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BOARD COMMUNICATIONS – NOVEMBER 13, 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 – Santino Danisi, Interim Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
November 06, 2020

AS-2 Kim Kelstrom November Legislative Committee Meeting

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi Olivares Optimal Summative English Language Proficiency
Assessments for California Fall Administration Update

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

HR-1 Paul Idsvoog Agreement with CORE for Shared Principal II Services by
Maria Lynn Rocha Salazar as a FUSD Employee on Loan
to CORE

HR-2 Paul Idsvoog Job Description for Noon Time Assistant

HR-3 Paul Idsvoog Job Description for Manager I (General)

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Facilities Investment by Enrollment

OS-2 Amanda Harvey Food Services Update – Good Food Purchasing Program

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ambra O'Connor Suicide Prevention Update

SL-2 Jane Banks Medi-Cal Reimbursement

SL-3 Debra Odom Receipt of the Golden Charter Academy Petition

SL-4 Brian Beck Special Education Progress on the Council of Great City
Schools Recommendations

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: November 13, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits to Lawless, Figarden and Forkner
- Participated in the Principal Pipeline Learning Community Virtual Convening
- Met with Executive Cabinet
- Attended CART Board Meeting
- Participated in call with the Council of the Great City Schools Superintendents regarding COVID-19
- Attended Town Hall Meeting regarding the Fresno High School Mascot
- Held quarterly meeting with ACSA
- Met with labor partners from multiple units

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



Date: 11/13/2020

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: November 13, 2020

Phone Number: 457-3907

Kim Kelstrom
[Signature]

Regarding: School Services Weekly Update Report for November 06, 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 November 06, 2020 is attached and includes the following articles:

- LAO Analyzes State Education Spending Plan – November 04, 2020
- Biden's Exhaustive Education Agenda – and Trump's Skimpy One – Get Short Shrift During Long Campaign – November 03, 2020
- Proposition 15 To Loosen California's Business Property Tax Rules is Trailing – November 03, 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.

Robert G. Nelson

Date: 11/13/2020



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DATE: November 6, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Election Update

Nationally, all eyes continue to be on the presidential race between President Donald Trump and former Vice President Joe Biden, which as if this writing has yet to be called.

Statewide there were a dozen ballot propositions that California voters considered on Election Day. While there are still approximately 4–5 million ballots that have yet to be tallied by county election officials, the following ballot propositions are projected to have passed:

- **Proposition 17** (Passed 59.1% to 40.9%) restores a person's right to vote after a prison term
- **Proposition 22** (58.4% to 41.6%) classifies app-based drivers as independent contractors and adopts labor and wage policies specific to app-based drivers and companies
- **Proposition 24** (56.1% to 43.9%) expands the state's consumer data privacy laws

There are also five propositions that are projected to have failed based on the current vote count. Those propositions are:

- **Proposition 16** (Failed 44% to 56%) would have reinstated affirmative action by repealing Proposition 209 (1996)
- **Proposition 20** (37.7% to 62.3%) would have expanded criminal penalties and added crimes to the list of violent felonies for which early parole is restricted
- **Proposition 21** (40.3% to 59.7%) would have replaced the Costa-Hawkins Rental Housing Act (1995), which would have allowed all local governments to enact rent control
- **Proposition 23** (36% to 64%) would have placed several regulations requirements on chronic dialysis clinics

- **Proposition 25** (44.5% to 55.5%) would have replaced cash bail with risk assessments for detained suspects awaiting trials

The other three propositions, including the two that would affect K–14 education funding (Propositions 15 and 19), are too close to call right now with millions of ballots still outstanding. Those propositions are:

- **Proposition 14** (leading 51.1% to 48.9%) would issue \$5.5 billion general obligation bonds for the state’s stem cell research institute and making changes to the institute’s governance structure and programs
- **Proposition 15** (trailing 48.3% to 51.7%) is the “split roll” measure that would increase property taxes on commercial and industrial properties, which is estimated to raise between \$6.5 and \$11 billion annually for K–14 schools and local governments
- **Proposition 19** (leading 51.5% to 48.5%) would expand the number of eligible homeowners to transfer the taxable value of their current residence to a new residence and would ensure that when a home is transferred from a deceased parent or grandparent that it must remain a primary residence in order to be shielded from reassessment

It may take several days or weeks to know the official count for each of these propositions as legislation signed by Governor Gavin Newsom earlier this year allows ballots that are received 17 days after the election to be counted as long as they are postmarked by November 3.

This also means that we may not know the makeup of the 2021–22 State Legislature for several weeks as some of those races are too close to call. What we do know is that Democrats will retain their supermajority status in both the Senate and the Assembly, which allow Democrats to pass any legislation requiring a higher vote threshold—such as urgency measures, constitutional amendments, and tax increases—without Republican support.

Leilani Aguinaldo

LAO Analyzes State Education Spending Plan

By Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
November 4, 2020

Four months into the fiscal year, K–12 and community college practitioners across California are intimately familiar with the most significant aspects of the 2020–21 State Budget pertaining to education as they prepare to absorb over \$12 billion in deferred state payments and adjust their local spending plans in accordance with the resources available through the Budget—all the while attending to the learning needs of their students and preparing to reopen their facilities for in-person instruction once it is safe to do so. While many lived through the Great Recession just a decade ago, the COVID-19 health pandemic ushered in an unprecedented crisis in public education, calling for continuous innovation and heightened, if not new, collaborations at the district, county, and state levels. That is to say, leading their local agencies through a tough budget spawned by an acute recession—while critical—is but one of many challenges K–14 leaders and their staff must manage today.

Understanding the Adopted State Budget, however, is important for local agency business offices and leaders, particularly during tumultuous times. To aid in understanding the State Budget and its local implications, each year the Legislative Analyst's Office (LAO) releases a report describing the major features of the state's spending plan. The LAO released its analysis of the [education spending plan](#) on October 29, 2020, which we summarize below.

Proposition 98

The Proposition 98 minimum guarantee has been determined by Test 1 over the last few years, which requires the state to spend approximately 38% of state General Fund revenues on K–14 education. Because of this direct link to state revenues that fluctuate with larger economic conditions, the health pandemic had an immediate and acute impact on the minimum guarantee. The LAO notes that year-over-year Proposition 98 funding dropped a whopping 12.5% from the 2019–20 Enacted Budget level of \$81.1 billion to \$70.9 billion. This picture is less grim when you compare the 2020–21 minimum guarantee to the *revised* 2019–20 estimate that accounts for the pandemic's effect on prior-year funding. The 2019–20 minimum guarantee was revised downward to \$77.7 billion. In that local property taxes have held steady (and are modestly improving) even during the recession, the decline in funding is directly attributable to estimated reductions in state General Fund revenues.

While the State Budget reflects the decline in Proposition 98 funding, it also includes a provision that requires the state to make annual supplemental payments equal to 1.5% of General Fund revenues beginning in 2021–22, up to \$12.4 billion. This provision also increases the minimum guarantee on an ongoing basis in Test 1 years from 38% of General Fund revenues to 40%.

Apportionments and Deferrals

Importantly, state lawmakers managed to maintain base apportionment funding for districts at their 2019–20 levels by using a suite of one-time funds, including cashing out the full \$377 million in the Proposition 98 reserve account. However, neither the Local Control Funding Formula for K–12 nor the Student Centered Funding Formula for community colleges—along with other key programs—received the statutory 2.31%

cost-of-living adjustment (COLA). The effect of suspending the COLA is of course the loss of local agency purchasing power for ever-increasing obligations.

On the one hand the 2020–21 State Budget preserves base funding while on the other it defers \$11 billion and \$1.5 billion in K–12 and community college apportionments, respectively, beginning with the February 2021 payments. The LAO reminds us that the State Budget included a provision to reduce deferrals if the state received any additional federal assistance by October 15, 2020. Because Washington, D.C., failed to pass a stimulus package by that deadline, K–14 education leaders must be prepared to absorb the full \$12.5 billion in late state payments and the associated borrowing costs unless they can demonstrate that they meet the hardship criteria for exemption. The Department of Finance, the State Controller, and the State Treasurer are authorized to exempt local agencies that qualify for deferral exemptions not to exceed \$300 million and \$60 million per month for K–12 and community college agencies, respectively.

Other Significant Investments

Finally, the LAO highlights other significant budget investments, including:

- Increasing the K–12 special education base grant from \$545 per unit of average daily attendance to \$625
- \$6.4 billion in one-time federal funding to cover K–12 costs associated with COVID-19 and to address learning loss
- Repurposing public pension payments to reduce associated costs equal to approximately 2.2% of pay in 2020–21 and 2021–22

The LAO report also includes a description of flexibilities to help local agencies address their budget needs, as well as new programmatic requirements for K–12 districts with respect to distance learning for the 2020–21 school year.

Finally, the LAO is scheduled to release its annual *Fiscal Outlook* report in mid-November, which will provide an up-to-date forecast of California’s economy and the budget landscape as we move closer to Governor Gavin Newsom’s release of his 2021–22 January State Budget. Stay tuned.

Note: The presidential candidates offer two very different education agendas with Biden proposing a robust agenda and Trump offering the same agenda as his first term.

Biden’s Exhaustive Education Agenda — and Trump’s Skimpy One — Get Short Shrift During Long Campaign

By Louis Freedberg
EdSource
November 3, 2020

Schools emerged as a key issue on the presidential campaign trail — but not in the way anyone could have predicted a year ago.

President Trump made the question of schools reopening for face-to-face instruction during the pandemic a key campaign issue. Over the past several months, he has argued, without any basis, that Democrats want to keep schools closed “for political reasons,” to use against him as an election issue. He even threatened to “cut off” aid to schools that don’t open, even though he couldn’t do that without congressional approval.

He continued to opine on the issue until the very end of the campaign. On Sunday in a speech in North Carolina, for example, he said schools should reopen because young people have healthy immune systems. As proof, he pointed to Barron, his 14-year-old son, who tested positive for the virus and recovered.

But what has been shunted aside are what the candidates promised should they be elected president. Beyond the impact of the pandemic on schools, there has been virtually no discussion on the campaign trail about substantive education issues. They were barely mentioned in the two debates between the candidates.

That may be understandable given that education systems at all levels have been completely upended by the pandemic, making discussion of long-term reforms more difficult, if not impossible. However, the neglect has obscured the fact that former Vice President Joe Biden is offering one of the most detailed education platforms of any candidate in memory — perhaps even the most detailed.

Certainly, education has figured prominently in most recent presidential campaigns. When he ran in 1988, George H.W. Bush aspired to be an “education president.” Bill Clinton was also closely identified with major education reforms at the time he ran for president. In his 2000 campaign, George W. Bush visited 100 schools, talking repeatedly about the “bigotry of low expectations,” while Al Gore’s platform envisaged an expansive federal role in education.

In Trump’s case, he is promising very little — and almost nothing beyond his 2016 “school choice” education platform, this time with even fewer details.

In fact, his second term agenda contains just two items, reprinted in full here. Both were offered without any explanation:

- Provide School Choice to Every Child in America
- Teach American Exceptionalism

His school choice agenda, and that of his Education Secretary Betsy DeVos, is by now well-known — and one that Trump made no significant headway in promoting during his four years in office. He has backed a range of plans that in some form or another attempt to funnel federal funds to underwrite tuition at private or religious schools, as well as support charter schools.

As for “American exceptionalism,” the issue is a relatively new one for Trump, and appears to be a reaction to Republican derision about efforts to view U.S. history in a new light, along with a drive to rename schools and remove monuments that honor historical figures associated in some way with racist practices and views.

Harshly criticized by conservatives is the New York Times’ 1619 Project, which argues for tracing the beginning of the nation to the arrival of the first slaves to the United States. It has now been turned into a school curriculum that can be taught in classrooms.

The conservative Heritage Foundation has been leading the effort to come up with a curriculum devoted to “American exceptionalism,” as an antidote to what it believes is taught today in U.S. schools.

“Young people lose heart early on,” the foundation wrote in promoting a webinar on the topic in March. “Trapped in government-run schools, they learn that America is a nation of imperialism, greed and racism. Rarely do they hear the truth: that America is the freest, most prosperous nation on Earth — the only nation founded on the concept of human liberty.”

Biden, by contrast, has outlined an extraordinarily lengthy, and pro-teacher, education platform. The fact that Jill Biden, his wife, is a former high school teacher and community college instructor has no doubt helped inform his views on education.

What received some attention during the early part of his campaign was his proposal to dramatically increase federal funds for schools, including tripling Title 1 funds for schools serving large numbers of low-income students.

But he has made a myriad other proposals since then, including:

- Increasing funding for teacher mentoring, leadership and professional development. The funds would also be used to help teachers earn additional certification in high demand areas, such as special education or bilingual education.
- Helping teachers reduce their own student loan obligations by strengthening the Public Service Loan Forgiveness Program.
- Doubling the number of psychologists, counselors nurses and social workers in our nation’s schools.
- Increasing the number of students in community schools — those that offer a range of services to children and their families, not just educational ones — by another 300,000 students and families.
- Providing “full funding” for special education, compared to the 14% the federal government currently provides.

As for early education, as part of a massive \$775 billion proposal for supporting caregivers at all levels, he is proposing:

- Providing all 3- and 4-year-olds with access to high-quality preschool.
- Offering tax credits of \$8000 per child (and \$16,000 for two or more children) for low- and middle-income families to pay for child care.
- Expanding after-school, weekend and summer child care.
- Increasing support for child care and other “wraparound” services at community colleges to help parents seeking to improve their skills.
- Creating a new child care construction tax credit to encourage businesses to build child care facilities at places of work.

On the higher education front, Biden wants to make attending public universities and historically black colleges and universities tuition-free for families earning under \$125,000 a year. That’s in addition to making community colleges tuition-free for everyone. He wants to cancel up to \$10,000 in student debts.

Of course, it is unclear how Biden would translate this wish list into actual programs, especially if the Senate remains in Republican hands. Often, his pledges are stated as if he could make good on them on his own, without Congress.

In almost every case, he could not — something that Biden, who was in the Senate for nearly six terms, obviously knows better than most.

The fact that his proposals got so little attention during the campaign reflects the extent to which this race became one almost exclusively about Donald Trump, and the lost opportunity to discuss issues that affect every American.

One positive outcome of the pandemic is that it has dramatically affirmed the importance of teachers and schools in general, not only for children's education, but for their overall physical and mental health. It has also underscored that many parents are not cut out to be teachers, and that schools are essential not only for the economic and emotional well-being of students, but of their parents as well.

That affirmation of the central role of schooling will be something to build on in the coming months. But anyone who cares about the central importance of education in shaping the nation's future will have the opportunity to hold Biden to the pledges he has made — depending of course on what happens on Nov. 3.

Note: The current vote total for the split roll reflects the October Public Policy Institute of California polling that found the measure had fallen below majority support among likely voters.

Proposition 15 To Loosen California's Business Property Tax Rules Is Trailing

By John Myers
Los Angeles Times
November 3, 2020

Proposition 15, an effort to remove high-value business properties from the low-tax protections enacted by California voters more than four decades ago, was trailing on Wednesday morning, after an expensive and fierce campaign over how much to spend on government services and the economic effects of raising taxes.

The ballot measure was failing by a narrow majority with more than 11.5 million ballots counted, a shortfall that was far from certain with millions of votes left to count.

The ballot measure seeks to curtail the rules governing property taxes that were established by Proposition 13 in 1978, which set the annual levy at 1% of a property's value and allows only small adjustments to the assessed value until there is a change in ownership. Those strict limits apply to all property owned in California — both homes and businesses.

Proposition 15 would create a separate set of tax rules for commercial and industrial property holdings worth \$3 million or more. County tax assessors would be required to revise the value of those business properties to reflect current market prices, increasing the total taxes paid.

Independent estimates concluded the commercial property tax increase could boost revenue for schools and local services by as much as \$11.5 billion a year once fully implemented in 2025. Approximately 40% of the revenue would be sent to K-12 schools and community colleges while the remaining 60% would be provided to counties, cities and special districts for services such as law enforcement and fire suppression.

As the campaign season came to an end, the messaging on both sides was clear.

Supporters said Proposition 15 would boost crucial public services by making large corporations pay property taxes more in line with what they can afford, noting that land values of some Bay Area and Southern California business-owned properties have changed very little since the 1970s. Opponents, meanwhile, insisted higher taxes paid by corporations would trickle down to small businesses and consumers at a precarious time for the state's economy.

The final public poll, conducted last week by the UC Berkeley Institute of Governmental Studies, found 49% of likely voters said they would vote for Proposition 15 and 42% said they were opposed — an uptick in opposition from the institute's September poll but no change in the number of supporters.

One claim of opponents, that Proposition 15 is the first step toward higher homeowner property taxes, was both ominous and unfounded. The ballot measure made no changes to residential taxes. But the UC Berkeley poll showed some voters believed the accusation.

