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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – SEPTEMBER 11, 2020**

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 Superintendent Calendar Highlights

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

AS-1 Kim Kelstrom School Services Weekly Update Report for September 03, 2020.  
AS-2 Kim Kelstrom Weekly Attendance and Intervention Update  
AS-3 Kim Kelstrom 2020/21 Elementary Fall Staffing  
AS-4 Kim Kelstrom Joint Health Management Board Financial Updates  
AS-5 Kim Kelstrom Legal Services by Category

### **EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access**

EA-1 Kristi Imberi-Olivares Student Voice Collaborative  
EA-2 Deanna Mathies Early Learning Board Communication Timeline for 2020/21  
EA-3 Andrew Scherrer Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Training(s)

### **SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer**

SL-1 Brian Beck & Jake Banks Regional Assessment Centers for Special Education Assessments

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: September 11, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Attended CART Board Meeting
- Participated in the State Superintendent of Public Instruction Webinar for School Leaders: A Review of the State's Public Health Guidance
- Recorded videos for kick-off of I Pledge Campaign
- Gave an interview with Dr. Julie Koppich, for a project regarding labor-management relations during the pandemic. Project is co-sponsored by Policy Analysis for California Education (PACE) and the California Labor Management Initiative (CA LMI)
- Met with labor partners

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020

Fresno Unified School District  
Board Communication

**BC Number AS-1**

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



Date: September 11, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for September 03, 2020

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 SSC Weekly Update for September 03, 2020 is attached and includes the following articles:

- USDA Extends Summer Meal Programs through End of 2020 – September 01, 2020
- Legislature Fixes Funding Problem for Growing Districts and Some Charter Schools – September 02, 2020
- Zoom Overload, COVID-19 Hardship: Thousands of Kindergartners are No-Shows at Local Schools – September 01, 2020

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020



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[www.sscal.com](http://www.sscal.com)

DATE: September 3, 2020

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## 2019–20 Legislative Session Comes to a Close

At around 1:30 a.m. on Tuesday morning, the California Legislature concluded its work for the final year of the 2019–20 Legislative Session.

The session ended with some political fireworks as Senate Republicans—who all but one were voting remotely due to their exposure to Senator Brian Jones (R-Santee) who tested positive for COVID-19 the week prior—accused Democrats of bucking the midnight deadline rule in the state’s constitution when the vote for a bill concluded after midnight. The chamber literally had to check the tape to see when the vote began and found that the first vote took place at 11:59 p.m. and concluded that they had abided by the rule, which still may end of up being challenged legally by Senate Republicans.

Consequently, there were a number of significant bills that did fall victim to the midnight deadline, including a housing bill that was authored by Senate President pro Tempore Toni Atkins (D-San Diego); another bill that would have raised \$3 billion for wildfire and climate change projects; and a measure that would have increased police accountability. Legislative Democrats also introduced three bills in the latter half of the legislative year that would have raised taxes on the state’s wealthiest residents in different ways (business “head count” tax, millionaires tax, and wealth tax), but decided a few weeks ago not to move forward with any of those measures after Governor Gavin Newsom signaled he would not be supportive of raising taxes this year.

Because there were many significant issues that went unaddressed, about two dozen legislators are advocating for Governor Newsom to call for a special session before the November election in order to address some of these pressing matters. However, there is no indication that the Governor will convene a special session, and there may not be enough motivation from legislative leadership to ask for one given the number of issues that the Legislature had in conducting its businesses this year due to COVID-19.

Considering there were not many outstanding education bills on the last day of session, the measures remaining were approved with little controversy or fanfare. One of those bills, Assembly Bill (AB) 331 (Medina, D-Riverside),

would make the completion of a semester-long ethnic studies course a state requirement for high school graduation. Last year, Assemblymember Medina decided to hold this bill in the Senate Appropriations Committee after the draft for the state’s model ethnic studies curriculum drew some sharp critiques from various ethnic groups and communities that argued that their experiences were not reflected in the curriculum. For this reason, Governor Newsom signed a bill last September that extended the date for the State Board of Education to approve the model curriculum to March 31, 2021. Since the recently released revised model curriculum quelled many of the previous concerns, Assemblymember Medina felt comfortable moving his bill forward before the end of the session. He also accepted significant amendments to extend the inaugural graduation class for this requirement from 2024–25 to 2029–30 and allow a local educational agency (LEA) governing board to adopt a locally developed ethnic studies course instead of the statewide model ethnic studies curriculum.

Another significant education bill that the Legislature sent to the Governor is AB 1835 (Weber, D-San Diego), which was introduced in direct response to the Local Control Funding Formula audit report released by the State Auditor’s Office last November. This bill would require LEAs to identify their unspent supplemental and concentration funds by annually reconciling and reporting to the California Department of Education their estimated and actual spending of those dollars. LEAs would then be required to use those unspent supplemental and concentration dollars on services for the unduplicated pupils who generate those funds in subsequent years. This bill was never amended after being introduced and flew out of both houses on a bipartisan basis, receiving zero no votes on either house floor.

Other significant bills that cleared the Legislature before the deadline include:

- AB 1350 (Gonzalez, D-San Diego) would authorize an LEA to retroactively grant a high school diploma to a senior in high school during the 2019–20 school year, that was in good academic standing, and on track to graduate, but was unable to complete the statewide graduation requirements because of COVID-19
- AB 2101 (Committee on Public Employment and Retirement) would specify that paid administrative leave is included in the “leave of absences” that earn creditable compensation at the California State Teachers’ Retirement System
- Senate Bill (SB) 820 (Committee on Budget and Fiscal Review) is the annual budget cleanup bill for education, which makes a number of technical changes to the education provisions in the 2020–21 Enacted State Budget

These bills are now on Governor Newsom’s desk awaiting his action. He has until September 30 to sign, veto, or allow bills to become law without his action.

*Leilani Aguinaldo*

## **USDA Extends Summer Meal Programs through End of 2020**

By Leilani Aguinaldo  
School Services of California Inc.'s *Fiscal Report*  
September 1, 2020

On August 31, 2020, the U.S. Department of Agriculture (USDA) announced that it is extending nationwide waivers to continue the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available federal funding runs out. This is welcome news to ensure children can continue to access meals under all circumstances, particularly while most schools in the state remain closed for in-person instruction.

Additionally, this should help local educational agencies (LEAs) that have struggled with significantly reduced meal counts as the school year has started, challenging nutrition services departments that have had to transition from serving SFSP or SSO meals to serving meals that require verification of eligibility for free or reduced-price meals. The abnormally low meal counts are particularly problematic in the 2020–21 school year because of language in the Enacted State Budget that prevents LEAs from laying off nutrition services classified employees, requiring districts to retain staff while cafeteria revenues to support them are scarce.

The USDA was only able to extend the SFSP and SSO waivers until December 31, 2020 because it is relying on existing federal funds to extend the programs. The USDA estimates the remaining funds will be able to sustain the summer meal programs through the end of the calendar year based on current data. The department will continue to monitor circumstances and provide updates to Congress about available resources and limitations. Negotiations hopefully will continue at the federal level to provide additional resources to extend the summer meal programs through the end of the 2020–21 school year.

Previously, the USDA announced waiver extensions to allow non-congregate feeding, flexibility for meal service time, parents and guardians to pick up meals for children, offer versus serve flexibility for senior high schools, and meal pattern flexibility (see “[By the Way . . . USDA Approves Waiver and Waiver Extensions for Fall](#)” in the June 2020 *Fiscal Report*). These waivers are effective through June 30, 2021.

The USDA is expected to issue additional guidance soon regarding the SFSP and SSO extension to provide more details about any requirements that may be needed to implement the programs during this school year. In the meantime, the full text of the USDA’s announcement is available [here](#).

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*Note: SB 820 only provides growth funding to LEAs during the 2020–21 school year if that projected enrollment or average daily attendance growth is in their 2019–20 Second Interim report or in their 2020–21 budget that was adopted by the local governing board by June 30, 2020.*

## **Legislature Fixes Funding Problem for Growing Districts and Some Charter Schools**

*Deal does not include money to cover higher enrollment in online charters.*

By John Fensterwald  
*EdSource*  
September 2, 2020

Anticipating that the coronavirus would create a turbulent and financially unstable year, the Legislature agreed in June to fund schools at the same levels of student attendance in 2020-21 as in 2019-20. Most school districts welcomed the predictable funding.

