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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – March 25, 2022

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson Superintendent Calendar Highlights

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog Elementary School Crossing Guards

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer

BFS-1 Kim Kelstrom School Services Weekly Update Report

BFS-2 Kim Kelstrom JHMB Financial Updates

OPERATIONAL SERVICES – Karin Temple, Chief Officer

OS-1 Amanda Harvey Nutrition Services Department Updates

OS-2 Karin Temple Use of Bus Wi-fi During School Closure

OS-3 Karin Temple Herrera Elementary School – Project Local Participation

SCHOOL LEADERSHIP – Kim Mecum, Chief Officer

SL-1 Bryan Wells Van Purchase for Student Engagement Travel/Support

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: March 25, 2022

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Substitute Teacher Buy Back Day Training
- Met with Executive Cabinet
- Attended the Fresno Unified Choir Festival
- Attended the Fresno County Superintendent's Advisory Committee Meeting
- Attended the Terronez Mural Dedication Event
- Site visit to Fresno High School
- Introduced Dr. Leece Lee-Oliver for the History Social Science Lecture on Women in Leadership

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



Date: 03/25/22

Fresno Unified School District
Board Communication

BC Number DS-1

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

Date: March 25, 2022

Phone Number: 457-3498

Regarding: Elementary School Crossing Guards

The purpose of this communication is to provide the Board an update around our efforts to secure additional school crossing guard resources. At the June 16, 2021, Board meeting, district staff brought a 5-year vendor contract forward from Safe 2 Schools that included training, equipment and a daily stipend for volunteer guards. The Board had dialogue and elected to approve a one-year contract for \$350,000. The Board asked staff to investigate the possibility of providing this service internally through noon-time assistants (NTA's) or consider other vendors that could extend the coverage of service to additional school sites.

NTA's are non-benefited 3.5-hour employees that traditionally work over the lunch period. Their current job description does not include crossing guard duties. Crossing guard duty currently provided by volunteers represents up to an hour in the morning beginning generally at 7:30 a.m. and up to an hour in the afternoon starting around 2:30 p.m. for a total of two hours daily. If this were to become a paid position, labor law requires an individual be paid a minimum of two hours when asked to report to work. Based on the morning assignment and then the late afternoon return, this represents a total of four hours.

Whether the duties are added to an existing NTA job description, or a four-hour crossing guard position is created, these individuals would qualify for benefits. Based on four hours, hourly rate of pay, health benefits multiplied by the number of crossing guard sites (68), the cost to take this service inhouse represents a minimum of \$2.2 million. Staff does not believe this to be a prudent investment.

In response, the safety department has been working with purchasing to execute a Request for Qualification to identify additional crossing guard vendors. Staff will bring a recommendation forward later this spring.

If you have questions, or require additional information, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/25/22

Fresno Unified School District
Board Communication

BC Number BFS-1

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

Date: March 25, 2022

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for March 18, 2022

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 March 18, 2022 is attached and includes the following articles:

- Understanding Course-Based Independent Study – March 14, 2022
- A First School Day Without Mask Mandates, Except in L.A., Where Teachers Union is in Talks – March 15, 2022
- U.S. Schools Are Flush With Cash, But Struggling To Spend it on Schedule – March 15, 2022

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: 03/25/22



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DATE: March 18, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Indoor School Mask Mandate Officially Lifted

This past Saturday, March 12, 2022, the California Department of Public Health's (CDPH) indoor mask mandate for schools officially expired, meaning this past week schools were permitted to conduct classes without students and staff needing to wear masks. However, there are still a number of local jurisdictions, including local educational agencies (LEAs), that have chosen to implement requirements beyond state guidance, including requiring indoor masking for schools and public accommodations.

With the state still requiring masks on public transit, a number of LEAs have been wondering if the mask mandate for school buses has also been lifted. Since the state considers school buses serving K-12 populations as a school setting, masking is no longer required by the state (local jurisdictions including LEAs can go beyond guidance); however, like masking for indoor school setting, the state still strongly recommends masking.

This means that CDPH is aligning itself with the following Center for Disease Control and Prevention (CDC) statement regarding masks for school transportation:

“CDC is exercising its enforcement discretion to not require that people wear masks on buses or vans operated by public or private school systems ... CDC plans to amend its Mask Order as soon as practicable to not require that people wear masks while outdoors on conveyances or while outdoors on the premises of transportation hubs, and to not require that people wear masks on buses or vans operated by public or private school systems.”

As a reminder, state requirements and recommendations on masking are subject to change, and local health agencies and/or LEAs may implement additional requirements beyond state and federal requirements, so it is important to ensure your LEA is in compliance with all local jurisdictions.

