



BOARD OF EDUCATION
REGULAR MEETING
BULLARD HIGH SCHOOL
CAFETERIA
5445 N PALM
FRESNO, CA 93704
board.fresnounified.org

AGENDA
WEDNESDAY, JUNE 16, 2021
***4:30 P.M. (CLOSED SESSION) *6:00 P.M. (OPEN SESSION)**
BULLARD HIGH SCHOOL CAFETERIA

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 15, 2021 will be included for the Board’s information and/or discussion and will be posted on board.fresnounified.org 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: board.fresnounified.org

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.
3. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation.
4. Public Employment/Appointment - (Government Code Section 54957).
 - a. Principal
5. Conference with Legal Counsel - Existing Litigation (Government Code Section 54956.9(d)(1)).
6. Conference with Legal Counsel Anticipated/Pending/Threatened Litigation (Government Code Section 54956.9(d)(2)).
 - a. Potential Case: One (1)
 - b. Brent Bertsche v. Fresno Unified Workers' Compensation
Fresno Unified Case No. 2014-0631
 - c. Felipe Cardenas v. Fresno Unified Workers' Compensation
Fresno Unified Case No. 2018-0343

***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 June 02, 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 Meeting

Included in the Board binders are the draft minutes for the June 02, 2021 Regular Board Meeting. 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, ADOPT Resolution 20-51 Authorizing Inter-Fund Loans for Cash Flow Purposes

Included in the Board binders is Resolution 20-51 recommended for adoption to authorize Fresno Unified School District to transfer funds as needed for cash-flow purposes and to repay those transactions as funds become available for the 2021/22 fiscal year. Education Code Section 42603 authorizes inter-fund transfer loans to cover such temporary cash flow transfers. The Superintendent recommends adoption. Fiscal impact: There is no fiscal impact to the district. Contact person: Santino Danisi, telephone 457-6226.

A-5, APPROVE the Special Education Annual Budget and Service Plans and Service Descriptions for 2021/22

Included in the Board binders are the fiscal year 2021/22 Special Education Annual Budget and Service Plans and descriptions of services provided to students in Special Education. The annual plans are based upon the proposed fiscal year 2021/22 Special Education budget. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Kim Mecum, telephone 457-3731.

A-6, APPROVE Budget Revision No. 5

Included in the Board binders is Budget Revision No. 5 for fiscal year 2020/21. Periodic updates to the district's budget are presented to the Board of Education for approval. Budget Revision No. 5 includes a one-time cost associated with changing the Fresno High School mascot image. The Superintendent

A. CONSENT AGENDA - continued

recommends approval. Fiscal impact: Sufficient funds in the amount of \$456,000 are available in the Unrestricted General Fund. As a result, the Unrestricted General Fund Reserve for Economic Uncertainties is estimated at approximately \$106.30 million at June 30, 2021. Contact person: Santino Danisi, telephone 457-6226.

- A-7, APPROVE Agreement with Safe 2 School, Inc. for Crossing Guard Services**
Included in the Board binders and recommended for approval is an agreement with Safe 2 School, Inc., to provide crossing guard services at mutually agreed upon locations to service district elementary schools. Safe 2 School, Inc. works with school administrations to recruit adult volunteer crossing guards, and then trains, schedules, and provides safety equipment and a stipend for the volunteers. Crossing guards help students safely cross streets to and from school. Safe 2 School, Inc. has successfully provided crossing guard services to the district for multiple years, and in 2019/20 served 38 schools. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$350,000 will be available in the Safety Office and Liability Internal Service Fund budgets, pending Board approval of the 2021/22 Budget. Contact person: Karin Temple, telephone 457-3134.

- A-8, APPROVE Agreement between Fresno Unified Special Education Department and Fresno County Superintendent of Schools**
Included in the Board binders is a five-year Teacher Induction Cooperative Agreement between Fresno Unified School District Special Education Department and Fresno County Superintendent of Schools (FCSS). FCSS implements the California Commission on Teacher Credentialing approved Teacher Induction Program, which Fresno Unified utilizes for Special Education teachers. The agreement commences on July 01, 2021 and ends June 30, 2026. The cost per teacher is \$2,500 per year. The Superintendent recommends approval. Fiscal impact: Sufficient funds are available in the Special Education Department budget. Contact person: Kim Mecum, telephone 457-3137.

- A-9, APPROVE Agreement to The Regents of the University of California for 2021/22 and 2022/23**
Included in the Board binders is an agreement for the Doctors Academy and Junior Doctors Academy for 2021/22 and 2022/23. Fresno Latino Center for Medical Education and Research (LaCMER) at the University of California (USC) would focus on college and career readiness, mentoring, and real-world experiences through clinical placements in medical, science, and health-related settings. The curriculum supports students who aspire to be health professionals by introducing them to a series of medical topics, college and health workshops, and guest speakers that will support them in their medical career. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$681,136 are available in the General fund budget. Contact person: Kim Mecum, telephone 457-3731.

A. CONSENT AGENDA - continued

A-10, APPROVE Agreement with City of Fresno Police Department for Student Resource Officers

Included in the Board binders and recommended for approval is an agreement with the City of Fresno Police Department (FPD) to provide eleven Student Resource Officers (SRO) for Bullard, Cambridge, DeWolf, Duncan, Edison, Fresno, Hoover, McLane, Phoenix, Roosevelt, and Sunnyside High Schools. The agreement is for July 1, 2021 through June 30, 2024 with the option to extend for one additional two-year period. SROs work under direct supervision of the FPD, in collaboration with site and district administration, to engage with students and support a safe and positive campus environment while assisting school staff with crime and safety issues. Roles and expectations of SROS are detailed in Exhibit A to the agreement, and Exhibit B includes provisions responsive to feedback received from students, parents/guardians and staff. The Superintendent recommends approval. Fiscal impact: The \$1,862,495 cost for 2021/22 will be reduced by a \$332,000 credit to recognize reduced services during school closure. Funding will be available pending approval of the 2021/22 Budget. Contact person: Karin Temple, telephone 457-3134.

A-11, APPROVE Agreement with Ellevation Inc.

Included in the Board binders is an agreement with Ellevation which will include training for our English Learner (EL) Site Representatives, department personnel, and teachers in a two-year contracted cycle. The EL Platform provided by Ellevation will work with our ATLAS data system to create a student-by-student EL profile with a variety of communication options for parents, teachers, and schools. Data will be easily accessible, allowing teachers the ability to know each of their EL students by skill and areas of need to inform instructional practices. The Superintendent recommends approval. Fiscal impact: Sufficient funds of \$319,450 are available in the English Learner budget. Contact person: Kim Mecum, telephone 457-3731.

A-12, APPROVE Agreement with Uncharted Learning, NFP to Access Entrepreneurship Curriculum

Included in the Board binders is an agreement for Uncharted Learning, NFP. Uncharted Learning develops industry related entrepreneurship and technology curriculum. The curriculum is used in each grade level at Patiño and is the foundational entrepreneurship pathway curriculum used within our program. Career Technical Education teachers use this curriculum to deliver instruction in our freshman Project Management course, junior Incubator course, and senior Accelerator course. This agreement is for three years, beginning August 01, 2021 and ending June 30, 2024. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$50,130 are available in the CTE budget for the three-year contract. Contact person: Kim Mecum, telephone 457-3731.

A. CONSENT AGENDA - continued

A-13, APPROVE Agreement for Student Device Imaging and Repair Center

Included in the Board binders and recommended for approval is an agreement with Robert Ellis Leasing and Investments, Inc., to provide a combined warehouse/office space for the 12 staff members responsible for configuration and repair of 25,000 student computers and 1,200 teacher computers. The Superintendent recommends approval. Fiscal impact: The annual cost for the facility is \$95,160, plus a one-time security deposit of \$7,000. Sufficient funds will be available in the Information Technology budget. Contact person: Tami Lundberg, telephone 457-6104.

A-14, APPROVE Legal Services Agreements for 2021/22

Included in the Board binders is a list of legal firms recommended for approval to provide legal services to Fresno Unified School District during the 2021/22 fiscal year. The list includes the firm name, location, and the 2020/21 and 2021/22 attorney hourly rate(s). The Superintendent recommends approval. Fiscal impact: Sufficient funds are available in the 2021/22 budget in the Unrestricted General Fund, Workers' Compensation Fund, and Liability Fund. Contact person: Santino Danisi, telephone 457-6226.

A-15, APPROVE Agreements with Nielsen Merksamer Parrinello Gross & Leoni, LLP and National Demographics Corporation to Consider the Redistricting of Fresno Unified School District Trustee Areas

Included in the Board binders are two agreements to consider the redistricting of Fresno Unified School District trustee areas, given 2020 Census data. National Demographics Corporation (NDC) and Nielsen Merksamer Parrinello Gross & Leoni, LLP (Nielsen Merksamer) will provide demographic analysis and legal advice to guide discussions, gather feedback and complete a proposal for consideration in the redistricting process. Included is a timeline for redistricting trustee areas as well as a scope of work. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$200,000 are available in the district's General Fund. Contact person: David Chavez, 457-3566.

A-16, APPROVE Countywide Plan for Expelled Youth – Triennial Update

Approval is requested for the triennial update of the Fresno County Plan for Providing Educational Services to Expelled youth for years 2021-2024. The plan provides an overview of services and supports for expelled students as well as district level behavioral interventions designed to prevent expulsion, when possible. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Kim Mecum, telephone 457-3731.

A-17, APPROVE Grant Application to the United States Citizenship and Immigration Services for the 2021 Citizenship and Integration Grant Program

Approval is requested for a grant application to the U.S. Citizenship and

A. CONSENT AGENDA - continued

Immigration Services for the 2021 Citizenship and Integration Grant Program. The grant request provides the opportunity to prepare lawful permanent residents for citizenship by offering both citizenship instruction and naturalization services. Fresno Adult School provides citizenship classes that are required for the program and partners with the San Joaquin College of Law to provide naturalization services. The Superintendent recommends approval. Fiscal impact: The grant award of \$250,000, would fund all program costs. Contact person: Kim Mecum, telephone 457-3731.

A-18, APPROVE Memorandum of Understanding with Aspen Ridge Public School
Included in the Board binders is a Memorandum of Understanding (MOU) with Aspen Public Schools, Inc., a California nonprofit public benefit corporation that manages and operates Aspen Ridge Public School. The MOU details the relationship between the district, the Charter Corporate Entity, and the charter school regarding operation, oversight and monitoring. The Superintendent recommends approval. Fiscal impact: Charter law allows for a 1% to 3% oversight fee to authorizers from each charter. Contact person: Kim Mecum, telephone 457-3731.

A-19, APPROVE Memorandum of Understanding with Golden Charter Academy
Included in the Board binders is a Memorandum of Understanding (MOU) with Golden Charter Academy, a California nonprofit public benefit corporation that manages and operates Golden Charter Academy. The MOU details the relationship between the district, the Charter Corporate Entity, and the charter school regarding operations, oversight, and monitoring. The Superintendent recommends approval. Fiscal impact: Charter law allows for a 1% to 3% oversight fee to authorizers from each charter. Contact person: Kim Mecum, telephone 457-3731.

A-20, APPROVE Award of Bid 21-03, Nutrition Center Production Line Film
Included in the Board binders is information on Bid 21-03, to establish fixed pricing for Nutrition Center Production Line Film. The compostable cold film and post-consumer regrind hot film are compatible with the Nutrition Center's meal production equipment and will be used to wrap student meals prepared centrally and provided to sites daily. Staff recommends line-item award to the lowest responsive, responsible bidders: Items 1 and 2, The Platinum Packaging Group (Paramount, California) \$309,626; Items 3 and 4, Plastic Connections, Inc. (Santa Fe Springs, California) \$185,640. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$495,266 are available in the Cafeteria Fund. Contact person: Karin Temple, telephone 457-3134.

A-21, APPROVE Award of Bid 21-41, Duncan Polytechnical High School CTE 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

A. CONSENT AGENDA - continued

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 are 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-22, APPROVE Award of Bid 21-45, Webster Elementary School Multipurpose Room Plumbing Replacement

Included in the Board binders is information on Bid 21-45, to replace the existing main water line serving the multipurpose room (cafeteria) at Webster Elementary School. The water main developed a leak which required it to be shut down, and a temporary water line was installed for continued use through the end of the school year. Staff recommends award to the lowest responsive, responsible bidder: Ardent General, Inc. (Fresno, California) \$219,913. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$219,913 are available in the Measure M Fund – Deferred Maintenance. Contact person: Karin Temple, telephone 457-3134.

A-23, APPROVE Award of Bid 21-46, Sections A-G, Asphalt Pavement Rehabilitation at Various Sites

Included in the Board binders is information on Bid 21-46, for the rehabilitation of asphalt play courts and parking lots at 30 school sites: Anthony, Birney, Calwa, Eaton, Figarden, Fremont, Jefferson, King, Kirk, Lawless, Lincoln, Malloch, Manchester Gate, Olmos, Slater, Storey, Thomas, Turner, Williams, Winchell and Yokomi Elementary Schools; Bullard Talent and Wawona K-8 Schools; Ahwahnee, Fort Miller, Kings Canyon, Scandinavian, Tehipite and Tioga Middle Schools; and Duncan Polytechnical High School. Staff recommends award to the lowest responsive, responsible bidders: Sections A, B, C, E and F, Doug Ross, Inc. dba Central Valley Asphalt (Lindsay, California) \$2,132,714; Sections D and G, Avison Construction, Inc. (Madera, California) \$791,000. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$2,923,714 are available in the Measure M Fund – Deferred Maintenance. Contact person: Karin Temple, 457-3134.

A-24, APPROVE Award of Bid 21-47 Sections A-C, Burroughs, Eaton and Rowell Elementary Schools Energy Management System Replacement

Included in the Board binders is information on Bid 21-47, to replace the energy management systems at Burroughs, Eaton and Rowell Elementary Schools. Energy management systems monitor, control and optimize utility system performance. The existing systems need to be replaced due to age, condition,

A. CONSENT AGENDA - continued

and lack of reliability. Staff recommends award to the lowest responsive, responsible bidders: Section A, Emcor Services, Mesa Energy Systems, Inc. (Fresno, California) \$430,579; Sections B and C, Strategic Mechanical, Inc. (Fresno, California) \$672,118. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$1,102,697 are available in the Measure X Fund. Contact person: Karin Temple, telephone 457-3134.

A-25, APPROVE Award of Bid 21-48 Sections A and B, Playground Equipment Replacement at Gibson, Thomas, Turner, Webster and Winchell Elementary Schools

Included in the Board binders is information on Bid 21-48 Sections A and B, for installation of kindergarten-level playground equipment including shade at Gibson, Webster and Winchell Elementary Schools and primary-level playground equipment including shade at Thomas and Turner Elementary Schools. The existing equipment is 12-20 years old, frequent repairs are required, and replacement parts are difficult to obtain. Staff recommends award to the lowest responsive, responsible bidder: King Khan Drilling & Construction, Inc. (Fresno, California) \$477,606. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$477,606 are available in the School Facilities Fund. Contact person: Karin Temple, telephone 457-3134.

A-26, APPROVE Award of Bid 21-49, Chilled Water Buffer Tank Installation at Various Sites

Included in the Board binders is information on Bid 21-49, to install district provided chilled water buffer tanks at 17 schools: Addams, Anthony, Ayer, Aynesworth, Balderas, Easterby, Fremont, Greenberg, Leavenworth, Storey and Thomas Elementary Schools; Cooper, Fort Miller, Terronez and Yosemite Middle Schools; and Edison and Fresno High Schools. Chilled water buffer tanks increase capacity of chilled water HVAC systems to allow for increased airflow necessary to accommodate filtration levels as outlined in the district-wide indoor air quality improvement plan. Staff recommends award to the lowest responsive, responsible bidder: Strategic Mechanical, Inc. (Fresno, CA) \$301,096. The Superintendent recommends approval. Fiscal impact: Sufficient funding in the amount of \$301,096 is available in the General Fund. Contact person: Karin Temple, telephone 457-3134.

A-27, APPROVE Award of Bid 21-51, Sunnyside High School Track Resurfacing

Included in the Board binders is information on Bid 21-51, to provide and install a synthetic track surfacing system for Sunnyside High School. The project includes replacement of deteriorated asphalt as needed, surface coloring and lane line markings. All district tracks are included in the Deferred Maintenance program and scheduled for equitable replacement based on a 15-20-year life cycle. Staff recommends award to the lowest responsive, responsible bidder: Beynon Sports Surfaces, Inc. (Fresno, California) \$510,790. The Superintendent recommends

A. CONSENT AGENDA - continued

approval. Fiscal impact: Sufficient funds in the amount of \$510,790 are available in the Measure X Fund. Contact person: Karin Temple, telephone 457-3134.

A-28, APPROVE Award of Bid 21-52, Security Cameras and Digital Video Recorders Equipment

Included in the Board binders is information on Bid 21-52, to establish fixed unit pricing for security cameras and related equipment. The Board approved standardization of Clinton Electronics equipment on January 30, 2019, which provides the authority to require these systems for district projects. Purchases will be made on an as needed basis to provide product for replacement of failed equipment at school sites. Staff recommends award of the bid to the lowest responsive, responsible bidder: EKC Enterprises, Inc. (Fresno, California) \$112,255 (estimate). The Superintendent recommends approval. Fiscal impact: Sufficient funds are available in various project budgets as needs are identified. Contact person: Karin Temple, telephone 457-3134.

A-29, APPROVE Award of Bid 21-53, Kratt and Leavenworth Elementary Schools Modular Classroom Infrastructure

Included in the Board binders is information on Bid 21-53, to provide infrastructure and utility connections for two modular classroom buildings each at Kratt and Leavenworth Elementary Schools. Projects include accessible walkways, ramps, and parking stalls; earthwork and concrete building pads; and connection of electrical, water, and sewer systems. The buildings are needed to accommodate planned staffing increases based on 2021/22 enrollment projections for regular and special education, and K-3 literacy support. Staff recommends award to the lowest responsive, responsible bidder: Davis Moreno Construction, Inc. (Fresno, California) \$1,455,192. The Superintendent recommends approval. Fiscal impact: Sufficient funds in the amount of \$1,455,192 are available in the Developer Fee Fund and School Facilities Fund. Contact person: Karin Temple, telephone 457-3134.

A-30, APPROVE Rejecting Award of Bid 21-43, Viking and Vinland Elementary Schools and Cooper Middle School Kitchen HVAC Upgrades

Included in the Board binders is information on Bid 21-43, to replace the existing heating and cooling systems in the kitchens, kitchen offices, and staff lounges at Viking and Vinland Elementary Schools and Cooper Middle School. The project will replace the heating and evaporative cooling systems with heating and refrigerated air conditioning (HVAC) to provide a more comfortable environment and increase energy efficiency. Staff recommends rejecting the one bid received due to bid price significantly in excess of the engineer's estimate. The project will be rebid in the future: Strategic Mechanical, Inc. (Fresno, California) \$376,150. The Superintendent recommends approval. Fiscal impact: Rejecting the bids results in no fiscal impact to the district at this time. Contact person: Karin Temple, telephone 457-3134.

A. CONSENT AGENDA - continued

A-31, APPROVE Rejecting Award of Bid 21-44 Sections A-E, Exterior Painting for Various Schools: Fremont, Hamilton K-8, Storey, and Vinland Elementary Schools; and Yosemite Middle School

Included in the Board binders is information on Bid 21-44 Sections A-E, for exterior painting at five schools during the summer. Due to the need to investigate matters which have been raised, staff recommends the rejection of all bids: Sections A, D and E – Pacific Rim Painting Co. (Fresno, CA) \$260,700; Sections B and C – H.B. Restoration, Inc. (Rio Linda, CA) \$213,050. The five schools, and potentially additional schools, will be programmed for painting in Summer 2022. The Superintendent recommends approval. Fiscal impact: Rejecting the bids results in no fiscal impact to the district at this time. Contact person: Karin Temple, telephone 457-3134.

A-32, APPROVE Funding from Federal American Rescue Plan Act of 2021

Fresno Unified's Project ACCESS will receive funding from the Federal American Rescue Plan Act of 2021 to augment the Fresno Unified District Project ACCESS 2021-24 Education for Homeless Children and Youth Grant. Funds are used to facilitate the identification, enrollment, attendance, and success in school for homeless children and youth. Grantees may use these funds for supplemental (increase/augment existing level of services) and not supplant or replace funds from other sources. The Superintendent recommends approval. Fiscal impact: Fresno Unified will receive \$100,000 over 24 months. Contact person: Kim Mecum, telephone 457-3731.

A-33, APPROVE 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 Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: David Chavez, telephone 457-3566.

A-34, APPROVE Proposed Revised Board Policies and ADOPT New Board Policy

Included in the Board binders are the following proposed new and revised Board Policies (BP):

A. CONSENT AGENDA - continued

- BP 4030 Nondiscrimination in Employment (Revised)
- BP 4033 Lactation Accommodation (New)
- BP 4112.91 Employee Notifications (Revised)
- BP 4119.11 Sexual Harassment (Revised)

The revised and new board policies meet the legal mandates recommended by the California School Boards Association and best practices. The Superintendent recommends approval and adoption. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Paul Idsvoog, telephone 457-3548.

A-35, RATIFY Agreement with Swun Math

Included in the Board binders is a request to ratify 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 June 30, 2021 using the Math Lesson Design model. The Superintendent recommends ratification. Fiscal impact: Sufficient funds of \$46,800 are available in the In-Person Instructional Grant. Contact person: Kim Mecum, telephone 457-3731.

A-36, RATIFY Amendment to the Agreement with Free Style Event Services

Included in the Board binders is an amendment with Freestyle Event Services. The agreements include audio-visual services for graduation ceremonies at three main sites: McLane Stadium, Sunnyside Stadium, and the Paul Paul Theater (Fairgrounds). The additional fees are requested to ensure equity of experience for all sites. The Class of 2020 responded positively and required additional ceremonies to meet capacity. Upgraded audio-visual equipment, production, labor, and accessibility accommodations at the Paul Paul Theater were required to ensure all sites have comparable ceremony experiences, and sound and lighting is sufficient for all to participate. The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of \$125,000 are available in the Goal 2 Budget. Contact person: Kim Mecum, telephone 457-3731.

A-37, RATIFY Agreement with Educational and Leadership Foundation

Included in the Board binder is an agreement with Education and Leadership Foundation. Fresno Unified School District will be partnering with Education and Leadership Foundation to deliver bilingual parent outreach to potential summer school students to confirm student enrollment in summer school. The Superintendent recommends ratification. Fiscal impact: Sufficient funds in the amount of \$26,160 are available in the In-Person Instruction Grant. Contact person: Kim Mecum, telephone 457-3731.

A-38, RATIFY Grant Application to Kaiser Permanente Foundation for Funding for Wellness Coordinator Position

It is recommended the Board ratify the district's grant application to the Kaiser

A. CONSENT AGENDA - continued

Permanente Foundation to support the Fresno Unified Wellness Coordinator Initiative. This grant proposal was submitted by invitation and is planned to underwrite a portion of the salary and benefit costs of the new Wellness Coordinator position to a maximum of \$150,000. The initiative supports the district's wellness goals, expectations, and desired outcomes. The Superintendent recommends ratification. Fiscal impact: If awarded, the grant will fund \$150,000 of the Wellness Coordinator position. The additional and continued funding of this position is available in the Cafeteria fund. Contact person: Karin Temple, telephone 457-3134.

A-39, RATIFY Change Orders for the Projects Listed Below

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

- Bid 19-50 Sections A and B, Portable Classroom Relocation and Infrastructure for Various Schools presented for ratification

Change Order 3 (Ewing)	\$ - 20,832
Change Order 2 (Kirk)	\$ - 6,280
Change Order 3 (Phoenix)	\$ 42,141
Change Order 2 (Sunset)	\$ 104,360
Change Order 2 (Vang Pao)	\$ - 21,660
Change Order 2 (Wilson)	\$ - 11,073

- Bid 20-30, Roosevelt High School Cafeteria Modernization

Change Order 5 presented for ratification	\$ 1,910
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- Bid 20-54 Sections A and B, Portable Classroom Relocation and Infrastructure for Various Schools presented for ratification

Change Order 1 (Ayer)	\$ 43,630
Change Order 1 (Jackson)	\$ 12,787
Change Order 1 (Sunnyside)	\$ 15,093
Change Order 1 and 2 (Lawless)	\$ 40,062
Change Order 1 (Lincoln)	\$ 44,493
Change Order 1 (Malloch)	\$ 17,949

- Bid 21-07, McLane High School Fire Alarm Upgrade

Change Order 3 presented for ratification	\$ 9,817
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The Superintendent recommends ratification. Fiscal impact: \$98,383 is available in the Measure X Fund for Bids 19-50 A & B, 20-30, and 21-07; \$100,910 is available in the School Facilities Fund for Bids 20-54A (Ayer & Jackson) and 20-54B (Lincoln); \$73,104 is available in the Developer Fee Fund for Bids 20-54A (Sunnyside) and 20-54B (Lawless & Malloch). Contact person: Karin Temple, telephone 457-3134.

A. CONSENT AGENDA - continued

A-40, RATIFY the Filing of Notices of Completion

Included in the Board binders is a Notice of Completion for the following project, which has been completed according to plans and specifications.

- Bid 20-30, Roosevelt High School Cafeteria Modernization
- Bid 20-54 Section A, Modular Classroom Infrastructure for Ayer and Jackson Elementary Schools and Sunnyside High School

The Superintendent recommends ratification. Fiscal impact: Retention funds are released in accordance with contract terms and California statutes. Contact person: Karin Temple, telephone 457-3134.

A-41, RATIFY Purchase Orders from April 01, 2021 through April 30, 2021

Included in the Board binders is information on purchase orders issued from April 01, 2021 through April 30, 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. 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 16, 2021 will be included for the Board's information and/or discussion and will be posted on board.fresnounified.org 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

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

B-42, DISCUSS and ADOPT Fresno Unified School District's 2021/22 Local Control and Accountability Plan

Included in the Board Binders is the Fresno Unified School District 2021/22 Local Control and Accountability Plan (LCAP). Staff will present and the Board of Education will discuss and adopt the plan. The LCAP is a requirement resulting from the State's formula for funding school districts, the Local Control Funding Formula (LCFF). Districts receive LCFF funds for every student, with additional funds provided for high unduplicated counts of students living in poverty, English learners, and foster youth. As required by Education Code, districts must adopt the LCAP prior to July 01, 2021, which must coincide with the adoption of the district

B. CONFERENCE/DISCUSSION AGENDA - continued

budget. The Superintendent recommends adoption. Fiscal impact: As noted in the support material. Contact person: Santino Danisi, telephone 457-6226.

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

B-43, DISCUSS and ADOPT Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account

The 2021/22 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. The Superintendent recommends adoption. Fiscal impact: Noted in support material. Contact person: Santino Danisi, telephone 457-6226.

***8:40 P.M.**

B-44, APPROVE Annual Agreements for the 2021/22 School Year – Primary Report

Included in the Board binders is a matrix detailing agreements to provide services to Fresno Unified School District. These agreements include the following categories:

- Leadership Development
- Opportunities to promote arts, activities, and athletics
- Targeted Assistance:
 - Student Achievement Outcomes
 - Social Emotional Supports
- Teacher Development
- Technology

Two agenda items are presented to ratify agreements. The first item includes the Primary Report with all agreements with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining agreements are in the Supplemental Report and presented as a second agenda item. The Superintendent recommends approval. Fiscal impact: Sufficient funds have been budgeted in the 2021/22 budget. These investments will be funded through the appropriate budgets, as detailed in the matrix. Contact person: Santino Danisi, telephone 457-6226.

***9:00 P.M.**

B-45, APPROVE Annual Agreements for the 2021/22 School Year – Supplemental Report

Included in the Board binders is a matrix detailing agreements to provide services to Fresno Unified School District. These agreements include the following categories:

- Targeted Assistance:

B. CONFERENCE/DISCUSSION AGENDA - continued

- Student Achievement Outcomes
- Social Emotional Supports

Two agenda items are presented to ratify agreements. The first item includes the Primary Report with all agreements with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining agreements are in the Supplemental Report and presented as a second agenda item. The Superintendent recommends approval. Sufficient funds have been budgeted in the 2021/22 budget. These investments will be funded through the appropriate budgets, as detailed in the matrix. Contact person: Santino Danisi, telephone 457-6226.

***9:20 P.M.**

B-46, DISCUSS and APPROVE Amendment to the 2021/22 Academic Calendar

Staff will discuss amendments to the 2021/2022 Academic Calendar and the Board of Education will discuss and approve the amendments. The Superintendent recommends approval. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Kim Mecum, telephone 457-3731.

***9:30 P.M.**

B-47, PRESENT and DISCUSS California Dashboard Local Indicators

The Board will receive an overview of the 2021 California Dashboard local indicators. The local indicators are based on information that the district collects locally and will be used for the release of the Fall 2021 California Dashboard. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Lindsay Sanders, 457-3471.

C. RECEIVE INFORMATION & REPORTS

C-48, RECEIVE Result of Sale of General Obligation Bonds, Election of 2016, Series D and General Obligation Bonds, Election of 2020, Series A

Included in the Board binders is a summary which describes the results of the sale of General Obligation Bonds, Election of 2016, Series D in the amount of \$45 million and the sale of General Obligation Bonds, Election of 2020, Series A in the amount of \$80 million on June 03, 2021. Fiscal impact: General Obligation Bonds Election of 2016, Series D in the amount of \$45 million and General Obligation Bonds, Election of 2020, Series A in the amount of \$80 million. Contact person: Santino Danisi.

D. ADJOURNMENT

**NEXT REGULAR MEETING
WEDNESDAY, AUGUST 11, 2021**

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 16, 2010

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**Certificated Personnel**

Mejia Garzon	Arelly	Teacher, Deaf/Hard of Hear.SDC	Birney Elementary	7/1/2021
Nemmer	Kathryn	Therapist, Spch/Lang/Hrng/Dis	Special Ed	7/1/2021
Topete	Sara	Teacher, Elementary	Heaton Elementary	5/27/2021

Classified Personnel

Alaniz JR	Reynaldo	Custodian	Cambridge Continuation High	6/4/2021
Cerda	Benny	Custodian	Vinland Elementary School	6/2/2021
Cervantez	Yolanda	Nutrition Services Assistant	Food Services	6/1/2021
Lazo	Saul	Trades, Metal II	Food Services	6/1/2021
Medina	Patricia	Nutrition Services Assistant	Food Services	5/25/2021
Molina Jr	King David	Electrician	Maintenance And Operations	6/14/2021
Ventura Cruz	Lidia	Nutrition Services Assistant	Food Services	5/26/2021
Vue	Jia	Nurse, Vocational License	Health Services	6/7/2021

RESIGNATIONS OR RETIREMENTS**Certificated Personnel**

Baird	Stefanie	Teacher, Lrng Hndcp, Sdc	Tehipite Middle School	6/11/2021
Bourdon	Ashley	Specialist, Climate and Culture	Prevention And Intervention	7/31/2021
Brenner	Kathryn	Teacher, Elementary	Eaton Elementary	6/15/2021
Brimmo	Antonio	Teacher, Middle School	Yosemite Middle School	6/11/2021
Cerkueira	Christopher	Teacher, Elementary	Yokomi Elementary	7/31/2021
Delacerda	John	Teacher, Lrng Hndcp, Sdc	Sunnyside High School	6/11/2021
DeLeon	Catherine	Coach, Literacy	Teacher Development	7/31/2021
Fernandez	Elizabeth	Teacher, Senior High	Roosevelt High School	8/11/2021
Huene	Elaine	Teacher, Elementary	Manchester Gate	6/11/2021
Konrad	Kimberly	Teacher, Je Young	Independent Study	6/11/2021
Levy	Michael	Teacher, Handicapped, Severely	Ahwahnee Middle School	6/11/2021
Melchor	Ruby	Climate and Culture Specialist	Prevention And Intervention	6/14/2021
Price-Wagner	Sarah	Teacher, Middle School	Ahwahnee Middle School	7/2/2021
Rasuli	Fatimah	Teacher, Elementary	Lincoln Elementary	6/30/2021
Sanchez	Ernest	Teacher, Elementary	Lane Elementary	6/16/2021
Tocchio Meindersee	Maria	Teacher, Lrng Hndcp, Sdc	Fresno High School	6/11/2021
Toledo	Maricela	Teacher, Elementary	Norseman Elementary	7/12/2021
Villarreal Jr	Hilario	Teacher, Elementary	Slater	6/30/2021
Watkins	Keri	Teacher, Elementary	Homan Elementary	7/31/2021

Classified Personnel

Aguirre	Dorothy	Manager, School Office Middle	George M Dewolf High School	9/2/2021
Bergthold	Christine	Manager, School Office Middle	Design Science	6/30/2021

Benavides	Jessica	Paraprof, Moderate/Severe	Jefferson Elementary	5/19/2021
Gomez	Elizabeth	Assistant, Health	Health Services	6/4/2021
Gonzalez	Mark	Worker, Grnds Maint II	Plant Operations	6/29/2021
Jimenez	Jose	Custodian, Lead	Mclane High School	7/18/2021
Kadrie	Rula	Paraprof, Instructional Asst	Eaton Elementary	6/11/2021
Munoz Villafuerte	Diana	Paraprof, Mild/Moderate	Roosevelt High School	6/11/2021
Rea	Mercy	Paraprof, Child Development	Vinland Elementary School	9/3/2021
Ruiz	Reuben	Noontime Assistant	Tehipite Middle School	5/28/2021
Simms	Rodney	Assistant, Campus Safety	Rutherford Gaston Middle School	6/16/2021
Yrigollen	Laura	Paraprof, Child Development	Scandinavian Middle School	5/25/2021

Management Classified

Braun	Scott	Manager II, General	Summer School	6/11/2021
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Management Certificated

Banks	Jane	Director, Health Services	Health Services	6/11/2021 6/30/2021
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DECEASED

Classified Personnel

Orono	Peninah	Paraeducator, Soc Emot Intv	Mclane High School	5/20/2021
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LEAVE REQUEST

Classified Personnel

Dhesi	Pawandeep	Nutrition Services Assistant	Food Services	5/23/2021
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R39-MONTH REEMPLOYMENT RIGHTS

Classified Personnel

Martinez	Felix	Custodian	Duncan Polytechnical	5/7/2021
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PROMOTIONS

Classified Personnel

Aguilar	Laura	Secretary, Administrative I	Preschool Office	6/3/2021
Camarce	Jefferson	Worker, Grnds Maint I	Plant Operations	6/16/2021
Hernandez	Daniel	Driver, Truck	Warehouse	5/20/2021
Puentes	Bryan	Specialist, Tech Support II	Technology Services	5/24/2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Meeting

ITEM DESCRIPTION: Included in the Board binders are draft minutes for the June 02, 2021 Regular Board Meeting.

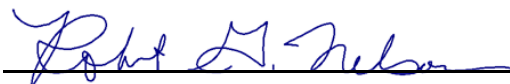
FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

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
FRESNO HIGH SCHOOL
ROYCE HALL
1839 N ECHO
FRESNO, CA 93704
www.fresnounified.org/board

MINUTES – BOARD OF EDUCATION REGULAR MEETING

Fresno, California

June 02, 2021

Fresno High School, Royce Hall, 1839 N Echo Avenue, Fresno, CA 93704.

At a Regular Meeting of the Board of Education of Fresno Unified School District, held on June 02, 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 4:35 p.m.

Board Members Jonasson Rosas and Thomas arrived at 4:40 p.m.

Opportunity for Public Comment on Closed Session Items

For the record, there were five requests to address the Board and 18 email submissions received for public comment on Closed Session Item No. 5 Conference with Legal Counsel – Existing Litigation (Government Code Section 54956.9(d)(1)). The names of individuals with a summary of topic are as follows:

Request to Address the Board

1. Vanoush Khachaturyan: Work to remove the Warrior imagery should not take place until a judgement is rendered in the courts.
2. Nicholas Dodson: Thanked the Board for support of removing the Warrior imagery and looked forward to healing for people.
3. Greg Williams: Spoke to the sacredness of the items used in revered ceremonies and supported the removal of the Warrior imagery from Fresno High.
4. James Martin: Thanked the Board for support of removing the Warrior imagery and referenced the lack of education on local tribes.
5. Lori Pastre: Support of retaining Warrior imagery and the national treasure Fresno High represents and connection to history.

Email Submissions

1. Vicki Cheney: Support of retaining Warrior imagery at Fresno High School.

2. Dick Ashjian: Support of retaining Warrior imagery at Fresno High School.
3. Jim Berkson: Support of retaining Warrior imagery at Fresno High School.
4. Ryck Miller: Support of retaining Warrior imagery at Fresno High School.
5. Kenneth N. Hansen: Support of Board decision to remove Warrior imagery.
6. Gary Nakagawa: Support of retaining Warrior imagery at Fresno High School.
7. Tiffany Jones: Support of retaining Warrior imagery at Fresno High School.
8. Noel Aguilar: Support of Board decision to remove Warrior imagery.
9. Lynne Santini: Support of retaining Warrior imagery at Fresno High School.
10. Vanoush Khachaturyan: Support of retaining Warrior imagery at Fresno High School.
11. John Flores: Support of retaining Warrior imagery at Fresno High School.
12. Josette Losurdo: Support of retaining Warrior imagery at Fresno High School.
13. Alexandra Williams: Support of Board decision to remove Warrior imagery.
14. Mark O.: Support of retaining Warrior imagery at Fresno High School.
15. Sandy Steele-West: Support of retaining Warrior imagery at Fresno High School.
16. Kelly Rector: Support of retaining Warrior imagery at Fresno High School.
17. Darlene Franco: Support of Board decision to remove Warrior imagery.
18. Anthony Lopez: Support of Board decision to remove Warrior imagery.

The BOARD ADJORNED to Closed Session at 4:55 p.m. to address items one through six.

The BOARD RECONVENED in Open Session at 6:18 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 Maricela Orozco-Gonzalez, Case No. WC19-0110-2231, by a 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 on a Workers' Compensation settlement for Luis Munoz Soto, Case No. 2017-0731, by a 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 Member Islas, the Board took action in Closed Session to promote Floridia Cheung to Principal III at Design Science Middle College High School, by a 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 Mills, the Board took action in Closed Session to appoint Patrick Jensen to Administrator in the Superintendent's Office, by a vote of 7-0-0-0 as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatc, Thomas, and Board President Davis.
- On a motion by Board Member Islas, seconded by Board Member Mills, the Board took action in Closed Session to appoint Jeremy Ward to Assistant Superintendent of College & Career Readiness, by a vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, , Major Slatc, Thomas, and Board President Davis.
- On a motion by Board Member Thomas, seconded by Board Member Islas, the Board took action in Closed Session to appoint Ambra O'Connor to Prevention and Intervention Executive, by a vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatc, Thomas, and Board President Davis.

PLEDGE OF ALLEGIANCE

Ms. Laettner, Principal of Fresno High School led the flag salute.

HEAR Report from Superintendent

- Shared this month is LGBTQ+ Pride Month. We want to share our appreciation for our LGBTQ+ students, families, staff and allies. Supported by our board, we firmly believe that all schools should be safe and inclusive places where students, families and staff feel accepted, respected, and welcomed. To that end, district staff is committed to doing the work every day to ensure our students and their families are supported.
- Shared he was joined by several members of our Board of Education as we announced our plans for returning full time, five days a week next school year beginning Thursday, August 12, that is two days earlier than traditional. As part of our Pandemic Recovery Plan next school year, students will receive an additional 30 minutes per day of instruction in the first semester to address literacy and math. High schools will offer expanded options for credit recovery and English Learner support all year and middle schools will have additional English Learner supports all year. Extra teachers will be added in targeted areas, and social emotional support and health services staff will be added. After school programs will also be expanded and per the Board's approval on June 16, our extended instructional calendar will highlight three additional buy back days providing staff with new professional learning opportunities.

HEAR Report from Superintendent – continued

- Shared as we head into these last two weeks of school, we have a lot to celebrate. As the winners of the 2021 FUSD Elementary Minecraft eSports League, Figarden Elementary School has earned the opportunity to represent Fresno Unified and the United States in the first-ever Minecraft eSports International Battle. The battle will take place Friday, June 4, 2021 from 8-10a.m. It will be viewable as a Teams Live Event. Please support the Figarden team as it battles CURRO South Africa for the title of the 2021 Minecraft eSports World.
- Shared that six years ago, under the leadership of Assistant Superintendent Holland Locker and Goal 2, our very first African American Student Leadership Academy was formed. He was pleased to share that 36 students from that original cohort are graduating high school with nearly 40% graduating with a 3.0 or better. Congratulations to this special group of students for their remarkable work.

BOARD/SUPERINTENDENT COMMUNICATION

Member Mills: Thanked Trustees Cazares, Davis, Islas, and Jonasson Rosas for speaking up on her behalf when she was personally attacked because of her disability. Thanked staff for their hard work planning for the reopening of schools in August.

Member Cazares: Thanked administrators, teachers, and staff for work and asked them to have patience with students as we head into summer. The Board has made it a priority to make sure the LGBTQ community is welcomed and provided a safe environment.

Member Islas: Thanked those who helped facilitate the vaccine clinic at McLane High School. Encouraged everybody to get vaccinated.

Member Jonasson Rosas: Shared information regarding a vaccine clinic on Saturday, June 5 from 9:00 a.m. – 11:00 a.m. at Roosevelt High School. Requested follow-up on the Project Labor Agreement for the Ventura and 10th property.

Member Major Slatik: Requested a communication with excruciating detail be provided to the Board detailing the assessment of learning loss within the district, what the process is, who designed the process, when the process began and when will be completed, and milestones of the process.

Clerk Thomas: Thanked the Computech BSU for allowing her to serve them today. Recognized six students in the GO 2 Program of the African American Student Leadership Academy, they are as follows: Mia Roeding, UC Irvine; Madeline Andrews, San Francisco State University; Devon Marshall Fresno City College; Marcus Miller, North Carolina Central University; Camarie Wilson, Tuskegee University; Corie Jackson, Dean College in Massachusetts. Recognized the author of this program Jahmaal Sawyer.

OPPORTUNITY for Public Comment on Consent Agenda Items

For the record, the Board received three requests to address the Board and zero email submissions of public comment on Consent Agenda Items.

On a motion by Board Member Islas, seconded by Board Clerk Thomas, the Consent Agenda, was approved, with the exception of A-14 which was pulled from the agenda by staff, A-9 and A-10 pulled for an oral report; and, A-8, A15, and A17 pulled for further discussion, by a 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

ADOPTED 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 19, 2021 Regular Board Meeting.

A-3, APPROVE Minutes from Prior Meetings

APPROVED as recommended, the draft minutes for the May 05, 2021 and the May 19, 2021 Regular Board Meetings.

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

APPROVED as recommended, 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.

A-5, APPROVE Agreement with Swun Math

APPROVED as recommended, an agreement with Swun Math for coaching middle school mathematics teachers during the middle school summer program.

A. CONSENT AGENDA – continued

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

APPROVED as recommended, an agreement with The New Teacher Project.

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

APPROVED and ADOPTED as recommended, the revised job description for Executive Director, Health Services and Revised Management Salary Schedule.

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

APPROVED as recommended, 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.

For the record, Board Members had comments/questions pertaining to Agenda Item A-8. A summary is as follows: Requested clarity as to item and past commitment to discontinue agreement. Superintendent, Dr. Nelson was available to provide clarity.

On a motion by Board Clerk Thomas, seconded by Board Member Jonasson Rosas, Agenda Item A-8 was approved by a vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, Board President Davis.

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

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

For the record an oral report was read pertaining to Agenda Item A-9, Approve Amendment No. 1 to Kim Mecum's Employment Agreement as Chief Academic Officer. 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 Chief Academic 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 Amendment No. 1 to the Employment Agreement between the Fresno Unified School District and Kim Mecum.

A. CONSENT AGENDA – continued

- Contract Term effective July 1, 2020 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 same terms as other management employees
- Lifetime health benefits
- Additional retirement contribution payments 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

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

For the record, Board Members had comments/questions pertaining to Agenda Item A-9. A summary is as follows: Expressed appreciation for the district's removal of the Evergreen Clause from contracts, as an extension of a contract should be a conscious decision and not automatic.

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

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

APPROVED as recommended, Amendment No. 2 to the Chief of Human Resources/Labor Relations' Employment Agreement.

For the record an oral report was read pertaining to Agenda Item A-10, Approve Amendment No. 2 to Paul Idsvoog's Employment Agreement as Chief of Human Resources/Labor Relations. Board Clerk Thomas read the report as follows:

Government Code section 54953(c)(3) of the Brown Act requires that this

A. CONSENT AGENDA – continued

Board make an oral report in open session before taking final action on an employment agreement for a local agency executive such as the Chief of Human Resources and Labor Relations. 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 Paul Idsvoog.

- Contract Term effective July 1, 2020 through June 30, 2024
- Annual salary of \$223,460.23 which includes a 3.0% career increment consistent with the career increment applicable to all management employees in the District
- Paid medical, dental and vision insurance coverage on same terms as other management employees
- Lifetime health benefits
- Additional retirement contribution payments 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

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-10 was approved by a vote of 7-0-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis.

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

APPROVED as recommended, an amendment to the agreement with Anthem Blue Cross.

A. CONSENT AGENDA – continued

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

APPROVED as recommended, a grant application to the California Department of Social Services, Child Care and Development Division.

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

APPROVED as recommended, a list of piggyback contracts recommended for utilization by the district during 2021/22 for efficient and cost-effective procurement.

A-14, APPROVE Award of Bid 21-41, Duncan Polytechnical High School Career Technical Education Medical Science Building ITEM PULLED FROM AGENDA BY STAFF

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 was 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.

For the record, Board Members had comments/questions pertaining to Agenda Item A-15. A summary is as follows: Requested clarity as to when field improvements will be completed at Fresno High School.

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

APPROVED as recommended, 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.

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

OPPORUTNITY FOR PUBLIC COMMENT

For the record the Board received three requests to address the Board. The names of individuals with a summary of topic are as follows:

1. Michelle Asadoorian: Read a letter received from James Tatarian requesting the removal of Roger Tatarian's name from consideration.
2. Mark Arax: Read an excerpt from a document written by developer J. C. Forkner which was discriminatory against Armenians and other nationalities.

A. CONSENT AGENDA – continued

3. Andrew Fabella: Directed inflammatory and offensive comments to the Board.

For the record, the Board had comments/questions pertaining to Agenda Item B-17. A summary is as follows: Commented although people felt strongly about this topic, there was no reason a calm and civil discussion could not take place. Acknowledged the naming issue was contentious and all nominated were worthy and deserving. Congratulated the Farber's for the naming of the campus, shared there were concerns about the process but not about the campus being named for them. Acknowledged receipt of letter from the Tatarian family.

For the record, Member Islas offered for the Board's consideration a motion as follows:

The district to look for other buildings not yet named that would make an appropriate place for the names of these individuals and offer one to each of the following: Dolphus Trotter, Roger Tatarian, Holland Locker, and Dolores Huerta. This would allow for each to be honored and acknowledged with their own building, with their own recognition and prominence.

For the record, the Board continued with comments and questions pertaining to Agenda Item B-17. A summary is as follows: Commented this is a way for everyone to move forward and get past the difficulty being experienced. Expressed interest in the recommendation of renaming Forkner Elementary School.

For the record, Chief of Staff Chavez requested clarity on the motion put forward by Member Islas. Member Islas provided clarity as follows:

Motion to amend the original motion, the second half, not asking to rename the Francine and Murray Farber Educational Center. Asking to not consider naming other buildings on the campus after individuals mentioned tonight. In addition, adding Holland Locker's name to list presented tonight and then look for other buildings that have yet to be named and would be fitting for these individuals.

For the record, Chief of Staff Chavez provided clarification commenting the Board would then not approve the agenda item as it comes to the Board.

Member Islas stated she is only asking to amend and change the naming of other buildings on this campus and then to consider the names for new buildings in the district.

Board Clerk Thomas commented she did not agree as the Dolphas Trotter family was very pleased to have a building on the campus of the Francine and Murray Faber Educational Center.

A. CONSENT AGENDA – continued

Member Islas commented if that is the will of the Trotter's their name could remain, be made as a condition, but she would still like other buildings to be considered for the other three individuals.

Chief of Staff Chavez provided clarity that the agenda item as listed today lists three specific names for the Francine and Murray Educational Center. To move forward with Member Islas' request, a motion is needed to not approve the naming of those buildings on that campus, along with a motion to look at naming other buildings for those said individuals in the future.

Member Jonasson Rosas commented that outreach had been made to the Delores Huerta family as well and they were expecting to have a building named for Delores Huerta.

Member Islas responded the Huerta family in their acceptance did not understand there was another opportunity. An opportunity to have a school named after her, not just a building on a campus.

Chief of Staff Chavez provided clarity that there was a motion on the table by Member Islas to not approve the agenda item as it stands tonight and consider a motion to bring back the naming of other school buildings yet to be named for those said individuals in the future.

For the record, Trustee Islas' motion to not approve item A-17 and consider naming other buildings yet to be named after the three individuals including Holland Locker did not receive a second.

Member Cazares made a motion to amend Agenda Item A-17. The amended motion is as follows:

Approve A-17 without the name of Roger Tatarian. Clerk Thomas seconded the motion.

Before the vote took place, Member Jonasson Rosas commented a summary is as follows: The original item was for the naming of a campus not a school. Schools on the campus are already named. The naming process is not for a vote but to gather a list of ideas for the Board's consideration. The naming of a campus or a school is intended to be an honor not to cause division within the community.

Member Major Slatic requested clarity pertaining to the buildings on the Francine and Murray Farber Education Center campus. Referencing the site plans he asked if there was a CTE building. He requested clarity as to if Roger Tatarian's name would be on an entire building. A reference was made to the process of

A. CONSENT AGENDA – continued

naming the Juan Felipe Herrera Elementary School and the manner in which nominations were considered. A reference was made to the recusal of a Board Member from the entire process of considering a charter school petition. Karin Temple, Chief of Operations was available to provide clarity.

Member Islas requested clarity as to the number of standalone buildings on the campus, will Dolphas Trotter and Dolores Huerta each have their own separate building. Requested clarity as to how the recognition of Dolphas Trotter and Dolores Huerta will be displayed. Shared the reason of each having their own separate building was to highlight them and ensure honor and prestige. Commented if the process does not change the Board will be in this same position again.

Board President Davis commented she has requested staff to review properties within the district as yet unnamed and then to bring forward to the Board for consideration.

For the record, Member Cazares amended her motion to approve A-17 without the name of Roger Tatarian and to include the provision Dolores Huerta have the separate building which will eventually house the early learning center. The motion was seconded by Board Clerk Thomas.

Before the vote, Chief of Staff Chavez requested clarity on the motion. Is the motion to not name anything for Dolores Huerta until a separate early learning center is built. Amy Idsvoog of the Communications Department provided information that the Huerta and Trotter families were contacted and approved the naming of a building for Dolores Huerta and Dolphas Trotter. Staff confirmed Dolphas Trotter and Dolores Huerta will each have their own separate and distinct buildings.

A point of order was requested by Member Major Slatic. Chief of Staff Chavez provided clarity as follows:

The motion by Member Cazares, seconded by Clerk Thomas is to name one of the two current buildings on campus in honor of Dolphas Trotter, if the Board takes action to approve the building of an early learning center the early learning center will be named in honor of Dolores Huerta, and the third building as of now will remain unnamed. This motion was approved by a vote of 6-1-0-0, as follows: AYES: Board Members: Cazares, Islas, Jonasson Rosas, Mills, Thomas, and President Thomas. NOES: Member Major Slatic.

A-18, APPROVE Proposed Revisions for Board Policies

APPROVED as recommended, proposed revisions for the following seven Board Policies (BP):

A. CONSENT AGENDA – continued

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

RATIFIED as recommended, an addendum to the agreement with the Harvey Bradley, Deaf and Hard of Hearing Services Center, Inc., (DHHSC) in the amount of \$145,000.

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

RATIFIED as recommended, an addendum with The Stepping Stones Group in the amount of \$33,600.

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

RATIFIED as recommended, 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)

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

RATIFIED as recommended, information on purchase orders issued from February 01, 2021 through February 28, 2021.

A. CONSENT AGENDA – continued

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

RATIFIED as recommended, information on purchase orders issued from March 01, 2021 through March 31, 2021.

UNSCHEDULED ORAL COMMUNICATIONS

For the record, the Board received 13 requests to address the Board and zero email submissions of public comment for Unscheduled Oral Communications. They are as follows:

Requests to Address the Board

1. Vanoush Khachaturyan: Member Islas requested to have this individual removed as she made a threat to the next speaker.
2. Jamie Nelson: Acknowledged that Fresno High is on Yokult land. Thanked the Board with exception of Member Major Slatik for listening and holding steady. Good does not pivot.
3. Tom Marsella: Support for retaining the Warrior imagery.
4. Lori Pastre: Shared significance of retaining the Fresno High School Warrior imagery.
5. Tiffany Jones: Shared the pride she has for the Fresno High School Warrior image.
6. Terry Cox: Support for retaining the Warrior imagery. Feels his group has not been given a voice.
7. Gloria Hernandez: Changes needs to come, American will not be great until we learn the real history of this land. Thanked the Board for removal of Warrior imagery.
8. Ronnie Casas: Why should we as the original peoples of this land be marginalized in our own communities?
9. Mark Oaks: Expressed the pride he has for the Fresno High School Warrior image.
10. Conrad Crump: Was not in the room to provide a comment.
11. Brandi N: Thanked the Board for standing for the transformation of the mascot image. Mentioned a sacred gathering to express gratitude for the Board's support in changing the image. The gathering took place while the Board met in Closed Session.
12. Andrew Fabela: Was not in the room to provide a comment.
13. Aris Janijian: Spoke about the excerpt Mr. Arax read pertaining to discrimination against Armenians and other nationalities.

B. CONFERENCE/DISCUSSION AGENDA

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

OPPORTUNITY for Public Comment

For the record, the Board received zero submissions of public comment for Agenda Item B-24.

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

OPPORTUNITY for Public Comment

For the record, the Board received zero submissions of public comment for Agenda Item B-25.

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

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

OPPORTUNITY for Public Comment

For the record, the Board received zero submissions of public comment for Agenda Item B-26.

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

OPPORTUNITY for Public Comment

For the record, the Board received zero submissions of public comment for Agenda Item B-27.

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

OPPORTUNITY for Public Comment

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

On a motion by Board Clerk Thomas, seconded by Board Member Major Slatic, Agenda Item B-28 was adopted by a vote of 6-0-0-1, as follows: AYES: Board

B. CONFERENCE/DISCUSSION AGENDA

Members: Cazares, Jonasson Rosas, Mills, Major Slatic, Thomas, and Board President Davis. ABSENT: Board Member Islas.

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

OPPORTUNITY for Public Comment

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

On a motion by Board Clerk Thomas, seconded by Board Member Jonasson Rosas, Agenda Item B-29 was adopted by a 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.

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

For the record, Board President Davis OPENED the public hearing at 8:54 p.m.

OPPORTUNITY for Public Comment

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

For the record, Board President Davis CLOSED the public hearing at 9:04 p.m.

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

For the record, Board President Davis OPENED the public hearing at 9:18 p.m.

OPPORTUNITY for Public Comment

For the record, the Board received two requests to address the Board and zero submissions of public comment for Agenda Item B-31. They are as follows:

Requests to Address the Board

1. Nishea Balajadia: Left meeting before providing a comment.
2. Marisa Moraza: Encouraged folks to reimagine how to create positive climates and cultures in schools and how to reimagine campus safety as well.

For the record, Board President Davis CLOSED the public hearing at 9:21 p.m.

For the record, Board Members had comments/questions pertaining to Agenda

Item B-31. A summary is as follows: Requested clarity as to training of campus safety assistants. Commented staff needs continuous training not just onboarding training. Commended and thanked staff. Mentioned the teacher artist residency program. Requested clarity as to if the 4.5 FTEs will be enough to cover all middle schools. Requested a board communication regarding if a proposal from CJC (once received and reviewed) would work for the district. Provided a shout out for Yosemite's Bear Cave. Would like to create similar places at other campuses and asked staff to explore the potential at other sites and cost. Commended the Arts staff for the thoughtful inclusion of local partners. Thanked those of the public which stayed for budget portion of the meeting. Chief of Operations Karin Temple and Executive Officer Ambra O'Connor were available to provide clarity.

C. RECEIVE INFORMATION & REPORTS

For the record the Board received item C-32.

D. ADJOURNMENT

Board President Davis ADJOURNED the meeting at 9:38 p.m.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-4

AGENDA SECTION: A

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

ACTION REQUESTED: Adopt

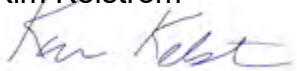
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Adopt Resolution 20-51 Authorizing Inter-Fund Loans for Cash Flow Purposes

ITEM DESCRIPTION: Included in the Board binders is Resolution 20-51 recommended for adoption to authorize Fresno Unified School District to transfer funds as needed for cash-flow purposes and to repay those transactions as funds become available for the 2021/22 fiscal year. Education Code Section 42603 authorizes inter-fund transfer loans to cover such temporary cash flow transfers.

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

PREPARED BY: Kim Kelstrom
Executive Officer



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

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:



**BEFORE THE BOARD OF EDUCATION
OF THE FRESNO UNIFIED SCHOOL DISTRICT
OF FRESNO COUNTY, CALIFORNIA**

RESOLUTION NO. 20-51

RESOLUTION FOR ADOPTION)
In the Matter of Authorizing Inter-fund Loans)
For Cash Flow Purposes)

WHEREAS, the Fresno Unified school district administers various funds; and,

WHEREAS, the Fresno Unified school district occasionally has cash shortages in its segregated funds at the county treasury; and,

WHEREAS, Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages including intra-fund loans in the Bond Interest and Redemption Fund;

THEREFORE, BE IT RESOLVED that the Governing Board of the Fresno Unified School District authorizes the District Administration to transfer, or cause the Fresno County Auditor-Controller/Tax Collector-Treasurer to transfer, funds as needed for cash-flow purposes, including payment of debt service on District bonds, and to repay those transfers as funds become available for the 2021/22 school year.

THE FOREGOING RESOLUTION WAS ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on the 16th day of June, 2021 by the following vote.

Ayes: _____

Noes: _____

Absent: _____

STATE OF CALIFORNIA)
COUNTY OF FRESNO)

I, Keshia Thomas, authorized agent of the Governing Board of Fresno Unified School District of Fresno County, California, do hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote above stated.

Witness my hand this 16th day of June 2021.

Clerk of the Governing Board of
Fresno Unified School District

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-5

AGENDA SECTION: A

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve the Special Education Annual Budget and Service Plans and Service Descriptions for 2021/22

ITEM DESCRIPTION: Included in the Board binders are the fiscal year 2021/22 Special Education Annual Budget and Service Plans and descriptions of services provided to students in Special Education. The annual plans are based upon the 2021/22 Special Education budget. The Local Plan is comprised of governance and administration, annual budget and service plans and descriptions of services provided to students in Special Education. A Special Education Local Plan Area (SELPA) public hearing is required to allow sufficient time for public review of the documents and time to respond. On June 14, 2021 a public hearing was held via online videoconferencing to review the annual plans and service description documents. Appropriate 15-day public notice was given including the following:

- Announcements in English, Spanish, and Hmong on the Special Education website
- Written Public Notice published in the Fresno Bee on May 26, 2021 and May 28, 2021
- Notices and copies of the proposed governance and administration, annual budget and service plans, and service descriptions on the Special Education website
- Posting of the Public Notices in English, Spanish and Hmong on the Department of Special Education website. Notices indicate that the annual service and budget plans and governance and administration documents were available on this website beginning May 19, 2021
- A recorded message to families of students with disabilities through School Messenger on May 18, 2021 and June 10, 2021, prior to the Public Hearing on June 14, 2021

A signed certification of the annual budget and service plans along with Superintendent's approval of the governance and administration document must be submitted to the California Department of Education, Special Education Division no later than June 30, 2021. The annual budget and service plans cover the period of July 01, 2021 through June 30, 2022. The SELPA governance and administration document covers the period of July 01, 2021 through June 30, 2024.

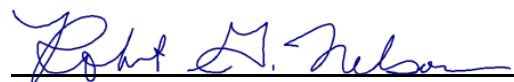
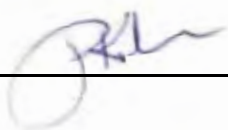
FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Sean Virnig,
Executive Director

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Preparing Career Ready Graduates

BOARD OF EDUCATION

Valerie F. Davis, President
Keshia Thomas, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Carol Mills, J.D.
Major Terry Slatik USMC (Retired)

SUPERINTENDENT

Robert G. Nelson, Ed.D.

Date: May 15, 2021
To: Interested Parties
Subject: Special Education Local Plan

The Fresno Unified School District is providing the attached Special Education Local Plan documents for public review and response. The Special Education Governance and Administration, Annual Budget Plan, and Annual Service Plan are due to California Department of Education (CDE) on June 30, 2021.

Governance and Administration (Education Code Section 562059(a))

- Section A: Certification
- Section B: Governance and Administration

Annual Budget Plan Requirement (Education Code Section 56205(b)(1))

- Section A: Certification
- Section D: Annual Budget Plan

Annual Service Plan Requirement (Education Code 56205(b)(2))

- Section A: Certification
- Section E: Annual Service Plan
 - Descriptions of the Services Provided
 - Physical Locations of the Services Delivered

Posted Public Notices

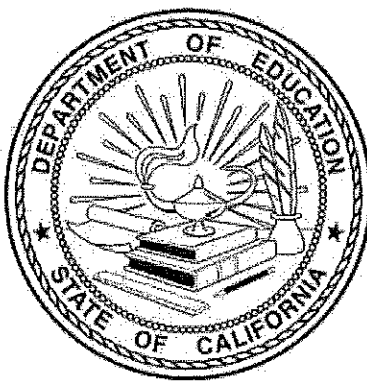
- Notices to be posted on the Department of Special Education webpage in English, Spanish, and Hmong
- Notice to be published in the Fresno Bee Newspaper on May 26 and 28, 2021

As you review the enclosed documents, please contact me via email at sean.virnig@fresnounified.org if you have questions or need more information.

Sincerely,

Sean Virnig, PhD
Executive Director
Department of Special Education

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA Fresno Unified School District

Fiscal Year 2021–22

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- ☐ NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- ☒ Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- ☒ Local Plan Section D: Annual Budget Plan
- ☐ Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- ☒ Local Plan Section E: Annual Service Plan
- ☐ Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- ☐ Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Fresno Unified School District"/>		
Street Address	<input type="text" value="1301 M Street"/>	Zip Code	<input type="text" value="93721"/>
City	<input type="text" value="Fresno"/>	County	<input type="text" value="Fresno"/>
Mailing Address	<input type="text" value="1301 M Street"/>		
City	<input type="text" value="Fresno"/>	Zip Code	<input type="text" value="93721"/>
Administrator First Name	<input type="text" value="Sean"/>	Administrator Last Name	<input type="text" value="Virnig"/>
Administrator Title	<input type="text" value="Executive Director"/>		
Administrator's Email	<input type="text" value="sean.virnig@fresnounified.org"/>		
Telephone	<input type="text" value="(559) 457-3227"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="N/A"/>		
Street Address	<input type="text" value="N/A"/>	Zip Code	<input type="text" value="N/A"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Add COE

Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA

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- ☒ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- ☐ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
	FUSD	Michelle Smith	CAC	All
	FUSD	Sean Virnig	Administrator-Spec. Ed.	All
	FUSD	Natalie Turner	Teacher-Spec. Ed.	All
	FUSD	Ivan Flores	CAC	All
	FUSD	Valerie Simpson	Teacher-Spec. Ed.	All

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SELPA Fresno Unified School District

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Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	FUSD	Deeds Gill	Other	All
<input type="checkbox"/>	FUSD	Patrick Morrison	Administrator-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Felicia Burrel	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Kathleen Mar	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Amanda Koole	Other	All
<input type="checkbox"/>	FUSD	Zerina Hargrove-Brown	Administrator-Gen. Ed.	All
<input type="checkbox"/>	FUSD	Pete Pulos	Administrator-Gen. Ed.	All
<input type="checkbox"/>	FUSD	Susan Wittrup	Other	All
<input type="checkbox"/>	FUSD	Misty Carlson	Other	All
<input type="checkbox"/>	FUSD	Patricia Camarillo	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Cheri Richardson	Administrator-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Shaun Albert	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Kate Alvarado	Administrator-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Katie DiViccario	Administrator-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Kathy Hernandez	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Carl D'Souza	Other	All
<input type="checkbox"/>	FUSD	Stephani Avitia	Teacher-Spec. Ed.	All
<input type="checkbox"/>	FUSD	Laura J Mitchell	Teacher-Spec. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted.
Include the total number of each type of certification being submitted.

Section A: Contacts and Certifications

SELPA

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- ☒ Certification 1: SELPA Local Plan Section B: Governance and Administration
- ☒ Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- ☒ Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted
- ☒ Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- ☒ Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA)*, Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

☒ Single LEA SELPA ☐ Multiple LEA SELPA ☐ COE Joined SELPA

C2-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

☒ Yes ☐ No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Date

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA Fresno Unified School District

Fiscal Year 2021-22

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Fresno Unified School District (FUSD), founded in 1873, is a single-district special education local plan area (SELPA) that serves a 77-square mile area which covers the city of Fresno. FUSD is the third largest school district in the State with approximately 75,000 students in attendance that include close to 10,000 students with disabilities from birth to 21 years old that qualify for those services under the IDEA (Ed. Code 56195.1(a)).

FUSD supports 66 Elementary Schools, 15 Middle Schools, 2 K-8 schools, and 17 High Schools. The district also supports 3 Alternative Education Sites, 7 Specialty Schools, and 4 Charter Schools; those schools are uniquely designed to provide an opportunity for students to become fully immersed in an enhanced specially designed course of study.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The district Governing Board provides a free and appropriate public education to all individuals with exceptional needs on any education plan, birth through 21 years, who reside in the district towards college readiness, meaningful employment and/or practical life skills. In order to meet the needs of individuals with disabilities and employ staff with expertise for this purpose, the district shall serve as a special education local plan area (SELPA).

The District Superintendent or designee shall develop a Local Plan for the education of all individuals with disabilities residing in the district. The plan shall be reviewed by the CAC and approved by the District Superintendent. The FUSD SELPA shall administer a Local Plan and the allocation of funds.

Responsibilities of the Local Governing Body:

The SELPA is governed by the Board of Education of the Fresno Unified School District. The Governing Board is responsible for the special education programs operated within its jurisdiction. The Fresno Unified School District Board of Education shall:

Section B: Governance and Administration

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- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
- Review the final draft and subsequent revisions of the Section B: Governance and Administration for signature by the District Superintendent.
- By approving the Local Plan, as applicable, enter into an agreement with other agencies participating in the Plan, for the purpose of delivery of regional services and programs.
- Participate in the governance of the SELPA through its designated representative, the Executive Director of Special Education.
- Approve all policies related to special education necessary to implement Education Code (EC) Part 30, Sections 56000 through 56885, special education programs, et al., and EC selection provisions not included in Part 30 and governing specific areas of special education.

Responsibilities of Local Education Agency (LEA) Administrators

District Superintendent

The District Superintendent shall be responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan. The Superintendent or designee (e.g., Assistant Superintendent, Special Education) shall ensure the district's compliance with federal and state laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process.

Assistant Superintendent, Special Education

- Accountable for improving student achievement of students with disabilities; develop and lead a service-oriented department to support schools, school site leaders, and instructional staff;
- Collaborate with the Assistant Superintendents of Schools, including but not limited to College and Career Readiness, to develop and integrate comprehensive and effective educational and transitional services to provide students access to high quality learning options to stay in school on target to graduate;
- Work in partnership with Executive Director of Special Education to establish and maintain a strong and collaborative relationship with the Community Advisory Committee (CAC) by continuing to improve communication and collaboration between parents and staff while planning short- and long-term goals.
- Oversee the district's program with the CAC and related agencies departments, e.g., Parent University, in the program and SELPA activities with specialists in the field providing instruction.
- Provide leadership and direction to the Executive Director to ensure timely delivery of high-quality services to students, families and the staff;
- Work interactively with all district's stakeholders to accomplish stated district goals as follows:
 1. Improve academic performance at challenging levels.
 2. Expand student-centered and real-world experiences.
 3. Increase student engagement in their school and community.
 4. Increase recruitment and retention of staff reflecting the diversity and values of the community.

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5. Increase relevant and inclusive opportunities for our families to engage in the educational journey of their students.

- Plan, organize, control, direct and evaluate a variety of programs, projects and activities related to Special Education and Health Services, which is the other division that is under the purview of this position, for the district to meet the needs of sites in support of student achievement.
- Provide technical expertise regarding assigned functions; formulate and develop effective policies and procedures to accomplished stated goals; develop and evaluate programs for Special Education students to ensure the effectiveness of the services provided.
- Develop, plan and implement strategic long and short-term plans and activities; provide leadership to the goal-setting process to expand practices proven to raise student achievement.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files; provide for appropriate research and compile reports for State and Federal agencies.
- Communicate with other department administrators, district personnel and program personnel to coordinate activities and programs, resolve issues and conflicts and exchange information; ensure proper implementation and clear communication of program activities with the instructional area personnel.
- Monitor districtwide 504 services and implementation and protection of student rights.
- Supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff in support of professional learning.
- Collaborate with a variety of community entities; represent the district in collaborative/ partnerships/task forces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned by the Superintendent or designee.
- Develop, prepare and submit for approval the annual budget for Special Education Services; 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.
- Review current applicable legislation and include the number of the bill, status in the legislative process and possible program and/or fiscal impact; ensure compliance with various laws and regulations.
- Create district awareness of the political arena surrounding Special Education Services in support of improving learning and teaching in classrooms to eliminate the achievement gap.
- Be accountable and hold administrators, teachers, and students accountable for increasing student achievement; value risk taking and innovation in support of performance improvements throughout the district.
- Represent the district on behalf of the Superintendent and Board of Education with district's staff, families, and students and when appropriate, with local, state and national levels.
- Visit school sites and classrooms on a regular basis to identify best practices and ensure effective academic program implementation to meet the needs of students, families and staff.
- Perform related duties as assigned by Superintendent or designee.

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Executive Director, Special Education

- Accountable for improving student achievement for Special Education Students.
- Plan, organize, control, and direct the special education and school psychological services of the district to provide timely delivery of high-quality services to students with disabilities, staff, sites and departments.
- 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.
- Work collaboratively with the Administrator for Curriculum and Professional Development and Assistant Superintendents of Instruction to co-develop and coordinate the training of principals and teachers on how to modify curriculum and develop the most effective learning environment for each student based on unique learning needs.
- Work with the Assistant Superintendent to establish and maintain a strong relationship with the Community Advisory Committee (CAC) by continuing to enhance information sharing with parents, guardians, and other stakeholders about special education services provided by the department.
- Collaborate with appropriate departments in locating and maintaining housing for special education programs and providing transportation to meet the needs of special need students and families.
- Represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- Coordinate all audits related to departmental or program operation and services; explain procedures to auditors and serve as reference for questions.
- Provide for summer school programs for special education students; hire staff, arrange locations, and transportation services, and perform related activities to set up the program.
- Perform student services activities involving special education students in areas of attendance, transfers, suspension and expulsion procedures, and other related areas.
- Provide technical administrative support to departmental management, committees, or other personnel as assigned; formulate and develop effective policies and procedures to accomplished stated goals.
- 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).
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files; prepare a variety of correspondences and other documents.
- Communicate and collaborate with other administrators, district personnel and contractors to coordinate activities, resolve issues or concerns and exchange information.
- Oversee training of certificated and classified staff in the use of Medi-Cal billing forms; monitor and coordinate billing procedures and practices to comply with LEA guidelines for audit purposes.
- Direct teachers, program specialists, outside agencies, and others as identified or required regarding the procedures and guidelines of the SELPA plan.
- Research and disseminate information regarding new and existing legislation pertaining to special education laws, regulations and funding.

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- Make presentations to the Board regarding plans, projects, needs and other information to ensure appropriate communication.
- Edit and maintain the Local Plan for Fresno Unified School District Special Education Local Plan Area (SELPA).
- Supervise, provide clear work direction and evaluate the performance of assigned personnel; provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees; recommend performance improvement plan, transfer, reassignment, termination, and disciplinary actions; plan, coordinate, and arrange for appropriate training of subordinates; initiate requisitions for positions funded by special education.
- Develop and prepare the annual budget for the department; analyze and review budgetary and financial data to ensure data accuracy to ensure the financial viability of the district; explain needs and provide justification for items; monitor and authorize expenditures and budget variances in accordance with established guidelines to ensure the financial stability of the district.
- Perform related duties as assigned.

Program Manager III, Special Education Services

- Plan, organize, manage, and direct the special education services and programs of the district to provide timely delivery of high-quality services to students, families, sites and the community in support of students learning at grade level and beyond; accountable for improving student achievement for special education students.
- Supervise and evaluate the performance of assigned staff on a regular basis and provide clear, constructive feedback to improve staff effectiveness; evaluate performance of OT/PT except therapy skills as assigned; coordinate interview processes with other team members, ensure appropriate panel selection for hiring processes, and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate and arrange for appropriate training of staff in support of professional learning; oversee and provide leadership to Regional Instruction Managers.
- Collaborate and work with the Division of Curriculum and Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students in support of students staying in school on target to graduate.
- Co-develop and coordinate the training of principals and teachers on how to modify curriculum and develop the most effective learning environment for each student based on unique learning needs.
- Collaborate and communicate with leaders, district departments, school sites, intra-district and county committees, outside districts and agencies and other personnel to coordinate activities and services, resolve issues or concerns, exchange information and accomplish district stated goals.
- Provide leadership, technical expertise, and serve as a resource to the district, community and other committees including staff development regarding assigned functions; compile information, formulate and develop policies, procedures, needs and objectives; provide training on legal compliance.
- Collect, prepare, analyze and maintain a variety of narrative and statistical reports and data relative to program area; make timely recommendations for programmatic changes to provide

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students a variety of educational opportunities to learn at grade level and beyond; submit reports to the district and state departments as required.

- Ensure compliance to applicable federal, State, and local laws, rules and regulations.
- Represent the district in special education legal proceedings; investigate complaints, and report findings and recommendations as appropriate.
- Supervise and coordinate school programs for special education students; work with Human Resources, - Facilities and Transportation to arrange locations, transportation services, and perform related activities to set up programs.
- Participate in the development of goals and objectives for assigned area(s) in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with in established guidelines.
- Assist the Assistant Superintendent of Special Education in the development and preparation of the annual budget for assigned activities to ensure proper allocation of resources to meet the needs of students, staff and sites; monitor and authorize expenditures in accordance with established guidelines to ensure the financial stability of the district; initiate requisitions for positions funded by special education.
- Perform related duties as assigned.

Regional Instruction Managers (RIM)

- Accountable for improving student achievement for all students with disabilities; plan, organize and coordinate the development and enhancement of assigned special education activities and functions to expand practices proven to raise student achievement.
- Work collaboratively with the Divisions of Curriculum and Instruction and School Support Services to develop effective instructional programs to meet the unique needs of individual students and Program Improvement schools in support of providing students access to high quality learning options to stay in school to achieve their personal best.
- Meet with district leaders, principals, families, teachers, other agencies and other personnel or groups to coordinate school improvement efforts, resolve issues and conflicts, share resources and ensure consistent implementation of effective practices district-wide; evaluate and enhance programs to align to district standards to improve student learning.
- Participate in the development of goals and objectives for assigned programs in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with applicable federal, State, and local laws, rules and regulations.
- Collect and prepare school improvement and achievement data and reports; work with site leadership to interpret and analyze data relative to program area; make timely recommendations for programmatic changes to provide students a variety of educational opportunities to learn at grade level and beyond; submit reports to the district and state departments as required.
- Monitor classroom instruction as required for school improvement with site administrators.
- Coordinate, prepare and conduct in-service training to families of students with disabilities and site staff to ensure understanding of programs provided; provide information, educate and advise school site staff on trends and legal issues; plan programs and coordinate curricular resources

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and staff development in support of professional learning; develop innovation of special methods and approaches to educate students at a high level; organize and conduct meetings; serve on intra-district and State committees.

- Provide assistance with curriculum and behavior management; consult with and advise teachers, psychologists, and administrators regarding problem-solving techniques and other related concerns.
- Supervise and evaluate the performance of assigned staff on a regular basis and provide constructive feedback to improve staff effectiveness; provide for training and development of employees in support of professional learning.
- Develop and monitor budgets for assigned programs to ensure the appropriate allocation of resources and financial viability of the district.
- Chair IEP meetings and pre-expulsion hearings; schedule, review and discuss student progress; oversee differential assessment procedures.
- Coordinate and develop curriculum, testing procedures and class lists; ensure student enrollment in appropriate special education programs and services to assist students to stay in school on target to graduate.
- Facilitate visits and explain programs and inclusion to the families of special education students; provide liaison services between regular and special education programs.
- Perform related duties as assigned.

Analyst II, Business Operations

The Analyst II will complete the following in support of the Local Plan:

- Prepare and oversee the budgets and accounts of assigned department or programs to ensure the financial viability.
- Manage and oversee the ordering of equipment, materials and supplies for assigned areas.
- Identify, design, coordinate, plan and conduct staff in-service activities for assigned area.
- Collaborate with district leadership, principals and other district staff on issues and problems related to assigned area; and
- Assist with coordinating policies and procedures designed to promote and maintain collaborative relationships and understanding between the district, schools, families, and community.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

Pursuant to Education Code (EC) 56195, Fresno Unified School District (FUSD) meets size and scope requirements to operate as a single district special education local plan area (SELPA). The Fresno Unified Board of Education elects to operate as a single-district SELPA, and as such, it is the governing body of this Local Plan, and is solely responsible for the development and adoption of policies governing this Local Plan for Special Education.

Section B: Governance and Administration

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Pursuant to EC 56195.3(c)(d), the FUSD SELPA shall submit the Local Plan to the Superintendent of Fresno County Superintendent of Schools (FCSS) and shall cooperate with FCSS to ensure that the Local Plan is compatible with other local plans in the county and any county plan of a contiguous county.

The Fresno Unified Board of Education has authority over the programs it directly maintains. (EC Section 56195-5)

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

This Local Plan is reviewed by the Fresno County Superintendent of Schools for compatibility with other local plans and approved by the State Board of Education.

The Fresno Unified SELPA ensures a full continuum of services are available and has determined that:

- Service options, as appropriate to the student's needs, are available at local neighborhood schools
- The majority of special education programs, to the maximum extent appropriate to student's needs, are provided on regular school campuses and located throughout the SELPA
- When a scarcity of population or other factors prevent the Fresno Unified SELPA from directly providing a required service for its students, the service may be provided by the county office, a school in a nearby SELPA or by a provider outlined in the SELPA Service Plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The Governing Board believes that charter schools provide new opportunity to implement school-level reform and to support innovations which provide student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws, and general oversight of the Board. Approval of a new charter school or renewal of an existing charter school is the responsibility of the Governing Board of the district.

FUSD provides special education services to students with disabilities who are enrolled in district authorized charter schools that are part of the SELPA. District BP 0420.4 specifies that charter schools within its jurisdiction do not discriminate against students with disabilities. The district follows all provisions of California Education Code Sections 56206, 56145 and 56146, as well as guidance from the December 27, 2017 Official Letter regarding Enrollment of Students with Disabilities in Charter Schools.

Section B: Governance and Administration

SELPA Fresno Unified School District

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Fresno Unified SELPA has established a Community Advisory Committee (CAC) for special education. The Fresno Unified CAC is comprised of parents of students with disabilities enrolled in public or non-public schools within the Fresno Unified SELPA. CAC may include students and adults with disabilities, general education teachers, special education providers, other school personnel within the Fresno Unified SELPA, and community stakeholders.

The Fresno Unified CAC bylaws state the purpose of the organization, officers of the committee, standing committees, composition, terms of representation and appointment, attendance and dismissal, CAC meetings and bylaw amendment process; CAC procedures are outlined in the CAC bylaws.

The CAC shall act in an advisory capacity. The recommendations of the CAC shall be directed to the Executive Director and the District Superintendent, if needed. The responsibility for action on any recommendations shall rest with the CAC Executive Committee. The Executive Director shall provide each CAC member with a copy of the currently-approved Local Plan and shall continue to provide each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

The responsibilities of the CAC shall include but not limited to:

- Advise the policy and administrative entity of the Fresno Unified SELPA regarding the development, amendment, and review the Local Plan. The entity shall review and discuss comments from the CAC.
- Facilitate parent training on special education programs, and issues as identified by members.
- Encourage community involvement in school sites.
- Support district-wide and site activities on behalf of students with disabilities.
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the community advisory committee established pursuant to Article 7 (commencing with Section 56190) of Chapter 2.

Section B: Governance and Administration

SELPA Fresno Unified School District

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The Local Plan, including the approval process of the Annual Service Plan and Annual Budget Plan and any modifications to them, shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators, and representatives of charter schools selected by the groups they represent and with participation by parent members of the Community Advisory Committee, or parents selected by the Community Advisory Committee to ensure adequate and effective participation and communication.

Local Plans submitted to and approved by the CDE need to be amended when there is a change in federal or state laws or regulations, there is a new interpretation by the courts, there is an official finding of noncompliance with federal or state law or regulation or there is a change to the governance structure, membership or policy making process of the SELPA. However, a SELPA may choose to amend the Local Plan any time a change is deemed necessary.

Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the District Superintendent, the FCSS, and the State Board of Education. Fresno Unified SELPA may adopt a policy that specifies that amendments to the permanent portion of the Local Plan may be adopted on an interim basis for a fixed period of time not to exceed one year.

The Executive Director is responsible for providing each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

As a single district SELPA, the district is the Responsible Local Agency (RLA). The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using district-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent to evaluate the Executive Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.

Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the district budget process.

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9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As a single-district SELPA, FUSD is responsible for the education of all students with disabilities, including students in charter schools that are members of the SELPA, residing within the geographical area of the district.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

As a single-district SELPA, FUSD is responsible for the policymaking process. Collaboration between the Fresno County Superintendent of Schools and the other SELPAs emphasizes consistent practices throughout the county.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

N/A

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

N/A

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

FUSD is responsible for the hiring, supervision, evaluation, and discipline of the Executive Director and staff employed by the district in support of the plan.

The Assistant Superintendent of Special Education shall be responsible for the selection, direction, monitoring, discipline, and annual evaluation of the Executive Director; the Assistant Superintendent shall be assisted in the hiring and selection process by the district. It is understood that this includes responsibility for any allegations of violations arising under the federal and state equal employment law.

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The Executive Director is subject to the Responsible Local Agency's policies and procedures for day-to-day operations, but receives direction from, and is responsible to the Assistant Superintendent.

SELPA Staff

The Assistant Superintendent shall be responsible for designating the staff to support the functioning of the district SELPA. In reviewing and approving the SELPA budgets on an annual basis, the Assistant Superintendent designates the staffing for the SELPA office upon recommendation of the Executive Director.

SELPA staff shall be employed by the Responsible Local Agency and supervised by the Executive Director according to the Responsible Local Agency's policy and practices. The Executive Director shall use a selection process that is in accordance with the law and personnel policies of the Responsible Local Agency and in support of the Local Plan.

FUSD is a single-district SELPA and is therefore governed by the FUSD Board of Education. All district staff are recruited and hired under the district policies and contractual agreements.

Superintendent: Participates in the selection process for the Department of Special Education administration and makes hiring recommendations to the Governing Board where applicable.

Chief Academic Officer: Maintains supervisory authority over the Assistant Superintendent, Special Education.

Assistant Superintendent, Special Education: In conjunction with the Human Resources Department, the Assistant Superintendent shall use an employee selection system comprised of an interview panel that includes representation from district administration, certificated and classified staff, special education staff, community members, and parents as appropriate. The Assistant Superintendent shall assign, supervise, and evaluate special education staff, as needed.

Executive Director: Supervises special education and school psychological services staff including secretarial and operations staff. The Executive Director oversees the Local Plan and assists in recruiting, selecting and recommending for hire special education personnel and school psychologists. The Executive Director is also responsible for the following duties:

- Prepare the regional special education plan and State, Federal and Local reports as required.
- Monitor compliance with Federal and State laws and regulations.
- Prepare and submit State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities residing within the SELPA.
- Coordinate services to students with disabilities and to other local public agencies through the development of procedural handbooks, negotiation of agreements, understandings, and ongoing dialogue.

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- Develop and implement a plan for providing development opportunities for staff, parents, the Community Advisory Committee, and others.
- Collect, process and report program, personnel and fiscal data related to the State evaluation of special education as specified in accordance with State and Federal laws and regulations.

Program Managers: Supports the Regional Instruction Managers, individuals contracted to provide specialized services, on-site administrator with special education teacher evaluations, and assists in recruiting, selecting, and recommending for hire special education personnel.

Regional Instruction Managers: Recruits, selects, and recommends eligible special education candidates for hiring. Participates in the evaluation of special education personnel. Develops improvement plans, memos of concern, and letters of reprimand when necessary. Provides direct instructional program support.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The annual budget plan and the annual service plan for the district are developed annually by the Executive Director and reviewed by the CAC for approval by Assistant Superintendent, Fiscal Department, District Superintendent, and the Governing Board. All policies implemented in the single-district SELPA are developed consistent with the district special education policies and procedures.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of special education, related services, supplementary aides and services provided in a general education class or other education-related setting, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.

Supplementation of State and Federal Funds:

The Assistant Superintendent or designee shall ensure that the IDEA Part B funds shall be expended according to the state and federal guidelines. Such funds will be used to supplement and not to supplant state, local and other federal funds.

- c. The operation of special education programs:

Special Education programs serve students with disabilities who meet the criteria of Education Code 56026 which refers to Section 1401(3)(a) of Title 20 of United States Code to further define, "child with a disability," as a child with: Intellectual disabilities, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic

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impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities who, by reason thereof, needs special education and related services, including children and students who have been suspended, expelled, or placed by the district in a nonpublic, nonsectarian school.

The Executive Director shall maintain regular communication with the Special Education Management Team regarding the continuum of services for students with disabilities. The communication shall include:

- Review information provided at the monthly State SELPA meetings.
- Discuss and review any necessary changes in development or implementation of special education services based upon information from State SELPA and CAC meetings, district programming based on student needs, new legislation, regulations, and/or guidelines.
- Discuss and recommend any necessary changes in district special education policies and procedures.
- Make recommendations for services and programming to the Executive Director.
- Prepare the initial draft of annual service and budget plans.

In addition, the Executive Director will collaborate with the Special Education Management Team in making recommendations to the Assistant Superintendent regarding the number, type, and location of special education classes, programs and services based upon (a) the service limits and proportions established by the State, and (b) the number of students with special education needs. The SELPA will ensure that special day class programs are geographically distributed within the district, so that students may be placed in an appropriate special day class and assure equal access of all students to special education programs and services that will provide each student with an appropriate education as required by law.

This includes meeting the Augmentative and Alternative Communication (AAC) needs of students as recommended by the Speech Language Pathologist and/or the IEP Team. This may also include meeting the Assistive Technology needs of students as recommended by the appropriate specialist and/or the IEP Team.

The district shall be responsible for administering Low Incidence Disability services and programs for individuals ages 0-21 with solely visual, hearing, and severe orthopedic impairments and any combination thereof as outlined by Education Code 56026.5.

The Child Find process, in accordance with EDC 56301(c)(1) will be implemented to locate, identify, and access all children with disabilities residing within the district as early as possible to determine if special education and related services are required. Per Section 1412(a)(3) of Title 20 of USC, All children with disabilities residing in the state, including children with disabilities who are homeless or wards of the State and children with disabilities attending private schools, regardless of their severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special

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education and related services.

Procedural safeguards, in accordance with (IDEA) state parents or guardians of children ages 3-21 and students aged 18 and over have the right to refer their child or self to special education services. This includes initiating assessment or IEP request.

In alignment with recommendations from Council of the Great City Schools and a districtwide Multi-Tiered System of Supports (MTSS), and principles of Universal Design for Learning, eligible students with disabilities shall be referred for special education instruction and services within regions of residence in order to provide a continuum of services as close to a student's home school as possible only after the resources of the regular education program have been considered, and where appropriate are utilized.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The Assistant Superintendent or designee shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services for students with exceptional needs. Expenditure report created and submitted are available for public review.

The Executive Director is responsible for developing and maintaining the Annual Budget Plan in accordance with the Local Plan and district policies and procedures. Such duties shall include:

- Review and submit the Annual Budget Plan prior to the required CAC public hearing and approval by the Board.
- As necessary, review and recommend revisions to the Annual Budget Plan during the fiscal year.
- Receive and/or provide updates on local, regional, state, and federal special education financial or budgetary matters.
- Discuss and submit the financial implications of potential significant changes to special education services or other services that may financially impact the district.
- Discuss and submit the financial implications of potential significant changes planned or implemented by the district and/or other entities.
- Discuss and submit any necessary changes district budget policies and procedures and make recommendations to the Assistant Superintendent.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Special Equipment/Technology Needs Unrelated to Low Incidence

IEP Teams that identify students requiring specific technology tools to meet their communication/ social needs or provide appropriate access to their adopted curriculum, will create an implementation plan and goals. This will be discussed with their designated RIM and Manager III for details and budget procurement.

In addition to providing additional technology needs and assistance, low incidence funds provided by the State allow for the purchase of specialized books, materials, and equipment are necessary due to the adverse educational impact of a low incidence disability on access to instruction and learning. Low incidence funding is intended to supplement and not supplant other available funding for books, equipment, and materials. The Executive Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

Eligibility

The recommendation for the use of Low Incidence equipment is an Individual Education Plan (IEP) team determination made only after an assessment has been completed and during an IEP team meeting. It is not a unilateral decision made by a parent, classroom teacher or other related service provider such as a Speech and Language Pathologist, Occupational Therapist, Physical Therapist or Assistive Technology Specialist. Low incidence categories for special education are as follows:

- Orthopedic Impairment (270)
- Visual Impairment (250)
- Hearing Impairment
- Deaf (230)
- Hard of Hearing (220)
- Deaf/Blind (300)

Any combination of the above, Multiple Disability (310) in which one of the above-mentioned disabilities must be included.

Transfer of Special Education Student Equipment/Supplies Form

The district has adopted an administrative procedure regarding the transfer of special education student equipment/supplies. As students with low incidence disabilities move from class to class and/or school to school, it is essential that the student's personalized equipment/ supplies are transferred with him/her.

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As need arises for the transfer of Special Education Student Equipment/Supplies, the IEP Case Manager shall complete and process the Transfer of Special Education Student Equipment Supplies Form. Upon receipt of the completed form, the Special Education Program Manager will contact the Site Case manager (teacher/speech therapist) and confirm the equipment/supplies, the transfer date and the person responsible for the transfer.

The Program Manager will communicate with the receiving school and the Case Manager. The Program Manager will secure appropriate signatures, inventory the equipment on the computer, and make a record in the student's Special Education file.

Pursuant to EC sections 56122 and 56205 (a) the district ensures conformity with 20 USC and in accordance with 34 CFR Section 300.201 and has in effect policies, procedures, and programs.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their

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parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19)

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Policy/Procedure Number:
Policy/Procedure Title:
Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:
Document Title:
Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:
Document Title:
Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

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Description:

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). The local plan developed by the SELPA shall include, but not be limited to Education Code 56122, 56205, 56206.

2. Coordinated system of identification and assessment:

Reference Number:

BP 6164.4

Document Title:

Identification Of Individuals With Exceptional Needs

Document Location:

FUSD Board Policies Website

Description:

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals.

3. Coordinated system of procedural safeguards:

Reference Number:

BP 6159.1

Document Title:

Procedural Safeguards And Complaints For Special Education

Document Location:

FUSD Board Policies Website

Description:

The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

BP 0430; BP 4131

Document Title:

Comprehensive Local Plan for Special Education;
Staff Development

Document Location:

FUSD Board Policies Website

In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a single district SELPA. A

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Description:

Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians. The Governing Board recognizes that a competent well-trained staff is essential to carrying out its goals improving district educational programs; the Governing Board desires to involve all employees in activities that improve their skills and broaden their perceptions.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

BP 6141

Document Title:

Curriculum Development And Design

Document Location:

FUSD Board Policies Website

Description:

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

BP 0460; BP 0500

Document Title:

Local Control And Accountability Plan; Review and Evaluation

Document Location:

FUSD Board Policies Website

Description:

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan.

7. Coordinated system of data collection and management:

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Reference Number:	BP 0500
Document Title:	Review and Evaluation
Document Location:	FUSD Board Policies Website
Description:	The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district school. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement.

8. Coordination of interagency agreements:

Reference Number:	BP 1400
Document Title:	Relations Between Other Governmental Agencies and The Schools
Document Location:	FUSD Board Policies Website
Description:	The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety and welfare of youth. The Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.

9. Coordination of services to medical facilities:

Reference Number:	AR 6183
Document Title:	Home And Hospital Instruction
Document Location:	FUSD Board Policies Website
Description:	The Superintendent or designee may enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:	BP 6173.1
Document Title:	Education of Foster Youth

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Document Location:

FUSD Board Policies Website

Description:

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.
--

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

BP/AR 0430

Document Title:

Comprehensive Local Plan for Special Education
--

Document Location:

FUSD Board Policies Website

Description:

The local plan, annual budget plan, annual service plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans.
--

12. Fiscal and logistical support of the CAC:

Reference Number:

BP 0430

Document Title:

Comprehensive Local Plan for Special Education
--

Document Location:

FUSD Board Policies Website

Description:

A Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians.
--

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

BP 3541.2

Document Title:

Transportation For Students With Disabilities Or Handicaps
--

Document Location:

FUSD Board Policies Website

Transportation for students with disabilities shall be provided in
--

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Description: accordance with a student's Individualized Education Program (IEP); the district will provide home to school IEP-related transportation for special education students.

14. Coordination of career and vocational education and transition services:

Reference Number: BP 6178; BP 6178.1

Document Title: Career Technical Education; Work-Based Learning

Document Location: FUSD Board Policies Website

Description: The Governing Board desires to provide a comprehensive career technical education program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment.

15. Assurance of full educational opportunity:

Reference Number: BP 0410, BP/AR 6164.4

Document Title: Nondiscrimination In District Programs And Activities; Identification Of Individuals With Exceptional Needs

Document Location: FUSD Board Policies Website

Description: The Governing Board is committed to equal opportunity for all individuals in education. The District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, medical information, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics in all District acts related to school activities, programs, practices, or school attendance within a school under the jurisdiction of the Superintendent. The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age 21 within the district who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section

Section B: Governance and Administration

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56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: BP 0430; Annual Budget Plan

Document Title: Comprehensive Local Plan for Special Education

Document Location: FUSD Board Policies Website

Description: 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.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number: SELPA Local Plan, Section B-2

Document Title: Regional Instruction Managers

Document Location: FUSD SPED Website

Description: Accountable for improving student achievement for all students with disabilities; plan, organize, and coordinate the development and enhancement of assigned special education activities and functions to expand practices proven to raise student achievement.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number: FUSD SPED Policy and Procedures Manual, Section 5.3

Document Title: Early Education Program Description

Document Location: FUSD SPED Website

Description: Early Intervention Services are available for eligible infants and toddlers from birth up to three years of age, who have disabilities or who are at risk of having disabilities, and for whom a need for early-intervention services is documented by means of assessment and evaluation. Early Start Programs shall include, as program options, home-based services and group services. Home-based and group services will be provided

Section B: Governance and Administration

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through a multi-disciplinary team consisting of the parent and a group of professionals from various disciplines.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: N/A

Document Title: FUSD Board of Education; FUSD Department of SPED

Document Location: <https://board.fresnounified.org>; <https://sped.fresnounified.org>

Description: Members of the public, including parents/guardians of students with disabilities, may address questions or concerns to the Governing Board at regularly-scheduled board meetings or at the CAC meetings. In addition, they may address questions or concerns to the FUSD Department of Special Education by phone, letter, or by scheduling an appointment.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: AR 6159.1

Document Title: Procedural Safeguards And Complaints For Special Education

Document Location: FUSD Board Policies Website

Description: The District ensures all procedural safeguards are available to resolve disputes, including compliance complaints, resolution sessions, mediation, and due process procedures.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: BP/AR 6164.4

Document Title: Identification Of Individuals With Exceptional Needs

Document Location: FUSD Board Policies Website

A student shall be referred for special educational instruction and

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Description:

services only after the resources of the regular education program have been considered and used where appropriate. All referrals from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

BP/AR 6159.2

Document Title:

Nonpublic Nonsectarian School And Agency Services For Special Education

Document Location:

FUSD Board Policies Website

Description:

Every master contract with a nonpublic, nonsectarian school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Section B: Governance and Administration

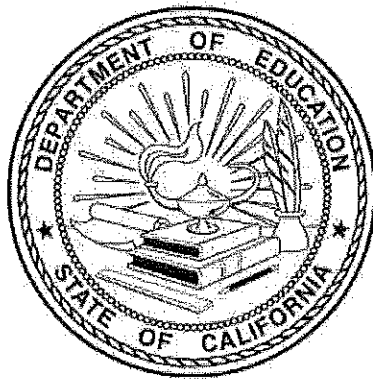
SELPA Fiscal Year

Reference Number:	FCSS Adults in Correctional Facilities
Document Title:	Policy and Procedure
Document Location:	FCSS and FUSD SELPA Offices
Description:	Process for providing FAPE to eligible adults incarcerated in a county jail.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021-22 Local Plan Annual Submission

Section D: Annual Budget Plan

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments 11-V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code* (EC) Section 56048, adjustments to any year's apportionment must be received by the California Department of Education (COE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The COE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct.

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA Fresno Unified

Fiscal Year 2021-22

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text"/>	0.00%
AB 602 Property Taxes	<input type="text"/>	0.00%
Federal IDEA Part B	<input type="text"/>	0.00%
Federal IDEA Part C	<input type="text"/>	0.00%
State Infant/Toddler	<input type="text"/>	0.00%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Revenue*	<input type="text"/>	0.00%
Total Revenue		0.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Revenue that supports SELPA special education expenditures including restricted federal and state funding sources not identified in categories above, grants, local funding, and unrestricted general fund contribution.

Section D: Annual Budget Plan

SELPA Fresno Unified

Fiscal Year 2021-22

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000-Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000-Classified Salaries	<input type="text"/>	0.00%
Object Code 3000-Employee Benefits	<input type="text"/>	0.00%
Object Code 4000-Supplies	<input type="text"/>	0.00%
Object Code 5000-Services and Operations	<input type="text"/>	0.00%
Object Code 6000-Capital Outlay	<input type="text"/>	0.00%
Object Code 7000-Other Outgo and Financing*	<input type="text"/>	0.00%
Total Expenditures		0.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

Object code 7000 includes district indirect costs and non-public school/agency tuition.

Section D: Annual Budget Plan

SELPA

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Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	<input type="text"/>	0.00%
Federal Revenue	<input type="text"/>	0.00%
Local Contribution	<input type="text"/>	0.00%
Total Revenue From All Sources		0.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

The apportionment of the dollars is based upon the relative population and intent of the funding source for distributions of cost to programs. The Special Education Local Plan Area (SELPA) looks to ensure a continuum of program options are available to meet the needs of students with disabilities for Special Education and related services.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Single LEA SELPA

Section D: Annual Budget Plan

SELPA

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Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000-Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000-Classified Salaries	<input type="text"/>	0.00%
Object Code 3000-Employee Benefits	<input type="text"/>	0.00%
Object Code 4000-Supplies	<input type="text"/>	0.00%
Object Code 5000-Services and Operations	<input type="text"/>	0.00%
Object Code 6000-Capital Outlay	<input type="text"/>	0.00%
Object Code 7000-Other Outgo and Financing*	<input type="text"/>	0.00%
Total Operating Expenditures		0.00%

D12. *Include a description of the expenditures identified under object code 7000:

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Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5-22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☒ Yes ☐ No

If "**No**," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

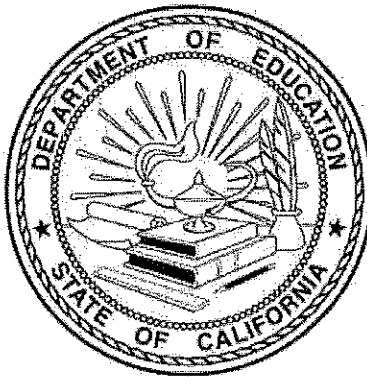
D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

Total Projected Expenditures for Students with LI Disabilities

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

Section E: Annual Service Plan

SELPA: Fresno Unified

Fiscal Year: 2021-22

E. Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with *EC* sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs are listed in **Attachments VI**. Services provided by school sites are listed in **Attachment VII**.

Include a description of the service provided and the physical location where the service is delivered:

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 330—Specialized Academic Instruction

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☒ Community day schools—LEA

☒ Other

☒ Nonpublic schools (NPSs)

☒ Other

☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered at home.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ Nonpublic agencies (NPAs)

☐ Other

☐ NPSs

☐ Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

These services include conducting assessments in: nutritional history and dietary intake; anthropometric biochemical and clinical variables; feeding skills and feeding problems; and food habits and food preferences. While this service is available, there are no students currently receiving this service.

☒ 240—Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Coordination of services the student receives between agencies and providers.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☐ 260—Special Education Aide (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently being provided to any students in Fresno Unified.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 270—Respite Care (Ages 0-2 only)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative Schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ Nonpublic agencies (NPAs)

☐ Other

☐ Nonpublic school (NPS) sites

☒ 340—Intensive Individual Instruction

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 350—Individual and Small Group Instruction ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 415—Speech and Language (5 CCR 3051.1) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Headstart, Child Development, Non-school"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Independent Study, Adult"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Continuation School, Charter School"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 425–Adapted Physical Education
(5 CCR 3051.5)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☒ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 435—Health and Nursing: Special Physical Health Care (5 CCR 3051.12) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 2051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Non-school"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Childcare"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 436—Health and Nursing: Other Services
(5 CCR 3051.12)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☐ NPSSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 445—Assistive Technology Services
(5 CCR 3051.19)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 450—Occupational Therapy (5 CCR 3051.6) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Non-school, Childcare"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Charter School"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 460—Physical Therapy (5 CCR 3051.6) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Non-school"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Childcare"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 510—Individual Counseling (5 CCR 3051.9) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☒ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 515–Counseling and Guidance
(5 CCR 3051.9)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parent or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 520—Parent Counseling (5 CCR 3051.9)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 525—Social Worker (5 CCR 3051.13)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 530—Psychological Services (5 CCR 3051.10) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☒ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 535—Behavior Intervention (5 CCR 3051.23) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☒ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☒ NPSs

☐ 540—Day Treatment

☒ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Structured education, training, and support services to address the student's mental health needs. While this service is available, there are no students currently receiving this service.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 545—Residential Treatment

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☒ 610—Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in educational settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 710—Specialized Deaf and Hard of Hearing (5 CCR 3051.18) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parent, teachers, and other school personnel.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Non-school"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Independent Study"/> |
| <input type="checkbox"/> NPSs | |

- ☒ 720—Audiological (5 CCR 3051.2) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Non-school"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Independent Study"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 725—Specialized Vision (5 CCR 3051.7) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff and others and collaboration with the student's classroom teacher.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Non-School"/> |
| <input type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Childcare, Headstart"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 730–Orientation and Mobility (5 CCR 3051.3) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSS | |

- ☐ 735–Braille Transcription (5 CCR 3051.22) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency. While this service is available, there are no students currently receiving this service.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 740—Specialized Orthopedic Service
(5 CCR 3030(e) and 3051.16)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☐ NPSs

☐ 745—Reading Service (5 CCR 3051.16)

☒ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Reading services are not currently provided in Fresno Unified.

☐ 750—Note Taking Service (5 CCR 3051.16)

☒ Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes. While this service is available, there are no students currently receiving this service.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☐ 755—Transcription Service (5 CCR 3051.16) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction. While this service is available, there are no students currently receiving this service.

- ☒ 760—Recreation Service, Including
Therapeutic Recreation (5 CCR 3051.15) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

Physical location(s) where the service is provided:

- | | |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 820—College Awareness
(34 CFR 300.39 and 300.43)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☒ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☐ NPSs

- ☒ 830—Vocational Assessment, Counseling,
Guidance, and Career Assessment
(5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☒ Community day schools—LEA

☒ Other

☐ NPAs

☒ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 840—Career Awareness (5 CCR 3051.14) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in secondary will be able to access vocational education funds.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Continuation School"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input checked="" type="checkbox"/> Other <input type="text" value="Adult, Charter School"/> |
| <input type="checkbox"/> NPAs | <input checked="" type="checkbox"/> Other <input type="text" value="Independent Study"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 850—Work Experience Education (5 CCR 3051.14) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Charter School"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 855—Job Coaching (5 CCR 3051.14)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 860—Mentoring (5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income.)

Physical location(s) where the service is provided:

- | | |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

- ☒ 870—Travel Training, Including Mobility Training (5 CCR 3051.3)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility services provided to blind or visually impaired students by a qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments.