But that decision also penalized charter schools that had planned to expand this year and school districts whose school-age population has continued to grow.

On Monday, before adjourning for the year, the Legislature mostly fixed the problem with one exception: Online charter schools experiencing increased enrollment will get no additional money, and will likely sue the state for disparate treatment.

The arrangement is included in Senate Bill 820 (see Sec.17), the budget cleanup bill. The Senate approved it 29-10 along party lines, with Republicans calling for equal treatment for online charter schools.

“We should promote policy that shows favoritism toward none,” said Sen. Mike Morrell, R-Rancho Cucamonga. “We should want to help all children.”

Failing to fund online charter schools for students who want to attend will force “some students of color to remain in a failing school,” said Sen. Melissa Melendez, R-Lake Elsinore. “Think about that when voting on this bill.”

Advisers to Gov. Gavin Newsom and the Department of Finance devised the solution, which Assemblyman Kevin McCarty, D-Sacramento, called a “fair compromise” in an earlier hearing. The state will fund school districts and charter schools for additional enrollment if they can document their growth plans in a financial report filed last spring or in the budget they approved for the 2020-21 school year.

Charter schools like Fortune School, a TK-12 charter school network that opened a new school in Sacramento this fall, and John Adams Academy, a TK-12 charter school organization that built a newly completed campus in Lincoln with hundreds of families enrolled, will receive funding for those students.

As an alternative, growing districts and charter schools can submit enrollment figures as of Oct. 1 and use that for calculating funding. But funding will be based on the lowest of the two options, which is why districts and charter schools say they may not be made whole.

Irvine Unified has budgeted for 300 more students this year — a growth of about 1%, bringing in an additional \$3 million that the district can now count as a result of the legislation. But, said Superintendent

Terry Walker, “if actual enrollment exceeds budgeted enrollment, the district will have to absorb these costs with no additional revenue.”

Charter schools that recruit students over the summer while budgeting conservatively for the upcoming year also may be adversely affected.

For years before the pandemic, districts have had the option of choosing the highest enrollment number between the current and previous years for funding purposes — to avoid fluctuations from the opening of new charter schools and declining enrollment. Nonetheless, adding in the new growth figures could add several hundred million dollars to what the state had budgeted for in June, a Senate analysis said.

Accommodating online charter schools would have compounded the state’s financial crisis, state Finance Department officials said in explaining why they excluded online charter schools. And, they said, attendance may be unstable and difficult to calculate accurately in a year in which parents switch from homeschooling to district schools once they open up again.

But Jeff Rice, founder of the online charter organization Association of Personalized Learning Schools & Services (APLUS+), doesn’t buy that argument. “This new ‘policy’ is wrong at its core, not only because it violates the long-held policy that ‘funding should follow the student,’ but it is morally wrong to punish students simply because they have chosen a different learning path,” he wrote in a column in the publication *Fox & Hounds*. “It is based in the political fear of upending the status quo: the state’s traditional brick-and-mortar schools.”

The Fortune School and John Adams Academy were among the charter school organizations that filed a lawsuit in July before the funding compromise was reached. Their attorney, Jerry Simmons, said there are “absolutely no plans to drop the lawsuit until the state has kept its commitment to fund every student.”

“We have always funded growing districts and growing charter schools. We always had a double funding policy to adjust funding when districts come in with lower enrollment. Where is the data that makes it impossible to achieve this year?” he said.

### **More time to address learning loss**

Along with appealing to Congress to pass more money to weather the pandemic, California’s school districts are seeking more time to spend the billions in funding they’ve already received.

In a letter last month to Congressional leaders, organizations representing school boards, school administrators, business officers and county superintendents requested a six-month extension beyond the Dec. 30 deadline that Congress set for spending the Coronavirus Aid, Relief and Economic Security (CARES) Act funding it passed in March.

Michael Hulsizer, chief deputy for governmental affairs for the Kern County Superintendent of Schools who has been tracking the request, said he is optimistic Congress will grant all states additional time when it returns from summer recess next month.

At issue is about \$4.4 billion of \$5.3 billion in CARES funding that Newsom directed to K-12 schools to address the setbacks in learning caused by the coronavirus pandemic that has particularly affected students with disabilities, English learners and low-income students. The remaining \$900 million in learning loss

money is from the state's General Fund, and late Monday, the Legislature did what Newsom is asking of Congress: give districts until June 30 to spend the state's portion.

Newsom has said that districts should use the money to buy computers and internet connections for the tens of thousands of students without them, as well as to train teachers in distance learning and provide extra academic and mental health support, tutoring, after school and summer school programs.

In SB 820, Newsom widened the uses to include spending on school meals, services for children in child care and state preschool programs and personal protective equipment.

California's letter argued that, with more time, districts could spend the money more efficiently and deliberately. They face challenges that Congress didn't foresee when it passed the CARES Act, the letter said.

The letter went to House Speaker Nancy Pelosi and House Minority Leader Kevin McCarthy, both of whom are from California, Senate Majority Leader Mitch McConnell, R-Kentucky, and Senate Minority Leader Charles Schumer, D-New York.

In an email, McCarthy, R-Bakersfield, said he'd support the request "to best help our nation's kids stay on track during this unique time."

"It is no secret — schools look quite different this year, and California educators are working to employ innovative methods to ensure our students receive the best education possible," he wrote.

At this point, however, the path to approval is unclear. The House passed the next infusion of aid to the states, the HEROES Act, in May but the Republican-controlled Senate hasn't taken up the bill.

Meanwhile, school districts must assume the money must be spent in the next four months. They must hold hearings and solicit ideas from the public on learning loss funding and incorporate them in a new document, the Learning Continuity and Attendance Plan, which school boards must pass by Sept. 30.

### **Districts can require live video instruction**

In negotiations on distance learning during the summer, the California Teachers Association and some local unions argued that privacy protections for teachers in a pre-internet statute passed in 1976 prevented school districts from requiring teachers to do live or pre-recorded distance learning instruction.

As EdSource first reported, at least several school districts accepted the argument and left it to teachers to decide whether to do live instruction this fall. But other districts and their attorneys contested this position as far-fetched and have made live instruction, which is also called synchronous instruction, mandatory.

Newsom and his aides apparently agreed with the latter interpretation and proposed to amend the law to remove any doubt. Their wording is in Section 15 of the cleanup bill approved on Monday.

Education Code 51512 was written to protect teachers from having their classroom activities recorded without the teacher's and school principal's consent. Adults who record without authorization can be charged with a misdemeanor, and students can be disciplined, the law said.

The new changes would make instruction for distance learning an explicit exception: “The prior consent of the teacher or the principal of a school is not required for the adoption or implementation of the use of synchronous or asynchronous video for purposes of distance learning,” the statute will now read.

Asynchronous video would apply to pre-recorded lessons and material that students would access independently, on their own time.

Gregory Dannis, president of San Francisco law firm Dannis Woliver Kelley, who represents school districts, said the new wording is clear and direct. “This amendment would certainly remove CTA’s continued invocation of 51512 as a pretext or purported rationale for prohibiting a district from requiring teachers to record themselves,” he wrote in an email.

In a recent report, researchers for Policy Analysis for California Education, or PACE, said that both live and recorded instruction are essential. “Prerecorded lectures, videos and readings should be assigned for students to complete asynchronously (on their own time) so that synchronous (face-to-face) class time can be reserved for active learning and interactive class engagement,” they wrote.

In the trailer bill they passed in June, Newsom and the Legislature laid out minimum requirements that school districts and charter schools must follow in order to receive state funding. They included taking attendance, daily direct interaction with students and both live instruction and learning students do on their own time.

The statute’s new wording will provide further clarity moving forward.

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*Note: Approximately 6,000 kindergarten students in Los Angeles Unified School District have not turned out for distance learning, meaning many parents are struggling with distance learning, moving out of the district, or are opting out of the traditional public school setting for something else.*

## **Zoom Overload, COVID-19 Hardship: Thousands of Kindergartners are No-Shows at Local Schools**

By Howard Blume, Paloma Esquivel, Andrew J. Campa  
*Los Angeles Times*  
September 1, 2020

Kindergarten enrollment is down sharply in Los Angeles public schools and elsewhere, signaling that many parents of the state’s youngest students face heavy burdens with online learning and may be opting out of traditional public schools or moving out of L.A. amid the coronavirus crisis.