Instead, the ballot measure asked voters to embrace the most talked-about idea for changing Proposition 13, a "split roll" of business properties that could be taxed based on market value.

That the effort even made it to the ballot reflects how much California has changed since the tax revolt led by the late Howard Jarvis in 1978. For decades, the political potency of Proposition 13 kept at bay any effort to rethink its sweeping provisions. Voters routinely said they still supported the landmark law, though they also lamented sharp cuts in school funding — the result, in some cases, of California's reliance on volatile personal income tax revenues to replace the property taxes they had voted to cut.

Supporters of the split roll idea carefully chose their timing, believing the fall election this year would attract a high turnout of voters sympathetic to the idea of a tax increase on big business. But opponents of Proposition 15 focused their efforts on what they said was the ballot measure's indifference to small business tenants, who often pay a portion of the building owner's property taxes in their monthly rent, and its confusing language about exemptions for the agricultural industry.

The battle lines over Proposition 15 were unsurprising. Liberal Democrats and organized labor supported the ballot measure, as did Gov. Gavin Newsom. The state's largest businesses strongly opposed it, along with anti-tax groups and a variety of groups that advocate for small businesses. The coalitions on both sides of the property tax increase were similar to those formed over tax increase proposals in 2012 and 2016 — campaigns that ended with voters approving both of the ballot measures.

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: November 13, 2020

Phone Number: 457-3907

Regarding: November Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the November 05, 2020 Legislative Committee Meeting.

Economic and Budget Update – Ms. Aguinaldo provided an economic and budget update. The 2019/20 and 2020/21 education budget allocated \$80.9 billion to Proposition 98. There was no change despite revenue reductions projected at the state due to the offset of \$12 billion in cash deferrals. For 2021/22, a potential deficit is predicted which may cause the state to impose additional cash deferrals and/or reductions, or fund education above the minimum guarantee. The state is also watching revenue projections carefully. Currently, state tax collections are \$8.7 billion above projections for the first three months of the year. School Services assumes the best-case scenario for education will be flat funding.

School districts are having difficulty certifying Unduplicated Pupil Percentage (UPP) by collecting family surveys required to count economically disadvantaged, English learner, and foster youth students. Although the state held districts harmless for average daily attendance, the count of UPP students could impact school funding. The UPP calculation is a three-year average, therefore a lower UPP in one year will impact a district for three years. The Legislative Committee encourages efforts to lobby for an extension in collecting family surveys.

Election results, there are two propositions that will impact school districts which are too close to call:

- Proposition 15 changes how commercial and industrial properties are assessed with 40% of the funding to be allocated to local schools and community colleges. At the time of this meeting, the votes show slightly below 50%.
- Proposition 19 reassesses property that has been inherited. This would not increase funding for school districts, but instead would provide higher local funding offset by lower Proposition 98 funding. At the time of this meeting, the votes show slightly above 50%.

Learning Loss Mitigation Funds (LLMF) provided a one-time stimulus to school districts which must be expended by December 30, 2020. Fresno Unified plans to expend these funds by that timeline.

Legislative Update – Ms. Aguinaldo noted the state completed the legislative process and there are no proposed bills at this time. The current social distancing environment may continue into the 2021 session and the legislature may continue to work remotely. This may limit the number of bills introduced.

The School Services Legislative Committee November 2020 report is attached. The next Legislative Committee meeting is scheduled for December 10, 2020. If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Santino Danisi at 457-6225.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 11/13/2020

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
NOVEMBER 5, 2020**

2019–20 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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November 4, 2020

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The **FISCAL REPORT** *an informational update*

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September 2020 State Tax Collections are Ahead of Projections

By John Gray
October 22, 2020

The Department of Finance (DOF) issued its [monthly update](#) on California revenues, showing that September 2020 tax collections beat budget projections by over \$4 billion with the lion's share coming from the "Big Three" state taxes—personal income, sales and use, and corporation taxes. This brings year to date totals to more than \$8.7 billion ahead of projections.

The Legislative Analyst's Office in its recent [Economy and Taxes](#) blog states that "the rebound in personal income tax estimated payments likely reflects, in part, the fact that stock prices have now eclipsed pre-pandemic levels. The rebound in corporation tax estimated payments likely suggests that corporations have revised upwards their expectations for profitability this year." Remember that Governor Gavin Newsom projected a decline in the three primary revenue sources of more than 20% from 2019–20.

California's robust revenue picture can portend good things for the upcoming budget year and is indeed welcome news. However, we will continue to watch other key economic indicators such as employment, housing, and activity in one of California's key sectors—hospitality and leisure—along with upcoming holiday retail sales and travel to gain a clearer perspective of what we can expect for the 2021–22 fiscal year. These are big factors in our economy, and to have real sustainable improvement, these key sectors must continue to recover. As we continue on the road to January, we will be watching and reporting as the state's economic picture and its impacts on Proposition 98 unfold.

The **FISCAL REPORT** an informational update

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Proposition 98—The Road Ahead

By Matt Phillips, CPA and Patti F. Herrera, EdD
October 8, 2020

More and more we hear about how unique this pandemic-induced recession is when compared to recessions of the past. Recent unemployment data, the stock market, and industry-specific gross domestic product suggest that the COVID-19 recession and the recovery are uneven at best, and at worst could economically disenfranchise millions of Americans, dividing largely on socioeconomic and racial/ethnic lines, as well as by levels of educational attainment. The recent UCLA Anderson Forecast (see [“Recovery Not Cut-and-Dried According to UCLA Forecasters”](#) in the current issue of the *Fiscal Report*) highlights these recessionary disparities, along with recent articles in the [Washington Post](#) and [Wall Street Journal](#), suggesting that not only has the recession and recovery been uneven but that the recovery itself may resemble more of a K-shape rather than the V or L that many economists discussed.

But what does all of this mean for California and specifically for the State Budget and Proposition 98 for next year? How do educational leaders plan given the levels of uncertainty and the risks involved in any forecast that necessarily assume certain conditions? We hope that this article will detangle what could feel like a complicated web so that you, along with your community partners, can develop sound budget strategies.

Sizing the Divide

Similar to budget practices at the local level, the Enacted State Budget for 2020–21 was predicated on its own assumptions. The largest assumptions, and most significant source of state General Fund revenues, are the “Big Three” state taxes—personal income, sales and use, and corporation taxes. The state assumed that personal income tax and sales and use tax would decrease by nearly 20% from the revised 2019–20 projections. This was a product of expected unemployment rates exceeding 20%, and the S&P 500 index declining from its all-time high of 3,373 on February 20, 2020, to a protracted level of approximately 2,200.

Because funding for K–14 education in California is calculated based on Proposition 98, and the operative test is currently Test 1 for 2020–21 and the foreseeable future, any decrease in state General Fund revenues will directly impact funding for schools. Generally speaking, education is appropriated 38.5 cents of every General Fund dollar under Test 1 of Proposition 98.

The impact on funding for K–14 education is significant. Projected funding for K–14 education in 2020–21 dropped nearly \$7 billion from the revised 2019–20 funding levels to \$70.9 billion. This

is \$700 million less than what K–14 education received in 2016–17. K–12 funding escaped real dollar cuts in 2020–21 as the Enacted Budget included more than \$12 billion in budget deferrals.

The impact of implementing more than \$12 billion of budget deferrals is that program expenses for K–14 in 2020–21 are maintained at their 2019–20 level of \$80.9 billion, but the state accounts for the budget deferrals in the 2021–22 State Budget.

In September 2020, the Legislative Analyst’s Office (LAO)—using assumptions from the Enacted State Budget—estimated that funding under Proposition 98 will grow to \$74.7 billion in 2021–22. Because the spending level is maintained at \$80.9 billion, this results in a shortfall between current program spending levels and Proposition 98 funding of \$6.2 billion. We underscore that these figures are based on the Enacted State Budget assumptions.

The chart below illustrates the projected shortfalls for the prior, current and budget year.

| | 2019–20 | 2020–21 | 2021–22 |
|--------------------------------------|----------------|----------------|----------------|
| Current Program | \$80.9 | \$80.9 | \$80.9 |
| Proposition 98 Funding | \$77.7 | \$70.9 | \$74.7 |
| Projected Shortfall | \$3.2 | \$10.0 | \$6.2 |
| Note: Dollar amounts are in billions | | | |

What We Know Now

When we overlay the Enacted Budget assumptions with recent data from economic indicators, the analysis suggests that earlier assumptions may have been overly conservative. The Department of Finance’s September Finance Bulletin showed the state’s unemployment rate fell to 11.4% in August, after reaching an average of 15.9% in the second quarter of the 2020 calendar year. Additionally, the S&P 500 sank all the way down to 2,237 on March 23, 2020, but the index has been north of 3,000 since May 27, 2020. The index reached an all-time high of 3,580 on September 2, 2020.

The resulting economic impact is that the “Big Three” tax revenues are ahead of Enacted State Budget projections by \$4.6 billion through the first two months of the fiscal year. Together, these taxes generate over 75% of state revenue, with personal income taxes alone generating over two-thirds of it. This is key when you consider California’s tax structure where the state’s top 1% of income earners (those earning \$500,000 or more annually) yield roughly 50% of personal income tax revenues. This is to say that California’s tax policies may be cushioning the state General Fund from the COVID-19 recession as few, if any, of its highest earners who contribute a sizable share of its revenue have been impacted by it. This is perhaps most evident with the current stock market that is outperforming earlier expectations.

The overperformance of General Fund revenues to date, and the S&P 500, portend well for the 2021–22 General Fund projections as compared to the 2020–21 Enacted State Budget. However, the \$6.2 billion shortfall that was based on the assumptions in the Enacted State Budget is a tall hill to climb, especially when layered with continuing budget deferrals that exceed \$12 billion.

Unanswered Questions

Although unemployment is faring better than expected, questions remain about the impact protracted unemployment can have on the overall recovery, and the dimming prospect of additional federal stimulus. Also, the pace of tax collections over the last two months may be unsustainable, but where will the dust settle?

Time is our greatest ally when it comes to assurances on actual funding levels. However, time works against us when it comes to preparing budgets and multi-year projections in the face of uncertainty. The good news, in the short-term, is that the assumptions used by the state lag behind current economic indicators, but how that translates in the Governor's State Budget Proposal in January . . . only time will tell.

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Proposition 98—The Road Ahead, Part 2

By Matt Phillips, CPA and Patti F. Herrera, EdD
 October 19, 2020

In our recent *Fiscal Report* article, [Proposition 98—The Road Ahead](#), we attempted to measure the potential gap that exists between current program expenditures and the minimum guaranteed funding calculated under Proposition 98 in 2021–22. We are continuing this conversation by expanding on some of the underlying factors that lead to a \$6.2 billion shortfall.

Defining the Shortfall

The current recession and the precipitous decline in the Proposition 98 minimum guarantee was sudden and immediate with a drop in the minimum guarantee of \$3.7 billion in the middle of 2019–20 that the state addressed through an unplanned K–14 deferral. However, the impact will continue to reverberate into the future.

| | 2020–21 |
|---|---------|
| Current Program | \$80.9 |
| Proposition 98 Funding | \$70.9 |
| Projected Shortfall | \$10.0 |
| <small>Note: Dollar amounts are in billions</small> | |

The gap was filled by introducing more than \$12 billion in budget deferrals from 2020–21 to 2021–22. Although the deferrals are assumed to continue in an ongoing manner, the question becomes: Why is there still a budget gap if Proposition 98 is projected to increase? The simple answer is that budget deferrals only generate a one-time savings for the state. The table below illustrates this concept.

| | 2020–21 | 2021–22 |
|---|---------|---------|
| Current Program | \$80.9 | \$80.9 |
| On-Going Budget Deferrals | -\$12.5 | -\$12.5 |
| Repay Prior Year Deferrals | | \$12.5 |
| Other Adjustments | \$2.5 | -\$6.2 |
| Proposition 98 Minimum Guarantee | \$70.9 | \$74.7 |
| <small>Note: Dollar amounts are in billions</small> | | |

The budget deferrals in 2020–21 will be repaid in the months of July 2021 through November 2021, in addition to the normal principal apportionment payments for 2021–22. Effectively, LEAs will receive a significant influx of state aid over this period, but more importantly the deferrals will occur again in February 2022 through June 2022 unless the state dedicates resources to pay them down. Because of the repayment of the 2020–21 deferrals in 2021–22, the on-going deferrals in the second half of the year do not provide any budget savings for the state beginning in 2021–22. Using the economic assumptions from the 2020–21 Enacted Budget, the minimum guarantee will grow to \$74.7 billion leaving a gap of \$6.2 billion between current spending levels and the budget year minimum guarantee.

LAO Updates

The Legislative Analyst’s Office (LAO), the Legislature’s non-partisan budget and policy advisor, provides an economic update highlighting some stark differences between the economic assumptions used for the 2020–21 Enacted Budget and what’s happened since. Tax collections for the “Big Three” state taxes—personal income, sales and use, and corporation taxes—for the period of April 2020 through August 2020 are more than \$6 billion ahead of projections, and income tax withholdings through October 2020 are slightly ahead of the withholdings at the same point in 2019. Recall that the Governor assumed that the “Big Three” taxes would decline by more than 20% from the 2019–20 year. The LAO cautions that risks still abound, but the recovery thus far is well ahead of the Enacted Budget assumptions.

Options for January

The Governor will ultimately decide what revenue projections to use in the January State Budget proposal, but the data points highlighted by the LAO will make it difficult to maintain the assumptions used under the 2020–21 Enacted Budget. Assuming that the Governor increases his revenue assumptions, the anticipated Proposition 98 shortfall of \$6.2 billion will decrease because the minimum guarantee will be determined by Test 1, which is approximately 38 percent of general fund revenues.

The LAO contemplates two scenarios: (1) if the minimum guarantee rises to the level at or greater than current program expenditures, or \$80.9 billion, the state could avoid program cuts, or new deferrals, and potentially eliminate some of the existing deferrals; or (2) if the minimum guarantee is less than current program expenditures, the state could mitigate this by either imposing additional deferrals, reducing current spending (cuts), or spending above the minimum guarantee.

In terms used by the LAO, there are three plausible planning scenarios for local educational agencies (LEAs): (1) flat funding, with no cost-of-living-adjustment (COLA); (2) flat funding, no COLA, and additional deferrals, or; (3) small year-over-year funding decrease, with no additional deferrals.

Conclusion

The prudent pathway for those responsible for ensuring the fiscal solvency is to provide several scenarios, knowing that the Governor can go a few different ways in January. Flat funding with no additional deferrals is likely the ceiling of what can be expected, absent a robust recovery and a

vaccine and effective therapies for COVID-19. More likely is the existence of a gap between current program spending levels (\$80.9 billion) and the Proposition 98 minimum guarantee which could take the form of additional deferrals or spending cuts.

The November election and the weeks thereafter will go a long way towards shaping the Governor's economic assumptions that will be used in the January State Budget Proposal for 2021–22.

The FISCAL REPORT an informational update

PPIC Report Examines K–12 Education Funding During Recessions

By Kyle Hyland
October 26, 2020

A recently released Public Policy Institute of California (PPIC) report, entitled *Funding California Schools When Budgets Fall Short*, examines the state’s K–12 funding structure, analyzes the cost pressures and potential cuts that school districts face under the COVID-19 recession, and offers policy recommendations that could help make K–12 education a less volatile funding system.

Funding Sources

While all states fund their K–12 systems by a combination of state, local, and federal funds, California’s system relies more significantly on state funding than the average state does. The report highlights that, of the \$88 billion spent on K–12 education during the 2017–18 school year, 58% (\$50.8 billion) came from the state, 34% (\$29.8 billion) came from local sources, and 8% (\$7.5 billion) came from the federal government. For the average state, on the other hand, state and local contributions to K–12 education are roughly equal.

Since nearly 60% of California’s K–12 funding comes from the state’s General Fund, that means that the bulk of education funding is reliant on the volatile revenue structure that makes up the General Fund, which is financed by the “Big Three” state taxes—personal income (about 70% of the total), sales and use (20%), and corporation (10%). Since approximately 40% of the General Fund is allocated to K–14 education, this means that education funding is especially vulnerable to this volatility and is hit harder during economic recessions than other states that rely more on local resources than California does.

Local Impacts

The report explains that the best policy tool that school districts have to prevent cuts to programs and staff during a weak economy is to build a healthy local reserve during good economic times and to draw down from that reserve during an economic downturn when lawmakers are likely to cut spending or utilize deferrals in order to balance the State Budget. However, the report also recognizes that, while many of the state’s school districts were able to build healthy reserves during the economic recovery from the Great Recession, the COVID-19 recession has the potential to be significantly worse on district finances, as there are a lot of new, unique fiscal and safety challenges that districts must consider.