Physical location(s) where the service is provided:

- | | |
|--|--|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Special Education Center/Facility"/> |
| <input type="checkbox"/> Community schools—COE | <input checked="" type="checkbox"/> Other <input type="text" value="Adult"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 890—Other Transition Services
(5 CCR 3051 and 3051.24)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Physical location(s) where the service is provided:

- ☒ Schools operated by the LEA
- ☐ Alternative schools
- ☐ Community schools—COE
- ☐ Community day schools—LEA
- ☐ NPAs
- ☒ NPSs

☐ Opportunity schools and classes

☒ Other

☒ Other

☒ Other

☐ Other

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

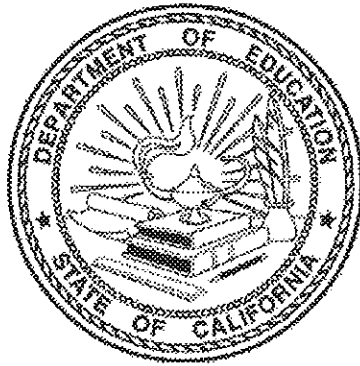
Qualified Service

Special Education Local Plan Area (SELPA) Local Plan

SELPA Fresno Unified School District

Fiscal Year 2021–22

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Submission

INTENTIONALLY
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Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	County Code xx	District Code xxxx	School Code xxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	10			Fresno Unified School District	Sean	Virnig	(559) 258-2475	sean.virnig @fresnounified.org	<input type="text" value="Previously Reported"/>

Attachment II

SELPA: Fresno Unified School District

Fiscal Year: 2021–22

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Fiscal Year: **Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Fresno Unified School District	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	0	0	0	0

Attachment III

SELPA: Fresno Unified School District

Fiscal Year: 2021–22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000	2000	3000	4000	5000	6000	7000	Subtotal
		Certificated Salaries	Classified Salaries	Employee Benefits	Supplies	Services and Operations	Capital Outlay	Other Outgo and Financing	
1	Fresno Unified School District	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	0	0	0

Attachment IV

SELPA: Fresno Unified School District

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Fresno Unified School District	0	0.00%	0	0.00%	0	0
Totals:		0	0.00%	0	0.00%	0	0

Attachment V

SELPA:

Fiscal Year:

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Fresno Unified School District	0	0
Totals:		0	0

Attachment VI must be completed using the CDE approved Microsoft Excel Template

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 1011 Fresno Unified

LEA: Fresno Unified

Fiscal Year: 2021-2022

Superintendent: Robert Nelson
Special Education Director: Sean Virmig

Phone Number: 559-457-3547
Phone Number: 559-457-3228

Email: bob.nelson@fresounified.org
Email: sean.virmig@fresounified.org

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Special Academic Instruction (Code 330)	If code 900 is used, the specific service must be identified																			
				210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525
Addams Elementary School	6006068	60	Y										Y			Y		Y	Y	Y			
Addicott (Twain O.) School	6116651	08	Y				Y	Y					Y	Y	Y	Y		Y	Y	Y			
Alhambra Middle School	6061188	62	Y								Y		Y	Y				Y		Y	Y		
Anthony (Susan B.) Elementary School	6111291	60	Y					Y					Y	Y	Y	Y		Y	Y	Y			
Assessment Center for Children	6006431	34	Y										Y					Y	Y	Y			
ATP on Fairmont	1032309	70	Y										Y	Y	Y	Y		Y	Y	Y			
Ayer Elementary School	6101091	60	Y										Y	Y	Y	Y		Y	Y	Y			
Aynesworth Elementary School	6006076	60	Y										Y					Y	Y	Y			
Baird Middle School	6006084	62	Y										Y	Y		Y		Y		Y			
Bakman (Molly S.) Elementary School	0108100	60	Y										Y										
Balderas (Ezekiel) Elementary School	6109961	60	Y										Y					Y		Y		Y	
Birney Elementary School	6006092	60	Y	Y			Y	Y					Y	Y	Y	Y		Y	Y	Y			
Bullard High School	1030279	66	Y										Y	Y	Y	Y		Y	Y	Y	Y		
Bullard Talent Project	6006100	60	Y										Y	Y		Y		Y	Y	Y			
Burroughs Elementary School	6006118	60	Y				Y	Y				Y	Y					Y	Y	Y			
Calwa Elementary School	6006126	60	Y				Y	Y					Y					Y		Y			
Cambridge Continuation High School	1030584	68	Y										Y							Y			
Centennial Elementary School	6006142	60	Y									Y	Y					Y		Y			
Central Valley Training Center, Inc	CVTCadu	70	Y										Y							Y			
Columbia Elementary School	6006159	60	Y				Y	Y				Y	Y	Y				Y	Y	Y			
Cooper Middle School	6057285	62	Y										Y							Y			
Creative Alternatives	129700	09	Y										Y					Y		Y	Y		
Dailey Charter Elementary	0121533	60	Y										Y										
Del Mar Elementary School	6006183	60	Y										Y		Y			Y		Y			
Design Science High School	0108555	63	Y										Y										
DeWitt Continuation High School	1031632	68	Y																				
Duncan (Erma) Polytechnical High School	1030295	66	Y										Y								Y		
Easterby Elementary School	6006191	60	Y								Y		Y	Y	Y	Y		Y		Y			
Eaton Elementary School	6068704	60	Y	Y				Y					Y	Y	Y	Y		Y		Y	Y		
Edison Computech Middle School	6103840	62											Y	Y	Y			Y	Y				
Edison High School	1031897	66	Y										Y	Y	Y	Y		Y	Y	Y	Y		
Ericson Elementary School	6006217	60	Y										Y	Y				Y	Y				
Ewing Elementary School	6006225	60	Y					Y				Y	Y		Y			Y		Y			
Figarden Elementary School	6006233	60	Y								Y		Y	Y		Y	Y	Y	Y	Y			
Forkner Elementary School	6101109	60	Y				Y	Y					Y	Y				Y		Y	Y		
Fort Miller Middle School	6057292	62	Y										Y			Y		Y		Y			
Fremont Elementary School	6006258	60	Y				Y	Y					Y			Y		Y	Y	Y			
Fresno Adult	1032309	70	Y										Y	Y						Y			
Fresno High School	1032507	66	Y										Y	Y	Y	Y		Y	Y	Y	Y		
Fresno State Preschools	0119891	08	Y										Y		Y			Y					
Fulton Special Education	6112619	09	Y										Y							Y	Y	Y	Y
Gibson Elementary School	6006266	60	Y				Y	Y					Y	Y	Y	Y		Y					
Greenberg (David L.) Elementary School	6117477	60	Y				Y	Y					Y			Y		Y		Y			
Hamilton School	6120125	60	Y										Y			Y		Y		Y	Y	Y	
Heaton Child Care	6006274	60											Y										
Heaton Elementary School	6006274	60	Y										Y			Y		Y					
Hidalgo (Miguel) Elementary School	6105746	60	Y					Y					Y	Y	Y	Y		Y	Y	Y			
Holland Elementary School	6006282	60	Y				Y	Y					Y	Y	Y	Y		Y	Y	Y	Y		
Homan Elementary School	6006290	60	Y										Y		Y	Y		Y		Y			
Hoover (Herbert) High School	1032911	66	Y										Y	Y	Y	Y		Y	Y	Y	Y		
Jackson Elementary School	6006308	60	Y										Y					Y					

Related Services Currently Provided by the School Site:

d, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

S30	S35	S40	S45	S50	S55	S60	S65	S70	S75	S80	S85	S90	S95	S100	S105	S110	S115	S120	S125	S130	S135	S140	S145	S150	S155	S160	S165	S170	S175	S180	S185	S190	S195	S200	S205	S210	S215	S220	S225	S230	S235	S240	S245	S250	S255	S260	S265	S270	S275	S280	S285	S290	S295	S300	S305	S310	S315	S320	S325	S330	S335	S340	S345	S350	S355	S360	S365	S370	S375	S380	S385	S390	S395	S400	S405	S410	S415	S420	S425	S430	S435	S440	S445	S450	S455	S460	S465	S470	S475	S480	S485	S490	S495	S500	S505	S510	S515	S520	S525	S530	S535	S540	S545	S550	S555	S560	S565	S570	S575	S580	S585	S590	S595	S600	S605	S610	S615	S620	S625	S630	S635	S640	S645	S650	S655	S660	S665	S670	S675	S680	S685	S690	S695	S700	S705	S710	S715	S720	S725	S730	S735	S740	S745	S750	S755	S760	S765	S770	S775	S780	S785	S790	S795	S800	S805	S810	S815	S820	S825	S830	S835	S840	S845	S850	S855	S860	S865	S870	S875	S880	S885	S890	S895	S900	S905	S910	S915	S920	S925	S930	S935	S940	S945	S950	S955	S960	S965	S970	S975	S980	S985	S990	S995	S1000	S1005	S1010	S1015	S1020	S1025	S1030	S1035	S1040	S1045	S1050	S1055	S1060	S1065	S1070	S1075	S1080	S1085	S1090	S1095	S1100	S1105	S1110	S1115	S1120	S1125	S1130	S1135	S1140	S1145	S1150	S1155	S1160	S1165	S1170	S1175	S1180	S1185	S1190	S1195	S1200	S1205	S1210	S1215	S1220	S1225	S1230	S1235	S1240	S1245	S1250	S1255	S1260	S1265	S1270	S1275	S1280	S1285	S1290	S1295	S1300	S1305	S1310	S1315	S1320	S1325	S1330	S1335	S1340	S1345	S1350	S1355	S1360	S1365	S1370	S1375	S1380	S1385	S1390	S1395	S1400	S1405	S1410	S1415	S1420	S1425	S1430	S1435	S1440	S1445	S1450	S1455	S1460	S1465	S1470	S1475	S1480	S1485	S1490	S1495	S1500	S1505	S1510	S1515	S1520	S1525	S1530	S1535	S1540	S1545	S1550	S1555	S1560	S1565	S1570	S1575	S1580	S1585	S1590	S1595	S1600	S1605	S1610	S1615	S1620	S1625	S1630	S1635	S1640	S1645	S1650	S1655	S1660	S1665	S1670	S1675	S1680	S1685	S1690	S1695	S1700	S1705	S1710	S1715	S1720	S1725	S1730	S1735	S1740	S1745	S1750	S1755	S1760	S1765	S1770	S1775	S1780	S1785	S1790	S1795	S1800	S1805	S1810	S1815	S1820	S1825	S1830	S1835	S1840	S1845	S1850	S1855	S1860	S1865	S1870	S1875	S1880	S1885	S1890	S1895	S1900	S1905	S1910	S1915	S1920	S1925	S1930	S1935	S1940	S1945	S1950	S1955	S1960	S1965	S1970	S1975	S1980	S1985	S1990	S1995	S2000	S2005	S2010	S2015	S2020	S2025	S2030	S2035	S2040	S2045	S2050	S2055	S2060	S2065	S2070	S2075	S2080	S2085	S2090	S2095	S2100	S2105	S2110	S2115	S2120	S2125	S2130	S2135	S2140	S2145	S2150	S2155	S2160	S2165	S2170	S2175	S2180	S2185	S2190	S2195	S2200	S2205	S2210	S2215	S2220	S2225	S2230	S2235	S2240	S2245	S2250	S2255	S2260	S2265	S2270	S2275	S2280	S2285	S2290	S2295	S2300	S2305	S2310	S2315	S2320	S2325	S2330	S2335	S2340	S2345	S2350	S2355	S2360	S2365	S2370	S2375	S2380	S2385	S2390	S2395	S2400	S2405	S2410	S
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[illegible]

[illegible]

[illegible]

SELPA:1011 Fresno Unified

LEA: Carter G. Woodson Public Charter Fiscal Year: 2021-2022

Phone Number: 559-457-3547
Phone Number: 559-457-3220

Email: bob.nelson@fresnounified.org
Email: sean.sirring@fresnounified.org

[illegible]

Related Services Currently Provided by the School Site:					

d, and as will all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.

S30	S35	S40	S45	S50	T10	T15	T20	T25	T30	T35	T40	T45	T50	T55	T60	R20	R50	R40	R30	R55	R60	R65	R70	R80	R90	900 DRIVE
Y	Y															Y	Y	Y								
																Y		Y								

SELEPA: 2011 Fresno Unified

LEA: School of Unlimited Learning

Fiscal Year:

2021-2022

Superintendent: Bob Nelson
Special Education Director: Sean Vinnig

Phone Number: 559-457-3547
Phone Number: 559-457-3220

Email: bob.nelson@fresounified.org
Email: sean.virnig@fresounified.org

Revised Services Currently Provided by the School Sites:

[illegible]

Related Services Currently Provided by the School Site																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
voice must be identified, and as well all services provided, must meet requirements for licensing, certification, and provider qualifications in accordance with law.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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**Fresno Unified
School District**

Preparing Career Ready Graduates

**Department of
Special Education
1301 M Street
Fresno, CA 93721**



Review and Public Hearing

2021 – 2022 Special Education Local Plan

The proposed 2021 – 2022 Special Education Local Plan Area Governance and Administration, Annual Service Plan, and Annual Budget Plan of the Fresno Unified School District are currently available for review by the public on the Department of Special Education website at the link below.

A public hearing on the proposed Local Plan documents will be held via online Teams meeting on Monday, June 14, 2021 at 6:00 p.m. Login information will be posted on the Department of Special Education website by Friday, May 28, 2021. Spanish and Hmong interpreting services will be provided for this hearing.

<https://sped.fresnounified.org/public-notices/>

We appreciate your attendance at the hearing.

Your support for Special Education is vital.



Special Education



(<https://sped.fresnounified.org/>)

Programs & Schools

Parent Resources

About SPED

Public Notices

Public Hearing for Special Education Local Plan

There will be a public hearing to review the Special Education Local Plan on June 14, 2021 at 6:00 pm. The meeting will be held on Microsoft Teams

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- [1. Public Hearing for Special Education Local Plan](#)
- [2. Documents for Review](#)
- [3. Feedback](#)
- [4. Meeting Information](#)

Documents for Review

Select Language

ORDER DETAILS**Order Number:****Order Status:**

Saved

Classification:

Legals & Public Notices

Package:

FRS - Legal Ads

Final Cost:

957.60

Payment Type:**User ID:**

IPL0018963

SCHEDULE FOR AD NUMBER IPL0013495

May 26, 2021

The Fresno Bee

May 28, 2021

The Fresno Bee

PREVIEW FOR AD NUMBER IPL0013495

PUBLIC NOTICE
REVIEW AND PUBLIC HEARING
The proposed 2021 – 2022 Special Education Annual Service Plan and Annual Budget Plan of the Fresno Unified School District are available for review by the public on the Department of Special Education website at www.fresno.k12.ca.us . Please note that due to COVID-19 public health measures, the Plans may be available in a manner consistent with such measures. A public hearing on the proposed Plans will be held via online teleconferencing on June 14, 2021 at 6:00 p.m. Details can be found on the agenda that is also posted at the Department website.
Signed,
Sean Wang, PhD Executive Director Department of Special Education Fresno Unified School District W00000000 Publication Dates



2021 – 2022 Special Education Local Plan

School Messenger Script – Tuesday, May 18, 2021 & June 10, 2021

Greetings Fresno Unified families. We are pleased to share that the proposed 2021 – 2022 Special Education Local Plan is available for your review on the Department of Special Education website at www.fresnounified.org. A public hearing on the proposed Plans will be held via online videoconferencing on June 14th at 6:00 p.m. Details are also posted at the Department website. Thank you and have a great week.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Budget Revision No. 5 for Fiscal Year 2020/21

ITEM DESCRIPTION: Included in the Board binders is Budget Revision No. 5 for fiscal year 2020/21. Periodic updates to the district's budget are presented to the Board of Education for approval.

Budget Revision No. 5 includes a one-time cost of \$456,000 associated with changing the Fresno High School mascot image, as approved by the Board of Education on December 09, 2020.

Additionally, a Board Communication dated June 04, 2021 provided additional information regarding this process.

Unrestricted General Fund Revisions

Athletic uniforms – \$194,000

Signs and banners – \$87,000

Facility changes – \$72,000

Sports, Music, Drama, and ROTC equipment replacement – \$64,000

Apparel – \$39,000

FINANCIAL SUMMARY: Sufficient funds in the amount of \$456,000 are available in the Unrestricted General Fund. As a result, the Unrestricted General Fund Reserve for Economic Uncertainties is estimated at approximately \$106.30 million at June 30, 2021.

PREPARED BY: Kim Kelstrom
Executive Officer

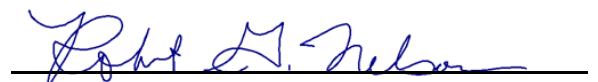


DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:



**FRESNO UNIFIED SCHOOL DISTRICT
GENERAL FUND
BUDGET REVISION #5**

DESCRIPTION	2020/21 ADOPTED BUDGET	2020/21 CURRENT BUDGET	6/16/2021 2020/21 BUDGET REVISION #5	DIFFERENCE BETWEEN CURRENT AND BR#5	DIFFERENCE BETWEEN ADOPTED AND BR#5
Revenues					
LCFF Sources	\$ 713,234,082	\$ 779,194,089	\$ 779,194,089	\$ -	\$ 65,960,007
Federal Revenues	170,849,479	190,971,166	190,971,166	-	20,121,687
Other State Revenues	120,868,929	211,270,071	211,270,071	-	90,401,142
Other Local Revenues	15,867,379	17,455,262	17,455,262	-	1,587,883
Total Revenues	\$ 1,020,819,869	\$ 1,198,890,588	\$ 1,198,890,588	\$ -	\$ 178,070,719
Expenditures					
Certificated Salaries	\$ 429,866,267	\$ 436,675,219	\$ 436,675,219	\$ -	\$ 6,808,952
Classified Salaries	140,140,726	138,905,413	138,905,413	-	(1,235,313)
Employee Benefits	301,423,243	301,470,682	301,470,682	-	47,439
Book and Supplies	60,264,876	153,862,547	154,318,547	456,000	94,053,671
Services & Operating	103,204,797	94,880,016	94,880,016	-	(8,324,781)
Capital Outlay	8,438,252	4,224,190	4,224,190	-	(4,214,062)
Other Outgo	3,460,321	9,167,016	9,167,016	-	5,706,695
Direct/Indirect Costs	(3,080,175)	(3,183,724)	(3,183,724)	-	(103,549)
Total Expenditures	\$ 1,043,718,307	\$ 1,136,001,360	\$ 1,136,457,360	\$ 456,000	\$ 92,739,053
Other Sources/(Uses)					
Transfers In	\$ 9,485,329	\$ 7,385,329	\$ 7,385,329	\$ -	\$ (2,100,000)
Transfers Out	(8,856,409)	(16,856,409)	(16,856,409)	-	(8,000,000.00)
Other Sources	-	-	-	-	-
Other Uses	-	-	-	-	-
Restricted Contribution	-	-	-	-	-
Total Sources/(Uses)	\$ 628,920	\$ (9,471,080)	\$ (9,471,080)	\$ -	\$ (2,100,000)
Net Increase/Decrease in Fund Balance	\$ (22,269,518)	\$ 53,418,148	\$ 52,962,148	\$ (456,000)	\$ 75,231,666
Beginning Fund Balance - Unaudited Audit Adjustment	\$ - \$ 138,737,436	\$ - \$ 152,182,966	\$ - \$ 152,182,966	\$ - \$ -	\$ - \$ 13,445,530
Beginning Balance	\$ 138,737,436	\$ 152,182,966	\$ 152,182,966	\$ -	\$ 13,445,530
Ending Fund Balance	\$ 116,467,918	\$ 205,601,114	\$ 205,145,114	\$ (456,000)	\$ 88,677,196
Components of Ending Balance					
Revolving Cash	\$ 78,366	\$ 90,918	\$ 90,918	\$ -	\$ 12,552
Stores	996,741	2,725,284	2,725,284	-	1,728,543
Prepaid Expense	1,636,102	1,162,384	1,162,384	-	(473,718)
Legally Restricted				-	-
Assigned: Other Assignments	60,900,000	93,700,000	93,700,000	-	32,800,000
Restricted	1	1	1	-	-
Reserve for Economic Uncertainties	52,856,708	106,752,733	106,296,733	(456,000)	53,440,025
Reserve Level %	5.02%	9.26%	9.22%		
Total Ending Fund Balance	\$ 116,467,918	\$ 204,431,320	\$ 203,975,320	\$ (456,000)	\$ 87,507,402

Per Education Code section 42127(a)(2)(B) the minimum recommended reserve for economic uncertainties is 2% or \$23,066,275

As shown above the reserve for economic uncertainties is \$106,296,733 with an assigned ending balance of \$93,700,000 set aside for future year expenses

As outlined in Board Policy 3100, the Board recognizes the importance of maintaining reserve levels during stable and volatile economic times.

**UNRESTRICTED GENERAL FUND
BUDGET REVISION #5**

DESCRIPTION	2020/21 ADOPTED BUDGET UNRESTRICTED	2020/21 CURRENT BUDGET UNRESTRICTED	6/16/2021 BUDGET REVISION #5 UNRESTRICTED	DIFFERENCE BETWEEN CURRENT AND BR#5	DIFFERENCE BETWEEN ADOPTED AND BR#5
Revenues					
LCFF Sources	\$ 713,234,082	\$ 779,194,089	\$ 779,194,089	\$ -	\$ 65,960,007
Federal Revenues	-	2,930,988	2,930,988	-	2,930,988
Other State Revenues	14,909,391	14,640,526	14,640,526	-	(268,865)
Other Local Revenues	10,608,383	11,468,714	11,468,714	-	860,331
Total Revenues	\$ 738,751,856	\$ 808,234,317	\$ 808,234,317	\$ -	\$ 69,482,461
Expenditures					
Certificated Salaries	\$ 308,845,207	\$ 312,954,400	\$ 312,954,400	\$ -	\$ 4,109,193
Classified Salaries	87,658,280	78,925,499	78,925,499	-	(8,732,781)
Employee Benefits	177,051,733	173,925,990	173,925,990	-	(3,125,743)
Book and Supplies	27,002,830	20,622,275	21,078,275	456,000	(5,924,555)
Services & Operating	61,527,992	57,403,443	57,403,443	-	(4,124,549)
Capital Outlay	7,604,416	2,021,121	2,021,121	-	(5,583,295)
Other Outgo	1,955,963	7,662,658	7,662,658	-	5,706,695
Direct/Indirect Costs	(12,943,864)	(12,573,374)	(12,573,374)	-	370,490
Total Expenditures	\$ 658,702,557	\$ 640,942,012	\$ 641,398,012	\$ 456,000	\$ (17,304,545)
Other Sources/(Uses)					
Transfers In	\$ 2,128,920	\$ 28,920	\$ 28,920	\$ -	\$ (2,100,000)
Transfers Out	(1,500,000)	(9,500,000)	(9,500,000)	-	(8,000,000)
Other Sources					
Other Uses					
Restricted Contribution	\$ (100,771,548)	\$ (101,262,016)	\$ (101,262,016)	\$ -	\$ (490,468)
Total Sources/(Uses)	\$ (100,142,628)	\$ (110,733,096)	\$ (110,733,096)	\$ -	\$ (2,590,468)
Net Increase/Decrease in Fund Balance	\$ (20,093,329)	\$ 56,559,209	\$ 56,103,209	\$ (456,000)	\$ 76,196,538
Beginning Fund Balance - Adopted	\$ 136,561,246	\$ 147,872,111	\$ 147,872,111	\$ -	\$ 11,310,865
Audit Adjustment	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Balance	\$ 136,561,246	\$ 147,872,111	\$ 147,872,111	\$ -	\$ 11,310,865
Ending Fund Balance	\$ 116,467,917	\$ 204,431,320	\$ 203,975,320	\$ (456,000)	\$ 87,507,403

**FRESNO UNIFIED SCHOOL DISTRICT
RESTRICTED GENERAL FUND
BUDGET REVISION #5**

DESCRIPTION	2020/21 ADOPTED BUDGET RESTRICTED	2020/21 CURRENT BUDGET RESTRICTED	6/16/2021 BUDGET REVISION #5 RESTRICTED	DIFFERENCE BETWEEN CURRENT AND BR#5	DIFFERENCE BETWEEN ADOPTED AND BR#5
Revenues					
LCFF Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	170,849,479	188,040,178	188,040,178	-	17,190,699
Other State Revenues	105,959,538	196,629,545	196,629,545	-	90,670,007
Other Local Revenues	5,258,996	5,986,548	5,986,548	-	727,552
Total Revenues	\$ 282,068,013	\$ 390,656,271	\$ 390,656,271	\$ -	\$ 108,588,258
Expenditures					
Certificated Salaries	\$ 121,021,060	\$ 123,720,819	\$ 123,720,819	\$ -	\$ 2,699,759
Classified Salaries	52,482,446	59,979,914	59,979,914	-	7,497,468
Employee Benefits	124,371,510	127,544,692	127,544,692	-	3,173,182
Book and Supplies	33,262,046	133,240,272	133,240,272	-	99,978,226
Services & Operating	41,676,805	37,476,574	37,476,574	-	(4,200,231)
Capital Outlay	833,836	2,203,069	2,203,069	-	1,369,233
Other Outgo	1,504,358	1,504,358	1,504,358	-	-
Direct/Indirect Costs	9,863,689	9,389,650	9,389,650	-	(474,039)
Total Expenditures	\$ 385,015,750	\$ 495,059,348	\$ 495,059,348	\$ 0	\$ 110,043,598
Other Sources/(Uses)					
Transfers In	7,356,409	7,356,409	7,356,409	-	-
Transfers Out	(7,356,409)	(7,356,409)	(7,356,409)	-	-
Other Sources	-	-	-	-	-
Other Uses	-	-	-	-	-
Restricted Contribution	100,771,548	101,262,016	101,262,016	-	490,468
Total Sources/(Uses)	\$ 100,771,548	\$ 101,262,016	\$ 101,262,016	\$ -	\$ 490,468
Net Increase/Decrease in Fund Balance	\$ (2,176,189)	\$ (3,141,061)	\$ (3,141,061)	\$ -	\$ (964,872)
Beginning Fund Balance - Adopted	\$ 2,176,190	\$ 4,310,855	\$ 4,310,855	\$ -	\$ 2,134,665
Beginning Balance	\$ 2,176,190	\$ 4,310,855	\$ 4,310,855	\$ -	\$ 2,134,665
Ending Fund Balance	\$ 1	\$ 1,169,794	\$ 1,169,794	\$ -	\$ 1,169,793

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-7

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 Safe 2 School, Inc. for Crossing Guard Services

ITEM DESCRIPTION: Included in the Board binders and recommended for approval is an agreement with Safe 2 School, Inc., to provide crossing guard services at mutually agreed upon locations to service district elementary schools. Safe 2 School, Inc. works with school administrations to recruit adult volunteer crossing guards, and then trains, schedules, and provides safety equipment and a stipend for the volunteers. Crossing guards help students safely cross streets to and from school. Safe 2 School, Inc. has successfully provided crossing guard services to the district for multiple years, and in 2019/20 served 38 schools.

The new agreement supersedes the current contract and restructures payment terms to align compensation with rendered services. The new five-year agreement, which spans July 1, 2021 through June 30, 2026, is a \$350,000 annual not-to-exceed amount to allow for potential participation of up to 65 elementary locations.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$350,000 will be available in the Safety Office and Liability Internal Service Fund budgets, pending Board approval of the 2021/22 Budget.

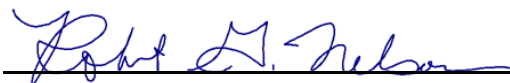
PREPARED BY: Jason Duke, Exec. Dir.,
Maint., & Op., and Ann Loorz, Exec. Dir.,
Purchasing

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

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District

Contract Routing Form

Completed independent contract agreement must be attached.

Safe 2 School, Inc.

Vendor Name

559-492-0227

Phone Number

From July 1, 2021

Term (Duration)

Jason Duke

FUSD Contract Administrator: Name

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

4974 N. Fresno Street, #120, Fresno Ca 93726

Address

Michael E. O'Hare

Vendor Contact

Through 6/30/2026

Operations & Maintenance

Site/ Dept

Telephone number

Liability Internal Service Fund - 680-0851-0880-0000-6000-5899

Safety Budget 030-0672-0664-0000-8300-5510

Annual Cost * see scope.

(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 ☐

\$249,000 is currently budgeted with 38 schools operating. This updated contract assumes a not to exceed price of \$350,000 based on service to 65 sites.

Scope of Work Summary:

(a) Coordination and training of adult volunteer crossing guards at mutually agreed upon locations based on District varying needs throughout the term of the agreement and Contractor ability to provide volunteer crossing guards. Contractor Services and compensation are for work performed during scheduled school days including summer school.

(i) On-site, site-specific training with support staff and prospective and current volunteers (English, Spanish, Hmong)

(ii) Visits to each site a minimum of twice per school year

(iii) Tracking of volunteer hours by site on a monthly basis

(iv) Monthly issuance of reimbursement checks to volunteers

(v) Safety equipment distributed by Safe 2 School to volunteers (safety vests, stop signs, cones and adverse weather gear).

(b) Contractor shall perform outreach to District schools to promote Safe 2 School crossing guard services to increase participation. District shall make a good faith effort in promoting the services and identifying locations of needed services.

(i) Advertising and promotional materials provide to each school site (English, Spanish, Hmong when needed).

(ii) On-site promotion with support staff, parents and community members

(c) Correspondence with individual school sites, prospective and current volunteers, parent clubs, PTA, Parent University, Every Neighborhood Partnership, neighborhood Revitalization and the FUSD Safety Office

(d) Contact with District School Board members, City Council members, Fresno PD, SPCA, City of Highway Department regarding safety in the surrounding areas of school sites.

(e) Liability and Workers Comp insurance to protect Safe 2 School, Inc. staff and volunteers at no cost to District.

(f) (*Item 4) Payment: Not-to-Exceed \$350,000 annually (based on servicing up to 65 school sites and 60,000 crossings)

(i) Monthly invoice billings per School Site shall be calculated based on: \$3,611 x actual number of schools serviced each month for 1st 50 school locations. /\$2,888 x actual number of schools serviced each month for 51st school and over.

(ii) Monthly invoice billings for Cross Guard Volunteer Reimbursement: \$2.50 x actual number of monthly crossings performed by volunteer cross guards.

Date Item is to appear on Board of Education Agenda: 6/16/2021

Reviewed & approved by Cabinet Level Officer:

K. Temple

Jun 1, 2021

Reviewed & approved by Exec. Dir. Risk Mgmt:

Signed
[Signature]

Date
Jun 1, 2021

Signed

Date

Jason Duke

Maintenance Department

Please return signed contract to: Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION: Operations & Maintenance

School/Department Budget:

Liability Internal Service Fund - 680-0851-0880-0000-6000-5899 / Safety Budget 030-0672-0664-0000-8300-5510

District Contact Person: Jason Duke / Armand Chavez

Contractor's Vendor Name: Safe 2 School, Inc. Contractor's

Contact Person: Michael E. O'Hare

Contractor's Title: Executive Director

Contractor's Telephone Number: 559-492-0227

Contractor's E-mail: safe2school937@hotmail.com

Contractor's Address: 4974 N. Fresno Street, #120, Fresno Ca 93726

Contractor's Taxpayer ID# 90-0580251

This Independent Contractor Services Agreement is made and entered into effective 7/1/2021 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide:

(a) Coordination and training of adult volunteer crossing guards at mutually agreed upon locations based on District varying needs throughout the term of the agreement and Contractor ability to provide volunteer crossing guards. Contractor Services and compensation are for work performed during scheduled school days including summer school.

(i) On-site, site-specific training with support staff and prospective and current volunteers (English, Spanish, Hmong)

(ii) Visits to each site a minimum of twice per school year

(iii) Tracking of volunteer hours by site on a monthly basis

(iv) Monthly issuance of reimbursement checks to volunteers

(v) Safety equipment distributed by Safe 2 School to volunteers (safety vests, stop signs, cones and adverse weather gear)

(b) Contractor shall perform outreach to District schools to promote Safe 2 School crossing guard services to increase participation. District shall make a good faith effort in promoting the services and identifying locations of needed services.

(i) Advertising and promotional materials provide to each school site (English, Spanish, Hmong when needed).

(ii) On-site promotion with support staff, parents and community members

(c) Correspondence with individual school sites, prospective and current volunteers, parent clubs, PTA, Parent University, Every Neighborhood Partnership, neighborhood Revitalization and the FUSD Safety Office

(d) Contact with District School Board members, City Council members, Fresno PD, SPCA, City of Highway Department regarding safety in the surrounding areas of school sites.

(e) Liability and Workers Comp insurance to protect Safe 2 School, Inc. staff and volunteers at no cost to District.

(f) (*Item 4) Payment: Not-to-Exceed \$350,000 annually (based on servicing up to 65 school sites and 60,000 crossings)

(i) Monthly invoice billings per School Site shall be calculated based on \$3,611 x actual number of schools serviced each month for 1st 50 school locations. /\$2,888 x actual number of schools serviced each month for 51st school and over.

(ii) Monthly invoice billings for Cross Guard Volunteer Reimbursement: \$2.50 x actual number of monthly crossings performed by volunteer cross guards.

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 July 1, 2021 and shall terminate on June 30, 2026 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: **Not to exceed** **see scope*. Checks will be made payable to **Safe 2 School, 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
 - 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): \$n/a
 - f. Other \$n/a
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 MEG

District's initials MD
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, three million (\$3,000,000) 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:

Ann Loorz
Purchasing Department
Fresno Unified School District
4498 N. Brawley Avenue
Fresno, CA 93722

Contractor: Safe 2 School, Inc.

Name: Michael E. O'Hare

Address: 4974 N. Fresno St. #120,
Fresno, CA 93726

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, Chief Financial Officer

Date

CONTRACTOR

Safe 2 School, Inc.

Michael E. O'Hare (Jun 1, 2021 11:10 PDT)
Name: Michael E. O'Hare Title: Executive Director

Jun 1, 2021
Date

Approved As To Form:

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

Jun 1, 2021
Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 between Fresno Unified Special Education Department and Fresno County Superintendent of Schools

ITEM DESCRIPTION: Included in the Board binders is a five-year, Teacher Induction Cooperative Agreement between Fresno Unified School District Special Education Department and Fresno County Superintendent of Schools (FCSS). FCSS implements the California Commission on Teacher Credentialing approved Teacher Induction Program.

The Special Education Department participates in the Induction Program in order for Special Education teachers to obtain the training and experience necessary to be recommended for the General Education Teaching Credential and/or Clear Education Specialist Teacher Credential. Teachers receive the required coursework as well as mentors throughout the program.

The cost per Special Education teacher is \$2,500 per year.

Teacher Induction Agreement will commence on July 01, 2021 and ends June 30, 2026.

FINANCIAL SUMMARY: Sufficient funds are available in the Special Education Department budget.

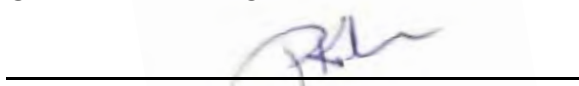
PREPARED BY: Brian Beck,
Assistant Superintendent

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:







fresno county office of education

Date: March 29, 2021

To: Bob Nelson, Superintendent, Fresno Unified

From: Tannon Pafford, Executive Director of Human Resources
Manjit Singh, Director of Teacher Induction *ms*

Re: **5-Year Teacher Induction Cooperative Agreement**



Dear Bob Nelson,

We look forward to our continuing partnership in future school years. We will continue to strive to ensure the success of every teacher we serve. As in previous years, our goal is to collaboratively develop and retain high quality teachers who will provide the finest classroom instruction for our students throughout this region.

Attached you will find the newly drafted 5-year Cooperative Agreement which outlines the roles and responsibilities for all stakeholders involved in Teacher Induction. For your convenience a copy has also been emailed to you.

Please be aware as our costs have increased in direct correlation to operation of this program, the yearly per Participant fee, has been increased from \$2000 per teacher per year to \$2500 per teacher per year. Please also note, there is a 45-day no reason clause for cancellation of this MOU.

Please review the agreement, provide your signature, and mail to Fresno County Superintendent of Schools (FCSS) Teacher Induction c/o Dora Olmos (address below) or scan and email the signed agreement to dolmos@fcoe.org.

Individual Roles and Responsibilities located at towards the end of the MOU will be distributed to corresponding stakeholders. We do request that you sign and return the agreement even if you do not have participating teachers at this time. We want to be prepared to serve teachers who are hired at any time within the next 5 years. Please send any questions you might have to Dora Olmos at dolmos@fcoe.org. She will forward accordingly so that we can get any of your questions answered as quickly as possible.

Please retain a copy of the Cooperative Agreement for your records.

Thank you.

Cc: Business Office Manager
Teacher Induction Contact

Signature Routing Sheet

Approval

Signature required on page 2 of the Teacher Induction Program Cooperative Agreement.

Copy & Mail-

Make copies of page 1 & 2 for your records and please forward original signed copies of page 1 & 2 in the envelope provided.

Final fully-signed agreement:

A copy of the Original Agreement will be sent to you for your records.

Questions?**CONTACT:**

Dora M. Olmos/Administrative Assistant I
Fresno County Office of Education
HR/Credentials
559-265-3084
dolmos@fcoe.org



TEACHER INDUCTION PROGRAM AGREEMENT ("Agreement")

Legal doc. no. of this signed Agreement (*FCSS Legal use only*): _____

"School Years": 2021-2022 through 2025-2026

COVER

SCHOOL Fresno Unified School District (""/"School") Attn: Sean Virnig, Executive Director, Special Education -SELPA Address: 2309 Tulare St. Fresno, CA 93721-2287 Phone: 559-457-3227 Email: Sean.Virnig@fresnounified.org	FCSS Fresno County Superintendent of Schools ("FCSS") Attn: Tannon Pafford, Executive Director of Human Resources Office of the Fresno County Superintendent of Schools 1111 Van Ness Avenue Fresno, CA 93721 Phone: (559) 265-4070 Email: tpafford@fcoe.org
CONTRACT TERM (see § 3.1) "Effective Date": July 1, 2021 "Termination Date": June 30, 2026	TERMINATION DURING CONTRACT TERM (see § 3.2) Ground for Termination: With or without cause "Notice Period": At least 45 days before the effective date of termination of this Agreement
PAYMENT <p>SCHOOL FEE TO FCSS: School is a member of the Fresno County Superintendent of Schools consortium ("FCSS Consortium") and School shall pay FCSS, during the School Year on date(s) to be determined by FCSS, the following "FCSS Fee"(see §2.1): (A) if the Participating Teacher ("PT") has <u>not</u> previously participated in any clear teacher credential program resulting in the recommendation of a credential: \$2,500, plus an additional \$2,000 per PT if FCSS provides the Coach to support the PT during the School Year; or (B) if the PT previously completed any clear teaching credential program and has been recommended for a clear credential as a result: \$500 plus \$2,000 per PT if FCSS provides the Coach to support the PT during the School Year. If the participating teacher goes beyond the 2-year program due to lack of progress or missing requirements, an additional fee of \$1,250 will be paid by the school district, per semester. If a PT participates at any time during a fall semester and drops from the program on or before December 31, the School will be invoiced one half of the full amount(s) for the PT and Coach, as applicable. If a PT participates at any time during a fall semester and drops from the program on or after January 1, the School will be invoiced for the full amount(s) for the PT and Coach. If special circumstances allow for a PT to participate on or after January 1st of that school year, one half of the full amount(s) for the PT and Coach, will be invoiced to the School, as applicable. School shall also be responsible for reimbursement to FCSS of all mileage fees (if, and only if, the Coach is provided by FCSS), sub time fees, and any other costs incurred by FCSS related to its provision of services to School pursuant to this Agreement.</p> <p>PAYMENT. The School Fee shall be paid to FCSS in accordance with the following "Payment Schedule": School will be invoiced for the full amount per each PT and any Coach provided by FCSS, as indicated above, during January of the Spring semester of any school year that each PT has enrolled in Teacher Induction and participates in, with payment due within 30 days of receipt of such invoice.</p>	

PAYOR. The following **"Payor"** shall pay the School Fee to FCSS (mark one):

☒ School

☐ Other (If Payor is not School, Payor must complete and sign below)

Payor:

Attn:

Address:

Phone:

Signature: _____

Print Name:

Title:

REQUIRED DOCUMENTS. School shall provide each **"Required Document"** stated below to FCSS in accordance with the following:

1. School shall maintain the following insurance, which may include self-insurance if School is a public entity, and shall provide written proof thereof to FCSS upon FCSS' request: (A) commercial general liability, (B) workers compensation and employer's liability, and (C) commercial automobile liability (see Art. 4).

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, School and FCSS, separately referred to as a **"Party"** and collectively as the **"Parties,"** have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement shall mean the Party and its governing body and members thereof, officers, employees, and agents and, in the case of the School, includes the School's students. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

SCHOOL

FCSS

By: _____

By: _____

Print Name: Santino Danisi

Jim Yovino, Superintendent
or Authorized Designee

Title: Chief Financial Officer
Fresno Unified School District

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

- Article 1 Scope of Services and Obligations
- Article 2 Payment
- Article 3 Term and Termination of Agreement
- Article 4 Insurance
- Article 5 Indemnity
- Article 6 Dispute Resolution
- Article 7 General Provisions

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 RECITALS.

- 1.1.1 FCSS implements the California Commission on Teacher Credentialing approved Teacher Induction Program referred to as **"Induction Program"**.
- 1.1.2 School desires to have certain of its teachers participate in Induction Program in order to obtain the training and experience necessary to be recommended for the General Education Teaching Credential and/or Clear Education Specialist Teaching Credential, to become **"Participating Teacher(s)"** or **"PTs"** and to provide teachers or other qualified personnel to serve as mentors for the PTs (**"Induction Coach[es]"** or **"Coaches"**). If no School teachers are provided as Coaches by School, for a \$2,000 stipend payment by the School to the Fresno County Superintendent of Schools (**"FCSS"**), and payment by School of any mileage fees, sub time fees or any additional fees and costs incurred by FCSS in connection with providing services pursuant to this Agreement, FCSS may provide Coaches for the School's PTs.
- 1.1.3 By this Agreement, the Parties desire to establish a formal working relationship between the Parties; set forth conditions, roles, and responsibilities that will govern this relationship; set forth the terms and conditions upon which the Parties shall cooperate and share responsibility for performance of this Agreement; and set forth the Parties' rights and obligations relating to the Induction Programs and this Agreement.

SECTION 1.2 FCSS RESPONSIBILITIES. FCSS shall have the following responsibilities under this Agreement:

- 1.2.1 FISCAL ADMINISTRATION FOR TEACHER INDUCTION PROGRAM.
 - 1.2.1.1 BUDGET. Develop and maintain a budget that allocates amounts sufficient to meet the cost of implementing the Induction Program and responsibilities.
 - 1.2.1.2 EXPENDITURES. Expend income of the Induction Program according to regularly established policies and procedures of the funding agency and FCSS.
- 1.2.2 STAFF. Employ the following staff:
 - 1.2.2.1 A full-time equivalent Induction Program Director/Management lead as designated by FCSS and in accordance with State of California's (**"State"**) Induction Program guidelines.
 - 1.2.2.2 Management personnel as FCSS determines necessary and in accordance with State Induction Program guidelines.
 - 1.2.2.3 A full-time equivalent Program Assistant to provide the clerical support needs of the Induction Program.
 - 1.2.2.4 Clerical support personnel as FCSS determines necessary and in accordance with State Induction Program guidelines.
 - 1.2.2.5 Additional management personnel and clerical staff as FCSS determines are necessary to implement the Induction Program.
- 1.2.3 FACILITIES. Provide workspace for each Induction Program personnel, and meeting and training space for each Induction Program activities.

1.2.4 IMPLEMENTATION OF INDUCTION PROGRAMS.

- 1.2.4.1 Provide a process for equitable distribution of services to PTs and Coaches of School and other participating school districts, private schools, and charter schools.
- 1.2.4.2 Maintain a database for tracking each PT's progress toward completion of requirements for the Clear Multiple and/or Single Subject Teaching Credential(s) and/or Clear Education Specialist Teaching Credential(s).
- 1.2.4.3 Establish and maintain accurate records and reports; and maintain, as required or permitted by applicable laws, a confidential file to store information on PT who are new to either Induction Program involving individual formative assessments and progress toward induction completion.
- 1.2.4.4 Supply to the Commission on Teacher Credentialing ("CTC") reports and any other information as requested or required by CTC, FCSS or the School on all matters related to each Induction Program requirements and activities.
- 1.2.4.5 Establish and convene a Clear Credential Advisory Committee and develop other administrative processes as provided in each Induction Program narrative.
- 1.2.4.6 Participate in local and State Teacher Induction Program evaluations.
- 1.2.4.7 Inform PT of the completion requirements for the Clear Multiple and/or Single Subject Teaching Credential(s) and/or Clear Education Specialist Teaching Credential(s).
- 1.2.4.8 Recommend to the CTC those PTs who have successfully completed the credential requirements of each Induction Program.
- 1.2.4.9 Provide PT with opportunities for participation in appropriate professional development activities based on their Individual Learning Plan ("ILP").
- 1.2.4.10 Provide PT with appropriate standards-based materials and professional resources.
- 1.2.4.11 From time to time during the Contract Term, Induction staff may conduct visit(s) to any of School's school site to conduct other matters relating to the Induction Program.

SECTION 1.3 SCHOOL RESPONSIBILITIES. School shall have the responsibilities set forth in this Section.

- 1.3.1 BUDGET. Develop and maintain a budget that allocates sufficient funds to meet the cost of implementing the Induction Program at the School and as outlined in the budget.
- 1.3.2 PAYMENT TO FCSS, COACHES, AND PTs. School's obligations, if any, to make payments under this Agreement are as set forth on the Cover and Section 2.1 below.
- 1.3.3 IMPLEMENTATION OF INDUCTION PROGRAMS. School shall:
 - 1.3.3.1 Be responsible for monitoring the credentialing of its teachers through coordination and cooperation with the Induction Program and FCSS Credentials Department.
 - 1.3.3.2 Meet with Induction Leadership at a minimum of once annually, regarding Roles & Responsibilities.
 - 1.3.3.3 Select PTs and Coaches to participate in the Induction Program.
 - 1.3.3.4 At the point of hire, notify each new PT of his or her responsibility to enter an Induction Program in order to clear his or her general and/or education specialist teaching credential.
 - 1.3.3.5 Provide exemplary teachers who meet Induction Program selection criteria to work as Coaches who will meet regularly with PTs in order to provide on-going assistance, support, formative assessment, and monitoring of progress toward completion requirements for the Clear Multiple and/or Single Subject Teaching Credential and/or Clear Education Specialist Teaching Credential.

- 1.3.3.6 Provide FCSS' Induction Program designee with the names of PTs and Coaches in a timely manner to allow the Parties to begin work at the start of the School Year.
 - 1.3.3.7 Ensure that Coaches attend scheduled trainings (up to 4 full days) and provide them with an additional four half-days of release time to observe and meet with each of their PTs.
 - 1.3.3.8 Ensure that PTs are each provided with four half days to observe other teachers, pursuant to program requirements.
 - 1.3.3.9 Provide PTs the opportunity to attend scheduled professional development training that correlates to their ILP focus.
 - 1.3.3.10 Schedule and pay for substitute teachers for PTs and Coaches during all required Induction Program training.
 - 1.3.3.11 Ensure that all School site administrative staff respect the confidentiality between Coaches and PTs. Induction Program assessment and activities will not be considered in School's teacher evaluation of a PT.
 - 1.3.3.12 Participate in on-going local and State Induction Program evaluation.
 - 1.3.3.13 Conduct an initial orientation for School's PT that includes an introduction to the School's staff to build a learning community climate within the School.
 - 1.3.3.14 Conduct training with all of the School's PT, including, but not limited to: site and safety/crisis response plans; fire, earthquake, evacuation and lock down drills; medication dispensary procedures; handling of hazardous materials and blood borne pathogens; cardiopulmonary resuscitation ("**CPR**"); epilepsy and asthma response; child abuse prevention mandated reporter training; parental rights and notification; discrimination, harassment, and sexual harassment policy; bus safety; first aid procedures; weapons on campus and conflict resolution; and guidelines for accessing and using outside speakers.
 - 1.3.3.15 From time to time during the Contract Term, provide training, which may include, but is not limited to, induction towards clear credentialing and/or professional development at dates, times, and locations to be determined by FCSS or other agencies.
 - 1.3.3.16 Be responsible for: (A) the acts and omissions of the PTs, the Coaches who are School employees, and School officers, employees, and agents; and (B) taking all reasonable precautions for the safety and prevention of injury to the person of and damage or loss to the property of the PTs, the Coaches, and the School's officers, employees, agents, and students or to any officers, employees, agents, students, or invitees of FCSS or any third party.
- 1.3.4 **SCHOOL'S SITE ADMINISTRATOR ROLES AND RESPONSIBILITIES.** School shall ensure that each School employee who is designated as a site administrator ("**Site Administrator**") understands that the knowledge, attitudes, and actions of the Site Administrator are critical to the success of the Induction Program. School shall provide to, and review with, each Site Administrator the responsibilities set forth in Attachment 1, Site Administrator Roles and Responsibilities, and ensure that each Site Administrator complies with the provisions in Attachment 1.
- 1.3.5 **SCHOOL'S HUMAN RESOURCES CONTACT ROLES AND RESPONSIBILITIES.** School shall ensure that each School employee who is designated as a human resource contact ("**Human Resources Contact**") for the Induction Program shall have certain responsibilities, including but not limited to those set forth in Attachment 2, Human Resources Contact Roles and Responsibilities. School shall provide to, and review with, each Human Resources Contact the responsibilities set forth in Attachment 2 and ensure that he or she complies with the provisions in Attachment 2.
- 1.3.6 **INDUCTION COACH QUALIFICATIONS, ROLES, AND RESPONSIBILITIES.** School agrees to comply with and to ensure that each Coach whom School provides to provide support services to a PT shall sign and comply with the terms and conditions set forth in Attachment 3, Induction Coach Qualifications, Roles, and Responsibilities. Each completed and signed Attachment 3 shall become and constitutes a part of this Agreement.
- 1.3.7 **PARTICIPATING TEACHER QUALIFICATIONS, ROLES, AND RESPONSIBILITIES.** School agrees to comply with and to ensure that each of School's PT who participates in Induction Program shall sign and

comply with Attachment 4, Participating Teacher Qualifications, Roles, and Responsibilities. Each completed and signed Attachment 4 shall become and constitutes a part of this Agreement. To participate in the Induction Program, each PT shall be a contracted teacher with a Level 1 and/or Preliminary Credential employed by the School.

SECTION 1.4 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations for which it agreed to comply under this Agreement (collectively and separately referred to as “**Applicable Law**”). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. If any federal funds are used to pay for this Agreement, each Party shall comply with federal suspension and debarment regulations, including Executive Order 12549 (29 C.F.R. Part 98). Each Party shall comply with the terms and conditions of each grant (if any) that provides funding for this Agreement and all laws, regulations, and requirements applicable to such grant.

SECTION 1.5 WORK PRODUCTS AND RIGHTS THERETO. The following applies to any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored (collectively “**Work**”), that a Party prepares for or provides to the other Party pursuant to this Agreement: (A) the Work of each Party shall remain its property and that Party shall have all interests and rights thereto; (B) each Party grants to the other Party a limited license during the Contract Term to use and reproduce the other Party’s Work necessary for the Party to perform its obligations under this Agreement; and (C) upon termination of this Agreement and a Party’s request, the other Party shall return any Work that belongs to the requesting Party. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1.6 RECORDS AND INFORMATION.

- 1.6.1 **REQUIRED DOCUMENTS.** School shall provide to FCSS each Required Document stated on the Cover, each of which is incorporated by reference into and constitutes a part of this Agreement. If any Required Document becomes incorrect or inapplicable or expires during the Contract Term, School shall promptly notify in writing and/or submit to FCSS the corrected, updated, or effective Required Document.
- 1.6.2 **CONFIDENTIAL RECORDS AND INFORMATION.** If any document and/or information (for example and not as a limitation, employee or student records) that are subject to nondisclosure or protection under federal and/or California laws (collectively “**Confidential Materials**”) are provided to or created by a Party for or pursuant to this Agreement, the Party shall: (A) not release, disseminate, publish, or disclose the Confidential Materials except as required by law or a court order, as this Agreement may permit, or as each Party, through its contact person listed on the Cover or other designated staff, may authorize in writing; (B) not use the Confidential Materials for any purpose not related to its performance of this Agreement; and (C) protect and secure the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use. The provisions of this Subsection shall survive the termination of this Agreement.
- 1.6.3 **RECORD RETENTION, INSPECTION, AND AUDIT.** School shall maintain accurate books and records relating to the Induction Program and all documents required of School under this Agreement for at least three years after the date on which this Agreement terminates and make them available for review, audit, and/or copying by FCSS. If this Agreement involves the expenditure of \$10,000 or more in funds from the State, it is subject, for three years after the final payment is made, to the State Auditor’s examination and audit at FCSS’ request or as part of an audit of FCSS. The provisions of this Subsection shall survive the termination of this Agreement.

ARTICLE 2 PAYMENT.

SECTION 2.1 PAYMENT OF SCHOOL FEE TO FCSS BY CONSORTIUM SCHOOL. School shall pay to FCSS the fees in accordance with Payment details on the Cover.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto (“**Contract Term**”) and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last

day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in an amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM.

- 3.2.1 **TERMINATION WITH OR WITHOUT CAUSE.** During the Contract Term and unless specifically permitted otherwise in this Section, a Party may terminate this Agreement with or without cause by giving the other Party written notice for the Notice Period stated on the Cover.
- 3.2.2 **TERMINATION ON OTHER GROUNDS.** Despite any contrary provisions in this Agreement, FCSS may terminate this Agreement effective on the date stated in FCSS' written notice of termination to School if FCSS, the Fresno County Board of Education, and/or any entity from which FCSS receives or is to receive funds to pay for either Induction Program and this Agreement reduce or eliminate some or all such funds, or fail or determine not to appropriate sufficient funds to make future payments under this Agreement or to cover FCSS' costs to perform FCSS' obligations under this Agreement and to implement Induction Program.
- 3.2.3 **RIGHTS AND OBLIGATIONS UPON TERMINATION.** If School or FCSS terminates this Agreement for any reason, the following shall apply:
- 3.2.3.1 **SCHOOL FEE.** When applicable, FCSS shall prorate a portion of the School Fee, as follows: If PTs enroll any time during a fall semester and the Agreement is terminated by either party on or before December 31 of the same year, the School shall be invoiced and shall pay one-half of the full per-PT amount for each PT. If PTs are enrolled on or after January 1, the School shall be invoiced and shall pay one-half of the full per-PT amount for each PT. If Coach is provided by FCSS and PTs enroll any time during a fall semester and the Agreement is terminated by either party on or before December 31 of the same year, the School shall be invoiced and shall pay one-half of the full amount for each Coach provided. If PTs are enrolled on or after January 1, the School shall be invoiced and shall pay one-half of the full amount for each Coach.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "**Force Majeure**") provided that the Party has notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse a Party's payment of any amount that is due to the other Party under this Agreement where the obligations for which payment is sought has been performed and there has been compliance with the provisions under Article 2 above.

ARTICLE 4 INSURANCE.

School, at its cost and during the Contract Term, shall maintain in effect insurance or self-insurance that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to FCSS upon FCSS' request: (A) *commercial general liability* with limits of not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than \$1,000,000 or as required by State laws, whichever is greater; and *employer's liability insurance* of not less than \$1,000,000; and (C) *commercial automobile liability* covering, at a minimum, all owned, non-owned, and hired autos or any auto, with a combined single limit of not less than \$1,000,000 per accident. FCSS hereby represents that FCSS maintains self-insurance covering general liability, workers compensation, employer's liability, and automobile liability and will provide written proof thereof to School upon School's request.

ARTICLE 5 INDEMNITY.

Each Party's indemnity, defense, and hold harmless obligations to the other Party under or related to this Agreement shall be governed solely by this Article. A Party ("**Indemnitor**") shall: (A) indemnify and hold harmless the other Party ("**Indemnitee**") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party: (A) shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (B) shall not settle or resolve the Claim until it has notified the other Party of the Claim in accordance with the preceding provision and given the other Party written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent the other Party shall not unreasonably withhold. A Party's

obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. **"Claim"** means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. **"Loss"** means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. **"Third Party"** means a person who or an entity that is *not* any of the following: (A) a Party; (B) an officer, employee, or agent of a Party; or (C) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. **"Final Determination"** means any judgment, order, or decision, each a **"Determination,"** by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

ARTICLE 6 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any Claim or Loss for which a Party seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During any dispute, FCSS' decision, for the time being, shall prevail and the Parties shall perform this Agreement as FCSS directs without prejudice to a Final Determination, as this term is defined in Article 5 above. During a dispute regarding payment under this Agreement, the Party that is paying shall pay the payee Party the amount that is undisputed and due to the payee Party; if a disputed amount is finally determined in a Final Determination to be due to the payee Party, the payor Party shall pay such amount to the payee Party within 30 days of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, the payor Party shall pay the Payee Party in accordance therewith. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement or the Programs until after complying with this Article. The provisions of this Article shall survive the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. In the event of any uncertainty of any language in this Agreement, the Parties agree that the provisions of Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. Each Party and its officer, employees, agents, and any other person performing services for or on behalf of the Party shall not have any right or claim against the other Party for wages or employee compensation, social security benefits, workers compensation benefits, health benefits, vacation, sick leave, or other employee benefits. Each Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent, the Parties agreeing that this provision does not prohibit FCSS from contracting with one or more third parties to perform any of FCSS' obligations under this Agreement.

SECTION 7.4 NOTICES. Except as may be specifically stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party:

(A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, postage prepaid; or (D) sent by regular mail *and* transmitted by e-mail; and, ***if to FCSS, a copy of any notice and demand by email to:*** FCSS Legal Services at legalservices@fcoe.org. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

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ATTACHMENT 1
SITE ADMINISTRATOR ROLES AND RESPONSIBILITIES

Site Administrator understands that his/her knowledge, attitudes, and actions are critical to the success of an effective Induction Program. In order to create and nurture the positive climate necessary for this success, each Site Administrator shall have certain responsibilities for facilitating the successful implementation and operation of the Induction Program ("Induction Program"), which responsibilities include but are not limited to the following:

1. Annually meet with FCSS' staff that are responsible for the implementation of the Induction Program ("**Program Staff**") and attend any periodic informational meetings.
2. Keep informed about the activities and requirements of the Induction Program by reviewing written Induction Program materials and communicating with the Induction Program Staff as necessary.
3. Select fully-credentialed teachers with a minimum of three years of exemplary teaching experience that meet Induction Program selection criteria (as stated on the Induction Coach Nomination Form) to work as Induction Coaches ("**Coaches**") who will meet regularly for a minimum of 1 hour per week with Participating Teachers ("**PTs**") to provide the PT with on-going assistance, support, ILP development, and monitoring of completion of the requirements for the Clear General Education Teaching Credential and/or Clear Education Specialist Credential. **(must be completed within two years) Failure to complete requirements in a timely and consistent manner within two years may result in an extended program for the Participating Teacher. When a Participating Teacher is required to continue the program into the next fiscal year the School shall be invoiced \$1,250 per semester beyond the initially established two-year plan.**
4. Appropriately match, well in advance of the beginning of the School Year, PTs with Coaches at the same site based on credentials held, subject matter/grade level taught, and relevant experience. If an exact match is not possible within a pair, another veteran teacher with the same credential type must be made available in addition to the assigned Coach to offer specialized support to the PT via phone/video, email, or in person.
5. Assign one PT (two maximum) to each Coach, unless the Coach is on full or part-time release.
6. Place PTs in classroom assignments that provide opportunities for success and professional growth and provide additional assistance to PTs assigned to work in more challenging settings.
7. Provide necessary release time for PTs and Coaches to attend scheduled trainings and or ILP related professional development (4 full days per school year) and a minimum of four half-days of release time for Coach and/or PT to complete required observations.
8. Participate in formal and informal evaluations of the Induction Programs.
9. Understand that the School must provide and cover the costs of substitutes for the School's PTs and Coaches, pay any stipends for Coaches (if School elects to pay such stipends), and provide release time for observation.
10. Understand and agree that the activities of the Induction Program can play no part in the formal evaluation process of any PT.
11. Respect and maintain the confidentiality between each PT and each Coach.
12. Conduct an initial orientation for PTs to introduce them to the staff and learning community, and to inform them about site resources, personnel, procedures, and policies. Conduct training with all PT that includes: site and School safety/crisis response plans; fire, earthquake, evacuation and lock down drills; medication dispensary procedures; handling of hazardous materials and blood borne pathogens; CPR; epilepsy and asthma response; child abuse prevention mandated reporter training; parental rights and notification; discrimination, harassment, and sexual harassment policy; bus safety; first aid procedures; weapons on campus and conflict resolution; and guidelines for accessing and using outside speakers.
13. Provide input into the PTs ILP, based on needs determined by PT and provide applicable professional development opportunities relating to that focus.
14. Monitor and be involved in each PT and Coach's progress as deemed necessary by the FCSS' Induction Program Staff.

//

ATTACHMENT 2
HUMAN RESOURCES CONTACT ROLES AND RESPONSIBILITIES

Each School employee who is designated as a human resource contact ("**Human Resources Contact**") for the Induction Program "**Induction Program**" understand that he/she has certain responsibilities, including but not limited to the following:

1. Understand the eligibility for the PT to participate in Induction Program.
2. Understand and notify eligible Participating Teachers ("**PT**") that they must complete the Teacher Induction Program within two years.
3. At the point of hire, determine whether or not newly hired teachers qualify for Induction Program, using the Notification of Eligibility for Induction form provided by FCSS staff that is responsible for implementing the Induction Program ("**Induction Program Staff**").
4. Notify each PT of his/her responsibility to enter a professional teacher induction program and complete the Notification Form.
5. Complete a Notification of Eligibility Form and submit online, , within 15 working days of the date on which the PT was hired.
6. Provide a copy of the completed Notification Form to the PT and retain one copy for the School's records.

//

ATTACHMENT 3
INDUCTION COACH QUALIFICATIONS, ROLES, AND RESPONSIBILITIES
[Must be signed by each Induction Coach at the time of registration]

Print Name: _____

District: _____

Signature: _____

School Site: _____

Date: _____

Grade/Subject: _____

I, being the person named above, understand that my work as an Induction Coach ("**Coach**") is crucial to the success of the Fresno County Superintendent of Schools ("FCSS") Induction Program. I verify that I have a minimum of three or more years of exemplary teaching experience; understand best instructional practices; have knowledge of beginning teacher development; have knowledge of State-adopted frameworks and academic content standards and performance levels; and I am committed to support each Participating Teacher ("**PT**") who is assigned to me through a collaborative relationship. I agree to assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the Induction Program, including but not limited to:

1. Commitment to work with the PT for at least two school years.
2. Work collaboratively with the PT by meeting on a set day and time a minimum of 1 hour per week for planning, coaching, problem solving assistance, facilitating reflective practice, working on the ILP and completing program requirements. I understand that the PT's failure to complete requirements in a timely manner will result in meetings with FCSS staff who are responsible for implementing the Program ("**Induction Program Staff**") and/or notification to my School's site administrator.
3. Provide on-site support to the PT through lesson development, lesson observation, lesson demonstration, lesson debrief, and student work analysis as may be appropriate.
4. If either the PT or I are dissatisfied with the pairing, the dissatisfied party will contact the Induction Program Staff at the earliest practical opportunity.
5. I understand that I must demonstrate honesty, integrity and adherence to professional conduct standards regarding all Induction Program requirements and activities. Failure to do so will result in an adverse recommendation for a clear credential. I further understand the FCSS or employing agency may report any misconduct to the CTC.
6. Participate in and maintain professional conduct in all Coach trainings, collaborative meetings, and other related events or activities to acquire the skills needed to effectively complete program requirements and to provide specific support based on the California Standards for the Teaching Profession ("**CSTP**").
7. Complete and submit to Induction Program Staff monthly collaboration logs as evidence of monthly collaboration with PTs. I understand that delinquent monthly collaboration logs and or any other missing Induction documents or incomplete requirements will be reported to my district and will affect my ability to further participate as an induction coach and may impact my PT's completion of Induction. I understand that if any stipend is made available by the district, it may be affected.
8. Guide and assist the PT to develop and implement, and periodically revise an Individual Learning Plan (ILP) and to collect evidence required for credential completion within **two years**.
9. Assist the PT in collecting and demonstrating all required evidence in their Digital Account that demonstrates progress towards professional growth objectives as they relate to CSTPs, state adopted frameworks, and adopted curriculum.
10. Participate in local and State evaluation activities of the Induction Program and their operations (i.e. surveys, questionnaires, and interviews).
12. Understand and agree: (A) School may make a stipend available for work performed outside of regular work hours, completion of program requirements, and required documentation; (B) my failure to fully perform in accordance with this Attachment or submit documents on time will result in a loss or reduction of the stipend, if any stipend is provided by School; (C) PT's participation in an Induction Program has no bearing on, and plays no part in, the PT's formal evaluation process in the School; and (E) Coach effectiveness survey information will be collected, analyzed, and shared with applicable stakeholders, used in state reporting, and considered for future individual nomination.
13. Maintain appropriate confidentiality (with site administration, colleagues, etc.) and professional discretion concerning my work with the PT.

14. I also hereby consent to the recording and/or transmission of my image and/or voice (hereinafter "Recordings") during my participation in the Induction Program. I acknowledge that FCSS will own such Recordings and further grant my consent to FCSS to copyright, display, use/reuse, modify, transmit, exhibit, print and reprint, publish and distribute such Recordings, in whole or in part, without restriction and without compensation, now and in the future, in any manner whatsoever related to FCSS business, including without limitation publications, advertisements, brochures, website posts, or other electronic displays and transmissions thereof for instructional, promotional, artistic, trade, commercial or other purposes. I further waive any right to inspect or approve the use of such Recordings, or other electronic displays and transmissions thereof. I further release and hold FCSS harmless from any and all liability arising out of the use of the Recordings in any manner or media whatsoever.

YES ☐

NO ☐

15. I acknowledge that my signature on this document constitutes a binding obligation to adhere to all existing contractual requirements between FCSS and my employing agency.

ATTACHMENT 4
PARTICIPATING TEACHER QUALIFICATIONS, ROLES, AND RESPONSIBILITIES
[Must be signed by each Induction Coach at the time of registration]

Print Name: _____

District: _____

Signature: _____

School Site: _____

Date: _____

Grade/Subject: _____

I, being the person named above, understand and agree that to receive the full benefits provided by the Fresno County Superintendent of Schools ("FCSS") "Induction Program," my participation and enrollment begins today upon signing of this document. My participation and enrollment carries with it certain personal responsibilities and expectations, which include but are not limited to, the following:

1. Work collaboratively with my assigned Induction Coach ("Coach") by meeting on a set day and time a minimum of 1 hour a week, and communicating on a regular basis.

2. Collaborate with my Coach to complete and submit to FCSS staff who are responsible to implement the Program ("Induction Program Staff") collaboration logs.

3. Work collaboratively with my Coach to develop an ILP that includes professional growth objectives based on evidence, reflection, and the California Standards for the Teaching Profession (CSTP).

4. If either I or the Coach assigned to assist me are dissatisfied with the pairing, the dissatisfied party will contact Induction Program Staff at the earliest practical opportunity. I understand that I must demonstrate honesty, integrity and adherence to professional conduct standards regarding all Induction Program requirements and activities. Failure to do so will result in an adverse recommendation for a clear credential. I further understand the FCSS or employing agency may report any misconduct to the CTC.

5. Attend regularly scheduled meetings, trainings, and workshops related to induction requirements, bring all required materials to the collaborative meetings, and maintain professional conduct throughout the meetings.

6. Use the Continuum of Teaching Practice ("CTP") as a guide for self-assessment.

7. Complete all Induction Program requirements in collaboration with my Coach. I understand that failure to complete requirements in a timely manner will result in additional meetings and/or observations with the Induction Program Staff and/or notification to my School Site Administrator. Failure to complete requirements in a timely and consistent manner within two years may result in an extended program for the Participating Teacher. When a Participating Teacher is required to continue the program into the next fiscal year, the School shall be invoiced \$1250 per semester beyond the initially established two-year plan.

8. Collect all required evidence in my Digital Account that demonstrates professional growth objectives as they relate to CSTPs, state adopted frameworks, and adopted curriculum. Participate in local and State evaluation activities of the Induction Program and their operations (i.e. surveys, questionnaires, and interviews).

9. Level I teachers may need to complete additional requirements. Any and all costs related to these additional requirements are the responsibility of the PT.

10. Understand the following: (A) my participation in an Induction Program has no bearing on, and plays no part in, my formal evaluation process in the School; (B) The Induction Program and my responsibilities to the program and for obtaining my clear credential were explained to me. I am expected to complete the Induction Program within 2 school years; (C) I may request an extension by completing an Induction Program Extension Request only if personal catastrophic incidents or illness prevent me from completing the Induction Program within the two years; ((D) I must successfully complete all Induction Program requirements within two school years in order to be recommended for my Clear Teaching Credential; and (E) Feedback on my Coach's effectiveness will be collected, analyzed, and shared with applicable stakeholders, used in state reporting, and considered for future Coach nomination.

11. An Early Completion Option (ECO) is available for qualified teachers with at least three years of prior teaching experience and who successfully meet all ECO application requirements; interested teachers must attend a mandatory ECO informational meeting to move forward in the application process.

12. I understand the Advice and Assistance Process for the FCSS Induction Program. I understand that my participation in the Induction Program will be monitored and documented. This monitoring includes ongoing approval of requirements and may include additional advice and assistance. Lack of adequate progress may be reported to my employer.

13. I understand that during the course of my participation in the Induction Program, I will be privy to the "educational records" of students at the School Site, as that term is defined by and used for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Accordingly, I agree to abide by all of the confidentiality provisions and policies of FERPA with respect to such "education records." Specifically, I acknowledge the rights of parents and students to maintain the privacy of "education records."

14. I acknowledge having received from FCSS a "Notification of Rights Under FERPA" regarding my Induction Program records.

15. I hereby authorize FCSS to release all of my Induction Program records and/or any information contained therein to my employer, to determine amount and conditions of funding, and to assess progress toward completion of the Program.

16. I hereby authorize and acknowledge that FCSS may release all of my Induction Program records and/or any information contained therein to the Commission on Teacher Credentialing to facilitate my completion of the Program, and as required by the Commission on Teacher Credentialing.

17. All participant documentation from each year will be retained for an additional two years upon program completion. All documents beyond this timeline will be deleted from our database.

18. The Fresno County Superintendent of Schools does not discriminate on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, gender identity, gender expression or sexual orientation, or any other basis protected by federal, state or local law, ordinance or regulation, *in its educational program(s), employment or in the admission, retention, or graduation of students in the induction program.*

19. I also hereby consent to the recording and/or transmission of my image and/or voice (hereinafter "Recordings") during my participation in the Induction Program. I acknowledge that FCSS will own such Recordings and further grant my consent to FCSS to copyright, display, use/reuse, modify, transmit, exhibit, print and reprint, publish and distribute such Recordings, in whole or in part, without restriction and without compensation, now and in the future, in any manner whatsoever related to FCSS business, including without limitation publications, advertisements, brochures, website posts, or other electronic displays and transmissions thereof for instructional, promotional, artistic, trade, commercial or other purposes. I further waive any right to inspect or approve the use of such Recordings, or other electronic displays and transmissions thereof. I further release and hold FCSS harmless from any and all liability arising out of the use of the Recordings in any manner or media whatsoever.

☐

YES

☐

NO

20. I acknowledge that my signature on this document constitutes a binding obligation to adhere to all existing contractual requirements between FCSS and my employing agency.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Agreement to The Regents of the University of California for 2021/22 and 2022/23

ITEM DESCRIPTION: The Doctors Academy program started in 1999 at Sunnyside High School and is a partnership between University of California San Francisco Fresno Latino Center for Medical Education and Research (LaCMER) and Fresno Unified School District. LaCMER was founded to address the shortage of Latino physicians and other healthcare professionals in the San Joaquin Valley, nurture the development of individuals to become health care professionals who will ultimately return to the San Joaquin Valley, and provide culturally competent health care services to the medically underserved.

LaCMER operates the Doctors Academy and Junior Doctors Academy programs, focusing on college and career readiness, mentoring, and real-world experiences through clinical placements in medical, science, and health-related settings. The curriculum supports students who aspire to be health professionals by introducing them to a series of medical topics, college and health workshops, and guest speakers that will support them in their medical career.

The objectives of the curriculum are to:

- Discuss important medical topics that affect a patient's health, as well as dive deeper on issues affecting the Central Valley.
- Identify and learn about the current cultural and ethnic disparities in health care.
- Engage in a variety of literature that describe the current extent of cultural and ethnic disparities in health care.
- Learn more about college preparation, financial aid, resume building, and skills needed to become a successful scholar.
- Expose students to health professions by engaging in health discussions and listening to guest speakers.

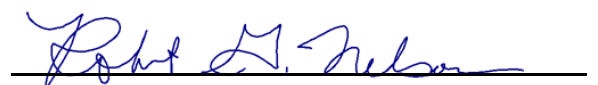
FINANCIAL SUMMARY: Sufficient funds in the amount of \$681,136 are available in the General fund budget.

PREPARED BY: Jeremy Ward,
Executive Officer

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 Regents of the University of California

Vendor Name

415-476-9692

Phone Number

From: July 1, 2021

Term (Duration)

FUSD Contract Administrator:

Jeremy Ward

Name

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

Office of Sponsored Research, 3333 California St., Ste 315, San Fran

Address

Catherine Lagarde

Vendor Contact

Through: June 30, 2023

College & Career Readiness

248-7460

Site/ Dept

Telephone number

030-7394-1421-1100-4000-5899

Annual Cost \$ 340,568.00

(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:

Doctors Academy and Junior Doctors Academy for Fresno Unified students for the 2021/22 and 2022/23 school years.

Date Item is to appear on Board of Education Agenda:

06/16/21

Agenda Item #

(Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

[Signature]

Signed

4/30/21

Date

Reviewed & approved by Executive Director, Risk Management:

[Signature]

Signed

5/14/2021

Date

Please return signed contract to:

Dina Lopez

Name

College and Career Readiness

Department

PUBLIC SERVICE AGREEMENT

BETWEEN

**THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
AND JUNIOR DOCTORS ACADEMY AND
DOCTORS ACADEMY PROGRAMS AT:**

FRESNO UNIFIED SCHOOL DISTRICT

This AGREEMENT, made on July 1, 2021 by and between the following school districts: Fresno Unified School District, and The Regents of the University of California, a California corporation, on behalf of the UCSF School of Medicine's teaching program in UCSF California (collectively "UCSF").

WITNESSETH

WHEREAS, UCSF is a non-profit, public institution of higher education whose mission is education, research and public service including the coordination of the Fresno Unified School District, Junior Doctors Academy and/or Doctors Academy (collectively “programs”) for students interested in pursuing a medical career; and,

WHEREAS, Fresno Unified School District, are schools where students participate in the programs, and require two UCSF Academic Program Coordinators (APC) to coordinate services for students enrolled in the programs at Fresno Unified School District.

WHEREAS, UCSF has SAOs to provide the above listed services at the following sites: Fresno Unified School District, which lack said capabilities;

NOW, THEREFORE, in consideration of the mutual covenants and obligations assumed by the parties hereto, it is agreed as follows:

1. UCSF, pursuant to the provisions of this Agreement, agrees to coordinate the services described in **Exhibit A**, attached hereto and incorporated by reference herein. The responsibilities of the APCs is described in **Exhibit B**. The services shall be provided during the Performance Period as defined in Article 3, unless sooner terminated or extended as herein provided.

2. The term of this agreement shall commence July 1, 2021 and terminate on June 30, 2023.
3. As full and complete compensation for UCSF's services and for the discharge of all UCSF's obligations hereunder, Fresno Unified School District, shall pay UCSF according to Article 4.1.

Article

4.1 Fresno Unified School District, shall pay for services outlined in **Exhibit A**.

- School district to be invoiced in two periods as outlined in Exhibit A.
 - Payments will be sent to UCSF within 30 days of receipt of the invoice along with the report.
- School district is responsible for support of programs as outlined in **Exhibit C**.
- School district is responsible for maintaining their internal budget for expenses not covered in the agreement.
 - Should the district like to obtain additional services, a separate contract and/or addendum will be initiated.

4.2 Funding from the school district is for the support of the program and expended at the discretion of UCSF.

4.3 UCSF fee for service model shall remain until the university advises of a change.

Payment

School district will submit payment to UCSF within 30 days after receipt of each invoice.

- Payment 1
 - Timeline: July 1 - December 31, 2021
 - Deliverable: A Mid-year report of all activities will be provided to invoice for 50% of annual contract amount.

- Payment 2
 - Timeline: January 1 - June 30, 2022
 - Deliverable: An End of-Year report of all activities will be provided to invoice for 50% of annual contract amount.
- Payment 3
 - Timeline: July 1 - December 31, 2022
 - Deliverable: An End of-Year report of all activities will be provided to invoice for 50% of annual contract amount.
- Payment 4
 - Timeline: January 1 - June 30, 2023
 - Deliverable: An End of-Year report of all activities will be provided to invoice for 50% of annual contract amount.

Payment will be sent to:

UCSF Controller's Office

1855 Folsom Street, MCB 428, Box 0897

San Francisco, CA 94143-0897

Indemnification:

5.1 Fresno Unified School District shall defend, indemnify and hold UCSF, its officers, employees and agents harmless from and against all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Fresno Unified School District, its officers, agents, or employees.

5.2 UCSF shall defend, indemnify and hold Fresno Unified School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UCSF, its officers, agents, or employees.

Insurance

6.1 Fresno Unified School District, at its sole cost and expense, shall insure its activities in connection with the Agreement and obtain, keep in force and maintain insurance either through purchase or by maintaining programs of self- insurance as follows:

6.1.1 Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

a) Each Occurrence	\$500,000
b) Products Completed Operations Aggregate	\$2,000,000
c) Personal and Advertising Injury	\$1,000,000
d) General Aggregate	\$2,000,000

Fresno Unified School District, agrees to keep in force its \$3 million dollars in floating excess liability coverage that can be applied annually to each of the four general liability categories above. This coverage enables Fresno Unified School District, to meet the \$5 million dollar minimum aggregate limits with the combination of the basic general liability and excess liability

coverages. The \$3 million excess liability coverage is renewed annually without being reduced for any payouts that occurred in a prior year.

However, if such insurance is written on a claims-made form, following termination of this Agreement, coverage shall survive for a period of not less than three years. Coverage shall provide for a retroactive date of placement coinciding with the effective date of this Agreement.

6.1.2 Such other insurance in such amounts that from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance. It should be expressly understood, however, that the coverage herein shall not in any way limit the liability of Fresno Unified School District. The coverage's referred to under (6.1.1) and (6.1.2) of this section shall be endorsed to include UCSF as an additional insured. Such a provision, however, shall only apply in proportion to and to the extent of the negligent acts or omissions of Fresno Unified School District, its officers, agents, employees, or any person or persons under Fresno Unified School District direct supervision or control. Fresno Unified School District upon execution of this Agreement, shall furnish UCSF with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to UCSF of a modification, change or cancellation of any of the above insurance coverage.

6.2 UCSF, at its sole cost and expense, shall insure its activities in connection with the Agreement by maintaining a program of self- insurance as follows:

6.2.1 Comprehensive or Commercial Form General Liability Insurance (contractual liability included) with limits as follows:

a) Each Occurrence	\$500,000
b) Products Completed Operations Aggregate	\$5,000,000

c)	Personal and Advertising Injury	\$1,000,000
d)	General Aggregate	\$5,000,000

However, if such insurance is written on a claims-made form, following termination of this Agreement, coverage shall survive for a period of not less than three years. Coverage shall provide for a retroactive date of placement coinciding with the effective date of this Agreement.

6.2.2 Professional Medical and Hospital Liability Insurance with limits as follows:

a)	Each Occurrence	\$2,000,000
b)	General Aggregate	\$5,000,000
	i)Bodily injury	
	ii)Damaged property	

6.2.3 Workers' compensation and Employers Liability Insurance in a form and amount covering UCSF's full liability under the Workers' Compensation Insurance and Safety Act of the State of California and amended from time to time.

6.2.4 Such other insurance in such amounts that from time to time may be reasonably required by the mutual consent of the parties against other insurable risks relating to performance.

It should be expressly understood, however, that the coverage herein shall not in any way limit the liability of UCSF. The coverage referred to under (6.2.1), (6.2.2), (6.2.3), and (6.2.4) of this section shall be endorsed to include Fresno Unified School District, as an additional insured. Such a provision, however, shall only apply in proportion to and to the extent of the negligent acts or omissions of UCSF, its officers, agents, employees, or any person or persons under UCSF's direct supervision or control.

UCSF, upon execution of this Agreement shall furnish Fresno Unified School District with Certificates of Insurance evidencing compliance with all requirements. Certificates shall further provide for thirty (30) days advance written notice to Fresno Unified of a modification, change or cancellation of any of the above insurance coverage.

7.1 Any notices to Fresno Unified School District or communications hereunder shall be in writing, addressed as follows:

To: Fresno Unified School District, % Kristen Boroski: 4120 N. First Ave., Fresno, CA 93726

To: UCSF % Catherine Lagarde: Office of Sponsored Research, 3333 California Street Suite 315, San Francisco, CA 94143

8.1 Invoicing: UCSF charges districts on a fee for services model. The services rendered are in accordance with the Scope of Work in Exhibit A, and upon receipt and of invoices, Districts agree to payment of said services within 30 days.

9.1 Use of Name: Neither party will use the name of the other party or its employee(s) in any advertisement, press release, or other publicity with the prior written approval of the other party. Fresno Unified School District understands that the California Education Code section 92000 provides that the name "The Regents of the University of California" is the property of the University of California and that no person shall use that name without permission of The Regents of the University of California. The Chancellor or his designee may only grant such permission. UCSF shall have the right to acknowledge Fresno Unified School District support of the work performed under this agreement in scientific publications and other scientific communications.

10.1 Governing Law and Venue: This Agreement has been negotiated, executed and delivered in the State of California. The parties hereto agree that all questions pertaining to the validity and interpretation of this Agreement shall be determined in accordance with the laws of the State of California. The venue for any judicial proceeding brought by either party with regard to any provision of or obligation arising under this Agreement shall be in San Francisco, California.

11.1 Termination: Either party may terminate this Agreement at any time for any reason upon thirty (30) days' prior written notice. Upon receipt of such notice of termination, UCSF shall limit or terminate any outstanding financial commitments for which Fresno Unified School District, is to be liable, to the maximum extent permitted by law and University policies. Fresno Unified School District shall reimburse UCSF for all costs incurred by it pursuant to the terms of this Agreement.[1]

11.1.2 In the event that either party shall be in default of any of its obligations under this Agreement and shall fail to remedy such default within twenty (20) days after written notice thereof, the party not in default shall have the option of terminating this Agreement by giving written notice of termination with an immediate effect to the defaulting party.

11.1.3 Termination of the Agreement shall not affect the rights and obligations of the parties accrued prior to termination.

12.1 Arbitration: At the request of either party, any controversy or claim arising out of or relating to any provision of this Agreement or any breach thereof, shall be settled by arbitration conducted in San Francisco, California in accordance with the Rules of the American Arbitration Association.' Judgment upon the award rendered by the Arbitrator(s) shall

be binding on the parties and may be entered by either party in any court or forum, state or federal, having jurisdiction.

13.1 Parties Bound: This Agreement, including the indemnification provisions, shall be binding upon and inure to the benefit of the parties hereto, their respective successors, assigns, legal representatives and heirs. This Agreement shall not be assignable by either party without the prior written consent of the other party.

14.1 No Oral Modification: No change, modification, extension, termination or waiver of this Agreement, or any of the provisions herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the parties hereto.

15.1 Section Headings: The section headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement.

16.1 Independent Contractor: The parties agree that each of them is an independent contractor; shall have sole responsibility for the payment of any and all of its own applicable Federal, State, and Local income taxes and of any and all other taxes, charges and levies; and shall comply with all applicable Federal, State, and Local laws and regulations.

17.1 Provisions Held Invalid: If any one or more of the provisions contained in this Agreement shall be held invalid, illegal, or unenforceable for any reason or in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions hereof, and this Agreement shall be construed as if such provision had never been contained herein.

18.1 **Force Majeure:** The parties to this Agreement shall be excused from any performance required hereunder if such performance is rendered impossible or unfeasible due to any catastrophes or other major events beyond their reasonable control, including, without limitation, war, riot, and insurrection; laws, proclamations, edicts, ordinances or regulations; strikes, lock-outs or other serious labor disputes; and equipment failure, floods, fires, explosions, or other natural disasters. When such events have abated, the parties' respective obligations hereunder shall resume.

INWITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first above written.

- a) Funding amount for Academic year 2021-2022: \$340,568.00
- b) Funding amount for Academic year 2022-2023: \$340,568.00

Agreed to by the parties on the following page.

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

The Regents of the University of California

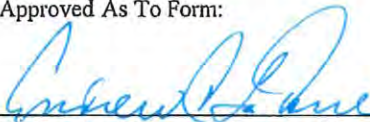
Catherine Lagarde
Digitally signed by Catherine Lagarde
Date: 2021.04.30 15:33:14 -07'00'

Name: Catherine Lagarde , *Title:* Contracts and Grants

April 30, 2021

Date

Approved As To Form:



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 16, 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 Agreement with City of Fresno Police Department for Student Resource Officers

ITEM DESCRIPTION: Included in the Board binders and recommended for approval is an agreement with the City of Fresno Police Department (FPD) to provide eleven Student Resource Officers (SRO) for Bullard, Cambridge, DeWolf, Duncan, Edison, Fresno, Hoover, McLane, Phoenix, Roosevelt, and Sunnyside High Schools. The agreement is for July 1, 2021 through June 30, 2024 with the option to extend for one additional two-year period. The district pays 95% of the cost for the Officers and vehicles, and 90% of the cost of the supervising Sergeant. SROs work under direct supervision of the FPD, in collaboration with site and district administration, to engage with students and support a safe and positive campus environment while assisting school staff with crime and safety issues.

Roles and expectations of SROS are detailed in Exhibit A to the agreement and listed below.

- Support a safe campus environment
- Provide a link between the students, school, community and FPD
- Interact and build relationships with students and staff
- Serve as role models to students
- Be visible in the halls and common areas of the campus, particularly during times of high student movement, for safety and crime prevention
- Work with the principal and provide safety recommendations to help make the campus safer for all
- Respond to reports of on-campus criminal activity, using proper discretion to address criminal activity which includes investigation, documentation, and enforcement of the incident based on the totality of the circumstances and the law violated
- Develop SRO activities based on the goals of the school administration and FDP expectations
- Be visible after school during time of crime surges

The agreement includes provisions responsive to feedback from students, parents/guardians and staff, provided in Exhibit B to the agreement and shown below.

SRO Responsibilities:

- Seek opportunities to engage in positive interactions and build relationships with students
- Participate in informational sessions with students, parents/guardians and staff regarding roles and expectations of SROs
- Track positive interactions with students
- Track who initiates student-SRO contacts (Officer, school administrator, other staff, etc.)

- Participate in cultural proficiency and restorative practices trainings provided by Fresno Unified, if aligned to Police Department standards of practice and training
- Participate in quarterly review of student-SRO contact data with school administration and district support staff, and collaboratively develop a plan to reduce disproportionate impacts on specific student groups
- Be present with school staff and parents/guardians in conflict resolution involving students
- Become familiar with Youth Court as a potential referral for students, when offenses are aligned to the Youth Court process

Fresno Police Department Responsibilities:

- Clearly define roles and expectations of SROs, and consistently communicate and implement them district-wide
- Develop a system to track positive student interactions, and regularly share this information with the community
- Develop a system to track who initiates student-SRO contacts (Officer, school administrator, other staff, etc.)
- Collaboratively with Fresno Unified, develop and implement measures to track and monitor effectiveness of SRO services
- Provide student-SRO contact data in Excel format aligned to the district's student groups
- Continue to recruit an ethnically/racially and gender diverse group of potential SROs
- Continue involving site administration (or their designee) in SRO selection, and consider involving community members
- Consider a casual uniform for SROs without compromising safety equipment, at Fresno Unified expense
- Work with each school to develop school-specific graphics/wraps for SRO vehicles

Fresno Unified Responsibilities:

- Collaboratively with the Police Department, develop and implement measures to track and monitor effectiveness of SRO services
- Provide SROs with cultural proficiency and restorative practices training, if aligned to Police Department standards of practice and training
- Create opportunities for student, parent/guardian and staff engagement with SROs
- Publicly provide SRO-related data on a semester basis
- Develop an annual report highlighting the efforts of SROs on district campuses
- Continue to gather input from all students, intentionally including students who experienced suspension/expulsion to better understand their perceptions and experiences
- Continue to identify and invest in mental health support services for students

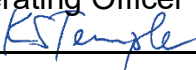
FINANCIAL SUMMARY: The \$1,862,495 cost for 2021/22 will be reduced by a \$332,000 credit to recognize reduced services during school closure. Funding will be available pending approval of the 2021/22 Budget.

PREPARED BY: Karin Temple, Chief
Operating Officer

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

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





AGREEMENT
CITY OF FRESNO, CALIFORNIA
AND FRESNO UNIFIED SCHOOL DISTRICT

THIS AGREEMENT is made and entered into effective the 1st day of July, 2021, by and between the City of Fresno, a California municipal corporation (hereinafter referred to as "CITY"), and Fresno Unified School District (hereinafter referred to as "DISTRICT").

RECITALS

WHEREAS, DISTRICT recognizes that the Fresno Police Department's ("FPD") assignment of Student Resource Officers (SRO) at DISTRICT high schools to perform regular duty law enforcement services is greatly beneficial to DISTRICT in supporting safe, secure, and peaceful school campuses; and

WHEREAS, roles and expectations of SROs are described in Exhibit A; and

WHEREAS, it is the goal of the DISTRICT-FPD partnership to support safe campus environments where all students feel cared for and connected, and where policies, practices and interactions help create a culture free from bias toward specific student groups; and

WHEREAS, DISTRICT desires to contribute monies to CITY to offset CITY'S operational costs for eleven SROs and a sergeant position assigned, in part, to oversee such officers, and thereby assist FPD in continuation of its practice of assigning SROs at DISTRICT high schools; and

WHEREAS, CITY is willing to provide eleven SROs and a sergeant assigned (in part) to oversee such officers, to perform regular duty law enforcement services at DISTRICT high schools, subject to availability of such officers.

AGREEMENT

NOW, THEREFORE, in consideration of the foregoing and of the covenants, conditions, and premises hereinafter contained, to be kept and performed by the respective parties, it is mutually agreed as follows:

1. Law Enforcement Services

- (a) CITY will provide eleven officers to be reimbursed 95% by DISTRICT to perform regular duty law enforcement services at DISTRICT high schools (Bullard, Cambridge, DeWolf, Duncan, Edison, Fresno, Hoover, McLane, Phoenix, Roosevelt, and Sunnyside) for the entire fiscal year. City will provide one full-time sergeant to oversee the officers to be

reimbursed 90% by the district. All officers and the sergeant assigned to oversee the officers are subject to availability. For purposes of this Agreement, "availability" shall be in the sole determination of FPD's Chief of Police, or his/her designated representative, taking into consideration any factors including, without limitation, health of officers, shortage of manpower, and duty assignment of officer(s) to higher priority matters. However, in specific instances of the officer(s) taking sick or personal leave or FPD approved law enforcement training, then another available police officer will be assigned temporarily at the schools during such leave or training. If another officer is not available to be assigned temporarily, the DISTRICT will not be charged for services for that time period. When school is not in session, the assignment of SRO officers shall be at the discretion of the Chief of Police.

- (b) On an as-needed basis and subject to the availability of the officers, DISTRICT may request such law enforcement services by the assigned officers on an overtime basis immediately after the schools' normal hours of operations and on a call back basis at school functions or Board of Education meetings later in the evenings and on weekends. For purposes of this Agreement, "availability" shall be in the sole determination of FPD's Chief of Police, or his/her designated, representative, taking into consideration any factors including, without limitation, the officer's personal availability, health of officers, shortage of manpower, funding, and duty assignment of officer to higher priority matters.
- (c) In the event DISTRICT requires law enforcement services for school functions in evenings or on weekends in addition to, or due to the unavailability of, the assigned officers, then DISTRICT shall obtain such services under separate agreement with CITY for "Contract Law Enforcement Services" in accordance with Fresno Municipal Code section 2-1517.1, as it may be amended from time-to-time, and the applicable provisions of the then current Memorandum of Understanding between CITY and Fresno Police Officers Association (Non-Supervisory Police-Unit 4) as it may be amended from time-to-time.
- (d) The parties agree that CITY retains control over assignments, wages, and other terms and conditions of employment by CITY of the officer. DISTRICT acknowledges that the officer is held to the requirements of the law and FPD policy. DISTRICT agrees that it shall not have authority to direct the officer's law enforcement activity. DISTRICT will immediately notify FPD of any concerns regarding such activity.
- (e) CITY and DISTRICT agree to work collaboratively to fulfill the responsibilities described in Exhibit B, pertaining to SROs, FPD and DISTRICT.

2. DISTRICT Contribution

- (a) 95% of eleven officers and 90% of the sergeant salaries and benefits; 100% of vehicle

lease fee of twelve patrol vehicles; and the balance of FPD's operational costs for the regular duty law enforcement services at DISTRICT high schools pursuant to Section I(a), above, DISTRICT shall pay CITY the respective annual "Total Cost for Fresno Unified School District," as set forth in Exhibit C, in four equal payments on each the following dates: October 1, January 1, April 1 and June 1. For purposes of this Agreement, "operational costs" include (i) the salary and benefits of the officers (including, without limitation, Medicare, medical insurance, uniform allowance, unemployment, pension, workers compensation premium, special unit pay and POST Certificate Premium Pay), (ii) the operation and maintenance of twelve patrol vehicles, and (iii) administrative fees; as are set forth in more detail in Exhibit C.

- (b) DISTRICT shall reimburse CITY on an actual cost basis for the annual salary and benefits of the officers, and any sergeant, assigned pursuant to Section 1 (b), above. DISTRICT shall reimburse CITY monthly, in arrears, no later than 30 days upon receipt of an invoice from CITY. CITY shall be paid in accordance with the overtime and call back rates then in effect at the time of performance as governed by the then current Memorandum of Understanding between CITY and Fresno Police Officers Association (Non-Supervisory Police Unit 4) as may be amended (e.g., upon execution of this Agreement, overtime is paid at one and one-half times the base rate of pay, and call back rates are a minimum of 3 hours at the rate of time and one-half).
- (c) DISTRICT shall provide office space for the officers at the schools.

3. Term of Agreement

It is the intent of the parties that the term of this Agreement will begin July 1, 2021 and end on June 30, 2024, unless terminated earlier in accordance with this Agreement. The parties shall have the option to extend the term of this Agreement for one (1) additional two-year term by mutual written agreement.

4. Termination of Agreement

- (a) Either party may terminate this Agreement without cause upon 30 calendar days prior written notice to the other party.
- (b) This Agreement may be terminated immediately by either party upon seven calendar days prior written notice should the other party fail substantially to observe, fulfill or perform any obligation, covenant, term or condition in accordance with this Agreement. A party will have failed substantially to observe, fulfill or perform any obligation, covenant, term or condition of this Agreement, if such failure is not cured within such seven calendar days prior written notice and this shall constitute a material default and breach of this Agreement. The party terminating the Agreement may exercise any right,

remedy (in law or equity), or privilege which may be available to it under applicable laws of the State of California or any other applicable law, or proceed by appropriate court action to enforce the terms of the Agreement, or to recover direct, indirect, consequential or incidental damages for the breach of the Agreement.

- (c) No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

5. Indemnification

- (a) DISTRICT shall indemnify, hold harmless and defend CITY and each of its officers, officials, employees, agents and volunteers from any and all loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by CITY, DISTRICT or any other person, and from any and all claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising directly or indirectly from the negligent or intentional acts or omissions of DISTRICT or any of its officers, directors, trustees, employees, agents or volunteers in the performance of this Agreement; provided nothing herein shall constitute a waiver by DISTRICT of governmental immunities including California Government Code Section 810 et seq.
- (b) CITY shall indemnify, hold harmless and defend DISTRICT and each of its officers, directors, trustees, employees, agents and volunteers from any and all loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by District, City or any other person, and from any and all claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising directly or indirectly from the negligent or intentional acts or omissions of CITY or any of its officers, officials, employees, agents or volunteers in the performance of this Agreement; provided nothing herein shall constitute a waiver by CITY of governmental immunities including California Government Code Section 810 et seq.
- (c) In the event of concurrent negligence on the part of DISTRICT or any of its officers, directors, trustees, employees, agents or volunteers, and CITY or any of its officers, officials, employees, agents or volunteers, the liability for any and all such claims, demands and actions in law or equity for such losses, fines, penalties, forfeitures, costs and damages shall be apportioned under the State of California's theory of comparative negligence as presently established or as may be modified hereafter.
- (d) This section shall survive expiration or termination of this Agreement.

6. Insurance

It is understood and agreed that DISTRICT and CITY maintain insurance policies or self-insurance programs to fund their respective liabilities. The parties agree that such respective programs or policy coverage for Workers' Compensation shall contain a waiver of subrogation as to the other party and each of its officers, officials, agents, employees and volunteers. Evidence of Insurance, e.g., Certificates of Insurance or other similar documentation, shall not be required of either party under this Agreement.

7. Nondiscrimination

Neither party shall employ discriminatory practices in their respective performance under this Agreement on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, ethnicity, status as a disabled veteran or veteran of the Vietnam era.

8. Independent Contractor and Not a Partnership

For purposes of this Agreement, CITY and DISTRICT shall act in an independent capacity and not as officers or employees or agents of the other. Nothing in this Agreement establishes, constitutes, or will be construed as establishing or constituting a partnership or agency or employment relationship between CITY and DISTRICT. Officers providing services under this Agreement shall remain the employees of CITY and shall not be employees of DISTRICT.

9. Notices

Any notice required or intended to be given to either party under the terms of this Agreement shall be in writing and shall be deemed to be duly given if delivered personally or deposited into the United States mail, with postage prepaid, addressed to the party to which notice is to be given at the party's address set forth on the signature page of this Agreement or at such other address as the parties may from time to time designate by written notice.

10. Binding

Once this Agreement is signed by all parties, it shall be binding upon, and shall inure to the benefit of, all parties, and each parties' respective heirs, successors, assigns, transferees, agents, servants, employees and representatives.

11. Assignment

Neither party may assign or transfer, by operation of law or otherwise, all or any of its rights or obligations under this Agreement without the prior written consent of the other party.

12. Waiver

The waiver by either party of a breach by the other of any provision of this Agreement shall not constitute a continuing waiver or a waiver of any subsequent breach of either the same or a different provision of this Agreement. No provisions of this Agreement may be waived unless in writing and signed by all parties to this Agreement. Waiver of any one provision herein shall not be deemed to be a waiver of any other provision herein.

13. Governing Law and Venue

This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of California. Venue for purposes of the filing of any action regarding the enforcement or interpretation of this Agreement and any rights and duties hereunder shall be Fresno County, California.

14. Headings

The section headings in this Agreement are for convenience and reference only and shall not be construed or held in any way to explain, modify or add to the interpretation or meaning of the provisions of this Agreement.

15. Severability

The provisions of this Agreement are severable. The invalidity or unenforceability of any one provision in this Agreement shall not affect the other provisions.

16. Interpretation

The parties acknowledge that this Agreement in its final form is the result of the combined efforts of the parties and that, should any provision of this Agreement be found to be ambiguous in any way, such ambiguity shall not be resolved by construing this Agreement in favor of or against either party, but rather by construing the terms in accordance with their generally accepted meaning.

17. Attorney's Fees

If either party is required to commence any proceeding or legal action to enforce or interpret any term, covenant or condition of this Agreement, the prevailing party in such

proceeding or action shall be entitled to recover from the other party its reasonable attorney's fees and legal expenses.

18. Exhibits

Each exhibit referenced in this Agreement is, by the reference, attached and incorporated into and made a part of this Agreement.

19. Precedence of Documents

In the event of any conflict between the body of this Agreement and any Exhibit or Attachment hereto, the terms and conditions of the body of this Agreement shall control and take precedence over the terms and conditions expressed within the Exhibit or Attachment. Furthermore, any terms or conditions contained within any Exhibit or Attachment hereto which purport to modify the allocation of risk between the parties, provided for within the body of this Agreement, shall be null and void.

20. No Third-Party Beneficiaries

The rights, interests, duties and obligations defined within this Agreement are intended for the specific parties hereto as identified in the preamble of this Agreement. Notwithstanding anything stated to the contrary in this Agreement, it is not intended that any rights or interests in this Agreement benefit or flow to the interest of any third parties.

21. Extent of Agreement

Each party acknowledges that they have read and fully understand the contents of this Agreement. This Agreement represents the entire and integrated agreement between the parties with respect to the subject matter hereof and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be modified only by written instrument duly authorized and executed by both CITY and DISTRICT.

IN WITNESS WHEREOF, the parties have executed this Agreement at Fresno, California.

CITY OF FRESNO, a California municipal corporation

FRESNO UNIFIED SCHOOL DISTRICT, a local agency

By: _____
Paco Balderrama
Chief of Police
Fresno Police Department

By: _____
Santino Danisi
Chief Financial Officer
Fresno Unified School District

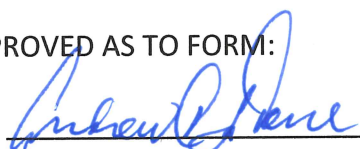
APPROVED AS TO FORM:
DOUGLAS T. SLOAN
City Attorney

By: _____
Deputy Date

ATTEST:
YVONNE SPENCE, MMC CRM
City Clerk

By: _____

APPROVED AS TO FORM:

By: 
Andrew De La Torre, Director
Benefits and Risk Management
Fresno Unified School District

Addresses:

CITY:
Fresno Police Department
Attention: Patrol Administration
P.O.Box 1271
2323 Mariposa Mall
Fresno, CA 93715-1271

DISTRICT:
Fresno Unified School District
Attention: Santino Danisi
Chief Financial Officer
2309 Tulare St.
Fresno, CA 93721

Attachments:

- Exhibit A - Roles and Expectations of SROs
- Exhibit B - Responsibilities of SROs, Fresno Police Department, and Fresno Unified
- Exhibit C - Cost Breakdown of Police Services

EXHIBIT A

Roles and Expectations of Student Resource Officers (SROs)

SROs work under the direct supervision of the Fresno Police Department (FPD). The basic duties of SROs are to be visible and active to assist school staff with crime and safety issues, with the objective of supporting safe school environments.

The roles and expectations of SROs are as follows:

- Support a safe campus environment.
- Provide a link between the students, school, community and FPD.
- Interact and build relationships with students and staff.
- Serve as role models to students.
- Be visible in the halls and common areas of the campus, particularly during times of high student movement, for safety and crime prevention.
- Work with the principal and provide safety recommendations to help make the campus safer for all.
- Respond to reports of on-campus criminal activity, using proper discretion to address criminal activity which includes investigation, documentation, and enforcement of the incident based on the totality of the circumstances and the law violated.
- Develop SRO activities based on the goals of the school administration and FDP expectations.
- Be visible after school during time of crime surges.

EXHIBIT B

Responsibilities of SROs, Fresno Police Department and Fresno Unified

It is the goal of the Fresno Unified-Fresno Police Department partnership to support safe campus environments where all students feel cared for and connected, and where policies, practices and interactions help create a culture free from bias toward specific student groups.

SRO Responsibilities:

- Seek opportunities to engage in positive interactions and build relationships with students
- Participate in informational sessions with students, parents/guardians and staff regarding roles and expectations of SROs
- Track positive interactions with students
- Track who initiates student-SRO contacts (Officer, school administrator, other staff, etc.)
- Participate in cultural proficiency and restorative practices trainings provided by Fresno Unified, if aligned to Police Department standards of practice and training
- Participate in quarterly review of student-SRO contact data with school administration and district support staff, and collaboratively develop a plan to reduce disproportionate impacts on specific student groups
- Be present with school staff and parents/guardians in conflict resolution involving students
- Become familiar with Youth Court as a potential referral for students, when offenses are aligned to the Youth Court process

Fresno Police Department Responsibilities:

- Clearly define roles and expectations of SROs, and consistently communicate and implement them district-wide
- Develop a system to track positive student interactions, and regularly share this information with the community
- Develop a system to track who initiates student-SRO contacts (Officer, school administrator, other staff, etc.)
- Collaboratively with Fresno Unified, develop and implement measures to track and monitor effectiveness of SRO services
- Provide student-SRO contact data in Excel format aligned to the district's student groups
- Continue to recruit an ethnically/racially and gender diverse group of potential SROs
- Continue involving site administration (or their designee) in SRO selection, and consider involving community members
- Consider a casual uniform for SROs without compromising safety equipment, at Fresno Unified expense
- Work with each school to develop school-specific graphics/wraps for SRO vehicles

Fresno Unified Responsibilities:

- Collaboratively with the Police Department, develop and implement measures to track and monitor effectiveness of SRO services
- Provide SROs with cultural proficiency and restorative practices training, if aligned to Police Department standards of practice and training
- Create opportunities for student, parent/guardian and staff engagement with SROs
- Publicly provide SRO-related data on a semester basis
- Develop an annual report highlighting the efforts of SROs on district campuses
- Continue to gather input from all students, intentionally including students who experienced suspension/expulsion to better understand their perceptions and experiences
- Continue to identify and invest in mental health support services for students

EXHIBIT C

Cost Breakdown of Police Services to Fresno Unified School District (Effective July 1, 2021 - June 30, 2022)

FY21 SRO Sergeant & Officers Costs

Last Name	First Name	Rank	School	Annual Salary & Fringe	% Allocated To FUSD	Annualized Straight Time Cost to FUSD	Optional OT Rate**
Boyer	Peter	Sgt	ALL	\$178,545	90%	\$160,690	\$84.31
Hughes	Melody	Officer	Edison	\$152,016	95%	\$144,415	\$69.95
Standley	Dave	Officer	Roosevelt	\$152,016	95%	\$144,415	\$69.95
Harris	Lee	Officer	McLane	\$152,016	95%	\$144,415	\$69.95
Gueringer	Jarite	Officer	Hoover	\$152,016	95%	\$144,415	\$69.95
Jacobo	Cynthia	Officer	Bullard	\$136,988	95%	\$130,138	\$66.62
Burger	Beau	Officer	Phoenix	\$152,016	95%	\$144,415	\$69.95
Lloyd	Katrina	Officer	Cambridge	\$152,016	95%	\$144,415	\$69.95
Gomez	Daniel	Officer	DeWolf	\$152,016	95%	\$144,415	\$69.95
Underwood	James	Officer	Sunnyside	\$152,016	95%	\$144,415	\$69.95
Teklemariam	Terri	Officer	Fresno High	\$152,016	95%	\$144,415	\$69.95
la	Erik	Officer	Duncan	\$149,452	95%	\$141,980	\$69.95
TOTAL						\$1,732,545	

The above schedule provides the total salary and fringe for each Student Resource Officer assigned to the Fresno Unified School District (FUSD) for Fiscal Year 2021-22. The amount to be paid by FUSD is based on a percentage of salary and fringe stated for each officer and the annualized straight time costs for a total of \$1,732,545.

Also noted is the optional overtime rate for each officer. The total overtime charges to FUSD will be based on the actual number of hours each officer is utilized.

Patrol vehicle lease cost is \$10,800 per year, per vehicle. Total charges for twelve vehicles is 12 X \$10,800= \$129,600.

Total Salary Costs for Period	\$1,732,545
Total Vehicle Costs for Period	\$ 129,600
Administrative Fee	\$ 350

Total Cost for Fresno Unified School District **\$1,862,495 *****

***For 2021-22 only:** The total contract amount will be reduced by \$332,000 in recognition of reduced services during school closure, March 2020 (FY 2019-20) through March 2021 (FY 2020-21). Each 2021-22 quarterly invoice to FUSD will be reduced by \$83,000.*

***Includes salary and all applicable benefits (including, without limitation, Medicare, Health and Welfare, uniform, pension, workers compensation premium and POST Certificate Pay that are actually provided during the respective year of this Agreement.)**

****Includes salary and Medicare**

***** The respective officer and sergeant costs shall be determined by the Fresno Police Department and shall be based upon the straight-time hourly wage rate, overtime hourly rate and vehicle operations and maintenance cost in effect July 1 for the respective year. The Administrative Fee shall remain \$350 for each year. The Fresno Police Department will notify Fresno Unified School District, in writing, of its annual salary and fringe benefits by May 31st before the respective year.**

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Agreement with Ellevation Inc.

ITEM DESCRIPTION: Included in the Board binders is an agreement with English Learners department and Ellevation Inc., in the amount of \$319,450 to provide an English Learner Student platform for monitoring their development of the English language.

This is a two-year contract with the first-year expense of \$176,450 and the second-year amount of \$143,000, for a total of \$319,450.

Ellevation Inc. is a mission-driven company dedicated to improving instructional supports for English Learners. Ellevation Inc. is dedicated to partnering with Fresno Unified School District to improve monitoring and communication tools that will benefit English Learners (ELs) and their families. The Ellevation Inc. platform will increase access to data systems used to monitor learning of English Learners. Increased redesignation will occur through the use of the progress monitoring tools, state & federal program requirements and ultimately building the capacity of teachers to serve multilingual learners and empower students with the academic language necessary for success in school. Through the use of an EL platform/profile, teachers and school administrators will be best equipped to identify specific needs and strengths of their ELs to differentiate instructional practices.

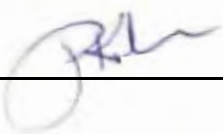
FINANCIAL SUMMARY: Sufficient funds of \$319,450 are available in the English Learner budget.

PREPARED BY: Sandra Toscano,
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

Ellevation Inc.

38 Chauncy St. 9th Floor Boston, MA 02111

Vendor Name
(617)307-5755

Address
Andrew Wamala

Phone Number

Vendor Contact

From: August 1, 2021

Through: July 31, 2023

Term (Duration)

FUSD Contract Administrator:
Sandra Toscano

English Learner Services

457-3916

Name

Site/ Dept

Telephone number

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

060-3010-1758-4760-1000-5110

Annual Cost \$ 176,450.00

(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:

Progress monitoring and database to assist in serving EL in FUSD consistently through a systematic tool. Ellevation will be used for all ELs in FUSD.

Date Item is to appear on Board of Education Agenda:

06/16/21

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

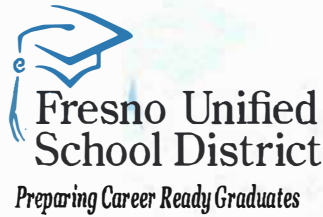
Please return signed contract to:

Lisa Vidal

English Learner Services

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION English Learner Services

School/Department Budget: 060-3010-1758-4760-1000-5110

District Contact Person: Sandra Toscano

Budget Manager Approval: Sandra Toscano

Contractor's Vendor Name: Ellevation Inc.

Contractor's Contact Person: Andrew Wamala

Contractor's Title: Partner Development Manager

Contractor's Telephone Number: (617)307-5755

Contractor's E-mail: andrew.wamala@ellevationeducation.com

Contractor's Address: 38 Chauncy St. 9th Floor Boston, MA 02111

Contractor's Taxpayer ID# or SSN#: 45-3576035

This Independent Contractor Services Agreement is made and entered into effective 08/1/2021 Date by and between the Fresno Unified School District ("District") and (the "Effective Date") and ("Contractor").

1. Contractor Services. Contractor agrees to provide _____
Ellevation is a mission-driven company dedicated to helping FUSD with their English Learners (ELs) to achieve their highest aspirations through progress monitoring tools, complex state & federal program requirements and ultimately building the capacity of teachers to serve multilingual learners, and empower students with the academic language necessary for success in school. Through the use of an EL platform/profile, teachers will be best equipped to identify needs and strengths of their ELs to differentiate instructional practices.

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


- 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): \$ 176,450.0
- 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 E.C.R.

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.

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 E.C.R.

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

Contractor: Ellevation Inc.

Name: Andrew Wamala

Address:

4498 N. Brawley Avenue
Fresno, CA 93722

38 Chauncy St, 9th Floor
Boston, MA 02111

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.
34. Limitation of Liability. Excluding indemnification obligations under Section 15 hereof, a party's aggregate liability for all claims of any nature arising under this Agreement shall not exceed two times the annual contract amount.

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

DISTRICT

Fresno Unified School District

CONTRACTOR

Ellevation Inc.

Santino Danisi, Chief Financial Officer

Date

Edward Rice
Name: Edward Rice, Title: President

April 30, 2021
Date

Approved As To Form:

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

5/26/2021
Date

Ellevation Inc. Order Form - Q-26149

This Order Form is being entered into between Ellevation Inc., having an address at 38 Chauncy Street, Boston, Massachusetts 02111 ("Ellevation") and the Company Name identified as "Customer" below, pursuant to the parties' Master Services Agreement dated 7/1/2021 ("MSA"). In the event of any conflict between this Order Form and the MSA, the terms of this Order Form shall control. This Order Form is effective as of the Subscription Start Date set forth below.