The drop of 6,000 kindergarten students in the nation’s second-largest school district represents a 14% decline since last year. When combined with anecdotal reports of inconsistent kindergarten attendance in live online classes, some virtual classrooms appear to be at about 50% to 75% capacity.

Since campuses shut in mid-March, experts have expressed particular concern over 4-, 5- and 6-year-old students, who are missing out on critical socialization skills with other children, may be struggling to form important bonds with teachers and lack the developmental stamina to stay engaged for extended periods of computer learning.

Educators worry that the most disadvantaged children will be left further behind.

“If these families are disproportionately losing access to kindergarten, then it is likely that there will be downstream impacts on their learning when they have to catch up to children who both began school with greater advantages and had that opportunity for formal learning in kindergarten,” said Anna Markowitz, an assistant professor of education at UCLA.

It’s too early for a precise picture of why kindergarten enrollment has dropped so dramatically. But L.A. schools Supt. Austin Beutner said there’s a correlation in L.A. Unified between enrollment decline and communities already hard hit by coronavirus illness and economic hardship. The L.A. Unified student population is 80% Latino, with nearly the same percentage of children in need of free or reduced-price meals.

“The biggest drops in kindergarten enrollment are generally in neighborhoods with the lowest household incomes,” Beutner said during a pre-recorded Monday online briefing. “We suspect some of this is because families may lack the ability to provide full-time support at home for online learning, which is necessary for very young learners.”

Parents’ struggles can become intense.

Isabel Lopez — mother to a toddler, a first-grader, a fifth-grader and an eighth-grader — spends the entire school day guiding children through classes from her home in downtown L.A.

First-grader Rosie sometimes breaks down in tears. She gets frustrated when she can’t tell if her teacher sees when she raises her hand to answer a question.

Alyssa McGregor, the mother of seven children, six in school, said it’s been especially challenging keeping her twin girls, in transitional kindergarten, focused. Transitional kindergarten serves 4-year-olds who turn 5 during the fall semester.

McGregor, who lives in South LA, said the girls need help using their tablets and she often finds them wandering around, hoping to see what their siblings are doing.

“I have to constantly tell them: ‘Stay out of your sisters’ class,’” said McGregor, who also has to manage a 5-month-old. “If they were in the classroom setting, I think it would be a lot different.”

Under state law, parents do not have to enroll their children in kindergarten. Starting in first grade, however, schooling is mandatory, although parents are allowed to homeschool their children.

Katie Pace, a parent leader at Gardner Elementary in Hollywood, said early tallies put attendance down 10% to 15%, despite a well-regarded principal and a stable, veteran staff.

“Everyone just left the city mostly” for economic reasons, Pace said of the departures she knew about.

Other parents seem to be opting out.

One said he moved his daughter — who is starting first grade — from an L.A. Unified school on the Westside to a private school in the expectation that it would reopen sooner. The parent asked that his name not be used out of respect for his daughter’s privacy.

A principal in southwest L.A. said her enrollment drop is related to serving a low-income minority community slammed by COVID-19.

“It doesn’t surprise me that parents are unwilling to take the risk of putting a 5-year-old on a campus and also are not comfortable with a 5-year-old sitting in front of a computer for a half or a full day,” said the principal, who requested anonymity because she was not authorized to speak.

“Honestly, I probably wouldn’t enroll my children in kindergarten right now,” she said. “Or, if I had to work, I would look at private options.” She added that L.A. Unified is treating kindergartners too much like 12th-graders in terms of time spent online.

In addition to the drop in kindergarten, some principals are reporting declines in enrollment — and in meaningful student participation — in transitional kindergarten and first grade.

“The average class size is approximately 12 to 15 students per grade level,” said Juan Flecha, president of the union that represents principals, who based his estimate on feedback from his members. “I think parents are finding it extraordinarily difficult to manage their personal and professional lives while somehow keeping the tykes engaged on a device.”

Some parents have formed learning co-ops with other families, sometimes pooling money to hire a private teacher.

The issue of vanished students is far from unique to L.A. Unified.

Las Virgenes Unified Supt. Dan Stepenosky said his school district is down 490 students — including about 100 kindergartners — to an enrollment of 10,329. The drop was 230 greater than projections for the school system, which straddles the border of L.A. and Ventura counties and serves an enrollment that is more prosperous on average than that of L.A. Unified.

“We’re hearing that lots of preschools added kinder so the families are staying there,” Stepenosky said. “We’re also hearing about a lot of ‘camps’ that are mostly like classroom instruction. I also think we have had families move. Some moved because of the Woolsey fire — we still have 400 homes that have not been replaced. People are tired of California.”

He said he’s hopeful that families put off by excessive “Zoom time” will return once campuses reopen, an optimism shared by Burbank Supt. Matt Hill, where kindergarten enrollment also is down.

In Pomona, where about 9 in 10 students are part of low-income households, some families are moving east to reduce their living costs, even while holding on to poverty-wage jobs in Los Angeles that are now more difficult to get to.

“But now, instead of driving from Pomona, they’re driving from Ontario or Fontana or further down the road,” said district spokesman Oliver Unaka.

Audrey Smith, a teacher at Gonsalves Elementary in ABC Unified, said her southeast L.A. County school is down to two kindergarten classrooms from three. And her transitional kindergarten class, normally full, is down four students. High housing costs in Cerritos are largely the reason for the school’s ongoing enrollment decline, but online learning has exacerbated the trend.

Some parents question the worth of online education versus “what you’d find in a classroom where children are socializing, playing with blocks, learning how to take turns and sharing and making friends,” Smith said.

In L.A. Unified, overall enrollment has been trending downward for years and the drop across all grades is not far from projections. This year’s pre-COVID predicted enrollment was 463,539. The current number is 461,105 — and that figure could rise before the district’s official “census” day, about five weeks into the year.

But the 6,000-student drop in kindergarten was three times as large as projected.

L.A. Unified publicly released some enrollment figures Monday after The Times repeatedly requested them — and the district repeatedly refused to supply them, suggesting that the newspaper wait until the district officially compiled data later in the year.

For the moment it’s difficult to track meaningful student attendance and engagement from the outside because L.A. Unified has taken full advantage of the state’s liberal attendance guidelines. Students are to be counted as present for a day of school no matter how minimal the contact between a teacher and student — as long as that interaction occurs on the day that attendance is taken.

McGregor, the mother of the 4-year-old twins, doesn’t fault the school for the challenges she faces keeping small children online and on task. Unlike many parents, she hasn’t opted out, moved out or given up, but there are limits.

“I don’t plan to take them out unless they say this is going to be a lifestyle forever,” she said. “Then, yeah, I would take them out.”

*Times staff writer Julia Barajas contributed to this report.*

Fresno Unified School District  
Board Communication

**BC Number AS-2**

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

Date: September 11, 2020

Prepared by: Kim Kelstrom & Ambra O'Connor *Kim Kelstrom*

Phone Number: 457-3907

Cabinet Approval: *Ambra O'Connor*

Regarding: Weekly Attendance and Intervention Update

The purpose of this communication is to provide the Board information regarding weekly attendance rates and interventions.

**Weekly Attendance Data**

The data below provides weekly attendance information for the periods of August 24, 2020 through September 04, 2020.

	Week 2 8/24/20-8/28/20	Week 3 8/31/20-9/4/20
Attendance	89.8%	91.3%
Absences due to Connectivity	4.5%	2.6%
Excused Absences	1.2%	0.9%
Unexcused Absences	4.5%	5.2%

On Friday, September 04, 2020, there were 778 students with an excused absence due to online connectivity issues. The previous week there were 2,324 students, a decrease of 1,546 students. School sites continue to connect with families in verifying absences.

**Site Based Attendance Interventions**

During the week of August 31, 2020 through September 04, 2020, school site teams made 15,056 phone calls and 525 home visits. A total of 48,914 phone calls and 1,497 home visits have been conducted since the start of school for site-based attendance interventions.

**Prevention & Intervention Interventions**

During the week of August 31, 2020 through September 04, 2020, the attendance office at the Department of Prevention & Intervention made 778 successful phone calls to families and 102 home visits. A total of 2,573 phone calls and 391 home visits have been conducted since the start of school for Prevention & Intervention interventions.

If you have any questions or require additional information, please contact Ambra O'Connor, 457-3340 or Kim Kelstrom, 457-3907.

