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Robert G. Nelson, Ed.D.

## **BOARD COMMUNICATIONS – DECEMBER 18, 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  
S-2 Robert G. Nelson Winter Break Office Closures

### **ADMINISTRATIVE SERVICES – Santino Danisi, Interim Chief Financial Officer**

AS-1 Kim Kelstrom School Services Weekly Update Report for December 11, 2020  
AS-2 Kim Kelstrom December Legislative Committee Meeting  
AS-3 Kim Kelstrom Joint Health Management Board Financial Updates

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

EA-1 Kristi Imberi-Olivares and Rita Baharian 2020/21 Climate/Culture and Social-Emotional Learning Survey Update

### **OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer**

OS-1 Karin Temple Additional Data on Facilities Investment – Projects/Expenditures by School

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

SL-1 Jane Banks COVID-19 Action Team and Contact Tracing Process  
SL-2 Carlos Castillo Comprehensive Sexual Health Education

Fresno Unified School District  
Board Communication

**BC Number S-1**

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

Date: December 18, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Met with staff and Hanover Research to discuss evaluation of designated schools
- Attended Dailey Board Meeting
- Participated in weekly call with Fresno County Superintendents
- Spoke at the Southeast Asian Family Conference "Journey to Success"

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020

Fresno Unified School District  
Board Communication

**BC Number S-2**

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

Date: December 18, 2020

Phone Number: 457-3884

Regarding: Winter Break Office Closures

The purpose of this communication is to provide the Board information on planned office closures during Winter Break.

The Board Office and Superintendent's Office will be closed to the public December 21, 2020 – January 01, 2021 and will reopen on Monday, January 04, 2021. Although these offices will be closed to the public, a few employees will be working on various days. Board packets will not be delivered during this time and regular packet delivery will resume on Friday, January 08, 2021.

If you have any questions, please call me.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020

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: December 18, 2020

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for December 11, 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 December 11, 2020 is attached and includes the following articles:

- New Emergency Cal/OSHA COVID-19 Requirements Effective Now – December 10, 2020
- Another Step Toward Universal Preschool in California? – December 09, 2020
- Proposed Legislation Would Require California Public Schools To Reopen in March if Case Counts Are Low – December 07, 2020

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020



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

DATE: December 11, 2020

TO: Robert G. Nelson  
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

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## Lawmakers Introduce Several Significant Education Bills

On Monday afternoon, the state Legislature convened the 2021–22 Legislative Session. While the Assembly and Senate floor sessions were mostly organizational, designed to swear in the 80 Assemblymembers and 20 Senators who were elected this past November, lawmakers also used this opportunity to introduce legislation that represent their highest priorities, including several noteworthy education bills.

Perhaps the most controversial education bill introduced on Monday is Assembly Bill (AB) 10, which has several influential coauthors including Phil Ting (D-San Francisco), chair of the Assembly Budget Committee; Kevin McCarty (D-Sacramento), chair of the Assembly Budget Subcommittee on Education Finance; Patrick O'Donnell (D-Long Beach), chair of the Assembly Education Committee; and Lorena Gonzalez (D-San Diego), chair of the Assembly Appropriations Committee.

AB 10 specifies that local educational agencies (LEAs) may continue to offer distance learning after March 1, 2021, if a public health order requires their campuses to remain closed. However, the bill would also require LEAs to adopt plans to offer in-person instruction or a hybrid model of in-person and virtual learning within two weeks of their county moving from the most restrictive (purple) tier on the state's reopening framework. The bill would also require LEAs to develop and implement tiered reengagement strategies for all unduplicated pupils who are performing below grade level by March 1, 2021.

AB 10 has been introduced as an urgency bill, which means that the measure would go into effect immediately upon signature by Governor Gavin Newsom, should it reach his desk. However, an urgency bill needs to clear a higher vote threshold (two-thirds) in the Legislature before it can go to the Governor for his consideration. Proponents of the bill will need to address several implications of this measure, which in its current form removes school district autonomy and local control decision-making while also leaving LEAs vulnerable to COVID-19 related litigation as there are no liability protections for LEAs included in the legislation.

In addition to AB 10, the following other significant education bills were introduced:

- AB 14 (Aguiar Curry, D-Winters) would extend the ongoing collection of funds deposited into the California Advanced Services Fund (CASF) to provide communities with grants to bridge the digital divide
- AB 22 (McCarty) would gradually implement universal transitional kindergarten (TK) for all four-year-olds in California
- AB 34 (Muratsuchi, D-Torrance), would place a general obligation bond measure of up to \$10 billion on the November 2022 ballot to fund increased access to broadband services to rural, urban, suburban, and tribal unserved and underserved communities
- AB 75 (O'Donnell) would place a K–14 statewide school bond on the 2022 ballot to fund the construction and modernization of education facilities
- Senate Bill (SB) 4 (Gonzalez, D-Long Beach) would extend the collection of CASF surcharge funds for broadband expansion grants, make communities eligible for grants based on their true internet need, and promote deployment of high-speed broadband
- SB 22 (Glazer, D-Orinda) would place a preschool, K–12, and college facilities bond on the 2022 ballot to provide \$15 billion in funding to construct and modernize education facilities
- SB 50 (Limón, D-Santa Barbara) would establish the California Early Learning and Care Program to advance the state's Master Plan for Early Learning and Care

The Legislature will return to Sacramento on Monday, January 4, 2021, and will have until February 19, 2021, to introduce bills for the year.

### **House Passes Stopgap Spending Bill**

On Wednesday, the U.S. House of Representatives approved a continuing resolution (CR) that would keep the federal government funded until December 18 at fiscal year 2020 spending levels, giving Congress an additional week to come up with an omnibus spending measure for the 2021 fiscal year.

The Senate approved that CR this morning and if President Trump signs the measure by the end of today, then it will avert a partial government shutdown.

In addition to negotiating a 2021 spending plan, Congress will also discuss COVID-19 relief funding and will likely use the \$908 billion bipartisan framework that we detailed in last week's *Update* as the foundation of their negotiations.

*Leilani Aguinaldo*

## New Emergency Cal/OSHA COVID-19 Requirements Effective Now

By Christine Gerbasi of Keenan  
School Services of California Inc.'s Fiscal Report  
December 10, 2020

*[Editor's Note: From time to time, we publish guest articles that we think inform readers on timely and relevant issues related to local educational agency operations, and most recently, how operations are impacted by the COVID-19 pandemic. Christine Gerbasi of Keenan provides an article on the New Emergency California Occupational Safety and Health Administration (Cal/OSHA) COVID-19 Requirements.]*

On November 30, 2020, the Office of Administrative Law approved the Cal/OSHA emergency temporary standards (ETS), making them effective immediately. The ETS overlap and, in some ways, expand requirements for employers when there is a COVID-19 case in the workplace. This article provides an overview of the following three key areas: Reporting of COVID-19 Tests, Employer Obligations to Offer Employees COVID-19 Testing, and Employee Notification Requirements when there is a COVID-19 case. This article will discuss the overlap between [Senate Bill] 1159, AB [Assembly Bill] 685, and the Cal/OSHA ETS. To fully understand all compliance requirements, a full review of these new statutes is recommended. It is also recommended that the California Department of Public Health and your local county department of health continue to be consulted as recommendations for school districts continue to be fluid.

**Reporting of Positive COVID-19 Tests**—For purposes of Workers' Compensation, all positive tests of district employees working on-site in the 14 days prior to the date of the test must be reported to your claims administrator within 3 business days, regardless of whether or not the positive test is a result of employment. Reporting must be done in a way that does not disclose any personal identifiable information. AB 685, that takes effective January 1, 2021, adds a second level of reporting. Under AB 685, districts must report to their local health department within 48 hours when the number of positive tests ("cases") meets the criteria set by the State Department of Public Health, which is 3 or more positive tests within a 14-day period. Cal/OSHA ETS went into effect upon approval [on] November 30, 2020, [adding] yet a third level of reporting to their local health department when there are "Major COVID-19 Outbreaks," defined as 20 or more COVID-19 cases within a 30-day period.

**Employer Obligation to Offer Employees COVID-19 Testing**—The California Department of Public Health, in [its] "COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California 2020–2021 School Year" issued back in July, indicated that schools should test staff periodically, based on available testing capacity. The recommended frequency of testing was [that] all staff that are in contact with students, or other staff, be tested every two months, with 25% of the staff tested every two weeks. Testing availability has been limited in our state and access for school districts continues to be a challenge. Testing requirements and recommendations have remained fluid in every sense. AB 685 does not specially address testing employees. Cal/OSHA ETS require the investigation of COVID-19 cases in the workplace. What this means for school districts is that, when there is a COVID-19 positive case at a district location, they must offer COVID-19 testing at no cost to employees during their working hours who had potential COVID-19 exposure in the workplace. Availability and access to COVID-19 testing continues to be a challenge, and how school districts are to fund the costs of testing is not addressed. Potential sources of COVID-19 testing include health plans, county testing sites, and independent laboratories.

**Employee Notification of a Potential Exposure to COVID-19**—As of January 1, 2021, AB 685 created a mandate that all employers, public and private, provide a written notice to all employees, and to employers of subcontracted employees, who were on the premises at the same worksite as an employee who tested positive, was diagnosed, [and] was directed to quarantine by a public health official, or that died due to COVID-19. This notice must be sent within one business day of notice of the potential exposure. The notice must include information on the disinfection and safety plan being implemented. It must also include information on COVID-19-related benefits the employee may be entitled to at the federal, state, county, and local level, including Corkers’ Compensation benefits and all available leaves. It must also include information about anti-retaliation and anti-discrimination polices available to protect the employee. Care must be taken to retain confidentiality of the COVID-19-positive individual. These notices must be retained for a minimum of three years. Many districts have been sending written notices to employees potentially exposed to COVID-19 even prior to the passage of AB 685. The Cal/OSHA ETS did not create any new or additional employee notification requirements; however, it is important to understand that the ETS made the notice requirements mandatory effective as of November 30, 2020.

For additional information about compliance with AB 685 or the Cal/OSHA ETS, it is recommended that you reach out to your insurance broker or Workers’ Compensation provider.

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*Note: AB 22 would gradually implement universal TK for all four-year-olds in California, which the author and bill sponsors see as a critical measure to implement the state’s recently released Master Plan for Early Learning and Care.*

## **Another Step Toward Universal Preschool in California?**

By Karen D’Souza  
*EdSource*  
December 9, 2020

Long a goal of early childhood advocates, universal preschool came a step closer to becoming reality this week.

Assemblyman Kevin McCarty, D-Sacramento, a veteran advocate for early education, and other legislators on Tuesday proposed a sweeping suite of bills to help reform the state’s early childhood system. The bills seek to expand transitional kindergarten to all 4-year-olds, make child care more affordable by creating a sliding scale for family fees, increase reimbursement rates for preschool teachers and bar expulsions and suspensions in preschool.

McCarty, who has championed universal preschool and other reforms for many years, stressed that this was an initial rollout and that more specifics regarding implementation and funding would follow over time.

“This education package aims to lift up working families and our kids throughout California. We all know that early education matters for kindergarten readiness, to make sure our kids are ready to thrive when they enter a public school system, and for moms trying to go to work or go to school themselves,” said McCarty, chairman of the Assembly Budget Subcommittee on Education Finance, during a press conference on the legislation. “We see it crystal clear during COVID-19 how much early education and child care impacts our economy.”

The bill package, which helps pave the way for Gov. Gavin Newsom's recently released 10-year early education roadmap, the Master Plan for Early Learning and Care, was lauded by those concerned with early childhood education and care in California, a state with almost 3 million children under 5.

"It's clear that our youngest children need more support now than ever," said Patricia Lozano, executive director of Early Edge California, an education nonprofit that is co-sponsoring part of the legislation. "We want to be able to serve all the kids who need these services the most."

These wide-ranging reform initiatives come in response to longstanding concerns that of all the systems of education, early education has been the most inconsistent and inaccessible to many of California's low-income children, experts say. It also speaks to a growing understanding that the early years are critical to brain development, forming the foundation for lifelong academic and career success.

"There's no doubt that early childhood education providers and families statewide need immediate help, so it's critical that California takes steps both to stabilize the fragile field, expand services for families," said Ted Lempert, president of Children Now, "and discontinue policies that perpetuate and exacerbate inequities and leave us behind the nation as other states continue to move ahead with real supports for young children."

More specifics are called for, childhood advocates say, to determine how much impact the policies will have.

"The Devil will be in the details," agreed Khieem Jackson, founder of Black Men for Educational Equity, an advocacy group. "However, we are pleased to see Assembly members McCarty and Rubio's commitment to bolstering equity by working to eliminate bias and inequitable practices within the early learning and care system. These policy proposals have the potential to benefit millions of children."

Assembly Bill 22, the expansion of transitional kindergarten to all 4-year-olds, which legislators say would largely be paid for through Proposition 98, which provides funding for K-12 education, is at the core of this bill package. However, some advocates maintain that there is not enough clarity yet on how the programs will be paid for.

"We really appreciate the leadership the Legislature is taking on early care and education — many important issues are tackled in this package of bills," Lempert said. "But we need to ensure that we're pairing these key ideas with additional, new investments, not investments that come at the expense of other kids' services. If kids are truly prioritized in California, this state can afford both significant additional investments in early ed and K-12."

Expanding transitional kindergarten, which is designed to be a bridge between preschool and kindergarten, will ensure that there is an even playing field for all children, advocates say, as they enter kindergarten.

"It makes no sense that only one quarter of 4-year-olds are provided access to an additional year of kindergarten," said Kerry Woods, chair of the political action group for the California School Employees Association. "Expanding transitional kindergarten to all California's 4-year-olds is the right thing to do, and we should do it now, as study after study shows that providing quality early education for our children prepares them for future educational and personal success."

Currently, transitional kindergarten is only available to 4-year-olds who turn 5 between Sept. 2 and Dec. 2, a short window.

“We know that transitional kindergarten works. It’s been around for 10 years now in California and research shows that it makes a tremendous difference for all students, of all income levels who have been through transitional kindergarten,” said McCarty. “We’ve had essentially a pilot project for 10 years.”

Another critical part of the package is Assembly Bill 92, which would create a sliding scale for family fees for child care. The annual cost of care for an infant in a licensed child care center in California last year was more than \$15,000, for instance, according to the California Budget and Policy Center.

“Any legislation that will boost resources for families with low incomes is a step in the right direction,” said Kristin Schumacher, senior policy analyst for the California Budget and Policy Center, a nonprofit research organization. “Many of these families have very low incomes, and any relief in the way of fees will allow them to direct their resources to other high-ticket items like rent, transportation, or even supplies for the children like formula and diapers.”

The steep cost of child care has only worsened during the pandemic, as almost 6,000 family child care providers have been forced to close their doors this year, according to Child Care Providers United, a union coalition.

“This would ease the burden on families,” said Assemblywoman Eloise Reyes, D-San Bernardino. “On a limited income, many families struggle to afford the cost of child care while providing for basic needs such as food and housing.”

Raising wages for preschool teachers and other caregivers is also a key part of addressing the inequities of the child care system, experts say.

“The fact is our caregivers and teachers are woefully underpaid,” said Scott Moore, head of Kidango, a nonprofit organization that runs many Bay Area child care centers. “We need to raise rates so that it is possible to earn a professional wage.”

Other elements of the reform package include Senate Bill 50, sponsored by Sen. Monique Limon, D-Santa Barbara, which intends to create a more streamlined framework of programs for children from birth to age 6, and a bill that would make kindergarten mandatory.

Another key bill would bar expulsions and suspensions in subsidized early learning programs. Children in preschool programs are expelled at a much higher rate than students in K-12, said Assemblywoman Blanca Rubio, D-Baldwin Park, a former school teacher, who is co-sponsoring the bill.

Equity is at the core of the issue. African American children, for example, are prone to receive harsher discipline than other students who display the same behavior, studies show.

“Children of color, of course, are disproportionately affected,” Rubio said. “We must address all of these injustices. If children are not getting the support they need, the programs are futile.”

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*Note: Over 99% of the state's population currently resides in a county in the most restrictive tier on the state's reopening framework, but when counties begin to move out of that tier there could be implications for LEAs if AB 10 were to be passed and signed into law.*

## **Proposed Legislation Would Require California Public Schools To Reopen in March if Case Counts Are Low**

By Jill Tucker  
San Francisco Chronicle  
December 7, 2020

California's public schools would be forced to reopen when case counts dip and county officials give the go-ahead under proposed state legislation by San Francisco Democratic Assemblyman Phil Ting.

The bill would require schools to resume in-person learning within two weeks of their county moving into red, orange or yellow tiers. Most counties have recently returned to the most stringent purple tier due to the new surge.

The bill, if passed, would go into effect March 1.

The legislation allows districts to choose whether to use a hybrid model — a combination of distance learning and in-person classes — or all in-person learning.

It does not apply to private schools.

So far, reopening public schools is a local decision, with each of the state's 1,000 school boards deciding when and how to reopen. Most, including San Francisco, Oakland and other large districts, have not returned to in-person instruction even when case counts pushed many communities into the yellow tier, which allows for the immediate reopening of schools with county approval.

The legislation, AB10, could push local district and public charter schools that have been unable or unwilling to reopen to be ready to bring students back into classrooms when case counts drop again.

Yet it's unclear how the state could force schools to reopen. The public school system relies on local control, and reopening requires labor buy-in as well as pandemic-ready facilities as well as protocols to mitigate outbreaks.

“As a father, I worry about all the learning loss occurring and the millions of kids who are falling behind, as a result of our sole reliance on remote teaching — not to mention the impacts of social isolation,” Ting said in announcing the legislation. “Schools in other states and countries have prioritized in-person learning during COVID-19 and have done so without major outbreaks. California ought to follow that path.”

With a vaccine imminent, it's possible reopening schools will be easier in the coming months, especially if teachers are given priority in receiving the shots, as some San Francisco officials hope will be the case.

Ting noted that many districts have reopened across the state and elsewhere safely. New York City reopened schools again on Monday after shutting down for two weeks because of rising coronavirus caseloads.

In California, schools reopening would still require authorization from local health officials, who could impose stricter rules for in-person learning than the state requires.

In San Francisco, the school board voted to start reopening schools on Jan. 28, with only a small number of students returning. There are no specific dates set for all students to return.

“Unless we have the materials and funding to make this happen safely, schools can’t just open up,” said school board Vice President Gabriela López. “If the state is willing to support these efforts, I am excited to work together.”

County health officials across the state have been allowing schools to reopen for months, as long as they have met local requirements. Many districts have just not applied to reopen, saying they are not logistically ready or do not have the buy-in among teachers and other labor groups.

“Schools should be ready to open as soon as public health authorities allow it,” said co-author Assemblyman Patrick O’Donnell, D-Long Beach. “Distance learning is ineffective for many students. We must bring students back into the classroom with safety measures in place as soon as possible to prevent further learning loss.”

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: December 18, 2020

Phone Number: 457-3907

Regarding: December Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the December 10, 2020 Legislative Committee Meeting.

**Economic and Budget Update** – Ms. Aguinaldo provided an economic and budget update. The Legislative Analyst's Office (LAO) issued their annual report on November 18, 2020 which includes the enacted state budget, Proposition 98 levels, cash deferrals, and other significant investments. The Gross Domestic Product (GDP) rebounded in the third quarter and, consistent with revenue receipts, have continued to exceed the projections; however, the projections were estimated lower due to the pandemic. When the 2020/21 budget was enacted, the 2021/22 funding levels showed a \$6.0 billion shortfall; however, as the revenues continue to exceed the projections, the most recent LAO report projects a \$13.6 billion surplus of one-time funds to be allocated in 2020/21 and/or 2021/22.

The LAO proposes utilizing the one-time funding to eliminate or reduce the cash deferrals that districts face, reserve funds to deposit to the Proposition 98 reserve, provide a Cost-of-Living Adjustment of 1.14%, and the remaining \$4.2 billion could be utilized for one-time new commitments. The Department of Finance (DOF) will provide the Governor recommendations that will be incorporated into the January budget proposal. Areas of caution include the impacts of the COVID-19 surges, COVID-19 vaccine, and the unpredictability of the economy.

Districts continue to have 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 for the next three years. The state has allowed an extension of the survey from October 07, 2020 to December 31, 2020 and will accept phone surveys.

School sites that opened prior to the most recent stay-at-home order due to the increase in COVID-19 cases can remain open.

**Legislative Update** – Ms. Aguinaldo provided an update on the legislative process which began on November 30, 2020. The following bills have been introduced:

- AB 10 (Ting, McCarty, O'Donnell, Gonzalez) – Offer distance learning after March 01, 2021, if a public health order requires their campuses to remain closed including adoption of an in-person instruction or hybrid model within two weeks of their county moving from the most restrictive tier
- AB 75 (O'Donnell) – Place a K-14 statewide school bond on the 2022 ballot to fund the construction and modernization of education facilities
- AB 22 (Glazer) – Place a preschool, K-12, and college facilities bond on the 2022 ballot to provide \$15 billion in funding to construct and modernize education facilities
- SB 50 (Limon) – Establish the California Early Learning and Care Program to advance the State's Master Plan for Early Learning and Care

The School Services Legislative Committee December 2020 report is attached. The next Legislative Committee meeting is scheduled for January 21, 2021.

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: 12/18/2020

# Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING  
DECEMBER 10, 2020**

**2021-2022 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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**December 10, 2020**

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## LAO Analyzes State Education Spending Plan

By Patti F. Herrera, EdD  
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.

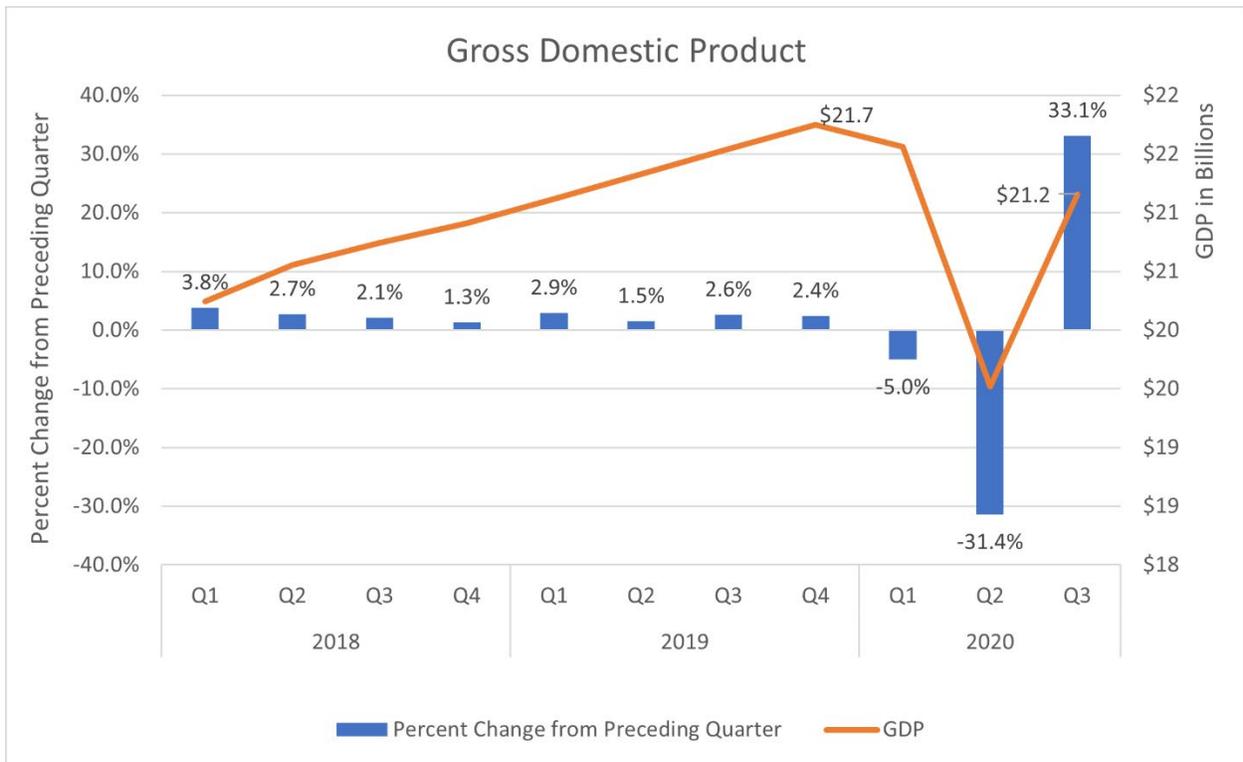
# The FISCAL REPORT an informational update

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## GDP Rebounds in Third Quarter

By Patti F. Herrera, EdD and Dave Heckler  
October 30, 2020

The national Bureau of Economic Analysis (BEA) released its preliminary or “advance” estimate of the nation’s rate of production during the third quarter of this year. According to the BEA, third-quarter gross domestic product (GDP) jumped at an annual rate of 33.1% after falling by 31.4% in the second quarter. Despite this significant increase, the GDP still lags behind the nation’s pre-COVID-19 GDP by about 2.7%.



Source: Bureau of Economic Analysis

This rebound is due largely to gains in personal consumption expenditures, inventory investments, and residential and nonresidential investments. The nation saw significant increases in personal consumption in the service industry (led by food services) and in goods (led by the auto and apparel

industries). Aggregate gains in GDP were offset by lower government spending at the local, state, and federal levels.

The BEA also reported that disposable personal income decreased by \$636.7 billion, or 13.2%, in the third quarter compared to a 44.3% (or \$1.6 trillion) increase in the second quarter. The personal savings rate is also down to an annualized rate of 15.8% compared to 25.7% in the second quarter. This data seems to suggest that the expiration of federal pandemic assistance is reducing household discretionary income. At the same time, the savings rate may be suggesting one of two things, or a combination of them. First, that Americans may be feeling more confident about their security and the economy overall and/or that they are unable to stash away as much money as they did when they were receiving federal assistance.

Meanwhile, Wall Street continues to signal confidence with the major indexes continuing their gains after a steep drop earlier this year.

The BEA will revise its third-quarter GDP estimate on November 25.

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## State Revenues Strong despite Headwinds

By Patti F. Herrera, EdD and John Gray  
November 18, 2020

In its November 2020 *Finance Bulletin*, the Department of Finance (DOF) reports that even against the headwinds brought about by the global health pandemic, state revenues continue to outperform earlier projections while the California economy remains stable.

Job gains in the U.S. continue to pick up after unemployment skyrocketed earlier this spring. In October 2020, national unemployment was 6.9% compared to its peak of 14.7% in April. The improved employment picture has been accompanied by a better picture of the overall economy. The U.S. economy experienced a significant rebound in the third quarter of this year with gross domestic product (GDP)—while still below pre-pandemic levels—increased by over 33% on an annualized basis. California’s share of the national GDP measures at just under 15%. The housing market continues to be a bright spot in the economy with single family housing activity leading the sector.

As for revenues, the DOF reports that, year-to-date, the state has accrued \$11.3 billion more in revenue than what was assumed in the 2020 Budget Act. Each of the “big three” taxes are outperforming expectations with personal income tax (PIT) receipts generating nearly \$8.8 billion more than expected. October 2020 revenues were \$2 billion more than monthly projections. PIT receipts alone generate two-thirds of state General Fund revenues. Sales tax and corporation tax revenues also beat monthly expectations by \$423 million and \$245 million, respectively, and continue to outpace budget estimates on a year-to-date basis by \$2.06 billion and \$574 million, respectively.

