



BOARD OF EDUCATION
REGULAR MEETING
FRESNO HIGH SCHOOL
ROYCE HALL
1839 N ECHO
FRESNO, CA 93704
www.fresnounified.org/board

AGENDA
WEDNESDAY, JUNE 02, 2021
***4:30 P.M. (CLOSED SESSION) *6:00 P.M. (OPEN SESSION)**
FRESNO HIGH SCHOOL ROYCE HALL

PLEASE NOTE: WE ARE BACK TO IN-PERSON BOARD MEETINGS.

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES

Individuals who plan to attend the meeting in person must go through the [COVID-19 Daily Self-Health Screening Tool](#) the day of the board meeting and must answer "no" to all questions.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before the Board president announces the specific agenda item. Additionally, any member of the public may address the board by submitting an email to publiccomment@fresnounified.org. Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Given the large volume of emails received the past two meetings and to ensure emails can be posted in a timely manner to the webpage, emails received by no later than 5:00 p.m. on June 01, 2021 will be included for the Board's information and/or discussion and will be posted on www.fresnounified.org/board prior to the Board meeting and remain on the webpage for one (1) week. Consistent with Board Bylaw 9323 any statements submitted for public comment that are inappropriate in nature, including, but not limited to statements that are obscene, threatening or substantially disruptive to school operations, will either be redacted, or will not be posted. Consistent with Board Bylaw 9324, "the minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address."

Public materials are available for public inspection at our website at: www.fresnounified.org/board

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.

***4:30 P.M.**

CALL Meeting to Order

OPPORTUNITY for Public Comment on Closed Session Agenda Items

RECESS for Closed Session to discuss the following:

1. Student Expulsions pursuant to Education Code Section 35146.
2. Conference with Labor Negotiator - (Government Code Section 54957.6); FUSD Negotiator(s): Paul Idsvoog; Employee Organizations(s): FTA, CSEA, Chapter 125, CSEA, Chapter 143, SEIU, Local 521, FASTA/SEIU, Local 521/CTW, CLC, Fresno Unified Building & Construction Trades/FTA; International Association of Machinists and Aerospace Workers (IAMAW), Unrepresented Employees: All Management, Confidential, and Supervisory Employees.
 - a. Agency Designated Representative: Superintendent
Unrepresented Employees:
Chief Academic Officer
Chief Human Resources/Labor Relations
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment - (Government Code Section 54957).
 - a. Administrator
 - b. Assistant Superintendent
 - c. Prevention and Intervention Executive
 - d. Principal
5. Conference with Legal Counsel - Existing Litigation (Government Code Section 54956.9(d)(1)).
 - a. James Tuck v. Fresno Unified School District
Fresno Superior Court Case No. 21CECG01258
6. Conference with Legal Counsel Anticipated/Pending/Threatened Litigation (Government Code Section 54956.9(d)(2)).
 - a. Potential Case: One (1)
 - b. Maricela Orozco-Gonzalez v. Fresno Unified Workers' Compensation
Fresno Unified Case No. WC19-0110-2231
 - c. Luis Munoz Soto v. Fresno Unified Workers' Compensation
Fresno Unified Case No. 2017-0731

***6:00 P.M., RECONVENE** and report action taken during Closed Session, if any.

PLEDGE OF ALLEGIANCE

A staff member will lead the flag salute.

HEAR Report from Superintendent

BOARD/SUPERINTENDENT COMMUNICATION

OPPORTUNITY for Public Comment on Consent Agenda Items

ALL CONSENT AGENDA items are considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item(s) will be considered following approval of the Consent Agenda.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

Included in the Board binders is the Personnel List, Appendix A, as submitted. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board

The Board of Education received and considered the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the May 19, 2021 Regular Board Meeting. The Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Kim Mecum, telephone 457-3731.

A-3, APPROVE Minutes from Prior Meetings

Included in the Board binders are the draft minutes for the May 05, 2021 and the May 19, 2021 Regular Board Meetings. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Robert G. Nelson, telephone 457-3884.

A-4, APPROVE Agreement with Camp Oakhurst for High School Summer Leadership Camp

Included in the Board binders is an agreement with Camp Oakhurst. As part of the district's commitment to engaging all students in arts, activities, athletics, and developing effective student leaders, Camp Oakhurst will provide camp facilities, recreation, room, and board for Fresno Unified high school students. At the Fresno Unified Summer Leadership Camp students will develop leadership skills, learn governance practices, foster team building, and create engagement strategies to implement at their school sites in the 2021/22 school year. Camp will be held July 13 - 15, 2021 and all 13 high schools are invited to participate. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$35,000.00 are available in the Goal 2 Transitions annual budget. Contact person: Kim Mecum, telephone 457-3731.

A-5, APPROVE Agreement with Swun Math

Included in the Board binders is a request to approve an agreement with Swun Math for coaching middle school mathematics teachers during the middle school summer program. Teachers will participate from June 14, 2021 to July 12, 2021 using the Math Lesson Design model. The Superintendent recommends

A. CONSENT AGENDA – continued

approval. Fiscal impact: Sufficient funds in the amount of \$46,800 are available in the In–Person Instructional Grant. Contact person: Kim Mecum, telephone 457-3731.

A-6, APPROVE Agreement with The New Teacher Project Good 2 Great Summer Math Academy

Included in the Board binders is an agreement with The New Teacher Project. The New Teacher Project will design and facilitate continuous cycles of learning rooted in the Math Progressions and the Mathematical Practices through the use of Math Tasks within the Good to Great Math Academy for participating teachers from Fremont, Heaton, King, Lowell, Webster and Williams Elementary. The Superintendent recommends approval. Fiscal impact: Sufficient funds of \$55,631 are available in the School Leadership budget. Contact person: Kim Mecum, telephone 457-3731.

A-7, APPROVE Position and ADOPT Revised Job Description for Executive Director, Health Services and Revised Management Salary Schedule

Included in the Board binders for approval and adoption are the revised job description for Executive Director, Health Services and Revised Management Salary Schedule. The Superintendent recommends approval and adoption. Fiscal impact: There are sufficient funds at this time. Contact person: Paul Idsvoog, telephone 457-3548.

A-8, APPROVE Agreement with California Office to Reform Education for Shared Principal II Services by Maria Lynn Rocha Salazar as a Fresno Unified Employee on Loan to California Office to Reform Education

Included in the Board binders is the agreement between Fresno Unified School District and the California Office to Reform Education (CORE) for the shared services of Principal II, Maria Lynn Rocha Salazar. The Superintendent recommends approval. Fiscal impact: CORE will reimburse Fresno Unified School District for the total cost associated with the Shared Services Agreement. As a result, there will be no fiscal impact to the district for this agreement. Contact person: Paul Idsvoog, telephone 457-3548.

A-9, APPROVE Amendment No. 1 to Kim Mecum’s Employment Agreement as Chief Academic Officer

As required by Government Code section 54953(b)(3), an Oral Report on Chief Academic Officer’s salary and benefits will be presented in open session by the Superintendent prior to Board action on Amendment No. 1 to the Chief Academic Officer’s Employment Agreement. Included for the Board’s consideration and approval is Amendment No. 1 to the Chief Academic Officer’s Employment Agreement which extends the term of employment to June 30, 2024 and makes other changes to be effective commencing July 01, 2021. Costs will be noted in the terms of Amendment No. 1 to the Chief Academic Officer’s Employment

A. CONSENT AGENDA – continued

Agreement, which shall be available for review in the Board of Education Office on or before May 31, 2021. The Superintendent recommends approval. Fiscal impact: Noted in the terms of Amendment No. 1 to the Chief Academic Officer's Employment Agreement. Contact person: David Chavez, Telephone 457-3566.

A-10, APPROVE Amendment No. 2 to Paul Idsvoog's Employment Agreement as Chief of Human Resources/Labor Relations

As required by Government Code section 54953(b)(3), an Oral Report on the salary and benefits of the Chief of Human Resources/Labor Relations will be presented in open session by the Superintendent prior to Board action on Amendment No. 2 to the Chief of Human Resources/Labor Relations' Employment Agreement. Included for the Board's consideration and approval is Amendment No. 2 to the Chief of Human Relations/Labor Relation's Employment Agreement which extends the term of employment to June 30, 2024 and makes other changes to be effective commencing July 01, 2021. Costs will be noted in the terms of Amendment No. 2 to the Chief Human Resources/Labor Relation's Employment Agreement, which shall be available for review in the Board of Education Office on or before May 31, 2021. The Superintendent recommends approval. Fiscal impact: Noted in the terms of Amendment No. 2 to the Chief of Human Resources/Labor Relations Employment Agreement. Contact person: David Chavez, Telephone 457-3566.

A-11, APPROVE Amendment to Agreement with Anthem Blue Cross

Included in the Board binders is an amendment to the agreement with Anthem Blue Cross. Anthem Blue Cross manages network provider services, claim/contract pricing services, utilization review services and case management services on behalf of the Joint Health Management Board (JHMB) and active employees and retirees. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the estimated amount of \$1,091,439 are available in the Health Internal Service Fund. Contact person: Santino Danisi, telephone 457-6226.

A-12, APPROVE Grant Application to the California Department of Social Services, Child Care and Development Division

Approval is requested for a grant application to the California Department of Social Services, Child Care and Development Division. Fresno Unified was invited to apply for funding that will continue to support the work in the Language Learning Project in 2021/2022 (Phase 3). This invitation to apply for funding follows two Dual Language Learner Professional Development Grants awarded to Fresno Unified from the Child Care and Development Fund (CCDF) in 2019/2020 (Phase 1) and 2020/2021 (Phase 2). The Superintendent recommends approval. Fiscal impact: The Early Learning Department will receive funding for the 2021/2022 school year in the amount of \$1,000,000. Contact person: Lindsay Sanders, telephone 457-3570.

A. CONSENT AGENDA – continued

A-13, APPROVE Use of Individual Piggyback Contracts in 2021/22

Included in the Board binders is a list of piggyback contracts recommended for utilization by the district during 2021/22 for efficient and cost-effective procurement. Piggybacking is allowed under Public Contract Codes 10299 and 20118 and is a best practice that takes advantage of competitive pricing from a contract formally bid by another school district or public agency. The district has determined that when appropriate, use of piggyback contracts is advantageous and in the best interest of the district to reduce administrative time and expense and provide favorable pricing. The Superintendent recommends approval. Fiscal impact: Estimated annual expenditures for each piggyback contract are indicated on the backup material; funding will be determined on a project-by-project basis. Contact person: Karin Temple, telephone 457-3134.

A-14, APPROVE Award of Bid 21-41, Duncan Polytechnical High School Career Technical Education Medical Science Building

Included in the Board binders is information on Bid 21-41, for construction of a new Career Technical Education (CTE) health sciences and medical technology classroom building at Duncan Polytechnical High School. The building contains nine classroom and lab spaces for the CTE Nursing and Pharmacology programs. The project also includes a new student plaza area, accessibility improvements to the campus and parking areas, and removal of seven portable classroom buildings. Staff recommends award to the lowest responsive, responsible bidder: Katch Environmental, Inc. (Fresno, California) \$11,116,200. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$11,116,200 will be available in the Measure M Fund, of which \$3 million is provided by a state CTE grant. Contact person: Karin Temple, telephone 457-3134.

A-15, APPROVE Award of Bid 21-42, Sections A-C, Bullard, Edison and Sunnyside High Schools Athletic Field Improvements

Included in the Board binders is information on Bid 21-42, Sections A-C, for installation of accessible bleachers and other improvements to varsity baseball and softball fields at Bullard, Edison, and Sunnyside High Schools. The projects will also provide new accessible walkways, turf rehabilitation, irrigation system improvements, drinking fountains, public address systems, and electrical upgrades. The Bullard and Edison projects include irrigation booster pumps and infrastructure, and district-standard electronic scoreboards; Sunnyside's fields currently have district-standard scoreboards. At Bullard, the varsity softball field will be relocated to accommodate the new accessible bleachers. Staff recommends award to the lowest responsive, responsible bidders: Section A, Ardent General, Inc. (Fresno, California) \$3,902,544; Section B, American Paving, Co. (Fresno, California) \$2,004,600; Section C, American Paving, Co. (Fresno, California) \$1,230,000. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$7,137,144 are available in the Measure X Fund. Contact person: Karin Temple, telephone 457-3134.

A. CONSENT AGENDA – continued

A-16, APPROVE Award of Request for Proposals 21-36, Pest Control Services

Included in the Board binders is information on Request for Proposals (RFP) 21-36, Pest Control Services, to select a qualified pest control service vendor for all school sites and departments. The pest control service provider will provide on-going inspections of school kitchens, and dispatched response to reports of pests at schools. Service to address ground burrowing rodents (gophers, moles, and squirrels) is handled separately as preventive maintenance to grounds. Based on extensive review, staff recommends award to the best value respondent: Eagle Shield Pest Control, Inc. (Fresno, California) \$267,720 annually. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$267,720 are available in the Maintenance and Operations Budget. Contact person: Karin Temple, telephone 457-3134.

A-17, APPROVE Naming of the Academic and Administration Center, Early Learning Center, and Student Engagement Center at the Francine and Murray Farber Educational Campus

During the May 19, 2021 Board meeting, the board of education took action to name the 10th and Ventura site as the Francine and Murray Farber Educational Campus. Further, the board took action to consider the naming of the Academic and Administration Center, Early Learning Center, and Student Engagement Center on said campus at its next regular meeting. Below is the recommendation for the naming of each:

- Dolphus Trotter Academic and Administration Center
- Dolores Huerta Early Learning Center
- Roger Tatarian Student Engagement Center

The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

A-18, APPROVE Proposed Revisions for Board Policies

Included in the Board binders are proposed revisions for the following seven Board Policies (BP):

- BP 1220.1 Student Advisory Board (NEW)*
- BP 1312.3 Uniform Complaint Procedures
- BP 3555 Nutrition Program Compliance
- BP 6159 Individualized Education Program
- BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education
- BP 6174 Education for English Learners
- BP 6175 Migrant Education Program

A. CONSENT AGENDA – continued

Six of these revisions meet the legal mandates recommended by the California School Boards Association, with one exception as noted by the asterisk. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

A-19, RATIFY Addendum to Agreement with Harvey Bradley, Deaf and Hard of Hearing Services

Included in the Board binders is an addendum to the agreement with the Harvey Bradley, Deaf and Hard of Hearing Services Center, Inc., (DHHSC) in the amount of \$145,000. DHHSC currently has an approved agreement with Fresno Unified School District in the amount of \$200,000 executed June 17, 2020, as part of the annual agreement process. The addendum commenced on April 01, 2021 and ends June 30, 2021. The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of \$145,000 are available in the Special Education budget. Contact person: Kim Mecum, telephone 457-3731.

A-20, RATIFY Addendum to Agreement with The Stepping Stones Group

Included in the Board binders is an addendum with The Stepping Stones Group in the amount of \$33,600. The Stepping Stones Group currently has an approved agreement with Fresno Unified School District in the amount of \$14,400. Contracted services provide Orientation and Mobility services to students with visual impairments who need support with travel and navigation on campus and in their community in order to improve student independence in their natural environments. The additional support and services are necessary due to current staff who provide services being on extended leave for the remainder of the school year. The addendum commenced on March 06, 2021 and ends June 30, 2021. The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of \$33,600 are available in the Special Education budget. Contact person: Kim Mecum, telephone 457-3731.

A-21, RATIFY Change Orders for the Projects Listed Below

Included in the Board binders is information on Change Orders for the following projects:

- Bid 20-19, Fresno High School Career Technical Education (CTE) Building Construction
Change Order 4 presented for ratification \$84,106
- Bid 21-04, McLane High School New CTE Digital Media Arts Lab
Change Order 2 and 3 presented for ratification \$10,797
- Bid 21-07, McLane High School Fire Alarm Upgrade
Change Order 2 presented for ratification \$22,099

- Bid 21-10, Ewing Elementary School Early Learning Buildings and Parking Lot Improvements
Change Order 1 presented for ratification \$29,213
- Bid 21-24, Columbia Elementary School Classroom Building Addition
Change Order 1 presented for ratification \$(48,652)

The Superintendent recommends ratification. Fiscal impact: Sufficient funding in the amount of \$117,002 is available in the Measure X Fund for Bids 20-19, 21-04 and 21-07; \$29,213 is available in the School Facilities Fund for Bid 21-10. Contact person: Karin Temple, telephone 457-3134.

A-22, RATIFY Purchase Orders from February 01, 2021 through February 28, 2021

Included in the Board binders is information on purchase orders issued from February 01, 2021 through February 28, 2021. Excluded from the report is a purchase order for the Fresno Police Department, which represents the 2020/21 contracted amount for Student Resource Officer services. City and district staff are negotiating a reduced amount, in recognition of limited service demand during the period of school closure. For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

A-23, RATIFY Purchase Orders from March 01, 2021 through March 31, 2021, and Zero Dollar Contracts

Included in the Board binders is information on purchase orders issued from March 01, 2021 through March 31, 2021. For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists. Also included for ratification is a list of zero-dollar contracts that specify terms but where no funds will be exchanged between Fresno Unified and other entities. The Superintendent recommends ratification. Fiscal impact: Funding is noted on the attached pages. Contact person: Karin Temple, telephone 457-3134.

**END OF CONSENT AGENDA
(ROLL CALL VOTE)**

UNSCHEDULED ORAL COMMUNICATIONS

Individuals who wish to address the Board on topics within the Board's subject matter jurisdiction, but **not** listed on this agenda may do so at this time. If you wish to address the Board on a specific item that is listed on the agenda, you should do so when that specific item is called or by submitting an email to publiccomment@fresnounified.org. Please include your name, agenda item number or subject matter being addressed, along with a 250-word description of the subject matter being addressed. Given the large volume of emails received the past two meetings and to ensure emails can be posted in a timely manner to the webpage, emails received by no later than 5:00 p.m. on June 01, 2021 will be included for the Board's information and/or discussion and will be posted on www.fresnounified.org/board prior to the board meeting and remain on the webpage for one (1) week.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. Any individual who has not had an opportunity to address the Board during this initial thirty (30) minute period may do so at the end of the meeting after the Board has addressed all remaining items on this agenda. Without taking action and only as expressly permitted by Board Bylaw 9323, Board members may ask questions, make brief announcements, or provide a brief response to statements presented by the public about topics raised in unscheduled oral communications. Board members must be recognized by the President in order to speak and will generally be limited to no more than one (1) minute each for this purpose. The Board President shall have the discretion to further limit Board members' opportunity to speak on topics raised in unscheduled oral communications to ensure the orderly and efficient conduct of district business.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests that are brought before them at this time. The appropriate staff member will furnish answers to questions.

B. CONFERENCE/DISCUSSION AGENDA

***7:00 P.M.**

B-24, DISCUSS Student Voice Collaborative for the 2020/21 School Year

The Superintendent and Board Student Advisory Council will provide an end of year summary regarding each individual student group's activities, goals and outcomes. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Lindsay Sanders, telephone 457-3750.

***7:20 P.M.**

B-25, DISCUSS and APPROVE the 2021/22 School Plans for Student Achievement

Approval is requested for the 2021/22 School Plans for Student Achievement (SPSA). The development of the SPSA is a collaborative process involving staff,

B. CONFERENCE/DISCUSSION AGENDA - continued

students, parents, and community in the analysis of data to identify the needs of students, as well as an analysis of the effectiveness of practices and programs at the school. A copy of each SPSA is available upon request to the Board Office, as well as at each individual school site. The Superintendent recommends approval. Fiscal impact: All funding is included in budget allocations for each site. Contact person: Santino Danisi, telephone 457-6226.

***7:40 P.M.**

B-26, OPPORTUNITY for Public Discussion of the California School Employees Association, Chapter 125 2021-2024 Initial Proposal to the Fresno Unified School District

Included in the Board binders is the California School Employees Association, Chapter 125 2021-2024 initial proposal to the Fresno Unified School District presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and acknowledgement of receipt. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

***7:45 P.M.**

B-27, OPPORTUNITY for Public Discussion of the California School Employees Association, Chapter 143, Food Service 2021-2024 Initial Proposal to the Fresno Unified School District

Included in the Board binder is the California School Employees Association, Chapter 143, Food Service 2021-2024 initial proposal to the Fresno Unified School District presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and acknowledgement of receipt. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

***7:50 P.M.**

B-28, OPPORTUNITY for Public Discussion and ADOPTION of the Fresno Unified School District 2021-2024 Initial Proposal to the California School Employees Association, Chapter 125

In accordance with Government Code 3547, all initial proposals of the public-school employer shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the Fresno Unified School District 2021-2024 initial proposal to the California School Employees Association, Chapter 125 presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and Board adoption. The Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

B. CONFERENCE/DISCUSSION AGENDA - continued

***7:55 P.M.**

B-29, OPPORTUNITY for Public Discussion and ADOPTION of the Fresno Unified School District 2021-2024 Initial Proposal to the California School Employees Association, Chapter 143, Food Service

In accordance with Government Code 3547, all initial proposals of the public-school employer shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the Fresno Unified School District 2021-2024 initial proposal to the California School Employees Association, Chapter 143, Food Service presented at the May 19, 2020 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and Board adoption. The Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

***8:00 P.M.**

B-30, HOLD Public Hearing, PRESENT and DISCUSS Fresno Unified School District's 2021/22 Local Control and Accountability Plan

Included in the Board binders is a copy of the Fresno Unified School District 2021/22 draft Local Control and Accountability Plan (LCAP). Staff will present and the Board of Education will discuss the plan. As required by Education Code 52062, a public hearing will be conducted to provide an opportunity for discussion and public comment regarding the Local Control and Accountability Plan. Fiscal impact: As noted in the support material. Contact person: Santino Danisi, telephone 457-6226.

***8:20 P.M.**

B-31, HOLD Public Hearing, PRESENT and DISCUSS Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account

Staff will present, a public hearing will be held, and the Board of Education will discuss Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account. The Proposed Budget includes the multi-year projected budget for the Unrestricted General Fund. The agenda item will describe factors addressed in the 2021/22 Proposed Budget and issues affecting the multi-year projections for 2022/23 and 2023/24. Fiscal impact: As noted in the support material. Contact person: Santino Danisi, telephone 457-6226.

C. RECEIVE INFORMATION & REPORTS

C-32, RECEIVE Proposed Revisions for Board Policies

Included in the Board binders are proposed revisions for the following six Board Policies (BP):

- BP 0430 Comprehensive Local Plan for Special Education
- BP 5141.22 Infectious Diseases
- BP 5141.32 Health Screening for School Entry (DELETE)
- BP 5142.2 Safe Routes to School/Program (NEW)
- BP 5142.2 Crossing Guards (DELETE)
- BP 6161.2 Overdue, Damaged or Lost Instructional Materials

These revisions meet the legal mandates recommended by the California School Boards Association and best practices. The items will be brought back for approval at a future Board meeting. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

D. ADJOURNMENT

NEXT REGULAR MEETING
WEDNESDAY, JUNE 16, 2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-1

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Personnel List

ITEM DESCRIPTION: Included in the Board binders is the Personnel List, Appendix A, as submitted.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Manjit Atwal,
Executive Director

DIVISION: Human Resources
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

Fresno Unified School District

Date: June 2, 2021

The Superintendent respectfully nominates for elections the following certificated and classified personnel. Classification of certificated probationary or temporary teachers is pursuant to their respective classification contained in their employment contracts. Elections are subject to the salary schedule as adopted by the Board of Education and assignment by the Superintendent, school year 2020-2021.

ELECTIONS

Classified Personnel

Fonseca-Flores	Ruby	Assistant, School Office	Norseman Elementary	5/24/2021
Sanchez	Jesse	Custodian	Mayfair Elementary	5/19/2021
Sandoval	Melany	Paraprof, Mild/Moderate	Phoenix Acad Elementary-Dcads	5/17/2021

RESIGNATIONS OR RETIREMENTS

Certificated Personnel

Davis	Luz	Specialist, Resource, Sp Ed	Jackson Elementary	6/11/2021
Galaviz Ledezma	Ma Leticia	Specialist, Resource, Sp Ed	Hidalgo Elementary	6/11/2021
Guerrero	Daniel	Teacher, Elementary	Homan Elementary	7/16/2021
Howard	Chelsea	Teacher, Elementary	Heaton Elementary	6/15/2021
Nagle	Brandon	Teacher, Senior High	Bullard High School	6/11/2021
Nation	Janie	Nurse	Health Services	6/11/2021
Patterson	Iain	Teacher, Spec Assgn	Career Education	6/30/2021
Phillips	Alexandra	Teacher, Elementary	Mccardle Elementary	7/31/2021
Rodriguez	Gilbert	Teacher, Elementary	Ayer Elementary	6/11/2021
Romero Zanzas	Raquel	Teacher, Senior High	Bullard High School	6/11/2021
Sanchez	Ernest G.	Teacher, Elementary	Lane Elementary	6/16/2021
Spencer	Deborah	Tutor	Bakman Elementary	6/11/2021
Stevenson	Ana	Teacher, Lrng Hndcp, Sdc	Jefferson Elementary	5/12/2021
Torres	Rudy	Teacher, Senior High	Bullard High School	6/11/2021
Yang	Mai N.	Teacher, Middle School	Ahwahnee Middle School	6/30/2021

Classified Personnel

Claybon	Danielle	Trustee Area Liaison	Board Of Education	5/31/2021
Cruz	Maria	Custodian	Rata	6/30/2021
Guenca	Maria	Nutrition Services Operator	Food Services	6/1/2021
Flores	Rosie	Assistant, School Office	Mccardle Elementary	5/17/2021
Lealaimatafao	Maria	Paraeducator, Community Based	Hoover High School	5/21/2021
Lima-Brown	Lauren	Trustee Area Liaison	Board Of Education	6/19/2021
Melendez Jr	Jorge	Assistant, Resrce Cnslg	Hamilton School	5/8/2021
Mendoza	Victor	Liaison, Home/School Spanish	Anthony Elementary	4/28/2021
Ringgold	Kirk	Plumber	Maintenance And Operations	7/1/2021
Villasenor	Cristina	Noontime Assistant	Sequoia Middle School	5/18/2021
Yang	Pa	Paraprof, DHH Sign	Norseman Elementary	6/10/2021

Management Certificated

Kusch	Shelby	Vice Principal I	Birney Elementary	7/19/2021
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Webster	Debra	Vice Principal I	Figarden Elementary	6/25/2021
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DECEASED

Classified Personnel

Armenta	Kevin	Paraprof, Moderate/Severe	Heaton Elementary	4/23/2021
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LEAVE REQUEST

Certificated Personnel

Tang-Mimura	Ping	Nurse	Health Services	5/4/2021
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Yang	Choua	Teacher, Elementary	Birney Elementary	5/10/2021
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Classified Personnel

Jackson	Nicole	Paraprof, Mild/Moderate	Rutherford Gaston Middle Schoo	4/13/2021
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Luna	Marivel	Assistant, Resrce Cnslg	Lane Elementary	5/14/2021
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Salazar	Miranda	Paraprof, Mild/Moderate	Holland Elementary	5/16/2021
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PROMOTIONS

Classified Personnel

Hernandez	Vitina	Paraprof, Moderate/Severe	Tehipite Middle School	5/17/2021
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Jardine	Diana	Manager, School Office I	Easterby Elementary	5/24/2021
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Stewart	Barbara	Buyer III	Food Services	7/6/2020
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DISMISSAL

Classified Personnel

Lakhnag	Kristi	Registrar	Cesar Chavez Adult School	5/19/2021
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PROBATIONARY RELEASE

Rodriguez	Yolanda	Driver, Bus	Transportation	4/21/2021
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Bryant	Gregory S.	Assistant, Campus Safety	Wilson Elementary	4/29/2021
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Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-3

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Minutes from Prior Meetings

ITEM DESCRIPTION: Included in the Board binders are draft minutes for the May 05, 2021 and the May 19, 2021 Regular Board Meetings.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: David Chavez,
Chief of Staff

DIVISION: Superintendent's Office
PHONE NUMBER: (559) 457-3566

CABINET APPROVAL: David Chavez,
Chief of Staff

SUPERINTENDENT APPROVAL:





BOARD OF EDUCATION
REGULAR MEETING
1019 W. PEACH AVENUE
SUNNYSIDE CAFETERIA
FRESNO, CA 93727
www.fresnounified.org/board

MINUTES – BOARD OF EDUCATION REGULAR MEETING

Fresno, California

May 05, 2021

Sunnyside High School, Cafeteria, 1019 W. Peach Avenue, Fresno, CA 93727.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on May 05, 2021, there were present Board Members Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis. Superintendent Dr. Nelson was also present.

Board President Davis CONVENED the Regular Board Meeting at 4:31 p.m. and ADJORNED to Closed Session to address items one through five.

The BOARD RECONVENED in Open Session at 5:40 p.m.

For the record, Clerk Thomas left meeting at 6:05 p.m.

Reporting Out of Closed Session

- On a motion by Board Clerk Thomas, seconded by Board Member Jonasson Rosas, the Board took action in Closed Session on a Workers' Compensation settlement for Alvaro Coyaso-Lopez, Case No. WC20-0219-4805, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.
- On a motion by Board Member Islas, seconded by Board Clerk Thomas, the Board took action in Closed Session to promote Sandra Toscano to Instructional Superintendent of English Learners Programs and Services, by a roll call vote of 6-1-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Thomas, and Board President Davis. NOES: Board Member Major Slatic.
- On a motion by Board President Davis, seconded by Board Member Thomas, the Board took action in Closed Session to appoint Tammy Townsend to Executive Officer of State & Federal Programs, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.
- On a motion by Board Member Jonasson Rosas, seconded by Board Member Mills, the Board took action in Closed Session to promote Ann Looz to Executive Director

Reporting Out of Closed Session - continued

of Purchasing, by a roll call vote of 6-0-1-0 as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and Board President Davis. ABSTENSTIONS: Board Member Thomas.

- On a motion by Board Clerk Thomas, seconded by Board Member Islas, the Board took action in Closed Session to promote Tressa Overstreet to Executive Director of College & Career Readiness, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, , Major Slatic, Thomas, and Board President Davis.
- On a motion by Board Member Islas, seconded by Board Clerk Thomas, the Board took action in Closed Session to hire Marie Williams to Instructional Superintendent of School Leadership, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

For the record, the Board received zero submissions of public comment for Closed Session.

PLEDGE OF ALLEGIANCE

Ms. Anderson, Principal of Sunnyside High School led the flag salute.

HEAR Reports from Student Advisory Representatives

The Board heard a report from Maria Flores and Brandon Aoki, Student Advisory Representatives from Edison High School and student ambassadors from Computech Middle School.

HEAR Report from Superintendent

- Acknowledged that Cinco de Mayo commemorates the Mexican army's victory over France in the Battle of Puebla. While a minor holiday in Mexico, it is always a joy to celebrate Mexican culture and heritage, which is part of the fabric of our district and our city.
- Shared, May is a month of celebrations, as we head into graduation season. On Tuesday, we virtually celebrated our 76 Fresno Unified Scholarship recipients. Next Tuesday, May 11, we will honor our fourth cohort of Steve's Scholars. This cohort is made up of 36 graduating seniors from eight Fresno Unified high schools. In 2012, Francine and Murray Farber established the Steve's Scholars program as a lasting memorial to their son. Their goal was to encourage students at Tehipite Middle School to strive for good grades and attendance, social responsibility, and college.

HEAR Report from Superintendent - continued

- Shared, we also celebrate several of our schools. Kings Canyon Middle School has earned its second re-designation as a prestigious California Schools to Watch and Model Middle School. Kings Canyon was first designated among the more than 1,300 middle schools in California. We also learned that Design Science Middle College High School and Patino School of Entrepreneurship are part of a second wave of Distinguished Schools Awarded. They join Computech Middle School, and Baird Middle School as part of the first wave of recognition. Schools are selected based on test scores, suspension rates, conditions, and climate. They are recognized for their highly successful, data-driven effort ranging from professional development to positive behavior intervention.
- Shared the second draft of the Local Control and Accountability Plan, known as the LCAP, is posted at [Fresnounified.org](https://fresnounified.org). Please take time to review and provide and provide further feedback as there is a place to make comments.
- Shared, May is Mental Health Awareness Month. Everyone has been impacted by the events of the last 12 months as we have struggled with the loss of loved ones, loss of jobs and isolation. We have seen an increase in anxiety, depression, substance abuse and suicidal thoughts. Our students have been able to spend more time with their parents or primary caregivers. However, many are grieving the loss of peer interaction, social connections, and time spent in person with vital caring adults such as extended family and educators. The COVID-19 pandemic has impacted the mental health of people of all ages, and now more than ever it is critical that we reduce the stigma around mental and student health that prevents individuals from seeking help. We encourage Fresno Unified staff to access internal resources such as EAP and Care Solace for students and families, we have caring staff at school sites, including school social workers and school psychologists, who will connect you to the appropriate resource. As an added note, later this month our student voice collaborative is coming together to produce a number of public service announcements around the importance of mental health wellness.

BOARD/SUPERINTENDENT COMMUNICATION

Member Mills: Addressed disparaging comments made by community member at the April 21, 2021 board meeting. Provided several examples of people with disabilities in leadership roles.

Member Cazares: Supported comments made by Member Mills. Recognized Teacher Appreciation Week and also expressed appreciations for Nurses, Food Services staff and shared that all employees are teachers in their own ways. Thanked Operations staff for work completed.

BOARD/SUPERINTENDENT COMMUNICATION - continued

Member Islas: Wished everyone a Happy Cinco de Mayo. Thanked and expressed appreciation to teachers. Echoed sentiments of Member Mills. Congratulated Design Science and Patino for being named a California Distinguished School.

Member Jonasson Rosas: Echoed comments of Trustee Mills. Commented it is uncalled for to disparage anyone for any health reason whatsoever. Referenced board communication regarding school counselor positions with student to counselor ratio, was happy to see the mathematic breakdown. Expressed appreciation for the board communication regarding the dual immersion pathway.

Member Major Slatic: Read an email from a constituent in the Bullard Region regarding increasing the number of children in classrooms and the District's plan to return students to school. Referenced an article pertaining to racial disparities in distance learning. Referenced an article dated March 30, 2021 from CNBC, Nothing Beats being in a Classroom.

Board President Davis: Welcomed the community to Sunnyside High School. Issued an apology to Member Mills for comments made by a public speaker at the April 21, 2021 Board Meeting. Requested the community to direct comments at Board Policy and not at the Board Member. Expressed appreciation for teachers and staff, she is proud of the work they do every day.

Student Member Singh: Welcomed everyone to Sunnyside High School. Provided shout out to Sunnyside Principal Ms. Anderson and Ms. Hawkins.

Student Member Morales: Congratulated Ms. Tressa Overstreet for her promotion. Thanked her for being a great principal at Design Science. Wished everyone a Happy Cinco de Mayo. Expressed appreciation for Member Mills comments and shared that it is not okay to discriminate against people with disabilities.

OPPORTUNITY for Public Comment on Consent Agenda Items

For the record, the Board received zero requests to address the Board on Consent Agenda Items.

On a motion by Board Member Major Slatic, seconded by Board Member Jonasson Rosas, the Consent Agenda, was approved, with the exception of A-15 which was pulled from the agenda by staff, by a roll call vote of 6-0-0-1, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and Board President Davis. ABSENT: Board Clerk Thomas.

ALL CONSENT AGENDA items are considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item(s) will be considered following approval of the Consent Agenda.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

APPROVED as recommended, the Personnel List, Appendix A, as submitted.

A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board

ADOPTED as recommended, Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the April 21, 2021 Regular Board Meeting.

A-3, APPROVE Minutes from Prior Meeting

APPROVED as recommended, draft minutes for the April 07, 2021 Regular Board Meeting.

A-4, ADOPT Resolution Proclaiming May 12, 2021 as National School Nurse Day

ADOPTED as recommended, a proclamation declaring May 12, 2021 as National School Nurse Day.

A-5, APPROVE Provisional Internship Permits

APPROVED as recommended, Provisional Internship Permit recommendations to rehire or hire upon Board approval.

A-6, APPROVE Agreement with Experience Inc to Fund Career Technical Education Summer Internship Opportunities

APPROVED as recommended, an agreement with Experience Inc to provide work-based learning and summer paid learning internship opportunities for targeted student populations.

A-7, APPROVE Renewal Agreement with Delta Health Systems/TeamCare

APPROVED as recommended, a renewal agreement with Delta Health Systems/TeamCare for employee wellness program administrative services.

A-8, APPROVE Grant Application to the California Community Colleges Chancellor's Office – K12 Strong Workforce Program

APPROVED as recommended, the submission of application for the K12 Strong Workforce Program grants.

A-9, APPROVE Grant Application to the California Department of Education for the Career Technical Education Incentive Grant Program

APPROVED as recommended, submission of application for the Career Technical Education Incentive Grant.

A. CONSENT AGENDA – continued

A-10, APPROVE Grant Applications to the Carl D. Perkins Career and Technical Education 2021/22 Program

APPROVED as recommended, submission of grant applications to the California Department of Education for Carl D. Perkins Career and Technical Education 2021/22 Program.

A-11, APPROVE Award of Bid 21-38, Centennial and Wishon Elementary Schools and Scandinavian Middle School Multipurpose Room HVAC Upgrades

APPROVED as recommended, information on Bid 21-38, to replace the existing heating and cooling systems in the multipurpose rooms, including staff lounges, kitchens, and kitchen offices, at Centennial and Wishon Elementary Schools and Scandinavian Middle School.

A-12, APPROVE Award of Bid 21-39, Fort Miller Middle School Interior Lighting Upgrade

APPROVED as recommended, information on Bid 21-39, to upgrade interior lighting at Fort Miller Middle School.

A-13, RATIFY Change Orders for the Projects Listed Below

RATIFIED as recommended, information on a Change Order for the following project:

- Bid 21-09 Sections A, B and C, Gymnasium Bleacher Installation at Various Middle Schools (Ahwahnee, Computech, Cooper, Sequoia, Terronez, Tioga) Change Order 1 presented for ratification \$21,300.

A-14, RATIFY the Filing of Notices of Completion

RATIFIED as recommended, Notices of Completion for the following projects, which have been completed according to plans and specifications:

- Bid 20-34 Section A, Gibson, Holland, Manchester Elementary Schools Multipurpose Building HVAC Upgrades;
- Bid 21-09 Sections A, B and C, Gymnasium Bleacher Installation at Various Middle Schools (Ahwahnee, Computech, Cooper, Sequoia, Terronez, Tioga).

A-15, RATIFY Purchase Orders from February 01, 2021 through February 28, 2021 PULLED BY STAFF

UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received 6 requests to address the Board and 577 email submissions of public comment for Unscheduled Oral Communications. They are as follows:

Requests to Address the Board

1. Terry Cox: Retain the Fresno High School Warrior image.
2. Winston Kasparian: Retain the Fresno High School Warrior image.
3. Nicholas Willis and Lori Pastre: Retain the Fresno High School Warrior image. Served District with lawsuit.
4. Marcelino Valdez: Open the schools full-time.
5. Jeff Trussler: Open the schools full-time.
6. Nicholas Dodson: Retain the Fresno High School Warrior image.

Email Submissions

1. Mark Oaks: Retain the Fresno High School Warrior image.
2. Tiffany Jones: Retain the Fresno High School Warrior image.
3. Dan Shay: Retain the Fresno High School Warrior image.
4. Sandy Steele-West: Retain the Fresno High School Warrior image.
5. Lezle Staffero Adam: Retain the Fresno High School Warrior image.
6. Rene Salazar: Meet to discuss the Fresno High School Warrior image.
7. Gary Nakagawa: Retain the Fresno High School Warrior image.
8. Lynne Santini: Retain the Fresno High School Warrior image.
9. Jim Tuck: Retain the Fresno High School Warrior image.
10. Brad Marsoobian: Retain the Fresno High School Warrior image.
11. Stephen Blake Mettee: Retain the Fresno High School Warrior image.
12. Kao Cheng Lao: Divert funds from law enforcement to student support programs.
13. Lori Pastre: Retain the Fresno High School Warrior image.
14. Josette Losurdo: Retain the Fresno High School Warrior image.
15. Shauna: Divert funds from law enforcement to student support programs.
16. Mike Jeffus: Retain the Fresno High School Warrior image.
17. Tom Marsella: Retain the Fresno High School Warrior image.
18. Analicia Rangel-Garcia: Divert funds from law enforcement to student support programs.
19. Sharilyn Weber: Retain the Fresno High School Warrior image.
20. Nicholas Willis
21. Michael Markarian: Retain the Fresno High School Warrior image.
22. Tatum Tuck: Retain the Fresno High School Warrior image.
23. Tyler Tatum: Retain the Fresno High School Warrior image.
24. Cambra Downing: Support of a 95/5 health plan and a \$3200 one-time payment to all employees.
25. Jeannette Marroquin: Support of a 95/5 health plan and a \$3200 one-time payment to all employees.
26. Mayra Gutierrez: No comment provided.
27. Jared Martin: 95/5 health plan and \$3200 one-time payment to all employees.
28. Melissa Boyles: 95/5 health plan and \$3200 one-time payment to all employees.
29. Bailey Bunch: 95/5 health plan and \$3200 one-time payment to all employees.

30. Sky Sweet: 95/5 health plan and \$3200 one-time payment to all employees.
31. Andrew Orelup: 95/5 health plan and \$3200 one-time payment to all employees.
32. Lisa Binns: 95/5 health plan and \$3200 one-time payment to all employees.
33. Austen Torrence: 95/5 health plan and \$3200 one-time payment to all employees.
34. Robert Greenberg: 95/5 health plan and \$3200 one-time payment to all employees.
35. Hortencia Munoz: 95/5 health plan and \$3200 one-time payment to all employees.
36. Sandra Iyall: 95/5 health plan.
37. Bee Vang: 95/5 health plan and \$3200 one-time payment to all employees.
38. David Hunter: 95/5 health plan.
39. Abigail Smurr: 95/5 health plan.
40. Joshua Lee: 95/5 health plan and \$3200 one-time payment to all employees.
41. Heather Lane: 95/5 health plan and \$3200 one-time payment to all employees.
42. Elizabeth Scroggins: 95/5 health plan and \$3200 one-time payment to all employees.
43. Amy L. Arnold: 95/5 health plan and \$3200 one-time payment to all employees.
44. Monalyn Madruga: No comment provided.
45. Laurie McCloskey: 95/5 health plan and \$3200 one-time payment to all employees.
46. Matt Isaak: 95/5 health plan and \$3200 one-time payment to all employees.
47. Choua Yang: 95/5 health plan and \$3200 one-time payment to all employees.
48. Wendy Martin: 95/5 health plan and \$3200 one-time payment to all employees.
49. Maiv Tsab: 95/5 health plan and \$3200 one-time payment to all employees.
50. Bailey Rolfs: 95/5 health plan and \$3200 one-time payment to all employees.
51. Aline Kaufmann: 95/5 health plan and \$3200 one-time payment to all employees.
52. Celestina Soto: 95/5 health plan and \$3200 one-time payment to all employees.
53. Linda Bessey: 95/5 health plan and \$3200 one-time payment to all employees.
54. Christopher M.: 95/5 health plan and \$3200 one-time payment to all employees.
55. Blanca Ayon: 95/5 health plan and \$3200 one-time payment to all employees.
56. Luis Damian: 95/5 health plan and \$3200 one-time payment to all employees.
57. Yolanda Ponce: 95/5 health plan and \$3200 one-time payment to all employees.
58. Anthony Segura: 95/5 health plan and \$3200 one-time payment to all employees.
59. Bonita Ring: 95/5 health plan and \$3200 one-time payment to all employees.
60. Carolina Del Real: 95/5 health plan and \$3200 one-time payment to all employees.
61. Lisa Carpenter: 95/5 health plan and \$3200 one-time payment to all employees.
62. Deborah Davidson: 95/5 health plan and \$3200 one-time payment to all employees.
63. Daviana Wisener: 95/5 health plan and \$3200 one-time payment to all employees.
64. Trisha R. Griffin: 95/5 health plan and \$3200 one-time payment to all employees.
65. Tom Staples: 95/5 health plan and \$3200 one-time payment to all employees.
66. Sara Ingels: 95/5 health plan and \$3200 one-time payment to all employees.
67. Jenni McDowell: 95/5 health plan and \$3200 one-time payment to all employees.
68. Jennifer Bermann-Jimenez: 95/5 health plan and \$3200 one-time payment to all employees.
69. Sarah Frampton: 95/5 health plan and \$3200 one-time payment to all employees.
70. Sarah Owens: 95/5 health plan and \$3200 one-time payment to all employees.
71. Kathleen Villarreal: 95/5 health plan.
72. Mark Romero: 95/5 health plan and \$3200 one-time payment to all employees.
73. Renee Munguia: 95/5 health plan and \$3200 one-time payment to all employees.
74. Candy Holguin: 95/5 health plan and \$3200 one-time payment to all employees.
75. Khethmany Tibbetts: 95/5 health plan and \$3200 one-time payment to all employees.
76. Taylor Robinson: 95/5 health plan and \$3200 one-time payment to all employees.

77. Lorena Navarro: 95/5 health plan and \$3200 one-time payment to all employees.
78. Eric Mendoza: 95/5 health plan and \$3200 one-time payment to all employees.
79. Nicole Jennison: 95/5 health plan and \$3200 one-time payment to all employees.
80. Gabriela Perez-Santillan: 95/5 health plan and \$3200 one-time payment to all employees.
81. Brittany Oliver: 95/5 health plan and \$3200 one-time payment to all employees.
82. Arely Mejia: 95/5 health plan and \$3200 one-time payment to all employees.
83. Paulette Cardinale: 95/5 health plan and \$3200 one-time payment to all employees.
84. Carol Padilla-Shaath: 95/5 health plan and \$3200 one-time payment to all employees.
85. Patricia Silvas: 95/5 health plan and \$3200 one-time payment to all employees.
86. Maria Avila: 95/5 health plan and \$3200 one-time payment to all employees.
87. Margarita Spalard: 95/5 health plan and \$3200 one-time payment to all employees.
88. Marcella Linares: 95/5 health plan and \$3200 one-time payment to all employees.
89. Marilyn Baker: 95/5 health plan and \$3200 one-time payment to all employees.
90. Leticia Aguirre: 95/5 health plan and \$3200 one-time payment to all employees.
91. Dorrie Prosser: 95/5 health plan and \$3200 one-time payment to all employees.
92. Aleyda Valencia: 95/5 health plan and \$3200 one-time payment to all employees.
93. Debbie VonBerg: 95/5 health plan and \$3200 one-time payment to all employees.
94. Mary Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
95. Bentia Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
96. Mrsjdl: 95/5 health plan and \$3200 one-time payment to all employees.
97. Kimberly Duchscher: 95/5 health plan.
98. Cassandra Schueler: 95/5 health plan and \$3200 one-time payment to all employees.
99. Shanelle Bueno: 95/5 health plan and \$3200 one-time payment to all employees.
100. Ceciley Teliha: 95/5 health plan and \$3200 one-time payment to all employees.
101. Martha Haro: 95/5 health plan and \$3200 one-time payment to all employees.
102. Laura Heatherly: 95/5 health plan and \$3200 one-time payment to all employees.
103. Mee Vang: 95/5 health plan and \$3200 one-time payment to all employees.
104. Roxanne R. Castro: 95/5 health plan and \$3200 one-time payment to all employees.
105. Matt Estes: 95/5 health plan and \$3200 one-time payment to all employees.
106. Rachel Nichols: 95/5 health plan and \$3200 one-time payment to all employees.
107. Bonnie Carlos: 95/5 health plan and \$3200 one-time payment to all employees.
108. Malena Reyes: 95/5 health plan and \$3200 one-time payment to all employees.
109. Brian Baker: Comment on teacher shortage.
110. Sophary Keo Soundara: No comment provided.
111. Robyn Harvey: 95/5 health plan and \$3200 one-time payment to all employees.
112. Ariana Amaro: 95/5 health plan and \$3200 one-time payment to all employees.
113. Brandy Higley: 95/5 health plan and \$3200 one-time payment to all employees.
114. Michael Guerra: 95/5 health plan and \$3200 one-time payment to all employees.
115. Heather Reedy: 95/5 health plan and \$3200 one-time payment to all employees.
116. Guillermo Castandeda: 95/5 health plan and \$3200 one-time payment to all employees.
117. Anna Grajiola: 95/5 health plan and \$3200 one-time payment to all employees.
118. Mary Veach: 95/5 health plan and \$3200 one-time payment to all employees.
119. Sonia Jauregui: 95/5 health plan and \$3200 one-time payment to all employees.
120. Errin Topolovec: 95/5 health plan and \$3200 one-time payment to all employees.

121. Choua Yang: 95/5 health plan and \$3200 one-time payment to all employees.
122. Kia Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
123. Dora Cuevas: 95/5 health plan and \$3200 one-time payment to all employees.
124. Jessica Diaz: 95/5 health plan and \$3200 one-time payment to all employees.
125. Michele Mazzei: 95/5 health plan and \$3200 one-time payment to all employees.
126. Haley Hoke: 95/5 health plan and \$3200 one-time payment to all employees.
127. Gary Olivarez: 95/5 health plan and \$3200 one-time payment to all employees.
128. Val Fiala: 95/5 health plan and \$3200 one-time payment to all employees.
129. Kristina Wallwork: 95/5 health plan and \$3200 one-time payment to all employees.
130. Joyce Mah: 95/5 health plan and \$3200 one-time payment to all employees.
131. Rita Prescott: 95/5 health plan and \$3200 one-time payment to all employees.
132. Candy Nunez: 95/5 health plan and \$3200 one-time payment to all employees.
133. Yer Vang: 95/5 health plan and \$3200 one-time payment to all employees.
134. Adam Frye: 95/5 health plan and \$3200 one-time payment to all employees.
135. Maricela Limon: 95/5 health plan and \$3200 one-time payment to all employees.
136. Erick Rozigas: 95/5 health plan and \$3200 one-time payment to all employees.
137. Rob Gaertig: 95/5 health plan and \$3200 one-time payment to all employees.
138. Debra Phillips Salas: 95/5 health plan and \$3200 one-time payment to all employees.
139. Diana Carrillo: 95/5 health plan and \$3200 one-time payment to all employees.
140. Tiffani Kelsey-Franco: 95/5 health plan and \$3200 one-time payment to all employees.
141. Ruben Flores: 95/5 health plan and \$3200 one-time payment to all employees.
142. Amy Morris: 95/5 health plan and \$3200 one-time payment to all employees.
143. Kristy Page: 95/5 health plan and \$3200 one-time payment to all employees.
144. Betina Madkins: 95/5 health plan and \$3200 one-time payment to all employees.
145. Deborah Jensen-Rubalcaba: 95/5 health plan and \$3200 one-time payment to all employees.
146. Wayne Parrish: 95/5 health plan and \$3200 one-time payment to all employees.
147. Shannon Ito: 95/5 health plan and \$3200 one-time payment to all employees.
148. Jessica Turner: 95/5 health plan and \$3200 one-time payment to all employees.
149. Aimee Hollaway: 95/5 health plan and \$3200 one-time payment to all employees.
150. Kari Edwards: No comment provided.
151. Nicole Myers: 95/5 health plan and \$3200 one-time payment to all employees.
152. Kearey Hoppock: 95/5 health plan and \$3200 one-time payment to all employees.
153. Danielle Villarreal: 95/5 health plan and \$3200 one-time payment to all employees.
154. Donna Stover: 95/5 health plan and \$3200 one-time payment to all employees.
155. Diana Jones-Henson: 95/5 health plan and \$3200 one-time payment to all employees.
156. Marina Nuno: 95/5 health plan and \$3200 one-time payment to all employees.
157. Darcy Williams: 95/5 health plan and \$3200 one-time payment to all employees.
158. Ong Moua: 95/5 health plan and \$3200 one-time payment to all employees.
159. Sue Farmer: 95/5 health plan and \$3200 one-time payment to all employees.
160. Caty Clawson: 95/5 health plan and \$3200 one-time payment to all employees.
161. Sheri Mauro: 95/5 health plan and \$3200 one-time payment to all employees.
162. May Vang: 95/5 health plan and \$3200 one-time payment to all employees.
163. Whitney Williams: 95/5 health plan and \$3200 one-time payment to all employees.
164. Lisa Phillips: 95/5 health plan and \$3200 one-time payment to all employees.

165. Michelle Platt: 95/5 health plan and \$3200 one-time payment to all employees.
166. Kelly Petersen: 95/5 health plan and \$3200 one-time payment to all employees.
167. Michelle Brown: 95/5 health plan and \$3200 one-time payment to all employees.
168. Wendy DenBesten: 95/5 health plan and \$3200 one-time payment to all employees.
169. Allison Thatcher: 95/5 health plan and \$3200 one-time payment to all employees.
170. Veronica Hanlon: 95/5 health plan and \$3200 one-time payment to all employees.
171. Kathryn Koch: 95/5 health plan and \$3200 one-time payment to all employees.
172. Esteban Yanez: 95/5 health plan and \$3200 one-time payment to all employees.
173. Yadira Soleno: 95/5 health plan and \$3200 one-time payment to all employees.
174. Pamela Kennedy: 95/5 health plan and \$3200 one-time payment to all employees.
175. Jennifer Valdez: 95/5 health plan and \$3200 one-time payment to all employees.
176. Jasmine Cooper: 95/5 health plan and \$3200 one-time payment to all employees.
177. Nina Kong: 95/5 health plan and \$3200 one-time payment to all employees.
178. Melissa Seibert: 95/5 health plan and \$3200 one-time payment to all employees.
179. Suzanne Lamontagne: 95/5 health plan and \$3200 one-time payment to all employees.
180. Addy Vang: 95/5 health plan and \$3200 one-time payment to all employees.
181. Chua Yang: 95/5 health plan and \$3200 one-time payment to all employees.
182. Paulette Cardinale: 95/5 health plan and \$3200 one-time payment to all employees.
183. Jocelyn Hernandez: 95/5 health plan and \$3200 one-time payment to all employees.
184. Liza Robinson: 95/5 health plan and \$3200 one-time payment to all employees.
185. Patricia Toto: 95/5 health plan and \$3200 one-time payment to all employees.
186. A Pipkin: 95/5 health plan and \$3200 one-time payment to all employees.
187. Dana Buel: 95/5 health plan and \$3200 one-time payment to all employees.
188. Francisco Arciniega: 95/5 health plan and \$3200 one-time payment to all employees.
189. Bee Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
190. Erin Krentz: 95/5 health plan and \$3200 one-time payment to all employees.
191. Ydira Gonzalez: 95/5 health plan and \$3200 one-time payment to all employees.
192. Tamara Norris: 95/5 health plan and \$3200 one-time payment to all employees.
193. Cindy Conti: 95/5 health plan and \$3200 one-time payment to all employees.
194. Haven Bigger: 95/5 health plan and \$3200 one-time payment to all employees.
195. Leonora Bolanos: 95/5 health plan and \$3200 one-time payment to all employees.
196. Riri 5: 95/5 health plan and \$3200 one-time payment to all employees.
197. Vanessa Perez: 95/5 health plan and \$3200 one-time payment to all employees.
198. Mindy Frazier: 95/5 health plan and \$3200 one-time payment to all employees.
199. Shawna Haymond: 95/5 health plan and \$3200 one-time payment to all employees.
200. Panouly Her: 95/5 health plan and \$3200 one-time payment to all employees.
201. Jessica Engleman: 95/5 health plan and \$3200 one-time payment to all employees.
202. Cietta Johnson: 95/5 health plan and \$3200 one-time payment to all employees.
203. Bong Bai Thao: 95/5 health plan and \$3200 one-time payment to all employees.
204. Hermila Braun: 95/5 health plan and \$3200 one-time payment to all employees.
205. Charla Pierson: 95/5 health plan and \$3200 one-time payment to all employees.
206. Maribelle Ramon-Espinosa: 95/5 health plan and \$3200 one-time payment to all employees.
207. Jason Flores: 95/5 health plan and \$3200 one-time payment to all employees.
208. George Zepeda: 95/5 health plan and \$3200 one-time payment to all employees.
209. Jennifer Jones: 95/5 health plan and \$3200 one-time payment to all employees.
210. Lynnea Mitchell: 95/5 health plan and \$3200 one-time payment to all employees.

211. Yesenia Madrid: 95/5 health plan and \$3200 one-time payment to all employees.
212. Erin Sandoval: 95/5 health plan and \$3200 one-time payment to all employees.
213. Katherine Moore: 95/5 health plan and \$3200 one-time payment to all employees.
214. Sopheak Real: 95/5 health plan and \$3200 one-time payment to all employees.
215. Laura Wolf: 95/5 health plan and \$3200 one-time payment to all employees.
216. Hannah Warden: 95/5 health plan and \$3200 one-time payment to all employees.
217. Arsenia Zarate: 95/5 health plan and \$3200 one-time payment to all employees.
218. Michael Meadows: 95/5 health plan and \$3200 one-time payment to all employees.
219. Troy Barnett: 95/5 health plan and \$3200 one-time payment to all employees.
220. Regina Cervantes: 95/5 health plan and \$3200 one-time payment to all employees.
221. Grace Wamhoff: 95/5 health plan and \$3200 one-time payment to all employees.
222. Staci Lowe: 95/5 health plan and \$3200 one-time payment to all employees.
223. Kim Merchen: 95/5 health plan and \$3200 one-time payment to all employees.
224. Keri Magana: 95/5 health plan and \$3200 one-time payment to all employees.
225. Sharon Bonnema: 95/5 health plan and \$3200 one-time payment to all employees.
226. Debbie Patterson: 95/5 health plan and \$3200 one-time payment to all employees.
227. Yadira Robles: 95/5 health plan and \$3200 one-time payment to all employees.
228. Chris Gadams: Concerned district will not honor commitment to health care contribution.
229. Genaro Garcia: 95/5 health plan and \$3200 one-time payment to all employees.
230. Cindy Hooker: 95/5 health plan and \$3200 one-time payment to all employees.
231. Noemi Hardy: 95/5 health plan and \$3200 one-time payment to all employees.
232. Julie Her: 95/5 health plan and \$3200 one-time payment to all employees.
233. Allison Dye: 95/5 health plan and \$3200 one-time payment to all employees.
234. Martin Moreno Moreno: 95/5 health plan and \$3200 one-time payment to all employees.
235. Kazoua Yang: 95/5 health plan and \$3200 one-time payment to all employees.
236. Christine Clay: 95/5 health plan and \$3200 one-time payment to all employees.
237. Rosa Ruiz: 95/5 health plan and \$3200 one-time payment to all employees.
238. Claudia Aghoian: 95/5 health plan and \$3200 one-time payment to all employees.
239. Shanna Margain: 95/5 health plan and \$3200 one-time payment to all employees.
240. Justin Manuel: 95/5 health plan and \$3200 one-time payment to all employees.
241. Rachel: We deserve what Clovis Unified received \$4000.
242. Erik Martinez1: 95/5 health plan and \$3200 one-time payment to all employees.
243. Veronica Meza: 95/5 health plan and \$3200 one-time payment to all employees.
244. Sandra Morales: 95/5 health plan and \$3200 one-time payment to all employees.
245. Mary Vang: 95/5 health plan and \$3200 one-time payment to all employees.
246. May Lee1: 95/5 health plan and \$3200 one-time payment to all employees.
247. Robert Delarosa: People always say how underpaid and unappreciated teachers are. Now is the time to act.
248. Lauren Stewart: 95/5 health plan and \$3200 one-time payment to all employees.
249. Michael Clark: 95/5 health plan and \$3200 one-time payment to all employees.
250. Yolanda Campos: 95/5 health plan and \$3200 one-time payment to all employees.
251. Xai Elizabeth Torres: 95/5 health plan and \$3200 one-time payment to all employees.
252. Alicia Lopes: 95/5 health plan and \$3200 one-time payment to all employees.
253. Ashkhen Aristakessian: 95/5 health plan and \$3200 one-time payment to all employees.

254. Herminia Adams: 95/5 health plan and \$3200 one-time payment to all employees.
255. Michelle Hannah: 95/5 health plan and \$3200 one-time payment to all employees.
256. Sarah Ramirez: 95/5 health plan and \$3200 one-time payment to all employees.
257. Marcella Linares: 95/5 health plan and \$3200 one-time payment to all employees.
258. Gina Arzola: 95/5 health plan and \$3200 one-time payment to all employees.
259. Andrea Miguel (Cerde): 95/5 health plan and \$3200 one-time payment to all employees.
260. Jose Sandoval: 95/5 health plan and \$3200 one-time payment to all employees.
261. Pamela Kwan: 95/5 health plan and \$3200 one-time payment to all employees.
262. Evie Rodriguez-Sanchez: 95/5 health plan and \$3200 one-time payment to all employees.
263. Kathy Riggs: 95/5 health plan and \$3200 one-time payment to all employees.
264. Erica Avina-Garibay: No comment provided.
265. Jaime Smith: 95/5 health plan and \$3200 one-time payment to all employees.
266. Cynda Caskey: 95/5 health plan and \$3200 one-time payment to all employees.
267. Bao Her: 95/5 health plan and \$3200 one-time payment to all employees.
268. Kristina Yang: 95/5 health plan and \$3200 one-time payment to all employees.
269. William Mitchell: 95/5 health plan and \$3200 one-time payment to all employees.
270. Pam Ritcheson: 95/5 health plan and \$3200 one-time payment to all employees.
271. Ernest Espinosa: 95/5 health plan and \$3200 one-time payment to all employees.
272. Madeline Cedillo: No comment provided.
273. Scott McEndree: 95/5 health plan and \$3200 one-time payment to all employees.
274. Kathy Pacheco: 95/5 health plan and \$3200 one-time payment to all employees.
275. Amanda Horvath: 95/5 health plan and \$3200 one-time payment to all employees.
276. Diana Lopez: 95/5 health plan and \$3200 one-time payment to all employees.
277. Long Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
278. Martha Roberts: 95/5 health plan and \$3200 one-time payment to all employees.
279. Carinna Brookey: 95/5 health plan and \$3200 one-time payment to all employees.
280. Amy Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
281. Harmony Mendez: 95/5 health plan and \$3200 one-time payment to all employees.
282. Teri Green: 95/5 health plan and \$3200 one-time payment to all employees.
283. Carolyn McGaugh: 95/5 health plan and \$3200 one-time payment to all employees.
284. Marina Santos: 95/5 health plan and \$3200 one-time payment to all employees.
285. Jessica Manuel: 95/5 health plan and \$3200 one-time payment to all employees.
286. Allison Catalina: 95/5 health plan and \$3200 one-time payment to all employees.
287. Jennifer Howells: 95/5 health plan and \$3200 one-time payment to all employees.
288. Tamara Smith: 95/5 health plan and \$3200 one-time payment to all employees.
289. Jackie Smith: 95/5 health plan and \$3200 one-time payment to all employees.
290. Anna Gash: 95/5 health plan and \$3200 one-time payment to all employees.
291. Tracy Owensby: 95/5 health plan and \$3200 one-time payment to all employees.
292. Terry Aranaz: 95/5 health plan and \$3200 one-time payment to all employees.
293. Janell Beamon: 95/5 health plan and \$3200 one-time payment to all employees.
294. Erik Castillo: 95/5 health plan and \$3200 one-time payment to all employees.
295. Heather DiFuria: 95/5 health plan and \$3200 one-time payment to all employees.
296. Emiley Yaughner: 95/5 health plan and \$3200 one-time payment to all employees.
297. Renee White: 95/5 health plan and \$3200 one-time payment to all employees.
298. Sarah Ogilvie: 95/5 health plan and \$3200 one-time payment to all employees.
299. Nancy Pellegrini: 95/5 health plan and \$3200 one-time payment to all employees.

300. Sara Weatherby: 95/5 health plan and \$3200 one-time payment to all employees.
301. Saida Sanchez: 95/5 health plan and \$3200 one-time payment to all employees.
302. Erika Ramirez Alonso: 95/5 health plan and \$3200 one-time payment to all employees.
303. Erin Holland: 95/5 health plan and \$3200 one-time payment to all employees.
304. Shannon Creviston: 95/5 health plan and \$3200 one-time payment to all employees.
305. Irma Mendez: 95/5 health plan and \$3200 one-time payment to all employees.
306. Stephanie Thao: 95/5 health plan and \$3200 one-time payment to all employees.
307. Virginia Engel: 95/5 health plan and \$3200 one-time payment to all employees.
308. Amy Ryan: 95/5 health plan and \$3200 one-time payment to all employees.
309. Jeannine K. Der Manouel: 95/5 health plan and \$3200 one-time payment to all employees.
310. Ruth Moua: 95/5 health plan and \$3200 one-time payment to all employees.
311. Meghan Schimmel: 95/5 health plan and \$3200 one-time payment to all employees.
312. Daniele Beall-Larsen: 95/5 health plan and \$3200 one-time payment to all employees.
313. Melanie Halstead: 95/5 health plan and \$3200 one-time payment to all employees.
314. Mike Dunnington: 95/5 health plan and \$3200 one-time payment to all employees.
315. Janet Pressman: 95/5 health plan and \$3200 one-time payment to all employees.
316. Sandra Gutierrez: 95/5 health plan and \$3200 one-time payment to all employees.
317. Delia Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
318. Mai Nou Moua: 95/5 health plan and \$3200 one-time payment to all employees.
319. Chris Marquez: 95/5 health plan and \$3200 one-time payment to all employees.
320. Rogelio Olivera: 95/5 health plan and \$3200 one-time payment to all employees.
321. John Lourenco: 95/5 health plan and \$3200 one-time payment to all employees.
322. Manuel Ramirez: 95/5 health plan and \$3200 one-time payment to all employees.
323. Anne Hendrickson: 95/5 health plan and \$3200 one-time payment to all employees.
324. Victor Leyva: 95/5 health plan and \$3200 one-time payment to all employees.
325. Angelica Gonzalez-Butler: 95/5 health plan and \$3200 one-time payment to all employees.
326. Patrick Gerrits: 95/5 health plan and \$3200 one-time payment to all employees.
327. Tonia Dubberke: 95/5 health plan and \$3200 one-time payment to all employees.
328. Eulogio Gomez: 95/5 health plan and \$3200 one-time payment to all employees.
329. Michele Hayashi: 95/5 health plan and \$3200 one-time payment to all employees.
330. Sara Tremblay: 95/5 health plan and \$3200 one-time payment to all employees.
331. Victoria Vaj: 95/5 health plan and \$3200 one-time payment to all employees.
332. Miss Thomas: 95/5 health plan and \$3200 one-time payment to all employees.
333. Diana Fultz: 95/5 health plan and \$3200 one-time payment to all employees.
334. Amanda Peterson: 95/5 health plan and \$3200 one-time payment to all employees.
335. Ysidro Valenzuela: 95/5 health plan and \$3200 one-time payment to all employees.
336. Lesley Major: 95/5 health plan and \$3200 one-time payment to all employees.
337. Monica Nunez: 95/5 health plan and \$3200 one-time payment to all employees.
338. Steve Lathrop: 95/5 health plan and \$3200 one-time payment to all employees.
339. Erica A. Buller: 95/5 health plan and \$3200 one-time payment to all employees.
340. Loriann Catron: 95/5 health plan and \$3200 one-time payment to all employees.
341. Blanca Delgado: 95/5 health plan and \$3200 one-time payment to all employees.
342. Diana Maldonado: 95/5 health plan and \$3200 one-time payment to all employees.
343. Angela Horton: 95/5 health plan and \$3200 one-time payment to all employees.

344. Patricia Andrade: 95/5 health plan and \$3200 one-time payment to all employees.
345. Bill T. Osle: 95/5 health plan and \$3200 one-time payment to all employees.
346. Mang Moua: 95/5 health plan and \$3200 one-time payment to all employees.
347. Amy Reina: 95/5 health plan and \$3200 one-time payment to all employees.
348. Mrduyst: 95/5 health plan and \$3200 one-time payment to all employees.
349. Kim Crowley: 95/5 health plan and \$3200 one-time payment to all employees.
350. Isabella Tinoco: 95/5 health plan and \$3200 one-time payment to all employees.
351. Louise Styles: 95/5 health plan and \$3200 one-time payment to all employees.
352. Yolanda Arellano: 95/5 health plan and \$3200 one-time payment to all employees.
353. Elizabeth Cook: 95/5 health plan and \$3200 one-time payment to all employees.
354. Scott Hatfield: 95/5 health plan and \$3200 one-time payment to all employees.
355. Krystal Ruiz: 95/5 health plan and \$3200 one-time payment to all employees.
356. Eduardo Olivera: 95/5 health plan and \$3200 one-time payment to all employees.
357. Elvira Erenas: 95/5 health plan and \$3200 one-time payment to all employees.
358. Lorna Lewis: 95/5 health plan and \$3200 one-time payment to all employees.
359. Lynette Mott: 95/5 health plan and \$3200 one-time payment to all employees.
360. Maria Rubira: 95/5 health plan and \$3200 one-time payment to all employees.
361. Luz Cheng: 95/5 health plan.
362. Elizabeth Thomas: 95/5 health plan and \$3200 one-time payment to all employees.
363. Laura Zarate: 95/5 health plan and \$3200 one-time payment to all employees.
364. Denise Brown: 95/5 health plan and \$3200 one-time payment to all employees.
365. Eustorgio C. Cuevas: 95/5 health plan and \$3200 one-time payment to all employees.
366. Pangia Yang: 95/5 health plan and \$3200 one-time payment to all employees.
367. Lauren Gripenstraw: 95/5 health plan and \$3200 one-time payment to all employees.
368. Brooke Welch: 95/5 health plan and \$3200 one-time payment to all employees.
369. Alicia Fondtain: 95/5 health plan and \$3200 one-time payment to all employees.
370. Staci Siechert: 95/5 health plan and \$3200 one-time payment to all employees.
371. Sheena Sharkey: 95/5 health plan and \$3200 one-time payment to all employees.
372. Kevin Williams: 95/5 health plan and \$3200 one-time payment to all employees.
373. Teresa Metzler: 95/5 health plan and \$3200 one-time payment to all employees.
374. Robert Cook: 95/5 health plan and \$3200 one-time payment to all employees.
375. Pa Houa Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
376. Julie Graham: 95/5 health plan and \$3200 one-time payment to all employees.
377. Alejandro Tinoco: 95/5 health plan and \$3200 one-time payment to all employees.
378. Nathaniel Brown: 95/5 health plan and \$3200 one-time payment to all employees.
379. David Wisar: 95/5 health plan and \$3200 one-time payment to all employees.
380. Julie Baroni: 95/5 health plan and \$3200 one-time payment to all employees.
381. Maria Castro: 95/5 health plan and \$3200 one-time payment to all employees.
382. Jerome Rice: 95/5 health plan and \$3200 one-time payment to all employees.
383. Lisa Will: 95/5 health plan and \$3200 one-time payment to all employees.
384. Sandra Atkins: 95/5 health plan and \$3200 one-time payment to all employees.
385. Rebekah Blanchette: 95/5 health plan and \$3200 one-time payment to all employees.
386. Maribel Vargas: 95/5 health plan and \$3200 one-time payment to all employees.
387. Victoria Johnson: 95/5 health plan and \$3200 one-time payment to all employees.
388. Kimberly Baca: 95/5 health plan and \$3200 one-time payment to all employees.
389. Fong Thao: 95/5 health plan and \$3200 one-time payment to all employees.

390. Rhianna Beaumont-Lamb: 95/5 health plan and \$3200 one-time payment to all employees.
391. Kasi Welte: 95/5 health plan and \$3200 one-time payment to all employees.
392. Malcom L. Simpson: 95/5 health plan and \$3200 one-time payment to all employees.
393. Anthony Her: 95/5 health plan and \$3200 one-time payment to all employees.
394. Imelda Carrillo: 95/5 health plan and \$3200 one-time payment to all employees.
395. Kim Jenkins: 95/5 health plan and \$3200 one-time payment to all employees.
396. Mary Khin: 95/5 health plan and \$3200 one-time payment to all employees.
397. Janice Marshall: 95/5 health plan and \$3200 one-time payment to all employees.
398. Elizabeth Macedo: 95/5 health plan and \$3200 one-time payment to all employees.
399. Patty Hancock: When will there be a cap on SDC classes?
400. Claudia P. BanuelosMoreno: No comment provided.
401. Grace Daniels: 95/5 health plan and \$3200 one-time payment to all employees.
402. Baoui Her: 95/5 health plan and \$3200 one-time payment to all employees.
403. Cheryl Pachelbel: 95/5 health plan and \$3200 one-time payment to all employees.
404. Danise Papanickolas: 95/5 health plan and \$3200 one-time payment to all employees.
405. Touy Inthavong: 95/5 health plan and \$3200 one-time payment to all employees.
406. Maddalena Perez: Concerned district will not honor commitment to health care contribution.
407. Kristin Cappelli: 95/5 health plan and \$3200 one-time payment to all employees.
408. Laura Mendes: 95/5 health plan and \$3200 one-time payment to all employees.
409. Russell Berndt: 95/5 health plan and \$3200 one-time payment to all employees.
410. Lou Fang: 95/5 health plan and \$3200 one-time payment to all employees.
411. Sarah Rojo: 95/5 health plan and \$3200 one-time payment to all employees.
412. Patricia Arzola: 95/5 health plan and \$3200 one-time payment to all employees.
413. Chrystal Swart: 95/5 health plan and \$3200 one-time payment to all employees.
414. Sally Bliatout: 95/5 health plan and \$3200 one-time payment to all employees.
415. Terese Riojas: 95/5 health plan and \$3200 one-time payment to all employees.
416. Robert Vega: 95/5 health plan and \$3200 one-time payment to all employees.
417. Kristin Ringer: 95/5 health plan and \$3200 one-time payment to all employees.
418. Valerie Wong: 95/5 health plan and \$3200 one-time payment to all employees.
419. Anne Richards: 95/5 health plan and \$3200 one-time payment to all employees.
420. June Vang: 95/5 health plan and \$3200 one-time payment to all employees.
421. Ivan Gutierrez: 95/5 health plan and \$3200 one-time payment to all employees.
422. Sharon Foster: 95/5 health plan and \$3200 one-time payment to all employees.
423. Kristin Weatherson: 95/5 health plan and \$3200 one-time payment to all employees.
424. B. Mendoza: 95/5 health plan and \$3200 one-time payment to all employees.
425. Kathy Burgess: 95/5 health plan and \$3200 one-time payment to all employees.
426. Imelda Ortega: 95/5 health plan and \$3200 one-time payment to all employees.
427. Brenda McLain: 95/5 health plan and \$3200 one-time payment to all employees.
428. Norma M. Ruiz: 95/5 health plan and \$3200 one-time payment to all employees.
429. Liliana Trejo: 95/5 health plan and \$3200 one-time payment to all employees.
430. Michele Larson: 95/5 health plan and \$3200 one-time payment to all employees.
431. Kayla Jenkins:
432. Mysti Harrison: 95/5 health plan and \$3200 one-time payment to all employees.
433. Robert Swart: 95/5 health plan and \$3200 one-time payment to all employees.
434. Felicia Tillak Lacy: 95/5 health plan and \$3200 one-time payment to all employees.

435. Enedina Viveros: 95/5 health plan and \$3200 one-time payment to all employees.
436. Mark Alatorre: 95/5 health plan and \$3200 one-time payment to all employees.
437. Sinthiaatega: 95/5 health plan and \$3200 one-time payment to all employees.
438. Maria Rios: 95/5 health plan and \$3200 one-time payment to all employees.
439. Jon Bath: Concerned district will not honor commitment to health care contribution.
440. April Hogue: 95/5 health plan and \$3200 one-time payment to all employees.
441. Susan Mazzeo: 95/5 health plan and \$3200 one-time payment to all employees.
442. Claudia Readwright: 95/5 health plan and \$3200 one-time payment to all employees.
443. Randall Robinson: 95/5 health plan and \$3200 one-time payment to all employees.
444. Crystal Reynaga: 95/5 health plan and \$3200 one-time payment to all employees.
445. Hector Salinas: 95/5 health plan and \$3200 one-time payment to all employees.
446. Reid Gromis: 95/5 health plan and \$3200 one-time payment to all employees.
447. Alana Hill: 95/5 health plan and \$3200 one-time payment to all employees.
448. KongMia Her: 95/5 health plan and \$3200 one-time payment to all employees.
449. Xiong Vang: 95/5 health plan and \$3200 one-time payment to all employees.
450. Jocelyn Dominguez: 95/5 health plan and \$3200 one-time payment to all employees.
451. Kristin Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
452. Anthony Roach: 95/5 health plan and \$3200 one-time payment to all employees.
453. Alva Salinas: 95/5 health plan and \$3200 one-time payment to all employees.
454. Paj Tshiab Lor: 95/5 health plan and \$3200 one-time payment to all employees.
455. Mdunlop: 95/5 health plan and \$3200 one-time payment to all employees.
456. Serena Dansby: 95/5 health plan and \$3200 one-time payment to all employees.
457. Dana Rossi: 95/5 health plan and \$3200 one-time payment to all employees.
458. Diedre L. Brooks: 95/5 health plan and \$3200 one-time payment to all employees.
459. Tiffany Hendrixson: 95/5 health plan and \$3200 one-time payment to all employees.
460. Stefanie Lowe: 95/5 health plan and \$3200 one-time payment to all employees.
461. David Vang: 95/5 health plan and \$3200 one-time payment to all employees.
462. Fay Hinds: 95/5 health plan and \$3200 one-time payment to all employees.
463. Ronald S. Kludas: 95/5 health plan and \$3200 one-time payment to all employees.
464. Vy Heng? 95/5 health plan and \$3200 one-time payment to all employees.
465. Lisa Pierce: 95/5 health plan and \$3200 one-time payment to all employees.
466. V. Brenda Manhas: 95/5 health plan and \$3200 one-time payment to all employees.
467. Kristin Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
468. Christopher Finley: I woke like to comment.
469. Nimh Nameechai: 95/5 health plan and \$3200 one-time payment to all employees.
470. Joe Trevino: 95/5 health plan and \$3200 one-time payment to all employees.
471. Uvaldo Garcia: 95/5 health plan and \$3200 one-time payment to all employees.
472. Andriette Smith: 95/5 health plan and \$3200 one-time payment to all employees.
473. Julianna Hughes: 95/5 health plan and \$3200 one-time payment to all employees.
474. Paija Thao-Trevino: 95/5 health plan and \$3200 one-time payment to all employees.
475. Maria Rodriguez: 95/5 health plan and \$3200 one-time payment to all employees.
476. Cinthia Espino: 95/5 health plan and \$3200 one-time payment to all employees.
477. John Jackson: 95/5 health plan and \$3200 one-time payment to all employees.
478. Melissa Leyva: 95/5 health plan and \$3200 one-time payment to all employees.
479. Jessica Cox: 95/5 health plan and \$3200 one-time payment to all employees.
480. Marisa Rodriguez: 95/5 health plan and \$3200 one-time payment to all employees.
481. Mary Sandoval: 95/5 health plan and \$3200 one-time payment to all employees.

482. Yvette Eamigh: 95/5 health plan and \$3200 one-time payment to all employees.
483. La Preya Stewart: 95/5 health plan and \$3200 one-time payment to all employees.
484. Lena Pilavian: 95/5 health plan and \$3200 one-time payment to all employees.
485. Bernadette Smith: 95/5 health plan and \$3200 one-time payment to all employees.
486. Lydia White: 95/5 health plan and \$3200 one-time payment to all employees.
487. Melody Drumm: 95/5 health plan and \$3200 one-time payment to all employees.
488. Esperanza Ramirez: 95/5 health plan and \$3200 one-time payment to all employees.
489. Coplandmelissa: 95/5 health plan and \$3200 one-time payment to all employees.
490. Andriana Cadenas: No comment provided.
491. Shelia Kelley: 95/5 health plan and \$3200 one-time payment to all employees.
492. Janice Cha: 95/5 health plan and \$3200 one-time payment to all employees.
493. Darlene Melander-Ellis: 95/5 health plan and \$3200 one-time payment to all employees.
494. Melody McCombs: 95/5 health plan and \$3200 one-time payment to all employees.
495. Eloisa Rios: 95/5 health plan and \$3200 one-time payment to all employees.
496. Jammie Barker: 95/5 health plan and \$3200 one-time payment to all employees.
497. Manilay Lounbandit: 95/5 health plan and \$3200 one-time payment to all employees.
498. Selena Moyle: 95/5 health plan and \$3200 one-time payment to all employees.
499. Nabor Uribe: 95/5 health plan and \$3200 one-time payment to all employees.
500. Molly Fang: 95/5 health plan and \$3200 one-time payment to all employees.
501. Kristina Morlet-Mongelli: 95/5 health plan and \$3200 one-time payment to all employees.
502. Tish Rice: 95/5 health plan and \$3200 one-time payment to all employees.
503. Karina Ortiz: 95/5 health plan and \$3200 one-time payment to all employees.
504. Chirley Yang: 95/5 health plan and \$3200 one-time payment to all employees.
505. Leticia Cervantes: 95/5 health plan and \$3200 one-time payment to all employees.
506. Margarita Rio Frio: 95/5 health plan and \$3200 one-time payment to all employees.
507. Catherine Calkins: 95/5 health plan and \$3200 one-time payment to all employees.
508. Susan R. Jimenez: 95/5 health plan and \$3200 one-time payment to all employees.
509. Carl D'Souza: 95/5 health plan and \$3200 one-time payment to all employees.
510. Bi Vang: 95/5 health plan and \$3200 one-time payment to all employees.
511. Kevin Herrera: 95/5 health plan and \$3200 one-time payment to all employees.
512. Sofia Perez: 95/5 health plan and \$3200 one-time payment to all employees.
513. Alicia Estrada-Correa: 95/5 health plan and \$3200 one-time payment to all employees.
514. Leslie Ramos: 95/5 health plan and \$3200 one-time payment to all employees.
515. Cynthia Piper: 95/5 health plan.
516. Rosa Lopez1: 95/5 health plan and \$3200 one-time payment to all employees.
517. Karen Peterson: Concerned district will not honor commitment to health care contribution.
518. Sharayah Veith: 95/5 health plan and \$3200 one-time payment to all employees.
519. Michelle Lee-Vang: 95/5 health plan and \$3200 one-time payment to all employees.
520. Rasamay Lee: 95/5 health plan and \$3200 one-time payment to all employees.
521. Lisa Gorans: 95/5 health plan and \$3200 one-time payment to all employees.
522. Alma Vargas-Lopez: 95/5 health plan and \$3200 one-time payment to all employees.
523. Andra Linder: 95/5 health plan and \$3200 one-time payment to all employees.
524. Emily Vang: 95/5 health plan and \$3200 one-time payment to all employees.
525. Lily Keokongmy: 95/5 health plan and \$3200 one-time payment to all employees.

- 526. Tracy Grubb: 95/5 health plan and \$3200 one-time payment to all employees.
- 527. Ajr: 95/5 health plan and \$3200 one-time payment to all employees.
- 528. Sharon Tevis: 95/5 health plan and \$3200 one-time payment to all employees.
- 529. Brenda McClain: 95/5 health plan and \$3200 one-time payment to all employees.
- 530. Jessica Simonetti: 95/5 health plan and \$3200 one-time payment to all employees.
- 531. Shawn Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
- 532. Yia Xiong: 95/5 health plan and \$3200 one-time payment to all employees.
- 533. Christine De La Cruz: 95/5 health plan and \$3200 one-time payment to all employees.
- 534. Christine De La Cruz: Duplicate.
- 535. Don Somers: 95/5 health plan and \$3200 one-time payment to all employees.
- 536. Khou Cha: 95/5 health plan and \$3200 one-time payment to all employees.
- 537. Kathy McDonell: 95/5 health plan and \$3200 one-time payment to all employees.
- 538. Lance Bessey: 95/5 health plan and \$3200 one-time payment to all employees.
- 539. Rosa Rodriguez Martinez: 95/5 health plan and \$3200 one-time payment to all employees.
- 540. Vania Dela Torre: 95/5 health plan and \$3200 one-time payment to all employees.
- 541. Trish Renfro: 95/5 health plan and \$3200 one-time payment to all employees.
- 542. Kara Veith: 95/5 health plan and \$3200 one-time payment to all employees.
- 543. Jeannette Kaloki: 95/5 health plan and \$3200 one-time payment to all employees.
- 544. Melinda Galaviz: 95/5 health plan and \$3200 one-time payment to all employees.
- 545. Erica Tristan: 95/5 health plan and \$3200 one-time payment to all employees.
- 546. Laura MacBride: 95/5 health plan and \$3200 one-time payment to all employees.
- 547. Carolyn Hodge: 95/5 health plan and \$3200 one-time payment to all employees.
- 548. Mike Spencer: 95/5 health plan and \$3200 one-time payment to all employees.
- 549. Stacy Solis: 95/5 health plan and \$3200 one-time payment to all employees.
- 550. Michelle Tynan: 95/5 health plan and \$3200 one-time payment to all employees.
- 551. Edgardo Pacheco-Resto: 95/5 health plan and \$3200 one-time payment to all employees.
- 552. Jose Galaviz: 95/5 health plan and \$3200 one-time payment to all employees.
- 553. Salvador Lopez: A wasted opportunity to show good faith works.
- 554. Barbgio: 95/5 health plan and \$3200 one-time payment to all employees.
- 555. Brenda Mariucci: 95/5 health plan and \$3200 one-time payment to all employees.
- 556. Barbara Giometti: 95/5 health plan and \$3200 one-time payment to all employees.
- 557. Nou Thao: 95/5 health plan and \$3200 one-time payment to all employees.
- 558. Daniela Guerrero Hernandez: 95/5 health plan and \$3200 one-time payment to all employees.
- 559. Sara L. Medina-Baker: 95/5 health plan and \$3200 one-time payment to all employees.
- 560. Durrand Johnson: 95/5 health plan and \$3200 one-time payment to all employees.
- 561. Paj Lor: 95/5 health plan and \$3200 one-time payment to all employees.
- 562. Tania Gonzalez: 95/5 health plan and \$3200 one-time payment to all employees.
- 563. Amalia Gong-Chun: 95/5 health plan and \$3200 one-time payment to all employees.
- 564. Adriana Alcocer: 95/5 health plan and \$3200 one-time payment to all employees.
- 565. Virginia Guerra: 95/5 health plan and \$3200 one-time payment to all employees.
- 566. Nicole Vincent: 95/5 health plan and \$3200 one-time payment to all employees.
- 567. Kristina Ringo: 95/5 health plan and \$3200 one-time payment to all employees.

568. Diana Sayasane: 95/5 health plan and \$3200 one-time payment to all employees.
569. Bradley Jelmini: 95/5 health plan and \$3200 one-time payment to all employees.
570. Cecily Bevan Trueblood: 95/5 health plan and \$3200 one-time payment to all employees.
571. Duanu Vang: 95/5 health plan and \$3200 one-time payment to all employees.
572. Jessica George: 95/5 health plan and \$3200 one-time payment to all employees.
573. Shawn Simas: 95/5 health plan and \$3200 one-time payment to all employees.
574. Gabe: 95/5 health plan and \$3200 one-time payment to all employees.
575. Chelsea Shuman: 95/5 health plan and \$3200 one-time payment to all employees.
576. Brinkley Abercrombie: 95/5 health plan and \$3200 one-time payment to all employees.
577. Amanda Plumb: The attached snapshot reflects my views. (No snapshot provided.)

B. CONFERENCE/DISCUSSION AGENDA

- B-16, 1) CONDUCT Public Hearing Determining Energy Services Agreements to be in the Best Interest of Fresno Unified School District, and ADOPT Resolution 20-21 Making Finding in Accordance with Government Code Section 4217.12(a)(1); and
2) ADOPT Resolution 20-22 Approving Energy Services Agreements with FFP BTM Solar, LLC (ForeFront Power) for Development of Solar Energy Projects at 15 Elementary Schools and 6 Middle Schools, and Finding the Agreements to be in the Best Interest of Fresno Unified School District**

For the record, Board President Davis OPENED the public hearing at 6:57 p.m.

OPPORTUNITY for Public Comment

For the record, the Board received zero submissions of public comment for Agenda Item B16.

For the record, Board President Davis CLOSED the public hearing at 7:08 p.m.

On a motion by Board Member Jonasson Rosas, seconded by Board Member Major Slatic, Agenda Item B-16 was adopted by a roll call vote of 6-0-0-1, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, and Board President Davis. ABSENT: Board Clerk Thomas.

B-17, PRESENT and DISCUSS the 2021/22 Strategic Budget Development

The Board of Education has discussed the Governor's proposed Budget and the potential impacts on Fresno Unified, as well as the strategic budget development process, at previous Board Meetings as follows: January 20, 2021, February 17, 2021, March 17, 2021, February 03, 2021, March 10, 2021, April 07, 2021, and April 21, 2021. On May 05, 2021 staff and the Board continued budget development discussions.

OPPORTUNITY for Public Comment

For the record, the Board received 5 requests to address the Board and 70 submissions of public comment for Agenda Item B17. They are as follows:

Requests to Address the Board

1. Marisa Moraza: Divert funding from law enforcement to student support programs.
2. Alexandria Ramos-O'Casey: Divert funding from law enforcement to student support programs.
3. Stephanie Avalos Villa: Divert funding from law enforcement to student support programs.
4. Jasmine Leiva: Divert funding from law enforcement to student support programs.
5. Earl Aguilera: Divert funding from law enforcement to student support programs.

Submissions

1. David Paredes: Divert funding from police to student support programs.
2. Emily Brandt: Divert funding from law enforcement to student support programs.
3. Elisabeth Robledo: Divert funding from law enforcement to student support programs.
4. Summer Breault: Divert funding from law enforcement to student support programs.
5. Enrique Chavez: More funding for social programs.
6. Josh Corley: Divert funding from law enforcement to student support programs.
7. McKenna Reeve: Divert funding from law enforcement to student support programs.
8. Beck Costa: Divert funding from law enforcement to student support programs.
9. Patty Cappelluti: Divert funding from law enforcement to student support programs.
10. Dan Waterhouse: Divert funding from law enforcement to student support programs.
11. Marcus Winston: No officers on school campuses.
12. Gloria Hernandez; Divert funding from law enforcement to student support programs.
13. Wesley Flowers: Divert funding from law enforcement to student support programs.
14. Lakeysha Mattis: Building a bridge between officers and students.
15. Sean Bryan: Support for SNROs.
16. Sheila Wright: Support for officers.
17. Kehinde Solwazi: Divert funding from law enforcement to student support programs.
18. Isabel Belmontez: Divert funding from law enforcement to student support programs.
19. David Greenmyer: Support for maintaining the SNRO contract.
20. Shaterika (sp) Winston: Private security team rather than police on campus.
21. Randall Robinson: Support for maintaining the SNRO contract.
22. Amy Sepulveda: Divert funding from law enforcement to student support programs.
23. Alexis Gamino: Support for maintaining the SNRO contract.

24. Pao Vang: Support for maintaining the SNRO contract.
25. Maria Flores: No officers on school campuses but circling around radius of school.
26. Cali Nalchajian: Private unarmed security rather than police on campus.
27. Ivan Robles: Support for maintaining the SNRO contract.
28. Emily Melendez: Support for maintaining the SNRO contract.
29. Briana Zweifler: Divert funding from law enforcement to student support programs.
30. Janissa Aguiniga: Support for SNRO at school site.
31. Susan Gipson: Support for maintaining the SNRO contract.
32. Alonso Santo-Gonzalez: Divert funding from law enforcement to student support programs.
33. Alexandria Ramos O'Casey: Divert funding from law enforcement to student support programs.
34. Christian Enoch Lee: Support for maintaining the SNRO contract.
35. Xaiver: Divert funding from law enforcement to student support programs.
36. Grisanti Avendano: Divert funding from law enforcement to student support programs.
37. Jennifer Kanzler: Support for maintaining the SNRO contract.
38. Pamela Saenz: Divert funding from law enforcement to student support programs.
39. Michelle Salazar: Support for maintaining the SNRO contract.
40. Bobbi Burkhart: Shared positive story regarding SRO.
41. Kristy Ly: Divert funding from law enforcement to student support programs.
42. Alein (sp) Reed: Divert funding from law enforcement to student support programs.
43. Humberto Enriquez: Support for maintaining the SNRO contract.
44. James Stahl: Support for maintaining the SNRO contract.
45. Cecilia Aguayo: Support for maintaining the SNRO contract.
46. Mary Haskin: Support for maintaining the SNRO contract.
47. Bethanie Mills: Addressing Law Enforcement Violence as a Public Health Issue.
48. Cesilia Acevedo: Divert funding from law enforcement to student support programs.
49. Ricardo Gonzalez: Divert funding from law enforcement to student support programs.
50. Angelica Garcia: Support for maintaining the SNRO contract.
51. Jeannine K. Der Manouel: Support for maintaining the SNRO contract.
52. Anoush Ekparian: Support for maintaining the SNRO contract.
53. Cynthia Castro: Divert funding from law enforcement to student support programs.
54. Joanna C. Edwards: Divert funding from law enforcement to student support programs.
55. Julio Fisher: Support for maintaining the SNRO contract.
56. Trinity Garza: Divert funding from law enforcement to student support programs.
57. John Beynon: Divert funding from law enforcement to student support programs.
58. Marissa Corpus: Divert funding from law enforcement to student support programs.
59. Patricia Wells: Divert funding from law enforcement to student support programs.
60. Stacy Williams: Divert funding from law enforcement to student support programs.
61. Sarah K. Hutchinson: Divert funding from law enforcement to student support programs.
62. Makena Coon: Divert funding from law enforcement to student support programs.
63. Bethzy Garcia: Divert funding from law enforcement to student support programs.

- 64. Christina Olague: Divert funding from law enforcement to student support programs.
- 65. Magdalena Gonzalez: Divert funding from law enforcement to student support programs.
- 66. Ricardo Fonseca: Divert funding from law enforcement to student support programs.
- 67. CL Ayala: Divert funding from law enforcement to student support programs.
- 68. Ebony Easter: Support for maintaining the SNRO contract.
- 69. Edward Vinson: Support for maintaining the SNRO contract.
- 70. Cesilia Acevedo: Divert funding from law enforcement to student support programs.

C. RECEIVE INFORMATION & REPORTS

For the record the Board received items C-18 and C-19.

D. ADJOURNMENT

Board President Davis ADJOURNED the meeting at 8:45 p.m.



BOARD OF EDUCATION
REGULAR MEETING
1100 E. CHURCH
GASTON CAFETERIA
FRESNO, CA 93706
www.fresnounified.org/board

MINUTES – BOARD OF EDUCATION REGULAR MEETING

Fresno, California

May 19, 2021

Rutherford B. Gaston Middle School Cafeteria, 1100 Church, Fresno, CA 93706.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on May 19, 2021, there were present Board Members Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis. Superintendent Dr. Nelson was also present.

Board President Davis CONVENED the Regular Board Meeting at 4:30 p.m. and ADJORNED to Closed Session to address items one through five.

For the record, the Board received 878 submissions of public comment for Closed Session Item No. 2 Conference with Labor Negotiator. The names and a summary of the topics are as follows:

1. Mona Tatum: 95/5 health care, smaller class sizes, \$3200 for all employees.
2. Kelly McDonald: 95/5 health care, smaller class sizes, \$3200 for all employees.
3. Carolina Del Real: 95/5 health care, smaller class sizes, \$3200 for all employees.
4. Hortencia Munoz: 95/5 health care, smaller class sizes, \$3200 for all employees.
5. Kia Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
6. Tao Moua: 95/5 health care, smaller class sizes, \$3200 for all employees.
7. Sonia Jauregui: 95/5 health care, smaller class sizes, \$3200 for all employees.
8. Susan Mazzeo: 95/5 health care, smaller class sizes, \$3200 for all employees.
9. Ariana Amaro: 95/5 health care, smaller class sizes, \$3200 for all employees.
10. Gabriela Perez-Santillan: 95/5 health care, smaller class sizes, \$3200 for all employees.
11. Lindy Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
12. Veronica Meza: 95/5 health care, smaller class sizes, \$3200 for all employees.
13. Maricela Limon: 95/5 health care, smaller class sizes, \$3200 for all employees.
14. Cietta Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
15. Esmeralda Arcos: 95/5 health care, smaller class sizes, \$3200 for all employees.
16. Michele Mazzei: 95/5 health care, smaller class sizes, \$3200 for all employees.
17. Benjamin Akioyame: 95/5 health care, smaller class sizes, \$3200 for all employees.
18. Perla Salvador: 95/5 health care, smaller class sizes, \$3200 for all employees.
19. Christopher Marquez: 95/5 health care, smaller class sizes, \$3200 for all employees.

20. Valerie Wong: 95/5 health care, smaller class sizes, \$3200 for all employees.
21. Eric Mendoza: 95/5 health care, smaller class sizes, \$3200 for all employees.
22. Kimberly Marhenke: 95/5 health care, smaller class sizes, \$3200 for all employees.
23. Jeanette Marroquin: 95/5 health care, smaller class sizes, \$3200 for all employees.
24. Laura Matthews: 95/5 health care, smaller class sizes, \$3200 for all employees.
25. Lisa Phillips: 95/5 health care, smaller class sizes, \$3200 for all employees.
26. Jared Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
27. John Cha: 95/5 health care, smaller class sizes, \$3200 for all employees.
28. Chrysann Johnston: 95/5 health care, smaller class sizes, \$3200 for all employees.
29. Angela Brunzell: 95/5 health care, smaller class sizes, \$3200 for all employees.
30. Amy L. Arnold: 95/5 health care, smaller class sizes, \$3200 for all employees.
31. Bai Chang: 95/5 health care, smaller class sizes, \$3200 for all employees.
32. Angela Horton: 95/5 health care, smaller class sizes, \$3200 for all employees.
33. Candy Nunez: 95/5 health care, smaller class sizes, \$3200 for all employees.
34. Terese Riojas: 95/5 health care, smaller class sizes, \$3200 for all employees.
35. Janay Flynn: 95/5 health care, smaller class sizes, \$3200 for all employees.
36. Kristin Cappelli: 95/5 health care, smaller class sizes, \$3200 for all employees.
37. Joyce Mah: 95/5 health care, smaller class sizes, \$3200 for all employees.
38. Kayrana Nuzzolese: 95/5 health care, smaller class sizes, \$3200 for all employees.
39. Steven Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
40. Austen Torrence: 95/5 health care, smaller class sizes, \$3200 for all employees.
41. Andrea Cerda: 95/5 health care, smaller class sizes, \$3200 for all employees.
42. Chua Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
43. Eloisa Rios: 95/5 health care, smaller class sizes, \$3200 for all employees.
44. Sara Ingels: 95/5 health care, smaller class sizes, \$3200 for all employees.
45. Kristy Page: 95/5 health care, smaller class sizes, \$3200 for all employees.
46. Shawn Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
47. Katie Myer: 95/5 health care, smaller class sizes, \$3200 for all employees.
48. Jessica Engleman: 95/5 health care, smaller class sizes, \$3200 for all employees.
49. Sophary Keo Soundara: 95/5 health care, smaller class sizes, \$3200 for all employees.
50. Christopher Michael: 95/5 health care, smaller class sizes, \$3200 for all employees.
51. Shannon Creviston: 95/5 health care, smaller class sizes, \$3200 for all employees.
52. Michael Meadows: 95/5 health care, smaller class sizes, \$3200 for all employees.
53. Diana Maldonado: 95/5 health care, smaller class sizes, \$3200 for all employees.
54. Cynda Caskey: 95/5 health care, smaller class sizes, \$3200 for all employees.
55. Andrew Orelup: 95/5 health care, smaller class sizes, \$3200 for all employees.
56. Christina Hernandez: 95/5 health care, smaller class sizes, \$3200 for all employees.
57. Justin Manuel: 95/5 health care, smaller class sizes, \$3200 for all employees.
58. Melanie Halstead: 95/5 health care, smaller class sizes, \$3200 for all employees.

59. Yadira Gonzalez: 95/5 health care, smaller class sizes, \$3200 for all employees.
60. Xai Elizabeth Torres: 95/5 health care, smaller class sizes, \$3200 for all employees.
61. Timmy Graveline: 95/5 health care, smaller class sizes, \$3200 for all employees.
62. Gavino Morales: 95/5 health care, smaller class sizes, \$3200 for all employees.
63. Patricia Toto: 95/5 health care, smaller class sizes, \$3200 for all employees.
64. Jacob Ulam: 95/5 health care, smaller class sizes, \$3200 for all employees.
65. Veronica Figueroa: 95/5 health care, smaller class sizes, \$3200 for all employees.
66. Lori Kelly: 95/5 health care, smaller class sizes, \$3200 for all employees.
67. Michelle Hayashi: 95/5 health care, smaller class sizes, \$3200 for all employees.
68. Tiffany Franco: 95/5 health care, smaller class sizes, \$3200 for all employees.
69. Rachel Nichols-Botero: 95/5 health care, smaller class sizes, \$3200 for all employees.
70. Daisy Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
71. Maribelle Ramon Espinosa: 95/5 health care, smaller class sizes, \$3200 for all employees.
72. Cathleen Rhames: 95/5 health care, smaller class sizes, \$3200 for all employees.
73. Brenda Mariucci: 95/5 health care, smaller class sizes, \$3200 for all employees.
74. Bonnie Carlos: 95/5 health care, smaller class sizes, \$3200 for all employees.
75. Arely Mejia: 95/5 health care, smaller class sizes, \$3200 for all employees.
76. Ong Moua: 95/5 health care, smaller class sizes, \$3200 for all employees.
77. Michelle Platt: 95/5 health care, smaller class sizes, \$3200 for all employees.
78. Vanessa Perez: 95/5 health care, smaller class sizes, \$3200 for all employees.
79. Mary Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
80. Marina Santos: 95/5 health care, smaller class sizes, \$3200 for all employees.
81. Khrystyna Velychko: 95/5 health care, smaller class sizes, \$3200 for all employees.
82. Lauren Stewart: 95/5 health care, smaller class sizes, \$3200 for all employees.
83. Yolanda Ponce: 95/5 health care, smaller class sizes, \$3200 for all employees.
84. Erik Rozigas: 95/5 health care, smaller class sizes, \$3200 for all employees.
85. Rosa Rodriguez Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
86. Stephanie Lowe: 95/5 health care, smaller class sizes, \$3200 for all employees.
87. Danielle Villarreal: 95/5 health care, smaller class sizes, \$3200 for all employees.
88. Celestina Soto: 95/5 health care, smaller class sizes, \$3200 for all employees.
89. Yeng Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
90. Lisa Strickland: 95/5 health care, smaller class sizes, \$3200 for all employees.
91. Daviana Wisener: 95/5 health care, smaller class sizes, \$3200 for all employees.
92. Alicia Fondtain: 95/5 health care, smaller class sizes, \$3200 for all employees.
93. Shanna Margain: 95/5 health care, smaller class sizes, \$3200 for all employees.
94. Trish Silvas: 95/5 health care, smaller class sizes, \$3200 for all employees.
95. Shanelle Bueno: 95/5 health care, smaller class sizes, \$3200 for all employees.
96. Yadira Soleno: 95/5 health care, smaller class sizes, \$3200 for all employees.
97. Robyn Harvey: 95/5 health care, smaller class sizes, \$3200 for all employees.
98. Christina Ajamian: 95/5 health care, smaller class sizes, \$3200 for all employees.
99. Amy Morris: 95/5 health care, smaller class sizes, \$3200 for all employees.

100. Wayne Parrish: 95/5 health care, smaller class sizes, \$3200 for all employees.
101. Katie Abercrombie: 95/5 health care, smaller class sizes, \$3200 for all employees.
102. Lori Catron: 95/5 health care, smaller class sizes, \$3200 for all employees.
103. Aleyda Valencia: 95/5 health care, smaller class sizes, \$3200 for all employees.
104. Leslie Ramos: 95/5 health care, smaller class sizes, \$3200 for all employees.
105. Melissa Leyva: 95/5 health care, smaller class sizes, \$3200 for all employees.
106. Jane Grace: Commented on hard work by district employees during the pandemic.
107. Marco Tovar: 95/5 health care, smaller class sizes, \$3200 for all employees.
108. Jennifer Rutledge: 95/5 health care, smaller class sizes, \$3200 for all employees.
109. Jennifer Lee1: 95/5 health care, smaller class sizes, \$3200 for all employees.
110. Elizabeth Macedo: 95/5 health care, smaller class sizes, \$3200 for all employees.
111. Lena Pilavian: 95/5 health care, smaller class sizes, \$3200 for all employees.
112. Liz Tokarczuk: 95/5 health care, smaller class sizes, \$3200 for all employees.
113. Christine De La Cruz: 95/5 health care, smaller class sizes, \$3200 for all employees.
114. Fong Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
115. Craig and Jennifer Howells: 95/5 health care, smaller class sizes, \$3200 for all employees.
116. Genaro Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
117. Cassie Schueler: 95/5 health care, smaller class sizes, \$3200 for all employees.
118. Ken Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
119. Aline K Kaufmann: 95/5 health care, smaller class sizes, \$3200 for all employees.
120. Lyle Patty: 95/5 health care, smaller class sizes, \$3200 for all employees.
121. David Walke: 95/5 health care, smaller class sizes, \$3200 for all employees.
122. Long Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
123. Erika Dominguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
124. Robert Greenberg: 95/5 health care, smaller class sizes, \$3200 for all employees.
125. Jocelyn Hernandez: 95/5 health care, smaller class sizes, \$3200 for all employees.
126. Kia Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
127. Oliva J. Olmos: 95/5 health care, smaller class sizes, \$3200 for all employees.
128. Kevin McGensy: 95/5 health care, smaller class sizes, \$3200 for all employees.
129. Brandon Isaaks: 95/5 health care, smaller class sizes, \$3200 for all employees.
130. Cindy Vaca: 95/5 health care, smaller class sizes, \$3200 for all employees.
131. Rosa Lopez1: 95/5 health care, smaller class sizes, \$3200 for all employees.
132. Michael Donabedian: 95/5 health care, smaller class sizes, \$3200 for all employees.
133. Eugenia Rose: 95/5 health care, smaller class sizes, \$3200 for all employees.
134. Emiley Yaughner: 95/5 health care, smaller class sizes, \$3200 for all employees.
135. May Lee1: 95/5 health care, smaller class sizes, \$3200 for all employees.
136. Shelby Marshall: 95/5 health care, smaller class sizes, \$3200 for all employees.
137. Lisa Will: 95/5 health care, smaller class sizes, \$3200 for all employees.
138. Madeline Cedillo: 95/5 health care, smaller class sizes, \$3200 for all employees.
139. Stacy Solis: 95/5 health care, smaller class sizes, \$3200 for all employees.
140. Sinthia Arteaga: 95/5 health care, smaller class sizes, \$3200 for all employees.
141. Hilda Alejandra Cota: 95/5 health care, smaller class sizes, \$3200 for all

employees.

142. Diedre L. Brooks: 95/5 health care, smaller class sizes, \$3200 for all employees.
143. Kristin Hernandez: 95/5 health care, smaller class sizes, \$3200 for all employees.
144. Allison Catalina: 95/5 health care, smaller class sizes, \$3200 for all employees.
145. Guillermo Castaneda: 95/5 health care, smaller class sizes, \$3200 for all employees.
146. Sara Meadows: 95/5 health care, smaller class sizes, \$3200 for all employees.
147. Khethmany Tibbetts: 95/5 health care, smaller class sizes, \$3200 for all employees.
148. Brian Nuzzolese: 95/5 health care, smaller class sizes, \$3200 for all employees.
149. Janna Kam: 95/5 health care, smaller class sizes, \$3200 for all employees.
150. Miguel Pulido: 95/5 health care, smaller class sizes, \$3200 for all employees.
151. Jordanne Church: 95/5 health care, smaller class sizes, \$3200 for all employees.
152. Laura Shaghoian: 95/5 health care, smaller class sizes, \$3200 for all employees.
153. Shannon Ito: 95/5 health care, smaller class sizes, \$3200 for all employees.
154. Sarah Hawkins: 95/5 health care, smaller class sizes, \$3200 for all employees.
155. Manuel Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
156. Lurdes Ortega: 95/5 health care, smaller class sizes, \$3200 for all employees.
157. Evie Sanchez: 95/5 health care, smaller class sizes, \$3200 for all employees.
158. Angelica Rios: 95/5 health care, smaller class sizes, \$3200 for all employees.
159. Sarah Ogilvie: 95/5 health care, smaller class sizes, \$3200 for all employees.
160. Mary Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
161. Megan Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
162. Darlene Melander-Ellis: 95/5 health care, smaller class sizes, \$3200 for all employees.
163. Cindy Parker: 95/5 health care, smaller class sizes, \$3200 for all employees.
164. Howard McNair: 95/5 health care, smaller class sizes, \$3200 for all employees.
165. Kathy burgess: 95/5 health care, smaller class sizes, \$3200 for all employees.
166. Kari Conway: 95/5 health care, smaller class sizes, \$3200 for all employees.
167. Gina Arzola: 95/5 health care, smaller class sizes, \$3200 for all employees.
168. Ena Viveros: 95/5 health care, smaller class sizes, \$3200 for all employees.
169. Nou Moua: 95/5 health care, smaller class sizes, \$3200 for all employees.
170. Pam Kwan: 95/5 health care, smaller class sizes, \$3200 for all employees.
171. Maria Tafolla: 95/5 health care, smaller class sizes, \$3200 for all employees.
172. Courtney Whitaker: 95/5 health care, smaller class sizes, \$3200 for all employees.
173. Kristie Braun: 95/5 health care, smaller class sizes, \$3200 for all employees.
174. Eder Juarez: 95/5 health care, smaller class sizes, \$3200 for all employees.
175. Sarahi Hernandez: 95/5 health care, smaller class sizes, \$3200 for all employees.
176. Clarissa Leyva: 95/5 health care, smaller class sizes, \$3200 for all employees.
177. Dina Mcphail: 95/5 health care, smaller class sizes, \$3200 for all employees.
178. Sandra Nolasco: 95/5 health care, smaller class sizes, \$3200 for all employees.
179. Joseph Bushong: 95/5 health care, smaller class sizes, \$3200 for all employees.
180. Cynthia Perry: 95/5 health care, smaller class sizes, \$3200 for all employees.
181. Staci Siechert: 95/5 health care, smaller class sizes, \$3200 for all employees.
182. Teresa Metzler: 95/5 health care, smaller class sizes, \$3200 for all employees.
183. Lori Dellanini: 95/5 health care, smaller class sizes, \$3200 for all employees.

184. Lorena Navarro: 95/5 health care, smaller class sizes, \$3200 for all employees.
185. Monalyn Madruga: 95/5 health care, smaller class sizes, \$3200 for all employees.
186. Victor Leyva: 95/5 health care, smaller class sizes, \$3200 for all employees.
187. Julie Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
188. Victoria Madrigal: 95/5 health care, smaller class sizes, \$3200 for all employees.
189. Amy Ryan: 95/5 health care, smaller class sizes, \$3200 for all employees.
190. Danielle Dickie: 95/5 health care, smaller class sizes, \$3200 for all employees.
191. Richard L. Gallegos: 95/5 health care, smaller class sizes, \$3200 for all employees.
192. Youa Chang: 95/5 health care, smaller class sizes, \$3200 for all employees.
193. Chelsea Bonilla: 95/5 health care, smaller class sizes, \$3200 for all employees.
194. Allison Thatcher: 95/5 health care, smaller class sizes, \$3200 for all employees.
195. Kristin Murphy: 95/5 health care, smaller class sizes, \$3200 for all employees.
196. Rachel Jacquez: 95/5 health care, smaller class sizes, \$3200 for all employees.
197. Tonia Dubberke: 95/5 health care, smaller class sizes, \$3200 for all employees.
198. Becky Quiring: 95/5 health care, smaller class sizes, \$3200 for all employees.
199. Benita Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
200. Renee White: 95/5 health care, smaller class sizes, \$3200 for all employees.
201. Tamara Norris: 95/5 health care, smaller class sizes, \$3200 for all employees.
202. Russell Berndt: 95/5 health care, smaller class sizes, \$3200 for all employees.
203. Sonia Arrigoni: 95/5 health care, smaller class sizes, \$3200 for all employees.
204. Reid Gromis: 95/5 health care, smaller class sizes, \$3200 for all employees.
205. Alana Hill: 95/5 health care, smaller class sizes, \$3200 for all employees.
206. Amy Reina: 95/5 health care, smaller class sizes, \$3200 for all employees.
207. Yer Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
208. LaPreya Stewart: 95/5 health care, smaller class sizes, \$3200 for all employees.
209. Mary Buchanan: 95/5 health care, smaller class sizes, \$3200 for all employees.
210. Rebekah Blanchette: 95/5 health care, smaller class sizes, \$3200 for all employees.
211. Panouly Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
212. Jennifer Arnold: 95/5 health care, smaller class sizes, \$3200 for all employees.
213. Anthony Roach: 95/5 health care, smaller class sizes, \$3200 for all employees.
214. Cary Stolpestad: 95/5 health care, smaller class sizes, \$3200 for all employees.
215. Nikki Valentine: 95/5 health care, smaller class sizes, \$3200 for all employees.
216. Manuel Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
217. Alessandria Bernardi-Colfer: 95/5 health care, smaller class sizes, \$3200 for all employees.
218. Brooke Welch: 95/5 health care, smaller class sizes, \$3200 for all employees.
219. Benjamin Tenpas: 95/5 health care, smaller class sizes, \$3200 for all employees.
220. Iris Carrasco Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
221. Jamie Maxfield: 95/5 health care, smaller class sizes, \$3200 for all employees.
222. Elvira Erenas: 95/5 health care, smaller class sizes, \$3200 for all employees.
223. Laura Wolfe: 95/5 health care, smaller class sizes, \$3200 for all employees.
224. Sarah Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
225. Sonia Jauregui: 95/5 health care, smaller class sizes, \$3200 for all employees.

226. Alycia Gonzalez: 95/5 health care, smaller class sizes, \$3200 for all employees.
227. Jackie Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
228. Kevin Dueck: 95/5 health care, smaller class sizes, \$3200 for all employees.
229. Mike Dunnington: 95/5 health care, smaller class sizes, \$3200 for all employees.
230. Peggy Lara: 95/5 health care, smaller class sizes, \$3200 for all employees.
231. Dana Buel: 95/5 health care, smaller class sizes, \$3200 for all employees.
232. Erin Holland: 95/5 health care, smaller class sizes, \$3200 for all employees.
233. Autumn Lencioni: 95/5 health care, smaller class sizes, \$3200 for all employees.
234. Matthew Ethen: 95/5 health care, smaller class sizes, \$3200 for all employees.
235. Miguel Zapata: 95/5 health care, smaller class sizes, \$3200 for all employees.
236. Yesenia Madrid: 95/5 health care, smaller class sizes, \$3200 for all employees.
237. David Wisar: 95/5 health care, smaller class sizes, \$3200 for all employees.
238. Kevin Williams: 95/5 health care, smaller class sizes, \$3200 for all employees.
239. Alyxe Wiebe: 95/5 health care, smaller class sizes, \$3200 for all employees.
240. Mai Nou Moua: 95/5 health care, smaller class sizes, \$3200 for all employees.
241. Matt Estes: 95/5 health care, smaller class sizes, \$3200 for all employees.
242. Janella Teran: 95/5 health care, smaller class sizes, \$3200 for all employees.
243. Diana Jackson: 95/5 health care, smaller class sizes, \$3200 for all employees.
244. Jerome Rice: 95/5 health care, smaller class sizes, \$3200 for all employees.
245. Alfredo De Leon: 95/5 health care, smaller class sizes, \$3200 for all employees.
246. Louise Styles: 95/5 health care, smaller class sizes, \$3200 for all employees.
247. Vicki Lane: 95/5 health care, smaller class sizes, \$3200 for all employees.
248. Elly Alvarado: 95/5 health care, smaller class sizes, \$3200 for all employees.
249. Melissa Leyva: 95/5 health care, smaller class sizes, \$3200 for all employees.
250. Sheng Vang1: 95/5 health care, smaller class sizes, \$3200 for all employees.
251. Kevin Bugg: 95/5 health care, smaller class sizes, \$3200 for all employees.
252. Sandra Atkins: 95/5 health care, smaller class sizes, \$3200 for all employees.
253. Sarin Karamanlian: 95/5 health care, smaller class sizes, \$3200 for all employees.
254. Kristin Weatherson: 95/5 health care, smaller class sizes, \$3200 for all employees.
255. Gao Lor: 95/5 health care, smaller class sizes, \$3200 for all employees.
256. Jennifer Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
257. Shawn Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
258. Crystal Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
259. Aaron Pacheco: 95/5 health care, smaller class sizes, \$3200 for all employees.
260. Aaron Arrii: 95/5 health care, smaller class sizes, \$3200 for all employees.
261. Suzanne LaMontagne: 95/5 health care, smaller class sizes, \$3200 for all employees.
262. Monica Arechiga: 95/5 health care, smaller class sizes, \$3200 for all employees.
263. Kristina Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
264. Bao Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
265. Sara Medina-Baker: 95/5 health care, smaller class sizes, \$3200 for all employees.
266. Malee Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
267. Hector Salinas: 95/5 health care, smaller class sizes, \$3200 for all employees.
268. Jorge Zepeda: 95/5 health care, smaller class sizes, \$3200 for all employees.
269. Carol Yohannes: 95/5 health care, smaller class sizes, \$3200 for all employees.

270. Lina Soto: 95/5 health care, smaller class sizes, \$3200 for all employees.
271. Melissa Seibert-Baguinquito: 95/5 health care, smaller class sizes, \$3200 for all employees.
272. Ysabel Oliva: 95/5 health care, smaller class sizes, \$3200 for all employees.
273. Alisha Dunlop: 95/5 health care, smaller class sizes, \$3200 for all employees.
274. Amelia Galardi: 95/5 health care, smaller class sizes, \$3200 for all employees.
275. Debra Zaremba: 95/5 health care, smaller class sizes, \$3200 for all employees.
276. Raquel Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
277. Jose Garza: 95/5 health care, smaller class sizes, \$3200 for all employees.
278. Serena Dansby: 95/5 health care, smaller class sizes, \$3200 for all employees.
279. Nicole Hyatt: 95/5 health care, smaller class sizes, \$3200 for all employees.
280. Erin Pullen: 95/5 health care, smaller class sizes, \$3200 for all employees.
281. Rochelle Flores: 95/5 health care, smaller class sizes, \$3200 for all employees.
282. Joshua Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
283. Lane Greathouse: 95/5 health care, smaller class sizes, \$3200 for all employees.
284. Shawna Haymond: 95/5 health care, smaller class sizes, \$3200 for all employees.
285. Jill Holt: 95/5 health care, smaller class sizes, \$3200 for all employees.
286. Cindy Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
287. Cynthia Schram: 95/5 health care, smaller class sizes, \$3200 for all employees.
288. Julie Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
289. Terry Green: 95/5 health care, smaller class sizes, \$3200 for all employees.
290. Elizabeth McNamara: 95/5 health care, smaller class sizes, \$3200 for all employees.
291. Mayra Figueroa: 95/5 health care, smaller class sizes, \$3200 for all employees.
292. Martin Moreno Moreno: 95/5 health care, smaller class sizes, \$3200 for all employees.
293. Nabor Uribe: 95/5 health care, smaller class sizes, \$3200 for all employees.
294. Odessa Luna: 95/5 health care, smaller class sizes, \$3200 for all employees.
295. Kelly Petersen: 95/5 health care, smaller class sizes, \$3200 for all employees.
296. Haven Bigger: 95/5 health care, smaller class sizes, \$3200 for all employees.
297. Yolanda Campos: 95/5 health care, smaller class sizes, \$3200 for all employees.
298. Molly Fang: 95/5 health care, smaller class sizes, \$3200 for all employees.
299. Leslie Perkins: 95/5 health care, smaller class sizes, \$3200 for all employees.
300. Blanca Delgado: 95/5 health care, smaller class sizes, \$3200 for all employees.
301. Anthony Persons: 95/5 health care, smaller class sizes, \$3200 for all employees.
302. Kathy Riggs: 95/5 health care, smaller class sizes, \$3200 for all employees.
303. Cynthia Loya: 95/5 health care, smaller class sizes, \$3200 for all employees.
304. Anna Welker: 95/5 health care, smaller class sizes, \$3200 for all employees.
305. Amber Curtis: 95/5 health care, smaller class sizes, \$3200 for all employees.
306. Kim Keming: 95/5 health care, smaller class sizes, \$3200 for all employees.
307. Catherine Uribe: 95/5 health care, smaller class sizes, \$3200 for all employees.
308. Valentino Jacquez: 95/5 health care, smaller class sizes, \$3200 for all employees.
309. Sue Gulate: 95/5 health care, smaller class sizes, \$3200 for all employees.
310. Kristina Ringo: 95/5 health care, smaller class sizes, \$3200 for all employees.
311. Maria Rubira: 95/5 health care, smaller class sizes, \$3200 for all employees.
312. Alva Salinas: 95/5 health care, smaller class sizes, \$3200 for all employees.

313. Margarita Spalard: 95/5 health care, smaller class sizes, \$3200 for all employees.
314. Kari Holland: 95/5 health care, smaller class sizes, \$3200 for all employees.
315. Nicole Myers: 95/5 health care, smaller class sizes, \$3200 for all employees.
316. Michelle Costello: 95/5 health care, smaller class sizes, \$3200 for all employees.
317. Judson Gross: 95/5 health care, smaller class sizes, \$3200 for all employees.
318. Alvaro Moran: 95/5 health care, smaller class sizes, \$3200 for all employees.
319. Lois Henderson: 95/5 health care, smaller class sizes, \$3200 for all employees.
320. Ashley De Medio-Meroth: 95/5 health care, smaller class sizes, \$3200 for all employees.
321. Mdunlop: 95/5 health care, smaller class sizes, \$3200 for all employees.
322. Denise Krohn: 95/5 health care, smaller class sizes, \$3200 for all employees.
323. Alejandra Garcia-Diaz: 95/5 health care, smaller class sizes, \$3200 for all employees.
324. Valerie Aceves: 95/5 health care, smaller class sizes, \$3200 for all employees.
325. Kristin Cosentino: 95/5 health care, smaller class sizes, \$3200 for all employees.
326. Sylvia Serabian: 95/5 health care, smaller class sizes, \$3200 for all employees.
327. Yeng Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
328. Aimee Hollaway: 95/5 health care, smaller class sizes, \$3200 for all employees.
329. Anna Grajiola: 95/5 health care, smaller class sizes, \$3200 for all employees.
330. Paj Lor: 95/5 health care, smaller class sizes, \$3200 for all employees.
331. Leticia: 95/5 health care, smaller class sizes, \$3200 for all employees.
332. Kathy McDonell: 95/5 health care, smaller class sizes, \$3200 for all employees.
333. Robin Dooley: Encourage the District to accept FTA's Option No. 3.
334. Maria Tovar: 95/5 health care, smaller class sizes, \$3200 for all employees.
335. Bouakham Sriri: 95/5 health care, smaller class sizes, \$3200 for all employees.
336. Elisa Pichardo: 95/5 health care, smaller class sizes, \$3200 for all employees.
337. Andriette Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
338. Anita Hatch: 95/5 health care, smaller class sizes, \$3200 for all employees.
339. Krissi Altschuler: 95/5 health care, smaller class sizes, \$3200 for all employees.
340. Sidney Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
341. Ana Hernandez: 95/5 health care, smaller class sizes, \$3200 for all employees.
342. Renae Russell: 95/5 health care, smaller class sizes, \$3200 for all employees.
343. Taren Schaad: 95/5 health care, smaller class sizes, \$3200 for all employees.
344. Mayra Gutierrez: 95/5 health care, smaller class sizes, \$3200 for all employees.
345. Mariana Parkes: 95/5 health care, smaller class sizes, \$3200 for all employees.
346. Lucy Ann Cabezuela: 95/5 health care, smaller class sizes, \$3200 for all employees.
347. Mang Moua: 95/5 health care, smaller class sizes, \$3200 for all employees.
348. Melissa Boyles: 95/5 health care, smaller class sizes, \$3200 for all employees.
349. Jacob Cardona: 95/5 health care, smaller class sizes, \$3200 for all employees.
350. Stephanie McCoy: 95/5 health care, smaller class sizes, \$3200 for all employees.
351. Andrew Colburn: 95/5 health care, smaller class sizes, \$3200 for all employees.
352. Gretchen Fischle: 95/5 health care, smaller class sizes, \$3200 for all employees.
353. Jose Morales: 95/5 health care, smaller class sizes, \$3200 for all employees.
354. Kathleen Budd: 95/5 health care, smaller class sizes, \$3200 for all employees.
355. Dao Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.

356. Maddy Perez: 95/5 health care, smaller class sizes, \$3200 for all employees.
357. Angelica Flores: 95/5 health care, smaller class sizes, \$3200 for all employees.
358. Michelle Hardy: 95/5 health care, smaller class sizes, \$3200 for all employees.
359. Amy Sousa: 95/5 health care, smaller class sizes, \$3200 for all employees.
360. Katy Mastro: 95/5 health care, smaller class sizes, \$3200 for all employees.
361. Christopher M: 95/5 health care, smaller class sizes, \$3200 for all employees.
362. Diana Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
363. Amy Paulson: 95/5 health care, smaller class sizes, \$3200 for all employees.
364. Teresa Taylor: 95/5 health care, smaller class sizes, \$3200 for all employees.
365. Leticia Cervantes: 95/5 health care, smaller class sizes, \$3200 for all employees.
366. Trish Renfro: 95/5 health care, smaller class sizes, \$3200 for all employees.
367. Alejandro Tinoco: 95/5 health care, smaller class sizes, \$3200 for all employees.
368. Kristin Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
369. Esperanza Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
370. Raul Leal-Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
371. Rene Asencio: 95/5 health care, smaller class sizes, \$3200 for all employees.
372. Nou Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
373. Debbie Vonberg: 95/5 health care, smaller class sizes, \$3200 for all employees.
374. Maria Ferry: 95/5 health care, smaller class sizes, \$3200 for all employees.
375. Theresa Mendez: 95/5 health care, smaller class sizes, \$3200 for all employees.
376. Laurie McCloskey: 95/5 health care, smaller class sizes, \$3200 for all employees.
377. Erik Castillo: 95/5 health care, smaller class sizes, \$3200 for all employees.
378. Sarah Tsutsui: 95/5 health care, smaller class sizes, \$3200 for all employees.
379. Steve Popenoe: 95/5 health care, smaller class sizes, \$3200 for all employees.
380. Lauren Gripenstraw: 95/5 health care, smaller class sizes, \$3200 for all employees.
381. Allison Crawford: 95/5 health care, smaller class sizes, \$3200 for all employees.
382. William Mitchell: 95/5 health care, smaller class sizes, \$3200 for all employees.
383. Jamie Romero: 95/5 health care, smaller class sizes, \$3200 for all employees.
384. Ana Elias-Morales: 95/5 health care, smaller class sizes, \$3200 for all employees.
385. Alicia Lopes: 95/5 health care, smaller class sizes, \$3200 for all employees.
386. Scott McEndee: 95/5 health care, smaller class sizes, \$3200 for all employees.
387. Corinna Brookey: 95/5 health care, smaller class sizes, \$3200 for all employees.
388. Miguel Carmona: 95/5 health care, smaller class sizes, \$3200 for all employees.
389. Jacqueline Sims-Esquivel: 95/5 health care, smaller class sizes, \$3200 for all employees.
390. Malcolm Simpson: 95/5 health care, smaller class sizes, \$3200 for all employees.
391. Chao Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
392. Ia Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
393. David Weber: 95/5 health care, smaller class sizes, \$3200 for all employees.
394. Zepur Karkazian: 95/5 health care, smaller class sizes, \$3200 for all employees.
395. Janell Beamon: 95/5 health care, smaller class sizes, \$3200 for all employees.
396. Melissa Blaylock: 95/5 health care, smaller class sizes, \$3200 for all employees.
397. Kathy Pauls: 95/5 health care, smaller class sizes, \$3200 for all employees.

398. Maria Castro²: 95/5 health care, smaller class sizes, \$3200 for all employees.
399. Lisa Binns: 95/5 health care, smaller class sizes, \$3200 for all employees.
400. Kelly Colwell: 95/5 health care, smaller class sizes, \$3200 for all employees.
401. Brinkley Abercrombie: 95/5 health care, smaller class sizes, \$3200 for all employees.
402. Kimberly Merchen: 95/5 health care, smaller class sizes, \$3200 for all employees.
403. S. Sharkey: 95/5 health care, smaller class sizes, \$3200 for all employees.
404. Jason Flores¹: 95/5 health care, smaller class sizes, \$3200 for all employees.
405. Veronica Franco: 95/5 health care, smaller class sizes, \$3200 for all employees.
406. Grace Wamhoff: 95/5 health care, smaller class sizes, \$3200 for all employees.
407. Lauri Maki: 95/5 health care, smaller class sizes, \$3200 for all employees.
408. Nancy Lind: 95/5 health care, smaller class sizes, \$3200 for all employees.
409. Michelle Parker: 95/5 health care, smaller class sizes, \$3200 for all employees.
410. Keri Walker: 95/5 health care, smaller class sizes, \$3200 for all employees.
411. Ms. Morris: 95/5 health care, smaller class sizes, \$3200 for all employees.
412. Cynthia Lawrence: 95/5 health care, smaller class sizes, \$3200 for all employees.
413. Sopheak Real: 95/5 health care, smaller class sizes, \$3200 for all employees.
414. Michelle Huffman: 95/5 health care, smaller class sizes, \$3200 for all employees.
415. Kasi Welte: 95/5 health care, smaller class sizes, \$3200 for all employees.
416. Robert Hayes: 95/5 health care, smaller class sizes, \$3200 for all employees.
417. Cynthia Hooker: 95/5 health care, smaller class sizes, \$3200 for all employees.
418. Patricia Carmona: 95/5 health care, smaller class sizes, \$3200 for all employees.
419. Mayra Cerna-Vega: 95/5 health care, smaller class sizes, \$3200 for all employees.
420. Ernest Espinosa: 95/5 health care, smaller class sizes, \$3200 for all employees.
421. Pa Houa Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
422. Martha Roberts: 95/5 health care, smaller class sizes, \$3200 for all employees.
423. Gaoshia Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
424. Melody Drumm: 95/5 health care, smaller class sizes, \$3200 for all employees.
425. Yeng Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
426. Gina Cervantes: 95/5 health care, smaller class sizes, \$3200 for all employees.
427. Dang Hang: 95/5 health care, smaller class sizes, \$3200 for all employees.
428. Jean Nakaguchi: 95/5 health care, smaller class sizes, \$3200 for all employees.
429. Monica Perez: 95/5 health care, smaller class sizes, \$3200 for all employees.
430. Iris Carrasco Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
431. Amy Westburg: 95/5 health care, smaller class sizes, \$3200 for all employees.
432. Rebecca Lucero: 95/5 health care, smaller class sizes, \$3200 for all employees.
433. Pangia Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
434. Youa Lor: 95/5 health care, smaller class sizes, \$3200 for all employees.
435. Carolyn Boyle: 95/5 health care, smaller class sizes, \$3200 for all employees.
436. Yee Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
437. Michelle Tynan: 95/5 health care, smaller class sizes, \$3200 for all employees.
438. Jose Sandoval: 95/5 health care, smaller class sizes, \$3200 for all employees.
439. John Jackson: 95/5 health care, smaller class sizes, \$3200 for all employees.
440. Mrsjdls: 95/5 health care, smaller class sizes, \$3200 for all employees.
441. Sharon Bonnema: 95/5 health care, smaller class sizes, \$3200 for all employees.

- 442. Karin Aghoian: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 443. Christopher Tennyson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 444. Laura MacBride: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 445. Patricia Andrade: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 446. Michelle Edwards: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 447. Selena Moyle: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 448. McLaudiag: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 449. Chrystal Swart: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 450. Sally Bliatout: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 451. Christien Clay: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 452. Adriana Valencia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 453. Ashkhen Arisakessian: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 454. Marina Santos: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 455. Esmeralda Gamino: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 456. Steven Lombardi: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 457. Jessica Cortez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 458. Guadalupe Reynoso: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 459. Gladis Gramajo: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 460. Sara Hudson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 461. Lillian Silva: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 462. Joseph Cargill: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 463. Kirsten Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 464. Katelyn Schueler: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 465. Nina Kong: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 466. Nicanor Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 467. Barbara Amerine: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 468. Margarita Avelar: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 469. Craig Shapazain: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 470. Ere Gamboa: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 471. Patricia Arzole: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 472. Kristy Kennedy: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 473. Janna Hall: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 474. Weatherson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 475. Lynn Habib: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 476. Kristin Ringer: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 477. Lisa Gorans: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 478. Amanda Horvath: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 479. Marilyn Baker: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 480. Donna Simmons: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 481. Sheri Mauro: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 482. Moni Nunez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 483. Rita Keledjian: 95/5 health care, smaller class sizes, \$3200 for all employees.

- 484. Sandra Lyall: Urge you to support a 95/5 health care plan.
- 485. Tori Nolen: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 486. Larry Gomez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 487. Amy Kohl: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 488. Patricia Camarillo: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 489. Patty Hancock: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 490. Patil Karkazian: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 491. Alyssa Maxwell: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 492. Ysidro Valenzuela: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 493. Jennifer McDowell: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 494. Jason Cruz: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 495. L:aura Sousa: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 496. Isabella Tinoco: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 497. Sherly Samora: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 498. Jenielle Warkentin: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 499. Heather D'Olier: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 500. Maria Ferry: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 501. William Stevens: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 502. Fred Brunzell: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 503. Lao Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 504. Stephanie Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 505. Victoria Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 506. Charlene Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 507. Robert Wart: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 508. John Monzon: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 509. Daniel Thomas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 510. Carolyn Gomez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 511. Jeannine K Der Manouel: Support for SNROs on campus.
- 512. Leslie Struffert: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 513. Linda Bessey: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 514. Berenice Chavez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 515. Brandy Higley: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 516. May Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 517. Elise Maltos: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 518. Priscilla Fowler: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 519. Roxanne Castro: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 520. Nancy Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 521. Tom Drivas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 522. Deborah Cruse: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 523. Kathleen Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 524. Charles Salanitro: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 525. Manjeet Singh: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 526. Christina Tennyson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 527. Michelle AcArtor-Garza: 95/5 health care, smaller class sizes, \$3200 for all employees.

528. Amanda Ford1: 95/5 health care, smaller class sizes, \$3200 for all employees.
529. Rachel Hibler: 95/5 health care, smaller class sizes, \$3200 for all employees.
530. Jessica Coonce: 95/5 health care, smaller class sizes, \$3200 for all employees.
531. Peter Marhenke: 95/5 health care, smaller class sizes, \$3200 for all employees.
532. Jim Thomas: 95/5 health care, smaller class sizes, \$3200 for all employees.
533. Sandy Aceves: 95/5 health care, smaller class sizes, \$3200 for all employees.
534. Hermina Adams: 95/5 health care, smaller class sizes, \$3200 for all employees.
535. Michael Diaz: 95/5 health care, smaller class sizes, \$3200 for all employees.
536. Odila Escobar: 95/5 health care, smaller class sizes, \$3200 for all employees.
537. Nancy Patrick: 95/5 health care, smaller class sizes, \$3200 for all employees.
538. Luis Damian: 95/5 health care, smaller class sizes, \$3200 for all employees.
539. Jessica Gottschall: 95/5 health care, smaller class sizes, \$3200 for all employees.
540. Lydia White: 95/5 health care, smaller class sizes, \$3200 for all employees.
541. Rosa Ruiz: 95/5 health care, smaller class sizes, \$3200 for all employees.
542. Irene Ramirez: 95/5 health care, smaller class sizes, \$3200 for all employees.
543. Marti Pereschica: 95/5 health care, smaller class sizes, \$3200 for all employees.
544. Aurora Torres: 95/5 health care, smaller class sizes, \$3200 for all employees.
545. Ellen Relajo: 95/5 health care, smaller class sizes, \$3200 for all employees.
546. Tylor Grady: 95/5 health care, smaller class sizes, \$3200 for all employees.
547. Yvonne Williams: 95/5 health care, smaller class sizes, \$3200 for all employees.
548. Miharū Nakamura-Boswell: 95/5 health care, smaller class sizes, \$3200 for all employees.
549. Stacy Compton: 95/5 health care, smaller class sizes, \$3200 for all employees.
550. Mary Sandoval: 95/5 health care, smaller class sizes, \$3200 for all employees.
551. Curtis Sisk: 95/5 health care, smaller class sizes, \$3200 for all employees.
552. Kristen Miller: 95/5 health care, smaller class sizes, \$3200 for all employees.
553. Bruce Chavez: 95/5 health care, smaller class sizes, \$3200 for all employees.
554. Dawn Armstrong: 95/5 health care, smaller class sizes, \$3200 for all employees.
555. Erica Buller: 95/5 health care, smaller class sizes, \$3200 for all employees.
556. Brenda Aguilar: 95/5 health care, smaller class sizes, \$3200 for all employees.
557. Troy Barnett: 95/5 health care, smaller class sizes, \$3200 for all employees.
558. Stephanie Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
559. Mark Riedel: 95/5 health care, smaller class sizes, \$3200 for all employees.
560. Sheila Kelley: 95/5 health care, smaller class sizes, \$3200 for all employees.
561. Tina Anderson: 95/5 health care, smaller class sizes, \$3200 for all employees.
562. Lizette Cherres: 95/5 health care, smaller class sizes, \$3200 for all employees.
563. Kirsten Markarian: 95/5 health care, smaller class sizes, \$3200 for all employees.
564. Patrick Gerrits: 95/5 health care, smaller class sizes, \$3200 for all employees.
565. Erica Chaffee: 95/5 health care, smaller class sizes, \$3200 for all employees.
566. Leslie Vivanco: 95/5 health care, smaller class sizes, \$3200 for all employees.
567. Randall Robinson: 95/5 health care, smaller class sizes, \$3200 for all employees.
568. Coplandmelissa: 95/5 health care, smaller class sizes, \$3200 for all employees.
569. Anne Richards: 95/5 health care, smaller class sizes, \$3200 for all employees.
570. Ailly Norasene: 95/5 health care, smaller class sizes, \$3200 for all employees.
571. Albert Rochas: 95/5 health care, smaller class sizes, \$3200 for all employees.
572. Harmony Mendez: 95/5 health care, smaller class sizes, \$3200 for all employees.

573. Georgianne Aretakis: 95/5 health care, smaller class sizes, \$3200 for all employees.
574. Adalia Alvarez: 95/5 health care, smaller class sizes, \$3200 for all employees.
575. Anne Schumacher Rickelman: 95/5 health care, smaller class sizes, \$3200 for all employees.
576. Xiong Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
577. Shaunia Anzaldua: 95/5 health care, smaller class sizes, \$3200 for all employees.
578. Nancy O'Neill: 95/5 health care, smaller class sizes, \$3200 for all employees.
579. Kimberly Clark: 95/5 health care, smaller class sizes, \$3200 for all employees.
580. Reyna Marquez Orozco: 95/5 health care, smaller class sizes, \$3200 for all employees.
581. Kara Marquez: 95/5 health care, smaller class sizes, \$3200 for all employees.
582. Karen Basham: 95/5 health care, smaller class sizes, \$3200 for all employees.
583. Kristine Gomez: 95/5 health care, smaller class sizes, \$3200 for all employees.
584. Margarita Ortega: 95/5 health care, smaller class sizes, \$3200 for all employees.
585. Sandra Sanchez: 95/5 health care, smaller class sizes, \$3200 for all employees.
586. Sharon Owens: 95/5 health care, smaller class sizes, \$3200 for all employees.
587. Esmeralda Tinoco: 95/5 health care, smaller class sizes, \$3200 for all employees.
588. Samantha Bolin: 95/5 health care, smaller class sizes, \$3200 for all employees.
589. Raquel Anderson: 95/5 health care, smaller class sizes, \$3200 for all employees.
590. Carianne Webb: 95/5 health care, smaller class sizes, \$3200 for all employees.
591. Sofia Perez: 95/5 health care, smaller class sizes, \$3200 for all employees.
592. Imelda Ortega: 95/5 health care, smaller class sizes, \$3200 for all employees.
593. Mike Spencer: 95/5 health care, smaller class sizes, \$3200 for all employees.
594. Michele Killian: 95/5 health care, smaller class sizes, \$3200 for all employees.
595. Ivette Jauregui: 95/5 health care, smaller class sizes, \$3200 for all employees.
596. Jamie Scott: 95/5 health care, smaller class sizes, \$3200 for all employees.
597. Allison Connelly: 95/5 health care, smaller class sizes, \$3200 for all employees.
598. Yureli Mandujano: 95/5 health care, smaller class sizes, \$3200 for all employees.
599. Kelly Peebles: 95/5 health care, smaller class sizes, \$3200 for all employees.
600. Eloisa Arellano: 95/5 health care, smaller class sizes, \$3200 for all employees.
601. Jan Trotter: 95/5 health care, smaller class sizes, \$3200 for all employees.
602. Angela Gonzales: 95/5 health care, smaller class sizes, \$3200 for all employees.
603. Terry Aranaz: 95/5 health care, smaller class sizes, \$3200 for all employees.
604. Josette Jackson: 95/5 health care, smaller class sizes, \$3200 for all employees.
605. Brent Wong: 95/5 health care, smaller class sizes, \$3200 for all employees.
606. Tiffany Adams: 95/5 health care, smaller class sizes, \$3200 for all employees.
607. Shamyia McElroy: 95/5 health care, smaller class sizes, \$3200 for all employees.
608. Mandy Kirby: 95/5 health care, smaller class sizes, \$3200 for all employees.
609. Nestor Cerda: 95/5 health care, smaller class sizes, \$3200 for all employees.
610. Blanca Saucedo Meza: 95/5 health care, smaller class sizes, \$3200 for all employees.
611. Maria Correa Gonzalez: 95/5 health care, smaller class sizes, \$3200 for all employees.
612. Ruby Melchor: 95/5 health care, smaller class sizes, \$3200 for all employees.
613. Norma Ruiz: 95/5 health care, smaller class sizes, \$3200 for all employees.

- 614. Anna Zamora: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 615. Maria Ortuno: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 616. Imelda Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 617. Salvador Lopez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 618. Sasha Newman: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 619. Jose Sandoval: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 620. Brad Barcus: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 621. Shawn Simas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 622. Patrick Tromborg: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 623. Elisa Perez: Majority of pandemic recovery money should go toward class size reduction.
- 624. Hermila Braun Zarate: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 625. LaKeshia Miranda: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 626. Lynette Mott: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 627. Whitney Williams: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 628. Angelica Gonzales-Butler: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 629. Vanessa Gonzalez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 630. Pamela Schy: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 631. VongLee1: Majority of pandemic recovery money should go toward class size reduction.
- 632. Jammie Barker: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 633. Debra Stearns: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 634. Phouangphet P. Lee: Majority of pandemic recovery money should go toward class size reduction.
- 635. V. Brenda Manhas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 636. Crystal Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 637. Rita Ramos: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 638. Claudia Dias Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 639. Padoo Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 640. Robert Vega: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 641. Uvaldo Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 642. Ruth Mejia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 643. June Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 644. Lezlie Varanini: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 645. Melissa Wilson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 646. Craig Erker: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 647. Laura Jelmini: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 648. Mary Figueroa: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 649. Christa Hancer: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 650. Vanthavy Van: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 651. Shaunia Anzaldua: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 652. Darlene Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.

653. AnaMaria Leonui: 95/5 health care, smaller class sizes, \$3200 for all employees.
654. Sara Tremblay: 95/5 health care, smaller class sizes, \$3200 for all employees.
655. Dara Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
656. Diana Lopez: 95/5 health care, smaller class sizes, \$3200 for all employees.
657. Nicole Hassett: 95/5 health care, smaller class sizes, \$3200 for all employees.
658. Tish Rice: 95/5 health care, smaller class sizes, \$3200 for all employees.
659. Shante Bosley: 95/5 health care, smaller class sizes, \$3200 for all employees.
660. Michelle Fortner: 95/5 health care, smaller class sizes, \$3200 for all employees.
661. Rachel Anderson: 95/5 health care, smaller class sizes, \$3200 for all employees.
662. Stephanie Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
663. Manuela Trevino: Majority of pandemic recovery money should go toward class size reduction.
664. Michael Guerra: Majority of pandemic recovery money should go toward class size reduction.
665. Rom Orm: 95/5 health care, smaller class sizes, \$3200 for all employees.
666. Claudia Banuelos Moreno: 95/5 health care, smaller class sizes, \$3200 for all employees.
667. Tara Yamamoto: 95/5 health care, smaller class sizes, \$3200 for all employees.
668. Leticia Ramos: Majority of pandemic recovery money should go toward class size reduction.
669. Yvette Toni Eamigh: 95/5 health care, smaller class sizes, \$3200 for all employees.
670. Nicole Jennison: 95/5 health care, smaller class sizes, \$3200 for all employees.
671. Yanet Castro: 95/5 health care, smaller class sizes, \$3200 for all employees.
672. Brian Fleming: 95/5 health care, smaller class sizes, \$3200 for all employees.
673. Martha Haro: 95/5 health care, smaller class sizes, \$3200 for all employees.
674. Ronald s. Kludas: 95/5 health care, smaller class sizes, \$3200 for all employees.
675. Christina Zuniga: 95/5 health care, smaller class sizes, \$3200 for all employees.
676. Laura Toscano: 95/5 health care, smaller class sizes, \$3200 for all employees.
677. Bernadette Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
678. Micaela Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
679. Ariana Amaro: 95/5 health care, smaller class sizes, \$3200 for all employees.
680. Alicia Estrada-Correa: 95/5 health care, smaller class sizes, \$3200 for all employees.
681. Nohemi Carranza: 95/5 health care, smaller class sizes, \$3200 for all employees.
682. Tracy Alcorn: 95/5 health care, smaller class sizes, \$3200 for all employees.
683. Adam Stinecipher: 95/5 health care, smaller class sizes, \$3200 for all employees.
684. Mande Sanchez: 95/5 health care, smaller class sizes, \$3200 for all employees.
685. Kathy Pineda: 95/5 health care, smaller class sizes, \$3200 for all employees.
686. Jean Nakaguchi: 95/5 health care, smaller class sizes, \$3200 for all employees.
687. Yolanda Luera: 95/5 health care, smaller class sizes, \$3200 for all employees.
688. Rosa Lara: Majority of pandemic recovery money should go toward class size

reduction.

- 689. Alyce Austin: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 690. Holly Reid: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 691. Denise Krohn Shafer: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 692. Cindy Jimenez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 693. Eustorgio C. Cuevas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 694. Jenny Gutierrez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 695. Kimberly Paniagua: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 696. John Monzon: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 697. Maria Tafolla: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 698. Yolanda Arellano: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 699. Corey Reynolds: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 700. Samach Chhum: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 701. Angelique Contreras-Hatcher: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 702. Don Redfern: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 703. Sharon Foster: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 704. Joni Kolb: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 705. Mina Smart: Majority of pandemic recovery money should go toward class size reduction.
- 706. Errin Topolovez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 707. Debra Stearns: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 708. Mindy Galaviz: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 709. Alaina Tudman: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 710. Madeleine Jeung: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 711. Catherine Myer: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 712. Kimberly Fitzpatrick: Majority of pandemic recovery money should go toward class size reduction.
- 713. Robert Garza: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 714. Peter Beck: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 715. Melody McCombs: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 716. Mary Veach: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 717. Gina Vertson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 718. Adriana Cadenas: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 719. Virginia Colvin: Majority of pandemic recovery money should go toward class size reduction.
- 720. Rebecca Bengtson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 721. Linda Garduno: Majority of pandemic recovery money should go toward class size reduction.
- 722. Nicole Frost: Majority of pandemic recovery money should go toward class size

reduction.

- 723. Patrick Saucedo: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 724. Virginia Ford: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 725. Ralph Cappelli: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 726. Vanessa Gonzalez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 727. Jose Galaviz: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 728. Lorena Palma: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 729. Rachel Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 730. David Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 731. Cecilia Deaton: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 732. Audrey Spenrath: Majority of pandemic recovery money should go toward class size reduction.
- 733. Aritch: Majority of pandemic recovery money should go toward class size reduction.
- 734. Durrand Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 735. Margarita White: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 736. Angelica Rios: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 737. Debra Redelfs: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 738. Wendy Martin: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 739. Anna Zamora: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 740. Julie Graham: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 741. Teri Harper: Majority of pandemic recovery money should go toward class size reduction.
- 742. Gina Arzola: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 743. Ana Dominguez-Cedillo: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 744. Yolanda Arellano: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 745. Ana Bustos-Ponce: Majority of pandemic recovery money should go toward class size reduction.
- 746. Abraham Perez: Majority of pandemic recovery money should go toward class size reduction.
- 747. Suridiana Aguilar: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 748. Madeline Jeung: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 749. Yee Xiong: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 750. Virginia Engel: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 751. Constance Hintergardt: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 752. Phonesavanh Bounkhoun: Majority of pandemic recovery money should go toward class size reduction.
- 753. Norma M. Ruiz: Majority of pandemic recovery money should go toward class size reduction.
- 754. Ruben Velez: 95/5 health care, smaller class sizes, \$3200 for all employees.
- 755. Shelly Parrish: 95/5 health care, smaller class sizes, \$3200 for all employees.

756. Victoria Johnson: 95/5 health care, smaller class sizes, \$3200 for all employees.
757. Tracy Owensby: 95/5 health care, smaller class sizes, \$3200 for all employees.
758. Debra Phillips-Salas: Majority of pandemic recovery money should go toward class size reduction.
759. Cheryl Pachelbel: 95/5 health care, smaller class sizes, \$3200 for all employees.
760. Maria Rodriguez: Majority of pandemic recovery money should go toward class size reduction.
761. William Osle': 95/5 health care, smaller class sizes, \$3200 for all employees.
762. Donna Stover: 95/5 health care, smaller class sizes, \$3200 for all employees.
763. Cristel Salcido: 95/5 health care, smaller class sizes, \$3200 for all employees.
764. M Ballesteros: 95/5 health care, smaller class sizes, \$3200 for all employees.
765. Madeleine Jeung: 95/5 health care, smaller class sizes, \$3200 for all employees.
766. Ronald S. Kludas: 95/5 health care, smaller class sizes, \$3200 for all employees.
767. Kim Crowley: 95/5 health care, smaller class sizes, \$3200 for all employees.
768. Valeria Martinez: 95/5 health care, smaller class sizes, \$3200 for all employees.
769. Johnny Aghoian: 95/5 health care, smaller class sizes, \$3200 for all employees.
770. Mai Thao Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
771. Elizabeth Lopez: 95/5 health care, smaller class sizes, \$3200 for all employees.
772. Sharayah Miura: 95/5 health care, smaller class sizes, \$3200 for all employees.
773. Kathryn Franson: Majority of pandemic recovery money should go toward class size reduction.
774. Margaret Rodriguez: Please consider our position with the negotiation.
775. Veronica Hanlon: 95/5 health care, smaller class sizes, \$3200 for all employees.
776. Jairo Sanchez: 95/5 health care plan and bonus for educators.
777. Mandee Sanchez: 95/5 health care, smaller class sizes, \$3200 for all employees.
778. Blanca Flores-Alarcon: 95/5 health care, smaller class sizes, \$3200 for all employees.
779. Coob Thao: 95/5 health care, smaller class sizes, \$3200 for all employees.
780. Kathryn Franson: Duplicate
781. Ruben Velez: 95/5 health care, smaller class sizes, \$3200 for all employees.
782. Sheri Currier: Health care compensation and smaller class size.
783. Kari Thwaites-Meister: 95/5 health care, smaller class sizes, \$3200 for all employees.
784. James Eastwood: 95/5 health care, smaller class sizes, \$3200 for all employees.
785. Monica Arechiga: 95/5 health care, smaller class sizes, \$3200 for all employees.
786. Xiong Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
787. Daniele Beall-Larsen: 95/5 health care, smaller class sizes, \$3200 for all employees.
788. Kathryn Koch: Majority of pandemic recovery money should go toward class size reduction.
789. Padoo: 95/5 health care, smaller class sizes, \$3200 for all employees.
790. Catherine Calkins: 95/5 health care, smaller class sizes, \$3200 for all employees.
791. Michelle Lee-Vang: 95/5 health care, smaller class sizes, \$3200 for all

- employees.
792. Don Somers: 95/5 health care, smaller class sizes, \$3200 for all employees.
793. Marisa Rodriguez: 95/5 health care, smaller class sizes, \$3200 for all employees.
794. Mayia Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
795. Rupinder Sandhu: 95/5 health care, smaller class sizes, \$3200 for all employees.
796. John Lourenco: 95/5 health care, smaller class sizes, \$3200 for all employees.
797. Steve Lathrop: 95/5 health care, smaller class sizes, \$3200 for all employees.
798. Rogelio G. Olivera: 95/5 health care, smaller class sizes, \$3200 for all employees.
799. Karen Peterson: Monies should be used to support teachers and students.
800. Maria G. Rios: 95/5 health care, smaller class sizes, \$3200 for all employees.
801. Robert Duyst: 95/5 health care, smaller class sizes, \$3200 for all employees.
802. Shereen Fuchs: 95/5 health care, smaller class sizes, \$3200 for all employees.
803. Emily Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
804. Laura S. Garcia: 95/5 health care, smaller class sizes, \$3200 for all employees.
805. Rogelio Olivera: 95/5 health care, smaller class sizes, \$3200 for all employees.
806. Melissa Magill: 95/5 health care, smaller class sizes, \$3200 for all employees.
807. Liliana Trejo: 95/5 health care, smaller class sizes, \$3200 for all employees.
808. Emily Vang: Duplicate
809. Kristi Pieper: 95/5 health care, smaller class sizes, \$3200 for all employees.
810. Cristina Colindres: 95/5 health care, smaller class sizes, \$3200 for all employees.
811. Meghan Schimmel: 95/5 health care, smaller class sizes, \$3200 for all employees.
812. Edgardo Pacheco-Resto: 95/5 health care, smaller class sizes, \$3200 for all employees.
813. Jessica Cox: 95/5 health care, smaller class sizes, \$3200 for all employees.
814. Carole Hite: 95/5 health care, smaller class sizes, \$3200 for all employees.
815. Eduardo Olivera: 95/5 health care, smaller class sizes, \$3200 for all employees.
816. Shoua: 95/5 health care, smaller class sizes, \$3200 for all employees.
817. Sylvia Reyes: 95/5 health care, smaller class sizes, \$3200 for all employees.
818. B Mendoza: 95/5 health care, smaller class sizes, \$3200 for all employees.
819. Sandra Gutierrez: 95/5 health care, smaller class sizes, \$3200 for all employees.
820. Janet Renteria: 95/5 health care, smaller class sizes, \$3200 for all employees.
821. Adam Quintero: 95/5 health care, smaller class sizes, \$3200 for all employees.
822. Pajia Thao-Trevino: 95/5 health care, smaller class sizes, \$3200 for all employees.
823. Bruce Herr: 95/5 health care, smaller class sizes, \$3200 for all employees.
824. Gonzalo de Alba: 95/5 health care, smaller class sizes, \$3200 for all employees.
825. Elizabeth Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
826. Rasamy Lee: 95/5 health care, smaller class sizes, \$3200 for all employees.
827. Rhianna Beaumont-Lamb: 95/5 health care, smaller class sizes, \$3200 for all employees.
828. Emily Vang: Duplicate

829. Stephanie Galik: 95/5 health care, smaller class sizes, \$3200 for all employees.
830. Brandi Ackerson: 95/5 health care, smaller class sizes, \$3200 for all employees.
831. Tracy Green: 95/5 health care, smaller class sizes, \$3200 for all employees.
832. Jovana E. Lopez-Moreno: 95/5 health care, smaller class sizes, \$3200 for all employees.
833. Debra Willis: 95/5 health care, smaller class sizes, \$3200 for all employees.
834. Regina Prum: 95/5 health care, smaller class sizes, \$3200 for all employees.
835. Rosalind Gratz: 95/5 health care, smaller class sizes, \$3200 for all employees.
836. Annika Knutson: 95/5 health care, smaller class sizes, \$3200 for all employees.
837. Claudia Nieto: 95/5 health care, smaller class sizes, \$3200 for all employees.
838. Felipe Lemus: 95/5 health care, smaller class sizes, \$3200 for all employees.
839. Brandi Schwan: 95/5 health care, smaller class sizes, \$3200 for all employees.
840. Louise Vang: 95/5 health care, smaller class sizes, \$3200 for all employees.
841. Cynthia Eurich: 95/5 health care, smaller class sizes, \$3200 for all employees.
842. Barbagio: 95/5 health care, smaller class sizes, \$3200 for all employees.
843. Katrina Harris: 95/5 health care, smaller class sizes, \$3200 for all employees.
844. Leila Clemente: 95/5 health care, smaller class sizes, \$3200 for all employees.
845. Cynthia Piper: 95/5 health care, smaller class sizes, \$3200 for all employees.
846. Leslie Batty: 95/5 health care, smaller class sizes, \$3200 for all employees.
847. Barbara Giometti: 95/5 health care, smaller class sizes, \$3200 for all employees.
848. Lelia Clemente: Duplicate
849. Tra Her: 95/5 health care, smaller class sizes, \$3200 for all employees.
850. Victoria Ornelas: 95/5 health care, smaller class sizes, \$3200 for all employees.
851. Ann B. Yang: 95/5 health care, smaller class sizes, \$3200 for all employees.
852. Nereida Carrillo: 95/5 health care, smaller class sizes, \$3200 for all employees.
853. Lynda Brenchmann: 95/5 health care, smaller class sizes, \$3200 for all employees.
854. Carl D'Souza: 95/5 health care, smaller class sizes, \$3200 for all employees.
855. Paula Aluisi: 95/5 health care, smaller class sizes, \$3200 for all employees.
856. Tamara Smith: 95/5 health care, smaller class sizes, \$3200 for all employees.
857. Luis Lucero: 95/5 health care, smaller class sizes, \$3200 for all employees.
858. Yesenia Chavez-Gideon: 95/5 health care, smaller class sizes, \$3200 for all employees.
859. Esther Guillen: 95/5 health care, smaller class sizes, \$3200 for all employees.
860. Teresa Tylor-Craven: 95/5 health care, smaller class sizes, \$3200 for all employees.
861. Sara Rios: 95/5 health care, smaller class sizes, \$3200 for all employees.
862. Denise Papanickolas: I believe we can meet in the middle and move forward together.
863. Erica Avina-Garibay: 95/5 health care, smaller class sizes, \$3200 for all employees.
864. Krystal Ruiz: 95/5 health care, smaller class sizes, \$3200 for all employees.
865. Raelene Robinson: 95/5 health care, smaller class sizes, \$3200 for all employees.
866. Ryan Payne: 95/5 health care, smaller class sizes, \$3200 for all employees.
867. Erika Ramirez Alonso: 95/5 health care, smaller class sizes, \$3200 for all

employees.

868. Regina Prum: Duplicate

869. Dora Cuevas: 95/5 health care, smaller class sizes, \$3200 for all employees.

870. Diane Leonard: 95/5 health care, smaller class sizes, \$3200 for all employees.

871. Kay Gio: 95/5 health care, smaller class sizes, \$3200 for all employees.

872. Michael Donabedian: Duplicate

873. Katie Giometti: 95/5 health care, smaller class sizes, \$3200 for all employees.

874. Karen Thomas: 95/5 health care, smaller class sizes, \$3200 for all employees.

875. Della J. Caver: 95/5 health care, smaller class sizes, \$3200 for all employees.

876. Claudia Aghoian: 95/5 health care, smaller class sizes, \$3200 for all employees.

877. Sandra Morales: 95/5 health care, smaller class sizes, \$3200 for all employees.

878. Cynthia Pretzer: 95/5 health care, smaller class sizes, \$3200 for all employees.

The BOARD **RECONVENED** in Open Session at 6:59 p.m.

Reporting Out of Closed Session

- On a motion by Board Member Jonasson Rosas, seconded by Board Member Thomas, the Board took action in Closed Session to dismiss a classified employee, who failed to timely demand a hearing to contest her dismissal thereby waiving her right to a hearing, by a roll call vote of 6-0-0-1, as follows: AYES: Board Members: Cazares, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis. ABSENT: Board Member Islas.
- On a motion by Board President Davis, seconded by Board Member Cazares, the Board took action in Closed Session to promote Lorena Federico to Principal II at Burroughs Elementary School, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.
- On a motion by Board President Davis, seconded by Board Clerk Thomas, the Board took action in Closed Session to promote Derrick Hansen to Principal II at Gibson Elementary School, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.
- On a motion by Board President Davis, seconded by Board Clerk Thomas, the Board took action in Closed Session to promote Amy Smith to Principal II on Special Assignment in School Leadership, by a roll call vote of 7-0-0-0 as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas and Board President Davis.
- On a motion by Board Member Islas, seconded by Board President Davis, the Board took action in Closed Session to promote Andrew Scherrer to Executive Officer in Equity and Access, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

Reporting Out of Closed Session – continued

- On a motion by Board Clerk Thomas, seconded by Board Member Cazares, the Board took action in Closed Session on a Worker's Compensation claim for Lonzella Mason Case No. 2012-0291 & 2008-0993, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatik, Thomas, and Board President Davis.

PLEDGE OF ALLEGIANCE

Mr. Curtis, Principal of Rutherford B. Gaston Middle School led the flag salute.

RECOGNIZED the 2021 Student Board Members

The Board had the opportunity to recognize the 2020/21 Student Board Members: Joshua Camarillo from Edison High School; Richard Romero from Fresno High School; Elyette Morales from Design Science Middle College High School; and Ishan Singh from Sunnyside High School.

HEAR Reports from Student Advisory Representatives

The Board heard a report from Julio Fisher and Emmanuel Enriquez Ocana, Student Advisory Representatives from McLane High School and student ambassadors from Yosemite Middle School.

HEAR Report from Superintendent

- Shared May is Mental Health Awareness Month. In recognition, students in our Student Voice Collaborative from Fresno High and Edison High created their own PSA highlighting some facts about mental health issues and where students can get help. This was students creating a valuable tool for students, and they did a fantastic job. Thank you to our Communications Office for providing feedback and filming the students. Student created PSA Video shown.
- Shared May is a busy month with several important celebrations to highlight. For starters, it is Classified School Employee Week through May 22. These are the folks that do the heavy lifting behind the scenes. They are not in the spotlight, nor do they seek it, but our district could not operate a single day without the dedication and expertise of our classified employees. They are our paraprofessional, bus drivers, food service workers, office assistants, custodians, safety assistants, skill trades and so much more.
- Shared the month of May is National Foster Care Month. Let us take time to salute those who are helping children to find permanent homes and connections. We have upwards of 420,000 children in foster care in this country and right here in our district 678 youth in foster care.

HEAR Report from Superintendent – continued

- Highlighted this is also Asian Pacific American Heritage Month, a celebration of Asians and Pacific Islanders and the remarkable contributions they make to our community and our country. Thank you to our McLane Hmong dancers who were here earlier this evening to help us celebrate and honor them in dance. Our Curriculum, Instruction and Professional Learning Department has created lessons for all ages so that students can learn more of the contributions of Asian and Pacific Islander American. In fact, our curriculum staff has developed a website with lesson plans for each month to honor the contributions of all people. Resources include book list and lesson for English Language Arts, history and social studies, math, PE, and science.
- Shared we are 16 days from the end of this extremely difficult school year, one that tested us all but also showed us we are more than capable of meeting tough times with grace and problem-solving. After what we have been through, it is good to be ending on a high note. We will celebrate our retirees this Monday with a drive-thru event in front of Sunnyside High School. It is not the traditional dinner we had hope for, but we will be showing our dedicated retiring colleagues as much love as possible with live entertainment, a special retiree gift, gift cards and souvenir program. Also, on Monday, we kick off our graduation season with two celebrations for last year's class of 2020 graduates, followed by the ceremony for Design Science Middle College High School, all at the fairgrounds' Paul Paul Theater. I think it is safe to say, we have never been more excited for graduation season.

BOARD/SUPERINTENDENT COMMUNICATION

Member Mills: Expressed appreciation for the Fresno High School Student Body President for a great speech given at the unveiling of the new logo and for maintaining composure during disruption by Fresno High Alumni. Thanked the Student Board Members for sharing her comments regarding the disabled with the Student Advisory Board. Expressed appreciation for the purchase of vans to be used at school sites. Shared she is still waiting to receive information regarding why social security is not deducted from some classified employees checks.

Member Major Slatic: No communication provided.

Member Jonasson Rosas: Referenced a report received from Hanover Research pertaining to Designated Schools. Requested clarity as to when the Board will receive information on what the district plans to do with the findings and asked if this is the right use of funds. Suggested repurposing the funds to programs that have been proven to support student achievement.

Student Member Morales: Shared May is mental health awareness month and encouraged people to speak up. Supported the help of foster youth. Advocated for Asian and Pacific Islander people. Requested clarity as to if full-time return to school will be mandatory for all students, as some student prefer online learning.

BOARD/SUPERINTENDENT COMMUNICATION - continued

Member Islas: Expressed respect for the Asian Community. Congratulations to graduates and Valedictorians. Shout outs to McLane folkloric dancers, McLane Medical Education Research Academy, Ewing for work during Autism Awareness Month. Special congratulations to Mr. Romero at Rowell for being named Educator of the Week in the McLane Region.

Clerk Thomas: No communication provided.

Member Cazares: Clarified for the audience that agenda item A-6 was pulled from the agenda in order to allow time for all involved to be heard. Congratulated Saul Jimenez-Sandoval the newly elected President at California State University, Fresno. Thanked all district staff for their hard work during the pandemic. Thanked Facilities staff for helping with AC issues in the Hoover Event Center. Thanked Officer Hughes the SRO at Edison High School who has personally helped her family

OPPORTUNITY for Public Comment on Consent Agenda Items

For the record, the Board received 1 request to address the Board on Agenda Item A-9, Approve Amendment No. 2 to Superintendent Robert G. Nelson's Employment Agreement. The name of person and summary of topic is as follow:

1. Cheri Perry: Left meeting before providing public comment.

For the record, Agenda Item A-6 was pulled from the Board Agenda. The public had an opportunity to submit public comment on the agenda by no later than 8:00 p.m. May 18, 2021 and the Board received 24 submissions for comment on Agenda Item A-6, Approve Budget Revision No. 5 and the One-time Costs Associated with Changing the Fresno High Mascot Image. As the item was pulled the public comments were also pulled.

On a motion by Board Member Islas, seconded by Board Clerk Thomas, the Consent Agenda, was approved, with the exception of A-6 which was pulled from the agenda; A-7, A-8, A-9 pulled for an oral report; and, A-21, A-22, and A-25 pulled for further discussion, by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatik, Thomas, and Board President Davis.

ALL CONSENT AGENDA items are considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of items unless a Board member so requests, in which event, the item(s) will be considered following approval of the Consent Agenda.

A. CONSENT AGENDA

A-1, APPROVE Personnel List

APPROVED as recommended, the Personnel List, Appendix A, as submitted.

A-2, ADOPT Findings of Fact and Recommendations of District Administrative Board

APPROVED as recommended, the Findings of Fact and Recommendations of District Administrative Panels resulting from hearings on expulsion and readmittance cases conducted during the period since the May 05, 2021 Regular Board Meeting.

A-3, APPROVE Minutes from Prior Meeting

APPROVED as recommended, the draft minutes for the April 21, 2021 Regular Board Meeting.

A-4, ADOPT Resolutions Delineating Authorized District Agents to Sign on Behalf of Fresno Unified School District

ADOPTED as recommended, Resolutions 20-25 through 20-49 presented for adoption to update authorized officials to sign various business transactions on behalf of Fresno Unified School District.

A-5, ADOPT Resolution 20-23, Requesting an Exemption from the Education Code Definition of "School Building" for an Academic Center for Suspended Students through the African American Academic Acceleration Program

ADOPTED as recommended, Resolution 20-23, and State Allocation Board Exemption Request form.

A-6, APPROVE Budget Revision No. 5 for Fiscal Year 2020/21 ITEM PULLED FROM AGENDA.

A-7, APPROVE Employment Agreement for Mao Misty Her, Deputy Superintendent

APPROVED as recommended, the Deputy Superintendent's Employment Agreement.

For the record an oral report was provided pertaining to Agenda Item A-7, Approve Employment Agreement for Mao Misty Her, Deputy Superintendent. The Superintendent read the report as follows:

Government Code section 54953(c)(3) of the Brown Act requires that this Board make an oral report in open session before taking final action on an employment agreement for a local agency executive such as the Deputy Superintendent. The oral report must summarize any recommended compensation including salary and/or fringe benefits.

A. CONSENT AGENDA - continued

Consistent with this requirement, the District is providing the following oral summary of the salary and fringe benefits as set forth in the proposed Employment Agreement between the Fresno Unified School District and Mao Misty Her.

- Contract Term effective March 11, 2021 through June 30, 2024
- Annual salary of \$251,067.69 which includes a 7.5% career increment consistent with the career increment applicable to all management employees in the District
- Paid medical, dental and vision insurance coverage on the same terms as other management employees
- Lifetime health benefits
- Additional retirement contribution payment of \$18,000 per year
- Auto/Travel Allowance of \$500 per month
- Paid vacation at 20 days per year
- Paid professional dues to ACSA and local one local service club

After reading of report and pursuant to Government Code section 54953(c)(3) the item was then opened for discussion and action.

On a motion by Board Clerk Thomas, seconded by Board Member Cazares, Agenda Item A-7 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-8, APPROVE Employment Agreement for Santino Danisi, Chief Financial Officer

APPROVED as recommended, the Chief Financial Officer's Employment Agreement.

For the record an oral report was provided pertaining to Agenda Item A-8, Approve Employment Agreement for Santino Danisi, Chief Financial Officer. The Superintendent read the report as follows:

Government Code section 54953(c)(3) of the Brown Act requires that this Board make an oral report in open session before taking final action on an

A. CONSENT AGENDA - continued

employment agreement for a local agency executive such as the Chief Financial Officer. The oral report must summarize any recommended compensation including salary and/or fringe benefits.

Consistent with this requirement, the District is providing the following oral summary of the salary and fringe benefits as set forth in the proposed Employment Agreement between the Fresno Unified School District and Mr. Santino Danisi.

- Contract Term effective April 08, 2021 through June 30, 2024
- Annual salary of \$215,180 which includes a 6.0% career increment consistent with the career increment applicable to all other management employees of the District
- Paid medical, dental and vision insurance coverage on the same terms as other management employees
- Additional retirement contribution payment of \$18,000 per year
- Auto/Travel Allowance of \$500 per month
- Paid vacation at 20 days per year
- Paid professional dues to Association of California School Administrators and California Association of School Business Officers

After reading of report and pursuant to Government Code section 54953(c)(3) the item was then opened for discussion and action.

On a motion by Board Clerk Thomas, seconded by Board Member Cazares, Agenda Item A-7 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-9, APPROVE Amendment No. 2 to Superintendent Robert G. Nelson's Employment Agreement

APPROVED as recommended, Amendment No. 2 to the Superintendent's Employment Agreement which extends the term of the Superintendent's employment to June 30, 2024.

A. CONSENT AGENDA - continued

For the record an oral report was read pertaining to Agenda Item A-9, Approve Amendment No. 2 to Superintendent Robert G. Nelson's Employment Agreement. Board Clerk Thomas read the report as follows:

Government Code section 54953(c)(3) of the Brown Act requires that this Board make an oral report in open session before taking final action on an employment agreement for a local agency executive such as the Superintendent. The oral report must summarize any recommended compensation including salary and/or fringe benefits.

Consistent with this requirement, the District is providing the following oral summary of the salary and fringe benefits as set forth in the proposed Amendment No. 2 to the Employment Agreement between the Fresno Unified School District and Robert G. Nelson.

- Contract Term effective July 1, 2020 through June 30, 2024
- No change in annual salary of \$341,484.28 which includes a 7.5% career increment consistent with the career increment applicable to all management employees in the District
- Replace existing contract language requiring an automatic salary increase equal to the Consumer Price Index upon receipt of a positive evaluation with language calling for an increase or decrease in the Superintendent's annual salary equal to any increase or decrease to the salary schedules for management employees generally
- Same paid medical, dental and vision insurance coverage as other management employees
- Lifetime health benefits
- No change in additional retirement contribution payment of \$18,000 per year
- No change in Business and Auto Allowance of \$1500 per month
- Paid vacation at 25 days per year with the option to be compensated for up to a maximum of ten (10) days of accrued unused vacation in each school year
- Option to teach in the doctoral program established by San Diego State University for the employees of Fresno Unified School District
- Paid professional dues to Association of California School Administrators and local Rotary Club

A. CONSENT AGENDA – continued

Pursuant to Government Code section 54953(c)(3). The item was then opened for discussion and action.

On a motion by Board Clerk Thomas, seconded by Board Member Cazares, Agenda Item A-9 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-10, APPROVE Positions and Adopt New and Revised Job Descriptions for Fresno Teachers Association - Trades and International Association of Machinists and Aerospace Workers Crafts, and the Revised Fresno Teacher Association - Trades Hourly Salary Schedule for the Positions Listed Below

APPROVED and ADOPTED as recommended, revised and new job descriptions for Fresno Teachers Association (FTA) -Trades and for International Association of Machinists and Aerospace Workers (IAMAW) Crafts, and the revised FTA – Trades Hourly Salary Schedule in accordance with collaborative discussions.

A-11, APPROVE Positions and ADOPT New and Revised Job Descriptions and Revised Management Salary Schedules

APPROVED and ADOPTED as recommended, job descriptions and revised management salary schedule for the positions of Prevention and Intervention Executive; Student Wellness Program Manager; Design Lead; Accounting Supervisor; Budget Analyst II; Budget Analyst I; Payroll Supervisor; Employee Service Center Supervisor, and Revised Supervisory Salary Schedule.

A-12, APPROVE Agreement with Fresno Chaffee Zoo

APPROVED as recommended, an agreement with the Fresno Chaffee Zoo.

A-13, APPROVE Agreement with SMALLIFY

APPROVED as recommended, an agreement with SMALLIFY.

A-14, APPROVE Agreement with Growthpoint Technologies

APPROVED as recommended, an agreement with Growthpoint Technologies.

A-15, APPROVE Agreement with New Vision Aviation, Inc.

APPROVED as recommended, an agreement with New Vision Aviation, Inc.

A-16, APPROVE Addendum to Agreement with Wilderness Outdoor Leadership Foundation

APPROVED as recommended, an agreement with Wilderness Outdoor Leadership Foundation (WOLF).

A. CONSENT AGENDA – continued

A-17, APPROVE Agreement with Leadership Associates

APPROVED as recommended, an agreement with Leadership Associates.

A-18, APPROVE Addendum to Agreement with Microsoft Premier

APPROVED as recommended, an agreement with Microsoft Premier.

A-19, APPROVE Revised Addendum to the Center for Advanced Research and Technology Operating Agreement

APPROVED as recommended, an addendum to the Operating Agreement between Fresno Unified School District, Clovis Unified School District, and the Center for Advanced Research and Technology (CART) for the CART Technology Refresh Project.

A-20, APPROVE Amendment 02 to Contract CCTR-0036 for General Child Care and Development Program 2020-2021 from the California Department of Education

APPROVED as recommended, Amendment 02 to contract CCTR-0036 for General Child Care and Development Program 2020/21 from the California Department of Education.

A-21, APPROVE Award of Bid 21-40, Hoover High School Event Center HVAC and Roof Replacement

APPROVED as recommended, information on Bid 21-40, to replace the existing heating and evaporative cooling systems in the Event Center at Hoover High School with heating and refrigerated air conditioning (HVAC).

On a motion by Board Member Cazares, seconded by Board Clerk Thomas, Agenda Item A-21 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-22, APPROVE Members to the Special Education Community Advisory Committee

APPROVED as recommended, the recommended slate of proposed members for the Special Education Community Advisory Committee (CAC).

On a motion by Board Member Islas, seconded by Board Member Jonasson Rosas, Agenda Item A-22 was approved by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-23, RATIFY Agreement with Kroll Information Assurance, LLC

RATIFIED as recommended, an agreement with Kroll Information Assurance, LLC, to provide credit and identity fraud monitoring and restoration services for affected employees, former employees and retirees.

A. CONSENT AGENDA – continued

A-24, RATIFY Addendum to Agreement with Supplemental Health Care

RATIFIED as recommended, an addendum to the agreement with Supplemental Health Care in the amount of \$603,240.

A-25, RATIFY Grant Application to Albertsons Companies Foundation for Nutrition Services Equipment

RATIFIED as recommended, a grant application to the Albertsons Companies Foundation.

On a motion by Board Member Islas, seconded by Board Member Jonasson Rosas, Agenda Item A-25 was ratified by a roll call vote of 7-0-0-0, as follows:
AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

A-26, RATIFY Change Orders for the Project Listed Below

RATIFIED as recommended, information on Change Orders for the following project:

- Bid 20-36 Section B, Sunnyside High School Shade Structure and Site Improvements
Change Order 1 and 2 presented for ratification \$3,755

UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received 9 requests to address the Board and 6 email submissions of public comment for Unscheduled Oral Communications. They are as follows:

Request to Address the Board

1. Heather Robinson-Daniels: Left meeting before providing a comment.
2. Vanoush Khachaturian: Cost to remove Warrior image at Fresno High. Provide Board Members with article pertaining to Josiah Royce.
3. Lori Pastre: Expressed appreciation for allowing for a discussion regarding the Fresno High Warrior image.
4. Marcelino Valdez: Left meeting before providing a comment.
5. Loto Lealaimatafao: Left meeting before providing a comment.
6. Catherine Peters: Open schools full-time.
7. Katie Jerkovich: Open schools full-time.
8. Cheri Perry: Left meeting before providing a comment.
9. Earl Aguilera: Fresno Unified School Resource Officer program.

Email Submissions

1. Lily Beck: Please consider returning students to in-person school.
2. Julie Beck: Open schools 5 days a week, normal schedule.
3. Michelle Telesmanic: Request for a 5-day a week in-person learning.

4. Simon West: Request for district to end contract with Gaggle.
5. David Greenmyer: Why are class sizes at some magnet middle schools larger than at other sites?
6. Nicole: Teachers are often overlooked and unappreciated.

B. CONFERENCE/DISCUSSION AGENDA

B-27, DISCUSS and DECIDE in the Naming of Facility at 10th Street and Ventura Avenue

OPPORTUNITY for Public Comment

For the record, the Board received 22 requests to address the board and 21 submissions of public comment for Agenda Item B27. They are as follows:

Request to Address the Board

1. Carmen Zamora: Request to reopen survey.
2. Lilia Becerril: Request to reopen survey.
3. Rosie Aguilera: Request to reopen survey.
4. Lorena Moreno: Request to reopen survey.
5. Andrea Ortega: Request to reopen survey.
6. Juana Meza: Request to reopen survey.
7. Gloria Hernandez: Request to reopen survey.
8. Della Carver: Support for naming facility in honor of Dolphas Trotter.
9. Phyllis Phillips: Support for naming facility in honor of Dolphas Trotter.
10. Barbara Mortanian: Read a statement on behalf of Mr. Berj Apakarian in support for naming facility in honor of Roger Tatarian.
11. Dorothy Smith: Support for naming facility in honor of Dolphas Trotter.
12. Daren Miller: Left meeting before providing a comment.
13. Luis Santana: Support for naming facility in honor of Murray and Francine Farber.
14. Cynthia Sterling: Support for naming facility in honor of Dolphas Trotter.
15. Varoujan DerSimonian: Support for naming facility in honor of Roger Tatarian.
16. Richard Asadoorian: Support for naming facility in honor of Roger Tatarian.
17. Tom Bohigian: Support for naming facility in honor of Roger Tatarian.
18. Carrie Zulewski: Left meeting before providing a comment.
19. Sevag Tateosian: Yielded time to Michelle Asadoorian.
20. Michelle Asadoorian: Support for naming facility in honor of Roger Tatarian.
21. Mary Ekmalian: Support for naming facility in honor of Roger Tatarian.
22. Gary Esitzian: Support for naming facility in honor of Roger Tatarian.

Email Submissions

1. Jo Anna Johnson: Support for naming facility in honor of Dolphas Trotter.
2. Mae Britten Support for naming facility in honor of Dolphas Trotter.
3. Cheryl Whisenhunt: Support for naming facility in honor of Dolphas Trotter.
4. Carolyn Odums: Name of facility.

5. C. Deborah Johnson-Danie, PH.D.: Support for naming facility in honor of Dolphas Trotter.
6. Deja Thompson: Support for naming facility in honor of Dolphas Trotter.
7. Lolita Hardamon: Support for naming facility in honor of Dolphas Trotter.
8. Lorna James: Support for naming facility in honor of Dolphas Trotter.
9. Dennis Randle: Support for naming facility in honor of Dolphas Trotter.
10. Carolyn Burns: Support for naming facility in honor of Dolphas Trotter.
11. Denise Lancaster-Young: Support for naming facility in honor of Dolphas Trotter.
12. Paulette Motley and Family: Support for naming facility in honor of Dolphas Trotter.
13. Tracey Fowlkes: Support for naming facility in honor of Dolphas Trotter.
14. Pamela Merritt-Bennett: Support for naming facility in honor of Dolphas Trotter.
15. Paul Holland: Support for naming facility in honor of Dolphas Trotter.
16. Mail Center: Support for naming facility in honor of Dolphas Trotter.
17. Erva Boyd: Support for naming facility in honor of Dolphas Trotter.
18. Rosylin Bessard-Dayton: Support for naming facility in honor of Dolphas Trotter.
19. Linda Simpson: Support for naming facility in honor of Dolphas Trotter.
20. Melissa Hughes: Support for naming facility in honor of Dolphas Trotter.
21. Irma Mitchell: Support for naming facility in honor of Dolphas Trotter.

