<th>2021/22 August</th>
<th>2021/22 December</th>
<th>2021/2022 Year to Date Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Attendance*</td>
<td>62.0%</td>
<td>56.4%</td>
<td>-5.6%</td>
</tr>
</tbody>
</table>

*Section Attendance allows us to take a focused approach on all students and all periods. Each class is a separate section and attendance is taken in every class.

**Increase students with attendance rates above 90%**

Graduation and Chronic Absenteeism 2020/21 status pulled from DataQuest; CA Dashboard data source unavailable

---

Fresno Unified School District
Achieving our Greatest Potential!
**Goal**
Increase inclusive opportunities for families to engage in students’ education

**Objective**
Increase parents' sense of connectedness

**Key Result**

<table>
<thead>
<tr>
<th>2021/22 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Revised Climate &amp; Culture Survey to align to the new strategic plan (Pre-Survey – 86%)</td>
</tr>
<tr>
<td>✓ Input gathered from educational partners to develop a common definition of family engagement aligned to the state definition</td>
</tr>
<tr>
<td>Definition: An intentional partnership of staff, families, and community members that supports and develops ALL aspect of a student’s greatest potential</td>
</tr>
<tr>
<td>✓ In development are actions and metrics aligned to a system of support that can be monitored throughout the year.</td>
</tr>
</tbody>
</table>

**Key Result**

<table>
<thead>
<tr>
<th>2021/22 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Revised Climate &amp; Culture Survey to align to the new strategic plan (Pre-Survey – 89%)</td>
</tr>
<tr>
<td>✓ In development is a definition of staff engagement that will have actions and metrics aligned to a multitiered system of support that can be monitored throughout the year.</td>
</tr>
</tbody>
</table>

**Goal**
Increase recruitment and retention of staff reflecting the diversity of our community

**Objective**
Increase the number of highly engaged staff

**Key Result**

<table>
<thead>
<tr>
<th>2021/22 Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Revised Climate &amp; Culture Survey to align to the new strategic plan that includes organizational environment (Pre-Survey – 89%)</td>
</tr>
<tr>
<td>✓ In development is a definition of staff engagement that will have actions and metrics aligned to a multitiered system of support that can be monitored throughout the year.</td>
</tr>
</tbody>
</table>
SAMPLE LCAP ACTIONS

A complete list of all actions is available in the district’s LCAP Executive Summary.

54 total actions, representing the entire district general fund.

Actions align with the District’s Strategic Plan and District Goals.

Symbol on the left indicates investments that are new or expanded for the 2021/22 school year.
TAKE A MOMENT: WEIGH IN ON CURRENT INVESTMENTS

➢ Three languages
➢ Opportunity to provide your feedback

Local Control and Accountability Plan

Take the LCAP Survey!
YOUR VOICE MATTERS!

https://tinyurl.com/LCAP2022-23
INVITE YOUR FRIENDS AND FAMILY TO UP­COMING ROUNDTABLES!

<table>
<thead>
<tr>
<th>JANUARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BULLARD HS</td>
<td>JAN. 13, 2022</td>
</tr>
<tr>
<td>FORT MILLER MS</td>
<td>JAN. 20, 2022</td>
</tr>
<tr>
<td>ROOSEVELT HS</td>
<td>JAN. 25, 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNNYSIDE HS</td>
<td>FEB. 03, 2022</td>
</tr>
<tr>
<td>McLANE HS</td>
<td>FEB. 08, 2022</td>
</tr>
<tr>
<td>HOOVER HS</td>
<td>FEB. 09, 2022</td>
</tr>
<tr>
<td>EDISON HS</td>
<td>FEB. 15, 2022</td>
</tr>
<tr>
<td>ENGLISH VIRTUAL WORKSHOP</td>
<td>FEB. 10, 2022</td>
</tr>
<tr>
<td>HMONG VIRTUAL WORKSHOP</td>
<td>FEB. 17, 2022</td>
</tr>
<tr>
<td>SPANISH VIRTUAL WORKSHOP</td>
<td>FEB. 22, 2022</td>
</tr>
</tbody>
</table>

