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BOARD COMMUNICATIONS – January 07, 2022

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

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AS-2 Kim Kelstrom December Legislative Committee Meeting
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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: January 07, 2022

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 team
- Participated in weekly call with Fresno County Superintendents
- Met with district team to discuss the opening of second semester
- Met with labor partners
- Participated in conference call with Surgeon General Vivek Murthy, representatives from the CDC and White House, and CGCS Superintendents regarding how to work together to support students, staff and communities with resources to sustain safe in-person learning.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

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: January 07, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for December 17, 2021

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 17, 2021 is attached and includes the following articles:

- Part 2: The Distribution of Proposition 98 K-12 Funding – December 14, 2021
- L.A. School Board Delays Enforcement of Student Vaccine Mandate to Fall 2022 – December 14, 2021
- Enrollment Declines Squeeze Local School Finances – December 14, 2021

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: 01/07/22



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DATE: December 17, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Statewide Indoor Mask Mandate Returns

The big news out of Sacramento this week was that the California Department of Public Health (CDPH) reinstated the statewide indoor mask mandate on Wednesday, December 15, 2021, which will remain in effect until January 15, 2022.

The news comes on the heels of the new Omicron variant spreading around the globe, including a number of cases in California. The CDPH said that the mandate was necessary as COVID-19 cases have risen almost 50% since Thanksgiving with hospitalizations up 15%. The CDPH also instituted stricter screenings for large gatherings like sporting events and concerts requiring each participant to show their proof of vaccination or a negative test. The CDPH also issued a new travel advisory recommending all travelers arriving in California test for COVID-19 within three to five days after arrival, regardless of their vaccination status.

The return to stricter protocols shows that the state is worried about a winter resurgence of COVID-19 similar to last year's surge. With the emergency declaration still in effect, it will be interesting to see how the Newsom Administration navigates the implementation of stricter health requirements during an election year. It will also be interesting to see what bills the Legislature introduces when they return in January. There are rumors that several legislators are planning on pursuing legislation to add the COVID-19 vaccine to the list of required vaccinations for schools.

President Biden Signs Bill to Raise National Debt Limit

The big news in Washington, D.C., this week was President Joe Biden signing a bill that raises the national debt ceiling by \$2.5 trillion. The measure ensures that the federal government will not default on its debts and can meet its financial obligations through 2022 and into early 2023. While only one congressional Republican voted for the bill, Democratic leaders were able to fast track the legislation due to the compromise they struck with Senate Minority Leader Mitch McConnell (R-Kentucky).

The increase in the federal borrowing limit through the next calendar year ensures that the debt ceiling does not get complicated by politics during the 2022 midterm elections, but also puts pressure on the members who will have to take up the issue once again when they return for the new congressional session in January 2023.

With the debt ceiling taken care of, Senate Democrats seemed poised to consider the \$1.75 trillion Build Back Better Act that was approved by the House last month. While President Biden was hoping that the bill would be approved before the Christmas holiday, it is looking more and more likely that negotiations will continue into next year as Senators Joe Manchin (D-WV) and Kyrsten Sinema (D-AZ) have yet to endorse the Biden Administration's trimmed down social spending bill. In fact, Democrats have signaled that they will pivot to voting rights legislation as negotiations seem to have stalled after the Build Back Better Act's recent score from the Congressional Budget Office.

Following the holiday break, Congress also needs to work on the fiscal year (FY) 2022 budget as the current continuing resolution that keeps the government funded at FY 2021 spending levels expires on February 18, 2022.

Holiday Break

Like many of you, our office will be closed from December 23, 2021, through January 2, 2022. Unless there is breaking news, we will return to our regular *Sacramento Update* production schedule for the week ending January 7, 2022.

Happy Holidays from School Services of California Inc.!

Leilani Aguinaldo

Part 2: The Distribution of Proposition 98 K-12 Funding

By Patti F. Herrera
School Services of California Inc.'s *Fiscal Report*
December 14, 2021

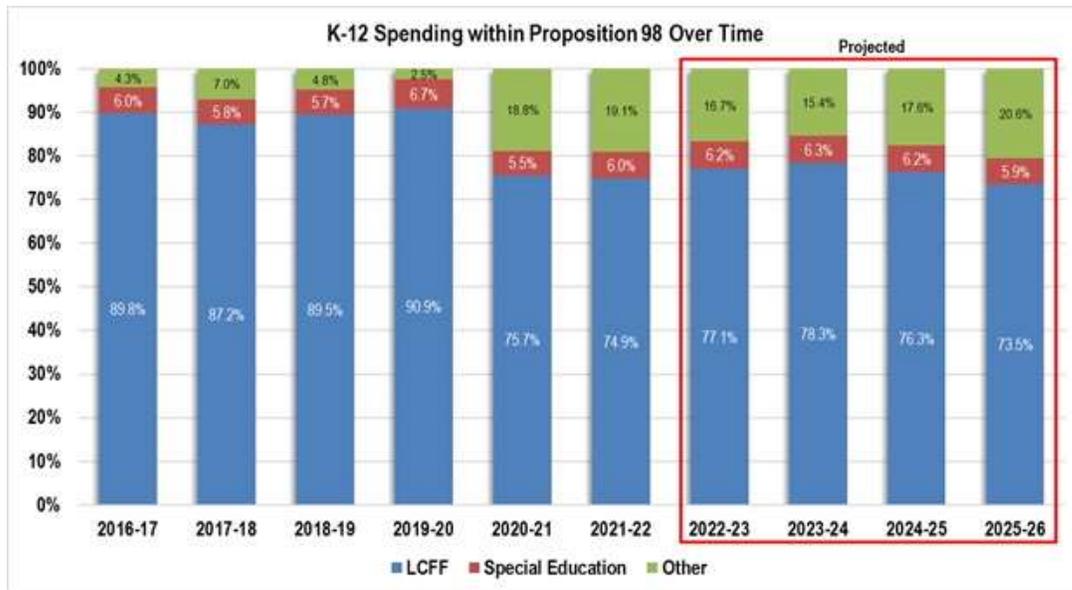
[Editor's Note: In "Part 1: Public Education Funding and Attendance," we revisited how the state calculates the Proposition 98 minimum guarantee and then analyzed funding and student attendance trends over time to show that California is reaching historic levels in per-student revenues. To conclude this two-part series, we turn our attention to how the state distributes increased K-12 funding among key education priorities—namely, the Local Control Funding Formula (LCFF) as the source of core educational programs.]

In 2013-14 when California approved the most significant reform affecting public education in over 40 years by enacting the LCFF, the notion that local educational leaders, along with their teachers, students, and community partners, were best suited to make effective fiscal decisions undergirded the momentous policy shift. Governor Jerry Brown invoked subsidiarity as the foundational principle upon which the state's new public education finance and accountability system would be built, which he jealously guarded during his eight years (and second stint) as California's chief executive officer.

In subsequent State Budgets following the LCFF, local decision-making and accountability threaded public K-12 education investments, from one-time discretionary allocations to ensuring that the LCFF promise would be fulfilled by 2020-21. In fact, better-than-expected state revenues allowed the Legislature and Governor Brown to reach the LCFF per-student funding targets two years early. The confluence of subsidiarity and increased education funding meant that the largest share of K-12 revenues from Proposition 98 were allocated to local educational leaders as General Fund apportionments through the LCFF so that they could marshal their resources to address and respond to student needs within the context of their communities.

Since reaching full LCFF implementation in 2018-19, and until 2021-22, the state only made the cost-of-living adjustment (COLA) investments prescribed in the LCFF law (including the augmentation to restore the COLA suspended by the 2020 Budget Act). While the 2021 Budget Act included a formulaic change to increase the LCFF's concentration grant to 65% of the adjusted base grant (up from 50%), the policy shift only benefits those who qualify to receive it and who must use the additional funding to reduce and maintain lower student-to-staff ratios at their high-poverty schools.

Assuming lawmakers make no further policy changes to the LCFF and assuming that the state continues to increase annual LCFF investments by COLA only, the rate of increased K-12 funding under Proposition 98 will quickly outpace the rate by which LCFF will increase. This means that the LCFF's share of K-12 Proposition 98 spending will erode, leaving more revenue to allocate for special (or categorical) purposes, as shown in the chart below. It's important to note that this chart also assumes no additional investments in special education will be made outside of the COLA.



Data source: Legislative Analyst’s Office

The chart further demonstrates that the state can afford to increase investments in the LCFF beyond the statutory COLA through the anticipated growth in Proposition 98. This could be accomplished by heeding the echoing calls of local educational leaders to increase the per-student base grants and/or by increasing the supplemental grant as a percentage of the base grant, both of which would benefit nearly *all* educational agencies.

How the state allocates Proposition 98 funding is decided as part of the annual State Budget process, which starts when the governor unveils the State Budget proposal on or before January 10 as required by law. With tens of billions of dollars at stake, local leaders are eager to see what Governor Gavin Newsom will include in his 2022-23 Governor’s Budget for public education.

We look forward to sharing his proposals and what they may mean for your local planning at our [Governor’s Budget Workshop](#) in 2022!

Note: The Los Angeles Unified School District board agreed to delay enforcement of its student COVID-19 vaccine mandate from January 2022 to fall 2022, citing concerns over disrupting learning and the monumental task of transferring thousands of students into independent study.

L.A. School Board Delays Enforcement of Student Vaccine Mandate to Fall 2022

By Melissa Gomez
 Los Angeles Times
 December 14, 2021

The Los Angeles school board agreed Tuesday to delay enforcement of its student COVID-19 vaccine mandate from Jan. 10 to fall 2022, citing concerns over disrupting learning and the monumental task of transferring tens of thousands of students into independent study.

The decision came after interim Supt. Megan K. Reilly laid out a plan Friday to push back the deadline because the district was confronted with the reality that about 28,000 students had not complied and under the rules would be barred from in-person schooling and enrolled in independent study.

So far, 87% of L.A. Unified students 12 and older have shown proof of vaccination, obtained a medical exemption or received a rare extension, a high rate that Reilly cited when she proposed the delay. The district's independent study program, City of Angels, was overwhelmed in the fall with about 16,000 students — and district officials did not want to send so many children back to online learning.

Doing so also would mean transferring teachers to City of Angels and disrupting academic programs and learning for vaccinated students who would remain in schools, board members said.

"I felt like we were ending up with a situation in which those who complied would be the most negatively affected," school board member Jackie Goldberg said. "I think we have no choice."

She added that those opposed to COVID-19 vaccinations cannot claim victory. "I want to tell those of you who come and ... think you pushed us back. No, you didn't. The mandate remains."

The board also voted to expand the student vaccination mandate to charter schools that are authorized by the district.

School board member George McKenna, who supported the measure to expand the mandate to charter schools, was the only member to vote no on postponing the student vaccination deadline, saying the delay "dilutes the intent of the original policy." All other board members supported both provisions.

Incoming Supt. Alberto Carvalho, who was in Los Angeles on Tuesday, weighed in during a news conference, calling the move "the right decision."

"The conditions that the board is facing today, and the policy adjustments are not, in my opinion, a reversal of decisions made," he said, but "an evolution of the previous board position" that recognizes what is best for students.

United Teachers Los Angeles also voiced support for the delayed enforcement at the school board meeting. UTLA Secretary Arlene Inouye said the union encourages the district to increase education through vaccination outreach campaigns to students and families.

"We support the district's student and employee vaccinations requirements that remain our community's best line of defense against COVID-19," Inouye said. "We also understand the huge challenges and potentially disastrous impact that transferring 30,000 students into an online independent study program would create for our students and their families."

On Monday, a judge upheld the district's mandate after two parent organizations challenged it in court. Los Angeles Superior Court Judge Mitchell L. Beckloff denied a request for a preliminary injunction, stating that the district's imperative to protect the health and safety of students outweighed the difficulties of remote learning.

High school students on sports teams will still need to get vaccinated in order to participate.

Other school districts in California, including Oakland Unified and Culver City Unified, have also opted to not enforce or have pushed back their original mandate deadlines.

While some independent charters have voluntarily adopted the student mandate, El Camino Real Charter High School in Woodland Hills opted against it.

David Hussey, El Camino’s executive director, said the charter board’s decision came after more than two hours of input from the community, including teachers, students and parents.

“They just decided at this point they would rather follow local and state guidelines,” Hussey said. The school, which is already aligned with the district’s COVID-19 vaccine mandate for employees, will comply with the latest directive for students, Hussey said.

UTLA also supports the district’s directive to apply the student vaccination mandate to independent charter schools.

“It’s been disturbing to learn that the district’s COVID health mandates have not equally applied to all students and staff at independent charters, and we are encouraged to see that the district is taking positive steps to address this problem,” Inouye said.

Ricardo Soto, chief advocacy officer and general counsel for the California Charter School Assn., said in a statement that charter schools in his organization would take steps to ensure charter public schools are “aware of mandated timelines, policies are based on science, and parents are provided full transparency on the health and safety of their child.”

Times staff writer Howard Blume contributed to this report.

Note: It is likely that lawmakers will look to mitigate the effects of the looming 2022-23 average daily attendance cliff in the 2022-23 State Budget.

Enrollment Declines Squeeze Local School Finances

By Dan Walters
CalMatters
December 14, 2021

The 1970s and 1980s were a tumultuous time for California’s public schools, to wit:

—A tidal wave of kids from the post-World War II baby boom pushed school enrollment to well over 4 million, but the end of the boom in the mid-1960s and a slowdown in overall population growth drove enrollment downward in the 1970s. Throughout the state, local school systems pared back school construction, sold off school sites and even closed some schools.

—At the time, schools were largely financed by locally imposed property taxes but in 1971 a successful lawsuit, *Serrano vs. Priest*, declared that widely varying taxable property values among the state’s school districts unfairly disadvantaged children in low wealth communities. In response, the Legislature began overhauling school finances to provide what was called “equalization.”

Get a veteran journalist's take on what's going on in California with a weekly round-up of Dan's column every Friday.

—Subsequently, however, in 1978, voters passed Proposition 13, which clamped tight limits on property taxes, compelling the state to assume the fundamental task of financing schools from income and sales taxes and thus shifting wrangling over education finance to the state Capitol.

—California's population soared in the 1980s due to high immigration and birth rates and so did school enrollment, eventually topping 6 million. In 1988, a decade after Proposition 13's approval, the education community persuaded voters to pass Proposition 98, an extremely complex measure that dictates how schools' share of state revenues is calculated. It has dominated the state budget process ever since.

This snippet of political history is offered because it could be repeated.

California's once-soaring population has slowed to a trickle, or perhaps even reversed, due to sharp declines in immigration and birth rates. Also, school enrollment, which topped out at 6.2 million a decade ago and remained virtually unchanged until recently, is beginning what demographers believe will be a steady decline.

The COVID-19 pandemic is partially responsible for some recent declines but the state Department of Finance projects that underlying demographic trends will drop enrollment to 5.5 million by 2030, some 700,000 lower than the peak.

“Projected declines are greatest in Los Angeles and Ventura Counties — roughly 20% lower by 2030–31,” a recent study by the Public Policy Institute of California declares. “The declines in Los Angeles County are particularly noteworthy: county enrollment has already fallen over 10% in the past decade, and enrollment in 2030–31 is projected to be 30% lower than it was in 2010–11.”

State aid to schools is largely driven by enrollment, so districts that are seeing major declines, particularly large urban systems such as Los Angeles Unified, are beginning to feel the financial pinch and confronting the unpopular task of shutting neighborhood schools.

At the moment, school finances have a respite. Gov. Gavin Newsom and legislators have decreed that state aid is temporarily based on pre-pandemic enrollment but the “hold harmless” gesture is due to expire next year. What happens after that is anyone's guess.

Decreasing enrollment could be beneficial in the long run, because it could increase per-pupil spending. But that would depend on the willingness of state politicians to once again change the methodology of school financing, moving away from its enrollment base to some other model.

Given the tens of billions of dollars at stake, however, a major overhaul would be a tough political slog. Until and unless it occurs, the local systems seeing the most dramatic enrollment declines will have a difficult time balancing their budgets as their state aid shrinks and their fixed costs, such as pension fund contributions, continue to rise.

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: January 07, 2022

Phone Number: 457-3907

Regarding: December Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the December 17, 2021 Legislative Committee Meeting.

Economic and Budget Update – Ms. Leilani Aguinaldo provided a budget and economic update.

The most recent estimate by the Legislative Analyst's Office (LAO) projects revenues higher than projections by \$9.5 billion for the current year, which is aligned to the Department of Finance. In addition, the LAO projects approximately \$10.2 billion to settle-up increased revenues in 2020/21 and 2021/22. The Governor will address this in the January Proposed Budget, in which schools will receive approximately 40% of the increased revenue per Proposition 98. The LAO projects the 2022/23 Cost-of-Living Adjustment will increase from 2.48% as projected in the 2021/22 Adopted Budget to 5.35%. The LAO suggests the following investments with the increased revenue: accelerate expanded learning opportunities for grades K-6, increase special education, address rising pension liabilities, and to equalize home-to-school funding.

An assembly oversight committee has been reviewing the looming Average Daily Attendance (ADA) cliff which includes learning recovery, chronic absenteeism, and enrollment loss. The discussion includes alternatives for a soft landing for districts rather than another year of a hold harmless.

The Legislature returns in January and the Governor's 2022/23 Proposed Budget will be presented by January 10, 2022.

The School Services Legislative Committee December 2021 report is attached. The next Legislative Committee meeting is scheduled for January 14, 2022.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Santino Danisi at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
DECEMBER 17, 2021**

2021–2022 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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LAO Issues Bright Forecast, Increased Funding for K-12

By Patti F. Herrera, EdD
November 18, 2021

The Legislative Analyst's Office (LAO) published its annual *Fiscal Outlook* report on November 17, 2021, predicting that the state would enjoy a historic surplus in 2022-23, and continued, but more modest, prosperity over its four-year forecast period. In keeping with the overall trend of the state's economic outlook, the LAO anticipates that funding for K-12 and community colleges under Proposition 98 will also spike in the immediate term and continue increasing through fiscal year 2025-26. LAO staff discuss their Proposition 98 forecast in a special *Fiscal Outlook for Schools and Community Colleges*.

\$31 Billion Budget Surplus! Oh, Wait, the Gann Limit . . .

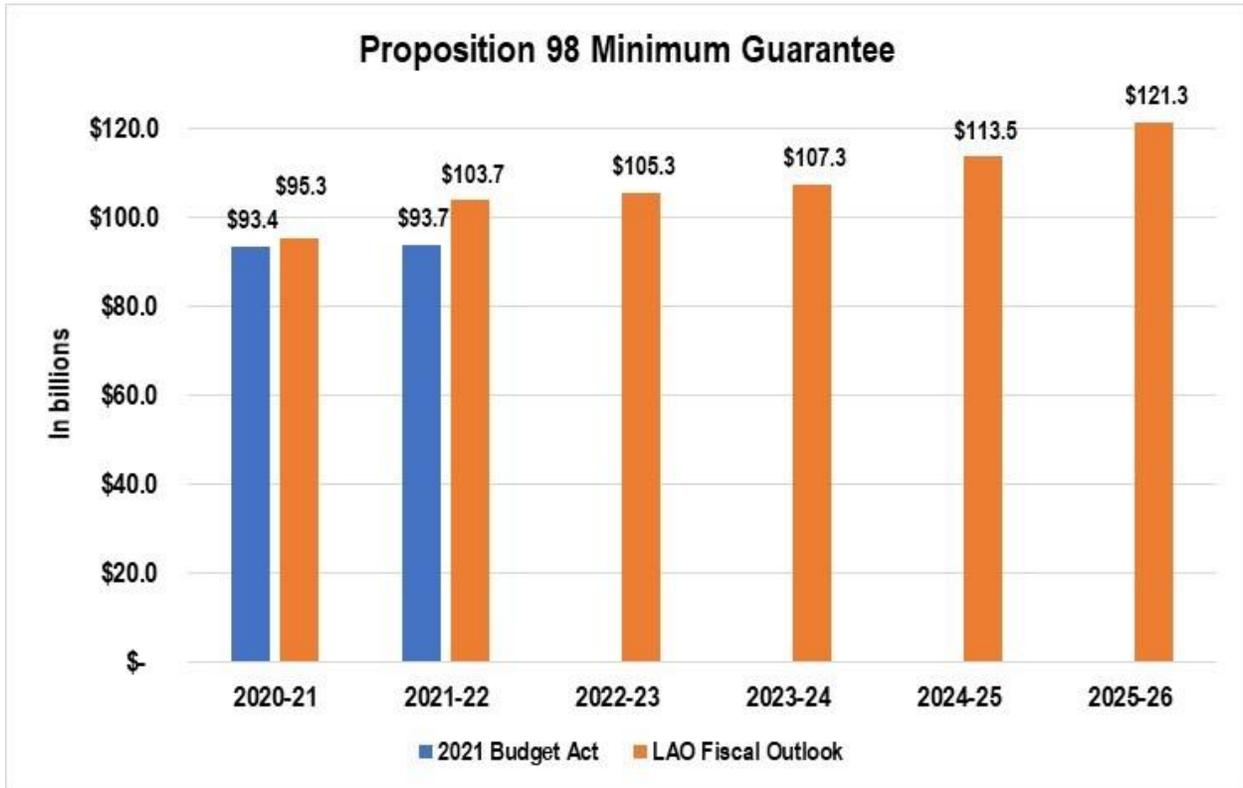
The anticipated budget surplus, which is expected to exceed 2021 Budget Act estimates by \$28 billion, stems largely from unanticipated state revenues resulting from robust retail sales and a bullish stock market. These higher-than-expected revenues are coupled with a projected \$5 billion decrease in state spending obligations, creating a total \$31 billion budget surplus in 2022-23.