Board Member Jonasson Rosas motioned to name the campus the Francine and Murray Farber Education Campus and at the next Board meeting the naming of the buildings be agendaized as follows: the administration building be named for Dolphas Trotter, the early learning building be named for Dolores Huerta, and the career technical education building be named for Roger Tatarian. The motion was seconded by Board President Davis, Agenda Item B-27 was approved to name the campus for Francine and Murray Farber, by a roll call vote of 5-2-0-0, as follows: AYES: Board Members: Cazares, Jonasson Rosas, Mills, Thomas, and Board President Davis. NOES: Board Members: Islas, and Major Slatic.

For the record, the Board took a break at 9:41 p.m. and reconvened at 9:47 p.m.

B-28, ADOPT Resolution 20-12, Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016 (Measure X), Series D, in the Aggregate Principal Amount of Not to Exceed \$45,000,000, and Authorizing the Execution and Delivery of Documents and Actions in Connection Therewith

OPPORTUNITY for Public Comment

For the record, the Board received zero requests to address the Board and zero submissions of public comment for Agenda Item B-28.

On a motion by Board Clerk Thomas, seconded by Board Member Jonasson Rosas, Agenda Item B-28 was adopted by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

B. CONFERENCE/DISCUSSION AGENDA - continued

B-29, ADOPT Resolution 20-13, Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2020 (Measure M), Series A, in the Aggregate Principal Amount of Not to Exceed \$80,000,000, and Authorizing the Execution and Delivery of Documents and Actions in Connection Therewith

OPPORTUNITY for Public Comment

For the record, the Board received zero requests to address the Board and zero submissions of public comment for Agenda Item B-29.

On a motion by Board Member Jonasson Rosas, seconded by Board Clerk Thomas, Agenda Item B-29 was adopted by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

B-30, DISCUSS and ADOPT Expanded Learning Opportunities Grant

For the record, the Board received zero requests to address the Board and zero submissions of public comment for Agenda Item B-30.

On a motion by Board Member Jonasson Rosas, seconded by Board Clerk Thomas, Agenda Item B-30 was adopted by a roll call vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

B-31, PRESENT and DISCUSS the State's May Revised Budget Proposal

For the record, the Board received zero requests to address the Board and zero submissions of public comment for Agenda Item B-31.

C. RECEIVE INFORMATION & REPORTS

For the record the Board received items C-32 and C-38.

D. ADJOURNMENT

Board President Davis ADJOURNED the meeting at 10:00 p.m.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-4

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Agreement with Camp Oakhurst for High School Summer Leadership Camp

ITEM DESCRIPTION: Included in the Board binders is an agreement with Camp Oakhurst for the purpose of holding an in-person Fresno Unified Summer Leadership Camp for High School student body leadership students. Camp will be held July 13-15, 2021. The contract includes accommodations, meeting rooms, meals, recreational facilities, and program content for 130 high school students and 15 adult leaders/sponsors. Summer Camp will also include afternoon/evening program content from California Association of Directors of Activities Virtual Camp Experience. Students will develop leadership skills, learn governance practices, foster team building, and create engagement strategies to implement on their school sites in the 2021/22 school year. All 13 high schools are invited to participate.

The proposal for in-person summer leadership camp was reviewed and approved by Fresno Unified Health Services in coordination with Fresno County Department of Public Health (FCDPH). All participants will be COVID-19 tested within 72 hours of departure, and only those who test negative or submit proof of full vaccination will be approved to attend camp. While at camp, all current FCDPH safety guidelines for distancing, student pods, sanitizing, and masks will be followed. Camp staff will also adhere to the guidelines, sanitize student areas, and complete/monitor health checks daily. Fresno Unified will be the only group on site during the camp.

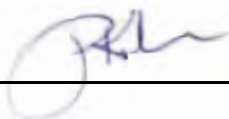
FINANCIAL SUMMARY: Sufficient funds in the amount of \$35,000.00 are available in the Goal 2 Transitions annual budget.

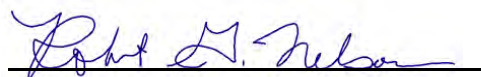
PREPARED BY: Leslie Loewen,
Manager II, G2: Student Engagement

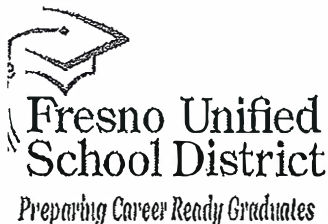
DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:







Fresno Unified School District Contract Routing Form

Completed Independent contract agreement must be attached

Camp Oakhurst

Vendor Name

559-683-6563

Phone Number

From: July 13, 2021

Term (Duration)

FUSD Contract Administrator:

Leslie Loewen

Name

Budget (Fund-Unit-Dept.-Activity-Object)

3661 Mudge Ranch Road, Coarsegold, CA 93614

Address

Sandy Otsuji

Vendor Contact

Through: July 16, 2021

G2: Student Engagement

Site/ Dept

559-457-3674

Telephone number

030 0173 0725 1110 5899

Annual Cost \$ 35,000.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

Scope of Work Summary:

Camp Oakhurst will provide accommodations, meals, recreation, and meeting space for in-person Fresno Unified Summer Leadership Camp July 13-15, 2021.

Date Item is to appear on Board of Education Agenda:

06/02/21 Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

Bryan D. Wells

May 13, 2021

Signed

Date

Reviewed & approved by Executive Director, Risk Management:

Andrew P. Kane

5/14/2021

Signed

Date

Please return signed contract to:

Leslie Loewen

Name

G2: Student Engagement

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION G2: Student Engagement

School/Department Budget: 030 0173 0725 1110 5899

District Contact Person: Leslie Loewen

Budget Manager Approval: _____

Contractor's Vendor Name: Camp Oakhurst

Contractor's Contact Person: Sandy Otsuji

Contractor's Title: Executive Director

Contractor's Telephone
Number: 559-683-6563

Contractor's E-mail: guestservices@campoakhurst.org

Contractor's Address: 3661 Mudge Ranch Road, Coarsegold, CA 93614

Contractor's Taxpayer ID# or
SSN#:

This Independent Contractor Services Agreement is made and entered into effective 07/13/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide _____

In-person Fresno Unified Summer Leadership Camp for High School student body leadership students. Camp will be held July 13-15, 2021. The contract includes accommodations, meeting rooms, meals, recreational facilities, and program content for 130 high school students and 15 adult leaders/sponsors. Summer Camp will also include Internet access for afternoon/evening program content by California Association of Directors of Activities (CADA) Virtual Camp Experience. Students will develop leadership skills, learn governance practices, foster team building, and create engagement strategies to implement on their school sites in the 2021-22 school year. All 13 high schools are invited to participate.

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.

3. Term. This Agreement shall begin on 07/13/21, and shall terminate on 07/16/21. There shall be no extension of the term of the agreement without express written consent from all parties.

4. Payment. District agrees to pay Contractor at following rate of \$ 35,000.00 per FY22, not to exceed \$ 35,000.00. Checks will be made payable to Camp Oakhurst. Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.

5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here GO

- a. Lodging \$ 0.00 Actual cost of single occupancy. Not to exceed \$100 per night. *Receipt Required.
- b. Meals \$ 0.00 Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch \$18.30, Dinner \$30.50. *Receipt Required.
- c. Travel \$ 0.00 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
- d. Supplies \$ 0.00 As negotiated with school/department contracting for service.
- e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 35,000.00
- f. Other \$ 0.00

6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No

7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No

8. California Residency. Contractor is a resident of the state of California: ☒ Yes ☐ No

9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.

10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.

Contractor's initials GO

District's initials LL

11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at Paul.Idsvoog@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15, and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

13. Confidential Information

- a. For the purposes of this Agreement "Confidential Information" includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a "need to know," and who are themselves bound by similar nondisclosure restrictions (collectively, "Representatives"). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
 - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
 - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
 - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.




b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials  District's initials  

20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor: Camp Oakhurst

Name: Sandy Otsuji

Address:

36611 Mudge Ranch Road
Coarsegold, CA 93614

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District

Santino Danisi, Interim Chief Financial Officer

Date

CONTRACTOR

Camp Oakhurst

Name: Sandy Otsuji, Title: Executive Director

Date

Approved As To Form:

Andrew De La Torre, Executive Director
Benefits and Risk Management

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

AGENDA ITEM A-5

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Agreement with Swun Math

ITEM DESCRIPTION: Included in the Board binders is a request to approve an agreement with Swun Math for coaching middle school mathematics teachers during the middle school summer program. Teachers will be trained and coached using the math foundational practices of the Math Lesson Design instructional model from June 14, 2021 through July 12, 2021.

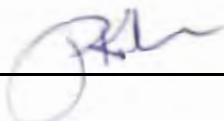
FINANCIAL SUMMARY: Sufficient funds in the amount of \$46,800 are available in the In–Person Instructional Grant.

PREPARED BY: Carlos Castillo,
Instructional Superintendent

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Vendor Name	Address
Phone Number	Vendor Contact
From:	Through:
Term (Duration)	
FUSD Contract Administrator:	
<i>Name</i>	<i>Site/ Dept</i>
	<i>Telephone number</i>
Budget (<i>Fund-Unit-Dept.-Activity-Object</i>)	

Annual Cost (Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: *All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.*


Yes ☐

No ☐

Scope of Work Summary:

Date Item is to appear on **Board of Education Agenda:**

Reviewed & approved by **Cabinet Level Officer:**

Agenda Item # (Contracts of \$15,000.00 or more)
 5/14/2021
 Signed Date

Reviewed & approved by **Executive Director, Risk Management:**

 5/27/2021
 Signed Date

Please return signed contract to:

<i>Name</i>	<i>Department</i>
-------------	-------------------



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION

School/Department Budget:

District Contact Person:

Budget Manager Approval:

Contractor's Vendor Name:

Contractor's Contact Person:

Contractor's Title:

Contractor's Telephone
Number:

Contractor's E-mail:


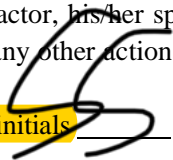

Contractor's Address:

Contractor's Taxpayer ID# or
SSN#:

This Independent Contractor Services Agreement is made and entered into effective
Date") by and between the Fresno Unified School District ("District") and ("Contractor")

(the "Effective
Date")

1. Contractor Services. Contractor agrees to provide _____

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on _____, and shall terminate on _____. There shall be no extension of the term of the agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of _____ per _____, not to exceed _____. Checks will be made payable to _____. Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here 
- a. Lodging _____ Actual cost of single occupancy. Not to exceed \$100 per night. **Receipt Required.*
 - b. Meals _____ Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch \$18.30, Dinner \$30.50. **Receipt Required.*
 - c. Travel _____ Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
 - d. Supplies _____ As negotiated with school/department contracting for service.
 - e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): _____
 - f. Other _____
6. Employment. Are you a current FUSD employee? ☐ Yes ☐ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☐ No
8. California Residency. Contractor is a resident of the state of California: ☐ Yes ☐ No
9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.
10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
- Contractor's initials  District's initials 
11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at Paul.Idsvoog@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.
12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work _____

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15, and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

13. Confidential Information

- a. For the purposes of this Agreement “Confidential Information” includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a “need to know,” and who are themselves bound by similar nondisclosure restrictions (collectively, “Representatives”). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
 - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
 - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
 - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.

b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

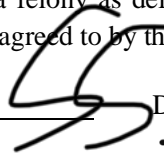
c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials



District's initials



20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor:

Name:

Address:

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District

Santino Danisi, Interim Chief Financial Officer

Date

CONTRACTOR


Name: _____, **Title:** _____

Date _____

Approved As To Form:



*Andrew De La Torre, Executive Director
Benefits and Risk Management*

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-6

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Agreement with The New Teacher Project Good 2 Great Summer Math Academy

ITEM DESCRIPTION: Included in the Board binders is an agreement with The New Teacher Project (TNTP). TNTP will provide dynamic, hands-on training that allows participating teachers time to learn and grow in foundational math content, conceptual strategies, and develop a deeper understanding of the Math Progressions, and then immediately apply the new learning with students in an online structure, co-teaching model. Cycles that consist of the following steps: Learn, Plan-Prepare, Teach, and Reflect are replicated throughout the Summer Good to Great Math Academy. The immersive training provides space that encourages trial and error for both teachers and students to help them access rich, challenging math content, while having structured opportunities to reflect on practice and prepare for lessons with teacher peers and TNTP Innovators (coaches). Participating teachers and site leaders are from six Fresno Unified School District elementary school sites: Fremont, Heaton, King, Lowell, Webster, and Williams.

FINANCIAL SUMMARY: Sufficient funds of \$55,631 are available in the School Leadership budget.

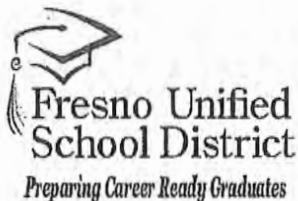
PREPARED BY: Misty Her,
Instructional Superintendent

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

TNTP, Inc.

Vendor Name

925-768-1824

Phone Number

From: June 4, 2021

Term (Duration)

FUSD Contract Administrator:

Bonifacio Sanchez/Laura Gemetti

Name

Budget (Fund-Unit-Dept.-Activity-Object)

Annual Cost \$ 55,631.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☐

No ☒

Scope of Work Summary:

TNTP will provide training and development that will support teachers to understand the grade level expectations of students, what it takes to help students meet those standards, and how to use the current curricular materials to effectively support their students and advance student learning in math.

500 7th Ave, 8th Floor, New York, NY 10018

Address

Brittany Jacobs

Vendor Contact

Through: June 30, 2021

Williams Elementary

248-7540

Site/ Dept

Telephone number

54% 060-3010-0617-1110-1000-5110/46% 030-0173-0725-1110-1000-5110

Date Item is to appear on Board of Education Agenda:

Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

Signed

Date

Reviewed & approved by Executive Director, Risk Management:

Signed

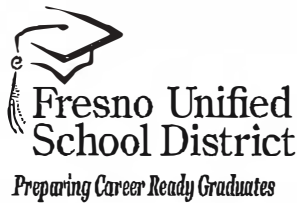
Date

Please return signed contract to:

Lorena Almaguer

Name

Department




Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION Williams Elementary
54% 060-3010-0617-1110-1000-5110/46% 030-0173-0725-1110-1000-5110

School/Department Budget:

District Contact Person: Bonifacio Sanchez or Laura Genetti

Budget Manager Approval: 

Contractor's Vendor Name: TNTP, Inc.

Contractor's Contact Person: Brittany Jacobs

Contractor's Title: TNTP Partner

Contractor's Telephone Number: 925-768-1824

Contractor's E-mail: Brittany.Jacobs@tntp.org

Contractor's Address: 500 7th Ave, 8th Floor, New York, NY 10018

Contractor's Taxpayer ID# or SSN#: 138850158

This Independent Contractor Services Agreement is made and entered into effective 06/04/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide TH

TNTP will design and facilitate three cycles of learning for Fremont, Heaton, King, Lowell, Webster and Williams to include the following:

TNTP will provide dynamic, hands-on training that allows teachers time to learn and grow in foundational content and then immediately apply what they learn with students.

LEARN: They will also provide pedagogical learning aligned to the most important concepts for the targeted grade level lesson.

PLAN: During the TNTP session, grade level team will apply their learning by collaboratively planning the lesson.

PREPARE: Independently or with school-based grade level teams teachers will prepare to teach the lesson.

TEACH: Teacher will teach the lesson. Colleague observations are encouraged to support reflection and collaboration.

REFLECT: TNTP will provide space and process for reflecting on the lesson, including examining student work.

PROFESSIONAL EARNING SESSIONS WILL FOCUS ON THE FOLLOWING:

Understanding the lesson content

Learning Math Pedagogical strategies that best support the standards, challenging content and student ownership - Tenets 2B&3

Professional Learning will be rooted in Go Math Tasks.

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on 6/4/2021 , and shall terminate on 6/30/2021 . There shall be no extension of the term of the agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of _____ per _____, Not to exceed \$ 55,631.00. Checks will be made payable to TNTP, Inc. . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here: TH
- a. Lodging _____ Actual cost of single occupancy. Not to exceed \$100 per night. **Receipt Required.*
 - b. Meals _____ Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch \$18.30, Dinner \$30.50. **Receipt Required.*
 - c. Travel _____ Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
 - d. Supplies _____ As negotiated with school/department contracting for service.
 - e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 55,631.00
 - f. Other _____
6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No
8. California Residency. Contractor is a resident of the state of California: ☐ Yes ☒ No
9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.
10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
- Contractor's initials TH District's initials [Signature]
11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at Paul.Idsvoog@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.
12. Intellectual Property. Title to and ownership of all work product, data, reports, and materials created by or on behalf of TNTP prior to the Effective Date of this agreement or in the course of implementing or executing the Services,

whether partial or complete, and any work product derived therefrom shall be and remain solely in TNTP. TNTP grants the client a limited revocable, non-exclusive, non-transferable, non-sublicenseable licence to use the deliverables for the Client's own internal business operations, trainings and analysis only, and agree not to disclose the deliverables to any third party.

13. Confidential Information

- a. For the purposes of this Agreement "Confidential Information" includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a "need to know," and who are themselves bound by similar nondisclosure restrictions (collectively, "Representatives"). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
 - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
 - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
 - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. **Indemnification and Hold Harmless.** To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.

b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. **Insurance.** Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials TH District's initials [Signature]

20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor: TNTP, Inc.

Name: Brittany Jacobs

Address:

500 7th Ave., 8th Floor,
New York, NY 10018

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do so shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District

CONTRACTOR

TNTP, Inc.

Santino Danisi, Interim Chief Financial Officer

Date

Tonya Horton

Name: Tonya Horton, Title: Deputy President

Apr 29, 2021

Date

Approved As To Form:

Andrew De La Torre

Andrew De La Torre, Executive Director
Benefits and Risk Management

5/14/2021

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 2, 2021

AGENDA ITEM A-7

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve/Adopt

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Position and Adopt Revised Job Description for Executive Director, Health Services and Revised Management Salary Schedule

ITEM DESCRIPTION: Included in the Board binders for approval and adoption are the revised job description for Executive Director, Health Services and Revised Management Salary Schedule.

Executive Director, Health Services

This position is accountable for improving student achievement through the effective management of the Health Services Department assigned functions and activities; plan, organize, direct and oversee the overall functioning and management of the assigned department(s) of the District which may include budgeting, planning, staffing resource allocation, and customer services and support to ensure effectiveness of a comprehensive school health program; collaborate with other departments and offices to effectively carry out the business functions of the assigned department; provide timely support and assistance to district leaders, site leaders, and other staff as needed to meet district goals; supervise and evaluate the performance of assigned personnel and provide clear, constructive feedback in support of professional learning to improve staff effectiveness.

This position is designated Management, exempt and placed E-29 of the Classified Management 261 Daily Salary Schedule.

FINANCIAL SUMMARY: There are sufficient funds at this time.

PREPARED BY: Manjit Atwal,
Executive Director

DIVISION: Human Resources
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog,
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Executive Director, Health Services	REPORTS TO:	Superintendent
DEPARTMENT:	Health Services	CLASSIFICATION:	Management
FLSA:	Exempt	WORK YEAR:	Varies
BOARD APPROVAL:		SALARY:	E-279/Management Salary Schedule
BASIC FUNCTION:			

Accountable for improving student achievement ~~with special attention on English Learners and Special Education Students~~ through the effective management of the Health Services Department assigned functions and activities; plan, organize, ~~control and~~ direct and oversee the overall functioning and management of the assigned department(s) of the District which may include budgeting, planning, staffing resource allocation, and customer services and support to ensure effectiveness of a comprehensive school health program; collaborate with other departments and offices to effectively carry out the business functions of the assigned department; provide timely support and assistance to district leaders, site leaders, and other staff as needed to meet District goals; supervise and evaluate the performance of assigned personnel and provide clear, constructive feedback in support of professional learning to improve staff effectiveness. ~~the Health Services of the District to provide timely delivery of high quality services to staff, sites and departments and ensure effectiveness of a comprehensive school health program; review, develop and communicate health policies to others to ensure comprehension of services and programs; supervise, provide clear work direction and evaluate the performance of assigned personnel.~~

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Direct and coordinate the functions of budgeting, fiscal control, accounting, purchasing, personnel, grant preparation and analysis, contract administration, capital improvements and computer operations. *E*

Conduct or direct complex studies pertaining to a variety of administrative and operational problems; determine appropriate action for improvement; advise department director on findings and methods of effective solution; prepare written reports and make presentations to various groups and officials. *E*

Assist in establishing and implementing organizational policies and procedures for department operations to provide timely delivery of high-quality services; monitor effectiveness of policies and procedures and make revisions or recommendations for improvement as appropriate. *E*

Review, develop and communicate health policies to others to ensure comprehension of

services and programs provided to students and staff. *E*

Coordinate, plan, implement, and evaluate the District school nursing programs and provide recommendation for improvement to provide high quality services to students; provide services and training to nurses, aides and other employee groups to assist students to achieve their personal best; arrange for substitutes as needed. *E*

Develop and prepare the annual budget for the health department; analyze and review budgetary and financial data to ensure data accuracy; explain needs and provide justification for items; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District. *E*

Collaborate with public and private agencies in providing health services to students; oversee and supervise the District Child Health and Disability Prevention (CHDP) program and the billing of outside agencies for services provided to students in accordance to established guidelines. *E*

Serve on a variety of committees and attend various District and community meetings regarding health issues; responsible for community health to provide high quality health services to the District's most underserved communities. *E*

Order and maintain inventory to ensure proper allocation of resources; assign equipment and supplies. *E*

Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals. *E*

Develop, plan and implement strategic long and short-term plans and activities; perform program analysis, compile information and make decisions regarding the needs, objectives and programs of assigned area(s). *E*

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; compile and submit reports to State agencies and the Board as appropriate. *E*

Communicate and collaborate with other administrators, District personnel and private or public contractors to coordinate health activities and programs to assist students with physical health, mental health and social service needs; resolve issues and conflicts and exchange information. *E*

Coordinate all audits related to departmental or program operation and services; explain procedures to auditors and serve as reference for questions. *E*

Review, interpret, and analyze new and proposed legislation; determine effect of legislation on operations and programs of the organization served; advise superiors of findings; take appropriate action in order to ensure compliance with existing rules and regulations; propose

legislation if appropriate. **E**

Manage and direct personnel actions; define and resolve complex work problems; establish work standards and operational objectives in assigned areas of responsibility. **E**

Supervise, provide clear work direction and evaluate the performance of assigned staff; provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees; recommend performance improvement plan, transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff. **E**

~~Develop and prepare the annual budget for the health department; analyze and review budgetary and financial data to ensure data accuracy; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the District. **E**~~

Provide technical administrative support to departmental management, committees, or other personnel as assigned. **E**

Make presentations to the Board regarding plans, projects, needs and other information to ensure appropriate communication. **E**

Meet with departments, agencies, committees, community groups and public officials to coordinate and implement various projects and programs. **E**

Perform related duties as assigned.

EDUCATION AND EXPERIENCE: Required prior to employment.

Any combination equivalent to: bachelor's degree in health, nursing or related field and three years directly related, progressively responsible management experience and at least five years school nursing experience; advanced or Master's degree preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; valid California Registered Nurse License and designated Services Credential with specialization in Health and Administrative Services Credential; current **Cardiopulmonary Resuscitation** (CPR)/First Aid/AED (Automated External Defibrillator) certification issued by an approved program.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of the Health Services of the District.

Fundamental principles and best practices of Health Services for effective operation of

programs.

Applicable laws, codes, regulations, policies and procedures including Health and Safety, and Education codes.

Understanding and use of standard school nurse equipment.

Budget preparation and control, including Medi-Cal billing.

Analytical and problem-solving techniques.

Emergency/disaster practices.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Principles and practices of management.

Computer hardware systems, software applications, and languages utilized by the District.

Operation of a computer to enter data, maintain records and generate reports.

Labor Relations law and employee contracts.

Accurate record-keeping techniques.

District organization, operations, policies, objectives and goals.

ABILITY TO:

Plan, organize and administer the health services of the District.

Communicate health issues effectively both orally and in writing.

Work collaboratively and build positive relationships with a diverse group of stakeholders. Demonstrate leadership to all stakeholders by inspiring and motivating others to reach a common goal.

Communicate, understand and both oral and written directions.

Interpret, comprehend, apply and explain rules, regulations, policies and procedures related to assigned area(s).

Maintain current knowledge of trends in the assigned field.

Analyze situations accurately and adopt an effective course of action.

Plan, prioritize and organize work to meet schedules and timelines.

Work independently **and effectively** with **minimal little** direction.

Prepare comprehensive narrative and statistical reports.

Supervise and evaluate the performance of assigned staff.

Dispense corrective feedback in a manner that inspires accountability among colleagues and direct reports.

Demonstrate loyalty and high ethical standards.

Focus and appropriately allocate resources toward identified goals.

Manage change and design an effective system of reporting progress and monitoring results. Negotiate skillfully in difficult situations and create solutions to promote compromise. Think outside the box and develop new methods or solutions inspiring others to reach a common goal.

Communicate using patience and courtesy in a manner that reflects positively on the organization.

Actively participate in meeting District goals and outcomes.

Apply integrity and trust in all situations.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment; driving a vehicle to conduct work; contact with dissatisfied individuals; fast-paced work, constant interruptions.

PHYSICAL ABILITIES:

With reasonable accommodations, if necessary, hearing and speaking to exchange information and make presentations; seeing to monitor health services and assure compliance; dexterity to

operate a computer and other office equipment; reaching overhead, above the shoulders and horizontally, kneeling, crouching or bending at the waist to retrieve or store files; sitting or standing for extended periods of; lifting light objects.

Fresno Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

E = Essential Functions

Fresno Unified School District

Classified Management Daily Salary Schedule-2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

<u>Grade</u>	<u>Job Title</u>	<u>Job Code</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>
E33	Chief Equity and Access	E200	\$614.62	\$646.97	\$681.02	\$716.86	\$754.59
	Chief Executive	E236					
	Chief Financial Officer	E260					
	Chief Operational Services	E169					
	Senior Executive	E227					
E32	Chief Engagement and External Partnership Officer	E259	\$553.85	\$581.54	\$610.62	\$641.15	\$673.21
	Chief Information Officer	E139					
	Chief of Staff (General)	E221					
	Chief Technology Officer	E179					
E31	Assistant Superintendent	E159	\$496.72	\$521.56	\$547.64	\$575.02	\$603.78
	Assistant Superintendent, Operational Services	E161					
	Deputy Executive (General)	E208					
	Executive, Prevention and Intervention	E263					
E30	Executive Officer, District & School Accountability & Improvement	E104	\$467.90	\$491.29	\$515.86	\$541.65	\$568.73
	Executive Officer, School Leadership	E105					
	Executive Officer (General)	E220					
E29	Administrator (General)	E195	\$439.06	\$461.01	\$484.07	\$508.26	\$533.68
	Administrator, Human Resources / Labor Relations	E007					
	Executive Director (General)	E210					
	Executive Director, Constituent Services	E003					
	Executive Director, Health Service and Student Health Services	E264					
	Executive Director, Human Resources/Labor Relations	E096					
	Executive Director, Maintenance & Operations	E098					
	Executive Director, Purchasing	E101					
	Executive Director, Research Evaluation and Assessment	E094					
E27	Director (General)	E219	\$415.00	\$435.73	\$457.50	\$480.39	\$504.43
	Director, Benefits and Risk Management	E066					

Fresno Unified School District

Classified Management Daily Salary Schedule-2020-21

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<u>Grade</u>	<u>Job Title</u>	<u>Job Code</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>
	Director, Career Readiness	E067					
	Director, Fiscal Services	E073					
	Director, Food Services	E074					
	Director, Human Resources	E079					
	Director, Transportation	E093					
E26	Administrative Analyst	E015	\$395.22	\$415.00	\$435.73	\$457.50	\$480.39
	Administrative Analyst, Research, Evaluation & Assessment	E194					
	Manager III (General)	E223					
	Manager III, Technology Services	E113					
E25	Manager II (General)	E211	\$376.41	\$395.22	\$415.00	\$435.73	\$457.50
	Manager II, Emergency Planning/Crisis Response	E042					
	Manager II, Grants	E043					
	Manager II, Information Technology	E048					
	Manager II, Maintenance and Operational Services	E119					
	Manager II, Mentoring	E053					
	Manager II, Special Education	E212					
	Manager II, Student Conduct Hearing	E154					
	Manager II, Specialized Programs	E245					
E24	Business Operations Manager (General)	E213	\$358.49	\$376.41	\$395.22	\$415.00	\$435.73
	Design Lead	E266					
	Manager I, Applications Development and Support	E170					
	Ombudsman	E143					
	Manager I, (General)	E258					
	Manager I, Program	E123					
	Manager Program, Student Wellness	E265					
E23	Executive Assistant to Superintendent	E024	\$341.42	\$358.49	\$376.41	\$395.22	\$415.00
E22	Analyst II, Budget	E261					

Fresno Unified School District

Classified Management Daily Salary Schedule-2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

<u>Grade</u>	<u>Job Title</u>	<u>Job Code</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>
	Coordinator II, Technology Support Services	E172	\$325.16	\$341.42	\$358.49	\$376.41	\$394.53
	Project Manager (General)	E214					
	Project Manager, Facilities	E122					
E21	Analyst II, Accounting/Payroll	E199	\$309.68	\$325.16	\$341.42	\$358.49	\$376.41
	Analyst II (General)	E198					
	Analyst II, Fiscal Services	E017					
E20	Coordinator I, Benefits	E032	\$294.93	\$309.68	\$325.16	\$341.42	\$358.49
	Coordinator I, Energy Management	E232					
E19	Coordinator I, Purchasing	E127	\$280.88	\$294.93	\$309.68	\$325.16	\$341.42
	Coordinator I, Workers' Compensation	E175					
E18	Analyst I, Budget	E262					
	Analyst I, Workers' Compensation	E019	\$267.50	\$280.88	\$294.93	\$309.68	\$325.16
	Coordinator I, Warehouse Services	E133					
E17	Analyst I, Fiscal Services	E016	\$254.89	\$267.50	\$280.88	\$294.93	\$309.68
	Analyst I (General)	E218					
	Analyst I, Information Systems	E197					
	Analyst I, Human Resources	E018					
	District Supervisor II, Food Services	E117					
	Supervisor, Accounting	E267					
	Supervisor, Employee Service Center	E269					
	Supervisor, Environmental Services	E173					
	Supervisor, Payroll	E268					
E16	District Supervisor II, Energy Educator	E135	\$242.63	\$254.75	\$267.50	\$280.88	\$294.93
E15	Athletic Trainer (Certified)	E229	\$231.08	\$242.63	\$254.75	\$267.50	\$280.88

Fresno Unified School District

Classified Management Daily Salary Schedule-2020-21

Effective July 1, 2020

Management 261 Duty Days (12 Month/July to June Work Schedule)

<u>Grade</u>	<u>Job Title</u>	<u>Job Code</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>
	District Supervisor I, Food Services	E116					
	District Supervisor I, Risk Management Claims	E209					
	Nutritionist	E136					
E13	District Supervisor I, Custodial Services	E030	\$209.60	\$220.07	\$231.08	\$242.63	\$254.75
	District Supervisor I, Graphic Services	E174					

Duty Year of 261 reflects 228 duty days, 13 holidays plus 20 vacation days

A. BONUS ADDITIONS TO PLACEMENT OF BASIC SCHEDULE (ADDITIVE)

Annual \$250 for B.A. + 90

Annual \$500 for M.A. on all classes

Annual \$750 for Earned Doctorate

Career Increment of 0.75% each year from the 11th to the 20th year to a total of 7.5% at the 20th year and thereafter.

*Additions are non-cumulative

The intent is that management employees use annual vacation days. If not used, these days vest to the individual. Payment for unused vacation days at the time of separation from FUSD will be calculated using a divisor of 248 for 12-month employees.

B. MENTOR/LEADERSHIP COACH INCREMENT

An increment of 5% to 10% added to step and grade as part of base salary upon approval by Superintendent or Chief of HR/LR

C. CHALLENGING ASSIGNMENT INCENTIVE

Up to 10% increase to base salary upon hire, promotion or reassignment to a position among the most challenging assignments upon approval by Superintendent or Chief of HR/LR.

The intent with respect to the Mentor/Leadership Coach Increment and the Challenging Assignment Incentive is that these two opportunities are mutually exclusive such that no manager/supervisor may receive both the Increment and the Incentive at the same time.

The Mentor/Leadership Coach Increment and the Challenging Assignment Incentive do not fit within the definition of special compensation (2 CCR 571) and therefore are not included in the compensation reported to CalPERS.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-8

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Agreement with California Office to Reform Education for Shared Principal II Services by Maria Lynn Rocha Salazar as a Fresno Unified Employee on Loan to California Office to Reform Education

ITEM DESCRIPTION: Included in the Board binders is the agreement between Fresno Unified School District and the California Office to Reform Education (CORE) for the shared services of Principal II, Maria Lynn Rocha Salazar.

Request for approval of the agreement between Fresno Unified and CORE for the shared services of Principal II, Maria Lynn Rocha Salazar, as a Fresno Unified School District employee on loan to CORE as of August 2, 2021 through June 29, 2022. Pursuant to the Shared Services Agreement, CORE must reimburse the district for all items of cost associated with, or arising out of, its access to the services of the district's employee, Maria Lynn Rocha Salazar.

FINANCIAL SUMMARY: CORE will reimburse Fresno Unified School District for the total cost associated with the Shared Services Agreement. As a result, there will be no fiscal impact to the district for this agreement.

PREPARED BY: Manjit Atwal, Executive Director

DIVISION: Human Resources

PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert M. Nelson

**CONTRACT BETWEEN
FRESNO UNIFIED SCHOOL DISTRICT
AND
CORE DISTRICTS ("CORE")**

This Agreement is made as of June 2, 2021 by and between the Fresno Unified School District ("District") and CORE Districts ("CORE") for the purpose of accessing the shared services of Lynn Rocha Salazar ("Employee"), an employee of the District, as follows:

WHEREAS, CORE desires that Employee provide the shared services as set out herein, and the District wishes to have Employee render such shared services to CORE; and

WHEREAS, to the extent Employee provides services to CORE throughout the term of this Agreement, Employee shall remain an employee of the District on loan to CORE.

THEREFORE, the parties agree as follows:

1. Scope of Work:

The District shall require the Employee to perform for CORE the services as described in Exhibit "A, Scope of Work," which is attached hereto and incorporated herein by this reference (hereinafter collectively referred to as the "Services").

2. Term of Agreement:

The period of the performance of this Agreement is from August 2, 2021 through June 29, 2022, unless terminated under another provision of this Agreement, or otherwise by law.

3. District Obligations:

3.1 To the extent reasonable under the circumstances of this Agreement, the District will direct that Employee fulfill the following obligations to CORE:

- a. Carry out the Services with due diligence, care, and efficiency in a manner so as to promote the purpose of this Agreement and shall in all professional matters contemplated by this Agreement, act as a faithful advisor to CORE.
- b. Conform in all respects with provisions of the applicable regulations, laws and ordinances of any jurisdictional authority in the area where the Services are to be

performed.

- c. Refrain, during the term of this Agreement, from engaging in any activity, whether political or of any other nature, which may adversely affect, impede or impair the performance of the Services.

3.2 The District shall provide Employee a compensation package comprised of salary, health benefits, and payments to the State Teachers Retirement System (“STRS”) in accordance with the “CORE Budget and Compensation Schedule” set forth in Exhibit “B,” attached hereto and incorporated herein, and shall place the Employee on the District Management Salary Schedule, as determined by the District. Actual compensation may be prorated to reflect the period of performance, as appropriate.

4. **CORE Payments:**

4.1 CORE shall pay the District for Services performed by Employee hereunder, and as specified in Exhibit B, “CORE Budget and Compensation Schedule.” CORE agrees to, and shall, reimburse the District for each and every item of compensation to Employee incurred by and through this Agreement. CORE acknowledges and agrees that it shall pay any increases in compensation to Employee related to COLA adjustments, or other District action, that apply during the term of this Agreement. CORE further agrees to pay the District all reasonable costs that may arise from, or are related to, the termination of Employee’s District employment, regardless of the reason for said termination.

4.2 The District will provide CORE with itemized invoices on a monthly basis. CORE shall pay the District on a monthly basis upon receipt of an itemized invoice from the District. Invoices should be sent by the District to CORE’s Director of Operations via email at **Brenda@coredistricts.org**. The District shall continue to disburse Lynn Rocha Salazar’s compensation payments from the commencement of this Agreement through June 30, 2022, in accordance with Employee’s payroll schedule.

4.3 In the event that CORE’s obligation to pay the District becomes delinquent by more than sixty (60) days, the District may, at its option, deem CORE to be in default and terminate this Agreement at the conclusion of the then-current school year, or in accordance with Section 8, below. In the event the District incurs costs related to the termination of

Employee arising from, or related to, the cancellation of this Agreement, the obligations set forth in Section 4.1, above, shall survive any such cancellation/termination of this Agreement and remain in full force and effect.

4.4 Should Employee incur incidental expenses, such expenses shall be paid directly by CORE upon presentation of receipts evidencing said expenses to CORE by Employee. The District shall have no responsibility whatsoever to reimburse Employee for incidental expenses.

5. **Governing Law:**

This Agreement is governed by the laws of the State of California. In the event of a dispute between the parties, such dispute shall be resolved according to California Law, with venue in Fresno County, California.

6. **Assignment:**

No part of this Agreement shall be assigned by either party without the prior written consent of the other party, and any attempted assignment without such consent shall be null and void.

7. **Amendment:**

No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by both parties, and no oral understanding or agreement not incorporated herein shall be binding on either of the parties.

8. **Termination:**

In addition to the grounds for termination stated in Section 4.3, above, the District may cancel this Agreement at any time and for any reason by giving CORE at least thirty (30) days advance written notice. Should this Agreement be cancelled or terminated during its term, CORE shall make reasonable efforts to enable Employee to undertake and/or resume her District duties and functions.

9. **Indemnification:**

The District agrees to indemnify and hold harmless CORE, its officers, employees, agents and representatives from all claims, liabilities, losses by whomsoever asserted arising out of acts or

omissions by the District, its employees (other than the Employee herein, for whom CORE shall remain liable), agents and representatives in the performance of this Agreement, except those arising by reason of the negligence of CORE, its officers, employees, agents or representatives.

CORE agrees to indemnify and hold harmless the District, its Governing Board of Trustees and each of them, its officers, employees, agents and representatives from all claims, liabilities, losses by whomsoever asserted arising out of acts or omissions by CORE, its employees, the Employee herein, its agents or representatives in the performance of this Agreement, except those arising by reason of the negligence of the District, its officers, employees, agents or representatives.

10. **Communications:**

The names and addresses of the direct contact person for each of the parties are as follows:

CORE Districts: Rick Miller, CEO

1107 9th ST, Suite 500, Sacramento, CA 95814

Fresno Unified School District: Bob Nelson, Superintendent

2309 Tulare Street, Fresno, 93721

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective the day and year first written above.

Fresno Unified School District

CORE Districts

Robert G. Nelson, Ed.D. Date

Superintendent

Fresno Unified School District

 5/26/2021

Andrew De La Torre Date

Executive Director

Benefits and Risk Management



Dated: 5/26/2021

EXHIBIT A EMPLOYEE'S SCOPE OF WORK

Job Description: Senior Improvement Coach

Reports to: Chief of Improvement; School Networks

Key Responsibilities

Reporting to the Chief of Improvement; School Networks, the Senior Improvement Coach will work collaboratively with the District's school-based improvement teams, District staff, CORE staff, and research partners. The Senior Improvement Coach will:

- Support a cohort of school-based teams in the work of improving, which includes but is not limited to analyzing problems of practice, collecting data, designing and executing improvement cycles, and holding productive team meetings that advance the team's collective learning.
- Collaborate with school-based improvement teams to document promising practices and contribute practical learning to cross-district improvement communities.
- Model content-area and/or improvement practices intentionally and strategically to build the capability of others.
- Collaborate on the design and facilitation of professional learning experiences, including large-scale convenings, regional cross-team meetings, capability-building courses, and virtual sessions.
- Collaborate with colleagues on an internal CORE Improvement Team to reflect on coaching practice and continually refine the organization's approach to improvement and related resources.
- Participate in required continued learning and development in improvement science theory, strategy, tools, equity, and techniques to enhance coaching practice.
- Participate on teams within CORE to enhance its operation, performance, and culture as a learning organization.
- Meet regularly with Fresno Unified Central Office Executive Leader to update on the improvement work and problem solve to remove obstacles for school teams.
- Provide regular updates to the Fresno Unified Superintendent or designee of the success and challenges of the improvement teams.

Skills and Dispositions

- Passion for and commitment to the pursuit of educational equity.
- Strong interpersonal skills and the ability to work with and connect to individuals at all levels of an organization.
- Curious, open, reflective, able to accept feedback and learn from failure.
- Comfortable navigating ambiguity and working in environments that are fast paced and evolving.
- Demonstrated ability to learn quickly and apply new methodology to persistent problems.
- Ability to read the dynamics of a team and determine the appropriate moment and manner in which to engage.
- Ability to understand the context, challenges, and quirks of an organization.
- Knowledge of and experience in adult learning in practical settings.
- Strong analytic, strategic thinking, and planning skills.
- Ability to take initiative and manage assignments from conceptualization to completion.
- Disposition towards finding and cultivating joy in the work.

EXHIBIT B

CORE BUDGET AND COMPENSATION SCHEDULE

Based on Employee's required 206-day work year, the following items of compensation shall be paid by CORE to the District:

Total Estimated Annual Compensation of \$175,825 based on the following:

1. Salary - \$128,873 per year
2. Health Benefits - \$20,017 per year: Medical & Dental
3. Paid Vacation - 0 days per year
4. STRS – 15.92% of salary, as adjusted
5. Medicare - 1.45%
6. Unemployment Insurance - .05%
7. Liability Insurance – 1.15%
8. Workers' Compensation Insurance - 1.15%
9. Paid Holidays - Per the District's Administrative Holiday Schedule

- CORE shall be responsible, and shall pay, for all items of compensation as they may be adjusted from time to time, based on approved District action and/or applicable District formulas.

- CORE's obligation to pay all costs associated with Employee's termination as set forth in Section 4.1 and in other applicable sections of this contract between CORE and the District.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-9

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Amendment No. 1 to Kim Mecum's Employment Agreement as Chief Academic Officer

ITEM DESCRIPTION: As required by Government Code section 54953(b)(3), an Oral Report on Chief Academic Officer's salary and benefits will be presented in open session by the Superintendent prior to Board action on Amendment No. 1 to the Chief Academic Officer's Employment Agreement. Included for the Board's consideration and approval is Amendment No. 1 to the Chief Academic Officer's Employment Agreement which extends the term of employment to June 30, 2024 and makes other changes to be effective commencing July 01, 2021. Costs will be noted in the terms of Amendment No. 1 to the Chief Academic Officer's Employment Agreement, which shall be available for review in the Board of Education Office on or before May 31, 2021.

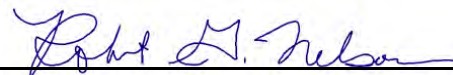
FINANCIAL SUMMARY: Noted in the terms of Amendment No. 1 to the Chief Academic Officer's Employment Agreement.

PREPARED BY: David Chavez,
Chief of Staff

DIVISION: Superintendent's Office
PHONE NUMBER: (559) 457-3566

CABINET APPROVAL: David Chavez,
Chief of Staff

SUPERINTENDENT APPROVAL:



EMPLOYMENT AGREEMENT AMENDMENT NO. 1

Between The FRESNO UNIFIED SCHOOL DISTRICT And

KIM MECUM, CHIEF ACADEMIC OFFICER

This Amendment No. 1 is made in reference to the January 21, 2015 Employment Agreement (“Employment Agreement”) between the Fresno Unified School District (“District”) and Kim Mecum (“Chief Academic Officer” or “CAO”)(collectively, the “Parties”) and shall be attached to and become a part of that Employment Agreement. This Amendment No. 1 to the Chief Academic Officer’s Employment Agreement shall be effective as set forth below.

WHEREAS, as stated in section 16.d of the Employment Agreement, any change in the terms of that Agreement must be by written instrument executed by both Parties; and

NOW, THEREFORE, the Parties hereby agree to modify the Chief Academic Officer’s Employment Agreement as set forth below:

- A. Section 1 of the Agreement, “Term,” shall be modified as follows:

District hereby employs the Chief Academic Officer for the period beginning on July 1, 2020 and ending on June 30, 2024, unless terminated earlier or extended as provided by the terms of this Agreement, or as allowed by law.

- B. Replace Section 2 of the Agreement, “Salary,” with the following effective July 1, 2021:

2. **Salary.**

a. **Salary.** The Chief Academic Officer’s annual base salary is Two Hundred Thirty-Three Thousand Five Hundred Fifty-One Dollars and Thirty-Two Cents (\$233,551.32), plus a 7.5% career increment in accordance with the annual career increment of 0.75% from the 11th to 20th year of service, for a total annual salary of Two Hundred Fifty-One Thousand Sixty-Seven Dollars and Sixty-Nine Cents (\$251,067.69).

b. **Salary Increases.**

1. **General Provisions.** The Chief Academic Officer’s salary is considered to be indefinite and subject to ongoing negotiations with the Board. Accordingly, the Board reserves the right to increase the Chief Academic Officer’s salary, as stated in 2.a., at any time during the term of this Agreement so long as such increase is approved by the Board in open session at a regular meeting of the Board. Any change in salary shall not extend the term of this Agreement and shall not constitute creation of a new agreement. The Parties intend to comply with all applicable laws. However, if the term of this Agreement is interpreted by a court to have been automatically extended commensurate with an automatic increase in compensation in excess of the applicable consumer price index, the increase in compensation provided for that year shall not exceed the limit established by Government Code sections 3511.1 and 3511.2.

2. **Adjustments to Annual Salary.** Effective July 1, 2021 and thereafter during the term of this Agreement, the Chief Academic Officer's annual salary as set forth in 2.a above shall be increased or decreased by a percentage equal to the percentage increase or decrease applied to the salary schedules for management employees generally. Any such increase or decrease in the Chief Academic Officer's annual salary shall take effect on the same date as the increase or decrease to all management salary schedules, unless otherwise ordered by the Board. As set forth in 2.b.1, any adjustment in Chief Academic Officer's annual salary made during the life of this Agreement shall be approved by the Board in open session at a regular meeting by a revision to the salary schedule specifically applicable to the Chief Academic Officer. Nothing in this subsection shall preclude additional salary increases as stated in 2.b. 1.

c. **Salary Payment Process.** The Chief Academic Officer's total salary shall be payable in approximately twelve (12) equal monthly payments, less all applicable deductions and withholdings required by law or authorized by the Chief Academic Officer. Salary increases shall be effective on any date ordered by the Board.

C. Add new subsection d to Section 3 on "Fringe Benefits" effective July 1, 2021 as follows:

d. **Travel/Auto Expense Allowance.** The District shall provide the Chief Academic Officer with an allowance of \$500.00 per month for the payment of reasonable actual and necessary automobile expenses incurred for travel within a 60 mile radius of the District's boundaries and travel related expenses incurred by the Chief Academic Officer in the course and scope of the Chief Academic Officer's employment. The Chief Academic Officer shall not be reimbursed for any expenses above this amount, as described herein, unless such other expenses are specifically provided for in this Agreement. The Chief Academic Officer shall not be required to provide receipts or other documentation for the expenses incurred under this section 3.d.

D. Add new subsection e to Section 3 on "Fringe Benefits" effective July 1, 2021 as follows:

e. **Tax Deferred Compensation Plans.** The Chief Academic may participate in any tax deferred compensation plans of the District for which she is eligible. All contributions to such plans will be paid by the Chief Academic from her salary and shall conform to all requirements of law. The District shall contribute monthly to the Chief Academic Officer \$1,500 as allowed under IRS guidelines for Tax Sheltered Annuities.

E. Delete subsection b from Section 7 on "Evaluation" and effective July 1, 2021 add new subsection b as follows:

~~b. **Contract Extension.** At the conclusion of each annual evaluation, the Superintendent shall affirmatively determine if the Chief Academic Officer's evaluation is to be deemed positive and if positive, the Superintendent shall so indicate in writing on the evaluation document and the term of the Chief Academic Officer's employment agreement shall be extended by one additional year.~~

b. **Other Evaluations.** Nothing shall prevent the Superintendent/Board from conducting more than one formal or informal evaluation each school year.

F. Add new Section 8.e in "Termination of Agreement" as follows effective July 1, 2021:

e. **Termination for Unlawful Fiscal Practices.** Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Chief Academic Officer has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate the Chief Academic solely upon written notice to the Chief Academic Officer and the Chief Academic Officer shall not be entitled to any compensation of any nature, whether as cash, salary payments, or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).

G. Revise Section 16.e in "General Provisions" as follows effective July 1, 2021:

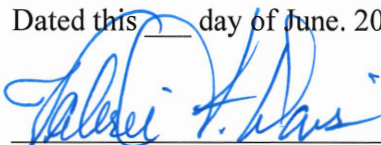
d. **Modification.** The Agreement cannot be changed or supplemented orally. ~~Except as set forth in Paragraph 2b and 7b above,~~ This Agreement may be modified or superseded only by a written instrument executed by both parties.

H. Revise Section 16.d in "General Provisions" as follows effective July 1, 2021:

h. **Board Approval.** ~~Except as set forth in Paragraph 2b and 7b above,~~ The effectiveness of this Agreement is contingent upon approval by the District's Board as required by law.

Except as specifically modified herein, all other terms and conditions contained in the Chief Academic Officer's January 21, 2015 Employment Agreement shall remain unchanged and in full force and effect.

Dated this _____ day of June, 2021.

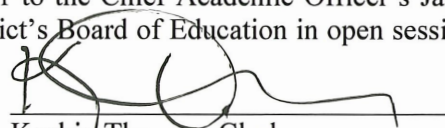


Valerie Davis, President
Board of Education
Fresno Unified School District



Kim Mecum
Chief Academic Officer
Fresno Unified School District

I, Keshia Thomas, Clerk of the Board of Education of the Fresno Unified School District, do hereby certify that the foregoing Amendment No. 1 to the Chief Academic Officer's January 21, 2015, Employment Agreement was approved by the District's Board of Education in open session at its regular meeting this 2nd day of June, 2021.



Keshia Thomas, Clerk
Board of Education
Fresno Unified School District

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-10

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Amendment No. 2 to Paul Idsvoog's Employment Agreement as Chief of Human Resources/Labor Relations

ITEM DESCRIPTION: As required by Government Code section 54953(b)(3), an Oral Report on the salary and benefits of the Chief of Human Resources/Labor Relations will be presented in open session by the Superintendent prior to Board action on Amendment No. 2 to the Chief of Human Resources/Labor Relations' Employment Agreement. Included for the Board's consideration and approval is Amendment No. 2 to the Chief of Human Relations/Labor Relation's Employment Agreement which extends the term of employment to June 30, 2024 and makes other changes to be effective commencing July 1, 2021. Costs will be noted in the terms of Amendment No. 2 to the Chief Human Resources/Labor Relation's Employment Agreement, which shall be available for review in the Board of Education Office on or before May 31, 2021.

FINANCIAL SUMMARY: Noted in the terms of Amendment No. 2 to the Chief of Human Resources/Labor Relations Employment Agreement.

PREPARED BY: David Chavez, Chief of Staff

DIVISION: Superintendent's Office

PHONE NUMBER: (559) 457-3566

CABINET APPROVAL: David Chavez, Chief of Staff

SUPERINTENDENT APPROVAL:



EMPLOYMENT AGREEMENT AMENDMENT NO.2
Between The
FRESNO UNIFIED SCHOOL DISTRICT
And
PAUL IDSVOOG, CHIEF OF HUMAN RESOURCES AND LABOR RELATIONS

This Amendment No. 2 is made in reference to the April 22, 2015 Employment Agreement (“Employment Agreement”) between the Fresno Unified School District (“District”) and Paul Idsvoog (“Chief HR/LR”) (collectively, the “Parties”) as modified by Amendment No. 1 dated November 6, 2019 and shall be attached to and become a part of that Employment Agreement. This Amendment No. 2 to the Chief HR/LR’s Employment Agreement shall be effective as set forth below.

WHEREAS, as stated in section 16.d of the Employment Agreement, any change in the terms of that Agreement must be by written instrument executed by both Parties; and

NOW, THEREFORE, the Parties hereby agree to modify the Chief LR/HR’s Employment Agreement as set forth below:

A. Section 1 of the Agreement, “Term,” shall be modified as follows:

District hereby employs the Chief HR/LR for the period beginning on July 1, 2020 and ending on June 30, 2024, unless terminated earlier or extended as provided by the terms of this Agreement, or as allowed by law.

B. Replace Section 2 of the Agreement, “Salary,” with the following effective July 1, 2021:

2. **Salary.**

a. **Salary.** Effective as of July 1, 2021, the District shall pay the Chief HR/LR an annual base salary of Two Hundred Sixteen Thousand Nine Hundred Fifty-One Dollars and Sixty-Eight Cents (\$216,951.68), plus a 3.0% career increment in accordance with the annual career increment of 0.75% from the 11th to 20th year of service, for a total annual salary of Two Hundred Twenty-Three Thousand Four Hundred Sixty Dollars and Twenty-Three Cents (\$223,460.23).

b. **Salary Increases.**

1. **General Provisions.** The Chief HR/LR’s salary is considered to be indefinite and subject to ongoing negotiations with the Board. Accordingly, the Board reserves the right to increase the Chief HR/LR’s salary, as stated in 2.a., at any time during the term of this Agreement so long as such increase is approved by the Board in open session at a regular meeting of the Board. Any change in salary shall not extend the term of this Agreement and shall not constitute creation of a new agreement. The Parties intend to comply with all applicable laws. However, if the term of this Agreement is interpreted by a court to have been automatically extended commensurate with an automatic increase in compensation in excess of the applicable consumer price index, the increase in compensation provided for that year shall not exceed the limit established by Government Code sections 3511.1 and 3511.2.

2. **Adjustments to Annual Salary.** Effective July 1, 2021 and thereafter during the term of this Agreement, the Chief HR/LR's annual salary as set forth in 2.a above shall be increased or decreased by a percentage equal to the percentage increase or decrease applied to the salary schedules for management employees generally. Any such increase or decrease in the Chief HR/LR's annual salary shall take effect on the same date as the increase or decrease to all management salary schedules, unless otherwise ordered by the Board. As set forth in 2.b.1, any adjustment in Chief HR/LR's annual salary made during the life of this Agreement shall be approved by the Board in open session at a regular meeting by a revision to the salary schedule specifically applicable to the Chief HR/LR. Nothing in this subsection shall preclude additional salary increases as stated in 2.b. 1.

c. **Salary Payment Process.** The Chief HR/LR's total salary shall be payable in approximately twelve (12) equal monthly payments, less all applicable deductions and withholdings required by law or authorized by the Chief HR/LR. Salary increases shall be effective on any date ordered by the Board.

C. Add new subsection d to Section 3 on "Fringe Benefits effective July 1, 2021 as follows:

d. **Travel/Auto Expense Allowance.** The District shall provide the Chief HR/LR with an allowance of \$500.00 per month for the payment of reasonable actual and necessary automobile expenses incurred for travel within a 60 mile radius of the District's boundaries and travel related expenses incurred by the Chief HR/LR in the course and scope of the Chief HR/LR's employment. The Chief HR/LR shall not be reimbursed for any expenses above this amount, as described herein, unless such other expenses are specifically provided for in this Agreement. The Chief HR/LR shall not be required to provide receipts or other documentation for the expenses incurred under this section 3.d.

D. Add new subsection e to Section 3 on "Fringe Benefits" effective July 1, 2021 as follows:

e. **Tax Deferred Compensation Plans.** The Chief HR/LR may participate in any tax deferred compensation plans of the District for which he is eligible. All contributions to such plans will be paid by the Chief HR/LR from his salary and shall conform to all requirements of law. The District shall contribute monthly to the Chief HR/LR, \$1,500 as allowed under IRS guidelines for Tax Sheltered Annuities.

E. Delete subsection b from Section 7 on "Evaluation" and effective July 1, 2021, add new subsection b as follows:

~~**Contract Extension.** At the conclusion of each annual evaluation, the Superintendent shall affirmatively determine if the Chief HR/LR's evaluation is to be deemed positive and if positive, the Superintendent shall so indicate in writing on the evaluation document and the term of the Chief HR/LR's employment agreement shall be extended by one additional year.~~

b. **Other Evaluations.** Nothing shall prevent the Superintendent/Board from conducting more than one formal or informal evaluation each school year.

F. Add new Section 8.e in "Termination of Agreement" as follows effective July 1, 2021:

e. **Termination for Unlawful Fiscal Practices.** Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms

through an independent audit, that the Chief HR/LR has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may immediately terminate the Chief HR/LR solely upon written notice to the Chief HR/LR and the Chief HR/LR shall not be entitled to any compensation of any nature, whether as cash, salary payments, or other non-cash settlement as set forth above. This provision is intended to implement the requirements of Government Code section 53260(b).

G. Revise Section 16.d in "General Provisions" as follows effective July 1, 2021:

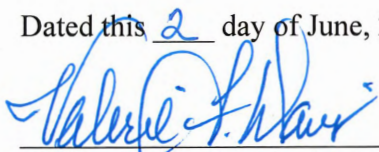
d. **Modification.** The Agreement cannot be changed or supplemented orally. ~~Except as set forth in Paragraph 2b and 7b above,~~ This Agreement may be modified or superseded only by a written instrument executed by both parties.

H. Revise Section 16.h in "General Provisions" as follows effective July 1, 2021:

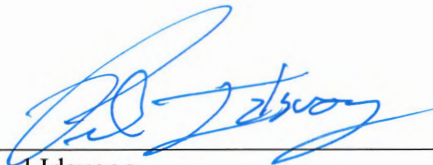
h. **Board Approval.** ~~Except as set forth in Paragraph 2b and 7b above,~~ The effectiveness of this Agreement is contingent upon approval by the District's Board as required by law.

Except as specifically modified herein, all other terms and conditions contained in the Chief HR/LR's April 22, 2015 Employment Agreement as modified by Amendment No. 1 to that Agreement shall remain unchanged and in full force and effect.

Dated this 2 day of June, 2021.

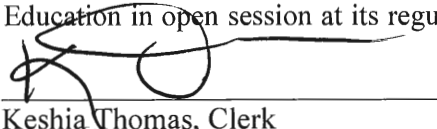


Valerie Davis, President
Board of Education
Fresno Unified School District



Paul Idsvoog
Chief Human Resources/Labor Relations
Fresno Unified School District

I, Keshia Thomas, Clerk of the Board of Education of the Fresno Unified School District, do hereby certify that the foregoing Amendment No. 2 to the Chief HR/LR's April 22, 2015 Employment Agreement was approved by the District's Board of Education in open session at its regular meeting this 2nd day of June, 2021.



Keshia Thomas, Clerk
Board of Education
Fresno Unified School District

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-11

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Amendment to Agreement with Anthem Blue Cross

ITEM DESCRIPTION: Included in the Board binders is an amendment to the agreement with Anthem Blue Cross. Anthem Blue Cross manages network provider services, claim/contract pricing services, utilization review services and case management services on behalf of the Joint Health Management Board (JHMB) and active employees and retirees.

The amendment with Anthem Blue Cross provides for a six-month term extension, effective July 01, 2021 through December 31, 2021. The fee for these administrative services will be based on a per member per month (PMPM) cost of \$14.57. The \$14.57 PMPM fee remains unchanged from its current rate. The estimated cost of services for this six-month term is \$1,091,439.

The JHMB is currently reviewing Request for Proposal (RFP) responses to assess competitiveness of these services and expects to bring forward a recommendation prior to expiration of this six-month renewal term.

These services are in alignment with JHMB's established goals and responsibilities for providing high quality healthcare to active employees and retirees.

FINANCIAL SUMMARY: Sufficient funds in the estimated amount of \$1,091,439 are available in the Health Internal Service Fund.

PREPARED BY: Andrew De Le Torre
Executive Director



DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:





Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Anthem Blue Cross Life and Health Insurance Company

Vendor Name

Address

Phone Number

Vendor Contact

From: July 1, 2021

Through: December 31, 2021

Term (Duration)

FUSD Contract Administrator:

Andrew De La Torre

Benefits & Risk Management

457-3596

Name

Site/ Dept

Telephone number

Budget (Fund-Unit-Dept.-Activity-Object)

670-0880-0841-0000-6000-5856

Annual Cost

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☐

No ☒

Scope of Work Summary:

Extension of Contract with Anthem/Blue Cross for network provider services, utilization review and case management services.

Date Item is to appear on **Board of Education Agenda:** 06/02/2021 Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by **Cabinet Level Officer:**

Reviewed & approved by **Executive Director, Risk Management:**

Please return signed contract to:

Mai Moua

Name

Signed

Date

Andrew De La Torre 5/11/2021

Signed

Date

Benefits & Risk Management

457-3645

Department

ADMINISTRATIVE SERVICES AMENDMENT NO. 19
to
ADMINISTRATIVE SERVICES AGREEMENT ASO-1 19181 296
for
FRESNO UNIFIED SCHOOL DISTRICT

That certain Services Agreement ASO-1.19181 296 (the Agreement) between Anthem Blue Cross Life and Health Insurance Company (the Administrator) and FRESNO UNIFIED SCHOOL DISTRICT (the Contractholder) is hereby amended as of the date(s) shown below:

The following change is made to the **SCHEDULE OF SERVICE FEES** which appears on **ATTACHMENT B** of the Agreement:

The Contractholder will pay to Anthem Blue Cross Life and Health the following monthly Service Fees for the period commencing July 1, 2021 and ending on December 31, 2021:

MONTHLY SERVICE FEE PER SINGLE OR FAMILY UNIT
FOR ADMINISTRATIVE SERVICES A THROUGH D:..... \$14.57*

*Fee does **not** include **\$.90** Front End Processing Fee paid for by Delta Health Systems.

This Amendment shall be part of and be incorporated into the Administrative Services Agreement between the Administrator and the Contractholder.

This Amendment is supplemental to the Agreement between the Contractholder and the Administrator, and all terms of that Agreement remain in force except to the extent such terms are inconsistent herewith. This Amendment, along with the Agreement, shall terminate in accordance with **SECTION VIII** of the Agreement, subject to any provisions of the Agreement and this Amendment that are specifically stated to survive such termination.

The **AUTHORIZATION** is continued onto Page 2 of this Amendment.

AUTHORIZATION

The authorized representatives of the parties have signed this Amendment to indicate agreement hereto.

For ANTHEM BLUE CROSS LIFE AND HEALTH

by: Beth P. Andersen
Beth P. Andersen

Title: President

by: Kathy Kiefer
Kathy Kiefer

Title: Secretary

For The CONTRACTHOLDER

by: Santino Danisi

Title: Chief Financial Officer

by: _____

Title: _____

APPROVED AS TO FORM

Andrew De La Torre 5/11/2021
Andrew De La Torre, Executive Director
Benefits & Risk Management

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-12

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Grant Application to the California Department of Social Services, Child Care and Development Division

ITEM DESCRIPTION: Approval is requested for a Grant Application to the California Department of Social Services, Child Care and Development Division. Fresno Unified was invited to apply for funding that will continue to support the work in the Language Learning Project (LLP) in 2021/2022. Based upon the initial success and the interest of many other communities to learn more about the project which began in 2016, the state awarded a Dual Language Learner Professional Development Grant from the Child Care and Development Fund (CCDF) in 2019 for expansion of the LLP. This initial grant for 2019/2020 (Phase 1) was followed by an additional grant for 2020/2021 (Phase 2). The ongoing evaluation of the LLP and overwhelmingly positive feedback from participating programs throughout the state continue to confirm the pronounced impact of the project on Dual Language Learners and their families. As positive as the feedback has been, communities continue to express a need for deeper support and resources focused particularly on Family Child Care and Family, Friend, and Neighbor Caregivers. This grant from the California Department of Social Services, Child Care and Development Division will fund the proposed Phase 3 (2021/2022) of the Language Learning Project, which will focus on supporting this specific population of early childhood caregivers in meeting the needs of California's Dual Language Learners and their families.

FINANCIAL SUMMARY: The Early Learning Department will receive funding for 2021/2022 school year in the amount of \$1,000,000.

PREPARED BY: Deanna Mathies,
Executive Officer, Early Learning

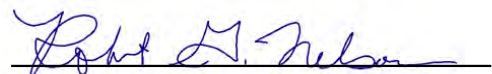
DIVISION: Department Name
PHONE NUMBER: (559) 457-3750

CABINET APPROVAL: Lindsay Sanders,
Chief, Equity & Access

SUPERINTENDENT APPROVAL:

Lindsay Sanders

Lindsay Sanders (May 14, 2021 13:14 PDT)



Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-13

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Use of Individual Piggyback Contracts in 2021/22

ITEM DESCRIPTION: Included in the Board binders is a list of piggyback contracts recommended for utilization by the district during 2021/22 for efficient and cost-effective procurement. Use of piggyback contracts is recommended to the Board annually. Piggybacking is allowed under Public Contract Codes 10299 and 20118, and is a best practice that takes advantage of competitive pricing from a contract formally bid by another school district or public agency. The district has determined that when appropriate, use of piggyback contracts is advantageous and in the best interest of the district to reduce administrative time and expense and provide favorable pricing. Approval does not commit the district to purchases or require that any specific contract be utilized. All purchases associated with piggyback contracts are presented to the Board for ratification on future purchase order reports. The contracts are available for review in the Purchasing Department.

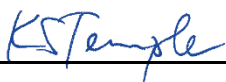
FINANCIAL SUMMARY: Estimated annual expenditures for each piggyback contract are indicated on the backup material; funding will be determined on a project-by-project basis.

PREPARED BY: Ann Loorz
Executive Director, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

Piggyback Contract		Supplier	Estimated Annual Usage
1.	1Government Procurement Alliance (1GPA) Contract: 19-19P-02 Visitor, Volunteer, Emergency Management Systems	Raptor Technologies Houston, TX	\$200,000
2.	1Government Purchasing Alliance Paradise Valley Unified School District Contract: 19-01PV-04 Janitorial Supplies Equipment and Services	Central Sanitary Supply Co. Fresno, CA	\$650,000
3.	Arvin Unified School District Contract: 2018-19-001 School Furnishings, Office Furnishings and Accessories	Sierra School Equipment Co. Bakersfield, CA	\$1,000,000
4.	BuyBoard Cooperative Purchasing Contract: 567-18 School Messenger Services	West Interactive Services Los Gatos, CA	\$100,000
5.	Cal Save Association of Educational Purchasing Agencies Contract: AEPA IFB-018-D Furniture	School Specialty Clovis, CA	\$500,000
6.	Cal Save Association of Educational Purchasing Agencies Contract: AEPA IFB-020-D Facility Management Software	Dude Solutions, Inc. Cary, NC	\$50,000
7.	Cal Save Monterey County Office of Education Contract: 530067 Technology Catalog	CDW -Government Vernon Hills, IL	\$20,000,000
8.	California Department of General Services (DGS) California Multiple Award Schedule Contract: 3-17-70-2686N Information Technology Goods and Services	Development Group, Inc. Redding, CA	\$1,500,000
9.	California Department of General Services (DGS) Contract: 1-18-23-20A Fleet Vehicles and Trucks	Downtown Ford Sales Sacramento, CA	\$400,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

10.	Centralia School District Contract: N15-2017/18 Purchase and Installation of Division of State Architect Approved Portable Buildings Centralia School District	Silver Creek Industries, Inc. Perris, CA	\$2,000,000
11.	Clovis Unified School District Clovis, CA Contract: 2787 District Fleet Vehicle Replacement	Hansel Ford Santa Rosa, CA	\$100,000
12.	Colton Joint Unified School District Contract: 18-02 Playground Equipment and DSA Shade Shelters	Dave Bang Associates, Inc. Tustin, CA	\$200,000
13.	Contract 071819-PRO Contract: EV2370 Electrical, Lighting, Data Communications and Security Products and Related Products, Services and Solutions	Graybar Electric Company, Inc. Fresno, CA	\$5,000,000
14.	Corona-Norco School District Contract: 2018/19-023 Just in Time Office and Classroom Supply	Southwest School & Office Supply Jarupa Valley, CA	\$150,000
15.	County of Fresno Contract: 17-043 Insert, Presort and Mailing Services	PacWest Direct Dinuba, CA	\$750,000
16.	County of Fresno Contract: P-19-434-C Bulk Fuel-Gasoline and Diesel	R.V. Jensen Fresno, CA	\$700,000
17.	Department of General Services (DGS) Contract: 1-18-26-01F Medium and Heavy-Duty Truck, Bus, Transport and Construction/Agricultural (CON/AG) Tires	East Bay Tire Company Fresno, CA	\$200,000
18.	Department of General Services (DGS) Contract: 5-20-99-24 Commercial Car Rental Services	EAN Services, LLC dba Enterprise Rent-A-Car Fresno, CA	\$30,000
19.	E & I Cooperative Services Anne Arundel County Public Schools Contract: CNR01468 Materials of Instruction Discount Program	Demco, Inc. Madison, WI	\$200,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

20.	Foundation for California Community Colleges Contract: CB 148-18 Facilities Fixtures and Furnishings Applications	Community Playthings Ulster Park, NY	\$200,000
21.	General Services Administration Federal Supply Service (GSA) Contract: GS-35F-0468W General Purpose Commercial Information Technology Equipment, Software and Services	eCIFM Solutions, Inc. San Ramon, CA	\$100,000
22.	Glendale Unified School District Contract: P -13 - 18/19 Apple Products	Apple Products Austin, TX	\$500,000
23.	Harford County Public Schools, MD Contract: 15-JLP-023 HVAC Products, Installation, Services and Related Products and Services	Trane U.S. Inc. Hunt Valley, MD	\$400,000
24.	Irvine Unified School District South Orange County Purchasing Group Contract: 20/21-01NS Commodity, Commercial Snacks	Gold Star Foods Ontario, CA	\$2,500,000
25.	Loomis Union School District Contract: 2018-03 Purchase/Lease and Delivery of DSA Approved Relocatable Buildings	Global Modular, Inc. Atwater, CA	\$1,000,000
26.	Los Angeles Unified School District Contract: 4400005650 Master HVAC MRO Heating and Air Conditioning Equipment	Seasons-4, Inc. Douglasville, GA Distributor: Applied Equip. Danville, CA	\$200,000
27.	NASPO Value Point The State of Utah Contract: MA149 Wireless Equipment and Services	AT&T Fresno, CA	\$500,000
28.	NASPO ValuePoint State of Washington Contract: 06913 Public Safety Communications Equipment	Vincent Communications Fresno, CA Cooks Communications Fresno, CA	\$200,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

29.	National Association of State Procurement Officials ValuePoint State of Oregon Contract: MA8499 Facilities Maintenance, Repair and Operations (MRO) and Industrial Supplies	Sid Tool Co. dba MSC Industrial Supply Co., Inc.	\$2,000,000
30.	National Cooperative Purchasing Alliance (NCPA) Contract: 01-48 Technology Solutions	Troxell Communications Fresno, CA	\$200,000
31.	National Intergovernmental Purchasing Alliance (NIPA) City of Tucson Contract: RFP #171695 Rental of Uniforms, Floor Mats, Mops, Towels and Related Services	Prudential Overall Supply Fresno, CA	\$100,000
32.	National Intergovernmental Purchasing Alliance (NIPA) Region 4 ESC-TX Contract: R161201 Travel Management Services	Uniglobe Travel Designers Columbus, OH	\$100,000
33.	National Intergovernmental Purchasing Alliance (NIPA) Region 4 ESC-TX Contract: R180201 Food Service Equipment, Smallwares, Parts, Design and/or Installation	CKEP USA, LLC. Tucson, AZ	\$670,000
34.	National Intergovernmental Purchasing Alliance (NIPA) Region 4 ESC-TX Contract: R162201 Sports Surfaces, Installation and Related Material	Astro Turf Corporation Dalton, GA	\$2,000,000
35.	National Intergovernmental Purchasing Alliance (NIPA) Region 4 ESC-TX Contract: R171703 Commercial Floor Coverings	Tandus Centiva US LLC (Tarkett) Dalton, GA	\$300,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

36.	National Intergovernmental Purchasing Alliance (NIPA) University of California, CA Contract: 2018.000208 Maintenance Repair and Operations (MRO) Supplies and Related Services	Fastenal Company Fresno, CA	\$500,000
37.	National Joint Powers Alliance (NJPA) Contract: 061417-SHC Health and Safety, First-Aid, Medical, Vision and Hearing Screening, Sports, Gym, Fitness and Exercise Equipment and Accessories	School Health Corporation Hanover Park, IL	\$800,000
38.	National Joint Powers Alliance (NJPA) Contract: 062117-DAC Grounds Maintenance Equipment, Attachments, Accessories and Related Services	Fresno Equipment Company Fresno, CA	\$100,000
39.	Omnia Partners City of Tucson, AZ Contract: 192163 Maintenance, Repair, and Operation (MRO) Supplies, Parts, Equipment, Materials and Related Services	W.W. Grainger, Inc. Fresno, CA	\$300,000
40.	Omnia Partners Contract: 20-SEH-020 Art Supplies, Crafts, Framing and Related Services	Michael Stores, Inc. Irving, TX	\$200,000
41.	Omnia Partners Region 4 Education Service Center Contract: R191810 Furniture, Installation and Related Services	Meteor Education Fresno, CA	\$2,000,000
42.	OMNIA Partners Region 4 Education Service Center Contract: R191812 Furniture, Installation and Related Services	Office Depot, Inc. Boca Raton, FL	\$200,000
43.	Omnia Partners Region 4 ESC-TX Contract: R190303 Office Supplies, Related Products and Services	Office Depot, Inc. Boca Raton, FL	\$3,500,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

44.	Omnia Partners Region 4 ESC-TX Contract: R190502 Educational School Supplies	Office Depot, Inc. Boca Raton, FL	\$2,500,000
45.	Omnia Partners Region 4 ESC-TX Contract: R190503 Educational School Supplies	School Specialty, Inc. Greenville, WI	\$1,500,000
46.	Omnia Partners Region 4 ESC-TX Contract: R192006 Maintenance, Repair and Operations (MRO) Supplies and Related Services	Lowe's Home Centers, LLC Fresno, CA	\$200,000
47.	Omnia Partners Region 4 ESC-TX Contract: R201105 Athletic, Physical Education Supplies and Team Uniforms	School Specialty, Inc. Greenville, WI	\$150,000
48.	OMNIA Partners Region 4 ESC-TX Contract: R201202 Audio Visual Equipment, Accessories and Services	B&H Photo Video New York, NY	\$500,000
49.	OMNIA Partners Haworth Furniture Company City of Charlotte, NC Contract: 2020000606 Furniture, Installation, and Related Products and Services	CORE Business Interiors, Inc. Fresno, CA	\$500,000
50.	Pajaro Valley Unified School District Contract: B-17-28-11-000-9291 Modular Classroom Buildings and Modular Toilet Room Buildings	Mobile Modular Management Corporation Livermore, CA	\$2,000,000
51.	Purchasing Cooperative of America City of O'Donnell Contract OD-305-20 Janitorial Products, Equipment and Related items	All Things Contracted, LLC Buckeye, AZ Distributor: Enviroclean Frenso, CA	\$1,300,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

52.	Purchasing Cooperative of America City of O'Donnell Contract OD-309-20 Paper Products	Liberty Paper, Los Angeles, CA	\$550,000
53.	Reef-Sunset Unified School District Contract: N/A Facility Supply Services at Various Sites	American Modular Systems, Inc. Manteca, CA	\$1,000,000
54.	San Diego Unified School District Contract: GD19-0545-03 Classroom Science, Technology, Engineering, Art and Math (STEAM) Supplies	Lakeshore Learning Materials Carson, CA	\$1,000,000
55.	School Project for Utility Rate Reduction (SPURR) Contract: N/A Renewable Energy Aggregated Procurement (REAP) Program	Forefront Power, LLC San Francisco, CA	\$200,000
56.	SourceWell Contract: 030117-LTS Recreation and Playground Equipment, Accessories and Supplies	PlayPower, Inc. Huntsville, NC Subsidiaries: USA Shade and Fabric Structures Miracle	\$1,000,000
57.	SourceWell Contract: 013020-MRL Vehicle Lifts, Garage and Fleet Maintenance Equipment	Mohawk Lifts, LLC Amsterdam, NY	\$300,000
58.	Sourcewell Contract: 060920-NVS Chassis with Related Equipment, Accessories and Services	Gibbs Truck Center Fresno, CA	\$500,000
59.	Sourcewell Contract: 061417-MML Pharmaceutical Products, Medical Equipment and Supplies, and Related Products and Solutions	McKesson Medical-Surgical Government Solutions, LLC Henrico, VA	\$200,000
60.	Sourcewell Contract: 062320-URI Equipment Rentals with Related Services	United Rentals Stamford, CT	\$200,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

61.	Sourcewell Contract: 071819-PRO Athletic and Physical Education Equipment and Supplies with Related Accessories	Gopher Sport Owatonna, MN	\$200,000
62.	State of California Department of Technology Contract: C4-DNCS-19-001-40 Standalone VoIP Services	AT&T Fresno, CA	\$500,000
63.	State of California Department of Technology Contract: C4-DNCS-19-001-40 Metropolitan Area Network (MAN) and Ethernet	AT&T Fresno, CA	\$850,000
64.	The Cooperative Purchasing Network (TCPN) Region 4 ESC-TX Contract: R160101 Modular Buildings, Portable Storage and Relocatable Walkways	Williams Scotsman, Inc. Fresno, CA	\$1,000,000
65.	The Cooperative Purchasing Network (TCPN) Region 4 ESC-TX Contract: R200502 Elevator Equipment, Service, Repair and Related Services	ThyssenKrupp Elevator Fresno, CA	\$380,000
66.	The Cooperative Purchasing Network (TCPN) Region 4 ESC-TX Contract: R201101 Athletic and Physical Education Supplies and Team Uniforms	BSN Sports, LLC Dallas, TX	\$550,000
67.	The Cooperative Purchasing Network (TCPN) Region 4 ESC-TX Contract: R201102 Physical Education Supplies and Team Uniforms	Riddell North Ridgeville, OH	\$150,000
68.	Torrance Unified School District Contract:10-04.09.19 Classroom and Office Furniture	Lakeshore Learning Materials Carson, CA	\$1,000,000

Piggyback Justification 2021/22
FUSD Board Meeting
June 02, 2021

69.	U.S. Communities City of Kansas City, MO Contract: EV2671 Utility, Transportation, and Golf Vehicles, Plus Related Accessories, Equipment, Parts and Services	Central Valley Golf and Utility Fresno, CA	\$100,000
70.	U.S. Communities Frederick County Public Schools Contract: 19FS1 Food Products and Distribution for K-12	US Foods, Inc. Livermore, CA	\$5,000,000
71.	U.S. Communities Prince William County Public Schools, VA Contract: R-TC-17006 Online Marketplace for the Purchase of Products and Services	Amazon Services, LLC Seattle, WA	\$175,000
72.	U.S. Communities County of Fairfax, VA Contract: 4400003732 Multifunction Devices and Managed Print Services	Ricoh, USA. Fresno, CA	\$2,800,000
73.	U.S. Communities Maricopa County, AZ Contract: 16154 Maintenance, Repair, Operating Supplies, Industrial Supplies and Related Products and Services	Home Depot U.S.A. Inc. Fresno, CA	\$1,000,000
74.	U.S. Communities Prince William County Public Schools, VA Contract: R-BB-19002 Facilities Management Products and Solutions	Cintas Corporation Fresno, CA	\$250,000
75.	US Communities Prince William County Public Schools Contract: R-TC-18004 Cafeteria Tables and Classroom Furniture	Virco Los Angeles, CA	\$200,000
76.	Waterford Unified School District Contract: 01/17 School Buses	A-Z Bus Sales Colton, CA	\$600,000

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-14

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Bid 21-41, Duncan Polytechnical High School Career Technical Education Medical Science Building

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-41, for construction of a new Career Technical Education (CTE) health sciences and medical technology classroom building at Duncan Polytechnical High School. The building contains nine classroom and lab spaces for the CTE Nursing and Pharmacology programs. The project also includes a new student plaza area, accessibility improvements to the campus and parking areas, and removal of seven portable classroom buildings. Construction is anticipated to span approximately one year, with completion targeted for Summer 2022.

The request for bids was lawfully advertised on March 18, 2021. Notifications were sent to 551 firms plus five construction trade publications, and the district received four responses. Bids were opened on April 15, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Katch Environmental, Inc. (Fresno, California) \$11,116,200

The tabulation and a site plan are attached. Bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$11,116,200 will be available in the Measure M Fund, of which \$3 million is provided by a state CTE grant.

PREPARED BY: Alex Belanger, Asst. Supt.,
Facilities, and Ann Looz, Exec. Dir., Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-41, DUNCAN HIGH SCHOOL NEW CAREER TECHNICAL EDUCATION MEDICAL SCIENCE BUILDING

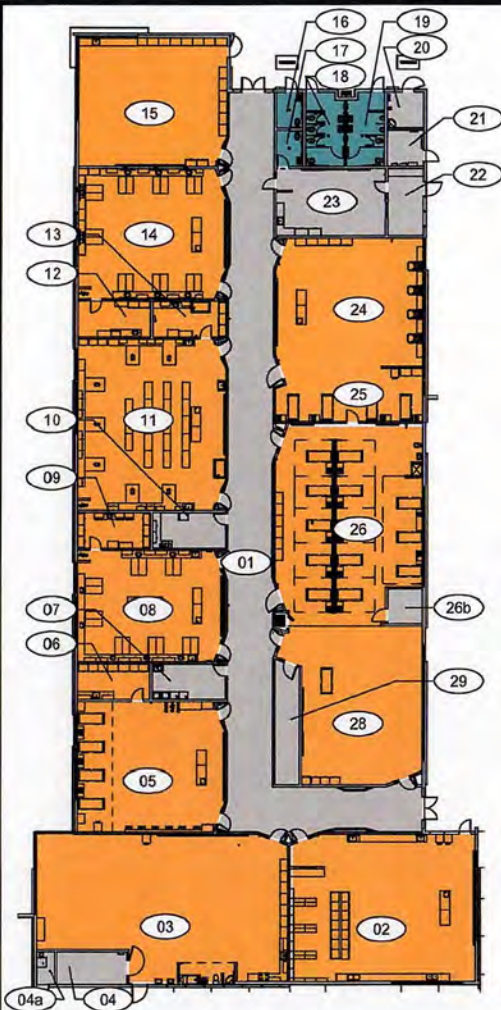
Bid Opening Date: April 15, 2021 prior to 2:01 P.M.

Buyer: Ann Loorz

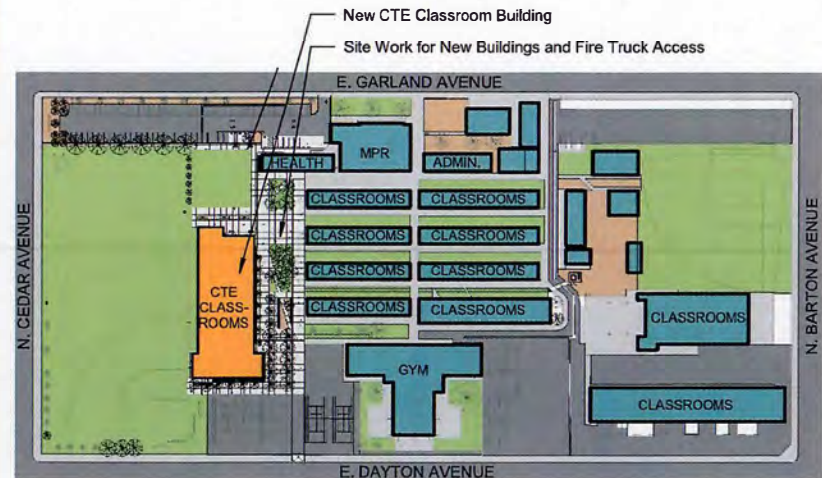
CONTRACTOR	CITY	BASE BID AMOUNT
Katch Environmental, Inc.	Fresno	\$11,116,200
Davis Moreno Construction, Inc.	Fresno	\$11,370,000
David A. Bush, Inc.	Hanford	\$11,414,000
AMG & Associates, Inc.	Santa Clarita	\$12,518,000

Low bid determined by Base Bid.

Staff recommends award of \$11,116,200 to Katch Environmental, Inc., the lowest responsive, responsible bidder for Base Bid Amount.



Bldg.	Number	Name	Area
R	01	Corridor	2,960 SF
R	02	Pharmacy Tech	1,890 SF
R	03	Rehab/Occupational Therapy	1,631 SF
R	04	Storage	160 SF
R	04a	Water Heater	40 SF
R	05	Applied Medical Science	1,317 SF
R	06	Prep Room	181 SF
R	07	Laundry	182 SF
R	08	Medical Biology	1,123 SF
R	09	Prep Room	181 SF
R	10	Nutrition	182 SF
R	11	Medical Chemistry	1,747 SF
R	12	Prep Room	181 SF
R	13	Prep Room	182 SF
R	14	Anatomy	1,318 SF
R	15	Kinesiology	1,315 SF
R	16	Toilet	67 SF
R	17	Toilet	67 SF
R	18	Women's	195 SF
R	19	Mens	190 SF
R	20	Fire Riser/ Custodial	93 SF
R	21	Electrical	94 SF
R	22	Pathway Coordinator Office	171 SF
R	23	Instructor Collaboration	517 SF
R	24	Jr. Nursing Theory	1,314 SF
R	25	Jr. Nursing Lab	542 SF
R	26	Sr. Nursing Lab	1,929 SF
R	26b	Storage	85 SF
R	28	Sr. Nursing Classroom	1,378 SF
R	29	Storage	206 SF
Total			23,517 SF



School Site Plan & Building Plan

Erma Duncan Polytechnical High School- New CTE - Health Science Building

Fresno Unified School District
Fresno, CA



ARCHITECTURE • PLANNING • INTERIORS

Robert L. Petithomme AIA • Grant E. Dodson AIA • DeDe Darnell ASID
Antonio J. Avila AIA • Michael K. Fennedy AIA • Michael J. Nelson
Sean P. Mengelza AIA • Leslie A. Rau IIDA • Martin A. Ilc
Gerardo Padroa • Mathew R. Heiss AIA • Andrew A. Corni AIA
6790 N. West Avenue • Fresno, California 93711 • 559 448-8051 • Fax 559 446-1765

Designed By:	-	Project Number:	1620.4
Drawn By:	AC	Scale:	NTS
Checked By:	AC	Copyright	2020 Darden Architects
Reviewed By:	-	Z000	
Date:	10/13/20		

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-15

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Bid 21-42, Sections A-C, Bullard, Edison and Sunnyside High Schools Athletic Field Improvements

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-42, Sections A-C, for installation of accessible bleachers and other improvements to varsity baseball and softball fields at Bullard, Edison, and Sunnyside High Schools. The projects will also provide new accessible walkways, turf rehabilitation, irrigation system improvements, drinking fountains, public address systems, and electrical upgrades. The Bullard and Edison projects include irrigation booster pumps and infrastructure, and district-standard electronic scoreboards; Sunnyside's fields currently have district-standard scoreboards. At Bullard, the varsity softball field will be relocated to accommodate the new accessible bleachers, and there will be fencing and improvements to secure the adjacent Gibson Elementary School campus. These projects will elevate the baseball and softball fields at these schools to the same level as the other high schools.

The request for bids was lawfully advertised on March 16, 2021. Notifications were sent to 551 firms plus five construction trade publications, and the district received up to five responses per section. Bids were opened on May 6, 2021. Staff recommends award to the lowest responsive, responsible bidders:

Section A	Ardent General, Inc. (Fresno, California)	\$3,902,544
Section B	American Paving, Co. (Fresno, California)	\$2,004,600
Section C	American Paving, Co. (Fresno, California)	\$1,230,000

The tabulation is attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$7,137,144 are available in the Measure X Fund.

PREPARED BY: Alex Belanger, Asst. Supt.,
Facilities, and Ann Looz, Exec. Dir., Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-42 **SECTION A**, BULLARD HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

Bid Opening Date: May 6, 2021 prior to 10:01 A.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 BULLARD HS	UNIT COST 1 SOD IN LIEU OF SEEDED TURF-AREAS UP TO 25,000 SQ FT/ EST QTY 15,000 SQ FT	UNIT COST 2 SOD IN LIEU OF SEED-AREAS GREATER THAN 25,000 SQ FT/ EST QTY 50,000 SQ FT	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Ardent General Inc.	Fresno	\$3,902,544	\$11,250	\$35,000	\$3,948,794	\$3,902,544
Clean Cut Landscape Inc.	Clovis	\$4,453,855	\$15,000	\$45,000	\$4,513,855	
Avison Construction Inc.	Madera	\$4,469,500	\$18,750	\$50,000	\$4,538,250	

Award will be by Section.

Low bid for **Section A** determined by combined total of Base Bid and Unit Cost 1 and Unit Cost 2.

Staff recommends award of \$3,902,544 to Ardent General, Inc., the lowest responsive, responsible bidder for Base Bid

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-42 **SECTION B**, EDISON HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

Bid Opening Date: May 6, 2021 prior to 10:31 A.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 BULLARD HS	UNIT COST 1 SOD IN LIEU OF SEEDED TURF-AREAS UP TO 25,000 SQ FT/ EST QTY 15,000 SQ FT	UNIT COST 2 SOD IN LIEU OF SEED-AREAS GREATER THAN 25,000 SQ FT/ EST QTY 50,000 SQ FT	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
American Paving Co.	Fresno	\$2,004,600	\$15,000	\$45,000	\$2,064,600	\$2,004,600
Clean Cut Landscape Inc.	Clovis	\$2,066,755	\$15,000	\$45,000	\$2,126,755	
Ardent General Inc.	Fresno	\$2,135,574	\$16,500	\$50,000	\$2,202,074	
Divcon Inc.	Clovis	\$2,219,000	\$10,500	\$32,500	\$2,262,000	
Avison Construction Inc.	Madera	\$2,686,500	\$15,000	\$45,000	\$2,746,500	

Award will be by Section.

Low bid for **Section B** determined by combined total of Base Bid and Unit Cost 1 and Unit Cost 2.

Staff recommends award of \$2,004,600 to American Paving Co., the lowest responsive, responsible bidder for Base Bid.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-42 **SECTION C**, SUNNYSIDE HIGH SCHOOL ATHLETIC FIELD IMPROVEMENTS

Bid Opening Date: May 6, 2021 prior to 11:01 A.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 BULLARD HS	UNIT COST 1 SOD IN LIEU OF SEEDED TURF-AREAS UP TO 25,000 SQ FT/ EST QTY 15,000 SQ FT	UNIT COST 2 SOD IN LIEU OF SEED-AREAS GREATER THAN 25,000 SQ FT/ EST QTY 50,000 SQ FT	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
American Paving Co.	Fresno	\$1,230,000	\$12,000	\$37,500	\$1,279,500	\$1,230,000
Ardent General Inc.	Fresno	\$1,350,321	\$11,250	\$35,000	\$1,396,571	

Award will be by Section.

Low bid for **Section C** determined by combined total of Base Bid and Unit Cost 1 and Unit Cost 2.

Staff recommends award of \$1,230,000 to American Paving Co., the lowest responsive, responsible bidder for Base Bid.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-16

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Award of Request for Proposals 21-36, Pest Control Services

ITEM DESCRIPTION: Included in the Board binders is information on Request for Proposals (RFP) 21-36, Pest Control Services, to select a qualified pest control service vendor for all school sites and departments. The district operates according to the Healthy Schools Act with services meeting requirements of an integrated pest management plan to minimize the impacts of pesticide exposure in schools. The pest control service provider will provide on-going inspections of school kitchens, and dispatched response to reports of pests at schools. Service to address ground burrowing rodents (gophers, moles, and squirrels) is handled separately as preventive maintenance to grounds.

The RFP was lawfully advertised on February 19 and 26, 2021. Notifications were sent to 11 firms, and responses were due on March 16, 2021. The district received four responses. Proposals were evaluated on the vendor's ability to meet or exceed the criteria set forth in the RFP including cost, services, emergency response, performance history, and invoicing/quality assurance model. Based on extensive review, staff recommends award to the best value respondent:

Eagle Shield Pest Control, Inc. (Fresno, California) \$267,720 annually

The contract is for three years starting July 1, 2021, with renewal options of two additional one-year periods. The tabulation is attached, and RFP specifications are available for review in the Purchasing office.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$267,720 are available in the Maintenance and Operations Budget.

PREPARED BY: Jason Duke, Exec. Dir.,
and Ann Loorz,

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





FRESNO UNIFIED SCHOOL DISTRICT
TABULATION
RFP 21-36, PEST CONTROL SERVICES

RFP Due Date: April 17, 2021 prior to 2:01pm

Buyer: Marisa Thibodeaux

Vendor	Location	Evaluator #1	Evaluator #2	Evaluator #3	Average Score
Mountain Valley Pest Control, Inc.	Kerman	88	88	84	87
Eagle Shield Pest Control, Inc.	Fresno	80	68	68	72
Integrated Pest Control Management, Inc.	Covina	58	64	76	66
Advanced Integrated Pest Management	Roseville	54	60	52	55

Proposals were evaluated on 100 possible points with pricing being the primary factor of 30 possible points.

Staff conducted interviews with the top two vendors and recommends award to Eagle Shield Pest Control, Inc., the responsible and responsive proposer whose proposal is most advantageous to the district with price being the primary factor and other evaluation criteria considered.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-17

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Naming of the Academic and Administration Center, Early Learning Center, and Student Engagement Center at the Francine and Murray Farber Educational Campus

ITEM DESCRIPTION: During the May 19, 2021 Board meeting, the board of education took action to name the 10th and Ventura site as the Francine and Murray Farber Educational Campus. Further, the board took action to consider the naming of the Academic and Administration Center, Early Learning Center, and Student Engagement Center on said campus at its next regular meeting. Below is the recommendation for the naming of each:

- Dolphus Trotter Academic and Administration Center
- Dolores Huerta Early Learning Center
- Roger Tatarian Student Engagement Center

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: David Chavez,
Chief of Staff

DIVISION: Superintendent's Office
PHONE NUMBER: (559) 457-3566

CABINET APPROVAL: David Chavez,
Chief of Staff

SUPERINTENDENT APPROVAL:





Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 2, 2021

AGENDA ITEM A-18

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Proposed Revisions for Board Policies

ITEM DESCRIPTION: Included in the Board binders are proposed revisions for the following seven Board Policies (BP):

- BP 1220.1 Student Advisory Board (NEW)*
- BP 1312.3 Uniform Complaint Procedures
- BP 3555 Nutrition Program Compliance
- BP 6159 Individualized Education Program
- BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education
- BP 6174 Education for English Learners
- BP 6175 Migrant Education Program

Six of these revisions meet the legal mandates recommended by the California School Boards Association (CSBA), with one exception as noted by the asterisk.

Revision recommendations are color coded as follows:

Yellow highlight - CSBA recommended language policy

Peach font – Subcommittee recommendation

Grey font – New Policy, CSBA recommended

Green font – Legally mandated/reference changes

Teal header – *New Policy, non-CSBA proposed

Blue font – Clarification or readability changes

~~**Red**~~ **strikeout** – Recommended deletion

Green font – CDE required change

Purple font - Information change

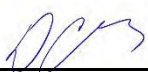
FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Teresa Plascencia,
Executive Director

DIVISION: Constituent Services
PHONE NUMBER: (559) 457-3736

CABINET APPROVAL: David Chavez
Chief of Staff

SUPERINTENDENT APPROVAL:





Fresno Unified Board Policy (BP) 1220.1 Student Advisory Board (SAB)

The Governing Board recognizes that student advisory committees enable both students and educators to better understand the beliefs, attitudes and opinions held by school and school community members.

(cf. 1220 – Citizen Advisory Committees)

In order to enhance communication between the Governing Board and the student body and to engage students in the district's educational programs and operations, the Board encourages the involvement of high school students in district governance.

(cf. 9150 – Student Board Members)

The Board shall be provided with an annual update on the status of Student Advisory Board, its annual meeting schedule, and Board Member invitations for participation. The Office of the Campus Culture Manager is the responsible office for finalization of the Student Advisory Board, preparation of the annual meeting schedule, collection of meeting minutes and Board Reports, and the central location for information in this regard.

Selection of Student Advisory Board Members

Student Advisory Board members shall represent a cross section of students from throughout the district as selected by each high school site. With Board approval, the Superintendent or designee may appoint committee members.

Student Advisory Board shall elect Student Board Members annually at the second meeting of the Student Advisory Board. (Education Code 35012)

(cf. 9150 – Student Board Members)

A democratic process of nomination and popular vote shall be utilized to elect the Student Board Members from the Advisory Board.

Role and Responsibilities of Student Board Members

The term of a student Board member shall be one year, commencing the first Student Advisory Board meeting in September. (Education Code 35012)

The Student Advisory Board shall review Board Meeting Agendas and be provided an opportunity for questions and answers from Board Members and staff present at the meeting, and for items to be pulled by elected Student Board Members at subsequent Board Meetings.

Each school site will have the opportunity to host at least one Student Advisory Board meeting annually. School Board Members will be invited to attend all Student Advisory Board meetings, however, due to the Brown Act, the Board President will manage the hierarchy of those who may attend (maximum 3).

The Student Advisory Board will have access to staff and Board Members to provide advisory input on matters directly related to student learning and experience. Student Advisory Board members represent not only themselves and their schools, they also reflect the ideas and the experiences gained from middle and elementary school. The Board recognizes the importance of authentic student voice and students as key stakeholders in their education.

Inclusion of the Student Advisory Board at the onset of decision-making processes maximizes Board and Constituent communication, adds value and increases student agency, demonstrates the importance of and District commitment to student voice, and builds student leadership capacity. Where appropriate, the Student Advisory to student voice, and builds student leadership capacity. Where appropriate, the Student Advisory Board shall have advance notice of key decisions affecting student learning, student environment, and the student experience.

A student Board member are not vicariously liable for injuries caused by the act or omission of the district, nor shall not be liable for any acts of the Board. (Education Code 35012; Government Code 820.9)

(cf. 9323.2 - Actions by the Board)

Student Board Member Development

As necessary, the Superintendent or designee may, at district expense, provide learning opportunities to Student Advisory Board members, through trainings, workshops, and conferences, to enhance their knowledge, understanding, and performance of their Board responsibilities.

The Superintendent or designee may periodically provide an orientation for Student Advisory Board members to give them an understanding of the responsibilities and expectations of committee processes and service.

(cf. 9150 – Student Board Members)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; student members

GOVERNMENT CODE

820.9 Liability of Public Entities and Public Employees; School Board members

3540-3549.3 Educational Employment Relations Act

54950-54964 Ralph M. Brown Act

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: Spring____, 2021 Fresno, California

Policy Section: 1000 Community Relations

Fresno Unified Board Policy (BP) 1312.3

Uniform Complaint Procedures (UCP)

The Governing Board recognizes the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's Uniform Complaint Procedures (UCP) shall be used to investigate and resolve the following complaints **regarding the following programs and activities:**

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs, After School Education and Safety programs, migrant education, agricultural career technical education, state and federal career technical and technical education and training programs, child care and development programs; compensatory education; the federal Every Student Succeeds Act; Regional Occupational Centers and Programs, school safety plans, California State Preschool Programs, **consolidated categorical aid program**, and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6171 - Title I Programs)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race, or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, parental status, medical information, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135 or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 5131.2 – Bullying)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.31 – Gender and Identity Inclusion)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)
(cf. 5146 – Married/Pregnant/Parenting Students)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

(cf. 5146 – Married/Pregnant/Parenting Students)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay pupil fees, deposits, or other charges for participation in educational activities (5 CCR 4610; Education Code 49010-49013)

(cf. 3260 - Fees and Charges)
(cf. 3320 – Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 – Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

8. Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

9. Any complaint by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

15. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is

consistent with state and federal laws and regulations.

The Board acknowledges and respects every individual's right to privacy. The district shall ensure that complainants are protected from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if their different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

~~Complainants have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws.~~

The district will ensure annual dissemination of a written notice of the complaint procedures to students, employees, parents or guardians of the students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The UCP Annual Notice will be provided in writing to all six required groups each year and will include information on how to appeal to the California Department of Education (CDE).

A copy of this UCP complaint policies and procedures document shall be available free of charge.

~~The Board recognizes that a neutral mediator can often suggest a compromise that is acceptable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.~~

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain record of each UCP complaint and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services ~~and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.~~

~~3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.~~

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:
EDUCATION CODE

200-262.4 Prohibition of discrimination
 222 Reasonable accommodations; lactating students
 8200-8498 Child care and development programs
 8500-8538 Adult basic education
 18100-18203 School libraries
 32280-32289 School safety plan, uniform complaint procedure
 35186 Williams uniform complaint procedure
 46015 Parental leave for students
 48853.5 Foster youth
 48985 Notices in language other than English
 49010-49014 Student Fees
 49060-49079 Student records, especially:
 49069.5 Records of foster youth
49490-49590 Child Nutrition programs
 49701 Interstate Compact on Educational Opportunity for Military Children
 51210 Courses of study grades 1-6
 51222 Physical education, secondary schools
 51223 Physical education, elementary schools
 51225.1-51225.2 Foster youth and homeless children; former juvenile court school students, and military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements
 51226-51226.1 Career technical education
 51228.1-51228.3 Course periods without educational content
52059.5 Statewide system of support
 52060-52077 Local control and accountability plan, especially
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52300-52462 Career-technical education
 52500-52616.24 Adult schools
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 59000-59300 Special schools and centers
64000-64100 Consolidated application process; school plan for student achievement
 65000-65001 School site councils
 GOVERNMENT CODE
 11135 Non-discrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
104420 Tobacco Use Prevention Education
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
3200-3205 Special education compliance complaints
3080 Application of section
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on the basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015 **Questions and Answers on Title IX and Sexual Violence, April 2014**

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013 **4**

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: September 10, 1992 Fresno, California

revised: November 14, 2001

revised: March 30, 2005

revised: February 27, 2008

revised: August 22, 2012

revised: February 27, 2013

revised: May 27, 2015

admin reviewed: June 23, 2015

revised: September 9, 2015

revised: June 1, 2016

revised: November 16, 2016

revised: April 11, 2018

revised: June 13, 2018

revised: June 12, 2019

admin reviewed: July 1, 2019

revised: October 16, 2019

revised: December 18, 2019

revised: February 12, 2020

revised: June 17, 2020

revised: Spring __, 2021

Fresno Unified Board Policy (BP) 3555

Nutrition Program Compliance

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate on any basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

Compliance Coordinator

The Board shall designate a compliance coordinator for nutrition programs, who may also be the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures, to ensure compliance with the laws governing the district's nutrition programs.

The responsibilities of the compliance coordinator include, but are not limited to:

1. Providing the name of the compliance coordinator, and the Section 504 coordinator and Title IX coordinator if different from the compliance coordinator, to the California Department of Education (CDE) and other interested parties

(cf. 6164.6 - Identification and Education Under Section 504)

2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs

(cf. 6159 - Individualized Education Program)

4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants
5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below
6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency
7. Ensuring that every part of a facility is accessible to and usable by persons with disabilities and

that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

9. Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log, working with the appropriate person to resolve any complaint, and referring the complainant to the appropriate state or federal agency when necessary

10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

(cf. 5145.13 - Response to Immigration Enforcement)

Notifications

The compliance coordinator shall ensure that the U.S. Department of Agriculture's (USDA) "And Justice for All" civil rights poster or a substitute poster approved by the USDA's Food and Nutrition Service is displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

The compliance coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their rights and responsibilities and steps necessary to participate in the nutrition programs. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be file anonymously or by a third party.

(cf. 5145.6 - Parental Notifications)

In addition, the compliance coordinator shall ensure that all forms of communication available to the public regarding program availability shall contain, in a prominent location, a statement provided by USDA about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district.

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude items such as cups, buttons, magnets, and pens that identify the program when the size or configuration makes it impractical. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

A short version of the nondiscrimination statement, as provided by USDA, may be used on pamphlets, brochures, and flyers in the same print size as the rest of the text.

Complaints of Discrimination

A complaint alleging discrimination in the district's nutrition program(s) on the basis of race, color,

national origin, sex, age, or disability shall, within 180 days of the alleged discriminatory act, be filed or referred to USDA at: (5 CCR 15582)

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, (866) 632-9992, (800) 877-8339 (Federal Relay Service - English, deaf, hard of hearing, or speech disabilities), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email program.intake.usda.gov

Complaints of discrimination on any other basis shall be investigated by the district using the process identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Complaints Regarding Noncompliance with Program Requirements

Any complaint alleging that the district has not complied with program requirements pertaining to meal counting and claiming, reimbursable meals, eligibility of a child or adult, use of cafeteria funds and allowable expenses shall be filed with or referred to CDE. (Education Code 49556; 5 CCR 15584)

Complaints of noncompliance with any other nutrition program requirements shall be submitted to and investigated by the district using the following procedures.

Complaints may be filed by a student or the student's parent/guardian by phone, email, or letter. The complaint shall be submitted within one year from the date of the alleged violation and shall include the following: (5 CCR 15581)

1. A statement that the district has violated a law or regulation relating to its child nutrition program
2. The facts on which the statement is based
3. The name of the district or the school against which the allegations are made
4. The complainant's contact information
5. The name of the student if alleging violations regarding a specific student

The district shall investigate and prepare a written report pursuant to 5 CCR 4631. (5 CCR 15583)

Unless extended by written agreement with the complainant, the district's compliance coordinator shall investigate the complaint and prepare a written report to be sent to the complainant within 60 days of the district's receipt of the complaint. (5 CCR 15583; 5 CCR 4631)

If the complainant is not satisfied with the findings in the district's report, the complainant may appeal the decision to CDE by filing a written appeal within 30 days of receiving the decision. (5 CCR 4632)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:
EDUCATION CODE

200-262.4 Prohibition of discrimination
 42238.01 Definitions for purposes of funding
 48985 Notices to parents in language other than English
 49060-49079 Student records
 49490-49590 Child nutrition programs
 PENAL CODE
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4670 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 15580-15584 Child nutrition programs complaint procedures
 UNITED STATES CODE, TITLE 20
 1400-1482 Individuals with Disabilities Education Act
 1681-1688 Discrimination based on sex or blindness, Title IX
 UNITED STATES CODE, TITLE 29
 794 Section 504 of the Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000d-7 Title VI, Civil Rights Act of 1964
 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
 12101-12213 Americans with Disabilities Act
 CODE OF FEDERAL REGULATIONS, TITLE 7
 210.19 National School Lunch Program, additional responsibilities
 210.23 National School Lunch Program, district responsibilities
 215.7 Special Milk Program, requirements for participation
 215.14 Special Milk Program, nondiscrimination
 220.7 School Breakfast Program, requirements for participation
 220.13 School Breakfast Program, special responsibilities of state agencies
 225.3 Summer Food Service Program, administration
 225.7 Summer Food Service Program, program monitoring and assistance
 225.11 Summer Food Service Program, corrective action procedures
 226.6 Child and Adult Care Food Program, state agency administrative responsibilities
 250.15 Out-of-condition donated foods, food recalls, and complaints
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.101-35.190 Americans with Disabilities Act
 36.303 Nondiscrimination on the basis of disability, public accommodations, auxiliary aids and services
 CODE OF FEDERAL REGULATIONS, TITLE 34
 100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
 106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
 106.9 Dissemination of policy

Board Policy FRESNO UNIFIED SCHOOL DISTRICT
 adopted: June ___, 2021 Fresno, California

Policy Section: 3000 Business and Noninstructional Operations

Fresno Unified Board Policy (BP) 6159

Individualized Education Program

The Governing Board desires to provide full educational alternatives that afford students with disabilities full educational opportunities to all students with disabilities. Students with disabilities shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be placed educated in the least restrictive environment with nondisabled students. which meets their needs to the extent provided by law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision of the IEP processes.

To the extent permitted by state and federal law, a foster parent shall have the same rights relative to their foster child's IEP as a parent/guardian. A foster parent who has been excluded by court order from making educational decisions on behalf of a pupil shall not have the same rights to his/her foster child's IEP as a parent/guardian.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement.

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

46392 Emergencies

51225.3 Requirements for high school graduation and diploma

56040.3 Assistive technology

56055 Rights of foster parents pertaining to foster child's education
56136 Guidelines for low incidence disabilities areas
56195.8 Adoption of policies
56321 Development or revision of IEP
56321.5 Notice to include right to electronically record
56340.1-56347 Instructional planning and individualized education program
56350-56352 IEP for visually impaired students
56380 IEP reviews; notice of right to request
56390-56392 Certificate of completion, special education
56500-56509 Procedural safeguards
60640-60649 California Assessment of Student Performance and Progress

~~60850-60859 High school exit examination, students with disabilities~~

~~60852.3 High school exit examination, exemption for students with disabilities~~

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

852-853.5 State assessments, accommodations

~~1215.5-1218 High School Exit Examination, accommodations for students with disabilities~~

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

3051-3053 Implementation of the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974 1400-1482

Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

~~85 Ops.Cal.Atty.Gen. 157 (2002)~~

COURT DECISIONS

Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H, (9th Cir. 1994) 14 F.3d 1398

Andrew F. v. Douglas County School District Re-1, 137 S. Ct. 988

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

Management Resources:

FEDERAL REGISTER

~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)

California Practitioners' Guide for Educating English Learners with Disabilities, July 2019

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osep/osep>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 26, 1992 Fresno, California

revised: March 9, 1995

revised: October 6, 1999

revised: August 27, 2003

revised: June 14, 2017

revised: Spring____, 2021

Policy Section: 6000 Instruction

Fresno Unified Board Policy (BP) 6159.2

Nonpublic Nonsectarian School And Agency Services For Special Education

The Governing Board recognizes its responsibility to provide a free appropriate public education (FAPE) to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet ~~the students' Individualized Education Plans (IEP) needs.~~ student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

(cf. 0430 - Comprehensive Local Plan for Special Education)

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 3541.2 - Transportation for Students with Disabilities)~~

~~(cf. 4112.23 - Special Education Staff)~~

~~(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)~~

In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.

Prior to entering into a contract to place any student in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities **and complies with staff training requirements** in accordance with Education Code 56366 **and 56366.1**. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any ~~nonpublic, nonsectarian school~~ **NPS/A** with which the district has a contract to ensure that the ~~school or agency's~~ certification has not expired.

No district student shall be placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the ~~nonpublic, nonsectarian school or agency~~ placement is appropriate for the student. ~~In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP. (Education Code 56195.8, 56342.1)~~

(cf. 6159 - Individualized Education Program)

~~(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)~~

~~(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)~~

During the period when any student with disabilities is placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in ~~his/her~~ **the** IEP.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

~~In accordance with Education Code 56366.2, t~~The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, ~~56366.3~~, and 56366.6. **(Education Code 56366.2)**

(cf. 1431 - Waivers)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency
56042 Placement not to be recommended by attorney with conflict of interest
56101 Waivers
56163 Certification
56168 Responsibility for education of student in hospital or health facility school
56195.8 Adoption of policies
56342.1 Individualized education program; placement
56360-56369 Implementation of special education
56711 Computation of state aid
56740-56743 Apportionments and reports
56760 Annual budget plan; service proportions
56775.5 Reimbursement of assessment and identification costs

56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools

FAMILY CODE

7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

7570-~~7588~~**7587** Interagency responsibilities for providing services to children with disabilities, especially:
7572.55 Seriously emotionally disturbed child; out-of-state placement

~~FAMILY CODE~~

~~7911-7912 Interstate compact on placement of children~~

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP
727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

3051-3051.24 Special education; standards for related services and staff qualifications

3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to Parents

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845

Policy FRESNO UNIFIED SCHOOL DISTRICT

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Policy Section: 1000 Community Relations

Fresno Unified Board Policy (BP) 6174

Education for English Learners

The Governing Board intends to provide English learners (ELs) with challenging curriculum and instruction that **develop proficiency in English while facilitating student achievement** maximize the attainment of high levels of **proficiency in English**, advance multilingual capabilities, and **facilitate student achievement** in the district's regular course of study.

~~The Governing Board recognizes its responsibility to provide ELs with an educational program which addresses their specific needs. ELs are defined as students whose primary language is other than English and who have not developed the English language skills of comprehension, speaking, reading and writing necessary to fully benefit from instruction entirely in English.~~

English learners shall be provided English language development instruction which is **targeted to their English proficiency level** ~~and aligned with state content standards and curriculum framework. The district's program~~ Such instruction **shall be based on sound instructional theory, be aligned with state content standards**, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas. ~~standards-aligned instructional materials, and assist students in accessing the full educational program.~~

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

English Learners have particular educational needs which must be addressed if they are to fully participate in the educational process. The district will provide an instructional program called Standards-based Content and Language Model that provides access to a challenging core curriculum while at the same time developing the full acquisition of English as rapidly and effectively as possible. ~~The program is taught overwhelmingly in English.~~ The program for English learners shall be designed to promote positive self-concepts and cross-cultural understanding.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

Any secondary English Learner student enrolled in U.S. schools for less than three years shall receive designated English Language Development according to the District English Learner placement guidelines. All English Learners, regardless of grade level and status (newcomer, on track, at-risk, LTEL) shall receive designated and integrated ELD.

2. A full course load of courses specified in item #1 above

3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's

classification as an English learner

(cf. 0415 - Equity)

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The **Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members** so that they may better support students' **English** language development.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

~~English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6141 - Curriculum Development and Evaluation)~~

~~(cf. 6161.1 - Selection and Evaluation of Instructional Materials)~~

~~(cf. 6161.11 - Supplementary Instructional Materials)~~

~~(cf. 6171 - Title I Programs)~~

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

Professional Development

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide

opportunities for teachers to engage in supportive, collaborative learning communities.

~~In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program for parents/guardians and community members that leads to English fluency.~~

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the ~~early-accurate~~ identification of English learners and an assessment of their proficiency ~~and needs in the areas of listening, speaking, reading, and writing in English.~~ ~~early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC).~~ To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until they are reclassified based on criteria specified in administrative regulation.

~~In addition,~~ English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 85~~3.54.1-~~ and 85~~3.74.3~~ English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 85~~3.54.1-~~ 85~~3.74.3~~)

(cf. 616~~5~~2.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs ~~and Placement~~

~~The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians to select a language acquisition program that best suits their child. (Education Code 306; 5 CCR 11300)~~

~~In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)~~

~~Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted~~

academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

At a minimum, the district shall offer English learners a structured English immersion program which includes designated and integrated English language development. to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305- 306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. Fresno Unified School District offers A dual-language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World Foreign Language Instruction)

2. Fresno Unified also offers late-exit bilingual developmental programs for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in

making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

For current program listings, please refer to the District's Parent/Student Handbook.

Redesignation (Reclassification)

When an English learner is determined pursuant to based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom. A "reasonable level" of fluency is achieved when a student has reached the exit stage of "expanding" (end of second of three English proficiency levels) as defined in the California ELD standards proficiency level descriptors (PLDs).

Redesignation will include consultation with the parent/guardian and teacher evaluation that includes, but is not limited to, the student's academic performance. The progress of the redesignated students will be reviewed for two semesters four years following the first reporting period to determine satisfactory progress.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding: the progress of English learners towards proficiency in English, the number and percentage of English learners reclassified as fluent English proficient, the number and percentage of English learners who are or are at risk of being classified as long-term English learners, the achievement of English learners on standards-based tests in core curricular areas, progress toward any other goals for English learners identified in the district's LCAP and a comparison of current data with data from at least the previous year. The Superintendent or designee also shall provide the Board with regular reports from any district or school-wide English learner advisory committees. (Education code 52061, 313.1, 313.2)

(cf. 4112.22 – Staff for Limited-English-Proficiency Programs)

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP

7. A comparison of current data with data from at least the previous year in regard to items #1-6 above

8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee also shall provide the Board with regular reports from any district or school wide English learner advisory committees.

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 **Accountability**; Numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005-62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations

854.9 CASSPP and unlisted resources for students with disabilities

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English learner education

11517.6-11519.5 English Language Proficiency Assessments for California

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited

200.16 Assessment of English learners

COURT DECISIONS

Valeria O. **G.** v. Davis **Wilson**, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013

English Language Arts/English Language Development Framework Standards for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

U.S. Department of Education: <http://www.ed.gov>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 26, 1992 Fresno, California

revised: September 12, 1996

revised: December 15, 1999

revised: June 18, 2014

revised: May 31, 2017

revised: Spring __, 2021

Policy Section: 6000 Instruction

Fresno Unified Board Policy (BP) 6175 Migrant Education Program

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

(cf. 1220 – Citizen Advisory Committees)

(cf. 6020 – Parent Involvement)

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. They shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

(cf. 1020 – Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

The Superintendent or designee shall **plan for late enrollments of migrant students. They shall** ensure that each migrant student is placed at the appropriate **grade level upon enrollment** and is provided services in accordance with their individual needs assessment and **learning plan.**

The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

(cf. 6011 - Academic Standards)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Board shall monitor **The Superintendent or designee shall** **the results** **annually report to the Board regarding student performance on** **of** statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education **services**

program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 – High School Exit Examination)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition against discrimination

234.7 Student protections relating to immigration and citizenship status

51225.1 Exemption from district graduation requirements

51225.3 High school graduation, course requirements

54440-54445 Migrant education program

CODE OF REGULATIONS, TITLE 5

3080 Application of uniform complaint procedures

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

6311 Title I state plan

6381-6381k Even Start family literacy program

6391-6399 Education of migrant students

7881 Services for private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.81-200.89 Migrant education program

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 26, 1992 Fresno, California

revised: January 30, 1997

revised: April 11, 2018

revised: Spring __, 2021

Policy Section: 6000 Instruction

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-19

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Addendum to Agreement with Harvey Bradley, Deaf and Hard of Hearing Services

ITEM DESCRIPTION: Included in the Board binders is an addendum to the agreement with the Harvey Bradley, Deaf and Hard of Hearing Services Center, Inc., (DHHSC) in the amount of \$145,000. DHHSC currently has an approved agreement with Fresno Unified School District in the amount of \$200,000 executed June 17, 2020 as part of the annual agreement process. This addendum will provide additional signing instruction for students, parents and employees who are deaf and hard of hearing.

The additional sign language interpreting services are necessary due to vacancies of interpreting positions, number of students expected for extended school year, and increases in interpreting rates.

This Addendum commenced on April 01, 2021 and ends June 30, 2021.

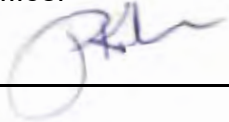
FINANCIAL SUMMARY: Sufficient funds in the amount of \$145,000 are available in the Special Education budget.


PREPARED BY: Brian Beck,
Assistant Superintendent

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:







Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Harvey Bradley, Deaf & Hard of Hearing Service Center

4340 N. Fresno Street, Fresno, CA 93710

Vendor Name

Address

559.225.3323

Harvey Bradley

Phone Number

Vendor Contact

From: April 1, 2021

Through: June 30, 2021

Term (Duration)

FUSD Contract Administrator:

Dr. Sean Virnig

Special Education

457-3220

Name

Site/ Dept

Telephone number

Budget (Fund-Unit-Dept.-Activity-Object)

060-6500-0785-5750-1130-5110 060-6500-0785-5040-2495-5110

Annual Cost \$ 145,000.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

Scope of Work Summary:

Contractor agrees to provide interpreting services for the deaf and hard of hearing students, parents and employees. District agrees to pay Contractor at the following rate:

\$80 per hour during 8:00 am - 5:00 pm

\$80 per hour during 5:00 pm - 8:00 am

Emergency - less than 24 hour notice is double the above rates

No mileage reimbursement

This addendum will be submitted for the June 2, 2021 board meeting for approval.


Date Item is to appear on **Board of Education Agenda:**

06/02/21

Agenda Item #

(Contracts of \$15,000.00 or more)

Reviewed & approved by **Cabinet Level Officer:**


Signed

5-12-21

Date

Reviewed & approved by **Executive Director, Risk Management:**


Signed

5/12/2021

Date

Please return signed contract to:

Name

Department



Date: April 1, 2021

To: Fresno Unified School District

This is an addendum of the Harvey Bradley Deaf and Hard of Hearing Service Center (DHHSC) contract dated July 1, 2020, by and between Fresno Unified School District and DHHSC.

This addendum is entered as of April 1, 2021. Except as set forth below, the contract shall remain unmodified and in full force and effect. The below information summarizes the revised terms of the contract as they apply to the 2020-21 school year.

Description of additional services: Sign language interpreting services provided to and for students, parents, and staff.

Original Contract Amount: \$200,000

Increased Contract Amount: \$145,000

Not to exceed Amount: \$345,000

This addendum is hereby incorporated into the agreement as of the addendum effective date of April 1, 2021.

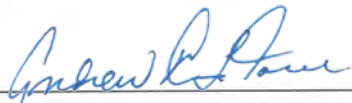
AGREED AND ACCEPTED
FRESNO UNIFIED SCHOOL DISTRICT

BY: _____

Name: Santino Danisi Name: _____

Title: Chief Financial Officer Title: _____

Date: _____

Approved as to form: _____ 

Andrew De La Torre, Executive Director

Benefits and Risk Management

Name: Andrew De La Torre

Date: 5/12/2021

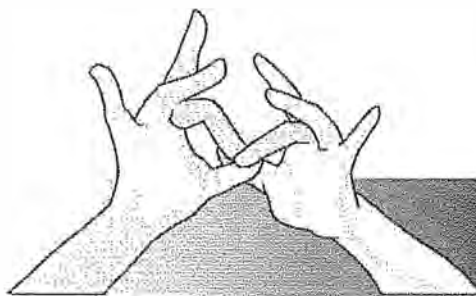
DEAF AND HARD OF HEARING SERVICE CENTER

BY:  _____

Name: Harvey Bradley

Title: Personnel Services Director

Date: 5/12/2021



Connect. Inspire. Succeed.

DHHSC

DEAF & HARD OF HEARING SERVICE CENTER

Amendment A

According to #11 on FUSD Contract:

11. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

Interpreting Services of Central California, a subdivision of DHHSC, would like to ensure this is included in the contract:

Indemnification. The Client (Fresno Unified School District) agrees to indemnify, defend, and hold harmless Provider (Interpreting Services of Central California, a subdivision of DHHSC) from any claims, suits, actions, losses, costs, and expenses, liabilities, or damages that it may incur arising out of negligent or willful acts or omissions of the Client (Fresno Unified School District).

Fresno Headquarters:

5340 N. Fresno Street
Fresno, CA 93710
(559) 225-3323 V/VP
(559) 225-0116 FAX • info@dhhs.org

Central Coast Outreach Office:

36 Quail Run Circle, Suite 100-T
Salinas, CA 93907
(831) 753-6540 V/TTY
(831) 753-6542 FAX • ccinfo@dhhs.org

South Valley Outreach Office:

113 N. Church Street, Suite 222
Visalia, CA 93291
(559) 302-9820 V/VP
(559) 334-0138 FAX • svoinfo@dhhs.org

Merced Outreach Office:

855 W. 18th Street, Suite A
Merced, CA 95340
(209) 230-9910 V/VP
(209) 726-7717 FAX • minfo@dhhs.org



Fresno Unified
School District
Preparing Career Ready Graduates

Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Harvey Bradley, Deaf & Hard of Hearing Service Center

5340 N Fresno Street, Fresno CA 93710

Vendor Name

Address

559.225.3323

Harvey Bradley

Phone Number

Vendor Contact

From: 07/01/2020

Through: 06/30/2021

Term (Duration)

FUSD Contract Administrator:

Sean Virnig

Special Education

457-3227

Name

Site/ Dept

telephone number

Budget (Fund-Unit-Dept.-Activity-Object)

060-6500-0785-5750-1130-5110 060-6500-0785-5040-2495-5110

Annual Cost \$ \$ 200,000.00 (Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: *All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.*

Yes ☒

No ☐

Fingerprints verified & cleared by site admin: SV (initials)

Scope of Work Summary:

Contractor agrees to provide interpreting services for the deaf and hard of hearing students, parents and employees. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor.

Payment: District agrees to pay Contractor at the following rate:

\$80 per hour during 8:00 am - 5:00 pm

\$80 per hour during 5:00 pm - 8:00 am

Emergency - less than 24 hour notice is double the above rates

No mileage reimbursement.

Date Item is to appear on **Board of Education Agenda:**

(Contracts of \$15,000.00 or more) 06/17/2020

Brian Beck

Reviewed & approved by **Cabinet Level Officer:**

Signed

Date

Andrew R. [Signature]

5.31.2020

Reviewed & approved by **Executive Director, Risk Management:**

Signed

Date

Please return signed contract to:

Name

Special Education

Department

Telephone

Fresno Unified School District Independent Contractor Services Agreement

Routing sheet must be completed and placed on top of contract agreement

GENERAL INFORMATION

School/Department Budget: 060-6500-0785-5750-1130-5110 060-6500-0785-5010-2495-5110

District Contact Person: Sean Virnig, Executive Director

Budget Manager Approval: Katie DiWiccaro

Contractor's Vendor Name: Harvey Bradley, Deaf & Hard of Hearing Service Center

Contractor's Contact Person: Harvey Bradley

Contractor's Title: Service Personnel Director

Contractor's Telephone Number: (559) 225-3323

Contractor's E-mail: interpreting@dhsc.org

Contractor's Address: 5340 N Fresno Street, Fresno CA 93710

Contractor's Taxpayer ID# or SSN#: 77-0583951

This Independent Contractor Services Agreement is made and entered into effective 07/01/2020 (the "Effective Date") by and between the Fresno Unified School District ("District") and Harvey Bradley, Deaf & Hard of Hearing Service Center ("Contractor").

1. Contractor Services: Contractor agrees to provide

Contractor agrees to provide interpreting services for the deaf and hard of hearing students, parents and employees. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor.

Payment: District agrees to pay Contractor at the following rate:

\$80 per hour during 8:00 am - 5:00 pm

\$80 per hour during 5:00 pm - 8:00 am

Emergency - less than 24 hour notice is double the above rates

No mileage reimbursement

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.
3. Term. This Agreement shall begin on 07/01/2020, and shall terminate on 06/30/2021. There shall be no extension of the term of the Agreement without express written consent from all parties.
4. Payment. District agrees to pay Contractor at following rate of \$ 200,000.00 per contract. Checks will be made payable to . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.
5. Incidental Expenses: ☐ Yes (see below) ☒ No, Vendor initial here *HB*
 - a. Lodging \$ 0.00 Actual cost of single occupancy. Not to exceed \$100 per night. *Receipt Required.
 - b. Meals \$ 0.00 Reimbursement limited to actual cost up to the following rates:
Breakfast \$12.20; Lunch \$18.30; Dinner \$30.50. *Receipt Required.
 - c. Travel \$ 0.58 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
 - d. Supplies \$ 0.00 As negotiated with school/department contracting for service.
 - e. Total Estimated Cost (Sum of paragraphs 4 and 5a - d):
 - f. Other
6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No
7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No
8. California Residency. Contractor is a resident of the State of California: ☒ Yes ☐ No
9. Conflict of Interest. Contractor does not have, nor does the Contractor anticipate having, any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.
10. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon written notice. In the event of early termination, Contractor shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.
11. Indemnity. The Contractor shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of consultants) arising out of or resulting from: performance of the contract (including, but not limited to) the Contractor's use of the site; the Contractor's completion of the duties under the contract; injury to or death of persons or damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
12. Insurance. Without limiting Contractor's indemnification, it is agreed that Contractor shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) dollars annual aggregate limit. Business Automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and Endorsements shall be attached to the Agreement as proof of insurance. The Contractor's policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. Contractor shall produce the policy for District, upon request.
13. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.

14. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
15. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the Contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. In particular, District will not withhold FICA (Social Security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
16. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
17. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.
18. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
19. Amendments. The terms of the Contract Documents shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
20. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Fresno, California.
21. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor:

Name: 
Harvey Brawley, Deaf & Hard of Hearing Service Center

Address: 5340 N Fresno Street, Fresno CA
93710

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

22. Non-Discrimination. It is the policy of the District that there shall be no discrimination against any of Contractor's prospective or active employees because of race, color, ancestry, national origin, sex or religious creed. Therefore, the Contractor agrees to comply with applicable federal and California laws.
23. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this Agreement and that failure to do shall constitute material breach.
24. Entire Agreement. This Agreement is intended by the Parties as the final expression of their Agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
25. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
26. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed Agreement.
27. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District



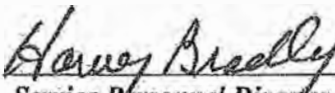
Ruth F. Quinto, Deputy Superintendent / CFO

6/23/2020

Date

CONTRACTOR


Harvey Bradley, Deaf & Hard of Hearing Service Center



Service Personnel Director
April 21, 2020

Date

Approved As To Form:



Andrew De La Torre, Executive Director
Benefits and Risk Management

5.31.2020

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-20

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratification to Addendum with The Stepping Stones Group Agreement

ITEM DESCRIPTION: Included in the Board binders is an addendum with The Stepping Stones Group in the amount of \$33,600. The Stepping Stones Group currently has an approved agreement with Fresno Unified School District in the amount of \$14,400. Contracted services provide Orientation and Mobility services to students with visual impairments who need support with travel and navigation on campus and in their community in order to improve student independence in their natural environments. The additional support and services are necessary due to current staff who provide services being on extended leave for the remainder of the school year.

The addendum commenced on March 06, 2021 and ends June 30, 2021.

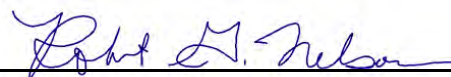
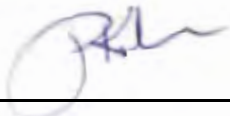
FINANCIAL SUMMARY: Sufficient funds in the amount of \$33,600 are available in the Special Education budget.

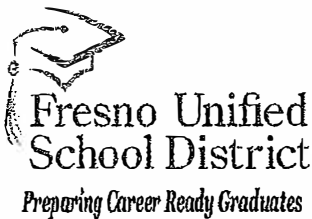
PREPARED BY: Brian Beck,
Assistant Superintendent

DIVISION: Instructional Division
PHONE NUMBER: (559) 457-3731

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

The Stepping Stones Group

Vendor Name
(800) 337-5965

Phone Number

From: March 6, 2021

Term (Duration)

FUSD Contract Administrator:
Ebony Hailey

Name

Budget (Fund-Unit-Dept.-Activity-Object)

2586 Trailridge Drive East, Lafayette, CO 80026

Address

Janine Mohan

Vendor Contact

Through: June 30, 2021

Special Education

457-3220

Site/ Dept

Telephone number

060-6500-0785-5750-1190-5899

Annual Cost \$ 33,600.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

Scope of Work Summary:

Orientation and Mobility is the ability to navigate one's environment safely and efficiently. Orientation and Mobility (O & M) skills to involve knowing where one is in the relation to other objects and people in the environment (orientation) and knowing how to navigate to the desired destination using mobility skills and devices (mobility). Provide progress reports, IEP monitoring and participation in IEP processes as appropriate.

Date Item is to appear on **Board of Education Agenda:**

06/02/21

Agenda Item #

(Contracts of \$15,000.00 or more)

Reviewed & approved by **Cabinet Level Officer:**

[Signature]
Signed

5-10-21
Date

Reviewed & approved by **Executive Director, Risk Management:**

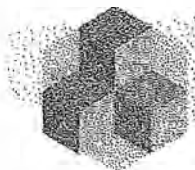
[Signature]
Signed

5/12/2021
Date

Please return signed contract to:

Name

Department



The Stepping Stones
GROUP™
Special Education Solutions

Corporate Office
2586 Trailridge Drive East, Suite 100
Lafayette, CO 80026
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

Services Addendum

This Addendum, made as of April 22, 2021 by and between Cumberland Therapy Services, LLC, a subsidiary of Pediatric Therapy Services, LLC (d/b/a The Stepping Stones Group) (Contractor), and Fresno Unified School District ("School District"). The purpose of this Addendum is to establish bill rate and billing information for the services listed below. All other terms and conditions to remain based on current contract.

BILLING DETAILS:

SSG Employee Name: (Redacted)

Specialty: **Orientation & Mobility Teacher; aiding & teaching students who have special needs to assist in orientation & mobility in school.**

Billable Hours per Week: **30 hrs/wk (6 hrs/day billable during RSY, 4 hr/s day during ESY)**

Bill Rate: **\$80/hr**

Estimated Addendum Cost: **regular SY 372 hrs + ESY 48 hrs = 420 hrs total @ \$80/hr = \$33,600**

Assignment Duration: **March 6, 2021 thru June 30, 2021 (4 hr days begin on 6/15/21)**

Special Billing Instructions: **Kronos timecards accepted**

Signed for Contractor:

Signature:

Name: Janine Mahon

Title: Director of Career & Client Services

Date: 4/22/21

Signed for School District:

Signature: _____

Name: _____

Title: _____

Date: _____

Approved as to Form

5/12/2021

Signed for School District:

Signature: _____

Name: _____

Title: _____

Date: _____

Non-Solicitation: During the term of this Agreement and for a period of two years after the termination of this Agreement, Client agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to Client or any candidate submitted by Contractor to Client. Client agrees that if they directly hire any contracted employee provided by the Contractor or candidate submitted by the Contractor there is a one-time fee equal to 20% of the employee's salary.



Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

The Stepping Stones Group

Vendor Name
559-457-3272

Phone Number

From: February 16, 2021

Term (Duration)

FUSD Contract Administrator:
Dr. Ebony Hailey

Name

Budget (Fund-Unit-Dept.-Activity-Object)

2586 Trailridge Drive East, Ste. Lafayette, CO 80026

Address
Janine Mahon

Vendor Contact

Through: April 15, 2021

Special Education: O&M

559-457-3220

Site/ Dept

Telephone number

060-6500-0785-5750-1190-5899

Annual Cost \$ 14,400.00

(Contract will not be authorized to exceed this amount w/o BOE approval)

Fingerprint Requirements: All individuals providing services under this contract are in compliance with the requirements of the "Michelle Montoya" Act, as required therein.

Yes ☒

No ☐

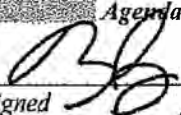
Scope of Work Summary:

Orientation and mobility is the ability to navigate one's environment safely and efficiently. Orientation and mobility (O&M) skills to involve knowing where one is in the relation to other objects and people in the environment (orientation) and knowing how to navigate to the desired destination using mobility skills and devices (mobility). Provide progress reports, IEP monitoring and participation in IEP processes as appropriate.

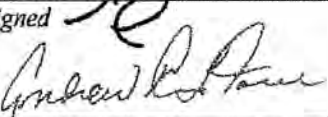
Date Item is to appear on Board of Education Agenda:

Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

Signed  Date

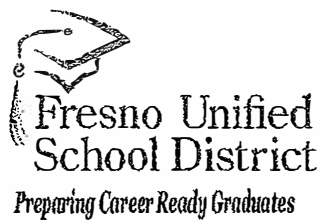
Reviewed & approved by Executive Director, Risk Management:

Signed  Date

Please return signed contract to:

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION Special Education: O & M

School/Department Budget: 060-6500-0785-5750-1190-5899

District Contact Person: Ebony Hailey

Budget Manager Approval: Katie DiViccario

Contractor's Vendor Name: The Stepping Stones Group

Contractor's Contact Person: Janine Mahon

Contractor's Title: Director of Career and Client Services

Contractor's Telephone
Number: 559-457-3272

Contractor's E-mail: Janine@thesteppingstonegroup.com

Contractor's Address: 2586 Trailridge Drive East, Ste. Lafayette, CO 80026

Contractor's Taxpayer ID# or
SSN#: 26-0852181

This Independent Contractor Services Agreement is made and entered into effective 2/16/2021 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide _____

Orientation and mobility is the ability to navigate one's environment safely and efficiently. Orientation and mobility (O&M) skills to involve knowing where one is in the relation to other objects and people in the environment (orientation) and knowing how to navigate to the desired destination using mobility skills and devices (mobility). Provide progress reports, IEP monitoring and participation in IEP processes as appropriate.

2. Contractor Qualifications. Contractor represents that it has in effect all licenses, permissions and has otherwise all legal qualifications to perform this Agreement.

3. Term. This Agreement shall begin on 2/16/2021, and shall terminate on 4/15/2021. There shall be no extension of the term of the agreement without express written consent from all parties.

4. Payment. District agrees to pay Contractor at following rate of \$14,400 per contract. Not to exceed \$ 14,400.00 . Checks will be made payable to The Stepping Stones Group . Payment shall be limited to amount written in this paragraph, unless specifically indicated in Paragraph 5. District agrees to pay Contractor within thirty (30) days of receipt of detailed invoice.

5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor initial here JM

- a. Lodging 0 Actual cost of single occupancy. Not to exceed \$100 per night. *Receipt Required.
- b. Meals 0 Reimbursement limited to actual cost up to the following rates: Breakfast \$12.20, Lunch \$18.30, Dinner \$30.50. *Receipt Required.
- c. Travel 0 Actual cost by common carrier. Private car expenses will be reimbursed at the current standard business IRS mileage rate.
- d. Supplies 0 As negotiated with school/department contracting for service.
- e. Total Estimated Cost (Sum of paragraphs 4 and 5a – d): \$ 14,400.00
- f. Other \$ 14,400.00

6. Employment. Are you a current FUSD employee? ☐ Yes ☒ No

7. CalPERS & CalSTRS. Are you a CalPERS or CalSTRS retiree? ☐ Yes ☒ No

8. California Residency. Contractor is a resident of the state of California: ☒ Yes ☐ No

9. Report Fraud, Waste and Abuse. By calling the Anti-Fraud Hotline, (559) 325-3200, or by completing the fraud, waste or abuse reporting form online at: <http://www.ppcpas.com/fresno-unified-fraud-alert>. The anti-fraud waste or abuse reporting hotline is available to report alleged fraud in the district. The responsibility for monitoring the hotline rests with the internal auditor for Fresno Unified School District, Price, Page & Company. A report may be made anonymously.

10. Conflict of Interest. In consideration of the Districts Conflict of Interest Code, Contractor affirms they do not have, nor does the Contractor anticipate having any interest in real property, investments, business interest in or income from sources which would provide Contractor, his/her spouse or minor child(ren) with personal financial gain as a result of any recommendation, advice or any other action taken by Contractor during the rendition of services under this Agreement.

Contractor's initials JM

District's initials [Signature]

11. Anti-discrimination. Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Compliance and Title IX Officer Paul Idsvoog, by phone at 559-457-3730, by email at Paul.Idsvoog@fresnounified.org, or in person at 2309 Tulare Street Fresno, CA 93721.

12. Termination of Agreement. Either District or Contractor may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice. In the event of early termination, Contractor shall be paid for satisfactory work

performed to the date of termination. The District may then proceed with the work in any manner the District deems proper.

Notwithstanding the expiration or termination of this Agreement for any reason (a) any provision of this Agreement that imposes or contemplates continuing obligations on a Party shall survive the expiration or termination of this Agreement, including without limitation, the rights and duties under Paragraphs 12, 13, 15, and 17; and (b) all undisputed fees due and payable hereunder through the termination date in accordance with Paragraphs 4 and 5.

13. Confidential Information

- a. For the purposes of this Agreement "Confidential Information" includes any written or oral information or data, disclosed by either Party to the other, which may include, without limitation, information relating to technical, financial, personnel, personal employee information, the network, corporate, administration, plan design, benefits or contractual affairs of either Party or a third party that has been identified as confidential or that by the nature of the circumstances surrounding disclosure ought reasonably to be treated as confidential.
- b. Contractor hereby agrees that it shall not disclose Confidential Information, and any materials, discussions, or other communications concerning Confidential Information to any person or entity, except to its own employees, contractor personnel, and to its attorneys, accountants, consultants and other professional advisors having a "need to know," and who are themselves bound by similar nondisclosure restrictions (collectively, "Representatives"). If Contractor becomes aware of any disclosure or use not in compliance with this Agreement, Contractor shall notify the Committee in writing within three (3) business days. Contractor shall use at least the same degree of care in safeguarding Confidential Information as it uses in safeguarding its own confidential information. Representatives shall be bound to comply with all terms of this Paragraph 13.B. Upon the request of the Committee Contractor shall provide a written acknowledgement from each of its Representatives that said Representative is bound by the terms of this Paragraph 13.B.
- c. Contractor's obligation under this Agreement to not disclose Confidential Information shall not apply to information that: (a) becomes generally available to the public other than as the result of unauthorized disclosure by Contractor or a third party; (b) is independently developed by Contractor without the aid, application or use of Confidential Information; or (c) was received by Contractor on a non-confidential basis prior to receipt from the District or from a third-party lawfully possessing and lawfully entitled to disclose such information.
- d. Disclosure of Confidential Information shall not be precluded if such disclosure is: (a) required pursuant to a valid court order; or (b) in the opinion of legal counsel for Contractor, is otherwise required by law, provided that in either circumstance:
 - i. Contractor shall furnish the District with a copy of the demand, summons, subpoena or other legal process to compel such disclosure;
 - ii. Contractor shall give the District reasonable prior notice of its intention to disclose Confidential Information in order to allow the Committee an opportunity to seek appropriate protection; and
 - iii. Contractor shall take all reasonable steps including, without limitation, the pursuit of a protective order, to restrict the disclosure of Confidential Information to the greatest extent possible.
- e. All Confidential Information provided by the District to Contractor is and shall forever remain the sole and exclusive property of the Committee and District. By granting access to Confidential Information, the District does not grant any express or implied right to Contractor to use, publish or disclose any Confidential Information. After its review of the Confidential Information Contractor will return to the District all Confidential Information disclosed to it (including copies or summaries of Confidential Information), or with the District's permission destroy the Confidential Information and certify in writing that it has been destroyed.

14. Injunctive Relief. Each Party acknowledges that a breach or threatened breach of this Agreement may cause immediate and irreparable harm to the District and that, to protect against such harm, the District may seek from a court of competent jurisdiction the issuance of a restraining order or injunction to prohibit any threatened disclosure

or misuse of the District's Confidential Information. Such an action for a restraining order or injunction is in addition to and does not limit all other remedies provided by law or in equity or by agreement between the Parties.

15. Indemnification and Hold Harmless. To the fullest extent allowed by law, the Contractor shall defend, indemnify and hold District, its agents, employees, Board of Trustees, members of the Board of Trustees, officials, officers, volunteers, and representatives ("Indemnitees") free and harmless from any and all claims, demands, negligence (including the active or passive negligence of Indemnitees, regardless of whether sole or otherwise, as allowed by law), causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death, (collectively "Loss") to the extent arising out of or incident to: 1) the performance or breach of any of the terms and conditions of the contract (including but not limited to) the Contractor's use of the site; or 2) any acts, omissions, negligence, in connection with the performance of Services or otherwise arising from this Contract ("Indemnification"); or 3) the willful misconduct of the Contractor or their respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. The Contractor's Indemnification includes, but is not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses.

a. The Contractor's defense obligations (with counsel approved by District), shall arise immediately upon tender of any of the Indemnitees, and the defense shall be paid at Contractor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against any of the Indemnitees, notwithstanding whether liability is, can be or has yet been established.

b. The Contractor shall pay and satisfy any judgment, award or decree that may be rendered against any of the Indemnitees, in any such suit, action or other legal proceeding. The Contractor shall reimburse Indemnitees, and each of them, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided.

c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

16. Insurance. Without limiting "Contractor" indemnification, it is agreed that "Contractor" shall secure and maintain in force during the term of this Agreement a Commercial General Liability policy (Contractual liability included) utilizing an occurrence policy form, with limits of not less than one million (\$1,000,000) dollars per occurrence, two million (\$2,000,000) annual aggregate limit. Business automobile Liability Insurance shall be maintained for owned, scheduled, non-owned or hired automobiles with a combined single limit not less than one million (\$1,000,000) dollars per occurrence. In the event "Contractor" is working with students individually or providing professional services to students, "Contractor" shall maintain a policy providing coverage for sexual molestation and/or abuse claims. In the event that "Contractor's" Commercial General liability policy excludes coverage for sexual molestation and/or abuse claims shall be required to procure a separate or supplemental policy providing such coverage. The limits of coverage for the abuse and molestation policy shall be not less than \$1,000,000 per claim and \$3,000,000 aggregate. If any of the required policies provide coverage on a claims-made basis then the following shall apply; 1) The retroactive date must be shown, and must be before the date of the contract or the beginning of contract work; 2) Insurance must be maintained and evidence of insurance must be provided for at least five (5) years after completion of the contract work; (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the contract effective date, the Contractor must purchase "extended reporting" coverage for a minimum of five (5) years after completion of work. Self-insured retentions must be declared to and approved by District. The District may require "Contractor" to provide proof of ability to pay losses and related investigations, claims administration and defense expenses within the retention. The policy shall provide, or be endorsed to provide, that the self-insured retention may be satisfied by either the named insured or the District.

The District shall be named as an additional insured on the policies by separate endorsement. A Certificate of Insurance and endorsements shall be attached to the Agreement as proof of insurance. The "Contractor" policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. "Contractor" shall produce the policy for District, upon request.

17. Independent Contractor Status. While engaged in carrying out the terms and conditions of the contract, the Contractor is an independent contractor, and not an officer, employee, agent, partner, or joint venture of the District.
18. Workers' Compensation Insurance. Contractor agrees to provide all necessary workers' compensation insurance for Contractor's employees, if any, at Contractor's own cost and expense.
19. Fingerprinting Requirements. Contractor hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Contractor shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Contractor and its consultants, prior to any of the Contractor's employees, or those of any other consultants, coming into contact with the District's pupils submit through the DISTRICT fingerprints to the Department of Justice (DOJ) for the monitoring and supervision of employee(s) and/or affiliated constituents. Contractor will not begin work on the Project site until obtaining a DOJ cleared status through the DISTRICT. Contractor further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements, including having Consultant certify that none of these employees and/or affiliated constituent(s) will have been convicted of a felony as defined in Education Code section 45122.1. "Fingerprinting Requirements," is expressly understood and agreed to by the parties hereto:

Contractor's initials

JM

District's initials

[Signature]

20. Taxes. Contractor agrees that Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the contractor pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Contractor. District will not withhold FICA (Social Security), state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Contractor is independently responsible for the payment of all applicable taxes.
21. Assignment. The Contractor shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations without the prior written consent of the District.
22. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the contractor and the District and their respective successors and assigns.
23. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.
24. Waiver and Amendments. This Agreement may be amended, modified, superseded, cancelled, renewed or extended, and the terms and conditions hereof may be waived, only by a written instrument signed by the parties or, in the case of a waiver, by the party waiving compliance. The waiver by any party hereto of a breach of any provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach.
25. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate Superior court in Fresno, California.
26. Attorney's Fees. The non-prevailing party in any dispute under this Agreement shall pay all costs and expenses, including expert witness fees and attorney's fees, incurred by the prevailing party in resolving such dispute.

27. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the individual or member of the company or to an officer of the corporation for whom it was intended, or if delivered to or sent by registered or certified mail to the last business address known to the person who gives the notice.

District:

Edward Collins
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor: The Stepping Stones Group

Name: Janine Mahon

Address:

2586 Trailridge Drive East, Ste.
Lafayette, CO 80026

c: Andrew De La Torre
Benefits & Risk Management
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

28. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Contractor agrees that it shall comply with all legal requirements for the performance of its duties under this agreement and that failure to do shall constitute material breach.
29. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
30. Construction. The rule of construction that any ambiguity in an agreement be construed against the drafter of such agreement shall not apply to this Agreement.
31. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.
32. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.
33. Board Approval. For contracts in excess of \$15,000.00, the effectiveness of this Agreement is contingent upon the approval of the Fresno Unified School District Board of Education.

Executed at Fresno, California, on the date and year first written above.

DISTRICT

Fresno Unified School District

Santino Dunisi, Interim Chief Financial Officer

Date

CONTRACTOR

The Stepping Stones Group

Janine Mahon

Name: Janine Mahon, Title: Director of Career and

February 11, 2021

Date

Approved As To Form:

Andrew De La Torre

Andrew De La Torre, Executive Director
Benefits and Risk Management

2/12/2021

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-21

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Change Orders for the Projects Listed Below

ITEM DESCRIPTION: Included in the Board binders is information on Change Orders for the following projects:

Bid 20-19, Fresno High School Career Technical Education (CTE) Building Construction
Change Order 4 includes but may not be limited to: relocate existing sewer, storm drain, and irrigation lines; install new conduits for fire alarm and low voltage systems; replace electrical vault lids; and increase contract duration by 10 days.

Original Contract Amount:	\$ 7,814,000
Change Order(s) previously ratified:	\$ 108,124
Change Order 4 presented for ratification:	\$ 84,106
New Purchase Order Amount:	\$ 8,006,230

Bid 21-04, McLane High School New CTE Digital Media Arts Lab
Change Orders 2 and 3 include but may not be limited to: remove abandoned air lines; patch masonry walls; install data infrastructure for wireless access points; provide new sheet metal duct covers; provide fire caulking at existing rated walls; credit to district for electrical work not required; and increase contract duration by six days.

Original Contract Amount:	\$ 924,723
Change Order(s) previously ratified:	\$ 26,030
Change Order 2 and 3 presented for ratification:	\$ 10,797
New Purchase Order Amount:	\$ 961,550

Bid 21-07, McLane High School Fire Alarm Upgrade
Change Order 2 includes but may not be limited to: replace and relocate existing devices; add smoke detectors and speaker/strobes at portables; and add monitoring modules in control panel for existing duct smoke detectors.

Original Contract Amount:	\$ 1,355,000
Change Order(s) previously ratified:	\$ 61,825
Change Order 2 presented for ratification:	\$ 22,099
New Purchase Order Amount:	\$ 1,438,924

Bid 21-10, Ewing Elementary School Early Learning Buildings and Parking Lot Improvements
Change Order 1 includes but may not be limited to: remove and replace unsuitable soils;
abandon existing drywell; relocate irrigation main; and increase contract duration by nine days.

Original Contract Amount:	\$ 4,189,000
Change Order(s) previously ratified:	\$ 0
Change Order 1 presented for ratification:	\$ 29,213
New Purchase Order Amount:	\$ 4,218,213

Bid 21-24, Columbia Elementary School Classroom Building Addition

Change Order 1 includes but may not be limited to: remove one additional tree; change in play structure surfacing; modify storm drain structure; upgrade HVAC filters; relocate irrigation main; remove debris found in subgrade; install temporary walkways and traffic markings; and credit to district for work not required at existing Kindergarten classrooms.

Original Contract Amount:	\$ 7,661,507
Change Order(s) previously ratified:	\$ 0
Change Order 1 presented for ratification:	\$ - 48,652
New Purchase Order Amount:	\$ 7,612,855

All requests for a change to the project are subject to multiple layers of review and evaluation, by both the project team (designer, contractor, DSA inspector, project manager) and district management. Final approval for modification to the contract, resulting in a change order, is by the district. Each item in a change order is the result of one of the following: district request; unknown, unforeseen or hidden condition; designer error/omission; or regulatory requirement. Change order costs are tracked by item and responsibility identified. Change orders can also include credits to the district.

FINANCIAL SUMMARY: Sufficient funding in the amount of \$117,002 is available in the Measure X Fund for Bids 20-19, 21-04 and 21-07; \$29,213 is available in the School Facilities Fund for Bid 21-10.

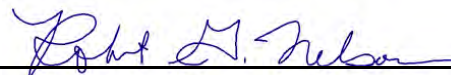
PREPARED BY: Ann Loorz,
Executive Director, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:







CHANGE ORDER

PROJECT NAME:

Fresno High School CTE
1839 N. Echo Avenue
Fresno, CA 93704

CHANGE ORDER No. :**004**

DSA File No. :

10-H8

Application No. :

02-117712**CONTRACTOR :**

Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :

17-74

FUSD BID/CONTRACT No. :

2019

CONTRACTOR P.O. No. :

549688

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 7,814,000.00
Net change by previously authorized Change Orders	\$ 108,123.86
The Contract Sum prior to this Change Order was	\$ 7,922,123.86
The Contract Sum will be adjusted by	\$ 84,105.75
The new Contract Sum, including this Change Order will be	\$ 8,006,229.61
The Contract Completion date prior to this Change Order was	8/12/2021
The Contract Time will be adjusted by	10 Days
The new Contract Completion date, including this Change Order is therefore	8/22/2021

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:**SIM-PBK.**

7790 N. Palm Avenue
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Raleigh Sullivan, AIA

Date: **4/16/2021****Accepted by:**

Davis Moreno Construction
4720 N. Blythe Avenue
Fresno, CA 93722

CONTRACTOR:

By: Stephen Davis

Date: **4/17/2021****Authorized by:**

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: **4/22/2021**

You are directed to make the following changes in this Contract:

Item 4-1

DESCRIPTION OF CHANGE:

Remove and reroute existing sewer and storm drain around new building pad.

REASON FOR CHANGE:

Existing underground sewer and storm drain lines in conflict with new work. Initial design assumed clearance between new work and existing utilities.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

CCR #026, BLL#001

Amount of this Change Order Item:

Increase \$ 68,131.18

Time adjustment by this Change Order Item:

Increase 10 Days

Item 4-2

DESCRIPTION OF CHANGE:

Provide and install (4) 4" conduits for fire alarm, site conduits to be in joint trench with other low voltage system to Royce Hall point of connection.

REASON FOR CHANGE:

Site underground for low voltage building systems not shown in contract documents.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

CCR #027, BLL#025

Amount of this Change Order Item:

Increase \$ 3,117.84

Time adjustment by this Change Order Item:

Increase 0 Days

Item 4-3

DESCRIPTION OF CHANGE:

Replace existing electrical vault with traffic rated vault and lid.

REASON FOR CHANGE:

Existing electrical vault changed to traffic rated to allow for integration with site elevation changes.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

CCR #029, BLL #038

Amount of this Change Order Item:

Increase \$ 8,812.29

Time adjustment by this Change Order Item:

Increase 0 Days

CHANGE ORDER

Item 4-4**DESCRIPTION OF CHANGE:**

Remove and relocate existing underground irrigation valve on west side of site.

REASON FOR CHANGE:

Existing underground irrigation valve intruding into new fire lane.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

CCR #031, RFI #068

Amount of this Change Order Item:

Increase \$ 2,697.71

Time adjustment by this Change Order Item:

Increase 0 Days

Item 4-5**DESCRIPTION OF CHANGE:**

Relocate existing stepdown transformer and panel. Provide new house keeping pad in new location.

REASON FOR CHANGE:

Existing stepdown transformer and panel interferes with new building foundation.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

CCR #032, BLL #016

Amount of this Change Order Item:

Increase \$ 1,346.73

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 84,105.75

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 10 Days

*** End of CHANGE ORDER ***



CHANGE ORDER

PROJECT NAME:

New CTE Digital Media Arts Lab.
McLane High School
2727 N. Cedar Ave., Fresno, CA 93703

CHANGE ORDER No. :**002**

DSA File No. :

10-H8

Application No. :

02-118040

CONTRACTOR :

Davis Moreno Construction inc.,
4720 N. Blythe Ave.
Fresno, CA 93722

DESIGNER'S PROJECT No. :

17100

FUSD BID/CONTRACT No. :

21-04 BidA

CONTRACTOR P.O. No. :

693289A

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 924,723.00
Net change by previously authorized Change Orders	\$ 26,029.81
The Contract Sum prior to this Change Order was	\$ 950,752.81
The Contract Sum will be adjusted by	\$ 1,031.27
The new Contract Sum, including this Change Order will be	\$ 951,784.08
The Contract Completion date prior to this Change Order was	January 5, 2021
The Contract Time will be adjusted by	(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore	January 5, 2021

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:

Darden, Architects, INC.
6790 N. West Avenue
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Mike Fennacy, AIA

Date: 1/21/2021

Accepted by:

Davis Moreno Const., Inc
4720 N. Blythe Ave
Fresno, CA 93722

CONTRACTOR:

By: Stephen Davis, President

Date: 1/24/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger | Asst. Sup.

Date: 2/05/2021

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Provide a credit for all labor, materials and equipment related to omitting new electrical power and conduit raceway to new HVAC equipment from new electrical 'Panel B'.

REASON FOR CHANGE:

During the course of construction , A/E determined that after the removal of abandoned circuits, existing electrical 'Panel AC-2' had capacity to support the new HVAC equipment. The proximity of 'Panel AC-2' to the new HVAC equipment would result in a shorter run of electrical pathway and conductors.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

RFI-21

Amount of this Change Order Item:

Decrease \$ (2,086.08)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-2

DESCRIPTION OF CHANGE:

Provide a credit for all labor, materials and equipment related to omitting the specified new electrical outlets on the North and West walls of the Collaboration Room T8.1

REASON FOR CHANGE:

During the course of construction , the A/E team determined that the existing electrical outlets in the North and West walls of the new Collaboration Room, were in good condition and could remain in use.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

RFI-22

Amount of this Change Order Item:

Decrease \$ (634.95)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-3

DESCRIPTION OF CHANGE:

Provide all labor, materials and equipment as required to remove existing abandoned air lines above the existing ceiling and at walls, in new CTE classroom and studios, cap air line at wall line.

REASON FOR CHANGE:

During the course of construction, existing abandoned air lines were discovered above the ceiling. The air lines extend below the new finished ceiling surface, and therefore required removal.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

N/A

Amount of this Change Order Item:

Increase \$ 940.78

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

Item 2-4

DESCRIPTION OF CHANGE:

Provide all labor, materials and equipment as required to revise specified pre-finished metal panels to a Galvanized finish and paint to match existing adjacent wall color.

REASON FOR CHANGE:

Pre-finished metal panel selection was not available in a color that would match painted existing adjacent walls.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

SI-08

Amount of this Change Order Item:

Increase \$ 1,768.80

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-5

DESCRIPTION OF CHANGE:

Provide all labor, materials and equipment as required to furnish and provide grout patching at existing cored holes in west masonry wall of Collaboration RM T8.1. Grind all patches smooth and paint to match wall color.

REASON FOR CHANGE:

The originally specified Tack board wall finish could not be installed due to numerous existing surface mounted conduits scheduled to remain. Therefore, existing abandoned cored holes in the wall were required to be sealed, patched and painted to provide a finished appearance.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

SI-14

Amount of this Change Order Item:

Increase \$ 2,040.72

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-6

DESCRIPTION OF CHANGE:

Provide a credit for all labor, materials and equipment related to omitting the new continuous concrete walkway and new dispersal area West of 'T - building'. Provide new asphalt paving at entire access drive.

REASON FOR CHANGE:

During construction and after project bid, A/E determined that the new concrete walk and dispersal area was not required, this allowed for the entire access drive to be paved with new asphalt.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

SI-10

Amount of this Change Order Item:

Decrease \$ (998.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 1,031.27

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS



CHANGE ORDER

PROJECT NAME:

New CTE Digital Media Arts Lab
McLane High School
2727 N. Cedar Ave, Fresno CA 93703

CHANGE ORDER No. :**003**

DSA File No. :

10-H8

Application No. :

02-118040**CONTRACTOR :**

Davis Moreno Construction Inc
4720 N. Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. :**17100****FUSD BID/CONTRACT No. :****21-04 Bid A****CONTRACTOR P.O. No. :****693289A**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 924,723.00
Net change by previously authorized Change Orders	\$ 27,061.08
The Contract Sum prior to this Change Order was	\$ 951,784.08
The Contract Sum will be adjusted by	\$ 9,764.90
The new Contract Sum, including this Change Order will be	\$ 961,548.98
The Contract Completion date prior to this Change Order was	1/5/2021
The Contract Time will be adjusted by	(6) Calendar Days
The new Contract Completion date, including this Change Order is therefore	1/11/2021

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:

Darden Architects, INC.
6790 N West Ave
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Michael K. Fennacy,

Date: 2/8/2021

Accepted by:

Davis Moreno Const., Inc.
4720 N. Blythe Ave
Fresno CA 93722

CONTRACTOR:

By: Stephen Davis

Date: 2/8/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 2/10/2021

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:

Provide all labor and materials as required to furnish and install new data support fore wireless access point in Rm #T8.1, and provide raceway from sound booth counter to equipment cabinet in South Booth.

REASON FOR CHANGE:

This required scope of work was not included in the Contract Documents

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

SI-012

Amount of this Change Order Item:

Increase \$ 6,024.18

Time adjustment by this Change Order Item:

Increase 0 Day

Item 3-2

DESCRIPTION OF CHANGE:

Provide all labor, materials and equipment as required to furnish and install new weather tight sheet metal covers at exposed openings at exterior SE corner of building. Paint covers to match wall color.

REASON FOR CHANGE:

Demolished exterior ducts left exposed openings in the exterior wall. Contract documents did not include this scope of work

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

RFP-06

Amount of this Change Order Item:

Increase \$ 2,194.50

Time adjustment by this Change Order Item:

Increase 4 Days

Item 3-3

DESCRIPTION OF CHANGE:

Provide all labor and materials required to furnish and install new fire caulking at existing penetrations through fire rated wall.

REASON FOR CHANGE:

During demolition it was discovered that fire caulking was missing at existing pipe penetrations into fire rated walls.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

SI-016

Amount of this Change Order Item:

Increase \$ 697.40

Time adjustment by this Change Order Item:

Increase 2 Days



CHANGE ORDER

Item 3-4

DESCRIPTION OF CHANGE:

Provide all labor, materials and equipment as required to remove and dispose of existing debris.

REASON FOR CHANGE:

Existing debris and materials were left in the new construction area

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 848.82

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 9,764.90

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 6 DAYS

*** End of CHANGE ORDER ***



CHANGE ORDER

PROJECT NAME:

McLane HS Fire Alarm Upgrade
McLane HS, 2727 N Cedar Ave
Fresno, CA 93703

CHANGE ORDER No. :**002**

DSA File No. :

10-H8

Application No. :

02-118223**CONTRACTOR :**

EKC Enterprises, Inc.
4658 E. Weathermaker Ave.
Fresno, CA 93703

DESIGNER'S PROJECT No. :**11482****FUSD BID/CONTRACT No. :****21-07****CONTRACTOR P.O. No. :****694495**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 1,355,000.00
Net change by previously authorized Change Orders	\$ 61,824.51
The Contract Sum prior to this Change Order was	\$ 1,416,824.51
The Contract Sum will be adjusted by	\$ 22,098.76
The new Contract Sum, including this Change Order will be	\$ 1,438,923.27
The Contract Completion date prior to this Change Order was	11-Jun-21
The Contract Time will be adjusted by	(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore	11-Jun-21

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:**TETER, LLP**

7535 N. Palm Ave., Ste 201
Fresno, CA 93711

ARCHITECT/ENGINEER:

Bryan A. Glass
Digitally signed by Bryan A. Glass
DN: cn=USA, email=bryan.glass@teter.com,
o=TETER, ou=LLP, cn=Bryan A. Glass
Date: 2021.04.15 14:23:55-0700

By: Bryan Glass, PE

Date: 04-15-2021

Accepted by:**EKC Enterprises, Inc.**

4658 E. Weathermaker Ave.
Fresno, CA 93703

CONTRACTOR:



By: Greg Alavezos

Date: April 13, 2021

Authorized by:**Fresno Unified School District**

4600 N. Brawley
Fresno, CA 93722

OWNER:


By: Alex Belanger / Asst. Sup.

Date: 4/19/2021

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Replace one existing wall mounted combination horn strobe with one new combination speaker strobe in place and provide one additional ceiling mounted strobe at Mezzanine level in Building E

REASON FOR CHANGE:

Mezzanine level requires notification coverage. Required devices not shown in contract documents.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

SI-01

Amount of this Change Order Item:

Increase \$2,268.48

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-2

DESCRIPTION OF CHANGE:

Relocate existing fire alarm device in CTE building room Green rooms 101 and 103 from wall mounted speaker strobes to ceiling mounted speaker strobes.

REASON FOR CHANGE:

Relocation from back wall of video production green room required to not interfere with video production.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

SI-02

Amount of this Change Order Item:

Increase \$1,332.79

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$3,601.27

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-3

DESCRIPTION OF CHANGE:

Provide and install additional smoke detectors and speaker strobes in Portable Classrooms P1, P8, P4, P7, and P22.

REASON FOR CHANGE:

Portable units were modified to create additional office spaces not shown on record drawings; all rooms are required to have fire alarm devices.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

SI-03

Amount of this Change Order Item:

Increase \$14,147.58

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-4

DESCRIPTION OF CHANGE:

Provide new fire alarm monitor modules to monitor existing duct smoke detectors in the gymnasium and provide additional smoke detectors in the locker rooms of building J and Library.

REASON FOR CHANGE:

Existing duct detectors are unable to communicate with the new fire alarm system. Additional smoke detectors at Gym and Library required to meet code requirements.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

SI-04_R1

Amount of this Change Order Item:

Increase \$4,349.91

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$22,098.76

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

*** End of CHANGE ORDER ***



CHANGE ORDER

PROJECT NAME:

New K Building at Ewing Elementary School
4873 East Olive Ave.
Fresno, CA 93727

CHANGE ORDER No. :**001**

DSA File No. :

10-48

Application No. :

02-117886**CONTRACTOR :**

Divcon Incorporated
2882 Larkin Ave. Suite. B
Clovis, CA 93612

DESIGNER'S PROJECT No. :**1711****FUSD BID/CONTRACT No. :****21-10****CONTRACTOR P.O. No. :****696158**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 4,189,000.00
Net change by previously authorized Change Orders	\$ -
The Contract Sum prior to this Change Order was	\$ 4,189,000.00
The Contract Sum will be adjusted by	\$ 29,212.64
The new Contract Sum, including this Change Order will be	\$ 4,218,212.64
The Contract Completion date prior to this Change Order was	7-Dec-21
The Contract Time will be adjusted by	(9) Calendar Days
The new Contract Completion date, including this Change Order is therefore	16-Dec-21

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:

TAM+CZ Architects, INC.
5650 N. Fresno St. #110
Fresno, CA 93710

ARCHITECT/ENGINEER:

By: Rod Andreasen

Date: 4/19/2021

Accepted by:

Divcon Incorporated
2882 Larkin Ave. Suite. B
Clovis, CA 93612

CONTRACTOR:

By: John Gandy

Date:

Digitally signed by John Gandy
DN: C=US,
E=john@divconinc.com,
O=Divcon Inc., CN=John Gandy
Location: Clovis
Reason: I am approving this document
Contact Info: 559-490-0205
Date: 2021.04.16
14:22:01-07'00

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date:

CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Provide all labor and materials as required to remove standing water and unsuitable soils from the over excavation and replace with suitable soil.

REASON FOR CHANGE:

Unmarked water line damaged during earthwork filled excavation with water and unsuitable soils requiring removal.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:
Time adjustment by this Change Order Item:

Increase \$ 11,148.84
Increase 7 Days

Item 1-2

DESCRIPTION OF CHANGE:

Abandon Existing Drywell In Place. Excavate & remove structure piping & drain inlet. Fill structure with 2-sack slurry to 3/4 full, then break remaining inwards & compact.

REASON FOR CHANGE:

During excavation of the K-1 Building a drywell was uncovered. This is not shown on the contract documents.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:
Time adjustment by this Change Order Item:

Increase \$ 5,176.42
Increase 2 Days

Item 1-3

DESCRIPTION OF CHANGE:

Relocation of irrigation main line supply to booster pump. Change irrigation control system from "two-wire" digital controls to conventional wire and control valves.

REASON FOR CHANGE:

Existing irrigation main in conflict with new building location. Not shown on as-built drawings or included in contract scope of work. Irrigation controls revised to match existing system on the site.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:
Time adjustment by this Change Order Item:

Increase \$ 12,887.38
Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 29,212.64

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 9 DAYS

*** End of CHANGE ORDER ***



CHANGE ORDER

PROJECT NAME:

Classroom Building Addition
Columbia Elementary School
1025 S. Trinity St, Fresno CA 93706

CHANGE ORDER No. :**001**

DSA File No. :

10-48

Application No. :

02-117287**CONTRACTOR :**

Davis Moreno Construction Inc
4720 N. Blythe
Fresno CA 93722

DESIGNER'S PROJECT No. :**1813****FUSD BID/CONTRACT No. :****21-24****CONTRACTOR P.O. No. :****697486**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

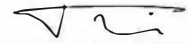
The original Contract Sum was	\$ 7,661,507.00
Net change by previously authorized Change Orders	\$ -
The Contract Sum prior to this Change Order was	\$ 7,661,507.00
The Contract Sum will be adjusted by	\$ (48,651.94)
The new Contract Sum, including this Change Order will be	\$ 7,612,855.06
The Contract Completion date prior to this Change Order was	5/19/2022
The Contract Time will be adjusted by	(0) Calendar Days
The new Contract Completion date, including this Change Order is therefore	5/19/2022

NOTE: Contractor agrees to furnish all labor and materials and perform all of the work described herein, in accordance with the above terms and in compliance with the Contract Documents. The amount of the charges under this Change Order is limited to the charges allowed under the General Requirements. The adjustment in the Contract Sum, if any, and the adjustment in the Contract Time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the Contract Time and Contract Sum due to the Contractor arising out of the change in the work covered by this Change Order.

Recommended by:

Darden Architects, Inc.
6790 N. West Avenue
Fresno, CA 93711

ARCHITECT/ENGINEER:


By: Antonio J. Avila

Date: 4/15/2021**Accepted by:**

Davis Moreno Construction Inc
4720 N. Blythe Fresno
CA 93722

CONTRACTOR:


By: JR Moreno

Date: 4/16/2021**Authorized by:**

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:


By: Alex Belanger

Date: 4/21/2021

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Building A - Removal for all work associated to the installation of the doors in the Kindergarten Classroom

REASON FOR CHANGE:

The scope is being removed from the project.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFP-02

Amount of this Change Order Item:

Decrease \$ (9,804.03)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-2

DESCRIPTION OF CHANGE:

All labor, materials, equipment required to remove one existing tree along "A" Street north of the new parking lot

REASON FOR CHANGE:

The existing tree is in conflict wit the new work

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFI-06

Amount of this Change Order Item:

Increase \$ 1,196.69

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-3

DESCRIPTION OF CHANGE:

Modifications to Playground - revise playground surfacing with fiber in lieu of rubber play surface tiles

REASON FOR CHANGE:

District elected to change playground surfacing to accelerated installation schedule to accommodate school re-opening

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

SI-06.1R

Amount of this Change Order Item:

Decrease \$ (57,070.76)

Time adjustment by this Change Order Item:

Increase 0 Days

CHANGE ORDER

Item 1-4

DESCRIPTION OF CHANGE:

Provide all labor, equipment and materials to remove existing tree at southeast corner of new building pad

REASON FOR CHANGE:

The existing tree is in conflict with the new building over excavation

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

RFI-004

Amount of this Change Order Item:

Increase \$ 770.00

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-5

DESCRIPTION OF CHANGE:

Provide all labor, equipment and materials to add a V12 box extension to the drain inlet in new play structure pit

REASON FOR CHANGE:

Design documents omitted the extension to accommodate shallow drain lines and minimize standing water; subsequent request by District to add extension and drain sump area

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFP-003; RFI-009

Amount of this Change Order Item:

Increase \$ 2,256.10

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-6

DESCRIPTION OF CHANGE:

Provide all labor, equipment and materials to change filters in A/C unit schedule to Type AP Thirteen & Efficiency (MERV) to 13

REASON FOR CHANGE:

District standard filtration requirements for HVAC systems have been increased to MERV-13

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFP-04

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-7

DESCRIPTION OF CHANGE:

Provide all labor, equipment and materials to re-route irrigation wires and move irrigation valve out of playground area

REASON FOR CHANGE:

Irrigation wires were not identified on as-built drawings or District GPR. Existing irrigation control valve was buried and not identified on site survey documents

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFI-014

Amount of this Change Order Item:

Increase \$ 3,635.42

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-8

DESCRIPTION OF CHANGE:

Provide all labor, equipment and materials to remove and dispose of concrete and rebar encountered during earthwork excavation

REASON FOR CHANGE:

Unforeseen concrete debris, rebar and trash discovered during excavation for building pad and play structure

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 1,976.84

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-9

DESCRIPTION OF CHANGE:

Add new temporary walkway from north end of existing portables to Multi-Purpose Building

REASON FOR CHANGE:

Temporary walkway installed to allow a one-way traffic pattern to portable classroom wing and better separate work areas from ongoing campus operations

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 5,387.80

Time adjustment by this Change Order Item:

Increase 0 Days

CHANGE ORDER

Item 1-10**DESCRIPTION OF CHANGE:**

Provide all labor, equipment and materials to add striping at temporary Parking Lot 3 and mobilization costs to re-stripe

REASON FOR CHANGE:

Striping in temporary parking lot not shown on contract documents

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

RFI-011

Amount of this Change Order Item:

Increase \$ 3,000.00

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

DECREASE \$ (48,651.94)

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

*** End of CHANGE ORDER ***

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-22

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Purchase Orders from February 01, 2021 through February 28, 2021

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from February 01, 2021 through February 28, 2021. Purchase orders for \$10,000 or more are presented first, followed by purchase orders for less than \$10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided.

Excluded from the report is a purchase order for the Fresno Police Department, which represents the 2020/21 contracted amount for Student Resource Officer services. City and district staff are negotiating a reduced amount, in recognition of limited service demand during the period of school closure. That purchase order will be submitted for ratification in the future.

For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists.

FINANCIAL SUMMARY: Funding is noted on the attached pages.