This is certainly welcomed news for State Budget and Proposition 98 hawks. Since education funding is likely to be determined by Test 1 in 2021–22 and the near future, Proposition 98 receives just over 38% of every new state dollar. With state revenues \$11.3 billion above what was used to size the 2020–21 State Budget and the Proposition 98 minimum guarantee, the current-year guarantee stands to increase by about \$4.3 billion compared to the Enacted Budget level of \$70.9 billion. While this is certainly good news, we caution that the state continues to operate an education budget deficit as spending authority is higher than the minimum guarantee, so the better-than-expected revenues simply narrow the deficit’s margin going into the budget year.

The Legislative Analyst’s Office released its annual *Fiscal Outlook* that includes an in-depth forecast of Proposition 98. The report provides better context for the raw state revenues included in the DOF’s bulletin.

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## LAO Issues Rosy Fiscal Outlook for Education

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

Yesterday, November 18, 2020, the Legislative Analyst’s Office (LAO) issued its annual, and highly anticipated, *Fiscal Outlook on the 2021–22 Budget for California*, and the related impact on Proposition 98. Importantly, this is the last preview education budget hawks will have before Governor Gavin Newsom releases his 2021–22 January State Budget proposal, which he is constitutionally required to do by January 10, 2021.

At the state level, the LAO highlights that, the state’s economy has undergone a rapid, but uneven recovery. The LAO notes that although economic consequences of the COVID-19 health crisis were severe, the fiscal fallout was not as catastrophic as many projected in early 2020. Year-to-date tax collections from the “Big Three”—personal income, sales and use, and corporation taxes—are trending 22% ahead of the lowered projections used for the 2020–21 Enacted State Budget. Additionally, new applications for safety net programs, such as Medi-Cal and CalFresh, which typically see increased participation during depressed economic times, are below 2019–20 levels.

The LAO cautions that, although revenues have whipsawed for the better from 2020–21 Enacted Budget levels, the state’s revenue growth over the subsequent three years is projected to grow at an average annual rate of less than 1%, while expenditures under current law and policy are projected to grow at an average annual rate of 4.4%. This disparity produces an anticipated operating deficit that will grow to nearly \$17 billion by 2024–25.

### Impacts on Proposition 98

The dramatic recovery in “Big Three” taxes above the 2020–21 Enacted Budget levels results in a rosy picture for funding provided under Proposition 98. Because Test 1 is expected to be operative for the foreseeable future—and has been operative for the last couple of years—approximately 38% of General Fund revenues are earmarked for schools under Proposition 98. This means that, as the General Fund revenues grow, so too does the Proposition 98 minimum guarantee. Moreover, property tax revenues in a Test 1 environment augment, rather than offset, General Fund revenues, thereby creating a net benefit for K–14 education when property values increase. The LAO estimates, based on its projections, that the 2019–20 and 2020–21 minimum guarantees could grow by \$1.6 billion and \$13.1 billion, respectively, when compared with the 2020–21 Enacted State Budget. Growth at this rate would result in a 2020–21 minimum guarantee that eclipses the historic all-time high in education funding.

	2019-20			2020-21		
	June Budget Plan	November LAO Estimates	Change	June Budget Plan	November LAO Estimates	Change
<b>Minimum Guarantee</b>	\$77,678	\$79,283	\$1,606	\$70,890	\$83,975	\$13,085
<b>Funding Allocations</b>						
Local Control Funding Formula (LCFF)	\$62,707 <sup>a</sup>	\$62,676	-\$31	\$63,037	\$62,565	-\$473
Other K-14 programs	17,151 <sup>a</sup>	17,154	3	18,167	18,164	-3
Savings from payment deferrals	-2,181	-2,181	—	-10,314	-10,314	—
Proposition 98 Reserve deposit	—	—	—	—	1,529	1,529
<b>Totals</b>	<b>\$77,678</b>	<b>\$77,649</b>	<b>-\$28</b>	<b>\$70,890</b>	<b>\$71,943</b>	<b>\$1,053</b>
<b>Settle-Up Payments</b>	<b>—</b>	<b>\$1,634</b>	<b>\$1,634</b>	<b>—</b>	<b>\$12,031</b>	<b>\$12,031</b>

<sup>a</sup>Amounts adjusted for Chapter 110 (SB 820, Committee on Budget and Fiscal Review), an August trailer bill that reduced LCFF cost estimates and allocated the savings for additional school meal reimbursements.

Source: LAO 2021–22 Budget: The Fiscal Outlook for Schools and Community Colleges

Given the good fiscal environment, the LAO offers policymakers two key considerations for how to spend this windfall and what obligations exist on the horizon. The first consideration is that, under these revenue scenarios, the Legislature could pay down all the budget deferrals and cover the cost of an estimated cost-of-living-adjustment (COLA) in 2021–22, which is estimated to be 1.14%. This would leave the Legislature with \$4.2 billion for new commitments. Secondly, the LAO notes that pension costs are projected grow quite significantly in 2022–23. The California State Teachers’ Retirement System and the California Public Employees’ Retirement System employer rates are projected to grow more than 2%, and nearly 4%, respectively. The related cost increases range from \$1.3 billion to \$1.7 billion, which would likely exceed the COLA.

As is typical, the LAO recommends that the Legislature adopt a conservative budget approach by appropriating some of the new money for one-time activities. Those one-time allocations could address a range of issues, including mitigating the learning loss experienced by students since the closure of schools in March 2020. However, the LAO advises the Legislature to learn more about how school spent the previous allotment of federal funding before using funds for this purpose.

The LAO also addresses the district reserve cap, which according to the forecast, may be triggered going into the 2022–23 year. Assuming that the state continues to collect revenues at the pace forecasted by the LAO, the consequence is that deposits will be made into the Proposition 98 reserves. The total amount of deposits are projected to exceed the threshold—3% of total Proposition 98 spending on K–12 in 2021–22—which triggers the cap on district reserves. This historic event would cause most school districts to limit their unassigned plus assigned General Fund reserves to no more than 10% of their annual expenditures.

### SSC Editorial

The unexpected, but welcomed, year-to-date General Fund revenue collections have been a bright spot in an otherwise dismal year that has been dominated by the pandemic. As reported in the November 2020 [Finance Bulletin](#), year-to-date General Fund revenues have outpaced projections by more than \$11.3 billion, but it is important to put that number in perspective. For the LAO’s

scenarios to come to fruition, the 2020–21 General Fund revenues must exceed projections by \$33.5 billion, which means the final seven months of the fiscal year must continue outpacing projections by a total of \$22.2 billion. While that hill is not insurmountable, there are significant challenges and unknowns on the horizon.

Aside from the global and national challenges of which we are acutely aware, there is also uncertainty around the revenue projections that will ultimately be used by Governor Newsom in the 2021 January State Budget proposal. In a press conference on November 16th, 2020, the Governor acknowledged that General Fund revenues were more than \$11 billion ahead of the 2020–21 Enacted Budget projections, but the question remains, Will he embrace the totality of revenue estimates on par with what was used in the *Fiscal Outlook*?

As schools and community colleges develop their First Interim projections, we continue to advise that multiple revenue and cash deferral scenarios are absolutely necessary to ensure prudent fiscal planning. And for those hoping the dust will settle in January, hang on, this rodeo is just beginning.

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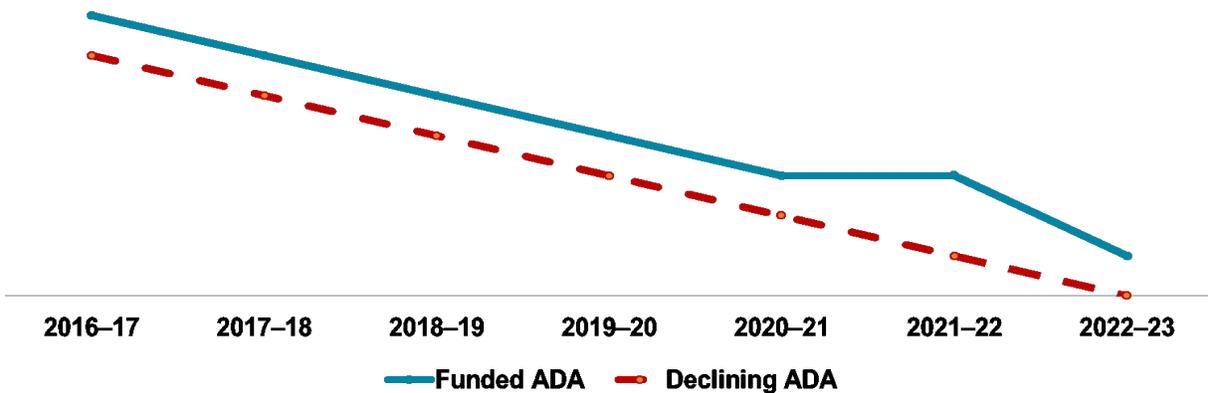
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## Foreshadowing the Impact of Declining Enrollment on 2022–23: Act Now

By John Gray and Robert McEntire, EdD  
 November 6, 2020

As we travel the state helping local educational agencies (LEAs) work through complex problems, concerns regarding stakeholder ambivalence about the looming impact of the hold harmless provision on the multiyear projections, staffing and fiscal solvency for declining enrollment districts is beginning to ring loud. Executive Order N-26-20 provided average daily attendance (ADA) protection in 2019–20 by amending the calendar used to determine the period for Second Principal Apportionment (P-2) and the Annual Apportionment (P-Annual). In fact, both P-2 and P-Annual concluded by February 29, 2020. Education Code Section (EC §) 43502(b) requires the California Department of Education to use actual attendance reported at the 2019–20 P-2 and P-Annual reporting periods as the basis for funding in 2020–21, and this includes all programs funded on an ADA-basis such as the Mandate Block Grant and the Lottery. Attendance for 2020–21 is not collected by the state, so ADA protection extends to 2021–22, as seen in the figure below.

**MYP Declining Enrollment Districts**



While the Executive Order provided a brief respite for ADA, it did nothing for the other major component of the Local Control Funding Formula (LCFF) calculation—the unduplicated pupil percentage (UPP). Under normal circumstances, the UPP population is collected through direct certification at the county level, completion of qualifying free or reduced-price meals (FRPM) applications, or an income verification form. In an effort to address food insecurity, the USDA has extended the fully funded summer feeding programs for LEAs that qualify, thereby removing any incentive for families to complete the FRPM application. This leaves LEAs with the daunting task of collecting income verification forms for which there is no direct benefit to families for

completing, only the promise for more classroom funding, when students are learning from home. The UPP number used in the LCFF calculation includes data for three years, so the impact from this year will be muted some, but will affect funding for the neediest students in the state for the next three years.

LEAs with declining enrollment will benefit from having their ADA held harmless for 2020–21 and 2021–22, but could see a substantial reduction in funding due to the reality that families are just refusing to submit income verification forms resulting in a lower UPP. Compounding matters further, the hold harmless has created the perception that “everything is okay,” for many stakeholders while most LEAs are in declining enrollment. Districts that are experiencing ongoing declining enrollment will have to address the cumulative impact of two or more years of decline in 2022–23. Despite the ADA hold harmless, we recommend that districts take the necessary steps to align staffing and expenditures to the number of students being served during the 2021–22 fiscal year and not based on a hold harmless.

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## CDE Allows Documenting Income Eligibility by Phone

By Leilani Aguinaldo, Brianna García, and Matt Phillips, CPA  
December 7, 2020

Local educational agencies (LEAs) this year are shielded from declines in their average daily attendance (ADA), but this does not translate to flat Local Control Funding Formula (LCFF) revenues (see [“Hold Harmless Does Not Translate to Flat Funding”](#) in the July 2020 *Fiscal Report*). While ADA has been held at 2019–20 levels, the calculation of the unduplicated pupil percentage (UPP) for LCFF relies on student records collected in 2020–21; even while many students around the state have continued to participate in school remotely, making it more difficult to gather the necessary records.

The state recognizes the challenges LEAs have experienced this year in collecting the needed forms to substantiate eligibility for free and reduced-price meals (FRPM) in the midst of the COVID-19 pandemic. For this reason, the California Department of Education (CDE) extended the deadline for certifying students as unduplicated pupils in the California Longitudinal Pupil Achievement Data System (CALPADS), in particular for students that are FRPM eligible to December 31, 2020, (see [“By the Way . . . Extension Granted for Collection of Census Day Records”](#) in the October 2020 *Fiscal Report*). Recently CDE granted LEAs an additional flexibility in the collection of alternative household income forms to validate FRPM eligibility by allowing LEAs to complete the forms on behalf of a student’s parent or guardian over the telephone as long as certain criteria are met. The [communication from CDE](#) states the following:

LEAs may complete an alternative household income form on behalf of a student’s household by collecting the required information over the telephone provided the LEA documents 1) the date, time, and name of the student’s adult household member spoken to, and 2) the date, time, name, and signature of the LEA staff member collecting the information.

As a reminder, LEAs that are operating summer meal programs this school year are no longer permitted to distribute FRPM applications to determine FRPM eligibility for LCFF purposes this year and should transition to alternative household income forms. However, FRPM applications distributed prior to October 9, 2020, and received by December 31, 2020, are valid and an alternative household income form does not need to be collected. Sample alternative household income forms that can be used for LCFF purposes are available on the [CDE website](#).

With many LEAs around the state concerned about a lower than anticipated UPP this year, and thereby lower LCFF revenues (see [“Census Day is October 7 . . . But Does it Spell Doom for LCFF Revenues?”](#) in the September 2020 *Fiscal Report*), this added flexibility in collecting alternative

household income forms hopefully will be helpful for LEAs in the weeks before the December 31, 2020, deadline.

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## Coronavirus Relief Funds in Jeopardy of Being Swept

By Matt Phillips, CPA  
November 16, 2020

As reported in our November 2020 *Fiscal Report* article “[CDE Opens New CRF Reporting Window](#),” the California Department of Education (CDE) opened a supplementary reporting window to allow local educational agencies (LEAs) an opportunity to report Coronavirus Relief Fund (CRF) expenditures and obligations through October 31, 2020, as well as planned CRF expenditures through December 30, 2020—the deadline established by the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.

LEAs that choose not to utilize this supplementary reporting window, or report unexpended and projected unexpended CRF in this supplementary reporting window, are in jeopardy of losing the balance of any unused CRF. Under federal law, the Department of Finance (DOF) must return any CRF that are not spent by December 30, 2020, and given other exorbitant costs generated by the pandemic, the DOF has heightened motivation to repurpose or reallocate unexpended CRF from LEAs to other high-cost priorities elsewhere in the State Budget related to combatting the virus or stimulating the California economy.

LEAs that have not completed the supplementary reporting window have until Wednesday, November 18, 2020, to do so. For those who have already completed the reporting, please ensure that the totals reported are accurate. LEAs should be acutely aware that any balance reported on the Projected Unexpended CRF line could be recaptured by the DOF under its authority to do so as included in the 2020–21 Enacted State Budget.

The reporting module can be accessed on the CDE [website](#).

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## CDE Accepting Applications for Community Schools Partnership Program

By Leilani Aguinaldo  
November 9, 2020

The California Department of Education (CDE) is now accepting applications for the California Community Schools Partnership Program (Program). School districts, county offices of education, and classroom-based charter schools may apply for the \$45 million initiative to support and expand existing community schools.

Community schools are defined in the Program as schools serving preschool, kindergarten, or grades 1–12 that provide integrated support services, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities. Applicants may apply for up to \$1 million for a single community school or up to \$500,000 for each community school in a consortium of community schools, not to exceed \$3 million. Grant funding may be used for any of the following purposes:

- Expanding and sustaining existing single, or a network of, community schools, which may include direct grants to local educational agencies (LEAs)
- Coordinating and providing health, mental health, and pupil support services to pupils and families at community schools
- Providing training and support to LEA personnel to help develop best practices for integrating pupil supports

The Program provides one-time funding for a grant period that begins March 13, 2020, and ends September 30, 2022. The competitive scoring process includes consideration of the following priorities:

1. Applicants serving pupils in high-poverty schools in which at least 80% of the pupil population are eligible for free or reduced-price meals
2. Applicants with a demonstrated need for expanded access to integrated services
3. Applicants that commit to partner in a consortium with other schools or county agencies
4. Applicants with committed matching funds for pupil services

5. Applicants with a plan for sustaining community school services after grant expiration
6. Applications with cosignatories from partner government agencies, including—but not limited to—county public health, county health, and county mental health agencies

The application deadline is Friday, December 4, 2020, and applicants intending to apply are asked to submit a Letter of Intent to Apply to the CDE by Friday, November 20, 2020.

The California Community Schools Partnership Program was included in the Enacted State Budget for 2020–21, and is funded using the state set-aside portion of the Elementary and Secondary School Emergency Relief (ESSER) Fund from the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act. The application and additional information about the Program are available on the CDE’s [website](#).

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## Governor Pulls Emergency Brake on Reopening

By Kyle Hyland, Matt Phillips, CPA, and Brianna García  
November 18, 2020

At his press briefing on Monday, November 16, 2020, Governor Gavin Newsom announced that the state is applying an “emergency brake” to the “[Blueprint for a Safer Economy](#)” framework due to a significant surge in COVID-19 cases. Specifically, this means that the California Department of Public Health (CDPH) has made the following changes (effective November 17, 2020) to the state’s reopening framework:

- Tier assignments may occur any day of the week and may occur more than once a week when the CDPH determines that the most recent reliable data indicates that immediate action is needed to address COVID-19 transmission in a county
- Counties may be moved back more than one tier if the CDPH determines that the data supports more intensive intervention
  - Key considerations will include the rate of increase in new cases and/or test positivity, more recent data as noted below, public health capacity, and other epidemiological factors
- Counties will be required to implement any sector changes the day following the tier announcement

As a result of these modifications, 41 counties (94% of the state’s population) now reside in the purple tier of the framework, which is the most restrictive tier in the state’s COVID-19 monitoring system. To put that into perspective, only 13 counties were in the purple tier last week, meaning 28 more counties have moved back into the most restrictive tier because of these changes.

While the modifications do not affect the school reopening guidance that was last updated by the CDPH in August (see “[New Lens, Same Framework for Schools](#)” in the August 2020 *Fiscal Report*), it does create timing issues for those local educational agencies (LEAs) that had begun the implementation of their reopening plans and will indefinitely delay the return of in-person instruction for many schools across the state.

Schools are still allowed to physically reopen their doors two weeks after their county enters the red tier, which is the second most restrictive tier in the state’s monitoring system. Additionally, any school that has already physically reopened its doors and resides in a county that has recently slipped back into the purple tier may continue with in-person instruction, but would be expected

to begin testing their staff or increase the frequency of staff testing. It's important to note that any LEA that had opened some (but not all) of its schools when their county was in a less restrictive tier would still be allowed to keep those schools open if they fell back into the purple tier, but would not be permitted to begin in-person instruction for any school that had not been previously reopened.

The school closing guidance also remains the same in that any school site that has multiple classroom cohorts with at least one confirmed case or the school has more than a 5% virus positivity rate, would be required to close its doors. An entire district would be forced to shut down if 25% of its schools experience a 5% positivity rate for students and staff.

We recommend all LEAs continue monitoring the “Blueprint for a Safer Economy” [webpage](#) on a regular basis to gauge how their county is doing and work with your local county health official to modify your reopening timeline and implementation plan, especially if these recent changes have moved your county into the more restrictive tier.

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## Governor Announces New Regional Stay At Home Order

By Leilani Aguinaldo

December 4, 2020

In his December 3, 2020, press conference, Governor Gavin Newsom announced a [new stay at home order](#) that applies regionally in California. Capacity of hospital intensive care units (ICUs) within the five regions—Bay Area, Greater Sacramento Area, Northern California, San Joaquin Valley, and Southern California—will determine if the Regional Stay At Home Order (Order) is triggered within a region. Importantly, any schools that already have opened for in-person or hybrid instruction are allowed to remain open despite the new restrictions.

Unlike the [March 19, 2020, order](#) that required all Californians to stay at home, the new Order takes place on a regional basis. The new requirements take effect when the ICU capacity within a region dips below 15%. The Order would be in effect for at least three weeks after the threshold is reached and instructs individuals within the region to stay at home as much as possible but allows access to critical services as described by the [state](#). While various sectors must close when the Order is triggered—such as bars, hair salons, and museums—other sectors are allowed to remain open—including restaurants, which may stay open for take-out or delivery only.

As for schools, the state makes clear that schools that have been open for in-person instruction are allowed to remain open. The following is an excerpt from the State's website detailing the Order:

The Order does not modify [existing state guidance regarding K–12 schools](#).

Schools that are currently open are able to continue to provide in-person instruction on school sites.

- Schools that are currently operating under an elementary school waiver are able to continue to provide instruction to students on school sites.
- Schools that reopened while their county was in a less restrictive tier are able to continue to provide instruction to students on school sites.
- All schools that have not yet reopened for in-person instruction are able to continue to serve small cohorts of students (e.g., students with disabilities) following [California Department of Public Health] [CDPH Guidance](#).

When the Order is triggered in a region, it will remain in place for at least three weeks and, after that period, will be lifted when a region's projected four-week ICU capacity meets or exceeds

15%. This will be assessed on a weekly basis after the initial three-week period. After termination of the Order in a region, counties within the region would be assigned to the appropriate colored tier based on the relevant data. Additional information, such as the current ICU capacity for the five regions, is available on the state's COVID-19 website [here](#).

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## Human Resources COVID-19 Operational Considerations

By Charlene Quilao and Danyel Conolley  
November 12, 2020

The pre-pandemic workplace for local educational agencies (LEAs) presented myriad challenges for human resource (HR) departments. As the circumstances involving COVID-19 evolve, and LEAs implement policies and procedures in response to the pandemic, there are additional considerations related to employee management and maintaining a safe and legally compliant workplace that need to be taken into account.

Of note is the effective date of the Families First Coronavirus Response Act (FFCRA). This federal leave entitlement that is specific to leave related to COVID-19 expires on December 31, 2020. At this time, there is no information which indicates this leave will be extended. Since this leave entitlement will not be available beginning January 1, 2021, COVID-19-related leaves must be managed using other statutory leave or leave provided by the collective bargaining agreement (if applicable).

In order to ensure that legally compliant protocols and procedures are implemented to support employee safety and help manage compliance with guidelines and regulations related to COVID-19, HR departments must establish procedures, effectively communicate them to employees, and create systems of internal accountability. Below we provide a list of new laws and guidelines related to COVID-19 to assist HR departments in implementing safety protocols and operational procedures in preparation for managing the COVID-19 workplace.

Guideline/Law	Description and Resource	Effective Date
<a href="#"><u>Senate Bill (SB) 1383 (Chapter 86/2020)</u></a>	Expands the California Family Rights Act (CFRA) to allow employees to use unpaid job protected leave to care for a wider range of individuals. It also reduces the employer threshold for this leave from 50 to 5 employees.	September 17, 2020
<a href="#"><u>Families First Coronavirus Response Act (FFCRA)</u></a>	Requires all public agencies, regardless of size, to provide two types of leave: Emergency Paid Sick Leave (EPSL) and Emergency Family and Medical Leave Expansion Act (EFMLEA).	April 1, 2020 through December 31, 2020

<u>Assembly Bill (AB) 685 (Chapter 84/2020)</u>	Requires employers to provide written notice and instructions to employees who may have been exposed to COVID-19 within one day.	September 17, 2020
<u>SB 1159 (Chapter 85/2020)</u>	Establishes a disputable presumption that an employee who becomes ill from COVID-19 contracted the virus at their workplace and is thus eligible for Workers' Compensation.	September 17, 2020

The complexities involving laws related to COVID-19 may require legal review, and we recommend consultation with legal counsel to ensure policies are compliant. Additional information regarding the reopening of schools can be accessed on the Centers for Disease Control and Prevention (CDC) website [here](#).

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## Appeals Court Halts Injunction on Governor's Executive Orders

By Kyle Hyland  
November 19, 2020

On Tuesday, November 17, 2020, a state appellate court granted a stay to a recent injunction ordered by a Sutter County Superior Court judge. That injunction prohibited Governor Gavin Newsom from exercising any power under the California Emergency Services Act (CESA) to amend existing or make any new statutory law.

The lawsuit against Governor Newsom was brought forth by Republican Assemblymembers Kevin Kiley (R-Rocklin) and James Gallagher (R-Yuba City) who legally challenged the Governor's executive authority to establish the vote-by-mail framework for the November 3 General Election. In order to defuse the legal argument against sending each registered voter a vote-by-mail ballot, the Governor signed Assembly Bill (AB) 860 and Senate Bill (SB) 423 into law, which effectively codified his vote-by-mail executive orders into California statute (see "[Governor Newsom Signs Bill Codifying Vote-by-Mail Executive Order](#)" in the June 2020 *Fiscal Report*).

However, rather than withdrawing their litigation, Assemblymembers Kiley and Gallagher pressed on with their legal challenge arguing that the lawsuit was important in ensuring the protection of the separation of powers between the Legislature and the Governor's Office. Sutter County Judge Sarah Heckman agreed with the Assemblymembers' legal interpretation and, on November 13, 2020, imposed a permanent injunction on the Governor that prevents him from using the broad emergency powers authority in the CESA from amending existing or making new statutory law. However, that injunction has now been put on hold by the 3rd District Court of Appeal until the appeal from the Governor's Office can be considered by the higher court.

Even if the appeals court does uphold Judge Heckman's injunction on future executive orders, it is important to note that the injunction has no effect on the November 3 General Election because of AB 860 and SB 423 being signed into law. The injunction also would not affect the previous executive orders issued by Governor Newsom that established the statewide stay-at-home order, the statewide mask mandate, and the "[Blueprint for a Safer Economy](#)" reopening framework, since those orders fall under the emergency authority of the Governor in the CESA.

This means that no matter the outcome of the Governor's appeal against Judge Heckman's injunction, it will not have any effect on the school reopening guidance, mask mandates, or the state's recent decision to alter the reopening blueprint (see "[Governor Pulls Emergency Brake on Reopening](#)" in the November 2020 *Fiscal Report*).

However, the outcome of the appeal could impact the Governor's ability to issue future executive orders that may be viewed by the Legislature as an overreach.

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## Legislature Convenes the 2021–22 Legislative Session

By Kyle Hyland  
December 7, 2020

Monday, December 7, 2020, the California State Legislature officially convened the 2021–22 Legislative Session.

While the floor session was primarily organizational, designed to swear in the 80 Assembly Members and 20 Senators who were elected this past November, several lawmakers also used this opportunity to introduce legislation that represent their highest priorities.

Going into the new session, Senate and Assembly Democrats retain their solid supermajorities in their respective houses. In the Senate, Democrats control 31 seats, an increase of two seats from the close of the previous legislative session. While Democrats lost a seat in the Assembly, they still hold three-quarters of the seats in the 80-member chamber with Republicans controlling 19 seats and the last seat held by an Independent.

With a supermajority in both houses, Democrats conceivably would be able to pass any legislation requiring a higher two-thirds vote threshold, such as tax increases, constitutional amendments, or urgency measures without having to reach across the aisle for Republican votes. However, the varied (and sometimes conflicting) interests among members of the democratic caucuses could make rallying the necessary votes difficult for any supermajority-vote measures, especially for any measures that increase taxes.