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

Date: 09/11/2020

Fresno Unified School District  
Board Communication

**BC Number AS-3**

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

Date: September 11, 2020

Phone Number: 457-3907

Regarding: 2020/21 Elementary Fall Staffing

The purpose of this communication is to provide the Board information regarding the 2020/21 teacher staffing based on actual enrollment for elementary sites.

The staffing committee meets throughout the year based on the following calendar:

- January and February – Allocate teaching staff based on specified staffing parameters and projected enrollment by school/grade as part of the budget development process.
- July and August – Analyze pre-registration for elementary sites to determine any adjustments to the adopted budget staffing allocations.
- Second week of school – All sites register or drop students that did not attend in the first eight days and review actual enrollment and propose staffing adjustments.
- Third week of school – Elementary Principals are notified of any changes to staffing based on actual enrollment and teachers placed in overage are reassigned with consideration of returning to an on-site learning model during the school year.

As of September 02, 2020, TK-3 district class size average was 20.99 and grades 4-6 was 26.71. Each site has TK-3 class size averages less than 24:1 and 4-6 class size averages less than 29:1; with the exception of Bullard Talent and Manchester GATE due to previous agreements.

The 2020/21 Adopted Budget included 115 teachers above the baseline class size average of 24:1 in TK-3 and 29:1 in 4-6. Based on actual enrollment, the total is 162 teachers as shown below. This takes distance learning into consideration in an effort to minimize classroom disruptions. In addition to the 162 FTE above baseline teachers, Special Education increased 3 certificated FTE due to an increase in SDC students along with classified support.

	<b>2020/21 Adopted Budget</b>	<b>2020/21 Actual Enrollment</b>	<b>Difference</b>
TK-3 Class Size Reduction	21	16	(5)
4-6 Class Size Reduction	46	49	3
Dual Immersion	15	17	2
Elimination of Combination Classes	33	40	7
Distance Learning	0	40	40
<b>Total</b>	<b>115</b>	<b>162</b>	<b>47</b>

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020

Fresno Unified School District  
Board Communication

**BC Number AS-4**

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

Date: September 11, 2020

Phone Number: 457-3907

Regarding: Joint Health Management Board Financial Updates

The purpose of this communication is to provide the Board financial updates to be reported at the September 17, 2020 meeting of the Joint Health Management Board (JHMB).

The Fourth Quarter Health Fund Report for the 2019/20 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2019 through June 30, 2020. It also provides projected income and expenditures for the entire fiscal year 2019/20 compared to the budget (Attachment I). Per the language in each of the district's collective bargaining agreements, the attached is provided by the health plan consultant.

For 2019/20, the report further shows a year-end operating surplus of \$10.6 million, which is unchanged from the Third Quarter Report provided in an August 21, 2020 board communication. Total Health Fund reserves are \$112.6 million as follows:

- Unencumbered Reserve (Represents 2 months of total annual expenditures) – \$37.0 million
- Other Post-Employment Benefits (OPEB) Reserve – \$54.0 million
- Incurred But Not Reported Reserve (IBNR) – \$20.7 million

At the September 09, 2020 Board of Education meeting, slide 11 of the PowerPoint presentation indicated that the Health Fund unencumbered reserves were recommended at \$27.0 million and funded at \$27.0 million. Per the latest revised independent health plan consultant report, the Health Fund unencumbered reserves were recommended at \$29.2 million and funded at \$37.0 million.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020



Fresno Unified School District

## MEMORANDUM

**TO:** Joint Health Management Board – Employee Unit Representatives  
**FROM:** Giovanni Pacheco, Consultant  
**DATE:** September 17, 2020  
**RE:** Quarterly Health Fund Report for July 1, 2019 through June 30, 2020

Attached is the Quarterly Health Fund Report for the 2019/20 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2019/20 fiscal year. The Plan is managed by the Joint Health Management Board. We continue to modify and update the format as we work through all the aspects of managing the coverage and funding the Plan.

The 2019/20 fiscal year is showing a surplus of \$9.979 million, compared to the budget surplus of \$9.725 million. Plan income ended the fiscal year 0.83% above the per capita budgeted amount, with plan expenses 0.79% above budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

Please note that the figures contained in this report are based on data available to the JHMB. Audited figures may differ from those set forth in this report.

	<b><u>Fourth Quarter of 2019/20</u></b> <b><u>Fiscal Year (Actual)</u></b>	<b><u>Budget</u></b> <b><u>(Projected Period)</u></b>
	<b><u>July 1, 2019 –</u></b> <b><u>June 30, 2020</u></b>	<b><u>July 1, 2019 –</u></b> <b><u>June 30, 2020</u></b>
Income	\$185,440,732	\$182,102,201
Expenditures	\$175,460,870	\$172,376,744
Surplus / (Deficit)	\$9,979,862	\$9,725,457
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$9,979,862	\$9,725,457
Encumbered Reserves	\$75,590,525	\$71,715,139
Unencumbered Reserves	\$37,002,992	\$36,748,587
Total Reserves	\$112,593,517	\$108,463,726

Please note that expenses shown in the vendor reports can differ slightly from the paid amounts shown in the District's Monthly Financial Report, as adjustments, credits, and delayed postings on the vendor side result in differences in the monthly costs compared to the amounts shown as paid by the District. The annual costs shown in this report have been adjusted to account for these differences and match the audited year-end financial report prepared by the District.

**Definitions**

**Encumbered Reserves:** A part of the Total Reserves amount that includes money held to cover the Incurred But Not Reported (IBNR) liability as well as assets held in the OPEB Irrevocable Trust.

**Unencumbered Reserves:** A part of the Total Reserves amount and is money that is available to pay claims in excess of Encumbered Reserves. This reserve covers the claim fluctuation and unexpected contingencies and is available to cover future cost increases to the Plan.

**Total Reserves:** represents the combination of Encumbered and Unencumbered Reserves. This is the amount that represents the Plan's ability to meet future contingencies and obligations.

Encls.

Fresno Unified School District  
 Exhibit I: YTD Income and Expenditures with Projected Budget Period