PREPARED BY: Ann Loorz,
Executive Director, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





THE FOLLOWING PURCHASE ORDERS ARE FOR \$10,000 OR MORE

**PURCHASE ORDERS DATED
FEBRUARY 01, 2021 TO FEBRUARY 28, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
ALL AMERICAN SPORTS USA BELOW BID LIMIT (PCC 20111)	0567	697866	030	0172	\$15,000.00
A-MARK T-SHIRT, INC. BELOW BID LIMIT (PCC 20111)	0725	697782	030	0173	\$40,000.00
APPLE COMPUTER, INC. BOE 12/09/2020 A-6 (PIGGYBACK)	0786	698379	060	6500	\$33,058.02
APPLE COMPUTER, INC. BOE 12/09/2020 A-6 (PIGGYBACK)	1785	698386	030	0188	\$16,342.26
ASSESSMENT TECHNOLOGIES, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0670	691604	110	3555	\$10,975.00
ATKINSON, ANDELSON, LOYA, RUUD & ROMO BOE 06/17/20 A-6	1870	692479	030	0690	\$175,000.00
BLAIR, CHURCH & FLYNN RFQ 17-05	1395	554665	350	0917	\$13,209.26
BSN SPORTS, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0415	698447	030	0172	\$14,458.29
CALIBER CONTRACTING SERVICES, INC. BOE 01/08/14 A-10 (CUPCCAA)	1155	698194	350	0917	\$58,000.00
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0415	698011	030	7090	\$12,805.41
CDW GOVERNMENT, INC. CDW GOVERNMENT, INC.	0790	698036	060	4124	\$571.21
BOE 06/17/20 A-14 (PIGGYBACK)	0790	698036	060	6010	\$112,721.56
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0885	697869	030	0143	\$42,110.25
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0885	698393	030	0140	\$14,215.16
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1185	697803	350	0912	\$29,607.36
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1785	698332	030	0188	\$19,971.06
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	697469	030	0716	\$42,910.40
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	698026	030	0716	\$927,312.00
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	698029	030	0716	\$82,581.00
CENTRAL SANITARY SUPPLY CO., INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	697538	030	0716	\$22,237.76
CHRISTINE FONSECA	0810	692153	030	0649	\$26,000.00

BELOW BID LIMIT (PCC 20111)					
CITY OF FRESNO/FINANCE DEPT.	0860	698050	030	0693	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1095	697595	350	0912	\$23,900.00
PUBLIC UTILITIES (PCC 10103)					
COMMITTEE FOR CHILDREN	0810	697973	060	7085	\$11,462.09
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CORWIN PRESS	0617	698033	060	3010	\$20,250.00
BOE 1/13/2021 A-5					
COUNTY OF FRESNO	0664	697475	030	0672	\$337,500.00
BOE 12/11/19 A-16					
COURTESY MOVING SERVICE	1185	602455A	350	0917	\$13,000.00
BELOW BID LIMIT (PCC 20111)					
CROWE, LLP	1905	695838	2XB	0917	\$20,000.00
BOE 01/25/17 A-6					
CROWE, LLP	1905	697798	030	0700	\$145,000.00
BOE 01/25/17 A-6					
CROWE, LLP	1905	698251	350	0917	\$18,000.00
BOE 01/25/17 A-6					
CSUF FOUNDATION	0703	697968	060	3010	\$10,000.00
BELOW BID LIMIT (PC 20111)					
DARDEN ARCHITECTS, INC.	1005	698166	350	0917	\$33,420.00
RFQ 20-13					
DARDEN ARCHITECTS, INC.	1145	697855	350	0912	\$596,916.00
RFQ 20-13					
DARDEN ARCHITECTS, INC.	1961	698371	400	0917	\$14,391.25
RFQ 20-13					
DAVE BANG ASSOCIATES, INC. OF CALIFORNIA	1250	698436	350	0916	\$188,940.91
BOE 06/17/20 A-14 (PIGGYBACK)					
DAVIS MORENO CONSTRUCTION, INC.	1095	697486	350	0913	\$7,661,507.00
BID 21-24					
DAVIS MORENO CONSTRUCTION, INC.	1150	604099	350	0913	\$42,208.90
BID 20-11					
DEMCO, INC.	0385	698387	030	0110	\$12,271.87
DEMCO, INC.	0385	698387	030	0172	\$2,693.80
BELOW BID LIMIT (PCC 20111)					
DIGITAL LOGGERS	0919	697404	060	8150	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
DISTRICT MANAGEMENT GROUP, LLC	0900	697361	030	0188	\$275,000.00
BOE 01/13/21 A-15					
DOWNTOWN FORD SALES	1910	697375	130	5310	\$10,183.53
BOE 06/17/20 A-14 (PIGGYBACK)					
DOWNTOWN FORD SALES	1910	697375	130	9071	\$91,651.81
BOE 06/17/20 A-14 (PIGGYBACK)					
DR-GRAPHIX	0860	691951	030	0694	\$31,000.00
BOE 01/13/21 A-19					
ECIFM SOLUTIONS, INC.	0919	698240	060	8150	\$33,790.22

BOE 06/17/20 A-14 (PIGGYBACK)					
EKC ENTERPRISES, INC.	1208	698322	350	0917	\$22,073.13
RFP 18-43					
EKC ENTERPRISES, INC.	1475	698325	350	0917	\$29,527.37
RFP 18-43					
ELIZABETH MAGRUDER	0765	697374	120	5035	\$30,000.00
BOE 01/13/21 A-8					
FAGEN, FRIEDMAN & FULFROST	1930	692561	030	0690	\$50,000.00
BOE 06/17/20 A-6					
FOCUS PACKAGING & SUPPLY, CO.	0780	698017	030	6092	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
FOLLETT SCHOOL SOLUTIONS, INC.	1748	697810	060	6300	\$33,099.27
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FOLLETT SCHOOL SOLUTIONS, INC.	1748	698303	060	6300	\$39,011.25
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
FRESNO METROPOLITAN FLOOD	1185	697694	350	0913	\$91,168.00
PUBLIC UTILITIES (PCC 10103)					
FRESNO METROPOLITAN FLOOD	1578	697477	350	0912	\$51,723.00
PUBLIC UTILITIES (PCC 10103)					
FRESNO PRODUCE, INC.	0005	697600	130	5370	\$46,563.00
BID 20-05					
FRESNO PRODUCE, INC.	0015	697596	130	5370	\$27,132.00
BID 20-05					
FRESNO PRODUCE, INC.	0020	697615	130	5370	\$38,403.00
BID 20-05					
FRESNO PRODUCE, INC.	0025	697617	130	5370	\$33,915.00
BID 20-05					
FRESNO PRODUCE, INC.	0035	697664	130	5370	\$35,037.00
BID 20-05					
FRESNO PRODUCE, INC.	0040	697659	130	5370	\$26,214.00
BID 20-05					
FRESNO PRODUCE, INC.	0045	697619	130	5370	\$45,033.00
BID 20-05					
FRESNO PRODUCE, INC.	0070	697645	130	5370	\$42,534.00
BID 20-05					
FRESNO PRODUCE, INC.	0075	697646	130	5370	\$38,760.00
BID 20-05					
FRESNO PRODUCE, INC.	0090	697647	130	5370	\$41,973.00
BID 20-05					
FRESNO PRODUCE, INC.	0095	697649	130	5370	\$31,007.00
BID 20-05					
FRESNO PRODUCE, INC.	0120	697654	130	5370	\$31,620.00
BID 20-05					
FRESNO PRODUCE, INC.	0135	697656	130	5370	\$37,127.00
BID 20-05					
FRESNO PRODUCE, INC.	0150	697661	130	5370	\$37,332.00
BID 20-05					

FRESNO PRODUCE, INC. BID 20-05	0155	697663	130	5370	\$46,256.00
FRESNO PRODUCE, INC. BID 20-05	0160	697665	130	5310	\$31,161.00
FRESNO PRODUCE, INC. BID 20-05	0175	697666	130	5370	\$28,611.00
FRESNO PRODUCE, INC. BID 20-05	0208	697667	130	5370	\$45,492.00
FRESNO PRODUCE, INC. BID 20-05	0210	697668	130	5370	\$33,966.00
FRESNO PRODUCE, INC. BID 20-05	0215	697729	130	5370	\$35,087.00
FRESNO PRODUCE, INC. BID 20-05	0220	697669	130	5370	\$25,857.00
FRESNO PRODUCE, INC. BID 20-05	0225	697710	130	5370	\$33,405.00
FRESNO PRODUCE, INC. BID 20-05	0250	697711	130	5370	\$21,828.00
FRESNO PRODUCE, INC. BID 20-05	0255	697713	130	5370	\$25,755.00
FRESNO PRODUCE, INC. BID 20-05	0260	697714	130	5370	\$34,221.00
FRESNO PRODUCE, INC. BID 20-05	0270	697715	130	5370	\$21,369.00
FRESNO PRODUCE, INC. BID 20-05	0285	697716	130	5370	\$31,314.00
FRESNO PRODUCE, INC. BID 20-05	0290	697717	130	5370	\$33,762.00
FRESNO PRODUCE, INC. BID 20-05	0295	697718	130	5370	\$32,895.00
FRESNO PRODUCE, INC. BID 20-05	0305	697608	130	5370	\$45,492.00
FRESNO PRODUCE, INC. BID 20-05	0310	697719	130	5370	\$31,773.00
FRESNO PRODUCE, INC. BID 20-05	0315	697720	130	5370	\$23,562.00
FRESNO PRODUCE, INC. BID 20-05	0325	697725	130	5370	\$38,658.00
FRESNO PRODUCE, INC. BID 20-05	0330	697727	130	5370	\$26,316.00
FRESNO PRODUCE, INC. BID 20-05	0340	697732	130	5370	\$28,764.00
FRESNO PRODUCE, INC. BID 20-05	0355	697734	130	5370	\$41,258.00
FRESNO PRODUCE, INC. BID 20-05	0365	697737	130	5370	\$29,172.00
FRESNO PRODUCE, INC.	0370	697739	130	5370	\$42,176.00

BID 20-05					
FRESNO PRODUCE, INC.	0380	697740	130	5370	\$25,653.00
BID 20-05					
FRESNO PRODUCE, INC.	0385	697742	130	5370	\$38,198.00
BID 20-05					
FRESNO PRODUCE, INC.	0410	697745	130	5370	\$37,178.00
BID 20-05					
FRESNO PRODUCE, INC.	0420	697746	130	5370	\$36,567.00
BID 20-05					
FRESNO PRODUCE, INC.	0430	697660	130	5370	\$53,754.00
BID 20-05					
FRESNO PRODUCE, INC.	0435	697747	130	5370	\$21,777.00
BID 20-05					
FRESNO PRODUCE, INC.	0450	697748	130	5370	\$45,747.00
BID 20-05					
FRESNO PRODUCE, INC.	0460	697756	130	5370	\$35,649.00
BID 20-05					
FRESNO PRODUCE, INC.	0465	697758	130	5370	\$39,678.00
BID 20-05					
FRESNO PRODUCE, INC.	0470	697759	130	5370	\$31,314.00
BID 20-05					
FRESNO PRODUCE, INC.	0480	697760	130	5370	\$20,910.00
BID 20-05					
FRESNO PRODUCE, INC.	0485	697763	130	5370	\$38,658.00
BID 20-05					
FRESNO PRODUCE, INC.	0490	697764	130	5370	\$40,800.00
BID 20-05					
FRESNO PRODUCE, INC.	0495	697766	130	5370	\$30,702.00
BID 20-05					
FRESNO PRODUCE, INC.	0500	697767	130	5370	\$24,633.00
BID 20-05					
FRESNO PRODUCE, INC.	0510	697650	130	5370	\$31,773.00
BID 20-05					
FRESNO PRODUCE, INC.	0530	697722	130	5370	\$40,187.00
BID 20-05					
FRESNO PRODUCE, INC.	0535	697730	130	5370	\$40,902.00
BID 20-05					
FRESNO PRODUCE, INC.	0550	697652	130	5370	\$37,434.00
BID 20-05					
FRESNO PRODUCE, INC.	0565	697606	130	5370	\$42,942.00
BID 20-05					
FRESNO PRODUCE, INC.	0567	697757	130	5370	\$48,398.00
BID 20-05					
GC BUILDERS	0175	698081	120	6128	\$11,105.00
BOE 01/08/14 A-10 (CUPCCAA)					
GC BUILDERS	0220	698072	120	6128	\$10,375.00
BOE 01/08/14 A-10 (CUPCCAA)					

GC BUILDERS	0355	697943	030	0113	\$15,325.00
BOE 01/08/14 A-10 (CUPCCAA)					
GC BUILDERS	0385	698080	120	6128	\$14,060.00
BOE 01/08/14 A-10 (CUPCCAA)					
GC BUILDERS	0485	698074	120	6128	\$19,805.00
BOE 01/08/14 A-10 (CUPCCAA)					
GEIL ENTERPRISES, INC.	1561	608038A	350	0917	\$42,445.50
RFP 20-31					
GLEIM-CROWN PUMP, INC.	0919	698189	060	8150	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
HARRISON BROS., INC.	0725	697771	030	0171	\$19,263.21
HARRISON BROS., INC.	0725	697771	030	0173	\$6,000.00
BELOW BID LIMIT (PCC 20111)					
HATMAKER LAW GROUP	1012	692481	030	0690	\$20,000.00
BOE 06/17/20 A-6					
HERITAGE GENERAL	1445	698192	350	0917	\$107,600.00
BOE 01/08/14 A-10 (CUPCCAA)					
HOBART SERVICE	1910	697536	130	5310	\$50,000.00
RFP 21-21					
HOUSING AUTHORITY OF THE CITY OF FRESNO	0765	698012	060	9021	\$40,000.00
BOE 01/13/21 A-16					
HUMAN-I-T	0790	698008	060	6010	\$318,446.50
SOLE SOURCE (PCC 3400)					
HUMAN-I-T	0790	698045	030	0752	\$19,046.80
SOLE SOURCE (PCC 3400)					
IMAGO	0601	698498	060	3010	\$90,000.00
BOE 8/12/21 A-10					
INCLUSIVE TLC, INC.	0552	697932	060	9032	\$19,733.91
BELOW BID LIMIT (PCC 20111)					
J & C BOOKS	1748	697823	060	6300	\$20,676.13
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
J & C BOOKS	1748	697958	060	6300	\$48,005.69
BOE 05/24/06 A-15					
J & C BOOKS	1748	697974	060	6300	\$16,838.32
BOE 05/24/06 A-15					
J & C BOOKS	1748	697978	060	6300	\$42,406.32
BOE 05/24/06 A-15					
J & C BOOKS	1748	698055	060	6300	\$24,649.07
BOE 05/24/06 A-15					
KERN CO. SUPT. OF SCHOOLS	0765	697373	120	5035	\$100,000.00
BOE 01/13/21 A-17					
LANG, RICHERT AND PATCH	1787	692484	030	0690	\$80,000.00
BOE 06/17/20 A-6					
LAWRENCE ENGINEERING GROUP	1145	698320	350	0917	\$21,000.00
RFQ 20-14 SECTION 2					
LEE GRANT INSPECTIONS	1325	697500	350	0917	\$11,400.00
RFQ 20-14 SECTION 8					

LOZANO SMITH, LLP	1870	692487	030	0690	\$15,000.00
BOE 06/17/20 A-6					
MARK WILSON CONSTRUCTION, INC.	1385	697899	350	0917	\$54,000.00
RFQ 20-14 SECTION 14					
MARKO CONSTRUCTION GROUP, INC.	1335	607699	350	0916	\$59,423.52
BID 20-20					
MCEL UNITED, INC.	0702	697817	060	3010	\$48,000.00
BOE 01/13/21 A-7					
MCPHEE MASONRY, INC.	1325	697682	350	0917	\$331,282.00
BID 21-16					
METEOR EDUCATION, LLC	0330	698374	030	0172	\$16,144.25
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0505	697506	030	0115	\$32,216.81
BOE 06/17/20 A-14 (PIGGYBACK)					
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	0701	697585	030	0193	\$17,425.00
BELOW BID LIMIT (PCC 20111)					
OFFICE DEPOT	0150	OD000040485	030	0113	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0265	OD000041393	030	0115	\$15,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0310	OD000040173	030	7090	\$19,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0325	OD000041443	030	0110	\$12,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0410	OD000040498	060	3010	\$13,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0796	OD000041278	030	0667	\$20,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0887	OD000040031	030	0140	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041318	030	0716	\$22,933.89
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041319	030	0716	\$47,532.65
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041324	030	0716	\$33,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1910	OD000041423	130	9068	\$43,810.12
BOE 06/17/20 A-14 (PIGGYBACK)					
OLIVIA LYNCH	0700	697828	060	3010	\$52,000.00
BOE 02/03/21 A-5					
OVERDRIVE, INC.	0679	698402	030	0679	\$20,895.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
PAPE MATERIAL HANDLING	0919	691075	060	8150	\$25,000.00
BELOW BID LIMIT (PCC 20111)					
PRESENCELEARNING, INC.	0782	694605	060	6500	\$1,909,477.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					

REALLY GOOD STUFF, INC.	0796	697790	030	0667	\$13,999.99
BELOW BID LIMIT (PCC 20111)					
REFRIGERATION SUPP. DIST.	0919	690663	060	8150	\$11,033.92
BELOW BID LIMIT (PCC 20111)					
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	0919	698157	060	8150	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
RESILITE SPORTS PRODUCTS, INC.	0725	697856	030	0172	\$12,244.32
BELOW BID LIMIT (PCC 20111)					
RESILITE SPORTS PRODUCTS, INC.	0725	697858	030	0172	\$12,271.32
BELOW BID LIMIT (PCC 20111)					
REVERE PACKAGING	1910	697460	130	5310	\$31,628.04
BID 20-17					
REXEL USA, INC. DBA PLATT ELECTRIC SUPPLY	0919	690680	060	8150	\$18,065.29
BELOW BID LIMIT (PCC 20111)					
RF CON, INC.	0095	698104	120	6128	\$12,358.00
BOE 01/08/14 A-10 (CUPCCAA)					
RF CON, INC.	0310	698098	120	6128	\$14,443.00
BOE 01/08/14 A-10 (CUPCCAA)					
RF CON, INC.	0430	698090	120	6128	\$14,603.00
BOE 01/08/14 A-10 (CUPCCAA)					
RMA GEOSCIENCE, INC.	1420	698163	350	0917	\$10,121.00
RFQ 20-14 SECTION 9					
ROBOTSHOP, INC.	0790	698321	030	0752	\$4,501.83
ROBOTSHOP, INC.	0790	698321	060	6011	\$36,096.60
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ROSETTA STONE	0758	697525	030	7091	\$15,685.31
BELOW BID LIMIT (PCC 20111)					
SALEM ENGINEERING GROUP, INC.	1325	697496	350	0917	\$16,496.00
RFQ 20-14 SECTION 9					
SCHOOL SPECIALTY, INC.	1895	698432	030	0716	\$21,314.27
BOE 06/17/20 A-14 (PIGGYBACK)					
SCHOOL SPECIALTY, INC.	1895	698445	030	0716	\$10,236.03
BOE 06/17/20 A-14 (PIGGYBACK)					
SCHOOL SPECIALTY, INC.	1895	698450	030	0716	\$15,289.26
BOE 06/17/20 A-14 (PIGGYBACK)					
SIGNATURE SOLUTIONS	0725	697857	030	0173	\$24,900.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SIM ARCHITECTS	1335	697609	140	6205	\$20,000.00
RFQ 20-13					
SPINITAR	0790	697497	060	4124	\$15,005.11
BELOW BID LIMIT (PCC 20111)					
STATE ARCHITECT, DIVISION OF	1010	697498	350	0917	\$18,459.50
PUBLIC AUTHORITY (PCC 10103)					
STATE ARCHITECT, DIVISION OF	1145	698376	350	0912	\$119,150.00
PUBLIC AUTHORITY (PCC 10103)					
STEVE DALE FUCHS DBA FUCHS GENERAL CONTRACTING	1105	697671	140	6205	\$197,750.00

BOE 01/08/14 A-10 (CUPCCAA)					
SUPERIOR TEXT, LLC	1748	697829	060	6300	\$31,613.40
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SUPERIOR TEXT, LLC	1748	697999	060	6300	\$47,521.96
BOE 05/09/07 A-17 SCIENCE					
SUPERIOR TEXT, LLC	1748	698002	060	6300	\$45,242.84
BOE 05/24/06 A-15 SOCIAL STUDIES					
TANGRAM	1335	698395	350	0917	\$49,627.35
BELOW BID LIMIT (PCC 20111)					
TANGRAM	1335	698397	350	0917	\$18,609.40
BELOW BID LIMIT (PCC 20111)					
TETER ARCHITECTS, LLP	0919	697811	350	0917	\$90,000.00
RFQ 20-14 SECTION 2					
TETER ARCHITECTS, LLP	0919	697812	350	0917	\$35,000.00
RFQ 20-14 SECTION 2					
TEXTBOOK WAREHOUSE, LLC	1748	697831	060	6300	\$46,674.63
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
TEXTBOOK WAREHOUSE, LLC	1748	697952	060	3010	\$11,194.36
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
THE HOME DEPOT PRO	1891	697537	030	0716	\$75,978.63
RFP 17-21					
THERMO KING FRESNO, INC.	1910	698421	130	5310	\$30,000.00
RFP 21-21					
TOLLESON'S GOLF CAR, INC.	0335	697476	030	7090	\$10,527.57
BELOW BID LIMIT (PCC 20111)					
US FOODS, INC.	1910	690064	130	5310	\$3,187,942.00
BOE 06/17/20 A-14 (PIGGYBACK)					
VALLEY PRECISION GRADING, INC.	1421	694738	350	0917	\$80,009.80
BID 21-08					
VIATRON SYSTEMS, INC.	0890	697753	030	0708	\$30,000.00
BELOW BID LIMIT (PCC 20111)					
W.O.L.F	0725	698041	030	0173	\$12,936.00
BOE 12/09/20 A-3					
WCT WANDELER CONSULTING AND TRAINING	0127	698497	030	7090	\$14,970.00
BELOW BID LIMIT (PCC 20111)					
WENGER CORPORATION	0421	698398	030	0123	\$11,992.82
BELOW BID LIMIT (PCC 20111)					
WESTERN BUILDING MAT., INC.	1395	697902	350	0916	\$27,551.00
BOE 01/08/14 A-10 (CUPCCAA)					
WORTHINGTON DIRECT	0423	698410	060	3182	\$15,930.72
BELOW BID LIMIT (PCC 20111)					
WORTHINGTON DIRECT	0423	698411	060	3182	\$16,719.84
BELOW BID LIMIT (PCC 20111)					
WORTHINGTON DIRECT	0423	698493	060	3182	\$12,663.94
BELOW BID LIMIT (PCC 20111)					
ZYTECH SOLUTIONS, INC.	0887	690743	030	0140	\$10,000.00
BELOW BID LIMIT (PCC 20111)					

THE FOLLOWING PURCHASE ORDERS ARE UNDER \$10,000

**PURCHASE ORDERS DATED
FEBRUARY 01, 2021 TO FEBRUARY 28, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
1099 PRO, INC.	0890	697378	030	0708	\$302.59
510MEDIA	0755	698422	030	0176	\$9,600.00
A-B-CPR AND FIRST AID TRAINING, INC.	0765	698200	120	9055	\$500.00
ABDO PUBLISHING COMPANY	0235	697309	030	0625	\$1,092.25
ACCREDITING COMMISSION	0145	698063	030	0125	\$1,070.00
ACE PARKING MANAGEMENT, INC.	0885	698164	030	0140	\$450.00
ACE PARKING MANAGEMENT, INC.	0885	698331	030	0140	\$450.00
ACE TROPHY SHOP	0700	698355	030	0606	\$21.06
ACHIEVE3000, INC.	0135	697526	030	7091	\$9,037.44
ADVANTAGE SPECIALTIES	0565	698333	030	0110	\$220.00
ALL AMERICAN SPORTS USA	0417	698119	030	0115	\$643.86
ALL AMERICAN SPORTS USA	0417	698144	030	0115	\$643.86
ALLARD'S, INC.	0155	698201	030	0172	\$425.00
ALLARD'S, INC.	0185	697380	030	0625	\$600.00
ALLARD'S, INC.	0460	698334	030	0171	\$200.00
ALLARD'S, INC.	0460	698335	030	0171	\$200.00
ALLARD'S, INC.	0460	698336	030	0171	\$200.00
ALLARD'S, INC.	0460	698337	030	0171	\$200.00
ALLARD'S, INC.	0460	698340	030	0171	\$200.00
ALLARD'S, INC.	0460	698341	030	0171	\$200.00
ALLARD'S, INC.	0727	697576	030	0169	\$485.00
ALLARD'S, INC.	0727	698423	030	0168	\$850.00
ALLARD'S, INC.	0727	698424	030	0169	\$1,723.81
ALLARD'S, INC.	0727	698425	030	0169	\$850.00
ALLIED STORAGE CONTAINERS, INC.	1095	698071	350	0912	\$1,792.39
ALLIED STORAGE CONTAINERS, INC.	1235	698181	350	0916	\$1,198.53
ALL-PHASE/MEDALLION SUPPLY	0919	690379	060	8150	\$6,802.09
A-MARK T-SHIRT, INC.	0225	695046	030	7090	\$28.23
A-MARK T-SHIRT, INC.	0225	698472	030	0172	\$699.68
A-MARK T-SHIRT, INC.	0330	698202	030	0172	\$4,509.04
A-MARK T-SHIRT, INC.	0415	698203	030	0173	\$4,211.03
A-MARK T-SHIRT, INC.	0415	698204	030	0173	\$1,282.74
A-MARK T-SHIRT, INC.	0445	698049	030	0173	\$1,149.93
A-MARK T-SHIRT, INC.	0475	698176	030	0115	\$4,999.00
A-MARK T-SHIRT, INC.	0500	698272	030	0110	\$1,457.66
A-MARK T-SHIRT, INC.	0710	698271	030	0152	\$2,065.02
A-MARK T-SHIRT, INC.	0885	698270	030	0140	\$4,500.00
AMAZON CAPITAL SERVICES	0810	697781	060	7085	\$4,500.00
AMERICAN COUNCIL FOR SCHOOL SOCIAL WORK	0810	697678	030	0641	\$1,300.00

AMERICAN COUNCIL FOR SCHOOL SOCIAL WORK	0810	697678	060	3010	\$5,200.00
AMERICAN MUSIC	0100	697342	030	7090	\$1,562.37
AMERICAN MUSIC	0421	698099	030	0125	\$1,187.68
AMERICAN MUSIC	0421	698101	030	0125	\$753.64
AMERICAN MUSIC	0450	697917	030	7090	\$190.98
AMERICAN MUSIC	1400	692503	030	7394	\$600.00
AMPCO SYSTEMS PARKING-FRESNO	0700	697752	030	0606	\$105.00
AMPCO SYSTEMS PARKING-FRESNO	0700	697752	030	0675	\$27.00
AMPCO SYSTEMS PARKING-FRESNO	0700	697752	030	0677	\$18.00
ANCORA PUBLISHING	0810	697877	060	7085	\$2,079.60
ANNA G. GUERRA	1920	698259	030	0734	\$150.00
ARCHER AND HOUND	0170	697679	030	0171	\$4,900.00
ARCHER AND HOUND	0200	697308	030	0172	\$153.54
ARCHER AND HOUND	0235	697611	030	7090	\$1,500.00
ARCHER AND HOUND	0421	698205	030	7090	\$2,855.85
ARTISAN MARKETING GROUP	0240	697612	030	7090	\$4,500.00
ARTWORKZ, EMBROIDERY & SCREEN PRINTING	0421	698141	060	722E	\$2,490.00
AT&T MOBILITY	0440	AT000040079A	030	7090	\$67.82
AT&T MOBILITY	0727	AT000040096	030	0168	\$25.11
AT&T MOBILITY	0919	AT000040095	060	8150	\$107.41
AT&T MOBILITY	1910	AT000040098	130	5310	\$40.86
ATASCADERO GLASS, INC.	0919	695628	060	8150	\$2,876.00
ATTAINMENT COMANY, INC.	0290	697676	030	7090	\$106.25
AUTHORIZED VAC & SEW CENTER	0335	697946	060	722B	\$9,273.97
AUTHORIZED VAC & SEW CENTER	0710	698328	030	0152	\$2,588.16
B & H PHOTO-VIDEO, INC.	0422	697449	030	0172	\$3,697.88
B & H PHOTO-VIDEO, INC.	0475	698096	030	0115	\$456.56
B & H PHOTO-VIDEO, INC.	0710	697761	060	6388	\$7,067.84
B & H PHOTO-VIDEO, INC.	0796	697953	030	0667	\$2,342.41
B & H PHOTO-VIDEO, INC.	0860	697588	030	0694	\$127.81
BALLOONS ARE EVERYWHERE, INC.	0105	698022	030	0172	\$500.00
BALLOONS ARE EVERYWHERE, INC.	0130	698478	030	0171	\$500.00
BALLOONS ARE EVERYWHERE, INC.	0235	698483	030	0171	\$400.00
BALLOONS ARE EVERYWHERE, INC.	0445	697878	030	0171	\$405.00
BALLOONS ARE EVERYWHERE, INC.	0445	697878	030	0173	\$1,845.00
BARNES & NOBLE, INC.	0030	697880	030	7090	\$232.23
BARNES & NOBLE, INC.	0045	697312	030	0113	\$581.00
BARNES & NOBLE, INC.	0070	698093	030	7091	\$2,000.00
BARNES & NOBLE, INC.	0100	697786	030	0114	\$165.85
BARNES & NOBLE, INC.	0100	697879	030	7090	\$221.13
BARNES & NOBLE, INC.	0200	697846	030	7090	\$53.88
BARNES & NOBLE, INC.	0270	697381	030	0113	\$400.00
BARNES & NOBLE, INC.	0285	697339	030	7090	\$410.65
BARNES & NOBLE, INC.	0315	697318	030	0113	\$500.00
BARNES & NOBLE, INC.	0315	697548	030	0113	\$500.00

BARNES & NOBLE, INC.	0315	697723	060	3010	\$1,000.00
BARNES & NOBLE, INC.	0475	691916	030	7090	\$500.00
BARNES & NOBLE, INC.	0480	697728	060	3182	\$942.89
BARNES & NOBLE, INC.	0505	698273	030	0625	\$624.87
BARNES & NOBLE, INC.	0567	694916	060	3010	\$890.00
BARNES & NOBLE, INC.	0575	697792	030	7090	\$1,000.00
BARNES & NOBLE, INC.	0725	697959	030	0173	\$815.64
BARNES & NOBLE, INC.	1430	697515	060	3010	\$756.00
BARNES & NOBLE, INC.	1465	698305	060	3010	\$1,000.00
BARNES & NOBLE, INC.	1550	693406	060	3010	\$1,000.00
BEST WEIGHT SCALE CO., INC.	0730	698129	060	5640	\$500.00
BEYNON SPORTS SURFACES, INC.	0919	697827	060	8150	\$1,985.00
BEYOND PLAY	0790	698023	030	0752	\$377.19
BIG 5 SPORTING GOODS CORP.	0100	698014	030	0172	\$650.00
BIG 5 SPORTING GOODS CORP.	0155	698073	030	0172	\$2,000.00
BIG 5 SPORTING GOODS CORP.	0265	697376	030	7090	\$1,000.00
BIG 5 SPORTING GOODS CORP.	0475	690566	030	7090	\$1,500.00
BIG 5 SPORTING GOODS CORP.	0510	698358	030	0110	\$1,600.00
BLACK STUDENTS OF CALIFORNIA UNITED	0725	697970	030	0173	\$6,000.00
BLAIR, CHURCH & FLYNN	1145	697490	350	0912	\$6,200.00
BLICK ART MATERIALS	0185	697479	030	0125	\$1,424.42
BLICK ART MATERIALS	0727	697575	030	0169	\$365.26
BLUFF POINTE GOLF COURSE	0185	698182	030	0172	\$507.00
BLUFF POINTE GOLF COURSE	0395	697900	030	0172	\$822.00
BMI SUPPLY DBA BARBER MARKETING, INC.	1400	697830	030	7394	\$185.03
BOBCAT OF FRESNO	0919	697762	060	8150	\$2,792.58
BODEK AND RHODES, INC.	0230	698274	030	7090	\$3,000.00
BOOT BARNES HOLDINGS	0925	693575	030	7230	\$1,700.00
BRAINPOP.COM, LLC	0070	698196	030	7090	\$875.00
BRAINPOP.COM, LLC	0208	697408	030	0110	\$230.00
BRAINPOP.COM, LLC	0270	698109	030	0113	\$405.00
BRAINPOP.COM, LLC	0500	697651	030	7090	\$3,250.00
BRIGHT MARKET LLC	0885	698297	030	0140	\$250.00
BSN SPORTS, INC.	0030	697597	030	0172	\$4,655.38
BSN SPORTS, INC.	0030	698257	030	0172	\$3,842.62
BSN SPORTS, INC.	0030	698258	030	0181	\$4,904.21
BSN SPORTS, INC.	0140	697853	030	0172	\$5,000.00
BSN SPORTS, INC.	0145	697385	030	0172	\$4,246.48
BSN SPORTS, INC.	0145	697391	030	0172	\$3,946.50
BSN SPORTS, INC.	0145	697672	030	0172	\$4,453.37
BSN SPORTS, INC.	0145	698435	030	0125	\$3,693.94
BSN SPORTS, INC.	0165	697820	030	0172	\$3,166.57
BSN SPORTS, INC.	0170	698439	030	0172	\$462.32
BSN SPORTS, INC.	0225	697814	030	0110	\$1,722.22
BSN SPORTS, INC.	0260	698442	030	0172	\$3,000.00
BSN SPORTS, INC.	0285	697377	030	0172	\$1,170.79
BSN SPORTS, INC.	0395	697383	030	0172	\$1,068.13

BSN SPORTS, INC.	0395	697388	030	0172	\$1,482.08
BSN SPORTS, INC.	0395	698015	030	0172	\$294.19
BSN SPORTS, INC.	0395	698077	030	0172	\$1,542.63
BSN SPORTS, INC.	0415	698430	030	0172	\$4,823.76
BSN SPORTS, INC.	0421	697947	030	0172	\$1,848.76
BSN SPORTS, INC.	0421	697948	030	0172	\$643.33
BSN SPORTS, INC.	0421	698183	030	0172	\$1,196.78
BSN SPORTS, INC.	0445	698075	030	0172	\$3,742.03
BSN SPORTS, INC.	0505	697510	030	0172	\$3,104.32
BSN SPORTS, INC.	0575	697598	030	0172	\$2,937.00
BSN SPORTS, INC.	0575	697901	030	0115	\$216.33
BULLDOG TOWING	0919	697527	060	8150	\$3,000.00
BULLDOG TOWING	1145	698079	350	0913	\$800.00
CADA CENTRAL	0055	697386	030	7090	\$3,842.00
CADA CENTRAL	0185	698160	030	0171	\$349.00
CADA CENTRAL	0230	697613	030	0173	\$299.00
CADA CENTRAL	0421	697453	030	0171	\$399.00
CADA CENTRAL	0423	697384	030	0171	\$1,647.00
CADA CENTRAL	0575	698064	030	7090	\$748.00
CALIF. BAND DIRECTORS ASSOC.	0727	697577	030	0168	\$945.00
CALIF. LANGUAGE TEACHERS ASSOC.	0395	697680	030	7090	\$400.00
CALIFORNIA BUSINESS MACH., INC.	0330	697539	030	7091	\$421.10
CALIFORNIA BUSINESS MACH., INC.	0330	697541	030	7090	\$421.10
CALIFORNIA BUSINESS MACH., INC.	0380	697487	030	0110	\$2,586.00
CALIFORNIA DEPT. OF EDUCATION	1910	697864	130	5310	\$1,300.00
CALIFORNIA EDUCATION SPECIALISTS, INC.	0915	698137	030	0712	\$4,999.00
CALIFORNIA MATHEMATICS COUNCIL	0395	698276	030	7090	\$90.00
CALIFORNIANS DEDICATED TO ED FOUNDATION	0701	697516	060	5827	\$1,706.25
CANVA US, INC.	0235	697655	030	0125	\$119.40
CAPSTONE	0305	697788	030	7091	\$500.00
CAPSTONE	1330	697509	060	3010	\$2,058.23
CAPTUREIT! IMPRINTING	0010	698260	030	0172	\$3,684.65
CAPTUREIT! IMPRINTING	0010	698261	030	0172	\$1,781.59
CAPTUREIT! IMPRINTING	0265	698454	030	0115	\$2,036.84
CAPTUREIT! IMPRINTING	0265	698457	030	7090	\$3,551.30
CAPTUREIT! IMPRINTING	0490	698227	030	0172	\$5,470.00
CAREERSAFE, LLC DBA K2SHARE, LLC	0710	698138	030	0152	\$375.00
CARMEN AGRA MCCUTCHEON DBA DEEDY BOOKING	0285	698206	030	0624	\$2,000.00
CAROLINA BIOLOGICAL SUPPLY, CO.	0145	697466	030	7090	\$470.23
CASBO PROFESSIONAL DEV.	0890	697681	030	0708	\$510.00
CASCWA /SOUTHERN SECTION	0810	697578	030	0137	\$1,400.00
CASCWA /SOUTHERN SECTION	0810	697888	030	0642	\$3,950.00
CASSIDY LECLAIR	0812	698001	030	0137	\$600.00
CAVENDISH SQUARE PUBLISHING	0423	697483	030	0625	\$284.45
CAVENDISH SQUARE PUBLISHING	0423	697494	030	0625	\$1,081.20

CDW GOVERNMENT, INC.	0030	697844	030	0625	\$107.98
CDW GOVERNMENT, INC.	0055	698295	030	0125	\$943.97
CDW GOVERNMENT, INC.	0060	698492	030	0625	\$867.10
CDW GOVERNMENT, INC.	0095	697843	030	0110	\$2,267.48
CDW GOVERNMENT, INC.	0105	698414	030	7090	\$3,244.66
CDW GOVERNMENT, INC.	0125	697348	060	3182	\$2,808.43
CDW GOVERNMENT, INC.	0130	697618	030	0123	\$82.33
CDW GOVERNMENT, INC.	0130	698495	030	0125	\$318.53
CDW GOVERNMENT, INC.	0135	697868	030	0110	\$3,014.31
CDW GOVERNMENT, INC.	0135	697954	030	0110	\$5,023.84
CDW GOVERNMENT, INC.	0140	697921	030	0110	\$1,183.95
CDW GOVERNMENT, INC.	0140	697956	030	0172	\$337.42
CDW GOVERNMENT, INC.	0145	697602	030	7090	\$1,487.92
CDW GOVERNMENT, INC.	0145	697874	060	6385	\$1,434.99
CDW GOVERNMENT, INC.	0170	698092	030	0115	\$1,462.58
CDW GOVERNMENT, INC.	0175	698317	030	7090	\$2,962.83
CDW GOVERNMENT, INC.	0185	697799	030	0125	\$1,105.04
CDW GOVERNMENT, INC.	0200	697875	030	7090	\$215.95
CDW GOVERNMENT, INC.	0208	697582	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0208	698114	030	7090	\$176.00
CDW GOVERNMENT, INC.	0208	698496	030	7090	\$2,377.61
CDW GOVERNMENT, INC.	0210	698199	030	0110	\$421.10
CDW GOVERNMENT, INC.	0220	697462	030	7090	\$270.80
CDW GOVERNMENT, INC.	0220	698134	030	0110	\$936.14
CDW GOVERNMENT, INC.	0230	697797	030	7090	\$8,896.62
CDW GOVERNMENT, INC.	0230	698416	030	7090	\$1,229.83
CDW GOVERNMENT, INC.	0235	697805	030	7090	\$1,098.20
CDW GOVERNMENT, INC.	0235	697807	030	7090	\$1,263.30
CDW GOVERNMENT, INC.	0250	697620	030	0110	\$37.25
CDW GOVERNMENT, INC.	0290	697872	030	7090	\$189.50
CDW GOVERNMENT, INC.	0295	697344	030	7091	\$830.33
CDW GOVERNMENT, INC.	0310	697343	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0315	697630	060	3182	\$1,560.25
CDW GOVERNMENT, INC.	0320	697919	030	7090	\$1,063.55
CDW GOVERNMENT, INC.	0320	697920	030	7090	\$1,063.55
CDW GOVERNMENT, INC.	0330	697464	030	7090	\$1,760.54
CDW GOVERNMENT, INC.	0330	697845	030	7090	\$1,263.31
CDW GOVERNMENT, INC.	0355	697802	030	0624	\$296.46
CDW GOVERNMENT, INC.	0365	697961	030	7091	\$4,084.15
CDW GOVERNMENT, INC.	0380	697610	030	7090	\$3,321.31
CDW GOVERNMENT, INC.	0410	698399	060	3010	\$646.89
CDW GOVERNMENT, INC.	0415	697928	060	3182	\$4,211.03
CDW GOVERNMENT, INC.	0421	697492	030	7090	\$642.45
CDW GOVERNMENT, INC.	0421	697624	030	0625	\$630.22
CDW GOVERNMENT, INC.	0421	697624	030	7090	\$211.99
CDW GOVERNMENT, INC.	0423	697552	030	0115	\$214.87
CDW GOVERNMENT, INC.	0423	698407	060	3010	\$2,104.48

CDW GOVERNMENT, INC.	0430	697349	060	3010	\$5,053.23
CDW GOVERNMENT, INC.	0450	697345	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0450	697918	030	7090	\$421.10
CDW GOVERNMENT, INC.	0475	698087	030	0115	\$1,183.95
CDW GOVERNMENT, INC.	0480	697502	030	0171	\$751.52
CDW GOVERNMENT, INC.	0480	697955	030	0643	\$64.27
CDW GOVERNMENT, INC.	0490	697629	060	3010	\$880.00
CDW GOVERNMENT, INC.	0505	698198	030	7091	\$1,558.08
CDW GOVERNMENT, INC.	0505	698367	030	7090	\$1,386.40
CDW GOVERNMENT, INC.	0567	698111	030	7090	\$658.92
CDW GOVERNMENT, INC.	0705	698108	110	6391	\$1,984.70
CDW GOVERNMENT, INC.	0765	697382	120	5035	\$2,472.00
CDW GOVERNMENT, INC.	0790	698004	030	0752	\$7,472.95
CDW GOVERNMENT, INC.	0790	698006	030	0752	\$8,237.57
CDW GOVERNMENT, INC.	0796	697463	030	0667	\$906.18
CDW GOVERNMENT, INC.	0796	698212	030	0667	\$289.65
CDW GOVERNMENT, INC.	0810	697957	030	0141	\$1,183.95
CDW GOVERNMENT, INC.	0810	697960	030	0640	\$3,068.67
CDW GOVERNMENT, INC.	0810	698106	030	0649	\$2,936.52
CDW GOVERNMENT, INC.	0810	698110	060	7085	\$1,360.49
CDW GOVERNMENT, INC.	0810	698148	030	0649	\$469.15
CDW GOVERNMENT, INC.	0852	697379	030	0500	\$1,405.06
CDW GOVERNMENT, INC.	0852	697499	030	0500	\$528.00
CDW GOVERNMENT, INC.	0875	697972	030	0700	\$352.00
CDW GOVERNMENT, INC.	0880	697870	670	0841	\$77.10
CDW GOVERNMENT, INC.	0880	697870	680	0851	\$74.82
CDW GOVERNMENT, INC.	0880	697870	690	0861	\$74.82
CDW GOVERNMENT, INC.	0886	697873	030	0140	\$1,222.10
CDW GOVERNMENT, INC.	0905	697341	030	0738	\$191.43
CDW GOVERNMENT, INC.	1035	697347	060	3010	\$642.45
CDW GOVERNMENT, INC.	1140	697642	060	3010	\$603.04
CDW GOVERNMENT, INC.	1435	697495	060	3010	\$134.70
CDW GOVERNMENT, INC.	1530	697929	060	3010	\$880.00
CDW GOVERNMENT, INC.	1891	698028	030	0716	\$6,127.58
CDW GOVERNMENT, INC.	1891	698030	030	0716	\$9,177.88
CDW GOVERNMENT, INC.	1891	698032	030	0716	\$9,609.78
CDW GOVERNMENT, INC.	1891	698038	030	0716	\$3,503.79
CDW GOVERNMENT, INC.	1891	698039	030	0716	\$1,749.20
CENCAL SERVICES, INC.	0924	697409	060	8150	\$3,845.01
CENTER FOR EDUCATION & EMPL.	0810	698277	030	0640	\$309.90
CENTRAL STAR MARKETING, LLC	0185	698184	030	0172	\$4,045.82
CENTRAL VALLEY COMMUNITY FOUNDATION	0227	697450	060	3010	\$1,000.00
CENTRAL VALLEY SPORTS, LLC	0070	698278	030	0172	\$4,990.00
CENTRAL VALLEY SPORTS STITCH & INK	0185	696658	030	0624	\$160.00
CENTRAL VALLEY SPORTS STITCH & INK	0230	698215	030	0124	\$4,400.00
CENTRAL VALLEY SPORTS STITCH & INK	0421	698117	030	0643	\$4,244.00
CENTRAL VALLEY SPORTS STITCH & INK	0423	698342	030	0173	\$1,259.81

CENTRAL VALLEY SPORTS STITCH & INK	0530	698279	030	0172	\$1,822.53
CHARACTERSTRONG	0417	697967	030	0171	\$499.00
CHILDREN'S PLUS, INC.	0225	697977	030	7090	\$2,861.43
CHILDREN'S PLUS, INC.	0225	697981	030	7090	\$1,609.98
CHILDREN'S PLUS, INC.	0225	698044	030	7090	\$518.26
CHILDREN'S PLUS, INC.	0285	698216	030	0624	\$1,503.20
CHILDREN'S PLUS, INC.	1175	698385	060	3010	\$4,996.86
CHILDREN'S PLUS, INC.	1255	698128	060	3010	\$4,998.61
CHILDREN'S PLUS, INC.	1285	697570	060	3010	\$253.45
CHILDREN'S PLUS, INC.	1465	698217	060	3010	\$3,998.04
CHILDS & COMPANY, INC.	0919	697837	060	8150	\$823.00
CLAYTON TITUS GEN'L CONTRACTOR	0919	691418A	060	8150	\$6,400.00
CLMS/CALIF LEAGUE OF MIDDLE SCHOOLS	0265	698426	030	0115	\$395.00
CMEA CENTRAL SECTION	0265	698051	030	7090	\$75.00
COGMATION ROBOTICS, INC.	0885	697528	030	0140	\$7,000.00
COLLEGE BOARD, THE	0185	697639	030	7090	\$1,050.00
COLLEGE BOARD, THE	0700	697889	030	0144	\$1,500.00
COLLEGE BOARD, THE	0852	697640	030	0500	\$150.00
COLORADO TIME SYSTEMS, LLC	1335	697594	350	0913	\$9,397.15
COMMITTEE FOR CHILDREN	0810	697614	030	0649	\$2,290.80
CON AGRA FOODS SALES, INC.	1910	698339	130	5310	\$6,898.32
CONSORTIUM FOR SCHOOL NETWORKING	0886	697326	030	0140	\$470.00
CORE BUSINESS INTERIORS, INC.	0850	698310	030	0674	\$395.66
CORWIN PRESS	0220	697677	030	7090	\$1,036.34
CORWIN PRESS	0505	697841	060	3182	\$1,199.90
CORWIN PRESS	0505	698307	060	3182	\$2,217.20
CORWIN PRESS	1185	698067	060	3010	\$5,500.00
COUNCIL OF THE GREAT CITY	0852	697571	030	0500	\$200.00
COUNCIL OF THE GREAT CITY	0930	697586	030	0720	\$100.00
COURTESY MOVING SERVICE	1060	595126A	350	0917	\$3,200.00
COURTESY MOVING SERVICE	1195	697432	350	0917	\$860.00
COURTESY MOVING SERVICE	1235	603772A	350	0917	\$1,500.00
COURTESY MOVING SERVICE	1302	697431	350	0917	\$860.00
COURTESY MOVING SERVICE	1305	697428	350	0917	\$860.00
COURTESY MOVING SERVICE	1355	697429	350	0917	\$860.00
COURTESY MOVING SERVICE	1423	697430	350	0917	\$860.00
COURTESY MOVING SERVICE	1430	697427	350	0917	\$860.00
COURTESY MOVING SERVICE	1510	697393	350	0917	\$860.00
CRAFTMASTER HARDWARE	0919	698482	060	8150	\$7,084.03
CROWE, LLP.	1905	698250	350	0917	\$7,750.00
CSEA	0703	698078	060	7311	\$525.00
CSUF FOUNDATION	0860	697581	030	0693	\$1,500.00
DAVIS MORENO CONSTRUCTION, INC.	1150	698156	350	0913	\$9,947.00
DECKER EQUIPMENT	0530	698323	030	0172	\$1,139.19
DELI DELICIOUS	0235	697302	030	0123	\$100.00
DEMCO, INC.	0200	698046	030	7090	\$425.37
DEMCO, INC.	0305	697616	060	3010	\$830.77

DEMCO, INC.	0395	697310	030	0625	\$779.36
DEMCO, INC.	0415	697387	030	0625	\$243.38
DEMCO, INC.	0421	697389	030	0625	\$320.88
DEMCO, INC.	0423	697505	030	0625	\$403.91
DEMCO, INC.	0440	698490	030	0625	\$921.58
DEMCO, INC.	0445	698344	030	7090	\$5,461.67
DEMCO, INC.	0495	698146	030	7090	\$80.98
DEMCO, INC.	0575	698065	030	0115	\$443.42
DEMCO, INC.	1005	698037	060	3010	\$6,496.02
DEMCO, INC.	1120	698031	060	3010	\$120.71
DEMCO, INC.	1135	3010	060	3010	\$165.18
DEMCO, INC.	1330	697330	060	3010	\$524.68
DEMCO, INC.	1385	698118	030	0110	\$2,336.98
DEMCO, INC.	1385	698118	060	3010	\$2,336.99
DEMCO, INC.	1435	697433	060	3010	\$173.87
DENNIS MATHEW	0285	697984A	030	0624	\$500.00
DEPT. OF TOXIC SUBSTANCES	0924	697488	060	8150	\$5,022.50
DERREL'S MINI STORAGE	0755	698054	030	0176	\$1,022.40
DISPLAYS 2 GO	0055	697053	030	0625	\$281.28
DL SIGN SYSTEMS	0130	697392	030	0171	\$1,813.98
DL SIGN SYSTEMS	0130	697434	030	0173	\$1,382.08
DL SIGN SYSTEMS	0423	698343	030	0171	\$2,871.95
DR-GRAPHIX	0553	697452	030	0171	\$1,011.00
DR-GRAPHIX	0553	698113	030	0172	\$1,500.00
DR-GRAPHIX	0553	698115	030	0171	\$2,468.00
DROPBOX, INC.	0706	697840	030	0152	\$1,680.00
DUMONT PRINTING, INC.	0575	697683	030	7090	\$850.85
DUMONT PRINTING, INC.	0575	698061	030	0115	\$1,445.80
DUMONT PRINTING, INC.	0575	698062	030	7091	\$1,389.89
DUTCH BROS COFFEE FRESNO	0055	697465	030	0125	\$1,000.00
DUTCH BROS COFFEE FRESNO	0395	697695	030	0171	\$1,500.00
DYNAMISM, INC.	0710	697849	060	6388	\$2,751.26
EASTBAY	0335	698466	030	0125	\$1,841.59
EASTBAY	0421	698465	030	0172	\$2,353.89
EATON INTERPRETING SERVICES, INC.	0785	698356	680	0851	\$1,425.00
EDPUZZLE, INC.	0145	697535	030	7090	\$1,450.00
EDPUZZLE, INC.	0235	697862	030	7090	\$3,750.00
EDU BUSINESS SOLUTIONS, INC.	0915	698420	030	0712	\$4,385.00
EDUCATION ELEMENTS, INC.	0325	697815	030	7090	\$8,500.00
EDUCATION RESOURCE STRATEGIES, INC.	0875	698218	030	0700	\$2,500.00
ELLISON EDUCATIONAL, INC.	0500	697987	030	7090	\$462.89
ENGINEERED TEXTILE PRODUCTS, INC.	0055	697772	030	0172	\$800.60
ENTOURAGE IMAGING, INC.	0417	698309	030	0115	\$600.17
ENVIRA GALLERY, LLC	0885	698314	030	0140	\$269.00
ENVOY, INC.	0796	697861	030	0667	\$2,988.00
EPES SOFTWARE	0055	698388	030	0171	\$151.00
ERLEWINE MECHANICAL	0105	697222	030	0115	\$400.00

EVERYCHILD CALIFORNIA	0765	697332	120	6105	\$129.00
EVERYCHILD CALIFORNIA	0765	697333	120	6105	\$586.00
EVERYCHILD CALIFORNIA	0765	697334	120	6105	\$717.00
EVOCHARGE, INC.	0919	697783	060	8150	\$3,800.93
EXPLORE LEARNING, LLC	0102	698209	030	0625	\$875.00
EZ FLEX SPORT MATS	0725	697949	030	0172	\$9,239.32
EZ FLEX SPORT MATS	0725	698360	030	0172	\$9,503.86
FEDEX EXPRESS SERVICES	0890	698219	030	0708	\$150.00
FERGUSON ENTERPRISES, INC.	0919	690441	060	8150	\$2,209.93
FERGUSON ENTERPRISES, INC.	0919	697934	060	8150	\$413.52
FERGUSON ENTERPRISES, INC.	0919	697942	060	8150	\$1,850.81
FIRST STRING SPORTS	0055	697397	030	0172	\$1,950.00
FIRST STRING SPORTS	0055	697436	030	0125	\$5,000.00
FIRST STRING SPORTS	0055	697544	030	0172	\$599.65
FIRST STRING SPORTS	0055	698185	030	0172	\$1,950.00
FIRST STRING SPORTS	0095	698262	030	0172	\$853.98
FIRST STRING SPORTS	0095	698263	030	0172	\$1,092.72
FIRST STRING SPORTS	0100	697399	030	0172	\$1,000.00
FIRST STRING SPORTS	0105	698363	030	0172	\$998.42
FIRST STRING SPORTS	0140	697854	030	0172	\$500.00
FIRST STRING SPORTS	0185	698186	030	0172	\$468.24
FIRST STRING SPORTS	0215	697776	030	0172	\$3,000.00
FIRST STRING SPORTS	0215	697819	030	0172	\$500.00
FIRST STRING SPORTS	0215	697824	030	0172	\$500.00
FIRST STRING SPORTS	0225	697904	030	0172	\$2,068.80
FIRST STRING SPORTS	0235	697491	030	0172	\$447.38
FIRST STRING SPORTS	0235	697504	030	0172	\$1,217.17
FIRST STRING SPORTS	0235	697903	030	0172	\$1,411.13
FIRST STRING SPORTS	0235	698016	030	0172	\$3,000.00
FIRST STRING SPORTS	0295	698082	030	0172	\$1,155.33
FIRST STRING SPORTS	0295	698084	030	0172	\$1,155.33
FIRST STRING SPORTS	0305	697542	030	0172	\$500.00
FIRST STRING SPORTS	0305	697543	030	0172	\$500.00
FIRST STRING SPORTS	0355	697816	030	0172	\$1,000.00
FIRST STRING SPORTS	0380	697599	030	0172	\$2,138.90
FIRST STRING SPORTS	0415	697437	030	0172	\$985.58
FIRST STRING SPORTS	0415	697493	030	0173	\$858.29
FIRST STRING SPORTS	0415	698265	030	0173	\$4,384.80
FIRST STRING SPORTS	0415	698459	030	0172	\$3,834.14
FIRST STRING SPORTS	0415	698462	030	0172	\$4,541.62
FIRST STRING SPORTS	0430	697905	030	0172	\$5,717.28
FIRST STRING SPORTS	0445	697232	030	0172	\$1,546.00
FIRST STRING SPORTS	0450	698187	030	0172	\$7,382.80
FLAGHOUSE	0552	698025	030	0625	\$980.12
FLAGHOUSE	0785	697410	060	6500	\$196.50
FLINN SCIENTIFIC, INC.	0130	697590	030	0125	\$149.18
FOLLETT HIGHER EDUCATION GROUP, INC.	0710	697794	030	0152	\$89.35

FOLLETT HIGHER EDUCATION GROUP, INC.	0710	697916	060	6388	\$89.35
FOLLETT HIGHER EDUCATION GROUP, INC.	1748	696804	060	6300	\$799.92
FOLLETT SCHOOL SOLUTIONS, INC.	0100	697881	030	7090	\$1,822.81
FOLLETT SCHOOL SOLUTIONS, INC.	0100	698220	030	0625	\$304.26
FOLLETT SCHOOL SOLUTIONS, INC.	0100	698221	030	0625	\$802.31
FOLLETT SCHOOL SOLUTIONS, INC.	0100	698296	030	7090	\$1,143.85
FOLLETT SCHOOL SOLUTIONS, INC.	0130	698126	030	0625	\$1,739.49
FOLLETT SCHOOL SOLUTIONS, INC.	0215	697937	030	7091	\$4,311.87
FOLLETT SCHOOL SOLUTIONS, INC.	0250	698281	060	3010	\$4,312.25
FOLLETT SCHOOL SOLUTIONS, INC.	0423	697482	030	0625	\$1,348.38
FOLLETT SCHOOL SOLUTIONS, INC.	0440	698429	030	0625	\$580.88
FOLLETT SCHOOL SOLUTIONS, INC.	0500	698223	030	7091	\$919.18
FOLLETT SCHOOL SOLUTIONS, INC.	1175	698403	060	3010	\$336.89
FOLLETT SCHOOL SOLUTIONS, INC.	1290	698404	060	3010	\$1,092.63
FOLLETT SCHOOL SOLUTIONS, INC.	1315	698282	060	3010	\$1,554.56
FOLLETT SCHOOL SOLUTIONS, INC.	1422	697511	060	3010	\$3,417.98
FOLLETT SCHOOL SOLUTIONS, INC.	1470	697569	060	3010	\$1,924.97
FOLLETT SCHOOL SOLUTIONS, INC.	1490	697592	060	3010	\$3,889.03
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	0924	697818	060	8150	\$3,242.50
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1445	697501	350	0917	\$1,730.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1505	697489	350	0916	\$5,340.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	698283	030	0173	\$1,800.00
FRESNO AG HARDWARE	0185	698158	030	0125	\$450.00
FRESNO AG HARDWARE	0450	698131	030	0171	\$519.61
FRESNO AG HARDWARE	0710	698476	030	0152	\$377.16
FRESNO BEKINS	1150	605222A	350	0913	\$7,968.49
FRESNO CHAFFEE ZOO	0725	698345	030	0173	\$675.00
FRESNO CHAFFEE ZOO	0725	698346	030	0173	\$825.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0145	697871	030	7140	\$270.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0185	697684	030	0625	\$50.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	0701	698172	060	5827	\$125.00
FRESNO CO. SUPERINTENDENT OF SCHOOLS	1420	697513	060	3010	\$40.00
FRESNO OXYGEN	0710	698232	060	6388	\$2,500.00
FRESNO PIANO GALLERY, INC.	0060	697966	030	7090	\$5,614.68
FRESNO PIANO GALLERY, INC.	0200	698412	030	0172	\$534.48
FRESNO PRODUCE, INC.	0098	697735	130	5370	\$2,805.00
FRESNO REPROGRAPHICS, INC.	1145	698431	350	0913	\$313.13
FTP GOLF MANAGEMENT, LLC	0395	697673	030	0172	\$500.00
FUNWORKS/KAREN GAINES	0045	697395	030	0172	\$3,000.00
FUNWORKS/KAREN GAINES	0250	698433	030	0172	\$600.00
FUNWORKS/KAREN GAINES	0260	698225	030	0172	\$2,300.00
FUNWORKS/KAREN GAINES	0305	697394	030	0643	\$1,250.00
FUNWORKS/KAREN GAINES	0340	698027	030	7090	\$350.00
FUNWORKS/KAREN GAINES	0380	698226	030	7090	\$2,500.00

G W SCHOOL SUPPLY, INC.	0005	697439	030	0113	\$400.00
G W SCHOOL SUPPLY, INC.	0005	697440	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0015	698284	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0045	697314	030	0113	\$481.00
G W SCHOOL SUPPLY, INC.	0045	697320	030	0113	\$881.00
G W SCHOOL SUPPLY, INC.	0045	697553	030	0171	\$500.00
G W SCHOOL SUPPLY, INC.	0045	697625	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0155	697623	030	0113	\$56.00
G W SCHOOL SUPPLY, INC.	0185	697688	030	0625	\$300.00
G W SCHOOL SUPPLY, INC.	0208	697693	060	3010	\$500.00
G W SCHOOL SUPPLY, INC.	0255	697622	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0255	697685	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0255	697686	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0255	697687	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0255	698229	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0255	698230	030	7090	\$150.00
G W SCHOOL SUPPLY, INC.	0265	698441	030	7090	\$2,000.00
G W SCHOOL SUPPLY, INC.	0270	697321	030	0113	\$544.11
G W SCHOOL SUPPLY, INC.	0270	697689	030	0113	\$780.00
G W SCHOOL SUPPLY, INC.	0290	697441	030	0113	\$300.00
G W SCHOOL SUPPLY, INC.	0295	698130	030	7090	\$400.00
G W SCHOOL SUPPLY, INC.	0310	697517	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0310	697518	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0310	697519	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0310	697520	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0310	698177	030	0192	\$229.00
G W SCHOOL SUPPLY, INC.	0315	697322	030	0113	\$526.00
G W SCHOOL SUPPLY, INC.	0315	697556	030	0113	\$526.00
G W SCHOOL SUPPLY, INC.	0315	697988	030	0113	\$713.00
G W SCHOOL SUPPLY, INC.	0330	697551	030	7090	\$150.00
G W SCHOOL SUPPLY, INC.	0330	698347	030	0110	\$150.00
G W SCHOOL SUPPLY, INC.	0355	697317	030	0113	\$200.00
G W SCHOOL SUPPLY, INC.	0355	697690	030	0113	\$200.00
G W SCHOOL SUPPLY, INC.	0355	697691	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	697692	030	7091	\$396.00
G W SCHOOL SUPPLY, INC.	0355	697692	060	6500	\$204.00
G W SCHOOL SUPPLY, INC.	0355	698473	030	0113	\$239.90
G W SCHOOL SUPPLY, INC.	0423	697554	030	0115	\$100.00
G W SCHOOL SUPPLY, INC.	0423	697555	030	0115	\$100.00
G W SCHOOL SUPPLY, INC.	0423	698165	030	7140	\$595.34
G W SCHOOL SUPPLY, INC.	0430	698438	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0430	698443	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0430	698446	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0465	697558	030	7090	\$2,000.00
G W SCHOOL SUPPLY, INC.	0470	697557	030	0110	\$200.00
G W SCHOOL SUPPLY, INC.	0510	697990	030	0110	\$2,500.00
G W SCHOOL SUPPLY, INC.	0510	698348	060	6500	\$200.00

G W SCHOOL SUPPLY, INC.	0510	698434	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0510	698440	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0510	698444	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0530	695918	030	0110	\$2,000.00
G W SCHOOL SUPPLY, INC.	0567	697396	030	0171	\$1,500.00
G W SCHOOL SUPPLY, INC.	0758	697522	030	0117	\$1,500.00
G W SCHOOL SUPPLY, INC.	0767	698123	030	0192	\$250.00
G W SCHOOL SUPPLY, INC.	1135	698135	030	0192	\$350.00
GC BUILDERS	0295	698076	120	6128	\$1,675.00
GC BUILDERS	0500	698068	120	6128	\$2,980.00
GC BUILDERS	0919	697755	060	8150	\$4,175.00
GC BUILDERS	1020	697370	350	0913	\$660.00
GC BUILDERS	1090	697363	250	9016	\$291.00
GC BUILDERS	1102	697350	350	0913	\$8,750.00
GC BUILDERS	1140	697364	250	9016	\$291.00
GC BUILDERS	1150	698153	350	0913	\$1,650.00
GC BUILDERS	1250	697367	350	0913	\$473.00
GC BUILDERS	1295	697356	250	9016	\$473.00
GC BUILDERS	1310	697368	350	0913	\$473.00
GC BUILDERS	1320	697358	250	9016	\$473.00
GC BUILDERS	1370	697369	350	0913	\$291.00
GC BUILDERS	1421	697362	250	9016	\$660.00
GEIGER DBA GEIGER BROS.	0130	697894	030	0173	\$2,032.87
GEIGER DBA GEIGER BROS.	0235	697701	030	0171	\$1,329.39
GEIGER DBA GEIGER BROS.	0235	697702	030	0125	\$1,000.00
GEIGER DBA GEIGER BROS.	0237	697893	030	0171	\$1,453.34
GEIGER DBA GEIGER BROS.	0310	697662	030	7090	\$4,000.00
GEIGER DBA GEIGER BROS.	0421	697700	030	7090	\$500.00
GEIGER DBA GEIGER BROS.	0421	697991	030	7090	\$500.00
GEIL ENTERPRISES, INC.	1235	697607	350	0917	\$1,000.00
GEIL ENTERPRISES, INC.	1961	697777	350	0917	\$907.20
GIMKIT, INC.	0145	697444	030	7090	\$650.00
GLOBAL DATEBOOKS	0030	697327	030	0115	\$2,182.76
GLOBAL DATEBOOKS	0430	698350	060	3010	\$1,344.27
GLOBAL DATEBOOKS	0445	698233	030	7090	\$3,744.40
GLOBAL DATEBOOKS	0565	698231	030	7090	\$3,121.56
GOLDEN WEST HIGH SCHOOL	0145	698121	030	0172	\$112.00
GOPHER	0095	697603	030	0172	\$3,176.72
GOPHER	0100	698188	030	7090	\$799.99
GOPHER	0185	697765	030	0125	\$2,330.18
GOPHER	0208	697425	030	0171	\$2,034.72
GOPHER	0235	698266	030	0125	\$1,008.08
GOPHER	0335	697674	030	0125	\$2,130.32
GOPHER	0422	697459	030	0172	\$85.44
GOPHER	0505	697601	030	0172	\$1,931.01
GOPHER	0785	698018	060	6500	\$198.40
GOPHER SPORT	0130	697405	030	0125	\$1,710.71

GOPHER SPORT	0155	698178	030	0172	\$1,397.32
GOPHER SPORT	0385	697406	030	0171	\$2,014.96
GOPHER SPORT	0575	697769	030	7090	\$1,330.59
GOPHER SPORT	0575	697906	030	0115	\$1,433.71
GRADUATE SERVICES, LTD	0125	698285	030	7090	\$1,569.53
GRADUATE SERVICES, LTD	0130	698448	030	0171	\$1,000.00
GRADUATE SERVICES, LTD	0230	697696	030	7090	\$4,975.00
GRADUATE SERVICES, LTD	0240	698161	030	0128	\$4,313.61
GRADUATE SERVICES, LTD	0335	698175	060	722C	\$1,301.10
GRAINGER, INC.	0852	697836	030	0500	\$77.93
GRAINGER, INC.	0895	697470	030	0716	\$363.93
GRAINGER, INC.	0895	698326	030	0716	\$2,430.12
GRAINGER, INC.	0905	697346	030	0738	\$300.00
GRAINGER, INC.	1910	690345	130	5310	\$4,000.00
GRAINGER, INC.	1910	698094	130	5310	\$7,569.05
GRAINGER, INC.	1910	698100	130	5310	\$2,270.71
GRAINGER, INC.	1910	698102	130	5310	\$1,170.24
GRANITE DATA SOLUTIONS	0395	697359	030	0125	\$408.90
GRAPHIC COMMUNICATION	1891	697741	030	0716	\$430.00
GUITAR CENTER STORE, INC.	0145	698280	030	0125	\$824.93
GUITAR CENTER STORE, INC.	0415	698291	030	0173	\$255.00
HARVARD HOUSE	0575	697583	030	7090	\$3,000.00
HEART LINK	0730	698351	030	0656	\$889.50
HEWITT'S RESTAURANT	0702	697721	030	0606	\$1,500.00
HOFFMAN ELECTRONIC SYSTEMS	1250	697800	350	0916	\$1,052.81
HOME DEPOT	0095	697876	030	0734	\$400.00
HOME DEPOT	0188	698040	030	7090	\$2,057.00
HOME DEPOT	0188	698040	030	7091	\$843.00
HOME DEPOT	0200	698390	030	7090	\$600.00
HOME DEPOT	0290	698396	030	0734	\$368.00
HOME DEPOT	0330	698389	030	0734	\$100.00
HOME DEPOT	0355	698391	030	0734	\$305.00
HOME DEPOT	0445	698417	030	0171	\$500.00
HOME DEPOT	0445	698419	030	7090	\$500.00
HOME DEPOT	0505	698408	030	7090	\$500.00
HOME DEPOT	1400	698248	030	7394	\$500.00
HOME DEPOT	1400	698254	030	7394	\$1,000.00
HOME DEPOT	1400	698255	030	7394	\$500.00
HORN SHOP THE	1400	692269	030	7394	\$700.00
HUMAN RIGHTS CAMPAIGN FOUNDATION	0811	697480	030	0130	\$290.00
IDN WILCO	0919	695216	060	8150	\$13.70
IDN WILCO	0919	698485	060	8150	\$3,439.76
INGRAHAM TROPHIES	0385	697426	030	0172	\$2,564.03
IT'S ELEMENTARY	0470	697454	030	0110	\$1,085.49
J & C BOOKS	1748	697976	060	6300	\$6,951.43
J & C BOOKS	1748	697997	060	6300	\$8,137.00
J W PEPPER & SONS, INC.	0727	695484	030	0168	\$100.00

J W PEPPER & SONS, INC.	1400	692270	030	7394	\$800.00
J W PEPPER & SONS, INC.	1400	692473	030	7394	\$1,000.00
J W PEPPER & SONS, INC.	1400	697850	030	7394	\$400.00
JACK NADEL, INC.	0145	695930	030	0125	\$468.12
JASON ESQUIVEL	0417	697533	030	0115	\$2,500.00
JITTERS	0380	697908	030	0110	\$550.00
JOHN PAPE CONSULTING, LLC	0380	697951	030	0110	\$960.00
JOHNSON CONTROLS, INC.	0265	697415	030	7090	\$188.87
JOHNSON CONTROLS, INC.	0919	697775	060	8150	\$943.41
JOHNSTON INDUSTRIAL	0710	698210	060	6388	\$1,250.00
JOHNSTON, DON, INC.	0170	697658	060	3010	\$810.00
JONES & BARTLETT LEARNING, LLC	0710	698234	060	6388	\$3,846.00
JONES SCHOOL SUPPLY, CO.	0423	697992	030	7140	\$380.45
JUNIOR LEAGUE OF FRESNO	0055	698053	030	0172	\$250.00
JUNIOR LEAGUE OF FRESNO	0185	698452	030	0172	\$250.00
JUNIOR LEAGUE OF FRESNO	0235	698451	030	0172	\$250.00
JUNIOR LIBRARY GUILD	0470	697821	060	3010	\$1,259.69
JUNIOR LIBRARY GUILD	1380	697507	060	3010	\$723.36
JUNIOR LIBRARY GUILD	1465	698286	060	3010	\$2,197.44
KAMI DBA NOTABLE, INC.	0145	697851	030	7090	\$99.00
KAMI DBA NOTABLE, INC.	0145	698256	030	7090	\$99.00
KEHINDE SOLWAZI	0700	698171	060	4035	\$1,200.00
KENDALL/HUNT PUBL., CO.	0701	697549	060	5828	\$1,379.77
KENT H LANDSBERG	1912	697675	130	5310	\$2,674.57
LA IMPERIAL TAQUERIA	0095	698306	030	0110	\$809.81
LA ROSA DANCE SUPPLY	1400	697458	030	7394	\$367.12
LAKESHORE LEARNING MATERIALS	0005	697447	030	7090	\$129.39
LAKESHORE LEARNING MATERIALS	0005	698133	030	0113	\$905.32
LAKESHORE LEARNING MATERIALS	0140	698252	030	0192	\$270.43
LAKESHORE LEARNING MATERIALS	0155	698352	030	0113	\$1,348.65
LAKESHORE LEARNING MATERIALS	0155	698354	030	0113	\$1,348.65
LAKESHORE LEARNING MATERIALS	0155	698484	030	0113	\$598.69
LAKESHORE LEARNING MATERIALS	0175	698324	030	0113	\$1,265.47
LAKESHORE LEARNING MATERIALS	0285	697975	030	0171	\$674.95
LAKESHORE LEARNING MATERIALS	0285	698042	030	0172	\$505.45
LAKESHORE LEARNING MATERIALS	0285	698132	030	7090	\$637.40
LAKESHORE LEARNING MATERIALS	0422	697456	060	6500	\$197.85
LAKESHORE LEARNING MATERIALS	0510	697993	030	0110	\$2,046.53
LAKESHORE LEARNING MATERIALS	0565	697926	030	0192	\$101.41
LAKESHORE LEARNING MATERIALS	0758	697455	030	0117	\$125.06
LAKESHORE LEARNING MATERIALS	0758	697736	030	0117	\$181.83
LAKESHORE LEARNING MATERIALS	0758	698287	030	0117	\$82.64
LAKESHORE LEARNING MATERIALS	1415	698091	030	0192	\$81.18
LARRY A. LIVERMORE	0235	697524	030	0171	\$733.80
LARRY A. LIVERMORE	0415	698288	030	0173	\$547.80
LARRY A. LIVERMORE	0423	698357	030	0173	\$723.25
LEARNING A-Z	0310	697424	030	7090	\$882.00

LEARNING A-Z	0435	698415	030	7091	\$3,562.50
LEARNING WITHOUT TEARS	0025	698400	060	6500	\$117.89
LEARNING WITHOUT TEARS	0495	697847	030	7090	\$1,255.67
LEARNING WITHOUT TEARS	0786	697626	060	6500	\$2,400.00
LEON ENVIRONMENTAL SERVICES	0924	697407	060	8150	\$2,400.01
LEONARDO NICHOLS	0235	698453	030	0172	\$603.00
LEARNER PUBLISHING GROUP	0423	697485	030	0625	\$708.80
LIBERTY FLAGS, INC.	0335	698085	030	0125	\$361.07
LIBERTY FLAGS, INC.	0475	698019	030	0114	\$361.07
LIBERTY FLAGS, INC.	1891	698214	030	0716	\$3,653.87
LIBRARY STORE, THE	0470	697508	060	3010	\$1,150.57
LINE X OF CLOVIS	0886	697910	030	0140	\$4,139.29
LINKA CORPORATION	0055	698329	030	0125	\$2,000.00
LINKA CORPORATION	0440	695660	030	7090	\$500.00
LINKED LEARNING ALLIANCE	0710	698120	030	0152	\$180.00
LIVE SCAN FRESNO	0930	693320	030	0720	\$5,000.00
LIVING TREE	0796	698392	030	0667	\$3,000.00
LOWE'S	0895	698349	030	0716	\$201.79
LOWE'S	1400	698253	030	7394	\$2,200.00
M & M SCREEN PRINTING	0355	698179	030	0113	\$343.10
M & M SCREEN PRINTING	0355	698474	030	0113	\$175.20
M & M SCREEN PRINTING	0355	698475	030	0113	\$365.00
M & M SCREEN PRINTING	0355	698477	030	0113	\$365.00
MACGILL, WILLIAM V. & CO.	0440	698235	030	7090	\$175.00
MAD ILLUSTRATORS	0145	697305	030	0125	\$2,440.24
MAD ILLUSTRATORS	0305	698116	030	0171	\$510.00
MAD ILLUSTRATORS	0725	698057	030	0173	\$3,000.00
MANAGEBAC, INC.	0185	698174	030	7090	\$129.00
MARIACHI CONNECTION, INC.,THE	1400	697457	030	7394	\$753.67
MARKO CONSTRUCTION GROUP, INC.	1102	697832	350	0913	\$1,540.00
MASON CREST PUBLISHERS	0423	697484	030	0625	\$296.55
MATTHEW BENDER & CO., INC.	0880	698359	690	0861	\$607.14
MC GRAW-HILL EDUCATION, INC.	0045	697922	030	0113	\$705.94
MC GRAW-HILL EDUCATION, INC.	0070	698154	030	7091	\$555.30
MC GRAW-HILL EDUCATION, INC.	0160	698097	060	3010	\$199.31
MC GRAW-HILL EDUCATION, INC.	0495	697336	030	7090	\$725.70
MCCULLEY, WENDY	0755	698244	030	0176	\$2,000.00
MCKESSON MEDICAL-SURGICAL	0130	697627	030	0125	\$44.04
MCKESSON MEDICAL-SURGICAL	0552	698494	060	6500	\$88.58
MCKESSON MEDICAL-SURGICAL	0730	698479	030	0656	\$2,517.20
MEGA-PRINTS, INC.	0919	697521	060	8150	\$1,463.54
ME-N-ED'S, INC.	0055	697925	030	0171	\$450.00
ME-N-ED'S, INC.	0130	698275	030	0171	\$1,100.00
ME-N-ED'S, INC.	0150	698489	030	7090	\$264.00
ME-N-ED'S, INC.	0215	698353	030	0110	\$1,800.00
ME-N-ED'S, INC.	0235	697304	030	7140	\$275.00
ME-N-ED'S, INC.	0235	697780	030	7090	\$1,100.00

ME-N-ED'S, INC.	0385	698437	030	0171	\$999.00
ME-N-ED'S, INC.	0395	697698	030	7090	\$4,950.00
ME-N-ED'S, INC.	0395	697704	030	0171	\$1,494.00
ME-N-ED'S, INC.	0395	697915	030	7090	\$4,950.00
ME-N-ED'S, INC.	0421	697813	030	0125	\$1,017.00
ME-N-ED'S, INC.	0421	697927	030	0172	\$495.00
ME-N-ED'S, INC.	0440	691960	030	7090	\$1,000.00
ME-N-ED'S, INC.	0465	698470	030	0110	\$462.00
ME-N-ED'S, INC.	0505	697912	030	7090	\$360.00
ME-N-ED'S, INC.	0810	698003	030	0640	\$450.00
METEOR EDUCATION, LLC	0185	697467	030	0625	\$4,958.13
METEOR EDUCATION, LLC	0265	697390	030	0625	\$824.42
METEOR EDUCATION, LLC	0335	697514	030	0625	\$5,696.60
METROPOLITAN GRAPHICS	0170	697697	030	0173	\$4,000.00
MICHAEL COLE ELECTRIC	0325	690944	030	0113	\$1,080.00
MINUTEMAN PRESS	0710	693134	030	0152	\$5,000.00
MITCHELL REPAIR INFORMATION CO, LLC.	0919	697461	060	8150	\$4,656.00
MOBILE MINI, INC.	1265	553549A	350	0917	\$1,000.00
MONOPRICE, INC.	0100	697360	030	7090	\$410.62
MONOPRICE, INC.	0421	697523	030	0625	\$889.07
MOONLIGHTING	0395	697699	060	722D	\$1,500.00
MORPHY AWARDS AND SPORTSWEAR	0395	697604	030	0172	\$1,931.63
MUSSON THEATRICAL	0395	697931	030	7090	\$3,785.98
MY BARK CO., INC.	1160	608281	350	0917	\$1,392.87
MY BARK CO., INC.	1285	608284	350	0917	\$1,082.45
MYSTERY SCIENCE, INC.	0295	697628	030	7090	\$1,249.00
NAPA AUTO PARTS	0710	698264	060	6388	\$1,500.00
NASCO EDUCATION, LLC	0130	697422	030	0125	\$214.25
NASCO EDUCATION, LLC	0305	697574	030	0171	\$441.19
NASCO EDUCATION, LLC	0495	697860	030	0171	\$2,807.12
NASCO EDUCATION, LLC	0727	698058	030	0168	\$439.24
NATIONAL ALLIANCE FOR PARTNERSHIPS IN EQUITY, INC.	0710	697307	030	0152	\$150.00
NATIONAL INSTITUTE FOR AUTO SERVICE EXCELLENCE	0710	698318	060	6388	\$570.00
NEARPOD, INC.	0045	697653	030	0624	\$831.25
NEARPOD, INC.	0417	697964	030	7091	\$3,750.00
NICK'S CUSTOM GOLF CARS	0105	695760	030	0115	\$437.16
NIGHTINGALE RESOLUTIONS	0617	698406	030	0500	\$675.00
OFFICE ALLY, INC.	0760	697726	060	5640	\$210.00
OFFICE DEPOT	0005	OD000041330	030	0113	\$500.00
OFFICE DEPOT	0005	OD000041331	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000041332	030	0113	\$800.00
OFFICE DEPOT	0005	OD000041333	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000041334	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000041335	030	0113	\$1,356.00
OFFICE DEPOT	0005	OD000041336	060	6500	\$200.00

OFFICE DEPOT	0005	OD000041338	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041425	030	0113	\$809.00
OFFICE DEPOT	0005	OD000041426	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041427	030	0113	\$809.00
OFFICE DEPOT	0005	OD000041429	030	0113	\$809.00
OFFICE DEPOT	0005	OD000041430	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041431	030	7090	\$200.00
OFFICE DEPOT	0010	OD000041452	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041453	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041454	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041455	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041456	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041457	030	7090	\$150.00
OFFICE DEPOT	0015	OD000040273	030	7090	\$7,000.00
OFFICE DEPOT	0015	OD000041025	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041031	030	0110	\$200.00
OFFICE DEPOT	0015	OD000041303	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041421	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041470	030	0110	\$160.00
OFFICE DEPOT	0015	OD000041471	060	6500	\$200.00
OFFICE DEPOT	0020	OD000040337	030	0110	\$3,000.00
OFFICE DEPOT	0030	OD000041450	030	0115	\$1,153.17
OFFICE DEPOT	0030	OD000041451	060	6500	\$200.00
OFFICE DEPOT	0030	OD000041463	060	6500	\$200.00
OFFICE DEPOT	0045	OD000041304	030	0113	\$440.50
OFFICE DEPOT	0045	OD000041366	030	0113	\$300.00
OFFICE DEPOT	0045	OD000041433	030	0113	\$881.00
OFFICE DEPOT	0055	OD000041353	030	0125	\$119.30
OFFICE DEPOT	0055	OD000041400	030	0125	\$881.78
OFFICE DEPOT	0075	OD000040243	030	7090	\$7,000.00
OFFICE DEPOT	0098	OD000040863	030	2430	\$1,000.00
OFFICE DEPOT	0100	OD000041437	030	0172	\$835.00
OFFICE DEPOT	0102	OD000041422	030	2430	\$4,500.00
OFFICE DEPOT	0105	OD000041412	030	0172	\$500.00
OFFICE DEPOT	0130	OD000040046	030	0125	\$8,000.00
OFFICE DEPOT	0130	OD000040901	030	0625	\$1,000.00
OFFICE DEPOT	0140	OD000041367	060	6500	\$200.00
OFFICE DEPOT	0140	OD000041434	030	0192	\$199.00
OFFICE DEPOT	0145	OD000041329	030	0125	\$85.51
OFFICE DEPOT	0145	OD000041445	030	7090	\$2,989.83
OFFICE DEPOT	0155	OD000041371	060	6500	\$200.00
OFFICE DEPOT	0155	OD000041372	060	6500	\$200.00
OFFICE DEPOT	0155	OD000041419	030	0113	\$1,356.00
OFFICE DEPOT	0155	OD000041420	060	6500	\$200.00
OFFICE DEPOT	0155	OD000041473	060	6500	\$200.00
OFFICE DEPOT	0165	OD000040923	030	0110	\$2,500.00
OFFICE DEPOT	0170	OD000040043	030	0115	\$3,500.00

OFFICE DEPOT	0170	OD000041460	030	0114	\$728.78
OFFICE DEPOT	0185	OD000040547	030	0625	\$750.00
OFFICE DEPOT	0185	OD000041320	030	0125	\$1,000.00
OFFICE DEPOT	0185	OD000041363	060	3010	\$4,170.94
OFFICE DEPOT	0185	OD000041381	030	0125	\$4,999.00
OFFICE DEPOT	0185	OD000041382	030	0171	\$2,600.00
OFFICE DEPOT	0185	OD000041436	030	0125	\$1,500.00
OFFICE DEPOT	0208	OD000041053	030	0110	\$4,500.00
OFFICE DEPOT	0208	OD000041339	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041352	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041399	030	7090	\$5,830.16
OFFICE DEPOT	0220	OD000041309	060	6500	\$197.11
OFFICE DEPOT	0220	OD000041310	030	0110	\$98.55
OFFICE DEPOT	0230	OD000040143	030	7090	\$4,500.00
OFFICE DEPOT	0235	OD000041316	030	0125	\$607.00
OFFICE DEPOT	0235	OD000041394	060	6500	\$200.00
OFFICE DEPOT	0235	OD000041397	060	6500	\$200.00
OFFICE DEPOT	0250	OD000041365	060	3010	\$300.00
OFFICE DEPOT	0250	OD000041472	030	0110	\$150.00
OFFICE DEPOT	0255	OD000041345	060	6500	\$200.00
OFFICE DEPOT	0255	OD000041448	060	6500	\$200.00
OFFICE DEPOT	0285	OD000040160	030	0110	\$7,500.00
OFFICE DEPOT	0290	OD000041340	030	0110	\$349.00
OFFICE DEPOT	0290	OD000041341	060	6500	\$200.00
OFFICE DEPOT	0290	OD000041342	030	7090	\$736.92
OFFICE DEPOT	0290	OD000041368	030	0113	\$1,313.00
OFFICE DEPOT	0290	OD000041369	030	0110	\$318.00
OFFICE DEPOT	0290	OD000041370	030	0110	\$262.00
OFFICE DEPOT	0290	OD000041417	030	0110	\$4,999.00
OFFICE DEPOT	0295	OD000040333	030	0110	\$5,000.00
OFFICE DEPOT	0315	OD000040174	030	7090	\$1,000.00
OFFICE DEPOT	0315	OD000041305	030	0113	\$400.00
OFFICE DEPOT	0315	OD000041344	030	7091	\$2,000.00
OFFICE DEPOT	0315	OD000041373	030	0113	\$400.00
OFFICE DEPOT	0315	OD000041435	030	0113	\$713.00
OFFICE DEPOT	0320	OD000041438	030	7091	\$89.94
OFFICE DEPOT	0330	OD000041424	030	0110	\$399.11
OFFICE DEPOT	0335	OD000041314	030	0125	\$400.00
OFFICE DEPOT	0335	OD000041321	030	0125	\$400.00
OFFICE DEPOT	0335	OD000041322	030	0125	\$300.00
OFFICE DEPOT	0335	OD000041322	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041323	030	0125	\$400.00
OFFICE DEPOT	0335	OD000041325	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041326	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041327	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041328	060	722C	\$600.00
OFFICE DEPOT	0335	OD000041388	030	0125	\$400.00

OFFICE DEPOT	0335	OD000041391	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041392	030	0125	\$300.00
OFFICE DEPOT	0335	OD000041395	030	0125	\$300.00
OFFICE DEPOT	0335	OD000041396	060	6500	\$200.00
OFFICE DEPOT	0335	OD000041442	030	0125	\$312.19
OFFICE DEPOT	0335	OD000041442	060	6500	\$199.59
OFFICE DEPOT	0335	OD000041465	030	0125	\$400.00
OFFICE DEPOT	0335	OD000041466	030	0125	\$400.00
OFFICE DEPOT	0335	OD000041467	030	0125	\$400.00
OFFICE DEPOT	0355	OD000040224	030	0110	\$1,000.00
OFFICE DEPOT	0355	OD000041306	030	0113	\$200.00
OFFICE DEPOT	0355	OD000041307	030	0113	\$200.00
OFFICE DEPOT	0355	OD000041312	030	0171	\$112.15
OFFICE DEPOT	0355	OD000041444	030	0113	\$183.00
OFFICE DEPOT	0365	OD000040365	030	7091	\$300.00
OFFICE DEPOT	0365	OD000041348	030	0110	\$243.02
OFFICE DEPOT	0365	OD000041349	030	0110	\$316.37
OFFICE DEPOT	0365	OD000041350	030	0110	\$71.10
OFFICE DEPOT	0365	OD000041351	030	0110	\$3,375.27
OFFICE DEPOT	0365	OD000041377	030	0110	\$93.91
OFFICE DEPOT	0365	OD000041378	030	0110	\$97.65
OFFICE DEPOT	0365	OD000041379	030	0110	\$116.65
OFFICE DEPOT	0365	OD000041380	030	0110	\$294.40
OFFICE DEPOT	0365	OD000041384	030	0110	\$264.25
OFFICE DEPOT	0365	OD000041385	060	6500	\$74.16
OFFICE DEPOT	0365	OD000041386	030	0110	\$118.98
OFFICE DEPOT	0365	OD000041387	060	6500	\$188.20
OFFICE DEPOT	0365	OD000041401	030	0110	\$109.09
OFFICE DEPOT	0365	OD000041402	030	0110	\$78.24
OFFICE DEPOT	0365	OD000041404	030	0110	\$297.63
OFFICE DEPOT	0365	OD000041405	030	0110	\$292.33
OFFICE DEPOT	0365	OD000041406	030	0110	\$103.50
OFFICE DEPOT	0365	OD000041407	030	0110	\$186.70
OFFICE DEPOT	0365	OD000041408	030	0110	\$93.61
OFFICE DEPOT	0365	OD000041409	060	6500	\$194.62
OFFICE DEPOT	0365	OD000041411	060	6500	\$196.77
OFFICE DEPOT	0365	OD000041414	030	0110	\$162.69
OFFICE DEPOT	0365	OD000041415	030	0110	\$60.23
OFFICE DEPOT	0365	OD000041439	030	0110	\$301.85
OFFICE DEPOT	0370	OD000041469	060	6500	\$600.00
OFFICE DEPOT	0385	OD000041374	060	3010	\$8,000.00
OFFICE DEPOT	0395	OD000041315	030	0125	\$1,775.00
OFFICE DEPOT	0395	OD000041343	030	0625	\$1,836.00
OFFICE DEPOT	0395	OD000041364	030	0125	\$4,900.00
OFFICE DEPOT	0415	OD000041398	030	0115	\$949.17
OFFICE DEPOT	0415	OD000041458	030	0171	\$1,580.81
OFFICE DEPOT	0421	OD000040070	030	0125	\$5,000.00

OFFICE DEPOT	0421	OD000041356	030	0125	\$340.00
OFFICE DEPOT	0421	OD000041459	030	0125	\$357.52
OFFICE DEPOT	0440	OD000041389	030	7091	\$2,000.00
OFFICE DEPOT	0445	OD000041022	030	7090	\$5,200.00
OFFICE DEPOT	0450	OD000040447	030	7090	\$3,000.00
OFFICE DEPOT	0455	OD000041358	060	6500	\$200.00
OFFICE DEPOT	0455	OD000041359	060	6500	\$200.00
OFFICE DEPOT	0455	OD000041360	060	6500	\$200.00
OFFICE DEPOT	0455	OD000041361	060	6500	\$200.00
OFFICE DEPOT	0455	OD000041362	060	6500	\$200.00
OFFICE DEPOT	0460	OD000041375	030	0110	\$500.00
OFFICE DEPOT	0460	OD000041416	030	0110	\$157.00
OFFICE DEPOT	0460	OD000041440	030	0110	\$500.00
OFFICE DEPOT	0470	OD000040379	060	3010	\$3,000.00
OFFICE DEPOT	0470	OD000041162	030	0111	\$72.00
OFFICE DEPOT	0480	OD000041447	030	0110	\$1,314.53
OFFICE DEPOT	0485	OD000040385	030	0110	\$100.00
OFFICE DEPOT	0485	OD000040389	030	0110	\$50.00
OFFICE DEPOT	0485	OD000040391	030	0110	\$50.00
OFFICE DEPOT	0485	OD000041206	030	0110	\$50.00
OFFICE DEPOT	0490	OD000041313	030	0111	\$1,092.00
OFFICE DEPOT	0505	OD000041355	060	3010	\$4,999.00
OFFICE DEPOT	0510	OD000041418	030	0110	\$4,800.00
OFFICE DEPOT	0510	OD000041468	060	6500	\$200.00
OFFICE DEPOT	0530	OD000040279	030	0110	\$4,000.00
OFFICE DEPOT	0552	OD000040821	030	0625	\$500.00
OFFICE DEPOT	0553	OD000041151	030	0625	\$700.00
OFFICE DEPOT	0565	OD000041311	030	7090	\$210.55
OFFICE DEPOT	0565	OD000041390	030	7090	\$836.09
OFFICE DEPOT	0701	OD000041449	030	0193	\$1,000.00
OFFICE DEPOT	0725	OD000040022	030	0173	\$5,000.00
OFFICE DEPOT	0727	OD000041357	030	0168	\$614.91
OFFICE DEPOT	0727	OD000041376	030	0169	\$156.34
OFFICE DEPOT	0727	OD000041464	030	0169	\$850.00
OFFICE DEPOT	0765	OD000041446	030	0192	\$265.31
OFFICE DEPOT	0796	OD000041428	030	0667	\$570.10
OFFICE DEPOT	0810	OD000041383	060	7085	\$1,402.49
OFFICE DEPOT	0810	OD000041413	060	7085	\$1,691.74
OFFICE DEPOT	0880	OD000041354	690	0861	\$1,193.70
OFFICE DEPOT	0885	OD000041403	030	0140	\$1,166.07
OFFICE DEPOT	0895	OD000041308	030	0716	\$544.87
OFFICE DEPOT	0925	OD000040239	030	7230	\$9,000.00
OFFICE DEPOT	1015	OD000041432	060	3010	\$700.00
OFFICE DEPOT	1295	OD000040862	060	3010	\$1,229.19
OFFICE DEPOT	1400	OD000041317	030	7394	\$300.00
OFFICE DEPOT	1891	OD000041092A	030	0716	\$563.58
OFFICE DEPOT	1891	OD000041110A	030	0716	\$594.32

OFFICE DEPOT	1891	OD000041302	030	0716	\$7,527.47
OFFICE DEPOT	1891	OD000041337	030	0716	\$8,624.83
OFFICE DEPOT	1891	OD000041347	030	0716	\$1,024.68
OFFICE DEPOT	1891	OD000041462	030	0716	\$4,838.46
OFFICE DEPOT	1910	OD000041346	130	5310	\$344.47
OFFICE DEPOT	1910	OD000041461	130	5310	\$2,295.71
OFFICE RELIEF, INC.	0880	698243	680	0851	\$235.06
OLIVIA'S LETTERMAN JACKETS	0145	697398	030	0125	\$2,994.96
ORANGE CO. DEPT. OF EDUC.	0758	697311	060	4203	\$50.00
OVERDRIVE, INC.	0145	698083	030	7090	\$3,500.00
OVERDRIVE, INC.	0185	697400	030	0625	\$1,000.00
OVERDRIVE, INC.	0395	697353	060	722D	\$1,700.00
OVERDRIVE, INC.	0415	692680	030	0625	\$1,159.00
OVERDRIVE, INC.	0445	697572	030	0625	\$4,872.33
OVERDRIVE, INC.	1420	697584	060	3010	\$1,849.49
PABLO T. LANDIN	0575	697882	030	0115	\$1,200.00
PABLO T. LANDIN	0575	697883	030	0115	\$1,200.00
PACIFIC GAS & ELECTRIC CFM/PPC	1110	697796	350	0917	\$2,500.00
PASCO SCIENTIFIC	0130	697421	030	0125	\$198.68
PASCO SCIENTIFIC	0130	697589	030	0125	\$346.60
PAUL H. BROOKES PUBLISHING CO., INC.	0765	698140	120	6128	\$1,149.90
PAUL H. BROOKES PUBLISHING CO., INC.	0765	698237	120	6128	\$3,000.00
PEACE WORKS, INC.	0025	698362	030	0110	\$3,000.00
PEACE WORKS, INC.	0200	697885	030	0110	\$57.03
PEACE WORKS, INC.	0208	697371	030	0171	\$2,460.00
PEACE WORKS, INC.	0250	697979	030	0172	\$600.00
PEACE WORKS, INC.	0285	697328	030	7090	\$2,894.80
PEACE WORKS, INC.	0355	697315	030	0113	\$183.00
PEACE WORKS, INC.	0355	697316	030	0113	\$183.00
PEACE WORKS, INC.	0355	697319	030	0113	\$583.00
PEACE WORKS, INC.	0355	698162	030	0113	\$100.00
PEACE WORKS, INC.	0355	698480	030	0113	\$218.00
PEACE WORKS, INC.	0445	698151	030	0181	\$2,090.81
PEACE WORKS, INC.	0758	697884	030	0117	\$500.00
PEACE WORKS, INC.	0810	697890	060	7085	\$2,424.25
PEACE WORKS, INC.	0810	698361	060	7085	\$8,000.00
PEACE WORKS, INC.	1015	698239	060	3010	\$840.00
PEACOCK'S MARCHING WORLD	0185	698486	030	0125	\$403.28
PEACOCK'S MARCHING WORLD	0395	697933	030	7090	\$2,138.84
PEACOCK'S MARCHING WORLD	0395	697962	030	7090	\$4,548.74
PEACOCK'S MARCHING WORLD	0395	698224	030	7090	\$1,111.98
PEARSON ASSESSMENTS	0075	698455	030	7090	\$2,519.50
PEARSON ASSESSMENTS	0785	697994	060	6500	\$884.32
PEGASUS PRINTING SERVICE	1055	697891	030	0500	\$700.00
PERFORMANCE CONTRACTING, INC.	1235	697751	350	0917	\$7,340.00
PERMA BOUND	0417	697451	030	0625	\$1,779.36
PERMA BOUND	0417	698241	030	0625	\$475.01

PERMA BOUND	0505	698308	030	0625	\$2,645.36
PERMA BOUND	1135	697631	060	3010	\$4,016.67
PERMA BOUND	1165	698136	060	3010	\$2,738.69
PERMA BOUND	1165	698168	060	3010	\$2,716.26
PERMA BOUND	1330	698242	060	3010	\$739.51
PERMA BOUND	1365	698364	060	3010	\$2,200.13
PERSONNEL CONCEPTS	0880	698245	680	0851	\$5,020.11
PETUNIA'S PLACE	0105	698366	030	0625	\$500.00
PETUNIA'S PLACE	0130	698289	030	0125	\$241.69
PETUNIA'S PLACE	0185	698246	030	0625	\$1,000.00
PETUNIA'S PLACE	0340	697329	060	3010	\$2,200.00
PETUNIA'S PLACE	0421	697481	030	0625	\$2,000.00
PETUNIA'S PLACE	0421	698127	060	722E	\$754.56
PETUNIA'S PLACE	0765	697980	030	0192	\$230.00
PETUNIA'S PLACE	1130	697982	030	0192	\$400.00
POCKET NURSE MEDICAL SUPPLIES	0130	697632	030	0125	\$102.61
POCKET NURSE MEDICAL SUPPLIES	0710	697566	060	6387	\$2,939.19
POCKET NURSE MEDICAL SUPPLIES	0710	697892	030	0152	\$795.93
POSITIVE PROMOTIONS, INC.	0035	697633	030	7090	\$470.23
POSITIVE PROMOTIONS, INC.	0060	698173	030	7090	\$463.82
POSITIVE PROMOTIONS, INC.	0315	698456	030	7090	\$470.95
PRE SORT CENTER OF STOCKTON, INC.	0880	697365	670	0841	\$9,950.00
PRE SORT CENTER OF STOCKTON, INC.	0880	697366	670	0841	\$9,950.00
PRECISION PLASTICS	0710	698211	060	6388	\$750.00
PROFESSIONAL UTILITY LOCATING	1145	599280A	350	0913	\$1,000.00
PROJECT LEAD THE WAY, INC.	0475	697442	030	0115	\$950.00
PROMPTER PEOPLE	0796	698394	030	0667	\$127.00
PRO-TECH COMPUTER PRODUCTS, INC.	0429	698195	060	3215	\$1,297.25
PRUFROCK PRESS	0852	697750	030	0195	\$171.06
PUBLIC CONSULTING GROUP, INC.	0701	697471	060	4035	\$4,900.00
PUPPETS ON THE PIER DBA ARTAMON, INC.	0785	697852	060	6500	\$49.95
PUPPETS ON THE PIER DBA ARTAMON, INC.	0785	697998	060	6500	\$49.95
R & S SUPPLY	0919	698024	060	8150	\$2,404.22
R/G AWARD SYSTEMS	0200	697895	030	0172	\$1,355.09
RAINDANCE PRESS, INC.	0270	697352	060	3010	\$1,601.21
RAISE 3D TECHNOLOGIES, INC.	0710	698311	060	6388	\$943.53
RAMIREZ, VANESSA	0860	697529	030	0694	\$125.00
REALLY GOOD STUFF, INC.	0567	697550	030	7091	\$4,323.36
RED RIVER PRESS, INC	0145	697859	030	7091	\$1,224.00
RED WAVE COMM., INC.	0919	690662	060	8150	\$5,000.00
RED WAVE COMM., INC.	0919	697804	060	8150	\$2,518.64
REFRIGERATION SUPP. DIST.	0919	697833	060	8150	\$629.71
REFRIGERATION SUPPLIES DISTRIBUTOR	0919	697941	060	8150	\$386.86
REGISTRATIONS FOR YOU	0145	697443	060	6385	\$2,580.00
REGISTRATIONS FOR YOU	0335	697703	060	6385	\$1,000.00
REGISTRATIONS FOR YOU	0335	697705	060	722C	\$1,000.00
REGISTRATIONS FOR YOU	0335	697706	060	722B	\$1,000.00

REGISTRATIONS FOR YOU	0421	697331	060	722E	\$750.00
REGISTRATIONS FOR YOU	0710	697306	030	0152	\$3,250.00
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1335	698236	350	0916	\$1,673.69
RF CON, INC.	0015	698145	120	6128	\$4,375.00
RF CON, INC.	0200	697738	030	0110	\$1,082.00
RF CON, INC.	0215	698105	120	6128	\$5,930.00
RF CON, INC.	0601	698047	030	0606	\$1,080.00
RF CON, INC.	0601	698047	030	0677	\$1,080.00
RICK SULLINS	0897	698208	030	0716	\$1,747.77
RICOH USA, INC.	0880	697774	690	0861	\$450.00
RIDDELL/ALL AMERICAN SPORTS CORP.	0725	697605	030	0172	\$68.86
RIVERSIDE GOLF COURSE	0055	698365	030	0172	\$1,375.00
RIVERSIDE GOLF COURSE	0055	698369	030	0172	\$1,375.00
RIVERSIDE LANDSCAPE & NURSERY	1920	697806	030	0734	\$2,000.00
ROCHESTER 100, INC.	0290	697445	030	7090	\$728.83
RO'S PRECISE PAINTING, INC.	1490	698052	140	6205	\$9,350.00
ROSEN PUBLISHING GROUP	0423	697503	030	0625	\$1,245.45
RUSH ADVERTISING	0055	698368	030	0125	\$1,152.49
RUSH ADVERTISING	0055	698372	030	0125	\$1,531.70
RUSH ADVERTISING	0055	698373	030	0125	\$442.10
RUSH ADVERTISING	0150	698169	060	3010	\$362.64
RUSH ADVERTISING	0150	698170	060	3010	\$629.85
RUSH ADVERTISING	0185	698167	030	0625	\$431.20
RUSH ADVERTISING	0200	698460	030	0110	\$1,500.00
RUSH ADVERTISING	0380	697887	030	0110	\$670.25
RUSH ADVERTISING	0421	697897	030	7090	\$1,130.00
RUSH ADVERTISING	0435	697041	030	0171	\$318.00
RUSH ADVERTISING	0567	697896	030	0643	\$2,100.00
S & S WORLDWIDE	0790	698035	030	0752	\$417.99
S/P2	0710	698247	060	6388	\$225.00
SADDLEBACK EDUC., INC.	0145	698089	030	7091	\$4,462.95
SAGE PUBLICATIONS, INC.	0335	698327	060	3010	\$409.44
SAGE PUBLICATIONS, INC.	0700	697986	060	3010	\$3,000.00
SAGE PUBLICATIONS, INC.	0702	697985	060	3010	\$1,500.00
SALEM ENGINEERING GROUP, INC.	1235	697779	350	0917	\$3,830.00
SAN BERNARDINO COUNTY SUPT. OF SCHOOLS	0785	698107	060	3395	\$4,800.00
SAN JOAQUIN RIVER PARKWAY	0725	697324	030	0173	\$930.00
SAN JOAQUIN RIVER PARKWAY	0725	697325	030	0173	\$1,280.00
SAN JOAQUIN RIVER PARKWAY	0725	698375	030	0173	\$820.00
SAN JOAQUIN RIVER PARKWAY	0725	698377	030	0173	\$920.00
SCHOLASTIC BOOK CLUBS	1015	697634	060	3010	\$145.50
SCHOLASTIC BOOK CLUBS	1015	697635	060	3010	\$870.50
SCHOLASTIC, INC.	0510	698401	030	0110	\$689.31
SCHOLASTIC MAGAZINE	0460	698060	030	0110	\$198.48
SCHOOL FACILITY CONSULTANTS	0905	694622D	350	0912	\$333.75

SCHOOL FACILITY CONSULTANTS	0905	694622D	350	0916	\$92.50
SCHOOL FACILITY CONSULTANTS	0905	694622D	400	0915	\$2,540.00
SCHOOL HEALTH CORPORATION	0725	697898	030	0172	\$142.52
SCHOOL HEALTH CORPORATION	0730	697478	060	5640	\$111.98
SCHOOL MATE	0290	697446	030	7090	\$748.65
SCHOOL OUTFITTERS	0325	697644	060	3010	\$4,218.58
SCHOOL OUTFITTERS	0510	697865	030	0110	\$744.22
SCHOOL OUTFITTERS	0565	698021	030	7140	\$671.87
SCHOOL OUTFITTERS	0575	697636	030	7090	\$571.79
SCHOOL OUTFITTERS	0575	698461	030	0115	\$266.16
SCHOOL SERVICES OF CALIF., INC.	0795	698125	030	0500	\$390.00
SCHOOL SERVICES OF CALIF., INC.	0795	698378	030	0500	\$230.00
SCHOOL SERVICES OF CALIF., INC.	0795	698378	060	3010	\$460.00
SCHOOL SERVICES OF CALIF., INC.	0890	697707	030	0708	\$550.00
SCHOOL SPECIALTY	0295	697886	030	0171	\$1,117.15
SCHOOL SPECIALTY, INC.	0030	697935	060	3010	\$3,117.78
SCHOOL SPECIALTY, INC.	0060	697867	030	0110	\$1,187.67
SCHOOL SPECIALTY, INC.	0070	690673	030	7090	\$1,990.00
SCHOOL SPECIALTY, INC.	0185	698292	030	0625	\$750.00
SCHOOL SPECIALTY, INC.	0290	698488	030	0113	\$582.47
SCHOOL SPECIALTY, INC.	0320	698249	030	7090	\$320.12
SCHOOL SPECIALTY, INC.	0330	698066	030	0110	\$114.22
SCHOOL SPECIALTY, INC.	0330	698380	030	0110	\$80.95
SCHOOL SPECIALTY, INC.	0415	698267	030	0171	\$2,603.54
SCHOOL SPECIALTY, INC.	0460	697579	030	0110	\$42.32
SCHOOL SPECIALTY, INC.	0495	697559	030	0172	\$3,000.72
SCHOOL SPECIALTY, INC.	1565	698122	030	0192	\$54.08
SCHOOL SPECIALTY, INC.	1891	698222	030	0716	\$2,237.25
SCHOOL SPECIALTY, INC.	1891	698427	030	0716	\$3,597.73
SCHOOL SPECIALTY, INC.	1891	698491	030	0716	\$2,699.38
SCHOOL SPORT	0919	697825	060	8150	\$3,585.00
SCHOOL SPORT	0919	697909	060	8150	\$1,665.00
SDE STAFF DEVELOPMENT FOR EDUCATORS	0429	697448	060	4035	\$3,300.00
SEE'S CANDIES, INC.	0460	697468	030	0643	\$589.69
SEESAW LEARNING, INC.	0215	697056	030	7091	\$340.50
SEESAW LEARNING, INC.	0385	697863	060	3010	\$1,144.00
SHATERA SANGSTER DBA SOCIAL MEDIA SIDEKICK	0755	697303	030	0176	\$4,500.00
SHELCO INDUSTRIES	0919	698159	060	8150	\$7,700.00
SKILLPATH SEMINARS	0796	697923	030	0667	\$847.00
SOCCER EXPRESS	0235	697412	030	0172	\$798.91
SOLUTION TREE, LLC	0135	697530	060	3010	\$899.50
SOLUTION TREE, LLC	0285	697963	030	7090	\$2,067.00
SOLUTION TREE, LLC	0285	697965	030	7090	\$3,445.00
SPINITAR	0055	697438	030	7090	\$695.81
SPINITAR	0185	697913	030	7090	\$2,164.59
SPINITAR	0290	697357	030	7090	\$1,381.35

SPINITAR	0305	697911	030	7090	\$1,651.26
SPINITAR	0330	697547	030	7090	\$485.58
SPINITAR	0330	697547	030	7091	\$485.55
SPINITAR	0765	698190	120	9055	\$1,736.57
STATE ARCHITECT, DIVISION OF	1090	697413	250	9016	\$5,417.25
STATE ARCHITECT, DIVISION OF	1140	697414	250	9016	\$3,561.21
STATE ARCHITECT, DIVISION OF	1235	698370	140	6205	\$1,897.50
STATE ARCHITECT, DIVISION OF	1370	697416	350	0913	\$4,263.29
STERLING ADAPTIVES, LLC	0880	697648	680	0851	\$4,858.88
STITCH MASTER CUSTOM EMBROIDERY	0765	698124	030	0192	\$550.00
STRATEGIC MECHANICAL, INC.	1010	698056	350	0917	\$2,645.00
SUNNYSIDE TROPHY, INC.	0900	697784	030	0730	\$25.00
SUNSET LANDSCAPES, INC.	0335	697744	030	7090	\$5,949.00
SUPERIOR TEXT, LLC	0450	697573	030	7090	\$58.95
SUPERIOR TEXT, LLC	0480	698300	060	3182	\$797.94
SUPERIOR TEXT, LLC	0700	697323	060	4035	\$82.38
SUPERIOR TEXT, LLC	0701	697743	060	3010	\$807.71
SUPERIOR TEXT, LLC	0701	698193	030	0193	\$774.18
SUPERIOR TEXT, LLC	0701	698298	060	3010	\$1,290.41
SUPERIOR TEXT, LLC	0852	697355	030	0195	\$834.86
SUPERIOR TEXT, LLC	0852	698095	030	0679	\$279.58
SUPERIOR TEXT, LLC	1748	698005	060	6300	\$8,675.29
SUPERIOR TEXT, LLC	1748	698139	060	6300	\$2,867.82
SVFL	0055	697401	030	0125	\$97.00
SVFL	0055	697402	030	0125	\$90.00
SVFL	0055	698381	030	0125	\$140.00
SWEETWATER COUNTY SCHOOL DISTRICT #1	0055	698384	030	0125	\$60.00
SWEETWATER MUSIC	0060	697403	030	0171	\$4,575.99
SWIM SUITS WEST	0235	697773	030	0172	\$1,349.36
SYSCO OF CENTRAL CALIFORNIA	1910	697944	130	5310	\$1,230.00
SYSCO OF CENTRAL CALIFORNIA	1910	697945	130	5310	\$742.56
TEACHERS DISCOVERY	0055	697637	030	0125	\$118.84
TEACHERS DISCOVERY	0055	697638	030	0125	\$127.33
TENNIS WAREHOUSE	0235	697770	030	0172	\$942.07
TENNIS WAREHOUSE	0421	698468	030	0172	\$723.36
TERESA MATHIAS DBA THE ARTIST IN ME	0325	697924	030	0171	\$3,750.00
TERESA MATHIAS DBA THE ARTIST IN ME	0565	697995	030	7140	\$800.00
TERI COLLET, LCSW	0228	697568	030	0644	\$1,500.00
TETER ARCHITECTS, LLP	0886	697411	030	0143	\$7,500.00
TEXTBOOK WAREHOUSE, LLC	0450	697337	030	7091	\$257.46
TEXTBOOK WAREHOUSE, LLC	0450	697731	030	7091	\$56.69
TEXTBOOK WAREHOUSE, LLC	0450	697842	060	6500	\$275.61
TEXTBOOK WAREHOUSE, LLC	0810	697335	030	0649	\$130.35
TFH (USA) LTD.	0290	697733	030	0113	\$448.15
THE ADVANTAGE PRESS, INC.	0170	697417	030	0625	\$167.40
THE ADVANTAGE PRESS, INC.	0170	697419	030	0625	\$575.00
THE FRESNO BEE	0905	697801	030	0738	\$853.43

THE HOME DEPOT PRO	1920	697567	030	0734	\$227.05
THE MOWERS EDGE	0417	697835	030	0115	\$485.83
THE MOWERS EDGE	0421	697950	030	0125	\$1,835.53
THE MOWERS EDGE	1920	697787	030	0734	\$1,464.15
THE MOWERS EDGE	1920	697791	030	0734	\$323.90
THE MOWERS EDGE	1920	697793	030	0734	\$293.68
THE MOWERS EDGE	1920	697795	030	0734	\$855.12
THE POSITIVITY PROJECT	0095	697641	030	7090	\$1,395.00
THE WYRICK BOOK, CO.	1155	698293	060	3010	\$2,846.55
THE WYRICK BOOK, CO.	1330	697512	060	3010	\$426.51
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0150	697593	030	7090	\$679.68
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0505	698463	030	0643	\$841.98
TIM R TRULL ELECTRIC, INC.	1035	697712	140	6205	\$1,960.00
TIM R TRULL ELECTRIC, INC.	1210	698048	350	0917	\$3,645.00
TOLEDO PHYSICAL EDUC. SUPPLY	0305	698191	030	0171	\$784.12
TOSCANO, ANDREA	0417	697534	030	0115	\$366.50
TOTAL FILTRATION SERVICE, INC.	0919	690598	060	8150	\$2,587.02
TOWN SQUARE PUBLICATIONS, LLC	0710	697709	030	0152	\$940.00
TRANE U.S., INC	0919	697473	060	8150	\$1,057.80
TRAUMA RESOURCE INSITUTE	0810	697969	030	0641	\$650.00
TRAUMA RESOURCE INSITUTE	0810	697969	060	3010	\$1,300.00
TROXELL COMMUNICATIONS	0230	698418	030	7090	\$3,568.34
TROXELL COMMUNICATIONS	0295	698152	060	3010	\$626.26
TUCKODY ENTERPRISES, LLC	0421	698294	030	0125	\$3,861.00
TURNITIN, LLC	0335	697423	030	7090	\$1,915.72
TURNITIN, LLC	0335	697423	060	3010	\$1,224.81
TURNITIN, LLC	0886	698299	030	0140	\$750.00
U S ACADEMIC DECATHLON	0445	698069	030	0172	\$415.00
ULINE	0208	697839	030	0171	\$1,477.85
ULINE	0490	697580	030	0110	\$260.85
UNITED REFRIGERATION, INC.	1910	690767	130	5310	\$2,000.00
UNITED REFRIGERATION, INC.	1910	697834	130	5310	\$1,225.24
UNITED RENTALS, INC.	1910	690137	130	5310	\$3,000.00
UNIVERSITY OF OREGON	0535	697657	060	3010	\$478.00
US AWARDS, INC.	1400	697930	030	7394	\$407.28
VAL PRINT	0889	697354	030	0709	\$4,500.00
VALLARTA FOOD ENTERPRISES	0025	698467	030	0110	\$1,500.00
VALLARTA FOOD ENTERPRISES	0155	698487	030	0110	\$500.00
VALLARTA FOOD ENTERPRISES	0235	697778	030	7090	\$300.00
VALLARTA FOOD ENTERPRISES	0305	698086	030	7090	\$505.00
VALLARTA FOOD ENTERPRISES	0310	698464	030	7090	\$500.00
VALLARTA FOOD ENTERPRISES	0315	698010	030	0113	\$200.00
VALLARTA FOOD ENTERPRISES	0355	697724	030	0171	\$350.00
VALLARTA FOOD ENTERPRISES	0421	698449	030	0172	\$1,000.00
VALLARTA FOOD ENTERPRISES	0445	694752A	030	7090	\$600.00

VALLARTA FOOD ENTERPRISES	0495	697418	030	7090	\$400.00
VALLARTA FOOD ENTERPRISES	0500	698268	030	7090	\$150.00
VALLARTA FOOD ENTERPRISES	0567	697907	030	0643	\$1,000.00
VALLEY CHILDRENS HOSPITAL	1730	698197	030	0656	\$3,558.13
VALLEY FENCE COMPANY	0919	606726A	060	8150	\$6,479.00
VALLEY FENCE COMPANY	0919	696814A	060	8150	\$5,395.00
VALLEY FENCE COMPANY	0919	697768	060	8150	\$5,518.00
VALLEY IRON, INC.	0710	698213	060	6388	\$500.00
VALLEY IRON, INC.	0710	698228	060	6388	\$1,000.00
VAN WELL, ANASTASIA	0208	698319	030	0171	\$35.75
VENTURA TV, INC.	0796	697785	030	0667	\$1,217.89
VENUS EVANS WINTERS, LLC	0725	697420	030	0173	\$3,200.00
VERNIER SOFTWARE	0235	698428	030	0125	\$2,380.03
VINCENT COMMUNICATIONS, INC.	0450	698313	030	7090	\$388.60
VINCENT COMMUNICATIONS, INC.	0530	698147	030	0172	\$77.72
W.O.L.F	0725	697351	030	0173	\$7,172.00
WALLWISHER, INC. DBA PADLET	0575	697938	030	7090	\$2,800.00
WARDS NATURAL SCIENCE, INC.	0130	697562	030	0125	\$488.27
WARDS NATURAL SCIENCE, INC.	0335	698020	030	0125	\$957.46
WENGER CORPORATION	0095	698207	030	0172	\$1,180.39
WENGER CORPORATION	0185	698013	030	0171	\$8,411.72
WENGER CORPORATION	0395	697936	030	7090	\$1,738.46
WEPRINTIT	0055	698302	030	0125	\$858.95
WIZARD SPORTS	0185	697822	030	0172	\$662.24
WONDER VALLEY RANCH RESORT	0725	697472	030	0173	\$1,170.00
WOODBURN PRESS	0325	697643	060	3010	\$1,043.20
WORTHINGTON DIRECT	0423	698409	060	3182	\$7,489.34
WT. COX SUBSCRIPTIONS, INC.	0575	697808	030	0625	\$877.04
WT. COX SUBSCRIPTIONS, INC.	0710	698304	060	6388	\$85.00
YELLOW DOG SIGNS & GRAPHICS	0170	697708	030	0173	\$2,500.00
YELLOW DOG SIGNS & GRAPHICS	0170	697971	030	0171	\$9,000.00
YELLOW DOG SIGNS & GRAPHICS	0575	697435	030	7090	\$2,488.13
YELLOW DOG SIGNS & GRAPHICS	0725	697109	030	0173	\$4,000.00
YELLOW DOG SIGNS & GRAPHICS	0919	697996	060	8150	\$7,401.69

THE FOLLOWING PURCHASE ORDERS ARE FOR ASB FUND 950

**PURCHASE ORDERS DATED
FEBRUARY 01, 2021 TO FEBRUARY 28, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
ADVANTAGE SPECIALTIES	0325	693579	950	9500	\$70.00
ADVANTAGE SPECIALTIES	0430	698481	950	9500	\$250.00
BARNES & NOBLE, INC.	0530	698315	950	9500	\$791.49
BARNES & NOBLE, INC.	0530	698316	950	9500	\$854.23
FUNWORKS/KAREN GAINES	0285	697621	950	9500	\$1,250.00
G W SCHOOL SUPPLY, INC.	0460	697313	950	9500	\$300.00
G W SCHOOL SUPPLY, INC.	0460	697560	950	9500	\$80.00
G W SCHOOL SUPPLY, INC.	0460	697561	950	9500	\$91.00
G W SCHOOL SUPPLY, INC.	0460	698142	950	9500	\$100.00
LAKESHORE LEARNING MATERIALS	0340	697563	950	9500	\$355.36
LAKESHORE LEARNING MATERIALS	0340	697564	950	9500	\$352.99
LAKESHORE LEARNING MATERIALS	0340	697565	950	9500	\$381.82
ME-N-ED'S, INC.	0015	698000	950	9500	\$270.00
ME-N-ED'S, INC.	0460	697540	950	9500	\$581.00
PREMIER SCHOOL AGENDAS, LLC	0140	698458	950	9500	\$913.69
ROCHESTER 100, INC.	0140	698290	950	9500	\$708.75
SCHOLASTIC, INC.	0460	698059	950	9500	\$64.81
SEE'S CANDIES, INC.	0460	697546	950	9500	\$100.00
STARFALL PUBLICATIONS	0340	697587	950	9500	\$270.00
VALLARTA FOOD ENTERPRISES	0460	698070	950	9500	\$400.00
VALLARTA FOOD ENTERPRISES	0510	698007	950	9500	\$500.00

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0976	2002A Refunding Measure A & K	1045	Birney Elementary
0977	2004B Refunding Measure A & K	0855	Board Of Education
0679	231 Grant-Adult Education	1855	Board Of Education
0504	504 Coordinator	0708	Bookstore-Adult Education
0681	ABE-Adult Education	0055	Bullard High School
0002	Academy for Civil & Entrepreneurial Leadership	1055	Bullard High School
0005	Addams Elementary	0060	Bullard Talent K-8
1005	Addams Elementary	1060	Bullard Talent K-8
0553	Addicott	0070	Burroughs Elementary
1553	Addicott	1070	Burroughs Elementary
1950	Addicott-Maintenance & Operations	0875	Business Services Administration
0705	Administration-Adult Education	0075	Calwa Elementary
1705	Administration-Adult Education	1075	Calwa Elementary
0237	Adult Transition Program on Fairmont	0230	Cambridge
1237	Adult Transition Program on Fairmont	1230	Cambridge
0755	African American Academic Acceleration (A4)	0726	Campus Culture
0010	Ahwahnee Middle School	0710	Career / Vocational Education
1010	Ahwahnee Middle School	1710	Career / Vocational Education
0619	Alternative Education	1709	Caregiver Training-Adult Education
1577	Alternative Education Facility	0851	CART
0015	Anthony Elementary	1851	CART
1015	Anthony Elementary	0503	Carter C. Woodson Public Charter
0020	Ayer Elementary	0080	Carver K-8
1020	Ayer Elementary	1080	Carver K-8
0025	Aynesworth Elementary	0799	Categorical Indirect
1025	Aynesworth Elementary	0089	Cesar Chavez
0030	Baird Middle	1089	Cesar Chavez
1030	Baird Middle	0090	Centennial Elementary
0535	Bakman Elementary	1090	Centennial Elementary
1535	Bakman Elementary	1914	Central Processing Facility
0035	Balderas Elementary	0012	Charter School
1035	Balderas Elementary	1012	Charter School
0880	Benefits & Risk Management	0715	Children's Centers
0040	Bethune Elementary	0703	Classified Development
1040	Bethune Elementary	0706	College & Career Readiness
0045	Birney Elementary	0095	Columbia Elementary
		1095	Columbia Elementary

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0098	Comm-Phoenix Elementary	1140	Eaton Elementary
1098	Comm-Phoenix Elementary	0145	Edison High School
1796	Community and Family Engagement Network	1145	Edison High School
0711	Community Education-Adult Education	1143	Education Center Canteen
0860	Community Information	1961	Education Center-Maintenance & Operations
1860	Community Information	0865	Educational Assessment
0100	Computech	1865	Educational Assessment
1100	Computech	0618	Elementary Division Area EG
0105	Cooper Middle School	0616	Elementary Division Area HL
1105	Cooper Middle School	0785	Elementary-Special Education
0426	Creative Alternatives	1785	Elementary-Special Education
0700	Curriculum/Instruction	0781	Elementary-Speech Language Pathology
1700	Curriculum/Instruction	1781	Elementary-Speech Language Pathology
0110	Dailey Elementary	0921	Energy Management
1110	Dailey Elementary	1921	Energy Management
0120	Del Mar Elementary	0758	English Learner Services
1120	Del Mar Elementary	1758	English Learner Services
0123	Design Science High School	0924	Environmental Services
1123	Design Science High School	1924	Environmental Services
0125	Dewolf High School	0852	Equity & Access
1125	Dewolf High School	0150	Ericson Elementary
0077	Dewolf West	1150	Ericson Elementary
0663	District & School Accountability	0675	ESL-Adult Education
1798	District Initiatives	1675	ESL-Adult Education
0798	District Initiatives	0155	Ewing Elementary
0130	Duncan Polytechnical	1155	Ewing Elementary
1130	Duncan Polytechnical	0790	Extended Learning
0722	E Street Services	1790	Extended Learning
1722	E Street Services	0725	Extracurricular & Co-curricular
0767	Early Learning Center	0905	Facilities Management & Planning
1767	Early Learning Center	1905	Facilities Management & Planning
0765	Early Learning Department	0160	Figarden Elementary
1765	Early Learning Department	1160	Figarden Elementary
0135	Easterby Elementary	0890	Fiscal Services
1135	Easterby Elementary	1890	Fiscal Services
0140	Eaton Elementary	0910	Food Services

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
1910	Food Services	1220	Holland Elementary
0165	Forkner Elementary	0225	Homan Elementary
1165	Forkner Elementary	1225	Homan Elementary
0170	Fort Miller Middle	0227	Homeless
1170	Fort Miller Middle	0235	Hoover High School
0175	Fremont Elementary	1235	Hoover High School
1175	Fremont Elementary	0713	HSS-Gain Excess Cost-Adult Education
0176	Fresno Adventist	0930	Human Resources
0181	Fresno City College	1930	Human Resources
1181	Fresno City College	0748	IMS
0185	Fresno High School	1748	IMS
1185	Fresno High School	0601	Instructional Division - Academic Office
0188	Fulton	1601	Instructional Division - Academic Office
1188	Fulton	0655	Instructional Leadership
0575	Gaston B Rutherford Middle School	1744	Instructional Media
1575	Gaston B Rutherford Middle School	0744	Instructional Media
0190	GATE Office	0250	Jackson Elementary
0674	GED Testing-Adult Education	1250	Jackson Elementary
0682	GED-Adult Education	0326	JE Young Annex
0200	Gibson Elementary	1326	JE Young Annex
1200	Gibson Elementary	0240	JE Young Independent Study
0205	Ginsburg	1240	JE Young Independent Study
1205	Ginsburg	0255	Jefferson Elementary
0893	Grants Resources/Development	1255	Jefferson Elementary
0915	Graphics Center	0257	Kepler Charter
0510	Greenberg Elementary	0260	King Elementary
1510	Greenberg Elementary	1260	King Elementary
0208	Hamilton	0265	Kings Canyon Middle School
1208	Hamilton	1265	Kings Canyon Middle School
0730	Health Services	0270	Kirk Elementary
0210	Heaton Elementary	1270	Kirk Elementary
1210	Heaton Elementary	0285	Kratt Elementary
0215	Hidalgo Elementary	1285	Kratt Elementary
1215	Hidalgo Elementary	0935	Labor Relations
0660	High School Administration	1935	Labor Relations
1655	High School Division	0290	Lane Elementary
0220	Holland Elementary	1290	Lane Elementary

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0295	Lawless Elementary	1900	Operational Services
1295	Lawless Elementary	0361	Our Lady Of Victory
0702	Leadership Development	0780	PACE Program
0305	Leavenworth Elementary	1912	Packaging Center
1305	Leavenworth Elementary	0676	Parent Education-Adult Education
1870	Legal Services	0796	Parent University
0310	Lincoln Elementary	0889	Payroll Department
1310	Lincoln Elementary	0127	Phillip J Patino School of Entrepreneurs
0788	Low Incidence-Special Education	1127	Phillip J Patino School of Entrepreneurs
0315	Lowell Elementary	0102	Phoenix Secondary
1315	Lowell Elementary	1102	Phoenix Secondary
0896	Mail Room	0919	Plant Maintenance
0320	Malloch Elementary	1919	Plant Maintenance
1320	Malloch Elementary	0920	Plant Maintenance & Operations
0787	Management-Special Education	1920	Plant Maintenance & Operations
1787	Management-Special Education	0365	Powers Elementary
0195	Manchester GATE Elementary	1365	Powers Elementary
1195	Manchester GATE Elementary	0810	Prevention & Intervention
0325	Mayfair Elementary	1810	Prevention & Intervention
1325	Mayfair Elementary	1280	Pride Intervention
0330	McCardle Elementary	0302	Professional Learning
1330	McCardle Elementary	1302	Professional Learning
0335	McLane High School	0770	Psychological & Guidance
1335	McLane High School	0895	Purchasing
0812	Men's/Women's Alliance	1895	Purchasing
0615	Middle School	0370	Pyle Elementary
1615	Middle School	1370	Pyle Elementary
0750	Migrant	0552	Rata
0340	Muir Elementary	1552	Rata
1340	Muir Elementary	1958	Rata-Maintenance & Operations
0727	Music/Visual and Performing Arts	0775	Regional Occupation Program
1578	New Southeast Site	0712	Restaurant-Adult Education
0355	Norseman Elementary	0811	Restorative Justice
1355	Norseman Elementary	1811	Restorative Justice
0530	Olmos Elementary	0380	Robinson Elementary
1530	Olmos Elementary	1380	Robinson Elementary
0900	Operational Services		

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0385	Roeding Elementary	1576	Southeast High School
1385	Roeding Elementary	1437	Southeast Intersession
0395	Roosevelt High School	0661	Special Projects
1395	Roosevelt High School	0428	St Anthony
0400	Roosevelt School of the Arts	0429	St Helens
1400	Roosevelt School of the Arts	0422	Starr Elementary
0410	Rowell Elementary	1422	Starr Elementary
1410	Rowell Elementary	0795	State & Federal Programs
0891	Salaries & Benefits	0430	Storey Elementary
1891	Salaries & Benefits	1430	Storey Elementary
0892	Salaries & Benefits Supplemental	0805	Student Records
1892	Salaries & Benefits Supplemental	0421	Sunnyside High School
0412	San Joaquin	1421	Sunnyside High School
0415	Scandinavian Middle School	0435	Sunset Elementary
1415	Scandinavian Middle School	1435	Sunset Elementary
0617	School Leadership	0850	Superintendent
0970	School Safety	0840	Support Services
1970	School Safety	0701	Teacher Development
0853	School Support Division	1701	Teacher Development
0635	Secondary Division	0887	Technology Learner Support
1635	Secondary Division	0886	Technology Network Data Center
0680	Secondary-Adult Education	0885	Technology Services
0786	Secondary-Special Education	1885	Technology Services
1786	Secondary-Special Education	0440	Tehipite Middle School
0782	Secondary-Speech Language Pathology	1440	Tehipite Middle School
1782	Secondary-Speech Language Pathology	0923	Telecommunications
0664	Security Office	1923	Telecommunications
0417	Sequoia Middle School	0445	Tenaya Middle School
1417	Sequoia Middle School	1445	Tenaya Middle School
0797	SES - Choice	0423	Terronez Middle School
0560	Site M-Orange/Butler	1423	Terronez Middle School
1560	Site M-Orange/Butler	0450	Thomas Elementary
1561	Site Ventura/Tenth	1450	Thomas Elementary
0420	Slater Elementary	0455	Tioga Middle School
1420	Slater Elementary	1455	Tioga Middle School
0554	Southeast Elementary	0794	Transfers Office
1554	Southeast Elementary	1984	Transfers: Buyback Days

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
1986	Transfers: Designated Health	0500	Wolters Elementary
1987	Transfers: EPA	1500	Wolters Elementary
1982	Transfers: Lottery - Continuation	0565	Yokomi Elementary
1980	Transfers: Lottery - Elementary	1565	Yokomi Elementary
1983	Transfers: Lottery - JE Young	0505	Yosemite Middle School
1981	Transfers: Lottery - Music	1505	Yosemite Middle School
1991	Transfers: Preschool - 6105 to 0192		
1985	Transfers: Professional Learning Column		
1990	Transfers: SPED - 3310 to 6500		
1989	Transfers: SPED - Baseline Intervention		
0925	Transportation		
0460	Turner Elementary		
1460	Turner Elementary		
0463	Valley Arts and Science Academy		
0462	Valley Preparatory Academy Charter		
0567	Vang Pao Elementary		
1567	Vang Pao Elementary		
0465	Viking Elementary		
1465	Viking Elementary		
0470	Vinland Elementary		
1470	Vinland Elementary		
0670	Vocational Ed-Adult Education		
0897	Warehouse		
1897	Warehouse		
0475	Wawona Middle School		
1475	Wawona Middle School		
0480	Webster Elementary		
1480	Webster Elementary		
0881	WellPath		
0550	Williams Elementary		
1550	Williams Elementary		
0485	Wilson Elementary		
1485	Wilson Elementary		
0490	Winchell Elementary		
1490	Winchell Elementary		
0495	Wishon Elementary		
1495	Wishon Elementary		

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM A-23

AGENDA SECTION: A

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Ratify

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Ratify Purchase Orders from March 01, 2021 through March 31, 2021, and Zero Dollar Contracts

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from March 01, 2021 through March 31, 2021. Purchase orders for \$10,000 or more are presented first, followed by purchase orders for less than \$10,000. A list of purchase orders issued for Associated Student Body (ASB) accounts is also provided.

For the reported dates, no purchase orders are identified that may present a potential conflict of interest for an individual Board member. Please be advised that pursuant to Board Bylaw 9270, each individual Board member has a continuing duty to disclose and abstain from voting on any item where the potential for a conflict of interest exists.

Also attached and included for ratification is a list of zero dollar contracts that specify terms but where no funds will be exchanged between Fresno Unified and other entities. The contracts are available for review in the Board Office.

FINANCIAL SUMMARY: Funding is noted on the attached pages.

PREPARED BY: Ann Loorz,
Executive Director, Purchasing

DIVISION: Operational Services
PHONE NUMBER: (559) 457-3134

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





THE FOLLOWING PURCHASE ORDERS ARE FOR \$10,000 OR MORE

**PURCHASE ORDERS DATED
MARCH 01, 2021 TO MARCH 31, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
ADI - HONEYWELL INTERNATIONAL	1430	700295	140	6205	\$10,355.20
BELOW BID LIMIT (PCC 20111)					
ADVANCED MEDICAL PERSONNEL SERVICES, LLC	0782	693428	030	0188	\$270,976.00
ADVANCED MEDICAL PERSONNEL SERVICES, LLC	0782	693428	060	6500	\$1,683,616.00
BOE 01/13/21 A-13					
AIMS EDUCATION FOUNDATION	0020	699491	030	7090	\$15,850.00
AIMS EDUCATION FOUNDATION	0020	699491	060	3010	\$31,400.00
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
AMAZON CAPITAL SERVICES	0755	698672	030	0176	\$67,000.00
BOE 06/17/20 A-4 (PIGGYBACK)					
AMAZON CAPITAL SERVICES	0885	691229	030	0140	\$7,555.00
AMAZON CAPITAL SERVICES	0885	691229	030	0188	\$22,296.84
BOE 06/17/20 A-14 (PIGGYBACK)					
AMERICAN AMBULANCE	0725	699026	030	0172	\$20,000.00
BOE 02/17/21 A-9					
AMERICAN MUSIC	0423	700175	060	3010	\$11,588.55
BELOW BID LIMIT (PCC 20111)					
AMERICAN MUSIC	0445	699229	030	0172	\$15,723.38
BELOW BID LIMIT (PCC 20111)					
APPLE COMPUTER, INC.	0725	700071	030	0173	\$18,180.68
BOE 12/09/20 A-6 (PIGGYBACK)					
APPLE COMPUTER, INC.	1785	699463	030	0188	\$77,295.87
BOE 12/09/20 A-6 (PIGGYBACK)					
ARBON EQUIPMENT CORP.	1910	700602	130	5310	\$11,119.20
BOE 01/08/14 A-10 (CUPCCAA)					
ASHAY BY THE BAY DBA DEBORAH DAY	0755	700333	060	7510	\$76,064.41
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
B & H PHOTO-VIDEO, INC.	0130	699159	030	0125	\$13,327.91
BOE 06/17/20 A-14 (PIGGYBACK)					
B & H PHOTO-VIDEO, INC.	0421	699237	060	722E	\$20,309.43
BOE 06/17/20 A-14 (PIGGYBACK)					
B & H PHOTO-VIDEO, INC.	0710	700077	060	6388	\$13,637.63
BOE 06/17/20 A-14 (PIGGYBACK)					
B & H PHOTO-VIDEO, INC.	0710	700179	060	6388	\$34,335.26
BOE 06/17/20 A-14 (PIGGYBACK)					
BARNES & NOBLE, INC.	0701	699550	060	5823	\$8,183.85
BARNES & NOBLE, INC.	0701	699550	060	5827	\$8,186.31
BARNES & NOBLE, INC.	0701	699550	060	5828	\$8,183.85
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BARNES & NOBLE, INC.	0765	700355	120	6052	\$12,000.00

INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BLAIR CHURCH & FLYNN	1010	699166	350	0917	\$199,600.00
RFQ 20-14 SECTION 1					
BMV CONSTRUCTION GROUP, INC.	1395	607752	350	0916	\$152,621.00
BID 20-30					
BROOKWOOD FARMS, INC.	1910	700269	130	5310	\$13,728.00
BID 21-06					
BSN SPORTS, INC.	0105	699641	030	0172	\$67,514.61
BOE 06/17/20 A-14 (PIGGYBACK)					
BSN SPORTS, INC.	0170	698516	030	0172	\$30,740.68
BOE 06/17/20 A-14 (PIGGYBACK)					
BSN SPORTS, INC.	0208	698913	030	0172	\$30,387.00
BOE 06/17/20 A-14					
BSN SPORTS, INC.	0395	699158	030	0125	\$10,301.06
BELOW BID LIMIT (PCC 20111)					
BSN SPORTS, INC.	0415	699188	030	0172	\$10,946.58
BOE 06/17/20 A-14 (PIGGYBACK)					
BSN SPORTS, INC.	0421	698829	030	0172	\$16,526.65
BOE 06/17/20 A-14 (PIGGYBACK)					
BSN SPORTS, INC.	0455	699627	030	0172	\$20,900.38
BELOW BID LIMIT (PCC 20111)					
BSN SPORTS, INC.	0575	698796	030	0172	\$69,709.72
BOE 06/17/20 A-14 (PIGGYBACK)					
BURLINGTON ENGLISH, INC.	0675	699226	110	6391	\$19,200.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
BVI CONSTRUCTION, INC.	1235	698499	350	0916	\$1,327,200.00
BID 21-25					
CA TEACHING FELLOWS FOUNDATION	0210	690858	060	3182	\$13,668.44
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
CARGILL KITCHEN SOLUTIONS, INC.	1910	698661	130	5310	\$19,012.96
BID 21-06					
CARGILL KITCHEN SOLUTIONS, INC.	1910	700609	130	5310	\$18,642.96
BID 21-06					
CCAA	0725	698597	030	0172	\$210,000.00
BOE 02/17/21 A-11 (BUNDLED CONTRACTS)					
CDW GOVERNMENT, INC.	0070	699243	030	7091	\$20,758.79
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0070	699715	030	7091	\$12,481.91
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0320	700259	030	0717	\$7,006.06
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0320	700259	060	3010	\$5,317.72
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0335	700068	030	7090	\$20,293.44
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0415	698552	060	3010	\$11,175.41
BOE 06/17/20 A-14 (PIGGYBACK)					

CDW GOVERNMENT, INC.	0505	700066	060	3182	\$29,655.41
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0565	700633	030	7090	\$11,342.13
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT INC.	0700	698568	030	0188	\$831,407.50
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0700	699126	030	0188	\$727,481.56
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0700	699129	030	0188	\$229,770.80
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0700	700457	060	7422	\$338,827.36
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0705	700634	110	6391	\$27,534.29
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	699175	060	6388	\$57,907.24
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	699825	030	0152	\$600,000.00
CDW GOVERNMENT, INC.	0710	699825	060	6388	\$455,259.08
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0725	699241	030	0173	\$62,786.38
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0785	700432	060	7422	\$428,140.02
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0790	698638	060	4124	\$24,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0885	699953	030	0140	\$69,548.18
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0925	699479	030	7230	\$236,073.51
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0925	699486	030	7230	\$31,270.00
BELOW BID LIMIT (PCC 20111)					
CDW GOVERNMENT, INC.	1335	700502	350	0916	\$11,249.08
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	698836	030	0716	\$42,910.40
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	699498	030	0716	\$60,308.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	699915	030	0716	\$20,785.19
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	699917	030	0716	\$42,110.25
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT INC.	1891	699920	030	0716	\$42,110.25
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	699922	030	0716	\$45,889.38
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	699923	030	0716	\$22,350.83
BOE 06/17/20 A-14 (PIGGYBACK)					

CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	699925	030	0716	\$82,581.00
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	699927	030	0716	\$110,783.05
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	699930	030	0716	\$18,355.75
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	699934	030	0716	\$45,231.00
CDW GOVERNMENT, INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	699968	030	0716	\$12,255.16
CENTRAL SANITARY SUPPLY CO., INC. BOE 06/17/20 A-14 (PIGGYBACK)	1891	698503	030	0716	\$22,959.81
CENTRAL VALLEY MECHANICAL BOE 01/08/14 A-10 (CUPCCAA)	1910	700074	130	5310	\$17,102.81
COMMITTEE FOR CHILDREN INSTRUCTIONAL MATERIALS (PCC 20118.3)	0810	699152	030	0130	\$25,000.00
COMMITTEE FOR CHILDREN INSTRUCTIONAL MATERIALS (PCC 20118.3)	0810	699152	030	0137	\$35,000.00
COMMITTEE FOR CHILDREN INSTRUCTIONAL MATERIALS (PCC 20118.3)	0810	699152	030	0640	\$20,000.00
COMMITTEE FOR CHILDREN INSTRUCTIONAL MATERIALS (PCC 20118.3)	0810	699152	030	0649	\$391,078.62
COMMUNITY PARTNERS DBA CENTER / CP-CGFP BELOW BID LIMIT (PCC 20111)	1891	601661A	030	0734	\$10,000.00
CORE BUSINESS INTERIORS, INC. BELOW BID LIMIT (PCC 20111)	0852	698963	030	0500	\$20,822.20
CORWIN PRESS BOE 06/17/20 A-4 (BUNDLED CONTRACTS)	0480	700312	060	3182	\$13,500.00
CORWIN PRESS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1235	700056	060	3010	\$14,898.33
COVERMASTER, INC. BELOW BID LIMIT (PCC 20111)	0055	699189	030	0181	\$16,474.97
CREATIVE FOOD INNOVATIONS, LLC BID 20-58	1910	698659	130	5310	\$23,400.00
CREATIVE FOOD INNOVATIONS, LLC BID 20-58	1910	700534	130	5310	\$42,900.00
CREATIVE FOOD INNOVATIONS, LLC BID 20-58	1910	700536	130	5310	\$42,900.00
CROWN SHORTLOAD CONCRETE BELOW BID LIMIT (PCC 20111)	0919	691636	060	8150	\$30,000.00
DARDEN ARCHITECTS, INC. RFQ 17-04	1005	550268	350	0912	\$61,880.00
DARDEN ARCHITECTS, INC. RFQ 17-04	1095	553249	350	0913	\$29,000.00
DARDEN ARCHITECTS, INC. RFQ 17-04	1475	549490	350	0917	\$34,114.48
DAVIS MORENO CONSTRUCTION, INC.	1578	608393	350	0912	\$123,739.06

BID 20-49					
DEERE AND COMPANY	0725	699025	030	0173	\$246,431.14
BOE 06/17/20 A-14 (PIGGYBACK)					
DEVELOPMENT GROUP, INC.	1920	699413	030	0734	\$96,086.10
BELOW BID LIMIT (PCC 20111)					
DJM DRAPERY SERVICE	1395	699642	350	0916	\$14,995.64
BOE 01/08/14 A-10 (CUPCCAA)					
DL SIGN SYSTEMS	0055	699161	030	0125	\$13,696.63
BELOW BID LIMIT (PCC 20111)					
DL SIGN SYSTEMS	0423	700625	030	0172	\$10,773.58
BELOW BID LIMIT (PCC 20111)					
DONGALEN ENTERPRISES DBA INTERSATE PLASTICS	1891	699981	030	0716	\$96,529.68
BELOW BID LIMIT (PCC 20111)					
DOWNTOWN FORD SALES	0886	700405	030	0140	\$28,472.27
BOE 06/17/20 A-14 (PIGGYBACK)					
DOWNTOWN FORD SALES	0919	699233	060	8150	\$91,669.01
BOE 06/17/20 A-14 (PIGGYBACK)					
DOWNTOWN FORD SALES	1910	700200	130	5310	\$37,880.70
BOE 06/17/20 A-14 (PIGGYBACK)					
EDUCATION ELEMENTS, INC.	0700	700147	060	3010	\$14,999.00
BELOW BID LIMIT (PCC 20111)					
EIDIM GROUP, INC.	0919	700624	350	0917	\$215,377.27
BID 21-33					
EKC ENTERPRISES, INC.	0145	698646	030	0125	\$15,980.00
BELOW BID LIMIT (PCC 20111)					
FAN IN A BOX, LLC	0335	698890	060	722C	\$14,004.86
BELOW BID LIMIT (PCC 20111)					
FELCRUM MNGMT SOLUTIONS, INC. DBA THOUGHTEXCHANGE	0795	698515	060	3010	\$45,000.00
BOE 01/13/21 A-12					
FLUORESCO SERVICES, LLC	0380	700606	030	0110	\$22,986.42
BOE 01/08/14 A-10 (CUPCCAA)					
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	0919	700239	060	8150	\$11,050.00
RFQ 20-14 SECTION 10					
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	0924	699202	060	8150	\$31,500.00
RFQ 20-14 SECTION 10					
FRESNO PIANO GALLERY, INC.	0727	699087	030	0168	\$14,355.28
BELOW BID LIMIT (PCC 20111)					
FUTURE FORD OF CLOVIS	0919	699441	060	8150	\$41,962.20
BELOW BID LIMIT (PCC 20111)					
GC BUILDERS	1335	700159	350	0916	\$23,740.00
BOE 01/08/14 A-10 (CUPCCAA)					
GC BUILDERS	1440	700189	350	0917	\$68,414.00
BOE 01/08/14 A-10 (CUPCCAA)					
GOLD STAR FOODS, INC.	1910	698657	130	5310	\$20,272.00

BID 20-58					
GOLD STAR FOODS, INC.	1910	698660	130	5310	\$21,001.80
BID 20-58					
GOLD STAR FOODS, INC.	1910	698662	130	5310	\$23,093.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	698663	130	5310	\$23,073.60
BID 20-58					
GOLD STAR FOODS, INC.	1910	698667	130	5310	\$27,342.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	698821	130	5310	\$23,073.60
BID 20-58					
GOLD STAR FOODS, INC.	1910	698822	130	5310	\$27,342.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	699369	130	5310	\$22,785.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	699371	130	5310	\$21,549.22
BID 20-58					
GOLD STAR FOODS, INC.	1910	700084	130	5310	\$23,073.60
BID 20-58					
GOLD STAR FOODS, INC.	1910	700260	130	5310	\$18,144.50
BID 20-58					
GOLD STAR FOODS, INC.	1910	700261	130	5310	\$18,144.50
BID 20-58					
GOLD STAR FOODS, INC.	1910	700263	130	5310	\$50,127.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	700264	130	5310	\$50,127.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	700474	130	5310	\$21,549.22
BID 20-58					
GOLD STAR FOODS, INC.	1910	700494	130	5310	\$21,549.22
BID 20-58					
GOLD STAR FOODS, INC.	1910	700513	130	5310	\$40,032.00
BOE 12/09/20 A-6 (PIGGYBACK)					
GOLD STAR FOODS, INC.	1910	700519	130	5310	\$31,856.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	700520	130	5310	\$15,928.00
BID 20-58					
GOLD STAR FOODS, INC.	1910	700608	130	5310	\$20,462.40
BID 20-58					
GOLD STAR FOODS, INC.	1910	700612	130	5310	\$14,080.00
BID 20-58					
GOTTSCALK MUSIC CENTER	0727	690932	030	0168	\$10,000.00
RFQ 20-26					
GRAINGER, INC.	1891	699163	030	0716	\$20,717.70
BOE 06/17/20 A-14 (PIGGYBACK)					
GRAYBAR ELECTRIC, INC.	1170	698912	350	0917	\$143,524.69
BOE 06/17/20 A-14 (PIGGYBACK)					

GRAYLIFT/CROMER EQUIPMENT BELOW BID LIMIT (PCC 20111)	0919	700086	060	8150	\$28,938.64
GRAYLIFT/CROMER EQUIPMENT RFP 21-21 SECTION 3	1910	698610	130	5310	\$85,000.00
HENRY SCHEIN, INC. BELOW BID LIMIT (PCC 20111)	0710	699160	060	6388	\$40,421.99
HOBART SERVICE RFP 21-21 SECTION 4	1910	698614	130	5310	\$50,000.00
HOLT LUMBER, INC. BELOW BID LIMIT (PCC 20111)	1100	699345	140	6205	\$17,828.31
INNER SUN, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0810	699691	030	0137	\$11,979.51
INSTRUCTURE, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0123	700045	030	7090	\$12,573.30
INSTRUCTURE, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0123	700045	030	7091	\$761.43
INSTRUCTURE, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0123	700045	030	7140	\$509.47
INTEGRATED DESIGNS BY SOMAM, INC. RFQ 17-04	1250	558655	350	0916	\$99,800.00
INTEGRATED DESIGNS BY SOMAM, INC. RFQ 20-13	1565	695924	350	0917	\$10,000.00
INTEGRATED FOOD SERVICE BID 21-06	1910	698666	130	5310	\$17,289.60
INTEGRATED FOOD SERVICE BID 21-06	1910	699366	130	5310	\$11,541.60
INTEGRATED FOOD SERVICE BID 21-06	1910	700265	130	5310	\$15,768.00
INTEGRATED FOOD SERVICE BID 21-06	1910	700266	130	5310	\$17,289.60
INTEGRATED FOOD SERVICE BID 21-06	1910	700610	130	5310	\$15,340.80
J.M. SMUCKER, LLC BID 21-06	1910	700507	130	5310	\$25,584.00
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699770	030	0155	\$45,490.42
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699800	030	0155	\$56,064.57
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699814	030	0155	\$28,866.82
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699815	030	0155	\$35,842.71
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699818	030	0155	\$279,360.58
KLEIN EDUCATIONAL SYSTEMS INSTRUCTIONAL MATERIALS (PCC 20118.3)	1185	699827	030	0155	\$96,114.26
KLEIN EDUCATIONAL SYSTEMS	1185	699829	030	0155	\$29,193.59

INSTRUCTIONAL MATERIALS (PCC 20118.3)					
KLEIN EDUCATIONAL SYSTEMS	1185	700193	030	0155	\$16,000.00
BELOW BID LIMIT (PCC 20111)					
K-LOG, INC.	0380	699208	030	0110	\$2,825.26
K-LOG, INC.	0380	699208	030	0172	\$8,475.81
BELOW BID LIMIT (PCC 20111)					
KUCKENBECKER TRACTOR CO.	1920	700506	030	0734	\$58,270.33
BELOW BID LIMIT (PCC 20111)					
LAKESHORE LEARNING MATERIALS	0765	700163	120	6128	\$18,787.20
BOE 06/17/20 A-14 (PIGGYBACK)					
LAWRENCE ENGINEERING GROUP	1070	700177	140	6205	\$51,750.00
RFQ 20-14 SECTION 3					
LAWRENCE ENGINEERING GROUP	1140	700184	140	6205	\$32,130.00
RFQ 20-14 SECTION 3					
LAWRENCE ENGINEERING GROUP	1410	700240	140	6205	\$42,300.00
RFQ 20-14 SECTION 3					
LEFT OF BANG ENTERTAINMENT	0810	700311	030	0141	\$14,500.00
BELOW BID LIMIT (PCC 20111)					
LEGO EDUCATION	0100	700576	030	7090	\$16,380.08
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
LINDSAY ELECTRIC COMPANY	1295	700461	250	9016	\$10,820.00
BOE 01/08/14 A-10 (CUPCAA)					
LOWE'S	1185	700204	030	0155	\$35,796.39
BOE 06/17/20 A-14 (PIGGYBACK)					
MARCHMASTER, INC.	0727	699106	030	0167	\$8,053.58
MARCHMASTER, INC.	0727	699106	030	0168	\$5,713.23
BELOW BID LIMIT (PCC 20111)					
MARKO CONSTRUCTION GROUP, INC.	0095	700505	120	6128	\$22,390.00
BOE 01/08/14 A-10 (CUPCAA)					
MARKO CONSTRUCTION GROUP, INC.	1335	607699	350	0916	\$19,594.04
BID 20-20					
MCI/ LOS CABOS FOODS	1910	698665	130	5310	\$10,953.36
BID 21-06					
MCI/ LOS CABOS FOODS	1910	700267	130	5310	\$10,953.36
BID 21-06					
METEOR EDUCATION, LLC	0010	700390	030	7090	\$18,070.15
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0125	700399	030	0124	\$3,298.60
METEOR EDUCATION, LLC	0125	700399	030	0171	\$12,274.81
METEOR EDUCATION, LLC	0125	700399	030	0172	\$8,486.91
METEOR EDUCATION, LLC	0125	700399	030	0717	\$19,994.00
METEOR EDUCATION, LLC	0125	700399	030	6350	\$4,218.15
METEOR EDUCATION, LLC	0125	700399	030	7090	\$3,374.51
METEOR EDUCATION, LLC	0125	700399	060	3182	\$32,715.94
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0230	700393	030	0124	\$3,948.34
METEOR EDUCATION, LLC	0230	700393	030	7090	\$22,373.77

BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0235	700388	030	0181	\$44,187.90
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0335	698985	030	7090	\$25,265.05
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0335	699279	030	7090	\$12,549.08
METEOR EDUCATION, LLC	0335	699279	030	7091	\$22,551.99
METEOR EDUCATION, LLC	0335	699279	060	3010	\$1,273.09
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0335	700372	030	0125	\$25,265.05
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0395	700374	030	0125	\$16,264.89
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0445	699250	030	0115	\$3,072.03
METEOR EDUCATION, LLC	0445	699250	030	0172	\$14,998.72
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0445	699251	030	0115	\$10,843.31
BOE 06/17/21 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0505	699273	060	3182	\$13,227.20
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0725	700371	030	0173	\$10,484.19
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0758	700301	030	0188	\$16,560.29
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0796	700288	030	0667	\$10,505.73
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0810	700191	030	0188	\$46,158.73
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	0930	700313	030	0188	\$12,156.51
BELOW BID LIMIT (PCC 20111)					
METEOR EDUCATION, LLC	1070	698533	350	0917	\$13,802.61
BOE 06/17/20 A-14 (PIGGYBACK)					
MINUTEMAN PRESS	0790	699833	060	4124	\$30,000.00
BELOW BID LIMIT (PCC 20111)					
MIRACLE PLAYSYSTEMS, INC.	1200	700618	350	0917	\$43,632.92
BOE 06/17/20 A-14 (PIGGYBACK)					
MIRACLE PLAYSYSTEMS, INC.	1450	700623	350	0917	\$59,607.93
BOE 06/17/20 A-14 (PIGGYBACK)					
MIRACLE PLAYSYSTEMS, INC.	1460	700620	350	0917	\$61,332.94
BOE 06/17/20 A-14 (PIGGYBACK)					
MIRACLE PLAYSYSTEMS, INC.	1480	700622	350	0917	\$38,078.32
BOE 06/17/20 A-14 (PIGGYBACK)					
MIRACLE PLAYSYSTEMS, INC.	1490	700621	350	0917	\$43,878.48
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1005	699015	350	0917	\$103,266.00
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1005	699182	350	0913	\$610,455.11

BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1255	700551	350	0913	\$174,335.75
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1285	700323	250	9016	\$174,335.75
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1305	700324	250	9016	\$174,335.75
BOE 06/17/20 A-14 (PIGGYBACK)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1095	699799	350	0917	\$12,647.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1920	700105	030	0188	\$12,887.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1920	700106	030	0188	\$16,618.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1920	700202	030	0188	\$12,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1920	700203	030	0188	\$12,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
NICK'S CUSTOM GOLF CARS	0170	699027	030	0172	\$14,973.16
BELOW BID LIMIT (PCC 20111)					
NICK'S CUSTOM GOLF CARS	0415	699623	030	0172	\$11,812.47
BELOW BID LIMIT (PCC 20111)					
NOLTE SHEET METAL, INC.	1335	700448	350	0917	\$23,477.00
BOE 01/08/14 A-10 (CUPCCAA)					
OFFICE DEPOT	0235	OD000041685	030	0125	\$11,228.54
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0270	OD000040159	030	0113	\$13,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0325	OD000040322	030	7091	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0445	OD000041731	060	3182	\$14,501.04
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0465	OD000040319	030	7090	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0796	OD000041278	030	0667	\$20,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041480	030	0716	\$10,391.69
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041677	030	0716	\$15,365.49
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041776	030	0716	\$12,849.03
BOE 6/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041783	030	0716	\$12,849.03
BOE 6/17/20 A-14 (PIGGYBACK)					

OVERDRIVE, INC.	0852	700170A	060	4035	\$149,000.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
PACIFIC GAS & ELECTRIC CFM/PPC	1105	700601	140	6205	\$99,670.23
PUBLIC UTILITIES (PCC 10103)					
PBK ARCHITECTS, INC.	1145	698752	350	0913	\$12,000.00
RFQ 20-14 SECTION 11					
PEACE WORKS, INC.	0758	700255	060	4201	\$12,008.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
PEARSON ASSESSMENTS	0785	698892	030	0188	\$150,875.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
PEDIATRIC THERAPY SVS., LLC DBA THE STEPPING STONES GROUP	0785	698761	060	6500	\$14,400.00
BELOW BID LIMIT (PCC 20111)					
PERMA BOUND	0505	699466	030	7090	\$41,835.83
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
POCKET NURSE MEDICAL SUPPLIES	0710	700412	060	6388	\$22,387.01
BELOW BID LIMIT (PCC 20111)					
PPL STUDIO, LLC	0765	699611	120	5035	\$12,500.00
BELOW BID LIMIT (PCC 20111)					
PRECISION CONCRETE CUTTING	0919	700555	060	8150	\$12,005.00
BOE 01/08/14 A-10 (CUPCCAA)					
PRO-SCREEN, INC. SIGNS & GRAPHICS	0335	700270	060	6385	\$12,069.21
BELOW BID LIMIT (PCC 20111)					
R & H WHOLESALE SUPPLY, INC.	0919	698835	060	8150	\$10,066.07
BELOW BID LIMIT (PCC 20111)					
RAPTOR TECHNOLOGIES, LLC	0664	698967	030	0672	\$92,227.45
BELOW BID LIMIT (PCC 20111)					
RED GOLD, LLC	1910	700521	130	5310	\$58,654.40
BID 21-06					
REV.COM, INC.	0700	696625	030	0606	\$23,244.00
BOE 12/16/20 A-12					
REVERE PACKAGING	1910	698826	130	5310	\$31,628.04
BID 20-17					
RICOH USA, INC.	0915	RL00006088	030	0712	\$26,001.88
BOE 06/17/20 A-14 (PIGGYBACK)					
RMA GEOSCIENCE, INC.	1565	699018	350	0917	\$13,910.00
RFQ 20-14 SECTION 9					
ROCKWELL PRINTING, INC.	0700	700327	030	0606	\$18,740.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ROSETTA STONE	0675	699796	110	3926	\$4,950.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
ROSETTA STONE	0675	699796	110	6391	\$10,050.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SALTZMAN AUTO ELECTRIC + EQUIPMENT, INC.	1421	700308	350	0917	\$19,122.06
BELOW BID LIMIT (PCC 20111)					
SAN JOAQUIN IMPERIAL	0915	699470	030	0712	\$47,605.75
BELOW BID LIMIT (PCC 20111)					

SCHOOL CONNECT, LLC	0810	700186	030	0649	\$124,378.30
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SCHOOL HEALTH CORPORATION	0765	700287	120	6128	\$14,929.69
BOE 6/17/21 A-14 (PIGGYBACK)					
SCHOOL HEALTH CORPORATION	0920	700594	060	7422	\$557,951.00
BOE 6/17/20 A-14 (PIGGYBACK)					
SCHOOL OUTFITTERS	0145	699336	060	722A	\$18,647.71
BOE 06/17/20 A-14 (PIGGYBACK)					
SCHOOL SPECIALTY, INC.	0423	698589	060	3182	\$40,013.83
BOE 06/17/20 A-14 (PIGGYBACK)					
SCHOOL SPECIALTY, INC.	1891	700304	030	0716	\$17,083.82
BOE 6/17/20 A-14 (PIGGYBACK)					
SCHWAN'S FOOD SERVICE	1910	698656	130	5310	\$16,608.00
BID 21-06					
SCHWAN'S FOOD SERVICE	1910	700517	130	5310	\$25,233.00
BID 21-06					
SIERRA SCHOOL EQUIPMENT CO.	1250	699781	350	0916	\$61,744.19
BOE 06/17/20 A-14 (PIGGYBACK)					
SIM ARCHITECTS	1335	549488	350	0916	\$15,500.00
RFQ 17-04					
SITEONE LANDSCAPE SUPPLY	0919	699562	060	8150	\$50,000.00
BID 21-31					
SOUND CONTRACTING, INC.	0335	699460	030	7090	\$51,016.60
BOE 01/08/14 A-10 (CUPCCAA)					
STANDARD LIFE COMPANY	0880	698471	670	0841	\$388,178.00
BOE 08/07/19 A-18					
STRATEGIC MECHANICAL, INC.	0919	698850	060	8150	\$14,000.00
BOE 01/08/14 A-10 (CUPCCAA)					
STRATEGIC MECHANICAL, INC.	1160	699408	350	0917	\$10,760.00
BOE 01/08/14 A-10 (CUPCCAA)					
STRATEGIC MECHANICAL, INC.	1415	699254	350	0917	\$12,995.00
BOE 01/08/14 A-10 (CUPCCAA)					
SUPERIOR TEXT, LLC	0852	699901A	060	4035	\$29,633.15
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SURTEC SYSTEM, THE	1891	699609	030	0716	\$22,658.55
BELOW BID LIMIT (PCC 20111)					
SYSCO OF CENTRAL CALIFORNIA	1910	698652	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	698653	130	5310	\$32,457.60
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	698818	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	699370	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	700508	130	5310	\$25,502.40
BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	700509	130	5310	\$25,502.40

BID 20-58					
SYSCO OF CENTRAL CALIFORNIA	1910	700511	130	5310	\$25,502.40
BID 20-58					
TAM+CZ ARCHITECTS, INC.	1440	699495	350	0917	\$10,001.00
RFQ 20-13					
TAYLOR ENGLISH DUMA, LLP	0880	700599	670	0841	\$35,124.00
BOE 02/17/21 A-7					
TETER ARCHITECTS, LLP	1335	699711	350	0917	\$17,500.00
RFQ 20-14 SECTION 2					
TETER ARCHITECTS, LLP	1445	699017	350	0917	\$42,840.00
RFQ 20-13					
TEXTBOOK WAREHOUSE, LLC	1748	698600	060	6300	\$24,490.05
BOE 05/09/07 A-17					
TEXTBOOK WAREHOUSE, LLC	1748	698606	060	6300	\$71,608.97
BOE 05/24/06 A-15					
TEXTBOOK WAREHOUSE, LLC	1748	698635	060	6300	\$240,693.21
BOE 05/24/06 A-15					
TEXTBOOK WAREHOUSE, LLC	1748	698647	060	6300	\$16,316.80
BOE 05/09/07 A-17					
TFH (USA) LTD.	0553	699133	060	9032	\$25,543.87
BLEOW BID LIMT (PCC 20111)					
THE HOME DEPOT PRO	0710	700113	030	6350	\$15,629.60
BOE 06/17/20 A-14 (PIGGYBACK)					
THE LAB GEAR	0860	699943	030	0694	\$14,603.62
BELOW BID LIMIT (PCC 20111)					
TNTP, INC.	1185	698834	060	3010	\$16,666.48
BOE 12/16/20 A-11					
TULARE CO. OFFICE OF ED.	0765	698992	120	5035	\$80,000.00
BOE 02/17/21 A-8					
TYSON FOODS, INC.	1910	698668	130	5310	\$20,143.20
BID 21-06					
TYSON FOODS, INC.	1910	698721	130	5310	\$29,288.00
BID 21-06					
TYSON FOODS, INC.	1910	699252	130	5310	\$20,143.20
BID 21-06					
TYSON FOODS, INC.	1910	700501	130	5310	\$20,143.20
BID 21-06					
ULINE	0920	700552	060	7422	\$39,720.76
BELOW BID LIMIT (PCC 20111)					
VALLEY FENCE COMPANY	0030	700458	030	0172	\$23,604.00
BOE 01/08/14 A-10 (CUPCCAA)					
VIKING ENTERPRISES	1010	695409	140	6205	\$21,300.00
BID 21-09A, B, C					
VIKING ENTERPRISES	1961	698824	350	0917	\$15,250.00
BOE 01/08/14 A-10 (CUPCCAA)					
VIKING ENTERPRISES	1961	700158	350	0917	\$16,500.00
BOE 01/08/14 A-10 (CUPCCAA)					

VINCENT COMMUNICATIONS, INC.	1891	699528	030	0716	\$59,521.22
BELOW BID LIMIT (PCC 20111)					
W.O.L.F	0725	700410	030	0173	\$13,508.00
BOE 12/09/20 A-3					
WEPRINTIT	0055	699735	030	7090	\$11,700.44
BELOW BID LIMIT (PCC 20111)					
WORTHINGTON DIRECT	0423	698817	060	3182	\$15,930.72
BELOW BID LIMIT (PCC 20111)					

THE FOLLOWING PURCHASE ORDERS ARE UNDER \$10,000

**PURCHASE ORDERS DATED
MARCH 01, 2021 TO MARCH 31, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
4IMPRINT, INC.	0095	699425	030	7091	\$830.49
4IMPRINT, INC.	0135	699636	030	0110	\$903.50
A&A TEXTILES	1400	698681	030	7394	\$950.00
A&E INDUSTRIAL CLEANING EQUIP.	0919	699221	060	8150	\$3,712.18
ABDO PUBLISHING COMPANY	0480	699777	060	3010	\$1,619.75
ABDO PUBLISHING COMPANY	1160	699887	060	3010	\$832.95
ABLENET, INC.	0553	699584	030	0625	\$2,683.19
ACADEMIC LEARNING CO.	0758	700248	060	4201	\$6,678.02
ACCREDITING COMM FOR SCHOOLS	0230	700143	030	0124	\$1,070.00
ACE PARKING MANAGEMENT, INC.	0885	700425	030	0140	\$450.00
ACE TROPHY SHOP	0030	699375	030	0115	\$701.84
ACE TROPHY SHOP	0035	699646	030	7090	\$86.38
ACE TROPHY SHOP	0490	700013	030	0172	\$3,000.00
ACE TROPHY SHOP	0700	698766	030	0144	\$3,376.92
ACE TROPHY SHOP	0710	698641	030	0152	\$853.00
ACTIVE NETWORK DBA HY-TEK, LTD	0335	700392	030	0172	\$914.00
ADVANTAGE SPECIALTIES	0290	698574	030	0110	\$170.00
ADVANTAGE SPECIALTIES	0470	699069	030	7090	\$130.00
ADVANTAGE SPECIALTIES	0500	698767	030	7090	\$140.00
AGILE SPORTS TECHNOLOGIES	0335	699338	030	0172	\$450.00
AIR & LUBE SYSTEMS, INC.	0925	691071	030	7230	\$1,500.00
AIRWAYS GOLF COURSE	0335	699647	030	0172	\$2,089.26
ALERT SERVICES, INC.	0710	699989	060	6388	\$167.63
ALERT SERVICES, INC.	0725	699984	030	0172	\$191.25
ALERT SERVICES, INC.	0725	699985	030	0172	\$188.15
ALERT SERVICES, INC.	0725	699986	030	0172	\$4,689.89
ALERT SERVICES, INC.	0725	699987	030	0172	\$268.11
ALERT SERVICES, INC.	0725	699988	030	0172	\$731.26
ALERT SERVICES, INC.	0725	700573	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700574	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700575	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700577	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700578	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700579	030	0172	\$42.67
ALERT SERVICES, INC.	0725	700580	030	0172	\$42.67
ALERT-O-LITE, INC.	0140	698898	030	0110	\$805.07
ALERT-O-LITE, INC.	0260	699232	030	7090	\$1,082.77
ALERT-O-LITE, INC.	0355	699222	030	0172	\$775.74
ALERT-O-LITE, INC.	0490	700603	030	0172	\$480.55
ALIMED, INC.	0710	699464	060	6388	\$581.00

ALINCO COSTUMES	0100	700019	030	0172	\$3,107.50
ALINCO COSTUMES	0575	700076	030	0115	\$1,811.80
ALL AMERICAN SPORTS USA	0015	700334	030	0172	\$3,347.44
ALL AMERICAN SPORTS USA	0130	698745	030	0171	\$769.86
ALL AMERICAN SPORTS USA	0370	698839	030	0171	\$3,228.00
ALL AMERICAN SPORTS USA	0370	698840	030	0172	\$3,820.00
ALL AMERICAN SPORTS USA	0417	699074	030	0115	\$1,929.84
ALL AMERICAN SPORTS USA	0417	699157	030	0173	\$6,478.50
ALL AMERICAN SPORTS USA	0417	700429	030	0115	\$4,998.16
ALL AMERICAN SPORTS USA	0440	700591	030	0173	\$300.00
ALL AMERICAN SPORTS USA	0455	700118	030	7091	\$2,756.90
ALL AMERICAN SPORTS USA	0567	698705	030	7090	\$1,959.75
ALL SIGNS	0765	699862	030	0192	\$3,200.00
ALLARD'S, INC.	0355	698770	030	0113	\$300.00
ALLARD'S, INC.	0565	699577	030	7140	\$294.36
ALLARD'S, INC.	0710	700423	030	0152	\$450.16
ALLARD'S, INC.	0727	698602	030	0169	\$850.00
ALLARD'S, INC.	0727	698771	030	0169	\$850.00
ALLARD'S, INC.	0727	698961	030	0168	\$425.00
ALLARD'S, INC.	0727	699604	030	0168	\$850.00
ALLARD'S, INC.	0727	699605	030	0168	\$136.00
ALLARD'S, INC.	0727	700583	030	0169	\$850.00
ALLARD'S, INC.	0796	700276	030	0667	\$513.89
ALLARD'S, INC.	1320	699858	060	3010	\$143.00
ALPHAGRAPHS	0395	700335	030	0171	\$3,932.80
ALPHAGRAPHS	0395	700336	030	0171	\$1,030.13
ALPHAGRAPHS	0395	700359	030	0171	\$4,227.42
ALPHAGRAPHS	0455	699510	030	0172	\$3,497.31
A-MARK T-SHIRT, INC.	0010	699860	030	0171	\$2,000.00
A-MARK T-SHIRT, INC.	0030	698994	030	0172	\$479.41
A-MARK T-SHIRT, INC.	0105	699873	030	0172	\$1,101.35
A-MARK T-SHIRT, INC.	0105	699982	030	0173	\$583.07
A-MARK T-SHIRT, INC.	0105	699983	030	0173	\$4,372.99
A-MARK T-SHIRT, INC.	0165	700337	030	7090	\$2,267.48
A-MARK T-SHIRT, INC.	0230	691878	030	0124	\$4,800.00
A-MARK T-SHIRT, INC.	0230	699173	030	0172	\$4,900.00
A-MARK T-SHIRT, INC.	0237	700613	030	0171	\$376.32
A-MARK T-SHIRT, INC.	0335	700277	030	0125	\$4,000.00
A-MARK T-SHIRT, INC.	0440	700439	030	7090	\$2,000.00
A-MARK T-SHIRT, INC.	0475	699394	030	0172	\$4,999.00
A-MARK T-SHIRT, INC.	0727	700434	030	0168	\$680.24
A-MARK T-SHIRT, INC.	0885	699793	030	0140	\$4,804.89
AMAZON CAPITAL SERVICES	0750	698748	060	3060	\$1,000.00
AMAZON CAPITAL SERVICES	0790	695246	030	0752	\$850.00
AMAZON CAPITAL SERVICES	0887	695243	030	0140	\$3,600.00
AMERICAN BACKFLOW PREVENTION ASSOCIATION	0919	700339	060	8150	\$165.00

AMERICAN MUSIC	0100	699801	030	7090	\$2,438.99
AMERICAN MUSIC	0100	700525	030	0115	\$2,934.76
AMERICAN MUSIC	0100	700528	030	0115	\$2,934.76
AMERICAN MUSIC	0320	699430	030	0172	\$45.30
AMERICAN MUSIC	0395	698609	030	7090	\$4,994.60
AMERICAN MUSIC	0415	699484	030	0171	\$1,485.15
AMERICAN MUSIC	0423	700172	060	3182	\$5,824.27
AMERICAN MUSIC	0445	698932	030	0172	\$3,981.08
AMERICAN T'S	0235	698965	030	0171	\$2,000.00
AMPERSAND ICE CREAM, LLC	0700	700595	030	0144	\$1,200.00
ANCORA PUBLISHING	0330	699225	030	7090	\$550.00
ANCORA PUBLISHING	0810	700376	030	0649	\$485.24
ANDERSON'S ALPHABET U	0460	698937	030	7090	\$1,432.74
ANGEL-HERNANDEZ, LILIA	0895	TA210066936	030	0112	\$200.00
ANNA G GUERRA	0890	700162	030	0708	\$50.00
ANNE ANDREW	0030	699754	060	3010	\$3,400.00
A-PLUS SIGNS, INC.	0225	700157	030	7090	\$123.09
A-PLUS SIGNS, INC.	0385	699948	030	0172	\$864.88
A-PLUS SIGNS, INC.	1270	699884	140	6205	\$2,338.50
A-PLUS SIGNS, INC.	1270	700559	140	6205	\$3,654.23
AQUA SOURCE, INC.	0919	699224	060	8150	\$4,987.89
ARBON EQUIPMENT CORP.	1910	691514	130	5310	\$2,000.00
ARCHER AND HOUND	0055	698703	030	7090	\$4,078.22
ARCHER AND HOUND	0145	698940	030	7091	\$1,635.33
ARCHER AND HOUND	0200	699422	030	0172	\$234.07
ARCHER AND HOUND	0200	700148	030	0172	\$199.75
ARCHER AND HOUND	0700	700442	030	0144	\$2,978.43
ARCHER AND HOUND	0758	699034	030	7091	\$2,845.00
ARCHER AND HOUND	0852	698862	030	0679	\$4,500.00
ART TRIO SIGNS	0185	699291	030	0172	\$1,889.56
ARTISAN MARKETING GROUP	0125	699109	030	0124	\$391.44
ARTISAN MARKETING GROUP	0125	700328	030	0173	\$2,500.00
ARTISAN MARKETING GROUP	0240	699576	030	0128	\$3,500.00
ARTWORKZ, EMBROIDERY & SCREEN PRINTING	0421	699450	030	0172	\$285.05
ASCD	0170	700616	060	3182	\$1,857.34
ASIAN SUPERMARKET	0758	700379	030	0117	\$2,000.00
ASIAN SUPERMARKET	0790	699631	060	4124	\$1,813.98
AT&T MOBILITY	0710	AT000040100	030	0152	\$25.10
AT&T MOBILITY	0919	AT000040101	060	8150	\$122.80
AT&T MOBILITY	1910	AT000040099	130	5310	\$40.86
AUTHORIZED VAC. & SEW CENTER	0727	698989	030	0169	\$850.00
B & H PHOTO-VIDEO, INC.	0235	699564	030	0125	\$349.58
B & H PHOTO-VIDEO, INC.	0285	699167	030	0172	\$2,767.23
B & H PHOTO-VIDEO, INC.	0330	699359	030	0172	\$3,677.24
B & H PHOTO-VIDEO, INC.	0340	699169	030	0110	\$195.96
B & H PHOTO-VIDEO, INC.	0575	700079	030	0115	\$884.96

B & H PHOTO-VIDEO, INC.	0710	698942	030	0152	\$3,026.74
B & H PHOTO-VIDEO, INC.	0710	698947	030	0152	\$655.66
B & H PHOTO-VIDEO, INC.	0710	699720	060	6388	\$2,960.35
B & H PHOTO-VIDEO, INC.	0860	699262	030	0694	\$5,240.58
B & H PHOTO-VIDEO, INC.	1185	699360	030	0155	\$4,408.91
B & H PHOTO-VIDEO, INC.	1185	699361	030	0155	\$4,404.69
B & H PHOTO-VIDEO, INC.	1185	699696	030	0155	\$4,999.13
B & H PHOTO-VIDEO, INC.	1185	699698	030	0155	\$4,867.53
B & H PHOTO-VIDEO, INC.	1185	699700	030	0155	\$4,617.16
B & H PHOTO-VIDEO, INC.	1185	699703	030	0155	\$4,956.47
B & H PHOTO-VIDEO, INC.	1185	699704	030	0155	\$4,538.72
B & H PHOTO-VIDEO, INC.	1185	699705	030	0155	\$4,438.01
B & H PHOTO-VIDEO, INC.	1185	699706	030	0155	\$4,515.71
B & H PHOTO-VIDEO, INC.	1185	699707	030	0155	\$4,901.22
B & H PHOTO-VIDEO, INC.	1185	699713	030	0155	\$4,374.48
B & H PHOTO-VIDEO, INC.	1185	699714	030	0155	\$4,417.94
B & H PHOTO-VIDEO, INC.	1185	699716	030	0155	\$4,488.21
B & H PHOTO-VIDEO, INC.	1185	699717	030	0155	\$4,302.34
B & H PHOTO-VIDEO, INC.	1185	699719	030	0155	\$4,705.62
B & H PHOTO-VIDEO, INC.	1185	699803	030	0155	\$2,947.54
B & H PHOTO-VIDEO, INC.	1185	699806	030	0155	\$4,859.94
B & H PHOTO-VIDEO, INC.	1185	700001	030	0155	\$7,903.65
B & H PHOTO-VIDEO, INC.	1185	700009	030	0155	\$9,333.18
B & H PHOTO-VIDEO, INC.	1185	700188	030	0155	\$3,269.73
B & H PHOTO-VIDEO, INC.	1185	700190	030	0155	\$2,893.87
B & H PHOTO-VIDEO, INC.	1185	700638	030	0155	\$5,553.76
BAILEIGH INDUSTRIAL, INC.	1185	699951	030	0155	\$2,040.74
BAKER DISTRIBUTING CO.	1910	699151	130	5310	\$3,761.87
BAKER DISTRIBUTING CO.	1910	700627	130	5310	\$1,660.85
BALLOONS ARE EVERYWHERE, INC.	0010	699137	030	0171	\$500.00
BALLOONS ARE EVERYWHERE, INC.	0055	700292	030	0171	\$500.00
BALLOONS ARE EVERYWHERE, INC.	0105	698022	030	0172	\$22.90
BALLOONS ARE EVERYWHERE, INC.	0145	699138	030	0171	\$1,000.00
BALLOONS ARE EVERYWHERE, INC.	0455	698869	030	0171	\$280.00
BALLOONS ARE EVERYWHERE, INC.	0475	699756	030	0172	\$1,000.00
BARNES & NOBLE, INC.	0030	698511	030	7090	\$72.46
BARNES & NOBLE, INC.	0030	698511	060	3010	\$2,662.12
BARNES & NOBLE, INC.	0060	698987	030	7090	\$800.00
BARNES & NOBLE, INC.	0090	691914	030	7090	\$2,000.00
BARNES & NOBLE, INC.	0190	698736	030	7140	\$388.71
BARNES & NOBLE, INC.	0195	699032	030	0110	\$418.00
BARNES & NOBLE, INC.	0195	699612	030	0110	\$324.00
BARNES & NOBLE, INC.	0195	699613	030	0110	\$400.00
BARNES & NOBLE, INC.	0195	699615	030	0110	\$400.00
BARNES & NOBLE, INC.	0195	699616	030	0110	\$300.00
BARNES & NOBLE, INC.	0195	699617	030	0110	\$858.00
BARNES & NOBLE, INC.	0195	699619	030	0110	\$400.00

BARNES & NOBLE, INC.	0195	700132	030	0110	\$500.00
BARNES & NOBLE, INC.	0195	700133	030	0110	\$312.00
BARNES & NOBLE, INC.	0195	700134	030	0110	\$414.00
BARNES & NOBLE, INC.	0195	700135	030	0110	\$251.15
BARNES & NOBLE, INC.	0195	700136	030	0110	\$312.00
BARNES & NOBLE, INC.	0195	700137	030	0110	\$605.00
BARNES & NOBLE, INC.	0215	698639	060	3010	\$1,320.80
BARNES & NOBLE, INC.	0240	700589	030	0128	\$413.98
BARNES & NOBLE, INC.	0255	691915	030	7090	\$1,499.00
BARNES & NOBLE, INC.	0260	699292	030	0110	\$700.00
BARNES & NOBLE, INC.	0315	699568	060	3182	\$1,285.64
BARNES & NOBLE, INC.	0320	698916	030	7091	\$2,509.99
BARNES & NOBLE, INC.	0320	698918	030	7090	\$452.68
BARNES & NOBLE, INC.	0320	699532	030	0624	\$626.42
BARNES & NOBLE, INC.	0440	700582	060	3182	\$1,219.77
BARNES & NOBLE, INC.	0445	700593	030	7140	\$3,948.00
BARNES & NOBLE, INC.	0480	699758	060	3182	\$1,239.28
BARNES & NOBLE, INC.	0510	698729	030	0110	\$711.73
BARNES & NOBLE, INC.	0567	698863	030	7090	\$400.00
BARNES & NOBLE, INC.	0701	700518	060	5823	\$880.27
BARNES & NOBLE, INC.	0701	700518	060	5827	\$880.54
BARNES & NOBLE, INC.	0701	700518	060	5828	\$880.26
BARNES & NOBLE, INC.	0710	698684	030	0152	\$323.66
BARNES & NOBLE, INC.	0765	699828	120	6128	\$1,001.12
BARNES & NOBLE, INC.	0852	696359	030	0679	\$1,000.00
BARNES & NOBLE, INC.	1220	698825	060	3010	\$1,000.00
BARNES & NOBLE, INC.	1270	696864	060	3010	\$500.00
BARNES & NOBLE, INC.	1370	693827	060	3010	\$1,009.86
BARNES & NOBLE, INC.	1460	694150	060	3010	\$974.00
BARNES & NOBLE, INC.	1480	698903	030	0192	\$100.00
BARNES & NOBLE, INC.	1530	699991	060	3010	\$2,000.00
BELMONT NURSERY	0450	699020	030	0171	\$271.94
BELMONT NURSERY	0710	698636	060	6388	\$1,842.72
BENTLEY'S DRUM SHOP	1400	698725	030	7394	\$500.00
BETTER FLOORING, INC.	0919	700557	060	8150	\$2,962.18
BEYNON SPORTS SURFACES, INC.	1335	699042	140	6205	\$2,200.00
BEYNON SPORTS SURFACES, INC.	1421	699899	350	0917	\$1,950.00
BIG 5 SPORTING GOODS CORP.	0035	698527	030	0172	\$450.00
BIG 5 SPORTING GOODS CORP.	0055	700226	030	0125	\$2,500.00
BIG 5 SPORTING GOODS CORP.	0225	698995	030	0172	\$1,500.00
BLICK ART MATERIALS	0100	698603	030	7090	\$1,120.77
BLICK ART MATERIALS	0100	698906	030	7090	\$8,075.20
BLICK ART MATERIALS	0727	698928	030	0168	\$820.64
BLICK ART MATERIALS	0727	700119	030	0168	\$713.02
BMI SUPPLY DBA BARBER MARKETING, INC.	1400	699023	030	7394	\$892.41
BOBBY SALAZAR'S / BLACKTONE DBA A & M BROS, LLC	0015	699489	030	7091	\$226.67

BOBBY SALAZAR'S	0445	700617	030	7090	\$650.00
BOOMERANG PROJECT, THE	0575	699737	030	0173	\$417.69
BOWLZEYE, LLC	0705	700227	110	6391	\$809.81
BRAINPOP.COM, LLC	0225	699526	030	7090	\$1,995.00
BRAINPOP.COM, LLC	0415	699444	060	3010	\$2,395.00
BRAINPOP.COM, LLC	0601	698550	030	0500	\$7,965.00
BRANDON YANG	0790	699534	060	4124	\$1,943.55
BRENNER, KATHRYN	0895	TA210078134	030	0112	\$200.00
BRIGHT MORNING CONSULTING, INC.	0701	699511	060	3010	\$2,970.00
BRINER AND SON LANDSCAPE MANAGEMENT	0185	700547	030	0172	\$1,490.06
BRINER AND SON LANDSCAPE MANAGEMENT	0185	700549	030	0172	\$1,490.06
BRUSTEIN & MANASEVIT	0890	700156	030	0708	\$245.00
BSN SPORTS, INC.	0010	699842	030	0172	\$1,099.00
BSN SPORTS, INC.	0030	698534	030	7090	\$2,194.96
BSN SPORTS, INC.	0030	698535	030	7090	\$3,928.71
BSN SPORTS, INC.	0030	699257	030	0172	\$1,749.98
BSN SPORTS, INC.	0030	700120	030	0115	\$734.48
BSN SPORTS, INC.	0030	700120	030	0173	\$55.79
BSN SPORTS, INC.	0100	700477	030	0172	\$1,663.96
BSN SPORTS, INC.	0100	700478	030	0172	\$1,293.47
BSN SPORTS, INC.	0100	700479	030	0172	\$2,300.65
BSN SPORTS, INC.	0100	700480	030	0172	\$2,335.15
BSN SPORTS, INC.	0100	700481	030	0172	\$1,853.10
BSN SPORTS, INC.	0100	700482	030	0172	\$941.55
BSN SPORTS, INC.	0100	700483	030	0172	\$766.53
BSN SPORTS, INC.	0100	700484	030	0172	\$320.06
BSN SPORTS, INC.	0100	700485	030	0172	\$380.26
BSN SPORTS, INC.	0100	700487	030	0172	\$556.44
BSN SPORTS, INC.	0120	698774	030	0172	\$587.49
BSN SPORTS, INC.	0120	698996	030	0172	\$1,524.07
BSN SPORTS, INC.	0120	699072	030	0172	\$222.22
BSN SPORTS, INC.	0120	699170	030	0172	\$421.03
BSN SPORTS, INC.	0145	698915	030	0125	\$1,101.12
BSN SPORTS, INC.	0145	699544	030	0172	\$4,120.62
BSN SPORTS, INC.	0165	700561	030	0172	\$1,258.46
BSN SPORTS, INC.	0165	700563	030	0172	\$4,229.98
BSN SPORTS, INC.	0170	699542	030	0172	\$569.13
BSN SPORTS, INC.	0170	699543	030	0172	\$1,802.81
BSN SPORTS, INC.	0170	700108	030	0171	\$1,800.00
BSN SPORTS, INC.	0185	699177	030	0172	\$1,372.48
BSN SPORTS, INC.	0235	699398	030	0125	\$4,500.00
BSN SPORTS, INC.	0235	699594	030	0171	\$2,000.00
BSN SPORTS, INC.	0310	698921	030	0172	\$3,582.94
BSN SPORTS, INC.	0310	699649	030	0172	\$989.78
BSN SPORTS, INC.	0320	699165	030	0172	\$4,272.22
BSN SPORTS, INC.	0320	699545	030	0172	\$3,374.63
BSN SPORTS, INC.	0320	699650	030	0172	\$440.47