Monday's agenda included the election of Senate and Assembly leadership positions where Senate President pro Tempore Toni Atkins (D-San Diego) and Assembly Speaker Anthony Rendon (D-Lakewood) were swiftly reelected to their leadership posts by their colleagues. Next the Legislature approved a couple of housekeeping resolutions and then adjourned for the month and will return to Sacramento on Monday, January 4, 2021.

As we head into a new legislative year and 2021 State Budget cycle, it will be worth watching how the COVID-19 pandemic affects operations of the state's lawmaking body. In 2020, the pandemic forced the Legislature to take several unplanned or extended recesses and reduced the number of budget and legislative hearings. Additionally, the truncated process affected the number of bills presented to Governor Gavin Newsom, sending him just one-third of what he would typically receive during a legislative year.

This will be important to monitor as lawmakers will be looking to address some key issues this year, especially those that went unaddressed during 2020. Some of the significant issues that we

expect the Legislature to tackle this upcoming year include COVID-19 (liability, testing, and school reopening), early childhood education, enrollment, affordable housing, homelessness, and police reform.

# FISCAL REPORT

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## Statewide School Bond and Early Learning Bills Introduced

By Patti F. Herrera, EdD and Kyle Hyland

December 8, 2020

During yesterday's mostly organizational floor session that officially kicked off the 2021–22 Legislative Session, lawmakers also used this narrow opportunity to introduce legislation that represent their highest priorities, including some significant education measures.

Assemblymember and Chair of the Assembly Education Committee Patrick O'Donnell (D-Long Beach) introduced Assembly Bill (AB) 75, the 2022 statewide school bond that will provide state matching funds for K-12 and community college construction projects. As introduced, the bill would place a bond on the 2022 ballot providing an unspecified amount of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.

Recall that Assemblymember O'Donnell authored AB 48 (2020) that put Proposition 13 on last March's primary election ballot, which failed to garner the sufficient 50% plus one vote to pass (see "[Proposition 13 and Majority of Local Bonds Appear Headed Toward Defeat](#)" in the March 2020 *Fiscal Report*). With the introduction of AB 75, Mr. O'Donnell signals his belief that state school construction funds are critical to supporting local projects and educational programs.

Additionally, Assemblymember McCarty (D-Sacramento) introduced AB 22, staking his flag in the early learning ground with a bill that would gradually implement universal transitional kindergarten (TK) for all 4-year-olds in California. McCarty and his bill sponsors see the bill as a critical measure to implement the state's recently released [Master Plan for Early Learning and Care](#) (Master Plan) that includes a recommendation to achieve universal preschool for 4-year-olds through California's TK program.

McCarty's bill was accompanied by the introduction of Senate Bill 50 by Senator Monique Limón (D-Santa Barbara) that would protect and strengthen state subsidized child care programs for children ages birth to three, as well as before and after school care for low-income school-aged children. Senator Limón's bill also reflects a key recommendation in the Master Plan.

Being prepared to introduce a bill on day one is a clear indication of a legislator's priority for the upcoming legislative session, so expect the bills listed above to be top issues for the members that introduced them.

The Legislature has until February 19, 2021, to introduce bills. We will return to our twice monthly edition of "Top Legislative Issues" as the 2021–22 Legislative Session heats up.

Fresno Unified School District  
Board Communication

**BC Number AS-3**

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



Date: December 18, 2020

Phone Number: 457-3907



Regarding: Joint Health Management Board Financial Updates

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

The First Quarter Health Fund Report for the 2020/21 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2020 through September 30, 2020. It also provides projected income and expenditures for the entire fiscal year 2020/21 compared to the budget for the same time period (Attachment I). Per the language in each of the district's collective bargaining agreements, the attached is provided by the health plan consultant.

The report further shows a projected year-end surplus of \$1.2 million, an increase compared to the current approved budget surplus of \$900,000. The main drivers for the difference are decreased medical expenses offset by increased prescription and dental expenses. In addition, the impact of COVID-19 projects low utilization. The JHMB subcommittee continues bi-weekly monitoring.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020



Fresno Unified School District

## MEMORANDUM

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

Attached is the Quarterly Health Fund Report for the first quarter of the 2020/21 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2020/21 fiscal year. The Plan is managed by the Joint Health Management Board. We continue to modify and update the format as we work through all the aspects of managing the coverage and funding the Plan.

Adjusting for the tenthly District contributions, the first three months of the year are showing a surplus of \$3.018 million, compared to the budget surplus of \$330,244. Plan income is projected to be 0.28% higher than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 0.21% below budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

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

	<b><u>First Quarter of 2020/21 Fiscal Year (Actual)</u></b>	<b><u>Budget (Projected Period)</u></b>
	<b><u>July 1, 2020 – September 30, 2020</u></b>	<b><u>July 1, 2020 – June 30, 2021</u></b>
Income <sup>1</sup>	\$45,784,452	\$183,850,433
Expenditures	\$42,765,472	\$183,520,189
Surplus / (Deficit)	\$3,018,980	\$330,244
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$3,018,980	\$330,244
Encumbered Reserves	\$75,590,525	\$80,242,412
Unencumbered Reserves	\$40,021,627	\$37,332,891
Total Reserves	\$115,612,192	\$117,575,303

<sup>1</sup>Income amount has been annualized to account for the tenthly District contributions

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

**Definitions**

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

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

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

Encls.

	Current Period				Current + Projected Period				Budget		
	Jul-20 - Sep-20	Tenthy Cost per Active	Monthly Cost per Active	Difference from Budget <sup>1</sup>	Jul-20 - Jun-21	Tenthy Cost per Active	Monthly Cost per Active	Difference from Budget <sup>1</sup>	Jul-20 - Jun-21	Tenthy Cost per Active	Monthly Cost per Active
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
<b>Number of Employees</b>											
1. Actives	7,988				7,975				8,029		
2. Retirees	5,359				5,418				5,424		
3. Monthly Average Enrollees	13,347				13,393				13,453		
<b>INCOME</b>											
4. Employer Contributions <sup>1</sup>	\$15,339,094	\$768.07	\$640.06	-60.30%	\$154,139,712	\$1,932.71	\$1,610.59	-0.11%	\$155,345,092	\$1,934.80	\$1,612.33
5. Employee Contributions	4,240,681	212.34	176.95	-14.42%	19,074,716	239.17	199.31	-3.61%	19,922,631	248.13	206.78
6. Retiree Contributions	1,076,972	53.93	44.94	-0.22%	4,300,877	53.93	44.94	-0.22%	4,339,483	54.05	45.04
7. COBRA Contributions	158,492	7.94	6.61	39.11%	499,549	6.26	5.22	9.79%	458,051	5.70	4.75
8. Prescription Rebates	0	0.00	0.00	-100.00%	492,306	6.17	5.14	0.67%	492,306	6.13	5.11
9. Insurance Revenue	1,275,000	63.84	53.20		1,275,000	15.99	13.32		0	0.00	0.00
10. Low Income Premium Subsidy	275,890	13.81	11.51	50.81%	827,494	10.38	8.65	13.27%	735,472	9.16	7.63
11. Other Income	0	0.00	0.00	-100.00%	150,980	1.89	1.58	0.67%	150,980	1.88	1.57
12. Interest	(221,325)	(11.08)	(9.24)	-204.07%	633,687	7.95	6.62	-25.39%	855,012	10.65	8.87
13. Zelis Credit Rebates	22,173	1.11	0.93	-10.45%	96,297	1.21	1.01	-2.62%	99,551	1.24	1.03
14. Active Reserve Assessment	0	0.00	0.00	-100.00%	959,934	12.04	10.03	0.67%	959,934	11.96	9.96
15. Retiree Reserve Assessment	318,314	15.94	13.28	160.15%	687,255	8.62	7.18	40.65%	491,921	6.13	5.11
16. Authorized Transfer to Reserves <sup>2</sup>	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
17. Total Income	\$22,485,292	\$1,125.91	\$938.26	-50.83%	\$183,137,806	\$2,296.30	\$1,913.59	0.28%	\$183,850,433	\$2,289.83	\$1,908.19
<b>EXPENSES</b>											
<b>Benefits</b>											
18. Active Medical Claims <sup>3</sup>	\$16,606,763	\$831.55	\$692.96	-4.82%	\$68,995,967	\$865.12	\$720.93	-0.98%	\$70,144,952	\$873.64	\$728.04
19. Retiree Medical Claims	4,484,523	224.55	187.13	-19.22%	21,034,763	263.75	219.79	-5.12%	22,319,181	277.98	231.65
20. Kaiser Health Plan	3,438,610	172.18	143.48	-0.55%	14,223,715	178.35	148.62	3.01%	13,901,401	173.14	144.28
21. Active Prescription Drug	5,275,543	264.16	220.14	-10.76%	23,545,413	295.23	246.02	-0.28%	23,765,718	296.00	246.67
22. Retiree Prescription Drug	3,557,375	178.13	148.44	0.23%	15,156,096	190.04	158.36	6.93%	14,269,729	177.73	148.11
23. EGWP Premium	2,108,770	105.59	87.99	-1.68%	8,662,379	107.36	89.47	-0.03%	8,622,531	107.39	89.49
24. Prescription Drug Fee	141,464	7.08	5.90	-9.82%	574,348	7.20	6.00	-8.32%	630,668	7.85	6.55
25. Blue Cross PPO Fee	535,579	26.82	22.35	-8.46%	2,293,770	28.76	23.97	-1.82%	2,352,123	29.30	24.41
26. Delta Health Admin	723,826	36.24	30.20	-8.23%	3,035,902	38.07	31.72	-3.61%	3,170,946	39.49	32.91
27. Claremont EAP	81,373	4.07	3.40	-14.03%	375,104	4.70	3.92	-0.76%	380,529	4.74	3.95
28. Halcyon Mental Health	662,150	33.16	27.63	-27.99%	3,223,453	40.42	33.68	-12.22%	3,696,700	46.04	38.37
29. PhysMetrics	143,663	7.19	5.99	-27.53%	765,703	9.60	8.00	-3.28%	797,011	9.93	8.27
30. Standard Life Insurance	98,874	4.95	4.13	-24.46%	492,280	6.17	5.14	-5.82%	526,193	6.55	5.46
31. Delta Dental Claims	2,047,422	102.52	85.43	6.44%	8,518,399	106.81	89.01	10.89%	7,733,295	96.32	80.26
32. Delta Dental Admin Fees	117,727	5.89	4.91	6.44%	489,808	6.14	5.12	10.89%	444,664	5.54	4.62
33. Pacific Union Dental	176,295	8.83	7.36	14.97%	640,936	8.04	6.70	4.67%	616,484	7.68	6.40
34. MES Vision	456,379	22.85	19.04	37.28%	1,457,113	18.27	15.23	9.76%	1,336,506	16.65	13.87
35. BridgeHealth	0	0.00	0.00	-100.00%	117,000	1.47	1.22	-25.91%	158,974	1.98	1.65
36. Stop Loss Premium	401,507	20.10	16.75	0.08%	1,607,168	20.15	16.79	0.31%	1,612,944	20.09	16.74
37. Community Medical Provider	128,460	6.43	5.36	-48.53%	881,013	11.05	9.21	-11.61%	1,003,404	12.50	10.41
38. WellPATH	67,963	3.40	2.84	-49.16%	471,045	5.91	4.92	-11.76%	537,442	6.69	5.58
39. Transfer out to OPEB	1,000,000	50.07	41.73	101.02%	2,000,000	25.08	20.90	0.67%	2,000,000	24.91	20.76
40. Transfer out to IBNR	0	0.00	0.00	-100.00%	1,151,887	14.44	12.04	0.67%	1,151,887	14.35	11.96
41. ACA PCORI Fee	60,794	3.04	2.54	223.59%	60,794	0.76	0.64	-18.97%	75,532	0.94	0.78
42. Total Benefits, Premiums & Fees	\$42,315,061	\$2,118.84	\$1,765.70	-6.14%	\$179,674,054	\$2,252.87	\$1,877.39	-0.20%	\$181,248,814	\$2,257.43	\$1,881.19
<b>Operating Expenses</b>											
43. Salaries	\$118,616	\$5.94	\$4.95	10.71%	\$441,690	\$5.54	\$4.62	3.23%	\$430,766	\$5.37	\$4.47
44. Staff Benefits	46,118	2.31	1.92	-27.24%	237,237	2.97	2.48	-6.28%	254,825	3.17	2.64
45. Supplies	0	0.00	0.00	-100.00%	2,419	0.03	0.03	-24.50%	3,226	0.04	0.03
46. Auditor	0	0.00	0.00	-100.00%	18,140	0.23	0.19	-24.49%	24,186	0.30	0.25
47. Delta Fund Administrator Fees	59,795	2.99	2.50	6.06%	256,668	3.22	2.68	14.00%	226,653	2.82	2.35
48. MMA Consultant Fees	65,776	3.29	2.74	34.01%	213,772	2.68	2.23	9.06%	197,328	2.46	2.05
49. Claremont Partners: General	126,048	6.31	5.26	24.57%	430,142	5.39	4.49	6.44%	406,819	5.07	4.22
50. Claremont Partners: PBM Consulting (PSG)	0	0.00	0.00	-100.00%	82,500	1.03	0.86	-24.50%	110,000	1.37	1.14
51. Saltzman & Johnson Legal Fees	8,781	0.44	0.37	-66.50%	87,810	1.10	0.92	-16.11%	105,372	1.31	1.09
52. KHK Law: Outside Counsel	0	0.00	0.00	-100.00%	250,000	3.13	2.61	0.67%	250,000	3.11	2.59
53. JHMB Training / Education Expenses	0	0.00	0.00	-100.00%	22,107	0.28	0.23	-24.49%	29,476	0.37	0.31
54. Other Operating Expenses	25,011	1.25	1.04	-55.36%	193,938	2.43	2.03	-13.32%	225,236	2.81	2.34
55. Communications	265	0.01	0.01	-85.77%	5,881	0.07	0.06	-20.93%	7,488	0.09	0.08
56. Total Operating Expenses	\$450,411	\$22.55	\$18.79	-20.28%	\$2,242,304	\$28.12	\$23.43	-0.62%	\$2,271,375	\$28.29	\$23.67
57. Total Expenses	\$42,765,472	\$2,141.40	\$1,784.50	-6.31%	\$181,916,358	\$2,280.99	\$1,900.82	-0.21%	\$183,520,189	\$2,285.72	\$1,904.76
58. Surplus / (Deficit) <sup>4</sup>	(\$20,280,180)	(\$1,015.49)	(\$846.24)	190.19%	\$1,221,449	\$15.32	\$12.76	99.33%	\$330,244	\$4.11	\$3.43
<b>Beginning Reserve Balance</b>											
59. Encumbered Reserves											
60. OPEB Irrevocable Trust	\$54,854,091				\$54,854,091				\$54,854,091		
61. Reserve Liability for IBNR	\$20,736,474				\$20,736,434				\$20,736,474		
62. Total Encumbered Reserves	\$75,590,565				\$75,590,525				\$75,590,565		
63. Unencumbered Reserves	\$37,002,647				\$37,002,647				\$37,002,647		
64. Total Reserves	\$112,593,212				\$112,593,212				\$112,593,212		
65. Operating Surplus / (Deficit)	(\$20,280,180)				\$1,221,449				\$330,244		
66. Transfer In from Reserves	\$0				\$0				\$0		
67. Adjusted Unencumbered Reserves	\$16,722,467				\$38,224,096				\$37,332,891		
68. Target Unencumbered Reserves 5	\$28,510,315				\$30,319,393				\$30,586,698		
<b>Ending Reserve Balance</b>											
69. Encumbered Reserves											
70. OPEB Irrevocable Trust	\$54,854,091				\$58,354,091				\$58,354,091		
71. Reserve Liability for IBNR	\$20,736,474				\$21,888,321				\$21,888,321		
72. Total Encumbered Reserves	\$75,590,565				\$80,242,412				\$80,242,412		
73. Unencumbered Reserves	\$16,722,467				\$38,224,096				\$37,332,891		
74. Total Reserves	\$92,313,032				\$118,466,508				\$117,575,303		

<sup>1</sup> Current + Projected Period amount calculated based on tenthy budget amounts, not monthly

<sup>2</sup> District contribution subject to final negotiations

<sup>3</sup> Difference from Budget percentages calculated based on Monthly Cost per Active

<sup>4</sup> Surplus / (Deficit) percentage calculated as Total Expenses (row 57) divided by Total Budgeted Income (row 17)

<sup>5</sup> Target Unencumbered Reserves calculated as 2.0 months of total annual expenses.

<sup>6</sup> Current + Projected value includes projected \$575,236 savings for Oct 2020 - June 2021 from COVID cost modeling which also assumes 35.9 inpatient COVID hospitalizations through June 2021. Should the actual inpatient hospitalization count differ from the number projected, the final savings will also change.

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 and Rita Baharian  
Cabinet Approval:

Date: December 18, 2020

Phone Number: 457-3896

Regarding: 2020/21 Climate/Culture and Social-Emotional Learning Survey Update

The purpose of this communication is to provide the Board information regarding Fresno Unified's annual Climate/Culture and Social-Emotional Learning (CC-SEL) Survey Update. With the recent adoption of our district's new vision, mission, values, and goals, we are realigning our annual CC-SEL Survey to the new strategic plan to better leverage the results from this survey to inform our district's goals. In order to have flexibility in revising our annual CC-SEL survey, we have decided to discontinue administering the CORE CC-SEL survey for the 2021/22 school year. Instead, we are working with district and school site leaders and staff to revise our survey. This presents us with an opportunity to fold in Diversity, Equity, and Inclusion (DEI) component which we have been embedding within our system since October 2019.

This has been in progress for the past two years as we contracted with Hanover Research group to conduct an evaluation of the CORE CC-SEL survey. They found gaps in both the validity and reliability of the CORE CC-SEL survey. This report was shared with the Board in October of 2018 and is included in this communication. In addition, we organized a CC-SEL Sub-Committee consisting of school survey coordinators, teachers, school administrators, and department leaders to review and revise the CC-SEL survey to be more actionable for school sites. We received feedback to change the CORE questions during this process.

While continuing our process for realignment and revision for 2021/22 school year, we are still implementing a reduced version of our CC-SEL survey for the 2020/21 school year. We recognize that our students, parents, and staff are experiencing survey fatigue during the COVID closure. Our current survey has 47 questions for students, 32 questions for parents, and 50 questions for staff. We have taken the opportunity to reduce the number of questions from the current survey down to 10, and we are also now conducting a Fall and Spring CC-SEL survey for students to monitor progress and gauge growth within the year. Included in this communication are the district-level results from our 2020/21 Fall Climate/Culture student survey. As a reminder, the fall survey was focused on two areas: Adult Connection and School Belonging. While reviewing the results, please take into consideration that the participation rate for this fall was lower than last spring's survey.

In addition to gathering fall Climate/Culture survey data, we wanted to remind you of the work that has been done to gather stakeholders' voices around the Strategic Plan thus far. During Phase I of our Strategic Plan work, we gathered stakeholder input from over 67,000 students, parents/guardians, and staff through our annual spring 2019/20 CC-SEL survey, focus groups, phone call interviews, and discussion forums. Their input was analyzed for common themes and synthesized to inform the development of our Mission, Vision, Values, and Goals. This grass roots approach to our Strategic Plan development has now moved into Phase II, where we are creating opportunities for our students,

parents/guardians, and staff to provide feedback on our newly adopted Mission, Vision, Goals, and Values to inform development of district objectives and metrics. Seventeen virtual focus groups were conducted with students in grades 4 to 12 (487 students in total) in randomly selected classrooms across our regions. Included with this communication is the summary report of the findings and recommendations based on our student voices.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Ambra O'Connor at (559) 457-3341.

Approved by Superintendent  
Robert G. Nelson Ed.D.



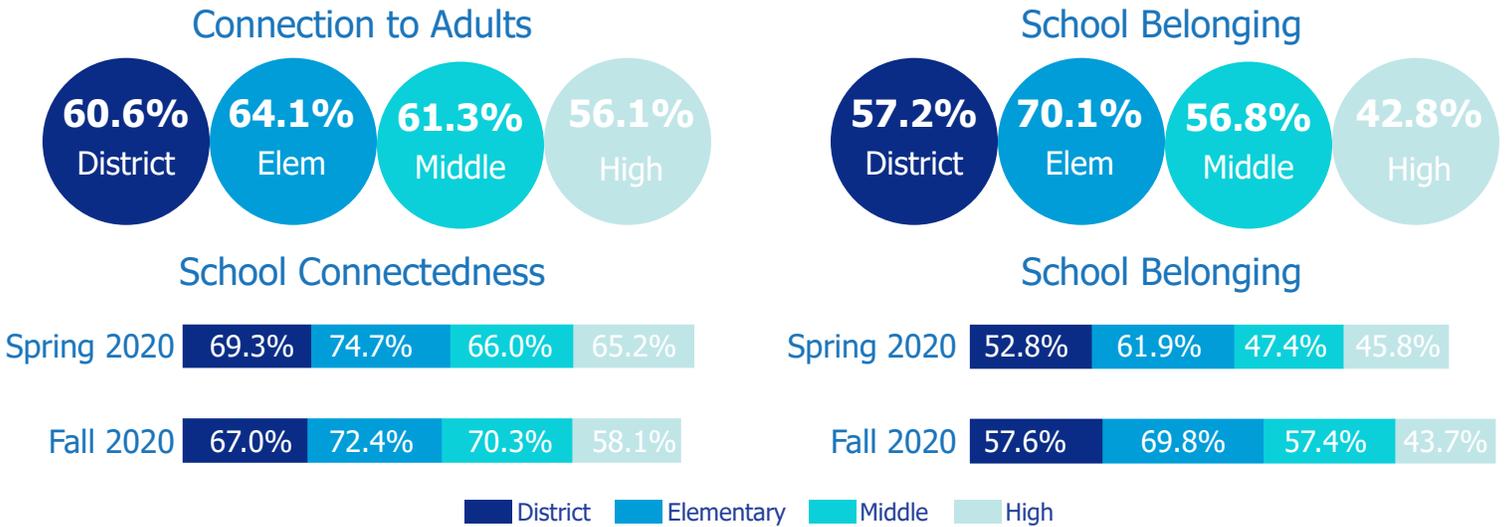
Date: 12/18/2020

# FALL STUDENT CLIMATE & CULTURE SURVEY

## Total Student Voices in the Fall Climate & Culture Survey



## Student Affirmative Responses by Domain



### Connection to Adults

Top Student Responses



"Would you like someone to follow up with you?"

No follow-up needed  
68.9%

My Teacher  
18.4%

Academic Counselor  
5.3%

Social Emotional Support Staff  
4.2%

Mental Health Professional  
3.2%



"What makes you feel a part of this school?"

Interacting with my peers  
44.4%

Field trips  
41.5%

Awards/Recognition Events  
31.5%

Rallies and/or assemblies  
30.8%

Clubs  
28.3%

### School Belonging

Top Student Responses



"Which of the following would help improve your current learning experience?"

More support in understanding assignments and tasks  
47.0%

More interactive activities during class  
29.5%

More support in accessing and using educational resources (such as Whiteboard, Class Dojo, Flipgrid, Kahoot, Padlet, OneNote, Google Drive)  
27.8%



What prevents you from attending afternoon support/intervention time?

I don't need extra support/intervention  
33.5%

I have to help my siblings or others in my home  
32.6%

Other – It's not listed here  
26.9%

November 24, 2020 | By: Equity and Access



# Fresno Unified

Strategic Planning Phase II: Student Input

# Introduction

Fresno Unified School District recently adopted a new strategic plan with a vision, mission, values, and goals. This grass roots approach to our Strategic Plan development has now moved into Phase II, where we are creating opportunities for our students, families, and staff to provide feedback on our newly adopted Mission, Vision, Goals, and Values to inform development of district objectives and metrics. To support this effort, Equity and Access partnered with Communications to design, conduct, and analyze the results of focus groups among students to address the following questions:

- How do students perceive the student goals and how well do they represent student needs?
- What do students believe are some actions that their school could focus on to meet these student goals?
- How do students perceive student engagement in their school and community?
- What do students believe could expand student-centered and real-world learning experiences?
- How have students been challenged academically?

# Methodology

Seventeen virtual focus groups were conducted with students in grades 4 to 12. Schools and classrooms were randomly selected to ensure a representative sample of the larger student population.

- 12 groups in classrooms
- 5 groups during club meetings outside of class time

These focus groups were spread across grade segments:

- 5 groups at elementary schools
- 3 groups at middle schools
- 9 groups at high schools

Focus groups ranged from a participant sample of 10 to 32 students in each session, with 487 student participants total. Following each focus group, students were asked to complete a brief survey to provide additional feedback on our strategic plan.

# Key Findings

**Students interpret Fresno Unified’s recently adopted vision and mission as meaning that teachers will demonstrate caring support to ensure student needs are met and take a genuine interest in their students’ success to empower and nurture students.** Students noted that teachers and their interactions with students are at the core of this vision and mission. To feel valued and empowered means to have teachers who are supportive, caring, genuine, and understanding. Students shared that they feel most nurtured and cultivated when they have teachers who show a true interest in their lives. Students also noted that these focus groups are an example of ensuring students feel valued and empowered as the district is gathering student voice on an important matter. More frequent teacher check-ins, positive encouragement, and increased acknowledgement of student effort and hard work were specific examples of how schools can encourage the belief that all students can achieve. In addition, a handful of students discussed how their schools’ current grading system discourages student motivation and achievement.

**Students noted a disconnect in Fresno Unified’s values and what is experienced in the classroom, with negative student-teacher interactions as the most crucial.** While students agreed that the learning value is the most lived in our system, students noted that the other values were contradictory to their experiences. Students also shared that learning is emphasized the most over the other values. When discussing the value of people and community, most students noted that their experiences are in direct opposition of this value as teachers are disrespectful to students, students struggle to connect with teachers, and teachers do not have students’ best intentions in mind. Schools and classrooms fail to teach students how to appropriately react to stressful or negative situations, which impacts students’ abilities to behave positively. Students across grade levels noted that teachers often have negative beliefs about students and do not demonstrate the positive behavior that they expect their students to have. Some students spoke to the lack of diversity in staff and the negative impacts that it has on their behavior and learning. Students also shared that the accountability value is the least lived in our system as teachers are not held accountable for how they interact with and treat students in their classrooms. The few students who did share positive experiences with teachers were elementary-aged. Overall, students overwhelmingly cited negative teacher-student interactions and negative classroom experiences as preventing these values from truly being lived at their school.

**Student-teacher relationships, school environment, and student involvement are the top three factors students feel schools should focus on to meet the district’s student goals.** Students frequently mentioned the importance of student-teacher relationships, noting how this impacts their learning and school engagement. Students noted that schools should focus on improving and strengthening relationships between students and teachers. Some students shared that schools should place less emphasis on academic achievement, and more focus on fostering student well-being, meeting students where they are at, and listening to what students really need to improve their learning. Ensuring a positive school environment where students are valued and listened to was also discussed as an area that schools should prioritize in order to meet the student goals. Students also noted that creating diverse opportunities for students to get involved

in school through more pathways, school events, and clubs would help schools work toward meeting the student goals.