While we can collectively celebrate that California is enjoying economic prosperity amidst a global pandemic, the LAO reminds us that the state has a spending limit, which will constrain its choices as it deliberates how to spend the influx of revenue. According to the LAO, since 2015-16, state revenues have increased an average of 7.4% annually. Meanwhile, its spending limit has only grown by 5.0% annually. Consequently, the LAO estimates that the state needs to allocate \$14 billion to meet its constitutional requirement under its spending limit for fiscal years 2020-21 and 2021-22. In the budget year (2022-23), the LAO believes that the state could face an additional \$12 billion spending limit obligation. Depending on how the state chooses to allocate these excess state revenues, K-12 schools and community colleges could receive additional one-time payments totaling \$13 billion across the three fiscal years. However, the state may make different choices, including allocating the funds to spending that is excluded from the limit, such as capital outlay projects.

Proposition 98

Minimum funding for K-12 and community colleges under Proposition 98 will be determined by the Test 1 formula over the LAO's forecast period, which means that K-14 will receive approximately 40% of state General Fund revenues. Since the overall state economy is performing well—indeed better than expected—it stands to reason that Proposition 98 will benefit in kind.

Specifically, the *Fiscal Outlook for Schools and Community Colleges* estimates that the state’s revised K-14 spending obligation for fiscal years 2020-21 and 2021-22 is \$10.2 billion higher than expected. As a result, the state will need to make a commensurate one-time settle-up payment, which lawmakers can allocate for any Proposition 98 purpose. The minimum guarantee is expected to increase by \$11.6 billion over 2021 Budget Act estimates in 2022-23, or by \$2.6 billion from the LAO’s revised forecast estimates.



The minimum guarantee is increasing over the forecast period mainly as a result of growth in state General Fund revenues. However, it will grow also because Governor Gavin Newsom and the Legislature agreed to increase Proposition 98 to accommodate the additional transitional kindergarten (TK) students stemming from the recently enacted universal TK policy. The agreement would increase Proposition 98 by \$421 million in the budget year and by \$2.9 billion at full universal TK implementation in 2025-26.

Recall that under the Test 1 formula, Proposition 98 is insensitive to changes in average daily attendance (ADA), which has been impacted significantly by the COVID-19 health crisis. Statewide 2021-22 ADA is expected to decrease by 3.0% (approximately 170,000 students) relative to ADA before the pandemic. According to the LAO, the decline will persist, because of declining birth rates across the forecast period. This pattern is offset by the additional ADA universal TK will draw, which is projected to add 230,000 new students by 2025-26.

Local District Budgets and COLA

While the minimum guarantee is not adjusted for changes in student attendance, K-12 agencies will feel the impact through the Local Control Funding Formula (LCFF)—as well as other programs funded by ADA, including special education—mitigated in part by increased cost-of-living adjustments (COLAs).

- COLA

The LAO's revised 2022-23 COLA is estimated to be 5.35%. In July 2021, the Department of Finance estimated that the COLA for 2022-23 would be 2.48%. This significant increase reflects the “meteoric” spike in inflation caused by continued robust consumer demand and limited supplies due to blockages throughout the international supply chain. Economists believe that inflation will abate by mid-2022; consequently, COLAs in the out-years should start to reflect historical trends. The LAO predicts the COLA will be 3.5% and 3.0% in 2023-24 and the two subsequent fiscal years, respectively. The cost of the COLA to Proposition 98 is projected to be \$4.4 billion in the budget year and \$3.0 billion in each year thereafter through the forecast period.

- Proposition 98 Reserve and Local Reserve Cap

The 2021 Enacted Budget included a total Proposition 98 reserve balance of \$4.5 billion as required by Proposition 2 (2014). Under its revised estimates, the LAO believes that the deposit requirements for the current and prior fiscal year are down \$211 million and up \$871 million, respectively. Moving forward into the budget year, the state would be required to make a \$3.1 billion reserve deposit followed by another \$1.1 billion in 2023-24. If these estimates materialize, the Proposition 98 reserve balance would be \$9.4 billion, or approximately 9.0% of the projected 2023-24 minimum guarantee.

Given the magnitude of the reserve balance, the LAO anticipates that the policy that caps local reserves from most school districts at 10% of their assigned and unassigned General Fund balances will be in effect through at least the forecast period.

- District Pension Costs

Local districts anticipate rising pension costs beginning in 2022-23, at the same time many of them anticipate a fiscal cliff because of declining enrollment and lower ADA unless the state enacts a mitigating policy. The LAO estimates employer costs for California State Teachers' Retirement System and California Public Employees' Retirement System will increase by approximately \$1 billion and \$600 million in 2022-23, respectively. Both systems have reported unexpectedly high investment returns from their last actuarial. Unfortunately, this will not benefit local districts by reducing their contributions. Instead, the strong returns benefit the state by reducing the state's pension obligation.

Spending Commitments and Options

Although the 2022-23 minimum guarantee is expected to increase by nearly \$12 billion over Enacted Budget estimates, the LAO reminds us that the 2021 Enacted Budget included future commitments under Proposition 98 that will cost the minimum guarantee an estimated \$2.3 billion in the budget year and grow to \$8.2 billion by 2025-26. These commitments included funding for the Expanded Learning Opportunities Program, lower classroom ratios for TK beginning in 2022-23, universal school meals, and special education. Even so, the LAO estimates that the Legislature and Governor will have \$9.5 billion in ongoing Proposition 98 funding to spend in 2022-23.

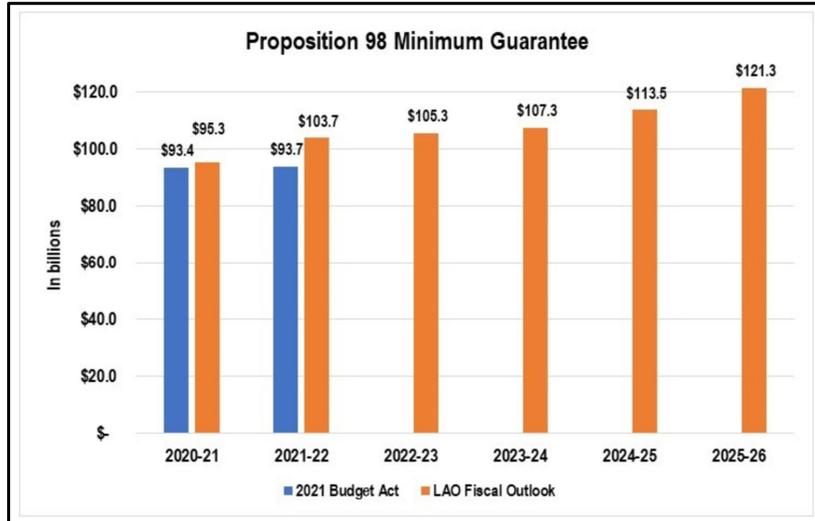
The LAO offers spending options for lawmakers to consider when budget negotiations are underway, including:

- Accelerate funding for the Expanded Learning Opportunities Program to provide local educational agencies greater certainty
- Equalize LCFF add-ons by a minimum per-student amount to increase general purpose funding
- Fund the implementation of special education reforms
- Accelerate paying down pension liabilities
- Invest in climate resiliency and emergency preparedness efforts
- Make a discretionary deposit into the Proposition 98 reserve

What's Next?

Governor Newsom and his fiscal advisors are monitoring state revenues as his obligation to unveil his 2022-23 State Budget proposal by January 10, 2022, draws closer. By then, the Governor will have the benefit of an additional month of actual revenues to build into his forecast, but we expect the Governor's Budget to be as rosy, if not rosier, than the LAO's *Fiscal Outlook*.

Proposition 98 Minimum Guarantee

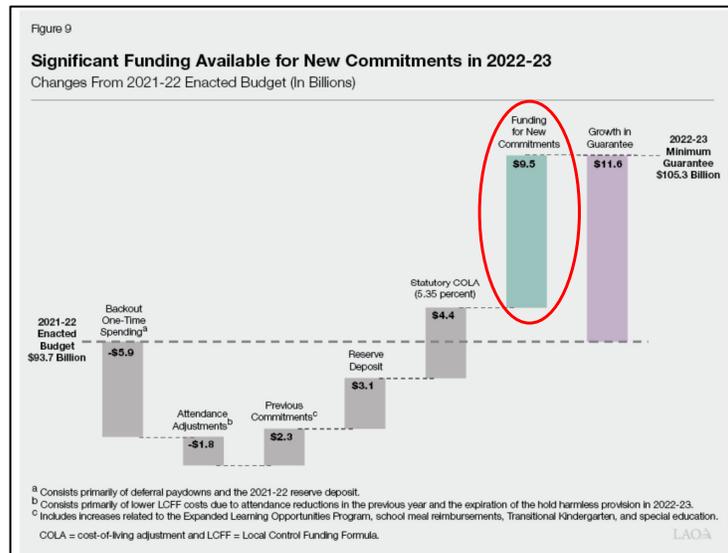


Legislative Analyst's Office (LAO) 2022-23 Budget Fiscal Outlook for Schools and Community Colleges available at: <https://lao.ca.gov/Publications/Report/4473>

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The 2022-23 Proposition 98 Minimum Guarantee

- **\$9.5 billion estimated to be available for new investments in 2022-23 due to growth in the Proposition 98 minimum guarantee**
- **Mix of one-time and ongoing funds**



Source: LAO's Fiscal Outlook for Schools and Community Colleges

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The 2020-21 and 2021-22 Proposition 98 Minimum Guarantee

- \$10.2 billion in one-time “settle up” payments estimated to be available for new investments

Figure 4

Additional Spending Required to Meet Guarantee in Prior and Current Year

(In Millions)

	2020-21			2021-22		
	June Budget Plan	November LAO Estimates	Change	June Budget Plan	November LAO Estimates	Change
Minimum Guarantee	\$93,430	\$95,263	\$1,833	\$93,739	\$102,678	\$8,939
Funding Allocations						
Local Control Funding Formula	\$62,342	\$62,354	\$12	\$66,710	\$66,584	-\$126
Other K-14 programs	29,198	29,191	-7	24,412	24,437	25
Proposition 98 Reserve deposit	1,889	1,658	-231	2,617	3,488	871
Totals	\$93,430	\$93,204	-\$226	\$93,739	\$94,509	\$770
Settle-Up Payment	—	\$2,059	\$2,059	—	\$8,169	\$8,169

Source: LAO's Fiscal Outlook for Schools and Community Colleges

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Proposition 98 Reserve

- LAO projects additional deposits into the Proposition 98 Reserve
 - \$3.1 billion deposit in 2022-23
 - \$1.1 billion deposit in 2023-24
 - Combined with previous deposits, the total balance in the reserve would be \$9.4 billion (nearly 9% of the estimated guarantee in 2023-24)
- Ten percent local reserve cap in effect through at least the forecast period

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Cost-of-Living Adjustment

	2021-22 Enacted Budget	LAO Estimated Statutory COLA	LAO Projected Cost
2021-22	1.70% / 5.07%*	N/A	N/A
2022-23	2.48%	5.35%	\$4.4 billion
2023-24	3.11%	3.5%	\$3.0 billion
2024-25	3.54%	3.0%	\$3.0 billion

* 1.70% Statutory cost-of-living adjustment (COLA) and 5.07% Local Control Funding Formula (LCFF) COLA in 2021-22

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5

2022-23 Investments

Figure 8

Estimated Cost Increases for Previous Commitments

(In Billions)

Program/Issue	New Requirement(s)	Additional State Costs*	
		2022-23	2025-26
Expanded Learning Opportunities Program	Districts must offer before/after school programs and summer programs to low-income students and English learners in Transitional Kindergarten through grade 6 in 2021-22. Beginning in 2022-23, districts with the highest concentrations of low-income students and English learners (80 percent or above) must serve all interested Transitional Kindergarten through grade 6 students.	\$1.0 ^b	\$4.0 ^b
Transitional Kindergarten eligibility	Districts must begin expanding eligibility for Transitional Kindergarten in 2022-23 and enroll all interested four-year olds by 2025-26.	0.4	2.9
School meal reimbursements	Districts must provide two free meals per school day for any student requesting a meal beginning in 2022-23.	0.7	0.7
Transitional Kindergarten staffing ratios	Districts must maintain a 12:1 ratio of students to adults in 2022-23 and a 10:1 ratio beginning in 2023-24.	—	0.4
Special education	Beginning in 2022-23, the state must backfill one-time funds provided in 2021-22 that count toward the federal maintenance of effort requirement.	0.2 ^c	0.2 ^c
Totals		\$2.3	\$8.2

^a Estimate of the additional costs relative to the 2021-22 budget level.

^b The 2021-22 budget provided \$1 billion in ongoing funds and \$750 million in one-time funds. Increases are relative to the ongoing amount provided in 2021-22.

^c Excludes the portion of this requirement that is satisfied by funding growth and the cost-of-living adjustment in 2022-23. The state could allocate the backfill for any special education purpose.

- In addition, LAO suggests the following investments:
 - Accelerate implementation of Expanded Learning Opportunities Program
 - Equalize LCFF add-ons (i.e., Home to School Transportation, etc.)
 - Special education
 - Pension liabilities
 - Additional Proposition 98 reserve deposit

Source: LAO's Fiscal Outlook for Schools and Community Colleges

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Revenues Continue to Beat Projections in November Finance Bulletin

By Kyle Hyland
November 30, 2021

The Department of Finance's latest monthly [Finance Bulletin \(Bulletin\)](#) shows that General Fund revenues continue to outpace forecasts from the 2021-22 State Budget Act. Cash receipts for the month of October were more than \$2 billion, or 22% higher than projections and overall state revenues are more than 26% (\$11.2 billion) above forecast through the first four months of the 2021-22 fiscal year. This is welcomed news for the Newsom Administration who is currently crafting their 2022-23 State Budget proposal, which is set to be released by January 10, 2022.

Despite the strong revenue numbers, inflation continues to be a national and state concern as the Bulletin highlights that U.S. headline inflation rose by 6.2% year-over-year in October 2021, its fastest pace since 1990. The latest monthly numbers follow an average of 5.3% over the previous five months with the October increase driven by food and energy. Year-to-date, U.S. headline inflation has averaged 4.2%, which is up from 1.2% at the same point last year. With the holiday season upon us, President Joe Biden is set to speak later this week to discuss his administration's efforts to mitigate inflation, strengthen the nation's supply chain, and ensure that shelves are stocked for holiday shoppers.

The national unemployment rate fell to 4.6% in October 2021 from 4.8% in September 2021 with civilian employment increasing by 359,000. Comparing the most recent October 2021 jobs data to February 2020, there were 4.7 million fewer employed, 3 million fewer persons in the labor force, and 1.7 million more unemployed. California's unemployment rate also fell by 0.2% in October to 7.3%. Employment increased by 32,700 while unemployment and the labor force decreased by 41,200 and 8,400, respectively. After adding 96,800 nonfarm jobs in October 2021, California has recovered 67.4% of the 2.7 million jobs lost in March and April 2020, the beginning of the pandemic.

Overall, the Bulletin underlines that the state and national economies continue to recover from the recession caused by the onset of the COVID-19 pandemic. While revenues continue to soar and unemployment steadily declines, the top economic concern nationally and statewide continues to be inflation and finding ways to strengthen the supply chain.

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Assembly Oversight Hearing Discusses 2022-23 ADA Cliff

By Kyle Hyland
December 7, 2021

We at School Services of California Inc. have been warning about the impending fiscal cliff in 2022-23 since the Legislature provided school districts and county offices of education (COEs) with a one-year average daily attendance (ADA) hold harmless as a part of the 2020-21 State Budget (see *Fiscal Report* articles “[Foreshadowing the Impact of Declining Enrollment on 2022-23: Act Now](#)” and “[Statewide Enrollment Trends: COVID-19 or Negative Bubble?](#)”).

With the release of Governor Gavin Newsom’s 2022-23 State Budget proposal looming, the Legislature had its first robust discussion regarding the financial and ADA cliff during a November 30 oversight hearing on learning recovery, chronic absenteeism, and enrollment loss.

The legislative discussion is a timely one because, without the intervention of lawmakers in the 2022-23 State Budget, it will be the first year that school districts and COEs will feel the ADA loss due to the COVID-19 pandemic. That loss was not felt during 2020-21 because the Legislature had provided school districts and COEs a hold harmless that allowed them to use their 2019-20 ADA for the year. Additionally, the loss has not been felt during the current fiscal year since existing law allows school districts and COEs to use the higher of their prior or current-year ADA for Local Control Funding Formula (LCFF) funding, thus allowing school districts and COEs to again use their 2019-20 ADA as a proxy for 2021-22.

While the prospects of extending a hold harmless provision for 2022-23 came up at the hearing, the legislators were more interested in how they might be able to provide school districts and COEs a “soft landing,” whereby the ADA decline is a gradual slope rather than a cliff. Fiscal Crisis and Management Assistance Team (FCMAT) Chief Executive Officer Mike Fine highlighted some of the possible solutions that FCMAT has come up with that can be considered by the Legislature.

One of those solutions is for lawmakers to implement a three-year rolling average for ADA for a period of time. Under this scenario, school districts and COEs would use the average of their actual 2019-20 ADA, actual 2019-20 ADA as a proxy for 2020-21, and actual 2021-22 ADA for LCFF base funding purposes in fiscal year 2022-23. Mr. Fine suggested the Legislature could use this formula for a five-year period since it would likely capture the low point of the Department of Finance’s ten-year enrollment forecast, as many agree that the pandemic has accelerated that forecast and the state will hit enrollment lows within the next five years. He also said that this five-year period would capture the full implementation of universal transitional kindergarten, which should provide a boost to school districts’ and COEs’ ADA.

Some other suggestions for mitigating the ADA decline offered by panelists included bulking up the LCFF base in 2022-23 or using enrollment instead of ADA for funding. However, switching from ADA funding to enrollment-based funding would not prevent the looming cliff in 2022-23 since enrollment has significantly declined due to the COVID-19 pandemic. Additionally, state policymakers are sensitive to establish school finance policies that could diminish incentives to prevent student absence and chronic absence.

While the ADA cliff is a significant issue that lawmakers will look to address in the 2022-23 State Budget package, it is important to note that, since Proposition 98 is estimated to be under Test 1 for the foreseeable future, the ADA decline will have an effect on school districts' and COEs' LCFF funding, but not the Proposition 98 minimum guarantee. This is because under Test 1, K-14 education receives approximately 40% of state General Fund revenues and, with the overall state economy performing well, it stands to reason that Proposition 98 will benefit in kind.

While last week's hearing was the first one that lawmakers really discussed the ADA cliff in detail, it certainly won't be the last. It will also be interesting to see if Governor Newsom's 2022-23 State Budget proposal will look to tackle this issue and what suggestions that the Legislative Analyst's Office will provide the Legislature.

If you are interested in viewing the hearing or want to review any of the materials, you can find a video recording [here](#) and the materials [here](#).

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Part 1: Public Education Funding and Attendance

By Patti F. Herrera, EdD
December 7, 2021

[Editor’s Note: Occasionally, we at School Services of California Inc. find a topic worth exploring deeply. As funding for public education reaches historic levels, we wanted to unravel how K-12 and community college funding is determined each year alongside its trend since the California electorate approved Proposition 98 as a way to protect public education investments in Part 1 of a two-part series. In a forthcoming “Part 2,” we will build on what we learn about the history of public education funding by looking within the minimum guarantee to see how the state is allocating resources to local school and college agencies.]