	Current Period				Current + Projected Period				Budget		
	Jul-19 - Jun-20	Tenthy Cost per Active	Monthly Cost per Active	Difference from Budget <sup>1</sup>	Jul-19 - Jun-20	Tenthy Cost per Active	Monthly Cost per Active	Difference from Budget <sup>1</sup>	Jul-19 - Jun-20	Tenthy Cost per Active	Monthly Cost per Active
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
<b>Number of Employees</b>											
1. Actives	7,967				7,967				7,889		
2. Retirees	5,335				5,335				5,425		
3. Monthly Average Enrollees	13,302				13,302				13,314		
<b>INCOME</b>											
4. Employer Contributions <sup>1</sup>	\$153,835,022	\$1,930.87	\$1,609.06	-0.51%	\$153,835,022	\$1,930.87	\$1,609.06	-0.51%	\$153,102,730	\$1,940.73	\$1,617.28
5. Employee Contributions	19,789,099	248.13	206.78	-5.80%	19,789,099	248.13	206.78	-5.80%	18,501,569	234.53	195.44
6. Retiree Contributions	4,306,041	54.05	45.04	-14.82%	4,306,041	54.05	45.04	-14.82%	3,713,590	47.07	39.23
7. COBRA Contributions	454,521	5.70	4.75	-61.95%	454,521	5.70	4.75	-61.95%	1,182,916	14.99	12.50
8. Prescription Rebates	488,512	6.13	5.11	-21.71%	488,512	6.13	5.11	-21.71%	152,540	1.93	1.61
9. Insurance Revenue	2,662,093	33.41	27.84	-2.57%	2,662,093	33.41	27.84	-2.57%	2,570,000	32.58	27.15
10. Low Income Premium Subsidy	1,145,805	14.38	11.98	-145.03%	1,145,805	14.38	11.98	-145.03%	463,029	5.87	4.89
11. Other Income	209,437	2.63	2.19	-67.59%	209,437	2.63	2.19	-67.59%	639,793	8.11	6.76
12. Interest	848,423	10.65	8.87	-196.98%	848,423	10.65	8.87	-196.98%	282,881	3.59	2.99
13. CitizensRx Settlement	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
14. Active Reserve Assessment	952,536	11.96	9.96	-7.58%	952,536	11.96	9.96	-7.58%	876,712	11.11	9.26
15. Retiree Reserve Assessment	488,130	6.13	5.11	-44.14%	488,130	6.13	5.11	-44.14%	335,327	4.25	3.54
16. Health 90/10 Cost Increase	281,114	3.53	2.94	-0.98%	281,114	3.53	2.94	-0.98%	281,114	3.56	2.97
17. Kaiser 90/10 Cost Increase	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
18. StayWell Wellness Portal	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
19. Authorized Transfer to Reserves <sup>2</sup>	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
20. Total Income	\$185,440,732	\$2,327.57	\$1,939.65	0.83%	\$185,440,732	\$2,327.57	\$1,939.65	0.83%	\$182,102,201	\$2,308.33	\$1,923.61
<b>EXPENSES</b>											
<b>Benefits</b>											
21. Active Medical Claims	\$72,341,385	\$908.00	\$756.67	10.00%	\$72,341,385	\$908.00	\$756.67	10.00%	\$65,118,422	\$825.44	\$687.87
22. Retiree Medical Claims	20,807,670	261.17	217.64	-7.71%	20,807,670	261.17	217.64	-7.71%	22,324,557	282.99	235.82
23. Kaiser Health Plan	12,701,349	159.42	132.85	-2.45%	12,701,349	159.42	132.85	-2.45%	12,275,933	155.61	129.67
24. Active Prescription Drug	12,942,989	162.45	135.38	-3.29%	12,942,989	162.45	135.38	-3.29%	22,163,313	280.94	234.12
25. Retiree Prescription Drug	8,073,542	101.34	84.45	-0.87%	8,073,542	101.34	84.45	-0.87%	8,064,824	102.23	85.19
26. EGWP Premium	566,285	7.11	5.92	-5.57%	566,285	7.11	5.92	-5.57%	593,799	7.53	6.27
27. Prescription Drug Fee	2,132,125	26.76	22.30	-7.67%	2,132,125	26.76	22.30	-7.67%	2,286,647	28.99	24.15
28. Delta Health Admin	2,876,561	36.11	30.09	-5.80%	2,876,561	36.11	30.09	-5.80%	3,023,850	38.33	31.94
30. Claremont EAP	345,782	4.34	3.62	-4.14%	345,782	4.34	3.62	-4.14%	357,164	4.53	3.77
31. Halcyon Mental Health	3,235,529	40.61	33.84	-7.98%	3,235,529	40.61	33.84	-7.98%	2,966,940	37.61	31.34
32. PhysMetrics	788,733	9.90	8.25	-5.27%	788,733	9.90	8.25	-5.27%	824,430	10.45	8.71
33. Standard Life Insurance	515,692	6.47	5.39	-136.94%	515,692	6.47	5.39	-136.94%	215,511	2.73	2.28
34. Delta Dental Claims	6,964,063	87.41	72.84	-20.03%	6,964,063	87.41	72.84	-20.03%	8,623,136	109.31	91.09
35. Delta Dental Admin Fees	400,434	5.03	4.19	-20.03%	400,434	5.03	4.19	-20.03%	495,830	6.29	5.24
36. Pacific Union Dental	610,775	7.67	6.39	-4.19%	610,775	7.67	6.39	-4.19%	631,204	8.00	6.67
37. MES Vision	1,309,438	16.44	13.70	-0.74%	1,309,438	16.44	13.70	-0.74%	1,306,254	16.56	13.80
38. BridgeHealth	78,288	0.98	0.82	-50.85%	78,288	0.98	0.82	-50.85%	157,713	2.00	1.67
39. Pluscare	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
40. Stop Loss Premium	478,526	6.01	5.01	-7.67%	478,526	6.01	5.01	-7.67%	513,205	6.51	5.42
41. Community Medical Provider	998,412	12.53	10.44	-19.35%	998,412	12.53	10.44	-19.35%	1,225,788	15.54	12.95
42. WellPATH	323,263	4.06	3.38	-22.43%	323,263	4.06	3.38	-22.43%	412,668	5.23	4.36
43. Transfer out to OPEB	2,000,000	25.10	20.92	-0.98%	2,000,000	25.10	20.92	-0.98%	2,000,000	25.35	21.13
44. Transfer out to IBNR	964,549	12.11	10.09	-22.45%	964,549	12.11	10.09	-22.45%	1,231,602	15.61	13.01
45. ACA PCORI Fee	59,045	0.74	0.62		59,045	0.74	0.62		0	0.00	0.00
46. Total Benefits, Premiums & Fees	\$173,439,402	\$2,176.94	\$1,814.12	0.98%	\$173,439,402	\$2,176.94	\$1,814.12	0.98%	\$170,065,361	\$2,155.75	\$1,796.46
<b>Operating Expenses</b>											
47. Salaries	\$422,319	\$5.30	\$4.42	-0.11%	\$422,319	\$5.30	\$4.42	-0.11%	\$418,619	\$5.31	\$4.42
48. Staff Benefits	249,828	3.14	2.61	10.69%	249,828	3.14	2.61	10.69%	223,482	2.83	2.36
49. Supplies	3,201	0.04	0.03	-50.18%	3,201	0.04	0.03	-50.18%	6,362	0.08	0.07
50. Auditor	24,000	0.30	0.25	103.93%	24,000	0.30	0.25	103.93%	11,653	0.15	0.12
51. Delta Fund Administrator Fees	235,211	2.95	2.46	-3.85%	235,211	2.95	2.46	-3.85%	224,261	2.84	2.37
52. MMA Consultant Fees	178,010	2.23	1.86	-3.36%	178,010	2.23	1.86	-3.36%	194,454	2.46	2.05
53. Claremont Partners: General	395,692	4.97	4.14	-1.02%	395,692	4.97	4.14	-1.02%	395,842	5.02	4.18
54. Claremont Partners: PBM Consulting (PSG)	105,030	1.32	1.10	-5.46%	105,030	1.32	1.10	-5.46%	110,000	1.39	1.16
55. Saltzman & Johnson Legal Fees	117,978	1.48	1.23	11.94%	117,978	1.48	1.23	11.94%	104,358	1.32	1.10
56. KHK Law: Outside Counsel	30,020	0.38	0.31	-88.11%	30,020	0.38	0.31	-88.11%	250,000	3.17	2.64
57. JHMB Training / Education Expenses	29,249	0.37	0.31	-40.45%	29,249	0.37	0.31	-40.45%	48,633	0.62	0.51
58. Other Operating Expenses	223,500	2.81	2.34	-16.71%	223,500	2.81	2.34	-16.71%	265,708	3.37	2.81
59. Communications	7,430	0.09	0.08	-87.32%	7,430	0.09	0.08	-87.32%	58,011	0.74	0.61
60. Total Operating Expenses	\$2,021,468	\$25.37	\$21.14	-13.40%	\$2,021,468	\$25.37	\$21.14	-13.40%	\$2,311,383	\$29.30	\$24.42
61. Total Expenses	\$175,460,870	\$2,202.31	\$1,835.26	0.79%	\$175,460,870	\$2,202.31	\$1,835.26	0.79%	\$172,376,744	\$2,185.05	\$1,820.87
62. Surplus / (Deficit) <sup>4</sup>	\$9,979,862	\$125.26	\$104.39	94.62%	\$9,979,862	\$125.26	\$104.39	94.62%	\$9,725,457	\$123.28	\$102.73
<b>Beginning Reserve Balance</b>											
63. Encumbered Reserves											
64. OPEB Irrevocable Trust	\$48,711,652				\$48,711,652				\$48,711,652		
65. Reserve Liability for IBNR	\$19,771,885				\$19,771,885				\$19,771,885		
66. Total Encumbered Reserves	\$68,483,537				\$68,483,537				\$68,483,537		
67. Unencumbered Reserves	\$27,023,130				\$27,023,130				\$27,023,130		
68. Total Reserves	\$95,506,667				\$95,506,667				\$95,506,667		
69. Operating Surplus / (Deficit)	\$9,979,862				\$9,979,862				\$9,725,457		
70. Transfer In from Reserves	\$0				\$0				\$0		
71. Adjusted Unencumbered Reserves	\$37,002,992				\$37,002,992				\$36,748,587		
72. Target Unencumbered Reserves <sup>5</sup>	\$29,243,478				\$29,243,478				\$28,729,457		
<b>Ending Reserve Balance</b>											
73. Encumbered Reserves											
74. OPEB Irrevocable Trust	\$54,854,091				\$54,854,091				\$50,711,652		
75. Reserve Liability for IBNR	\$20,736,434				\$20,736,434				\$21,003,487		
76. Total Encumbered Reserves	\$75,590,525				\$75,590,525				\$71,715,139		
77. Unencumbered Reserves	\$37,002,992				\$37,002,992				\$36,748,587		
78. Total Reserves	\$112,593,517				\$112,593,517				\$108,463,726		

<sup>1</sup> Current + Projected Period amount calculated based on tenthy budget amounts, not monthly  
<sup>2</sup> District contribution subject to final negotiations  
<sup>3</sup> Difference from Budget percentages calculated based on Monthly Cost per Active  
<sup>4</sup> Surplus / (Deficit) percentage calculated as Total Expenses (row 61) divided by Total Budgeted Income (row 20)  
<sup>5</sup> Target Unencumbered Reserves calculated as 2.0 months of total annual expenses.