**Student engagement in school is impacted by student-teacher relationships and opportunities to participate in school-sponsored activities and events.** Students noted that more one-on-one time with teachers and teachers demonstrating a personal interest in students while delivering engaging, interactive lessons would improve their involvement in school. Students also shared that having more opportunities to participate in virtual events and activities aligned with their interests would further increase their engagement in school. The examples students provided varied depending on the school environment: distance learning vs. in-person instruction on campus. During distance learning, students shared that providing students with more opportunities to interact with their peers, integrating student-interests into lessons (i.e. Minecraft), student and class awards that reward students for hard work and effort, class tournaments, virtual field trips, virtual rallies, and utilizing social media platforms more frequently would increase student engagement in school. Once students are able to return to campus for in-person instruction, students would like to see more rallies that celebrate diverse cultures, increased on-campus events and celebrations that are interactive, school competitions where classes and students can compete for prizes, more hands-on assignments and lessons in class, and a wider variety of clubs aligned to student interests (i.e. anime club, cosplay, video games) offered. Students shared that their engagement in class is affected by their engagement in school. Improved student-teacher relationships and more hands-on learning opportunities are the biggest drivers behind increasing student involvement and interest in class.

**Fresno Unified can expand student-centered and real-world learning experiences by involving students in decision-making about what and how they learn and providing more diverse instructional lessons and activities in class.** Across grade levels, students identified their interactions with their teachers as paramount to a student-centered classroom environment and their connection to learning in class. Some students shared that they are intimidated to speak up in class and do not feel connected to the learning, as their teachers are visibly unhappy, condescending, and disrespectful to students. When asked for specific examples of how Fresno Unified could expand real-world learning opportunities, students in middle and high school noted that providing classes related to life skills such as cooking, job-related abilities (i.e. interviewing, resume writing), finances (i.e. paying taxes, building credit, establishing a retirement), and health (i.e. pregnancy prevention, safe sex practices, medical insurance). Elementary-aged students shared that more field trips, additional hands-on learning opportunities, increased opportunities for guest speakers, and writing assignments on topics that were more interesting to students would help to expand student-centered and real-world experiences at school. When asked how they feel connected to the learning in class, students shared that they feel most connected to the learning when there are interactive, hands-on lessons and activities, teachers demonstrate consistent and respectful communication, and important events happening in the real-world are directly tied to what they are learning in class (i.e. the Presidential election). Students across grade levels highlighted the importance of celebrating and recognizing different cultures, sexual orientation, and mental health, and emphasized that schools should do a better job to connect the material to real-world experiences. Secondary students also spoke to the importance of schools offering job shadowing and internship experiences for students.

**Schools can make learning more student-centered by creating more opportunities for students to give input on their learning and by offering more engaging and interactive**

**assignments and lessons.** Students provided a variety of recommendations of how their school could be more student-centered, with most students noting the need for schools to gather and value student voice. Students want a say in what they learn and how they learn, and they want to be able to provide feedback on what is working and not working in their classrooms. However, students shared that teachers also need to help them feel comfortable giving honest feedback. Most students also shared that having engaging and interactive classroom lessons and assignments in their classes would also make learning more student-centered. Providing students with opportunity to select instructional activities that align with their interests, more student-focused support tailored to meet the diverse needs of students, and more varied pathways at school were also actions shared.

**Students have been challenged academically, predominantly in math and writing.** While students shared a variety of areas that they feel challenged academically in, the majority of students did not feel they were challenged in a positive way and that the work was above their skillset, which discouraged them and made them feel as though mastery was unattainable. Students had mixed feelings about being challenged academically during distance learning with some students noting that classes are more challenging in a virtual environment, while others shared that their classes have been substantially less challenging while online. While most students did not feel that teachers encourage them to reach their greatest potential, a handful of students noted positive experiences with teachers. For students who did not view teachers as the primary driver behind reaching their greatest potential, students shared the belief that teachers do not believe in them, do not know what they are capable of, and do not support and encourage them in a way that helps them become the best version of themselves. Students also discussed that when parents are involved in their learning, parents become the primary source behind helping students reach their greatest potential. On the other hand, a few students identified one teacher that they either currently have or had in the past that did encourage them to reach their greatest potential by being supportive, spending additional time with students, and making them feel comfortable to ask questions. Math and writing were the most noted content areas of where students feel they have been challenged academically. A few students also mentioned AP and IB classes as being particularly challenging.

## Recommendations

Based on the findings of the focus groups and student survey results, there are six recommendations for Fresno Unified to consider in the development of district goals.

1. Give students more **positive affirmations** and opportunities for **one-on-one check-ins** with their teachers. Prioritize **intentional relationship-building** with students.
2. Ensure the school and classroom culture has a **growth mindset** approach that embeds a consistent structure for **listening** to what students need to improve their learning.
3. Intentionally develop and implement structures that **scaffold student learning** in math and writing that builds upon success.
4. Create opportunities to recognize students in classes for **hard work and effort**.
5. Develop **grading systems** that are focused on motivating and encouraging students.
6. Ensuring that **diversity of teacher population** mirrors that of the student population.

7. Embed learning opportunities for students to gain skills on how to **manage conflict and stress**.
8. Increase opportunities for **student voice** and student involvement that celebrates **diversity** and are aligned to **student interests and needs**.
9. Provide **diverse instructional content** that is aligned to **student interests** and allows for **student choice**.
10. Create opportunities for students to apply learning in a **real-world setting** (i.e. job shadowing, internships, etc.) and related to **life skills** (i.e. cooking, job-related, finances, etc.). Provide learning experiences **outside of the classroom** that make the **learning more tangible**.

## Appendix

### Student Focus Group Questions

1. After reading/hearing our vision and mission, how would explain each in your own words? (What does being valued and empowered mean to you? How does your school encourage the belief that all students can achieve? How can schools and staff nurture and cultivate students?)
2. After reading/hearing our values, what are some ways you experience these values at the school or in the classroom? (Probing: Are there values that we do best? Worst?)
3. What would increased student engagement in your school look like? (Probing: How would it look in your community? In what ways do you feel engaged in class?)
4. What are some ways that you have been challenged academically? (Probing: How have you been encouraged to reach your greatest potential? And what are some experiences where you have not been challenged?)
5. How do you think our school district could expand student-centered and real-world learning experiences? (Probing: In what ways do you feel connected to the learning in your class? How could your school do a better job connecting the material to real-world experiences? In what ways is your school student-centered?)

### Student Exit Ticket Survey Questions

1. How well do the student goals represent our student needs? (Likert scale rating)
2. If you had to list three things that your school could focus on to meet these goals, what would it be?
3. What are TWO things that your school could do to make your learning more student-centered? Please note that student-centered means that students are involved in decision-making and the learning material is focused on their unique needs and interests.
4. Of the student goals, which goal that is most important for you, as a student?
  - a. Improve academic performance at challenging levels
  - b. Expand student-centered and real-world learning experiences
  - c. Increase student engagement in their school and community
5. Please tell us why the student goal you picked above is the most important to you?



# SEL and SCC Survey Revisions

Prepared for Fresno Unified School District

October 2019

# CONTENTS

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# INTRODUCTION

Fresno Unified School District (FUSD) currently administers the CORE Districts' Social-Emotional Learning (SEL) and School Culture and Climate (SCC) Survey annually to collect information from students in Grades 4-6 and Grades 7-12.<sup>1</sup> FUSD requested that Hanover Research (Hanover) review the instruments and provide recommendations to ensure that the questions are best suited to gathering the desired information in these areas and to conduct a preliminary review of the questions to assess validity and reliability.

Hanover reviewed the SEL/SCC survey questions to compare against best practices in survey design to propose research-supported adaptations to the questions, where appropriate. This effort sought to answer the following key research questions:

- To what extent do the existing SEL/SCC survey questions align with best practices in survey design?
- Based on best practices in survey design, what are recommended changes to the questions?

The accompanying Excel document contains tables with recommended revisions to the two groups of survey questions (SEL and SCC). Hanover recommends revisions in three main areas: (1) questions and prompts; (2) scales; and (3) the constructs they are intended to measure. The Excel document contains the following:

- Original and new (i.e., recommended) content for each of these three main areas;
- Coded short names for all the original and Hanover-recommended scales (full scales can be referenced in the [Scales List](#) at the end of this document); and
- Columns indicating which survey design best practices are used to inform the revisions to scales and questions/prompts (indicated by an x in the column for that practice; detailed descriptions of these best practices are provided in this document).

The [Scales List](#) at the end of this document provides full scales for all the original CORE survey questions and Hanover's recommended revised scales. Each scale has a unique name which is used in the accompanying Excel document as a reference point to simplify the tables and avoid listing the full scales in each instance. Scales names ending in C are from the original CORE surveys and those ending in H are Hanover's recommended revised scales.

The remaining sections in this document explain Hanover's overall approach to the revisions, overall recommendations, and the best practices in survey design, which support the proposed revisions.

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<sup>1</sup> "Improvement Measures." CORE Districts. <https://coredistricts.org/our-data-research/improvement-measures/>

# OVERVIEW OF RECOMMENDATIONS

Based on best practices in survey design, Hanover recommends the following:

- **Combine the Grades 4-6 and 7-12 SCC surveys into a single survey instrument with standardized language.** This will enable the results to be compared across grade levels. The grades 7-12 revised version contains a few extra items that are noted in the attached Excel document under the “Audience” column. *Note: The SEL surveys already use consistent language so there is only one revised version for that survey.*
- **Include an “opt-out” option for all scales (e.g., “Not Applicable/Don’t Know).** This will ensure higher quality results as it prevents respondents from choosing an answer to a question that does not necessarily apply to them or which they do not understand.
- **Use consistent scales and language within constructs** to maximize internal consistency reliability (i.e., the items measure various aspects of the same construct).
- **Revise the questions, prompts, and scales so the language is simple and objective.** Hanover recommends language that can be understood and interpreted clearly and consistently by the youngest respondents (i.e., students in Grade 4).
- **Consider adding questions to measure relationship skills and responsible decision-making to cover all five core SEL competencies as identified by CASEL.** The current SEL survey instrument directly addresses two of these five competencies (self-management and social awareness) as well as two sub-constructs of the self-awareness competency area (growth mindset and self-efficacy).

In addition to the main recommendations above, Hanover suggests revisions based on the survey design best practices detailed in the following section.

## BEST PRACTICES IN SURVEY DESIGN

Hanover surveys align with best practices in survey design. The recommended changes to the SEL/SCC surveys are supported by the following survey design standards.<sup>2</sup>

Each bullet point below corresponds to a column in the accompanying Excel document. The order is the same in both this document and the Excel file (e.g., the scale best practice “Consistent” in the Excel file references the use of consistent scales best practice described below). An x indicates that the revision to the scale and/or question is justified by the corresponding best practice item. Many of the recommended revisions are supported by more than one best practice.

### SCALES

- Use **consistent scales** within constructs (e.g., all five-point “agree” scales instead of some “agree” scales and some frequency scales or some five-point and some four-point).
- Present Likert scales (e.g., strongly disagree to strongly agree) from **negative to positive**.
- **Balance Likert scales** with a midpoint or neutral option (e.g., strongly disagree to strongly agree with a neutral option in the middle such as “neither agree nor disagree”).
- Use “**opt-out**” options such as “N/A” or “Don’t know” when the question is either not relevant or the respondent is unsure.
- Use **objective, specific language** in scales (e.g., “3 or 4 times a Week” instead of “sometimes”) to ensure that all respondents will interpret the item the same way.

### QUESTIONS/PROMPTS

- Use **consistent language** within constructs (e.g., instead of “made fun of” for some and “harassed” for other statements, write “made fun of” for all statements in the set).
- Use **simple, concise language** to ensure all respondents understand the question the same way. Using unnecessarily complex words such as “inform” instead of “tell” could result in confusion or misinterpretation for some respondents.
  - **Avoid double-barreled questions** (e.g., “How often have you been made fun of because of your looks or the way you talk” is asking two questions in one).
- Use **objective, specific language** for survey questions to ensure that all respondents will interpret the survey item the same way. For example, “there is

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<sup>2</sup> Hanover’s best practices for survey design were developed based on our internal experience and expertise and literature in the field of survey design, including: Iarossi, G. “Survey Design: A User’s Guide for Managing Surveys, Interpreting Results, and Influencing Respondents.” The World Bank, 2006, P. 30-68. <http://documents.worldbank.org/curated/en/726001468331753353/The-power-of-survey-design-a-users-guide-for-managing-surveys-interpreting-results-and-influencing-respondents>

an adult at my school who really cares about me” could be interpreted differently depending on one’s definition of the word “really.”

- **Other** reasons for revisions include, but are not limited to, the following:
  - Redundancy
  - Item was identified as weak in the validity/reliability report
  - Fits with another construct
  - Relies on long-term memory

## SCALE NAME AND ANSWER CHOICE LIST

SCALE NAME*	SOURCE	ANSWER 1	ANSWER 2	ANSWER 3	ANSWER 4	ANSWER 5	ANSWER 6
Frequency1-C	CORE Survey	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time		
Safety-C	CORE Survey	Very Safe	Safe	Neither Safe nor Unsafe	Unsafe	Very Unsafe	
Frequency2-C	CORE Survey	Never	3-6 times per year	1-3 times per month	1-3 times per week	4-5 times per week	
Agree-C	CORE Survey	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	
Frequency3-C	CORE Survey	0 Times	1 Time	2 or 3 Times	4 or More Times		
Frequency4-C	CORE Survey	Almost Never	Once in a While	Sometimes	Often	Almost All the Time	
True-C	CORE Survey	Not At All True	A Little True	Somewhat True	Mostly True	Completely True	
Confidence-C	CORE Survey	Not At All Confident	A Little Confident	Somewhat Confident	Mostly Confident	Completely Confident	
Careful-C	CORE Survey	Not Carefully At All	Slightly Carefully	Somewhat Carefully	Quite Carefully	Extremely Carefully	
Get Along-C	CORE Survey	Did Not Get Along At All	Got Along A Little Bit	Got Along Somewhat	Got Along Pretty Well	Got Along Extremely Well	
Clear-C	CORE Survey	Not At All Clearly	Slightly Clearly	Somewhat Clearly	Quite Clearly	Extremely Clearly	
Respectful-C	CORE Survey	Not At All Respectful	Slightly Respectful	Somewhat Respectful	Quite Respectful	Extremely Respectful	
Agree-H	Hanover	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Don't Know or Not Applicable
Frequency1-H	Hanover	Almost Never	Some of the Time	About Half of the Time	Most of the Time	Almost Always	Don't Know or Not Applicable
Frequency2-H	Hanover	0 Times	1 or 2 Times	3 or 4 Times	5 or 6 Times	More than 6 Times	Don't Know or Not Applicable
Frequency3-H	Hanover	Never	Less than once a month	1-3 times per month	1-3 times per week	More than 3 times per week	Don't Know or Not Applicable

\*Note: These abbreviated scale names are referenced in the accompanying Excel file and represent both the scale type (e.g., agreement scale) and the source of the scale (e.g., CORE survey “-C” or recommended by Hanover Research “-H”).

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness

## OUR SOLUTIONS

### ACADEMIC SOLUTIONS

- **College & Career Readiness:**  
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**  
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**  
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

### ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**  
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**  
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**  
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

### LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

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#### EXPERT

200+ analysts with multiple methodology research expertise



#### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



#### DEDICATED

Exclusive account and research teams ensure strategic partnership



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Annual, fixed-fee model shares costs and benefits



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OVERALL DISTRICT

Survey

STUDENT

Fall Climate/Culture Student Survey by Region and By School Comparison to Spring 2020 CC-SEL Survey

D1

FALL CLIMATE/CULTURE STUDENT SURVEY	Survey Response Rate <sup>1</sup>		CONNECTION TO ADULTS**				SCHOOL BELONGING**							
			Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
			SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
DISTRICT	82.7%	62.0%	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%
BULLARD REGION	84.6%	61.6%	71.7%	68.3%	71.7%	68.3%	44.5%	55.4%	53.0%	65.1%	62.9%	53.6%	53.4%	58.0%
Bullard High	71.1%	37.3%	66.9%	56.6%	66.9%	56.6%	36.2%	41.2%	39.9%	47.5%	67.7%	32.4%	47.9%	40.3%
Figarden Elementary	97.8%	88.2%	78.5%	77.2%	78.5%	77.2%	48.6%	70.1%	68.4%	70.5%	64.0%	78.4%	60.3%	73.0%
Forkner Elementary	92.3%	81.7%	82.1%	74.8%	82.1%	74.8%	53.3%	67.5%	69.8%	80.3%	56.4%	78.9%	59.9%	75.6%
Gibson Elementary	88.3%	89.2%	66.2%	68.3%	66.2%	68.3%	53.1%	71.8%	63.2%	68.9%	72.7%	76.7%	63.0%	72.5%
Kratt Elementary	97.6%	95.1%	71.6%	74.6%	71.6%	74.6%	45.3%	72.3%	58.7%	79.1%	72.3%	68.9%	58.7%	73.4%
Lawless Elementary	98.6%	90.5%	70.0%	71.6%	70.0%	71.6%	39.3%	55.5%	58.5%	69.8%	54.7%	66.5%	50.8%	63.9%
Malloch Elementary	99.4%	71.1%	76.0%	78.4%	76.0%	78.4%	65.8%	84.1%	66.7%	71.4%	54.8%	77.9%	62.4%	77.8%
Powers-Ginsburg Elementary	93.7%	72.0%	77.4%	71.8%	77.4%	71.8%	58.9%	65.8%	76.2%	83.4%	76.1%	80.5%	70.4%	76.5%
Slater Elementary	96.3%	84.2%	75.9%	71.4%	75.9%	71.4%	55.6%	61.4%	61.2%	69.0%	76.0%	69.7%	64.3%	66.7%
Starr Elementary	89.9%	80.5%	81.3%	83.9%	81.3%	83.9%	64.6%	75.6%	79.1%	83.2%	54.6%	58.6%	66.1%	72.6%
Tenaya Middle	96.7%	84.8%	74.4%	71.3%	74.4%	71.3%	45.9%	51.0%	57.7%	69.4%	51.1%	45.3%	51.6%	55.2%
Wawona Middle	94.6%	65.4%	71.9%	68.9%	71.9%	68.9%	42.9%	44.8%	45.8%	62.2%	57.0%	43.8%	48.6%	50.3%
EDISON REGION	78.6%	59.6%	68.5%	65.9%	68.5%	65.9%	48.6%	58.1%	56.3%	63.3%	55.3%	47.7%	53.4%	56.4%
Addams Elementary	89.7%	0.6%	73.4%	50.0%*	73.4%	50%*	57.8%	100%*	66.1%	100%*	73.6%	100%*	65.8%	100%*
Columbia Elementary	96.7%	76.4%	80.8%	78.9%	80.8%	78.9%	53.6%	59.0%	69.5%	80.4%	67.1%	67.5%	63.4%	69.0%
Computech Middle	87.6%	63.8%	70.9%	74.5%	70.9%	74.5%	57.0%	69.3%	61.2%	68.9%	54.5%	45.9%	57.6%	61.4%
Edison High	60.6%	63.6%	64.3%	57.9%	64.3%	57.9%	44.9%	51.3%	44.9%	51.9%	46.2%	36.4%	45.3%	46.5%
Gaston Middle	90.2%	54.7%	60.2%	66.7%	60.2%	66.7%	29.5%	49.3%	46.8%	65.7%	47.4%	45.0%	41.2%	53.4%
King Elementary	99.6%	57.7%	71.9%	67.2%	71.9%	67.2%	35.3%	47.8%	59.6%	79.4%	81.7%	75.4%	58.9%	67.5%
Kirk Elementary	89.1%	60.8%	74.6%	76.7%	74.6%	76.7%	52.5%	61.9%	61.0%	67.4%	56.0%	66.3%	56.5%	65.2%

Please note: Results are shown for affirmative responses.

Blank cells indicate instances when sites do not participate in the student survey.

1 - Student enrollment (Grades 4-12) is used as denominator in calculating response rates. Enrollment counts are as of 1/15/2020 for Spring 2020 and 10/16/2020 for Fall 2020.

Excluded from all calculations - students who submitted an opt-out form, withdrawing them from participation.

Excluded from Region and School calculations - students who transferred to another FUSD site within the survey window.

\* The results for groups with less than 11 survey respondents should be interpreted with caution.

\*\* Change over time is not a perfect representation of changing opinion, due to variations in the item format between surveys for both question and response options.

  Increase >= .5 from Spring survey results

  Decrease <= .5 from Spring survey results

OVERALL DISTRICT

Survey

STUDENT

Fall Climate/Culture Student Survey by Region and By School Comparison to Spring 2020 CC-SEL Survey

D1

FALL CLIMATE/CULTURE STUDENT SURVEY	Survey Response Rate <sup>1</sup>		CONNECTION TO ADULTS**				SCHOOL BELONGING**							
			Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
			SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
DISTRICT	82.7%	62.0%	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%
Lincoln Elementary	96.1%	44.9%	76.4%	72.9%	76.4%	72.9%	47.2%	77.6%	66.2%	78.3%	71.1%	76.2%	61.4%	77.4%
Manchester Gate Elementary	94.3%	73.2%	78.0%	75.9%	78.0%	75.9%	74.6%	76.0%	75.7%	79.8%	58.8%	69.6%	69.7%	75.2%
Sunset Elementary	95.3%	83.5%	59.8%	70.3%	59.8%	70.3%	60.8%	70.0%	76.5%	79.2%	62.7%	55.1%	66.7%	68.2%
FRESNO REGION	78.1%	63.3%	68.3%	66.7%	68.3%	66.7%	43.0%	51.5%	55.0%	66.0%	59.6%	54.5%	52.5%	57.4%
Cooper Middle	98.2%	76.5%	71.3%	73.3%	71.3%	73.3%	45.2%	62.0%	56.0%	71.6%	65.0%	53.9%	55.4%	62.5%
Del Mar Elementary	88.6%	67.1%	69.6%	68.4%	69.6%	68.4%	54.0%	68.8%	67.8%	74.7%	90.7%	76.6%	70.9%	73.4%
Fort Miller Middle	92.3%	64.4%	66.6%	74.7%	66.6%	74.7%	38.4%	50.2%	49.6%	68.6%	43.2%	49.8%	43.7%	56.2%
Fremont Elementary	90.0%	70.4%	72.3%	65.1%	72.3%	65.1%	40.2%	53.1%	67.2%	83.2%	63.4%	64.0%	56.9%	66.8%
Fresno High	53.7%	52.6%	63.4%	54.2%	63.4%	54.2%	35.5%	37.1%	43.7%	49.3%	50.0%	35.0%	43.1%	40.5%
Hamilton K-8	92.5%	72.7%	62.8%	69.5%	62.8%	69.5%	44.9%	58.7%	52.0%	73.6%	42.3%	62.9%	46.4%	65.1%
Heaton Elementary	86.1%	52.7%	60.7%	63.8%	60.7%	63.8%	36.9%	52.1%	59.2%	73.3%	69.8%	70.7%	55.3%	65.3%
Homan Elementary	91.3%	61.2%	67.6%	73.0%	67.6%	73.0%	48.4%	60.7%	62.6%	75.2%	62.6%	68.9%	57.8%	68.2%
Muir Elementary	95.4%	73.0%	80.2%	79.4%	80.2%	79.4%	43.5%	51.5%	67.7%	73.9%	91.4%	72.1%	67.6%	65.8%
Roeding Elementary	93.5%	89.4%	85.0%	74.8%	85.0%	74.8%	61.4%	64.0%	77.4%	78.9%	79.0%	77.7%	72.6%	73.5%
Williams Elementary	79.5%	60.3%	67.2%	70.4%	67.2%	70.4%	49.0%	61.5%	52.7%	75.5%	62.1%	74.3%	54.6%	70.4%
Wilson Elementary	93.5%	74.8%	76.8%	78.5%	76.8%	78.5%	47.1%	57.7%	62.4%	73.3%	79.7%	66.0%	63.0%	65.6%
HOOVER REGION	82.3%	56.8%	67.3%	66.6%	67.3%	66.6%	40.1%	53.3%	52.3%	65.6%	56.9%	55.8%	49.7%	58.2%
Ahwahnee Middle	48.2%	70.8%	65.1%	66.3%	65.1%	66.3%	33.3%	52.0%	46.2%	58.9%	53.8%	49.4%	44.5%	53.5%
Centennial Elementary	79.3%	74.3%	71.4%	69.1%	71.4%	69.1%	43.6%	61.8%	61.3%	74.2%	52.7%	58.8%	52.5%	65.0%
Eaton Elementary	90.2%	76.5%	80.8%	80.1%	80.8%	80.1%	63.5%	60.8%	73.5%	74.6%	90.3%	84.5%	75.7%	73.3%
Holland Elementary	99.3%	87.8%	64.1%	62.7%	64.1%	62.7%	54.1%	66.9%	58.3%	75.3%	81.5%	59.1%	64.7%	67.2%

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OVERALL DISTRICT

Survey

STUDENT

Fall Climate/Culture Student Survey by Region and By School Comparison to Spring 2020 CC-SEL Survey

D1

FALL CLIMATE/CULTURE STUDENT SURVEY	Survey Response Rate <sup>1</sup>		CONNECTION TO ADULTS**				SCHOOL BELONGING**							
			Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
			SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
DISTRICT	82.7%	62.0%	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%
Hoover High	83.3%	33.0%	64.6%	59.8%	64.6%	59.8%	29.3%	33.5%	39.9%	47.2%	62.7%	36.6%	44.0%	39.1%
McCardle Elementary	97.8%	87.8%	74.3%	77.8%	74.3%	77.8%	50.0%	57.4%	70.3%	76.1%	59.0%	73.0%	59.7%	68.9%
Pyle Elementary	91.4%	67.2%	65.4%	68.4%	65.4%	68.4%	44.9%	58.4%	62.0%	73.3%	69.5%	73.4%	58.8%	68.4%
Robinson Elementary	85.1%	73.2%	78.7%	75.2%	78.7%	75.2%	52.2%	69.4%	66.5%	81.4%	34.8%	60.6%	51.2%	70.5%
Thomas Elementary	99.1%	68.2%	74.4%	70.1%	74.4%	70.1%	59.5%	63.3%	69.5%	72.6%	42.9%	71.7%	57.3%	69.2%
Tioga Middle	84.7%	60.4%	55.8%	59.5%	55.8%	59.5%	34.3%	47.5%	37.6%	62.8%	33.1%	44.6%	35.0%	51.6%
Viking Elementary	95.3%	61.1%	73.8%	71.1%	73.8%	71.1%	36.7%	66.7%	59.8%	73.7%	61.1%	77.2%	52.6%	72.5%
Vinland Elementary	92.5%	77.5%	70.8%	66.0%	70.8%	66.0%	54.8%	61.9%	74.1%	80.5%	67.7%	59.5%	65.5%	67.3%
Wolters Elementary	92.4%	52.0%	69.6%	75.0%	69.6%	75.0%	50.3%	62.6%	62.3%	76.1%	45.9%	56.7%	52.8%	65.2%
MCLANE REGION	89.8%	61.3%	69.5%	67.1%	69.5%	67.1%	45.6%	57.2%	56.6%	67.7%	59.6%	52.8%	53.9%	59.3%
Birney Elementary	95.8%	79.7%	80.3%	73.3%	80.3%	73.3%	54.1%	70.2%	66.8%	78.5%	68.5%	68.9%	63.1%	72.5%
Ericson Elementary	98.8%	82.4%	79.2%	70.0%	79.2%	70.0%	64.0%	60.6%	75.6%	77.7%	64.4%	60.0%	68.0%	66.1%
Ewing Elementary	98.2%	81.0%	72.8%	69.8%	72.8%	69.8%	56.2%	70.2%	70.0%	77.1%	41.4%	55.8%	55.8%	67.8%
Hidalgo Elementary	93.1%	52.9%	72.8%	75.2%	72.8%	75.2%	49.1%	63.6%	65.3%	72.7%	72.6%	67.4%	62.3%	67.9%
Leavenworth Elementary	96.7%	79.4%	89.1%	78.9%	89.1%	78.9%	75.1%	71.7%	83.4%	80.6%	79.2%	60.5%	79.2%	70.9%
Mayfair Elementary	100.7%	89.8%	72.8%	62.2%	72.8%	62.2%	46.5%	62.8%	61.9%	73.7%	66.2%	59.4%	58.2%	65.4%
McLane High	77.0%	54.5%	62.2%	56.8%	62.2%	56.8%	32.5%	38.9%	44.2%	51.9%	47.4%	36.5%	41.4%	42.5%
Norseman Elementary	95.4%	15.4%	70.7%	77.8%	70.7%	77.8%	43.6%	71.1%	57.2%	77.8%	72.5%	66.7%	57.7%	71.9%
Rowell Elementary	98.8%	73.2%	66.5%	68.1%	66.5%	68.1%	48.3%	61.1%	53.3%	72.9%	53.1%	61.1%	51.6%	65.1%
Scandinavian Middle	90.7%	37.9%	63.5%	68.0%	63.5%	68.0%	36.1%	48.0%	47.9%	60.5%	52.4%	41.8%	45.5%	50.1%
Turner Elementary	96.5%	95.6%	75.8%	69.0%	75.8%	69.0%	56.7%	69.2%	65.0%	71.0%	67.9%	70.0%	63.2%	70.0%