BSN SPORTS, INC.	0325	699176	030	7091	\$6,430.55
BSN SPORTS, INC.	0335	699258	030	0172	\$211.76
BSN SPORTS, INC.	0395	698576	030	0172	\$2,002.21
BSN SPORTS, INC.	0395	698577	030	0172	\$729.73
BSN SPORTS, INC.	0395	698769	030	0172	\$253.05
BSN SPORTS, INC.	0395	698997	030	0172	\$2,130.52
BSN SPORTS, INC.	0395	699164	030	0172	\$402.41
BSN SPORTS, INC.	0395	700109	030	0172	\$346.85
BSN SPORTS, INC.	0395	700475	030	0172	\$170.55
BSN SPORTS, INC.	0415	698579	030	0172	\$3,490.66
BSN SPORTS, INC.	0415	698580	030	0172	\$494.29
BSN SPORTS, INC.	0415	698581	030	0172	\$1,103.76
BSN SPORTS, INC.	0415	698582	030	0172	\$1,207.24
BSN SPORTS, INC.	0415	698584	030	0172	\$1,709.63
BSN SPORTS, INC.	0415	698587	030	0172	\$935.43
BSN SPORTS, INC.	0415	698588	030	0172	\$1,552.16
BSN SPORTS, INC.	0415	698590	030	0172	\$1,552.16
BSN SPORTS, INC.	0415	698592	030	0172	\$1,379.70
BSN SPORTS, INC.	0415	698777	030	0172	\$373.67
BSN SPORTS, INC.	0415	698784	030	0172	\$1,552.16
BSN SPORTS, INC.	0415	698788	030	0172	\$1,345.14
BSN SPORTS, INC.	0415	698841	030	0172	\$1,552.16
BSN SPORTS, INC.	0421	698790	030	0172	\$931.30
BSN SPORTS, INC.	0421	698794	030	0172	\$2,331.11
BSN SPORTS, INC.	0435	700314	030	0172	\$2,838.74
BSN SPORTS, INC.	0445	698593	030	0172	\$1,403.56
BSN SPORTS, INC.	0445	698728	030	0172	\$3,736.69
BSN SPORTS, INC.	0445	698773	030	0172	\$1,951.56
BSN SPORTS, INC.	0455	699073	030	0172	\$7,491.78
BSN SPORTS, INC.	0485	699168	030	0110	\$660.87
BSN SPORTS, INC.	0505	700115	030	0172	\$4,854.54
BSN SPORTS, INC.	0505	700116	030	0172	\$598.77
BSN SPORTS, INC.	0505	700331	030	0172	\$4,736.97
BSN SPORTS, INC.	0700	699071	030	0606	\$2,364.49
BSN SPORTS, INC.	0725	699256	030	0172	\$1,419.34
BUCK INSTITUTE FOR EDUCATION DBA PBL WORKS	0127	700121	030	7090	\$2,850.00
CADA CENTRAL	0130	698508	030	7090	\$499.00
CADA CENTRAL	0145	698513	030	0125	\$1,048.00
CADA CENTRAL	0335	698750	030	0171	\$275.00
CALIF. ASSOC. OF AFRICAN	0796	700155	030	0667	\$1,950.00
CALIF. SPEECH-LANGUAGE HEARING ASSOC.	0930	698570	030	0720	\$425.00
CALIF. STATE UNIVERSITY FRESNO	0320	699358	680	0851	\$453.76
CALIF. ASSOCIATION OF SKILLS USA, INC.	0710	700278	060	3550	\$2,100.00
CALIF. PURCHASERS HEALTH CARE COALITION	0880	700221	670	0841	\$2,000.00
CALIFORNIA ADVOCATE	0860	700047	030	0693	\$6,000.00
CALIFORNIA AIR RESOURCES BOARD	0924	700048	060	8150	\$1,020.00

CALIFORNIA BUSINESS MACH., INC.	0417	698765	030	0115	\$3,189.00
CALIFORNIA BUSINESS MACH., INC.	0445	700022	030	7090	\$2,801.95
CALIFORNIA BUSINESS MACH., INC.	0455	699954	030	7091	\$1,186.98
CALIFORNIA BUSINESS MACH., INC.	0455	700242	030	0172	\$952.22
CALIFORNIA BUSINESS MACH., INC.	0705	698622	110	6391	\$101.16
CALIFORNIA DEPT OF EDUCATION	1910	698704	130	5310	\$2,964.00
CALIFORNIA DEPT OF EDUCATION	1910	698708	130	5310	\$1,400.00
CALIFORNIA DEPT OF EDUCATION	1910	698710	130	5310	\$1,500.00
CALIFORNIA DEPT OF EDUCATION	1910	698713	130	5310	\$1,400.00
CALIFORNIA SCIENCE LEAGUE	0145	700340	030	7140	\$275.00
CALIFORNIA SCIENCE LEAGUE	0725	700122	030	0170	\$275.00
CALUPINA, ISAAC	0895	TA210078505	030	0112	\$200.00
CAPTUREIT! IMPRINTING	0010	700167	030	0172	\$5,434.06
CAPTUREIT! IMPRINTING	0265	699849	030	0172	\$4,232.62
CAPTUREIT! IMPRINTING	0265	699852	030	0172	\$964.00
CAPTUREIT! IMPRINTING	0265	699856	030	0172	\$475.99
CAPTUREIT! IMPRINTING	0265	699859	030	0172	\$4,952.60
CAPTUREIT! IMPRINTING	0265	699861	030	0172	\$2,627.25
CAPTUREIT! IMPRINTING	0265	699865	030	0172	\$4,750.90
CAPTUREIT! IMPRINTING	0265	699867	030	0172	\$1,295.70
CAPTUREIT! IMPRINTING	0265	699870	030	0172	\$1,193.12
CAPTUREIT! IMPRINTING	0265	700026	030	0172	\$1,889.56
CAPTUREIT! IMPRINTING	0265	700028	030	0172	\$1,803.18
CAPTUREIT! IMPRINTING	0265	700031	030	0172	\$2,094.72
CAPTUREIT! IMPRINTING	0265	700176	030	0172	\$4,130.04
CAPTUREIT! IMPRINTING	0265	700180	030	0172	\$4,494.46
CAPTUREIT! IMPRINTING	0265	700182	030	0172	\$2,963.91
CAPTUREIT! IMPRINTING	0265	700183	030	0172	\$496.69
CAPTUREIT! IMPRINTING	0265	700185	030	0172	\$4,513.36
CAROLINA BIOLOGICAL SUPPLY CO.	0710	700413	060	6388	\$3,161.18
CARPENTERS TRAINING COMMITTEE NORTHERN CALIFORNIA	0710	700394	030	6350	\$303.00
CARPENTERS TRAINING COMMITTEE NORTHERN CALIFORNIA	0710	700441	030	6350	\$3,225.39
CASBO PROFESSIONAL DEV.	0895	699255	030	0716	\$1,060.00
CASBO PROFESSIONAL DEV.	1910	699390	130	5310	\$1,590.00
CATERING BY CHEF PEARSON	0796	699212	030	0667	\$500.00
CCAE /CALIF. COUNCIL FOR ADULT EDUCATION	0705	700341	110	6391	\$300.00
CDE	0786	698538	060	3326	\$158.29
CDW GOVERNMENT, INC.	0020	699961	030	0110	\$252.66
CDW GOVERNMENT, INC.	0030	698549	060	3010	\$437.30
CDW GOVERNMENT, INC.	0045	699812	030	7090	\$458.89
CDW GOVERNMENT, INC.	0055	699012	030	0123	\$874.59
CDW GOVERNMENT, INC.	0055	700058	030	7090	\$477.52
CDW GOVERNMENT, INC.	0060	699115	030	7140	\$1,160.90
CDW GOVERNMENT, INC.	0070	700450	030	0110	\$4,735.81
CDW GOVERNMENT, INC.	0070	700453	030	0172	\$4,735.81

CDW GOVERNMENT, INC.	0070	700460	030	7090	\$4,735.81
CDW GOVERNMENT, INC.	0075	700499	030	0110	\$1,203.38
CDW GOVERNMENT, INC.	0090	700174	030	7091	\$1,403.68
CDW GOVERNMENT, INC.	0095	699090	030	0643	\$936.14
CDW GOVERNMENT, INC.	0102	699497	030	0625	\$830.33
CDW GOVERNMENT, INC.	0105	700493	030	0625	\$398.43
CDW GOVERNMENT, INC.	0120	699099	060	3010	\$1,306.50
CDW GOVERNMENT, INC.	0130	699726	030	7090	\$4,254.22
CDW GOVERNMENT, INC.	0130	699970	030	0125	\$637.05
CDW GOVERNMENT, INC.	0130	700305	030	0125	\$87.46
CDW GOVERNMENT, INC.	0140	699010	030	0172	\$2,184.33
CDW GOVERNMENT, INC.	0140	699494	030	7090	\$716.68
CDW GOVERNMENT, INC.	0145	698692	060	722A	\$2,783.60
CDW GOVERNMENT, INC.	0145	698893	030	7090	\$1,274.11
CDW GOVERNMENT, INC.	0145	699086	030	0125	\$437.30
CDW GOVERNMENT, INC.	0145	700254	030	0624	\$453.50
CDW GOVERNMENT, INC.	0150	699240	030	0110	\$5,587.71
CDW GOVERNMENT, INC.	0155	699194	030	7090	\$871.41
CDW GOVERNMENT, INC.	0160	699959	030	7090	\$2,685.88
CDW GOVERNMENT, INC.	0165	699096	060	3010	\$312.05
CDW GOVERNMENT, INC.	0165	700251	030	7090	\$181.56
CDW GOVERNMENT, INC.	0170	698952	030	0115	\$600.34
CDW GOVERNMENT, INC.	0170	699962	030	0625	\$437.30
CDW GOVERNMENT, INC.	0170	699966	060	3182	\$842.21
CDW GOVERNMENT, INC.	0170	700272	030	0625	\$1,997.54
CDW GOVERNMENT, INC.	0175	699389	030	0113	\$437.30
CDW GOVERNMENT, INC.	0175	700060	030	7090	\$936.14
CDW GOVERNMENT, INC.	0175	700061	030	7090	\$1,183.95
CDW GOVERNMENT, INC.	0185	699721	030	7140	\$1,810.74
CDW GOVERNMENT, INC.	0185	699724	030	7091	\$2,105.55
CDW GOVERNMENT, INC.	0185	699725	030	7091	\$2,610.84
CDW GOVERNMENT, INC.	0185	699729	030	0315	\$589.54
CDW GOVERNMENT, INC.	0195	698532	030	7090	\$404.91
CDW GOVERNMENT, INC.	0200	700273	030	0171	\$936.14
CDW GOVERNMENT, INC.	0200	700274	030	0110	\$3,120.48
CDW GOVERNMENT, INC.	0200	700491	030	7090	\$2,589.24
CDW GOVERNMENT, INC.	0200	700504	030	7090	\$235.39
CDW GOVERNMENT, INC.	0210	699322	060	3182	\$3,120.48
CDW GOVERNMENT, INC.	0210	700380	030	7090	\$535.00
CDW GOVERNMENT, INC.	0220	698793	030	0110	\$437.30
CDW GOVERNMENT, INC.	0225	698547	030	7090	\$3,321.31
CDW GOVERNMENT, INC.	0225	700178	060	6500	\$318.53
CDW GOVERNMENT, INC.	0230	700091	030	7090	\$1,760.95
CDW GOVERNMENT, INC.	0235	698598	030	0125	\$256.99
CDW GOVERNMENT, INC.	0235	698599	030	0125	\$1,185.57
CDW GOVERNMENT, INC.	0235	698723	030	0181	\$3,158.27
CDW GOVERNMENT, INC.	0235	700181	030	7090	\$3,368.82

CDW GOVERNMENT, INC.	0235	700498	030	0125	\$1,778.35
CDW GOVERNMENT, INC.	0240	700258	030	7091	\$3,414.56
CDW GOVERNMENT, INC.	0250	698715	030	7090	\$1,746.50
CDW GOVERNMENT, INC.	0250	699081	030	0110	\$1,560.24
CDW GOVERNMENT, INC.	0250	699131	060	3010	\$3,012.50
CDW GOVERNMENT, INC.	0250	700497	060	3010	\$1,560.24
CDW GOVERNMENT, INC.	0270	698557	030	0110	\$134.97
CDW GOVERNMENT, INC.	0270	699512	030	0113	\$312.05
CDW GOVERNMENT, INC.	0270	699955	030	7090	\$936.14
CDW GOVERNMENT, INC.	0270	699958	030	7091	\$312.05
CDW GOVERNMENT, INC.	0270	699974	030	7091	\$2,807.35
CDW GOVERNMENT, INC.	0270	700095	030	0110	\$923.19
CDW GOVERNMENT, INC.	0295	699382	030	7090	\$1,123.54
CDW GOVERNMENT, INC.	0295	700404	030	7090	\$1,123.54
CDW GOVERNMENT, INC.	0305	699973	030	7090	\$318.53
CDW GOVERNMENT, INC.	0310	699965	030	0111	\$437.29
CDW GOVERNMENT, INC.	0320	698950	030	0110	\$624.10
CDW GOVERNMENT, INC.	0320	699963	060	3010	\$1,560.24
CDW GOVERNMENT, INC.	0325	698604	030	7090	\$1,760.54
CDW GOVERNMENT, INC.	0325	699016	030	7090	\$1,311.90
CDW GOVERNMENT, INC.	0325	699591	030	7091	\$1,283.55
CDW GOVERNMENT, INC.	0335	698886	030	7090	\$1,057.62
CDW GOVERNMENT, INC.	0335	699393	060	6385	\$1,533.25
CDW GOVERNMENT, INC.	0335	699493	030	7090	\$321.52
CDW GOVERNMENT, INC.	0335	699723	060	722C	\$600.34
CDW GOVERNMENT, INC.	0335	699750	060	722B	\$3,511.89
CDW GOVERNMENT, INC.	0335	700640	060	6385	\$8,269.81
CDW GOVERNMENT, INC.	0340	699820	030	7090	\$1,310.60
CDW GOVERNMENT, INC.	0340	699820	030	7091	\$561.69
CDW GOVERNMENT, INC.	0340	700067	030	7090	\$877.29
CDW GOVERNMENT, INC.	0340	700451	030	0110	\$1,503.01
CDW GOVERNMENT, INC.	0355	698938	030	7090	\$842.21
CDW GOVERNMENT, INC.	0355	699492	030	7090	\$301.25
CDW GOVERNMENT, INC.	0355	699730	030	0110	\$917.79
CDW GOVERNMENT, INC.	0395	698801	030	7090	\$3,374.22
CDW GOVERNMENT, INC.	0395	699712	030	7090	\$6,240.96
CDW GOVERNMENT, INC.	0415	699573	060	3010	\$166.28
CDW GOVERNMENT, INC.	0415	699813	030	0115	\$313.67
CDW GOVERNMENT, INC.	0417	699579	030	7090	\$1,017.52
CDW GOVERNMENT, INC.	0420	699956	030	7091	\$336.88
CDW GOVERNMENT, INC.	0421	699570	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0422	699975	030	7090	\$1,913.32
CDW GOVERNMENT, INC.	0423	699092	060	3010	\$4,097.65
CDW GOVERNMENT, INC.	0423	699094	060	3010	\$875.60
CDW GOVERNMENT, INC.	0423	699101	060	3010	\$7,445.95
CDW GOVERNMENT, INC.	0430	699816	060	3010	\$2,496.38
CDW GOVERNMENT, INC.	0435	700065	030	0110	\$437.30

CDW GOVERNMENT, INC.	0440	698640	030	0625	\$1,447.37
CDW GOVERNMENT, INC.	0445	698805	030	7090	\$2,085.56
CDW GOVERNMENT, INC.	0445	699325	060	3182	\$2,000.77
CDW GOVERNMENT, INC.	0445	699327	060	3182	\$2,127.11
CDW GOVERNMENT, INC.	0455	700057	030	7091	\$373.59
CDW GOVERNMENT, INC.	0455	700252	060	3182	\$475.09
CDW GOVERNMENT, INC.	0460	698594	030	7090	\$525.71
CDW GOVERNMENT, INC.	0460	698885	060	3010	\$2,980.65
CDW GOVERNMENT, INC.	0470	699574	060	3010	\$1,052.76
CDW GOVERNMENT, INC.	0470	699972	060	3010	\$3,432.52
CDW GOVERNMENT, INC.	0470	700059	060	3010	\$323.92
CDW GOVERNMENT, INC.	0470	700063	060	3010	\$3,228.45
CDW GOVERNMENT, INC.	0480	698551	060	3182	\$804.95
CDW GOVERNMENT, INC.	0480	698881	060	3182	\$842.21
CDW GOVERNMENT, INC.	0480	699333	030	0110	\$437.30
CDW GOVERNMENT, INC.	0485	700381	030	7090	\$312.04
CDW GOVERNMENT, INC.	0495	699807	030	0110	\$624.10
CDW GOVERNMENT, INC.	0495	700050	030	7090	\$1,600.19
CDW GOVERNMENT, INC.	0500	698809	030	7091	\$84.22
CDW GOVERNMENT, INC.	0505	699565	060	3182	\$842.21
CDW GOVERNMENT, INC.	0505	699567	060	3182	\$3,242.49
CDW GOVERNMENT, INC.	0510	699960	030	7091	\$3,136.37
CDW GOVERNMENT, INC.	0530	699443	030	7091	\$3,120.47
CDW GOVERNMENT, INC.	0530	700346	030	7091	\$2,484.50
CDW GOVERNMENT, INC.	0553	699967	030	0625	\$318.52
CDW GOVERNMENT, INC.	0565	699334	030	0110	\$1,684.40
CDW GOVERNMENT, INC.	0565	700171	030	7090	\$1,052.76
CDW GOVERNMENT, INC.	0567	698596	030	7090	\$421.10
CDW GOVERNMENT, INC.	0567	698868	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0575	699819	030	7090	\$1,911.16
CDW GOVERNMENT, INC.	0601	700256	030	0677	\$290.99
CDW GOVERNMENT, INC.	0617	699330	030	0675	\$665.27
CDW GOVERNMENT, INC.	0700	699329	060	3010	\$134.98
CDW GOVERNMENT, INC.	0700	699438	030	0164	\$234.18
CDW GOVERNMENT, INC.	0701	698548	060	5828	\$1,051.42
CDW GOVERNMENT, INC.	0710	698797	060	6388	\$2,051.56
CDW GOVERNMENT, INC.	0727	699569	030	0168	\$226.75
CDW GOVERNMENT, INC.	0758	700639	060	4201	\$7,558.25
CDW GOVERNMENT, INC.	0765	698561	030	0192	\$4,769.80
CDW GOVERNMENT, INC.	0765	700064	030	0192	\$2,225.90
CDW GOVERNMENT, INC.	0786	699588	060	6500	\$296.45
CDW GOVERNMENT, INC.	0787	699817	060	6500	\$321.52
CDW GOVERNMENT, INC.	0805	698887	030	0140	\$877.30
CDW GOVERNMENT, INC.	0810	700168	030	0649	\$5,614.70
CDW GOVERNMENT, INC.	0852	698709	030	0679	\$226.70
CDW GOVERNMENT, INC.	0852	699384	030	0500	\$2,348.26
CDW GOVERNMENT, INC.	0880	699731	680	0851	\$453.49

CDW GOVERNMENT, INC.	0880	699732	680	0851	\$182.08
CDW GOVERNMENT, INC.	0880	699733	680	0851	\$182.08
CDW GOVERNMENT, INC.	0885	698734	030	0143	\$4,500.00
CDW GOVERNMENT, INC.	0886	699928	030	0140	\$5,511.04
CDW GOVERNMENT, INC.	0886	699931	030	0140	\$5,441.94
CDW GOVERNMENT, INC.	1035	699575	060	3010	\$3,120.48
CDW GOVERNMENT, INC.	1155	699515	060	3010	\$877.30
CDW GOVERNMENT, INC.	1175	699727	060	3010	\$437.30
CDW GOVERNMENT, INC.	1175	699728	060	3010	\$440.00
CDW GOVERNMENT, INC.	1175	700089	060	3010	\$440.00
CDW GOVERNMENT, INC.	1395	699937	350	0916	\$3,600.45
CDW GOVERNMENT, INC.	1400	698702	030	7394	\$235.35
CDW GOVERNMENT, INC.	1460	698554	060	3010	\$312.46
CDW GOVERNMENT, INC.	1530	699536	060	3010	\$437.29
CDW GOVERNMENT, INC.	1891	699964	030	0716	\$9,976.89
CDW GOVERNMENT, INC.	1910	699098	130	5310	\$286.14
CENCAL SERVICES, INC.	0924	700285	060	8150	\$1,016.60
CENTRAL SANITARY SUPPLY CO., INC.	1891	697538	030	0716	\$71.26
CENTRAL SANITARY SUPPLY ., INC.	1891	699645	030	0716	\$1,572.12
CENTRAL STAR MARKETING, LLC	0185	698945	030	0625	\$450.00
CENTRAL STAR MARKETING, LLC	0185	698998	030	0172	\$1,515.97
CENTRAL STAR MARKETING, LLC	0185	699035	030	0172	\$431.89
CENTRAL STAR MARKETING, LLC	0185	700219	030	0624	\$340.00
CENTRAL VALLEY AIRLESS, INC.	0055	699171	030	0172	\$3,622.78
CENTRAL VALLEY JUSTICE COALITION	0810	699036	030	0500	\$1,500.00
CENTRAL VALLEY RV REPAIR	0919	700140	060	8150	\$6,673.42
CENTRAL VALLEY SPORTS, LLC	0145	699606	030	0171	\$2,625.00
CENTRAL VALLEY SPORTS, LLC	0421	699037	030	0173	\$3,560.00
CENTRAL VALLEY SPORTS, LLC	0450	699926	030	7090	\$2,461.83
CENTRAL VALLEY SPORTS STITCH & INK	0090	698688	030	0110	\$2,800.00
CENTRAL VALLEY SPORTS STITCH & INK	0185	700590	030	0171	\$832.00
CENTRAL VALLEY SPORTS STITCH & INK	0230	699178	030	0171	\$4,900.00
CENTRAL VALLEY SPORTS STITCH & INK	0455	700468	030	7091	\$4,913.51
CENTRAL VALLEY SPORTS STITCH & INK	0530	699913	030	0172	\$3,266.24
CHILDREN'S PLUS, INC.	0255	699776	030	0624	\$1,198.89
CHILDREN'S PLUS, INC.	0320	699465	060	3010	\$4,000.55
CHILDREN'S PLUS, INC.	1015	699994	060	3010	\$1,794.69
CHILDREN'S PLUS, INC.	1075	698504	060	3010	\$1,945.08
CHILDREN'S PLUS, INC.	1175	699663	060	3010	\$598.13
CHILDREN'S PLUS, INC.	1175	699907	060	3010	\$1,199.00
CHILDREN'S PLUS, INC.	1285	699990	060	3010	\$154.13
CHILDREN'S PLUS, INC.	1535	698974	060	3010	\$1,463.24
CHILDS AND CO., INC.	0919	699230	060	8150	\$651.00
CHSSA	0725	700139	030	0170	\$460.00
CHSSA	0725	700446	030	0170	\$250.00
CIF CENTRAL SECTION	0335	699664	030	0172	\$1,365.50
CINTAS CORP.	0450	699572	030	7090	\$259.10

CITY OF FRESNO/FIRE DEPT.	1150	700598	350	0916	\$154.00
CKEPUSA, LLC	1910	699220	130	5310	\$2,404.09
CKEPUSA, LLC	1910	699971	130	5310	\$3,848.95
CKEPUSA, LLC	1910	700628	130	5310	\$3,848.95
CLAY MIX	0235	700280	030	0125	\$300.00
CLAY MIX	0305	699895	030	0172	\$480.04
CLAY MIX	0727	698962	030	0168	\$425.00
CLAY MIX	0727	700418	030	0169	\$2,500.00
CLOVIS HIGH SCHOOL	0055	699125	030	0172	\$1,175.00
CLOVIS HIGH SCHOOL	0145	699513	030	0172	\$1,175.00
CLOVIS HIGH SCHOOL	0421	699428	030	0172	\$600.00
CMAC	0145	699514	030	0172	\$1,700.00
COALITION FOR ADEQUATE SCHOOL HOUSING	0919	699362	030	0738	\$476.00
COALITION FOR ADEQUATE SCHOOL HOUSING	0919	699362	060	8150	\$758.00
COMMUNITY PRODUCTS, LLC-RIFTON EQUIPMENT	1895	698979	030	0717	\$4,749.77
COMMUNITY PRODUCTS LLC-RIFTON EQUIPMENT	1895	698980	030	0717	\$2,518.89
COMMUNITY PRODUCTS, LLC-RIFTON EQUIPMENT	1895	698981	030	0717	\$4,278.46
COMMUNITY PRODUCTS LLC-RIFTON EQUIPMENT	1895	698983	030	0717	\$3,728.59
COMMUNITY PRODUCTS, LLC-RIFTON EQUIPMENT	1895	698984	030	0717	\$2,016.16
COMPUTECH STUDENT BODY	0100	698546	030	0172	\$642.04
CONNER ATHLETIC PRODUCTS, INC.	0335	698842	030	7090	\$8,300.57
CORELOGIC, INC.	0905	690839	030	0738	\$490.00
CORWIN PRESS	0010	699689	060	3182	\$2,104.73
CORWIN PRESS	0020	699626	030	7090	\$1,064.93
CORWIN PRESS	0060	699658	060	3010	\$344.66
CORWIN PRESS	0160	699690	060	3010	\$907.02
CORWIN PRESS	0235	699603	060	3010	\$1,955.30
CORWIN PRESS	0315	698712	060	3182	\$1,528.95
CORWIN PRESS	0370	699535	030	0111	\$72.57
CORWIN PRESS	0702	700253	060	9059	\$7,948.43
CORWIN PRESS	1235	699496	060	3010	\$2,337.49
CORWIN PRESS	1421	698763	060	3010	\$698.38
COURTESY MOVING SERVICE	0755	700488	030	0176	\$960.00
COURTESY MOVING SERVICE	1145	607703A	350	0917	\$1,000.00
CREATIVE LEARNING SYSTEMS	0710	699459	030	0152	\$1,848.05
CSUMB BOOKSTORE	1155	698899	060	3010	\$611.25
CUMULUS MEDIA - FRESNO	0701	699031	060	5827	\$3,000.00
CURRICULUM ASSOCIATES, INC.	0015	699154	030	0172	\$5,610.00
CUSTOM INK	0700	700443	030	0144	\$2,478.04
DANCE ATTIRE BY EXPRESSIONS	0790	699875	060	4124	\$4,923.66
DAVIS MORENO CONSTRUCTION, INC.	0710	607674B	030	6350	\$3,754.26
DELANEY EDUCATIONAL ENTERPRISE	1045	699892	060	3010	\$676.33
DELANEY EDUCATIONAL ENTERPRISE	1260	699992	060	3010	\$1,997.82

DELIA ALDANA OLIVA	0765	700402	120	5035	\$650.00
DEMCO, INC.	0010	699244	030	0625	\$6,545.99
DEMCO, INC.	0100	698605	030	0625	\$342.78
DEMCO, INC.	0105	699666	030	0625	\$1,469.76
DEMCO, INC.	0105	699871	030	0625	\$1,971.51
DEMCO, INC.	0170	700279	030	0625	\$2,455.35
DEMCO, INC.	0208	699038	030	0625	\$1,291.00
DEMCO, INC.	0270	699474	030	0110	\$802.62
DEMCO, INC.	0305	698698	030	0624	\$38.99
DEMCO, INC.	0305	699469	060	3010	\$499.78
DEMCO, INC.	0320	699472	060	3010	\$521.04
DEMCO, INC.	0335	699039	030	0625	\$4,874.92
DEMCO, INC.	0422	699471	030	0624	\$190.08
DEMCO, INC.	0465	698929	030	7090	\$638.87
DEMCO, INC.	1070	699639	060	3010	\$995.21
DEMCO, INC.	1135	698675	060	3010	\$165.18
DEMCO, INC.	1155	699580	060	3010	\$280.21
DEMCO, INC.	1175	698864	060	3010	\$185.83
DEMCO, INC.	1290	699468	060	3010	\$220.37
DEMCO, INC.	1290	699898	060	3010	\$498.77
DEMCO, INC.	1370	699921	060	3010	\$2,441.87
DEMCO, INC.	1380	699332	060	3010	\$155.14
DEMCO, INC.	1470	699476	060	3010	\$1,436.91
DEMCO, INC.	1495	698905	060	3010	\$272.03
DEMCO, INC.	1500	698510	060	3010	\$1,773.60
DEMCO, INC.	1500	698894	060	3010	\$1,551.01
DEMCO, INC.	1530	699773	060	3010	\$215.85
DEMCO, INC.	1535	698969	060	3010	\$3,124.35
DEMIDEC CORPORATION	0123	699155	030	0171	\$1,115.00
DISCOUNT DANCE, LLC DBA	1400	699245	030	7394	\$2,239.10
DISCOUNT SCHOOL SUPPLY	1415	698923	030	0192	\$517.84
DISCOVERY EDUCATION	0195	698528	030	7090	\$1,717.00
DJM DRAPERY SERVICE	1150	698837	350	0913	\$647.00
DL SIGN SYSTEMS	0130	699132	030	0171	\$4,923.66
DL SIGN SYSTEMS	0130	700211	030	7090	\$3,779.13
DL SIGN SYSTEMS	0185	699067	030	0171	\$1,665.42
DL SIGN SYSTEMS	0320	699424	030	0172	\$2,613.00
DL SIGN SYSTEMS	0335	699127	030	0173	\$3,550.00
DL SIGN SYSTEMS	0450	699110	030	0172	\$4,032.87
DL SIGN SYSTEMS	0470	700146	030	0171	\$4,848.08
DL SIGN SYSTEMS	0575	699957	030	0115	\$6,520.19
DL SIGN SYSTEMS	0725	699294	030	0172	\$2,683.18
DL SIGN SYSTEMS	0725	699295	030	0172	\$1,889.56
DL SIGN SYSTEMS	0725	699296	030	0172	\$1,889.56
DL SIGN SYSTEMS	0725	699298	030	0172	\$1,889.56
DL SIGN SYSTEMS	0725	699299	030	0172	\$1,889.56
DL SIGN SYSTEMS	0725	699300	030	0172	\$1,889.56

DL SIGN SYSTEMS	0725	699301	030	0172	\$1,889.56
DL SIGN SYSTEMS	0725	699302	030	0172	\$1,889.56
DONALD KEITH CAPPELLUTI	0127	699869	030	7090	\$500.00
DONALD KEITH CAPPELLUTI	0185	700315	030	0172	\$1,545.24
DONALD KEITH CAPPELLUTI	0185	700316	030	0172	\$1,640.40
DONGALEN ENTERPRISES DBA INTERSATE PLASTICS	1891	698827	030	0716	\$5,004.64
DRAMATIC PUBLISHING CO.	0185	698696	030	0125	\$223.08
DR-GRAPHIX	0860	698719	030	0694	\$1,500.00
DR-GRAPHIX	0860	699066	030	0694	\$4,512.28
DR-GRAPHIX	0860	700281	030	0694	\$6,094.24
DUMONT PRINTING, INC.	0575	699421	030	0171	\$831.52
DUMONT PRINTING, INC.	0575	699478	030	0171	\$315.94
DUMONT PRINTING, INC.	0575	699778	030	7091	\$1,235.30
DUMONT PRINTING, INC.	0575	699780	030	0171	\$315.94
DUMONT PRINTING, INC.	0575	699788	030	7091	\$2,670.71
DUMONT PRINTING, INC.	0575	699789	030	7091	\$520.77
DUMONT PRINTING, INC.	0575	699791	030	7091	\$662.41
DUMONT PRINTING, INC.	0796	691618	030	0667	\$411.38
DUMONT PRINTING, INC.	0796	699517	030	0667	\$3,271.72
DUMONT PRINTING, INC.	0796	699518	030	0667	\$682.00
DUTCH BROS COFFEE FRESNO	0055	700153	030	0171	\$1,000.00
DUTCH BROS COFFEE FRESNO	0235	700062	030	0125	\$350.00
DUTCH BROS COFFEE FRESNO	0235	700062	030	7140	\$650.00
DUTCH BROS COFFEE FRESNO	0700	700473	030	0144	\$3,745.00
DYNAMISM, INC.	0710	699753	060	6388	\$894.71
E & M'S REPTILE FAMILY	0550	700173	030	0172	\$300.00
EAI EDUCATION	0790	700361	030	0126	\$98.02
EASTBAY	0421	698674	030	0172	\$589.77
EASTBAY	0421	698843	030	0172	\$2,664.57
ECONOMY MOVERS	1395	699455	350	0916	\$1,000.00
EDUCATION WEEK	0700	698749	060	3010	\$40.00
EDUCATIONAL DATA TOOLS FOR TOMORROW, LLC	0185	698944	030	7090	\$1,000.00
EKC ENTERPRISES, INC.	0445	700406	060	3010	\$7,523.72
EKC ENTERPRISES, INC.	0725	699248	030	0173	\$9,143.32
EKC ENTERPRISES, INC.	0919	699947	060	8150	\$9,041.28
EKC ENTERPRISES, INC.	0919	700565	060	8150	\$4,521.24
EKC ENTERPRISES, INC.	1335	699878	350	0917	\$1,025.63
EKC ENTERPRISES, INC.	1395	699442	350	0916	\$2,206.86
ELECTRIC MOTOR SHOP, INC.	0919	699141	060	8150	\$240.35
ENABLING DEVICES, INC.	0553	700322	030	0625	\$1,717.34
ENABLING DEVICES, INC.	0765	700130	120	6128	\$1,791.79
ENABLING DEVICES, INC.	0788	700303	060	6500	\$116.40
ENVIRO CLEAN	0035	699153	030	0110	\$308.81
ES FOODS, INC.	1910	699643	130	5310	\$264.96
ESPECIAL NEEDS, LLC	0765	700070	120	6128	\$3,057.80

ESPECIAL NEEDS, LLC	0785	699200	060	3385	\$743.57
ETA HAND2MIND	0330	698526	030	0110	\$639.60
EVENT HYDRATION SOLUTIONS, INC.	0225	700545	030	0172	\$343.17
EVENT HYDRATION SOLUTIONS, INC.	0260	699448	030	0172	\$182.48
EVENT HYDRATION SOLUTIONS, INC.	0310	699172	030	0172	\$769.32
EVENT HYDRATION SOLUTIONS, INC.	0421	698922	030	0172	\$404.91
EVENT HYDRATION SOLUTIONS, INC.	0575	700231	030	0172	\$327.22
EXPLORE LEARNING, LLC	0310	699949	060	3010	\$3,459.75
EXPLORE LEARNING, LLC	0575	698644	030	7090	\$3,800.00
EXPLORE LEARNING, LLC	0710	698982	060	6388	\$4,750.00
EZ FLEX SPORT MATS	0725	699529	030	0172	\$9,390.49
EZ FLEX SPORT MATS	0725	699530	030	0172	\$9,730.61
FAN IN A BOX, LLC	0335	700342	030	0125	\$11.80
FAN IN A BOX, LLC	0335	700342	030	7091	\$2,938.35
FAN IN A BOX, LLC	0335	700343	030	0125	\$2,676.22
FAN IN A BOX, LLC	0335	700445	030	7140	\$4,296.87
FASTENAL COMPANY	1295	699065	350	0917	\$1,219.99
FASTENAL COMPANY	1420	699062	350	0917	\$169.76
FASTSIGNS	0095	699304	030	0111	\$735.58
FERN COVE GROUP, INC. DBA REHAB SEMINARS	0495	698865	030	7090	\$369.00
FIRE MOUNTAIN GEMS AND BEADS, INC.	1400	699180	030	7394	\$1,000.00
FIRST STRING SPORTS	0045	699456	030	0172	\$3,760.71
FIRST STRING SPORTS	0055	692776	030	0172	\$7,000.00
FIRST STRING SPORTS	0055	699002	030	0172	\$1,180.28
FIRST STRING SPORTS	0055	699003	030	0172	\$701.57
FIRST STRING SPORTS	0055	699174	030	0172	\$1,950.00
FIRST STRING SPORTS	0055	699411	030	0172	\$750.00
FIRST STRING SPORTS	0055	700232	030	0172	\$800.00
FIRST STRING SPORTS	0055	700234	030	0172	\$1,950.00
FIRST STRING SPORTS	0055	700564	030	0125	\$1,587.11
FIRST STRING SPORTS	0060	698924	030	0172	\$1,945.79
FIRST STRING SPORTS	0095	699741	030	0172	\$1,099.31
FIRST STRING SPORTS	0095	700489	030	0172	\$1,169.99
FIRST STRING SPORTS	0095	700489	030	7091	\$1,242.40
FIRST STRING SPORTS	0100	699259	030	0172	\$4,990.00
FIRST STRING SPORTS	0100	700081	030	0172	\$4,843.48
FIRST STRING SPORTS	0150	699000	030	0172	\$4,967.19
FIRST STRING SPORTS	0150	699001	030	0172	\$968.54
FIRST STRING SPORTS	0150	699190	030	0172	\$330.40
FIRST STRING SPORTS	0150	699260	030	0172	\$2,180.77
FIRST STRING SPORTS	0165	698523	030	0172	\$899.30
FIRST STRING SPORTS	0165	698525	030	0172	\$1,916.77
FIRST STRING SPORTS	0165	700317	030	0172	\$1,443.17
FIRST STRING SPORTS	0165	700318	030	0172	\$4,663.93
FIRST STRING SPORTS	0175	691364	030	0172	\$1,000.00
FIRST STRING SPORTS	0208	693787	030	0172	\$1,000.00

FIRST STRING SPORTS	0210	699004	030	0172	\$2,854.64
FIRST STRING SPORTS	0210	699028	030	0172	\$4,239.07
FIRST STRING SPORTS	0210	699179	030	0172	\$654.51
FIRST STRING SPORTS	0210	699211	030	0172	\$1,684.19
FIRST STRING SPORTS	0235	696438	030	0172	\$900.00
FIRST STRING SPORTS	0235	699546	030	0172	\$1,500.00
FIRST STRING SPORTS	0235	699876	030	0172	\$1,023.16
FIRST STRING SPORTS	0235	700111	030	0172	\$799.79
FIRST STRING SPORTS	0235	700490	030	0172	\$2,000.00
FIRST STRING SPORTS	0250	698798	030	0171	\$4,800.00
FIRST STRING SPORTS	0285	698927	030	0172	\$3,479.43
FIRST STRING SPORTS	0285	699181	030	0172	\$3,475.65
FIRST STRING SPORTS	0285	699184	030	0172	\$3,348.78
FIRST STRING SPORTS	0320	699418	030	0172	\$498.80
FIRST STRING SPORTS	0320	699433	030	0172	\$498.64
FIRST STRING SPORTS	0320	699739	030	0172	\$4,999.09
FIRST STRING SPORTS	0320	699831	030	0172	\$2,984.92
FIRST STRING SPORTS	0335	699404	030	0172	\$269.69
FIRST STRING SPORTS	0335	700546	030	0172	\$390.21
FIRST STRING SPORTS	0395	698999	030	0172	\$2,579.50
FIRST STRING SPORTS	0417	698804	030	0172	\$4,706.85
FIRST STRING SPORTS	0417	698806	030	0172	\$4,706.85
FIRST STRING SPORTS	0417	698807	030	0172	\$4,855.84
FIRST STRING SPORTS	0417	698931	030	0172	\$4,998.16
FIRST STRING SPORTS	0417	698935	030	0172	\$4,998.10
FIRST STRING SPORTS	0417	698949	030	0172	\$4,790.50
FIRST STRING SPORTS	0417	698953	030	0172	\$4,612.49
FIRST STRING SPORTS	0417	699261	030	0172	\$1,739.23
FIRST STRING SPORTS	0417	699263	030	0172	\$4,385.11
FIRST STRING SPORTS	0423	699651	030	0172	\$4,969.25
FIRST STRING SPORTS	0423	699743	030	0172	\$2,145.89
FIRST STRING SPORTS	0423	699745	030	0172	\$2,707.48
FIRST STRING SPORTS	0423	699746	030	0172	\$2,707.48
FIRST STRING SPORTS	0423	699747	030	0172	\$4,161.46
FIRST STRING SPORTS	0423	699749	030	0172	\$2,107.07
FIRST STRING SPORTS	0423	699751	030	0172	\$1,709.23
FIRST STRING SPORTS	0450	698844	030	0172	\$1,142.30
FIRST STRING SPORTS	0455	698799	030	0172	\$499.38
FIRST STRING SPORTS	0455	698803	030	0172	\$499.38
FIRST STRING SPORTS	0475	699265	030	0172	\$1,740.06
FIRST STRING SPORTS	0475	699266	030	0172	\$4,405.64
FIRST STRING SPORTS	0475	699267	030	0172	\$1,063.08
FIRST STRING SPORTS	0475	699268	030	0172	\$4,276.06
FIRST STRING SPORTS	0475	699270	030	0172	\$3,845.73
FIRST STRING SPORTS	0475	699272	030	0172	\$1,588.09
FIRST STRING SPORTS	0475	699274	030	0172	\$4,999.88
FIRST STRING SPORTS	0475	699276	030	0172	\$4,420.38

FIRST STRING SPORTS	0490	700233	030	0172	\$1,504.50
FISHER SCIENTIFIC COMPANY	0710	699694	060	6388	\$9,843.43
FITNESS FINDERS, INC.	0005	699305	030	0171	\$445.00
FITZPATRICK, KIM	0701	698738	030	0606	\$102.50
FLAGHOUSE	0260	699231	030	0110	\$1,478.08
FLAGHOUSE	0260	699520	030	0110	\$323.93
FLINN SCIENTIFIC, INC.	0055	700604	030	0125	\$429.52
FLINN SCIENTIFIC, INC.	0055	700615	030	0125	\$1,601.82
FLINN SCIENTIFIC, INC.	0145	699406	030	7140	\$892.50
FLINN SCIENTIFIC, INC.	0145	699654	030	7090	\$605.74
FLINN SCIENTIFIC, INC.	0335	699040	030	0125	\$989.07
FLINN SCIENTIFIC, INC.	0395	698780	030	0125	\$1,610.72
FLINN SCIENTIFIC, INC.	0395	698786	030	0125	\$431.32
FLINN SCIENTIFIC, INC.	0395	698792	030	0125	\$431.32
FLINN SCIENTIFIC, INC.	0505	699353	030	0115	\$1,714.36
FOCUS PACKAGING & SUPPLY CO.	1910	699097	130	5310	\$754.75
FOLLETT SCHOOL SOLUTIONS, INC.	0100	698512	030	0625	\$893.63
FOLLETT SCHOOL SOLUTIONS, INC.	0123	699335	030	0625	\$336.85
FOLLETT SCHOOL SOLUTIONS, INC.	0305	699480	060	3010	\$143.61
FOLLETT SCHOOL SOLUTIONS, INC.	0415	699482	030	7140	\$37.78
FOLLETT SCHOOL SOLUTIONS, INC.	0417	699783	030	0171	\$3,122.64
FOLLETT SCHOOL SOLUTIONS, INC.	0417	699785	030	0171	\$80.33
FOLLETT SCHOOL SOLUTIONS, INC.	0423	699757	060	3182	\$2,137.04
FOLLETT SCHOOL SOLUTIONS, INC.	0440	698699	030	0625	\$1,810.00
FOLLETT SCHOOL SOLUTIONS, INC.	0440	698716	030	0625	\$628.80
FOLLETT SCHOOL SOLUTIONS, INC.	0480	699481	060	3010	\$477.96
FOLLETT SCHOOL SOLUTIONS, INC.	1465	699483	060	3010	\$1,370.93
FOLLETT SCHOOL SOLUTIONS, INC.	1490	699908	060	3010	\$2,680.93
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1130	700075	350	0912	\$4,690.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1150	699886	350	0916	\$920.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1961	700237	350	0917	\$1,350.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	698697	030	0173	\$1,950.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	699410	030	0173	\$2,250.00
FREDRICK, LESLIE	0895	TA21005679	030	0112	\$200.00
FRESNO AG HARDWARE	0340	699242	030	0110	\$100.00
FRESNO AIR CONDITIONING	0919	699102	060	8150	\$4,015.26
FRESNO BEKINS	1123	700320	030	0154	\$2,349.70
FRESNO BEKINS	1235	699005	350	0916	\$7,054.25
FRESNO BEKINS	1440	700083	350	0917	\$139.65
FRESNO BEKINS	1561	699722	350	0917	\$2,300.00
FRESNO CHAFFEE ZOO	0395	699667	030	7140	\$4,023.60
FRESNO CHAFFEE ZOO	0725	699993	030	0173	\$600.00
FRESNO CHAMBER OF COMMERCE	0885	700426	030	0140	\$599.00

FRESNO CO PUBLIC HEALTH	1120	698608	350	0917	\$1,172.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0428	700052	060	4035	\$2,000.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0428	700055	060	4035	\$2,000.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0440	700436	030	0625	\$25.00
FRESNO HIGH SCHOOL	0145	699521	030	0172	\$625.00
FRESNO PACIFIC UNIVERSITY	0701	700283	060	3010	\$3,000.00
FRESNO POLICE DEPARTMENT	0335	699660	030	0125	\$2,000.00
FRESNO PUMP & SUPPLY, INC.	0919	700560	060	8150	\$1,888.42
FRESNO ROOFING ., INC.	0725	700566	030	0172	\$3,000.00
FRESNO STATE ALUMNI ASSOC.	0860	699124	030	0693	\$1,500.00
FRESNO TOOL & INDUSTRIAL SUPPLY	0919	699238	060	8150	\$356.31
FRESNO TOOL & INDUSTRIAL SUPPLY	0919	699239	060	8150	\$377.90
FUNCTIONAL MOVEMENT SYSTEMS, INC.	0710	700358	060	6388	\$9,000.00
FUNWORKS/KAREN GAINES	0250	698433	030	0172	\$800.00
FUNWORKS/KAREN GAINES	0325	698502	030	7091	\$2,500.00
FUNWORKS/KAREN GAINES	0420	698746	030	0172	\$350.00
FUNWORKS/KAREN GAINES	0567	698747	030	7090	\$600.00
G W SCHOOL SUPPLY, INC.	0015	698506	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0015	698870	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0035	699669	030	0172	\$1,000.00
G W SCHOOL SUPPLY, INC.	0075	690665	030	7090	\$2,490.00
G W SCHOOL SUPPLY, INC.	0155	697028	030	0113	\$157.00
G W SCHOOL SUPPLY, INC.	0155	699387	030	0113	\$254.00
G W SCHOOL SUPPLY, INC.	0155	699837	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0175	699111	030	0113	\$600.00
G W SCHOOL SUPPLY, INC.	0175	699306	030	0113	\$360.00
G W SCHOOL SUPPLY, INC.	0175	699400	030	0113	\$630.00
G W SCHOOL SUPPLY, INC.	0175	699671	060	3010	\$200.00
G W SCHOOL SUPPLY, INC.	0175	700584	030	0113	\$260.00
G W SCHOOL SUPPLY, INC.	0175	700585	030	0113	\$260.00
G W SCHOOL SUPPLY, INC.	0175	700586	030	0113	\$200.00
G W SCHOOL SUPPLY, INC.	0185	697688	030	0625	\$50.00
G W SCHOOL SUPPLY, INC.	0208	699043	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0208	699118	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0208	699310	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0208	699620	030	0110	\$100.00
G W SCHOOL SUPPLY, INC.	0210	691815	060	3010	\$800.00
G W SCHOOL SUPPLY, INC.	0210	699936	030	0110	\$200.00
G W SCHOOL SUPPLY, INC.	0220	698618	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0225	698611	030	7090	\$2,000.00
G W SCHOOL SUPPLY, INC.	0225	699307	030	0110	\$500.00
G W SCHOOL SUPPLY, INC.	0225	699999	060	6500	\$100.00
G W SCHOOL SUPPLY, INC.	0250	699308	060	6500	\$100.00
G W SCHOOL SUPPLY, INC.	0250	699403	030	7090	\$3,000.00
G W SCHOOL SUPPLY, INC.	0250	700419	030	0113	\$138.00

G W SCHOOL SUPPLY, INC.	0250	700420	030	0113	\$138.00
G W SCHOOL SUPPLY, INC.	0250	700421	030	0113	\$138.55
G W SCHOOL SUPPLY, INC.	0255	698617	030	7090	\$150.00
G W SCHOOL SUPPLY, INC.	0270	698519	030	0113	\$664.63
G W SCHOOL SUPPLY, INC.	0270	700422	030	0113	\$508.94
G W SCHOOL SUPPLY, INC.	0290	699121	030	0110	\$207.00
G W SCHOOL SUPPLY, INC.	0290	699122	030	0113	\$667.00
G W SCHOOL SUPPLY, INC.	0290	699123	030	0110	\$120.04
G W SCHOOL SUPPLY, INC.	0290	699123	030	0113	\$512.96
G W SCHOOL SUPPLY, INC.	0290	699123	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0290	699854	030	0110	\$102.00
G W SCHOOL SUPPLY, INC.	0305	699850	030	0171	\$500.00
G W SCHOOL SUPPLY, INC.	0315	699041	030	0113	\$702.39
G W SCHOOL SUPPLY, INC.	0315	699762	060	6500	\$100.00
G W SCHOOL SUPPLY, INC.	0320	699980	030	0110	\$100.00
G W SCHOOL SUPPLY, INC.	0326	699763	060	3327	\$100.00
G W SCHOOL SUPPLY, INC.	0326	699764	060	3327	\$100.00
G W SCHOOL SUPPLY, INC.	0335	700217	030	0125	\$3,693.00
G W SCHOOL SUPPLY, INC.	0355	698615	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	698831	030	0113	\$53.00
G W SCHOOL SUPPLY, INC.	0355	699120	030	0113	\$579.67
G W SCHOOL SUPPLY, INC.	0355	699120	030	7090	\$603.33
G W SCHOOL SUPPLY, INC.	0355	699599	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	699851	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	699853	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	700000	030	0113	\$128.18
G W SCHOOL SUPPLY, INC.	0355	700417	030	7090	\$400.00
G W SCHOOL SUPPLY, INC.	0355	700465	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0355	700467	030	0113	\$583.00
G W SCHOOL SUPPLY, INC.	0370	698867	060	6500	\$100.00
G W SCHOOL SUPPLY, INC.	0380	698612	030	0643	\$492.00
G W SCHOOL SUPPLY, INC.	0422	699116	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0422	699117	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0422	699119	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0430	691988	030	0171	\$1,000.00
G W SCHOOL SUPPLY, INC.	0430	691988	030	7091	\$2,000.00
G W SCHOOL SUPPLY, INC.	0440	699760	030	7090	\$500.00
G W SCHOOL SUPPLY, INC.	0440	700416	030	7090	\$1,000.00
G W SCHOOL SUPPLY, INC.	0460	698951	030	0110	\$250.00
G W SCHOOL SUPPLY, INC.	0460	699401	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0460	700002	030	0110	\$100.00
G W SCHOOL SUPPLY, INC.	0475	699848	030	0192	\$350.00
G W SCHOOL SUPPLY, INC.	0510	698521	030	0110	\$760.00
G W SCHOOL SUPPLY, INC.	0510	700344	030	7091	\$2,847.00
G W SCHOOL SUPPLY, INC.	0553	699592	030	0625	\$200.00
G W SCHOOL SUPPLY, INC.	0553	699674	030	0625	\$100.00
G W SCHOOL SUPPLY, INC.	0567	698866	030	7090	\$500.00

G W SCHOOL SUPPLY, INC.	0567	699044	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0567	699839	030	7090	\$250.00
G W SCHOOL SUPPLY, INC.	0567	699841	030	7090	\$250.00
G W SCHOOL SUPPLY, INC.	0567	699843	030	7090	\$250.00
G W SCHOOL SUPPLY, INC.	0567	699844	030	7090	\$250.00
G W SCHOOL SUPPLY, INC.	0567	699846	030	7090	\$400.00
G W SCHOOL SUPPLY, INC.	0575	696822	030	0115	\$2,000.00
G W SCHOOL SUPPLY, INC.	0575	700581	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0767	698948	030	0192	\$250.00
G W SCHOOL SUPPLY, INC.	0767	700345	030	0192	\$226.06
G W SCHOOL SUPPLY, INC.	0767	700347	030	0192	\$230.00
G W SCHOOL SUPPLY, INC.	0796	692102	030	0667	\$2,900.00
G W SCHOOL SUPPLY, INC.	1160	699485	060	3010	\$300.00
G W SCHOOL SUPPLY, INC.	1175	699995	060	3010	\$200.00
G W SCHOOL SUPPLY, INC.	1285	699996	030	0192	\$177.00
G W SCHOOL SUPPLY, INC.	1290	699847	060	3010	\$600.00
G W SCHOOL SUPPLY, INC.	1290	700348	030	0192	\$300.00
G W SCHOOL SUPPLY, INC.	1320	699855	060	3010	\$144.00
G W SCHOOL SUPPLY, INC.	1330	698871	060	3010	\$100.00
G W SCHOOL SUPPLY, INC.	1420	699997	030	0192	\$200.00
G W SCHOOL SUPPLY, INC.	1480	698946	030	0192	\$350.00
G W SCHOOL SUPPLY, INC.	1480	698954	030	0192	\$200.00
G W SCHOOL SUPPLY, INC.	1480	699998	030	0192	\$200.00
G W SCHOOL SUPPLY, INC.	1480	700349	030	0192	\$300.00
G W SCHOOL SUPPLY, INC.	1490	698522	060	3010	\$300.00
G W SCHOOL SUPPLY, INC.	1490	700220	030	0192	\$150.00
G W SCHOOL SUPPLY, INC.	1565	699938	060	3010	\$304.64
GAMBOA, FRANCISCO	0055	699149	030	0172	\$53.35
GAMEBREAKER, INC.	0235	698677	030	0172	\$241.46
GARCIA, JOEL	0895	TA210078312	030	0112	\$200.00
GC BUILDERS	0220	698072	120	6128	\$495.00
GC BUILDERS	0919	699278	060	8150	\$5,900.00
GC BUILDERS	1095	699275	350	0913	\$2,570.00
GC BUILDERS	1150	699014	350	0913	\$1,750.00
GC BUILDERS	1235	699688	350	0917	\$5,450.00
GC BUILDERS	1235	700160	350	0916	\$5,030.00
GEARY PACIFIC SUPPLY	0919	699633	060	8150	\$1,791.40
GEIGER DBA GEIGER BROS.	0130	699607	030	0171	\$2,080.38
GEIGER DBA GEIGER BROS.	0130	699675	030	0173	\$1,785.61
GEIGER DBA GEIGER BROS.	0145	699213	060	722A	\$4,000.00
GEIGER DBA GEIGER BROS.	0700	700145	030	0164	\$1,083.77
GENERATION GENIUS, INC.	0415	698648	060	3010	\$495.00
GENERATION GENIUS, INC.	0415	698649	060	3010	\$995.00
GENUINE PARTS CO.	0919	690078	060	8150	\$5,000.00
GLOBAL DATEBOOKS	0330	699933	030	7090	\$613.07
GOLD STAR FOODS, INC.	1910	698664	130	5310	\$6,088.00
GOLD STAR FOODS, INC.	1910	700205	130	5310	\$1,500.00

GOLDEN STATE PETERBILT DBA EM THARP, INC.	0919	699311	060	8150	\$4,900.00
GOLDEN STATE PETERBILT DBA EM THARP, INC.	1910	698756	130	5310	\$9,000.00
GOPHER	0100	699458	030	0115	\$1,271.83
GOPHER	0105	699009	030	0172	\$1,268.85
GOPHER	0265	699877	030	0172	\$6,533.02
GOPHER	0335	699006	030	0125	\$377.18
GOPHER	0335	699007	030	0125	\$394.13
GOPHER	0450	700043	030	0172	\$90.99
GOPHER	0460	698520	030	0172	\$2,037.12
GOPHER	0565	700495	030	7140	\$719.94
GOPHER	0790	698529	030	0752	\$724.58
GOTTSCHALK MUSIC CENTER	0417	699451	030	7140	\$500.00
GOTTSCHALK MUSIC CENTER	0455	698720	030	0115	\$3,971.54
GOTTSCHALK MUSIC CENTER	0455	699622	030	0171	\$1,000.00
GOTTSCHALK MUSIC CENTER	0727	699779	030	0168	\$4,400.00
GRADUATE SERVICES, LTD.	0335	695286	030	7090	\$96.20
GRADUATE SERVICES, LTD.	0395	699183	060	722D	\$1,072.20
GRADUATE SERVICES, LTD.	0421	699676	030	0125	\$228.91
GRADUATE SERVICES, LTD.	1400	700284	030	7394	\$959.90
GRAINGER, INC.	0225	700538	030	0110	\$869.31
GRAINGER, INC.	0365	699356	030	0110	\$1,738.61
GRAINGER, INC.	0895	698762	030	0716	\$5,486.12
GRAINGER, INC.	0895	700637	030	0716	\$1,427.43
GRAINGER, INC.	1891	700020	030	0716	\$3,871.59
GRANITE DATA SOLUTIONS	0208	699805	030	7090	\$3,678.92
GRANITE DATA SOLUTIONS	0208	700382	030	0110	\$1,131.00
GRANITE DATA SOLUTIONS	0270	698564	030	0113	\$137.99
GRAPHIC COMMUNICATION	1891	699533	030	0716	\$1,600.00
GRAYBAR ELECTRIC, INC.	0886	697190	030	0143	\$5,000.00
GRAYBAR ELECTRIC, INC.	1145	700282	350	0913	\$529.09
GRAYBAR ELECTRIC, INC.	1235	700053	350	0917	\$933.16
GRAYBAR ELECTRIC, INC.	1961	700463	350	0917	\$1,138.06
GROSS, JUDSON	0895	TA210075939	030	0112	\$200.00
GUADALAJARA RESTAURANT	0305	699557	030	0643	\$648.00
GUEVARA ARTS & LEADERSHIP	0812	699315	030	0137	\$5,000.00
H MARKUS & CO. PRINTING SERVICES	0880	700003	680	0851	\$3,593.41
HARRISON BROS., INC.	0130	699500	030	0171	\$681.37
HARRISON BROS., INC.	0575	700023	030	0115	\$414.69
HCI-AUDIOMETRICS	0788	695766	060	6500	\$1.20
HEART LINK	0055	699045	030	0125	\$4,155.61
HEARTLAND PAYMENT	1910	698872	130	5310	\$750.00
HECTOR LARA JR.	1460	699811	350	0917	\$4,495.00
HEIGHTS, TUMANI	0810	699795	030	0640	\$140.56
HENRY, NIKKI	0860	699030	030	0694	\$275.00
HERITAGE-CRYSTAL CLEAN, LLC	0925	691497	030	7230	\$2,000.00

HEWITT'S RESTAURANT	0475	699374	030	7090	\$600.00
HEWITT'S RESTAURANT	0895	699024	030	0716	\$300.00
HMONG EDUCATIONAL RESOURCES PUBLISHER, LLC	0758	699734	030	0117	\$2,492.64
HOBBY TOWN U S A	0395	698772	030	0125	\$625.00
HOFFMAN ELECTRONIC SYSTEMS	1095	699808	350	0917	\$944.83
HOFFMAN ELECTRONIC SYSTEMS	1295	699079	350	0917	\$728.87
HOFFMAN ELECTRONIC SYSTEMS	1420	699068	350	0917	\$728.87
HOLT LUMBER, INC.	0710	699969	060	6388	\$2,891.70
HOME DEPOT	0055	698607	030	0125	\$300.00
HOME DEPOT	0335	698616	030	0125	\$500.00
HORIZON	1920	693252	030	0734	\$211.15
HORN PHOTO, INC.	0710	700384	060	6388	\$1,376.68
HORN PHOTO, INC.	1400	698754	030	7394	\$150.00
HOSPITAL COUNCIL OF NORTHERN	0670	699593	110	3555	\$552.00
HOUGHTON MIFFLIN COMPANY	0165	700476	030	7091	\$1,280.88
HOUGHTON MIFFLIN COMPANY	0200	698988	030	7090	\$43.62
HOUGHTON MIFFLIN COMPANY	0330	698701	030	0110	\$592.39
HOUGHTON MIFFLIN COMPANY	0330	698706	030	0110	\$1,154.35
HOUGHTON MIFFLIN COMPANY	0330	698854	030	0110	\$641.30
HOUGHTON MIFFLIN COMPANY	0330	699429	030	0110	\$180.53
HUNGRY BEAR, INC.	0701	700054	030	0606	\$2,000.00
HUNGRY HOWIE'S PIZZA	0796	699454	030	0667	\$4,372.99
ICOULD BE.ORG, INC.	0145	698530	060	722A	\$3,600.00
IDENTISYS INCORPORATED	0105	700096	030	7090	\$176.45
ILLUMINATE EDUCATION	0852	698978	060	3182	\$109.65
IMPACT ARCHERY, INC.	0055	699652	680	0851	\$2,332.37
INCSUB, LLC DBA WPMU DEV.	0887	700144	030	0140	\$588.00
INFLATABLE DESIGN GROUP	0445	698808	030	0172	\$5,000.72
INSECT LORE PRODUCTS	0430	699209	030	7091	\$231.15
INTEGRATED DESIGNS BY SOMAM, INC.	1465	557077A	350	0917	\$3,097.91
INTEGRATED FOOD SERVICE	1910	699364	130	5310	\$5,770.80
INTEGRATED FOOD SERVICE	1910	699365	130	5310	\$5,770.80
INTERNATIONAL E-Z UP, INC.	0335	699677	030	0125	\$8,045.78
IT'S ELEMENTARY	0470	699185	030	0110	\$1,070.09
IXL LEARNING, INC.	0758	700395	060	4201	\$299.00
J & C BOOKS	1748	699372	060	3010	\$8,530.03
J W PEPPER & SONS, INC.	0010	699462	030	7090	\$150.00
J W PEPPER & SONS, INC.	0335	699473	030	0125	\$172.25
J. W. PEPPER & SONS, INC.	0475	699432	030	0115	\$778.23
J.T.M. FOOD GROUP	1910	700515	130	5310	\$6,675.20
JAMES STANFIELD COMPANY, INC.	0552	699558	030	7091	\$3,447.81
JANE KORSTEN DBA EMC COMMUNICATIONS, INC.	0601	699095	030	0500	\$2,749.38
JOE'S TREE SERVICE	1495	700452	350	0917	\$1,975.00
JOHNSTON INDUSTRIAL	0919	700605	060	8150	\$675.95
JOHNSTONE SUPPLY	0919	699635	060	8150	\$1,673.67

JONES CLEANING CENTER, INC.	1400	698679	030	7394	\$200.00
JONES SCHOOL SUPPLY CO.	0145	700112	030	0125	\$628.71
JONES SCHOOL SUPPLY CO.	0255	699637	030	7090	\$1,569.67
JONES SCHOOL SUPPLY CO.	0510	698757	030	7090	\$463.20
JORGE, ANTONIA	0895	699340	030	0716	\$79.84
JORGENSEN & COMPANY, INC.	0725	698707	030	0172	\$107.50
JORGENSEN & COMPANY, INC.	0725	698711	030	0172	\$106.22
JORGENSEN & COMPANY, INC.	0725	698714	030	0172	\$128.79
JORGENSEN & COMPANY, INC.	0725	698718	030	0172	\$105.28
JORGENSEN & COMPANY, INC.	1891	700471	030	0716	\$5,698.75
JUNIOR LEAGUE OF FRESNO	0335	699186	030	0172	\$250.00
JUNIOR LEAGUE OF FRESNO	0395	699601	030	0125	\$250.00
JUNIOR LEAGUE OF FRESNO	0421	699048	030	0172	\$250.00
JUNIOR LIBRARY GUILD	1135	699150	060	3010	\$427.06
JUNIOR LIBRARY GUILD	1150	698901	060	3010	\$3,225.71
JUNIOR LIBRARY GUILD	1210	699142	060	3010	\$1,033.40
JUNIOR LIBRARY GUILD	1215	699889	060	3010	\$2,999.82
JUNIOR LIBRARY GUILD	1450	700004	060	3010	\$2,608.47
KAMILLE M. WILLIAMS	0812	699742	030	0137	\$576.00
KAP 7 INTERNATIONAL	0100	699377	030	0172	\$671.25
KAPLAN EARLY LEARNING	0767	698563	030	0192	\$261.60
KELLEY, STEFFI	0460	700369	030	0110	\$557.65
KELVIN LP	0208	699380	030	0110	\$136.52
KEYGENT, LLC	0890	698848	030	0708	\$1,500.00
KLEIN EDUCATIONAL SYSTEMS	1185	699832	030	0155	\$8,552.44
KLEIN EDUCATIONAL SYSTEMS	1185	700051	030	0155	\$6,000.00
KNORR SYSTEMS, INC.	0919	699227	060	8150	\$4,730.68
KNORR SYSTEMS, INC.	0919	699874	060	8150	\$8,635.10
KNOWBUDDY RESOURCES	1465	698874	060	3010	\$1,432.52
KONRAD, KIMBERLY	0895	TA210078475	030	0112	\$200.00
KORNEY BOARD AIDS, INC.	0185	700321	030	0172	\$1,310.57
LAB AIDS	0055	698776	030	0125	\$3,426.30
LAKESHORE LEARNING MATERIALS	0005	698514	030	0113	\$842.38
LAKESHORE LEARNING MATERIALS	0005	698517	030	0113	\$1,349.87
LAKESHORE LEARNING MATERIALS	0005	698934	030	0113	\$499.21
LAKESHORE LEARNING MATERIALS	0155	699281	030	7090	\$1,102.17
LAKESHORE LEARNING MATERIALS	0155	699286	030	7090	\$1,349.70
LAKESHORE LEARNING MATERIALS	0175	698939	030	0113	\$870.15
LAKESHORE LEARNING MATERIALS	0175	699104	030	0113	\$385.62
LAKESHORE LEARNING MATERIALS	0225	699759	030	0171	\$2,525.92
LAKESHORE LEARNING MATERIALS	0260	698993	030	7090	\$2,682.04
LAKESHORE LEARNING MATERIALS	0290	698524	030	0113	\$373.50
LAKESHORE LEARNING MATERIALS	0355	699107	030	0113	\$574.51
LAKESHORE LEARNING MATERIALS	0355	699379	030	0113	\$537.86
LAKESHORE LEARNING MATERIALS	0355	699381	030	0113	\$135.89
LAKESHORE LEARNING MATERIALS	0435	698810	030	7091	\$333.92
LAKESHORE LEARNING MATERIALS	0758	699100	030	0117	\$706.22

LAKESHORE LEARNING MATERIALS	0758	699537	030	0117	\$40.59
LAKESHORE LEARNING MATERIALS	0758	699630	030	0117	\$107.55
LAKESHORE LEARNING MATERIALS	0765	698566	030	0192	\$3,243.83
LAKESHORE LEARNING MATERIALS	0767	698559	030	0192	\$515.52
LAKESHORE LEARNING MATERIALS	0767	698560	030	0192	\$273.94
LAKESHORE LEARNING MATERIALS	0786	699585	060	6500	\$645.52
LAKESHORE LEARNING MATERIALS	1005	698690	030	0192	\$351.15
LAKESHORE LEARNING MATERIALS	1005	699911	030	0192	\$263.80
LAKESHORE LEARNING MATERIALS	1155	698851	030	0192	\$500.29
LAKESHORE LEARNING MATERIALS	1260	699894	060	3010	\$2,956.57
LAKESHORE LEARNING MATERIALS	1415	698562	030	0192	\$446.34
LAKESHORE LEARNING MATERIALS	1415	698694	030	0192	\$86.35
LAKESHORE LEARNING MATERIALS	1470	698977	030	0192	\$469.81
LAKESHORE LEARNING MATERIALS	1490	700428	030	0192	\$497.19
LAKESHORE LEARNING MATERIALS	1510	698925	030	0192	\$245.52
LAKESHORE LEARNING MATERIALS	1895	698968	030	0717	\$4,285.99
LAKESHORE LEARNING MATERIALS	1895	698970	030	0717	\$3,566.38
LAKESHORE LEARNING MATERIALS	1895	698972	030	0717	\$4,518.42
LAKESHORE LEARNING MATERIALS	1895	698973	030	0717	\$3,940.90
LAKESHORE LEARNING MATERIALS	1895	698975	030	0717	\$4,093.15
LARRY A. LIVERMORE	0105	699049	030	0172	\$534.00
LARRY A. LIVERMORE	0130	699501	030	0171	\$442.71
LARRY A. LIVERMORE	0208	699423	030	0171	\$527.56
LARRY A. LIVERMORE	0455	699595	030	0171	\$670.56
LARRY A. LIVERMORE	0575	699502	030	0115	\$512.75
LARSON BROTHERS	0055	699050	030	0172	\$1,000.00
LARSON BROTHERS	0055	700138	030	0171	\$1,000.00
LEARNING A-Z	0105	699952	030	7090	\$354.00
LEARNING A-Z	0255	699950	030	7090	\$1,684.80
LEARNING A-Z	0320	700197	030	0110	\$1,049.00
LEARNING FORWARD	0700	699316	060	3010	\$159.00
LEARNING SERVICES, INC.	0355	700454	030	0113	\$607.78
LEARNING SERVICES, INC.	0355	700454	030	7090	\$107.26
LEARNING WITHOUT TEARS	0200	699625	030	7090	\$57.23
LEARNING WITHOUT TEARS	0220	699431	030	7090	\$221.13
LEARNING WITHOUT TEARS	0220	699431	030	7091	\$221.10
LEARNING WITHOUT TEARS	0430	699748	060	3010	\$1,145.80
LEARNING WITHOUT TEARS	1748	698501	060	6300	\$460.86
LEE, MAI	0155	699415	030	0110	\$136.37
LEARNER PUBLISHING GROUP	0480	699771	060	3010	\$1,560.00
LIFE SCIENCE	0335	699563	060	3010	\$2,250.00
LINKA CORPORATION	0055	699376	030	0171	\$1,000.00
LINKA CORPORATION	0701	699264	030	0606	\$4,900.00
LITERACY RESOURCES, INC.	0310	699904	060	3010	\$2,122.08
LOVE II LEARN EDUCATIONAL GROUP	0725	698742	030	0173	\$1,500.00
LOVE II LEARN EDUCATIONAL GROUP	0725	699624	030	0173	\$4,836.98
LOWE'S	0005	700523	030	0110	\$250.00

LOWE'S	0035	700526	030	0110	\$1,000.00
LOWE'S	0075	700492	030	0171	\$1,247.67
LOWE'S	0075	700529	030	0171	\$1,755.30
LOWE'S	0102	700530	030	2430	\$1,000.00
LOWE'S	0130	700531	030	0173	\$1,800.00
LOWE'S	0155	700127	030	0172	\$2,500.00
LOWE'S	0170	700527	030	0172	\$2,254.64
LOWE'S	0185	700094	030	0734	\$800.00
LOWE'S	0188	699797	030	7090	\$414.04
LOWE'S	0225	700533	030	0110	\$500.00
LOWE'S	0225	700535	030	0110	\$500.00
LOWE'S	0225	700539	030	7090	\$1,500.00
LOWE'S	0270	700537	030	0113	\$1,056.00
LOWE'S	0320	699944	060	3010	\$50.00
LOWE'S	0365	698820	030	0110	\$125.00
LOWE'S	0370	699331	030	0734	\$500.00
LOWE'S	0395	699320	070	0761	\$1,076.02
LOWE'S	0395	699323	030	0171	\$700.00
LOWE'S	0395	700544	030	0171	\$3,170.78
LOWE'S	0415	699337	030	0173	\$600.00
LOWE'S	0421	698741	030	0171	\$484.29
LOWE'S	0455	699249	030	0115	\$665.13
LOWE'S	0475	700540	030	0115	\$1,000.00
LOWE'S	0475	700541	030	0172	\$1,500.00
LOWE'S	0480	699355	030	7091	\$431.73
LOWE'S	0495	698724	030	0734	\$268.86
LOWE'S	0495	698891	030	7090	\$588.98
LOWE'S	0565	700524	030	7090	\$160.00
LOWE'S	0710	698637	060	6388	\$462.87
LOWE'S	0710	699235	060	6388	\$1,625.94
LOWE'S	0725	699348	030	0173	\$1,000.00
LOWE'S	0919	698595	060	8150	\$3,881.91
LOZANO, ANGIE	0895	TA210071686	030	0112	\$200.00
M & M SCREEN PRINTING	0185	699075	030	0172	\$1,254.26
M & M SCREEN PRINTING	0355	698959	030	0113	\$167.63
M & M SCREEN PRINTING	0355	699598	030	0113	\$2,330.00
M & M SCREEN PRINTING	0355	700006	030	0113	\$234.82
MADERA GOLF COURSE	0145	699547	030	0172	\$4,500.00
MAKERBOT INDUSTRIES, LLC	0710	698730	030	0152	\$814.71
MAKINGS SPORTS FLOORING, INC.	0415	700462	030	0172	\$5,500.00
MALIOBORO	0919	699822	060	8150	\$1,943.55
MAMA MIA PIZZERIA	0310	699653	030	0110	\$606.06
MARIACHI CONNECTION INC.,THE	0790	699538	060	4124	\$3,119.00
MARY OCHOA	0130	699794	030	0125	\$1,750.00
MARZANO RESOURCES, LLC	0428	699910	060	4035	\$2,756.00
MASCOT JUNCTION, INC.	0285	700007	030	0171	\$3,153.20
MASCOT JUNCTION, INC.	0355	698919	030	0643	\$2,494.22

MC GRAW-HILL EDUCATION, INC.	0120	699434	030	7090	\$1,992.18
MC GRAW-HILL EDUCATION, INC.	0470	699840	060	3010	\$1,046.84
MCFADDEN, PATRICIA	0701	699341	030	0193	\$250.00
MCKESSON MEDICAL-SURGICAL	0730	698775	060	5640	\$576.86
MCKESSON MEDICAL-SURGICAL	1730	699392	030	0656	\$1,076.73
MCMASTER-SUPPLY CO.	0710	700522	030	6350	\$4,235.65
MEDCO SUPPLY CO., INC.	0710	699678	060	6388	\$5,489.79
MEDITERRANEAN GRILL	0705	700249	110	6391	\$1,310.82
MEDITERRANEAN GRILL	0930	700225	030	0720	\$100.00
MEGA-PRINTS, INC.	1150	699344	350	0913	\$90.70
ME-N-ED'S, INC.	0055	699210	030	0125	\$630.00
ME-N-ED'S, INC.	0055	700150	030	0171	\$495.00
ME-N-ED'S, INC.	0102	699560	030	7090	\$2,497.00
ME-N-ED'S, INC.	0125	699130	030	0124	\$660.00
ME-N-ED'S, INC.	0130	699977	030	7090	\$2,750.00
ME-N-ED'S, INC.	0155	698760	030	0172	\$450.00
ME-N-ED'S, INC.	0225	698685	030	0110	\$660.00
ME-N-ED'S, INC.	0235	698676	030	0181	\$3,300.00
ME-N-ED'S, INC.	0240	700151	030	7090	\$1,100.00
ME-N-ED'S, INC.	0250	698855	030	0172	\$1,000.00
ME-N-ED'S, INC.	0260	698626	030	0110	\$550.00
ME-N-ED'S, INC.	0265	698857	030	7091	\$1,595.00
ME-N-ED'S, INC.	0395	699655	060	722D	\$900.00
ME-N-ED'S, INC.	0700	700403	030	0144	\$360.00
ME-N-ED'S, INC.	0700	700596	030	0144	\$2,898.00
ME-N-ED'S, INC.	0796	690088	030	0667	\$1,000.00
ME-N-ED'S, INC.	0885	698847	030	0140	\$500.00
ME-N-ED'S, INC.	0905	699363	030	0738	\$350.00
MERRILL, CORI	0895	TA210078240	030	0112	\$200.00
MESA ENERGY SYSTEMS, INC. DBA EMCOR SERVICES MESA	1235	699680	350	0916	\$1,227.00
METEOR EDUCATION, LLC	0055	700097	030	7090	\$948.88
METEOR EDUCATION, LLC	0055	700099	030	0125	\$3,749.52
METEOR EDUCATION, LLC	0235	700098	030	0181	\$2,127.59
METEOR EDUCATION, LLC	0795	700631	030	0500	\$856.24
METEOR EDUCATION, LLC	0860	699346	030	0694	\$2,237.54
METEOR EDUCATION, LLC	0880	699826	680	0851	\$1,110.20
METEOR EDUCATION, LLC	0889	700567	030	0188	\$890.17
MICHAEL COLE ELECTRIC	0140	699437	030	0110	\$500.00
MICHAEL COLE ELECTRIC	0320	700449	030	7090	\$4,000.00
MICHAEL COLE ELECTRIC	0330	698531	030	0110	\$500.00
MINUTEMAN PRESS	0796	699187	030	0667	\$4,269.45
MIRACLE PLAYSYSTEMS, INC.	0919	700562	060	8150	\$3,760.57
MOBYMAX LLC	0500	698744	030	0110	\$3,495.00
MONOPRICE, INC.	0100	700636	030	7090	\$5,880.07
MONOPRICE, INC.	0470	699821	060	3010	\$397.20
MONOPRICE, INC.	0885	699932	030	0140	\$5,000.00

MONTGOMERY'S AUTOBODY	0919	699342	060	8150	\$3,644.51
MOORE TWINING ASSOCIATES, INC.	1145	699013	350	0912	\$5,400.00
MOVIE LICENSING USA	0055	698544	030	0125	\$2,009.00
MOVIE LICENSING USA	0105	698743	030	0625	\$574.00
MUSSON THEATRICAL	0790	700238	060	4124	\$7,270.48
NASCO EDUCATION, LLC	0185	699051	030	0125	\$272.10
NASCO EDUCATION, LLC	0326	699768	060	3327	\$749.70
NASCO EDUCATION, LLC	0710	698620	060	6388	\$4,125.83
NASCO EDUCATION, LLC	0710	698846	060	6388	\$4,128.96
NASCO EDUCATION, LLC	0727	698926	030	0168	\$849.27
NASCO EDUCATION, LLC	0727	699317	030	0169	\$3,612.84
NASCO EDUCATION, LLC	0727	700435	030	0169	\$1,617.34
NATIONAL AUTISM RESOURCES, INC.	0765	699863	120	6128	\$2,600.88
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS	0701	700597	030	0193	\$3,075.00
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION	0428	700629	060	4035	\$1,035.56
NATIONAL INSTITUTE FOR AUTO SERVICE EXCELLENCE	0710	699352	060	6388	\$779.70
NATIONAL PLASTICS CO. OF CALIFORNIA	0428	699906	060	3210	\$2,251.39
NCTM	0208	699228	030	0110	\$298.00
NCTM	0700	700103	060	3010	\$2,037.00
NCTM	0700	700123	060	3010	\$582.00
NEMC DBA NATIONAL EDUCATIONAL MUSIC COMPANY	0727	698882	030	0168	\$1,937.07
NEWS-2-YOU, INC.	0601	700194	030	0500	\$1,500.00
NICK'S CUSTOM GOLF CARS	0055	699632	030	7090	\$5,503.75
NICK'S CUSTOM GOLF CARS	0365	699218	030	0171	\$4,996.27
NICK'S CUSTOM GOLF CARS	0415	699136	030	7090	\$7,130.15
NICK'S CUSTOM GOLF CARS	0415	699136	030	7091	\$792.24
NICK'S CUSTOM GOLF CARS	0435	700241	030	0172	\$4,858.88
NICK'S CUSTOM GOLF CARS	0475	699608	030	0172	\$7,922.39
NOODLETOOLS, INC.	0105	698558	030	0625	\$193.00
NORBERTS ATHLETIC PRODUCTS, INC.	0235	698678	030	0172	\$693.14
NOREDINK CORP.	0445	698895	060	3010	\$9,000.00
NORTH YOSEMITE LEAGUE	0235	700424	030	0172	\$1,000.00
NSTA	0700	698505	060	3010	\$510.00
NVB EQUIPMENT, INC.	0919	690653	060	8150	\$6,000.00
OFFICE DEPOT	0005	OD000040739	030	0113	\$199.41
OFFICE DEPOT	0005	OD000041487	030	0113	\$450.00
OFFICE DEPOT	0005	OD000041488	030	0113	\$513.00
OFFICE DEPOT	0005	OD000041589	060	6500	\$200.00
OFFICE DEPOT	0005	OD000041590	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041591	030	0113	\$356.00
OFFICE DEPOT	0005	OD000041787	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041788	030	0113	\$1,026.00
OFFICE DEPOT	0010	OD000041516	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041517	030	7090	\$150.00

OFFICE DEPOT	0010	OD000041518	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041519	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041520	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041521	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041522	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041523	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041524	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041525	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041526	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041527	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041528	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041529	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041530	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041531	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041532	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041533	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041534	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041535	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041536	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041537	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041538	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041539	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041540	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041541	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041542	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041543	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041544	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041545	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041546	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041547	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041548	030	7090	\$150.00
OFFICE DEPOT	0010	OD000041597	030	0171	\$600.00
OFFICE DEPOT	0015	OD000041489	060	6500	\$200.00
OFFICE DEPOT	0015	OD000041490	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041592	030	0110	\$200.01
OFFICE DEPOT	0015	OD000041593	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041594	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041596	060	6500	\$200.00
OFFICE DEPOT	0015	OD000041652	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041688	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041690	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041691	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041693	030	0110	\$300.00
OFFICE DEPOT	0015	OD000041758	030	0110	\$88.52
OFFICE DEPOT	0015	OD000041825	030	0172	\$6,000.00
OFFICE DEPOT	0030	OD000041486	060	3010	\$4,000.00
OFFICE DEPOT	0035	OD000041767	030	7090	\$939.35

OFFICE DEPOT	0055	OD000041595	030	0125	\$1,677.53
OFFICE DEPOT	0060	OD000041556	030	7090	\$2,743.60
OFFICE DEPOT	0060	OD000041557	030	0111	\$603.50
OFFICE DEPOT	0060	OD000041558	030	0110	\$113.06
OFFICE DEPOT	0060	OD000041559	030	7090	\$498.21
OFFICE DEPOT	0060	OD000041629	060	3010	\$991.26
OFFICE DEPOT	0060	OD000041729	030	0625	\$1,012.59
OFFICE DEPOT	0070	OD000040762	030	0110	\$3,000.00
OFFICE DEPOT	0070	OD000041803	030	7090	\$7,558.00
OFFICE DEPOT	0075	OD000041062	030	7090	\$2,229.99
OFFICE DEPOT	0090	OD000040351	030	7090	\$5,000.00
OFFICE DEPOT	0100	OD000041762	030	0115	\$4,132.64
OFFICE DEPOT	0120	OD000041738	030	7090	\$4,900.00
OFFICE DEPOT	0130	OD000041583	030	7140	\$1,785.00
OFFICE DEPOT	0135	OD000040099	030	0110	\$2,000.00
OFFICE DEPOT	0135	OD000040515	030	7090	\$6,500.00
OFFICE DEPOT	0135	OD000041599	030	0171	\$2,000.00
OFFICE DEPOT	0140	OD000041507	030	0110	\$1,705.90
OFFICE DEPOT	0140	OD000041561	030	0172	\$2,976.49
OFFICE DEPOT	0145	OD000040692	030	0625	\$500.00
OFFICE DEPOT	0145	OD000041632	030	7090	\$1,000.00
OFFICE DEPOT	0145	OD000041683	030	0125	\$3,301.88
OFFICE DEPOT	0145	OD000041823	030	0125	\$696.41
OFFICE DEPOT	0150	OD000040278	030	7090	\$3,800.00
OFFICE DEPOT	0150	OD000040485	030	0113	\$5,000.00
OFFICE DEPOT	0155	OD000040733	030	0113	\$200.00
OFFICE DEPOT	0155	OD000041492	030	0113	\$1,356.00
OFFICE DEPOT	0155	OD000041493	030	0113	\$1,356.00
OFFICE DEPOT	0155	OD000041636	030	7090	\$383.00
OFFICE DEPOT	0155	OD000041653	030	0172	\$1,706.00
OFFICE DEPOT	0155	OD000041654	030	0113	\$279.00
OFFICE DEPOT	0155	OD000041655	030	7090	\$105.00
OFFICE DEPOT	0155	OD000041697	060	3010	\$2,500.00
OFFICE DEPOT	0155	OD000041698	030	7090	\$145.00
OFFICE DEPOT	0160	OD000041739	030	7090	\$4,696.00
OFFICE DEPOT	0165	OD000041560	060	6500	\$198.58
OFFICE DEPOT	0165	OD000041716	060	6500	\$196.49
OFFICE DEPOT	0170	OD000041478	030	0172	\$518.24
OFFICE DEPOT	0170	OD000041549	030	7090	\$799.33
OFFICE DEPOT	0170	OD000041554	060	6500	\$204.54
OFFICE DEPOT	0170	OD000041671	060	3010	\$319.07
OFFICE DEPOT	0170	OD000041672	030	7140	\$1,808.04
OFFICE DEPOT	0170	OD000041674	060	6500	\$148.07
OFFICE DEPOT	0170	OD000041773	030	0172	\$779.54
OFFICE DEPOT	0170	OD000041786	030	7090	\$315.27
OFFICE DEPOT	0170	OD000041822	030	7090	\$185.46
OFFICE DEPOT	0175	OD000041494	030	0110	\$150.00

OFFICE DEPOT	0175	OD000041600	030	0113	\$630.00
OFFICE DEPOT	0175	OD000041602	030	0113	\$759.77
OFFICE DEPOT	0175	OD000041603	030	0113	\$900.00
OFFICE DEPOT	0175	OD000041656	030	0113	\$760.00
OFFICE DEPOT	0175	OD000041657	030	0113	\$1,260.00
OFFICE DEPOT	0175	OD000041658	030	0113	\$860.00
OFFICE DEPOT	0175	OD000041659	030	0113	\$630.00
OFFICE DEPOT	0175	OD000041699	060	6500	\$200.00
OFFICE DEPOT	0175	OD000041700	030	0110	\$225.00
OFFICE DEPOT	0175	OD000041701	030	0113	\$1,260.00
OFFICE DEPOT	0175	OD000041745	030	0113	\$1,260.00
OFFICE DEPOT	0175	OD000041789	030	0113	\$1,000.00
OFFICE DEPOT	0175	OD000041790	030	0113	\$225.00
OFFICE DEPOT	0185	OD000040547	030	0625	\$103.00
OFFICE DEPOT	0185	OD000041183	030	7090	\$5,000.00
OFFICE DEPOT	0185	OD000041550	030	0125	\$1,000.00
OFFICE DEPOT	0185	OD000041678	030	0125	\$1,000.00
OFFICE DEPOT	0185	OD000041679	030	0125	\$453.44
OFFICE DEPOT	0188	OD000041826	060	3010	\$319.56
OFFICE DEPOT	0195	OD000041615	030	0110	\$858.00
OFFICE DEPOT	0195	OD000041617	030	0110	\$440.00
OFFICE DEPOT	0195	OD000041618	030	0110	\$1,348.00
OFFICE DEPOT	0195	OD000041619	030	0110	\$858.00
OFFICE DEPOT	0195	OD000041643	030	0110	\$624.00
OFFICE DEPOT	0195	OD000041645	030	0110	\$458.00
OFFICE DEPOT	0195	OD000041703	030	0110	\$300.00
OFFICE DEPOT	0195	OD000041704	030	0110	\$858.00
OFFICE DEPOT	0195	OD000041705	030	0110	\$458.00
OFFICE DEPOT	0195	OD000041706	030	0110	\$458.00
OFFICE DEPOT	0195	OD000041707	030	0110	\$253.00
OFFICE DEPOT	0195	OD000041752	030	0110	\$558.00
OFFICE DEPOT	0195	OD000041753	030	0110	\$210.00
OFFICE DEPOT	0195	OD000041754	030	0110	\$312.00
OFFICE DEPOT	0195	OD000041755	030	0110	\$312.00
OFFICE DEPOT	0195	OD000041756	030	0110	\$358.00
OFFICE DEPOT	0208	OD000041474	030	0110	\$200.00
OFFICE DEPOT	0208	OD000041476	060	3010	\$5,982.62
OFFICE DEPOT	0208	OD000041481	030	0192	\$500.00
OFFICE DEPOT	0208	OD000041482	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041483	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041498	030	0110	\$194.55
OFFICE DEPOT	0208	OD000041499	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041503	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041605	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041606	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041607	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041608	030	0110	\$300.00

OFFICE DEPOT	0208	OD000041609	030	0110	\$200.00
OFFICE DEPOT	0208	OD000041610	030	0110	\$200.00
OFFICE DEPOT	0208	OD000041637	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041638	060	6500	\$200.00
OFFICE DEPOT	0208	OD000041639	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041640	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041642	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041660	030	0110	\$151.00
OFFICE DEPOT	0208	OD000041661	060	6500	\$200.00
OFFICE DEPOT	0208	OD000041662	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041663	030	0110	\$151.00
OFFICE DEPOT	0208	OD000041664	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041665	030	0110	\$300.00
OFFICE DEPOT	0208	OD000041743	030	0110	\$2,000.00
OFFICE DEPOT	0208	OD000041744	030	7090	\$4,900.00
OFFICE DEPOT	0215	OD000041496	030	0110	\$4,000.00
OFFICE DEPOT	0215	OD000041764	030	0110	\$684.55
OFFICE DEPOT	0220	OD000041562	030	0110	\$499.10
OFFICE DEPOT	0235	OD000040049	030	0172	\$700.00
OFFICE DEPOT	0235	OD000040617	030	0625	\$99.00
OFFICE DEPOT	0235	OD000041770	030	0125	\$150.00
OFFICE DEPOT	0235	OD000041771	030	0125	\$300.00
OFFICE DEPOT	0235	OD000041829	060	6500	\$200.00
OFFICE DEPOT	0240	OD000041675	030	0128	\$4,000.00
OFFICE DEPOT	0250	OD000040155	030	7090	\$4,999.00
OFFICE DEPOT	0250	OD000041612	060	3010	\$400.00
OFFICE DEPOT	0250	OD000041614	030	0110	\$438.55
OFFICE DEPOT	0250	OD000041616	030	0113	\$438.55
OFFICE DEPOT	0250	OD000041666	060	6500	\$100.00
OFFICE DEPOT	0250	OD000041791	030	0113	\$300.00
OFFICE DEPOT	0250	OD000041792	030	0113	\$300.00
OFFICE DEPOT	0250	OD000041793	030	0113	\$438.55
OFFICE DEPOT	0260	OD000041563	060	3010	\$691.06
OFFICE DEPOT	0285	OD000041714	030	7090	\$2,783.08
OFFICE DEPOT	0290	OD000041288	030	7090	\$4,950.00
OFFICE DEPOT	0290	OD000041417	030	0110	\$4,999.00
OFFICE DEPOT	0290	OD000041504	030	0113	\$282.00
OFFICE DEPOT	0290	OD000041564	030	0110	\$2,237.19
OFFICE DEPOT	0290	OD000041741	030	0110	\$305.00
OFFICE DEPOT	0290	OD000041742	030	0110	\$318.00
OFFICE DEPOT	0290	OD000041794	030	0110	\$262.00
OFFICE DEPOT	0290	OD000041808	030	0110	\$102.92
OFFICE DEPOT	0295	OD000041735	030	7091	\$5,000.00
OFFICE DEPOT	0315	OD000041613	030	0113	\$713.00
OFFICE DEPOT	0315	OD000041667	030	0110	\$3,500.00
OFFICE DEPOT	0315	OD000041702	060	6500	\$100.00
OFFICE DEPOT	0320	OD000041497	030	0110	\$155.47

OFFICE DEPOT	0320	OD000041566	030	7090	\$221.05
OFFICE DEPOT	0320	OD000041567	030	7090	\$221.05
OFFICE DEPOT	0320	OD000041568	030	0110	\$475.05
OFFICE DEPOT	0320	OD000041569	030	7090	\$82.89
OFFICE DEPOT	0320	OD000041571	030	7090	\$181.43
OFFICE DEPOT	0320	OD000041574	030	7090	\$329.91
OFFICE DEPOT	0320	OD000041575	030	7090	\$428.19
OFFICE DEPOT	0320	OD000041576	030	0110	\$228.64
OFFICE DEPOT	0320	OD000041577	030	7090	\$213.73
OFFICE DEPOT	0320	OD000041578	030	0110	\$211.21
OFFICE DEPOT	0320	OD000041579	030	0110	\$69.13
OFFICE DEPOT	0320	OD000041580	030	7090	\$100.27
OFFICE DEPOT	0320	OD000041581	030	7090	\$201.81
OFFICE DEPOT	0320	OD000041582	030	7091	\$106.79
OFFICE DEPOT	0320	OD000041635	030	0172	\$2,471.98
OFFICE DEPOT	0320	OD000041644	030	7090	\$248.33
OFFICE DEPOT	0320	OD000041676	030	0172	\$696.44
OFFICE DEPOT	0320	OD000041715	030	0171	\$1,239.79
OFFICE DEPOT	0320	OD000041717	030	0110	\$889.38
OFFICE DEPOT	0320	OD000041772	030	0110	\$215.94
OFFICE DEPOT	0320	OD000041781	030	0110	\$1,425.09
OFFICE DEPOT	0320	OD000041809	030	0172	\$160.88
OFFICE DEPOT	0325	OD000041620	060	3010	\$2,028.00
OFFICE DEPOT	0326	OD000041692	060	3327	\$1,987.00
OFFICE DEPOT	0326	OD000041694	060	3327	\$100.00
OFFICE DEPOT	0326	OD000041695	060	3327	\$200.00
OFFICE DEPOT	0330	OD000040203	030	0110	\$2,000.00
OFFICE DEPOT	0330	OD000040208	030	7090	\$500.00
OFFICE DEPOT	0330	OD000041584	030	0110	\$154.62
OFFICE DEPOT	0330	OD000041585	030	0110	\$2,280.13
OFFICE DEPOT	0330	OD000041586	030	0110	\$193.28
OFFICE DEPOT	0330	OD000041587	060	6500	\$195.81
OFFICE DEPOT	0330	OD000041718	060	6500	\$315.48
OFFICE DEPOT	0335	OD000041484	030	0125	\$4,999.00
OFFICE DEPOT	0335	OD000041514	060	6500	\$818.00
OFFICE DEPOT	0335	OD000041515	060	6500	\$283.00
OFFICE DEPOT	0335	OD000041598	030	0125	\$500.00
OFFICE DEPOT	0335	OD000041649	060	6385	\$2,500.00
OFFICE DEPOT	0340	OD000040204	030	7090	\$6,000.00
OFFICE DEPOT	0355	OD000040224	030	0110	\$4,000.00
OFFICE DEPOT	0355	OD000040678	030	0110	\$248.23
OFFICE DEPOT	0355	OD000041508	030	0113	\$216.30
OFFICE DEPOT	0355	OD000041508	060	3010	\$401.70
OFFICE DEPOT	0355	OD000041509	030	7090	\$200.00
OFFICE DEPOT	0355	OD000041509	060	3010	\$200.00
OFFICE DEPOT	0355	OD000041510	030	7090	\$100.00
OFFICE DEPOT	0355	OD000041510	060	3010	\$100.00

OFFICE DEPOT	0355	OD000041511	030	7090	\$100.00
OFFICE DEPOT	0355	OD000041511	060	3010	\$100.00
OFFICE DEPOT	0355	OD000041512	030	0113	\$200.00
OFFICE DEPOT	0355	OD000041513	030	7090	\$150.00
OFFICE DEPOT	0355	OD000041513	060	3010	\$150.00
OFFICE DEPOT	0355	OD000041621	030	7090	\$153.71
OFFICE DEPOT	0355	OD000041622	030	7090	\$400.00
OFFICE DEPOT	0355	OD000041623	030	0113	\$100.00
OFFICE DEPOT	0355	OD000041647	030	7090	\$400.00
OFFICE DEPOT	0355	OD000041668	030	0113	\$160.00
OFFICE DEPOT	0355	OD000041720	030	7090	\$476.28
OFFICE DEPOT	0355	OD000041751	030	0113	\$220.00
OFFICE DEPOT	0355	OD000041796	030	7090	\$400.00
OFFICE DEPOT	0355	OD000041797	030	7090	\$400.00
OFFICE DEPOT	0355	OD000041798	030	7090	\$200.00
OFFICE DEPOT	0355	OD000041798	060	3010	\$200.00
OFFICE DEPOT	0355	OD000041799	030	0113	\$80.00
OFFICE DEPOT	0365	OD000041721	030	7091	\$642.56
OFFICE DEPOT	0365	OD000041812	030	0110	\$2,067.21
OFFICE DEPOT	0370	OD000041624	060	6500	\$200.00
OFFICE DEPOT	0380	OD000040460	030	7090	\$5,000.00
OFFICE DEPOT	0385	OD000040200	030	7090	\$5,000.00
OFFICE DEPOT	0395	OD000041211	030	0125	\$1,125.00
OFFICE DEPOT	0395	OD000041224	030	0125	\$476.00
OFFICE DEPOT	0395	OD000041315	030	0125	\$574.00
OFFICE DEPOT	0395	OD000041475	030	0125	\$625.00
OFFICE DEPOT	0395	OD000041479	030	0123	\$4,950.00
OFFICE DEPOT	0395	OD000041500	030	0125	\$260.00
OFFICE DEPOT	0395	OD000041570	030	0643	\$4,990.00
OFFICE DEPOT	0395	OD000041689	060	6500	\$300.00
OFFICE DEPOT	0395	OD000041736	030	0173	\$3,361.00
OFFICE DEPOT	0395	OD000041737	030	0172	\$3,000.00
OFFICE DEPOT	0415	OD000041687	030	0115	\$4,351.11
OFFICE DEPOT	0415	OD000041719	030	0115	\$1,878.86
OFFICE DEPOT	0415	OD000041774	030	0115	\$836.95
OFFICE DEPOT	0417	OD000041778	030	7090	\$1,538.65
OFFICE DEPOT	0420	OD000041142	060	3010	\$2,000.00
OFFICE DEPOT	0420	OD000041292	030	0110	\$2,990.00
OFFICE DEPOT	0421	OD000041485	030	0125	\$1,942.06
OFFICE DEPOT	0421	OD000041611	030	0125	\$1,792.21
OFFICE DEPOT	0421	OD000041630	030	0125	\$931.74
OFFICE DEPOT	0422	OD000040446	030	0110	\$7,000.00
OFFICE DEPOT	0423	OD000040051	030	0115	\$3,000.00
OFFICE DEPOT	0423	OD000041501	060	6500	\$176.02
OFFICE DEPOT	0430	OD000040223	030	7090	\$2,500.00
OFFICE DEPOT	0430	OD000040223	030	7091	\$2,000.00
OFFICE DEPOT	0435	OD000040250	030	0110	\$3,500.00

OFFICE DEPOT	0440	OD000041821	030	7090	\$1,000.00
OFFICE DEPOT	0450	OD000041722	030	7090	\$4,185.67
OFFICE DEPOT	0455	OD000040340	030	0115	\$3,500.00
OFFICE DEPOT	0455	OD000041633	030	7090	\$3,000.00
OFFICE DEPOT	0455	OD000041732	030	7091	\$700.00
OFFICE DEPOT	0460	OD000040251	030	7090	\$2,500.00
OFFICE DEPOT	0460	OD000041123	030	0110	\$150.00
OFFICE DEPOT	0460	OD000041627	030	0110	\$250.00
OFFICE DEPOT	0460	OD000041669	030	0110	\$300.00
OFFICE DEPOT	0460	OD000041670	030	0110	\$400.00
OFFICE DEPOT	0460	OD000041747	030	0110	\$289.00
OFFICE DEPOT	0465	OD000041711	030	0624	\$300.00
OFFICE DEPOT	0470	OD000040789	030	0110	\$2,000.00
OFFICE DEPOT	0475	OD000041734	030	0115	\$4,999.00
OFFICE DEPOT	0480	OD000040270	030	0110	\$1,300.00
OFFICE DEPOT	0490	OD000041712	060	6500	\$195.00
OFFICE DEPOT	0495	OD000040221	030	0110	\$5,000.00
OFFICE DEPOT	0495	OD000041757	030	0110	\$1,266.70
OFFICE DEPOT	0500	OD000040276	030	0110	\$2,500.00
OFFICE DEPOT	0505	OD000041765	060	6500	\$400.00
OFFICE DEPOT	0505	OD000041766	060	6500	\$400.00
OFFICE DEPOT	0530	OD000041708	030	7091	\$1,360.00
OFFICE DEPOT	0535	OD000041802	030	0110	\$1,683.98
OFFICE DEPOT	0565	OD000041553	030	7090	\$294.50
OFFICE DEPOT	0565	OD000041555	030	0110	\$103.88
OFFICE DEPOT	0565	OD000041723	030	7090	\$591.57
OFFICE DEPOT	0565	OD000041725	060	6500	\$136.93
OFFICE DEPOT	0565	OD000041726	030	7090	\$683.05
OFFICE DEPOT	0565	OD000041727	030	7090	\$782.35
OFFICE DEPOT	0565	OD000041728	030	0110	\$342.30
OFFICE DEPOT	0565	OD000041759	030	7090	\$1,480.90
OFFICE DEPOT	0565	OD000041801	030	7090	\$470.00
OFFICE DEPOT	0565	OD000041827	030	7140	\$195.29
OFFICE DEPOT	0565	OD000041828	030	7140	\$412.70
OFFICE DEPOT	0567	OD000041625	030	7091	\$4,500.00
OFFICE DEPOT	0567	OD000041626	030	0192	\$220.00
OFFICE DEPOT	0575	OD000041573	030	0115	\$2,000.00
OFFICE DEPOT	0700	OD000040465	060	3010	\$3,600.00
OFFICE DEPOT	0700	OD000041506	030	0500	\$3,339.85
OFFICE DEPOT	0700	OD000041780	030	0164	\$1,723.60
OFFICE DEPOT	0701	OD000041449	030	0193	\$3,950.00
OFFICE DEPOT	0701	OD000041572	030	0606	\$4,900.00
OFFICE DEPOT	0705	OD000041730	110	6391	\$566.33
OFFICE DEPOT	0710	OD000041650	060	6388	\$575.16
OFFICE DEPOT	0710	OD000041684	060	6388	\$392.00
OFFICE DEPOT	0710	OD000041769	060	6388	\$1,040.02
OFFICE DEPOT	0710	OD000041784	060	6388	\$1,465.20

OFFICE DEPOT	0710	OD000041785	030	0194	\$2,331.87
OFFICE DEPOT	0725	OD000041779	030	0173	\$2,351.22
OFFICE DEPOT	0727	OD000041763	030	0168	\$755.82
OFFICE DEPOT	0727	OD000041819	030	0169	\$2,500.00
OFFICE DEPOT	0727	OD000041820	030	0168	\$400.00
OFFICE DEPOT	0758	OD000040330	030	7091	\$7,300.00
OFFICE DEPOT	0765	OD000041477	120	9055	\$2,491.20
OFFICE DEPOT	0765	OD000041681	030	0192	\$71.54
OFFICE DEPOT	0765	OD000041681	120	5025	\$166.92
OFFICE DEPOT	0765	OD000041805	120	5025	\$374.12
OFFICE DEPOT	0765	OD000041807	120	5025	\$549.41
OFFICE DEPOT	0765	OD000041815	120	5025	\$372.44
OFFICE DEPOT	0765	OD000041818	120	5025	\$423.69
OFFICE DEPOT	0765	OD000041824	030	0192	\$1,045.73
OFFICE DEPOT	0785	OD000041804	060	6500	\$160.78
OFFICE DEPOT	0785	OD000041806	060	6500	\$191.73
OFFICE DEPOT	0785	OD000041810	060	6500	\$100.94
OFFICE DEPOT	0785	OD000041811	060	6500	\$95.35
OFFICE DEPOT	0785	OD000041813	060	6500	\$199.65
OFFICE DEPOT	0785	OD000041814	060	6500	\$192.04
OFFICE DEPOT	0785	OD000041816	060	6500	\$151.85
OFFICE DEPOT	0785	OD000041817	060	6500	\$191.54
OFFICE DEPOT	0787	OD000040127	060	6500	\$500.00
OFFICE DEPOT	0787	OD000040883	060	6500	\$500.00
OFFICE DEPOT	0790	OD000041777	030	0126	\$4,355.65
OFFICE DEPOT	0810	OD000041733	060	7085	\$3,600.00
OFFICE DEPOT	0852	OD000041631	030	0315	\$4,500.00
OFFICE DEPOT	0880	OD000041673	680	0851	\$68.80
OFFICE DEPOT	0885	OD000041760	030	0143	\$128.56
OFFICE DEPOT	1035	OD000041491	060	3010	\$1,879.00
OFFICE DEPOT	1035	OD000041696	060	3010	\$1,220.00
OFFICE DEPOT	1060	OD000041713	030	7394	\$228.76
OFFICE DEPOT	1175	OD000041746	060	3010	\$550.00
OFFICE DEPOT	1210	OD000041495	030	0192	\$500.00
OFFICE DEPOT	1290	OD000041565	060	3010	\$360.61
OFFICE DEPOT	1290	OD000041795	030	0192	\$200.00
OFFICE DEPOT	1370	OD000041710	030	0192	\$500.00
OFFICE DEPOT	1410	OD000041724	060	3010	\$388.75
OFFICE DEPOT	1450	OD000040510	060	3010	\$470.00
OFFICE DEPOT	1450	OD000041749	030	0192	\$364.34
OFFICE DEPOT	1460	OD000041748	030	0192	\$500.00
OFFICE DEPOT	1465	OD000041588	030	0192	\$346.79
OFFICE DEPOT	1480	OD000041552	030	0192	\$100.00
OFFICE DEPOT	1480	OD000041628	030	0192	\$150.00
OFFICE DEPOT	1480	OD000041750	030	0192	\$200.00
OFFICE DEPOT	1490	OD000041740	060	3010	\$600.00
OFFICE DEPOT	1500	OD000041164	060	3010	\$424.00

OFFICE DEPOT	1510	OD000041604	030	0192	\$250.00
OFFICE DEPOT	1530	OD000041709	060	3010	\$500.00
OFFICE DEPOT	1565	OD000041551	030	0192	\$62.82
OFFICE DEPOT	1891	OD000041648	030	0716	\$1,380.68
OFFICE DEPOT	1891	OD000041651	030	0716	\$819.75
OFFICE DEPOT	1891	OD000041775	030	0716	\$7,606.30
OFFICE DEPOT	1895	OD000041502	030	0716	\$1,141.29
OFFICE DEPOT	1895	OD000041680	030	0716	\$5,377.16
OFFICE DEPOT	1895	OD000041782	030	0716	\$3,206.86
OFFICE DEPOT	1910	OD000041641	130	5310	\$2,587.96
OFFICE DEPOT	1921	OD000040500	030	0734	\$900.00
OMEGA INDUSTRIAL SUPPLY, INC.	0919	690654	060	8150	\$6,000.00
OPPORTUNITY THROUGH EDUCATION, INC.	0765	700400	120	5035	\$4,000.00
ORANGE CO. DEPT. OF EDUC.	0758	699767	060	4203	\$200.00
OVERDRIVE, INC.	0100	700350	030	0625	\$59.94
OVERDRIVE, INC.	0423	693409	030	0625	\$17.00
OVERDRIVE, INC.	0440	700592	030	0625	\$500.00
OVERDRIVE, INC.	0475	693011	030	0624	\$39.44
OVERDRIVE, INC.	0480	699503	060	3010	\$777.63
OVERDRIVE, INC.	1325	700632	060	3010	\$2,923.17
PACIFIC COAST SUPPLY, LLC	0919	690658	060	8150	\$5,500.00
PARTY WORKS, INC/ CLOVIS	0130	699681	030	0173	\$1,000.00
PARTY WORKS, INC/ CLOVIS	0155	699234	030	0643	\$1,085.00
PARTY WORKS/ BLACKSTONE	0285	699313	030	0172	\$500.00
PARTY WORKS/ W. SHAW	0320	699461	030	0110	\$200.00
PATITA'S PRINT AND APPAREL	0335	699114	030	0173	\$3,200.00
PATITA'S PRINT AND APPAREL	0335	699318	030	0125	\$388.71
PATITA'S PRINT AND APPAREL	0335	699504	030	0125	\$4,560.86
PATITA'S PRINT AND APPAREL	0335	699656	030	0172	\$4,924.74
PE UNIFORMS R US	0417	698958	030	0172	\$4,983.04
PE UNIFORMS R US	0475	699396	030	0172	\$4,999.00
PEACE WORKS, INC.	0075	698623	030	7090	\$4,990.00
PEACE WORKS, INC.	0090	699835	060	6500	\$200.00
PEACE WORKS, INC.	0215	695211	030	0643	\$900.00
PEACE WORKS, INC.	0320	698897	030	0110	\$53.00
PEACE WORKS, INC.	0325	699053	030	7091	\$4,000.00
PEACE WORKS, INC.	0355	698621	030	0113	\$100.00
PEACE WORKS, INC.	0355	698624	030	0113	\$291.50
PEACE WORKS, INC.	0355	698627	030	0113	\$583.00
PEACE WORKS, INC.	0355	698781	030	0113	\$150.00
PEACE WORKS, INC.	0355	698960	030	0113	\$415.37
PEACE WORKS, INC.	0355	699052	030	0113	\$165.00
PEACE WORKS, INC.	0355	699191	030	0113	\$407.80
PEACE WORKS, INC.	0380	698565	030	0643	\$500.00
PEACE WORKS, INC.	0385	694194	030	0172	\$3,000.00
PEACE WORKS, INC.	0440	700129	030	7090	\$1,500.00
PEACE WORKS, INC.	0450	700008	030	7090	\$1,701.45

PEACE WORKS, INC.	0490	698507	060	6500	\$405.00
PEACE WORKS, INC.	0567	698591	030	7090	\$242.22
PEACE WORKS, INC.	0758	699709	030	0117	\$1,000.00
PEACE WORKS, INC.	0810	699083	030	0130	\$4,994.50
PEACE WORKS, INC.	0810	700032	030	0141	\$997.13
PEARSON ASSESSMENTS	0230	699070	060	6500	\$149.79
PEARSON ASSESSMENTS	0395	699682	030	7090	\$1,022.37
PEARSON ASSESSMENTS	0785	699193	060	3315	\$94.59
PERFECTION LEARNING CORP.	0785	699578	060	6500	\$397.03
PERMA BOUND	0100	699054	030	7140	\$745.55
PERMA BOUND	0100	699055	030	7140	\$749.57
PERMA BOUND	0100	699056	030	7140	\$740.06
PERMA BOUND	0445	700310	060	3182	\$6,684.03
PERMA BOUND	0505	700164	060	3182	\$8,356.19
PETUNIA'S PLACE	0030	699309	030	0625	\$750.00
PETUNIA'S PLACE	0100	698628	030	0625	\$400.00
PETUNIA'S PLACE	0105	698366	030	0625	\$990.00
PETUNIA'S PLACE	0105	699093	030	7090	\$234.66
PETUNIA'S PLACE	0235	698753	030	0625	\$650.00
PETUNIA'S PLACE	0553	699589	030	0625	\$200.00
PETUNIA'S PLACE	0553	699590	030	0625	\$100.00
PETUNIA'S PLACE	0767	698904	030	0192	\$250.00
PETUNIA'S PLACE	0810	699089	030	0141	\$880.31
PETUNIA'S PLACE	0810	699539	030	0141	\$655.67
PETUNIA'S PLACE	1220	698849	060	3010	\$1,000.00
PETUNIA'S PLACE	1320	699740	060	3010	\$400.00
PETUNIA'S PLACE	1480	699905	030	0192	\$100.00
PETUNIA'S PLACE	1480	700370	030	0192	\$200.00
PHONAK, LLC	0788	700100	060	6500	\$3,857.75
PHONAK, LLC	0788	700464	060	6500	\$1,624.50
PICK EM UP TRUCK STORE	0919	699343	060	8150	\$1,939.56
PLATINUM GROUP, THE	1910	699810	130	5310	\$1,908.44
PLATINUM GROUP, THE	1910	699810	130	9069	\$7,633.74
PLAY WITH A PURPOSE	0450	699548	030	0172	\$2,132.88
PLAY WITH A PURPOSE	0495	699738	060	6500	\$562.42
POCKET NURSE MEDICAL SUPPLIES	0710	700212	060	6388	\$759.38
POCKET NURSE MEDICAL SUPPLIES	0710	700213	060	6388	\$648.95
POCKET NURSE MEDICAL SUPPLIES	0710	700351	060	6388	\$569.09
POOL TABLES R US	0810	698957	030	0649	\$2,876.85
POOL TABLES R US	0810	699085	030	0649	\$3,023.29
POSITIVE PROMOTIONS, INC.	0005	699505	030	0172	\$978.20
POSITIVE PROMOTIONS, INC.	0035	699683	030	7090	\$1,455.59
POSITIVE PROMOTIONS, INC.	0155	698768	030	0643	\$1,582.36
POSITIVE PROMOTIONS, INC.	0305	699319	030	0172	\$897.76
POSITIVE PROMOTIONS, INC.	0310	699128	030	0172	\$928.89
POSITIVE PROMOTIONS, INC.	0315	698509	030	7090	\$547.96
POSITIVE PROMOTIONS, INC.	0315	698509	030	7091	\$547.95

POSITIVE PROMOTIONS, INC.	0315	698755	030	7090	\$549.88
POSITIVE PROMOTIONS, INC.	0315	698755	030	7091	\$549.87
POSITIVE PROMOTIONS, INC.	0335	699321	030	0123	\$3,950.05
POSITIVE PROMOTIONS, INC.	0335	699321	030	0125	\$212.28
POSITIVE PROMOTIONS, INC.	0355	700142	030	0110	\$1,097.36
POWER SYSTEMS TESTING CO.	0919	699046	060	8150	\$760.00
POWERSTRIDE BATTERY	0925	691504	030	7230	\$3,000.00
PRATHER, EMILY	0895	TA210078485	030	0112	\$200.00
PRE SORT CENTER OF STOCKTON, INC.	0127	699866	030	7090	\$2,200.00
PRECISION PLASTICS	0130	699047	030	0125	\$252.66
PRICE, TYSON	0701	698739	030	0606	\$102.50
PRICELESS KREATIONS, INC.	0210	700332	030	0110	\$586.69
PRICELESS KREATIONS, INC.	0210	700383	030	0110	\$700.86
PRO SOCCER, INC.	0055	700246	030	0172	\$1,950.00
PROCLEAN SUPPLY CO.	0305	699391	030	0172	\$577.27
PROFESSIONAL UTILITY LOCATING	1090	699903	350	0917	\$1,200.00
PROFESSIONAL UTILITY LOCATING	1150	453124A	350	0913	\$1,715.00
PROFESSIONAL UTILITY LOCATING	1150	699197	350	0916	\$5,000.00
PROFESSIONAL UTILITY LOCATING	1385	699897	350	0917	\$1,200.00
PROFESSIONAL UTILITY LOCATING	1415	700243	350	0917	\$1,200.00
PROFESSIONAL UTILITY LOCATING	1420	699192	350	0917	\$2,500.00
PROFESSIONAL UTILITY LOCATING	1495	700236	350	0917	\$1,200.00
PROJECT LEAD THE WAY, INC.	0445	698816	030	7090	\$950.00
PROJECT SURVIVAL	0725	700010	030	0173	\$150.00
PRO-SCREEN, INC. SIGNS & GRAPHICS	0335	700556	060	722C	\$2,256.87
PRUFROCK PRESS	0852	697750	030	0195	\$2.94
PUBLIC EDUCATION & BUSINESS COALITION	0195	700611	030	7090	\$100.00
PUSEY, JEREMY	0895	TA210032844	030	0112	\$200.00
PYRAMID ED. CONSULTANTS, INC.	0765	699868	120	6128	\$1,914.23
R/G AWARD SYSTEMS	0145	699659	030	7140	\$3,779.13
R/G AWARD SYSTEMS	0440	700433	030	0115	\$1,399.36
R/G AWARD SYSTEMS	0725	698917	030	0170	\$1,000.00
R/G AWARD SYSTEMS	0725	699277	030	0172	\$100.00
R/G AWARD SYSTEMS	0725	700247	030	0173	\$2,000.00
R/G AWARD SYSTEMS	0885	700087	030	0140	\$122.28
REAL TEAM SPORTS, INC.	0055	699549	030	0172	\$1,249.53
REAL TEAM SPORTS, INC.	0055	699551	030	0172	\$696.52
REALLY GOOD STUFF, INC.	0790	700364	030	0126	\$463.46
RECREATIONAL SURFACE REPAIR	0919	700275	060	8150	\$8,790.00
RED WING SHOES	1910	700377	130	5310	\$467.66
REFRIGERATION SUPP. DIST.	0919	697145	060	8150	\$18.54
REFRIGERATION SUPP. DIST.	0919	698907	060	8150	\$483.99
REFRIGERATION SUPP. DIST.	0919	698908	060	8150	\$809.31
REFRIGERATION SUPP. DIST.	0919	698909	060	8150	\$3,568.38
REFRIGERATION SUPP. DIST.	0919	699640	060	8150	\$488.95
REFRIGERATION SUPP. DIST.	0919	700569	060	8150	\$480.24
REFRIGERATION SUPP. DIST.	0919	700571	060	8150	\$526.58

REFRIGERATION SUPP. DIST.	1910	690766	130	5310	\$2,000.00
REFRIGERATION SUPP. DIST.	1910	699143	130	5310	\$1,235.83
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1250	699246	350	0916	\$3,239.40
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1395	699162	350	0916	\$1,565.71
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1420	699271	350	0917	\$9,502.24
REPUBLIC SERVICES OF FRESNO DBA REPUBLIC SERVICES	1235	700088	350	0916	\$977.41
REXEL USA, INC. DBA PLATT ELECTRIC SUPPLY	0919	699108	060	8150	\$4,361.36
REXEL USA, INC. DBA PLATT ELECTRIC SUPPLY	0919	699823	060	8150	\$492.30
RICOH USA, INC.	0095	RL00006250	030	7090	\$994.09
RICOH USA, INC.	0123	RL00006035	030	7090	\$920.72
RICOH USA, INC.	0150	RL00006251	030	0113	\$851.68
RICOH USA, INC.	0255	RL00006118	030	7090	\$250.68
RICOH USA, INC.	0305	RL00006128	030	0110	\$139.54
RICOH USA, INC.	0370	699487	030	7090	\$1,800.00
RICOH USA, INC.	0422	RL00006198	030	7090	\$84.61
RICOH USA, INC.	0450	RL00006215	030	7090	\$234.59
RICOH USA, INC.	0495	RL00006238	030	7090	\$536.06
RICOH USA, INC.	0495	RL00006239	030	7090	\$633.33
RICOH USA, INC.	0550	RL00006233	030	0110	\$7.70
RICOH USA, INC.	0550	RL00006233	030	7090	\$183.48
RICOH USA, INC.	0758	RL00006149	030	7091	\$1,901.70
RICOH USA, INC.	0780	RL00006050	030	6092	\$85.06
RICOH USA, INC.	0785	RL00006195	060	6500	\$174.66
RICOH USA, INC.	0795	RL00006200	030	0663	\$84.81
RICOH USA, INC.	0925	RL00006219	030	7230	\$110.18
RICOH USA, INC.	0925	RL00006220	030	7230	\$800.69
RICOH USA, INC.	1920	RL00006136	030	0734	\$133.47
RIDDELL/ALL AMERICAN SPORTS CORP.	0335	699662	030	0172	\$2,106.87
RIDER NATION APPAREL	0395	700437	060	722D	\$1,943.55
RIVERSIDE COMMUNITY CARE, INC.	0228	699684	030	0644	\$8,100.00
ROBINSON, MICHAEL	0701	698740	030	0606	\$102.50
ROBINSON, TAYLOR	0895	TA210078480	030	0112	\$200.00
ROCHESTER 100, INC.	0435	698783	030	7091	\$444.59
ROGER DUNN GOLF SHOPS	0100	700090	030	0172	\$2,940.84
ROGER DUNN GOLF SHOPS	0100	700092	030	0172	\$3,683.18
ROI SAFETY SERVICES	0703	700218	060	7311	\$1,600.00
ROSEN PUBLISHING GROUP	0145	699561	030	0125	\$3,107.74
RUSH ADVERTISING	0055	698785	030	0181	\$2,959.61
RUSH ADVERTISING	0150	699541	060	3010	\$769.18
RUSH ADVERTISING	0235	700286	030	0125	\$6,000.00
RUSH ADVERTISING	0250	698787	030	0172	\$3,000.00
RUSH ADVERTISING	0340	692320	030	7090	\$1,000.00
RUSH ADVERTISING	0340	694727	030	0172	\$1,000.00
RUSH ADVERTISING	0380	698936	030	7090	\$1,961.65
RUSH ADVERTISING	0421	698700	030	7090	\$1,789.00
RUSH ADVERTISING	0430	698691	030	0172	\$3,978.88

RUSH ADVERTISING	0430	698695	030	0172	\$431.90
RUSH ADVERTISING	0430	700011	030	0172	\$2,278.27
RUSH ADVERTISING	0445	699287	060	3182	\$593.86
RUSH ADVERTISING	0445	700152	030	0181	\$2,652.95
RUSH ADVERTISING	0567	698629	030	0111	\$458.89
RUSH ADVERTISING	0680	699916	110	6391	\$1,177.89
RUSH ADVERTISING	0705	700216	110	6391	\$2,500.00
RUSH INTERNATIONAL DBA RUSH IMPRINTABLES	0700	700192	030	0144	\$3,311.74
S & S WORLDWIDE	0565	699057	030	7140	\$198.27
S & S WORLDWIDE	0790	698573	030	0752	\$284.16
SACRAMENTO CO. OFFICE OF ED.	0617	699685	060	3010	\$1,120.00
SAFE & CIVIL SCHOOLS	0810	700012	030	0640	\$350.00
SAFE & CIVIL SCHOOLS	0810	700012	030	0641	\$350.00
SAFE & CIVIL SCHOOLS	0810	700012	060	3010	\$350.00
SALEM ENGINEERING GROUP, INC.	1335	698601	140	6205	\$2,395.00
SAN DIEGO CO. OFFICE OF ED.	0702	699426	060	9059	\$600.00
SCHOLASTIC BOOK CLUBS	0005	698896	030	0113	\$300.00
SCHOLASTIC BOOK CLUBS	0175	699144	030	0113	\$125.79
SCHOLASTIC BOOK CLUBS	0270	698833	030	0113	\$757.98
SCHOLASTIC BOOK CLUBS	0355	700352	030	0113	\$245.10
SCHOLASTIC BOOK CLUBS	0355	700353	030	0113	\$456.21
SCHOLASTIC BOOK CLUBS	0810	699787	060	7085	\$4,800.00
SCHOLASTIC BOOK CLUBS	1015	699900	060	3010	\$883.78
SCHOLASTIC BOOK FAIRS, INC.	0567	700500	030	7090	\$1,000.00
SCHOLASTIC BOOK FAIRS, INC.	0796	698731	030	0667	\$4,800.00
SCHOLASTIC, INC.	0005	700244	030	0113	\$331.05
SCHOLASTIC, INC.	0220	699597	030	0110	\$39.34
SCHOLASTIC MAGAZINE	0758	700014	060	4201	\$137.23
SCHOLASTIC MAGAZINE	0758	700015	060	4201	\$156.59
SCHOLASTIC MAGAZINE	0758	700017	060	4201	\$208.78
SCHOLASTIC MAGAZINE	0758	700018	060	4201	\$137.23
SCHOLASTIC MAGAZINE	0758	700021	060	4201	\$104.39
SCHOLASTIC MAGAZINE	0758	700024	060	4201	\$208.78
SCHOLASTIC MAGAZINE	0758	700025	060	4201	\$208.78
SCHOLASTIC MAGAZINE	0758	700027	060	4201	\$313.17
SCHOLASTIC MAGAZINE	0758	700029	060	4201	\$104.39
SCHOLASTIC MAGAZINE	0758	700030	060	4201	\$313.17
SCHOLASTIC MAGAZINE	0758	700033	060	4201	\$208.78
SCHOLASTIC MAGAZINE	0758	700034	060	4201	\$104.39
SCHOLASTIC MAGAZINE	0758	700035	060	4201	\$208.78
SCHOLASTIC MAGAZINE	0758	700036	060	4201	\$137.23
SCHOLASTIC MAGAZINE	0758	700037	060	4201	\$156.59
SCHOLASTIC MAGAZINE	0758	700038	060	4201	\$104.39
SCHOOL HEALTH CORPORATION	0237	699196	060	6500	\$1,028.85
SCHOOL HEALTH CORPORATION	0250	700542	030	0110	\$212.77
SCHOOL HEALTH CORPORATION	0553	699583	030	0625	\$397.16

SCHOOL HEALTH CORPORATION	0710	699058	060	6388	\$1,575.69
SCHOOL HEALTH CORPORATION	0725	700041	030	0172	\$237.55
SCHOOL HEALTH CORPORATION	0730	699686	060	5640	\$221.69
SCHOOL HEALTH CORPORATION	0730	700040	060	5640	\$221.69
SCHOOL MATE	0380	698933	030	7090	\$900.00
SCHOOL OUTFITTERS	0255	699525	030	7090	\$2,544.42
SCHOOL OUTFITTERS	0295	699280	030	0172	\$592.21
SCHOOL OUTFITTERS	0421	698625	030	0125	\$4,262.05
SCHOOL OUTFITTERS	0421	700389	030	0125	\$3,932.54
SCHOOL OUTFITTERS	0460	698789	030	0643	\$98.37
SCHOOL OUTFITTERS	0460	698930	030	0643	\$196.70
SCHOOL SPECIALTY, INC.	0575	698569	030	0115	\$863.20
SCHOOL SPECIALTY, INC.	0005	698875	030	0113	\$500.00
SCHOOL SPECIALTY, INC.	0030	698583	030	7090	\$457.74
SCHOOL SPECIALTY, INC.	0030	699940	030	0115	\$303.52
SCHOOL SPECIALTY, INC.	0060	699772	030	0110	\$590.06
SCHOOL SPECIALTY, INC.	0070	699774	030	0110	\$2,383.05
SCHOOL SPECIALTY, INC.	0145	699939	030	0125	\$1,218.17
SCHOOL SPECIALTY, INC.	0165	700214	060	6500	\$198.02
SCHOOL SPECIALTY, INC.	0175	699103	030	0113	\$374.02
SCHOOL SPECIALTY, INC.	0175	699105	030	0113	\$860.00
SCHOOL SPECIALTY, INC.	0175	699414	030	0113	\$500.00
SCHOOL SPECIALTY, INC.	0175	699416	030	0113	\$400.00
SCHOOL SPECIALTY, INC.	0175	699417	030	0113	\$630.00
SCHOOL SPECIALTY, INC.	0175	699687	030	0113	\$822.90
SCHOOL SPECIALTY, INC.	0188	698759	680	0851	\$2,487.74
SCHOOL SPECIALTY, INC.	0220	698986	030	7091	\$594.73
SCHOOL SPECIALTY, INC.	0260	698732	030	7090	\$2,511.10
SCHOOL SPECIALTY, INC.	0320	700354	030	0643	\$554.70
SCHOOL SPECIALTY, INC.	0330	698541	030	0110	\$157.40
SCHOOL SPECIALTY, INC.	0355	698733	030	0113	\$600.00
SCHOOL SPECIALTY, INC.	0355	699397	030	0113	\$135.00
SCHOOL SPECIALTY, INC.	0380	699420	030	7090	\$2,533.18
SCHOOL SPECIALTY, INC.	0415	699217	060	3010	\$2,238.00
SCHOOL SPECIALTY, INC.	0417	700427	030	7140	\$1,039.95
SCHOOL SPECIALTY, INC.	0420	700360	030	0110	\$3,998.56
SCHOOL SPECIALTY, INC.	0430	699198	030	0172	\$586.39
SCHOOL SPECIALTY, INC.	0430	699453	060	6500	\$171.99
SCHOOL SPECIALTY, INC.	0430	699540	030	0171	\$263.14
SCHOOL SPECIALTY, INC.	0430	699769	060	3010	\$1,772.31
SCHOOL SPECIALTY, INC.	0455	698859A	030	0171	\$500.00
SCHOOL SPECIALTY, INC.	0475	692133	030	0110	\$2,500.00
SCHOOL SPECIALTY, INC.	0553	699621	030	0625	\$746.67
SCHOOL SPECIALTY, INC.	0553	700630	030	0625	\$307.08
SCHOOL SPECIALTY, INC.	0700	698764	030	0500	\$3,042.62
SCHOOL SPECIALTY, INC.	0785	700154	060	6500	\$199.96
SCHOOL SPECIALTY, INC.	0790	700366	030	0126	\$77.56

SCHOOL SPECIALTY, INC.	0889	699395	030	0709	\$919.95
SCHOOL SPECIALTY, INC.	1891	699554	030	0716	\$1,869.65
SCHOOL SPECIALTY, INC.	1891	700514	030	0716	\$3,972.40
SDI INNOVATIONS, INC. DBA SCHOOL DATEBOOKS	0123	698630	030	0147	\$827.60
SDI INNOVATIONS, INC. DBA SCHOOL DATEBOOKS	0435	698782	030	7091	\$857.32
SHRED-IT FRESNO	0855	700325	030	0670	\$1,000.00
SIERRA DATA MGMT. & STORAGE	0880	690380	670	0841	\$300.00
SIERRA NFL	0055	699324	030	0125	\$73.00
SIERRA SCHOOL EQUIPMENT CO.	0335	698518	030	7090	\$5,675.17
SJVUAPCD	0924	692731	060	8150	\$3,500.00
SKILLPATH SEMINARS	0796	698632	030	0667	\$226.78
SMORE	0090	699527	030	0111	\$499.00
SOCCER EXPRESS	0185	700568	030	0172	\$4,380.41
SOLUTION TREE, LLC	0315	699011	060	3182	\$1,479.49
SOLUTION TREE, LLC	0415	699586	030	7091	\$689.00
SOLUTION TREE, LLC	0415	700290	060	3182	\$749.00
SOLUTION TREE, LLC	0415	700291	060	3182	\$2,067.00
SOUND CONTRACTING, INC.	0335	699283	030	0171	\$7,225.00
SOUND CONTRACTING, INC.	0423	699941	030	0172	\$4,300.00
SOUND CONTRACTING, INC.	1210	699021	350	0917	\$5,875.00
SPARKLETTS	0200	698751	030	7090	\$600.00
SPEARS, LILIANA	0701	698902	030	0606	\$102.50
SPINITAR	0020	699644	030	0110	\$8,574.34
SPINITAR	0045	700069	030	7090	\$1,661.33
SPINITAR	0120	699559	030	7090	\$4,861.71
SPINITAR	0120	699559	030	7091	\$3,241.14
SPINITAR	0145	699552	030	0125	\$597.82
SPINITAR	0208	700245	030	0171	\$3,780.00
SPINITAR	0270	700166	030	0110	\$9,309.57
SPINITAR	0335	700250	030	0125	\$5,266.88
SPINITAR	0395	699692	030	0171	\$8,124.45
SPINITAR	0415	699078	030	7091	\$412.86
SPINITAR	0445	700169	030	7090	\$4,374.75
SPINITAR	0445	700169	060	3010	\$4,203.20
SPINITAR	0485	699077	030	7090	\$890.59
SPINITAR	0565	699665	030	0110	\$1,827.46
SPINITAR	1315	699581	060	3010	\$923.80
SPORT SCOPE, INC.	0055	699786	030	0172	\$410.31
SPORT SCOPE, INC.	0235	700201	030	0172	\$679.16
SPORT SCOPE, INC.	0235	700362	030	0172	\$107.98
SPORT SCOPE, INC.	0235	700363	030	0172	\$113.37
STARFALL PUBLICATIONS	0255	700049	030	7090	\$540.00
STARFALL PUBLICATIONS	0450	699022	030	7090	\$270.00
STATE ARCHITECT, DIVISION OF	1235	698575	350	0913	\$6,364.75
STATE ARCHITECT, DIVISION OF	1235	699553	140	6205	\$3,300.00

STATE ARCHITECT, DIVISION OF	1255	700548	350	0913	\$5,775.00
STATE ARCHITECT, DIVISION OF	1285	700326	250	9016	\$5,775.00
STATE ARCHITECT, DIVISION OF	1305	700550	350	0913	\$5,775.00
STATE ARCHITECT, DIVISION OF	1505	698680	350	0917	\$107.50
STERNO DELIVERY, LLC	1910	699802	130	5310	\$6,213.19
SUNNYSIDE HIGH ASB	0055	699199	030	0172	\$850.00
SUNNYSIDE HIGH ASB	0145	699522	030	0172	\$425.00
SUNNYSIDE TROPHY, INC.	0070	700093	030	0172	\$4,900.00
SUNNYSIDE TROPHY, INC.	0100	699282	030	0172	\$2,591.40
SUNNYSIDE TROPHY, INC.	0185	700117	030	0172	\$174.00
SUNNYSIDE TROPHY, INC.	0305	699289	030	7090	\$250.00
SUNSET LANDSCAPES, INC.	1335	556559A	350	0917	\$1,789.00
SUPERIOR TEXT, LLC	0330	698991	030	0110	\$23.87
SUPERIOR TEXT, LLC	0385	700309	030	7090	\$708.75
SUPERIOR TEXT, LLC	0470	699845	030	7090	\$1,049.52
SUPERIOR TEXT, LLC	0786	698717	060	3326	\$459.11
SUPERIOR TEXT, LLC	0786	699792	060	3326	\$57.39
SURTEC SYSTEM, THE	0897	699082	030	0716	\$552.98
SURVEILLANCE SYSTEMS INTEGRATION	1208	698779	350	0917	\$1,503.61
SURVEILLANCE SYSTEMS INTEGRATION	1475	698778	350	0917	\$1,839.42
SVFL	0145	699059	030	7140	\$37.00
SVFL	0145	699060	030	7140	\$31.00
SWEETWATER MUSIC	0170	699223	060	3010	\$2,756.62
SWEETWATER MUSIC	0170	699303	030	0172	\$9,429.66
SWIM SUITS WEST	0335	699284	030	0172	\$377.91
SWIM SUITS WEST	0421	698943	030	0172	\$685.64
SYSCO OF CENTRAL CALIFORNIA	1891	699610	030	0716	\$1,309.95
SYSCO OF CENTRAL CALIFORNIA	1910	698631	130	5310	\$9,182.28
SYSCO OF CENTRAL CALIFORNIA	1910	698651	130	5310	\$8,766.00
SYSCO OF CENTRAL CALIFORNIA	1910	698654	130	5310	\$1,056.00
SYSCO OF CENTRAL CALIFORNIA	1910	698655	130	5310	\$615.00
SYSCO OF CENTRAL CALIFORNIA	1910	698658	130	5310	\$2,597.00
SYSCO OF CENTRAL CALIFORNIA	1910	698758	130	5310	\$8,670.46
SYSCO OF CENTRAL CALIFORNIA	1910	699293	130	5310	\$3,520.00
SYSCO OF CENTRAL CALIFORNIA	1910	699367	130	5310	\$987.00
SYSCO OF CENTRAL CALIFORNIA	1910	699368	130	5310	\$5,194.00
SYSCO OF CENTRAL CALIFORNIA	1910	700072	130	5310	\$275.34
SYSCO OF CENTRAL CALIFORNIA	1910	700073	130	5310	\$943.79
SYSCO OF CENTRAL CALIFORNIA	1910	700206	130	5310	\$1,500.00
SYSCO OF CENTRAL CALIFORNIA	1910	700496	130	5310	\$3,520.00
SYSCO OF CENTRAL CALIFORNIA	1910	700512	130	5310	\$2,460.00
TARGET MARKETING, LLC	0701	699326	030	0193	\$3,370.95
TAYMARK DBA IT'S ELEMENTARY, DBA ANDERSONS	0421	700329	030	0172	\$2,031.92
TAYMARK DBA IT'S ELEMENTARY, DBA ANDERSONS	0423	699507	030	7140	\$1,695.67
TEACHER'S DISCOVERY	0440	699765	060	3182	\$119.91

TEACHING STRATEGIES, LLC	0786	698737	060	3326	\$3,599.50
TEC LIGHTING, INC.	0915	700455	030	0712	\$700.00
TECHNICLEAN PRODUCTS, INC.	0225	698914	030	0110	\$809.81
TECHNICLEAN PRODUCTS, INC.	0385	699752	030	0110	\$137.67
TECHNICLEAN PRODUCTS, INC.	0385	699752	030	0111	\$453.49
TECHNICLEAN PRODUCTS, INC.	0385	699752	030	0171	\$218.65
TEI Y STREET	0725	699744	030	0170	\$1,500.00
TENNIS WAREHOUSE	0185	699084	030	0172	\$2,277.31
TERESA MATHIAS DBA THE ARTIST IN ME	0565	699587	030	7140	\$675.00
TERESA MATHIAS DBA THE ARTIST IN ME	0565	700114	030	7140	\$800.00
TEXTBOOK WAREHOUSE, LLC	0228	699029	030	0644	\$1,707.34
TEXTBOOK WAREHOUSE, LLC	0330	699836	030	0624	\$38.39
TEXTBOOK WAREHOUSE, LLC	0395	698540	030	7090	\$517.20
TEXTBOOK WAREHOUSE, LLC	0450	699566	030	7090	\$80.98
TEXTBOOK WAREHOUSE, LLC	0810	698823	030	0649	\$451.23
TEXTBOOK WAREHOUSE, LLC	0810	698884	030	0649	\$2,377.76
TEXTBOOK WAREHOUSE, LLC	0810	699216	060	7085	\$5,512.30
TEXTBOOK WAREHOUSE, LLC	0810	699388	030	0649	\$2,540.28
TEXTBOOK WAREHOUSE, LLC	0811	699798	030	0130	\$4,901.93
TEXTBOOK WAREHOUSE, LLC	0812	699628	030	0137	\$4,434.75
THE COSTUMER	0185	698542	030	0125	\$1,985.10
THE COSTUMER	0417	699140	030	7140	\$500.00
THE FRESNO BEE	1090	698670	350	0917	\$1,436.40
THE FRESNO BEE	1170	698671	350	0917	\$1,085.28
THE HOME DEPOT PRO	0030	698645	030	0734	\$430.24
THE HOME DEPOT PRO	0130	700472	030	0125	\$518.71
THE HOME DEPOT PRO	0710	700131	060	6388	\$4,998.03
THE HOME DEPOT PRO	1891	698500	030	0716	\$2,290.15
THE HOME DEPOT PRO	1910	699076	130	5310	\$4,480.96
THE HOME DEPOT PRO	1910	699091	130	5310	\$3,284.60
THE LAB GEAR	0265	699879	030	0172	\$8,507.89
THE LAB GEAR	0335	699668	030	0172	\$680.24
THE LAB GEAR	0335	699882	030	0172	\$2,542.81
THE LAB GEAR	0335	700330	030	0172	\$2,710.45
THE LUSTIG GROUP	0765	699214	030	0192	\$3,000.00
THE WATER CONNECTION, INC.	0919	699695	060	8150	\$200.00
THE WYRICK BOOK CO.	1260	698876	060	3010	\$4,951.15
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0150	699701	030	0171	\$842.17
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0250	698650	030	0643	\$1,291.00
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0455	699523	030	0171	\$1,299.96
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0505	699710	030	7090	\$6,343.24
THERAPY SHOPPE, INC.	0208	700365	030	7090	\$353.79
THINK SOCIAL PUBLISHING, INC.	0785	700307	060	6500	\$186.72
TIM R TRULL ELECTRIC, INC.	1961	699080	350	0917	\$8,930.00

TIME FOR KIDS	0015	699201	030	7090	\$321.75
TIME FOR KIDS	0320	700356	030	7091	\$396.00
TINCH-HOWARD AIR CONDITIONING	0919	698911	060	8150	\$722.46
TOBII DYNAVON, LLC	0765	700199	120	6128	\$2,073.09
TOP SHELF CATERING	0335	700401	030	0125	\$2,591.40
TOP SHELF PRINTING AND APPAREL	0055	699405	030	0172	\$695.00
TOP USA CORP.	0505	699524	030	0643	\$495.46
TORRES, ROSALINDA	0155	699412	030	0110	\$107.17
TOTAL FILTRATION SERVICE, INC.	0919	698910	060	8150	\$376.53
TPT HOLDCO, LLC	0225	700607	060	6500	\$199.97
TROPICALE FOODS, INC.	0335	700396	030	0125	\$1,596.30
TROXELL COMMUNICATIONS	0035	700391	030	0171	\$1,972.19
TROXELL COMMUNICATIONS	0417	699790	030	7091	\$1,878.76
TROXELL COMMUNICATIONS	0710	698586	030	0152	\$2,160.30
TULARE . OFFICE OF ED.	0758	699766	060	4203	\$200.00
TULARE COUNTY OFFICE OF EDUCATION	0701	699328	060	3010	\$8,050.00
TVSETDESIGNS.COM, LLC	0395	698814	030	7090	\$4,185.63
TVSETDESIGNS.COM, LLC	0395	698814	030	7394	\$681.38
U.S. TINT/SHADOW ENTERPRISES	0575	699979	030	7090	\$484.00
UC REGENTS	0090	700293	030	7090	\$1,800.00
ULINE	0030	699942	030	0115	\$2,030.79
ULINE	0030	699946	030	0171	\$2,552.95
ULINE	0127	699896	030	7090	\$737.66
ULINE	0195	698634	030	7090	\$84.53
ULINE	0200	698976	030	0110	\$1,210.59
ULINE	0208	699919	030	7090	\$1,535.59
ULINE	0220	699702	030	0110	\$449.92
ULINE	0305	699402	030	0172	\$4,076.50
ULINE	0305	699945	030	0172	\$450.35
ULINE	0355	700294	030	0110	\$1,306.15
ULINE	0460	699914	030	0643	\$1,321.12
ULINE	0460	699924	030	7090	\$927.41
ULINE	0710	700486	060	6388	\$1,072.45
ULINE	0897	699909	030	0716	\$5,518.87
ULINE	1335	699436	350	0916	\$467.14
ULINE	1400	700456	030	7394	\$4,998.13
ULINE	1910	699312	130	5310	\$433.40
UNBOUNDED LEARNING, INC.	0415	699600	030	0115	\$625.00
UNBOUNDED LEARNING, INC.	0415	700296	030	0115	\$625.00
UNBOUNDED LEARNING, INC.	0415	700297	060	3182	\$625.00
UNIFIRST	0919	695723	060	8150	\$2,468.89
UNITED REFRIGERATION, INC.	0919	700570	060	8150	\$1,078.40
UNITED REFRIGERATION, INC.	1910	700080	130	5310	\$935.06
UNITED REFRIGERATION, INC.	1910	700466	130	5310	\$637.04
UNITED STATES ACADEMIC	0123	699253	030	0171	\$242.31
UNITED STATES ACADEMIC	0123	699419	030	0147	\$0.99
UNITED STATES ACADEMIC	0123	699419	030	0172	\$1,980.01

US FOODS, INC.	1910	700078	130	5310	\$1,386.72
US FOODS, INC.	1910	700207	130	5310	\$1,500.00
US FOODS, INC.	1910	700516	130	5310	\$6,888.81
US GAMES	0225	699088	030	0172	\$286.76
US TOY/CONSTRUCTIVE PLAYTHINGS	0355	699457	030	0113	\$111.21
V.T.L., INC.	0235	698811	030	0172	\$569.53
V.T.L., INC.	0235	698812	030	0172	\$291.52
V.T.L., INC.	0235	698813	030	0172	\$444.99
VAL PRINT	0725	698964	030	0170	\$2,000.00
VALLARTA FOOD ENTERPRISES	0055	698619	030	7090	\$1,500.00
VALLARTA FOOD ENTERPRISES	0090	699207	030	7090	\$600.00
VALLARTA FOOD ENTERPRISES	0123	699297	030	0643	\$200.00
VALLARTA FOOD ENTERPRISES	0145	700223	030	7090	\$1,000.00
VALLARTA FOOD ENTERPRISES	0175	699373	030	0643	\$1,000.00
VALLARTA FOOD ENTERPRISES	0210	699290	030	7090	\$600.00
VALLARTA FOOD ENTERPRISES	0265	698858	030	7091	\$500.00
VALLARTA FOOD ENTERPRISES	0310	700224	030	0113	\$500.00
VALLARTA FOOD ENTERPRISES	0315	700198	030	7090	\$500.00
VALLARTA FOOD ENTERPRISES	0355	698687	030	0113	\$291.50
VALLARTA FOOD ENTERPRISES	0380	699215	030	7090	\$500.00
VALLARTA FOOD ENTERPRISES	0395	700196	030	0123	\$800.00
VALLARTA FOOD ENTERPRISES	0410	699206	030	7090	\$150.00
VALLARTA FOOD ENTERPRISES	0430	699477	030	7090	\$300.00
VALLARTA FOOD ENTERPRISES	0455	698852	030	0173	\$300.00
VALLARTA FOOD ENTERPRISES	0475	699657	030	0172	\$1,000.00
VALLARTA FOOD ENTERPRISES	0790	700398	030	0126	\$300.00
VALLARTA FOOD ENTERPRISES	0810	698682	030	0640	\$400.00
VALLARTA FOOD ENTERPRISES	0810	699978	030	0141	\$600.00
VALLARTA FOOD ENTERPRISES	1910	700268	130	5310	\$1,500.00
VALLARTA FOOD ENTERPRISES	1910	700271	130	5310	\$3,000.00
VALLEY CHILDRENS HOSPITAL	1730	698880	030	0656	\$734.23
VALLEY FENCE COMPANY	0170	699446	030	0115	\$631.90
VALLEY LIBRARY BINDERY	0575	699427	030	0625	\$682.74
VALTIERRA, NATANSKA	0435	698556	030	0643	\$138.21
VAN WELL, ANASTASIA	0208	698555	030	0171	\$95.32
VARSITY SPIRIT FASHION & SUPPLIES	0100	700510	030	0172	\$4,891.54
VENTURA TV, INC.	0170	698889	030	0115	\$577.99
VENTURA TV, INC.	0215	699531	030	0172	\$2,042.13
VENTURA TV, INC.	0475	698888	030	7090	\$668.37
VENTURA TV, INC.	1440	700554	350	0917	\$2,733.80
VERNIER SOFTWARE	0235	699556	030	0125	\$672.37
VERNIER SOFTWARE	0395	698537	030	7090	\$250.00
VERNIER SOFTWARE	0395	698642	030	0125	\$624.98
VIKING ENTERPRISES	0450	700459	030	0172	\$9,500.00
VIKING ENTERPRISES	1430	700558	140	6205	\$1,400.00
VIKING ENTERPRISES	1961	698900	350	0917	\$1,400.00
VINCENT COMMUNICATIONS, INC.	0120	700101	030	0172	\$582.90

VINCENT COMMUNICATIONS, INC.	0270	700102	030	0110	\$388.60
VINCENT COMMUNICATIONS, INC.	0355	698815	030	0110	\$388.60
VINCENT COMMUNICATIONS, INC.	0430	699516	030	0110	\$441.02
VINCENT COMMUNICATIONS, INC.	0485	698643	030	0110	\$388.60
W.O.L.F	0725	699347	030	0173	\$6,556.00
W.O.L.F	0725	700411	030	0173	\$5,060.00
W.O.W. PRODUCTIONS	0060	698819	030	0171	\$1,937.07
W.O.W. PRODUCTIONS	0060	698830	030	7090	\$645.69
W.O.W. PRODUCTIONS	0145	698800	030	7090	\$3,225.75
W.O.W. PRODUCTIONS	0145	698802	030	7090	\$3,060.00
W.O.W. PRODUCTIONS	0145	698832	030	0125	\$4,836.02
W.O.W. PRODUCTIONS	0145	699156	030	0125	\$450.00
W.O.W. PRODUCTIONS	1060	699351	030	7394	\$7,475.11
WALLWISHER INC DBA PADLET	0150	698553	060	3010	\$2,460.00
WALSTROM, MARIAH	0895	TA210076055	030	0112	\$200.00
WARDS NATURAL SCIENCE, INC.	0055	699134	030	0125	\$5,160.31
WARDS NATURAL SCIENCE, INC.	0055	699555	030	0125	\$1,405.18
WARDS NATURAL SCIENCE, INC.	0208	699357	030	0110	\$323.06
WECO SUPPLY CO.	0010	699784	030	0171	\$250.00
WECO SUPPLY CO.	0130	698722	030	0171	\$300.00
WECO SUPPLY CO.	0235	699435	030	0172	\$1,000.00
WEPRINTIT	0055	699203	030	7090	\$553.72
WEPRINTIT	0100	699508	030	0173	\$1,276.26
WEPRINTIT	0100	700469	030	0115	\$5,898.13
WEPRINTIT	0145	699113	030	0171	\$3,000.00
WHITIES PET SHOP	0565	699718	030	7090	\$100.00
WOMACK, ARCHIE	0895	TA210053421	030	0112	\$200.00
WORTHINGTON DIRECT	0423	698735	030	0115	\$1,314.81
WORTHINGTON DIRECT	0423	699145	060	3010	\$2,450.87
WORTHINGTON DIRECT	0423	699146	060	3182	\$1,280.59
WORTHINGTON DIRECT	0423	699147	060	3182	\$4,887.16
XIT SOLUTIONS	0235	700367	030	7090	\$659.69
YELLOW DOG SIGNS & GRAPHICS	0030	699782	030	0115	\$704.86
YELLOW DOG SIGNS & GRAPHICS	0055	700215	030	7090	\$3,368.82
YELLOW DOG SIGNS & GRAPHICS	0075	700600	030	0110	\$2,591.40
YELLOW DOG SIGNS & GRAPHICS	0100	700042	030	7090	\$182.89
YELLOW DOG SIGNS & GRAPHICS	0100	700440	030	0115	\$1,171.57
YELLOW DOG SIGNS & GRAPHICS	0100	700444	030	0173	\$377.91
YELLOW DOG SIGNS & GRAPHICS	0130	700210	030	7090	\$1,008.70
YELLOW DOG SIGNS & GRAPHICS	0135	700195	030	7090	\$1,479.26
YELLOW DOG SIGNS & GRAPHICS	0185	700357	030	0173	\$2,420.89
YELLOW DOG SIGNS & GRAPHICS	0200	700125	030	0110	\$184.64
YELLOW DOG SIGNS & GRAPHICS	0200	700126	030	0110	\$129.25
YELLOW DOG SIGNS & GRAPHICS	0200	700141	030	0110	\$1,023.33
YELLOW DOG SIGNS & GRAPHICS	0200	700209	030	0110	\$259.14
YELLOW DOG SIGNS & GRAPHICS	0210	698877	030	0110	\$214.76
YELLOW DOG SIGNS & GRAPHICS	0210	700300	030	0110	\$71.59

YELLOW DOG SIGNS & GRAPHICS	0225	699634	030	7090	\$1,490.06
YELLOW DOG SIGNS & GRAPHICS	0235	699204	030	7090	\$2,000.00
YELLOW DOG SIGNS & GRAPHICS	0255	698633	030	0110	\$1,032.51
YELLOW DOG SIGNS & GRAPHICS	0265	698878	030	7090	\$874.21
YELLOW DOG SIGNS & GRAPHICS	0310	700319	030	0172	\$3,322.17
YELLOW DOG SIGNS & GRAPHICS	0340	700430	030	0110	\$565.47
YELLOW DOG SIGNS & GRAPHICS	0355	698689	030	0110	\$2,907.55
YELLOW DOG SIGNS & GRAPHICS	0370	698795	030	0110	\$518.28
YELLOW DOG SIGNS & GRAPHICS	0395	699063	030	0125	\$1,457.66
YELLOW DOG SIGNS & GRAPHICS	0395	699205	060	722D	\$755.83
YELLOW DOG SIGNS & GRAPHICS	0395	700299	030	0173	\$2,555.38
YELLOW DOG SIGNS & GRAPHICS	0410	699061	030	0110	\$1,778.35
YELLOW DOG SIGNS & GRAPHICS	0415	700044	030	0115	\$207.31
YELLOW DOG SIGNS & GRAPHICS	0435	698791	030	7091	\$2,229.00
YELLOW DOG SIGNS & GRAPHICS	0435	700302	030	0110	\$829.25
YELLOW DOG SIGNS & GRAPHICS	0440	700438	030	7090	\$2,000.00
YELLOW DOG SIGNS & GRAPHICS	0440	700588	030	0171	\$470.73
YELLOW DOG SIGNS & GRAPHICS	0445	700149	030	0181	\$1,733.00
YELLOW DOG SIGNS & GRAPHICS	0505	699582	030	0171	\$874.21
YELLOW DOG SIGNS & GRAPHICS	0505	699885	030	0115	\$349.84
YELLOW DOG SIGNS & GRAPHICS	0575	699509	030	0115	\$194.36
YELLOW DOG SIGNS & GRAPHICS	0575	699880	030	0115	\$1,229.30
YELLOW DOG SIGNS & GRAPHICS	0860	698726	030	0694	\$207.31
YELLOW DOG SIGNS & GRAPHICS	0860	699439	030	0694	\$4,982.40
YELLOW DOG SIGNS & GRAPHICS	0860	699596	030	0694	\$1,998.08
YELLOW DOG SIGNS & GRAPHICS	0885	700431	030	0140	\$510.18
YELLOW DOG SIGNS AND GRAPHICS	0005	699912	030	0172	\$3,710.56
YELLOW DOG SIGNS AND GRAPHICS	0015	698879	030	7090	\$507.91
YELLOW DOG SIGNS AND GRAPHICS	0015	699775	030	0172	\$302.33

THE FOLLOWING PURCHASE ORDERS ARE FOR ASB FUND 950

**PURCHASE ORDERS DATED
MARCH 01, 2021 TO MARCH 31, 2021
RATIFICATION DATE JUNE 02, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
ADVANTAGE SPECIALTIES	0020	698941	950	9500	\$210.00
ADVANTAGE SPECIALTIES	0370	698861	950	9500	\$210.00
ADVANTAGE SPECIALTIES	0465	698860	950	9500	\$172.50
ADVANTAGE SPECIALTIES	0495	698966	950	9500	\$160.00
ALL AMERICAN SPORTS USA	0500	699648	950	9500	\$3,000.00
A-MARK T-SHIRT, INC.	0208	699033	950	9500	\$1,457.66
A-MARK T-SHIRT, INC.	0208	700338	950	9500	\$2,500.00
A-MARK T-SHIRT, INC.	0385	700373	950	9500	\$496.69
A-MARK T-SHIRT, INC.	0460	699857	950	9500	\$241.86
BARNES & NOBLE, INC.	0530	700298	950	9500	\$300.00
FIRST STRING SPORTS	0215	700110	950	9500	\$1,238.00
G W SCHOOL SUPPLY, INC.	0460	698142	950	9500	\$155.00
G W SCHOOL SUPPLY, INC.	0460	698613	950	9500	\$300.00
G W SCHOOL SUPPLY, INC.	0460	698955	950	9500	\$210.00
G W SCHOOL SUPPLY, INC.	0460	698956	950	9500	\$235.00
G W SCHOOL SUPPLY, INC.	0460	699407	950	9500	\$245.00
G W SCHOOL SUPPLY, INC.	0460	699409	950	9500	\$300.00
G W SCHOOL SUPPLY, INC.	0460	699838	950	9500	\$190.00
G W SCHOOL SUPPLY, INC.	0530	699672	950	9500	\$265.86
G W SCHOOL SUPPLY, INC.	0530	699673	950	9500	\$273.89
G W SCHOOL SUPPLY, INC.	0530	699761	950	9500	\$452.90
JONES SCHOOL SUPPLY CO.	0140	699629	950	9500	\$25.77
LAKESHORE LEARNING MATERIALS	0340	699236	950	9500	\$100.42
LARSON BROTHERS	0200	700005	950	9500	\$1,500.00
LIFETOUCH NATIONAL SCHOOL STUDIOS	0208	699139	950	9500	\$689.64
MEMORY BOOK	0090	700187	950	9500	\$2,089.70
ME-N-ED'S, INC.	0460	699378	950	9500	\$486.00
OFFICE DEPOT	0530	OD000041761	950	9500	\$375.39
OFFICE DEPOT	0530	OD000041800	950	9500	\$279.00
PEACE WORKS, INC.	0290	699864	950	9500	\$320.00
PEACE WORKS, INC.	0370	699135	950	9500	\$2,147.98
PEACE WORKS, INC.	0460	700306	950	9500	\$102.61
PEACE WORKS, INC.	0460	700447	950	9500	\$234.14
PEACE WORKS, INC.	0530	700128	950	9500	\$642.45
PEACE WORKS, INC.	0530	700414	950	9500	\$250.66
PEACE WORKS, INC.	0530	700415	950	9500	\$177.00
PEACE WORKS, INC.	0530	700572	950	9500	\$59.00
ROCHESTER 100, INC.	0500	699935	950	9500	\$421.12
SCHOLASTIC BOOK CLUBS	0530	700228	950	9500	\$200.00
SCHOLASTIC BOOK CLUBS	0530	700229	950	9500	\$200.00

SDI INNOVATIONS, INC. DBA SCHOOL DATEBOOKS	0140	698578	950	9500	\$913.69
TROPICALE FOODS, INC.	0020	700397	950	9500	\$1,000.00
VALLARTA FOOD ENTERPRISES	0530	700222	950	9500	\$401.92
WECO SUPPLY CO.	0510	698856	950	9500	\$92.00

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0976	2002A Refunding Measure A & K	1045	Birney Elementary
0977	2004B Refunding Measure A & K	0855	Board Of Education
0679	231 Grant-Adult Education	1855	Board Of Education
0504	504 Coordinator	0708	Bookstore-Adult Education
0681	ABE-Adult Education	0055	Bullard High School
0002	Academy for Civil & Entrepreneurial Leadership	1055	Bullard High School
0005	Addams Elementary	0060	Bullard Talent K-8
1005	Addams Elementary	1060	Bullard Talent K-8
0553	Addicott	0070	Burroughs Elementary
1553	Addicott	1070	Burroughs Elementary
1950	Addicott-Maintenance & Operations	0875	Business Services Administration
0705	Administration-Adult Education	0075	Calwa Elementary
1705	Administration-Adult Education	1075	Calwa Elementary
0237	Adult Transition Program on Fairmont	0230	Cambridge
1237	Adult Transition Program on Fairmont	1230	Cambridge
0755	African American Academic Acceleration (A4)	0726	Campus Culture
0010	Ahwahnee Middle School	0710	Career / Vocational Education
1010	Ahwahnee Middle School	1710	Career / Vocational Education
0619	Alternative Education	1709	Caregiver Training-Adult Education
1577	Alternative Education Facility	0851	CART
0015	Anthony Elementary	1851	CART
1015	Anthony Elementary	0503	Carter C. Woodson Public Charter
0020	Ayer Elementary	0080	Carver K-8
1020	Ayer Elementary	1080	Carver K-8
0025	Aynesworth Elementary	0799	Categorical Indirect
1025	Aynesworth Elementary	0089	Cesar Chavez
0030	Baird Middle	1089	Cesar Chavez
1030	Baird Middle	0090	Centennial Elementary
0535	Bakman Elementary	1090	Centennial Elementary
1535	Bakman Elementary	1914	Central Processing Facility
0035	Balderas Elementary	0012	Charter School
1035	Balderas Elementary	1012	Charter School
0880	Benefits & Risk Management	0715	Children's Centers
0040	Bethune Elementary	0703	Classified Development
1040	Bethune Elementary	0706	College & Career Readiness
0045	Birney Elementary	0095	Columbia Elementary
		1095	Columbia Elementary

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0098	Comm-Phoenix Elementary	1140	Eaton Elementary
1098	Comm-Phoenix Elementary	0145	Edison High School
1796	Community and Family Engagement Network	1145	Edison High School
0711	Community Education-Adult Education	1143	Education Center Canteen
0860	Community Information	1961	Education Center-Maintenance & Operations
1860	Community Information	0865	Educational Assessment
0100	Computech	1865	Educational Assessment
1100	Computech	0618	Elementary Division Area EG
0105	Cooper Middle School	0616	Elementary Division Area HL
1105	Cooper Middle School	0785	Elementary-Special Education
0426	Creative Alternatives	1785	Elementary-Special Education
0700	Curriculum/Instruction	0781	Elementary-Speech Language Pathology
1700	Curriculum/Instruction	1781	Elementary-Speech Language Pathology
0110	Dailey Elementary	0921	Energy Management
1110	Dailey Elementary	1921	Energy Management
0120	Del Mar Elementary	0758	English Learner Services
1120	Del Mar Elementary	1758	English Learner Services
0123	Design Science High School	0924	Environmental Services
1123	Design Science High School	1924	Environmental Services
0125	Dewolf High School	0852	Equity & Access
1125	Dewolf High School	0150	Ericson Elementary
0077	Dewolf West	1150	Ericson Elementary
0663	District & School Accountability	0675	ESL-Adult Education
1798	District Initiatives	1675	ESL-Adult Education
0798	District Initiatives	0155	Ewing Elementary
0130	Duncan Polytechnical	1155	Ewing Elementary
1130	Duncan Polytechnical	0790	Extended Learning
0722	E Street Services	1790	Extended Learning
1722	E Street Services	0725	Extracurricular & Co-curricular
0767	Early Learning Center	0905	Facilities Management & Planning
1767	Early Learning Center	1905	Facilities Management & Planning
0765	Early Learning Department	0160	Figarden Elementary
1765	Early Learning Department	1160	Figarden Elementary
0135	Easterby Elementary	0890	Fiscal Services
1135	Easterby Elementary	1890	Fiscal Services
0140	Eaton Elementary	0910	Food Services

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
1910	Food Services	1220	Holland Elementary
0165	Forkner Elementary	0225	Homan Elementary
1165	Forkner Elementary	1225	Homan Elementary
0170	Fort Miller Middle	0227	Homeless
1170	Fort Miller Middle	0235	Hoover High School
0175	Fremont Elementary	1235	Hoover High School
1175	Fremont Elementary	0713	HSS-Gain Excess Cost-Adult Education
0176	Fresno Adventist	0930	Human Resources
0181	Fresno City College	1930	Human Resources
1181	Fresno City College	0748	IMS
0185	Fresno High School	1748	IMS
1185	Fresno High School	0601	Instructional Division - Academic Office
0188	Fulton	1601	Instructional Division - Academic Office
1188	Fulton	0655	Instructional Leadership
0575	Gaston B Rutherford Middle School	1744	Instructional Media
1575	Gaston B Rutherford Middle School	0744	Instructional Media
0190	GATE Office	0250	Jackson Elementary
0674	GED Testing-Adult Education	1250	Jackson Elementary
0682	GED-Adult Education	0326	JE Young Annex
0200	Gibson Elementary	1326	JE Young Annex
1200	Gibson Elementary	0240	JE Young Independent Study
0205	Ginsburg	1240	JE Young Independent Study
1205	Ginsburg	0255	Jefferson Elementary
0893	Grants Resources/Development	1255	Jefferson Elementary
0915	Graphics Center	0257	Kepler Charter
0510	Greenberg Elementary	0260	King Elementary
1510	Greenberg Elementary	1260	King Elementary
0208	Hamilton	0265	Kings Canyon Middle School
1208	Hamilton	1265	Kings Canyon Middle School
0730	Health Services	0270	Kirk Elementary
0210	Heaton Elementary	1270	Kirk Elementary
1210	Heaton Elementary	0285	Kratt Elementary
0215	Hidalgo Elementary	1285	Kratt Elementary
1215	Hidalgo Elementary	0935	Labor Relations
0660	High School Administration	1935	Labor Relations
1655	High School Division	0290	Lane Elementary
0220	Holland Elementary	1290	Lane Elementary

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0295	Lawless Elementary	1900	Operational Services
1295	Lawless Elementary	0361	Our Lady Of Victory
0702	Leadership Development	0780	PACE Program
0305	Leavenworth Elementary	1912	Packaging Center
1305	Leavenworth Elementary	0676	Parent Education-Adult Education
1870	Legal Services	0796	Parent University
0310	Lincoln Elementary	0889	Payroll Department
1310	Lincoln Elementary	0127	Phillip J Patino School of Entrepreneurs
0788	Low Incidence-Special Education	1127	Phillip J Patino School of Entrepreneurs
0315	Lowell Elementary	0102	Phoenix Secondary
1315	Lowell Elementary	1102	Phoenix Secondary
0896	Mail Room	0919	Plant Maintenance
0320	Malloch Elementary	1919	Plant Maintenance
1320	Malloch Elementary	0920	Plant Maintenance & Operations
0787	Management-Special Education	1920	Plant Maintenance & Operations
1787	Management-Special Education	0365	Powers Elementary
0195	Manchester GATE Elementary	1365	Powers Elementary
1195	Manchester GATE Elementary	0810	Prevention & Intervention
0325	Mayfair Elementary	1810	Prevention & Intervention
1325	Mayfair Elementary	1280	Pride Intervention
0330	McCardle Elementary	0302	Professional Learning
1330	McCardle Elementary	1302	Professional Learning
0335	McLane High School	0770	Psychological & Guidance
1335	McLane High School	0895	Purchasing
0812	Men's/Women's Alliance	1895	Purchasing
0615	Middle School	0370	Pyle Elementary
1615	Middle School	1370	Pyle Elementary
0750	Migrant	0552	Rata
0340	Muir Elementary	1552	Rata
1340	Muir Elementary	1958	Rata-Maintenance & Operations
0727	Music/Visual and Performing Arts	0775	Regional Occupation Program
1578	New Southeast Site	0712	Restaurant-Adult Education
0355	Norseman Elementary	0811	Restorative Justice
1355	Norseman Elementary	1811	Restorative Justice
0530	Olmos Elementary	0380	Robinson Elementary
1530	Olmos Elementary	1380	Robinson Elementary
0900	Operational Services		

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
0385	Roeding Elementary	1576	Southeast High School
1385	Roeding Elementary	1437	Southeast Intersession
0395	Roosevelt High School	0661	Special Projects
1395	Roosevelt High School	0428	St Anthony
0400	Roosevelt School of the Arts	0429	St Helens
1400	Roosevelt School of the Arts	0422	Starr Elementary
0410	Rowell Elementary	1422	Starr Elementary
1410	Rowell Elementary	0795	State & Federal Programs
0891	Salaries & Benefits	0430	Storey Elementary
1891	Salaries & Benefits	1430	Storey Elementary
0892	Salaries & Benefits Supplemental	0805	Student Records
1892	Salaries & Benefits Supplemental	0421	Sunnyside High School
0412	San Joaquin	1421	Sunnyside High School
0415	Scandinavian Middle School	0435	Sunset Elementary
1415	Scandinavian Middle School	1435	Sunset Elementary
0617	School Leadership	0850	Superintendent
0970	School Safety	0840	Support Services
1970	School Safety	0701	Teacher Development
0853	School Support Division	1701	Teacher Development
0635	Secondary Division	0887	Technology Learner Support
1635	Secondary Division	0886	Technology Network Data Center
0680	Secondary-Adult Education	0885	Technology Services
0786	Secondary-Special Education	1885	Technology Services
1786	Secondary-Special Education	0440	Tehipite Middle School
0782	Secondary-Speech Language Pathology	1440	Tehipite Middle School
1782	Secondary-Speech Language Pathology	0923	Telecommunications
0664	Security Office	1923	Telecommunications
0417	Sequoia Middle School	0445	Tenaya Middle School
1417	Sequoia Middle School	1445	Tenaya Middle School
0797	SES - Choice	0423	Terronez Middle School
0560	Site M-Orange/Butler	1423	Terronez Middle School
1560	Site M-Orange/Butler	0450	Thomas Elementary
1561	Site Ventura/Tenth	1450	Thomas Elementary
0420	Slater Elementary	0455	Tioga Middle School
1420	Slater Elementary	1455	Tioga Middle School
0554	Southeast Elementary	0794	Transfers Office
1554	Southeast Elementary	1984	Transfers: Buyback Days

DEPARTMENT INDEX (Alpha)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

DEPT	DEPARTMENT NAME	DEPT	DEPARTMENT NAME
1986	Transfers: Designated Health	0500	Wolters Elementary
1987	Transfers: EPA	1500	Wolters Elementary
1982	Transfers: Lottery - Continuation	0565	Yokomi Elementary
1980	Transfers: Lottery - Elementary	1565	Yokomi Elementary
1983	Transfers: Lottery - JE Young	0505	Yosemite Middle School
1981	Transfers: Lottery - Music	1505	Yosemite Middle School
1991	Transfers: Preschool - 6105 to 0192		
1985	Transfers: Professional Learning Column		
1990	Transfers: SPED - 3310 to 6500		
1989	Transfers: SPED - Baseline Intervention		
0925	Transportation		
0460	Turner Elementary		
1460	Turner Elementary		
0463	Valley Arts and Science Academy		
0462	Valley Preparatory Academy Charter		
0567	Vang Pao Elementary		
1567	Vang Pao Elementary		
0465	Viking Elementary		
1465	Viking Elementary		
0470	Vinland Elementary		
1470	Vinland Elementary		
0670	Vocational Ed-Adult Education		
0897	Warehouse		
1897	Warehouse		
0475	Wawona Middle School		
1475	Wawona Middle School		
0480	Webster Elementary		
1480	Webster Elementary		
0881	WellPath		
0550	Williams Elementary		
1550	Williams Elementary		
0485	Wilson Elementary		
1485	Wilson Elementary		
0490	Winchell Elementary		
1490	Winchell Elementary		
0495	Wishon Elementary		
1495	Wishon Elementary		

ZERO DOLLAR CONTRACTS SUBMITTED FOR BOARD RATIFICATION
(JUNE 02, 2021 BOARD OF EDUCATION MEETING)

DEPARTMENT RESPONSIBLE	VENDOR	DESCRIPTION	START DATE	END DATE
Career Technical Education	Fresno Business Council	FUSD to partner with Fresno Business Council to participate in the Meaningful Internships Program. Students 18 years of age and older will be placed in internships with organizations that are members of the Fresno Business Council.	01/25/21	06/30/21
Food Service	Creative Alternative Schools	District to provide breakfast and lunch meals to Creative Alternative Schools. FUSD will process and submit claim information to the CDE for reimbursement of meals.	07/01/20	06/30/21
Food Service	Fresno County Superintendent of Schools - Pacific Transitions	District to provide breakfast and lunch meals to Fresno County Superintendent of Schools, Pacific Transitions. FUSD will process and submit claim information to the CDE for reimbursement of meals.	07/01/20	06/30/21
Food Service	Fresno County Superintendent of Schools - Ramacher Educational Complex	District to provide breakfast and lunch meals to Fresno County Superintendent of Schools, Ramacher Educational Complex. FUSD will process and submit claim information to the CDE for reimbursement of meals.	07/01/20	06/30/21
Food Service	Violet Heintz Education Academy	District to provide breakfast and lunch meals to Violet Heintz Education Academy. FUSD will process and submit claim information to the CDE for reimbursement of meals.	07/01/20	06/30/21
Fresno Adult School	Saint Agnus Medical Center	Provide clinical/work-based learning opportunities for Licensed Vocational Nursing, Certificated Nursing Assistant and Office Assistant Programs of Fresno Adult School at no cost.	07/01/20	06/30/24

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-24

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Discuss Student Voice Collaborative for the 2020/21 School Year

ITEM DESCRIPTION: Included in the Board binders the Superintendent and Board Student Advisory Council will provide an end of year summary regarding each individual student group's activities, goals and outcomes.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Lisa Nichols, Teresa Zamora
Edgar Pelayo

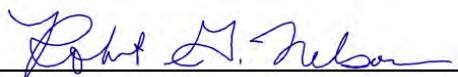
DIVISION: Equity and Access
PHONE NUMBER: (559) 457-3750

CABINET APPROVAL: Lindsay Sanders,
Chief of Equity and Access

SUPERINTENDENT APPROVAL:

Lindsay Sanders

Lindsay Sanders (May 12, 2021 15:41 PDT)





Fresno Unified Student Voice Collaborative (SVC)

2020-2021 Student Groups

Introduction

We are wrapping up a remarkable year!

In 2020-21 our Student Voice Collaborative worked to advance equity in our schools by elevating students' voices, thereby promoting inclusivity and fostering school site partnerships with students at the forefront.



Our ENVIRONMENT
Our VOICE

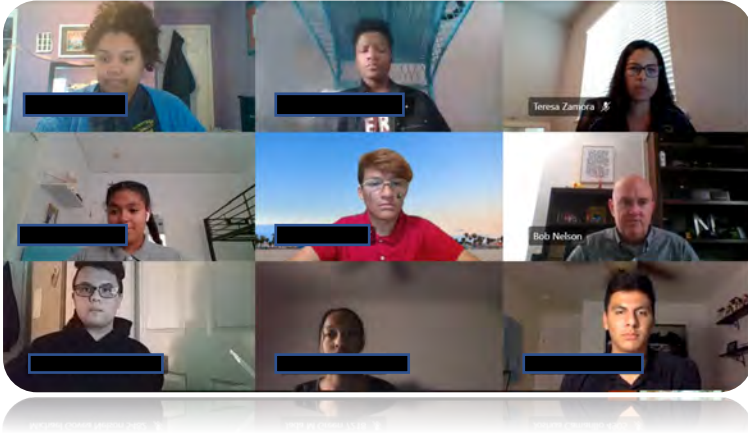


Board Policy 0415

Diversity, Equity & Inclusion



- Adoption of policy: October, 2019
- Creation of:
 - DEI Praxis Collaborative
 - Student Voice Collaborative



DEI Social Action: Race and Social Action Advisory Council

Year in Review:

- How we started...
 - Summer planning:
 - We created the framework for Student Voice Collaborative
 - We created Student Voice Collaborative and RSAAC goals for 20/21
 - Recruited Advisors
- Where we are...
 - DEI Framework- Social Action
 - RSAAC Clubs- Bullard, Dewolf, McLane, Sunnyside
 - Professional Learning-The Amazing Tei Street Cultural Proficiency Training (pieces of Module 1)
 - Professional Learning- Cultural Proficiency Training, Module 1
- Where we are going...
 - Expanding Advisory Council to ensure all high schools (comprehensive and alternative) are represented.
 - Support other student groups in aligning their goals with the Social Justice Standards



A4 Student Voice

Year in Review Summary:

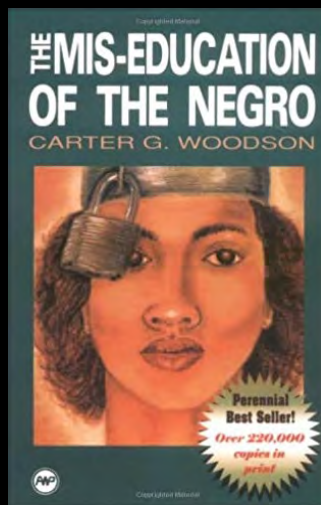
A4 Student Voice group came together in August of 2020 with a group of 18 students who became the design thinking body of the initiative. Throughout the course of the school year A4 Student Voice reached these milestones:

- Establishing three functioning bodies
 - Design thinking - Strengths training from a certified strengths coach
 - Caucus - Community outreach
 - Lived Experience - Launched an Instagram account (@A4_studentvoice, follow us!)
- A4 Student Voice in 2021-22
 - We will add more students
 - Expand on our social media influence
 - Create more opportunity for community outreach





Black Student Union Advisory (BSU)



- BSU Social Hour
- Book Study: The Mis-Education of the Negro
- Black Student Union Advisory Council Created & Launched Fall 2020
- Worked with Fresno State Community Partners and Robert Golden to Create Black History PSA & Graphic Design Logo for BlackHistory365 Project & T-shirt.
- 7th Annual Edison Region Black History Month Program
- Partnering with Communications Dept. for Black History 365 Untold Stories Videos/Shared strategies & Tools for Cultural learning
- Planning for 2nd Annual BSU Social Hour

• <https://tinyurl.com/BSU365>



Communication Advisory

Year in Review Summary:

- Featured on #FUSDFamily Leads Podcast
- Strategic Planning Focus Group
- Mental Health Awareness PSA
- Policing Focus Group
- Communications Workshop- Learned different elements and functions of Communications office.
- Met bi-monthly to discuss:
 - **Expression**
 - **Consultation**
 - **Participation**
 - **Partnership**
 - **Activism**
 - **Leadership**

Purpose:

Focus: **Student Input, Communication and Leadership Development.** Student voice will serve as one of many tools to identify and promote meaningful change in the education systems, practice, and/or policy by empowering students as change agents, working in partnership with educators. The advisory will serve a safe space for students to share thoughts, ideas and opinions about Fresno Unified and identify and participate in fostering change and growth.

2021-2022 Goal:

- Student Liaison between School Site and District
- Principal Buy-in
- Students would like more communication regarding what is happening at their school site, COVID-19, etc.
- Promote technology-encouraging students to utilize their email, social media and ATLAS
- Create a Student Zone-similar to Employee Zone
- Create a platform to communicate directly to students
- Explore how TEAMS can be used to maximize communication for students
- Strengthen School Connectedness
- Create Infographics that can be shared on school sites social media
- Create stories of student/family success
- Lead campaigns, initiatives, etc.
- Focus on making students feel involved in the decision making

GSL Year in Review

- Established student group to represent second-language learners in the district. Grade levels included 5-12 from McLane, Sunnyside, Bullard, Edison and Fresno high school regions.
- Name and logo developed
- Seal of Biliteracy district-wide recognition
- Focus group on policing
- Redesignation celebration week
- Disney experience story boarding
- Student Mental Health PSA
- Strategic planning with FUSD departments and Superintendent

2021-22 SCHOOL YEAR

Expand representation
to every region

Develop an on-campus
presence to collaborate
with EL site reps

Develop members as
mentors for newcomers
at school sites

EL information video
for parents



GSA Youth Voice Committee (Genders & Sexualities Alliances)



About us:

GSA Club leaders and advisors from 24 FUSD schools are invited to bi-monthly virtual events facilitated by GSA Network and district leaders.

We meet to build relationships, grow our leadership skills, and share our voices and advocacy on important issues for LGBTQ+ and ally students.

Year in Review: 3 Projects

Safe
Space for
All
Campaign

All Gender
Restrooms
Expansion

LGBTQ+
Inclusive
Curriculum



Special Education Advisory Committee

Year in Review Summary:

- Established [#VoicesUnited](#) Fall of 2020
- Key focus: Supporting Vision of Inclusion
 - Helping make our students with disabilities more visible
 - Education of Peers and Community on visible and invisible disabilities
 - Recruitment of students and staff from all 7 regions, small but mighty
- Created and selected group logo
- Presented at Board Meetings
- Presented at the CAC Meeting
- 8-10 Virtual Meetings/celebrations
- End of the year event to celebrate our group and opportunity to invite a friend in order to recruit new members for the #VoicesUnited
- Next year goals: increasing student involvement in district/community, increase student members, select a service project, and continue to educate that we are the voice for students with visible and invisible disabilities.



Thank you for making a difference!

Every journey begins
with a single step.

Maya Angelou

 quotezany

Questions for our Trustees:

What did you find most beneficial about Student Voice Collaborative?

How can we make our time with you trustees, more interactive and action oriented?

Any other questions??

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-25

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Approve

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Discuss and Approve the 2021/22 School Plans for Student Achievement

ITEM DESCRIPTION: Approval is requested for the 2021/22 School Plans for Student Achievement (SPSA) and to distribute the following funding sources to each school:

- Local Control Funding Formula (LCFF) Supplemental and Concentration Funds, including a Cost of Living Adjustment (COLA) and a supplemental \$2.0 million of one-time funds
- Federal Title I Funds, including a Cost of Living Adjustment (COLA)

Copies of each SPSA are available upon request to the Board Office. In addition, each school has a copy of the proposed SPSA. The following elements are of particular note:

- School Site Councils (SSC) are responsible for developing and approving the SPSA
- SPSAs are based on the analysis of data to identify the needs of students, coinciding with the effectiveness of practices and programs at each school
- Plans include strategies to address performance gaps illuminated by the California School Dashboard and internal metrics as required by the State's accountability framework
- Site allocations are utilized for funding school practices and programs for students of need: economically disadvantaged, English learners, and foster youth
- SPSAs are based on the Board's Strategic Plan outlining the District's Mission, Vision, Values and Goals in alignment with the state priority areas found in the Local Control and Accountability Plan (LCAP)


The Office of State and Federal Programs provided training and support to schools, including budget development and review of statutory requirements of each plan. School Leadership provided guidance, and cross-departmental teams provided feedback to schools in the development of the SPSAs. Equity and Access assisted with the needs assessment by supporting metric identification in alignment with the state dashboard and district goals.

The \$34.0 million recommended resources for school level planning was presented to the Board of Education in February during the Phase I Preliminary Recommendations

FINANCIAL SUMMARY: All funding is included in budget allocations for each site.