For starters, school districts are facing new technological demands under distance learning, such as ensuring each student has a computer and reliable internet service in order to provide adequate and equitable learning while schools are physically closed. As schools begin to open their doors, districts will need to implement new health, safety, and cleaning measures in order to mitigate the

potential spread of COVID-19. Schools will also need to address the learning loss that has stemmed from prolonged closures as well as the mental health issues students are likely facing as a result of schools being shut down. Districts will need to deal with all of these new demands and cost pressures while also continuing to provide expanded access to school meals for students.

To adequately address these key issues, school districts will need significant additional resources at a time when districts are bracing themselves for potential cuts to state K–12 spending over the next several fiscal years.

Recommendations

The report highlights the dire fiscal realities that school districts are facing during this unprecedented time and challenges lawmakers to consider actions that lessen the volatility in school funding. The report offers the following broad recommendations for the Legislature to consider:

- Avoid policies that disproportionately impact disadvantaged students when balancing budgets
- Develop a more robust statewide K–12 reserve to insure against large, system-wide shocks
- Encourage districts to build up local reserves in the next recovery

While these recommendations have merit, it is important to point out that state K–12 education spending is almost entirely funded via the Local Control Funding Formula (LCFF), which provides more funding to school districts that have high percentages of low-income, English learner, and foster youth students through supplemental and concentration grants. This means that it may be difficult for lawmakers to reduce state K–12 spending without disproportionately affecting these disadvantaged student populations that generate more LCFF dollars.

The other two recommendations may conflict with each other under current state law. The state’s K–14 reserve, the Public School System Stabilization Account (PSSSA), was created under Proposition 2 (2014) and ensures that a deposit is made into the account if four criteria are met. However, Senate Bill (SB) 751 (Chapter 674, 2017) caps school district reserve levels (except for basic aid and small school districts) to 10% if the PSSSA hits 3% of the combined total General Fund revenues and local proceeds from property taxes for school districts for that fiscal year. This means that, if lawmakers were to build a more robust statewide reserve for school districts via the PSSSA, they may also inadvertently limit a school district from building their own reserves if the funding level in the PSSSA hits the point that caps district reserve levels to 10% of their combined assigned or unassigned ending General Fund balance.

To have both a robust statewide reserve for school districts and allow districts to significantly build their reserves at the same time, lawmakers would need to either amend SB 751 to allow districts more leeway in building their reserves or establish a new statewide reserve account that is separate from the PSSSA, and thus, does not have reserve cap implications for school districts.

Nevertheless, the report concludes that it is prudent for state policymakers to consider a long-term view of school finance policy and enact corresponding legislation to maintain a stable funding

structure and ensure that the cycle of education cuts during an economic recession does not become the long-term status quo.

You can find the full PPIC report [here](#).

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Budget Certifications and Debt

By Sheila G. Vickers, and Robert McEntire, EdD
October 14, 2020

With the First Interim reporting period concluding at the end of this month (October 2020), many local educational agencies (LEAs) are finding that, with no current or out-year cost-of-living adjustments (COLAs); severe limitations on the ability to lay off staff; additional expenses due to the pandemic with limited funding to offset it; increasing costs for pension contributions and additional employee leaves; and many other conditions impacting their budgets, they may not be able to file their First Interim reports with a positive certification.

The most recent information available for statewide budget certifications is from the 2019–20 Second Interim report—at that time, there were four school districts with a negative certification and 41 with a qualified certification. However, this was before the pandemic and wildfires impacted the economy, the state’s financial position, and LEA budgets. At that time, the economic outlook looked strong, and LEAs could plan on funded COLAs in the current and subsequent years of their multiyear projections.

Normally, school districts with a qualified or negative certification would work out a recovery plan with their county offices of education (COEs) and reestablish reserves over time. For districts with existing debt or plans to issue debt, a qualified or negative certification could produce some costly surprises.

In discussions with financial advisors, we are told that some district debt, particularly certificates of participation (COPs), may include covenants requiring the district to maintain a positive budget certification. Those covenants may carry penalties, including acceleration of the balances due if the district’s budget certification does not remain positive. It is all the more important for these districts to develop a viable recovery plan to maintain their positive certification.

Clearly, districts that issue debt with a less than positive certification will pay more for this borrowing. This includes COPs, Tax and Revenue Anticipation Notes (TRANs), and even general obligation bonds. Interest rates on the debt will be higher, or alternatively, the cost of insurance to buy-up to a triple-A rating will add to the cost of issuance. Recall that districts with a less than positive certification must secure approval from the COE before issuing TRANs or COPs.

We always recommend declaring financial status accurately and then dealing with the problem in an open and forthright manner. We also recognize that the timing of State Budget decisions makes doing so very difficult. With the continued impact of the pandemic on the economy, the State Budget situation and Proposition 98 funding hang in the balance (see [“Proposition 98—The Road](#)

Ahead” in the October 2020 issue of the *Fiscal Report*.) How school funding will fare in the 2021–22 Governor’s State Budget Proposal is a significant unknown factor.

Some districts that are likely to move from a positive to qualified budget certification at the First Interim report may consider postponing issuance of long-term debt until the outlook of 2021–22 education funding becomes more clear, or until staffing reductions and/or budget cuts are implemented to improve the district’s budget certification. Our advice is to first confer with your financial advisor and bond counsel to determine how having a qualified certification might affect your district’s outstanding or planned debt. If you find that you have a problem, we encourage you to talk with your COE now to determine what options may exist for your situation. If your district has General Fund debt covenants, ensure your governance team is aware of the potential impact should your district find itself in qualified or negative certification territory. This will provide ample opportunity to work with staff in order to make adjustments as necessary.

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By the Way . . .

By Matt Phillips, CPA
October 2, 2020

Extension Granted for Collection of Census Day Records. The California Longitudinal Pupil Achievement System Data System (CALPADS) Team released update #191 granting an extension to local educational agencies (LEAs) for the Fall 1 reporting. As a result of the current pandemic, LEAs will be allowed to certify students as unduplicated pupils in 2020–21 if any of the following occur:

- An education program record of 181—Free Meal Program, or 182—Reduced-Price Meal Program with an Education Program Membership Start Date any time between July 1, 2020, and December 31, 2020
- An English Language Acquisition Status (ELAS) of English Learner (EL) or Adult English Learner (ADEL) with an ELAS Start Date on or before November 13, 2020
- A 2020–21 CALPADS direct certification match in the July, August, September, October, November, December 2020, or January 2021 direct certification match

The snapshot of student enrollment must still occur on the census date, October 7, and the original certification deadline of December 18, 2020, is still present. Any changes resulting from the flexibilities above should be captured prior to the close of the amendment window, which occurs on January 29, 2021.

As a reminder, the Enacted State Budget includes a hold harmless for average daily attendance in 2020–21, but the calculation of the unduplicated pupil percentage for LEAs will rely on 2020–21 data (see “[Hold Harmless Does Not Translate to Flat Funding](#)” in the July 2020 *Fiscal Report*). This could translate to significantly less Local Control Funding Formula revenue for many districts (see “[Census Day is October 7 . . . But Does it Spell Doom for LCFF Revenues?](#)” in the September 2020 *Fiscal Report*).

The entire CALPADS update can be found [here](#).

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an informational update

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Ask SSC . . .

Are the Deferrals Ongoing?

By Brianna García
October 5, 2020

- Q.* We’re working on projecting our cash flow beyond this year—will the deferrals still be in place in 2021–22?

- A.* Projecting your cash needs for the next 18 months to 24 months is a prudent thing to do. Just to recap, the cash deferrals that are being implemented this year (2020–21), starting with the February 2021 deferral, apply to the state aid portion of the Principal Apportionment. The cash deferrals are as follows:

| From | To | Amount |
|---------------------------------|-----------|----------------|
| February | November | \$1.54 billion |
| March | October | \$2.38 billion |
| April | September | \$2.38 billion |
| May | August | \$2.38 billion |
| June | July | 100% of P-2* |
| *Second Principal Apportionment | | |

These deferrals are ongoing until such time as the state is able to invest additional funds to buy them down. Keep in mind that, as additional resources become available to the state, the buydown of these deferrals will require the redirection of resources from other options, such as additional programmatic investments.

The bottom line is that we think it is prudent for all local educational agencies to plan on these cash deferrals continuing into future years—they are current law until the law changes.

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Concerns Grow over Unspent Learning Loss Mitigation Funds

By Matt Phillips, CPA and Patti F. Herrera, EdD
October 19, 2020

The second reporting window for Coronavirus Aid, Relief, and Economic Security (CARES) Act funding closed on October 7, 2020, and the results are causing concern among the state's fiscal hawks. Of particular concern is the amount of unspent and unobligated Coronavirus Relief Funds (CRF). The state allocated \$4.4 billion through the 2020–21 State Budget Act, but only \$2.3 billion was reported in one of the two categories, expended and obligated, as provided in the reporting template. As a result, the second reporting window has been reopened, and the window allowing local educational agencies (LEAs) to update or correct their previously reported data will close on October 31, 2020, at 5:00 p.m.

Previously reported data are catalyzing conversations around a lesser known provision from the 2020 Budget Bill—Section 11.90 of Senate Bill (SB) 74. This section contains a provision authorizing the Director of Finance (DOF) to redirect any CRF allocations that remain unspent as of September 1, 2020, to other allowable activities upon notification to the Legislature. As the state continues to face unattended and growing fiscal pressures related to COVID-19, the prospect of billions of CARES Act dollars reverting to Washington D.C. is difficult for the state to ignore.

According to the instructions provided for the reporting module, expended amounts should include amounts expended for the relevant period, which in the case of the second reporting cycle covers amounts spent or obligated between July 1, 2020, and September 30, 2020, or updates to Cycle 1 reporting. Obligated amounts should include commitments of funds outlined in an agreement such as a contract, grant, purchase order, or requisition related to a good or service. These two categories alone will not capture the entirety of LEA-planned expenditures of funds. In order to have a complete report, a third field should have been added for “planned, but unencumbered expenses.” This would have captured those expenses which did not meet the definition of encumbered, and likely would support that much of the entire \$4.4 billion will be incurred prior to the CARES Act December 30, 2020, deadline. Examples of such expenditures are payroll costs that are planned but have not yet been incurred, costs are coded to other resource codes and have not been journaled, or purchases of supplies are planned but the purchase order has not been created.

The consequence of omitting information regarding planned expenditures by the end-of-year deadline caused the California Department of Education to issue hundreds of tailored letters to LEAs across the state reminding them SB 820's provision requiring LEAs to report any unspent or unobligated CRF to the superintendent within 30 days of the statutory deadline and that the superintendent shall begin collection proceedings.

Given the high probability that data reported to the state pursuant to its guidelines differs significantly from LEA plans to expend the funds before the end of the calendar year, we would anticipate the state would have to certify any previously reported unexpended funds before they are redirected to other activities. The consequences of not doing so could be dire for LEAs who may find themselves in contractual obligations without the funds to see them through.

The reopening of the second reporting cycle window may not allow for LEAs to report their plans for spending 100% of the CRF allocations, but it will allow for LEAs to capture costs that have been incurred, or obligated, but were not previously coded to the CRF Resource Code.

It certainly is possible that some LEAs are still evaluating their programmatic needs and assessing the legality of using Learning Loss Mitigation (LLM) funds to meet them. To that end, our September 2020 *Fiscal Report* article, "[Spend Your Federal Funds Wisely](#)" may be useful to them. It also should be noted that SB 820 expanded the use of LLM funds to include childcare- and preschool-aged children and personal protective equipment.

We implore LEAs to be deliberative and judicious when revising their CRF expenditures and obligations through this revision window as the consequences for not doing so could be unpalatable.

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October 15 Deadline to Reduce Deferrals Passes with No Relief Package

By Kyle Hyland
October 15, 2020

The 2020–21 Enacted State Budget includes language that gives the Director of the Department of Finance (DOF) discretion to avert cuts in the State Budget and reduce up to \$5.8 billion in K–12 deferrals if the federal government approved an additional stimulus package with sufficient funding by October 15, 2020.

While U.S. House of Representatives Speaker Nancy Pelosi and U.S. Treasury Secretary Steve Mnuchin continue negotiations for another COVID-19 relief package, the October 15 deadline stipulated in the current State Budget Act has come to pass with no additional funding for the DOF Director to consider.

Despite the October 15 deadline passing without a new deal, Assembly Budget Committee Chair Phil Ting (D-San Francisco) recently indicated that lawmakers would be able to react quickly if a federal relief package does come to fruition over the next several weeks. This could be done by Governor Gavin Newsom calling the Legislature into a special session (which would have to adjourn by November 30 per the California Constitution) or the Legislature could wait until the 2021–22 Legislative Session officially convenes on December 7, 2020. If there was sufficient federal funding provided in a stimulus bill, lawmakers would likely prioritize reducing the deferrals to education funding and minimizing the cuts to other state programs.

The passing of the October 15 deadline should not change local educational agencies' (LEAs') preparations for the deferrals stipulated in the State Budget, as the Budget did not assume there would be additional federal relief. In other words, we recommend that LEAs continue to operate and prepare as if there will not be any additional federal funding. This is especially important as the negotiations for another stimulus package have been at an impasse since July 2020, and it is becoming more and more likely that a deal will not be struck before Election Day despite the consensus from all parties that another stimulus package is needed.

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Flexibility to Serve Free Meals Extended through End of School Year

By Leilani Aguinaldo
October 12, 2020

On October 9, 2020, the [U.S. Department of Agriculture \(USDA\) announced](#) that flexibilities to allow free meals to be served to all kids are extended through the end of the 2020–21 school year. Specifically, waivers for the continued operation of the Summer Food Service Program (SFSP) and the Seamless Summer Option (SSO) are extended through June 30, 2021.

Prior to this announcement, the USDA had granted flexibility to leverage the SFSP and the SSO until the end of 2020 (see “[USDA Extends Summer Meal Programs through End of 2020](#)” in the September 2020 issue of the *Fiscal Report*). In addition to the waivers for the SFSP and the SSO, the USDA has also granted additional flexibilities for food service programs through June 30, 2021 (see “[By the Way . . . USDA Approves Waiver and Waiver Extensions for Fall](#)” in the June 2020 issue of the *Fiscal Report*), which:

- permit meals to be served outside of the typically required group settings and meal times;
- waive meal pattern requirements, as necessary; and
- allow parents and guardians to pick up meals for their children.

The USDA was able to extend these waivers due to language in the federal continuing resolution that was signed into law on October 1, 2020, to keep the federal government funded through December 11, 2020, (see “[President Trump Signs Stopgap Spending Measure to Avert Government Shutdown](#)” in the October 2020 issue of the *Fiscal Report*).

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CalPERS Actuarial Report Revises Contribution Rate Estimates

By Charlene Quilao and Sheila G. Vickers
 October 26, 2020

After our SSC Financial Projection Dartboard was finalized to reflect the 2019–20 Enacted State Budget, the California Public Employees’ Retirement System (CalPERS) revised its estimated out-year employer contribution rates in July 2020 once the investment returns from 2019–20 were known (see “[Updated CalPERS Estimated Employer Contribution Rates](#)” in the July 2020 *Fiscal Report*.)

Since that time, CalPERS has finalized the Schools Pool Actuarial Valuation report as of June 30, 2019, and has again adjusted its estimates for future employer contribution rates, as follows:

| Year | Prior Projections per Dartboard* | Adjusted by CalPERS Investment Returns* | Projected Rates per Actuarial Report* |
|---------|----------------------------------|---|---------------------------------------|
| 2020–21 | 20.70% | 20.70% | 20.70% |
| 2021–22 | 22.84% | 23.01% | 23.00% |
| 2022–23 | 25.50% | 26.24% | 26.30% |
| 2023–24 | 26.20% | 27.14% | 27.30% |
| 2024–25 | 26.20% | 27.14% | 27.80% |
| 2025–26 | 26.20% | 27.14% | 27.80% |
| 2026–27 | N/A | N/A | 27.60% |

*Actual for 2020–21 and estimated for future years

The employer contribution rates are influenced by the CalPERS amortization and smoothing policy, which spreads rate changes over a five-year period, as well as changes in actuarial assumptions such as mortality, retirement rates, and inflation. Further, the rates above reflect the application of Assembly Bill (AB) 84/Senate Bill (SB) 111, which amended SB 90 (Chapter 33/2019). SB 90 included a \$904 million contribution from the state to reduce the employer contribution levels in 2020–21 and subsequent years. However, due to the COVID-19 pandemic, the state modified the application of the \$904 million in payments through AB 84/SB 111 as follows:

- \$144 million has been applied to the 2019–20 required employer contribution

- \$430 million was applied towards the 2020–21 employer contribution
- \$330 million will go towards a portion of the 2021–22 employer contribution

These updated rates should be used for local educational agency 2020–21 First Interim reports and will be included in the next version of our SSC Financial Projection Dashboard to be prepared with the 2021–22 Governor’s Budget Proposal in January 2021.