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OVERALL DISTRICT

Survey  
D1

STUDENT

Fall Climate/Culture Student Survey by Region and By School Comparison to Spring 2020 CC-SEL Survey

FALL CLIMATE/CULTURE STUDENT SURVEY	Survey Response Rate <sup>1</sup>		CONNECTION TO ADULTS**				SCHOOL BELONGING**							
			Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
			SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
DISTRICT	82.7%	62.0%	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%
Wishon Elementary	91.5%	76.5%	78.6%	72.3%	78.6%	72.3%	61.2%	80.4%	67.0%	80.7%	64.4%	58.8%	64.2%	73.4%
Yosemite Middle	93.9%	63.1%	64.3%	73.3%	64.3%	73.3%	41.3%	58.2%	49.1%	70.3%	71.4%	55.4%	53.9%	61.3%
ROOSEVELT REGION	82.0%	63.4%	71.6%	69.1%	71.6%	69.1%	48.4%	57.6%	60.0%	69.5%	55.5%	53.0%	54.6%	60.1%
Anthony Elementary	88.1%	70.9%	88.7%	82.0%	88.7%	82.0%	70.4%	71.1%	76.4%	73.0%	87.6%	73.8%	78.1%	72.6%
Balderas Elementary	98.9%	72.1%	75.1%	66.7%	75.1%	66.7%	65.9%	61.3%	75.1%	78.5%	71.4%	68.2%	70.8%	69.3%
Calwa Elementary	95.4%	72.1%	70.5%	67.6%	70.5%	67.6%	50.4%	59.2%	66.5%	77.5%	83.8%	74.6%	66.9%	70.4%
Jackson Elementary	91.0%	72.4%	82.9%	86.8%	82.9%	86.8%	66.5%	74.0%	79.6%	81.5%	61.1%	60.5%	69.1%	72.1%
Jefferson Elementary	93.8%	62.2%	84.9%	79.4%	84.9%	79.4%	72.9%	81.0%	75.9%	85.4%	41.6%	65.7%	63.5%	77.3%
Lane Elementary	94.4%	69.0%	70.8%	70.1%	70.8%	70.1%	51.8%	63.5%	64.3%	72.0%	64.7%	60.2%	60.2%	65.3%
Lowell Elementary	99.4%	93.5%	72.5%	64.5%	72.5%	64.5%	42.6%	51.7%	55.2%	68.1%	39.1%	60.1%	45.6%	60.0%
Roosevelt High	69.2%	46.1%	67.1%	60.3%	67.1%	60.3%	38.7%	42.7%	44.9%	55.9%	48.3%	35.8%	44.0%	44.8%
Sequoia Middle	81.4%	77.9%	66.0%	72.3%	66.0%	72.3%	38.3%	56.2%	57.1%	70.8%	56.2%	51.7%	50.6%	59.6%
Tehipite Middle	71.6%	57.6%	65.9%	74.2%	65.9%	74.2%	36.6%	52.0%	52.8%	68.8%	43.7%	39.0%	44.4%	53.3%
Vang Pao Elementary	93.7%	88.2%	74.1%	69.9%	74.1%	69.9%	57.4%	67.9%	70.9%	75.3%	57.4%	65.8%	61.9%	69.7%
Webster Elementary	86.0%	78.6%	83.6%	65.1%	83.6%	65.1%	60.7%	70.9%	78.4%	80.9%	55.8%	59.4%	65.0%	70.6%
Winchell Elementary	92.3%	61.6%	68.9%	67.9%	68.9%	67.9%	43.2%	60.5%	56.9%	75.8%	55.2%	59.9%	51.8%	65.4%
Yokomi Elementary	96.5%	76.9%	81.4%	77.9%	81.4%	77.9%	66.3%	79.1%	79.1%	77.4%	48.5%	61.0%	64.6%	72.5%
SPECIALTY REGION	82.3%	57.8%	70.2%	69.8%	70.2%	69.8%	50.3%	58.5%	58.6%	65.6%	51.9%	42.0%	53.6%	55.4%
Baird Middle	99.0%	86.2%	73.2%	73.2%	73.2%	73.2%	59.6%	69.8%	66.6%	77.1%	33.9%	41.7%	53.4%	62.9%
Bullard Talent K-8	93.9%	92.6%	74.9%	77.3%	74.9%	77.3%	54.1%	65.7%	68.8%	75.9%	44.9%	60.1%	55.9%	67.3%
Cambridge High	69.8%	37.4%	57.9%	59.8%	57.9%	59.8%	24.6%	36.0%	43.3%	50.6%	54.8%	37.4%	40.9%	41.3%

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OVERALL DISTRICT

STUDENT

Fall Climate/Culture Student Survey by Region and By School Comparison to Spring 2020 CC-SEL Survey

Survey  
D1

FALL CLIMATE/CULTURE STUDENT SURVEY	Survey Response Rate <sup>1</sup>		CONNECTION TO ADULTS**				SCHOOL BELONGING**							
			Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
			SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
DISTRICT	82.7%	62.0%	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%
Dailey Elementary Charter	91.1%		91.2%		91.2%		85.7%		93.4%		91.0%		90.0%	
Design Science High	100.4%	64.3%	87.9%	76.0%	87.9%	76.0%	82.6%	74.1%	76.6%	69.2%	65.9%	33.1%	75.0%	58.9%
Dewolf High	96.5%	35.3%	56.8%	66.1%	56.8%	66.1%	28.1%	42.4%	43.2%	62.7%	42.8%	35.1%	38.0%	46.9%
Duncan Polytech High	95.5%	56.5%	68.2%	63.1%	68.2%	63.1%	45.9%	53.3%	52.8%	58.2%	54.9%	35.1%	51.2%	48.9%
Fulton School	57.9%	75.0%	72.7%	60.0%	72.7%	60.0%	45.5%	26.7%	27.3%	13.3%	54.5%	26.7%	42.4%	22.2%
JE Young Academic High	60.6%	39.9%	71.7%	78.8%	71.7%	78.8%	33.0%	39.4%	54.7%	56.4%	56.3%	41.7%	48.0%	45.8%
Patino Entrepreneurship High	97.9%	49.4%	59.2%	60.9%	59.2%	60.9%	60.9%	60.2%	48.5%	55.5%	61.8%	39.1%	57.1%	51.6%
Phoenix Elementary	92.6%	54.2%	72.0%	91.7%	72.0%	91.7%	32.0%	46.2%	68.0%	84.6%	76.0%	61.5%	58.7%	64.1%
Phoenix Secondary	43.8%	15.8%	48.0%	100%*	48.0%	100%*	16.0%	33.3%*	42.3%	33.3%*	42.3%	50.0%	33.7%	38.9%*
SUNNYSIDE REGION	83.6%	70.7%	67.7%	64.2%	67.7%	64.2%	44.6%	53.6%	56.2%	63.8%	53.7%	49.5%	51.5%	55.7%
Ayer Elementary	79.3%	61.1%	69.3%	72.7%	69.3%	72.7%	45.3%	56.3%	62.5%	71.3%	71.9%	66.7%	59.9%	64.7%
Aynsworth Elementary	101.5%	72.3%	69.7%	71.2%	69.7%	71.2%	59.6%	68.8%	70.7%	80.0%	50.9%	62.0%	60.4%	70.3%
Bakman Elementary	98.7%	87.8%	76.8%	73.6%	76.8%	73.6%	57.2%	69.1%	69.8%	75.1%	72.7%	61.3%	66.6%	68.6%
Burroughs Elementary	89.3%	56.9%	70.3%	64.1%	70.3%	64.1%	52.2%	62.2%	65.0%	79.1%	60.8%	63.6%	59.3%	68.3%
Easterby Elementary	89.2%	67.9%	79.1%	76.2%	79.1%	76.2%	60.4%	66.1%	73.4%	79.4%	49.4%	68.7%	61.1%	71.4%
Greenberg Elementary	91.2%	76.4%	75.0%	73.6%	75.0%	73.6%	67.2%	77.3%	73.0%	74.0%	52.2%	64.7%	64.1%	72.0%
Kings Canyon Middle	96.0%	67.9%	62.7%	68.8%	62.7%	68.8%	36.0%	55.3%	50.2%	65.6%	48.4%	47.6%	44.8%	56.2%
Olmos Elementary	95.0%	92.5%	81.4%	67.0%	81.4%	67.0%	58.7%	65.5%	70.0%	77.0%	69.9%	64.1%	66.2%	68.9%
Storey Elementary	97.4%	88.4%	73.4%	80.5%	73.4%	80.5%	56.2%	73.6%	64.6%	83.0%	53.6%	65.3%	58.1%	74.0%
Sunnyside High	69.1%	65.5%	63.4%	55.1%	63.4%	55.1%	37.8%	41.8%	46.8%	50.8%	48.9%	36.5%	44.5%	43.0%
Terronez Middle	96.3%	79.8%	65.4%	62.1%	65.4%	62.1%	35.6%	44.7%	52.2%	60.4%	52.7%	48.1%	46.8%	51.1%

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OVERALL DISTRICT

Survey  
D2

STUDENT

Fall Climate/Culture Student Survey by Ethnicity and Student Group Comparison to Spring 2020 CC-SEL Survey

FALL CLIMATE/CULTURE STUDENT SURVEY	CONNECTION TO ADULTS**				SCHOOL BELONGING**							
	Is there a teacher or any other adult in your school who cares about you?		Total Domain Calculations		Do students at this school care about each other?		Do you feel like you are a part of this school?		Do you participate in weekly community building activities in class (e.g. class meetings, morning meetings, circles, etc.)?		Total Domain Calculations	
	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
ETHNICITY/GROUP	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020	SPR 2020	FALL 2020
ALL STUDENTS	69.3%	67.0%	69.3%	67.0%	45.5%	55.5%	56.0%	65.8%	57.0%	51.4%	52.8%	57.6%

By Ethnicity												
African-American	73.8%	73.4%	73.8%	73.4%	40.1%	50.0%	53.5%	65.1%	59.0%	52.1%	50.8%	55.8%
Asian	68.1%	65.6%	68.1%	65.6%	44.7%	58.2%	54.4%	64.3%	58.3%	50.2%	52.5%	57.6%
Filipino	71.1%	57.1%	71.1%	57.1%	45.8%	50.5%	52.9%	59.6%	64.2%	53.0%	54.3%	54.4%
Hispanic	68.4%	65.9%	68.4%	65.9%	45.9%	55.2%	56.4%	66.0%	56.8%	51.3%	53.0%	57.5%
Native American	71.2%	66.2%	71.2%	66.2%	54.9%	59.2%	61.2%	64.5%	55.4%	48.3%	57.2%	57.4%
Pacific Islander	65.0%	70.1%	65.0%	70.1%	41.7%	57.1%	55.0%	63.3%	56.1%	56.3%	51.0%	58.9%
Two or More Races	69.0%	65.4%	69.0%	65.4%	46.3%	57.6%	54.1%	64.5%	56.9%	53.4%	52.5%	58.5%
White	74.9%	73.6%	74.9%	73.6%	47.6%	58.4%	57.1%	68.1%	55.5%	52.5%	53.4%	59.7%

By Student Group												
English Learners	68.5%	64.9%	68.5%	64.9%	48.5%	55.3%	61.2%	69.7%	61.2%	51.2%	56.9%	58.8%
Foster Youth	70.1%	74.9%	70.1%	74.9%	47.2%	56.3%	58.9%	67.2%	59.6%	58.3%	55.2%	60.6%
Homeless	66.9%	66.7%	66.9%	66.7%	44.1%	56.1%	50.8%	70.9%	57.0%	58.3%	50.6%	60.2%
Socioeconomically Disadvantaged	68.8%	66.6%	68.8%	66.6%	44.8%	55.2%	55.9%	65.7%	57.6%	51.8%	52.8%	57.6%
Students with Disabilities	72.1%	71.6%	72.1%	71.6%	49.0%	56.7%	60.7%	68.3%	60.8%	53.0%	56.8%	59.4%

Please note: Results are shown for affirmative responses.

Blank cells indicate instances when sites do not participate in the student survey.

\* The results for groups with less than 11 survey respondents should be interpreted with caution.

\*\* Change over time is not a perfect representation of changing opinion, due to variations in the item format between surveys for both question and response options.

Increase >= .5 from Spring survey results

Decrease <= .5 from Spring survey results

Fresno Unified School District  
Board Communication

**BC Number OS-1**

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

Date: December 18, 2020

Phone Number: 457-3134

Regarding: Additional Data on Facilities Investment – Projects/Expenditures by School

The purpose of this communication is to provide the Board information regarding facility improvement projects and expenditures by school. A December 11, 2020 Board Communication provided data by high school region, starting in 2006/07, showing projects funded by Measures M/X/Q/K/A, deferred maintenance, developer fees and the general fund. Attached is the final chart in the series, expenditures for non-boundaried schools.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020

**Facilities Investment by High School Region and Non-boundaried Schools**

**July 1, 2006 through December 1, 2020**

**NON-BOUNDARIED**

Site Name	Project Name	Total Investment	State Funding
Addicott Elementary	Addicott - Modernization Improvement Project	3,697,232	
Addicott Elementary	Portable Project 3	692,269	
Addicott Elementary	Other (projects under \$250,000 each)	701,047	
		<b>5,090,548</b>	<b>0</b>
Adult Transition Program	Adult Transition Program Modernization	7,047,780	
Adult Transition Program	IMC - Fire Safety Enhancements	733,765	
Adult Transition Program	Portable Project 2	558,362	
Adult Transition Program	Other (projects under \$250,000 each)	280	
		<b>8,340,188</b>	<b>0</b>
Baird Middle School	Baird - Gym	8,175,638	1,657,361
Baird Middle School	Baird - New Classrooms	3,736,459	
Baird Middle School	Baird- MPR HVAC	991,076	
Baird Middle School	Baird replace chiller	344,102	
Baird Middle School	Other (projects under \$250,000 each)	401,285	
		<b>13,648,561</b>	<b>1,657,361</b>
Bethune Elementary	Bethune - Modernization	2,858,849	1,777,695
Bethune Elementary	Other (projects under \$250,000 each)	234,254	
		<b>3,093,103</b>	<b>1,777,695</b>
Bullard Talent K-8	Bullard Talent - security improvements	747,822	
Bullard Talent K-8	Prop 39	725,066	
Bullard Talent K-8	Bullard Talent - quad accessibility improvements	400,000	
Bullard Talent K-8	Other (projects under \$250,000 each)	901,015	
		<b>2,773,903</b>	<b>0</b>
Cambridge High School	Cambridge Office Improvements for student services	406,799	
Cambridge High School	Other (projects under \$250,000 each)	424,163	
		<b>830,963</b>	<b>0</b>
Cesar Chavez Adult School	Prop 39	513,695	
Cesar Chavez Adult School	Other (projects under \$250,000 each)	99,681	
		<b>613,376</b>	<b>0</b>
Center for Advanced Research & Technology (CART)	CART - construction projects & improvements	1,118,075	
		<b>1,118,075</b>	<b>0</b>
Computech Middle School	Computech Parking & Security	1,324,000	
Computech Middle School	Computech - replace portables to allow fire lane access	829,200	
Computech Middle School	Computech-MPR HVAC	734,590	
Computech Middle School	Computech-Paving	310,772	
Computech Middle School	Computech EMS	265,915	
Computech Middle School	Other (projects under \$250,000 each)	1,776,906	
		<b>5,241,383</b>	<b>0</b>
Cooper Middle School	Cooper-MPR HVAC	835,161	
Cooper Middle School	Cooper - Electrical system upgrade	830,000	
Cooper Middle School	Cooper-Paving	407,899	
Cooper Middle School	Cooper-Energy Mgmt System	279,104	
Cooper Middle School	Other (projects under \$250,000 each)	1,840,874	
		<b>4,193,037</b>	<b>0</b>

**Facilities Investment by High School Region and Non-boundaried Schools**

**July 1, 2006 through December 1, 2020**

**NON-BOUNDARIED**

Site Name	Project Name	Total Investment	State Funding
Dailey Elementary	Dailey Modernization	2,362,269	1,439,904
Dailey Elementary	Dailey - Cafeteria HVAC	816,875	
Dailey Elementary	Other (projects under \$250,000 each)	583,808	
		<b>3,762,953</b>	<b>1,439,904</b>
Design Science High School	Design Science at FCC	6,059,778	*
Design Science High School	Design Science Modernization	4,219,365	1,720,850
Design Science High School	Design Science - Portables	1,771,319	
Design Science High School	Portable Project 1	297,019	
		<b>12,347,482</b>	<b>1,720,850</b>
Dewolf High School	Other (projects under \$250,000 each)	313,307	
		<b>313,307</b>	<b>0</b>
Duncan Polytechnical High School	CTE - Transportation, Building Trades, Manufacturing	12,278,871	5,154,188
Duncan Polytechnical High School	Duncan CTE - Health Science (planning)	1,051,200	3,000,000
Duncan Polytechnical High School	Duncan - HVAC	691,335	
Duncan Polytechnical High School	Duncan - HVAC Cooling & Heating System	385,799	
Duncan Polytechnical High School	Duncan Gym Bleachers	275,001	
Duncan Polytechnical High School	Duncan-Grounds	268,633	
Duncan Polytechnical High School	Duncan HVAC	262,353	
Duncan Polytechnical High School	Duncan Improvements	252,738	
Duncan Polytechnical High School	Other (projects under \$250,000 each)	1,854,705	
		<b>17,320,635</b>	<b>8,154,188</b>
Fulton/Millbrook	Other (projects under \$250,000 each)	12,584	
		<b>12,584</b>	<b>0</b>
JE Young Independent Study	JE Young Roof	992,300	
JE Young Independent Study	Other (projects under \$250,000 each)	338,713	
		<b>1,331,013</b>	<b>0</b>
Manchester GATE Elementary	Manchester-MPR HVAC	1,024,200	
Manchester GATE Elementary	Other (projects under \$250,000 each)	1,090,283	
		<b>2,114,483</b>	<b>0</b>
Patino School of Entrepreneurship	New School	11,601,277	6,885,647
Patino School of Entrepreneurship	Other (projects under \$250,000 each)	60,000	
		<b>11,661,278</b>	<b>6,885,647</b>
Phoenix Elementary	Phoenix Elem portable classrooms	924,912	
Phoenix Elementary	Other (projects under \$250,000 each)	225,108	
		<b>1,150,020</b>	<b>0</b>
Phoenix Secondary	Phoenix Secondary - new campus	14,298,725	
Phoenix Secondary	Alternative Ed Facility (Dakota campus)	2,585,862	
Phoenix Secondary	Other (projects under \$250,000 each)	170,838	
		<b>17,055,426</b>	<b>0</b>
Rata High School	Rata - Modernization	6,976,502	
Rata High School	Other (projects under \$250,000 each)	669,249	
		<b>7,645,750</b>	<b>0</b>
Sunset Elementary	Sunset Modernization	1,575,026	1,084,182
Sunset Elementary	Sunset portable classrooms	1,241,200	
Sunset Elementary	Other (projects under \$250,000 each)	574,336	
		<b>3,390,562</b>	<b>1,084,182</b>

**Facilities Investment by High School Region and Non-boundaried Schools**

**July 1, 2006 through December 1, 2020**

**NON-BOUNDARIED**

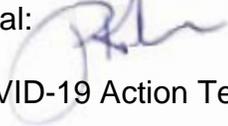
Site Name	Project Name	Total Investment	State Funding
Ventura/Tenth	Ventura/10th - Building C & D tenant improv	2,750,000	
Ventura/Tenth	Ventura/10th - Site Prep/Demo	2,600,001	
Ventura/Tenth	Ventura/10th - South Campus site/security improvements	2,075,000	
Ventura/Tenth	Ventura/10th Site Purchase	1,575,000	
Ventura/Tenth	Ventura/10th - Planning for north site academic program	1,500,000	
Ventura/Tenth	Other (projects under \$250,000 each)	333,321	
		<b>10,833,321</b>	<b>0</b>
Wawona K-8 (DI)	Wawona K-8 DI conversion	8,426,192	
		<b>8,426,192</b>	<b>0</b>
		<b>Total Investment</b>	<b>State Funding</b>
<b>Non-boundaried Total</b>		<b>142,308,142</b>	<b>22,719,827</b>

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

\* Approximately \$5 million set aside to contribute to FCC's future permanent building.

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: Jane Banks, Director  
Cabinet Approval: 

Date: December 18, 2019

Phone Number: 457-3301

Regarding: COVID-19 Action Team and Contact Tracing Process

The purpose of this communication is to provide the Board information about the COVID-19 Action Team (CAT) and contact tracing process. Trained by the Fresno County Department of Public Health, the district's director of health services began contact tracing suspected COVID cases in June 2020. Tracing is conducted on symptomatic/confirmed employees and students who have been on campus or at work within the last 14 days or who have been previously confirmed positive while offsite and require clearance to come to campus for assessments or student supports. As the number of employees and students have increased on campus, so has the number of school nurses supporting the CAT team. Currently the team, has grown to almost 15 and is expected to increase to 25 in the coming weeks.

As outlined in the district's September 21, 2020 Plan for Reopening Waiver Application (pages 7-11) and the October 09, 2020 updated Strategic Plan for Reopening Schools guidebook (page 12-15), the CAT team investigates suspected and confirmed COVID cases. The team is supported by the county health department, district Communications and Human Resources departments and school/department administrators to provide COVID health and safety supports. For your review, attached is our current Strategic Plan for Reopening, which outlines our self-health screening tool, identification and tracing of contacts, what to do if a student becomes sick or symptomatic at school, quarantine guidelines, and our contact tracing communication plan.

The CAT team conducts tracing on students and staff currently reporting to campus or work who are suspected of having, exposed to, or present with concerning COVID-19 symptoms. Cases are investigated on a case-by-case basis and follow up and outcomes are based on guidance from Fresno County Department of Public Health – Health Officer Orders. The CAT process includes:

- **Reporting** -- school site/department administrators/supervisors report suspected/confirmed cases to the CAT team using district online reporting form
- **Review** -- CAT team reviews and makes contact with individuals to identify close contact levels:
  - (Type A) tested positive or symptomatic
  - (Type B) lives in household with someone who tested positive, household symptomatic/suspected
  - (Type C) reports as close contact (within six feet for 15 minutes cumulative)

Confirmed cases are communicated to health department:

- If a close contact is within the district, to maintain privacy and confidentiality, the CAT team notifies the close contact directly while mapping potential employee/student connections and provides isolation/quarantine date
- If there are more than two confirmed cases within 14 days in a class/cohort, a notification to the class is triggered. Three or more confirmed cases at a site within 14 days triggers a full site notification. Decisions to return to remote

learning/working or close down a class/cohort will be made in conjunction with health department

- If there are close contacts outside the district, the individual is told to notify them directly and have them quarantine (family events, personal group gatherings, etc.)
- Fresno County Department of Public Health (FCDPH) will follow up with individual to gather outside names of close contacts and conduct community contact tracing
- Instances of community contact are handled by FCDPH
- In the event FCDPH first identifies a confirmed case or close contact related to Fresno Unified that hasn't already been reported by the district, the director of health service is notified. The CAT team will then initiate its own internal contact tracing based on information from the health department
- **Cases** -- managed with guidance and support from health department. Trigger additional disinfection, monitor, track and address potential trends
- **Contact** -- CAT continues to contact suspected/confirmed individual and close contacts to provide supports, identify exposure/isolation/quarantine and return to work/school dates
- **Documentation** -- communicate updates to admin/supervisor, human resources, communications as CAT continues monitor cases.

Here are three scenarios that further describes the team's contact tracing and communication.

**Scenario 1:** Thursday evening three nighttime custodians take their dinner break together and sit at the same table (within six feet and without masks on). Over the weekend all three become symptomatic and notify their supervisor Monday morning. The CAT form is completed to initiate contact tracing which confirms no other close contacts outside of their meal break period. All three remain home while they await test results. All three-test positive and the CAT team updates the supervisor, Human Resources (HR) and Communications. Based on three confirmed cases on a campus within 14 days, Communications provides the site leader with a message to staff. The HR leaves desk provides COVID leave support while the three isolate and recover. The CAT team will clear staff members to return based on their isolation dates. Should they still have symptoms at the end of their isolation period, they will not be cleared to return to work until they are symptom free and without fever reducing medication for more than 24 hours. The CAT team provides updates to the supervisor and Human Resources. Cases and reports are submitted to Fresno County Department of Public Health.

**Scenario 2:** Two noon-time assistants (NTAs) attend the same birthday party on Sunday afternoon. Wednesday morning, they are notified that a friend from the party has been confirmed COVID positive. While not experiencing symptoms, they need to quarantine for 14 days to ensure they don't develop symptoms. The CAT form is completed for each person. Employees remain home as they did not clear on the self-health screening tool. Both NTA's spent Monday and Tuesday supporting their separate cohorts. Because the NTA's were not positive and not symptomatic Monday and Tuesday, the cohort (Type D) does not need to quarantine as the students did not have direct contact with the confirmed positive individual. However, the site and CAT team are reinforcing the daily self-health screening tool prior to coming to campus and monitoring cohorts. Should the NTAs become positive and the cohorts be identified as potential close contacts, students would be notified with help from Health Services and Communications and directed to quarantine for 14 days.

