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BOARD COMMUNICATIONS – APRIL 05, 2024

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, Ed.D. Superintendent Calendar Highlights

DEPUTY SUPERINTENDENT – Misty Her

DS-1 Amy Idsvoog Update on Safe 2 School Volunteer Crossing Guards

BUSINESS AND FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for March 21, 2024
BFS-2 Kim Kelstrom 2024/25 Proposed Strategic Budget Development Reassignment/Reduction of Positions
BFS-3 Kim Kelstrom Joint Health Management Board Financial Updates
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INSTRUCTIONAL DIVISION – Dr. Natasha Baker, Chief Academic Officer

ID-1 Marie Williams, Ed.D. Memorandum of Understanding and Agreement between Fresno Adult School and San Joaquin College of Law

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: April 05, 2024

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the Labor Management Partnership Meeting
- Attended Battelle for Kids, Urban District Cohort Convening
- Attending Tournament of Technology

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



Date: 04/05/24

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

Date: April 05, 2024

Phone Number: 457-3498

Cabinet Approval:



Regarding: Update on Safe 2 School Volunteer Crossing Guards

The purpose of this communication is to provide the Board with an update on Safe 2 School volunteering crossing guards and their support at school sites. Safe 2 School works with district school sites to recruit and train volunteer crossing guards. They also provide safety equipment including vests, STOP signs, cones, and weather gear while sites provide radios as needed. In addition, Safe 2 School recognizes the daily commitment of its volunteers with a special gift twice during the school year – one before the holidays, and another at the end of the school year.

Attached, you will find current data around the number of schools (#Sch) supported with a volunteer crossing guard, the number of volunteers (#Vol) and the number of crossing shifts (#Crossings) per month supporting morning, afternoon, and kindergarten dismissals. In comparison to February of 2023-24 we have 15 more schools supported by a volunteer crossing guard than we did the same time last February. We went from 73 volunteers last February to 144 this February and we have increased the number of crossing shifts by 1,754. Safe 2 School has helped establish high school student volunteer groups at Bullard and Sunnyside, where high school students are supporting crossings at their neighboring elementary school. Additionally, we have students from Edison and our alternative high schools who have been supporting crossings at Lincoln Elementary for the last two years.

While added bilingual staffing at Safe 2 School has helped in growing the number of sites supported, there has also been an increase in outreach and marketing at regional Safe Routes to School community meetings, commercials on local television channels, and flyers distributed through the District's communication tools -- Peachjar and ParentSquare. Safe 2 School staff partnered with the District and Toole Design, Inc. as part of our Safe Routes to School walk audit teams and helped gather community input at regional meetings. The organization has taken the initiative in establishing relationships with Fresno Police Department's Traffic Bureau to help report and expediate response on real-time traffic safety concerns surrounding Fresno Unified schools.

With ongoing conversations around volunteer crossing guards and their role in supporting pedestrian safety, the Safety and Security department plans to provide the Board with more frequent data updates.

Should you have any questions, please contact Amy Idsvoog at 457-3498.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/05/24

Safe 2 School Volunteer Crossing Data

| | 2021-22 | 2021-22 | 2021-22 | 2022-23 | 2022-23 | 2022-23 | 2023-24 | 2023-24 | 2023-24 |
|--------------|---------|---------|--------------|---------|---------|--------------|---------|---------|--------------|
| Month | # Sch | # Vol | # Crossing | # Sch | # Vol | # Crossing | # Sch | # Vol | # Crossing |
| July | 3 | 4 | 51 | 8 | 17 | 57 | | | |
| Aug | 21 | 58 | 1209 | 28 | 61 | 1091 | 32 | 77 | 1672 |
| Sept | 26 | 78 | 2198 | 25 | 63 | 1798 | 34 | 94 | 2898 |
| Oct | 27 | 87 | 2478 | 24 | 79 | 2047 | 36 | 113 | 3540 |
| Nov | 26 | 75 | 1916 | 23 | 77 | 1799 | 39 | 115 | 2837 |
| Dec | 27 | 78 | 1476 | 25 | 76 | 1555 | 39 | 95 | 1946 |
| Jan | 27 | 72 | 1514 | 28 | 75 | 2004 | 37 | 113 | 3336 |
| Feb | 28 | 76 | 1947 | 27 | 73 | 2076 | 42 | 144 | 3830 |
| March | 27 | 82 | 2443 | 30 | 91 | 2629 | | | |
| Apr | 28 | 71 | 1558 | 32 | 87 | 1692 | | | |
| May | 28 | 84 | 2390 | 34 | 82 | 2597 | | | |
| June | 21 | 54 | 1611 | 26 | 66 | 1384 | | | |
| TOTAL | | | 20791 | | | 20729 | | | 20059 |

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, Chief Executive

Cabinet Approval:



Date: April 05, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for March 21, 2024

The purpose of this board communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. 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 Updates for March 21, 2024 are attached and include the following articles:

- Early Action Budget Agreement Reached – March 20, 2024
- Gavin Newsom, Lawmakers Agree to Early Budget Action – But They Don't Have a Clear Plan – March 20, 2024
- Tougher Oversight, More Transparency: Report Recommends Sweeping Changes to California Charter School Laws to Prevent Future Abuses – March 20, 2024

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/05/24



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DATE: March 21, 2024

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

The big news out of Sacramento this week is that legislative leaders and Governor Gavin Newsom announced an agreement on early budget action, which includes budget solutions worth \$12-\$18 billion to address the State Budget shortfall. We provide more information on that agreement in our *Fiscal Report* article below, entitled "Early Action Budget Agreement Reached."

Also, this week the Assembly and Senate Education Committees held their first hearings of the year to consider 2024 bills prior to leaving for their spring recess. Additionally, the Legislature fast-tracked a bill to provide an extension for financial aid applications due to the issues students and their families are having with completing the new Free Application for Federal Student Aid (FAFSA) application. We provide more information on the hearings and that bill below.

Assembly and Senate Education Committees

On Wednesday morning the Senate Education Committee, chaired by Senator Josh Newman (D-Fullerton), heard and approved 17 measures, including the following significant bills that would impact local educational agencies (LEAs):

- Senate Bill (SB) 897 (Newman) would extend the District of Choice (DOC) program in perpetuity, change the limits on the annual and total number of students transferring from their districts of residence over time, and prevent DOCs from discriminating based on various student characteristics in their communication and admission processes
 - Current law would sunset the DOC program on July 1, 2028
- SB 954 (Menjivar, D-San Fernando Valley) would require all public high schools to make condoms available to students by the start of the 2025-26 school year and would require schools to provide information to students on the availability of condoms
 - A substantially similar measure was vetoed by Governor Newsom last year citing cost implications

- SB 956 (Cortese, D-San Jose) would extend in perpetuity the authority of a school district to utilize design-build contracts for specified public works projects, awarding the contract to either the low bid or the best value
 - Current law would sunset this authority on January 1, 2025
- SB 997 (Portantino, D-Burbank) would require middle and high schools to stock and distribute fentanyl test strips, in addition to authorizing LEAs to develop and adopt a policy that allows pupils in middle schools and high schools to carry federally approved naloxone hydrochloride
- SB 1429 (Ochoa Bogh, R-Yucaipa) would add snowstorms to the list of specified emergency situations for which the average daily attendance of LEAs used for state funding purposes is held harmless

With the exception of SB 954 and SB 997, the above bills will now go to the Senate Appropriations Committee, which means they have met the April 26 deadline for fiscal bills to clear first house policy committee. SB 954 and SB 997 still need to clear the Senate Health Committee before meeting this deadline.

The Assembly Education Committee, chaired by Assemblymember Al Muratsuchi (D-Torrance), met Wednesday afternoon where they heard and approved 30 measures, including the following significant bills that would impact LEAs:

- Assembly Bill (AB) 1913 (Addis, D-Morro Bay) would require LEAs and state special schools to include child abuse prevention in the existing annual mandated reporter training requirement for teachers
- AB 1915 (Arambula, D-Fresno) would establish a voluntary training program for high school students in how to administer naloxone hydrochloride during an opioid overdose, would require the California Department of Public Health to develop the training and resource materials, and would require schools that elect to stock naloxone hydrochloride to place it in specified locations
- AB 1917 (Muratsuchi) would require each member of the governing board of an LEA to receive training in K-12 public education governance laws at least once every four years
- AB 2173 (Addis) would state that the term “emotional disturbance,” as defined in the federal Individuals with Disabilities Education Act may also be known as “emotional disability” under state law
- AB 2273 (Holden, D-Pasadena) would establish the California Pilot Paid Internship Program and appropriate \$12 million for the California Department of Education to provide grants to LEAs to support paid internships for students in grade 12
- AB 2565 (McCarty, D-Sacramento) would require an LEA that undertakes a project to build a new school facility or building, or to renovate, repair, modernize, or otherwise alter an existing school facility or building for any purpose to install interior locks on each door in that school facility or building

With the exception of AB 1913 and AB 1915, the above bills will now go to the Assembly Appropriations Committee, which means they have met the April 26 deadline for fiscal bills to clear first house policy committee. AB 1913 and AB 1915 still need to clear one more policy committee before meeting this deadline.