- ALL MEETINGS START AT 5:30 PM
- REFRESHMENTS, CHILDCARE AND TRANSLATION PROVIDED
- VIRTUAL MEETINGS WILL BE CONDUCTED ON MICROSOFT TEAMS

January/February 2022
QUESTIONS?
TAKE A MOMENT: START A CONVERSATION

WE NEED YOUR INPUT ON HOW BEST TO SUPPORT STUDENTS. YOUR FEEDBACK WILL ASSIST DISTRICT LEADERS AND THE BOARD OF EDUCATION TO LEARN WHAT’S MOST IMPORTANT AS WE PLAN FOR STUDENT SUPPORTS.

YOUR VOICE MATTERS

thoughtexchange
JOIN THE CONVERSATION!

https://tinyurl.com/FUSDLCAP2022-23

SHARED YOUR THOUGHTS

INFORM STRATEGIC PLAN AND SPENDING PRIORITIES

SUPPORT STUDENT SUCCESS

January/February 2022
• Anita Ruiz, Student Wellness Program Manager
Food Services

• Phone: 559-457-6275
• Email: anita.ruiz@fresnounified.org
Creating a Healthy Future
Objectives

- Describe the link between health and academics
- Define the WSCC Model
- Explore the Local School Wellness Policy
Healthy, Successful Students

Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential.

Fresno Unified recognizes that we have a responsibility to provide a healthy learning environment by supporting wellness, good nutrition, and regular physical activity.
Healthy Students Do Better in School

**STUDENTS THAT ARE**
- Physically active
- Eating breakfast and healthy foods
- Managing their chronic health conditions like asthma or diabetes

- Have increased test scores.
- Have better grades.
- Have increased school attendance.
- Have improved classroom behavior.
The Whole School, Whole Child, Whole Community (WSCC) Model

- Framework for addressing health in schools
- Student centered
- Highlights the connection between student health and academic achievement
The Five Whole Child Tenets

- Healthy
- Safe
- Engaged
- Supported
- Challenged
The Ten WSCC Components

- Health Education
- Physical education and physical activity
- Nutrition environment and services
- Health services
- Counseling, psychological, and social services
- Social and emotional climate
- Physical environment
- Employee wellness
- Family engagement
- Community involvement
- Encourages collaboration across sectors
- Leverage resources
- Reduce program duplication and fill gaps
The Community

- Schools are the hub and reflect the community that surrounds it.
- Partnerships and collaboration with community agencies are essential to helping schools secure the resources and support necessary to implement the model.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>• Perform mental and behavioral health screenings as part of routine healthcare services.</td>
</tr>
<tr>
<td>Nutrition Environment and Services</td>
<td>• Create a cafeteria environment that is bright, inviting, and encourages students' interactions.</td>
</tr>
<tr>
<td>Physical Education and Physical Activity</td>
<td>• Model and provide time for students to practice stress management physical activities.</td>
</tr>
<tr>
<td>Health Education</td>
<td>• Empower students to identify their own emotions through structured learning activities in health class.</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>• Partner with local organizations for service-learning opportunities.</td>
</tr>
</tbody>
</table>
## WSCC Model in Practice: Social and Emotional Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Engagement</strong></td>
<td>• Send resources and/or activities home on a regular basis.</td>
</tr>
<tr>
<td><strong>Employee Wellness</strong></td>
<td>• Include self-care and wellness programming in staff meetings.</td>
</tr>
<tr>
<td><strong>Physical Environment</strong></td>
<td>• Post signage that promotes a positive school environment.</td>
</tr>
<tr>
<td><strong>Social and Emotional Climate</strong></td>
<td>• Gather student feedback on school climate.</td>
</tr>
<tr>
<td><strong>Counseling, Psychological, and Social Services</strong></td>
<td>• Increase access to counseling and social services during crisis.</td>
</tr>
</tbody>
</table>
tejoin.com