**Scenario 3:** A Teacher is virtually teaching from their assigned classroom each day. Other than walking through the main doors of the school site and waving hello to the office staff on the way to their classroom, there are no close staff contacts (within six feet for 15 cumulative minutes or more). A member of their household becomes symptomatic Thursday night and based on the self-health screening tool, the staff member stays home to teach virtually and contacts their supervisor. Based on a family member having symptoms, the teacher is possibly at-risk (Contact B) and stays home until the

family member test results are returned. Test results the following week are found to be negative. The CAT team updates the supervisor and clears the teacher to return to the site.

If you have any questions, please feel free contact the Director of Health Services, Jane Banks at 457-3301.

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020



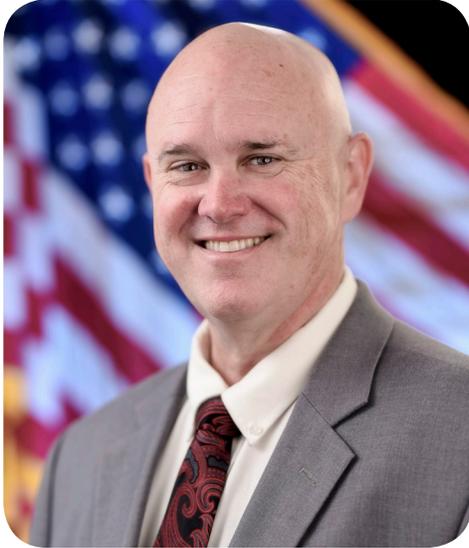
Fresno Unified School District

A young boy with short dark hair is shown from the chest up, wearing a black face mask and a black backpack. He is looking off to the right. The background is a blurred classroom with wooden desks, chairs, and educational posters on the wall.

# A Strategic Plan for Reopening Schools **2020-2021**

*Doing our part to help students, families, staff  
and our community move forward together*

# Open Letter from Superintendent Nelson



## Bob Nelson Fresno Unified Superintendent

We are already over one quarter down in our eLearn at My School model, and I know all of us have had our fair share of challenges. As much as we all desire to be back on campuses, our district reopening plans are being led first and foremost by the tenets of safety, stability, and high-quality instruction for our Fresno Unified family.

One very important piece of information is that schools require maintaining six feet of physical distancing, mask-wearing, increased sanitization and handwashing, and all other safety practices in every color tier of the State's reopening plan. This means that even when our county moves from the Red tier to the Orange tier and later from the Orange tier to the Yellow tier, we will not be able to bring our students back wholesale as physical distancing requirements are still required.

At Fresno Unified we will take a methodical, phased-in approach of returning our students to campus. For the remainder of this first semester we will be focused on phasing in small, stable cohorts of our highest-need students including our special education students, English language learners, and our foster and homeless youth. We are currently working with our labor partners, school sites, health experts and soon with our families to implement this phased-in approach ensuring safety, stability and high-quality instruction for all.

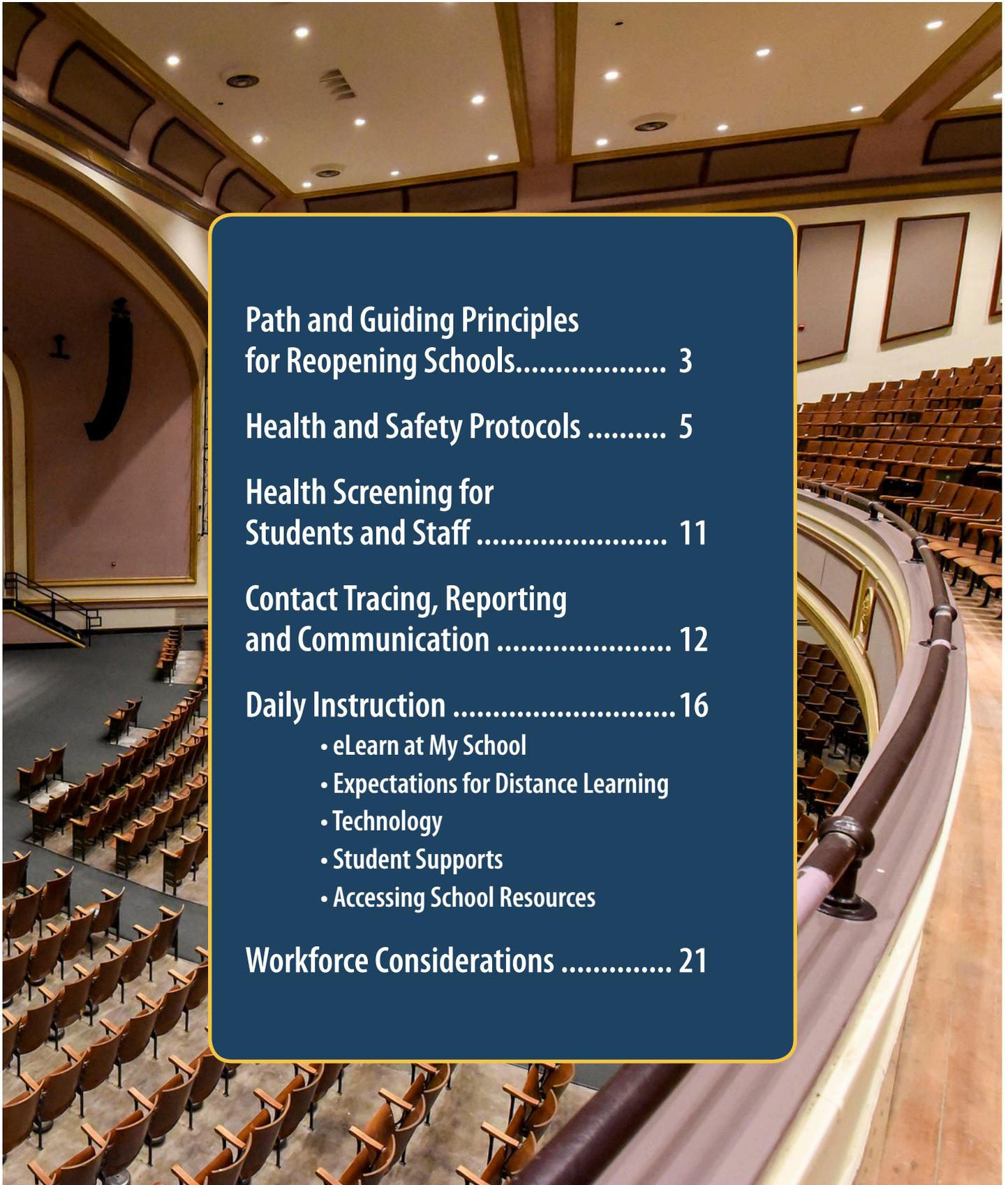
This strategic plan for reopening schools includes many more details regarding online learning as well as what campuses will look like when we are able to return to in-person learning.

**We all play a role in creating a safe environment for our students and staff to return to campuses.** When that happens, our plans include layers of safety practices, acknowledging that while each practice on its own is imperfect, together they can provide a solid foundation of protection for our students, staff, and families. For example, our recommendations include:

- Physical distancing of six feet
- Required masks
- Limiting visitors on campus
- Keeping students within smaller cohorts as feasible
- Robust contact tracing of suspected or confirmed COVID cases
- Isolation rooms for any students who may present during school with COVID symptoms
- Providing staggered lunches and schedules to allow for physical distancing
- Utilizing outdoor and alternative spaces for meals where possible
- Increasing access to handwashing and hand sanitizer for all
- Daily self-health screenings for all students, staff and essential visitors
- Staying home when you are sick
- Virtual staff meetings when physical distancing is not possible
- One-way hallway traffic flows
- Ongoing reinforcement and training of all safety practices including proper handwashing, proper mask wearing, and more.

We recognize this is not what any of us dreamed of for the 2020-2021 school year, but I challenge all of us to set the tone for our students to have a positive and engaging school year no matter the circumstances. No one believes this year will not be difficult, but Fresno Unified Family, WE CAN DO HARD THINGS.

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# Path and Guiding Principles for Reopening Schools

## Our Path to Returning to Campus Continues

Recognizing the importance of safety, stability and high-quality instruction for all of our 74,000 students during the COVID-19 pandemic, Fresno Unified began the 2020-2021 school year fully online. Students received daily live instruction with their teacher through the district's eLearn at My School model. As conditions improved, Fresno Unified began conducting appointment only, one-on-one assessments for students with disabilities and English learners.

Due to physical distancing requirements of 6 feet, currently we are not able to bring ALL students back. For the remainder of the first semester, Fresno Unified is focused on phasing in small, stable cohorts of some of our highest-need students including foster and homeless youth, students with disabilities and our English

language newcomers. A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts. These cohorts are designed to ensure students have a safe and reliable place to access internet and meals while participating in distance learning—this is not in-person instruction.

Fresno Unified continues to collaborate with its labor partners and health experts in developing the appropriate timeline for all students and staff to safely return to campus—likely second semester. When that time is determined, parents will have the option of keeping their student in distance learning the remainder of the school year.

For students with medical needs, it is recommended that families discuss the risk of attending cohorts with their medical provider. If accommodations, medications or procedures are needed, sites/school nurse will work with parents to ensure personal needs, supports and medical orders are in place prior to a student's return.



### Small Cohort Services with Added Safety Practices

- Student/staff self-health screening prior to arrival
- Physical distancing of six feet
- Required masks
- Frequent hand washing/sanitizing
- Increased daily cleaning/disinfecting



### Online Instruction from Home

- Available to all students
- Daily instruction with a teacher
- Designated time for individualized student support
- Online student collaboration experiences
- 24/7 access to district curriculum

# Timeline



## 2020

- August 17**  
2020-2021 school year begins fully online with live teacher instruction.
- August 24**  
One-on-one, in person assessments begin for students with disabilities.
- September 1**  
One-on-one, in person assessments begin for English language learners.
- September 29**  
Fresno County COVID data transitions to red tier—substantial health risk.
- September 30**  
High school athletic cohorts move to phase 3: Outside conditioning, limited weight room and gym activity, equipment shared within pods, sanitization of equipment before and after. No scrimmaging.
- October 2**  
District announces for the remainder of the first semester (December 18), the district will be focused on phasing in small, stable cohorts of some of its highest-need students, including homeless, foster youth, students with disabilities and English language newcomers.
- October 12**  
Small targeted cohorts begin distance learning from sites (up to 10 students at elementary and up to 20 students at secondary). Targeted students begin receiving in-person special education designated instructional service (DIS).
- November 2**  
Tentative second small targeted cohort begins distance learning from sites.



# Health and Safety Plans

Reopening schools is essential to ensure students get back on track academically, receive social emotional supports and reengage in the co-curricular activities they have missed due to school closures. During the ongoing pandemic, students, parents, staff and the community all play a key role in reopening schools while reducing the spread of COVID-19.

To welcome small targeted cohorts of students and staff back to school safely, and eventually all students, several shifts will take place to daily operations.

To ensure safety practices and reduce exposure, the number of non-essential visitors to our campuses and district offices will be reduced. Advance appointments are strongly encouraged to ensure physical distancing. All staff, students and visitors need to follow the self-health screening tool prior to arrival. If an individual answers yes to any of the screening questions, they should stay home and NOT visit a Fresno Unified campus or building.

Those questions are:

- Do I have any of the following symptoms?
  - > Fever of 100°F or higher
  - > Cough
  - > Shortness of breath or difficulty breathing
  - > New loss of taste or smell
  - > Chills, fatigue, muscle or body aches
  - > Sore throat
  - > Congestion or runny nose
  - > Nausea
  - > Vomiting or diarrhea
- Have I or anyone in my household been confirmed with COVID-19 in the last 14 days?
- Have I been notified that I am a close contact with someone who has tested positive for COVID-19 in the last 14 days?

Students/staff who have any COVID-19 like symptoms may be asked to isolate for at least 10 days. They may return sooner if: 1) symptoms resolved 2) one day without fever or use of medication. Based on FCDPH guidance, we will not be accepting medical notes to reduce the 10 days of isolation. A negative test result may be accepted as long as 1 and 2 above are true.

All household contacts should not return to school or work for 14 days from last contact with student. Household contacts may return if index case tests negative for COVID AND household contacts have been asymptomatic for at least one day without the use of medication.

If parents need to pick up a student who is sick or for an off-campus appointment, parents should physically distance and not enter past the school office.

The district anticipates a phased in approach for welcoming visitor groups back to campus, including student teachers, interns, mentoring groups, parent coffee hours, Fresno Unified student volunteers/mentors, civic groups and back to school/parent nights.

## Going to School/Work

Students, staff and essential visitors are asked to conduct a self-health screening daily before leaving home and departing for school or work. If student/employee/essential visitor answers “yes” to any of the listed health screening questions, the individual should stay home and not go to school/work.

Practice proper hand hygiene when leaving home, arriving at school/work and throughout the day.

Buses will be disinfected pre and post trip. Students are asked to honor physical distancing at bus stops, space out on buses, keep the middle seat open (one-third of bus capacity unused) and students and driver are required to wear a face mask. Proper hand hygiene is encouraged before and after riding a bus. To support contact tracing efforts, if a student is medically exempt from wearing a mask, six feet of distance will be required.

- To reduce transportation demand, we encourage parents who can to transport their student or consider walking them to school.
- Fresno Unified is working with its partners at First Student Transportation to ensure the needs of our students with disabilities are safely met.



# Entrance, Egress and Movement within the School



## Entering School/Work

Based on state guidelines, masks are required for anyone over 2 years old entering a district facility, including school campus, district office or construction area. Masks will be provided to students and employees upon their return to campus.

Focused on safety measures, schools and district offices have evaluated entry and exit pathways and made changes to arrival and departure areas based on previous site conditions and procedures. Sites will communicate changes to parents and students prior to returning to campus and reinforce daily as students and staff transition to new patterns.

Students, staff and essential visitors should expect new safety measures in the front offices, hallways, lunchrooms, restrooms and other parts of the school/district offices to minimize the number of those gathering and reinforce physical distancing.

Students, staff and essential visitors are asked to practice physical distancing of six feet. Safety practices will be reinforced in district buildings using posters, floor decals, shifts in traffic flow and daily announcements.

## Inside School/Work

Based on state guidelines, students, staff and essential visitors over 2 years old are required to wear masks throughout the day while on campus and in district facilities. Masks will be provided to students and employees upon their return to campus.

Based on student populations and layouts, sites may alter class and meal periods, including recess and passing times, to reinforce physical distancing, providing time for additional hand hygiene, cleaning and disinfecting. Sites will communicate this directly to its school community.

To accommodate meal periods, sites may use outdoor eating spaces, access alternative indoor eating spaces such as libraries, computer labs, and classrooms and/or increase the number of lunch periods so that fewer students are in the cafeteria and physical distancing guidelines are supported.

Classroom floor plans will be altered to maximize physical distancing reducing class sizes to 9-12 students. Students will face the same direction rather than students facing each other.

While water fountains will be available, students are encouraged to bring their own reusable water bottles. Filtered water bottle filling stations are available at all school sites.

Practicing proper hand hygiene throughout the day is encouraged, including when entering and exiting class, libraries and cafeterias, and after recess and physical education. Sites will identify ways to reduce sharing of toys, materials and equipment. Many classrooms have sinks that will serve as hand washing stations. Where sinks are not as accessible, hand sanitizer, bathrooms and portable hand washing stations should be used.

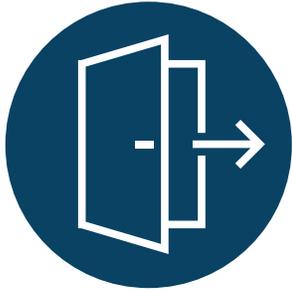
Recess and physical education are expected to continue with modifications to reinforce physical distancing. Frequent hand hygiene practices should be followed while also keeping students in like groups in the event contact tracing becomes necessary.

- PE teachers are focusing on activities that reduce high touch equipment
- Equipment that is used will be cleaned prior to and after play
- Reinforcing hand hygiene before and after activity
- Equipment can be kept with the same class for daily use

Due to health concerns, choir and music classes will look different. Fresno Unified will follow the direction of the state and county in phasing back in these activities.



# Entrance, Egress and Movement within the School



## Leaving School/Work

Much like arrival patterns, sites have evaluated their departure and dismissal practices. To reinforce physical distancing, smooth traffic flow and reduce non-essential visitors, schools may stagger dismissal times or pick up areas, based on specific needs.

Sites will communicate these changes directly to their school communities.

If a student shows symptom of COVID-19 during the school day, the student will be evaluated by the health professional, isolated if necessary and parents called to immediately pick up their student. Child will remain in a mask while in isolation. School health professional will notify parents as to the pick-up process and location. If a student/employee is suspected as having COVID-19, they should contact their health care provider for guidance before returning to school or work.



## After School Programs

Currently, all after school programs remain virtual.

When approved to return in person, after school program staff and participants will be required to wear a mask, follow physical distancing guidelines, and wash hands frequently. Students and staff will frequently sanitize high touch areas.

# Physical Distancing

## Common Shared Spaces



### LIBRARY

- Access to hand hygiene
- 6 feet distancing layout
- Open doors if possible
- Disinfect shared items between use



### BREAK ROOM

- Access to hand hygiene
- Masks may be removed while eating
- 6 feet distancing



### CONFERENCE ROOM

- Meetings should remain virtual
- 6 feet distancing
- Masks



### HEALTH OFFICE

- Access to hand hygiene
- No visitors
- No outside restroom access
- Masks
- 6 feet distancing
- Other criteria based on school nurse direction



### CAFETERIA

- Access to hand hygiene
- 6 feet distancing layout
- Open doors if possible
- Disinfect tables between use
- Added lunch periods
- Outdoor/alternative eating spaces



### RESTROOMS

- Access to hand hygiene
- Masks
- 6 feet distancing
- Minimize time

# Face Coverings and Other Essential Protective Gear

## MASKS

Masks help stop the spread of COVID-19 to others. Face coverings will be required for everyone over the age of 2. Individuals with medical conditions can work with their school nurse, supervisor or Human Resources if they are exempt. Additional information may be requested.

If individuals come onto campus without a mask, one will be provided. Face shields are available, but do not replace the use of masks. Masks include:

- Disposable masks donated by state
- Cloth masks (five) for every student and staff member purchased by the district
- Specialty masks (N95) for district health staff and credentialed school nurses who support medical procedures
- Clear masks for special education deaf and hard of hearing (DHH) staff and students

Specialized areas will be provided with personal/essential protective equipment to reduce the risk for COVID-19. Personal protective equipment (PPE) has been purchased and made available based on student and staff populations:

### Health Services Staff:

- Medical procedures: N95 Respirators – fit tested
- KN95 face masks
- HEPA filters
- No-touch thermometers
- Surgical masks
- Face shields
- Gowns
- Gloves
- Plexi shields

### Special Education, Early Learning & Athletic Trainers:

- Surgical masks
- Face shields
- Gowns
- Gloves
- Plexi shields

### Plexi Physical Barriers for Those In:

- High traffic areas (library, health office, front office, office spaces, assessment centers, etc.)
- Prolonged contact within 6 feet
- Face to face interactions with public

### Classroom & Office Kits:

- Hand sanitizer
- Student and staff masks
- Wipes
- First aid kit
- Gloves



# Our Plan for Cleaning and Disinfection

- Routine cleaning will happen daily by the site custodian using EPA approved disinfectants (chairs, tables, doorknobs, handles, uncluttered flat surfaces, keyboards, light switches/buttons, phones, sinks and anything with a classroom or designated areas that would be considered a high touch point)
- Foggers are available and will be used as needed
- Limit use of shared items, such as electronic devices, supplies, etc.
- Staff should clean and disinfect frequently touched surfaces during the day
- Buses will be cleaned pre-trip/post-trip (flat surfaces including glass, seats, panels, handles and handrails)
- On demand cleaning and disinfection will occur as needed due to COVID-19 exposure and will be coordinated by COVID-19 Action Team (CAT), Communications and Maintenance/Operations leadership. The CAT team is made up of three credentialed school nurses and eight licensed vocational nurses (LVN).

## Indoor Air Quality

Fresno Unified is ensuring that proper preventive maintenance is being performed on all heating and air conditioning units and is changing filters on a regular basis. Systems maximize the influence of filtered outside air into the HVAC system to cycle air out of enclosed space and replace it with fresh air.

## Hand Hygiene



Practicing hand hygiene is a simple yet effective way to prevent COVID-19.

All students, staff, families and essential visitors will have access to soap and water.

If soap and water are not readily available, access to hand sanitizer (with more than 60% alcohol content) will be made available.

### When to wash your hands

- Before, during and after preparing food
- Before eating food
- Before and after caring for someone
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After you have been in a public place and touched an item or surface that may be frequently touched by other people
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies



# Health Screening for Student and Staff

## Daily Self Screening

Prior to coming onto campus, everyone will do their part and use our daily self-health screening tool. Individuals who do not clear will remain home.

Students/staff who have any COVID-19 like symptoms may be asked to isolate for at least 10 days. They may return sooner if: 1) symptoms resolved 2) one day without fever or use of medication. Based on FCDPH guidance, we will not be accepting medical notes to reduce the 10 days of isolation. A negative test result may be accepted as long as 1 and 2 above are true.

All household contacts should not return to school or work for 14 days from last contact with student. Household contacts may return if index case tests negative for COVID AND household contacts have been asymptomatic for at least one day without the use of medication.

Please note, symptoms DO NOT always mean COVID-19, so to reduce rumors and unnecessary concern with classmates/ coworkers, we encourage parents, students and employees to keep their personal health conditions confidential until symptoms have been confirmed by medical testing and/or medical professionals.

The graphic is a vertical poster for the Fresno Unified School District's COVID-19 Daily Self-Health Screening Tool. It features a blue background with white and yellow text. At the top, it says 'Fresno Unified School District' and 'COVID-19 Daily Self-Health Screening Tool'. Below that, it asks to 'Ask the following 3 questions every day before school/work:'. The three questions are: 1. 'Do I have any of the following symptoms that are new or worsening?' with a list of symptoms including fever, cough, shortness of breath, fatigue, muscle aches, headache, loss of taste/smell, sore throat, congestion, and diarrhea. 2. 'Have I or anyone in my household been confirmed with COVID-19 in the last 14 days?'. 3. 'Have I been notified that I am a close contact\* with someone who has tested positive for COVID-19 in the last 14 days?'. Each question has an 'Action' column that says 'If YES STAY HOME'. At the bottom, it states: 'If a student, employee or essential visitor answers "YES" to any of the above questions, they should: • Remain home - DO NOT go to school/work • DO notify your child's school/employee's department supervisor'. A small footnote explains the definition of a close contact.

## Close Contact

Close contact is defined as a person without a mask, within 6 feet for 15 minutes or longer.

## Signs

Signs will be posted at points of entry.

## Verification

Teachers will verify that self-screen was completed by student/family. If not, student will be guided. Supervisors will verify that self-screen was completed by employees.

## Monitoring

Staff who feel ill during the workday will be sent home. Students will be sent to the health office, sick isolation room or directly sent home.

## Isolation Room

- Families will pick up students 30-60 minutes upon receiving a call
- Students who are ill and waiting to be picked up will be sent to a sick room and monitored by health staff
- Health staff will be wearing full PPE (N95, eye shield, gloves, gown)
- Student may be asked to wash hands and wear mask
- 6 feet distancing will be maintained
- A back up room will be identified for multiple students
- Room and supplies will be disinfected between students using EPA approved disinfectants

# Identification and Tracing of Contacts

## Contact Tracing

Health Services COVID-19 Action Team (CAT) works with Human Resources, school administrators, Health Department, Health Services staff, Communications, students, staff and families to ensure that we are doing our part to reduce the spread of COVID-19.

## Notification

School administrators, administrative support and Health Services staff will report any suspected or confirmed cases to Health Services using the confidential district form. The form can be found on the Fresno Unified staff portal and goes directly to Health Services for contact tracing to begin.

## Investigation

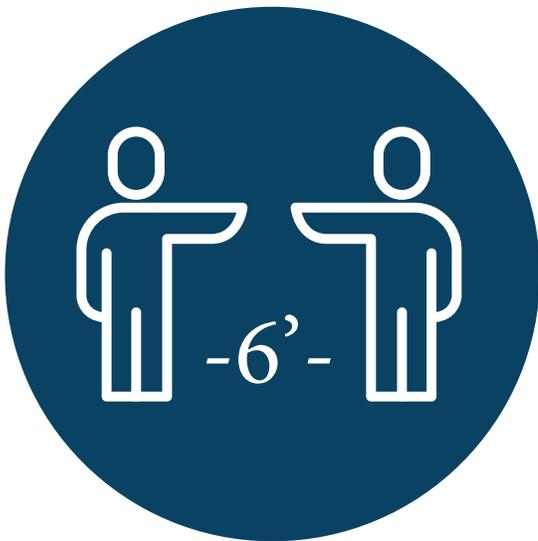
CAT will make contact with suspected individual and will provide resources and communicate next steps to school site and individual.

## Clearance

Following Fresno County Department of Public Health guidance and in alignment with FCDPH scenario guidance, CAT will collaborate with school site and individual to ensure that there is appropriate clearance for returning to school/work.

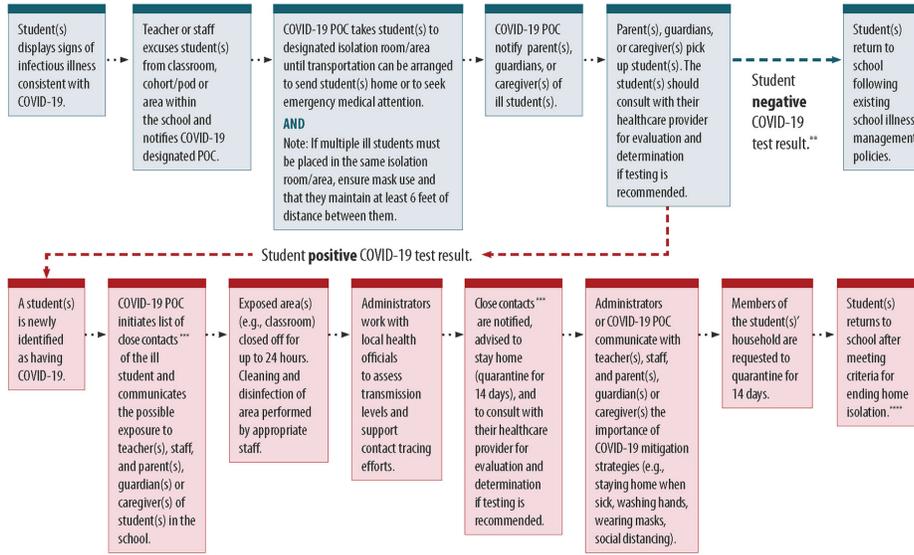
## Close Contact Notification

CAT will ensure that close contacts are notified, disinfection is coordinated for any recent positive cases.



# What to do if a Student Becomes Sick or Symptomatic

## WHAT TO DO IF A STUDENT BECOMES SICK AT SCHOOL OR REPORTS A NEW COVID-19 DIAGNOSIS\*



- Students with temperature of 100 ° Fahrenheit or higher or any COVID-19 like symptoms will be sent home. Household members may be asked to isolate also.
- We recommend that families work closely with their medical providers.
- Health Services will work with student/family for appropriate next steps and clearance.
- Students temperature may be taken upon return.
- No-touch thermometers will be utilized at school as needed.