Financial Aid Bill

This morning, the Senate approved AB 1887 (Cervantes, D-Riverside) by a vote of 37-0, which will now send the measure to the Governor's desk for his consideration.

AB 1887 would extend the deadline for financial aid programs administered by the Student Aid Commission by one month from April 2, 2024, to May 2, 2024. AB 1887 is in response to those students who are receiving error messages when they try to fill out their FAFSA because their parents do not have Social Security numbers. The delay will allow them more time to apply for state grants and loans that require FAFSA submittal.

Due to the FAFSA issue and the impending April 2 deadline for many of the state's financial aid programs, the Legislature fast-tracked this measure with the Assembly approving it on Monday and the Senate approving it today. It is expected that Governor Newsom will sign this bill into law very shortly.

Spring Recess Next Week (No Update)

The Legislature began its spring recess after adjourning today and will not return to Sacramento until Monday, April 1, 2024.

With the Legislature off next week, we will also take a break from the *Sacramento Update*. This means that unless there is breaking news, we will return to our regular *Sacramento Update* production schedule for the week ending April 5, 2024.

Leilani Aguinaldo

Early Action Budget Agreement Reached

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
March 20, 2024

Governor Gavin Newsom, Senate President pro Tempore Mike McGuire (D-North Coast), and Assembly Speaker Robert Rivas (D-Salinas) [announced](#) today that they have reached an early action deal on budget solutions worth \$12-\$18 billion to address the State Budget shortfall. The announcement was not accompanied with any specific details about the deal that was reached, so we will have to wait until further information comes out to analyze the full impact of the agreement on K-14 education.

Late last week, Senate Leader McGuire and Senate Budget & Fiscal Review Committee Chair Scott Wiener (D-San Francisco) released the [Senate Early Action Budget Plan](#) (Plan). McGuire and Wiener estimate that their proposed Plan would reduce the estimated \$38-\$53 billion budget shortfall by over \$17 billion through a mix of program reductions and other solutions, including the adoption of Governor Newsom's proposed use of the rainy day fund.

The only K-14 related provisions of the Plan are to approve the Governor's proposal to reduce the School Facility Program by \$500 million and to approve the Governor's proposal to delay \$550 million for the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program (both funded outside the Proposition 98 guarantee). The Senate's Plan did not directly propose any reductions or deferrals for K-14 education, but includes the "premise that the Proposition 98 funding levels are at the constitutional minimum in both 2022-23 and 2023-24 fiscal years. Otherwise, the shortfall figures grow by around \$15 billion." That said, the document states that they are looking to provide "school funding certainty."

Since the Legislature leaves for spring recess upon adjournment tomorrow, March 21, 2024, legislators will not take action on the agreement until they return in April. It is also important to note that this early action package is just step one of the 2024-25 State Budget process, and its goal is to immediately reduce the shortfall to a more manageable level leading up to the June 15 budget deadline for the Legislature to approve a State Budget.

We will provide more information when we have details of the agreement in a subsequent article. Stay tuned.

Note: While the Governor and legislative leaders announced that they have reached an agreement to address some of the State Budget gap through early action, it sounds like the specific details still need to be worked out.

Gavin Newsom, Lawmakers Agree to Early Budget Action — But They Don't Have a Clear Plan

By Lindsey Holden and Andrew Sheeler
The Sacramento Bee
March 20, 2024

California Gov. Gavin Newsom and legislative leaders announced Wednesday they had reached an agreement to take early budget action to help curb the state's projected deficit — but the actual outlines of proposed fixes remain unclear.

The governor, Assembly Speaker Robert Rivas, D-Hollister, and Senate President Pro Tem Mike McGuire, D-Healdsburg, said in a news release they are planning on \$12 billion to \$18 billion in budget "solutions" to address the shortfall.

Newsom spokesman Alex Stack said the leaders agreed they need to "address the budget deficit through early action." But there is not currently a deal to make that happen.

The news comes after Newsom visited the Capitol throughout the week to meet with Rivas and McGuire, which he told reporters was related to early budget action.

"Despite the uncertainty due to the federal tax deadline delay last year, historic reserves and fiscal responsibility will assure a balanced budget that meets California's needs," Newsom said in a statement.

The announcement was light on details about what fixes are being implemented to address a deficit, which the nonpartisan Legislative Analyst's Office has warned could be as high as \$73 billion.

However, Senate Democrats last week unveiled a plan that they say would shave \$17 billion off the deficit and calls for Newsom to spend more than \$12 billion in Rainy Day Fund reserves.

"The deficit is serious and it's grown by billions since January, which is why we must move with speed to shrink the shortfall immediately. The quicker we make tough decisions, the better prepared we'll be to continue our work on a comprehensive budget to protect our progress," McGuire said in a statement Wednesday. "It's been an all-hands-on-deck approach."

In the same statement, Rivas said that he hoped the initial budget package would be completed by early April. But, he added, "the Assembly's budget work continues, including more than two dozen budget and oversight hearings scheduled next month. There are tough choices on the horizon, which is why our process is so critical."

The budget announcement was greeted with criticism by Senate Republicans.

Sen. Roger Niello, R-Fair Oaks, who vice-chairs the Senate Budget and Fiscal Review Committee, blasted Newsom and legislative leaders for their "unilateral decision-making happening behind closed doors."

“The fact remains that the state is facing a major deficit that has continued to grow, and this process should be open, transparent, and deliberative,” he said.

Note: A new report recommends more than two dozen legislative and policy changes to address weaknesses in California’s charter school laws that have been highlighted by recent cases of charter fraud and abuse.

Tougher Oversight, More Transparency: Report Recommends Sweeping Changes to California Charter School Laws to Prevent Future Abuses

The report represents perhaps the largest set of potential solutions to address multiple cases of charter school fraud and abuse in recent years

By Kristen Taketa
The San Diego Union-Tribune
March 20, 2024

A sweeping new report recommends more than two dozen legislative and policy changes to address weaknesses in California’s charter school laws that have been highlighted by recent cases of charter fraud and abuse.

The report, which was developed by the Legislative Analyst’s Office and the state’s education fiscal auditing agency, represents perhaps the largest set of recommendations for changes to charter school laws and regulations since the A3 charter fraud scandal five years ago.

In that fraud case — the largest in California’s recent history — charter operators manipulated student attendance records and funding to bilk the state of \$400 million in public school dollars.

In addition to A3, there have been other cases over the years where charter school operators acted with conflicts of interest, spent public school dollars in questionable ways, manipulated summer attendance record-keeping to gain more funding and engaged in other controversial practices, prompting calls for reforms.

Some legislators have tried, unsuccessfully, to curb some of those practices amid charter opposition. Some of the recommendations in the legislative analyst report echo those proposed in previous failed legislation.

Some expect that this report, for which multiple key charter school leaders were interviewed, may help build consensus around potential changes.

“I would expect no one is too surprised or has strong disagreement with the issues,” said deputy legislative analyst Edgar Cabral in an interview. “How to address the issues and how to fix them, I think, is where there’s a lot more variation.”

The report focuses on improving the two main safeguards that California law puts in place to hold charter schools accountable: audits and charter authorizers, education agencies that are required to conduct ongoing oversight of charters.

The report also homes in on one category of schools: so-called nonclassroom-based charters, schools where more than 20 percent of instructional time happens off-campus. That category encompasses a variety of

school models, from online schools to home school charters to hybrid charters that combine in-person support and independent study. Multiple charter school networks that have been found to have engaged in improper activity, including A3, were nonclassroom-based.

About a quarter of all California charter schools are considered nonclassroom-based, representing about 38 percent of charter school students, according to the report.

Multiple charter school leaders commended the report's analysis and said they agree with several recommendations. But some said they disagree with a few, including suggestions to reduce state funding for virtual charter schools and limit how many charter school students a school district can authorize based on the district's enrollment.