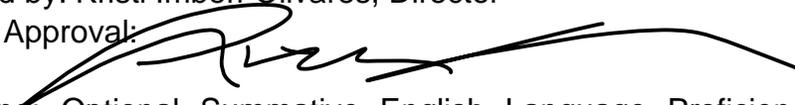
Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval:

Date: November 13, 2020

Phone Number: 457-3896

Regarding:  Optional Summative English Language Proficiency Assessments for California Fall Administration Update

The purpose of this communication is to provide the Board an update regarding the optional English Language Proficiency Assessments for California (ELPAC) fall administration. Administration of the Summative ELPAC 2019/20 was suspended because of COVID-19-related school closures. To support redesignation of English Learner students who were unable to complete testing in 2019/20, the California Department of Education (CDE) extended an optional administration of the 2019/20 Summative ELPAC to occur in fall 2020.

The Summative ELPAC 2019/20 optional test administration window began on September 01, 2020 and closed on October 30, 2020. There were 404 eligible English Learner students in grades 4-12 and of those, 340 completed the fall Summative ELPAC (i.e. tested on all domains). Of the eligible 404 students, 14 transferred out of the district and 50 did not test for various reasons including parents declining testing, students being sick or in quarantine, incomplete test sections and issues with appointment follow-through. Final 2019/20 Summative ELPAC results will be shared with the Board next month.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 and/or Sandra Toscano at 457-3928.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: November 13, 2020

Phone Number: 457-3548

Regarding: Agreement with CORE for Shared Principal II Services by Maria Lynn Rocha Salazar as a FUSD Employee on Loan to CORE

The purpose of this communication is to provide the Board with additional information regarding the November 18, 2020 Board agenda item to approve the proposed agreement between CORE and Fresno Unified for the shared services of Principal II, Maria Lynn Rocha Salazar.

The agreement proposes to provide shared services of Principal II, Maria Lynn Rocha Salazar, as a FUSD employee on loan to CORE as of September 14, 2020 through June 30, 2021. Pursuant to the Shared Services Agreement, CORE must reimburse the District for all items of cost associated with, or arising out of, its access to the services of the District's employee.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number HR-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: November 13, 2020

Phone Number: 457-3548

Regarding: Job Description for Noon Time Assistant

The purpose of this communication is to provide the Board additional information for an agenda item on the November 18, 2020 Board Agenda for the job description of Noon Time Assistant.

This job description reflects the Noon Time Assistant employees' inclusion in the classified service in accordance with Education Code 45103.

The position is responsible for assisting the school site staff by supervising pupils in cafeteria areas and on playgrounds during breakfast, lunch and recess periods, and other site areas as assigned.

This position is designated Classified, non-exempt and placed on G-01 of the Classified Salary Schedule.

If you have any questions or require additional information, please contact Manjit Atwal at 457-3501.

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



Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number HR-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: November 13, 2020

Phone Number: 457-3548

Regarding: Job Description for Manager I (General)

The purpose of this communication is to provide the Board additional information for an agenda item on the November 18, 2020 Board Agenda for the job description of Manager I (General).

This job description is created for consistency with other Manager I job descriptions as well as the existing Manager II (General) and Manager III (General) position tiers. This position reflects the need for placement at this management level within the District.

Manager I (General) is accountable for improving student achievement through the effective management of an assigned area; plan, organize, control and coordinate assigned functions or programs relating to fiscal management, control and analysis of a specific area within a Department or Division in support of educating students at a high level; ensure compliance with applicable federal, State and local laws, rules and regulations; supervise, provide clear work direction and evaluate the performance of assigned staff to provide timely delivery of high quality services.

If you have any questions or require additional information, please contact Manjit Atwal at 457-3501.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: November 13, 2020

Phone Number: 457-3134

Regarding: Facilities Investment by Enrollment

The purpose of this communication is to provide the Board information regarding facilities investment by enrollment, in response to an inquiry at the November 04, 2020 Board meeting. The attachments provide per-student expenditure data for the period July 01, 2006 through June 30, 2020, utilizing funding from Measures A, K, Q, X and M, Deferred Maintenance, School Facility (Developer) Fees, and the General Fund. Enrollment figures are from the district's official October 2019 data provided to the State.

The first page shows expenditures per student by high school region and non-boundaried schools. The two pages that follow break down the data by each school within the regions. Because the starting point for the data is the 2006/07 fiscal year, investments prior to that are not included. For example, the cost of new facilities such as Sunnyside High (opened in 1999) and Yokomi Elementary (opened in 2005) are not reflected.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020

Facilities Investment Per Student by High School Region and Non-boundaried Schools
 July 1, 2006 through June 30, 2020

DRAFT

| Region | TK-12 Enrollment per High School Region * | Total Investment ** | Investment Per Student |
|--------------------|---|---------------------|------------------------|
| Bullard High | 8,802 | 158,464,986 | 18,003 |
| Edison High | 6,433 | 111,247,000 | 17,293 |
| Fresno High | 8,490 | 91,773,255 | 10,810 |
| Hoover High | 9,317 | 76,973,406 | 8,262 |
| McLane High | 10,345 | 94,801,284 | 9,164 |
| Roosevelt High | 10,058 | 112,919,501 | 11,227 |
| Sunnyside High | 10,476 | 65,566,582 | 6,259 |
| Non-boundaried *** | 7,069 | 103,603,566 | 14,656 |
| Grand Total | 70,990 | 815,349,580 | 11,485 |

* Enrollment is per CBEDS October 2019

** Funding Sources - Deferred Maintenance, Developer Fees, General Fund, Measure A, Measure K, Measure Q, Measure X, Measure M

*** Addicott Elementary, Adult Transition Program, Baird Middle School, Bullard Talent K-8, Cambridge High School, Ceasar Chavez Adult School, Phoenix Elementary, Computech Middle School, Cooper Middle School, Dailey Elementary, Design Science High School, Dewolf High School, Duncan Polytechnical High School, Fulton/Millbrook, JE Young Independent Study, Manchester GATE Elementary, Patino School of Entrepreneurship, Phoenix Secondary, Rata High School, Sunset Elementary

Facilities Investment Per Student by High School Region and Non-boundaried Schools
July 1, 2006 through June 30, 2020

DRAFT

Bullard High Region

| Site Name | Enrollment | Total Investment | Per Student |
|----------------------------|--------------|--------------------|---------------|
| Bullard High School | 2,611 | 83,493,791 | 31,978 |
| Figarden Elementary | 559 | 15,523,986 | 27,771 |
| Forkner Elementary | 508 | 4,292,577 | 8,450 |
| Gibson Elementary | 465 | 1,139,912 | 2,451 |
| Kratt Elementary | 569 | 4,831,454 | 8,491 |
| Lawless Elementary | 600 | 4,962,358 | 8,271 |
| Malloch Elementary | 454 | 4,176,620 | 9,200 |
| Powers/Ginsburg Elementary | 516 | 1,506,546 | 2,920 |
| Slater Elementary | 640 | 21,294,214 | 33,272 |
| Starr Elementary | 368 | 4,022,135 | 10,930 |
| Tenaya Middle School | 909 | 2,919,597 | 3,212 |
| Wawona Middle School | 603 | 10,301,796 | 17,084 |
| Grand Total | 8,802 | 158,464,986 | 18,003 |

Edison High Region

| Site Name | Enrollment | Total Investment | Per Student |
|--------------------------|--------------|--------------------|---------------|
| Addams Elementary | 843 | 6,734,220 | 7,988 |
| Carver K-8 (closed 2012) | N/A | 112,307 | N/A |
| Columbia Elementary | 578 | 6,545,229 | 11,324 |
| Edison High School | 2,565 | 28,619,422 | 11,158 |
| Gaston Middle School | 853 | 57,989,160 | 67,983 |
| King Elementary | 632 | 6,507,518 | 10,297 |
| Kirk Elementary | 382 | 4,113,838 | 10,769 |
| Lincoln Elementary | 580 | 625,307 | 1,078 |
| Grand Total | 6,433 | 111,247,000 | 17,293 |

Fresno High Region

| Site Name | Enrollment | Total Investment | Per Student |
|---------------------------|--------------|-------------------|---------------|
| Del Mar Elementary | 572 | 931,149 | 1,628 |
| Fort Miller Middle School | 667 | 3,016,401 | 4,522 |
| Fremont Elementary | 484 | 3,649,825 | 7,541 |
| Fresno High School | 2,121 | 41,789,578 | 19,703 |
| Hamilton K-8 | 857 | 10,225,542 | 11,932 |
| Heaton Elementary | 595 | 4,614,236 | 7,755 |
| Homan Elementary | 616 | 1,533,943 | 2,490 |
| Muir Elementary | 513 | 2,460,263 | 4,796 |
| Roeding Elementary | 663 | 2,173,596 | 3,278 |
| Williams Elementary | 690 | 16,082,917 | 23,309 |
| Wilson Elementary | 712 | 5,295,805 | 7,438 |
| Grand Total | 8,490 | 91,773,255 | 10,810 |

Hoover High Region

| Site Name | Enrollment | Total Investment | Per Student |
|------------------------|--------------|-------------------|--------------|
| Ahwahnee Middle School | 770 | 5,944,741 | 7,720 |
| Centennial Elementary | 794 | 4,871,065 | 6,135 |
| Eaton Elementary | 477 | 4,713,958 | 9,883 |
| Holland Elementary | 446 | 1,312,759 | 2,943 |
| Hoover High School | 1,877 | 29,584,082 | 15,761 |
| McCardle Elementary | 489 | 4,307,750 | 8,809 |
| Pyle Elementary | 798 | 2,467,789 | 3,092 |
| Robinson Elementary | 491 | 7,396,226 | 15,064 |
| Thomas Elementary | 855 | 2,720,874 | 3,182 |
| Tioga Middle School | 620 | 6,621,190 | 10,679 |
| Viking Elementary | 728 | 3,289,340 | 4,518 |
| Vinland Elementary | 548 | 2,657,182 | 4,849 |
| Wolters Elementary | 424 | 1,086,448 | 2,562 |
| Grand Total | 9,317 | 76,973,406 | 8,262 |

* Enrollment is per CBEDS October 2019

** Funding Sources - Deferred Maintenance, Developer Fees, General Fund, Measure A, Measure K, Measure Q, Measure X, Measure M

Facilities Investment Per Student by High School Region and Non-boundaried Schools
July 1, 2006 through June 30, 2020

DRAFT

| McLane High Region | | | |
|----------------------------|---------------|-------------------|--------------|
| Site Name | Enrollment | Total Investment | Per Student |
| Birney Elementary | 800 | 2,018,717 | 2,523 |
| Ericson Elementary | 686 | 5,537,211 | 8,072 |
| Ewing Elementary | 827 | 2,848,903 | 3,445 |
| Hidalgo Elementary | 633 | 1,408,000 | 2,224 |
| Leavenworth Elementary | 843 | 1,946,465 | 2,309 |
| Mayfair Elementary | 696 | 4,213,259 | 6,054 |
| McLane High School | 1,806 | 44,132,293 | 24,436 |
| Norseman Elementary | 746 | 2,977,341 | 3,991 |
| Rowell Elementary | 664 | 10,112,882 | 15,230 |
| Scandinavian Middle School | 780 | 2,893,793 | 3,710 |
| Turner Elementary | 626 | 9,284,088 | 14,831 |
| Wishon Elementary | 560 | 1,445,918 | 2,582 |
| Yosemite Middle School | 678 | 5,982,413 | 8,824 |
| Grand Total | 10,345 | 94,801,284 | 9,164 |

| Roosevelt High Region | | | |
|------------------------------|---------------|--------------------|---------------|
| Site Name | Enrollment | Total Investment | Per Student |
| Anthony Elementary | 472 | 1,014,361 | 2,149 |
| Balderas Elementary | 654 | 2,202,520 | 3,368 |
| Calwa Elementary | 677 | 5,283,543 | 7,804 |
| Jackson Elementary | 426 | 892,805 | 2,096 |
| Jefferson Elementary | 479 | 2,067,127 | 4,316 |
| Lane Elementary | 626 | 3,189,466 | 5,095 |
| Lowell Elementary | 435 | 1,919,608 | 4,413 |
| Roosevelt High School | 2,160 | 34,090,604 | 15,783 |
| Sequoia Middle School | 872 | 12,818,031 | 14,700 |
| Ventura/Tenth | N/A | 3,903,828 | N/A |
| Tehipite Middle School | 465 | 7,841,029 | 16,862 |
| Vang Pao Elementary | 894 | 30,544,715 | 34,166 |
| Webster Elementary | 365 | 515,249 | 1,412 |
| Winchell Elementary | 735 | 6,485,525 | 8,824 |
| Yokomi Elementary | 798 | 151,090 | 189 |
| Grand Total | 10,058 | 112,919,501 | 11,227 |

| Sunnyside High Region | | | |
|------------------------------|---------------|-------------------|--------------|
| Site Name | Enrollment | Total Investment | Per Student |
| Ayer Elementary | 734 | 5,473,885 | 7,458 |
| Aynsworth Elementary | 631 | 4,520,723 | 7,164 |
| Bakman Elementary | 764 | 712,713 | 933 |
| Burroughs Elementary | 775 | 3,479,334 | 4,489 |
| Easterby Elementary | 685 | 8,161,215 | 11,914 |
| Greenberg Elementary | 569 | 1,232,808 | 2,167 |
| Herrera Elementary | N/A | 6,027,732 | N/A |
| Kings Canyon Middle School | 942 | 5,657,454 | 6,006 |
| Olmos Elementary | 721 | 17,017,255 | 23,602 |
| Storey Elementary | 982 | 2,815,542 | 2,867 |
| Sunnyside High School | 3,021 | 7,682,464 | 2,543 |
| Terronez Middle School | 652 | 2,785,457 | 4,272 |
| Grand Total | 10,476 | 65,566,582 | 6,259 |

| Non-boundaried Schools | | | |
|-----------------------------------|--------------|--------------------|---------------|
| Site Name | Enrollment | Total Investment | Per Student |
| Addicott Elementary | 48 | 4,928,533 | 102,678 |
| Adult Transition Program | N/A | 8,340,188 | N/A |
| Baird Middle School | 604 | 12,974,671 | 21,481 |
| Bullard Talent K-8 | 772 | 2,262,664 | 2,931 |
| Cambridge High School | 489 | 620,510 | 1,269 |
| Cesar Chavez Adult School | N/A | 535,087 | N/A |
| Phoenix Elementary | 44 | 962,195 | 21,868 |
| Computech Middle School | 825 | 3,100,228 | 3,758 |
| Cooper Middle School | 552 | 2,543,504 | 4,608 |
| Dailey Elementary | 405 | 2,874,711 | 7,098 |
| Design Science High School | 268 | 7,210,206 | 26,904 |
| Dewolf High School | 164 | 288,433 | 1,759 |
| Duncan Polytechnical High School | 1,125 | 16,617,244 | 14,771 |
| Fulton/Millbrook | 17 | 9,734 | 573 |
| JE Young Independent Study | 321 | 1,331,013 | 4,146 |
| Manchester GATE Elementary | 700 | 1,184,628 | 1,692 |
| Patino School of Entrepreneurship | 250 | 11,607,251 | 46,429 |
| Phoenix Secondary | 74 | 15,590,834 | 210,687 |
| Rata High School | 25 | 7,645,750 | 305,830 |
| Sunset Elementary | 386 | 2,976,183 | 7,710 |
| Grand Total | 7,069 | 103,603,566 | 14,656 |

* Enrollment is per CBEDS October 2019

** Funding Sources - Deferred Maintenance, Developer Fees, General Fund,
Measure A, Measure K, Measure Q, Measure X, Measure M

Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amanda Harvey, Food Services Director
Cabinet Approval: 

Date: November 13, 2020

Phone Number: 457-3134

Regarding: Food Services Update – Good Food Purchasing Program

The purpose of this communication is to provide the Board information regarding the district's participation in the Good Food Purchasing Program (GFPP) through the Center for Good Food Purchasing. The GFPP provides a metric based framework to assess the district's purchasing practices and inform future procurement decision-making around five interconnected values: local economies, environmental sustainability, valued workforce, animal welfare, and nutrition.

The GFPP evaluates current practices and then provides technical assistance for development of a plan to increase values-based food procurement. The Food Services Department began working with the GFPP in late 2019 to identify food purchases in the five identified areas. A summary of 2018/19 baseline results is below:

- \$17.3 million was expended on food, with over \$4.8 million invested in the local economy
- Approximately \$300,000 was invested in suppliers that have union contracts
- Baseline goals were met for nutrition and local economies

Identification of the baseline and development of a plan will allow Food Services staff to make strategic decisions when creating menus and procuring food items that align with the GFPP values. The attached report provides more information.