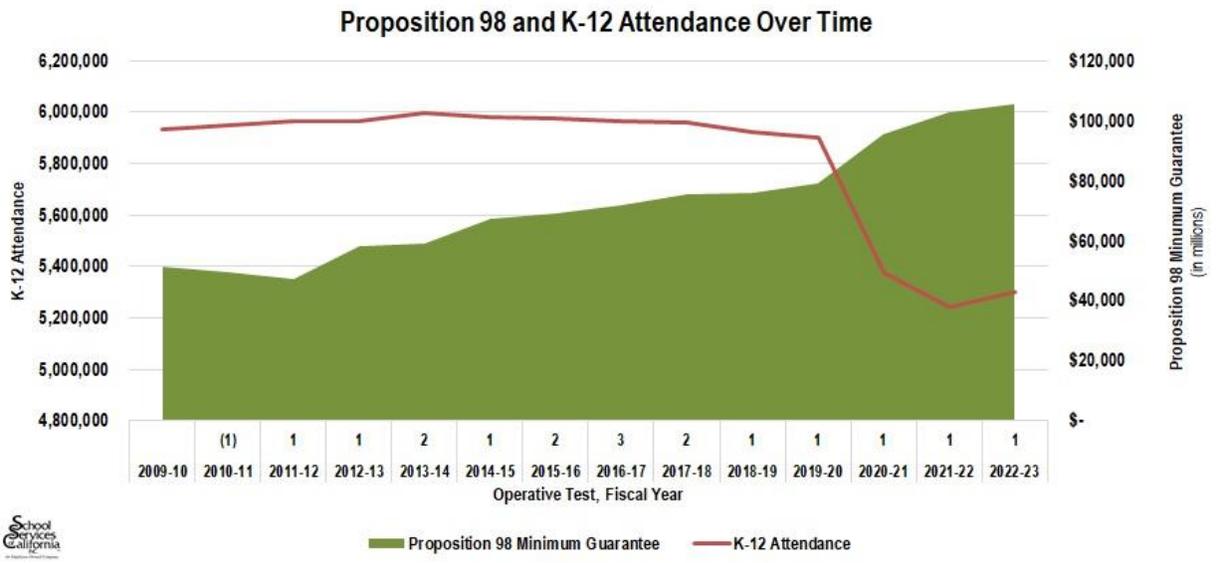
Established by California voters in 1988, Proposition 98 determines how much the state is obligated to spend—at a minimum—on public K-12 agencies and community colleges each year through a complex set of formulas (or “tests”). Specifically, one of three tests (Test 1, 2, or 3) determines education funding levels in any given year.

The state performs a series of computations to identify which test will be operative for a fiscal year, including calculating how much each test would yield for the Proposition 98 minimum guarantee. Once computed, the state selects the *lower* of Test 2 and Test 3 and then selects the *higher* of that result and Test 1.

Proposition 98 is intended to provide a minimum level of education funding that follows larger state revenue and economic trends. Two of three tests—Test 2 and 3—account for annual changes in student attendance while the Test 1 formula is insensitive to attendance fluctuations and instead ensures that state spending on K-14 education is at least equal to its share of 1986-87 state General Fund revenues (approximately 40%).

Mainly due to K-12 declining enrollment, funding for K-12 and community colleges has been determined by Test 1 for the last three fiscal years and is expected to be operative for the State Budget year (2022-23) through the Legislative Analyst’s Office (LAO’s) 2022-23 *State Budget Fiscal Outlook* forecast period (2025-26). Although universal transitional kindergarten (TK) is expected to increase enrollment by 230,000, which offsets an expected 170,000 decline in school-aged students, Governor Gavin Newsom and the Legislature agreed to adjust the Proposition 98 minimum guarantee to accommodate the additional TK students and by doing so maintains Test 1 as the operative test for the foreseeable future.

Despite these complexities, we can visualize how the Proposition 98 minimum guarantee has trended alongside changes in student attendance over time in the graph below.



This graph shows that, with the exception of the Great Recession, funding for the public K-12 and community college system has steadily increased while statewide K-12 attendance plateaued before beginning its modest descension in recent years. It is important to view student attendance after fiscal year 2019-20 with caution since the state still has an incomplete picture of any long-term effect of the COVID-19 pandemic on enrollment and attendance. However, the Department of Finance expects California’s K-12 enrollment to decline by 8.7% by 2031 irrespective of the current health pandemic.

Thus, while California still lags many states in per-student spending, the combination of recent economic prosperity and declining enrollment is resulting in historic levels of per-student funding in public education. Estimates in the LAO’s *2022-23 State Budget Fiscal Outlook* indicate that in 2022-23, state K-12 per-student spending could reach \$17,690, up from \$11,390 per student in 2018-19.

While this is certainly a positive trend in public education, exactly *how* these funds are allocated to local agencies is decided annually by state lawmakers through the State Budget process. In Part 2 of our two-part series, we’ll take a deeper look at how the Proposition 98 minimum guarantee is distributed across various education priorities.

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Part 2: The Distribution of Proposition 98 K-12 Funding

By Patti F. Herrera, EdD
December 14, 2021

[Editor’s Note: In “[Part 1: Public Education Funding and Attendance](#),” we revisited how the state calculates the Proposition 98 minimum guarantee and then analyzed funding and student attendance trends over time to show that California is reaching historic levels in per-student revenues. To conclude this two-part series, we turn our attention to how the state distributes increased K-12 funding among key education priorities—namely, the Local Control Funding Formula (LCFF) as the source of core educational programs.]

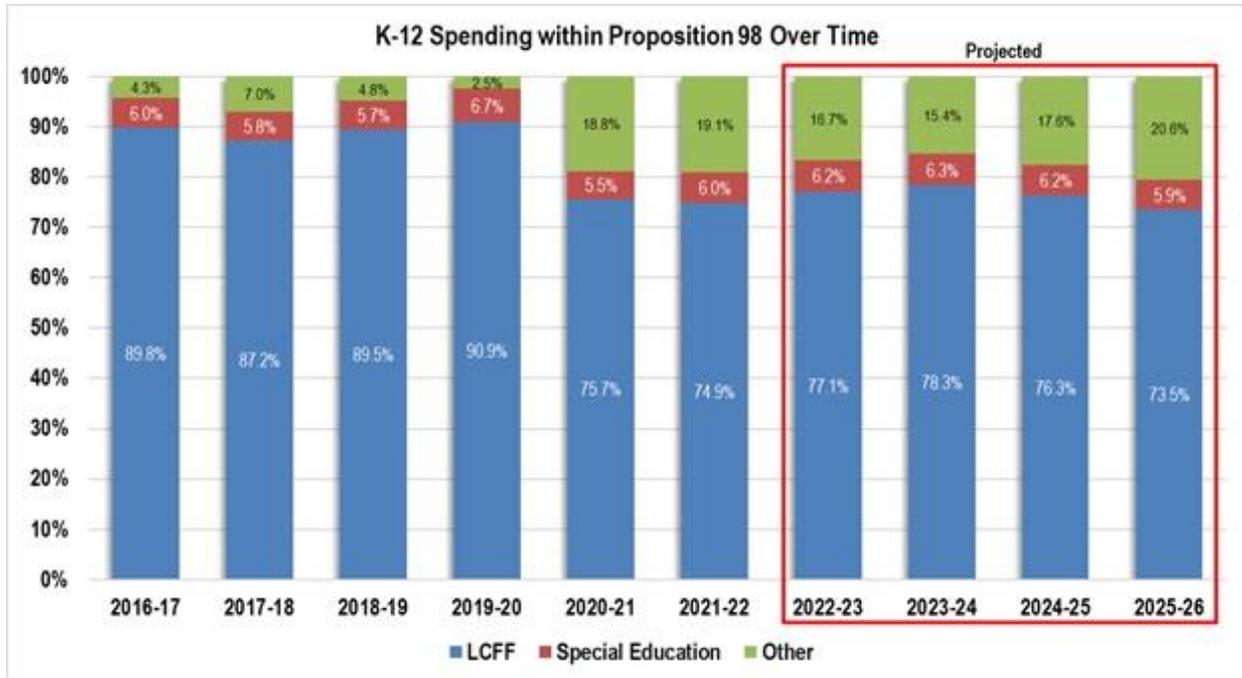
In 2013-14 when California approved the most significant reform affecting public education in over 40 years by enacting the LCFF, the notion that local educational leaders, along with their teachers, students, and community partners, were best suited to make effective fiscal decisions undergirded the momentous policy shift. Governor Jerry Brown invoked subsidiarity as the foundational principle upon which the state’s new public education finance and accountability system would be built, which he jealously guarded during his eight years (and second stint) as California’s chief executive officer.

In subsequent State Budgets following the LCFF, local decision-making and accountability threaded public K-12 education investments, from one-time discretionary allocations to ensuring that the LCFF promise would be fulfilled by 2020-21. In fact, better-than-expected state revenues allowed the Legislature and Governor Brown to reach the LCFF per-student funding targets two years early. The confluence of subsidiarity and increased education funding meant that the largest share of K-12 revenues from Proposition 98 were allocated to local educational leaders as General Fund apportionments through the LCFF so that they could marshal their resources to address and respond to student needs within the context of their communities.

Since reaching full LCFF implementation in 2018-19, and until 2021-22, the state only made the cost-of-living adjustment (COLA) investments prescribed in the LCFF law (including the augmentation to restore the COLA suspended by the 2020 Budget Act). While the 2021 Budget Act included a formulaic change to increase the LCFF’s concentration grant to 65% of the adjusted base grant (up from 50%), the policy shift only benefits those who qualify to receive it and who must use the additional funding to reduce and maintain lower student-to-staff ratios at their high-poverty schools.

Assuming lawmakers make no further policy changes to the LCFF and assuming that the state continues to increase annual LCFF investments by COLA only, the rate of increased K-12 funding under Proposition 98 will quickly outpace the rate by which LCFF will increase. This means that

the LCFF’s share of K-12 Proposition 98 spending will erode, leaving more revenue to allocate for special (or categorical) purposes, as shown in the chart below. It’s important to note that this chart also assumes no additional investments in special education will be made outside of the COLA.



Data source: Legislative Analyst’s Office

The chart further demonstrates that the state can afford to increase investments in the LCFF beyond the statutory COLA through the anticipated growth in Proposition 98. This could be accomplished by heeding the echoing calls of local educational leaders to increase the per-student base grants and/or by increasing the supplemental grant as a percentage of the base grant, both of which would benefit nearly *all* educational agencies.

How the state allocates Proposition 98 funding is decided as part of the annual State Budget process, which starts when the governor unveils the State Budget proposal on or before January 10 as required by law. With tens of billions of dollars at stake, local leaders are eager to see what Governor Gavin Newsom will include in his 2022-23 Governor’s Budget for public education.

We look forward to sharing his proposals and what they may mean for your local planning at our [Governor’s Budget Workshop](#) in 2022!

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Ask SSC . . .

Full-Day TK—What’s the Requirement?

By Patti F. Herrera, EdD, Danyel Conolley, and Matt Phillips, CPA
November 15, 2021

- Q.** Does my district need to offer full-day transitional kindergarten (TK) and adopt an expansion plan as part of the new universal TK law?
- A.** First, thank you for submitting your question. The short answer to your question is “No”. However, the State Budget included two programs that can be leveraged to enhance your TK programs, and we will discuss that momentarily. But let’s start with the basics:

Universal TK

Assembly Bill (AB) 130—the 2021 budget education trailer bill—amended [Education Code Section \(EC §\) 48000](#) requiring school districts and charter schools to expand their TK programs to include four-year-olds whose fifth birthdays occur between September 2 and February 2 in the 2022-23 school year. [EC § 48000](#) then expands TK by an additional two months each year until 2025-26 when all four-year-olds in California will have access to a TK program.

AB 130 made other changes affecting TK, including:

- At each school site, limiting all TK classroom ratios to an average of 12 students to one adult beginning in 2022-23 with the potential of reducing them further to 10:1 if funding is provided
- Extending the deadline by which certain TK teachers must obtain additional authorizations to teach or continuing teaching in a TK classroom to August 1, 2023
- Allowing California State Preschool Programs (CSPP) to provide wraparound services to CSPP-eligible students enrolled in a TK or kindergarten program
- Retaining parent choice to enroll their four-year-old child(ren) in TK or another government subsidized program for which they are eligible, including CSPP, Head Start, or General Childcare

To answer your question more explicitly, [EC § 48000](#) does *not* require school districts and charter schools to offer full-day TK, nor does it require them to adopt a TK expansion plan as part of the universal TK law.

Additionally, [EC § 37202\(b\)](#) allows an local educational agency (LEA) to maintain differing instructional days for TK and kindergarten programs during the school day at the same school site or at different school sites. However, for apportionment purposes, both TK and kindergarten are subject to the same minimum daily and annual instructional minute requirements as codified in [EC § 46207](#) and [EC § 46114\(c\)](#), respectively.

Now that we have clarified what law requires school districts and charter schools to do to expand TK until universal TK is achieved by the 2025-26 school year, let's discuss two categorical programs included in the 2021 Budget Act that seem to be causing some confusion around universal TK planning.

California Prekindergarten Planning and Implementation Grant and the Expanded Learning Opportunities Programs

First, the [California Prekindergarten Planning and Implementation Grant Program](#)—established by EC § 8281.5—is a one-time \$200 million program that will provide LEAs with funding to strategically plan their preschool and TK programs, and to help create or establish partnerships within their local communities to expand access to preschool programs. LEAs will receive funding based on a statutory formula with the average statewide one-time grant being \$87,000 (see “[2021-22 Education Investments—Preliminary Allocations](#)” in the July 2021 *Fiscal Report*).

Unlike the universal TK requirements in EC § 48000, EC § 8281.5 *does* require LEAs to develop a plan by June 30, 2022, as a condition of receipt of the grant funds. Specifically, the EC § 8281.5(c)(3)(B) states that LEAs must:

Develop a plan for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the local educational agency will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the local educational agency's expanding learning offerings, the After School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs.

It is important to note a few things about EC § 8281.5(c)(3)(B):

- It only requires governing boards to consider a plan on or before June 30, 2022, and does not require board adoption
- It does not require LEAs to use a specific template, nor does it require LEAs to submit their plans to their county superintendents, the California Department of Education, or any other local or state agency

- This plan is a condition of funding under the California Prekindergarten Planning and Implementation Grant Program and is not a condition of receiving general apportionment funding for TK expansion (e.g., Local Control Funding Formula grants for TK students)

Expanded Learning Opportunities Program (AB 130)

The last 2021 Budget Act investment that may affect your universal TK planning and implementation is the [Expanded Learning Opportunities Program](#), which broadly requires LEAs to offer extended day and year services to English learners, low-income students, and foster youth in grades TK-6, inclusively (LEAs with unduplicated pupil percentages of at least 80% must offer extended day and year services to *all* TK-6 grade students). This program is governed by [EC § 46120](#) and is distinct from universal TK, and we encourage LEAs to review its requirements carefully through the link we provide.

While this program will supplement some TK programs to extend instruction and services to students to no less than nine hours per day and at least 30 nine-hour days during academic intersessions, this program in and of itself does *not* require TK programs to be full-day programs (or six hours of daily instruction). As noted earlier, the minimum daily instructional minute requirement for TK is governed by [EC § 46114\(c\)](#), which stipulates that kindergarten must be a minimum of 180 minutes each day. TK is statutorily defined as the first year of a two-year kindergarten program and is thus subject to the daily 180 instructional minute requirement.

In summary, we understand that educational leaders don't plan in a vacuum and will be considering a multitude of factors when planning, designing, and implementing their universal TK programs. We thought it would be important to distinguish these programs and their various requirements so that LEAs can make informed decisions that comply with law and meet the needs of their communities.

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Ask SSC . . .

Is a Plan Required for the ELO-P?

By Leilani Aguinaldo
December 13, 2021

- Q.** Are we required to develop a plan for the Expanded Learning Opportunities Program (ELO-P)?
- A.** Similar to many of the other programs that were included in the 2021 Budget Act, the answer is yes, districts and charter schools that receive ELO-P funds must develop a plan for the program. The California Department of Education recently released the [Expanded Learning Opportunities Program Plan Guide](#) which includes a template for local educational agencies (LEAs) to use in developing the plan required by Education Code Section 46120(b)(2). The ELO-P Plan must be approved by the LEA's governing board in a public meeting and posted on its website. However, there is no deadline for LEAs to develop the plan, although the intent is to have the plan approved by the board prior to the start of the program. The ELO-P Plan is intended to be a living document that LEAs must review and update every three years in the spirit of continuous improvement and to reflect the needs of the community.

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A-G Completion Improvement Grant Plan Requirements

By Patti F. Herrera, EdD
November 30, 2021

As local educational agencies (LEAs) prepare to receive their allocations from the A-G Completion Improvement Grant Program in February 2022, we thought it would be important to revisit what the law requires them to do as a condition of funding.

By now, LEAs know that they are required to develop and adopt a plan to use the new funding to improve A-G eligibility and completion rates among their high school students, but it's important to know what must be included in the plan, as well as the pertinent deadlines for developing and adopting it.

Plan Elements

Beginning with what's required of an A-G Completion Improvement Grant plan, Education Code Section (EC §) 41590 specifies that the plan must include four specific descriptions of how:

- The grant funds will increase or improve services for an LEA's unduplicated students to improve their A-G eligibility
- Many students have been identified for retaking A-G courses that they did not pass in the spring semester of 2020 or at any time during the 2020-21 school year
- The plan and described services supplement, and do not supplant, services included in an LEA's Local Control and Accountability Plan and their Assembly Bill 86 Expanded Learning Opportunities Grant Plan
- All students, particularly unduplicated students, will have access to A-G courses approved by the University of California

Plan Development and Adoption

EC § 41590(f) requires LEAs to "develop a plan on or before April 1, 2022" with the four elements noted above. The law further requires LEAs to discuss the plan at a regularly scheduled board meeting to ensure community and partnership input before the plan is adopted at a *subsequent* regularly scheduled board meeting. Importantly, law does not establish deadlines for neither the board meeting at which the plan is to be discussed nor the board meeting during which it is adopted. The law only requires that an LEA *develop* its plan on or before April 1, 2022;

although, there are good reasons why an LEA and its board would not want to unnecessarily delay discussing and adopting its plan, including beginning to implement the services contained in it for the benefit of students.

Resources

Earlier this fall, School Services of California Inc. teamed up with the College Board to provide a free webinar about the new A-G Completion Improvement Grant Program. A recording of the webinar can be accessed here (passcode: CBA-G2021!).

Additionally, the Association of California School Administrators and the Small School Districts' Association are cosponsoring a free webinar about how LEAs can leverage the College Board's A-G-approved Pre-AP courses as part of their A-G Completion Improvement Grant plan. The webinar is scheduled for **December 8, 2021, from 10:00 a.m.-11:00 a.m.** Anyone interested in attending this free webinar may register [here](#).

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: January 07, 2022

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 16, 2021 JHMB meeting.

The First Quarter Health Fund Report for the 2021/22 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2021 through September 30, 2021. It also provides projected income and expenditures for the entire fiscal year 2021/22 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 \$3.1 million, an increase compared to the current approved budget surplus of \$1.6 million. The main drivers for the difference are decreased medical and prescription expenses.

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: 01/07/22

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Consultant
DATE: December 16, 2021
RE: Quarterly Health Fund Report for July 1, 2021 through September 30, 2021

Attached is the Quarterly Health Fund Report for the first quarter of the 2021/22 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2021/22 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 deficit of \$258,585 compared to the budget surplus of \$1.618 million. Plan income is projected to be 0.60% higher than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 0.17% 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.