"The report by the Legislative Analyst Office did a fair and objective job of describing the current state of nonclassroom-based charter schools and their importance to California's public education system," the California Charter Schools Association said in a statement. The group said it needs more information about some recommendations for audits, authorizers and charter funding levels before officially assessing the report.

The association and other charter school leaders said they are also awaiting another report that will come from a state controller's task force about improving charter school audits. That report is expected to be completed by the end of June. A statewide organization for charter school authorizers is also expected to publish its own report about improving charter authorizing within weeks.

Legislative analysts said their recommendations are only suggested starting points for changes, and there is room for flexibility in implementing them.

"Our report is just one beginning step in the process of the state making changes, so getting more input from everybody ... we expect that," Cabral said.

Here are some of the main problems the Legislative Analyst's Office identified, and the office's proposed solutions.

Charter school authorizers

The problems:

Every charter school must get approval from an authorizer — in California, most often a school district — in order to open. The authorizer is then in charge of conducting regular oversight to make sure the charter is complying with state laws.

But oversight quality and capacity varies greatly among the hundreds of school districts that authorize charters. State law prescribes few oversight requirements. And there are few consequences for authorizers who fail to conduct proper oversight.

"The way that the system is structured, it does make oversight equality ... challenging because we have so many individual districts involved," Cabral said.

And several authorizers of nonclassroom-based charter schools are small school districts overseeing multiple charters that serve many more students than their own schools do, the report notes — so they may lack the

expertise and staff needed to conduct oversight of so many schools. Just 14 small school districts authorize schools that enroll more than a third of the state’s nonclassroom-based charter attendance, the Legislative Analyst’s Office found.

Authorizers can collect a fee of up to 1 percent from their charters to pay for oversight costs — but the report says that’s often not enough.

Also, even though every charter school is supposed to be an independent entity, several nonclassroom-based charters are part of statewide networks of schools that share similar contracts with third-party entities, similar school program structures and even the same teachers.

But authorizers are only responsible for their own individual charter school — meaning they aren’t looking at the bigger picture of how the larger network is spending money.

“Nobody’s looking at all of their spending at the same time,” said fiscal and policy analyst Michael Alferes, who wrote the report.

The recommendations:

The legislative analyst says the state should increase oversight requirements for authorizers, such as by requiring regular reviews of charter spending, enrollment and attendance throughout the year. The report recommends that authorizers also be required to attend regular trainings on these topics and be allowed to collect an up to 3 percent fee for oversight costs, rather than 1 percent.

The state could require that authorizers who fail to fulfill their oversight duties transfer those duties to the county office of education, the report suggests. County offices of education are independent government agencies that provide oversight and support to school districts and charters in their boundaries, and the report argues that makes them well-positioned to serve as authorizers.

“We think the county offices in general have more capacity and are just better suited to authorize,” Cabral said.

The report recommends capping nonclassroom-based charter attendance for each school district at no more than the district’s own attendance; if such charter attendance does exceed that cap, the state could require the district to transfer the charter’s authorization to a county office.

Several charter school leaders said they agree with increasing authorizer requirements but disagree with the enrollment cap, saying they know of small school districts that do a good job overseeing charters.

The report also suggests establishing a separate authorizer just for all online charter schools, or else requiring districts to conduct oversight along with a new agency that has expertise in virtual schools.

School audits

The problems:

The state sets fewer audit requirements for charter schools than it does for school districts. For example, state rules don’t set “materiality levels” for charters — thresholds for inconsistencies in records that would produce an audit finding and flag a lack of compliance — even though it requires them for districts.

Charter school audits have allowed school employees to choose which data samples their auditors can review, which prosecutors said is what happened in the A3 case.

Charter school audits are not required to scrutinize enrollment and attendance records in depth, so they may not catch improper attendance accounting practices — for example, manipulating attendance across multiple calendar tracks to get more state funding, as A3 and other charters have done.

What’s more, the state does not require auditors of schools to have any education-specific audit training, and it does not vet school auditors beyond making sure they have an active license.

The recommendations:

The report says state law should clearly require charter schools to undergo the same audit process as school districts, require auditors to choose their own samples and set materiality levels for charter school audits for attendance data.

It also recommends the state require detailed audit reporting of student enrollment and attendance by month, calendar track and type of school program. It suggests audits should detail any enrollment and attendance changes of more than 5 percent during a single month.

Finally, the report calls for requiring auditors to get 24 hours of training about financial reporting and compliance testing for schools, charters and nonclassroom-based charters every two years.

Transparency of third-party entities

The problems:

Some charter schools have close ties with outside, third-party organizations that are technically separate entities but collect large sums of money from the schools — much of it out of public view — and sometimes exert significant control over them.

Some charter schools pay significant percentages of their revenue directly to outside organizations to provide software, back-office services, enrichment or other aspects of their operations.

Such arrangements often obscure exactly how public school dollars are spent, because these third-party entities don’t consider themselves subject to transparency laws as charter schools and charter management organizations are. The relationships have also raised questions about charter schools’ independence.

“In our conversations with various individuals involved in state education issues, many expressed concerns with a lack of transparency about some charter school operations,” the report said. “In particular, individuals often expressed concerns about third-party organizations that can have significant control over the charter school’s operations and could stand to benefit financially.”

These ties with outside organizations create concerns about potential conflicts of interest, the report said. For example, people associated with the third-party organizations could be sitting on the board of the school the organization contracts with.

“The conflicts of interest prevalent in these situations can raise questions about whether funds are being used properly for the benefit of students,” the report said.

The recommendations:

The report recommends requiring more disclosures and transparency from such third-party organizations. In particular, it recommends that charter school audits list their 25 largest payments or asset transfers to outside entities or people, as well as all payments and transfers that total more than \$50,000.

The legislative analyst also says charter school audits should include procedures to find out if the school has a relationship with an outside entity that holds a financial or controlling interest, such as a charter management organization.

If the auditor finds that relationship is significant, the entity should be held to the disclosure rules of the Financial Accounting Standards Board, the report says.

Funding for nonclassroom-based charters

The problems:

For decades, California has had spending rules that nonclassroom-based charter schools have to meet in order to be granted the full per-student funding that classroom-based schools and districts get.

The idea was to prevent nonclassroom-based charters from profiteering by collecting full funding, spending only a portion of it with a lower-cost virtual school model and then pocketing the rest.

The spending rules say that these schools must spend at least 40 percent of their annual revenue on certificated instructional staff, and they must spend 80 percent on instruction and related services. Nonclassroom-based charters must also keep a student-to-teacher ratio of 25-to-1.

Every few years, each nonclassroom-based charter applies for full funding from the state through a funding determination process, which is when the state checks to see that the charter is meeting these spending rules.

Almost all of the state's more than 300 nonclassroom-based charters receive full funding.

The report found that funding determinations are not effective at preventing charter fraud. "The process may be manipulated and does not contain the checks and balances that would otherwise prevent profiteering," the report says.

The report notes that the process analyzes a charter's spending for only one year one out of as many as four, so the process doesn't ensure that charters are following spending rules every year.

Also, charter schools that are part of a larger network don't have to undergo funding determinations at the same time, and because they only have to present one year of spending details, the state may never see the whole picture of a charter network's spending.

Charter leaders have also long had concerns with the funding determination process, largely because they say the nonclassroom-based definition — having more than 20 percent of instructional time happen outside of a classroom setting — is inaccurate and too broad. Most charters classified as nonclassroom-based are actually not virtual at all, or are primarily classroom-based, the report found.

That broad definition has financial consequences for some nonclassroom-based charters. State law prohibits nonclassroom-based charters from accessing certain grant funding, including facility funding. That puts financial strain on, for example, hybrid charters that teach students in a classroom or resource center as many as four days a week, charter leaders say. Also, charters can only count a portion of their facility costs toward the 80 percent instructional spending requirement.

Nonclassroom-based charters also have difficulty meeting the spending rules when they want to avoid spending all their revenue in one year, such as if they're building up savings or if they received a grant one year that they want to spend over multiple years. The state allows exceptions for such cases, but it grants those charters full funding for a shorter period of time.

The recommendations:

The report makes more than a dozen recommendations to change the funding determination process.

Among them, it recommends narrowing the nonclassroom-based definition so it excludes charter schools where at least half of the instruction happens in-person. It also says schools should be allowed to count costs for instructional facilities as an instruction expense, in order to meet its 80 percent spending requirement.

Charters should be required to provide spending information for every year since their last funding determination, the report says.

It also says charter schools that operate as a network should undergo the funding determination at the same time, so the state can see the entire network's spending practices.