Assembly Education Committee

The Assembly Education Committee, chaired by Assemblymember Patrick O'Donnell (D-Long Beach), will hold its first hearing of the year to consider bills introduced in 2022 next Wednesday, March 23, 2022.

The committee is slated to hear 19 bills, including several with implications for LEAs. Some of the more consequential bills that will be considered include:

- Assembly Bill (AB) 1838 (Bauer-Kahan, D-Orinda) would, beginning January 1, 2024, require schools to send all notices, reports, statements, or records in a language other than English when the primary language is one of the two most commonly spoken languages by students enrolled in the school, is spoken by 15% or more of the students enrolled in the school, or is spoken by 15% or more of the residents in any county where the school district resides
- AB 2072 (Gabriel, D-Woodland Hills) would require, on or before November 1, 2024, county offices of education to coordinate agreements between school districts and charter schools within the county to develop a system for rapidly deploying qualified mental health professionals and other key school personnel employed by individual school districts and charter schools throughout the county to areas of the county that experienced a natural disaster or other traumatic event
- AB 2427 (Rubio, D-Baldwin Park) would reduce the minimum age that an Individualized Education Program needs to include appropriate measurable postsecondary goals and transition services needed to attain those goals from 16 to 14 years old
- AB 2573 (McCarty, D-Sacramento) would make changes regarding which credentialed employees can attain permanent employee status and deletes sections that differentiate employment practices for school districts with less than 250 average daily attendance
- AB 2058 (O'Donnell, D-Long Beach) would repeal the K12 Strong Workforce Program and reappropriate the \$150 million to the Career Technical Education Incentive Grant (CTEIG), which would increase the annual CTEIG allocation from \$300 million to \$450 million

If these bills are approved by the committee, they would all head to the Assembly Appropriations Committee, with the exception of AB 2072, which would need to also clear the Assembly Health Committee before going to the fiscal committee. We will let you know how these bills fare in next week's *Sacramento Update*.

Leilani Aguinaldo

Understanding Course-Based Independent Study

By Patti F. Herrera, EdD, and Wendi McCaskill
School Services of California Inc.'s *Fiscal Report*
March 14, 2022

Course-based independent study (CBIS) is one of two types of independent study programs local educational agencies (LEAs) are authorized to operate under California law to serve students in a nonclassroom-based setting and earn state funding. CBIS was established through the 2014 State Budget Act to be distinct from traditional independent study programs that LEAs used and continue to use to design and deliver remote or virtual educational options. Common questions we receive are: ***"How is CBIS different from traditional independent study"*** and ***"Is my independent study program a CBIS program?"***

How CBIS is Different From Traditional Independent Study

While there are some important nuances that differentiate CBIS programs from traditional independent study programs, there are two key differences that set them apart. The first is how they are initiated and the second is how the programs comply with instructional time and attendance requirements necessary to receive state funding.

Certification of Courses or Courses of Study

CBIS programs require additional upfront administrative work to deploy a successful program that can yield programmatic efficiencies through its duration for both teachers and administrators. In order to launch a CBIS program and in addition to adopting written policies that comply with independent study laws, local governing boards are required to annually certify through a resolution of the board that the courses or courses of study (e.g., for elementary grades) are equivalent in rigor, quality, and intellectual challenge to classroom-based courses or courses of study. Additionally, this board certification must also include:

- A statement that high school students participating in CBIS will have access to courses required for University of California admissions or high school graduation
- The duration of each course or course of study
- The number of equivalent daily instructional minutes for each school day
- The number of equivalent total/annual instructional minutes for each course or course of study
- The number of course credits for each course (for elementary grade levels other measures of academic accomplishment should be included)
- The plan to provide opportunities for live interaction and synchronous instruction by grade level as required by law

The certification of the course(s) or course(s) of study offered through CBIS is one of the key requirements that differentiate it from traditional independent study programs and is critical to claiming attendance for state funding purposes.

Generating Attendance

The other key element of CBIS programs that differs greatly from traditional independent study programs is how students generate attendance and funding for LEAs. This component is where local teachers and administrators can gain great efficiencies.

In that instructional time is accrued through students' enrollment in a course that has been certified by a governing board for time value, LEAs operating CBIS programs can focus on ensuring students generate attendance from which they can claim state funding. Under law, attendance in CBIS programs is generated for each school day a student is:

- Enrolled in at least a minimum day of board-certified courses as mentioned earlier or at least a minimum day of a combination of board-certified courses and in-person instruction or traditional independent study; and
- Demonstrating satisfactory educational progress, which is determined by the LEA and general supervising teacher in accordance with the prescribed performance metrics

Unlike traditional independent study, student work product(s) for students enrolled in CBIS do not generate instructional time and attendance and therefore do not determine state funding for LEAs. Thus, district and school administrators, as well as teachers, can focus their efforts (that would otherwise be focused on evaluating student work product) on providing academic and other supports to ensure students' academic progress and success—such as they would do in a classroom environment.