Company: Ellevation Education

Representative: Andrew Wamala

Email: andrew.wamala@ellevationeducation.com

Phone: 617-307-5755

Address: 38 Chauncy St, 9th Floor, Boston, MA
02111

Start Date: 8/1/2021

Customer: Fresno Unified School District, CA

Contact Name: Sandra Toscano

Email: sandra.toscano@fresnounified.org

Phone: (559) 457-3000

Address: 2348 Mariposa Street, Fresno, CA 93721

End Date: 7/31/2023

Subscription Fees

Product	Quantity	Unit Price	Term (Yrs)	Total Fees
Ellevation (CA)	13,000	\$11.00	2	\$286,000.00
Subscription Total				\$286,000.00

Services Fees

Product	Quantity	Unit Price	Training Product	Total Fees
Ellevation Data/Implementation	1	\$21,450.00		\$21,450.00
Online Training - 3 Hr (Year 1)	8	\$1,500.00	Ellevation	\$12,000.00
Services Total				\$33,450.00

Total Investment - Q-26149

Grand Total: \$319,450.00

Invoicing Schedule: Annual

Payment Term: Net 30

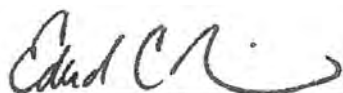
Contract Term: 24

Payment 1 due on August 1 2021: \$176,450

Payment 2 due on July 1 2022: \$143,000

ELLEVEATION INC.

By (Signature):



Name (Print):

Edward Rice

Title:

President

Date:

May 26, 2021

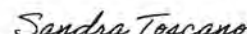
Approved as to Form:



5/26/2021

Fresno Unified School District, CA

By (Signature):



Name (Print):

Sandra Toscano

Title:

Assistant Superintendent

Date:

April 30, 2021

By (Signature):

Name: (Print)

Santino Danisi, Chief Financial Officer

Date:

This Master Services Agreement (this "Agreement") is dated as of 7/1/2021 ("Effective Date") by and between Ellevation Inc., a Delaware corporation ("Ellevation"), and Fresno Unified School District, CA ("Customer"). Ellevation and Customer are each referred to individually as a "Party" and collectively the "Parties" hereto.

1 Definitions.

1.1 **"System"** means Ellevation's proprietary, Internet-delivered SaaS platform of servers, software and related technology that is owned and operated by Ellevation and furnished to Customer under this Agreement. The System provides Customer the ability to: (a) use Ellevation's proprietary data management framework for English Language Learners ("ELLs"); (b) access reporting tools related to the productivity and performance of Customer's ELLs; (c) utilize instructional content for Customer's ELLs; and (d) provide Customer's ELLs with tools to improve language acquisition.

1.2 **"Customer User"** means any of Customer's authorized users of the System.

2 **Services.** Ellevation shall perform the services listed in the Order Form and/or described in any Statement of Work ("SOW") that may be agreed to by both Parties from time to time (the "Services"), with any such Order Form or SOW incorporated into this Agreement by reference.

3 **Fees and Payment.** Customer will pay the fees as set forth in the Order Form or SOW. All invoices are payable within 30 days following receipt by Customer.

4 **Term.** The term of this Agreement shall be one year commencing on the Effective Date, and shall continue for so long as Ellevation continues to provide the System and/or Services to the Customer pursuant to a valid Order Form or SOW (the "Term"). The term of any particular Services is as provided on the Order Form or SOW.

5 License Grant

5.1 During the Term and subject to the terms and conditions of this Agreement, Ellevation grants Customer a worldwide, non-exclusive, non-transferable right to access and use the features and functionality of the System solely for Customer's internal educational purposes. All rights not specifically granted in this Agreement are fully reserved by Ellevation.

6 Restrictions

6.1 **Prohibited Use** Customer will not, and will ensure that Customer Users do not, (a) use the System other than in compliance with this Agreement and applicable federal, state, and local laws; (b) frame, distribute, resell, or permit access to the System by any third party; (c) interfere with the System or disrupt any other users' access to the System; (d) attempt to gain unauthorized access to the System, or attempt to discover the underlying source code or structure of the System, or otherwise reverse engineer the System; (f) submit to the System any content or data that is false, misleading, defamatory or threatening; infringing of intellectual property rights; reasonably deemed to involve moral turpitude or that contains mass mailings or any form of "spam"; (g) submit to the System any data or code that contains a time bomb, virus, or any other malware that is designed to delete, disable or otherwise inhibit or harm any element of the System, or which is intended to provide unauthorized access to the System; or (h) use any robot, spider, data scraping or extraction tool or similar mechanism with respect to the System.

6.2 **Customer Responsibilities** Customer must comply with, and ensure that its Customer Users comply with, the Ellevation Terms of Use found at <https://ellevationeducation.com/platform-legal-notice>, as well as ensure that: (a) Customer provides true, accurate, current and complete information to create and maintain accounts; (b) neither Customer nor any Customer User circumvents or otherwise interferes with any user authentication or security mechanism used by Ellevation; (c) Customer Users maintain the confidentiality of their usernames and passwords; (d) neither Customer nor any Customer User will impersonate another user of the System or provide false identity information to gain access to or use the System; and (e) Customer immediately notifies Ellevation of any known or suspected unauthorized access to Customer or Customer User accounts or compromise of account credentials.

7 Ownership and Rights

7.1 **Ownership of Customer Content** Customer retains all right, title and interest in (a) any data, files, images, and other content that Customer or a Customer User uploads or submits to the System pursuant to this Agreement; and (b) any reports produced by Customer in connection with use of the System (collectively, "**Customer Content**").

7.2 **Limited Use of Customer Content by Ellevation** During the Term, Customer grants Ellevation the right to use and transmit the Customer Content for purposes of providing the Services. During the Term and thereafter, Customer grants Ellevation the right to use the Customer Content on an aggregated, de-identified basis (a) to develop and improve its products; (b) for the purposes of adaptive and customized learning; and (c) to demonstrate the effectiveness of its products.

7.3 **Ownership of System** The Services, including all trademarks, service marks, logos, documents, graphics, content, and/or other materials viewed or obtained from or through the Services (collectively, "**Service Materials**"), are owned and/or licensed by Ellevation and are protected by copyright and other intellectual property rights. Customer has no rights to transfer, reproduce, or prepare any derivative works with respect to the Services, or to disclose confidential information pertaining to the Services. This Agreement does not convey any right of ownership in or related to the Service or other intellectual property owned by Ellevation.

- 7.4 **Feedback** Customer may, at its option, provide to Ellevation feedback or suggestions for enhancement concerning the System ("**Feedback**"), and Ellevation will have a perpetual right to use and incorporate Feedback into the System without any compensation or other obligation to Customer. Customer shall not gain any right, title or interest in the System or Ellevation's IP as a result of its furnishing or Ellevation's use of Feedback.
- 8 **Confidentiality. "Confidential Information"** of a Party ("**Disclosing Party**") means all financial, technical, or business information of the Disclosing Party that the Disclosing Party designates as confidential or that the other party ("**Receiving Party**") reasonably should understand to be confidential based on the nature of the information or the circumstances surrounding its disclosure. Without limiting the generality of the foregoing, Confidential Information includes (but is not limited to) personally identifiable student information; the Fees contained in any Order Form or SOW; and Ellevation's IP and other proprietary tools, features and methodologies. Confidential Information does not include any information that (a) is or becomes generally known to the public without the Receiving Party's breach of any obligation owed to the Disclosing Party; (b) was independently developed by the Receiving Party without the Receiving Party's breach of any obligation owed to the Disclosing Party; or (c) is received from a third party who obtained such Confidential Information without any breach of any obligation owed to the Disclosing Party. Except as expressly permitted in this Agreement or by written consent of the Disclosing Party, the Receiving Party will not disclose, duplicate, publish, transfer or otherwise make available Confidential Information of the Disclosing Party in any form to any person or entity. The Receiving Party will not use Confidential Information except to perform its obligations under this Agreement. Notwithstanding the foregoing, the Receiving Party may disclose Confidential Information to the extent required by law, provided that the Receiving Party shall (x) give the Disclosing Party prior notice of such disclosure so as to afford the Disclosing Party a reasonable opportunity to appear, object, and obtain a protective order or other appropriate relief regarding such disclosure; (y) use diligent efforts to limit disclosure and to obtain confidential treatment or a protective order; and (z) allow the Disclosing Party to participate in the proceeding. Further, the Receiving Party will return or destroy all Confidential Information upon the Disclosing Party's request at any time, and/or after the termination or expiration of this Agreement, and (if requested by the Disclosing Party) certify such return or destruction in writing.
- 9 **Data Protection**
- 9.1 **Privacy Policy** Ellevation maintains a Privacy Policy found at <https://ellevationeducation.com/platform-privacy-policy> and incorporated into this Agreement. Ellevation reserves the right to modify the Privacy Policy in accordance with the procedure outlined in the Privacy Policy.
- 9.2 **Family Educational Rights and Privacy Act** Customers subject to the Family Educational Rights and Privacy Act, 34 C.F.R. §99 et. seq. ("**FERPA**"), appoint Ellevation a "school official" as that term is used in FERPA, and determine that Ellevation has a "legitimate educational interest" for the purpose of carrying out its responsibilities under this Agreement. Ellevation shall be bound by the relevant provisions of FERPA, including that it will remain under the "direct control" of Customer with respect to its use and maintenance of "education records" as that term is defined in FERPA. Ellevation will use personally identifiable student data only as necessary to fulfill the Services in performance of this Agreement, and will only share personally identifiable student data with its third-party vendors as necessary to fulfill the Services in performance of this Agreement.
- 9.3 **Children's Online Privacy Protection Act ("COPPA")** If Customer purchases Services available for use by students, Customer will be responsible for obtaining verifiable parent consent prior to making such Services available to its students under the age of 13. Ellevation shall comply with its responsibilities under COPPA.
- 9.4 **Data Security** Ellevation deploys security precautions intended to help maintain the confidentiality, integrity, and availability of Customer data stored by Ellevation, including use of firewalls, encryption, authentication technologies and background screenings for all employees. However, the internet is not perfectly secure and Ellevation is not responsible for security incidents not reasonably foreseeable or reasonably within its control. Customer specifically shall not provide to Ellevation, or store on the System, the Social Security number, driver's license or state-issued identification card number, financial account number, or credit or debit card number of any Customer student or employee.
- 9.5 **Notification of Breach** Ellevation shall notify Customer within 48 hours of determination that a data breach impacting Customer has occurred. Ellevation shall be responsible for the direct costs associated with a breach not caused by Customer or Customer Users.
- 9.6 **Legal Requests for Data** If Ellevation receives a court order or subpoena for Customer Content, Ellevation shall provide the Customer with a copy of such court order or subpoena within two (2) business days of its receipt, unless legally prohibited from doing so.
- 10 **Representation and Warranties; Disclaimers**
- 10.1 **Ellevation Representations and Warranties** Ellevation represents and warrants that (a) it has the necessary authority to enter into this Agreement; (b) it will provide the System and related services in a professional and workmanlike manner and in accordance with the specifications set forth in any Order Form or SOW; and (c) it will comply with all applicable laws.
- 10.2 **Customer Representations and Warranties** Customer represents and warrants that (a) it has the necessary authority to enter into this Agreement; (b) it has all rights, permissions and consents necessary to submit all Customer Content to the System and to grant Ellevation the rights to use Customer Content as set forth in this Agreement; (c) any

material uploaded to the System does not contain anything that is defamatory, libelous, infringes upon any third party intellectual property rights, or violates any confidentiality obligations Customer has with a third party; and (d) it will comply with all applicable laws.

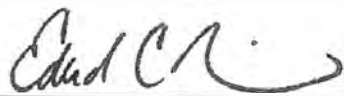
- 10.3 **Ellevation Disclaimer** Customer acknowledges that, as an internet-delivered software application, the System may experience periods of downtime, including (but not limited to) due to scheduled maintenance and third-party service outages. Accordingly, ELLEVATION DOES NOT WARRANT THAT THE SYSTEM WILL BE ERROR-FREE OR OPERATE WITHOUT INTERRUPTIONS OR DOWNTIME. ELLEVATION MAKES NO REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH RESPECT TO THE SYSTEM, INCLUDING ITS DOCUMENTATION, THE SYSTEM SOFTWARE, OR ANY DATA OR CONTENT MADE AVAILABLE THROUGH THE SYSTEM. ELLEVATION SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, AND ACCURACY.
- 11 **Insurance.** Ellevation shall provide professional liability insurance of no less than \$1,000,000 per incident and \$2,000,000 in the aggregate. Upon written request, Ellevation shall file with the Customer a Certificate of Insurance, that includes the liability coverage limits, dates of coverage, and names the District as an additional insured.
- 12 **Termination.**
- 12.1 **Termination** Either party may terminate this Agreement (a) immediately if the other party breaches any material provision and fails to cure its breach within 20 days after receiving the other party's written notice identifying the breach, or (b) for any or no reason, upon 60 days' prior written notice. Nevertheless, the Agreement will remain in effect for as long as Ellevation is continuing to provide the System or Services to the Customer pursuant to a valid Order Form or SOW. In addition, Ellevation may suspend Customer's access to the Services immediately if Customer fails to make a payment more than 30 days following its due date.
- 12.2 **Treatment of Customer Content at Termination** Customer shall have 30 days following the termination or expiration of this Agreement to provide Ellevation with a written request for a one-time, delimited file export of its data from the System via SFTP. Regardless of whether Customer makes such a written request, and except as otherwise provided in this Agreement, within 90 days of the termination or expiration of this Agreement Ellevation will securely destroy any and all of Customer's personally identifiable student data stored in the System, including any such data stored in Ellevation's backup systems.
- 13 **Indemnification**
- 13.1 Ellevation will defend, indemnify and hold harmless Customer and its employees and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses, to the extent such claim, demand or action alleges that the System, or Customer's use thereof in accordance with this Agreement, infringes or violates any copyright, trademark, U.S. patent, or other proprietary right of any third party; provided, that Ellevation will not be obligated under this Section to the extent any such infringement or violation arises from use of the System in combination with technology or services not provided by Ellevation.
- 13.2 Unless prohibited by applicable law, Customer will defend, indemnify and hold harmless Ellevation and its corporate affiliates, directors, officers, employees, successors, assigns and agents from and against any third party claim, demand or action, and all resulting damages, settlement amounts, penalties, costs and expenses, that arises out of or relates to Customer Content, including claims that Customer Content infringes or violates any intellectual property or proprietary right of a third party, violates any confidentiality obligation owed to a third party, or violates any applicable law or regulation; provided, that Customer will not be obligated under this Section to the extent any such claim arises from Ellevation's use of Customer Content in violation of this Agreement.
- 14 **LIMITATION OF LIABILITY. NEITHER PARTY WILL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, INDIRECT, OR PUNITIVE DAMAGES IN CONNECTION WITH ANY CLAIM OF ANY NATURE ARISING UNDER THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN GIVEN ADVANCE NOTICE OF SUCH POSSIBLE DAMAGES. IN ADDITION, NEITHER PARTY'S AGGREGATE LIABILITY FOR ALL CLAIMS OF ANY NATURE ARISING OUT OF THIS AGREEMENT (EXCLUDING ITS OBLIGATIONS OF CONFIDENTIALITY AND INDEMNIFICATION) WILL NOT EXCEED THE FEES ACTUALLY PAID TO ELLEVATION UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS PRECEDING THE EVENT GIVING RISE TO THE CLAIM.**
- 15 **Notices.** All notices under this Agreement must be in writing and sent via email, if to Ellevation, to 'notices@ellevationeducation.com' or, if to Customer, at the email address provided on the Order Form.
- 16 **Entire Agreement.** The Agreement together with any Order Form, SOW and the Terms of Use, represents the entire agreement between the parties regarding Customer's use of the System and related matters addressed in this Agreement, and supersedes any prior oral or written agreements, promises, representations, warranties, or inducements between or by the parties regarding such subject matters.
- 17 **Assignment.** Ellevation may not assign this Agreement without Customer's prior written consent, not to be unreasonably withheld; provided, however, that no consent shall be required for the assignment of this Agreement to the acquirer of all or substantially all of Ellevation's assets, provided that such successor agrees to be bound by all of the terms and conditions hereof.
- 18 **Force Majeure.** Except for Customer's obligation to make payments hereunder, neither party shall be liable for delay or default under this Agreement if caused by conditions beyond its reasonable control, whether or not foreseeable (e.g., technology malfunctions, outages of Internet Service; outages in third party hosted services), or any other Force

Majeure events. "**Force Majeure**" means an armed conflict, flood, epidemic, pandemic, labor strike or shortage, governmental decree or regulation, court order, severe weather, fire, earthquake, act of terrorism, failure of suppliers, or unavailability of communications transport facilities.

- 19 **Miscellaneous.** This Agreement shall be governed by the laws of the state where Customer is located without regard to the conflict of law provisions of such state. If a court of competent jurisdiction finds any provision of this Agreement to be illegal or unenforceable, the parties intend that the court shall modify such provision to make such provision and this Agreement valid and enforceable. The provisions of this Agreement are severable, and any illegal or unenforceable provision, or any modification by any court, shall not affect the remainder of this Agreement, which shall continue at all times to be valid and enforceable. This Agreement can only be modified by a writing signed by both parties. The failure of the parties to insist upon or enforce strict performance of any provision of this Agreement or to exercise any right or remedy thereunder will not be construed as a waiver by such party to assert or rely upon any such provision, right, or remedy in that or any other instance. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages electronically by the parties will constitute effective execution and delivery of this Agreement as to the parties and may be used in lieu of the original Agreement for all purposes.

ELLEVATION INC.

By (Signature):



Name (Print):

Edward Rice

Title:

President

Date:

May 26, 2021

Fresno Unified School District, CA

By (Signature):



Name (Print):

Sandra Toscano

Title:

Assistant Superintendent

Date:

April 30, 2021

By (Signature):

Name (Print):

Santino Danisi

Title:

Chief Financial Officer

Date:

Approved as to Form



Date: 5/26/2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Agreement with Uncharted Learning, NFP to Access Entrepreneurship Curriculum

ITEM DESCRIPTION: Included in the Board binders is an agreement for Uncharted Learning, NFP. Uncharted Learning develops industry related entrepreneurship and technology curriculum. The curriculum is used in each grade level at Patiño and is the foundational entrepreneurship pathway curriculum used within our program. Career Technical Education (CTE) teachers use this curriculum to deliver instruction in our freshman Project Management course, junior Incubator course, and senior Accelerator course. This agreement is for three years, beginning August 01, 2021 and ending June 30, 2024.

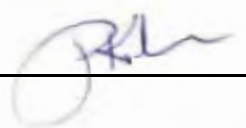
FINANCIAL SUMMARY: Sufficient funds in the amount of \$50,130 are available in the CTE budget for the three-year contract.

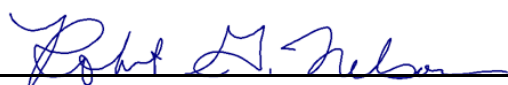
PREPARED BY: Blair Eliason,
Principal at Patino

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District Contract Summary 2021/22

- For services to be provided, keep the description simple and clear. This description will appear on the matrix for Board of Education approval.
- Attach invoices or any scope of work documentation.
- The Office of State & Federal Programs will forward the contract to the respective Cabinet Member, Instructional Superintendent, Risk Management, and Administrative Services for signature/approval.
- Following Board approval, signed contracts will be returned to the person listed on the Contract Routing Form.

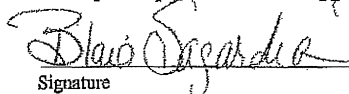
Is this the first time using this vendor for your school site or department? Yes ☐ No ☒

SCHOOL/DEPARTMENT	SITE CONTACT	PHONE
Patino School of Entrepreneurship	Blair Sagardia	559-248-7368
VENDOR NAME		
Unchartered Learning, NFP		
DESCRIBE SERVICES TO BE PROVIDED		
In conjunction with the license for the Education Program, Uncharted Learning shall provide training to the School;s employees (and volunteers/leaders if applicable) This is a three year contract		
CONTRACT AMOUNT		BUDGET #
\$ 50,130.00		030-0152-0710-3800-1000-5899
CONTRACT START DATE		CONTRACT END DATE
August 1, 2021		June 30, 2024
SPSA NOTATION # (SCHOOL PLAN FOR STUDENT ACHIEVEMENT)		

Please confirm the following before submitting to the Office of State & Federal Programs:

- ☒ Contract Routing Form attached and completed
- ☒ Budget Manager's approval/signature on the Independent Contractor's Service Agreement page 1
- ☒ #5 Incidental Expenses (If there are none, contractor must initial)
- ☒ Contractor's Signature on the final signature page

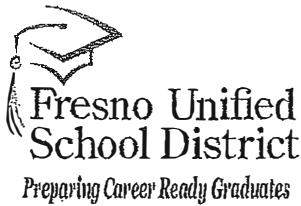
☒ Principal/Department Head Approval


Signature

04/14/2021

Date

Please submit all original forms via the Bundled Contract online tool
(Contract Summary, Contract Routing Form, Independent Contractor Services Agreement)
Call or email Cassandra LeDuc, State & Federal Programs, with any questions (559) 457-3934
Deadline: April 30, 2021



Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Unchartered Learning, NFP

P. O. Box 152; Barrington, IL 60010

Vendor Name

Address

847-508-2635

Margarita Geleske

Phone Number

Vendor Contact

From: August 1, 2021

Through: June 30, 2024

Term (Duration)

FUSD Contract Administrator:

Patino School of Entrepreneurship

Blair Sagardia

Name

Site/ Dept

Telephone number

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

030-0152-0710-3800-1000-5899

Annual Cost \$ 50,130.00

(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:

In conjunction with the license for the Education Program, Uncharted Learning shall provide training to the School's employees (and volunteers/leaders if applicable) This is a three year contract

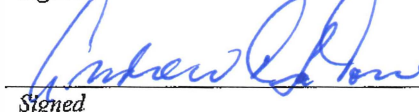
Date Item is to appear on **Board of Education Agenda:**

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

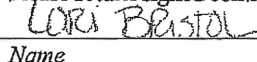
Reviewed & approved by **Cabinet Level Officer:**


Signed **Date**

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


Signed **Date** 6/3/2021

Please return signed contract to:


Name


Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION Patino School of Entrepreneurship

School/Department Budget: 030-0152-0710-3800-1000-5899

District Contact Person: Blair Sagardia

Budget Manager Approval: Blair Sagardia

Contractor's Vendor Name: Unchartered Learning, NFP

Contractor's Contact Person: Margarita Geleske

Contractor's Title: Chief Evangelist

Contractor's Telephone
Number: 847-508-2635

Contractor's E-mail: margarita@uncharteredlearning.org

Contractor's Address: P. O. Box 152; Barrington, IL 60010

Contractor's Taxpayer ID# or
SSN#: 47-1413616

This Independent Contractor Services Agreement is made and entered into effective 8/1/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide Unchartered Learning

2. EDUCATIONAL PROGRAM. As used herein, the term "Educational Program" shall mean all course materials, syllabi, lesson plans, communication aids, demonstrative aids videos, audio / video material, classroom designs, templates, training materials, brochures, handouts student activity guides, presentations, reference tools, student assessments community communication materials teacher training and professional development and any other materials and services distributed by Uncharted Learning to the School in connection with the course identified in Appendix A, as well as all future derivative versions based in whole or in part on such materials. Uncharted Learning licenses the Educational Program to multiple schools, including but not limited to the School that is a party to this Agreement. Uncharted Learning encourages collaboration and networking among educational institutions. In a spirit of cooperation, the School will make its participating sites reasonably available after appropriate advance notice for observation and inspection by other schools and may exchange information concerning the Educational Program with other participating entities. The Uncharted Learning community of schools may, in the exercise of independent judgment, share suggestions with Uncharted Learning for the continuous improvement of the Educational Program. Uncharted Learning welcomes such suggestions and, in furtherance of its mission and in accordance with Section 6, may implement those suggestions in the Educational Program and share those suggestions with the School and others.

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 08/01/21, and shall terminate on 06/30/24. 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 \$ 16,710.00 per year, not to exceed \$ 50,130.00. Checks will be made payable to Unchartered Learning, NFP. 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: WJ

- 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): \$ 50,130.00
- 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 WJ

District's initials WJ

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

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

Contractor: Uncharted Learning, NFP

Name: Margarita Geleske

Address:

Uncharted Learning
P. O. Box 152
Barrington, IL 60011

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

Unchartered Learning NFP

Margarita Geleske Chief Evangelist

Name: Margarita Geleske, Title: Owner

April 14, 2021

Date

Approved As To Form:

Andrew De La Torre

Andrew De La Torre, Executive Director
Benefits and Risk Management

6/3/2021

Date

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Agreement for Student Device Imaging and Repair Center

ITEM DESCRIPTION: Included in the Board packets and recommended for approval is an agreement with Robert Ellis Leasing and Investments, Inc., to provide a combined warehouse/office space for the 12 staff members responsible for configuration and repair of student computers. In support of the 1:1 device initiative, the space will be used to receive 25,000 student computers each year, configure the computers with district software, and distribute the computers to schools. In addition, damaged computers will be repaired at the center and 1,200 teacher computers will also be configured and distributed from the center annually.

Imaging and repair functions are currently housed temporarily at a building at the Ventura and 10th site that must be vacated for upcoming improvements to accommodate district departments in the future. All available facilities were reviewed within the district to house the Imaging and Repair Center. Based on the unique need for a combined warehouse/office facility, the leased space was the best available option in the timeframe required. The agreement is a five-year agreement, allowing for termination after year two or year three. During the term of the agreement, if existing space becomes available in a district-owned facility based upon planned moves, termination of the agreement could be recommended.

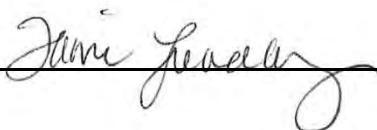
FINANCIAL SUMMARY: The annual cost for the facility is \$95,160, plus a one-time security deposit of \$7000. Sufficient funds will be available in the Information Technology budget.


PREPARED BY: Tami Lundberg, Chief
Technology Officer

DIVISION: Information Technology
PHONE NUMBER: (559) 457-6104

CABINET APPROVAL: Tami Lundberg, Chief
Technology Officer

SUPERINTENDENT APPROVAL:







**Fresno Unified
School District**
Preparing Career Ready Graduates

Fresno Unified School District

Contract Routing Form

Completed independent contract agreement must be attached

Robert Ellis Leasing & Investment, Inc.

680 West Shaw Ave, #202, Fresno CA 93704

Vendor Name

Address

(559) 285-3355

Robert Ellis

Phone Number

Vendor Contact

From: 06/17/2021

Through: 06/16/2026

Term (Duration)

FUSD Contract Administrator:

Tami Lundberg

Information Technology

(559) 457-3868

Name

Site/ Dept

telephone number

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

030-0140-0885-1970-4000-5899

Annual Cost \$ \$95,160.00 (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: _____ (initials)

Scope of Work Summary:

Included in the Board packets and recommended for approval is an agreement with Robert Ellis Leasing and Investments, Inc., to provide a combined warehouse/office space for the 12 staff members responsible for configuration and repair of 25,000 student computers and 1,200 teacher computers at 4273 West Richert, Suite 110, Fresno, CA 93722. The annual cost for the facility is \$95,160, plus a one-time security deposit of \$7000. Sufficient funds will be available in the Information Technology budget

Date Item is to appear on Board of Education Agenda: 06/16/2021 (Contracts of \$15,000.00 or more) **N/A**

Reviewed & approved by Cabinet Level Officer:

Signed

Date

Reviewed & approved by Executive Director, Risk Management:

Signed

Date

Please return signed contract to:

Tina Velasquez

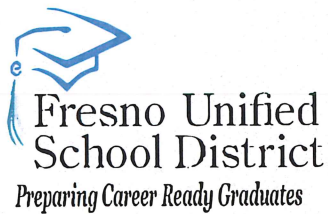
Information Technology

73167

Name

Department

Telephone



Fresno Unified School District

Independent Contractor Services Agreement

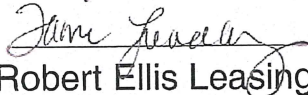
Routing sheet must be completed and placed on top of contract agreement

GENERAL INFORMATION

School/Department Budget: **030-0140-0885-1970-4000-5899**

District Contact Person: Tami Lundberg

Budget Manager Approval:



Contractor's Vendor Name: **Robert Ellis Leasing & Investment, Inc.**

Contractor's Contact Person: Robert Ellis

Contractor's Title: **Owner - Ellis Family Partnership III**

Contractor's Telephone Number: **(559) 285-3355**

Contractor's E-mail: **rellis@reli1.com**

Contractor's Address: **680 West Shaw Ave, #202, Fresno CA 93704**

Contractor's Taxpayer ID# or SSN#: **77-053774**

This Independent Contractor Services Agreement is made and entered into effective **06/17/2021** (the "Effective Date")
by and between the Fresno Unified School District ("District") and **Robert Ellis Leasing & Investment, Inc.** ("Contractor").

1. Contractor Services. Contractor agrees to provide

Included in the Board packets and recommended for approval is an agreement with Robert Ellis Leasing and Investments, Inc., to provide a combined warehouse/office space for the 12 staff members responsible for configuration and repair of 25,000 student computers and 1,200 teacher computers at 4273 West Richert, Suite 110, Fresno, CA 93722. The annual cost for the facility is \$95,160, plus a one-time security deposit of \$7000. Sufficient funds will be available in the Information Technology budget.



ROBERT ELLIS

LEASING & INVESTMENT, INC.

Date of Lease: **May 25, 2021**

Property Address: **4273 West Richert, Suite 110**

LANDLORD: **Ellis Family Partnership III**

Landlord Address: **c/o T.H. Commercial
5132 North Palm Avenue, PMB 355
Fresno, California 93704**

Contact Person: **Trish Sadler**

Phone: **(559) 259-3754**

E-mail: **thproperties@sbcglobal.net**

TENANT: **Fresno Unified School District**

Tenant Address: **4600 North Brawley
Fresno, California 93722**

Contact Person: **Don Soyinthisane**

Phone: **(559) 457-2576**

E-mail: **don.soyinthisane@fresnounified.org**

Type of Lease: **NNN Lease**

Approx. Leaseable Sq. Ft.: **Total 6,500± square feet**

Lease Term: **Five (5) years beginning on June 17, 2021, or upon substantial completion of Tenant Improvements or such other date as is specified in this Lease, and ending after 5 years, on June 16, 2026 (See Paragraph 40).**

Base Rent
(per month in advance): **\$7,930.00* per month June 17, 2021- June 16, 2022, then CPI Increase Annually (California All City Average).
*Includes \$1,235.00 per month Estimated NNN Costs.**

Security Deposit: **\$7,000.00**

Late Charge: **10% of Amount Due**

Holding Over: **125% of Last Months Rent**

Insurance: **\$2,000,000.00 Property Damage / \$2,000,000.00 Liability**

Landlord's Broker
(if none, state): **Fortune & Associates**

Tenant's Broker
(if none, state): **Fortune & Associates**

Comments:



ROBERT ELLIS

LEASING & INVESTMENT, INC.

THIS AGREEMENT OF LEASE is made this 25th day of May, 2021 by and between Ellis Family Partnership III, herein called Landlord, and Fresno Unified School District, herein called Tenant.

1. **LEASED PREMISES:** Landlord does hereby lease unto Tenant and Tenant does hereby hire and take from Landlord the following described premises, situated in the City of Fresno, County of Fresno, State of California, to wit: **4273 West Richert, Suite 110, approximately 6,500± square feet of improved office and warehouse space** subject to liens, encumbrances, building occupancy and other restrictions of record, ordinances and regulations now or hereafter lawfully imposed thereon by any government or agency thereof or in accordance with the terms of this Lease.

2. **TERM:** To have and to hold said premises for a term of **five (5) years**, commencing on the 17th day of **June, 2021** or upon substantial completion of tenant improvements, and ending after 5 years, on **June 16th, 2026** (See Paragraph 40).

3. **RENTAL:** Tenant shall pay rent, free from all claims, demands, or setoffs against Landlord of any kind or character whatsoever, to Landlord, or Landlord's duly authorized agent or representative, at an address to be designated by Landlord. The rent shall be paid in advance in monthly installments on the first of each month as follows:

3.1 Monthly Installments: Seven Thousand Nine Hundred Thirty No/100 Dollars (\$7,930.00*) June 17, 2021 – June 16th, 2022, then CPI Increase Annually - (California Consumer Price Index- All City Average). *Includes \$1,235.00 per month Estimated NNN Costs.

4. **PAYMENT UPON EXECUTION:** **Fourteen Thousand Nine Hundred Thirty and No/100 Dollars (\$14,930.00)** representing first month's rent and a security deposit, which shall be paid by Tenant as a pre-condition for entering into this Lease.

5. **SECURITY DEPOSIT:** A security deposit of **Seven Thousand and No/100 Dollars (\$7,000.00)** shall be paid to Landlord as security for the faithful performance by Tenant of all the terms, covenants, and conditions of this Lease to be kept and performed by Tenant during the term hereof. If Tenant defaults with respect to any provision of this Lease, including but not limited to the provisions relating to the payment of rent or late charges, Landlord may (but shall not be required to) use, apply or retain all or any part of this security deposit for the payment of any rent or any other sum in default, or for the payment of any amount which Landlord may spend or become obligated to spend by reason of Tenant's default, or to compensate Landlord for any other loss or damage which Landlord may suffer by reason of Tenant's default. If any portion of said deposit is so used or applied during the term or any extension of this agreement, Tenant shall, within five (5) days after written demand thereof, deposit cash with Landlord in an amount sufficient to restore the security deposit to its original amount and Tenant's failure to do so shall be a material breach of this Lease, Landlord shall not be required to keep this security deposit separate from his general funds, and Tenant shall not be entitled to interest on such deposit. If Tenant shall fully and faithfully perform every provision of this Lease to be performed by him, the security deposit or any balance thereof shall be returned to Tenant (or, at Landlord's option, to the last assignee of Tenant's interest hereunder) at the expiration of the lease term. In the event of termination of Landlord's interest in this Lease, Landlord shall transfer said deposit to Landlord's successor in interest. After transfer, Landlord shall be relieved of any and all liability with respect to the security deposit.

6. **LATE CHARGES:** In the event the monthly rent or other sums due under this Lease are received more than ten (10) days after the due date, Tenant agrees to pay to Landlord as additional rent a late charge of **ten percent (10%) of amount due**. This does not create a grace period. Tenant further agrees to pay Landlord any costs incurred by Landlord in effecting the collection of such past due rent and late charge including but not limited to fees of an attorney, court costs or collection agency fees. Nothing herein contained shall limit any other remedy of Landlord.

7. **USE OF PREMISES:** The above described premises are leased for the purpose of conducting thereupon **professional office use** and for no other purposes, and Tenant promises and agrees that he will, during the entire term hereof, use the same for conducting thereupon the aforesaid business and will occupy all said premises and cause the same to be open for business in the usual and **N/A** customary manner of similar businesses during the entire term hereof. Tenant will not permit the premises to become vacant or unoccupied; and will not use, or permit to be used, said premises or any part thereof for any sale by auction nor will Tenant use the premises in such manner as will increase the existing rate of insurance upon the building of which these premises are a part, nor cause any cancellation of any insurance policy covering said building. Tenant shall not sell, keep, use or permit to be sold, kept or used in or about said premises any article which may be prohibited in the standard form of fire insurance policies. Tenant shall, at his sole cost and expense, comply with any and all requirements, pertaining to said premises, of any insurance organization or company, necessary for the maintenance of reasonable fire and public liability insurance covering said building and appurtenances.

8. **SIGN CONTROL:** Tenant shall not affix, paint, erect or inscribe any sign, projection, awning, signal or advertisement of any kind to any part of the premises, building or real property, including without limitation, the inside or outside of windows or doors, without the prior written consent of Landlord. Landlord shall have the right to remove any signs or other matter, installed without Landlord's permission, without being liable to Tenant by reason of such removal, and to charge the cost of removal to Tenant as additional rent hereunder, payable within

West Shaw Avenue, #202 • Fresno, CA 93704 • (559) 228-8900

Web Site: www.reli1.com • E-mail: rellis@reli1.com • DRE License #00870649

(NNN) % LEASE

ten (10) days of written demand by Landlord.

9. PARKING: Tenant shall have the right to park in common with other tenants of Landlord, subject to the rules and regulations and such restrictions on use thereof as may be prescribed from time to time by Landlord.

10. COMPLIANCE WITH THE LAW: Tenant agrees that he will not use or permit said premises to be used for any unlawful purpose or for any purpose which will injure the reputation of the Landlord, the premises, or the building of which these premises are a part, nor will he disturb the other tenants of such building or neighborhood. Tenant will, at his own expense, promptly observe and comply with all laws, orders, regulations, rules, ordinances and requirements of Federal State, County and City governments, or other lawful governmental bodies, or any of their departments, bureaus or offices, and will effect all alterations or other requirements exacted, directed or deemed necessary on account of Tenant's use of said premises. Tenant agrees to pay, at his own cost and expense, all claims, fines, penalties and damages that may in any manner arise out of, or be imposed because of, the failure of Tenant to comply with this covenant, and will hold Landlord harmless from any damage, injury, loss or claim, lawfully imposed or recovered by reason of any breach of this agreement. The commencement or pendency in any court, whether State or Federal, of any abatement proceedings affecting the use of said premises shall, at the option of Landlord, be deemed a breach of this Lease.

11. ENTRY AND SURRENDER OF PREMISES: By entry hereunder, Tenant acknowledges that said premises and each and every part, thereof, all window glass and other glazing, plumbing, heating, cooling and air-conditioning, lighting fixtures and lights, electric wiring and the sewage system in and about said premises on the date of entry are in good order, condition and repair and on the last day of the term hereof, or on any sooner termination of this Lease, Tenant will peaceably and quietly surrender and yield up said premises to Landlord in good repair and in a broom clean condition. Tenant shall, on Landlord's request, remove Tenant's property on or before the expiration date and promptly repair all damage to the premises or building caused by such removal. Any personal property left on the premises after the expiration of this Lease, at the option of the Landlord, shall be considered abandoned.

12. NOTICES: Any notice required to be given hereunder or any notice required to be given by law shall be in writing and may be given by personal delivery or by certified mail with return receipt requested, addressed to Tenant at the demised premises, or at his place of business, or to Landlord at the address on the signatory page, or to either of them in any manner prescribed by law.

13. WAIVER: Time is agreed to be of the essence in this agreement, and any waiver by Landlord of the prompt and punctual performance of any term, condition or covenant hereof shall not be construed to be a waiver of the prompt and punctual performance of the same or any other term, condition or covenant subsequently when due.

14. MERGER: The voluntary or other surrender of this Lease by Tenant or a mutual cancellation hereof shall not work a merger, and shall, at the option of the Landlord, terminate all or any existing sub-leases or sub-tenancies or shall operate as an assignment to him of such sub-leases or sub-tenancies.

15. SUCCESSION OF TENANT: This Lease and each of its terms, subject to the provisions relating to assignments, shall apply to and bind the heirs successors, executors, administrators and assigns of the Tenant hereto and the Tenant hereto shall be jointly and severally liable hereunder for performance of all conditions of this Lease.

16. QUIET ENJOYMENT: Landlord covenants with Tenant that upon Tenant's entry into said premises and his performance of each of the terms of the Lease, on his part to be performed, Tenant shall have full freedom and use of said premises in accordance with the terms hereof and quietly enjoy the same without lawful claim on the part of any person.

17. HOLDING OVER: If after expiration of the term, Tenant remains in possession of the premises, at the option of the Landlord, Tenant shall become a Tenant from month to month only, upon all provisions of this Lease (except as to term and base rent), but the "Monthly Installments of Base Rent" payable by Tenant shall be increased to 125% of Last Months Rent, payable by Tenant. Such monthly rent shall be payable in advance on or before the first day of each month. If either party desires to terminate such month to month tenancy, he shall give the other party not less than thirty (30) days advance written notice of the date of termination. Any option to renew, extend or purchase, or other options, do not survive the expiration of this Lease.

18. RIGHT OF ENTRY: Landlord or his representative shall have the right to enter said premises at any time during the term of this Lease to protect, inspect, exercise or investigate any rights of Landlord herein reserved; to inspect the premises or to post notices of non-responsibility, or to place thereon at any time "For Sale" signs and within thirty days prior to the expiration hereof the usual "To Let" or "To Lease" signs, all without rebate of rent to Tenant. Landlord may enter said premises for the purpose of making any alteration, repair or improvement to said building, or the premises, which he deems convenient for the maintenance or preservation thereof. Tenant expressly waives any damage resulting from such entry or from the performance of such alterations or repairs, and such entry shall not be cause for any rebate of rent herein reserved, provided always that the ingress and egress of Tenant or his customer shall not be unnecessarily hindered, nor shall Tenant's occupancy be otherwise unnecessarily inconvenienced.

19. POSSESSION: If for any reason whatsoever Landlord cannot deliver possession of said premises to Tenant at the commencement hereof, this Lease shall not be void or voidable, nor shall Landlord be liable for any loss or damage resulting therefrom, provided always that a proportionate reduction of rent shall be made therefor.

(NNN) % LEASE

20. ASSIGNMENT OR SUB-LEASE: Tenant shall not assign or hypothecate this Lease nor any right granted him hereunder, nor sublet, or license the demised premises or any part thereof without the prior written consent of Landlord. Said consent shall not be unreasonably withheld. No consent to any assignment of this Lease or any subletting of said premises shall be construed to be a waiver of the provisions hereof except only as to the specific instance covered by such consent, nor shall this Lease or any interest herein be assignable by operation of law.

Tenant agrees he will not file during the term hereof a petition in bankruptcy or for extension or arrangement of his debts or composition with his creditors, nor make an assignment for the benefit of his creditors, nor permit his interest in the demised premises to become subject to any proceeding, whether in Federal or State courts, wherein a receiver, custodian, conservator or other officer is appointed to hold, conserve, manage or operate Tenant's business. Any assignment by operation of law or the filing of any petition in bankruptcy, or for extension or arrangement of Tenant's debts or composition with his creditors, whether voluntary or involuntary, or the appointment of any receiver, custodian, or other officer in a any proceeding in any court wherein the possession, management or control of premises herein demised is in any person other than Tenant, shall terminate this Lease and any and all rights which Tenant may have by reason of this Lease. Landlord shall be entitled to recover, in addition to possession of said premises, damages in a sum equal to all expenses to which Landlord may be put in regaining possession of said premises and the amount of the rent reserved for the remainder of the term hereof, less the fair rental value received for the remainder of said term. Any intended assignee, subtenant or successor must be able to demonstrate: 1) an ability to pay all rent in a timely fashion, 2) a previous history as a successful business person in the business to be operated in the premises, 3) the ability to pay a deposit, 4) good credit, 5) acceptable references, 6) if a corporation, guarantees by officers as requested by Landlord.

21. DEFAULT: In the event of the failure of Tenant to pay rent or any other amount due under the terms of this Lease as herein provided or upon the breach of any other condition, term or covenant herein contained on the part of Tenant to be kept and performed, each term, condition and covenant hereof being a material part of the consideration for Landlord's entry into this Lease, Landlord may, at his option, five (5) days after written notice to Tenant to cure said breach (if the same be a breach of a condition other than the payment of rent, and in that event, without notice):

A. Terminate this Lease and thereupon re-enter and take possession thereof, ousting all persons therefrom;

B. Elect not to terminate Tenant's possession of the premises hereunder, and enforce all of his rights and remedies including, without limitation, the right to recover rent as it becomes due. For purposes of this paragraph, the following do not constitute a termination of Tenant's possession:

- (1) Acts of maintenance or preservation or efforts to re-let the property; and
- (2) The appointment of a receiver on the initiative of Landlord to protect his interest under this Lease. Upon any re-entry by landlord by any means, Landlord may, at his election, re-let or re-lease said premises, without notice to Tenant, for such rent, for such time and upon such terms as landlord, in his full discretion, shall see fit.

C. In the event that this Lease shall be terminated as provided in this Paragraph, Landlord may recover from Tenant:

- (1) The worth at the time of award of the unpaid rent which has been earned at the time of termination;
- (2) The worth at the time of award by which the unpaid rent which would have been earned after termination, until the time of award exceeds the amount of such rental loss that Tenant proves could have been reasonably avoided;
- (3) The worth at the time of award of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of such rental loss for such period that Tenant proves could be reasonably avoided; and
- (4) Any other amount necessary to compensate Landlord for all the detriment proximately caused by the Tenant's failure to perform his obligations under this Lease, or which in the ordinary course of things would be likely to result therefrom, including without limitation all expenses of regaining possession of said premises, or repairing said premises and remodeling or removing all alterations made by Tenant, and re-letting the premises including leasing fees.

The "worth at the time of award" of the amounts referred to in subparagraphs C(1) and C(2) above is computed by allowing interest at the rate of ten percent (10%) per annum. The "worth at the time of award" of the amount referred to in subparagraph C(3) above is computed by discounting such amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of award plus one percent (1%).

D. Efforts by landlord to mitigate the damages caused by Tenant's breach of this Lease do not waive Landlord's right to recover damages under this article. Nothing in this article affects the right of Landlord to indemnification for liability arising prior to the termination of this Lease for personal injuries or property damage as provided in paragraph 29 hereof. Any re-entry by Landlord as herein permitted shall be construed to be under Tenant's direction and Tenant agrees to hold Landlord harmless from all claim or damage to property or injury to persons caused thereby.

E. Any property belonging to Tenant or any person holding by, through or under him, or otherwise found upon the demised premises, may be removed therefrom and stored in any public warehouse at the cost of and for the account of Tenant. If Tenant abandons, vacates or surrenders said premises or is dispossessed by process of law, any personal property left upon said premises shall be deemed abandoned at the option of Landlord. The commencement of any action for any remedy herein reserved by landlord and the prosecution hereof to judgment shall not be deemed an election on the part of Landlord unless and until said judgment is fully satisfied and discharged.

F. In the event Landlord is involuntarily made a party to any litigation concerning this Lease or the demised premises by reason of any act or omission by Tenant, Tenant promises to hold Landlord harmless from all liability, including attorneys' fees incurred by Landlord in such litigation, and in the event Landlord brings an action against Tenant to enforce any of the terms of this Lease, or commences an action under the provisions of the unlawful detainer act for forfeiture of the Lease, or for possession of the premises, or both, Tenant agrees to pay to

(NNN) % LEASE

Landlord a reasonable attorney's fee whether such action is prosecuted to a conclusion or not, such fee being deemed to have accrued upon the commencement thereof.

G. Ten Percent (10%) per annum interest will be charged on all monies due from Tenant to Landlord under this Lease from the date due.

22. REIMBURSEMENT: In the event Tenant fails, neglects or refuses to perform any covenant, agreement or condition in this Lease provided by him to be done, kept or performed, at the time when the same is herein provided by him to be so done, Landlord may perform such covenant, condition or agreement and any money expended thereon shall be charged to the account of Tenant, payable on demand, with interest thereon at ten percent (10%) per annum, and the failure of Tenant to so repay Landlord for any money so paid out and expended shall constitute a default under his Lease.

23. SUBORDINATION OF LEASE: Tenant agrees that this Lease is, and shall be, subordinate to any mortgage, deed of trust or any other hypothecation for security which has been or which has been or which hereafter may be placed upon said premises or the land or building of which they are a part, by Landlord, and such subordination is hereby effective without any further act by Tenant. However, if requested, Tenant will sign any documentation necessary to acknowledge such subordinate position.

24. ALTERATIONS: Tenant shall not make any alterations or repairs to the premises without Landlord's prior written consent. Any alterations made shall remain on and be surrendered with the premises on expiration or termination of the Lease except that Landlord can elect within three (3) days before expiration of the Lease, or within five (5) days after the termination of the Lease, to require Tenant to remove any alterations that Tenant has made to the premises. If Landlord so elects, Tenant at his cost shall restore the premises to the condition designated by Landlord in his election, before the last day of the term or within thirty (30) days after notice of election is given, whichever is later.

The above restrictions shall not apply to trade fixtures so long as Tenant fully complies with every term, condition and covenant of this Lease and so long as said trade fixtures may be installed and removed without damage or injury to the premises or any improvements thereof. Upon the termination of this Lease, provided all the conditions, covenants and agreements of this Lease have been fully complied with on the part of the Tenant, all such trade fixtures may be removed so long as such removal shall not in any way injure or impair the condition of said premises.

If Tenant makes any alterations to the premises as provided in this paragraph, the alterations shall not be commenced until five (5) days after Landlord has received notice from Tenant stating the date the installation of the alterations is to commence so that Landlord can post and record an appropriate notice of non-responsibility.

25. MECHANIC'S LIEN: Tenant shall pay all costs for construction done by him or caused to be done by him on the premises as permitted by this Lease. Tenant shall keep the building, other improvements, and land of which the premises are a part free and clear of all mechanic's liens resulting from construction done by or for Tenant. Tenant's failure to comply with this covenant shall at Landlord's option be grounds for terminating this Lease.

26. EMINENT DOMAIN: If the whole of the leased premises shall be acquired or condemned by eminent domain for any public or quasi-public use or purpose, then the term of this Lease shall cease and terminate as of the date of title vesting in such proceeding and all rentals shall be paid up to that date and Tenant shall have no claim against Landlord for the value of any unexpired term of this Lease.

If the whole of the common parking areas in the premises shall be acquired or condemned by eminent domain for any public or quasi-public use or purpose, then the term of this Lease shall cease and terminate as of the date of title vesting in such proceeding unless Landlord shall take immediate steps to provide other parking facilities substantially equal to the previously existing ratio between the common parking areas and the leased premises, and such substantially equal parking facilities shall be provided by Landlord at his own expense within ninety (90) days from the date of acquisition. In the event that Landlord shall provide such other substantially equal parking facilities, then this Lease shall continue in full force and effect. In any event, Tenant shall have no claim for the value of any unexpired term of this Lease.

If any part of the leased premises shall be acquired or condemned by eminent domain for any public or quasi-public use or purpose, and in the event that such partial taking or condemnation shall render the leased premises unsuitable for the business of the Tenant, the term of this Lease shall cease and terminate as of the date of title vesting in such proceeding and Tenant shall have no claim against Landlord for the value of any unexpired term of this Lease. In the event of a partial taking or condemnation which is not extensive enough to render the premises unsuitable for the business of the Tenant, then Landlord shall promptly restore the leased premises to a condition comparable to its condition at the time of such condemnation less the portion lost in the taking, and this Lease shall continue in full force and effect.

In the event of any condemnation or taking as hereinabove provided, whether whole or partial, the Tenant shall not be entitled to any part of the award, as damages or otherwise, for such condemnation and Landlord is to receive the full amount of such award. The Tenant hereby expressly waives any right or claim to any part thereof.

Although all damages in the event of any condemnation are to belong to the Landlord whether such damages are awarded as compensation for diminution in value of the leasehold or to the fee of the leased premises, Tenant shall have the right to claim and recover from the condemning authority, but not from Landlord, such compensation as may be separately awarded or recoverable by Tenant in Tenant's own right on account of any and all damage to Tenant's business by reason of the condemnation and for or on account of any cost or loss to which Tenant might be put in removing Tenant's furniture, fixtures, leasehold improvements and equipment.

27. TRANSFER OF LANDLORD'S INTEREST: In the event of any sale or transfer by Landlord of the premises, building or project, and assignment of this Lease by Landlord, Landlord shall be and is hereby entirely freed and relieved of any and all liability and obligations contained in or derived from this Lease arising out of any act, occurrence or omission relating to the premises, building, project or Lease occurring after the consummation

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of such sale or transfer, providing the purchaser shall expressly assume all of the covenants and obligations of Landlord under this Lease. Tenant shall sign and return within 14 days any estoppel certificates submitted to him by Landlord, stating the condition of the Lease.

28. TAXES: (a) Tenant shall pay his proportionate share of all real property taxes and general and special assessments levied and assessed against the building, other improvements, and land of which the premises are a part.

(b) Tenant shall pay before delinquency all taxes, assessments, license fees and other charges ("taxes") that are levied and assessed against Tenant's personal property installed or located in or on the premises and that become payable during the term of this Lease. On demand by landlord, Tenant shall furnish Landlord with satisfactory evidence of these payments.

28.1 FRESNO COUNTY PROPERTY TAX EXEMPTION: Tenant and Landlord will cooperate fully in every way necessary to obtain the Fresno County property tax exemption, as to Tenant's 501C3 Non-Profit exemption status. Tenant agrees to submit all completed and required Property Tax Exemption forms before February 15th of each year to the proper Governmental Agencies, commencing February 15, 2022 for approval each year. Tenant will be responsible for paying the taxes until exemption has been granted after submission of the annual Exemption Requirements.

29. INSURANCE: Landlord, at his cost, shall maintain on the building and other improvements that are part of the premises, or in the case of multi-tenant building in which the premises are located, a policy of standard fire and extended coverage insurance with vandalism and malicious mischief endorsements to the extent of at least full replacement value. Landlord shall pay the premiums for maintaining the insurance required by the foregoing paragraph.

The insurance policy shall be issued in the names of Landlord, Tenant and Landlord's lender as their interests appear. The insurance policy shall provide that any proceeds shall be made payable to Landlord.

Tenant shall reimburse Landlord for Tenant's proportionate share of the premiums paid by landlord for maintaining the insurance required. Reimbursement shall be made by Tenant within ten (10) days after Tenant receives a copy of the premium notice. Failure to pay within the time prescribed shall give Landlord the right to terminate this Lease, and in all events Landlord shall have the right to assess a ten percent (10%) annualized charge on premiums due if not paid within the time prescribed.

Tenant's proportionate share of the total insurance premiums shall be the ratio that the total number of square feet in the premises bears to the total number of leasable square feet in the building and other improvements in which the premises are located. Tenant shall not be liable for increases in the insurance premium caused by a particular use or activity of any other Tenant in the building in which the premises are located, or caused by improvements constructed by or for the exclusive benefit of any other Tenant.

Tenant's obligation to pay the insurance costs shall be prorated for any partial year at the commencement and expiration or termination of the Lease.

If Landlord's lender requires Landlord to impound insurance premiums on a periodic basis during the term, Tenant, on notice from Landlord indicating this requirement, shall pay a sum of money toward his liability under this paragraph to Landlord on a periodic basis in accordance with the lender's requirements. Landlord shall impound the insurance premiums received from Tenant in accordance with the requirements of the lender.

The parties release each other, and the respective authorized representatives, from any claims for damage to any person or to the premises and the building and other improvements in which the premises are located and to the fixtures, personal property, Tenant's improvements and alterations of either Landlord or Tenant in or on the premises and the building and other improvements in which the premises are located that are caused by or result from risks insured against under any insurance policies carried by the parties and in force at the time of any such damage.

Each party shall cause each insurance policy obtained by it to provide that the insurance company waives all right of recovery by subrogation against either party in connection with any damage covered by any policy. Neither party shall be liable to the other for any damage caused by any fire or any other risks insured against under and insurance policy required by this Lease. If any insurance policy cannot be obtained with a waiver of subrogation or is obtainable only by the payment of an additional premium charged above that charged by insurance companies issuing policies without waiver of subrogation, the party undertaking to obtain the insurance shall notify the other party of this fact.

The Tenant, at his cost, shall obtain and maintain policies of comprehensive liability insurance including bodily injury and property damage in an amount not less than \$2,000,000.00 for injury or death to persons and \$2,000,000.00 for property damage. Said insurance shall be in a form acceptable to the Landlord and shall include Landlord, his agents and property management company where applicable, as additional insureds on the policy. Landlord may place his own insurance for his protection if Tenant shall fail to provide proof that said insurance is in place. Any premiums for said insurance shall be reimbursed by Tenant within ten (10) days after demand has been made for same.

All the insurance required under this Lease shall:

(1) Be issued by insurance companies authorized to do business in the State of California, with a financial rating of at least an A+3A status as rated in the most recent edition of Best's Insurance Reports;

(2) Be issued as a primary policy;

(3) Contain an endorsement requiring thirty (30) days written notice from the insurance company to both parties and the Landlord's lender before cancellation or change in the coverage, scope, or amount of any policy.

All public liability insurance, products liability insurance and property damage insurance shall insure performance by Tenant of the following indemnity provisions. Both parties shall be named as additional insureds, and the policy shall contain cross-liability endorsements.

Tenant shall hold Landlord harmless from all damages arising out of any damage to any person or property occurring in, on or about the premises and the building in which the premises are located, except that Landlord

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shall be liable to Tenant for damage resulting from the acts or omissions of Landlord or his authorized representatives, Landlord shall hold Tenant harmless from all damages arising out of any such damage. The parties' obligation under this paragraph to indemnify and hold the other party harmless shall be limited to the sum that exceeds the amount of insurance proceeds, if any, received by the party being indemnified.

Tenant, at his cost, shall maintain on all his personal property, Tenant's improvements and alterations, in, on or about the premises, a policy of standard fire and extended coverage insurance with vandalism and malicious mischief endorsements to the extent of at least one hundred percent (100%) of their actual cash value. The proceeds from any such policy shall be used by Tenant for the replacement of personal property or the restoration of Tenant's improvements or alterations.

Tenant, at his cost, shall maintain full coverage plate glass insurance on the premises. Both parties shall be named as co-insureds.

30. REPAIRS: Tenant promises, at his own cost, to keep said demised premises in good and substantial order and repair in all respects including, but not limited to floors, doors, roof, exterior walls, vaults, windows and other glazing, plumbing, gas, water and sewer piping, adjacent sidewalks, electric fixtures, heating, cooling and air conditioning, pipe, wire conduits and all other appurtenances in, on, or connected with and used for the benefit or service of the demised premises. Tenant further agrees to replace and renew with like kind and quality, any and all of said things that become too worn to be repaired so that at all times said premises and appurtenances shall be in good order, condition and repair.

31. UTILITY CHARGES AND TAXES: Tenant covenants and agrees to pay all utility and municipal service charges levied, taxed or charged against said premises during the term of this Lease.

32. DESTRUCTION: If, during the term, the premises or the building and other improvements on which the premises are located are totally or partially destroyed from the risk covered by the insurance described in paragraph 29, rendering the premises totally or partially inaccessible or unusable, Landlord shall restore the premises or the building and other improvements on which the premises are located to substantially the same condition as they were in immediately before destruction. Such destruction shall not terminate this Lease. If existing laws do not permit the restoration, either party can terminate this Lease immediately by giving notice to the other party.

If the cost of the restoration exceeds the amount of proceeds received from the insurance acquired under paragraph 29, Landlord can elect to terminate this Lease by giving notice to Tenant within fifteen (15) days after determining that the restoration costs will exceed the insurance proceeds. In the case of destruction to the premises only, if Landlord elects to terminate this Lease, Tenant, within fifteen (15) days after receiving Landlord's notice to terminate can elect to pay to Landlord at the time Tenant notifies Landlord of his election, the difference between the amount of insurance proceeds and the cost of restoration, in which case Landlord shall restore the premises. Landlord shall give Tenant satisfactory evidence that all sums contributed by Tenant as provided in this paragraph have been expended by Landlord in paying the cost of restoration.

If Landlord elects to terminate this Lease and Tenant does not elect to contribute toward the cost of restoration as provided in this paragraph, this Lease shall terminate.

If, during the term, the premises or the building and other improvements in which the premises are located are totally or partially destroyed from a risk not covered by the insurance described in paragraph 29, rendering the premises totally or partially inaccessible or unusable, Landlord shall restore the premises or the building and other improvements in which the premises are located to substantially the same condition as they were in immediately before destruction. Such destruction shall not terminate this Lease. If the existing laws shall not permit the restoration, either party can terminate this Lease immediately by giving notice to the other party. If the cost of restoration exceeds five percent (5%) of the then replacement value of the premises or the building and other improvements in which the premises are located that are destroyed, Landlord can elect to terminate this Lease by giving notice to Tenant within fifteen (15) days after determining the restoration costs and replacement value.

If Landlord is required or elects to restore the premises as provided above, Landlord shall not be required to restore alterations made by Tenant, Tenant's improvements, Tenant's trade fixtures, and Tenant's personal property, such excluded items being the sole responsibility of Tenant to restore.

33. COMMON AREA - OPERATING COSTS: Tenant shall pay, as additional rent, Tenant's prorata share of the amount of the recurring building operating costs, including but not limited to wages, utilities, fuel, gas, electricity, building supplies, normal maintenance, janitorial services, property management, taxes, assessments and insurance of the building and common areas, employees' wages, social security and unemployment insurance contributions, union benefits, rubbish removal, maintenance and replacement of landscaping in which the demised premises are located. Tenant's prorata share shall be the number of rentable square feet in the herein described leased premises divided by the total number of rentable square feet in the building(s) in which the premises are located. The total number of rentable square feet in the building(s) may be increased and in that event the percentage will be adjusted. Landlord reserves the right to have the premises separately metered for utilities, to maintain a separate contract for janitorial services and to have the leased premises separately assessed for tax purposes.

Tenant shall pay to landlord, within ten (10) days after receipt of such statement, Tenant's prorata share of the cost incurred by landlord. Landlord shall have the right to assess a ten percent (10%) annualized charge on amounts due if not paid within the time prescribed.

For administrative convenience, Landlord may adjust the period of computation of any such additional rent to his regular monthly expense cycle, or prorate expenses based upon a thirty (30) day month. Tenant's prorated share of operating costs not to exceed \$1,235.00/month (.19/square foot) the first 12 months of said lease.

34. NEGATION OF PARTNERSHIP: Landlord shall not become or be deemed a partner or a joint venturer with Tenant by reason of the provisions of this Lease.

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35. BINDING EFFECT: Under no circumstance will this Lease be binding upon the parties until it has been signed by both parties and signed copies delivered to both parties or their designated agents, and the prescribed payment set forth in paragraph 4 received by Landlord or Landlord's designated agent.

36. DISCLAIMER: This is a legal document. Robert Ellis Leasing & Investment makes no representation or recommendation concerning legal effect, legal sufficiency, or tax consequences herein. Robert Ellis is a California Licensed Real Estate Broker, and a partner in Ellis Family Partnership III.

37. INTEGRATED AGREEMENT; MODIFICATION: This Lease contains all the agreements of the parties and cannot be amended or modified except by a written agreement signed by the parties.

38. TENANT IMPROVEMENTS: Landlord, at Landlord's expense, shall provide new carpet in all carpeted areas, and paint all painted walls throughout, create a larger doorway from warehouse to main space, to move pallets through, included in said rent. Landlord and Tenant to cooperate and determine said cost of any security measures on exterior windows and skylights that Tenant deems necessary. Said costs to be Tenant's responsibility, however, Landlord will cooperate and coordinate said improvement for Tenant. Said cost to Landlord to be amortized over the term. Subject to Landlord approval of said Total Cost.

39. PLANS: Tenant to submit any and all plans for any additional work, to Landlord, for Landlord approval prior to any work being done.

40. CANCELTION: Tenant may Cancel said Lease at the end of the 24th month, or the end of the 36th month, upon giving Landlord 180 day prior written notice, and payment of unamortized Tenant Improvements and leasing costs.

41. CASp DISCLOSURE: In accordance with the requirements of Civil Code Section 1938:

If a CASp inspection has been performed and there have been no modifications or alterations between the date of the inspection and the date of the lease which have impacted the Premises' compliance with construction-related accessibility standards, the Landlord must provide the prospective Tenant a copy of the CASp inspection report.

The prospective Tenant is required to agree that the contents of the report shall remain confidential, except as necessary for Tenant to disclose it to make repairs and corrections of violations contained in the report that the Tenant agrees to make.

However, the law now presumes that any repairs or modifications necessary to correct violations are the responsibility of the Landlord unless the Tenant agrees to take on that responsibility.

If the report is not provided at least forty-eight (48) hours before the lease is signed, the Tenant may have up to seventy-two (72) hours after the execution of the lease to rescind it. If a disability access inspection certificate has been issued, a copy of that should also be provided to the Tenant within seven days of the date of execution of the lease.

If the premises have not been issued a disability access inspection certificate, the lease must contain the following provision:

A Certified Access Specialist (CASp) can inspect the subject premises and determine whether the subject premises comply with all of the applicable construction-related accessibility standards under state law. Although state law does not require a CASp inspection of the subject premises, the commercial property Landlord or Lessor may not prohibit the Lessee or Tenant from obtaining a CASp inspection of the subject premises for the occupancy or potential occupancy of the Lessee or Tenant, if requested by the Lessee or Tenant. The parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs to correct violations of the construction-related accessibility standards within the premises.

42. ENERGY STAR: In accordance with AB 1103, Landlord hereby discloses that the energy usage for the Premises has not been placed on the Portfolio Manager (U.S. EPA).

ARBITRATION OF DISPUTES: In the event a claim or controversy arises out of this Lease Agreement between Landlord, Tenant, or Broker, all parties hereby agree that such claim or controversy shall be settled by binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration association, and not by court action except as provided by California Law for judicial review of arbitration awards. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. In the event any arbitration proceeding or legal action to enforce an arbitration award is commenced, each party agrees to pay its own expenses and attorneys' fees incurred therein.

This arbitration provisions does not apply to unlawful detainer actions filed by Landlord (or any other proceeding for possession of the premises) for claims arising from Tenant's failure to pay any sums due under this Lease or for any other breaches of this Lease by Tenant.

Venue and jurisdiction for any such arbitration shall be in the city of Fresno, County of Fresno, California.

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"NOTICE: BY INITIALING IN THE SPACE BELOW YOU ARE AGREEING TO HAVE ANY DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN THE 'ARBITRATION OF DISPUTES' PROVISION DECIDED BY NEUTRAL ARBITRATION AS PROVIDED BY CALIFORNIA LAW AND YOU ARE GIVING UP ANY RIGHTS YOU MIGHT POSSESS TO HAVE THE DISPUTE LITIGATED IN A COURT OF JURY TRIAL. BY INITIALING IN THE SPACE BELOW YOU ARE GIVING UP YOUR JUDICIAL RIGHTS TO DISCOVERY AND APPEAL, UNLESS THOSE RIGHTS ARE SPECIFICALLY INCLUDED IN THE 'ARBITRATION OF DISPUTES' PROVISIONS. IF YOU REFUSE TO SUBMIT TO ARBITRATION AFTER AGREEING TO THIS PROVISION, YOU MAY BE COMPELLED TO ARBITRATE UNDER THE AUTHORITY OF THE CALIFORNIA CODE OF CIVIL PROCEDURE. YOUR AGREEMENT TO THIS ARBITRATION PROVISIONS IS VOLUNTARY."

WE HAVE READ AND UNDERSTAND THE FOREGOING AND AGREE TO SUBMIT DISPUTES ARISING OUT OF THE MATTERS INCLUDED IN 'ARBITRATION OF DISPUTES' PROVISION TO NEUTRAL ARBITRATION.

Landlord's Initials	Tenant's Initials	DS Broker's Initials	Broker's Initials
<u>RE</u>	<u>/</u>	<u>JB</u>	<u>/</u>

This Lease contains 42 paragraphs on 12 pages and constitutes the entire lease.

LANDLORD:

Ellis Family Partnership III

By: Robert EllisDate: 5/27/21

Address: c/o T.H. Properties
5132 North Palm Avenue, PMB 355
Fresno, California 93704
Telephone: (559) 259-3754

TENANT:

Fresno Unified School District

By: _____

Date: _____

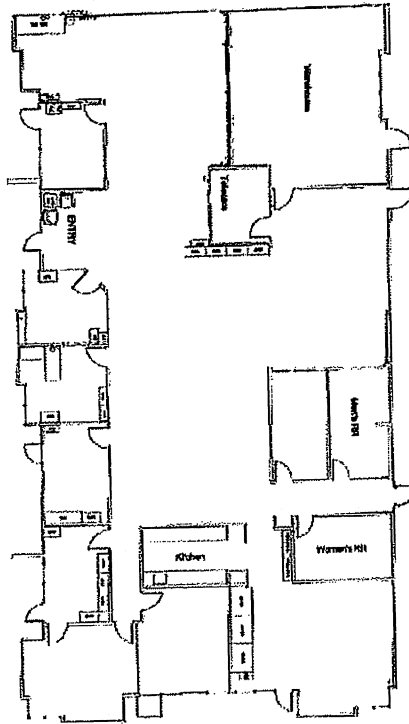
Address: 4600 North Brawley
Fresno, California 93722
Telephone: (559) 457-2576

APPROVED AS TO FORM

Andrew De La Torre
Andrew De La Torre, Executive Director
Benefits & Risk Management

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EXHIBIT A
FLOOR PLAN
4273 W. RICHERT, SUITE 110



Approximately 6,500± SF.

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DISCLOSURE REGARDING REAL ESTATE AGENCY RELATIONSHIP

(This form is required to be signed on all transactions beginning January 1, 2015 pursuant to California law SB1171)

Please note that the terms "Seller" and "Buyer" are defined by the CA Civil Code to include a lessor and lessee, respectively.

If you are a Listing Agent - you must deliver the form to the seller/lessor before entering into the listing agreement. If the buyer/lessee is not represented by an agent, you must also deliver the form to it within one business day after receiving an offer from the buyer/lessee.

If you are the Buyer's Agent - you must deliver the form to the buyer/lessee as soon as the buyer/lessee seeks your services, but in any event before the buyer/lessee signs an offer. In addition, you must also deliver the form to the seller/lessor before or concurrently with presenting an offer.

When you enter into a discussion with a real estate agent regarding a real estate transaction, you should from the outset understand what type of agency relationship or representation you wish to have with the agent in the transaction.

SELLER'S AGENT

A Seller's agent under a listing agreement with the Seller acts as the agent for the Seller only. A Seller's agent or a subagent of that agent has the following affirmative obligations:

To the Seller: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Seller.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties.

An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

BUYER'S AGENT

A selling agent can, with a Buyer's consent, agree to act as agent for the Buyer only. In these situations, the agent is not the Seller's agent, even if by agreement the agent may receive compensation for services rendered, either in full or in part from the Seller. An agent acting only for a Buyer has the following affirmative obligations:

To the Buyer: A fiduciary duty of utmost care, integrity, honesty, and loyalty in dealings with the Buyer.

To the Buyer and the Seller:

- (a) Diligent exercise of reasonable skill and care in performance of the agent's duties.
- (b) A duty of honest and fair dealing and good faith.
- (c) A duty to disclose all facts known to the agent materially affecting the value or desirability of the property that are not known to, or within the diligent attention and observation of, the parties. An agent is not obligated to reveal to either party any confidential information obtained from the other party that does not involve the affirmative duties set forth above.

AGENT REPRESENTING BOTH SELLER AND BUYER

A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer. In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer:

- (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either the Seller or the Buyer.
- (b) Other duties to the Seller and the Buyer as stated above in their respective sections.

In representing both Seller and Buyer, the agent may not, without the express permission of the respective party, disclose to the other party that the Seller will accept a price less than the listing price or that the Buyer will pay a price greater than the price offered. The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect his or her own interests. You should carefully read all agreements to assure that they adequately express your understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Throughout your real property transaction you may receive more than one disclosure form, depending upon the number of agents assisting in the transaction. The law requires each agent with whom you have more than a casual relationship to present you with this disclosure form. You should read its contents each time it is presented to you, considering the relationship between you and the real estate agent in your specific transaction. This disclosure form includes the provisions of Sections 2079.13 to 2079.24, inclusive, of the Civil Code set forth on the reverse hereof. Read it carefully.

Fortune & Associates

Agent DocuSigned by:

James Bitter 5/28/2021

Associate Licensee Signature (Date)

James Bitter 02044628

Associate Licensee Printed Name and DRE #

Buyer/Lessee Signature (Date)

Buyer/Lessee Printed Name

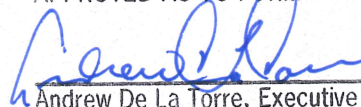
Robert Ellis 5/27/21

Seller/Lessor Signature (Date)

Robert Ellis

Seller/Lessor Printed Name

APPROVED AS TO FORM


Andrew De La Torre, Executive Director
Benefits & Risk Management

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2079.13 As used in Sections 2079.14 to 2079.24, inclusive, the following terms have the following meanings:

- (a) "Agent" means a person acting under provisions of Title 9 (commencing with Section 2295) in a real property transaction, and includes a person who is licensed as a real estate broker under Chapter 3 (commencing with Section 10130) of Part 1 of Division 4 of the Business and Professions Code, and under whose license a listing is executed or an offer to purchase is obtained.
- (b) "Associate licensee" means a person who is licensed as a real estate broker or salesperson under Chapter 3 (commencing with Section 10130) of Part 1 of Division 4 of the Business and Professions Code and who is either licensed under a broker or has entered into a written contract with a broker to act as the broker's agent in connection with acts requiring a real estate license and to function under the broker's supervision in the capacity of an associate licensee. The agent in the real property transaction bears responsibility for his or her associate licensees who perform as agents of the agent. When an associate licensee owes a duty to any principal, or to any buyer or seller who is not a principal, in a real property transaction, that duty is equivalent to the duty owed to that party by the broker for whom the associate licensee functions.
- (c) "Buyer" means a transferee in a real property transaction, and includes a person who executes an offer to purchase real property from a seller through an agent, or who seeks the services of an agent in more than a casual, transitory, or preliminary manner, with the object of entering into a real property transaction. "Buyer" includes vendee or lessee.
- (d) "Dual agent" means an agent acting, either directly or through an associate licensee, as agent for both the seller and the buyer in a real property transaction.
- (e) "Listing agreement" means a contract between an owner of real property and an agent, by which the agent has been authorized to sell the real property or to find or obtain a buyer.
- (f) "Listing agent" means a person who has obtained a listing of real property to act as an agent for compensation.
- (g) "Listing price" is the amount expressed in dollars specified in the listing for which the seller is willing to sell the real property through the listing agent.
- (h) "Offering price" is the amount expressed in dollars specified in an offer to purchase for which the buyer is willing to buy the real property.
- (i) "Offer to purchase" means a written contract executed by a buyer acting through a selling agent which becomes the contract for the sale of the real property upon acceptance by the seller.
- (j) "Real property" means any estate specified by subdivision (1) or (2) of Section 761 in property which constitutes or is improved with one to four dwelling units, any leasehold in this type of property exceeding one year's duration, and mobile homes, when offered for sale or sold through an agent pursuant to the authority contained in Section 10131.6 of the Business and Professions Code.
- (k) "Real property transaction" means a transaction for the sale of real property in which an agent is employed by one or more of the principals to act in that transaction, and includes a listing or an offer to purchase.
- (l) "Sell," "sale," or "sold" refers to a transaction for the transfer of real property from the seller to the buyer, and includes exchanges of real property between the seller and buyer, transactions for the creation of a real property sales contract within the meaning of Section 2085, and transactions for the creation of a leasehold exceeding one year's duration.
- (m) "Seller" means the transferor in a real property transaction, and includes an owner who lists real property with an agent, whether or not a transfer results, or who receives an offer to purchase real property of which he or she is the owner from an agent on behalf of another. "Seller" includes both a vendor and a lessor.
- (n) "Selling agent" means a listing agent who acts alone, or an agent who acts in cooperation with a listing agent, and who sells or finds and obtains a buyer for the real property, or an agent who locates property for a buyer or who finds a buyer for a property for which no listing exists and presents an offer to purchase to the seller.
- (o) "Subagent" means a person to whom an agent delegates agency powers as provided in Article 5 (commencing with Section 2349) of Chapter 1 of Title 9. However, "subagent" does not include an associate licensee who is acting under the supervision of an agent in a real property transaction.

2079.14. Listing agents and selling agents shall provide the seller and buyer in a real property transaction with a copy of the disclosure form specified in Section 2079.16, and, except as provided in subdivision (c), shall obtain a signed acknowledgment of receipt from that seller or buyer, except as provided in this section or Section 2079.15, as follows:

- (a) The listing agent, if any, shall provide the disclosure form to the seller prior to entering into the listing agreement.
- (b) The selling agent shall provide the disclosure form to the seller as soon as practicable prior to presenting the seller with an offer to purchase, unless the selling agent previously provided the seller with a copy of the disclosure form pursuant to subdivision.
- (c) Where the selling agent does not deal on a face-to-face basis with the seller, the disclosure form prepared by the selling agent may be furnished to the seller (and acknowledgment of receipt obtained for the selling agent from the seller) by the listing agent, or the selling agent may deliver the disclosure form by certified mail addressed to the seller at his or her last known address, in which case no signed acknowledgment of receipt is required.
- (d) The selling agent shall provide the disclosure form to the buyer as soon as practicable prior to execution of the buyer's offer to purchase, except that if the offer to purchase is not prepared by the selling agent, the selling agent shall present the disclosure form to the buyer not later than the next business day after the selling agent receives the offer to purchase from the buyer.

2079.15. In any circumstance in which the seller or buyer refuses to sign an acknowledgment of receipt pursuant to Section 2079.14, the agent, or an associate licensee acting for an agent, shall set forth, sign, and date a written declaration of the facts of the refusal.

2079.17.

- (a) As soon as practicable, the selling agent shall disclose to the buyer and seller whether the selling agent is acting in the real property transaction exclusively as the buyer's agent, exclusively as the seller's agent, or as a dual agent representing both the buyer and the seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller, the buyer, and the selling agent prior to or coincident with execution of that contract by the buyer and the seller, respectively.
- (b) As soon as practicable, the listing agent shall disclose to the seller whether the listing agent is acting in the real property transaction exclusively as the seller's agent, or as a dual agent representing both the buyer and seller. This relationship shall be confirmed in the contract to purchase and sell real property or in a separate writing executed or acknowledged by the seller and the listing agent prior to or coincident with the execution of that contract by the seller.
- (c) The confirmation required by subdivisions (a) and (b) shall be in the following form:

SAMPLE ONLY - DO NOT FILL OUT

_____ is the Listing agent of (check one) () the seller exclusively; or () both the buyer and seller.

_____ is the Selling agent, if not the same as the Listing Agent, of (check one) () the buyer exclusively; or () the seller exclusively; or () both the buyer and seller.

- (d) The disclosures and confirmation required by this section shall be in addition to the disclosure required by Section 2079.14.

2079.18. No selling agent in a real property transaction may act as an agent for the buyer only, when the selling agent is also acting as the listing agent in the transaction.

2079.19. The payment of compensation or the obligation to pay compensation to an agent by the seller or buyer is not necessarily determinative of a particular agency relationship between an agent and the seller or buyer. A listing agent and a selling agent may agree to share any compensation or commission paid, or any right to any compensation or commission for which an obligation arises as the result of a real estate transaction, and the terms of any such agreement shall not necessarily be determinative of a particular relationship.

2079.20. Nothing in this article prevents an agent from selecting, as a condition of the agent's employment, a specific form of agency relationship not specifically prohibited by this article if the requirements of Section 2079.14 and Section 2079.17 are complied with.

2079.21. A dual agent shall not disclose to the buyer that the seller is willing to sell the property at a price less than the listing price, without the express written consent of the seller. A dual agent shall not disclose to the seller that the buyer is willing to pay a price greater than the offering price, without the express written consent of the buyer. This section does not alter in any way the duty or responsibility of a dual agent to any principal with respect to confidential information other than price.

2079.22. Nothing in this article precludes a listing agent from also being a selling agent, and the combination of these functions in one agent does not, of itself, make that agent a dual agent.

2079.23. A contract between the principal and agent may be modified or altered to change the agency relationship at any time before the performance of the act which is the object of the agency with the written consent of the parties to the agency relationship.

2079.24. Nothing in this article shall be construed to either diminish the duty of disclosure owed buyers and sellers by agents and their associate licensees, subagents, and employees or to relieve agents and their associate licensees, subagents, and employees from liability for their conduct in connection with acts governed by this article or for any breach of a fiduciary duty or a duty of disclosure.

(NNN) % LEASE

REPRESENTATION CONFIRMATION

(This form is required to be signed on all transactions beginning January 1, 2015 pursuant to California law SB1171)

Please note that the terms "Seller" and "Buyer" are defined by the CA Civil Code to include a lessor and lessee, respectively.

This form must be delivered before or concurrently with the signing of the purchase and sale contract or lease. In lieu of this form, such confirmation may also be set forth in the purchase and sale contract or lease.

Date: May 25, 2021
Seller/Lessor: Ellis Family Partnership III
Buyer/Lessee: Fresno Unified School District
Property Name: ASHLAN/99 BUSINESS PARK
Street Address, City, State: 4273 West Richert, Suite 110, Fresno, CA 93722
Further described as:

A real estate agent, either acting directly or through one or more associate licensees, can legally be the agent of both the Seller and the Buyer in a transaction, but only with the knowledge and consent of both the Seller and the Buyer. In a dual agency situation, the agent has the following affirmative obligations to both the Seller and the Buyer:

- (a) A fiduciary duty of utmost care, integrity, honesty and loyalty in the dealings with either the Seller or the Buyer.
- (b) Other duties to the Seller and the Buyer as stated above in their respective sections.

In representing both Seller and Buyer, the agent may not, without the express permission of the respective party, disclose to the other party that the Seller will accept a price less than the listing price or that the Buyer will pay a price greater than the price offered. The above duties of the agent in a real estate transaction do not relieve a Seller or Buyer from the responsibility to protect his or her own interests. You should carefully read all agreements to assure that they adequately express your understanding of the transaction. A real estate agent is a person qualified to advise about real estate. If legal or tax advice is desired, consult a competent professional. Throughout your real property transaction you may receive more than one disclosure form, depending upon the number of agents assisting in the transaction. The law requires each agent with whom you have more than a casual relationship to present you with this disclosure form. You should read its contents each time it is presented to you, considering the relationship between you and the real estate agent in your specific transaction

Fortune & Associates is the Agent of
Name of Selling Agent/Procuring Broker (Brokerage Firm)

☒ the Landlord and Tenant exclusively

SELLER/LESSOR:
By: [Signature]
Print Name: Robert Ellis
Title: OWNER

BUYER/LESSEE:
By: _____
Print Name: _____
Title: _____

APPROVED AS TO FORM

[Signature]

Andrew De La Torre, Executive Director
Benefits & Risk Management

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Legal Services Agreements for 2021/22

ITEM DESCRIPTION: Included in the Board binders is a list of legal firms recommended for approval to provide legal services to Fresno Unified School District during the 2021/22 fiscal year. The list includes the firm name, location, and the 2020/21 and 2021/22 attorney hourly rate(s). Representation agreements with all firms are available for review upon request from the office of the Chief Financial Officer.

The district seeks legal advice and representation in the areas of labor relations, personnel, magnet and charter schools, risk management, workers' compensation, special education, facilities, fiscal governance, purchasing and contracting, and general legal services. Although the district does not regularly utilize the services of all the firms, they are on the list based on their expertise, which may be required in the future, or because they requested to be.

Approval of the representative agreements will allow the district to continue to utilize the services on an as-needed basis to support programs and operations.

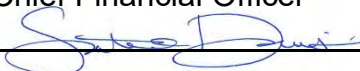
FINANCIAL SUMMARY: Sufficient funds are available in the 2021/22 budget in the Unrestricted General Fund, Workers' Compensation Fund, and Liability Fund.

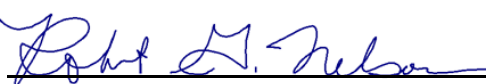
PREPARED BY: Santino Danisi
Chief Financial Officer

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

CABINET APPROVAL: Santino Danisi
Chief Financial Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District - 2021/22
Recommended Legal Firms

	Legal Firm Name	Location	Speciality	2020/21 Rates	2021/22 Rates
1	Abbott & Kindermann	Sacramento	Land Use/Real Estate	\$133 - \$313.50	\$140 - \$330
2	Albert & Mackenzie	Fresno	Workers' Compensation	\$135 - \$170	\$135 - \$170
3	Atkinson, Andelson, Loya, Ruud & Romo	Fresno	Full-Service	\$245 - \$295	\$260 - \$310
4	Bradford & Barthel, LLP	Fresno	Workers' Compensation	\$147 - \$166	\$147 - \$166
5	Bruce J. Berger Law Firm, Inc.	Clovis	General/Defense	\$166.25 - \$180.50	\$175 - \$190
6	Fagen, Friedman & Fulfroft	Fresno	Human Resources	\$213.40 - \$223.10	\$235 - \$245
7	Fresno County Superintendent of Schools	Fresno	General Legal	\$150	\$150
8	Hanna, Brophy, MacLean, McAleer & Jensen, LLP	Fresno	Workers' Compensation	\$165 - \$190	\$175 - \$190
9	Hatmaker Law Group	Fresno	Charter Schools	\$165 - \$250	\$165 - \$250
10	Hogan Lovells US	Washington DC	Education Law	\$515	\$515
11	Ice Miller	Indianapolis, IN	Payroll Law	N/A	\$328.50 - \$553.50
12	Klein, Hockel, Iezza & Patel P.C.	San Francisco	Health	\$365 - \$415	\$365 - \$415
13	Lang, Richert & Patch	Fresno	Special Education/Facilities/ General Legal	\$165 - \$275	\$175 - \$290
14	Law Office of Jane Woodcock	Fresno	Workers' Compensation	\$135 - \$175	\$135 - \$175
15	Law Office of Rick Jensen	Fresno	Defense/Subrogation	\$135	\$135
16	Lozano Smith	Fresno	Full-Service Education	\$228 - \$280	\$215 - \$385
17	McCormick Barstow LLP	Fresno	Full-Service	\$185 - \$375	\$175 - \$400
18	Montoy Law Corporation	Fresno	Public Law	\$250	\$275
19	Mullen & Filippi	Fresno	Workers' Compensation	\$165 - \$170	\$165 - \$170
20	Nielsen, Merksamer, Parrinello, Gross & Leoni	San Rafael	Government Law	\$620 - \$675	\$450 - \$685
21	Orbach Huff Suarez + Henderson, LLP	Pleasanton	Project Labor Agreements	\$252 - \$290	\$265 - \$305
22	Parker, Kern, Nard & Wenzel, PC	Fresno	Workers' Compensation	\$142.50 - \$161.50	\$142.50 - \$161.50
23	Whitney Thompson & Jeffcoach	Fresno	Litigation/Construction	\$225 - \$356	\$225 - \$356
24	Wilkins, Drolshagen & Czesinski, LLP	Fresno	General Litigation Defense	\$165 - \$180	\$165 - \$180
25	Yruegui & Roberts	Fresno	Workers' Compensation	\$152	\$152

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Agreements with Nielsen Merksamer Parrinello Gross & Leoni, LLP and National Demographics Corporation to Consider the Redistricting of Fresno Unified School District Trustee Areas

ITEM DESCRIPTION: Included in the Board binders are two agreements to consider the redistricting of Fresno Unified School District trustee areas, given 2020 Census data. National Demographics Corporation (NDC) and Nielsen Merksamer Parrinello Gross & Leoni, LLP (Nielsen Merksamer) will provide demographic analysis and legal advice to guide discussions, gather feedback and complete a proposal for consideration in the redistricting process. Included is a timeline for redistricting trustee areas as well as a scope of work.

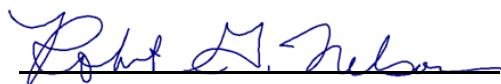
FINANCIAL SUMMARY: Sufficient funds in the amount of \$200,000 are available in the district's General Fund.

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:

A handwritten signature in blue ink, appearing to be 'DCV', is written above a solid black horizontal line.A handwritten signature in blue ink, appearing to be 'Robert L. Nelson', is written above a solid black horizontal line.

**FRESNO UNIFIED SCHOOL DISTRICT
TENTATIVE¹ TIMELINE FOR REDISTRICTING TRUSTEE AREAS**

(Note: most actions are goal dates subject to change.
Only items in bold are fixed deadlines.)

DATE	ACTION
June 16, 2021 Board Meeting	Board approves contract for demographic consultant.
August 11, 2021 Board Meeting	Presentations at Board meeting re (1) legal and policy criteria governing redistricting, and (2) demographics of existing trustee areas based on Census estimates. Receive public comment on appropriate criteria.
September 8, 2021 Board Meeting	Board receives public input and additional testimony regarding appropriate criteria.
September 15, 2021 Board Meeting	Board receives further public input and additional testimony regarding appropriate criteria; adopts criteria and provides instructions for the preparation of alternative draft redistricting plans.
2d Half of September	Estimated availability of required redistricting data from Census (legal deadline was April 1)
October 15, 2021	Initial draft trustee area plans to be made publicly available (<i>e.g.</i> , posted on District's website for public consideration and/or hard copies made available at appropriate public locations such as District offices and school sites).
October 27, 2021 Board Meeting	Demographic consultant to present ² initial draft trustee area plans; Board solicits testimony on draft plans.
November 6, 2021	Notice of first public hearing regarding draft plans published in newspaper of general circulation/posted at each school site and District office.

¹ This timeline is subject to change, especially in light of uncertainties regarding the release of the necessary Census redistricting data.

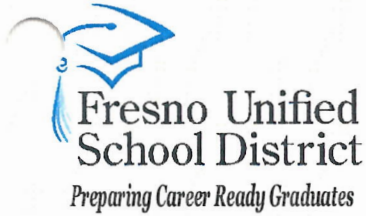
² Appearances by the Board's special counsel and demographic consultant may be virtual or in person, as the Board prefers.

DATE	ACTION
November 6, 2021	Deadline for public to submit draft maps for consideration at November 16 public hearing
November 17, 2021 Board Meeting	Board receives public input and additional testimony regarding draft plans; holds first public hearing on draft plans; Board may order modifications to any of the plans.
December 3, 2021	Notice of second public hearings regarding draft plans published in newspaper of general circulation/posted at each school site and District office.
December 3, 2021	Deadline for public to submit draft maps for consideration at December 14 public hearing
December 15, 2021 Board Meeting	Board holds second public hearing on alternate plans, votes to choose one plan. If Board orders further modifications, another public hearing will be required.
January 12, 2022 Board Meeting	ONLY IF NECESSARY: If additional modifications ordered at December Board meeting, Board holds additional public hearing, votes to approve final plan.
February 28, 2022	Legal Deadline for completion of redistricting process (Educ. Code § 5019.5).
July 18, 2022	First day for circulating nomination papers.
November 8, 2022	Election using new trustee area plan.

NDC Standard Redistricting Scope of Work

- **Project Setup and coordination:**
 - Development of demographic database including Census Bureau and California Statewide Database data of total population, citizen voting age population, voter registration, voter turnout, and socio-economic data on language spoken at home, renters vs homeowners, age, education level, and other factors useful in identifying communities of interest;
 - Incorporation of any Geographic Information System (GIS) data that the jurisdiction wishes to include and provides (often including school locations; school attendance areas; important local landmarks; or local neighborhood boundaries);
 - Compile population data by election area and calculate population deviations of existing districts
 - Initial telephonic discussion with about data, communities of interest, schedule, criteria and special concerns of the jurisdiction;
 - Assist jurisdiction with developing a communications plan for public outreach, including suggestions for webpage content and design, public feedback logistics, and strategies for engaging constituents.
 - Assist jurisdiction with developing a project plan, including a detailed timeline, goals and objectives, and specific deliverables list.
 - Provide progress reports on an as-needed basis as determined by the project manager and meet regularly with project team.
 - Any phone- or web-conference calls to discuss the project's progress or to answer any questions that may arise;
 - Provide education and guidance on required redistricting criteria, and advice on selecting optional redistricting criteria, for staff and the Board of Directors.
- **Plan Development:**
 - Provide memo on population balance and any potential divisions of “protected class” population concentrations in the existing election areas map;
 - Creation of 2 to 4 initial draft maps;
 - Analysis and preparation for presentation of all whole or partial plans submitted by the public;
 - Conversion of all maps and reports to web-friendly versions;
 - Online posting of all maps to an interactive review website;
 - Create any requested additional and/or revised maps as requested;
- **Plan implementation:**
 - Provide spatial data in GIS-friendly format of any dataset used or created for this project to staff upon request.
 - Work with the County Registrar of Voters to implement the final adopted plan.
- **Project Options**
 - Consultant-prepared and -managed project website
 - Online mapping tool allowing residents to draw and submit maps
 - Paper-based mapping tool allowing residents to draw and submit maps
 - Consultant recommendation for outside specialist legal counsel
 - Consultant recommendation for outside outreach assistance

DRAFT



Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Nielsen Merksamer Parrinello Gross & Leoni, LLP

2350 Kerner Boulevard, Suite 205, San Rafael, CA 94901

Vendor Name

(415) 389-6800

Address

Christopher Skinnell

Phone Number

Vendor Contact

From: July 1, 2021

Through: June 30, 2022

Term (Duration)

FUSD Contract Administrator:

David Chavez

Superintendent's Office

(559) 457-3566

Name

Site/ Dept

Telephone number

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

030 0850 0674 1110 1000 5110

Annual Cost \$ 100,000.00

(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:

Represent Fresno Unified School District in connection with the 2021-2022 realignment of its trustee area boundaries in accordance with Education Code § 5019.5.

Date Item is to appear on **Board of Education Agenda:** 06/16/21 **Agenda Item #** A15 (Contracts of \$15,000.00 or more)

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

Signed

Date

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

Signed

Date

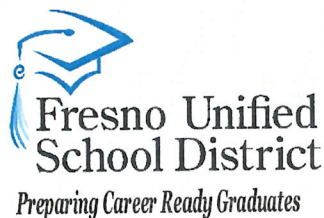
Please return signed contract to:

David Chavez

Superintendent's Office

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION Superintendent's Office

School/Department Budget: 030 0850 0674 1110 1000 5110

District Contact Person: David Chavez

Budget Manager Approval: _____

Contractor's Vendor Name: Nielsen Merksamer Parrinello Gross & Leoni, LLP

Contractor's Contact Person: Christopher Skinnell

Contractor's Title: Partner

Contractor's Telephone
Number: (415) 389-6800

Contractor's E-mail: cskinnell@nmgovlaw.com

Contractor's Address: 2350 Kerner Boulevard, Suite 205, San Rafael, CA 94901

Contractor's Taxpayer ID# or
SSN#: 94-2908148

This Independent Contractor Services Agreement is made and entered into effective 07/01/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide _____

Represent Fresno Unified School District in connection with the 2021-2022 realignment of its trustee area boundaries in accordance with Education Code § 5019.5.

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 07/01/21 , and shall terminate on 06/30/22 . 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 \$ 100,000.00. Checks will be made payable to Nielsen Merksamer Parrinello Gross & ~~H~~. 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): \$ 100,000.00
 - 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 _____ 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: Nielsen Merksamer Parrinello Gross & 

Name: Christopher Skinnell

Address:

2350 Kerner Boulevard, Suite 250
San Rafael, CA 94901

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

CONTRACTOR

Nielsen Merksamer Parrinello Gross & 

Santino Danisi, Interim Chief Financial Officer

Name: Christopher Skinnell , *Title:* Partner

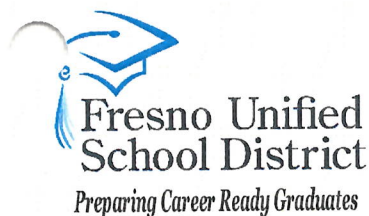
Date

Date

Approved As To Form:

Andrew De La Torre, Executive Director
Benefits and Risk Management

Date



Fresno Unified School District

Contract Routing Form

Completed independent contract agreement must be attached

National Demographics Corporation

PO Box 5271, Glendale, CA 91221

Vendor Name

Address

(818) 254-1221

Douglas Johnson

Phone Number

Vendor Contact

From: July 1, 2021

Through: June 30, 2022

Term (Duration)

FUSD Contract Administrator:

Superintendent's Office

(559) 457-3566

David Chavez

Site/ Dept

Telephone number

Name

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

030 0850 0674 1110 1000 5110

Annual Cost \$ 80,000.00

(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:

NDC STANDARD REDISTRICTING SCOPE OF WORK:

PROJECT SETUP AND COORDINATION: Development of demographic database; Incorporation of any Geographic Information System data; Initial telephonic discussion with/about data; Assist jurisdiction with developing a communications plan for public outreach; Assist jurisdiction with developing a project plan; Provide progress reports on an as needed basis as determined by the project manager; Any phone or web-conference calls to discuss project progress; Provide education and guidance on required redistricting criteria.

PLAN DEVELOPMENT: Provide memo on population balance and any potential divisions of "protected class"; Creation of 2 to 4 initial draft maps; Analysis and preparation for presentation of all whole or partial plans submitted by the public; Conversion of all maps and reports to web-friendly versions; Online posting of all maps; Create any requested additional and/or revised maps.

PLAN IMPLEMENTATION: Provide spatial data in GIS-friendly format of any dataset used or created for this project; Work with the County Registrar of Voters to implement final adopted plan.

Date Item is to appear on **Board of Education Agenda:** 06/16/21 **Agenda Item #** A15 ⁺ (Contracts of \$15,000.00 or more)

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

Signed

Date

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

Signed

Date

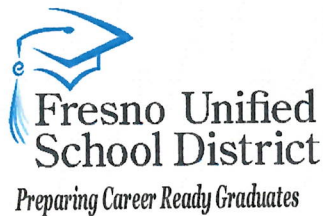
Please return signed contract to:

David Chavez

Superintendent's Office

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION Superintendent's Office

School/Department Budget: 030 0850 0674 1110 1000 5110

District Contact Person: David Chavez

Budget Manager Approval: _____

Contractor's Vendor Name: National Demographics Corporation

Contractor's Contact Person: Douglas Johnson

Contractor's Title: President

Contractor's Telephone Number: (818) 254-1221

Contractor's E-mail: djohnson@ndcresearch.com

Contractor's Address: PO Box 5271, Glendale, CA 91221

Contractor's Taxpayer ID# or SSN#: 95-3388237

This Independent Contractor Services Agreement is made and entered into effective 07/01/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

1. Contractor Services. Contractor agrees to provide _____

PROJECT SETUP AND COORDINATION: Development of demographic database including Census Bureau and California Statewide Database data of total population, citizen voting age population, voter registration, voter turnout, and socio-economic data on language spoken at home, renters vs. homeowners, age, education level, and other factors useful in identifying communities of interest; Incorporation of any Geographic Information System data that the jurisdiction wishes to include and provides; Compile population data by election area and calculate population deviations of existing districts; Initial telephonic discussion with/about data, communities of interest; Assist jurisdiction with developing a communications plan for public outreach; Assist jurisdiction with developing a project plan, Provide progress reports on an as needed basis as determined by the project manager, Any phone or web-conference calls to discuss project progress, Provide education and guidance on required redistricting criteria.

PLAN DEVELOPMENT: Provide memo on population balance and any potential divisions of "protected class"; Creation of 2 to 4 initial draft maps; Analysis and preparation for presentation of all whole or partial plans submitted by the public; Conversion of all maps and reports to web-friendly versions; Online posting of all maps; Create any requested additional and/or revised maps.

PLAN IMPLEMENTATION: Provide spatial data in GIS-friendly format of any dataset used or created for this project; Work with the County Registrar of Voters to implement final adopted plan.

PROJECT OPTIONS: Consult-prepared and managed project website; Online mapping tool allowing residents to draw and submit maps; Paper-based mapping tool allowing residents to draw and submit maps; Consultant recommendation for outside specialist legal counsel; Consultant recommendation for outside outreach assistance.

Basic Elements: \$28,500

per-meeting \$2,750 in-person, \$1,250 virtual

Caliper MOR with DistrictR and Public participation kit: \$35,000

DistrictR without MOR: \$14,500

Public Participation Kit without MOR:\$5,000

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 07/01/21 , and shall terminate on 06/30/22 . 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 \$ 80,000.00. Checks will be made payable to National Demographics Corporation . 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): \$ 80,000.00
- 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 _____ 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.
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Contractor's initials _____ District's initials _____

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District:

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

Contractor: National Demographics Corporation

Name: Douglas Johnson

Address:

PO Box 5271
Glendale, CA 91221

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

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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.
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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

National Demographics Corporation

Santino Danisi, Interim Chief Financial Officer

Name: Douglas Johnson , *Title:* President

Date

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 16, 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 Countywide Plan for Expelled Youth – Triennial Update

ITEM DESCRIPTION: Included in the board binders is the triennial update to the Fresno County Plan for Providing Educational Services to Expelled Youth. The first countywide plan was developed in 1997, and revisions have been adopted in 2000, 2003, 2006, 2009, 2012, 2015, and 2017. The current revisions were developed in conjunction with all districts in Fresno County and are scheduled for adoption June 2021 following input, review, and revision from participating school districts.

California Education Code Section 48916.1 requires that when a governing board orders that a student is expelled, it must ensure that the student is provided with an educational program during the expulsion period. This countywide plan reflects the programs available to expelled students enrolled in Fresno County school districts. Additionally, the plan includes existing educational alternatives for expelled students, information regarding district level behavioral interventions designed to prevent expulsion and county and statewide expulsion data.

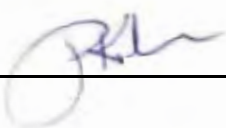
FINANCIAL SUMMARY: There is no new fiscal impact to the district.

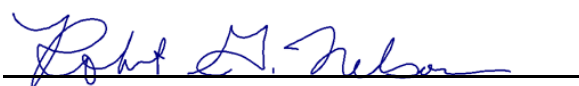
PREPARED BY: Ambra O'Connor,
Executive Director

DIVISION: Instructional Division
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FRESNO COUNTY PLAN
for
PROVIDING EDUCATIONAL
SERVICES
to

EXPELLED STUDENTS
July 1, 2021 – June 30, 2024

APPROVED BY THE
FRESNO COUNTY BOARD OF EDUCATION

Original Approved June 1997
Revision Approved June 2000
Revision Approved June 2003
Revision Approved June 2006
Revision Approved June 2009
Revision Approved June 2012
Revision Approved June 2015
Revision Approved November 2017
Revision Approved June 2021

Jim Yovino
Fresno County Superintendent of Schools

Plan for Providing Educational Services to Expelled Pupils
between the
Fresno County Superintendent of Schools
and the following
Fresno County School Districts:

Alvina Elementary School District
Big Creek Elementary School District
Burrel Union Elementary School District
Caruthers Unified School District
Central Unified School District
Clay Joint Elementary School District
Clovis Unified School District
Coalinga-Huron Unified School District
Firebaugh-Las Deltas Unified School District
Fowler Unified School District
Fresno Unified School District
Golden Plains Unified School District
Kerman Unified School District
Kings Canyon Unified School District
Kingsburg Elementary Charter School District
Kingsburg Joint Union High School District
Laton Unified School District
Mendota Unified School District
Monroe Elementary School District
Orange Center Elementary School District
Pacific Union Elementary School District
Parlier Unified School District
Pine Ridge Elementary School District
Raisin City Elementary School District
Riverdale Unified School District
Sanger Unified School District
Selma Unified School District
Sierra Unified School District
Washington Colony Elementary School District
Washington Unified School District
West Park Elementary School District
Westside Elementary School District

Fresno County Plan for Expelled Students¹

Introduction

Fresno County, located in the heart of California, is the sixth largest county in California with an area of 5,957.99 square miles. Its ideal weather conditions and rich soil make Fresno the number one agribusiness county in the nation. In 2019, its population of 999,101 made it the tenth most populous county in California. Composed of both rural and urban areas, Fresno County has fifteen incorporated cities.

The population includes over 80 different nationalities that speak over 66 languages. Fresno County's 207,858 students are educated by the 10,707 teachers working at one of the 346 school sites of one of 32 school districts. These school districts range in size from Fresno Unified School District, the fourth largest district in the state with an enrollment of 73,381, to Big Creek Elementary with an enrollment of 47 students.

These school districts first developed Fresno County's Plan for Providing Education Services to Expelled Students in 1997, following the enactment of AB 922, Statutes of 1995, Chapter 974. The Plan for Expelled Students continues to be the blueprint for providing educational services to expelled students in Fresno County.

Legal Basis for Triennial Review of the Plan for Expelled Students

AB 922 is codified at Section 48926 of the California Education Code, and requires that every three years the county superintendent of schools in counties that operate community schools, in conjunction with superintendents of the school districts within the county, develop a county plan for providing education services to all expelled students. Once developed, the Plan shall be adopted by the governing board of each school district within the county and by the county board of education.

To meet the requirements of Education Code Section 48926, the Plan for Expelled Students must:

- Enumerate existing educational alternatives for expelled students (see, Section I);
- Identify gaps in educational services to expelled students, and strategies for filling those service gaps (see Section III); and
- Identify alternative placements for students who are expelled and placed in district community day school programs, but who fail to meet the terms and

¹ The processes of, including, but not limited to, referral, admission, entry, and transition referenced in this Plan apply to all students referred to the FCSS Community School Program for any reason, including, but not limited to, expulsion.

conditions of their rehabilitation plan or who pose a danger to other district students, as determined by the governing board (see Section IV).

In addition, the triennial, county-adopted plan must be filed with the Superintendent of Public Instruction by June 30. (See Education Code Section 48926, attached as Appendix A).

Overview of Plan History

The first Fresno County Plan for Providing Educational Services to Expelled Students (“Plan”) was developed in 1997, and revisions were adopted in 2000, 2003, 2006, 2009, 2012, 2015, 2017. The current revisions will be adopted in June 2021 following input, review, and revision from participating school districts.

Requirement for Educational Program During Expulsion Period

California Education Code Section 48916.1 requires that when a governing board orders that a student is expelled, it must ensure that the student is provided with an educational program during the expulsion period. This countywide plan reflects the programs available to expelled students enrolled in Fresno County school districts. Section 48916.1 also requires that districts report annual “outcome data” to the Superintendent of Public Instruction by June 30 (see Education Code Section 48916.1, attached as Appendix A).

Outcome Data Required under Education Code Section 48916.1(d)

The outcome data required under Education Code Section 48916.1(d), to be maintained by each school district, includes the following:

- The number of students recommended for expulsion;
- The grounds for each recommended expulsion;
- Whether the student was subsequently expelled;
- Whether the expulsion order was suspended;
- The type of referral made after the expulsion; and,
- The disposition of the student after the end of the period of expulsion.

Implementation of the Plan

Implementation of the Plan is subject to the State’s funding of education during the next three years. Should the State reduce educational dollars resulting in the County program operating at a deficit, the Fresno County Superintendent of Schools (“FCSS”) will create an excess cost agreement in consultation with the County school district superintendents between districts and the FCSS to ensure adequate funding for serving students in the FCSS Community School Program.

Existing Educational Alternatives for the Expelled Students of Fresno County

School districts located within Fresno County offer a range of options for expelled students. Depending on the facts regarding the specific offense, the Education Code violation, and the governing board's order, a governing board may "suspend" the enforcement of the expulsion order and place the student:

- On the same school campus;
- At a different school campus within the district;
- In an alternative education program within the district; or,
- In an independent study program operated by the district.

A governing board may enforce the expulsion order and refer the student to:

- Its district community day school program;
- A district community day school program operated by another district on the condition that an attendance and behavior agreement has been developed by the districts;
- To the FCSS Community Schools Program; or,
- To a public charter school or to a private school. (The parents/guardians/responsible adults may elect to enroll the student in a private school; however, if they elect to do so, the parents/guardians/responsible adults are responsible for the costs, if any, associated with that private school enrollment.)

I. Fresno County Superintendent of Schools Services for Expelled Students

FCSS offers educational alternatives through FCSS Community Schools Program. This Program requires referrals from the school districts or from the courts and/or probation officers. The referral process is as follows:

A. Referral Process for FCSS Community School Program

In order to refer a student to the FCSS Community School Program, it is necessary that a referral form be completed by the student's referring school district or agency.² The referral form includes details regarding the student, including:

² Or any other source allowed by law. Specifically, pursuant to California Education Code section 1981, the FCSS Community School Program may accept students who have been expelled (consistent with § 1981(a)), are referred through the School Attendance Review Board ("SARB") (consistent with § 1981(b)), are on probation (consistent with § 1981(c)), or at the

- Information regarding the student's Section 504 plan or individualized education program ("IEP") status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, all assessment reports for assessments conducted over the past three (3) years, progress reports for the past year, and all manifestation determination documentation related to the incident that is resulting in the referral to the FCSS Community School Program;
- Probation status;
- Dependency status;
- Reason for expulsion with relevant paperwork, including any stipulated expulsion or suspended enforcement agreement(s);
- Student's progress toward meeting the student's school district of residence's high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information from the last school year and the current school year, including any information related to Student's participation in the SARB process (letters, court documents, etc.);
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing (or alternative assessment);
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions in which the student has participated for academics, behavior, or any other reason, prior to referral; and,
- The date on which the student will be eligible to return to the school district of residence.

The referring school district or agency shall communicate with the student's parents/guardians/responsible adults regarding all aspects of the referral process.

Upon the FCSS's receipt of a referral from the referring school district or agency, FCSS will determine if it can appropriately serve and/or has space for the student at the FCSS Community School Program. While FCSS attempts to serve as many of the referred students as possible; it is not required to take any students and may not be able to serve all students who are referred.

request of the student's parents/guardians/responsible adults and it is determined by the student's referring school district that placement in FCSS Community School Program will promote the educational interests of the student (consistent with § 1981(d)).