599-957-602

What student wellness goals should the district prioritizing?
tejoin.com
980-708-946

What important wellness resources do our students, parents, and families need to ensure our FUSD students can thrive?
Components of a School Wellness Policy

- Specific goals for nutrition education and promotion
- Standard for school meals and competitive foods and beverages sold
- Specific goals for physical activity opportunities
- Standards for foods and beverages offered and not sold
- Specific goals for other school-based activities that promote student wellness
- Marketing of foods and beverages that meet Smart Snacks
Components of a School Wellness Policy

- Public participation in the development, implementation, review and update of the policy
- Annual public updates on the policy
- Identification of a school district official to ensure implementation and compliance
- An assessment of the policy every three years
Our Wellness Policy

• Find our wellness policy on our website: Student Wellness BP 5030

• For Questions Contact
  • Student Wellness Program Manager
Stay Connected

- Your go-to for wellness policy questions.
- Coordinators get everyone excited and spread the message.
- Contact them to get involved.

Anita Ruiz
Student Wellness Program Manager
anita.ruiz@fresnounified.org
(559)457-6275
Thank You
COVID-19 Protocols

• Amy Idsvoog, Executive Officer
Communication Information

• Phone: 559-457-3498
• Email: amy.idsvooog@fresnounified.org
Health and Safety Update
Health and Safety— What Remains the Same

Daily Self-health screening— stay home if you’re ill

Masks are required indoors and optional outdoors

Physical distance as much as possible when you can

Contact tracing continues for positive cases
  • Identify and notify close contacts
  • Modified Quarantine (MQ) on day 5 for all classroom close contacts wearing masks
  • Cal OSHA requires unvaccinated staff go home to quarantine
For individuals who have tested positive or for unvaccinated close contacts*, there is now an opportunity to reduce that isolation time

They can return when:
- Symptoms improve
- They have gone 24-hours without a fever or fever reducing medications and
- Obtain a negative clinical COVID test taken on or after day 5, they may return to work or school the following day, reducing their 10-day quarantine.
- If they test positive on day 5 or don’t test at all, they must remain in isolation for 10-days.

* Note: this does not apply to unvaccinated, household contacts who are unable to separate
What is a clinical test?

A test result that comes from a testing lab, authorized testing facility or a doctor’s office—results provided by an electronic or paper lab confirmation.

Could be PCR or Rapid Antigen test but is not a test done at home.

Clinical test results clear:

- Symptomatic individuals sent home
- Unvaccinated close contacts quarantining
- Positive individuals looking to reduce their 10-day isolation (clinical negative test taken on day 5)
Website Resources at WWW.FresnoUnified.org

- Health and Safety Guidelines
- COVID Dashboard
- Self-Screening Tool
- Vaccination and Testing Information
Close Contact

Defined as someone who has been within 6 feet of an infected person for a total of 15 minutes or more over a 24-hour period, cumulative time, during the infectious period.

- If individual has tested positive within the last 90 days or is fully vaccinated and has no symptoms, the individual may stay at work/school.
- If individual is:
  - Unvaccinated OR
  - Partially vaccinated OR
  - Showing symptoms
  QUARANTINE IS REQUIRED

- Individual must quarantine at home for 10-days after exposure OR individual may return as early as day 6 with a negative clinical test taken on day 5.
Modified Quarantine Testing Option for Students

Who: Student classroom close contacts who are wearing a mask indoors

What: Close contacts in the classroom can remain at school if they continue to wear a mask indoors and remain symptom free

With parent permission, they will be tested at school on day 5

If parent does not want their student tested or prefers student quarantine at home, they will complete their 10-day quarantine from home

Why: Keeps asymptomatic students in class receiving in-person instruction while conducting rapid antigen testing as an added safety precaution

*Modified Quarantine is not an option for close contacts exposed in extra-curriculars/sports as they don’t wear masks*
Athletic Protocols