The report even suggests an alternative to the funding determination process entirely, whereby nonclassroom-based charters — under a suggested narrower definition — would automatically receive less per-student funding than classroom-based schools, say 85 percent. Or the state could make a sliding scale based on what percentage of instruction happens in-person.

Jeff Rice, director of a statewide organization for personalized learning schools called APLUS+ that includes many nonclassroom-based charters, took issue with this recommendation. He and other charter leaders have said nonclassroom-based charters don't necessarily have lower costs than classroom-based schools.

Rice also said students shouldn't be penalized for choosing a nonclassroom-based charter by having their school get less funding from the state for their education than classroom-based schools.

"We are of the opinion that policies should never be established to discriminate against certain groups of students," Rice said. "All students should be equally valued by the state and funded at the same level."

The report also recommends that all costs of facilities for in-person instruction be allowed to count toward the 80 percent instructional spending requirement, and that unspent one-time funds be automatically excluded from the requirement.

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, Chief Executive
Cabinet Approval:



Date: April 05, 2024

Phone Number: 457-3907



Regarding: 2024/25 Proposed Strategic Budget Development Reassignment/Reduction of Positions

The purpose of this board communication is to provide the Board the 2024/25 proposed reassignments and reductions planned for 2024/25 Adopted Budget.

The attached report provides a summary and additional detail for positions that are proposed for reassignment or budget reduction. For positions that are currently filled, the employee will be placed in an equivalent position if available. If there is no equivalent position available, another position will be offered, and staff will be able to maintain their benefits for 2024/25.

The summary of reassignments and budget reductions are as follows:

- Budget reductions represents 53.0 FTE (35.7 FTE vacant)
- Farber consolidation represents 11.0 FTE (4.0 FTE vacant)
- Non-classroom teachers to be reassigned for class size reduction 55.0 FTE

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/05/24

Fresno Unified School District
Reduction/Reassignment Positions for FY 2024/25
(Updated 4/05/24)

| Net Change | Filled | Vacant | Total FTE | Total Cost |
|--------------|----------------|----------------|-----------------|-----------------------|
| Classified | (14.75) | (17.50) | (32.25) | (\$3,425,881) |
| Certificated | (48.60) | (15.20) | (63.80) | (\$1,904,185) |
| Management | (6.00) | (17.00) | (23.00) | (\$4,749,989) |
| Total | (69.35) | (49.70) | (119.05) | (\$10,080,054) |

Excludes FTE on duty day changes section, not technically reduction of FTE

2024/2025 FTE Reductions of Filled Positions

| Job Name | Department | Fte Change | Total Cost | Type |
|-------------------------------|---|----------------|----------------------|--------------|
| Teacher, Senior High | Edison High School | (0.20) | (\$29,445) | Certificated |
| Teacher, Senior High | Fresno High School | (0.20) | (\$29,445) | Certificated |
| Teacher, Senior High | Sunnyside High School | (0.20) | (\$29,445) | Certificated |
| Assistant, Resrce Cnslg | Prevention & Intervention | (3.00) | (\$230,377) | Classified |
| Nutrition Services Operator | Cambridge | (0.88) | (\$63,367) | Classified |
| Nutrition Services Operator | JE Young Independent Study | (0.88) | (\$63,367) | Classified |
| Specialist, Chd Wel & Attn II | Homeless | (1.00) | (\$87,435) | Classified |
| Specialist, Customer Services | Curriculum/Instruction | (1.00) | (\$116,518) | Classified |
| Technician, Program | State & Federal Programs | (2.00) | (\$209,993) | Classified |
| Counselor, School | Prevention & Intervention | (1.00) | (\$175,080) | Management |
| Manager III, General | School Leadership | (1.00) | (\$226,137) | Management |
| Analyst I | Instructional Division - Academic Office | (1.00) | (\$115,040) | Management |
| Manager II, General | Curriculum/Instruction | (1.00) | (\$228,734) | Management |
| Teacher, Vocational Education | African American Academic Acceleration (A4) | (1.00) | (\$145,177) | Certificated |
| Secretary, Administrative I | Health Safety and Emergency Services | (1.00) | (\$111,870) | Classified |
| Teacher, Spec Assign | Chief Academic Office | (1.00) | (\$158,961) | Certificated |
| Teacher, Spec Assign | Summer School Administration | (1.00) | (\$158,961) | Certificated |
| Grand Total | | (17.35) | (\$2,179,353) | |

2024/2025 FTE Reductions of Vacant Positions

| Job Name | Department | Fte Change | Total Cost | Type |
|---------------------------------|--|----------------|----------------------|--------------|
| Assistant, Office I | Nutrition Services | (1.00) | (\$81,251) | Classified |
| Specialist, Data II | Human Resources | (1.00) | (\$116,107) | Classified |
| Secretary, Administrative II | Data & Psychometrics | (1.00) | (\$120,744) | Classified |
| Secretary, Administrative II | Labor Relations | (1.00) | (\$129,706) | Classified |
| Specialist, Customer Services | Learner Support | (1.00) | (\$103,633) | Classified |
| Specialist, Information System | Analysis, Measurement & Accountability | (1.00) | (\$174,985) | Classified |
| Specialist, Prevnt & Intervn | Homeless | (1.00) | (\$102,293) | Classified |
| Specialist, Prevnt & Intervn | Men's/Women's Alliance | (0.50) | (\$51,147) | Classified |
| Specialist, Tech Support I | Learner Support | (1.00) | (\$116,037) | Classified |
| Technician, Budget I | Instructional Division - Academic Office | (1.00) | (\$106,673) | Classified |
| Technician, Help Desk Support | Learner Support | (1.00) | (\$111,397) | Classified |
| Technician, Libr Media-HS | Alternative Education | (1.00) | (\$77,380) | Classified |
| Technician, Program | Analysis, Measurement & Accountability | (1.00) | (\$104,996) | Classified |
| Translator, Material Hmong | Translation and Interpretation Services | (2.00) | (\$207,188) | Classified |
| Administrative Analyst | Data & Psychometrics | (2.00) | (\$446,193) | Management |
| Clinical School Social Worker | Prevention & Intervention | (1.00) | (\$170,329) | Management |
| Coordinator I, Human Resources | Human Resources | (1.00) | (\$172,047) | Management |
| Director, Instructional Supp | Curriculum/Instruction | (1.00) | (\$241,309) | Management |
| Manager I (General) | Classified Development | (1.00) | (\$218,178) | Management |
| Manager II, General | Health Safety and Emergency Services | (1.00) | (\$222,380) | Management |
| Superintendent, Assistant | Data & Psychometrics | (1.00) | (\$282,645) | Management |
| Counselor, School | Alternative Education | (1.00) | (\$173,889) | Management |
| Administrator, General | Superintendent | (1.00) | (\$253,995) | Management |
| Manager II, Regional Instruct | Special Education | (4.00) | (\$739,491) | Management |
| Analyst II, Accounting/Payroll | Payroll | (1.00) | (\$192,170) | Classified |
| Emp Service Center Specialist | Payroll | (1.00) | (\$116,010) | Classified |
| Teacher, Spec Assign | Extracurricular & Co-curricular | (4.00) | (\$635,843) | Certificated |
| Teacher, Spec Assign | Summer School Administration | (1.00) | (\$158,961) | Certificated |
| Teacher, Spec Assign, St Ac Dir | Alternative Education | (0.20) | (\$31,120) | Certificated |
| Grand Total | | (35.70) | (\$5,658,098) | |

2024/2025 Farber Reorganization of Filled Positions

| Job Name | Department | Fte Change | Total Cost | Type |
|--------------------------------|----------------------------|---------------|--------------------|------------|
| Assistant, Office I | JE Young Independent Study | (1.00) | (\$81,251) | Classified |
| Manager, School Office Middle | Cambridge | (1.00) | (\$103,617) | Classified |
| Manager, School Office Middle | JE Young eLearn Academy | (1.00) | (\$103,617) | Classified |
| Registrar | Cambridge | (1.00) | (\$89,633) | Classified |
| Registrar | JE Young Independent Study | (1.00) | (\$112,897) | Classified |
| Advisor, Guidance and Learning | Cambridge | (1.00) | (\$167,323) | Management |
| Principal III | JE Young Independent Study | (1.00) | (\$225,161) | Management |
| Grand Total | | (7.00) | (\$883,498) | |