Student work product(s) must be maintained on file in the event of an audit to substantiate how a teacher/LEA determined their educational progress, but the added step of evaluating them for time value and attendance is eliminated in a CBIS program. This can be a significant administrative benefit to administrators, teachers, and LEAs.

Is My Program a CBIS Program?

LEAs who have heard us discuss CBIS at School Services of California Inc. (SSC) events have asked us if their independent study programs are CBIS programs since many of them meet most of the requirements established in law, such as standards-aligned content that are equivalent in rigor and quality to site-based instruction.

What's important to understand is that law recognizes CBIS programs and any claiming of attendance consistent with CBIS requirements only *if* local governing boards have certified courses or courses of study that meet the requirements noted earlier. Simply operating a program that contains elements of CBIS without this initial and annual certification is not sufficient to be legally recognized as a CBIS program and to be able to claim attendance and receive funding for students enrolled in it.

So, if your LEA is considering administering a CBIS program for the 2022-23 school year or subsequent school year, now would be a good time to start your planning and preparation.

In addition to the issues we have covered, there are important, more nuanced CBIS requirements, including instructional minutes, attendance, and audit requirements that SSC covered in the recently hosted Virtual

Learning Through Independent Study webinar. You can register to view the webinar on-demand and access the PowerPoint presentation and webinar materials [here](#).

Note: Despite the statewide mask mandate ending for public accommodations and schools, there are a number of communities that are continuing with the mask requirements, which is leading to some passionate debates.

A First School Day Without Mask Mandates, Except in L.A., Where Teachers Union Is in Talks

By Howard Blume and Melissa Gomez
Los Angeles Times
March 15, 2022

Across Los Angeles County and throughout California, students and teachers on Monday had the option to take their masks off in class or keep them on — and their decisions varied. A major exception was L.A. Unified, where a mask requirement remains in place and under negotiation with the teachers union.

For those with a choice, the end of mandates brought on a range of emotion and opinions — joy and relief, caution and uncertainty, or firm insistence on maintaining this most visible of safety measures.

It was largely masks-off for the young students at a Westside Catholic school and largely masks-on for students at Montebello High School. And it was masks-on for all in the state's two largest school systems, L.A. Unified and San Diego Unified, although San Diego students can go mask-free on April 4.

It's unclear what will happen at L.A. Unified, where Supt. Alberto Carvalho would like masks to be optional. Before his arrival, the Board of Education agreed to negotiate with the teachers union if it wanted to remove the requirement before the end of the school year. Negotiations began Friday and are scheduled to resume Wednesday. In the meantime, the union leadership is surveying members, a spokesperson said.

As with many pandemic issues, school masking evokes strong passions. A sizable number of L.A. Unified parents are frustrated — even livid — that L.A. Unified is not, in their view, “following the science” or “following the health department guidance.”

Health officials strongly recommend that students and school employees continue to wear masks, but the department also has removed the mandate — in line with policy at the state level. School districts are allowed to set their own policies — and health officials have defended L.A. Unified's continued mandate.

An early February poll of registered voters in Los Angeles indicated that most Los Angeles parents favored required masking, but at the time there was more serious illness in the community.

County education officials are not tracking masking policy among the county's 80 districts, but a spot check suggests that L.A. Unified is an outlier. Redondo Beach Unified is among many school systems to make masking optional.

Linda Hatakeyama left the choice to her son Jake, a senior at Redondo Union High School. He hates wearing a mask, especially while training and practicing for lacrosse, but had concerns about a teacher with a newborn.

Ultimately, Jake settled on wearing his mask near that teacher while not wearing it at other times. And he's looking forward to those other times ahead, including a senior trip to Disney California Adventure — something his older brother missed because of the pandemic.

“It is very exciting,” Hatakeyama said. “I’m super appreciative of every single activity that they are able to do, from grad night, to senior prom. All of it.”

Redondo Union senior Gisselle Frisby said most students in her classes wore masks, but only one of four teachers, which disappointed her. She felt that the teachers should set an example and follow the county recommendation.

Surgical mask on, Gisselle navigated campus on Monday with an increased level of distress, knowing that some students who showed up without masks also were unvaccinated. She intends to remain masked for the rest of the school year, out of concern for her well-being and because her dad has a medical condition.