	<u>First Quarter of 2021/22 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2021 – September 30, 2021</u>	<u>July 1, 2021 – June 30, 2022</u>
Income ¹	\$49,174,921	\$196,526,440
Expenditures	\$49,433,506	\$194,907,736
Surplus / (Deficit)	(\$258,585)	\$1,618,704
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	(\$258,585)	\$1,618,704
Encumbered Reserves	\$91,313,246	\$94,081,597
Unencumbered Reserves	\$55,251,917	\$57,129,206
Total Reserves	\$146,565,163	\$151,210,803

¹Income 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-21 - Sep-21 (A)	Tenthsly Cost per Active (B)	Monthly Cost per Active (C)	Difference from Budget ³ (D)	Jul-21 - Jun-22 (E)	Tenthsly Cost per Active (F)	Monthly Cost per Active (G)	Difference from Budget ³ (H)	Jul-21 - Jun-22 (I)	Tenthsly Cost per Active (J)	Monthly Cost per Active (K)
Number of Employees											
1. Actives	8,100				8,224				8,266		
2. Retirees	5,469				5,522				5,571		
3. Monthly Average Enrollees	13,569				13,746				13,837		
INCOME											
4. Employer Contributions ¹	\$16,529,289	\$816.29	\$680.25	-59.70%	\$167,188,668	\$2,033.02	\$1,694.18	0.38%	\$167,419,564	\$2,025.40	\$1,687.83
5. Employee Contributions	4,365,161	215.57	179.64	-11.86%	20,599,633	250.49	208.74	2.42%	20,215,866	244.57	203.81
6. Retiree Contributions	1,031,796	50.96	42.46	-2.14%	4,190,369	50.96	42.46	-2.14%	4,123,826	49.89	41.57
7. COBRA Contributions	94,740	4.68	3.90	-55.71%	384,760	4.68	3.90	-55.71%	873,194	10.56	8.80
8. Prescription Rebates	0	0.00	0.00	-100.00%	505,087	6.14	5.12	0.51%	505,087	6.11	5.09
9. Insurance Revenue	86,969	4.29	3.58		86,969	1.06	0.88		0	0.00	0.00
10. Low Income Premium Subsidy	674,700	33.32	27.77	263.75%	1,242,586	15.11	12.59	64.95%	757,182	9.16	7.63
11. Other Income	16,194	0.80	0.67	-57.47%	132,757	1.61	1.35	-14.15%	155,437	1.88	1.57
12. Interest	0	0.00	0.00	-100.00%	660,108	8.03	6.69	-24.62%	880,250	10.65	8.87
13. Zelis Credit Rebates	0	0.00	0.00	-100.00%	76,858	0.93	0.78	-24.62%	102,490	1.24	1.03
14. Active Reserve Assessment	2,551	0.13	0.10	-95.95%	743,753	9.04	7.54	-24.35%	988,269	11.96	9.96
15. Retiree Reserve Assessment	325,882	16.09	13.41	163.28%	888,136	10.80	9.00	76.68%	505,275	6.11	5.09
16. Authorized Transfer to Reserves ²	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
17. Inter-District Transfer ⁶	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
18. Total Income	\$23,127,282	\$1,142.14	\$951.78	-51.96%	\$196,699,684	\$2,391.87	\$1,993.23	0.60%	\$196,526,440	\$2,377.53	\$1,981.27
EXPENSES											
Benefits											
19. Active Medical Claims	\$21,618,863	\$1,067.64	\$889.70	18.48%	\$74,178,496	\$902.01	\$751.68	0.10%	\$74,485,286	\$901.10	\$750.92
20. Retiree Medical Claims	5,397,460	266.55	222.13	-6.78%	22,370,204	272.02	226.69	-4.87%	23,635,236	285.93	236.28
21. Kaiser Health Plan	3,965,778	195.85	163.21	1.91%	17,023,163	207.00	172.50	7.71%	15,886,081	192.19	160.15
22. Active Prescription Drug	4,778,753	236.00	196.66	-21.09%	22,574,613	274.51	228.76	-8.21%	24,720,450	299.06	249.22
23. Retiree Prescription Drug	3,623,107	178.93	149.11	-4.16%	16,211,534	197.13	164.28	5.60%	15,431,060	186.68	155.57
24. EGWP Premium	2,025,833	100.05	83.37	-1.23%	8,383,140	101.94	84.95	0.64%	8,372,643	101.29	84.41
25. Prescription Drug Fee	138,205	6.83	5.69	-2.59%	556,336	6.77	5.64	-3.45%	579,187	7.01	5.84
26. Blue Cross PPO Fee	544,029	26.87	22.39	-8.20%	2,354,279	28.63	23.86	-2.19%	2,419,303	29.27	24.39
27. Delta Health Admin	737,005	36.40	30.33	-7.91%	3,117,540	37.91	31.59	-4.08%	3,266,850	39.52	32.93
28. Claremont EAP	164,445	8.12	6.77	83.91%	491,023	5.97	4.98	35.22%	365,006	4.42	3.68
29. Halcyon Mental Health	1,256,367	62.05	51.70	27.63%	4,732,690	57.55	47.96	18.39%	4,018,278	48.61	40.51
30. PhysMetrics	184,213	9.10	7.58	-13.16%	813,506	9.89	8.24	-5.57%	865,955	10.48	8.73
31. Standard Life Insurance	100,832	4.98	4.15	-28.12%	532,051	6.47	5.39	-6.61%	572,671	6.93	5.77
32. Delta Dental Claims	2,258,275	111.52	92.94	3.38%	8,624,254	104.87	87.39	-2.79%	8,917,058	107.88	89.90
33. Delta Dental Admin Fees	129,881	6.41	5.34	3.38%	495,895	6.03	5.03	-2.79%	512,731	6.20	5.17
34. Pacific Union Dental	95,948	4.74	3.95	-31.44%	524,439	6.38	5.31	-7.73%	571,322	6.91	5.76
35. MES Vision	423,414	20.91	17.43	44.44%	1,320,894	16.06	13.39	10.95%	1,196,640	14.48	12.06
36. BridgeHealth	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
37. Stop Loss Premium	442,429	21.85	18.21	-3.28%	1,970,643	23.96	19.97	6.08%	1,867,323	22.59	18.83
38. Community Medical Provider	413,180	20.40	17.00	83.64%	1,102,010	13.40	11.17	20.60%	918,440	11.11	9.26
39. WellPATH	57,478	2.84	2.37	-56.76%	464,467	5.65	4.71	-13.97%	542,652	6.56	5.47
40. Transfer out to OPEB	500,000	24.69	20.58	2.05%	2,000,000	24.32	20.27	0.51%	2,000,000	24.20	20.16
41. Transfer out to IBNR	0	0.00	0.00	-100.00%	1,284,185	15.62	13.01	0.51%	1,284,185	15.54	12.95
42. ACA PCORI Fee	64,206	3.17	2.64	218.10%	64,206	0.78	0.65	-21.43%	82,138	0.99	0.83
43. Total Benefits, Premiums & Fees	\$48,919,670	\$2,415.89	\$2,013.24	3.73%	\$191,189,568	\$2,324.87	\$1,937.39	-0.17%	\$192,510,497	\$2,328.94	\$1,940.79
Operating Expenses											
44. Salaries	\$128,201	\$6.33	\$5.28	2.60%	\$510,739	\$6.21	\$5.18	0.65%	\$510,051	\$6.17	\$5.14
45. Staff Benefits	50,406	2.49	2.07	-21.01%	245,773	2.99	2.49	-5.16%	260,489	3.15	2.63
46. Supplies	0	0.00	0.00	-100.00%	621	0.01	0.01	-24.58%	827	0.01	0.01
47. Auditor	0	0.00	0.00	-100.00%	31,850	0.39	0.32	-24.61%	42,467	0.51	0.43
48. Delta Fund Administrator Fees	66,334	3.28	2.73	17.57%	275,116	3.35	2.79	20.07%	230,312	2.79	2.32
49. MMA Consultant Fees	50,811	2.51	2.09	5.11%	198,807	2.42	2.01	1.27%	197,328	2.39	1.99
50. Claremont Partners: General	131,414	6.49	5.41	-10.97%	582,294	7.08	5.90	-2.87%	602,578	7.29	6.07
51. Claremont Partners: PBM Consulting (PSG)	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
52. Saltzman & Johnson Legal Fees	0	0.00	0.00	-100.00%	79,029	0.96	0.80	-24.61%	105,372	1.27	1.06
53. KHK Law: Outside Counsel	12,002	0.59	0.49	-80.40%	250,000	3.04	2.53	0.51%	250,000	3.02	2.52
54. JHMB Training / Education Expenses	850	0.04	0.03	-54.09%	6,521	0.08	0.07	-13.31%	7,560	0.09	0.08
55. Other Operating Expenses	73,433	3.63	3.02	60.64%	213,383	2.59	2.16	14.94%	186,601	2.26	1.88
56. Communications	385	0.02	0.02	-56.99%	3,125	0.04	0.03	-14.03%	3,654	0.04	0.04
57. Total Operating Expenses	\$513,836	\$25.38	\$21.15	-12.50%	\$2,397,259	\$29.15	\$24.29	0.52%	\$2,397,239	\$29.00	\$24.17
58. Total Expenses	\$49,433,506	\$2,441.26	\$2,034.38	3.53%	\$193,586,827	\$2,354.02	\$1,961.68	-0.17%	\$194,907,736	\$2,357.95	\$1,964.95
59. Surplus / (Deficit) ⁴	(\$26,306,224)	(\$1,299.13)	(\$1,082.61)	213.75%	\$3,112,857	\$37.85	\$31.54	98.42%	\$1,618,704	\$19.58	\$16.32
Beginning Reserve Balance											
60. Encumbered Reserves											
61. OPEB Irrevocable Trust	\$69,424,925				\$69,424,925				\$69,424,925		
62. Reserve Liability for IBNR	\$21,888,321				\$21,888,321				\$21,888,321		
63. Total Encumbered Reserves	\$91,313,246				\$91,313,246				\$91,313,246		
64. Unencumbered Reserves	\$55,510,502				\$55,510,502				\$55,510,502		
65. Total Reserves	\$146,823,748				\$146,823,748				\$146,823,748		
66. Operating Surplus / (Deficit)	(\$26,306,224)				\$3,112,857				\$1,618,704		
67. Transfer In from Reserves	\$0				\$0				\$0		
68. Adjusted Unencumbered Reserves	\$29,204,278				\$58,623,359				\$57,129,206		
69. Target Unencumbered Reserves ⁵	\$32,955,671				\$32,264,471				\$32,484,623		
Ending Reserve Balance											
70. Encumbered Reserves											
71. OPEB Irrevocable Trust	\$69,424,925				\$72,924,925				\$70,909,091		
72. Reserve Liability for IBNR	\$21,888,321				\$23,172,506				\$23,172,506		
73. Total Encumbered Reserves	\$91,313,246				\$96,097,431				\$94,081,597		
74. Unencumbered Reserves	\$29,204,278				\$58,623,359				\$57,129,206		
75. Total Reserves	\$120,517,524				\$154,720,790				\$151,210,803		

¹ Current + Projected Period amount calculated based on tenthsly budget amounts, not monthly

² District contribution subject to final negotiations

³ Difference from Budget percentages calculated based on Monthly Cost per Active

⁴ Surplus / (Deficit) percentage calculated as Total Expenses (row 58) divided by Total Budgeted Income (row 18)

⁵ Target Unencumbered Reserves calculated as 2.0 months of total annual expenses.

⁶ Includes \$8 million income funded to JHMB was collectively bargained in FY 2020/21.

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 Ambra O'Connor

Date: January 07, 2022

Phone Number: 457-3896

Cabinet Approval: Lindsay Sanders
Lindsay Sanders (Jan 6, 2022 11:29 PST)

Regarding: Fresno Unified 2021/22 Fall Climate/Culture Survey Results

The purpose of this communication is to provide the Board information on the Climate and Culture (CC) survey results administered during Fall 2021/22. Students in grades 3 to 12 participate in the annual survey. 37,089 students completed the student survey, 6,295 families completed the family survey, and 3,471 staff completed the staff survey.

Prevention & Intervention Tier I Climate and Culture team created a new resource to support sites with action planning high leverage strategies to address specific survey question responses based on need. Following the fall survey administration, the Climate and Culture team offered site-based Climate and Culture Teams (CCT) with optional planning time to meet to analyze survey results, set goals and identify high leverage actions to improve outcomes. Site CCTs will implement actions from November to February and use the spring survey results to progress monitor.

As a reminder, a cross-departmental team collaborated with our educational partners to refine and improve our 2021/22 Climate and Culture survey content and utilize the results to act toward improving student outcomes. With the adoption of our district's new vision, mission, values, and goals, our district made the decision to realign our survey domains and questions to the new strategic plan.

- Academic & Social Emotional Learning – Aligned to our student goal of improving academic performance at challenging levels and closing the achievement gaps through an equity-lens
- Student Engagement – Aligned to our student goal of increasing student engagement in their school and community
- School Environment – Aligned to creating a safe and inclusive climate that promotes relationships, equity, diversity, and our values
- Student-Centered and Real-World Experiences – Aligned to our student goal of expanding student-centered and real-world learning experiences and increasing student self-efficacy
- Organizational Environment - Aligned to Cultural Proficiency work and our staff goal in creating a safe and inclusive organizational culture that promotes relationships, collaboration, diversity, and our values
- Family Engagement - Aligned to our family goal of creating inclusive opportunities for families to engage in their students' education and increase parents' sense of connectedness
- Student Wellness - Aligned to the Wellness Board Policy Fresno Unified recently adopted

In recognition that our students, parents, and staff have experienced survey fatigue in the past, we also reduced the number of questions and ensure we only include actionable items. (As a reminder, our previous survey had 47 questions for students, 32 questions for parents, and 50 questions for

staff.) Lastly, our revised survey now folds in the Diversity, Equity, and Inclusion (DEI) components, which we have been embedding within our system since October 2019.

Also included in this communication is the district-level results from our 2021/22 fall Climate and Culture student, parent, and staff survey as well as the Climate and Culture survey questions. Please note that domain comparisons across student, staff, and family surveys are not recommended as question items varied (staff and family received a shorter survey with fewer questions).

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

Approved by Superintendent

Robert G. Nelson Ed.D.



Date: 01/07/22

Climate and Culture Survey Results

Fall 2021-22



6,295
(9%)

Families Participated



37,089
(72%)

Students Participated

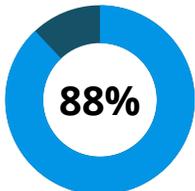
Elementary	16,839	77%
Middle School	8,251	80%
High School	11,999	63%

3,471
(47%)

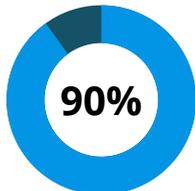


Staff Participated

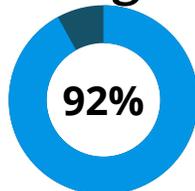
Academic & Social Emotional Learning



Students



Staff



Families

Focus Questions



Percentage of participants who believe "Students are challenged to learn new things at their school"

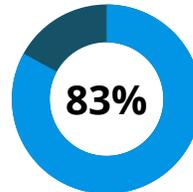
91% 96% 93%
Students Staff Families

Percentage of participants who believe "Students feel like their school teaches them how to manage their emotions"

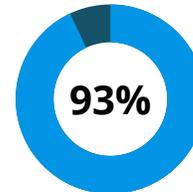
63% 93% 82%
Students Staff Families



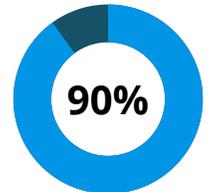
Student Engagement



Students



Staff



Families

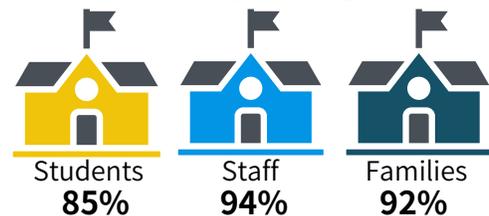
Focus Questions

70% 90% 85%
Students believe that students at this school care about each other Staff believe that students at this school care about each other Families believe that students at this school care about each other

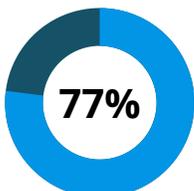
Percentage of participants who believe "Adults at this school care about students"



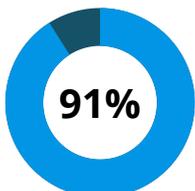
Percentage of participants who believe "Students feel like they belong at this school"



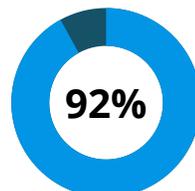
School Environment



Students



Staff



Families

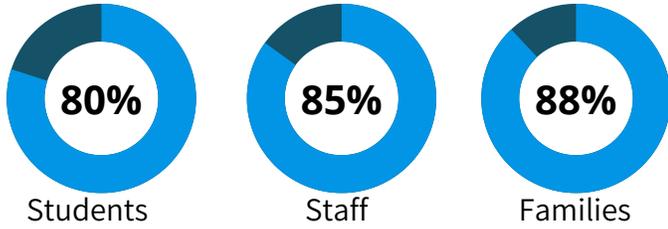
Focus Questions

78% 90% 86%
Students Staff Families
Percentage of participants who believe "Adults at this school treat all students fairly"

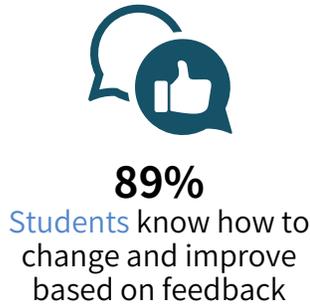
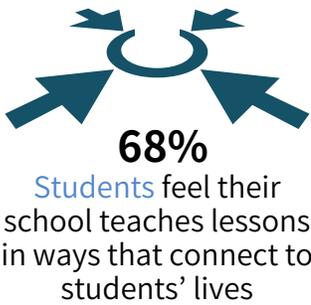
Percentage of Students who "experienced Bullying at least once in the past 30 days"

Verbal 63% Virtual 83% Physical 72%

Student-Centered and Real-World Experiences



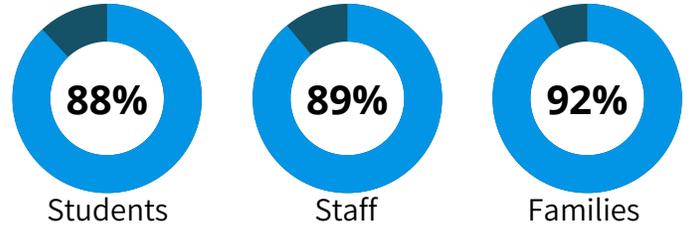
Focus Questions



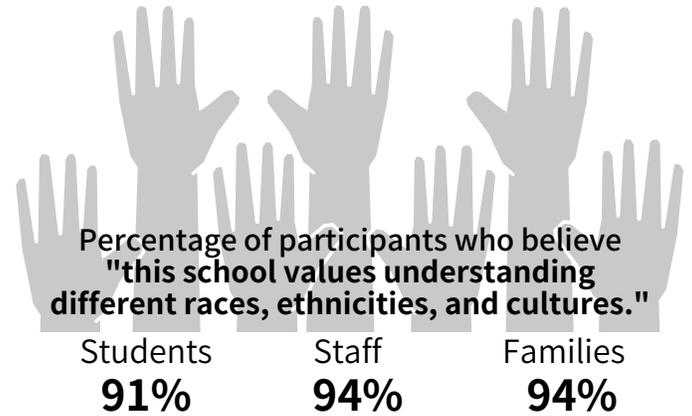
Percentage of participants who believe "Students know how to overcome even when things are hard"



Organizational Environment



Focus Questions



Student Wellness

Focus Question

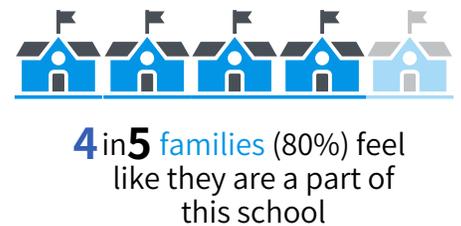
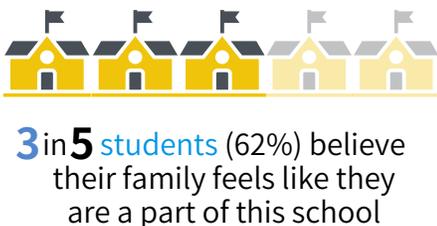
If **Students** feel sad, worried, stressed, anxious, or depressed, there is an adult at their school that they can talk to.