- Testing indoor athletes weekly

- **Positive case impacting a team**, we pause on practice/competition for 1-2 days to identify close contacts and confirm vaccination status
  - Unvaccinated players quarantine for 10-days
  - Fully vaccinated and symptom free can remain at school/competing

- Confirmed positive and those on quarantine at home have the **option to obtain a clinical negative test on day 5** and return the following day (if negative)
  - If student athlete tests positive on day 5 OR doesn’t test, they will **wait out their 10-day quarantine before returning**

- 3 positives on the same team within 14 days, team quarantines for 10-days at home (no practice, competition and moves to virtual learning)
Closing a Classroom

1st Positive within 14-days
- Identify close contacts
- **Elementary**, notify parents but quarantine/modified quarantine not required
- **Secondary**, notify parents and implement modified quarantine protocols
- Message positive case to staff and school community

2nd Positive within 14-days
- Identify close contacts, notify their parents
- Implement Modified Quarantine process with parent consent
- Message positive case to staff and school community

3rd Positive within 14-days
- Identify close contacts
- **Evaluation Level**: Consult Health Service leadership to evaluate classroom dynamics including any large groups that might be out sick
- If no closure is determined at this time, implement a modified quarantine process with parent consent. Notify parents of close contacts
Message positive case to staff and school community

4th Positive within 14-days
- Classroom closure. Classrooms moves to virtual learning
- Message positive case to staff and school community

1/27/2022
Symptomatic Students

**COVID-19: Kauj Ruam #2**

Tus tub Ntxhais Kwam Uas Muaj Mob Lawm Yuav Rov Qab Tuaj Kwam Ntawv li cas

**Symptoms Students**

**Tsoj Hauv Kev #1**

Muaj rastev pha tais tais mooj tu kaj mob COVID-19

**Tsoj Hauv Kev #2**

Muaj rastev tus tais mooj tu kaj mob COVID-19 tus yai stai tu mooj tu kaj mob

**Tsoj Hauv Kev #3**

Kaj poin mooj tu kaj mob COVID-19 tus yai stai tu mooj tu kaj mob

**OPTION 1**

Se gen oon resaloo tus prueba cikhoo COVID-19

**OPTION 2**

Se gen oon resaloo tus prueba cikhoo COVID-19

**OPTION 3**

Se gen oon resaloo tus prueba cikhoo COVID-19

**RETURN TO SCHOOL**

Return to school after 24 hours without fever and symptoms resolved

**RETURN TO SCHOOL**

Return to school after 24 hours without fever and symptoms resolved

**RETURN TO SCHOOL**

Return to school after 24 hours without fever and symptoms resolved

---

*Please report a positive COVID-19 test result to your school immediately.*
Testing Opportunities

- **Free Covid testing** – for any reason – is available by appointment at any Fresno County test site (tinyurl.com/fresnotesting) or our 6 Fresno Unified regional testing hubs (Fresno High, Gaston, Hoover, McLane, Roosevelt, Sunnyside)
- Bullard region coming soon
- PCR -- results take a few days
- Based on heavy traffic, hubs request appointment
- CDPH partners -- once a week employee surveillance testing; site testing support
What Questions Might you Have?
• Ed Gomes, Instructional Superintendent, School Leadership
Elementary Division III

• Phone: 559-457-2960
• Email: ed.gomes@fresnounified.org
Optional 30 Minutes of Afterschool Tutoring/Instruction for Teachers

Sites have an opportunity to provide students with 30 extra minutes of instruction for mathematics and/or Literacy each week day as explained below.

- Examples of instructional strategies you may provide:
  - Intervention
  - Enrichment
  - Literacy through art, history, etc.
  - Mathematics through science, robotics, etc.
- Teachers and leaders determine innovative ways to structure this opportunity
- Students will be selected by teachers and leaders and must have parent permission
- Teachers will be paid Per diem
- Instruction must be Monday – Friday
As COVID-19 continues to affect our community, quarantine remains a reality in our schools. We are required to provide learning to quarantined students during the 2021-22 school year and therefore the choice between a Simultaneous Instruction or Independent Studies model will continue for the remainder of the school year/or until further notice.
Teachers have the option to provide additional Instructional Time for students in Literacy and Mathematics:

DAILY (MONDAY - FRIDAY) 30 MINUTES
The next DAC meeting is scheduled for:
Thursday, March 24, 2022
Thank you!