Reasons that a student may not be accepted into the FCSS Community School Program may include, but are not limited to, the following:

- Insufficient space in the FCSS Community School Program or in the student's specific grade level at the FCSS Community School Program;
- Insufficient space in or unavailability of the special education placement and/or services contained in a student's IEP or Section 504 plan;
- A review of the student's referral reveals potential issues related to child find under Section 504 or special education law;
- A review of the student's referral reveals a potential issue related to failure to assess the student for special education (either initial or re-evaluation) in all areas of suspected disability;
- A review of the student's file reveals that the student's special education placement and/or services per the student's IEP or Section 504 plan is likely inappropriate and the student likely cannot be appropriately served at the FCSS Community School Program;
- A review of the manifestation determination paperwork related to the incident resulting in referral to the FCSS Community School Program reveals that there may be an error—either procedurally or substantively—with the manifestation determination conducted;
- A review of the referral paperwork reveals inadequate general education interventions, especially alternatives to suspension, prior to referral;
- The student was previously unsuccessful in the FCSS Court or Community School Program;
- The student has been enrolled in the Community School Program and juvenile hall over the past six months and should be allowed the opportunity for success on a school district campus prior to additional enrollment in the Community School Program;
- The student's behavior prior to referral is too severe and/or dangerous and will pose a danger to staff and/or other students on the Community School Program campus;
- A victim of the student is already/will be on the Community School Program campus; and/or,
- There is a restraining order involving another student(s) on Community School Program campus.

If the student cannot be appropriately served and/or there is not space available for the student in the FCSS Community School Program, the FCSS Community School Program will notify the referring school district or agency in writing with the general reason(s) for denying admission to the FCSS Community School Program; should the referring school district or agency wish to obtain further information regarding the denial of admission, they may contact Tracy Klee, FCSS Community School Principal at 559-443-4851 via telephone only for further information; no further information will be shared in writing. Additionally, there is no appeal process for denial of admission to the FCSS Community School Program.

The referring school district or agency shall be responsible for notifying the student's parents/guardians/responsible adults that the referral to the FCSS Community School Program was denied; FCSS shall have no responsibility for communicating with the parents/guardians/responsible adults regarding the referral process and/or denial of admission. The referring school district or agency shall not refer the student's parents/guardians/responsible adults to FCSS staff for information regarding these processes and/or additional information regarding a denial of admission. Any and all such contact to FCSS by parents/guardians/responsible adults will be referred back to the referring school district or agency for response.

If a student can be appropriately served and there is space available in the FCSS Community School Program, the FCSS Community School Program will mail the student and his/her parents/guardians/responsible adults notice of the date to report to the school for intake. As part of the intake process, the student, the parents/guardians/responsible adults, and FCSS staff will develop an Individual Learning Plan ("ILP") for the student. In addition to addressing the student's academic plan, the ILP will include the goal of the student's return to the school district of residence after the expulsion term. The ILP shall be in addition to and will not replace or override any of the components of the student's Section 504 plan or IEP.

Referrals should be sent to:

FCSS County Community Program
Attention: Annabel Guerra and Tracy Klee
Violet Heintz Education Academy
4939 East Yale Avenue
Fresno, CA 93727
aguerra@fcoe.org
tklee@fcoe.org

B. Transition Process from FCSS Community School Program

Enrolled students will attend the FCSS Community School Program for the remainder of the expulsion period. At least 30 days prior to the end of the expulsion term, FCSS shall provide the school district of residence and any referring agency with notice of transition of student back to the school district of residence. Within the last 30 days or upon request, FCSS will provide the school district of residence with a transition report indicating the reason for transition back to the district, transition recommendations, FCSS Community School Program attendance and the following:

- Information regarding the student's Section 504 plan or IEP status with relevant paperwork, including, but not limited to, the current Section 504 plan or IEP, developed while the student was enrolled in the FCSS Community School Program;
- Probation status;
- Dependency status;
- Discipline records;
- Student's progress toward meeting the FCSS Court and Community School high school graduation requirements, including any relevant information (e.g. adjusted graduation requirements or plan to be a fifth year senior) related to the student's graduation requirements pursuant to California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court school;
- Attendance information;
- Immunization records;
- ELPAC (or alternative assessment) and Smarter Balanced Testing (or alternative assessment); and,
- Information from any Response to Intervention, multi-tiered system of support, and/or other general education interventions for academics, behavior, or any other reason, in which the student has participated in the FCSS Community School Program.

Failure of the district of residence to participate in the transition process will not prevent the student from being returned to the district of residence; the FCSS Community School Program shall have no obligation to maintain the student's attendance following the date of exit for which the school district of residence is provided at least 30 days' notice. A school district of residence may take a student back prior to the end of the 30-day transition time period if it so chooses. If a student is enrolled for less than 30 days or is disenrolled by the district of residence prior to the 30-day notice time period, the district of residence will receive the transition report within five (5) business days of the student's disenrollment from the FCSS Community School Program.

If the school district of residence or referring agency believe it is appropriate to remove the student from the FCSS Community School program to return to the school district of residence but the FCSS Community School Program staff do not believe that it is appropriate for the student to return to the district of residence and the student should remain in the FCSS Community School Program at the end of the expulsion term, this recommendation will be communicated to the district of residence and referring agency.

This process does not replace any meetings and/or hearings (such as a readmission hearing) that may be convened by the student's district of residence. Any district of residence processes (such

as a readmission hearing) should be scheduled and held by the district of residence during the 30-day FCSS Community School Program transition process described herein.

If a school district of residence requests, FCSS Community School Program will participate in the student's readmission hearing/meeting.

Once a student is transitioned or removed from the FCSS Community School Program for any reason by any entity for five (5) or more school days, including, but not limited to disenrollment by parents/guardians/responsible adults or incarceration in juvenile hall, the student will be deemed exited from the FCSS Community School Program. Unless the student is returning to the FCSS Community School Program from the FCSS Court School, the student will not be able to return to the FCSS Community School Program without going through the referral process again. Students returning from the FCSS Court School Program shall be immediately re-admitted to the FCSS Community School Program; however, the school district of residence or referring agency will also need to complete the referral paperwork concurrent with the student's re-enrollment. The FCSS Community School Program will also comply with all laws related to school of origin for foster and homeless students.

C. Educational Services Provided to Expelled Students with Exceptional Needs

1. Consistent with state and federal law, a student with exceptional needs (who has a current IEP or Section 504 plan) may be expelled and referred by a school district for placement in the FCSS Community School Program. Enrollment in the FCSS Community School Program will be determined on an individual basis, and is dependent, in part, upon the appropriateness of placement and services available at the FCSS Community School Program to meet the individual needs of the student as stated in the current IEP or Section 504 plan as well as other factors described in Section II(A) above. As indicated above, a referral is not a guarantee of placement at the FCSS Community School Program. Districts may refer students with exceptional needs provided that:
 - a. all procedural safeguards regarding the discipline of students with special needs have been met, including, but not limited to a procedurally and substantively appropriate manifestation determination meeting;
 - b. the referring school district or agency has complied with all legal requirements regarding the education of special needs students, e.g., all procedural timelines have been met regarding annual/triennial reviews/assessments (Note: No students will be accepted if they have pending and/or overdue IEP/Section 504 plan assessments, meetings, etc. unless and until all timelines are brought current and/or are completed as specified on the referral form. This means that if anything is overdue or needs to be corrected, the referring school district or, if the student is being referred by an agency, the school district of residence must do so. Moreover, if an assessment is due within 60 days or less or an IEP team or Section 504 team meeting is due within 30 days or less, the referring school district or, if the student is being referred by an agency, the school district of residence must complete these processes.);

- c. the requirements as stipulated in Education Code Section 48915.5 have been met;
 - d. the referring school district or agency has completed a Community School Referral Form and has provided the required attachments and documents; and,
 - e. an IEP or Section 504 team has determined that a referral for placement at FCSS Community School Program meets the student's needs per the current IEP or Section 504 plan.
2. In accordance with the Fresno County SELPA Plan, any excess costs incurred in providing special education and related services to a student with an IEP shall be billed back to the school district of residence. Notification of the need for bill back will be provided and input from County school district superintendents will be sought prior to any bill backs that are not currently occurring.
- All costs in excess of the average daily attendance ("ADA") recouped for the student with a Section 504 Plan shall be billed back to the school district of residence. Notification of the need for bill back will be provided and input from County school district superintendents will be sought prior to any bill backs that are not currently occurring.
3. Prior to enrollment and attendance at the FCSS Community School Program, the district of residence shall be responsible for any and all requirements under state and federal law related to students with exceptional needs. Except for the excess costs referenced in Section (II)(C)(2) above and the IEP process referenced in Section (II)(C)(4) below, during the time period of the student's enrollment in the FCSS Community School Program, FCSS shall be responsible for any and all requirements under state and federal law related to students with exceptional needs except as provided for in Sections (II)(C)(4), (5) and (6) below. Except when stay put is ordered during a special education due process proceeding, whether the district of residence agrees with the student's transition back to the district or not, upon the date of transition noticed pursuant to Section (II)(B), Sections (II)(C)(4), (5), and (6) or Sections (III)(2), (3), and (6), the school district of residence shall be responsible for any and all requirements under state and federal law related to students with exceptional needs.
4. If FCSS receives an initial evaluation request for special education services or a Section 504 Plan for students in FCSS Community School Program, FCSS shall follow the FCSS school calendar in order to comply with state and federal law related to the initial evaluation request and any subsequent IEP or Section 504 team meetings. FCSS shall provide the district of residence with a courtesy-copy of the assessment plan when it is sent to the parents/guardians/responsible adults. FCSS shall conduct the initial evaluation. FCSS shall invite the District of residence to the initial IEP team meeting during which it will be considered whether FCSS Community School Program can provide the student with a free appropriate public education ("FAPE"). The district of residence shall attend this initial IEP team meeting or Section 504 team meeting and is responsible for being fully prepared to discuss the full continuum of placements and services at this IEP team meeting; any placement outside of FCSS's Community School Program shall be the responsibility of the district of residence. FCSS shall be responsible

for this IEP or Section 504 Plan if the offer of FAPE remains in the FCSS Community School Program; the district of residence shall be responsible for this IEP or Section 504 Plan if the offer of FAPE is in any other location or program.

5. If at any time during a student's enrollment in the FCSS Community School Program it is determined by an IEP or Section 504 team convened by FCSS staff that placement in the FCSS Community School Program is no longer appropriate for a student, FCSS will provide the student's district of residence with 30 days' notice prior to transitioning the student back to the district of residence pursuant to Section (II)(B) above for an alternative placement. The district of residence shall convene an IEP or Section 504 team meeting prior to the end of that 30 day notice time period during which they shall offer a placement other than FCSS Community School Program. FCSS shall attend this IEP or Section 504 team meeting; but the district of residence shall bear all responsibility for this meeting, including sending notice to the parents/guardians/responsible adults.
6. The FCSS Community School Program will convene any required manifestation determination meetings for students during their enrollment in the FCSS Community School Program. The school district of residence will be invited to, and shall attend, each manifestation determination meeting. Under such circumstances, despite not receiving 30 days' notice as required by (II)(C)(4) above, the school district of residence may need to come prepared to discuss a change in placement if the team determines that the student needs a change in placement or if the team determines that the student's interim alternative education setting ("IAES") placement (during a removal in excess of 10 school days or a 45-school day IAES) should be somewhere other than at the FCSS Community School Program. FCSS shall be responsible for this IEP or Section 504 Plan if the offer of FAPE or the IAES remains in the FCSS Community School Program; the district of residence shall be responsible for this IEP or Section 504 Plan if the offer of FAPE or the IAES is in any other location or program.

D. High School Credits Awarded at FCSS Community School Program

1. The referring school district or, if the student is referred by another agency, the school district of residence, shall calculate and provide all credits earned by the student, including partial credits for the portion of the current semester attended in the school district, to FCSS Community School Program within two (2) business days of the student's enrollment in the FCSS Community School Program.
2. The FCSS Community School Program awards credits to high school students in accordance with the rules and regulations governing court and community schools. If the student does not earn full credits, partial credits will be awarded by FCSS Community School Program for the time of attendance in the FCSS Community School Program.
3. The school district of residence shall accept any and all partial credits awarded to the student by any school district or the FCSS Court and Community School Program.
4. FCSS Community School Program complies with California Assembly Bills 1806 and 2306 for students who are homeless, foster youth, or have attended a juvenile court

school. Information regarding the student's status under these bills will be provided as part of the transition report when the student leaves the FCSS Community School Program. The school district of residence agrees to abide by what is determined appropriate for students under California Assembly Bills 1806 and 2306 (e.g. credit waiver and/or fifth year to earn diploma) by the FCSS Court School Program.

5. A student who completes the FCSS Community School Program graduation requirements during the term of their enrollment in the FCSS Community School Program shall be awarded a regular high school diploma by FCSS and will be exited from the FCSS Community School Program. This diploma shall be recognized by the student's school district of residence as a regular high school diploma. Parents'/guardians'/responsible adults' refusal of an FCSS diploma is cause for a 30-day notice of transition back to the district of residence pursuant to Section (II)(B) above.
6. A student with an IEP who completes the FCSS Community School Program certificate of completion requirements during the term of their enrollment in the FCSS Community School Program shall be awarded a certificate of completion by FCSS. Such a certificate does not end the student's eligibility for special education.

II. Gaps in Educational Services to Expelled Students

The school districts of Fresno County, in conjunction with the FCSS and FCSS Community School Program, offer alternative educational opportunities for students, including those students expelled from their district of residence. District community day schools authorized by Education Code Section 48660 and charter schools provide students with additional options. Through the countywide collaborative process, gaps have been identified in respect to providing educational services to expelled students. The identified gaps are listed below, along with suggested strategies for addressing the gaps.

1. Students referred to the FCSS Community School Program fail to attend intake.

County/District Strategy for Addressing this Gap. Currently, upon referral, students assigned to the FCSS Community School Program receive a letter instructing them to report to intake on a specific date and time. FCSS Community School Program staff will courtesy-copy the referring school district or agency on the notice of intake letter so that the referring school district or agency knows it has been sent; the referring school district or agency staff and FCSS staff will both telephone each family to remind them of the intake date and time. The parents/guardians/responsible adults of a student who fails to report for intake at the assigned time and location will receive a second letter that will also be courtesy-copied to the referring school district or agency. A student who fails to report for intake after the second letter will not be enrolled in the FCSS Community School Program. The parents/guardians/responsible adults and the referring school district or agency via courtesy-copy will then receive a letter notifying them they are no longer being accepted into the FCSS Community School Program and have been referred back to their district of residence for an educational program. FCSS shall have no responsibility for this student and he/she shall remain the responsibility of the referring school district or agency, including for any and all attendance and SARB proceedings that may result from failure to enroll in and attend the FCSS Community School Program.

2. Students referred attend FCSS Community School Program intake, but fail to attend class.

County/District Strategy for Addressing this Gap. Students who enroll but do not ever attend the FCSS Community School Program shall be dis-enrolled from the FCSS Community School Program after five (5) consecutive days of non-enrollment. FCSS shall have no responsibility for this student and he/she shall remain the responsibility of the referring school district or agency, including for any and all attendance and SARB proceedings that may result from failure to attend the FCSS Community School Program.

Students will be considered enrolled in the FCSS Community School Program once they attend the first day of instruction following the FCSS intake. If this student subsequently fails to attend school at least 80% of the time, the school district of residence will be contacted for a joint effort to obtain student's at least 80% attendance at the FCSS Community School Program, including, for example: phone calls, emails, and text messages to the student's parents/guardians/responsible adults; home visits by FCSS Community School Program staff; home visits by district home-school liaisons; Probation Department intervention; Department of Family and Children Services intervention; and/or court intervention. Any and all SARB processes (including, but not limited to written notices) and proceedings shall be the responsibility of the school district of residence. FCSS Community School staff can assist in mailing any written SARB notices on behalf of the school district of residence and can participate in any SARB court processes; but, is not responsible for developing or initiating these processes related to truancy. Lack of at least 80% attendance may also be cause for a 30-day notice of transition back to the district of residence pursuant to Section (II)(B) above.

3. Lack of confirmation of enrollment at a new school for students dis-enrolling from FCSS Community School Program.

County/District Strategy for Addressing this Gap. When a student leaves the FCSS Community School Program for any reason, the FCSS program registrar will contact the student's school district of residence and, if applicable, the referring agency to advise them of the change, including if the student is incarcerated in juvenile hall or intends to enroll in a charter school. Once a student leaves FCSS Community School Program, he/she will no longer be the responsibility of FCSS Community School Program for any reason. FCSS Community School Program will provide the district of residence with the transition paperwork referenced in Section (II)(B) above within five (5) business days, but, no 30-day time period will apply.

4. Fresno County is a large county with remote districts. Distances between districts and the county program sites make it difficult for some students to participate in programs for expelled students offered by FCSS, charter schools, and/or other districts.

County/District Strategy for Addressing this Gap. Remote districts within Fresno County may develop a community day program, or work with FCSS to provide a program for their expelled students. Districts may choose to form a consortium with the consultation of FCSS and create a program of school district-shared costs.

5. Due to the small number of grade K-6 students expelled and the legal requirement that such students be served in a separate program, service delivery can be problematic.

County/District Strategy for Addressing this Gap. Such instances will be addressed on a case-by-case basis, considering district and/or the FCSS Community School Program resources. Districts may consider operating their own K-6 community day school programs or form a consortium with consultation of FCSS to create a program of school district-shared costs and space.

6. Students fail to meet policies/procedures of the FCSS Community School Program after several interventions.

County/District Strategy for Addressing this Gap. Students who fail to meet the rules of the FCSS Community School Program will be referred back to their school districts of residence through the transition process described in Section (II)(B) above. .

III. District Level Behavioral Intervention Approaches: Options to Minimize Number of Suspensions Leading to Expulsions and Expulsions Ordered; Support for Students Returning to Home Schools following Expulsion

Districts shared behavioral intervention strategies employed prior to expulsion and referral to the FCSS Community School Program. Those strategies include:

Advancement Via Individual Determination (AVID): The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

All 4 Youth: All 4 Youth is an available referral option for schools and districts that have been “on-boarded” to help in treating underlying mental health concerns that may lead to suspension/expulsion.

Assertive Discipline in the Classroom: Assertive discipline is a structured, systematic approach to classroom discipline designed to assist educators in running an organized, teacher-in-charge classroom environment.

ATOD Intervention Program and Liaison: The ATOD program is centered on creating an environment conducive to academic success and wellness. It is geared for students with alcohol, drug or tobacco offenses on campus and/or those identified as at risk for substance abuse.

Behavior Intervention Specialist (BIS): A district level intensive individualized support that may be provided for students (TK-3rd) that are exhibiting a pattern of intensive behavior or social emotional needs. The BIS provide individualized supports and strategies that are evidence-based, aide in the development of an Intervention Plan, and coach and model the implementation of interventions to all stakeholders involved with assigned student. The primary goal of a BIS is to build the capacity of the student, teacher, parents, and other stakeholders in efforts to decrease/extinguish the intensive behaviors and aide in academic success. These interventions

and supports align with restorative, SEL, and PBIS practices to promote equitable outcomes and reduce disproportionality.

Behavior Intervention/Support Plan: Behavior intervention/support plans are individual plans specialized to support a student's classroom success. A multi-disciplinary team, including the parent, develops the plan collaboratively.

Behavior Matrix and Discipline Guidelines: To reduce disproportional suspensions and create a more equitable behavioral response system, Discipline Guidelines and a Behavioral Matrix are implemented. The Discipline Guidelines are a comprehensive system that defines the behavior and assigns a response by category. If a consequence is assigned, it is paired with interventions to address the behavior and need. Physical and psychological safety remain a priority and there is a heavy emphasis on educating, redirecting, and repairing the harm. The Behavior Matrix is implemented at sites not yet implementing Discipline Guidelines. The Behavior Matrix provides a common definition of behaviors and parameters and guidance to respond to behaviors. The Discipline Guidelines align with restorative, SEL, and PBIS practices which promote equitable outcomes and reduce disproportionality by providing structures and protocols, increasing inclusionary discipline practices, and providing professional learning to help staff/administrators shift mindset.

Behavioral Office: The Behavioral Office assists families in solving concerns that may affect the safety and well-being of their students. Solutions are geared toward finding the most appropriate school placement with an emphasis on sustaining healthy communication and problem solving at a student's current school of attendance. Direct services include: safety placements to schools other than the current school of attendance; administrative school placements to ensure school/resource alignment; support to school administrators in determining appropriate consequences for behavior utilizing Behavior Matrix; utilizing a Multidisciplinary Team as a means to identify alternatives for mitigating disruptive and/or dangerous behaviors exhibited by students in grades K-6; access to other interagency support systems such as Youth Court, counseling services and mentors; and mediation as necessary to improve communication between school and family.

Cara y Corazón: Cara y Corazón is a culturally based family strengthening /community mobilization program that assists parent and other extended family to raise and teach their students with a positive bicultural base (3-day training).

CHAMPs Classroom Management: The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations.

Character Education Program: Character development programs that focus on creating a positive school climate while helping students achieve social and emotional learning goals, improve academics, assist teachers with classroom management skills, and reduce incidents of bullying and misbehavior.

Character Honor Integrity Perseverance Service (CHIPS) is a one week non-residential program scheduled at Fresno State University. The mission of the program is to educate high school students on the benefits and varied aspects of English Language Arts, Science, Technology Engineering, Arts, and Math (STEAM). The program focuses on Emotional Intelligence based tenets that combine interactive activities, critical thinking and socio-political rubrics. In addition to the cognitive and emotional based activities, the camp will provide several physical and recreational activities designed to increase leadership skills, gain confidence and extenuate self-efficacy.

Check-in Check out - Students check in with the Transition Team on Monday and Thursday mornings. They receive positive interaction with an adult before starting the week. As they go through the day, they must periodically check in with each teacher and ask them to fill out the online student evaluation. The evaluation consists of the following categories: classroom behavior, attendance, work completion, and attitude. There is also a section for teachers to leave constructive comments and positive praise for students. On Thursdays, when students check out, they receive a print out of the weekly evaluation form. The Transition Team then uses the feedback to help the student with any areas of concern and praises them for their accomplishments of the week.

Child Welfare & Attendance Specialists: Serving students districtwide, CWA focus on supporting students with chronic attendance issues and connecting them to community and site based resources to improve attendance and behavior.

Clinical School Social Workers: Provide counseling and mental health support such as individual/group counseling. Clinical School Social Workers also provide suicide prevention and intervention such as suicide risk assessments and crisis support.

Collaboration Team: The Collaboration Team includes the school psychologist, school social worker, school counselor, counseling groups focusing on social skills.

El Joven Noble: El Joven Noble is a comprehensive indigenous based, youth leadership development program that supports and guides students through their “rites of passage” process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence and school failure. There are two phases of training and curriculum, base-training (Hombres Jovenes con Palabra, 3-day training) and advanced-training that includes youth leadership development curriculum (5-day training).

Girl Talk: This program assists young teenage girls to build self-esteem, develop leadership skills and recognize the value of community service.

High School Re-engagement Center (REC): A comprehensive approach to reengage students through interventions and social emotional supports, allowing them to successfully re-enter their classroom, decreasing the loss of their instructional minutes. The REC teacher provides small group SEL skill building, facilitates/participates in re-entry meetings, facilitates conflict mediation, conducts CICO and goal setting, intervenes proactively with students at risk to provide early stage interventions, coordinates and provides support and interventions. This

support structure aligns with restorative, SEL, and PBIS practices promoting equitable outcomes and reduce disproportionality.

Individualized Education Program (IEP) Team Meetings: IEP team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for special education.

Insights to Behavior: Empowers administrators and teachers with an unprecedented suite of tools to create, update, track, and report on behavior intervention plans.

Interagency Child Empowerment Team (ICET): The ICET provides a multi-agency comprehensive review of elementary students (K-6) who may eventually be referred for expulsion. The main purpose of the ICET is to assist in providing interventions to the student and his/her family so the student can be successful at school. The ICET consists of representatives from the school district, Department of Social Services, Fresno Police Department, and Department of Prevention and Intervention.

Intervention programs: The districts reported various community agencies which collaborate and use a team approach to reduce drug, alcohol usage, and non-productive behaviors. The goals of the collaborative teams approach are to improve student attendance, grades, behavior, and graduation rates. Eminence, Prodigy, Promesa, and Westcare are being utilized in the county but we are not limited to them.

Link Crew: Link Crew develops student mentors for middle and high schools who work to create positive, healthy, educational campuses.

Men's Alliance and Women's Alliance: The mission of the Men's and Women's Alliance is to facilitate the development of personal behavior and academic skills that will lead students to success in the classroom, in their career and in their adult lives. The program's strategies include: leadership development, mentoring and academics to empower students to become self-sufficient learners and adults, increase coping skills and lessen negative behaviors that lead to suspension and expulsion through training; academic opportunities to support student learning, extracurricular opportunities aligned to career, college and post-secondary options, and develop positive relationships with peers and adults through the fostering of self-awareness and respect.

Mentoring: Includes individual, group, e-mentoring and specialized mentoring services. Mentees meet with mentors at school, after school and in community programs with a goal of improving student well-being and school success.

Middle School Social Emotional Support Specialist: focusing on providing individual and group intervention for at risk students in our comprehensive middle school sites.

Opportunity Programs: The Opportunity Program provides a supportive environment with specialized curriculum for students who are habitually truant, irregular in attendance, insubordinate, disorderly while in attendance, or unsuccessful academically.

Peer Mentoring: High School Mentors and Junior High Mentees are matched in 1-on-1 partnerships designed to improve the students' academic performance and school connectedness. Includes a service learning component. Peer mentoring also targets specific cultural groups, including, English Learners, African Americans, and South-East Asians.

Positive Behavioral Interventions and Support (PBIS): Is a proactive, multi-tiered behavior framework that, when implemented well, can establish positive social learning environments. The model emphasizes implementation of evidence-based practices by defining, teaching, and acknowledging student behaviors. The tiered framework builds a continuum of positive behavior support for all students in instructional and non-instructional settings. Schools and educational organizations (including alternative and community day schools), establish school-wide systems of support (Tier I), targeted interventions (Tier II), and individual systems of support (Tier III) that improve the well-being of students by making problem behaviors less effective. An essential feature of SWPBIS is the use of data for decision-making and self-assessment of adult's efforts towards action planning and effective implementation on an ongoing basis.

Prodigy: On-campus counseling services for students.

Project Success: Project Success is a program designed to teach middle and high school students how to take positive steps towards healthy life goals.

Restorative Practices: A model for building, affirming and repairing the networks of relationships that are central to learning. The transformational shift from the traditional school discipline and culture paradigm moves staff away from many approaches which aren't reaching the outcomes we want for our students socially, emotionally or academically. A restorative approach to discipline places primary focus on the people and relationships that are impacted when a rule is violated, as opposed to just the rule itself. It follows a consistent process where everyone impacted by wrong-doing is given an opportunity to share their voice and participate in seeking solutions and making things as right as possible. For the student who did the harm, the process has them take greater ownership for their actions and the responsibility for making repairs.

Restoring Learning Environment Counselors (RLE Counselors): RLE Counselors work closely with district crisis response teams and school sites to address cultural barriers to achievement for Hmong students of all grade levels. This proactive prevention program provides socio-educational individual/group, consultation, case management, and cultural intervention services. RLE counselors also provide a transition/social educational program for incoming 9th grade Hmong students.

Safe and Civil Schools and Bullying Prevention Initiatives: A system-wide approach to developing behavior management strategies, learning effective classroom management strategies, implementing positive behavior supports and Response to Intervention (RTI), and designing and implementing a school improvement plan.

Safety Placements: The goal of a safety placement is to allow a student to transfer school sites at the middle and high school levels when the student experiences harassment or has a sense of being unsafe at the home school site.

Safe School Ambassadors: Safe School Ambassadors focuses on preventing bullying and violence by training students in nonviolent communication and intervention skills to stop bullying and violence among their peers. The program builds leadership skills and empowers students to prevent violence on their own campus.

School Academies: This approach to school organization breaks high schools into grade level academies, e.g., freshmen, sophomore, junior and senior level academies. Each academy is staffed with a counselor, social work intern, intervention specialist, and administrator. The academy staff knows and understands the needs of each student, and ensures the provision of services.

School Attendance Review Board (SARB): The SARB is comprised of representatives from various school sites and includes school district personnel, probation and the courts who come together with families to put together a plan to improve attendance and behavior with a goal of reducing the expulsion rate. SARB's focus is to assist parents/guardians/responsible adults and students to recognize and eliminate the barriers that inhibit regular attendance.

School Connect 9-12: School-Connect is a curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers. The lessons support students with developing social awareness, self-awareness, self-management, relationship skills, and responsible decision making.

School Social Workers: Provide Social Emotional Support in group and individual settings. Social Workers also provide suicide prevention, intervention and postvention services.

Second Step K-2, 7-8: Second Step is a violence-prevention program that focuses on developing social-emotional skills for students in preschool through eighth grade with the goal of improving academic success.

Section 504 Team Meetings: Section 504 team meetings provide a multi-disciplinary approach to addressing behavior for students who are eligible for such a plan.

Servant Leadership Academy: This program teaches emotional intelligence, understanding servant leadership, the pillars of a positive self-concept, culture, and implementing a service-before-self mindset. Students from throughout the county are guided through a seven-day program where they are challenged to examine and analyze their behaviors towards themselves and others. Every high school selects their students based on leadership potential and the ability to impact their peers.

Social Emotional Counseling: Tier II individual or group counseling services provided to students by Restorative Practices School Counselors in the focus areas of healthy relationships, coping skills, stress and anxiety, grief and loss, positive self-identity and mindfulness. Students

are referred to services through the site's Tier II Team. All services are provided from a restorative, trauma-informed and culturally responsive lens. They promote equitable outcomes and reduce disproportionality by providing SEL skill building to reduce disproportionate outcomes for students.

Social Emotional Learning: Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities. SEL advances educational equity through school-family-community partnerships and establishing learning environments with trusting and collaborative relationships. Students need explicit SEL instruction and consistent opportunities to learn, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

Student Study/Success Teams (SST): The SST process emphasizes that early intervention for struggling students is a function of the general education program. The SST is a school-based problem solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. An SST is a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the school's ability to respond effectively to student needs. The SST has a vital role in creating a high achieving school as expressed in the following goals: 1) enable teachers to teach students more effectively, 2) enable students to acquire academic and social competencies, achieve standards, become independent learners for life, and 3) create a collaborative culture among all staff.

Students Against Destructive Decisions (SADD): This group meets twice a week during lunch to discuss alternatives to destructive decisions. These students also counsel other students away from making destructive decisions.

Suicide Prevention Training: Suicide prevention training teaches best and evidence-based suicide prevention practices, warning signs for student suicide, prevention and postvention principles, how to reintegrate a student after a suicide attempt, dealing with traumatic loss, risk factors for student suicide, how to assess a youth at risk, how to work with parents of a student at risk, creating safety contracts for students at risk, and contagion.

Support Intervention (SI): Groups last 8 weeks and include topics such as teen issues, anger management, grief and loss, divorce, and other topics as needed. Students are recommended for the groups by certificated staff, classified staff, or parents/guardians/responsible adults.

School Transition Services (STS): Transitional Team Members support students moving to Alternative Education Sites as well as support their return back to a comprehensive site.

Targeted Support Team (TST): The primary function of the Targeted Support Team (TST) is to focus on improving academic, social emotional, behavioral, mental health outcomes for students. The team functions on the principles of PLCs, systematically engaged in the process of identifying needs, analyzing relevant data, designing and implementing solutions, and measuring and monitoring effectiveness of student interventions. The TST meets bi-weekly to engage in the problem-solving cycle and identify patterns of students needing Tier II support. The TST reviews data to monitor student progress and adjusts intervention accordingly. This teaming structure is in place to ensure equity and reduce disproportionate student outcomes.

Time to Teach: Is an evidenced based classroom management model that uses practical, proven, and powerful strategies.

Transition Program: Designed for students that require social emotional support during the day. Students can be served in the transition classroom for three period or less.

UJIMA: The concept of servant leadership is a philosophy and set of practices that enriches the lives of individuals, and ultimately creates a more just and caring world. Ujima, uses this philosophy and incorporates the rich and empowering history of African and African American contributors, to promote personal healing, self and cultural awareness, and a community building mindset.

Xinachtli: Xinachtli is an indigenous, culturally based female rites of passage program that provides a supportive process for young girls to develop identity, life skills, and support system (3-day training).

Youth Court: Youth Court is a diversion program for students who are first-time offenders. It was developed as an alternative to the juvenile justice system. Juvenile cases are heard on high school campuses where the Youth Court functions primarily as a sentencing body and does not determine innocence or guilt. Youth Court enables high school students to learn more about the justice system and play an active role in promoting acceptable “safe school” standards for student behavior. Youth Court paves the way for early intervention and prevention by taking steps to redirect negative student behavior and prevent the occurrence of more serious crimes. The interagency partners charged with implementing the program include the Fresno County Superior Court, Fresno County Probation, and the Fresno Police Department.

IV. Alternative Placement for Students who Fail in District Community Day Schools

Students who have been placed in a district community day school, but fail to meet the terms or conditions of their rehabilitation plan or who pose a danger to other district students may be referred to another district’s community day school program or to FCSS Community School Program. These programs will then proceed with their referral processes to see if they will accept this student.

V. District Responsibilities

In accordance with Sections 48916 and 48916.1 of the Education Code, the school district of residence will be responsible for: 1) recommending a rehabilitation plan for expelled students; 2)

ensuring that an educational program is provided to expelled students; and 3) complying with the state reporting requirements.

VI. Suspension and Expulsion Data

The most recent suspension data from the California Department of Education (“CDE”) for Fresno County in program years 2017, 2018, and 2019 shows a slight increase from 3.8% in 2017 to 4.3% in 2019. The mean percent of students suspended at least once increased each year though the increase was minimal from 2017-2019. In the elementary districts, suspensions increased slightly from 1.5% to 2.4% in 2019; in the unified districts, suspensions increased slightly from 4.8% in 2017 to 5.4% in 2019.

Historically marginalized student groups generally saw a decrease in suspension rates in program years 2018 to 2019 and a slight increase when comparing data from 2017 – 2019. The results are as follows: Black/African American students had 0% of students suspended in 2017-2019 for elementary districts and the unified districts suspension rates saw a decrease from 12.4% in 2017 to 11.9% in 2019; Hispanic students saw an increase in suspension rates in the elementary districts in 2017 to 2018 at 1.8% in 2017 to 2.7% in 2018, then saw a decrease in 2019 to 2.3%, the unified districts saw a slight increase from 4.9% in 2017 to 5.3% in 2018 to 5.5% in 2019; Socioeconomically Disadvantaged students saw a slight increase over 2017 – 2019 with elementary districts suspension rates at 2.0% in 2017, 2.6% in 2018, and decreasing to 2.2% in 2019, the unified districts increased slightly from 5.4% in 2017 to 5.8% in 2018 and 6.0% in 2019; Students with Disabilities showed a slight increase in suspension rates for elementary districts at 2.5% in 2017, 4.0% in 2018, and 3.7% in 2019, the unified districts show a decrease in suspensions rates at 9.1% in 2017, 8.6% in 2018, and decreasing to 7.8% in 2019.

Overall while suspension rates increased minimally over the three-year period; the results largely remain static. Suspension data is thoroughly analyzed throughout the school year and strategies to improve student outcomes is reflected upon and revised as student needs indicate. These strategies are written into the Local Control for Accountability Plans at each school district. The behavioral intervention practices have been revised in this plan to reflect this analysis with additional strategies for student success added and the strategies proven unsuccessful removed.

Expulsion Data Reported by CDE

2017-18

	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Fresno County	198,491	365	363	0.18%
Statewide	5,748,545	5,180	5,138	0.09%

2018-19

	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Fresno County	198,889	321	321	0.16%
Statewide	5,678,140	5,002	4,958	0.09%

2019-20

	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Fresno County	198,501	196	194	0.10%
Statewide	5,624,643	3,111	3,094	0.06%

This data shows a steady decline in expulsions in our county over the past three years reducing from 0.18% in 2017-18 to 0.10% in 2019-20. In the previous countywide plan our data indicated a 50% decline in expulsions and this three year data comparison indicates a 44% decline. This decline in expulsions is indicative of the behavioral intervention approaches and strategies that have been prioritized and implemented by the school districts. In 2017-18 our expulsion rate was twice the statewide rate, but now we are trending toward closing that gap with the statewide rate at 0.06% in 2019-20 and the Fresno County rate at 0.10%. The implemented strategies to minimize student expulsions are seeing positive results for students and the district behavioral intervention teams will continue to implement the strategies showing the most progress. It should also be noted that data for the 2019-20 school year was likely effected by COVID-19 school closures beginning March 13, 2020.

For additional information regarding FCSS Community School Program, contact:

FCSS County Community Program
 Tracy Klee
 Violet Heintz Education Academy
 4939 East Yale
 Fresno, CA 93727
tklee@fcoe.org

Appendix A: Relevant Education Codes

Cal Ed Code § 48926 County plan for educational services to expelled pupils

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

Cal Ed Code § 48916.1 District to ensure provision of educational program for expelled pupils; Data and reports

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

(c) Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

- (A) The number of pupils recommended for expulsion.
- (B) The grounds for each recommended expulsion.
- (C) Whether the pupil was subsequently expelled.
- (D) Whether the expulsion order was suspended.
- (E) The type of referral made after the expulsion.
- (F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Grant Application to the United States Citizenship and Immigration Services for the 2021 Citizenship and Integration Grant Program

ITEM DESCRIPTION: Approval is requested for a grant application to the United States Citizenship and Immigration Services for the 2021 Citizenship and Integration Grant Program. The grant request provides the opportunity to prepare lawful permanent residents for citizenship by offering both citizenship instruction and naturalization services. Fresno Adult School (FAS) provides citizenship classes that are required for the program and partners with the San Joaquin College of Law (SJCL) to provide naturalization services.

FAS provides citizenship instruction to prepare lawful permanent residents for the naturalization test and interview required by the program. SJCL provides naturalization application services, within the scope of immigration law, to support lawful permanent residents in the naturalization application and interview process required by the program.

FINANCIAL SUMMARY: The grant award of \$250,000, would fund all program costs.

PREPARED BY: Raine Bumatay,
Principal

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:



**The U.S. Department of Homeland Security Notice of
Funding Opportunity
FY 2021 Citizenship and Integration Grant Program
Citizenship Instruction and Naturalization Application Services**

NOTE: If you are applying for this funding opportunity and have not obtained a Data Universal Numbering System (DUNS) number and/or are not currently registered in the System for Award Management (SAM), please take immediate action to obtain a DUNS number, if applicable, and then to register immediately in SAM. It may take four weeks or more after you submit your SAM registration before your registration is active in SAM, then an additional 24 hours for [Grants.gov](https://www.grants.gov) to recognize your information. Information on obtaining a DUNS number and registering in SAM is available at [Grants.gov](https://www.grants.gov). Detailed information regarding DUNS and SAM is also provided in Section D of this Notice of Funding Opportunity (NOFO).

A. Program Description

1. Issued By

U.S. Department of Homeland Security (DHS), U.S. Citizenship and Immigration Services (USCIS), External Affairs Directorate (EXA), Office of Citizenship (OoC)

2. Assistance Listings (formerly Catalog of Federal Domestic Assistance (CFDA) Number)

97.010

3. Assistance Listings Title (formerly CFDA Title)

Citizenship Education and Training

4. Funding Opportunity Title

FY 2021 Citizenship and Integration Grant Program; Citizenship Instruction and Naturalization Application Services

5. Funding Opportunity Number

DHS-21-CIS-010-002

6. Authorizing Authority for Program

H.R. 133 - Consolidated Appropriations Act, 2021 (Pub. L. 116-260), Division F, Title IV

7. Appropriation Authority for Program

H.R. 133 - Consolidated Appropriations Act, 2021 (Pub. L. 116-260), Division F, Title IV

8. Announcement Type

Initial

9. Program Overview, Objectives, and Priorities

OoC is charged with promoting instruction and training on the rights and responsibilities of citizenship. USCIS recognizes that naturalization is the most important milestone in the civic integration of immigrants. Naturalization requirements, such as knowledge of English and U.S. history and government encourage civic learning and build a strong foundation upon which

immigrants can fully integrate into society. Through preparing for naturalization, immigrants will gain the tools to become successful citizens and meet their responsibilities as United States citizens.

The goal of the Citizenship and Integration Grant Program is to expand the availability of high-quality citizenship preparation services for lawful permanent residents across the nation and to provide opportunities for lawful permanent residents to gain the knowledge and skills necessary to integrate into the fabric of American society.

Additional activities that support this goal include identifying, implementing, and sharing best practices in citizenship preparation; increasing the use of and access to technology in citizenship preparation programs; working with local libraries and museums that serve as vital resources for immigrant communities; and incorporating strategies to foster welcoming communities as part of the citizenship and civic integration process.

Furthermore, the goals of the Citizenship and Integration Grant Program support the objectives of Executive Order 14012, *Restoring Faith in Our Legal Immigration Systems and Strengthening Integration and Inclusion Efforts for New Americans*, by promoting integration, inclusion, and citizenship.

The Citizenship and Integration Grant Program also addresses the DHS mission to administer our immigration laws as stated in the [2014 Quadrennial Homeland Security Review](#) as the program provides lawful permanent residents instruction on the rights and responsibilities of U.S. citizenship and information and support on how to apply for naturalization within the authorized practice of immigration law.

Request for Applications

In fiscal year (FY) 2021, a total of approximately \$8.2 million in federal funding is available for eligible organizations to provide direct citizenship preparation services to lawful permanent residents through this funding opportunity. USCIS anticipates awarding approximately 33 grants of up to \$250,000 each.

Proposed citizenship preparation activities **must** include the following two components:

1. **Citizenship instruction** to prepare lawful permanent residents for the naturalization test and interview. Program design must include:
 - a. Instruction primarily delivered in English in U.S. history and government for test preparation and the promotion of civic integration;¹
 - b. Activities that promote civic and linguistic integration;
 - c. English as a Second Language (ESL) instruction in reading, writing, and speaking;
 - d. Instruction primarily delivered in English on the naturalization process and eligibility interview;
 - e. The use of a nationally normed standardized test of English proficiency to place and assess progress of all students enrolled under this program. At least 80% of post-tested students must demonstrate educational gains as evidenced by increased standardized test scores;

¹ Some instruction in languages other than English may be provided under the program to lawful permanent residents who qualify for exemptions to the English language naturalization requirements. Grant recipients who provide such instruction must still provide at least 200 permanent residents with grant-funded citizenship instruction in English over the two-year period of performance.

- f. The use of a current adult citizenship textbook that aligns with the skill level of the students in the class (published textbooks only, compilations of worksheets or handouts will not be accepted); all students must be issued a textbook for their own personal use;
- g. A curriculum that includes all of the components contained in the [USCIS Sample Curriculum](http://www.uscis.gov/citizenship/educators/program-development) found on the Citizenship Resource Center at www.uscis.gov/citizenship/educators/program-development including:
 - (1) Instruction in U.S. history and government for test preparation and the promotion of civic integration;
 - (2) Activities that promote civic and linguistic integration;
 - (3) English as a Second Language (ESL) instruction in reading, writing, and speaking for the naturalization test, naturalization process, and to conduct required integration activities; and
 - (4) Instruction on the eligibility interview (N-400);
- h. The provision of at least 40 hours of citizenship instruction over a 10-12 week class cycle with managed enrollment to at least 200 students at the [National Reporting System](http://www.uscis.gov/citizenship/educators/program-development) for Adult Education (NRS) low beginning to high intermediate levels (NRS Levels 2-5); and
- i. The use of citizenship teachers who have degrees in education (K-12 Social Studies, History, TESOL, or Adult Education) and/ or who have at least one year of experience teaching adult immigrants. Although not a requirement, programs whose teachers have the following education, certification, and/or experience are generally more likely to be scored higher than programs that do not:
 - (1) Hold a degree in TESOL; and/or
 - (2) Hold TESOL certification from a state licensing agency; and/or
 - (3) Have a minimum of 2 years of experience in TESOL instruction in a classroom setting for an adult education program that utilizes a textbook and a structured curriculum.

Classes offered at the NRS literacy level (1) or at the NRS advanced level (6) are not eligible for funding under this program. Tutoring services do not count toward the minimum 40 hours of classroom instruction.

Grant-funded classes must integrate instruction in U.S. history and government; civics-based ESL instruction in reading, writing, and speaking; and instruction on the naturalization process and eligibility interview. For more detailed information on the content and competencies that applicants are required to address in grant-funded classes, please review the *Guide to the Adult Citizenship Education Content Standards and Foundation Skills* found at [www.uscis.gov/sites/default/files/USCIS/Office of Citizenship/Citizenship Resource Center Site/Publications/M-1121.pdf](http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center/Site/Publications/M-1121.pdf), the *USCIS Guide to Creating an Adult Citizenship Education Curriculum* found at www.uscis.gov/sites/default/files/document/guides/M-1189.pdf and the USCIS Sample Curriculum found at www.uscis.gov/sites/default/files/document/guides/M-1166.pdf.

Grant-funded programs must also incorporate civic integration learning activities into class curricula. The intent of this requirement is to encourage students to extend knowledge acquisition beyond traditional classroom instruction through opportunities to experience and navigate American civic life firsthand through in-depth learning activities. Applicants are encouraged to draw upon their local resources, venues, and landmarks when conceptualizing and designing these civic integration learning activities. Suggested categories for the required integration activities include but are not limited to:

- a. **Site-based civic integration activities** – Local trips outside the classroom to sites and landmarks of historical and/or cultural significance, libraries, museums, other local public entities, and organizations that promote public safety, etc.;
 - b. **Classroom-based civic integration activities** – Activities that may involve guest speakers such as local civic leaders and public servants to provide the opportunity for student interaction and exchange, or the use of multimedia and/or materials-based methods that promote an enhanced understanding of key moments in U.S. history and/or the form and function of local, state and federal government;
 - c. **Civic participation** – Activities that encourage students to take participatory learning beyond the classroom by attending a public meeting, volunteering, or participating in local civic institutions; and
 - d. **Other integration activities** – Activities that promote in-depth understanding of the student’s role as a future citizen of the United States, including the rights and responsibilities of citizenship; our shared American history; government functions, structure and laws; geography; and traditions, symbols and holidays. These can be external or in-class.
2. **Naturalization application services**, within the scope of the authorized practice of immigration law, to support lawful permanent residents in the naturalization application and interview process. Services must include:
- a. The provision of naturalization eligibility screening;
 - b. The preparation and submission of Form N-400, Application for Naturalization, with Form G-28, Notice of Entry of Appearance as Attorney or Accredited Representative, over the two-year period of performance for at least 200 lawful permanent residents;
 - c. The provision of ongoing immigration case management;
 - d. The use of a U.S. Department of Justice (DOJ) Office of Legal Access Programs (OLAP) Accredited Representative (partial accreditation is acceptable) or an attorney who is an employee of the applicant organization or the sub-awardee organization. (Pro bono or volunteer attorneys may be used to supplement the program but may not serve as the applicant’s sole provider of immigration legal services, nor serve as a supervisor to staff members who are not accredited representatives and provide such services.) Attorneys and accredited representatives must sign Form N-400 as the preparer and submit Form G-28 with each Form N-400 filed under this grant, preferably using online filing.² Grantees are strongly encouraged to file forms electronically whenever possible. In the case that e-filing is not a viable option, the grantee’s legal service provider is required to mail the naturalization application package to USCIS on behalf of the client. Applications may not be given to the client to mail. The legal service provider is required to file the application on the client’s behalf. The applicant must demonstrate an established process in place to refer individuals with complex immigration matters beyond the scope of the services provided under this grant to a qualified attorney.

Services may include interview preparation, a representative’s appearance at the naturalization interview, responding to a Request for Evidence (RFE), and filing other forms or documents (such as Form N-648, Medical Certification for Disability Exceptions), if applicable.

Partnerships

² At grant-supported group processing events, a Form G-28 may not be required if the *pro bono* attorney filling out the Form N-400 determines that the services provided would not be considered “practice” or “preparation”, as those terms are defined in 8 C.F.R.CFR 1.2. Such *pro bono* attorneys, however, will be required to complete the preparer section of the N-400.

Partnerships are encouraged. Applicants may include partnerships with other public or non-profit organizations in their proposal. The principal applicant must directly provide either citizenship instruction or naturalization application services, or both. A partner organization is a “sub-awardee” if the organization will receive a portion of the grant funding to provide additional or complementary direct citizenship instruction or naturalization application services.

The applicant must complete a Memorandum of Understanding (MOU) or other binding document with the prospective sub-awardee and submit it with the application. The applicant must clearly demonstrate how it will monitor the prospective sub-awardee’s performance and ensure that the prospective sub-awardee complies with all grant award conditions and data reporting requirements. The MOU must state the minimum number of students/clients to whom the sub-awardee will provide services; and how grant funding will be allocated to fund the services. Prospective sub-awardees must have their own individual DUNS number and will be responsible for financial and performance reporting. Sub-awardees must submit their reports to the primary applicant for submission to DHS.

10. Performance Measures

For this grant program, performance will be evaluated based on the following performance metrics:

1. The number of newly enrolled non-duplicated lawful permanent residents in citizenship instruction classes (minimum of 200);
2. Percentage of enrolled students who post-test using nationally normed standardized tests of English language proficiency (minimum goal of 80%);
3. Percentage of post-tested students demonstrating measurable educational gains (minimum goal of 80%);
4. Number of lawful permanent residents for whom your organization will provide naturalization eligibility screenings (minimum of 200); and
5. Number of lawful permanent residents for whom your organization will prepare and submit Form N-400 and Form G-28 (minimum of 200).

B. Federal Award Information

1. **Available Funding for the NOFO:** Approximately \$8,200,000
2. **Projected number of Awards:** Up to 33
3. **Period of Performance:** 24 months (comprising two 1-year budget periods).
Applicants may request a no-cost extension in order to complete all project activities. The request must be submitted 60 days prior to the expiration of the performance period. Requests for extensions are subject to approval by DHS. See section H. Additional Information.
4. **Projected Period of Performance Start Date(s):** 10/01/2021
5. **Projected Period of Performance End Date(s):** 09/30/2023
6. **Funding Instrument Type:** Grant

C. Eligibility Information

1. Eligible Applicants

The following entities are eligible to apply to this announcement:

- a. City or township governments
- b. County governments
- c. Independent school districts

- d. Indian/Native American tribal governments (federally recognized)
- e. Indian/Native American tribal organizations (other than federally recognized tribal governments)
- f. Indian/Native American Tribally Designated Organization
- g. Public/Indian Housing Authority
- h. Nonprofits with 501(c)(3) IRS status, other than institutions of higher education
- i. Private institutions of higher education
- j. Public & state-controlled institutions of higher education
- k. Special district governments
- l. State governments

2. Applicant Eligibility Criteria

To be eligible for this program, applicants and sub-awardees must meet the below requirements.

- a. Applicants and any proposed sub-awardees must be organizations with public or non-profit status.
- b. At the time of application, applicants and/or any sub-awardees that propose to provide citizenship instruction must have at least 1 year of experience within the past 3 years providing direct service citizenship instruction in a classroom setting or virtually since March 2020 that follows a curriculum and utilizes a citizenship textbook.
- c. Applicants and/or any sub-awardees that propose to provide naturalization application services must have at least 1 year of experience in the past 3 years providing naturalization application services within the authorized practice of immigration law to clients, and must at the time of application:
 - 1) Be recognized by DOJ and employ at least one DOJ accredited representative employee (partial accreditation is acceptable) with experience providing clients with naturalization representation; **OR**
 - 2) Have at least one attorney on staff as a paid employee with experience providing clients with naturalization representation.

Not Eligible

For-profit law firms and attorneys in private practice are not eligible to receive funding under this funding opportunity. (See the Glossary for the definitions of “representation” and “employee.”)

Current awardees and sub-awardees under the FY 2020 Citizenship and Assimilation Grant Program (funding opportunity DHS-20-CIS-010-002) are not eligible to receive funding under this funding opportunity and awardees under the Refugee and Asylee Assimilation Program (DHS-20-CIS-010-003) are not eligible to apply to this program. Applicants may only submit one proposal in response to the FY 2021 Citizenship and Integration Grant Program. **USCIS will not consider two applications submitted by the same organization in response to the two FY 2021 NOFOs. Failure to follow this directive will result in both applications being removed from consideration.**

If DHS determines at any point during the review process that an application does not meet these eligibility requirements, the application will be removed from further consideration.

Non-Responsive Applications

Your application will be deemed non-responsive if:

1. Form SF-424 – *Application for Federal Assistance* is missing.
2. Form SF-424A – *Budget* is missing.
3. Form SF-424B – *Assurances - Non-Construction Programs* is missing.
4. The applicant’s Authorized Organization Representative (AOR) is not registered in SAM.
5. The application does not include a Budget Narrative or Budget Table.
6. The application does not include a Project Narrative.

3. Maintenance of Effort (MOE) (If Applicable)

There is no MOE requirement for this program. Requests for funds under this announcement must not be used to take the place of activities described in the application that are currently supported with other funding. Also, grant funds must not be used to support activities that are a normal part of the organization's operations.

3. Cost Share or Match

There is a **minimum cost share requirement for this program of 10%** of the total requested funding amount. Applicants should clearly identify which budget items are to be supported by federal grant funding and which are to be supported by in-kind contributions and/or other funding sources, along with an estimate of the value of these non-federal funding sources. All proposed cost share contributions must be clearly described in the budget portion of the proposal. Applicants will be scored on this during the technical review.

Acceptable forms of cost share items include:

- Volunteer services: Rates for volunteer services must be consistent with those paid for similar work.
- Employee time: Time employee's regular rate of pay.
- Supplies: Fair market value of the supplies at the time of donation.
- Cash contributions: Cash value.
- Equipment, building, or land: Fair market value or rental value at the time of application, as established by an independent appraisal.
- Project co-funding: Actual cost incurred.

D. Application and Submission Information

1. Key Dates and Times

- | | |
|-------------------------------------|---------------------------------|
| a. Application Start Date: | 05/17/2021 |
| b. Application Submission Deadline: | 07/16/2021 at 11:59:59 p.m. EDT |
| c. Anticipated Award Date: | No later than 9/30/2021 |

NOTE: The application must be received in Grants.gov by the date and time listed above. If an application is received after the deadline, it will not be considered. Applicants will receive a confirmation from Grants.gov once the application is successfully submitted.

All applications are time stamped by the Grants.gov system when submitted and recipients are notified accordingly. The federal office will download all applications that are received by the deadline date and time as indicated on the NOFO. **Late applications will not be accepted.**

d. Other Key Dates (If applicable)

Event	Suggested Deadline for Completion
Obtaining DUNS Number	Four weeks before actual submission deadline
Obtaining a valid Employer ID Number (EIN)	Four weeks before actual submission deadline
Updating SAM registration	Four weeks before actual submission deadline
Starting application in Grants.gov	Four weeks before actual submission deadline

2. Agreeing to Terms and Conditions of the Award

By submitting an application, applicants agree to comply with the requirements of this NOFO and the terms and conditions of the award, should they receive an award.

3. Address to Request Application Package

Application forms and instructions are available at Grants.gov. To access these materials, go to <https://www.grants.gov/>, select “Applicants” then “Apply for Grants. In order to obtain the application package, select “Download a Grant Application Package.” Enter the CFDA and/or funding opportunity number located on the cover of this NOFO, select “Download Package,” and then follow the prompts to download the application package.

For a hard copy of the full NOFO, please write or fax a request to:

Jacqueline Greely

Grants Officer

CISMailbox@hq.dhs.gov

Fax: 202-447-5600

If you use assistive technology and are unable to access any materials on Grants.gov, please email the Support Center at support@grants.gov.

Applications will be processed through the Grants.gov portal. If you experience difficulties accessing information or have any questions, please call 1-800-518-4726.

4. Unique Entity Identifier, and System for Award Management (SAM)

To apply for an award under this program, all applicants must:

- a. Apply for, update, or verify their DUNS number from Dun & Bradstreet and Employer ID Number (EIN);
- b. In the application, provide a valid DUNS number, which is currently the unique entity identifier;
- c. Have an account with login.gov;
- d. Register for, update, or verify their SAM account and ensure the account is active before submitting the application;
- e. Create a Grants.gov account;
- f. Add a profile to a Grants.gov account;
- g. Establish an Authorized Organizational Representative (AOR) in Grants.gov;
- h. Submit an application in Grants.gov;
- i. Continue to maintain an active SAM registration with current information, including information on a recipient’s immediate and highest level owner and subsidiaries, as well on all predecessors that have been awarded a federal contract or grant within the last 3 years, if applicable, at all times during which it has an active federal award or an application or plan under consideration by a federal awarding agency.

Applicants are advised that DHS may not make a federal award until the applicant has complied with all applicable DUNS and SAM requirements. Therefore, an applicant’s SAM registration must be active not only at the time of application, but also during the application review period and when DHS is ready to make a federal award. Further, as noted above, an applicant’s or recipient’s SAM registration must remain active for the duration of an active federal award. If an applicant’s SAM registration is expired at the time of application,

expires during application review, or expires any other time before award, DHS may determine that the applicant is not qualified to receive a federal award and use that determination as a basis for making a federal award to another applicant.

5. Electronic Delivery

DHS is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for grant funding opportunities. For this funding opportunity, DHS requires applicants to submit their applications online through Grants.gov.

6. How to Register to Apply through Grants.gov

- a. *Instructions:* Registering in Grants.gov is a multi-step process. Read the instructions below about registering to apply for DHS funds. Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information.

The registration process can take up to 4 weeks to complete. Therefore, registration should be done in sufficient time to ensure it does not impact your ability to meet required application submission deadlines.

Organizations must have a Data Universal Numbering System (DUNS) Number, active System for Award Management (SAM) registration, and Grants.gov account to apply for grants. If individual applicants are eligible to apply for this grant funding opportunity, then you may begin with step 3, Create a Grants.gov account, listed below.

Creating a Grants.gov account can be completed online in minutes, but DUNS and SAM registrations may take several weeks. Therefore, an organization's registration should be done in sufficient time to ensure it does not impact the entity's ability to meet required application submission deadlines. Complete organization instructions can be found on Grants.gov here:

<https://www.grants.gov/web/grants/applicants/organization-registration.html>.

- 1) *Obtain a DUNS Number:* All entities applying for funding, including renewal funding, must have a DUNS number from Dun & Bradstreet. Applicants must enter the DUNS number in the data entry field labeled "Organizational DUNS" on the SF-424 form.

For more detailed instructions for obtaining a DUNS number, refer to:

<https://www.grants.gov/web/grants/applicants/organization-registration/step-1-obtain-duns-number.html>.

- 2) *Register with SAM:* All organizations applying online through Grants.gov must register with SAM at sam.gov. Failure to register with SAM will prevent your organization from applying through Grants.gov. SAM registration must be renewed annually. For more detailed instructions for registering with SAM, refer to:
<https://www.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html>.

- 3) *Create a Grants.gov Account:* The next step is to register an account with Grants.gov. Follow the on-screen instructions or refer to the detailed instructions here:
<https://www.grants.gov/web/grants/applicants/registration.html>.

- 4) *Add a Profile to a Grants.gov Account:* A profile in Grants.gov corresponds to a single applicant organization the user represents (that is, an applicant) or an individual applicant. If you work for or consult with multiple organizations and have a profile for each, you may log in to one Grants.gov account to access all of your grant applications. To add an organizational profile to your Grants.gov account, enter the DUNS number for the organization in the DUNS field while adding a profile.

For more detailed instructions about creating a profile on Grants.gov, refer to:
<https://www.grants.gov/web/grants/applicants/registration/add-profile.html>.

- 5) *EBiz POC Authorized Profile Roles:* After you register with Grants.gov and create an Organization Applicant Profile, the organization applicant's request for Grants.gov roles and access are sent to the EBiz POC. The EBiz POC will then log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been assigned the AOR role.

For more detailed instructions about creating a profile on Grants.gov, refer to:
<https://www.grants.gov/web/grants/applicants/registration/authorize-roles.html>.

- 6) *Track Role Status:* To track your role request, refer to:
<https://www.grants.gov/web/grants/applicants/registration/track-role-status.html>.
- 7) *Electronic Signature:* When applications are submitted through Grants.gov, the name of the organization applicant with the AOR role that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC **must** authorize people who are able to make legally binding commitments on behalf of the organization as a user with the AOR role; **this step is often missed, and it is crucial for valid and timely submissions.**

7. How to Submit an Application to DHS via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different webforms within an application. For each NOFO, you can create individual instances of a workspace.

Below is an overview of the Grants.gov application process. For access to complete instructions on how to apply for opportunities using Workspace, refer to:
<https://www.grants.gov/web/grants/applicants/workspace-overview.html>.

- a. *Create a Workspace:* Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- b. *Complete a Workspace:* Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submitting. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

- c. *Adobe Reader*: If you decide not to apply by filling out webforms, you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive, or external drive, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.

- d. *Mandatory Fields in Forms*: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.
- e. *Complete SF-424 Fields First*: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS number. To trigger this feature, an applicant must complete the SF-424 information first. Once it is completed, the information will transfer to the other forms.
- f. *Submit a Workspace*: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
- g. *Track a Workspace Submission*: After successfully submitting a workspace application, a Grants.gov tracking number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to:
<https://www.grants.gov/web/grants/applicants/applicant-training.html>.

- h. *Applicant Support*: Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. For questions related to the specific grant opportunity, contact the number listed in the application package of the grant you are applying for.

If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. The Support Center ticket number will assist DHS with tracking your issue and understanding background information on the issue.

8. Timely Receipt Requirements and Proof of Timely Submission

All applications must be received by 11:59:59 p.m. Eastern Daylight time on the due date established for each program. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant with the AOR role who submitted the application will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. This applicant with the AOR role will also receive the official date/time stamp and Grants.gov tracking number in an email serving as proof of their timely submission.

When DHS successfully retrieves the application from Grants.gov and acknowledges the download of submissions, Grants.gov will provide an electronic acknowledgment of receipt of the application

to the email address of the applicant with the AOR role who submitted the application. Again, proof of timely submission shall be the official date and time that when Grants.gov receives your application. Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding by DHS.

Applicants using slow internet, such as dial-up connections, should be aware that transmission can take some time before Grants.gov receives your application. Again, Grants.gov will provide either an error or a successfully received transmission in the form of an email sent to the applicant with the AOR role attempting to submit the application. The Grants.gov Support Center reports that some applicants end the transmission because they think that nothing is occurring during the transmission process. Please be patient and give the system time to process the application.

9. Content and Form of Application Submission

See Appendix for a list of required documents for this application, forms, and formats. No pre-applications or letters of intent are required to apply.

As discussed in the eligibility section of this NOFO, current awardees and sub-awardees under the FY 2020 Citizenship and Assimilation Grant Program (funding opportunity DHS-20-CIS-010-002) are not eligible to receive funding under this funding opportunity and awardees under the Refugee and Asylee Assimilation Program (DHS-20-CIS-010-003) are not eligible to apply to this program. Applicants may only submit one proposal in response to the FY 2021 Citizenship and Integration Grant Program. USCIS will not consider two applications submitted by the same organization in response to the two FY 2021 NOFOs. Failure to follow this directive may result in both applications being removed from consideration.

10. Other Submission Requirements

DHS is participating in the Grants.gov initiative to provide the grant community with a single site to find and apply for grant funding opportunities. DHS requires applicants to submit their applications online through Grants.gov. Applications that are not submitted through Grants.gov by the deadline will not be considered.

11. Intergovernmental Review *(Include if applicable)*

An intergovernmental review may be required. Applicants must contact their state's Single Point of Contact (SPOC) to comply with the state's process under Executive Order 12372.

(See <https://www.archives.gov/federal-register/codification/executive-order/12372.html>; <https://www.whitehouse.gov/wp-content/uploads/2019/02/SPOC-February-2019.pdf>).

12. Funding Restrictions

Eligible Funding Purposes

DHS grant funds may only be used for the purposes set forth in the agreement and must be consistent with the statutory authority for the award. Grant funds may be used for the following purposes:

1. Providing services to **lawful permanent residents only**, regardless of race, color, religion, sex, or national origin.
2. Resources to support citizenship instruction, including staff salaries, textbooks/materials, nationally normed standardized assessment tests, software, etc.
3. Professional development and training for staff and/or volunteers related to the provision of citizenship instruction and/or naturalization application services.
4. Facility rental costs **not** to exceed more than 20% of the total approved budget.

5. Resources to support naturalization application services including staff salaries, case management systems, costs associated with DOJ recognition of organizations and accreditation (or renewal) of staff. This includes training costs related to DOJ recognition and accreditation.
6. Transportation costs for students attending grant-funded classes.
 - a) Transportation funds provided to students must match the students' individual transportation costs.
 - b) Applicants must have a system to track how transportation funds are used.
7. Reimbursement of transportation costs for volunteers participating in grant-funded activities. Volunteers may **not** receive a general transportation stipend.
 - a) Transportation funds provided to volunteers must match the volunteers' individual transportation costs.
 - b) Applicants must have a system to track how transportation funds are used.
8. Childcare costs to assist eligible participants to attend grant-funded classes.
9. Equipment purchases directly related to the provision of services.
10. Costs associated with the use of computers for citizenship instruction (for example, computer equipment, internet access, electronic tablets, etc.).

Ineligible Funding Purposes

Grant funds may **not** be used for the following purposes:

1. Cost-sharing or matching funds for other federal grants, lobbying, or intervention in federal regulatory or adjudicatory proceedings. In addition, federal funds may **not** be used to sue the federal government or any other government entity.
2. USCIS application fees.
3. Costs of organized fundraising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions.
4. Profit/Fee is not allowable except when subcontracting for routine goods and services with commercial organizations. (Note: Applicants may charge a nominal fee not to exceed \$50 for naturalization application services and not to exceed \$30 for citizenship instruction. If you propose to charge for services under the grant program, please present a justification for these fees in the budget narrative, including a detailed explanation of how they will be used to enhance the program. Program income generated from these fees must go back into the grant-funded program.)
5. Foreign travel.
6. Construction costs and purchase of real property under this funding opportunity.
7. Pre-award costs.
8. Funding for direct reimbursement of proposal development.
9. Costs for food or refreshments.
10. Incentive items or gift cards.
11. General volunteer stipends.
12. Living allowances for any national volunteer service program participants.
13. Fees for conferences that are not considered training events.

13. Allowable Costs

a. Pre-Award Costs (if applicable)

Pre-Award Costs are not allowed.

b. Management and Administration (M&A) Costs (if applicable)

Management and Administration Costs are allowable for the grantee and any proposed sub-awardee (if applicable). For more information on allowable costs, please see Funding Restrictions (above).

c. Indirect Facilities and Administrative (F&A) Costs

Indirect Costs are allowable for the grantee and any proposed sub-awardee (if applicable). The applicant must **attach a copy of the latest indirect cost rate agreement** negotiated with a cognizant federal agency. Any non-federal entity that has never received a negotiated indirect cost rate (except for those non-federal entities described in [Appendix VII to Part 200 States and Local Government and Indian Tribe Indirect Cost Proposals, paragraph D.1.b\)](#) will be subject to a de minimis rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in 2 C.F.R. §200.403 Factors Affecting Allowability of Costs, costs must be consistently charged as either indirect or direct costs, but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all federal awards until such time as a non-federal entity chooses to negotiate for a rate, which the non-federal entity may apply to do at any time. For more information, see [2 CFR Part 200.414](#).

d. Distance Learning

Classes may use distance learning as a supplement to regular classroom instruction. Under pandemic conditions, the grantee and any proposed sub-awardee (if applicable) will be allowed to use alternative instructional delivery methods to provide accessibility to students enrolled under this grant program.

E. Application Review Information

1. Application Evaluation Criteria

Prior to making a federal award, the federal awarding agency is required by 31 U.S.C. § 3321 and 41 U.S.C. § 2313 to review information available through any OMB-designated repositories of government-wide eligibility qualification or financial integrity information. Therefore, application evaluation criteria may include the following risk-based considerations of the applicant:

1. Financial stability;
2. Quality of management systems and ability to meet management standards;
3. History of performance in managing a federal award;
4. Reports and findings from audits; and
5. Ability to effectively implement statutory, regulatory, or other requirements.

a. Programmatic Criteria

DHS will use the following criteria to evaluate applications deemed eligible and responsive. Applicants can receive up to 100 points.

1. Capacity to Provide Comprehensive Citizenship Instruction (15 Points)

The extent to which the applicant demonstrates:

- a) Experience providing citizenship instruction (for a minimum of 1 year of experience within the past 3 years is required) (6 points);
- b) Experience providing ESL instruction (for a minimum of 1 year experience within the past 3 years is required) (6 points); and
- c) The need for citizenship instruction within the lawful permanent resident community that the applicant serves (3 points).

2. Quality of the Citizenship Instruction Program (30 Points)

The extent to which the applicant proposes a high-quality citizenship instruction program to meet the citizenship education needs of the community, including:

- a) Attainable citizenship instruction program goals (3 points);
- b) Detailed outreach, orientation, intake, and student retention plans (3 points);
- c) Well-developed and appropriate curriculum and class structure, including the use of integration activities, and a well-described student assessment strategy (12 points); and
- d) Qualified and experienced personnel (as described in the project narrative requirements) (12 points).³

DHS requires that all applicants demonstrate experience providing naturalization application services within the authorized practice of immigration law. Applications that fail to demonstrate this experience will not be scored on criteria 3 and 4 and, as a result, will be deemed ineligible.

3. Capacity to Provide Comprehensive Naturalization Application Services (15 Points)

The extent to which the applicant demonstrates:

- a) Recent experience providing naturalization application services within the authorized practice of immigration law (10 points); and
- b) The need for naturalization application services within the lawful permanent resident community that the applicant serves (5 points).

4. Quality of the Naturalization Application Services Program (30 Points)

The extent to which the applicant proposes a high-quality naturalization application services program, including:

- a) Attainable naturalization application services program goals (3 points);
- b) Detailed outreach and intake plans (3 points);
- c) High-quality service delivery and case management (12 points); and
- d) Qualified and experienced personnel (as described in the project narrative requirements) (12 points).

5. Integration of Services (5 Points)

The extent to which the applicant demonstrates a plan to provide integrated citizenship preparation services, particularly when ensuring the accessibility of naturalization application services for enrolled citizenship instruction students. A well-defined referral plan that ensures priority access for enrolled students seeking legal services is required.

6. Cost Effectiveness and Balance (5 Points)

The extent to which the applicant's:

- a) Proposed budget is tied to the delivery of programmatic services and demonstrates a programmatically supported balance between funding dedicated to citizenship instruction and naturalization application services (2 points); and
- b) Proposed budget demonstrates an effort to satisfy the 10% cost share requirement (3 points).

b. Financial Integrity Criteria

Prior to making a federal award, DHS Grants and Financial Assistance Division is required by 31 U.S.C. § 3321 note, 41 U.S.C. § 2313, and 2 C.F.R. § 200.205 to review information available through

³ Please see USCIS' [Professional Development Guide for Adult Citizenship Educators](#) for competencies USCIS would expect qualified and experienced personnel to demonstrate in the citizenship instruction classroom. Programs whose teachers 1) Hold a degree in TESOL; and/or 2) hold TESOL certification from a state licensing agency; and/or 3) have a minimum of 2 years of experience in TESOL instruction in a classroom setting for a program that utilizes a textbook and a structured curriculum are more likely to receiving funding.

any OMB-designated repositories of government wide eligibility qualification or financial integrity information. Therefore, application evaluation criteria may include the following risk-based considerations of the applicant:

- 1) Financial stability.
- 2) Quality of management systems and ability to meet management standards.
- 3) History of performance in managing federal award.
- 4) Reports and findings from audits.
- 5) Ability to effectively implement statutory, regulatory, or other requirements.

c. Supplemental Financial Integrity Criteria and Review

Prior to making a federal award where the anticipated total federal share will be greater than the simplified acquisition threshold, currently \$250,000 (see Section 805 of the National Defense Authorization Act for Fiscal Year 2018, Pub. L. No. 115-91, OMB Memorandum M-18-18 at <https://www.whitehouse.gov/wp-content/uploads/2018/06/M-18-18.pdf>):

- 1) DHS Grants and Financial Assistance Division is required to review and consider any information about the applicant that is in the designated integrity and performance system accessible through SAM, which is currently the [Federal Awardee Performance and Integrity Information System](#) (FAPIIS) and is accessible through the [SAM](#) website.
- 2) An applicant, at its option, may review information in FAPIIS and comment on any information about itself that a federal awarding agency previously entered.
- 3) DHS Grants and Financial Assistance Division will consider any comments by the applicant, in addition to the other information in FAPIIS, in making a judgment about the applicant's integrity, business ethics, and record of performance under federal awards when completing the review of risk posed by applicants as described in 2 C.F.R. § 200.205.

2. Review and Selection Process

DHS will conduct an initial review of applications to determine the responsiveness of the application. If an applicant is determined to be ineligible (see section C. Eligibility Information) or an application is determined to be non-responsive, DHS will notify the applicant. All responsive and eligible applications will be reviewed as described below:

- a. DHS will assemble reviewers which may include both federal and non-federal reviewers to review the eligible applications. Reviews of submitted applications will be conducted either on site or by remote review.
- b. Teams of technical reviewers will review each eligible application against the evaluation criteria. The reviewers will assign a score and provide summary comments based on the evaluation criteria identified above.
- c. An application may be selected for post-review quality control and possible rescoring if it received significantly diverging scores and comments from reviewers.
- d. An internal review panel consisting of DHS staff will review the highest ranked applications and make final funding recommendations. The internal review panel may take applications out of rank order in consideration of strategic program priorities, which are identified below.
- e. DHS may perform an additional review of the applicant organization and any sub-awardees and/or its key personnel. This may include reviewing audit reports, publicly

available materials, and/or government data which may have a bearing on award outcome. DHS may request additional materials from the applicant as part of this review, including:

- 1) The summary letter from the applicant's most recent audit report;
 - 2) Documentation of previous grant award completion that includes the name of the grantor, amount awarded, and whether the grant recipient sufficiently completed the requirements of the grant award (for example, a final close-out report, certification of grant award completion, etc.);
 - 3) A pre-award site visit or investigation to determine and validate current services and proposed activities; and
 - 4) A site visit conducted in the case of a contingent award in order to evaluate the organization's ability to satisfy the programmatic and administrative requirements of the grant. DHS reserves the right to not pursue the completion of the award process if preliminary investigations and/or site visits do not provide sufficient evidence of organizational capacity to successfully administer the proposed grant.
- f. After the technical review and before making final funding decisions, DHS will contact the highest ranking applicants to seek clarification and to negotiate technical and programmatic aspects of the application. This will include negotiations on the curriculum content, staffing, budget, and activities. If an application includes a sub-awardee that will provide additional or complementary direct grant-funded services in partnership with the main applicant, DHS may request to speak with all parties included in the application to ensure sufficient planning and coordination has taken place prior to making an award.
- g. Confidentiality and Conflict of Interest. Technical and cost proposals submitted under this NOFO will be protected from unauthorized disclosure in accordance with applicable laws and regulations. DHS may use one or more support contractors in the logistical processing of proposals; however, funding recommendations and final award decisions are solely the responsibility of DHS personnel.

DHS screens all technical reviewers for potential conflicts of interest. To determine possible conflicts of interest, DHS requires potential reviewers to complete and sign conflict of interest and nondisclosure forms. DHS will keep the names of submitting institutions and individuals as well as the substance of the applications confidential except to reviewers and DHS staff involved in the award process. DHS will destroy any unsuccessful applications after 3 years following the funding decision.

- h. DHS strongly discourages, and will not consider, any supplementary materials submitted by or on behalf of the applicant (for example, letters of support) other than those materials specifically requested in this NOFO.
- i. DHS will notify all applicants electronically of funding decisions. Unfunded applicants may send a written request to citizenshipgrantprogram@uscis.dhs.gov to receive a written summary of comments related to the evaluation criteria, along with the points awarded to the application for each of the evaluation criteria. DHS will send the written summary to the applicant within 60 days of receipt of the request. Additional information beyond that described here will not be provided.

j. **Strategic Program Priorities:** Based on the recommendations of the internal review panel, DHS may consider the following factors when making an award:

- 1) **Program Balance Factors**, including (in descending order of importance):
 - a) Whether an application, when balanced with other potential awards and with existing Citizenship and Integration Grant Program recipients, represents a diverse geographic area;
 - b) Whether an application shows prioritization for underserved or vulnerable populations (e.g., persons with medical disabilities, persons in remote areas, and/or elderly persons);
 - c) Whether an application, when balanced with other potential awards and existing Citizenship and Integration Grant Program recipients, represents a diverse population;
 - d) Whether an application, when balanced against other potential awards with similar scores, incorporates:
 - (1) E-filing of naturalization applications; and/or
 - (2) Use of technology in the citizenship instruction program that would help immigrant students to gain sufficient digital literacy skills to navigate USCIS' educational resources and online application system; and/or
 - (3) Cooperation with local libraries and museums.
- 2) **The past performance of a previous Citizenship and Integration Grant Program recipient (if applicable)**, including:
 - a) Whether a previous grant recipient achieved their core program goals (number of students enrolled, number of eligibility screenings, number of Forms N-400 filed, percentage of students pre- and post- tested, and percentage of students demonstrating educational gains). Failure to achieve at or above the following will be considered a failure to meet the goals related to testing and education gains:
 - (1) 60% of enrolled students are pre- and post-tested using an NRS-approved ESL assessments; and/or
 - (2) 60% of pre- and post-tested students show a measurable gain on the NRS-approved ESL assessments.
 - b) Whether a previous grant recipient had major findings during a monitoring visit and failed to resolve them in the prescribed time period;
 - c) Whether a previous grant recipient was placed on restricted drawdown status for cause, and if so, whether they were able to meet the conditions to have this restriction removed; and
 - d) Whether a previous grant recipient demonstrated an ability to file accurate and timely quarterly performance reports.

F. Federal Award Administration Information

1. Notice of Award

Before accepting the award, the AOR and recipient should carefully read the award package. The award package includes instructions on administering the grant award and the terms and conditions associated with responsibilities under federal awards. **Recipients must accept all conditions in this NOFO as well as any special terms and conditions in the Notice of Award to receive an award under this program.**

A grant award will be executed by a DHS Grants Officer authorized to obligate DHS funding. Organizations that are being funded for the first time under this grant program will be placed on

restricted drawdown until quarterly performance goals are met. Unsuccessful applicants will be contacted as well and will be encouraged to apply for future grant award programs. Announcements for future grant opportunities will be listed on [Grants.gov](https://www.dhs.gov/grants).

2. Administrative and National Policy Requirements

All successful applicants for DHS grant and cooperative agreements are required to comply with DHS Standard Terms and Conditions, which are available online at: DHS Standard Terms and Conditions (www.dhs.gov/publication/fy15-dhs-standard-terms-and-conditions).

The applicable DHS Standard Terms and Conditions will be for those in effect at the time the award was made, unless the application is for a continuation of award. In that event, the terms and conditions in effect at the time the original award was made will apply.

Before accepting the award, the AOR should carefully read the award package for instructions on administering the grant award and the terms and conditions associated with responsibilities under federal awards. Recipients must accept all conditions in this NOFO as well as any special terms and conditions in the Notice of Award to receive an award under this program.

Post-award program income: In the event program income becomes available to the recipient post-award, it is the recipient's responsibility to notify the DHS Grants Officer to explain how that development occurred, as part of their request for guidance and/or approval. The Grants Officer will review approval requests for program income on a case-by-case basis; approval is not automatic. Consistent with the policy and processes outlined in 2 C.F.R. Part 200, pertinent guidance and options, as determined by the type of recipient and circumstances involved, may be approved by the Grants Officer. If approval is granted, an award modification will be issued with an explanatory note in the remarks section of the face page concerning guidance and/or options pertaining to the recipient's approved request. All instances of program income must be listed in the progress and financial reports.

All successful applicants for DHS grant and cooperative agreements are required to comply with DHS Standard Terms and Conditions, which are available online at:

DHS Standard Terms and Conditions (www.dhs.gov/publication/fy15-dhs-standard-terms-and-conditions).

The applicable DHS Standard Terms and Conditions will be those in effect at the time the award was made, unless the application is for a continuation award. In that event, the terms and conditions in effect at the time the original award was made will generally apply. What terms and conditions will apply for the award will be clearly stated in the award package at the time of award.

3. Reporting

a. Federal Financial Reporting Requirements

The recipient must submit a Form SF-425, Federal Financial Report (FFR), to the DHS Grants Officer no later than 30 days after the end of the reporting period end date. The FFR is available online at <https://www.grants.gov/web/grants/forms/post-award-reporting-forms.html>. The FFR shall be submitted via GrantSolutions using the guidance found here:

www.grantsolutions.gov/support/public/pdf/FederalFinancialReport-RecipientsFinalv2.pdf.

b. Programmatic Performance Reporting Requirements

The recipient is required to submit the following performance reports:

Quarterly Performance Reports must be submitted to the USCIS Program Office and the DHS Grants Officer within 30 days after the end of each quarter. Reports are due January 30, April 30, July 30, and October 30. Reports must be submitted via the USCIS GrantBook platform and GrantSolutions.gov using the guidance found here:

<https://www.grantsolutions.gov/support/pdf/GrantRecipientProcessPerformanceProgressReport.pdf>.

Grant recipients must collect and report data on each lawful permanent resident served with grant funding, which may include:

- 1) Alien registration numbers. USCIS may use these numbers to track naturalization outcomes during and after the period of performance;
- 2) Countries of birth;
- 3) When specific services were provided, including client enrollments, naturalization eligibility screenings, referrals for literacy and ESL instruction, and Forms N-400 and G-28 filings;.
- 4) Assessment data, including pre- and post-test scores;
- 5) Classes attended, including the number of hours in class;
- 6) When students and clients either passed or failed the naturalization test; and
- 7) When students and clients naturalized.

Grantees are required to collect the data listed above and submit it quarterly to DHS. These data are used to measure and track grantee performance and assess the success of individual programs as well as the collective performance of all grantees. All grantee performance data can be used to determine continued and future USCIS grant funding.

Grant recipients must also collect and report data on citizenship classes provided, which may include:

- 8) Class titles and proficiency levels;
- 9) Dates when classes are held;
- 10) The instructor teaching each class;
- 11) The number of instructional hours provided per class; and
- 12) The number of students enrolled per class.

In addition to collecting these data, grant recipients must also provide quarterly narrative reports. The narrative report may include questions on the following topics: program accomplishments, progress meeting goals, progress of the sub-awardee organization (if applicable), challenges in meeting goals, staff and/or organizational development activities, student assessment and progress, outreach activities, volunteer recruitment and training, staff changes, progress made toward DOJ accreditation, and promising practices.

c. Closeout Reporting Requirements

Within 120 days after the end of the period of performance, or after an amendment has been issued to close out a grant, recipients must submit the following:

- 1) The final request for payment, if applicable;
- 2) The final FFR (SF-425);
- 3) The final progress report detailing all accomplishments;

- 4) A qualitative narrative summary of the impact of those accomplishments throughout the period of performance; and
- 5) Other documents required by this NOFO, terms and conditions of the award, or other DHS FAO guidance.

If applicable, an inventory of all construction projects that used funds from this program must be reported with the final progress report.

After these reports have been reviewed and approved by the DHS Financial Assistance Office, a close-out notice will be completed to close out the grant. The notice will indicate the period of performance as closed, list any remaining funds that will be de-obligated, and address the requirement of maintaining the grant records for three years from the date of the final FFR, unless a longer period applies, such as due to an audit or litigation, for equipment or real property used beyond the period of performance, or due to other circumstances outlined in 2 C.F.R. § 200.334.

In addition, any recipient that issues subawards to any subrecipient is responsible for closing out those subawards as described in 2 C.F.R. § 200.344. Recipients acting as pass-through entities must ensure that they complete the closeout of their subawards in time to submit all necessary documentation and information to DHS FAO during the closeout of their prime grant award.

The recipient is responsible for returning any funds that have been drawn down but remain as unliquidated on recipient financial records.

d. Disclosing Information per 2 C.F.R. § 180.335

This reporting requirement pertains to disclosing information related to government- wide suspension and debarment requirements. Before a recipient enters into a grant award with DHS, the recipient must notify DHS if it knows if it or any of the recipient's principals under the award fall under one or more of the four criteria listed at 2 C.F.R. § 180.335:

- 1) Are presently excluded or disqualified;
- 2) Have been convicted within the preceding three years of any of the offenses listed in 2 C.F.R. § 180.800(a) or had a civil judgment rendered against it or any of the recipient's principals for one of those offenses within that time period;
- 3) Are presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses listed in 2 C.F.R. § 180.800(a); or
- 4) Have had one or more public transactions (federal, state, or local) terminated within the preceding 3 years for cause or default.

At any time after accepting the award, if the recipient learns that it or any of its principals falls under one or more of the criteria listed at 2 C.F.R. § 180.335, the recipient must provide immediate written notice to DHS in accordance with 2 C.F.R. § 180.350.

e. Reporting of Matters Related to Recipient Integrity and Performance (*if applicable*)

Per 2 C.F.R. Part 200, Appendix I § F.3, the additional post-award reporting requirements in 2 C.F.R. Part 200, Appendix XII may apply to applicants who, if upon becoming recipients, have a total value of currently active grants, cooperative agreements, and procurement contracts from all federal awarding agencies that exceeds \$10 million for any period of time

during the period of performance of an award under this funding opportunity. Recipients that meet these criteria must maintain current information reported in FAPIIS about civil, criminal, or administrative proceedings described in paragraph 2 of Appendix XII at the reporting frequency described in paragraph 4 of Appendix XII.

4. Monitoring and Oversight

Per 2 C.F.R. § 200.329, DHS, through its authorized representatives, has the right, at all reasonable times, to conduct desk reviews, make site visits to review project accomplishments and management control systems to review project accomplishments and to provide any required technical assistance. During site visits, DHS staff will review grant recipients' files related to the grant award. As part of any monitoring and program evaluation activities, grant recipients must permit DHS staff, upon reasonable notice, to review grant-related records and to interview the organization's staff and contractors regarding the program. Recipients must respond in a timely and accurate manner to DHS staff requests for information relating to the grant program.

If the monitoring visit results in a determination that basic, minimum requirements as outlined in the Notice of Funding Opportunity are not being met, DHS may require corrective actions and/or initiate termination of the award.

G. DHS Awarding Agency Contact Information

Contact and Resource Information

USCIS Program Office (Office of Citizenship):

Send all questions to citizenshipgrantprogram@uscis.dhs.gov.

USCIS Office of Citizenship staff will respond within 5 business days. You may also refer to a list of Questions and Answers found at www.uscis.gov/grants. This document will be available a few days after the posting of this NOFO.

DHS Grants Office: Send all questions to the Grants Officer at CISMailbox@hq.dhs.gov

H. Additional Information

Applicants will obtain NOFO overviews and full announcement information from the Grants.gov website where the full NOFO is posted. Applications will be processed through the Grants.gov portal.

a. Period of Performance Extensions

Applicants may request a no-cost extension in order to complete all project activities. The request must be submitted 45 days prior to the expiration of the performance period. Requests for extensions are subject to approval by the DHS Grants and Financial Assistance Grants Officer.

b. Appendices

For information on additional required documents, and the format of the narrative application please see Appendix.

- 1) For definitions of frequently used terms in this NOFO, visit www.uscis.gov/grants and click on **FY 2021 Glossary**.
- 2) Applicants are also encouraged to review the **FY 2021 Guidance for Preparing Your Proposal** at www.uscis.gov/grants.

- 3) Before submitting your application, use the Applicant Checklist to ensure your application is complete and all required documents are included. Visit www.uscis.gov/grants and click on **FY 2021 Applicant Checklist**.

Disclosure: Risk Assessment Evaluation

DHS staff will evaluate the risks to the program posed by each highly ranked applicant, including conducting due diligence to ensure an applicant's ability to manage federal funds. This evaluation is in addition to the evaluation of the applicant's eligibility and the quality of its application on the basis of the Selection Criteria, and results from this evaluation may inform funding decisions. This evaluation may include a pre-award site visit, and organizations which have not received prior DHS Grants and Financial Assistance Division (GFAD) awards may be required to complete a risk assessment questionnaire as part of the pre-award financial and administrative review. If an award is made, DHS may apply special conditions that correspond to the degree of risk of the award.

In evaluating risk, DHS may consider the following:

- Financial stability;
- Quality of management systems and ability to meet the management standards prescribed in applicable OMB Guidance;
- Applicant's record in managing previous DHS awards, cooperative agreements, or procurement awards, including:
 1. Timeliness of compliance with applicable reporting requirements.
 2. Accuracy of data reported.
 3. Conformance to the terms and conditions of previous federal awards.
 4. If applicable, the extent to which any previously awarded amounts will be expended prior to future awards.
 5. Information available through OMB-designated repositories of government- wide eligibility qualification or financial integrity information, such as: Federal Awardee Performance and Integrity Information System (FAPIIS), Duns DUNS and SAM.
 6. Reports and findings from single audits performed under Subpart F – Audit Requirements, 2 C.F.R. Part 200 and findings and reports of any other available audits.
 7. Applicant organization's annual report.
 8. Publicly available information, including information from the applicant organization's website.
 9. Applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on award recipients.

Applicant Disclosure of High-Risk Status

Applicants are to disclose if they are currently designated as high risk by a federal awarding agency. This includes, but is not limited to, any status requiring additional oversight by a federal awarding agency due to past programmatic, administrative or financial concerns. If an applicant is designated as high risk by a federal awarding agency, it should provide an explanation with the application package and include the following information:

1. The federal awarding agency that assigned the high-risk status;
2. The federal awarding agency's point of contact for the risk status, including name, phone number and email address;
3. Date of the risk status designation;
4. Reason(s) for the risk status designation.

DHS seeks this information to ensure appropriate federal oversight of all grant awards. The disclosure of an organization's risk status does not disqualify it from receiving an award; however, additional grant oversight may be required. If necessary, this information will be provided in the award documentation. Failure to disclose high risk status may result in award termination or other remedies.

REQUIRED FORMS

Complete the required forms in accordance with the application instructions on Grants.gov. If submitting any information that is deemed proprietary, privileged or confidential, commercial or financial, please denote the beginning and ending of such information with asterisks (***)

1. Form SF-424 – Application for Federal Assistance

This form must be completed within the application package on Grants.gov. You must download and install Adobe Reader in order to view this form. Applicants are only required to complete fields which are highlighted.

2. Form SF-424A – Budget

This form must be completed within the application package on Grants.gov. You must download and install Adobe Reader in order to view this form. Applicants are only required to complete fields which are highlighted. Provide budget amounts by object class (personnel, fringe benefits, travel, etc.). Include second year budget amounts in Section E. Funds may be requested as long as the item and amount are necessary to perform the proposed work and are not precluded by the cost principles or program funding restrictions.

3. Certifications/Assurances

These forms must be completed within the application package on Grants.gov. You must download and install Adobe Reader in order to view these forms. Applicants must submit:

- a. Form SF-424B – Assurances – Non-Construction Programs; and
- b. Certification Regarding Lobbying. If paragraph two of the certification applies, then complete and submit SF-LLL Disclosure of Lobbying which is provided as an optional form in the application package.

By signing and submitting an application under this announcement, the applicant is providing: Certification Regarding Drug-Free Workplace Requirements; Certification Regarding Debarment, Suspension, and Other Responsibility Matters – Primary Covered Transactions; and Certification that the applicant is not delinquent on any federal debt.

4. Project Abstract (5 pages maximum)

Provide the information requested below. Please address each question following the order outlined in the following table. The project abstract must not include any proprietary/confidential information. Attach the Project Abstract to the application package.⁴

⁴ See the Grants.gov [Applicant User Guide](#) for instructions on how to attach forms and documents.

Appendix
Additional Required Documents

General Information <i>Complete the following table.</i>		
1.	Organization legal name	
2.	Organization legal address (Number and street, city, state, zip code)	
3.	Head of the organization (Name, title, address, phone number, email address)	
4.	Authorized official, the person at the organization authorized to sign and receive award (Name, title, address, phone number, email address and website:)	
5.	Grant project manager, the person who will manage operations of the grant project and will serve as USCIS' primary point of contact (Name, title, address, phone number, email address)	
6.	Type of organization (e.g., community/faith-based organization, public school, adult education program, public library, etc.)	
7.	Total numbers you are proposing to serve with this grant: Students enrolled; N400 Screenings; and N400 Submitted.	
8.	Annual Organizational Budget	
9.	Total federal funding requested (up to \$250,000)	
10.	Total federal funding allocated for citizenship instructor salaries	
11.	Total federal funding allocated for administrative costs	
12.	Applicant's total cost share (percentage of total award amount requested; minimum of 10% required)	
13.	Geographic area/community where services will be provided	
14.	Congressional district (based on the legal address of the applicant organization)	
15.	Number of full-time equivalents (FTEs) Indicate the number of intended grant-funded FTEs.	

Appendix

Additional Required Documents

16.	Fees charged for citizenship instruction (if applicable)	
17.	Fees charged for naturalization application services (if applicable)	
18.	Is your organization or proposed sub-awardee DOJ recognized? (yes/no)	
19.	List all employees who are DOJ Accredited or attorneys who will work on this grant	
21.	List any grants received by the applicant in the past three years focused on adult education or services to immigrants. Include: 1. Awarding agency, 2. Date received, and 3. Dollar amount.	
Sub-Awardee Organization(s) (if applicable) <i>If there are multiple sub-awardees, provide the below information for each.</i>		
22.	Sub-awardee organization legal name	
23.	Sub-awardee organization point of contact (Name, title, address, phone number and email address)	
24.	Is the sub-awardee a non-profit or public organization? If not, the sub-awardee is not eligible to receive funding.	
25.	Sub-awardee type of organization (e.g., community/faith-based organization, public school, adult education program, public library, etc.)	
26.	Services proposed by sub-awardee organization (legal services, education services, or both)	
27.	Total federal funds allocated for the sub-awardee	

5. Project Narrative (15 double-spaced page maximum)

In a separate document, provide a response for each item in the chart below following the order listed. Items 5.A. – 5.C. below are the **mandatory headings** that must be included in the Project Narrative. The items and attachments listed in each section are required, and any item or attachment that is omitted will result in points deducted.

Format Requirements

- You must follow the order specified below, using the required three headings:
 - A. Citizenship Instruction Program
 - B. Naturalization Application Services Program
 - C. Integration of Services
- Include the title “Project Narrative” at the top of the first page.

Appendix

Additional Required Documents

- Ensure that the application can be printed on 8 ½” x 11” single-sided paper.
- Use double line-spacing.
- Font size must be at least 12 point, preferably Times New Roman font.
- Margins must be at least one (1) inch at the top, bottom, left and right of the paper.
- Project narrative pages must be numbered “1” of “XX.”
- Pages should be numbered consecutively and are limited to a total of **15 pages**.
- Do not include any marks from the “Track Changes” tool in your word processing program.
- Attach the completed Project Narrative to the application package.

Project Narrative Items
A. Citizenship Instruction Program
1. Experience and Community Need
Describe: <ul style="list-style-type: none">• The citizenship instruction provider’s recent experience providing ESL instruction. (The description must distinguish if it is the applicant or sub- awardee experience.) Include:<ul style="list-style-type: none">○ Dates and total years of experience providing ESL instruction;○ The number of students enrolled in ESL classes in the past year and any previous years;○ Name of the standardized test of English language proficiency used (such as CASAS, BEST Plus 2, etc.);○ Experience administering the standardized test(s);○ The program’s pre- and post-test rates for the last program cycle as well as the percentage of ESL students that demonstrated educational gains in that same program cycle.• The citizenship instruction provider’s (must distinguish if it is the applicant or sub- awardee) recent experience providing citizenship instruction. Include the following:<ul style="list-style-type: none">○ Dates and total years of experience providing citizenship instruction;○ The number of students enrolled in citizenship instruction in the past year and any previous years;○ If available, the naturalization test pass rate for program participants; and○ The textbook and other resources used.

<p>1. Experience and Community Need (cont.)</p> <ul style="list-style-type: none"> • The particular lawful permanent resident population(s) that you currently serve with citizenship and ESL instruction. • The need for citizenship instruction among the lawful permanent resident population that you serve, including whether there are wait lists for citizenship instruction and/or ESL instruction at your organization. Indicate whether there are other citizenship and ESL instruction service providers in your area.
<p>2. Proposed Goals for Enrollment, Testing, and Educational Gains</p> <ul style="list-style-type: none"> • Explain how the proposed number of students to be served under the grant-funded program is attainable based on your organization's experience, past performance, and the proposed budget. • Explain how the proposed goals for 1) the percentage of students to be pre- and post-tested and 2) the percentage of students demonstrating educational gains are feasible based on your organization's experience, past performance, and proposed budget. • Describe the retention strategies employed or that will be employed to maintain a satisfactory post-test rate. Describe the strategies employed or that will be employed to assist students who are not making educational gains. • Indicate how many additional students will be served under the grant-funded program that would otherwise not be served.
<p>3. Program Administration</p> <p>Describe:</p> <ul style="list-style-type: none"> • The outreach plan to raise awareness of program services, and recruit students. • The intake procedures, including how the organization will verify and document that only lawful permanent residents will receive services funded through this funding opportunity. • The orientation process for new students. • The strategies you use to address barriers to student attendance (e.g., transportation, childcare, student tuition, etc.), and include your organization's attendance policy. • The proposed managed enrollment policy for the program, including whether students will be permitted to enroll in grant-funded classes after the start of a class cycle (and if so, the enrollment cut-off period). Include how the organization will accommodate students who desire to attend classes after the registration period has closed. Note: Programs may not enroll students after the third class.

4. Class and Management Structure

- A description of the specific nationally normed standardized test or test(s) that will be used for the program to assess English language proficiency.⁵ Please also describe when the tests will be administered, and who will conduct the tests.
- Grant recipients are strongly encouraged to use the USCIS developed Assessment of Adult Citizenship Education (AACE) to measure civic and English acquisition and knowledge. USCIS will provide the AACE test free of charge upon funding. While use of the AACE test is not required, it is strongly encouraged as a means toward eventual establishment of a nationally normed baseline for measuring civics education gains, in addition to measuring English-language gains.
- Complete the table below with information from the classes you are proposing for this grant. We have provided sample information as a guide.

Name of Class	Location	Days/Times	Length/Total instructional Hours	Textbook	Instructor's name
High Beginning	Main campus Building A	Mondays/Wednesdays 6:00-8:00	10 weeks each quarter/40 hours	Citizenship Tomorrow-Acme Publishing 2019 27 th edition	Jill Brown

- Provide a separate document as an attachment to the proposal summarizing your proposed grant-funded citizenship program.⁶ This document must include:
 - A course abstract that provides a summary of the course or courses offered;
 - Course learning objectives (for each course); and
 - Textbook(s) and supplemental materials to be used.

⁵ The standardized tests that the Department of Education has determined to be suitable to assess English language proficiency as listed in [Federal Register Notice Tests Determined To Be Suitable for Use in the National Reporting System](#)

⁶ For guidance on developing a citizenship curriculum, please review the [Guide to the Adult Citizenship Education Content Standards](#)

5. Personnel

- Using the below sample staff table as a template, please provide information on citizenship instruction program staff. Please also provide resumes for each staff member included in the chart.

Sample Staff Table				
Name	Title and Position Description	Paid or Volunteer	FTE charged to grant	Relevant experience, qualifications and training
Jill Brown	Education Program Co-ordinator – manages adult education programs	Paid	0.5 FTE	TESOL degree, 5 years of experience as a program manager, 10 years of experience teaching ESL

- If applicable, explain how **volunteers** will be used for the citizenship instruction program. Describe their roles and responsibilities, the training they will receive, and the reporting structure. Volunteers must be managed by a paid lead teacher or a paid education program coordinator.
- If your organization has only one teacher on staff at the time of application, please describe your organization's **contingency plan** for the provision of citizenship instruction in the event of staff turnover.

B. Naturalization Application Services Program

1. Experience and Community Need

Describe:

- The naturalization application services provider's **recent experience providing naturalization application services within the authorized practice of immigration law**. Include:
 - Dates and total years of experience;
 - Whether the services were provided by attorneys or by DOJ accredited representatives; and
 - The number of lawful permanent residents served in the past year and any previous years.
- Program achievements**, including the organization's record of submitting successful naturalization applications.
- The **particular lawful permanent resident population(s) that you serve** with naturalization application services.
- The **need for naturalization application services** among the lawful permanent resident population that you serve, including whether there are wait lists for services. Indicate whether there are other naturalization application service providers in your area.

2. Attainable Naturalization Application Services Goals

- Explain how the proposed number of naturalization clients to be served under the grant-funded program is feasible based on your organization's experience, past performance, and the proposed budget.
- Indicate how many naturalization applications you intend to file in the next two years with this grant funding that otherwise would not have been filed. Please reference your program goals table attachment.

3. Program Administration

Describe:

- The coordinated **outreach plan** to raise awareness of services and recruit clients.
- **The intake procedures**, including how the organization and sub-awardee (if applicable) will verify and document that only lawful permanent residents will receive services funded through this funding opportunity, and who will conduct intake.

4. Service Delivery and Case Management

Describe:

- The naturalization application services provided, including the forms filed on behalf of clients.
- The naturalization eligibility screening process and who will determine clients' eligibility for naturalization.
- How your organization handles complex cases.
- The support provided to clients throughout the application process (i.e., from intake until the oath ceremony).
- How your organization prepares clients for the naturalization interview.
- How your organization keeps clients informed of their case status.
- Any plans to use grant funds to hold group application workshops, and if so, the process for following up with those clients about their cases.

5. Personnel

- Describe the **staffing structure** for the proposed naturalization application services program.
 1. Provide a list of key personnel for the program. Key personnel include the project manager(s), the DOJ accredited representative(s) and/or attorney(s), and any additional case workers. Please also provide resumes for each listed staff member.
 2. For each person, provide the following information, preferably in a table format:
 - a. Name, or indicate if the position is vacant. If the position is vacant, provide a separate position description and target start date;
 - b. Title and brief position description;
 - c. Whether the position is paid or volunteer;
 - d. FTE charged to the grant;
 - e. Relevant experience, qualifications and training. For the DOJ accredited representative(s) and/or attorney(s), indicate the level of experience providing naturalization application services; and
 - f. Indicate who will sign Form N-400 as the preparer and who will enter their appearance as Attorney or DOJ accredited representative by signing Form G-28 in connection with all naturalization applications filed under this grant.

See below for a sample staff table.

Sample Staff Table				
Name	Title and Position Description	Paid or Volunteer	FTE charged to grant	Relevant experience, qualifications and training
Jim Smith	DOJ accredited representative – provides immigration legal services to clients	Paid	0.3 FTE	Accredited for 5 years, 3 years of experience with naturalization application services

- If your organization has only one staff member that is DOJ accredited or an attorney, please describe your organization's **contingency plan** for the provision of naturalization application services in the event of staff turnover. You may use grant funds to cover costs associated with the DOJ accreditation of additional staff members.
- If applicable, explain **how volunteers will be used** for the naturalization application services program. Describe their qualifications, roles and responsibilities, the training they will receive, and the reporting structure.

C. Integration of Services

Describe:

- The plan to provide **integrated citizenship preparation services** so that lawful permanent residents are aware of the full range of grant-funded services and can easily access both types of services (instruction and naturalization application assistance). Indicate who will coordinate both components of the grant program and ensure that outreach, intake, and services are conducted in an integrated manner.
- The **communications plan** for maintaining regular contact between the service providers, including how often meetings will take place and in what manner (by phone or in-person).
- The **referral process** between the citizenship instruction provider and the naturalization application services provider.
- Plans for a coordinated **data collection system**, including how the organization and sub-awardee (if applicable) will track and report on services provided and whether students and clients naturalize. Explain the system used for tracking data.
- If a **sub-awardee** is proposed, describe the applicant's history working with the sub-awardee organization. Describe the applicant's plan for managing the sub-awardee's performance and maintaining frequent communication with the sub-awardee.

3. Project Narrative Attachments

NOTE: The attachments will not count toward the page limit for the Project Narrative. These items should be attached to the application package.

- a. Attach **résumés** and/or **position descriptions** (if the position is vacant) for all key personnel, including program managers and coordinators, teachers (paid and volunteer), attorneys and/or DOJ accredited representatives, and other legal support staff. Résumés must include all relevant job experience, education, and licensure or accreditation with corresponding dates.
- b. **Organizational chart** for the applicant and any proposed sub-awardee(s).
- c. If you propose a sub-awardee, the applicant must include a signed **Memorandum of Understanding (MOU)** between the organizations as a required attachment to the grant application. The MOU should include the responsibilities expected of each party, performance expectations, plans for maintaining communication, and the payment and/or reimbursement process for the sub-awardee(s). The MOU should be signed by both parties and dated.

4. Program Goals

Provide the following goals for grant-funded services in a table format. Include the total number over the 2-year period, as well as a breakdown by quarter. There are 8 quarters over the 2-year performance period and each quarter is 3 months long.

Program Goal Chart									
Goal	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Total
1. Number of newly enrolled (non-duplicated) lawful permanent residents to enroll in citizenship instruction classes (Minimum 200)									
2. Percentage of enrolled students who post-test (Minimum 80%)									
3. Percentage of post-tested students demonstrating measurable educational gains (Minimum 80%)									
4. Number of lawful permanent residents for whom your organization will provide naturalization eligibility screening (Minimum 200)									

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5. Number of lawful permanent residents for whom your organization will prepare and submit Form N-400 and Form G-28 (Minimum 200)									
6. Number of lawful permanent residents to pass the naturalization test after receiving services from your organization									
7. Number of lawful permanent residents to naturalize after receiving services from your organization									

5. USCIS Quarterly Feedback Report (Current or Past Grant Recipients Only)

If USCIS awarded your organization with a Citizenship and Assimilation Integration Grant anytime within the years 2012-2019, please provide a copy of the most recent quarterly feedback report.

Note: This is an example of a FY 2019 USCIS feedback report. Please be sure to include your full feedback report, not just the example shown below.

FY 2019 Citizenship and Integration Grant Program Quarterly Feedback Report			
I. Grant Information			
Organization			
USCIS Program Officer			
Quarter			
Feedback Report Date			
II. Goal Progress Assessment			
Core Goal	Did you meet your quarterly goal?	On track to meet cumulative goal?	Feedback: (1) What has gone well? (2) What needs to improve? (3) Does grantee need assistance from USCIS? If so, what? (Assistance can include programmatic, teacher training, retention, educational, testing, legal, technical, and other types of help)
Number of newly-enrolled (non-duplicated) citizenship students			
Percentage of enrolled students who post-tested			
Percentage of post-tested students demonstrating measurable gains			
Number of LPRs that received naturalization eligibility screening			
Number of LPRs for whom your organization prepared and submitted Form N-400			

6. Budget Table and Narrative

When proposing costs for this grant program, ensure that the budget shows a reasonable balance of costs between the citizenship instruction program and the naturalization application services program.

If a **sub-awardee** is proposed, applicants must provide a separate sub-awardee budget narrative and table following the same format and with the same level of detail as that of the applicant (i.e., by Object Class Category/Cost Classification). Each sub-awardee budget and supporting detail should be separate from the applicant's budget narrative.

If any fees are proposed that will result in program income, show in the budget how this income will be used to support the program.

Budget Table

Provide your budget request in a table format in addition to the budget narrative. Include all budget categories, as listed in the budget narrative section. Under each category list the line items requested. See sample table below. Note: This sample table shows the Personnel category only. Applicants must provide information on all budget categories.

Budget Table									
	Year 1			Year 2			Total		
Category and Item	In-Kind	DHS	Total	In-Kind	DHS	Total	In-Kind	DHS	Total
1. Personnel									
J. Smith, Program Manager - 1 FTE	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X
B. Diaz, Instructor - 0.5 FTE	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X
L. Santiago, Attorney - 1 FTE	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X
K. Brown, Assistant - 0.25 FTE	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X
TOTAL Personnel	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X	\$X

The Budget Table may be provided either in the same document as the budget narrative or attached to the application package.

Budget Narrative (Five-page limit)

Attach your budget narrative (including separate budget narratives for each proposed sub-awardee) to the application package. Please limit the information provided in this section to budget relevant information only.

Include costs for the first and second performance years. Separate the first performance year costs from the second performance year costs. Show a total of all requested federal grant funds. This total should match the total listed on the project abstract. Budget categories **b – h**

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Additional Required Documents

below should add up to this total. This total should **not** include any in-kind costs. The in-kind contribution total should be listed separately.

Provide budget information in the order listed below. Budget detail is required for:

- a. **In-Kind Costs:** The dollar value of non-cash donations to the project. These donations may be in the form of space, supplies, salaries, etc. The costs should be calculated at the verifiable fair-market value.
- b. **Personnel:** Costs of employee salaries and wages. For each staff person, provide the name (if known), title, time commitment to the project as a percentage of a full-time equivalent (FTE), annual salary, and grant-funded salary. Do not include the costs of consultants. Consultants are to be included under “Contractual.”
- c. **Fringe Benefits:** Costs of employee fringe benefits unless treated as part of an approved indirect cost rate. Provide the method used to calculate the proposed rate amount. If a fringe benefit has been negotiated with, or approved by, a cognizant federal agency, **attach a copy of the negotiated fringe benefit agreement**. If no rate agreement exists, provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement insurance, taxes, etc. Identify the base for allocating these fringe benefit expenses. (Attach the agreement to the application package.)
- d. **Travel:** Costs of project-related travel by employees of the applicant organization and/or sub-awardees (do not include costs of sub-contractor or consultant travel). For each proposed trip, provide the purpose, number of travelers, travel origin and destination, number of days, and a breakdown of costs for airfare, lodging, meals, car rental, and incidentals. The basis for the airfare, lodging, meals, car rental, and incidentals must be provided, such as past trips, current quotations, Federal Travel Regulations, etc. Foreign travel is not permitted.
- e. **Equipment:** Any article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds the lesser of (a) the capitalization level established by the organization for financial statement purposes, or (b) \$5,000. For each type of equipment requested, provide a description of the equipment, the cost per unit, the number of units, the total cost, and a plan for use on the project, as well as use or disposal of the equipment after the project ends. An applicant organization that uses its own definition for equipment should provide a copy of its policy or section of its policy which includes the equipment definition.