Family Engagement



Focus Questions



79%
Families feel like they are partners in decision-making

84% **Staff** believe families feel like they are partners in decision-making

OVERALL DISTRICT
Climate and Culture Student Survey by Ethnicity and Student Group
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
GROUP								
DISTRICT	72.4%	88.2%	79.9%	71.9%	82.8%	77.2%	87.9%	69.9%

By Ethnicity								
African-American	66.0%	86.7%	79.5%	69.3%	80.1%	72.8%	82.3%	66.4%
Asian	76.3%	90.2%	83.4%	75.8%	84.6%	77.7%	90.9%	70.0%
Filipino	84.8%	90.4%	75.6%	67.5%	84.9%	77.0%	89.5%	70.2%
Hispanic	72.5%	88.1%	80.0%	72.0%	82.8%	78.0%	88.1%	70.5%
Native American	71.0%	87.0%	78.9%	70.7%	78.7%	77.4%	90.4%	73.0%
Pacific Islander	70.6%	88.8%	81.2%	73.7%	82.5%	74.0%	86.7%	71.9%
Two or more races	73.6%	88.2%	79.7%	70.9%	82.8%	74.9%	87.6%	68.6%
White	73.7%	87.8%	75.8%	68.8%	82.8%	74.5%	86.9%	67.3%

By Student Group								
Unknown	100.0%*	100.0%*	100.0%*	60.0%*	100.0%*	83.3%*	100.0%*	100.0%*
English Learners	71.7%	88.1%	83.9%	76.8%	81.9%	76.0%	88.6%	74.2%
Foster Youth	67.0%	87.5%	83.3%	77.8%	85.5%	74.4%	88.7%	76.1%
Homeless	50.0%	87.1%	82.7%	76.3%	82.8%	75.3%	91.4%	76.9%
Socioeconomically Disadvantaged	71.5%	88.1%	80.7%	72.7%	82.4%	76.8%	87.8%	70.3%
Students with Disabilities	60.9%	85.7%	80.6%	75.0%	80.6%	73.1%	86.2%	73.6%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when there were no responses for the specified student group(s).

1 – The denominator in calculating response rates is student enrollment (Grades 3-12) as of the date of survey generation. Enrollment counts are as of 9/7/2021 for Fall 2021.

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

Demographic breakdowns for the student groups shown above were pulled as of the last date of the survey window (10/18/2021).

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

The information shown here may vary from Panorama's reports, due to the use of different parameters. For more details, please click [here](#).

OVERALL DISTRICT
Climate and Culture Student Survey by Grade Level
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
GRADE								
DISTRICT	72.4%	88.2%	79.9%	71.9%	82.8%	77.2%	87.9%	69.9%
Elementary Overall	77.1%	89.6%	86.1%	78.0%	83.8%	75.0%	89.8%	76.5%
Grade 03	76.0%	90.1%	89.5%	85.4%	86.4%	74.3%	91.1%	78.8%
Grade 04	80.2%	90.2%	87.9%	80.2%	84.3%	73.7%	89.8%	76.9%
Grade 05	77.3%	89.2%	84.4%	75.2%	83.0%	75.4%	89.8%	76.3%
Grade 06	75.2%	88.8%	82.6%	70.7%	81.5%	76.6%	88.3%	73.4%
Middle Overall	79.5%	88.0%	77.4%	72.3%	82.7%	78.7%	88.4%	67.5%
Grade 07	79.3%	88.4%	80.2%	74.0%	83.0%	78.7%	90.2%	70.5%
Grade 08	79.8%	87.6%	74.6%	70.6%	82.3%	78.6%	86.6%	64.5%
High Overall	63.4%	86.4%	72.4%	62.1%	81.2%	80.0%	84.7%	60.2%
Grade 09	64.2%	87.1%	75.4%	67.2%	81.2%	79.6%	85.4%	63.6%
Grade 10	62.9%	86.1%	71.1%	65.5%	81.5%	80.3%	85.2%	60.2%
Grade 11	63.5%	85.6%	70.0%	57.7%	80.1%	79.5%	83.1%	56.7%
Grade 12	63.5%	86.9%	73.2%	57.0%	82.2%	80.6%	84.9%	60.0%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when sites did not participate in the student survey. Anonymous responses are excluded from this report.

1 – The denominator in calculating response rates is student enrollment (Grades 3-12) as of the date of survey generation. Enrollment counts are as of 9/7/2021 for Fall 2021.

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

Demographic breakdowns for the grade segments shown above were pulled as of the last date of the survey window (10/18/2021).

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OVERALL DISTRICT
Climate and Culture Student Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	72.4%	88.2%	80.0%	71.9%	82.8%	77.2%	87.9%	69.9%
Bullard Region	76.1%	87.1%	75.4%	67.3%	81.2%	74.8%	84.0%	64.1%
Bullard High	63.0%	84.9%	64.7%	56.8%	77.3%	75.2%	74.9%	50.6%
Figarden Elementary	89.6%	88.8%	85.6%	75.3%	83.9%	73.1%	90.2%	75.9%
Forkner Elementary	62.7%	89.7%	80.5%	70.0%	82.7%	73.9%	92.6%	79.2%
Gibson Elementary	65.6%	89.3%	82.5%	73.7%	81.2%	71.5%	87.4%	78.7%
Kratt Elementary	92.1%	88.7%	81.6%	74.5%	82.5%	71.6%	87.2%	67.0%
Lawless Elementary	95.6%	88.9%	85.5%	70.9%	79.2%	72.8%	84.4%	69.9%
Malloch Elementary	90.8%	90.4%	83.3%	75.3%	89.3%	79.8%	89.9%	77.3%
Powers-Ginsburg Elem	87.3%	90.7%	86.1%	77.1%	84.9%	75.6%	91.9%	72.5%
Slater Elementary	77.9%	88.8%	84.6%	78.1%	82.3%	74.3%	88.3%	72.0%
Starr Elementary	85.4%	92.4%	89.8%	81.3%	90.7%	81.3%	96.1%	80.5%
Tenaya Middle	93.4%	84.6%	70.8%	67.7%	81.7%	74.9%	85.3%	63.1%
Wawona Middle	82.4%	88.3%	79.9%	67.1%	82.2%	75.4%	88.9%	64.2%
Edison Region	75.1%	88.0%	77.2%	69.8%	83.4%	76.6%	87.4%	68.5%
Addams Elementary	69.4%	88.7%	85.1%	77.8%	81.6%	71.1%	88.6%	78.1%
Columbia Elementary	90.9%	89.4%	88.0%	81.7%	82.2%	70.0%	89.0%	75.1%
Computech Middle	86.2%	89.7%	76.4%	73.8%	89.1%	86.6%	93.4%	69.7%
Edison High	69.1%	85.6%	67.2%	56.8%	82.3%	79.3%	82.7%	53.6%
Gaston Middle	81.5%	87.1%	80.0%	73.4%	79.6%	71.7%	83.2%	69.1%
King Elementary	97.5%	88.8%	85.8%	81.1%	80.1%	70.6%	92.8%	81.6%
Kirk Elementary	85.0%	90.7%	85.0%	79.3%	84.0%	71.4%	91.5%	72.7%
Lincoln Elementary	55.7%	89.3%	86.9%	76.0%	85.7%	73.1%	87.2%	81.6%
Manchester Gate Ele	68.9%	91.7%	83.4%	76.3%	85.4%	78.5%	91.2%	80.7%
Sunset Elementary	70.4%	89.7%	86.0%	80.2%	88.9%	75.2%	94.6%	85.1%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when sites did not participate in the student survey. Addicott School and Rata School opted out of the Fall student survey administration.

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OVERALL DISTRICT
Climate and Culture Student Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	72.4%	88.2%	80.0%	71.9%	82.8%	77.2%	87.9%	69.9%
Fresno Region	73.5%	86.9%	79.0%	71.0%	80.5%	74.9%	84.9%	69.1%
Cooper Middle	84.6%	92.1%	84.6%	81.0%	88.4%	82.2%	92.0%	78.6%
Del Mar Elementary	50.8%	90.8%	89.6%	77.7%	83.9%	74.6%	87.6%	78.2%
Fort Miller Middle	80.2%	86.4%	77.4%	72.3%	78.5%	75.3%	81.9%	66.1%
Fremont Elementary	74.9%	88.1%	86.3%	78.3%	77.3%	70.2%	87.2%	69.9%
Fresno High	62.9%	82.7%	66.8%	57.0%	75.9%	75.5%	77.9%	56.6%
Hamilton K-8	88.5%	87.7%	81.7%	73.1%	83.9%	77.4%	87.7%	73.6%
Heaton Elementary	94.7%	86.2%	83.9%	80.2%	82.1%	70.5%	88.1%	76.8%
Homan Elementary	89.9%	85.5%	84.8%	76.1%	79.3%	70.1%	85.7%	71.6%
Muir Elementary	89.5%	91.4%	87.0%	81.8%	81.5%	74.6%	91.4%	76.6%
Roeding Elementary	67.7%	93.4%	91.3%	80.9%	89.4%	75.6%	93.4%	79.9%
Williams Elementary	46.5%	86.6%	83.9%	66.6%	72.7%	71.4%	87.6%	70.4%
Wilson Elementary	87.1%	88.1%	84.4%	73.5%	80.9%	71.2%	83.6%	72.3%
Hoover Region	73.9%	87.9%	79.5%	72.8%	81.2%	75.6%	87.7%	67.1%
Ahwahnee Middle	87.6%	85.9%	73.1%	72.1%	80.6%	76.7%	86.5%	61.5%
Centennial Elementary	94.0%	87.7%	83.7%	73.9%	81.8%	73.1%	88.4%	69.4%
Eaton Elementary	87.8%	89.8%	82.4%	78.2%	84.3%	73.4%	89.2%	81.9%
Holland Elementary	92.0%	86.2%	81.7%	75.0%	79.7%	72.0%	88.2%	76.1%
Hoover High	51.4%	86.3%	69.2%	61.8%	79.1%	79.7%	83.4%	52.1%
McCardle Elementary	96.5%	90.8%	89.2%	76.9%	80.6%	75.8%	88.2%	82.8%
Pyle Elementary	83.4%	85.8%	83.2%	74.8%	78.4%	71.1%	87.3%	68.4%
Robinson Elementary	78.5%	90.0%	85.6%	78.6%	86.7%	76.5%	93.9%	76.4%
Thomas Elementary	84.8%	90.8%	88.6%	82.2%	85.9%	75.6%	91.8%	75.5%
Tioga Middle	64.6%	85.9%	74.6%	72.2%	79.9%	77.3%	86.2%	59.6%

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Addicott School and Rata School opted out of the Fall student survey administration.

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OVERALL DISTRICT
Climate and Culture Student Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	72.4%	88.2%	80.0%	71.9%	82.8%	77.2%	87.9%	69.9%
Viking Elementary	92.2%	90.6%	86.9%	75.1%	79.0%	71.8%	89.0%	68.5%
Vinland Elementary	85.3%	90.4%	86.1%	77.0%	86.4%	78.2%	89.4%	71.6%
Wolters Elementary	85.9%	91.5%	84.8%	78.5%	80.6%	74.8%	92.3%	68.8%
McLane Region	73.6%	89.2%	83.6%	75.2%	82.4%	76.4%	87.9%	72.7%
Birney Elementary	92.5%	90.1%	88.4%	80.6%	84.0%	73.3%	89.8%	76.7%
Ericson Elementary	96.2%	89.8%	89.8%	78.4%	82.9%	77.1%	87.5%	76.5%
Ewing Elementary	84.1%	91.0%	86.4%	82.0%	85.8%	74.0%	91.6%	78.9%
Hidalgo Elementary	91.8%	88.9%	87.9%	78.7%	84.6%	75.0%	86.7%	77.0%
Leavenworth Element	86.5%	93.1%	88.9%	78.1%	87.3%	78.7%	93.1%	81.3%
Mayfair Elementary	95.7%	90.3%	84.8%	79.6%	84.5%	76.3%	89.4%	81.0%
McLane High	35.5%	85.6%	72.1%	60.2%	77.5%	78.6%	82.6%	56.0%
Norseman Elementary	44.0%	89.8%	90.0%	76.9%	87.6%	73.7%	91.4%	80.7%
Rowell Elementary	94.2%	88.7%	85.1%	81.1%	79.6%	75.5%	89.0%	74.8%
Scandinavian Middle	92.0%	89.0%	78.9%	70.5%	81.5%	77.4%	86.0%	65.3%
Turner Elementary	99.7%	86.3%	83.2%	77.2%	78.6%	75.2%	83.5%	72.1%
Wishon Elementary	94.2%	89.5%	87.2%	78.6%	81.8%	72.1%	87.1%	76.1%
Yosemite Middle	85.2%	89.6%	81.6%	73.7%	81.4%	79.6%	89.9%	68.7%
Roosevelt Region	70.0%	88.8%	82.2%	74.8%	84.2%	78.5%	89.8%	72.8%
Anthony Elementary	74.6%	92.4%	87.7%	83.5%	89.8%	78.9%	96.0%	80.8%
Balderas Elementary	47.6%	89.4%	85.1%	72.7%	83.2%	75.0%	90.3%	77.7%
Calwa Elementary	86.6%	89.0%	91.2%	82.8%	85.9%	76.6%	89.8%	78.4%
Jackson Elementary	83.0%	90.5%	88.0%	84.6%	88.1%	78.4%	92.9%	85.2%
Jefferson Elementary	3.3%	100.0%*	100.0%*	100.0%*	100.0%*	90.9%*	100.0%*	100.0%*
Lane Elementary	66.1%	88.3%	85.5%	74.8%	82.2%	73.1%	88.0%	75.0%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when sites did not participate in the student survey. Addicott School and Rata School opted out of the Fall student survey administration.

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OVERALL DISTRICT
Climate and Culture Student Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	72.4%	88.2%	80.0%	71.9%	82.8%	77.2%	87.9%	69.9%
Lowell Elementary	98.5%	85.8%	83.7%	74.3%	80.8%	70.9%	89.0%	73.0%
Roosevelt High	66.4%	86.1%	73.4%	64.4%	81.4%	80.2%	85.7%	64.6%
Sequoia Middle	86.2%	90.6%	82.6%	79.9%	85.4%	82.5%	92.4%	71.7%
Tehipite Middle	72.9%	90.6%	80.7%	77.2%	85.6%	83.8%	93.9%	74.1%
Vang Pao Elementary	91.1%	90.5%	89.2%	79.5%	85.4%	78.0%	91.0%	73.8%
Webster Elementary	91.7%	91.9%	92.6%	85.0%	89.7%	79.0%	95.1%	83.1%
Winchell Elementary	47.2%	89.4%	85.8%	74.5%	79.5%	67.1%	85.0%	73.1%
Yokomi Elementary	68.3%	90.0%	85.2%	78.8%	86.2%	76.2%	91.1%	76.9%
Specialty Region	67.1%	89.7%	82.6%	71.4%	86.5%	83.3%	92.1%	73.3%
Baird Middle	96.8%	90.1%	79.0%	73.2%	86.8%	82.4%	95.5%	76.6%
Bullard Talent K-8	96.4%	89.9%	81.3%	68.4%	86.1%	78.5%	89.1%	82.4%
Cambridge High	66.1%	88.0%	75.6%	62.0%	79.7%	83.9%	92.0%	57.9%
Design Science High	90.5%	92.3%	84.3%	70.9%	92.0%	87.9%	94.7%	71.0%
Dewolf High	87.1%	88.8%	82.0%	75.0%	86.7%	88.2%	94.3%	64.5%
Duncan Polytech High	82.5%	88.4%	84.5%	66.7%	87.4%	83.0%	89.7%	69.1%
eLearn Academy	27.9%	89.2%	86.1%	79.0%	85.0%	76.0%	90.4%	75.1%
Fulton School	50.0%	70.8%*	66.7%*	60.7%*	63.2%*	66.1%*	73.3%*	50.0%*
JE Young Academic Hi	80.8%	91.0%	80.1%	79.1%	86.3%	91.3%	94.2%	77.3%
Patino Entrepreneursh	90.1%	89.2%	90.4%	62.7%	86.5%	87.5%	94.7%	62.0%
Phoenix Elementary	71.4%*	100.0%*	100.0%*	86.7%*	88.9%*	92.3%*	100.0%*	100.0%*
Phoenix Secondary	85.7%	89.7%	85.7%	75.3%	81.9%	81.9%	94.4%	57.6%
Sunnyside Region	70.8%	88.3%	80.2%	72.5%	83.4%	78.4%	89.4%	71.5%
Ayer Elementary	21.2%	91.5%	86.5%	79.5%	81.0%	74.9%	96.2%	76.9%
Aynsworth Elementa	65.0%	87.7%	84.3%	75.3%	79.0%	78.5%	89.0%	74.3%

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Addicott School and Rata School opted out of the Fall student survey administration.

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OVERALL DISTRICT
Climate and Culture Student Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STUDENT SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	72.4%	88.2%	80.0%	71.9%	82.8%	77.2%	87.9%	69.9%
Bakman Elementary	76.3%	91.5%	86.2%	83.1%	86.1%	76.4%	92.1%	81.5%
Burroughs Elementary	82.7%	89.9%	85.8%	74.9%	84.8%	78.8%	85.9%	71.4%
Easterby Elementary	71.6%	87.5%	86.3%	79.1%	84.1%	72.5%	88.5%	76.5%
Greenberg Elementary	88.0%	90.3%	88.7%	79.0%	86.9%	77.7%	91.1%	73.4%
Kings Canyon Middle	95.2%	87.1%	76.5%	72.7%	82.3%	82.9%	91.3%	67.5%
Olmos Elementary	97.0%	91.0%	88.9%	84.0%	87.6%	74.6%	92.0%	84.2%
Storey Elementary	92.3%	90.0%	86.8%	77.3%	85.5%	78.3%	89.4%	76.7%
Sunnyside High	61.8%	86.9%	73.5%	63.5%	81.9%	79.9%	88.3%	66.2%
Terronez Middle	62.6%	88.0%	77.9%	70.8%	82.1%	74.9%	87.3%	65.4%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when sites did not participate in the student survey. Addicott School and Rata School opted out of the Fall student survey administration.

1 – The denominator in calculating response rates is student enrollment (Grades 3-12) as of the date of survey generation. Enrollment counts are as of 9/7/2021 for Fall 2021.

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

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OVERALL DISTRICT
Climate and Culture Staff Survey by Race/Ethnicity
Fall 2021

CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Count ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
DEPARTMENT STAFF RESULTS								
DEPT STAFF OVERALL	203	78.0%	71.4%	89.0%	84.7%	87.3%	80.5%	71.1%
African-American*								
Asian	17	84.2%	81.5%	85.7%	90.1%	88.9%	68.6%	66.7%
Filipino								
Hispanic	74	73.7%	64.8%	81.4%	78.8%	85.6%	81.8%	76.1%
Native American*								
Pacific Islander*								
Two or More Races	27	77.4%	71.4%	100.0%	83.3%	85.0%	82.0%	73.1%
White	66	85.9%	81.6%	95.9%	93.0%	89.7%	78.2%	63.4%
Unknown	11	75.0%	75.0%	100.0%	88.6%	92.9%	87.1%	72.2%

SCHOOL SITE STAFF RESULTS								
SITE STAFF OVERALL	3471	89.7%	84.9%	97.8%	93.2%	91.3%	88.6%	90.4%
African-American	125	88.0%	85.0%	98.3%	93.4%	91.9%	86.3%	91.6%
Asian	324	92.7%	88.2%	98.7%	95.0%	93.7%	93.8%	93.3%
Filipino	17	90.8%	92.4%	100.0%	94.0%	94.1%	95.4%	95.1%
Hispanic	1167	91.0%	85.7%	97.9%	93.7%	93.4%	90.0%	92.0%
Native American	26	84.2%	74.7%	100.0%	89.1%	89.0%	85.0%	77.7%
Pacific Islander*								
Two or More Races	388	84.4%	78.1%	95.7%	88.6%	85.3%	81.4%	83.8%
White	1229	90.0%	86.1%	98.1%	93.8%	91.1%	89.6%	90.7%
Unknown	186	86.8%	80.7%	97.8%	92.4%	88.1%	81.0%	87.4%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when there were no responses for the specified respondents (*unless otherwise specified).

1 – Calculations for responses rates are not possible during this survey administration due to low participation and inconsistent department assignments. For this reason, respondent counts are provided instead. Demographic breakdowns for the respondent groups shown above were compiled from participants’ answers to background items within the Climate and Culture survey (i.e. What is your ethnicity/race?)

*The results for groups with less than 11 survey respondents have been suppressed from this report due to a small sample size. The information shown here may vary from Panorama’s reports, due to the use of different parameters. For more details, please click [here](#).

CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Count ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
DEPARTMENT STAFF RESULTS								
DEPT STAFF OVERALL	203	78.0%	71.4%	89.0%	84.7%	87.3%	80.5%	71.1%
Certificated	32	86.4%	77.2%	96.6%	88.2%	89.8%	76.9%	70.9%
Classified	93	81.7%	74.6%	83.3%	84.4%	86.0%	80.1%	74.4%
Management	37	73.3%	75.4%	96.8%	87.8%	89.1%	89.2%	75.9%
Unknown*	41	66.7%	55.9%	86.2%	77.9%	86.0%	76.1%	58.6%

SCHOOL SITE STAFF RESULTS								
SITE STAFF OVERALL	3471	89.7%	84.9%	97.8%	93.2%	91.3%	88.6%	90.4%
ELEMENTARY OVERALL	2268	93.0%	88.4%	97.7%	94.1%	94.7%	90.3%	91.9%
Certificated	1543	91.9%	87.5%	97.7%	93.5%	94.3%	89.8%	90.6%
Classified	572	95.8%	90.2%	98.3%	95.8%	96.1%	91.4%	95.4%
Management	73	95.1%	95.8%	100.0%	97.2%	98.2%	98.5%	97.5%
Unknown*	80	92.6%	85.0%	90.8%	90.8%	89.8%	83.4%	86.4%
MIDDLE OVERALL	543	85.8%	80.3%	98.9%	93.4%	89.4%	89.0%	90.4%
Certificated	419	85.1%	80.1%	98.8%	93.6%	89.6%	89.6%	89.9%
Classified	84	89.8%	82.2%	100.0%	94.7%	92.0%	87.8%	95.3%
Management	19	91.8%	88.9%	100.0%	96.4%	94.5%	95.3%	93.5%
Unknown*	21	78.4%	68.1%	94.7%	80.6%	70.4%	76.5%	78.8%
HIGH OVERALL	637	81.7%	76.5%	97.4%	89.9%	80.5%	83.1%	85.2%
Certificated	520	80.4%	75.5%	97.7%	90.5%	79.3%	82.7%	84.5%
Classified	76	89.7%	84.3%	98.6%	87.4%	87.4%	86.3%	88.8%
Management	18	91.3%	89.6%	100.0%	96.2%	92.5%	95.7%	86.7%
Unknown*	23	79.6%	66.2%	85.7%	77.4%	73.7%	72.9%	87.5%
UNKNOWN** OVERALL	24	84.6%	83.7%	92.3%	85.3%	84.6%	65.2%	73.9%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations.

1 – Calculations for response rates are not possible during this survey administration due to low participation and inconsistent department assignments. For this reason, respondent counts are shown instead.

Position classifications for the respondent groups shown above were compiled from participants' answers to background items within the Climate and Culture Family survey (i.e. What is your role at your school [or in this department?]). Please note that the categories shown serve to summarize results, and are not direct options provided in the survey.

* Respondents did not indicate their position.

** Respondents did not indicate their position or their location of employment.

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OVERALL DISTRICT
Climate and Culture School Staff Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	47.1%	89.7%	84.9%	97.9%	93.2%	91.3%	88.8%	90.4%
BULLARD REGION	40.0%	90.2%	84.7%	97.4%	92.4%	89.5%	85.9%	90.3%
Bullard High	21.1%	71.9%	57.3%	97.6%	69.9%	51.8%	63.2%	64.2%
Figarden Elementary	39.3%	92.7%	90.8%	97.0%	95.3%	92.1%	86.6%	96.5%
Forkner Elementary	54.7%	98.8%	98.1%	100.0%	98.8%	95.1%	94.3%	99.2%
Gibson Elementary	30.6%	95.8%	96.0%	100.0%	98.8%	95.3%	84.4%	100.0%
Kratt Elementary	32.8%	74.8%	60.9%	95.0%	79.3%	84.7%	58.3%	51.8%
Lawless Elementary	53.1%	95.9%	89.1%	100.0%	95.5%	95.1%	97.4%	96.3%
Malloch Elementary	81.3%	96.3%	91.8%	92.1%	96.6%	94.6%	88.2%	98.8%
Powers-Ginsburg Elem	53.2%	97.2%	95.8%	96.9%	99.5%	96.9%	94.4%	95.8%
Slater Elementary	57.4%	90.4%	84.8%	97.1%	92.8%	97.0%	92.0%	89.2%
Starr Elementary	45.3%	98.6%	90.5%	95.8%	96.5%	94.4%	94.4%	96.5%
Tenaya Middle	44.9%	87.8%	84.5%	100.0%	98.0%	92.9%	86.0%	97.3%
Wawona Middle	19.2%	80.6%	76.5%	100.0%	94.8%	95.1%	92.1%	92.6%
EDISON REGION	48.4%	84.1%	80.4%	97.7%	92.5%	84.1%	84.8%	88.0%
Addams Elementary	13.6%	86.0%	89.5%	100.0%	87.7%	93.3%	97.0%	89.7%
Columbia Elementary	76.8%	85.7%	79.2%	100.0%	95.5%	92.6%	90.4%	91.3%
Computech Middle	73.6%	81.7%	80.8%	100.0%	96.5%	83.3%	80.7%	80.6%
Edison High	62.7%	77.0%	71.1%	96.3%	89.2%	68.6%	73.9%	80.3%
Gaston Middle	68.1%	81.4%	75.0%	97.9%	88.7%	86.2%	88.0%	92.0%
King Elementary	44.9%	86.6%	86.0%	96.6%	90.8%	92.9%	92.1%	90.2%
Kirk Elementary	35.5%	94.5%	94.7%	95.0%	95.9%	93.5%	90.9%	89.2%
Lincoln Elementary	28.1%	94.1%	88.2%	100.0%	96.2%	96.2%	92.0%	96.3%
Manchester Gate Ele	44.9%	96.9%	97.7%	100.0%	98.5%	96.9%	95.4%	100.0%
Sunset Elementary	16.3%	97.8%*	100.0%*	87.5%*	100.0%*	100.0%*	100.0%*	100.0%*

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	47.1%	89.7%	84.9%	97.9%	93.2%	91.3%	88.8%	90.4%
FRESNO REGION	43.6%	88.7%	81.8%	97.3%	89.6%	89.6%	86.7%	87.5%
Cooper Middle	15.7%	93.8%*	93.8%*	100.0%*	100.0%*	95.8%*	97.2%*	100.0%*
Del Mar Elementary	25.0%	96.3%	94.6%	100.0%	98.9%	100.0%	96.5%	100.0%
Fort Miller Middle	49.3%	73.5%	72.0%	93.9%	78.6%	66.7%	81.1%	87.5%
Fremont Elementary	38.2%	88.0%	69.5%	95.0%	84.2%	85.7%	74.6%	76.0%
Fresno High	14.7%	64.9%	53.2%	96.4%	77.1%	69.2%	67.5%	64.2%
Hamilton K-8	58.4%	93.7%	92.1%	96.1%	97.6%	95.3%	90.3%	91.8%
Heaton Elementary	65.9%	89.7%	81.0%	96.4%	89.0%	89.8%	93.3%	89.8%
Homan Elementary	48.3%	92.5%	83.5%	100.0%	93.4%	98.8%	85.9%	79.8%
Muir Elementary	83.6%	90.3%	86.9%	98.0%	89.7%	92.1%	88.0%	92.0%
Roeding Elementary	69.9%	95.4%	89.0%	100.0%	94.6%	98.2%	91.7%	95.7%
Williams Elementary	27.8%	89.4%	85.1%	95.0%	85.8%	90.0%	88.9%	93.3%
Wilson Elementary	56.0%	91.1%	76.8%	97.6%	86.6%	88.5%	82.0%	79.1%
HOOVER REGION	51.1%	90.5%	84.6%	98.4%	92.6%	91.3%	89.7%	89.4%
Ahwahnee Middle	60.6%	83.7%	77.0%	97.7%	94.6%	86.6%	89.6%	83.9%
Centennial Elementary	34.8%	86.4%	85.0%	90.5%	90.6%	91.9%	76.2%	91.5%
Eaton Elementary	83.3%	97.3%	94.9%	100.0%	98.4%	98.8%	94.1%	95.1%
Holland Elementary	72.4%	95.7%	89.0%	100.0%	92.6%	96.3%	93.3%	96.4%
Hoover High	14.1%	70.1%	64.5%	100.0%	81.9%	63.5%	77.4%	78.2%
McCardle Elementary	66.7%	98.2%	93.1%	97.4%	96.5%	99.2%	96.6%	99.5%
Pyle Elementary	56.1%	89.1%	79.2%	100.0%	84.7%	86.2%	90.8%	77.7%
Robinson Elementary	73.4%	94.8%	97.0%	100.0%	98.1%	97.0%	91.4%	94.8%
Thomas Elementary	62.5%	91.3%	89.1%	100.0%	98.3%	93.1%	96.9%	96.9%
Tioga Middle	48.4%	86.9%	75.5%	100.0%	89.4%	86.9%	86.3%	82.3%

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School
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CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	47.1%	89.7%	84.9%	97.9%	93.2%	91.3%	88.8%	90.4%
Viking Elementary	74.6%	92.3%	82.2%	95.9%	88.7%	93.8%	90.7%	83.2%
Vinland Elementary	33.3%	79.5%	70.0%	100.0%	85.5%	81.0%	67.2%	73.0%
Wolters Elementary	44.6%	90.6%	80.2%	91.7%	92.8%	91.5%	87.9%	88.7%
MCLANE REGION	48.5%	89.3%	82.9%	98.6%	92.8%	92.3%	88.5%	89.3%
Birney Elementary	74.4%	93.1%	90.6%	98.4%	94.3%	97.3%	95.5%	94.1%
Ericson Elementary	63.4%	97.3%	89.6%	100.0%	95.7%	94.7%	94.4%	97.4%
Ewing Elementary	12.0%	86.4%	81.4%	90.9%	88.9%	87.9%	81.8%	92.0%
Hidalgo Elementary	47.9%	85.7%	75.8%	97.1%	96.5%	98.0%	86.5%	87.2%
Leavenworth Element	41.3%	98.4%	96.9%	100.0%	99.0%	100.0%	96.6%	100.0%
Mayfair Elementary	77.2%	89.8%	84.5%	100.0%	91.3%	94.6%	87.6%	92.3%
McLane High	35.4%	74.1%	62.6%	100.0%	84.6%	72.4%	76.2%	76.0%
Norseman Elementary	24.1%	89.6%	84.3%	94.7%	93.6%	91.1%	75.1%	79.8%
Rowell Elementary	86.3%	92.5%	86.1%	98.4%	90.6%	92.5%	84.2%	84.1%
Scandinavian Middle	64.9%	86.6%	73.7%	100.0%	93.8%	90.3%	90.4%	84.7%
Turner Elementary	49.2%	91.3%	88.6%	96.7%	93.8%	98.9%	91.6%	88.4%
Wishon Elementary	50.8%	91.1%	92.4%	100.0%	97.0%	98.9%	94.6%	96.6%
Yosemite Middle	30.6%	85.0%	76.5%	94.7%	89.0%	88.9%	93.0%	95.0%
ROOSEVELT REGION	43.0%	90.8%	88.0%	98.1%	94.7%	94.6%	90.5%	92.8%
Anthony Elementary	66.7%	98.8%	96.8%	100.0%	97.2%	99.2%	97.4%	98.9%
Balderas Elementary	12.9%	91.1%*	72.4%*	100.0%*	87.0%*	95.8%*	86.1%*	86.5%*
Calwa Elementary	70.5%	86.6%	88.7%	97.6%	91.1%	95.2%	94.3%	95.8%
Jackson Elementary	78.3%	92.0%	88.5%	97.1%	92.6%	84.6%	78.6%	76.8%
Jefferson Elementary	10.8%	93.0%*	90.3%*	100.0%*	100.0%*	95.7%*	98.6%*	100.0%*
Lane Elementary	37.5%	91.3%	95.3%	100.0%	92.8%	100.0%	87.0%	93.2%

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School
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CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	47.1%	89.7%	84.9%	97.9%	93.2%	91.3%	88.8%	90.4%
Lowell Elementary	81.8%	93.0%	86.4%	97.2%	95.2%	95.2%	93.4%	93.4%
Roosevelt High	20.6%	76.7%	68.7%	100.0%	89.0%	75.7%	78.3%	85.2%
Sequoia Middle	77.2%	92.9%	88.8%	98.3%	98.9%	98.9%	97.8%	97.9%
Tehipite Middle	60.7%	78.9%	73.6%	100.0%	92.9%	94.8%	85.0%	91.0%
Vang Pao Elementary	48.6%	94.7%	90.0%	88.2%	95.9%	98.1%	88.1%	89.2%
Webster Elementary	18.5%	92.5%*	100.0%*	100.0%*	98.2%*	100.0%*	98.9%*	100.0%*
Winchell Elementary	21.5%	97.8%	93.1%	100.0%	90.5%	96.0%	97.4%	98.8%
Yokomi Elementary	59.4%	96.1%	98.1%	100.0%	99.2%	98.4%	91.6%	94.4%
SPECIALTY REGION	43.5%	92.1%	90.7%	96.8%	95.1%	94.1%	91.0%	93.4%
Addicott School	78.8%	100.0%	83.0%	100.0%	92.7%	94.4%	83.8%	95.6%
Baird Middle	37.5%	98.4%	100.0%	100.0%	98.4%	100.0%	98.4%	98.9%
Bullard Talent K-8	54.4%	95.7%	95.6%	88.6%	98.2%	95.4%	82.3%	97.1%
Cambridge High	80.6%	75.8%	74.5%	100.0%	97.0%	87.8%	95.8%	92.4%
Design Science High	80.0%	98.6%	100.0%	100.0%	98.6%	91.4%	99.1%	94.7%
Dewolf High	73.7%	96.3%	96.4%	100.0%	96.4%	95.2%	96.8%	98.5%
Duncan Polytech High	63.3%	88.3%	90.6%	94.5%	93.0%	88.1%	85.9%	84.1%
eLearn Academy	11.3%	84.4%	78.4%	90.0%	84.6%	92.9%	83.9%	69.1%
Fulton School	47.6%	81.7%*	74.4%*	100.0%*	86.4%*	96.6%*	97.8%*	94.0%*
JE Young Academic Hi	80.6%	93.3%	85.0%	96.4%	94.1%	94.2%	91.1%	95.3%
LaVera Williams Early	5.0%	100.0%*	100.0%*		100.0%*	100.0%*	100.0%*	100.0%*
Patino Entrepreneursh	88.5%	98.4%	97.7%	95.7%	93.2%	95.6%	91.7%	90.3%
Phoenix Elementary	90.0%	98.1%	98.6%	100.0%	98.1%	98.1%	98.1%	100.0%
Phoenix Secondary	89.7%	92.8%	93.5%	100.0%	97.1%	99.0%	96.2%	99.4%
Rata School	21.2%	100.0%*	100.0%*	100.0%*	94.1%*	100.0%*	96.8%*	100.0%*

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OVERALL DISTRICT
Climate and Culture Staff Survey by Region and by School
Fall 2021

CLIMATE AND CULTURE SURVEY								
STAFF SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	47.1%	89.7%	84.9%	97.9%	93.2%	91.3%	88.8%	90.4%
SUNNYSIDE REGION	57.0%	91.1%	86.5%	97.9%	95.7%	93.3%	91.4%	92.8%
Ayer Elementary	13.2%	79.6%*	69.7%*	100.0%*	94.2%*	90.0%*	75.6%*	97.2%*
Aynesworth Elementa	72.5%	96.2%	89.1%	100.0%	97.2%	97.2%	96.1%	97.2%
Bakman Elementary	68.3%	93.5%	90.6%	97.7%	96.5%	96.1%	91.9%	91.4%
Burroughs Elementary	57.7%	91.1%	82.3%	95.5%	87.6%	90.9%	82.0%	84.5%
Easterby Elementary	16.4%	95.0%	92.5%	90.9%	93.7%	84.4%	92.9%	90.0%
Greenberg Elementary	61.8%	98.0%	92.8%	95.7%	95.9%	97.1%	91.7%	92.8%
Kings Canyon Middle	105.6%	88.3%	86.0%	100.0%	95.0%	95.8%	91.8%	94.9%
Olmos Elementary	60.3%	95.0%	88.4%	100.0%	97.7%	95.6%	94.4%	95.0%
Storey Elementary	67.4%	98.0%	98.3%	100.0%	100.0%	99.5%	98.0%	98.1%
Sunnyside High	53.1%	85.5%	81.7%	95.5%	96.6%	90.0%	92.5%	93.0%
Terronez Middle	63.9%	85.0%	74.8%	100.0%	92.9%	82.0%	84.5%	84.5%

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OVERALL DISTRICT
Climate and Culture Family Survey by Ethnicity and Student Group
Fall 2021

CLIMATE AND CULTURE SURVEY								
FAMILY SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
GROUP								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%

By Student Group								
English Learners	8.4%	94.9%	91.8%	88.5%	91.7%	94.8%	94.8%	90.6%
Socioeconomically Disadvantaged	10.7%	92.3%	88.8%	85.5%	90.5%	92.6%	92.3%	87.0%
Students with Disabilities	10.4%	91.8%	87.0%	86.2%	89.4%	92.0%	91.7%	88.4%

By Ethnicity								
FAMILY SURVEY	Survey Response Count ²	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
African-American	314	89.7%	85.1%	84.2%	87.9%	90.2%	86.0%	84.9%
Asian	651	93.5%	91.6%	87.0%	93.2%	95.3%	94.3%	90.1%
Filipino	51	95.4%	93.6%	88.2%	93.0%	94.8%	91.2%	87.5%
Hispanic	3309	92.6%	88.6%	84.8%	90.2%	92.7%	92.6%	86.9%
Native American	65	88.9%	79.9%	78.5%	84.6%	83.6%	86.2%	81.3%
Pacific Islander	12	84.3%	78.7%	81.8%	92.5%	91.4%	91.3%	80.6%
Two or more races	530	90.3%	85.1%	81.2%	87.2%	88.1%	88.8%	81.9%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when there were no responses for the specified respondents.

1 – The denominator in calculating response rates is student enrollment (Grades PS-12) as of the date of survey generation. Enrollment counts are as of 10/18/2021 for Fall 2021.

2 – Calculations for response rates are not possible for this section since families' ethnicities are not consistently identified and surveys are completed anonymously. For this reason, respondent counts are provided instead.

Demographic breakdowns for the respondent groups shown above were compiled from participants' answers to background items within the Climate and Culture Family survey.

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OVERALL DISTRICT
 Climate and Culture Family Survey by Ethnicity and Student Group
 Fall 2021

CLIMATE AND CULTURE SURVEY								
FAMILY SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
GROUP								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
White	1277	91.1%	87.8%	84.0%	89.6%	91.2%	92.2%	84.0%

Please note: Results are shown for affirmative responses. Neutral responses are excluded from these calculations. Blank cells indicate instances when there were no responses for the specified respondents.

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OVERALL DISTRICT
Climate and Culture Family Survey by Grade Level
Fall 2021

CLIMATE AND CULTURE SURVEY								
FAMILY SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
GRADE								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Pre-K	5.1%	96.7%	93.7%	93.0%	95.2%	95.3%	94.8%	91.9%
TK	9.2%	97.3%	96.5%	92.4%	96.4%	97.8%	95.1%	92.4%
Kindergarten	7.5%	96.4%	94.5%	90.6%	94.7%	96.5%	96.9%	91.4%
1st Grade	8.2%	93.8%	91.3%	86.2%	91.3%	94.0%	93.5%	87.2%
2nd Grade	7.6%	93.2%	88.9%	85.8%	90.9%	94.7%	93.0%	86.5%
3rd Grade	9.2%	93.3%	90.1%	86.2%	91.0%	94.8%	93.3%	88.4%
4th Grade	9.3%	93.2%	89.4%	84.6%	90.9%	93.3%	94.0%	89.6%
5th Grade	11.1%	91.7%	86.7%	82.1%	89.6%	92.5%	91.2%	85.3%
6th Grade	10.7%	91.5%	87.7%	85.1%	89.6%	93.5%	92.1%	85.9%
7th Grade	9.0%	92.9%	89.0%	84.7%	91.5%	92.5%	94.9%	87.2%
8th Grade	8.8%	91.1%	88.2%	87.4%	89.8%	91.7%	91.7%	84.3%
9th Grade	7.7%	89.5%	86.2%	79.5%	85.3%	86.6%	89.0%	82.8%
10th Grade	7.0%	88.9%	84.0%	80.3%	87.6%	87.9%	87.4%	81.5%
11th Grade	9.2%	88.4%	82.9%	81.4%	87.0%	88.0%	87.5%	81.1%
12th Grade	8.9%	89.4%	83.5%	79.7%	87.0%	86.3%	86.7%	83.1%
Other		82.1%	75.0%	57.1%	82.1%	90.5%	85.7%	69.0%
Ungraded		61.1%*	43.8%*	50.0%*	45.8%*	33.3%*	50.0%*	41.7%*

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1 – The denominator in calculating response rates is student enrollment (Grades PS-12) as of the date of survey generation. Enrollment counts are as of 10/18/2021 for Fall 2021.