Fresno Unified School District  
Board Communication

**BC Number AS-5**

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

Date: September 11, 2020

Phone Number: 457-3907

Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2019/20 fiscal year.

**General Fund Legal Services by Category  
July 01, 2019 through June 30, 2020**

**Departments**

Board of Education	\$	247,016
Facilities Management & Planning		377,327
Human Resources/Labor Relations		467,901
General Legal Services		218,334
Special Education		285,563
Prevention & Intervention		15,876
Charter School		47,809
<b>Total</b>	<b>\$</b>	<b>1,659,826</b>

**Other Funds Legal Services by Category  
July 01, 2019 through June 30, 2020**

**Funds**

Liability	\$	542,007
Workers' Compensation		751,108
<b>Total</b>	<b>\$</b>	<b>1,293,115</b>

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020

Fresno Unified School District  
Board Communication

**BC Number EA-1**

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

Date: September 11, 2020

Prepared by: Kristi Imber-Olivares, Director in Equity and Access

Phone Number: 457-3896

Cabinet Approval:

Regarding: Student Voice Collaborative

The purpose of this communication is to provide the Board information regarding our newly formed Student Voice Collaborative. To further address the climate/culture of our district, a collaborative team of African American Academic Acceleration, Communications, English Learner Services, Equity and Access, Goal 2, Prevention and Intervention, Special Education, and State and Federal have begun a Student Voice Collaborative advance equity in our schools by elevating students' voices to create change and foster school site partnerships with students at the forefront. This collaborative aims to have representation across diverse student groups, with a particular focus on increasing student voice among historically underrepresented and marginalized groups to ensure all student groups have a voice and an opportunity to be heard.

Our collaborative effort will give students an opportunity to engage in the following ways:

- Meet with Superintendent Robert G. Nelson Ed.D. over five scheduled meetings throughout the 2020/21 academic year.
- Present to the Board of Trustees at regularly scheduled Board meetings.
- Submit written updates of their efforts and progress through scheduled Board Communications.

The Student Voice Collaborative will also give departments the opportunity to align resources and efforts as they continue to advise diverse student groups through their respective departments. We are not only helping students advocate for student-driven solutions, but this collaborative also prepares them to become lifelong agents of social change.

Included with this communication is a timeline of the scheduled meetings with Superintendent Robert G. Nelson Ed.D., presentations to the Board of Trustees, the Board Communications for the 2020/21 Academic Year and descriptions of the various student voice groups.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020



## Student Voice Collaborative

### Superintendent, Board Meetings & Board Communication Schedule

Date	Meeting
August 19, 2020	Dialogue with Superintendent Nelson
August 26, 2020	Board Meeting
September 11, 2020	Board Communication
October 12, 2020	Dialogue with Superintendent Nelson
October 21, 2020	Board Meeting
October 30, 2020	Board Communication
December 7, 2020	Dialogue with Superintendent Nelson
December 16, 2020	Board Meeting
January 29, 2021	Board Communication
February 10, 2021	Dialogue with Superintendent Nelson
February 17, 2021	Board Meeting
March 26, 2021	Board Communication
April 14, 2021	Dialogue with Superintendent Nelson
April 21, 2021	Board Meeting
June 1, 2021	Dialogue with Superintendent Nelson
June 2, 2021	Board Meeting
June 18, 2021	Board Communication



# Fresno Unified School District 2020-2021 Student Voice Collaborative Student Groups



Building and sustaining student voice is essential to creating a culture that promotes Diversity, Equity, and Inclusion (DEI). Student voice supports the DEI framework as it is aligned to Culturally Responsive Practices, Multicultural Education, and Social Action.

Captured below are planned district focused student groups for the 2020-2021 school year as part of our efforts to ensure student voice is a part of decision making for the Superintendent, the Board, and district departments. Groups identified in *italics* are still being established.

Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
<b>A4 Student Voice</b>	African American High School Students (no selection criteria for participation)	To Be Recruited-- 30 Students	All High Schools	<ul style="list-style-type: none"> <li>Engage in learning around leadership and design thinking</li> <li>Provide input about students' lived experiences, with a particular focus on academics (Student Led)</li> <li>Engage in learning around communication and collaboration before committing to an action.</li> </ul>	<ul style="list-style-type: none"> <li>Robert Green</li> </ul>
<b>BSU</b>	African American Middle and High Schools Students (no selection criteria for participation)	Recruited every year through club sign-ups	All High Schools, Middle Schools, and 5 Elementary Schools	<ul style="list-style-type: none"> <li>Engage in learning around leadership</li> <li>Engage in learning about cultural history</li> <li>Community service and academics</li> </ul>	<ul style="list-style-type: none"> <li>Lisa Nichols</li> </ul>
<b>Communication Advisory Student Group</b>	High School Students (application process)	To Be Recruited— 14-20 Students	All High Schools	<ul style="list-style-type: none"> <li>Learn about the education system in FUSD and its impact on students</li> <li>Assess the culture and climate of FUSD from a student perspective</li> </ul>	<ul style="list-style-type: none"> <li>Nikki Henry</li> </ul>



# Fresno Unified School District 2020-2021 Student Voice Collaborative Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
				<ul style="list-style-type: none"> <li>Identify, create, and facilitate projects that promote change and strengthen school connectedness</li> <li>Explore outlets to implement communication strategies to address the needs and wants of the student body</li> </ul>	
<b>English Learner Student Advisory Council</b>	<i>EL Students from various categories across all seven regions (Long-term ELs, Redesignated ELs, Newcomer ELs, Dual Immersion ELs from Spanish and Hmong DI)</i>	<i>28-30 Students</i>	<i>Intermediate, middle, and high school EL and RFEP students</i>	<ul style="list-style-type: none"> <li><i>Engage in deeper learning about various EL populations in FUSD</i></li> <li><i>Communicate to EL students about available services and programs in FUSD</i></li> <li><i>Determine how services and programs have impacted EL student lives and educational experiences</i></li> <li><i>Identify needs of EL students as they define them and determine how department goals and actions support their needs</i></li> <li><i>Empower EL students to hone their leadership and advocacy skills toward improving support of their linguistic and academic needs</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Carol Padilla-Shaath</i></li> <li><i>Jazmin Lujan</i></li> </ul>



# Fresno Unified School District 2020-2021 Student Voice Collaborative Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
Foster Youth Advisory Council/Club	Foster Youth Students in High School	Recruited by Project ACCESS Clinical School Social Workers and student's willingness to participate/ sign-up	Comprehensive High Schools	<ul style="list-style-type: none"> <li>Engage in learning around leadership skills, advocacy, and educational rights for foster youth</li> <li>Create opportunities for foster youth to be connected, empowered, and engaged in creating a supportive environment for youth experiencing common struggles in the foster care system</li> <li>Collaborate with site administrators and students to allow student voice to inform and increase school connectedness and positive school culture for foster youth students</li> </ul>	<ul style="list-style-type: none"> <li>Tumani Heights</li> </ul>



# Fresno Unified School District

## 2020-2021 Student Voice Collaborative

### Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
<b>Fresno Unified GSA Youth Voice Committee</b>	Genders and Sexualities Alliances (GSA) Students High School Middle School	District Committee: 2 students per site that represent their own school site  Superintendent Committee: 2 students that represent whole/larger committee with 2 back up students	High School Sites with Active GSA Clubs  Middle School Sites with Active Clubs	<ul style="list-style-type: none"> <li>Identify and share needs of LGBTQ+ Youth and Ally Students to continue to create inclusive spaces where students are seen, safe, supported and empowered</li> </ul>	<ul style="list-style-type: none"> <li>Erica Hasenbeck</li> <li>Suzi Wallace</li> <li>In Partnership with GSA Advisors</li> </ul>
<b>Local Control and Accountability Plan (LCAP) Student Advisory Committee</b>	High School Students (no selection criteria for participation)	80 from each site (13 sites) To be Recruited— unlimited participation	All traditional and Alternative Ed High Schools	<ul style="list-style-type: none"> <li>Identify and develop opportunities for diverse student perspectives to provide feedback and input towards equitable utilization of Local Control Funding Formula (LCFF) resources with a focus on overcoming barriers for students living in disadvantaged circumstances in order to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Miguel Vega</li> </ul>