If you have questions or need further information, please contact Amanda Harvey at 457-6278 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020



**PURCHASING
PROGRAM**

**FRESNO UNIFIED SCHOOL DISTRICT
BASELINE ASSESSMENT
SCHOOL YEAR 2018-2019**



Contents

1. Good Food Purchasing Executive Summary
2. Five Value Analysis
 - A. Local Economies
 - B. Environmental Sustainability
 - C. Valued Workforce
 - D. Animal Welfare
 - E. Nutrition

Good Food Purchasing Executive Summary

Fresno Unified School District

Baseline Assessment School Year 2018 – 2019

| | | | |
|--|--|---|---------------------------------------|
| <h1>\$17,305,236</h1> <p>in Total Food Spend</p> | <p>Self-operated Serve 16,500,000 meals annually Enrolled since 2020</p> | <h1>2 out of 5</h1> <p>Baseline Standards Met</p> | <p>Total Points Earned</p> <h1>8</h1> |
|--|--|---|---------------------------------------|

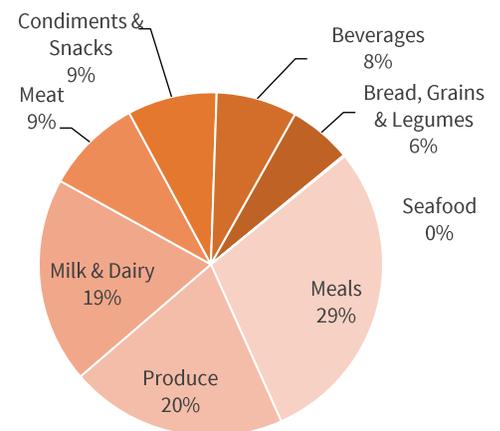
Progress Toward Baseline Goal and Qualifying Purchases by Value Category

| | | Baseline Goal ¹ | Standard Points | Extra Points | Baseline Met |
|------------------------------|-----------------------------|----------------------------|-----------------|--------------|--------------|
| Local Economies | 27.9% or \$4.8m | 15% (\$2.6m) | 1 | 1 | ✓ |
| Environmental Sustainability | 0% or \$47 | 15% (\$2.6m) | 0 | 0 | - |
| Valued Workforce | 1.7% or \$300k | 5% (\$865k) | 0 | 1 | - |
| Animal Welfare | 0% or \$0 | 15% (\$738k) | 0 | 0 | - |
| Nutrition | 52% of applicable items met | 51% met | 1 | 4 | ✓ |
| <i>Total</i> | | | 2 | 6 | |

Additional Baseline Requirements

| Environmental Sustainability | | Baseline Met |
|------------------------------|---|--------------|
| 1 | At least 25% of animal products are produced without routine use of antibiotics | - |
| 2 | No seafood purchased should be listed as “Avoid” by Seafood Watch | - |
| Valued Workforce | | |
| 1 | Take requested follow up steps with suppliers | - |

Purchasing Summary By Product Type



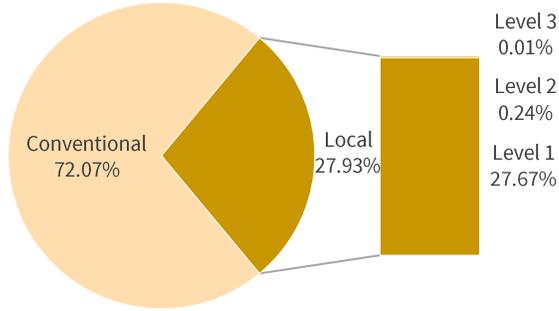
¹ The Environmental Sustainability and Valued Workforce categories have additional baseline requirements. See the *Five Value Analysis* section of this report.

LOCAL ECONOMIES – Support small and mid-sized agricultural and food processing operations within the local area or region

PROGRESS TOWARD BASELINE

27.9% of total food spend is locally-sourced (\$4,832,740)

| Baseline Goal | Total Points | Baseline Met |
|---------------|--------------|--------------|
| 15% | 2 | ✓ |



1 STANDARD POINT

- 1 standard point for every 15% of food sourced at level 1 local.

1 EXTRA POINT

- At least 5% of food is raised and processed in the same county as the institution (Producers Dairy).

KEY SUPPLIERS (over \$1000 spent)

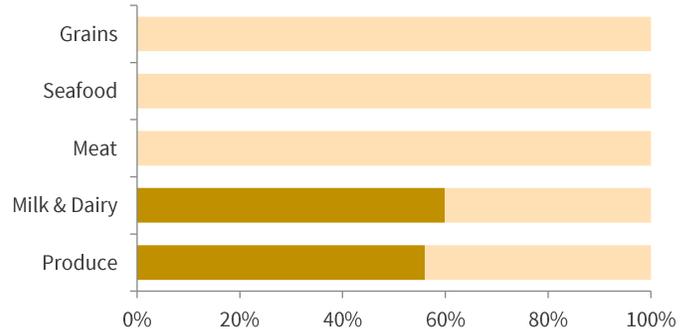
Level 2 – Large, within 250 miles (500 miles for meat):

- La Tapatia Tortilleria Inc (\$63,441)

Level 1 – Very Large, within 250 miles (500 miles for meat):

- Producers Dairy Foods Inc (\$4,188,105)
- Fresno Produce Company (\$1,571,221)
- First Quality Produce (\$1,234,987)
- Kingsburg Orchard / Apple Packers (\$89,527)
- Ruiz Food Products (\$38,436)
- Land O Lakes (\$34,825)
- Bee Sweet Citrus (\$23,295)
- Church Brothers (\$8,135)
- West Fresno Family Resource Center (\$3,000)

What Percentage of Each Product Category is Local?



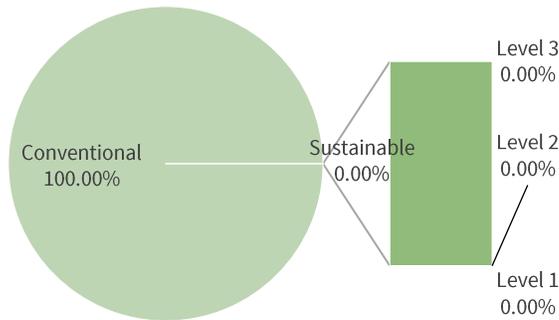
| | Produce | Milk & Dairy | Meat | Seafood | Grains |
|--------------|---------|--------------|--------|---------|--------|
| Local | 56.0% | 59.9% | 0.0% | 0.0% | 0.0% |
| Conventional | 44.0% | 40.1% | 100.0% | 100.0% | 100.0% |

PROGRESS TOWARD BASELINE

| | Baseline Goal | Total Points | Baseline Met |
|--|---------------|--------------|--------------|
| 0.0% of total food spend is sustainably-sourced (\$47) | 15% | 0 | - |

Additional baseline requirements:

| | | |
|---|--|---|
| 1 | 25% of animal products are raised without routine antibiotic use | - |
| 2 | No seafood purchases is rated “Avoid” by Monterey Bay Aquarium’s Seafood Watch Guide | - |

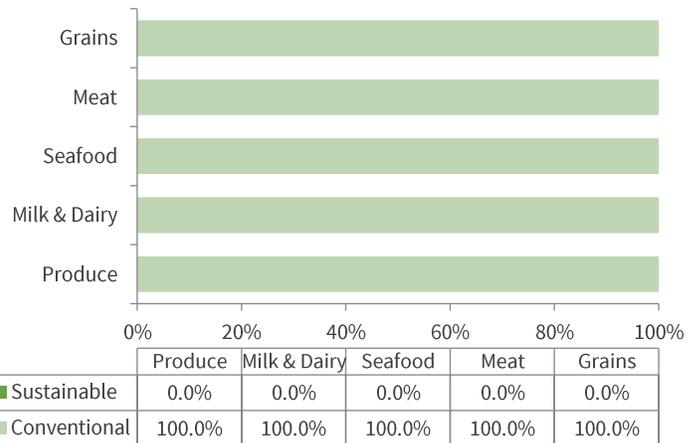


0 STANDARD POINTS

- 1 standard point for every 15% of food sourced at level 1 sustainable.

0 EXTRA POINTS

What Percentage of Each Product Category is Sustainable?



KEY SUPPLIERS (over \$1000 spent)

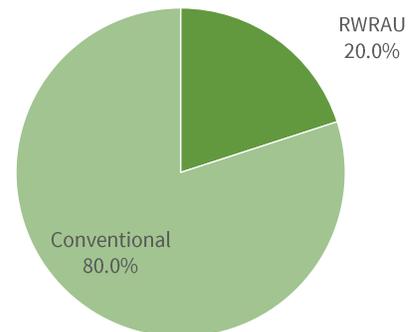
Raised without routine antibiotic use – ABF, NAE, CRAU, USDA Organic

- Tyson Foods (\$984,422)

ADDITIONAL BASELINE REQUIREMENTS

- **Seafood requirement not yet met.** No seafood purchased should be rated “Avoid” by Seafood Watch.
 - \$19k or 100% of seafood purchases lack sufficient information for verification. These products include:
 - Canned tuna (\$19k)
 - Canned clams (\$78)
- **Non-routine uses of antimicrobial drugs requirement not yet met.** 25% of animal product purchases must be produced with non-routine antimicrobial drug use.

What Percentage of Animal Product is Raised Without Routine Antibiotic Use?



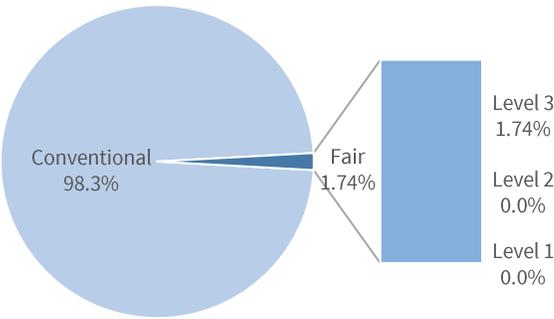
VALUED WORKFORCE – Provide safe and healthy working conditions and fair compensation to all food chain workers and producers, from production to consumption

PROGRESS TOWARD BASELINE

| | Baseline Goal | Total Points | Baseline Met |
|---|---------------|--------------|--------------|
| 1.7% of total food spend is fair (\$300,398)* | 5% | 1 | - |

Additional Baseline Requirement:

| | |
|--|---|
| Take requested steps to outreach vendors with labor law violations | - |
|--|---|



KEY SUPPLIERS (over \$1000 spent)³

Level 3 – Union contract/worker-owned cooperative:⁴

- Bimbo Bakeries USA - Sacramento, CA, Montebello, CA, Escondido, CA, San Francisco, CA (\$523,729)
- Dannon - West Jordan, UT and Fort Worth, TX (\$162,592)
- Lamb Weston Inc. - Quincy, WA and Pasco, WA (\$72,446)
- Upstate Farms - Buffalo, NY (\$61,049)
- Land O Lakes - Tulare, CA (\$34,825)
- Tyson Foods - Springdale, AR (\$29,520)
- Kellogg's - Cary, NC and Omaha, NE (\$25,972)

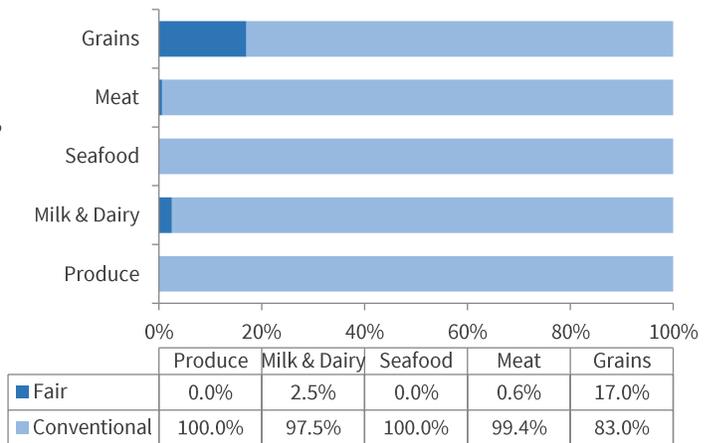
0 STANDARD POINTS

- 3 standard points for every 5% of food sourced at level 3 fair sources.

1 EXTRA POINT

- FUSD employees meet level 3 Valued Workforce criteria.

What Percentage of Each Product Category is Fair?*



NOTES ON EARNING POINTS

- Greater credit is given for full supply chain participation. This category is calculated using a weighted formula, where an item receives
 - 100% credit if the grower AND processor AND distributor all meet one of the qualifying criteria,
 - 66% credit if two of the three actors meet one of the qualifying criteria,
 - 33% credit if one of the three actors meets one of the qualifying criteria.
- For this report, **products totaling \$910,298 had at least one** actor identified as meeting qualifying criteria. **Weighted, \$300,398 counted toward the total percentage of fair food.**

³ The dollar amounts under Key Suppliers is the **unweighted** dollar amount spent on each supplier.

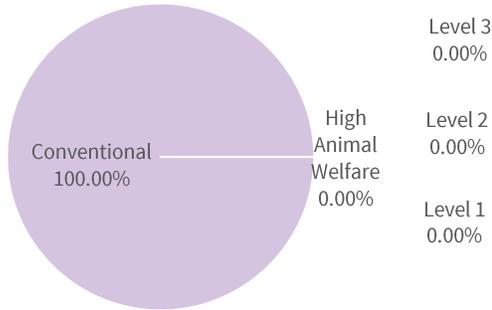
⁴ The listed companies have multiple locations. Only products that come from unionized manufacturing/processing plants count as Level 3 Valued Workforce.

* This amount is the **weighted** percentage of Fair food purchased at any Level. See Notes on Earning Points for details.

ANIMAL WELFARE – Provide healthy and humane care for farm animals

PROGRESS TOWARD BASELINE

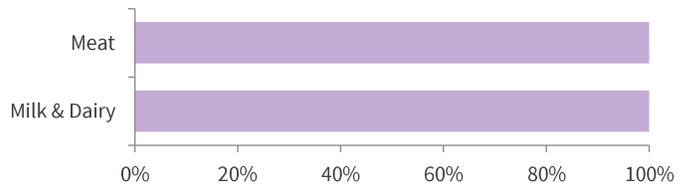
| | | | |
|---|---------------|--------------|--------------|
| 0% of total animal product spend is high animal welfare | Baseline Goal | Total Points | Baseline Met |
| | 15% | 0 | - |



0 STANDARD POINTS

0 EXTRA POINTS

What Percentage of Each Product Category is High Animal Welfare?



| | Milk & Dairy | Meat |
|---------------------|--------------|--------|
| High Animal Welfare | 0.0% | 0.0% |
| Conventional | 100.0% | 100.0% |

KEY SUPPLIERS (over \$1000 spent)

- Level 1 – USDA Organic
 - None identified

NUTRITION – *Promote health and well-being by offering generous portions of vegetables, fruits, and whole grains; reducing salt, added sugars, fats and oils; and by eliminating artificial additives.*

PROGRESS TOWARD BASELINE

| | Baseline Goal | Total Points | Baseline Met |
|--|---------------|--------------|---|
| 52% of total applicable checklist points met | 51% | 5 |  |

1 STANDARD POINT

- 12 of 23 applicable checklist points met (52% of total applicable points)
- See Appendix B. Nutrition Checklist for details

| Nutrition Scoring |
|--|
| Level 1 Healthy – meets between 51-64.5% of all applicable points |
| Level 2 Healthy – meets between 65%-79.9% of all applicable points |
| Level 3 Healthy – meets between 80-100% of all applicable points |

| Nutrition Goals | | |
|---|-------------|----------|
| High Priority (Items with High Priority Designation are Worth Two Points Per Item Met) | | |
| Healthy Procurement (3 applicable items) | 1 item met | 1 point |
| Healthy Food Service Environment (3 applicable items) | 2 items met | 3 points |
| Health Equity (1 applicable item) | 1 item met | 1 point |
| Priority (Items with Priority Designation are Worth One Point Per Item Met) | | |
| Healthy Procurement (5 applicable items) | 3 items met | 3 points |
| Healthy Food Preparation (2 applicable items) | 2 items met | 2 points |
| Healthy Food Service Environment (2 applicable items) | 2 items met | 2 points |

4 EXTRA POINTS

- FUSD lists nutrition information for each menu item on Nutrislice.
- FUSD implements one or more portion control strategies (i.e. 10” or smaller plates for all meals).
- FUSD implements a worksite wellness program for employees.
- FUSD offers culturally appropriate menu items.