NOTE 1: Acquisition cost means the net invoice unit price of an item of equipment, including the cost of any modifications, attachments, accessories, calibration and maintenance services, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Ancillary charges, such as taxes, duty, protective in-transit insurance, freight, and installation must be included in or excluded from acquisition cost in accordance with the organization's regular written accounting practices.

NOTE 2: Before purchasing equipment in the amount of \$5,000 or more per unit cost, the Recipient must obtain the written approval from DHS. The Recipient must maintain an annual inventory, which will include a brief description of the item, serial number and amount of purchase for equipment purchased with grant funds, or received under a grant, and having a \$5,000 or more per unit cost. The inventory must also identify the sub-award under which the equipment was purchased. Maintenance and insurance will be the responsibility of the Recipient. Title of equipment will remain with the Recipient until closeout when disposition will be provided in writing by DHS within 120 days of submission of final reports.

- f. **Supplies:** Costs of all tangible personal property other than that included in the equipment category. Specify general categories of supplies and their costs. Show computations and provide other information which supports the amount requested. Grantees should calculate the cost of assessments as well as printing the USCIS required assessment.
- g. **Contractual:** Costs of all contracts for services and goods except for those that belong under other categories such as equipment, supplies, construction, etc. Include third party evaluation contracts (if applicable) and contracts with secondary recipient organizations.

Demonstrate that all procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open and free competition. Identify proposed sub-contractor work and the cost of each sub-contractor. Provide a detailed budget for each sub-contractor that is expected to perform work estimated to be \$25,000 or more, or 50% of the total work effort, whichever is less.

- Identify each planned subcontractor and its total proposed budget. Each subcontractor's budget and supporting detail should be included as part of the applicant's budget narrative.
- Provide the following information for each planned subcontract: a brief description of the work to be subcontracted; the number of quotes solicited and received, if applicable; the cost or price analysis performed by the applicant; names and addresses of the subcontractors tentatively selected and the basis for their selection; e.g., unique capabilities (for sole source subcontracts), low bidder, delivery schedule, technical competence; type of contract and estimated cost and fee or profit; and, affiliation with the applicant, if any.
- Recipient may be required to make pre-award review and procurement documents available to DHS, including request for proposals or

invitations for bids, independent cost estimates, etc. This may include procurements expected to exceed the simplified acquisition threshold fixed at 41 U.S.C. § 403(11) (currently set at \$100,000) and expected to be awarded without competition or only one bid or offer is received in response to a solicitation.

- All required flow down provisions in the award must be included in any subcontract.

NOTE: Applicants may propose a sub-contract for specific tasks, such as hiring additional citizenship instructors on a contractual basis.

However, the applicant must demonstrate its ability to successfully manage all aspects of the grant-funded project, including financial management. **Private law firms and attorneys in private practice are not eligible to receive funding under this funding opportunity.**

- h. **Other Direct Costs:** Any other items proposed as direct costs. Provide an itemized list with costs and state the basis for each proposed item.

Attach a copy of the latest indirect cost rate agreement negotiated with a cognizant federal agency. If the applicant is in the process of initially developing or renegotiating a rate, upon notification that an award will be made, it should immediately develop a tentative indirect cost rate proposal based on its most recently completed fiscal year, in accordance with the cognizant agency's guidelines for establishing indirect cost rates and submit it to the cognizant agency. Applicants awaiting approval of their indirect cost proposals may also request indirect costs. When an indirect cost rate is requested, those costs included in the indirect cost pool should not also be charged as direct costs to the award. If the applicant is requesting a rate which is less than what is allowed under the program, the authorized representative of the applicant organization must submit a signed acknowledgement that the applicant is accepting a lower rate than allowed.

Any non-federal entity that has never received a negotiated indirect cost rate (except for those non-federal entities described in [Appendix VII to Part 200 States and Local Government and Indian Tribe Indirect Cost Proposals](#), paragraph D.1.b) may elect to charge a de minimis rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. As described in [§200.403](#) Factors Affecting Allowability of Costs, costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all federal awards until such time as a non-federal entity chooses to negotiate for a rate, which the non-federal entity may apply to do at any time. For more information, see [2 CFR Part 200.414](#).

7. Documentation of Non-profit and/or Public Status

The applicant and any proposed sub-awardee must provide documentation of non-profit and/or public status. Any of the following constitutes acceptable proof of non-profit status:

- a. A reference to the applicant organization's listing in the Internal Revenue Service's (IRS) most recent list of tax-exempt organizations described in section 501(c)(3) of the IRS Code.

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Additional Required Documents

- b. A copy of a currently valid IRS tax exemption certificate.
- c. A statement from a State taxing body, State attorney general, or other appropriate State official certifying that the applicant organization has a non-profit status and that none of the net earnings accrue to any private shareholders or individuals.
- d. A certified copy of the organization's certificate of incorporation or similar document that clearly establishes non-profit status.
- e. Any of the items in the subparagraphs immediately above for a State or national parent organization and a statement signed by the parent organization that the applicant organization is a local non-profit affiliate.
- f. A signed statement on official letterhead by an official authorized to apply for grant funds on behalf of the public entity will suffice.

Attach documentation of non-profit and/or public status to the application package.

8. Performance Measures

The performance measures for the grant require that a) lawful permanent residents enrolled in class that at least 80% will receive a pre and post-test. Of the students pre and post-tested, (b) 80% should demonstrate educational gains by increasing their score by at least one point.

Example: In FY 2020, 8,533 lawful permanent residents were enrolled in classes. Of the students enrolled, 65% were pre and post tested. Of the students that pre and post tested, 81.2% demonstrated educational gains.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 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 Memorandum of Understanding with Aspen Ridge Public School

ITEM DESCRIPTION: Included in the Board binders is a copy of the Memorandum of Understanding (MOU) between Fresno Unified School District and Aspen Public School, Inc., a California nonprofit public benefit corporation that manages and operates Aspen Ridge Public School. The MOU details the relationship between the district, the Charter Corporate Entity, and the charter school regarding operations, oversight, and monitoring.

The Fresno Unified School Board previously approved the establishment of the charter for a term of four years. The charter renewal term begins on July 01, 2021 and expires on June 30, 2025. The term of the agreement shall be coterminous with the term of the charter school.

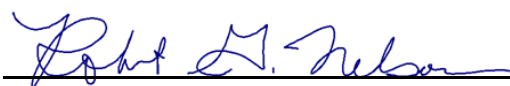
FINANCIAL SUMMARY: Charter law allows for a 1% to 3% oversight fee to authorizers from each charter.

PREPARED BY: Felicia Olais,
Manager, Charter Office

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





**Fresno Unified
School District**
Preparing Career Ready Graduates

Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Aspen Public Schools

4221 N. Hughes Ave., Fresno CA, 93705

Vendor Name

Address

(559) 225-7737

Shelly Lether

Phone Number

Vendor Contact

From: July 1, 2021

Through: June 30, 2025

Term (Duration)

FUSD Contract Administrator:

Charter Office

457-3923

Felicia Olais

Site/Dept

Telephone number

Name

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

N/A

Annual Cost \$ 0.00

(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:

A Memorandum of Understanding By and Between Fresno Unified and Aspen Ridge Public School. This agreement will commence July 1, 2021 and will end on June 30, 2025.

Date Item is to appear on Board of Education Agenda: 06-16-21 Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

[Signature]
Signed

4/30/2021
Date

Reviewed & approved by Executive Director, Risk Management:

[Signature]
Signed

5/11/2021
Date

Please return signed contract to:
Felicia Olais

Charter Office

Name

Department

MEMORANDUM OF UNDERSTANDING
By and Between
FRESNO UNIFIED SCHOOL DISTRICT
And
ASPEN PUBLIC SCHOOLS INCORPORATED
July 1, 2021– June 30, 2025

This Memorandum of Understanding (the "Agreement") is made and entered into this ____ day of _____, 2021, by and between the Fresno Unified School District (hereinafter "the District") and Aspen Public Schools Incorporated, a California nonprofit public benefit corporation (hereinafter "Charter Corporation"). Hereinafter, the District and Charter Corporation shall be collectively referred to as "the Parties."

I. RECITALS

- A. The Fresno Unified School District is a school district existing under the laws of the State of California.
- B. The State of California enacted the Charter Schools Act of 1992 (hereinafter the "Act") authorizing the formation of charter schools with the intent that the schools improve pupil learning; increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and are held accountable for meeting measurable pupil outcomes.
- C. Charter Corporation is a nonprofit public benefit corporation that manages and operates Aspen Ridge Public School (hereinafter "Charter School"), a public charter school existing under the laws of the State of California and under the supervisory oversight of the District. Unless otherwise stated, for the purposes of this Agreement, the terms Charter School and Charter Corporation may be used interchangeably, with the duties and responsibilities of Charter School and Charter Corporation being the same under this Agreement.
- D. The Act authorizes the District to grant charter petitions under specified circumstances. The District has approved a charter petition for Charter School for a four-year period from July 1, 2021 through June 30, 2025 (hereinafter "the Charter").
- E. Charter Corporation shall be responsible for, and have all rights and benefits attributable to, Charter School as further outlined herein. Charter Corporation is responsible for Charter School's compliance with the terms of the Charter and with this Agreement.
- F. The Parties agree that no single party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992, which may change from time to time during the term of this Agreement.
- G. The fundamental interest of the District is, on a continuing basis, to be reasonably assured that Charter Corporation is: (1) successfully implementing the provisions of the Charter, as granted; (2) obeying all requirements of federal, state, and local law that apply to Charter School; (3) operating prudently and soundly in all respects; and (4) providing a sound educational program for Charter School's students.

- H. The Parties recognize and agree that Charter School shall not charge tuition, shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against a pupil on the basis of any of the protected categories set forth in Education Code § 220.
- I. The Parties recognize that there are matters related to the operation of Charter School and the effective oversight of Charter Corporation that go beyond the provisions included in the Charter or that need further clarification. The District also acknowledges that the operation of Charter School is to be solely carried out by Charter Corporation. This Agreement is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of the District. Further, this Agreement is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationship.
- J. If the terms of this Agreement conflict with the terms of the Charter, this Agreement will control while the District and Charter Corporation negotiate any necessary amendments to the Charter to achieve consistency.

II. AGREEMENTS

A. Terms

1. This Agreement will govern the relationship between the District and Charter Corporation regarding the operation of Charter School.
2. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both Charter Corporation and the District.
3. The duly authorized representative of Charter Corporation is the Executive Director, or any designee thereof.
4. The duly authorized representative of the District is the Superintendent or any designee thereof.
5. All communication regarding any aspect of the operation of Charter School shall be initiated by Charter Corporation with the Superintendent, unless the Superintendent delegates this function to another officer of the District. The authority of the Superintendent shall be as determined by the Board of Trustees of the District. The Board of Trustees shall approve all formal District actions related to oversight and monitoring of Charter School.
6. The term of this Agreement shall be coterminous with the term of the Charter granted to Charter School. This Agreement is subject to approval by the respective Governing Boards of the District and Charter Corporation. The Parties shall, however, review the terms of this Agreement annually and, by February 1 of each year, present proposed revisions to the Agreement. If the Parties cannot agree to the proposed revisions by April 30 of that year, the existing Agreement will continue in effect until mutually modified. Nothing in this Section shall prevent either party from suggesting, proposing or agreeing to a revision to this Agreement at any time during the year.
7. Upon termination or revocation of the Charter, this Agreement shall expire.

8. The effective date of the Charter is July 1, 2021. Should Charter School fail to comply with the conditions of the Charter, the District shall have the right to revoke the Charter in accordance with Education Code § 47607 and its applicable regulations.
9. This Agreement is subject to early termination only as set forth herein or as otherwise permitted by law. Renewal of the Charter shall be based, in part, on compliance with the terms set forth in this Agreement, the District policy, and applicable law.

B. Operation of Charter School

1. Charter School is a public charter school that shall be operated pursuant to the Charter, plus specific approved conditions, if any.
2. Charter School is authorized by the District to operate with grades 7-12.
3. As of the effective date of the Charter, and subsequently at all times it is operational, Charter School and/or Charter Corporation will post and/or update the required information, including that set forth below, on Charter School's and/or Charter Corporation's website. Charter School and/or Charter Corporation will update the posting within ten (10) days whenever the information changes.
 - a. The names and contact information for the principal contacts for Charter School; and
 - b. The names and contact information for Charter School's and/or Charter Corporation's management/operational leadership and for Charter School's and/or Charter Corporation's Board of Directors.
4. Charter School and/or Charter Corporation will provide the District with written notice whenever information changes, including any change in the directors, officers, administrators, and management whenever the information changes, in no event later than ten (10) days after the change.

C. Governance

1. Charter School will operate consistent with Education Code § 47604(a) and (b). Charter Corporation acknowledges, as is stated in its Charter, that it is a separate legal entity and the District is not liable for the debts and/or obligations of Charter Corporation or Charter School or for claims arising from the performance of acts, errors, or omissions by Charter Corporation or Charter School per Education Code § 47604(d).
2. The Parties further recognize that consistent with the Charter, Charter Corporation has obtained and maintains status as a nonprofit public benefit corporation as provided in Education Code § 47604.
3. The District reserves the right to appoint a single representative to Charter Corporation's Board of Directors in accordance with Education Code § 47604(c).
4. The Board of Directors of Charter Corporation shall conduct public meetings within the physical boundaries of Fresno County at such intervals as are necessary to ensure that the Board is providing sufficient direction to Charter Corporation and Charter School through implementation of effective policies and procedures. Charter School shall establish a two-way

teleconference location at Charter School. Board meetings of Charter Corporation will be conducted in compliance with the requirements of the Ralph M. Brown Act (Government Code § 54950 et seq.) (the "Brown Act").

5. Charter Corporation shall ensure that all members of the Board of Directors of Charter Corporation, Charter School's leader, Charter School's primary financial contact, and any other Charter School staff deemed appropriate by Charter Corporation, have participated in training on the requirements of the Brown Act and the Political Reform Act. Verification of such training shall be provided to the District.
6. The Board of Directors of Charter Corporation shall audio record, video record, or both, all Board meetings and post the recordings on Charter School's internet website.
7. Copies of meeting agendas for meetings of Charter Corporation's Board of Directors and Charter School's School Site Governing Board shall be provided to the District at the time they are distributed to the public pursuant to the Brown Act. Copies of meeting minutes shall be provided to the District within 30 days after their approval by the respective governance bodies.

D. Required Governance Documentation

1. Charter Corporation shall provide the District with the documents described herein by the dates specified.
2. Charter Corporation shall provide up-to-date versions of all required documents by August 1st of each year, or as otherwise specified.
3. In the event of a change in the following specified documents, an updated version shall be sent within ten (10) business days of the date the change is approved by Charter Corporation's Board of Directors:
 - a. Articles of Incorporation;
 - b. Bylaws;
 - c. Conflict of Interest Code;
 - d. Roster of Charter Corporation's Board of Directors;
 - e. Schedule of Board of Directors meetings;
 - f. Name and contact information for Charter School's leader (e.g., principal, executive director, or head of school);
 - g. Name and contact information for Charter School's primary financial contact (e.g., CFO, COO, accountant, or back-office financial services provider); and
 - h. Any lease(s) and/or other documentation relating to the facility(ies) in which Charter School is located and/or operates from.
4. Charter Corporation shall promptly respond to all reasonable inquiries by the District and its designees and any other authorized agency, including but not limited to financial inquiries related to Charter School.

E. Admissions and Recruitment

1. The Parties recognize and agree that Charter School will be nonsectarian in its admission policies, programs, practices, and operations. Charter School will not charge tuition and admission to Charter School will not be determined according to the place of residence of the pupil or the pupil's parent or legal guardian. Charter school will be open to all pupils who wish to attend.
2. Charter School shall adopt and adhere to anti-discrimination policies that are consistent with federal and state law and that prohibit unlawful discrimination against any protected category. Protected categories are set forth federally under Title IX and in California are enumerated by Government Code § 12940, Education Code §§ 200 and 220, and Government Code § 11135. Protected categories include, but are not limited to, disability, sex, gender, gender identity, gender expression, nationality, race, color, ethnicity, ancestry, national origin, age, religion, sexual orientation, immigration status, medical condition, and genetic information, as well as association with a member of a protected category. Additionally, as set forth in Education Code § 231.5, it is the policy of the State of California, pursuant to Education Code § 200, that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in the educational institutions of the state. This includes sexual harassment, which is a form of sexual discrimination.
3. Charter School shall not discourage a pupil from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil is in a protected category. Charter School agrees it will not request or require a pupil's records before enrollment. Charter School also will not encourage a pupil to disenroll from Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil is in a protected category. Charter School shall provide a pupil's parent or guardian with a notice confirming these requirements when they inquire about enrollment, before conducting an enrollment lottery, and before disenrollment of a pupil.
4. If the number of pupils who wish to attend Charter School exceeds capacity, attendance at Charter School shall be determined by a public random drawing in which preference will be extended to pupils as set forth in the Charter. Charter School agrees that preferences shall be consistent with federal law, the California constitution and Education Code § 200 and will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
5. Charter School shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment in accordance with Education Code § 49011.
6. As of the effective date of the Charter, and at all times it is operational during the Charter term, Charter School will have the following enrollment and admissions information posted on Charter School's website and will update the posting as quickly as possible whenever the information changes:
 - a. Procedures and timeline for enrollment, admission, and the public random drawing, which will include, but not be limited to, an assurance that Charter School will provide enrollment

preferences as specified in the Charter and in compliance with Education Code § 47605(e)(2)(B).

- b. Descriptions of outreach and recruitment activities to reach the target population.
 - c. Evidence that enrollment preferences and random drawing preferences are consistent with the Charter and all applicable federal and state laws.
 - d. A copy of the application and enrollment forms and information provided to prospective families.
 - e. Notice that Charter School complies with all requirements not to discourage a pupil from enrolling or seeking enrollment as developed by the California Department of Education.
 - f. Process for a pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, including procedures for notifying the superintendent of the school district of the pupil's last known address within 30 days per Education Code § 47605(e)(3).
7. Charter School shall make a serious and consistent effort to recruit students to Charter School to: (1) achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the District; and (2) to fulfill its mission to serve students from communities throughout the County of Fresno.

F. Funding

- 1. Charter School has elected to receive the state aid portion of Charter School's total Local Control Funding Formula ("LCFF") allocation directly pursuant to Education Code § 47651.
- 2. Charter School is eligible for a general-purpose entitlement and supplemental funding allocated through the LCFF under Education Code § 42238 et seq. LCFF funding will be apportioned by Average Daily Attendance (ADA). Charter School will be responsible for providing the California Department of Education with all data required for funding. LCFF funding will not include:
 - a. Programs for which Charter School is required to apply separately, such as summer school.
 - b. Special education programs, which funds are allocated to the SELPA in which Charter School is affiliated.
 - c. Lottery funds as Charter School will be funded directly from the state for its share of these funds. A portion of lottery funds must be spent on instruction, as dictated by the state.
- 3. In addition to LCFF funding, Charter School may receive Block Grant Funding for eligible expenses consistent with state law. It shall be the responsibility of Charter School to independently apply for funding beyond the basic statutory entitlements of the base grant due to Charter School under LCFF.
- 4. Charter School is eligible for federal funding including, but not limited to: Title I, II, IV and VII, based on the qualification of Charter School's students for such funding.

5. Charter School may receive funding from new or one-time funding sources available to schools or school districts provided by the State of California to the extent that Charter School and its students generate such entitlements. Additionally, Charter School may apply for private grants.
6. Grants written by and obtained by Charter School will come directly to Charter School and not go through the District or be subtracted from the resources the District would otherwise have allocated to Charter School.
7. In addition to LCFF funding specified herein, the Parties recognize the ability of Charter School to pursue additional sources of funding.
8. If the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of Charter School, the District will receive a percentage of such funds to be allocated to Charter School. The District will charge the maximum indirect cost as allowed under law or the grant. Funds shall be allocated to Charter School on a prorated basis related to the formula that generates the funds. For example, if funds are generated on a per eligible student basis, they shall be allocated to Charter School on a per eligible student basis minus the administration fee (e.g., indirect charge fee) charged by the District.
9. Charter School shall cooperate fully with the District in applications made by the District on behalf of the students of Charter School.
10. Charter Corporation and Charter School agree to comply with all applicable laws and regulations related to expenditures and receipt of such funds.
11. Charter School is also entitled to lottery funds and a variety of state and federal application-based programs, as well as various grant opportunities. It shall be the responsibility of Charter School to apply for funding beyond the base statutory entitlement.
12. The District shall annually transfer to Charter Corporation funding in lieu of property taxes in monthly installments on or before the fifteenth (15th) of each month pursuant to Education Code § 47635.
13. Pursuant to Education Code § 47604(d), Charter School agrees that all loans received by Charter School shall be the sole responsibility of Charter School and the District shall have no obligation for repayment. Charter Corporation is to operate Charter School in a financially sound fashion. It is agreed that all loans sought by Charter Corporation for Charter School shall be authorized in writing in advance by Charter Corporation and shall be the sole responsibility of Charter Corporation. In no event shall the District have any obligation for repayment of such loans.
14. Charter Corporation and Charter School will use all revenue received from state and federal sources only for the educational services of Charter Corporation and Charter School and for the benefit of the students enrolled and attending Charter School. Sources of funding must be used in accordance with applicable state and federal statutes and the terms or conditions, if any, of any grant or donation.
15. Charter Corporation and the District agree to negotiate on a case-by-case basis for additional funding pursuant to Education Code § 47636.

16. This Funding section, as well as all other sections of this Agreement, shall be applied consistent with the statutes and regulations applicable to charter schools, which may from time to time be amended or modified by the Legislature or the State Board of Education. Nothing contained in this Agreement shall be deemed a waiver by either party of the rights and obligations under these laws.
17. The District shall not advance any funds to Charter Corporation for Charter School. In addition, the District shall not act as or provide a line of credit to Charter Corporation for Charter School.
18. Charter Corporation on behalf of Charter School shall seek reimbursements of its mandated costs, if any, directly from the state.
19. In the event the District seeks and receives a voter-approved bond, parcel tax, etc., Charter School and/or Charter Corporation shall have no entitlement to any portion of the funds unless otherwise negotiated in advance and agreed to in writing by the Parties. The Parties shall meet sufficiently in advance of any action by the District to pursue such measures so as to advise Charter Corporation and to determine the positions of the Parties. Charter Corporation agrees that it and Charter School have no entitlement to funds currently being received, if any, by the District under former parcel tax or bond elections.

G. Legal Relationship

1. The Parties recognize that Charter Corporation is a separate legal entity that operates Charter School under the supervisorial oversight of the District.
2. Charter School shall be wholly responsible for its own operations and shall manage its operations efficiently and economically pursuant to its annual budget. The District shall not be liable for the debts and/or obligations of Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School if the District has complied with its oversight responsibilities, including those required by Education Code §§ 47604.32 and 47605(m).
3. Charter School shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and paying all associated costs and fees.
4. Neither Charter School nor Charter Corporation shall have the authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party. Charter School shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom Charter School enters into an agreement or contract for goods or services that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the District.
5. Notwithstanding any other indemnification provisions contained in this Agreement, Charter School and Charter Corporation agree, acknowledge, and accept full responsibility and liability for their policies, requirements, processes, and procedures, including their admissions and public random drawing requirements, policies and procedures. Charter Corporation shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its trustees, officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "the District and District Personnel") from and against any and all actions, suits, proceedings, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert

witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District and District Personnel, that may be asserted or claimed by any person, firm, association, or entity arising out of, in whole or in part, or in connection with, the District's approval of Charter School's or Charter Corporation's Charter, Charter School's or Charter Corporation's performance under the Charter, Charter School's or Charter Corporation's performance under this Agreement or any acts or errors or omissions by Charter School or Charter Corporation, their officers, directors, administrators, employees, attorneys, agents, representatives, volunteers, successors and assigns, including, but not limited to, arising out of Charter School's policies and procedures, such as its application requirements, admission requirements, and public random drawing procedures.

6. To the extent required by law, Charter Corporation and Charter School agree to comply at all times with all applicable state and/or federal laws (which may be amended from time to time), including, without limitation, those set forth in Education Code § 47604.1 and the following:
 - a. The Ralph M. Brown Act (Government Code § 54950 et seq.);
 - b. The California Public Records Act (Government Code § 6250 et seq.);
 - c. Conflict of interest laws applicable to charter schools, including without limitation, the Political Reform Act and its administration by the California Fair Political Practices Commission (Government Code § 81000 et seq.);
 - d. Government Code § 1090 et seq., as set forth in Education Code § 47604.1;
 - e. The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g);
 - f. The Child Abuse and Neglect Reporting Act (Penal Code § 11164 et seq.);
 - g. The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 et seq.);
 - h. The Americans with Disabilities Act ("ADA") and the Americans with Disabilities Act Amendments Act of 2008 ("ADAAA") (42 U.S.C. § 12101 et seq.);
 - i. The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
 - j. The California Fair Employment and Housing Act ("FEHA") (Government Code § 12900 et seq.);
 - k. The Age Discrimination in Employment Act ("ADEA") (29 U.S.C. § 621 et seq.);
 - l. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.);
 - m. Education Code § 220 (prohibiting discrimination); and
 - n. The Uniform Complaint Procedures (5 CCR § 4600 et seq.).
7. Charter Corporation agrees that all of its records that relate in any way to the operation of Charter School, including those submitted to the District, shall be treated as public records subject to the requirements of the Public Records Act, as well as Education Code § 47604.3.

H. Fiscal Relationship

1. Oversight Obligations. The District's oversight obligations include, but are not limited to, the following:
 - a. Review and revision of this Agreement, and subsequent agreements, to clarify and interpret the Charter, and any revisions to the Charter and the relationship between Charter School and the District.
 - b. Monitoring performance and compliance with the Charter and with applicable laws, including the following:
 - i. Identifying at least one staff member as a contact person for Charter School;
 - ii. Visiting Charter School at least annually;
 - iii. Ensuring that all reports required by law, including the local control and accountability plan and annual update to the local control and accountability plan required pursuant to Education Code § 47606.5
 - iv. Monitoring the fiscal condition of Charter School; and
 - v. Conducting the Charter revocation process, as necessary, pursuant to Education Code § 47607 and its applicable regulations, including hearing/investigating alleged violations and monitoring efforts to cure.
 - vi. Notifying the California Department of Education upon the occurrence of any of the circumstances described in Education Code § 47604.32(a)(5).
2. Charter School shall promptly respond to all reasonable inquiries of the District, including, but not limited to, inquiries regarding Charter School's financial records. The District shall promptly respond to all reasonable inquiries made by Charter Corporation, including, but not limited to, inquiries regarding financial records in which the District maintains base data or information.
3. For purposes of fiscal oversight and monitoring by the District, Charter Corporation shall provide the District with a copy of documents, data and reports in the form and at the times specified by the District. All problems, questions, concerns, and/or issues, if any, related to the documents, data and reports that are produced by Charter Corporation and delivered to the District shall be brought to Charter Corporation's attention in writing within thirty (30) days of receipt by the District of the documents, data and records.
4. Charter Corporation shall provide such other documents, data and reports as may be reasonably requested or required by the County Superintendent of Schools, including the annual reports set forth in Education Code § 47604.33, which must be prepared and submitted to the District and the County Superintendent of Schools.
5. The District will use any financial or other information it obtains from Charter Corporation and Charter School, including, but not limited to, the reports required by Education Code § 47604.33, to perform its duties described in Education Code § 47604.32(a), including monitoring the fiscal condition of Charter School

6. It is recommended that Charter School maintain a minimum ending fund balance of not less than 3% as a reserve for economic uncertainties.
7. Oversight Services. Charter Corporation shall pay the District an amount equal to one percent (1%) of Charter School's revenues (excluding any monies for which the District has received as indirect cost rate charge) to cover the actual cost of supervisorial oversight. Charter School's revenue means the LCFF entitlement. This is the amount received in the current fiscal year from the LCFF calculated pursuant to Education Code § 42238.02, as implemented by Education Code § 42238.03. Payment shall be made by Charter Corporation monthly, at the same time as the in-lieu property taxes are distributed by the District.
8. The Parties agree that the District shall not act as fiscal agent for Charter Corporation or Charter School. It is agreed that Charter Corporation shall be solely responsible for all fiscal services for Charter School, including payroll, purchasing, attendance reporting, and completion and submission of state budget forms. The District shall process and transfer to Charter Corporation all payments received by the District for Charter School in a timely fashion.
9. To the extent Charter Corporation wishes to contract with the District for any services to Charter School beyond those specified in this Agreement, a separate written contract with the District shall be required and the costs of such services shall be paid in full by Charter Corporation.

I. Financial Reporting

1. Budget Data

- a. A preliminary budget shall be provided to the District and the County Superintendent of Schools for review on or before May 31 of each year. All key budget variables, including revenue, expenditure, debit, and beginning and ending balance variables shall be defined.
- b. A copy of the adopted budget shall be provided to the District for review no later than July 1st of each year.
- c. A copy of Charter Corporation's adopted budget guidelines, fiscal policies, and internal controls shall be provided to the District within four weeks of adoption of this Agreement and then followed by annual updates.

2. Cash Flow Data

- a. Cash flow projections shall be submitted with each quarterly financial report, as detailed below.
- b. The District shall be notified at least three (3) weeks in advance (or a shorter time period upon showing of good cause by Charter School) of any action by Charter Corporation's Board of Directors' to incur short- or long-term debt. Financing documents shall be made available for the District's review upon request.
- c. The District shall provide Charter Corporation with in-lieu property tax estimates and other available financial data necessary for Charter Corporation to meet its budget and fiscal obligations outlined in this Agreement and in applicable law within a reasonable period of

time after a written request by Charter Corporation, but in no case later than 30 days thereafter.

3. Financial Data

- a. The first interim financial report shall be prepared and submitted to the District and the County Superintendent of Schools on or before December 15 of each year. This first interim financial report shall reflect changes through October 31.
- b. The second interim financial report shall be prepared and submitted to the District and the County Superintendent of Schools on or before March 15 of each year. This second interim financial report shall reflect changes through January 31.
- c. The third interim financial report shall be prepared and submitted to the District on or before June 15 of each year, if deemed necessary by the District. This third interim financial report shall reflect changes through April 30.
- d. The final unaudited financial report for the full prior year shall be prepared and submitted to the District and the County Superintendent of Schools on or before September 1 of each year or within two weeks of receiving year-end closing data from the District, whichever is later.

4. Financial Audit

- a. Charter Corporation shall provide a copy of Charter School's audited financial report to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year.
- b. Audit exceptions or deficiencies identified in the audit report shall be addressed by Charter School through the development of a remediation plan outlining how and when they will be resolved. Such remediation plan shall be provided to the District by January 15 of each year or within 4 weeks following the finalization of the audited financial report, whichever is later.

J. Attendance Reporting

1. Charter Corporation shall use commercially available attendance accounting software (such as Power School, etc.) for student attendance accounting at Charter School.
2. Charter Corporation, on behalf of Charter School, shall submit enrollment and attendance data as required to receive apportionment of funding according to the specified deadlines. The District staff will review and certify the accuracy of Charter School's attendance data submitted by Charter Corporation only when all documentation has been submitted and is accurate. Attendance data submitted without the requisite detail will not be processed and may result in a delay of funding to Charter School.
3. Student data covering demographic, behavioral and program participation, etc., are needed for effective oversight responsibilities as well as timely and efficient state and federal reporting on behalf of the District and charter schools. Consequently, Charter School shall adhere to the following:

- a. Charter School shall submit student enrollment projections to the District by March 1 of the preceding school year.
- b. Charter Corporation shall submit monthly summary reports of enrollment and average daily attendance ("ADA") no later than five (5) business days following the close of the period.
- c. Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the District for inspection and audit.
- d. Charter School shall provide copies of P-1 and P-2 and annual state attendance reports to the District by January 15, April 30, and June 20, respectively, of each year.
- e. Charter School shall provide to the District copies of amended state attendance reports, if any, within three weeks of discovery of the need for making such an amendment.

K. Special Education Services/Section 504

1. Charter School will not be categorized as a public school with the District for purposes of Special Education services. Charter School will exist under the Special Education Local Plan Area (SELPA) of the El Dorado County Charter SELPA and will be categorized as a local educational agency member of the El Dorado County Charter SELPA in conformity with Education Code § 47641(a).
2. It is understood that all pupils will have access to Charter School, no student shall be denied admission due to disability and Charter School's preferences shall not result in limiting enrollment access for pupils with disabilities. Charter School confirms that it will have the means in place to achieve a balance of special education pupils that is reflective of the general population residing within the territorial jurisdiction of the District and that it will comply with all applicable state and federal Special Education laws.
3. Pursuant to Education Code § 47641, Charter School has elected to participate as an independent LEA for Special Education services; and therefore, pursuant to Education Code § 47641, the El Dorado County Charter SELPA has deemed Charter School a public school of the El Dorado County Charter SELPA for Special Education purposes. Charter School and the El Dorado County Charter SELPA are solely responsible for providing all Special Education services. No Special Education services whatsoever will be provided by the District to Charter School. Charter School and the El Dorado County Charter SELPA are solely responsible for notifying parents that Special Education services are provided through the El Dorado County Charter SELPA and not the District.
4. Complaints. Charter School and the El Dorado County Charter SELPA shall address, respond to and investigate all complaints received involving Special Education. The District shall have no involvement in any complaints relating to Special Education services at Charter School, unless the District determines that its involvement is necessary as a result of its oversight responsibilities.
5. Indemnity. Charter School agrees to defend, indemnify, and hold the District and District Personnel harmless from any liabilities, claims, demands, attorneys' fees and costs arising out of or related in any way to the failure to deliver or the delivery of Special Education services by or involving the El Dorado County Charter SELPA and Charter School to its students and

any and all conduct or allegations related thereto. Charter School further agrees to defend, indemnify, and hold the District and District Personnel harmless from any liabilities, claims, demands, attorneys' fees and costs arising out of or related in any way to the delivery of Special Education services that may have been previously provided to Charter School by the District.

L. Insurance and Risk Management

1. Charter Corporation, as applicable, will obtain its own insurance coverage to cover the operations of Charter School and supply the District with certificates of insurance and proof of insurance as initially outlined below, which may change annually based on, among other factors, size and location of Charter School. Charter Corporation shall instruct the insurance carrier(s) to inform the District immediately if the coverage becomes inoperative for any reason. The District may request to see evidence of insurance coverage during site visits.
2. Charter Corporation shall procure from an insurance carrier licensed to do business in the State of California or a qualified joint power authority ("JPA") registered with the California Department of Industrial Relations, and keep in full force during the term of the Charter, at least the following insurance coverage for itself, Charter School, and the District:
 - a. Property Insurance against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring all of Charter Corporation's trade fixtures, furnishings, equipment and other personal property. The property policy shall include "extra expense" coverage and shall be in an amount not less than 100% of the replacement value.
 - b. Commercial General Liability Insurance in an amount not less than Three Million Dollars (\$3,000,000) per occurrence and Six Million Dollars (\$6,000,000) in total general liability insurance for bodily injury (including death), property damage and personal and advertising injury arising out of or connected to Charter Corporation's premises and operations. Charter Corporation shall also maintain errors and omissions/educators legal liability, sexual abuse and molestation coverage, and employment practices liability of Charter Corporation, its governing board, officers, agents, or employees of Charter School with limits of not less than the amount stated above. Charter School represents that its insurance shall cover all situations under which Charter School is responsible to defend and indemnify herein. The amount of total general liability insurance required shall increase to seven million, five hundred thousand dollars (\$7,500,000) if Charter School's ADA (as reported at P-Annual) exceeds 1,000. The deductible per occurrence for said insurance coverage stated herein shall not exceed twenty thousand dollars (\$20,000).
 - c. Comprehensive or Business Automobile Liability Insurance with limits not less than Two Million Dollars (\$2,000,000) each occurrence, Combined Single Limit for Bodily Injury and Property Damage including coverage for Owned, Non-owned and Hired Vehicles, as applicable.
 - d. Workers' Compensation Insurance in accordance with the provisions of the California Labor Code, insurance adequate to protect Charter Corporation from claims under Workers' Compensation Acts which may arise from its operation of Charter School, with statutory limits and Employer's Liability limits (including employment practices coverage) of not less than One Million Dollars (\$1,000,000) each occurrence.

3. If any policies are written on a claims-made form, Charter School agrees to maintain such insurance continuously in force for three years following non-renewal, termination or revocation of the Charter or extend the period for reporting claims for three years following the non-renewal, termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.
4. Charter School shall be responsible, at its sole expense, for separately insuring its personal property.
5. Charter School shall procure and maintain for the duration of this Agreement the specific insurance policies listed herein with the specified limits per occurrence. If a general aggregate limit applies, the general aggregate limit shall be twice the required occurrence limit. If Charter School maintains broader coverage and/or higher limits than the minimums shown herein, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by Charter School. Charter School's liability policy or policies must provide all liability Charter School is required to insure against by law and authorized to insure against. The District and District Personnel shall be covered as additional insureds via an endorsement to all liability policies maintained by Charter School. Such endorsement shall provide that all additional insured coverage afforded to the District and District Personnel under Charter School's insurance coverage shall be primary and noncontributory as respects the District and District Personnel. Any insurance or self-insurance maintained by the District or District Personnel shall be excess of Charter School's insurance and shall not contribute with it. Each insurance policy required above shall be endorsed to provide that coverage shall not be canceled, except with notice to the District.
6. Copies of all policies of insurance and certificates of coverage shall be provided by Charter Corporation to the District annually, but no later than two weeks prior to the commencement of the school year. The District shall receive written notification 30 days in advance of the termination or cancellation of any insurance policy maintained by Charter School.
7. Charter Corporation and Charter School shall hold harmless, defend, and indemnify the District and District Personnel from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any intentional or negligent act or omission of Charter Corporation and/or Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, Charter Corporation, at its own expense and risk, shall defend with legal counsel satisfactory to the District all legal proceedings which may be brought against the District and District Personnel, and shall satisfy any resulting judgments up to the required amounts that may be rendered against any of them. This indemnity and hold harmless provision shall exclude actions brought by third persons against the District and District Personnel arising out of the gross negligence or intentional acts, errors, or omissions of the District and District Personnel.
8. In addition, Charter School shall institute a Risk Management Plan, including policies and practices to address reasonably foreseeable occurrences, and will annually provide the District with certification in writing that such policies and practices have been instituted at Charter School.
9. A copy of Charter School's Safety Plan shall be provided to the District two weeks prior to commencement of the first school year and when reviewed and updated annually by March 1

of each year. The school safety plan shall include the following safety topics listed in Education Code § 32282(a)(2)(A)-(J):

- a. Child abuse reporting procedures.
 - b. Disaster procedures, routine and emergency, with adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990, that include:
 - i. Establishing an earthquake emergency procedure system that includes a school building disaster plan, a drop procedure where each pupil and staff member takes cover, protective measures to be taken before, during and following an earthquake, and a program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
 - ii. Establishing a procedure to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
 - c. Policies for pupils who committed an act that would lead to suspension, expulsion, or mandatory expulsion recommendations.
 - d. Procedures to notify teachers of dangerous pupils.
 - e. A discrimination and harassment policy consistent with the prohibition against discrimination.
 - f. The provisions of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.
 - g. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
 - h. A safe and orderly environment conducive to learning at the school.
 - i. The rules and procedures on school discipline.
 - j. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
10. Health benefits plans and policies shall be provided, upon request, to the District within eight weeks of mutual approval of this Agreement and thereafter annually by no later than two weeks prior to the commencement of the school year.

M. Human Resources Management

1. All staff working at Charter School are employees of Charter Corporation, which shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees.
2. Charter Corporation is deemed the exclusive employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code §

3540 et seq. and will be considered the public school employer of the employees at Charter School for purposes of collective bargaining.

3. Actual staffing data shall be provided to the District, upon request. Teacher credentials and permits shall be maintained on file at Charter School and shall be subject to periodic inspection by the District. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to the District by Charter School at the commencement of each school year.
4. Charter School will comply with the credentialing requirements for teachers at Charter School set forth in Education Code § 47605(l) as well as any applicable federal laws. Charter School will provide written verification of compliance with Education Code § 47605(l) to the District at the commencement of each school year.
5. Certificated and classified employee salary schedules shall be provided, upon request. A copy of Charter Corporation's personnel and payroll policies shall be provided upon commencement of the first school year by August 1 and annually thereafter. Copies of individual employment contracts shall be maintained on file at Charter School and shall be subject to periodic inspection by the District.
6. Charter Corporation shall provide to the District, upon request, the job descriptions and qualifications for each position at Charter School.
7. Charter Corporation may process Charter School's State Teachers' Retirement System ("STRS") and Public Employees Retirement System ("PERS") deductions and contributions. Charter Corporation shall accept and assume sole financial responsibility for all STRS and PERS reporting fines and penalties resulting from incomplete, inaccurate, or late reports and/or inadequate or late deposits from any cause whatsoever, except to the extent resulting from the sole negligence of the District. Such responsibility shall include but not be limited to any and all reporting fines and/or penalties.
8. Charter Corporation shall distribute a copy of its Employee Handbook to each employee at Charter School each year. At a minimum, the handbook shall include a statement that Charter Corporation is the exclusive public employer of employees at Charter School and has sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees. The handbook shall also include specific expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements. Such handbook shall be provided to the District upon request.
9. At all times during the term of the Charter, Charter Corporation employees at Charter School, parent volunteers who will be performing services with Charter Corporation students that are not under the direct supervision of a certificated teacher, and all vendors having unsupervised contact with Charter Corporation students will submit to background checks and fingerprinting in accordance with Education Code § 45125.1. Charter Corporation will provide certification to the District that all employees and volunteers/vendors (as applicable) have cleared a criminal record check through the Department of Justice ("DOJ") and the Federal Bureau of Investigation ("FBI") prior to having any unsupervised contact with students.
10. Charter Corporation shall maintain on file and have available for inspection during site visits, evidence that it has performed criminal background checks for all employees and

documentation certifying that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

N. Student Records/Expulsions

1. To the extent necessary to discharge its reasonable supervisory oversight activities, Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled, upon request, to access Charter School's education records under FERPA (20 U.S.C. § 1232g) and related state laws regarding student records. The District, Charter School, and their offices and employees shall comply with FERPA and state laws regarding student records.
2. If a Charter School student is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days pursuant to Education Code § 47605(e)(3). Charter School shall maintain records of such notifications during the term of this Agreement for the District review upon request.
3. Neither Charter School nor the District shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion, consistent with applicable law(s) and policy. This shall not be read to mean Charter School may not refer expelled students to the District if the District is their school district of residence. Charter School may still refer expelled students back to their district of residence, which may be the District; however, the Parties understand and agree Charter School has no control of or responsibility for the District's decision to accept such students after Charter School's referral.
4. Charter School shall provide to the District Charter School's student discipline policies upon commencement of the first year of instruction and annually thereafter, as updated.
5. Charter School may request the District to process student expulsions. The District will charge Charter School for the cost associated with the provision of the student expulsion services at the then current rate.

O. Transportation

1. Charter Corporation shall be responsible for any and all transportation offered to students who enroll in Charter School, including but not limited to any and all transportation required in any student's IDEA Individualized Education Program ("IEP") or Rehabilitation Act Section 504 Plan.
2. Charter School may, at its sole option, provide transportation services for Charter School students to and from school.
3. Charter School will be responsible for providing transportation for field trips, including using public transportation.
4. Charter School may request the use of the District's buses for field trips. Such request must be sent to the District's Transportation Department and Charter School shall pay the cost of the field trip buses. Charter School may further arrange charter buses through the District's Transportation Department and pay all applicable charges.

P. Nutritional Services

1. Charter School shall provide, for each needy pupil, one nutritionally adequate free or reduced-price meal during each school day as set forth in Education Code § 49550. Needy children shall be defined as those children who meet federal eligibility criteria for free and reduced-price meals as defined in Education Code § 49531.
2. Charter School will be responsible for providing its own food services, if any. If Charter Corporation wishes the District to operate food services (breakfast and lunch) for Charter School, the District will retain the state and/or federal revenue for any food services provided by the District to Charter School. The District may provide food services for Charter School during any extended school year (i.e., summer school). The District shall advise Charter School as to any necessary reporting required by state or federal agencies.

Q. Educational Program

1. Subject to the District's oversight and compliance with the Charter and applicable state and federal law, Charter Corporation is autonomous for the purposes of, among other things, deciding Charter School's educational program.
2. Charter Corporation shall comply with and adhere to the state requirements for participation and administration of all state mandated tests for Charter School.
3. Charter School shall comply with Education Code § 47606.5 (regarding local control and accountability plans), as that statute may be amended from time to time, as well as its applicable regulations. Charter School's local control and accountability plan and an annual update to the local control and accountability plan ("LCAP") shall be annually prepared and submitted to the District and the County Superintendent of Schools on or before July 1 of each year, unless a different date is established by law. The Parties acknowledge that results reported on the LCAP may be relied upon by the District in making decisions on material revisions, charter renewal and replication of charter schools.
4. Charter School's calendar shall be submitted annually to the District for review and verification of compliance with instructional day and minutes requirements. Any calendar changes must be provided to the District by April 1 prior to the beginning of a new school year. Any calendar changes made following April 1 must be provided to the District immediately and no later than ten (10) business day following the change.
5. Charter School is accountable for pupil outcomes identified in the Charter.
6. Charter Corporation will prepare an annual report providing all information necessary to demonstrate that Charter School is meeting the applicable accountability standards. Charter School shall also conform to the California School Dashboard performance requirements and any special funding programs that have additional performance standards. The annual report shall be provided to the District by June 30 of each year.
7. At the request of the District, Charter Corporation shall present updates and/or reports regarding Charter School to the District during the year.

R. English Learner Services

1. If Charter School is using the District's English Learner Services, students who enroll at Charter School shall complete a Home Language Survey at the time of enrollment. Charter School shall then fax the surveys to the District's Department of English Learner Services, which will coordinate the initial testing for these students. After testing, the Department will send the test results to Charter School.

S. Facilities

1. Charter Corporation agrees that it is not seeking facilities for Charter School from the District under Proposition 39. If Charter School seeks facilities in the future, it understands it must follow the requirements regarding requesting Charter School Facilities set forth in Education Code § 47614 and the regulations related thereto as well as the District's requirements for Charter School Facilities.
2. All facilities shall meet all applicable fire and safety code requirements, will conform with the requirements of Education Code §§ 47610(d) and/or 47610.5, and will conform with all applicable provisions of the Americans with Disabilities Act and any other applicable federal and state requirements. All facilities will be approved by the local fire marshal for the use intended.

T. Material Revisions to the Charter

1. Changes to the Charter deemed to be material revisions may be made only with prior approval from the District. Changes to the Charter considered to be material revisions include, but are not limited to, the following:
 - a. Substantive changes to the educational program, mission, or vision of Charter School, including the addition or deletion of a major program component that is a distinctive feature of Charter School, such as STEM, language immersion, grade level grouping, arts integration, etc.
 - b. Adding a classroom-based or non-classroom-based program/facility not expressly authorized by the Charter.
 - c. Proposed changes in enrollment that represent an increase or decrease from the enrollment originally projected in the Charter by more than 25% in any grade level or 10% of total enrollment in any given year.
 - d. Addition or deletion of grades or grade levels to be served, for the program as a whole or in a given year, not expressly authorized by the Charter, or otherwise required by law.
 - e. Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes shall be exempt from this provision.
 - f. Changing the name of Charter School.
 - g. Entering into a contract to be managed or operated by any other nonprofit public benefit corporation (or any other entity) other than Charter Corporation.

- h. Substantive changes to admission requirements and/or enrollment preferences identified in the Charter, unless required by law.
 - i. Substantive changes to the governance structure as described in the corporate bylaws, including but not limited to: changes in the authorized number of Board members, method by which sitting Board members are removed, method by which new Board members are selected, and/or provisions that reduce the size of the quorum required for a meeting and majority required for action. Revisions to the bylaws to ensure compliance with legal updates that do not affect the Charter may not be considered a material revision by the District.
2. Notice of a nonmaterial revision to the Charter shall be provided, in writing, at least 5 business days in advance of Charter Corporation's Board meeting at which the revision is to be approved.

U. Site Visits

1. The District will conduct at least one (1) visit to Charter School annually in accordance with the Charter Schools Act. The information gathered will be used to assess Charter School's progress in governance and organizational management, educational performance, fiscal operations and fulfillment of the terms of the Charter and this Agreement.
2. A school site visit may include review of the facility, review of records maintained by Charter School, and interviews with the management of Charter School and/or Charter Corporation, Charter School employees including the site principal, and Charter School's students/parents, as well as observation of instruction in the classrooms.
3. Any deficiencies will be reviewed with Charter School's site principal and Charter Corporation and an opportunity for comment, explanation and/or correction will be provided.
4. The evaluations of Charter School for each year will be used, in addition to other information and reports, to determine a renewal decision.

V. Renewal

1. Charter Corporation may seek renewal of Charter School's Charter in accordance with statutory provisions. Charter Corporation shall submit its renewal petition for the next charter term to the District no sooner than September 1 of the school year in which Charter School would cease operations without renewal.
2. The District and Charter School may mutually agree to schedule a renewal conference, which shall be attended by the District and Charter School. Charter School shall provide the District with a draft Renewal Petition at least five (5) business days prior to the scheduled renewal conference, if any.
3. To the extent required, the charter renewal petition shall be revised in accordance with current statutes and regulations.
4. The Parties agree that after Charter School has been in operation for four years it may be granted renewal provided Charter School shows evidence of meeting renewal criteria as set forth in Education Code §§ 47607 and 47607.2.

W. Charter Revocation

1. The District shall have the right to revoke the Charter in accordance with Education Code §§ 47607, 47607.3 or any other applicable statute or regulations. Prior to instituting revocation proceedings, the District may provide progressive notices that correction of a problem at Charter School by Charter Corporation needs to occur with specified reasonable timelines.
2. The minimum progression of notification of corrective action for concerns the District considers to involve violation(s) of Education Code § 47607(f) is as specified in California Code of Regulations, Title 5, Section 11968.5.2. Additional notification may be provided at the sole discretion of the District.
3. If the District determines, based on credible report(s), that there is a severe and imminent threat to the health or safety of the pupils of Charter School, and makes such determination in writing pursuant to Education Code § 47607(g), the District may take immediate action to assure the safety and well-being of the pupils, as well as staff and the community, consistent with California Code of Regulations, Title 5, Section 11968.5.3. Such immediate action, as deemed appropriate by the District in its reasonable discretion, may include but is not limited to revocation of the Charter in accordance with Education Code § 47607.
4. During the period prior to revocation, Charter Corporation shall have the opportunity to work with the District to address concerns and develop a plan to remediate all areas to the reasonable satisfaction of the District consistent with applicable laws.

X. Closure Procedures

1. At all times it is operational during the Charter term, Charter School will provide a description of the procedures to be used in the event Charter School closes and provide such procedures to the District as outlined in the Charter.
2. Procedures must be compliant with requirements contained in California Code of Regulations, Title 5, Section 11962 and consistent with the Charter. Detailed closure procedures are set forth in Attachment A and incorporated herein by reference. At a minimum, closure procedures must include the following:
 - a. Identification of a responsible person(s), e.g. Executive Director, Financial Officer, representative of Charter Corporation Governing Board, to oversee and conduct the closure process;
 - b. Notification of students and families of school closure;
 - c. Security of student and business records;
 - d. Processing of final employee payroll and benefits;
 - e. Identification of all assets and liabilities and plan for transfer as detailed in the Charter;
 - f. Final Charter School close-out audit to be paid for by Charter Corporation;
 - g. Identification of a source of funding to be used for closeout expenses including the final audit; and

- h. If applicable, dissolution of the nonprofit public benefit corporation.
- 3. If Charter School is to close permanently for any reason (e.g., voluntary surrender, nonrenewal, revocation), the District shall serve written notice on Charter Corporation that the closure procedures have been invoked. Charter Corporation will immediately identify to the District the specific individual who is responsible for coordinating Charter School's close out activities. The District will identify a staff person who will work with Charter School to accomplish all close out activities.
- 4. Charter Corporation expressly acknowledges the right of the District to gain full access to and copies of all student and business records concerning Charter School within a reasonable time after the District gives written notice that it is invoking the closure procedures.

Y. Required Disclosures

- 1. Pursuant to Education Code § 47604.3, Charter School shall respond promptly to all reasonable requests of the District.
- 2. Charter Corporation shall immediately notify the District of any pending or actual litigation and/or claim from any party or notice of potential infraction, criminal or civil action against Charter Corporation, Charter School or any employee, agent or volunteer that may involve or affect Charter Corporation or Charter School. In addition, Charter Corporation shall immediately notify the District of any request for information by any governmental agency about Charter Corporation or Charter School.
- 3. The District shall immediately notify Charter Corporation of any pending or actual litigation and/or claim from any party or notice of any potential litigation and/or claim against the District, Charter Corporation and/or Charter School, which may involve or affect Charter Corporation or Charter School. In addition, the District shall immediately notify Charter Corporation of any request for information by any governmental entity about Charter Corporation or Charter School.
- 4. If Charter Corporation seeks any loans or advance receipt of funds for Charter School, it shall establish a fiscal plan for repayment in advance of receipt of such loans. Charter Corporation shall provide advance written notice to the District specifying its intent to apply for a loan for Charter School. Advance notice shall include a description of the need for the loan, its terms, and the plan for repayment, including a cash flow schedule. If a loan is received, Charter Corporation shall, at the time of deposit of any sums which are loans to Charter Corporation for Charter School, provide the District with the loan documents, minutes of Charter Corporation's Board meetings at which such loan was approved, plan for repayment and updated cash flow schedule.

III. LEGAL

- A. **Non-Assignment.** Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of Charter Corporation with any other nonprofit public benefit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the District pursuant to applicable sections of the Education Code.

- B. **Severability.** If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.
- C. **Venue.** The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in the County of Fresno, California.
- D. **Amendment and Waiver.** Any waiver, amendment, modification, or cancellation of any provisions of this Agreement must be in writing and executed by duly authorized representatives of all parties specifically indicating the intent of the Parties to modify this Agreement. No such amendment or waiver shall be effective absent approval or ratification by the District and the Governing Board of Charter Corporation. The failure of either party at any time to require performance of any provision hereof shall in no manner affect its right at a later time to enforce such provision.
- E. **Dispute Resolution.** All disputes regarding this Agreement shall be resolved in accordance with the dispute resolution provision included in the Charter; provided, however, that disputes related to revocation of the Charter or acts or omissions of Charter School or Charter Corporation that constitute grounds for revocation of the Charter shall be handled pursuant to Education Code § 47607 and its implementing regulations. Violations of this Agreement shall not be considered cause for revocation unless the violation is sufficient to justify revocation under Education Code § 47607.
- F. **Entire Agreement.** This Agreement and attachments, if any, contain the entire agreement of the Parties with respect to the matters covered herein, and supersede any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement.

This Agreement represents the full and final agreement between Charter Corporation and the District and shall only be modified in writing by the mutual agreement of the Parties.

The Parties hereto have caused this Agreement to be executed by duly authorized officers or representatives set forth below.

Dated: _____

Fresno Unified School District
Board President

Dated: 5/21/21

Shelly Leach
Aspen Public Schools Incorporated

APPROVED AS TO FORM

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

ATTACHMENT A to MEMORANDUM OF UNDERSTANDING

By and Between
FRESNO UNIFIED SCHOOL DISTRICT
 And
ASPEN PUBLIC SCHOOLS INCORPORATED

Item	Description	Responsible Party	Completion Date	Verification
Invoking Closure Procedures				
1	<p>In the case of revocation or non-renewal, the District shall notify Charter School in writing that the closure procedures have been invoked. In the case of voluntary surrender, Charter School shall notify the District in writing that the closure procedures have been invoked.</p> <p>Charter School agrees that its officials shall have a continuing duty to cooperate with the District in all matters pertaining to the closure of Charter School, including, without limitation, attending meetings with the District, Fresno County Superintendent of Schools, and/or the State Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.</p> <p>Charter School will be the responsible entity for winding up its closure and closure-related activities. Charter School shall immediately notify the District, the California Department of Education, the Fresno County Superintendent of Schools, the SELPA in which Charter School participates, and the retirement system in which Charter School's employees participate of Charter School's following:</p> <ul style="list-style-type: none"> (1) The effective date of the closure; (2) The reason for closure; (3) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; (4) The pupils' school districts of residence; and (5) The manner in which 			

Item	Description	Responsible Party	Completion Date	Verification
	parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.			
Immediate Actions				
2	Charter School shall immediately notify the District of the location of all student and business records. Following that notification, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the District, except that student records may be copied for students' families or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	Charter School and the District shall each immediately identify an individual who will serve as the single point of contact for the entity regarding Charter School's close out activities.			
4	The District shall immediately notify Charter School in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all Charter School's student and business records.			
Students and Families				
5	Charter School shall notify the family of each student enrolled of Charter School's closure. Unless the District otherwise directs, the notification shall be immediate in the case of a revocation that takes immediate effect or shall occur within three (3) days of Charter School's knowledge of the school closure.			
6	Charter School shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). Charter School shall publicly announce cancellation of all future classes.			
7	If Charter School continues instruction to the end of the current academic year, report cards shall be issued to each student on the last day of class and Charter School also shall mail a copy of the report cards to the students' last known addresses.			

Item	Description	Responsible Party	Completion Date	Verification
8	Charter School shall notify surrounding school districts and the County Superintendent of Schools within fourteen days of the school's knowledge of closure. In the case of revocation, Charter School shall notify the same immediately.			
9	Charter School shall cooperate with the District and provide information to students and families regarding alternative public school placements within 3 to 7 days of the announcement of Charter School's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
10	Charter School shall offer to provide a copy of each student's cumulative file upon request of the student's family. Charter School shall provide the copy within seven days of a request being received, ensuring that the documents are given to the family member identified as having legal custody or guardianship of the student.			
11	Charter School shall comply within three days to requests for the transfer of students' cumulative files to other public or private schools in which the students enroll.			
12	Charter School shall promptly respond to inquiries from students and their families and from the media regarding Charter School's closure, the disposition of student records, and the alternative placement available to the students.			
13	Upon Charter School's knowledge of closure, Charter School shall immediately (no later than one (1) business day) provide the District with a list of students (names, addresses and phone numbers) in each grade level and the classes they have completed. Identify each student's district of residence, and a notation of where the student's records have been transferred. Charter School shall update the list upon request and shall provide a final list within three (3) days of the closure.			
14	Charter School shall notify the SELPA within fourteen days of the closure, complete all documentation necessary for special education students and transfer copies of the			

Item	Description	Responsible Party	Completion Date	Verification
	student's records to the SELPA. In the case of an immediate closure, Charter School shall provide the foregoing information to the SELPA no later than five (5) days following closure.			
15	The District may prepare an information sheet regarding frequently asked questions about the closure. Charter School shall post the information sheet on its website and otherwise disseminate it as requested by the District.			
Student and Business Records				
16	<p>Once the closure procedures have been invoked, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the District, except for the duplication or transfer of student cumulative files as noted.</p> <p>Charter School shall transfer to the District's Charter Office all of the following:</p> <ul style="list-style-type: none"> (1) All original and/or duplicate student and school records, including, without limitation, individual student records, discipline records, special education records, all state assessment results, fiscal information, teacher grade books, and attendance records; (2) All cum folders. The cum folders must be boxed and in alphabetical order by grade level; and (3) Student transcripts. The transcripts must be submitted on computer discs. <p>All transfers of student records will be made in compliance with FERPA (20 U.S.C. § 1232g). Charter School will ask the District to store and maintain original records of Charter School students.</p> <p>Charter School shall transfer and maintain personnel records in accordance with applicable law.</p>			
17	At the point Charter School is dissolved, the student and business records shall come			

Item	Description	Responsible Party	Completion Date	Verification
	under the exclusive control of the District which shall distribute, maintain, or dispose of the records as it determines appropriate.			
18	Charter School shall terminate all present leases, service agreements and other contracts not necessary for the closure of the school. Leases, service agreements, and contracts should be terminated in a cost-effective manner in order to minimize expenses.			
19	Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate and submit a final expenditure report for all grants within fourteen days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports; completion of certain federal forms may apply if the school was receiving funds directly from the U.S. Department of Education.			
Faculty and Staff				
20	Charter School shall immediately notify its faculty and staff of Charter School's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after Charter School closes.			
21	Charter School will provide assistance to its faculty and staff in searching for and securing other employment.			
22	Charter School shall provide the District within fourteen days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee, and their job duties, and a projection of the funds necessary to: (1) transition the students and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.			
23	Charter School shall provide the District within fourteen days with notice of any outstanding payments to staff and the method by which Charter School will make the payments.			

Item	Description	Responsible Party	Completion Date	Verification
24	Charter School will within fourteen days contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the County Superintendent of Schools and follow their procedures for dissolving contracts and reporting. Charter School will copy the District on all correspondence.			
25	<p>Prior to final closeout, Charter School shall do all of the following on behalf of the school's employees:</p> <ul style="list-style-type: none"> • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines. • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63). • Make final federal tax payments (employee taxes, etc.). • File the final withholding tax return (Treasury Form 165). • File the final return with the IRS (Form 990 and Schedule). 			
Assets and Liabilities				
26	Charter School shall notify all funding sources (including charitable partners) of Charter School's closure within fourteen days.			
27	Upon knowledge of closure, Charter School shall retain all necessary authority and powers to take all actions necessary for the winding up of Charter School's affairs, except that in no event shall Charter School take any action which incurs any financial or education obligation on behalf of Charter School unrelated to Charter School's winding up. Charter School shall identify its funding for the necessary wind-up activities set forth in this Agreement and the law.			
28	Charter School shall immediately notify all contractors (such as a charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of Charter School's closure.			

Item	Description	Responsible Party	Completion Date	Verification
29	If Charter School has any agreements with organizations representing employees, Charter School shall notify the organizations of Charter School's closure as may be specified in the agreements.			
30	Charter School shall notify the District within fourteen days of all pending litigation to which Charter School is a party. Charter school shall immediately notify the District if litigation is filed thereafter up to the point that Charter School is formally dissolved.			
31	Charter School, within 30 days, shall prepare and deliver to the District a comprehensive list of creditors and debtors.			
32	Charter School, within 30 days, shall prepare and deliver to the District a comprehensive inventory of all assets.			
33	Charter School, within 30 days shall prepare and deliver to the District a plan for the proposed disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with law, payment of any and all liabilities and the disbursement of any remaining assets of the school, liquidation of assets to pay off any and all outstanding liabilities, bearing in mind that assets paid for by state funds may be transferred in accordance with the nonprofit corporation's bylaws to another public agency such as another charter school. Assets donated to Charter School may be returned to donors or disposed of in accordance with donor's wishes. Net assets, after the payment of outstanding liabilities, if any, may be transferred to another public entity within Charter Corporation pursuant to applicable law or to another public agency such as another charter school.			
34	Charter School shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the District. The audit(s) at a minimum shall determine an accounting of all financial assets, including cash and			

Item	Description	Responsible Party	Completion Date	Verification
	<p>accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to Charter School, the disposition of all assets and liabilities of Charter School and shall verify Charter School's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify Charter School's comprehensive list of all assets by source, noting any restrictions on each asset's use.</p> <p>Charter School shall provide the District with copies of all Charter School financial records, including but not limited to all accounting paperwork such as invoices, purchase orders, vendors, statements, cash receipts, cash disbursements, payroll documentation, accounts receivable and payable and all financial reports. Charter School shall timely respond to the District's request(s) for financial information.</p>			
35	<p>Based on the audit findings, and with the approval of the District, Charter School shall expend any identified assets to liquidate any identified liabilities.</p> <p>Charter School shall distribute any remaining assets in accordance with Charter School's petition, bylaws, and the law. The disposition of Charter School's assets shall include, but not be limited by the following dispositions:</p> <ul style="list-style-type: none"> a. All assets of Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Charter School, remain the sole property of Charter School and shall be distributed in accordance with the Articles of Incorporation or bylaws 			

Item	Description	Responsible Party	Completion Date	Verification
	<p>upon the dissolution of the nonprofit public benefit corporation.</p> <p>b. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not the District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors.</p> <p>c. Any assets belonging to the District or District property will be promptly returned upon Charter School's closure to the District.</p> <p>d. Charter School will complete and file any and all required reports, including annual reports required pursuant to Education Code § 47604.33.</p>			
Dissolution of the Corporate Entity				
36	Following the resolution of all outstanding assets and liabilities, Charter School shall be dissolved. If established as a nonprofit public benefit corporation pursuant to Education Code § 47604 solely for operation of Charter School, Charter Corporation shall be dissolved.			

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-19

AGENDA SECTION: A

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Memorandum of Understanding with Golden Charter Academy

ITEM DESCRIPTION: Included in the Board binders is a copy of the Memorandum of Understanding (MOU) between Fresno Unified School District and Golden Charter Academy, a California nonprofit public benefit corporation that manages and operates Golden Charter Academy. The MOU details the relationship between the district, the Charter Corporate Entity, and the charter school regarding operations, oversight, and monitoring.

The Fresno Unified School Board previously approved the establishment of the charter for a term of five years. The charter renewal term begins on July 01, 2021 and expires on June 30, 2026. The term of the agreement shall be coterminous with the term of the charter school.

FINANCIAL SUMMARY: Charter law allows for a 1% to 3% oversight fee to authorizers from each charter.

PREPARED BY: Felicia Olais,
Manager, Charter Office

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





**Fresno Unified
School District**

Preparing Career Ready Graduates

Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Golden Charter Academy

Vendor Name

(559) 999-4887

Phone Number

From: July 1, 2021

Term (Duration)

FUSD Contract Administrator:

Felicia Olais

Name

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

1626 W Princeton Ave Fresno, CA, 93705

1719 L St., Fresno, CA 93721

Address

Robert Golden

Vendor Contact

Through: June 30, 2026

Charter Office

457-3923

Site/ Dept

Telephone number

N/A

Annual Cost \$ 0.00

(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:

A Memorandum of Understanding By and Between Fresno Unified and Golden Charter Academy. This agreement will commence July 1, 2021 and will end on June 30, 2026.

Date Item is to appear on Board of Education Agenda:

06-16-21

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:

Felicia Olais

Name

Charter Office

Department

MEMORANDUM OF UNDERSTANDING
By and Between
FRESNO UNIFIED SCHOOL DISTRICT
And
THE GOLDEN CHARTER ACADEMY
July 1, 2021– June 30, 2026

This Memorandum of Understanding (the “Agreement”) is made and entered into this ____ day of _____, 2021, by and between the Fresno Unified School District (hereinafter “the District”) and The Golden Charter Academy, a California nonprofit public benefit corporation (hereinafter “Charter Corporation”). Hereinafter, the District and Charter Corporation shall be collectively referred to as “the Parties.”

I. RECITALS

- A. The Fresno Unified School District is a school district existing under the laws of the State of California.
- B. The State of California enacted the Charter Schools Act of 1992 (hereinafter the “Act”) authorizing the formation of charter schools with the intent that the schools improve pupil learning; increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers; provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and are held accountable for meeting measurable pupil outcomes.
- C. Charter Corporation is a nonprofit public benefit corporation that manages and operates Golden Charter Academy (hereinafter “Charter School”), a public charter school existing under the laws of the State of California and under the supervisory oversight of the District. Unless otherwise stated, for the purposes of this Agreement, the terms Charter School and Charter Corporation may be used interchangeably, with the duties and responsibilities of Charter School and Charter Corporation being the same under this Agreement.
- D. The Act authorizes the District to grant charter petitions under specified circumstances. The District has approved a charter petition for Charter School for a five-year period from July 1, 2021 through June 30, 2026 (hereinafter “the Charter”).
- E. Charter Corporation shall be responsible for, and have all rights and benefits attributable to, Charter School as further outlined herein. Charter Corporation is responsible for Charter School’s compliance with the terms of the Charter and with this Agreement.
- F. The Parties agree that no single party to this Agreement waives any of the rights, responsibilities and privileges established by the Charter Schools Act of 1992, which may change from time to time during the term of this Agreement.
- G. The fundamental interest of the District is, on a continuing basis, to be reasonably assured that Charter Corporation is: (1) successfully implementing the provisions of the Charter, as granted; (2) obeying all requirements of federal, state, and local law that apply to Charter School; (3) operating prudently and soundly in all respects; and (4) providing a sound educational program for Charter School’s students.

- H. The Parties recognize and agree that Charter School shall not charge tuition, shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against a pupil on the basis of any of the protected categories set forth in Education Code § 220.
- I. The Parties recognize that there are matters related to the operation of Charter School and the effective oversight of Charter Corporation that go beyond the provisions included in the Charter or that need further clarification. The District also acknowledges that the operation of Charter School is to be solely carried out by Charter Corporation. This Agreement is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of the District. Further, this Agreement is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationship.
- J. If the terms of this Agreement conflict with the terms of the Charter, this Agreement will control while the District and Charter Corporation negotiate any necessary amendments to the Charter to achieve consistency.

II. AGREEMENTS

A. Terms

1. This Agreement will govern the relationship between the District and Charter Corporation regarding the operation of Charter School.
2. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both Charter Corporation and the District.
3. The duly authorized representative of Charter Corporation is the Executive Director, or any designee thereof.
4. The duly authorized representative of the District is the Superintendent or any designee thereof.
5. All communication regarding any aspect of the operation of Charter School shall be initiated by Charter Corporation with the Superintendent, unless the Superintendent delegates this function to another officer of the District. The authority of the Superintendent shall be as determined by the Board of Trustees of the District. The Board of Trustees shall approve all formal District actions related to oversight and monitoring of Charter School.
6. The term of this Agreement shall be coterminous with the term of the Charter granted to Charter School. This Agreement is subject to approval by the respective Governing Boards of the District and Charter Corporation. The Parties shall, however, review the terms of this Agreement annually and, by February 1 of each year, present proposed revisions to the Agreement. If the Parties cannot agree to the proposed revisions by April 30 of that year, the existing Agreement will continue in effect until mutually modified. Nothing in this Section shall prevent either party from suggesting, proposing or agreeing to a revision to this Agreement at any time during the year.
7. Upon termination or revocation of the Charter, this Agreement shall expire.

8. The effective date of the Charter is July 1, 2021. Should Charter School fail to comply with the conditions of the Charter, the District shall have the right to revoke the Charter in accordance with Education Code § 47607 and its applicable regulations.
9. This Agreement is subject to early termination only as set forth herein or as otherwise permitted by law. Renewal of the Charter shall be based, in part, on compliance with the terms set forth in this Agreement, the District policy, and applicable law.

B. Operation of Charter School

1. Charter School is a public charter school that shall be operated pursuant to the Charter, plus specific approved conditions, if any.
2. Charter School is authorized by the District to operate with grades TK-8.
3. As of the effective date of the Charter, and subsequently at all times it is operational, Charter School and/or Charter Corporation will post and/or update the required information, including that set forth below, on Charter School's and/or Charter Corporation's website. Charter School and/or Charter Corporation will update the posting within ten (10) days whenever the information changes.
 - a. The names and contact information for the principal contacts for Charter School; and
 - b. The names and contact information for Charter School's and/or Charter Corporation's management/operational leadership and for Charter School's and/or Charter Corporation's Board of Directors.
4. Charter School and/or Charter Corporation will provide the District with written notice whenever information changes, including any change in the directors, officers, administrators, and management whenever the information changes, in no event later than ten (10) days after the change.

C. Governance

1. Charter School will operate consistent with Education Code § 47604(a) and (b). Charter Corporation acknowledges, as is stated in its Charter, that it is a separate legal entity and the District is not liable for the debts and/or obligations of Charter Corporation or Charter School or for claims arising from the performance of acts, errors, or omissions by Charter Corporation or Charter School per Education Code § 47604(d).
2. The Parties further recognize that consistent with the Charter, Charter Corporation has obtained and maintains status as a nonprofit public benefit corporation as provided in Education Code § 47604.
3. The District reserves the right to appoint a single representative to Charter Corporation's Board of Directors in accordance with Education Code § 47604(c).
4. The Board of Directors of Charter Corporation shall conduct public meetings within the physical boundaries of Fresno County at such intervals as are necessary to ensure that the Board is providing sufficient direction to Charter Corporation and Charter School through implementation of effective policies and procedures. Charter School shall establish a two-way

teleconference location at Charter School. Board meetings of Charter Corporation will be conducted in compliance with the requirements of the Ralph M. Brown Act (Government Code § 54950 et seq.) (the "Brown Act").

5. Charter Corporation shall ensure that all members of the Board of Directors of Charter Corporation, Charter School's leader, Charter School's primary financial contact, and any other Charter School staff deemed appropriate by Charter Corporation, have participated in training on the requirements of the Brown Act and the Political Reform Act. Verification of such training shall be provided to the District.
6. The Board of Directors of Charter Corporation shall audio record, video record, or both, all Board meetings and post the recordings on Charter School's internet website.
7. Copies of meeting agendas for meetings of Charter Corporation's Board of Directors and Charter School's School Site Governing Board shall be provided to the District at the time they are distributed to the public pursuant to the Brown Act. Copies of meeting minutes shall be provided to the District within 30 days after their approval by the respective governance bodies.

D. Required Governance Documentation

1. Charter Corporation shall provide the District with the documents described herein by the dates specified.
2. Charter Corporation shall provide up-to-date versions of all required documents by August 1st of each year, or as otherwise specified.
3. In the event of a change in the following specified documents, an updated version shall be sent within ten (10) business days of the date the change is approved by Charter Corporation's Board of Directors:
 - a. Articles of Incorporation;
 - b. Bylaws;
 - c. Conflict of Interest Code;
 - d. Roster of Charter Corporation's Board of Directors;
 - e. Schedule of Board of Directors meetings;
 - f. Name and contact information for Charter School's leader (e.g., principal, executive director, or head of school);
 - g. Name and contact information for Charter School's primary financial contact (e.g., CFO, COO, accountant, or back-office financial services provider), and
 - h. Any lease(s) and/or other documentation relating to the facility(ies) in which Charter School is located and/or operates from.
4. Charter Corporation shall promptly respond to all reasonable inquiries by the District and its designees and any other authorized agency, including but not limited to financial inquiries related to Charter School.

E. Admissions and Recruitment

1. The Parties recognize and agree that Charter School will be nonsectarian in its admission policies, programs, practices, and operations. Charter School will not charge tuition and admission to Charter School will not be determined according to the place of residence of the pupil or the pupil's parent or legal guardian. Charter school will be open to all pupils who wish to attend.
2. Charter School shall adopt and adhere to anti-discrimination policies that are consistent with federal and state law and that prohibit unlawful discrimination against any protected category. Protected categories are set forth federally under Title IX and in California are enumerated by Government Code § 12940, Education Code §§ 200 and 220, and Government Code § 11135. Protected categories include, but are not limited to, disability, sex, gender, gender identity, gender expression, nationality, race, color, ethnicity, ancestry, national origin, age, religion, sexual orientation, immigration status, medical condition, and genetic information, as well as association with a member of a protected category. Additionally, as set forth in Education Code § 231.5, it is the policy of the State of California, pursuant to Education Code § 200, that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in the educational institutions of the state. This includes sexual harassment, which is a form of sexual discrimination.
3. Charter School shall not discourage a pupil from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil is in a protected category. Charter School agrees it will not request or require a pupil's records before enrollment. Charter School also will not encourage a pupil to disenroll from Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil is in a protected category. Charter School shall provide a pupil's parent or guardian with a notice confirming these requirements when they inquire about enrollment, before conducting an enrollment lottery, and before disenrollment of a pupil.
4. If the number of pupils who wish to attend Charter School exceeds capacity, attendance at Charter School shall be determined by a public random drawing in which preference will be extended to pupils as set forth in the Charter. Charter School agrees that preferences shall be consistent with federal law, the California constitution and Education Code § 200 and will not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
5. Charter School shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment in accordance with Education Code § 49011.
6. As of the effective date of the Charter, and at all times it is operational during the Charter term, Charter School will have the following enrollment and admissions information posted on Charter School's website and will update the posting as quickly as possible whenever the information changes:
 - a. Procedures and timeline for enrollment, admission, and the public random drawing, which will include, but not be limited to, an assurance that Charter School will provide enrollment

preferences as specified in the Charter and in compliance with Education Code § 47605(e)(2)(B).

- b. Descriptions of outreach and recruitment activities to reach the target population.
 - c. Evidence that enrollment preferences and random drawing preferences are consistent with the Charter and all applicable federal and state laws.
 - d. A copy of the application and enrollment forms and information provided to prospective families.
 - e. Notice that Charter School complies with all requirements not to discourage a pupil from enrolling or seeking enrollment as developed by the California Department of Education.
 - f. Process for a pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, including procedures for notifying the superintendent of the school district of the pupil's last known address within 30 days per Education Code § 47605(e)(3).
7. Charter School shall make a serious and consistent effort to recruit students to Charter School to: (1) achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the District; and (2) to fulfill its mission to serve students from communities throughout the County of Fresno.

F. Funding

- 1. Charter School has elected to receive the state aid portion of Charter School's total Local Control Funding Formula ("LCFF") allocation directly pursuant to Education Code § 47651.
- 2. Charter School is eligible for a general-purpose entitlement and supplemental funding allocated through the LCFF under Education Code § 42238 et seq. LCFF funding will be apportioned by Average Daily Attendance (ADA). Charter School will be responsible for providing the California Department of Education with all data required for funding. LCFF funding will not include:
 - a. Programs for which Charter School is required to apply separately, such as summer school.
 - b. Special education programs, which funds are allocated to the SELPA in which Charter School is affiliated.
 - c. Lottery funds as Charter School will be funded directly from the state for its share of these funds. A portion of lottery funds must be spent on instruction, as dictated by the state.
- 3. In addition to LCFF funding, Charter School may receive Block Grant Funding for eligible expenses consistent with state law. It shall be the responsibility of Charter School to independently apply for funding beyond the basic statutory entitlements of the base grant due to Charter School under LCFF.
- 4. Charter School is eligible for federal funding including, but not limited to: Title I, II, IV and VII, based on the qualification of Charter School's students for such funding.

5. Charter School may receive funding from new or one-time funding sources available to schools or school districts provided by the State of California to the extent that Charter School and its students generate such entitlements. Additionally, Charter School may apply for private grants.
6. Grants written by and obtained by Charter School will come directly to Charter School and not go through the District or be subtracted from the resources the District would otherwise have allocated to Charter School.
7. In addition to LCFF funding specified herein, the Parties recognize the ability of Charter School to pursue additional sources of funding.
8. If the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of Charter School, the District will receive a percentage of such funds to be allocated to Charter School. The District will charge the maximum indirect cost as allowed under law or the grant. Funds shall be allocated to Charter School on a prorated basis related to the formula that generates the funds. For example, if funds are generated on a per eligible student basis, they shall be allocated to Charter School on a per eligible student basis minus the administration fee (e.g., indirect charge fee) charged by the District.
9. Charter School shall cooperate fully with the District in applications made by the District on behalf of the students of Charter School.
10. Charter Corporation and Charter School agree to comply with all applicable laws and regulations related to expenditures and receipt of such funds.
11. Charter School is also entitled to lottery funds and a variety of state and federal application-based programs, as well as various grant opportunities. It shall be the responsibility of Charter School to apply for funding beyond the base statutory entitlement.
12. The District shall annually transfer to Charter Corporation funding in lieu of property taxes in monthly installments on or before the fifteenth (15th) of each month pursuant to Education Code § 47635.
13. Pursuant to Education Code § 47604(d), Charter School agrees that all loans received by Charter School shall be the sole responsibility of Charter School and the District shall have no obligation for repayment. Charter Corporation is to operate Charter School in a financially sound fashion. It is agreed that all loans sought by Charter Corporation for Charter School shall be authorized in writing in advance by Charter Corporation and shall be the sole responsibility of Charter Corporation. In no event shall the District have any obligation for repayment of such loans.
14. Charter Corporation and Charter School will use all revenue received from state and federal sources only for the educational services of Charter Corporation and Charter School and for the benefit of the students enrolled and attending Charter School. Sources of funding must be used in accordance with applicable state and federal statutes and the terms or conditions, if any, of any grant or donation.
15. Charter Corporation and the District agree to negotiate on a case-by-case basis for additional funding pursuant to Education Code § 47636.

16. This Funding section, as well as all other sections of this Agreement, shall be applied consistent with the statutes and regulations applicable to charter schools, which may from time to time be amended or modified by the Legislature or the State Board of Education. Nothing contained in this Agreement shall be deemed a waiver by either party of the rights and obligations under these laws.
17. The District shall not advance any funds to Charter Corporation for Charter School. In addition, the District shall not act as or provide a line of credit to Charter Corporation for Charter School.
18. Charter Corporation on behalf of Charter School shall seek reimbursements of its mandated costs, if any, directly from the state.
19. In the event the District seeks and receives a voter-approved bond, parcel tax, etc., Charter School and/or Charter Corporation shall have no entitlement to any portion of the funds unless otherwise negotiated in advance and agreed to in writing by the Parties. The Parties shall meet sufficiently in advance of any action by the District to pursue such measures so as to advise Charter Corporation and to determine the positions of the Parties. Charter Corporation agrees that it and Charter School have no entitlement to funds currently being received, if any, by the District under former parcel tax or bond elections.

G. Legal Relationship

1. The Parties recognize that Charter Corporation is a separate legal entity that operates Charter School under the supervisory oversight of the District.
2. Charter School shall be wholly responsible for its own operations and shall manage its operations efficiently and economically pursuant to its annual budget. The District shall not be liable for the debts and/or obligations of Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School if the District has complied with its oversight responsibilities, including those required by Education Code §§ 47604.32 and 47605(m).
3. Charter School shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and paying all associated costs and fees.
4. Neither Charter School nor Charter Corporation shall have the authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party. Charter School shall clearly indicate to vendors and other entities and individuals outside the District with which or with whom Charter School enters into an agreement or contract for goods or services that the obligations of Charter School under such agreement or contract are solely the responsibility of Charter School and are not the responsibility of the District.
5. Notwithstanding any other indemnification provisions contained in this Agreement, Charter School and Charter Corporation agree, acknowledge, and accept full responsibility and liability for their policies, requirements, processes, and procedures, including their admissions and public random drawing requirements, policies and procedures. Charter Corporation shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its trustees, officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "the District and District Personnel") from and against any and all actions, suits, proceedings, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorneys' fees, and expert

witness fees, whether or not suit is actually filed, and/or any judgment rendered against the District and District Personnel, that may be asserted or claimed by any person, firm, association, or entity arising out of, in whole or in part, or in connection with, the District's approval of Charter School's or Charter Corporation's Charter, Charter School's or Charter Corporation's performance under the Charter, Charter School's or Charter Corporation's performance under this Agreement or any acts or errors or omissions by Charter School or Charter Corporation, their officers, directors, administrators, employees, attorneys, agents, representatives, volunteers, successors and assigns, including, but not limited to, arising out of Charter School's policies and procedures, such as its application requirements, admission requirements, and public random drawing procedures.

6. To the extent required by law, Charter Corporation and Charter School agree to comply at all times with all applicable state and/or federal laws (which may be amended from time to time), including, without limitation, those set forth in Education Code § 47604.1 and the following:
 - a. The Ralph M. Brown Act (Government Code § 54950 et seq.);
 - b. The California Public Records Act (Government Code § 6250 et seq.);
 - c. Conflict of interest laws applicable to charter schools, including without limitation, the Political Reform Act and its administration by the California Fair Political Practices Commission (Government Code § 81000 et seq.);
 - d. Government Code § 1090 et seq., as set forth in Education Code § 47604.1;
 - e. The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g);
 - f. The Child Abuse and Neglect Reporting Act (Penal Code § 11164 et seq.);
 - g. The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 et seq.);
 - h. The Americans with Disabilities Act ("ADA") and the Americans with Disabilities Act Amendments Act of 2008 ("ADAAA") (42 U.S.C. § 12101 et seq.);
 - i. The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
 - j. The California Fair Employment and Housing Act ("FEHA") (Government Code § 12900 et seq.);
 - k. The Age Discrimination in Employment Act ("ADEA") (29 U.S.C. § 621 et seq.);
 - l. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.);
 - m. Education Code § 220 (prohibiting discrimination); and
 - n. The Uniform Complaint Procedures (5 CCR § 4600 et seq.).
7. Charter Corporation agrees that all of its records that relate in any way to the operation of Charter School, including those submitted to the District, shall be treated as public records subject to the requirements of the Public Records Act, as well as Education Code § 47604.3.

H. Fiscal Relationship

1. Oversight Obligations. The District's oversight obligations include, but are not limited to, the following:
 - a. Review and revision of this Agreement, and subsequent agreements, to clarify and interpret the Charter, and any revisions to the Charter and the relationship between Charter School and the District.
 - b. Monitoring performance and compliance with the Charter and with applicable laws, including the following:
 - i. Identifying at least one staff member as a contact person for Charter School;
 - ii. Visiting Charter School at least annually;
 - iii. Ensuring that all reports required by law, including the local control and accountability plan and annual update to the local control and accountability plan required pursuant to Education Code § 47606.5
 - iv. Monitoring the fiscal condition of Charter School; and
 - v. Conducting the Charter revocation process, as necessary, pursuant to Education Code § 47607 and its applicable regulations, including hearing/investigating alleged violations and monitoring efforts to cure.
 - vi. Notifying the California Department of Education upon the occurrence of any of the circumstances described in Education Code § 47604.32(a)(5).
2. Charter School shall promptly respond to all reasonable inquiries of the District, including, but not limited to, inquiries regarding Charter School's financial records. The District shall promptly respond to all reasonable inquiries made by Charter Corporation, including, but not limited to, inquiries regarding financial records in which the District maintains base data or information.
3. For purposes of fiscal oversight and monitoring by the District, Charter Corporation shall provide the District with a copy of documents, data and reports in the form and at the times specified by the District. All problems, questions, concerns, and/or issues, if any, related to the documents, data and reports that are produced by Charter Corporation and delivered to the District shall be brought to Charter Corporation's attention in writing within thirty (30) days of receipt by the District of the documents, data and records.
4. Charter Corporation shall provide such other documents, data and reports as may be reasonably requested or required by the County Superintendent of Schools, including the annual reports set forth in Education Code § 47604.33, which must be prepared and submitted to the District and the County Superintendent of Schools.
5. The District will use any financial or other information it obtains from Charter Corporation and Charter School, including, but not limited to, the reports required by Education Code § 47604.33, to perform its duties described in Education Code § 47604.32(a), including monitoring the fiscal condition of Charter School

6. It is recommended that Charter School maintain a minimum ending fund balance of not less than 3% as a reserve for economic uncertainties.
7. Oversight Services. Charter Corporation shall pay the District an amount equal to one percent (1%) of Charter School's revenues (excluding any monies for which the District has received as indirect cost rate charge) to cover the actual cost of supervisorial oversight. Charter School's revenue means the LCFF entitlement. This is the amount received in the current fiscal year from the LCFF calculated pursuant to Education Code § 42238.02, as implemented by Education Code § 42238.03. Payment shall be made by Charter Corporation monthly, at the same time as the in-lieu property taxes are distributed by the District.
8. The Parties agree that the District shall not act as fiscal agent for Charter Corporation or Charter School. It is agreed that Charter Corporation shall be solely responsible for all fiscal services for Charter School, including payroll, purchasing, attendance reporting, and completion and submission of state budget forms. The District shall process and transfer to Charter Corporation all payments received by the District for Charter School in a timely fashion.
9. To the extent Charter Corporation wishes to contract with the District for any services to Charter School beyond those specified in this Agreement, a separate written contract with the District shall be required and the costs of such services shall be paid in full by Charter Corporation.

I. Financial Reporting

1. Budget Data

- a. A preliminary budget shall be provided to the District and the County Superintendent of Schools for review on or before May 31 of each year. All key budget variables, including revenue, expenditure, debit, and beginning and ending balance variables shall be defined.
- b. A copy of the adopted budget shall be provided to the District for review no later than July 1st of each year.
- c. A copy of Charter Corporation's adopted budget guidelines, fiscal policies, and internal controls shall be provided to the District within four weeks of adoption of this Agreement and then followed by annual updates.

11. Cash Flow Data

- a. Cash flow projections shall be submitted with each quarterly financial report, as detailed below.
- b. The District shall be notified at least three (3) weeks in advance (or a shorter time period upon showing of good cause by Charter School) of any action by Charter Corporation's Board of Directors' to incur short- or long-term debt. Financing documents shall be made available for the District's review upon request.
- c. The District shall provide Charter Corporation with in-lieu property tax estimates and other available financial data necessary for Charter Corporation to meet its budget and fiscal obligations outlined in this Agreement and in applicable law within a reasonable period of

time after a written request by Charter Corporation, but in no case later than 30 days thereafter.

3. Financial Data

- a. The first interim financial report shall be prepared and submitted to the District and the County Superintendent of Schools on or before December 15 of each year. This first interim financial report shall reflect changes through October 31.
- b. The second interim financial report shall be prepared and submitted to the District and the County Superintendent of Schools on or before March 15 of each year. This second interim financial report shall reflect changes through January 31.
- c. The third interim financial report shall be prepared and submitted to the District on or before June 15 of each year, if deemed necessary by the District. This third interim financial report shall reflect changes through April 30.
- d. The final unaudited financial report for the full prior year shall be prepared and submitted to the District and the County Superintendent of Schools on or before September 1 of each year or within two weeks of receiving year-end closing data from the District, whichever is later.

4. Financial Audit

- a. Charter Corporation shall provide a copy of Charter School's audited financial report to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year.
- b. Audit exceptions or deficiencies identified in the audit report shall be addressed by Charter School through the development of a remediation plan outlining how and when they will be resolved. Such remediation plan shall be provided to the District by January 15 of each year or within 4 weeks following the finalization of the audited financial report, whichever is later.

J. Attendance Reporting

1. Charter Corporation shall use commercially available attendance accounting software (such as Power School, etc.) for student attendance accounting at Charter School.
2. Charter Corporation, on behalf of Charter School, shall submit enrollment and attendance data as required to receive apportionment of funding according to the specified deadlines. The District staff will review and certify the accuracy of Charter School's attendance data submitted by Charter Corporation only when all documentation has been submitted and is accurate. Attendance data submitted without the requisite detail will not be processed and may result in a delay of funding to Charter School.
3. Student data covering demographic, behavioral and program participation, etc., are needed for effective oversight responsibilities as well as timely and efficient state and federal reporting on behalf of the District and charter schools. Consequently, Charter School shall adhere to the following:

- a. Charter School shall submit student enrollment projections to the District by March 1 of the preceding school year.
- b. Charter Corporation shall submit monthly summary reports of enrollment and average daily attendance ("ADA") no later than five (5) business days following the close of the period.
- c. Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the District for inspection and audit.
- d. Charter School shall provide copies of P-1 and P-2 and annual state attendance reports to the District by January 15, April 30, and June 20, respectively, of each year.
- e. Charter School shall provide to the District copies of amended state attendance reports, if any, within three weeks of discovery of the need for making such an amendment.

K. Special Education Services/Section 504

1. Charter School shall be categorized as a public school of the District in accordance with Education Code § 47641(b) for purposes of Special Education.
2. The following provisions govern the application of Special Education services to Charter School's students:
 - a. It is understood that all pupils will have access to Charter School, no student shall be denied admission due to disability and Charter School's preferences shall not result in limiting enrollment access for pupils with disabilities.
 - b. Charter School confirms that it will have the means in place to achieve a balance of special education pupils that is reflective of the general population residing within the territorial jurisdiction of the District.
 - c. Charter School will comply with all applicable state and federal Special Education laws.
 - d. Charter School agrees to implement a Student Study Team (SST) to monitor and guide referrals for Section 504 and Special Education services. Charter School agrees that it is solely responsible for compliance with Section 504.
 - e. In accordance with the District's Special Education Local Plan Area (SELPA) and Local Plan for Special Education, if Charter School intends to be categorized as a local educational agency (LEA) member of a SELPA for purposes of special education, Charter School shall apply to a SELPA and adhere to the District's requirements and timeline, as applicable.
 - f. Charter School and the District intend that Charter School will be treated as any other public school of the District with respect to the provision of Special Education services, including the allocation of duties between on-site staff and resources and the District's staff and resources.
3. Division and Coordination of Responsibility. The District and Charter School agree to allocate responsibility for the provision of special education services (including but not limited to

identification, evaluation, Individualized Education Program (IEP) development and modification, and educational services) in a manner consistent with allocation between the District and its public school sites. Where particular services are generally provided by staff at the school site level, Charter School will be responsible for providing said staff and programming; where particular services are provided to schools by the District office, those services will be made available to Charter School in a similar fashion.

4. Charter School and the District intend that they will jointly ensure that all students entitled to services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, *et seq.*, and Education Code § 56000, *et seq.* will receive those services.
5. Identification and Referral. Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have needs that qualify them to receive Special Education services. Charter School, with the District's assistance, will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such needs. These policies and procedures will be in accordance with California law and the District's policies and procedures. As between Charter School and the District, Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other Special Education information on any student enrolling from a non-District school.
6. The District shall provide Charter School with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that Charter School is provided with notification and relevant files of all students transferring to Charter School from a District school who have an existing IEP in the same manner that it ensures the forwarding of such information between District schools.
7. Assessments. The District and Charter School shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the District's general practices and procedures for other public schools of the District and applicable law. Charter School shall not fund an independent educational evaluation (IEE) without prior written approval of the District. The District agrees to provide such written approval to Charter School or, if the District decides to decline a request for an IEE, the District agrees to inform Charter School of the decision to file a request for due process to defend the assessment, without unnecessary delay. Such costs associated with funding an IEE shall be in compliance with how the District funds IEEs for other public schools of the District.
8. Individualized Education Program. Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practices and procedures and applicable law, including Education Code § 56341. Charter School shall be responsible for having the designated representative of Charter School in attendance at IEP meetings in addition to representatives who are knowledgeable about the regular education program at Charter School.
9. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. IEP team membership shall be in compliance with state and federal law, including Education Code § 56341, and shall include the designated representative of the District (or designee). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

10. For students who enroll in Charter School with a current IEP, the District and Charter School shall conduct an IEP meeting in accordance with applicable law. Charter School shall notify the District immediately of students who may fall into this category. For such students who were previously enrolled in the District, the District agrees to forward the student's cumulative file, including all Special Education files, to Charter School within 10 calendar days with signed parent/guardian permission. In addition, the District will provide consultative assistance to Charter School to help transition the student.
11. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than Charter School staff, the District shall provide and/or arrange for such services. The District's services shall include consultative services by District staff to Charter School staff in the same manner that the District's staff consults with staff at other District schools.
12. To the extent that the agreed upon IEP requires placement outside Charter School, including but not limited to placement at a nonpublic school, private school, and/or residential treatment center, the District shall be responsible for funding such placement in the same manner that it funds such placements for all other public schools of the District.
13. Complaints. In consultation with Charter School, the District shall address, respond to and investigate all complaints received under the Uniform Complaint Procedure (UCP) involving Special Education that appropriately fall under the UCP. If a parent/guardian utilizes Charter School's UCP, Charter School shall notify the District within a reasonable time period after receipt of the complaint.
14. Due Process Hearings. In consultation with Charter School, the District may initiate a due process hearing on behalf of a student enrolled in Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. In the event that the parent/guardian files for a due process hearing, the District and Charter School shall work together to defend the case. In the event that the District determines legal counsel representation is needed, the District and Charter School shall be jointly represented by legal counsel, unless there is a conflict of interest. If separate counsel is needed by Charter School, Charter Corporation may select such counsel, and shall be responsible all costs and fees of its legal counsel.
15. Dispute Resolution. Charter School shall comply with all state and federal statutory and regulatory dispute resolution procedures pertaining to the provisions of special education services including, without limitation, IDEA, the Uniform Complaint Procedure for Special Education (5 CCR § 4600 et seq.), Government Code § 7585, and the dispute resolution procedures established by the District's SELPA and Local Plan for Special Education.
16. Special Education Local Plan Area. The District Superintendent or designee shall represent Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to Charter School regarding SELPA decisions, policies, etc., shall be communicated to Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding Special Education to site staff, such opportunities/information shall be made available to Charter School staff. To the extent the District's site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their school, such opportunities shall be made available to Charter School staff.

17. Transfer of Special Education Apportionment Directly to the District. The Parties agree that, pursuant to the division of responsibilities set forth in this Agreement, Charter School has elected the status of any other public school in the District for the purposes of Special Education services and funding, and the District has agreed to provide Special Education services for Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, all funds apportioned to and received by Charter School directly from the state and federal government for Special Education services pursuant to Education Code § 47613.1(a)(2) shall be forwarded by Charter School to the District. In exchange, Charter School shall receive an equitable share of funding and services consisting of either or both of the following:
- a. State and federal funding provided to support Special Education instruction or designated instruction and services or both provided or procured by Charter School that serve pupils enrolled in and attending Charter School, with the agreement of the District.
 - b. Any necessary Special Education services including administrative and support services and itinerant services that are provided by the local educational agency on behalf of pupils with disabilities enrolled in Charter School as described above.
18. Charter School Contribution to Encroachment. Charter School shall owe the District an amount of funding equal to the District's total excess cost of Special Education (hereafter "encroachment") per unit of the District-wide general education ADA, for each unit of Charter School's general education ADA. The formula for calculating Charter School's contribution is as follows: Total District encroachment divided by District-wide attendance ("P-2") x Total Charter School attendance ("P-2"). Charter School enrollment includes all students, regardless of home district. Adjustments will be made to include, on a pro-rated basis, students who enroll after the student-enrollment calculation is made. No prorated adjustment will be made for students who leave during the academic year. The encroachment amount owing to the District shall be offset by any cost Charter School has incurred in providing necessary special education services to its students provided that such costs have been approved by the District prior to being incurred by Charter School. Should Charter School no longer be within the District's SELPA, such encroachment will no longer be owed once all outstanding encroachment has been paid by Charter School.
19. Special Education funds for Special Education staff and services provided at the local school site level by Charter School with the agreement of the District shall be allocated to Charter School by the District.
20. Charter School agrees to adhere to the policies and requirements of the Local Plan for Special Education and to District policies.
21. Special Education services will be offered at Charter School based upon each student's Individualized Education Program and based upon Charter School's educational methods and philosophy.
22. If needed, due to limited Special Education staff, the District may seek out contracts with other school districts, companies, or organizations to serve Charter School's students. Charter School shall assist the District in providing such services.

L. Insurance and Risk Management

1. Charter Corporation, as applicable, will obtain its own insurance coverage to cover the operations of Charter School and supply the District with certificates of insurance and proof of insurance as initially outlined below, which may change annually based on, among other factors, size and location of Charter School. Charter Corporation shall instruct the insurance carrier(s) to inform the District immediately if the coverage becomes inoperative for any reason. The District may request to see evidence of insurance coverage during site visits.
2. Charter Corporation shall procure from an insurance carrier licensed to do business in the State of California or a qualified joint power authority ("JPA") registered with the California Department of Industrial Relations, and keep in full force during the term of the Charter, at least the following insurance coverage for itself, Charter School, and the District:
 - a. Property Insurance against fire, vandalism, malicious mischief and such other perils as are included in "special form" coverage insuring all of Charter Corporation's trade fixtures, furnishings, equipment and other personal property. The property policy shall include "extra expense" coverage and shall be in an amount not less than 100% of the replacement value.
 - b. Commercial General Liability Insurance in an amount not less than Three Million Dollars (\$3,000,000) per occurrence and Six Million Dollars (\$6,000,000) in total general liability insurance for bodily injury (including death), property damage and personal and advertising injury arising out of or connected to Charter Corporation's premises and operations. Charter Corporation shall also maintain errors and omissions/educators legal liability, sexual abuse and molestation coverage, and employment practices liability of Charter Corporation, its governing board, officers, agents, or employees of Charter School with limits of not less than the amount stated above. Charter School represents that its insurance shall cover all situations under which Charter School is responsible to defend and indemnify herein. The amount of total general liability insurance required shall increase to seven million, five hundred thousand dollars (\$7,500,000) if Charter School's ADA (as reported at P-Annual) exceeds 1,000. The deductible per occurrence for said insurance coverage stated herein shall not exceed twenty thousand dollars (\$20,000).
 - c. Comprehensive or Business Automobile Liability Insurance with limits not less than Two Million Dollars (\$2,000,000) each occurrence, Combined Single Limit for Bodily Injury and Property Damage including coverage for Owned, Non-owned and Hired Vehicles, as applicable.
 - d. Workers' Compensation Insurance in accordance with the provisions of the California Labor Code, insurance adequate to protect Charter Corporation from claims under Workers' Compensation Acts which may arise from its operation of Charter School, with statutory limits and Employer's Liability limits (including employment practices coverage) of not less than One Million Dollars (\$1,000,000) each occurrence.
3. If any policies are written on a claims-made form, Charter School agrees to maintain such insurance continuously in force for three years following non-renewal, termination or revocation of the Charter or extend the period for reporting claims for three years following the non-renewal, termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.
4. Charter School shall be responsible, at its sole expense, for separately insuring its personal property.

5. Charter School shall procure and maintain for the duration of this Agreement the specific insurance policies listed herein with the specified limits per occurrence. If a general aggregate limit applies, the general aggregate limit shall be twice the required occurrence limit. If Charter School maintains broader coverage and/or higher limits than the minimums shown herein, the District requires and shall be entitled to the broader coverage and/or higher limits maintained by Charter School. Charter School's liability policy or policies must provide all liability Charter School is required to insure against by law and authorized to insure against. The District and District Personnel shall be covered as additional insureds via an endorsement to all liability policies maintained by Charter School. Such endorsement shall provide that all additional insured coverage afforded to the District and District Personnel under Charter School's insurance coverage shall be primary and noncontributory as respects the District and District Personnel. Any insurance or self-insurance maintained by the District or District Personnel shall be excess of Charter School's insurance and shall not contribute with it. Each insurance policy required above shall be endorsed to provide that coverage shall not be canceled, except with notice to the District.
6. Copies of all policies of insurance and certificates of coverage shall be provided by Charter Corporation to the District annually, but no later than two weeks prior to the commencement of the school year. The District shall receive written notification 30 days in advance of the termination or cancellation of any insurance policy maintained by Charter School.
7. Charter Corporation and Charter School shall hold harmless, defend, and indemnify the District and District Personnel from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any intentional or negligent act or omission of Charter Corporation and/or Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, Charter Corporation, at its own expense and risk, shall defend with legal counsel satisfactory to the District all legal proceedings which may be brought against the District and District Personnel, and shall satisfy any resulting judgments up to the required amounts that may be rendered against any of them. This indemnity and hold harmless provision shall exclude actions brought by third persons against the District and District Personnel arising out of the gross negligence or intentional acts, errors, or omissions of the District and District Personnel.
8. In addition, Charter School shall institute a Risk Management Plan, including policies and practices to address reasonably foreseeable occurrences, and will annually provide the District with certification in writing that such policies and practices have been instituted at Charter School.
9. A copy of Charter School's Safety Plan shall be provided to the District two weeks prior to commencement of the first school year and when reviewed and updated annually by March 1 of each year. The school safety plan shall include the following safety topics listed in Education Code § 32282(a)(2)(A)-(J):
 - a. Child abuse reporting procedures.
 - b. Disaster procedures, routine and emergency, with adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990, that include:
 - i. Establishing an earthquake emergency procedure system that includes a school building disaster plan, a drop procedure where each pupil and staff member takes

cover, protective measures to be taken before, during and following an earthquake, and a program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

- ii. Establishing a procedure to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
 - c. Policies for pupils who committed an act that would lead to suspension, expulsion, or mandatory expulsion recommendations.
 - d. Procedures to notify teachers of dangerous pupils.
 - e. A discrimination and harassment policy consistent with the prohibition against discrimination.
 - f. The provisions of any schoolwide dress code that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code.
 - g. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
 - h. A safe and orderly environment conducive to learning at the school.
 - i. The rules and procedures on school discipline.
 - j. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
10. Health benefits plans and policies shall be provided, upon request, to the District within eight weeks of mutual approval of this Agreement and thereafter annually by no later than two weeks prior to the commencement of the school year.

M. Human Resources Management

- 1. All staff working at Charter School are employees of Charter Corporation, which shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees.
- 2. Charter Corporation is deemed the exclusive employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA) under Government Code § 3540 et seq. and will be considered the public school employer of the employees at Charter School for purposes of collective bargaining.
- 3. Actual staffing data shall be provided to the District, upon request. Teacher credentials and permits shall be maintained on file at Charter School and shall be subject to periodic inspection by the District. Copies of credentials and a list of teaching/class assignments for each teacher shall be provided to the District by Charter School at the commencement of each school year.
- 4. Charter School will comply with the credentialing requirements for teachers at Charter School set forth in Education Code § 47605(l) as well as any applicable federal laws. Charter School

will provide written verification of compliance with Education Code § 47605(l) to the District at the commencement of each school year.

5. Certificated and classified employee salary schedules shall be provided, upon request. A copy of Charter Corporation's personnel and payroll policies shall be provided upon commencement of the first school year by August 1 and annually thereafter. Copies of individual employment contracts shall be maintained on file at Charter School and shall be subject to periodic inspection by the District.
6. Charter Corporation shall provide to the District, upon request, the job descriptions and qualifications for each position at Charter School.
7. Charter Corporation may process Charter School's State Teachers' Retirement System ("STRS") and Public Employees Retirement System ("PERS") deductions and contributions. Charter Corporation shall accept and assume sole financial responsibility for all STRS and PERS reporting fines and penalties resulting from incomplete, inaccurate, or late reports and/or inadequate or late deposits from any cause whatsoever, except to the extent resulting from the sole negligence of the District. Such responsibility shall include but not be limited to any and all reporting fines and/or penalties.
8. Charter Corporation shall distribute a copy of its Employee Handbook to each employee at Charter School each year. At a minimum, the handbook shall include a statement that Charter Corporation is the exclusive public employer of employees at Charter School and has sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees. The handbook shall also include specific expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements. Such handbook shall be provided to the District upon request.
9. At all times during the term of the Charter, Charter Corporation employees at Charter School, parent volunteers who will be performing services with Charter Corporation students that are not under the direct supervision of a certificated teacher, and all vendors having unsupervised contact with Charter Corporation students will submit to background checks and fingerprinting in accordance with Education Code § 45125.1. Charter Corporation will provide certification to the District that all employees and volunteers/vendors (as applicable) have cleared a criminal record check through the Department of Justice ("DOJ") and the Federal Bureau of Investigation ("FBI") prior to having any unsupervised contact with students.
10. Charter Corporation shall maintain on file and have available for inspection during site visits, evidence that it has performed criminal background checks for all employees and documentation certifying that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

N. Student Records/Expulsions

1. To the extent necessary to discharge its reasonable supervisory oversight activities, Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled, upon request, to access Charter School's education records under FERPA (20 U.S.C. § 1232g) and related state laws regarding student records. The

District, Charter School, and their offices and employees shall comply with FERPA and state laws regarding student records.

2. If a Charter School student is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days pursuant to Education Code § 47605(e)(3). Charter School shall maintain records of such notifications during the term of this Agreement for the District review upon request.
3. Neither Charter School nor the District shall be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion, consistent with applicable law(s) and policy. This shall not be read to mean Charter School may not refer expelled students to the District if the District is their school district of residence. Charter School may still refer expelled students back to their district of residence, which may be the District; however, the Parties understand and agree Charter School has no control of or responsibility for the District's decision to accept such students after Charter School's referral.
4. Charter School shall provide to the District Charter School's student discipline policies upon commencement of the first year of instruction and annually thereafter, as updated.
5. Charter School may request the District to process student expulsions. The District will charge Charter School for the cost associated with the provision of the student expulsion services at the then current rate.

O. Transportation

1. Charter Corporation shall be responsible for any and all transportation offered to students who enroll in Charter School, including but not limited to any and all transportation required in any student's IDEA Individualized Education Program ("IEP") or Rehabilitation Act Section 504 Plan.
2. Charter School may, at its sole option, provide transportation services for Charter School students to and from school.
3. Charter School will be responsible for providing transportation for field trips, including using public transportation.
4. Charter School may request the use of the District's buses for field trips. Such request must be sent to the District's Transportation Department and Charter School shall pay the cost of the field trip buses. Charter School may further arrange charter buses through the District's Transportation Department and pay all applicable charges.

P. Nutritional Services

1. Charter School shall provide, for each needy pupil, one nutritionally adequate free or reduced-price meal during each school day as set forth in Education Code § 49550. Needy children shall be defined as those children who meet federal eligibility criteria for free and reduced-price meals as defined in Education Code § 49531.
2. Charter School will be responsible for providing its own food services, if any. If Charter Corporation wishes the District to operate food services (breakfast and lunch) for Charter

School, the District will retain the state and/or federal revenue for any food services provided by the District to Charter School. The District may provide food services for Charter School during any extended school year (i.e., summer school). The District shall advise Charter School as to any necessary reporting required by state or federal agencies.