She, too, is looking forward to senior celebrations: “I just really hope that things can stay as they are right now, with low COVID cases, and we can continue to have those events.”

Masking has roiled communities and politics around the nation.

“Here in Ohio,” one parent emailed, “once the mask mandate was dropped a few weeks ago almost everyone (~95%) stopped wearing a mask. The ratio has not changed since then.”

But parents elsewhere reported much higher rates of voluntary mask use.

Over two-thirds of the “top 500” districts are now mask-optional, according to the media company Burbio, which tracks the issue. Within the last week, masking became optional in Philadelphia, Buffalo and St. Louis. It became optional Monday in Chicago, Baltimore and Seattle.

And family decisions that played out across the nation have now reached California.

“My son did not wear a mask today, and he reported about 75% of the kids chose not to as well,” a parent tweeted from Diegueño Middle School in Encinitas in San Diego County.

“According to my children, about half of their classmates chose to unmask,” said Suverna Mistry, whose third-grader and fifth-grader were unmasked in the Newhall School District in Santa Clarita Valley. “Both of their teachers were unmasked as well.”

Parent Jonathan Zachreson, a local leader of parent efforts to reopen campuses more quickly, praised the Roseville Joint Union High School District, northeast of Sacramento, for moving quickly to make masks optional.

“My kids have been out of masks since Feb. 15,” he tweeted.

Parent Cynthia Rojas said it appeared to her as though about 80% of students and parents were unmasked at Saint Mark, a Catholic school in Venice that serves students in transitional kindergarten through 8th grade. Her daughter, first-grader Shaye Jardim, said three of 18 students in her class wore masks, and they told her why. One had a cold; the second thought students were too close to each other, and the third just didn't believe it was safe enough in general.

Not wearing a mask, "felt really fun because it felt like you were free," she said.

Her brother, Nicholas Jardim, said his teacher started the day in a mask but then unmasked later in the day. It was a lot easier to hear what she was saying after that, he said.

The scene was different as students streamed out of Montebello High School on Monday; the vast majority wore masks, even outside on an unseasonably hot day.

Sophomore Nicole Ferrer said that, over the entire day, she saw only about five classmates and one teacher who did not wear masks.

"I honestly don't care if other people don't wear them," Nicole said, but she'll keep wearing hers.

Senior Janyne Salgado, who lost family members to COVID-19, said she feels safer in a mask, "especially now that I've gotten used to it. It would feel weird not having it on."

Among her friends, she said, an argument broke out earlier in the day when one friend, who had previously been sick with COVID-19, insisted that another friend wear a mask.

"I understand — she's scared," Janyne said.

Times staff writer Luke Money contributed to this story.

Note: Many schools across the country are having a hard time spending their federal COVID-19 relief dollars due to a shortage of teachers, counselors, and tutors.

U.S. Schools Are Flush With Cash, But Struggling To Spend it on Schedule

By Matt Barnum
Chalkbeat.org
March 15, 2022

It seems like a balanced equation: Schools need a lot of help, but they also have record sums of federal money to spend.

If only it were that simple.

Across the country, schools are struggling to spend their COVID relief dollars as quickly as planned. Their efforts are running up against a national labor shortage and supply chain issues, which are making it difficult to do things like hire tutors or renovate dilapidated buildings.

“We’ve got money we’d like to spend if we can get the personnel to be able to do so,” said Avis Williams, superintendent of Selma City Schools in Alabama. “Not being able to get the social workers so we can truly address the trauma and the needs that our families have has caused us to go slower than I would have liked.”

When the consulting firm Education Resource Strategies recently surveyed officials in 21 large school districts, nearly all said they were behind on their plans for spending federal dollars.

Plenty of money is still being spent, and school leaders say the funds have been critical to helping students recover. But the delays could have important political and educational consequences.

To some Republican lawmakers, the slower spending is a sign that schools received too much federal relief, a concern that may have played a role in Congress’ decision to scale back President Joe Biden’s proposed education budget. And where schools are unable to hire or make the purchases they want to, kids are going without the support officials hoped would come from the \$190 billion in federal help.

“It’s been a case of ‘best laid plans,’” said Jonathan Travers, who works with school officials through ERS. “People moved forward with plans that presumed labor availability that wasn’t there, that presumed an ability to get additional hours from existing staff that they couldn’t get.”

Some schools just can’t find enough staff

Many school leaders wanted to help students recover from the pandemic by bringing on new people — especially tutors, school counselors, and teachers.

Finding them has been challenging.

In Jefferson County, Colorado, a suburban area outside Denver, chief financial officer Brenna Copeland says the district had wanted to hire family engagement liaisons to help schools work with parents. But officials realized they couldn’t fill many of the positions they had posted at the beginning of the year, much less hire more.