PREPARED BY: Tammy Townsend
Executive Officer 

DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Chief Financial Officer 

SUPERINTENDENT APPROVAL:

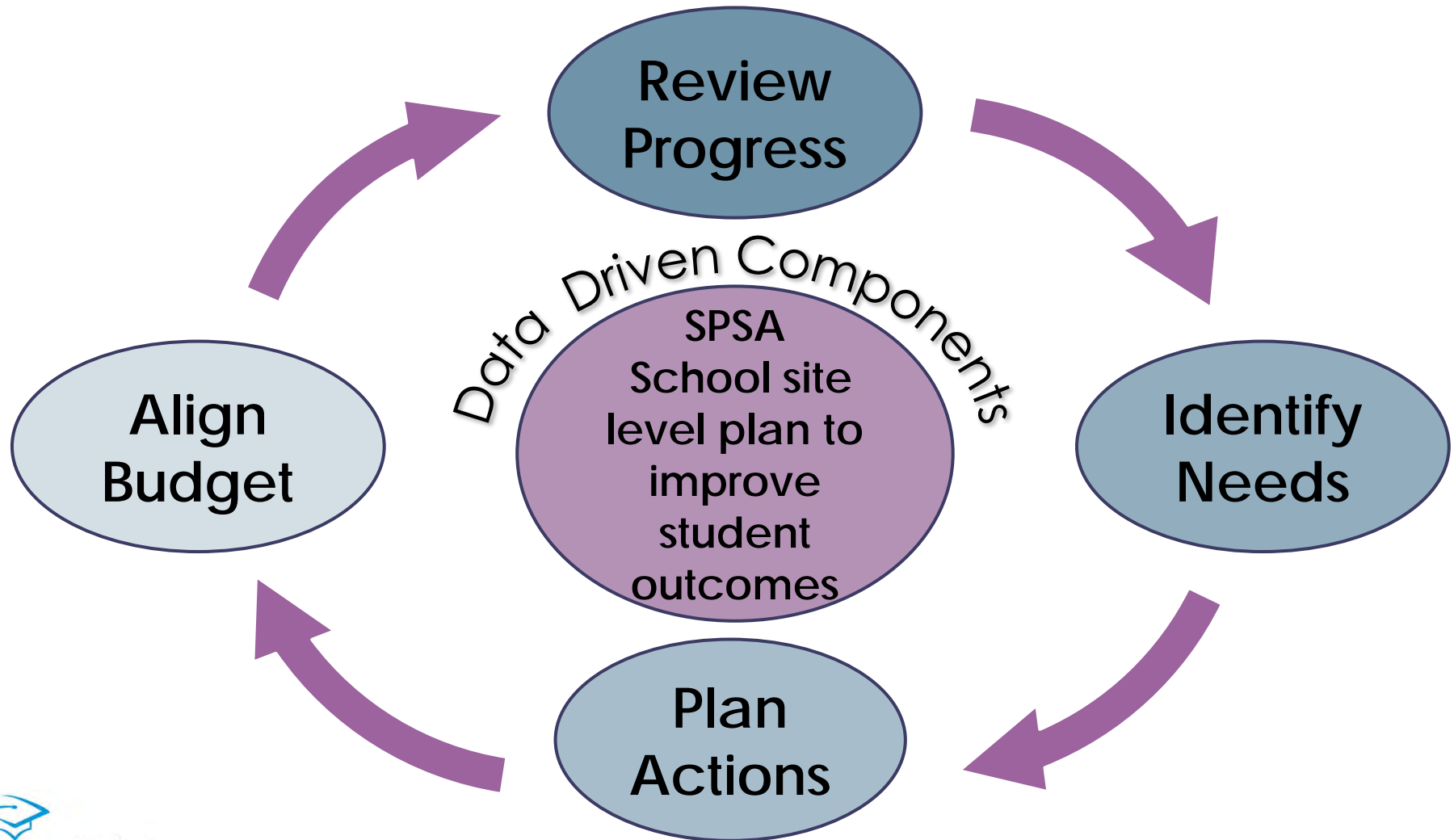


Agenda Item B-25



School Plans for Student Achievement 2021/22

Board of Education
June 02, 2021



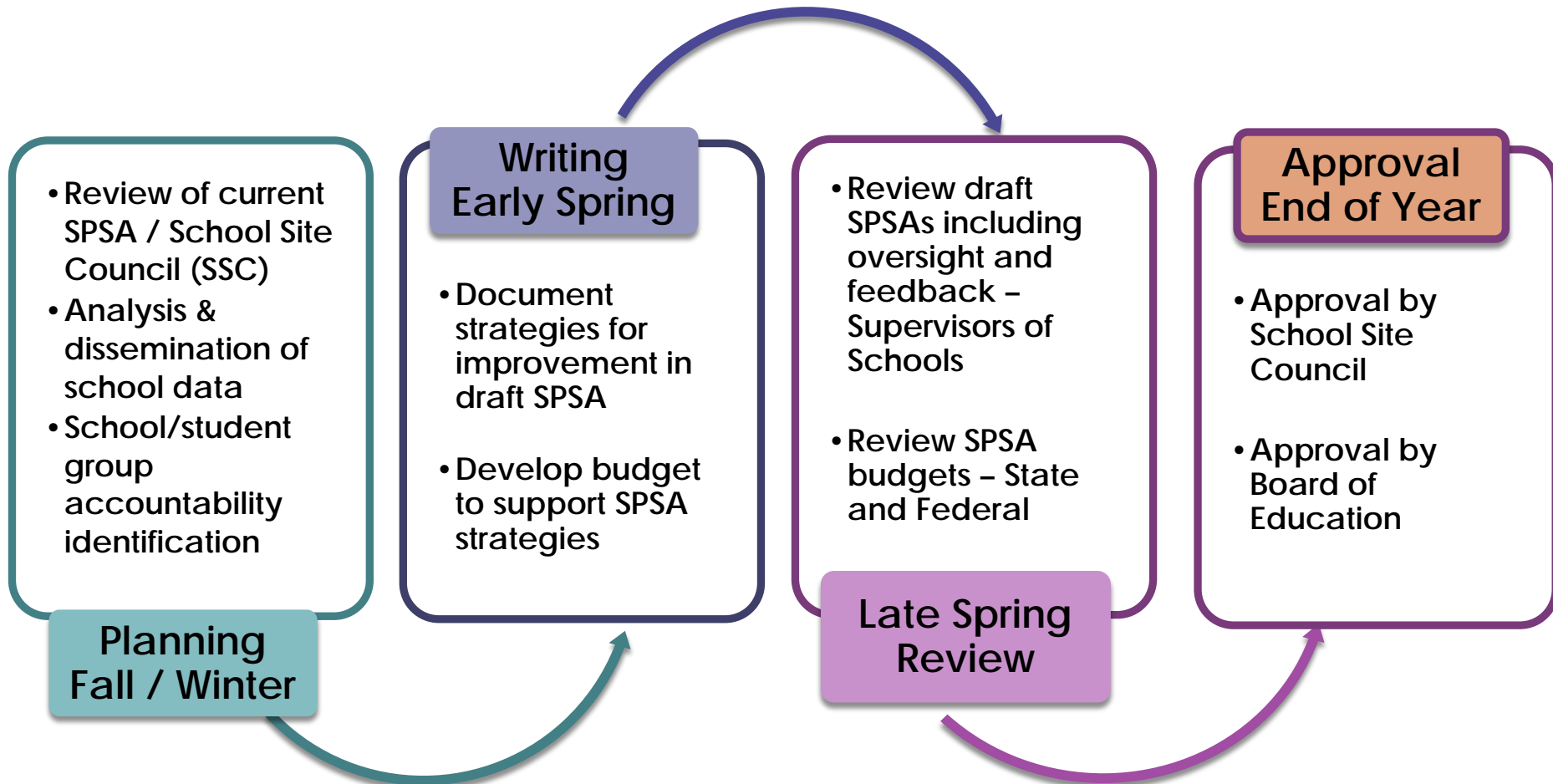
3 Serving on the School Site Council

Elementary

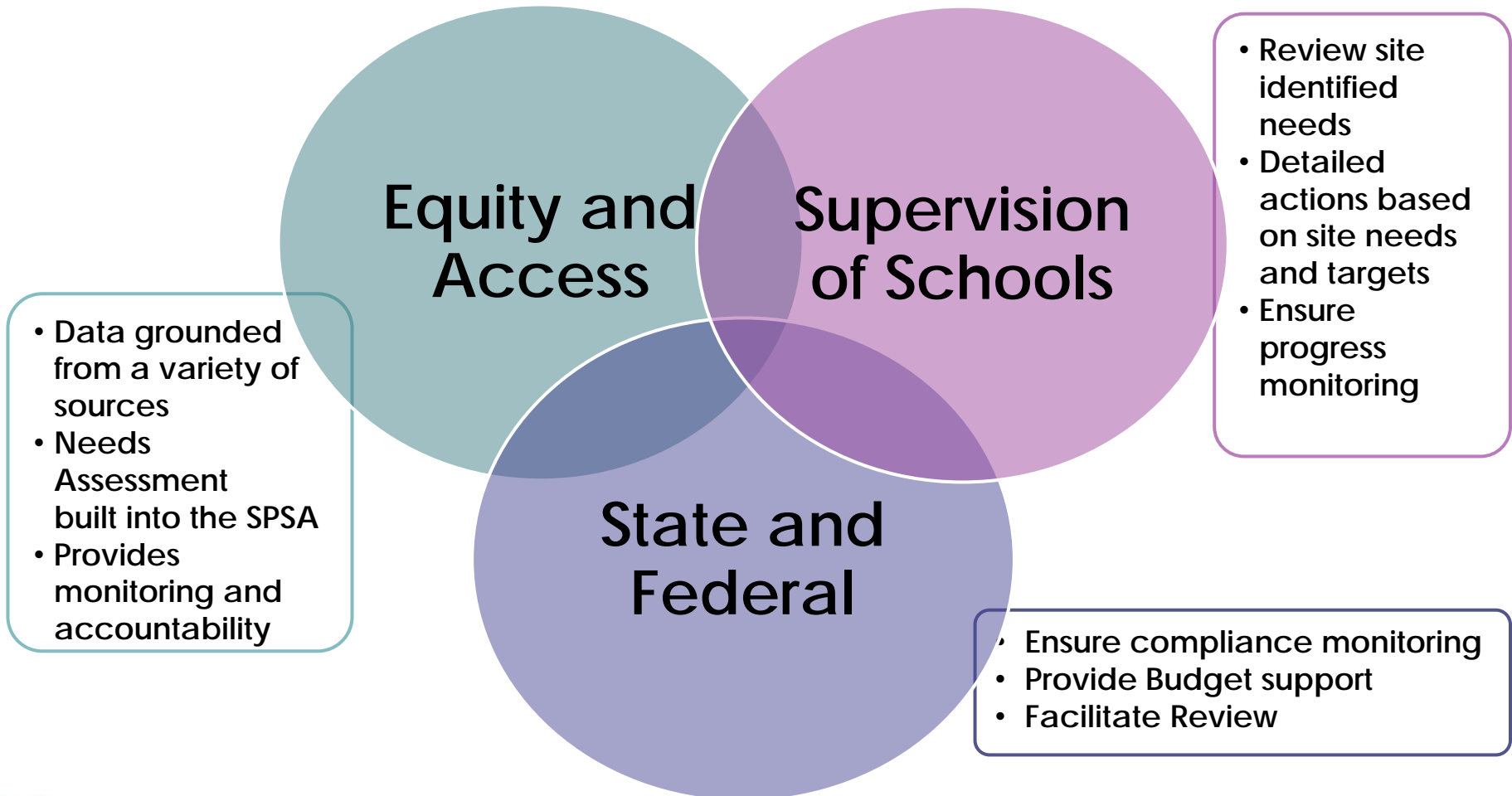
Teacher	Parent/Community
Teacher	Parent/Community
Teacher	Parent/Community
Other Staff	Parent/Community
Principal	Parent/Community

Secondary

Teacher	Parent/Community/Student
Teacher	Parent/Community/Student
Teacher	Parent/Community/Student
Other Staff	Parent/Community/Student
Principal	Parent/Community/Student



Support and Accountability





Quality Site Planning

METHODOLOGY

- Equity-based
- Allocated determined by counts of disadvantaged students
- Investments prioritized by School Site Council

FUNDING

- Title I – \$6.7 million
- CSI - \$2.4 million
- LCFF - \$25.7 million
- One-Time School opening support - \$2.0 million

INCREASED INVESTMENTS

- Family and Community Engagement: +8.9 FTE
- Credentialed Staff Support: +6 FTE
- Safety and Security: +2 FTE

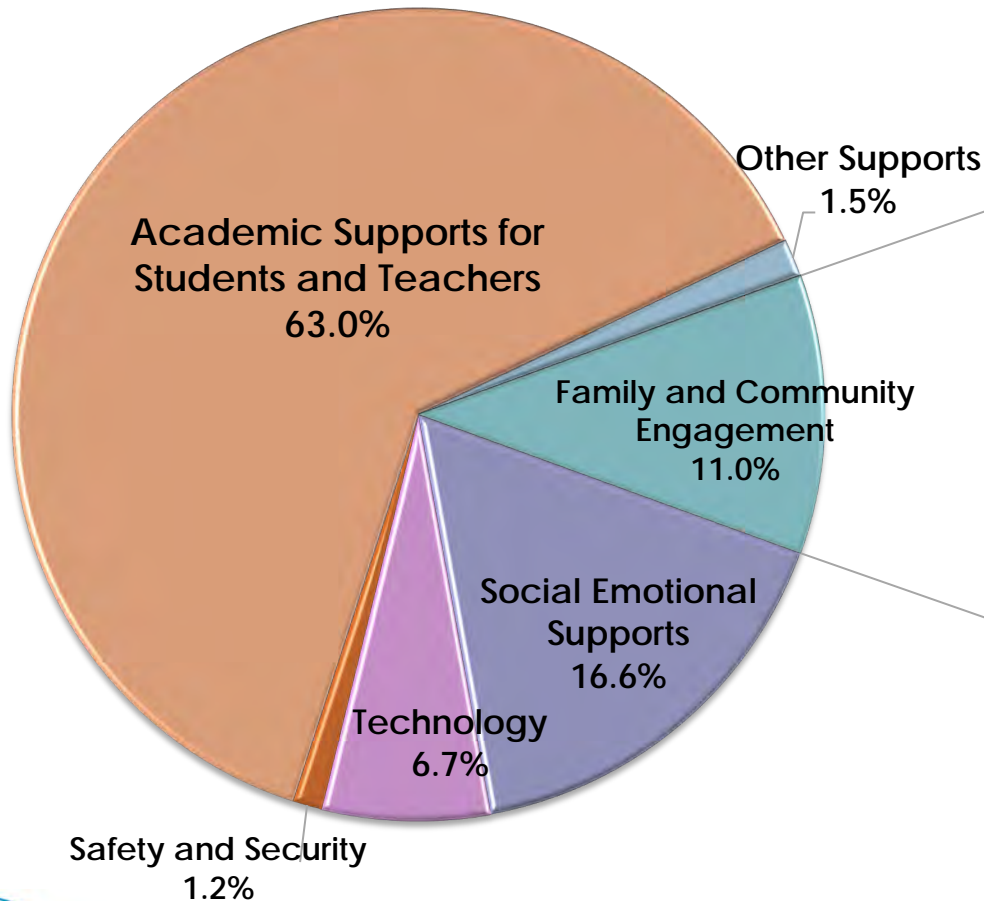
7 Prioritization of Supplemental Positions

Type of Position*	2019/20	2020/21	2021/22
Teachers	46	44	50
Student Classroom Supports	45	48	37
Social/Emotional Supports	58	61	57
Family and Community Engagement / Liaison Positions	46	45	54
Office Help/Noon Time Assistant	5	3	3
Supplemental Health Supports	1	1	1
Safety and Security	4	4	6
After School Supports	1	1	1
Grand Total	206	207	209

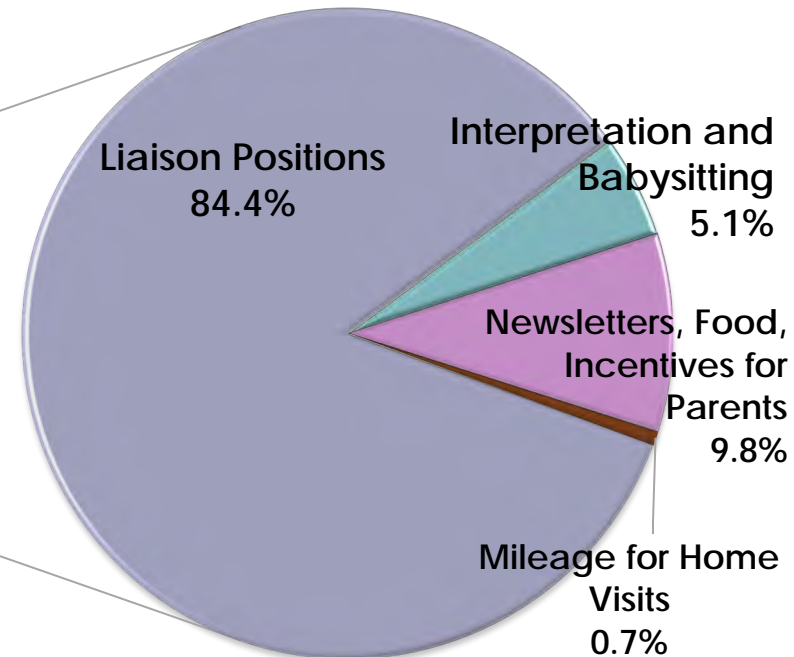
*Full Time Equivalent Positions

School Site Councils Prioritize Site Funds

\$36.7 million School Site Funds



\$4.1 million Family and Community Engagement



Exceeding 1% Parent Involvement Requirement

06/02/2021



In Summary

- Appreciation to staff and parents for commitment to their School Site Councils
- Staff recommends approval of the 2021/22 School Plans for Student Achievement
- Questions

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-26

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Opportunity for Public Discussion of the California School Employees Association, Chapter 125 2021-2024 Initial Proposal to the Fresno Unified School District

ITEM DESCRIPTION: In accordance with Government Code 3547, all initial proposals of the exclusive representative shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the California School Employees Association, Chapter 125 2021-2024 initial proposal to the Fresno Unified School District presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and acknowledgement of receipt.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Brian Christensen
Administrator

DIVISION: Human Resources/Labor Relations
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

INITIAL PROPOSAL

of the California School Employees Association (CSEA) and its Fresno Chapter #125
to the Fresno Unified School District (District)
for the 2021-2024 Successor Contract Negotiations

March 10, 2021

ARTICLE 3: COMPLETION OF MEET AND NEGOTIATIONS

CSEA seeks to update the reopener language to reflect the new term.

ARTICLE 8: EMPLOYEE RIGHTS

CSEA seeks to update the language to reflect changes pursuant to AB 1353 (Wicks)

ARTICLE 9: FRINGE BENEFITS

CSEA desires to remain status quo.

ARTICLE 17: PROFESSIONAL GROWTH

CSEA seeks to clarify the increment plan and increase the amount provided for growth awards.

ARTICLE 19: PROMOTION

CSEA seeks to modify the length of time required for permanency in promotional positions.

ARTICLE 23: SALARY

CSEA seeks a fair and equitable salary increase for the 2021-2022 year, to provide stipends for higher education and to update the language to be in compliance with minimum wage on January 1, 2022.

ARTICLE 26: TERM

CSEA seeks to update the term of the contract to July 1, 2021 to June 30, 2024.

ARTICLE 30: PROFESSIONAL DEVELOPMENT AND TRAINING (New Article)

CSEA seeks to incorporate a classified professional development day and time off to attend professional development outside of the District.

All other provisions of the collective bargaining agreement in force to June 30, 2021 shall remain in full force and effect.

The Association reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-27

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Opportunity for Public Discussion of the California School Employees Association, Chapter 143, Food Service 2021-2024 Initial Proposal to the Fresno Unified School District

ITEM DESCRIPTION: In accordance with Government Code 3547, all initial proposals of the exclusive representative shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the California School Employees Association, Chapter 143, Food Service 2021-2024 initial proposal to the Fresno Unified School District presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and acknowledgement of receipt.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Brian Christensen
Administrator

DIVISION: Human Resources/Labor Relations
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

INITIAL PROPOSAL

of the California School Employees Association (CSEA) and its Fresno Chapter #143
to the Fresno Unified School District (District)
for the 2021-2024 Successor Contract Negotiations

March 15, 2021

ARTICLE 1—AGREEMENT

CSEA seeks to update the term of the agreement.

ARTICLE 3—COMPLETION OF MEET AND NEGOTIATIONS

CSEA seeks to update the reopener dates for the agreement to reflect the new term.

ARTICLE 8—EMPLOYEE RIGHTS

CSEA seeks to update the language for probationary periods pursuant to AB 1353 (Wicks).

ARTICLE 9: FRINGE BENEFITS

CSEA seeks to maintain the status quo.

ARTICLE 14—LEAVE PROVISIONS

CSEA seeks to add language regarding employee notice of return to work.

ARTICLE 19—PROMOTION

CSEA seeks to amend the promotional probationary period to be in line with the changes in the law.

ARTICLE 20—RECLASSIFICATION

CSEA seeks to amend language in this section to provide additional compensation for employees working out of classification.

ARTICLE 23 – SALARY

CSEA seeks a fair and equitable salary schedule increase, a one-time payment and to address minimum wage impacts for January 1, 2022.

ARTICLE 26—TERM

CSEA seeks to update the term of the agreement from July 1, 2021 through June 30, 2024.

ARTICLE 29—STAFFING (New Article)

CSEA seeks to add additional staff for satellite sites with higher meal counts.

All other provisions of the collective bargaining agreement in force to June 30, 2021 shall remain in full force and effect.

The Association reserves the right to make additional proposals at any time during the bargaining process; including but not limited to responses to proposals made by the District.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-28

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss/Adopt

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Opportunity for Public Discussion and Adoption of the Fresno Unified School District 2021-2024 Initial Proposal to the California School Employees Association, Chapter 125

ITEM DESCRIPTION: In accordance with Government Code 3547, all initial proposals of the public-school employer shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the Fresno Unified School District 2021-2024 initial proposal to the California School Employees Association, Chapter 125 presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and Board adoption.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Brian Christensen
Administrator

DIVISION: Human Resources/Labor Relations
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

**INITIAL PROPOSAL OF THE
FRESNO UNIFIED SCHOOL DISTRICT TO
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 125 WHITE COLLAR UNIT
SUCCESSOR CONTRACT PROPOSAL (JULY 1, 2021 – JUNE 30, 2024)**

The District's Initial Proposal to the California School Employees Association, Chapter 125 White Collar Unit is based on the following Guiding Principle and Supporting Goals and Priorities. By continuing to adhere to this Principle and these Goals, the District reiterates its investment in the students we serve. All subsequent District proposals, as well as Association proposals, will be assessed by the District according to whether they further the accomplishment of these criteria.

The District enters into these negotiations mindful of its Guiding Principle:

Guiding Principle: Accelerating Learning for All Students In Order to Have Career Ready Graduates

In order to promote and secure the preservation and future of Fresno Unified School District as a viable, locally governed academic institution that exists to serve children, District resources, energy and effort must be dedicated to the overriding goal of accelerating learning for all students in order to have career ready graduates.

The District's proposals are based on substance, need and the following Overarching Priorities that represent the core beliefs of the Board and District:

Supporting Goals and Priorities

1. Fiscal Health and Budget Certainty: The concerted effort to accelerate student learning cannot be diluted, and the focused efforts of all District personnel in this enterprise cannot be distracted or derailed by the uncertainty inherent in the state's funding of public education. The District's commitment to sustaining its fiscal solvency despite historic instability in the economy at the state and local levels requires that we continue to build and maintain healthy reserves.
2. Build Educational Programs: The Governing Board must have the discretion and ability to build educational programs that accelerate learning and guarantee student achievement. The building of educational programs must occur not only to meet the expectations of the District community, but also to forestall the increasing scrutiny of state and federal agencies that are questioning the ability of the District to remain self-governed due to poor student achievement.
3. Identify Appropriate Revenues Available for Adjustments to Employee Compensation: Student learning cannot be accelerated, and students cannot achieve academic success without the efforts of skilled educators and staff who are dedicated to this effort. In order to attract and retain the most qualified and committed individuals to fill these roles, the District will seek to make an appropriate and "equitable allocation" of increased District revenue for employee compensation. In order to be "equitable and appropriate," the level of such allocation must support all of the Goals and Priorities set forth above.

Consideration of and responses to Association proposals will be guided by the District's Guiding Principle, Supporting Goals and Priorities. The District looks forward to collaborative, objective and

reality-based negotiations with CSEA, Chapter 125 as we prepare to meet the significant challenges facing all stakeholders of the District community.

With these goals, priorities and economic interests in mind, in addition to any articles opened by the bargaining unit, the District proposes opening the following articles:

District Initial Proposal:

Article 12 – Hours & Overtime

The District is interested in modifying this Article to extend hours for certain classified positions that would be impacted should the District increase the instructional time with students based on one-time funding sources to support learning loss mitigation. The District is also interested in automatically reducing hours of the same impacted classified positions when student instructional time is reduced.

Article 14 – Leave Provisions

The District is interested in modifying this Article to authorize supervisors to request verification of death prior to use of bereavement leave. The District is also interested in updating the current call-in process for sick leave.

New Article – Expedited Hiring Procedures for Hard-to-Fill Positions

The District is interested in negotiating an expedited process for hiring and filling hard-to-fill classified vacancies.

Economic Articles (Salary and Fringe Benefits)

The District is interested in:

- Maintaining fiscal health and comparable staffing levels in order to preserve and protect quality education services for students in furtherance of our primary mission to improve student achievement; and
- Recognizing and rewarding the continuing efforts of dedicated District staff – both classified and certificated employees - that make it possible for the District to deliver quality education services for students.

The Governing Board and District administration are committed to achieving the goals and priorities set forth in this Initial Proposal. There is only one goal all must strive to achieve:

Accelerating learning for all students in order to prepare career ready graduates. Failure to achieve this goal is not an option.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-29

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss/Adopt

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Opportunity for Public Discussion and Adoption of the Fresno Unified School District 2021-2024 Initial Proposal to the California School Employees Association, Chapter 143, Food Service

ITEM DESCRIPTION: In accordance with Government Code 3547, all initial proposals of the public-school employer shall be presented at a public meeting of the public-school employer, and thereafter shall be public record. Included in the Board binders is the Fresno Unified School District 2021-2024 initial proposal to the California School Employees Association, Chapter 143, Food Service presented at the May 19, 2021 meeting of the Board of Education and returned to this agenda for a formal presentation, public discussion and Board adoption.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Brian Christensen
Administrator

DIVISION: Human Resources/Labor Relations
PHONE NUMBER: (559) 457-3548

CABINET APPROVAL: Paul Idsvoog
Chief of Human Resources/Labor Relations

SUPERINTENDENT APPROVAL:

Paul Idsvoog

Robert L. Nelson

**INITIAL PROPOSAL OF THE
FRESNO UNIFIED SCHOOL DISTRICT TO
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 143 FOOD SERVICE UNIT
SUCCESSOR CONTRACT PROPOSAL (JULY 1, 2021 – JUNE 30, 2024)**

The District's Initial Proposal to the California School Employees Association, Chapter 143 Food Service Unit is based on the following Guiding Principle and Supporting Goals and Priorities. By continuing to adhere to this Principle and these Goals, the District reiterates its investment in the students we serve. All subsequent District proposals, as well as Association proposals, will be assessed by the District according to whether they further the accomplishment of these criteria.

The District enters into these negotiations mindful of its Guiding Principle:

Guiding Principle: Accelerating Learning for All Students In Order to Have Career Ready Graduates

In order to promote and secure the preservation and future of Fresno Unified School District as a viable, locally governed academic institution that exists to serve children, District resources, energy and effort must be dedicated to the overriding goal of accelerating learning for all students in order to have career ready graduates.

The District's proposals are based on substance, need and the following Overarching Priorities that represent the core beliefs of the Board and District:

Supporting Goals and Priorities

1. Fiscal Health and Budget Certainty: The concerted effort to accelerate student learning cannot be diluted, and the focused efforts of all District personnel in this enterprise cannot be distracted or derailed by the uncertainty inherent in the state's funding of public education. The District's commitment to sustaining its fiscal solvency despite historic instability in the economy at the state and local levels requires that we continue to build and maintain healthy reserves.
2. Build Educational Programs: The Governing Board must have the discretion and ability to build educational programs that accelerate learning and guarantee student achievement. The building of educational programs must occur not only to meet the expectations of the District community, but also to forestall the increasing scrutiny of state and federal agencies that are questioning the ability of the District to remain self-governed due to poor student achievement.
3. Identify Appropriate Revenues Available for Adjustments to Employee Compensation: Student learning cannot be accelerated, and students cannot achieve academic success without the efforts of skilled educators and staff who are dedicated to this effort. In order to attract and retain the most qualified and committed individuals to fill these roles, the District will seek to make an appropriate and "equitable allocation" of increased District revenue for employee compensation. In order to be "equitable and appropriate," the level of such allocation must support all of the Goals and Priorities set forth above.

Consideration of and responses to Association proposals will be guided by the District's Guiding Principle, Supporting Goals and Priorities. The District looks forward to collaborative, objective and

reality-based negotiations with CSEA, Chapter 143 as we prepare to meet the significant challenges facing all stakeholders of the District community.

With these goals, priorities and economic interests in mind, in addition to any articles opened by the bargaining unit, the District proposes opening the following articles:

District Initial Proposal:

Article 12 – Hours & Overtime

The District is interested in modifying this Article to extend hours for certain classified positions that would be impacted should the District increase the instructional time with students based on one-time funding sources to support learning loss mitigation. The District is also interested in automatically reducing hours of the same impacted classified positions when student instructional time is reduced.

Article 14 – Leave Provisions

The District is interested in modifying this Article to authorize supervisors to request verification of death prior to use of bereavement leave. The District is also interested in updating the current call-in process for sick leave.

New Article – Expedited Hiring Procedures for Hard-to-Fill Positions

The District is interested in negotiating an expedited process for hiring and filling hard-to-fill classified vacancies.

Economic Articles (Salary and Fringe Benefits)

The District is interested in:

- Maintaining fiscal health and comparable staffing levels in order to preserve and protect quality education services for students in furtherance of our primary mission to improve student achievement; and
- Recognizing and rewarding the continuing efforts of dedicated District staff – both classified and certificated employees - that make it possible for the District to deliver quality education services for students.

The Governing Board and District administration are committed to achieving the goals and priorities set forth in this Initial Proposal. There is only one goal all must strive to achieve:

Accelerating learning for all students in order to prepare career ready graduates. Failure to achieve this goal is not an option.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-30

AGENDA SECTION: B - Discuss

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Hold Public Hearing, Present and Discuss Fresno Unified School District's 2021/22 Local Control and Accountability Plan

ITEM DESCRIPTION: Included in the Board Binders is a copy of the Fresno Unified School District 2021/22 draft Local Control and Accountability Plan (LCAP). Staff will present and the Board of Education will discuss the plan. As required by Education Code 52062, a public hearing will be conducted to provide an opportunity for discussion and public comment regarding the Local Control and Accountability Plan.

On December 16, 2020 staff reviewed the planned engagement strategy with the board. Outreach took place in December through February and included meetings with labor partners, focus groups, townhalls, ThoughtExchange, meetings with the District Advisory Committee and the District English Language Advisory Committee, and the LCAP survey. On, March 10, 2021 staff presented the input received from various stakeholder groups. New this year was online town halls (including town halls in both Spanish and Hmong), the integration of the Strategic Plan (including new Goals), an interactive ThoughtExchange process, a revamped survey, and LCAP drafts in Spanish and English. The first draft of the LCAP was posted to the district website on April 21, 2021. The draft was also presented to the District Advisory Committee (DAC) on May 06, 2021 and the District English Language Advisory Committee (DELAC) on May 13, 2021. The latest draft has been updated to reflect stakeholder feedback, the Governor's May Revision, and strategic budget discussions.

The 2021/22 final LCAP is scheduled for discussion and adoption at the June 16, 2021 Board meeting.

FINANCIAL SUMMARY: As noted in the support material.

PREPARED BY: Tammy Townsend
Executive Officer

DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Interim Chief Financial Officer

SUPERINTENDENT APPROVAL:





Agenda Item B-30



2021/22 Public Hearing – Draft Local Control and Accountability Plan (LCAP)

Board of Education

06/02/2021



Outline



- ❑ LCAP Overview/Timeline
- ❑ Engagement Efforts
- ❑ Year of Innovation and Learning
- ❑ Draft Availability
- ❑ Summary of Investments
- ❑ Next Steps

Integrated District Budget Development

LCAP / Strategic Plan

- › Stakeholder Engagement
- › Goals
- › Plan Actions
- › Metrics
- › Leverage Resources
- › Focus: General Fund



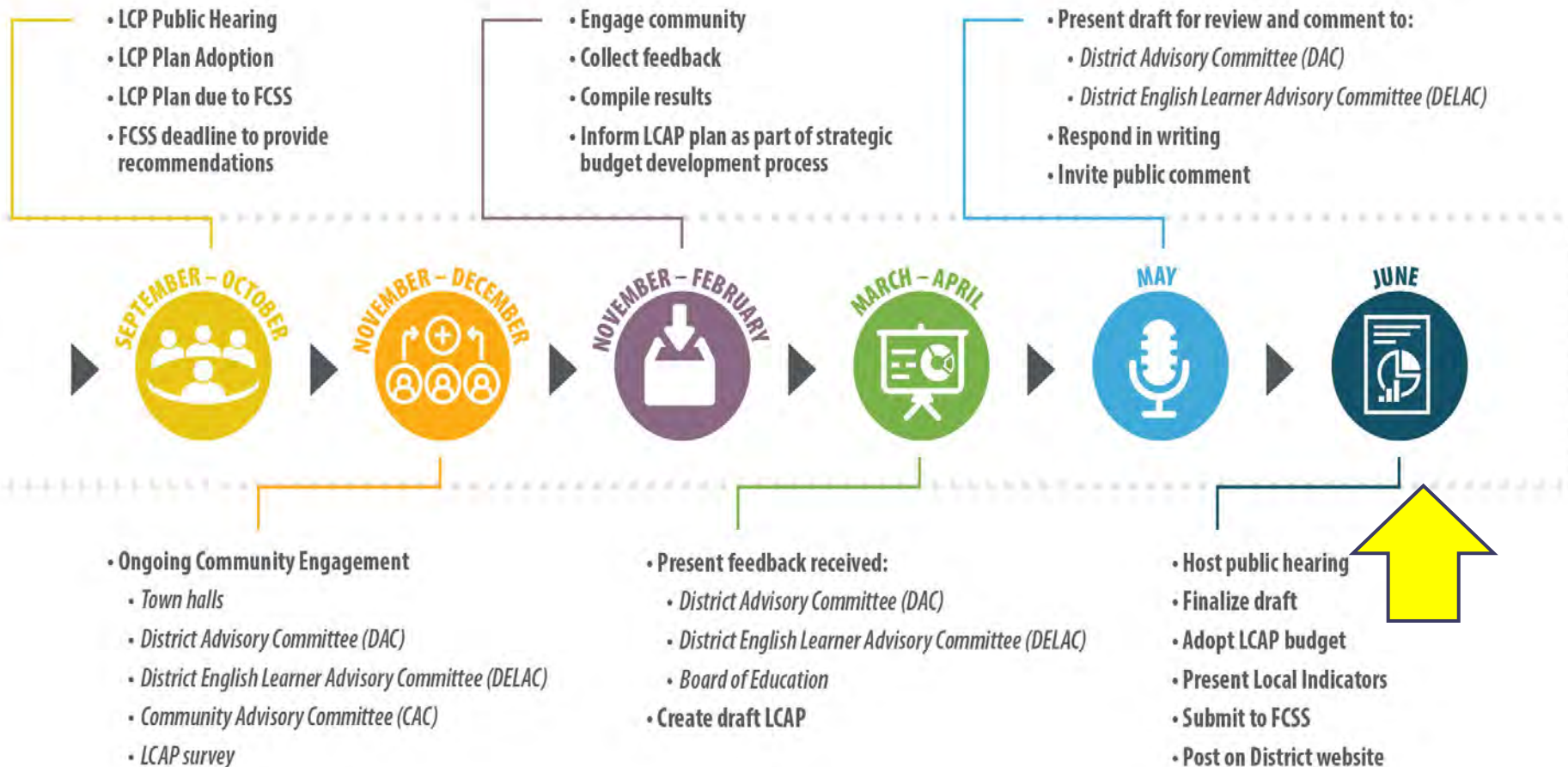
Mission

"We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment"

Budget

- › Collaborative Planning
- › Accounting Format
- › Detailed Financial Statements
- › Economic Forecast
- › Focus: All Funds

2020/21 LCP/LCAP Timeline



A Year of Innovation

- ❑ Strategic Planning
- ❑ ThoughtExchange
- ❑ Survey Revamp
- ❑ Virtual Town Halls
- ❑ New State Template
- ❑ Summer LCP Plan
- ❑ Spanish Translation of LCAP
- ❑ Spanish and Hmong Town Halls
- ❑ One-Time State and Federal Funding



LCAP Draft Available Since April



- Draft first available April 21, 2021
- Four Drafts
- Changes determined by:
 - Stakeholder Input
 - Governor's May Revise
 - Ongoing Budget Development / Board Direction

Click to
access full
draft report

The screenshot shows the Fresno Unified School District website. At the top, there's a navigation bar with links for Schools, Students, Parents, Community, Board, Jobs, News, and District. Below this is a large banner titled 'REOPENING OF SCHOOLS INFORMATION' with a photo of a school bus. Under the banner, there are several smaller images related to school reopening. Below the banner, the website is divided into sections: 'Fresno Unified School District', 'Quick Links' (with links to School Directory, Department Directory, Staff Portal, Board Agendas, District Data, School Calendars, and How to Enroll), 'Contact' (with phone numbers and address), and 'Popular Resources'. In the 'Popular Resources' section, there are several icons for different resources. A red arrow points to the 'LCAP' icon, which is labeled 'LOCAL CONTROL & ACCOUNTABILITY PLAN 2021-24'.



Student Goal:

Improve academic performance at challenging levels



Action



Designated School Investment
\$19.9 M

Early Interventions
\$3.1 M

Additional Teacher Supply Funds
\$1.3 M

Middle and High School Redesign
\$12.9 M

Eliminate Combination Classes
\$4.3 M

National Board Certification
\$0.1 M

Instructional Supports
\$1.1 M

Additional Teachers Above Base
\$14.9 M

Action



Additional VP's for Schools with High Unduplicated Counts **\$2.2 M**



African-American Academic Acceleration **\$3.5 M**



Early Childhood Developmental Screenings **\$16.7 M**



Additional Supports for Libraries
\$0.5 M



Equity and Access
\$2.4 M



GATE/Advanced Placement/International Baccalaureate/STA/PSAT Fees
\$2.3 M

Expand Alternative Education
\$2.1 M



= Action meets "Increased or Improved Services" requirement



Student Goal (Con't):

Improve academic performance at challenging levels



Action

**Services for Phoenix Community
Day School \$4.7 M**



**After School Tutoring
\$6.1 M**



**Extended Summer Learning
\$5.3 M**



**All Teachers are Teachers of
English Learner Students \$15.1 M**

**Expansion of Dual Immersion
Programs \$2.0 M**

**Base: Instruction
\$394.2 M**

**Base: Special Education
\$163.4 M**

**Base: Professional Learning
\$46.7 M**



= Action meets "Increased or Improved Services" requirement



= Actions contributing overall

Action

**Base: Technology Access / Support
\$17.3 M**

**Base: Early Learning
\$ 0.5 M**

**Base: Equity and Access
\$3.1 M**

**High Quality School Site Health
Services \$11.1 M**



**Mental Health Support
\$1.1 M**



**Expanded Transportation Services
\$2.0 M**



**Upgrading Access to Technology
\$1.1 M**

**Student Technology Access and
Annual Refresh \$6.7 M**

Student Goals:

Expand student-centered and real-world learning experiences



Action




Linked Learning, ROP and CTE Pathway Development
\$20.5 M

Kids Invent!
\$1.4 M

Men's and Women's Alliance
\$1.6 M



 = Action meets "Increased or Improved Services" requirement

Student Goals:

Increase student engagement in their school and community



Action



Supports for Students in Foster Care
\$2.7 M

Increased School Allocations for Athletics \$2.7 M

District Funded Enrichment Trips
\$ 4.4 M



District Arts Collaborative Project
\$ 0.1 M



Increased Funding for Music
\$1.4 M

Action

Student Peer Mentor Program
\$0.4 M



Social Emotional Supports
\$0.4 M

School Climate and Culture Expansion
\$9.5 M

Restorative Practices / Relationship Centered Schools
\$3.6 M

Base: Department of Prevention and Intervention
\$7.9 M



= Action meets "Increased or Improved Services" requirement



= Actions contributing overall

Staff Goals:


Increase recruitment and retention of staff reflecting the diversity of our community



Action

**Base: Recruitment, Selection and
Retention of Human Capital
\$5.6 M**



 = Actions contributing overall

Family Goals:

Increase inclusive opportunities for families to engage in their students' education



Action

Parent Engagement Investments
\$3.6 M

**Expanded Student, Parent and
Community Communication**
\$ 0.2 M






= Actions contributing overall

Contributes to all Fresno Unified School District Goals:



Action

School Site Allocations to be Prioritized by School Site Council \$29.1 M
Supplemental Student Supports \$29.3 M
Base: Central Office Administration \$5.3 M
Base: Administrative Services \$12.5 M
Base: Operational Services \$155.9 M
Base: Other Expenses \$26.4 M

-  = Action meets "Increased or Improved Services" requirement
-  = Actions contributing overall
-  = One-Time

One-Time Recovery Resources:

- Additional Instructional Time (All Grades)
 - Expanded Summer and Winter Learning
 - Expanded After School Programs
 - Middle and High School Enrichment Opportunities
 - Math and Literacy Class Size Supports
 - Credit Recovery
 - School Site Supports (planned through the SPSA)
 - Student Group Support (African American, EL's, Early Learners)
 - Two Day Voluntary Professional Learning Summit
 - Curriculum and Instruction Supports
 - Teacher Development Supports
 - Additional Planning and Student Engagement Days
 - Library Services (Student books)
 - Health Services
 - Social Emotional / Mental Health Supports
 - Classroom Ventilation Upgrades
 - Classroom Telecom Upgrades
 - Student Desk Replacements
- \$88.6 M**

Upcoming Budget Discussions



- Adoption of LCAP and Budget
 - June 16, 2021
- Submission of the LCAP to Fresno County Superintendent of Schools
 - Before June 30, 2021

Questions?





Fresno Unified
School District



ACHIEVING
our **GREATEST**
Potential!



LCAP Executive Summary

2021/22

LCFF

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English learners, foster youth and students living in poverty.

LCAP

Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students.

During the 2020/21 school year, Fresno Unified School District held numerous meetings and workshops to gain community input on how best to serve students.



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

District Overview

MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

SCHOOLS
108
TOTAL

66 Elementary Schools

14 Middle Schools

10 High Schools

3 Special Education Schools

6 Alternative Education & Adult Schools

9 Charters

EMPLOYEES
10,000+
TOTAL



STUDENT
ENROLLMENT
73,833
TOTAL

2,973
Pre K

41,015
TK – 6

10,734
7 – 8

19,111
9 – 12

STUDENT DIVERSITY

African American	8.2%	Hispanic	69.1%
American Indian	0.5%	Two or More Races	2.2%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.8%

STUDENT ENROLLMENT BY PROGRAM

English Learner	17.5%
Socioeconomically Disadvantaged	85.0%
Students with Disabilities	10.9%
Foster Youth	1.0%

Stakeholder Engagement

LCAP PROCESS

- LCP Public Hearing
- LCP Plan Adoption
- LCP Plan due to FCSS
- FCSS deadline to provide recommendations

- Engage community
- Collect feedback
- Compile results
- Inform LCAP plan as part of strategic budget development process

- Present draft for review and comment to:
 - District Advisory Committee (DAC)
 - District English Learner Advisory Committee (DELAC)
- Respond in writing
- Invite public comment



- Ongoing Community Engagement
 - Town halls
 - District Advisory Committee (DAC)
 - District English Learner Advisory Committee (DELAC)
 - Community Advisory Committee (CAC)
 - LCAP survey

- Present feedback received:
 - District Advisory Committee (DAC)
 - District English Learner Advisory Committee (DELAC)
 - Board of Education
- Create draft LCAP

- Host public hearing
- Finalize draft
- Adopt LCAP budget
- Present Local Indicators
- Submit to FCSS
- Post on District website

ENGAGEMENT OPPORTUNITIES

LCAP Participation Summary of Events



TOWNHALLS

- 495 Participants
- 11 Townhalls
- 7 English, 3 Spanish, 1 Hmong



STRATEGIC PLAN

- Over 67,000 stakeholder voices gathered
- 27 student focus groups (grades 4-12)
- 6 staff focus groups
- 282 parent phone interviews
- 6 parent townhalls (English, Spanish, and Hmong)
- Student, parent, and staff survey
- All school site principals
- All district departments



LABOR PARTNERS

- FTA, Trades, SEIU, CSEA 143, CSEA 125, FASTA, IAMAW



THOUGHT EXCHANGE

- 368 participants
- 250 English, 64 Spanish, 54 Hmong
- 6% teachers, 37% parents
- 13% students 44% community



DAC, DELAC, SAB

- Information
- Input
- Feedback



LCAP SURVEY

- 5,452 Participants
- 2,394 Students
- 1,197 Parents
- 1,259 Certificated staff
- 159 Management
- 288 Classified staff
- 71 Student at Fresno Adult
- 84 Community / Other

Progress Indicators

ACADEMIC



	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
3rd -8th, 11th SBAC Math below level 3	2018/19	-62.1	-68.1	-75	
	2017/18	-68.5	-74.7	-77.2	
3rd -8th, 11th SBAC ELA below level 3	2018/19	-34.1	-40.8	-58.4	
	2017/18	-38.3	-45.2	-56	
A-G Completion 4-year cohort	2017/18	47.27%	45.10%	28.03%	12.99%
	2016/17	43.59%	41.18%	24.32%	12.50%
% of Students who pass AP Exams	2017/18	29.21%	25.62%	41.95%	
	2016/17	25.53%	23.10%	36.65%	
4-year cohort completed Linked Learning Pathway	2019/20	36.92%	35.42%	24.54%	8.33%
	2018/19	37.27%	40.11%	25.74%	18.18%
English Learner Progress	2018/19	45.90%			
	2017/18	N/A			
English Learner Redesignation	2018/19	16.68%			
	2017/18	13.90%			

SCHOOL CONNECTEDNESS



	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
School attendance rate	2018/19	94.23%			
	2017/18	94.34%			
Chronic absenteeism	2018/19	15.80%	16.70%	9.30%	23.70%
	2017/18	15.80%	16.50%	10.20%	24.50%
Middle school dropout rate	2017/18	0.98%	0.89%	0.88%	0.32%
	2016/17	0.73%		0.43%	
High school dropout rate	2017/18	8.70%	9.20%	13.80%	
	2016/17	10.30%	10.80%	16.20%	
High school graduation rate	2018/19	87.60%	87.60%	75.00%	
	2017/18	88.20%	88.70%	79.50%	
% students enrolled in any engagement in school and community	2018/19	60.45%	60.05%	53.44%	49.67%
	2017/18	66.59%	66.37%	59.67%	53.85%
Student suspension rate	2018/19	7.00%	7.40%	4.40%	
	2017/18	7.30%	7.60%	4.80%	
Student expulsion rate	2018/19	0.21%			
	2017/18	0.25%			

OPERATIONAL



	SCHOOL YEAR	DISTRICT
Fully credentialed in area taught	2019/20	92.35%
	2018/19	91.31%
Teachers misassigned	2019/20	0.19%
	2018/19	0.75%
Teacher vacancies	2019/20	0.59%
	2018/19	0.69%

OPERATIONAL



	SCHOOL YEAR	DISTRICT
Access to instructional materials	2018/19	100%
	2017/18	100%
Facilities are properly maintained	2018/19	97.64%
	2017/18	97.20%

Financial

LOCAL CONTROL FUNDING FORMULA- LCFF



BASE GRANTS

LCFF Provides a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.



SUPPLEMENTAL GRANTS*

LCFF Provides additional grants which equate to 20% above the base grant for students living in disadvantaged circumstances: English learners, foster youth and students living in poverty.

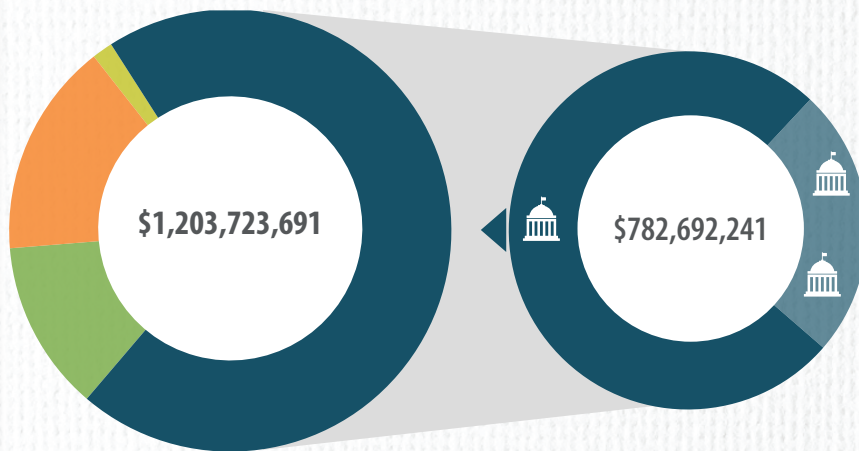


CONCENTRATION GRANTS*

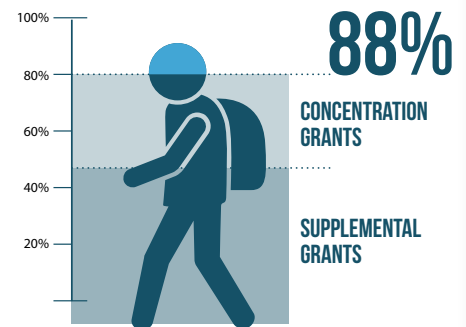
In districts where at least 55% of students are disadvantaged. LCFF provides an additional grant which equates to 50% above base funding.

*These funds must be used to increase or improve services for English learner, foster youth, and low income students.

ADOPTED REVENUE SOURCES



STUDENTS LIVING IN DISADVANTAGED CIRCUMSTANCES



In Fresno Unified, 88% of student's are English language learners, foster youth or students whose families live below the federal poverty level. If a student falls in one of these three categories, they are considered a student living in disadvantaged circumstances.

Student Goals – Improve academic performance at challenging levels



Designated School Investment: \$19.9M

- Additional 30 minutes of instruction each day
- Ten additional professional development days
- One additional teacher to be prioritized by the school



Early Interventions: \$3.1M

- RSP teachers provide academic supports to high needs students



Additional Teacher Supply Funds: \$1.3M

- Each teacher-member receives an additional \$315 above base classroom funding for additional supplies and materials



Middle & High School Redesign: \$12.9M

- Provides a broad course of study for EL students
- Personalized learning supports and student interventions



Eliminate Elementary Combination Classes: \$4.3M

- The District maintains its commitment to eliminate combination classes



National Board Certification: \$0.1M

- Designed to develop, retain, and recognize accomplished teachers



Instructional Supports: \$1.1M

- To build the collective capacity to improve instruction



Additional Teachers Above Base Staffing: \$14.9M

- Additional teachers have been added to reduce class sizes at all grade levels



Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts: \$2.2M



African American Academic Acceleration: \$3.5M

- Promoting school connectedness through extracurricular activities before and after school and through student clubs
- Academic acceleration through summer literacy program, academic advisor support, college mentoring



Early Childhood Education Developmental Screening: \$16.7M

- Summer program for incoming kindergarten



Additional Supports for Libraries: \$0.5M

- Provides E-books and E-readers
- Student backpacks and books K-6



Equity & Access: \$2.4M

- Identify gaps and supports for students with the greatest need
- Support families/students with school choice options and outreach
- Cultural proficiency training
- GATE assessments and development



GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees: \$2.3M



Expand Alternative Education: \$2.1M

- Summer and Winter sessions



Maintain Additional Services for Phoenix Community Day School: \$4.7M

- Behavior modification program for expelled students
- Individual counselling program to reduce peer conflict



After School Tutoring: \$6.1M



Extended Summer Learning: \$5.3M

- Expand winter sessions to all sites
- Expand summer session to third session
- Summer Camps



All teachers are teachers of English Learner (EL) students: \$15.1M

- Middle and High ELD extra period
- Expand Rosetta stone license for middle school



Expansion of Dual Language Immersion Programs: \$2.0M

- Dual Language Immersion Programs at 14 sites
- Access to increase English literacy while maintain primary language



Base: Instruction: \$394.2M

- All costs associated with the delivery of instruction to students
- Professional Learning Summit
- Edgenuity digital libraries
- PBS lessons
- Nearpod digital lessons
- Tutor.com



Base: Special Education: \$163.4M

- Serving student with disabilities



Base: Professional Learning: \$46.7M

- Job-embedded learning opportunities for teachers, administrators, and classified employees



Base: Technology Access and Support: \$17.3M

- Includes all school and district department applications and hardware



Base: Early Learning: \$0.5M

- Infant, toddler, preschool, transitional kindergarten programs



Base: Equity and Access: \$3.1M

- Eliminating disproportionality



High Quality School Site Health Services: \$11.1M

- Nurses



Mental Health Support: \$1.1M

- School psychologists



Expanded Transportation Services: \$2.0M



Upgrading Access to Technology: \$1.1M

- Integration of technology, instruction and learning



Student Technology Access and Annual Refresh: \$6.7M

- Full sets of student computers in ELA and math classes
- Student companion device Initiative
- eLearning companion device
- Student internet access



Student Goal – Expand student-centered and real-world learning experiences



Linked Learning, ROP, and CTE Pathway Development: \$20.5M



Kids Invent!: \$1.4M



Men's and Women's Alliance: \$1.6M

Student Goal – Increase student engagement in their school and community



Supports for Students in Foster Care: \$2.7M



Increase School Allocations for Athletics: \$13.8M



District-Funded Educational Enrichment Trips: \$4.4M
• TK – 6th grade



District Arts Collaborative Project: \$0.1M
• Theatre and dance



Increased Funding for Music: \$1.4M



Student Peer Mentor Program: \$0.4M



Social Emotional Supports: \$3.0M

- Resource counseling assistants
- Social workers
- Child welfare specialists
- Social workers at middle schools



School Climate and Culture Expansion: \$9.5M



Restorative Practices / Relationship Centered Schools: \$3.6M



Base: Department of Prevention and Intervention: \$7.9M

- Medical social workers and guidance learning advisors
- Child welfare assistants to school sites and hubs
- Clinical social workers

Staff Goal – Increase recruitment and retention of staff reflecting the diversity of our community



Base: Recruitment, Selection and Retention of Human Capital: \$5.6M
• Recruitment, selection, retention, and operations



Family Goals – Increase inclusive opportunities for families to engage in their students' education



Parent Engagement Investments: \$3.6M
• Parent University
• Support of African American families during distance learning



Expanded Student, Parent and Community Communication: \$0.2M



Contributes to all Fresno Unified School District Goals



School Site Allocations to be Prioritized by each School's Site Council: \$29.1M



Supplemental Student Supports: \$29.3M

- Instructional coaches
- Lead teachers
- Intervention teachers
- Health personnel
- Early childhood aides
- Counselors



Base: Central Office Administration: \$5.3M
• Board of Education, Superintendent, Communications



Base: Administrative Services: \$12.5M
• Fiscal Services, Payroll, Benefits/Risk Management, State and Federal, Transfers, Grants



Base: Operational Services: \$155.9M
• Food Services, Facilities, Maintenance, Safety, Utilities, Transportation



Base: Other Expenses: \$26.4M
• Health contribution, retirement



One-time Recovery Resources: \$97.9M

- Additional Instructional Time (All grade levels)
- Expanded Summer & Winter Learning (including Alternative & Special Education)
- Expanded After School Programs
- Student Desk Replacements
- Middle School & High School Enrichment Opportunities
- Math & Literacy Class Size Supports
- Credit Recovery
- School Site Support (to be planned through the SPSA)
- Student Group Support (African American, English Learners, Early Learning)
- Two Day Voluntary Professional Learning Summit
- Curriculum & Instruction Supports
- Teacher Development Supports
- Three Additional Planning & Student Engagement Days
- Library Services (student books)
- Health Services Support
- Social-Emotional / Mental Health Supports
- Classroom Ventilation Upgrades
- Classroom Telecom Upgrades



Total Supplemental & Concentration Resources = \$206M



VISION

Fresno Unified School District:
Where students, families, and staff
are valued and empowered to
achieve their greatest potential.



VALUES



*We Value
Learning*



*We Value
Accountability*



*We Value
Positive
Behavior*



*We Value
People & Our
Community*



GOALS



Student Goals



Improve academic
performance at
challenging levels



Expand student-centered
and real-world learning
experiences



Increase student
engagement in their
school and community



Staff Goal

Increase recruitment and
retention of staff reflecting the
diversity of our community



Family Goal

Increase inclusive opportunities
for families to engage in their
students' education



Fresno Unified
School District



For questions or comments, please contact:
Fresno Unified School District
Office of State & Federal Programs
(559) 457-3934
www.fresnou.org/dept/stafed/pages/lcff.aspx

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District

CDS Code: 10621660000000

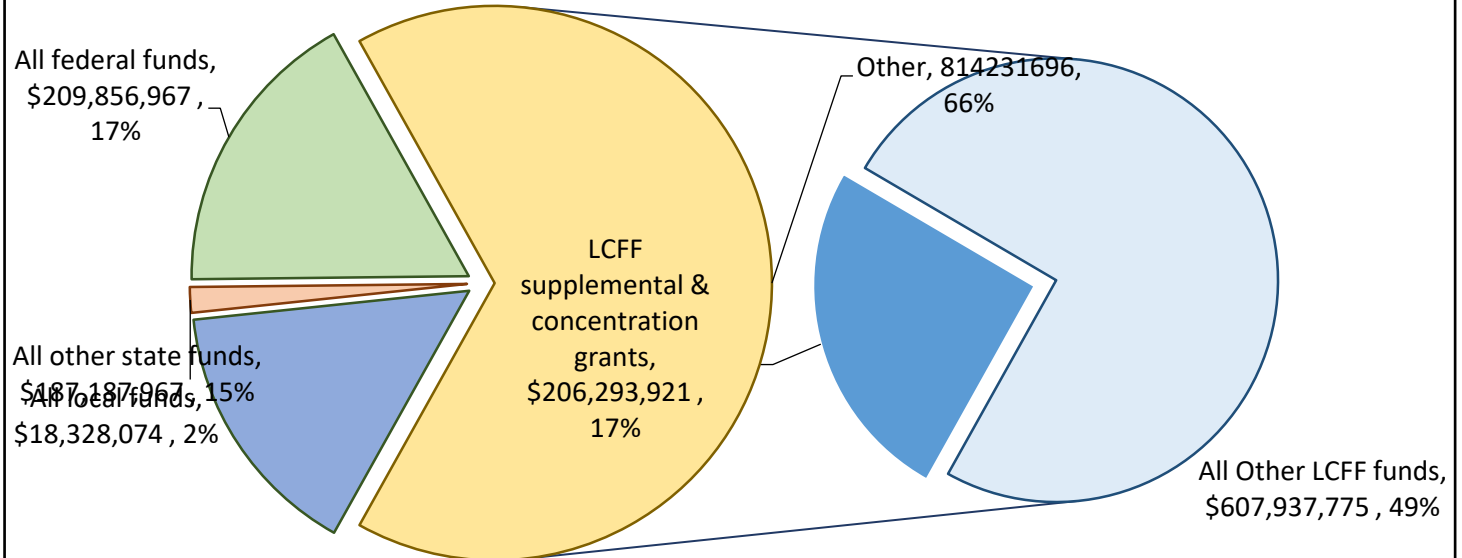
School Year: 2021 – 22

LEA contact information: Robert Nelson, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

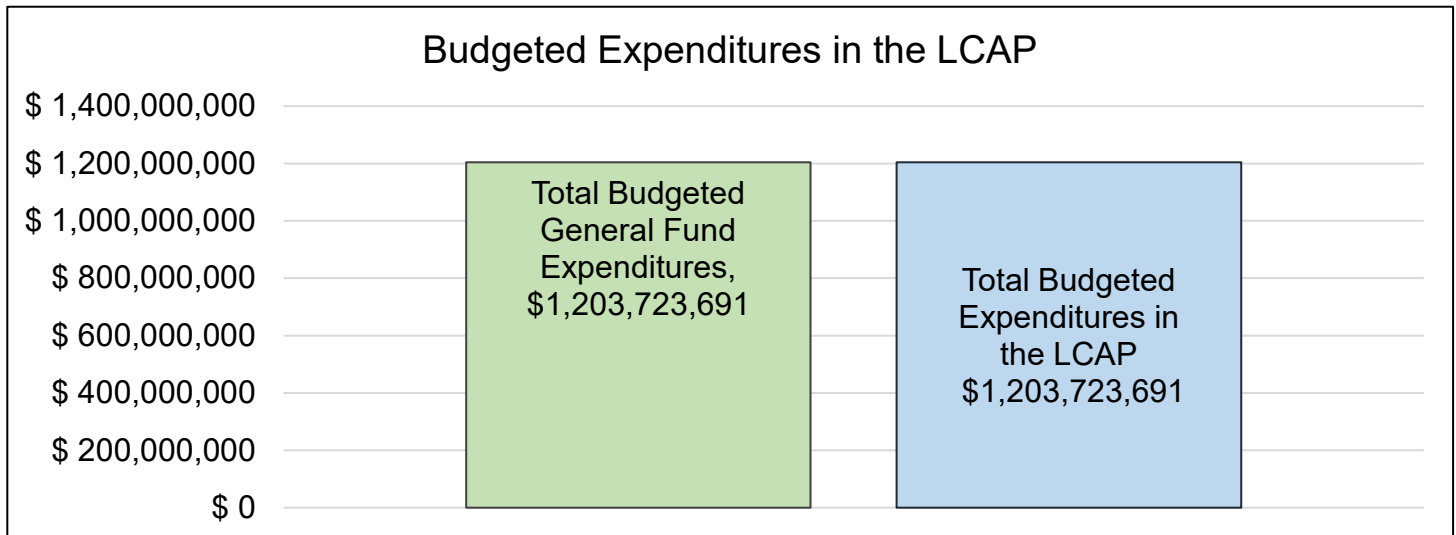


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Fresno Unified School District is \$1,229,604,704.00, of which \$814,231,696.00 is Local Control Funding Formula (LCFF), \$187,187,967.00 is other state funds, \$18,328,074.00 is local funds, and \$209,856,967.00 is federal funds. Of the \$814,231,696.00 in LCFF Funds, \$206,293,921.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Fresno Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Fresno Unified School District plans to spend \$1,203,723,691.00 for the 2021 – 22 school year. Of that amount, \$1,203,723,691.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

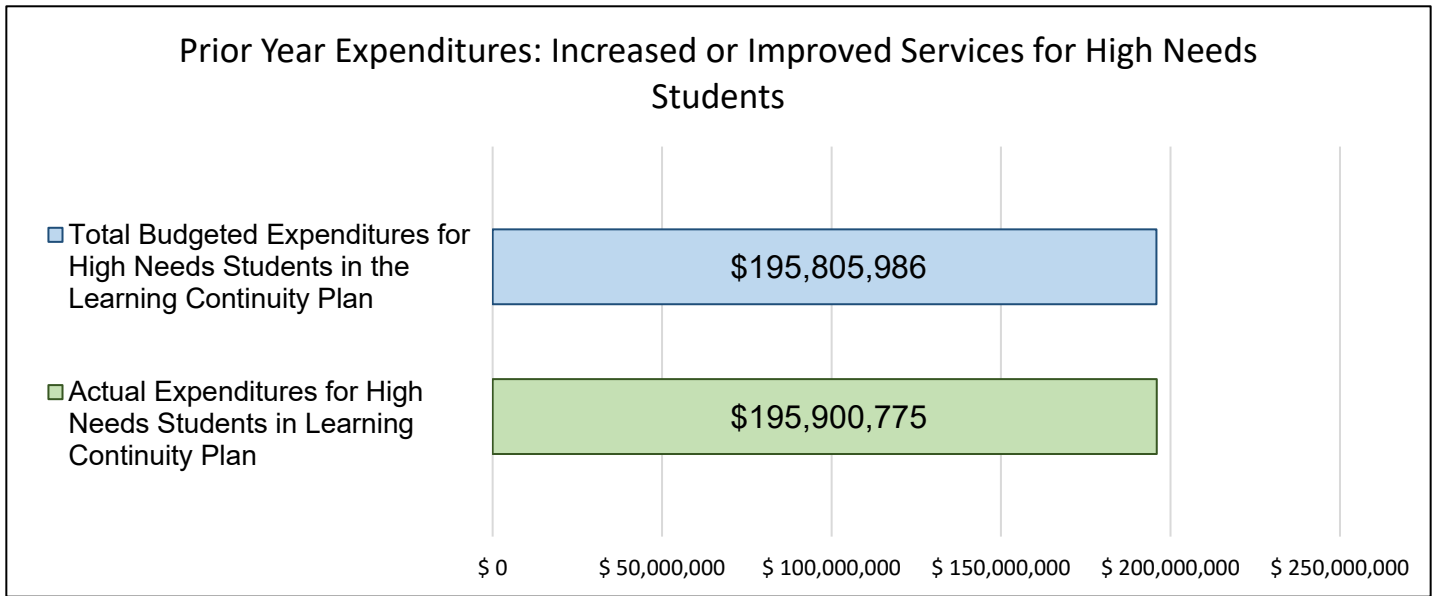
Not applicable because all General Fund expenditures are included in the Fresno Unified School District Local Control and Accountability Plan. All expenditures are included, to ensure transparency and accountability.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Fresno Unified School District is projecting it will receive \$206,293,921.00 based on the enrollment of foster youth, English learner, and low-income students. Fresno Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fresno Unified School District plans to spend \$206,293,921.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Fresno Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Fresno Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Fresno Unified School District's Learning Continuity Plan budgeted \$195,805,986.00 for planned actions to increase or improve services for high needs students. Fresno Unified School District actually spent \$195,900,775.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno Unified School District	Robert Nelson, Superintendent	Bob.Nelson@fresnounified.org (559) 457-3882

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All Students will excel in reading, writing and math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>SARC Report on teacher credentialing (SARC Report on teacher credentialing)</p> <p>Baseline: 2016/17 93.5% of teachers fully credentialed in the area taught</p> <p>TARGET: 93.0%</p>	<p>Not Met</p> <p>92.35% (2019/20)</p>
<p>SARC Report on teacher credentialing (SARC Report on teacher credentialing)</p> <p>Baseline: 2016/17 Teachers Mis-assigned: .4%</p> <p>TARGET: 0.6%</p>	<p>Met</p> <p>0.19% (2019/20)</p>
<p>SARC Report on teacher credentialing (SARC Report on teacher credentialing)</p> <p>Baseline: 2016/17 Teacher Vacancies: .8%</p> <p>TARGET: 0.5%</p>	<p>Not Met</p> <p>0.59% (2019/20)</p>
<p>Student access to instructional materials (Annual Williams Data Set)</p> <p>Baseline: 2016/17</p> <p>100% of students have access to instructional materials</p> <p>TARGET: 100%</p>	<p>Met</p> <p>100% (2019/20)</p>

Expected	Actual
<p>Facilities are properly maintained, per required use of the Evaluation Instrument; Ed Code 17002 (d)(1)</p> <p>(FIT Report)</p> <p>Baseline: 2015/16 Status: 96.7%</p> <p>All identified issues from the FIT (Facilities Inspection Tool) report will be addressed in a timely manner</p> <p>TARGET: 97.0%</p>	<p>Met 97.64% (2018/19)</p>
<p>3rd -8th grade SBAC Math Points below level 3 proficiency (California School Dashboard)</p> <p>Baseline: 2015/16 Status Status: 73.4 points below level 3 (Low) Change: +7.1 points (Increased)</p> <hr/> <p>LI: 80.2 points below EL: 84.6 points below TARGET: DISCONTINUED</p> <p>(With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th. Therefore, the previous targets set are no longer applicable.</p>	<p><i>Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued</i></p>

Expected	Actual
<p>3rd -8th & 11th grade SBAC Math Points below level 3 proficiency (California School Dashboard)</p> <p>2017/18 Status Status: 68.5 points below level 3 Change: +5.9 points (Increased) LI: 74.7 points below EL: 77.2 points below</p> <p>TARGET: 65.6 points below LI: 71.7 points below EL: 73.6 points below</p>	<p>Met 62.1 points below</p> <p>LI: 68.1 points below (Met) EL: 75.0 points below (Not Met) (2018/19)</p>

Expected	Actual
<p>3rd -8th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)</p> <p>Baseline: 2015/16 Status Status: 51.1 points below level 3 (Low) Change: +6.2 points (Maintained)</p> <hr/> <p>LI: 58.6 points below EL: 67.5 points below</p> <p>TARGET: DISCONTINUED</p> <p>(With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories, 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th. Therefore, the previous targets set are no longer applicable.</p>	<p><i>Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued</i></p>

Expected	Actual
3rd -8th & 11th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard) 2017/18 Status Status: 38.3 points below level 3 Change: +7.1 points (Increased) <hr/> LI: 45.2 points below EL: 56.0 points below TARGET: 34.8 points below LI: 41.6 points below EL: 51.9 points below	Met 34.1 points below LI: 40.8 points below (Met) EL: 58.4 points below (Not Met) (2018/19)

Expected	Actual
<p>11th grade SBAC Math Points below level 3 proficiency (California School Dashboard)</p> <p>Baseline: 2015/16 Status Status: 93.5 points below level 3 Change: +10.3 points</p> <hr/> <p>TARGET: DISCONTINUED</p> <p>(With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th. Therefore, the previous targets set are no longer applicable.</p>	<p><i>Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued</i></p>

Expected	Actual
<p>11th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)</p> <p>Baseline: 2015/16 Status Status: 15.9 points below level 3 Change: +4 points (Maintained)</p> <p>TARGET: DISCONTINUED</p> <p>(With the release of the 2018 CA School Dashboard, CDE changed the methodology for calculating and displaying SBAC results for English Language Arts and Math. Previously the data was reported in two different categories 1) Grades 3rd – 8th and 2) 11th grade. With the latest release the results are combined and presented as one item for all grade levels 3rd – 8th and 11th. Therefore, the previous targets set are no longer applicable</p>	<p><i>Note: The Dashboard metric calculation was changed by the California Department of Education, thus this metric was discontinued</i></p>

Expected	Actual
<p>A-G Completion 4-year cohort (Dataquest - CDE)</p> <p>Baseline: 2014/15 Status Status: 36% of students</p> <hr/> <p>LI: 35% EL: 21% FY: 3%</p> <p>TARGET: 38.0% LI: 37.0% EL: 23.0% FY: 7.1%</p>	<p>Met 47.27%</p> <p>LI: 45.10% (Met) EL: 28.03% (Met) FY: 12.99% (Met) (2017/18)</p>

Expected	Actual
<p>Percentage of Students who pass AP Exams (Dataquest - CDE)</p> <p>Baseline: 2014/15 Status</p> <p>Status: 34% Change: +1%</p> <hr/> <p>LI: 31% EL: 42%</p> <p>TARGET: 35.5%</p> <p>LI: 35.5% EL: 42.0%</p>	<p>Not Met 29.21%</p> <p>LI: 25.62% (Not Met) EL: 41.95% (Not Met) (2017/18)</p>

Expected	Actual
<p>CTE Pathways and Linked Learning Enrollment (Atlas)</p> <p>Baseline: 2015/16 Status CTE: 36.4% LI: 36.6%, EL: 29.9%; FY: 23.7%</p> <p>Linked Learning: 48.4% LI: 50.0%, EL: 43.7%; FY: 26.5%</p> <p>TARGET: CTE: 38.5% LI: 38.5% EL: 31.6% FY: 18.1%</p> <p>Linked Learning: 26.0% LI: 24.0% EL: 24.0% FY: 12.0%</p>	<p>CTE: Met 41.55%</p> <p>LI: 39.37% (Met) EL: 33.86% (Met) FY: 25.00% (Met)</p> <p>Linked Learning: 29.45% (Met)</p> <p>LI: 27.37% (Met) EL: 21.09% (Not Met) FY: 11.76% (Not Met)</p> <p>(2018/19)</p>

Expected	Actual
<p>Percent of 4-year cohort that completed at least 1 CTE Pathway (Atlas)</p> <p>Baseline: 2014/15 Status Status: 25%</p> <hr/> <p>LI: 25% EL: 23% FY: 22%</p> <p>TARGET: 29.0% LI: 29.0% EL: 13.5% FY: 16.0%</p>	<p>Met 36.92%</p> <p>LI: 35.42% (Met) EL: 24.54% (Met) FY: 8.33% (Not Met)</p> <p>(2019/20)</p>
<p>English Learner Progress (California School Dashboard)</p> <p>Baseline: 2014/15 Status: 64.3% (low) Change: +3.3% (Increased)</p> <p>TARGET: 69.3%</p>	<p>Not Met 45.90% (2018/19)</p>
<p>English Learner Redesignation (Dataquest - CDE)</p> <p>Baseline: 2015/16 Status: 18.1%</p> <p>TARGET: 11.8%</p>	<p>Met 16.68% (2018/19)</p>

Expected	Actual
<p>Broad Course of Study (California School Dashboard)</p> <p>Baseline: 2016/17 AP sections offered: 285 IB sections offered: 78 English Language Development Sections Offered: 39 Sections offered for Students with Disabilities: 659</p> <p>TARGET: 2019/20 Update: Metric definition and source changed to align with new CA School Dashboard local indicator released in the Fall of 2018</p> <p>% of students enrolled in and that have access to a Broad Course of Study (1st – 6th grade): 100%</p> <p>% of students enrolled in and that have access to a Broad Course of Study (7th – 12th grade): 100%</p>	<p>Met 100% - 1st – 6th grade</p> <p>Met 100% - 7th – 12th grade (2019/20)</p>

Expected	Actual
<p>Early Assessment Program for College Readiness - English Language Arts (CAASSP)</p> <p>Baseline: 2014/15 Status: 10% LI: 10.6%, EL: 0.8%, FY: 7.0%</p> <p>TARGET: 16.2% LI: 13.2% EL: 5.2% FY: 11.2%</p>	<p>Not Met 13.86%</p> <p>LI: 10.87% (Not Met) EL: 0.00% (Not Met) FY: 4.84% (Not Met) (2017/18)</p>
<p>Early Assessment Program for College Readiness – Math (CAASSP)</p> <p>Baseline: 2014/15 Status: 2% LI: 3.0% EL: 0% FY: 0%</p> <p>TARGET: 3.8% LI: 3.8% EL: 1.8% FY: 0.8%</p>	<p>Met 3.86%</p> <p>LI: 2.00% (Not Met) EL: 0.20% (Not Met) FY: 0.00% (Not Met) (2017/18)</p>

Expected	Actual
<p>Days of Professional learning provided related to the implementation of state standards</p> <p>Baseline: 2016/17 All professional learning aligned with the state and ELD standards</p> <p>1. K-12 teachers 2.5 days 2. 7-11 math, science, and social studies 2 days 3. New teachers 8 additional days 4. Instructional coaches support implementation</p> <p>TARGET:</p> <p>1. K-12 teachers 2 days 2. New teachers 8 additional days 3. Instructional coaches support implementation</p>	<p>Met</p> <p>1. K-12 teachers 2 days</p> <p>Met</p> <p>2. New teachers 8 days</p> <p>Met</p> <p>3. Instructional coaches support implementation (2019/20)</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>41 Designated School Investment</p> <p>(increased from 10 schools in 2014/15, 20 schools in 2015/16, and 10 schools in 2016/17)</p> <p>Fresno Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments</p>	<p>\$19.2 Million (LCFF)</p> <p>\$14.9 M Certificated Salaries \$3.7 M Employee Benefits</p>	<p>\$18.4 Million (LCFF)</p> <p>\$14.7 M Certificated Salaries \$3.3 M Employee Benefits</p>

<ul style="list-style-type: none"> • Data has shown that more time with an effective teacher has a positive influence on the achievement of unduplicated students • Designated schools receive: <ul style="list-style-type: none"> ○ An additional 30 minutes of direct instruction per day ○ Ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students ○ One additional certificated staff member per school to be prioritized by the school site • This action is principally directed toward low income and English learner student populations at schools with high concentration of these students <ul style="list-style-type: none"> ○ No Designated School has less than 86% poverty rate <p>These combined actions will increase access to effective first teaching for low income and English learner students which will translate to improve scores on state assessments</p>	<p>\$0.5 M Materials and Supplies \$0.1 M Services and operating expenses</p>	<p>\$0.3 M Materials and Supplies \$0.1 M Services and operating expenses</p>
<p>Student Interventions</p> <p>Fresno Unified School District's unduplicated students are some of the lowest performing student groups on state and local assessments</p> <ul style="list-style-type: none"> • Resource Specialist Program (RSP) teachers provide interventions (Response to Intervention-RTI as well as Multi-Tiered System of Support MTSS) to students living in poverty, English learners, and foster youth not identified as students with disabilities. Teachers whose ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback improves instructional outcomes for our students being served by specific interventions show an effect size of 1.0 (Hattie, 2009) • The RSP teacher document's case load for time spent with unduplicated students, this action is funded only for this documented time 	<p>\$2.6 Million (LCFF)</p> <p>\$1.8 M Certificated Salaries \$0.8 M Employee Benefits</p>	<p>\$2.6 Million (LCFF)</p> <p>\$1.8 M Certificated Salaries \$0.8 M Employee Benefits</p>

<ul style="list-style-type: none"> ○ MTSS is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning ○ The goal of MTSS is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers ○ The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a year. (Hattie, 2010) <p>• Additional preschool programs added to support low income, foster youth or English learners' students with disabilities have been added to support students as necessary.</p> <p>• By combining these two supports, MTSS and RTI led by teachers who are able to guide students through the specific phases of intervention show the most impact.</p> <p>These actions will increase student performance on local and statewide assessments for the unduplicated student population.</p>		
<p>Student Technology Access & Annual Refresh</p> <p>Experience has shown that low income students do not have reliable access to technology; and to fully prepare students for college and career it is necessary to include consistent use of technology in our classrooms</p> <ul style="list-style-type: none"> • Creating district-level responsibility for a minimum level of student computers in schools • Provides full class sets of student computers (by 2019/20) to support ELA and Math curriculum adoptions <p>Resolves logistics issues related to technology for assessments and instruction</p> <ul style="list-style-type: none"> • Keeps student’s computers current at all school sites with a regular refresh cycle • Investment includes: 	<p>\$8.1 Million (LCFF)</p> <p>\$0.1 M Certificated Salaries \$0.3 M Classified Salaries \$0.2 M Employee Benefits \$7.5 M Materials and Supplies</p>	<p>\$8.1 Million (LCFF)</p> <p>\$0.1 M Certificated Salaries \$0.3 M Classified Salaries \$0.2 M Employee Benefits \$7.4 M Materials and Supplies \$0.1 M Services and operating</p>

<ul style="list-style-type: none"> ○ Student Devices ○ Personnel to support classroom technology <p>Student Companion Device Initiative – Piloted in spring of 2018 with the intention of fully implementing with the start of the 2018/19 school year, the initiative will provide every PreK-Kindergarten & 9th -11th grade student with a companion device. This will allow for learning beyond the classroom, where many of our unduplicated students do not have access to devices or technology to support their learning.</p> <p>Devices in PreK thru Kindergarten will focus on supporting early literacy, while 9th-11th graders will have better access to college preparation content.</p> <p>To support the implementation and equip teachers for lesson delivery, an Ed Tech team will be created as well.</p> <p>The actions above will put technology in the hands of low income students on a daily basis and will increase access to the core curriculum through technology.</p> <p>2019/20 Expansion: The eLCD pilot, which provides access to technology beyond the classroom, will be expanded to include additional grade levels beyond PreK, Kindergarten, Transitional Kindergarten and 9th through 11th grades in the 2019/20 school year.</p>		
<p>Additional Teacher Supply Funds</p> <p>In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that the majority of students identified as low income, are not able to provide supplemental instructional supplies to support learning.</p>	<p>\$1.3 Million (LCFF)</p> <p>\$1.3 M Materials and Supplies</p>	<p>\$1.2 Million (LCFF)</p> <p>\$1.2 M Materials and Supplies</p>

<ul style="list-style-type: none"> • As part of the teacher collective bargaining agreement, each teacher-member will be provided an additional \$315 for supplies and materials to be utilized for services and instruction to students <p>Additional classroom supplies will ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase local and state assessments.</p>		
<p>3% Professional Learning Column</p> <p>This initiative will be phased out over time since actual participation did not match anticipated outcomes.</p>	Not budgeted	<p>\$1.4 Million (LCFF)</p> <p>\$1.2 M Certificated Salaries \$0.3 M Employee Benefits</p>
<p>Middle and High School Redesign</p> <p>Fresno Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study.</p> <ul style="list-style-type: none"> • Middle Schools - Ensures a broad course of study for students by ensuring that all unduplicated students have access to electives as well as core classes <ul style="list-style-type: none"> ○ Before Middle School Redesign, English Learner students were required to replace their elective section with an intervention class ○ This disproportionately affected English learners by not allowing access to a broad course of study ○ This former schedule was not yielding academic improvement ○ With the redesign, English learners have access to electives and still receive the interventions needed 	<p>\$10.8 Million (LCFF)</p> <p>\$ 6.9 M Certificated Salaries \$ 3.1 M Employee Benefits \$ 0.7 M Materials and Supplies \$ 0.1 M Services and operating Expenses</p>	<p>\$9.6 Million (LCFF)</p> <p>\$ 6.6 M Certificated Salaries \$ 2.9 M Employee Benefits \$ 0.1 M Services and operating Expenses</p>

• Allow middle and high school teachers, teaching the same subjects, to have a common preparation time

- Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014)
- According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement
- With the redesign, teachers meet in subject-specific accountable communities and analyze data; for low income, English Learner, and foster youth subgroups
- Teachers share best practices and modify lessons based on this data
- Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students
- Teachers will analyze data for all unduplicated pupils

• Additional Staff allocation to allow sites to design a master schedule to support in-school interventions for students.

- Site leaders will leverage site resources to allow teachers to engage in job-embedded professional learning experiences like lesson study, collaborative planning, and action research.
- Allows teachers to provide personalized learning support for students that is embedded in the school day referred to as Response to Intervention (RTI) as opposed to keeping students out of enrichment opportunities through electives
- Unduplicated students will receive more enrichment opportunities
- RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning
- The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers.” The effect size for RTI is 1.07, meaning when

<p>implemented well, it has the potential of over two year's growth in a single year. (Hattie, 2010)</p> <ul style="list-style-type: none"> ○ This action was implemented specifically for unduplicated students. ○ Teachers should have access to “job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning” (Coggshall, et. al, 2010) ○ Loss of instructional time results in significant decreases in the academic achievement for low income, English learner, and foster youth <p>These combined actions will increase access to a broad course of study for unduplicated students while still providing needed intervention supports. The professional development structure will better prepare staff to meet the needs of unduplicated students in the classroom while causing the least disruption in the classroom environment. In combination all these efforts will lead to increased student performance on state and local assessments</p>		
<p>Implementation of State Standards</p> <p>Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of English learners and low income students.</p> <ul style="list-style-type: none"> • This professional learning includes the ELD and state standards and is designed to increase performance on state and local assessments for low income and English Learner students • All teachers receive three (buyback) days to participate in professional learning and collaboration • All teachers will receive professional learning based on site and student needs • All new teachers receive an additional 5 days (3 during summer) • All new leaders receive supports as a part of an induction model that include on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New site leaders are assigned an administrative coach for two years who mentor all aspects of leading a site, 	<p>Total \$19.0 Million</p> <p>\$18.9 Million (Title I) \$0.1 Million (Grant)</p> <p>\$7.9 M Certificated Salaries \$0.5 M Classified Salaries \$2.8 M Employee Benefits \$5.9 M Materials & Supplies \$1.9 M Services & Other Operating Expenses</p>	<p>Total \$13.5 Million</p> <p>\$12.5 Million (Title I) \$0.1 Million (Grant)</p> <p>\$8.1 M Certificated Salaries \$0.5 M Classified Salaries \$2.7 M Employee Benefits \$0.5 M Materials & Supplies \$1.5 M Services & Other Operating Expenses</p>

<p>including building capacity of teachers and teams of teachers to effectively implement state and ELD standards to improve performance on state and local assessments for low income and English Learner students.</p> <p>State Standards based professional learning, which also contains ELD (English language development) standards, will improve redesignation rate and CAASPP / ELPAC state assessments for English learners and CAASPP for low income students.</p>		
<p>Eliminate Elementary Combination Classes</p> <p>Fresno Unified School District's unduplicated student groups are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students.</p> <ul style="list-style-type: none"> • The State Standards were written to group standards into “strands” • Each strand allows topics to evolve from introductory, to developing and finally to a mastery level • Strands in mathematics are written for kindergarten through 5th grade (basic math), 6th through 8th grade (algebraic concepts) • A combination 5th and 6th grade class unfairly penalizes students, as teachers would need to teach different strands • While a 5th and 6th grade combination class would be challenging for all students, this type of classroom environment would unfairly penalize English learners and other students with barriers to learning • By not grouping 5th and 6th grade together, there is an increase in the ability of teachers to properly address the state standards in math • Effective first teaching is essential to learning state standards • With the improvement of state mathematic scores for 5th and 6th graders, low income students and English Learner students this action is proving effective in meeting the needs of unduplicated students <p>This action will increase access to effective first teaching of mathematics and increase state assessment performance</p>	<p>\$3.9 Million (LCFF)</p> <p>\$ 2.7 M Certificated Salaries \$ 1.2 M Employee Benefits</p>	<p>\$4.1 Million (LCFF)</p> <p>\$ 2.6 M Certificated Salaries \$ 1.4 M Employee Benefits</p>

<p>Beginning in 2018/19 this investment will expand to eliminate combination classes at all elementary grade levels where classroom space is available.</p> <p>The expanded investment will increase services to unduplicated students, by allowing course content to be focused to their grade level and support good first instruction, through better lesson plan design.</p>		
<p>National Board Certification</p> <p>Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students.</p> <ul style="list-style-type: none"> • Designed to develop, retain, and recognize accomplished teachers and generate ongoing improvement in schools nationwide • Rigorous, performance-based peer review process created by and for teachers • Goal is to select 75 candidates over five years • Partnership with the National Board Resource Center at Stanford University • Job embedded professional learning that specifically trains teachers to meet the needs of students by providing specific training for teachers to narrow the achievement gap for high-need students. • Research shows that students of Board Certified Teachers outperform their peers • Board certified teachers focus on the achievement of unduplicated students and plan first teaching to effectively meet their needs • Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation <p>This rigorous certification process trains teachers and requires proof of implementation on research based teaching strategies proven to be effective in meeting the needs of unduplicated students.</p>	<p>\$0.08 Million (LCFF)</p> <p>\$ 26,000 Certificated Salaries \$ 5,000 Employee Benefits \$32,000 Books and Supplies \$17,000 Services and Operating Expenses</p>	<p>\$0.05 Million (LCFF)</p> <p>\$ 9,000 Certificated Salaries \$ 2,000 Employee Benefits \$36,000 Books and Supplies \$5,000 Services and Operating Expenses</p>
Instructional Supports	Total \$1.5 Million	Total \$1.4 Million

<p>Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. These funds will be principally directed towards and effective in meeting the needs of unduplicated students. It is expected that because K-12th grade teachers will be receiving new mathematics curriculum aligned to the common core state standards, they will receive an additional four and a half days of training to enable them to maximize student learning.</p> <p>Evaluation of Fresno Unified School District's implementation of the State Standards will come from a review of student state test scores and monitoring of teacher participation in trainings provided by the District.</p> <ul style="list-style-type: none"> • This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development • Implement 1st -12th interim assessments. • Utilizes multiple sources of quantitative data to assess and monitor instruction/improvement, creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement. • Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes. • Develops and nurtures highly effective AC's. • Assist with school/department performance results in order to show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps. • Developing and implement process to monitor the school's/department's progress over time in meeting state, district and school/department goals to ensure all students are graduating, in a system of shared accountability. • Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement. • Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals. 	<p>\$ 1.0 Million (LCFF) \$ 0.5 Million (Title I)</p> <p>\$0.5 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 0.3 M Employee Benefits \$ 0.2 M Materials & Supplies \$ 0.3 M Services & Other Operating Expenses</p>	<p>\$ 0.9 Million (LCFF) \$ 0.5 Million (Title I)</p> <p>\$0.5 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 0.3 M Employee Benefits \$ 0.4 M Services & Other Operating Expenses</p>
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<ul style="list-style-type: none"> • Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with all stakeholders. • Subject-expert staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom. <p>Adopted curriculum and training on the implementation of ELD and state standards through the curriculum will effectively meet the needs of unduplicated students by providing access to the standards. Effective first teaching is essential to learning state standards and will improve student scores on state assessments and redesignation.</p>		
<p>Additional Teachers Above Base Staffing</p> <p>The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff.</p> <ul style="list-style-type: none"> • Reduce large core classes in high schools (not a class enrollment cap) • Refer to the “annual update” for data on reduced class sizes • While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) • Add the ability to hire teachers in the spring for the following year to ensure Fresno Unified School District has early access to high quality teachers <p>This action is principally directed to low income, English learner, and foster youth students and will improve state assessments and A-G completion for high school students.</p>	<p>\$11.2 Million (LCFF)</p> <p>\$ 7.5 M Certificated Salaries \$ 3.6 M Employee Benefits \$ 0.1 M Services & Other Operating Expenses</p>	<p>\$11.8 Million (LCFF)</p> <p>\$ 8.1 M Certificated Salaries \$ 3.5 M Employee Benefits \$ 0.1 M Services & Other Operating Expenses</p>
<p>Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts</p> <p>Since introducing additional vice principals, Fort Miller continues to see improvement in academic achievement, suspension and expulsions. Meanwhile</p>	<p>\$1.4 Million (LCFF)</p> <p>\$ 1.0 M Certificated Salaries</p>	<p>\$2.0 Million (LCFF)</p> <p>\$ 1.4 M Certificated Salaries</p>

<p>Gaston has seen improvement in academic achievement, while attendance rates have changed from 93.61% in 2014/15 to 94.09% in 2017/18. Suspensions decreased from 2016/17, but are above 2015/16 levels. The additional vice principals are principally directed toward unduplicated students and provide support to teachers and students. The recognized improvements at the middle schools justify expansion to selected elementary schools with high unduplicated counts.</p> <p><u>Middle Schools:</u> Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income in the District</p> <ul style="list-style-type: none"> • Gaston unduplicated percent is 97.6% • Fort Miller unduplicated percent is 95.9% • Additional middle school Vice Principals for Gaston and Fort Miller <p><u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal:</p> <ul style="list-style-type: none"> • Birney 97.8% unduplicated • Olmos 98.8% unduplicated • Vang Pao 98.3% unduplicated • Ewing 90.3% unduplicated • Addams 99.4% unduplicated • Thomas 92.8% unduplicated • Pyle 96.3% unduplicated • Burroughs 98.4% unduplicated • Hamilton 90.9% unduplicated <p>This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools.</p>	<p>\$ 0.4 M Employee Benefits</p>	<p>\$ 0.6 M Employee Benefits</p>
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<p>Maintain 24:1 TK-third Grade Average Class Size</p> <p>With full implementation of the Local Control Funding Formula (LCFF), maintaining a 24 to 1 class size average is now a requirement by legislation. Fresno Unified School District had implemented this requirement much earlier, starting in 2014/15.</p> <p>Class sizes in the district will continue to be maintained at a 24 to 1 ratio, and the investment will be reflected in the Base Instruction action within the LCAP.</p>	Discontinued	Discontinued
<p>Further Develop Early Childhood Education</p> <p>Research has shown that starting school early assists English learners, foster youth, and students living in poverty to be more prepared to read by third grade.</p> <p>Early Learning</p> <ul style="list-style-type: none"> • Prekindergarten teachers utilize Creative Curriculum and the Visual Arts Integrated Curriculum, • Teachers receive five days of professional learning to continue previous year work of Creative Curriculum, best practices to support Dual Language Learners using Personalized Oral Language Learning strategies, Teaching Pyramid, Adult Child Interactions, Engaging Conversations, and Desired Results Developmental Profile Assessment. • Provide support to children using a holistic model that includes supporting both children and families. • Support the internal and external transition of children from early learning programs to Transitional Kindergarten and Kindergarten <p>Transitional Kindergarten</p> <ul style="list-style-type: none"> • Teachers are using curriculum from McGraw Hill “World of Wonders” as a supplemental resource to the Visual Arts Curriculum. 	<p>\$14.2 Million (LCFF)</p> <p>\$ 7.1 M Certificated Salaries \$ 1.8 M Classified Salaries \$ 4.8 M Employee Benefits \$ 0.2 M Materials and Supplies \$ 0.3 M Services and Operating Expenses</p>	<p>\$15.9 Million (LCFF)</p> <p>\$ 8.5 M Certificated Salaries \$ 1.9 M Classified Salaries \$ 5.2 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 0.2 M Services and Operating Expenses</p>

<ul style="list-style-type: none"> • Implementation of Creative Curriculum in the Dual Immersion Transitional Kindergarten classrooms. • Professional learning Modules in Social Emotional Learning and Math and Music Integration. <p><u>2019/20 Update</u></p> <p>Beginning with the 2019/20 school year the instructional aide support for Transitional Kindergarten classrooms will increase from a 3-hour position to a 6-hour position. This change will ensure aide support is provided throughout the instructional block. Additionally, the change should lead to a reduction of vacancies and mid-year transitions in these position types, resulting in stability for students.</p> <p>Combined actions will increase access to research-based curriculum for unduplicated students. The professional development structure above will better prepare staff to meet the needs of unduplicated students. In combination, these efforts will lead to increased student performance on state and local assessments and early redesignation of English learners.</p>		
<p>Additional Supports for Libraries</p> <p>Many unduplicated students have limited access to reading material and technology. This action is principally directed towards and effective in meeting the needs of unduplicated students. In the “School Library Impact Study” (Gretes,2013) evidence from multiple library impact studies concluded:</p> <ul style="list-style-type: none"> • Extended hours of operation and flexible scheduling have a direct impact on student achievement • School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning • Elementary, middle and high school libraries will maintain additional funding • As of 2017/18, Library Technicians at elementary schools are working an 8-hour work day • Additional library hours assist English learners and students living in poverty to have increased access to reading materials and technology 	<p>\$0.5 Million (LCFF)</p> <p>\$ 0.5 M Materials and Supplies</p>	<p>\$0.4 Million (LCFF)</p> <p>\$ 0.4 M Materials and Supplies</p>

<ul style="list-style-type: none"> • Access to diverse titles for students including titles in multiple languages • Access to technology through the library will continue to be provided for students who may not have access to technology at home • Provide E-books and E-readers that allow students to listen to books will support readers for whom English is not the primary language spoken at home <p>The actions above will put more high interest, curriculum aligned books and technology in the hands of unduplicated students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.</p>		
<p>Equity and Access</p> <p>Collecting and analyzing data on unduplicated students throughout the school year allows the District, school sites, and individual classroom teachers to change course on ineffective actions and strengthen effective actions.</p> <ul style="list-style-type: none"> • Provide Pivot teams to facilitate interdisciplinary teams to promote innovative and solution-oriented thinking and improvement for our greatest areas of need as defined by the state’s differentiated assistance (Students with Disabilities, African American, and Foster Youth). The teams will work to incorporate data science improvement methodologies and help develop action plans aimed at closing performance gaps between student groups. The teams will also work to develop performance targets for these groups upon analyzing both quantitative and qualitative data collected for all ethnicities and other subgroups. • Continue work with partners, UC Merced, to maintain and sustain counseling metrics and tools in order to promote and increase postsecondary college enrollment • Collaborate with external partners to coordinate data and resources to serve our students with the greatest need • Building and sustaining a monthly tool to review School Plan for Student Achievement (SPSA) performance (see action #53) • Creating and sustaining SPSA Needs Assessment tool and LCAP dashboard tool; both provide analytical support for SPSA and LCAP completion 	<p>\$2.0 Million (LCFF)</p> <p>\$ 0.5 M Certificated Salaries \$ 0.7 M Classified Salaries \$ 0.5 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 0.2 M Services and Operating Expenses</p>	<p>\$1.9 Million (LCFF)</p> <p>\$ 0.5 M Certificated Salaries \$ 0.7 M Classified Salaries \$ 0.5 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 0.1 M Services and Operating Expenses</p>

<ul style="list-style-type: none"> • Support families and students with school choice through analytics and outreach • Identifying and eliminating disproportionality for all subgroups is a key focus of this work • Provide yearlong professional learning to leadership cohort on Equity and Access <p>These actions will increase student performance on local and statewide assessments for the unduplicated student population.</p>		
<p>GATE / Advanced Placement (AP)/ International Baccalaureate (IB) / SAT/PSAT Fees</p> <p>Historically, unduplicated students have been underrepresented in these accelerated programs. The following services are principally directed toward unduplicated students and provide support to be successful in the programs.</p> <p>Elementary Schools</p> <ul style="list-style-type: none"> • Expanding Yokomi GATE Program • All Manchester GATE teachers were GATE certified by the end of 2017/18 and Yokomi will complete the certification by the end of 2018/19 • Professional learning focused on strategies for accelerated learners • Summer professional learning at the California Association for the Gifted Institute will be available to all 2018/19 certified GATE cohort participants <p>Middle Schools</p> <ul style="list-style-type: none"> • IB Training for Cooper Academy • GATE cohort certified teachers can attend the California Association for the Gifted conference for teachers of gifted students • Summer pre-AP preparation class for 8th grade students entering high school to prepare them for the rigors of AP classes 	<p>\$2.3 Million (LCFF)</p> <p>\$ 0.8 M Certificated Salaries \$ 0.3 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 1.1 M Services and Operating Expenses</p>	<p>\$1.9 Million (LCFF)</p> <p>\$ 0.7 M Certificated Salaries \$ 0.3 M Employee Benefits \$ 0.9 M Services and Operating Expenses</p>

High Schools

- Funds to cover AP / IB exams for students
 - Advanced Placement exams allow students to receive college credit for high school courses
 - Exam fees can be prohibitive for families as each exam can cost \$90
 - Students can be eligible to take multiple exams
- Spring & Summer professional institute for AP
- Fall & Summer professional learning for IB
- AP Insight Online tools – College Board technology tool resources for providing planning and teaching support for AP teachers in all AP content areas
- AP tutoring
 - Tutorial hours given to each high school to support AP retention
- Summer classes for students
- Original credit summer school classes offered to allow opportunities for students to take AP courses during the year

SAT / PSAT Fees

- Unduplicated students have more barriers to attending a four-year college or university after high school
- Fresno Unified School District will pay for all student testing fees and provide logistical supports to ensure a quality and accessible testing environment
- PSAT and SAT will be administered during the school day
- For the PSAT, the test will be administered in 8th, 9th, 10th and 11th grades
- For SAT, the test will be administered to all A-G on track and borderline students in the 11th grade

As a result of this action, more low income, English learners and foster youth will attend a four-year college or university. As a result of the services listed above,

more unduplicated students will be successfully involved in these accelerated programs.		
<p>Expand Alternative Education</p> <p>Some of our low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005).</p> <ul style="list-style-type: none"> • Add a principal to support JE Young and the Online Academy • Add a full time social worker to each alternative education site to provide social-emotional supports for students including: <ul style="list-style-type: none"> ○ Substance abuse ○ Domestic violence trauma ○ Re-entry supports for previously incarcerated students • Expand course offerings at Phoenix Secondary and DeWolf • Online Academy 7th-12th grade <ul style="list-style-type: none"> ○ Provide both accelerated and credit recovery opportunities • Professional Learning for teachers and staff, including: <ul style="list-style-type: none"> ○ Trauma informed practices ○ Non-Violent Crisis Intervention (NCI) ○ Instructional strategies for at risk students <p>Students who attended an academic nontraditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credit can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberton 2011).</p> <p>The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.</p>	<p>\$ 1.3 Million (LCFF)</p> <p>\$ 0.8 M Certificated Salaries \$ 0.4 M Employee Benefits \$ 0.1 M Materials and Supplies</p>	<p>\$ 1.3 Million (LCFF)</p> <p>\$ 0.8 M Certificated Salaries \$ 0.4 M Employee Benefits</p>
Maintain Additional Services for Phoenix Community Day School	\$2.1 Million (LCFF)	\$2.3 Million (LCFF)

<p>Expelled students and students at risk of being expelled need significant supports.</p> <ul style="list-style-type: none"> • Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled • Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support • The unduplicated student count at Phoenix Secondary school is 94.2% and the following services are principally directed to and effective in meeting the goals for the low income pupils at this school • Maintain inter-scholastic sports program and outdoor education trips <ul style="list-style-type: none"> ○ Includes strict behavior and academic criteria for participation • Cross disciplinary professionals work together to address chronic absenteeism • Maintain individual counseling program to reduce peer conflict and emotional outbursts • Anger management • Grief counseling • Close monitoring of grades and academic interventions • Linked students with postsecondary opportunities such as: <ul style="list-style-type: none"> ○ College campus visits ○ College application submission ○ Financial aid ○ Course advising ○ Work experiences ○ Opening bank accounts ○ Obtaining California ID's • Improving the process of transitioning back to comprehensive high schools by establishing: <ul style="list-style-type: none"> ○ Communication protocols ○ Behavior plans ○ Orientation meetings with students and parents 	<p>\$ 1.2 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p> <p>\$ 0.1 M Services and Operating Expenses</p>	<p>\$ 1.4 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p>
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As a result, low income students will improve attendance, decrease suspensions, and increase graduation rate.		
<p>After School Tutoring</p> <p>Fresno Unified School District's low-income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> • Provide extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase academic achievement <ul style="list-style-type: none"> ○ After school tutoring programs impact student achievement, especially for at-risk students ○ In one study the benefits of an afterschool tutoring program included increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006) <p>This action will provide personalized learning identified for low income students. These efforts will lead to increased student performance on state and local assessments.</p>	<p>Total \$7.1 Million</p> <p>\$1.8 Million (LCFF) \$1.1 Million (21st Century) \$4.2 (ASES)</p> <p>\$ 1.3 M Certificated Salaries \$ 1.6 M Classified Salaries \$ 1.4 M Employee Benefits \$ 1.1 M Materials and Supplies \$ 1.7 M Services and Operating Expenses</p>	<p>Total \$6.4 Million</p> <p>\$0.9 Million (LCFF) \$1.1 Million (21st Century) \$4.4 (ASES)</p> <p>\$ 0.8 M Certificated Salaries \$ 1.5 M Classified Salaries \$ 1.1 M Employee Benefits \$ 1.3 M Materials and Supplies \$ 1.7 M Services and Operating Expenses</p>
<p>Extended Summer Learning</p> <p>Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from extended summer learning.</p> <ul style="list-style-type: none"> • Additional funds added to the budget to support paying teachers based on the bargaining unit member's hourly rate of pay • Specific interventions planned include the following: • Elementary school <ul style="list-style-type: none"> ○ Kindergarten & 1st Grade Foundational Skills ○ EL Redesignation support ○ Services for students with disabilities 	<p>Total \$9.3 Million</p> <p>\$ 4.4 Million (LCFF) \$ 4.9 Million (Title I)</p> <p>\$ 6.3 M Certificated Salaries \$ 0.8 M Classified Salaries \$ 1.5 M Employee Benefits</p>	<p>Total \$9.1 Million</p> <p>\$ 4.1 Million (LCFF) \$ 5.0 Million (Title I)</p> <p>\$ 6.4 M Certificated Salaries \$ 0.9 M Classified Salaries \$ 1.5 M Employee Benefits</p>

<ul style="list-style-type: none"> • Middle school <ul style="list-style-type: none"> ○ Math Intervention ○ Transition to middle school ○ Special Education • High School <ul style="list-style-type: none"> ○ Math Intervention ○ Transition to high school ○ Special Education <p>These combined actions will increase access to the core curriculum and provide specific interventions identified for each low income and English learner student. These efforts will lead to increased student performance on state and local assessments.</p>	<p>\$ 0.3 M Materials and Supplies \$ 0.4 M Services and Operating Expenses</p>	<p>\$ 0.1 M Materials and Supplies \$ 0.1 M Services and Operating Expenses</p>
<p>Supports for Students in Foster Care</p> <p>Foster youth face greater challenges to high school graduation than their peers. For Fresno Unified, this student subgroup is of the lowest performing in suspension rates and academic achievement. The level of low performance provided eligibility for the State of California’s Differentiated Assistance, illuminated through the California School Dashboard. The targeted supports summarized below aim to improve academic and social emotional services leading to increased student performance.</p> <ul style="list-style-type: none"> • Maintain 9 Social Workers added to support foster students in grades 6-12 • Maintain caseloads at levels which allow maximum support to students • Maintain social-emotional support groups • Maintain social worker assignment to student, not school site, whenever possible <p>Foster Youth Roundtable</p> <ul style="list-style-type: none"> • Facilitate work teams in collaboration with community stakeholders, to ensure robust Roundtable agendas and a meaningful goal setting process • Convene three Foster Youth Roundtables 	<p>Total \$ 2.3 Million</p> <p>\$1.6 Million (LCFF) \$0.7 Million (Title I)</p> <p>\$ 1.4 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 0.7 M Employee Benefits</p>	<p>Total \$ 2.2 Million</p> <p>\$1.6 Million (LCFF) \$0.6 Million (Title I)</p> <p>\$ 1.3 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 0.7 M Employee Benefits \$ 0.1 M Services and Operating Expenses</p>

<ul style="list-style-type: none"> • Continue to support Goal 2 participation to ensure all foster youth have access to arts, athletics and activities • Continue the increase in the number of high school foster youth mentor matches to 25 students <p>2017/18 Expand Social Emotional and Academic Support</p> <ul style="list-style-type: none"> • Remove barriers for foster youth to allow for greater access to District and community resources • Continue the social worker and academic counselor support added in 2017/18 to serve as a liaison for foster youth <p>In combination, these efforts will lead to increased attendance and graduation rates.</p>		
<p>All teachers are teachers of English Learner (EL) students</p> <p>English Learners have greater challenges in accessing the core curriculum and perform lower on state and local assessments.</p> <ul style="list-style-type: none"> • Maintain four Teachers on Special Assignment (TSAs) <ul style="list-style-type: none"> ○ Providing job-embedded professional learning to teachers at schools with high numbers of EL students ○ Providing face-to-face professional learning to TSAs at designated schools focused on deepening the understanding of English Language Development (ELD) standards and effective strategies to provide instruction • At designated schools, ten TSAs continue to receive job-embedded guidance as they support teachers at their schools • Maintain strategic Academic Literacy and Language courses at Sequoia Middle School with high percentages of Long Term English Learner students • All seven comprehensive high schools and Duncan will maintain Hmong Heritage courses • Expanded After School Program for additional EL students 	<p>Total \$13.4 Million</p> <p>\$ 9.3 Million (LCFF) \$ 1.9 Million (Title I) \$ 0.4 Million (Migrant) \$ 1.8 Million (Title III)</p> <p>\$ 5.3 M Certificated Salaries \$ 2.1 M Classified Salaries \$ 3.0 M Employee Benefits \$ 1.5 M Materials and Supplies \$ 1.5 M Services and Operating Expenses</p>	<p>Total \$12.1 Million</p> <p>\$ 8.3 Million (LCFF) \$ 1.7 Million (Title I) \$ 0.4 Million (Migrant) \$ 1.7 Million (Title III)</p> <p>\$ 5.3 M Certificated Salaries \$ 1.9 M Classified Salaries \$ 2.9 M Employee Benefits \$ 0.7 M Materials and Supplies \$ 1.3 M Services and Operating Expenses</p>

<ul style="list-style-type: none"> • Targeted literacy intervention is provided at 20 elementary schools with high number of identified EL students for K-1 intervention using a technology-based literacy program <p>2018/19 expansion includes more access for direct services to students through increased after school and summer school programs, in addition to the creation of a new Saturday school offering.</p> <p>These combined actions will increase access to the core curriculum, provide specific interventions, and increase English Learner performance on state and local assessments.</p>		
<p>Expansion of Dual Language Immersion Programs</p> <p>English Learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level on state and local assessments than several other student groups. Dual Language Immersion Programs remove barriers while providing access to the core curriculum by:</p> <ul style="list-style-type: none"> • Providing a well-established English learner program prek-12 grade • Providing instruction in the English learner student's primary language. • Having access to increase English literacy while maintaining the primary language as the language of instruction shifts from 90% in Spanish and 10% in English to a 50%-50% model in both target languages • The expectation is that students are prepared to meet the criteria to earn a Seal of Biliteracy upon graduation from high school. To support this effort, the district added • Add a Teacher on Special Assignment to develop Hmong curriculum and to teach in the after school program at assigned schools <p>Current Dual Immersion Programs: Ewing, Leavenworth, Rowell, Sunset, Wawona, Yosemite and McLane</p>	<p>\$1.7 Million (LCFF)</p> <p>\$ 1.0 M Certificated Salaries \$ 0.4 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 0.2 M Services and Operating Expenses</p>	<p>\$1.7 Million (LCFF)</p> <p>\$ 1.1 M Certificated Salaries \$ 0.1 M Classified Salaries \$ 0.4 M Employee Benefits \$ 0.1 M Services and Operating Expenses</p>

<p>2018/19 Expansion: Burroughs, Calwa, Centennial, Jackson, Lane, Roeding and Vang Pao</p> <p>These combined actions will increase access to the core curriculum and increase English Learner performance on state and local assessments.</p>		
<p>Instruction</p> <ul style="list-style-type: none"> • All costs associated with the delivery of instruction to students • All Schools are provided baseline instruction which includes classroom teachers, as well as clerical, music, nursing, custodial, safety, counseling and administrative staff based on the type of school (elementary, middle or high school) enrollment, and the size of the campus <p>All schools are provided allocations for instructional supplies and extra-curricular and co-curricular activities</p>	<p>Total \$ 370.7 Million</p> <p>\$ 337.7 Million (LCFF) \$ 15.1 Million (Lottery) \$ 17.9 Million (Other Revenue)</p> <p>\$ 232.3 M Certificated Salaries \$ 13.2 M Classified Salaries \$ 109.0 M Employee Benefits \$ 9.1 M Materials and Supplies \$ 5.3 M Services and other operating Expenses \$ 1.8 M Other Expenses</p>	<p>Total \$ 382.2 Million</p> <p>\$ 349.5 Million (LCFF) \$ 15.1 Million (Lottery) \$ 17.6 Million (Other Revenue)</p> <p>\$ 242.8 M Certificated Salaries \$ 13.4 M Classified Salaries \$ 112.1 M Employee Benefits \$ 7.8 M Materials and Supplies \$ 4.4 M Services and other operating Expenses \$ 1.5 M Other Expenses</p>
<p>Recruitment, Selection and Retention of Human Capital</p> <ul style="list-style-type: none"> • Mission: Prepare career ready graduates by recruiting and retaining exceptional people • Strategic Work: Recruitment, Selection, Retention and Operations 	<p>Total \$4.7 Million</p> <p>\$ 4.4 Million (LCFF) \$ 0.3 Million (Title I)</p>	<p>Total \$4.7 Million</p> <p>\$ 4.4 Million (LCFF) \$ 0.3 Million (Title I)</p>

Labor Relations: Seven collective bargaining agreements and one management association	\$ 0.2 M Certificated Salaries \$ 2.7 M Classified Salaries \$ 1.5 M Employee Benefits \$ 0.3 M Services and operating expenses	\$ 0.3 M Certificated Salaries \$ 2.7 M Classified Salaries \$ 1.4 M Employee Benefits \$ 0.3 M Services and operating expenses
Special Education • Mental Health Services (AB114) • Autism Services • Secondary Course Alignment Special Education Department Regional Alignment 2019/20 expanded investments are rooted in the focus areas the district received as part of the Council of Great City Schools comprehensive review. Initiatives are also informed by various strategic partnerships including a Special Education Committee with labor partners.	Total \$143.5 Million \$ 65.8 Million (LCFF) \$ 77.7 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) \$ 59.6 M Certificated Salaries \$ 24.0 M Classified Salaries \$ 46.1 M Employee Benefits \$ 1.1 M Materials and Supplies \$ 10.6 M Services and other operating Expenses \$ 0.1 M Capital Outlay \$ 2.0 M Other Expenses	Total \$143.5 Million \$ 70.3 Million (LCFF) \$ 73.2 Million (IDEA, Medical Billing, State and Local SPED Restricted Funding) \$ 60.4 M Certificated Salaries \$ 25.1 M Classified Salaries \$ 45.9 M Employee Benefits \$ 1.0 M Materials and Supplies \$ 9.5 M Services and other operating Expenses \$ 0.1 M Capital Outlay \$ 1.5 M Other Expenses
Professional Learning	Total \$23.1 Million	Total \$18.9 Million

Coordinate with all FUSD Departments and Schools to ensure that trainings and job-embedded learning opportunities are provided for teachers, administrators and classified employees	\$ 10.2 Million (LCFF) \$ 10.4 Million (Title II) \$ 2.5 Million (Grants)	\$ 7.5 Million (LCFF) \$ 9.3 Million (Title II) \$ 2.1 Million (Grants)
	\$ 8.5 M Certificated Salaries \$ 0.6 M Classified Salaries \$ 2.6 M Employee Benefits \$ 8.1 M Materials and Supplies \$ 3.3 M Services and other operating Expenses	\$ 8.9 M Certificated Salaries \$ 0.5 M Classified Salaries \$ 2.7 M Employee Benefits \$ 3.5 M Materials and Supplies \$ 3.3 M Services and other operating Expenses
Technology Access and Support • Data Center • Networks • Wireless Access • Computers and Major Applications • ATLAS (student information system) • Human Resource support • Financial Applications • Facilities Applications	Total \$13.2 Million \$ 12.0 Million (LCFF) \$ 1.2 Million (E-Rate) \$ 0.2 M Certificated Salaries \$ 4.7 M Classified Salaries \$ 2.5 M Employee Benefits \$ 1.3 M Materials and Supplies \$ 4.5 M Services and other operating Expenses	Total \$13.5 Million \$ 12.3 Million (LCFF) \$ 1.2 Million (E-Rate) \$ 0.2 M Certificated Salaries \$ 5.2 M Classified Salaries \$ 2.6 M Employee Benefits \$ 1.0 M Materials and Supplies \$ 4.5 M Services and other operating Expenses
Early Learning	Total \$0.9 Million	Total \$0.9 Million

<ul style="list-style-type: none"> • Infants and toddlers • Preschool • Prekindergarten • Transitional Kindergarten 	<p>\$ 0.9 Million (Local Funding)</p> <p>\$ 0.2 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.2 M Employee Benefits</p> <p>\$ 0.1 M Materials and Supplies</p> <p>\$ 0.2 M Services and operating expenses</p>	<p>\$ 0.9 Million (Local Funding)</p> <p>\$ 0.2 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.2 M Employee Benefits</p> <p>\$ 0.1 M Materials and Supplies</p> <p>\$ 0.2 M Services and operating expenses</p>
<p>Equity and Access</p> <ul style="list-style-type: none"> • Research • Evaluation • Assessments • Eliminating disproportionality 	<p>Total \$2.7 Million</p> <p>\$ 1.6 Million (LCFF)</p> <p>\$ 0.9 Million (Title I)</p> <p>\$ 0.2 Million (Private Foundation Grant)</p> <p>\$ 0.1 M Certificated Salaries</p> <p>\$ 1.5 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p> <p>\$ 0.2 M Services and operating expenses</p> <p>\$ 0.2 M Other Outgo</p>	<p>Total \$2.7 Million</p> <p>\$ 1.5 Million (LCFF)</p> <p>\$ 1.0 Million (Title I)</p> <p>\$ 0.2 Million (Private Foundation Grant)</p> <p>\$ 0.1 M Certificated Salaries</p> <p>\$ 1.4 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p> <p>\$ 0.2 M Materials and Supplies</p> <p>\$ 0.4 M Services and operating expenses</p>
African American Academic Acceleration	Total \$4.0 Million	Total \$2.9 Million

<p>The African American student subgroup in Fresno Unified has been identified on the California Dashboard as performing in the lowest levels of suspension rates and academic achievement. The level of low performance provided eligibility for the State of California’s Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this subgroup.</p> <p>Leadership Enrichment Position</p> <ul style="list-style-type: none"> • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools. (Gottfredson, 2001) <ul style="list-style-type: none"> ○ Fresno Unified’ s role in the African American Student Conference ○ Support and strengthening Black Student Unions (BSU) with the goal of increasing BSU leadership role on high school campuses ○ African American Student Voices ○ African American Student Leadership Academy: Cohort 2021 Summer Camp at CSU Fresno ○ African American Student Leadership Academy: Cohort 2022 Summer Camp at UC Merced ○ Implement leadership mentoring cohort for selected African American MS students <p>Academic Acceleration</p> <ul style="list-style-type: none"> • Implement culturally responsive teaching strategies • Support for an administrator position to facilitate Districtwide implementation 	<p>\$ 2.5 Million (LCFF) \$1.5 Million (Grant)</p> <p>\$ 1.0 M Certificated Salaries \$ 0.6 M Classified Salaries \$ 0.6 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 1.7 M Services and other operating Expenses</p>	<p>\$ 2.2 Million (LCFF) \$0.7 Million (Grant)</p> <p>\$ 0.7 M Certificated Salaries \$ 0.6 M Classified Salaries \$ 0.5 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 1.0 M Services and other operating Expenses</p>
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- Teacher professional learning to implement the standards, be culturally responsive, and implement alternative discipline strategies
- Eight resource counseling assistants to support students and teachers with alternative discipline strategies
 - Columbia
 - Kirk
 - Wilson
 - Slater
 - Balderas
 - Ayer
 - Wolters
 - Turner
- Provide personalized academic support and monitoring for middle and high school students

Investment expansion for 2018/19 includes the following:

- Academic Advisor support at every middle and high school to identify students at-risk of falling behind and provide the needed interventions to get them back on track
- An early learning pilot aimed at increasing foundational academic and social-emotional skills for students who are assessed as not ready to transition from kindergarten to first grade. Studies have shown that early learning interventions result in improved educational outcomes.
- Data assessment tools to help support rigorous and informed academic programs for this subgroup. Adaptive tools will help pinpoint student needs, leading to targeted supports to assist with closing the achievement gap.
- African American students are suspended at a disproportionately higher rate, which leads to missed instructional time. Tutoring support will be provided to help continue a student's learning and mitigate loss of instructional time
- College Mentoring focused on providing pathways to internships, academic tutoring, college preparation and financial planning
- Summer Literacy Program and ongoing support

- Addition of a Principal on Special Assignment, Program Manager and an Analyst to support the implementation of programs, events and data reporting and analysis

The actions listed above are principally directed to low income, foster youth, and African American students to increase connectedness to school and improve student performance on state and local assessments.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

District data, including not meeting targets for English language learners in the areas of English language arts (58.8 points below proficiency versus a target of 51.9 points below) and math (75 points below proficiency versus a target of 73.6 points below), as well as not making redesignation targets for English learners (45.9% making progress versus a target of 69.3%). In addition, feedback from student, teachers and parents early in the pandemic (April 2020 to July 2020) indicated the need to invest in supports for distance learning. Unexpended budgets at the time of school closures were redirected to support distance learning.

Most actions/services intended to support goal one were implemented according to the strategy outlined in the LCAP descriptions. Savings from program implementation, general savings from position vacancies, and the savings resulting from school closures supported students, families, teachers and staff in the following areas.

To accelerate distance learning due to COVID, the district created quarterly scope and sequence documents that outlined the essential standards and grade level materials for literacy and Math. Highlighted standards are prioritized to ensure teachers focus teaching and learning on the most essentials. Professional learning on how to effectively teach while in distance learning are offered to teachers by various departments, sites, and with outside partnerships (Dr. Doug Fisher, Ed Elements, The New Teacher Project). The District also invested in the purchase of Nearpod to compliment and support the Guaranteed Viable Curriculum. Nearpod is an interactive award-winning K-12 program and was designed to provide students with interactive lessons, videos, and formative assessments. It is built for distance learning, hybrid, and school-based settings implemented in response to teacher requests for more, interactive tools to support students with distance learning. Other investments made to support students were:

- Tutor.Com-available for students 24 hours a day for tutoring support
- Valley PBS Televised lessons created and taught by Fresno Unified teachers focused on foundational skills
- Fresno Chaffee Zoo and Fresno Historical Society partnerships for lessons on Science and Social Science
- Online library book check out and electronic books through SORA. This allows all students to have access to reading materials every day.
- Middle School math instructors provided with professional learning and coaching from Si Swun Math in lesson design utilizing Go Math curriculum. Leaders also provided with coaching on improving middle school math instruction.
- Professional Learning Summit offered by internal FUSD departments to all teachers in FUSD which includes a variety of topics including improving pedagogy, use of technology, student engagement, and planning
- One to One Technology - The move to full-time distance learning in March of 2020 accelerated the planned move to a 1:1 district, where each student has a device for use in the classroom and at home/off-campus. Beginning in the spring of 2020, devices previously used in the classroom were repurposed to 1:1 device and provided to students for distance learning. In order to provide all 74,000 students with a district-issued device for the 20/21 school year, 24,000 additional laptops and 10,000 tablets were purchased and distributed to students over the summer.
- Technology Support - With students now attending class remotely, parents and students required new, additional supports for devices, connectivity, and applications. The Family Learning and Technology Support (FLATS) center was created to provide these supports. Three physical sites on school campuses were opened, with customer service staff and tech support specialists brought in to assist families. The ten members of the FLATS staff respond to 500-1,000 calls and emails each day, as well as provide in-person replacements for lost, broken, or malfunctioning devices.
- Reliable Internet - Student devices require reliable internet connectivity as a necessary condition for distance learning. Fresno Unified's multi-layered approach to remedy gaps in connectivity improves access for all students. Hotspots are available to students based on partnerships with two foundations: Sprint's 1 Million Project and T-Mobile's Project 10 Million, supported by district funding to provide enough bandwidth for online learning activities. Additionally, for students in SE/SW Fresno where strong hotspot cellular service is not consistent, a private LTE network is underway with radio/antenna placement at school sites, in conjunction with consumer premise equipment (CPE) in the student's home.
- Professional Learning to Support Digital learning - During Spring and Summer of 2020, professional learning was provided virtually to support teachers and leaders. Over 100 webinars were offered with a total of 5969 unique registrations. Sessions were recorded and have over 4,000 views. The PLi team (Personal Learning Initiative) has provided a combination of live webinars, pre-recorded webinars, and on-demand learning tools. Educators have also been provided with digital curriculum resource exploration in Go Math, Wonders, Springboard, Big Ideas, Khan Academy, and the iReady assessment to support the instruction of the state standards in a distance learning format. These levels were developed into a rubric for teachers and leaders to self-assess their status and progress in 2020-21 with professional learning phases.

- Summer School - The 2020 Summer School Program operated in a distance learning model and continued to offer programs to support literacy, math, foundational skills, English Learner Redesignation support, transition to middle or high school, special education, and high school credit recovery. Additional hours were required in order to support teachers with intentional school-to-home communication and connection with parents, families, and students. Additional professional learning was provided to teachers to allow them to develop new skills and strategies to effectively connect with students and families in a distance learning format. Additional efforts were put into place to ensure that all summer school teachers and students have access to technology at a 1:1 ratio. Technology support was also needed due to Summer Program being in a distance learning model. Library Technicians were added to Summer Program staffing to provide technology and connectivity support to students and families. Class sizes for distance learning were smaller at 1:15 for elementary summer classrooms and 1:25 for middle and high school classrooms. Special Education (moderate/severe and ALPS) summer class ratios were even smaller with no more than 1:5. The smaller class sizes supported student learning in a distance learning model by increasing the opportunity for teachers to check in with individual students. The 2020 Summer Program through distance learning served about 11,000 students district-wide and graduated 147 seniors.
- A4 (African American Academic Acceleration)_Early Learning Pilot –The early learning pilot was held from July 13, 2020 – August 7, 2020 for 40 incoming kindergarteners. This program was shifted to a distance learning platform and allowed the students to become familiar with the district tablets, Atlas and TEAMS. There were weekly parent workshops to help parents assist their children with the technology process and the transition to distance learning.
- A4 (African American Academic Acceleration -The reading program model worked very well with distance learning and minimal modifications were made to adjust for a virtual platform.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes -

- Professional Learning - Fresno Unified started the 2020-2021 school year in support of Distance Learning and State Standards with virtual learning opportunities during the Virtual New Teacher Conference (414 participants) the Principals' Institute (103 participants) and the Virtual Super Week that includes a Virtual PL Summit (14,000 unique registrations and 2,861 teachers), Buyback Day (all sites),
- Summer School - The 2020 Summer Program through distance learning served about 11,000 students district-wide and graduated 147 seniors.

Challenges –

- School Closures (March 2020) - A significant challenge to implementing the district's goal for academic achievement was the March 2020 closure of schools due to COVID-19
- Advanced Placement (AP) - AP Exams were redesigned by the College Board and administered virtually in the Spring of 2020, with reduced content to reflect learning expected through Quarter 3.
- International Baccalaureate - IB written exams shifted to a student work assessment method in the Spring of 2020
- SAT Exams (College Requirement) - SAT Spring 2019/20 was not administered, nor was the Fall PSAT 2020-21, given that these exams do not have a format for online administration.
- After School Tutoring - Due to the pandemic, resources and funds that were originally allocated for After School Tutoring were re-allocated to support distance learning. Because staff were working remotely or doing rotations it was not possible to run an effective after school tutoring program within the distance learning schedules.
- Summer School 2020 - Additional teacher time was required in order to support teachers with intentional school-to-home communication and connection with parents, families, and students. School-to-home communication has always been important, but in a distance learning model, we recognize that it is essential to the academic success of students. In distance learning, students are unable to be in the same physical space with teachers, so it was extremely important that connections were made prior to the start of summer school and throughout summer school to ensure that students and parents/families were virtually connecting with teachers on a daily/regular basis to support student learning.

Goal 2

All Students will engage in arts, activities and athletics

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>School attendance rate (Atlas)</p> <p>Baseline: 2015/16</p> <p>Status: 94.73%</p> <p>TARGET: 94.9%</p>	<p>Not Met</p> <p>94.23%</p> <p>(2018/19)</p>
<p>Chronic absenteeism (California School Dashboard)</p> <p>Baseline: 2015/16</p> <p>Status: 16.38% of students</p> <p>LI: 16.08%</p> <p>EL: 14.40%</p> <p>FY: 28.52%</p> <p>TARGET: 14.28%</p> <p>LI: 14.29%</p> <p>EL: 13.38%</p> <p>FY: 26.84%</p>	<p>Not Met</p> <p>15.80%</p> <p>LI: 16.70% (Not Met)</p> <p>EL: 9.30% (Met)</p> <p>FY: 23.70% (Met)</p> <p>(2018/19)</p>

Expected	Actual
<p>Middle School dropout rate (Dataquest - CDE)</p> <p>Baseline: 2014/15</p> <p>Status: 0.7% of students LI: 0.0% EL: 0.5% FY: 0.0%</p> <p>TARGET: 0.51%</p> <p>LI: 0.51% EL: 0.36% FY: 0.51%</p>	<p>Not Met</p> <p>0.98%</p> <p>LI: 0.89% (Not Met) EL: 0.88% (Not Met) FY: 0.32% (Met) (2017/18)</p>
<p>High School dropout rate (Dataquest - CDE)</p> <p>Baseline: 2014/15</p> <p>Status: 12.0% LI: 12.0% EL: 17.0%</p> <p>TARGET: 10.0% LI: 10.0% EL: 14.7%</p>	<p>Met</p> <p>8.70%</p> <p>LI: 9.20% (Met) EL: 13.80% (Met) (2017/18)</p>

Expected	Actual
<p>High School graduation rate</p> <p>Note: Graduation Rate shown for the district without factoring in continuation schools and other important programs</p> <p>(California School Dashboard)</p> <p>Baseline: 2014/15</p> <p>Status: 91.4% (high)</p> <p>Change: 5.7% (increased significantly)</p> <hr/> <p>LI: 90.8% (high)</p> <p>EL: 87% (medium)</p> <p>TARGET: 88.3%</p> <p>LI: 88.3%</p> <p>EL: 79.9%</p>	<p>Not Met</p> <p>87.60%</p> <p>LI: 87.60% Not Met</p> <p>EL: 75.00% Not Met (2018/19)</p>

Expected	Actual
<p>Number and percentage of unique students enrolled in any Goal 2 activity (Atlas)</p> <p>Baseline: 2015/16</p> <p>Status: 61.97% of students</p> <p>LI: 62.46%</p> <p>EL: 49.61%</p> <p>FY: 51.25%</p> <p>TARGET: 71.87%</p> <p>LI: 71.53%</p> <p>EL: 65.86%</p> <p>FY: 68.21%</p>	<p>Not Met</p> <p>60.45%</p> <p>LI: 60.05% (Not Met)</p> <p>EL: 53.44% (Not Met)</p> <p>FY: 49.67% (Not Met)</p> <p>(2018/19)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Increase School Allocations for Athletics</p> <p>Low income students report a lack of participation in extracurricular activities due to the cost of equipment, camps, etc.</p> <ul style="list-style-type: none"> • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The following actions will provide equipment and support to increase low income students' participation in extracurricular activities: <ul style="list-style-type: none"> ○ Uniform rotation schedule ○ Protective Gear ○ Safety Equipment ○ Equipment ○ Officials ○ Support for student participation in regional athletic events ○ Support costs for student body to attend playoff events ○ Full time athletic trainers at high schools ○ Supports for athletics will assist students living in poverty to have equal access for participation ○ Increased for 2018/19 - Stipends for after-school activities ○ Implement Unified Sports Competition (Basketball, Soccer, and Track) 	<p>\$8.8 Million (LCFF)</p> <p>\$ 3.6 M Certificated Salaries</p> <p>\$ 2.2 M Classified Salaries</p> <p>\$ 1.3 M Employee Benefits</p> <p>\$ 1.3 M Materials and Supplies</p> <p>\$ 0.4 M Services and other operating Expenses</p>	<p>\$7.9 Million (LCFF)</p> <p>\$ 2.9 M Certificated Salaries</p> <p>\$ 2.4 M Classified Salaries</p> <p>\$ 1.0 M Employee Benefits</p> <p>\$ 1.1 M Materials and Supplies</p> <p>\$ 0.4 M Services and other operating Expenses</p>

<ul style="list-style-type: none"> ○ Implement Competitive Sport Cheer <p>The actions listed above are principally directed to low income students to increase engagement at school to reduce absenteeism, decrease dropout rates, and improve attendance.</p>		
<p>District-Funded Educational Enrichment Trips</p> <p>Previously, field trips were more frequent at schools able to raise funds. Low-income students and foster youth were disproportionately affected.</p> <ul style="list-style-type: none"> • Enrichment trips give low income and foster youth students equal opportunity to experience learning outside the classroom that might not be available otherwise • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Maintain enrichment activities for grades TK-2nd : <ul style="list-style-type: none"> ○ TK: Storyland, Pumpkin Patch, Chaffee Zoo ○ Kindergarten: CSUF Farm, Chaffee Zoo, Pumpkin Patch, Storyland ○ First Grade: Discovery Center, Chaffee Zoo, CSUF Planetarium ○ Second Grade: Fossil Discovery Center, Chaffee Zoo, Discovery Center • Maintain district-funded educational field trips for all 3rd through 6th grade classrooms: <ul style="list-style-type: none"> ○ Third Grade: CSUF Planetarium, Scout Island, River Center, Lost Lake ○ Fourth Grade: Monterey Bay Aquarium, San Juan Bautista, Mariposa Mining Museum ○ Fifth Grade: Exploratorium, Tech Museum, Academy of Sciences • Overnight camp for all 6th grade classes to Calvin Crest, Camp Green Meadows, and Sierra Outdoor School • Fingerprinting for all Goal 2 funded enrichment trips 	<p>\$4.7 Million (LCFF)</p> <p>\$ 1.1 M Certificated Salaries \$ 0.2 M Employee Benefits \$ 0.7 M Materials and Supplies \$ 2.7 M Services and other operating Expenses</p>	<p>\$3.5 Million (LCFF)</p> <p>\$ 0.6 M Certificated Salaries \$ 0.1 M Classified Salaries \$ 0.1 M Employee Benefits \$ 0.4 M Materials and Supplies \$ 2.2 M Services and other operating Expenses</p>

<ul style="list-style-type: none"> ○ All non-employee adults must be fingerprinted in order to serve as a chaperone <p>In combination, the actions above will lead to increased student engagement and improved state and local assessments for foster youth and low-income students.</p>		
<p>District Arts Collaborative Project</p> <p>Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments and will benefit greatly from the arts collaborative project. Students participating in arts-integrated lessons show increased language and math scores on standardized tests and improved engagement, motivation, and sense of community (Smithrim and Uptis, 2005).</p> <ul style="list-style-type: none"> • District Art Collaborative with teachers from PS to HS to develop common art literacy themes to integrate into Language Arts and Math instruction • Fifteen teachers collaborating from preschool to high school to develop art and literacy lessons through common themes • Adding 25 teachers to the collaborative group • Teacher expansion to Art Collaborative group • Student art will be exhibited in local galleries <p>In combination the actions above will lead to increased student engagement and improved performance on state and local assessments for the unduplicated student population.</p>	<p>\$0.1 Million (LCFF)</p> <p>\$ 0.1 M Materials and Supplies</p>	<p>\$0.1 Million (LCFF)</p> <p>\$ 23,000 Certificated Salaries \$ 5,000 Employee Benefits \$ 38,000 Materials and Supplies \$ 30,000 Services and other operating Expenses</p>
<p>Increased Funding for Music</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to musical instruments and music instruction.</p>	<p>\$1.2 Million (LCFF)</p> <p>\$ 0.8 M Certificated Salaries</p>	<p>\$1.2 Million (LCFF)</p> <p>\$ 0.8 M Certificated Salaries</p>

<p>Instrument Maintenance and Repair</p> <p>Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014).</p> <ul style="list-style-type: none"> • Funding will ensure that the increased inventory of music instruments remain in good repair for students • Access to music equipment for all students eliminates barriers caused by high poverty and increases opportunities for all students <p>Music Teachers for TK-Third Grade</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments and have limited access to music instruction.</p> <ul style="list-style-type: none"> • In 2017/18 six music teachers were added providing and building the continuum of classroom music in 3rd grade classrooms across the district. • Expanding in 2018/19, an additional five music teaching positions will be added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basis. • Classroom music benefits students in language acquisition, social emotional growth, and academic development <p>The combined actions above will lead to improved student performance on state and local assessments for low income students.</p>	<p>\$ 0.4 M Employee Benefits</p>	<p>\$ 0.4 M Employee Benefits</p> <p>\$ 0.1 M Services and other operating Expenses</p>
<p>Elementary Campus Culture Experience</p> <p>Beginning in 2018/19 this pilot was expanded to include three additional schools: Addams, Heaton, and Pyle Elementary Schools. These schools were selected in large part due to the proportion of students living in disadvantaged circumstances. The unduplicated pupil percentage for these sites are as follows:</p> <ul style="list-style-type: none"> • Addams – 99.4% • Birney – 97.8% 	<p>\$0.1 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries</p>	<p>\$0.1 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries</p>

- Heaton – 95.0%
- Pyle – 96.3%

The Elementary Campus Culture TSA splits time at all four campuses each week and has one floating day to address specific site needs and attend events.

A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001).

- Lunch League Intramural Sports League
- Walk/Run Club
- Academic Bear Readers Club
- Meaningful Work
- Expansion of Clubs and Activities

The actions listed above are principally directed to low income students to increase connectedness to school and improve student performance on state and local assessments.

Actions / Services

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of students (60.5%) participate in arts, activities or athletics during the school year and funding for these areas is typically a top priority for stakeholders in LCAP surveys and engagement.

Funds budgeted to support students in the engagement of arts, activities and athletics were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of equipment purchases, supplemental contracts, cancelled field trips, and reduced trainings due to school closures in March. Funding budgeted for athletics and field trips was used to support identified needs such as additional cleaning supplies, personal protective equipment and supports for distance learning such as technology and professional learning for teachers. Savings from arts and music programs were used to purchase Ukeleles and other non-wind musical instruments for students. Staff took advantage of school closures to facilitate athletic facility improvements at schools such as:

- New synthetic turf at Sunnyside Stadium
- New Aquatic Complex Renovation at McLane High
- New stadium video scoreboard and sound system at McLane Stadium
- New Audio/Visual elements installed or upgraded at all seven comprehensive high school gymnasiums (scoreboard, sound system, video projector and screen)
- New bleachers at six of our middle school gymnasiums
- New scoreboards for all 17 middle school gymnasiums
- New outdoor bleachers installed for sports viewing trackside at two of our comprehensive high schools: Fresno High and Roosevelt High

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes –

- During the 2019/20 school year, the collaborative work focused on resilience, women as agents of change, and the centennial of the 19th Amendment
- Prior to school closures, 96.2% of students participated in field trips.
- Since the onset of the COVID-19, the TK-6th grade enrichment trips at each grade level were reimaged and designed for the virtual experience. The chart below lists the destinations, reservation rates, program duration and participation:

Grade Level	Destination	Program Duration	# Classrooms Scheduled	Avg Class Size	Approx. Student Partic.
TK-6 th	Chaffee Zoo	30 minutes	285	23	6,555
1 st , 2 nd , 3 rd , and 4 th	River Parkway Trust	30 minutes	29	23	658
2 nd , 3 rd	Fossil Discovery Center	30 Minutes	75	24	1,800
6 th	W.O.L.F 6 TH GRADE CAMP	3 hours 9-12	74	28	2,072

Challenges-

- The timing of school closures required the cancellation of some spring sports and field trips
- The unpredictability of health metrics made planning for sports training, games and competitions challenging
- While elementary music teachers were added to the budget, recruitment of teachers were delayed due to COVID-19

Goal 3

All Students will demonstrate the character and competencies for workplace success

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3rd -8th grade SBAC Math Points below level 3 proficiency	See Goal 1
3rd -8th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1
11th grade SBAC Math Points below level 3 proficiency	See Goal 1

Expected	Actual
11th grade SBAC English Language Arts Points below level 3 proficiency	See Goal 1
A-G Completion 4 year cohort	See Goal 1
Percentage of Students who pass AP Exams	See Goal 1
CTE Pathways and Linked Learning Enrollment	See Goal 1
English Learner Progress	See Goal 1
English Learner Redesignation	See Goal 1
Broad Course of Study	See Goal 1
Early Assessment Program for College Readiness - English Language Arts	See Goal 1
Early Assessment Program for College Readiness - Math	See Goal 1

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Linked Learning, ROP and CTE Pathway Development Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments. <ul style="list-style-type: none"> Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study. Their attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students. Linked Learning pathways grade-level expansion <ul style="list-style-type: none"> Grades 9-12 Demanding technical and academic courses 	Total \$19.7 Million \$ 14.2 Million (LCFF) \$ 4.0 Million (State and Federal CTE Grants) \$ 1.5 Million (Apprenticeship) \$ 5.8 M Certificated Salaries \$ 2.2 M Classified Salaries	Total \$18.0 Million \$ 12.7 Million (LCFF) \$ 4.0 Million (State and Federal CTE Grants) \$ 1.2 Million (Apprenticeship) \$ 5.7 M Certificated Salaries \$ 2.2 M Classified Salaries

<ul style="list-style-type: none"> ○ Personalized student supports ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit ○ Industry certifications for entry-level employment opportunities ○ Continuation of pathways expanded in 2018/19 <p>• CTE Courses offered throughout the District</p> <p>Grades 7-12</p> <ul style="list-style-type: none"> ○ Taught by a CTE credentialed teacher ○ One class period in length ○ Career-themed or skill-specific curriculum ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit when appropriate ○ Industry certifications for entry-level employment opportunities when appropriate <p>• ROP Courses o Classes for 11th and 12th grade students</p> <ul style="list-style-type: none"> ○ Taught by a teacher with industry-relevant experience ○ Career-themed and skill specific curriculum ○ Work-based learning components ○ Dual Enrollment opportunities to earn college credit when appropriate ○ Industry certifications for entry-level employment opportunities when appropriate <p>• California Partnership Academies</p> <ul style="list-style-type: none"> ○ Grades 10-12 ○ Career-themed academy, limited in size ○ Academic and career technical courses ○ Industry Partnerships <p>• International Baccalaureate Career related Program</p> <ul style="list-style-type: none"> ○ Grades 11-12 ○ Career-themed 	<p>\$ 3.3 M Employee Benefits</p> <p>\$ 3.4 M Materials and Supplies</p> <p>\$ 3.3 M Services and other operating Expenses</p> <p>\$1.7 M Capital Outlay</p>	<p>\$ 3.3 M Employee Benefits</p> <p>\$ 2.3 M Materials and Supplies</p> <p>\$ 3.8 M Services and other operating Expenses</p> <p>\$0.7 M Capital Outlay</p>
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<ul style="list-style-type: none"> Includes: personal & professional skills course, service learning, language development and a reflective project <p>These combined actions will increase access to CTE pathways, programs, and courses for low income students which will lead to increased student performance on state and local assessments, greater engagement, improved school climate, and reduce dropout rate.</p>		
<p>Kids Invent!</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> Science, Technology, Engineering and Mathematics (STEM) based project participants saw an increase in scores in higher-level mathematical problem solving and scientific process skills (Satchwell & Loepp, 2002) Research indicates that instructional approaches or learning opportunities that engage students actively increase skill acquisition and information retention, encourage more positive attitudes toward STEM disciplines, and strengthen retention of students in STEM majors. (Committee on STEM Education National Science and Technology Council, May 2013) Contract with the CSU Fresno Lyles Center for Innovation and Entrepreneurship STEM tailored- learning for every 5th and 6th grade student / classroom in the District 60 minute weekly modules All supplies provided to teachers Identified "Career Connections" added in each 5th grade lesson Expanded Inventor's Log for student reflection and increased literacy focus Quarterly training opportunities provided for grade level liaisons on lesson facilitation and feedback (added for 2019/20) 	<p>\$1.3 Million (LCFF)</p> <p>\$ 0.2 M Certificated Salaries \$ 0.1 M Employee Benefits \$ 1.0 M Services and other operating Expenses</p>	<p>\$1.1 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries \$ 1.0 M Services and other operating Expenses</p>

These combined actions will increase access to STEM based projects for low income students which will lead to increased student performance on state and local assessments.		
<p>Patiño Entrepreneurial High School</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> • Kemple and Snipes (2000) found that among students at high risk of dropping out, those in career academies dropped out 10% less than non-academy students in the study • Attendance rates were 6% higher, and 40% of the academy students earned enough credits to satisfy graduation requirements, compared to 26% of the high-risk non-academy students • Applied entrepreneurship high school • 2017/18 was the first year the school had 10th, 11th and 12th grades • Curriculum centers on integrated project-based learning that fosters real world skills — critical thinking, problem solving, and collaboration • Objective is that by the time students graduate, they will have developed, pitched, and launched their own companies • Technology consultants support learning in Web Development and Online marketing classes • All 10th grade students participate in technology internships. They build websites and social media campaigns for real small business clients • Additional staff to ensure adequate course offerings to support new 12th grade class expansions • Producing graduates with exposure to business requirements allows students opportunities to network and prepare for careers • In 12th grade entrepreneurship curriculum will be integrated with Math, English, and Social Studies • Core curriculum will have real-world application <p>Beginning with the 2018/19 school year, the program will be expanded to offer access to 9th grade students. This expansion will help reduce the number of</p>	<p>\$2.9 Million (LCFF)</p> <p>\$ 1.6 M Certificated Salaries</p> <p>\$ 0.1 M Classified Salaries</p> <p>\$ 0.8 M Employee Benefits</p> <p>\$ 0.4 M Services and other operating Expenses</p>	<p>\$3.0 Million (LCFF)</p> <p>\$ 1.7 M Certificated Salaries</p> <p>\$ 0.1 M Classified Salaries</p> <p>\$ 0.8 M Employee Benefits</p> <p>\$ 0.4 M Services and other operating Expenses</p>

<p>student transitions, create a stronger student culture and connection to the school. This expansion will also enable students to take coursework that introduces skills critical to success within the program.</p> <p>The expansion will allow the school to serve approximately 80 – 100 more students.</p> <p>These combined actions will increase access to Linked Learning and CTE Pathways for low-income students which will increase student performance on state and local assessments</p>		
<p>Design Science Early College High School</p> <p>Fresno Unified School District’s low-income students often report unreliable transportation. Providing a facility on the Fresno City College campus will remove this barrier. With the Design Science High School on the Fresno City College campus students will have access to college services and support.</p> <ul style="list-style-type: none"> • Design Science Early College High School is a program in which students in the 11th and 12th grade earn college credits while completing graduation requirements • Students are able to earn an associate degree or transfer as a college junior • Fresno Unified School District’s low-income students often report unreliable transportation • Utilizing current classrooms on the Fresno City College campus will remove this barrier • With the Design Science High School on the Fresno City College campus students will have access to college services and support • Design Science Early College High School has 73.3% unduplicated students and averages over a 90% four-year college acceptance rate • Early Colleges provide supports in the formal transition to college, such as help in completing college applications and financial aid forms, are important given that the complexity of the process is a barrier to college attendance for academically qualified, low-income students (Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Hoxby & Avery, 2012) 	<p>\$ 5.7 Million (LCFF)</p> <p>\$ 5.7 M Other Expenses</p>	<p>\$ 0.7 Million (LCFF)</p> <p>\$0.7 M Capital Outlay</p>

- Early College attendance is associated with a higher probability of exceeding state standards in mathematics in 9th, 10th, and 11th grades (SRI, 2011)

The new facility on the college campus will mitigate transportation barriers, and increase program access therefore, increasing college readiness for low-income students.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Since initiating investments in CTE pathways, Fresno Unified has seen increasing numbers of students take advantage of these programs. In some of the latest data, 41.6% of students are enrolled in a CTE pathway. Participation is strong for the district, but lags for the district's foster youth where only 8.3% of students completed a CTE pathway.

Fresno Unified created more opportunities to reach out to the district's foster youth to encourage participation in CTE pathways. Recruitment for the School Choice Expo focused on ensuring more foster students were aware of the many pathways available to them.

Funds budgeted to support Goal 3 were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of Linked Learning and CTE pathways, as well as for Design Science Early College High School. For Design Science, the construction of a new building was initiated, but construction will continue in future years. Due to the forced cancellation of the Kid Invent! Innovation day, a new virtual program was created called the Virtual Innovation Program (VIP). It represents, an expansion of the foundational concepts of innovation and creativity and was launched during the Summer of 2020. VIP allows for students to participate in monthly challenges that promote problem solving, critical thinking, creativity, and innovation. Students complete the challenges at home and upload documents and photographs/videos for review and feedback.

The Phillip J. Patino High School has made several adjustments to accommodate distance learning. In Spring of 2020, not only did instruction move to a virtual format, but the Senior Showcase (in which students present the culmination of the entrepreneurship experience with their own small businesses) was done completely online.

To better accommodate distance learning in CTE courses, NearPod was purchased. NearPod is a new digital tool teachers can utilize to create formative assessments to provide insights into student learning, Know where every student is in their learning and adapt instruction in real time with in-the-moment feedback, and build authentic connections for students through checkpoints and activities.

Since many CTE courses relied on hands on learning, new online copies of textbooks and curriculum were purchased for students to access content.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to March school closures, programs associated with Goal three were implemented as described in the LCAP. After March CTE courses, pathways and programs continued to offer opportunities that connect students to our broader community.

Successes –

- Online simulations, videos and certification opportunities were incorporated.
- Guest speakers from throughout our nation virtually met with students during this time of online or distance learning and virtual workplace tours have been opened to students from throughout the district based on interest rather than specific to a school site or course.

Challenges -

- CTE dual enrollment participation was a challenge for students as several courses were cancelled because the content requires in-person, hands-on laboratory participation and evaluation.
- Similarly, several industry-specific certifications that required hands-on and in-person demonstration and assessment were cancelled such as the Automotive Service Excellence (ASE) certifications. Online simulations, videos and certification opportunities have been incorporated as hands-on CTE content is not possible during distance learning.
- Kids Invent! was scheduled for May 19, 2020 but had to be cancelled due to March school closures. Professional learning for the event took place in February 2020.
- Design Science dual enrollment high school experienced some challenges brought about by the closure of Fresno City College campus.

Goal 4

All Students will stay in school, on track to graduate

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Efforts to seek parent input in decision making (Parent Survey)</p> <p>District will promote parent participation in programs for the unduplicated pupils</p> <p>District will promote parent participation in programs for individuals with exceptional needs</p> <p>Baseline 2015/16:</p> <p>1. I feel welcome to participate at this school. 92.6% favorable (Agree or Strongly Agree)</p> <p>2. School staff treats me with respect. 92.6% favorable (Agree or Strongly Agree)</p> <p>3. School staff takes my concerns seriously. 89.9% favorable (Agree or Strongly Agree)</p> <p>4. School staff welcomes my suggestions. 89.9% favorable (Agree or Strongly Agree)</p> <p>TARGET:</p> <p>1. I feel welcome to participate at this school. 93% favorable (Agree or Strongly Agree)</p> <p>2. School staff treats me with respect. 93% favorable (Agree or Strongly Agree)</p> <p>3. School staff takes my concerns seriously. 90% favorable (Agree or Strongly Agree)</p> <p>4. School staff welcomes my suggestions. 90% favorable (Agree or Strongly Agree)</p>	<p>Not Met</p> <p>1. 92.88% favorable (Agree or Strongly Agree)</p> <p>Met</p> <p>2. 94.31% favorable (Agree or Strongly Agree)</p> <p>Not Met</p> <p>3. 89.94% favorable (Agree or Strongly Agree)</p> <p>Met</p> <p>4. 90.16% favorable (Agree or Strongly Agree)</p> <p>(2018/19)</p>

Expected	Actual
<p>Student safety and connectedness as measured by the student survey (Student Survey)</p> <p>Baseline 2015/16:</p> <p>1. There is a teacher or some other adult who really cares about me. 65% favorable 2. I feel like I am part of this school. 63% favorable</p> <p>TARGET:</p> <p>1. There is a teacher or some other adult who really cares about me. 72.0% favorable 2. I feel like I am part of this school. 69.0% favorable</p>	<p>Not Met</p> <p>1. 62.09% favorable Not Met 2. 57.69 % favorable (2018/19)</p>
<p>Student Suspension Rate (California School Dashboard)</p> <p>Baseline: 2015/16</p> <p>Status: 6.4% (high) Change: -0.9% (Declined)</p> <hr/> <p>LI: 6.9% (high) EL: 4.5% (medium)</p> <p>TARGET: 5.5%</p> <p>LI: 5.8% EL: 4.4%</p>	<p>Not Met</p> <p>7.00%</p> <p>LI: 7.40% (Not Met) EL 4.40% (Met) (2018/19)</p>

Expected	Actual
<p>Student Expulsion Rate (Dataquest - CDE)</p> <p>Baseline: 2014/15 Status: 0.2%</p> <p>TARGET: 0.2%</p>	<p>Not Met 0.21% (2018/19)</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Student Peer Mentor Program</p> <p>Some low income and foster youth students exhibit irregular attendance which affects academic performance.</p> <ul style="list-style-type: none"> • The student peer mentor program was developed for low income and foster youth students • Students that participate in mentoring programs that began with low baseline grade point averages (GPA) indicated marked improvement compared to students who did not participate (Karcher, 2008) • Program matches high school mentors (one on one) with middle school mentees • Purpose is to guide and support in academic, social and emotional development • Continuation of expansion from 2017/18 resulting in over 400 students served through the program • Mentors selected based on: <ul style="list-style-type: none"> ○ Submitting application 	<p>\$0.5 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.1 M Employee Benefits</p> <p>\$ 0.1 M Services and Other Operating Expenses</p>	<p>\$0.4 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries</p> <p>\$ 0.2 M Classified Salaries</p> <p>\$ 0.1 M Services and Other Operating Expenses</p>

<ul style="list-style-type: none"> ○ Interview ○ References ○ Counselor and/or teacher recommendations <ul style="list-style-type: none"> • Mentees selected based on: <ul style="list-style-type: none"> ○ GPA ○ Attendance rate ○ Lack of participation in school campus activities • Stipends for Student Mentors • Weekly peer mentoring sessions • Monthly training sessions • Wonder Valley Ranch - Relationship Building Retreat • Service Learning Projects <p>This program has shown gains in student achievement, attendance, and school participation not only for the mentees but, also the student mentors. Supports are principally directed toward low income and foster youth students including student subgroups providing eligibility for Differentiated Assistance (African American & Foster Youth).</p>		
<p>Men's and Women's Alliance</p> <p>The Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District.</p> <ul style="list-style-type: none"> • Self-management development correlates with longer-term outcomes such as higher grade point averages and standardized test scores, fewer suspensions and expulsions, and improved social development (Bandy & Moore, 2010) • The Men's and Women's Alliance was developed for low income and foster youth students • An elective leadership class integrated into the high school and middle school instructional day and taught by a certified teacher 	<p>\$1.4 Million (LCFF)</p> <p>\$ 0.3 M Certificated Salaries \$ 0.3 M Classified Salaries \$ 0.2 M Employee Benefits \$ 0.1 Materials and Supplies</p>	<p>\$1.2 Million (LCFF)</p> <p>\$ 0.3 M Certificated Salaries \$ 0.3 M Classified Salaries \$ 0.2 M Employee Benefits \$ 0.1 Materials and Supplies</p>

<ul style="list-style-type: none"> • Offered at all comprehensive high schools, Cambridge, and the majority of our comprehensive middle schools • Students learn skills to develop personal responsibility, self-control, social skills and how to improve themselves academically • Target population: Students with behavioral, academic, and attendance issues • Consist of a daily class, student work opportunities, tutoring, educational field trips and service learning • Utilizes effective leadership curriculum • School site Alliance team includes Principals, Facilitator, Teacher, and Counselor • Increasing College Preparation Support through the Advancement Via Individual Determination (AVID) program <ul style="list-style-type: none"> ○ AVID trains educators to use proven practices in order to prepare students for success, especially students traditionally underrepresented in higher education <p>Data suggest that Alliance students decrease in behaviors that lead to suspensions. Graduation rates continue to increase for low income students. Supports in this action are principally directed towards low income students and foster youth including student subgroups providing eligibility for Differentiated Assistance (African American and Foster Youth).</p>	<p>\$ 0.5 Services and other Operating Expenditures</p>	<p>\$ 0.4 Services and other Operating Expenditures</p>
<p>Social Emotional Supports</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <p>School based Social Emotional Support Specialists (Clinical Social Worker)</p> <ul style="list-style-type: none"> • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) 	<p>\$3.8 Million (LCFF)</p> <p>\$ 1.5 M Certificated Salaries</p> <p>\$ 0.9 M Classified Salaries</p> <p>\$ 1.3 M Employee Benefits</p> <p>\$ 0.1 M Services and other Operating Expenditures</p>	<p>\$3.4 Million (LCFF)</p> <p>\$ 1.4 M Certificated Salaries</p> <p>\$ 0.9 M Classified Salaries</p> <p>\$ 1.1 M Employee Benefits</p> <p>\$ 0.1 M Services and other Operating Expenditures</p>

- Focus on providing social emotional interventions and classroom support at all comprehensive middle schools

Resource Counseling Assistants

- Increase social emotional support to high need / priority middle schools
 - Provide conflict resolution, social skills and individual supports to students

Elementary School Supports

- Continuation of three social workers added in 2017/18 to provide additional social emotional supports and interventions
- Three schools chosen based on high unduplicated student count, high crime rate, high counts of registered sexual predators
 - Hidalgo, 98.6% unduplicated
 - Mayfair, 98.6% unduplicated
 - Wilson, 95.3% unduplicated

Child Welfare & Attendance Specialist (CWAS) positions

- According to the National Center for Children in Poverty, going to school regularly in the early years is especially critical for children from families living in poverty who are less likely to have the resources to help children make up for lost time in the classroom
 - Using absenteeism as a trigger for early intervention could be especially important for closing the achievement gap for low-income families as well as for children from communities of color
- The following actions are implemented in order to decrease chronic absenteeism of low income students
- Provide services districtwide and direct intervention at 29 high-need elementary schools

- Utilize home visits, attendance conferences, parent groups and social skills groups to improve school connectedness and reduce truancy and chronic absence

Multi-tiered System of Support (MTSS) is a systemic, continuous-. improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system for supporting students with the academic and social emotional interventions, design to support their specific needs.

Tier I: Universal interventions provided for all students.

Tier II: Targeted short-term interventions provided to some students in a small group setting.

Tier III: Intensive longer term interventions provided to a few students usually in an individual, one-on-one basis.

MTSS leverages the principles of RTI and PBIS and further integrates a continuum of tiered system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. A well implemented MTSS structure will more accurately identify students in need of special education services by monitoring how well an individual student responds to interventions. If it is determined that a student does have a disability which presents a learning barrier, an IEP will more accurately reflect present levels and services necessary to meet student goals based on prior interventions.

Tier III (2018/19 Expansion):

- Add nine positions to service school sites districtwide and provide site based behavioral analysis and support for students preschool-second grade.
- Add one school counselor to work directly with foster and homeless students in grades 8-12.
- Partnership with Fresno County superintendent of Schools to support expelled students requiring intensive social emotional support.

<p>Tier II (2018/19 Expansion):</p> <ul style="list-style-type: none"> • Add 18 Tier II Intervention Specialists (CWAS) positions to coordinate and provide interventions to students in need of Tier II support. Services include small group skill building, case management, goal setting and other direct supports • Add a Community Education Specialist to support the expansion of mentoring programs districtwide • Add Manager II to oversee the design, implementation, monitoring and supervision of Tier II services and personnel. <p>The actions listed above will increase state and local assessment performance for low income students by increasing attendance and social emotional support.</p> <p>The actions listed above will identify and reduce the barriers to learning by providing targeted interventions, increasing student attendance and social emotional supports. Research shows that social emotional wellbeing has a strong positive impact on academic achievement. This action is designed to improve social emotional wellbeing contributing to increased performance in suspension and graduation rates for students in groups identified for differentiated assistance (African American, Foster Youth and Students with disabilities).</p>		
<p>School Climate and Culture Expansion</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments</p> <ul style="list-style-type: none"> • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals 	<p>\$7.8 Million (LCFF)</p> <p>\$ 3.6 M Certificated Salaries \$ 1.2 M Classified Salaries \$ 2.3 M Employee Benefits \$ 0.3 M Materials and Supplies</p>	<p>\$7.1 Million (LCFF)</p> <p>\$ 3.3 M Certificated Salaries \$ 1.2 M Classified Salaries \$ 2.1 M Employee Benefits \$ 0.1 M Materials and Supplies</p>

<ul style="list-style-type: none"> • School climate, which encompasses the values and practices of a school, is critical to school connectedness • In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011) • In alignment with the district's developing MTSS (Multi-tiered system of support), provide direction and support to staff to strengthen school climate, including integration of social emotional learning • Supports include: <ul style="list-style-type: none"> ○ Tier I –social emotional and behavior supports needed by all students ○ Tier II -student re-teaching targeted interventions for identified student groups ○ Tier III -intensive interventions targeted interventions for individual students <p>Climate and Culture Specialist Positions (2018/19 Expansion):</p> <ul style="list-style-type: none"> • Add 15 positions to build the capacity of and provide support to classroom teachers as they improve Tier 1 conditions and incorporate social emotional skill building into academic instruction • Build the capacity of and provide support to classroom teachers as they implement Tier 1 and 2 interventions • Provide district-wide job imbedded professional learning opportunities for all staff, including teachers, noon-time assistants, paraprofessionals and substitute teachers to build and improve adult-student interactions and to learn to provide positive corrective feedback to students • Support monthly staff participation on site-based Climate/Culture teams designed to improve classroom conditions, build community, and develop social-emotional literacy. 	<p>\$ 0.4 M Services and Other Operating Expenses</p>	<p>\$ 0.4 M Services and Other Operating Expenses</p>
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<p>The actions above are provided to increase social-emotional learning and student performance on state and local assessments.</p> <p>These supports are designed to improve school climate, student-teacher relationship and student sense of belonging. Increased positive classroom experiences and school connection will improve the behaviors leading to suspension and expulsion. Improvements will contribute to increased performance in graduation rates. Research shows that exclusionary discipline has a negative impact on student academic performance. Increased time in front of engaging, high quality instruction will lead to improved achievement on state and local assessments for the student groups identified to receive differentiated assistance (African American, Foster Youth and Students with Disabilities)</p>		
<p>Restorative Practices / Relationship Centered Schools</p> <p>Fresno Unified School District has identified the need to reduce suspension and expulsions for unduplicated students, including those student groups identified for the State's Differentiated Assistance (African American, Foster Youth and Students with Disabilities).</p> <ul style="list-style-type: none"> • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001) • Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012) • Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University 	<p>Total \$3.5 Million</p> <p>\$0.7 Million (LCFF) \$2.8 Million (Title I)</p> <p>\$ 2.2 M Certificated Salaries \$ 0.9 M Employee Benefits \$ 0.4 M Services and Other Operating Expenses</p>	<p>Total \$3.6 Million</p> <p>\$0.6 Million (LCFF) \$3.0 Million (Title I)</p> <p>\$ 2.3 M Certificated Salaries \$ 0.9 M Employee Benefits \$ 0.3 M Services and Other Operating Expenses</p>

<p>The African American student subgroup in Fresno Unified School District has been identified on the California Dashboard in the lowest performance levels on the suspension rate indicator</p> <ul style="list-style-type: none"> • Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (see Ashley & Burke, 2009) • Maintain services delivered by Restorative Practices Counselors to support students and staff • Continue job imbedded professional learning for staff and stakeholders • Partnership with Fresno Pacific University Center for Peacemaking to provide Victim Offender Restorative Program (VORP) mediation and family group conferencing services for students involved in specific, first time, misdemeanor crimes committed on campus. Participation is in lieu of criminal prosecution • Partnership with Californians for Justice, to increase student learning and skills related to Restorative Practices • Student Learning modules will be provided <p>Student Voice / Relationship Centered Schools Campaign</p> <ul style="list-style-type: none"> • Partnership with Community Based Organizations to promote relationship centered schools • Promoting student voice • Provide training to students and staff <p>The actions above will decrease suspensions and expulsions and lead to increased student performance on state and local assessments for low income students as well as student subgroups identified to receive differentiated assistance (Foster Youth, African American and Students with Disabilities).</p>		
<p>Parent Engagement Investments</p> <p>Fresno Unified School District's low income and English learner student populations are some of the lowest performing student groups on state and local</p>	<p>Total \$3.9 Million</p> <p>\$ 2.3 Million (LCFF)</p>	<p>Total \$3.6 Million</p> <p>\$ 2.0 Million (LCFF)</p>

<p>assessments, and also demonstrate some of the lowest rates of parental engagement</p> <ul style="list-style-type: none"> • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) <p>Parent University: Empower, engage, and connect families to support student achievement</p> <ul style="list-style-type: none"> • More than 40,000 parent participants to date • Serving 87 school sites • For 2017/18 Adding a school counselor to support curriculum development, staff professional learning and academic counseling support for parents and families • Provide parent learning opportunities in the areas of early learning, elementary, middle, high school, restorative practices, intermediate transition, LCAP engagement workshops, special education, English learners, nutrition, behavior and discipline workshops in English, Spanish, Hmong, Lao, Punjabi, and Khmer • Monthly leadership training to parents through our Parent Leadership Academy and weekend Leadership Camp • Operating the District Parent Resource Center that includes a parent engagement training facility, recruitment call center, community resource center, and childcare enrichment training center, early learning enrollment, and volunteer fingerprinting • Updating parent/guardian contact phone numbers for the district Rapid Alert Emergency broadcast system 	<p>\$ 1.6 Million (Title I)</p> <p>\$ 0.2 M Certificated Salaries</p> <p>\$ 1.2 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p> <p>\$ 0.2 M Materials and Supplies</p> <p>\$ 1.6 M Services and Other Operating Expenses</p>	<p>\$ 1.6 Million (Title I)</p> <p>\$ 0.4 M Certificated Salaries</p> <p>\$ 1.0 M Classified Salaries</p> <p>\$ 0.7 M Employee Benefits</p> <p>\$ 0.2 M Materials and Supplies</p> <p>\$ 1.4 M Services and Other Operating Expenses</p>
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- Expanded district partnerships to support Early Pre-school enrollment and Parent fingerprinting through the Parent Resource Center and High School attendance interventions
- Expanded community partnership to address Housing, Neighborhood Revitalization efforts, and Fresno Police Department Public Service • Expanded weekend community workshops to include: Southeast Asian, African American, and English Learner workshops
- Expansion of the parent learning team to support African American parent engagement three West Fresno Elementary schools
- New parent technology to support ALTLAS Workshops and Student Scholarship opportunities
- Implementation finger printing station at the Parent Resource Center to facilitate parent school volunteerism
- Additional customer services support for the pre-school registration process.

2018/19 will include increased partnerships with the listed community-based organizations to reflect additional service levels to families of African American and Southeast Asian families:

- Street Saints will increase delivery of culturally appropriate outreach and recruitment strategies to the African American Community. This expansion will include parent facilitation to serve King, Columbia and Sunset families.
- The Fresno Center, previously known as Fresno Center for New Americans will expand service to Southeast Asian families in the McLane regions in addition to the current Sunnyside region families and our districts Khmer and Punjabi families.
- In support of the district's partnership with the City of Fresno to support the restoration of 13 of our student community by building residential leadership capacity; Parent University recommends the conversion of two 3- hour Hmong Home School Liaison Positions to one 6-hour Hmong Community Liaison in support of the developments of this effort within our Southeast Asian resident families.

<p>Actions listed above will lead to increased student performance on state and local assessments by educating and involving parents of English learners and low-income students.</p>		
<p>Expanded Student, Parent and Community Communication</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> • Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) • Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004) • Community outreach campaign through English, Spanish and Hmong television to encourage community engagement and feedback, Parent University learning sessions, teacher recruiting efforts, student safety, early learning registration, attendance and student supports. • Maintain 11 monthly issues of the district's Building Futures publication reaching 150,000 homes • Fresno Unified Scholarship Banquet to celebrate and award scholarships given to graduating seniors • Update district website to improve accessibility for visually impaired <p>Actions listed above will lead to increased low income student performance on state and local assessments by informing and involving community, parents, and students.</p>	<p>\$0.2 Million (LCFF)</p> <p>\$ 0.2 M Services and Operating Expenses</p>	<p>\$0.2 Million (LCFF)</p> <p>\$ 0.2 M Services and Operating Expenses</p>
<p>High Quality School Site Health Services</p> <p>Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments.</p>	<p>\$9.0 Million (LCFF)</p>	<p>\$9.4 Million (LCFF)</p>

<ul style="list-style-type: none"> • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers • Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites • Expansion in 2018/19 includes 10 registered nursing positions • Expansion in 2019/20 includes two additional school nurses, a manager position and the conversion of health assistant positions to licensed vocational nurse positions <p>Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.</p>	<p>\$ 3.5 M Certificated Salaries \$ 2.0 M Classified Salaries \$ 3.2 M Employee Benefits \$ 0.3 M Services and Operating Expenses</p>	<p>\$ 3.6 M Certificated Salaries \$ 1.9 M Classified Salaries \$ 3.1 M Employee Benefits \$ 0.3 M Services and Operating Expenses</p>
<p>Mental Health Support</p> <p>Fresno Unified School District's low income student populations are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> • A longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming, Haggerty, Brown, Catalano, et al., 2005) • Improve student learning • Assist with improving behavior • Improve mental health of students • Prevent unnecessary referrals for special education services 	<p>\$ 3.1 Million (LCFF)</p> <p>\$ 2.1 M Certificated Salaries \$ 0.1 M Classified Salaries \$ 0.9 M Employee Benefits</p>	<p>\$ 3.0 Million (LCFF)</p> <p>\$ 2.1 M Certificated Salaries \$ 0.1 M Classified Salaries \$ 0.8 M Employee Benefits</p>

<p>In 2017/18 five additional school psychologist positions were included to support this work. 2018/19 will include an additional five positions, meaning ten added over the last two years to support student needs.</p> <p>2019/20 investment expansion will include an additional five school psychologist positions.</p> <p>Actions listed above will lead to increased student performance on state and local assessments by increasing social emotional supports principally directed towards low income students including subgroups providing eligibility for Differentiated Assistance (African American, Foster Youth and Students with Disabilities).</p>		
<p>Expanded Transportation Services</p> <p>Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected.</p> <ul style="list-style-type: none"> • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) • Two additional bus drivers to support expanded, district-funded enrichment trips <p>The actions above will lead to increased low income student engagement and improved performance on state and local assessments.</p>	<p>Total \$ 2.0 Million</p> <p>\$0.2 Million (LCFF) \$1.8 Million (Title I)</p> <p>\$ 0.1 M Classified Salaries \$ 0.1 M Employee Benefits \$ 1.8 M Services & Other Operating Expenses</p>	<p>Total \$ 2.0 Million</p> <p>\$0.2 Million (LCFF) \$1.8 Million (Title I)</p> <p>\$ 0.2 M Classified Salaries \$ 0.1 M Employee Benefits \$ 1.7 M Services & Other Operating Expenses</p>
<p>Upgrading Access to Technology</p>	<p>\$1.1 Million (LCFF)</p>	<p>\$1.1 Million (LCFF)</p>

<p>Experience has shown that low income students do not have reliable access to technology. To fully prepare students for college and career, it is necessary to include consistent use of technology in our classrooms.</p> <ul style="list-style-type: none"> • Support district technology through: <ul style="list-style-type: none"> ○ Integration of technology, instruction and learning ○ Field technology support at school sites ○ Professional learning to develop leader and teacher capacity ○ Computers for students and teachers ○ Technology infrastructure <p>The actions above will ensure technology in use for low income students on a daily basis and will increase access to the core curriculum through technology and improve performance on state and local assessments.</p>	<p>\$ 1.1 M Materials and Supplies</p>	<p>\$ 1.1 M Materials and Supplies</p>
<p>Department of Prevention and Intervention</p> <ul style="list-style-type: none"> • Student Attendance/SARB • Student Discipline • Mentoring Support • Social work case management • Project Access • School Climate • Behavioral Interventions 	<p>Total \$ 8.3 Million</p> <p>\$ 5.9 Million (LCFF) \$ 2.4 Million (Title I)</p> <p>\$ 3.5 M Certificated Salaries \$ 1.3 M Classified Salaries \$ 1.8 M Employee Benefits \$ 0.7 M Materials and Supplies \$ 1.0 M Services & Other Operating Expenses</p>	<p>Total \$ 6.4 Million</p> <p>\$ 4.0 Million (LCFF) \$ 2.4 Million (Title I)</p> <p>\$ 2.9 M Certificated Salaries \$ 1.1 M Classified Salaries \$ 1.7 M Employee Benefits \$ 0.2 M Materials and Supplies \$ 0.6 M Services & Other Operating Expenses</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for to support Goal 4 were not fully implemented due to school closures during the pandemic. Savings from budgeted expenditures existed in the areas of social emotional supports and the expansion of climate and culture supports. Student surveys (prior to COVID) indicated that only 62% of students feel there is a teacher or some other adult who cares about them. In addition, 57.69% of students feel like they are part of the school. In addition, the target for suspension rates was 5.5%, but the district suspension rate was 7% in the last reported year. On the onset of school closures and because students were at home, health data and information was unfolding quickly in the spring of 2020 and supports for outreach and communication with families became even more critical. The Parent University team pivoted quickly with the onset of the pandemic to create supports for families. Primary Language Specialists staffed the COVID-19 Call Center receiving over 23,000 phone calls in English, Hmong, and Spanish. Primary Language Instructional staff provided support to FLATS Call Center, receiving over 10,000 phone calls in English, Hmong, and Spanish.

Utilizing existing TV contracts in English, Spanish and Hmong, Communications shifted messages to include how students could access technology, free meals, and social emotional supports during shelter in place orders and school closures. Messaging would also include important updates around school surveys, reopening plans, the FUSD I Pledge campaign to virtually raise money for the district's scholarship fund and support seniors pursuing a post-secondary education. The billboard at Manchester Center and 41 supported Public Service Announcement campaigns and served as another touch point in reaching families with supports, including instructional supports through PBS, Exercise your Brain, eLearn at My School, Tutor.com, the COVID call center and the Family Learning and Technology Support Center.

As part of our overall communication plan, Peachjar graphics and flyers were designed in multiple languages to update families around everchanging conditions and supports. Flyer messages communicated free meal locations, technology distribution and support, social emotional supports, community resources, COVID safety practices, the COVID call center, senior celebrations, virtual town halls, Livestream conversations, school schedules, and reopening plans to name a few.

Parent engagement banners were expanded as were radio commercials to encourage families to update their ATLAS parent portals to ensure teachers/schools could reach them during distance learning and help students stay connected and actively learning. School sites added school closure banners at all sites providing contact information to families while schools were closed.

Prior to COVID, our Building Futures newspaper was a print publication and went to 150,000 homes. In response to COVID, the paper went to a 100% online tool, ending print distribution. The paper is now distributed on fresnounified.org, social media and Peachjar.

The pandemic and local health conditions caused the district to shift the annual State of Education scholarship fundraising efforts to a virtual run/walk event. The event launched a newly established campaign—I Pledge -- and raised \$50,000 in corporate/community partner donations.

Social Emotional supports for students became critical as the stress and isolation of the pandemic impacted many students. Supports for the mental health of students remained a priority for Fresno Unified School District. Peer mentoring expanded services by incorporating an English Learner peer mentor support group in January of 2020. The group continued to meet after the onset of the pandemic. The peer mentoring model was also expanded to include the first high school to elementary peer mentoring group which included Edison High School and Kirk Elementary school. The team launched service learning activities in January 2020 and the activities will resume next year.

The Men's and Women's Alliance team utilized data to recruit African American students and purchased a new digital curriculum called School Connect. School Connect provides 36 individual lessons to facilitate social emotional learning between mentors and mentees.

Social Emotional support services have been delivered virtually via Teams, telephone or other HIPPA compliant platform during distance learning. During distance learning, Clinical School Social Workers (CSSW) continued to provide mental health and counseling interventions virtually through telehealth. They have provided the following interventions to students:

971 students received an intake, psychosocial, and risk assessment

862 students received individual Counseling

103 received intensive Case Management

1,168 received supportive counseling

607 received Case management

225 received crisis intervention

The Clinical School Social Workers also provide Suicide Prevention training to both students and staff. Suicide awareness month is a time when all 8th and 10th grade students are presented the Signs of Suicide (SOS) curriculum go educate students on suicide awareness, depression, and community resources. After each presentation students have the opportunity to complete a form indicating if they would like to speak with a mental health professional about themselves or a friend. During distance learning there were 9,245 students who attended a SOS presentation. Of these students:

592 students requested to speak with a mental health profession for themselves

131 students requested to speak with a mental health professional about a friend

Resource Counseling Assistants (RCA) continue to provide interventions to students through referrals provided by the school sites and reviewing past suspension rates of students. They provide any conflict resolution, and lower level social emotional counseling to students as well as communicating with parents.

For the fall Semester the Child Welfare and Attendance Specialists continue to support sites as well as a focus on high needs elementary schools providing services to address chronic absence. During distance learning Child Welfare and Attendance Specialist (CWAS) continue to complete phone calls and when appropriate, home visits to educate parents on the compulsory attendance laws, community resources, and assist with any technology concerns. In addition, CWAS continue to facilitate social emotional groups via

Teams that include content on the importance of attendance and its impact on academic achievement. Due to the significant increase in chronic absence, the Attendance and SARB team will also be increasing focus on reviewing data of African American students identified as Chronically Absent and focusing efforts on providing increased interventions for these students and families

While School Psychologists remain committed to conducting special education assessments, focus shifted to partnering with staff from our department of prevention and intervention to provide comprehensive mental health supports to address the impacts of the pandemic including isolation, anxiety, depression, and familial risk factors. School psychologists and other support staff responded to Gaggle alerts which were triggered from monitoring of students use of technology to detect situations which could result in harm. On-call response teams were formed for around the clock response and protection for students. There has been an increase in the need for our mental health support staff to connect families to community resources, and the same staff responded to requests for support through a student survey. School Psychologists also increased time providing coaching to parents on behavioral interventions as some struggled to effectively manage their role in distance learning to support learning away from campus. There has also been an increase in parent requests for special education assessments which has resulted in more time observing students in virtual classrooms and ensuring academic and behavioral interventions are in place.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to school closures in March, programs associated with Goal 4 were implemented as described in the LCAP.

Successes –

- Student mental health professionals successfully refocused to support students virtually
- Tele-health and online referral services were successful this school year.
- Fifteen school sites successfully transitioned High School/Middle School peer mentoring in a virtual environment
- In response to the overwhelming need by families for technology support a peer mentor tech support program was implemented
- Launched E-Mentoring (i-Could Be)
- Alliance team increased collaboration with Curriculum and Instruction to calibrate instruction and professional learning
- Parent University staff flexed as necessary to create support networks for families in terms of call centers and customer service

Challenges -

- Most support services, normally conducted in person, had to be executed virtually.
- Initially there were challenges with technology as staff and families relied on technology to connect.
- Childcare was also a challenge for many families and the Department of Prevention and Intervention provided referrals, as necessary.
- Restorative Counselors shifted during virtual learning to provide more social emotional supports, as campus conflicts were not prevalent in a virtual learning environment.
- The Alliance Career / Job Readiness initiative was postponed and will launch next fall
- School Culture had to pivot and redesign professional learning which was challenging given the nature of the topics, but the resulting virtual formats were able to reach a broader audience.

Goal 5

Contributes to all Fresno Unified School District Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
See Metrics / Indicators above for each of the four district goals	See Metrics / Indicators above for each of the four district goals

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
School Site Allocations to be Prioritized by each School's Site Council The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. • Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth	Total \$29.6 Million \$ 20.4 Million (LCFF) \$ 9.2 Million (Title I) \$ 6.6 M Certificated Salaries \$ 3.9 M Classified Salaries	Total \$23.0 Million \$ 17.3 Million (LCFF) \$ 5.7 Million (Title I) \$ 6.3 M Certificated Salaries \$ 3.4 M Classified Salaries

<ul style="list-style-type: none"> • Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students • Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students • Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students • Products and services provided specifically for unduplicated students through the site plans include: <ul style="list-style-type: none"> ○ Supplemental materials and technology ○ Academic interventions and supports ○ Supplemental counseling and psychological services ○ Staff for attendance support ○ Parent involvement support ○ Bilingual office staff • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics <p>Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the</p>	<p>\$ 4.1 M Employee Benefits</p> <p>\$ 7.9 M Materials and Supplies</p> <p>\$ 7.1 M Services and Operating Expenses</p>	<p>\$ 3.8 M Employee Benefits</p> <p>\$ 4.5 M Materials and Supplies</p> <p>\$ 5.0 M Services and Operating Expenses</p>
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outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.		
Supplemental Student Supports	Total \$31.2 Million	Total \$28.3 Million
Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments.	\$ 11.6 Million (LCFF) \$ 19.6 Million (Title I)	\$ 9.6 Million (LCFF) \$ 18.7 Million (Title I)
<ul style="list-style-type: none"> • Instructional Coaches <ul style="list-style-type: none"> ○ Teachers should have access to “job-embedded Professional Learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning” (Coggshall, et. al, 2010) • Lead Teachers of Accountable Communities <ul style="list-style-type: none"> ○ Research indicates that historically teachers report insufficient time built into class day schedules for collaboration and professional learning (Bill and Melinda Gates Foundation, 2014) ○ According to Hattie (2012), Collective Teacher Efficacy is the number one factor influencing student achievement ○ Teachers meet in subject specific or grade specific accountable communities and analyze data; for low income, English learner, and foster youth subgroups ○ Teachers share best practices and modify lessons based on this data ○ Low income, English learner, and foster youth are the primary beneficiaries of this practice because the reason for the common preparation time is for teachers to schedule times at which they analyze data for unduplicated students ○ Teachers may analyze data for all students during these meetings, however, the primary focus of these meetings will be data for unduplicated pupils • Intervention Teachers <ul style="list-style-type: none"> ○ RTI is “an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning 	\$ 12.1 M Certificated Salaries \$ 5.8 M Classified Salaries \$ 11.5 M Employee Benefits \$ 1.0 M Materials and Supplies \$ 0.8 M Services and Operating Expenses	\$ 10.8 M Certificated Salaries \$ 6.0 M Classified Salaries \$ 10.2 M Employee Benefits \$ 0.6 M Materials and Supplies \$ 0.7 M Services and Operating Expenses

<ul style="list-style-type: none"> ○ The goal of RTI is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers” ○ The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in one academic year (Hattie, 2010) <ul style="list-style-type: none"> • Health Personnel <ul style="list-style-type: none"> ○ Experience has shown Fresno Unified School District’s low income students have limited access to health care, therefore school health personnel is utilized at a higher rate <ul style="list-style-type: none"> • Early Childhood Classroom Aides <ul style="list-style-type: none"> ○ Supporting early learning classrooms to improve low income students’ performance in reading by third grade <ul style="list-style-type: none"> • Counselors <ul style="list-style-type: none"> ○ Experience has shown Fresno Unified School District’s low income students have limited access to college and career information, therefore school counselors are utilized at a higher rate ○ Added 5 additional counselors for 2017/18 to support middle schools ○ 2019/20 investment expansion will include an additional nine academic counselors to reduce student to adult ratios at middle and high schools <p>Supplemental Supports are necessary due to the high needs of Fresno Unified School District’s unduplicated student population. The actions implemented will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District.</p>		
<p>Central Office Administration</p> <ul style="list-style-type: none"> • Board of Education • Superintendent • Communications 	<p>\$ 4.7 Million</p> <p>\$ 0.2 Million (LCFF) \$ 4.6 Million (other revenue)</p>	<p>\$ 4.8 Million</p> <p>\$ 0.0 Million (LCFF) \$ 4.8 Million (other revenue)</p>

	\$ 0.5 M Certificated Salaries \$ 2.1 M Classified Salaries \$ 1.1 M Employee Benefits \$ 0.4 M Materials and Supplies \$ 0.6 M Services and Operating Expenses	\$ 0.6 M Certificated Salaries \$ 2.2 M Classified Salaries \$ 1.2 M Employee Benefits \$ 0.4 M Materials and Supplies \$ 0.5 M Services and Operating Expenses
Administrative Services • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grants Office	Total \$10.2 Million \$9.1 Million (LCFF) \$1.1 Million (Title I) \$ 0.4 M Certificated Salaries \$ 4.1 M Classified Salaries \$ 2.6 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 3.0 M Services and other Operating Expenses	Total \$10.1 Million \$ 4.1 Million (LCFF) \$ 6.0 Million (Title I) \$ 0.5 M Certificated Salaries \$ 4.2 M Classified Salaries \$ 2.4 M Employee Benefits \$ 0.1 M Materials and Supplies \$ 2.9 M Services and other Operating Expenses
Operational Services • Food Services, including fresh fruit and vegetable program • Facilities, Maintenance, and Operations • Safety and Security	Total \$138.7 Million \$ 129.3 Million (LCFF) \$ 9.4 Million (Other Revenue)	Total \$141.8 Million \$ 130.0 Million (LCFF) \$ 11.8 Million (Other Revenue)

<ul style="list-style-type: none"> • Utilities • Transportation 	\$ 46.4 M Employee Benefits \$ 29.8 M Materials and Supplies \$ 37.5 M Services and other Operating Expenses \$ 9.3 M Capital Outlay \$ 3.3 M Other Expenses	\$ 48.2 M Classified Salaries \$ 29.1 M Employee Benefits \$ 7.7 M Materials and Supplies \$ 33.1 M Services and other Operating Expenses \$ 17.0 M Capital Outlay \$ 6.6 M Other Expenses
Other Expenses <ul style="list-style-type: none"> • Health contribution • Retirement 	Total \$32.8 Million \$ 1.8 Million (LCFF) \$ 31.0 Million (STRS) \$ 31.0 M Employee Benefits \$ 1.8 M Other Expenses	Total \$39.0 Million \$ 1.8 Million (LCFF) \$ 37.2 Million (STRS) \$ 37.3 M Employee Benefits \$ 1.8 M Other Expenses

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for to support Goal 5 were not fully implemented due to school closures during the pandemic. Savings primarily existed in site funds planned for by each school's School Site Council as 22% of these funds went unspent by the end of the year. With quick, unplanned school closures, many schools found that some site funds were not spendable. In addition, schools that had placed orders for additional, supplemental technology in the Spring of 2020 were not able to get all orders filled. In response to this, Fresno Unified School district made the decision to allow schools to carryover some funds from the 2019/20 school year into 2020/21. Staff worked with schools to reassess student needs in light of the pandemic and adjust spending plans over the summer to support a distance learning model for the school year. Schools were able to refocus site funds on needs articulated by parents, students, and teachers at

their school sites. About 84% of schools increased investments in technology as a result of the emerging pandemic. Schools also invested in teacher supplies (about 18% of schools), parent outreach supports (24%) and mental health supports (8%).