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: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: November 13, 2020

Phone Number: 457-3340

Regarding: Suicide Prevention Update

The purpose of this communication is to provide the Board an update of suicide prevention efforts within the district. In alignment with Fresno Unified Board Policy 5141.52, Clinical School Social Workers (CSSW's) from the Department of Prevention & Intervention (DPI) and School Psychologists from the Special Education department provide suicide prevention training to students and staff. The training began in September to promote Suicide Awareness month utilizing the Signs of Suicide (SOS) curriculum which includes education on depression, suicide, and resources to access help when having thoughts of suicide. At the conclusion of the lesson, students receive an exit ticket on which they can indicate if they would like to speak with someone if they or someone they know are having thoughts of self-harm. Our trained staff members follow up to provide further support, assessment, crisis response and intervention. During the SOS training sessions, there were 300 students that requested support via an exit ticket.

To compliment the training, DPI Clinical School Social Workers districtwide have promoted various suicide awareness activities. This year's activities were adapted for virtual learning and continued to engage parents, students, and staff. Several school sites engaged parents through virtual coffee hours which provided education and resources. To engage students, school mental health teams recorded videos, utilized social media, and hosted challenges such as the *Hope and Inspiration* video challenge at Bullard High School. At Sequoia Middle School, students participated in a live virtual lunch time activity building their own self-care plans. At Scandinavian Middle School, the entire social media campaign was student led and the posts were all created by Scandinavian students.

The Department of Prevention continues to participate in the Fresno County Suicide Prevention Community Collaborative which includes representatives from the Department of Behavioral Health, Fresno County Superintendent of Schools, Community Regional Medical Center, Valley Children's Hospital, and other local hospitals. Fresno Cares (<https://fresnocares.org>), which includes social media and resources designed to raise awareness of suicide prevention, was developed by the collaborative.

Additionally, the Columbia Suicide Severity Rating Scale (C-SSRS) was adopted by Fresno County as the designated assessment tool to be utilized for mental health professionals. CSSW's and School Psychologists have been trained utilizing this tool. There have been 211 C-SSRS assessments completed this year since August, as compared to 536 during the 2019/20 school year.

In response to after-hours suicide/self-injury Gaggle inquiries, the On-Call Mental Health Response Team (OCMHRT) was launched in September 2020. These concerns include students' written statements of self-injury, self-harm, or other mental health concerns. The OCMHRT is comprised of a combined 30 Clinical School Social Workers and School Psychologists who respond to calls received overnight and on the weekend. The team members contact parents, caretakers, and students for crisis support including assessment and intervention as well as linkage to site-based community resources.

If you have further questions or require additional information, please contact Ambra O'Connor at (559) 457-3340.

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

Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jane Banks, Health Services
Cabinet Approval: 

Date: November 13, 2020

Phone Number: 457-3301

Regarding: Medi-Cal Reimbursement

The purpose of this communication is to provide the Board information regarding the district's Medi-Cal reimbursement information for student services. Local Education Agency (LEA) Medi-Cal Program is authorized under California's Welfare Institution Code. It provides federal share of reimbursement for health assessments and treatments for eligible children within the school environment.

The California Department of Health Care Services (DHCS) established the Medi-Cal Billing option Program to allow an LEA to become Medi-Cal providers and bill the Medi-Cal program for a portion of the cost of providing services to eligible students. The goal is to facilitate reinvestment in health and social services for students and their families.

Fresno Unified School District currently bills for 63 procedure codes through Medi-Cal. Current roles that bill Medi-Cal include the areas of Nursing, Psychology and Counseling, Emotional Support & Speech Therapy. Each procedure code has a different reimbursable rate.

Very few, if any, private insurers pay for school provided health-related services outlined in Individualized Education Programs (IEP) or Individualized Family Service Plans (IFSP). From our research, we have not identified any school district's in California. Each private insurance plan offers different coverage, and we are not part of a Health Maintenance Operation (HMO) or Preferred Provider Operation (PPO) list.

We currently bill for Medi-Cal services. CompuClaim, our Medi-Cal biller, shared that there are no other districts in the State of California who are currently billing private insurance. They are also unaware of other districts in the nation. CompuClaim recommended that it would be more beneficial for us to maximize our current Medi-Cal reimbursements and we can continue to work with CompuClaim to determine where opportunities may exist, so we can continue to maximize our reimbursements.

If you have any questions or require additional information, please contact Jane Banks at 457-3301.

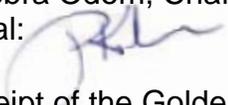
Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Debra Odom, Charter Office
Cabinet Approval: 

Date: November 13, 2020

Phone Number: 457-3923

Regarding: Receipt of the Golden Charter Academy Petition

The purpose of this communication is to notify the Board that Golden Charter Academy and Chief Executive Officer Robert Golden, has submitted a petition to the Fresno Unified School District Board of Trustees for approval of Golden Charter Academy (GCA); for a five-year term from July 01, 2021 to June 30, 2026.

1. Type of Charter School:

- a. Golden Charter Academy (GCA) will be a seat-based program, serving students in grades TK-8.
- b. GCA intends to offer place-based educational opportunities, applied through the lens of a robust Universal Design for Learning (UDL) Standards Based curriculum, that provides hands-on experiences, research, and fieldwork in partnership with the Fresno Chaffee Zoo; with a focus on environmental education.

2. Enrollment:

- a. Enrollment for the first year will be 176 students in Transitional Kinder through third grade. With each new school year, GCA will add a grade until it reaches grades Transitional Kinder through eighth grade.
- b. Golden Academy seeks to serve the southwest and west-central Fresno communities and is pursuing real estate near or adjacent to the Fresno Chaffee Zoo and Roeding Park.

3. Founders:

- a. The Golden Charter Academy founding team is:
 - i. Robert Golden, B.A., CEO/Co-founder
 - ii. C.J. Jones, Co-founder
 - iii. Keshia Thomas, M.A./Education - Co-founder
 - iv. Bard De Vore, Ed.D., Co-founder
 - v. Ed González, Ed.D./Education - Senior Advisor
 - vi. Brad Huff, Ph.D., Program Coordinator – Petition Writer

4. Board Members:

- a. The Board of Directors of Golden Charter Academy will be comprised of five to seven members. The Board members are:
 - i. Robert Golden, President of the Board
 - ii. Edward C. Gonzalez, Ed.D., Board Chair
 - iii. Keshia Thomas, Vice Chair
 - iv. Jami Hamel De La Cerda, M.S., SpEd Member
 - v. Dr. Bard De Vore, Member
 - vi. Dr. Brad Huff, One Year Member
 - vii. Ruth F. Quinto, Board Member at Large

Relevant Dates for the Golden Charter Academy Petition

- October 23, 2020: The Golden Academy Petition was received by the District.
- December 09, 2020: The Public Hearing will be held. (within 60 days of receipt).
- December 11, 2020: The Board will receive for review the Charter Review Team's Findings of Fact and Recommendation.
- December 29, 2020: The Charter Review Team's Findings of Fact and Recommendation will be published. (at least 15 days prior to the decision meeting).
- January 13, 2021: The Board will grant or deny the Golden Charter Academy Petition. (within 90 days of receipt).

If you have any questions or require additional information, please contact Debra Odom at 457-3923.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval: 

Date: November 13, 2020

Phone Number: 457-3226

Regarding: Special Education Progress on the Council of Great City Schools Recommendations

The purpose of this communication is to provide the Board an update on progress related to the recommendations provided in the report issued by Council of the Great City Schools (CGCS).

Attached to this Board Communication is the progress monitoring document for the implementation of the Special Education (SPED) and Health Services Strategic Plan based on CGCS recommendations from their review and visit in February 2018. As a reminder, there are 14 major recommendations organized into five drivers, and each recommendation contains multiple action steps. Current progress on action steps shows that 45% are completed, 43% are in progress, 11% need attention, and 1% have not started. It's important to note that many of the action steps are ongoing and may remain in progress for quite some time as we are always in a cycle of continuous improvement.

The recommendations have led to improved practices around data analysis and actions to improve student outcomes. In fact, the SPED graduation rate improved by 5% from 2018 to 2019 which is the most recent data by the California Department of Education. SPED standardized test scores improved by 12.1 points in English-Language Arts (ELA) and 13.1 points in Math during the same time. While the trend in these important categories is good progress, the overall outcomes for students with disabilities are still disproportionately below their non-disabled peers which remains our greatest challenge.

In addition, board investments over the last few years have provided materials and equipment for students and staff as well as increased staffing to address caseloads, class sizes, and grade level bands in special day classes (SDC). The number of SDC classes with only two grade levels (rather than three grade levels) has increased from 21 to 84 over three years from 2017/18 to 2020/21 which improves the instructional environment and reduces class sizes in most cases. We have had success hiring qualified teachers for this initiative. However, we are still challenged to fill the many vacancies of our paraprofessionals and speech/language pathologists.

The Strategic Plan will continue to chart our path for improved outcomes for students with disabilities. We will continue to monitor progress and keep the board updated.

If you have any questions or require additional information, please contact Brian Beck at 457-3226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/13/2020



Fresno Unified School District

DEPARTMENT OF SPECIAL EDUCATION
AND HEALTH SERVICES

Strategic Plan

**Department of Special Education
and Health Services Strategic
Plan**

Background and Introduction

Fresno Unified School District's Superintendent and Board of Education requested that the Council of the Great City Schools review the district's services to students with disabilities and provide recommendations to narrow the achievement gap between these students and their nondisabled peers and improve special education and related services. The report was designed to help Fresno Unified School District (FUSD) achieve its goals and maximize the district's capacity to educate all students effectively.

To conduct its work, the Council assembled a team of experts who have successfully administered and operated Special Education programs in other major urban school districts across the country. These individuals also have firsthand expertise with the Individuals with Disabilities Education Act (IDEA) and are well versed in best practices in the administration and operation of Special Education programming nationwide. The Council's Strategic Support Team visited the district on February 13-17, 2018. During this period, the team conducted interviews and held focus groups with more than 150 district staff members, parent and guardians, Fresno Teachers Association (FTA) and California School Employees Association (CSEA) representatives, and many others. In addition, the team reviewed numerous documents and reports, analyzed data, and developed initial recommendations and proposals before finalizing the report. This approach to providing technical assistance to urban school districts by using senior managers from other urban school systems is unique to the Council and its members.

The Council of the Great City Schools and its member districts stand ready to continue to help the Fresno Unified School District and its children moving forward. The public should know that it will take time to plan for and implement the many proposals that are contained in the report. Many recommendations can be implemented in the short term while long term objectives may take several years. But the public should also know that the school system has the expertise and determination to carry through on its commitments to students with disabilities and improve a program that already has many positive features.

The District's vision for students with disabilities is that they are successful throughout their school years and that they graduate with the widest array of post-secondary and career options. The Department of Special Education is dedicated to supporting, guiding, and directing district and school leaders, teachers, and parents to ensure a coherent system is built around inclusive practices, equity and access to programs, and ultimately academic success.

Action Plan

A detailed Action Plan has been developed in order to ensure fidelity of implementation over time. The plan is organized into the five sections outlined below along with the 14 recommendations addressed in alignment to the summer 2018 report provided by Council of the Great City Schools. Subsequent pages describe detailed actions for each recommendation along with the metrics/milestones to measure progress and personnel responsible for implementation.

Driver 1

Multi -Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework for improving educational outcomes for all students. The framework focuses on prevention and early identification of students who may benefit from academic, behavior and social emotional interventions. These interventions are intended to remove barriers to learning or identify students who might benefit from acceleration.

Council of the Great City Schools Recommendations

1. Systemwide MTSS Framework, Implementation Plan, and Oversight

Expedite completion of the district's draft MTSS framework and supporting documents to ensure they are available for feedback and use in professional learning. This work needs to reflect a sense of urgency among stakeholders in order to improve educational outcomes for all students. Support this effort with a board policy on MTSS, reinforcing its importance, purpose and how instructional strategies and activities fit within the overall framework.

Driver 2
Demographic and Outcome Data

The section describes the district’s practices related to special education referrals, evaluations, and determinations of need. It also describes how the district will use the data to develop, implement, and evaluate district services. The district will provide structure and procedures on the use of data at the district and school levels.

Council of the Great City Schools Recommendations

2. Special Education Eligibility

Strengthen the consistency and appropriateness of referrals, assessments, and eligibility decisions in special education.

3. Achievement Data for Students with Disabilities

With a multi-disciplinary team of instructional division leaders, including, principals, to the extent feasible, review current data and compare to future data of the district on outcomes based on State Performance Plans (SPP) indicators; TUDA/NAEP reading/math scores; statewide assessment participation, chronic absences, suspension/expulsion rates; graduation/dropout rates and graduation criteria for students taking alternative assessments.

4. Educational Setting Demographics

With a multi-disciplinary team of instructional leaders, including staff from English learner services, prevention/intervention, African American student achievement, and principals, review current data and compare to future data of the district for young children with Individual Education Plans (IEP) in regular preschool; disproportionate restrictive placements; disproportionate enrollment of students with IEPs and Special Day Class (SDC) placement across the district and regions.

**Driver 3
Instruction and Supports**

FUSD is committed to improving access to the Guaranteed Viable Curriculum (GVC), high quality instruction, universally designed supports with high expectations in the least restrictive environment for all students with disabilities. The district is moving toward an inclusive framework, where a clear plan for Assistive Technology, Transition Planning, and family involvement will be embedded.

Council of the Great City Schools Recommendations

5. Increase Access to Inclusive and Provision of High-Quality Education

As part of the district's movement toward an MTSS framework, embed increasing designs/supports for and activities to promote more inclusive educational settings and high-quality instruction for students with disabilities. Incorporate effective first teaching principles to ensure that the district's instructional and behavioral strategies apply to a broader group of students than those with disabilities.

6. Assistive Technology and Augmentative and Alternative Communication (AT/AAC)

Further develop and improve services for students who benefit from assistive technology and augmentative and alternative communication.

7. Secondary Transition Activities and Services

Build upon the district's many secondary transition programs to improve supports for transitions, planning activities, and broader awareness to parents and students.

8. Parent Support and Engagement

Improve parent support, communications, and engagement.

Driver 4 Organizational Supports

It is necessary for FUSD to have practices and organizational structures in place to realize the goals, beliefs and commitments for all students, including those with disabilities.

Council of the Great City Schools Recommendations

9. Organization and Collaboration of Central Office Personnel

Maximize interdepartmental collaboration between instructional division leaders and their respective staffs in order to leverage their collective resources.

10. Special Education Organization

Organize the special education department to better support its vision, mission, commitments and assistance to schools.

Post the department's vision, mission and commitments prominently on the special education webpage. Frequently refer to this information as a way of focusing activities, benchmarking progress and staying on-task.

11. Student Personnel Ratios

Ensure that personnel who support students with disabilities are employed in sufficient numbers to meet student needs. Review staffing ratios on a regular basis with special education staff, instructional superintendents and finance. Ensure that adequate numbers of special education and related services personnel are at each school to carry out their expected responsibilities.

12. School based Administration of Special Education

Support Principals in their efforts to lead and administer the operation of special education at their sites. Support case managers with respect to compliant and timely Individual Education Plan (IEP) meetings. Establish a process to review caseloads of teachers and service providers to ensure compliance and IEP service levels are met.

**Driver 5
Compliance and Accountability**

Develop a consistent and transparent system to address and monitor parent complaints, mediation and IEP compliance with continuous feedback in a timely manner

Council of the Great City Schools Recommendation

13. Compliance Support and Fiscal Issues

Improve compliance measures regularly and implement procedures to address parent complaints in a proactive and timely manner, including transportation concerns that have remained an issue over time. Comprehensively analyze legal and compliance practices and make necessary adjustments for improvement. Address issues with Medi-Cal reimbursement processes and outcomes.

14. Accountability-Planning and improving processes

Include relevant special education data in all regular reporting cycles in an easily accessible manner. Align all plans to include common language, common understandings, and sufficient inclusion of students with disabilities.