# Fresno Unified School District

## 2020-2021 Student Voice Collaborative

### Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
<b>Principal Action Committee (planning phase)</b>	<p>Intersection of members of the student voice groups plus principal discretion</p> <p>Possibility of Presidents of the Clubs, Representatives of Groups (no selection criteria for participation)</p>	20 to 40 Students per site	All High Schools	<ul style="list-style-type: none"> <li>Provide a space for all student voice group members on a site to collaborate and advocate</li> <li>Meet with site decision-makers and flatten the hierarchy so that student voice translates to site action</li> <li>Foster a culture of teamwork within and between student groups on campus</li> </ul>	<ul style="list-style-type: none"> <li>Campus Culture Manager (DO)</li> <li>Principal and/or Designee - Must be a site Decision-Maker (Site)</li> </ul>
<b>Race and Social Actions Student Advisory Council</b>	High School Students (no selection criteria for participation)	To be Recruited—15-17 students	All High Schools	<ul style="list-style-type: none"> <li>Engage in learning around Race and Social Action and Cultural Proficiency</li> <li>Develop objectives for the site council</li> <li>Develop a plan for student recruitment and plan for social action at the site</li> <li>Participate in Superintendent and Board feedback</li> <li>Mission statement development</li> </ul>	<ul style="list-style-type: none"> <li>Edgar Pelayo</li> <li>Lisa Nichols</li> <li>Teresa Zamora</li> </ul>



# Fresno Unified School District

## 2020-2021 Student Voice Collaborative

### Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
<b>Race and Social Action Student Council</b>	High School Students (no selection criteria for participation)	To be Recruited—unlimited participation	All High Schools	<ul style="list-style-type: none"> <li>Engage in learning around Race and Social Action and Cultural Proficiency</li> <li>Develop and implement a plan for social action to support a culture focused on Diversity, Equity, and Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Edgar Pelayo</li> <li>Lisa Nichols</li> <li>Teresa Zamora</li> </ul>
<b>SAB</b>	High School Students (selected at the school site with various criteria)	2-3 Per School Site	All High Schools	<ul style="list-style-type: none"> <li>Learn about policy and procedures of the board</li> <li>Engage in asking questions around policy and governance</li> <li>Present updates on a rotation to board</li> <li>Provide input to the Board on Agenda Items affecting students and sites</li> <li>Collaborate with site leadership and students to initiate policy change and school culture</li> <li>Evaluate Site/District/Community needs and develop an annual</li> </ul>	<ul style="list-style-type: none"> <li>Campus Culture Manager (DO)</li> <li>Campus Culture Director (Site)</li> </ul>



# Fresno Unified School District

## 2020-2021 Student Voice Collaborative

### Student Groups



Student Voice Group	Targeted Student Audience	Number of Students	Targeted Schools	Objectives	Contact Department and Leads
				unification project to meet a need	
<b>SAB Board Representatives</b>	High School Students (elected from SAB)	2 Students	Elected High School Students	<ul style="list-style-type: none"> <li>Participate in board meetings through the pulling of agenda items and engaging in board discussions</li> <li>Present the Student Board Member Communication at each Board Meeting</li> <li>Record advisory votes on all Board Action Items</li> <li>Communicate with staff on Student Advisory Board (SAB) questions</li> <li>Report back to SAB and school sites on Board business and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Campus Culture Manager (DO)</li> <li>No Site Leads</li> </ul>
<b>Special Education Advisory Committee</b>	<i>Students representatives from 7 regions (siblings of students with disabilities, student leaders, students with visible and invisible disabilities)</i>	<i>30 students</i>	<i>All High Schools</i>	<ul style="list-style-type: none"> <li><i>Engage students in discussions around inclusive practices (How are we doing?)</i></li> <li><i>Develop and plan a campaign to educate their peers</i></li> <li><i>Engage students in deeper learning and understanding of visible and invisible disabilities</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Dr. Ebony Hailey</i></li> <li><i>Jeanne Butler</i></li> </ul>

Fresno Unified School District  
Board Communication

**BC Number EA-2**

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

Date: September 11, 2020

Phone Number: 457-3687

Regarding: ~~Early Learning~~ Board Communication Timeline for 2020/21

The purpose of this communication is to provide the Board an update on our continued efforts to support transparency, accuracy and consistency when messaging to the Board.

Early Learning has established a timeline for Board Communications. The timeline is backward mapped and is intended to assist the Board in knowing when they should anticipate department updates.

Fall 2020: Dates and Topics

- September 24, 2020 – Language Learning Project Update
- October 30, 2020 – Preschool/PreK Enrollment Update
- November 18, 2020 – Quality Rating Improvement System (QRIS) Update

Spring 2020: Dates and Topics

- January 29, 2021 – Inclusive Early Education Expansion Program (IEEEP) Grant Update
- February 17, 2021 – Developmental Screeners Update

If you have further questions or require additional information, please contact Deanna Mathies at 457-3687.

Approved by Superintendent  
Robert G. Nelson Ed.D. \_\_\_\_\_



Date: 09/11/2020

Fresno Unified School District  
Board Communication

**BC Number EA-3**

From the Office of the Superintendent

Date: September 11, 2020

To the Members of the Board of Education

Prepared by: Andrew Scherrer, Executive Director of Equity & Access

Phone Number: 457-3842

Cabinet Approval:

Regarding: Diversity, Equity, and Inclusion (DEI) Praxis Collaborative Training(s)

The purpose of this communication is to provide the Board a timeline of trainings and opportunities regarding the Diversity, Equity, and Inclusion (DEI) Praxis Collaborative in order to continue an interdepartmental approach to building coherence and ensuring diversity, equity, and inclusion is the intentional result of all district-wide decisions.

COVID-19 building closures may have hampered the ability to meet in groups, yet the DEI Advisory Team pivoted to an online model of Cultural Proficiency training and professional learning in a variety of ways to accomplish training in our Tiers 1, 2 and 3.

Tier 1 Cultural Proficiency training includes:

- School site led 8-hour Foundational Compulsory training module(s) in three primary segments of “Opening of School”, “Semester 1”, and “Semester 2”. Each segment corresponds to a module of learning supported by drop-in sessions and Advisory Team coaching. School sites should have completed at least five hours of modules by December 2020, and the remaining hours by June 2021.
- Department led 8-hour Foundational Compulsory training module(s) are at department discretion as to schedule, and departments are sharing those plans with the Advisory Team through the DEI Steering Committee meetings.
- Any employee absent through Tier 1 training will have the opportunity to make-up the module(s) through an online learning platform, Fresno Unified’s Teachable.com account.

Tier 2 Cultural Proficiency training includes:

- Two 32-hour Intensive training opportunities for those interested in more in-depth training are available in the first and second semesters as follows:
  - Semester 1:
    - September 23rd, 2020 (Day 1)
    - September 24th, 2020 (Day 2)
    - October 28th, 2020 (Day 3)
    - October 29th, 2020 (Day 4)
  - Semester 2: Four dates to be determined, pending COVID 19 closure status
- An 80-hour Trainer of Trainer (ToT) training opportunity for those interested in becoming a trainer towards furthering personal, professional, and district growth is as follows:
  - Phase 1:
    - October 20th, 2020
    - October 21st, 2020
    - November 13th, 2020

- Phase 2:
  - January 12th, 2021
  - January 13th, 2021
  - February 20th, 2021
- Phase 3:
  - April 16th, 2021
  - April 17th, 2021
  - May 7th, 2021
  - May 8th, 2021

Tier 3 Cultural Proficiency training includes:

- Multiple 8-hour Drop-In Foundational Compulsory Districtwide trainings with various emphases based on request, need, and theme are as follows:
  - October 12th, 2020
  - November 9th, 2020
  - December 14th, 2020
  - January 11th, 2021
  - February 1st, 2021
  - March 8th, 2021
  - April 12th, 2021
  - May 10th, 2021