**Note:** COVID-19 POC = the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such a nurse)

\* Scenario based on geographic area with community transmission of SARS-COV-2 the virus that causes COVID-19.

\*\* With no known close contact

\*\*\* Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.

\*\*\*\* Student can end home isolation after meeting all of the following three criteria: at least 10 days since symptoms appeared, at least 24 hours with no fever-reducing medication, and symptoms have improved.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

## COVID-19 Illness and Quarantine Guidelines

In cases A, B or C, please inform your school site/department or supervisor.

PERSON A	PERSON B	PERSON C	PERSON D
 <p>Any person who has tested positive for COVID-19. Confirmed with lab result. <i>(notify close contacts)</i></p> <p>With symptoms: Isolation until the following requirements have been met:</p> <ul style="list-style-type: none"> <li>✓ 10 days since symptoms first appeared and</li> <li>✓ 24 hours* (1 day) with no fever (without the use of fever-reducing medicine) and</li> <li>✓ <b>Symptoms</b> have improved</li> </ul> <p>*The 24 hours without fever may possibly occur within the 10 days of isolation, or after the 10 days</p> <p>Without symptoms (asymptomatic): Isolate for 10 days from test date:</p> <ul style="list-style-type: none"> <li>✓ Monitor self for symptoms, take temperature twice a day</li> <li>✓ Released from isolation after 10 days have passed as long as no symptoms have been present</li> </ul>	 <p>Any person who lives in the same household with Person A</p> <p>NO symptoms:</p> <ul style="list-style-type: none"> <li>✓ Quarantine for 14 days following date of last exposure including complete separation from the person in your house with COVID-19. This means no contact, no time together in the same room, and no sharing of any spaces, such as same bathroom or bedroom.</li> <li>✓ Quarantine to continue for 14 days after Person A completes isolation if unable to avoid exposure to Person A</li> </ul>	 <p>Any person with close contact to Person A (&gt;15 min, &lt; 6 feet, index unmasked)</p> <p>Quarantine immediately and for 14 days following date of last exposure</p> <ul style="list-style-type: none"> <li>✓ Contact Health Department with any questions 559-600-3332</li> <li>✓ Monitor self for symptoms, take temperature twice a day</li> <li>✓ Notify primary care provider if symptoms develop</li> </ul>	 <p>Any person who has had exposure to Person B or C</p> <p>NO QUARANTINE OR ACTION REQUIRED <i>unless:</i></p> <p>Person B or C develops symptoms OR tests positive and Person D had contact with Person B or C within 14 days <i>then:</i></p> <ul style="list-style-type: none"> <li>✓ contact primary care provider to see about testing</li> <li>✓ Contact Health Services with questions regarding timing and exposure</li> <li>✓ Clear on daily self-health screening tool</li> </ul>
 <h3>Recovered and Released</h3>			
<p><b>Definitions:</b></p> <ul style="list-style-type: none"> <li>• <b>Index case</b> person with a positive COVID test</li> <li>• <b>Isolation</b> separation of sick people with a contagious disease from people who are not sick</li> <li>• <b>Quarantine</b> separation and restricts the movement of people who were exposed to a contagious disease to see if they become sick</li> <li>• <b>Close Contact</b> someone who has spent 15 minutes or more time within 6 feet or less of the index person unmasked, starting from 48 hours before the person began feeling sick</li> </ul> <p><small>Developed with guidance from Fresno County Department of Public Health (8/14/20 – JB)</small></p>			

# Staff Training and Family Education

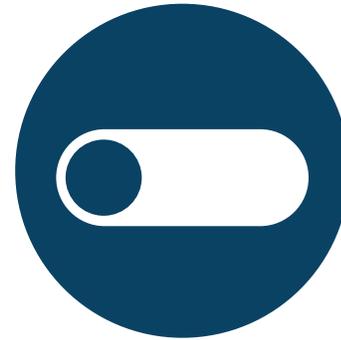
As has been our practice during this pandemic, professional learning will be provided to staff. Information will be provided to parents through district communication channels, including phone messages, Peachjar flyers, website, television public service announcements and school site engagement. Additional outreach tools are noted on page 1.

Please note, symptoms DO NOT always mean COVID-19, so to reduce rumors and unnecessary concern with classmates/coworkers, we encourage parents, students and employees to keep their personal health conditions confidential until symptoms have been confirmed by medical testing and/or medical professionals.



## Testing

School staff are essential workers, and staff includes teachers, para-professionals, food service, custodians, bus drivers, or any other school employee who may have contact with students or other staff. School staff will be tested periodically for COVID-19, as testing capacity permits and as practicable. Based on FCDPH guidelines, 10% of district staff who have contact with students may be periodically tested.



## Triggers for Switching back to Online Learning

We will review all situations when there are two or more positive cases in a classroom or three or more positive cases on a school campus with FCDPH, consistent with CDPH guidance.

Consider classroom or school shutdown on case by case basis in coordination with FCDPH consistent with CDPH guidance, including switching back to online learning if they deem necessary.



# Communication Plan after COVID Case Occurs

Close contacts will be notified directly by Health Services while classrooms and school communities will be notified by letter and/or phone message home to as appropriate.

**When are cases reported?**

- Positive within 14 days
- DO NOT clear on daily self-health screening tool (stay/send home)
  - Reports COVID-19 like symptoms above their baseline
- Confirmed Close Contact (within 6 ft., >15 min., positive person unmasked) with someone who tested positive for COVID-19 within 14 days.
- Develops COVID-19 symptoms during the day

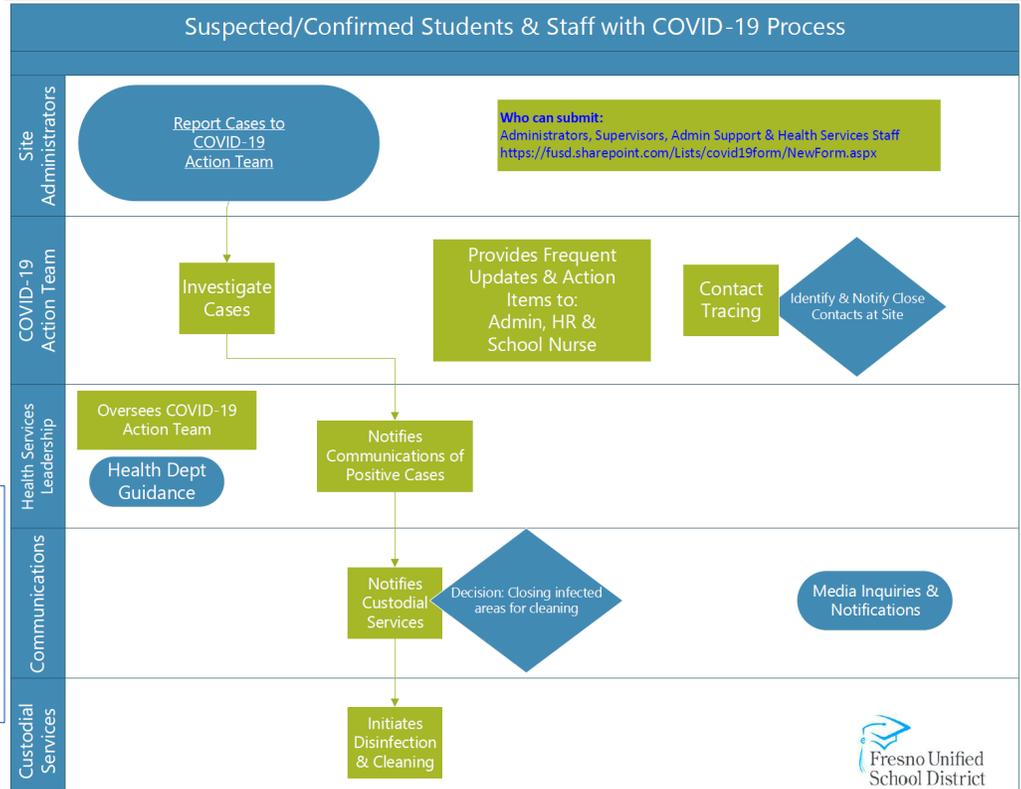
**Who can submit form?**

Administrators, Supervisors, Admin Support & Health Services Staff

**Who do students and employees notify?**  
Site/supervisor

**NOTIFICATIONS:**

- ALL Close Contacts will be notified for CONFIRMED positive COVID-19 known exposures on campus.
- Classroom notified for two or more confirmed COVID positive cases in a classroom within 14 days.
- School Community notified for three or more confirmed COVID positive cases on the school campus within 14 days.



# Daily Instruction



## Online Instructional Model – eLearn at My School

Fresno Unified began the year by providing high quality instruction online to every student everyday through eLearn at My School. While learning online, students maintain enrollment at their school site with instruction provided by their site teachers. Students are engaged daily five days a week and all courses are designed to fulfill standards and graduation requirements.

Online instruction will be created to:

- Deliver high-quality instruction
- Ensure the safety and wellness of students and staff
- Ensure equity regardless of the model of instruction
- Establish strong relationships and positive experiences with our students and families
- Provide the structure and support educators, students and families need for learning
- Optimize use of resources

## Tutor.com

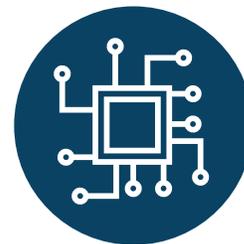
Fresno Unified has partnered with Tutor.com to provide students free online tutoring support. Through Tutor.com, students can access homework and tutoring support in over 120 subjects at the very moment a student needs it, even if that is late at night or on the weekend. Students can access Tutor.com through their student Clever account.



## Curriculum

Fresno Unified utilizes will utilize the district-adopted core curriculum from pre-K through grade 12. Remote learning also includes physical education, career technical education and elective courses. The majority of our district-adopted curricula have digital platforms that support engaging students in interactive lessons and digital assignments/assessments/projects. While the district-adopted curricula is the primary source, teachers have the flexibility to use additional sources to enhance student learning.

Fresno Adult School has several programs. Adult Education administration will decide the best online learning tools for their individual students, based on student needs and specialized programs.



## Technology

To date, Fresno Unified has successfully deployed more than 70,000 devices to support students in their distance learning. Staff is continuing to reach out to the remaining students who have not picked up a device. Students in preschool through third grade are using a mix of tablets, tablets with keyboards and laptops. Students in grades 3-12 use laptops.

Fresno Unified students and parents needing technology support can contact the district's Family Learning and Technology Support Center during regular business hours at 457-3939.



# Daily Instruction



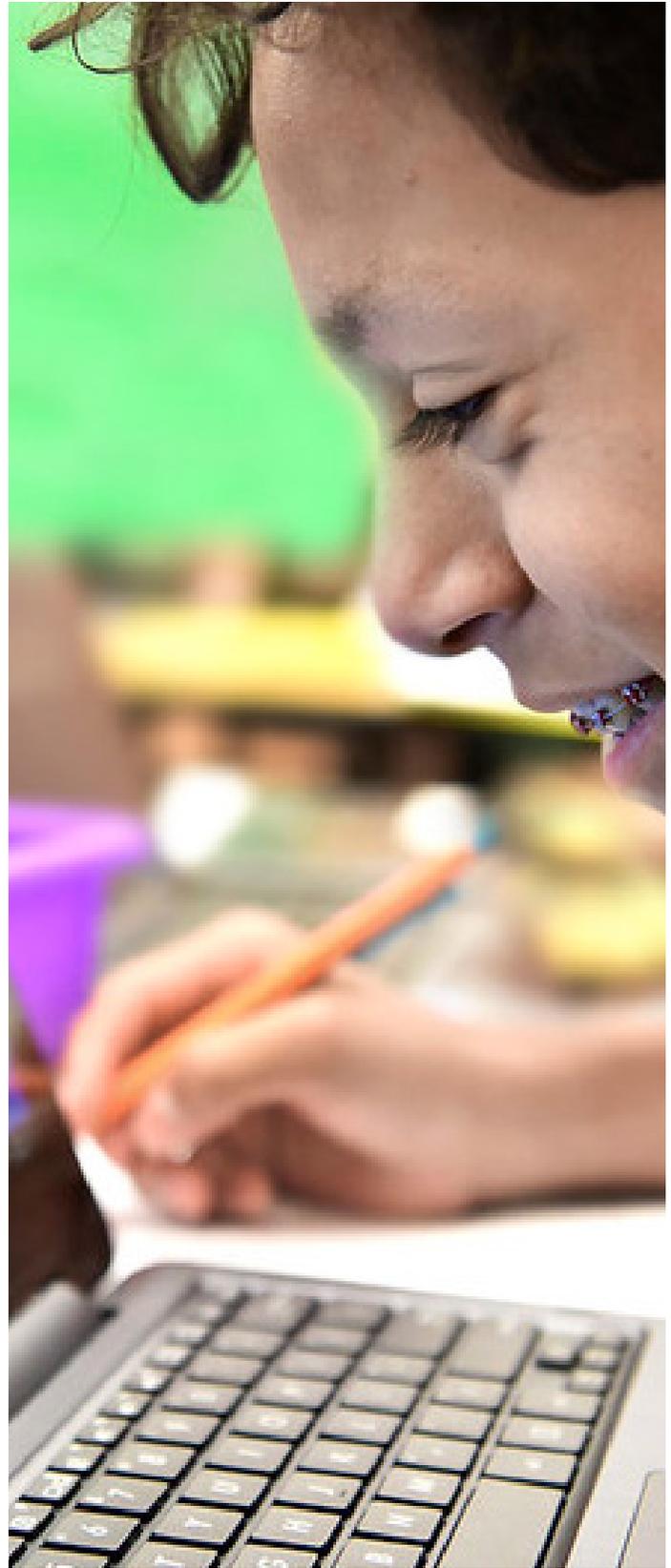
## Microsoft Teams

The district's communications platform for teacher instruction is Microsoft Teams, a digital hub bringing teachers, content and students together in one space. Students and teachers will engage daily on grade level content utilizing Microsoft Teams. Teams has strong safeguards for protecting students' safety and privacy.



## Student Safety During Online Learning

Students' health and well-being remain a top priority, especially when students are not physically present on campus. Much like the supports and safety practices provided when they are on campus, it's imperative those same resources are available to students in this new world of distance learning. As an added safety feature, Fresno Unified has partnered with Gaggle to add additional safeguards while students are online using Microsoft Teams, Microsoft Office 365 email and OneDrive. Gaggle uses key phrases and technology to identify inappropriate language, bullying and harassment, inappropriate sexual content and even situations that might lead to self-harm. Gaggle service follows all state and federal laws protecting student privacy. Gaggle's staff review and, where appropriate, notify a school administrator to provide necessary supports. If a school administrator is unavailable, Gaggle will contact local public safety in life threatening situations. School administrators provide responsive supports for students' well-being and their continued growth.



# Daily Instruction

## Expectations and Roles for Supporting Distance Learning

Successful distance learning experiences for students will require all of us to work together. Here is a quick guide for the roles we each play:



### Students:

- Participate actively in daily live interactive instruction via distance learning
- Contribute to building strong and supportive relationships with school staff and classmates
- Seek assistance from teacher(s) during office hours
- Know your usernames and passwords to access all digital resources
- Submit all assignments on time
- Keep district-issued technology secure, charged, and in working order



### Teachers/Staff:

- Ensure learning is ready to go by the first day of school via distance learning
- Create and maintain a positive classroom culture
- Observe regular office hours to provide support and feedback to parents and students
- Engage in professional learning opportunities provided by the district and school
- Actively engage in the Professional Learning Community (PLC) process to plan instruction, assess student learning and monitor student achievement



### Leaders:

- Provide customer care with all stakeholders (the school is the hub for information and resources)
- Facilitate community building activities, parent outreach and professional learning for staff
- Monitor the quality of instruction, social emotional learning and social emotional supports
- Ensure all staff are prepared for high quality distance learning
- Family hotline established at every school



### Families:

- Log on and update contact information in the ATLAS Parent Portal
- Ensure that there is internet access and a mobile device at home for your student(s)
- Ensure that your student(s) know their usernames and passwords to access their instructional resources
- Engage your student(s) daily regarding their assignments
- Maintain regular communication with your student(s) teachers and counselor
- Request support and resources in home language from school site hotline
- Stay informed and updated on all school business by actively reading and listening to all school communications throughout the year via School Messenger, Peachjar, school social media, signage, and school website



# Daily Instruction



## Support call line, web link and schools

All Fresno Unified schools will have a “hot line” for parents to call for all school-based questions. In the event a message is left after hours, the call will be returned within the next business day. For a complete list of school site phone numbers, email addresses and websites, please visit [fresnounified.org](http://fresnounified.org).



## Training for Students and Families

Professional learning will be provided to our students and families in the use of technology and software needed for distance learning. Students will receive baseline technology, Wi-Fi access if needed, and training on Microsoft Teams. Parents will be offered specific learning sessions on the basic uses of Microsoft Teams, common student learning apps, and other basic components of distance learning. Sessions will be held in multiple languages. School leaders will hold weekly school site engagement sessions that provide updates on distance learning and will have a forum to ask school site leaders questions.



## Meals

As we have since March, Fresno Unified will continue to provide student meals. Breakfast and lunch will be provided in the morning prior to daily online instruction.



## Special Support

### Supports for Special Populations

Students with exceptional needs, English learners and students in foster or homeless living situations will continue to be given special consideration to ensure appropriate instruction while complying with federal and state requirements.



# Daily Instruction

## Special Support

### Students with Exceptional Needs



Students with exceptional needs will continue to receive services and supports to ensure they can make progress in the general education curriculum.

Students with exceptional needs will participate in daily, live instruction with teachers and peers and independent assignments and instruction. Teachers will maintain a record of

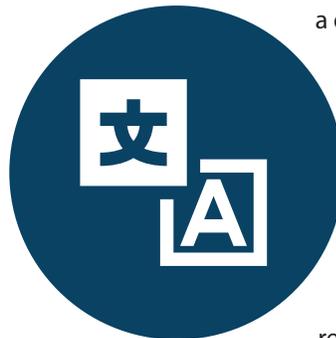
instruction, participation, and assignments. Students will be expected to be available for instruction and special education services during regular school hours. A device and all materials required to meet a student's needs outlined in the IEP in the distance learning model will be provided.

Special education services, accommodations, modifications, and supports outlined in a student's IEP will be provided virtually during distance learning. Annual IEP goals and short-term objectives will continue to be implemented and monitored, and progress reports will be provided to families quarterly. If there is any aspect of a student's IEP that is not applicable to the distance learning model or will look different, notice will be provided to the family with more information.

IEP team meetings and assessments will continue to be held and completed within applicable timelines. Any IEPs or assessments that were due in spring 2020, but not completed during the school closure period, will also be completed. 504 plans will be in effect and students will continue to be allowed accommodations under those plans.

The Special Education Department will continue to be updated in order to provide the most current and pertinent information for families and staff. To learn more, visit the Special Education Department at [Fresnounified.org](http://Fresnounified.org).

### English Learners (ELs)



Services for English learners will include a defined minimum time allocation for designated English language development (ELD) instruction, which will be included in the student's schedule, in addition to ongoing integrated ELD during the full instructional day. There will also be opportunities for extended instructional time provided to recently arrived ELs. Formative

ELD assessments will be used to assist

monitoring of student progress in development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

### Foster and Homeless Students (Project ACCESS)



Services for students in foster care and homeless situations, including shelters and motels, will include social emotional and academic support as well as case management. The Project ACCESS office will work closely with Fresno County CPS and other community partners to support the unique needs of this special population. A team of Project ACCESS social workers will provide virtual emotional wellness checks and intake assessments on all foster and homeless students via telephone or a HIPPA compliant video platform. In addition to virtual individual and group counseling, social workers will also connect families with resources to address issues ranging from housing and food insecurity to domestic violence. Project ACCESS counselors will meet virtually with students in grades 8-12 and work closely with school site counselors to reduce academic barriers and promote student success. For more information, visit the Department of Prevention and Intervention at [Fresnounified.org](http://Fresnounified.org)



# Workforce Considerations

Fresno Unified is committed to ensuring our employees are informed and supported during these challenging times. We recognize local health and safety concerns may fluctuate, and we will respond and communicate accordingly. As we look to reopen schools, Fresno Unified is developing plans in conjunction with local, state and federal guidelines, including the following policies and procedures.

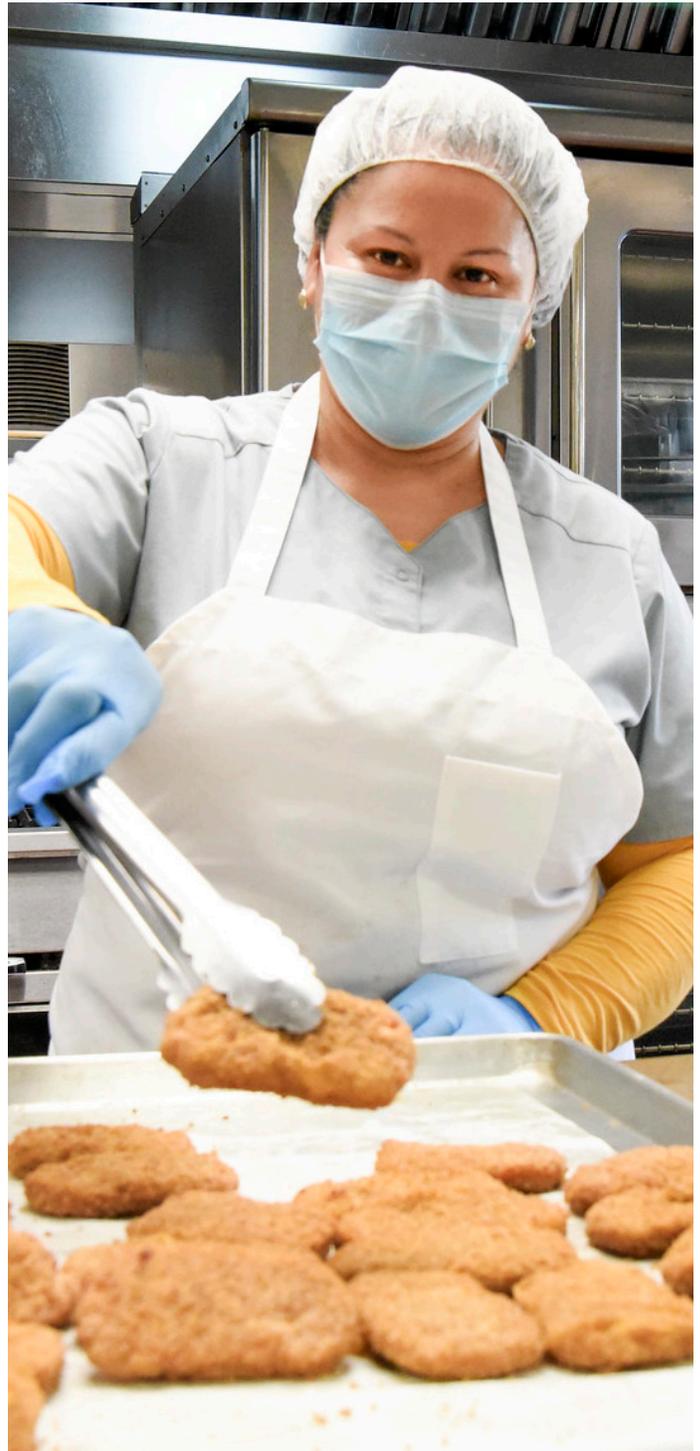
Unprecedented times call for new ways of working and responsibilities, and require reviewing, revising and adding new procedures.

## Health and Safety Guidelines:

The district has enhanced safety and cleaning protocols to reduce the spread of COVID-19. Those protocols include but are not limited to:

- Physical distancing of six feet or as much as possible
- Limit the number of people at one time in breakrooms, restrooms and elevators
  - > Take the stairs when possible
  - > Reduce common area seating in lobbies/ waiting areas
  - > Hold virtual staff meetings and professional learning
  - > Don't linger or gather in hallways
- Frequent hand hygiene and reduce items shared amongst staff members
- Requiring all staff, students and visitors wear masks based on CDC and CDPH guidelines
- Increased cleaning/disinfecting protocols
- Student, staff and essential visitors conduct the daily self-health screening prior to arrival. If you are sick, stay home, do not report to work
- Signs posted at main entrance doors and in hallways to serve as health and safety reminders

According to the CDC, everyone is at risk for getting COVID-19 if they are exposed to the virus, but some people are more likely to become severely ill, which means they may require hospitalization, intensive care, a ventilator, or they may even die. Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. People of any age with certain underlying medical conditions are also at increased risk for severe illness from COVID-19.



# Workforce Considerations



## Attendance, Leave and Accommodating Policies:

As outlined in the Families First Coronavirus Response Act Leaves: Emergency Paid Sick Leave – Self Care, there are options available for an employee who becomes sick, must self-isolate for 14 days or care for a family member who becomes sick. This emergency paid sick leave is available through December 31, 2020. Each case is unique so should employees have questions regarding their specific options, please contact the HR Leaves Desk: [hrleavesdesk@fresnounified.org](mailto:hrleavesdesk@fresnounified.org)



## Role of School Nurse and/or Health Staff/Contact Tracer

- Once alerted to a fever or respiratory illness in a student or staff, a member of the health staff or contact tracer should communicate with the individual to obtain information about onset of symptoms, specific symptoms and any other pertinent information regarding the illness
- Health staff should call student or staff to check on symptoms and to offer support to the ill individual
- Once ill individual meets criteria listed above, health services will clear the student or staff member to return to work/school



## Employee Wellness

Fresno Unified recognizes we all play a role in supporting students, fellow staff members, parents and our community as we reopen schools. This is challenging work so it's important to find ways to provide self-care. In partnership with our Joint Health Management Board (JHMB), the district offers a robust array of wellness supports and supports through our Claremont Employee Assistance Program, including mental health resources. For more information regarding EAP resources, please visit the JHMB website.





# Plan for Reopening Waiver Application *2020-2021*



*Doing our part to help students, families, staff and  
our community move forward together*



**Fresno Unified School District**

2309 Tulare St., Fresno, CA 93721 • (559) 457-3000 • [fresnounified.org](http://fresnounified.org)

Application Submission Date:  
September 25, 2020

# Before School Reopening

In accordance with the California Department of Public Health and Fresno County Department of Public Health, Fresno Unified is seeking a waiver to reopen elementary schools (transitional kindergarten – grade 6), following specific state and local safety and health guidelines. The following outlines our plan in conjunction with our waiver reopening application.

Fresno Unified plans to engage parents, teachers and staff and share district safety plans in multiple languages. Stakeholders will learn what to expect in the event there is a suspected or confirmed case of COVID-19, including should there be a facility outbreak.

