1. No questions/comments

2. Concerned with the amount of finding for Indian Education. All this additional funding and the Indian Education still only has $71,404, one employee and 411 Native students that are spread across the district.
   
a. The following is a summary of recommendations and input of the most recent Community Listening Session held on Thursday, May 26th:

To improve service to American Indian students and families, Fresno Unified held Parent/Community Round Table Listening Sessions on April 21, 2022 (25 attendees, including two Board Members, Valerie Davis, and Claudia Casarez). Instructional Superintendent, Sandra Toscano, Indian Education Community Liaison, Michelle Lira and Tammy Townsend, Office of State and Federal Programs were present to listen to the American Indian parent community and capture feedback to build an improvement plan. The follow-up meeting was held on May 26, 2022, and 20 community members attended and 4 department staff.

Recommendations made by the American Indian Community are as follows:

Keep:

- One-on-one Tutoring
- Referrals to our local tribal Agency's and outside resources
- Parent/Teacher consultations
- Monthly Parent classes (Continue virtual and in-person options)
- School supplies
- American Indian Community Engagement
- Access to Native American Texts/library
- Use monthly Tuesday meetings to guide and continue work (Parent meetings organized by Michelle Lira)
- Continue providing supplies to families for 231 Title VI registered students
- Transportation provided to conferences and events

Start:

- Additional staffing to Indian Education Staff to help with outreach to schools
- Norms for community meetings
- Increase parent classes
• Increase cultural workshops
• More guest speakers & cultural youth conferences
• Extended learning opportunities (Winter, Summer and after school)
• Schedule listening sessions with students
• Increase engagements through an Indian Education site representative/contact (fieldtrips, conferences, workshops, dance classes, cultural events, camps, etc.)
• Detailed data requested for needs assessment from Equity and Access (in progress)
• Increase parent outreach and engagement
• Department resources like A4 (African American Academic Acceleration) Department
• All students that mark Native American in ATLAS get specialized services without having to prove membership through Title VI
• More funding (non-restricted funds, non-Title VI)
• Increase graduate rate for American Indian students
• Networking and professional learning to high school counselors to identify and provide academic support to American Indian students

Stop:
• Arduous process for tribal verification to receive district services

Next Steps: Board will receive update on parent input as part of our district needs assessment. Findings will be shared with the Indian Education Parent Committee. Data analysis and proposal is in progress, data to include educational success indicators (graduation rate, attendance, grades, etc.) in order surface areas of need. The community agreed that the monthly meetings set forth by Indian Education Liaison, Michelle Lira, are appropriate format to continue the conversation and work. In addition, it was determined that an official needs assessment was an appropriate next step.

3. Any additional investments to support dual language programs?
   a. Yes, every year we are growing into one more grade level at all Dual Language Immersion sites in addition to opening a new Dual Language Immersion site next year (Herrera Elementary). We also increased support to McLane High School for the PK-12 Dual Language Immersion Pathway.

4. Any collaboration with Mixteco indigenous nonprofits for afterschool programs? There was one at Hidalgo before pandemic with a Mixteco nonprofit Centro binational?
a. Yes, we continue to partner with Centro Binacional for support with our Mixteco families and we currently have 1 permanent Home School Liaison at Hidalgo that is Mixteco speaking.

5. Why are Forkner, Baird, Malloch, and Starr excluded from the LCFF?
   a. School districts such as Fresno Unified that have concentrations of students who are English learners, foster youth or socioeconomically disadvantaged will be receiving an additional 15% of concentration grant funding. These additional funds must be used to hire certificated or classified staff at school sites. A key component of this new funding is that the additional staff cannot be added to schools who do not have at least 55% of their students falling into one of those three categories. At Fresno unified, all schools meet the 55% threshold except for Bullard Talent, Forkner, Malloch, Starr, and Baird.

6. Will the classroom sizes stay the same with Teacher, student or will they change the ratio next school year?
   a. Feedback from our educational partners indicates that smaller class size, with a high-quality teacher, provides for a more personalized class environment to better impact the academic outcomes for English Learners, foster youth and socio-economically disadvantaged students. In response to this feedback, Fresno Unified has provided early offers to new teachers and added classroom teachers at both elementary and secondary schools to reduces class sizes in the early grades, where students are developing foundational skills and to support smaller class size in core content areas and additional class period offerings in secondary schools. This is supported by LCAP actions # 4 Eliminate Elementary Combination Classes and # 7 Additional Teachers Above Base Staffing.

7. I heard that classes will begin later in the morning next year. Is this correct information? Can someone let me know please?
   a. Senate Bill 328 requires most middle schools to begin no earlier than 8:00 a.m. and high schools at 8:30 a.m.

Website

8. Many students have learned to be passive about their learning while learning online. Now that most students have returned to in-person learning, there are many students that lack the perseverance to complete their assignments. This leads to a decreased level of learning. Are there any additional specific programs, techniques or suggestions for how to deal with this pervasive problem? I know that high interest curriculum might help as well as having choices, UDL, etc., but the more tools to deal with this, the better.
   a. Extended Summer Learning.
i. Fresno Unified School District continues to design extended summer learning programs for students from kindergarten through 12th grade to target “unfinished learning” in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or distance learning format and operate at least six hours a day for a minimum of 14 days during the summer break.

b. Mental Health Supports.

i. To meet these needs, Fresno Unified will add 27 School Psychologists to better support students in the following ways:
   1. Crisis intervention, prevention and postvention,
   2. Behavior support including gathering data, analyzing those data, creating plans, and applied behavior analysis knowledge and application,
   3. Mental health support including family outreach and the liaison to outside agencies, which we often partner with to ensure optimal outcomes for students. Since August, the district’s School Psychologists have been conducting assessments and providing services to support the academic, social, and emotional well-being of foster youth and students with disabilities.
   4. Our School Psychologists have continued to serve as crisis response leaders as they support the social-emotional and mental health needs of foster youth and social economic disadvantaged, students.
   5. Many of the district’s School Psychologists are a part of the on-call mental health team that provides 24-hour crisis response in collaboration with Department of Prevention and Intervention. Enhanced mental health supports including family outreach and the liaison to outside agencies, which we often partner with to ensure optimal outcomes for foster youth and social economic disadvantaged students who are also identified as students with disabilities.