Demographic breakdowns for the grade segments shown above were compiled from participants' answers to background items within the Climate and Culture Family survey.

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CLIMATE AND CULTURE SURVEY								
FAMILY SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Bullard Region	12.4%	90.3%	85.8%	84.5%	88.7%	89.2%	88.5%	84.6%
Bullard High	11.5%	85.0%	76.7%	76.5%	81.7%	78.2%	77.6%	76.0%
Figarden Elementary	9.3%	94.2%	86.6%	86.8%	88.0%	92.6%	94.4%	86.8%
Forkner Elementary	24.0%	94.3%	92.8%	94.5%	94.6%	96.1%	94.2%	92.4%
Gibson Elementary	14.9%	91.9%	90.5%	87.3%	93.4%	97.4%	94.5%	91.6%
Kratt Elementary	5.6%	93.0%	91.1%	83.9%	93.0%	94.6%	90.3%	82.8%
Lawless Elementary	15.2%	93.9%	91.9%	88.0%	92.2%	94.2%	95.1%	89.2%
Malloch Elementary	26.1%	93.5%	92.4%	85.7%	91.1%	92.9%	92.4%	86.6%
Powers-Ginsburg Elem	9.6%	91.1%	84.3%	83.7%	88.8%	90.7%	91.9%	86.0%
Slater Elementary	2.1%	89.3%	83.9%	78.6%	88.1%	90.5%	82.1%	83.3%
Starr Elementary	12.8%	93.9%	87.5%	81.8%	93.2%	95.5%	93.1%	87.4%
Tenaya Middle	18.4%	87.5%	83.5%	85.4%	87.6%	89.3%	89.3%	84.0%
Wawona Middle	7.7%	94.6%	94.1%	95.7%	95.3%	94.3%	95.7%	91.5%
Edison Region	9.1%	92.3%	88.0%	81.5%	91.4%	91.8%	92.8%	85.8%
Addams Elementary	2.5%	90.8%	91.3%	85.0%	90.0%	90.0%	100.0%	83.3%
Columbia Elementary	1.9%	85.0%*	77.5%*	80.0%*	81.7%*	83.3%*	85.0%*	78.9%*
Computech Middle	19.4%	94.3%	92.6%	87.6%	95.6%	95.9%	97.0%	87.1%
Edison High	9.1%	88.7%	83.1%	77.8%	87.3%	86.3%	88.4%	80.4%
Gaston Middle	2.1%	94.8%	92.2%	81.3%	88.5%	91.7%	96.9%	89.6%
King Elementary	6.6%	96.4%	90.6%	92.1%	96.1%	94.7%	96.1%	87.2%
Kirk Elementary	14.7%	97.0%	93.2%	94.5%	96.9%	97.0%	97.3%	93.9%
Lincoln Elementary	3.6%	90.4%	81.6%	89.5%	91.2%	91.2%	89.5%	81.3%
Manchester Gate Ele	21.9%	93.1%	90.2%	74.1%	91.4%	91.9%	91.1%	90.1%

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CLIMATE AND CULTURE SURVEY								
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SCHOOL								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Sunset Elementary	9.2%	93.9%	80.9%	71.1%	89.0%	99.1%	96.1%	84.6%
Fresno Region	9.2%	92.2%	88.7%	86.1%	89.2%	91.6%	91.5%	86.4%
Cooper Middle	12.8%	95.6%	94.2%	94.2%	94.6%	93.7%	97.0%	87.1%
Del Mar Elementary	5.7%	97.7%	95.7%	82.8%	94.3%	94.3%	100.0%	93.7%
Fort Miller Middle	4.4%	91.1%	91.7%	86.7%	86.7%	77.8%	88.3%	82.2%
Fremont Elementary	4.5%	88.9%	86.6%	76.2%	83.7%	88.7%	78.0%	81.7%
Fresno High	9.2%	86.8%	81.1%	80.4%	83.9%	85.7%	84.8%	81.6%
Hamilton K-8	17.7%	93.8%	90.3%	91.1%	91.6%	94.4%	94.2%	88.7%
Heaton Elementary	9.6%	94.6%	88.8%	85.7%	90.1%	94.6%	94.8%	87.7%
Homan Elementary	9.0%	95.8%	96.6%	90.4%	95.5%	98.1%	96.2%	90.7%
Muir Elementary	6.4%	90.6%	84.2%	83.3%	83.1%	91.1%	95.0%	86.0%
Roeding Elementary	2.8%	95.4%	93.1%	83.3%	91.7%	94.4%	94.4%	83.3%
Williams Elementary	2.5%	100.0%	93.3%	93.3%	87.8%	100.0%	100.0%	98.9%
Wilson Elementary	21.8%	93.1%	89.8%	85.9%	90.4%	93.8%	91.1%	87.2%
Hoover Region	10.8%	91.3%	86.2%	83.4%	88.8%	91.0%	90.3%	84.4%
Ahwahnee Middle	12.2%	95.3%	89.6%	89.3%	93.5%	94.8%	96.0%	85.6%
Centennial Elementary	5.8%	88.3%	82.2%	73.2%	80.9%	87.8%	81.7%	74.3%
Eaton Elementary	8.2%	88.6%	84.9%	84.2%	91.2%	94.7%	94.7%	81.9%
Holland Elementary	4.6%	83.3%	70.2%	66.7%	80.8%	82.5%	69.0%	84.1%
Hoover High	5.8%	88.5%	80.5%	77.2%	84.3%	83.1%	81.2%	78.5%
McCardle Elementary	8.9%	89.7%	88.7%	88.1%	90.4%	92.9%	95.2%	93.3%
Pyle Elementary	18.0%	90.2%	83.8%	80.6%	85.3%	89.1%	86.8%	79.9%
Robinson Elementary	24.6%	94.4%	92.2%	94.1%	95.0%	96.9%	95.4%	90.6%

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CLIMATE AND CULTURE SURVEY								
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SCHOOL								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Thomas Elementary	6.2%	93.1%	91.2%	87.0%	89.9%	92.8%	94.6%	91.6%
Tioga Middle	11.4%	87.1%	81.3%	83.1%	85.3%	86.1%	89.5%	82.2%
Viking Elementary	23.1%	93.2%	90.2%	83.4%	90.5%	93.1%	93.6%	85.6%
Vinland Elementary	15.8%	93.9%	85.7%	79.5%	91.9%	93.6%	92.9%	87.5%
Wolters Elementary	5.3%	88.6%	85.2%	86.4%	86.4%	87.9%	90.9%	80.3%
McLane Region	5.4%	93.7%	91.0%	88.2%	92.0%	94.3%	93.8%	90.7%
Birney Elementary	2.5%	91.1%	87.7%	72.2%	90.8%	96.4%	91.9%	88.1%
Ericson Elementary	1.5%	90.9%	93.2%	81.8%	84.8%	87.9%	86.4%	89.2%
Ewing Elementary	7.0%	96.4%	91.7%	88.3%	95.3%	96.7%	97.5%	93.6%
Hidalgo Elementary	13.5%	93.9%	92.9%	92.3%	93.1%	95.7%	97.4%	93.2%
Leavenworth Element	12.2%	95.3%	91.4%	88.7%	94.0%	96.5%	96.3%	90.6%
Mayfair Elementary	5.4%	95.5%	92.8%	90.6%	95.3%	98.0%	100.0%	93.7%
McLane High	3.6%	84.6%	83.7%	81.8%	84.3%	85.4%	85.6%	79.0%
Norseman Elementary	2.7%	88.5%	84.4%	87.5%	87.5%	89.6%	84.4%	83.3%
Rowell Elementary	8.8%	94.4%	90.8%	93.0%	91.2%	91.8%	89.5%	93.6%
Scandinavian Middle	5.1%	98.7%	95.4%	97.3%	95.2%	96.4%	98.6%	93.4%
Turner Elementary	3.2%	97.4%	96.1%	84.2%	90.4%	100.0%	94.7%	92.1%
Wishon Elementary	3.9%	93.0%	86.8%	73.7%	91.2%	94.7%	84.2%	92.9%
Yosemite Middle	2.7%	100.0%	100.0%	94.1%	96.1%	98.0%	100.0%	100.0%
Roosevelt Region	5.6%	92.9%	89.5%	89.3%	89.9%	92.6%	92.8%	89.2%
Anthony Elementary	3.6%	90.5%	84.4%	93.8%	83.2%	93.8%	93.8%	88.4%
Balderas Elementary	2.9%	84.3%	77.8%	77.8%	77.8%	85.2%	86.1%	81.5%
Calwa Elementary	5.5%	88.3%	87.1%	77.4%	84.5%	91.9%	90.9%	85.4%

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CLIMATE AND CULTURE SURVEY								
FAMILY SURVEY	Survey Response Rate ¹	Academics and SEL	Real-world Learning Experience	Student Wellness	Student Engagement	School Environment	Organizational Environment	Family Engagement
SCHOOL								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Jackson Elementary	16.4%	96.0%	93.5%	89.7%	94.8%	97.7%	93.9%	94.8%
Jefferson Elementary	5.7%	98.8%	97.2%	96.3%	89.4%	91.4%	94.4%	89.5%
Lane Elementary	5.7%	93.5%	91.9%	93.5%	91.8%	94.6%	88.3%	91.9%
Lowell Elementary	20.2%	92.6%	88.1%	88.1%	90.1%	92.1%	91.0%	89.9%
Roosevelt High	3.5%	91.3%	85.6%	88.2%	87.5%	87.7%	92.8%	87.3%
Sequoia Middle	7.1%	90.0%	87.3%	91.5%	89.9%	91.5%	92.3%	89.8%
Tehipite Middle	4.3%	95.8%	93.8%	90.0%	93.3%	91.7%	85.0%	90.0%
Vang Pao Elementary	4.2%	96.4%	97.7%	90.6%	91.6%	94.8%	96.9%	90.6%
Webster Elementary	6.6%	91.2%	88.2%	94.7%	87.6%	89.5%	100.0%	88.4%
Winchell Elementary	2.2%	91.1%	90.0%	93.3%	87.5%	93.3%	93.3%	86.7%
Yokomi Elementary	7.5%	96.8%	90.8%	88.5%	95.1%	98.1%	97.1%	87.7%
Specialty Region	10.4%	91.4%	88.1%	81.7%	89.8%	94.0%	93.5%	82.4%
Addicott School	40.8%	90.4%	67.5%	95.0%	84.2%	81.7%	95.0%	95.0%
Baird Middle	41.1%	92.8%	91.9%	81.2%	92.7%	94.2%	94.5%	77.9%
Bullard Talent K-8	21.9%	90.7%	85.8%	79.5%	90.0%	92.7%	89.8%	83.6%
Cambridge High	23.1%	96.7%	94.7%	94.1%	94.1%	98.0%	97.6%	89.8%
Design Science High	20.9%	95.0%	93.4%	88.0%	95.9%	96.3%	98.1%	82.4%
Dewolf High	9.6%	91.6%	84.1%	81.3%	90.6%	97.9%	90.3%	90.6%
Duncan Polytech High	10.9%	90.7%	89.4%	84.3%	93.6%	93.0%	94.9%	85.7%
eLearn Academy	2.8%	86.8%	80.5%	72.4%	79.8%	93.9%	89.6%	74.8%
Fulton School	5.9%	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*
JE Young Academic Hi	8.5%	88.6%	83.6%	76.7%	80.9%	94.2%	91.7%	84.0%
LaVera Williams Early	12.5%	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*	100.0%*	66.7%*

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CLIMATE AND CULTURE SURVEY								
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SCHOOL								
DISTRICT	8.8%	92.0%	88.1%	84.4%	89.9%	92.0%	91.7%	85.9%
Patino Entrepreneursh	12.0%	87.0%	92.6%	74.2%	89.1%	90.2%	95.0%	78.7%
Phoenix Elementary	100.0%	97.0%	88.6%	90.9%	93.9%	100.0%	100.0%	93.9%
Phoenix Secondary	0.0%							
Rata School	0.0%							
Sunnyside Region	7.9%	93.3%	89.8%	83.6%	90.7%	93.2%	92.9%	88.2%
Ayer Elementary	4.7%	85.6%	84.0%	75.0%	84.8%	89.5%	90.5%	87.9%
Aynesworth Elementa	6.6%	94.8%	94.9%	89.7%	93.6%	97.4%	93.6%	87.2%
Bakman Elementary	3.3%	95.7%	93.5%	87.0%	93.4%	95.7%	91.3%	89.9%
Burroughs Elementary	5.6%	94.3%	87.0%	82.5%	86.9%	92.4%	94.9%	79.0%
Easterby Elementary	4.6%	95.0%	90.8%	90.0%	96.1%	96.7%	91.7%	89.4%
Greenberg Elementary	6.3%	94.3%	92.9%	88.6%	96.2%	97.1%	91.4%	89.9%
Kings Canyon Middle	4.6%	90.9%	80.1%	81.6%	83.7%	88.9%	93.6%	78.9%
Olmos Elementary	9.6%	97.3%	94.0%	93.5%	93.8%	96.2%	97.6%	94.6%
Storey Elementary	21.0%	95.4%	92.9%	89.7%	94.8%	96.8%	95.7%	94.2%
Sunnyside High	9.0%	90.8%	87.5%	76.4%	87.4%	89.5%	90.4%	84.8%
Terronez Middle	3.6%	97.6%	90.5%	76.2%	89.7%	91.9%	90.2%	88.0%

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21-22 FALL CLIMATE/CULTURE STUDENT SURVEY ITEMS - ELEMENTARY
GRADES 3-6

NOTES: The numbered items below are listed in the order in which they appear for each survey.

21-22 FALL CLIMATE/CULTURE STUDENT SURVEY - ELEMENTARY					
<i>To better support you, your school and teacher(s) would like to ask you some questions about how you think and feel. Please respond honestly - there are no right or wrong answers! Your voice is important, so thank you for sharing your thoughts and experiences.</i>					
Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5
<i>Please indicate how much you agree or disagree with the following statements.</i>					
1. I believe grading at my school is fair.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
2. I plan the steps I need to take to reach my goals.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
3. At my school, I am challenged to learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
4. My school teaches me how to manage my emotions.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
5. I believe I can learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
6. I learn and grow from my mistakes.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>If I do my best, I can pass the following subjects:</i>					
7. Math	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
8. Reading	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
9. Social Science	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
10. Science	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
11. I know how to change and improve based on the feedback I am given.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
12. Even when things are hard, I can overcome challenges in my life.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
13. My school teaches lessons in ways that connect to my life.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
14. My school prepares me for life with real-world experiences.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
15. I feel that the meals at my school are healthy and of high quality.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
16. I can take part in physical activity daily at my school	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
17. If I feel sad, worried, stressed, anxious, or depressed, there is an adult at my school I can talk to.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
18. My school provides opportunities to learn about healthy eating habits.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
19. My school promotes student wellness (mind and body).	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
20. I feel like I belong at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
21. I have a voice and feel heard at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
22. I have opportunities to be part of discussions and activities in my classroom.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
23. I have opportunities to be part of clubs and activities at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
24. There is an adult at my school who cares about me.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
25. Students at this school care about each other.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
26. Adults at my school seem to enjoy being there.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
27. My school values understanding different races, ethnicities, and cultures.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
28. My family feels like they are part of my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
29. My school encourages family participation.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
30. I feel safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
31. I know the school rules and what is expected of me.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
32. Adults at my school treat all students fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>I have experienced the following forms of bullying and/or harassment, within the past thirty days:</i>					
33. Physical (i.e. someone pushed, tripped, or hit me; belongings were taken or broken on purpose)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
34. Verbal (i.e. someone called me names, teased, or made fun of me; someone said mean things to me; embarrassed or threatened me)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
35. Virtual (i.e. someone used the internet, social media, or a cellphone to send messages or pictures to hurt my feelings, make me look bad, etc.)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
<i>Within the past thirty days, I have been bullied or harassed because of:</i>					
36. If yes for 33, 34, or 35 branched to: Race	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
37. If yes for 33, 34, or 35 branched to: Culture	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
38. If yes for 33, 34, or 35 branched to: Religion	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
39. If yes for 33, 34, or 35 branched to: Gender Identity	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
40. If yes for 33, 34, or 35 branched to: Appearance	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
41. If yes for 33, 34, or 35 branched to: Disability	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
42. If yes for 33, 34, or 35 branched to: Sexual Identity	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
43. If yes for 33, 34, or 35 branched to: Other	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	

21-22 FALL CLIMATE/CULTURE STUDENT SURVEY ITEMS - ELEMENTARY
GRADES 3-6

NOTES: The numbered items below are listed in the order in which they appear for each survey.

21-22 FALL CLIMATE/CULTURE STUDENT SURVEY - ELEMENTARY					
<i>To better support you, your school and teacher(s) would like to ask you some questions about how you think and feel. Please respond honestly - there are no right or wrong answers! Your voice is important, so thank you for sharing your thoughts and experiences.</i>					
Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5
<i>Please indicate how much you agree or disagree with the following statements.</i>					
1. I believe grading at my school is fair.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
2. I plan the steps I need to take to reach my goals.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
3. At my school, I am challenged to learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
4. My school teaches me how to manage my emotions.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
5. I believe I can learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
6. I learn and grow from my mistakes.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>If I do my best, I can pass the following subjects:</i>					
7. Math	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
8. Reading	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
9. Social Science	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
10. Science	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
11. I know how to change and improve based on the feedback I am given.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
12. Even when things are hard, I can overcome challenges in my life.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
13. My school teaches lessons in ways that connect to my life.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
14. My school prepares me for life with real-world experiences.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
15. I feel that the meals at my school are healthy and of high quality.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
16. I can take part in physical activity daily at my school	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
17. If I feel sad, worried, stressed, anxious, or depressed, there is an adult at my school I can talk to.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
18. My school provides opportunities to learn about healthy eating habits.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
19. My school promotes student wellness (mind and body).	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
20. I feel like I belong at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
21. I have a voice and feel heard at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
22. I have opportunities to be part of discussions and activities in my classroom.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
23. I have opportunities to be part of clubs and activities at my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
24. There is an adult at my school who cares about me.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
25. Students at this school care about each other.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
26. Adults at my school seem to enjoy being there.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
27. My school values understanding different races, ethnicities, and cultures.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
28. My family feels like they are part of my school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
29. My school encourages family participation.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>Please indicate how much you agree or disagree with the following statements.</i>					
30. I feel safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
31. I know the school rules and what is expected of me.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
32. Adults at my school treat all students fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Neither Agree nor Disagree
<i>I have experienced the following forms of bullying and/or harassment, within the past thirty days:</i>					
33. Physical (i.e. someone pushed, tripped, or hit me; belongings were taken or broken on purpose)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
34. Verbal (i.e. someone called me names, teased, or made fun of me; someone said mean things to me; embarrassed or threatened me)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
35. Virtual (i.e. someone used the internet, social media, or a cellphone to send messages or pictures to hurt my feelings, make me look bad, etc.)	Never (not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
<i>Within the past thirty days, I have been bullied or harassed because of:</i>					
36. If yes for 33, 34, or 35 branched to: Race	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
37. If yes for 33, 34, or 35 branched to: Culture	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
38. If yes for 33, 34, or 35 branched to: Religion	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
39. If yes for 33, 34, or 35 branched to: Gender Identity	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
40. If yes for 33, 34, or 35 branched to: Appearance	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
41. If yes for 33, 34, or 35 branched to: Disability	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
42. If yes for 33, 34, or 35 branched to: Sexual Identity	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	
43. If yes for 33, 34, or 35 branched to: Other	Never (Not at all)	Sometimes (1-2 times)	Regularly (at least 1 time every week)	Often (more than 1 time every week)	

21-22 FALL CLIMATE/CULTURE STAFF SURVEY ITEMS
 School Site Staff

NOTES: The numbered items below are listed in the order in which they appear for each survey.