Maiyer Vang, Interim Executive Director
Community and Family Services, Parent University
(559) 457-3390 | maiyer.vang@fresnounified.org
Fresno Unified Board Policy (BP) 5030
Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health Services)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
(cf. 6164.2 - Guidance/Counseling Services)

School Wellness Council
The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, school administrators, Board members, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.31)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The Wellness Committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may
also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities
The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.31)

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

All students shall be provided healthy eating opportunities on a daily basis. The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development may be regularly offered to the nutrition program director,
managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

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

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. They shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School
For all foods available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity.

(42 USC 1758b)

In order to maximize the district’s ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for
foods and beverages provided through student stores, vending machines, or other venues, shall meet or exceed state and federal nutrition standards.

(cf. 3312 - Contracts)
(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. They also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks that they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

To reinforce the district’s nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (Education Code 49431.9; 7 CFR 210.31)

(cf. 1325 - Advertising and Promotion)

Program Implementation and Evaluation
The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district’s wellness policy. (42 USC 1758b; 7 CFR 210.31)

<table>
<thead>
<tr>
<th>Food Nutrition Services, Director</th>
<th>Health Services, Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>(559) 457-6278</td>
<td>(559) 457-3301</td>
</tr>
<tr>
<td>Email: <a href="mailto:Student.Wellness@fresnounified.org">Student.Wellness@fresnounified.org</a></td>
<td>Email: <a href="mailto:Student.Wellness@fresnounified.org">Student.Wellness@fresnounified.org</a></td>
</tr>
<tr>
<td>Physical Education &amp; Comprehensive Sexual Health Education, Manager II</td>
<td>Office of the Superintendent, Administrative Analyst</td>
</tr>
<tr>
<td>(559) 457-3839</td>
<td>(559) 457-3657</td>
</tr>
<tr>
<td>Email: <a href="mailto:Student.Wellness@fresnounified.org">Student.Wellness@fresnounified.org</a></td>
<td>Email: <a href="mailto:Student.Wellness@fresnounified.org">Student.Wellness@fresnounified.org</a></td>
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The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

(cf. 0500 - Accountability)
(cf. 3555 - Nutrition Program Compliance)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.
The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications Posting Requirements
The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. They shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.31)

(cf. 5145.6 - Parental Notifications)
The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6020 - Parent Involvement)

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Records
The Superintendent or designee shall retain records that document compliance with 7 CFR 210.31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Ave SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) E-mail: program.intake@usda.gov. This institution is an equal opportunity provider.

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation,
marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:
EDUCATION CODE
33350-33354 CDE responsibilities re: physical education
38086 Free fresh drinking water
49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49562 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51210.1-51210.2 Physical education, grades 1-6
51210.4 Nutrition education
51220 Course of study, grades 7-12
51222 Physical education
51795-51798 School instructional gardens
51880-51921 Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j National School Lunch Program, especially:
1758b Local wellness policy
1751 Note Local wellness policy
1771-1793 Child Nutrition Act, especially:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.33 National School Lunch Program, especially:
210.31 Wellness policy
220.1-220.22 National School Breakfast Program
COURT DECISIONS

Management Resources:
CSBA PUBLICATIONS
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL PUBLICATIONS
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) PUBLICATIONS
Fit, Healthy and Ready to Learn, rev. 2012
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
Dietary Guidelines for Americans, 2016
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Nutrition Services Division: http://www.cde.ca.gov/ls/nu
Policy FRESNO UNIFIED SCHOOL DISTRICT
Adopted: March 8, 2006 Fresno, California
Revised: February 26, 2020
Admin Review: June 1, 2020

Policy Section: 5000 Students