Implementation Plan

Progress Updated November 2020

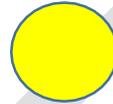
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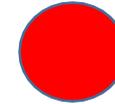
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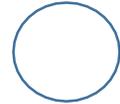
In Progress



Needs Attention



Behind Schedule



Not Started

Driver 1

Multi -Tiered System of Supports

CGCS Recommendation 1:

Systemwide MTSS framework, implementation plan, and oversight

| What? | How? | Metric/Milestone | Progress | Owners |
|--|--|---|----------|--|
| 1. Systemwide Multi-Tiered System of Supports (MTSS) framework | Expedite completion of district’s draft of Multi-Tiered System of Supports (MTSS) framework and supporting documents. Ensure the needs of students with disabilities are represented in the MTSS framework and supporting documents. | Annually, review and possibly revise the district MTSS plan, implementation rubric, and supporting documents to ensure measures of success include outcomes for students with disabilities. | | <ul style="list-style-type: none"> SPED Leadership Team MTSS Leadership Team |
| | Develop board policy on Multi-Tiered Systems of Support (MTSS). Ensure the needs of students with disabilities are represented in the MTSS board policy. | August 2020 finalize draft policy on MTSS that includes the needs of students with disabilities. | | |
| | | October 2020, Board approval of policy. | | |

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| 1a. District, Regional, and School Leadership Teams | Review MTSS leadership teams at the district, regional, and school levels, with respect to composition, purpose, and effectiveness. | Annually, district, regional, and school level teams will use the teaming structures rubric for Instructional Leadership Team (ILT), Climate and Culture Team (CCT), Professional Learning Communities (PLC), Targeted Support Team (TST), and Student Success Team (SST) to determine baseline data with respect to composition, purpose, and effectiveness ensuring that Special Education is represented on each team. |  | <ul style="list-style-type: none"> • SPED Leadership Team • MTSS Leadership Team |
| | | Annually, teams will develop a cycle of continuous improvement timeline and action plan for effectiveness of MTSS site structures are meeting the needs of students with disabilities. |  | |
| | | June 2022, all district, regional, and school level teaming structures will function at sustainability level per the rubric. |  | |
| 1b. Implementation Plan | Conduct a review and possibly revise Special Education current documents to ensure their alignment with the MTSS framework and MTSS 5-year implementation plan. | <p>Annually, review and possibly revise Special Education documents to ensure alignment with MTSS framework and MTSS 5-year implementation plan that includes:</p> <ul style="list-style-type: none"> • Guidance that includes Universal Design for Learning (UDL), focus on literacy, scaffolding, |  | <ul style="list-style-type: none"> • SPED Leadership Team • MTSS Leadership Team |

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| | | <p>tiered interventions, and PBIS</p> <ul style="list-style-type: none"> • School walkthroughs to identify trends, strengths, and action items • Differentiated assistance to sites • Identification of exemplary implementation models for observations and job embedded coaching | | |
| 1c. Differentiated Professional Learning | Provide differentiated professional learning consistent with the MTSS framework, implementation plan, and expectations, targeted on each critical audience to ensure common language and understanding of tiered level of instruction within the MTSS framework. | Annually, Special Education professional learning will be aligned with the MTSS framework. |  | <ul style="list-style-type: none"> • SPED Leadership Team • SPED Curriculum/Instruction/Professional Learning (CIPL) Team |
| | | Annually, review and revise professional learning based on data from surveys. |  | |
| 1d. Data Analysis and Reports | Collaborate with equity and access to incorporate data collection reports with indicators that would be useful to determining schools use of MTSS practices and the relationship to student achievement. | Quarterly, in collaboration with Equity and Access ensure that reports reflect student achievement of students with disabilities. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department • MTSS Leadership Team |
| 1e. Monitoring and Accountability | Evaluate the implementation, effectiveness, and results of MTSS in relationship to student achievement for students with disabilities. | Monthly, Principals collaborate with the Regional Instructional Managers (RIM) to review site Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Principals • RIMs |

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| | | Quarterly, SPED Leadership Team will review district wide Special Education achievement data in alignment to MTSS implementation and develop action plan based on that data. |  | |
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Driver 2

Demographic and Outcome Data

CGCS Recommendation 2

Disability, Demographics, Referral, and Identification of Disability

| What? | How? | Metric/Milestone | Progress | Owners |
|--------------------------|--|---|---|---|
| 2a. Data Review | Utilize a multi-disciplinary team to review and analyze Special Education disability rate data by region, by sites and by student subgroups. | March 2020, ensure that Special Education representation on identified multi-disciplinary team within existing structures. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department • RIMs |
| | | May 2020, using Power BI, multi-disciplinary team identifies targeted areas for action and determines timelines. |  | |
| | | August 2020, at Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools assigned Regional Instructional Manager (RIM) will participate and collaborate on specific Special Education targeted areas. |  | |
| 2b. Implementation Plan | Based on multi-disciplinary team data analysis of 2a, modify as needed the MTSS implementation plan to include activities designed to address disproportionality, cultural awareness, and other identified issues. | August 2020, take identified targeted areas and root cause to develop an implementation plan relevant to students with disabilities. |  | <ul style="list-style-type: none"> • SPED Leadership Team • MTSS Leadership Team |
| 2c. Written Expectations | For areas identified by multi-disciplinary team as problematic areas, review implementation, and revise district guidance on first instruction, interventions, and progress monitoring; and modify process for providing student assistance prior to Special Education | August 2020, clear district wide communication of implementation plan and expectations for plan implementation, that includes timelines for ongoing reviewing and revising of data to assist |  | <ul style="list-style-type: none"> • SPED Leadership Team • MTSS Leadership Team • Department of Prevention and Intervention (DPI) |

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| | referrals leading to assessments and eligibility. | students prior to Special Education. | | |
| 2d. Differentiated Professional Learning | In collaboration with other departments plan and provide all relevant district stakeholders with the professional learning they need to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education. | Annually, design professional learning plan to strengthen their knowledge of appropriateness of referrals, assessments, and eligibility decisions in special education, in order to support the site implementation and sustainability plan for students with disabilities. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Leadership Development • SPED Curriculum/Instruction/Professional Learning (CIPL) Team |
| | | Provide job embedded coaching and opportunities for observation of best practices. |  | |
| | | Annually, review and revise professional learning plan based on data from surveys. |  | |
| 2e. Data Analysis and Reports | Develop user friendly summary reports incorporating relevant Special Education data for district leadership and include in regular reporting cycles. | August 2019, Completion of Power BI tool. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department |
| | | August 2020, create and distribute written expectations of the use of Power BI to make data driven decisions to RIMs. |  | |
| 2f. Monitoring and Accountability | Review data with schools to increase awareness of referral, assessment, and eligibility data so that sites are better prepared for follow-up action. | Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Supervisors of Schools |

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| | | Monthly meetings with Principals, RIMs and site support staff to develop and implement follow-up actions. RIMs to include follow up actions in monthly reports. |  | |
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**Driver 2
Demographic and Outcome Data**

**CGCS Recommendation 3
Achievement Data for Students with Disabilities**

| What? | How? | Metric/Milestone | Progress | Owners |
|---|--|--|---|--|
| <p>3. Achievement Data for Students with Disabilities</p> | <p>With a multi-disciplinary team, analyze the following Special Education achievement data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities:</p> <ul style="list-style-type: none"> ○ Early childhood outcomes ○ Reading and math scores ○ Participation in statewide assessments ○ Chronic Absences ○ Suspension/expulsion rates ○ Graduation/dropout rates ○ IEP goals/objectives progress | <p>Quarterly, Instructional Leadership Team (ILT) analyze Special Education achievement data in alignment to inclusive practices and high-quality instruction. If necessary, develop expectations for follow up actions.</p> |  | <ul style="list-style-type: none"> • SPED Leadership Team • Department Leaders • Supervisors of Schools • Equity and Access Department • Principals • RIMs |
| | | <p>Supervisors of Schools include Special Education data in regular meetings with principals with expectations of follow up actions.</p> |  | |
| | | <p>Monthly, Principals collaborate with the RIMs to review site Special Education achievement data and follow up action plans. RIMs to include follow up actions in monthly reports.</p> |  | |
| | | <p>Annual increased student learning based on district and state assessments.</p> |  | |

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| | | June 2020, in partnership with Fresno County Superintendent of Schools (FCSS), all comprehensive high school will learn and utilize the tools of improvement science to improve outcomes for students with disabilities in the areas of college/career readiness and graduation rate, based on annual increase in graduation rate and state college/career indicator. |  | |
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DRAFT

Driver 2

Demographic and Outcome Data

CGCS Recommendation 4

Educational Setting Demographics

| A. What? | B. How? | C. Metric/Milestone | Progress | Owners |
|-------------------------------------|--|---|---|---|
| 4. Educational Setting Demographics | With a multi-disciplinary team, analyze the following Special Education educational setting data with the intent of informing steps to improve inclusive, high quality instruction for students with disabilities: | June 2019 develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education regarding least restrictive environment and student achievement data. |  | <ul style="list-style-type: none"> • SPED Leadership • Department Leaders • Supervisors of Schools • Principals • RIMs |
| | | Quarterly, SPED Leadership Team analyze special education least restrictive environment and student achievement data. If necessary, develop expectations for follow up actions. |  | |
| | | Supervisors of schools include Special Education data in regular meetings with principals with expectations of follow up actions. |  | |
| | | Monthly, Principals and RIMs review site Special Education Least Restrictive Environment and achievement data and follow up actions. RIMs to include follow up actions in monthly reports. |  | |

Driver 3

Instruction and Supports

CGCS Recommendation 5

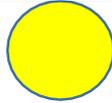
Increase Access to Inclusive Education and Provision of High-Quality Education

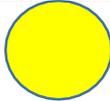
| What? | How? | Metric/Milestone | Progress | Owners |
|--------------------------------|---|--|---|---|
| 5a. Inclusive Education Vision | Establish school board policy to state a bold inclusive vision, that is built around Universal Design for Learning (UDL) and MTSS framework that incorporates supports for accelerating achievement and social/emotional well-being for all students. | March 2019, finalize draft bold inclusive board policy. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Dimensions of Equity Steering Committee |
| | | October 2019, Board approval of policy. |  | |
| | Establish a district wide vision, mission, values, and definition for inclusive practices. | August 2020, all departments and school site administration will receive the FUSD Inclusion definition, mission and vision for students with disabilities. |  | |
| | | August 2021, all school will adopt the FUSD inclusion tool as a method for making inclusive practices visible. |  | |
| 5b. Implementation Plan | Utilize a multi-disciplinary team to create a multi-year action plan that includes expectations, professional learning, data analysis and accountability for inclusive education nested within MTSS. | August 2023, all sites will score YES, in each of the seven best inclusionary practices identified on the FUSD inclusion tool |  | <ul style="list-style-type: none"> • SPED Leadership Team |

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| | <p>Increase the number of students educated inclusively in preschool classes</p> | <p>Fall of August 2025, all preschools will provide inclusive opportunities for students with disabilities.</p> <ul style="list-style-type: none"> • 2019-2020, Scale up Supporting Inclusive Practices Grant work through expansion of 4 GE preschools where push in special academic instruction is provided. • 2020-2021, Identify one GE inclusive preschool in each region with push in special academic instruction and a Special Education Paraprofessional. • 2020-2021, Identify GE preschool in 3 of the 7 regions for co-teaching. • 2021-2022 Identify up to three GE inclusive preschools in each region with push in special academic instruction and a special education paraprofessional. • 2021-2022 Identify GE preschool in 6 of the 7 regions for co-teaching. • 2022-2024 Identify up to 4 GE inclusive preschools in each region with push in special academic |  | <ul style="list-style-type: none"> • MTSS Leadership Team • DPI |
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| | | <p>instruction and a special education paraprofessional.</p> <ul style="list-style-type: none"> • 2022-2023, Identify 2 GE preschool in 3 of the 7 regions for co-teaching. • 2023-2024, Identify 2 GE preschool in 5 of the 7 regions for co-teaching. • 2023-2024, Identify 2 GE preschool in 6 of the 7 regions for co-teaching. • 2024-2025, Identify 2 GE preschool in 6 of the 7 regions for co-teaching. | | |
| | Develop resources to support sites in including more students within the General Education setting. | August 2021, develop resources to support sites in including more students within the General Education setting. |  | |
| 5c. Written Expectations | Provide guidance to sites on the implementation of practices designed to promote student achievement and positive behavior. | Annually, provide differentiated professional learning addressing student achievement and positive behavior. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Supervisors of Schools • Site Principals • RIMs • SPED Counselor • SPED CIPL Team |
| | Develop and articulate expectations for principals in promoting inclusive practices for non-academic and extra-curricular activities. | August 2020, all students will have the opportunity to participate in all non-academic and extracurricular activities (i.e. Award assemblies, 6 th grade camp, Grad Night). |  | |

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| | | Quarterly, monitor and analyze students with disabilities Goal 2 participation data. If necessary, develop expectations for follow up actions. |  | <ul style="list-style-type: none"> • Goal 2 |
| | All secondary master schedules give priority to student needs as documented on the Individualized Education Plan (IEP) to ensure access to core general education classes. | Annually, provide differentiated professional learning for school counselors to ensure access for students with disabilities to core general education classes. |  | |
| | Set expectations and communicate to all stakeholders that general and special educators participate in Professional Learning Communities structures to collaboratively address teaching and learning of students with disabilities. | August 2020, special education teachers will participate with general education colleagues in Professional Learning Communities. <ul style="list-style-type: none"> • Follow district expectation of PLC agenda • Collaborate to ensure access to Guaranteed Viable Curriculum for students with disabilities |  | |
| 5d. Differentiated Professional Learning and Parent Training | Develop professional learning using High Quality Professional Learning (HQPL) guidelines for all stakeholders in the area of MTSS, UDL, and Inclusive Practices. | Annually, provide professional learning in the areas of MTSS, UDL, and inclusionary practices for all stakeholders. |  | <ul style="list-style-type: none"> • SPED Leadership Team • MTSS Leadership Team • Supervisors of Schools • SPED CIPL Team |
| | | Special Education will submit resources in the areas of MTSS, UDL, and inclusionary practices to designated Supervisors of Schools (SOS) to be included in the admin newsletter. |  | |

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| | | Annually, review and revise professional learning plan based on data from professional learning surveys. |  | <ul style="list-style-type: none"> • Parent University • Early Learning |
| | Expand courses of interest in the area of inclusive practices to parents of students with disabilities through Parent University structures. | Annually, in collaboration with Parent University, disseminate a professional learning calendar for parents in the area of inclusionary practices as well as other disabilities. |  | |
| | Improve on collaborative work between Early Learning and Special Education in the area of inclusive preschools, early learning options for students with disabilities, and SPED services provided in the GE environment. | Annually, in collaboration with Early Learning provide professional learning to preschool stakeholders in the area of inclusive practices. |  | |
| 5e. Data Analysis and Reports | Identify disparities using risk ratios to better understand how different groups' inclusionary options are affected by district practices. | June 2019, develop a tool (Power BI) in partnership with Equity and Access to ensure that data reports support analysis of Special Education in regard to Least Restrictive Environment and student achievement data. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department • Supervisors of Schools • Site Admin • RIMs |
| | | Monthly, Site Admin and RIMs work collaboratively to develop and implement action plans maximizing inclusionary opportunities for students with disabilities. RIMs to include follow up actions in monthly reports. |  | |

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| 5f. Monitoring and Accountability | <p>Expect all principals to be responsible for overseeing special education at their sites and expect that instructional superintendents will hold principals accountable for this responsibility.</p> <ul style="list-style-type: none"> • Data checks • Walkthroughs • Timely communication and feedback | Supervisors of Schools include Special Education data in regular meetings with Principals with expectations of follow up actions. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department • Supervisors of Schools • Principals |
| | <p>Based on a site self-assessment of inclusive practices sites will embed goals in the site's single plan for student achievement (SPSA) around inclusionary education.</p> | Annually, all site's (SPSA) will include inclusionary goals taken from identified areas on the self-assessment of inclusive practices. |  | |

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**Driver 3
Instruction and Supports**

**CGCS Recommendation 6
Assistive Technology and Augmentative and Alternative Communication (AT/AAC)**

| What | How? | Metric/Milestone | Progress | Owners |
|---|--|---|--|---|
| 6. District-wide Assistive Technology (AT) and Augmentative and Alternative Communication (AAC) | Annually evaluate the Assistive Technology (AT) team’s composition and size, given the requests it receives and services it provided to determine whether current resources are sufficient to meet needs. Based on the evaluation establish: <ul style="list-style-type: none"> • Annual goals • Need for additional staffing, equipment, and other resources • Need for professional learning/training opportunities | Annually, analyze need and purchase AT and AAC materials and technology required to meet the needs of students with disabilities. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Assistive Technology Team |
| | | July 2020, utilize district inventory system for AT lending library. |  | |
| | | Annually, evaluate AT team’s composition and make FTE budgetary recommendations. |  | |
| | | Annually, identify needs of teachers who are responsible for the consideration of AT on the IEP. |  | |
| | | Annually, develop professional learning to meet needs of teachers responsible for AT identified on IEPs. |  | |

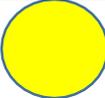
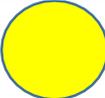
**Driver 3
Instruction and Supports**

**CGCS Recommendation 7
Secondary Transition Activities and Service**

| What | How | Metric/Milestone | Progress | Owners |
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| 7. Secondary Transition Activities and Service | Build upon the districts many secondary transition programs to improve supports for transition, planning activities, and broader awareness for students with disabilities. | Quarterly, in collaboration with College Career Readiness (CCR) review site expectations for upcoming college or post-secondary events to ensure students with disabilities are included in these events. |  | <ul style="list-style-type: none"> • SPED Leadership Team • CCR Department • Counselors • SPED Counselor • SPED CIPL Team |
| | | Annually, identify needs of teachers who are responsible for transition activities and services. |  | |
| | | Annually, develop a professional learning plan to meet needs of teachers and counselors on transition activities, supports, and services. |  | |
| | | By June 2021, meet state target percentage of post-secondary students who are enrolled in higher education per indicator 13 and 14 on the annual state performance report. |  | |