FALL CLIMATE/CULTURE SCHOOL SITE SURVEY ITEMS											
Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9	Answer 10	Answer 11
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of your department.</i>											
1. I believe grading at this school is fair.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
2. Students plan the steps they need to take to reach their goals.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
3. Students at this school are challenged to learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
4. This school helps students develop strategies to manage and understand their emotions.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
5. Students believe they can learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
6. Students believe they can learn and grow from their mistakes.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of your department.</i>											
7. Students know how to change and improve based on the feedback they are given.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
8. Students believe they can overcome challenges in their lives, even when things are hard.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
9. This school teaches lessons in ways that connect to students' lives.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
10. Students at this school are prepared for life with real-world experiences.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of your department.</i>											
11. Students feel like they belong at this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
12. Students have a voice and feel heard at this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
13. This school provides students with opportunities to be part of discussions and activities in the classroom.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
14. This school provides students with opportunities to be part of clubs and activities at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
15. School staff care about our students.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
16. Students at this school care about each other.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of our district.</i>											
17. If students feel sad, worried, stressed, anxious, or depressed, there is an adult at this school that they can talk to.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
18. Students feel safe at this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
19. Students know the school rules and what is expected of them.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
20. Adults at this school treat all students fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						

FALL CLIMATE/CULTURE SCHOOL SITE SURVEY ITEMS

Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9	Answer 10	Answer 11
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of our district.</i>											
21. This school prepares me to meet my students' needs.	Strongly agree	Agree	Disagree	Strongly disagree							
22. I feel valued at this school.	Strongly agree	Agree	Disagree	Strongly disagree							
23. I enjoy being at this school.	Strongly agree	Agree	Disagree	Strongly disagree							
24. This school values understanding different races, ethnicities, and cultures.	Strongly agree	Agree	Disagree	Strongly disagree							
25. I see the connection between my role and the district's mission and vision for students.	Strongly agree	Agree	Disagree	Strongly disagree							
26. Adults at this school model the social emotional skills we expect from students.	Strongly agree	Agree	Disagree	Strongly disagree							
<i>We have a culture that provides staff with the following:</i>											
27. Feedback to improve and grow.	Strongly agree	Agree	Disagree	Strongly disagree							
28. Recognition for the work they do.	Strongly agree	Agree	Disagree	Strongly disagree							
29. Opportunities to be involved in planning and decision making.	Strongly agree	Agree	Disagree	Strongly disagree							
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of our district.</i>											
30. Students' families have opportunities to provide input at this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
31. Students' families feel like they are partners in decision making at this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
32. Our students' families feel like they are part of this school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
33. This school encourages family participation.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
34. This school frequently updates families about students' progress in class.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
<i>Background Questions</i>											
35. What is your role at this school?	Teacher	Special Education Teacher	Administrator	Prevention staff nurse, or health aide	Counselor, psychologist	Police, resource officer, or safety personnel	Paraprofessional, teacher assistant, or instructional aide	Other certificated staff (e.g. librarian)	Other classified staff (e.g. janitor, secretarial or clerical, food service)	Other service provider (e.g. speech, occupational, physical therapist)	N/A
36. Are you a classroom teacher?	Yes	No									
<i>Do you provide Services to the Following Students</i>											
37. Migrant education students?	Yes	No	Not applicable, not sure, or decline to answer								
38. Special education students?	Yes	No	Not applicable, not sure, or decline to answer								
39. English language learners?	Yes	No	Not applicable, not sure, or decline to answer								
<i>Please indicate how many years you've worked for the district.</i>											
40. How many years have you worked, in any position, at this school?	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	Over 10 years						
41. How many years have you worked at any school in your current position?	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	Over 10 years						
42. What is your race or ethnicity?	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Filipino	Native Hawaiian or Other Pacific Islander	White	Two or More Races/Ethnicities			

21-22 FALL CLIMATE/CULTURE SURVEY ITEMS
 Department Staff Survey Items

NOTES: The numbered items below are listed in the order in which they appear for each survey.

FALL CLIMATE/CULTURE DEPARTMENT STAFF SURVEY ITEMS											
Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9	Answer 10	Answer 11
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of your department.</i>											
1. I feel valued in this department.	Strongly agree	Agree	Disagree	Strongly disagree							
2. I enjoy being in this department.	Strongly agree	Agree	Disagree	Strongly disagree							
3. This department values understanding different races, ethnicities, and cultures.	Strongly agree	Agree	Disagree	Strongly disagree							
4. I see the connection between my role and the district's mission and vision for students.	Strongly agree	Agree	Disagree	Strongly disagree							
5. Adults in this department model the social emotional skills we expect from students.	Strongly agree	Agree	Disagree	Strongly disagree							
6. This department prepares me to meet our students' needs.	Strongly agree	Agree	Disagree	Strongly disagree							
<i>We have a culture that provides staff with the following:</i>											
7. Feedback to improve and grow.	Strongly agree	Agree	Disagree	Strongly disagree							
8. Recognition for the work they do.	Strongly agree	Agree	Disagree	Strongly disagree							
9. Opportunities to be involved in planning and decision making.	Strongly agree	Agree	Disagree	Strongly disagree							
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of your department.</i>											
10. Students' families have opportunities to provide input in this department.	Strongly agree	Agree	Disagree	Strongly disagree							
11. Students' families feel like they are partners in decision making in this department.	Strongly agree	Agree	Disagree	Strongly disagree							
12. Our students' families feel like they are part of this district.	Strongly agree	Agree	Disagree	Strongly disagree							
13. This department encourages family participation.	Strongly agree	Agree	Disagree	Strongly disagree							
14. Adults in this department treat all students fairly.	Strongly agree	Agree	Disagree	Strongly disagree							
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of our district.</i>											
15. I believe grading in this district is fair.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
16. Students in this district are challenged to learn new things.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
17. The district helps students develop strategies to manage and understand their emotions.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
18. The district teaches lessons in ways that connect to students' lives.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
19. Students in this district are prepared for life with real-world experiences.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
20. If students feel sad, worried, stressed, anxious, or depressed, there is an adult (at their school) that they can talk to.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
<i>Please indicate how much you agree or disagree with the following statements about the climate and culture of our district.</i>											
21. Students feel like they belong at their school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
22. Students have a voice and feel heard at their school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
23. This district's schools provide students with opportunities to be part of discussions and activities in the classroom.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
24. This district's schools provide students with opportunities to be part clubs and activities at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
25. School staff care about our students.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
26. Students at their school care about each other.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						
27. Students feel safe at their school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know/Not Applicable						

FALL CLIMATE/CULTURE DEPARTMENT STAFF SURVEY ITEMS

Question/Statement	Answer 1	Answer 2	Answer 3	Answer 4	Answer 5	Answer 6	Answer 7	Answer 8	Answer 9	Answer 10	Answer 11
<i>Background Questions</i>											
28. What is your role in this department?	Teacher	Special Education Teacher	Administrator	Prevention staff nurse, or health aide	Counselor, psychologist	Police, resource officer, or safety personnel	Paraprofessional, teacher assistant, or instructional aide	Other certificated staff (e.g. librarian)	Other classified staff (e.g. janitor, secretarial or clerical, food service)	Other service provider (e.g. speech, occupational, physical therapist)	N/A
<i>Do you provide Services to the Following Students</i>											
29. Migrant Education Students?	Yes	No	Not applicable, not sure, or decline to answer								
30. Special education students?	Yes	No	Not applicable, not sure, or decline to answer								
31. English Language Learner Students?	Yes	No	Not applicable, not sure, or decline to answer								
<i>Please indicate how many years you've worked for the district.</i>											
32. How many years have you worked, in any position, in this department?	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	Over 10 years						
33. How many years have you worked at any site in your current position?	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	Over 10 years						
34. What is your race or ethnicity?	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Filipino	Native Hawaiian or Other Pacific Islander	White	Two or More Races/Ethnicities			

Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Deanna Mathies, Executive Officer,
Cabinet Approval: Lindsay Sanders
Lindsay Sanders (Jan 6, 2022 11:53 PST)

Date: January 07, 2022

Phone Number: 457-3687

Regarding: Preschool Registration Available at Elementary Sites

The purpose of this communication is to provide the Board historical context on the decision to have preschool registration conducted at school sites and the actions taken to establish the transition of centralized enrollment to onsite enrollment.

In alignment with our Family Goal of increasing inclusive opportunities for families to engage in their students' education, the primary reason for decentralizing preschool enrollment is to better meet the needs of our families. The experience for families with onsite enrollment is intended to:

- Improve relationship-building with families beginning in PreK
- Improve customer service for all families, especially first-time Fresno Unified families
- Limit the number of locations families need to go for enrollment of more than one child
- Standardize and align Early Learning and TK-12 enrollment processes
- Improve ability to gather all PreK documents required by the state by partnering with school sites
- Reduce time to enroll preschool students (days between walking in the door and child being placed in a class)
- Reinforce the image of school sites as Learning/Service Hubs for all family needs
- Improve the alignment and coordination between the Early Learning Central Office and school sites

Over the last several years, a phased-in approach to supporting preschool enrollment at the sites was established in collaboration with various departments. Actions included are:

- Developed an online digital enrollment platform to align with TK-12th registration
- Worked with Technology Services to recruit and collect feedback from a pilot group of office managers
- Consulted with principal's advisory teams as to sites that would pilot
- Pilot office managers had professional learning sessions around preschool requirements and gave feedback on what was presented
- Designed a registration Kiosks that will be provided to all elementary sites to support registration for PS-12th grade
- Designed a series of professional opportunity sessions for office managers to learn the process for preschool registration
- Collaborated with Los Angeles Unified School District and Oakland Unified School District to align systems of preschool registration, which are also conducted at the site level to meet community needs
- Met with Human Resources to consult that all job duties being asked are within the scope of their existing job description

Next steps will be determined through collaboration with our CSEA 125 labor partners.

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

Approved by Superintendent

Robert G. Nelson Ed.D.

A handwritten signature in blue ink, appearing to read "Robert G. Nelson", written over a horizontal line.

Date: 01/07/22

Fresno Unified School District
Board Communication

BC OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ed Gomes, Instructional Supt.,
and Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: January 07, 2022

Phone Number: 457-3134

Regarding: Jackson Elementary School New Cafeteria Project – Interim Outdoor Dining Facility

The purpose of this communication is to provide the Board an update on the interim outdoor dining facility at Jackson Elementary School during construction of the school's new cafeteria. The covered outdoor dining area has temporary cooling and heating with vinyl side panels to reduce wind and rain impacts, however the perimeter is not completely enclosed to allow access and ventilation. A hand washing station with warm water is available, and meals are provided utilizing a relocatable kitchen unit. Additional mitigations have been implemented recently, as described below.

- The structure's side panels have been adjusted to better enclose the area, while still allowing access and ventilation
- More robust enclosure panels have been ordered, however delivery is impacted by supply issues
- Drainage and rainwater diversion were improved to help keep the dining area dry
- Temporary lighting was added for breakfast serving hours and cloudy days
- An additional electric heater was provided, for a total of four (heat output is necessarily limited for safety in the enclosure)
- Hand washing station soap dispensers were upgraded, and more soap and paper towels provided
- Nutrition Services staffing was augmented to support meal service during cafeteria construction
- A security guard is on site Friday evening through Monday morning to prevent vandalism

School Leadership and Facilities are working closely with the Jackson administration team, which has been creative in developing a solution for student dining during inclement weather. Two existing modular classrooms are available for breakfast, and lunches can be distributed in the common area of the main building with students eating in classrooms. The plan utilizes noon-time assistants for clean-up to minimize custodial impacts and allows for teachers to take their 45-minute student-free break. Temperature and air quality parameters that will trigger indoor dining have been identified.

The new cafeteria is anticipated to open in August 2022 for the new school year. Based on the experience at Jackson, for upcoming cafeteria reconstruction projects at Del Mar and Ericson a fully enclosed modular cafeteria space will be provided.

If you have questions or require additional information, please contact Ed Gomes at 457-3781 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

Fresno Unified School District
Board Communication

BC Number OS-2

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

Date: January 07, 2022
Phone Number: 457-3134

Regarding: Elementary School Lunches – December 17, 2021

The purpose of this communication is to provide the Board information regarding elementary school lunches served on December 17, 2021. As Nutrition Services staff continues to adapt to food supply issues and uncertainty about product availability, there is additional focus on using products in inventory. For lunch service on the last day before Winter Break, in place of the planned menu students received the meal packs typically used for the supper meal served during after school programs. These meal packs are quality products that meet the same nutritional requirements as lunches. There was a large supply of supper packs with a mid-January “best by” date in inventory as a result of previous large purchases to ensure supply in anticipation of expanded after-school programs. The meals were served on December 17 to avoid having to discard them in January. The menu change was not well received by some, and the change should have been communicated in advance to school leaders.

There was also a vendor issue with the meal packs, as the individually packaged roasted sunflower seeds were 3-4 days past the “best by” dates on the bags. This was an unusual situation, as the carton containing the meals are labeled “best by” January 13, 2022. (The “best by” dates indicate when products will be of best flavor and quality, and there is very low risk of safety concerns from roasted sunflower seeds.) Staff immediately contacted the vendor, which apologized, discovered errors in its documentation and labeling processes, took full responsibility for the discrepancy, and implemented corrective action at its facility. The vendor will compensate the district for all cartons with the January 13 date, both previously served and remaining. In addition, the vendor will recover all remaining cases from the district to ensure the products are not used and provide replacement meals for after school programs.

Nutrition Services staff strive to provide quality meals for students while navigating impacts of supply and staffing shortages, and the department regrets any distress resulting from the December 17 elementary lunch service. District leaders reached out to concerned community members to follow-up.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

Fresno Unified School District
Board Communication

BC Number OS-3

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

Date: January 07, 2022
Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – Appointments Available

The purpose of this communication is to provide the Board information regarding opportunities for Board members to nominate members to the Citizens' Bond Oversight Committee (CBOC). The purpose of the CBOC is to inform the public concerning the expenditure of bond revenues, and it provides an additional layer of accountability for the district's bond program.

The CBOC meets on the third Thursday of February, May, August, and November, at noon. The next meeting is scheduled for February 17, 2022. Meetings include bond project updates, review of project expenditure reports that detail how bond dollars are spent by school and project, review of the results of elective quarterly agreed-upon procedures conducted by the district's independent accountant to ensure bond funds are expended and accounted for properly, and additional bond program topics.

Members of the CBOC are required to live within Fresno Unified boundaries; be at least 18 years old; and not be a vendor, contractor, consultant, employee or official of the district. Each Board member has two appointments, and the Superintendent appoints the Chair. Current CBOC members are Brian Andritch, Venancio Gaona, Annaliese Herms, Clint Horwitz, Cal Johnson, Timothy Mudge, Jim Nau, Bruce O'Neal, Barbara Steck (Chair), and Pablo Villagrana. Currently, vacancies are available to be filled by Trustees Cazares (1), Islas (1 - pending), Slatik (2), and Thomas (1).

If you have questions or need assistance facilitating a CBOC nomination, please contact Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 01/07/22

Fresno Unified School District
Board Communication

BC OS-4

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

Date: January 07, 2022
Phone Number: 457-3134

Regarding: Ventura and 10th Business (South) Campus Building Improvements

The purpose of this communication is to provide the Board information regarding the ongoing project to improve the existing office buildings at the Ventura and 10th business campus site for use by district central office staff. The business campus includes 40,000 square feet of office space, built in the 1970s and included in the district's purchase of the 12.8-acre property "as is." In March 2021, the Board approved a \$5.5 million contract for improvements to two office buildings and site work including utilities, asphalt, and fencing. As was reported to the Board in an August 13, 2021 communication, during the hazardous materials demolition process, extensive termite and water damage was discovered along with compromised structural fire-rated corridors. These conditions could not have been known until the building envelope interior finishes were removed and inspected, similar to what might occur in an older home undergoing renovation. The total estimated additional cost to repair and replace affected framing, windows, building insulation, sheet rock and sheet metal, is approximately \$1.3 million.

Under the existing construction contract, the change order process provides authority to fund additional work up to 10% of the original contract amount (approximately \$550,000). To ensure completion of the most urgently needed building repairs, scopes of work were added to address the unknown/unforeseen conditions, and scopes of work that can be completed in the future under a separate contract were removed from the contract. The January 12, 2022 Board meeting agenda includes change orders reflecting \$667,427 in additional work related to piping, framing, finishes, and fire-rated corridors. To allow the additional work and cost, certain site improvements (irrigation, landscaping, concrete, grading and paving) were deducted from the contract resulting in a \$946,603 credit to the district. The remaining site work as originally planned will be included in a future contract to be bid separately and presented to the Board for approval in Spring 2022.

It is anticipated the Special Education and Prevention and Intervention Departments will move into the office buildings in late Summer/early Fall 2022. If you have questions or need further information, please contact Alex Belanger at 457-6126 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

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: Bryan Wells, Assistant Superintendent
Cabinet Approval: 

Date: January 07, 2022
Phone Number: 457-3805

Regarding: Camp Oakhurst's Costs Comparison

The purpose of this communication is to provide the Board information regarding the costs for Camp Oakhurst as compared to other camps. These camps are used for sixth grade and are traditionally overnight. The cost per student for all camps is listed below:

Destination	Cost per Participant (2 nights/3 days)
Green Meadows	\$250.00
Wonder Valley	\$241.00
Camp Mission Springs	\$230.00
Camp Oakhurst	\$224.00
Calvin Crest	\$220.00
Sierra Outdoor School	\$202.00
WOLF (Virtual)	\$50.00

The experience between all camps is similar: early rise, breakfast, outdoor classes/experiences, and lunch. After lunch, group activities, afternoon classes/leadership activities, and then open activity time. Following dinner, evening outdoor classes and group activities, in cabins around 9:00pm.

If you have any questions or require additional information, please contact Bryan Wells at 457-3805.

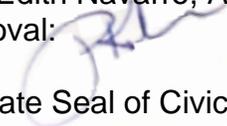
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

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: Edith Navarro, Administrator
Cabinet Approval: 

Date: January 07, 2022

Phone Number: 457-3748

Regarding: State Seal of Civic Engagement

The purpose of this communication is to provide the Board an update on Fresno Unified's professional development implementation and community partnerships as it relates to the State Seal of Civic Engagement.

In the Board Communication from November 05, 2021, SL-2, State Seal of Civic Engagement, an update was provided which outlined the actions and steps taken to promote civic learning with intentionality for Fresno graduates to earn the State Seal of Civic Engagement.

Staff professional learning (PL) was launched at the October 11, 2021, buyback. All high school and middle school social science teachers were invited to attend along with personal invitations to any teacher who attended the summer Civic Engagement Institute with the Civic Education Center. The result of this PL was the creation of an Advisory Team who are tasked with supporting the development of the Fresno Unified criteria as well as going through the process supporting students who will be applying for the State Seal in April of 2022. Professional learning for the Advisory Team is ongoing with plans to increase the number of teachers participating in professional learning during the 2022/23 school year.

Community partnerships have been present from the beginning, attending the launch and several meetings. In these meetings input is collected from our partners in various ways with intentionality focused on building student community relationships. In attendance are partners from the Civic Education Center, Fresno Metropolitan Flood Control District, Fresno Building Health Communities and the Fresno Business Council.

If you have any questions or require additional information, please contact Instructional Superintendent Carlos Castillo at 457- 3673

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22

Fresno Unified School District
Board Communication

BC Number T-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Tami Lundberg
Cabinet Approval: 

Date: January 7, 2022

Phone Number: 457-3868

Regarding: Eliminating Paper Processes

The purpose of this communication is to update the Board on digital workflows that have been created to replace or supplement paper processes.

Student Online Registration: Parents and guardians new to Fresno Unified now have the option to register students online. From Early Learning through grade 12, parents/guardians can enter all required student information, attach documents, provide language preferences, and create an online emergency card.

Staff New Hire Forms: Employees new to Fresno Unified can now provide all required information online, replacing the paper packets previously used.

Student Record Requests: Students that have graduated or left the district can now request transcripts online, replacing fax, mail, and in-person requests. In addition, records for students that are transferring into or out of the district will be transmitted online between districts beginning in the Spring of 2022.

Staff Benefit Enrollment: New hires are now able to make initial benefit selections online. Existing staff will be able to change benefit selections during Annual Enrollment in 2022.

Teacher/Parent Messaging: Teachers and parents/guardians are now able to communicate directly with each other through ATLAS. Parents/guardians can also send and receive ATLAS messages via text on a mobile phone. Messages can be translated between English, Spanish, and Hmong.

Electronic Forms and Digital Signatures: Adobe Sign has been rolled out across the district for the creation of electronic forms and secure digital signatures. Adobe Sign documents are in use by both school sites and departments.

For the items above, paper forms and manual processes are available to ensure availability where technology may be a barrier.

If you have any questions or require further information, please contact Tami Lundberg at 457-6104.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 01/07/22