- Press conference
- Virtual town hall meeting
- Recorded school messenger to parents
- Flyers distribution through Peachjar
- Website
- Email
- Television and radio public service announcements
- Virtual staff meetings

## Our Plan for Cleaning and Disinfection

### Products

- EPA approved disinfectants available in warehouse for use by custodians

### Foggers

- Used by custodians following standard operating procedures

### Do our part

- Staff should clean and disinfect frequently touched surfaces at school and on school buses at least daily
- Ensure safe and correct use and storage

### Routine Cleaning

- Routine, daily cleaning will be done by site custodian
- Pre-trip/post-trip cleaning of buses
- Standard operating procedures followed including any need for PPE

### Shared Items

- Limit use of shared items, such as electronic devices, supplies, etc.
- Shared items including desks should be disinfected after each day

### On Demand

- Areas that need additional disinfection due to COVID-19 exposure will be coordinated by COVID-19 Action Team (CAT), Communications and Maintenance/Operations leadership



# Clear Rules on Classroom Instruction

## Operations

Reopening schools is essential to ensure students get back on track academically, receive social emotional supports and reengage in the co-curricular activities they have missed due to school closures. During the ongoing pandemic, students, parents, staff and the community all play a role in reopening schools and keeping them open.

As we prepare to welcome students and staff back to school safely, several shifts will take place to daily operations.

**Visitors:** To ensure safety practices and reduce exposure, the number of non-essential visitors to our campuses and district offices will be reduced. Advance appointments are strongly encouraged to ensure physical distancing. All visitors need to follow the self-health screening tool prior to arrival. If an individual answers yes to any of the screening questions, they should stay home and NOT visit a Fresno Unified campus or building.

## Guiding Principles for Reopening

**Outside of assigned staff and enrolled students, essential visitors include:**

- Student teachers/designated interns (except health office)
- Substitute teachers/staff
- First responders
- Contracted/paid service providers

If parents need to pick up a student who is sick or for an off-campus appointment, parents should physically distance and not enter past the school office.

The District anticipates a phased in approach for allowing other visitor groups not listed above, including mentoring groups, parent coffee hours, Fresno Unified student volunteers/mentors, civic groups and back to school/parent nights.

## Going to School/Work

Students, staff and essential visitors are asked to conduct a self-health screening daily before leaving home and departing for school or work. If student/employee/essential visitor answers "yes" to any of the listed health screening questions, the individual should stay home and not go to school/ work.

Practice proper hand hygiene when leaving home, arriving at school/work and throughout the day.

Buses will be disinfected pre and post trip. Students are asked to honor physical distancing at bus stops, space out on buses, and wear a required face mask.

- To reduce transportation demand, we encourage parents who can to transport their student or consider walking them to school.
- Fresno Unified is working with its partners at First Student Transportation to ensure the needs of our students with disabilities are safely met.

## Inside School/Work

Based on state guidelines, students, staff and essential visitors are required to wear masks throughout the day while on campus and in district facilities.

Based on student populations and layouts, sites may alter class and meal periods, including recess and passing times, to reinforce physical distancing, providing time for additional hand hygiene, cleaning and disinfecting. Sites will communicate this directly to its school community.

Classroom floor plans will be altered to maximize distancing between students during face-to-face instruction, including students facing the same direction rather than students facing each other. Classrooms will reflect six feet physical distancing between students.

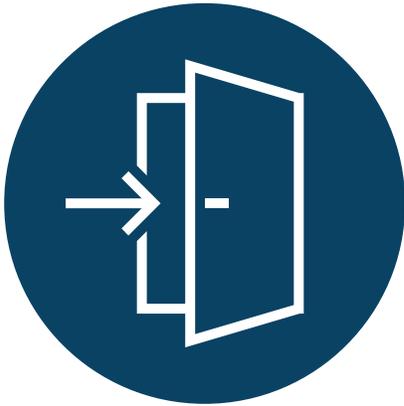
Practicing proper hand hygiene throughout the day is encouraged, including when entering and exiting class, libraries and cafeterias, and after recess and physical education. Sites will identify ways to reduce sharing of toys, materials and equipment. Many classrooms have sinks that will serve as hand washing stations. Where sinks are not as accessible, hand sanitizer, bathrooms and portable hand washing stations should be used.

Recess and physical education are expected to continue with modifications to reinforce physical distancing to the maximum extent possible. Frequent hand hygiene practices should be followed while also keeping students in like groups in the event contact tracing becomes necessary. PE teachers are focusing on activities that reduce high touch equipment

- Equipment that is used will be cleaned prior to and after play
- Reinforcing hand hygiene before and after activity
- Equipment can be kept with the same class for daily use



# Entrance, Egress and Movement within the School



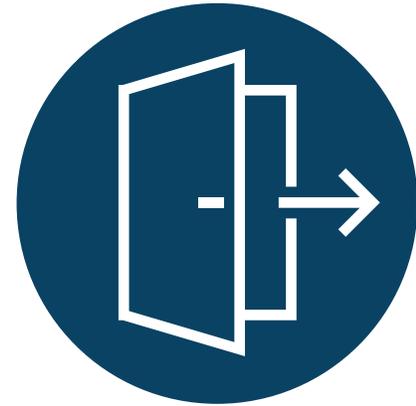
## Entering School/Work

Masks are required for anyone above 2 years old entering a district facility (indoor or outdoor), including school campus, district office or construction area. Masks will be provided to students and employees.

Focused on safety measures, schools and district offices have evaluated entry and exit pathways and made changes to arrival and departure areas based on previous site conditions and procedures. Sites will communicate changes to parents and students prior to school starting and reinforce daily as students and staff transition to new patterns.

Students, staff and essential visitors should expect new safety measures in the front offices, hallways, lunchrooms, restrooms and other parts of the school/ district offices to minimize the number of those gathering and reinforce physical distancing.

Students, staff and essential visitors are asked to practice physical distancing of six feet or the maximum distance possible. Safety practices will be reinforced in district buildings using posters, floor decals, shifts in traffic flow and daily announcements.



## Leaving School/Work

Much like arrival patterns, sites have evaluated their departure and dismissal practices. To reinforce physical distancing, smooth traffic flow and reduce non-essential visitors, schools may stagger dismissal times or pick up areas, based on specific needs.

Sites will communicate these changes directly to their school communities.

If a student shows symptom of COVID-19 during the school day, the student will be evaluated by the health professional, isolated if necessary and parents called to immediately pick up their student. Child will remain in a mask while in isolation. School health professional will notify parents as to the pick-up process and location. If a student/employee is suspected as having COVID-19, they should contact their health care provider for guidance before returning to school or work.



# Face Coverings and Other Essential Protective Gear

## MASKS

Masks help stop the spread of COVID-19 to others. Face coverings will be required for everyone over the age of 2.

If individuals come onto campus without a mask, one will be provided. Face shields are available, but do not replace the use of masks.

### Donated by State

- Disposable masks

### Purchased by District

- Five cloth masks for every student and staff member

### Specialty Masks

- Fresno Unified Health Staff & Credentialed School Nurses
  - > N95 – medical procedures
- Special Education
  - > Clear – DHH students/staff

### Exempt

- Individuals with medical conditions can work with their supervisor, Human Resources or school nurse if they are exempt. Additional information may be requested.

Specialized areas will be provided with personal/essential protective equipment to reduce the risk for COVID-19.

PPE available through warehouse ordering for expediting supplies to staff and students include:

### Health Services Staff

- Medical Procedures:
  - > N95 Respirators – fit tested
  - > KN95 face masks
  - > HEPA filters
  - > No-touch thermometers
- Surgical masks
- Face shields
- Gowns
- Gloves
- Plexi shields

### Special Education, Early Learning & Athletic Trainers

- Surgical masks
- Face shields
- Gowns
- Gloves
- Plexi shields

### Plexi Physical Barriers

- High traffic areas (library, health office, front office, office spaces, assessment centers, etc.)
- Prolonged contact within 6 feet
- Face to face interactions with public

### Classroom & Office Kits

- Hand sanitizer, masks, wipes, first aid kit, gloves



# Health Screening for Student and Staff

## Daily Self Screening

Prior to coming onto campus, everyone will do their part and use our daily self-health screening tool. Individuals who do not clear will remain home.

Please note, symptoms DO NOT always mean COVID-19, so to reduce rumors and unnecessary concern with classmates/ coworkers, we encourage parents, students and employees to keep their personal health conditions confidential until symptoms have been confirmed by medical testing and/or medical professionals.

### Signs

Signs will be posted at points of entry.

### Verification

Teachers will verify that self-screen was completed by student/family. If not, student will be guided. Supervisors will verify that self-screen was completed by employees.

### Monitoring

Staff who feel ill during the workday will be sent home. Students will be sent to the health office, sick room or directly sent home.

### Isolation Room

- Families will pick up students 30-60 minutes upon receiving a call
- Students who are ill and waiting to be picked up will be sent to a sick room, monitored by health staff
- Health staff will be wearing full PPE (N95, eye shield, gloves, gown)
- Student may be asked to wash hands and wear mask
- 6 feet distancing will be maintained
- A back up room will be identified for multiple students
- Room and supplies will be disinfected between students using EPA approved disinfectants

**Fresno Unified School District**

## COVID-19 Daily Self-Health Screening Tool

**Ask the following 3 questions every day before school/work:**

3 Questions	Action
<p><b>1</b></p> <p><i>Do I have any of the following symptoms that are new or worsening?</i></p> <ul style="list-style-type: none"><li>• Fever or chills</li><li>• Cough</li><li>• Shortness of breath or difficulty breathing</li><li>• Fatigue</li><li>• Muscle or body aches</li><li>• Headache</li><li>• New loss of taste or smell</li><li>• Sore throat</li><li>• Congestion or runny nose</li><li>• Nausea or vomiting</li><li>• Diarrhea</li></ul>	<p><b>If YES STAY HOME</b></p>
<p><b>2</b></p> <p><i>Have I or anyone in my household been confirmed with COVID-19 in the last 14 days?</i></p>	<p><b>If YES STAY HOME</b></p>
<p><b>3</b></p> <p><i>Have I been notified that I am a close contact* with someone who has tested positive for COVID-19 in the last 14 days?</i></p> <p><small>*Close Contact- someone who has spent 15 minutes or more time within 6 feet or less of the index person unmasked, starting from 48 hours before the person began feeling sick.</small></p>	<p><b>If YES STAY HOME</b></p>

**If a student, employee or essential visitor answers "YES" to any of the above questions, they should:**

- Remain home – **DO NOT** go to school/work
- **DO** notify your child's school/employee's department supervisor

# Healthy Hygiene Practice

## Hand Hygiene

Practicing hand hygiene is a simple yet effective way to prevent COVID-19.

All students, staff, families and essential visitors will have access to soap and water.

If soap and water are not readily available, access to hand sanitizer (with more than 60% alcohol content) will be made available.



### Handwashing Stations

Maintain 6 feet distancing



### Hand Sanitizers

When soap and water are not readily available



### When to wash your hands

- Before, during and after preparing food
- Before eating food
- Before and after caring for someone
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After you have been in a public place and touched an item or surface that may be frequently touched by other people
- Before touching your eyes, nose, or mouth because that's how germs enter our bodies

# Identification and Tracing of Contacts

## Contact Tracing

Health Services COVID-19 Action Team (CAT) works with Human Resources, school administrators, Health Department, Health Services staff, Communications, students, staff and families to ensure that we are doing our part to reduce the spread of COVID-19.

## Notification

School administrators, administrative support and Health Services staff will report any suspected or confirmed cases to Health Services using the confidential district form. The form can be found on the Fresno Unified staff portal and goes directly to Health Services for contact tracing to begin.

## Investigation

CAT will make contact with suspected individual and will provide resources and communicate next steps to school site and individual.

## Clearance

CAT will collaborate with school site and individual to ensure that there is appropriate clearance for returning to school/work.

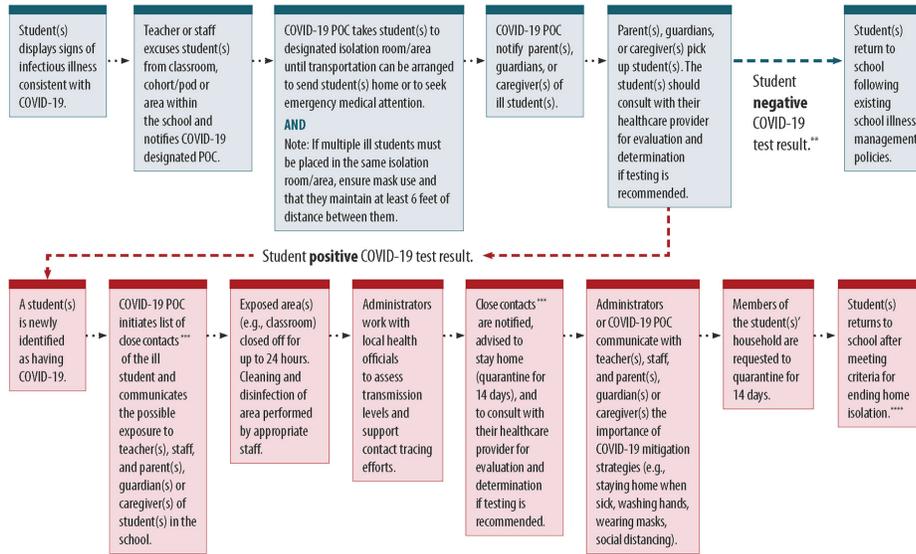
## Notification

CAT will ensure that close contacts are notified, disinfection is coordinated for any recent positive cases.



# What to do if a Student Becomes Sick or Symptomatic

## WHAT TO DO IF A STUDENT BECOMES SICK AT SCHOOL OR REPORTS A NEW COVID-19 DIAGNOSIS\*



- Students with temperature of 100 ° Fahrenheit or higher or any COVID-19 like symptoms will be sent home. Household members may be asked to isolate also.
- We recommend that families work closely with their medical providers.
- Health Services will work with student/family for appropriate next steps and clearance.
- Students temperature may be taken upon return.
- No-touch thermometers will be utilized at school as needed.



**Note:** COVID-19 POC = the designated point of contact (a staff person that is responsible for responding to COVID-19 concerns, such a nurse)  
 \* Scenario based on geographic area with community transmission of SARS-COV-2 the virus that causes COVID-19.  
 \*\* With no known close contact  
 \*\*\* Close contact is defined as someone who was within 6 feet for a total of 15 minutes or more within 2 days prior to illness onset, regardless of whether the contact was wearing a mask.  
 \*\*\*\* Student can end home isolation after meeting all of the following three criteria: at least 10 days since symptoms appeared, at least 24 hours with no fever-reducing medication, and symptoms have improved.

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

## COVID-19 Illness and Quarantine Guidelines

In cases A, B or C, please inform your school site/department or supervisor.

PERSON A	PERSON B	PERSON C	PERSON D
 <p>Any person who has tested positive for COVID-19. Confirmed with lab result. <i>(notify close contacts)</i></p> <p>With symptoms: Isolation until the following requirements have been met:</p> <ul style="list-style-type: none"> <li>✓ 10 days since symptoms first appeared and</li> <li>✓ 24 hours* (1 day) with no fever (without the use of fever-reducing medicine) and</li> <li>✓ Symptoms have improved</li> </ul> <p>*The 24 hours without fever may possibly occur within the 10 days of isolation, or after the 10 days</p> <p>Without symptoms (asymptomatic): Isolate for 10 days from test date:</p> <ul style="list-style-type: none"> <li>✓ Monitor self for symptoms, take temperature twice a day</li> <li>✓ Released from isolation after 10 days have passed as long as no symptoms have been present</li> </ul>	 <p>Any person who lives in the same household with Person A</p> <p>NO symptoms:</p> <ul style="list-style-type: none"> <li>✓ Quarantine for 14 days following date of last exposure including complete separation from the person in your house with COVID-19. This means no contact, no time together in the same room, and no sharing of any spaces, such as same bathroom or bedroom.</li> <li>✓ Quarantine to continue for 14 days after Person A completes isolation if unable to avoid exposure to Person A</li> </ul>	 <p>Any person with close contact to Person A (&gt;15 min, &lt; 6 feet, index unmasked)</p> <p>Quarantine immediately and for 14 days following date of last exposure</p> <ul style="list-style-type: none"> <li>✓ Contact Health Department with any questions 559-600-3332</li> <li>✓ Monitor self for symptoms, take temperature twice a day</li> <li>✓ Notify primary care provider if symptoms develop</li> </ul>	 <p>Any person who has had exposure to Person B or C</p> <p>NO QUARANTINE OR ACTION REQUIRED unless:</p> <p>Person B or C develops symptoms OR tests positive and Person D had contact with Person B or C within 14 days then:</p> <ul style="list-style-type: none"> <li>✓ contact primary care provider to see about testing</li> <li>✓ Contact Health Services with questions regarding timing and exposure</li> <li>✓ Clear on daily self-health screening tool</li> </ul>
 <h3>Recovered and Released</h3>			
<p><b>Definitions:</b></p> <ul style="list-style-type: none"> <li>• <b>Index case</b> person with a positive COVID test</li> <li>• <b>Isolation</b> separation of sick people with a contagious disease from people who are not sick</li> <li>• <b>Quarantine</b> separation and restricts the movement of people who were exposed to a contagious disease to see if they become sick</li> <li>• <b>Close Contact</b> someone who has spent 15 minutes or more time within 6 feet or less of the index person unmasked, starting from 48 hours before the person began feeling sick</li> </ul> <p style="text-align: right; font-size: small;">Developed with guidance from Fresno County Department of Public Health (8/14/20 – JB)</p>			

# Physical Distancing (See also Clear Rules for Classroom Instruction)

## Common Shared Spaces



### LIBRARY

- Access to hand hygiene
- 6 feet distancing layout
- Open doors if possible
- Disinfect shared items between use



### BREAK ROOM

- Access to hand hygiene
- Masks may be removed while eating
- 6 feet distancing



### CONFERENCE ROOM

- Meetings should remain virtual
- 6 feet distancing
- Masks



### HEALTH OFFICE

- Access to hand hygiene
- No visitors
- No outside restroom access
- Masks
- 6 feet distancing
- Other criteria based on school nurse direction



### CAFETERIA

- Access to hand hygiene
- 6 feet distancing layout
- Open doors if possible
- Disinfect tables between use



### RESTROOMS

- Access to hand hygiene
- Masks
- 6 feet distancing
- Minimize time

# Staff Training and Family Education

As has been our practice during this pandemic, professional learning will be provided to staff. Information will be provided to parents through district communication channels, including phone messages, Peachjar flyers, website, television public service announcements and school site engagement. Additional outreach tools are noted on page 1.

Please note, symptoms DO NOT always mean COVID-19, so to reduce rumors and unnecessary concern with classmates/coworkers, we encourage parents, students and employees to keep their personal health conditions confidential until symptoms have been confirmed by medical testing and/or medical professionals.

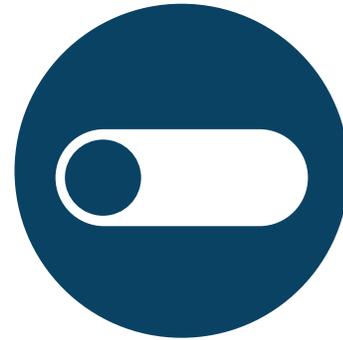


## Testing

School staff are essential workers, and staff includes teachers, para-professionals, food service, custodians, bus drivers, or any other school employee who may have contact with students or other staff. School staff will be tested periodically for COVID-19, as testing capacity permits and as practicable.

### Regions/Goal

- Staff will be tested on a rotation by region, by schedule
- 25% of staff every two weeks



## Triggers for Switching back to Online Learning

We will review all situations when two or more positive cases in a classroom, or three or more positive cases on a school campus with FCDPH consistent with CDPH guidance.

Consider classroom or school shutdown on case by case basis in coordination with FCDPH consistent with CDPH guidance, including switching back to online learning if they deem necessary.

# Communication Plan after COVID Case Occurs

Close contacts will be notified directly by Health Services while classrooms and school communities will be notified by letter and/or phone message home to as appropriate.

**When are cases reported?**

- Positive within 14 days
- DO NOT clear on daily self-health screening tool (stay/send home)
  - Reports COVID-19 like symptoms above their baseline
- Confirmed Close Contact (within 6 ft., >15 min., positive person unmasked) with someone who tested positive for COVID-19 within 14 days.
- Develops COVID-19 symptoms during the day

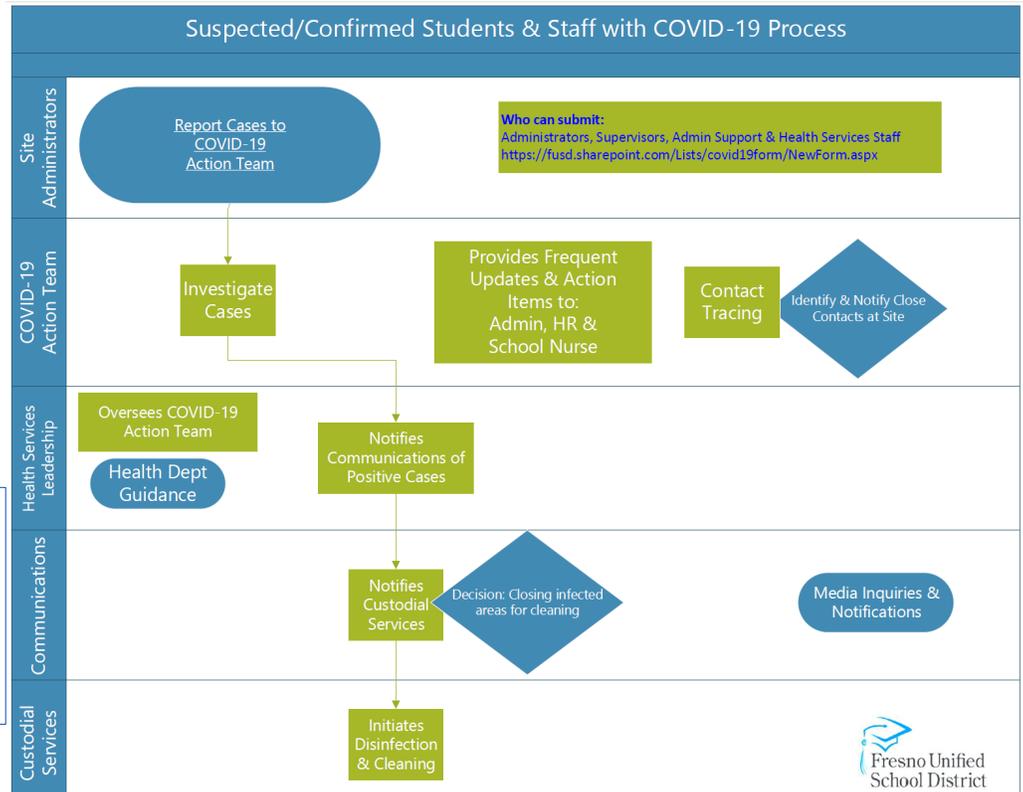
**Who can submit form?**

Administrators, Supervisors, Admin Support & Health Services Staff

**Who do students and employees notify?**  
Site/supervisor

**NOTIFICATIONS:**

- ALL Close Contacts will be notified for CONFIRMED positive COVID-19 known exposures on campus.
- Classroom notified for two or more confirmed COVID positive cases in a classroom within 14 days.
- School Community notified for three or more confirmed COVID positive cases on the school campus within 14 days.



Fresno Unified School District  
Board Communication

**BC Number SL-2**

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Carlos Castillo, Instructional Superintendent  
Cabinet Approval: 

Date: December 18, 2020

Phone Number: 457-3754

Regarding: Comprehensive Sexual Health Education

The purpose of this communication is to provide the Board information on Comprehensive Sexual Health Education in Fresno Unified School District per the request of the Board. In Fresno Unified, secondary students are taught Comprehensive Sexual Health Education in grades seven and nine. Students are taught lesson topics that are mandated by the California Healthy Youth Act (CHYA) broken up into 13 different lessons. Eight topics are taught by Fresno Unified science teachers and five lessons are taught by a contracted provider with expertise in specialized topics.

In Fresno, there are three organizations that provide contracted services to school districts by teaching lesson topics on sexual health. The three organizations are Fresno Barrios Unidos, the Fresno Economic Opportunities Commission, and Planned Parenthood. Fresno Unified currently contracts with Fresno Barrios Unidos to teach five lessons to General Education (GE) and Special Day Class (SDC) seventh grade students and five lessons to GE and SDC ninth grade students. The contract amount is for \$220,102 for the five lessons taught in each grade level. An increase of services by an outside provider from five lessons taught to all 13 lessons taught in each grade level would be approximately \$572,000. Attached for the Board's reference is a detailed list of topics taught by Fresno Unified science teachers and the topics taught by Fresno Barrios Unidos staff.

Fresno Unified also contracts with Planned Parenthood to teach five lessons to students in the Alternative Learning Pathways (ALPs) program. The current contract is \$30,150. An increase of services for an outside provider to teach all 10 lessons would be a total approximate of \$60,300. At this time, Planned Parenthood is **not available** to provide lessons to our General Education, and Special Day Class students.

If Fresno Unified contracts outside providers to teach all comprehensive sexual health lessons, the total contract amount to providers would increase from \$250,000 a year to \$600,000 a year. The only two providers available to provide services at this time for Fresno Unified would be Fresno Barrios Unidos and the Fresno Economic Opportunities Commission.

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

Approved by Superintendent  
Robert G. Nelson Ed.D.



Date: 12/18/2020

## Comprehensive Sexual Health Lesson Topics for 7<sup>th</sup> and 9<sup>th</sup> Grades

### Fresno Unified School District

#### **The topics in seventh grade taught by Fresno Unified teachers are the following:**

Lesson 1: Understanding Change  
Lesson 2: Exploring Friendships  
Lesson 3: Bullying and Abuse  
Lesson 7: Myths and Stereotypes about HIV infection  
Lesson 8: The HIV/AIDS epidemic  
Lesson 11: Media and Peer Pressure  
Lesson 12: HIV/STI Testing and Community Resources  
Lesson 13: Goal setting

The topics taught in seventh grade by Fresno Barrios Unidos are the following:

Lesson 3: Human Trafficking  
Lesson 5: Preventing an Unplanned Pregnancy  
Lesson 6: Teen Pregnancy: Choices and Responsibilities  
Lesson 9: Preventing Sexually Transmitted Diseases  
Lesson 10: Recognizing and Reducing Risks

#### **In high school, there is a similar breakdown of lessons taught that are mandated by CHYA. The topics in ninth grade taught by Fresno Unified Science Teachers are the following:**

Lesson 1: Life Planning  
Lesson 2: Healthy Relationships  
Lesson 3: Relationship Abuse  
Lesson 7: Myths and Stereotypes about HIV  
Lesson 8: HIV/AIDS Epidemic  
Lesson 11: Media/Peer Pressure  
Lesson 12: Accessing Community Resources  
Lesson 13: Steps to Success

The topics taught in ninth grade by Fresno Barrios Unidos are the following:

Lesson 4: Human Trafficking  
Lesson 5: Preventing an Unplanned Pregnancy  
Lesson 6: Teen Pregnancy  
Lesson 9: Preventing STI  
Lesson 10: Protection and Communication

#### **Topics for ALPs students taught by Fresno Unified Teachers:**

Lesson 5: Friendship  
Lesson 6 Bullying

Lesson 7: Human Trafficking  
Lesson 12: Being Understanding and Supportive  
Lesson 13: Making Healthy Decisions

Topics for ALPs students taught by Planned Parenthood

Lesson 4: Public and Private Behavior  
Lessons 1 and 2: Understanding Sexual Development/Reproductive Structures  
Lesson 3: Personal Hygiene  
Lessons 10 and 11: Preventing a Pregnancy/ HIV/STI Prevention  
Lessons 7 and 8: Sexual Relationships/Sexual Harassment