2024/2025 Farber Reorganization of Vacant Positions

| Job Name | Department | Fte Change | Total Cost | Type |
|-------------------------------|----------------------------|---------------|--------------------|------------|
| Assistant, Attendance Records | JE Young Independent Study | (1.00) | (\$97,442) | Classified |
| Principal III | Cambridge | (1.00) | (\$225,161) | Management |
| Principal IV | Elearn | (1.00) | (\$235,159) | Management |
| Vice Principal II | Elearn | (1.00) | (\$201,610) | Management |
| Grand Total | | (4.00) | (\$759,372) | |

2024/2025 Duty Day Reductions

| Job Name | Department | Fte Change | Total Cost | Type |
|--------------------------------|--|---------------|--------------------|--------------|
| Teacher, Spec Assign | Instructional Division - Academic Office | (3.09) | (\$526,826) | Certificated |
| Manager II, Social Emot Supp | Prevention & Intervention | (1.00) | (\$30,127) | Management |
| Specialist, Chd Wel & Attnd II | Prevention & Intervention | (1.00) | (\$21,390) | Classified |
| Specialist, Chd Wel & Attnd II | Prevention & Intervention | (1.00) | (\$21,390) | Classified |
| Grand Total | | (6.09) | (\$599,733) | |

2024/2025 Non-Classroom Teacher Reassignments for Class Size Reduction

| Job Name | Department | Fte Change | Type |
|---------------------------------|--|----------------|--------------|
| Coach, Literacy | Curriculum & Instruction | (13.00) | Certificated |
| Coach, Literacy | Preschool Office | (2.00) | Certificated |
| Coach, Literacy | Special Ed | (3.00) | Certificated |
| Coach, Literacy | Teacher Development | (11.00) | Certificated |
| Teacher, Spec Assign | African American Student Academic Accelaration | (1.00) | Certificated |
| Teacher, Spec Assign | Career Education | (2.00) | Certificated |
| Teacher, Spec Assign | Multi-Lingual/Multi-Cultural | (3.00) | Certificated |
| Teacher, Spec Assign | Preschool Office | (1.00) | Certificated |
| Teacher, Spec Assign | DPI | (1.00) | Certificated |
| Teacher, Spec Assign | Special Ed | (6.00) | Certificated |
| Teacher, Spec Assign | Teacher Development | (4.00) | Certificated |
| Specialist, Climate and Culture | DPI | (8.00) | Certificated |
| Grand Total | | (55.00) | |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|------------------------------------|-----------------|------------------------------------|--|--|--------|------------------------|--------------|-----------|------------------|
| Nutrition Services | Paul Idsvoog | Reduction of Cambridge NS Operator | Staffing for meal service at Farber Campus | F008 - Nutrition Services Operator | -0.875 | (63,474.73) | (63,474.73) | | 0.875 FTE Filled |
| Nutrition Services | Paul Idsvoog | Reduction of JE Young NS Operator | Staffing for meal service at Farber Campus | F008 - Nutrition Services Operator | -0.875 | (63,474.73) | (63,474.73) | | 0.875 FTE Filled |
| Nutrition Services | Paul Idsvoog | Budget Reduction | Lack of work at grade G20 level. | W056 - Assistant, Office I | -1 | (84,816.26) | (84,816.26) | | 1.0 FTE Vacant' |
| Information Technology | Tami Lundberg | Budget Reduction | Pause Expansion of FLATS Center | W176 - Specialist, Tech Support I | -1 | (108,504.63) | (108,504.63) | | 1.0 FTE Filled |
| Information Technology | Tami Lundberg | Budget Reduction | Pause Expansion of FLATS Center | W146 - Technician, Help Desk Support | -1 | (104,787.87) | (104,787.87) | | 1.0 FTE Vacant |
| Information Technology | Tami Lundberg | Budget Reduction | Pause Expansion of FLATS Center | W174 - Representative, Customer Services | -1 | (94,838.60) | (94,838.60) | | 1.0 FTE Vacant |
| Chief Academic Office | Natasha Baker | Budget Reduction | Reduce Budget Technician to comply with district reductions. This will require a redistribution of work from three Budget Technicians to two Budget Technicians to serve CAO Office, School Leadership, and Curriculum and Instruction | W190 - Technician, Budget I | -1 | (102,681.84) | (102,681.84) | | 1.0 FTE Vacant |
| Chief Academic Office | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate Teacher on Special Assignment that works with CIPL and IT as part of the PLI team | T083 - Teacher, Spec Assgn | -1 | (168,537.30) | (168,537.30) | | 1.0 FTE Filled |
| School Site Data and Psychometrics | Natasha Baker | Budget Reduction | Eliminate vacant Administrative Secretary II position for School Site Data and Psychometrics and add Secretary II to report to Director in Chief Academic Office | W162 - Secretary, Administrative II | -1 | (115,179.38) | (115,179.38) | | 1.0 FTE Vacant |
| School Site Data and Psychometrics | Natasha Baker | Budget Reduction | Eliminate Assistant Superintendent, School Site Data and Psychometrics and add 2.0 Executive Officer to report to Analysis, Measurement, and Accountability, and Diversity Equity and Inclusion | E159 - Superintendent, Assistant | -1 | (266,313.05) | (266,313.05) | | 1.0 FTE Vacant |
| School Site Data and Psychometrics | Natasha Baker | Budget Reduction | Eliminate 2.0 Administrative Analyst, School Site Data and Psychometrics | E015 - Administrative Analyst | -2 | (421,250.12) | (421,250.12) | | 2.0 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus | E148 - Principal IV | -1 | (235,158.86) | (235,158.86) | | 1.0 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus | E147 - Principal III | -1 | (225,160.96) | (225,160.96) | | 1.0 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus | E147 - Principal III | -1 | (225,160.96) | (225,160.96) | | 1.0 FTE Filled |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|-----------------------|-----------------|------------------------------------|---|---------------------------------------|--------|------------------------|--------------|-----------|------------------|
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | E190 - Vice Principal II | -1 | (191,902.87) | (191,902.87) | | 1.0 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | E044 - Advisor, Guidance and Learning | -1 | (167,322.97) | (167,322.97) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W011 - Assistant, Attendance Records | -1 | (77,244.68) | (77,244.68) | | 1.0 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W056 - Assistant, Office I | -1 | (84,816.26) | (84,816.26) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Non Classroom Teacher Reassignment | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | T084 - Teacher, Spec Assgn, St Ac Dir | -0.2 | (31,119.75) | (31,119.75) | | 0.2 FTE Vacant |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W142 - Manager, School Office Middle | -1 | (100,384.57) | (100,384.57) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W142 - Manager, School Office Middle | -1 | (100,384.57) | (100,384.57) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W157 - Registrar | -1 | (89,275.30) | (89,275.30) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | W157 - Registrar | -1 | (106,619.18) | (106,619.18) | | 1.0 FTE Filled |
| Alternative Education | Natasha Baker | Budget Reduction | Streamline services for staff and students from JE Young, Cambridge, and eLearn as they transition to the new Farber campus Vacant | E060 - Counselor, School | -1 | (166,346.22) | (166,346.22) | | 1.0 FTE Vacant |
| Chief Academic Office | Natasha Baker | Budget Reduction | Streamline services for Instructional Division - Eliminate 1.0 Analyst I Heidi Illic to be split funded | E196 - Analyst I | -0.514 | (84,120.19) | (84,120.19) | | 0.514 FTE Filled |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|------------------------------|-----------------|--|---|--|-------|------------------------|--------------|----------------|---|
| Curriculum & Instruction | Natasha Baker | Budget Reduction | Streamline services for Instructional Division - Eliminate 1.0 Analyst I Heidi Illic to be split funded | E196 - Analyst I | -0.49 | (80,192.40) | (80,192.40) | | 0.49 FTE Filled |
| Instructional Division | Natasha Baker | Decrease number of duty for TSAs to make all 185 | Decrease number of duty for TSAs to make all 185 See separate worksheet tab (TSA Detail) | T083 - Teacher, Spec Assgn | 0 | (490,441.63) | (490,441.63) | | No FTE Reduction, Duty Day Reduction Only |
| Curriculum & Instruction | Natasha Baker | Budget Reduction | Reduce Director position in CIPL to comply with district reductions. This is an unfilled position, therefore will have no-impact. Vacant | E070 - Director, Instructional Supp | -1 | (230,841.41) | (230,841.41) | | 1.0 FTE Vacant |
| Curriculum & Instruction | Natasha Baker | Budget Reduction | Reduce Manager II position to comply with district reductions. Currently unfilled position, therefore will have minimal impact. Vacant - previously filled by Leslie Bass | E211 - Manager II, General | -1 | (195,214.20) | (195,214.20) | | 1.0 FTE Filled |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reduce down coach position in Teacher Development - currently not in our department although funded through our department, therefore there will be minimal impact on CIPL. | T003 - Coach, Literacy | -9 | (1,356,762.81) | | (1,356,762.81) | 9.0 FTE Filled (Pending Grant Confirmation) |
| Curriculum & Instruction | Natasha Baker | Budget Reduction | Reduce down Customer Service Rep for E Street | W174 - Representative, Customer Services | -0.5 | (47,419.30) | (47,419.30) | | 0.5 FTE Filled |
| Curriculum & Instruction | Natasha Baker | Budget Reduction | Reduce down Customer Service Rep for E Street | W174 - Representative, Customer Services | -0.5 | (47,419.30) | (47,419.30) | | 0.5 FTE Filled |
| School Leadership - 0617 | Natasha Baker | Budget Reduction | Consolide support to CSI and ATSI sites | E223 - Manager III, General | -1 | (217,722.77) | (217,722.77) | | 1.0 FTE Filled |
| Alternative Education - 0619 | Natasha Baker | Staffing | 1 Library Tech Positions Vacant | W206 - Technician, Libr Media-HS | -1 | (72,827.95) | (72,827.95) | | 1.0 FTE Vacant |
| Teacher Development | Marie Williams | Non Classroom Teacher Reassignment | New Teacher Support -Reduce Coach FTE to comply with district reduction. Reduction would eliminate the Induction model and support for 623 New Teachers. FUSD would lose their Accreditation to "Clear Credential" teachers. Teachers would be responsible for clearing their credential through FCSS and would cost each teacher \$7,000 out of pocket to clear their credential. Teacher Development would no longer support Interns/PIPs/STSPs/new sped teachers | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Teacher Development | Marie Williams | Non Classroom Teacher Reassignment | New Teacher Support -Reduce Coach FTE to comply with district reduction. Reduction would eliminate the Induction model and support for 623 New Teachers. FUSD would lose their Accreditation to "Clear Credential" teachers. Teachers would be responsible for clearing their credential through FCSS and would cost each teacher \$7,000 out of pocket to clear their credential. Teacher Development would no longer support Interns/PIPs/STSPs/new sped teachers | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|----------------------------|-----------------|------------------------------------|---|---|-----|------------------------|--------------|--------------|--------------------------------|
| Teacher Development | Marie Williams | Non Classroom Teacher Reassignment | New Teacher Support -Reduce Coach FTE to comply with district reduction. Reduction would eliminate the Induction model and support for 623 New Teachers. FUSD would lose their Accreditation to "Clear Credential" teachers. Teachers would be responsible for clearing their credential through FCSS and would cost each teacher \$7,000 out of pocket to clear their credential. Teacher Development would no longer support Interns/PIPs/STSPs/new sped teachers | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Teacher Development | Marie Williams | Non Classroom Teacher Reassignment | New Teacher Support -Reduce Coach FTE to comply with district reduction. Reduction would eliminate the Induction model and support for 623 New Teachers. FUSD would lose their Accreditation to "Clear Credential" teachers. Teachers would be responsible for clearing their credential through FCSS and would cost each teacher \$7,000 out of pocket to clear their credential. Teacher Development would no longer support Interns/PIPs/STSPs/new sped teachers | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Teacher Development | Marie Williams | Non Classroom Teacher Reassignment | Eliminate National Board TSA. This is a retention program to extend teacher leaders and can be completed on their own. They can receive grant funding to complete it. | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Career Technical Education | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate 1.0FTE Teacher on Special Assignment position specific to IdeaFest | T083 - Teacher, Spec Assgn | -2 | (350,232.00) | | (175,115.89) | 1.0 FTE Filled, 1.0 FTE Vacant |