“There are so many vacancies in just the baseline wraparound support we’re trying to provide students already,” she said. “In the fall, we wanted to launch more things mid-year.”

The district also delayed a planned after-school tutoring program and wasn’t able to hire staff to provide extra support for students struggling in class.

Overall, Copeland said, the district will likely only spend 40% of what it initially budgeted for new federal funds for this year. The remainder will roll over into next year.

In Selma, Williams has run into the same problem. She wanted to hire 12 new part-time teachers to help students who are behind in reading; the district only found one. Williams also wanted to bring on up to five social workers, but she couldn’t find any.

“We need the personnel,” she said. “Despite our best efforts, we’re not able to fill them because of the workforce shortages that we’re seeing in our area.”

Some ambitious tutoring programs have also faced challenges getting enough tutors.

It's hard to solve those problems with temporary funding, both because it takes time to attract people into new fields and because large pay raises aren't sustainable.

Another option is to pay existing staff more to take on beefed-up summer or after school programs. Many schools have done that, but some have run into the reality that many teachers aren't interested in adding anything to their plates.

"People are tired, and it's difficult to find people at this point that are willing to trade whatever little precious time they have — with families and at home — for money," Mark Cannizzaro, president of New York City principals union, told Chalkbeat in February. This has led some schools in the city not to serve as many students as they would have liked in a tutoring program.

This school year has also been taxing on many teachers, which could again limit summer school offerings.

Schools have been hit by supply chain challenges and construction backlogs

Schools also planned to use the money to purchase physical things, like additional technology or upgraded ventilation systems. The problem is schools are not the only institutions facing shortages. When schools look to sign a construction contract or buy new laptops, they're encountering delays.

AASA, the school superintendents association, found that many of its leaders — over half in a survey — are worried that they won't be able to use the funds for building upgrades "due to supply chain issues, labor and material shortages, and the current timeline and pace of these projects."

Simply fixing school building windows to improve ventilation has been challenging, said Williams. "It's just taken way longer than we would have expected," she said.

Similar issues have cropped in school districts in Illinois, Michigan, North Carolina, and South Dakota.

"In my nearly 30-year career, I've never had an issue where we have money and can't adequately spend it," Grand Rapids superintendent Leadriane Roby said during a school board meeting. "Everybody's running into the same issue."

The slower-than-expected spending is a real challenge, but some have overstated the case, relying on an outdated federal portal to claim that only a tiny fraction of the money has been spent.

The spending difficulties also vary widely, and many districts got only modest amounts of federal money. Districts that got a lot — typically those that serve the highest concentration of students in poverty — may simply spread out their spending over more years than they initially expected. There's still time: schools have through September 2024 to budget the last pot of funds.

Some are hoping that the federal government will extend that deadline. AASA has asked the U.S. Department of Education to do so for building projects.

The politics of this are dicey. Republicans opposed earmarking so much funding for schools, and Democrats may be wary of acknowledging that the money will take years to spend.

Regardless, some leaders realize they'll have to reassess their plans and keep working to find the staffers they need.

“We are doing some hiring fairs and trying to be creative as far as how we are filling these positions that we have,” said Williams. “We’ve not given up yet.”

Fresno Unified School District
Board Communication

BC Number BFS-2

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



Date: March 25, 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 March 17, 2022 JHMB meeting.

The Second Quarter Health Fund Report for the 2021/22 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2021 through December 31, 2021. This report 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 \$2.3 million, an increase \$700,000, compared to the current approved budget surplus. 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: 03/25/22



Fresno Unified School District

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Principal
DATE: March 17, 2022
RE: Quarterly Health Fund Report for July 1, 2021 through December 31, 2021