Q. Educational Program

1. Subject to the District's oversight and compliance with the Charter and applicable state and federal law, Charter Corporation is autonomous for the purposes of, among other things, deciding Charter School's educational program.
2. Charter Corporation shall comply with and adhere to the state requirements for participation and administration of all state mandated tests for Charter School.
3. Charter School shall comply with Education Code § 47606.5 (regarding local control and accountability plans), as that statute may be amended from time to time, as well as its applicable regulations. Charter School's local control and accountability plan and an annual update to the local control and accountability plan ("LCAP") shall be annually prepared and submitted to the District and the County Superintendent of Schools on or before July 1 of each year, unless a different date is established by law. The Parties acknowledge that results reported on the LCAP may be relied upon by the District in making decisions on material revisions, charter renewal and replication of charter schools.
4. Charter School's calendar shall be submitted annually to the District for review and verification of compliance with instructional day and minutes requirements. Any calendar changes must be provided to the District by April 1 prior to the beginning of a new school year. Any calendar changes made following April 1 must be provided to the District immediately and no later than ten (10) business day following the change.
5. Charter School is accountable for pupil outcomes identified in the Charter.
6. Charter Corporation will prepare an annual report providing all information necessary to demonstrate that Charter School is meeting the applicable accountability standards. Charter School shall also conform to the California School Dashboard performance requirements and any special funding programs that have additional performance standards. The annual report shall be provided to the District by June 30 of each year.
7. At the request of the District, Charter Corporation shall present updates and/or reports regarding Charter School to the District during the year.

R. English Learner Services

1. If Charter School is using the District's English Learner Services, students who enroll at Charter School shall complete a Home Language Survey at the time of enrollment. Charter School shall then fax the surveys to the District's Department of English Learner Services, which will coordinate the initial testing for these students. After testing, the Department will send the test results to Charter School.

S. Facilities

1. Charter Corporation agrees that it is not seeking facilities for Charter School from the District under Proposition 39. If Charter School seeks facilities in the future, it understands it must follow the requirements regarding requesting Charter School Facilities set forth in Education Code § 47614 and the regulations related thereto as well as the District's requirements for Charter School Facilities.
2. All facilities shall meet all applicable fire and safety code requirements, will conform with the requirements of Education Code §§ 47610(d) and/or 47610.5, and will conform with all applicable provisions of the Americans with Disabilities Act and any other applicable federal and state requirements. All facilities will be approved by the local fire marshal for the use intended.

T. Material Revisions to the Charter

1. Changes to the Charter deemed to be material revisions may be made only with prior approval from the District. Changes to the Charter considered to be material revisions include, but are not limited to, the following:
 - a. Substantive changes to the educational program, mission, or vision of Charter School, including the addition or deletion of a major program component that is a distinctive feature of Charter School, such as STEM, language immersion, grade level grouping, arts integration, etc.
 - b. Adding a classroom-based or non-classroom-based program/facility not expressly authorized by the Charter.
 - c. Proposed changes in enrollment that represent an increase or decrease from the enrollment originally projected in the Charter by more than 25% in any grade level or 10% of total enrollment in any given year.
 - d. Addition or deletion of grades or grade levels to be served, for the program as a whole or in a given year, not expressly authorized by the Charter, or otherwise required by law.
 - e. Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes shall be exempt from this provision.
 - f. Changing the name of Charter School.
 - g. Entering into a contract to be managed or operated by any other nonprofit public benefit corporation (or any other entity) other than Charter Corporation.
 - h. Substantive changes to admission requirements and/or enrollment preferences identified in the Charter, unless required by law.
 - i. Substantive changes to the governance structure as described in the corporate bylaws, including but not limited to: changes in the authorized number of Board members, method by which sitting Board members are removed, method by which new Board members are selected, and/or provisions that reduce the size of the quorum required for a meeting and majority required for action. Revisions to the bylaws to ensure compliance with legal

updates that do not affect the Charter may not be considered a material revision by the District.

2. Notice of a nonmaterial revision to the Charter shall be provided, in writing, at least 5 business days in advance of Charter Corporation's Board meeting at which the revision is to be approved.

U. Site Visits

1. The District will conduct at least one (1) visit to Charter School annually in accordance with the Charter Schools Act. The information gathered will be used to assess Charter School's progress in governance and organizational management, educational performance, fiscal operations and fulfillment of the terms of the Charter and this Agreement.
2. A school site visit may include review of the facility, review of records maintained by Charter School, and interviews with the management of Charter School and/or Charter Corporation, Charter School employees including the site principal, and Charter School's students/parents, as well as observation of instruction in the classrooms.
3. Any deficiencies will be reviewed with Charter School's site principal and Charter Corporation and an opportunity for comment, explanation and/or correction will be provided.
4. The evaluations of Charter School for each year will be used, in addition to other information and reports, to determine a renewal decision.

V. Renewal

1. Charter Corporation may seek renewal of Charter School's Charter in accordance with statutory provisions. Charter Corporation shall submit its renewal petition for the next charter term to the District no sooner than September 1 of the school year in which Charter School would cease operations without renewal.
2. The District and Charter School may mutually agree to schedule a renewal conference, which shall be attended by the District and Charter School. Charter School shall provide the District with a draft Renewal Petition at least five (5) business days prior to the scheduled renewal conference, if any.
3. To the extent required, the charter renewal petition shall be revised in accordance with current statutes and regulations.
4. The Parties agree that after Charter School has been in operation for four years it may be granted renewal provided Charter School shows evidence of meeting renewal criteria as set forth in Education Code §§ 47607 and 47607.2.

W. Charter Revocation

1. The District shall have the right to revoke the Charter in accordance with Education Code §§ 47607, 47607.3 or any other applicable statute or regulations. Prior to instituting revocation proceedings, the District may provide progressive notices that correction of a problem at Charter School by Charter Corporation needs to occur with specified reasonable timelines.

2. The minimum progression of notification of corrective action for concerns the District considers to involve violation(s) of Education Code § 47607(f) is as specified in California Code of Regulations, Title 5, Section 11968.5.2. Additional notification may be provided at the sole discretion of the District.
3. If the District determines, based on credible report(s), that there is a severe and imminent threat to the health or safety of the pupils of Charter School, and makes such determination in writing pursuant to Education Code § 47607(g), the District may take immediate action to assure the safety and well-being of the pupils, as well as staff and the community, consistent with California Code of Regulations, Title 5, Section 11968.5.3. Such immediate action, as deemed appropriate by the District in its reasonable discretion, may include but is not limited to revocation of the Charter in accordance with Education Code § 47607.
4. During the period prior to revocation, Charter Corporation shall have the opportunity to work with the District to address concerns and develop a plan to remediate all areas to the reasonable satisfaction of the District consistent with applicable laws.

X. Closure Procedures

1. At all times it is operational during the Charter term, Charter School will provide a description of the procedures to be used in the event Charter School closes and provide such procedures to the District as outlined in the Charter.
2. Procedures must be compliant with requirements contained in California Code of Regulations, Title 5, Section 11962 and consistent with the Charter. Detailed closure procedures are set forth in Attachment A and incorporated herein by reference. At a minimum, closure procedures must include the following:
 - a. Identification of a responsible person(s), e.g. Executive Director, Financial Officer, representative of Charter Corporation Governing Board, to oversee and conduct the closure process;
 - b. Notification of students and families of school closure;
 - c. Security of student and business records;
 - d. Processing of final employee payroll and benefits;
 - e. Identification of all assets and liabilities and plan for transfer as detailed in the Charter;
 - f. Final Charter School close-out audit to be paid for by Charter Corporation;
 - g. Identification of a source of funding to be used for closeout expenses including the final audit; and
 - h. If applicable, dissolution of the nonprofit public benefit corporation.
3. If Charter School is to close permanently for any reason (e.g., voluntary surrender, nonrenewal, revocation), the District shall serve written notice on Charter Corporation that the closure procedures have been invoked. Charter Corporation will immediately identify to the District the specific individual who is responsible for coordinating Charter School's close out activities.

The District will identify a staff person who will work with Charter School to accomplish all close out activities.

4. Charter Corporation expressly acknowledges the right of the District to gain full access to and copies of all student and business records concerning Charter School within a reasonable time after the District gives written notice that it is invoking the closure procedures.

Y. Required Disclosures

1. Pursuant to Education Code § 47604.3, Charter School shall respond promptly to all reasonable requests of the District.
2. Charter Corporation shall immediately notify the District of any pending or actual litigation and/or claim from any party or notice of potential infraction, criminal or civil action against Charter Corporation, Charter School or any employee, agent or volunteer that may involve or affect Charter Corporation or Charter School. In addition, Charter Corporation shall immediately notify the District of any request for information by any governmental agency about Charter Corporation or Charter School.
3. The District shall immediately notify Charter Corporation of any pending or actual litigation and/or claim from any party or notice of any potential litigation and/or claim against the District, Charter Corporation and/or Charter School, which may involve or affect Charter Corporation or Charter School. In addition, the District shall immediately notify Charter Corporation of any request for information by any governmental entity about Charter Corporation or Charter School.
4. If Charter Corporation seeks any loans or advance receipt of funds for Charter School, it shall establish a fiscal plan for repayment in advance of receipt of such loans. Charter Corporation shall provide advance written notice to the District specifying its intent to apply for a loan for Charter School. Advance notice shall include a description of the need for the loan, its terms, and the plan for repayment, including a cash flow schedule. If a loan is received, Charter Corporation shall, at the time of deposit of any sums which are loans to Charter Corporation for Charter School, provide the District with the loan documents, minutes of Charter Corporation's Board meetings at which such loan was approved, plan for repayment and updated cash flow schedule.

III. LEGAL

- A. **Non-Assignment.** Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of Charter Corporation with any other nonprofit public benefit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the District pursuant to applicable sections of the Education Code.
- B. **Severability.** If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law, statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

- C. **Venue.** The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in the County of Fresno, California.
- D. **Amendment and Waiver.** Any waiver, amendment, modification, or cancellation of any provisions of this Agreement must be in writing and executed by duly authorized representatives of all parties specifically indicating the intent of the Parties to modify this Agreement. No such amendment or waiver shall be effective absent approval or ratification by the District and the Governing Board of Charter Corporation. The failure of either party at any time to require performance of any provision hereof shall in no manner affect its right at a later time to enforce such provision.
- E. **Dispute Resolution.** All disputes regarding this Agreement shall be resolved in accordance with the dispute resolution provision included in the Charter; provided, however, that disputes related to revocation of the Charter or acts or omissions of Charter School or Charter Corporation that constitute grounds for revocation of the Charter shall be handled pursuant to Education Code § 47607 and its implementing regulations. Violations of this Agreement shall not be considered cause for revocation unless the violation is sufficient to justify revocation under Education Code § 47607.
- F. **Entire Agreement.** This Agreement and attachments, if any, contain the entire agreement of the Parties with respect to the matters covered herein, and supersede any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement.

This Agreement represents the full and final agreement between Charter Corporation and the District and shall only be modified in writing by the mutual agreement of the Parties.

The Parties hereto have caused this Agreement to be executed by duly authorized officers or representatives set forth below.

Dated: _____

Fresno Unified School District
Board President

Dated: 05/21/2021

The Golden Charter Academy

APPROVED AS TO FORM

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

ATTACHMENT A to MEMORANDUM OF UNDERSTANDING
By and Between
FRESNO UNIFIED SCHOOL DISTRICT
And
THE GOLDEN CHARTER ACADEMY

Item	Description	Responsible Party	Completion Date	Verification
Invoking Closure Procedures				
1	<p>In the case of revocation or non-renewal, the District shall notify Charter School in writing that the closure procedures have been invoked. In the case of voluntary surrender, Charter School shall notify the District in writing that the closure procedures have been invoked.</p> <p>Charter School agrees that its officials shall have a continuing duty to cooperate with the District in all matters pertaining to the closure of Charter School, including, without limitation, attending meetings with the District, Fresno County Superintendent of Schools, and/or the State Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.</p> <p>Charter School will be the responsible entity for winding up its closure and closure-related activities. Charter School shall immediately notify the District, the California Department of Education, the Fresno County Superintendent of Schools, the SELPA in which Charter School participates, and the retirement system in which Charter School's employees participate of Charter School's following:</p> <ul style="list-style-type: none"> (1) The effective date of the closure; (2) The reason for closure; (3) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; (4) The pupils' school districts of residence; and (5) The manner in which 			

Item	Description	Responsible Party	Completion Date	Verification
	parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.			
Immediate Actions				
2	Charter School shall immediately notify the District of the location of all student and business records. Following that notification, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the District, except that student records may be copied for students' families or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	Charter School and the District shall each immediately identify an individual who will serve as the single point of contact for the entity regarding Charter School's close out activities.			
4	The District shall immediately notify Charter School in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all Charter School's student and business records.			
Students and Families				
5	Charter School shall notify the family of each student enrolled of Charter School's closure. Unless the District otherwise directs, the notification shall be immediate in the case of a revocation that takes immediate effect or shall occur within three (3) days of Charter School's knowledge of the school closure.			
6	Charter School shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). Charter School shall publicly announce cancellation of all future classes.			
7	If Charter School continues instruction to the end of the current academic year, report cards shall be issued to each student on the last day of class and Charter School also shall mail a copy of the report cards to the students' last known addresses.			

Item	Description	Responsible Party	Completion Date	Verification
8	Charter School shall notify surrounding school districts and the County Superintendent of Schools within fourteen days of the school's knowledge of closure. In the case of revocation, Charter School shall notify the same immediately.			
9	Charter School shall cooperate with the District and provide information to students and families regarding alternative public school placements within 3 to 7 days of the announcement of Charter School's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
10	Charter School shall offer to provide a copy of each student's cumulative file upon request of the student's family. Charter School shall provide the copy within seven days of a request being received, ensuring that the documents are given to the family member identified as having legal custody or guardianship of the student.			
11	Charter School shall comply within three days to requests for the transfer of students' cumulative files to other public or private schools in which the students enroll.			
12	Charter School shall promptly respond to inquiries from students and their families and from the media regarding Charter School's closure, the disposition of student records, and the alternative placement available to the students.			
13	Upon Charter School's knowledge of closure, Charter School shall immediately (no later than one (1) business day) provide the District with a list of students (names, addresses and phone numbers) in each grade level and the classes they have completed. Identify each student's district of residence, and a notation of where the student's records have been transferred. Charter School shall update the list upon request and shall provide a final list within three (3) days of the closure.			
14	Charter School shall notify the SELPA within fourteen days of the closure, complete all documentation necessary for special education students and transfer copies of the			

Item	Description	Responsible Party	Completion Date	Verification
	student's records to the SELPA. In the case of an immediate closure, Charter School shall provide the foregoing information to the SELPA no later than five (5) days following closure.			
15	The District may prepare an information sheet regarding frequently asked questions about the closure. Charter School shall post the information sheet on its website and otherwise disseminate it as requested by the District.			
Student and Business Records				
16	<p>Once the closure procedures have been invoked, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the District, except for the duplication or transfer of student cumulative files as noted.</p> <p>Charter School shall transfer to the District's Charter Office all of the following:</p> <ul style="list-style-type: none"> (1) All original and/or duplicate student and school records, including, without limitation, individual student records, discipline records, special education records, all state assessment results, fiscal information, teacher grade books, and attendance records; (2) All cum folders. The cum folders must be boxed and in alphabetical order by grade level; and (3) Student transcripts. The transcripts must be submitted on computer discs. <p>All transfers of student records will be made in compliance with FERPA (20 U.S.C. § 1232g). Charter School will ask the District to store and maintain original records of Charter School students.</p> <p>Charter School shall transfer and maintain personnel records in accordance with applicable law.</p>			
17	At the point Charter School is dissolved, the student and business records shall come			

Item	Description	Responsible Party	Completion Date	Verification
	under the exclusive control of the District which shall distribute, maintain, or dispose of the records as it determines appropriate.			
18	Charter School shall terminate all present leases, service agreements and other contracts not necessary for the closure of the school. Leases, service agreements, and contracts should be terminated in a cost-effective manner in order to minimize expenses.			
19	Charter School shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate and submit a final expenditure report for all grants within fourteen days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports; completion of certain federal forms may apply if the school was receiving funds directly from the U.S. Department of Education.			
Faculty and Staff				
20	Charter School shall immediately notify its faculty and staff of Charter School's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after Charter School closes.			
21	Charter School will provide assistance to its faculty and staff in searching for and securing other employment.			
22	Charter School shall provide the District within fourteen days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee, and their job duties, and a projection of the funds necessary to: (1) transition the students and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.			
23	Charter School shall provide the District within fourteen days with notice of any outstanding payments to staff and the method by which Charter School will make the payments.			

Item	Description	Responsible Party	Completion Date	Verification
24	Charter School will within fourteen days contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the County Superintendent of Schools and follow their procedures for dissolving contracts and reporting. Charter School will copy the District on all correspondence.			
25	<p>Prior to final closeout, Charter School shall do all of the following on behalf of the school's employees:</p> <ul style="list-style-type: none"> • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines. • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63). • Make final federal tax payments (employee taxes, etc.). • File the final withholding tax return (Treasury Form 165). • File the final return with the IRS (Form 990 and Schedule). 			
Assets and Liabilities				
26	Charter School shall notify all funding sources (including charitable partners) of Charter School's closure within fourteen days.			
27	Upon knowledge of closure, Charter School shall retain all necessary authority and powers to take all actions necessary for the winding up of Charter School's affairs, except that in no event shall Charter School take any action which incurs any financial or education obligation on behalf of Charter School unrelated to Charter School's winding up. Charter School shall identify its funding for the necessary wind-up activities set forth in this Agreement and the law.			
28	Charter School shall immediately notify all contractors (such as a charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of Charter School's closure.			

Item	Description	Responsible Party	Completion Date	Verification
29	If Charter School has any agreements with organizations representing employees, Charter School shall notify the organizations of Charter School's closure as may be specified in the agreements.			
30	Charter School shall notify the District within fourteen days of all pending litigation to which Charter School is a party. Charter school shall immediately notify the District if litigation is filed thereafter up to the point that Charter School is formally dissolved.			
31	Charter School, within 30 days, shall prepare and deliver to the District a comprehensive list of creditors and debtors.			
32	Charter School, within 30 days, shall prepare and deliver to the District a comprehensive inventory of all assets.			
33	Charter School, within 30 days shall prepare and deliver to the District a plan for the proposed disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with law, payment of any and all liabilities and the disbursement of any remaining assets of the school, liquidation of assets to pay off any and all outstanding liabilities, bearing in mind that assets paid for by state funds may be transferred in accordance with the nonprofit corporation's bylaws to another public agency such as another charter school. Assets donated to Charter School may be returned to donors or disposed of in accordance with donor's wishes. Net assets, after the payment of outstanding liabilities, if any, may be transferred to another public entity within Charter Corporation pursuant to applicable law or to another public agency such as another charter school.			
34	Charter School shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the District. The audit(s) at a minimum shall determine an accounting of all financial assets, including cash and			

Item	Description	Responsible Party	Completion Date	Verification
	<p>accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to Charter School, the disposition of all assets and liabilities of Charter School and shall verify Charter School's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify Charter School's comprehensive list of all assets by source, noting any restrictions on each asset's use.</p> <p>Charter School shall provide the District with copies of all Charter School financial records, including but not limited to all accounting paperwork such as invoices, purchase orders, vendors, statements, cash receipts, cash disbursements, payroll documentation, accounts receivable and payable and all financial reports. Charter School shall timely respond to the District's request(s) for financial information.</p>			
35	<p>Based on the audit findings, and with the approval of the District, Charter School shall expend any identified assets to liquidate any identified liabilities.</p> <p>Charter School shall distribute any remaining assets in accordance with Charter School's petition, bylaws, and the law. The disposition of Charter School's assets shall include, but not be limited by the following dispositions:</p> <ul style="list-style-type: none"> a. All assets of Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Charter School, remain the sole property of Charter School and shall be distributed in accordance with the Articles of Incorporation or bylaws 			

Item	Description	Responsible Party	Completion Date	Verification
	<p>upon the dissolution of the nonprofit public benefit corporation.</p> <p>b. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not the District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors.</p> <p>c. Any assets belonging to the District or District property will be promptly returned upon Charter School's closure to the District.</p> <p>d. Charter School will complete and file any and all required reports, including annual reports required pursuant to Education Code § 47604.33.</p>			
Dissolution of the Corporate Entity				
36	Following the resolution of all outstanding assets and liabilities, Charter School shall be dissolved. If established as a nonprofit public benefit corporation pursuant to Education Code § 47604 solely for operation of Charter School, Charter Corporation shall be dissolved.			

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-20

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 21-03, Nutrition Center Production Line Film

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-03, to establish fixed pricing for Nutrition Center Production Line Film. The compostable cold film and post-consumer regrind hot film are compatible with the Nutrition Center's meal production equipment and will be used to wrap student meals prepared centrally and provided to sites daily.

The agreement is for a one-year term with the option to extend for two additional one-year periods. The request for bids was lawfully advertised on March 15, 2021 and March 22, 2021. Bids were opened on April 14, 2021. Notifications were sent to 235 vendors, and the district received three responses. Staff recommends line-item award to the lowest responsive, responsible bidders:

Items 1 and 2	The Platinum Packaging Group (Paramount, California)	\$ 309,626
Items 3 and 4	Plastic Connections, Inc. (Santa Fe Springs, California)	\$ 185,640

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

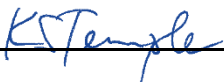
FINANCIAL SUMMARY: Sufficient funds in the amount of \$495,266 are available in the Cafeteria Fund.

PREPARED BY: Amanda Harvey, Dir.,
Nutrition Svcs., and Ann Loorz, Exec. Dir., Purch

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

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





FRESNO UNIFIED SCHOOL DISTRICT
TABULATION
Bid 21-03, NUTRITION CENTER PRODUCTION LINE FILM

Bid Due Date: April 14, 2021 prior to 2:01 pm

Buyer: Barbara Stewart

ITEM #	Est. Annual Usage	Unit of Measure	DESCRIPTION	Plastic Connections, Inc. Santa Fe Spring, CA		The Platinum Packaging Group Paramount, CA		PressSense Lockport, IL	
COLD FILM				Cost Per Roll	Extended Cost	Cost Per Roll	Extended Cost	Cost Per Roll	Extended Cost
1	1800	Roll	COLD FILM, 15 1/2",100G COMPOSTABLE (ASTM D6400) OVERWRAP, HEAT SEALABLE TRANSPARENT PLA (POLYLACTIDE) OVERWRAP, 15 1/2" X 5500 FT, 100 GAUGE, A MINIMUM OF 45 LBS PER ROLL, YIELD TO 22,700 SQUARE INCH PER LB, 3" CORE/SEALANT IN FILM, MUST BE COMPATIBLE WITH RUNNING SPEED OF 50-85 MEALS WRAPPED PER MINUTE ON AMERIPAK HIGH SPEED WRAPPERS. CXC 100G 15 1/2"W OR EQUAL	\$193.00	\$347,400.00	\$163.22	\$293,796.00	No Bid	No Bid
2	100	Roll	COLD FILM, 19 1/2", 100G COMPOSTABLE (ASTM D6400) OVERWRAP, HEAT SEALABLE TRANSPARENT PLA (POLYLACTIDE) OVER-WRAP, 19 1/2" X 4500 FT, 100 GAUGE, OVER-WRAP, A MINIMUM OF 47 LBS PER ROLL, YIELD MUST BE 22,700 SQUARE INCH PER LB, 3" CORE/SEALANT IN FILM, MUST BE COMPATIBLE WITH RUNNING SPEED OF 50-85 MEALS WRAPPED PER MINUTE ON AMERIPAK HIGH SPEED WRAPPERS. CXC 100G 19 1/2"W OR EQUAL	\$199.00	\$19,900.00	\$158.30	\$15,830.00	No Bid	No Bid
HOT FILM				Cost Per Roll	Extended Cost	Cost Per Roll	Extended Cost	Cost Per Roll	Extended Cost
3	1800	Roll	HOT FILM, 15 1/2", HEAT-ABLE TO 400F, ANTI-FOG AND MADE FROM MINIMUM 30% POST-CONSUMER REGRIND (PCR) HSPET PCR AF 80G, 15 1/2" X 5100 FT, 80 GAUGE, 1 1/2" STRIP CENTER PERFORATED, OVER-WRAP, APPROX. 38 LBS PER ROLL, YIELD MUST BE 25,100 SQUARE INCH PER LB, 3" CORE/SEALANT IN FILM, MUST BE COMPATIBLE WITH RUNNING SPEED OF 50-85 MEALS WRAPPED PER MINUTE ON AMERIPAK HIGH SPEED WRAPPERS. HSPET PCR AF 80G, 15 1/2" OR EQUAL	\$96.39	\$173,502.00	\$120.05	\$216,090.00	\$264.53	\$476,154.00
4	100	Roll	HOT FILM, 19 1/2", HEAT-ABLE TO 400F, ANTI-FOG AND MADE FROM MINIMUM 30% POST-CONSUMER REGRIND (PCR), 19 1/2" X 5100 FT, 80 GAUGE, HEAT SEALABLE TRANSPARENT POLYESTER, MAXIMUM HEAT UP TO 400 DEGREES, 1 1/2" STRIP CENTER PERFORATED, OVER-WRAP, APPROX. 46 LBS PER ROLL, YIELD MUST BE 25,100 SQUARE INCH PER LB, 3" CORE/SEALANT IN FILM, MUST BE COMPATIBLE WITH RUNNING SPEED OF 50-85 MEALS WRAPPED PER MINUTE ON AMERIPAK HIGH SPEED WRAPPERS. HSPET PCR AF 80G, 15 1/2" OR EQUAL	\$121.38	\$12,138.00	\$148.44	\$14,844.00	\$332.78	\$33,278.00
Total Award Amounts				\$185,640		\$309,626			

Staff recommends award to the lowest responsive, responsible bidders:

The Platinum Packaging Group \$309,626 for bid lines 1 and 2 and Plastic Connections, Inc. \$185,640.00 for bid lines 3 and 4.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-21

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 CTE 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 are available in the Measure M Fund, of which \$3 million is provided by a state CTE grant.


PREPARED BY: Alex Belanger, Asst. Supt.,
and Ann Loorz, Exec. Dir.

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

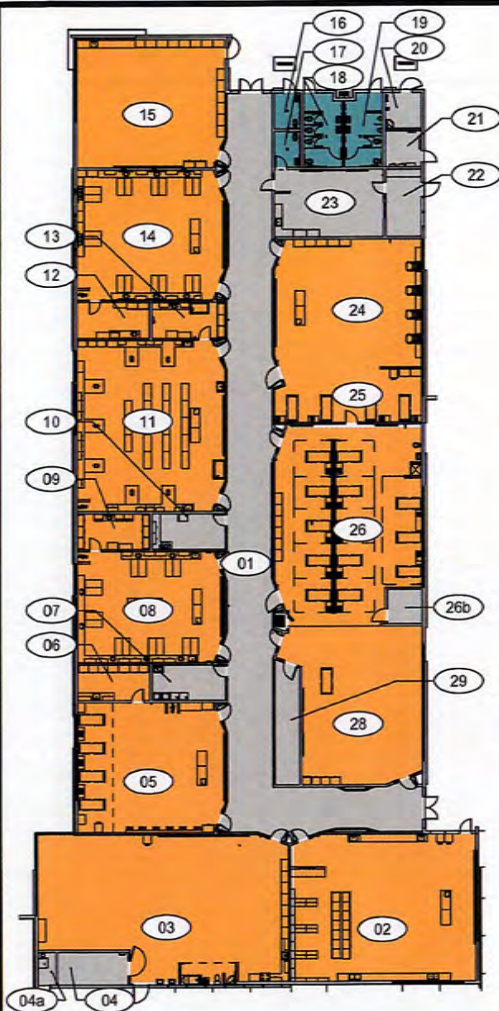
Bid Opening Date: April 15, 2021 prior to 2:01 P.M.

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 Polytechnic High School- New CTE - Health Science Building
Fresno Unified School District
Fresno, CA



ARCHITECTURE • PLANNING • INTERIORS

Robert L. Petitjean AIA • Grant E. Dodson AIA • DeDe Darnell ASID
Antonio J. Avila AIA • Michael K. Fennacy AIA • Michael J. Nelson
Sean P. Mendoza AIA • Leslie A. Rasmussen AIA • Martin A. Ilie
Gerardo Padron • Matthew R. Heiss AIA • Andrew A. Corral AIA
6790 N. West Avenue • Fresno, California 93711 • 559 445-8051 • 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 16, 2021

AGENDA ITEM A-22

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 21-45, Webster Elementary School Multipurpose Room Plumbing Replacement

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-45, to replace the existing main water line serving the multipurpose room (cafeteria) at Webster Elementary School. The water main developed a leak which required it to be shut down, and a temporary water line was installed for continued use through the end of the school year.

The request for bids was lawfully advertised on April 7, 2021. Notifications were sent to 559 firms plus five construction trade publications, and the district received three responses. Bids were opened on May 4, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Ardent General, Inc. (Fresno, California) \$219,913

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

FINANCIAL SUMMARY: Sufficient funds in the amount of \$219,913 are available in the Measure M Fund – Deferred Maintenance.

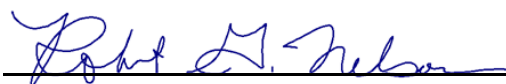
PREPARED BY: Jason Duke, Exec. Dir.,
and Ann Loorz, Exec. Dir.,

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. 21-45, WEBSTER ELEMENTARY SCHOOL MULTIPURPOSE ROOM PLUMBING REPLACEMENT

Bid Opening Date: May 4, 2021 prior to 2:01 P.M.

Buyer: Toni Jorge

CONTRACTOR	CITY	BASE BID AMOUNT
Ardent General, Inc.	Fresno	\$219,913
Viking Enterprises	Fresno	\$248,999
GC Builders	Fresno	\$249,160

Low bid determined by Base Bid.

Staff recommends award of \$219,913 to Ardent General, Inc., the lowest responsive, responsible bidder for Base Bid.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-23

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 21-46, Sections A-G, Asphalt Pavement Rehabilitation at Various Sites

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-46, for the rehabilitation of asphalt play courts and parking lots at 30 school sites: Anthony, Birney, Calwa, Eaton, Figarden, Fremont, Jefferson, King, Kirk, Lawless, Lincoln, Malloch, Manchester Gate, Olmos, Slater, Storey, Thomas, Turner, Williams, Winchell and Yokomi Elementary Schools; Bullard Talent and Wawona K-8 Schools; Ahwahnee, Fort Miller, Kings Canyon, Scandinavian, Tehipite and Tioga Middle Schools; and Duncan Polytechnical High School. These schools were identified based upon assessment of greatest need as outlined in the district-wide asphalt surface rehabilitation plan.

The request for bids was lawfully advertised on April 6, 2021. Notifications were sent to 551 firms plus five construction trade publications, and the district received two responses per section. Bids were opened on May 4, 2021. Staff recommends award to the lowest responsive, responsible bidders:

Sections A, B, C, E and F	Doug Ross, Inc. dba Central Valley Asphalt (Lindsay, CA)	\$2,132,714
Sections D and G	Avison Construction, Inc. (Madera, CA)	\$ 791,000

Tabulations are attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$2,923,714 are available in the Measure M Fund – Deferred Maintenance.

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

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. 21-46 **SECTION A**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 4, 2021 prior to 2:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 CALWA E.S	BASE BID 2 JEFFERSON E.S	BASE BID 3 KING E.S	BASE BID 4 KIRK E.S	BASE BID 5 LINCOLN E.S	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$27,023	\$35,196	\$92,220	\$37,535	\$59,140	\$251,114	\$251,114
Avison Construction, Inc.	Madera	\$34,000	\$45,000	\$143,000	\$35,000	\$95,000	\$352,000	

Award will be by Section.

Low bid for Section A determined by combined total of Base Bid 1 through Base Bid 5.

Staff recommends award of \$251,114 to Doug Ross, Inc. dba Central Valley Asphalt, the lowest responsive, responsible bidder for Base Bid items 1-5.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION B**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 4, 2021 prior to 2:31 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 ANTHONY E.S	BASE BID 2 TEHIPITE M.S.	BASE BID 3 WINCHELL E.S	BASE BID 4 YOKOMI E.S	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$67,130	\$87,530	\$102,740	\$50,200	\$307,600	\$307,600
Avison Construction, Inc.	Madera	\$100,000	\$120,000	\$176,000	\$66,000	\$462,000	

Award will be by Section.

Low bid for Section B determined by combined total of Base Bid 1 through Base Bid 4.

Staff recommends award of \$307,600 to Doug Ross, Inc. dba Central Valley Asphalt, the lowest responsive, responsible bidder for Base Bid items 1-4.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION C**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 4, 2021 prior to 3:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 KINGS CANYON M.S.	BASE BID 2 OLMOS E.S	BASE BID 3 STOREY E.S	BASE BID 4 TURNER E.S	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$139,000	\$87,000	\$178,000	\$72,000	\$476,000	\$476,000
Avison Construction, Inc.	Madera	\$125,000	\$110,000	\$210,000	\$40,000	\$485,000	

Award will be by Section.

Low bid for Section C determined by combined total of Base Bid 1 through Base Bid 4.

Staff recommends award of \$476,000 to Doug Ross, Inc. dba Central Valley Asphalt, the lowest responsive, responsible bidder for Base Bid items 1-4.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION D**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 4, 2021 prior to 3:31 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 BIRNEY E.S	BASE BID 2 DUNCAN H.S.	BASE BID 3 FORT MILLER M.S	BASE BID 4 MANCHESTER E.S	BASE BID 5 SCANDINAVIAN M.S	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Avison Construction, Inc.	Madera	\$60,000	\$35,000	\$105,000	\$78,000	\$70,000	\$348,000	\$348,000
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$75,000	\$62,000	\$125,000	\$95,000	\$95,000	\$452,000	

Award will be by Section.

Low bid for Section D determined by combined total of Base Bid 1 through Base Bid 5.

Staff recommends award of \$348,000 to Avison Construction, Inc., the lowest responsive, responsible bidder for Base Bid items 1-5.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION E**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 5, 2021 prior to 2:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 FREMONT E.S	BASE BID 2 SLATER E.S	BASE BID 3 WILLIAMS E.S	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$214,000	\$54,000	\$82,000	\$350,000	\$350,000
Avison Construction, Inc.	Madera	\$237,000	\$66,000	\$78,000	\$381,000	

Award will be by Section.

Low bid for Section E determined by combined total of Base Bid 1 through Base Bid 3.

Staff recommends award of \$350,000 to Doug Ross, Inc. dba Central Valley Asphalt, the lowest responsive, responsible bidder for Base Bid items 1-3.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION F**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 5, 2021 prior to 2:31 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 AHWAHNEE M.S	BASE BID 2 EATON E.S	BASE BID 3 THOMAS E.S	BASE BID 4 TIOGA M.S.	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$337,000	\$98,000	\$123,000	\$190,000	\$748,000	\$748,000
Avison Construction, Inc.	Madera	\$395,000	\$80,000	\$113,000	\$167,000	\$755,000	

Award will be by Section.

Low bid for Section F determined by combined total of Base Bid 1 through Base Bid 4.

Staff recommends award of \$748,000 to Doug Ross, Inc. dba Central Valley Asphalt, the lowest responsive, responsible bidder for Base Bid items 1-4.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION

BID NO. 21-46 **SECTION G**, ASPHALT PAVEMENT REHABILITATION AT VARIOUS SITES

Bid Opening Date: May 5, 2021 prior to 3:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 BULLARD TALENT K-8 SCHOOL	BASE BID 2 FIGARDEN E.S	BASE BID 3 LAWLESS E.S	BASE BID 4 MALLOCH E.S	BASE BID 5 WAWONA M.S.	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Avison Construction, Inc.	Madera	\$111,000	\$68,000	\$53,000	\$52,000	\$159,000	\$443,000	\$443,000
Doug Ross, Inc. dba Central Valley Asphalt	Lindsay	\$113,000	\$59,000	\$60,000	\$47,000	\$181,000	\$460,000	

Award will be by Section.

Low bid for Section G determined by combined total of Base Bid 1 through Base Bid 5.

Staff recommends award of \$443,000 to Avison Construction, inc., the lowest responsive, responsible bidder for Base Bid items 1-5.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-24

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 21-47 Sections A-C, Burroughs, Eaton and Rowell Elementary Schools Energy Management System Replacement

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-47, to replace the energy management systems at Burroughs, Eaton and Rowell Elementary Schools. Energy management systems monitor, control, and optimize utility system performance. The existing systems need to be replaced due to age, condition, and lack of reliability. These schools were identified based on assessment of greatest need and the systems will be upgraded to district standard equipment.

The request for bids was lawfully advertised on March 31, 2021. Notifications were sent to 177 firms plus five construction trade publications, and the district received two responses per section. Bids were opened on April 29, 2021. Staff recommends award to the lowest responsive, responsible bidders:

Section A	Emcor Services, Mesa Energy Systems, Inc. (Fresno, California)	\$430,579
Sections B and C	Strategic Mechanical, Inc. (Fresno, California)	\$672,118

Tabulations are attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$1,102,697 are available in the Measure X Fund.

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

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. 21-47 **SECTION A**, BURROUGHS ELEMENTARY SCHOOL ENERGY MANAGEMENT SYSTEM REPLACEMENT

Bid Opening Date: April 29, 2021 prior to 2:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID AMOUNT
Emcor Services, Mesa Energy Systems, Inc.	Fresno	\$430,579
Strategic Mechanical, Inc.	Fresno	\$451,800

Low bid determined by Base Bid.

Staff recommends award of \$430,579 to Emcor Services, Mesa Energy Systems, Inc., the lowest responsive, responsible bidder for Base Bid amount.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-47 **SECTION B**, EATON ELEMENTARY SCHOOL ENERGY MANAGEMENT SYSTEM REPLACEMENT

Bid Opening Date: April 29, 2021 prior to 2:31 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID AMOUNT
Strategic Mechanical, Inc.	Fresno	\$303,362
Emcor Services, Mesa Energy Systems, Inc.	Fresno	\$312,446

Low bid determined by Base Bid.

Staff recommends award of \$303,362 to Strategic Mechanical, Inc., the lowest responsive, responsible bidder for Base Bid amount.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-47 **SECTION C**, ROWELL ELEMENTARY SCHOOL ENERGY MANAGEMENT SYSTEM REPLACEMENT

Bid Opening Date: April 29, 2021 prior to 3:01 P.M.

Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID AMOUNT
Strategic Mechanical, Inc.	Fresno	\$368,756
Emcor Services, Mesa Energy Systems, Inc.	Fresno	\$372,164

Low bid determined by Base Bid.

Staff recommends award of \$368,756 to Strategic Mechanical, Inc., the lowest responsive, responsible bidder for Base Bid amount.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-25

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 21-48 Sections A and B, Playground Equipment Replacement at Gibson, Thomas, Turner, Webster and Winchell Elementary Schools

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-48 Sections A and B, for installation of kindergarten-level playground equipment including shade at Gibson, Webster and Winchell Elementary Schools and primary-level playground equipment including shade at Thomas and Turner Elementary Schools. The existing equipment is 12-20 years old, frequent repairs are required, and replacement parts are difficult to obtain.

The request for bids was lawfully advertised on April 9, 2021. Notifications were sent to 554 firms plus five construction trade publications, and the district received one response. The bid was opened on May 11, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Sections A and B: King Khan Drilling & Construction, Inc. (Fresno, California) \$477,606

The district purchased playground structures for \$246,531 utilizing a Board approved piggyback contract to mitigate long lead times. The total cost of the playground project (equipment and installation) for five schools is \$724,137. Only the bid for installation for \$477,606 is recommended for approval.

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

FINANCIAL SUMMARY: Sufficient funds in the amount of \$477,606 are available in the School Facilities Fund.

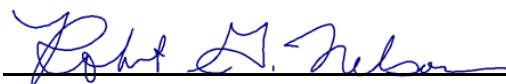
PREPARED BY: Jason Duke, Exec. Dir.,
and Ann Loorz, Exec. Dir.

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. 21-48 **SECTION A**, PLAYGROUND EQUIPMENT REPLACEMENTS AT VARIOUS SITES

Bid Opening Date: May 11, 2021 prior to 1:01 P.M.

Buyer: Toni Jorge

		BASE BID ITEM 1 Playground Equipment Gibson	BASE BID ITEM 2 Playground Equipment Thomas	BASE BID ITEM 3 Playground Equipment Turner	UNIT PRICING Additional Wood Fiber Material	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
CONTRACTOR	CITY						
King Khan Drilling & Construction, Inc.	Fresno	\$104,870.00	\$57,641.88	\$66,709.11	\$500.00	\$229,220.99	\$229,220.99

Low bid for Section A determined by combined total of Base Bid items and Unit Price item.

For information only: unit pricing is not an awarded cost item. Unit pricing will be used to establish actual usage.

Staff recommends award of \$229,220.99 to King Khan Drilling and Construction, Inc., the lowest responsive, responsible bidder for Base Bid.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-48 **SECTION B**, PLAYGROUND EQUIPMENT INSTALLATION FOR ELEMENTARY SCHOOLS

Bid Opening Date: May 11, 2021 prior to 1:31 P.M.

Buyer: Toni Jorge

		BASE BID ITEM 1 Playground Equipment Webster	BASE BID ITEM 2 Playground Equipment Winchell	UNIT PRICING Additional Wood Fiber Material	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
CONTRACTOR	CITY					
King Khan Drilling & Construction Inc.	Fresno	\$101,405.00	\$146,979.88	\$500.00	\$248,384.88	\$248,384.88

Low bid for Section B determined by combined total of Base Bid items and Unit Price item.

For information only: unit pricing is not an awarded cost item. Unit pricing will be used to establish actual usage.

Staff recommends award of \$248,384.88 to King Khan Drilling and Construction, Inc., the lowest responsive, responsible bidder for Base Bid.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-26

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 21-49, Chilled Water Buffer Tank Installation at Various Sites

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-49, to install district provided chilled water buffer tanks at 17 schools: Addams, Anthony, Ayer, Aynesworth, Balderas, Easterby, Fremont, Greenberg, Leavenworth, Storey and Thomas Elementary Schools; Cooper, Fort Miller, Terronez and Yosemite Middle Schools; and Edison and Fresno High Schools. Chilled water buffer tanks increase capacity of chilled water HVAC systems to allow for increased airflow necessary to accommodate filtration levels as outlined in the district-wide indoor air quality improvement plan.

The requests for bids were lawfully advertised on April 9, 2021. Notifications were sent to 61 vendors and five construction trade publications, and the district received four responses. Bids were opened May 7, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Strategic Mechanical, Inc. (Fresno, CA) \$301,096

The district purchased the buffer tanks for \$59,588. The total cost (equipment and installation) of the chilled water buffer tank project is \$360,684.

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


FINANCIAL SUMMARY: Sufficient funding in the amount of \$301,096 is available in the General Fund.

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

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. 21-49, CHILLED WATER BUFFER TANK INSTALLATION AT VARIOUS SITES

Bid Opening Date: May 7, 2021 prior to 2:01 P.M.

Buyer: Marisa Thibodeaux

CONTRACTOR	Strategic Mechanical, Inc.	Carrier Commercial Service	New England Sheet Metal and Mechanical Co.	Lawson Mechanical Contractors
CITY	Fresno	Sacramento	Fresno	Fresno
BASE BID 1 : ADDAMS E.S.	\$15,232	\$16,998	\$17,970	\$17,162
BASE BID 2 : ANTHONY E.S.	\$18,579	\$16,998	\$21,780	\$32,325
BASE BID 3 : AYER E.S.	\$14,403	\$16,998	\$17,030	\$20,203
BASE BID 4 : AYNESWORTH E.S.	\$14,802	\$16,998	\$16,040	\$18,182
BASE BID 5 : BALDERAS E.S.	\$21,274	\$17,952	\$24,825	\$32,325
BASE BID 6 : COOPER M.S.	\$21,066	\$20,902	\$25,535	\$24,244
BASE BID 7 : EASTERBY E.S.	\$14,403	\$16,998	\$17,545	\$17,162
BASE BID 8 : EDISON H.S.	\$18,253	\$18,352	\$25,230	\$24,244
BASE BID 9 : FRESNO H.S.	\$18,539	\$16,998	\$22,620	\$28,284
BASE BID 10 : FORT MILLER M.S.	\$18,652	\$18,352	\$27,340	\$22,223
BASE BID 11 : FREMONT E.S.	\$14,628	\$18,955	\$18,370	\$15,062
BASE BID 12 : GREENBERG E.S.	\$15,713	\$16,998	\$17,490	\$28,284
BASE BID 13 : LEAVENWORTH E.S.	\$15,488	\$16,998	\$18,020	\$17,162
BASE BID 14 : STOREY E.S.	\$26,136	\$18,955	\$33,710	\$48,487
BASE BID 15 : TERRONEZ M.S.	\$20,874	\$16,998	\$22,025	\$20,203
BASE BID 16 : THOMAS E.S.	\$16,286	\$16,998	\$17,730	\$20,203
BASE BID 17 : YOSEMITE M.S.	\$16,768	\$18,352	\$23,240	\$18,182
TOTAL BID AMOUNT	\$301,096	\$301,800	\$366,500	\$403,937
RECOMMENDED AWARD AMOUNT	\$301,096			

Low bid determined by combined total of Base Bids 1-17.

Staff recommends award of \$301,096 to Strategic Mechanical Inc., the lowest responsive, responsible bidder for all Base Bid items.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-27

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 21-51, Sunnyside High School Track Resurfacing

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-51, to provide and install a synthetic track surfacing system for Sunnyside High School. The project includes replacement of deteriorated asphalt as needed, surface coloring, and lane line markings. All district tracks are included in the Deferred Maintenance program and scheduled for equitable replacement based on a 15-20 year life cycle. Athletic track life cycle is dependent upon the type of track, level of use, routine maintenance, and elements of weather exposure. The Sunnyside track is over 20 years old and requires replacement for safety, to reduce ongoing repair costs, and to meet the needs of student athletes and the community.

The request for bids was lawfully advertised on April 14, 2021. Notifications were sent to 554 firms plus five construction trade publications, and the district received two responses. Bids were opened on May 11, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Beynon Sports Surfaces, Inc. (Fresno, California) \$510,790

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

FINANCIAL SUMMARY: Sufficient funds in the amount of \$510,790 are available in the Measure X Fund.

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

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. 21-51, SUNNYSIDE HIGH SCHOOL TRACK RESURFACING

Bid Opening Date: May 11, 2021 prior to 3:01 P.M.

Buyer: Toni Jorge

CONTRACTOR	CITY	BASE BID 1 Sunnyside HS Athletic Track Resurfacing	ADD ALT 1 Track Curbing	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Beynon Sports Surfaces, Inc.	Fresno	\$488,565	\$22,225	\$510,790	\$510,790
Pro Grass West, Inc.	Fresno	\$584,962	\$34,385	\$619,347	

Low bid determined by the combined total of Base Bid 1 and Add Alternate 1.

Staff recommends award of \$510,790 to Beynon Sports Surfaces, Inc., the lowest responsive, responsible bidder for Base Bid 1 and Add Alternate 1.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-28

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 21-52, Security Cameras and Digital Video Recorders Equipment

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-52, to establish fixed unit pricing for security cameras and related equipment. The Board approved standardization of Clinton Electronics equipment on January 30, 2019, which provides the authority to require these systems for district projects. Purchases will be made on an as needed basis to provide product for replacement of failed equipment at school sites.

The request for bids was lawfully advertised on April 16, 2021 and April 23, 2021. Notifications were sent to 553 vendors plus five construction trade publications, and the district received three responses. Bids were opened on May 11, 2021. Staff recommends award of the bid to the lowest responsive, responsible bidder:

EKC Enterprises, Inc. (Fresno, California) \$112,255 (estimate)

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

FINANCIAL SUMMARY: Sufficient funds are available in various project budgets as needs are identified.

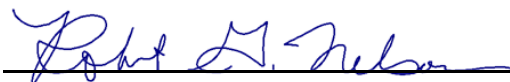
PREPARED BY: Jason Duke, Exec. Dir.,
and Ann Loorz, Exec. Dir.

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. 21-52, SECURITY CAMERAS AND DIGITAL VIDEO RECORDERS EQUIPMENT

Bid Opening Date: May 11, 2021 @ 2:01 P.M.

Buyer: Edward Van Patten

ITEM NO.	DESCRIPTION	EST. ANNUAL USAGE	UNIT OF MEASURE	BRAND/MFG. NAME	MANUFACTURER NUMBER	EKC ENTERPRISES, INC. FRESNO, CA EXTENDED PRICE	WESTCOM SYSTEMS, INC. FRESNO, CA EXTENDED PRICE	MAGNETAR.US, INC. FRESNO, CA EXTENDED PRICE
1.	DVR, HD/SDI CCTV, 16 CH 4MP EX-SDI 2.0 DVR, 30 TERABYTES	20	EA.	Clinton Electronics	CE-FXR16 / 30TB	\$43,680.00	\$49,247.06	\$61,440.00
2.	POWER SUPPLY, 4 CAMERA, AC24V	1	EA.	Clinton Electronics	CE-AC24V4	\$54.00	\$51.76	\$67.64
3.	POWER SUPPLY, 8 CAMERA, AC24V	1	EA.	Clinton Electronics	CE-AC24V8	\$62.00	\$60.00	\$88.78
4.	POWER SUPPLY, 16 CAMERA, AC24V	10	EA.	Clinton Electronics	CE-AC24V16	\$980.00	\$988.24	\$1,436.80
5.	CAMERA WITH DEEP MOUNT BOX 1-1/2" CENTER PUNCH	200	EA.	Clinton Electronics	CE-VX2HD-MOD	\$35,200.00	\$40,000.00	\$45,788.00
6.	CMOUNT, CAMERA LONG RANGE DEEP BOX WITH 1-1/2" CENTER PUNCH	10	EA.	Clinton Electronics	CE-VX3HD-MOD	\$2,040.00	\$2,258.80	\$2,707.90
7.	CAMERA, PTZ 1080P	10	EA.	Clinton Electronics	CE-PTZ30XHDS	\$19,340.00	\$20,788.24	\$31,045.00
8.	KEYBOARD, PTZ CONTROLLER 3 AXIS	10	EA.	Clinton Electronics	CE-PTZKEYB	\$1,740.00	\$1,823.53	\$2,304.90
9.	CAMERA, FIXED 1080P	1	EA.	Clinton Electronics	CE-VX2HD	\$175.00	\$183.53	\$228.94
10.	CAMERA, LONG RANGE FIXED 1080P	1	EA.	Clinton Electronics	CE-VX3HD	\$199.00	\$209.41	\$270.79
11.	CASE, DEEP VANDAL X	1	EA.	Clinton Electronics	CE-VXDC	\$20.00	\$16.47	\$23.50
12.	WALL BRACKET ADAPTER PLATE, VANDAL X	1	EA.	Clinton Electronics	CE-VXWB	\$17.00	\$12.94	\$16.74
13.	COVER, TOP VANDAL X	1	EA.	Clinton Electronics	CE-VXTWIR	\$23.00	\$16.47	\$21.57
14.	MOUNT ADAPTER, UNIVERSAL CORNER	1	EA.	Clinton Electronics	CE-UCB-CRNR	\$23.00	\$18.82	\$24.34
15.	POLE MOUNT ADAPTER, UNIVERSAL PIPE	1	EA.	Clinton Electronics	CE-UCB-POLE	\$24.00	\$20.00	\$25.87
16.	FIBER TRANSMITTER, HD-SDI & RS485	1	EA.	Clinton Electronics	CE-HD2FO-TX1	\$185.00	\$194.12	\$257.29
17.	FIBER RECEIVER, HD-SDI & RS485	1	EA.	Clinton Electronics	CE-HD2FO-RX1	\$202.00	\$211.76	\$280.68
Subtotal						\$103,964.00	\$116,101.15	\$146,028.74
Sales Tax (7.975%)						\$8,291.13	\$9,259.07	\$11,645.79
Total Bid Price						\$112,255.13	\$125,360.22	\$157,674.53

Staff recommends award of \$112,255.13 to EKC Enterprises, the lowest responsive, responsible bidder for all bid items.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-29

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 21-53, Kratt and Leavenworth Elementary Schools Modular Classroom Infrastructure

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-53, to provide infrastructure and utility connections for two modular classroom buildings each at Kratt and Leavenworth Elementary Schools. Projects include accessible walkways, ramps, and parking stalls; earthwork and concrete building pads; and connection of electrical, water, and sewer systems. The buildings are needed to accommodate planned staffing increases based on 2021/22 enrollment projections for regular and special education, and K-3 literacy support.

The request for bids was lawfully advertised on April 21, 2021. Notifications were sent to 554 firms plus five construction trade publications, and the district received two responses. Bids were opened on May 20, 2021. Staff recommends award to the lowest responsive, responsible bidder:

Davis Moreno Construction, Inc. (Fresno, California) \$1,455,192

The district purchased four modular classroom buildings at a cost of \$348,672 utilizing a Board approved piggyback contract to mitigate long lead times. The total construction cost of the project is \$1,803,864.

Tabulations are attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$1,455,192 are available in the Developer Fee Fund and School Facilities Fund.


PREPARED BY: Alex Belanger, Asst. Supt.,
and Ann Loorz, Exec. Dir.

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. 21-53, PORTABLE CLASSROOM INFRASTRUCTURE FOR KRATT AND LEAVENWORTH ELEMENTARY SCHOOLS

Bid Opening Date: May 20, 2021 prior to 11:01 A.M.

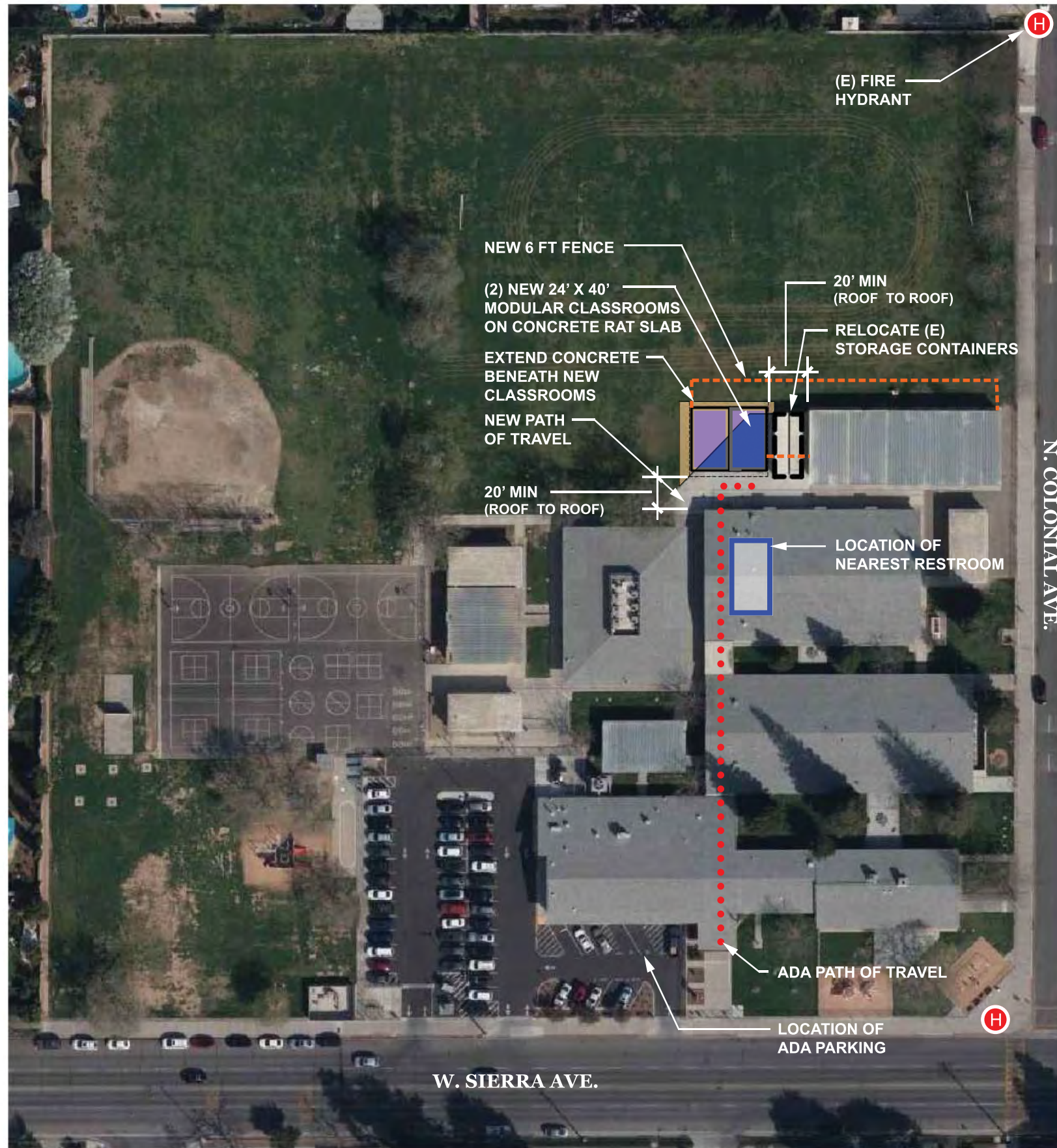
Buyer: Ann Loorz

CONTRACTOR	CITY	BASE BID 1 KRATT E.S.	ADD ALT 1A KRATT E.S. MISC. TOTAL	BASE BID 2 LEAVENWORTH E.S.	ADD ALT 2A LEAVENWORTH E.S. MISC. TOTAL	TOTAL BID AMOUNT	RECOMMENDED AWARD AMOUNT
Davis Moreno Construction, Inc.	Fresno	\$690,000	\$33,096	\$699,000	\$33,096	\$1,455,192	\$1,455,192
Schreder & Brandt MFG, Inc.	Chico	\$800,000	\$69,320	\$925,000	\$69,320	\$1,863,640	

Low bid determined by Total of Base Bid 1 and 2 plus All Add Alternate items:

Alternate bid items are permitted pursuant to Public Contract Code 20103.8, for the betterment of the project and to allow the District to take into consideration factors such as budget and competitive bid market. The method of determining the low bidder is published prior to opening of the sealed bids.

Staff recommends award of \$1,455,192 to Davis Moreno Construction, Inc., the lowest responsive, responsible bidder for all Base Bid items.



SCOPE OF WORK

- **INSTALL (2) 24' X 40' MODULAR CLASSROOMS OVER (E) CONCRETE WITH METAL RAMP**
- **EXTEND EXISTING CONCRETE PAD FOR NEW CLASSROOMS**
- **EXTEND UTILITIES TO NEW CLASSROOMS**
 - POWER
 - DATA
 - WATER
 - SEWER
 - FIRE ALARM
- **ADA IMPROVEMENTS AS REQUIRED**
 - PATH OF TRAVEL
 - RESTROOMS
 - PARKING
- **NEW DRINKING FOUNTAIN**
- **RELOCATE (E) STORAGE CONTAINERS**
- **ADD FENCING BEHIND MODULAR BUILDINGS**



SCALE: 1"=80'-0"



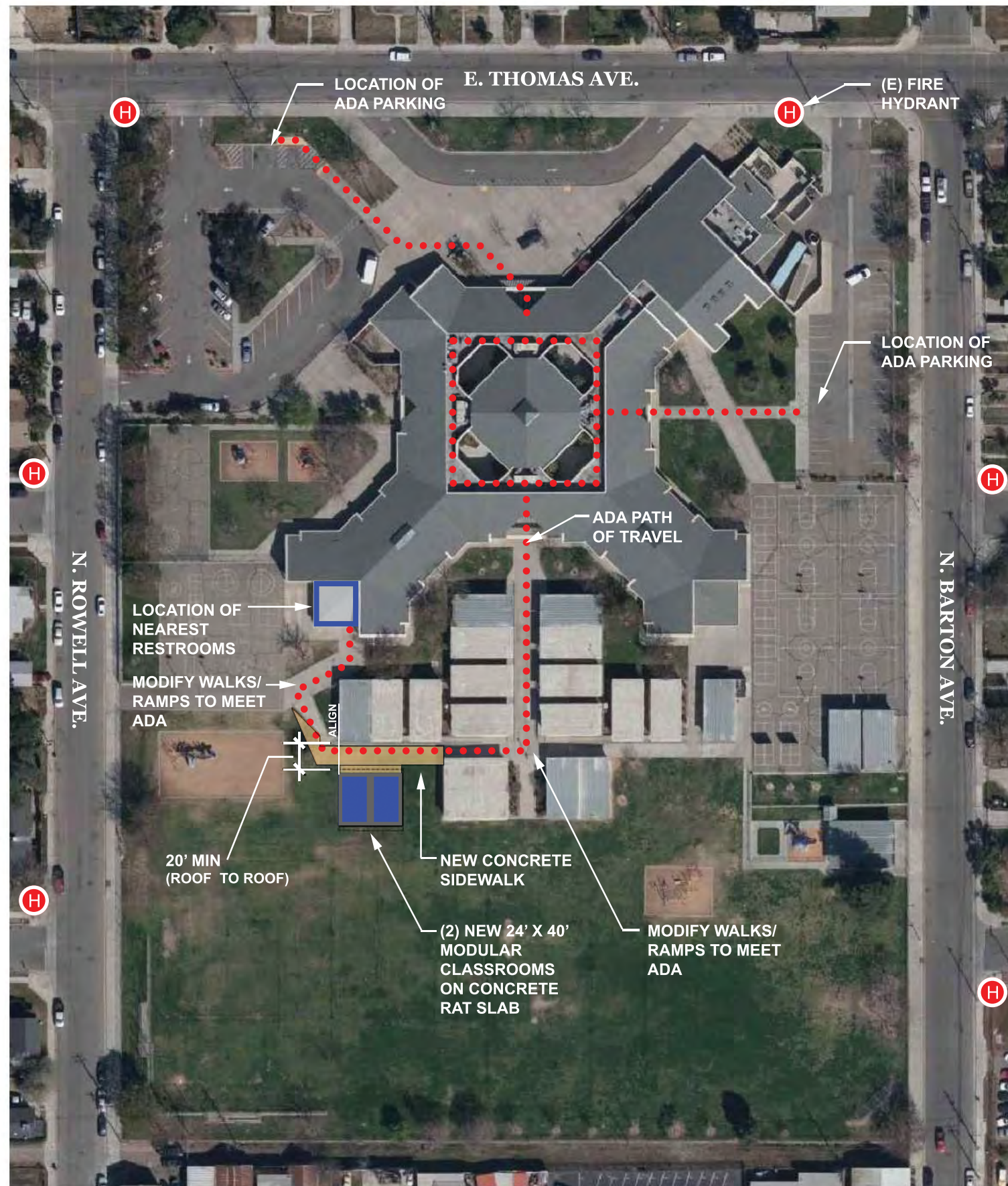
2309 Tulare St.
Fresno CA 93721
(559) 457-3000
Fresno Unified School District

(2) New Modular Classrooms Kratt Elementary School



integrated designs
by SOMAM, Inc.
ARCHITECTURE • ENGINEERING • INTERIOR DESIGN
PROJECT MANAGEMENT
Phone (559)436-0881 • www.integrateddesigns.com

G:\2021\frs\21-546\FUSD New Relo\Design\Presentation\2021 0311_FUSD Prelim Designs New Relos



SCOPE OF WORK

- **INSTALL (2) 24' X 40' MODULAR CLASSROOMS W/ CONC. RAT SLAB**
- **EXTEND UTILITIES TO NEW CLASSROOMS**
 - POWER
 - DATA
 - WATER
 - SEWER
 - FIRE ALARM
- **INSTALL NEW SIDEWALK TO NEW CLASSROOMS**
- **ADA IMPROVEMENTS AS REQUIRED**
 - PATH OF TRAVEL
 - RESTROOMS
 - PARKING
- **NEW DRINKING FOUNTAIN**
- **RETAINING WALL FOR GRADE VARIATIONS AT NEW CLASSROOMS**
- **IMPORT FILL FOR NEW CLASSROOMS DUE TO GRADE DIFFERENTIAL**



SCALE: 1"=100'-0"



2309 Tulare St.
Fresno CA 93721
(559) 457-3000

Fresno Unified School District

(2) New Modular Classrooms Leavenworth Elementary School



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3/11/2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-30

AGENDA SECTION: A

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Rejecting Award of Bid 21-43, Viking and Vinland Elementary Schools and Cooper Middle School Kitchen HVAC Upgrades

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-43, to replace the existing heating and cooling systems in the kitchens, kitchen offices, and staff lounges at Viking and Vinland Elementary Schools and Cooper Middle School. The project is to replace the heating and evaporative cooling systems with heating and refrigerated air conditioning (HVAC) to provide a more comfortable environment and increase energy efficiency.

The request for bids was lawfully advertised on May 3, 2021. Notifications were sent to 499 firms plus five construction trade publications, and the district received one response. Bids were opened on May 25, 2021. Staff recommends rejecting the one bid received due to bid price significantly in excess of the engineer's estimate. The project will be rebid in the future.

Strategic Mechanical, Inc. (Fresno, California) \$376,150

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

FINANCIAL SUMMARY: Rejecting the bids results in no fiscal impact to the district at this time.

PREPARED BY: Alex Belanger, Asst. Supt.,
Facilities, and Ann Loorz, 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. 21-43, VIKING AND VINLAND ELEMENTARY SCHOOLS AND COOPER MIDDLE SCHOOL KITCHEN HVAC ADDITIONS

Bid Opening Date: May 25, 2021 prior to 2:01 P.M.

Buyer: Toni Jorge

		BASE BID 1	BASE BID 2	BASE BID 3		RECOMMENDED AWARD AMOUNT
CONTRACTOR	CITY	Viking ES	Vinland ES	Cooper MS	TOTAL BID AMOUNT	
Strategic Mechanical Inc.	Fresno	\$99,750	\$112,300	\$164,100	\$376,150	\$0

Low bid determined by combine total of all Base Bid items.

Staff recommends rejecting the Bid from Strategic Mechanical, Inc. in the amount of \$376,150 for Bid No. 21-43. The project will rebid at a later date in a more competitive bidding environment.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-31

AGENDA SECTION: A

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Rejecting the Award of Bid 21-44 Sections A-E, Exterior Painting for Various Schools: Fremont, Hamilton K-8, Storey, and Vinland Elementary Schools; and Yosemite Middle School

ITEM DESCRIPTION: Included in the Board binders is information on Bid 21-44 Sections A-E, for exterior painting at five schools during the summer. The schools identified (Fremont, Hamilton K-8, Storey, and Vinland Elementary Schools; and Yosemite Middle School) are the most in need based on the year painted and evaluation of condition. All district schools are at the maintenance objective of a 12-15 year paint cycle.

The requests for bids were lawfully advertised on March 14, 2021. Notifications were sent to 75 vendors and five construction trade publications, and the district received up to twelve responses per bid section. Bids were opened April 21, 2021. Due to the need to investigate matters which have been raised, staff recommends the rejection of all bids. The five schools, and potentially additional schools, will be programmed for painting in Summer 2022.

Sections A, D and E	Pacific Rim Painting Co. (Fresno, CA)	\$260,700
Sections B and C	H.B. Restoration, Inc. (Rio Linda, CA)	\$213,050

Tabulations are attached and bid specifications are available for review in the Purchasing Department.

FINANCIAL SUMMARY: Rejecting the bids results in no fiscal impact to the district at this time.

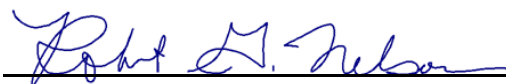
PREPARED BY: Jason Duke, Exec. Dir.,
and Ann Loorz, Exec. Dir.

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. 21-44 SECTION A, EXTERIOR PAINTING AT FREMONT ELEMENTARY SCHOOL

Bid Opening Date: April 21, 2021 prior to 2:01 P.M.

Buyer: Edward Van Patten

CONTRACTOR	CITY	BASE BID AMOUNT
Pacific Rim Painting Co.	Fresno	\$62,250
H.B. Restoration, Inc.	Rio Linda	\$83,250
Color New Co.	Woodland Hills	\$88,000
Polychrome Construction, Inc.	Northridge	\$89,000
Ro's Precise Painting, Inc.	Sanger	\$91,404
Athens Painting & Commercial Coatings, Inc.	Pittsburg	\$112,000
Economos Painting	Burbank	\$114,000
US National Corp.	Pacoima	\$122,880
VLA Construction, Inc.	Woodland Hills	\$124,000
GDL Painters, Inc.	Little Rock	\$146,600
A.J. Fistes Corporation	Long Beach	\$147,600

Award will be by Section.

Low bid for **Section A** determined by total of Base Bid.

Due to staff's need to investigate matters which have been raised, staff recommends the rejection of all bids.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-44 SECTION B, EXTERIOR PAINTING AT HAMILTON K-8 SCHOOL

Bid Opening Date: April 21, 2021 prior to 2:21 P.M.

Buyer: Edward Van Patten

CONTRACTOR	CITY	BASE BID AMOUNT
H.B. Restoration Inc.	Rio Linda	\$119,250
Color New Co.	Woodland Hills	\$136,000
Polychrome Construction, Inc.	Northridge	\$137,000
VLA Construction, Inc.	Woodland Hills	\$147,000
GDL Painters, Inc.	Little Rock	\$158,100
Pacific Rim Painting Co.	Fresno	\$215,450
Athens Painting & Commercial Coatings, Inc.	Pittsburg	\$222,000
Ro's Precise Painting, Inc.	Sanger	\$238,001
A.J. Fistes Corporation	Long Beach	\$244,400

Award will be by Section.

Low bid for **Section B** determined by total of Base Bid.

Due to staff's need to investigate matters which have been raised, staff recommends the rejection of all bids.

FRESNO UNIFIED SCHOOL DISTRICT
BID TABULATION
BID NO. 21-44 SECTION C, EXTERIOR PAINTING AT STOREY ELEMENTARY SCHOOL

Bid Opening Date: April 21, 2021 prior to 2:41 P.M.

Buyer: Edward Van Patten

CONTRACTOR	CITY	BASE BID AMOUNT
H.B. Restoration, Inc.	Rio Linda	\$93,800
Color New Co.	Woodland Hills	\$109,000
VLA Construction, Inc.	Woodland Hills	\$110,000
Pacific Rim Painting Co.	Fresno	\$119,000
GDL Painters, Inc.	Littlerock	\$121,300
Polychrome Construction, Inc.	Northridge	\$137,000
Wm. B. Saleh Co.	Fresno	\$144,984
Athens Painting & Commercial Coatings, Inc.	Pittsburg	\$154,000
European Style Painting Corporation	Crestline	\$155,000
Ro's Preece Painting, Inc.	Sanger	\$195,001
A.J. Fistes Corporation	Long Beach	\$230,200

Award will be by Section.

Low bid for **Section C** determined by total of Base Bid.

Due to staff's need to investigate matters which have been raised, staff recommends the rejection of all bids.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-44 SECTION D, EXTERIOR PAINTING AT VINLAND ELEMENTARY SCHOOL

Bid Opening Date: April 21, 2021 prior to 3:01 P.M.

Buyer: Edward Van Patten

CONTRACTOR	CITY	BASE BID AMOUNT
Pacific Rim Painting Co.	Fresno	\$79,450
H.B. Restoration, Inc.	Rio Linda	\$82,600
Color New Co.	Woodland Hills	\$91,000
VLA Construction, Inc.	Woodland Hills	\$93,000
Ro's Precise Painting, Inc.	Sanger	\$93,999
Economos Painting	Burbank	\$97,700
European Style Painting Corporation	Crestline	\$113,000
GDL Painters, Inc.	Little Rock	\$131,430
Polychrome Construction, Inc.	Northridge	\$139,000
Athens Painting & Commercial Coatings, Inc.	Pittsburg	\$144,000
A.J. Fistes Corporation	Long Beach	\$148,800
US National Corp.	Pacoima	\$196,600

Award will be by Section.

Low bid for **Section D** determined by total of Base Bid.

Due to staff's need to investigate matters which have been raised, staff recommends the rejection of all bids.

FRESNO UNIFIED SCHOOL DISTRICT

BID TABULATION

BID NO. 21-44 SECTION E, EXTERIOR PAINTING AT YOSEMITE MIDDLE SCHOOL

Bid Opening Date: April 21, 2021 prior to 3:21 P.M.

Buyer: Edward Van Patten

CONTRACTOR	CITY	BASE BID AMOUNT
Pacific Rim Painting Co.	Fresno	\$119,000
Color New Co.	Woodland Hills	\$124,000
H.B. Restoration, Inc.	Rio Linda	\$126,700
Polychrome Construction, Inc.	Northridge	\$127,000
Ro's Precise Painting, Inc.	Sanger	\$140,999
GDL Painters, Inc.	Little Rock	\$154,000
Athens Painting & Commercial Coatings, Inc.	Pittsburg	\$168,000
VLA Construction, Inc.	Woodland Hills	\$174,000
Economos Painting	Burbank	\$224,700
A.J. Fistes Corporation	Long Beach	\$238,400

Award will be by Section.

Low bid for **Section E** determined by total of Base Bid.

Due to staff's need to investigate matters which have been raised, staff recommends the rejection of all bids.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-32

AGENDA SECTION: A

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Funding from Federal American Rescue Plan Act of 2021

ITEM DESCRIPTION: Funding from the Federal American Rescue Plan Act of 2021 to augment Fresno Unified District Project ACCESS 2021-24 Education for Homeless Children and Youth Grant. Funds are used to facilitate the identification, enrollment, attendance, and success in school for homeless children and youth. Grantees may use these funds for supplemental services (increase/augment existing level of services) and not supplant or replace funds from other sources.

Project ACCESS will utilize grant funds to expand on existing programs, initiatives, and services including but not limited to:

- Professional development.
- Referral services for medical, dental, mental, and other health services.
- Services and assistance to attract, engage, and retain homeless children and youth, including unaccompanied youths, in public school programs and services that are provided to all non-homeless children and youth.
- Education and training for the parents/guardians of homeless children and youth.
- Coordination between schools and agencies providing services to homeless children and youth.
- Activities to address the particular needs of homeless children and youth.
- School supplies, including those supplies to be distributed at shelters, temporary housing facilities, or other appropriate locations.
- Other extraordinary or emergency assistance needed to enable homeless children and youth to attend school.

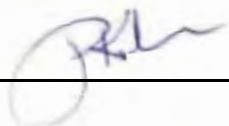
FINANCIAL SUMMARY: Fresno Unified will receive \$100,000 over 24 months.


PREPARED BY: Ambra O'Connor,
Administrator

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-33

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 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.

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) 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
120975-1210203 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, (1987) 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

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-34

AGENDA SECTION: A

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

ACTION REQUESTED: Approve/Adopt
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Approve Proposed Revised Board Policies and Adopt New Board Policy

ITEM DESCRIPTION: Included in the Board binders are the following new and revised Board Policies (BP):

- BP 4030 Nondiscrimination in Employment (Revised)
- BP 4033 Lactation Accommodation (New)
- BP 4112.91 Employee Notifications (Revised)
- BP 4119.11 Sexual Harassment (Revised)

The revised and new board policies meet the legal mandates recommended by the California School Boards Association (CSBA).

Currently the Superintendent, in accordance with Board Bylaw 9301 – Board Policies, is recommending the Board waive the second reading for approval.

Revision recommendations are color coded as follows:

Yellow highlight - CSBA recommended language policy	Blue font – Clarification or readability changes
Peach font – Subcommittee recommendation	Red strikeout – Recommended deletion
Grey font – New Policy, CSBA recommended	Green font – CDE required change
Green font – Legally mandated/reference changes	Purple font - Information change
Teal header – *New Policy, non-CSBA proposed	

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

Nondiscrimination In Employment

Fresno Unified is a place where diversity is valued and educational excellence and equity are expected.

The Governing Board desires to provide a safe, positive work environment where all district employees and job applicants are assured of full and equal employment access and opportunities, protection and are free from harassment and discrimination intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. ~~The Board prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of race, color, national origin, ancestry, ethnic group identification, religious creed, age, marital or parental status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation, the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics, at any district site and/or activity.~~ For purposes of this policy, employees include job applicants, interns, volunteers, and persons providing services to who contracted with the district to provide services are included, as applicable.

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4111/4211/4311 - Recruitment and Selection)

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

~~(cf. 4032 - Reasonable Accommodation)~~

~~(cf. 4033 - Lactation Accommodation)~~

~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

~~(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)~~

~~(cf. 4154/4254/4354 - Health and Welfare Benefits)~~

~~(cf. 5145.7 - Sexual Harassment)~~

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, or association with a person or group with one or more of these actual or perceived characteristics.

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

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

(cf. 4032 - Reasonable Accommodation)

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training or in discriminating against the

person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

Harassment consists of any unwelcome conduct, whether verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints regarding employment discrimination, harassment, or retaliation shall immediately be investigated in accordance procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages ~~participates~~ in prohibited discrimination, harassment, or retaliation, or who aides, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

~~*(cf. 4117.4 - Dismissal)*~~

~~The Board designates the following position as Coordinator for Nondiscrimination in Employment~~^[SM1]:

~~Chief of Associate Superintendent, Human Resources~~

~~Fresno Unified School District~~

~~Division of Human Resources~~

~~2309 Tulare Street~~

~~Fresno, CA 93721~~

~~Any employee or job applicant who believes that he/she has been or is being discriminated against, harassed, or retaliated against in violation of district policy or regulation should immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaints.~~

~~Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031—Complaints Concerning Discrimination in Employment.~~

~~*(cf. 4031—Complaints Concerning Discrimination in Employment)*~~

~~Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to his/her supervisor, the Coordinator, or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.~~

~~Training and Notifications~~

~~The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.~~

~~*(cf. 4131 - Staff Development)*~~

~~*(cf. 4231 - Staff Development)*~~

~~*(cf. 4331 - Staff Development)*~~

~~The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publications shall be included in each announcement, bulletin, or application form that is used in employee recruitment.~~
~~(34 CFR 100.6, 106.9)~~

The district's policy shall be posted in all schools and offices including staff lounges and student government meeting rooms. (5 CCR 4960)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, 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

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

12940-12952 Unlawful employment practices

12960-12976 Unlawful employment practices; complaints

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment, especially:

11013 Record keeping

11019 ~~7287.6~~ Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11027-11028 National origin and ancestry discrimination

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX, of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shepard v. Loyola Marymount (2002) 102 CalApp.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

Transgender Rights in the Workplace

Workplace Harassment Guide for California Employers

Your Rights and Obligations as a Pregnant Employee

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Questions and Answers: Religious Discrimination in the Workplace, 2008

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

EEOC Compliance Manual

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS

Notice of Non-Discrimination, January, 1999

WEB SITES

EEOCU.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

OCR: <http://www.ed.gov/offices/OCR>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
~~DFEH~~ California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Policy FRESNO UNIFIED SCHOOL DISTRICT
adopted: June 25, 1992 Fresno, California
revised: November 13, 1997
revised: August 23, 2000
revised: February 25, 2004
revised: June 19, 2013
revised: _____, 2021

Lactation Accommodation

The Governing Board recognizes the immediate and long-term health benefits of breastfeeding and desires to provide a supportive environment for any district employee to express milk for an infant child upon returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee for seeking an accommodation to express breast milk for an infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

An employee shall notify the employee's supervisor or other appropriate personnel in advance of the intent to request an accommodation. The supervisor shall respond to the request and shall work with the employee to make arrangements. If needed, the supervisor shall address scheduling in order to ensure that the employee's essential job duties are covered during the break time.

Lactation accommodations shall be granted unless limited circumstances exist as specified in law. (Labor Code 1031, 1032; 29 USC 207)

Before a determination is made to deny lactation accommodations to an employee, the employee's supervisor shall consult with the Superintendent or designee. When lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute the policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Break Time and Location Requirements

The district shall provide a reasonable amount of break time to accommodate an employee each time the employee has a need to express breast milk for an infant child. (Labor Code 1030)

To the extent possible, any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC

207)

The employee shall be provided the use of a private room or location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area. The room or location provided shall meet the following requirements: (Labor Code 1031; 29 USC 207)

1. Is shielded from view and free from intrusion while the employee is expressing milk
2. Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382
3. Contains a place to sit and a surface to place a breast pump and personal items
4. Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump
5. Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing milk in close proximity to the employee's workspace

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

Dispute Resolution

An employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

(cf. 4144/4244/4344 - Complaints)

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Legal Reference:

EDUCATION CODE

200-262.4 Educational equity; prohibition of discrimination on the basis of sex

CIVIL CODE

43.3 Right of mothers to breastfeed in any public or private location

GOVERNMENT CODE

12926 Definition of sex; breastfeeding

12940 Unlawful discriminatory employment practices

12945 Unlawful discrimination based on pregnancy, childbirth, or related medical conditions

LABOR CODE

1030-1034 Lactation accommodation

6382 Procedure for listing hazardous substances

CODE OF REGULATIONS, TITLE 2

11035-11051 Unlawful sex discrimination; pregnancy and related medical conditions

UNITED STATES CODE, TITLE 29

207 Fair Labor Standards Act; lactation accommodation

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Rest Periods/Lactation Accommodation, Frequently Asked Questions

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Lactation Accommodation for Employers

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Lactation Support Program Toolkit

FEDERAL REGISTER

Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages 80073-80079

OFFICE OF THE SURGEON GENERAL PUBLICATIONS

The Surgeon General's Call to Action to Support Breastfeeding, 2011

HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008

U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

Frequently Asked Questions- Break Time for Nursing Mothers

Fact Sheet #73: Break Time for Nursing Mothers under the FLSA, rev. April 2018

WEB SITES

California Department of Industrial Relations, Division of Labor and Standards Enforcement:

<http://www.dir.ca.gov/dlse>

California Department of Public Health: <http://www.cdph.ca.gov>

California Women, Infants and Children Program: <http://www.wicworks.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Health Resources and Services Administration: <http://www.hrsa.gov>

Office of the Surgeon General: <http://www.surgeongeneral.gov>

U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:

<http://www.dol.gov/whd/nursingmothers>

Adopted _____, 2021 Fresno, California

Policy Section: 4000 Personnel

Employee Notifications

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, or any other basis protected by law or regulation, in its educational program(s) or employment.

Legal Reference:

EDUCATION CODE

231.5 Sexual harassment policy

17612 Notification of pesticide use

22455.5 STRS information to potential members

22461 Postretirement compensation limitation

35031 Nonreelection of superintendent, assistant superintendent, or manager of classified services

35171 Notice of regulations pertaining to certificated employee evaluations

37616 Notice of public hearing on year-round schedule

44031 Personnel file contents, inspection

44663-44664 Evaluation of certificated employees

44842 Reemployment notices, certificated employees

44896 Transfer of administrator or supervisor to teaching position

44916 Written statement of employment status

44929.21 Reelection or nonreelection of probationary employee after second year

44929.23 Reelection notice, districts with less than 250 ADA

44934 Notice of disciplinary action for cause

44934.1 Suspension or dismissal for egregious misconduct

44936 Notice of suspension or dismissal

44938 Notice of unprofessional conduct and opportunity to correct

44940.5-44941 Notification of suspension and intent to dismiss

44948.3 Dismissal of probationary employees

44948.5 Nonreelection procedures, districts under 250 ADA

44949 Cause, notice and right to hearing

44951 Continuation in position unless notified, administrative or supervisory personnel

44954 Nonreelection of temporary employees

44955 Reduction in number of employees

45113 Notification of charges, classified employees

45117 Notice of layoff, classified employees

45169 Employee salary data, classified employees

45192 Industrial and accident leave

45195 Additional leave

46162 Notice of public hearing on block schedule

49013 Complaints regarding student fees

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49414 Epinephrine auto-injectors

49414.3 Administration of opioid antagonist

CIVIL CODE

1798.29 District records, breach of security

GOVERNMENT CODE

1126 Incompatible activities of employees

8355 Certification of drug-free workplace, including notification

12950 Sexual harassment

21029 Retirement credit for period of military service

54957 Complaints against employees; right to open session

54963 Unauthorized disclosure of confidential information

HEALTH AND SAFETY CODE

1797.196 Automated external defibrillators; notification of use and locations

104420 Tobacco-free schools

120875 Information on AIDS, AIDS-related conditions, and hepatitis B

120880 Notification to employees re AIDS, AIDS-related conditions, and hepatitis B

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

1034 Lactation accommodation

2800.2 Notification of availability of continuation health coverage

2810.7 Notice to participate in flexible spending account

3550-3553 Notifications re: workers' compensation benefits

5401 Workers' compensation; claim form and notice of potential eligibility

PENAL CODE

11105 Access to criminal history information

11105.2 Subsequent arrest notification

11165.7 Child Abuse and Neglect Reporting Act; notification requirement

11166.5 Employment; statement of knowledge of duty to report child abuse or neglect

UNEMPLOYMENT INSURANCE CODE

2613 Disability insurance; notice of rights and benefits

CODE OF REGULATIONS, TITLE 2

11023 Nondiscrimination in employment

11049 Notice of right to request pregnancy disability leave or transfer

11091 California Family Rights Act, designation notice

11096 Notice of right to request family care leave

CODE OF REGULATIONS, TITLE 5

4622 Uniform complaint procedures

80303 Reports of change in employment status, alleged misconduct

CODE OF REGULATIONS, TITLE 8

3204 Employees exposed to bloodborne pathogens, access to exposure and medical records

5191 Chemical hygiene plan

5194 Hazard communication program

CODE OF REGULATIONS, TITLE 13

1234 Reports regarding school buses and bus drivers

2480 Vehicle idling, limitations

UNITED STATES CODE, TITLE 38

4334 Uniformed Services Employment and Reemployment Rights Act, notice requirement

UNITED STATES CODE, TITLE 41

8101-8106 Drug-Free Workplace Act

CODE OF FEDERAL REGULATIONS, TITLE 29

825.300 Family and Medical Leave Act; notice requirement

CODE OF FEDERAL REGULATIONS, TITLE 34

84.205-84.210 Drug-free workplace statement

104.8 Nondiscrimination

106.9 Dissemination of policy, nondiscrimination on basis of sex

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

CODE OF FEDERAL REGULATIONS, TITLE 49

382.113 Controlled substance and alcohol use and testing notifications

382.303 Post-accident information, procedures, and instructions

382.601 Controlled substance and alcohol use and testing notifications

(2/95 7/12) 5/20

Fresno USD | 4000 | BP 4112.91, 4212.91, 4312.91 Personnel

Employee Notifications

~~The following regulations lists employee notifications that are required by law. Employee acknowledgment of items #1 – #6 is also required by law. The district may expand this regulation so as to reflect any other acknowledgments which it requires of its employees.~~

~~The district shall provide employees with the following notifications and shall obtain signed acknowledgments that the notifications were received when so required by law or by district policy or regulations.~~

~~1. Legal obligation to report known or suspected instances of child abuse.~~

~~(cf. 5141.4—Child Abuse Reporting Procedures)~~

~~2. Oath or affirmation of allegiance required of public employees.~~

~~(cf. 4112.3—Oath or Affirmation)~~

~~3. Hepatitis B vaccine declination.~~

~~(cf. 4119.42—Exposure Control Plan for Bloodborne Pathogens)~~

~~4. The district's school bus driver drug and alcohol testing policy, regulations, and related information.~~

~~(cf. 4112.42—Drug and Alcohol Testing for School Bus Drivers)~~

~~5. Notice of release from position requiring an administrative or supervisory credential.~~

~~(cf. 4313.2—Promotion/Demotion/Reclassification)~~

~~6. The classified employee's class specification, salary data, assignment or work location, duty hours, and prescribed work week.~~

~~(cf. 4212—Appointment and Conditions of Employment)~~

~~7. The district's drug and alcohol free work place.~~

~~(cf. 4020—Drug and Alcohol Free Work Place)~~

~~8. Prohibition of sexual harassment.~~

~~(cf. 4119.11—Sexual Harassment)~~

~~9. The certificated employee's employment status and salary.~~

~~(cf. 4112.1—Contracts)~~

~~10. State disability insurance rights and benefits.~~

~~(cf. 4154—Health and Welfare Benefits)~~

~~11. Students whose actions could constitute grounds for suspension or expulsion, except for possession or~~

~~use of tobacco.~~

~~(cf. 4158—Employee Security)~~

~~12. Certificated employee evaluations.~~

~~(cf. 4115 – Evaluation/Supervision)~~

~~(cf. 4315 – Evaluation/Supervision)~~

~~13. Family Medical Leave Act.~~

~~(cf. 4161.8 – Family Care and Medical Leave~~

~~14. Bloodborne pathogens.~~

~~(cf. 4119.43 – Universal Precautions)~~

~~15. Employees with Infectious Disease.~~

~~(cf. 4119.41(a) – Employees with Infectious Disease)~~

~~16. Confidentiality Statement.~~

Legal Reference:

EDUCATION CODE

~~231.5 Sexual harassment policy~~

~~44663 Evaluation and assessment; copy to certificated employee~~

~~44916 Written statement of employment status~~

~~44951 Continuation in position unless notified~~

~~45169 Employee salary data~~

Sexual Harassment

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against ~~of district employees or other persons~~ and retaliatory behavior or action against any person who complains ~~complain~~, testifies ~~testify~~, or otherwise participates ~~participate~~ in the complaint process established for the purpose of this policy ~~pursuant to this policy and the administrative regulation.~~

The following policy shall apply to all district employees, ~~interns, volunteers, contractors, job applicants,~~ and other persons with an employment relationship with the district.

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

(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing ~~periodic~~ training to employees in accordance with law and administrative regulation ~~all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.~~

(cf. ~~4131~~ – Staff Development)

(cf. ~~4231~~ – Staff Development)

(cf. ~~4331~~ – Staff Development)

2. Publicizing and disseminating the district's sexual harassment policy to ~~staff~~ employees and others to whom the policy may apply

(cf. ~~4112.9/4212.9/4312.9~~ – Employee Notifications)

3. Ensuring prompt, thorough, fair, and equitable investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), ~~which~~ ~~-This~~ may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

(cf. ~~4030~~ – Nondiscrimination in Employment)

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies,

and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator. ~~Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.~~

~~A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.~~

~~Complaints of sexual harassment shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.~~

~~(cf. 4031 – Complaints Concerning Discrimination in Employment)~~

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, if appropriate under the circumstances, as set forth in AR 4119.12.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Fresno Unified School District does not harass, intimidate, or discriminate on the basis of race, color, ethnicity, national origin, immigration status, ancestry, age, creed, religion, political affiliation, gender, gender identity or expression or genetic information, mental or physical disability, sex, sexual orientation, parental or marital status, military veteran status, 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 on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act **especially:**

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

[11024 Sexual harassment training and education](#)

[11034 Terms, conditions, and privileges of employment](#)

CODE OF REGULATIONS, TITLE 5

[4900-4965](#) Nondiscrimination in elementary and secondary education programs [receiving state financial assistance](#)

UNITED STATES CODE, TITLE 20

[1681-1688](#) Title IX of the Education Amendments of 1972

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

[2000h-2-2000h-6](#) Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

[106.1-106.9](#) Nondiscrimination on the basis of sex in education programs or activities

[106.51-106.82](#) Nondiscrimination on the basis of sex in employment in education programs or activities

[106.9](#) Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Juarez v. Ameritech Mobile Systems, (N.D. Ill.) 746 F.Supp. 798

Dornhecker v. Malibu Grand Prix Corp., (5th Cir. 1987) 828 F.2d. 307

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy FRESNO UNIFIED SCHOOL DISTRICT

adopted June 25, 1992 Fresno, California

revised: March 30, 2005, _____, 2021

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-35

AGENDA SECTION: A

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

ACTION REQUESTED: Ratify

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

TITLE AND SUBJECT: Ratify Agreement with Swun Math

ITEM DESCRIPTION: Included in the Board binders is a request to ratify 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 June 30, 2021.

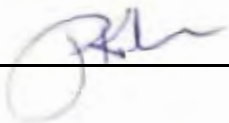
FINANCIAL SUMMARY: Sufficient funds of \$46,800 are available in the In–Person Instructional Grant.

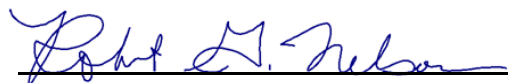
PREPARED BY: Carlos Castillo,
Instructional Superintendent

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:		
Name	Site/ Dept	Telephone number
Budget (Fund-Unit-Dept.-Activity-Object)		

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:**

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

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

Andrew D. Stancu
Signed 5/27/2021
Date

Please return signed contract to:

Name

Department



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:


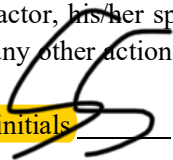

Contractor's Address:

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

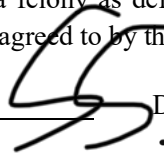
c. Acceptance of insurance certificates and endorsements required under the contract does not relieve the Contractor from liability under this indemnification and hold harmless clause. The requirements of this Section (Indemnification and Hold Harmless) shall apply whether or not such insurance policies 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 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

Santino Danisi, Interim Chief Financial Officer

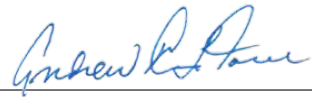
Date

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 16, 2021

AGENDA ITEM A-36

AGENDA SECTION: A

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

ACTION REQUESTED: Ratify

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

TITLE AND SUBJECT: Ratify Amendment with Free Style Event Services

ITEM DESCRIPTION: Included in the Board binders is an amendment with Freestyle Event Services. The agreement includes audio-visual services for graduation ceremonies at three main sites: McLane Stadium, Sunnyside Stadium, and the Paul Paul Theater (Fairgrounds). The Class of 2020 was to host a combined (all-schools) graduation and the Class of 2021 at Bullard, Cambridge, Design Science, DeWolf, Duncan, Edison, Fresno, Hoover, J.E. Young, Patiño, and Roosevelt will host graduation at the Paul Paul Theater. Previous contract of \$83,920 was approved at the 4/21/2021 Board meeting. Additional fees of \$31,380 are requested.

The additional fees requested are to ensure equity of experience for all sites. Design Science, Patiño, and the Class of 2020 were not included with full graduation regalia on the initial bid due to the small graduate numbers and lack of previous participation data for the Class of 2020. However, following initial approval of this Board Item, the Class of 2020 responded in large numbers and necessitated hosting a second ceremony to comply with health department regulations for spacing and venue capacity.



FINANCIAL SUMMARY: Sufficient funds in the amount of \$125,000 are available in the Goal 2 Budget.

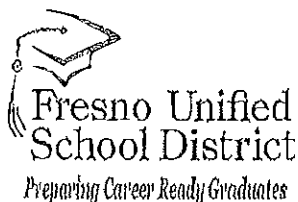
PREPARED BY: Leslie Loewen,
Manager II, G2: Student Engagement

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

Freestyle Event Services

1030 Carrier Parkway Ave, Bakersfield CA 93308

Vendor Name
(661) 331-8574

Address
Jared Perry

Phone Number

Vendor Contact

From: May 24, 2021

Through: June 11, 2021

Term (Duration)

FUSD Contract Administrator:
Leslie Loewen

G2: Student Engagement

559 457-3674

Name

Site/ Dept

Telephone number

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

030-0675-0655-1981-2100-5110

Annual Cost \$ 83,920.00

estimated ~~125,000~~ ~~(Contract will not be authorized to exceed this amount w/o BOB 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 will provide audio equipment and management services for Fresno Unified Graduation events, Class of 2021 (agreement included with this contract). This includes services at McLane High School, Sunnyside High School and Fresno Fairgrounds "paul paul theater".

Date Item is to appear on Board of Education Agenda: 04/21/21 Agenda Item # (Contracts of \$15,000.00 or more)

Reviewed & approved by Cabinet Level Officer:

Bryan O. Wells

Apr 5, 2021

Kim Macium April 5, 2021

Signed

Date

Reviewed & approved by Executive Director, Risk Management:

Andrew P. ...

Apr 7, 2021

Signed

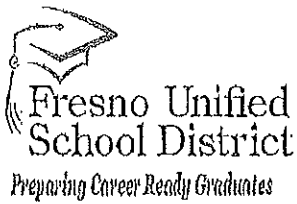
Date

Please return signed contract to:
Leslie Loewen, Leticia deSantiago

G2: Student Engagement

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION G2:Student Engagement

School/Department Budget: 030-0675-0655-1981-2100-5110

District Contact Person: Leslie Loewen *LL*

Budget Manager Approval: *Bryan O. Wells*

Contractor's Vendor Name: Freestyle Event Services

Contractor's Contact Person: Jared Perry

Contractor's Title: Sales Representative

Contractor's Telephone Number: (661) 331-8574

Contractor's E-mail: jared@freestyleevents.com

Contractor's Address: 1030 Carrier Parkway Ave, Bakersfield CA 93308

Contractor's Taxpayer ID# or SSN#: 27-3359877

This Independent Contractor Services Agreement is made and entered into effective 05/24/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor").

I. Contractor Services, Contractor agrees to provide _____

Contractor will provide audio equipment and management services for Fresno Unified Graduation events, Class of 2021 (agreement included with this contract). This includes services at McLane High School, Sunnyside High School and Fresno Fairgrounds "paul paul theater".

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 05/24/21 , and shall terminate on 06/11/21 . 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 _____ per _____. estimated \$125,000.00 Net to exceed \$83,920.00. Checks will be made payable to Freestyle Event Services . 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 invoices.

5. Incidental Expenses. ☐ Yes (See below) ☒ No, Vendor Initial here JS

- 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): \$83,920.00
- f. Other \$0.00 \$125,000.00 JS

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.npepas.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 District's 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 JS

District's Initials BW

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.

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Contractor's Initials 

District's Initials BW

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District:

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

Contractor: Freestyle Event Services

Name: Jared Perry

Address:

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

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

DISTRICT

Fresno Unified School District



Samino Danks, Chief Financial Officer

04/23/2021

Date

CONTRACTOR

Freestyle Event Services


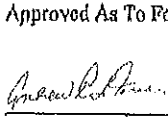


Name: Jared Perry, Title: Sales Representative

March 31, 2021

Date

Approved As To Form:



5/27/2021

Andrew De La Torre, Executive Director
Benefits and Risk Management

Apr 7, 2021

Date

Invoice

BILL TO

Fresno Unified School District
 2348 Mariposa St
 Fresno, CA 93721
 Attn: Leslie Loewen

SHIP TO

2021 Commencements
 May 24th
 June 1 through June 10

INVOICE #	DATE	TOTAL DUE		ENCLOSED
12418	03/25/2021	\$115,300.00		

SALES REP

Jared

DESCRIPTION	QTY	RATE	AMOUNT
Main PA System + Audio Components + rigging (Paul Paul 9 days)		14,700.00	14,700.00
Lighting system + Lighting Components + rigging (Paul Paul 9 days)		12,600.00	12,600.00
Labor (Setup & Strike)		3,800.00	3,800.00
Power Distribution 3 phase cam feed, Distribution panel, Cabling (Paul Paul 8 days)		4,400.00	4,400.00
Event Technicians (Audio Tech, Lighting Tech, Video Tech) 9 Days		13,000.00	13,000.00
System + Video Components, Audio Feed + Audio Components for Streaming (Paul Paul 8 days)		8,600.00	8,600.00
Delivery / Pick up (Paul Paul)		480.00	480.00
McClain HS Sound, Truss & Rigging for banner, 25kva Generator w/ Power Distribution, Labor, Technicians, Delivery, Camera system & audio feed for streaming		4,260.00	4,260.00
Sunnyside HS Sound, Truss & Rigging for banner, 25kva Generator w/ Power Distribution, Labor, Technicians, Delivery, Camera system & audio feed for streaming		4,260.00	4,260.00
Cold Spark (Sparklers) 4 machines + control system for end of each ceremony		9,200.00	9,200.00
16' LED Video Wall with rigging, labor & technician		16,000.00	16,000.00
Additional 1 week extension on all Equipment to accommodate the 24th (24k is after 1 time multi-week discount)		24,000.00	24,000.00

Please make checks payable to: Freestyle Event Services

BALANCE DUE

\$115,300.00

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-37

AGENDA SECTION: A

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

ACTION REQUESTED: Ratify

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

TITLE AND SUBJECT: Ratify Agreement with Educational and Leadership Foundation

ITEM DESCRIPTION: Included in the Board binder is an agreement with Educational and Leadership Foundation Bilingual Parent Outreach will deliver culturally targeted outreach phone calls to support summer learning to reach out to families to confirm their students enrollment in summer school to make up credits for graduation or college entrance. Summer school will be in-person and begins on Monday, June 14, 2021.

FINANCIAL SUMMARY: Sufficient funds in the amount of \$26,160 are available in the In-Person Instruction Grant

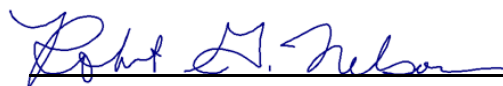
PREPARED BY: Jeremy Ward,
Executive Officer

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Office

SUPERINTENDENT APPROVAL:







**Fresno Unified
School District**

Preparing Career Ready Graduates

Fresno Unified School District Contract Routing Form

Completed independent contract agreement must be attached

Education and Leadership Foundation

4290 E. Ashlan Ave., Fresno, CA 93726

Vendor Name

Address

559-291-5425

Raul Moreno

Phone Number

Vendor Contact

From: May 24, 2021

Through: June 11, 2021

Term (Duration)

FUSD Contract Administrator:

Jeremy Ward

College Career Readiness

559-248-7465

Name

Site/ Dept

Telephone number

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

060-0790-7422-1110-1000-5899

Annual Cost \$ 26,160.00

(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:

ELF Bilingual Parent Outreach will deliver culturally targeted outreach phone calls to support summer learning to reach out to families to confirm their student enrollment in summer school to make up credits for graduation or college entrance. Summer school will be in-person and begins on Monday, June 14, 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:**

Signed

Date

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

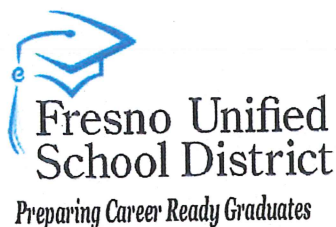
Signed

Date

Please return signed contract to:

Name

Department



Fresno Unified School District

Independent Contractor Services Agreement

GENERAL INFORMATION College Career Readiness

School/Department Budget: 060-0790-7422-1110-1000-5899

District Contact Person: Jeremy Ward

Budget Manager Approval: _____

Contractor's Vendor Name: Education and Leadership Foundation

Contractor's Contact Person: Raul Moreno

Contractor's Title: Chief Executive Officer

Contractor's Telephone Number: 559-291-5425

Contractor's E-mail: raulmoreno@education-leadership.org

Contractor's Address: 4290 E. Ashlan Ave., Fresno, CA 93726

Contractor's Taxpayer ID# or SSN#: 26-0417563

This Independent Contractor Services Agreement is made and entered into effective 05/24/21 (the "Effective Date") by and between the Fresno Unified School District ("District") and ("Contractor") Education and Leadership Foundation.

1. Contractor Services. Contractor agrees to provide _____

ELF Bilingual Parent Outreach will deliver culturally and linguistically targeted outreach phone calls to support summer learning to reach out to families to confirm their student enrollment in summer school to make up credits for graduation or college entrance. Summer school will be in-person and begins on Monday, June 14, 2021.

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 05/24/21, and shall terminate on 06/11/21. 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 _____ per contract, not to exceed \$ 26,160.00. Checks will be made payable to Education and Leadership Foundation. 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 RM

- 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): \$ 26,160.00
- 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 RM

District's initials RM

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 EM

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: Education and Leadership Foundation

Name: Raul Moreno

Address:

4290 E. Ashlan Ave.
Fresno, CA 93726

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, Chief Financial Officer

Date

CONTRACTOR

Education and Leadership Foundation

Raul Moreno
Name: Raul Moreno , **Title:** Chief Executive Officer

05/26/21

Date

Approved As To Form:

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

6/3/2021
Date

Education and Leadership Foundation

4290 E. Ashlan Avenue

559-291-5425 (Phone)

raulmoreno@education-leadership.org

Fresno, CA 93726

559-291-5927 (Fax)

Website: <https://www.education-leadership.org>

Bill To: Fresno Unified School District
College Career Readiness

Phone: 559-248-7465

Invoice #: Special 1

Address: 4120 N. First Ave.
Fresno, CA 93726

Email: Jeremy.Ward@fresnounified.org

Invoice Date: 5/21/21

Invoice For:

Support	Description	Qty	Unit Price	Discount	Price
Parent Outreach Project Coordinator	Oversee the Call Center and day to day operations	1	\$ 3,360.00		\$ 3,360.00
Parent Outreach Leaders	Deliver culturally and linguistically targeted outreach phone calls for summer learning	6	\$ 2,400.00		\$ 14,400.00
Parent Outreach Analyst	Compile data list and ensure outcome report daily	1	\$ 3,000.00		\$ 3,000.00
Payroll Processing	Managing payroll processing, payment, and disbursement	1	\$ 3,000.00		\$ 3,000.00
Admin fee	10% Admin fee cost	1	\$ 2,400.00		\$ 2,400.00
					\$ -
					\$ -
					\$ -
Fresno Unified School District Summer Learning Phone Calls Phone Call Dates: 5/24/21-6/11/21 Targeted: 9,000 Phone Calls				Invoice Subtotal	\$ 26,160.00
				Tax Rate	
				Sales Tax	\$ -
				Other	
Make all checks payable to Education and Leadership Foundation. Total due in 30 days.				Deposit Received	
				TOTAL	\$ 26,160.00

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-38

AGENDA SECTION: A

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

ACTION REQUESTED: Ratify

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

TITLE AND SUBJECT: Ratify Grant Application to Kaiser Permanente Foundation for Funding for Wellness Coordinator Position

ITEM DESCRIPTION: It is recommended the Board ratify the district's grant application to the Kaiser Permanente Foundation to support the Fresno Unified Wellness Coordinator Initiative. This grant proposal was submitted by invitation and is planned to underwrite a portion of the salary and benefit costs of the new Wellness Coordinator position to a maximum of \$150,000. The initiative supports the district's wellness goals, expectations, and desired outcomes. The project period will commence November 1, 2021 and end October 31, 2024, covering three fiscal years.

FINANCIAL SUMMARY: If awarded, the grant will fund \$150,000 of the Wellness Coordinator position. The additional and continued funding of this position is available in the Cafeteria fund.

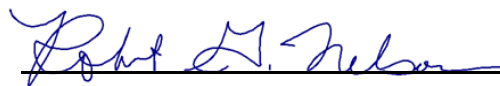
PREPARED BY: Amanda Harvey,
Director of Nutrition Services

DIVISION: Food Services
PHONE NUMBER: (559) 457-6278

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-39

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 19-50, Portable Classroom Relocation and Infrastructure for Various Schools – Section A, Ewing, Kirk, and Vang Pao Elementary Schools; Section B, Phoenix, Sunset, and Wilson Elementary Schools

The change orders related to 2019 summer portable projects (Bid 19-50) are presented for ratification at this time due to unusual close-out challenges related to design, late-received local regulatory requirements, delayed permit approvals, and extended negotiations with the contractor regarding appropriate pricing for changes to the scope of work (including credits to the district). The change orders total 6.9% of the \$2,839,333 overall contract amount. Details by school are provided in the backup information.

Bid 20-30, Roosevelt High School Cafeteria Modernization

Change Order 5 includes but may not be limited to: change location of kitchen equipment anchorage; and increase contract duration 67 days.

Original Contract Amount:	\$	4,336,394
Change Order(s) previously ratified:	\$	429,244
Change Order 5 presented for ratification:	\$	1,910
New Purchase Order Amount:	\$	4,767,548

Bid 20-54, Portable Classroom Relocation and Infrastructure for Various Schools – Section A, Ayer, Jackson, and Sunnyside; Section B, Lawless, Lincoln, and Malloch

The change orders related to 2020 summer portable projects (Bid 20-54) are presented for ratification at this time due to unusual close-out challenges related to design, late-received local regulatory requirements, delayed permit approvals, and extended negotiations with the contractor regarding appropriate pricing for changes to the scope of work (including credits to the district). The change orders total 5% of the \$2,723,312 overall contract amount. Details by school are provided in the backup information.

Bid 21-07, McLane High School Fire Alarm Upgrade

Change Order 3 includes but may not be limited to: additional sawcut, trenching and patchback; and added access panels in Administration Building ceiling.

Original Contract Amount:	\$	1,355,000
Change Order(s) previously ratified:	\$	83,924
Change Order 3 presented for ratification:	\$	9,817
New Purchase Order Amount:	\$	1,448,714

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: \$98,383 is available in the Measure X Fund for Bids 19-50 A & B, 20-30, and 21-07; \$100,910 is available in the School Facilities Fund for Bids 20-54A (Ayer & Jackson) and 20-54B (Lincoln); \$73,104 is available in the Developer Fee Fund for Bids 20-54A (Sunnyside) and 20-54B (Lawless & Malloch).