| English Learner Services | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate vacant position - streamline / reassign services Vacant | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Vacant |
| English Learner Services | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate vacant position - streamline / reassign services Vacant | T083 - Teacher, Spec Assgn | -3 | (476,882.28) | | (476,882.28) | 1.0 FTE Filled, 2.0 FTE Vacant |
| Early Learning | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate vacant position - streamline / reassign services Vacant | T003 - Coach, Literacy | -2 | (482,764.39) | | (482,764.39) | 2.0 FTE Vacant |
| Special Education | Natasha Baker | Budget Reduction | Eliminate 4.0 Regional Instructional Managers from Unit 6500 | E156 - Manager II, Regional Instruct | -4 | (739,490.78) | (739,490.78) | | 4.0 FTE Vacant |
| Human Resources | David Chavez | Budget Reduction | Reduce Manager I to comply with district reductions. Position is currently vacant and will not be posted. Work will be distributed amongst other staff | E258 - Manager I (General) | -1 | (207,008.03) | (207,008.03) | | 1.0 FTE Vacant |
| Human Resources | David Chavez | Budget Reduction | Reduce Coordinator I to comply with district reductions. My E278 Coordinator I is not coming up so using the E274 position listed in the system. | E274 - Coordinator I, Extended Learning | -1 | (155,808.80) | (155,808.80) | | 1.0 FTE Vacant |
| Human Resources | David Chavez | Budget Reduction | Reduce Administrative Secretary II to comply with district reductions. My C007 Administrative Secretary II is not coming up so using the C008 position listed in the system for a rough estimate. Savings will be slightly lower than calculated since the C008 is a higher position. | C008 - Secretary, Administrative III | -1 | (137,102.10) | (137,102.10) | | 1.0 FTE Vacant |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|---|-----------------|------------------------------------|---|--|------|------------------------|--------------|-----------|----------------|
| Human Resources | David Chavez | Budget Reduction | Updated original reduction of Secretary II | W173 - HR Data Specialist II | -1 | (98,591.38) | (98,591.38) | | 1.0 FTE Vacant |
| Translation and Interpretation Services | Nikki Henry | Budget Reduction | Reducing Material Translator- Hmong to provide advance translation/interpreter IEP support | W082 - Translator, Material Hmong | -2 | (198,057.33) | (198,057.33) | | 2.0 FTE Vacant |
| Analysis Measurement & Accountability | Misty Her | | Reduce Program Technician | W210 - Technician, Program | -1 | (100,269.06) | (100,269.06) | | 1.0 FTE Vacant |
| Analysis Measurement & Accountability | Misty Her | | Reduce Information System Specialist | W003 | -1 | (171,290.76) | (171,290.76) | | 1.0 FTE Vacant |
| African American Academic Acceleration | Carlos Castillo | Non Classroom Teacher Reassignment | Reduce Teacher, Spec Assgn to comply with district reductions. This will require a decrease from 40 to 30 sites served. Increase % of student enrollment and program attendance. Increase % of family participation throughout program. Increase domain % with the easyCBM assessments and strengthen students foundational literacy skills. | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | (158,960.76) | | 1.0 FTE Vacant |
| African American Academic Acceleration | Carlos Castillo | Budget Reduction | Reduce Teacher, Vocational Education to comply with district reductions. This will require site funding. Improvement in student course grades, attendance, and behaviors. Increase % of parent/guardian engagements. | T089 - Teacher, Vocational Education | -1 | (140,163.48) | (140,163.48) | | 1.0 FTE Filled |
| DPI | Carlos Castillo | Budget Reduction | Reduce 3.0 FTE positions to comply with district reductions. Eliminate middle school RCA positions- Only three middle schools have a DPI RCA allocated to them. Since the original allocation, we have implemented the Tier II Intervention Specialists (IS). The 3 middle schools were allocated a Tier II IS, however, the RCAs were never re-allocated. | W018 - Assistant, Resrcr Cnslg | -3 | (208,174.77) | (208,174.77) | | 3.0 FTE Filled |
| DPI | Carlos Castillo | Budget Reduction | Reduce 0.5 FTE vacant Prevention & Intervention Specialist to comply with district reduction. This will require a redistribution of responsibilities to other staff and reducing the number of student job applications accepted/processed. Team will explore opportunities to streamline process. | W216 - Specialist, Pevrn & Intervn | -0.5 | (48,568.24) | (48,568.24) | | 0.5 FTE Vacant |
| DPI | Carlos Castillo | Budget Reduction | Reduce 1.0 FTE RLE counselor to comply with reductions. RLE counseling position was originally designed to address cultural barriers for Hmong families experiencing crisis related to mental health. Since the origination of this position, we now have Clinical School Social Workers who are equipped and trained to provide mental health services to students including all student populations. The Clinical School Social Worker team reflects our diverse community, including 7 Southeast Asian CSSW. | E060 - Counselor, School | -1 | (166,346.22) | (168,892.22) | | 1.0 FTE Filled |
| DPI | Carlos Castillo | Budget Reduction | Reduce 1.0 SDO CWAS II FTE. Restructure DPI Attendance staff to focus on specialized support for populations experiencing increased risk of chronic absenteeism. Move Zukia Smith to vacant CWAS II position under attendance (line 7) that will be reduced to SDO. She is already SDO. | W165 - Specialist, Chd Wel & Attnnd II | -1 | (82,906.06) | (82,906.06) | | 1.0 FTE Filled |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|-----------------|-----------------|------------------------------------|---|--|------|------------------------|--------------|--------------|-------------------------------|
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign 3.0 FTE Climate and Culture Specialist to the classroom. Reduction of Tier 1 (SEL, RP, PBIS) services at 5 sites includes coaching, implementation support, professional learning, modeling and classroom/behavior management supports for teachers, leaders, classified staff and Climate and Culture Team. | T093 - Specialist, Climate and Culture | -3 | (470,007.10) | | (470,007.10) | 3.0 FTE Filled |
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign 1.0 FTE TSA. Reduction of this TSA will result in High School Counselors taking the lead on youth court, elementary counselors leading peer mediator training at their sites and potentially at other sites. Facilitation of LBGTQ+ Training will require DEI team to support and assist. | T083 - Teacher, Spec Assgn | -1 | (148,179.00) | | (148,179.00) | 1.0 FTE Filled |
| DPI | Carlos Castillo | Budget Reduction | Convert vacant 1.0 FTE Prevention & Intervention Specialist (G32) to a Secretary 1 (G27) position. There is a need for more clerical support that better fits the Sec 1 job description. Salary savings of \$9,408 to go towards 7% reduction. Connected to line 12 below | W216 - Specialist, Prevn & Intervn | -1 | (97,136.48) | (97,136.48) | | 1.0 FTE Vacant |
| DPI | Carlos Castillo | Budget Reduction | Reduce .8 FTE that goes towards 4 high schools RJ courses (.2 FTE at each site). Sites can utilize site funding to continue to offer the course. DPI can still continue to help with implementation. | T079 - Teacher, Senior High | -0.6 | (111,815.88) | (111,815.88) | | 0.6 FTE Filled (Extra Period) |
| DPI | Carlos Castillo | Budget Reduction | Reduce 1.0 FTE Clinical School Social Worker to comply with reductions. eLearn was originally allocated 3 FTE CSSW for 5,000 enrollment. 23-24 enrollment is 950. Reduction this position eliminates the possibility of reallocating this FTE to another high needs site or increasing Mental Health supports for a specialty or elementary school. | E231 - Clinical School Social Worker | -1 | (161,354.56) | (161,354.56) | | 1.0 FTE Vacant |
| Payroll | Patrick Jensen | Budget Reduction | Reduce Payroll Analyst II - to comply with district reductions. Auditing of all employee's placement, years of service, units, and leave accruals will no longer be handled within Payroll. Redistribute annual reporting of J-90 and State Controller to other staff. | E199 - Analyst II, Accounting/Payroll | -1 | (174,544.32) | (174,544.32) | | 1.0 FTE Vacant |
| Payroll | Patrick Jensen | Budget Reduction | Reduce Employee Service Specialist - to comply with district reductions. Data entry of new hires, promotions, and correction of audited employees will have to be distributed to the other four specialists. | W248 - Emp Service Center Specialist | -1 | (106,218.40) | (106,218.40) | | 1.0 FTE Vacant |
| State & Federal | Patrick Jensen | Budget Reduction | Reduction of Program Technician to comply with district reductions. This will require a redistribution of site budget and compliance review of all schools from three program technicians to one, decreasing the ability to support sites with their SPSA budget and compliance requirements. | W210 - Technician, Program | -1 | (100,269.06) | (100,269.06) | | 1.0 FTE Filled |
| State & Federal | Patrick Jensen | Budget Reduction | Reduction of Program Technician to comply with district reductions. This will require a redistribution of site budget and compliance review of all schools from three program technicians to one, decreasing the ability to support sites with their SPSA budget and compliance requirements. | W210 - Technician, Program | -1 | (100,269.06) | (100,269.06) | | 1.0 FTE Filled |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|---------------------------------|-----------------|------------------------------------|---|------------------------------------|------|------------------------|--------------|--------------|---|
| Emergency Response | Misty Her | Budget Reduction | Have gone without the position for several months, we will redirect workload around Safe Routes to School, access control and camera investigation support. | E211 - Manager II, General | -1 | (207,381.47) | (207,381.47) | | 1.0 FTE Vacant |
| Emergency Response | Misty Her | Budget Reduction | Safety/Security and Emergency Response could be supported by one Admin Secretary I vs. each department having their own. Currently both positions are filled and would require bumping/layoff process | C006 - Secretary, Administrative I | -1 | (111,188.56) | (111,188.56) | | 1.0 FTE Filled |
| Board | Ambra O'Connor | Budget Reduction | Eliminate Administrator, General vacant position to comply with district reductions. Chief of Staff will absorb | E195 - Administrator, General | -1 | (242,875.78) | (242,875.78) | | 1.0 FTE Vacant |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Curriculum & Instruction | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled (Pending Grant Confirmation) |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Extracurricular & Co-curricular | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -4 | (350,231.77) | | (350,231.77) | 4.0 FTE Vacant |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (169,521.41) | | (169,521.41) | 1.0 FTE Filled |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (169,521.41) | | (169,521.41) | 1.0 FTE Filled |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (169,521.41) | | (169,521.41) | 1.0 FTE Filled |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (169,521.41) | | (169,521.41) | 1.0 FTE Vacant |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (148,179.00) | | (148,179.00) | 1.0 FTE Filled |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (148,179.00) | | (148,179.00) | 1.0 FTE Filled |
| Summer School Administration | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -0.2 | (148,179.00) | | (148,179.00) | 0.1 FTE Filled, 0.1 FTE Vacant |
| Summer School Administration | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -0.6 | (148,179.00) | | (148,179.00) | 0.3 FTE Filled, 0.3 FTE Vacant |
| Summer School Administration | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1.2 | (148,179.00) | | (148,179.00) | 0.6 FTE Filled, 0.6 FTE Vacant |