Attached is the Quarterly Health Fund Report for the first two quarters 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 six 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 0.21% higher than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 0.13% 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>Second Quarter of 2021/22 Fiscal Year (Actual)</u>	<u>Budget (Projected Period)</u>
	<u>July 1, 2021 – December 31, 2021</u>	<u>July 1, 2021 – June 30, 2022</u>
Income ¹	\$98,892,699	\$196,526,440
Expenditures	\$94,124,101	\$194,907,736
Surplus / (Deficit)	\$4,768,597	\$1,618,704
Transfer of Reserves	\$0.00	\$0.00
Net Surplus / (Deficit)	\$4,768,597	\$1,618,704
Encumbered Reserves	\$91,313,246	\$94,081,597
Unencumbered Reserves	\$60,279,099	\$57,129,206
Total Reserves	\$151,592,345	\$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 - Dec-21	Tenthsly Cost per Active	Monthly Cost per Active	Difference from Budget ³	Jul-21 - Jun-22	Tenthsly Cost per Active	Monthly Cost per Active	Difference from Budget ³	Jul-21 - Jun-22	Tenthsly Cost per Active	Monthly Cost per Active
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Number of Employees	Employees	Dependents	Members		Employees	Dependents	Members		Employees	Dependents	Members
1. Actives	8,178	13,211	21,389		8,301	13,307	21,609		8,266	13,373	21,639
2. Retirees	5,528	3,131	8,659		5,542	3,147	8,689		5,571	3,248	8,819
3. Monthly Average	13,706	16,342	30,048		13,844	16,454	30,298		13,837	16,621	30,459
INCOME											
4. Employer Contributions ¹	\$66,702,498	\$1,631.33	\$1,359.44	-19.46%	\$169,086,468	\$2,036.86	\$1,697.38	0.57%	\$167,419,564	\$2,025.40	\$1,687.83
5. Employee Contributions	9,748,795	238.42	198.69	-2.51%	20,809,744	250.68	208.90	2.50%	20,215,866	244.57	203.81
6. Retiree Contributions	1,867,380	45.67	38.06	-8.46%	3,791,238	45.67	38.06	-8.46%	4,123,826	49.89	41.57
7. COBRA Contributions	210,489	5.15	4.29	-51.27%	427,344	5.15	4.29	-51.27%	873,194	10.56	8.80
8. Prescription Rebates	0	0.00	0.00	-100.00%	505,087	6.08	5.07	-4.33%	505,087	6.11	5.09
9. Insurance Revenue	86,969	2.13	1.77		86,969	1.05	0.87		0	0.00	0.00
10. Low Income Premium Subsidy	730,100	17.86	14.88	94.93%	1,108,691	13.36	11.13	45.80%	757,182	9.16	7.63
11. Other Income	61,130	1.50	1.25	-20.49%	140,344	1.69	1.41	-10.09%	155,437	1.88	1.57
12. Interest	20,039	0.49	0.41	-95.40%	222,239	2.68	2.23	-74.86%	880,250	10.65	8.87
13. Zelis Credit Rebates	0	0.00	0.00	-100.00%	52,230	0.63	0.52	-49.26%	102,490	1.24	1.03
14. Active Reserve Assessment	2,551	0.06	0.05	-99.48%	496,686	5.98	4.99	-49.96%	988,269	11.96	9.96
15. Retiree Reserve Assessment	683,522	16.72	13.93	173.48%	1,058,358	12.75	10.62	108.57%	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	0	0.00	0.00		0	0.00	0.00		0	0.00	0.00
18. Total Income	\$80,113,473	\$1,959.32	\$1,632.77	-17.59%	\$197,785,397	\$2,382.57	\$1,985.48	0.21%	\$196,526,440	\$2,377.53	\$1,981.27
EXPENSES											
Benefits											
19. Active Medical Claims	\$39,271,200	\$960.45	\$800.38	6.59%	\$78,299,473	\$943.22	\$786.01	4.67%	\$74,485,286	\$901.10	\$750.92
20. Retiree Medical Claims	10,927,881	267.26	222.72	-6.53%	22,184,863	267.24	222.70	-6.54%	23,635,238	285.93	236.28
21. Kaiser Health Plan	8,169,015	199.79	166.49	3.96%	16,919,379	203.82	169.85	6.05%	15,886,081	192.19	160.15
22. Active Prescription Drug	9,858,433	241.11	200.92	-19.38%	21,182,283	255.17	212.64	-14.68%	24,720,450	299.06	249.22
23. Retiree Prescription Drug	6,991,009	170.98	142.48	-8.41%	16,048,347	193.32	161.10	3.56%	15,431,060	186.68	155.57
24. ECWPP Premium	4,030,723	98.58	82.15	-2.68%	8,097,398	97.54	81.29	-3.70%	8,372,643	101.29	84.41
25. Prescription Drug Fee	276,887	6.77	5.64	-3.35%	551,438	6.64	5.54	-5.20%	579,187	7.01	5.84