Alongside these trainings, the DEI Advisory Team has already scheduled the first of our DEI Quarterly Events. The Board will receive an invite to the “Pushout” documentary watch party on October 1st, 2020 and the cultural chat that will follow on October 8th, 2020. Mark your calendars, and join one of many aspects of the Multicultural Experiences area of the DEI Framework.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020

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: Brian Beck, Assistant Superintendent  
and Jane Banks, Director  
Cabinet Approval: 

Date: September 11, 2020

Phone Number: 457-3226

Regarding: Regional Assessment Centers for Special Education Assessments

The purpose of this communication is to provide the Board information related to the request by a few school psychologists that the district establish regional assessment centers for in-person assessments. The basis for this request is a concern that health and safety procedures cannot be implemented and monitored on individual sites. As was shared with School Psychologists at meetings on September first and third, this request has been thoroughly considered and is not recommended for the following reasons:

Health and Safety

- Assessments involve special education teachers, school nurses, school psychologists, speech language pathologists, occupational therapists, and physical therapists. Regional centers would concentrate the assessors and students for 11 to 14 schools at one facility. This can increase the risk of person-to-person contact and exposure to COVID-19 compared to individual school sites.
- The Fresno County Department of Public Health (FCDPH) specifically approved the district's Health & Safety Procedures, which are attached, using the school site-based model. It is everyone's responsibility to implement the procedures at every school site.
- When students begin to return to campuses under the small cohort structure, regional centers would cause staff, such as school nurses and school psychologists, to be off campus and not immediately available to staff and students, if needed.

Family Access

- In-person assessment at school sites promotes connectiveness with families and students with the school site serving as the "hub."
- School sites are more convenient and accessible for families. Regional centers would present extensive transportation issues.
- With required health and safety procedures, such as masks and plexiglass dividers, a familiar setting of the regular school site may place students more at ease and available for assessment.

Operational

- An identified site/facility for a regional center would require more than 20 designated assessment spaces. Since teachers have the option to work from their classrooms at any time, identifying sufficient space for assessments may be an issue.
- School nurses typically assess in the health office with their designated equipment.

Our Lead Psychologists have contacted many of their school psychologist colleagues who started assessing in person to inquire about their experiences. The reports were very positive, and the large majority reported no issues with assessing students at their home school sites.

If you have any questions, please contact Brian Beck at 457-3226 or Jane Banks at 457-3301.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 09/11/2020



## SPECIAL EDUCATION IN-PERSON ASSESSMENT HEALTH & SAFETY PROCEDURES

**OBJECTIVE: COMPREHENSIVE ASSESSMENTS ARE REQUIRED FOR SPECIAL EDUCATION. DUE TO VALIDITY CONCERNS, ALL ASPECTS OF ASSESSMENTS CANNOT BE COMPLETED VIRTUALLY. ASSESSMENTS WILL BE CONDUCTED VIRTUALLY WHEN POSSIBLE. FOR THE ASPECTS OF THE ASSESSMENT THAT MUST BE COMPLETED IN-PERSON, THE FOLLOWING HEALTH AND SAFETY PROCEDURES WILL BE ADHERED TO IN ADDITION TO DISTRICT SCHOOL SITE AND FACILITY PROCEDURES.**

**THE PROCEDURES LISTED BELOW WILL BE IN PLACE FOR IN-PERSON SPECIAL EDUCATION ASSESSMENTS TO BEGIN THE 2020-2021 SCHOOL YEAR AND UNTIL FURTHER NOTICE. IN-PERSON SPECIAL EDUCATION ASSESSMENTS WILL OCCUR AT A STUDENT'S ASSIGNED SCHOOL SITE OR AN ALTERNATIVE DISTRICT FACILITY ARRANGED WITH THE FAMILY. THESE PROCEDURES WILL BE UPDATED, AS NEEDED, BASED ON SUBSEQUENT HEALTH GUIDANCE AND/OR ORDERS.**

### **Self-Screening Tool**

- Everyone shall be screened prior to coming onto the school site or into the District facility.
  - The parent/guardian, student, and assessor shall self-screen with the District's COVID-19 Self-Health Screening Tool prior to arriving at the school site or District Facility.
  - Preferably, the assessor will confirm prior to the assessment that the parent/guardian and student have self-screened and clear. This may be done by a phone call, email, or text prior to the appointment time or night before.
  - Alternatively, the assessor shall confirm that the parent/guardian and student self-screened and cleared upon the student's arrival. The District's COVID-19 Self-Health Screening Tool will be posted at the school site entrance. If a parent/guardian or student does not clear, they should not enter and need to call to reschedule.

### **Arrival/Exit**

- The assessor shall escort the student to/from the parking lot or entrance of the school site or facility (outdoor space) to the assessment space.
  - The parent/guardian will be asked to wait in the parking lot or outside the entrance of the school site or facility.

### **Hand Hygiene**

- An alcohol-based hand rub (at least 60% alcohol) or soap and water should be used before entering and exiting the school site or facility.
  - Soap and hand sanitizer will be accessible to all staff, students, and parents/guardians.

### **Limitation of Visitors**

- If necessary, 1 visitor allowed per a student (e.g. due to age).
  - The parent/guardian will be notified in the letter accompanying the assessment plan that visitors are not allowed and will not be able to observe the assessment (unless specifically requested by the assessor due to age).
  - In the event a parent/guardian must be at the school site or facility, it will be limited to 1 visitor. Any additional family members will have to remain in the parking lot or outside the entrance to the school site/facility.

### **Face Covering/Mask**

- Required for all parents/guardians, staff, and students
  - All students regardless of age are encouraged to wear a face covering, if possible, particularly when entering/exiting.
  - Unless an exemption applies, FUSD employees, the parent/guardian, and students will be required to wear a face covering based on CDC and CDPH guidelines.
  - If a student cannot wear a face covering during assessment administration due to exemption or validity concerns, appropriate assessor face covering is important if 6 ft of distance cannot be achieved due to assessment

administration. The assessor should also consider assessing from the side, if possible, rather than directly in front of the student.

### **Personal Protective Equipment (PPE)**

- Appropriate PPE will be provided for in-person assessments.
  - The school site or facility office will have face coverings available for staff, the parent/guardian, and student, if he/she is able to wear one and forgets his/her own.
  - Additional PPE, such as face shields and desk shields/dividers, are available when needed based on the student and assessment. If the student is not wearing a face covering and the assessor is unable to maintain 6ft distancing while working with the student for more than 15 minutes, it is recommended that a desk shield/divider is used and the assessor wears a face shield (in addition to a face covering). The assessor will contact their supervisor or program manager if they need access to this additional PPE or have another request.

### **Disinfecting**

- Disinfect assessment space, items/materials, and high touch points.
  - Wipes or spray and paper towels will be available at the school site/facility.
  - The assessor will wipe down his/her assessment station between students or assessors, if the student is being assessed by more than one assessor in one day, and after the final assessments.
  - Any items or materials that will be reused by another student must be wiped down as well.
  - High touch points, like door knobs, should be disinfected between assessments.
  - Custodial staff will disinfect shared spaces, such as bathrooms.

### **Designated Assessment Space**

- The student shall have a designated assessment space for all assessments within the same day.
  - If a student will be assessed by more than one assessor on the same day, the student shall remain in the designated assessment space and the assessors shall come to him/her.

### **Ventilation**

- When feasible, doors and/or windows open.
  - This should be implemented if it will not affect the validity of the assessment (e.g. noise, student focus) and weather and air quality permitting.

### **Physical Distance**

- Whenever possible, physical distancing of 6 ft between those who do not live in the same household.
  - The student will be assessed in a 1:1 setting. Physical distancing will be observed during all arrival/exit procedures.

### **Other Procedures**

- Appointments
  - In-person assessments will be scheduled by appointments. Assessors shall provide time in between appointments for health screening and disinfecting spaces and items and materials.
- Walkways
  - Allow for safe distancing and safe pathway to restrooms.
- Safety Signage and Tape Markers
  - School site offices and high traffic spaces will have signage or tape markers.
  - Signs will be translated into Spanish and Hmong as much as possible.
- Communication to Families on Health and Safety Measures
  - Health and Safety procedures shall be provided to the parent/guardian with the assessment plan.
  - If there are any questions, the assessor(s) will also be able to discuss when arranging the appointments.
  - Assessor(s) shall remind families to review the health and safety procedures and the District's COVID-19 Self-Health Screening Tool provided when arranging appointments and if confirming/reminding of appointments.