Fresno Unified School District
 FTE Reduction/Reassignment Details for 2024/25
 As of 03/27/2024

| Department Name | Cabinet Manager | Description of Objective | Description and Expected Outcomes | Job Code - Description (drop down) | FTE | Total Cost (auto calc) | Approved | TSA/Coach | Filled/Vacant |
|---------------------|-----------------|------------------------------------|--|--|------|------------------------|----------|--------------|----------------|
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T093 - Specialist, Climate and Culture | -1 | (156,669.03) | | (156,669.03) | 1.0 FTE Filled |
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T093 - Specialist, Climate and Culture | -1 | (156,669.03) | | (156,669.03) | 1.0 FTE Filled |
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T093 - Specialist, Climate and Culture | -1 | (156,669.03) | | (156,669.03) | 1.0 FTE Filled |
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T093 - Specialist, Climate and Culture | -1 | (156,669.03) | | (156,669.03) | 1.0 FTE Vacant |
| DPI | Carlos Castillo | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T093 - Specialist, Climate and Culture | -1 | (156,669.03) | | (156,669.03) | 1.0 FTE Vacant |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (148,179.00) | | (148,179.00) | 1.0 FTE Filled |
| Teacher Development | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (169,521.41) | | (169,521.41) | 1.0 FTE Filled |
| Early Learning | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate vacant position - streamline / reassign services Vacant | T083 - Teacher, Spec Assgn | -0.3 | (482,764.39) | | (482,764.39) | 0.7 FTE Vacant |
| Early Learning | Natasha Baker | Non Classroom Teacher Reassignment | Eliminate vacant position - streamline / reassign services Vacant | T083 - Teacher, Spec Assgn | -0.7 | (482,764.39) | | (482,764.39) | 0.3 FTE Vacant |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T083 - Teacher, Spec Assgn | -1 | (158,960.76) | | (158,960.76) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |
| Special Education | Natasha Baker | Non Classroom Teacher Reassignment | Reassign TSA for Class Size Reduction | T003 - Coach, Literacy | -1 | (150,751.42) | | (150,751.42) | 1.0 FTE Filled |

Total FTE Reduction -124.054

Fresno Unified School District
Board Communication

BC Number BFS-3

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



Date: April 05, 2024

Phone Number: 457-3907



Regarding: Joint Health Management Board Financial Updates

The purpose of this board communication is to provide the Board the financial updates reported at the March 21, 2024, meeting of the Joint Health Management Board (JHMB).