Most funding for supplemental student supports was spent as planned because these are all key positions in the district. Fresno Unified Instructional Coaches started the 2020-2021 school year in support of Distance Learning with virtual learning opportunities and virtual coaching. Instructional Coaches led the professional learning for teachers during the Virtual New Teacher Conference (414 participants), the Virtual Super Week that included a Virtual PL Summit (14,000 unique registrations and 2,861 teachers), Buyback Day (all sites), and 2 Institute Days (all sites). Intervention teachers, instructional coaches and lead teachers helped support and collaborate with teachers as they navigated a new way of teaching and learning. Virtual coaching took place individually, in professional learning communities, and in whole-staff learning sessions. Instructional Coaches utilized digital resources to provide support to sites, including: digital curriculum, Fresno Unified's Instructional Practice Guide, the Nearpod platform and other helpful tools. Virtual coaching activities support a teacher's or team's short and long-term goals in the following ways: modeling or co-teaching virtual instruction, collecting observation and providing feedback on virtual instruction, holding virtual planning sessions, sharing resources & strategies, and partnering with new teachers to complete virtual induction coaching cycles.

The Instructional Lead Teachers play a critical role at the site in identifying and addressing student needs through analyzing data, establishing goals, implementing appropriate strategies to address needs, and monitoring implementation and impact. They serve as site leadership and facilitators of their grade level/subject area collaborative teams. Their role has become even more critical in the 20/21 school year, as teams have navigated the needs of students and staff through the shift to distance learning. The Instructional Lead Teachers have been key in helping to identify appropriate data to collect and analyze and in determining necessary training for staff to meet the needs of students. This summer, the district purchased the Distance Learning Playbook for all administrators and teachers. In August prior to the start of school and again in Quarter 2, the author, Doug Fisher, led professional learning on distance learning to over 2500 teachers and leaders. Instructional Lead Teachers have been critical team members for sharing learning and supporting other teachers at their sites with best/emerging practices for distance learning.

During the pandemic, Early Childhood paraprofessionals have been working collaboratively with the teachers on a daily basis. The Para's collaborate in the planning and delivering daily distance learning lessons and connectivity with children and families in multiple languages. Classroom Para's were provided a technology device to support their distance learning work with children. In addition, they have access to ongoing support on usage of technology. Paraprofessionals were and continue to be provided with professional learning on distance learning and best practices in child development.

School Counselors have continued to provide academic, career and personal-social support to students throughout the period of distance learning, but have shifted to providing critical services virtually to students and families. Counselors have leveraged the use of digital tools, including our district partnership with the California College Guidance Initiative and their platform, CaliforniaColleges.edu to ensure successful completion of California Community College (CCC), California State University (CSU) and University of California applications. Over 2000 students have completed one of more CCC application and nearly 1700 students have completed one or more CSU application so far this school year. School Counselors are guiding students through use of the Xello platform to provide career exploration options to students and provide 1:1, small group, and grade level advising to students, outside of their classroom

instructional time. School Counselors serve as an initial point of identification and response when students are experiencing social emotional concerns.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The quick onset of the pandemic created many new and unanticipated student, staff and family needs that required quick planning and execution. Examples include food delivery, communication with families, distribution of technology, the acquisition of Personal Protective Equipment, and the cleaning and sanitation of facilities. Most Fresno Unified School District staff had to quickly pivot but the demand for altered methodologies immediately impacted the Operational Services team.

Successes –

- Working quickly with school sites over the summer of 2020 to reimagine and reprioritize site funds for distance learning.
- Recreating professional learning and coaching in a virtual environment. The virtual environment created more opportunities because of reduced downtime for travel to school sites.
- Quickly developed resources and training to support distance learning by subject area

Challenges

- Navigating coaching teachers in a virtual environment; which while efficient, does not create the same level of trust
- Operational challenges including transportation, food distribution, facilities cleaning and security

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff	\$1,962,537	\$3,664,294	N
Cleaning and sanitation supplies to enhance health and safety measures for students and staff	\$1,377,700	\$2,009,090	N
Plexiglass and necessary configurations of student and staff workspace to ensure health and safety	\$513,987	\$2,254,223	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included \$198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or \$2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The biggest barrier to in-person instruction for the 2020/21 school year was the trajectory, volatility, and unpredictability of health metrics, which made planning for in-person instructional offerings challenging. Early in August, planning began for in-person instruction for Special Education and English learner students as needed. The week of September 29th, in-person mental health and social-emotional support services for students for whom online services are not conducive/appropriate. Also, in-person 'soft-landing' supports for English learner Newcomer students, including translation services, out-of-country transcript support, Rosetta Stone and L1 content glossaries, connection to school and community resources. Small cohorts of students (10 to 20 foster youth, special education, English learner or other students struggling to access digital learning) participated in classroom instruction at each school on October 12, 2021. In addition, in-person Designated Instructional Services, provided to students with the most acute needs. DIS includes Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Speech Language Pathologists, Orthopedic Impairment, Visual Impairment, Deaf & Hard of Hearing, Assistive Technology, Orientation & Mobility, Adaptive PE, and Audiology--as outlined in student IEPs. Cohorts expanded the week of November 2nd. Elementary schools had up to two cohorts and secondary schools had up to four cohorts. Elevated case rates forced cohorts to close from December break to February 15th. The cohorts resumed February 22nd. March 8th began Monday in-person targeted supports. As health metrics improved, the option of in-person instruction in a hybrid model was made available for all students to return in April, 2021 for two days a week.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
#1 Students living in low socio-economic circumstances lack equitable access to learning materials, including books, and other stimulating materials to create a positive literacy environment (Bradley, Corwyn, McAdoo, & Garcial Coll,	\$2,131,175	\$3,361,560	Y

2001;Orr, 2003). This action provides resources above baseline instructional supply levels to address these gaps based on identified student and teacher need to provide supplemental materials in support of the district's distance learning program. Additional resources will equip students with the supplemental resources needed to address impacts of learning loss for students living in low socio-economic circumstances. Access to resources at home has been affected for families/guardians resulting from depressed economic activity related to the pandemic.			
Students living in low socio-economic circumstances frequently face challenges to participate in extra-curricular or co-curricular activities. This can negatively affect a student's sense of school connectedness. Often the cost of equipment, camps and other items create barriers for their participation. This action commits resources that allow students to have access to virtual field trips, music equipment/instruction and the ability to participate in practice or athletic events when deemed safe to do so. Modifications made allow for these experiences to continue during a remote learning environment, with a focus of providing enriching opportunities for students, where research has shown students are more likely to engage in healthy behaviors and have a greater sense of school connectedness as a result.	\$27,719,453	\$26,224,596	Y
Students living in disadvantaged circumstances lack equitable access to learning resources and experiences beyond the instructional day. These resources and experiences help to enrich a student's educational experience and provide opportunities for closing learning and performance gaps that have been compounded by the effects of the COVID-19 pandemic. This actions will provide resources such as learning software, tutoring licenses, access to instructional content through Public Broadcast System (PBS) and other digital experiences to help provide a well-rounded educational experience. These supports will have meaningful impact in addressing the effects of the pandemic by addressing the resource barriers and additional needs students have.	\$14,570,372	\$3,666,876	Y
Students living in low socio-economic circumstances lack the supports to ensure a successful transition to college and career opportunities upon graduation. Prospective college students from low socio-economic circumstances are less likely to have access to informational resources about college (Brown, Wohm, & Ellison, 2016). A study also showed that individuals from socio economic backgrounds generally had less career-related efficacy	\$7,432,741	\$7,742,345	Y

when it comes to vocational aspirations (Ali, McWhirter, & Chronister, 2005). Also, those from higher social class backgrounds tend to be more successful in developing career aspirations and are generally better prepared for the world of work because of access to resources such as career offices, guidance counselors, better schools, high level “social actors,” and familial experience with higher education (Diemer & Ali, 2009). Lastly, compared with high socio economic counterparts, young adults from low income backgrounds are at a higher risk for accruing student loan debt burdens that exceed the national average (Houle, 2014) Academic Counselors will support middle and high school students with proper course assignments and access to pertinent college and career information. These actions will help provide students increased awareness of how to access helpful information, including financial assistance opportunities, along with planning assistance to prepare for them entry to a college or career.			
Students living in disadvantaged circumstances generally do not have reliable access to technology to support their learning needs which becomes critical in a distance learning model. This action supports the purchase of additional learning devices and access to internet connectivity for students and staff. These devices principally benefit low-income, English Learners, and Foster Youth students, for whom the lack of this equipment would exacerbate the challenges for optimizing learning.	\$16,692,139	\$23,260,619	Y
Students living in disadvantaged circumstances have particular barriers in their educational experience, which require teachers to be well equipped in providing effective instructional and intervention strategies aimed at improving outcomes. This action provides professional learning opportunities for veteran teachers through continued learning. Course content will be oriented towards teaching through new digital teaching platforms, supporting the unique needs of English Learners, and social-emotional support for students living in poverty. Through continued and targeted learning, teachers will be more effective and highly skilled in addressing the effects of the pandemic for these students and the specific barriers they face in a distance learning model.	\$1,217,712	\$1,221,445	Y
The role of campus safety staff has been adjusted to support other needs given that campuses are closed to students. Many of the needs currently being addressed by campus safety staff, such as food insecurity and technology challenges, are particularly burdensome for families living in poverty. Examples	\$11,306,642	\$10,744,787	N

of how campus safety staff support other activities include meal and technology distribution and assisting with district help desk calls for families and students.			
This action will support the supplemental needs for students that are English Learner's (ELs). Identified needs include access to supplemental materials, effective teaching strategies to support the barriers of not speaking English as a primary language and effective engagement with families/guardians to support learning. Resources include professional learning, instructional coaching and academic planning support for teachers and leaders to address the needs of ELs. Learning also includes effective strategies for engaging with parents, and how to offer language support in virtual/digital formats. Additionally, the ongoing monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students are supported by strategies developed through the School Plan for Student Achievement, rooted in data driven decision making. Resources also support the virtual transition for district dual language immersion programs which remove barriers for ELs while providing access to core curriculum. Action resources will meet the needs of students by adjusting strategies and interventions to accommodate virtual learning and address learning loss that has occurred. Resources will also help engage and inform families/guardians of new and different ways they can support their students learning in a distance learning model.	\$16,717,541	\$11,766,931	Y
Most recent data for foster youth in the state of California indicates that they have higher chronic absenteeism, higher suspension rates, and lower academic achievement in both English Language Arts and Mathematics. Challenges inherent with distance learning can be magnified for marginalized groups. This action is principally directed in supporting students living in Foster Care or who are homeless and will enable virtual emotional wellness checks and social emotional intake assessments via telehealth services or a HIPPA compliant video platform, resulting in providing critical services and supports. The resulting effect of these supports will lead to increased student engagement, attendance and improved academic performance.	\$1,833,897	\$1,855,004	Y
Students living in disadvantaged circumstances require additional support and interventions to ensure equitable instructional access through robust distance learning and designed to meet individualized needs. Through response to intervention and the multi-tiered system of support, this action provides teacher time to support early interventions of individualized student needs at the earliest	\$2,686,754	\$3,094,974	Y

possible opportunity, improving student academic and social-emotional competencies.			
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included \$198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or \$2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

For instructional supports, much was unknown at the writing of the LCP about the types of instructional supports that would be needed. In fact, at the beginning of the pandemic there were additional assumptions for needed instructional supports, that did not come to fruition due to a delay of returning to school. Actual supports needed were largely technology based. Additional Allocations were made for necessary technology and included funding for devices, hotspots, keyboards, etc as well as a FLAT Center to support student and family technology needs.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes:

Fresno Unified School district was able to provide consistent distance learning instruction to all students for the 2020/21 school year.

The quality of online instruction was enhanced with new tools like Nearpod, which created quality, interesting interactive experiences for students.

Options for families, in the form of a simultaneous teaching model, became available in April

Challenges:

Varying health metrics as well as shifting state and federal guidance made planning for distance learning challenging for the 2020/21 school year.

While some students excelled in online learning, other students struggled with learning in a virtual environment. When safe, attempts were made to bring students struggling with online learning back to school in small cohorts.

Access to Devices and Connectivity:

Success:

The move to full-time distance learning in March of 2020 accelerated the planned move to a 1:1 district, where each student has a device for use in the classroom and at home/off-campus. Beginning in the spring of 2020, devices previously used in the classroom were repurposed to 1:1 devices, and provided to students for distance learning. In order to provide all 74,000 students with a district-issued device for the 20/21 school year, 24,000 additional laptops and 10,000 tablets were purchased and distributed to students.

With students attending class remotely, parents and students required new, additional supports for devices, connectivity, and applications. The Family Learning and Technology Support (FLATS) center was created to provide these supports. Three physical sites on school campuses were opened, with customer service staff and tech support specialists brought in to assist families. The 10 members of the FLATS staff respond to 500-1,000 calls and emails each day, as well as provide in-person replacements for lost, broken, or malfunctioning devices.

Hotspots were made available to students based on partnerships with two foundations: Sprint's 1 Million Project and T-Mobile's Project 10 Million, supported by district funding to provide sufficient bandwidth for online learning activities.

Challenges:

Repurposing classroom technology, purchasing new technology and distributing devices to students learning at home in a short window took significant funding and staff coordination to execute for the start of school.

Student devices require reliable internet connectivity as a necessary condition for distance learning. For students in SE/SW Fresno where strong hotspot cellular service is not consistent, a private LTE network is underway with radio/antenna placement at school sites, in conjunction with consumer premise equipment (CPE) in the student's home

Pupil participation and Progress

Successes:

Fresno Unified developed processes for both capturing engagement and participation during online learning and responding when students were not engaged or not participating. Teachers took attendance daily to capture student engagement in live or "synchronous" sessions using Fresno Unified School District's ATLAS student information system. This approach allowed for quick district and site support and response along with family supports for students who were not engaging in online learning.

Teachers assigned adopted curriculum, assessments, assignments, and digital resources/apps for students' asynchronous engagement.

Teachers also indicated where internet access or devices were required so appropriate supports could be provided to students. This data was stored in the student information system.

To maximize an effective response and support system, Fresno Unified continued to expand its system of data analytics. Fresno Unified School District combined its use of data from its student information system along with other analytics including engagement time within Teams, use of digital resources through Clever, and student learning from i-Ready.

Fresno Unified School District was one of the first educational systems globally to have access to Microsoft's Edu Systems Analytics that showed time spent daily per student in Teams Meetings, Communications and Assignments. From the district's partnership with Microsoft emerged analytics for teachers and school leaders built into Teams - Insights for Teachers and Insights for Leaders. These data dashboards provided indicators of student participation and engagement.

Similarly, the district partnered with Clever in the spring of 2020 to develop a daily digital participation record indicating if a student had visited one of the district's adopted digital learning resources/apps like Houghton Mifflin Harcourt's GoMath, McGraw Hill Wonders, or Khan Academy.

Challenges:

The abundance of data around engagement and attendance indicated that most students were not appropriately engaged in online learning.

Distance Learning Professional Development

Successes:

Plan for distance learning professional development was created and executed in a very short window of time

Plan intentional, instructional approaches to include demonstration, collaboration, coaching and feedback, and independent practice

Current technology supported effective implementation with the addition of quality student headsets with microphones, teacher blue tooth headsets, web cams, and a connection hub

Training provided to teachers, classified staff and substitutes

Initial training focused on tools, like Microsoft Teams and Nearpod

A key component of the planning needed to include surveys of teachers so that the learning was tailored to teacher needs.

Efforts were made to accommodate scheduling by recording sessions and allowing teachers to access as their schedule permitted.

Challenges:

Video, visuals, and audio become critical, especially in support of collaboration

Ensure technology supports high quality instruction

Experience to understand technology tools is critical, so technology is not “in the way”

Opportunities needed to be created to check for understanding using digital resources for both in person and online

Challenges existed in ensuring access appropriate technology (and software) and the pacing of necessary updates to technology.

Staff Roles and Responsibilities

Successes:

Most staff executed their normal roles, but utilized different techniques in the distance learning environment.

Staff pivoted as necessary to minimize negative impacts of distance learning for students.

Maintained positive and productive relationships with labor partners,

Instructional Coaches demonstrated lessons virtually, with several teachers at one time, eliminating travel time and multiplying the teachers supported.

Professional learning videos and recorded sessions enabled an expanded library of ideas and supports for teachers that can be accessed when needed.

Created a Principal’s Advisory Group to better vet the impacts of decisions on schools and staff

Efficiencies created by a virtual environment in the areas of professional learning and coaching.

Challenges:

Instructional coaches and teachers on special assignment found that more time was required to build trust and repour with both teachers and students.

Teachers in general found that building relationships with students took more time and effort online.

Negotiations with labor partners were ongoing in 2020/21 as discussions about in-person and online roles and responsibilities required careful planning.

Flexibility was required by campus safety staff as they were deployed to different school sites and had altered roles and responsibilities.

Supports to Pupils with Unique Needs

Successes:

Some students with exceptional needs excelled in distance learning while other students struggled in this environment.

Staff was successful utilizing technology to reach student in creative ways and collaborated well with each other to build on proficiency.

Families also became more engaged in their student's day to day learning as they were often in proximity as the learning was happening in homes.

Related services such as Speech Therapy, Occupational Therapy, Physical Therapy, etc were provided via remote learning to the greatest extent possible with providers being very creative in their planning and equipment use. Some targeted students who could not benefit from remote services were provided in-person one-on-one services within all health and safety guidelines.

Challenges:

Some students with exceptional needs excelled in distance learning while other students struggled in this environment.

Some services are extremely difficult to provide remotely such as behavior therapy, physical therapy, etc.

Student learning was helped by district efforts to provide internet connectivity to all

In general, student with moderate to severe disabilities did not respond well to learning received from the computer screen

In general, student with moderate to severe disabilities did not respond well to learning received from the computer screen.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students living in disadvantaged circumstances are at high risk of learning loss due to the pandemic's effects on the learning environment. Therefore, it is critical to have systems in place helping to discern the level of learning loss and progress made throughout the year in closing these gaps. Monitoring student participation and progress will be done by utilizing digital tools: Adaptive online programs to monitor pupil progress with English Language Arts, English Language Development, and Mathematics. Monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes.	\$5,805,432	\$5,975,730	Y
Students living in disadvantaged circumstances require additional supports and interventions to address learning loss. Schools, and groups of students at schools, often have particular needs that are illuminated and addressed locally through school site planning. Through assessment of local performance data aided by district analytical tools, schools detail the needs and strategies for addressing learning loss experienced and impacted by the pandemic. School site councils, individual to each school site, work to develop and inform planning of the School Plan for Student Achievement to address identified needs and gaps for their English learners, foster youth and students living in poverty. Site specific plans must also address the needs of the school's English Learners. These site-specific actions work to identify and address performance gaps that exist through targeted supports and interventions to be provided virtually. Plan development is supported by collaboration of district departments, who also work to review and approve each plan to ensure action planning is rooted in improvement science and meet the needs of students living in disadvantaged circumstances.	\$18,295,787	\$18,856,224	Y

Students from low socio-economic families enter high school with average literacy skills 5 years behind those of high-income students (Reardon, Balentino, Kalogrides, Shores, & Greenberg, 2013). In addition, English language learners, foster youth and students from low socioeconomic circumstances all perform behind the district average in English language arts and the mathematics according to 2019 California School Dashboard data. These students are at risk of falling further behind due to the impacts of the COVID-19 pandemic. The Designated School model continues to increase the instructional day by 30 minutes, adds up to ten additional professional learning days for teachers and provides an additional certificated staff member at each school. These action elements target supports to help address barriers faced for these students at the 41 schools identified as having the highest unduplicated pupil population. These resources will address the needs of students by providing extended time to accelerate learning and close the gap of learning loss resulting from the pandemic.	\$20,026,770	\$21,160,860	Y
According to Corwyn, McAdoo, & Garcia-Coll, 2001 and Orr, 2003, Lower socioeconomic households have less access to learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment. Additional supports and learning opportunities, including tutoring help address the learning loss that has occurred for the district's disadvantaged student population. To supplement the lost instructional time, after school and summer school offerings will target gaps identified for students. These additional offerings will help address the needs of students by adding and building on the instructional day that all students have access to throughout the daily school schedule. The additional learning will assist in addressing learning loss that has occurred.	\$14,646,167	\$12,478,200	Y
Independent study options are important in the current distance learning environment because some families require flexible scheduling and students need opportunities to make up lost instructional time. This flexibility can be even more important for families living in low socioeconomic circumstances. This action will	\$915,646	\$1,324,215	N

address learning loss and support students unable to attend the regular day through an independent study model			
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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Total investments outlined in the LCP included \$198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or \$2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Expenses originally budgeted for Saturday Academy and Extended Day Programs did not come to full fruition resulting in savings.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

Several tools to assess pupil learning loss including i-Ready reporting, “Signals” of student engagement, Microsoft Clever analytics – (single sign on system allows students to digitally access all curriculum, and allows engagement tracking through logins and use), Microsoft Teams analytics (allows tracking to see how students are participating in live sessions, digital assignments, and interactions online) and ATLAS analytics

All students were provided with a device and access to wi-fi if needed so they could be in distance learning with teachers.

Contracted with Tutor.com to provide students in K-12 a virtual on-demand tutoring in any area students needed help in.

Provided teachers and students with digital curriculum that provided students with more practice opportunities and teachers with analytics to see where students still needed help in addressing standards.

Provided more online books to students through Sora and provided teachers with analytics to assure students were building literacy skills during this time.

Challenges:

Connecting 100 percent of students digitally was an early challenge as well as distributing devices to all 74,000 students in FUSD

The decrease in time that students have had in school in comparison to previous years.

Teachers struggled to engage students in distance learning as many students have opted to keep their cameras off.

Student D and F rates have increased throughout this school year by more than 10% points.

Efforts to address Pupil Learning Loss:

Digital curriculum analytics have shown that students are more engaged in the student learning practice opportunities in English, Math, Science, and Social Science. Microsoft analytics have shown an increase in student engagement while in session with teachers. Sora analytics have shown an increase in students reading independently.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

The district provided a wide array of social emotional supports to students and families during distance learning. The Department of Prevention and Intervention and the Special Education Department designed a coordinated social emotional services model through creation of Regional Social Emotional Support Teams, which served approximately 5,500 students and their parents/caretakers. Clinical School Social Workers, Psychologists, Restorative Practices Counselors, Behavior Intervention Specialists, Intervention Specialists, and other social emotional support staff worked together in this new model. Staff shared virtual and community resources; discussed student and family needs and maximized the delivery of social emotional supports during this unprecedented time.

Social emotional support providers adapted to best meet the social emotional needs of students during the pandemic through wellness check-ins, mentoring, supportive counseling, mindfulness interventions, group counseling, individual mental health services and parent learning/support groups. To strengthen the ability to meet the social emotional needs of our students we were able to:

- Develop a crisis response protocol for students with immediate needs.
- Create and implement an online social emotional support referral (English, Spanish, Hmong) for students, families and staff to discreetly request support.
- Enter into partnership with CareSolace to connect students/families to community based mental health or substance use treatment services.
- Our practitioners had a targeted focus on students entering the 7th and 9th grade, as well as those in residing in motels, shelters and foster care. Recognizing that some students may reside in living situations that are not conducive to telehealth services, our practitioners were able to deliver in person counseling and social emotional interventions when needed.

Challenges:

Difficulty to read body language/mannerisms via telehealth

Some students don't want to have their cameras on, as they don't want the social worker or counselor to view inside their home. This makes it challenging to see the student's facial expressions etc.

Many students are less likely to reach out and request assistance via email, as opposed to stopping by the social workers office to ask for help.

Often, a lack of confidential space in the student's home where they can confidentially receive counseling.

Group counseling in virtual setting is especially challenging as the students can't interact & empathize in the same manner as they would in an in person group session.

Some students don't have access to reliable internet to facilitate telehealth services.

"Zoom fatigue". The social workers make every effort to not pull the students from class and to meet after school or during lunch, but many students lose motivation to participate virtually.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Success:

Providing Communication and establishing connections in family's home language: All family learning opportunities were offered virtually in English, Hmong, and Spanish at various times to address family distance learning commitments

Transitioned all Parent University family learning curriculum to web-based learning through Microsoft Teams platform

Transitioned community partners to virtual family learning using Zoom platform and Facebook Live platforms for English, Hmong, Spanish, Lao, and Mixteco speaking families

Establishing connections with families and addressing family technology and connectivity: Primary Language Instructional Specialist staffed the COVID-19 Call Center receiving over 23,000 phone calls in English, Hmong, and Spanish

Primary Language Instructional staff provided support to FLATS Call Center, receiving over 10,000 phone calls in English, Hmong, and Spanish

Supporting Attendance Intervention: Parent University alongside other district leadership partners established the African American Student Chronic Absenteeism Attendance Action Team. Build connections with site leadership to identify families, conduct home visits, and exchange in culturally proficient two-way communications to address absenteeism challenges and nurture healthy attendance practices with African American families.

Family supports have included the following at the pilot school sites (Anthony, Heaton, Homan, and Lowell)

Challenges:

Family digital literacy challenges

Navigating virtual platforms were challenging for staff and families

Understanding new technology equipment (Hotspots, internet connections, etc.)

Challenges meeting the translation needs of families as the volume of communication from school to home increased

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Food Services department worked with the Communications department to create meal passes to be distributed to all enrolled children to ensure the integrity of the meal program.

Since the district had made the decision early on to not only feed eligible children but to also feed needy adults, no one has been denied a meal when schools closed on March 13th, 2020.

Since school sites closed on March 13th, 2020, the Food Services department has served over 11 million meals. Many partnerships were made during this time to help support meal service and access to meals for the community of Fresno. Over 1 million of the 11 million meals served went to needy adults. A partnership with the City of Fresno helped support a portion of the adult meals served during this time.

During distance learning extensive outreach was in place to engage our neediest students. Food Services began providing home delivered meals in June of 2020 to students with disabilities whose families were unable to pick up meals from our meal distribution sites. Albertsons Companies Foundation provided a grant for \$100,000 to purchase two additional vans to allow for expansion of home delivered meals.

Two local non-profits, Live Again Fresno and Marjaree Mason Center, have been receiving meals daily from distribution sites. The children and families served by these organizations rely heavily on daily meals while school is in session and would otherwise be unable to access meals during distance learning.

No Kid Hungry provided two grant opportunities to ensure access to meals over Spring Break 2020 and a safe reopening of schools. A \$109K grant was awarded to serve meals every day of Spring Break 2020. This paid wages for staff that were working on non-contracted days.

A \$160K grant was awarded in December 2020 to support a safe reopening of schools with contactless point of service equipment for our middle and high school sites. This will allow for multiple meal service locations on a campus and maintain the integrity of the meal program.

Since March 16th, 2020, Food Services has provided meals Monday through Friday including all holidays. In November 2020, Food Services began providing breakfast and lunch meals for the weekends as well, and students and the children of community have had access to a breakfast and lunch every single day.

On April 6th, 2021 Fresno Unified will reopen their schools to all children in a hybrid model. Students participating in distance learning will be able to receive a breakfast and lunch at their nearest school site daily between 7-8am. Students on campus will be served breakfast and lunch at their scheduled mealtimes. All safety protocols will be followed such as physical distancing, hand washing, hand sanitizing, and mask wearing. Masks can be removed while eating but must be worn when receiving meals and entering or exiting the cafeteria. Additional seating will be available around campus or at outside tables.

Challenges:

Over 70 USDA waivers related to child nutrition were released over the past year. Navigating the frequent changes at the state and federal levels.

Motivating staff and working through fears associated with the pandemic while requiring staff to be essential workers providing meals directly to the public.

Early in the pandemic there were food chain supply issues as all school districts transitioned to grab and go meals. Vendors had challenges providing the necessary menu items. With federal waivers and several menu changes we were able to ensure that all meal distribution sites had food to serve daily.

Tracking adult and child meals separately to ensure only meals served to eligible children were claimed for reimbursement.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Health Services staff will provide identification, intervention, referral and follow-up with students, in need of mental health services, which will include video conferencing with students and parents to support addressing any health concerns	\$4,387,129	\$6,435,094	N
Mental Health and Social and Emotional Well-Being	Low socioeconomic status and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). In addition, toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Lastly, perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). This action includes virtual supports, including student access to school psychologists, for students and educators to promote a positive distance learning environment through	\$22,135,514	\$22,191,636	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	<p>social emotional learning and classroom community building and bullying prevention. Direct services to students are provided virtually and include small group social emotional skill building and mentoring as well as intensive individualized mental health counseling and behavioral intervention.</p> <p>This action will help address the needs by providing supports targeting the effects of trauma resulting from the pandemic. Additionally, students will be provided with new skills required to interact in a virtual learning environment in a healthy and meaningful way.</p>			
Pupil and Family Engagement and Outreach	Supporting connections and communication with parents and students through media, online supports, print publications and other strategies. Resources will assist with navigating the requirements of the distance learning model and supporting needs for families and students.	\$2,172,288	\$2,267,058	N
Pupil and Family Engagement and Outreach	Students living in disadvantaged circumstances are at risk of becoming disengaged from the educational experience which becomes even more challenging in a virtual learning environment. High School Reengagement Center Teachers are providing individual and small group behavioral and academic interventions virtually for students that are struggling to be successful in a distance learning environment and students who are disconnected due to the impacts of COVID. Interventions are short term and designed to support students successful return to the virtual classroom setting. These supports will address behavioral skill building and help students with a sense of connectedness to their teachers and peers.	\$1,258,603	\$1,211,318	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	The following factors have been found to improve the quality of schools in low socioeconomic neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009) This action will target families/guardians of students living in disadvantaged circumstances that face barriers in accessing information and engaging in their students educational experience. Through the district's Parent University network, supports include training and information for how families/guardians can support through the distance learning model, which includes access to translation services. These resources are intended to meet the needs of families/guardians by maintaining connections and providing services so they feel empowered to support their student's new and different learning environment.	\$2,548,876	\$2,569,876	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Total investments outlined in the LCP included \$198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or \$2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

Additional Health Services staff and supply allocations necessary after the adopted budget to mitigate pandemic impacts.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Last year, the district undertook the development of a strategic plan which will include a new mission, vision, values and goal. Key elements of this new plan were approved by the Board of Education in October and during the pandemic. Processes are underway to consider both leading and lagging indicators of performance which will align to the requirements of the LCAP and inform investments and actions.

Other efficiencies gained during distance learning will be maintained. An example includes professional learning. Sessions conducted virtually generally require less cost and time to implement and can be recorded for future reference and use. Travel and other costs and barriers can be eliminated utilizing this format. The pandemic has influenced how professional learning takes place in the future.

Lessons learned and information gained from both distance learning and simultaneous instruction were used to inform the planning of the LCAP, as it is anticipated that students and teachers will come back to campus for the 2020/21 school year with new and different needs. As each department considered the needs of students after a year of distance learning, actions were changed and plans were altered to better meet the needs of the district's high need students.

Fresno Unified School District began the year implementing distance learning for all students. Key tools were implemented to better engage students online and to monitor interest and engagement. Later in the fall and continuing through spring, small cohorts of students were brought back to school as it was determined that distance learning without the supports of the school site were a barrier to some students. As the district planned for the return of students on April 6, 2021, Fresno Unified adopted Simultaneous Teaching as the instructional model for all teachers. Approximately 60% of students were identified to enter campus in a hybrid, face to face model in A and B cohorts. 40% of students planned to remain online. In preparation to support district implementation of Simultaneous Teaching, Fresno Unified School District designed intentional phases to learn from and alongside teachers regarding best instructional strategies, approaches, and optimum use of technology starting in December of 2020. The three phases included: Phase 1) a small pilot of simultaneous teaching with 8 educators, Phase 2,) a large pilot with over 100 educators across 45 school sites and, Phase 3) district implementation based upon lessons gained from our teachers.

Education Elements Training in Partnership:

Fresno Unified, in partnership with Education Elements, developed and engaged teachers and site/district leaders in foundational training for Simultaneous Teaching. Over 700 teachers and over 75 administrators engaged in foundational sessions. All videos and instructional resources from these sessions are available for access and download on the Fresno Unified Simultaneous Teaching site.

Simultaneous Teaching Phase 1:

In December, a small group of educators engaged students in simultaneous instruction, testing both practices and different technologies. From this phase, district determined that simultaneous instruction could occur with current technology platforms (Teams,

Nearpod) and tools with the need to enhance student to student interaction. With quality teacher and student headsets, the level of student-to-student interaction and possibilities increase in a simultaneous approach. Therefore, the District used one-time funds to purchase corded, high-quality student headsets, teacher blue tooth headsets, web cams, and USB hubs to support facilitation of simultaneous instruction and student discussion and collaboration.

Phase 2:

Phase 2 focused on learning best simultaneous teaching instructional and technology practices from over 100 teachers across all grade levels and subject areas. Teachers tested and applied strategies and worked alongside site leaders to report their findings in preparation for district support.

Data will be collected from students and teachers about the effectiveness of the simultaneous teaching model and practices will be adjusted as new insights are gained.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Year to year, students learn new content and develop new skills; assessments are designed to measure student growth throughout the year towards grade-level standards. Concerns about “learning loss” are concerns that students aren’t learning content and mastering skills at the same rate that they typically would be. Given the disruptions in schooling since March 2020, some students may learn less over the course of the pandemic. The difference between what they would have learned in a normal year and what they learn during the pandemic is what we refer to as “learning loss.” Formative assessments will be used to monitor how student learning this year is different from that of prior years, and to measure how quickly (or slowly) students are “catching up” academically to where we would predict they would typically be by the end of a typical school year.

Students with unique needs will be carefully monitored as it was identified that some students with exceptional needs excelled in distance learning while other students struggled in this environment. Some family engagement benefits gained during the pandemic will be maintained. Some services, such as Speech Therapy, Occupational Therapy, Physical Therapy, and others were not as effective in the distance learning model and efforts will be made to catch students needing those services up as quickly as possible. Fresno Unified is planning on adding the following additional positions and services to support students with unique needs in the 2021/22 school year:

Phase 3 Grade Span Adjustments – add 6.0 FTE Teachers and 12.0 FTE Aides – \$1.6 million *(Already contemplated in the multi-year projections)*

Add the following positions (9.0 FTE):

5.0 FTE Speech Language Pathologists – \$660,000

1.0 FTE Teacher for Preschool Inclusion – \$92,000

1.0 FTE Orthopedic Impairment Spec. – \$145,000

1.0 FTE Assistive Technology Teacher – \$115,000

1.0 FTE Technical Specialist – \$95,000

Digital assessments annual contract – \$195,000

Increase technology refresh – \$100,000

One-Time Stimulus:

Digital Assessments – \$40,000

Accelerate learning through Summer & Winter Sessions, Tutoring, and Intervention – \$1.7 million

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Total investments outlined in the LCP included \$198,000,000. Fresno Unified will consider any difference greater than 1% of the total, or \$2,000,000 to be substantive. It is important to note that the LCP was written in August 2020, which was prior to the start of the 2020/21 school year. Fresno Unified, and all educational institutions, found it necessary to flex investments to accommodate long-term distance learning and best support students, families, and staff.

At the beginning of the pandemic there was additional assumptions for instructional supports, that did not come to fruition due to a delay in returning to school. In contract, other expenses, such as Technology, ended up requiring a much bigger investment.

Saturday Academy and the extended day program expenses were reduced over the original budget due to program savings.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021/22 through 2023/24 LCAP contains very little that is the same as the LCP or prior LCAP. The pandemic and resulting year of distance learning has changed everything from what students now need, to the resources available to meet those needs, and student and staff perceptions of teaching and learning. In coming years, entire books will be written about student outcomes from the pandemic

and the start of the next school year will likely be spent better understanding specific outcomes. Some changes likely to stay will be helpful. More electronic communication to students, staff and families will likely improve efficiencies and reduce costs. Travel and professional learning will be more flexible and less costly. Lessons learned about utilizing technology for teaching and learning will benefit students and staff.

Other outcomes of the pandemic more specific to student learning and wellbeing are not so positive. Emerging data has indicated the need to focus on learning recovery strategies. Several district investments, made with both LCAP Supplemental and Concentration funds, as well as one-time stimulus funds, will invest in more learning time for students and include summer school, after school, and a longer school day.

A second emerging trend is the need to support the social emotional and mental health needs of students. Several district investments, including additional Social Workers, Child Welfare and Attendance Specialists, Psychologists, and contracted services are designed to better support the mental health of students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fresno Unified School District	Robert Nelson, Superintendent	Bob.Nelson@fresnounified.org (559) 457-3882

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Fresno Unified School District (Fresno Unified) is the third largest school district in California located in the Central Valley. The district serves more than 73,000 students from preschool through grade 12. Fresno Unified nurtures and cultivates the interests of students by providing an excellent and equitable education in a culturally proficient environment. The district serves a diverse population, where students, families, and staff are valued and empowered. In total, students attending Fresno Unified schools reflect the celebrated diversity of Fresno, with families speaking 59 different languages.

Fresno Unified values the vast array of people that comprise our community. Students are encouraged to become life long learners, demonstrating positive behaviors and personal accountability. Many Fresno families face extraordinary circumstances, including extreme poverty. To promote progress, Fresno Unified established goals for students, staff, and families with objectives that are actionable and measurable as part of a new district strategic plan. This plan guides program evaluation and equitable allocation of resources to enrich academic performance, expand learning experiences, and increase inclusive opportunities for students and their families in order to achieve the greatest potential outcomes.



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Potential!



LCAP Executive Summary

2021/22

LCFF

Local Control Funding Formula

The Local Control Funding Formula (LCFF) is California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English learners, foster youth and students living in poverty.

LCAP

Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is the district's three year plan for how it will use state LCFF funding to service all students.

During the 2020/21 school year, Fresno Unified School District held numerous meetings and workshops to gain community input on how best to serve students.



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

District Overview

MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

SCHOOLS
108
TOTAL

66 Elementary Schools

14 Middle Schools

10 High Schools

3 Special Education Schools

6 Alternative Education & Adult Schools

9 Charters

EMPLOYEES
10,000+
TOTAL



STUDENT ENROLLMENT
73,833
TOTAL

2,973

Pre K

41,015

TK - 6

10,734

7 - 8

19,111

9 - 12

STUDENT DIVERSITY

African American	8.2%	Hispanic	69.1%
American Indian	0.5%	Two or More Races	2.2%
Asian	10.8%	Pacific Islander	0.4%
Filipino	0.3%	White (Not Hispanic)	8.8%

STUDENT ENROLLMENT BY PROGRAM

English Learner	17.5%
Socioeconomically Disadvantaged	85.0%
Students with Disabilities	10.9%
Foster Youth	1.0%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) and local data, Fresno Unified has maintained continuous and ongoing improvements toward improving student outcomes. Careful planning, research, and strategic decision-making has led to actions and services that support the goals developed for improved student outcomes. Many programs implemented through the LCAP, including i-Ready Diagnostic assessment tools, Early Intervention, districtwide multi-tiered systems of support (MTSS), Middle and High School Redesign, credit recovery, after-school intervention programs, a solid technology infrastructure with 1:1 Chromebooks and the development of an African American Parent Advisory Committee contribute to continuous improvement on the metrics outlined in this section. Our district has focused on synthesizing and making accessible state and local data to help our schools achieve better outcomes for students through the development of data resources and tools that measure performance by growth and achievement. In 2019, Fresno Unified's district goals were sunseting and our environment was ripe for a deep dive to create a collective vision that encompasses all voices and diverse perspectives. Our district recognized the need to develop a collective vision embedded in a student-centered learning environment to create a democratic environment for all learners, while connecting the learning through relationships, relevance, and authenticity. Fresno Unified embarked on a multi-year journey with our stakeholders focused on deep engagement, goal setting, evaluation, realignment, and continuous improvement. During Year 1, a cross-departmental team was developed to engage in a process to gather input from our Board, students, parents, staff, labor partners, and community members. A multi-method suite of research methodologies including listening sessions with principals, teachers, and students, focus groups, surveys, and phone interviews were conducted with various stakeholder groups.

In collaboration with an external research firm, Hanover, Equity and Access, Prevention and Intervention, Communications, Fresno Teachers Association (FTA) President, and Student Engagement department partnered to plan a multi-layered approach to gathering stakeholder voice. Hanover analyzed data to gather stakeholder perceptions using both quantitative and qualitative methodological approaches. Additional closed- and open-ended questions were included in our district's annual spring Climate and Culture student survey for students' grades four through twelve. 15,190 elementary students and 21,979 secondary students provided input on the survey. In addition to the survey, six heterogeneous virtual student focus groups were conducted with secondary students enrolled in Summer Academy. A random, diverse sample of students were selected and invited to participate in our virtual student focus groups. These students represented mixed ethnic/racial backgrounds and included EL students, foster youth, GSA club members, and students with disabilities. In addition to gathering student voice, our district gathered input from parents and staff. Additional closed- and open-ended questions were included in the spring Climate and Culture parent and staff surveys. 24,812 parents and 4,465 staff provided input on the survey. Additionally, 282 parents were interviewed by phone to gain insights on their perceptions of a welcoming school environment, school involvement, school engagement and connectedness, and online learning. Six focus groups with Fresno Unified Staff were also conducted to identify priorities and help inform mission, vision, values, and goal development. After collecting input from over 67,000 stakeholder voices, we embarked on a process to use the information to develop a collective vision, mission, values, and goals.

Vision

Fresno Unified School District is where students, families and staff are valued and empowered to achieve their greatest potential.

Mission

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

Goals

Student – Improve academic performance at challenging levels

Student – Expand student centered and real-world learning experiences

Student – Increase student engagement in their school and community

Staff – Increase recruitment and retention of staff reflecting the diversity of our community

Family – Increase inclusive opportunities for families to engage in their students' education

After the adoption of our Strategic Plan in October 2020, our district focused on gathering input from our stakeholders to start processing the meaning of our vision, mission, values, and goals and to understand how they are responding to and explaining how our Strategic Plan will be lived. During this post-adoption phase, we held 17 virtual student focus groups with approximately 500 diverse students in grades 4-12 during the month of November. In addition to students, we gathered parent and community voice during December and January through 6 town hall meetings, including Spanish- and Hmong-speaking parents. During December, we engaged principals in large and small group sessions to gather their input on how our Strategic Plan lives at the school site and what actions might be aligned to our goals. We also asked principals to take our Strategic Plan to their school site to engage their staff in a discussion to gather their collective feedback. In addition, in December, we engaged Cabinet department leaders in a deep dive into our vision, mission, values, and goals and charged them with taking it to their department staff to weigh in on the conversation. The qualitative data from our principals, school site staff, cabinet members, students, parents, and community members was intended to inform our thinking for priority objective development. In Year 2, our district has focused on realigning our Local Control and Accountability Plan (LCAP) as well as our School Plan for Student Achievement (SPSA) to our newly adopted Strategic Plan. Objectives and key results (OKRs) have evolved from the adoption of the stakeholder input gathered during the post-adoption phase. The OKRs are aligned to the California School Dashboard and the goals in our Strategic Plan. There are five priority OKRs and 15 additional OKRs. All departments and sites will develop their own work plans and next level OKRs in alignment to these five priorities which will be part of the cycle of reviews. An additional 15 OKRs have been developed to help guide and align site and district plans. Fresno Unified has recently embarked on gathering and organizing relevant data from a variety of sources to identify trends and set measurable targets for each OKR. Our district has identified data trends through collaboratively analyzing and interpreting at least three years of performance and outcome data aligned to our Strategic Plan. The

Strategic Plan has afforded Fresno Unified the opportunity to reevaluate its priorities and set measurable targets toward monitoring and measuring performance and progress to California Dashboard-aligned metrics.

In addition to the development and adoption of the Strategic Plan, Fresno Unified continues to monitor and make progress in the poorest performing indicator - College/Career Indicator (CCI). Our district has made advancements in preparing students for college, with State data showing an increase in the percentage of our graduates who met each of the measures in the CCI Prepared level. In 2019, 38.4% of Fresno Unified students were prepared and in 2020, 49.6% of graduates were prepared. In addition to the State indicators, Fresno Unified met all of the local indicators including the Basics, Implementation of academic standards, parent engagement, and our local student climate survey. The Strategic Plan provides our district with a unique opportunity to dig in more deeply to parent engagement and our local student climate survey, as we now have a district-wide family goal accompanied by OKRs.

Our work in Differentiated Assistance (DA) helped us to address the multiple needs of our students and their families. In 2019, three student groups were identified in need of differentiated assistance—foster youth, homeless students, and students with disabilities. Foster youth and students with disabilities are no longer red in suspension rates and ELA, but they have two red indicators for graduation rates and college and career. Homeless students have two red indicators in chronic absenteeism rates and suspension rates. To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention, Equity and Access, and College and Career Readiness have formed a cross-departmental team and partnered with the Fresno County Superintendent of Schools (FCSS) to apply an improvement science approach centered on continuous inquiry and learning. The team has identified the problem of practice as a lack of process for identification and enrollment of foster and homeless youth which may impact a delay in intervention and additional support. If students are identified upon enrollment, it will allow schools and Project ACCESS to monitor foster and homeless youth early and identify any barriers to graduation as well as monitor attendance and suspension rates. During this year, the team is focused on developing and implementing an aligned process and standardized protocol for foster and homeless identification and enrollment. The team is also working closely with school sites and stakeholders regarding the necessary changes to the current enrollment process. The collaborative teams support through a continuous improvement science process which involves a shift from compliance to capacity building and “doing with” instead of “doing to” schools, identifying strengths and areas of need, and gathering and reviewing evidence to encourage reflection throughout the process. In addition, the Special Education Department and seven high schools have continued to collaborate with Fresno County Superintendent of Schools (FCSS) as part of a Network Improvement Community (NIC) to continue digging into low performance special education students on indicators for Graduation and the College and Career Indicator (CCI). The Special Education Department continued the partnership with The New Teacher Project (TNTP) to support district and school leaders to be aligned in their shared commitment to Inclusive Education and Regional Instructional Managers service to sites will facilitate the visible and continuous improvement of practices related to Inclusive Education.

During COVID-19, new CSI schools were afforded the opportunity to slow down and learn the process of Continuous Improvement (Bridge meetings). CSI sites have continued with their Guiding Coalition meetings and adapt the structure of the meetings to fit our virtual environment. Sites have also continued to use tools/strategies learned from the CSI Guiding Coalition meetings, to implement and guide faculty/staff through new procedures/processes. Optional CSI Guiding Coalition Meetings provided sites and various departments the opportunity to learn and grow from each other; developing strategies, procedures, and policies that benefit our system. CSI sites also spent time reviewing research questions/data collection to ask “what do we want to learn about our system”, following Bridge and Guiding Coalition meetings, sites focused on examining qualitative and quantitative data to inform Root Cause Analysis. Based on the research and data, CSI sites progressed from Root Cause Analysis and Focus on Theory of Action (what are some theories we have about addressing the Root Cause/Problem), to focusing on Aim & Driver (based on the theories, what are some goals that we can set to address the problem) and Change Ideas (based on aims and drivers, what are some ideas for changes that we can test). More recently, CSI sites have participated in Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Fresno Unified did experience success and progress. As reported on the 2019 California School Dashboard:

Progress Indicators

3rd – 8th & 11th Grade SBAC scores on Math – Experienced improvement in the distance from proficiency of 6.3 points. Low Income students increased 6.5 points.

3rd – 8th & 11th Grade SBAC scores on ELA – Experienced improvement in the distance from proficiency of 4.2 points. Low Income students increased 4.4 points.

Graduation Rate – Maintained 0.9%

As a system, there are other areas to highlight the work that has gone forward since our last LCAP in response to COVID-19. We were able to pivot in the span of a week to Distance Learning; this meant that we had contacted almost all students to ascertain their immediate basic needs and developed a plan for rectifying their concerns. In addition, Fresno Unified distributed over 64,000 laptops to students along with 11,000 hotspots. Along with the technology, we supplied school supplies including leveled readers, tablets, basic manipulatives, to name a few items. In order to see success from beyond a basic needs stance, we supplied instructional staff with educational technology and training to help teachers and partners in creating Microsoft Teams sites, Tutor.com, Edgenuity Digital Lessons, and Nearpod. Instructional coaches supported content development for teachers and students that was inviting and successful. In an effort to continue to provide online learning opportunities for our students, we leveraged our local assessment, i-Ready, toward increasing "My Path" usage.

Fresno Unified School District will continue to build upon successes, by building into the forward plan additional instructional time during the school day for students, as well as expanding learning opportunities outside of the traditional school day (including Summer and Winter learning and after school programs). Plans have also been developed to target specific student groups and areas of instructional need such as math, literacy and credit recovery.

Professional learning will be expanded to include a professional learning summit where teachers get to select the topics of most interest and need for them as individuals. Based on impacts to school communities from the pandemic, strategies are being developed to re-engage school communities.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 California School Dashboard. However, Fresno Unified continues to take an active role in addressing the district's greatest needs and performance gaps. According to the State Dashboard (2019), our overall performance levels were orange in Chronic Absenteeism, Suspension, and College/Career. Performance in these indicators earned us the opportunity for DA Year 2, to utilize an improvement science approach centered on continuous inquiry and learning. Using improvement science, we learned that the common hindering forces to systemic success were in three main areas: foster and homeless youth identification, foster and homeless youth enrollment, and CTE opportunities for students with disabilities.

Additional LCAP actions implemented to support these performance indicators are:

Student Interventions, Middle and High School Redesign, Additional Vice Principals for Elementary and Middle Schools with High Unduplicated Counts, Equity and Access, Expand Alternative Education, Supports for Students in Foster Care, Increase School Allocations for Athletics, District Funded Educational Enrichment Trips, African American Academic Acceleration, Student Peer Mentor Program, Men's and Women's Alliance, Social Emotional Supports, School Climate and Culture Expansion, Restorative Practices / Relationship Centered Schools, Parent Engagement Investments, Mental Health Supports, School Site Allocations to be Prioritized by each School's Site Council, and Supplemental Student Supports.

Students with disabilities continue to be one of the lower performing student groups. For students with disabilities, specific needs vary greatly. These needs include auditory, visual, cognitive, and physical. With the recommendations from the Council of Great City Schools, the district continues to focus its intentions and serve students with disabilities by continuing to develop partnerships with other departments, teaching staff and parents. The Special Education Department provides a medium for parents and community members to engage in the strategies, issues and information on current programs and services utilizing both the Special Education Committee and the Community Advisory Committee for Special Education.

Beginning in the 2019/20 school year, Fresno Unified began implementation of a three-year, phased in approach to expanding services for students with special needs. Planned additional investments totaled \$12 million and included additional teachers, paraprofessionals, services, instructional coaches and professional learning.

On the California State Dashboard for graduation rate, English Language Arts, and Mathematics, Fresno Unified School District achieved a "yellow" score, but some student groups received scores of "red". For Graduation rate, foster youth and students with disabilities scored "red". For English Language Arts and Mathematics foster youth scored in the "red" category.

Through services provided from the Project ACCESS office, the district continues to address the needs of homeless students. Students that are facing homelessness tend to be one of the lower performing student groups in the areas of suspension and chronic absenteeism. In response to these needs, the district has partnered with local agencies such as the Department of Social Services, Fresno Housing Authority and shelters including Marjaree Mason Center. There is also a dedicated social worker that coordinates various services, such as transportation, social emotional intervention and case management. Laptops and educational tutorial resources are also provided. Services provided to students that are homeless or living in shelters include individual/group counseling, case management services, school supplies and vouchers to support participation in extracurricular activities and trips.

The district continues to address the needs of students residing in foster care, through the services provided by the Project ACCESS office, within the Department of Prevention & Intervention. Students in foster care are one of the lower performing student groups in the areas of graduation rate and college and career readiness. To improve outcomes for these students, the department has strengthened partnerships with the Department of Social Services, local group homes and other organizations supporting youth in foster care.

The district remains engaged with a wide array of stakeholders as part of the Project ACCESS Roundtable. Foster parents, foster youth and community providers attend the Roundtable, which is held three times per year to identify needs, communicate resources and incorporate student voice into future planning activities.

Progress Indicators

ACADEMIC



	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
3rd -8th, 11th SBAC Math below level 3	2018/19	-62.1	-68.1	-75	
	2017/18	-68.5	-74.7	-77.2	
3rd -8th, 11th SBAC ELA below level 3	2018/19	-34.1	-40.8	-58.4	
	2017/18	-38.3	-45.2	-56	
A-G Completion 4-year cohort	2017/18	47.27%	45.10%	28.03%	12.99%
	2016/17	43.59%	41.18%	24.32%	12.50%
% of Students who pass AP Exams	2017/18	29.21%	25.62%	41.95%	
	2016/17	25.53%	23.10%	36.65%	
4-year cohort completed Linked Learning Pathway	2019/20	36.92%	35.42%	24.54%	8.33%
	2018/19	37.27%	40.11%	25.74%	18.18%
English Learner Progress	2018/19	45.90%			
	2017/18	N/A			
English Learner Redesignation	2018/19	16.68%			
	2017/18	13.90%			

SCHOOL CONNECTEDNESS



	SCHOOL YEAR	DISTRICT	LOW INCOME	ENGLISH LEARNER	FOSTER YOUTH
School attendance rate	2018/19	94.23%			
	2017/18	94.34%			
Chronic absenteeism	2018/19	15.80%	16.70%	9.30%	23.70%
	2017/18	15.80%	16.50%	10.20%	24.50%
Middle school dropout rate	2017/18	0.98%	0.89%	0.88%	0.32%
	2016/17	0.73%		0.43%	
High school dropout rate	2017/18	8.70%	9.20%	13.80%	
	2016/17	10.30%	10.80%	16.20%	
High school graduation rate	2018/19	87.60%	87.60%	75.00%	
	2017/18	88.20%	88.70%	79.50%	
% students enrolled in any engagement in school and community	2018/19	60.45%	60.05%	53.44%	49.67%
	2017/18	66.59%	66.37%	59.67%	53.85%
Student suspension rate	2018/19	7.00%	7.40%	4.40%	
	2017/18	7.30%	7.60%	4.80%	
Student expulsion rate	2018/19	0.21%			
	2017/18	0.25%			

OPERATIONAL



	SCHOOL YEAR	DISTRICT
Fully credentialed in area taught	2019/20	92.35%
	2018/19	91.31%
Teachers misassigned	2019/20	0.19%
	2018/19	0.75%
Teacher vacancies	2019/20	0.59%
	2018/19	0.69%

OPERATIONAL



	SCHOOL YEAR	DISTRICT
Access to instructional materials	2018/19	100%
	2017/18	100%
Facilities are properly maintained	2018/19	97.64%
	2017/18	97.20%

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through stakeholder input via surveys, focus groups, and community forums and our collaborative process of Strategic Plan development, Fresno Unified identified the following areas for continuous improvement.

Student Goal - Improve academic performance at challenging levels

Fresno Unified schools will improve academic performance of students at challenging levels in several ways. Our district will ensure excellence in teaching and learning through a system of aligned professional learning structures which include site-embedded coaching, professional learning summit, observations with targeted feedback, site-based coalition teams, Middle and High School redesign with ELA- and math-focused professional learning communities, professional learning updrafted system (PLUS) teachers, instructional practice walks, regional lead teacher sessions, one-on-one coaching sessions, foundational skills learning, and cultural professional learning opportunities. Our district will prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as to promote opportunities for intervention, remediation, acceleration, and access to a broad course of study. Fresno Unified has also provided early interventions, additional teacher supply funds, personalized learning supports and support interventions for students, eliminating combination classes, and expanding academic and behavioral supports for students with disabilities, English learner students, and other struggling students. In addition, Fresno Unified has focused on expanding our physical and mental health support for students. Further, our district has increased dual immersion opportunities for students. Our continued data collection and analysis will allow us to monitor and adjust our program as needed to achieve this goal. Below is a detailed list of additional actions taken by our district to achieve this student goal:

Student Goals – Improve academic performance at challenging levels

<p>Designated School Investment: \$19.9M</p> <ul style="list-style-type: none"> • Additional 30 minutes of instruction each day • Ten additional professional development days • One additional teacher to be prioritized by the school 	<p>Maintain Additional Services for Phoenix Community Day School: \$4.7M</p> <ul style="list-style-type: none"> • Behavior modification program for expelled students • Individual counseling program to reduce peer conflict
<p>NEW/EXPANDED Early Interventions: \$3.1M</p> <ul style="list-style-type: none"> • RSP teachers provide academic supports to high needs students 	<p>NEW/EXPANDED After School Tutoring: \$6.1M</p>
<p>Additional Teacher Supply Funds: \$1.3M</p> <ul style="list-style-type: none"> • Each teacher-member receives an additional \$315 above base classroom funding for additional supplies and materials 	<p>NEW/EXPANDED Extended Summer Learning: \$5.3M</p> <ul style="list-style-type: none"> • Expand winter sessions to all sites • Expand summer session to third session • Summer Camps
<p>Middle & High School Redesign: \$12.9M</p> <ul style="list-style-type: none"> • Provides a broad course of study for EL students • Personalized learning supports and student interventions 	<p>NEW/EXPANDED All teachers are teachers of English Learner (EL) students: \$15.1M</p> <ul style="list-style-type: none"> • Middle and High ELD extra period • Expand Rosetta stone license for middle school
<p>Eliminate Elementary Combination Classes: \$4.3M</p> <ul style="list-style-type: none"> • The District maintains its commitment to eliminate combination classes 	<p>Expansion of Dual Language Immersion Programs: \$2.0M</p> <ul style="list-style-type: none"> • Dual Language Immersion Programs at 14 sites • Access to increase English literacy while maintain primary language
<p>National Board Certification: \$0.1M</p> <ul style="list-style-type: none"> • Designed to develop, retain, and recognize accomplished teachers 	<p>Base: Instruction: \$394.2M</p> <ul style="list-style-type: none"> • All costs associated with the delivery of instruction to students • Professional Learning Summit • Edgenuity digital libraries • PBS lessons • Nearpod digital lessons • Tutor.com
<p>Instructional Supports: \$1.1M</p> <ul style="list-style-type: none"> • To build the collective capacity to improve instruction 	<p>Base: Special Education: \$163.4M</p> <ul style="list-style-type: none"> • Serving student with disabilities
<p>Additional Teachers Above Base Staffing: \$14.9M</p> <ul style="list-style-type: none"> • Additional teachers have been added to reduce class sizes at all grade levels 	<p>Base: Professional Learning: \$46.7M</p> <ul style="list-style-type: none"> • Job-embedded learning opportunities for teachers, administrators, and classified employees
<p>Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts: \$2.2M</p>	<p>Base: Technology Access and Support: \$17.3M</p> <ul style="list-style-type: none"> • Includes all school and district department applications and hardware
<p>NEW/EXPANDED African American Academic Acceleration: \$3.5M</p> <ul style="list-style-type: none"> • Promoting school connectedness through extracurricular activities before and after school and through student clubs • Academic acceleration through summer literacy program, academic advisor support, college mentoring 	<p>Base: Early Learning: \$0.5M</p> <ul style="list-style-type: none"> • Infant, toddler, preschool, transitional kindergarten programs
<p>NEW/EXPANDED Early Childhood Education Developmental Screening: \$16.7M</p> <ul style="list-style-type: none"> • Summer program for incoming kindergarten 	<p>Base: Equity and Access: \$3.1M</p> <ul style="list-style-type: none"> • Eliminating disproportionality
<p>NEW/EXPANDED Additional Supports for Libraries: \$0.5M</p> <ul style="list-style-type: none"> • Provides E-books and E-readers • Student backpacks and books K-6 	<p>NEW/EXPANDED High Quality School Site Health Services: \$11.1M</p> <ul style="list-style-type: none"> • Nurses
<p>NEW/EXPANDED Equity & Access: \$2.4M</p> <ul style="list-style-type: none"> • Identify gaps and supports for students with the greatest need • Support families/students with school choice options and outreach • Cultural proficiency training • GATE assessments and development 	<p>NEW/EXPANDED Mental Health Support: \$1.1M</p> <ul style="list-style-type: none"> • School psychologists
<p>NEW/EXPANDED GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees: \$2.3M</p>	<p>Expanded Transportation Services: \$2.0M</p>
<p>NEW/EXPANDED Expand Alternative Education: \$2.1M</p> <ul style="list-style-type: none"> • Summer and Winter sessions 	<p>NEW/EXPANDED Upgrading Access to Technology: \$1.1M</p> <ul style="list-style-type: none"> • Integration of technology, instruction and learning
	<p>Student Technology Access and Annual Refresh: \$6.7M</p> <ul style="list-style-type: none"> • Full sets of student computers in ELA and math classes • Student companion device Initiative • eLearning companion device • Student internet access



Student Goal – Expand Student-centered and real world learning experiences



In addition, Fresno Unified will continue to develop coherent and transparent systems for operational excellence to support each students' success by establishing systems and structures to engage students in their school and community. One way we do this is through a developed and successfully implemented positive and transformational school culture using a MTSS model. This structure allows for appropriate data collection, training, and implementation of protocols that work to provide the opportunity and support for students to develop skills in academic and behavior including positive behavioral intervention and supports (PBIS), social emotional learning (SEL), and restorative practices (RP). We will continue to use dedicated Climate and Culture Specialists (CCS) in a more concentrated and continued effort at meeting the social and emotional needs of our students via Social and Emotional Learning (SEL) strategies and intervention, both embedded in the daily experience and taught as weekly courses through our teachers, counselors and other supportive staff persons. Over the next three years Fresno Unified will phase in the implementation of Discipline Guidelines district-wide, which has shown promising outcomes for the initial 18 school sites who are currently implementing. Discipline Guidelines provide parameters and guidance to site leaders in responding to intensive behaviors that may lead to suspension. In addition, it provides guidance on alternative discipline responses to address the root of the behavior and reduce the likelihood of recurrence.

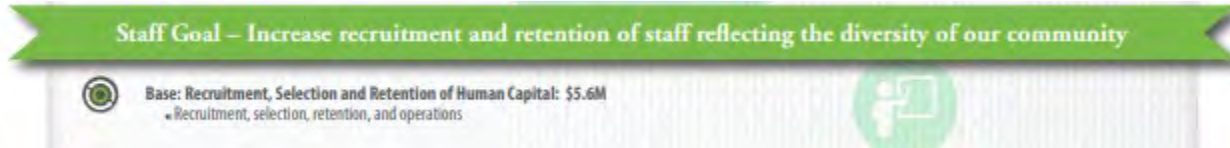
Student Goal- Increase student engagement in their school and community



Staff Goal- Increase recruitment and retention of staff reflecting the diversity of our community

Recruitment, Selection and Retention of Human Capital

Recruitment, selection, retention, and operations



Fresno Unified will continue to increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, alcohol, tobacco and other drugs prevention/intervention including vaping, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of the students, parents, staff and other stakeholders with the schools.

Family Goals- Increase inclusive opportunities for families to engage in their students' education



Contributes to all Fresno Unified School District Goals

Contributes to all Fresno Unified School District Goals

-  **School Site Allocations to be Prioritized by each School's Site Council: \$29.1M**
-  **Supplemental Student Supports: \$29.3M**
 - + Instructional coaches
 - + Lead teachers
 - + Intervention teachers
 - + Health personnel
 - + Early childhood aides
 - + Counselors
-  **Base: Central Office Administration: \$5.3M**
 - + Board of Education, Superintendent, Communications
-  **Base: Administrative Services: \$12.5M**
 - + Fiscal Services, Payroll, Benefits/Risk Management, State and Federal, Transfers, Grants
-  **Base: Operational Services: \$155.9M**
 - + Food Services, Facilities, Maintenance, Safety, Utilities, Transportation
-  **Base: Other Expenses: \$26.4M**
 - + Health contribution, retirement
-  **One-time Recovery Resources: \$97.9M**
 - + Additional Instructional Time (All grade levels)
 - + Expanded Summer & Winter Learning (including Alternative & Special Education)
 - + Expanded After School Programs
 - + Student Desk Replacements
 - + Middle School & High School Enrichment Opportunities
 - + Math & Literacy Class Size Supports
 - + Credit Recovery
 - + School Site Support (to be planned through the SPSA)
 - + Student Group Support (African American, English Learners, Early Learning)
 - + Two Day Voluntary Professional Learning Summit
 - + Curriculum & Instruction Supports
 - + Teacher Development Supports
 - + Three Additional Planning & Student Engagement Days
 - + Library Services (student books)
 - + Health Services Support
 - + Social-Emotional / Mental Health Supports
 - + Classroom Ventilation Upgrades
 - + Classroom Telecom Upgrades



Total Supplemental & Concentration Resources = \$206M

7

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Ahwahnee Middle
Cambridge Continuation High
DeWolf Continuation High
Elizabeth Terronez Middle
Heaton Elementary

Irwin O. Addicott Elementary
King Elementary
Lowell Elementary
Phoenix Elementary Academy Community Day
Phoenix Secondary
Scandinavian Middle
Tehipite Middle
Tenaya Middle
Webster Elementary
Yosemite Middle

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders, teachers, parents, and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of these plans.

Sites are provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites and district leadership form guiding groups called Coalitions Teams. These teams are comprised of a variety of site personnel, multiple representatives from the central office and partners from the County Office of Education. Teams work in tandem to support student performance growth. In addition, a designated leader from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

All sites utilize the SPSA Tool, creating a common practice across Fresno Unified to complete the mandatory needs assessment and action plans. The tool has several elements. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard. This includes Smarter Balanced Assessment Consortium (SBAC), suspension, and attendance data for all schools. Additionally, high schools analyze graduation rate and ‘college and career’ readiness data. Internal data allows for further analyzation and verification of specific site needs. Examples of this data include, but are not limited to, percentage of D’s and F’s, student engagement, interim diagnostic testing or percentage of students enrolled in advanced placement courses. This process supports school sites to create an intervention plan and ensure quality implementation of strategies.

During plan development, sites are provided a rubric by instructional superintendents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborate to construct the rubric to ensure compliance, alignment with district goals, and

concurrence with site practices and investments. The rubric poses clarifying questions such as, “Were you able to implement your actions and are you on target to meet your goals based on the following metrics?”. Additionally, it prompts site to include specific information such as the gaps of specific student groups and evidence-based interventions in place to support those students. This helps guide the work for schools as they create their site plan and budget.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, use of funds and strategies to support student achievement. Guiding Coalition Teams assist in identifying appropriate evidence-based interventions. Sites utilize the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the school. The menu includes central office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the designated district CSI representative and other CSI support staff consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data.

Guiding Coalition Teams complete a root cause analysis and determine areas of focus for the school. Also, the team equips site leaders with relevant data and provides support with disaggregation of data to determine disproportionality and identify possible resource inequities. Although varying by site, examples of inequities could include personnel needs, scheduling adjustments, or additional professional learning. The findings are incorporated into a SPSA monitoring tool throughout the school year to support progress towards stated goals.

Stakeholder feedback is documented in each SPSA, and sites must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The designated CSI representative, with the support of Equity and Access, School Leadership, and State and Federal, works directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Guiding Coalition Meetings which include various staff and/or departments within the school district to assist with the implementation plan. During the monthly CSI Guiding Coalition Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review including Dashboard, reports, interviews, surveys), to develop a research plan, and provide one-on-one support with the designated CSI representative.

Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure sites have the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional development in various areas such as: Social Emotional Learning, Professional Learning Community, technology, AVID, Cultural Proficiency) needed to drive and implement work/actions.

Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with District Administrative Cabinet twice a year to provide updates, surface requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or how the plan is improving/impacting the system as a whole.

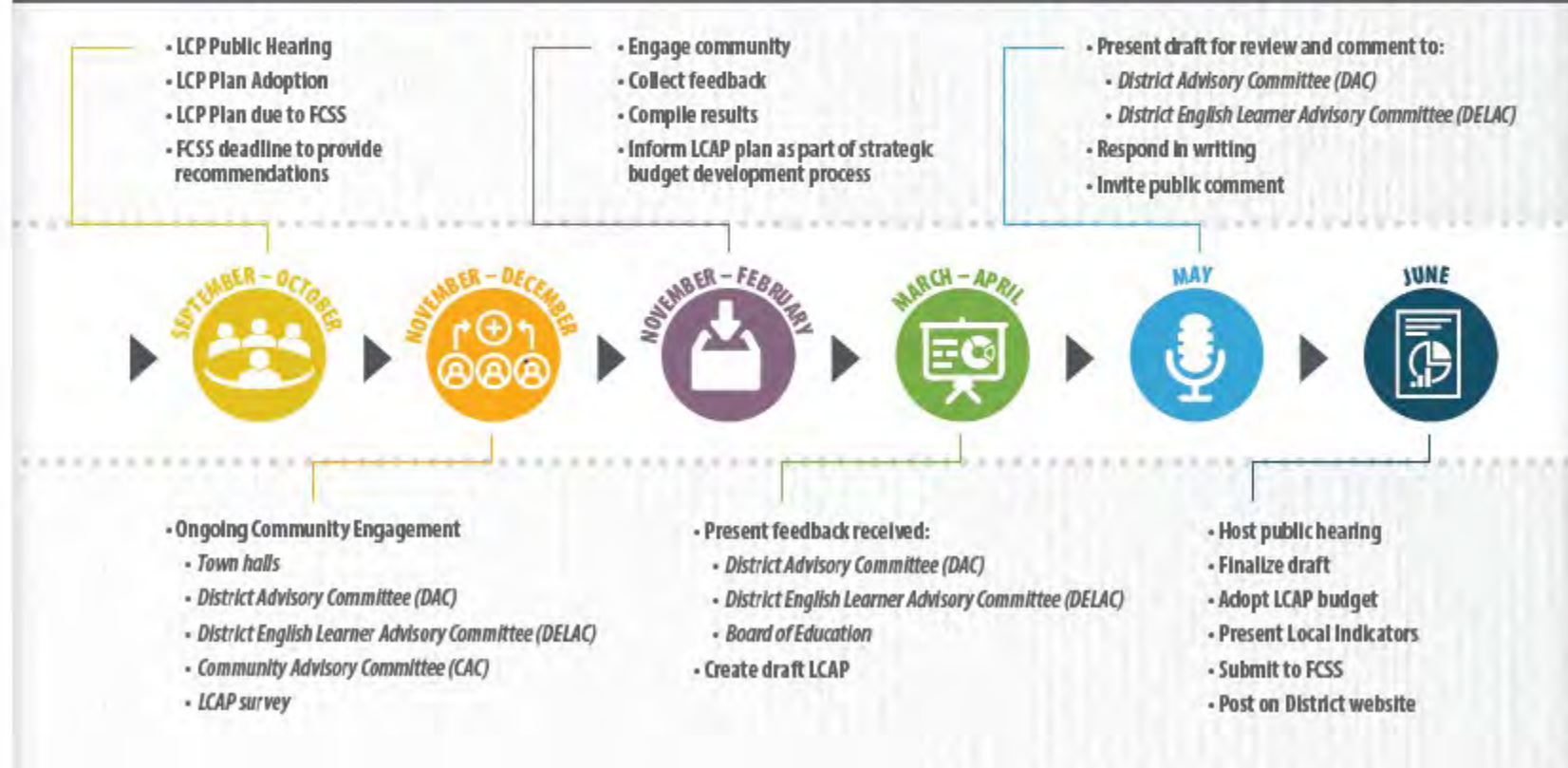
Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Ongoing stakeholder engagement is an integral part of the planning process and district efforts continue to exceed statutory requirements. As listed in this section below, numerous meetings held throughout the year provided students, families, staff, bargaining partners and community groups an opportunity to provide input. All engagement experiences were organized around three important elements; 1) an update on current LCAP initiatives/investments, 2) an update on improvement outcomes demonstrated with data visualizations and 3) an opportunity to provide feedback.

Stakeholder Engagement

LCAP PROCESS



In addition to the challenges of a pandemic, this year has afforded some unique opportunities. The work of updating the strategic plan began early in 2020 and included 17 student focus groups, 6 parent town halls, and input from all site principals and departments. This is important work as the resulting vision, mission, values and goals will create a base from which Fresno Unified built the LCAP.

This year Fresno Unified partnered with a recent high school graduate to create 5 videos highlighting some of the work of the district outlined in the LCP and the LCAP. The 5 videos feature:

General LCAP information
EL Services
Homeless and Foster Youth
Technology Services
Social Emotional Supports for students

In December, staff met with leadership from each labor partner to better understand the priorities of members.

Beginning in January and continuing into February Fresno Unified conducted 12 Town Halls with a total of 495 participants. Seven Town Halls were conducted in English, three were in Spanish, and one was in Hmong. In addition, one town hall was conducted with the district's Student Advisory Board. At each town hall, information was shared about the district, general information about the LCAP, metrics, as well as some information about investments in the previous LCAP. Staff facilitated a community ThoughtExchange to allow stakeholders to engage with each other about ways the district could improve outcomes for students.



ENGAGEMENT OPPORTUNITIES

LCAP Participation Summary of Efforts



TOWNHALLS

- 495 Participants
- 11 Townhalls
- 7 English, 3 Spanish, 1 Hmong



STRATEGIC PLAN

- 17 Student focus groups (grades 4-12)
- 6 Parent townhalls (English, Spanish, and Hmong)
- All school site principals
- All district departments



THOUGHTEXCHANGE

- 368 participants
- 250 English, 64 Spanish, 54 Hmong
- 6% teachers, 37% parents 13% students 44% Community



LABOR PARTNERS

- FTA, Trades, SEIU, CSEA 143, CSEA 125, FASTA, IAMAW



DAC, DELAC, SAB

- Information
- Input
- Feedback



LCAP SURVEY

- 5,452 Participants
- 2,394 Students
- 1,197 Parents
- 1,259 Certificated staff
- 159 Management
- 288 Classified staff
- 71 Student at Fresno Adult
- 84 Community / Other

ThoughtExchange is a new engagement platform used this year. As opposed to other mediums where staff can influence or even direct the conversation, a ThoughtExchange is driven by the thoughts and ideas submitted by stakeholders. In the first step of the exchange, ideas are shared by participants and represent issues important to stakeholders. For each Exchange, the district asked the same question, namely “What are the most important things to focus on

as we continue our work to support all students?” In the second step of the exchange, stakeholders were asked to use a star ranking (from 1 star to 5 stars) to rank the thoughts or ideas most important to them. The last step of the process was the Discover step. This is where stakeholders discovered the ideas that the collective group care most about. All participation was confidential. A summary of the key themes and top thoughts from the ThoughtExchanges is included in the next section of the LCAP.

While the themes vary for each exchange, stakeholders expressed concerns about mental health, technology and the academic needs of students. It is important to note that due to the new and technology-based nature of this tool, it would be expected that there would be both positive and negative feedback. In contrast, the feedback received on this tool was 100% positive with the most excitement coming from non-English speaking members of our Fresno Community.

Fresno Unified School District also engaged with the district’s District Advisory Committee (DAC), District English Language Advisory Committee (DELAC) , Community Advisory Committee (CAC) and Student Advisory Board (SAB) to receive input on the plan.

In the fall, a team was pulled together to discuss and revamp the district’s LCAP survey. The survey was available starting November 05, 2020 with opportunities to respond through the first week of February. Invitation to participate was sent to every parent of a student attending a district school, additional phone messages to families, targeted invitations to all staff members, radio and television public service announcements and social media inviting the public. In total, Fresno Unified had almost 5500 people take this year’s LCAP survey with slightly less than half of participants being students. This year’s survey represented the five new district goals. While the themes vary throughout the LCAP survey, stakeholders identified topics such as mental health, technology, help for students to navigate college applications, campus safety, professional learning for staff, language supports for parents, academic needs of students as some of their top priorities.

A draft of the LCAP was available beginning April 19, 2021 with opportunities for stakeholders to provide feedback. The public hearing on the Budget and LCAP will be held on June 02, 2021 and adoption on June 16, 2021. Also at the June 16, 2021 Board of Education meeting, the Local Indicators will also be provided to the Board.

Participating Group	Targeted Audience	Date
Student Voice Initiatives	Students	Fall, 2020
GO Fresno	Community Partners	Fall, 2020
Student Voice Initiatives	Students	Fall, 2020
Foster Youth Roundtable	Community Partners, Staff, Students, Administrators	Fall 2020
District Advisory Committee (DAC)	Parents, Administrators	Fall, 2020
Student Voice Initiatives	Students	Fall, 2020

District English learners Advisory Committee (DELAC)	Parents, Administrators	Fall, 2020
LCAP Student Advisory Committee Recruitment Meeting	Students	Fall,2020
Student Voice Initiatives	Students	Fall, 2020
Leavenworth Elementary parents	Parents	Fall, 2020
LCAP Student Advisory Committee Meeting	Students	Fall,2020
District Advisory Committee (DAC)	Parents	Fall 2020
Student Voice Initiatives	Students	Fall, 2020
California School Employees Association (CSEA) 125	Staff	Fall 2020
FTA (Fresno Teachers Association)	Staff	Fall 2020
Service Employees International Union (SEIU)	Staff	Fall, 2020
International Association of Machinists & Aerospace Workers	Staff	Fall, 2020
California School Employees Association (CSEA) 143	Staff	Fall, 2020
FASTA (Fresno Area Substitute Teachers Association)	Staff	Fall, 2020
Trades	Staff	Fall, 2020
Californians for Justice	Community Partners	Fall 2020
Student Voice Initiatives	Students	Fall 2020
Californians for Justice	Community Partners	Fall, 2020
Student Advisory Board (SAB)	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021
Student Advisory Board (SAB)	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators, Staff, Students	Spring, 2021
Student Voice Initiatives	Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021

LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Spanish)	Parents, Community, Administrators, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting	Parents, Community Partners, Staff, Students	Spring, 2021
LCAP Community Townhall Meeting (Hmong)	Parents, Community Partners, Staff, Students	Spring, 2021
Winchell Elementary parents	Parents	Spring, 2021
LCAP Home School Liaison (HSL) Professional Development	Staff	Spring, 2021
Community Advisory Committee (CAC) / SELPA	Parents	Spring, 2021
Student Voice Initiatives	Students	Spring, 2021
District English learners Advisory Committee (DELAC)	Parents	Spring, 2021
Foster Youth Roundtable	Community Partners, Staff, Students	Spring, 2021
District Advisory Committee (DAC)	Parents	Spring, 2021
District Advisory Committee (DAC) Feedback on the Draft	Parents	May 6, 2021
District English learners Advisory Committee (DELAC) Feedback On the Draft	Parents	May 13, 2021

A summary of the feedback provided by specific stakeholder groups.



LCAP Town Hall / ThoughtExchange

Top Generated Themes – From Stakeholders

Town Hall	Top Theme	Second Highest Theme	Third Highest Theme	Fourth Highest Theme
Hoover	Post Secondary	Academic	Engagement	Mental Health
Roosevelt	Families	Mental Health	Post Secondary	Technology
Fresno High	Technology	Mental Health	Back to Campus	Staff Supports
McLane	Academic	Mental Health	Engagement	Families
Bullard	Mental Health	Technology	Post Secondary	Engagement
Edison	Families	Mental Health	Technology	Academics
Sunnyside	Technology	Mental Health	Post Secondary	Safety
Spanish	Families	Academic	Mental Health	Nutrition
Hmong	Dual Immersion	Mental Health	Academic	Engagement
Student Advisory	Engagement	Mental Health	Safety	Post Secondary

Question: What are the most important things to focus on as we continue our work to support all students?

LCAP Stakeholder Survey: Make School More Academically Challenging

*** of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Access to technology beyond the classroom	768	25	203	877	117	22	1,340
Library Services for Students	706	30	215	818	95	17	1,161
Classroom Technology (online learning and 1X1 tablets)	711	21	187	904	119	21	1,085
Supports beyond the classroom (study hall, homework support, etc.)	662	27	190	714	76	19	1,080
Reduced student / teacher class size ratios	747	18	192	1,005	93	14	634
After School Tutoring	641	32	194	642	80	17	1,090
Classroom instructional aide support	683	26	209	714	84	16	827
Rigorous academic programs such as Advanced Placement (AP), International Baccalaureate (IB), and Gifted and Talented (GATE) programs	612	16	161	690	87	8	818
Summer / Winter break learning opportunities	573	23	174	585	90	11	787
Dual Language Immersion Programs where students receive instruction in two languages	571	27	146	535	78	12	857

LCAP Stakeholder Survey: Expand Student-Centered and Real-World Learning

**# of Respondents who felt the solution was “Very Helpful”*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Help for students to navigate college application requirements	717	32	184	806	104	21	1,229
Relevant instruction/learning tied to real life job skills	669	32	189	795	110	20	1,218
Project-based or hands on learning opportunities	690	22	190	826	102	17	1,106
Technology related skills and competencies (learning /using digital tools and cyber safety)	710	28	191	840	110	20	1,024
Dual enrollment (allows high school students to take college courses)	675	30	191	762	104	21	1,071
Training of job search skills, including applications, resumes, and interviewing	608	32	181	712	98	23	1,138
Career Technical Education (CTE) course offerings (Finance & Entrepreneurship, Medical Education & Research, Video Production, etc.)	621	31	183	761	86	19	996
Job Shadowing Experiences	631	24	175	741	91	21	976
Internship and apprenticeship opportunities	631	20	176	773	103	16	930

Cultural sensitivity training to prepare students for diverse workplaces in a global economy	610	24	159	636	90	15	977
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LCAP Stakeholder Survey: Student Engagement in School and Community

**# of Respondents who felt the solution was “Very Helpful”*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Campus safety	846	40	210	935	116	23	1,528
Free enrichment/field trips	805	36	190	961	125	26	1,456
College exposure trips	764	32	180	185	126	22	1,529
Athletic opportunities	733	40	186	882	119	23	1,455
Career exposure trips	741	32	182	838	122	22	1,489
Social-emotional supports for students	766	31	203	931	129	20	1,298
Music opportunities	777	34	187	898	117	21	1,266
Visual or Performing Arts opportunities	698	27	172	860	115	21	1,069
Transportation to increase student participation	660	25	173	780	106	21	1,083
Funding for school clubs	631	26	164	779	107	16	1,068

LCAP Stakeholder Survey: Opportunities for Families to Engage in their Student's Education

**# of Respondents who felt the solution was "Very Helpful"*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Opportunities to communicate with families in languages other than English	760	31	196	915	115	19	1,287
Communications translated in native languages	691	33	190	882	117	13	1,184
Student, family, and parent communication	783	25	184	831	111	18	1,069
Parent/student/teacher conferences	824	25	193	801	102	14	887
Investments in school climate and culture	587	26	132	659	102	13	969
Parent meetings held at sites (FAFSA, Grade level meetings, etc.)	637	19	163	701	88	11	768
Resources prioritized by each school through their School Site Council	575	24	134	588	87	19	825
Parent workshops provided by Parent University	513	22	159	640	72	13	673

LCAP Stakeholder Survey: Recruitment / Retention of staff to reflect Community Diversity

** # of Respondents who felt the solution was “Very Helpful”*

Answer Options	Parent	Students at Fresno Adult	Classified Employees	Certificated Employees	Management or Administrators	Community Member/ Partner	Student K-12
Professional learning for educators	675	29	182	699	99	13	1,013
Cultural proficiency professional learning opportunities for staff	580	28	163	596	90	15	893
Programs to encourage people to become educators	488	20	161	593	89	16	861
Efforts to encourage students to become educators	553	30	147	569	82	30	770
Opportunities for teachers to obtain National Board Certification	583	20	160	475	58	20	774
Programs to encourage staff to become administrators	488	20	134	424	85	20	793

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Student Goal: Improve Academic Performance at Challenging Levels

Townhalls: “Programs available to students and families that help close reading and math gaps”

- Designated School Investment
- Early Interventions
- Additional Teacher Supply Funds
- Middle & High School Redesign
- Eliminate Elementary Combination Classes
- Additional Teachers Above Base Staffing
- Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts
- African American Academic Acceleration
- Early Childhood Education Developmental Screening

LCAP Survey: Access to Technology

- Upgrading Access to Technology
- Student Technology Access and Annual Refresh

LCAP Survey: Library Services

- Additional Supports for Libraries

Student Goal: Expand Student Centered and Real-World Experiences

LCAP Survey: Help for students to navigate College Application Requirements

- GATE / Advanced Placement (AP) / International Baccalaureate (IB) / SAT / PSAT Fees

LCAP Survey: Relevant Instruction / Learning Tied to Real Live Job Skills

- Linked Learning, ROP, and CTE Pathway Development
- Kids Invent!

Student Goal: Increase Student Engagement in School and Community

LCAP Survey: Health and Safety

- High Quality School Site Health Services

LCAP Survey: Enrichment / Field Trips

- District-Funded Educational Enrichment Trips

LCAP Survey: Social Emotional and Mental Health Supports

- Mental Health Support

- Student Peer Mentor Program

- Social Emotional Supports

- School Climate and Culture Expansion

- Restorative Practices / Relationship Centered Schools

Staff Goal: Increase Recruitment and Retention of Staff Reflecting the Diversity of our Community.

- LCAP Survey: Professional Learning for Educators

- National Board Certification

- Instructional Supports

Family Goal: Increase Inclusive Opportunities for Families to Engage in their Student's Education

LCAP Survey: Opportunities to communicate with Families in languages other than English

- Parent Engagement Investments

- Expanded Student, Parent and Community Communication

LCAP Survey: Resources Prioritized by the School Site Council:

- School Site Allocations to be Prioritized by each School's Site Council

Goals and Actions

Goal

Goal #	Description
Goal #1	Student – Improve academic performance at challenging levels

An explanation of why the LEA has developed this goal.

This goal was developed to reflect our district's commitment to student achievement by ensuring that all students are challenged to reach high standards in a way that maximizes individual capacity and achievement. Fresno Unified will close the achievement gaps through an equity lens and research-based instructional and intervention practices. Fresno Unified will provide accelerated learning through pedagogical academic supports and equitable access to rigorous courses grounded in high expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard on CAASPP – Math (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Local benchmarks will be used until CAASPP results become available. iReady Math (Local Benchmark for SBAC) All 25.9% EL 23.2% FY 25.3% SED 25.2% Data Year: 2020/21 Data Source: iReady				Local benchmarks will be used until CAASPP results become available. iReady Math (Local Benchmark for SBAC) All 29.2% EL 27.3% FY 29.4% SED 29.3% Data Year: 2023/24 Data Source: iReady

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard on CAASPP – ELA (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Local benchmarks will be used until CAASPP results become available. iReady ELA (Local Benchmark for SBAC) All 30.3% EL 24.7% FY 28.2% SED 29.3% Data Year: 2020/21 Data Source: iReady				Local benchmarks will be used until CAASPP results become available. iReady ELA (Local Benchmark for SBAC) All 33.6% EL 28.8% FY 32.3% SED 33.4% Data Year: 2023/24 Data Source: iReady
Rate of students scoring proficient (score of 4) on the Summative ELPAC (EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All EL: 9.7% FY: 4.6% SED: 9.6% Data Year: 2019-20 Data Source: Local Indicators (as most recent year's results were not available from ELPAC site)				All EL: 13.0% FY: 8.7% SED: 13.7% Data Year: 2023-24 Data Source: Summative ELPAC Results
English learner Redesignation (EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All EL: 6.9% FY: 1.1% SED: 6.8% Data Year: 2019-20 Data Source: ATLAS				All EL: 10.2% FY: 5.2% SED: 11.0% Data Year: 2023-24 Data Source: ATLAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Days of professional learning provided related to the implementation of state standards	K-12 Teachers 2.5 days New teachers 8 additional days Instructional coaches support implementation				K-12 Teachers 2.5 days New teachers 8 additional days Instructional coaches support implementation
Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	SBAC ELA Proficiency for Jrs All 44.9% EL 2.4% FY N/A SED 29.0% Data Year: 2018/19 Data Source: DataQuest				SBAC ELA Proficiency for Jrs All 48.2% EL 6.5% FY N/A SED 46.0% Data Year: 2023/24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC - Math (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	SBAC Math Proficiency for Jrs All 15.5% EL 1.5% FY N/A SED 13.1% Data Year: 2018/19 Data Source: DataQuest				SBAC Math Proficiency for Jrs All 18.8% EL 5.6% FY N/A SED 17.3% Data Year: 2023/24 Data Source: DataQuest
Students have access to instructional materials	100%				100%

Action #	Title	Description	Total Funds	Contributing
1	<u>Designated School Investment</u>	<p>The action equates to an additional 30 minutes of instruction directed to Economically Disadvantaged students and English learners performing below grade level. Additionally, up to ten additional professional development days for teachers to increase opportunities for professional growth and collaboration, including training to effectively meet the needs of unduplicated students. Schools under this action also benefit from one additional certificated staff member per school to be prioritized by the school site.</p> <p>Schools within this action utilize some form of the following strategies:</p> <ul style="list-style-type: none"> • Small group tiered leveled support • Individualized instruction to intervene on below grade level achievement • Whole class instruction to reinforce tier one rigorous instruction <p>These combined strategies have increased access to effective first teaching for low income and English learner students which translated to improve scores on state assessments.</p>	\$19,853,885	Y

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	12.8%	14.5%	13.7%	14.9%	15.1%
Fresno County (with FUSD)	8.3%	10.6%	12.9%	14.6%	14.0%
Fresno County (Excluding FUSD)	11.3%	14.2%	16.7%	16.1%	15.9%
Comparable Group	6.4%	7.2%	5.1%	6.4%	8.7%
Never Designated	12.4%	8.2%	10.5%	14.3%	12.4%
Cohort 1 (Began 2014/15)	12.0%	10.3%	13.4%	14.6%	11.5%
Cohort 2 (Began 2015/16)	8.5%	6.9%	7.8%	10.7%	10.6%
Cohort 3 (Began 2016/17)	8.0%	6.9%	8.8%	11.9%	10.6%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	13.0%	14.5%	14.7%	15.2%	15.5%
Fresno County (with FUSD)	8.8%	11.5%	13.2%	14.4%	14.6%
Fresno County (Excluding FUSD)	11.0%	13.5%	16.0%	15.3%	15.6%
Comparable Group	6.5%	5.7%	5.8%	6.2%	7.0%
Never Designated	11.9%	12.5%	13.5%	14.8%	13.1%
Cohort 1 (Began 2014/15)	12.4%	11.3%	12.5%	17.2%	15.7%
Cohort 2 (Began 2015/16)	9.1%	8.3%	9.7%	11.5%	12.2%
Cohort 3 (Began 2016/17)	7.3%	9.2%	9.7%	12.3%	12.1%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	27.7%	32.2%	32.6%	36.3%	37.9%
Fresno County (with FUSD)	25.7%	31.2%	33.5%	37.4%	39.7%
Fresno County (Excluding FUSD)	28.5%	35.0%	36.4%	39.8%	42.4%
Comparable Group	19.4%	23.3%	24.0%	25.4%	28.1%
Never Designated	28.6%	33.0%	36.6%	41.0%	42.8%
Cohort 1 (Began 2014/15)	12.6%	26.7%	31.9%	34.3%	34.8%
Cohort 2 (Began 2015/16)	16.3%	20.8%	24.1%	29.3%	30.5%
Cohort 3 (Began 2016/17)	18.1%	21.3%	24.7%	29.0%	33.4%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	21.1%	24.8%	26.2%	28.7%	30.5%
Fresno County (with FUSD)	19.3%	24.6%	27.8%	30.8%	34.3%
Fresno County (Excluding FUSD)	20.2%	26.9%	29.8%	32.1%	35.1%
Comparable Group	15.0%	16.6%	17.6%	17.8%	19.3%
Never Designated	22.6%	27.7%	31.5%	34.7%	38.6%
Cohort 1 (Began 2014/15)	16.2%	22.1%	26.2%	29.9%	33.8%
Cohort 2 (Began 2015/16)	11.9%	16.2%	20.3%	24.9%	28.3%
Cohort 3 (Began 2016/17)	11.7%	15.8%	20.5%	25.5%	30.3%

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

An additional 30 minutes of direct instruction per day and up to 80 additional professional learning hours for teachers has been critical to student achievement successes. All school sites utilize the extra time to intervene with students who struggle with results from District Diagnostic Universal Screeners, Teacher Unit Curriculum Formative Assessments, Common Formative Assessments to name a few. Teachers utilize results to deliver tiered levels of interventions to student groups that are exhibiting the greatest struggle.

2	<u>Early Interventions</u>	<p>Fresno Unified School District’s unduplicated students are some of the lowest performing student groups on state and local assessments. Unduplicated students are also over-represented in Special Education. This action aims to increase academic support systems and early interventions for unduplicated students by adding Resource Specialists (i.e. RSP teachers)—who are experts in identifying and helping students to close skills gaps—to provide early, intensive support in Reading and Mathematics for students living in poverty, English learners, and foster youth who have <u>not yet</u> been identified with disabilities. By remediating skill deficits early so that students can be successful in the curriculum, Fresno Unified will reduce the number of students who are later identified for Special Education.</p> <ul style="list-style-type: none"> ○ The RSP teacher position has been identified for this support because research indicates that teachers whose ability to identify essential representations of the subject; guide learning through classroom interactions; monitor learning and provide feedback improves instructional outcomes for our students being served by specific interventions show an effect size of 1.0 (Hattie, 2009) ○ Early Interventions are a part of our district Multi-tiers Systems of Support (MTSS) framework. The goal of MTSS is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers. The effect size for RTI is 1.07, meaning when implemented well, it has the potential of over two year’s growth in a year. (Hattie, 2010) <p>These actions increased student achievement as measured by local and statewide assessments in English-Language Arts and Math, and decreased the number of students being identified for Special Education services by providing intervention prior to identification. The most recent data shows the number of students referred for special education evaluation decreased by 206 students. In addition, the most recent SBAC data shows a districtwide increase of 4.2 points in ELA and 6.3 points in Math. The most recent results of the local diagnostic assessment, iReady, show a districtwide increase of 6.1% of students scoring on or above grade level in ELA and an increase of 5.9% in Math.</p>	\$3,061,849	Y
3	<u>Additional Teacher Supply Funds</u>	<p>In Fresno Unified School District, almost 90% of students are eligible for free or reduced lunch. Experience has shown that most students identified as low income, are not able to provide supplemental instructional supplies to support learning.</p> <ul style="list-style-type: none"> • Each teacher-member will be provided an additional \$315 for supplies and materials to be utilized for services and instruction to students. 	\$1,310,104	Y

		Feedback from teachers and parents indicates that additional classroom supplies ensured students living in poverty have access to high quality supplemental instructional materials. This action is principally directed toward students living in poverty to provide instructional supplies to support learning and increase student achievement on local and state assessments.		
4	<u>Middle & High School Redesign</u>	<p>The Middle and High School Redesign programs have evolved but are still focused on providing Response to Intervention (RTI), access for all students to elective coursework, additional counseling support, and lower class sizes which combined help meet the needs of English learners, foster, and low income students.</p> <p>Middle School Redesign- The below strategies are designed to help English learners, low income and foster youth students close the achievement gap in ELA and math.</p> <p>Action #1 - -Ensure a broad course of study for students by ensuring that disadvantaged students have access to electives as well as core classes. Before Middle School Redesign, English learner students were required to replace their elective section with an intervention class. This disproportionately affected English learners by not allowing access to a broad course of study. This former schedule was not yielding academic improvement and did not support engaged students. With the redesign, English learners have access to electives while still receiving needed academic interventions.</p> <p>Action #2- Establish smaller class sizes in English and Math to practice effective implementation of Tier 1 and Tier 2 instruction for English learners, foster youth and students living in poverty:</p> <ul style="list-style-type: none"> • Tier 1: effective, standards-based, high quality and culturally relevant instruction by highly qualified teachers for ALL students using the adopted curriculum. • Tier 2: targeted intervention during the day for students who need targeted support. <p>Average class sizes in English/Language Arts and math classes have been reduced, ranging from 22-26 students per class at 11 out of 12 school sites. As a result of the reduction in class size, teachers can spend more time with each student individually or in groups during the school day. In addition, 10 out of 12 schools utilize a teacher in the redesign model as an intervention teacher who works closely with each ELA and Math professional learning community using the cycle of continuous improvement to address the needs of each student and provide any additional academic support a student may need to achieve mastery. Two out of 12 schools utilize the additional teachers in the classroom to increase intervention support for students identified below grade level.</p>	\$12,930,751	Y

		<p>The additional teachers helped establish lower class sizes in English Language Arts and math allow staff to implement high quality Tier 1 and Tier 2 instruction to meet the needs of our low income, English learner and foster students.</p> <p>Action #3- Provide common preparation time for middle school teachers. Most middle school teachers, teaching the same subjects, are scheduled to have a common preparation time: Teachers meet in subject-specific accountable communities to share best practices, create common formative assessments, and modify lessons based on data in weekly collaboration.</p> <p>Additional teaching staff in middle school and common preps to plan have ensured low income, English learner, and foster youth students are the primary beneficiaries of this practice because teachers analyze data for these students during this time. Shift in practice has led to full implementation of our guaranteed, viable curriculum and increased the number of teachers implementing small group lessons to support instruction as evidenced by monthly administrative instructional practice walks.</p> <p>High School Redesign- The below strategies are designed to help 9th grade English learners, foster and low-income students close the achievement gap in ELA and math which will increase graduation rates.</p> <p>Action #1 Utilize additional teachers (called PLUS teachers, which stands for Professional Learning Updraft System) at high schools to provide support and intervention. Each comprehensive high school has three additional teachers, credentialed in math or English/Language Arts, History Social Science or Science. Additional teachers support each site in one or more of the following areas:</p> <ul style="list-style-type: none"> • Provide side by side learning through whisper coaching, co-teaching, and immediate feedback in effective implementation of standards-based curriculum. • Work with small groups of low income, English learner or foster youth students to close achievement gaps • Take-over for the classroom teacher so they can attend professional learning to improve their instructional practice • Support professional learning communities in developing common formative assessments, data analysis and content planning. • Teach sections within the master schedule to support high school specialty programs or CTE pathways to provide more elective courses above baseline 		
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		<p>Providing three additional teachers for academic intervention and support to each school has provided opportunities for additional teachers to work with small groups of low income, English learner or foster youth students to close gaps in achievement.</p> <p>Action #2- In addition to additional teachers, each high school is allocated one additional counselor to reduce student to counselor ratio. With this investment Fresno Unified can provide more direct support to students and families. Supports include student and family conferencing, college application, matriculation and supporting educational financing options. Current counseling ratio per student is the following:</p> <ul style="list-style-type: none"> • Bullard (277 to 1) • Duncan (368 to 1) • Edison (279 to 1) • Fresno High (252 to 1) • Hoover (258 to 1) • McLane (248 to 1) • Roosevelt (260 to 1) • Sunnyside (288 to 1) <p>These combined actions increased access to a broad course of study for unduplicated students while providing intervention supports during the school day. Allocating an additional counselor helps support English learner, foster students and low-income students. This provides direct support to students and families to help them navigate the school system and prepare for post-secondary opportunities.</p> <p>Overall these efforts have led to increased student performance on state and local assessments.</p>		
5	<u>Eliminate Elementary Combination Classes</u>	<p>A study of elementary grade combination classes in the past indicated that these classes occurred more frequently at schools with higher poverty and newer teachers. English learners, foster youth, and students living in poverty will receive more time and attention from teachers who can focus on students with similar grade level standards. To support this goal, and ensure teachers and students have optimal conditions for success, Fresno Unified will add additional teachers so that no elementary classroom is a combination classroom. This action increased access to effective first teaching of mathematics and English language arts leading to an increase in performance on state assessments.</p> <p>Initially, combination classes at Fresno Unified were eliminated for 5th and 6th grades. This was due to 5th grade and 6th grade having different academic “strands” for mathematics under the California state</p>	\$4,257,209	Y

		standards. The differences in those strands made it very difficult for teachers to teach both 5 th and 6 th grades. Eliminating combination classes in all elementary grades will support student learning by increasing services to unduplicated students and allowing course content to be focused to an individual grade level. Also, this supports good first instruction through better lesson plan design.		
6	<u>National Board Certification</u>	<p>National Board is the most respected professional certification available in education and provides numerous benefits to teachers, students and schools. The National Board Program was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. This action supports student groups that include foster youth, English learners, and low-income students; some of the lowest performing student groups on state and local assessments.</p> <p>Recent state assessment scores for English learners and low-income students indicate that their scores lag considerably behind the overall District. National Board will help to address the unique needs of these groups. National Board Certification is a performance-based, peer review process created for teachers, by teachers. The rigorous process to earn the National Board Certification builds the capacity of teachers in ways that increase student achievement and close the achievement gap.</p> <p>Fresno Unified has implemented the National Board Program to effectively meet the needs of unduplicated students by:</p> <ul style="list-style-type: none"> • Setting a goal to recruit 75 candidates over 5 years • Partnering with the National Board Resource Center at Stanford University to learn best practices • Providing job embedded professional learning that specifically trains teachers to narrow the achievement gap for unduplicated students that include foster youth, English learners, and low-income students • Focusing on the achievement of unduplicated students and planning first teaching • Focusing on learning state standards and improving student scores on state redesignation of English Learners <p>This rigorous certification process trains teachers and requires proof of implementation on research-based teaching strategies proven to be effective in meeting the needs of unduplicated students. The assessment components include addressing the needs of foster youth, English learners and low-income students.</p>	\$73,978	Y

Fresno Unified is partnered with The National Board Resource Center at Stanford University and candidates have attended support sessions both at Stanford and in Fresno. Support is specific to the four components that teachers are assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Data literacy as an effective and reflective practitioner. Two of these components specifically require teachers to examine their practices with socioeconomically disadvantaged student populations, English learners, and Foster Youth.

During the summer and fall of 2020, Fresno Unified School District recruited a sixth cohort of National Board candidates and provided onboarding into the program. Between 2015-2020, 87 participants were selected, surpassing all the recruitment goals established at the onset of the program. Fresno Unified has implemented an ongoing support Saturday for all cohorts, each month. Fresno Unified currently has 39 National Board Certification teachers. (NBCT)

Candidates are in different stages of implementation: completion, mid program, or just starting. Candidates have a total of three years to complete certification, with two retake opportunities. Fresno Unified is collaborating with The National Board Resource Center at Stanford University and other National Board Networks in California and the nation. Fresno Unified is co-teaching the renewal course with the National Board Resource Center at Stanford.

Six National Board teachers will pursue a Maintenance of Certification/Renewal in May 2021, receiving status updates in December 2021. Four out of the six teachers are from Cohort 1.

All Fresno Unified Cohorts with candidates who have completed the necessary requirements have **exceeded the national average pass rate of 40%**. Currently 45% of candidates enrolled in the Fresno Unified National Board Certification Program are in progress of their certification. Pass rates in each year will continue to increase as candidates finish the process of certification. As a result of the success of the program, Fresno Unified will continue to recruit and support teachers in obtaining their National Board Certification.

National Board Certification National Pass Rate Average	Cohort 1 2017 Pass rate	Cohort 2 2018 Pass Rate	Cohort 3 2019 Pass Rate	Cohort 4 2020 Pass Rate	National Board Candidates In Progress of Certification
40%	93%	72%	64%	60%	45%

National Board Certification Teachers (NCBT's) are showing improvement of student achievement. The iReady assessment, which has a high correlation to the results on state assessments, is showing positive-growth trends. NBCTs have shown significant growth in moving students into becoming more proficient through the iReady assessment. NBCTs have increased the percentage of students on or above grade level in ELA by 6% and math by 17%. NBCTs have decreased the percentage of students below grade level by 7 % in ELA and 18% in math. It is anticipated that National Board Certification Teachers will continue to show improvement in student scores.

National Board Certification Student Assessment Change Summary:

English Language Arts				
SBAC**	17/18 to 18/19	18/19 to 20/21	i-Ready***	19/20 to 20/21
Standard Not Met	5%	NO SBAC due to pandemic	2+ Behind	-7%
Standard Nearly Met	1%		1 Behind	2%
Standard Met	-2%		On Level	5%
Standard Exceed	-4%		1+ Above	1%

Math				
SBAC**	17/18 to 18/19	18/19 to 20/21	i-Ready***	19/20 to 20/21
Standard Not Met	0%	NO SBAC due to pandemic	2+ Behind	-15%
Standard Nearly Met	3%		1 Behind	-3%
Standard Met	1%		On Level	15%
Standard Exceed	-4%		1+ Above	2%

Evaluation of Fresno Unified School District's implementation of the State Standards comes from reviewing student test scores, including for English learners, foster youth and students living in poverty and monitoring of teacher participation in trainings provided by the District.

- This action is designed to build the collective capacity to improve instruction through continued funding of subject-expert staff leaders, teacher supports, and professional development
- Utilizes multiple sources of quantitative data to assess and monitor instruction/improvement, creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement

\$1,132,223
(Total investment)

\$720,053
(Supplemental and Concentration, Contributing to the increased or improved services requirement for

Y

7

Instructional Supports

	<ul style="list-style-type: none"> • Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes • Develops and nurtures highly effective Professional Learning Communities • Assist with school/department performance results to show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps • Developing and implementing process to monitor the school's/department's progress over time in meeting state, district, and school/department goals to ensure all students are graduating • Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement • Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals • Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with stakeholders • Staff leaders assist with professional learning, understanding new curriculum, and support teachers in the classroom <p>Resources aligned to this action will contribute to improved student academic outcomes.</p> <p><u>Curriculum Supports</u></p> <p>Effective implementation of the District's guaranteed viable curriculum Math K-8 (Go Math), Math 9-12 (Big Ideas), English Language Arts (ELA) K-6 (Wonders) and ELA 7-12 (Springboard) instructional materials are supported in the following ways:</p> <ul style="list-style-type: none"> • Professional learning to sites focused on high quality instruction outlined in our district Instructional Practice Guide (IPG) and professional learning communities utilizing the "Learning by Doing" resource. • Professional learning provided through the following structures: <ul style="list-style-type: none"> ○ Instructional Practice Walks ○ Regional Lead Teacher Sessions ○ Principal Meetings ○ Co-Administrator Meetings 	unduplicated students) \$412,170 (Federal funds, Non-Contributing)	
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		<ul style="list-style-type: none"> ○ One on one coaching sessions ○ Principal professional learning teams ○ Teacher leaders teaching each other through simultaneous teaching and learning <ul style="list-style-type: none"> ○ Foundational skills ○ Lab experiences ○ Teacher optional trainings lead by their own colleagues and peers ● Curriculum companion documents assist teachers to effectively use the curriculum to meet student needs (Instructional Practice Guide, scope and sequence, quarterly planners, pacing guides, Common Core Companions, Mathematical Practice posters, Wonders text set document, Wonders Foundational Skills Planning document, Springboard Unit Planners) ● Ongoing monitoring of effective implementation of the guaranteed viable curriculum is evident through written observations (informal and formal conference notes) and quarterly instructional practice guide data ● Support for new teachers and leaders is provided through additional professional learning and site visits ● Scope and sequence, pacing guides, Common Core Companions, Wonders text set document, Wonders Foundational Skills Planning document, Springboard Unit Planners <p>Formative and summative assessments are utilized to accurately assess grade level skills and mastery through multiple measures:</p> <ul style="list-style-type: none"> ● iReady Diagnostic Assessment will be administered three times a year for grades K-10 to inform teachers and leaders of student progress toward meeting grade level achievement. - ● Interim Assessment Blocks (IAB) ● Formative Assessment Blocks (FAB) ● Curriculum Assessments ● Illuminate and CAASPP test release questions ● ELPAC assessments 		
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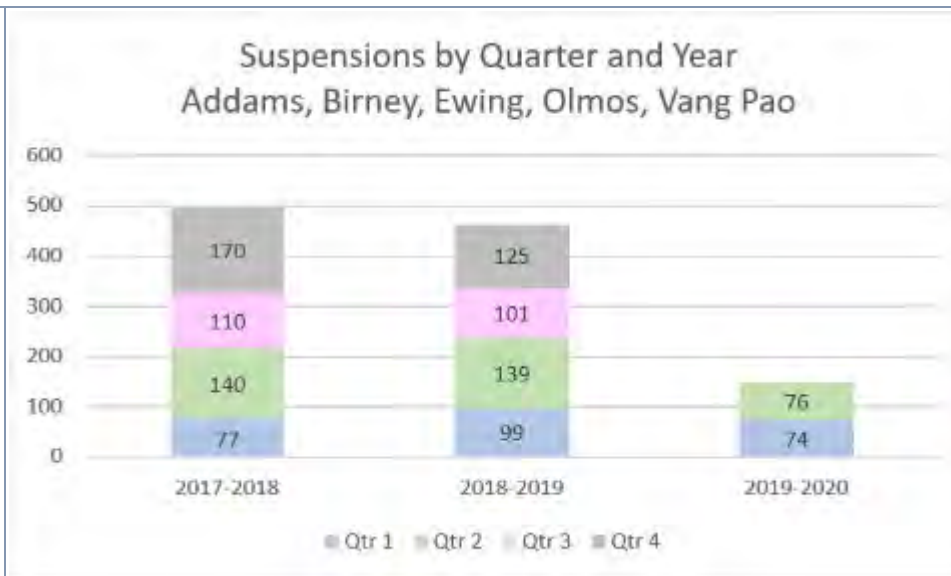
		A cycle of continuous improvement, with multiple measures as the driver, is used by all district staff to monitor instructional practice and student achievement growth.		
8	<u>Additional Teachers Above Base Staffing</u>	<p>The unduplicated student population are some of the lowest performing student groups on state and local assessments and require more in classroom support as well as more time with intervention and support staff. To support individualized instruction for disadvantaged students, Fresno Unified will add additional credentialed teachers. These additional positions will be used to:</p> <ul style="list-style-type: none"> • Reduce large core classes in high schools (not a class enrollment cap) • While research has found that smaller class size may not significantly affect the academic performance for all high school students, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance (Blatchford et al., 2002; Horning, 2007) <p>In addition to adding teachers to core high school subject areas, this action will provide early offers to new teachers for the following school year. Doing so will ensure Fresno Unified School District has early access to high quality teachers.</p> <p>Since implemented, the District has successfully filled 99% of positions prior to the beginning of the school year.</p>	\$14,856,472	Y
9	<u>Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts</u>	<p>In the past, several elementary schools had only a school principal for administration. This leadership support did not adequately serve staff or the high disadvantaged student population at these schools. The decision to ensure a Vice Principal at every elementary school is in response to increased challenges and higher academic expectations for schools.</p> <p>In addition, two middle schools with high numbers of English learners, foster youth and students living in poverty will receive an additional vice principal above baseline to better support goals for these student groups.</p> <p>This action allows for an additional leader to assist the school principal and form a stronger leadership team that improves academic and social emotional outcomes. The additional vice principal will work with the Principal to discuss the implementation of school policies and programs and ensure that the needs of disadvantaged student populations are being met. Expectations for vice principals include the following:</p> <ul style="list-style-type: none"> • Assist the Principal in supervising and evaluating staff. • Foster and support professional learning communities on site. 	\$2,238,699	Y

- Assist the Principal in assigning teachers to special duties, i.e. cafeteria duty, hall duty, etc.
- Assist the Principal in providing and leading the school site vision and mission
- Build, design and foster collaborative groups and teams (Teacher teams, student groups, etc.)
- Assist in the supervision of pupil activities (dances, proms, plays) which may occur in the evening or weekends.
- Prepare pupil census for local, state, and federal reports.
- Support and arrange State and Local Assessment tests.
- Complete reports for State and Local levels.
- Assume responsibility for the documentation needed for mandated programs.
- Fostering a culture of data decision making
- Assume the responsibility of student scheduling at the direction of the Principal.
- Assist the Principal in interpreting school programs to the community.
- Work with special service personnel and non-school agencies on pupil personnel problems.
- Meet with teachers, pupils, parents/guardians as needed.
- Assist the Principal in conducting orientation for incoming students.
- Assist the Principal in identifying areas related to the functioning of the school which can be computerized.
- Provide professional learning as needed to support academic and social emotional needs.
- Arrange personal time schedule to meet the requirements of the position of Vice Principal.
- Assist the Administrative Assistant in supervising the staff on cafeteria duty.
- Be knowledgeable of district and school goals and programs.
- Maintain an effective, positive working relationship with staff.
- Prepare and submit all reports, as requested by Principal, in proper writing and/or oral style and structure.
- Portray an effective role model for staff, students, parents/guardians, community members.
- Be knowledgeable of new educational trends.
- Assist the Principal in writing Professional Growth Plans.
- Complete additional assignments as directed by the Principal.
- Support all operational functions of the school

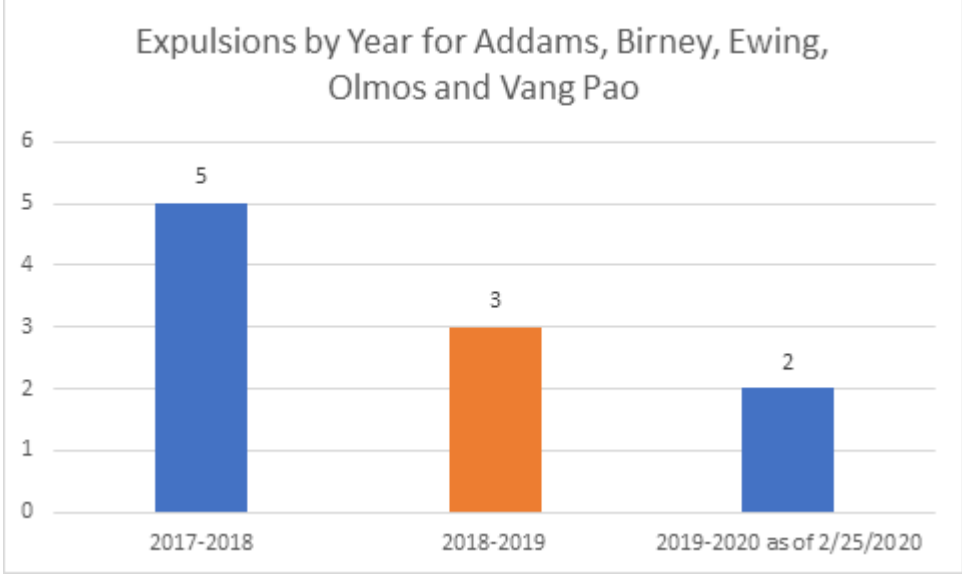
Since introducing additional vice principals, school sites connected to this action continue to see improvement in academic achievement, and reductions of suspensions and expulsions. The additional vice principals are principally directed toward the support of unduplicated students. The recognized

	<p>improvements at the middle schools (implemented first) justify expansion to selected elementary schools with high unduplicated counts.</p> <p><u>Middle Schools:</u> Both Gaston and Fort Miller have amongst the highest concentrations of English learners, foster youth and low income students in the district with 97.6% and 95.9%, respectively. Additional middle school Vice Principals for Gaston and Fort Miller.</p> <p><u>Elementary Schools:</u> The following schools have a high enrollment, large numbers of English language learners, and high concentrations of poverty. They will receive an additional vice-principal.</p> <ul style="list-style-type: none">• Birney 97.8% unduplicated• Olmos 98.8% unduplicated• Vang Pao 98.3% unduplicated• Ewing 90.3% unduplicated• Addams 99.4% unduplicated• Thomas 92.8% unduplicated• Pyle 96.3% unduplicated• Burroughs 98.4% unduplicated• Hamilton 90.9% unduplicated <p>This action has been effective in increasing test scores and reducing suspensions and expulsions for unduplicated students at Gaston and Fort Miller. The goal is to continue the trend at the middle schools and expand it at the elementary schools. Below will show the individual school sites and the achievement results following the addition of this action.</p> <p>SBAC 3-year Trend in Proficiency (2017-2019) by Site. (There is no State Data for 2019/20)</p> <p>Ewing:</p> <ul style="list-style-type: none">• ELA:25-40 a 15% increase• Math:22-42 a 20% increase <p>Birney:</p> <ul style="list-style-type: none">• ELA:29-37 an 8% increase• Math:25-36 an 11% increase		
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	<p>Olmos:</p> <ul style="list-style-type: none">• ELA:21-28 a 7% increase• Math:16-27 an 11% increase <p>Addams:</p> <ul style="list-style-type: none">• ELA:22-23 a 1% increase• Math:15-20 a 5% increase <p>Vang Pao:</p> <ul style="list-style-type: none">• ELA:35-42 a 7% increase• Math:30-43 a 13% increase <p><u>District Overall Average Elementary</u> : SBAC 3-year Trend in Proficiency (2017-2019)</p> <ul style="list-style-type: none">• ELA:32-38 a 6% increase• Math:19-23 a 4% increase <p>Since receiving additional administrative support at both elementary and middle sites, there have been improvements in academic success as well as a decrease in suspensions and expulsions.</p>		
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Suspensions have decreased over the last couple of years for the 5 Elementary Schools that have had an additional Vice Principal.

		<div><p>Expulsions by Year for Addams, Birney, Ewing, Olmos and Vang Pao</p><table><thead><tr><th>Year</th><th>Expulsions</th></tr></thead><tbody><tr><td>2017-2018</td><td>5</td></tr><tr><td>2018-2019</td><td>3</td></tr><tr><td>2019-2020 as of 2/25/2020</td><td>2</td></tr></tbody></table></div> <p>Similarly, expulsions have decreased over the last couple of years for the 5 Elementary Schools that have had an additional Vice Principal.</p>	Year	Expulsions	2017-2018	5	2018-2019	3	2019-2020 as of 2/25/2020	2		
Year	Expulsions											
2017-2018	5											
2018-2019	3											
2019-2020 as of 2/25/2020	2											
10	<p><u>African American Academic Acceleration</u></p>	<p>The African American student demographic group in Fresno Unified has been identified on the California School Dashboard as performing in the lowest levels for suspension rates and academic achievement. The level of low performance provided eligibility for the State of California’s Differentiated Assistance. The targeted supports summarized below aim to improve services leading to increased student performance for this demographic group.</p> <p><u>Academic Acceleration</u></p> <p>The Office of African American Academic Acceleration (A4) has launched many strategic initiatives to increase the academic capacity of African American students. The ushering-in of new programs is designed to prevent learning loss due to time away from school (including summer break or suspensions). As it stands, 97% of Fresno Unified School Districts African American students are from low-income households. The advancements that have been implemented to date are listed below.</p>	\$3,476,754	Y								

- **Summer Literacy:** A4 started this pilot program in the Summer of 2018 with one elementary site and one middle school site located at Baird Middle School, which serviced PreK–7th grade students. This program focuses on closing the reading achievement gap for students who are not currently on grade-level. The district partners in this work with Springboard Collaborative and their model focuses on preventing the typical three-month summer slide through an intensive five-week summer program. This program combines daily reading instruction, weekly family workshops, a rigorous coaching cycle for teachers; and an incentive structure that awards learning tools to families in proportion to student reading gains.
- During the summer of 2019, the district expanded the program to include two elementary school sites and one middle school site. The programs were at Lincoln Elementary and Bullard Talent K-8. A total of 378 students of which 55.4% were African American were served. During the summer of 2020, recruitment was re-strategized to increase the number of African American students served.

Number of sites	2
Grade levels served	PreK - 4th
Enrollment	378
Parent Participation Rate	86%
% of African American Students	55%
Summer Reading gain by site	Lincoln – 4 months/Bullard Talent 2.7 months
FUSD Summer Reading Gain	3.3 Months
Total Summer Reading Gain (including potential 3-month loss)	6.3 Months

The Summer Literacy program expanded in 2020 to four host sites serving 735 students which is roughly double the number served in the summer of 2019 and was conducted in a virtual platform. The reading program model worked very well with distance learning and minimal modifications were required to adjust to a virtual platform.

Going forward, the summer program will accommodate four hybrid sites (onsite & distance learning) and the district plans to serve 440 disadvantaged students from throughout the district. Using the hybrid model will improve services, offer additional learning platforms, and bridge the gap for low-income and foster youth students. To assist, a teacher on special assignment and program manager have been added. Staff has also embedded a case management model to help serve the most vulnerable populations and to foster collaboration and consistent communication amongst families. Physical home visits and family workshops transitioned to video conferencing with flexible timeframes to accommodate parent schedules. The three-hour daily instructional time will be broken up into a combination of live video conferencing, pre-recorded videos, independent work, small group, or one-on-one check-ins.

- **After School Literacy:** The literacy program extends to the regular school day calendar through the After School Literacy Program. This will supplement the summer program and continue to close existing academic deficiencies for African American students. Here is a breakdown of the original program:
 - 9 Elementary sites
 - Up to 3 classes per site, up to 15 students per class = up to 45 total students per site
 - 1 hour of afterschool programming, 3 days per week
 - 10-week program
 - 4 parent workshops
 - Home visits conducted by teachers

The 2020-21 afterschool program expanded to ten host elementary sites with each Fresno Unified Region represented. An additional six elementary schools with smaller African American populations

	<p>will have students feeding into host sites. Staff has adjusted the model to accommodate for distance learning by changing physical home visits and family workshops to video conferencing with flexible timeframes to accommodate parent schedules. Staff has embedded a case management model to help serve the most vulnerable populations such as homeless and foster youth to cultivate collaboration and consistent communication amongst families. Staff meets with the students three hours weekly broken up over two or three days per week and uses a combination of live video conferencing, pre-recorded videos, independent work, small group, or one-on-one check-ins to meet the needs of families.</p> <p>Fresno Unified will continue to host ten sites for the 2021-22 academic year serving 450-500 students throughout all Fresno Unified regions. It is expected that the number of sites and students served during the 2023-25 academic years will increase.</p> <ul style="list-style-type: none">• <u>Academic Center for Suspended Students:</u> Based on Fresno Unified School District Equity and Access Student Behavior Power BI data, African American students have been suspended at higher rates than similar-sized student demographic groups. As a collective group, African American students were suspended over 3,000 days per year, in each of the past three school years. The Office of A4 created a center that focuses on minimizing lost instructional hours for African American students. The Academic Center for suspended students was designed to allow students who receive an out of school suspension the opportunity to continue their education in an off-campus site with a culturally responsive certificated teacher on special assignment and an experienced para-educator. The Academic Center for Suspended Students officially launched in October 2019 and immediately offered differentiated instruction to referred students saving a total of 435 instructional hours across seventeen school sites. Direct student services were provided for students who were suspended anywhere from one day to twenty-one days (pending expulsion). At the Academic Center, students complete their school assignments and receive a full day of instruction and academic support. Students that attend are also provided breakfast, lunch, and access to technology. During the COVID-19 pandemic, Fresno Unified was able to continue supporting African American students through the Academic Center. In this pivot, services shifted focus to four elementary school sites that were identified and selected utilizing iReady ELA and Math data, in addition to African American student enrollment data at each site. Those schools are:	
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1. Martin Luther King Elementary
2. Kirk Elementary
3. Williams Elementary
4. Wilson Elementary

The district adopted a push-in model with site teachers allowing access to their virtual classrooms thereby allowing A4 to conduct small group instruction during the day and tutorial services in the afternoon. The students targeted in this initiative are in grades 4-6. Currently, 40 students are being provided academic support collectively, across each site.

- **Case Management:** Case Management services connect and educate families on students identified as needing academic supports. The goal of case management is to build strong relationships with families through consistent communication and support of students. Case Management helps to increase the academic achievement of students who are behind grade level by enrolling and monitoring students in applicable A4 programs. They encourage and engage families to attend family workshops and make sure students meet program attendance requirements. Families are comfortable with the Case Management providers because they are local organizations that are known and respected in the community.
- **Student Voice:** The Office of A4 is focused on improving academic outcomes for all African American students enrolled in Fresno Unified Schools. A4 Student Voice is designed to provide a safe space for African American students to collaborate as thought partners and become agents in route to creating solutions for a better educational experience in Fresno Unified. The population targeted for this initiative are the under-represented African American students whose voices are typically overlooked. These students have been provided a platform in the District to voice concerns with the goal of helping to establish a campus culture that would be beneficial for the majority of students like themselves. There are three sectors of Student Voice that meet virtually to discuss ways to solve the problems that they face. The

		<p>three sectors are the Student Caucus, Student Lived Experiences, and Design Thinking. A4's Student Voice has accomplished many objectives that include:</p> <ol style="list-style-type: none"> 1. Meeting with the Superintendent 2. Presenting to the Board 3. Launching an Instagram account 4. Community outreach 5. Work-Based Learning opportunities 6. Public Speaking forums <p>The topics and discussions are shared with District leaders to create equitable change in all areas of student's learning environment. The impact of the Student Voice initiative will be gauged by surveys completed by students. These surveys will provide student insight to help measure the program's effectiveness.</p>		
11	<u>Early Childhood Education Developmental Screening</u>	<p>Early Learning programs reach more than 3,000 children from infants to Preschool in a typical school year. Preschool is often the first formal setting many of the children in our community will experience before entering Transitional Kindergarten or Kindergarten. Many factors contribute to children's individual growth and development. Children living in disadvantaged circumstances who are in the earliest years of development are particularly susceptible to factors which can impede their path to meeting developmental milestones. Screening children early highlights their developmental progress and, in some cases, the areas of potential developmental concern, providing windows of opportunity to support children and respond appropriately to any concerns.</p> <p>The Early Learning Department identified the need to support our community's youngest learners' development by providing developmental screening for each child enrolled in an Early Learning program. New to 2021 is the addition of a Project Manager and Child Welfare Assistant, one Paraeducator, a summer program for incoming Transitional Kindergarten and Kindergarten students, and an online enrollment process.</p> <p>The District will provide access to an online platform where teachers and families will collaborate on developmental screening using the Ages and Stages Questionnaires (ASQs) tool. Parents will use a unique online link to access and complete their child's screening. Upon the completion of a child's ASQs, teachers will access the results of the screening tool and respond appropriately based on the data collected.</p>	<p>\$16,680,744 (Total investment)</p> <p>\$13,333,702 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$3,347,042 (Federal funds, Non-Contributing)</p>	Y

		<p>The expansion of the developmental screening process will be extended across all Early Learning programs, allowing the district to reach groups that do not have the same access to, or awareness of, early identification. Students in foster care may not have the settings to cultivate developmentally consistency to support their milestones, those living in poverty may have life factors that hinder development. The developmental screening process will ensure that all children's individual growth and development is universally supported, including that of children in highest-need areas.</p> <p>The developmental screening process will be tracked using the online platform ASQ Online. Teachers will meet with families for conferences in the fall and spring to review their child's ASQs data and, when needed, determine supports and next steps, such as rescreening.</p> <p>In the 2019/20 school year, early childhood classroom instructional aide support position hours were increased. Instructional aides support in transitional kindergarten classrooms. The duty day for aides increased from 3-hour positions to 6-hour positions, and preschool classroom instructional aide support increased from 3.5-hour positions to 7-hour positions. This change provided instructional aide support throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and mid-year transitions in instructional aide positions by more than 25%, resulting in continuity of care and stability for children throughout the academic year. In measuring the impact of the increased instructional aide support position hours on child outcomes, results indicate that children's social emotional development continues to progress. The social emotional development of children in our program has progressed at least one developmental level, with over 30% of children progressing two or more developmental levels.</p>		
12	<u>Additional Supports for Libraries</u>	<p>In the "School Library Impact Studies" (Gretes,2013) evidence from multiple library impact studies concluded that many disadvantaged students have limited access to reading material and technology. Research has shown that increased access to reading material and to technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. School libraries have the ability to bridge the learning gap between privileged and at-risk and disadvantaged students by providing equal access and resources for learning.</p> <p>The district will continue to provide funding to extend the hours of operation and to offer flexible library scheduling. In addition, the district will purchase backpacks and additional print and digital books that have a focus on diverse topics, and which are available in a variety of languages. Finally,</p>	\$535,000	Y

		<p>the district will create and provide home libraries that can be checked out and/or provided to students for long term use at home.</p> <p>This action has three major components that are of benefit to all students, including disadvantaged students, and that support increases in literacy across the board. The first action is to continue funding increased hours for libraries and for library media technicians. All libraries within Fresno Unified School District will be open until at least 4:00 PM. In addition, they will be open before school, during breaks and lunch, and after school. The second component includes purchasing additional print and digital books. As part of this component, students will have access to audiobooks, read-along books, and graphic novels; all of which have been shown by research to support an increased level of literacy. These books, both print and digital, reflect diverse topics and a variety of languages to stress the importance of students seeing themselves in what they read. The third component is a home libraries program. As stated above, there is a strong correlation between lack of books in the home and the lack of literacy skills of students. Libraries would provide greater access to long-term checkouts of print books to increase the number of books in the home.</p> <p>This expanded library program, including extended hours, additional purchases, and home libraries are principally directed to all students with the need for greater access to literacy and literacy tools.</p> <p>Outcomes are measured by:</p> <ul style="list-style-type: none"> • Multi-Year tracking of students indicates they actively engage in reading by measuring library access, increase in the number of books at home, and by reading scores • Increasing the number of checkouts as measured in Follett Destiny and Sora Digital Library • The number of hours open before school, after school, and during lunch/breaks/recess • The number of students accessing the library (using LibraryTrac or a similar system). <p>The actions above put more high interest, curriculum aligned books and technology in the hands of disadvantaged students. As a result, unduplicated students will have the resources to improve scores on state and local assessments.</p>		
13	<u>Equity & Access</u>	<p>Foster youth, English learners, low income students, and all student groups are identified through disaggregated data and supported through all Equity and Access goals (Transparency, Data and Assessment Literacy, and Support for Student Needs). Data retrieved from the four priority areas of focus are disaggregated in the same fashion, provided disproportionality calculations, and are focused on students identified as focus and priority. Equity and Access as well as Pivot teams partner with all departments and the County Office of Education towards differentiated support for all identified groups. These goals not only support the disaggregated data needs necessary for all departments and district goals in order to best understand the gaps present with some student groups and schools, but</p>	\$2,406,664	Y

	<p>also to build muscle to reduce disproportionality and see improvement through data. The Aligned Assessment System feeds data into Equity and Access databases and visualizations to use with seeking out support for differentiated needs, while the Diversity, Equity, and Inclusion work ensures that there is learning and understanding of ways the district can decrease said needs.</p> <p>Pivot teams collect and analyze data on students disproportionately impacted by disadvantaged circumstances through a variety of avenues that meet one or more of the three primary Equity and Access Goals: Transparency, Data and Assessment Literacy, and Support for Student Needs. Priority areas of focus include:</p> <ul style="list-style-type: none">• Differentiated Assistance and State Identified Support including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) <p>Identified by state factors, differentiated assistance and state identified support for target student groups, schools, and a combination of student groups at specific schools for focused attention and support. Through cycles of improvement and identified processes, Equity and Access department and Pivot teams organize processes for increasing leading indicators towards student, student group, and school successes as identified by cycles of identification at the state level (next cycle anticipated for January 2022).</p> <ul style="list-style-type: none">• Diversity, Equity, and Inclusion (DEI) <p>Led by a multi-departmental DEI Advisory team and supported by Equity and Access department and Pivot teams, the Equity and Access responsibility is primarily that of Cultural Proficiency professional</p>		
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		<p>learning and development. Through professional learning, data is collected through surveys, focus groups, leading indicators, and more to establish the impact of training on all students with a specific on disproportionality factors of student groups.</p> <ul style="list-style-type: none"> • Aligned Assessment System <p>Developed and maintained through facilitation of various assessment committees and sub-committees, Equity and Access supports an aligned assessment system from Early Learning through adult education in order to collect, understand, and set targets for students and student groups.</p> <ul style="list-style-type: none"> • Data Visualization and Databasing <p>Developed and maintained through organization of data tables, visualizations, and action-oriented information, Equity and Access ensures correct data uploads through Cal Pads, across the District Student Information System (SIS), when presenting Board Communications, and more. Housed in Equity and Access, this disaggregated data sourcing allows for action-oriented movement across the district.</p>		
14	<p><u>GATE (Gifted and Talented Education)/Advanced Placement (AP)/International Baccalaureate (IB)/SAT/PSAT Fees</u></p>	<p>Fresno Unified School District's low income, foster youth and English learner student populations have been historically disproportionately underrepresented groups in accelerated programs such as GATE, Advanced Placement, and International Baccalaureate. Adding one Manager to focus on Advanced Coursework will expand student access to advanced coursework.</p> <p><u>Elementary GATE:</u></p> <p><i>1. Service/Design-</i> Targeted outreach to families of second language learners and other underrepresented groups will include translated communication and follow up communication as needed to build awareness of accelerated programs available/ <i>Action</i></p>	\$2,254,364	Y

		<ul style="list-style-type: none"> • Provide support in parent outreach to increase the number of eligible students enrolled in designated GATE classrooms at Manchester GATE and Yokomi Elementary. <p>Measures Indicating Success</p> <ul style="list-style-type: none"> • Increase the number of families attending informational nights as captured in parent sign in sheets • Increase the number of parent communications via phone calls captured in phone logs <p>Outcome- The increase in awareness of accelerated programs to eligible students allows more informed decision making regarding accepting placement in GATE designated classes at and successfully decreases the disproportionality of targeted groups, including English learners, students living in poverty, and African American students.</p> <p>2. Service/Design - The research and evidence-based design of FUSD's GATE Certification Cohort Program focuses on professional learning that builds capacity in K-6 grade teachers to best meet the needs of all students. The program design embeds instructional strategies designed to meet the needs specific to students of color and other underrepresented groups in need of opportunities for acceleration.</p> <p>Action</p> <ul style="list-style-type: none"> • FUSD's GATE Certification Cohort Program certifies K-6 classroom teachers in the area of gifted education and acceleration with an embedded focus on the needs of low income, English language learners and other underrepresented groups. <p>Measure</p> <ul style="list-style-type: none"> • A high of percentage of Manchester and Yokomi teachers completing the GATE certification program. • An equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications. • GATE Certification teachers attending the California Association for the Gifted Summer Institute for teachers of gifted students spring 202 <p>Outcome- Increase the number of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allows students to receive the appropriate instructional services outside of a formal GATE program.</p> <p>3. Service/Design- The delivery of differentiated professional learning for teachers at sites where GATE programs are not present. High-quality professional learning embeds instructional strategies designed to meet needs specific to students of color and other underrepresented groups in need of acceleration with a focus of equity and inclusion.</p>		
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		<p>Action</p> <ul style="list-style-type: none"> • Provide site support in the area of gifted education and acceleration with an embedded focus to the needs of low income, English language learners and other underrepresented groups to staff at sites without a designated GATE program. <p>Measure</p> <ul style="list-style-type: none"> • Increased schools participating in professional learning on acceleration and gifted strategies as measured by sign in sheets <p>Outcome- Increased numbers of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allowing students to receive the appropriate instructional services outside of a formal GATE program.</p> <p>4. Service/Design- Young Scholars' Summer School. A summer program that onramps and exposes students of underrepresented groups to accelerated instruction using STEM curriculum and critical thinking strategies prior to the upcoming academic school year. This summer program has targeted outreach for families of qualified students.</p> <p>Action</p> <ul style="list-style-type: none"> • Providing Young Scholars' Summer School to existing first grade <i>students</i>. On ramping students to accelerated learning and exposing and engaging them in accelerated instruction prior to second-grade regardless of participation in a GATE program. <p>Measure</p> <ul style="list-style-type: none"> • Increased numbers of eligible students from disadvantaged circumstances or underrepresented groups participating from every high school region as measured by enrollment data <p>Outcome- With the increase in opportunities for students of disadvantaged circumstances to participate in an accelerated program, disproportionality will decrease regardless of enrollment in formal GATE programs.</p> <p><u>Middle Schools</u></p> <p>1. Service/Design - The research and evidence-based design of FUSD's GATE Certification Cohort Program focuses on professional learning that builds capacity in 7-8 grade teachers to best meet the need of all students. The program design embeds instructional strategies designed to meet the needs specific to students of color and other underrepresented groups in need of acceleration.</p> <p>Action</p>		
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		<ul style="list-style-type: none"> FUSD's GATE Certification Cohort Program certifies K-8 classroom teachers in the area of gifted education and acceleration with an embedded focus to the needs of low income, English language learners, and other underrepresented groups. <p>Measure</p> <ul style="list-style-type: none"> Increased in participation of 7-8 grade teachers in GATE Certification Cohort. Currently 8% An equitable representation of staff by grade level, region, and demographics of GATE cohort participants as measured by GATE cohort applications. GATE Certification teachers will attend the California Association for the Gifted Summer Institute for teachers of gifted students spring 2021 as measured by registration forms <p>Outcome- Increased numbers of teachers with the capacity to meet the needs of students eligible for GATE services regardless of GATE program participation allows students to receive appropriate instructional services outside of a formal GATE program.</p> <p>High School</p> <p>1. Service/Design- Professional learning opportunities will be provided to build needed skills to ensure that every student including those from disadvantaged and/or diverse backgrounds develop the skills, habits of mind, and concepts that are required to succeed in college</p> <p>Action</p> <ul style="list-style-type: none"> Provide teachers with a variety of professional learning opportunities <ul style="list-style-type: none"> Collegeboard Advanced Placement Summer Institute offered to all teachers who have not received content training in three or more years Advanced Placement (AP) teachers register for summer CollegeBoard professional institutes, and Spring training in house FUSD. All AP content areas have opportunities to attend Spring Professional Learning Fall & Summer professional learning for International Baccalaureate (IB) will continue to support the certification of new IB teachers and teachers changing grade levels. Offer other professional learning activities, resources, and services to support teachers with strategies to engage students in high-level learning CollegeBoard will offer Weekly Professional Learning Opportunities: AP Classroom, Classroom Troubleshooting, Item Banks, Personal Progress Checks, Course & 		
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		<p>Description, Unit Guides, AP Daily Video, Topic Question, and Checking for Understanding</p> <ul style="list-style-type: none"> ○ Fall & Summer professional learning for IB will continue to support the certification of new IB teachers, as well as teachers changing grade levels. ○ IB Training for Fresno High ● Teachers in Middle Year Program (MYP) grades 9 & 10, Career Program (CP) and Diploma Program (DP) grades 11 & 12 are trained at least once in their subject area and receive another training if the subject area changes ● Principal is trained in MYP, CP, and DP every five years ● Teachers have opportunity to attend IB Category 3 Training - Specific instructional focus within a subject area and leadership goals across the system <p>Measure</p> <ul style="list-style-type: none"> ● Increased participation in professional learning as measured by registration data. <p>Outcome- Increase application of new learning to bolster the capacity of teachers successfully meeting the needs of AP students in underrepresented groups</p> <p>2. Service/Design- Providing opportunities for accountable communities of curricula and pre-AP/AP/IB teaching teams with vertical and horizontal alignment in collaboration with other departments including, but not limited to African American Academic Acceleration Initiative (A4) to create unified course materials and systematically ensure that instruction is inclusive to all learners.</p> <p>Action</p> <ul style="list-style-type: none"> ● Partner with other departments to create unified course materials ● Provide opportunities for middle school sites to offer pre-AP courses aligned to feeder high school sites for continuity of learning. ● Horizontal collaboration across the district will increase planning opportunities <ul style="list-style-type: none"> ○ All AP teachers have the opportunity to participate in lateral content-specific Professional Learning Communities (PLC) Collaboration across the district at least twice a year <p>Measure</p>		
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		<ul style="list-style-type: none"> The creation of materials that systematically ensure that instruction is inclusive to diverse learners as vetted in collaboration with partner departments and increase the number of Pre-Ap classes at the Middle school level <p>Outcome- Increase teachers' ability to equip students to build skills needed to meet the demands of rigorous AP/IB coursework by providing accommodations for all students including underrepresented populations will decrease the disproportionality of student participation in accelerated programs.</p> <p>3. Service/Design- Providing content resources for students of underrepresented populations to increase the number of students receiving a qualifying score of 3 or higher on AP exams</p> <p>Action</p> <ul style="list-style-type: none"> Research and implement strategies and practices that have been correlated with higher pass rates on AP exams Increase the number of students receiving a qualifying score of 3 or higher on AP exams as well as practices and strategies that support foster youth, English learners, and low-income students All students regardless of socio/economic backgrounds are given an opportunity to take the exam District funds cover testing fees for all AP/ IB exams, fees are charged per exam Qualifying scores on Advanced Placement exams earned college credits Many students are eligible to take multiple exams IB exams taken in core and elective classes Continue to make available tools including AP daily videos to help cover course content and skills as a daily support for AP students <p>Measure</p> <ul style="list-style-type: none"> Ongoing monitoring of student utilization of resources <p>Outcome- with the expansion of student resources to support content knowledge, pass rates on the AP exam increased.</p> <p>4. Service/Design- Increase the recruitment and retention of underrepresented AP/IB student groups that have been traditionally overlooked and not considered for AP courses in Advanced Coursework.</p>		
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		<p>Action</p> <ul style="list-style-type: none"> • Utilize PSAT and SAT testing to identify AP potential as an additional metric to increase participation of underrepresented student groups in AP courses • Partner with outside organizations including Fresno State African American Initiative Coordinator, Outreach & Special Program to encourage and recruit students from diverse backgrounds to enroll and retain students of color in AP classes • Fresno Unified School District will pay for all student PSAT/SAT/AP/IB testing fees, and provided logistical supports to ensure a quality and accessible testing environment • PSAT and SAT are administered during the school day in the spring and fall • The PSAT is administered in 8th, 9th, 10th and 11th grades • The SAT is administered to all A-G on track and borderline students in the 11th grade • Students attend original credit summer school classes and AP Human Geography both provided opportunities for acceleration in high school <p>Measure</p> <ul style="list-style-type: none"> • Enrollment/ retention data monitored throughout the year <p>Outcome- Increased the number of students of underrepresented populations enrolled in AP/IB courses</p> <p>5. Service/Design- Utilizing a multiple prong approach consisting of funding, tutoring, and incentives to support underrepresented AP/IB student groups in an effort to increase the number of students receiving a grade of C or better in AP coursework</p> <p>Action</p> <ul style="list-style-type: none"> • Each site is provided with funding for AP Tutorial hours to support AP retention • Teachers will provide before and after school tutorial hours each quarter to support AP student achievement in the AP course and on the AP exam • Students with D's/F's are given tutor priority while providing many of our underrepresented students targeted support • Student incentives and material support are provided throughout the year to foster success including graphic calculators and Saturday school opportunities, which are beneficial for students with other needs including students who are from socioeconomically disadvantaged backgrounds with high absenteeism 		
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		<ul style="list-style-type: none"> • Provide tools including Tutor.com and AP online videos to increase access to AP course content <p>Measure</p> <ul style="list-style-type: none"> • Tutoring logs, Grade data <p>Outcome- Utilizing a multiple prong approach will provide a foundation of support available to all students to promote and increase the number of students passing AP/IB coursework with a C or better in the district's underrepresented populations including foster youth, English learners and students living in poverty</p>		
15	<u>Expand Alternative Education</u>	<p><u>Expand Alternative Education Service to sites</u> Some low income students have barriers that make it difficult to graduate. Significant percentages of high school students do not graduate because they are behind in grade-level credits (Allensworth & Easton, 2005). This issue worsened due to the Pandemic. In addition, district data indicates a higher dropout rate for low income and English learner students as well as a lower graduation rate for English learners.</p> <p>The Objective</p> <p>Need #1: Expand Alternative Education programs and Credit Attainment supports year round</p> <ul style="list-style-type: none"> • Expand both course offerings and time in course for students needing credit attainment at the following schools: Dewolf, Cambridge & J.E. Young (including eLearn Academy) • Expand eLearn Academy support as they grow in K-12 grade. Adding a Principal on Special Assignment to support program growth <p>Need #2: Improve attendance support for both parents and students</p> <p>Need #3 Continue to provide Professional Learning for teachers and staff, including instructional strategies for at risk students</p> <ul style="list-style-type: none"> • <p>Students who attended an academic non-traditional alternative school or program for at-risk of failing to graduate, earned more credits and have higher graduation rates than peers who continued to attend a traditional program. (Streeter et al. 2011). Opportunities for students who struggle to catch up on credits can make a difference between graduation and dropping out of school (Shore & Shore, 2009 cited in Pemberton 2011). The combined actions above will give more students access to programs that will allow for credit recovery and on-time graduation.</p>	\$2,132,190	Y

Alternative Education schools: Cambridge High School, DeWolf High School, eLearn Academy, JE Young Academic Center, Phoenix Elementary, and Phoenix Secondary are designed to foster student success based on student individual needs. To do this, each school commits to creating a safe environment for learning and embraces social emotional skill sets, while maintaining quality instruction and high expectations. With a “student centric” focus, schools are in alignment with the overarching District mission and vision of creating alternative pathways for students toward graduation as well as College and Career options that produce a culture of lifelong learners.

Integrated supports are multi-tiered that not only examine the academic levels of students, but also the behavioral and social-emotional needs that embody the whole-child. Collaborative leadership monitors student progress through both academic and social-emotional metrics to continually assess the changing needs of students.

Fresno Unified’s commitment to keeping family and community engaged is practiced in a variety of ways from personal outreach to group settings, both in person and virtually, and connecting families with both academic and personal necessities. These additional resources are made possible by community partnerships established throughout the years.

Schools have worked to create a collaborative support system called the Principal Accountable Community (PAC) team. The goal of this group is to strive to leverage each other as support while maintaining a culture that is unique to each program. Examples of collaborative leadership include bringing together regional buyback days (regional professional development), lead teacher planning and professional development, and site leadership goal setting that is data driven and “student centric.”

The Opportunity

- **Goal #1:** Offer a year around flexible schedule program with Credit Attainment support for student enrolled in alternative Education
- **Goal #2:** Track, monitor and increase student attendance and resources for parents
- **Goal #3:** Continue to fund professional development for teachers so that they can continue to design and plan engaging lessons that are tied to Projected Based Learning or Career Technical Education Opportunities.

Providing additional student-focused alternative educational environments will ensure English learner and low-income students have the supports needed to achieve graduation goals and reduce the chances of dropping out of school.

The needs for students have been impacted due to COVID-19. These include but are not limited to ongoing credit attainment needs, attendance support, access to technology and internet, health and wellness, and social-emotional supports (SEL) for students to cope with trauma due to COVID-19.

This school year (2020-21) staff focused on the most immediate needs of students including credit attainment, attendance, and health and wellness supports. All schools qualify for free and or reduced lunch therefore the district's student population is deemed in need of additional services. That said, staff has identified not only as a District but as a school site the breakdown of needs has focused efforts to provide a safe place where students can stay connected to their classrooms as well as having a guaranteed meal. Staff provides regular updates to students regarding graduation status. The following is the breakdown of steps taken to support students in Alternative Education programs.

- Fresno Unified has a business plan that cycles through a student academic reporting period for students' progress report, quarter grade and semester grades. All students are reviewed during these reporting periods, but the addition of case managers supports the identification of successes and areas of growth for students.
- Plan to expand English language learner supports to integrate monthly professional learning and the expansion of Interact Fellows which is a tutorial support trained specifically for ELL students. These supports can be modified to meet the varying schedules at schools.

Site	Grade	English Language Learners	Homeless Students	Foster Youth	Special Education Students
Cambridge	10th	4	1	1	4
Cambridge	11th	57	0	1	22
Cambridge	12th	86	3	4	28
Total		147	4	6	54

Dewolf	10th	0	1	0	0
Dewolf	11th	11	0	3	0
Dewolf	12th	15	1	0	3
Total		26	2	3	3
JEY	9th	0	0	1	1
JEY	10th	6	1	2	0
JEY	11th	21	2	3	6
JEY	12th	20	3	1	4
Total		47	6	7	11

Fresno Unified prioritized expanded learning time for students the last three years. These learning times are opportunities for students to gain access to “Year-Round” credit attainment which includes Night School, Saturday School, Winter Session, Extended Learning Summer Sessions, Online Courses, and Dual Enrollment courses with our community college partner, Fresno City College (FCC).

Through these efforts Fresno Unified supported students district-wide from all our comprehensive high schools. That said, sites are paying for the cost of running the credit attainment opportunities. Going forward, the additional supports will cover the following needs:

Action #1: Data Set

Also due to COVID-19, there was a need for elementary students to have a smaller distance learning environment that what was available at their home school. Some of those needs are due to parents’ work schedules, or students’ ability to stay focused in their online classes due to many distractions. “eLearn Elementary” at JE Young provides an online learning environment where students received direct instruction from their teacher in small groups of 1-3 students. This program has quickly grown this year. Below is data that shows enrollment by week. This graph does not show is that each of these students in on a Master Agreement and bi-weekly assignment contract. This means that there is a contract that is managed by Attendance Records Assistant

between parents and teachers to ensure that attendance is collected, and Average Daily Attendance (ADA) is calculated to account for student's weekly schooling. Currently, Fresno Unified has a Campus Safety Assignat and an Office Assistant for J.E. Young who support the attendance process. Staff will be adding one Attendance Records Assistant to support eLearn Elementary.

	Enrollments by the Week																								
Grade	8/31-9/4	9/8-9/11	9/14-9/18	9/21-9/25	9/28-10/2	10/5-10/9	10/12-10/16	10/19-10/23	10/26-10/30	11/2-11/6	11/9-11/13	11/16-11/20	11/30-12/4	12/7-12/11	12/14-12/18	1/11-1/15	1/19-1/22	1/25-1/29	2/1-2/5	2/8-2/12	2/15-2/19	2/22-2/26	Total Enrollments	Drops	Current Enrollment Count
0	11	2	3	1	3	2	1	2	4	3	0	5	1	0	1	0	1	2	1	3	1	3	50	7	43
1	15	0	8	3	1	1	4	2	1	9	0	7	2	0	0	1	1	2	2	1	1	0	61	4	57
2	11	5	6	4	3	2	4	4	1	2	1	2	3	1	0	1	2	3	1	2	0	1	59	8	51
3	10	2	0	2	2	1	2	4	0	5	1	2	2	0	0	2	2	0	1	3	0	1	42	5	37
4	6	2	0	3	0	2	1	2	0	6	4	2	1	0	1	2	1	3	0	3	0	2	41	8	33
5	3	1	2	1	0	2	0	1	1	4	3	2	0	0	0	2	2	0	0	3	0	1	28	3	25
6	5	0	1	3	1	1	1	2	3	2	0	2	0	0	0	1	1	0	1	1	1	0	26	2	24
Totals	61	12	20	17	10	11	13	17	10	31	9	22	9	1	2	9	10	10	6	16	3	8	307	37	270

This data is as of 3/3/21 and enrollment has increased to 270 students.

Challenges with attendance have grown greater as a result of the pandemic. Some students who moved to an entirely Distance Learning model, are students who typically need more focused and specialized supports than the average comprehensive student, hence enrollment into Alternative Education. Alternative Education schools need additional supports to adequately provide students what is needed to meet new challenges set forth by the circumstances of this pandemic.

Alternative Education has piloted credit attainment during non-traditional times. The following is the most recent data for Winter Session.

Alternative Education total credits given during Winter Session 2020/21

Row Labels	Sum of Earned Credit
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Cambridge High	599.5
DeWolf High	425
JE Young Academic High	2174
Grand Total	3378.5

Unique Students Who Earned Credits at Alt Ed by Site

Row Labels	Count of Student ID
Cambridge High	186
DeWolf High	133
JE Young Academic High	523
Grand Total	878

The following chart shows the absenteeism rate for each school and the negative impact on student attendance caused by the pandemic.

Action 2: Data set

Chronic Absenteeism Data for 2017/18, 2018/19, 2019/20

School Name	Severely Chronic 79.99 – 00.01% Attendance			Chronic 90% - 80% Attendance			Manageable 94.99% - 90.01% Attendance		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Cambridge	33.0%	33.3%	42.5%	24.3%	20.5%	16.2%	13.3%	16.5%	12.1%
Dewolf	19.3%	16.3%	14.5%	25.3%	31.3%	15.6%	17.5%	16.9%	24.7%
J. E. Young	24.5%	26.5%	70.7%	15.6%	15.1%	9.2%	17.5%	14.1%	1.0%

		<p>From 2019 to 2020, the average absenteeism rate for the three schools shows that the Severely Chronic Absentee rate increased +17.29%. Conversely, the absenteeism rate for students in the GOOD Absenteeism range plummeted by –13.2%. Analysis of the year prior to 2019, shows insignificant variances in percentage, leading to the conclusion that the increase in Severely Chronic Absences and the sharp decline in Good ranges for absenteeism or attendance is a direct result of COVID-19 and the circumstances created by the pandemic.</p> <p>To combat this new distressing evidence of absenteeism and challenges to attendance, staff has proposed adding two Child Welfare and Attendance Specialists (CWAs) to do the following:</p> <ul style="list-style-type: none"> • Coordinate behavior, attendance and social emotional Tier II supports and interventions • Be an active member of the Tier II Problem Solving Teams • Monitor students with academic, attendance, social and emotional needs • Meet with students individually to conduct weekly or daily check-ins • Deliver direct supports to students such as, facilitating conflict mediation, goal setting, mentoring, and de-escalation strategies • Provide small group skill building (i.e. communication, problem solving, coping strategies, responsible decision making, emotional regulation, organizational skills, and resilience) • Work collaboratively with site staff such as, attendance clerk, school psychologist, school counselor, administration, and teachers to coordinate students supports and interventions • Progress monitor student outcome data (i.e. attendance, office referrals and suspensions) to determine appropriate interventions and supports • Support students in setting short and long term goals to address academic, attendance, and behavioral needs to increase student achievement • Facilitate re-entry/welcome conferences for students who are returning to comprehensive school site from an Alternative Education setting • Address general needs of students receiving services <p>Social Emotional services have declined as a result of distance learning. Below is the data from Social Workers that shows the decrease in student contacts and social emotional counseling sessions as well as the increase in unsuccessful attempts to meet with students due to the lack of in-person</p>		
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contact. These services are inclusive of homeless and foster students as well as English learning students.

Alt Ed Socio-Emotional Counseling Student Contacts/Sessions						
Site	2018-2019 Contacts/ Sessions	2018-19 Attempts without Success	2019-2020 Contacts/ Sessions	2019-20 Attempts without Success	2020-2021 Contacts/ Sessions	2020-21 Attempts without Success
Cambridge	107	4	93	6	48	10
DeWolf	234	1	276	6	192	44
JE Young	238	33	213	28	78	24
Grand Total	579	38	582	40	318	78

Project Monitoring

The PAC team meets bi-monthly to review goals and actions and will continue to make these areas a priority for schools.

The Solution

- **Recommendation #1:** Increase funding for Alternative Education to cover the cost of expanding Alternative Education programs and providing year round credit attainment services for summer schools sessions 3 & 4 as well as winter session
- **Recommendation #2:** Add two full time Child Welfare and Attendance Specialists (CWAS), one for Cambridge and one for DeWolf to meet with families and conduct home visits for students missing classes
- **Recommendation #3:** Continue to provide an allocation for professional development to grow programs and help teachers build skills to work with at-promise students and ensure the design of engaging lessons.

Expected Results

Result #1: Fresno Unified expects that all students in the District will continue to have more needs for personalized learning using Alternative Education programs. To accommodate these needs the district will continue to expand Credit Attainment, throughout the year not only for students in Alternative Education but students attending comprehensive sites needing Alternative Education support.

Result #2: Plan for increased attendance at DeWolf and Cambridge high schools. Increased resources for students and parents.

Result #3: Continue Professional Development year around.

Needs #1 Improve Credit Attainment support year around: Latest data from Winter Session.

Alternative Education total credits given during Winter Session 2020/21

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Unique Students Who Earned Credits at Alt Ed by Site

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Need #2: Improve attendance support for both parents and students

Need #3: Continued Professional Development year around.

		Alt Ed Travel/Conferences																											
		<table> <tr> <th>Dept #</th><th>Dept/School Name</th><th>2019</th><th>2020</th><th>2021</th></tr> <tr> <td>0619</td><td>Alt Ed</td><td>\$0</td><td>\$30,782.00</td><td>\$55.00</td></tr> <tr> <td>0240</td><td>JE Young</td><td>\$8,934.00</td><td>\$72,499.00</td><td>\$5,128.00</td></tr> <tr> <td>0125</td><td>DeWolf</td><td>\$1,329.00</td><td>\$13,947.00</td><td>\$0</td></tr> <tr> <td>0230</td><td>Cambridge</td><td>\$21,265.00</td><td>\$42,332.00</td><td>\$0</td></tr> </table>	Dept #	Dept/School Name	2019	2020	2021	0619	Alt Ed	\$0	\$30,782.00	\$55.00	0240	JE Young	\$8,934.00	\$72,499.00	\$5,128.00	0125	DeWolf	\$1,329.00	\$13,947.00	\$0	0230	Cambridge	\$21,265.00	\$42,332.00	\$0		
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16	<u>Maintain Additional Services for Phoenix Community Day School</u>	<p>Expelled students and students at risk of being expelled need significant support.</p> <ul style="list-style-type: none"> Phoenix provides a behavior modification program for expelled students and students at-risk of being expelled Students in 7th-12th grade with significant behavioral issues are provided in-depth academic and social-emotional support <ul style="list-style-type: none"> Maintain inter-scholastic sports program and outdoor education trips Includes strict behavior and academic criteria for participation Cross disciplinary professionals work together to address chronic absenteeism Maintain individual counseling program to reduce peer conflict and emotional outbursts <ul style="list-style-type: none"> Anger management Grief counseling Close monitoring of grades and academic interventions Link students with postsecondary opportunities such as: <ul style="list-style-type: none"> College campus visits College application submission Financial aid Course advising Work experiences Obtaining California ID's Improving the process of transitioning back to comprehensive high schools by establishing: <ul style="list-style-type: none"> Communication protocols Behavior plans 	\$4,733,527	Y																									

		<ul style="list-style-type: none"> ○ Orientation meetings with students and parents <p>As a result, low income students will improve attendance, decrease suspensions, and increase graduation rates.</p> <p>Instructional Initiatives</p> <ul style="list-style-type: none"> ● Targeted Support Teams with cross-disciplinary professionals provide interventions with students and parents to address behavior and academic concerns affecting students' performance. ● Implement an Advisory period to provide social emotional learning and academic advising on a weekly basis. ● Implement a monthly academic intervention day to support struggling students. ● Implement a mandatory lunch tutorial with certificated teachers for students who are not passing classes. ● Implement iReady testing to measure student academic progress and identify growth areas. ● Utilize subscription tools to enrich classroom learning including: Newsela, Gizmos, Nearpod, Edpuzzle <p>Extracurricular and Enrichment Activities</p> <ul style="list-style-type: none"> ● Students participate in a Career and College Fair on campus ● All students are members of a club ● All teachers sponsor/cosponsor a club ● Students earn incentives for behavior, grades, and attendance ● Roughly 50% of students participate in interscholastic sports ● eSports teams compete against other Fresno Unified high schools ● Students are involved in multiple Outdoor Recreation field trip experiences ● Students attend educational field trips with science, social science, and art themes ● Students compile a weekly newsletter highlighting events occurring on campus and in the community 		
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Professional Learning Communities

- The Instructional Leadership Team is comprised of 5 teachers and the principal. The team meets monthly to discuss instructional initiatives and plan professional learning. The ILT team participates in Regional ILT meetings with other Alternative Education schools for professional learning and collaboration.
- Phoenix Secondary teachers participate in Professional Learning Community (PLC) meetings with subject area colleagues. The partnership allows teachers to stay calibrated with coursework, discuss learning expectations, and conduct a joint analysis of students' progress towards toward shared targets.
- School-wide PLC meetings are held on a monthly basis.
- All core subject teachers have a common prep with their content area colleagues to engage in planning.
- Teachers meet with site colleagues to discuss struggling classes or students and collaborate on interventions to ensure the success of all students.

Career and College Readiness

- Students participate in Career Technical Education Field Trips and a College & Career Fair.
- Field trips to UC Merced, Fresno Pacific, Fresno State, Fresno City College Vocational Campus, and Fresno City main campus.
- Fresno City College online application submissions/matriculation process
- Support with FAFSA completion to assist with financing post-secondary goals.

Social Emotional Support Services

Phoenix Secondary School Social Workers actively address the following to meet the mental health and social emotional needs of students:

Crisis Intervention

Conflict resolution - A method commonly utilized amongst the students which has been very effective in keeping physical violence to a minimum on campus.

		<p><u>Suicide Risk Assessments</u>- Staff follows the ASSIST model to assess and support students who express or appear to be at risk of self-harm. A Wellness Meeting is convened to address the needs of all students who are 5150ed upon their return to school.</p> <p><u>Student Request/Referral</u>- Teachers, parents, or administrators may refer students for individual counseling. Students may also self-refer for counseling services.</p> <p>Counseling</p> <p><u>Social Emotional Team</u>- Upon enrolling at Phoenix Secondary parents and students separately participate in a brief interview in which information is compared amongst team members at a weekly social emotional meeting. At that time based on the information provided students are strategically placed into specified groups, individual counseling, and outside referrals are made.</p> <p><u>Individual Counseling</u>- Students identified for individual counseling meet once per week and more as needed to work on identified issues.</p> <p><u>Group Counseling</u>- Grief group, Anger Management, Substance Abuse Prevention Group, Girls group (related to addressing high risk behaviors). In addition, to these groups, others are created based on need.</p> <p><u>Classroom interventions</u>- Classroom observations are made in order to create case plans and goals for students to improve behaviors. Staff also works closely with teachers to provide suggestions and strategies for working with challenging students.</p> <p>Interventions</p> <p><u>Targeted Support Team</u>- A multi-disciplinary team meets to develop interventions for students who are struggling with grades and behavior utilizing input from all 6 teachers, the student, and parent.</p> <p><u>Transportation</u>- Transportation is often provided to students who miss the bus and/or are frequently absent from school. Staff also assists parents with transportation to and from school meetings.</p> <p><u>Home Visits</u> – Conducted with families to strategize the most effective way to collaboratively work toward mitigating issues that not only affect the student but the family as a whole; to provide the student with the best chance for resiliency and success.</p>		
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		<p><u>Truancy/Attendance</u> – Weekly attendance meetings are held to discuss all students with attendance issues and individual interventions are created in attempts to alleviate further absences.</p> <p><u>Changing From Within</u>- Students visit prisons and are matched with inmates who provide mentoring regarding the impacts of poor decision making.</p> <p><u>Transitional services</u>- Weekly, monthly, and as needed support is provided to all students who transition back into the traditional school setting to assist them with adjusting and navigating the new setting.</p> <p><u>Academic Counseling at Phoenix Secondary</u></p> <p>7th-8th grade</p> <ul style="list-style-type: none"> • Responsive services 1:1 student support; small group support; parent conferences • New student enrollment and student intakes • Academic Goal Setting classroom presentation • Atlas portal training presentation • D&F grade chats • Weekly grade monitoring • Transitional support for students transitioning to comprehensive sites • High School Graduation Requirements Presentation • Expanded learning summer program registration <p>9th-12th grade student services</p> <ul style="list-style-type: none"> • Credit recovery- Fresno Adult school for eligible students • Responsive services 1:1 student support; small group support; parent conferences • Transitional support for students transitioning to comprehensive sites • 9th grade conference with at-risk groups • Introduction to high school presentation 		
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- 12th grade conference/presentation
- 11th grade presentation (ACT/graduation/FAFSA/SAT)
- Senior letters to parents
- 9th grade conference (develop student support plan for students with one or more D/Fs)
- Fresno Adult School CTE presentation 12th grade
- At risk student/parent conference
- Master schedule/scheduling

Maintain Additional Services for Phoenix Community Day School:

This action continues to support the academic and social emotional needs of students at Phoenix Elementary. Due to the transient population of students served at Phoenix Elementary and the challenging behaviors these students display, there is a school-wide need for in-depth academic and social emotional support.

School site provides student-centered and real-world learning opportunities for students to improve academic performance. To support the social emotional well-being of students, Phoenix Elementary provides group and individual counseling as well as implementation social emotional learning for staff and students.

The action prioritizes the needs of foster youth, low-income students, and English learners by ensuring that these students receive additional support to move a minimum of one grade or more during an academic school year.

All actions targeted for English learner (EL), foster youth, and at-risk students, along with integration of EL specific strategies used in all content areas. Re-designation goal setting reports will be utilized to monitor growth and gaps for English learner students, while teachers will provide on-going data chats with students to identify gaps in meeting Re-designation criteria.

Improve academic performance at challenging levels

Phoenix will continue to implement the district-adopted comprehensive program for language arts (Wonders) and math (Go Math) through planned instruction that is aligned with Common Core State Standards (CCSS) for all students and in tandem with California English Language Arts and English Language Development Frameworks to support our English Language Learners.

Reading Intervention Deployment

School wide reading intervention for grades 2-6, 45 minutes each day Tues-Friday. The students' reading intervention criteria is based on student performance on districts iReady reading assessment and Dibles fluency.

Educational Experiences and Career readiness

Phoenix provides off campus and on campus experiences to link students to post-secondary opportunities. Education field trips will provide opportunities for students to be exposed to new activities and build self-efficacy, and confidence. These activities will support student engagement, pro-social behaviors, teamwork, intrapersonal and interpersonal skills, and improved academic performance

- Meaningful work
- Career Day
- Stem 5
- Kids Invent
- Fossil Discovery Center
- Chaffee Zoo
- Peach Blossom
- 3rd grade-ukuleles
- 4th grade-recorders

Social Emotional Learning (SEL)

Phoenix develops a school-wide behavioral management intervention program combined with Positive Behavioral Intervention Supports, Character Building, and Restorative Practices to reduce challenging behavior and increase the on-campus engagement of students. Lesson strategies and professional learning opportunities will enhance campus safety for all students and reduce the intensity of at-risk behaviors that will result in a reduction of negative interactions between peer/peer and peer/staff relationships. Phoenix students are provided opportunities to interact with peers/teachers, and community members during school activities.

Multi-Tiered Systems of Support supports include:

- School wide positive behavior level system
- Meaningful work
- Second Step Curriculum

- Morning Meaning
- Guidelines for Success
- Flex with Phoenix
- Incentives for positive behavior
- Daily Check-ins
- Weekly Family Connection

Professional Development

- Professional learning for the use of Restorative Practices for the entire staff to be utilized in grades K-6th to address Safe/Civil Educational setting to support the social emotional domains for students in K-6th grade. (Restorative Justice: Building/Restoring Relationships).
- Professional learning for the use of Second Step/Why Try? curriculum for teachers to be utilized in grades K-6th to create a Safe/Civil Educational Setting and support the social emotional domains.
- Monthly staff meetings to engage in Continuous Cycle of Improvement to discuss changes/alterations to existing school-wide management interventions based on reflection room frequency/intensity data trends/patterns.
- Cultural Proficiency Training

Inter-scholastic sports program:

Utilized to motivate students and provide leadership opportunities to build community and academic goal setting.

- Organized morning PE
- Intramural sports during lunch

Individual and Group Counseling

Social worker meets with students personally and in group settings to cover array of topics. Social Worker will provide intensive case management for all enrolled students.

Intensive Case Management	2018/19	2019/20	2020/21
% of students enrolled	100%	100%	100%

		<table><tr><th>Individual Counseling</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>% of students enrolled</td><td>75%</td><td>75%</td><td>45%</td></tr></table> <p>Topic covered by social worker include:</p> <ul style="list-style-type: none">• Stress Management• Anger/Aggression• Trauma• Poor Self-Esteem/Confidence• Peer relationships/social skills• Anxiety/Depression• Grief/loss• Family Conflict <p>School site Social worker will support students/student families inside and outside school site setting.</p> <ul style="list-style-type: none">• Home visits• Family support training (flexible settings)• Student social-emotional support (flexible settings)• Parenting Lab once a week	Individual Counseling	2018/19	2019/20	2020/21	% of students enrolled	75%	75%	45%		
Individual Counseling	2018/19	2019/20	2020/21									
% of students enrolled	75%	75%	45%									
17	<u>After School Tutoring</u>	<p>After school tutoring and supports are a key element of addressing unfinished learning because of the effects of school closure due to the COVID 19 pandemic. The Fresno Unified School District has provided extended learning opportunities through teacher and tutor supports principally directed to low income students in elementary, middle, and high schools to increase skills and understanding in literacy, mathematics and improve overall academic achievement. In addition to providing access for afterschool tutoring for all students, this action will provide personalized and targeted learning support for low income and other disproportionately affected students through a variety of after school supports. These efforts have led to increased student performance on state and local assessments.</p> <p>Fresno Unified School District will provide tutoring services through After School Program to increase opportunities and time for students to receive academic support from tutors and provide additional access to the district’s adopted curricular programs (Guaranteed Viable Curriculum [GVC]) in literacy and math.</p>	<p>\$6,097,972 (Total investment)</p> <p>\$550,743 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$5,547,229</p>	Y								

		<p>Fresno Unified will continue to provide tutoring services through After School Program for students in elementary, middle, and high school and will create additional, targeted programs for students, in the wake of COVID 19, to address unfinished learning in the areas of literacy, mathematics and enrichment.</p> <p>Effectiveness is demonstrated through consistent increase and interest for student participation in After School Program throughout Fresno Unified, continued use of the district's Guaranteed Viable Curriculum during After School Program (Wonders ELA, Go Math, Khan Academy, iReady), and improved student attendance in school, ultimately supporting and preparing students towards completing A-G and graduation requirements. Fresno Unified will expand After School Programs by adding ninety two paraeducators, one Project Manager, and eliminating fees fee-based after school programs.</p> <p>The benefits of an after-school tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006)</p> <p>(1) Fresno Unified After School Programs are open to all students. For the after school programs at the elementary level, due to state and grant funding, there is a process that includes lottery selection. Students identified as homeless or foster youth are given priority enrollment into the After School Programs per California Assembly Bill (AB) 1567. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB1567</p> <p>For the after school programs at middle and high school, there is no lottery selection as all students are able to participate. For the 2021/22 school year, after school programs will be expanded with the goal of reducing the waitlist by 50%. Programs traditionally fee-based will be offered to families free of charge.</p> <p>(2) After School Program tutoring provides students with the opportunity to receive additional academic support in core academic areas in reading, writing, and math. Students are also afforded social emotional learning and developmental screening to assess strengths and interests with connections to possible career pathways. As a result, students have more time with the Guaranteed Viable Curriculum (GVC) outside of the instructional day to increase academic achievement and develop skills, interests, and competencies that support the Fresno Unified School District graduate profile as a Career Ready Graduate. This action provides personalized learning and academic support for students and will lead more structured time for students to build literacy and math skills.</p>	(Federal and Other State funds, Non-Contributing)	
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		The benefits of an after-school tutoring program include increased student achievement, a higher self-esteem, more participation in class, and an increase in homework completion (Baker, Reig, & Clendaniel, 2006)		
18	<u>Extended Summer Learning</u>	<p>Funds for extended learning will support expanding the number of summer school staff to meet the increased need of student support based on each teacher's hourly rate of pay. In 2021, winter session was expanded to all sites, summer school has been expanded to include a third session, one Principal on Special Assignment has been added for expanded summer school, and Library Technicians have been added for summer school. Specific intervention programs in extended summer learning are designed to target "<i>unfinished learning</i>" through literacy, math, and/or credit recovery. This action item will increase student access to core curriculum. Specific and targeted intervention will be provided for identified low income, English learner, and/or foster and homeless youth. Students will receive additional instructional time with credentialed teacher(s) through extended summer learning programs.</p> <p>Fresno Unified School District continues to design extended summer learning programs for students from kindergarten through 12th grade to target "<i>unfinished learning</i>" in literacy, math, and/or credit recovery utilizing district designed and adopted curriculum. Programs will be available through in-person and/or distance learning format and operate at least four hours a day for a minimum of 20 days during the summer break.</p> <p>An average of two elementary sites (about 14 total elementary sites) will house extended summer learning programs per high school region in Fresno Unified School District. All middle schools, comprehensive high schools, and alternative education high schools will also house extended summer learning programs.</p> <p>Findings suggest that these (summer) programs can be an important component of how school districts support learning and skill development among children in low-income communities (McCombs, Augustine, Pane, and Schweig, December 2020).</p> <p>Fresno Unified will expand the variety and length of supports and enrichment opportunities for students through extended summer learning services for elementary, middle, and high school students to target "<i>unfinished learning</i>" in literacy, math, and/or credit recovery for graduation/A-G requirements.</p> <p>Elementary and middle school students participating in extended summer learning will demonstrate increased performance on program pre and post assessments as well as state and local assessments.</p>	<p>\$5,266,073 (Total investment)</p> <p>\$4,560,444 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$705,629 (Federal funds, Non-Contributing)</p>	Y

		<p>High school students will recover courses needed for graduation and/or to be on track for A-G completion to meet requirements for a 4-year university.</p> <ol style="list-style-type: none"> (1) All students have the opportunity to participate in the extended summer learning program. Students are identified and invited to participate based on student assessment data with performance below grade level in literacy and/or math (for elementary and middle school) and credit/A-G deficiency (for high school). Low-income, foster/homeless youth, and/or English learner students are included in the identification for participation in the extended summer learning program. (2) The effectiveness of the extended summer learning program will be measured through pre and post assessment data, iReady, as well as first quarter grades in the following school year. <ol style="list-style-type: none"> a. Number and percentage of 9th – 12th grade students who participated in extended summer learning who receive a C or higher grade at Quarter 1 in the subsequent class they participated in during summer learning b. Number and percentage of 1st – 7th grade students who participated in summer learning and demonstrated growth in English Language Arts (ELA) or Math on the most recent iReady assessment dependent on program they participated in during summer learning 		
19	<p><u>All teachers are teachers of English learner (EL) students</u></p>	<p>District data indicates an ongoing and increased need to support English Learners (ELs) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English Learner (EL) students are actively engaged in instruction and continue to grow linguistically and academically. Therefore, services have become simultaneously more focused on specific support, while addressing EL more broadly across the District. The Multilingual/Multicultural Office staff has developed guiding principles for providing instructional support for EL in virtual settings, and synchronous and asynchronous professional learning and resources to facilitate implementation. ELs have greater challenges in accessing the core curriculum and traditionally perform lower on state and local assessments.</p> <p>In order to address these challenges, the Office of Multilingual/Multicultural Education will:</p> <ol style="list-style-type: none"> 1. Maintain Teachers on Special Assignment (TSAs) to provide support to teachers, leaders, and EL students at every site. 2. Support site leaders to implement, monitor, and provide feedback on district level Professional Learning to teachers for implementation of integrated and designated English Language Development (ELD) 	<p>\$15,115,733 (Total investment)</p> <p>\$10,806,554 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$4,309,179 (Federal funds, Non-Contributing)</p>	Y

3. Assist each school's EL Site Representative (designated person on each school site who oversees EL activities) to comply with all state and federal requirements, support instruction, and ensure site-based professional learning.
4. Provide expanded interventions to EL students including Long Term English learners (LTEL) (English Learner students that have attended a U.S. school for more than 6 years without being redesignated and is at least in the 5th grade) and At-Risk English Learners (English learner students who have attended a U.S. school for 4 to 5 years without being redesignated).
5. Support newcomer EL to acquire English Language proficiency at the rate of one English language proficiency level per year and to make timely academic progress.

These combined actions have increased growth in English language proficiency and access to the core curriculum, provide specific interventions to address gaps, resulting in increased EL performance on state and local assessments and access to college and career opportunities.

ACTIONS:

Elementary

1. Eight Teachers on Special Assignment (TSA's) are assigned to support ELs to meet timely redesignation targets in all elementary schools through job-embedded professional learning based on the ELD standards leveraging the key activities of previous lab school model which include, but are not limited to:
 - Managers and TSAs provide consultation services on matching department resources with school needs and EL population.
 - Providing job-embedded professional learning to teachers at all schools based on percentage, numbers, and configurations of EL and former ELs.
 - Provide focused synchronous professional learning on planning considerations for ELs to provide designated and integrated ELD across the curriculum.
 - Provide flexible and focused asynchronous professional learning on planning considerations for ELs to provide designated and integrated ELD across the curriculum (aligned to above synchronous professional learning)
 - Provide flexible and focused synchronous and asynchronous learning resources and maintain access for maximum professional learning opportunities.
 - Provide Professional Learning Communities (PLC) with informed and skillful planning support for integrated and designated ELD that address EL students' language needs.