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:
Ewing Elementary School
4873 E Olive Ave
Fresno, CA 93727

CHANGE ORDER No. :

003

DSA File No. : 10-48

Application No. : 02-117548

CONTRACTOR :
Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

DESIGNER'S PROJECT No. : 1846

FUSD BID/CONTRACT No. : 19-50

CONTRACTOR P.O. No. : 562052A1

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 460,901.00
Net change by previously authorized Change Orders	\$ 26,423.10
The Contract Sum prior to this Change Order was	\$ 487,324.10
The Contract Sum will be adjusted by	\$ (20,831.09)
The new Contract Sum, including this Change Order will be	\$ 466,493.01
The Contract Completion date prior to this Change Order was	6-Sep-19
The Contract Time will be adjusted by	560 Calendar Days
The new Contract Completion date, including this Change Order is therefore	19-Mar-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:

Gonzalez Architects
7545 N. Del Mar Ave. #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez

Date: 3/23/21

Accepted by:

Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

CONTRACTOR:

By: JR Moreno

Date: 4/9/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger Asst. Sup.

Date: 4/9/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:

Provide and install base rock at new relocatable buildings footprints as necessary for foundations.

REASON FOR CHANGE:

Base rock was necessary to provide fill for the foundation.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

OTP 6

Amount of this Change Order Item:

Increase \$ 682.00

Time adjustment by this Change Order Item:

Increase 10 Days

Item 3-2

DESCRIPTION OF CHANGE:

Investigate existing available raceways for abandoned/unused conduit. Increase contract duration for this investigation and new fire alarm work included in prior Change Order #2.

REASON FOR CHANGE:

There is not enough space in existing raceway for fire alarm conduit for new portables.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

OTP 16

Amount of this Change Order Item:

Increase \$ 1,300.32

Time adjustment by this Change Order Item:

Increase 150 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-3

DESCRIPTION OF CHANGE:

Provide an Itemized credit for the following: Refer to Sheet A1.02, keynotes 23 and 25: Removal and replacement of 6" concrete paving with rebar and 25' wide concrete drive approach. Increase contract duration to accommodate city plan review and approvals.

REASON FOR CHANGE:

Scope Increased and location of required fire lane access changed during City of Fresno plan review and approvals. District elected to complete this work under separate contract.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ 77

Amount of this Change Order Item:

Decrease \$ (7,946.00)

Time adjustment by this Change Order Item:

Increase 220 Days

Item 3-4

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1 x 2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 36

Amount of this Change Order Item:

Decrease \$ (2,400.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 Days

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-5

DESCRIPTION OF CHANGE:

Provide a material credit for (2) 'Bobrick' Model B-272 surface mounted Toilet Tissue Dispensers.

REASON FOR CHANGE:

Toilet Room Accessories were found to be in good condition and therefore, did not need replacement.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 47

Amount of this Change Order Item:

Decrease \$ {137.34}

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-6

DESCRIPTION OF CHANGE:

Repair existing HVAC units damaged during building storage.

REASON FOR CHANGE:

District's buildings vandalized prior to contractor transporting them to the site.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFP 65 R-1

Amount of this Change Order Item:

Increase \$ 9,808.33

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-7

DESCRIPTION OF CHANGE:

Provide Itemized credit for material and labor for 70 LF chain link fencing, (1) 12' double gate, removal/replacement of (1) 36" man gate and 20' double wide gate with padlock.

REASON FOR CHANGE:

Fencing scope was removed from project because additional fencing was not necessary.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

RFQ 73

Amount of this Change Order Item:

Decrease \$ (18,757.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-8

DESCRIPTION OF CHANGE:

Provide credit for portion of concrete walk not installed at south side of new classrooms.

REASON FOR CHANGE:

Concrete walk was reduced in scope.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

OTP 7

Amount of this Change Order Item:

Decrease \$ (2,932.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

***** End of CHANGE ORDER *****



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-9

DESCRIPTION OF CHANGE:

Provide itemized credit for removal and replacing (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, underlayment replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 24

Amount of this Change Order Item:

Decrease \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-10

DESCRIPTION OF CHANGE:

Provide an itemized credit for 100 sf of exterior painting.

REASON FOR CHANGE:

Exterior paint was found to be in good condition; therefore, painting was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 30

Amount of this Change Order Item:

Decrease \$ (107.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-11

DESCRIPTION OF CHANGE:

Add 180 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD or any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 180 Days

DESCRIPTION OF CHANGE:

-

REASON FOR CHANGE:

-

CHANGE CATEGORY:

DOCUMENT REFERENCE:

-

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 0 Days

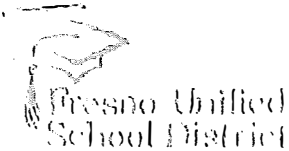
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

DECREASE \$ (20,831.09)

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 560 Days

***** END OF CHANGE ORDER *****



CHANGE ORDER

PROJECT NAME:

Kirk Elementary School
2000 E Belgravia Ave
Fresno, CA 93706

CHANGE ORDER No. :**002****DSA File No. :****10-48****Application No. :****02-117547****CONTRACTOR :**

Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

DESIGNER'S PROJECT No. :**1846****FUSD BID/CONTRACT No. :****19-50****CONTRACTOR P.O. No. :****562052A2**

Change Order not valid until signed by Designer, Contractor and Owner. The contract is changed as follows:

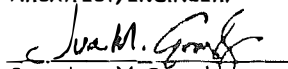
The original Contract Sum was	\$	388,620.00
Net change by previously authorized Change Orders	\$	1,848.00
The Contract Sum prior to this Change Order was	\$	390,468.00
The Contract Sum will be adjusted by	\$	(6,279.40)
The new Contract Sum, including this Change Order will be	\$	384,188.60
The Contract Completion date prior to this Change Order was		4-Sep-19
The Contract Time will be adjusted by		562 Calendar Days
The new Contract Completion date, including this Change Order is therefore		19-Mar-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:

Gonzalez Architects
7545 N. Del Mar Ave. #203
Fresno, CA 93711

ARCHITECT/ENGINEER:



By: Juan M. Gonzalez

Date: 3/23/21

Accepted by:

Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

CONTRACTOR:

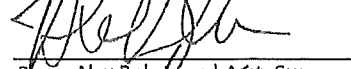

By: JR Moreno

Date: 4/8/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:


By: Alex Belanger | Asst. Sup.

Date: 4/25/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:

Provide itemized credit for removal and replacing of (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, underlayment replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 25

Amount of this Change Order Item:

Decrease \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-2

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacement of window screens, 4 per relocatable.

REASON FOR CHANGE:

Window screens were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 19

Amount of this Change Order Item:

Decrease \$ (80.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-3

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1 x 2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 37

Amount of this Change Order Item:

Decrease \$ (2,400.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-4

DESCRIPTION OF CHANGE:

Provide an itemized credit for (2) closure panels (materials and installation) per relocatable.

REASON FOR CHANGE:

Closure panels were not necessary; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 42

Amount of this Change Order Item:

Decrease \$ (250.00)

Time adjustment by this Change Order Item:

Increase 0 Days

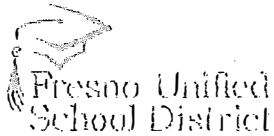
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-5

DESCRIPTION OF CHANGE:

Provide a credit in the amount of \$1,600. Refer to Sheet A2.01, Floor Plan Note #9.

REASON FOR CHANGE:

HVAC unit was found to be in working condition; therefore, servicing of units was not needed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 66

Amount of this Change Order Item:

Decrease \$ {1,600.00}

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-6

DESCRIPTION OF CHANGE:

Provide an itemized credit for (4) metal screen window frames and mesh.

REASON FOR CHANGE:

Metal screens were not needed; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 57

Amount of this Change Order Item:

Decrease \$ (1,300.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-7

DESCRIPTION OF CHANGE:

Provide an itemized credit for replacing 10 acoustical ceiling panels.

REASON FOR CHANGE:

Acoustical Ceiling Panels were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 53

Amount of this Change Order Item:

Decrease \$ (200.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-8

DESCRIPTION OF CHANGE:

Provide an itemized credit for 100 sf of exterior painting.

REASON FOR CHANGE:

Paint was found to be in good condition; therefore, additional painting was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 31

Amount of this Change Order Item:

Decrease \$ (107.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

***** End of CHANGE ORDER *****



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-9

DESCRIPTION OF CHANGE:

Add 562 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 562 Days

DESCRIPTION OF CHANGE:

-

REASON FOR CHANGE:

-

CHANGE CATEGORY:

DOCUMENT REFERENCE:

-

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase -

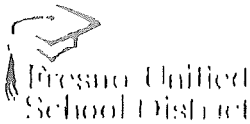
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

DECREASE \$ (6,279.40)

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 562 Days

END OF CHANGE ORDER



CHANGE ORDER

PROJECT NAME:

Phoenix Elementary Academy Community Day
3335 N Arthur Ave
Fresno, CA 93705

CHANGE ORDER No. :**003****DSA File No. :****10-48****Application No. :****02-117543****CONTRACTOR :**

Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. :**1846****FUSD BID/CONTRACT No. :****19-50****CONTRACTOR P.O. No. :****56205281**

Change Order will be initiated by Designer. Contractor will follow. The Contractor agrees as follows:

The original Contract Sum was	\$	579,639.00
Net change by previously authorized Change Orders	\$	64,646.91
The Contract Sum prior to this Change Order was	\$	644,285.91
The Contract Sum will be adjusted by	\$	42,140.11
The new Contract Sum, Including this Change Order will be	\$	686,426.02
The Contract Completion date prior to this Change Order was		12-Sep-19
The Contract Time will be adjusted by	554-524	Calendar Days
The new Contract Completion date, Including this Change Order is therefore		19-Mar-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:

Gonzalez Architects
7545 N Del Mar Ave #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

Juan M. Gonzalez
By: Juan M. Gonzalez

Date: 4/5/21**Accepted by:**

Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

CONTRACTOR:

JR Moreno
By: JR Moreno

Date: 4/9/2021**Authorized by:**

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

Alex Belanger
By: Alex Belanger / Asst. Sup.

Date: 4/29/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-1

DESCRIPTION OF CHANGE:

Revise drive approach, fencing and gates and add pedestrian ramps and sidewalk repair per City of Fresno approved drawings.

REASON FOR CHANGE:

City of Fresno requested additional improvements during plan review and approval.

CHANGE CATEGORY:

Governing agency required change after document approval.

DOCUMENT REFERENCE:

RFQ 64.2

Amount of this Change Order Item:

Increase \$ 37,114.29

Time adjustment by this Change Order Item:

Increase 220 Days

Item 3-2

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacing (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, replacing of plywood underlayment was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 27

Amount of this Change Order Item:

Increase \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-3

DESCRIPTION OF CHANGE:

Provide an Itemized credit for 100 sf of exterior painting.

REASON FOR CHANGE:

Exterior paint was found to be in good condition; therefore, exterior paint was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 33

Amount of this Change Order Item:

Decrease \$ (107.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-4

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of window screens, 4 per relocatable.

REASON FOR CHANGE:

Window screens were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 21

Amount of this Change Order Item:

Decrease \$ (178.40)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-5

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1x2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 39

Amount of this Change Order Item:

Decrease \$ (1,172.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-6

DESCRIPTION OF CHANGE:

Provide an Itemized credit for (2) closure panels (materials and installation) per relocatable.

REASON FOR CHANGE:

Closure panels were not necessary; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 44

Amount of this Change Order Item:

Decrease \$ (150.66)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-7

DESCRIPTION OF CHANGE:

Provide a material credit for (2) 'Bobrick' Model B-262 Paper Towel Dispenser and (2) 'Bobrick' Model B-28888 Toilet Tissue Dispensers.

REASON FOR CHANGE:

Toilet Room Accessories were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 48

Amount of this Change Order Item:

Decrease \$ (360.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-8

DESCRIPTION OF CHANGE:

Provide a credit in the amount of \$800. Refer to Sheet A2.01, Floor Plan Note #9.

REASON FOR CHANGE:

HVAC unit was found to be in working condition; therefore, servicing of units was not needed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 68

Amount of this Change Order Item:

Decrease \$ (800.00)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this contract:

Item 3-9

DESCRIPTION OF CHANGE:

Provide and install a dedicated circuit for existing surveillance system cabinet.

REASON FOR CHANGE:

Existing electrical wiring was not acceptable for rerouting of water heater.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

OTP 11

Amount of this Change Order Item:

Increase \$ 775.50

Time adjustment by this Change Order Item:

Increase 30 Days

Item 3-10

DESCRIPTION OF CHANGE:

Provide an itemized credit for landscaping reseeding and (10) sprinkler heads and 100 LF of Irrigation piping.

REASON FOR CHANGE:

Additional landscaping and irrigation was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 16

Amount of this Change Order Item:

Decrease \$ (2,000.00)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 3-11

DESCRIPTION OF CHANGE:

Provide additional removal and replacement of curb and gutter to provide for water flow per City of Fresno.

REASON FOR CHANGE:

District elected to remove and replace additional curb and gutter downstream of new improvements to eliminate standing water in new crosswalk and pedestrian ramp.

CHANGE CATEGORY:

Governing agency required change after document approval.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ 9,360.78

Time adjustment by this Change Order Item:

Increase 90 Days

Item 3-12

DESCRIPTION OF CHANGE:

Add 214 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 214 Days

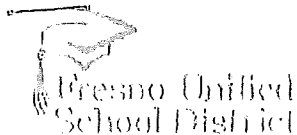
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 42,140.11

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 554 Days

END OF CHANGE ORDER



CHANGE ORDER

PROJECT NAME:
Sunset Elementary School
1755 S Crystal Ave
Fresno, CA 93706

CHANGE ORDER No. :

002

DSA File No. : 10-48

Application No. : 02-117544

CONTRACTOR :
Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. : 1846

FUSD BID/CONTRACT No. : 19-50

CONTRACTOR P.O. No. : 562052B2

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 627,519.00
Net change by previously authorized Change Orders	\$ 5,549.89
The Contract Sum prior to this Change Order was	\$ 633,068.89
The Contract Sum will be adjusted by	\$ 104,359.03
The new Contract Sum, including this Change Order will be	\$ 737,427.92
The Contract Completion date prior to this Change Order was	9-Sep-19
The Contract Time will be adjusted by	557 Calendar Days
The new Contract Completion date, including this Change Order is therefore	19-Mar-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:

Gonzalez Architects
7545 N Del Mar Ave #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez

Date: 3/23/21

Accepted by:

Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

CONTRACTOR:

By: JR Moreno

Date: 4/9/21

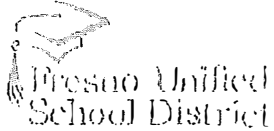
Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger Asst. Sup.

Date: 4/9/21



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Install new approach, city sidewalk and fencing changes per approved City of Fresno approved plans.

REASON FOR CHANGE:

City of Fresno requested additional improvements during plan review and approval.

CHANGE CATEGORY:

Governing agency required change after document approval.

DOCUMENT REFERENCE:

RFQ 63.1

Amount of this Change Order Item:

Increase \$ 17,801.70

Time adjustment by this Change Order Item:

Increase 70 Days

Item 2-2

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacing (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, underlayment replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 28

Amount of this Change Order Item:

Decrease \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-3

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacement of window screens, 4 per relocatable.

REASON FOR CHANGE:

Window screens were found to be in good condition; therefore, screen replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 22

Amount of this Change Order Item:

Decrease \$ (160.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-4

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1x2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 40

Amount of this Change Order Item:

Decrease \$ (1,172.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-5

DESCRIPTION OF CHANGE:

Provide an Itemized credit for (2) closure panels (materials and installation) per relocatable.

REASON FOR CHANGE:

Closure panels were not necessary; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 45

Amount of this Change Order Item:

Decrease \$ (301.32)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-6

DESCRIPTION OF CHANGE:

Provide a material credit for (4) 'Bobrick' Model B-262 Paper Towel Dispensers and (4) 'Bobrick' Model B-28888 Toilet Tissue Dispensers.

REASON FOR CHANGE:

Toilet Room Accessories were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 49

Amount of this Change Order Item:

Decrease \$ (360.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-7

DESCRIPTION OF CHANGE:

Provide a credit for servicing of units.

REASON FOR CHANGE:

HVAC unit was found to be in working condition; therefore, servicing of units was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 69

Amount of this Change Order Item:

Decrease \$ (3,200.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-8

DESCRIPTION OF CHANGE:

Provide an Itemized credit for replacing 10 acoustical ceiling panels.

REASON FOR CHANGE:

Acoustical Ceiling Panels were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 54

Amount of this Change Order Item:

Decrease \$ (203.11)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-9

DESCRIPTION OF CHANGE:

Provide additional landscape and irrigation adjustments per field direction from District Irrigation Shop.

REASON FOR CHANGE:

New Fire Lane improvements were in conflict with existing irrigation system. Irrigation not shown on as-built drawings.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 12,875.45

Time adjustment by this Change Order Item:

Increase 30 Days

Item 2-10

DESCRIPTION OF CHANGE:

Excavate additional 9" to allow for aggregate base and AC course. Dispose of dirt offsite. Fine grade subgrade area to receive aggregate base. Revise and relocate irrigation/dust control system.

REASON FOR CHANGE:

Aggregate base was not included in Contract Documents.

CHANGE CATEGORY:

Designer E & O.

DOCUMENT REFERENCE:

RFQ 63

Amount of this Change Order Item:

Increase \$ 81,420.71

Time adjustment by this Change Order Item:

Increase 270 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-11

DESCRIPTION OF CHANGE:

Provide an Itemized credit for landscaping reseeding and (10) sprinkler heads and 100 lf of irrigation piping.

REASON FOR CHANGE:

Irrigation was found to be in good condition; therefore, scope of work was deleted.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 17

Amount of this Change Order Item:

Decrease \$ (2,000.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-12

DESCRIPTION OF CHANGE:

Add 187 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 187 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$104,359.03

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 557 Days

END OF CHANGE ORDER



CHANGE ORDER

PROJECT NAME:
Vang Pao Elementary School
4100 E Heaton Ave
Fresno, CA 93702

CHANGE ORDER No. :

002

DSA File No. : 10-48

Application No. : 02-117375

CONTRACTOR :
Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

DESIGNER'S PROJECT No. : 1846

FUSD BID/CONTRACT No. : 19-50

CONTRACTOR P.O. No. : 562052A3

Change Order not valid until signed by Designer, Contractor and Owner. The contract is amended as follows.

The original Contract Sum was	\$ 372,692.00
Net change by previously authorized Change Orders	\$ 5,527.37
The Contract Sum prior to this Change Order was	\$ 378,219.37
The Contract Sum will be adjusted by	\$ (21,659.40)
The new Contract Sum, including this Change Order will be	\$ 356,559.97
The Contract Completion date prior to this Change Order was	10-Sep-19
The Contract Time will be adjusted by	556 Calendar Days
The new Contract Completion date, including this Change Order is therefore	19-Mar-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:

Gonzalez Architects
7545 N. Del Mar Ave #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez

Date: 3/23/21

Accepted by:

Davis Moreno Construction
4720 N. Blythe Ave.
Fresno, CA 93722

CONTRACTOR:

By: JR Moreno

Date: 4/9/2021

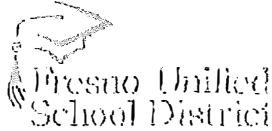
Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger Asst. Sup.

Date: 4/29/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacing (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, underlayment replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 26

Amount of this Change Order Item:

Decrease \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-2

DESCRIPTION OF CHANGE:

Provide an itemized credit for 100 sf of exterior painting.

REASON FOR CHANGE:

Exterior paint was found to be in good condition; therefore, exterior paint was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 32

Amount of this Change Order Item:

Decrease \$ (107.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-3

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of window screens, 4 per relocatable.

REASON FOR CHANGE:

Window screens were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 20

Amount of this Change Order Item:

Decrease \$ (80.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-4

DESCRIPTION OF CHANGE:

Provide an Itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1 x 2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 38

Amount of this Change Order Item:

Decrease \$ (2,400.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-5

DESCRIPTION OF CHANGE:

Provide an itemized credit for (2) closure panels (materials and installation) per relocatable.

REASON FOR CHANGE:

Closure panels were not necessary; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 43

Amount of this Change Order Item:

Decrease \$ (250.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-6

DESCRIPTION OF CHANGE:

Provide a credit in the amount of \$1,600. Refer to Sheet A2.02, Floor Plan note #9.

REASON FOR CHANGE:

HVAC unit was found to be in working condition; therefore, servicing of units was not needed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 67

Amount of this Change Order Item:

Decrease \$ (1,600.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

***** End of CHANGE ORDER *****



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-7

DESCRIPTION OF CHANGE:

Delete scope of work to remove and replace T-bar ceiling system including light fixtures. Provide credit.

REASON FOR CHANGE:

Acoustical ceiling system did not need to be replaced; therefore, scope of work was deleted.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 1

Amount of this Change Order Item:

Decrease \$ (4,000.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-8

DESCRIPTION OF CHANGE:

Provide material and labor credit for (1) 36" man gate and 78 LF of chain link fencing.

REASON FOR CHANGE:

Chain link fencing scope was removed from project.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 74

Amount of this Change Order Item:

Decrease \$ (12,880.00)

Time adjustment by this Change Order Item:

Increase 0 Days

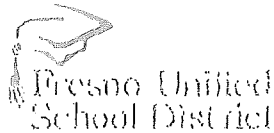
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Add 556 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 556 Days

-

DESCRIPTION OF CHANGE:

-

REASON FOR CHANGE:

-

CHANGE CATEGORY:

DOCUMENT REFERENCE:

-

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

DECREASE \$ (21,659.40)

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 556 Days

***** End of CHANGE ORDER *****



CHANGE ORDER

PROJECT NAME:

Wilson Elementary School
2131 W Ashlan Ave
Fresno, CA 93705

CHANGE ORDER No. :**002**

DSA File No. :

10-48

Application No. :

02-117546**CONTRACTOR :**

Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

DESIGNER'S PROJECT No. :

1846

FUSD BID/CONTRACT No. :

19-50

CONTRACTOR P.O. No. :

562052B3

Change Order not valid unless signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$	409,962.00
Net change by previously authorized Change Orders	\$	4,247.10
The Contract Sum prior to this Change Order was	\$	414,209.10
The Contract Sum will be adjusted by	\$	(11,072.40)
The new Contract Sum, including this Change Order will be	\$	403,136.70
The Contract Completion date prior to this Change Order was		1-Sep-19
The Contract Time will be adjusted by	565 Calendar Days	
The new Contract Completion date, including this Change Order is therefore		19-Mar-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:

Gonzalez Architects
7545 N Del Mar Ave #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

Juan M. Gonzalez
By: Juan M. Gonzalez

Date: 3/23/21**Accepted by:**

Davis Moreno Construction
4720 N Blythe Ave
Fresno, CA 93722

CONTRACTOR:

JR Moreno
By: JR Moreno

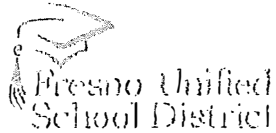
Date: 4/9/2021**Authorized by:**

Fresno Unified School District
4600 N Brawley
Fresno, CA 93722

OWNER:

Alex Belanger
By: Alex Belanger | Asst. Sup.

Date: 4/20/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Add new voice evacuation microphone and related components at existing voice evacuation panel in adjacent portable classroom.

REASON FOR CHANGE:

Contract documents showed an existing microphone where none existed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

OTP 24

Amount of this Change Order Item:

Increase \$ 3,800.00

Time adjustment by this Change Order Item:

Increase 60 Days

Item 2-2

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacing (3) 4'x8' plywood sheets.

REASON FOR CHANGE:

Underlayment was found to be in good condition; therefore, underlayment replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 29

Amount of this Change Order Item:

Decrease \$ (342.40)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-3

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacement of window screens, 4 per relocatable.

REASON FOR CHANGE:

Window screens were found to be in good condition; therefore, window screen replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 23

Amount of this Change Order Item:

Decrease \$ (80.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-4

DESCRIPTION OF CHANGE:

Provide an itemized credit for removal and replacement of 400 sf wood siding and removal and replacement of 100 lf of 1x2 wood trim.

REASON FOR CHANGE:

Exterior wood siding was found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 41

Amount of this Change Order Item:

Decrease \$ (2,400.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

End of CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-5

DESCRIPTION OF CHANGE:

Provide an itemized credit for (2) closure panels (materials and installation) per relocatable.

REASON FOR CHANGE:

Closure panels were not necessary; therefore, scope of work was removed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 46

Amount of this Change Order Item:

Decrease \$ (250.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-6

DESCRIPTION OF CHANGE:

Provide a credit in the amount of \$1,600 for servicing of HVAC units.

REASON FOR CHANGE:

HVAC unit was found to be in working condition; therefore, servicing of units was not needed.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 70

Amount of this Change Order Item:

Decrease \$ (1,600.00)

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

END OF CHANGE ORDER



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-7

DESCRIPTION OF CHANGE:

Provide an itemized credit for replacing 10 acoustical ceiling panels.

REASON FOR CHANGE:

Acoustical Ceiling Panels were found to be in good condition; therefore, replacement was not necessary.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

RFQ 55

Amount of this Change Order Item:

Decrease \$ (200.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 2-8

DESCRIPTION OF CHANGE:

Provide material and labor credit for (1) 12' double gate, (1) 36" man gate and 65 lf of chain link fencing.

REASON FOR CHANGE:

Fencing scope was removed from scope because additional fencing was not necessary.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

RFQ 76

Amount of this Change Order Item:

Decrease \$ (10,000.00)

Time adjustment by this Change Order Item:

Increase 0 Days

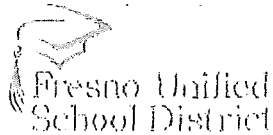
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ -

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

***** End of CHANGE ORDER *****



CHANGE ORDER

You are directed to make the following changes in this contract:

Item 2-9

DESCRIPTION OF CHANGE:

Add 505 Calendar Days to Contract duration. FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

Not Applicable

Amount of this Change Order Item:

Increase \$ -

Time adjustment by this Change Order Item:

Increase 505 Days

DESCRIPTION OF CHANGE:

-

REASON FOR CHANGE:

-

CHANGE CATEGORY:

DOCUMENT REFERENCE:

-

Amount of this Change Order Item:

Decrease \$ -

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

DECREASE \$ (11,072.40)

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 565 Days

End of CHANGE ORDER



CHANGE ORDER

PROJECT NAME:

Cafeteria Modernization at Roosevelt High School
4250 E. Tulare Avenue
Fresno, CA 93702

CHANGE ORDER No. :

005

DSA File No. :

10-H8

Application No. :

02-117599

CONTRACTOR :

BMJ Construction Group Inc.
5485 E. Olive Ave.
Fresno, CA 93727

DESIGNER'S PROJECT No. :

1703

FUSD BID/CONTRACT No. :

20-30

CONTRACTOR P.O. No. :

607752

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 4,336,394.00
Net change by previously authorized Change Orders	\$ 429,243.28
The Contract Sum prior to this Change Order was	\$ 4,765,637.28
The Contract Sum will be adjusted by	\$ 1,910.00
The new Contract Sum, including this Change Order will be	\$ 4,767,547.28
The Contract Completion date prior to this Change Order was	8-Mar-21
The Contract Time will be adjusted by	(67) Calendar Days
The new Contract Completion date, including this Change Order is therefore	14-May-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: 5/7/2021

Accepted by:

BMJ Construction Group Inc.
5485 E. Olive Avenue
Fresno, CA 93727

CONTRACTOR:

By: Mike Jones

Date: 5/7/2021

Authorized by:

Fresno Unified School District
4600 N. Bravley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 5/12/2021



CHANGE ORDER

~~Change Order/Change the following contract items in the amount:~~

Item 5-1

DESCRIPTION OF CHANGE:

Substitute wall mounted restraints for moveable Kitchen equipment in lew of floor mounted restraints.

REASON FOR CHANGE:

Staff requested moving equipment restraints from floor to wall to facilitate cleaning and sanitation.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

CCD 010

Amount of this Change Order Item:

Increase \$ 1,910.00

Time adjustment by this Change Order Item:

Increase 67 Days

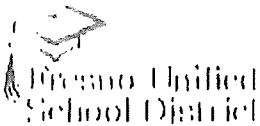
TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 1,910.00

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 67 DAYS

~~End of Change Order~~



CHANGE ORDER

PROJECT NAME:
Ayer Elementary School
5272 E. Lowe Avenue
Fresno, CA 93727

CHANGE ORDER No. :

001

DSA File No. :

10-48

Application No. :

02-118276

CONTRACTOR:
Davls Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :

2005

FUSD BID/CONTRACT No. :

20-54

CONTRACTOR P.O. No. :

608336A1

Change Order No. 001 is hereby approved by Designer, Contractor and Owner. The contract is changed as follows:

The Original Contract Sum was	\$ 547,975.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 547,975.00
The Contract Sum will be adjust by	\$ 43,629.15
The new Contract Sum, including this Change Order will be	\$ 591,604.15
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	219 - 217 Calendar Days
The new Contract Completion date, including this Change Order is therefore	April 16, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez, AIA

Date: 4/18/21

Accepted by:

Davls Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

CONTRACTOR:

By: Stephen Davis

Date: 4/18/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 4/18/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Provide material, labor and installation of (1) Cold Water Shut-off Valve.

REASON FOR CHANGE:

A cold water shut-off valve was omitted by the Mechanical Engineer.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 3

Amount of this Change Order Item:

Increase \$ 2743.40

Time adjustment by this Change Order Item:

Increase 5 Days

Item 1-2

DESCRIPTION OF CHANGE:

Flooring adjustments required for carpet installation.

REASON FOR CHANGE:

Flooring unlevel after manufacturer installation.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 727.07

Time adjustment by this Change Order Item:

Increase 3 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3

DESCRIPTION OF CHANGE:

Provide material, labor and installation of sheet metal utility cover, per attached Detail XX; each covers dimensions shall be field verified prior to fabrication. One sheet metal utility cover at exposed utility POC to Portable Building.

REASON FOR CHANGE:

Protect exposed utilities from student access.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 8

Amount of this Change Order Item:

Increase \$ 2713.85

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-4

DESCRIPTION OF CHANGE:

Repair damaged 8" Storm Drain and 2" cold water line.

REASON FOR CHANGE:

Existing storm drain & cold water line not shown on as-built drawings.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 653.40

Time adjustment by this Change Order Item:

Increase 2 Days

Item 1-5

DESCRIPTION OF CHANGE:

Provide credit for Electrical Equipment provided by the District.

REASON FOR CHANGE:

District provided Electrical Equipment in lieu of Contractor to not delay Project.

CHANGE CATEGORY:

District requested change.

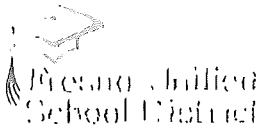
DOCUMENT REFERENCE:

Amount of this Change Order Item:

Decrease \$ (5802.02)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-6

DESCRIPTION OF CHANGE:

Provide materials and labor for additional work for underground boring re-route, per RFQ No. 4.

REASON FOR CHANGE:

The District prefers to underground bore around existing buildings than bore under.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 4

Amount of this Change Order Item:

Increase \$ 43134.44

Time adjustment by this Change Order Item:

Increase 45 Days

Item 1-7

DESCRIPTION OF CHANGE:

Provide credit for not providing Paper Towel Dispensers.

REASON FOR CHANGE:

District provided Paper Towel Dispensers for installation.

CHANGE CATEGORY:

District requested change.

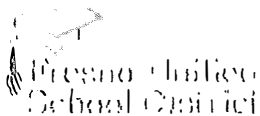
DOCUMENT REFERENCE:

Amount of this Change Order Item:

Decrease \$ (540.99)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

~~You are directed to make the following changes in this contract:~~

Item 1-8

DESCRIPTION OF CHANGE:

Add 164 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accomodate minor project close-out activities

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$

0.00

Time adjustment by this Change Order Item:

Increase

164 Days

166

W
JMG

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 43,629.15

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 219 DAYS

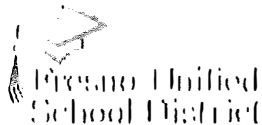
219

W
JMG

~~End of CHANGE ORDER~~

Change Order Item Detail

Page 4 of 4



CHANGE ORDER

PROJECT NAME:

Jackson Elementary School
3750 E. Platt Avenue
Fresno, CA 93702

CHANGE ORDER No. :**001****DSA File No. :****10-48****Application No. :****02-118279****CONTRACTOR:**

Davis Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :**2005****FUSD BID/CONTRACT No. :****20-54****CONTRACTOR P.O. No. :****608336A2**

(Change Order not valid until signed by Designer, Contractor and Owner. The contract is changed as follows.)

The original Contract Sum was	\$ 428,825.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 428,825.00
The Contract Sum will be adjust by	\$ 12,786.01
The new Contract Sum, Including this Change Order will be	\$ 441,611.01
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	2.19 217 Calendar Days
The new Contract Completion date, Including this Change Order is therefore	April 16, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

Juan M. Gonzalez
By: Juan M. Gonzalez, AIA

Date 4/12/21

Accepted by:

Davis Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

CONTRACTOR:

Stephen Davis
By: Stephen Davis

Date 4/8/2021

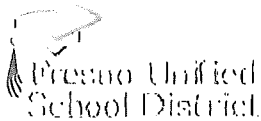
Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

Alex Belanger
By: Alex Belanger

Date 4/12/2021



CHANGE ORDER

You are directed to make the following changes in this Contract

Item 1-1

DESCRIPTION OF CHANGE:

Provide and install camera cabling from new Portable Buildings to 2nd Floor of Administration Building.

REASON FOR CHANGE:

Point of connection for new cameras not Included In design information from District.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFI No. 17

Amount of this Change Order Item:

Increase \$ 4320.09

Time adjustment by this Change Order Item:

Increase 21 Days

Item 1-2

DESCRIPTION OF CHANGE:

Provide material, labor and installation of sheet metal utility cover, per attached Detail XX; each covers dimensions shall be field verified prior to fabrication. One sheet metal utility cover at exposed utility POC to Portable Building.

REASON FOR CHANGE:

Protect exposed utilities from student access.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 9

Amount of this Change Order Item:

Increase \$ 2713.85

Time adjustment by this Change Order Item:

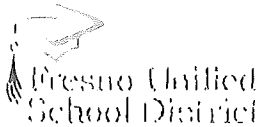
Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3	DESCRIPTION OF CHANGE:			
	Provide new exterior lighting on mast of roof on Portable 'B'. Cost includes fixture, mast, conduit and conductors.			
	REASON FOR CHANGE:			
	Added security lighting for area east of new buildings.			
	CHANGE CATEGORY:			
	District requested change.			
	DOCUMENT REFERENCE:			
	RFQ No. 10			
	Amount of this Change Order Item:	Increase \$	2521.48	
	Time adjustment by this Change Order Item:	Increase	0 Days	
Item 1-4	DESCRIPTION OF CHANGE:			
	Sawcut and remove existing 28 lineal feet of 12" wide concrete mowstrip at electrical service yard.			
	REASON FOR CHANGE:			
	Existing mow strip in conflict with new utilities.			
	CHANGE CATEGORY:			
	Unknown, Unforeseeable, Hidden Condition.			
	DOCUMENT REFERENCE:			
	Amount of this Change Order Item:	Increase \$	2012.32	
	Time adjustment by this Change Order Item:	Increase	5 Days	
Item 1-5	DESCRIPTION OF CHANGE:			
	Provide credit for Electrical Equipment provided by the District.			
	REASON FOR CHANGE:			
	District provided Electrical Equipment, in lieu of Contractor to not delay Project.			
	CHANGE CATEGORY:			
	District requested change.			
	DOCUMENT REFERENCE:			
	Amount of this Change Order Item:	Decrease \$	(10604.51)	
	Time adjustment by this Change Order Item:	Increase	0 Days	



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-6

DESCRIPTION OF CHANGE:

Provide credit for material and labor for (2) light poles and related site work.

REASON FOR CHANGE:

Route for two light poles & electrical work would require removal of existing trees.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

RFQ No. 5

Amount of this Change Order Item:

Decrease \$ (8345.41)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-7

DESCRIPTION OF CHANGE:

Remove existing irrigation main line from new relocatable building pad and abandon irrigation main line located under existing classroom building. Provide and install new 3" irrigation main line and connect to existing irrigation lines.

REASON FOR CHANGE:

Re-route of existing main line requested by the District

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 1

Amount of this Change Order Item:

Increase \$ 19069.73

Time adjustment by this Change Order Item:

Increase 15 Days

Item 1-8

DESCRIPTION OF CHANGE:

Paint exterior mast arm of exterior lighting.

REASON FOR CHANGE:

Added exterior lighting components to be painted.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 1098.46

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-9

DESCRIPTION OF CHANGE:

Add 176 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$

0.00

Time adjustment by this Change Order Item:

Increase

176 Days

178

JMG

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 12,786.01

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

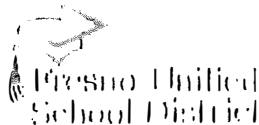
INCREASE 217 DAYS

219

JMG

AB

End of CHANGE ORDER



CHANGE ORDER

PROJECT NAME:
Sunnyside High School
1019 S. Peach Avenue
Fresno, CA 93727

CHANGE ORDER No. :

001

DSA File No. :

10-H8

Application No. :

02-118280

CONTRACTOR:
Davls Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

DESIGNER'S PROJECT No. :

2005

FUSD BID/CONTRACT No. :

20-54

CONTRACTOR P.O. No. :

608336A3

Change Order not valid until signed by Designer, Contractor and Owner. The contract is changed as follows:

The original Contract Sum was	\$ 463,775.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 463,775.00
The Contract Sum will be adjust by	\$ 15,092.70
The new Contract Sum, Including this Change Order will be	\$ 478,867.70
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	217 219 Calendar Days
The new Contract Completion date, including this Change Order is therefore	April 16, 2021

JMK
ASD

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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez, AIA

Date: 4/12/21

Accepted by:

Davls Moreno Construction Inc.
4720 N. Blythe Avenue
Fresno, CA 93722

CONTRACTOR:

By: Stephen Davls

Date: 4/18/2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 4/18/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Change point of connection for new camera and intrusion systems from Storage Building shown on drawings to adjacent Pool Equipment Building. Use existing raceway and manholes.

REASON FOR CHANGE:

Unable to run cable through existing conduit; conduit is damaged

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

RFI No. 18

Amount of this Change Order Item:

Increase \$ 3671.65

Time adjustment by this Change Order Item:

Increase 21 Days

Item 1-2

DESCRIPTION OF CHANGE:

Provide labor and materials for primer and painting existing 10 foot high wrought iron fence and double gate.

REASON FOR CHANGE:

After modification of the existing gate, District requested re-painting of adjacent fence to provide a consistent finish.

CHANGE CATEGORY:

District requested change.

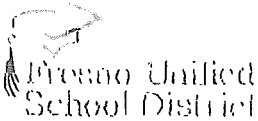
DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 2262.92

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3

DESCRIPTION OF CHANGE:

Provide material, labor and installation of sheet metal utility cover, per attached Detail XX; each covers dimensions shall be field verified prior to fabrication. One sheet metal utility cover at exposed utility POC to Portable Building.

REASON FOR CHANGE:

Protect exposed utilities from student access.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 8

Amount of this Change Order Item:

Increase \$ 2713.85

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-4

DESCRIPTION OF CHANGE:

Provide credit for Electrical Equipment provided by the District.

REASON FOR CHANGE:

District provided Electrical Equipment, In lieu of Contractor to not delay Project.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Decrease \$ (5802.02)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-5

DESCRIPTION OF CHANGE:

Provide material and labor for revised point of connection for sewer and water to new Portable Buildings.

REASON FOR CHANGE:

Point of connection shown incorrectly on Construction Documents.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

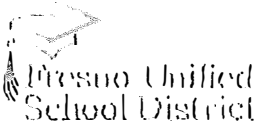
RFI No. 5

Amount of this Change Order Item:

Increase \$ 12246.30

Time adjustment by this Change Order Item:

Increase 30 Days



CHANGE ORDER

You are directed to make the following changes in this contract:

Item 1-6

DESCRIPTION OF CHANGE:

Add 166 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 0.00

Time adjustment by this Change Order Item:

Increase 166 Days

166 AB

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 15,092.70
INCREASE 292 DAYS

END OF CHANGE ORDER



CHANGE ORDER

PROJECT NAME:

Lawless Elementary School
5255 N. Reesa Avenue
Fresno, CA 93722

CHANGE ORDER No. :**001**DSA File No. : **10-48**Application No. : **02-118278****CONTRACTOR:**

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

DESIGNER'S PROJECT No. : **2005**FUSD BID/CONTRACT No. : **20-54**CONTRACTOR P.O. No. : **60833681**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 440,725.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 440,725.00
The Contract Sum will be adjusted by	\$ 40,062.10
The new Contract Sum, including this Change Order will be	\$ 480,787.10
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	219 Calendar Days
The new Contract Completion date, including this Change Order is therefore	April 16, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez, AIA

Date: 4/27/21**Accepted by:**

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

CONTRACTOR:

By: Todd D. Phillips

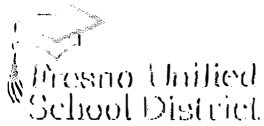
Date: 4/16/21**Authorized by:**

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 4/28/21



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Sawcut and remove portion of raised concrete walk. Provide material and labor for raised concrete walk and existing 4' high c.l. fence adjustment.

REASON FOR CHANGE:

Building Manufacturer constructed Portables with door on opposite side requiring paving work for compliance.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

RFQ No. 5

Amount of this Change Order Item:

Increase \$ 2022.11

Time adjustment by this Change Order Item:

Increase 10 Days

Item 1-2

DESCRIPTION OF CHANGE:

Remove and replace toilet partitions, ceramic tile and damaged metal stud framing at existing MPR restroom wall.

REASON FOR CHANGE:

During relocation of restroom fixtures for accessibility compliance, damaged to existing wall framing was discovered.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

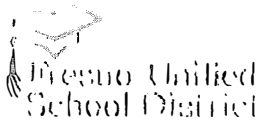
RFQ No. 11R

Amount of this Change Order Item:

Increase \$ 41731.00

Time adjustment by this Change Order Item:

Increase 87 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3

DESCRIPTION OF CHANGE:

Provide credit for Electrical Equipment provided by the District

REASON FOR CHANGE:

District provided Electrical Equipment, In lieu of Contractor to not delay Project.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 12

Amount of this Change Order Item:

Decrease \$ (9587.01)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-4

DESCRIPTION OF CHANGE:

At existing Boys Restroom in MPR, remove existing wall finishes and plumbing fixtures along base of wall to determine extent of deteriorated metal studs and track. Note: Removed plumbing fixtures will be re-used.

REASON FOR CHANGE:

Contractor discovered existing metal studs and track are deteriorated within wall. Need to determine extent of damage.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

OTP No. 7

Amount of this Change Order item:

Increase \$ 1178.10

Time adjustment by this Change Order Item:

Increase 7 Days

Item 1-5

DESCRIPTION OF CHANGE:

Test for leak in the existing sewer lines in Boys & Girls Toilet Room. Isolate the main sanitary sewer line, fill the line with water and perform the standard sewer line water leak test.

REASON FOR CHANGE:

Confirm that leakage discovered in existing wall was due to urinal mis-installation and not in existing piping.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

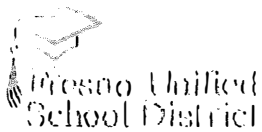
OTP No. 8

Amount of this Change Order Item:

Increase \$ 1850.20

Time adjustment by this Change Order Item:

Increase 3 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-6

DESCRIPTION OF CHANGE:

Provide material and labor for Installation of (1) Cold Water Shut-off Valve at new water service point of connection.

REASON FOR CHANGE:

A cold water shut-off valve was omitted by the Mechanical Engineer.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 6

Amount of this Change Order Item:

Increase \$ 2867.70

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-7

DESCRIPTION OF CHANGE:

Add 112 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 0.00

Time adjustment by this Change Order Item:

Increase 112 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 40,062.10

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 219 DAYS

*****END OF CHANGE ORDER*****



CHANGE ORDER

PROJECT NAME:

Lawless Elementary School
5255 N. Reese Avenue
Fresno, CA 93722

CHANGE ORDER No. :**002**

DSA File No. :

10-48

Application No. :

02-118278**CONTRACTOR:**

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

DESIGNER'S PROJECT No. :**2005****FUSD BID/CONTRACT No. :****20-54****CONTRACTOR P.O. No. :****608336B1**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

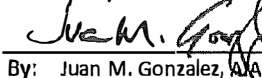
The original Contract Sum was	\$ 440,725.00
Net change by previously authorized Change Orders	\$ 40,062.10
The Contract Sum prior to this Change Order was	\$ 480,787.10
The Contract Sum will be adjust by	\$ 0.00
The new Contract Sum, including this Change Order will be	\$ 480,787.10
The Contract Completion date prior to this Change Order was	4/16/2021
The Contract Time will be adjusted by	28 Calendar Days
The new Contract Completion date, Including this Change Order is therefore	May 14, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

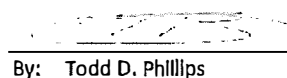
ARCHITECT/ENGINEER:


By: Juan M. Gonzalez, AIA

Date 5/19/21**Accepted by:**

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

CONTRACTOR:


By: Todd D. Phillips

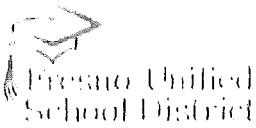
Date 05/17/21**Authorized by:**

Fresno Unified School District
4500 N. Brawley
Fresno, CA 93722

OWNER:


By: Alex Belanger

Date 5/20/21



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 2-1

DESCRIPTION OF CHANGE:

Add 28 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 0.00

Time adjustment by this Change Order Item:

Increase 28 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 0.00

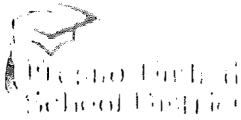
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 28 DAYS

*****End of CHANGE ORDER*****

Change Order Item Detail

Page 1 of 1



CHANGE ORDER

PROJECT NAME:
Lincoln Elementary School
1100 Mono Street
Fresno, CA 93706

CHANGE ORDER No. : 001

DSA File No. : 10-48

Application No. : 02-118277

CONTRACTOR:
Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

DESIGNER'S PROJECT No. : 2005

FUSD BID/CONTRACT No. : 20-54

CONTRACTOR P.O. No. : 608336B1

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 347,475.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 347,475.00
The Contract Sum will be adjust by	\$ 44,942.72
The new Contract Sum, including this Change Order will be	\$ 392,417.72 ✓
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	219 Calendar Days
The new Contract Completion date, including this Change Order is therefore	April 16, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez, AIA

Date: 5/11/2021

Accepted by:

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

CONTRACTOR:

By: Todd D. Phillips

Date: 5-10-21

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 5/11/2021



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Provide material, labor and installation of sheet metal utility cover, per attached Detail XX; each covers dimensions shall be field verified prior to fabrication. One sheet metal utility cover at exposed utility POC to Portable Building.

REASON FOR CHANGE:

Protect exposed utilities from student access.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 9

Amount of this Change Order Item:

Increase \$ 1650.00

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-2

DESCRIPTION OF CHANGE:

Provide new shut-off valve and water piping, additional sewer piping, removal and replacement of asphalt and concrete to access new point of connection location.

REASON FOR CHANGE:

Utility lines shown on As-Built Documents were not found.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

RFQ No. 8R

Amount of this Change Order Item:

Increase \$ 15348.88

Time adjustment by this Change Order Item:

Increase 60 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3

DESCRIPTION OF CHANGE:

At new city water service, replace installed "tee" with 90 degree elbow. Cost includes demo and replacement of city sidewalk and plumbing costs.

REASON FOR CHANGE:

Previous contract direction incorrectly showed a "tee" instead of elbow.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 13

Amount of this Change Order Item:

Increase \$ 5973.58

Time adjustment by this Change Order Item:

Increase 35 Days

Item 1-4

DESCRIPTION OF CHANGE:

Remove and replace installed concrete landing at bottom of ramp and add asphalt transition to existing play court asphalt.

REASON FOR CHANGE:

Ramp installed per contract documents was not compliant with accessibility requirements.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 10

Amount of this Change Order Item:

Increase \$ 3037.10

Time adjustment by this Change Order Item:

Increase 10 Days

Item 1-5

DESCRIPTION OF CHANGE:

Sawcut and remove existing 8" thick concrete paving at electrical conduit route to existing Transformer & Panel.

REASON FOR CHANGE:

8 Inches thick of concrete slurry discovered after removing 3" thick a.c. paving along electrical conduit route.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFI No. 1

Amount of this Change Order Item:

Increase \$ 4000.00

Time adjustment by this Change Order Item:

Increase 15 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-6

DESCRIPTION OF CHANGE:

Credit provided for chain link post installation.

REASON FOR CHANGE:

Contractor provided slightly smaller metal post than specified in Specifications.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Decrease \$ (400.00)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-7

DESCRIPTION OF CHANGE:

Provide cold water line, additional sewer line piping and removal and replacement of asphalt and concrete to access new point of connection location.

REASON FOR CHANGE:

Existing cold water line was not found, thus requires new City of Fresno Water Valve Meter / Valve.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

RFQ No. 8

Amount of this Change Order Item:

Increase \$ 15333.16

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-8

DESCRIPTION OF CHANGE:

Add 99 Calendar Days to Contract duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accomodate minor project close-out activities.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 0.00

Time adjustment by this Change Order Item:

Increase 99 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 44,942.72

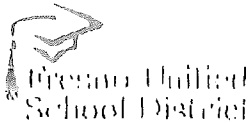
TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 219 DAYS

*****End of CHANGE ORDER*****

Change Order Item Detail

Page 4 of 4



CHANGE ORDER

PROJECT NAME:

Malloch Elementary School
2251 W. Morris Avenue
Fresno, CA 93711

CHANGE ORDER No. :**001**

DSA File No. :

10-48

Application No. :

02-118311**CONTRACTOR:**

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

DESIGNER'S PROJECT No. :**2005****FUSD BID/CONTRACT No. :****20-54****CONTRACTOR P.O. No. :****60833683**

Change Order not valid until signed by Designer, Contractor and Owner. The Contract is changed as follows:

The original Contract Sum was	\$ 494,537.00
Net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 494,537.00
The Contract Sum will be adjust by	\$ 17,948.84
The new Contract Sum, including this Change Order will be	\$ 512,485.84
The Contract Completion date prior to this Change Order was	9/9/2020
The Contract Time will be adjusted by	219 Calendar Days
The new Contract Completion date, including this Change Order is therefore	April 16, 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:

Gonzalez Architects
7545 N. Del Mar Ave. Suite #203
Fresno, CA 93711

ARCHITECT/ENGINEER:

By: Juan M. Gonzalez, AIA

Date: 4/27/21

Accepted by:

Buildings Unlimited Inc.
413 W. Yosemite Avenue Ste. 106
Madera, CA 93637

CONTRACTOR:

By: Todd D. Phillips

Date: 4/16/21

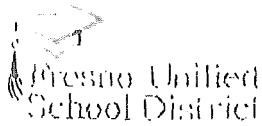
Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger

Date: 4/20/21



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-1

DESCRIPTION OF CHANGE:

Provide material, labor and installation of sheet metal utility cover, per attached Detail XX; each covers dimensions shall be field verified prior to fabrication. One sheet metal utility cover at exposed utility POC to Portable Building.

REASON FOR CHANGE:

Protect exposed utilities from student access.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

RFQ No. 9

Amount of this Change Order Item:

Increase \$ 1650.00

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-2

DESCRIPTION OF CHANGE:

Flooring adjustments required for carpet installation.

REASON FOR CHANGE:

Flooring unlevel after manufacturer installation.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 3074.54

Time adjustment by this Change Order Item:

Increase 5 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-3

DESCRIPTION OF CHANGE:

Provide and install concrete Christy box and raise existing irrigation box / wiring at concrete ramp.

REASON FOR CHANGE:

Unforeseen condition, existing irrigation box contains active spliced wires.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden Condition.

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 410.30

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-4

DESCRIPTION OF CHANGE:

Sawcut and remove 19' x 5' of existing concrete walk. Patch with concrete paving, flush with existing concrete paving. Reset formwork to accommodate revised grades.

REASON FOR CHANGE:

Concrete design shown in contract documents did not address transition to existing grades required for accessibility compliance.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 4

Amount of this Change Order Item:

Increase \$ 4305.81

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-5

DESCRIPTION OF CHANGE:

Provide credit for Electrical Equipment provided by the District.

REASON FOR CHANGE:

District provided Electrical Equipment, in lieu of Contractor to not delay Project.

CHANGE CATEGORY:

District requested change.

DOCUMENT REFERENCE:

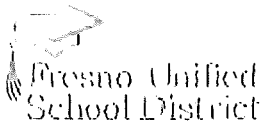
RFQ No. 12

Amount of this Change Order Item:

Decrease \$ (5561.07)

Time adjustment by this Change Order Item:

Increase 0 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-6

DESCRIPTION OF CHANGE:

Provide and Install 6" wide x 14" deep concrete curb with cont. #4 rebar along face of concrete paving pad and Building 'B'. Provide and Install 2" thick decomposed granite / valley soil in area North of Building 'A' & 'B', in lieu of 4" concrete paving. Provide a credit for 300 s.f. of 4" thick concrete paving.

REASON FOR CHANGE:

Contract Documents did not address differential in existing grades between front and rear of new building pad.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

RFQ No. 3

Amount of this Change Order Item:

Increase \$ 7539.73

Time adjustment by this Change Order Item:

Increase 15 Days

Item 1-7

DESCRIPTION OF CHANGE:

Provide underground directional boring for new electrical raceway from new buildings to existing transformer at adjacent building.

REASON FOR CHANGE:

To avoid replacing existing stamped concrete walk.

CHANGE CATEGORY:

Designer E&O.

DOCUMENT REFERENCE:

OTP No. 1

Amount of this Change Order Item:

Increase \$ 9852.73

Time adjustment by this Change Order Item:

Increase 15 Days



CHANGE ORDER

You are directed to make the following changes in this Contract:

Item 1-8

DESCRIPTION OF CHANGE:

Credit provided for 3" thick 12' x 40' concrete pad & electrical material for storage container.

REASON FOR CHANGE:

District elected not to have concrete pad & electrical work performed.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Decrease \$ (3323.20)

Time adjustment by this Change Order Item:

Increase 0 Days

Item 1-9

DESCRIPTION OF CHANGE:

Add 184 Calendar Days to Contract Duration.

FUSD and Contractor each acknowledge and agree that the Contract remains in full force and effect and nothing in this Change Order shall constitute a waiver by FUSD of any or all rights it has under the Contract or applicable law. No compensation is due to Contractor for the additional days identified in this Change Order.

REASON FOR CHANGE:

Contract time extension to accommodate minor project close-out activities.

CHANGE CATEGORY:

District and Designer

DOCUMENT REFERENCE:

Amount of this Change Order Item:

Increase \$ 0.00

Time adjustment by this Change Order Item:

Increase 184 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$ 17,948.84

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 219 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. :**003-R1**

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	\$ 83,923.27
The Contract Sum prior to this Change Order was	\$ 1,438,923.27
The Contract Sum will be adjusted by	\$ 9,816.37
The new Contract Sum, Including this Change Order will be	\$ 1,448,739.64
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:

By: Bryan Glass, PE

Date: 05-11-2021

Accepted by:

EKC Enterprises, Inc.
4658 E. Weathermaker Ave.
Fresno, CA 93703

CONTRACTOR:

By: Greg Alavezos

Date: May 11, 2021

Authorized by:

Fresno Unified School District
4600 N. Brawley
Fresno, CA 93722

OWNER:

By: Alex Belanger | Asst. Sup.

Date: 5/10/2021



CHANGE ORDER

You are directed to make the following changes in this Contract.

Item 3-1

DESCRIPTION OF CHANGE:

Additional underground sawcut, trenching, patchback and fire alarm conduit installation.

REASON FOR CHANGE:

Existing u/g conduits exceeding wire fill capacity and damaged.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

SI-05

Amount of this Change Order Item:

Increase \$6,746.84

Time adjustment by this Change Order Item:

Increase 0 Days

Item 3-2

DESCRIPTION OF CHANGE:

Install (7) new access panels with framing in Admin office ceiling.

REASON FOR CHANGE:

New fire alarm devices in concealed attic space require servicable access.

CHANGE CATEGORY:

Unknown, Unforeseeable, Hidden condition.

DOCUMENT REFERENCE:

N/A

Amount of this Change Order Item:

Increase \$3,069.53

Time adjustment by this Change Order Item:

Increase 0 Days

TOTAL CONTRACT SUM ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE \$9,816.37

TOTAL CONTRACT TIME ADJUSTMENT BY THIS CHANGE ORDER:

INCREASE 0 DAYS

*****REWORK CHANGE ORDER*****

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-40

AGENDA SECTION: A

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

ACTION REQUESTED: Ratify

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

TITLE AND SUBJECT: Ratify the Filing of Notices of Completion

ITEM DESCRIPTION: Included in the Board binders are Notices of Completion for the following projects, which have been completed according to plans and specifications:

Bid 20-30, Roosevelt High School Cafeteria Modernization

For Information Only

Original contract amount: \$ 4,336,394

Change Order(s) previously ratified: \$ 431,153

Contract amount: \$ 4,767,547

Bid 20-54 Section A, Modular Classroom Infrastructure for Ayer and Jackson Elementary Schools and Sunnyside High School

For Information Only

Original contract amount: \$ 1,440,575

Change Order(s) previously ratified: \$ 71,508

Contract amount: \$ 1,512,083

FINANCIAL SUMMARY: Retention funds are released in accordance with contract terms and California statutes.

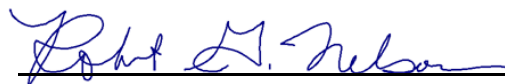
PREPARED BY: Ann Loorz,
Executive Director

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

CABINET APPROVAL: Karin Temple,
Chief Operating Officer

SUPERINTENDENT APPROVAL:





NO FEE REQUIRED

No Fee for recording in accordance with California Government Code Sections 6103 and 27383

2021-0080405

FRESNO County Recorder
Paul Dictos, CPA

Friday, May 14, 2021 03:15:10 PM

CONFORMED COPY

Copy of document recorded.
Has not been compared with original.

**RECORDING REQUESTED BY AND
WHEN RECORDED MAIL TO:**

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

NOTICE OF COMPLETION (AND ACCEPTANCE)

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

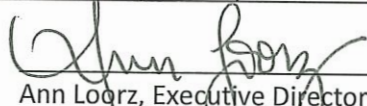
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**
4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")
5. A work of improvement on the property hereinafter described was accepted/completed on **May 14, 2021**.
The work done was **Roosevelt High School Cafeteria Modernization, Bid No. 20-30.**
This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.
6. The Name of the contractor, if any, for such work of improvement was:
BMV Construction Group, Inc. 5485 E. Olive Ave., Fresno, CA 93727 April 16, 2020
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)
7. The property on which said work of improvement was completed is in the City of **Fresno**, County of **Fresno**, State of California, and is described and the address is as follows:

Roosevelt High School**4250 E. Tulare St., Fresno, CA 93702****DSA No.: 02-117599**


Date: **May 13, 2021**


Ann Looz, Executive Director of Purchasing
Fresno Unified School District

VERIFICATION

I, the undersigned say: I am the **Executive Director of Purchasing** the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on **May 13, 2021** at **Fresno**,


Ann Looz, Executive Director of Purchasing
Fresno Unified School District

NO FEE REQUIRED

No Fee for recording in accordance with California
Government Code Sections 6103 and 27383

RECORDING REQUESTED BY AND**WHEN RECORDED MAIL TO:**

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

2021-0078343

FRESNO County Recorder
Paul Dictos, CPA

Wednesday, May 12, 2021 11:37:37 AM

CONFORMED COPY

Copy of document recorded.
Has not been compared with original.

NOTICE OF COMPLETION (AND ACCEPTANCE)

Notice pursuant to Civil Code Section 9204 must be filed within 15 days after completion.

Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner if the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is **FRESNO UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is **2309 Tulare Street, Fresno, California 93721**
4. The nature of the interest or estate of the owner is: **IN FEE**

(If other than "In Fee" an insert, for example, "Purchase under contract of Purchase", "or lease")

5. A work of improvement on the property hereinafter described was accepted/completed on **April 16, 2021**.
The work done was **Modular Classroom Infrastructure for Ayer and Jackson Elementary Schools and Sunnyside High School, Section A** **Bid No. 20-54.**
This determination of acceptance/completion shall not be construed as a waiver of the undersigned owner's rights to enforce any provision of the contract accepted/completed, including but not limited to requiring any and all punch list, testing, startup, commissioning, or other contract work to be performed in its entirety in accordance with the Contract Documents, which rights are expressly reserved by the undersigned owner.
6. The Name of the contractor, if any, for such work of improvement was:
Davis Moreno Construction, Inc. 4720 N. Blythe Ave., Fresno, CA 93722 **June 11, 2020**
(IF NO CONTRACTOR FOR WORK OR IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)
7. The property on which said work of improvement was completed is in the City of **Fresno**, County of **Fresno**, State of California, and is described and the address is as follows:

<u>Ayer Elementary School</u>	<u>5272 E. Lowe Ave., Fresno, CA 93727</u>	<u>DSA No.: 02-118276</u>
<u>Jackson Elementary School</u>	<u>3750 E. Platt Ave., Fresno, CA 93702</u>	<u>DSA No.: 02-118279</u>
<u>Sunnyside High School</u>	<u>1019 S. Peach Ave., Fresno, CA 93727</u>	<u>DSA No.: 02-118280</u>

Date: **May 5, 2021**

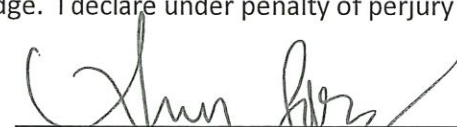


Ann Looz, Purchasing Business Operations Manager
Fresno Unified School District

VERIFICATION

I, the undersigned say: I am the **Executive Director of Purchasing** the declarant of the foregoing notice of completion (and acceptance); I have read said notice of completion (and acceptance) and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on **May 5, 2021** at **Fresno**,



Ann Looz, Purchasing Business Operations Manager
Fresno Unified School District

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM A-41

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 April 01, 2021 through April 30, 2021

ITEM DESCRIPTION: Included in the Board binders is information on purchase orders issued from April 01, 2021 through April 30, 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.

FINANCIAL SUMMARY: Funding is noted on the attached pages.

PREPARED BY: Ann Loorz,
Executive Director

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
APRIL 01, 2021 TO APRIL 30, 2021
RATIFICATION DATE JUNE 16, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
ALL AMERICAN SPORTS USA BELOW BID LIMIT (PCC 20111)	0410	701934	030	0172	\$30,450.00
ALPHAGRAPHS BELOW BID LIMIT (PCC 20111)	0455	701232	030	0172	\$24,742.25
A-MARK T-SHIRT, INC. A-MARK T-SHIRT, INC. BELOW BID LIMIT (PCC 20111)	0335	702152	060	6385	\$7,209.92
	0335	702152	060	722B	\$4,418.99
AMAZON CAPITAL SERVICES BOE 06/17/20 A-14 (PIGGYBACK)	0885	691229	030	0140	\$18,500.00
AMAZON CAPITAL SERVICES BOE 06/17/20 A-14 (PIGGYBACK)	0885	701900	030	0143	\$55,500.00
APPLE COMPUTER, INC. BELOW BID LIMIT (PCC 20111)	0785	702071	060	5640	\$29,706.18
ARCHER AND HOUND BELOW BID LIMIT (PCC 20111)	0700	700904	030	0144	\$7,684.96
ARCHER AND HOUND BELOW BID LIMIT (PCC 20111)	0700	700904	030	7140	\$3,616.46
ARDENT GENERAL, INC. BID 21-34, BASE BID 1	1561	700619A	350	0917	\$2,500,151.00
ARDENT GENERAL, INC. BID 21-34, BASE BID 2, ADD ALT 2A-2B	1561	700619B	350	0917	\$3,044,958.00
AT&T MOBILITY BOE 06/17/20 A-14 (PIGGYBACK)	0700	AT000040102	030	0606	\$14,760.00
B & H PHOTO-VIDEO, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0710	701548	060	6388	\$10,291.92
BARNES & NOBLE, INC. INSTRUCTIONAL MATERIALS (PCC 20118.3)	0701	701164	060	5827	\$10,000.00
BIG TEX TRAILER WORLD, INC. BELOW BID LIMIT (PCC 20111)	0130	701057	030	7090	\$11,829.40
BOBCAT OF FRESNO BELOW BID LIMIT (PCC 20111)	0919	690995	060	8150	\$10,000.00
BSN SPORTS, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0010	699842	030	0172	\$18,930.00
BSN SPORTS, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0090	700829	030	0172	\$27,000.00
BSN SPORTS, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0208	701603	030	0172	\$31,618.04
BSN SPORTS, INC. BOE 06/17/20 A-14 (PIGGYBACK)	0445	701541	030	0181	\$29,005.72
BSN SPORTS INC.	0455	701092	030	0172	\$30,059.43

BOE 06/17/20 A-14 (PIGGYBACK)					
BSN SPORTS, INC.	0455	701935	030	0172	\$11,168.19
BOE 06/17/20 A-14 (PIGGYBACK)					
BVI CONSTRUCTION, INC.	1250	701683	350	0916	\$3,203,500.00
BID 21-35					
CALIBER CONTRACTING SERVICES, INC.	1155	702097	350	0917	\$15,272.99
BELOW BID LIMIT (PCC 20111)					
CALIFORNIA EDUCATION SPECIALISTS, INC.	0915	698137	030	0712	\$20,000.00
BELOW BID LIMIT (PCC 20111)					
CAPTUREIT! IMPRINTING	0010	700167	030	0172	\$21,157.39
BELOW BID LIMIT (PCC 20111)					
CAPTUREIT! IMPRINTING	0490	700831	030	0172	\$17,687.06
BELOW BID LIMIT (PCC 20111)					
CARGILL KITCHEN SOLUTIONS, INC.	1910	702317	130	5310	\$18,642.96
BID 21-06					
CARRIER CORPORATION	1912	701090	140	6205	\$149,970.00
BOE 01/08/14 A-10 (CUPCCAA)					
CCAA	0725	701074	030	0172	\$13,000.00
BOE 02/17/21 A- 11 (BUNDELED CONTRACTS)					
CDW GOVERNMENT, INC.	0010	701032	060	3182	\$29,598.83
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0100	702040	030	7090	\$21,972.91
BOE 06/17/21 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0135	700678	060	3010	\$11,052.45
BOE 06/17/21 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0235	701207	030	0125	\$14,036.75
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0265	700996	060	3010	\$23,679.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0395	701081	060	722D	\$14,768.58
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0415	700715	060	3010	\$17,479.07
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0445	701240	060	3010	\$916.21
CDW GOVERNMENT, INC.	0445	701240	060	3182	\$10,536.39
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0455	702032	060	3182	\$19,226.97
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0475	700878	060	3010	\$13,023.49
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0700	700457	060	7422	\$23,820.64
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	700840	060	6388	\$442,910.86
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	700846	060	6388	\$221,455.43
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	700860	060	6388	\$65,030.56

BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0710	701008	030	0152	\$15,844.86
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0790	700687	060	4124	\$13,823.86
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0885	700897	030	0143	\$109,054.76
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0885	700899	030	0140	\$60,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	0885	700900	030	0143	\$46,234.90
BELOW BID LIMIT (PCC 20111)					
CDW GOVERNMENT, INC.	1785	701747	030	0188	\$72,103.50
BOE 06/17/21 A-14 (PIGGYBACK)					
CDW GOVERNMENT, INC.	1891	700758	030	0716	\$19,435.50
BOE 06/17/20 A-14 (PIGGYBACK)					
CENGAGE LEARNING	0710	701899	060	6388	\$15,714.94
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CENGAGE LEARNING	0710	702118	060	6388	\$12,494.08
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CENGAGE LEARNING	0710	702122	060	6388	\$19,348.72
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
CENTRAL SANITARY SUPPLY CO., INC.	1891	700776	030	0716	\$24,593.41
BOE 06/17/20 A-14 (PIGGYBACK)					
CENTRAL STAR MARKETING, LLC	0185	701764	030	7090	\$14,576.63
BELOW BID LIMIT (PCC 20111)					
CENTRAL VALLEY SPORTS, LLC	0310	700774	030	0172	\$24,000.00
BELOW BID LIMIT (PCC 20111)					
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1130	700714	350	0913	\$16,600.00
PUBLIC UTILITIES (PCC 10103)					
COOKS COMMUNICATIONS	1891	701932	030	0716	\$59,521.22
BELOW BID LIMIT (PCC 20111)					
CORE BUSINESS INTERIORS, INC.	0850	702200	030	0674	\$13,350.95
BOE 04/07/21 A-10 (PIGGYBACK)					
CORE BUSINESS INTERIORS, INC.	0885	701802	030	0140	\$25,132.53
BOE 04/07/21 A-10 (PIGGYBACK)					
CORE BUSINESS INTERIORS, INC.	0885	701817	030	0140	\$14,325.30
BOE 04/17/21 A-10 (PIGGYBACK)					
CORE BUSINESS INTERIORS, INC.	0885	701818	030	0140	\$47,310.05
BOE 04/07/21 A-10 (PIGGYBACK)					
CREATIVE LEADERSHIP SOLUTIONS, LLC	0428	701360	060	4035	\$35,000.00
BELOW BID LIMIT (PCC 20111)					
DARDEN ARCHITECTS, INC.	0095	701024	120	6128	\$12,612.00
RFQ 20-13					
DARDEN ARCHITECTS, INC.	1102	545943	350	0913	\$23,897.97
RFQ 17-04					
DARDEN ARCHITECTS, INC.	1235	552320	350	0916	\$41,695.00
RFQ 17-04					

DAVIS MORENO CONSTRUCTION, INC. BID 20-19	1185	607376	350	0912	\$84,105.75
DAVIS MORENO CONSTRUCTION, INC. BID 21-04/BASE BID 1/CTE	1335	693289A	350	0916	\$10,796.17
DIVCON, INC. BID 21-10	1155	696158	350	0913	\$29,212.64
DOWNTOWN FORD SALES	0810	700819	030	0175	\$13,340.92
DOWNTOWN FORD SALES	0810	700819	030	0640	\$20,615.78
BOE 06/27/20 A-14 (PIGGYBACK)					
DOWNTOWN FORD SALES	1910	700200A	130	5320	\$37,880.70
BOE 06/17/20 A-14 (PIGGYBACK)					
EIDIM GROUP, INC. BID 21-33	0919	700749	350	0917	\$215,377.27
EKC ENTERPRISES, INC. BID 21-07	1335	694495	350	0917	\$22,098.76
EKC ENTERPRISES, INC. BELOW BID LIMIT (PCC 20111)	1395	700683	350	0916	\$29,738.53
ELECTRICAL POWER SOURCE BID 19-42A	1055	700780	060	6230	\$29,520.57
FIRST STRING SPORTS BELOW BID LIMIT (PCC 20111)	0255	690033	030	0172	\$15,000.00
FIRST STRING SPORTS BELOW BID LIMIT (PCC 20111)	0475	700837	030	0172	\$24,999.40
FOLEY, STEVEN JAMES RFQ 20-14 SECTION 8	1105	700718	350	0917	\$14,250.00
FOLEY, STEVEN JAMES RFQ 20-14 SECTION 8	1250	702131	350	0916	\$24,130.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC. BOE 04/07/21 A-6	0880	701822	680	0851	\$14,950.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC. BOE 04/07/21 A-6	0880	701823	680	0851	\$31,600.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC. RFQ 20-14 SECTION 10	1175	700805	350	0917	\$12,050.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0785	700685	060	4035	\$27,496.65
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0785	700685	060	6500	\$34,003.35
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
FRESNO NEON SIGN COMPANY, INC. BOE 01/08/14 A-10 (CUPCCAA)	1030	702088	350	0917	\$63,556.35
FRESNO NEON SIGN COMPANY, INC. BOE 01/08/14 A-10 (CUPCCAA)	1490	701078	350	0917	\$29,397.23
FRESNO PACIFIC UNIVERSITY BELOW BID LIMIT (PCC 20111)	0700	701701	060	3010	\$55,000.00
FUTURE FORD OF CLOVIS	0925	701159	030	7230	\$43,962.98

BELOW BID LIMIT (PCC 20111)					
GC BUILDERS	0423	701345	030	7090	\$24,952.50
BOE 01/08/14 A-10 (CUPCCAA)					
GC BUILDERS	1420	700891	350	0917	\$49,280.00
BOE 01/08/14 A-10 (CUPCCAA)					
GEIL ENTERPRISES, INC.	1105	701997	350	0917	\$21,087.36
RFP 20-31					
GOODHEART-WILLCOX CO.	0710	701686	060	6388	\$11,952.46
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GOODHEART-WILLCOX CO.	0710	701691	060	6388	\$11,952.46
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
GOTTSCHALK MUSIC CENTER	0130	700910	060	3010	\$12,690.22
BELOW BID LIMIT (PCC 20111)					
GOTTSCHALK MUSIC CENTER	0727	700935	030	0168	\$24,000.00
BELOW BID LIMIT (PCC 20111)					
GOTTSCHALK MUSIC CENTER	0727	700936	030	0168	\$10,054.37
RFP 19-24					
GRAYLIFT/CROMER EQUIPMENT	0919	690123	060	8150	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
GREEN VALLEY RECYCLING	1920	692384	030	0734	\$13,000.00
BELOW BID LIMIT (PCC 20111)					
H MARKUS & CO. PRINTING SERVICES	0880	700807	680	0851	\$20,272.31
BELOW BID LIMIT (PCC 20111)					
HAND IN HAND ENRICHMENT SERVICES	0755	701621	060	7510	\$14,750.00
BELOW BID LIMIT (PCC 20111)					
HEDRICK'S CHEVROLET	0925	700896	030	7230	\$62,421.31
BELOW BID LIMIT (PCC 20111)					
HERITAGE GENERAL	1100	700626	140	6205	\$29,300.00
BOE 01/08/14 A-10 (CUPCCAA)					
HOME DEPOT	0710	700886	030	6350	\$22,696.93
BOE 06/17/20 A-14 (PIGGYBACK)					
HOUGHTON MIFFLIN COMPANY	1748	700809	060	6300	\$10,472.06
BOE 03/25/15 A-17					
HOUGHTON MIFFLIN COMPANY	1748	701302	060	6300	\$33,156.96
BOE 03/25/15 A-17					
INTEGRATED DESIGNS BY SOMAM, INC.	1250	558655	350	0916	\$109,186.40
RFQ 17-04					
INTEGRATED DESIGNS BY SOMAM, INC.	1285	700661	250	9016	\$55,850.00
RFQ 20-13					
INTEGRATED DESIGNS BY SOMAM, INC.	1305	700660	350	0913	\$55,850.00
RFQ 20-13					
JACK NADEL, INC.	0725	702064	030	0173	\$32,789.55
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702067	030	0173	\$22,950.47
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702068	030	0173	\$25,019.59
BELOW BID LIMIT (PCC 20111)					

JACK NADEL, INC.	0725	702069	030	0173	\$16,664.18
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702072	030	0173	\$21,830.41
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702073	030	0173	\$18,090.68
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702074	030	0173	\$16,885.47
BELOW BID LIMIT (PCC 20111)					
JACK NADEL, INC.	0725	702075	030	0173	\$15,237.69
BELOW BID LIMIT (PCC 20111)					
JERICO FIRE PROTECTION	0919	691111	060	8150	\$46,700.00
BELOW BID LIMIT (PCC 20111)					
KUCKENBECKER TRACTOR CO.	1920	701158	030	0734	\$58,270.33
BELOW BID LIMIT (PCC 20111)					
LAKESHORE LEARNING MATERIALS	1895	701774	030	0717	\$86,380.63
BOE 06/12/17 A-14 (PIGGYBACK)					
LAW OFFICE OF RICK JENSEN	0880	691146	680	0851	\$15,602.00
BOE 06/17/20 A-6					
LAWRENCE ENGINEERING GROUP	1010	701528	350	0917	\$24,000.00
RFQ 20-14 SECTION 3					
LAWRENCE ENGINEERING GROUP	1055	700790	350	0917	\$20,600.00
RFQ 20-14 SECTION 3					
LAWRENCE ENGINEERING GROUP	1185	700792	350	0917	\$24,750.00
RFQ 20-14 SECTION 3					
LAWRENCE ENGINEERING GROUP	1480	700803	350	0917	\$25,000.00
RFQ 20-14 SECTION 3					
LEADERSHIP ASSOCIATES	0850	701825	030	0674	\$22,000.00
BOE 12/16/20 A-6					
LEADERSHIP ASSOCIATES	0850	701826	030	0674	\$22,000.00
BOE 12/16/20 A-7					
LEARNING WITHOUT TEARS	1765	700948	060	6300	\$36,059.58
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
LEE GRANT INSPECTIONS	1005	701070	350	0917	\$45,000.00
RFQ 20-14 SECTION 8					
LEE GRANT INSPECTIONS	1005	701071	350	0913	\$183,000.00
RFQ 20-14 SECTION 8					
MANAGEBAC, INC.	0185	701363	030	7090	\$10,698.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
MARTIN MARES DBA IVY LEAGUE TOURS	0235	701023	030	0181	\$10,700.00
BELOW BID LIMIT (PCC 20111)					
MC GRAW-HILL EDUCATION, INC.	0420	701165	030	0110	\$11,110.05
BOE 04/22/16 B-19					
MC GRAW-HILL EDUCATION, INC.	1748	700937	060	6300	\$42,616.81
BOE 04/22/16 B-19					
MC GRAW-HILL EDUCATION, INC.	1748	700939	060	6300	\$27,840.64
BOE 04/22/16 B-19					
METEOR EDUCATION, LLC	0230	701449	030	0124	\$6,275.73

METEOR EDUCATION, LLC	0230	701449	030	7090	\$22,250.29
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	1335	701138	350	0916	\$24,214.30
BOE 06/17/20 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	1395	702249	350	0916	\$32,292.78
BOE 06/17/21 A-14 (PIGGYBACK)					
METEOR EDUCATION, LLC	1445	700689	350	0917	\$20,186.31
BOE 06/17/20 A-14 (PIGGYBACK)					
MOBILE MODULAR MGMNT. CORP.	1005	699015	350	0917	\$86,400.00
BOE 06/17/20 A-14 (PIGGYBACK)					
MONOPRICE, INC.	0885	700690	030	0143	\$25,000.00
BELOW BID LIMIT (PCC 20111)					
MSC INDUSTRIAL SUPPLY CO., INC.	0920	702365	060	7422	\$259,140.00
BOE 04/07/21 A-20 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	0880	699976	680	0851	\$33,924.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1421	700768	140	6205	\$462,485.00
BID 21-28					
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1435	700553	350	0917	\$12,911.00
BOE 01/08/14 A-10 (CUPCCAA)					
NEWEGG.COM	0885	700691	030	0143	\$30,000.00
BELOW BID LIMIT (PCC 20111)					
NEWSELA, INC.	0255	700983	030	7090	\$10,350.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
NORESCO, LLC	0921	552939	350	0917	\$237,588.59
RFQ 14-23					
NVB PLAYGROUNDS, INC.	0553	701841	060	3182	\$17,406.28
BELOW BID LIMIT (PCC 20111)					
OFFICE DEPOT	0010	OD000041897	030	7090	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0035	OD000040338	030	7090	\$12,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0155	OD000041283	030	0110	\$15,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0235	OD000040045	030	0125	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0255	OD000040366	030	7090	\$16,900.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0260	OD000040172	030	7090	\$10,075.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0265	OD000041913	060	3010	\$15,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0421	OD000040070	030	0125	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0465	OD000041971	030	7090	\$23,000.00

BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0567	OD000040271	030	7090	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0701	OD000041896	060	5827	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0758	OD000041895	060	3010	\$10,500.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	0790	OD000040020	060	3010	\$10,000.00
BOE 06/17/20 A-14 (PIGGYBACK)					
OFFICE DEPOT	1891	OD000041855	030	0716	\$12,255.92
BOE 06/17/20 A-14 (PIGGYBACK)					
PLASTIC CONNECTIONS, INC.	1910	693622D	130	5310	\$14,360.68
BELOW BID LIMIT (PCC 20111)					
PRO EX CONSTRUCTION, INC.	1110	701401	350	0917	\$49,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
PRO-SCREEN, INC. SIGNS & GRAPHICS	0505	701753	030	7090	\$18,070.09
BELOW BID LIMIT (PCC 20111)					
RED GOLD, LLC	1910	702318	130	5310	\$58,654.40
BID 21-06					
REXEL USA, INC. DBA PLATT ELECTRIC SUPPLY	0919	690680	060	8150	\$16,934.71
BELOW BID LIMIT (PCC 20111)					
RIDDELL/ALL AMERICAN SPORTS CORP.	0725	701915	030	0172	\$39,000.00
BOE 02/17/21 A-10 (BUNDLED CONTRACTS)					
ROCK RIDGE	1185	603118	350	0912	\$56,700.00
RFQ 17-05					
ROCK RIDGE	1235	701622	140	6205	\$15,200.00
RFQ 20-14 SECTION 8					
SAGE PUBLICATIONS, INC.	1335	701276	060	3010	\$26,704.40
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SAVVAS LEARNING COMPANY, LLC	0710	701693	060	6388	\$14,691.61
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SAVVAS LEARNING COMPANY, LLC	0710	701695	060	6388	\$14,691.61
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SAVVAS LEARNING COMPANY, LLC	0710	701697	060	6388	\$23,086.80
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SAVVAS LEARNING COMPANY, LLC	0710	701698	060	6388	\$23,086.80
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SCHOOL CONNECT, LLC	0810	700186A	030	0649	\$93,283.73
SCHOOL CONNECT, LLC	0810	700186A	060	7422	\$31,094.57
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
SCHOOL SPECIALTY, INC.	0920	700670	060	7422	\$310,201.04
BOE 06/17/20 A-14 (PIGGYBACK)					
SCHOOLWORKS, INC.	0905	701842	030	0738	\$18,050.00
RFQ 20-14 SECTION 6					
SIERRA SCHOOL EQUIPMENT CO.	1235	701820	140	6205	\$107,629.48
BOE 06/17/20 A-14 (PIGGYBACK)					

SIROUS RASSOULI	1130	702126	350	0912	\$207,408.00
RFQ 20-14 SECTION 8					
SOUND CONTRACTING, INC.	0423	700692	030	0172	\$15,200.00
BELOW BID LIMIT (PCC 20111)					
SPINITAR	0310	701921	030	0110	\$11,425.30
BELOW BID LIMIT (PCC 20111)					
STATE ARCHITECT, DIVISION OF	1150	702137	350	0916	\$41,100.00
PUBLIC AUTHORITY (PCC10103)					
STRATEGIC MECHANICAL, INC.	1235	701364	140	6205	\$1,128,000.00
BID 21-37					
STRATEGIC MECHANICAL, INC.	1920	700202A	030	0188	\$12,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
STRATEGIC MECHANICAL, INC.	1920	700203A	030	0188	\$12,850.00
BOE 01/08/14 A-10 (CUPCCAA)					
STUDY.COM, LLC	0701	700955	060	5827	\$7,250.00
STUDY.COM, LLC	0701	700955	060	9060	\$7,250.00
BELOW BID LIMIT (PCC 20111)					
TAM+CZ ARCHITECTS, INC.	0920	700764	060	7422	\$28,500.00
RFQ 20-13					
TAM+CZ ARCHITECTS, INC.	1045	701073	350	0913	\$331,757.00
RFQ 20-13					
TAM+CZ ARCHITECTS, INC.	1355	701027	350	0917	\$220,851.00
RFQ 20-13					
TAM+CZ ARCHITECTS, INC.	1385	701025	350	0917	\$97,651.00
RFQ 20-13					
TEACHING STRATEGIES, LLC	1765	701991	060	6300	\$12,079.23
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
THE HOME DEPOT PRO	0445	701586	030	0172	\$28,326.42
BOE 06/17/20 A-14 (PIGGYBACK)					
THE LAB GEAR	0335	701362	030	0172	\$16,999.58
BELOW BID LIMIT (PCC 20111)					
THE WYRICK BOOK CO.	0208	701235	030	0625	\$11,800.00
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
THERESE JASPERSON	0758	702061	030	0117	\$10,000.00
BELOW BID LIMIT (PCC 20111)					
TNTP, INC.	1185	700659	030	7090	\$2,499.99
TNTP, INC.	1185	700659	060	3010	\$17,099.01
BOE 06/17/20 A-4 (BUNDLED CONTRACTS)					
TOTAL FILTRATION SERVICE, INC.	0919	690598	060	8150	\$32,412.98
BELOW BID LIMIT (PCC 20111)					
UNIFIRST	0919	695723	060	8150	\$12,531.11
BELOW BID LIMIT (PCC 20111)					
VEX ROBOTICS	0710	701256	030	0194	\$10,255.41
INSTRUCTIONAL MATERIALS (PCC 20118.3)					
VIKING ENTERPRISES	0919	701514	350	0917	\$170,500.00
BID 21-32					
VINCENT COMMUNICATIONS, INC.	0790	702083	030	0190	\$12,046.66

BELOW LIMIT (PCC 20111)					
W.O.L.F	0725	700933	030	0173	\$14,432.00
BOE 12/09/20 A-3					
W.O.L.F	0725	701767	030	0173	\$12,232.00
BOE 12/09/20 A-3					
WEST MUSIC	0727	700880	030	0168	\$34,292.08
BELOW BID LIMIT (PCC 20111)					
YOUTH CARE OF UTAH, INC.	0326	702234	060	6512	\$50,874.00
BOE 03/10/21 A-13					
YOUTH CARE OF UTAH, INC.	0787	702233	060	6500	\$26,058.00
BOE 03/10/21 A-13					
YOUTH CARE OF UTAH, INC.	0787	702236	060	6512	\$24,156.00
BOE 03/10/21 A-13					

THE FOLLOWING PURCHASE ORDERS ARE UNDER \$10,000

**PURCHASE ORDERS DATED
APRIL 01, 2021 TO APRIL 30, 2021
RATIFICATION DATE JUNE 16, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
1099 PRO, INC.	0880	702046	670	0841	\$3,544.20
5 STAR STUDENTS	0455	701226	060	3182	\$4,240.00
A WISH COME TRUE, LP	0185	701395	030	0125	\$733.14
A&A TEXTILES	0710	701055	030	0152	\$2,500.00
A&E INDUSTRIAL CLEANING EQUIP.	1920	701516	030	0734	\$1,806.42
ACE TROPHY SHOP	0230	702101	030	0124	\$900.00
ACE TROPHY SHOP	0710	700970	030	0152	\$53.99
ADI - HONEYWELL INTERNATIONAL	1250	701628	350	0917	\$7,291.01
ADOLPH KIEFER AND ASSOCIATES, LLC	0100	701554	030	0115	\$1,945.58
AGILE SPORTS TECHNOLOGIES	0455	701236	030	0172	\$1,099.00
AIRWAYS GOLF COURSE	0335	700986	030	0125	\$1,500.00
ALERT SERVICES, INC.	1891	701084	030	0716	\$263.62
ALERT SERVICES, INC.	1895	701705	030	0716	\$290.13
ALERT-O-LITE, INC.	0185	702327	030	0125	\$685.10
ALERT-O-LITE, INC.	0485	702329	030	0172	\$676.57
ALERT-O-LITE, INC.	0895	700646	030	0716	\$391.69
ALERT-O-LITE, INC.	0895	701508	030	0716	\$391.69
ALINCO COSTUMES	0440	700822	030	7090	\$9,920.72
ALL AMERICAN SPORTS USA	0315	702250	030	0172	\$4,983.38
ALL AMERICAN SPORTS USA	0315	702251	030	0172	\$1,202.59
ALL AMERICAN SPORTS USA	0417	700871	030	0115	\$4,984.80
ALL AMERICAN SPORTS USA	0421	700696	030	0172	\$2,496.43
ALL AMERICAN SPORTS USA	0470	701938	030	0172	\$4,298.83
ALL AMERICAN SPORTS USA	0470	701939	030	0110	\$500.00
ALL AMERICAN SPORTS USA	0470	701940	030	0172	\$1,000.00
ALL AMERICAN SPORTS USA	0470	702102	030	7090	\$500.00
ALL VOLLEYBALL, INC.	0235	700824	030	0172	\$1,608.78
ALL VOLLEYBALL, INC.	0235	701605	030	0172	\$1,592.35
ALLARD'S, INC.	0145	700847	030	0173	\$840.00
ALLARD'S, INC.	0195	702336	030	7140	\$175.00
ALLARD'S, INC.	0235	702335	030	7090	\$700.00
ALLARD'S, INC.	0335	701782	060	722B	\$500.00
ALLARD'S, INC.	0417	701856	030	0171	\$500.00
ALLARD'S, INC.	0565	701473	030	0171	\$266.42
ALLARD'S, INC.	0727	700942	030	0169	\$850.00
ALLIED STORAGE CONTAINERS, INC.	0100	701265	030	0172	\$3,935.69
ALLIED STORAGE CONTAINERS, INC.	0100	701596	030	0172	\$5,954.82
ALLIED STORAGE CONTAINERS, INC.	0450	700825	030	0172	\$3,901.42
ALLIED STORAGE CONTAINERS, INC.	0450	700825	030	7090	\$2,100.76
ALL-PHASE/MEDALLION SUPPLY	0919	701728	060	8150	\$2,005.41

ALPHAGRAPHS	0145	702150	030	7090	\$1,799.35
ALPHAGRAPHS	0215	701534	030	0110	\$1,554.57
A-MARK T-SHIRT, INC.	0010	699860	030	0171	\$3,560.00
A-MARK T-SHIRT, INC.	0010	700866	030	7090	\$9,000.00
A-MARK T-SHIRT, INC.	0010	701157	030	0172	\$7,500.00
A-MARK T-SHIRT, INC.	0010	701970	030	0115	\$4,500.00
A-MARK T-SHIRT, INC.	0055	701973	030	0125	\$876.41
A-MARK T-SHIRT, INC.	0075	702043	030	0110	\$6,300.00
A-MARK T-SHIRT, INC.	0170	702337	030	0172	\$4,900.00
A-MARK T-SHIRT, INC.	0208	701476	030	0173	\$298.55
A-MARK T-SHIRT, INC.	0220	701785	030	0111	\$284.94
A-MARK T-SHIRT, INC.	0220	702338	030	0172	\$3,860.11
A-MARK T-SHIRT, INC.	0225	702153	030	0110	\$1,058.69
A-MARK T-SHIRT, INC.	0237	701343	030	0171	\$2,924.00
A-MARK T-SHIRT, INC.	0330	701142	030	0172	\$5,591.73
A-MARK T-SHIRT, INC.	0335	702151	060	6385	\$7,524.78
A-MARK T-SHIRT, INC.	0410	701475	030	7090	\$1,494.91
A-MARK T-SHIRT, INC.	0410	701784	030	0110	\$1,632.58
A-MARK T-SHIRT, INC.	0430	700927	030	7090	\$2,267.48
A-MARK T-SHIRT, INC.	0430	700927	030	7091	\$2,267.47
A-MARK T-SHIRT, INC.	0430	700929	030	7090	\$1,498.16
A-MARK T-SHIRT, INC.	0430	700929	030	7091	\$1,498.15
A-MARK T-SHIRT, INC.	0430	701636	030	0172	\$8,030.64
A-MARK T-SHIRT, INC.	0440	702154	030	0115	\$2,000.00
A-MARK T-SHIRT, INC.	0445	700839	030	0181	\$4,990.00
A-MARK T-SHIRT, INC.	0455	701452	030	0172	\$760.14
A-MARK T-SHIRT, INC.	0455	701455	030	0172	\$1,943.55
A-MARK T-SHIRT, INC.	0455	701456	030	0172	\$4,275.81
A-MARK T-SHIRT, INC.	0480	701638	030	0172	\$2,500.00
A-MARK T-SHIRT, INC.	0552	701852	030	0171	\$455.65
A-MARK T-SHIRT, INC.	0860	701857	030	0694	\$3,909.13
A-MARK T-SHIRT, INC.	0860	701858	030	0694	\$1,787.29
A-MARK T-SHIRT, INC.	0887	700870	030	0140	\$6,800.00
AMAZON CAPITAL SERVICES	1891	701089	030	0716	\$1,726.52
AMERICAN MUSIC	0010	700717	030	0172	\$4,830.98
AMERICAN MUSIC	0055	701979	030	0171	\$2,868.98
AMERICAN MUSIC	0185	701036	030	7090	\$215.93
AMERICAN MUSIC	0185	701352	030	0125	\$2,934.76
AMERICAN MUSIC	0255	702054	030	7090	\$1,317.25
AMERICAN MUSIC	0421	700710	030	0125	\$1,549.66
AMERICAN MUSIC	0575	702170	030	0115	\$3,965.46
AMERICAN MUSIC	1400	701134	030	7394	\$2,996.31
AMERICAN T'S	0120	701151	030	0172	\$6,307.11
AMERICAN T'S	0120	701859	030	0172	\$829.83
AMERICAN T'S	0235	700711	030	7090	\$2,000.00
AMERICAN T'S	0395	701640	030	7090	\$563.12
AMPCO SYSTEMS PARKING-FRESNO	0765	700922	030	0192	\$1,500.00

ANNA G. GUERRA	0890	701237	030	0708	\$65.00
AP BY THE SEA	0700	700738	030	0144	\$1,785.00
AP BY THE SEA	0700	701641	030	0144	\$1,785.00
AP BY THE SEA	0700	701642	030	0144	\$1,190.00
AP BY THE SEA	0700	701643	030	0144	\$595.00
AP BY THE SEA	0700	701923	030	0144	\$595.00
AP SEMINARS SILICON VALLEY, LLC	0700	701644	030	0144	\$595.00
A-PLUS SIGNS, INC.	0025	701763	030	0110	\$418.94
A-PLUS SIGNS, INC.	0270	701549	030	0172	\$4,185.83
APPLE COMPUTER, INC.	0030	702333	030	0115	\$537.72
APPLE COMPUTER, INC.	0725	700672	030	0173	\$6,498.94
APPLE COMPUTER, INC.	0725	701887	030	0173	\$513.96
APSI SAN GABRIEL	0700	701924	030	0144	\$550.00
ARBINGER INSTITUTE, LLC	0601	701920	030	0677	\$908.38
ARBON EQUIPMENT CORP.	1910	700602	130	5310	\$2,000.00
ARBOR SCIENTIFIC	0100	701479	030	0115	\$50.66
ARCHER AND HOUND	0421	700712	030	7090	\$4,192.04
ARMAND HAMMAR UNITED WORLD COLLEGE	0700	701645	030	0144	\$1,600.00
ART TRIO SIGNS	0925	691601	030	7230	\$1,000.00
ARTIANO SHINOFF	0890	700901	030	0708	\$5,000.00
ARTISAN MARKETING GROUP	0125	701166	030	0172	\$4,800.00
ARTISAN MARKETING GROUP	0230	693472	030	0124	\$4,100.00
ARTISAN MARKETING GROUP	0810	701724	030	0640	\$4,601.81
ARTWORKZ, EMBROIDERY & SCREEN PRINTING	0235	701555	030	7090	\$4,000.00
ARTWORKZ, EMBROIDERY & SCREEN PRINTING	0421	701481	030	0125	\$1,005.36
ASCD	0810	700924	030	0649	\$478.00
ASIAN SUPERMARKET	0035	701968	030	0110	\$500.00
ASIAN SUPERMARKET	0796	701392	030	0667	\$4,900.00
AT&T MOBILITY	0810	AT000040104	030	0500	\$40.86
AT&T MOBILITY	0810	AT000040105	030	0500	\$120.00
AT&T MOBILITY	0880	AT000040103	680	0851	\$40.86
AT&T MOBILITY	0905	AT000040106	030	0738	\$40.86
AUNT T'S CARROT CAKES, LLC	0417	702082	030	0114	\$315.00
AUNT T'S CARROT CAKES, LLC	0421	701611	030	0171	\$300.00
AUNT T'S CARROT CAKES, LLC	0552	702148	030	0171	\$391.00
AUNT T'S CARROT CAKES, LLC	0725	701916	030	0173	\$1,000.00
AVID CENTER	0030	701631	030	7090	\$4,679.00
B & H PHOTO-VIDEO, INC.	0055	701407	030	0125	\$590.54
B & H PHOTO-VIDEO, INC.	0145	702334	030	7090	\$3,795.75
B & H PHOTO-VIDEO, INC.	0310	701733	030	0110	\$993.20
B & H PHOTO-VIDEO, INC.	0335	701022	060	722B	\$6,981.39
B & H PHOTO-VIDEO, INC.	0335	701919	060	722B	\$4,680.36
B & H PHOTO-VIDEO, INC.	0417	701137	030	0171	\$596.24
B & H PHOTO-VIDEO, INC.	0530	700642	030	0110	\$1,193.39
B & H PHOTO-VIDEO, INC.	0706	700893	030	0152	\$2,632.07

B & H PHOTO-VIDEO, INC.	0710	701061	060	6388	\$2,072.63
B & H PHOTO-VIDEO, INC.	0796	701141	030	0667	\$314.67
B & H PHOTO-VIDEO, INC.	0796	701723	030	0667	\$558.60
B & H PHOTO-VIDEO, INC.	0796	701729	030	0667	\$3,675.38
B & H PHOTO-VIDEO, INC.	0860	701855	030	0694	\$1,616.39
B & H PHOTO-VIDEO, INC.	0880	701422	680	0851	\$23.61
BAKER DISTRIBUTING CO.	1910	699151	130	5310	\$399.24
BALLOON DECOR OF CENTRAL CALIFORNIA	0796	701840	030	0667	\$285.05
BALLOONS ARE EVERYWHERE, INC.	0100	701116	030	0172	\$700.00
BALLOONS ARE EVERYWHERE, INC.	0145	702243	030	0173	\$500.00
BALLOONS ARE EVERYWHERE, INC.	0235	698483	030	0171	\$1,400.00
BALLOONS ARE EVERYWHERE, INC.	0265	701110	030	0171	\$1,500.00
BALLOONS ARE EVERYWHERE, INC.	0315	701960	030	0171	\$1,617.78
BALLOONS ARE EVERYWHERE, INC.	0395	702388	030	0171	\$3,500.00
BALLOONS ARE EVERYWHERE, INC.	0455	701249	030	7090	\$335.00
BALLOONS ARE EVERYWHERE, INC.	0575	702090	030	0643	\$315.00
BAND SHOPPE	0421	700729	030	0125	\$1,788.04
BARGAIN PARTY	0235	701558	030	7090	\$750.00
BARGAIN PARTY RENTAL	0655	702339	030	0675	\$645.00
BARNES & NOBLE, INC.	0020	701987	030	7090	\$2,000.00
BARNES & NOBLE, INC.	0020	701992	030	0111	\$1,040.00
BARNES & NOBLE, INC.	0045	702304	060	6500	\$300.00
BARNES & NOBLE, INC.	0055	701369	030	0125	\$840.64
BARNES & NOBLE, INC.	0130	702058	030	0125	\$72.29
BARNES & NOBLE, INC.	0145	701786	030	7091	\$2,000.00
BARNES & NOBLE, INC.	0155	702367	030	7091	\$966.00
BARNES & NOBLE, INC.	0195	701106	030	0110	\$400.00
BARNES & NOBLE, INC.	0195	701977	030	0110	\$372.85
BARNES & NOBLE, INC.	0235	693407	030	7090	\$3,000.00
BARNES & NOBLE, INC.	0235	701634	030	7090	\$63.83
BARNES & NOBLE, INC.	0265	701975	030	0625	\$649.00
BARNES & NOBLE, INC.	0420	702364	030	7090	\$898.67
BARNES & NOBLE, INC.	0430	701649	060	3010	\$4,500.00
BARNES & NOBLE, INC.	0567	701446	030	7090	\$999.90
BARNES & NOBLE, INC.	0567	701446	030	7091	\$3,500.10
BARNES & NOBLE, INC.	0617	700679	030	0675	\$300.00
BARNES & NOBLE, INC.	0700	691908	060	3010	\$2,299.00
BARNES & NOBLE, INC.	0700	691909	060	4035	\$1,999.00
BARNES & NOBLE, INC.	0700	701965	030	0144	\$1,177.70
BARNES & NOBLE, INC.	0700	701967	030	0144	\$120.81
BARNES & NOBLE, INC.	0725	701703	030	0173	\$1,358.33
BARNES & NOBLE, INC.	1015	701107	060	3010	\$600.00
BARNES & NOBLE, INC.	1485	701730	060	3010	\$277.60
BATTERIES PLUS	0919	690355	060	8150	\$1,000.00
BAUDVILLE	0530	702252	030	7090	\$84.35
BAUDVILLE	0575	702129	030	7091	\$2,178.30
BELLEVUE SCHOOL DISTRICT	0700	701146	030	0144	\$600.00

BELLEVUE SCHOOL DISTRICT	0700	701647	030	0144	\$625.00
BETTER FLOORING, INC.	0705	700773	210	0905	\$5,137.51
BETTER FLOORING, INC.	0919	700820	060	8150	\$6,189.20
BIG 5 SPORTING GOODS CORP.	0550	701941	030	0172	\$2,000.00
BIG 5 SPORTING GOODS CORP.	0010	700917	030	0172	\$5,000.00
BIG 5 SPORTING GOODS CORP.	0055	701331	030	0172	\$450.00
BIG 5 SPORTING GOODS CORP.	0155	698073	030	0172	\$2,999.00
BIG 5 SPORTING GOODS CORP.	0265	701285	030	7090	\$4,000.00
BIG 5 SPORTING GOODS CORP.	0265	702275	030	0171	\$1,500.00
BIG 5 SPORTING GOODS CORP.	0395	700989	030	0125	\$550.00
BIG 5 SPORTING GOODS CORP.	0475	700697	030	7090	\$1,500.00
BIO RAD LABORATORIES	0055	701291	030	0125	\$627.95
BIOQUIP PRODUCTS	0055	701043	030	0125	\$1,543.35
BLICK ART MATERIALS	0185	700786	030	0125	\$948.16
BLICK ART MATERIALS	0185	702340	030	0125	\$1,438.67
BLICK ART MATERIALS	0185	702341	030	0125	\$485.14
BLOCK & COMPANY	0890	701458	030	0708	\$1,204.46
BLOOM SOFTWARE, INC. DBA THRIVELY	0030	701629	060	3010	\$1,250.00
BLUSOURCE	0750	701725	060	3061	\$397.52
BLUSOURCE	0750	701726	060	3061	\$3,289.77
BOAEN-KAPINA, BRIEANN	0440	701330	030	7090	\$230.00
BOBBY SALAZAR'S / BLACKTONE DBA A & M BROS, LLC	0145	702324	030	0125	\$2,500.00
BOBBY SALAZAR'S / BLACKTONE DBA A & M BROS, LLC	0240	701539	030	0128	\$500.00
BOBBY SALAZAR'S / BLACKTONE DBA A & M BROS, LLC	0310	701366	030	0110	\$1,000.00
BOBBY SALAZAR'S / W. SHAW	0055	701609	030	0171	\$1,000.00
BOBBY SALAZAR'S / W. SHAW	0235	702349	030	0171	\$300.00
BOBBY SALAZAR'S / W. SHAW	0445	701925	030	7090	\$650.00
BOROSKI, KRISTEN	0710	700874	030	0152	\$10.55
BOYLE, CAROLYN	0440	701332	030	7090	\$120.00
BSN SPORTS, INC.	0010	702157	030	7090	\$4,900.00
BSN SPORTS, INC.	0035	701845	030	0172	\$2,455.83
BSN SPORTS, INC.	0100	700991	030	0172	\$1,715.14
BSN SPORTS, INC.	0100	701417	030	0172	\$793.24
BSN SPORTS, INC.	0100	701601	030	0172	\$8,571.29
BSN SPORTS, INC.	0100	701710	030	0172	\$1,665.13
BSN SPORTS, INC.	0100	702092	030	0172	\$3,035.34
BSN SPORTS, INC.	0100	702093	030	0172	\$1,504.39
BSN SPORTS, INC.	0100	702094	030	0172	\$1,217.73
BSN SPORTS, INC.	0100	702095	030	0172	\$1,504.39
BSN SPORTS, INC.	0100	702096	030	0172	\$3,049.80
BSN SPORTS, INC.	0120	700977	030	0172	\$4,247.35
BSN SPORTS, INC.	0120	702276	030	0172	\$2,353.64
BSN SPORTS, INC.	0145	701268	030	0125	\$1,121.01
BSN SPORTS, INC.	0145	701270	030	0125	\$1,121.01
BSN SPORTS, INC.	0145	701599	030	0125	\$6,588.75

BSN SPORTS, INC.	0145	701942	030	7090	\$2,319.49
BSN SPORTS, INC.	0170	701367	030	0172	\$901.40
BSN SPORTS, INC.	0170	701370	030	0172	\$758.84
BSN SPORTS, INC.	0170	701606	030	0172	\$3,104.33
BSN SPORTS, INC.	0170	701847	030	0172	\$4,673.50
BSN SPORTS, INC.	0185	700979	030	0172	\$1,085.35
BSN SPORTS, INC.	0185	701846	030	0172	\$2,487.11
BSN SPORTS, INC.	0195	701266	030	0172	\$217.93
BSN SPORTS, INC.	0225	702255	030	0110	\$1,313.77
BSN SPORTS, INC.	0235	701727	030	7090	\$2,900.00
BSN SPORTS, INC.	0235	702155	030	0171	\$4,800.00
BSN SPORTS, INC.	0235	702254	030	0172	\$382.60
BSN SPORTS, INC.	0235	702342	030	0181	\$378.92
BSN SPORTS, INC.	0270	701518	030	0172	\$1,523.39
BSN SPORTS, INC.	0285	700923	030	7090	\$1,051.61
BSN SPORTS, INC.	0285	701482	030	7090	\$584.88
BSN SPORTS, INC.	0315	701775	030	0172	\$3,137.38
BSN SPORTS, INC.	0315	701776	030	0172	\$2,038.67
BSN SPORTS, INC.	0315	702277	030	0172	\$500.00
BSN SPORTS, INC.	0320	701708	030	0171	\$519.41
BSN SPORTS, INC.	0320	701844	030	7090	\$325.73
BSN SPORTS, INC.	0340	692304	030	0172	\$8,000.00
BSN SPORTS, INC.	0395	700750	030	0172	\$2,596.82
BSN SPORTS, INC.	0395	700751	030	0172	\$1,255.45
BSN SPORTS, INC.	0395	700753	030	0172	\$365.18
BSN SPORTS, INC.	0395	700826	060	722D	\$4,287.63
BSN SPORTS, INC.	0395	700994	030	0172	\$851.96
BSN SPORTS, INC.	0395	701414	030	0172	\$2,149.11
BSN SPORTS, INC.	0395	701415	030	0172	\$92.23
BSN SPORTS, INC.	0395	701416	030	0172	\$402.41
BSN SPORTS, INC.	0395	701483	030	0125	\$500.00
BSN SPORTS, INC.	0421	701001	030	0125	\$200.47
BSN SPORTS, INC.	0421	701848	030	0172	\$4,999.00
BSN SPORTS, INC.	0422	701175	030	0172	\$4,739.03
BSN SPORTS, INC.	0422	701178	030	0172	\$1,119.75
BSN SPORTS, INC.	0435	701597	030	0172	\$289.90
BSN SPORTS, INC.	0445	701709	030	0172	\$3,761.18
BSN SPORTS, INC.	0455	701546	030	0172	\$367.17
BSN SPORTS, INC.	0455	701694	030	7090	\$968.79
BSN SPORTS, INC.	0500	702253	030	0172	\$4,575.48
BSN SPORTS, INC.	0505	700911	030	0172	\$4,834.93
BSN SPORTS, INC.	0505	700912	030	0172	\$4,091.43
BSN SPORTS, INC.	0505	700913	030	0172	\$1,806.46
BSN SPORTS, INC.	0505	700914	030	0172	\$4,986.36
BSN SPORTS, INC.	0505	700915	030	0172	\$4,999.48
BSN SPORTS, INC.	0505	700920	030	0172	\$4,345.84
BSN SPORTS, INC.	0575	700828	030	0172	\$4,950.00