The Second Quarter Health Fund Report for the 2023/24 fiscal year provides a review of actual JHMB income and expenditures from July 01, 2023 through December 31, 2023. It also provides projected income and expenditures for the entire fiscal year 2023/24 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.

For 2023/24, the report further shows a projected year-end surplus of \$26.9 million, an increase compared to the current approved budget of \$800,000.

If you have any questions pertaining to the information in this communication, or require additional information, please contact either Kim Kelstrom at 457-3907 or Patrick Jensen at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/05/24

MEMORANDUM

TO: Joint Health Management Board – Employee Unit Representatives
FROM: Giovanni Pacheco, Principal
DATE: March 21, 2024
RE: Quarterly Health Fund Report for July 1, 2023 through December 31, 2023

Attached is the Quarterly Health Fund Report for the first two quarters of the 2023/24 fiscal year for the JHMB. This report provides a review of Income and Expenditures compared to Budget for the 2023/24 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 surplus of \$14,073,037 compared to the budget surplus of \$26,957,748 for the fiscal year. Plan income is projected to be 0.09% lower than the annual budgeted amount per Active for the full fiscal year, while plan expenses are expected to be 0.53% above budget on a per capita basis at the end of the year. The attached exhibit provides detailed information and is summarized in the table below.

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

| | <u>Second Quarter of 2023/24 Fiscal Year (Actual)</u> | <u>Budget (Projected Period)</u> |
|-------------------------|--|--|
| | <u>July 1, 2023 – December 31, 2023</u> | <u>July 1, 2023 – June 30, 2024</u> |
| Income ¹ | \$112,407,895 | \$221,461,657 |
| Expenditures | \$98,334,857 | \$194,503,909 |
| Surplus / (Deficit) | \$14,073,037 | \$26,957,748 |
| Transfer of Reserves | \$0.00 | \$0.00 |
| Net Surplus / (Deficit) | \$14,073,037 | \$26,957,748 |
| Encumbered Reserves | \$94,824,393 | \$99,430,281 |
| Unencumbered Reserves | \$113,581,210 | \$126,465,921 |
| Total Reserves | \$208,405,603 | \$225,896,202 |

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.

Fresno Unified School District

Exhibit I: YTD Income and Expenditures with Projected Budget Period



Table with 13 columns: Current Period (Jul-23-Dec-23, Tenthly Cost per Active, Monthly Cost per Active, Difference from Budget), Current + Projected Period (Jul-23-Jun-24, Tenthly Cost per Active, Monthly Cost per Active, Difference from Budget), and Budget (Jul-23-Jun-24, Tenthly Cost per Active, Monthly Cost per Active). Rows include Number of Employees, INCOME, EXPENSES (Benefits, Operating Expenses), Beginning Reserve Balance, and Ending Reserve Balance.

1 Current + Projected Period amount calculated based on tenthly 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 Active and Retiree Assessments were suspended beginning in May 2023
7 Beginning Unencumbered Reserve Balance includes an audit adjustment of -\$3,754,190. The original pre-audit adjustment total was \$69,297,400.

Fresno Unified School District
Board Communication

BC Number BFS-4

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

Date: April 05, 2024

Prepared by: Kim Kelstrom, Chief Executive

Phone Number: 457-3907

Cabinet Approval:

Regarding: Credit Card Bill Pay Program Update

The purpose of this communication is to provide the Board an update on the credit card program approved by the Board of Education on April 10, 2013. Fresno Unified School District utilizes Commerce Bank which allows the district to pay vendors electronically and receive rebates.

Since the program began in July 2013, staff have provided an annual board communication updating the Board on how the district continues to work with Commerce Bank enrolling vendors and maximizing rebates. The chart below provides a historical picture of the program, which shows the number of vendors enrolled, the total amount paid, and the total rebates received by calendar year.

| Calendar Year | Active Vendors | Accounts Payable (in millions) | Rebates |
|---------------|----------------|-----------------------------------|-----------|
| 2013 | 148 | \$7.10 | \$97,000 |
| 2014 | 349 | \$15.40 | \$211,000 |
| 2015 | 512 | \$17.30 | \$246,000 |
| 2016 | 710 | \$19.40 | \$301,000 |
| 2017 | 821 | \$25.50 | \$343,000 |
| 2018 | 832 | \$28.90 | \$367,000 |
| 2019 | 882 | \$26.80 | \$350,000 |
| 2020 | 912 | \$18.90 | \$240,000 |
| 2021 | 941 | \$29.60 | \$392,000 |
| 2022 | 893 | \$37.20 | \$426,000 |
| 2023 | 522 | \$33.22 | \$366,000 |

The total rebates collected since the inception of this program are \$3.3 million.

The district is currently reaching out to vendors to provide them with the opportunity to enroll in the district's credit card payment program. Participation provides electronic payment delivery to enrolled vendors rather than having vendor checks processed and mailed. There has been a change to vendors accepting the option for the credit card program due to increased fees.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/05/24

Fresno Unified School District
Board Communication

BC Number E&EP-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Wendy McCulley, Chief of
Engagement & External Partnerships
Cabinet Approval: *Wendy McCulley*

Date: April 05, 2024

Phone Number: 457-3749

Regarding: Partnerships Summary #3

The purpose of this communication is to provide the Board information regarding partnerships with PNC Foundation, US Bank, and the Kashian Family Foundation.

PNC Foundation – In addition to PNC Bank providing financial services to The Foundation for Fresno Unified Schools, the PNC Foundation agreed to sponsor a grant for the A4 department to assist students with Social Justice education. The \$55,000 grant provided 20 students with lessons, books, materials, and a field trip during the 2023-24 school year. Consultants Attorney Mark Harris and Dr. Marianna Harris were joined by UC Merced students who coached the high school students in a series of assignments culminating in a field trip to Sacramento to present the results of their research.

US Bank – Another active supporter is US Bank, who recently agreed to strengthen the mission of the Foundation through a \$25,000 grant. The grant supports Spill the Tea, the Suit Drive, the Suited for Success free shopping event for students at McLane High School on April 09, 2024, as well as our Fall Event. Previously, they have graciously supported the Fresno Unified Scholarship fund by sponsoring the State of Education Gala two years in a row, contributing \$10,000 each year.

Kashian Family Foundation – The Kashian Family Foundation has agreed to support Fresno Unified students in various ways through funding that will go towards the Foundation for Fresno Unified Schools' Adopt-A-School program, the Suit Drive, and the Suited for Success event. Their contribution of \$7,500 went to supporting projects at Anthony Elementary, Centennial Elementary, Computech Middle, Fresno High, Roeding Elementary, and Viking Elementary. Several projects were identified through our Adopt-A-School portal through which staff members completed a survey about what would be useful at their site. Further, the Kashian Family Foundation has agreed to provide \$35,000 in funding to sponsor the Suited for Success event, as well as scholarships specifically for students in foster care and our unhoused students.

If you have any questions or need further information, please contact Wendy McCulley at 457-3749.


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

Robert G. Nelson

Date: 04/05/24

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: April 05, 2024

Phone Number: 457-3731

Regarding: Memorandum of Understanding and Agreement between Fresno Adult School and San Joaquin College of Law

The purpose of this board communication is to provide the Board with information regarding an upcoming request for ratification of a memorandum of understanding and independent contractor services agreement between Fresno Adult School (FAS) and San Joaquin College of Law (SJCL) to implement the Department of Homeland Security's Citizenship Instruction and Naturalization Application Services grant.

On September 28, 2023, the Department of Homeland Security awarded FAS \$450,000 to provide citizenship instruction and naturalization application services for the period of October 01, 2023, through September 30, 2025. FAS utilizes the grant funds to provide citizenship classes and has been an awardee of this federal grant program since 2012.

As the sub-awardee of the federal grant, SJCL provides naturalization services for individuals enrolled in FAS; submits 240 naturalization petitions during the two-year grant period; refers eligible individuals to FAS for citizenship classes; and provides an attorney to supervise the naturalization application process. As a sub-awardee of the grant, SJCL will receive \$109,035 per year for the two years of the grant.

On December 13, 2023, the Board approved the acceptance of the grant award. Information provided to the Board also referenced FAS's partnership with SJCL; however, the agreement and memorandum of understanding were inadvertently omitted from the information presented to the Board. The memorandum of understanding and the agreement will be presented for ratification at the April 24, 2024, board meeting.

If you have any questions pertaining to the information in this communication or require additional information, please contact Marie Williams at 457-3554.

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



Date: 04/05/24