26. Blue Cross PPO Fee	1,093,435	26.74	22.28	-8.63%	2,315,654	27.89	23.25	-4.69%	2,419,303	29.27	24.39
27. Delta Health Admin	1,482,321	36.25	30.21	-8.27%	3,089,576	37.22	31.01	-5.83%	3,266,850	39.52	32.93
28. Claremont EAP	271,606	6.64	5.54	50.43%	494,630	5.96	4.97	34.94%	365,006	4.42	3.68
29. Halcyon Mental Health	2,471,414	60.44	50.37	24.34%	4,941,633	59.53	49.61	22.46%	4,018,278	48.61	40.51
30. PhysMetrics	357,779	8.75	7.29	-16.48%	770,614	9.28	7.74	-11.39%	865,955	10.48	8.73
31. Standard Life Insurance	255,932	6.26	5.22	-8.65%	551,378	6.64	5.54	-4.13%	572,671	6.93	5.77
32. Delta Dental Claims	3,917,970	95.82	79.85	-11.17%	8,277,227	99.71	83.09	-7.57%	8,917,058	107.88	89.90
33. Delta Dental Admin Fees	225,283	5.51	4.59	-11.17%	475,941	5.73	4.78	-7.57%	512,731	6.20	5.17
34. Pacific Union Dental	291,303	7.12	5.94	3.08%	576,965	6.95	5.79	0.56%	571,322	6.91	5.76
35. MES Vision	745,939	18.24	15.20	26.02%	1,344,259	16.19	13.49	11.86%	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	889,269	21.75	18.12	-3.73%	1,921,067	23.14	19.28	2.44%	1,867,323	22.59	18.83
38. Community Medical Provider	691,510	16.91	14.09	52.21%	1,150,730	13.86	11.55	24.76%	918,440	11.11	9.26
39. WellPATH	129,017	3.16	2.63	-51.94%	400,343	4.82	4.02	-26.54%	542,652	6.56	5.47
40. Transfer out to OPEB	500,000	12.23	10.19	-49.46%	2,000,000	24.09	20.08	-4.33%	2,000,000	24.20	20.16
41. Transfer out to IBNR	0	0.00	0.00	-100.00%	1,284,185	15.47	12.89	-4.33%	1,284,185	15.54	12.95
42. ACA PCORI Fee	64,206	1.67	1.31	58.03%	64,206	0.77	0.64	-22.16%	82,138	0.99	0.83
43. Total Benefits, Premiums & Fees	\$92,912,135	\$2,272.34	\$1,893.62	-2.43%	\$192,941,589	\$2,324.22	\$1,936.85	-0.20%	\$192,510,497	\$2,328.94	\$1,940.79
Operating Expenses											
44. Salaries	\$360,135	\$8.81	\$7.34	42.74%	\$615,160	\$7.41	\$6.18	20.09%	\$510,051	\$6.17	\$5.14
45. Staff Benefits	149,419	3.65	3.05	15.96%	279,664	3.37	2.81	6.90%	260,489	3.15	2.63
46. Supplies	1,718	0.04	0.04	319.99%	2,132	0.03	0.02	156.68%	827	0.01	0.01
47. Auditor	0	0.00	0.00	-100.00%	21,234	0.26	0.21	-50.21%	42,467	0.51	0.43
48. Delta Fund Administrator Fees	132,667	3.24	2.70	16.45%	274,558	3.31	2.76	18.70%	230,312	2.79	2.32
49. MMA Consultant Fees	101,622	2.49	2.07	4.11%	200,286	2.41	2.01	1.07%	197,328	2.39	1.99
50. Claremont Partners: General	264,671	6.47	5.39	-11.20%	569,090	6.86	5.71	-5.96%	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%	52,686	0.63	0.53	-50.21%	105,372	1.27	1.06
53. KHK Law: Outside Counsel	23,970	0.59	0.49	-80.62%	250,000	3.01	2.51	-4.33%	250,000	3.02	2.52
54. JHMB Training / Education Expenses	4,674	0.11	0.10	25.00%	8,455	0.10	0.08	11.36%	7,560	0.09	0.08
55. Other Operating Expenses	170,473	4.17	3.47	84.68%	263,773	3.18	2.65	40.76%	186,601	2.26	1.88
56. Communications	2,617	0.06	0.05	44.80%	4,444	0.05	0.04	21.11%	3,654	0.04	0.04
57. Total Operating Expenses	\$1,211,967	\$29.64	\$24.70	2.21%	\$2,541,480	\$30.62	\$25.51	5.57%	\$2,397,239	\$29.00	\$24.17
58. Total Expenses	\$94,124,101	\$2,301.98	\$1,918.32	-2.37%	\$195,483,069	\$2,354.84	\$1,962.37	-0.13%	\$194,907,736	\$2,357.95	\$1,964.95
59. Surplus / (Deficit) ⁴	(\$14,010,628)	(\$342.66)	(\$285.55)	117.49%	\$2,302,329	\$27.73	\$23.11	98.84%	\$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)	(\$14,010,628)				\$2,302,329				\$1,618,704		
67. Transfer In from Reserves	\$0				\$0				\$0		
68. Adjusted Unencumbered Reserves	\$41,499,874				\$57,812,831				\$57,129,206		
69. Target Unencumbered Reserves ⁵	\$31,374,700				\$32,580,511				\$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	\$41,499,874				\$57,812,831				\$57,129,206		
75. Total Reserves	\$132,813,120				\$153,910,261				\$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.