		<ul style="list-style-type: none"> • Ensure successful instructional delivery of skillful planning through 1x1 coaching or PLCs coaching/observation sessions • Provide models of designated and integrated ELD implementation for use in site-based professional learning (one video per grade level span TK-1, 2-3, 4-6th grades per semester, in virtual, in person, and simultaneous settings). <p>2. Support site leaders to implement, monitor, and provide feedback on district level professional learning to teachers for implementation of integrated and designated ELD.</p> <ul style="list-style-type: none"> • Manager provides regular and ongoing opportunities for site leaders to share implementation and monitoring practices and results. <p>3. Assist each school's EL Site Representatives to comply with all state and federal requirements, support instruction, and ensure site-based Professional Learning for ELs.</p> <ul style="list-style-type: none"> • Support EL Site Reps and principals to develop regular, annual, site-based EL professional learning based on specific EL populations. • Managers assist sites to develop and submit a professional learning calendar that includes ELs Professional Learning and submit evidence • EL Site Reps receive regular updates regarding redesignation, monitoring, parent involvement, EL instruction, etc. through meetings and other communications. • Provide reminders and feedback each quarter and through EL site representative meetings throughout the year. <p>4. Provide expanded interventions to students that are considered LTELs and At-Risk English Learners.</p> <ul style="list-style-type: none"> • Continue to contract with Educational Leadership Foundation and train Inter-Act Fellows to provide elementary grade LTELs and students At-Risk of becoming LTELs with academic and social emotional support at all elementary schools through on-campus, simultaneous and/or virtual platforms during the academic school year in an after-school intervention setting. • Continue to offer a summer academy for LTELs and students At-Risk of becoming LTELs to support both content and language development through the summer months. • Provide Rosetta Stone to support listening and speaking skills aligned to the California ELD standards. <p>5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress.</p>		
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		<ul style="list-style-type: none"> • Offer social and emotional mentoring and academic and language development tutoring from Inter-Act Fellows through online or on-campus platforms. • Maintain one TSA to oversee and train Interact Fellows working with newcomers in elementary schools. • Providing job-embedded professional learning to Bilingual Paraprofessionals working with newcomers in elementary schools. • Maintain two TSAs to collaborate with others to oversee newcomer activities in elementary schools including developing resources, trainings and providing ‘soft landing’ supports. <p><u>Monitoring:</u></p> <ol style="list-style-type: none"> 1. Eight TSAs to provide District level job-embedded professional learning based on the ELD standards <ol style="list-style-type: none"> a. Every school site has an EL TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs communicate monthly to each assigned site new information and resources. c. Create and deliver four synchronous and asynchronous sessions per semester, in each of four content areas. d. Ensure that 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Solicit and support planning with middle and high school PLCs that attend synchronous training sessions, five per TSA, per semester. f. Support each of the above PLCs with coaching sessions, two per PLC. g. Produce one video per grade level span TK-1, 2-3, 4-6th grades, per semester, in virtual, in person, and simultaneous settings (two per TSA, per semester). h. Plan and offer two professional learning opportunities per year to Bilingual Paraprofessionals. 2. Support site leaders to implement, monitor, and provide feedback on district level Professional Learning to teachers for implementation of integrated and designated ELD. <ol style="list-style-type: none"> a. Manager will develop, conduct, and recruit for two leader sessions per semester, 1-1.5 hours each, focused on collaboration, sharing best practices for school EL programs, and providing new information regarding integrated and designated ELD. b. Each leader will share and archive artifacts for each session on SharePoint, curated by the elementary EL Manager. 3. Assist each school’s EL Site Representative to support instruction. 		
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		<ul style="list-style-type: none"> a. Managers develop, schedule, and conduct six EL Site Representative meetings per year. b. EL Site Reps receive weekly and quarterly updates regarding monitoring, and annual notifications aligned to redesignation cycles. c. 50% of all secondary schools will submit an EL Professional Learning plan and evidence of the plan by the end of the first semester and 75% of all secondary sites by the end of second semester. d. Secondary EL Site Representative attendance at Site Rep meetings will increase from current level to 60% by the first semester and 75% by second semester. <p>4. Provide expanded interventions to LTEL and At-Risk ELs.</p> <ul style="list-style-type: none"> a. Office of Multilingual/Multicultural Education and Educational Leadership Foundation will recruit and train 50 Inter-Act Fellows to mentor and tutor LTELs and At-Risk ELs in an EL After-school intervention program. b. Office of Multilingual/Multicultural Education, English Learner Services, and Educational Leadership Foundation will plan and facilitate a minimum of four Inter-Act Fellow trainings per year (two per semester) on using connectors (social emotional) and talk moves to enhance students' language development for elementary grade LTELs and students At-Risk of becoming LTELs. c. Rosetta Stone data usage to increase from the current 46% student logins to 70% by end of first semester and 90% by end of second semester. d. A minimum of 145 intervention groups will be offered in an after-school intervention setting (on campus, simultaneous and/or virtual). e. During the summer school year 2021/22 a minimum of 30 classes will be offered for at least 750 LTELs and At-Risk ELs. <p>5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress.</p> <ul style="list-style-type: none"> a. One of eight elementary EL TSAs will be assigned 20% to newcomer support. b. Office of Multilingual/Multicultural Education will collaborate with Educational Leadership Foundation to recruit and train two Inter-Act Fellows to mentor and tutor newcomers in an afterschool acceleration program. c. One elementary EL TSA to schedule weekly check-ins and professional learning to the two Inter-Act Fellows working with newcomers. d. One elementary EL TSA to coordinate with and support site-based staff, including paraprofessionals assigned to working with newcomer students. 		
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		<ul style="list-style-type: none"> e. Two elementary EL TSAs to meet quarterly with secondary newcomer TSA to calibrate resources and collaborate on professional learning opportunities for elementary teachers in all grade level spans (TK-1, 2-3, 4-6). f. Classes will be offered in the summer school year of 2021-2022 serving between 20 - 40 newcomers. g. 50% of newcomer EL will gain one EL Proficiency band level and designated growth targets for iReady to remain “on track” ELs. <p><u>Secondary</u></p> <ol style="list-style-type: none"> 1. Five secondary TSAs are assigned to all secondary schools to provide District level job-embedded professional learning based on the ELD standards and language demands of four core disciplines (ELA, Math, History/Social Science, Science) and ELD/Newcomers, leveraging the key activities of previous lab schoolwork which include: <ul style="list-style-type: none"> a. An EL TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs communicate once a month to each assigned site new information and resources. c. Four synchronous and asynchronous sessions per semester in each of four content areas created and delivered. d. 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Successful instructional delivery of skillful planning through 1x1 coaching or PLC coaching/observation sessions. f. Models of designated and integrated ELD instruction for all schools to utilize in site-based professional learning (one video per content area per semester, one each per middle school and high school in virtual, in person, and simultaneous settings). 2. Support site leaders to implement, monitor, and provide feedback on district level PL to teachers for implementation of integrated and designated ELD. <ul style="list-style-type: none"> a. EL Manager provides regular and ongoing opportunities for site leaders to share implementation and monitoring practices and results. 3. Assist each school’s EL Site Representative to comply with all state and federal requirements, support instruction, and ensure site-based PL for ELs. <ul style="list-style-type: none"> a. Support EL Site Reps and principals to develop regular, annual, site-based EL professional learning based on specific EL populations. 		
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		<ul style="list-style-type: none"> b. Managers assist site to develop and submit a professional learning calendar that includes EL professional learning. c. EL Site Representatives receive regular updates regarding redesignation, monitoring, parent involvement, EL instruction, etc. through meetings and other communications. d. Provide reminders and feedback each quarter and through EL Site Representative meetings throughout the year. <p>4. Provide expanded interventions to secondary EL students including LTELs and at Risk ELs.</p> <ul style="list-style-type: none"> a. Continue to collaborate with the mentor office to recruit and train redesignated student mentors to provide middle school LTELs with academic and social emotional support at selected middle schools during the academic year. b. Support Curriculum, Instruction and Professional Learning Department (CIPL) with middle school summer math program with training specific to supporting LTELs. c. Train and supervise Interact Fellows to provide academic interventions for LTELs in middle and high school. <p>5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and make timely academic progress.</p> <ul style="list-style-type: none"> a. Maintain one newcomer TSA to oversee all secondary newcomer activities. b. Collaborate with the mentor office to expand, recruit and train Redesignated Fluent English Proficient (RFEP) mentors to support high school newcomer ELs in language development and academic progress, and to provide social emotional assistance during the academic year and in summer school. c. Support counselors to ensure proper placement, secure transcripts, determine 5-year plans when needed, determine AB 2121 eligibility (Coursework and Graduation Requirements for Migratory Children and Newly Arrived Immigrant Pupils which reduces the number of graduation credits required for high school newcomer ELs who meet certain criteria), and seamless transitions to post-secondary settings upon graduation. d. Provide secondary ELD course teachers with five training sessions on strategies, materials, and planning. e. Develop newcomer training and resources for all teachers of newcomers. f. Oversee Interact Fellows to provide language and content support to newcomer ELs. g. Continue “Soft-landing” services to provide home language support for the first few weeks of school after enrollment for language other than Spanish and Hmong. <p><u>Monitoring:</u></p>		
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		<ol style="list-style-type: none"> 1. Five secondary TSAs are assigned to all secondary schools to provide district level, job-embedded professional learning based on the ELD standards and language demands of four core disciplines (English Language Arts, Math, History/Social Science, Science) and ELD/Newcomers, leveraging the key activities of previous lab schoolwork <ol style="list-style-type: none"> a. Every school site has a TSA assigned to process requests and answer questions, consult on professional learning plans, provide guidance on legal compliance issues, and communicate expectations. b. TSAs will communicate once a month to each assigned site new information and resources. c. Create and deliver four synchronous and asynchronous sessions per semester, in each of four content areas. d. Ensure that 90% of trainings receive an overall score of 3 or 4 as demonstrated by teacher evaluation response forms. e. Solicit and support planning with middle and high school PLC that attend synchronous training sessions, five per Teacher on Special Assignment, per semester. f. Support each of the above five PLC with coaching sessions, two per PLC. g. Produce two videos per content area per semester (both integrated/designated English Language Development), middle school first semester, high school second semester. 2. Support site leaders to implement, monitor, and provide feedback on district level PL to teachers for implementation of integrated and designated ELD. <ol style="list-style-type: none"> a. EL Manager will develop, conduct, and recruit for two leader sessions per semester, 1-1.5 hours each, focused on collaboration, sharing best practices for school EL programs, and providing new information regarding integrated and designated ELD. b. Each leader will share and archive artifacts for each session on SharePoint, curated by secondary EL Manager. 3. Assist each school's EL Site Representative to comply with all state and federal requirements and support instruction regarding ELs. <ol style="list-style-type: none"> a. EL Managers develop, schedule, and conduct six EL Site Representative meetings per year. b. EL Site Representatives receive weekly and quarterly updates regarding RFEP monitoring, and annual notifications aligned to redesignation cycles. c. 50% of all secondary schools will submit an EL professional learning plan and evidence of the plan by the end of the first semester and 75% of all secondary sites by the end of second semester. d. Secondary EL Site Rep attendance at EL Site Rep meetings will increase from current level to 60% by the first semester and 75% by second semester. 4. Provide expanded interventions to EL students including LTELs and At-Risk ELs. 		
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		<ul style="list-style-type: none"> a. Redesignated student mentors for middle school LTELs will expand to include two more middle schools, (currently there are eight middle schools with seven high schools—Edison HS/Gaston MS; Fresno HS/Fort Miller MS; Hoover HS/Ahwahnee MS; Roosevelt HS/Tehipite & Sequoia MS; McLane HS/Yosemite MS; Bullard HS/Tenaya MS; Sunnyside HS/Kings Canyon MS). b. 50% of middle school LTELs mentees will be redesignated or grow one proficiency level and/or gain one level on iReady assessment. <p>5. Support newcomer ELs to acquire EL proficiency at the rate of one level per year and to make timely academic progress.</p> <ul style="list-style-type: none"> a. One of five secondary Newcomer TSA will be assigned 100% to newcomer instructional needs as evidenced by calendar, communications, office hours, and training schedules. b. Office of Multilingual/Multicultural Education and English Learner Services will collaborate with the mentor office to recruit 28 Redesignated student mentors (three per comprehensive high school) for summer newcomer program and 35 for the 2021-22 school year. c. Four middle and high school ELD teachers will supervise mentors to provide language and academic support and provide weekly meetings/trainings. d. Four comprehensive high schools will participate in the school year Newcomer mentor program by the end of the first semester. Six will participate by the end of the second semester. e. All middle and high school counselors will receive two training sessions on meeting the placement needs of newcomers and receive feedback on placement practices during spring scheduling and again by September 15. f. Every newcomer student identified as EL by the Language Assessment Center with a home language other than Hmong or Spanish will be considered and contacted for “Soft Landing” Services to provide support. g. Newcomer training materials and resources will be shared within the department and through districtwide communication systems. h. Synchronous newcomer 1.5 hour training sessions will be offered once per quarter for all teachers of newcomers. i. 50% of newcomer ELs will gain one ELP band level and designated growth targets for iReady to remain “on track” ELs. 		
20	<u>Expansion of Dual Language</u>	District data indicates an ongoing and increased need to support ELs (English learners) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English learner students are actively engaged in instruction and continue to grow linguistically and	\$1,997,465	Y

	<p><u>Immersion Programs</u></p>	<p>academically. English learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level than other student groups on state and local assessments.</p> <p>At the same time, district data shows that students in the Dual Language Immersion (DLI) program which has been in implementation for over 20 years continue to outperform students who do not participate in the program. For example, 50.3% of students in grades 3-6 who participate in the DLI program meet or exceed grade level standards in English language arts compared to 37.3% of students in the same grade levels who do not participate in DLI programs. Similarly, 47.8% of students in DLI meet or exceed grade level standards in mathematics compared to 32.0% of students who do not participate in the DLI program. Therefore, to continue replicating this success for English learners, the Office of Multilingual/Multicultural Education will:</p> <ol style="list-style-type: none"> 1. Maintain or hire additional Teachers on Special Assignment and Managers to support DLI (Dual Language Instruction) students and their families, teachers, and leaders with program specific needs. 2. Provide access to the core curriculum for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs <ol style="list-style-type: none"> a. Spanish 90%-10% instructional model starts in PK-K and shifts to 50%-50% in grades 4-6 b. Hmong 50%-50% instructional model starts in grade PreK-K up to 6th. 3. Increase the percentage of students participating in DLI Programs and World Language coursework that strengthen and build upon primary and heritage language skills to meet the Seal of Biliteracy goals upon graduation from high school. <ol style="list-style-type: none"> a. Support counseling to increase enrollment in Hmong Heritage and Spanish for native speakers' classes at middle school and high schools. 4. Expand and enhance Dual Language Immersion Programs <ol style="list-style-type: none"> a. Add grade levels to current DLI programs at thirteen elementary schools: Balderas, Burroughs, Calwa, Centennial, Hidalgo, Jackson, Lane, Roeding, Rowell, Sunset, Vang Pao, Winchell, and Wawona. b. Expand DLI pathways from elementary through high School in all respective regions, including enhancement of the McLane and Yosemite DLI programs. c. Add new DLI sites in other regions: Fresno, Hoover, and Sunnyside 	
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- d. Add a Teacher on Special Assignment to support the development of Hmong curriculum and assessment materials as the Hmong DLI program is growing with more challenging content in the upper grades to secondary level.

These combined actions will increase access to the core curriculum and improve English learner performance on state and local assessments, resulting in increased redesignation rates as well as number of students earning the state Seal of Biliteracy per the Global California 2030 Initiative.

SPANISH DUAL LANGUAGE IMMERSION PROGRAM:

1. Four Teachers on Special Assignment (TSAs) and Manager continue to support DLI students, teachers, and school leaders at thirteen elementary sites (Burroughs, Calwa, Centennial, Ewing, Hidalgo, Jackson, Lane, Leavenworth, Roeding, Rowell, Sunset, Wawona, and Winchell), a middle school (Yosemite) and high school (McLane) through:
 - Job-embedded professional development via development of grade level curriculum guides and resources, assessment resources, instructional and engagement strategies, DLI best practices, virtual educational tools and platforms, onboarding for new teachers, culturally sustaining practices and resources and other teacher-generated topics.
 - Monthly professional learning community (PLC) support: data analysis, goal setting, curriculum review, and other teacher-driven topics.
 - Coaching support: goal setting with teachers, data review, co-planning, co-teaching/modeling, and reflection.
 - Monthly classroom visits by DLI district team and DLI site leaders to align program across sites, calibrate and provide feedback on classroom instruction and program implementation.
 - Parent information and recruitment support: brochures, flyers, posters, banners, social media, local news outlets, business/organizational partnerships.
2. **Provide access to the core curriculum** for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs
 - Provide access to Spanish language literacy while gradually developing English language and literacy in a 90%-10% program model beginning in grade PK-K to 6th grade.

		<ul style="list-style-type: none"> • Articulate, align, and refine DLI English/English Language Development instruction to increase EL (English learner) student redesignation rates. • Articulate an aligned DLI Assessment Plan, Spanish and English <p>3. Increase the percentage of students participating in DLI Program and World Language coursework to strengthen and build upon bilingual/biliteracy skills to meet Seal of Biliteracy goals upon graduation from high school.</p> <ul style="list-style-type: none"> • Support counselors to increase enrollment in DLI Program, Spanish for native speakers' classes at middle school and high schools. <ul style="list-style-type: none"> ○ Refine guidelines and train counselors on placement practices for Spanish for Native Speakers. ○ Articulate a pathway for enrollment in AP (Advanced Placement) Spanish courses. • Articulate, align, and refine DLI secondary programs to attract and retain students. • Provide a Summer School Program to support students with additional language development opportunities, Spanish and English. • Collaborate with institutions of higher education (California State University Fresno, Fresno Pacific) and community-based organizations to support families and students in accessing resources to higher education to support students accessing post High School opportunities. • Provide a DLI Student Showcase, DLI Parent Conference, student leadership development opportunities. <p>4. Expand and enhance Dual Language Immersion Programs</p> <ul style="list-style-type: none"> • Add respective grade levels to current DLI programs at Burroughs, Calwa, Centennial, Hidalgo, Jackson, Lane, Roeding, Rowell, Sunset, Wawona, and Winchell as students move up the grade levels. • Add new DLI sites in all regions: review district data, location of program placement criteria, and gather community input to make decisions on site selections. Expand DLI pathways from elementary through High School. • Provide DLI Academy course and onboarding PLs (Professional Learning) to prepare and increase the DLI teacher pool as the program grows, leveraging the <i>Guiding Principles for Dual Language Education</i>, the Teaching-Learning Cycle Framework, DLI program best practices, and culturally sustaining pedagogies. 		
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		<ul style="list-style-type: none"> • Partner with other departments and local Institutions of Higher Education to create a K-University bilingual teacher preparation pathway and increase recruitment of bilingual teacher candidates for the district’s growing DLI programs. • Collaborate with district departments to align and enhance support for the DLI program. • Collaborate with other districts with Spanish Dual Language Immersion Programs to learn from one another, share resources and best practices. <p>❖ <u>Evidence of Effectiveness/Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> • Evidence of growth and improved academic performance on local and state assessments • Increase EL student redesignation rates • Increase student participation in elementary and secondary DLI programs and World Languages courses • Increase teachers and site leaders’ participation in PL (Professional Learning) and Professional Learning Community opportunities • DLI Program Growth and Recruitment Plan • DLI Academy participation rate • Bilingual Teacher Preparation Pathway Plan • Partnership meeting agendas and communications • Completion of the ELA/ELD Articulation Instructional Plan • DLI Communication Plan • DLI Aligned Assessment Plan, Spanish/English <p><u>HMONG DUAL LANGUAGE IMMERSION PROGRAM:</u></p> <ol style="list-style-type: none"> 1. Maintain or hire additional Teachers on Special Assignment (TSAs) and Manager to continue supporting DLI students, teachers, and school leaders at two elementary DLI sites (Balderas and Vang Pao Elementary), two middle schools (Gaston and Computech), and eight comprehensive high schools (Bullard, Duncan Polytech, Edison, Fresno, Hoover, McLane, Roosevelt, and Sunnyside High School) through: <ul style="list-style-type: none"> • Development of curricular resources: grade level curriculum guides, anchor texts, high frequency word blackline books, posters, recordings of texts, production of other audio-visual files, etc. • Development of assessment materials for each grade, including setting benchmark targets with teachers and data entry assistance. 		
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		<ul style="list-style-type: none"> • Job-embedded professional development: understanding and implementation of curriculum guides & curricular resources, assessment tools, instructional and engagement strategies, DLI best practices, virtual educational tools and platforms, onboarding for new teachers, and other teacher-generated topics. • Weekly professional learning community (PLC) support: data analysis, goal setting, curriculum review, and other teacher-driven topics • Differentiated coaching cycles: goal setting with teachers, class observation to collect data, data review, co-planning, co-teaching/modeling, and reflection. • Annual Summer Institutes (elementary and secondary): Reflect on current year's curriculum, instruction, and assessment and agree on what to keep, add, and drop for the following school year; revise curriculum and assessments based on teacher feedback and student data; receive additional learning opportunities based on teacher input and district/department initiatives. • Bi-weekly classroom visits among DLI district team and monthly classroom walks with DLI site leaders to calibrate and provide feedback on classroom instruction and program implementation. • Monthly DLI chats with site leaders to calibrate learning and address needs, concerns, and support specific to each site. • Recruitment support: brochures, flyers, posters, banners, district communications, social media, local news outlets, business/organizational partnerships <p>❖ <u>Evidence of Effectiveness/Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> • Evidence of grade-level curriculum guides, instructional resources, assessment materials, benchmark targets • Evidence of professional development agendas and professional learning community minutes • Evidence of feedback communications • Evidence of meeting topics, email communications, and calendar invites • Evidence of recruitment documents <p>2. Provide access to the core curriculum for English learners to develop English literacy while maintaining their primary /heritage language in the Dual Language Immersion Programs</p>		
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		<ul style="list-style-type: none"> • Provide access to Hmong heritage language literacy while simultaneously developing English language and literacy in a 50%-50% program model beginning in grade PK-K to 6. <p>❖ <u>Evidence of Effectiveness/Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> • Evidence of classroom schedule for instructional block in each language • Evidence of growth on benchmark assessments for students in both languages <p>3. Increase the percentage of students participating in DLI Programs & World Language coursework that strengthen and build upon primary and heritage language skills to meet the Seal of Biliteracy goals upon graduation from high school.</p> <ul style="list-style-type: none"> • Support counseling to increase enrollment in Hmong Heritage Speakers courses at middle school and high schools. <ul style="list-style-type: none"> ○ Refine guidelines and train counselors on placement practices for Hmong Heritage Speakers courses. ○ Articulate a pathway for enrollment in Hmong Heritage Learning III and other higher-level Hmong coursework. • DLI and Hmong Heritage teachers present a State Seal of Biliteracy presentation annually to inform students of the advantages and benefits of speaking two or more languages. • Highlight student learning through an annual Student Showcase that brings Hmong Heritage students and their families from all high schools to the same venue. • Encourage and increase student participation in the annual community-led Hmong Academic Decathlon where students compete in distinct categories in Hmong. • Provide additional language learning opportunities through an after-school program at two elementary sites (Turner and Greenberg elementary schools) • Provide additional language learning opportunities through an annual summer academy program at four different sites in the McLane, Roosevelt, and Sunnyside regions • Collaborate with institutions of higher education (California State University Fresno, Fresno Pacific) and community-based organizations to support families and students in accessing resources to higher education to support students accessing post High School opportunities. <p>❖ <u>Evidence of Effectiveness/Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> • Increased rate in Seal of Biliteracy each school year 		
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		<ul style="list-style-type: none"> • Student participation rate in Student Showcase and Hmong Academic Decathlon • Highlights of Hmong Academic Decathlon winners • Enrollment numbers, evidence of growth in pre/post assessments, and Student Voice Survey results for after-school and summer school programs <p>4. Expand and enhance Dual Language Immersion Programs</p> <ul style="list-style-type: none"> • Add respective grade levels to current DLI programs at Balderas and Vang Pao as students move up the grades. • Expand DLI pathways from elementary through high School in the Roosevelt Region • Open new DLI sites in the Sunnyside region: review district data and gather community input to make final decisions on site selection. • Add a Teacher on Special Assignment to support the development of Hmong curriculum and assessment materials as the Hmong DLI program is growing with more challenging content in the upper grades to secondary level. • Provide DLI Academy to prepare and increase the DLI teacher pool as the program grows, using the <i>Guiding Principles for Dual Language Education</i>, the Teaching-Learning Cycle Framework, and culturally sustaining pedagogies. • Partner up with district departments and local Institutions of Higher Education to create a K-University bilingual teacher preparation pathway and to increase recruitment of bilingual teacher candidates for our district's growing DLI programs. • Collaborate with other districts with Hmong Dual Language Immersion and Heritage Language Programs to learn from each other's program, share resources and best practices, and align curricular and assessment materials. • Collaborate with a Hmong linguist to develop a K-6 Hmong Language, Literacy, and Cultural Scope and Sequence with emphasis on foundational skills and oral language development. • Partner with a Hmong technology and media company to develop a culturally relevant educational Hmong app that will reinforce language and literacy skills both at school and at home. <p>❖ <u>Evidence of Effectiveness/Anticipated Outcomes:</u></p> <ul style="list-style-type: none"> • Evidence of growth and improved academic performance on local and state assessments • DLI Program Growth Plan • DLI Academy participation rate • Bilingual Teacher Preparation Pathway Plan • Partnership meeting agendas and communications 		
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		<ul style="list-style-type: none"> • Completion of Scope and Sequence <ul style="list-style-type: none"> ◦ Completion of educational app and regular updates 		
21	<u>BASE: Instruction</u>	<ul style="list-style-type: none"> • Adoption of baseline curriculum and instructional materials • Adoption of supplemental and instructional technology resources • Development of curricular guidance documents <ul style="list-style-type: none"> • K-2 Foundational Skills – Bridge the gap in reading • Edgenuity – online curriculum • Nearpod – Teachers will be provided real time analytics on what students are working on their devices • Digital Math Fact – Math summer lesson design pilot provides training during summer with two teachers in the classroom • Charter school petition review and oversight • Pilot/test instructional practices and initiatives such as simultaneous teaching • GATE/Advanced Coursework 	\$394,237,699	N
22	<u>BASE: Special Education</u>	<p>The Fresno Unified Special Education Department is focused on diversity, equity, and inclusionary practices to improve outcomes for students with exceptional needs and close the achievement gap that has historically existed between this student group and the overall student population. Specifically, the department is addressing:</p> <ul style="list-style-type: none"> • Ensuring equitable educational opportunities for all students • Maximizing inclusionary opportunities for students in the least restrictive environment • Addressing social-emotional needs of students with exceptional needs • Providing specialized academic instruction and related services to address individual student needs • Prioritizing the diverse and unique needs of students through enhanced supports and interventions 	\$163,362,833	N
23	<u>BASE: Professional Learning</u>	<ul style="list-style-type: none"> • Provide job embedded professional learning • New teacher support and induction • Targeted coaching support to teachers and site administrators <ul style="list-style-type: none"> ◦ Learning Summit – Fall and Winter 2021 ◦ Math lesson design and summer school pilot ◦ Smarter Balanced Interim Assessment Training – 400 leaders and 500 teachers 	\$46,728,429	N

		<ul style="list-style-type: none"> ○ Unbound Education Standards Institute – 120 leaders and 500 teachers at 450 per webinar ○ PBS Lessons – Instruction serving all children in the valley ○ Tutor.com – On demand tutoring ○ First K-3 reading ● Coordination of professional learning across all departments in Instructional Division <ul style="list-style-type: none"> ○ Adding one Project Manager and three Instructional Coaches ● English learner professional learning and student support services ● Recruit, train, and retain staff within Teacher Development programs ● Collaborate with Institutions of High Education on pre-service and retention of staff 		
24	<u>BASE: Technology Access and Support</u>	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> ● Student, Staff, and Classroom Technology and Applications ● Enterprise Applications (Financial, HR, Payroll, Facilities) ● ATLAS (student information system) ● Information Security and Privacy ● Data Center ● Networks ● STEM Innovation for students ● IT Support (Students, Staff, Parents) <p><u>Technology Access and Support</u></p> <ul style="list-style-type: none"> ● Data Center ● Networks ● Wireless Access ● Computers and Major Applications ● ATLAS (student information system) ● Human Resource support ● Financial Applications ● Facilities Applications 	\$17,297,165	N
25	<u>BASE: Early Learning</u>	The Fresno Unified School District Early Learning Department is committed to ensuring all children have an equitable start for college, career, and life readiness. This is accomplished by providing nurturing, child-centered environments and high-quality educational programs that value and respect the language, culture, and needs of all students, families, staff, and communities. Staff is committed to	\$520,000	N

		<p>providing safe environments where young children can explore, play, and learn skills that will lay the foundation for long-range social and academic success. Early Learning programs include:</p> <ul style="list-style-type: none"> • Early Learning Centers (Full-Day): Infants, Toddlers, Preschool, Pre-Kindergarten, School Age • Part-Day Preschool • Transitional Kindergarten • Inclusive Settings • Dual Immersion • Student Parent Support Program • Play and Learn Groups 		
26	<u>BASE: Equity and Access</u>	<ul style="list-style-type: none"> • Provide district and school site research and evaluation • Design and maintain an Aligned Assessment System • Facilitate Diversity, Equity, and Inclusion (DEI) toward eliminating disproportionality through Cultural Proficiency, Culturally Proficient Practices, Multicultural Experiences, and Social Action • Provide differentiated support for state-identified needs (Differentiated Assistance, TSI, ATSI, CSI) • Plan and support tools and visualizations within an Aligned Data System 	\$3,144,071	N
27	<u>High Quality School Site Health Services</u>	<p>Fresno Unified School District's low income students have limited access to health care and are some of the lowest performing student groups on state and local assessments.</p> <ul style="list-style-type: none"> • Research has found that key health problems can impede academic success by reducing student's motivation and ability to learn (Freudenberg et al., 2007) • A large body of evidence supports a connection between students' health status and academic performance (Basch, 2010) <p>Health services will provide the following additional services:</p> <ul style="list-style-type: none"> • School-based health centers (SBHCs) are ideally positioned to support student success • Increase staffing for new School Based Health Centers • Additional health staff to provide additional health services at growing programs in the district • Expand health coverage at school sites • Expansion since 2018/19 has included 15 registered nursing positions, a manager position, and the conversion of health assistant positions to licensed vocational nurse positions • Temporary contracting for health services contact tracing and pandemic supports 	<p>\$11,060,965 (Total investment)</p> <p>\$7,959,860 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$3,101,105 (Local funds, Non-Contributing)</p>	Y

		<p>Actions listed above will provide improved access to health care for low income students and increase low income student performance on state and local assessments.</p> <p>Access to health care disproportionately impacts foster youth, English learners, and low-income students. Community health care facilities across the Fresno Unified School district are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods at their nearest school. Families who have limited or no transportation often live within walking distance to a school. Otherwise, students are bused to school where access to health care professionals is readily available and the staff is ready to serve.</p> <p>In the two years prior to the pandemic, health office visits increased from 214,785 in 2017-18 to 235,140 in 2018-19 which is a 9% increase resulting in over 20,000 health office visits. Clearly, students are accessing the health services Fresno Unified is providing.</p> <p>In addition, since 2016-17, the chronic absenteeism rate decreased from 17.8% to 17.1% districtwide. While this decrease can be attributed to many efforts, the expansion and availability of health services at sites and the expansion of site-based health centers certainly contributed.</p> <p>The focus of Health Services is on supporting student health so that students can have the best educational opportunities. The COVID-19 pandemic further raised the critical importance of access to health care and expanded staff support. During this period of distance learning, the Health Services team coordinated Personal Protective Equipment (PPE) and supplies for all schools and departments and has developed a COVID-19 Action Team to support contact tracing for students and staff members throughout the district. Addams & Gaston Health & Wellness Centers remain open and continue to provide direct services to families. The addition of four school Nurses to expand phone-in and virtual support to students at their assigned schools, as well as in-person support to students in some of the most vulnerable groups (homeless and foster youth, students with disabilities, English learners, and those who need a safe space to access distance learning).</p>		
28	<u>Mental Health Supports</u>	<p>Additional School Psychologist positions continue to be added to provide additional behavior and mental health supports for students. In 2021, five School Psychologist have been added. This has also allowed Fresno Unified to provide additional support towards building capacity in districtwide multi-tiered systems of support (MTSS).</p>	\$1,052,962	Y

		<p>A longitudinal study by Fleming, et al. (2005) provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact academic achievement, both in terms of higher standardized test scores and better grades. (Fleming, Haggerty, Brown, Catalano, et al., 2005). Such interventions also assist with improving behavior, improve mental health of students, and prevent unnecessary referrals for special education services, thereby resulting in the following desirable outcomes:</p> <ul style="list-style-type: none"> • Improve Academic Performance at Challenging Levels • Increase Student Engagement in their School and Community • Increase Inclusive Opportunities for Families to Engage in their Students' Education <p>Implementation of distance learning the past year highlighted the need for mental health supports for students. As students adjusted to learning from home and not being in physical space with peers and school staff, the social-emotional well-being of students began to suffer for some vulnerable students. While School Psychologists remain committed to key responsibilities, focus shifted to partnering with staff from Department of Prevention and Intervention to provide comprehensive mental health supports to address the impacts of the pandemic including isolation, anxiety, depression, and familial risk factors.</p> <p>District school psychologists continue to effectively support the crucial academic and social-emotional needs of all students as a result of the pandemic and serve the same high level of need for special education eligibility. Staff provides support at identified sites for social-emotional services within a multi-tiered systems of support (MTSS) framework, especially with the long-lasting impacts of COVID-19 on the academic progress and mental health of students.</p> <p>Students living in disadvantaged circumstances need behavior, social emotional, and academic supports. Additional resources provided by the Local Control Funding Formula have allowed staff to provide immediate social emotional supports to students and enables Fresno Unified to build systems of academic and behavioral supports. The actions above will lead to increased student performance by increasing social emotional supports principally directed towards low-income students including student groups providing eligibility for Differentiated Assistance (African American, Foster Youth, and Students with Disabilities).</p> <p>Having the additional School Psychologists continues to provide more time for School Psychologists to connect with students and to support staff as there has been a decrease in the suspension rate for all identified student groups. Specifically, students identified as socioeconomically disadvantaged,</p>		
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English learners, or as foster youth are at an increased risk for being suspended. The additional School Psychologists have benefitted these students with additional mental health support. Through these efforts the behavior of students in these student groups has improved; students living in disadvantaged circumstances need that connection to school. Fostering these relationships and facilitating a connectedness to school will impact students positively and help them to achieve academically. The effectiveness of such additional support may be measured by the number of students referred for special education assessment and those students found eligible. As School Psychologists continue to build capacity to implement multi-tiered systems of support (MTSS) in attaining those expectations, staff has observed a continued, desirable trend in this student population since the 2017/18 school year as follows:

- Referrals for special education evaluation decreased by 1,933 students
- Suspension rate improved by 3.5%
- Chronic absenteeism rate improved by 3%

School Psychologists play a crucial role in the district's implementation of the multi-tiered systems of support (MTSS) framework. There are currently 34 schools implementing MTSS where School Psychologists ensure fidelity in assisting with implementation as more schools are added to future cohorts. School Psychologists are uniquely trained to support sites within all three tiers of MTSS: on both the Response to Intervention (academic) and Positive Behavioral Interventions and Supports (social-emotional and behavioral) sides of the triangle. That is especially so given the academic impact from COVID-19 and the "COVID slide" that affects students throughout the district in several respects.

Outcomes of the "slide" resulted in an increase for requests for assessment from parents and advocates due to students struggling within the distance learning model, along with marked academic regression and failing grades due to school closure, thereby increased need for social-emotional support for adjustment in the school environment.

To that end, there has been an increase in the need for mental health support staff to connect families to community resources, and the same staff responded to requests for support through a student survey.

On-call response teams consisting of School Psychologists and other support staff were formed for around the clock response and protection for students. School Psychologists also increased time providing coaching to parents on behavioral interventions as some struggled to effectively manage their role in distance learning to support learning away from campus. There has also been an increase in parent requests for special education assessments which has resulted in more time observing students in virtual classrooms and ensuring academic and behavioral interventions are in place.

		<p>To this end, the District will continue to:</p> <ul style="list-style-type: none"> • Increase time to schedule in-person sessions, i.e., parent schedules, other assessor schedules, designated assessment room schedule. • Increased time to build rapport with student during assessment. • Increase the number of observations conducted due to the inability to obtain valid, high-quality observations in various settings and during unstructured times. • Increase time to collect data for eligibility areas requiring extensive behavioral observations across settings. • Increase time needed to provide guidance and professional learning regarding assessment best practices, health and safety procedures, and legal compliance. • Increase responses to assessment requests from parents due to "COVID slide" and academic regression due to school closure. • Increase mental health and social emotional supports to students due to negative impacts of the pandemic and school closure: isolation, anxiety, depression, familial risk factors, etc. • Respond to increased number of referrals for community resources and mental health supports, which School Psychologists assist with connecting families with those resources. • Manage and follow up on mental health and social-emotional support requests made by students through the Climate and Culture survey. • Increase support the mental health needs of site administrators and teachers, as employees struggle with their own personal mental health issues related to the pandemic and school closure. <p>Increase time providing coaching to parents on behavioral interventions as parents struggle with distance learning and having instruction take place in the home setting.</p>		
29	<u>Expanded Transportation Services</u>	<p>Previously, field trips were offered at schools able to raise funds, and if funds could not be raised a field trip was not available. Low income students were disproportionately affected as fundraising is often a struggle for families struggling to ensure basic necessities.</p> <ul style="list-style-type: none"> • Enrichment trips give low income students equal opportunity to experience learning outside the classroom that might not be affordable otherwise • The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) 	<p>\$1,979,375 (Total investment)</p> <p>\$229,375 (Supplemental and Concentration, Contributing to the increased or improved services requirement for</p>	Y

		<ul style="list-style-type: none"> Two additional bus drivers will support expanded, district-funded enrichment trips <p>The actions above will lead to increased low income student engagement and improved performance on state and local assessments.</p> <p>Two bus driver positions continue to be funded to support the expansion of enrichment trips. These trips allow for engagement experiences beyond the classroom, where low income students are disproportionality affected.</p>	unduplicated students)	
			\$1,750,000 (Federal funds, Non-Contributing)	
30	<u>Upgrading Access to Technology</u>	<p><u>Gaggle</u></p> <p>The district, as part of its focus on student safety and well-being, adopted Gaggle for 2020/21. The district has been diligent for a while about student safety and wellness in physical classrooms and digital spaces. Staff became more concerned about student safety and realized the need for guardrails for healthier interactions amongst teachers and students as the district approached online learning. Data provided during the pandemic indicated that suicidal ideation increased during COVID-19 especially among elementary aged students. In continued efforts to improve safety and wellness in digital spaces the district looked at the use of Cisco Umbrella content-filtering service. In FY 20/21, the Gaggle service covered 2nd through 12th grade. Gaggle is a content-analysis service that monitors Email, OneDrive and Teams Chat using machine learning to identify inappropriate language like sexual content and bullying as well as situations that might lead to self-harm. Gaggle's professional staff review and, where appropriate, notify district personnel. Identified content is classified as Questionable Content or Possible Student Situation for self-harm. Schools leaders are notified about these incidents and then take appropriate action, often in consultation with Fresno Unified's DPI/SPED professionals. DPI/SPED departments setup an afterhours call group of mental health professionals to handle notifications of possible student situations for self-harm.</p> <p>Data provided by Gaggle through February 2021:</p> <ul style="list-style-type: none"> 25,980,330 items created by students and pulled into Gaggle (from Microsoft Teams Chat, Email and OneDrive). Gaggle's Machine Learning processed these items looking inappropriate language or images. 900,093 items were reviewed and 9,415 items acted upon. <p>Fresno Unified was notified of these items and responded accordingly.</p> <p><u>Adoption and Supports for Digital Learning Platforms and Resources</u></p>	\$1,064,353	Y

Fresno Unified staff negotiated with education technology vendors such as Nearpod and Turnitin. Fresno Unified's Information Technology and Curriculum and Instruction teams worked on the design and rollout of these platforms. Nearpod is a way to increase student engagement during instruction. Teachers had over 103,000 Nearpod sessions through the end of February 2021. This is the effect of the combination of rich professional learning, effective digital platforms, and teaching professionals willing to adapt to the context of remote learning. Information Technology worked with School Leadership and the Department of Prevention and Intervention to tune what students could do in digital platforms and put in place structures to respond to students with behavioral challenges. The Digital Resource Access Workgroup carefully vetted digital resources to ensure that student privacy was protected and that the district adopted digital resources were readily available (with participation from several other FUSD departments).

Learning Analytics: Tools for Teachers/Leaders to better respond to students during remote learning

Fresno Unified was an early developer of analytics using new measures to support the shift to digital learning and teaching. This work both supported and emerged from the Personalized Learning Initiative. In the spring of 2019, Fresno was one of three Districts to have access to analytics on student engagement within the Microsoft Teams / Office 365 learning system. This supported school leaders with participation information down to the student level so they could provide responsive supports for students. These supports included access to the internet and working devices, social-emotional wellness and safety, and sometimes just a caring nudge to keep students engaged. The data revealed high levels of frequent use of Teams/O365 across the district. Similarly, the District worked with Clever in the spring of 2019 to develop a digital participation record. This service was used to connect students to digital learning resources like GoMath, Wonders and Khan Academy.

The work over the past several years on Learning Analytics, with partners like Microsoft and Houghton Mifflin Harcourt, led to two important tools within Teams – Insights for Teachers and Insights for Leaders. Professional Learning in spring / summer of 2020 included sessions on how to use insights from digital signals to inform teaching practices and better support students.

Fresno Unified collaborated with Microsoft and Helsinki, Finland in 2019 to envision ways to improve analytics for learning and teaching as well as sharing these practices within a larger community of practice. This collaboration, called Project Constellation, resulted in rich system level data combining Office365/Teams, Clever and iReady. Project Constellation uses a next generation, hugescale data platform to store, analyze and visualize new and traditional measures of student demographics, engagement, and assessments. This is a work in progress with Information Technology, E&A and others to build our capacity to work together to explore patterns of engagement, consider more timely

		<p>interventions and improve student supports. This platform, for example, supports the district's current audit of participation. The dashboard allows staff to drill down to a school-level and even a section-level to see student participation in synchronous meetings and asynchronous learning across both Teams/Office365 and Clever.</p> <p>These tools will continue to advance in support to improve student learning processes and outcomes as the District moves to Simultaneous Learning and the Next (new) Normal.</p>		
31	<u>Student Technology Access and Annual Refresh</u>	<p>Student Technology Access & Annual Refresh</p> <p>Experience has shown that low-income students do not consistently have access to reliable technology. To fully prepare students for college and career, it is necessary to provide equitable, reliable access to student technology. To accomplish this, staff will:</p> <ul style="list-style-type: none"> • Create district-level responsibility for student technology to be used <i>wherever and whenever students participate in learning</i> • Keep student computers current with a regular refresh cycle and requisite software updates • Provide technology support to students and families • Investment: • Student 1:1 technology, where each student has the required technology for both on-campus and off-campus learning. This includes both student devices and required connectivity. • Tools required to manage student devices remotely • Personnel and facilities in three Family Learning and Technology Support Centers to support students and families with technology <p>The actions above are principally directed toward our low-income students, to increase access to core curriculum and other educational resources through technology.</p> <p>Metric: 100% of students can receive a district-issued device and internet connectivity for on-campus and off-campus learning.</p> <p>In March of 2020, during campus closure, Fresno Unified began the pivot from classroom-based technology to a 1:1 program. In total 64,000 laptops and 11,000 laptops were delivered in a very short window. Use of technology will now be critical to teaching and learning in the classroom. Each student, regardless of income level, had the opportunity to receive a district-issued device and internet connectivity for remote learning. In August, when school began with remote learning, staff monitored student attendance. A large majority of students whose parents reported them absent due to technology</p>	\$6,655,579	Y

		<p>were low-income students. Staff reached out to those students and provided them with devices and connectivity required to attend class.</p> <p>Providing devices and connectivity to low-income students helps to narrow the homework gap and provides equitable educational resources. Student-centered and real-world learning experiences can be expanded with both guided and self-guided use of technology. 1:1 program facilitate student engagement by encouraging collaboration and expanding learning materials. Alongside changed teaching and learning practices that augment technology implementation, improved student learning and 21st Century skills can be realized.</p>		
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Actions

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal #2	Student – Expand student centered and real-world learning experiences

An explanation of why the LEA has developed this goal.

This goal was developed to ensure expansion of opportunities and experiences that are student-centered to engage students in content and experiences that are relevant, personalized, and interesting to promote innovation, creativity, and student choice. Fresno Unified will promote intellectual curiosity, critical thinking, and problem-solving in order to be prepared for college and career. This goal ensures that Fresno Unified will create opportunities that connect student interests and promote student ownership of learning. Fresno Unified recognizes that students engage in different ways and benefit from tailoring instruction to meet students’ individual developmental needs, skills, and interests. Student-centered learning holds the promise of providing powerful learning experiences for every student, while developing deeper learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of completion of CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 18.7% EL: 8.9% FY: 5.8% SED: 17.9% Data Year: 2019-20 Data Source: Internal calculations using data from CA Dashboard (CCI Indicator 2020)				All: 22.0% EL: 13.0% FY: 9.9% SED: 22.0% Data Year: 2023-24 Data Source: Internal calculations using data from CA Dashboard (CCI Indicator 2024)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of completion of Military Science/Leadership courses (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 0.8% EL: 0.8% FY: 1.2% SED: 0.9% Data Year: 2019-20 Data Source: Internal calculations using data from CA Dashboard (CCI Indicator 2020)				All: 1.1% EL: 1.2% FY: 1.5% SED: 1.2% Data Year: 2023-24 Data Source: Internal calculations using data from CA Dashboard (CCI Indicator 2024)
Student middle school dropout rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 0.46% EL: 0.66% FY: 0.68% SED: 0.44% Data Year: 2019-20 Data Source: ATLAS				All: 0.03% EL: 0.12% FY: 0.14% SED: 0.01% Data Year: 2023-24 Data Source: ATLAS
Student high school dropout rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 8.3% EL: 15.2% FY: 29.3% SED: 8.6% Data Year: 2019-20 Data Source: DataQuest				All: 5.0% EL: 11.1% FY: 25.2% SED: 4.5% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students who have completed both A-G requirements and completed CTE capstone courses (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 28.9% EL: 9.2% FY: 0.0% SED: 28.2% Data Year: 2019-20 Data Source: ATLAS				All: 37.8% EL: 20.4% FY: 11.2% SED: 35.6% (maintain expected status from Year 2 Outcome based on set annual District targets) Data Year: 2023-24 Data Source: ATLAS
A-G Completion Rates (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 54.0% EL: 27.9% FY: 27.6% SED: 52.4% Data Year: 2019-20 Data Source: DataQuest				All: 57.3% EL: 32.0% FY: 31.7% SED: 56.5% Data Year: 2023-24 Data Source: DataQuest
Rate of students who pass two or more AP/IB exams (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 7.9% EL: 3.2% FY: 1.2% SED: 6.8% Data Year: 2019-20 Data Source: DataQuest				All: 11.2% EL: 7.3% FY: 5.3% SED: 10.9% Data Year: 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students earning the Seal of Biliteracy (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 16.6% EL: 3.1% FY: 3.4% SED: 17.1% Data Year: 2019-20 Data Source: DataQuest				All: 19.9% EL: 7.2% FY: 7.5% SED: 20.4% Data Year: 2023-24 Data Source: DataQuest
Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 86.5% EL: 72.4% FY: 58.6% SED: 85.9% Data Year: 2019-20 Data Source: DataQuest				All: 89.8% EL: 76.5% FY: 62.7% SED: 90.0% Data Year: 2023-24 Data Source: DataQuest
Broad Course of Study	Met				Met

Action #	Title	Description	Total Funds	Contributing
32	<u>Linked Learning, ROP, and CTE Pathway Development</u>	Fresno Unified has made very intentional investments into career preparation programs, equipment, and facilities over the past years. These investments follow the district’s mission of developing “career ready graduates” and focus on producing graduates that develop the skills and career competencies listed in our district’s graduate profile.	\$20,481,748 (Total investment) \$13,029,752	Y

		<p>These investments have been made in alignment with board policy 6178 that outlines the district’s commitment towards providing a “comprehensive Career Technical Education program” and follow the input and feedback from thousands of parent and community members that have participated in the annual LCAP budget development process and strategic plan input that career training programs for our students needs to be an investment priority.</p> <p>Additionally, the District’s new strategic plan and subsequent Hanover report highlight the need for additional Career Technical Education (CTE) course and program offerings throughout the district and a focus on expanding work-based learning opportunities as an instructional strategy focused on student engagement and community/industry relevance.</p> <p>The College and Career Readiness Department with leadership and support from the CTE team, will continue to expand validated high-quality CTE Pathways, Linked Learning pathways(LL), Regional Occupational Program courses (ROP), International Baccalaureate Career Program courses (IBCP), National Academy Foundation academies(NAF), and/or California Partnership Academies (CPA) by increasing opportunities in dual enrollment/college credit courses, industry certifications and expanded work-based learning opportunities that include internships and pre-apprenticeships through multiple partnerships with community, local industry, post-secondary and state/national organizations. The menu of opportunities and experiences that allow for student choice, leverage student learning styles, foster the development of career skills and competencies, promote community well-being through service learning, and demonstrate real-world application of learning will broaden to prepare students for college, career and life.</p> <p>Students will benefit from having access to validated high-quality pathways that ensure they receive career readiness courses and experiences so they can make informed decisions about exploring and pursuing different career and associated post-secondary education and training. In 2021, two Teachers on Special Assignment have been added to support senior year redesign and one Internship Coordinator has been added and funded by the Strong Workforce Grant.</p> <p>Expected effectiveness will be demonstrated when enrollment grows within programs with retention of students from year to year. Courses are rigorous when approved by the University of California system and A-G completion. In</p>	<p>(Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$7,451,996</p> <p>(Federal and Other State funds, Non-Contributing)</p>	
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		<p>addition, high school graduation rates are higher for students completing CTE pathways.</p> <p>The needs of foster youth, English learners and low-income students were considered first based on research that highlights special populations are often challenged with meaningful and relevant career readiness opportunities.</p> <p>One significant reason student's drop out of school is that they lose interest and motivation in education because the curriculum does not seem to have a real world application (Bridgeland, Dillulio & Morison, "The Silent Epidemic: Perspectives of High School Dropouts," 2006). Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world.</p> <p>Through targeted recruitment, focused and specific marketing materials, and the CTE site supports of Coordinators, Job Developers & Career Centers, an expanded focus for foster youth, English learners, and low-income students will provide 1students with validated high-quality CTE Pathways that will engage them through dual enrollment/college credit, industry certifications and expanded career-focused work-based learning opportunities. Examples of targeted recruitment include CTE's partnership with other district departments like A4(African American Academic Acceleration), ELS (English learner Services), and Project Access (supports for foster youth) to ensure recruitment of students.</p>		
33	<u>Kids Invent!</u>	<p>Continuing to increase access to STEM (Science, Technology, Engineering and Mathematics) tailored-learning for 5th and 6th graders to promote early age access to STEM-related disciplines and associated critical thinking and problem-solving skills. There is also a need to counter underrepresentation of minorities, foster and homeless youth, and females in STEM industries. Repeated access to STEM-based projects has also been shown to lead to increased student performance on state and local assessments.</p> <p>The district will provide, in partnership with the California State University, Fresno Lyles Center for Innovation and Entrepreneurship, STEM tailored learning for every 5th and 6th grade student in the district.</p>	\$1,416,905	Y

		<p>Staff will continue to provide STEM 5 and Kids Invent! curriculum to all 5th and 6th grade students and training for 5th and 6th grade teachers.</p> <p>All students will benefit from having access to quality education and early exposure to STEM projects and ways of thinking (as early as elementary school); these opportunities to early exposure have been shown to be an important factor in helping to level the playing field for underrepresented groups in STEM such as females, foster and homeless youth, English learners, low income students and other minority groups such as African-Americans, Latinx and Native American youth (Benefits of STEAM Education in Elementary School, 2021).</p> <p>The District’s new strategic plan and accompanying Hanover report garnered feedback from approximately 50,000 students, parents, staff, and community members which highlights the need for program offerings throughout the district to “Improve academic performance at challenging levels, expand student centered and real-world learning experiences, and to increase student engagement in school and community.” Two specific values in the strategic plan directly relate to Kids Invent! and Stem 5 education. The two include 1.)“We provide high quality teaching and learning that involves challenging and relevant experiences to produce critical, collaborative, and solution-oriented thinkers” and 2.)“We emphasize learning is enjoyable, engaging, and interactive.” Consistent access to STEM 5 and Kids Invent! is clearly in alignment with student, parent, educator, and community voice that was repeatedly articulated in survey results of 50,000 combined voices.</p> <p>The needs of foster youth, English learners, and low-income students were considered first, and these needs and actions are highlighted in the three areas below:</p> <p>Underrepresented minorities such as African-American, Latinx, and Native-Americans as well as English learners are particularly underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Students who have had opportunities to participate in STEM classes when they are younger are more likely to take continue to participate in STEM classes as they move throughout their educational journey (National Action Council for Minorities in Engineering, 2013). Blacks and Hispanics make up around a</p>		
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		<p>quarter of the overall U.S. workforce, but together they account for only 16% of those employed in STEM occupations. Past studies have raised a number of possible reasons for this underrepresentation. Two of these factors include having less access to quality STEM related educational opportunities and these students not being encouraged at early age to learn about STEM fields (MacPhee, Farro, and Silvia, 2013). STEM 5 and Kids Invent will help fill the gaps in relation to these two factors.</p> <p>Foster youth typically live in environments where they don't have access to technology or professionals with a STEM background. Many are unaware of the career paths available in the science and technology industry. Foster youth are less likely to perform at grade level in math as compared to their peers. It is critical that Fresno Unified take steps to close these educational engagement and achievement gaps to help foster students have more options to reach their full potential (Wondra, 2021). Taking steps to ensure all foster and homeless youth have access to programs that introduce them to these career pathway options will help close these equity gaps.</p> <p>Science and math are typically fields that have been dominated by men. Today women only 25% of STEM jobs in the U.S., so implementing STEM activities during the elementary years help level the playing field for underrepresented females (Benefits of STEAM Education in Elementary School 2021).</p>		
34	<u>Men's and Women's Alliance</u>	<p>Many low-income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at-promise students within the Fresno Unified School District. The program also targets students who demonstrate academic, behavioral, and attendance challenges, with a focus on Foster Youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not overly rigid.(Druian and Butler, 1987)</p>	<p>\$1,627,906 (Total investment)</p> <p>\$1,237,155 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p>	Y

		<p>Men's and Women's Alliance was developed by a work group of staff members that studied similar school districts and intervention programs: Long Beach Male Academy, Brotherhood of Kenwood Academy, Chicago Illinois, Hartford Public Schools Young Men's Leadership Academy Model, and Urban Prep Academy, Chicago Illinois. The common themes of all these models were single gender groups focused on college and career readiness, helping students manage behaviors, and involved mentoring and empowering students. Fresno Unified used best practices from these programs to develop the Men's and Women's Alliance Programs.</p> <p>The Men's and Women's Alliance Program is an elective leadership class integrated into high school and middle school instructional day and taught by a certified teacher utilizing social emotional learning and leadership-based curriculum. It is offered at all comprehensive middle and high schools as well as Cambridge, Duncan and Fulton. Students in the program develop personal responsibility, self-management, social skills with a focus on academic organizational skills. Over 1,000 students participate in the Alliance annually.</p> <p>Men's and Women's Alliance integrates social emotional learning and leadership curriculum, AVID-like student success strategies, and school site and staff support to provide effective services to participating students. Research has shown programs with a Social Emotional Learning lead to improvements such as academic achievement, fewer suspensions, and improved social development.</p> <p>In addition, the Alliance Program affords other social emotional and academic supports by providing in-class tutoring, educational field trips, community mentors and speakers, and service-learning opportunities. The high school students in Alliance are also given opportunities to participate in the Alliance Career Readiness Program which provides specialized job readiness training and paid work experience.</p> <p>Alliance students, in addition to the Alliance teacher and Mentor Office facilitators, are also supported by other school site staff including Administration and a designated school counselor, who utilizes a best practice approach in selecting students for the program. The Alliance school site team targets and prioritizes students for the program based on high suspension/expulsion rates (one or more suspensions), low academic</p>	<p>\$390,751</p> <p>(Federal funds, Non-Contributing)</p>	
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		<p>performance (students below 2.0 G.P.A.), low attendance rates and students with minimal engagement in activities. In an effort to create a balanced classroom, the Alliance program utilizes a blended approach to ensure each class an equal representation of students for the identified targeted populations.</p> <p>The Alliance program has also collaborated with Restorative Practices to provide training for teachers that focuses on engagement and self-care strategies for students and staff. Areas covered in the trainings included: Trauma Informed Care, Social Emotional Learning, Self-Care, Student Success Strategies, Instructional Support and Student Mentoring. These trainings are offered to all Alliance staff. The Alliance Program continues to collaborate with the Curriculum and Instruction Department to strengthen Alliance instruction and provide orientation and professional learning for Alliance teachers.</p> <p>The intended outcomes for the Alliance program are to increase students' school and peer connectedness, increase feelings of competency and self-efficacy, increase job readiness skills, improve school attendance, and decrease suspensions. The Mentoring office in collaboration with school sites will use internal measures to track the student's attendance, academic and behavior progress. In addition, we will also utilize a hybrid version of the annual Climate & Culture and Social Emotional Learning Survey to measure social emotional growth.</p> <p>Alliance students have shown promising results in the following areas:</p> <p>Of the 1,150 students who participated in Alliance in 2018/19:</p> <ul style="list-style-type: none"> • 59% of chronically absent Alliance students improved their attendance during the first semester of 2018/19 as compared to the first semester of 2017/18. <p>Of the 1,126 students that participated in Alliance in 2019/20.</p> <ul style="list-style-type: none"> • 70% of students demonstrated a decrease in suspension incidents from Fall 2018/19 to Fall 2019/20. <p>A hybrid version of the Climate & Culture Survey was administered to Alliance Students in Fall 2019 with the following outcomes:</p>		
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		<ul style="list-style-type: none"> • 80% of Alliance students responded favorably that there is an adult in Alliance who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey. (+27% for Alliance) • 74% of Alliance students responded favorably that Alliance makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey. (+8% for Alliance) • 66% of Alliance students responded favorably that Alliance students care about each other, as compared to 39% of secondary students who responded favorably that students at their campus care about each other. (+27% for Alliance) <p>Because of the promising results, the Mentoring office will work with school site Administration to ensure underserved populations, such as English learners, foster care youth and African American students receive preference for the program. We will develop a detailed uniform selection process at all sites to make sure these targeted student groups are prioritized. Additionally, school site Alliance teachers will receive training from the English learner and Project Access teams to identify ways to improve upon services and meet the unique needs of these student groups. The Mentor office will also collaborate with the Department of Prevention and Intervention Attendance team to closely progress monitor the attendance rates of Alliance students.</p> <p>Student outcomes will be monitored quarterly, and staff will continue to use hybrid versions of the Climate & Culture and Social Emotional Learning survey to progress monitor Alliance's impact on students' sense of belonging and school connectedness.</p> <p>Fresno Unified School District has a large percentage of students that are considered low-income. Many of these students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and lack of school connectedness which affects academic performance and school</p>		
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		<p>engagement. Men’s and Women’s Alliance was developed to address the staggering drop-out rate of low income, at-risk students within the Fresno Unified School District. The program also targets students who demonstrate academic, behavioral, and attendance challenges, with a focus on foster youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not too rigid.(Druian and Butler, 1987)</p> <p>Because of the promising results, the Mentoring office will work with school site administration to ensure underserved populations, such as English learners, foster care youth and African American students are prioritized for the program. Staff will develop a detailed uniform selection process at all sites to make sure these targeted student groups are prioritized. Additionally, school site Alliance teachers will receive training from the English learner and Project Access teams to identify ways to improve upon services and meet the unique needs of these student groups.</p>		
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Actions

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal #3	Student – Increase student engagement in their school and community

An explanation of why the LEA has developed this goal.

This goal was developed in response to the need of expanding engagement opportunities for all students, ensuring that Fresno Unified not only provides a quality education, but also offers programs students can participate and engage in. We will create a safe and inclusive climate that promotes relationships, involvement, diversity, and our values. This goal recognizes that student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired. Stronger student engagement extends to a deeper motivation to learn and progress in school. This goal also encompasses the need to engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, and the civic life of their communities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students with 0 suspensions (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 93.0% EL: 95.6% FY: 81.0% SED: 92.6% Data Year: 2018-19 Data Source: Internal calculations using data from CA Dashboard				All: 93.9% EL: 96.6% FY: 82.3% SED: 93.8% Data Year: 2023-24 Data Source: Internal calculations using data from CA Dashboard (Suspension Rate 2024)

	(Suspension Rate 2019)				
Student survey – rate of students who report a positive sense of belonging <small>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</small>	All: 64.8% EL: 66.9% FY: 70.9% SED: 64.7% Data Year: 2020-21 Data Source: Spring 2021 CC Survey				All: 66.8% EL: 68.9% FY: 72.9% SED: 66.7% Data Year: 2023-24 Data Source: Spring 2024 CC Survey
Student survey – rate of students who report a positive sense of safety	All: 66.1% EL: 65.8% FY: 56.6% SED: 65.7% Data Year: 2019-20 Data Source: Spring 2020 CC Survey				All: 68.1% EL: 67.8% FY: 58.6% SED: 67.7% Data Year: 2023-24 Data Source: Spring 2024 CC Survey
Student expulsion rates <small>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</small>	All: 0.21% EL: 0.13% FY: 0.78% SED: 0.24% Data Year: 2018-19 Data Source: DataQuest				All: 0.11% EL: 0.13% (maintain status as they exceed District targets) FY: 0.66% SED: 0.12% Data Year: 2023-24

					Data Source: DataQuest	
Facilities are properly maintained	97.6%				Exceeding 97.5%	
Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 17.1% EL: 11.5% FY: 28.1% SED: 18.2% Data Year: 2018-19 Data Source: DataQuest				All: 15.5% EL: 9.9% FY: 26.0% SED: 16.1% Data Year: 2023-24 Data Source: DataQuest	
Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 91.2% EL: 92.5% FY: 87.6% SED: 91.1% Data Year: 2019-20 Data Source: ATLAS				All: 93.6% EL: 92.5% (maintain status as they exceed District targets) FY: 89.9% SED: 93.9% Data Year: 2023-24 Data Source: ATLAS	
Action #	Title	Description			Total Funds	Contributing
35	<u>Supports for Students in Foster Care</u>	Foster and homeless students face greater challenges within the educational system which contribute to the disproportionate rate of graduating high school as compared to peers. Research states that foster students are more likely than peers to experience a host of barriers that lead to troubling outcomes, including low academic achievement, grade retention and lower high school graduation rates. For Fresno Unified, these student groups are disproportionally lower performing with higher suspension rates, lower attendance rates, and lower academic achievement. <i>California schools report fewer homeless students, alarming advocates - ‘Invisible’ homeless students may be missing out on services they need (Ed Source, Jan. 2021).</i>			\$2,655,158 (Total investment) \$1,960,594 (Supplemental and Concentration, Contributing to the increased or improved services requirement for	Y

	<p>Homeless advocates suspect thousands of homeless students may have been uncoun­ted during the prolonged pandemic and are not receiving the critical services needed. Homeless students are among the groups most likely to experience learning loss during the pandemic, according to the consulting firm McKinsey & Company, the lack of services may have long-lasting impacts on their academic performance and careers. These homeless students are perceived to be invisible because identification by school staff or access to school help is largely hindered by the restrictions of COVID-19 and extended school closures during the 2020/21 school year. In recognizing that both student groups are vulnerable due to being transient and receiving limited support, the Project ACCESS staff targets supports with the goals of improving academic performance, feelings of connectedness, and improving social emotional wellbeing while reducing chronic absenteeism.</p> <p>The District recognizes the importance of student’s connection to the school community – Increase student engagement in their school and community. The variety of clubs, teams, and peer associations provide an anchor to homeless and foster students. In effort to help increase homeless and foster students’ participation in arts, activities and activities, Project ACCESS provides financial resources for students in grades 6-12 who express interest. Furthermore, this eliminates financial barriers for students to participate in school extra-curricular activities. Connecting students with adult and peer mentors provides continuous positive experiences that may help foster and homeless students to grow positive peer and staff relationships, experiences, and opportunities.</p> <p>Social emotional and academic supports identified address the whole child to alleviate mental health and academic barriers that foster and homeless students face. Foster and homeless students have higher incidences of transiency and frequently move schools, so staff focuses to support students in remaining at the school of origin to eliminate gaps in learning. Project ACCESS staff provides education to school staff, students and families of legal rights to remain at the school of origin. Foster youth are identified through a partnership with the Department of Social Services and services provided primarily through the District with support from the Fresno County Superintendent of Schools.</p> <p>The goal is to increase the stability of the student by reducing chronic absence, increasing graduation rates, and providing the appropriate mental health and social emotional supports in order to have a positive impact on educational outcomes.</p> <p>Project ACCESS is a specialized program within the Department of Prevention and Intervention that focuses on providing social emotional supports, academic interventions, and assists with transportation barriers to students identified as foster and homeless from preschool to the 12th grade. In addition, the program promotes school connectedness and a sense of belonging on campus by providing financial support to participate in arts, activities, and athletics. The mission of</p>	<p>unduplicated students)</p> <p>\$694,564</p> <p>(Federal funds, Non-Contributing)</p>	
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		<p>Project ACCESS is to empower and inspire students who are foster and homeless, to be college and career ready through a holistic and student-centered approach with effective community partnerships. Project ACCESS serves nearly one thousand foster and homeless students annually within the district. Project ACCESS staff's 11 Clinical School Social Workers provide supportive counseling, individual and group mental health counseling, and intensive case management to over 500 foster and homeless students in grades 6-12 annually. In addition, one dedicated Clinical School Social Worker provides mental health and counseling support to students transitioning from the Fresno County Juvenile Justice Campus. Project ACCESS consists of the following staff:</p> <ul style="list-style-type: none"> • 1 Social/Emotional Manager and District Homeless/Foster Liaison • 10 Clinical School Social Workers • 1 Project Hope Clinical School Social Worker • 1 Shelter/Motel Clinical School Social Worker • 1 Child Welfare and Attendance Specialist • 2 Community Liaisons • 2 Academic Counselors • 2 Prevention and Intervention Specialists <p>Project ACCESS Clinical School Social Workers are regionally assigned to provide counseling and mental health support by conducting assessments and providing interventions and services to students and families. All Clinical School Social Workers are either Licensed Clinical Social Workers (LCSW) or an Associate Clinical Social Worker (ASW). The services include individual and group counseling, case management, crisis intervention and suicide risk assessments, and referrals to community resources.</p> <p>In addition to direct clinical services, staff process new caregiver affidavits of families referred by their school site. This process allows the Clinical School Social Worker to determine the eligibility of families and students who are homeless under the McKinney -Vento Homeless Act.</p> <p>Project Hope Clinical School Social Worker (CSSW). Project Hope is a partnership with both the Fresno County Juvenile Justice Campus (JJC) and the Fresno County Superintendent of Schools (FCSS) Violet Heintz Education Academy. The CSSW provides academic and mental health support to students being released from JJC and transitioning into Fresno Unified. The CSSW assists with the enrollment process to the most appropriate school placement and provides case management, counseling, and mental health support to students and families enrolled in Project Hope.</p>		
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		<p>Shelter/Motel Clinical School Social Worker. Fresno Unified partners with local community shelters such as the Marjoree Mason Center, Rescue the Children, and Evangel Home to coordinate services for students and families residing in the shelters and motels. The CSSW provides case management, counseling, and mental health support to identified students enrolled in Fresno Unified. Services are provided at the various shelters while also collaborating with agency staff to provide referral linkage to community resources such as housing, transportation, medical and social services. The CSSW also assists with communication and support between the school, family, and shelters.</p> <p>Project ACCESS Counselors provide academic support focusing on students identified as foster and homeless in grades 8-12. Services include one on one academic support meetings, transcript analysis/A-G on track towards graduation and college, providing college/FASFA workshops, processing of AB167-216 credit waivers, collaborating with the school site Academic Counselor, follow up on college/career pathway decision, and collaboration with local universities to provide college seminars.</p> <p>Project ACCESS Community Liaisons case managing homeless students with lower social emotional and academic needs. Community Liaisons conduct home visits and telephone contact to provide support and resources for the students and families. They assist newly identified families that may have become homeless in processing affidavits and provide community resources.</p> <p>Project ACCESS Child Welfare and Attendance Specialist (CWAS) provide attendance strategies/interventions to identified homeless students and families identified as chronically absent. These efforts reduce the barriers that students face and work to increase attendance rates.</p> <p>Project ACCESS hosts three Foster and Homeless Community Roundtables throughout the academic school year. The community roundtables allow Project ACCESS to share the services and updates to serve our students that are identified as foster and homeless. It also provides a platform for foster and homeless students to have student voice and expound on their experience within the educational system. The roundtables also offer the opportunity for the District to network with other community agencies to seek input on approaches that better service foster youth. Agencies that attend include local Foster Family Agencies, The Fresno County Department of Social Services, and various youth services such as the EOC Sanctuary.</p> <p>Project ACCESS continues to partner with district departments to ensure that foster and homeless youth have the necessary resources to participate in arts, activities and athletics. Examples of this support include providing all foster and homeless students with a \$100 shoe voucher at the beginning of the school year, P.E. clothes to all secondary students and camp supplies for 6th grade</p>		
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		<p>students. The funding also pays for all foster and homeless students to attend school dances and trips, participate in school sports, and purchase graduation caps and gowns.</p> <p>Project ACCESS will collaborate with the Mentoring Program in 2021-22 to connect homeless and foster youth with adult and peer mentors who provide the support needed to overcome academic and personal barriers and encouragement to make positive and healthy life choices.</p> <p>Project ACCESS has a strong partnership with the community-based agency Live Again Fresno (LAF) which focuses on serving students and families residing in motels in the Addams Elementary neighborhood. This area has higher incidences of criminal activity such as prostitution, drug sales and other illegal activities. LAF provides after school programs for students and various recreational and educational outreach opportunities.</p> <p>Project ACCESS supports are intended to remove barriers for foster and homeless youth. A data exchange partnership with the Fresno County Department of Social Services allows the District to appropriately identify and code students as foster. Students identified as homeless are coded in the student information system. The monitoring and tracking of student outcomes are through the Power BI information system to monitor attendance, suspension, and academic information. Targeted academic support through two academic counselors is aimed to increase foster and homeless student's graduation rates by providing additional academic interventions to ensure that high school students are on track with A-G requirements. Furthermore, counselors assist with supporting senior foster and homeless students with the transition to higher education by ensuring their Free Application for Federal Student Aid (FAFSA) is completed accurately and by the deadline. The counselors provide scholarship information and coordinate the scheduling of local college tours and seminars with programs designated to help foster and homeless students in higher education in collaboration with California State University, Fresno and Fresno City College.</p> <p>Another component of Project ACCESS is the facilitation of Foster Youth Advisory Clubs. The Foster Youth Advisory clubs are implemented at secondary sites by the Clinical School Social Worker to increase the students' sense of belonging and provides opportunities to develop leadership skills while fostering an environment that builds relationships with peers.</p> <p>Of the foster and homeless youth served by Project ACCESS Clinical School Social Workers during the 2018/19 school year:</p> <p>Attendance Improvement:</p>		
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		<p>69% of chronically absent students improved attendance during semester one of 2018/19, as compared to semester one of 2017/18. Of these students, 90% improved by more than two percentage points.</p> <p>Suspension Reduction:</p> <p>87% of students with a suspension in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19.</p> <p>91% of students with three or more suspension incidents in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19.</p> <p>Misbehavior Reduction:</p> <p>54% of students with a misbehavior in quarter one of 2018/19 showed a decrease in misbehavior incidents in quarter two of 2018/19.</p> <p>90% of students without a misbehavior incident in quarter one of 2018/19 had no misbehavior incidents in quarter two of 2018/19.</p> <p>For the 2019/20 school year nearly 800 students were served by Project ACCESS Clinical School Social Workers. Through February 2020 end of month, students served experienced the following outcomes:</p> <p>67% of students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents for Fall 2019/20.</p> <p>66% of students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals for Fall 2019/20.</p> <p>Suspensions in 2018/19 through Q3 to suspensions in 2019/20 through Q3 for Foster and Homeless Youth district-wide:</p> <p>Foster Youth - Suspension incidents decreased by 1.43%.</p> <p>Homeless Youth - Suspension incidents decreased by 8.65%.</p> <p>Project ACCESS services will continue, due to the positive outcomes for students serviced. In addition, Project ACCESS will continue to partner with the Fresno County Superintendent of Schools in exploring new approaches to address chronic absence, suspensions, and academic achievement.</p>		
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36	<u>Increase School Allocations for Athletics</u>	<p>Low income students report a lack of participation in extracurricular activities due to the prohibitive cost of equipment, camps, etc.</p> <ul style="list-style-type: none"> • A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school • School connectedness is the belief by students that adults and peers in school care about their learning as well as about them as individuals • According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness <p>The district will provide athletic equipment and support to increase participation by low income students in extracurricular activities.</p> <p>The following actions will be provided:</p> <ul style="list-style-type: none"> • Uniform rotation schedule • Protective Gear • Safety Equipment • Equipment • Officials • Support for student participation in regional athletic events • Support costs for student body to attend playoff events <p>Because students will be supplied with equipment and other supports needed, there will be less barriers to participate in extracurricular activities.</p> <p>Student engagement rates for extracurricular activities have increased over the last 3 years.</p> <p>The needs of foster youth, English learners, and low-income students were considered first because data shows that many of these youth could not be involved in extracurricular activities due to the prohibitive costs, so these barriers to their participation need to be removed. Doing so, creates an equitable environment for participation for all students.</p>	\$13,776,306	Y
37	<u>District-Funded Educational Enrichment Trips</u>	<p>The Fresno Unified guaranteed educational enrichment trips give low income and foster youth students equal opportunity to experience new and creative learning outside the classroom. According to Blum et al. (2002), schools that have higher rates of participation in extracurricular activities during or after school tend to have higher levels of school connectedness. The educational benefits of enrichment trips are two to three times larger for low income students (Kisida, 2014) Further, in a recent article in Cornell Policy Review, according to Alhadeff et al. (2019),</p>	\$4,449,537	Y

		<p>extracurricular activities as a complimentary strategy, has a strong impact on the improvement of cognitive and behavioral learning, teaches life and learning skills that translate to better success both inside and outside the classroom particularly for students in lower socio-economic situations. The Fresno Unified educational enrichment trip program provides opportunities for all students TK-6th grade to have opportunities to experience extracurricular educational enrichment trips.</p> <p>Since the onset of the COVID-19 restrictions on schools and programs, the TK-6th grade enrichment trips at each grade level have been reimagined and designed for the virtual experience. The virtual trips are all designed to align with the existing and updated instructional schedules to allow teachers and students to maximize instruction while being able to take advantage the virtual enrichment trips. As of March 16, 2021, 985 enrichment trips are scheduled representing approximately 24,500 students who have either participated or will participate in a virtual enrichment trip.</p> <p>The Fresno Unified TK-sixth grade guarantee enrichment trip program was designed with all students in mind. 100% of all students, TK through sixth grade, have the opportunity to attend enrichment trips. Staff has taken action to support students with regard to any cold weather needs they might have (appropriate jackets, gloves, beanies, sleeping bags, warm socks, and waterproof boots) and has tried to eliminate barriers that have contributed to students not attending enrichment trips. One of the biggest limiting factors for sites scheduling academic field trips was the cost. In many cases, sites did not have the ability to raise the needed funds to support attending educational enrichment trips – particularly sixth grade overnight camp. Because of the continued investment, these costs and limiting factors have been eliminated.</p> <p>The primary metric for the success of the guaranteed enrichment program, is the rate of student participation at each grade level. Over the course of the last three years, student participation has increased each year. The reason for this increase is (at least) two-fold. 1) Availability of trips/destinations, and 2) Parent concerns (apprehension) particularly in the case of sixth grade camp. With the development of the Educational Enrichment Trip Planning Guide, teachers have more options to choose from. The number of destinations available to each grade level increased to at least three. Teachers can choose the option that best fits their classroom instructional calendars and compliments the academic learning in the classroom. Another factor is parent concern. Parents are sometimes reluctant to allow their child to attend sixth grade camp for various reasons. At the onset of the sixth grade camp program in 2014 /15, parents did not always have a point of reference when it came to camp. They were concerned about sending students away to the mountains overnight – sometimes while it was snowing. Staff has organized sixth grade camp every year for the past five years. Families are becoming more and more comfortable with the</p>		
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		<p>sixth-grade option and over the past three years sixth grade camp participation has increased each year:</p> <p>2016-17: 86.6%</p> <p>2017-18: 87%</p> <p>2018-19: 88.2%</p> <p>*1% equates to approximately 55 students</p> <p>The educational enrichment student participation rates for each grade level TK-fifth grade hover between 95% and 98%. The overall student participation rate (TK-6th grade) has increased as well:</p> <p>2016/17: 89%</p> <p>2017/18: 96%</p> <p>2018/19: 97%</p> <p>More students each year are taking advantage of the guaranteed enrichment trip opportunities and experiencing education and developing relationships with peers and teachers in ways previously unavailable.</p>		
38	<u>District Arts Collaborative Project</u>	<p>Teachers from all seven regions teaching grades TK through High School are participating in professional development and collaboration sessions. Curated student Art exhibits are produced throughout the school year. Each year teachers and students explore social relevant topics through poetry, texts, and discussions to develop art and writing for exhibition. Prior to the pandemic, five galleries at M Street Arts Complex were leased and hosted Art Collaborative student exhibits each month. With the shift to distance learning the professional exhibitions have continued in galleries purchased via Exhibit and are available for students, staff, and families across the world. The number of gallery visitors is available through analytics provided by the platform. With the need for individual/non-shared art supplies of the current health crisis, additional art supplies have been purchased to ensure full student participation in each Collaborative teacher's classes. It is anticipated that the allocation for the District Art Collaborative will be fully expended by the end of the fiscal year for supplemental salaries, gallery lease, materials, and supplies.</p> <p>This collaborative spans all seven regions of the District. Participating teachers come from some of the District's highest need schools for these focus groups, such as McLane High School, Edison High School, Ericson Elementary, Heaton Elementary, Norseman Elementary, and others. Art Collaborative topics that have been covered in the past four years have included, foster and</p>	\$99,866	Y

		homeless youth, sense of belonging, and resilience. The approach to these topics have been taught utilizing the Understanding By Design process using texts and poetry that build empathy and understanding with students. This is evidenced in the powerful writing and artwork that student's produce for exhibit. This work directly supports students experiencing challenges and builds a support network with classmates throughout the projects. Examples of current student art and writing can be seen at the virtual galleries at https://real.fresnounified.org/ . In spring 2021 the current seven galleries have been viewed a total of 1,542 times as of March 17, with an additional 15 galleries to be added.		
39	<u>Increased Funding for Music</u>	<p>In 2017/18 six elementary Music teaching positions were added to the District staff. This additional staff allows music instruction to expand to TK-3 at the District's highest need elementary schools and all third-grade classes across the District. Expanding in 2018/19, an additional five music teaching positions were added. The additional staff will enable all 2nd grade classes to receive music instruction on a weekly basis.</p> <p>In addition to expanded staffing, professional instructional resources, such as Quaver Music and classroom instruments are supported through the LCAP funding, as well as increased support for high school theatre and dance, instrument filters, choir masks and art supplies.</p> <p>Classroom music benefits students in language acquisition, social emotional growth, and academic development. The combined actions above will lead to improved student performance on state and local assessments for low income students, English learners and homeless and foster youth, as well as all students across the District.</p> <p>The expansion to TK-1 Music was targeted to start specifically at the 34 most high need elementary sites based on counts of foster youth, English learner, and low-income student populations.</p> <p>Multiple studies support the positive impact of Music education for these groups.</p> <p><i>The Effects of Musical Training on Child Development: A randomized trial of El Sistema in Venezuela. Prevention Science. Alemán, X., Duryea, S., Guerra, N.G. et al. (2016).</i></p> <p><i>Increasing the school engagement and oral language skills of ELLs through arts integration in the primary grades. Journal of Learning through the Arts, 10(1). Brouillette, L., Childress-Evans, K., Hinga, B. & Farkas, G. (2014).</i></p> <p><i>Children who learned to play an instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014).</i></p>	\$1,420,297	Y

40	<u>Student Peer Mentor Program</u>	<p>Many low-income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and lack of school connectedness which affects academic performance and school engagement. Peer Mentoring focuses on providing support for students by connecting them with a peer mentoring relationship, in which an older youth (High School) is matched with a younger student (Middle School) for the purpose of guiding and supporting the mentee in many areas including academic, social, and emotional development. Peer Mentoring provides services to over 500 students annually in afterschool and/or virtual settings. The purpose is to guide and support in academics and social and emotional development. The Peer Mentoring program utilizes a research-based curriculum that places an emphasis on leadership and social-emotional skill building. The Peer Mentoring program utilizes a best practice approach to select and match students in the program. Students are selected based on meeting criteria (lack of school connectedness, low grades, low attendance rates, high suspension rates) and willingness to participate in the program on a weekly basis.</p> <p>Research has shown that Peer Mentoring Programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-risk student populations (Compass, 2019). Although Peer Mentoring is available for all students, the selection process ensures that the targeted populations have an increased opportunity to participate and to be matched with the appropriate program that can meet the students' needs and provide the best outcomes. The target populations that are provided unique services through Peer Mentoring are English learners (EL), Southeast Asian, African American, and students in foster care.</p> <p>The Mentor Office has established internal and external partnerships to provide enhanced and expanded Peer Mentoring services to the target populations:</p> <p>English learners and Newcomers- Peer Mentoring Program:</p> <p>English Language Learners (ELL) are the fastest-growing student population group—according to an NEA Policy Brief, by 2025 nearly 25 percent of students in public schools will be English language learners. With such a dramatic increase, it is imperative that the educational community understands and adequately addresses the struggles of ELL students. English learners historically struggle in school for a variety of reasons including learning a new language, lack of school engagement, and social emotional reasons. According to research, programs that integrating social skills with academic content is an effective way to reach all students (Lynch 2017) The Peer Mentoring Program partners with Fresno Unified English learners Department to connect EL students and EL Newcomers with other well performing EL students. The program utilizes EL teachers to establish language skill building activities for the peer mentoring sessions. The intended</p>	\$448,128	Y
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outcome of the program is to assist the EL students with language skills, reinforce social and emotional skills, increase school connectedness, and boost academic success. The long term intended outcome is to support the student to become redesignated.

African American Students - Peer Mentoring:

Fresno Unified's African American student population has historically demonstrated academic and attendance concerns and represent a disproportionately high number of suspensions as compared to other student groups. African American students also have a lower entry into Advanced Placements (AP) classes.

The Rise Up Peer Mentoring Program connects African American Advanced Placements (AP) students. In this program 11th and 12th grades students mentor 9th grade students a weekly basis. The Peer Mentoring program collaborates and provides support to Edison high school's Rise Up Program. The intended outcome of the program is to provide academic and social emotion support to students. The Mentor Office in collaboration with Rise Up will use internal measures to track the student's attendance, academic and behavior progress.

Foster Care Students-Peer Mentoring:

Children in foster care tend to have substantially lower school achievements and educational attainments than peers growing up in their own families (Aeby, 2017). Interventions shown to be effective at keeping children in foster care on-track academically include interventions focusing on meeting social emotional needs, interventions involving mentoring programs, and interventions focusing on a team approach (involvement of teachers, administration, counselors, and parents). The Peer Mentoring Program integrates all 3 of these approaches by utilizing curriculum and mentors to connect students to school and peers and by providing a team made up of school, community and district staff to provide additional support. Peer Mentoring partners with Project ACCESS team to connect foster youth mentees to foster youth mentors with similar experiences in a peer mentor relationship. In addition, to weekly sessions, foster youth will also receive support through a social worker, who will collaborate with the mentor to provide the most effective services. The intended outcome of the program is to provide academic and social emotional support to students.

Southeast Asian (SAME):

Peer Mentoring: Southeast Asian students remains an at-risk population in Fresno Unified School District. The Peer Mentoring program will continue to target Southeast Asian middle and high school students. The high school students will mentor middle school students on a weekly basis, to provide academic and social emotional support.

		<p>In addition to partnering with other departments/organizations to expand service to targeted populations, the Mentor Office has also made enhancements to the program to increase engagement opportunities. The program now includes an e-mentoring component (iCouldBe) that allows students to connect on-line utilizing the nationally recognized i-Could Be platform and curriculum. The Peer Mentoring Tech-After Hours program is a new addition which gives high school students an opportunity to provide computer and software support to students (K-12) in the District.</p> <p>The Peer Mentoring team also facilitates service-learning opportunities for all mentees and mentors participating in the program. The service component was paused due to distance learning but will resume during the 2021/22 school year. The events have been scheduled with the assistance of a local non-profit and are occurring at local neighborhood parks and enrichment centers. During these events students are taught the historical significance of facilities within the Fresno community and participate in beautification projects.</p> <p>Student outcomes for Peer Mentoring have shown promising results in the following areas. Of the 504 students who participated in Peer Mentoring in 2018/19:</p> <p>Attendance Improvement:</p> <p>65% of chronically absent students improved their attendance during semester 1 of 2018/19, as compared to semester 1 of 2017/18.</p> <p>Suspension Reduction:</p> <p>83% of students with 3 or more suspension incidents in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19.</p> <p>A total of 427 students participated in Peer Mentoring in 2019/20 where the focus was on sense of belonging and social emotional learning. A hybrid version of the Climate & Culture Survey was administered to Peer Mentoring Students in Fall 2019 with the following outcomes:</p> <p>77% of Peer Mentoring students responded favorably that there is an adult who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey. (+24% for Peer Mentoring)</p> <p>88% of Peer Mentoring students responded favorably that mentoring makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey. (+22% for Peer Mentoring)</p>		
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		<p>77% of Peer Mentoring students responded favorably that mentoring students care about each other, as compared to 39% of secondary students who responded favorably that students at their campus care about each other. (+38% for Peer Mentoring)</p> <p>Due of the promising results with this group, Fresno Unified will expand English learner, foster care and the African American Peer Mentoring programs for the 2021/22 school year, with a goal to reach an additional 10 sites and at least 100 more students. The Mentoring office will utilize an enhanced data tracking process which will support monthly monitoring and quarterly reporting of student outcome data. All students in the programs will continue to participate in the hybrid version of the Climate & Culture and Social Emotional Learning survey.</p> <p>Fresno Unified School District has large percentage of students that are considered low income. Many of these students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Peer Mentoring focuses on providing support for these students by connecting them in a peer mentoring relationship, in which a older youth (High School Student) is matched with a younger student (Middle School Student) for the purpose of guiding and supporting the mentee in many areas including academic, social, and emotional development.</p> <p>Research has shown that Peer Mentoring Programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-risk student populations (Compass, 2019). Although Peer Mentoring is available for all students, the selection process ensures that the targeted populations have an increase opportunity to participate and to be matched with the appropriate program that can meet the students' needs and provide the best outcomes. The target populations that are provided unique services through Peer Mentoring are English learners (EL) and foster care students.</p> <p>English learners and Newcomers- Peer Mentoring Program:</p> <p>English Language Learners (ELL) are the fastest-growing student population group—according to an NEA Policy Brief, by 2025 nearly 25 percent of students in public schools will be English Language Learners. With such a dramatic increase, it is imperative that the educational community understands and adequately addresses the struggles of ELL students. English learners historically struggle in school for a variety of reason including learning a new language, lack of school engagement, and social emotional reasons. According to research, programs that integrating social skills with academic content is an extremely effective way to reach all students (Lynch 2017) The Peer Mentoring Program partners with Fresno Unified English learners Department to connect EL students and EL Newcomers with other well performing EL students. The program utilizes EL</p>		
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		<p>teachers to establish language skill building activities for the peer mentoring sessions. The intended outcome of the program is to assist the EL students with language skills, reinforce social and emotional skills, increase school connectedness, and boost academic success. The long term intended outcome is to support the student to become redesignated.</p> <p>Foster Care Students-Peer Mentoring:</p> <p>Children in foster care tend to have substantially lower school achievements and educational attainments than peers growing up in their own families (Aeby, 2017). Interventions shown to be particularly effective at keeping children in foster care on-track academically include interventions focusing on meeting social emotional needs, interventions involving mentoring programs, and interventions focusing on a team approach (involvement of teachers, administration, counselors, and parents). The Peer Mentoring Program integrates all 3 of these approaches by utilizing curriculum and mentors to connect students to school and peers and by providing a team made up of school staff, community and District staff to provide additional support. The Peer Mentoring partners with the Project ACCESS team to connect foster youth mentees to foster youth mentors with similar experiences in a peer mentor relationship. In addition, to weekly sessions, the foster youth will also receive support through a social worker, who will collaborate with mentor to provide the most effective services. The intended outcome of the program is to provide academic and social emotional support to students.</p> <p>Due of the promising results with this group, we will expand English learner, Foster Care and the African American Peer Mentoring programs for the 2021/22 school year, with a goal to reach an additional 10 sites and 100 more students. The Mentoring office will utilize an enhanced data tracking process which will support monthly monitoring and quarterly reporting of student outcome data. All students in the programs will continue to participate in the hybrid version of the Climate & Culture and Social Emotional Learning survey.</p>		
41	<u>Social</u> <u>Emotional</u> <u>Supports</u>	<p>Research indicates that children from lower socioeconomic households and communities experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student's academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and show that a student's environment and early experiences can affect educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic, and grade repetition. Recent research on Adverse Childhood Experiences (ACEs) such as physical, emotional, or sexual abuse, early exposure to</p>	\$3,038,061	Y

		<p>death, violence or divorce has a relationship to chronic absenteeism and truancy, retention, dropout rates, behavioral problems, academic achievement and long-term health.</p> <p>Due to the recent pandemic and the shift to distance learning there is an increase in chronic absence, social emotional concerns, and mental health which include depression, anxiety, and loss/grief. Ed Source reports that more than half of students surveyed stated they need mental health services since school closure. An increasing number of students say they felt overwhelmed, not just about the health of their family and friends but the stress of their parents who might be newly unemployed, experiencing social isolation, falling behind academically, and feeling trapped at home in an abusive family situation. 22% said they were receiving some kind of support before the closures but now have limited or no access to those services and an additional 32% stated mental health needs have risen since schools closed. The lack of privacy at home proved to be a barrier for some students who were residing in small households with families as staff found students cannot confide in counseling and support without someone overhearing. In addition, the lack of navigating mental health care and transportation is also a barrier to receiving adequate mental health services.</p> <p>Cultural barriers during distance learning include students who are directed by parents to help them work in agriculture and the fields to assist with financial insecurities, parents' inability to assist students with their academics due to their own lack of educational experience, and generational barriers including grandparents, who have technological difficulties, raising students. Furthermore, students identified as foster youth feel less engaged in school and deal with multiple foster and school transitions contributing to instability and chronic absence.</p> <p>More students who are low income present with suicidal behavior. Suicide was the 10th leading cause of death overall in the United States and suicide is the second leading cause of death of those aged 10-24. In addition, lesbian, gay, and bisexual youth are 3x more likely to attempt suicide at some point in their lives.</p> <p>Due to student attendance, mental health and social emotional concerns especially exacerbated during distance learning, there is a continued need to increase site based mental health/counseling services through Clinical School Social Workers (CSSW), Resource Counseling Assistants (RCA), Child Welfare Attendance Specialists, and collaboration with community mental health organizations to help youth in building resilience, address mental health disorders, and to nurture social emotional wellness. Responding to the surge in student anxiety and depression is the impetus to plan and implement 'wellness centers' addressing mental and physical health is imperative. Services would offer additional mental, behavioral, and physical health services to help families navigate trauma and other challenges and provide extra personnel to address the crisis. The needs of students with attendance concerns are addressed with dedicated Child Welfare Attendance</p>		
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Specialists trained to provide services in a multi-tiered level of support and focusing on case management services that include direct contact with students and families, home visits, and linkage to appropriate resources to increase attendance and reduce chronic absence. The needs of low-income students are considered through various referral processes as well as continuous identification utilizing the student information system to identify students with behavioral and attendance concerns. Tracking and monitoring of outcomes such as attendance and chronic absence rates, suspension data, and pre and post mental health data assists in evaluating the effectiveness of staff and their direct interventions to students and families. Funding prevention and intervention staff builds the District capacity to address student and family needs and to receive services at the school site, virtually during distance learning, and promotes a supportive school climate and culture conducive to student learning where students and families can maximize access to attendance, mental health, and social emotional school based services and linkage to community agencies which leads to better educational outcomes.

Clinical School Social Work services include evidence-based education, behavior and mental health support such as Individual and Group Mental Health Counseling, Intensive Case Management and Crisis Intervention. Clinical School Social Workers (CSSW) are either Associate Clinical Social Workers or Licensed Clinical Social Workers. The services provided by Clinical School Social Workers fill a gap in mental health services in our District, providing access for students and families who are under-resourced and lower socioeconomic status. The accessibility of highly trained and qualified mental health professionals on school campuses not only closes a gap in mental health access by being the direct support to students, but also helps to educate, bring awareness and provide resources around mental health in the greater community that further encourages families who are experiencing the impact of poverty to access support despite the stigma.

Clinical School Social Workers identify students in need of counseling/mental health services based on referrals from students, parents or staff, suspensions and attendance data, Signs of Suicide Prevention education, and school wide surveys. Clinical School Social Workers conduct intake and psychosocial assessments, which screen for mental health concerns, substance abuse, trauma, social/personal history, familial abuse/neglect, and suicidal/homicidal ideation. The CSSW's also provide crisis interventions by conducting suicide risk assessments utilizing the Columbia Severity Suicide Risk Assessment to determine the level of suicide risk and provide interventions such as contacting law enforcement for a 5150, working with parents to access local crisis agencies for further voluntary assessment and potential hospitalization, and linkage to community and site based mental health resources.

		<p>Due to the increase in youth experiencing mental health crises over recent years and especially during the stressors of the global pandemic, it is increasingly important to promote awareness, education, and provide intervention to students regarding the signs of suicide. Youth suicide is the second leading cause of death and in our local community and there has been an uptick in youth suicide attempts and losses of youth to suicide over the course of the last calendar year. The Clinical School Social Workers provide Suicide Prevention training to both students and staff each school year. All 8th and 10th grade students in the district participate in the Signs of Suicide (SOS) curriculum and all school sites K-12 complete staff training focused on recognizing signs of suicide, depression, and the appropriate available resources. Clinical School Social Workers provide both instruction to students and training to school site staff to reduce the impact of suicide and suicidal behavior in our community.</p> <p>The Signs of Suicide (SOS) curriculum provides suicide and mental health education to students, but also an initial screening, which allows the site based mental health teams to identify students in crisis and further assess for anxiety and depression. In addition to SOS, Clinical School Social Workers implement quarterly mental health awareness modules to students, staff and parents on identified topics including Suicide Prevention, Depression and Anxiety, Healthy Relationships and Mental Health Awareness.</p> <p>The intended outcome of the Clinical School Social Worker services is to reduce the impact of mental health symptoms and traumatic experiences on students and families that create barriers to academic success such as decreased attendance, behavioral concerns or academic performance struggles. CSSW's provide individual and group counseling, intensive case management, and crisis intervention with the intention of building resiliency and coping skills that allow students to be present and available to learn in the classroom. Pre and post assessment tools are used to measure improvement on mental health symptoms in students as a result of individual and group counseling or intensive case management services. The tool captures the progress of the student's mental health improvement such as decreases in depression, anxiety, and stress symptoms, and is coupled with analysis of student outcome data including attendance, behavior and academics.</p> <p>Clinical School Social Workers provide the Signs of Suicide Prevention Curriculum to 8th and 10th graders each year. The intended outcome of the Signs of Suicide Prevention Curriculum is to educate students as well as screen students for mental health concerns in order to provide early intervention and prevent an increase in severity of mental health concerns.</p>		
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		<p>Clinical School Social Worker services will continue due to the positive impact pm students served. Nearly 3,000 students were served by Clinical School Social Workers through February end of month of the 2019-20 school year with the following results:</p> <ul style="list-style-type: none"> • 68% of the students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents during Fall 2019/20 • 57% of the students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals during Fall 2019/20 • 1,253 intake assessments, 494 psycho-social assessments and 299 suicide risk assessments were completed <p>During Distance Learning in Fall 2020 there were 9,245 students who attended a Signs of Suicide presentation. Of these students:</p> <ul style="list-style-type: none"> • 592 students requested to speak with a mental health profession for themselves • 131 students requested to speak with a mental health professional about a friend <p>The Signs of Suicide education provide prevention and education awareness that include high risk groups indicated by youth bereaved by suicide, youth experiencing homelessness or in out-of-home settings such as foster care, youth with disabilities, mental illness, or substance use disorders, and lesbian, gay, bisexual, transgender, or questioning youth.</p> <p>Due to the high needs of middle school aged students who are experiencing developmental changes in combination with the impact of poverty, trauma, and stress, Resource Counseling Assistants (RCA) provide social emotional support to students at four identified middle schools. They provide individual targeted interventions to students pre-identified by the Clinical School Social Worker in efforts to increase attendance, grades and positive behavior, that keep students out of instruction. They also conduct conflict mediation and restorative circles to teach students coping skills. They provide initial social emotional counseling to students and partner with parents, staff, and the community to support students and families.</p> <p>Resource Counseling Assistant services will continue due to the positive impact on students served. Of the students served by Resource Counseling Assistants from 2017/18 to the 2018/19 school year:</p> <p>Attendance Improvement:</p> <ul style="list-style-type: none"> • 60% of students who were chronically absent improved their attendance during semester one of 2018/19, as compared to semester one of 2017/18 		
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		<ul style="list-style-type: none"> ○ Of these students, 92% improved by more than two percentage points and 69% were no longer chronically absent <p>Suspension Reduction:</p> <ul style="list-style-type: none"> • 67% of students with a suspension in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19 • 93% of students with three or more suspension incidents in semester one of 2017/18 showed a decrease in suspension incidents as compared to semester one of 2018/19 <p>Misbehavior Reduction:</p> <ul style="list-style-type: none"> • 46% of students with a misbehavior in quarter one of 2018/19 showed a decrease in misbehavior incidents in quarter two of 2018/19 • 70% of students without a misbehavior incident in quarter one of 2018/19 had no misbehavior incidents in quarter two of 2018/19. <p>As of February, end month of the 2019/20 school year, two Resource Counseling Assistants provided 2,634 individual interventions, conducted 333 conflict mediations, and worked with 235 parents.</p> <p>Enhancements to social emotional supports include Care Solace, the On Call Mental Health Response Team (OCMHRT), and the Health and Wellness Center Hubs.</p> <p>Care Solace is a contracted partner to provide students and families increased access mental health and substance use services within the community. Care Solace guides the transition to mental health and substance use services by coordinating care through their Care Concierge team helping to navigate barriers such as insurance and provider availability and to secure provider appointments with a follow up to students and families ensuring access. Students and families have multiple avenues to access Care Solace. They can utilize a link provided on the FUSD District website and/or contact the service via phone or email. Care Solace provides training to support staff including School Social Workers, School Psychologists, Nurses, Restorative Practice Counselors, Behavior Intervention Specialists, and academic counselors to provide a ‘warm hand-off’ to Care Solace when providing services to students and families.</p> <p>Due to the demand, the data reflects the additional work and support provided to students and families that may not have otherwise accessed or secured appointments into mental health and substance provider care.</p>		
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		<p>Care Solace will serve as a contracted vendor in linking students and families to mental health and substance use providers. Care Solace utilization indicates the following data for the 2020/21 school year:</p> <ul style="list-style-type: none"> • Inquiries received (online, phone, email): 5,397 • Total appointments into care: 469 <p>The data indicates a demand for mental health and substance abuse inquiries and services with many students and families having Medi-cal or no insurance. This service assists those who may not have otherwise accessed or secured appointments into care. Nearly 70% of families served had Medicaid & Medicare, Medi-Cal, Cal-Viva Health, or No Insurance.</p> <p>The On Call Mental Health Response Team (OCMHRT) is staffed by a team of Clinical School Social Workers and School Psychologists who respond to after hours and weekend student situations that involve imminent abuse/neglect, threats to others, and threats to self, such as suicidal ideation and self-injury. Gaggle, a student safety digital management system alerts the District to these situations as they review digital platforms such as email, one drive, Teams for added student safety measures. Interventions provided by the OCMHRT include contact with students/parents, suicide risk assessments, law enforcement contact, Child Protective Services reports, and referrals to mental health providers and crisis centers. The intended outcome of the OCMHRT is to expand the capacity of after-hours District response to Gaggle inquiries deemed for immediate intervention. On Call Mental Health Response Team (OCMHRT) The OCMHRT is needed to respond to immediate Gaggle inquiries that would not have been responded to during after hours, holiday breaks and weekend coverage for threat types that involved suicide, self-harm, abuse/neglect, and violence towards others. During the 2020-21 school year to date, the OCMHRT provided the following:</p> <ul style="list-style-type: none"> • Immediate Response (PSS): 88% (365) of the notifications occurred between the hours of 5pm-8am • Immediate Response (PSS): 3% (14) of notifications occurred during the Holiday and Holiday break. • Delayed response (Q-Con): 2% (249) of notifications occurred during the Holiday and Holiday break. <p>Two student and family Wellness Hubs are planned for 2021/22 with a total of four Clinical School Social Workers, two School Psychologists, six nurses, and two Child Welfare Attendance specialists. The student and family Wellness Center will serve as a central location to screen referrals and provide services through a multidisciplinary approach. This integrated approach will</p>		
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		<p>consider the emotional, behavioral, and physical needs of students through a referral process to supplement site-based supports.</p> <p>Attendance & Student Attendance Review Board (SARB) address attendance interventions through three tiered levels of reengagement which is intended to improve the overall attendance rate of the students serviced, decrease the number of days student miss school, and reduce the chronic absence rate. There are seven Child Welfare and Attendance Specialists (CWAS) assigned to elementary school sites and eight CWAS assigned regionally. CWAS provide evidence-based interventions from a multi-tiered perspective to impact student success by reducing chronic absenteeism.</p> <p>Tier I: (Universal interventions provided for all students) - Attendance and SARB (Student Attendance Review Board) provides education and resources to school site staff as well as bringing attendance impact awareness to parents. Interventions include school wide attendance awareness, communication to parents of the importance of education, assisting to resolve issues with technology, building relationships with students, celebrating attendance improvement and success, and promoting positive attendance through an Attendance Mascot, Successful Simon.</p> <p>Tier II: (Targeted short-term interventions provided to students in a small group setting or individual case management)- The Student Attendance Review Team (SART) protocols are initiated to include the following interventions: targeted communication with staff and parents, home visits, SART meetings with family, providing community resource linkages for barriers, and monitoring student's attendance through case management.</p> <p>Tier III: (Intensive longer-term interventions provided to a few students in an individual, one-on-one basis)- interventions include continued follow up on identified barriers, Student Attendance Review Board referral, intensive case management monitoring, and follow up on referrals to school based and community-based resources.</p> <p>The role of the Child Welfare and Attendance Specialist (CWAS) is significant in the case management approach. This approach addresses the needs for all students that include Foster and Homeless youth, English learners, and students with low socioeconomic status. Each CWAS prioritizes students with attendance concerns. CWAS provide ongoing, consistent, and timely monitoring of students' behavior for signs of early school withdrawal: tardiness, absences, skipped classes, failing grades, and falling behind in credits. The CWAS provides support based on the students' level of risk and needs such as students who fall within the manageable or chronic absence category. The specific interventions are then determined by the needs and preferences of the student and family, and by the strengths and immediate resources of the school, program, or community.</p>		
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		<p>There is one dedicated CWAS that specifically focuses on Homeless youth providing the afore mentioned approach.</p> <p>Positive partnerships with parents are essential component in improving attendance. The CWAS focus on building relationships and partnering with families as they empathize, listen, and support barriers in the family household that may affect their child's attendance at school. Meetings and learning opportunities are offered for parents to learn about the impact of absences on education, and how they can best support their student's attendance and learning. Parents are guided in how to access both site based and community supports as well as navigating the student information systems to encourage engagement in their child's education.</p> <p>Chronic absence data is continuously monitored by the attendance team utilizing Power BI in order to drive decision making and priorities in addressing attendance concerns. CWAS' engage school administrators to use attendance data to identify students at risk of chronic absence and who are chronically absent to inform site-based attendance interventions as well as a process to measure attendance outcomes including Average Daily Attendance (ADA) and chronic absenteeism rates.</p> <p>The intended outcome of Attendance/SARB is to build the capacity of school sites and parents/guardians and providing individualized direct services to students in providing early intervention and prevention services to increase attendance and decrease chronic absence. Additionally, families will be linked to resources, will feel more connected and engaged in school, build self-motivation in the learning environment, and have a positive impact on educational outcomes.</p> <p>Child Welfare and Attendance Specialist services will continue due to the positive impact the data indicates. Of the students served by CWAS from 2017-18 to 2018-19 school year:</p> <ul style="list-style-type: none"> • 71% of chronically absent students improved their attendance during semester one of 2018/19, as compared to semester one of 2017/18. <ul style="list-style-type: none"> ○ Of these students, 92% improved by more than two percentage points (1,059) and 64% (735) were no longer chronically absent. • Through Q3 of the 2019/20 school year, nearly 4,000 students and families were served by the Child Welfare and Attendance Specialists. Of those students served: • 60% of students with a suspension during Fall 2018/19 demonstrated a decrease in suspension incidents for Fall 2019/20. • 54% of students with an office discipline referral during Fall 2018/19 demonstrated a decrease in office discipline referrals for Fall 2019/20. 		
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		<ul style="list-style-type: none"> 68% of students working with a Site-Based CWAS who were chronically absent in 2018/2019 had an improvement in attendance rate for Fall 2019/20. <p>During semester one of the 2020/21 school year, nearly 2,000 students have been provided support by the CWAS team and 37% have had an increase in their attendance rate.</p> <p>The Attendance/SARB team will continue to partner with internal departments and community agencies such as Early Learning in hosting identified Kindergarten Orientations that focus on educating parents, the Department of Social Services and community mental health providers.</p> <p>Research indicates that children from lower socioeconomic households and communities often experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic, and grade repetition. Recent research on Adverse Childhood Experiences (ACEs) such as physical, emotional, or sexual abuse, early exposure to death, violence or divorce has a relationship to chronic absenteeism and truancy, retention, dropout rates, behavioral problems, and academic achievement and long-term health.</p> <p>Due to the recent pandemic and the shift to distant learning there is an increase in chronic absence, social emotional concerns, and mental health which include depression, anxiety, and loss/grief. The EDSource article, 'Student anxiety, depression increasing during school closures, survey finds', reported that more than half of students surveyed stated they need mental health services since school closure. An Increasing number of students say they felt overwhelmed, not just about the health of their family and friends but the stress of their parents who might be newly unemployed, experiencing social isolation, falling behind academically, and feeling trapped at home in an abusive family situation. 22% said they were receiving some kind of support before the closures but now have limited or no access to those services and an additional 32% stated their mental health needs have arisen since schools closed. The lack of privacy was a barrier in receiving help as students residing in small households with their families can't confide in counseling and support without someone overhearing. In addition, the lack of navigating mental health care and transportation is also a barrier to receiving adequate mental health services during distance learning.</p>		
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		<p>Cultural barriers during distance learning include students who are directed by parents to help them work in agriculture and the fields to assist with financial insecurities, parents' inability to assist students with their academics due to their own lack of educational experience, generational barriers including grandparents raising students who have technological deficits. Furthermore, students identified as foster youth feel less engaged in school, deal with multiple foster and school transitions contributing to instability and chronic absence.</p> <p>Many low income students present with suicidal behavior and suicidal ideation presents a major challenge for young people ages 10-24. Suicide was the 10th leading cause of death overall in the United States and suicide is the second leading cause of death of those aged 10-24. In addition, LGBTQ students are three times more likely to attempt suicide at some point in their lives.</p> <p>Due to student attendance, mental health and social emotional concerns especially exacerbated during distance learning, there is a continued need to increase site based mental health/counseling services through Clinical School Social Workers (CSSW), Resource Counseling Assistants (RCA), Child Welfare Attendance Specialists, and collaboration with community mental health organizations to help youth in building resilience, address mental health disorders, and to nurture their social emotional wellness.</p> <p>Responding to the surge in student anxiety and depression is the impetus to plan and implement wellness centers addressing mental and physical health is imperative, especially for our foster youth, English learners and low-income students. Services will provide additional mental, behavioral, and physical health services to help families navigate trauma and other challenges and provide extra personnel to address the crisis.</p> <p>The specific needs of low-income students are considered through various referral processes as well as continuous identification utilizing the student information system to identify students with behavioral and attendance concerns. Tracking and monitoring of outcomes such as attendance and chronic absence rates, suspension data, pre and post mental health data assists in evaluating the effectiveness of staff and their direct interventions to students and families. These actions better allow the district to address student and family needs , provide services and promote a supportive school climate and culture conducive to student learning where students and families can maximize access to attendance, mental health, and social emotional school based services and linkage to community agencies which leads to better educational outcomes.</p>		
42	<u>School Climate and</u>	A positive school climate and culture fosters safety, promotes a supportive academic and social emotional learning environment, builds and maintains trusting and caring relationships throughout the school community. Research has shown that a positive school climate is tied to high or	\$9,451,317	Y

	<p><u>Culture Expansion</u></p>	<p>improving attendance rates, academic achievement, promotion rates, and graduation rates. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to school (Gottfredson, 2001). A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.</p> <p>Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and perception of school. Reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decreases behaviors that lead to suspensions.</p> <p>A meta-analysis of school-based social emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Research shows that classrooms function more effectively and student learning increases when children have the skills to focus their attention, recognize and manage their emotions, navigate relationships with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002).</p> <p>According to the California dashboard, 88.7% of Fresno Unified's student population is identified as low socioeconomic. As a result, staff intentionally implement proven, effective, evidence-based practices of Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices (RP) within a multi-tiered system of support (MTSS) where students receive access to instruction, interventions and supports based on needs.</p> <p>At Tier I- all students receive developmentally age-appropriate social emotional and behavior instruction, school-wide conditions for learning and equitable disciplinary practices.</p>		
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		<p>At Tier II- a small group targeted social emotional, behavior and attendance interventions and supports are provided for identified students.</p> <p>At Tier III -intensive and individualized social emotional, and behavior interventions and supports are provided for identified students.</p> <p>The actions are designed to address needs identified using evidenced-based practices of Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices (RP) through a trauma-informed and culturally responsive lens within a multi-tiered system of support (MTSS).</p> <p>Climate & Culture Specialists (CCS) support the design and implementation of Tier I Climate and Culture classroom and school-wide practices at 74 school sites. Fresno Unified defines Climate and Culture as environments that cultivate and foster Social Emotional Learning (SEL) for students and adults, focus on relationships, set high expectations while offering support, create safe and predictable environments where everyone belongs and has a voice.</p> <p>Climate and Culture Specialist (CCS):</p> <p>Provide coaching and implementation support to site-based Climate and Culture Teams (i.e. analyzing data, problem solving, action planning and progress monitoring).</p> <p>Support implementation of school-wide practices to create and maintain a positive school climate.</p> <p>Provide direct support to teachers on improving and enhancing classroom management, proactive and preventative and restorative discipline practices, building classroom community, circles and Social Emotional Learning (SEL) instruction.</p> <p>Provide site based and district-wide professional learning in support of teachers, administrators, and classified staff.</p> <p>Over the next three years Fresno Unified will phase in the implementation of Discipline Guidelines district-wide, which has shown promising outcomes for the initial 18 school sites who are currently implementing. Discipline Guidelines provide parameters and guidance to site leaders in responding to intensive behaviors that may lead to suspension. In addition, it provides guidance on alternative discipline responses to address the root of the behavior and reduce the likelihood of recurrence.</p> <p>One GLA will provide direct services in support of on Gender Diversity and LGBTQ+ initiatives, including the following:</p>		
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		<ul style="list-style-type: none"> • Staff coaching, implementation support and professional learning Program development and consultation with district social emotional staff on gender diversity supports and intensive services for students and families (Tier III). • Program development, case management and targeted support for students and families (Tier II). • Program oversight and support for the GSA (Genders & Sexualities Alliance) Youth Voice Committee and student projects. <p>A team of 43 Child Welfare and Attendance Specialists (Tier II CWAS) are full-time site-based staff:</p> <ul style="list-style-type: none"> • Provide small group Tier II targeted social emotional, behavior and attendance interventions and support to students. • Provide case management of student interventions which include monitoring student progress. • Coordinate Targeted Support Team (TST) meetings. The TST is a collaborative problem-solving team who oversees the coordination of all Tier II interventions and support for students. <p>A team of nine Behavior Intervention Specialists (BIS):</p> <ul style="list-style-type: none"> • Provide direct support to TK to 3rd grade students exhibiting intensive behavioral and/or social emotional needs. • Use data to determine the reason for the behavior and identify the appropriate interventions. • Collaborate with school-based staff and parents to implement the identified intervention and provide coaching and modeling of strategies and techniques. • Make data-based decisions to determine the area of social emotional skill development and provide one on one skill building. <p>A cross department team will refine the process and implementation of our Tier III teaming structure known Student Success Team (SST):</p> <ul style="list-style-type: none"> • Revisions include the development of a menu of Tier III academic & behavioral interventions, clearly defined roles & responsibilities of all stakeholders, pre-determined student criteria, and universal protocols and procedures for pre referral, problem solving solutions, and post SST process. • Revisions include embedding trauma informed and culturally responsive practices within the district Tier III process. 		
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		<ul style="list-style-type: none"> • Provide professional learning on the areas of revision to ensure clarity and cohesive implementation of new protocols and procedures. <p>After sites have utilized their resources, a district level Multi-Disciplinary Team consisting of Tier III Manager, mental health professionals, district practitioners, and special education leadership will:</p> <ul style="list-style-type: none"> • Provide recommendations for interventions, supports, and strategies for students in grades K-6th with intensive behavioral, social, or emotional needs. • Link the student and family to outside resources and community agencies based on their needs. • Aide in identifying the underlying reasons for the student's intensive needs and provide support in the identified area. <p>The intended outcome for these actions related to services provided by CCS is to decrease school-wide suspensions, increase school-wide attendance, increase student's sense of belonging and school connectedness and increase student's SEL skills.</p> <p>The Tier II CWAS and Tier III Behavior Intervention Specialists (BIS) will track the outcome of their actions with an internal tracking tool measuring the decrease of suspensions, office discipline referrals and increase of attendance for the students served. Behavior rating scales will be used to capture students' increase of social emotional skills alongside the new addition of a universal screener and diagnostic tool which will be gradually phased over the course of the next 4 years. Behavior Intervention Specialists (BIS) will also monitor reduction in targeted behavior and increase in replacement behavior. This information will be reviewed monthly and quarterly to ensure positive student outcomes.</p> <p>These improvements will contribute to increased student achievement on state and local assessments and graduation rates.</p> <p>According to the suspension/attendance three-year data trends on the California Dashboard, we did not yet reach our intended outcomes for unduplicated pupils district wide. However, other internal measures have shown promising outcome data outlined below. Additionally, changes to implementation have been outlined to yield greater outcomes.</p> <p>Climate and Culture Specialists:</p> <p>In the 2019/20 school year, Climate and Culture Specialists (CCS) provided 2,998 district and site supports. Of those supports, 497 were direct coaching supports to teachers and 356 of these supports were the delivery of district and site professional learning. These supports help build</p>		
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climate and culture sitewide. As a result of these supports, student sense of belonging increased or maintained at 64% of elementary sites and 57% of secondary sites, as measured by the Spring 2019 to Spring 2020 student survey.

In order to improve outcomes related to the services provided by Climate and Culture Specialists (CCS), in the 2020/21 school year, Fresno Unified began to offer differentiated levels support to sites based on level of need. Over the next three years, staff will continue to enhance services by refining our district's Climate and Culture survey to better capture student, staff and family perception data and to align to the newly adopted district strategic plan. The survey will be given twice a year versus annually which is current practice. This will provide the district with more reliable perception data that is actionable and can be progress monitored. Additionally, through new internal measures, site's will have a comprehensive view of their site's fidelity of Tier I Climate and Culture practices.

Social Emotional Learning:

In the 2020/21 school year, staff began the implementation district approved Social Emotional Learning (SEL) curriculum at the secondary level. As a result, 7 out of 30 secondary sites are currently using district approved SEL curriculum. Over the next three years, secondary sites will increase their level of implementation. The district also plans to upgrade elementary SEL curriculum to increase ease of use and fidelity at all elementary sites. Site level implementation of Tier I SEL instructions will be gauged utilizing our social emotional screener for all students

Discipline Guideline Sites:

18 sites are currently implementing Discipline Guidelines. These sites outperformed non-Discipline Guideline sites in their reduction of suspension rates, suspension incidents and unique number of suspensions at a much higher rate than non-Discipline Guidelines sites. In a comparison of the 2018/19 school year through quarter 3 to the 2019/20 school year during the same timeframe, Discipline Guideline sites collectively experienced

School Sites	Suspension Rate Reduction	Suspension Incident Reduction	Unique Students Suspended
Discipline Guideline Sites	-1.43%	-23.82%	-16.83%
Non-Discipline Guideline Sites	-0.54%	-8.41%	-9.80%

		<p>In order to replicate these results district-wide, over the next year we will expand the implementation of Discipline Guidelines by 25% each year until all sites have implemented. Once implemented with fidelity, the intended result will be a reduction of exclusionary practices and disparities in student discipline and an increase of students being provided the appropriate intervention.</p> <p>Tier II Child Welfare and Attendance Specialists (CWAS):</p> <ul style="list-style-type: none"> • In 2018/19, over half of chronically absent students improved their attendance during semester 1 of 2018/19 as compared to semester 1 of 2017/18. • In 2018/19, over half of the students decreased suspensions over the same time. • In 2019/20, 74% of students with a suspension in Fall 2019 demonstrated a decrease in suspension incidents. • In 2019/20, 66% of students with an office discipline referral in Fall 2019 demonstrated a decrease. • In 2019/20, 41% of students who were chronically absent during Fall 2019 demonstrated improvement <p>Due to circumstances of the pandemic, much of the work in year one of this action was focused on the design of Tier II system and initial phase of implementation and building capacity of staff. Recognizing that it takes at least three years to fully develop a program and see its full impact, the district now has established processes, procedures, and measures for staff to utilize for early identifying of students, implementation of evidence-based interventions and progress monitoring.</p> <p>Now that processes and procedures are developed and staff has established a Tier II system, the focus will be on implementing with greater fidelity and expanding Tier II work at ten additional sites.</p> <p>It is expected that students who receive Tier II interventions and support for a full eight weeks will decrease suspensions and/or office discipline referrals by 25% and increase social emotional skills by 50%.</p> <p>Fresno Unified will continue to support and increase effectiveness of Targeted Support Team's (TST) at targeted school sites. Teams will continue to meet twice a month, collect and review student behavior, attendance, and social emotional data to identify students in need. They will engage in problem-solving processes to match students' needs for the best intervention and support.</p>		
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		<p>Staff will continue to monitor team meetings and track members' attendance as well as collect team agendas to ensure the team's effectiveness.</p> <p>Tier II Child Welfare and Attendance Specialists (CWAS) will provide a wider array of social emotional, behavior and attendance interventions.</p> <p>Fresno Unified will implement a social emotional universal screener and diagnostic tool gradually over the next 4 years to measure and monitor progress of student SEL Skills.</p> <p>Of the students who received Tier III Behavior Intervention Specialists (BIS) support:</p> <p>In 2018/19, 50% of students with a suspension in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19.</p> <p>In 2018/19, 100% of students with three or more suspensions in semester 1 of 2017/18 showed a decrease in suspension incidents as compared to semester 1 of 2018/19.</p> <p>In 2019/20, 100% of the students increased the use of a socially appropriate replacement behavior.</p> <p>In 2019/20, 100% of the students showed a reduction in targeted behavior.</p> <p>In 2019/20, 47% of students demonstrated growth in their development of the targeted skill.</p> <p>In 2019/20, 58% of students with an office discipline referral in semester 1 demonstrated a decrease.</p> <p>In 2019/20, 46% of students with a suspension in semester 1 demonstrated a decrease.</p> <p>The revision and implementation of the Student Success Team structure will establish consistency and equitable district practices to provide students with intensive needs access to interventions and progress monitoring. This will be measured utilizing the district student information system where sites will monitor interventions provided and student progress.</p> <p>The district level multi-disciplinary team will continue its work helping students K-6th grade to support schools that are struggling with site-based tier III interventions and help families understand the underlying reasons for the student's intensive needs. The outcome of this work will empower site leaders and support staff to better serve students in need of tier III interventions. The number of students served by the multi-disciplinary team will be monitored utilizing an internal tracking tool.</p> <p>Behavior Intervention Specialists (BIS) will continue to provide intensive support to identified students who are unresponsive to site-based tier III supports. Additionally, Behavior Intervention Specialists (BIS) will now focus on building social emotional skills using evidence-based curriculum, provide parents with coaching and modeling support, and utilize an internal progress monitoring tool that tracks reduction of targeted behavior and increase of replacement behavior. The</p>		
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		<p>continuation and revisions to these structures and supports are expected to increase targeted social emotional skills by 40%, reduce frequency of the targeted behavior by 40%, and increase the use of replacement behavior when compared to baseline data.</p> <p>Finally, to better meet the needs of unduplicated student populations classroom and school-wide practices and social emotional behavior interventions will be refined and expanded using a trauma informed and culturally responsive lens.</p> <p>A positive school climate and culture fosters safety, promotes a supportive academic and social emotional learning environment, builds and maintains trusting and caring relationships throughout the school community. Research has shown that a positive school climate is tied to high or improving attendance rates, academic achievement, promotion rates, and graduation rates. School climate, which encompasses the values and practices of a school, is critical to school connectedness. In schools with positive climates, students experience greater attachment and commitment to their schools (Gottfredson, 2001). A growing number of studies have shown that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.</p> <p>Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning. They are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, our low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decreases behaviors that lead to suspensions.</p> <p>A meta-analysis of school-based social emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11 percentile points compared to control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Research shows that classrooms function more effectively and student learning increases when children have the skills to focus their attention,</p>		
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		<p>recognize and manage their emotions, navigate relationships with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002).</p> <p>According to the California dashboard, 88.7% of our student population is identified as low socioeconomic. As a result, we intentionally implement proven, effective, evidence-based practices of Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL) and Restorative Practices (RP) within a multi-tiered system of support (MTSS) where students receive access to instruction, interventions and supports based on their needs.</p> <p>At Tier I- all students receive developmentally age-appropriate social emotional and behavior instruction, school-wide conditions for learning and equitable disciplinary practices.</p> <p>At Tier II- a small group targeted social emotional, behavior and attendance interventions and supports are provided for identified students.</p> <p>At Tier III -intensive and individualized social emotional, and behavior interventions and supports are provided for identified students.</p>		
43	<u>Restorative Practices / Relationship Centered Schools</u>	<p>Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012). Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (Ashley & Burke, 2009). Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University.</p> <p>Student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning. They are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction.</p> <p>Additionally, our low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school.</p>	<p>\$3,600,613 (Total investment)</p> <p>\$671,419 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$2,929,194 (Federal funds, Non-Contributing)</p>	Y

		<p>According to the California dashboard, 88.7% of our student population is identified as low socioeconomic. As a result, we intentionally implement proven, effective, evidence-based Restorative Practices (RP) within a multi-tiered system of support (MTSS) where students receive access to instruction, interventions and supports based on their needs.</p> <p>Restorative Practices (RP) implementation involves a transformational shift from the traditional school discipline and culture paradigm to one where relationships are at the heart of teaching and learning. The result is school communities where students and adults can learn at high levels and grow to become their best selves. Founded on the values of connection, accountability, respect, equity and safety, all restorative practices efforts focus on building, affirming and repairing relationships. At Tier II and Tier III, students with targeted and intensive needs receive restorative interventions, engage in restorative processes such as restorative conferencing, repair circles and mediation and social emotional counseling that address underlying needs that contribute to academic difficulties, exclusionary discipline practices and disconnection from school and positive relationships. There is also a shift to restorative and equitable disciplinary practices.</p> <p>The actions identified are in service to implementation of RP at Tier II and Tier III as described above.</p> <p>A team of 19 Restorative Practices School Counselors provide services at 32 sites in either full or part-time capacity, in the following actions:</p> <p>Tier II and Tier III restorative conferences/circles, conflict mediation and re-entry circles (post-suspension).</p> <p>Tier II social emotional counseling and targeted interventions that are culturally responsive, trauma informed and aligned to restorative principles.</p> <p>Staff coaching and implementation support on building, affirming and repairing relationships and restorative discipline.</p> <p>The team also has one Restorative Practices Teacher on Special Assignment (TSA) who provides services district-wide in the following actions:</p> <p>Training and oversight of peer mediation and peer-based restorative justice programs.</p> <p>Oversight of the UC/CSU approved (g) elective course: Restorative Justice and Peer-Based Peacemaking at Sunnyside, McLane, Edison and Fresno High. Students study the theory and practice of restorative justice through peer-based service learning.</p>		
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		<p>Fresno County Youth Court Steering Committee representing Fresno Unified Youth Court programs at eight comprehensive high schools (Sunnyside, McLane, Edison, Fresno, Bullard, Roosevelt, Duncan and Hoover) and the oversight of the Youth Court Student Advisory committee.</p> <p>Staff coaching, implementation support and professional learning on building, affirming and repairing relationships and restorative discipline.</p> <p>Contract with Community Justice Conferencing (CJC)</p> <p>Provide Victim Offender Reconciliation Mediation (VORP) and family group conferencing for students who commit select first time misdemeanor crimes at 12 secondary campuses implementing RP.</p> <p>The intended outcome for these actions is to decrease suspensions, increase student's sense of belonging school connectedness and social emotional wellness of the students that we serve which will contribute to increased student achievement on state and local assessments and graduation rates.</p> <p>Through a partnership with Community Justice Conferencing (CJC), we intend to measure the impact of the services by having CJC report the reduction in recidivism using their agency tracking tools.</p> <p>While we did not reach our intended outcomes for unduplicated pupils district wide, sites with a RP counselor had promising results. Additionally, changes to implementation have been outlined to yield greater outcomes.</p> <p>In the 2019-2020 school year, RP Counselors provided 2,516 services to students and 2,457 services to staff including coaching, implementation support and virtual classroom-based supports. They conducted 850 restorative conferences/repair circles and 185 Re-entry Circles (post-suspension). To enhance measurable outcomes over the next school year, we will establish a process for measuring the student-specific impact and recidivism data for students engaging in restorative processes.</p> <p>In a comparison of the 2018-2019 school year through quarter 3 to the 2019-2020 school year during the same timeframe, sites supported by an RP counselor experienced the following results:</p> <p>71% of elementary sites decreased their annual suspension incidents.</p> <p>The elementary sites collectively experienced a -16% decrease in suspension incidents.</p> <p>83% of secondary sites decreased their annual suspension incidents.</p> <p>The secondary sites collectively experienced a -27% decrease in suspension incidents.</p>		
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		<p>In a comparison of the Spring 2019 to Spring 2020 Climate & Culture student survey results, secondary sites supported by an RP counselor experienced the following result:</p> <p>67% of secondary sites improved their percent of favorable responses in Student Sense of Belonging.</p> <p>In the 2019-20 school year, the RP TSA trained 395 students in Peer Mediation/Peer-Based Peacemaking and 18 schools received program support. Four high schools provided sections of the Restorative Justice and Peer-Based Peacemaking (g) elective course which included coaching and student training. Youth Court Programs were in place at eight high schools and 10 student leaders represented Fresno Unified on the Fresno County Student Youth Court Advisory Committee.</p> <p>In the 2019-20 school year, Community Justice Conferencing (CJC) provided services to 16 responsible youth who completed mediations and family group conferences resulting in no criminal convictions from the incidents.</p> <p>In the 2020-21 school year, to address the impact of the pandemic and better meet the needs of students, we enhanced the services provided by the RP counselors through creating a Tier II social emotional counseling program. During the Fall of 2020, over 360 students were served virtually in the areas of coping skills, healthy relationships, stress/anxiety, grief/loss, positive self-identity and mindfulness. The effectiveness of these interventions is being progressed through pre and post monitoring tools to identify improvement in social emotional wellness and behavioral data.</p> <p>To better meet the needs of our unduplicated student population in 2021-22, Tier II and Tier III restorative processes, social emotional counseling and targeted interventions will be refined and expanded using a trauma informed and culturally responsive lens aligned to restorative principles.</p> <p>RP Counselors will track the outcome of their actions with an internal tracking tool measuring the decrease of suspensions and expulsions, and office discipline referrals. They will track the increase of students' social emotional wellness, connection to school and relationships with caring adults using survey measurements. This information will be reviewed monthly and quarterly depending on the data source to ensure positive student outcomes. The RP TSA actions will be measured with internal tracking tools and data reviewed monthly and quarterly.</p> <p>Restorative Justice has led to increased student connectedness, greater community and parent engagement, improved student academic achievement, and the offering of support to students from staff (González, 2012). Several exploratory studies have indicated promising results of Restorative Justice approaches in terms of their impact on school climate, student behavior, and relationships between students and with staff, among other outcomes (Ashley & Burke, 2009). Restorative</p>		
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		<p>practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thereby narrowing the racial discipline gap, according to a study led by Anne Gregory of Rutgers University.</p> <p>Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning. They are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction.</p> <p>Additionally, our low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school.</p>		
44	<u>BASE:</u> <u>Department</u> <u>of</u> <u>Prevention</u> <u>and</u> <u>Intervention</u>	<p>Student Attendance/SARB</p> <p>Student Discipline</p> <p>Mentoring Support</p> <p>Clinical Social Work & Mental Health Support</p> <p>Project ACCESS</p> <p>School Climate & Culture (Tier I)</p> <p>Behavioral Intervention (Tier II & III)</p> <p>Restorative Practices</p> <p>Home Hospital Instruction</p>	\$7,863,763	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal #4	Staff – Increase recruitment and retention of staff reflecting the diversity of our community

An explanation of why the LEA has developed this goal.

This goal was developed to ensure we hire and retain diverse staff, and embed staff support systems with high-quality professional development to continuously build instructional capacity. Fresno Unified will create a safe and inclusive climate that promotes relationships, collaboration, diversity, and our values. We recognize that staff diversity exposes students to various cultural and student groups, preparing students to become better citizens in their communities. For our schools to create a positive, welcoming culture for all students and staff members, it is essential to have an educator workforce that reflects the diversity of the students and communities they serve.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff diversity to mirror our student population	Metric is in development; baseline data will be collected in 2021-22				Will be updated once baseline data is analyzed in 2021-22
Rate of teachers appropriately credentialed teachers in the area taught	95.1% Data Year: 2020-21 Data Source: Lawson				96.1% Data Year: 2023-24 Data Source: Lawson
Rate of teachers misassigned	0.063% Data Year: 2020-21 Data Source: Lawson				0.033% Data Year: 2023-24 Data Source: Lawson
Rate of teacher vacancies	0.28% Data Year: 2020-21 Data Source: Lawson				0.19% Data Year: 2023-24 Data Source: Lawson
Rate of voluntary resignations	Metric is in development; baseline data will be collected in 2021-22				Will be updated once baseline data is analyzed in 2021-22
Staff survey – rate of staff who report a positive sense of belonging	Metric is in development; baseline data will be collected in 2021-22				Will be updated once baseline data is analyzed in 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff survey – rate of staff who report a positive sense of safety	Metric is in development; baseline data will be collected in 2021-22				Will be updated once baseline data is analyzed in 2021-22

Actions

Action #	Title	Description	Total Funds	Contributing
45	<u>BASE: Recruitment, Selection and Retention of Human Capital</u>	<ul style="list-style-type: none"> Recruit high performing teachers and employees that value student diversity and strive to engage all students at challenging levels Hire a diverse staff that is reflective of our students and community Fill all known vacant positions of leaders, teachers and classified Retain high performing employees through the evaluation process Leverage the evaluation process to maintain and monitor employee performance Leverage supervision process to maintain and monitor employee conduct Collaborate with teacher and leadership development for retention and promotional opportunities Monitor credentials of all credentialed staff and completion of credential audits Research, analyze and implement regulatory changes in credentialing and non-credentialing areas Monitor classification and compensation process Administrating regulatory and negotiated leaves of absence Work collaboratively with seven collective bargaining associations and one management association to ensure high quality education for students 	\$5,599,799	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal #5	Family – Increase inclusive opportunities for families to engage in their students’ education

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the commitment of Fresno Unified to developing and maintaining strong partnerships with the families we serve. We recognize the need to establish and enhance culturally-proficient two-way communication and engagement opportunities for families. Fresno Unified will engage our families in meaningful ways to meet the needs of all students, communicate regularly in the languages of our families, and create inclusive opportunities for partnerships that will result in greater student achievement and strengthen the bond between our families and our schools. Fresno Unified views family engagement as a lever to move student achievement and improve student supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey - rate of parents who report a positive sense of connectedness	93.6% Data Year: 2020-21 Data Source: Spring 2021 CC Survey				94.6% Data Year: 2023-24 Data Source: Spring 2024 CC Survey
Parent survey – rate of parents who report a positive sense of safety	92.9% Data Year: 2020-21 Data Source: Spring 2021 CC Survey				94.9% Data Year: 2023-24 Data Source: Spring 2024 CC Survey
Rate of parent participation engagement opportunities	Metric is in development; baseline will be collected 2021-22				Will be updated once baseline data is analyzed in 2021-22
Rate of positive parent satisfaction ratings with site and district interactions	Metric is in development; baseline will be collected 2021-22				Will be updated once baseline data is analyzed in 2021-22
Families' digital connectivity	Metric is in development; baseline will be collected 2021-22				Will be updated once baseline data is analyzed in 2021-22

Actions

Action #	Title	Description	Total Funds	Contributing
46	<u>Parent Engagement Investments</u>	<p>Non-English-speaking families and families living in poverty do not always understand the educational system and resources available to support their child's learning experience. By providing inclusive family learning opportunities in family's home languages, families will learn how to navigate our district's resources and be informed partners in education. By being informed partners in education, non- English-speaking families and families living in poverty will seek early interventions to support their child's educational needs.</p> <p>Parent University aims to strengthen and sustain meaningful family engagement at all levels of the system. By providing year-round family learning opportunities in multiple languages, families will experience inclusive opportunities to engage in their child's education and feel included in their child's education and district decision-making process. Positive family engagement experiences will result in positive ranking of the Post Parent Engagement Survey which includes subcategories of:</p> <ul style="list-style-type: none"> • I feel welcome to participate at this school • School staff treats me with respect • School staff takes my concerns seriously • School staff takes my concerns seriously • When I have a question, I know whom to contact <p>Parent University: Empower, engage, and connect families to support student achievement</p> <p>Empower:</p> <ul style="list-style-type: none"> • Provide inclusive family learning opportunities in the areas of early learning, elementary, middle, high school, special education, English learner, Local Control Accountability Plan (LCAP) and social emotional supports in English, Hmong, Spanish, Lao, Punjabi, and Khmer 	<p>\$3,609,616 (Total investment)</p> <p>\$1,985,454 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$1,624,162 (Federal funds, Non-Contributing)</p>	Y

		<ul style="list-style-type: none"> • Offer proficient two-way communication and family engagement to Southeast Asian families • Offer additional weekend and virtual family learning opportunities to English learners <p>Engage: Maintain inclusive family leadership opportunities to engage families to be active participants in the district’s decision-making process.</p> <ul style="list-style-type: none"> • Monthly leadership training to parents include: The Parent Leadership Academy, Hmong Parent Learning Academy, and African American Voices Leadership Council • Establish culturally proficient two- way communication and family engagement opportunities for African American families of students who have been identified as chronically absent <p>Connect:</p> <ul style="list-style-type: none"> • Maintain community and intra-district partnerships by operate the District Parent Resource Center which includes a parent engagement training facility, recruitment call center, community resource center, childcare enrichment training center, family engagement media center and volunteer fingerprinting service desk • Service to families in coordination with the Dream Resource Center • Coordinating the Student Scholarship Banquet <p>Empower: By providing year-round family learning opportunities in multiple languages, families will have inclusive opportunities to engage in their child’s education.</p> <ul style="list-style-type: none"> • More than 60,000 parent participants to date • Serving 92 school sites • 490 family learning opportunities in English, Hmong, Spanish, Lao, Khmer, Punjabi, and Mixteco • 1,321 family participants inclusive parent learning opportunities to Southeast Asian families • Parent survey - rate of parents who report a positive sense of connectedness 93.6%; an increase from previous years 		
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		<p>Engage: By providing inclusive family leadership opportunities, families will learn leadership skills to engage families to be active participants in the district's decision-making process.</p> <ul style="list-style-type: none"> • One hundred and eighty (180) participants in the District Advisory Committee Meeting who are directly invested in the districts Local Control Accountability Plan and their School Site Council (SSC) • One hundred and sixty-two (162) parent leaders have been trained and developed through Parent University's leadership opportunities • Targeted Parent Engagement Action plans coordinated with CSI/ATSI sites and current SPSA <p>Connect: By connecting families to community and inter-district departments, families will feel supported through individualized family challenges</p> <ul style="list-style-type: none"> • Expanded partnerships with the Special Education Department to promote participation of the Community Advisory Committee (CAC) where families can invest in the district Special Education Department decision- making process • Training facility has built the capacity of over thirty two parents to enrichment childcare position and school site noon time assistants (NTA) • Increase family participation and volunteerism by offering free volunteer fingerprinting • Community leadership opportunities coordinated with the City of Fresno's, School Area Team led to parent leadership action plans to sixteen school communities • Expansion of partnerships resulted in ten additional family event offerings and social emotional support services 		
47	<u>Expand Student, Parent and Community Communication</u>	<p>Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999)</p> <p>Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates,</p>	\$215,831	Y

		<p>higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004). Following COVID school closures, with additional access to technology tools and with the goal to increase opportunities for families to engage in their students' education, Fresno Unified will:</p> <p>Action 1. Continue community outreach campaigns through English, Spanish and Hmong television to encourage community engagement and feedback, Parent University learning sessions, teacher recruiting efforts, student safety, early learning registration, attendance and student supports.</p> <p>Action 2. Replaced the print version of our 11 monthly issues of the district's Building Futures publication with an online version while maintaining articles in multiple languages</p> <p>Action 3. Maintain a Fresno Unified Scholarship banquet to encourage applicants, and celebrate and award scholarships given to graduating seniors</p> <p>Action 4. Promote inclusive accessibility of District website tools to improve parent engagement and access to student resources</p> <p>Actions listed above will lead to increased low-income student performance on state and local assessments by informing and involving community, parents, and students.</p> <ul style="list-style-type: none"> • To ensure access, outreach requires a multi-tiered approach. Staff will continue to develop monthly public service announcements (PSA's) in English, Spanish and Hmong for ABC30, KSEE24, KFSN47, KMPH26 and Univision 21 television. Through Parent University partnerships, PSAs also appear on Telemundo and Hmong TV. Monthly subjects have included school safety, the School Choice Expo, free summer/winter meals, LCAP community outreach sessions, Parent University resources, dangers of vaping, responsible social media use, access and resources available on the district website, Fresno Unified Scholarship Fund, employee hiring expos, dual immersion, eLearn Academy online learning, and early learning registration. • The electronic billboard messaging on Freeway 41 at Manchester Center compliments comprehensive engagement efforts with a visually appealing graphic-- capturing attention on a high- traveled 		
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		<p>area of town. It aligns with monthly television messages and will continue as we direct messaging regarding such topics of safety, dangers of vaping, free meals, responsible social media use, school choice expo, hiring fairs, aspiring teacher expo, early learning registration and student transfer application deadlines.</p> <ul style="list-style-type: none"> • Increase Peachjar engagement and users. This electronic flyer distribution system was implemented in March 2019, reducing paper waste and sharing community and school site flyers to an electronic format (website and email). Distance learning and 1 x 1 devices have increased technology access providing an opportunity to increase parent registration. Electronic flyers provide information about District, school site and approved community supports and student resources. • Support growth in new and existing engagement tools through continued branding efforts including banners for all school sites encouraging enrollment and involvement in Peachjar, EduText (grade and attendance updates), ATLAS Parent Portal, and Rapid Alert (emergency notification system). • Publishing 11 months of Building Futures newspaper is ongoing, featuring articles in both English, Spanish and Hmong. The publication was moved to an online only publication during distance learning in August 2020 and is distributed through the district website, Peachjar and social media platforms. Building Futures highlights district news, student programs, important resources, and deadlines. • Post COVID and the return of in-person events, staff will once again develop and distribute a community calendar featuring employee, student, parent, community and program profiles. Calendar highlights include school choice options, college and career pathways, special education, and student achievement data. • Encouraging students to pursue a post-secondary education, staff will work to increase the number of applications scholarship awards through the Fresno Unified Scholarship Fund and plan. 		
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		On the most recent parent survey, 93.6% of parents report a positive sense of connectedness which is an increase from previous years.		
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Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
Goal #6	These investments have direct input and contribute to all Fresno Unified School District Goals

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
See Metric / Indicators above for each of the district goals					

Actions

Action #	Title	Description	Total Funds	Contributing
48	<u>School Site Allocations to be Prioritized by each School's Site Council</u>	<p>The unduplicated student population is often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local metrics.</p> <ul style="list-style-type: none"> Each school site receives an allocation based on the school's enrollment of low income, English learner, and foster youth Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations, to assure plans focus on addressing the needs of unduplicated students Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unduplicated students Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals for unduplicated students Products and services provided specifically for unduplicated students through the site plans include: <ul style="list-style-type: none"> Supplemental materials and technology Academic interventions and supports Supplemental counseling and psychological services 	<p>\$29,100,049 (Total investment)</p> <p>\$19,052,045 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$10,048,004 (Federal funds, Non-Contributing)</p>	Y

		<ul style="list-style-type: none"> o Staff for attendance support o Parent involvement support o Bilingual office staff <ul style="list-style-type: none"> • School site plans are evaluated by district leadership to assure each action within the plans were effective in promoting and meeting the LEA's goals for its unduplicated students and reaching the LCAP site targets, which correlate with LCAP district targets for improvement • Developing a site-based plan for English learners is a specific requirement of the site planning process • The annual LCAP review and revision process corresponds with the site planning process and allows district leaders to review data with site leaders to verify how the actions at the sites are effective in meeting the goals and targets for unduplicated students as measured by the California Dashboard, required LCAP metrics and local LEA metrics <p>Each site has specific deficits as measured by this variety of metrics, Fresno Unified School District has designed this action to address this issue. The actions implemented by each school site will have a positive impact on the outcomes in the California Dashboard for the unduplicated students of Fresno Unified School District. Individual school results can be accessed at each school's School Plan for Student Achievement found at: https://stafed.fresnounified.org/spsa/</p>		
49	<u>Supplemental Student Supports</u>	<p><u>Early Childhood Classroom Aides</u></p> <p>In the 2019/20 school year, Early Childhood classroom instructional aide support position hours were increased. Instructional aide support in Transitional Kindergarten classrooms increased from 3-hour positions to 6-hour positions, and preschool classroom instructional aide support increased from 3.5-hour positions to 7-hour positions. This change provided instructional aide support throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and mid-</p>	<p>\$29,339,500 (Total investment)</p> <p>\$10,988,718 (Supplemental and Concentration, Contributing to the increased or improved services requirement for</p>	Y

		<p>year transitions in instructional aide positions, resulting in continuity of care and stability for children throughout the academic year.</p> <p><u>Instructional Coaches</u></p> <p>Instructional Coaches are committed to supporting effective, standards-aligned instructional practice. They build capacity in teachers to create optimal learning environments with ever-present attention to equity and continuous academic, social, and emotional growth. Support is intended to help teachers take effective actions that will result in substantial, sustained improvements in performance.</p> <p>Instructional coaches work side by side and virtually with individual teachers, professional learning communities, and sites to improve student learning. Instructional Coaches support through professional learning, side-by side coaching, co-teaching, and data analysis of student work and results. Professional Learning Communities answer 4 Grounding Questions: 1) What do we want students to know and be able to do? 2) How will we know they have learned it? 3) What will we do if they don't? and 4) What will we do if they already know it?</p> <p>Coaching roles support the following areas: Early Learning, Literacy, Mathematics, New Teacher Support & Induction, and High Schools.</p> <p>framework to form high performing, collaborative teams of teachers that are all united toward the improvement o student learning (DuFour, DuFour, Eaker, & Karhanek). According to John Hattie, based on a meta-analysis of educational research, collective teacher efficacy has the greatest effect size on student achievement. In our PLCs, the Instructional Lead Teachers facilitate teams of teachers to work together in writing common assessments, planning curriculum, identifying those students at-risk of not learning, and problem solving to intervene for each student. By contract, time is built into the teachers' duty schedule each week to ensure time for teachers to meet in subject specific or grade specific teams to analyze data related to all students while focusing on low income, English learner, and foster youth student groups.</p>	<p>unduplicated students)</p> <p>\$18,350,782</p> <p>(Federal funds, Non-Contributing)</p>	
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		<p>Each school site is provided an allocation to ensure that the grade level or subject area teams have an Instructional Lead Teacher to help facilitate the work of the team and to serve on the site's Instructional Leadership Team. They are supported in their role through quarterly professional learning facilitated by their regional principal leadership where they learn facilitation skills, how to address student generated data, and effective teaching practices that is then shared through their weekly PLC meetings. They serve on their site Instructional Leadership Team to help assess needs, analyze data, establish school-wide goals, and guide the on-site professional learning.</p> <p>These efforts align with our three instructional focus areas of: Collaboratively Centered Learning (PLCs), ensuring that Every student will move a minimum of one grade level each year, and providing a Multi-Tiered System of Support (MTSS). While all students benefit from the structure and practice of high functioning PLCs led by an Instructional Lead Teacher, the low income, English learner, and foster youth are the primary beneficiaries of this practice because the common preparation and collaborative time for teachers is utilized to focus on the progress of unduplicated students. The results of these student groups have continued to increase annually since implementing the structure of facilitated teacher collaboration in our district.</p> <p><u>Intervention Teachers</u></p> <p>School sites have the opportunity to fund Intervention Teachers each year to support students struggling academically, although every teacher provides tiered systems of support for students within our Multiple Tiered Systems of Support (MTSS), and as such, can be seen as an intervention teacher in their own classroom or in an alternative tiered structure.</p> <p>Some sites use SPSA funds to hire outside supports such as Teaching Fellows, Certificated Tutors, etc..., to provide additional support for students. In addition, site funds may be used to pay on-site teachers to provide after school or before school tutoring. With the ability to provide intervention to students virtually, site funds may be also used to pay for on-site teachers to provide intervention and tutoring on the weekends and after duty hours at the</p>		
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		<p>teacher’s discretion. Please see Action 20 for additional information for student supports.</p> <p><u>School Counselors</u></p> <p>Fresno Unified School Counselors provide direct services to students and families in the academic, career and social emotional domains. This action helps to reduce counselor-student caseloads at middle schools, high schools and alternative education schools and increase direct services/supports to students and families. School Counselors support students in developing academic and social skills, serve as an initial point of identification and response when students are experiencing social-emotional concerns, and provide critical guidance towards completion of graduation requirements, A-G requirements, career exploration, post-secondary applications and matriculation, and financial aid. Additionally, School Counselors ensure that students who are most at-risk of dropping out of school and/or not meeting graduation requirements are correctly identified, counseled and enrolled in credit recovery courses to get back on track.</p> <p><u>Early Childhood Classroom Aides</u></p> <p>The Early Learning department identified the need for young children of all socioeconomic, cultural, and family backgrounds to have consistent adults in their lives to positively impact consistency in the learning setting and increase connectivity between adults and children through positive relationships and interactions.</p> <p>The District will prioritize and sustain the 6-hour instructional aide positions in Transitional Kindergarten classrooms and 7-hour instructional aide positions in Preschool classrooms. Additionally, the District will provide professional learning opportunities to focused on growing instructional aides’ knowledge in best practices for working with young children.</p> <p>The professional learning opportunities will be extended through ongoing coaching support provided by Early Learning Instructional Coaches.</p> <p>Foster youth, English learners, and children experiencing poverty may not have the settings to cultivate consistent adult-child relationships to support their development of crucial milestones throughout their first 5 years of life.</p>		
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These children may also experience life factors that hinder their development of positive adult-child relationships. The competencies acquired through the ongoing professional learning and coaching opportunities for instructional aides will ensure that all children, including those in highest-need areas, experience consistent, positive adult-child relationships that will positively impact their development of crucial milestones.

Participation in professional learning opportunities will be tracked using the existing District professional growth system, iAchieve.

Instructional Coaches

Teacher quality is the number one factor in improving student learning. Instructional Coaches are part of a comprehensive professional learning plan to nurture teacher quality. Their role supports job-embedded practice of learning or coaching sessions. Each year, the District average for proficiency has continued to increase due to teacher supports.

DISTRICT AVERAGE: ELA				
2015	2016	2017	2018	2019
27%	31%	34%	37%	38%

DISTRICT AVERAGE: MATH				
2015	2016	2017	2018	2019
18%	22%	24%	27%	30%

During data analysis and reflection, Instructional Coaches support teachers to examine their practices with socioeconomically disadvantaged student populations, English learners, and Foster Youth. Coaches share instructional strategies that support learner variability which includes: modeling, strategic grouping, sequenced questioning, timely feedback and guided practice opportunities.

All new teachers receive supports as a part of an induction model that includes on-boarding activities, mentoring, professional learning, and opportunities for networking with job-alike colleagues. New teachers are assigned a full-time release instructional coach for two years that mentor through an instructional

		<p>and social-emotional lens. This provides acceleration into their new role, positive feelings about teaching, the opportunity to complete the induction process, and be better able to meet the needs of unduplicated students.</p> <p>This action of providing New Teacher support and Induction for new teachers will ensure the retention of effective teachers, leading to the conditions necessary for success for foster youth, English learners, and low-income students. Metrics are intended to measure positive feedback from the new teachers, their performance in the role, our ability to retain them in the role. The average retention rate of teachers at the state level is 82%. Fresno Unified's new teacher retention far exceeds the state level providing high-quality teachers in these classrooms.</p> <p>Refinements are made each year to continually improve supports for new teachers and the New Teacher Support coaches assigned to them so that they have the knowledge and skills to effectively meet the needs of the students.</p> <p>New Teachers supported during the 2019-2020 school year: 574 new teachers</p> <p>New Teachers supported during the 2018-2019 school year: 510 new teachers</p> <p>New Teachers supported during the 2017-2018 school year: 452 new teachers</p> <p><u>Instructional Lead Teachers</u></p> <p>While all students benefit from the structure and practice of high functioning PLCs led by an Instructional Lead Teacher, the low income, English learner, and foster youth are the primary beneficiaries of this practice because the common preparation and collaborative time for teachers is utilized to focus on the progress of unduplicated students. The guiding questions of a PLC are: 1) What do we want students to learn? 2) How will we know they have learned it? 3) How will we respond when they don't learn? 4) How will we respond when they have already learned it? This action ensures that the third and fourth questions are asked and addressed for the unduplicated students. Typically, the SBAC results are utilized to monitor the progress of schools, teams, and student groups. Absent that data from last year, we are able to monitor the internal iReady data and site common formative assessment results.</p> <p><u>Intervention Teachers</u></p>		
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		<p>Our multi-tiered levels approach is to help identify and support struggling students. It focuses on providing high-quality instruction and intervention, typically at three different levels. All students must receive Tier 1 rigorous classroom high-quality instruction and in this model 80 percent of students are expected to reach the targeted goals under Tier 1 instruction. Students identified as struggling with Tier 1 are then provided with targeted interventions that increase in intensity in Tier2 and Tier 3. Once in Tier 3, consistently struggling students will require more intensive and individualized intervention which is provided within Tier 3.</p> <p>The goal of this multiple-tiered support model is for students to respond to the intervention, close gaps, and reach a point where they can independently sustain growth in relation to their peers”. The effect size for intervention is 1.07, meaning when implemented well, it has the potential of over two year’s growth in one academic year (Hattie, 2010)</p> <p><u>Counselors</u></p> <p>Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools (Effectiveness.pdf (schoolcounselor.org)). As a result of increased school counseling supports, we have seen growth in career inventory assessments and data showing increased counselor to student interactions in both academic counseling and social emotional supports. Alternative education counselors supported with the expansion of winter session where 1569 students earned credits for a total of 6856.5 credits earned through our alternative education sites. The goal is to continue expansion and grow the number of students earning credit and credits earned to students most in need.</p> <p>The US Department of Education Office of Civil Rights highlights the role of counselors in ensuring equal educational opportunities and outcomes for students: https://www.ed.gov/about/offices/list/ocr/docs/hq43ef.html. In Fresno Unified, additional school counseling supports that have been added have increased the number and percentage of middle school students that had student/counselor interaction in college, career and social-emotional domains, the number of students applying to college from disproportionately</p>		
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		represented groups, and the number and percentage of students earning credit recovery with intentional expansion efforts.		
50	<u>BASE: Central Office Administration</u>	<ul style="list-style-type: none"> • Board of Education • Superintendent • Deputy Superintendent Equity Supports • Communications 	\$5,296,900	N
51	<u>BASE: Administrative Services</u>	<p>The Administrative Services division values High Quality Service, Integrity, Advancement, Compassion Accuracy and Collaboration.</p> <p>These values are the foundation of the division mission which is to:</p> <ul style="list-style-type: none"> • Collaborate with a growth mind-set • Guide Fiscal Policy • Report timely and accurately • Advocate sound business practices • Ensure all are valued and supported to achieve positive student outcomes and personal success <p>Departments serving to support this mission include:</p> <ul style="list-style-type: none"> • Fiscal Services • Payroll • Benefits /Risk Management • State and Federal • Transfers • Grant Office 	\$12,474,785	N
52	<u>BASE: Operational Services</u>	<ul style="list-style-type: none"> • Facilities Management and Planning – new construction and modernization, planning for enrollment and program needs, coordination of facility use by the community • Maintenance and Operations – routine and deferred maintenance, site and infrastructure improvements, custodial and environmental services, grounds maintenance, utilities management • Nutrition Services – meals served daily under the National School Lunch and Breakfast Programs and the Child and Adult Care Feeding 	\$155,933,481	N

		<p>Program, plus special programs such as the Fresh Fruit and Vegetable Program</p> <ul style="list-style-type: none"> • Purchasing and Warehouse – procurement of supplies, services and materials for the entire district, contracting public works projects, operation of general and food warehouses, daily delivery to schools • Safety and Security – coordination of campus safety services and contracted law enforcement services, operation of 24/7 central monitoring station • Transportation – daily transportation for approximately 15,000 general education and 1,500 special education students, transportation for athletics and enrichment trips 		
53	<u>BASE: Other Expenses</u>	<ul style="list-style-type: none"> • Health contribution • Retirement 	\$23,403,797	N
54	<u>One-time Recovery Resources</u>	<ul style="list-style-type: none"> • Additional Instructional Time (All grade levels) • Expanded Summer & Winter Learning (including Alternative & Special Education) • Expanded After School Programs • Middle School & High School Enrichment Opportunities • Math & Literacy Class Size Supports • Credit Recovery • School Site Support (to be planned through the SPSA) • Student Group Support (African American, English Learners, Early Learning) • Two Day Voluntary Professional Learning Summit • Curriculum & Instruction Supports • Teacher Development Supports • Three Additional Planning & Student Engagement Days • Library Services (student books) • Health Services Support • Social-Emotional / Mental Health Supports • Classroom Ventilation Upgrades • Classroom Telecom Upgrades • Student Desk Replacements 	\$97,905,241	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services		Increased Apportionment based on the Enrollment of Foster Youth, English learners, and Low-Income students	
2021/22	34.42%	2021/22	\$206,293,921

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 - Actions 1-25 are designed to work in tandem to improve the academic achievement of students in support of Goal 1 which is to improve academic performance at challenging levels. In support of goal 1, the district has achieved improvement in several areas, including English learner reclassification rate (14.9% in 2017/18 to 16.68% in 2019/20), improvement on the statewide CAASPP assessment for math (from -68.5 distance from standard for all students to -62.1, from -74.7 distance from standard for socioeconomically disadvantaged students to -68.1, from -77.2 distance from standard for English learners to -75.0) improvement on the statewide CAASPP for English language arts (from -38.3 distance from standard for all students to -34.1, from -45.2 distance from standard for socioeconomically disadvantaged students to -40.8).

#1 - Designated School Investment - The three key components of being a “Designated School”, including an additional 30 minutes of instruction, an additional certificated staff member, and additional time for professional learning will increase access to effective first teaching for low income, English learner, and foster youth students which has translated to more time with an effective teacher. Schools were selected for the program based on high counts of these student groups. The designated schools’ model, when implemented with fidelity, has supported improve student outcomes in state assessments for English language arts and math.

#2 - Early Interventions – The effectiveness of this action is measured by local data in the form of district diagnostic assessments and statewide assessment data. Staff reviews special education identification rates from year to year. Most recent data show the number of students referred for special education evaluation decreased by 206 students. In addition, in 2019/20 the distance from standard for students in Special Education as measured by the SBAC improved by 12.1 points in ELA and 13.1 points in Math, while the special education graduation rate improved by 5%.

All students must have access to high quality instruction. Specific to special education, we are committed to getting students what they need even if it looks different. This includes student services that remove barriers to learning along with the professional learning for our staff. This also includes partnering with families to provide them with the skills that they need to support the learning of the students to achieve the most impact. RSP teachers provide specialized academic instruction using a systematic approach to increase the impact and improve student outcomes. RSP teachers have supported General Education teachers with strategies to provide access to grade level standards and best first instruction which allows students to remain in the least restrictive environment.

#3 - Additional Teacher Supply Funds – Experience has shown that students identified as low income are not able to provide supplemental instructional supplies to support learning. To support learning and ensure that students have supplies necessary to support instruction, the district has increased classroom supply allocations for teachers. Student achievement has improved in English Language Arts and Math as measured by the most recent state assessments since this action was first implemented. Additional teacher supply funds have, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#4 - Middle & High School Redesign – This initiative was started to provide students better response to intervention (RTI, access to elective coursework, additional counseling support, and lower class size to better meet the needs of English learners and close the achievement gap for these student groups. This redesigned model has enabled all English learner students to have access to electives, where in the past an English Language Development course would have been their elective. Class sizes have been reduced and more disadvantaged students have received counseling supports since the implementation of this action. Efforts to redesign the middle and high school experience for students has, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#5 - Eliminate Elementary Combination Classes – This action became critical during distance learning when teachers did not have combination classes which required that they teach different standards to different student groups. Focused, instruction supports all students but is particularly important for disadvantaged students learning the state standards in mathematics. The elimination of combination classes has, in tandem with other investments, support improve student outcomes in state assessments for English language arts and math.

#6 - National Board Certification - Fresno Unified is partnered with The National Board Resource Center at Stanford University and candidates have attended support sessions both at Stanford and in Fresno. Support is specific to the four components that teachers are assessed on: 1) Content examination, 2) Differentiated instruction by analyzing student work, 3) Teaching practice and environment through video and portfolio work, 4) Data literacy as an effective and reflective practitioner. Two of these components specifically ask teachers to examine their practices with socioeconomically disadvantaged student populations, English Learners, and Foster Youth. National Board Certification has, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#7 - Instructional Supports – Evaluation of student academic achievement at Fresno Unified has indicated the need for additional supports to improve the capacity of teachers to improve instruction. Low income students, foster youth, and English learners are some of the lowest performing student groups in the district. Included in the district's plan for professional development are specific supports for English learners. Instructional supports for teachers have, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#8 - Additional Teachers Above Base Staffing – This action will support the district's disadvantaged students by reducing core class sizes in high schools. This will allow more focus and attention to English learners and other struggling students. This action also allows the district to make early offers to new teachers, thereby ensuring access to the best new teachers. Since implementation, Fresno Unified has been able to fill 99% of positions prior to the start of the school year. Additional teachers above base staffing, in tandem with other investments, supported improve student outcomes in state assessments for English language arts and math.

#9 - Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts – Schools were selected for an additional administrator based on their high counts of disadvantaged students. Data indicates that schools selected for additional administrative positions have improved on state assessments for English language arts and math. In addition, suspensions and expulsions have decreased at these schools.

#10 - African American Academic Acceleration – 97% of Fresno Unified School District's African American students live in low-income households. In addition, the African American student group is one of the lowest performing student groups on state assessments and are disproportionately impacted by suspensions and expulsions. The summer literacy program has shown reading improvement for participating students of 6.3 months. The African

American Academic Acceleration, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts.

#11 - Further Develop Early Childhood Education – Students living in disadvantaged circumstances in the earliest years of development are particularly susceptible to factors which can impede their path to meeting developmental milestones. Screening children early highlights their developmental progress and, in some cases, areas of potential developmental concern, providing windows of opportunity to support children and respond appropriately to any concerns. In the 2019/20 school year, early childhood classroom instructional aide support position hours were increased. This change provided instructional aide support throughout the instructional block and ensured consistency for children. This also led to a reduction of vacancies and mid-year transitions in instructional aide positions by more than 25%, resulting in continuity of care and stability for children throughout the academic year. In measuring the impact of the increased instructional aide support position hours on child outcomes, results indicate that children’s social emotional development continues to progress. The social emotional development of children in our program has progressed at least one developmental level, with over 30% of children progressing two or more developmental levels. Early childhood education, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#12 - Additional Supports for Libraries - In the “School Library Impact Studies” (Gretes,2013) evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading material and technology. Research has shown that increased access to reading material and to technology provides a path toward greater academic achievement. Children who live in poverty typically perform poorly on reading tests because they have very little access to books at home and in their communities. McQuillan (1998) showed that the only behavior measure that correlates significantly with reading scores is the number of books in the home. School libraries can bridge the learning gap between privileged and at-risk unduplicated students by providing equal access and resources for learning. Supports for libraries, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts.

#13 - Equity & Access - Foster youth, English learners, low income students, and all student groups are identified through disaggregated data and supported through all Equity and Access goals (Transparency, Data and Assessment Literacy, and Support for Student Needs). Data retrieved from the four priority areas of focus are disaggregated in the same fashion, provided disproportionality calculations, and are focused on students identified as focus and priority. Equity and Access and Pivot teams partner with all departments and our County Office of Education towards differentiated support for all identified groups. These goals not only support the disaggregated data needs necessary for all departments and district goals in order to best understand the gaps present with some student groups and schools, but also to build muscle to reduce disproportionality and see that reduction through data. The Aligned Assessment System feeds aligned data into Equity and Access databases and visualizations to use with seeking out support for differentiated needs, while the DEI work ensures that there is learning and understanding of ways we can decrease said needs. Supports for Equity and Access, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#14 - GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees - Fresno Unified School District’s low income, foster youth and English Learner student populations have been historically disproportionately underrepresented groups in accelerated programs such as GATE, Advanced Placement, and International Baccalaureate. These investments have led to greater representation of disadvantaged students in GATE, AP and

IB. Supports for GATE, AP, IB and SAT / PSAT fees, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math and better prepare students for post-secondary opportunities.

#15 - Expand Alternative Education - All Alternative Education school site's quality for free and or reduced lunch and the student population needs additional services. Specific focus has been made for English language learners (ELL) to support monthly professional learning for teachers and the expansion of Interact Fellows which support tutorials specific to ELL students. Students at Cambridge, Dewolf and JE Young have reduced chronic absenteeism, and expanded credit recovery results at all three schools (school-specific data available in the action description)

#16 - Maintain Additional Services for Phoenix Community Day School – Phoenix prioritizes needs of foster youth, low-income students, and English Learners by ensuring that disadvantaged students receive additional support to move a minimum of one grade or more during the academic school year. Strategies are specific to English learners, foster youth. Integration of strategies for English language development will be used in all content areas to support progress of EL students. The graduation rate at Phoenix improved from 68.4% in 2018 to 76.7% in 2019, an increase of 9.4%.

#17 - After School Tutoring - For the after-school programs at the elementary level, there is a process that includes lottery selection. Students identified as homeless or foster youth are given priority enrollment into the After-School Programs per California Assembly Bill (AB) 1567. Expansion of tutoring services will ensure priority for all disadvantaged student groups. Supports for tutoring, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#18 - Extended Summer Learning - Specific and targeted intervention is provided for identified low income, English Learner, and/or foster and homeless youth. Students who participate in summer and winter learning sessions received credits necessary for graduation goals. In addition, supports for summer school, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#19 - All teachers are teachers of English Learner (EL) students – All investments in this action are solely designed to benefit English learner students, who may also be low income and foster or homeless youth. In addition, investments for English learners, in tandem with other investments, has supported improve student redesignation rates.

#20 - Expansion of Dual Language Immersion Programs - District data indicates an ongoing and increased need to support ELs (English Learners) to meet timely redesignation targets, and school sites have expressed the necessity of support for teachers to ensure that English Learner students are actively engaged in instruction and continue to grow linguistically and academically. English Learners have greater challenges in accessing the core curriculum due to their limited proficiency in speaking, listening, reading, and writing in English. They perform at a lower level on state and local assessments than several other student groups. On the other hand, there is also district data showing that students in the Dual Language Immersion (DLI) program which has been in implementation for over 20 years continue to outperform students who do not participate in the program. For example, 50.3% of students in grades 3-6 who participate in the DLI program meet or exceed grade level standards in English language arts compared to 37.3% of students in the same grade levels who do not participate in DLI programs. Similarly, 47.8% of students in DLI meet or exceed grade level standards in mathematics compared to 32.0% of students who do not participate in the DLI program.

#27 – High Quality School Site Health Services - Access to health care disproportionately impacts foster youth, English Learners, and low-income students. Community health care facilities across the Fresno Unified School district are not readily available in the poorest neighborhoods. For this reason, health care services provided on school sites have been expanded to ensure that there is access within all neighborhoods at their nearest school. Families who have limited or no transportation often live within walking distance to a school. Otherwise, students are bused to school where access to health care professionals is readily available and the staff is ready to serve. In the two years prior to the pandemic, health office visits increased from 214,785 in 2017-18 to 235,140 in 2018-19 which is a 9% increase resulting in over 20,000 health office visits. In addition, since 2016-17, the chronic absenteeism rate decreased from 17.8% to 17.1% districtwide.

#28 – Mental Health Supports - Students living in disadvantaged circumstances need behavior, social emotional, and academic supports. The additional resources have allowed the district to provide immediate social emotional supports to students and enables staff to build systems of academic and behavioral supports. The effectiveness of additional School Psychologists is measured by many outcomes, but one key focus is the number of students referred for special education assessment and those students found eligible. A desirable trend since the 2017/18 school year as follows: referrals for special education evaluation decreased by 1,933 students, suspension rate improved by 3.5%, chronic absenteeism rate improved by 3%.

#29 - Expanded Transportation Services – Expanded transportation creates opportunities for disadvantaged student populations to engage in learning and experiences outside of the classroom. s has resulted in more engaged student population and improved academic outcomes. Supports for expanded transportation, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

#30 and #31- Upgrading Access to Technology / Annual Refresh – Inadequate access to technology was highlighted as a barrier for disadvantaged students during the COVID 19 pandemic. The experience indicated that low-income students do not consistently have access to reliable technology. Creating this access (through a 1:1 student to device relationship and internet access) will increase access to core curriculum and other educational resources. In addition, software, such as gaggles and Nearpod, have enhanced the educational experience for students by creating more supportive and interactive experiences. Supports for technology, in tandem with other investments, has supported improve student outcomes in state assessments for English language arts and math.

Goal 2 - Actions 32-34 are designed to work in tandem to expand learning opportunities for students in support of Goal 2 which is to expand student centered and real-world learning experiences. In support of Goal 2, the district has achieved improvement in several areas, including A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), all targets for CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

#32 – Linked Learning, ROP and CTE pathway development - The needs of foster youth, English learners and low-income students were considered first is based on research that highlights special populations are often challenged with meaningful and relevant career readiness opportunities. One significant reason students drop out of school is that they lose interest and motivation in education because the curriculum does not seem to have a real world application (Bridgeland, Dillulio & Morison, “The Silent Epidemic: Perspectives of High School Dropouts,” 2006). Academics are often presented in isolation, instead of in a way that shines a spotlight on how the subject is applicable in the context of the real world. Through targeted recruitment, focused and specific marketing materials, and the CTE site supports of Coordinators, Job Developers & Career Centers, an expanded focus for foster youth,

English learners, and low-income students will provide these students with validated high-quality CTE Pathways that will engage them through dual enrollment/college credit, industry certifications and expanded career-focused work-based learning opportunities. Examples of targeted recruitment include CTE's partnering with A4, EL and Project Access to ensure recruitment of students. Supports for pathways, in tandem with other investments, has improved student outcomes for CTE pathway enrollment.

#33 - Kids Invent! - Underrepresented minorities such as African-American, Latinx, and Native-Americans as well as English learners are particularly underrepresented in the fields of science, technology, engineering, and mathematics (STEM). Students who have had opportunities to participate in STEM classes when they are younger are more likely to take continue to participate in STEM classes as they move throughout their educational journey (National Action Council for Minorities in Engineering, 2013). Blacks and Hispanics make up around a quarter of the overall U.S. workforce, but together they account for only 16% of those employed in STEM occupations. Past studies have raised a number of possible reasons for this underrepresentation. Two of these factors are having less access to quality STEM related educational opportunities and that these groups not being encouraged at early age to learn about STEM fields (MacPhee, Farro, and Silvia, 2013). STEM 5 and Kids Invent will help fill the gaps in relation to these two factors. In addition, foster youth typically live in environments where they don't have access to technology or professionals with a STEM background. Many are unaware of the career paths available in the science and technology industry. Foster youth are less likely to perform at grade level in math as compared to their peers. It is critical that districts take steps to close these educational engagement and achievement gaps to help foster students the best options to reach their full potential (Wondra, 2021). Taking steps to ensure all foster and homeless youth have access to programs that introduce them to these career pathway options will help close these equity gaps. Investments for Kids Invent!, in tandem with other investments, has supported progress in A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

34 - Men's and Women's Alliance - Fresno Unified School District has a large percentage of students that are considered low-income. Many students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Men's and Women's Alliance was developed to address the staggering drop-out rate of low income, at promise students within the Fresno Unified School District. The program also targets the students who demonstrate academic, behavioral, and attendance challenges, with a focus on Foster Youth and African American students. According to research, practices and programs that are effective for these populations of students include programs with high expectations, programs with strong administrative supports, programs that provide frequent monitoring of student progress, and programs that are orderly, but not too rigid.(Druian and Butler, 1987). Investments for Kids Invent!, in tandem with other investments, has supported progress in A-G completion 4-year (FUSD met targets for all students, low income students, English learner students, and foster youth), CTE Pathway enrollment (for all students, low income students, English learner students, and foster youth), and reduction of high school dropout rate (all student groups).

Goal 3 - Actions 35-44 are designed to work in tandem to expand student engagement which is in support of Goal 3 which is to increase student engagement in school and community. In support of Goal 3, the district has achieved improvement addressing chronic absenteeism (reduced rates for all students, low income, English learner, and foster youth. Note that this data is for the 2019/20 school year and was pre pandemic. Chronic absenteeism was a district-wide issue during the 2020/21 school year because of distance learning).

#35 – Supports for students in foster care – Students in foster care face challenges within the educational system which create a lack of engagement and adversely impact academic outcomes. In a comparison of suspensions in 2018/19 through Q3 to suspensions in 2019/20 through Q3 for foster and homeless youth district-wide, foster youth suspension incidents decreased by 1.43% and homeless youth suspension incidents decreased by 8.65%.

#36 – Increase School Allocations for Athletics - The needs of foster youth, English learners, and low-income students were considered first in this investment because data indicated that many of low income and foster youth could not be involved in extracurricular activities due to the prohibitive costs. Engagement in athletics helps some students be more engaged in education. Investment in athletics has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#37 – District-funded educational Enrichment Trips - The TK-sixth grade guarantee enrichment trip program was designed to support students who may not have been able to go on field trips in past because the cost was prohibitive and fundraising was a family burden. Fresno Unified has worked to eliminate some of the barriers that have contributed to students not attending an educational enrichment trip. Staff has organized sixth camp every year for the past five years and participation has increased each year:

2016-17: 86.6%

2017-18: 87%

2018-19: 88.2%

The educational enrichment student participation rates for each grade level TK-fifth grade hover between 95% and 98%. The overall student participation rate (TK-6th grade) has increased as well:

2016-17: 89%

2017-18: 96%

2018-19: 97%

#38 – District-funded Arts Collaborative - Participating teachers come from some of Fresno Unified's highest need schools, such as McLane High School, Edison High School, Ericson Elementary, Heaton Elementary, Norseman Elementary, and others. Topics covered in the past four years have included, Foster and Homeless Youth, Sense of Belonging, and Resilience. The approach to these topics have been taught utilizing the Understanding By Design process using texts and poetry that build empathy and understanding with students. This is evidenced in the powerful writing and artwork that students produce for exhibit. This work directly supports students that are experiencing these challenges and builds a support network in their classmates throughout the projects. This semester the current seven galleries have been viewed a total of 1,542 times as of March 17, with an additional 15 galleries to be added. Investment in the arts has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#39 – Increased funding for Music -The expansion to TK-1 Music was targeted to start specifically at the 34 most high need elementary sites based upon the Foster Youth, ELL, and low-income population, based upon state and District data. Multiple studies support the positive impact of Music education for this focus groups. The Effects of Musical Training on Child Development: A randomized trial of El Sistema in Venezuela. Prevention Science. Alemán, X., Duryea, S., Guerra, N.G. et al. (2016). Increasing the school engagement and oral language skills of ELLs through arts integration in the primary grades. Journal of Learning through the Arts, 10(1). Brouillette, L., Childress-Evans, K., Hinga, B. & Farkas, G. (2014). Children who learned to play an

instrument showed stronger language skills than children who took music appreciation courses (Kraus, 2014). Investment in the arts has, in tandem with other district investments, improved chronic absenteeism rates in the district.

#40 – Student Peer Mentor Program - Many of low income students have historically struggled in school and have exhibited irregular attendance, negative behaviors, and school connectedness which affects academic performance and school engagement. Research has shown that Peer Mentoring Programs can be an effective strategy in improving school and peer connectedness, self-esteem and confidence, communication skills, and academic achievement in at-risk student populations (Compass, 2019). Although Peer Mentoring is available for all students, the selection process ensures that the targeted populations have an increase opportunity to participate and to be matched with the appropriate program that can meet the students' needs and provide the best outcomes. The target populations that are provided unique services through Peer Mentoring are English Learners (EL) and foster care students. A total of 427 students participated in Peer Mentoring in 2019-20 where our focus was on sense of belonging and social emotional learning. A hybrid version of the Climate & Culture Survey was administered to Peer Mentoring Students in Fall 2019. In total, 77% of Peer Mentoring students responded favorably that there is an adult in mentoring who cares about them, as compared to 53% of secondary students who responded favorably that there is an adult on campus who cares about them on the Spring 2019 Climate & Culture Survey (+24% for Peer Mentoring). In addition, 88% of Peer Mentoring students responded favorably that mentoring makes them believe they are capable of learning anything, as compared to 66% of secondary students who responded favorably to believing they are capable of learning anything on the Spring 2019 Climate & Culture Survey (+22% for Peer Mentoring).

#41 – Social Emotional Supports -Research indicates that children from lower socioeconomic households and communities often experience a negative impact on academic progress and outcomes that include literacy and attendance rates. Food and financial insecurities, lack of educational and technological resources, and parental engagement in a student's education contribute to poor academic attainment limiting the student to both academic and social emotional success. In addition, research has demonstrated a significant relationship between mental health and academic performance in children and adolescents and how a student's environment and early experiences can affect their educational outcomes. Children who experience poverty, trauma, and stress are more likely to have unfavorable educational outcomes including poor grades, delays in reading, chronic, and grade repetition. Through Q3 of the 2019/20 school year, nearly 4,000 students and families were served by the Child Welfare and Attendance Specialists. Of those students served, 60% of students with a suspension during Fall 2018-19 demonstrated a decrease in suspension incidents for Fall 2019-20, 54% of students with an office discipline referral during Fall 2018-19 demonstrated a decrease in office discipline referrals for Fall 2019-20, and 68% of students working with a Site-Based CWAS who were chronically absent in 2018-2019 had an improvement in attendance rate for Fall 2019-20. During semester 1 of the 2020-21 school year, nearly 2,000 students have been provided support by the CWAS team and 37% have had an increase in their attendance rate.

#42 –School Climate and Culture Expansion - Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student

population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. Reducing disparities in the rates of exclusionary discipline practices, addressing the causes of student misbehavior, and increasing opportunities to pair disciplinary responses with interventions decreases behaviors that lead to suspensions. Of the students who received support in 2019/20, 100% of the students increased the use of a socially appropriate replacement behavior, 100% of students showed a reduction in targeted behavior, 47% of students demonstrated growth in their development of the targeted skill, 58% of the students with an office discipline referral in semester 1 demonstrated a decrease and 46% of students with a suspension in semester 1 demonstrated a decrease.

#43 - Restorative Practices (RP) / Relationship Centered Schools - Fresno Unified School District's low-socioeconomic population is a low-performing student group on state and local assessments. For lower income children, a "readiness gap" fuels much of what has become known as the achievement gap. Readiness includes being in good health, having family support, feeling safe, having age-appropriate social emotional, and linguistic skills, the motivation to learn, physical and emotional well-being, and school connectedness. Without these skills and conditions, students have difficulty engaging in learning and are more likely to be suspended and chronically absent, resulting in the loss of access to academic instruction. Additionally, low-socioeconomic student population, African American students, students with disabilities and foster and homeless students are more likely to experience exclusionary discipline practices such as suspensions or being removed from class which can be detrimental to student learning and their perception of school. In the 2019/20 school year, RP Counselors provided 2,516 services to students and 2,457 services to staff including coaching, implementation support and virtual classroom-based supports. They conducted 850 restorative conferences/repair circles and 185 Re-entry Circles (post-suspension). In a comparison of the 2018/19 school year through quarter 3 to the 2019/20 school year, sites supported by an RP counselor experienced the following decreases in suspensions: 71% of elementary sites decreased annual suspension incidents and 83% of secondary sites decreased annual suspension incidents.

Goal 5 - Actions 46-47 are designed to work in tandem to expand investments for families which is in support of Goal 5 which is to increase inclusive opportunities for families to engage in their students' education. In support of Goal 5, the district has improved positive responses to the parent survey "School staff treats me with respect", and "school staff welcomes my suggestions".

#46 - Parent Engagement Investments - Non-English-speaking families and families living in poverty do not always feel comfortable accessing the educational system and resources available to support their child's learning experience. By providing inclusive family learning opportunities in home languages, families will learn how to navigate our district's resources partners in the education of their children. Investments in parent engagement has, in tandem with other district investments, improved parent's feelings that "School staff treats me with respect", and "school staff welcomes my suggestions".

#47 – Expanded Student, Parent and Community Communication - Parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades and achievement test scores (Deslandes, Royer, Potvin, & Leclerc, 1999) Parent involvement has also been associated with other indicators of school success, including lower rates of retention in grades, lower dropout rates, higher on-time high school graduation rates, and higher rates of participation in advanced courses (Barnard, 2004). Investments in expanded student,

parent and community communication has, in tandem with other district investments, improved parent’s feelings that “School staff treats me with respect”, and “school staff welcomes my suggestions”.

Goal 6 - Actions 48-49 are designed to work in tandem to expand investments for students. All district metrics are impacted by these investments district or school and progress in key metrics is an indication of effectiveness. School sites conduct micro-analysis of data specific to their school sites to determine needs, create strategies, implement and evaluate.

#48 –School Site Allocations to be Prioritized by each School's Site Council - The unduplicated student population student groups are often some of the lowest performing groups in the data reflected in the California Dashboard, required LCAP metrics and, local LEA metrics. To combat this, and allow schools the opportunity to define and resolve needs unique to their school environment and population, each school site receives an allocation based on the school’s enrollment of low income, English learner, and foster youth. Each school is required to evaluate LCAP data points as related to low income, English learner and foster youth, to assure plans focus on addressing the needs of unduplicated students. Site personnel work with School Site Councils to inform stakeholders of goals and targets, and incorporate data and leadership feedback to appropriately revise plans, with the focus on LCAP goals and expected outcomes for unique student groups. Each School Site Plan (Single Plan for Student Achievement-SPSA) specifies how LCFF funding addresses identified needs and meets LCAP district and site goals.

#49 –Supplemental Student Supports – Supplemental student supports include additional early childhood classroom aides, instructional coaches, intervention teachers, school counselors and lead teachers. Each of these positions is intended to provide direct supports to students with a focus on English learners and foster youth. District data and metric progress indicates that actions are proving effective and contribute to general metric progress.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions described in the LCAP, and identified as contributing to increased or improved services, will benefit foster youth, English learners and low-income students by adding staff and services focused on these specific groups. With that said, 2021/22 will be a unique year. Fresno Unified School District will receive an unprecedented amount of one-time learning recovery funding from State and Federal sources. This is funding beyond the supplemental and concentration funding detailed in the LCAP. These funds, totaling \$97.9 million dollars for the 2021/22 school year include several investments intended to principally support English learners, foster youth and students living in poverty and are added onto the LCAP as action #54 but are not indicated as contributing actions. While not required to be included in the LCAP according to statute, Fresno Unified has long maintained the importance of including the entire general fund in the LCAP to enable the Fresno community to have a narrative and view of the entire budget. New and supplemental investments included in this one-time funding are outlined below. Services that will principally benefit Fresno Unified School District’s disadvantaged student groups (but not funded from Supplemental and Concentration funds), including English learners, foster youth and students living in poverty (and others) are indicated with an *.