**Driver 3
Instruction and Supports**

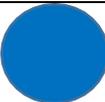
**CGCS Recommendation 8
Parent Support and Engagement**

| What | How? | Metric/Milestone | Progress | Owner |
|--|---|---|---|---|
| 8a. Districtwide Parent Advisories | Review all district advisory groups that include parents (e.g., District Advisory Committee or Parent University Leadership Academy) and assess the extent to which they include parents of students receiving special education and share the information with Community Advisory Committee. <ul style="list-style-type: none"> Recruit parents of students with disabilities to participate in district advisory committees. | July 2020, in collaboration with district advisory committees and Parent University assess participation of parents of students with disabilities. |  | <ul style="list-style-type: none"> Executive Director Parent University |
| | | Based on participation data, by August 2020, develop and implement strategies for including parents of students with disabilities in district wide parent advisory groups. |  | |
| | | Bi-annually, beginning December 2020, in collaboration with district advisory committees and Parent University monitor and analyze parents of students with disabilities participation in district advisory committee data. If necessary, develop expectations for follow up actions. |  | |
| 8b. Community Advisory Committee (CAC) Participation | Increase Parent Awareness of Community Advisory Committee (CAC) meetings and activities. <ul style="list-style-type: none"> Use district communication to promote CAC Ensure notices are posted at all school sites. | August 2020, CAC promotional materials will be available for distribution to all stakeholders. |  | <ul style="list-style-type: none"> Executive Director CAC board |
| | | Bi-monthly, utilize district parent messaging service to communicate information about CAC meetings. |  | |

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| | <ul style="list-style-type: none"> Develop CAC promotional materials | Beginning March 2020, CAC meeting notices will be announced on District website. |  | | |
| | | Monthly collaboration between Executive Director and CAC board to identify and develop any additional steps to increase parent involvement, topics and guest speakers for CAC Meetings. Executive Director to report outcomes to SPED Leadership Team following each meeting. |  | | |
| | | Annually at the beginning of each school year, develop and distribute CAC Meeting dates to stakeholders |  | | |
| 8c. Additional activities to support parent involvement | <p>Ensure the following:</p> <ul style="list-style-type: none"> IEP team meetings include parent voice IEP and other documents are translated in a timely manner | Survey each parent after each IEP. |  | <ul style="list-style-type: none"> SPED Leadership Team Program Manager III RIMs Case Managers | |
| | | Utilize the survey results to review and revise resources and professional learning. |  | | |
| | | April 2020 make available a parent resource section on the Special Education website. |  | | |
| | | June 2021, 90% of Special Education staff will receive Professional Learning on facilitated IEPs in order to support active parent participation. |  | | |
| | | Quarterly, monitor the translation log to ensure timely IEP translations. If necessary, develop expectations for follow up actions. |  | | |

**Driver 4
Organizational Supports**

**CGCS Recommendation 9
Organization and Collaboration of Central Office Personnel**

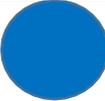
| What? | How? | Metric/Milestone | Progress | Owners |
|--|---|--|---|---|
| 9a. Interdepartmental Decision Making | Maximize interdepartmental collaboration in order to leverage collective communication. | Fall 2020, there will be Special Education Department representation in all interdepartmental meetings. |  | <ul style="list-style-type: none"> • SPED Leadership Team |
| | | Special Education Department representative will share interdepartmental information monthly with SPED Leadership Team, to establish structured and planned communication to stakeholders. |  | |
| 9b. Organizational Alignment and Coherence | To the maximum extent possible, align all central office department personnel to groups of schools. | Annually, review and revise Special Education personnel to align to support school sites based on district organizational structure. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Health Services |

Driver 4

Organizational Supports

**CGCS Recommendation 10
Special Education Organization**

| What? | How? | Metric/Milestone | Progress | Owners |
|-------------------------------------|--|---|----------|---|
| 10a. Special Education Organization | Organize the following special education positions to better support the department’s vision, mission, commitments, and assistance to schools. <ul style="list-style-type: none"> • Executive Director • Health Services Director • Program Manager III | Annually, update Special Education Department Website to prominently post mission, vision, commitments, goals, and organizational charts. | ● | <ul style="list-style-type: none"> • SPED Leadership Team • Health Services |
| | | Annually, after analyzing progress on district and department goals, review and revise Special Education and Health Services organizational chart, roles, responsibility, and programmatic areas. | ● | |
| | | Annually, evaluate Program Manager III roles and responsibilities and make budgetary recommendations. | ● | |
| 10b. Intradepartmental Coordination | Leverage the expertise and knowledge of Special Education department leaders to build capacity and maximize effectiveness. | Annually, after analyzing progress on district and department goals, review Special Education organizational chart with defined roles and responsibilities to leverage resources and expertise to maximize effectiveness. | ● | <ul style="list-style-type: none"> • SPED Leadership Team • Health Services |

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| <p>10c. Organizational Expectations</p> | <p>Clearly outline department expectations in the following areas:</p> <ul style="list-style-type: none"> • Expertise • Defined Roles • Program Improvement • Feedback Loops • Communication | <p>June 2020, in collaboration with The New Teacher Project (TNTP), develop Professional Learning plan to build capacity of RIMs, that includes:</p> <ul style="list-style-type: none"> • Defining the RIM role • Effective Instruction using district Instructional Practice Guide • Increased collaboration with Site Administrators |  | <ul style="list-style-type: none"> • SPED Leadership • RIMs • Site Leaders • Supervisors of Schools |
| | | <p>August 2020, in collaboration with The New Teacher Project (TNTP), develop professional learning plan to build capacity of RIMs, that includes:</p> <ul style="list-style-type: none"> • Develop effective instructional coaching for classroom impact through direct teacher feedback, partnering with site leaders on teacher practice, and assessing teacher development needs • Build skill and knowledge as they take ownership of impacting change by engaging in professional learning or job-embedded opportunities focused on convening stakeholder, using data strategically, motivating and influencing |  | |

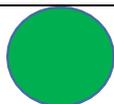
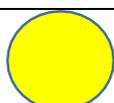
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| | | August 2021, in collaboration with The New Teacher Project (TNTP), develop a sustainability plan that would focus on FUSD's vision of inclusion, leveraging the RIMs and other resources to provide tiered support, based on the demands, and data collection of the strategic plan designed in 2020-2021. |  | |
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**Driver 4
Organizational Supports**

**CGCS Recommendation 11
Student-Personnel Ratios**

| What? | How? | Metric/Milestone | Progress | Owners |
|-------------------------------|---|--|---|---|
| 11. Student Personnel Ratios | Based on student need and annual student projections, employ Special Education and related services personnel in sufficient numbers to carry out their expected responsibilities. | Annually, review Special Education student projections, caseloads, and class sizes to ensure appropriate staff allocation. |  | <ul style="list-style-type: none"> • SPED Leadership Team • RIMs • Health Services |
| 11a. Address Vacant Positions | Have Human Resources and Special Education personnel review current and recurring staff vacancies particularly among Paraeducators, Nurses, and Speech/Language Pathologists and design strategies that can increase the applicant pool and quality of hires. | November 2018 revise Social/Emotional and Autism G30 job description to align to current responsibilities. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Human Resources |
| | | Special Education and HR to regularly assess Special Education vacancy data and report to Special Education Assistant Superintendent. |  | |
| | | Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Paraeducators. |  | |
| | | Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Nurses. |  | |
| | | Annually, Special Education and HR will develop an action plan to increase recruitment and retention for Speech Language Pathologists. |  | |

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| 11b. Fill Para Educators Positions | In coordination with human resources and CSEA conduct a study of para educator vacancies, review the transfer and hiring process, and potentially adjust rules and procedures, through the negotiations process. | November 2018, in collaboration with HR, hold Special Education para educator job fair to hire at vacant external level. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Human Resources • SPED CIPL Team |
| | | In collaboration with HR, hold ongoing para educator job fairs to fill vacant Special Education positions at the external level, as appropriate. |  | |
| | To assist with retention of para educators, district will provide appropriate training that includes, behavior, cultural awareness, along with curriculum and instruction. | Annually, develop professional learning plan for para educators. |  | |

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**Driver 4
Organizational Supports**

**CGCS Recommendation 12
School-based Administration of Special Education**

| What? | How? | Metric/Milestone | Progress | Owners |
|---------------------------|---|--|--|---|
| 12a. Principal Leadership | Communicate the expectation that every Principal will lead and administer the operation of Special Education in his/her school, including providing oversight for para educator practices. | Annually, in collaboration with Supervisors of Schools deliver clear communication regarding oversight of site special education programs and staff. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Supervisors of Schools • RIMs • Principals |
| | | Annually, at the beginning of each school year, Regional Instructional Managers meet with Principals to review Principal's packet and expectations. |  | |
| | Survey principals to determine the professional learning needs (e.g. eligibility, individual student needs, etc.) and provide ongoing and differentiated professional learning based on survey data. | Annually, conduct a survey for Principals to assist in developing differentiated professional learning. |  | |
| 12b. Case Management | Support case managers with respect to compliant and timely IEPs by: <ul style="list-style-type: none"> • Requiring annual site IEP meeting calendars • Provide clear communication for legal requirements for IEPs. | Annually, site Special Education team completes IEP calendar and submits to Regional Instructional Manager by identified timeline. |  | <ul style="list-style-type: none"> • SPED Leadership Team • RIMs • Site Admin • Health Services • SPED CIPL Team |

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| | | <p>Annually, notify Site administrators, School Psychologists, Case Managers, Designated Instructional Services (DIS), and Nurses for IEP updates, including required participants, documentation, and procedures.</p> <ul style="list-style-type: none"> Update district IEP manual to align with legal requirement for writing complaint IEPs. |  | |
| | | Annually, provide professional learning to support development and writing of compliant IEPs. |  | |
| 12c. Excessive Caseloads | Review caseloads of Designated Instructional Services staff on a monthly basis to determine any adjustments that should be made in order to maintain guidelines. | December 2018 develop a bimonthly system to calculate caseload and service minutes. |  | <ul style="list-style-type: none"> SPED Leadership Team Program Manager III |
| | | Analyze data monthly to determine appropriate FTE allocation and communicate with staff an action plan within a 2-week period. |  | |

**Driver 5
Compliance and Accountability**

**CGCS Recommendation 13
Compliance Support and Fiscal Issues**

| What? | How? | Metric/Milestone | Progress | Owners |
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| 13a. Develop a consistent and transparent system to address and monitor parent complaints, mediation, IEP compliance and outside evaluation with timely feedback | Establish expectations and develop a process for responding to parents within 24-48 hours, electronically logging informal complaints, analyzing concerns, identifying common themes to develop more systemic strategies for resolution | Quarterly, monitor call log to ensure 100% of calls are responded to within 24-48 hours and resolved. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Transportation • Fiscal • Operations |
| | Develop plan for transporting students with disabilities in order to address excessive delays to and from school and to ensure transportation is not a barrier to participation in co-curricular activities. | November 2018, develop a multi-disciplinary team to gather data and assess current transportation structures. |  | |
| | | Ongoing collaboration with transportation department and vendor to identify root causes of delay and revise contractual agreement and other conditions to address. |  | |
| | Improve upon existing Independent Educational Evaluation (IEE) protocol and procedures along with professional learning for revised protocol. | Annually, revise and update IEE protocol and procedures, with aligned professional learning. |  | |
| | Improve special education webpage; enhance it with links to resources. | August 2020, redesign, improve and enhance special education website. |  | |
| | Research, develop, and implement a plan on IEP documentation and electronic storage, including Professional Learning. | August 2023, full implementation of electronic storage of IEP documents |  | |

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| 13b. Increase Medi-Cal reimbursements and address current service tracking issues | Research other vendors with Medi-Cal service tracking modules and conduct a cost-effective analysis and ease of use | June 2021, with a multi-disciplinary team, identify Medi-Cal service tracking system. |  | <ul style="list-style-type: none"> • SPED • Leadership • Fiscal • Health Services • Medi-Cal Collaboration Committee |
| | | August 2021, 100 % of identified providers will document monthly services in the identified Medi-Cal tracking system. |  | |
| | Provide more training on the district's current system to increase staff efficiency in meeting the reporting expectation | Annually, embed Medi-Cal tracking system professional learning into the Special Education Department professional learning plan. |  | |
| | Research the California Department of Health Care Services (DHCS) LEA Medi-Cal Billing Option Program Regulations/Guidelines and analyze the FUSD's program and Medi-Cal Collaboration Committee's adherence. | August 2020, full implementation and adherence to DHCS Regulations/Guidelines. |  | |
| | | Annually, collaborate with and train Medi-Cal Collaboration Committee and Fiscal Services staff on DHCS Regulations/Guidelines. |  | |

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**Driver 5
Compliance and Accountability**

**CGCS Recommendation 14
Accountability**

| What? | How? | Metric/Milestone | Progress | Owners |
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| 14a. Accountability-planning and improving processes | Develop a data analysis system aligned to the Special Education Department goals available to staff that enable reports to be current and easily accessible. | May 2019, create, introduce, and provide professional learning on data analysis system (Power BI). |  | <ul style="list-style-type: none"> • SPED Leadership Team • Equity and Access Department |
| 14b. Monitoring and Accountability | Review and revise special education department goals based on data, in alignment to the instructional division, and district goals. | Annually, develop action steps with targets to attain special education department goals. |  | <ul style="list-style-type: none"> • SPED Leadership Team • Special Education Committee |

GLOSSARY

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| <p style="text-align: center;">SPED Leadership</p> | <p>The SPED Leadership team consists of the Assistant Superintendent, Executive Director, and Program Manager IIIs. The SPED Leadership Team must plan, organize, control, direct and evaluate a variety of programs, projects and activities related to the Special Education Services program for the District to meet the needs of sites in support of student achievement. Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals; develop and evaluate programs for Special Education students to ensure the effectiveness of the services provided. Develop, plan and implement strategic long and short-term plans and activities; provide leadership to the goal-setting process to expand practices proven to raise student achievement.</p> |
| <p style="text-align: center;">Health Services Department</p> | <p>Accountable for improving student achievement through the effective management of assigned functions and activities; plan, organize, control and direct the Health Services of the District to provide timely delivery of high quality services to staff, sites and departments and ensure effectiveness of a comprehensive school health program; review, develop and communicate health policies to others to ensure comprehension of services and programs. Works under the leadership of Assistant Superintendent of Special Education</p> |
| <p style="text-align: center;">Equity and Access Department</p> | <p>The purpose of Equity and Access Department is to advance educational equity from cradle to career by improving learning opportunities and addressing disparities that result in social inequality. We will apply a human-centered, systems-minded approach, and rely on a collegueship of expertise that utilizes improvement cycles to promote innovative and solution-oriented thinking and impact.</p> |
| <p style="text-align: center;">Community Advisory Committee (CAC)</p> | <p>The CAC is made up of members representing the community. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. The goal of CAC is to involve interested parents, students, teachers, education specialists/consultants and community members in advising the SELPA</p> |

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| | and district school boards of the educational needs of students with disabilities. |
| Leadership Development | The Leadership Development Department provides opportunities and supports for aspiring, new, and existing leaders. The Fresno Unified Leadership Standards provide the framework for the professional learning. Our work is to create a pipeline for certificated employees to develop leadership capacity to be successful in both informal and formal roles. |
| Department of Prevention and Intervention | Fresno Unified School District and the Department of Prevention and Intervention supports: <ul style="list-style-type: none"> • Building strong partnerships with our students and their families • Working with community agencies and businesses to support student success • Connecting families to services designed to make school a successful experience |
| Dimensions of Equity Steering Committee | The Dimensions of Equity Steering Committee is a cross departmental team that reflects the diversity of the district. This committee is building an understanding of cultural proficiency in support of staff, students, and families. The committee will be providing guidance to the district on equity related issues and policies. |
| Multi-Tiered System of Supports (MTSS) Leadership Team | The MTSS Leadership Team consists of district department leaders it is responsible for coordinating and communicating all MTSS implementation efforts for the district. |
| Medi-Cal Collaboration Committee | The Medi-Cal Collaboration Committee consists of Director Health Services, Special Education staff, and Community members. The committee has the responsibility for monitoring Medi-Cal reimbursements and expenditures. |
| Special Education Committee | The Special Education Committee is a Joint Labor and Management Team organized as a result of the recent bargaining negotiations. The committee consist of 10 members and 2 alternates. The Committee meets and collaborates to optimize learning environments, safety, and working conditions for students and staff. Below is a summary of the work that has taken place since its inception in February 2018. |

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