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: March 25, 2022
Phone Number: 457-6278

Regarding: Nutrition Services Department Updates

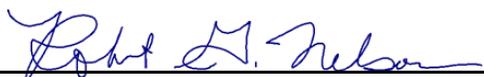
The purpose of this communication is to provide the Board an update regarding student nutrition services. In an October 08, 2021 communication the Board received information regarding supply challenges being experienced by the Nutrition Services Department, including food commodities and supplies such as meal trays. These impacts continue and limit the Department's ability to implement plans for improved quality, variety, and presentation of student meals. Suppliers expect shortages and disruptions to continue into the 2022/23 school year.

Despite these challenges, Nutrition Services is piloting implementation of a new meal service model at elementary schools. The "offer versus serve" (OVS) program provides variety in menu items and allows students to choose which fruits and vegetables they prefer instead of being required to take all items. OVS provides a more visually appealing meal environment for students, as menu options are presented in bulk rather than in packaged trays. Meal trays are increasingly difficult to procure and OVS helps mitigate this supply uncertainty by not using individual trays for cold food items. When available, compostable trays will be used which will allow staff to evaluate the feasibility of full transition to compostable. Other OVS benefits include increased autonomy for students, reduced food waste, and less need for plastic wrap.

Currently, Anthony, Forkner, Mayfair, and Muir are piloting OVS. The plan is to add one to two schools each week throughout the school year, with expansion to all elementary schools over summer and into the next school year. In addition, planning is underway for introduction of new menu items, increased promotion of the school breakfast program, and expanded opportunities for student feedback and partnership in nutrition services initiatives.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/25/22

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: Tami Lundberg, Chief Technology Officer,
and Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: March 25, 2022

Phone Number: 457-3134

Regarding: Use of Bus Wi-fi During School Closure

The purpose of this communication is to provide the Board information regarding the pilot program to use school bus wi-fi to allow students access to an internet connection during school closures due to the pandemic, as requested at the March 09, 2022 Board meeting. In the Spring of 2020, as the district was developing multiple strategies to augment access to wi-fi for remote instruction, a bus wi-fi program was piloted adjacent to Kirk Elementary School. The bus wi-fi capability was configured to enable a signal without the bus running, to allow students to gather near the bus and utilize the wi-fi. A shady location next to a grassy area was identified and two buses were parked from 8:00 a.m. - noon. A banner with the network name and phone number to call for technology assistance was on the bus. During the first six days of the program, two students took advantage of the wi-fi opportunity. Given the low participation, this was not deemed to be an effective approach to providing internet access.

If you have questions or need further information, please contact Tami Lundberg at 457-3868 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/25/22

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: Ann Loorz, Purchasing Executive Director
Cabinet Approval: 

Date: March 25, 2022

Phone Number: 457-3582

Regarding: Herrera Elementary School Project – Local Participation

The purpose of this communication is to provide the Board information regarding the percentage of subcontract employees working on the Herrera Elementary School project who are local residents, as requested at the February 16, 2022 Board meeting. All subcontractors on the project were requested to provide the district with employees' residential city and zip code and whether they live within Fresno Unified boundaries (addresses were not requested). To date, 26 of 30 subcontractors have responded, and staff is following up with the remaining vendors. For the 521 project employees represented, 30% live in the district and over 80% live in Fresno or the greater Fresno area (Clovis, Madera, etc.).

If you have questions or need further information, please contact Ann Loorz at 457-3582 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 03/25/22

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: March 25, 2022

Number: 559-457-3805

Regarding: Van Purchase for Student Engagement Travel/Support

The purpose of this communication is to provide the Board an update regarding the status of the Student Engagement van purchases.

In early 2021 the process began to order 15 eight-passenger vans. We were informed due to COVID-19 causing production difficulties, the vans would be delayed, and we would not receive by June 2021 as anticipated. During this waiting period on August 04, 2021, Downtown Ford of Sacramento, notified us that while we were still in the cue for vans, nothing was built at this time. On February 10, 2022, we were advised that the order was still pending scheduling. Not wanting to lose our place in the cue, the decision was made to stay in line for these vans and remain vigilant with our pursuit of these vehicles.

This week information was received that the first of the fifteen units is scheduled for production on April 18, 2022. The remainder of the vans should follow soon after.

If you have any questions or require additional information, please contact Bryan Wells at 559-457-3805.

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



Date: 03/25/22