- Additional Instructional Time (All grade levels)*
- Expanded Summer & Winter Learning (including Alternative & Special Education)*

- Expanded After School Programs*
- Middle School & High School Enrichment Opportunities*
- Math & Literacy Class Size Supports*
- Credit Recovery*
- School Site Support (to be planned through the SPSA)*
- Student Group Support (African American, English Learners, Early Learning)*
- Two Day Voluntary Professional Learning Summit*
- Curriculum & Instruction Supports
- Teacher Development Supports*
- Three Additional Planning & Student Engagement Days*
- Library Services (student books)*
- Health Services Support*
- Social-Emotional / Mental Health Supports*
- Classroom Ventilation Upgrades
- Classroom Telecom Upgrades
- Student Desk Replacements

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[Increased or Improved Services for Foster Youth, English learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English learners: School districts, COEs, and charter schools that have a numerically significant English learner student group must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student group are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of stakeholders to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

- As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective**

use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 782,629,241	\$ 188,830,297	\$ 18,328,074	\$ 213,936,079	1,203,723,691	\$ 973,537,362	\$ 230,186,329

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Designated School Investment	All	\$ 19,853,885				\$ 19,853,885
1	2	Early Interventions	PreK-6	\$ 3,061,849				\$ 3,061,849
1	3	Additional Teacher Supply Funds	All	\$ 1,310,104				\$ 1,310,104
1	4	Middle & High School Redesign	All	\$ 12,930,751				\$ 12,930,751
1	5	Eliminate Elementary Combination Classes	All	\$ 4,257,209				\$ 4,257,209
1	6	National Board Certification	All	\$ 73,978				\$ 73,978
1	7A	Instructional Supports	All	\$ 720,053				\$ 720,053
1	7B	Instructional Supports	All				\$ 412,170	\$ 412,170
1	8	Additional Teachers Above Base Staffing	All	\$ 14,856,472				\$ 14,856,472
1	9	Additional School Site Administration for Ele	All	\$ 2,238,699				\$ 2,238,699
1	10	African American Academic Acceleration	African American	\$ 3,476,754				\$ 3,476,754
1	11A	Early Childhood Education Developmental S	All	\$ 13,333,702				\$ 13,333,702
1	11B	Early Childhood Education Developmental S	All				\$ 3,347,042	\$ 3,347,042
1	12	Additional Supports for Libraries	All	\$ 535,000				\$ 535,000
1	13	Equity & Access	All	\$ 2,406,664				\$ 2,406,664
1	14A	GATE / Advanced Placement (AP) / Internat	All	\$ 2,254,364				\$ 2,254,364
1	14B	GATE / Advanced Placement (AP) / Internat	All					\$ -
1	15	Expand Alternative Education	All	\$ 2,132,190				\$ 2,132,190
1	16	Maintain Additional Services for Phoenix Co	All	\$ 4,733,527				\$ 4,733,527
1	17A	After School Tutoring	All	\$ 550,743				\$ 550,743
1	17B	After School Tutoring	All		\$ 4,472,229		\$ 1,075,000	\$ 5,547,229
1	18A	Extended Summer Learning	All	\$ 4,560,444				\$ 4,560,444
1	18B	Extended Summer Learning	All				\$ 705,629	\$ 705,629
1	19A	All teachers are teachers of English Learner	English Learners	\$ 10,806,554				\$ 10,806,554
1	19B	All teachers are teachers of English Learner	English Learners				\$ 4,309,179	\$ 4,309,179
1	20	Expansion of Dual Language Immersion Pro	All	\$ 1,997,465				\$ 1,997,465
1	21	Base: Instruction	All	\$ 313,673,050	\$ 13,905,651	\$ 2,857,998	\$ 63,801,000	\$ 394,237,699
1	22	Base: Special Education	All	\$ 85,414,291	\$ 57,874,400	\$ 2,727,831	\$ 17,346,311	\$ 163,362,833
1	23	Base: Professional Learning	All	\$ 4,262,459	\$ 421,526	\$ 100,000	\$ 41,944,444	\$ 46,728,429
1	24	Base: Technology Access and Support	All	\$ 15,148,898		\$ 2,148,267		\$ 17,297,165
1	25	Base: Early Learning	All			\$ 520,000		\$ 520,000
1	26	Base: Equity & Access	All	\$ 1,931,338	\$ 100,000		\$ 1,112,733	\$ 3,144,071
1	27A	High Quality School Site Health Services	All	\$ 7,959,860				\$ 7,959,860
1	27B	High Quality School Site Health Services	All	\$ 1,513,855		\$ 1,587,250		\$ 3,101,105
1	28	Mental Health Support	All	\$ 1,052,962				\$ 1,052,962
1	29A	Expanded Transportation Services	All	\$ 229,375				\$ 229,375
1	29B	Expanded Transportation Services	All				\$ 1,750,000	\$ 1,750,000
1	30	Upgrading Access to Technology	All	\$ 1,064,353				\$ 1,064,353
1	31A	Student Technology Access and Annual Ref	All	\$ 6,655,579				\$ 6,655,579
1	31B	Student Technology Access and Annual Ref	All					\$ -
2	32A	Linked Learning, ROP, and CTE Pathway D	All	\$ 13,029,752				\$ 13,029,752
2	32B	Linked Learning, ROP, and CTE Pathway D	All		\$ 6,367,609		\$ 1,084,387	\$ 7,451,996
2	33	Kids Invent!	All	\$ 1,416,905				\$ 1,416,905
2	34A	Men's and Women's Alliance	All	\$ 1,237,155				\$ 1,237,155
2	34B	Men's and Women's Alliance	All				\$ 390,751	\$ 390,751
3	35A	Supports for Students in Foster Care	Foster Youth	\$ 1,960,594				\$ 1,960,594
3	35B	Supports for Students in Foster Care	Foster Youth				\$ 694,564	\$ 694,564
3	36A	Increase School Allocations for Athletics	All	\$ 13,776,306				\$ 13,776,306
3	36B	Increase School Allocations for Athletics	All					\$ -
3	37	District-Funded Educational Enrichment Trip	All	\$ 4,449,537				\$ 4,449,537
3	38	District Arts Collaborative Project	All	\$ 99,866				\$ 99,866
3	39	Increased Funding for Music	All	\$ 1,420,297				\$ 1,420,297
3	40	Student Peer Mentor Program	All	\$ 448,128				\$ 448,128
3	41	Social Emotional Supports	All	\$ 3,038,061				\$ 3,038,061
3	42	School Climate and Culture Expansion	All	\$ 9,451,317				\$ 9,451,317
3	43A	Restorative Practices / Relationship Center	All	\$ 671,419				\$ 671,419
3	43B	Restorative Practices / Relationship Center	All				\$ 2,929,194	\$ 2,929,194
3	44	Base: Department of Prevention and Interv	All	\$ 5,081,690	\$ 812,574		\$ 1,969,499	\$ 7,863,763
4	45	Base: Recruitment, Selection and Retention	All	\$ 5,347,920		\$ 110,510	\$ 141,369	\$ 5,599,799
5	46A	Parent Engagement Investments	All	\$ 1,985,454				\$ 1,985,454
5	46B	Parent Engagement Investments	All				\$ 1,624,162	\$ 1,624,162
5	47	Expanded Student, Parent and Community (All	\$ 215,831				\$ 215,831
6	48A	School Site Allocations to be Prioritized by e	All	\$ 19,052,045				\$ 19,052,045
6	48B	School Site Allocations to be Prioritized by e	All				\$ 10,048,004	\$ 10,048,004
6	49A	Supplemental Student Supports	All	\$ 10,988,718				\$ 10,988,718
6	49B	Supplemental Student Supports	All				\$ 18,350,782	\$ 18,350,782
6	50	Base: Central Office Administration	All	\$ 5,203,451		\$ 93,449		\$ 5,296,900
6	51	Base: Administrative Services	All	\$ 3,793,756	\$ 2,779,509	\$ 4,753,923	\$ 1,147,597	\$ 12,474,785
6	52	Base: Operational Services	All	\$ 150,891,711	\$ 1,612,924	\$ 3,428,846		\$ 155,933,481
6	53	Base: Other Expenses	All	\$ (15,927,099)	\$ 42,330,896			\$ 26,403,797
6	54	One-time Recovery Resources	All		\$ 58,152,979		\$ 39,752,262	\$ 97,905,241

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 206,293,921	\$ 206,293,921
LEA-wide Total:	\$ 206,293,921	\$ 206,293,921
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Designated School Investment	LEA-wide	All	All Schools	\$ 19,853,885	\$ 19,853,885
1	2	Early Interventions	LEA-wide	All	PreK-6	\$ 3,061,849	\$ 3,061,849
1	3	Additional Teacher Supply Funds	LEA-wide	All	All Schools	\$ 1,310,104	\$ 1,310,104
1	4	Middle & High School Redesign	LEA-wide	All	7th-12th	\$ 12,930,751	\$ 12,930,751
1	5	Eliminate Elementary Combination Classes	LEA-wide	All	TK-6th	\$ 4,257,209	\$ 4,257,209
1	6	National Board Certification	LEA-wide	All	All Schools	\$ 73,978	\$ 73,978
1	7A	Instructional Supports	LEA-wide	All	All Schools	\$ 720,053	\$ 720,053
1	8	Additional Teachers Above Base Staffing	LEA-wide	All	All Schools	\$ 14,856,472	\$ 14,856,472
1	9	Additional School Site Administration for Ele	LEA-wide	All	All Schools	\$ 2,238,699	\$ 2,238,699
1	10	African American Academic Acceleration	LEA-wide	All	All Schools	\$ 3,476,754	\$ 3,476,754
1	11A	Early Childhood Education Developmental S	LEA-wide	All	All Schools	\$ 13,333,702	\$ 13,333,702
1	12	Additional Supports for Libraries	LEA-wide	All	All Schools	\$ 535,000	\$ 535,000
1	13	Equity & Access	LEA-wide	All	All Schools	\$ 2,406,664	\$ 2,406,664
1	14A	GATE / Advanced Placement (AP) / Interna	LEA-wide	All	All Schools	\$ 2,254,364	\$ 2,254,364
1	15	Expand Alternative Education	LEA-wide	All	High Schools	\$ 2,132,190	\$ 2,132,190
1	16	Maintain Additional Services for Phoenix Co	LEA-wide	All	7th-12th	\$ 4,733,527	\$ 4,733,527
1	17A	After School Tutoring	LEA-wide	All	All Schools	\$ 550,743	\$ 550,743
1	18A	Extended Summer Learning	LEA-wide	All	All Schools	\$ 4,560,444	\$ 4,560,444
1	19A	All teachers are teachers of English Learner	LEA-wide	All	All Schools	\$ 10,806,554	\$ 10,806,554
1	20	Expansion of Dual Language Immersion Pro	LEA-wide	All	All Schools	\$ 1,997,465	\$ 1,997,465
1	27A	High Quality School Site Health Services	LEA-wide	All	All Schools	\$ 7,959,860	\$ 7,959,860
1	28	Mental Health Support	LEA-wide	All	All Schools	\$ 1,052,962	\$ 1,052,962
1	29A	Expanded Transportation Services	LEA-wide	All	All Schools	\$ 229,375	\$ 229,375
1	30	Upgrading Access to Technology	LEA-wide	All	All Schools	\$ 1,064,353	\$ 1,064,353
1	31A	Student Technology Access and Annual Re	LEA-wide	All	All Schools	\$ 6,655,579	\$ 6,655,579
2	32A	Linked Learning, ROP, and CTE Pathway D	LEA-wide	All	All Schools	\$ 13,029,752	\$ 13,029,752
2	33	Kids Invent!	LEA-wide	All	5th-6th	\$ 1,416,905	\$ 1,416,905
2	34A	Men's and Women's Alliance	LEA-wide	All	7th-12th	\$ 1,237,155	\$ 1,237,155
3	35A	Supports for Students in Foster Care	LEA-wide	All	All Schools	\$ 1,960,594	\$ 1,960,594
3	36A	Increase School Allocations for Athletics	LEA-wide	All	All Schools	\$ 13,776,306	\$ 13,776,306
3	37	District-Funded Educational Enrichment Tri	LEA-wide	All	TK-6th	\$ 4,449,537	\$ 4,449,537
3	38	District Arts Collaborative Project	LEA-wide	All	All Schools	\$ 99,866	\$ 99,866
3	39	Increased Funding for Music	LEA-wide	All	TK-6th	\$ 1,420,297	\$ 1,420,297
3	40	Student Peer Mentor Program	LEA-wide	All	All Schools	\$ 448,128	\$ 448,128
3	41	Social Emotional Supports	LEA-wide	All	All Schools	\$ 3,038,061	\$ 3,038,061
3	42	School Climate and Culture Expansion	LEA-wide	All	All Schools	\$ 9,451,317	\$ 9,451,317
3	43A	Restorative Practices / Relationship Center	LEA-wide	All	All Schools	\$ 671,419	\$ 671,419
5	46A	Parent Engagement Investments	LEA-wide	All	All Schools	\$ 1,985,454	\$ 1,985,454
5	47	Expanded Student, Parent and Community	LEA-wide	All	All Schools	\$ 215,831	\$ 215,831
6	48A	School Site Allocations to be Prioritized by each School's Site Council	LEA-wide	All	All Schools	\$ 19,052,045.00	\$ 19,052,045
6	49A	Supplemental Student Supports	LEA-wide	All	All Schools	\$ 10,988,718.00	\$ 10,988,718

Annual Update Table Year 1

				Totals:	Planned Expenditure Total	Estimated Actual Total
				Totals:	\$ 1,203,723,691	\$ -
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures	
1	1	Designated School Investment	Yes	\$ 19,853,885		
1	2	Early Interventions	Yes	\$ 3,061,849		
1	3	Additional Teacher Supply Funds	Yes	\$ 1,310,104		
1	4	Middle & High School Redesign	Yes	\$ 12,930,751		
1	5	Eliminate Elementary Combination Classes	Yes	\$ 4,257,209		
1	6	National Board Certification	Yes	\$ 73,978		
1	7A	Instructional Supports	Yes	\$ 720,053		
1	7B	Instructional Supports	No	\$ 412,170		
1	8	Additional Teachers Above Base Staffing	Yes	\$ 14,856,472		
1	9	Additional School Site Administration for Element	Yes	\$ 2,238,699		
1	10	African American Academic Acceleration	Yes	\$ 3,476,754		
1	11A	Early Childhood Education Developmental Scre	Yes	\$ 13,333,702		
1	11B	Early Childhood Education Developmental Scre	No	\$ 3,347,042		
1	12	Additional Supports for Libraries	Yes	\$ 535,000		
1	13	Equity & Access	Yes	\$ 2,406,664		
1	14A	GATE / Advanced Placement (AP) / Internationa	Yes	\$ 2,254,364		
1	14B	GATE / Advanced Placement (AP) / Internationa	No	\$ -		
1	15	Expand Alternative Education	Yes	\$ 2,132,190		
1	16	Maintain Additional Services for Phoenix Comm	Yes	\$ 4,733,527		
1	17A	After School Tutoring	Yes	\$ 550,743		
1	17B	After School Tutoring	No	\$ 5,547,229		
1	18A	Extended Summer Learning	Yes	\$ 4,560,444		
1	18B	Extended Summer Learning	No	\$ 705,629		
1	19A	All teachers are teachers of English Learner (EL	Yes	\$ 10,806,554		
1	19B	All teachers are teachers of English Learner (EL	No	\$ 4,309,179		
1	20	Expansion of Dual Language Immersion Progra	Yes	\$ 1,997,465		
1	21	Base: Instruction	No	\$ 394,237,699		
1	22	Base: Special Education	No	\$ 163,362,833		
1	23	Base: Professional Learning	No	\$ 46,728,429		
1	24	Base: Technology Access and Support	No	\$ 17,297,165		
1	25	Base: Early Learning	No	\$ 520,000		
1	26	Base: Equity & Access	No	\$ 3,144,071		
1	27A	High Quality School Site Health Services	Yes	\$ 7,959,860		
1	27B	High Quality School Site Health Services	No	\$ 3,101,105		
1	28	Mental Health Support	Yes	\$ 1,052,962		
1	29A	Expanded Transportation Services	Yes	\$ 229,375		
1	29B	Expanded Transportation Services	No	\$ 1,750,000		
1	30	Upgrading Access to Technology	Yes	\$ 1,064,353		
1	31A	Student Technology Access and Annual Refres	Yes	\$ 6,655,579		
1	31B	Student Technology Access and Annual Refres	No	\$ -		
2	32A	Linked Learning, ROP, and CTE Pathway Deve	Yes	\$ 13,029,752		
2	32B	Linked Learning, ROP, and CTE Pathway Deve	No	\$ 7,451,996		
2	33	Kids Invent!	Yes	\$ 1,416,905		
2	34A	Men's and Women's Alliance	Yes	\$ 1,237,155		
2	34B	Men's and Women's Alliance	No	\$ 390,751		
3	35A	Supports for Students in Foster Care	Yes	\$ 1,960,594		
3	35B	Supports for Students in Foster Care	No	\$ 694,564		
3	36A	Increase School Allocations for Athletics	Yes	\$ 13,776,306		
3	36B	Increase School Allocations for Athletics	No	\$ -		
3	37	District-Funded Educational Enrichment Trips	Yes	\$ 4,449,537		
3	38	District Arts Collaborative Project	Yes	\$ 99,866		
3	39	Increased Funding for Music	Yes	\$ 1,420,297		
3	40	Student Peer Mentor Program	Yes	\$ 448,128		
3	41	Social Emotional Supports	Yes	\$ 3,038,061		
3	42	School Climate and Culture Expansion	Yes	\$ 9,451,317		
3	43A	Restorative Practices / Relationship Centered S	Yes	\$ 671,419		
3	43B	Restorative Practices / Relationship Centered S	No	\$ 2,929,194		
3	44	Base: Department of Prevention and Interventio	No	\$ 7,863,763		
4	45	Base: Recruitment, Selection and Retention of f	No	\$ 5,599,799		
5	46A	Parent Engagement Investments	Yes	\$ 1,985,454		
5	46B	Parent Engagement Investments	No	\$ 1,624,162		
5	47	Expanded Student, Parent and Community Con	Yes	\$ 215,831		
6	48A	School Site Allocations to be Prioritized by each	Yes	\$ 19,052,045		
6	48B	School Site Allocations to be Prioritized by each	No	\$ 10,048,004		
6	49A	Supplemental Student Supports	Yes	\$ 10,988,718		
6	49B	Supplemental Student Supports	No	\$ 18,350,782		
6	50	Base: Central Office Administration	No	\$ 5,296,900		
6	51	Base: Administrative Services	No	\$ 12,474,785		
6	52	Base: Operational Services	No	\$ 155,933,481		
6	53	Base: Other Expenses	No	\$ 26,403,797		
6	54	One-time Recovery Resources	No	\$ 97,905,241		

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM B-31

AGENDA SECTION: B

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Hold Public Hearing, Present and Discuss Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account

ITEM DESCRIPTION: Staff will present, a public hearing will be held, and the Board of Education will discuss Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account. The Proposed Budget includes the multi-year projected budget for the Unrestricted General Fund. The agenda item will describe factors addressed in the 2021/22 Proposed Budget and issues affecting the multi-year projections for 2022/23 and 2023/24.

As required by Education Code 42127, a public hearing will be conducted to provide an opportunity for discussion of the Fresno Unified School District's 2021/22 Proposed Budget and the proposed expenditures for the Education Protection Account.

Detailed information for the Proposed Budget and the multi-year projections will be provided to the Board of Education and will be posted on the district's website.

The 2021/22 final Proposed Budget is scheduled for discussion and adoption at the June 16, 2021 Board meeting.

FINANCIAL SUMMARY: As noted in the support material.

PREPARED BY: Kim Kelstrom
Executive Officer

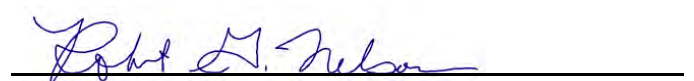


DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:





Agenda Item B-31

Public Hearing 2021/22 Proposed Budget Education Protection Account

**Board of Education
June 02, 2021**



Overview

- Budget Development Timeline
- 2021/22 Strategic Budget Development
- Budget Recommendations
- Education Protection Account
- Multi-year Summary
- Conclusion

Integrated District Budget Development

LCAP / Strategic Plan

- › Stakeholder Engagement
- › Goals
- › Plan Actions
- › Metrics
- › Leverage Resources
- › Focus: General Fund

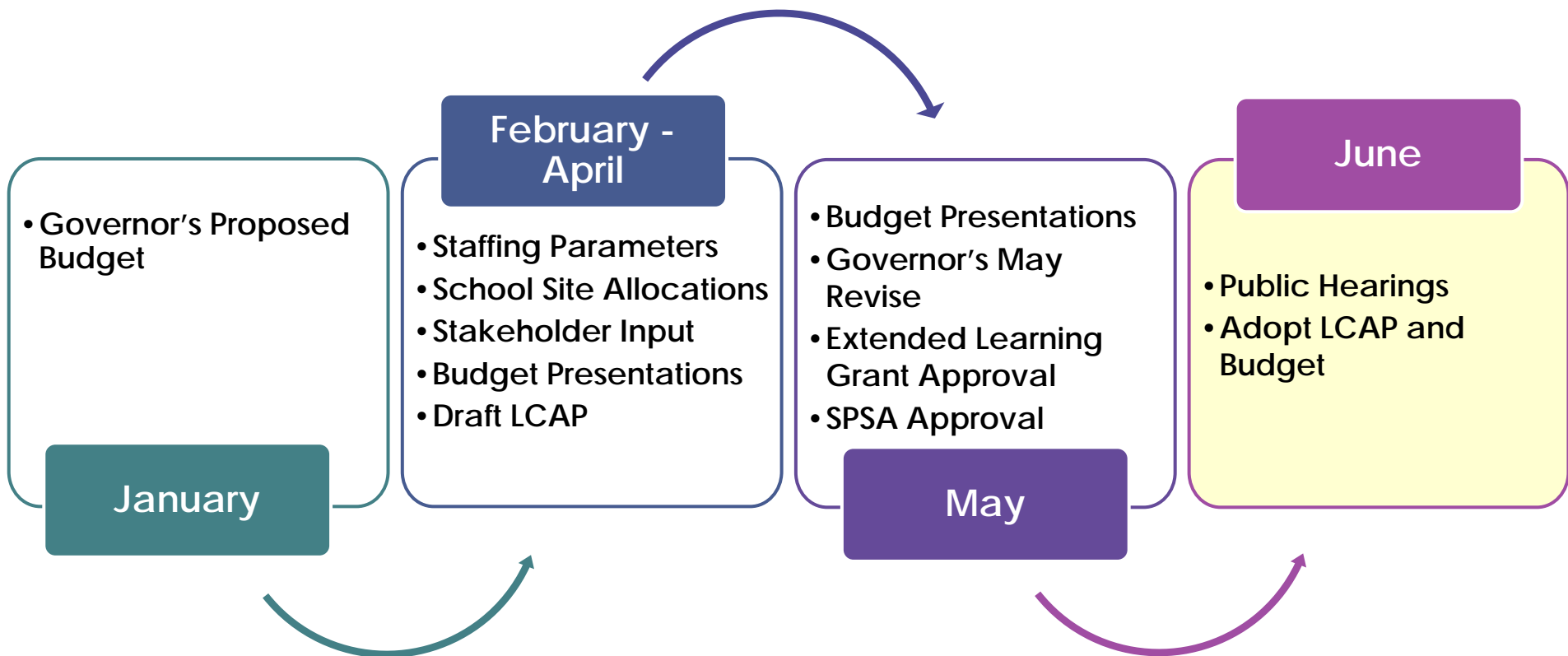


Budget

- › Collaborative Planning
- › Accounting Format
- › Detailed Financial Statements
- › Economic Forecast
- › Focus: All Funds

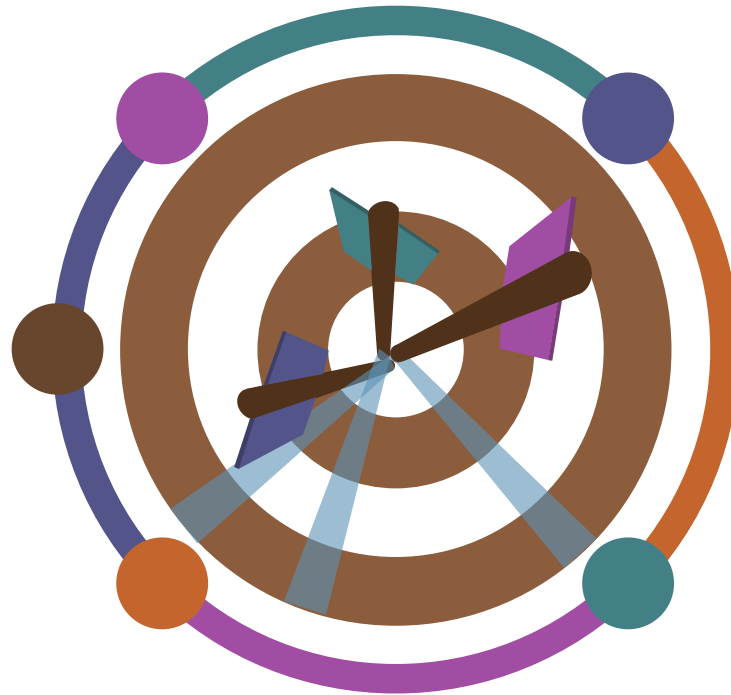


Budget Development Timeline



Guiding Strategic Budget Development Principles

- Extensive Student Programs
- Competitive Employee Compensation
- Prudent Fiscal Responsibility



- Addressing Unfinished Learning
- Response to impacts of pandemic



Safe & Supportive Schools

Additional Staffing – \$2.1 million

- ❑ **Child Welfare & Attendance Specialists – (4.5 FTE)** – *Provide Social Emotional Intervention: Middle School*
- ❑ **Restorative Practices Counselors – (2.5 FTE)** – *Provide Restorative Conferencing, Suspension Reentry Meetings and Conflict Resolution: High School*
- ❑ **Manager III & Office Assistant – (2.0 FTE)** – *Program Development, Oversight and Professional Learning: MS & HS Restorative Practices and Discipline*
- ❑ **Campus Safety Assistants – (16 FTE)** – *Support Physical Safety on Campus: Middle School*

Targeted Professional Learning – \$303,000

- ❑ **Restorative School Leadership & Restorative Discipline** – *All School Leadership Teams + initial cohort of teachers : 7 High Schools 2 Middle Schools*
- ❑ **Discipline Guidelines & Interventions** – *All Middle School Admin Teams (several began pre-pandemic)*
- ❑ **Increase professional consultant** – *Support for job embedded cycles of coaching*

School Climate Improvement – \$278,000

- ❑ **Site-based Climate Culture Team members** – *Additional compensation*

Augmentation \$2.7 million (one-time)



Teacher Artist Residency

- All fourth through sixth grade classes (approximately 17,000 students)
- All elementary schools will select from professional teaching artists from various art domains
- Each residency includes three components:
 - 1) Planning/Orientation Meeting
 - 2) Residency Sessions
 - 3) Follow-up Professional Development
- Focus5, Inc. – A national leader in arts integration and teaching artist trainers



Augmentation \$660,000 (one-time)



Budget Recommendations

Board Meeting Date	Department	One-Time Recovery	One-Time Recovery FTE	One-Time	Ongoing	FTE
02/03/2021	School Site Allocations	\$2,000,000	--	--	\$1,300,000	--
02/17/2021	Parent University	\$60,000	--	--	--	--
03/10/2021	African American Academic Acceleration	\$415,000	1.0	--	\$113,000	1.0
03/10/2021	Health Services	\$1,800,000	--	--	\$185,000	4.0 ^(A)
03/10/2021	Department of Prevention and Intervention	\$3,080,000 ^(B)	25.0	--	\$378,000	2.0
03/17/2021	Career Technical Education	--	--	--	\$98,000	3.7
03/17/2021	College & Career Readiness	\$200,000	--	--	\$829,000	5.5
03/17/2021	Summer School	\$7,205,000	1.0	--	--	--

^(A) Already contemplated in the multi-year projections per the collective bargaining agreement

^(B) Subsequently, includes Safe and Supportive Schools proposal of \$1.5 million



Budget Recommendations

Board Meeting Date	Department	One-Time Recovery	One-Time Recovery FTE	One-Time	Ongoing	FTE
03/17/2021	Early Learning	\$2,034,000	--	--	--	(0.1)
03/17/2021	Equity & Access	--	--	\$20,000	\$513,000	1.0
04/07/2021	Special Education	\$1,740,000	--	--	\$1,402,000	27.0 ^(A)
04/07/2021	Psychological & Guidance	--	--	--	\$960,000	5.0
04/07/2021	English Learner Services	\$766,000	--	--	\$55,000	0.6
04/07/2021	Alternative Education	\$360,000	--	--	\$649,000 ^(B)	5.0 ^(B)
04/21/2021	Curriculum and Instruction	\$4,453,000	--	--	--	--
04/21/2021	Advanced Coursework	--	--	--	\$172,000	1.0
04/21/2021	Library Services	\$1,315,000	--	--	--	--

^(A) Phase III grade span already contemplated in the multi-year projections

^(B) Subsequently added 1.0 FTE Assistant Superintendent

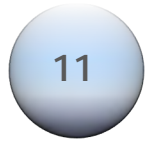
Budget Recommendations

Board Meeting Date	Department	One-Time Recovery	One-Time Recovery FTE	One-Time	Ongoing	FTE
04/21/2021	Teacher Development	\$3,812,000	2.0	--	--	6.0
04/21/2021	Visual and Performing Arts	\$810,000 ^(A)	--	--	\$165,000	--
04/21/2021	Information Technology	\$1,500,000	--	\$150,000	\$1,439,000	--
05/05/2021	After School Programs	\$7,090,000	88.00	--	--	--
05/05/2021	Plant Operations	--	--	\$275,000	\$260,000	3.0
05/05/2021	Plant Maintenance	\$12,000,000	--	--	--	2.0 ^(B)
05/05/2021	Purchasing, Warehouse, Graphics & Mailroom	\$3,000,000	--	--	--	--
05/05/2021	Safety	--	--	--	\$35,000 ^(C)	--
05/05/2021	Nutrition Services	--	--	--	\$406,000	--

^(A) Subsequently added support for 4-6th grade Teacher Art Residency of \$660,000

^(B) Already contemplated in the multi-year projections

^(C) Subsequently reduced for School Neighborhood Resource Officer's annual contract of \$1.2 million offset with 16.0 FTE Campus Safety Assistants of \$1.1 million



Budget Recommendations

Board Meeting Date	Department	One-Time Recovery	One-Time Recovery FTE	One-Time	Ongoing	FTE
05/05/2021	Additional Instructional Time	\$12,100,000	--	--	--	--
05/05/2021	Middle School & High Enrichment Opportunities	\$3,800,000	--	--	--	--
05/05/2021	Math and Literacy Class Size Supports	\$7,300,000	80.00	--	--	--
05/05/2021	Three Additional Planning & Engagement Days	\$9,600,000	--	--	--	--
05/05/21	Credit Recovery	\$2,100,000	22.5			
	TOTAL	\$88,540,000	219.50	\$445,000	\$8,959,000	66.70

Key aspects of one-time resource planning:

- ❑ Commitment to guiding principles
 - ❑ Expanding learning opportunities
 - ❑ Response to impacts of the pandemic
- ❑ Multi-year scenario planning/one-time resources
- ❑ Evaluating options for sustainability

One-Time Recovery Funds:

- ❑ State AB86 - \$79.6 million, August 2022
- ❑ ESSER I - \$43.9 million, September 2022
- ❑ ESSER II - \$173.2 million, September 2023
- ❑ ESSER III - \$387.8 million, September 2024

Strategic planning of one-time resources



- Leverage opportunities to increase instructional access and interventions (including social emotional)
- Reimagining facility/technology use
- Redefining health and safety expectations

13 2021/22 One-time Resource Planning

Category	Item Description	Amount (in millions)	FTE
Expanded Learning Opportunities	Additional Instructional Time (all grade levels) ●	Up to \$12.1	-
	Expanded Summer & Winter Learning (including Alternative & Special Education)	\$9.3	1.0
	Expanded After School Programs	\$7.1	88.0
	Middle School & High School Enrichment Opportunities	\$3.8	-
Targeted Student Supports	Math & Literacy Class Size Supports ●	\$7.3	80.0
	Credit Recovery	\$2.1	22.5
	School Site Support (to be planned through the SPSA)	\$2.0	-
	Student Group Support (African American, English Learners, Early Learners)	\$3.3	1.0
Training & Resource Supports	Two Day Voluntary Professional Learning Summit	\$1.5	-
	Curriculum & Instruction Supports	\$3.0	-
	Teacher Development Supports	\$3.8	2.0
	Three Additional Planning & Student Engagement Days ●	\$9.6	-
	Student supports, (student books, employability, skills contract, Art Residency)	\$2.3	-
Health, Social-Emotional & Mental Health Supports	Health Services Support	\$1.8	
	Social-Emotional / Mental Health Supports	\$3.1	25.0
Facility & Technology Enhancements	Classroom Ventilation Upgrades	\$12.0	-
	Classroom Telecom Upgrades	\$1.5	-
	Student Desk Replacements	\$3.0	-
TOTAL	● = Collective bargaining required	\$88.6	219.5

Education Protection Account

- Proposition 30 temporary tax increase
 - ▣ Sales tax increase for 2013 – 2016
 - ▣ Personal income tax for 2012 – 2018
- Proposition 55 extends personal income tax through 2030
- Tax revenues received are placed into the Education Protection Account
- Proposition 30 and Proposition 55 include several accountability measures:
 - ▣ Governing board at a public hearing approves a spending plan
 - ▣ Funds cannot be used on administrative costs
 - ▣ Website publishing required
 - ▣ Annual financial audit
- Revenue – \$67,372,288
- Usage: All funds will be used for teacher salary/benefit costs

Multi-Year Summary: 2020/21 through 2023/24

Unrestricted General Fund

	<u>Estimated</u> <u>2020/21</u>	<u>Budget</u> <u>2021/22</u>	<u>Projected</u> <u>2022/23</u>	<u>Projected</u> <u>2023/24</u>
Net Unrestricted General Fund Balance:	\$100.59	\$98.93	\$98.74	\$97.88
Reserve level	9.20%	8.22%	7.37%	7.53%

State Minimum Reserve for Economic Uncertainties is 2%
Board Policy 3100 – Reserve of 5% to 10% in stable times

Commitments	2021/22
Future Textbook Adoption	\$25.9 million
Pandemic Recovery	\$61.2 million



Conclusion

- Resources prioritized to nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment
- Continuing our balanced, phased-in approach to maintain financial stability

Conduct Public Hearing

A positive certification reflects that the district will have a positive General Fund balance and a positive cash balance for the current and two subsequent years. The following chart shows the multi-year projected budget for the Unrestricted General Fund. A description of the assumptions for the 2021/22 Proposed Budget, and factors affecting the multi-year projections for 2022/23 and 2023/24, are listed below. The multi-year projection results in a minimum reserve level of approximately 8.0% for all years.

	<u>Estimated</u> <u>2020/21</u>	<u>Budget</u> <u>2021/22</u>	<u>Projected</u> <u>2022/23</u>	<u>Projected</u> <u>2023/24</u>
Ongoing Funds:				
Revenues	\$803.61	\$840.05	\$852.85	\$876.54
- Expenses, Sources/Uses	\$810.37	\$853.63	\$875.04	\$887.40
- Supplemental/Concentration Expanded Programs	\$0.00	\$0.00	\$0.00	\$0.00
Ongoing Net Change in Fund Balance	(\$6.76)	(\$13.58)	(\$22.19)	(\$10.86)
One-Time Funds:				
One-Time Revenues	\$4.30	\$0.00	\$0.00	\$0.00
One-Time Expenses	\$38.78	\$10.51	\$14.90	\$11.00
One-Time State and Federal Recovery Funds	\$112.27	\$160.99	\$303.07	\$194.81
One-Time State and Federal Recovery Expenses	\$35.87	\$97.91	\$241.87	\$194.81
One-Time Net Change in Fund Balance	\$41.92	\$52.57	\$46.30	(\$11.00)
Total Unrestricted General Fund:				
Beginning Balance	\$147.87	\$183.02	\$222.01	\$246.12
Ending Balance	\$183.02	\$222.01	\$246.12	\$224.26
Cash, Inventory, Prepaid Assets	\$3.98	\$3.98	\$3.98	\$3.98
Committed for Future Textbook Adoptions	\$25.90	\$25.90	\$11.00	\$0.00
Committed Pandemic Learning and Recovery	\$0.00	\$61.20	\$122.40	\$122.40
Designated Funds	\$46.00	\$32.00	\$10.00	\$0.00
Reserve for One-Time Expenses and Carryover	\$6.55	\$0.00	\$0.00	\$0.00
Net Unrestricted General Fund Balance:	\$100.59	\$98.93	\$98.74	\$97.88
Change in Reserve	(\$1.89)	(\$1.66)	(\$0.19)	(\$0.86)
Reserve level	9.20%	8.22%	7.37%	7.53%

General Comments Regarding the Proposed Budget for 2021/22

The 2021/22 Proposed Budget includes recommendations that continue to balance the Board of Education's investments in extensive student programs and supports, competitive employee compensation, prudent fiscal stewardship, addressing unfinished learning, and responding to the impacts of the pandemic. The district's 2021/22 Proposed Budget keeps at the forefront the Board's mission to nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.

The assumptions outlined are based on guidance received from School Services of California ("SSC"), as well as the Governor's May Revised Budget for 2021/22 ("the May Revise") information:

- "The 2021–22 May Revision reflects the state's undeniable V-shaped recovery from the trough of the short-lived COVID-19 recession."

- “Governor Newsom’s ‘California Comeback Plan’ includes a mix of ongoing and one-time investments of \$100 billion made possible by an unanticipated surge in state revenues and robust federal stimulus funding.”
- Governor Newsom balances his robust—and arguably aggressive—spending proposals with over \$24 billion in reserves, including a historic deposit into public education’s rainy-day fund.
- The prior guidance in January 2021 from SSC projected the cost-of-living adjustments (COLA) as follows: 3.84% in 2021/22, 1.28% in 2022/23, and 1.61% in 2023/24. Current guidance projects the funded COLAs as follows: 5.07% in 2021/22, 2.48% in 2022/23, and 3.11% in 2023/24. This equates to an increase of \$35.0 million in 2021/22 from what was previously included in the Governor’s January Proposed Budget. Further increases are also projected of \$12.8 million and \$23.7 million in 2022/23, and 2023/24, respectively.
- To address concerns about the impact of the pandemic on student enrollment and attendance under distance learning, the 2020-21 Budget Act reinforced the ADA as “hold harmless” for school districts. “Many school districts will experience a funding cliff for districts experiencing natural attendance declines exacerbated by COVID-19”.
- The May Revise proposes California State Teachers’ Retirement System (CalSTRS) employer costs will increase from 15.92% to 16.92% in 2021/22. For 2022/23, contributions will increase from 18.00% to 19.10% and will remain unchanged for 2023/24. This equates to an increase of \$3.0 million in 2021/22, and a projected increase of \$8.6 million in 2022/23.
- The May Revise proposes California Public Employees’ Retirement System (CalPERS) employer costs will remain unchanged from the Governor’s January Proposal at 22.91% in 2021/22, 26.30% in 2022/23, and 27.34% in 2023/24. This equates to an increase of \$2.3 million in 2021/22, and further increases are projected of \$3.3 million and \$1.0 million in 2022/23 and 2023/24, respectively.
- The Unemployment Rate increases from .05% to 1.23% in 2021/22 which equates to \$6.2 million. In 2022/23, the rate is anticipated at 0.20% which equates to a decrease of \$4.3 million.

Estimates for 2020/21

In preparation of the 2021/22 Proposed Budget and with impacts of the pandemic and return to school in mind, an analysis was completed to estimate the 2020/21 ending balance. The Second Interim projected a net Unrestricted General Fund ending balance of \$105.6 million. The revised projected net Unrestricted General Fund ending balance is \$100.59 million. The difference of \$5.0 million is due mainly to the following components:

- An increase in current year Medicaid Administrative Activities funds – \$0.7 million
- A decrease in reimbursable activities – \$200,000
- Return to campus Collective Bargaining shifted to In-Person Learning Grant – \$10.8 million
- Salary and benefit savings from authorized but vacant positions and supplemental contracts vacant positions – \$700,000
- Projected savings in utility costs – \$200,000
- Increase in indirect cost mainly due to recovery funds allowing indirect – \$800,000
- Assign Physics textbook adoption in 2022/23 – \$900,000

- Negotiated proposal to provide a one-time payment of \$3,500 for all employees – \$33.6 million
- Decrease utilization of reserve from \$62.5 million to \$46.0 million – \$16.5 million

Board of Education Designated Funds

The 2020/21 Adopted Budget includes a multi-year approach for utilization of one-time state and federal recovery resources to address the learning needs of students and the effects of the pandemic. Additionally, a phased use of reserve utilization and commitments for multi-year planning.

<u>Assigned Fund Balance</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>
• CTE Facilities	\$ 5.1 million	-	-
• Fresno High Facility	\$ 0.3 million	-	-
• Restroom Renovation	\$ 1.3 million	-	-
• Utilization of Reserve	\$46.0 million	\$32.0 million	\$10.0 million
<u>Committed Fund Balance</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>
• Future Textbook Adoption	\$25.9 million	\$ 25.9 million	\$ 14.9 million
• Pandemic Learning and Recovery	\$61.2 million	\$122.4 million	\$122.4 million

One-Time Recovery Funds

To date, the district has been awarded nearly \$770 million in one-time funding from various state and federal resources. These resources are intended to help districts navigate and respond to the impacts of the pandemic. The district's strategic planning of one-time resources moving forward has centered on providing increased student access to instructional and social-emotional interventions, reimagining facility and technology use, and redefining health and safety expectations.

The pandemic exacerbated and further exposed many inequities that students face throughout their educational experience. The unprecedented amount of one-time resources provides great opportunity to address these gaps. Future district planning will intensify focus on providing universal preschool access, universal access to success in general education settings for students with disabilities, addressing disproportionality and persistent response to student needs stemming from the effects of the pandemic.

2021/22 Proposed Budget

Local Control Funding Formula (LCFF) – As mentioned earlier, the 2021/22 Proposed Budget assumes 5.07% Cost-of-Living Adjustment, which equates to an increase of approximately \$35.0 million, \$26.8 million base, and \$8.2 million supplemental/concentration.

Education Protection Account – As required by the passage of Proposition 30 in November 2012, a public hearing must be conducted to discuss and approve utilization of Education Protection Account (EPA) funds for 2021/22. This EPA public hearing may be conducted at the same time as the budget public hearing. All K-12 local agencies have the sole authority to determine how the funds are spent, providing salaries and benefits are not used for administrators or any other administrative costs (as determined through the account code structure).

In addition, it is required for the annual financial audit to include verification that EPA funds were used as specified by Proposition 30, and the additional cost of the audit would be an allowable expense from the EPA. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

For 2021/22, the EPA funds are estimated to be 19% of the LCFF funds. This equates to \$67.4 million. All funds will be used to support teacher salary and benefit costs.

Local Revenue – Due to the closure of schools in 2020/21 local revenue was reduced. In 2021/22, revenue will be restored to recognize sports revenue and civic center rentals. In 2021/22, the Extended Day Program will offer after school programs at no cost and will recognize a decrease of \$900,000.

School Site Investments – As presented at the February 03, 2021 Board meeting, the 2021/22 Proposed Budget continues support of the staffing parameters at school sites and multiple additional investments to support the aligned instructional system.

Elementary school site investments include:

- Classroom teachers provided per the collective bargaining agreement. Resources for an additional teacher provided at designated elementary schools
- Classroom kindergarten aides are provided to each elementary school
- Safety investments include a police chaplain at K-6 schools and a campus assistant at each K-8 elementary school
- Custodial staff provided based on square footage
- Clerical supports include an office manager, office assistant, and library technician
- Health care professionals include a registered nurse, licensed vocational nurse or health assistant
- Site leadership positions include a principal and a vice principal.

Middle school site investments include:

- Classroom teachers provided per the collective bargaining agreement, transition teachers, and campus culture teachers
- Safety investments include a campus safety assistant
- Custodial staff provided based on square footage
- Clerical supports include an office manager, office assistant, attendance records assistant, and library technician
- Health care professionals include a registered nurse, licensed vocational nurse or health assistant
- Site leadership positions include a principal, vice principal, guidance learning advisor, and counselor

High school site investments include:

- Classroom teachers provided per the collective bargaining agreement. Additional teachers include professional learning updraft system teams, librarian, and student engagement teacher

- Safety investments include a school resource officer, probation officer, and campus safety assistant
- Custodial investments provided based on square footage and may include a PE custodian, pool custodian, and auditorium custodian as necessary based on school facilities
- Clerical supports include an office manager, registrar, assistant registrar, financial assistant, office assistant, attendance records assistant, and library technician
- Health care professionals include a registered nurse and licensed vocational nurse
- Site leadership positions include a principal, vice principal, counselor, campus culture director, and athletic director

In addition to the above school site staffing, for 2021/22, additional supports are programmed to address unfinished learning:

- Allocate an additional teacher at each elementary school to support class size reduction with a focus on literacy and math (K-3)
- Allocate an additional teacher at each comprehensive high school to support literacy in 9th grade
- Allocate additional sections to expand credit recovery at the comprehensive high schools
- Allocate additional sections to provide enrichment opportunities at all high schools and middle schools
- All grade levels will receive 30 additional minutes of instruction in the first semester to address literacy and math
- All elementary and middle school teachers will have the option to consider providing 30 minutes of instruction in the second semester to address literacy and math
- An additional three days added to the academic calendar to provide opportunities for student engagement and staff professional learning

School Site Funds – As presented at the February 03, 2021 Board meeting, the 2021/22 Proposed Budget allocates an additional \$1.3 million ongoing and \$2.0 million one-time in school site allocations for a total allocation of approximately \$34.3 million. In addition, all schools continue to receive approximately \$20.1 million in instructional classroom supplies, after-school activities/athletics supplies, equipment and coaching contracts, as well as supplies for libraries.

Benefits and Risk Management – As presented at the February 17, 2021, the 2021/22 Proposed Budget includes an increase to the liability rate from 0.93% to 1.15% to support increased claims of \$1.0 million.

Parent University – As presented at the February 17, 2021 Board meeting, the 2021/22 Proposed Budget includes a pilot program that supports African American families of \$60,000 funded by one-time recovery funds.

African American Academic Acceleration – As presented at the March 10, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 1.0 FTE Teacher on Special Assignment to support the Springboard Literacy Program of \$113,000. In addition, the Low Performing Student Block Grant expires in 2020/21 and continued support of \$805,000 to maintain the program is included.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes 1.0 FTE Project Manager and middle school development of the Springboard Literacy Program of \$415,000 funded by one-time recovery funds.

Health Services – As presented at the March 10, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 4.0 FTE Nurses per the Collective Bargaining Agreement, annual Medi-Cal technology refresh, and Frontline Health Records contract of \$185,000. Frontline software and annual technology refresh costs are offset by increased Medi-Cal Funding for Psychologist claims.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes temporary contracting for health services contact tracing and pandemic supports of \$1.8 million.

Department of Prevention and Intervention – As presented at the March 10, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 1.0 FTE Manager II and 1.0 FTE Guidance Learning Advisor to provide increased social emotional support of \$378,000. In addition, the Manager II is offset by increased Medi-Cal Funding for Psychologist claims.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase of 12.0 FTE Child Welfare & Attendance Specialists and 4.0 FTE Clinical Social Workers to support 10 schools and two hubs for social emotional support. In addition, an increase to the Care Solace Mental Health and Substance Abuse contract and Community Mentor stipend totaling \$1.6 million.

Subsequently, to address safe and supportive secondary schools, an increase of 9.0 FTE, which includes a Manager, Office Assistant, 4.5 FTE Child Welfare Attendance Specialists, and 2.5 FTE Restorative Counselors. In addition, supplemental teacher time to engage in Restorative School Leadership training, expanded for site-based Campus Culture Team Members. Finally, an increase of social emotional counseling and training contract services totaling \$1.5 million.

Career Technical Education – As presented at the March 17, 2021 Board meeting, the 2021/22 Proposed Budget includes an additional 0.5 FTE Executive Director of \$98,000. An additional 2.2 FTE Teachers on Special Assignment to support senior year redesign offset with supplies and services and a 1.0 FTE Internship Coordinator funded by the Strong Workforce Grant.

College and Career Readiness – As presented at the March 17, 2021 Board meeting, the 2021/22 Proposed Budget includes 5.0 FTE Counselors to provide additional support at middle schools with high unduplicated counts and alternative education and 0.5 FTE Executive Director of \$829,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an employability skills contract of \$200,000.

Summer School – As presented at the March 17, 2021 Board meeting, the 2021/22 Proposed Budget includes expanded winter and summer sessions to all sites, summer camp, library support

during summer school and an additional 1.0 FTE Principal on Special Assignment for expanded summer learning of \$7.2 million funded by one-time recovery funds.

Early Learning – As presented at the March 17, 2021 Board meeting, the 2021/22 Proposed Budget includes a restructure in the department to add 1.0 FTE Project Manager, 1.0 FTE Child Welfare Assistant, a 0.875 FTE Paraeducator offset by a reduction in 1.0 FTE Attendance Technician and 2.0 FTE Program Technicians.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes summer programs for incoming Transitional Kindergarten and Kindergarten students, extended learning support, learning program resources, technology to support online enrollment, and professional learning of \$2.0 million.

Equity and Access – As presented at the March 17, 2021 Board meeting, the 2021/22 Proposed Budget includes support for dual immersion assessments, grading initiative, cultural proficiency training, program evaluation and an additional 1.0 FTE Office Manager to support the department of \$513,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes GATE assessment and development of \$20,000.

Special Education – As presented at the April 07, 2021 Board meeting, the 2021/22 Proposed Budget includes Phase III grade span adjustments which includes 6.0 FTE Teachers and 12.0 FTE Paraeducators totaling \$1.6 million. In addition, an increase of 5.0 FTE Speech Language Pathologists, 1.0 FTE Teacher for Preschool inclusion, 1.0 FTE Orthopedic Impairment Specialist, 1.0 FTE Assistive Technology Teacher, and 1.0 FTE Technical Specialist for a total of 9.0 FTE of \$1.1 million. Finally, an increase for digital assessment annual contract and technology refresh of \$300,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase of summer and winter sessions, tutoring and interventions along with digital assessments of \$1.7 million.

Psychological and Guidance – As presented at the April 07, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 5.0 FTE Psychologists and support for an on-call mental health response team of \$960,000.

English Learner Services – As presented at the April 07, 2021 Board meeting, the 2021/22 Proposed Budget includes the conversion of a part-time Community School Liaison to full-time of \$55,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase of English language instructional support, peer mentoring services, Interact Fellows services, expansion of Rosetta Stone licenses, Hmong consultant services, and Orchid translation services of \$766,000.

Alternative Education – As presented at the April 07, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase for a 1.0 FTE Principal on Special Assignment for eLearn Academy, 1.0 FTE Office Assistant, 1.0 FTE Attendance Records Assistant, and 1.0 FTE Child Welfare Attendance Specialist of \$424,000. Subsequently, an Assistant Superintendent for Alternative Education was added of \$225,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase of summer and winter sessions of \$360,000.

Curriculum and Instruction – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes digital platforms (K-2 Foundational Skills, Edgenuity district-wide licenses, Nearpod digital lessons, and Digital Math Fact), professional learning (Professional Learning Summit, math lesson design and summer school pilot, Smarter Balanced interim assessment training, and Unbound Education Standards Institute), PBS lessons, Tutor.com, and FIRST K-3 reading licenses of \$4.5 million funded by one-time recovery funds.

Advanced Coursework – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes a 1.0 FTE Program Manager II of \$167,000.

Library Services – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes student books of \$1.3 million funded by one-time recovery funds.

Teacher Development – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes a 1.0 FTE Project Manager and 3.0 FTE Instructional Coaches funded by Teacher Quality Partnership Grants and Title I.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase to professional development for the teacher pipeline, new teachers, and teacher leadership which includes a 1.0 FTE Teacher on Special Assignment and 1.0 FTE Manager II totaling \$3.8 million.

The teacher pipeline includes substitute learning, Teacher Academy expansion and tutoring, and Teacher Residency expansion. The new teacher supports include a new teacher conference, summer STEAM lab, Fresno Internship Credential Program, and Dual Immersion teacher training. The teacher leadership includes virtual coaching, ethnic studies institute, literacy/dual enrollment Master's Program, Coaching Institute, and Aspiring Teacher Leader cohort.

Student Engagement – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase to support African American engagements, centralized innovative clubs and 1.0 FTE Office Assistant I offset by adjustment to elementary innovative clubs and extracurricular/co-curricular programs.

Visual and Performing Arts – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase for high school theatre and dance of \$165,000.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase for instrument filters and choir masks as well as art supplies of \$150,000. Subsequently, support for all 4-6th grades for Teacher Artist Residency of \$660,000.

Information Technology – As presented at the April 21, 2021 Board meeting, the 2021/22 Proposed Budget includes \$1.4 million and \$150,000 one-time support of the Human Capital Management Systems.

In addition, in 2021/22 the district pre-purchased computers to secure equipment and provide a one-time reduction in computer costs of \$4.6 million.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase to upgrade telecommunications systems at school sites of \$1.5 million.

After School Programs – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an expansion of enrollment for after school program Phase 1 (2 phases) which includes 85.0 FTE Paraeducators, 1.0 FTE Project Manager and supplies of \$5.0 million, including an elimination of Extended Day fees of \$900,000. In addition, an increase for Springboard Collaborative Phase I (2 phases) which includes 2.0 FTE Teachers on Special Assignment, Springboard contract, and teacher supplemental contracts of \$1.2 million. After School enrollment expansion and Springboard collaborative are proposed to be funded by one-time recovery funds.

Plant Operations – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 3.0 FTE Grounds Maintenance Workers to support additional tree maintenance and an increase for utilities of \$560,000. In addition, one-time funding for equipment to support tree maintenance of \$275,000.

Plant Maintenance – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 1.0 FTE Work Control Scheduler and 1.0 FTE Inventory Control Coordinator, while maintaining a 3% contribution from the General Fund of \$1.3 million.

One-Time Recovery Funds

The 2021/22 Proposed Budget includes an increase to upgrade classroom ventilation of \$12.0 million.

Classroom Baseline – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes student desks and chairs to replace combination desks of \$3.0 million funded by one-time recovery funds.

School Safety and Security – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase for Raptor School Visitor Management System, expanding Safe-2-School contract, and annual increase for police contracts of \$203,000.

Subsequently, the School Neighborhood Resource Officer's contract will not be renewed in 2021/22 for a reduction of \$1.2 million, offset by an increase of 16.0 FTE Campus Safety Assistants of \$1.1 million.

Transportation – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase to the First Student annual contract of \$510,000.

Nutrition Services – As presented at the May 05, 2021 Board meeting, the 2021/22 Proposed Budget includes an increase of 1.0 FTE Wellness Coordinator, support for fresh fruits and vegetables at nine sites not receiving the grant, and the ability to provide milk to all students at no cost of \$406,000.

Board of Education Approved One-time Expenditures

The 2021/22 Proposed Budget includes \$7.0 million for one-time expenditures as follows:

- Design Science Facility Project \$5.0 million
- Restricted Routine Maintenance Restrooms \$1.3 million
- Fresno High Facility Project \$0.3 million
- Human Management Capital Systems \$0.2 million
- Tree Crew Equipment \$0.2 million

Board of Education Designated Funds

The multi-year budget estimates a utilization of ending balances of \$46.0 million to support a phased-in and balanced approach as follows:

- Phase in Utilization in 2021/22 \$46.0 million
- Phase in Utilization in 2022/23 \$32.0 million
- Phase in Utilization in 2023/24 \$10.0 million

Multi-Year Items

District Contribution to Health Fund – In accordance with the current employee bargaining agreements, the 2021/22 district contribution level is \$20,254 per employee participant. An increase of \$906 over 2020/21, equating to \$5.9 million for the Health Fund. In addition, the district's health contribution is estimated to increase by \$366 in 2022/23 equating to \$2.4 million, and an additional \$606 in 2023/24 equating to \$4.09 million.

District Workers' Compensation – The benefit rate for Workers' Compensation results in a reserve level estimated at 74% in 2021/22. In 2022/23 through 2024/25, the proposed projections include an increase to the Workers' Compensation liability by 5% annually to increase the fund balance to 90%. Per Board Policy 3100 "during stable times, the district will maintain Workers' Compensation liability at 90 percent".

STRS and PERS Employer Costs – The multi-year projections include funding for changed employer rates for STRS and PERS at the levels mentioned earlier in the memo. The rates equate to \$11.9 million in 2022/23 and \$1.0 million in 2023/24.

Governmental Accounting Standards Board Statement Number 75 (GASB No. 75) – The multi-year projections include a \$1.5 million contribution from the Unrestricted General Fund and

\$2.0 million from the Health Fund for all years. The GASB 75 reserve, otherwise referred to as the Other Post-Employment Benefit Reserve (OPEB), is estimated at \$67.5 million as of June 30, 2021.

Cash Flow Report – The Standardize Account Code Structure Report (SACS) includes a two-year Cash Flow Report. The report utilizes guidance from FCSS for the distribution of State funds as well as the governor’s proposed cash deferrals in 2021/22. The assumptions project a positive cash balance of \$167.8 million on June 30, 2022 and \$274.9 million on June 30, 2023.

Reserve Levels – As previously reported to the Board, the district has six types of reserves. The following table lists the current projected 2020/21 reserve levels and the corresponding change to the reserve level for the 2021/22 fiscal year.

Reserve Type (in millions)	Estimated 2020/21	Planned Change	Proposed 2021/22	Recommended Level 2021/22
Unrestricted General Fund	\$ 100.59	(\$ 1.66)	\$ 98.93	\$ 98.93
Workers’ Compensation	\$ 29.40	(\$ 0.72)	\$ 28.68	\$ 38.95 ⁽¹⁾
General Liability Reserve	\$ 2.01	\$ 0.10	\$ 2.11	\$ 2.11 ⁽¹⁾
Health Fund Incurred But Not Paid	\$ 21.89	\$ 1.28	\$ 23.17	\$ 23.17 ⁽¹⁾
Other Post-Employment Benefits (OPEB)	\$ 66.44	\$ 5.60	\$ 72.04	\$1,074.04 ⁽¹⁾
Health Fund Unencumbered Reserves	\$ 40.53	\$ 0.21	\$ 40.74	\$ 31.37 ⁽²⁾

⁽¹⁾ Recommended level is provided by actuarial study

⁽²⁾ Recommended level is provided by the Joint Health Management Board contracted consultant

A full copy of Fresno Unified School District’s 2021/22 Proposed Budget is available in the Board of Education office, the Fiscal Services Department, and on the Fiscal Services website at the following link:

<http://www.fresnounified.org/dept/fiscalservices>

A summary of all budgets is included.

**Fresno Unified School District
2021/22 Adopted Budget**

Fund Name	Estimated Beginning Balance	Projected Revenues	Projected Expenditures	Projected Other Financing Sources	Projected Ending Fund Balance
General Fund Unrestricted	\$ 183,024,753	\$ 840,020,847	\$ 687,939,717	\$ (113,093,346)	\$ 222,012,537
General Fund Restricted	\$ 6,891,552	\$ 389,583,541	\$ 506,927,565	\$ 111,622,266	\$ 1,169,794
Total General Fund	\$ 189,916,304	\$ 1,229,604,388	\$ 1,194,867,282	\$ (1,471,080)	\$ 223,182,330

Student Activity Special Revenue Fund	\$ -	\$ 5,027,223	\$ 5,027,223	\$ -	\$ -
Adult Education Fund	\$ 1,723,286	\$ 7,857,379	\$ 9,350,203	\$ -	\$ 230,462
Child Development Fund	\$ -	\$ 21,898,717	\$ 21,898,717	\$ -	\$ -
Cafeteria Special Revenue Fund	\$ 16,830,805	\$ 55,066,804	\$ 53,895,897	\$ -	\$ 18,001,712
Deferred Maintenance Fund	\$ -	\$ -	\$ 7,356,409	\$ 7,356,409	\$ -

Adult Education Building Fund	\$ 2,106,936	\$ 25,000	\$ 150,000	\$ -	\$ 1,981,936
Measure X Series C Building Fund	\$ 45,250,000	\$ 643,968	\$ -	\$ (45,893,968)	\$ -
Measure M Series A Building Fund	\$ 77,907,563	\$ 524,332	\$ 431,894	\$ (78,000,000)	\$ 1
Total Building Funds	\$ 125,264,499	\$ 1,193,300	\$ 581,894	\$ (123,893,968)	\$ 1,981,937

Capital Facilities Fund	\$ 505,100	\$ 1,390,000	\$ 1,866,180	\$ (28,920)	\$ -
County School Facilities Fund	\$ 56,098,553	\$ 600,000	\$ 81,162,404	\$ 116,537,559	\$ 92,073,708
Special Revenue Fund for Capital Outlay	\$ 3,035,459	\$ 48,000	\$ 3,083,459	\$ -	\$ 0
Bond Interest and Redemption Fund	\$ 280,264,192	\$ 43,497,637	\$ 57,766,593	\$ -	\$ 265,995,236

Health Fund	\$ 47,158,208	\$ 188,420,218	\$ 186,210,372	\$ (2,000,000)	\$ 47,368,054
Liability Fund	\$ 1,163,974	\$ 7,133,493	\$ 7,161,095	\$ -	\$ 1,136,372
Workers' Compensation Fund	\$ (9,050,223)	\$ 7,583,493	\$ 8,796,923	\$ -	\$ (10,263,653)
Defined Benefits Fund	\$ 10,366,723	\$ 1,319,369	\$ 1,200,000	\$ -	\$ 10,486,092
Total Self-Insurance Fund	\$ 49,638,682	\$ 204,456,573	\$ 203,368,390	\$ (2,000,000)	\$ 48,726,865

Retiree Benefit Fund	\$ 66,409,091	\$ 2,158,039	\$ 100,000	\$ 3,500,000	\$ 71,967,130
TOTALS	\$ 789,685,972	\$ 1,572,798,060	\$ 1,640,324,652	\$ -	\$ 722,159,381

Charter School	Estimated Beginning Balance	Estimated Revenues	Estimated Expenditures	Estimated Ending Fund Balance	Estimated P-2 ADA
Aspen Meadow	\$ 380,451	\$ 4,125,441	\$ 4,076,498	\$ 429,394	259
Aspen Valley Prep	\$ 1,831,823	\$ 4,797,240	\$ 4,766,110	\$ 1,862,952	307
Dailey Charter	\$ 4,245,881	\$ 4,083,128	\$ 3,773,255	\$ 4,555,754	390
Endeavor	\$ 936,851	\$ 3,211,335	\$ 2,875,068	\$ 1,273,118	302
SOUL	\$ 1,493,472	\$ 3,126,779	\$ 3,126,779	\$ 1,493,472	180
Sierra Charter	\$ 3,113,266	\$ 5,488,895	\$ 5,250,669	\$ 3,351,492	425
University High	\$ 3,272,062	\$ 5,413,159	\$ 5,301,394	\$ 3,383,827	467
Woodson	\$ 1,910,826	\$ 6,195,375	\$ 5,753,787	\$ 2,352,414	360
Aspen Ridge	\$ 100,000	\$ 2,805,822	\$ 2,449,246	\$ 456,576	188
Golden Charter Academy	\$ -	\$ 2,693,922	\$ 2,531,077	\$ 162,845	203

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund	G	G
71	Retiree Benefit Fund	G	G
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2020-21 Estimated Actuals	2021-22 Budget
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
A. REVENUES									
1) LCFF Sources	8010-8099		779,194,089.00	0.00	779,194,089.00	814,231,696.00	0.00	814,231,696.00	4.5%
2) Federal Revenue	8100-8299		2,930,989.00	171,881,129.00	174,812,118.00	0.00	209,856,651.00	209,856,651.00	20.0%
3) Other State Revenue	8300-8599		14,580,706.00	137,700,353.00	152,281,059.00	14,650,014.00	172,537,953.00	187,187,967.00	22.9%
4) Other Local Revenue	8600-8799		11,170,820.00	6,510,205.00	17,681,025.00	11,139,137.00	7,188,937.00	18,328,074.00	3.7%
5) TOTAL, REVENUES			807,876,604.00	316,091,687.00	1,123,968,291.00	840,020,847.00	389,583,541.00	1,229,604,388.00	9.4%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		301,716,620.00	124,831,611.00	426,548,231.00	322,961,417.00	170,137,684.00	493,099,101.00	15.6%
2) Classified Salaries	2000-2999		76,378,583.00	58,537,721.00	134,916,304.00	88,607,498.00	64,454,566.00	153,062,064.00	13.4%
3) Employee Benefits	3000-3999		172,289,015.00	129,583,670.00	301,872,685.00	192,326,546.00	151,980,715.00	344,307,261.00	14.1%
4) Books and Supplies	4000-4999		32,629,683.00	53,945,388.00	86,575,071.00	24,379,864.00	43,286,823.00	67,666,687.00	-21.8%
5) Services and Other Operating Expenditures	5000-5999		57,140,351.00	32,580,948.00	89,721,299.00	72,578,942.00	55,958,858.00	128,537,800.00	43.3%
6) Capital Outlay	6000-6999		1,630,602.00	1,028,892.00	2,659,494.00	5,906,340.00	2,105,302.00	8,011,642.00	201.2%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		1,613,053.00	1,504,358.00	3,117,411.00	1,207,209.00	1,504,358.00	2,711,567.00	-13.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(12,589,551.00)	10,342,928.00	(2,246,623.00)	(20,028,099.00)	17,499,259.00	(2,528,840.00)	12.6%
9) TOTAL, EXPENDITURES			630,808,356.00	412,355,516.00	1,043,163,872.00	687,939,717.00	506,927,565.00	1,194,867,282.00	14.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			177,068,248.00	(96,263,829.00)	80,804,419.00	152,081,130.00	(117,344,024.00)	34,737,106.00	-57.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		28,920.00	6,901,023.00	6,929,943.00	28,920.00	7,356,409.00	7,385,329.00	6.6%
b) Transfers Out	7600-7629		1,500,000.00	6,901,023.00	8,401,023.00	1,500,000.00	7,356,409.00	8,856,409.00	5.4%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		41,600,000.00	0.00	41,600,000.00	0.00	0.00	0.00	-100.0%
3) Contributions	8980-8999		(98,844,526.00)	98,844,526.00	0.00	(111,622,266.00)	111,622,266.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(141,915,606.00)	98,844,526.00	(43,071,080.00)	(113,093,346.00)	111,622,266.00	(1,471,080.00)	-96.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,152,642.00	2,580,697.00	37,733,339.00	38,987,784.00	(5,721,758.00)	33,266,026.00	-11.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
2) Ending Balance, June 30 (E + F1e)			183,024,752.74	6,891,551.56	189,916,304.30	222,012,536.74	1,169,793.56	223,182,330.30	17.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	90,917.75	0.00	90,917.75	90,917.75	0.00	90,917.75	0.0%
Stores		9712	2,725,283.88	0.00	2,725,283.88	2,725,283.88	0.00	2,725,283.88	0.0%
Prepaid Items		9713	1,162,384.09	0.00	1,162,384.09	1,162,384.09	0.00	1,162,384.09	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,891,551.59	6,891,551.59	0.00	1,169,793.59	1,169,793.59	-83.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	25,900,000.00	0.00	25,900,000.00	87,100,000.00	0.00	87,100,000.00	236.3%
Future Textbook Adoptions	0000	9760				25,900,000.00		25,900,000.00	
Pandemic Learning and Recovery	0000	9760				61,200,000.00		61,200,000.00	
Future Textbook Adoption	0000	9760	25,900,000.00		25,900,000.00				
d) Assigned									
Other Assignments		9780	52,553,630.00	0.00	52,553,630.00	32,000,000.00	0.00	32,000,000.00	-39.1%
Utilization of Reserve	0000	9780				32,000,000.00		32,000,000.00	
CTE Facility Project	0000	9780	5,040,834.00		5,040,834.00				
Restroom Renovation	0000	9780	1,262,796.00		1,262,796.00				
Fresno High Facility Project	0000	9780	250,000.00		250,000.00				
Utilization of Reserve	0000	9780	46,000,000.00		46,000,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	100,592,537.02	0.00	100,592,537.02	98,933,951.02	0.00	98,933,951.02	-1.6%
Unassigned/Unappropriated Amount		9790	0.00	(0.03)	(0.03)	0.00	(0.03)	(0.03)	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

			2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

			2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	581,268,762.00	0.00	581,268,762.00	679,245,522.00	0.00	679,245,522.00	16.9%
Education Protection Account State Aid - Current Year		8012	129,771,379.00	0.00	129,771,379.00	67,372,288.00	0.00	67,372,288.00	-48.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	545,489.00	0.00	545,489.00	545,489.00	0.00	545,489.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	305,096.00	0.00	305,096.00	305,096.00	0.00	305,096.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	61,216,971.00	0.00	61,216,971.00	61,216,971.00	0.00	61,216,971.00	0.0%
Unsecured Roll Taxes		8042	2,702,637.00	0.00	2,702,637.00	2,702,637.00	0.00	2,702,637.00	0.0%
Prior Years' Taxes		8043	227,900.00	0.00	227,900.00	227,900.00	0.00	227,900.00	0.0%
Supplemental Taxes		8044	2,023,608.00	0.00	2,023,608.00	2,023,608.00	0.00	2,023,608.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,728,390.00)	0.00	(1,728,390.00)	(1,728,390.00)	0.00	(1,728,390.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	6,439,961.00	0.00	6,439,961.00	6,439,961.00	0.00	6,439,961.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			782,773,413.00	0.00	782,773,413.00	818,351,082.00	0.00	818,351,082.00	4.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(3,579,324.00)	0.00	(3,579,324.00)	(4,119,386.00)	0.00	(4,119,386.00)	15.1%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			779,194,089.00	0.00	779,194,089.00	814,231,696.00	0.00	814,231,696.00	4.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	13,793,620.00	13,793,620.00	0.00	15,979,212.00	15,979,212.00	15.8%
Special Education Discretionary Grants		8182	0.00	1,295,970.00	1,295,970.00	0.00	1,367,099.00	1,367,099.00	5.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	452,430.00	452,430.00	0.00	452,430.00	452,430.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		53,640,297.00	53,640,297.00		64,681,312.00	64,681,312.00	20.6%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		1,221,968.00	1,221,968.00		12,696,576.00	12,696,576.00	939.0%
Title III, Part A, Immigrant Student Program	4201	8290		67,530.00	67,530.00		191,939.00	191,939.00	184.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner									
Program	4203	8290		1,611,835.00	1,611,835.00		1,727,922.00	1,727,922.00	7.2%
Public Charter Schools Grant									
Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128,								
Other NCLB / Every Student Succeeds Act	5510, 5630	8290		7,622,154.00	7,622,154.00		8,280,241.00	8,280,241.00	8.6%
Career and Technical Education	3500-3599	8290		1,084,387.00	1,084,387.00		1,084,387.00	1,084,387.00	0.0%
All Other Federal Revenue	All Other	8290	2,930,989.00	91,090,938.00	94,021,927.00	0.00	103,395,533.00	103,395,533.00	10.0%
TOTAL, FEDERAL REVENUE			2,930,989.00	171,881,129.00	174,812,118.00	0.00	209,856,651.00	209,856,651.00	20.0%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		47,662,916.00	47,662,916.00		51,798,399.00	51,798,399.00	8.7%
Prior Years	6500	8319		(30,364.00)	(30,364.00)		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	920,109.00	920,109.00	0.00	1,243,809.00	1,243,809.00	35.2%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	2,676,723.00	0.00	2,676,723.00	2,779,509.00	0.00	2,779,509.00	3.8%
Lottery - Unrestricted and Instructional Materials		8560	10,399,515.00	3,397,273.00	13,796,788.00	10,481,580.00	3,424,071.00	13,905,651.00	0.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		4,670,172.00	4,670,172.00		4,472,229.00	4,472,229.00	-4.2%

			2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		2,611,293.00	2,611,293.00		1,109,186.00	1,109,186.00	-57.5%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,504,468.00	78,468,954.00	79,973,422.00	1,388,925.00	110,490,259.00	111,879,184.00	39.9%
TOTAL, OTHER STATE REVENUE			14,580,706.00	137,700,353.00	152,281,059.00	14,650,014.00	172,537,953.00	187,187,967.00	22.9%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	1,590,971.00	1,590,971.00	0.00	2,037,596.00	2,037,596.00	28.1%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	42,527.00	0.00	42,527.00	New
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	43,596.00	0.00	43,596.00	385,000.00	0.00	385,000.00	783.1%
Interest		8660	2,150,000.00	0.00	2,150,000.00	2,000,000.00	0.00	2,000,000.00	-7.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

			2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	8,977,224.00	4,919,234.00	13,896,458.00	8,711,610.00	5,151,341.00	13,862,951.00	-0.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			11,170,820.00	6,510,205.00	17,681,025.00	11,139,137.00	7,188,937.00	18,328,074.00	3.7%
TOTAL, REVENUES			807,876,604.00	316,091,687.00	1,123,968,291.00	840,020,847.00	389,583,541.00	1,229,604,388.00	9.4%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	251,255,024.00	82,699,919.00	333,954,943.00	271,770,931.00	119,916,082.00	391,687,013.00	17.3%
Certificated Pupil Support Salaries		1200	9,341,512.00	24,027,294.00	33,368,806.00	5,292,188.00	30,041,147.00	35,333,335.00	5.9%
Certificated Supervisors' and Administrators' Salaries		1300	38,964,323.00	7,003,107.00	45,967,430.00	43,015,584.00	8,189,413.00	51,204,997.00	11.4%
Other Certificated Salaries		1900	2,155,761.00	11,101,291.00	13,257,052.00	2,882,714.00	11,991,042.00	14,873,756.00	12.2%
TOTAL, CERTIFICATED SALARIES			301,716,620.00	124,831,611.00	426,548,231.00	322,961,417.00	170,137,684.00	493,099,101.00	15.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	4,602,950.00	25,511,912.00	30,114,862.00	6,192,262.00	31,056,919.00	37,249,181.00	23.7%
Classified Support Salaries		2200	36,123,399.00	23,294,291.00	59,417,690.00	40,852,014.00	24,847,811.00	65,699,825.00	10.6%
Classified Supervisors' and Administrators' Salaries		2300	10,846,866.00	3,130,922.00	13,977,788.00	12,063,405.00	3,270,316.00	15,333,721.00	9.7%
Clerical, Technical and Office Salaries		2400	23,892,112.00	5,265,685.00	29,157,797.00	27,223,500.00	4,415,002.00	31,638,502.00	8.5%
Other Classified Salaries		2900	913,256.00	1,334,911.00	2,248,167.00	2,276,317.00	864,518.00	3,140,835.00	39.7%
TOTAL, CLASSIFIED SALARIES			76,378,583.00	58,537,721.00	134,916,304.00	88,607,498.00	64,454,566.00	153,062,064.00	13.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	48,644,759.00	62,300,525.00	110,945,284.00	52,958,198.00	69,738,487.00	122,696,685.00	10.6%
PERS		3201-3202	14,793,428.00	10,953,527.00	25,746,955.00	18,695,333.00	13,584,834.00	32,280,167.00	25.4%
OASDI/Medicare/Alternative		3301-3302	9,714,528.00	6,043,761.00	15,758,289.00	10,400,025.00	6,906,522.00	17,306,547.00	9.8%
Health and Welfare Benefits		3401-3402	67,842,985.00	33,469,082.00	101,312,067.00	73,245,193.00	41,547,803.00	114,792,996.00	13.3%
Unemployment Insurance		3501-3502	185,414.00	90,117.00	275,531.00	4,698,909.00	2,070,078.00	6,768,987.00	2356.7%
Workers' Compensation		3601-3602	4,335,601.00	2,097,953.00	6,433,554.00	4,659,678.00	2,730,050.00	7,389,728.00	14.9%
OPEB, Allocated		3701-3702	26,181,532.00	14,356,510.00	40,538,042.00	27,379,368.00	15,091,899.00	42,471,267.00	4.8%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	590,768.00	272,195.00	862,963.00	289,842.00	311,042.00	600,884.00	-30.4%
TOTAL, EMPLOYEE BENEFITS			172,289,015.00	129,583,670.00	301,872,685.00	192,326,546.00	151,980,715.00	344,307,261.00	14.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	1,725,893.00	1,725,893.00	1,503.00	500,000.00	501,503.00	-70.9%
Books and Other Reference Materials		4200	621,814.00	2,828,259.00	3,450,073.00	908,000.00	3,354,091.00	4,262,091.00	23.5%
Materials and Supplies		4300	22,287,215.00	17,161,858.00	39,449,073.00	18,302,511.00	21,608,794.00	39,911,305.00	1.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	9,720,654.00	32,229,378.00	41,950,032.00	4,926,700.00	17,821,438.00	22,748,138.00	-45.8%
Food		4700	0.00	0.00	0.00	241,150.00	2,500.00	243,650.00	New
TOTAL, BOOKS AND SUPPLIES			32,629,683.00	53,945,388.00	86,575,071.00	24,379,864.00	43,286,823.00	67,666,687.00	-21.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	15,391,357.00	17,280,246.00	32,671,603.00	20,214,566.00	22,312,582.00	42,527,148.00	30.2%
Travel and Conferences		5200	221,197.00	771,611.00	992,808.00	1,238,659.00	1,485,684.00	2,724,343.00	174.4%
Dues and Memberships		5300	130,512.00	26,225.00	156,737.00	149,191.00	1,610.00	150,801.00	-3.8%
Insurance		5400 - 5450	3,536,997.00	1,704,883.00	5,241,880.00	4,539,210.00	2,695,561.00	7,234,771.00	38.0%
Operations and Housekeeping Services		5500	20,682,952.00	0.00	20,682,952.00	23,821,060.00	63,184.00	23,884,244.00	15.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,853,468.00	1,731,488.00	6,584,956.00	6,348,739.00	2,377,384.00	8,726,123.00	32.5%
Transfers of Direct Costs		5710	(1,715,986.00)	1,715,986.00	0.00	(2,515,532.00)	2,515,532.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	227,926.00	(873,115.00)	(645,189.00)	(127,975.00)	(3,493,787.00)	(3,621,762.00)	461.3%
Professional/Consulting Services and Operating Expenditures		5800	11,653,240.00	10,170,012.00	21,823,252.00	15,786,589.00	26,477,346.00	42,263,935.00	93.7%
Communications		5900	2,158,688.00	53,612.00	2,212,300.00	3,124,435.00	1,523,762.00	4,648,197.00	110.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			57,140,351.00	32,580,948.00	89,721,299.00	72,578,942.00	55,958,858.00	128,537,800.00	43.3%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	385.00	249.00	634.00	28,000.00	0.00	28,000.00	4316.4%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	495,672.00	535,430.00	1,031,102.00	5,264,006.00	1,120,302.00	6,384,308.00	519.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	911,621.00	254,486.00	1,166,107.00	101,159.00	731,331.00	832,490.00	-28.6%
Equipment Replacement		6500	222,924.00	238,727.00	461,651.00	513,175.00	253,669.00	766,844.00	66.1%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,630,602.00	1,028,892.00	2,659,494.00	5,906,340.00	2,105,302.00	8,011,642.00	201.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	88,265.00	0.00	88,265.00	88,265.00	0.00	88,265.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	433,788.00	1,504,358.00	1,938,146.00	0.00	1,504,358.00	1,504,358.00	-22.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers		7281-7283	1,091,000.00	0.00	1,091,000.00	1,118,944.00	0.00	1,118,944.00	2.6%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,613,053.00	1,504,358.00	3,117,411.00	1,207,209.00	1,504,358.00	2,711,567.00	-13.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(10,339,701.00)	10,339,701.00	0.00	(17,499,259.00)	17,499,259.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(2,249,850.00)	3,227.00	(2,246,623.00)	(2,528,840.00)	0.00	(2,528,840.00)	12.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(12,589,551.00)	10,342,928.00	(2,246,623.00)	(20,028,099.00)	17,499,259.00	(2,528,840.00)	12.6%
TOTAL, EXPENDITURES			630,808,356.00	412,355,516.00	1,043,163,872.00	687,939,717.00	506,927,565.00	1,194,867,282.00	14.5%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	28,920.00	6,901,023.00	6,929,943.00	28,920.00	7,356,409.00	7,385,329.00	6.6%
(a) TOTAL, INTERFUND TRANSFERS IN			28,920.00	6,901,023.00	6,929,943.00	28,920.00	7,356,409.00	7,385,329.00	6.6%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,500,000.00	6,901,023.00	8,401,023.00	1,500,000.00	7,356,409.00	8,856,409.00	5.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,500,000.00	6,901,023.00	8,401,023.00	1,500,000.00	7,356,409.00	8,856,409.00	5.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	41,600,000.00	0.00	41,600,000.00	0.00	0.00	0.00	-100.0%
(d) TOTAL, USES			41,600,000.00	0.00	41,600,000.00	0.00	0.00	0.00	-100.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(98,844,526.00)	98,844,526.00	0.00	(111,622,266.00)	111,622,266.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(98,844,526.00)	98,844,526.00	0.00	(111,622,266.00)	111,622,266.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(141,915,606.00)	98,844,526.00	(43,071,080.00)	(113,093,346.00)	111,622,266.00	(1,471,080.00)	-96.6%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	779,194,089.00	0.00	779,194,089.00	814,231,696.00	0.00	814,231,696.00	4.5%
2) Federal Revenue		8100-8299	2,930,989.00	171,881,129.00	174,812,118.00	0.00	209,856,651.00	209,856,651.00	20.0%
3) Other State Revenue		8300-8599	14,580,706.00	137,700,353.00	152,281,059.00	14,650,014.00	172,537,953.00	187,187,967.00	22.9%
4) Other Local Revenue		8600-8799	11,170,820.00	6,510,205.00	17,681,025.00	11,139,137.00	7,188,937.00	18,328,074.00	3.7%
5) TOTAL, REVENUES			807,876,604.00	316,091,687.00	1,123,968,291.00	840,020,847.00	389,583,541.00	1,229,604,388.00	9.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	386,557,476.00	250,401,403.00	636,958,879.00	412,088,809.00	306,332,006.00	718,420,815.00	12.8%
2) Instruction - Related Services	2000-2999		80,683,261.00	43,873,274.00	124,556,535.00	89,323,127.00	52,612,888.00	141,936,015.00	14.0%
3) Pupil Services	3000-3999		40,116,280.00	59,576,092.00	99,692,372.00	41,489,937.00	71,157,781.00	112,647,718.00	13.0%
4) Ancillary Services	4000-4999		14,934,991.00	5,286,021.00	20,221,012.00	18,004,639.00	10,394,325.00	28,398,964.00	40.4%
5) Community Services	5000-5999		4,490,950.00	286,387.00	4,777,337.00	1,824,916.00	738,935.00	2,563,851.00	-46.3%
6) Enterprise	6000-6999		1,866,925.00	19,227.00	1,886,152.00	2,059,702.00	18,665.00	2,078,367.00	10.2%
7) General Administration	7000-7999		27,149,432.00	14,091,609.00	41,241,041.00	29,339,355.00	18,692,885.00	48,032,240.00	16.5%
8) Plant Services	8000-8999		73,395,988.00	37,317,145.00	110,713,133.00	92,602,023.00	45,475,722.00	138,077,745.00	24.7%
9) Other Outgo	9000-9999		1,613,053.00	1,504,358.00	3,117,411.00	1,207,209.00	1,504,358.00	2,711,567.00	-13.0%
10) TOTAL, EXPENDITURES			630,808,356.00	412,355,516.00	1,043,163,872.00	687,939,717.00	506,927,565.00	1,194,867,282.00	14.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			177,068,248.00	(96,263,829.00)	80,804,419.00	152,081,130.00	(117,344,024.00)	34,737,106.00	-57.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	28,920.00	6,901,023.00	6,929,943.00	28,920.00	7,356,409.00	7,385,329.00	6.6%
b) Transfers Out		7600-7629	1,500,000.00	6,901,023.00	8,401,023.00	1,500,000.00	7,356,409.00	8,856,409.00	5.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	41,600,000.00	0.00	41,600,000.00	0.00	0.00	0.00	-100.0%
3) Contributions		8980-8999	(98,844,526.00)	98,844,526.00	0.00	(111,622,266.00)	111,622,266.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(141,915,606.00)	98,844,526.00	(43,071,080.00)	(113,093,346.00)	111,622,266.00	(1,471,080.00)	-96.6%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,152,642.00	2,580,697.00	37,733,339.00	38,987,784.00	(5,721,758.00)	33,266,026.00	-11.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			147,872,110.74	4,310,854.56	152,182,965.30	183,024,752.74	6,891,551.56	189,916,304.30	24.8%
2) Ending Balance, June 30 (E + F1e)			183,024,752.74	6,891,551.56	189,916,304.30	222,012,536.74	1,169,793.56	223,182,330.30	17.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	90,917.75	0.00	90,917.75	90,917.75	0.00	90,917.75	0.0%
Stores		9712	2,725,283.88	0.00	2,725,283.88	2,725,283.88	0.00	2,725,283.88	0.0%
Prepaid Items		9713	1,162,384.09	0.00	1,162,384.09	1,162,384.09	0.00	1,162,384.09	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	6,891,551.59	6,891,551.59	0.00	1,169,793.59	1,169,793.59	-83.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	25,900,000.00	0.00	25,900,000.00	87,100,000.00	0.00	87,100,000.00	236.3%
Future Textbook Adoptions	0000	9760				25,900,000.00		25,900,000.00	
Pandemic Learning and Recovery	0000	9760				61,200,000.00		61,200,000.00	
Future Textbook Adoption	0000	9760	25,900,000.00		25,900,000.00				
d) Assigned									
Other Assignments (by Resource/Object)		9780	52,553,630.00	0.00	52,553,630.00	32,000,000.00	0.00	32,000,000.00	-39.1%
Utilization of Reserve	0000	9780				32,000,000.00		32,000,000.00	
CTE Facility Project	0000	9780	5,040,834.00		5,040,834.00				
Restroom Renovation	0000	9780	1,262,796.00		1,262,796.00				
Fresno High Facility Project	0000	9780	250,000.00		250,000.00				
Utilization of Reserve	0000	9780	46,000,000.00		46,000,000.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	100,592,537.02	0.00	100,592,537.02	98,933,951.02	0.00	98,933,951.02	-1.6%
Unassigned/Unappropriated Amount		9790	0.00	(0.03)	(0.03)	0.00	(0.03)	(0.03)	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3210	Elementary and Secondary School Emergency Relief (ESSER) Fund	3,094,309.00	0.00
3215	Governor's Emergency Education Relief Fund: Learning Loss Mitigati	985,119.00	0.00
6230	California Clean Energy Jobs Act	1,220,804.88	0.88
7085	Learning Communities for School Success Program	0.31	0.31
7311	Classified School Employee Professional Development Block Grant	421,526.40	0.40
7388	SB 117 COVID-19 LEA Response Funds	1,169,792.00	1,169,792.00
Total, Restricted Balance		6,891,551.59	1,169,793.59

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	893,149.00	5,027,223.00	462.9%
5) TOTAL, REVENUES			893,149.00	5,027,223.00	462.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	893,149.00	5,027,223.00	462.9%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			893,149.00	5,027,223.00	462.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	893,149.00	5,027,223.00	462.9%
TOTAL, REVENUES			893,149.00	5,027,223.00	462.9%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
BOOKS AND SUPPLIES					
Materials and Supplies		4300	893,149.00	5,027,223.00	462.9%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			893,149.00	5,027,223.00	462.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			893,149.00	5,027,223.00	462.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	893,149.00	5,027,223.00	462.9%
5) TOTAL, REVENUES			893,149.00	5,027,223.00	462.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		893,149.00	5,027,223.00	462.9%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			893,149.00	5,027,223.00	462.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,222,680.00	1,151,245.00	-5.8%
3) Other State Revenue		8300-8599	6,098,047.00	6,098,047.00	0.0%
4) Other Local Revenue		8600-8799	406,729.00	608,087.00	49.5%
5) TOTAL, REVENUES			7,727,456.00	7,857,379.00	1.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,403,481.00	2,436,842.00	1.4%
2) Classified Salaries		2000-2999	1,449,074.00	1,620,303.00	11.8%
3) Employee Benefits		3000-3999	2,209,377.00	2,362,927.00	6.9%
4) Books and Supplies		4000-4999	314,179.00	1,790,112.00	469.8%
5) Services and Other Operating Expenditures		5000-5999	973,533.00	863,140.00	-11.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	187,189.00	276,879.00	47.9%
9) TOTAL, EXPENDITURES			7,536,833.00	9,350,203.00	24.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			190,623.00	(1,492,824.00)	-883.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,623.00	(1,492,824.00)	-883.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,532,663.27	1,723,286.27	12.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,532,663.27	1,723,286.27	12.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,532,663.27	1,723,286.27	12.4%
2) Ending Balance, June 30 (E + F1e)			1,723,286.27	230,462.27	-86.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,651,677.69	191,368.69	-88.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	71,608.58	39,093.58	-45.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	122,636.00	122,636.00	0.0%
All Other Federal Revenue	All Other	8290	1,100,044.00	1,028,609.00	-6.5%
TOTAL, FEDERAL REVENUE			1,222,680.00	1,151,245.00	-5.8%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	5,387,885.00	5,387,885.00	0.0%
All Other State Revenue	All Other	8590	710,162.00	710,162.00	0.0%
TOTAL, OTHER STATE REVENUE			6,098,047.00	6,098,047.00	0.0%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	6,550.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	49,784.00	215,275.00	332.4%
Interagency Services		8677	334,982.00	342,811.00	2.3%
Other Local Revenue					
All Other Local Revenue		8699	15,413.00	50,001.00	224.4%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			406,729.00	608,087.00	49.5%
TOTAL, REVENUES			7,727,456.00	7,857,379.00	1.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,468,862.00	1,541,751.00	5.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	934,619.00	895,091.00	-4.2%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,403,481.00	2,436,842.00	1.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	466,521.00	506,313.00	8.5%
Classified Supervisors' and Administrators' Salaries		2300	110,697.00	112,910.00	2.0%
Clerical, Technical and Office Salaries		2400	829,839.00	939,580.00	13.2%
Other Classified Salaries		2900	42,017.00	61,500.00	46.4%
TOTAL, CLASSIFIED SALARIES			1,449,074.00	1,620,303.00	11.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	679,666.00	677,807.00	-0.3%
PERS		3201-3202	295,098.00	346,363.00	17.4%
OASDI/Medicare/Alternative		3301-3302	140,563.00	146,077.00	3.9%
Health and Welfare Benefits		3401-3402	728,151.00	829,975.00	14.0%
Unemployment Insurance		3501-3502	2,014.00	1,967.00	-2.3%
Workers' Compensation		3601-3602	44,275.00	46,656.00	5.4%
OPEB, Allocated		3701-3702	311,792.00	306,999.00	-1.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	7,818.00	7,083.00	-9.4%
TOTAL, EMPLOYEE BENEFITS			2,209,377.00	2,362,927.00	6.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	5,939.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	91,181.00	1,765,517.00	1836.3%
Noncapitalized Equipment		4400	222,998.00	18,656.00	-91.6%
TOTAL, BOOKS AND SUPPLIES			314,179.00	1,790,112.00	469.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	109,357.00	63,749.00	-41.7%
Travel and Conferences		5200	1,300.00	34,920.00	2586.2%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	36,319.00	45,651.00	25.7%
Operations and Housekeeping Services		5500	283,542.00	265,250.00	-6.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	3,664.00	10,154.00	177.1%
Professional/Consulting Services and Operating Expenditures		5800	538,388.00	443,416.00	-17.6%
Communications		5900	963.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			973,533.00	863,140.00	-11.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	187,189.00	276,879.00	47.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			187,189.00	276,879.00	47.9%
TOTAL, EXPENDITURES			7,536,833.00	9,350,203.00	24.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,222,680.00	1,151,245.00	-5.8%
3) Other State Revenue		8300-8599	6,098,047.00	6,098,047.00	0.0%
4) Other Local Revenue		8600-8799	406,729.00	608,087.00	49.5%
5) TOTAL, REVENUES			7,727,456.00	7,857,379.00	1.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,500,248.00	2,696,631.00	7.9%
2) Instruction - Related Services	2000-2999		3,674,687.00	5,092,255.00	38.6%
3) Pupil Services	3000-3999		71,119.00	77,915.00	9.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		142,795.00	191,537.00	34.1%
7) General Administration	7000-7999		187,189.00	276,879.00	47.9%
8) Plant Services	8000-8999		960,795.00	1,014,986.00	5.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			7,536,833.00	9,350,203.00	24.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			190,623.00	(1,492,824.00)	-883.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,623.00	(1,492,824.00)	-883.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,532,663.27	1,723,286.27	12.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,532,663.27	1,723,286.27	12.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,532,663.27	1,723,286.27	12.4%
2) Ending Balance, June 30 (E + F1e)			1,723,286.27	230,462.27	-86.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,651,677.69	191,368.69	-88.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	71,608.58	39,093.58	-45.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
6371	CalWORKs for ROCP or Adult Education	163,183.35	220.35
6391	Adult Education Program	1,488,494.34	191,148.34
Total, Restricted Balance		1,651,677.69	191,368.69

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	900,889.00	1,401,845.00	55.6%
3) Other State Revenue		8300-8599	17,315,984.00	20,229,316.00	16.8%
4) Other Local Revenue		8600-8799	155,508.00	267,556.00	72.1%
5) TOTAL, REVENUES			18,372,381.00	21,898,717.00	19.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	6,011,494.00	5,633,723.00	-6.3%
2) Classified Salaries		2000-2999	3,502,498.00	4,248,736.00	21.3%
3) Employee Benefits		3000-3999	7,243,959.00	8,408,840.00	16.1%
4) Books and Supplies		4000-4999	273,747.00	1,608,419.00	487.6%
5) Services and Other Operating Expenditures		5000-5999	652,295.00	1,129,071.00	73.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	688,388.00	869,928.00	26.4%
9) TOTAL, EXPENDITURES			18,372,381.00	21,898,717.00	19.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	900,889.00	1,401,845.00	55.6%
TOTAL, FEDERAL REVENUE			900,889.00	1,401,845.00	55.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	16,143,108.00	16,418,707.00	1.7%
All Other State Revenue	All Other	8590	1,172,876.00	3,810,609.00	224.9%
TOTAL, OTHER STATE REVENUE			17,315,984.00	20,229,316.00	16.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	25,836.00	23,660.00	-8.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	50.00	1,500.00	2900.0%
Interagency Services		8677	129,622.00	242,396.00	87.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			155,508.00	267,556.00	72.1%
TOTAL, REVENUES			18,372,381.00	21,898,717.00	19.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,246,438.00	4,799,322.00	-8.5%
Certificated Pupil Support Salaries		1200	108,594.00	112,337.00	3.4%
Certificated Supervisors' and Administrators' Salaries		1300	218,532.00	323,104.00	47.9%
Other Certificated Salaries		1900	437,930.00	398,960.00	-8.9%
TOTAL, CERTIFICATED SALARIES			6,011,494.00	5,633,723.00	-6.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	3,287,450.00	4,022,327.00	22.4%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	14,508.00	104,359.00	619.3%
Clerical, Technical and Office Salaries		2400	200,540.00	122,050.00	-39.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			3,502,498.00	4,248,736.00	21.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,453,575.00	1,470,066.00	1.1%
PERS		3201-3202	781,896.00	1,092,949.00	39.8%
OASDI/Medicare/Alternative		3301-3302	370,093.00	424,521.00	14.7%
Health and Welfare Benefits		3401-3402	3,152,653.00	3,761,103.00	19.3%
Unemployment Insurance		3501-3502	4,585.00	121,374.00	2547.2%
Workers' Compensation		3601-3602	108,636.00	117,385.00	8.1%
OPEB, Allocated		3701-3702	1,346,775.00	1,391,411.00	3.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	25,746.00	30,031.00	16.6%
TOTAL, EMPLOYEE BENEFITS			7,243,959.00	8,408,840.00	16.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	273,747.00	1,608,419.00	487.6%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			273,747.00	1,608,419.00	487.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	89,064.00	114,866.00	29.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,093.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	11,979.00	690,491.00	5664.2%
Professional/Consulting Services and Operating Expenditures		5800	546,158.00	323,714.00	-40.7%
Communications		5900	1.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			652,295.00	1,129,071.00	73.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	688,388.00	869,928.00	26.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			688,388.00	869,928.00	26.4%
TOTAL, EXPENDITURES			18,372,381.00	21,898,717.00	19.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	900,889.00	1,401,845.00	55.6%
3) Other State Revenue		8300-8599	17,315,984.00	20,229,316.00	16.8%
4) Other Local Revenue		8600-8799	155,508.00	267,556.00	72.1%
5) TOTAL, REVENUES			18,372,381.00	21,898,717.00	19.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		14,670,354.00	16,300,928.00	11.1%
2) Instruction - Related Services	2000-2999		1,190,999.00	1,330,300.00	11.7%
3) Pupil Services	3000-3999		144,119.00	156,969.00	8.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		1,666,542.00	2,493,645.00	49.6%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		688,388.00	869,928.00	26.4%
8) Plant Services	8000-8999		11,979.00	746,947.00	6135.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			18,372,381.00	21,898,717.00	19.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	29,189,808.00	52,069,158.00	78.4%
3) Other State Revenue		8300-8599	4,476,730.00	1,708,586.00	-61.8%
4) Other Local Revenue		8600-8799	1,827,841.00	1,289,060.00	-29.5%
5) TOTAL, REVENUES			35,494,379.00	55,066,804.00	55.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	12,270,798.00	14,820,482.00	20.8%
3) Employee Benefits		3000-3999	9,942,642.00	11,668,385.00	17.4%
4) Books and Supplies		4000-4999	10,741,979.00	23,254,999.00	116.5%
5) Services and Other Operating Expenditures		5000-5999	2,107,340.00	2,769,998.00	31.4%
6) Capital Outlay		6000-6999	228,752.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,371,046.00	1,382,033.00	0.8%
9) TOTAL, EXPENDITURES			36,662,557.00	53,895,897.00	47.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,168,178.00)	1,170,907.00	-200.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,168,178.00)	1,170,907.00	-200.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,998,983.13	16,830,805.13	-6.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,998,983.13	16,830,805.13	-6.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,998,983.13	16,830,805.13	-6.5%
2) Ending Balance, June 30 (E + F1e)			16,830,805.13	18,001,712.13	7.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	2,285,225.38	2,285,225.38	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,545,579.75	15,716,486.75	8.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	29,189,808.00	52,069,158.00	78.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			29,189,808.00	52,069,158.00	78.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	4,476,730.00	1,708,586.00	-61.8%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,476,730.00	1,708,586.00	-61.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	17,055.00	150,000.00	779.5%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	357,228.00	350,000.00	-2.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,453,558.00	789,060.00	-45.7%
TOTAL, OTHER LOCAL REVENUE			1,827,841.00	1,289,060.00	-29.5%
TOTAL, REVENUES			35,494,379.00	55,066,804.00	55.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	10,386,225.00	11,708,067.00	12.7%
Classified Supervisors' and Administrators' Salaries		2300	838,522.00	1,025,804.00	22.3%
Clerical, Technical and Office Salaries		2400	738,607.00	986,611.00	33.6%
Other Classified Salaries		2900	307,444.00	1,100,000.00	257.8%
TOTAL, CLASSIFIED SALARIES			12,270,798.00	14,820,482.00	20.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	2,274,034.00	2,667,634.00	17.3%
OASDI/Medicare/Alternative		3301-3302	844,117.00	895,902.00	6.1%
Health and Welfare Benefits		3401-3402	4,638,651.00	5,751,283.00	24.0%
Unemployment Insurance		3501-3502	5,587.00	6,503.00	16.4%
Workers' Compensation		3601-3602	130,844.00	157,768.00	20.6%
OPEB, Allocated		3701-3702	1,988,014.00	2,127,407.00	7.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	61,395.00	61,888.00	0.8%
TOTAL, EMPLOYEE BENEFITS			9,942,642.00	11,668,385.00	17.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,074,942.00	2,654,895.00	147.0%
Noncapitalized Equipment		4400	286,764.00	100,000.00	-65.1%
Food		4700	9,380,273.00	20,500,104.00	118.5%
TOTAL, BOOKS AND SUPPLIES			10,741,979.00	23,254,999.00	116.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	10,800.00	27,000.00	150.0%
Dues and Memberships		5300	88,069.00	70,000.00	-20.5%
Insurance		5400-5450	105,813.00	154,554.00	46.1%
Operations and Housekeeping Services		5500	556,013.00	698,000.00	25.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,586,095.00	1,574,444.00	-0.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(373,208.00)	103,111.00	-127.6%
Professional/Consulting Services and Operating Expenditures		5800	98,622.00	108,889.00	10.4%
Communications		5900	35,136.00	34,000.00	-3.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,107,340.00	2,769,998.00	31.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	228,752.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			228,752.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	1,371,046.00	1,382,033.00	0.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,371,046.00	1,382,033.00	0.8%
TOTAL, EXPENDITURES			36,662,557.00	53,895,897.00	47.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	29,189,808.00	52,069,158.00	78.4%
3) Other State Revenue		8300-8599	4,476,730.00	1,708,586.00	-61.8%
4) Other Local Revenue		8600-8799	1,827,841.00	1,289,060.00	-29.5%
5) TOTAL, REVENUES			35,494,379.00	55,066,804.00	55.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		34,634,676.00	51,669,264.00	49.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		190,630.00	259,600.00	36.2%
7) General Administration	7000-7999		1,371,046.00	1,382,033.00	0.8%
8) Plant Services	8000-8999		466,205.00	585,000.00	25.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			36,662,557.00	53,895,897.00	47.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,168,178.00)	1,170,907.00	-200.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,168,178.00)	1,170,907.00	-200.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,998,983.13	16,830,805.13	-6.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,998,983.13	16,830,805.13	-6.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,998,983.13	16,830,805.13	-6.5%
2) Ending Balance, June 30 (E + F1e)			16,830,805.13	18,001,712.13	7.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	2,285,225.38	2,285,225.38	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	14,545,579.75	15,716,486.75	8.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	10,378,176.38	10,709,638.38
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	4,167,403.37	5,006,848.37
Total, Restricted Balance		14,545,579.75	15,716,486.75

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,025.00	0.00	-100.0%
5) TOTAL, REVENUES			1,025.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	107,629.00	130,700.00	21.4%
5) Services and Other Operating Expenditures		5000-5999	6,794,419.00	7,225,709.00	6.3%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,902,048.00	7,356,409.00	6.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,901,023.00)	(7,356,409.00)	6.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,901,023.00	7,356,409.00	6.6%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,901,023.00	7,356,409.00	6.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,025.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,025.00	0.00	-100.0%
TOTAL, REVENUES			1,025.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	107,629.00	130,700.00	21.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			107,629.00	130,700.00	21.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,040,957.00	6,012,641.00	19.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,148,452.00	263,235.00	-77.1%
Professional/Consulting Services and Operating Expenditures		5800	605,010.00	949,833.00	57.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,794,419.00	7,225,709.00	6.3%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,902,048.00	7,356,409.00	6.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	6,901,023.00	7,356,409.00	6.6%
(a) TOTAL, INTERFUND TRANSFERS IN			6,901,023.00	7,356,409.00	6.6%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			6,901,023.00	7,356,409.00	6.6%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,025.00	0.00	-100.0%
5) TOTAL, REVENUES			1,025.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		6,902,048.00	7,356,409.00	6.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,902,048.00	7,356,409.00	6.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(6,901,023.00)	(7,356,409.00)	6.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,901,023.00	7,356,409.00	6.6%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,901,023.00	7,356,409.00	6.6%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	845,637.00	1,193,300.00	41.1%
5) TOTAL, REVENUES			845,637.00	1,193,300.00	41.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	953,370.00	581,894.00	-39.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			953,370.00	581,894.00	-39.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(107,733.00)	611,406.00	-667.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	43,163,021.00	123,893,968.00	187.0%
2) Other Sources/Uses					
a) Sources		8930-8979	125,901,820.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			82,738,799.00	(123,893,968.00)	-249.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,631,066.00	(123,282,562.00)	-249.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	42,633,432.99	125,264,498.99	193.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			42,633,432.99	125,264,498.99	193.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			42,633,432.99	125,264,498.99	193.8%
2) Ending Balance, June 30 (E + F1e)			125,264,498.99	1,981,936.99	-98.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	125,264,498.99	1,981,936.99	-98.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	845,637.00	1,193,300.00	41.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			845,637.00	1,193,300.00	41.1%
TOTAL, REVENUES			845,637.00	1,193,300.00	41.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	6,945.00	65,000.00	835.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	33,594.00	75,000.00	123.3%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
Professional/Consulting Services and Operating Expenditures		5800	912,831.00	441,894.00	-51.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			953,370.00	581,894.00	-39.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			953,370.00	581,894.00	-39.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	43,163,021.00	123,893,968.00	187.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			43,163,021.00	123,893,968.00	187.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	125,000,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	901,820.00	0.00	-100.0%
(c) TOTAL, SOURCES			125,901,820.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			82,738,799.00	(123,893,968.00)	-249.7%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	845,637.00	1,193,300.00	41.1%
5) TOTAL, REVENUES			845,637.00	1,193,300.00	41.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		51,550.00	150,000.00	191.0%
9) Other Outgo	9000-9999	Except 7600-7699	901,820.00	431,894.00	-52.1%
10) TOTAL, EXPENDITURES			953,370.00	581,894.00	-39.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(107,733.00)	611,406.00	-667.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	43,163,021.00	123,893,968.00	187.0%
2) Other Sources/Uses					
a) Sources		8930-8979	125,901,820.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			82,738,799.00	(123,893,968.00)	-249.7%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,631,066.00	(123,282,562.00)	-249.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	42,633,432.99	125,264,498.99	193.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			42,633,432.99	125,264,498.99	193.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			42,633,432.99	125,264,498.99	193.8%
2) Ending Balance, June 30 (E + F1e)			125,264,498.99	1,981,936.99	-98.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	125,264,498.99	1,981,936.99	-98.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,357,111.00	1,390,000.00	2.4%
5) TOTAL, REVENUES			1,357,111.00	1,390,000.00	2.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	765.00	197.00	-74.2%
5) Services and Other Operating Expenditures		5000-5999	106,070.00	428,614.00	304.1%
6) Capital Outlay		6000-6999	3,285,685.00	1,437,369.00	-56.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,392,520.00	1,866,180.00	-45.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,035,409.00)	(476,180.00)	-76.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	28,920.00	28,920.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(28,920.00)	(28,920.00)	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,064,329.00)	(505,100.00)	-75.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,569,429.12	505,100.12	-80.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,569,429.12	505,100.12	-80.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,569,429.12	505,100.12	-80.3%
2) Ending Balance, June 30 (E + F1e)			505,100.12	0.12	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	505,100.12	0.12	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds					
Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from					
Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	40,000.00	40,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	1,317,111.00	1,350,000.00	2.5%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,357,111.00	1,390,000.00	2.4%
TOTAL, REVENUES			1,357,111.00	1,390,000.00	2.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	765.00	197.00	-74.2%
TOTAL, BOOKS AND SUPPLIES			765.00	197.00	-74.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	27,000.00	145,843.00	440.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	68,403.00	10,966.00	-84.0%
Professional/Consulting Services and Operating Expenditures		5800	10,667.00	271,805.00	2448.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			106,070.00	428,614.00	304.1%
CAPITAL OUTLAY					
Land		6100	20,225.00	21,987.00	8.7%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,112,756.00	1,382,064.00	-55.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	152,704.00	33,318.00	-78.2%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,285,685.00	1,437,369.00	-56.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,392,520.00	1,866,180.00	-45.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	28,920.00	28,920.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			28,920.00	28,920.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(28,920.00)	(28,920.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,357,111.00	1,390,000.00	2.4%
5) TOTAL, REVENUES			1,357,111.00	1,390,000.00	2.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,392,520.00	1,866,180.00	-45.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,392,520.00	1,866,180.00	-45.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,035,409.00)	(476,180.00)	-76.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	28,920.00	28,920.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(28,920.00)	(28,920.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,064,329.00)	(505,100.00)	-75.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,569,429.12	505,100.12	-80.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,569,429.12	505,100.12	-80.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,569,429.12	505,100.12	-80.3%
2) Ending Balance, June 30 (E + F1e)			505,100.12	0.12	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	505,100.12	0.12	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
9010	Other Restricted Local	505,100.12	0.12
Total, Restricted Balance		505,100.12	0.12

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	11,626,265.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	808,139.00	600,000.00	-25.8%
5) TOTAL, REVENUES			12,434,404.00	600,000.00	-95.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	78,961.00	1,516,775.00	1820.9%
5) Services and Other Operating Expenditures		5000-5999	5,430,104.00	13,404,587.00	146.9%
6) Capital Outlay		6000-6999	46,567,559.00	66,241,042.00	42.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			52,076,624.00	81,162,404.00	55.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(39,642,220.00)	(80,562,404.00)	103.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	36,261,998.00	116,537,559.00	221.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			36,261,998.00	116,537,559.00	221.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,380,222.00)	35,975,155.00	-1164.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	59,478,775.45	56,098,553.45	-5.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			59,478,775.45	56,098,553.45	-5.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			59,478,775.45	56,098,553.45	-5.7%
2) Ending Balance, June 30 (E + F1e)			56,098,553.45	92,073,708.45	64.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	56,098,553.45	92,073,708.45	64.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	11,626,265.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			11,626,265.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	479,343.00	600,000.00	25.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	328,796.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			808,139.00	600,000.00	-25.8%
TOTAL, REVENUES			12,434,404.00	600,000.00	-95.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	664.00	296,344.00	44530.1%
Noncapitalized Equipment		4400	78,297.00	1,220,431.00	1458.7%
TOTAL, BOOKS AND SUPPLIES			78,961.00	1,516,775.00	1820.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,826,878.00	1,664,968.00	-8.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,173,775.00	4,205,659.00	258.3%
Professional/Consulting Services and Operating Expenditures		5800	2,429,451.00	7,533,960.00	210.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,430,104.00	13,404,587.00	146.9%
CAPITAL OUTLAY					
Land		6100	102,564.00	1,504,538.00	1366.9%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	45,683,255.00	57,406,163.00	25.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	781,740.00	7,330,341.00	837.7%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			46,567,559.00	66,241,042.00	42.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			52,076,624.00	81,162,404.00	55.9%

Description Resource Codes Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS			
INTERFUND TRANSFERS IN			
To: State School Building Fund/ County School Facilities Fund From: All Other Funds	8913	0.00	0.0%
Other Authorized Interfund Transfers In	8919	36,261,998.00	116,537,559.00
(a) TOTAL, INTERFUND TRANSFERS IN		36,261,998.00	116,537,559.00
INTERFUND TRANSFERS OUT			
To: State School Building Fund/ County School Facilities Fund	7613	0.00	0.0%
Other Authorized Interfund Transfers Out	7619	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT		0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			36,261,998.00	116,537,559.00	221.4%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	11,626,265.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	808,139.00	600,000.00	-25.8%
5) TOTAL, REVENUES			12,434,404.00	600,000.00	-95.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		52,050,874.00	81,162,404.00	55.9%
9) Other Outgo	9000-9999	Except 7600-7699	25,750.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			52,076,624.00	81,162,404.00	55.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(39,642,220.00)	(80,562,404.00)	103.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	36,261,998.00	116,537,559.00	221.4%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			36,261,998.00	116,537,559.00	221.4%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,380,222.00)	35,975,155.00	-1164.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	59,478,775.45	56,098,553.45	-5.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			59,478,775.45	56,098,553.45	-5.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			59,478,775.45	56,098,553.45	-5.7%
2) Ending Balance, June 30 (E + F1e)			56,098,553.45	92,073,708.45	64.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	56,098,553.45	92,073,708.45	64.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,000.00	48,000.00	6.7%
5) TOTAL, REVENUES			45,000.00	48,000.00	6.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,021,990.00	1,306,546.00	27.8%
3) Employee Benefits		3000-3999	525,737.00	700,211.00	33.2%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	(968,186.00)	415,277.00	-142.9%
6) Capital Outlay		6000-6999	237,857.00	661,425.00	178.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			817,398.00	3,083,459.00	277.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(772,398.00)	(3,035,459.00)	293.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(772,398.00)	(3,035,459.00)	293.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,807,857.15	3,035,459.15	-20.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,807,857.15	3,035,459.15	-20.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,807,857.15	3,035,459.15	-20.3%
2) Ending Balance, June 30 (E + F1e)			3,035,459.15	0.15	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,035,459.15	0.15	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	45,000.00	48,000.00	6.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,000.00	48,000.00	6.7%
TOTAL, REVENUES			45,000.00	48,000.00	6.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	764,836.00	987,124.00	29.1%
Classified Supervisors' and Administrators' Salaries		2300	112,704.00	176,168.00	56.3%
Clerical, Technical and Office Salaries		2400	144,450.00	143,254.00	-0.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,021,990.00	1,306,546.00	27.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	211,225.00	300,508.00	42.3%
OASDI/Medicare/Alternative		3301-3302	76,077.00	97,628.00	28.3%
Health and Welfare Benefits		3401-3402	157,867.00	207,944.00	31.7%
Unemployment Insurance		3501-3502	497.00	639.00	28.6%
Workers' Compensation		3601-3602	11,734.00	15,027.00	28.1%
OPEB, Allocated		3701-3702	67,658.00	76,917.00	13.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	679.00	1,548.00	128.0%
TOTAL, EMPLOYEE BENEFITS			525,737.00	700,211.00	33.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	9,489.00	14,708.00	55.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	110,058.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,483,439.00)	(1,813,818.00)	22.3%
Professional/Consulting Services and Operating Expenditures		5800	395,706.00	2,214,387.00	459.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(968,186.00)	415,277.00	-142.9%
CAPITAL OUTLAY					
Land		6100	0.00	5,000.00	New
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	65,171.00	631,425.00	868.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	172,686.00	25,000.00	-85.5%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			237,857.00	661,425.00	178.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			817,398.00	3,083,459.00	277.2%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	45,000.00	48,000.00	6.7%
5) TOTAL, REVENUES			45,000.00	48,000.00	6.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		817,398.00	3,083,459.00	277.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			817,398.00	3,083,459.00	277.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(772,398.00)	(3,035,459.00)	293.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(772,398.00)	(3,035,459.00)	293.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,807,857.15	3,035,459.15	-20.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,807,857.15	3,035,459.15	-20.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,807,857.15	3,035,459.15	-20.3%
2) Ending Balance, June 30 (E + F1e)			3,035,459.15	0.15	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,035,459.15	0.15	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	403,665.00	433,777.00	7.5%
4) Other Local Revenue		8600-8799	57,307,506.00	43,063,860.00	-24.9%
5) TOTAL, REVENUES			57,711,171.00	43,497,637.00	-24.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	54,863,391.00	57,766,593.00	5.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			54,863,391.00	57,766,593.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,847,780.00	(14,268,956.00)	-601.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	3,309,548.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,309,548.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,157,328.00	(14,268,956.00)	-331.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	274,106,864.36	280,264,192.36	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			274,106,864.36	280,264,192.36	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			274,106,864.36	280,264,192.36	2.2%
2) Ending Balance, June 30 (E + F1e)			280,264,192.36	265,995,236.36	-5.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	280,264,192.36	265,995,236.36	-5.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	403,665.00	433,777.00	7.5%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			403,665.00	433,777.00	7.5%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	46,554,783.00	36,870,993.00	-20.8%
Unsecured Roll		8612	7,019,474.00	5,639,090.00	-19.7%
Prior Years' Taxes		8613	43,377.00	0.00	-100.0%
Supplemental Taxes		8614	539,754.00	433,777.00	-19.6%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	20,016.00	0.00	-100.0%
Interest		8660	3,724,372.00	120,000.00	-96.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	(594,270.00)	0.00	-100.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			57,307,506.00	43,063,860.00	-24.9%
TOTAL, REVENUES			57,711,171.00	43,497,637.00	-24.6%

			2020-21	2021-22	Percent
Description	Resource Codes	Object Codes	Estimated Actuals	Budget	Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	12,508.00	19,005.00	51.9%
Debt Service - Interest		7438	21,365,877.00	20,917,044.00	-2.1%
Other Debt Service - Principal		7439	33,485,006.00	36,830,544.00	10.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			54,863,391.00	57,766,593.00	5.3%
TOTAL, EXPENDITURES			54,863,391.00	57,766,593.00	5.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	3,309,548.00	0.00	-100.0%
(c) TOTAL, SOURCES			3,309,548.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			3,309,548.00	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	403,665.00	433,777.00	7.5%
4) Other Local Revenue		8600-8799	57,307,506.00	43,063,860.00	-24.9%
5) TOTAL, REVENUES			57,711,171.00	43,497,637.00	-24.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	54,863,391.00	57,766,593.00	5.3%
10) TOTAL, EXPENDITURES			54,863,391.00	57,766,593.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,847,780.00	(14,268,956.00)	-601.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	3,309,548.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,309,548.00	0.00	-100.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,157,328.00	(14,268,956.00)	-331.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	274,106,864.36	280,264,192.36	2.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			274,106,864.36	280,264,192.36	2.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			274,106,864.36	280,264,192.36	2.2%
2) Ending Balance, June 30 (E + F1e)			280,264,192.36	265,995,236.36	-5.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	280,264,192.36	265,995,236.36	-5.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	196,922,751.00	204,456,573.00	3.8%
5) TOTAL, REVENUES			196,922,751.00	204,456,573.00	3.8%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,526,669.00	1,619,362.00	6.1%
3) Employee Benefits		3000-3999	822,361.00	913,446.00	11.1%
4) Books and Supplies		4000-4999	1,613.00	8,617.00	434.2%
5) Services and Other Operating Expenses		5000-5999	191,757,900.00	200,826,965.00	4.7%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			194,108,543.00	203,368,390.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,814,208.00	1,088,183.00	-61.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,000,000.00	2,000,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,000,000.00)	(2,000,000.00)	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			814,208.00	(911,817.00)	-212.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	40,824,473.72	41,638,681.72	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,824,473.72	41,638,681.72	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			40,824,473.72	41,638,681.72	2.0%
2) Ending Net Position, June 30 (E + F1e)			41,638,681.72	40,726,864.72	-2.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	41,638,681.72	40,726,864.72	-2.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,254,907.00	1,577,510.00	25.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	186,012,971.00	176,271,832.00	-5.2%
All Other Fees and Contracts		8689	4,800,426.00	4,199,488.00	-12.5%
Other Local Revenue					
All Other Local Revenue		8699	4,854,447.00	22,407,743.00	361.6%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			196,922,751.00	204,456,573.00	3.8%
TOTAL, REVENUES			196,922,751.00	204,456,573.00	3.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	6,198.00	New
Classified Supervisors' and Administrators' Salaries		2300	556,236.00	568,034.00	2.1%
Clerical, Technical and Office Salaries		2400	970,433.00	1,045,130.00	7.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,526,669.00	1,619,362.00	6.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	298,957.00	342,159.00	14.5%
OASDI/Medicare/Alternative		3301-3302	112,365.00	115,478.00	2.8%
Health and Welfare Benefits		3401-3402	272,641.00	308,548.00	13.2%
Unemployment Insurance		3501-3502	761.00	861.00	13.1%
Workers' Compensation		3601-3602	18,015.00	17,391.00	-3.5%
OPEB, Allocated		3701-3702	115,688.00	123,854.00	7.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,934.00	5,155.00	31.0%
TOTAL, EMPLOYEE BENEFITS			822,361.00	913,446.00	11.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,613.00	8,617.00	434.2%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,613.00	8,617.00	434.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	40,000.00	New
Travel and Conferences		5200	20,738.00	22,888.00	10.4%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	4,900,369.00	5,442,919.00	11.1%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	61,969.00	76,964.00	24.2%
Professional/Consulting Services and Operating Expenditures		5800	186,761,249.00	195,227,243.00	4.5%
Communications		5900	13,575.00	16,951.00	24.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			191,757,900.00	200,826,965.00	4.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			194,108,543.00	203,368,390.00	4.8%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	2,000,000.00	2,000,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,000,000.00	2,000,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,000,000.00)	(2,000,000.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	196,922,751.00	204,456,573.00	3.8%
5) TOTAL, REVENUES			196,922,751.00	204,456,573.00	3.8%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		194,108,543.00	203,368,390.00	4.8%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			194,108,543.00	203,368,390.00	4.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,814,208.00	1,088,183.00	-61.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,000,000.00	2,000,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,000,000.00)	(2,000,000.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			814,208.00	(911,817.00)	-212.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	40,824,473.72	41,638,681.72	2.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,824,473.72	41,638,681.72	2.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			40,824,473.72	41,638,681.72	2.0%
2) Ending Net Position, June 30 (E + F1e)			41,638,681.72	40,726,864.72	-2.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	41,638,681.72	40,726,864.72	-2.2%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
Total, Restricted Net Position		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,100,000.00	2,158,039.00	-73.4%
5) TOTAL, REVENUES			8,100,000.00	2,158,039.00	-73.4%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	45,000.00	100,000.00	122.2%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			45,000.00	100,000.00	122.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,055,000.00	2,058,039.00	-74.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,500,000.00	3,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,500,000.00	3,500,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			11,555,000.00	5,558,039.00	-51.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	54,854,090.64	66,409,090.64	21.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,854,090.64	66,409,090.64	21.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			54,854,090.64	66,409,090.64	21.1%
2) Ending Net Position, June 30 (E + F1e)			66,409,090.64	71,967,129.64	8.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	66,409,090.64	71,967,129.64	8.4%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400			
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	8,100,000.00	2,158,039.00	-73.4%
Fees and Contracts					
In-District Premiums/ Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,100,000.00	2,158,039.00	-73.4%
TOTAL, REVENUES			8,100,000.00	2,158,039.00	-73.4%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	45,000.00	100,000.00	122.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			45,000.00	100,000.00	122.2%
TOTAL, EXPENSES			45,000.00	100,000.00	122.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	3,500,000.00	3,500,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			3,500,000.00	3,500,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			3,500,000.00	3,500,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,100,000.00	2,158,039.00	-73.4%
5) TOTAL, REVENUES			8,100,000.00	2,158,039.00	-73.4%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		45,000.00	100,000.00	122.2%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			45,000.00	100,000.00	122.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			8,055,000.00	2,058,039.00	-74.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	3,500,000.00	3,500,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			3,500,000.00	3,500,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			11,555,000.00	5,558,039.00	-51.9%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	54,854,090.64	66,409,090.64	21.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,854,090.64	66,409,090.64	21.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			54,854,090.64	66,409,090.64	21.1%
2) Ending Net Position, June 30 (E + F1e)			66,409,090.64	71,967,129.64	8.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	66,409,090.64	71,967,129.64	8.4%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2020-21	2021-22
		Estimated Actuals	Budget
9010	Other Restricted Local	66,409,090.64	71,967,129.64
Total, Restricted Net Position		66,409,090.64	71,967,129.64

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	66,903.50	66,903.50	66,903.50	66,339.00	66,339.00	66,675.49
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	66,903.50	66,903.50	66,903.50	66,339.00	66,339.00	66,675.49
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	66,903.50	66,903.50	66,903.50	66,339.00	66,339.00	66,675.49
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools	27.48	27.48	27.48	27.48	27.48	27.48
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	27.48	27.48	27.48	27.48	27.48	27.48
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	27.48	27.48	27.48	27.48	27.48	27.48
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			37,670,607.37	148,454,296.37	158,313,046.37	259,615,655.37	300,012,238.37	289,203,252.37	319,202,508.37	304,597,144.37
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		33,962,276.00	33,962,276.00	77,975,169.00	61,132,097.00	61,132,097.00	77,975,169.00	61,132,097.00	61,132,097.00
Property Taxes	8020-8079			674,536.00				28,471,366.00	1,265,394.00	674,536.00
Miscellaneous Funds	8080-8099					(206,332.00)	(1,170,686.00)	(410,031.00)	(178,876.00)	(35,980.00)
Federal Revenue	8100-8299		418,033.00	7,241,902.00	52,111,124.00	24,402,324.00	313,306.00	8,863,360.00	2,319,293.00	1,170,067.00
Other State Revenue	8300-8599		2,070,476.00	5,489,913.00	19,887,201.00	11,145,208.00	8,439,434.00	8,800,535.00	16,519,839.00	1,304,874.00
Other Local Revenue	8600-8799		737,774.00	383,898.00	1,952,637.00	341,926.00	421,444.00	1,427,760.00	574,716.00	2,760,703.00
Interfund Transfers In	8910-8929		250,000.00	750,000.00	1,150,000.00	500,000.00	250,000.00	250,000.00	500,000.00	250,000.00
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			37,438,559.00	48,502,525.00	153,076,131.00	97,315,223.00	69,385,595.00	125,378,159.00	82,132,463.00	67,256,297.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		7,177,729.00	43,455,042.00	41,919,214.00	42,603,256.00	39,919,546.00	32,110,224.00	39,329,775.00	46,920,941.00
Classified Salaries	2000-2999		17,634,522.00	7,051,462.00	10,834,567.00	11,235,716.00	13,593,983.00	14,333,052.00	12,527,603.00	14,810,924.00
Employee Benefits	3000-3999		9,967,653.00	7,723,684.00	20,958,416.00	21,870,943.00	30,130,365.00	30,045,854.00	28,611,755.00	35,459,775.00
Books and Supplies	4000-4999		63,369.00	9,146,676.00	5,520,291.00	3,806,348.00	10,386,842.00	2,397,345.00	3,624,927.00	4,781,046.00
Services	5000-5999		2,210,746.00	6,856,214.00	8,815,630.00	13,651,647.00	9,690,008.00	14,627,683.00	11,802,177.00	9,085,942.00
Capital Outlay	6000-6599		181,314.00	617,695.00	730,754.00	2,121,791.00	1,046,562.00	238,749.00	684,523.00	555,969.00
Other Outgo	7000-7499		8,491.00	6,062.00	11,062.00	9,271.00	17,861.00	34,500.00	11,292.00	17,442.00
Interfund Transfers Out	7600-7629		250,000.00	887,445.00	887,445.00	1,476,688.00	295,815.00	1,035,353.00	295,815.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			37,493,824.00	75,744,280.00	89,677,379.00	96,775,660.00	105,080,982.00	94,822,760.00	96,887,867.00	111,632,039.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		219,432,881.00	42,453,117.00	46,145,915.00	40,380,782.00	25,429,810.00	1,204.00	306,951.00	303,547.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	219,432,881.00	42,453,117.00	46,145,915.00	40,380,782.00	25,429,810.00	1,204.00	306,951.00	303,547.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		108,593,927.00	5,352,612.00	8,242,058.00	523,762.00	543,409.00	557,347.00	156,911.00	148,463.00
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	108,593,927.00	5,352,612.00	8,242,058.00	523,762.00	543,409.00	557,347.00	156,911.00	148,463.00
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		0.00	110,838,954.00	37,100,505.00	37,903,857.00	39,857,020.00	24,886,401.00	(556,143.00)	150,040.00	155,084.00
E. NET INCREASE/DECREASE (B - C + D)			110,783,689.00	9,858,750.00	101,302,609.00	40,396,583.00	(10,808,986.00)	29,999,256.00	(14,605,364.00)	(44,220,658.00)
F. ENDING CASH (A + E)			148,454,296.37	158,313,046.37	259,615,655.37	300,012,238.37	289,203,252.37	319,202,508.37	304,597,144.37	260,376,486.37
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		260,376,486.37	246,897,859.37	264,905,806.37	249,683,601.37				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	77,975,169.00	61,132,097.00	61,132,097.00	0.00	77,975,169.00		746,617,810.00	746,617,810.00
Property Taxes	8020-8079		29,145,902.00	2,530,788.00	8,970,750.00			71,733,272.00	71,733,272.00
Miscellaneous Funds	8080-8099	(705,087.00)	(395,357.00)	(375,249.00)	(29,217.00)	(612,571.00)		(4,119,386.00)	(4,119,386.00)
Federal Revenue	8100-8299	879,515.00	9,125,373.00	24,458,465.00	1,806,486.00	76,747,403.00		209,856,651.00	209,856,651.00
Other State Revenue	8300-8599	9,653,395.00	5,423,921.00	9,753,658.00	6,883,671.00	81,815,842.00		187,187,967.00	187,187,967.00
Other Local Revenue	8600-8799	906,763.00	522,843.00	712,671.00	1,533,230.00	6,051,709.00		18,328,074.00	18,328,074.00
Interfund Transfers In	8910-8929		1,000,000.00	301,097.00	481,755.00	1,702,477.00		7,385,329.00	7,385,329.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		88,709,755.00	105,954,779.00	98,513,527.00	19,646,675.00	243,680,029.00	0.00	1,236,989,717.00	1,236,989,717.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	47,482,710.00	35,257,081.00	48,536,563.00	32,465,670.00	35,921,350.00		493,099,101.00	493,099,101.00
Classified Salaries	2000-2999	12,820,199.00	10,768,163.00	11,028,879.00	10,767,823.00	5,655,171.00		153,062,064.00	153,062,064.00
Employee Benefits	3000-3999	29,996,152.00	30,570,252.00	32,992,649.00	31,355,271.00	34,624,492.00		344,307,261.00	344,307,261.00
Books and Supplies	4000-4999	2,305,352.00	1,837,431.00	2,144,892.00	8,199,857.00	13,452,311.00		67,666,687.00	67,666,687.00
Services	5000-5999	9,136,290.00	8,948,522.00	8,976,503.00	8,877,699.00	15,858,739.00		128,537,800.00	128,537,800.00
Capital Outlay	6000-6599	241,111.00	159,112.00	26,341.00	148,627.00	1,259,094.00		8,011,642.00	8,011,642.00
Other Outgo	7000-7499	9,670.00	26,556.00	13,656.00	12,545.00	4,319.00		182,727.00	182,727.00
Interfund Transfers Out	7600-7629	295,815.00	295,815.00	295,815.00	1,360,750.00	1,479,653.00		8,856,409.00	8,856,409.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		102,287,299.00	87,862,932.00	104,015,298.00	93,188,242.00	108,255,129.00	0.00	1,203,723,691.00	1,203,723,691.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	321,998.00	66,854.00	37,825.00	42,357.00			374,923,241.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		321,998.00	66,854.00	37,825.00	42,357.00	0.00	0.00	374,923,241.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	223,081.00	150,754.00	9,758,259.00	8,373,082.00			142,623,665.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		223,081.00	150,754.00	9,758,259.00	8,373,082.00	0.00	0.00	142,623,665.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		98,917.00	(83,900.00)	(9,720,434.00)	(8,330,725.00)	0.00	0.00	232,299,576.00	
E. NET INCREASE/DECREASE (B - C + D)		(13,478,627.00)	18,007,947.00	(15,222,205.00)	(81,872,292.00)	135,424,900.00	0.00	265,565,602.00	33,266,026.00
F. ENDING CASH (A + E)		246,897,859.37	264,905,806.37	249,683,601.37	167,811,309.37				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								303,236,209.37	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			167,811,309.37	360,625,196.37	327,146,206.37	466,434,744.37	428,913,416.37	383,429,586.37	416,189,776.37	394,971,606.37
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		34,602,526.00	34,602,526.00	79,127,618.00	62,284,546.00	62,284,546.00	79,127,618.00	62,284,546.00	62,344,988.00
Property Taxes	8020-8079			674,536.00				28,471,366.00	1,265,394.00	674,536.00
Miscellaneous Funds	8080-8099					(206,332.00)	(1,170,686.00)	(410,031.00)	(178,876.00)	(35,980.00)
Federal Revenue	8100-8299		1,228,021.00	21,273,940.00	153,082,554.00	1,181,875.00	920,374.00	26,037,162.00	9,457,051.00	3,437,210.00
Other State Revenue	8300-8599		1,174,539.00	3,114,317.00	11,281,609.00	6,322,452.00	4,787,521.00	4,992,366.00	9,371,372.00	740,229.00
Other Local Revenue	8600-8799		737,774.00	383,898.00	1,952,637.00	341,926.00	421,444.00	1,427,760.00	574,716.00	2,760,703.00
Interfund Transfers In	8910-8929		114,596.00	343,789.00	527,144.00	229,193.00	114,596.00	114,596.00	229,193.00	114,596.00
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			37,857,456.00	60,393,006.00	245,971,562.00	70,153,660.00	67,357,795.00	139,760,837.00	83,003,396.00	70,036,282.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		7,206,057.00	43,626,548.00	42,084,659.00	42,771,401.00	40,077,099.00	32,236,955.00	39,485,000.00	47,106,126.00
Classified Salaries	2000-2999		16,828,629.00	9,059,728.00	11,451,563.00	11,558,655.00	12,738,259.00	12,979,691.00	12,651,451.00	14,957,344.00
Employee Benefits	3000-3999		9,487,402.00	11,326,651.00	28,330,735.00	26,096,950.00	31,795,169.00	34,943,600.00	29,967,647.00	32,140,190.00
Books and Supplies	4000-4999		122,073.00	17,620,061.00	10,634,232.00	7,332,509.00	20,009,104.00	4,618,220.00	6,983,023.00	9,210,157.00
Services	5000-5999		3,092,784.00	9,591,691.00	12,332,870.00	19,098,351.00	13,556,106.00	20,463,803.00	16,510,983.00	12,711,030.00
Capital Outlay	6000-6599		0.00	0.00	0.00	600,000.00	600,000.00	600,000.00	600,000.00	600,000.00
Other Outgo	7000-7499		8,491.00	6,062.00	11,062.00	9,271.00	17,861.00	34,500.00	11,292.00	17,442.00
Interfund Transfers Out	7600-7629		137,087.00	486,630.00	486,630.00	809,741.00	162,210.00	567,735.00	162,210.00	
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			36,882,523.00	91,717,371.00	105,331,751.00	108,276,878.00	118,955,808.00	106,444,504.00	106,371,606.00	116,742,289.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		300,432,881.00	3,197,987.00	6,890,785.00	1,125,652.00	6,657,592.00	1,204.00	2,306,951.00	5,303,547.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	300,432,881.00	3,197,987.00	6,890,785.00	1,125,652.00	6,657,592.00	1,204.00	2,306,951.00	5,303,547.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610		108,593,927.00	5,352,612.00	8,242,058.00	523,762.00	543,409.00	557,347.00	156,911.00	148,463.00
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	108,593,927.00	5,352,612.00	8,242,058.00	523,762.00	543,409.00	557,347.00	156,911.00	148,463.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	191,838,954.00	(2,154,625.00)	(1,351,273.00)	601,890.00	6,114,183.00	(556,143.00)	2,150,040.00	5,155,084.00
E. NET INCREASE/DECREASE (B - C + D)			192,813,887.00	(33,478,990.00)	139,288,538.00	(37,521,328.00)	(45,483,830.00)	32,760,190.00	(21,218,170.00)	(41,550,923.00)
F. ENDING CASH (A + E)			360,625,196.37	327,146,206.37	466,434,744.37	428,913,416.37	383,429,586.37	416,189,776.37	394,971,606.37	353,420,683.37
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		353,420,683.37	333,495,148.37	370,859,107.37	366,395,521.37				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	79,188,060.00	62,344,988.00	62,344,988.00	0.00	78,885,853.00	0.00	759,422,803.00	759,422,803.00
Property Taxes	8020-8079		29,145,902.00	2,530,788.00	8,970,750.00	0.00		71,733,272.00	71,733,272.00
Miscellaneous Funds	8080-8099	(705,087.00)	(395,357.00)	(375,249.00)	(29,216.00)	(612,572.00)		(4,119,386.00)	(4,119,386.00)
Federal Revenue	8100-8299	2,583,678.00	26,806,857.00	1,346,796.00	5,306,766.00	136,024,996.00		388,687,280.00	388,687,280.00
Other State Revenue	8300-8599	5,476,177.00	3,076,881.00	5,533,054.00	3,904,968.00	66,480,285.00		126,255,770.00	126,255,770.00
Other Local Revenue	8600-8799	906,763.00	522,843.00	712,671.00	1,533,230.00	5,431,709.00		17,708,074.00	17,708,074.00
Interfund Transfers In	8910-8929		458,386.00	138,019.00	220,830.00	780,391.00		3,385,329.00	3,385,329.00
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		87,449,591.00	121,960,500.00	72,231,067.00	19,907,328.00	286,990,662.00	0.00	1,363,073,142.00	1,363,073,142.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	47,670,112.00	35,396,232.00	48,728,125.00	32,593,804.00	36,067,068.00		495,049,186.00	495,049,186.00
Classified Salaries	2000-2999	12,946,939.00	10,874,617.00	11,137,910.00	10,874,273.00	6,510,923.00		154,569,982.00	154,569,982.00
Employee Benefits	3000-3999	30,917,650.00	22,018,956.00	34,556,148.00	32,841,176.00	33,176,353.00		357,598,627.00	357,598,627.00
Books and Supplies	4000-4999	4,441,006.00	3,539,608.00	4,131,898.00	15,796,119.00	31,056,571.00		135,494,581.00	135,494,581.00
Services	5000-5999	12,781,467.00	12,518,783.00	12,557,928.00	12,419,703.00	29,992,593.00		187,628,092.00	187,628,092.00
Capital Outlay	6000-6599	582,597.00	0.00	0.00	0.00	0.00		3,582,597.00	3,582,597.00
Other Outgo	7000-7499	9,670.00	2,235.00	0.00	0.00	54,841.00		182,727.00	182,727.00
Interfund Transfers Out	7600-7629	162,210.00	162,210.00	162,210.00	746,167.00	811,369.00		4,856,409.00	4,856,409.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		109,511,651.00	84,512,641.00	111,274,219.00	105,271,242.00	137,669,718.00	0.00	1,338,962,201.00	1,338,962,201.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	2,359,606.00	66,854.00	44,337,825.00	2,242,357.00			374,923,241.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		2,359,606.00	66,854.00	44,337,825.00	2,242,357.00	0.00	0.00	374,923,241.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610	223,081.00	150,754.00	9,758,259.00	8,373,082.00			142,623,665.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		223,081.00	150,754.00	9,758,259.00	8,373,082.00	0.00	0.00	142,623,665.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		2,136,525.00	(83,900.00)	34,579,566.00	(6,130,725.00)	0.00	0.00	232,299,576.00	
E. NET INCREASE/DECREASE (B - C + D)		(19,925,535.00)	37,363,959.00	(4,463,586.00)	(91,494,639.00)	149,320,944.00	0.00	256,410,517.00	24,110,941.00
F. ENDING CASH (A + E)		333,495,148.37	370,859,107.37	366,395,521.37	274,900,882.37				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								424,221,826.37	

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

☒

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

☒

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 2309 Tulare Street

Date: June 02, 2021

Place: 2309 Tulare Street

Date: June 02, 2021

Time: 06:00 PM

Adoption Date: June 16, 2021

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Kim Kelstrom

Telephone: 559-457-3907

Title: Executive Officer, Fiscal Services

E-mail: Kim.Kelstrom@fresnounified.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
				X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
				X
				X
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X X X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
			Jun 16, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?		X
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(☒) Our district is self-insured for workers' compensation claims as defined in Education Code
Section 42141(a):

Total liabilities actuarially determined:	\$ 37,648,954.00
Less: Amount of total liabilities reserved in budget:	\$ 27,385,301.00
Estimated accrued but unfunded liabilities:	\$ 10,263,653.00

(☐) This school district is self-insured for workers' compensation claims
through a JPA, and offers the following information:

(☐) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 16, 2021

For additional information on this certification, please contact:

Name: Kim Kelstrom

Title: Executive Officer, Fiscal Services

Telephone: 559-457-3907

E-mail: Kim.Kelstrom@fresnounified.org

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	426,548,231.00	301	3,612,135.00	303	422,936,096.00	305	9,842,395.00		307	413,093,701.00	309
2000 - Classified Salaries	134,916,304.00	311	1,591,658.00	313	133,324,646.00	315	6,441,960.00		317	126,882,686.00	319
3000 - Employee Benefits	301,872,685.00	321	42,447,646.00	323	259,425,039.00	325	6,937,864.00		327	252,487,175.00	329
4000 - Books, Supplies Equip Replace. (6500)	87,036,722.00	331	415,159.00	333	86,621,563.00	335	5,562,531.00		337	81,059,032.00	339
5000 - Services. . . & 7300 - Indirect Costs	87,474,676.00	341	2,756,829.00	343	84,717,847.00	345	10,019,692.00		347	74,698,155.00	349
TOTAL					987,025,191.00	365	TOTAL			948,220,749.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	0.00
10. Other Benefits (EC 22310).		3901 & 3902	178,434.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			527,614,810.00
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			3,793,507.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			820,460.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			
14. TOTAL SALARIES AND BENEFITS.			523,000,843.00
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			55.16%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	55.16%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	948,220,749.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	493,099,101.00	301	3,737,359.00	303	489,361,742.00	305	10,086,591.00		307	479,275,151.00	309
2000 - Classified Salaries	153,062,064.00	311	2,569,434.00	313	150,492,630.00	315	7,280,681.00		317	143,211,949.00	319
3000 - Employee Benefits	344,307,261.00	321	44,393,383.00	323	299,913,878.00	325	8,061,919.00		327	291,851,959.00	329
4000 - Books, Supplies Equip Replace. (6500)	68,433,531.00	331	797,285.00	333	67,636,246.00	335	5,254,124.00		337	62,382,122.00	339
5000 - Services. . . & 7300 - Indirect Costs	126,008,960.00	341	2,918,658.00	343	123,090,302.00	345	15,282,731.00		347	107,807,571.00	349
TOTAL					1,130,494,798.00	365	TOTAL			1,084,528,752.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	393
10. Other Benefits (EC 22310).		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			56.03%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	56.03%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	1,084,528,752.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,093,164,895.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	167,705,827.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	4,529,521.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	2,629,827.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,091,000.00
5. Interfund Transfers Out	All	9300	7600-7629	8,401,023.00
6. All Other Financing Uses	All	9100	7699	41,600,000.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	6,069,992.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				64,321,363.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	1,168,178.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				862,305,883.00

Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		66,903.50
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,888.80
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	894,078,013.06	13,356.69
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	894,078,013.06	13,356.69
B. Required effort (Line A.2 times 90%)	804,670,211.75	12,021.02
C. Current year expenditures (Line I.E and Line II.B)	862,305,883.00	12,888.80
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 30,182,748.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 792,616,430.00

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 3.81%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	24,058,708.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	7,891,522.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	145,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	3,971,955.78
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	4,873.18
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	36,072,058.96
9. Carry-Forward Adjustment (Part IV, Line F)	(4,518,971.26)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	31,553,087.70

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	628,175,877.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	121,123,159.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	82,511,463.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	19,033,885.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	4,777,337.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	1,886,152.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	8,048,385.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,051,564.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,245,293.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	100,278,852.22
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	123,031.82
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	893,149.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	7,240,287.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	17,672,014.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	25,682,486.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	1,020,742,935.04

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	3.53%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic/) (Line A10 divided by Line B19)	3.09%
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Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>36,072,058.96</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>442,835.77</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.02%) times Part III, Line B19); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.02%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.02%) times Part III, Line B19); zero if positive	<u>(4,518,971.26)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(4,518,971.26)</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>3.09%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-2,259,485.63) is applied to the current year calculation and the remainder (\$-2,259,485.63) is deferred to one or more future years:	<u>3.31%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-1,506,323.75) is applied to the current year calculation and the remainder (\$-3,012,647.51) is deferred to one or more future years:	<u>3.39%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(4,518,971.26)</u>

Approved indirect cost rate: 4.02%
Highest rate used in any program: 4.02%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	48,084,650.00	1,933,003.00	4.02%
01	3060	331,431.00	12,319.00	3.72%
01	3061	104,480.00	4,200.00	4.02%
01	3182	2,152,671.00	86,537.00	4.02%
01	3210	7,511,971.00	301,981.00	4.02%
01	3215	2,096.00	84.00	4.01%
01	3310	12,148,886.00	488,384.00	4.02%
01	3311	23,522.00	946.00	4.02%
01	3312	1,059,298.00	42,584.00	4.02%
01	3315	286,973.00	11,487.00	4.00%
01	3318	50,635.00	2,035.00	4.02%
01	3326	30,565.00	1,229.00	4.02%
01	3327	594,446.00	23,896.00	4.02%
01	3345	2,223.00	89.00	4.00%
01	3385	92,169.00	3,705.00	4.02%
01	3395	23,039.00	926.00	4.02%
01	3550	991,107.00	39,846.00	4.02%
01	4035	4,910,858.00	197,359.00	4.02%
01	4124	1,093,256.00	43,999.00	4.02%
01	4128	4,528.00	182.00	4.02%
01	4201	64,920.00	2,610.00	4.02%
01	4203	1,236,783.00	49,718.00	4.02%
01	4510	73,768.00	2,965.00	4.02%
01	5810	1,916,211.00	56,414.00	2.94%
01	6010	4,157,356.00	167,126.00	4.02%
01	6230	97,331.00	3,913.00	4.02%
01	6385	145,006.00	5,830.00	4.02%
01	6386	1,211.00	48.00	3.96%
01	6387	2,101,162.00	84,467.00	4.02%
01	6388	2,207,793.00	88,753.00	4.02%
01	6500	106,305,203.00	4,273,469.00	4.02%
01	6510	1,630,896.00	65,562.00	4.02%
01	6512	3,009,042.00	120,963.00	4.02%
01	6520	205,945.00	8,278.00	4.02%
01	7085	554,237.00	22,288.00	4.02%
01	7220	417,568.00	16,786.00	4.02%
01	7311	34,534.00	1,388.00	4.02%
01	7420	6,382,340.00	256,851.00	4.02%
01	7422	16,710,058.00	671,744.00	4.02%
01	7425	3,639,228.00	146,297.00	4.02%
01	7426	265,418.00	10,670.00	4.02%
01	7510	605,058.00	24,323.00	4.02%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	8150	24,654,964.00	991,129.00	4.02%
01	9010	5,092,886.00	76,545.00	1.50%
11	3555	71,512.00	2,874.00	4.02%
11	5810	55,644.00	2,237.00	4.02%
11	6391	4,529,722.00	182,078.00	4.02%
12	5025	398,010.00	16,000.00	4.02%
12	5035	468,063.00	18,816.00	4.02%
12	6052	38,454.00	1,546.00	4.02%
12	6105	15,544,120.00	624,874.00	4.02%
12	6128	550,825.00	22,143.00	4.02%
12	9010	124,613.00	5,009.00	4.02%
13	5310	31,670,175.00	1,272,141.00	4.02%
13	5320	11,934.00	480.00	4.02%
13	5370	34,988.00	1,406.00	4.02%
13	7027	2,413,418.00	97,019.00	4.02%

July 1 Budget
2020-21 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	10,399,515.00		3,397,273.00	13,796,788.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		10,399,515.00	0.00	3,397,273.00	13,796,788.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	7,178,863.00			7,178,863.00
2. Classified Salaries	2000-2999	51,561.00			51,561.00
3. Employee Benefits	3000-3999	3,092,169.00			3,092,169.00
4. Books and Supplies	4000-4999	0.00		3,397,273.00	3,397,273.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	76,922.00			76,922.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		10,399,515.00	0.00	3,397,273.00	13,796,788.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)					
	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	814,231,696.00	1.57%	827,036,689.00	2.86%	850,718,386.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	14,650,014.00	0.00%	14,650,014.00	0.00%	14,650,014.00
4. Other Local Revenues	8600-8799	11,139,137.00	0.00%	11,139,137.00	0.00%	11,139,137.00
5. Other Financing Sources						
a. Transfers In	8900-8929	28,920.00	0.00%	28,920.00	0.00%	28,920.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(111,622,266.00)	1.93%	(113,777,524.00)	0.66%	(114,529,256.00)
6. Total (Sum lines A1 thru A5c)		728,427,501.00	1.46%	739,077,236.00	3.10%	762,007,201.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				322,961,417.00		324,658,681.00
b. Step & Column Adjustment				1,697,264.00		1,853,513.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments						31,460,795.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	322,961,417.00	0.53%	324,658,681.00	10.26%	357,972,989.00
2. Classified Salaries						
a. Base Salaries				88,607,498.00		89,989,006.00
b. Step & Column Adjustment				1,381,508.00		881,508.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		5,401,225.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	88,607,498.00	1.56%	89,989,006.00	6.98%	96,271,739.00
3. Employee Benefits	3000-3999	192,326,546.00	5.46%	202,827,323.00	10.17%	223,457,127.00
4. Books and Supplies	4000-4999	24,379,864.00	65.32%	40,304,862.00	2.47%	41,300,962.00
5. Services and Other Operating Expenditures	5000-5999	72,578,942.00	0.62%	73,030,018.00	6.96%	78,110,530.00
6. Capital Outlay	6000-6999	5,906,340.00	-74.99%	1,477,295.00	0.00%	1,477,295.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,207,209.00	0.00%	1,207,209.00	0.00%	1,207,209.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(20,028,099.00)	0.00%	(20,028,099.00)	-12.99%	(17,427,099.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,500,000.00	0.00%	1,500,000.00	0.00%	1,500,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		689,439,717.00	3.70%	714,966,295.00	9.64%	783,870,752.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		38,987,784.00		24,110,941.00		(21,863,551.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		183,024,752.74		222,012,536.74		246,123,477.74
2. Ending Fund Balance (Sum lines C and D1)		222,012,536.74		246,123,477.74		224,259,926.74
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	3,978,585.72		3,978,585.72		3,978,585.72
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	87,100,000.00		133,400,000.00		122,400,000.00
d. Assigned	9780	32,000,000.00		10,000,000.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	98,933,951.02		98,744,892.02		97,881,341.02
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		222,012,536.74		246,123,477.74		224,259,926.74

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	98,933,951.02		98,744,892.02		97,881,341.02
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		98,933,951.02		98,744,892.02		97,881,341.02
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d and B2d assumes stimulus expenditures shift from restricted to unrestricted as funds will be utilized in a phased in approach.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	0.00
2. Federal Revenues	8100-8299	209,856,651.00	85.22%	388,687,280.00	-28.04%	279,713,379.00
3. Other State Revenues	8300-8599	172,537,953.00	-35.32%	111,605,756.00	0.00%	111,605,756.00
4. Other Local Revenues	8600-8799	7,188,937.00	-8.62%	6,568,937.00	0.00%	6,568,937.00
5. Other Financing Sources						
a. Transfers In	8900-8929	7,356,409.00	-54.37%	3,356,409.00	0.00%	3,356,409.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	111,622,266.00	1.93%	113,777,524.00	0.66%	114,529,256.00
6. Total (Sum lines A1 thru A5c)		508,562,216.00	22.70%	623,995,906.00	-17.34%	515,773,737.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				170,137,684.00		170,390,505.00
b. Step & Column Adjustment				252,821.00		252,821.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						(31,460,795.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	170,137,684.00	0.15%	170,390,505.00	-18.32%	139,182,531.00
2. Classified Salaries						
a. Base Salaries				64,454,566.00		64,580,977.00
b. Step & Column Adjustment				126,411.00		126,411.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						(5,401,225.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	64,454,566.00	0.20%	64,580,977.00	-8.17%	59,306,163.00
3. Employee Benefits	3000-3999	151,980,715.00	1.84%	154,771,304.00	-9.78%	139,637,173.00
4. Books and Supplies	4000-4999	43,286,823.00	119.90%	95,189,718.00	-12.11%	83,660,388.00
5. Services and Other Operating Expenditures	5000-5999	55,958,858.00	104.79%	114,598,074.00	-40.33%	68,377,382.00
6. Capital Outlay	6000-6999	2,105,302.00	0.00%	2,105,302.00	149.37%	5,250,074.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,504,358.00	0.00%	1,504,358.00	0.00%	1,504,358.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	17,499,259.00	0.00%	17,499,259.00	-11.43%	15,499,259.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	7,356,409.00	-54.37%	3,356,409.00	0.00%	3,356,409.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		514,283,974.00	21.33%	623,995,906.00	-17.34%	515,773,737.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(5,721,758.00)		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,891,551.56		1,169,793.56		1,169,793.56
2. Ending Fund Balance (Sum lines C and D1)		1,169,793.56		1,169,793.56		1,169,793.56
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	1,169,793.59		1,169,793.56		1,169,793.56
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.03)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		1,169,793.56		1,169,793.56		1,169,793.56

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d and B2d assumes stimulus expenditures shift from restricted to unrestricted as funds will be utilized in a phased in approach.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	814,231,696.00	1.57%	827,036,689.00	2.86%	850,718,386.00
2. Federal Revenues	8100-8299	209,856,651.00	85.22%	388,687,280.00	-28.04%	279,713,379.00
3. Other State Revenues	8300-8599	187,187,967.00	-32.55%	126,255,770.00	0.00%	126,255,770.00
4. Other Local Revenues	8600-8799	18,328,074.00	-3.38%	17,708,074.00	0.00%	17,708,074.00
5. Other Financing Sources						
a. Transfers In	8900-8929	7,385,329.00	-54.16%	3,385,329.00	0.00%	3,385,329.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		1,236,989,717.00	10.19%	1,363,073,142.00	-6.26%	1,277,780,938.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				493,099,101.00		495,049,186.00
b. Step & Column Adjustment				1,950,085.00		2,106,334.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	493,099,101.00	0.40%	495,049,186.00	0.43%	497,155,520.00
2. Classified Salaries						
a. Base Salaries				153,062,064.00		154,569,983.00
b. Step & Column Adjustment				1,507,919.00		1,007,919.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	153,062,064.00	0.99%	154,569,983.00	0.65%	155,577,902.00
3. Employee Benefits	3000-3999	344,307,261.00	3.86%	357,598,627.00	1.54%	363,094,300.00
4. Books and Supplies	4000-4999	67,666,687.00	100.24%	135,494,580.00	-7.77%	124,961,350.00
5. Services and Other Operating Expenditures	5000-5999	128,537,800.00	45.97%	187,628,092.00	-21.93%	146,487,912.00
6. Capital Outlay	6000-6999	8,011,642.00	-55.28%	3,582,597.00	87.78%	6,727,369.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,711,567.00	0.00%	2,711,567.00	0.00%	2,711,567.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,528,840.00)	0.00%	(2,528,840.00)	-23.77%	(1,927,840.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	8,856,409.00	-45.17%	4,856,409.00	0.00%	4,856,409.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		1,203,723,691.00	11.24%	1,338,962,201.00	-2.94%	1,299,644,489.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		33,266,026.00		24,110,941.00		(21,863,551.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		189,916,304.30		223,182,330.30		247,293,271.30
2. Ending Fund Balance (Sum lines C and D1)		223,182,330.30		247,293,271.30		225,429,720.30
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	3,978,585.72		3,978,585.72		3,978,585.72
b. Restricted	9740	1,169,793.59		1,169,793.56		1,169,793.56
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	87,100,000.00		133,400,000.00		122,400,000.00
d. Assigned	9780	32,000,000.00		10,000,000.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	98,933,951.02		98,744,892.02		97,881,341.02
2. Unassigned/Unappropriated	9790	(0.03)		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		223,182,330.30		247,293,271.30		225,429,720.30

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	98,933,951.02		98,744,892.02		97,881,341.02
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.03)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		98,933,950.99		98,744,892.02		97,881,341.02
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		8.22%		7.37%		7.53%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		66,339.00		66,239.00		66,139.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		1,203,723,691.00		1,338,962,201.00		1,299,644,489.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		1,203,723,691.00		1,338,962,201.00		1,299,644,489.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		24,074,473.82		26,779,244.02		25,992,889.78
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		24,074,473.82		26,779,244.02		25,992,889.78
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

July 1 Budget
2020-21 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(645,189.00)	0.00	(2,246,623.00)				
Other Sources/Uses Detail					6,929,943.00	8,401,023.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	3,664.00	0.00	187,189.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	11,979.00	0.00	688,388.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(373,208.00)	1,371,046.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	1,148,452.00	0.00						
Other Sources/Uses Detail					6,901,023.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	33,594.00	0.00						
Other Sources/Uses Detail					0.00	43,163,021.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	68,403.00	0.00						
Other Sources/Uses Detail					0.00	28,920.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	1,173,775.00	0.00						
Other Sources/Uses Detail					36,261,998.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	(1,483,439.00)						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget
2020-21 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	61,969.00	0.00						
Other Sources/Uses Detail					0.00	2,000,000.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					3,500,000.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	2,501,836.00	(2,501,836.00)	2,246,623.00	(2,246,623.00)	53,592,964.00	53,592,964.00	0.00	0.00

July 1 Budget
2021-22 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(3,621,762.00)	0.00	(2,528,840.00)				
Other Sources/Uses Detail					7,385,329.00	8,856,409.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	10,154.00	0.00	276,879.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	690,491.00	0.00	869,928.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	103,111.00	0.00	1,382,033.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	263,235.00	0.00						
Other Sources/Uses Detail					7,356,409.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	75,000.00	0.00						
Other Sources/Uses Detail					0.00	123,893,968.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	10,966.00	0.00						
Other Sources/Uses Detail					0.00	28,920.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	4,205,659.00	0.00						
Other Sources/Uses Detail					116,537,559.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	(1,813,818.00)						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

July 1 Budget
2021-22 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	76,964.00	0.00						
Other Sources/Uses Detail					0.00	2,000,000.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					3,500,000.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	5,435,580.00	(5,435,580.00)	2,528,840.00	(2,528,840.00)	134,779,297.00	134,779,297.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	66,505	67,045		
Charter School				
Total ADA	66,505	67,045	N/A	Met
Second Prior Year (2019-20)				
District Regular	66,900	66,904		
Charter School				
Total ADA	66,900	66,904	N/A	Met
First Prior Year (2020-21)				
District Regular	66,904	66,904		
Charter School		0		
Total ADA	66,904	66,904	0.0%	Met
Budget Year (2021-22)				
District Regular	66,675			
Charter School	0			
Total ADA	66,675			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	66,904	70,749		
Charter School				
Total Enrollment	66,904	70,749	N/A	Met
Second Prior Year (2019-20)				
District Regular	70,649	70,943		
Charter School				
Total Enrollment	70,649	70,943	N/A	Met
First Prior Year (2020-21)				
District Regular	70,643	69,710		
Charter School				
Total Enrollment	70,643	69,710	1.3%	Not Met
Budget Year (2021-22)				
District Regular	70,503			
Charter School				
Total Enrollment	70,503			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Due to the pandemic, the enrollment was lower for 2020/21.

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	67,037	70,749	
Charter School		0	
Total ADA/Enrollment	67,037	70,749	94.8%
Second Prior Year (2019-20)			
District Regular	66,904	70,943	
Charter School			
Total ADA/Enrollment	66,904	70,943	94.3%
First Prior Year (2020-21)			
District Regular	66,904	69,710	
Charter School	0		
Total ADA/Enrollment	66,904	69,710	96.0%
Historical Average Ratio:			95.0%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			95.5%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	66,339	70,503		
Charter School	0			
Total ADA/Enrollment	66,339	70,503	94.1%	Met
1st Subsequent Year (2022-23)				
District Regular	66,239			
Charter School				
Total ADA/Enrollment	66,239	0	0.0%	Met
2nd Subsequent Year (2023-24)				
District Regular	66,139			
Charter School				
Total ADA/Enrollment	66,139	0	0.0%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	66,903.50	66,675.49	66,239.00	66,139.00
b. Prior Year ADA (Funded)		66,903.50	66,675.49	66,239.00
c. Difference (Step 1a minus Step 1b)		(228.01)	(436.49)	(100.00)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-0.34%	-0.65%	-0.15%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)	0.00		0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)	0.00%	0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
	-0.34%	-0.65%	-0.15%	
LCFF Revenue Standard (Step 3, plus/minus 1%):	-1.34% to .66%	-1.65% to .35%	-1.15% to .85%	

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	71,733,272.00	71,733,272.00	67,840,196.00	67,818,195.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	782,773,413.00	818,351,082.00	831,611,447.00	855,299,645.00
District's Projected Change in LCFF Revenue:		4.55%	1.62%	2.85%
LCFF Revenue Standard:		-1.34% to .66%	-1.65% to .35%	-1.15% to .85%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The Governor's May Revise includes COLA as follows: 2021/22 5.07%; 2022/23 2.48%; and 2023/24 3.11% and is reflected.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	587,317,848.94	693,084,303.42	84.7%
Second Prior Year (2019-20)	613,077,160.81	704,824,680.65	87.0%
First Prior Year (2020-21)	550,384,218.00	630,808,356.00	87.3%
	Historical Average Ratio:		86.3%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	2.0%	2.0%	2.0%
	83.3% to 89.3%	83.3% to 89.3%	83.3% to 89.3%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	603,895,461.00	687,939,717.00	87.8%	Met
1st Subsequent Year (2022-23)	617,475,010.00	713,466,295.00	86.5%	Met
2nd Subsequent Year (2023-24)	677,701,855.00	782,370,752.00	86.6%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	-0.34%	-0.65%	-0.15%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-10.34% to 9.66%	-10.65% to 9.35%	-10.15% to 9.85%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.34% to 4.66%	-5.65% to 4.35%	-5.15% to 4.85%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	174,812,118.00		
Budget Year (2021-22)	209,856,651.00	20.05%	Yes
1st Subsequent Year (2022-23)	388,687,280.00	85.22%	Yes
2nd Subsequent Year (2023-24)	279,713,379.00	-28.04%	Yes

Explanation:
(required if Yes)

One-time stimulus funds are planned in 2021/22, 2022/23, and 2023/24 in a phased in approach.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	152,281,059.00		
Budget Year (2021-22)	187,187,967.00	22.92%	Yes
1st Subsequent Year (2022-23)	126,255,770.00	-32.55%	Yes
2nd Subsequent Year (2023-24)	126,255,770.00	0.00%	No

Explanation:
(required if Yes)

One-time In-Person and Extended Learning grants end in 2021/22.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	17,681,025.00		
Budget Year (2021-22)	18,328,074.00	3.66%	No
1st Subsequent Year (2022-23)	17,708,074.00	-3.38%	No
2nd Subsequent Year (2023-24)	17,708,074.00	0.00%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	86,575,071.00		
Budget Year (2021-22)	67,666,687.00	-21.84%	Yes
1st Subsequent Year (2022-23)	135,494,580.00	100.24%	Yes
2nd Subsequent Year (2023-24)	124,961,350.00	-7.77%	Yes

Explanation:
(required if Yes)

2020/21 expenditures included one-time expenses for return to school. Future years include planing for a phased in approach to utilization of ESSER I and III funding in 2022/23 and 2023/24.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2020-21)	89,721,299.00		
Budget Year (2021-22)	128,537,800.00	43.26%	Yes
1st Subsequent Year (2022-23)	187,628,092.00	45.97%	Yes
2nd Subsequent Year (2023-24)	146,487,912.00	-21.93%	Yes

Explanation:
(required if Yes)

2021/22 proposed expenditures includes a phased in approach to contract support and services to mitigate the learning loss due to the pandemic utilizing one-time stimulus funds.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2020-21)	344,774,202.00		
Budget Year (2021-22)	415,372,692.00	20.48%	Not Met
1st Subsequent Year (2022-23)	532,651,124.00	28.23%	Not Met
2nd Subsequent Year (2023-24)	423,677,223.00	-20.46%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	176,296,370.00		
Budget Year (2021-22)	196,204,487.00	11.29%	Not Met
1st Subsequent Year (2022-23)	323,122,672.00	64.69%	Not Met
2nd Subsequent Year (2023-24)	271,449,262.00	-15.99%	Not Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

One-time stimulus funds are planned in 2021/22, 2022/23, and 2023/24 in a phased in approach.

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

One-time In-Person and Extended Learning grants end in 2021/22.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Books and Supplies
(linked from 6B
if NOT met)

2020/21 expenditures included one-time expenses for return to school. Future years include planning for a phased in approach to utilization of ESSER I and III funding in 2022/23 and 2023/24.

Explanation:

Services and Other Exps
(linked from 6B
if NOT met)

2021/22 proposed expenditures includes a phased in approach to contract support and services to mitigate the learning loss due to the pandemic utilizing one-time stimulus funds.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

- a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)

1,120,777,891.00

- b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

- c. Net Budgeted Expenditures and Other Financing Uses

1,120,777,891.00

33,623,336.73

36,671,283.00

Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
Other (explanation must be provided)

Explanation:

(required if NOT met
and Other is marked)

--

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	98,376,536.53	102,475,777.02	100,592,537.02
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.03)
e. Available Reserves (Lines 1a through 1d)	98,376,536.53	102,475,777.02	100,592,536.99
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	985,286,483.19	1,022,445,469.91	1,093,164,895.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	985,286,483.19	1,022,445,469.91	1,093,164,895.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	10.0%	10.0%	9.2%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.3%	3.3%	3.1%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	8,661,802.50	695,153,487.57	N/A	Met
Second Prior Year (2019-20)	6,913,835.39	706,605,794.65	N/A	Met
First Prior Year (2020-21)	35,152,642.00	673,908,356.00	N/A	Met
Budget Year (2021-22) (Information only)	38,987,784.00	689,439,717.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2018-19)	118,226,164.00	132,296,472.85	N/A	Met
Second Prior Year (2019-20)	130,655,175.00	140,958,275.35	N/A	Met
First Prior Year (2020-21)	136,561,246.00	147,872,110.74	N/A	Met
Budget Year (2021-22) (Information only)	183,024,752.74			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	66,339	66,239	66,139
District's Reserve Standard Percentage Level:	2%	2%	2%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s):

Yes

- Special Education Pass-through Funds
(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	1,203,723,691.00	1,338,962,201.00	1,299,644,489.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	1,203,723,691.00	1,338,962,201.00	1,299,644,489.00
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	24,074,473.82	26,779,244.02	25,992,889.78
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	24,074,473.82	26,779,244.02	25,992,889.78

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	98,933,951.02	98,744,892.02	97,881,341.02
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.03)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	98,933,950.99	98,744,892.02	97,881,341.02
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	8.22%	7.37%	7.53%
District's Reserve Standard (Section 10B, Line 7):	24,074,473.82	26,779,244.02	25,992,889.78
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2020-21)	(98,844,526.00)			
Budget Year (2021-22)	(111,622,266.00)	12,777,740.00	12.9%	Not Met
1st Subsequent Year (2022-23)	(114,107,473.00)	2,485,207.00	2.2%	Met
2nd Subsequent Year (2023-24)	(114,859,206.00)	751,733.00	0.7%	Met
1b. Transfers In, General Fund *				
First Prior Year (2020-21)	6,929,943.00			
Budget Year (2021-22)	7,385,329.00	455,386.00	6.6%	Met
1st Subsequent Year (2022-23)	3,385,329.00	(4,000,000.00)	-54.2%	Not Met
2nd Subsequent Year (2023-24)	3,385,329.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2020-21)	8,401,023.00			
Budget Year (2021-22)	8,856,409.00	455,386.00	5.4%	Met
1st Subsequent Year (2022-23)	4,856,409.00	(4,000,000.00)	-45.2%	Not Met
2nd Subsequent Year (2023-24)	4,856,409.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the general fund operational budget?			No	

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

The contribution in 2021/22 includes salary increase based on the collective bargaining agreement for Special Education and Restricted Routine Maintenance. Along with 2021/22 Augmentations for Special Education.

- 1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Adjust support for deferred maintenance projects.

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Adjust support for deferred maintenance projects.

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

- Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)
- If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	27	General Obligation Bonds	General Obligations	607,514,051
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL:				607,514,051

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	54,850,882	57,496,861	37,742,732	37,563,862
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	54,850,882	57,496,861	37,742,732	37,563,862
Has total annual payment increased over prior year (2020-21)?	Yes	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

Payments are supported by property tax payments.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

Yes

- b. Do benefits continue past age 65?

Yes

- c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Retirees after 2007 have monthly payments to the retirement reserve, co-pays and deductible to meet. Retirees under the age of 65 have an additional monthly contribution similar to active employees.

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

- b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

67,454,091

0

4. OPEB Liabilities

- a. Total OPEB liability
b. OPEB plan(s) fiduciary net position (if applicable)
c. Total/Net OPEB liability (Line 4a minus Line 4b)
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

1,074,044,710.00

67,454,091.00

1,006,590,619.00

Actuarial

Oct 20, 2020

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
d. Number of retirees receiving OPEB benefits

Budget Year
(2021-22)1st Subsequent Year
(2022-23)2nd Subsequent Year
(2023-24)

70,365,784.00	70,365,784.00	70,365,784.00
46,497,855.00	46,224,379.00	46,224,379.00
56,209,769.00	58,645,609.00	61,351,201.00
5,400	5,400	5,400

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

Workers' Compensation and Liability are supported by a percentage of payroll. Actuarials are done frequently. Defined Benefits is an IRS approved program for part-time employees. It is supported by a percentage of payroll for those employees. An actuarial is completed to determine the employer payroll percentage.

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

64,230,000.00
10,263,653.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
176,271,832.00	179,465,004.00	182,597,490.00
176,271,832.00	179,465,004.00	182,597,490.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	3,997.5	4,235.0	4,235.0	4,235.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Jun 19, 2019

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Jun 19, 2019

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	2,712.0	2,864.8	2,864.8	2,864.8

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents
have been filed with the COE, complete questions 2 and 3.

Yes

If Yes, and the corresponding public disclosure documents
have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure
-
- board meeting:

Jun 19, 2019

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
-
- by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Jun 19, 2019

3. Per Government Code Section 3547.5(c), was a budget revision adopted
-
- to meet the costs of the agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2021-22)1st Subsequent Year
(2022-23)2nd Subsequent Year
(2023-24)Is the cost of salary settlement included in the budget and multiyear
projections (MYPs)?**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Budget Year
(2021-22)1st Subsequent Year
(2022-23)2nd Subsequent Year
(2023-24)

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
- If Yes, amount of new costs included in the budget and MYPs
- If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	847.0	892.1	892.1	892.1

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

Yes

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year
(may enter text, such as "Reopener")

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

--

4. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 16, 2021

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

No

A2. Is the system of personnel position control independent from the payroll system?

No

A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

No

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

No

A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

A7. Is the district's financial system independent of the county office system?

Yes

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

No

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 02, 2021

AGENDA ITEM C-32

AGENDA SECTION: C

(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Receive

(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Receive Proposed Revisions for Board Policies

ITEM DESCRIPTION: Included in the Board binders are proposed revisions for the following six Board Policies (BP):

- BP 0430 Comprehensive Local Plan for Special Education
- BP 5141.22 Infectious Diseases
- BP 5141.32 Health Screening for School Entry (DELETE)
- BP 5142.2 Safe Routes to School/Program (NEW)
- BP 5142.2 Crossing Guards (DELETE)
- BP 6161.2 Overdue, Damaged or Lost Instructional Materials

These revisions meet the legal mandates recommended by the California School Boards Association (CSBA) and best practices. The items will be brought back for approval at a future Board meeting.

Revision recommendations are color coded as follows:

Yellow highlight - CSBA recommended language policy

Peach font – Subcommittee recommendation

Grey font – New Policy, CSBA recommended

Green font – Legally mandated/reference changes

Teal header – *New Policy, non-CSBA proposed

Blue font – Clarification or readability changes

Red-strikeout – Recommended deletion

Green font – CDE required change

Purple font - Information change

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Teresa Plascencia,
Executive Director

DIVISION: Constituent Services
PHONE NUMBER: (559) 457-3736

CABINET APPROVAL: Name, Title

SUPERINTENDENT APPROVAL:



Fresno Unified Board Policy (BP) 0430 Comprehensive Local Plan For Special Education

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district. ~~In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a single district Special Education Local Plan Area (SELPA). A copy of the Local Plan for Special Education, together with appropriate regulations and procedures, shall be available for inspection at the district office and at each school site.~~

~~A Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians.~~

~~(cf. 1312.3 - Complaints Concerning Special Education Programs/ Due Process)~~

~~(cf. 3541.2 - Transportation for Students with Disabilities)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs-Students with Disabilities))~~

~~(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals Students with Exceptional Needs)~~

~~(cf. 6159 - Individualized Education Program)~~

~~(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)~~

~~(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

~~(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)~~

~~(cf. 6159.4 - Behavioral Interventions for Special Education Students)~~

~~(cf. 6164.4 - Identification of Individuals with Exceptional Needs) of Individuals for Special Education~~

~~(cf. 6164.6 - Identification and Education Under Section 504)~~

In order to meet the needs of individuals with disabilities, the district shall serve as a Special Education Local Plan Area (SELPA) pursuant to Education Code 56195.1.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board and submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1, 56195.3)

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

56000-56001 Education for individuals with exceptional needs

~~56001 Provision of the special education programs~~

56020-56035 Definitions

56040-56046 General provisions

56048-56050 Surrogate parents

56055 Foster parents

56060-56063 Substitute teachers

~~56140 Duties of county office~~

56170-56172 School districts Children enrolled in private schools

56190-56194 Community advisory committees

56195-56195.10 Local plans

~~56200 Contents of the local plan~~

56205-56208 Local plan requirements

56213 Special education local plan areas with small or sparse populations

~~56220 Written agreements~~

~~56221 Adoption of policies for programs and services~~

56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation, and review

56440- 56449.1 Programs for individuals between the ages of three and five years

56500-56507.8 Procedural safeguards, including due process rights (of parent and/or student)

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

7579.5 Surrogate parent, appointment, qualifications, liability

95000-95029 California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE

361 Limitations on parental control

726 Limitations on parental control

CODE OF REGULATIONS, TITLE 5

3000-30819 Regulations governing special education (in general), especially

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.1-300.818 Assistance to states for the education of children with disabilities, including:

300.500-300.520 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

~~3000 Scope of regulations~~

~~3021-3028 Identification, referral, and assessment~~

~~3040-3043 Instructional planning and individualized education program~~

~~3051-3054 Implementation (Program components)~~

~~3061-3069 Nonpublic, nonsectarian school and agency services~~

~~3080 Procedural safeguards: complaint procedure~~

Policy FRESNO UNIFIED SCHOOLDISTRICT

adopted: March 12, 1992 Fresno, California

revised: Spring __, 2021

Policy Section: 0000 Philosophy, Goals, Objectives and Comprehensive Plans

Fresno Unified Board Policy (BP) 5141.22

Infectious Diseases

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing a high-quality ~~an appropriate~~ education for all students. **The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures,** mitigation, **education,** communication, and training **of students and staff.** All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted. ~~The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.~~

(cf. 0400 - Comprehensive Plans)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6020 - Parent Involvement)

Infectious Disease Prevention

~~The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.~~

~~*(cf. 1020 - Youth Services)*~~

~~*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*~~

~~*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*~~

~~*(cf. 5141.26 - Tuberculosis Testing)*~~

~~*(cf. 5141.3 - Health Examinations)*~~

~~*(cf. 5141.31 - Immunizations)*~~

~~*(cf. 5141.32 - Health Screening for School Entry)*~~

~~*(cf. 5141.6 - School Health Services)*~~

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs and operations are based on the most up-to-date information.

The district's comprehensive health education program shall provide age-appropriate information about the nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's

health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

~~The admission of a student with a disease that is contagious within the school setting shall be determined by the Superintendent or designee according to standard procedures. The district shall exclude students only in accordance with law.~~

~~(cf. 5112.2 - Exclusions from Attendance)~~

Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

(cf. 5141 - Health Care and Emergencies)

(cf. 6145.2 - Athletic Competition)

Students with Infectious Disease

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6164.6 - Identification and Education Under Section 504)

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. **If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak.** The Superintendent or designee shall ensure that student confidentiality and privacy rights are strictly observed in accordance with law.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

48210-48214 Persons excluded

49060-49069.7 Student records

49073-49075 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of ~~students~~ **pupils**

49405 Smallpox control

49406 Examination for tuberculosis (employees)

49408 ~~Information of use in emergencies~~ **Student emergency information**

49602 **Counseling and** Confidentiality of student information

51202 Instruction in personal and public health and safety

CIVIL CODE

56-56.37 Confidentiality of Medical Information Act

1798-1798.76 Information Practices Act

HEALTH AND SAFETY CODE

120175.5 Local health officers and communicable diseases

120230 Exclusion for communicable disease

120325-120380 Immunization against communicable diseases

120875-120895 AIDS information

120975-12102**03** Mandated blood testing and confidentiality to protect public health

121475-121520 Tuberculosis tests for ~~pupils~~ **students**

CALIFORNIA CONSTITUTION

Article 1, Section 1 Right to Privacy

CALIFORNIA CODE OF REGULATIONS, TITLE 8

5193 Bloodborne pathogen standard

CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 ~~Health Insurance Portability and Accountability Act (HIPAA)~~ **Privacy of individually identifiable health information**

COURT DECISIONS

~~Phipps v. Saddleback Valley Unified School District, (1988) 204 Cal. App. 3d 1110-~~

~~Doe v. Belleville Public School District, (1987) 672 F.Supp. 342~~

Thomas v. Atascadero Unified School District, (198**76**) 662 F.Supp. 376

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: May 27, 1993 Fresno, California

revised: May 24, 2000

revised: June 1, 2016

revised: Spring __, 2021

Policy Section: 5000 Students

Fresno USD | 5000 | BP 5141.32 Students

Health Screening for School Entry

The Governing Board of the Fresno Unified School District recognizes the importance of good health for learning and for a successful academic career. The Board also recognizes the important role of schools in ensuring the health of students through health education and maintenance of minimal health standards among the student population. Therefore, it is the intent of the Board that students receive a health screening within 18 months prior to entry into first grade or within 90 days thereafter. (Health and Safety Code 124040, 124085).

The Superintendent shall provide regulations supporting and implementing this policy.

Legal Reference:

HEALTH AND SAFETY CODE

104395 Child Health Disability Prevention Program expansion

124025-124100 Child Health and Disability Prevention Program, especially:

124040 Establishment of programs; standards for procedures

124085 Certificate of receipt; health screening and evaluation services; waiver by parent or guardian

124100 School districts and private schools; information to parents or guardians of kindergarten children

124105 Hughes Children's Health Enforcement Act

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: February 13, 2002 Fresno, California

revised: June 18, 2014

Fresno Unified Board Policy (BP) 5142.2

Safe Routes To School Program

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

The Superintendent or designee may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 3100 - Budget)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals.

(cf. 0500 - Accountability)

(cf. 5030 - Student Wellness)

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

32283 Comprehensive safety plan

45450-45451 Crossing guards

GOVERNMENT CODE

65352.2 General planning; communication between cities, counties and school districts

STREETS AND HIGHWAYS CODE

2333.5 Safe routes to schools construction program

VEHICLE CODE

21200-21212 Operation of bicycles, especially:

21212 Helmet required for bicycle, nonmotorized scooter, skateboard, skates

21949-21971 Pedestrian rights and duties

UNITED STATES CODE, TITLE 23

148 Highway safety improvement program

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

Policy FRESNO UNIFIED SCHOOL DISTRICT

Adopted: _____, _____ Fresno, California

Policy Section: 5000 Students

Fresno USD | 5000 | BP 5142.2 Students

Crossing Guards

Student Safety Patrols

The Superintendent or designee may establish student safety patrols at elementary schools for the purpose of assisting students in safely crossing streets and highways adjacent to or near the school. (Education Code 49300)

Legal Reference:

EDUCATION CODE

45450 Guards at pedestrian crossings; employment

45451 School crossing guards; reimbursement of districts

45452 School crossing guards; refusal of city or county to provide; reimbursement of school district

49300-49307 School Safety Patrols

VEHICLE CODE

21100 Rules and regulation: subject matter

42200 Fines and forfeitures, disposition by cities

42201 Fines and forfeitures, disposition by counties

CODE OF REGULATIONS, TITLE 5

570-576 School safety patrols

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: August 26, 1993 Fresno, California

Fresno Unified Board Policy (BP) 6161.2

Overdue, Damaged Or Lost Instructional Materials

The Governing Board recognizes that instructional materials are an expensive resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials, **including student technology**, from damage or loss. ~~and that each student is entitled to sufficient instructional materials in accordance with law. Instructional materials provided for use by students remain the property of the district.~~ Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3260 - Fees and Charges)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6157 – Distance Learning)

When materials are lost or so damaged that they are no longer usable, the student shall be immediately issued a replacement material. However, students or parents/guardians shall be responsible for reparation **up** to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine an appropriate charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to **students**, the Superintendent or designee may excuse the student or parent/guardian from payment of reparation.

~~Instructional materials provided for use by students remain the property of the district. When property of the district is lent to students, the Governing Board expects that it shall be returned in a timely manner, with no more than usual wear and tear. If the property has been willfully cut, defaced or otherwise damaged, or if the student refuses to return it at the request of a district employee, the district shall afford the student his/her due process rights and subsequently may withhold the student's grades, diploma and transcripts until the student or parent/guardian has paid all damages. As provided by law, the parent/guardian of a minor shall be liable for all damages caused by the minor's misconduct. (Education Code 48904)~~

If reparation is not excused and not paid by the student or parent/guardian, the district may withhold the student's grades, diploma and transcripts in accordance with law, Board policy, and administrative regulation.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)

(cf. 5131.5 - Vandalism ~~Theft and~~ Graffiti)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

~~The district will notify the student's parent/guardian of the alleged misconduct before withholding grades, diploma and transcripts. If the parent/guardian or student is unable to pay for the damages or return the property, the district shall provide a program of voluntary work for the student to do instead. When the work is done, the student's grades, transcripts and diploma shall be released.~~

Fresno Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity, gender expression, genetic information, mental or physical disability, sex, sexual orientation, marital status, pregnancy or parental status, medical information, military veteran status, or association with a person or a group with one or more of these actual or perceived characteristics or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

48904 Willful misconduct; limit of liability of parent or guardian

48904.3 Withholding grades, diplomas or transcripts of pupils causing property damage or injury; ~~transfer of pupils to new school districts; notice to rescind decision to withhold~~

~~60119 Public hearing on sufficiency of materials~~

60411 Purchase and use; property of district

CIVIL CODE

~~1714.1 Liability of parent or guardian for act of willful misconduct by a minor~~

CODE OF REGULATIONS, TITLE 5

305 ~~Pupil-Student~~ responsible for care of property

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted: March 26, 1992 Fresno, California

revised: June 28, 2000

revised: Spring __, 2021

Policy Section: 6000 Instruction