BSN SPORTS, INC.	0575	700828	030	7090	\$50.00
BSN SPORTS, INC.	0725	700981	030	0172	\$486.99
BUCHANAN HIGH SCHOOL	0145	700844	030	0172	\$100.00
BUCK INSTITUTE FOR EDUCATION DBA PBL WORKS	0127	700857	030	7090	\$1,500.00
BULLDOG TOWING	0100	701418	030	0172	\$375.00
CA TEACHING FELLOWS FOUNDATION	0015	690840	030	7090	\$2,776.31
CA TEACHING FELLOWS FOUNDATION	0015	690857	030	7090	\$613.66
CA TEACHING FELLOWS FOUNDATION	0095	692043	060	6010	\$1,216.85
CA TEACHING FELLOWS FOUNDATION	0100	692089	060	6010	\$420.08
CALIF. ASSOC. OF AFRICAN	0725	700921	030	0173	\$198.00
CALIF. ASSOCIATION FOR THE GIFTED	0700	700902	030	0144	\$8,159.00
CALIFORNIA BUSINESS MACH., INC.	0005	701633	030	0110	\$300.00
CALIFORNIA BUSINESS MACH., INC.	0175	701849	030	7090	\$1,400.97
CALIFORNIA BUSINESS MACH., INC.	0175	701849	060	3010	\$1,400.98
CALIFORNIA BUSINESS MACH., INC.	0235	701607	030	7090	\$450.00
CALIFORNIA BUSINESS MACH., INC.	0880	700787	690	0861	\$169.84
CALIFORNIA CONGRESS OF PARENTS, TEACHERS AND STUDENTS, INC. DBA CALIFORNIA STATE PTA	0220	701648	030	0110	\$3,900.00
CALIFORNIA CONGRESS OF PARENTS, TEACHERS AND STUDENTS, INC. DBA CALIFORNIA STATE PTA	0470	700993	030	0110	\$3,900.00
CALIFORNIA DEPT. OF EDUCATION	1910	701768	130	5310	\$1,400.00
CALIFORNIA GEOLOGICAL SURVEY	1150	702098	350	0916	\$3,600.00
CALIFORNIA KEYBOARDS	0440	702052	030	7090	\$712.57
CALIFORNIA STATE UNIVERSITY	1421	700925	060	3010	\$1,000.00
CAMBIUM LEARNING, INC.	1748	701129	060	6300	\$294.95
CAPTUREIT! IMPRINTING	0700	700868	030	0144	\$8,499.79
CARGILL KITCHEN SOLUTIONS, INC.	1910	700609	130	5310	\$1,554.00
CAROLINA BIOLOGICAL SUPPLY CO.	0055	702238	030	0125	\$1,869.69
CASA CORONA	0055	701604	030	0171	\$500.00
CASA CORONA	0455	701595	030	0115	\$550.00
CDW GOVERNMENT, INC.	0005	700684	030	0172	\$3,868.74
CDW GOVERNMENT, INC.	0005	700719	030	0172	\$338.50
CDW GOVERNMENT, INC.	0010	701066	030	7090	\$2,233.73
CDW GOVERNMENT, INC.	0015	700957	030	7090	\$624.10
CDW GOVERNMENT, INC.	0015	700958	030	7090	\$318.53
CDW GOVERNMENT, INC.	0015	701050	060	3010	\$312.05
CDW GOVERNMENT, INC.	0020	701652	030	7091	\$2,808.43
CDW GOVERNMENT, INC.	0020	701742	030	7090	\$8,616.41
CDW GOVERNMENT, INC.	0020	702008	030	7090	\$1,171.32
CDW GOVERNMENT, INC.	0025	701356	060	3010	\$3,120.48
CDW GOVERNMENT, INC.	0030	701277	030	7140	\$1,421.22
CDW GOVERNMENT, INC.	0055	701404	030	0125	\$565.72
CDW GOVERNMENT, INC.	0075	702159	060	3010	\$2,497.00
CDW GOVERNMENT, INC.	0105	701897	030	7090	\$273.83
CDW GOVERNMENT, INC.	0125	701797	030	0124	\$2,530.06

CDW GOVERNMENT, INC.	0125	701797	030	7090	\$2,155.23
CDW GOVERNMENT, INC.	0130	699726	030	7090	\$669.44
CDW GOVERNMENT, INC.	0130	701261	030	0643	\$2,965.54
CDW GOVERNMENT, INC.	0130	701353	030	0125	\$549.95
CDW GOVERNMENT, INC.	0130	701781	030	0643	\$366.58
CDW GOVERNMENT, INC.	0135	700956	030	7090	\$637.05
CDW GOVERNMENT, INC.	0135	700962	030	7091	\$1,133.75
CDW GOVERNMENT, INC.	0135	701334	060	3010	\$5,023.84
CDW GOVERNMENT, INC.	0135	702000	060	3010	\$1,004.77
CDW GOVERNMENT, INC.	0135	702006	060	3010	\$4,262.50
CDW GOVERNMENT, INC.	0140	701252	030	0110	\$162.14
CDW GOVERNMENT, INC.	0145	700952	030	7090	\$878.48
CDW GOVERNMENT, INC.	0145	702166	060	3010	\$3,495.81
CDW GOVERNMENT, INC.	0150	701749	030	0113	\$1,584.77
CDW GOVERNMENT, INC.	0150	701749	030	7090	\$3,658.95
CDW GOVERNMENT, INC.	0155	700766	030	7090	\$2,184.33
CDW GOVERNMENT, INC.	0155	700767	030	0113	\$1,210.79
CDW GOVERNMENT, INC.	0165	701075	030	7090	\$3,133.08
CDW GOVERNMENT, INC.	0165	701203	030	7090	\$569.03
CDW GOVERNMENT, INC.	0170	701047	030	7091	\$1,573.32
CDW GOVERNMENT, INC.	0170	701147	030	7090	\$311.78
CDW GOVERNMENT, INC.	0170	701983	060	3010	\$548.78
CDW GOVERNMENT, INC.	0170	702343	030	7090	\$180.32
CDW GOVERNMENT, INC.	0175	700879	030	7090	\$9,471.63
CDW GOVERNMENT, INC.	0185	701044	030	7091	\$3,287.84
CDW GOVERNMENT, INC.	0185	701143	030	7091	\$312.05
CDW GOVERNMENT, INC.	0185	701156	030	0125	\$936.14
CDW GOVERNMENT, INC.	0185	701262	030	7090	\$525.71
CDW GOVERNMENT, INC.	0185	701263	030	7091	\$114.99
CDW GOVERNMENT, INC.	0185	701273	030	7090	\$1,761.01
CDW GOVERNMENT, INC.	0185	701445	030	7090	\$312.05
CDW GOVERNMENT, INC.	0200	702185	030	0171	\$1,171.32
CDW GOVERNMENT, INC.	0208	701740	030	0110	\$1,436.61
CDW GOVERNMENT, INC.	0210	701067	030	0110	\$127.41
CDW GOVERNMENT, INC.	0220	700959	030	0172	\$76.93
CDW GOVERNMENT, INC.	0225	701040	030	7090	\$38.33
CDW GOVERNMENT, INC.	0225	701990	060	3010	\$458.89
CDW GOVERNMENT, INC.	0235	700861	030	7090	\$3,120.48
CDW GOVERNMENT, INC.	0235	702103	030	7090	\$2,267.82
CDW GOVERNMENT, INC.	0250	701429	030	0113	\$592.78
CDW GOVERNMENT, INC.	0250	701880	060	3010	\$641.37
CDW GOVERNMENT, INC.	0285	701400	030	7090	\$700.76
CDW GOVERNMENT, INC.	0285	701402	030	7090	\$3,513.96
CDW GOVERNMENT, INC.	0320	701398	030	0110	\$3,495.81
CDW GOVERNMENT, INC.	0320	701399	030	7090	\$3,495.81
CDW GOVERNMENT, INC.	0320	701426	030	0110	\$437.30
CDW GOVERNMENT, INC.	0325	701052	030	7091	\$1,183.95

CDW GOVERNMENT, INC.	0326	701783	030	0133	\$477.52
CDW GOVERNMENT, INC.	0335	700720	060	6385	\$5,192.52
CDW GOVERNMENT, INC.	0335	701012	030	0125	\$1,477.51
CDW GOVERNMENT, INC.	0335	701012	030	7090	\$546.48
CDW GOVERNMENT, INC.	0335	701885	030	0125	\$10.80
CDW GOVERNMENT, INC.	0335	701885	060	3010	\$124.17
CDW GOVERNMENT, INC.	0355	697802	030	0624	\$4.32
CDW GOVERNMENT, INC.	0365	701448	030	7091	\$674.84
CDW GOVERNMENT, INC.	0370	701049	060	3010	\$242.94
CDW GOVERNMENT, INC.	0370	701355	060	3010	\$1,230.92
CDW GOVERNMENT, INC.	0410	701149	060	3010	\$318.53
CDW GOVERNMENT, INC.	0410	702181	030	0110	\$1,747.91
CDW GOVERNMENT, INC.	0410	702352	030	7090	\$1,560.24
CDW GOVERNMENT, INC.	0415	698011	030	7090	\$43.19
CDW GOVERNMENT, INC.	0415	701243	060	3010	\$880.00
CDW GOVERNMENT, INC.	0420	701889	060	3010	\$354.70
CDW GOVERNMENT, INC.	0420	701892	060	3010	\$2,254.53
CDW GOVERNMENT, INC.	0435	701533	030	0110	\$269.94
CDW GOVERNMENT, INC.	0435	701667	030	0111	\$234.18
CDW GOVERNMENT, INC.	0440	700722	030	7091	\$280.20
CDW GOVERNMENT, INC.	0440	700725	060	3182	\$2,202.00
CDW GOVERNMENT, INC.	0440	700730	030	0625	\$1,090.12
CDW GOVERNMENT, INC.	0440	701068	030	7090	\$134.97
CDW GOVERNMENT, INC.	0445	699327	060	3182	\$334.72
CDW GOVERNMENT, INC.	0445	702156	060	3010	\$2,418.12
CDW GOVERNMENT, INC.	0455	700992	030	0115	\$9,291.15
CDW GOVERNMENT, INC.	0460	701995	060	3010	\$246.19
CDW GOVERNMENT, INC.	0470	701357	030	0110	\$1,117.54
CDW GOVERNMENT, INC.	0470	701397	030	0110	\$1,171.32
CDW GOVERNMENT, INC.	0475	701871	030	7091	\$2,952.91
CDW GOVERNMENT, INC.	0475	701877	030	7090	\$2,952.91
CDW GOVERNMENT, INC.	0480	700863	030	0172	\$530.57
CDW GOVERNMENT, INC.	0485	701076	030	7091	\$91.78
CDW GOVERNMENT, INC.	0485	701405	030	7091	\$275.34
CDW GOVERNMENT, INC.	0485	701778	030	7091	\$458.89
CDW GOVERNMENT, INC.	0490	701896	030	0110	\$4,852.40
CDW GOVERNMENT, INC.	0500	701403	030	7090	\$1,171.32
CDW GOVERNMENT, INC.	0500	701543	030	7090	\$877.30
CDW GOVERNMENT, INC.	0505	702034	030	0643	\$1,565.64
CDW GOVERNMENT, INC.	0530	701861	030	7091	\$751.51
CDW GOVERNMENT, INC.	0530	701898	030	7090	\$1,796.16
CDW GOVERNMENT, INC.	0535	701406	060	3010	\$4,913.11
CDW GOVERNMENT, INC.	0535	701663	060	3010	\$830.32
CDW GOVERNMENT, INC.	0550	701333	030	0110	\$4,996.54
CDW GOVERNMENT, INC.	0565	701206	030	7090	\$5,135.82
CDW GOVERNMENT, INC.	0565	701208	060	9012	\$5,243.73
CDW GOVERNMENT, INC.	0575	699819	030	7090	\$550.67

CDW GOVERNMENT, INC.	0601	702045	030	0500	\$8,199.24
CDW GOVERNMENT, INC.	0655	700763	030	0675	\$318.53
CDW GOVERNMENT, INC.	0655	701661	030	0675	\$1,360.49
CDW GOVERNMENT, INC.	0700	701227	030	0606	\$649.28
CDW GOVERNMENT, INC.	0700	701229	030	0144	\$649.28
CDW GOVERNMENT, INC.	0700	701230	060	3010	\$2,216.81
CDW GOVERNMENT, INC.	0700	701234	060	4035	\$1,842.70
CDW GOVERNMENT, INC.	0700	701895	030	0606	\$293.42
CDW GOVERNMENT, INC.	0701	700647	060	5828	\$525.71
CDW GOVERNMENT, INC.	0701	702038	060	5828	\$1,717.75
CDW GOVERNMENT, INC.	0705	698108	110	6391	\$8.63
CDW GOVERNMENT, INC.	0705	700686	110	6391	\$9,759.86
CDW GOVERNMENT, INC.	0705	701659	110	6391	\$1,603.43
CDW GOVERNMENT, INC.	0706	701247	030	0152	\$1,208.24
CDW GOVERNMENT, INC.	0706	701447	030	0152	\$1,306.50
CDW GOVERNMENT, INC.	0710	697011	060	6387	\$6,898.98
CDW GOVERNMENT, INC.	0710	699175	060	6388	\$6,523.33
CDW GOVERNMENT, INC.	0710	700895	030	0152	\$5,860.64
CDW GOVERNMENT, INC.	0710	701248	030	0152	\$438.00
CDW GOVERNMENT, INC.	0710	701255	030	0152	\$1,191.50
CDW GOVERNMENT, INC.	0755	702175	030	0176	\$226.75
CDW GOVERNMENT, INC.	0787	701744	060	6500	\$7,720.21
CDW GOVERNMENT, INC.	0790	700862	030	0190	\$317.45
CDW GOVERNMENT, INC.	0796	701077	030	0667	\$2,367.91
CDW GOVERNMENT, INC.	0810	700960	030	0649	\$176.00
CDW GOVERNMENT, INC.	0811	701354	030	0130	\$385.47
CDW GOVERNMENT, INC.	0860	700858	030	0694	\$426.82
CDW GOVERNMENT, INC.	0889	702188	030	0709	\$1,024.15
CDW GOVERNMENT, INC.	0890	701329	030	0708	\$1,914.39
CDW GOVERNMENT, INC.	0893	701542	030	0662	\$2,971.47
CDW GOVERNMENT, INC.	0895	702053	030	0716	\$2,386.25
CDW GOVERNMENT, INC.	1270	701238	060	3010	\$954.38
CDW GOVERNMENT, INC.	1270	701242	060	3010	\$104.47
CDW GOVERNMENT, INC.	1891	700760	030	0716	\$3,822.32
CDW GOVERNMENT, INC.	1891	701209	030	0716	\$9,555.79
CDW GOVERNMENT, INC.	1891	702060	030	0716	\$3,822.32
CELLULAR ACCESSORIES FOR LESS	0786	701750	060	6500	\$6,513.46
CENCAL DEMOLITION, INC.	0220	700823	120	6128	\$8,770.00
CENCAL DEMOLITION, INC.	0485	700827	120	6128	\$5,500.00
CENGAGE LEARNING	0475	701368	030	7091	\$1,032.33
CENGAGE LEARNING	0710	701513	060	6388	\$1,577.98
CENGAGE LEARNING	0710	701894	060	6388	\$6,205.75
CENTRAL SANITARY SUPPLY	0475	701094	030	0115	\$405.45
CENTRAL SANITARY SUPPLY CO., INC.	1920	702099	030	0734	\$2,838.15
CENTRAL SANITARY SUPPLY CO., INC.	1920	702100	030	0734	\$3,361.80
CENTRAL STAR MARKETING, LLC	0185	700982	030	0172	\$298.00
CENTRAL STAR MARKETING, LLC	0185	700984	030	0172	\$906.97

CENTRAL STAR MARKETING, LLC	0185	701035	030	7090	\$4,994.00
CENTRAL STAR MARKETING, LLC	0185	701112	030	7090	\$1,296.00
CENTRAL STAR MARKETING, LLC	0185	701167	030	0125	\$3,024.00
CENTRAL STAR MARKETING, LLC	0185	701168	030	0125	\$950.00
CENTRAL STAR MARKETING, LLC	0185	701188	030	7090	\$4,967.00
CENTRAL STAR MARKETING, LLC	0185	701296	030	0125	\$1,253.00
CENTRAL STAR MARKETING, LLC	0185	701308	030	7091	\$2,499.62
CENTRAL STAR MARKETING, LLC	0185	701377	030	0125	\$207.31
CENTRAL STAR MARKETING, LLC	0185	701976	030	0173	\$542.58
CENTRAL STAR MARKETING, LLC	0185	701978	030	0125	\$4,988.43
CENTRAL STAR MARKETING, LLC	0185	702161	030	7090	\$4,615.93
CENTRAL VALLEY SPORTS, LLC	0270	691822	030	0172	\$4,000.00
CENTRAL VALLEY SPORTS STITCH & INK	0185	701860	030	0173	\$839.88
CENTRAL VALLEY SPORTS STITCH & INK	0421	700995	030	0125	\$4,907.46
CENTRAL VALLEY SPORTS STITCH & INK	0455	701459	030	0171	\$735.99
CENTRAL VALLEY SPORTS STITCH & INK	0455	701462	030	0171	\$103.66
CENTRAL VALLEY SPORTS STITCH & INK	0510	701772	030	0110	\$877.67
CENTRAL VALLEY SPORTS STITCH & INK	0530	701135	030	0172	\$585.22
CENTRAL VALLEY SPORTS STITCH & INK	0530	701173	030	0172	\$2,429.44
CENTRAL VALLEY SPORTS STITCH & INK	0530	701731	030	0172	\$4,345.99
CENTRAL VALLEY SWEEPING, INC.	0924	692546	060	8150	\$6,400.00
CHILDREN'S PLUS, INC.	0090	700892	030	7091	\$5,999.24
CHILDREN'S PLUS, INC.	0380	701732	030	0624	\$125.03
CHILDREN'S PLUS, INC.	1410	700736	060	3010	\$4,649.04
CHILDS AND CO., INC.	0919	690408	060	8150	\$5,000.00
CHOOSE AGAIN SOCIETY	0030	701630	030	7090	\$4,995.00
CHSSA	0055	700841	030	0125	\$170.00
CHURRASCO GRILL	0150	701065	030	0113	\$1,089.47
CIF CENTRAL SECTION	0421	700755	030	0172	\$400.00
CITY OF FRESNO/FIRE DEPT	0919	690139	060	8150	\$6,000.00
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1150	702162	350	0916	\$134.00
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1561	701033	350	0913	\$3,217.00
CITY OF FRESNO/PUBLIC WORKS FAC. MGMT.	1561	701034	350	0917	\$2,671.00
CIVIC EDUCATION CENTER	0210	702291	060	3182	\$2,000.00
CIVIC EDUCATION CENTER	0423	702066	060	3182	\$6,350.00
CKEPUSA, LLC	1910	701347	130	5310	\$1,107.04
CKEPUSA, LLC	1910	701350	130	5310	\$6,181.78
CKEPUSA, LLC	1910	701351	130	5310	\$5,602.02
CLASSKICK	0423	702381	030	0115	\$2,765.66
CLASSKICK	0423	702381	060	3010	\$2,033.34
CLASSKICK	0440	701918	060	3182	\$4,799.00
CLAY MIX	0235	701378	030	0125	\$360.00
CLAY MIX	0305	699895	030	0172	\$350.92
CLOVIS HIGH SCHOOL	0395	702346	030	0172	\$400.00
COALITION FOR ADEQUATE SCHOOL HOUSING	0905	700693	030	0738	\$200.00
COLLINS, SUSAN	1910	700978	130	5310	\$271.21
COMMUNITY MEDIA ACCESS COLLABORATIVE	0655	702347	030	0675	\$3,000.00

COMMUNITY PRODUCTS LLC-RIFTON EQUIPMENT	0765	700681	120	6128	\$7,142.98
COOKS COMMUNICATIONS	0055	701669	030	0123	\$791.67
COOKS COMMUNICATIONS	0445	702368	030	0171	\$1,052.76
COOLE SCHOOL, INC.	0410	701787	030	7090	\$1,818.00
CORE BUSINESS INTERIORS, INC.	0850	702057	030	0674	\$6,589.36
CORWIN PRESS	0100	702235	030	0115	\$660.03
CORWIN PRESS	0315	702107	060	3182	\$501.41
CORWIN PRESS	0701	701773	060	5827	\$630.15
CORWIN PRESS	0701	702050	060	3010	\$4,839.75
CORWIN PRESS	0702	701216	060	9059	\$4,135.17
COSCO FIRE PROTECTION, INC.	1235	697300	350	0917	\$684.05
COUNCIL OF THE GREAT CITY	0919	700761	060	8150	\$100.00
COUNCIL OF THE GREAT CITY	1910	700728	130	5310	\$150.00
COURTESY MOVING SERVICE	1110	701184	350	0917	\$300.00
COURTESY MOVING SERVICE	1145	701371	350	0913	\$4,000.00
COURTESY MOVING SERVICE	1335	553576A	350	0916	\$8,999.00
CRESCO	0185	701325	030	0123	\$1,248.99
CRESCO	0185	701325	030	0643	\$2,097.73
CRESCO	1910	701260	130	5310	\$878.92
CRESTLINE SPECIALTIES, INC. DBA	0145	701294	030	0125	\$938.25
CSUF FOUNDATION	0617	701734	030	0500	\$4,350.00
CSUF FRESNO FOUNDATION	0702	701020	060	3010	\$5,365.00
CUMMINS PACIFIC, LLC	0925	690200	030	7230	\$700.00
CUMULUS MEDIA - FRESNO	0701	701702	060	5827	\$9,345.00
CURRICULUM ASSOCIATES, INC.	0015	701286	060	6500	\$199.84
CURRICULUM ASSOCIATES, INC.	0015	702056	030	7090	\$1,557.88
CURRICULUM ASSOCIATES, INC.	0310	700974	060	3010	\$6,460.00
CURRICULUM ASSOCIATES, INC.	0785	701956	060	6500	\$1,050.98
CUSTOM TRUCK ONE SOURCE, LP	0919	701385	060	8150	\$1,138.00
DARDEN ARCHITECTS, INC.	1145	599869	350	0913	\$7,800.00
DARDEN ARCHITECTS, INC.	1335	552316	350	0916	\$4,000.00
DAVID SOTO JR.	0421	702163	030	0171	\$600.00
DAVINCI'S PIZZA	0188	702300	030	7090	\$500.00
DAVIS MORENO CONSTRUCTION, INC.	1185	701344	350	0912	\$9,797.54
DECKER EQUIPMENT	0530	698323	030	0172	\$23.00
DELI DELICIOUS	0887	690298	030	0140	\$300.00
DELTA SIGMA THETA SORORITY, INC.	0725	701594	030	0170	\$720.00
DEMCO, INC.	0165	701550	030	0110	\$417.92
DEMCO, INC.	0270	701673	030	0111	\$535.85
DEMCO, INC.	0445	701788	030	0624	\$528.66
DEMCO, INC.	0445	701788	030	0625	\$1,294.31
DEMCO, INC.	0750	701560	060	3061	\$154.73
DEMCO, INC.	1220	701862	060	3010	\$2,402.82
DEMCO, INC.	1270	701183	060	3010	\$239.30
DEPARTMENT OF GENERAL SERVICES	1010	701519	350	0917	\$2,130.00
DEPT. OF TOXIC SUBSTANCES	1561	700664	350	0913	\$131.20

DERREL'S MINI STORAGE #21/TULARE ST	0725	701936	030	0173	\$5,768.10
DI CICCOS/KINGS CANYON	0421	702080	030	0125	\$1,000.00
DICICCOS ITALIAN RESTAURANT	0440	701926	030	7090	\$500.00
DINUBA HIGH SCHOOL	0145	701298	030	0172	\$110.00
DINUBA HIGH WRESTLING	0145	701650	030	0172	\$120.00
DISCOUNT SCHOOL SUPPLY	0785	702165	060	6500	\$349.77
DISCOVERY CENTER THE	0725	700851	030	0173	\$1,370.00
DISCOVERY EDUCATION	0423	700667	060	3010	\$2,886.00
DL SIGN SYSTEMS	0030	701982	030	0115	\$4,096.89
DL SIGN SYSTEMS	0055	701985	030	0171	\$1,937.97
DL SIGN SYSTEMS	0130	701171	030	0171	\$1,052.76
DL SIGN SYSTEMS	0130	701486	030	0171	\$755.83
DL SIGN SYSTEMS	0130	702348	030	0171	\$755.83
DL SIGN SYSTEMS	0130	702350	030	7090	\$863.80
DL SIGN SYSTEMS	0235	701002	030	0172	\$1,943.55
DL SIGN SYSTEMS	0235	702167	030	0171	\$500.00
DL SIGN SYSTEMS	0315	701853	030	0171	\$2,753.18
DL SIGN SYSTEMS	0315	701937	030	0172	\$3,402.87
DL SIGN SYSTEMS	0315	702392	030	0172	\$4,588.57
DL SIGN SYSTEMS	0421	700698	030	7090	\$4,966.85
DL SIGN SYSTEMS	0421	700889	030	7090	\$1,595.70
DL SIGN SYSTEMS	0725	700845	030	0172	\$500.00
DONALD KEITH CAPPELLUTI	0123	701735	030	0173	\$1,718.21
DONALD KEITH CAPPELLUTI	0123	701735	060	3010	\$451.79
DONALD KEITH CAPPELLUTI	0123	702351	030	0171	\$2,825.47
DONALD KEITH CAPPELLUTI	0123	702351	030	7090	\$1,176.61
DONALD KEITH CAPPELLUTI	0127	700855	030	7090	\$2,175.61
DONALD KEITH CAPPELLUTI	0127	700944	030	7090	\$880.00
DONUT FANTASY DBA NICHOLUS RYAN HAMBY	0045	702145	030	0110	\$167.00
DUMONT PRINTING, INC.	0130	701989	030	0172	\$2,881.51
DUMONT PRINTING, INC.	0575	701464	030	7091	\$1,976.30
DUMONT PRINTING, INC.	0575	701986	030	0171	\$2,383.42
DUMONT PRINTING, INC.	0710	701583	030	0194	\$639.21
DUTCH BROS COFFEE FRESNO	0045	702143	030	0110	\$500.00
DUTCH BROS COFFEE FRESNO	0395	701245	030	7140	\$500.00
EAI EDUCATION	0700	702246	030	0144	\$688.68
EAI EDUCATION	0700	702248	030	0144	\$770.46
EASTBAY	0235	701520	030	0172	\$1,761.57
EASTBAY	0335	700926	030	0172	\$4,498.79
ECONOMY MOVERS	0705	700833	210	0905	\$1,959.97
EDUCATION WEEK	0601	701696	030	0677	\$97.00
EKC ENTERPRISES, INC.	0235	701904	030	0171	\$7,604.26
EKC ENTERPRISES, INC.	0796	700775	030	0667	\$450.00
EKC ENTERPRISES, INC.	0919	701224	060	8150	\$4,259.30
EKC ENTERPRISES, INC.	0919	702063	060	8150	\$4,789.50
EKC ENTERPRISES, INC.	1335	700777	350	0916	\$2,363.91
EKC ENTERPRISES, INC.	1335	701124	350	0916	\$7,891.22

ELECTRIC MOTOR SHOP, INC.	0919	700796	060	8150	\$1,010.84
ENTOURAGE IMAGING, INC.	0417	701562	030	0115	\$2,400.68
ENVIRO CLEAN	1920	701003	030	0734	\$3,563.18
ENVIRO CLEAN	1920	701521	030	0734	\$4,052.54
ENVIRO CLEAN	1920	701523	030	0734	\$1,594.00
EVENT HYDRATION SOLUTIONS, INC.	0725	700834	030	0173	\$1,538.64
EVENT HYDRATION SOLUTIONS, INC.	0725	700843	030	0172	\$7,693.22
EVERYCHILD CALIFORNIA	0765	701299	030	0192	\$399.00
EZ FLEX SPORT MATS	0010	701943	030	0172	\$5,497.40
EZ FLEX SPORT MATS	0725	701610	030	0172	\$9,633.43
EZ FLEX SPORT MATS	0725	701613	030	0172	\$9,579.44
EZ FLEX SPORT MATS	0725	701615	030	0172	\$9,325.70
FASTENAL COMPANY	1920	692802	030	0734	\$3,000.00
FIRST STRING SPORTS	0010	701436	030	0172	\$500.00
FIRST STRING SPORTS	0010	701437	030	0172	\$500.00
FIRST STRING SPORTS	0015	701433	030	0172	\$485.86
FIRST STRING SPORTS	0030	701715	030	0172	\$1,573.25
FIRST STRING SPORTS	0035	694275	030	7090	\$200.00
FIRST STRING SPORTS	0055	690045	030	0172	\$5,050.00
FIRST STRING SPORTS	0055	700836	030	0172	\$500.00
FIRST STRING SPORTS	0055	701011	030	0172	\$1,800.00
FIRST STRING SPORTS	0055	701435	030	0172	\$1,450.00
FIRST STRING SPORTS	0055	702290	030	0123	\$4,999.00
FIRST STRING SPORTS	0100	701430	030	0172	\$1,428.50
FIRST STRING SPORTS	0120	701372	030	0172	\$1,265.81
FIRST STRING SPORTS	0123	701132	030	0173	\$2,612.00
FIRST STRING SPORTS	0150	701099	030	0172	\$3,647.11
FIRST STRING SPORTS	0185	701850	030	0173	\$885.40
FIRST STRING SPORTS	0208	690579	030	0172	\$14.60
FIRST STRING SPORTS	0208	701095	030	0172	\$5,595.99
FIRST STRING SPORTS	0208	701617	030	0172	\$5,202.76
FIRST STRING SPORTS	0210	690983	030	0172	\$3,000.00
FIRST STRING SPORTS	0210	702023	030	0172	\$1,132.60
FIRST STRING SPORTS	0210	702108	030	0172	\$255.91
FIRST STRING SPORTS	0220	701097	030	0172	\$3,053.02
FIRST STRING SPORTS	0220	701419	030	0172	\$3,016.35
FIRST STRING SPORTS	0220	701420	030	0172	\$1,545.46
FIRST STRING SPORTS	0220	701714	030	0172	\$2,697.61
FIRST STRING SPORTS	0235	690046	030	0172	\$900.00
FIRST STRING SPORTS	0235	698016	030	0172	\$1,975.00
FIRST STRING SPORTS	0235	701100	030	0172	\$1,299.59
FIRST STRING SPORTS	0235	701421	030	0172	\$1,552.86
FIRST STRING SPORTS	0235	701423	030	0172	\$1,501.07
FIRST STRING SPORTS	0235	701424	030	0172	\$517.82
FIRST STRING SPORTS	0235	701425	030	0172	\$1,390.56
FIRST STRING SPORTS	0235	701526	030	0172	\$352.61
FIRST STRING SPORTS	0235	701947	030	0172	\$997.69

FIRST STRING SPORTS	0235	702261	030	0172	\$1,859.89
FIRST STRING SPORTS	0235	702288	030	0171	\$2,000.00
FIRST STRING SPORTS	0285	701434	030	0172	\$80.02
FIRST STRING SPORTS	0295	698082	030	0172	\$254.21
FIRST STRING SPORTS	0295	701524	030	0172	\$186.95
FIRST STRING SPORTS	0295	701525	030	0172	\$361.69
FIRST STRING SPORTS	0295	702280	030	0172	\$2,550.00
FIRST STRING SPORTS	0295	702281	030	0172	\$1,000.00
FIRST STRING SPORTS	0305	695411	030	0172	\$1,600.00
FIRST STRING SPORTS	0330	701712	030	0110	\$500.86
FIRST STRING SPORTS	0330	701713	030	0171	\$70.17
FIRST STRING SPORTS	0335	700928	030	0125	\$1,500.00
FIRST STRING SPORTS	0380	702285	030	0172	\$558.00
FIRST STRING SPORTS	0395	692629	030	0172	\$1,999.00
FIRST STRING SPORTS	0417	700781	030	0172	\$3,878.37
FIRST STRING SPORTS	0417	700782	030	0172	\$1,263.43
FIRST STRING SPORTS	0417	702110	030	0115	\$1,862.97
FIRST STRING SPORTS	0421	701427	030	0172	\$399.71
FIRST STRING SPORTS	0421	701428	030	0172	\$1,340.89
FIRST STRING SPORTS	0421	701851	030	0172	\$4,999.00
FIRST STRING SPORTS	0421	701944	030	0172	\$1,340.89
FIRST STRING SPORTS	0421	701945	030	0172	\$399.71
FIRST STRING SPORTS	0422	701432	030	0172	\$2,318.80
FIRST STRING SPORTS	0430	702104	030	0171	\$1,326.29
FIRST STRING SPORTS	0430	702105	030	0172	\$977.26
FIRST STRING SPORTS	0430	702283	030	7090	\$2,000.00
FIRST STRING SPORTS	0455	701006	030	0172	\$894.52
FIRST STRING SPORTS	0455	701007	030	0172	\$252.64
FIRST STRING SPORTS	0455	701009	030	0172	\$1,015.20
FIRST STRING SPORTS	0455	701964	030	0171	\$361.71
FIRST STRING SPORTS	0480	700835	030	0172	\$6,100.00
FIRST STRING SPORTS	0480	701527	030	0172	\$932.71
FIRST STRING SPORTS	0485	690593	030	0172	\$3,900.00
FIRST STRING SPORTS	0505	702111	030	0172	\$4,999.00
FIRST STRING SPORTS	0550	690982	030	0172	\$2,000.00
FIRST STRING SPORTS	0725	701593	030	0172	\$2,500.00
FLAGHOUSE	0565	701948	030	0172	\$171.40
FLINN SCIENTIFIC, INC.	0055	701374	030	0125	\$2,037.57
FLINN SCIENTIFIC, INC.	0055	701375	030	0125	\$319.49
FLINN SCIENTIFIC, INC.	0185	701045	030	0125	\$4,682.44
FLINN SCIENTIFIC, INC.	0185	701046	030	0125	\$219.64
FLINN SCIENTIFIC, INC.	0235	702326	030	0125	\$1,182.99
FLINN SCIENTIFIC, INC.	0395	701278	030	0125	\$564.44
FOCUS PACKAGING & SUPPLY CO.	1910	702320	130	5310	\$754.75
FOCUS PACKAGING & SUPPLY CO.	1920	701014	030	0734	\$3,677.63
FOLLETT SCHOOL SOLUTIONS, INC.	0100	702353	030	0115	\$2,101.50
FOLLETT SCHOOL SOLUTIONS, INC.	0250	701651	060	3010	\$5,116.37

FOLLETT SCHOOL SOLUTIONS, INC.	0250	702169	060	3010	\$58.75
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1130	701063	350	0912	\$5,520.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1445	701096	350	0917	\$1,850.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1480	700662	350	0917	\$2,180.00
FORENSIC ANALYTICAL CONSULTING SERVICES, INC.	1480	701627	350	0917	\$9,680.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	700850	030	0173	\$3,600.00
FOSSIL DISCOVERY CENTER OF MADERA COUNTY	0725	701379	030	0173	\$1,800.00
FOWLER HIGH SCHOOL	0145	701010	030	0172	\$144.00
FRESNO AG HARDWARE	0710	700778	060	6388	\$1,805.66
FRESNO AG HARDWARE	0780	700779	030	6092	\$250.00
FRESNO CHAFFEE ZOO	0725	700919	030	0173	\$810.00
FRESNO CHAFFEE ZOO	0725	701013	030	0173	\$825.00
FRESNO CHAFFEE ZOO	0725	701015	030	0173	\$1,125.00
FRESNO CHAFFEE ZOO	0725	701016	030	0173	\$825.00
FRESNO CHAFFEE ZOO	0725	701018	030	0173	\$750.00
FRESNO CHAFFEE ZOO	0725	701019	030	0173	\$450.00
FRESNO CHAFFEE ZOO	0725	701174	030	0173	\$825.00
FRESNO CHAFFEE ZOO	0725	701176	030	0173	\$900.00
FRESNO CHAFFEE ZOO	0725	701177	030	0173	\$375.00
FRESNO CHAFFEE ZOO	0725	701179	030	0173	\$450.00
FRESNO CO PUBLIC HEALTH	1150	700663	350	0916	\$1,408.00
FRESNO CO PUBLIC HEALTH	1910	700905	130	5310	\$397.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0617	701444	030	0675	\$3,000.00
FRESNO COUNTY SUPERINTENDENT OF SCHOOLS	0923	700752	030	0148	\$8,100.00
FRESNO FINGERPRINTING	0710	701801	060	6388	\$4,420.00
FRESNO NEON SIGN COMPANY, INC.	0440	700784	030	7090	\$219.36
FRESNO OXYGEN	0265	701199	030	0172	\$1,500.00
FRESNO OXYGEN	0265	701253	030	7090	\$2,500.00
FRESNO OXYGEN	0480	702363	030	0172	\$727.10
FRESNO PACIFIC UNIVERSITY	0701	701021	060	3010	\$2,000.00
FRESNO PIPE & SUPPLY, INC.	0710	701821	060	6388	\$414.44
FRESNO PUMP & SUPPLY, INC.	0919	691792	060	8150	\$107.97
FRESNO RACK & SHELVING, INC.	0710	700771	060	6388	\$761.22
FRESNO TOOL & INDUSTRIAL SUPPLY	0925	691790	030	7230	\$2,000.00
FRESNO WARRIORS BASEBALL	0145	701297	030	0172	\$625.00
FUN AND FUNCTION	0785	702172	060	6500	\$79.08
FUN AND FUNCTION	0786	702266	060	6500	\$146.84
FUNWORKS/KAREN GAINES	0120	701122	030	0172	\$1,500.00
FUNWORKS/KAREN GAINES	0120	701123	030	0172	\$3,500.00
FUNWORKS/KAREN GAINES	0150	700842	030	0171	\$700.00
FUNWORKS/KAREN GAINES	0410	701789	030	0110	\$4,000.00

G W SCHOOL SUPPLY, INC.	0005	700704	030	0113	\$1,300.00
G W SCHOOL SUPPLY, INC.	0005	700705	030	0113	\$160.00
G W SCHOOL SUPPLY, INC.	0005	700707	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0010	700702	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0010	700703	030	0115	\$200.00
G W SCHOOL SUPPLY, INC.	0020	700987	030	0110	\$40.92
G W SCHOOL SUPPLY, INC.	0020	701305	030	7090	\$3,000.00
G W SCHOOL SUPPLY, INC.	0020	701654	060	3010	\$124.00
G W SCHOOL SUPPLY, INC.	0025	701876	060	6500	\$82.00
G W SCHOOL SUPPLY, INC.	0045	701791	030	0643	\$350.00
G W SCHOOL SUPPLY, INC.	0045	702002	030	0643	\$350.00
G W SCHOOL SUPPLY, INC.	0045	702003	030	0643	\$350.00
G W SCHOOL SUPPLY, INC.	0095	701564	030	7090	\$3,000.00
G W SCHOOL SUPPLY, INC.	0120	702173	030	7090	\$300.00
G W SCHOOL SUPPLY, INC.	0120	702174	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0120	702177	030	7090	\$150.00
G W SCHOOL SUPPLY, INC.	0120	702178	030	7090	\$450.00
G W SCHOOL SUPPLY, INC.	0120	702179	030	7090	\$225.00
G W SCHOOL SUPPLY, INC.	0120	702180	030	7090	\$450.00
G W SCHOOL SUPPLY, INC.	0120	702182	030	7090	\$450.00
G W SCHOOL SUPPLY, INC.	0120	702183	030	7090	\$50.00
G W SCHOOL SUPPLY, INC.	0120	702184	030	7090	\$300.00
G W SCHOOL SUPPLY, INC.	0135	701996	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0150	701565	030	0110	\$472.50
G W SCHOOL SUPPLY, INC.	0150	701565	030	0113	\$277.50
G W SCHOOL SUPPLY, INC.	0150	701872	030	0110	\$250.00
G W SCHOOL SUPPLY, INC.	0175	701214	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0200	702186	060	6500	\$166.00
G W SCHOOL SUPPLY, INC.	0210	701873	030	0110	\$300.00
G W SCHOOL SUPPLY, INC.	0225	702189	030	0110	\$1,000.00
G W SCHOOL SUPPLY, INC.	0235	702187	030	0171	\$1,000.00
G W SCHOOL SUPPLY, INC.	0265	701304	030	7090	\$2,000.00
G W SCHOOL SUPPLY, INC.	0290	700724	030	0110	\$105.98
G W SCHOOL SUPPLY, INC.	0290	700724	030	0113	\$278.02
G W SCHOOL SUPPLY, INC.	0315	701993	060	3010	\$1,500.00
G W SCHOOL SUPPLY, INC.	0315	701994	060	3010	\$4,885.92
G W SCHOOL SUPPLY, INC.	0320	701737	030	0643	\$623.00
G W SCHOOL SUPPLY, INC.	0320	701863	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0320	701864	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0320	701866	030	7090	\$100.00
G W SCHOOL SUPPLY, INC.	0335	701182	030	0643	\$3,693.00
G W SCHOOL SUPPLY, INC.	0410	701792	030	0110	\$3,000.00
G W SCHOOL SUPPLY, INC.	0410	702196	030	7090	\$3,000.00
G W SCHOOL SUPPLY, INC.	0430	691988	030	7090	\$1,000.00
G W SCHOOL SUPPLY, INC.	0430	691988	030	7091	\$3,000.00
G W SCHOOL SUPPLY, INC.	0430	701655	060	3010	\$4,500.00
G W SCHOOL SUPPLY, INC.	0450	693958	030	7090	\$350.00

G W SCHOOL SUPPLY, INC.	0475	700708	030	7090	\$500.00
G W SCHOOL SUPPLY, INC.	0500	700853	060	6500	\$107.00
G W SCHOOL SUPPLY, INC.	0505	702191	030	0172	\$3,000.00
G W SCHOOL SUPPLY, INC.	0535	701790	030	0110	\$1,750.00
G W SCHOOL SUPPLY, INC.	0550	701490	060	3010	\$1,200.00
G W SCHOOL SUPPLY, INC.	0553	701998	060	6500	\$300.00
G W SCHOOL SUPPLY, INC.	0553	701999	060	6500	\$400.00
G W SCHOOL SUPPLY, INC.	0553	702001	060	6500	\$200.00
G W SCHOOL SUPPLY, INC.	0567	701869	030	7090	\$300.00
G W SCHOOL SUPPLY, INC.	0575	701487	030	7090	\$200.00
G W SCHOOL SUPPLY, INC.	0755	700652	030	0176	\$2,461.85
G W SCHOOL SUPPLY, INC.	0796	701339	030	0667	\$5,000.00
G W SCHOOL SUPPLY, INC.	1005	700706	030	0192	\$31.00
G W SCHOOL SUPPLY, INC.	1120	702176	030	0192	\$500.00
G W SCHOOL SUPPLY, INC.	1175	701031	030	0192	\$500.00
G W SCHOOL SUPPLY, INC.	1220	701489	060	3010	\$1,000.00
G W SCHOOL SUPPLY, INC.	1365	701868	060	3010	\$100.00
G W SCHOOL SUPPLY, INC.	1430	700980	030	0192	\$46.00
G W SCHOOL SUPPLY, INC.	1465	702004	060	3010	\$160.00
G W SCHOOL SUPPLY, INC.	1485	701736	060	3010	\$75.74
GARCIA, ALBERTO	0758	702279	060	4203	\$145.10
GARCIA, ALBERTO	0758	702282	060	4203	\$134.70
GC BUILDERS	0175	698081	120	6128	\$5,249.48
GC BUILDERS	0380	701318	030	7090	\$6,920.00
GC BUILDERS	1102	701341	350	0913	\$600.00
GC BUILDERS	1150	700793	350	0913	\$2,150.00
GC BUILDERS	1150	701196	350	0913	\$7,040.00
GC BUILDERS	1225	700794	350	0917	\$4,108.00
GC BUILDERS	1250	701102	350	0916	\$3,895.00
GC BUILDERS	1250	701612	350	0913	\$180.00
GC BUILDERS	1250	701832	350	0916	\$9,950.00
GC BUILDERS	1295	701616	250	9016	\$180.00
GC BUILDERS	1310	701608	350	0913	\$180.00
GC BUILDERS	1320	700770	250	9016	\$9,890.00
GC BUILDERS	1335	700799	140	6205	\$4,263.00
GC BUILDERS	1335	701600	350	0916	\$2,275.00
GC BUILDERS	1421	701618	250	9016	\$270.00
GEARY PACIFIC SUPPLY	0919	690612	060	8150	\$7,000.00
GEARY PACIFIC SUPPLY	0919	701145	060	8150	\$8,163.09
GEIGER DBA GEIGER BROS.	0123	702197	030	0172	\$226.11
GEIGER DBA GEIGER BROS.	0123	702197	030	0643	\$473.95
GEIGER DBA GEIGER BROS.	0150	701575	030	0113	\$877.30
GEIGER DBA GEIGER BROS.	0150	701591	030	0113	\$871.55
GEIGER DBA GEIGER BROS.	0150	701591	030	0172	\$3,278.71
GEIGER DBA GEIGER BROS.	0290	702354	030	0643	\$869.23
GEIL ENTERPRISES, INC.	1430	701530	140	6205	\$3,477.60
GENERATION GENIUS, INC.	0470	701461	030	7090	\$995.00

GLOBAL DATEBOOKS	0265	702005	030	7090	\$4,479.68
GLOBAL DATEBOOKS	0535	701568	030	7090	\$230.09
GLOBAL DATEBOOKS	0535	701568	060	3010	\$1,378.89
GOLD STAR FOODS, INC.	1910	701470	130	5310	\$1,391.28
GOLD STAR FOODS, INC.	1910	701766	130	5310	\$1,361.19
GOLD STAR FOODS, INC.	1910	702315	130	5310	\$9,740.80
GOLF CAR CENTRAL SERVICE	0145	702048	030	0125	\$1,351.19
GOLF CAR CENTRAL SERVICE	0235	701272	030	0125	\$3,000.00
GOLF CAR CENTRAL SERVICE	0395	692549	030	0125	\$1,000.00
GOLF CAR CENTRAL SERVICE	0421	690488	030	0125	\$261.96
GOLF CAR CENTRAL SERVICE	0421	701614	030	0172	\$3,281.00
GOODHEART-WILLCOX CO.	0710	701380	060	6388	\$4,489.04
GOODHEART-WILLCOX CO.	0710	701692	060	6388	\$8,969.64
GOPHER	0060	701443	030	7090	\$937.65
GOPHER	0095	700838	030	0172	\$9,998.90
GOPHER	0100	701438	030	0115	\$388.34
GOPHER	0145	701952	030	7090	\$2,304.59
GOPHER	0185	701440	030	0125	\$995.21
GOPHER	0285	701439	030	0172	\$417.52
GOPHER	0320	701442	030	0171	\$700.87
GOPHER	0421	701502	030	0125	\$1,410.64
GOPHER	0422	702114	030	0172	\$2,347.37
GOPHER	0455	700931	030	7090	\$2,916.98
GOPHER	0460	701716	030	0172	\$476.18
GOPHER	0460	701717	030	0110	\$930.24
GOPHER	0460	702116	030	0172	\$242.16
GOPHER	0530	701808	030	0172	\$383.31
GOPHER	0565	701949	030	0172	\$166.95
GOPHER	0565	702257	030	0172	\$443.25
GOPHER	0565	702258	030	0172	\$1,677.78
GOPHER	0565	702292	030	0172	\$2,610.09
GOPHER	0785	700641	060	6500	\$190.25
GOPHER	0785	700643	060	6500	\$186.87
GOPHER	0785	700644	060	6500	\$189.47
GOPHER	0785	700645	060	6500	\$183.53
GOTTSCHALK MUSIC CENTER	0055	702190	030	0181	\$3,333.19
GOTTSCHALK MUSIC CENTER	0727	702062	030	0168	\$710.00
GRADUATE SERVICES, LTD	0123	702199	030	0171	\$354.83
GRADUATE SERVICES, LTD	0123	702199	030	7090	\$661.00
GRADUATE SERVICES, LTD	0185	701191	030	7090	\$2,500.00
GRADUATE SERVICES, LTD	0395	700999	030	0125	\$792.00
GRADUATE SERVICES, LTD	0655	701300	030	0675	\$479.40
GRAINGER, INC.	0225	700743	030	0110	\$176.77
GRAINGER, INC.	0710	701835	060	6388	\$3,969.66
GRAINGER, INC.	0796	701098	030	0667	\$232.15
GRAINGER, INC.	0895	700832	030	0716	\$1,786.99
GRAINGER, INC.	0895	701358	030	0716	\$1,993.22

GRAINGER, INC.	0895	702087	030	0716	\$4,568.44
GRAINGER, INC.	0919	701338	060	8150	\$1,210.26
GRANITE DATA SOLUTIONS	0170	702245	060	3010	\$1,107.96
GRANITE DATA SOLUTIONS	0250	701907	060	3010	\$1,128.00
GRANITE DATA SOLUTIONS	0530	701905	030	7091	\$418.24
GRANITE DATA SOLUTIONS	0530	701906	030	7090	\$810.63
GRANITE DATA SOLUTIONS	0812	700865	030	0137	\$28.22
GRANITE DATA SOLUTIONS	0905	700673	030	0738	\$214.74
GRANITE DATA SOLUTIONS	0930	701408	030	0720	\$112.88
GRAPHIC COMMUNICATION	1891	700676	030	0716	\$5,150.00
GRAYBAR ELECTRIC, INC.	0705	701771	110	6371	\$2,902.72
GRAYBAR ELECTRIC, INC.	0923	690714	060	8150	\$3,000.00
GRAYBAR ELECTRIC, INC.	1235	701204	350	0917	\$718.68
GRAYBAR ELECTRIC, INC.	1335	701101	350	0917	\$359.34
GRAYLIFT/CROMER EQUIPMENT	0897	700745	030	0716	\$1,693.48
GREAT LAKES SPORTS	0315	702295	030	0172	\$1,667.69
GREAT LAKES SPORTS	0315	702357	030	0172	\$2,172.95
GRID ALTERNATIVES CENTRAL VALLEY, INC.	0145	701054	060	6386	\$1,211.25
GRID ALTERNATIVES CENTRAL VALLEY, INC.	0145	702010	060	722A	\$1,075.00
GUITAR CENTER STORE, INC.	0255	702076	030	7090	\$264.54
GUITAR CENTER STORE, INC.	0415	701058	030	0171	\$199.50
GUITAR CENTER STORE, INC.	0475	700741	030	7090	\$3,495.15
HANOVER RESEARCH COUNCIL, LLC	0852	701547	030	0602	\$1,150.10
HARCOURT OUTLINES, INC.	0410	701854	030	0110	\$1,634.41
HARO ENTERTAINMENT	0055	702263	030	0171	\$600.00
HARO ENTERTAINMENT	0395	701793	070	0761	\$600.00
HEART LINK	0421	701004	030	0172	\$2,027.42
HEART LINK	0730	702012	030	0656	\$391.00
HEINEMANN PROFESSIONAL	0090	702070	030	7091	\$1,222.17
HELADOS LA TAPATIA, INC.	0430	702306	030	0110	\$1,200.00
HENRY SCHEIN, INC.	0055	701879	030	0172	\$413.05
HENRY SCHEIN, INC.	0725	702202	030	0125	\$446.43
HENRY SCHEIN, INC.	1895	701080	030	0716	\$828.21
HEWITT'S RESTAURANT	0120	702147	030	0110	\$50.50
HEWITT'S RESTAURANT	0120	702147	030	0111	\$858.38
HEWITT'S RESTAURANT	0235	701927	030	7090	\$1,000.00
HEWITT'S RESTAURANT	0260	700969	030	7091	\$1,000.00
HEWITT'S RESTAURANT	0315	701914	030	0110	\$2,000.00
HEWITT'S RESTAURANT	0335	702218	060	722B	\$2,000.00
HEWITT'S RESTAURANT	0355	701988	030	0110	\$1,100.00
HEWITT'S RESTAURANT	0355	701988	030	7090	\$1,100.00
HEWITT'S RESTAURANT	0415	701295	030	7090	\$500.00
HEWITT'S RESTAURANT	0415	701295	030	7140	\$500.00
HEWITT'S RESTAURANT	0701	701506	060	5828	\$3,000.00
HEWITT'S RESTAURANT	0810	701910	030	0649	\$600.00
HOFFMAN ELECTRONIC SYSTEMS	1250	701346	350	0917	\$1,997.63
HOFFMAN ELECTRONIC SYSTEMS	1395	700742	350	0916	\$944.83

HOME DEPOT	0125	700884	030	0124	\$312.11
HOME DEPOT	0130	700883	030	0125	\$911.14
HOME DEPOT	0475	692338	030	7090	\$265.00
HOME DEPOT	0710	700882	060	6388	\$108.20
HOME DEPOT	0710	700887	030	0152	\$3,802.33
HOME DEPOT	1400	698255	030	7394	\$300.00
HOOVER HIGH STUDENT BODY	0235	700677	030	0123	\$405.00
HORN PHOTO, INC.	0185	702077	030	7090	\$4,931.68
HOUGHTON MIFFLIN COMPANY	1765	701522	060	6300	\$3,111.10
HOUSE OF CONCRETE	0919	690618	060	8150	\$7,000.00
HUNGRY BEAR, INC.	0045	702144	030	0110	\$300.00
I. M. ENTERTAINMENT	0185	702204	070	0761	\$300.00
IB ARMS	0700	701656	030	0144	\$695.00
ILLINOIS STATE UNIVERSITY	0415	701140	060	3182	\$699.00
ILLINOIS STATE UNIVERSITY	0415	701309	030	7140	\$763.00
ILLINOIS STATE UNIVERSITY	0415	701309	060	3182	\$327.00
INCLUSIVE TLC, INC.	0552	701657	060	3010	\$265.00
INFLATABLE DESIGN GROUP	0010	701954	030	0172	\$9,533.00
INFLATABLE DESIGN GROUP	0475	700699	030	7090	\$2,283.67
INGRAHAM TROPHIES	0235	701957	030	0172	\$8,000.00
INTEGRATED FOOD SERVICE	1910	701811	130	5310	\$238.00
J & E RESTAURANT SUPPLY, INC.	0460	701349	030	0172	\$3,265.70
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0155	702322	030	0111	\$1,120.00
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0310	700972	030	0110	\$1,430.00
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0550	702221	030	0111	\$1,000.00
J AND I TWINS SUPER MARKET EL PARIAN, LLC	0575	701984	030	0115	\$1,000.00
J TAYLOR EDUCATION, INC.	0700	701969	030	0144	\$903.16
J W PEPPER & SONS, INC.	0010	699462	030	7090	\$1,030.00
J W PEPPER & SONS, INC.	0100	702356	030	0115	\$768.51
J W PEPPER & SONS, INC.	0235	701233	030	0125	\$1,258.00
J W PEPPER & SONS, INC.	0727	702193	030	0168	\$4,000.00
J W PEPPER & SONS, INC.	1400	692270	030	7394	\$900.00
J.T.M. FOOD GROUP	1910	701337	130	5310	\$5,343.36
JACK NADEL, INC.	0725	702078	030	0173	\$9,338.94
JASON DRILLING	0235	701882	030	0181	\$600.00
JESSICA WERNER DBA NORTH SHORE CONSULTING	0429	701365	060	4035	\$6,000.00
JITTERS	0285	701512	030	7090	\$350.00
JNL MECHANICAL DESIGN	1150	701838	350	0916	\$8,000.00
JONES SCHOOL SUPPLY CO.	0045	702313	030	0110	\$2,626.67
JONES SCHOOL SUPPLY CO.	0060	701719	030	7090	\$370.56
JONES SCHOOL SUPPLY CO.	0265	702355	030	0643	\$4,704.17
JONES SCHOOL SUPPLY CO.	0305	700918	030	0110	\$420.27
JONES SCHOOL SUPPLY CO.	0315	701959	030	7091	\$156.48
JONES SCHOOL SUPPLY CO.	0475	702112	030	7091	\$359.26
JONES SCHOOL SUPPLY CO.	0565	702117	030	0110	\$423.10
JORGENSEN & COMPANY, INC.	0895	700649	030	0716	\$558.01

JUNIOR LIBRARY GUILD	1270	701738	060	3010	\$633.98
JUNIOR LIBRARY GUILD	1510	701517	060	3010	\$2,929.50
KANKAKEE SPIKEBALL, INC.	0470	701961	030	0172	\$446.58
KAPLAN EARLY LEARNING	0780	700762	030	6092	\$1,418.21
KEISHA L BURNETT	0710	701491	060	6388	\$3,271.87
KEISHA L BURNETT	0710	702209	060	6388	\$8,612.77
KONA ICE OF FRESNO DBA ROLLING ICE, LLC	0123	702308	030	0147	\$161.28
KONA ICE OF FRESNO DBA ROLLING ICE, LLC	0123	702308	030	0171	\$326.14
KONA ICE OF FRESNO DBA ROLLING ICE, LLC	0123	702308	030	0172	\$408.58
KUTA SOFTWARE, LLC	0145	701289	030	7090	\$642.00
LA IMPERIAL TAQUERIA	0123	702138	030	7090	\$809.81
LA IMPERIAL TAQUERIA	0237	702141	030	0133	\$933.98
LA IMPERIAL TAQUERIA	0395	701901	030	0125	\$539.88
LA IMPERIAL TAQUERIA	0475	701511	030	7090	\$1,079.75
LA IMPERIAL TAQUERIA	0705	700812	110	6391	\$1,079.75
LAKESHORE LEARNING MATERIALS	0005	700713	030	0113	\$296.28
LAKESHORE LEARNING MATERIALS	0005	702278	030	0113	\$1,110.86
LAKESHORE LEARNING MATERIALS	0005	702286	030	0113	\$1,259.49
LAKESHORE LEARNING MATERIALS	0045	701758	030	0113	\$827.87
LAKESHORE LEARNING MATERIALS	0175	701121	030	0113	\$944.71
LAKESHORE LEARNING MATERIALS	0208	701192	030	7090	\$1,463.46
LAKESHORE LEARNING MATERIALS	0208	702013	030	7090	\$365.34
LAKESHORE LEARNING MATERIALS	0220	701843	030	0172	\$1,936.55
LAKESHORE LEARNING MATERIALS	0250	701383	030	7090	\$2,449.20
LAKESHORE LEARNING MATERIALS	0310	701798	030	0171	\$202.93
LAKESHORE LEARNING MATERIALS	0320	700810	030	0110	\$86.20
LAKESHORE LEARNING MATERIALS	0430	702264	060	6500	\$198.86
LAKESHORE LEARNING MATERIALS	0450	701306	030	7090	\$1,155.66
LAKESHORE LEARNING MATERIALS	0475	700682	030	7091	\$3,527.76
LAKESHORE LEARNING MATERIALS	0475	702049	030	7091	\$870.84
LAKESHORE LEARNING MATERIALS	0700	702079	030	0144	\$1,722.86
LAKESHORE LEARNING MATERIALS	0700	702205	030	0144	\$1,016.20
LAKESHORE LEARNING MATERIALS	0765	700688	030	0192	\$7,298.61
LAKESHORE LEARNING MATERIALS	0765	701384	120	9055	\$9,991.14
LAKESHORE LEARNING MATERIALS	0785	702294	060	6500	\$3,261.92
LAKESHORE LEARNING MATERIALS	0790	701257	030	0190	\$1,466.61
LAKESHORE LEARNING MATERIALS	1015	701125	030	0192	\$482.58
LAKESHORE LEARNING MATERIALS	1075	701128	030	0192	\$495.25
LAKESHORE LEARNING MATERIALS	1150	701411	030	0192	\$363.28
LAKESHORE LEARNING MATERIALS	1155	701412	030	0192	\$396.69
LAKESHORE LEARNING MATERIALS	1210	701340	030	0192	\$475.76
LAKESHORE LEARNING MATERIALS	1210	701342	030	0192	\$468.13
LAKESHORE LEARNING MATERIALS	1430	701172	030	0192	\$453.53
LANGUAGE TESTING INTERNATIONAL, INC.	0185	700873	030	7091	\$60.00
LARRY A. LIVERMORE	0145	701794	030	0173	\$1,477.18
LARRY A. LIVERMORE	0235	702359	030	0171	\$664.07
LARRY A. LIVERMORE	0417	701293	030	0171	\$423.34

LARRY A. LIVERMORE	0440	702358	030	0172	\$591.47
LEARNING RESOURCES, INC.	0700	701958	030	0144	\$633.26
LEARNING WITHOUT TEARS	0165	701258	030	7090	\$214.39
LEARNING WITHOUT TEARS	0220	701706	030	7090	\$399.94
LEARNING WITHOUT TEARS	0220	701706	030	7091	\$399.93
LEARNING WITHOUT TEARS	0220	701707	030	7090	\$106.48
LEARNING WITHOUT TEARS	0220	701707	030	7091	\$106.46
LEARNING WITHOUT TEARS	1748	700802	060	6300	\$3,103.85
LEARNING WITHOUT TEARS	1765	700975	060	6300	\$6,294.28
LEARNING WITHOUT TEARS	1765	700985	060	6300	\$4,143.45
LEARNING WITHOUT TEARS	1765	701531	060	6300	\$3,939.63
LEARNING WITHOUT TEARS	1765	701540	060	6300	\$3,871.21
LEE, JONATHON	0886	701837	030	0140	\$40.98
LELA'S PIZZERIA, LLC	0550	701974	030	0110	\$1,000.00
LEONARDO NICHOLS	0235	702206	030	7090	\$4,500.00
LEONARDO NICHOLS	0235	702208	030	0172	\$424.79
LIBERTY PRINTING	0145	701492	030	7140	\$533.93
LIBERTY PRINTING	0145	701571	030	7090	\$7,300.00
LINDSAY ELECTRIC COMPANY	1150	701833	350	0913	\$9,850.00
LINDSAY ELECTRIC COMPANY	1185	700800	350	0917	\$8,800.00
LINE X OF CLOVIS	0886	702055	030	0140	\$2,975.05
LINKA CORPORATION	0145	702125	030	0125	\$432.00
LINKA CORPORATION	0235	701902	030	7090	\$1,000.00
LISETTE GARZA DBA GLOBAL RUSH COMPANY	0420	702120	030	0643	\$691.20
LITTLE CAESARS PIZZA	0470	702149	030	7090	\$250.00
LIVE ACTION SAFETY 7	0710	701658	060	6388	\$6,049.99
LIVE SCAN FRESNO	0670	690798	110	3555	\$588.00
LOORZ, ANN	0895	701836	030	0716	\$28.06
LOWE'S	0030	694048	030	0171	\$1,500.00
LOWE'S	0030	700674	030	0171	\$423.26
LOWE'S	0035	700657	030	0110	\$986.57
LOWE'S	0055	701088	030	0125	\$300.00
LOWE'S	0100	701197	030	0172	\$1,833.42
LOWE'S	0102	700530A	030	2430	\$1,000.00
LOWE'S	0130	700531A	030	0173	\$1,800.00
LOWE'S	0165	701091	030	0110	\$400.00
LOWE'S	0170	701087	030	0172	\$280.30
LOWE'S	0200	702332	030	0110	\$800.00
LOWE'S	0215	700813	030	0734	\$500.00
LOWE'S	0235	701410A	030	0125	\$1,607.00
LOWE'S	0310	701079	030	0172	\$992.06
LOWE'S	0320	702230	030	0110	\$150.00
LOWE'S	0395	702330	030	0125	\$625.00
LOWE'S	0417	692783	030	0115	\$1,000.00
LOWE'S	0421	701681	030	7090	\$8,088.29
LOWE'S	0465	701756	030	0110	\$500.00
LOWE'S	0530	701085	030	0734	\$300.00

LOWE'S	0710	700470	060	6388	\$3,421.87
LOWE'S	0710	700669	060	6388	\$1,841.62
LOWE'S	0710	700671	060	6388	\$560.13
LOWE'S	0758	701680	060	4203	\$50.00
LOWE'S	0796	701212	030	0667	\$1,000.00
M F ATHLETIC COMPANY, INC.	0130	702262	030	0125	\$744.96
MAD ILLUSTRATORS	0145	702210	030	7090	\$3,835.27
MAD ILLUSTRATORS	0260	701148	030	7090	\$8,850.00
MAD ILLUSTRATORS	0305	700756	030	0172	\$1,079.75
MAD ILLUSTRATORS	0305	701493	030	0172	\$1,680.00
MAD ILLUSTRATORS	0305	702017	030	0172	\$2,865.66
MADE FOR THEM	0812	701602	030	0137	\$7,500.00
MAKINGS SPORTS FLOORING, INC.	1055	696479	350	0917	\$2,500.00
MAMA MIA PIZZERIA	0225	701321	030	0111	\$956.00
MAMA MIA PIZZERIA	0340	701472	030	0110	\$971.78
MAMA MIA PIZZERIA	0465	702323	030	0110	\$1,000.00
MAMA MIA PIZZERIA	0485	701254	030	0643	\$712.64
MARCIA D STEARNS DBA BOOKMARK MUSIC	0727	701396	030	0168	\$596.02
MARGARET HUDSON EARTH ARTS STUDIO	0045	701532	030	0110	\$500.00
MARIACHI CONNECTION INC.,THE	0417	701646	030	0171	\$2,075.80
MARK T. HARRIS	0725	701274	030	0173	\$1,500.00
MC GRAW-HILL EDUCATION, INC.	0020	701328	030	7090	\$649.92
MC GRAW-HILL EDUCATION, INC.	0020	701413	030	7090	\$1,032.16
MC GRAW-HILL EDUCATION, INC.	0120	701373	030	0110	\$308.56
MC GRAW-HILL EDUCATION, INC.	0430	702115	060	6500	\$374.51
MC GRAW-HILL EDUCATION, INC.	0495	702361	030	7090	\$1,395.60
MC GRAW-HILL EDUCATION, INC.	0810	702019	060	7085	\$2,922.78
MC GRAW-HILL EDUCATION, INC.	1748	700940	060	6300	\$4,264.13
MC GRAW-HILL EDUCATION, INC.	1765	701711	060	6300	\$581.90
MC GRAW-HILL EDUCATION, INC.	1765	701718	060	6300	\$8,200.55
MCKESSON MEDICAL-SURGICAL	0423	701130	030	0115	\$306.50
MCKESSON MEDICAL-SURGICAL	0710	701741	060	6388	\$2,843.19
MCKESSON MEDICAL-SURGICAL	0730	701796	060	5640	\$238.63
MEDITERRANEAN GRILL	0250	702319	030	0110	\$764.73
MEDITERRANEAN GRILL	0410	701980	030	0110	\$1,181.68
MEDITERRANEAN GRILL	0417	701317	030	0114	\$1,032.24
MEDITERRANEAN GRILL	0895	701930	030	0716	\$325.00
MEGA-PRINTS, INC.	0150	701386	060	6500	\$559.66
MEGA-PRINTS, INC.	0445	702020	030	0114	\$2,212.57
MEGA-PRINTS, INC.	0445	702020	030	0171	\$1,277.36
MEGA-PRINTS, INC.	0445	702020	030	0173	\$661.49
MEGA-PRINTS, INC.	0445	702020	030	0643	\$410.58
MEGA-PRINTS, INC.	0445	702211	030	0172	\$4,980.65
ME-N-ED'S, INC.	0015	701316	030	7091	\$300.00
ME-N-ED'S, INC.	0095	701903	030	0110	\$540.00
ME-N-ED'S, INC.	0120	701239	030	7090	\$1,350.00
ME-N-ED'S, INC.	0130	700967	030	7090	\$2,750.00

ME-N-ED'S, INC.	0130	700971	030	0125	\$550.00
ME-N-ED'S, INC.	0235	702198	030	7090	\$2,000.00
ME-N-ED'S, INC.	0325	702207	030	7090	\$900.00
ME-N-ED'S, INC.	0340	701477	030	0110	\$503.00
ME-N-ED'S, INC.	0395	701246	030	7140	\$315.00
ME-N-ED'S, INC.	0421	702135	030	0125	\$1,000.00
ME-N-ED'S, INC.	0440	691960	030	7090	\$500.00
ME-N-ED'S, INC.	0812	702344	030	0137	\$2,495.00
ME-N-ED'S, INC.	0885	698847	030	0140	\$91.75
METEOR EDUCATION, LLC	0335	700372	030	0125	\$127.41
METEOR EDUCATION, LLC	0421	700650	030	0125	\$2,607.60
METEOR EDUCATION, LLC	0880	700772	680	0851	\$1,110.20
MHS	0770	702360	060	5640	\$4,860.50
MICHAEL COLE ELECTRIC	0020	702124	030	7090	\$500.00
MICHAEL COLE ELECTRIC	0070	700748	030	7091	\$3,500.00
MICHAEL COLE ELECTRIC	0325	700890	030	7090	\$500.00
MICHAEL COLE ELECTRIC	0475	702109	030	7091	\$500.00
MICHAEL COLE ELECTRIC	0475	702113	030	7090	\$500.00
MICROBRIC, LLC	0887	700898	030	0143	\$3,455.20
MINUTEMAN PRESS	0185	701660	030	0125	\$9,924.00
MINUTEMAN PRESS	0235	701150	030	0125	\$9,000.00
MINUTEMAN PRESS	0395	701662	030	7090	\$6,969.62
MINUTEMAN PRESS	0790	691760	030	0752	\$2,095.24
MIRACLE PLAYSYSTEMS, INC.	0765	701200	120	6128	\$5,670.17
MIRACLE PLAYSYSTEMS, INC.	0919	700817	060	8150	\$8,238.46
MIRACLE PLAYSYSTEMS, INC.	0919	701213	060	8150	\$1,278.45
MIRACLE PLAYSYSTEMS, INC.	0919	701215	060	8150	\$4,342.74
MIRACLE PLAYSYSTEMS, INC.	0919	701221	060	8150	\$2,363.30
MITCHELL AIR QUALITY CONSULTING	1561	702168	350	0913	\$4,091.00
MOBILE MINI, INC.	0235	694703	030	0125	\$300.00
MOBILE MINI, INC.	1055	607171A	350	0917	\$1,359.00
MOBILE MINI, INC.	1100	693170	140	6205	\$550.00
MOBILE MINI, INC.	1170	700938	350	0917	\$528.23
MOBILE MINI, INC.	1185	601324A	350	0917	\$1,967.00
MOBILE MINI, INC.	1235	694228	350	0917	\$1,090.00
MOBILE MINI, INC.	1265	553549A	350	0917	\$1,303.00
MOBILE MINI, INC.	1325	608046A	350	0917	\$2,000.00
MOBILE MINI, INC.	1355	600630A	350	0917	\$1,022.00
MOBILE MINI, INC.	1423	600620A	350	0917	\$1,192.00
MOBILE MINI, INC.	1510	600646A	350	0917	\$2,184.00
MONOPRICE, INC.	0055	700651	030	0125	\$341.81
MONOPRICE, INC.	0235	702256	030	7090	\$707.02
MONSTER TECHNOLOGY, LLC	0485	701819	030	7091	\$483.73
MONTGOMERY'S AUTOBODY	0919	700795	060	8150	\$911.05
MONTGOMERY'S AUTOBODY	0919	701348	060	8150	\$624.38
MORPHY AWARDS AND SPORTSWEAR	0395	701619	030	0172	\$359.81
MOVIE LICENSING USA	0185	702259	030	7090	\$703.00

MOVIE LICENSING USA	0421	701678	030	0171	\$716.00
MYSTERY SCIENCE, INC.	0450	701336	030	7090	\$1,249.00
MYSTERY SCIENCE, INC.	0552	701573	030	7091	\$299.00
NASCO EDUCATION, LLC	0130	701664	060	3010	\$804.15
NASCO EDUCATION, LLC	0130	702213	060	3010	\$1,972.37
NASCO EDUCATION, LLC	0145	702212	060	3010	\$576.15
NASCO EDUCATION, LLC	0185	701190	030	7090	\$976.09
NASCO EDUCATION, LLC	0185	701495	030	0125	\$659.22
NASCO EDUCATION, LLC	0185	701883	030	7090	\$3,904.38
NASCO EDUCATION, LLC	0185	702362	030	0125	\$346.08
NASCO EDUCATION, LLC	0305	701884	030	0171	\$441.19
NASCO EDUCATION, LLC	0470	701777	030	0172	\$936.70
NASCO EDUCATION, LLC	0710	701390	060	6388	\$3,201.25
NASCO EDUCATION, LLC	0727	700943	030	0169	\$2,332.26
NASCO EDUCATION, LLC	0727	701000	030	0169	\$2,124.95
NASCO EDUCATION, LLC	0758	701053	060	4203	\$2,044.44
NATIONAL AUTISM RESOURCES, INC.	0786	702214	060	6500	\$214.16
NATIONAL AUTISM RESOURCES, INC.	0786	702215	060	6500	\$214.16
NATIONAL RESTAURANT ASSOC.	0710	702247	030	0152	\$375.00
NATIONAL RESTAURANT ASSOC.	0710	702270	030	0152	\$375.00
NATIONAL RESTAURANT ASSOC.	0710	702314	060	6388	\$5,184.00
NATIONAL SEATING & MOBILITY	0785	701886	060	6500	\$304.38
NATIONAL SPEECH AND DEBATE ASSOCIATION	0725	701496	030	0170	\$579.00
NEARPOD, INC.	0090	701799	030	7090	\$2,266.67
NEARPOD, INC.	0195	701504	030	7090	\$692.70
NEUFELD, PHILIP	0886	701839	030	0140	\$68.83
NEW ENGLAND SHEET METAL AND MECHANICAL CO.	1920	700106	030	0188	\$2,316.00
NICK'S CUSTOM GOLF CARS	0105	695760	030	0115	\$20.39
NICK'S CUSTOM GOLF CARS	0130	701326	030	7090	\$8,316.50
NICK'S CUSTOM GOLF CARS	0215	702316	030	0172	\$4,906.00
NICK'S CUSTOM GOLF CARS	0235	701264	030	0125	\$4,347.04
NICK'S CUSTOM GOLF CARS	0235	701264	030	0643	\$4,012.65
NICK'S CUSTOM GOLF CARS	0475	701042	030	7090	\$7,930.76
NO SURRENDER LASER TAG	0335	702366	030	0171	\$4,999.00
NORBERTS ATHLETIC PRODUCTS, INC.	0185	701189	030	7090	\$1,783.00
NOTORIOUS GRAFIX	0145	702216	030	7090	\$4,800.00
NOTORIOUS GRAFIX	0285	701497	030	7090	\$906.99
OFFICE DEPOT	0005	OD000040087	030	0110	\$5,000.00
OFFICE DEPOT	0005	OD000041847	030	7090	\$200.00
OFFICE DEPOT	0005	OD000041848	030	0113	\$1,356.00
OFFICE DEPOT	0010	OD000041849	060	6500	\$200.00
OFFICE DEPOT	0010	OD000041850	060	6500	\$200.00
OFFICE DEPOT	0010	OD000041851	060	6500	\$200.00
OFFICE DEPOT	0010	OD000041852	060	6500	\$200.00
OFFICE DEPOT	0012	OD000040791	030	0134	\$1,000.00
OFFICE DEPOT	0015	OD000041978	060	6500	\$200.00

OFFICE DEPOT	0015	OD000042032	030	7091	\$4,424.00
OFFICE DEPOT	0020	OD000040088	030	7090	\$6,000.00
OFFICE DEPOT	0020	OD000040337	030	0110	\$3,000.00
OFFICE DEPOT	0020	OD000041975	060	6500	\$285.62
OFFICE DEPOT	0025	OD000041909	060	3010	\$8,137.85
OFFICE DEPOT	0025	OD000041973	060	3010	\$2,879.25
OFFICE DEPOT	0025	OD000042019	060	3010	\$2,346.03
OFFICE DEPOT	0025	OD000042033	030	7091	\$4,995.00
OFFICE DEPOT	0030	OD000040331	030	0115	\$1,000.00
OFFICE DEPOT	0030	OD000042024	030	7140	\$3,231.78
OFFICE DEPOT	0035	OD000041987	030	0110	\$1,079.70
OFFICE DEPOT	0045	OD000041911	060	3010	\$500.00
OFFICE DEPOT	0045	OD000041912	060	3010	\$500.00
OFFICE DEPOT	0045	OD000041916	060	3010	\$4,995.00
OFFICE DEPOT	0045	OD000041927	030	7091	\$4,100.00
OFFICE DEPOT	0045	OD000042034	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042035	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042036	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042037	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042038	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042039	030	0643	\$350.00
OFFICE DEPOT	0045	OD000042040	030	0643	\$350.00
OFFICE DEPOT	0055	OD000041968	030	0123	\$4,999.00
OFFICE DEPOT	0055	OD000041981	030	0125	\$152.44
OFFICE DEPOT	0055	OD000041989	030	0125	\$194.30
OFFICE DEPOT	0055	OD000041990	030	0125	\$141.73
OFFICE DEPOT	0055	OD000041991	030	0125	\$170.10
OFFICE DEPOT	0070	OD000042041	030	0172	\$4,900.00
OFFICE DEPOT	0075	OD000040243	030	7090	\$6,000.00
OFFICE DEPOT	0095	OD000041937	030	7090	\$1,500.00
OFFICE DEPOT	0098	OD000041104	030	7090	\$1,000.00
OFFICE DEPOT	0100	OD000040496	030	7090	\$990.00
OFFICE DEPOT	0100	OD000042030	030	7140	\$52.93
OFFICE DEPOT	0102	OD000041872	030	0172	\$4,375.00
OFFICE DEPOT	0102	OD000042017	030	0171	\$4,216.00
OFFICE DEPOT	0105	OD000040178	060	3010	\$1,500.00
OFFICE DEPOT	0105	OD000040462	030	7090	\$750.00
OFFICE DEPOT	0105	OD000042025	030	7140	\$3,000.00
OFFICE DEPOT	0120	OD000040504	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040506	030	7090	\$300.00
OFFICE DEPOT	0120	OD000040507	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040537	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040538	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040565	030	7090	\$350.00
OFFICE DEPOT	0120	OD000040566	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040569	030	7090	\$450.00
OFFICE DEPOT	0120	OD000040572	030	7090	\$450.00

OFFICE DEPOT	0120	OD000040731	030	0110	\$400.00
OFFICE DEPOT	0120	OD000041938	030	7091	\$443.45
OFFICE DEPOT	0130	OD000040046	030	0125	\$7,000.00
OFFICE DEPOT	0130	OD000041831	030	0173	\$1,000.00
OFFICE DEPOT	0130	OD000042005	030	0643	\$1,208.00
OFFICE DEPOT	0140	OD000041842	030	0110	\$647.74
OFFICE DEPOT	0140	OD000041939	030	0110	\$280.71
OFFICE DEPOT	0140	OD000042043	030	7090	\$4,000.00
OFFICE DEPOT	0145	OD000040692	030	0625	\$611.00
OFFICE DEPOT	0145	OD000041867	030	0125	\$84.19
OFFICE DEPOT	0145	OD000041905	030	0125	\$110.52
OFFICE DEPOT	0145	OD000041935	030	0125	\$69.78
OFFICE DEPOT	0145	OD000041969	030	0125	\$1,000.00
OFFICE DEPOT	0145	OD000041983	030	7091	\$2,000.00
OFFICE DEPOT	0145	OD000041984	030	0123	\$1,000.00
OFFICE DEPOT	0145	OD000041999	030	7090	\$4,800.00
OFFICE DEPOT	0145	OD000042000	030	7090	\$500.00
OFFICE DEPOT	0145	OD000042007	030	0123	\$504.39
OFFICE DEPOT	0145	OD000042008	030	7090	\$4,955.57
OFFICE DEPOT	0145	OD000042009	060	3010	\$1,733.34
OFFICE DEPOT	0145	OD000042015	030	7090	\$1,000.00
OFFICE DEPOT	0145	OD000042026	030	7090	\$1,000.00
OFFICE DEPOT	0155	OD000041918	030	7090	\$221.00
OFFICE DEPOT	0155	OD000041919	030	7090	\$381.00
OFFICE DEPOT	0155	OD000041920	030	7090	\$381.00
OFFICE DEPOT	0155	OD000041945	030	7090	\$638.00
OFFICE DEPOT	0165	OD000041841	030	7091	\$393.42
OFFICE DEPOT	0170	OD000041888	030	0115	\$83.13
OFFICE DEPOT	0170	OD000041908	060	6500	\$148.37
OFFICE DEPOT	0170	OD000041934	030	0115	\$57.93
OFFICE DEPOT	0170	OD000041934	060	6500	\$19.32
OFFICE DEPOT	0170	OD000041980	030	0115	\$281.94
OFFICE DEPOT	0175	OD000041033	030	7090	\$2,000.00
OFFICE DEPOT	0175	OD000041874	030	0110	\$250.00
OFFICE DEPOT	0175	OD000041922	060	6500	\$225.00
OFFICE DEPOT	0185	OD000040209	030	7090	\$50.79
OFFICE DEPOT	0185	OD000041863	030	0734	\$900.00
OFFICE DEPOT	0185	OD000041866	030	0125	\$485.88
OFFICE DEPOT	0185	OD000041870	030	0125	\$4,232.62
OFFICE DEPOT	0185	OD000041899	030	7090	\$500.00
OFFICE DEPOT	0185	OD000041901	030	7090	\$1,500.00
OFFICE DEPOT	0185	OD000041902	030	7090	\$1,000.00
OFFICE DEPOT	0185	OD000041914	030	7090	\$2,000.00
OFFICE DEPOT	0185	OD000041915	030	7090	\$242.67
OFFICE DEPOT	0185	OD000041921	030	0125	\$1,765.34
OFFICE DEPOT	0185	OD000042012	030	0123	\$3,558.00
OFFICE DEPOT	0185	OD000042013	030	7091	\$169.00

OFFICE DEPOT	0190	OD000040719	030	7140	\$1,900.00
OFFICE DEPOT	0195	OD000041861	030	0110	\$458.00
OFFICE DEPOT	0208	OD000041839	060	3010	\$228.00
OFFICE DEPOT	0208	OD000042044	060	3010	\$500.00
OFFICE DEPOT	0210	OD000041220	030	0110	\$3,000.00
OFFICE DEPOT	0215	OD000041496	030	0110	\$2,000.00
OFFICE DEPOT	0215	OD000041764	030	0110	\$367.12
OFFICE DEPOT	0220	OD000041951	060	3010	\$1,224.00
OFFICE DEPOT	0220	OD000042045	030	0111	\$186.00
OFFICE DEPOT	0225	OD000040154	030	7090	\$5,000.00
OFFICE DEPOT	0225	OD000041925	030	7090	\$350.00
OFFICE DEPOT	0230	OD000041930	030	0124	\$4,950.00
OFFICE DEPOT	0235	OD000040491	030	0125	\$835.00
OFFICE DEPOT	0235	OD000041898	030	0125	\$180.00
OFFICE DEPOT	0235	OD000041932	030	0125	\$640.00
OFFICE DEPOT	0235	OD000041985	030	0125	\$500.00
OFFICE DEPOT	0235	OD000042001	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042002	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042003	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042004	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042014	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042016	030	0171	\$1,500.00
OFFICE DEPOT	0235	OD000042020	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042021	060	6500	\$200.00
OFFICE DEPOT	0235	OD000042022	030	7090	\$700.00
OFFICE DEPOT	0235	OD000042027	030	0171	\$500.00
OFFICE DEPOT	0237	OD000042006	030	0133	\$4,000.00
OFFICE DEPOT	0250	OD000040155	030	7090	\$4,999.00
OFFICE DEPOT	0250	OD000041940	030	0113	\$438.00
OFFICE DEPOT	0250	OD000041941	030	0113	\$150.55
OFFICE DEPOT	0250	OD000041942	030	0113	\$438.55
OFFICE DEPOT	0250	OD000041943	030	0113	\$438.55
OFFICE DEPOT	0250	OD000041944	030	0113	\$438.55
OFFICE DEPOT	0250	OD000041946	030	0113	\$438.55
OFFICE DEPOT	0290	OD000040529	030	0113	\$313.00
OFFICE DEPOT	0295	OD000041837	030	0110	\$200.00
OFFICE DEPOT	0310	OD000041924	030	0113	\$9,900.00
OFFICE DEPOT	0310	OD000041952	060	3010	\$4,099.00
OFFICE DEPOT	0320	OD000041836	030	7090	\$110.85
OFFICE DEPOT	0320	OD000041953	030	0110	\$292.50
OFFICE DEPOT	0320	OD000041957	030	0110	\$291.52
OFFICE DEPOT	0320	OD000041974	030	0110	\$844.67
OFFICE DEPOT	0325	OD000041443	030	0110	\$6,000.00
OFFICE DEPOT	0335	OD000040836	030	0125	\$25.49
OFFICE DEPOT	0335	OD000041834	060	3010	\$665.19
OFFICE DEPOT	0335	OD000041996	060	722B	\$3,000.00
OFFICE DEPOT	0335	OD000042028	030	0315	\$1,125.00

OFFICE DEPOT	0340	OD000040711	030	0110	\$500.00
OFFICE DEPOT	0355	OD000040380	030	7090	\$2,000.00
OFFICE DEPOT	0370	OD000041904	060	6500	\$200.00
OFFICE DEPOT	0370	OD000041923	060	6500	\$200.00
OFFICE DEPOT	0395	OD000041928	060	722D	\$500.00
OFFICE DEPOT	0395	OD000041929	060	722D	\$1,200.00
OFFICE DEPOT	0410	OD000042048	030	7090	\$4,950.00
OFFICE DEPOT	0415	OD000040063	030	7090	\$1,000.00
OFFICE DEPOT	0415	OD000041859	030	0115	\$769.42
OFFICE DEPOT	0415	OD000041976	030	0171	\$1,443.80
OFFICE DEPOT	0415	OD000042018	030	0171	\$2,036.03
OFFICE DEPOT	0415	OD000042042	030	7140	\$655.66
OFFICE DEPOT	0417	OD000040853	030	7090	\$2,000.00
OFFICE DEPOT	0417	OD000041933	030	0115	\$979.75
OFFICE DEPOT	0417	OD000041982	030	0115	\$1,092.28
OFFICE DEPOT	0417	OD000041986	030	0115	\$2,500.00
OFFICE DEPOT	0420	OD000041869	030	0110	\$2,503.56
OFFICE DEPOT	0420	OD000041869	060	3010	\$3,186.36
OFFICE DEPOT	0420	OD000041875	030	0172	\$1,500.00
OFFICE DEPOT	0420	OD000042049	030	7090	\$2,000.00
OFFICE DEPOT	0420	OD000042050	030	7091	\$1,366.00
OFFICE DEPOT	0421	OD000041856	060	6500	\$199.00
OFFICE DEPOT	0421	OD000041858	030	0125	\$449.63
OFFICE DEPOT	0421	OD000041871	030	0125	\$736.92
OFFICE DEPOT	0421	OD000041931	030	0125	\$700.00
OFFICE DEPOT	0421	OD000041966	030	7140	\$4,999.00
OFFICE DEPOT	0421	OD000041995	030	0172	\$4,000.00
OFFICE DEPOT	0423	OD000042031	060	3182	\$1,158.05
OFFICE DEPOT	0430	OD000040223	030	7090	\$4,600.00
OFFICE DEPOT	0430	OD000040223	030	7091	\$4,900.00
OFFICE DEPOT	0430	OD000041979	060	5640	\$1,371.24
OFFICE DEPOT	0435	OD000040250	030	0110	\$3,000.00
OFFICE DEPOT	0440	OD000040974	030	0625	\$211.01
OFFICE DEPOT	0450	OD000041844	030	7090	\$2,755.10
OFFICE DEPOT	0455	OD000040340	030	0115	\$1,000.00
OFFICE DEPOT	0455	OD000042029	030	7090	\$1,000.00
OFFICE DEPOT	0460	OD000041124	030	0110	\$328.00
OFFICE DEPOT	0460	OD000041876	030	0110	\$500.00
OFFICE DEPOT	0460	OD000041926	030	0110	\$305.00
OFFICE DEPOT	0470	OD000040789	030	0110	\$2,000.00
OFFICE DEPOT	0470	OD000041845	060	3010	\$2,246.00
OFFICE DEPOT	0475	OD000041992	030	7091	\$4,500.00
OFFICE DEPOT	0475	OD000041993	030	0110	\$3,500.00
OFFICE DEPOT	0490	OD000041846	030	0110	\$600.00
OFFICE DEPOT	0510	OD000041157	060	3010	\$4,169.00
OFFICE DEPOT	0530	OD000040279	030	0110	\$4,900.00
OFFICE DEPOT	0550	OD000041877	030	7091	\$350.00

OFFICE DEPOT	0550	OD000041878	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041879	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041880	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041881	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041882	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041883	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041884	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041885	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041886	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041887	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041889	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041890	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041891	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041892	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041893	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041894	030	7091	\$350.00
OFFICE DEPOT	0550	OD000041947	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041948	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041949	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041950	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041954	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041955	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041956	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041958	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041959	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041960	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041961	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041962	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041963	030	7090	\$350.00
OFFICE DEPOT	0550	OD000041964	060	3010	\$4,900.00
OFFICE DEPOT	0550	OD000041965	060	3010	\$4,900.00
OFFICE DEPOT	0552	OD000041868	060	6500	\$1,600.00
OFFICE DEPOT	0553	OD000041151	030	0625	\$500.00
OFFICE DEPOT	0553	OD000041153	060	5640	\$600.00
OFFICE DEPOT	0565	OD000040283	030	0110	\$500.00
OFFICE DEPOT	0565	OD000041843	030	0110	\$4,534.80
OFFICE DEPOT	0567	OD000041625	030	7091	\$5,500.00
OFFICE DEPOT	0575	OD000041853	030	7090	\$76.17
OFFICE DEPOT	0619	OD000041864	030	0138	\$3,500.00
OFFICE DEPOT	0700	OD000041873	030	0164	\$664.00
OFFICE DEPOT	0700	OD000041970	030	0144	\$1,340.00
OFFICE DEPOT	0700	OD000041977	030	0144	\$269.83
OFFICE DEPOT	0700	OD000041994	030	0144	\$2,500.00
OFFICE DEPOT	0705	OD000040131	110	6391	\$4,000.00
OFFICE DEPOT	0710	OD000041865	030	0152	\$570.69
OFFICE DEPOT	0710	OD000041972	030	0152	\$482.90
OFFICE DEPOT	0727	OD000040184	030	0168	\$1,000.00

OFFICE DEPOT	0750	OD000041900	060	3061	\$4,000.00
OFFICE DEPOT	0755	OD000041857	060	9067	\$4,500.00
OFFICE DEPOT	0765	OD000040514	030	0192	\$1,900.00
OFFICE DEPOT	0785	OD000041936	060	6500	\$199.00
OFFICE DEPOT	0785	OD000041988	060	6500	\$1,339.30
OFFICE DEPOT	0787	OD000040883	060	6500	\$1,500.00
OFFICE DEPOT	0787	OD000041997	060	6500	\$242.84
OFFICE DEPOT	0796	OD000041910	030	0667	\$214.86
OFFICE DEPOT	0852	OD000042010	030	0602	\$4,900.00
OFFICE DEPOT	0852	OD000042011A	030	0500	\$4,900.00
OFFICE DEPOT	0880	OD000041830	670	0841	\$340.36
OFFICE DEPOT	0880	OD000041830	680	0851	\$330.36
OFFICE DEPOT	0880	OD000041830	690	0861	\$330.34
OFFICE DEPOT	0880	OD000041833	680	0851	\$140.35
OFFICE DEPOT	0880	OD000041835	670	0841	\$411.22
OFFICE DEPOT	0880	OD000041835	690	0861	\$221.45
OFFICE DEPOT	0889	OD000040033	030	0709	\$500.00
OFFICE DEPOT	0890	OD000040007	030	0708	\$2,000.00
OFFICE DEPOT	0893	OD000041260	030	0662	\$1,500.00
OFFICE DEPOT	0895	OD000040170	030	0716	\$3,000.00
OFFICE DEPOT	0895	OD000041832	030	0716	\$1,445.36
OFFICE DEPOT	0925	OD000040239	030	7230	\$7,000.00
OFFICE DEPOT	1045	OD000041862	060	3010	\$525.00
OFFICE DEPOT	1060	OD000040703	030	7394	\$68.56
OFFICE DEPOT	1210	OD000041860	060	3010	\$138.00
OFFICE DEPOT	1255	OD000041854	060	3010	\$1,000.00
OFFICE DEPOT	1260	OD000041838	030	0192	\$484.89
OFFICE DEPOT	1385	OD000041906	030	0192	\$200.00
OFFICE DEPOT	1470	OD000041840	060	3010	\$500.00
OFFICE DEPOT	1480	OD000041998	030	0192	\$100.00
OFFICE DEPOT	1530	OD000041709	060	3010	\$223.00
OFFICE DEPOT	1895	OD000041967	030	0717	\$595.99
OLIVIA'S LETTERMAN JACKETS	0145	701451	030	7140	\$155.21
ONSHAPE A PTC BUSINESS	0887	700769	030	0143	\$3,000.00
ON-SITE STORAGE SOLUTIONS	0208	701103	030	0172	\$4,290.00
ORANGE CO. DEPT. OF EDUC.	0700	701185	060	3010	\$4,000.00
PACIFIC AP INSTITUTE	0700	701665	030	0144	\$595.00
PACIFIC GAS & ELECTRIC CFM/PPC	1561	700759	350	0913	\$5,000.00
PARTY WORKS, INC/ CLOVIS	0155	701688	030	0110	\$1,212.00
PARTY WORKS, INC/ CLOVIS	0567	702299	030	0111	\$150.00
PARTY WORKS/ BLACKSTONE	0055	693186	030	0171	\$500.00
PARTY WORKS/ W. SHAW	0485	701198	030	0643	\$514.86
PARTY WORKS/ W. SHAW	0810	701722	030	0649	\$800.00
PATITA'S PRINT AND APPAREL	0335	702021	030	0173	\$4,727.00
PATITA'S PRINT AND APPAREL	1335	701155	030	0500	\$8,950.05
PATTERSON MEDICAL SUPPLY	0785	701888	060	6500	\$911.33
PE UNIFORMS R US	0145	702025	030	7090	\$3,546.98

PE UNIFORMS R US	0415	701181	030	0115	\$7,882.18
PEACE WORKS, INC.	0010	700907	030	0171	\$500.00
PEACE WORKS, INC.	0015	702217	030	0172	\$1,710.00
PEACE WORKS, INC.	0208	702065	030	7090	\$623.00
PEACE WORKS, INC.	0208	702239	030	0171	\$209.00
PEACE WORKS, INC.	0235	702240	030	0171	\$4,500.00
PEACE WORKS, INC.	0250	700916	030	7090	\$1,000.00
PEACE WORKS, INC.	0290	700723	030	7090	\$66.84
PEACE WORKS, INC.	0315	701971	030	7090	\$844.29
PEACE WORKS, INC.	0315	701971	030	7091	\$844.13
PEACE WORKS, INC.	0410	701800	030	0111	\$1,000.00
PEACE WORKS, INC.	0455	701310	030	7090	\$1,000.00
PEACE WORKS, INC.	0465	702289	030	7090	\$300.00
PEACE WORKS, INC.	0470	702024	030	7090	\$250.00
PEACE WORKS, INC.	0470	702026	030	0110	\$250.00
PEACE WORKS, INC.	0510	701743	030	7090	\$1,147.57
PEACE WORKS, INC.	0750	701108	060	3061	\$2,600.00
PEACE WORKS, INC.	0810	698361	060	7085	\$4,500.00
PEARSON ASSESSMENTS	0770	702393	060	5640	\$4,788.24
PEARSON ASSESSMENTS	0785	701803	060	3315	\$215.17
PEARSON ASSESSMENTS	0785	702219	060	6500	\$53.42
PEGASUS PRINTING SERVICE	0055	701498	030	7090	\$3,266.24
PEGASUS PRINTING SERVICE	1055	697891	030	0500	\$55.83
PEPA'S MEXICAN RESTAURANT	0045	701510	030	0111	\$971.82
PEPA'S MEXICAN RESTAURANT	0325	700811	030	7090	\$1,100.00
PEPA'S MEXICAN RESTAURANT	0430	701284	030	0643	\$551.00
PEPA'S MEXICAN RESTAURANT	0485	701250	030	0643	\$437.50
PETUNIA'S PLACE	0145	701598	030	0125	\$239.14
PETUNIA'S PLACE	0185	701478	030	0125	\$484.27
PETUNIA'S PLACE	0320	702297	030	0110	\$140.00
PETUNIA'S PLACE	0335	701816	030	0624	\$303.48
PETUNIA'S PLACE	0421	702296	030	7090	\$4,000.00
PETUNIA'S PLACE	0700	702293	060	3010	\$1,500.00
PETUNIA'S PLACE	1020	696093	060	3010	\$500.00
PHOENIX DESERT SUMMER INSTITUTE	0700	701922	030	0144	\$715.00
PIEMONTE'S ITALIAN DELI	0240	701376	030	7091	\$1,000.00
PITNEY BOWES	0889	701538	030	0709	\$406.32
PLASTIC CONNECTIONS, INC.	1910	693622C	130	5310	\$2,121.35
PLASTIC CONNECTIONS, INC.	1910	693622E	130	5310	\$4,234.78
POCKET NURSE MEDICAL SUPPLIES	0130	702369	030	0125	\$684.31
POCKET NURSE MEDICAL SUPPLIES	0670	701187	110	3555	\$2,807.54
POCKET NURSE MEDICAL SUPPLIES	0670	701301	110	3555	\$461.13
POCKET NURSE MEDICAL SUPPLIES	0710	700680	060	6388	\$1,241.91
POSITIVE DISCIPLINE	0810	701283	030	0649	\$518.28
POSITIVE PROMOTIONS, INC.	0305	701114	030	0643	\$1,414.74
POSITIVE PROMOTIONS, INC.	0315	701890	030	7090	\$1,759.36
POSITIVE PROMOTIONS, INC.	0315	701890	030	7091	\$1,759.35

POSITIVE PROMOTIONS, INC.	0410	701911	030	0110	\$697.55
POSITIVE PROMOTIONS, INC.	0417	701666	030	0115	\$356.91
POSITIVE PROMOTIONS, INC.	0530	702370	030	0172	\$68.90
POSITIVE PROMOTIONS, INC.	0530	702371	030	0110	\$670.74
POSITIVE PROMOTIONS, INC.	0785	701552	060	3385	\$220.87
PRACTICON, INC.	0552	700876	030	0133	\$3,236.35
PRE SORT CENTER OF STOCKTON, INC.	0421	700930	030	7090	\$4,564.60
PRE SORT CENTER OF STOCKTON, INC.	0755	702372	030	0176	\$300.00
PRICELESS KREATIONS, INC.	0210	700653	030	0110	\$298.33
PRO-ED, INC.	0165	701259	030	7090	\$174.60
PRO-ED, INC.	0770	702394	060	5640	\$4,564.45
PRO-SCREEN, INC. SIGNS & GRAPHICS	0070	701569	030	0110	\$942.90
PRO-SCREEN, INC. SIGNS & GRAPHICS	0070	701569	030	0643	\$2,828.70
PRO-SCREEN, INC. SIGNS & GRAPHICS	0335	702027	030	0171	\$4,723.00
PRO-SCREEN, INC. SIGNS & GRAPHICS	0423	701039	030	0171	\$3,553.11
PRO-SCREEN, INC. SIGNS & GRAPHICS	0428	701576	060	3210	\$2,304.51
PRO-SCREEN, INC. SIGNS & GRAPHICS	0505	700789	030	0173	\$3,204.87
PSI EQUIPMENT SALES, INC.	0925	701509	030	7230	\$1,202.84
R & H WHOLESALE SUPPLY, INC.	0919	690683	060	8150	\$5,000.00
R/G AWARD SYSTEMS	0055	701779	030	0125	\$1,000.00
R/G AWARD SYSTEMS	0055	702133	030	0171	\$500.00
R/G AWARD SYSTEMS	0145	701529	030	0125	\$4,097.65
R/G AWARD SYSTEMS	0155	702128	030	0172	\$1,102.42
R/G AWARD SYSTEMS	0155	702130	030	0172	\$61.55
R/G AWARD SYSTEMS	0185	701195	030	7090	\$500.00
R/G AWARD SYSTEMS	0185	702007	030	0172	\$1,000.00
R/G AWARD SYSTEMS	0320	701865	030	7090	\$559.85
R/G AWARD SYSTEMS	0395	700757	030	0172	\$415.70
R/G AWARD SYSTEMS	0445	701867	030	0172	\$3,500.00
RAGAZZO'S	0185	701323	030	0125	\$2,591.40
RAGAZZO'S	0185	702307	030	0125	\$1,846.37
RAMIREZ, VANESSA	0860	701484	030	0694	\$46.00
RAPTOR TECHNOLOGIES, LLC	0919	700872	060	8150	\$595.00
REACT MEDICAL TRAINING, INC.	0790	701467	030	0190	\$2,200.00
REALLY GOOD STUFF, INC.	0285	701804	030	0172	\$369.29
REALLY GOOD STUFF, INC.	0315	701950	060	3182	\$7,601.10
REALLY GOOD STUFF, INC.	0700	701951	030	0144	\$780.89
REALLY GOOD STUFF, INC.	0755	701205	030	0176	\$2,179.89
REALLY GOOD STUFF, INC.	1796	701152	060	3010	\$5,147.82
REALLY GOOD STUFF, INC.	1796	701805	060	3010	\$4,001.69
REFRIGERATION SUPP DIST.	0919	700797	060	8150	\$773.53
REFRIGERATION SUPP DIST.	0919	700798	060	8150	\$453.50
REFRIGERATION SUPP DIST.	0919	700821	060	8150	\$5,949.08
REFRIGERATION SUPPLIES DISTRIBUTOR	0919	700734	060	8150	\$1,551.75
REFRIGERATION SUPPLIES DISTRIBUTOR	0919	701186	060	8150	\$699.86
REFRIGERATION SUPPLIES DISTRIBUTOR	0919	701194	060	8150	\$103.39
REGENTS OF THE U.C. IRVINE	0123	701387	030	7090	\$300.00

REGENTS OF U.C. SAN FRANCISCO	0710	701577	030	0152	\$240.00
RELIABLE BUSINESS TECHNOLOGY, INC.	0475	700954	030	7090	\$5,621.18
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1095	700735	350	0917	\$4,805.11
RELIABLE FIRE & SECURITY SOLUTIONS, INC.	1295	700731	350	0917	\$4,805.11
RESTORATIVE JUSTICE ON THE RISE	0811	702220	030	0130	\$1,899.00
RICE UNIVERSITY	0700	701668	030	0144	\$550.00
RICOH USA, INC.	0208	701219	030	7090	\$600.00
RICOH USA, INC.	0285	RL00006120	030	7090	\$498.73
RICOH USA, INC.	0765	701220	120	5025	\$82.82
RICOH USA, INC.	0885	RL00006206	030	0140	\$81.50
RIDDELL/ALL AMERICAN SPORTS CORP.	0395	702265	030	0172	\$2,233.05
RIDER NATION APPAREL	0395	702268	030	0172	\$2,976.06
RIDER NATION APPAREL	0395	702373	030	0125	\$1,206.49
RIDER NATION APPAREL	0395	702375	030	7090	\$2,389.01
RIVERSIDE INSIGHTS	0770	702376	060	5640	\$467.15
RMA GEOSCIENCE, INC.	1561	701064	350	0917	\$5,687.00
RMC ENTERPRISES, INC.	1010	701626	350	0917	\$3,500.00
ROCHESTER 100, INC.	0120	701499	030	7090	\$1,020.36
RODRIQUEZ, RACHEL	0450	701488	030	7090	\$61.55
ROGER DUNN GOLF SHOPS	0185	700849	030	0172	\$3,603.53
ROGER DUNN GOLF SHOPS	0421	702009	030	0172	\$900.00
ROKKITWEAR	0335	702377	060	722B	\$4,249.59
ROSETTA STONE, LTD.	0265	701292	060	3010	\$2,310.00
RUSH ADVERTISING	0010	701670	030	0115	\$6,550.00
RUSH ADVERTISING	0095	702384	030	7090	\$2,961.75
RUSH ADVERTISING	0102	700804	030	2430	\$6,500.00
RUSH ADVERTISING	0315	702380	030	0110	\$2,719.89
RUSH ADVERTISING	0421	700709	030	7090	\$4,850.00
RUSH ADVERTISING	0430	702382	030	0643	\$2,641.40
RUSH ADVERTISING	0475	702385	030	7090	\$4,999.00
RUSH ADVERTISING	0567	693760	030	7090	\$800.00
RUSH ADVERTISING	0700	700864	030	0144	\$8,619.79
RUSH ADVERTISING	0705	700941	110	6391	\$38.13
RUSH ADVERTISING	0880	701671	680	0851	\$3,009.26
S&K THEATRICAL DRAPERIES, INC.	0475	701561	030	7090	\$6,954.25
S&K THEATRICAL DRAPERIES, INC.	1895	700791	030	0717	\$8,004.15
SACHIKA GROUP, INC.	1891	700815	030	0716	\$4,305.51
SAGE PUBLICATIONS, INC.	0185	701281	030	7091	\$4,240.11
SALEH, WILLIAM B. CO.	1105	700107	140	6205	\$2,574.00
SALEM ENGINEERING GROUP, INC.	1105	700765	350	0917	\$3,280.00
SALEM ENGINEERING GROUP, INC.	1235	697779	350	0917	\$600.00
SALEM ENGINEERING GROUP, INC.	1250	702164	350	0916	\$9,076.00
SAMUEL, TIFFANY	0701	702284	030	0606	\$102.50
SAN FRANCISCO FLORAL	0235	702241	030	0171	\$400.00
SAN JOAQUIN CO.OFFICE OF ED.	0787	701557	060	6500	\$2,530.75
SAN JOAQUIN RIVER PARKWAY	0725	701115	030	0173	\$460.00
SAN JOAQUIN RIVER PARKWAY	0725	701117	030	0173	\$580.00

SAN JOAQUIN RIVER PARKWAY	0725	701118	030	0173	\$840.00
SAN JOAQUIN RIVER PARKWAY	0725	701119	030	0173	\$580.00
SAN JOAQUIN RIVER PARKWAY	0725	701180	030	0173	\$150.00
SANGER HIGH SCHOOL	0145	701578	030	0172	\$150.00
SAVVAS LEARNING COMPANY, LLC	0710	701699	060	6388	\$3,448.74
SAVVAS LEARNING COMPANY, LLC	0710	701700	060	6388	\$3,448.74
SCHOLASTIC, INC.	0755	701202	030	0176	\$2,398.01
SCHOLASTIC MAGAZINE	0421	696877	030	0625	\$86.74
SCHOOL FACILITY CONSULTANTS	0905	694622F	350	0912	\$455.00
SCHOOL FACILITY CONSULTANTS	0905	694622F	350	0913	\$1,017.50
SCHOOL FACILITY CONSULTANTS	0905	694622F	350	0916	\$4,300.00
SCHOOL FACILITY CONSULTANTS	0905	694622F	400	0915	\$765.00
SCHOOL HEALTH CORPORATION	0430	701806	060	5640	\$201.70
SCHOOL HEALTH CORPORATION	0552	701038	060	5640	\$2,794.66
SCHOOL HEALTH CORPORATION	0765	700727	030	0192	\$3,865.51
SCHOOL HEALTH CORPORATION	0785	702222	060	6500	\$1,413.07
SCHOOL MATE	0155	701471	030	0110	\$2,480.00
SCHOOL MATE	0220	701745	030	0172	\$472.26
SCHOOL MATE	0500	702223	030	7090	\$301.91
SCHOOL NURSE SUPPLY, INC.	0440	701113	030	7090	\$484.81
SCHOOL OUTFITTERS	0145	701335	030	0125	\$1,609.10
SCHOOL OUTFITTERS	0305	701672	030	7091	\$805.81
SCHOOL OUTFITTERS	0395	701752	060	722D	\$4,111.17
SCHOOL OUTFITTERS	0422	701287	030	0172	\$2,669.58
SCHOOL OUTFITTERS	0727	700869	030	0168	\$8,535.34
SCHOOL PRIDE, LTD	0030	701870	030	0115	\$2,853.23
SCHOOL PRIDE, LTD	0410	702396	030	0110	\$917.96
SCHOOL SERVICES OF CALIF. INC.	0890	701312	030	0708	\$275.00
SCHOOL SPECIALTY, INC.	0150	701218	030	0172	\$6,063.61
SCHOOL SPECIALTY, INC.	0785	700648	060	6500	\$147.05
SCHOOL SPECIALTY, INC.	0810	700906	030	0640	\$2,000.00
SCHOOL SPECIALTY, INC.	0889	699395	030	0709	\$919.94
SCHOOL SPECIALTY, LLC	0185	701457	030	0125	\$4,538.19
SCHOOL SPECIALTY, LLC	0220	701809	030	0172	\$2,003.04
SCHOOL SPECIALTY, LLC	0220	702226	030	0172	\$2,000.00
SCHOOL SPECIALTY, LLC	0220	702269	060	6500	\$169.99
SCHOOL SPECIALTY, LLC	0265	702028	030	7090	\$488.85
SCHOOL SPECIALTY, LLC	0335	702031	030	0173	\$1,000.00
SCHOOL SPECIALTY, LLC	0355	702386	030	7090	\$1,069.77
SCHOOL SPECIALTY, LLC	0365	702378	030	7091	\$386.84
SCHOOL SPECIALTY, LLC	0421	701271	030	0125	\$402.36
SCHOOL SPECIALTY, LLC	0445	701908	060	3182	\$2,520.46
SCHOOL SPECIALTY, LLC	0470	701653	030	0172	\$671.48
SCHOOL SPECIALTY, LLC	0475	702030	030	7090	\$4,500.00
SCHOOL SPECIALTY, LLC	0480	701282	030	0172	\$321.76
SCHOOL SPECIALTY, LLC	0565	701946	030	0171	\$984.27
SCHOOL SPECIALTY, LLC	0727	701269	030	0168	\$815.14

SCHOOL SPECIALTY, LLC	0785	702225	060	3385	\$71.00
SCHOOL SPECIALTY, LLC	0810	701674	030	0649	\$4,500.00
SCHOOL SPECIALTY, LLC	1150	701553	030	0192	\$120.21
SCHOOL SPECIALTY, LLC	1895	701620	030	0717	\$5,285.38
SCHOOL SPECIALTY, LLC	1895	702089	030	0717	\$1,060.00
SIERRA SEAL COATING	0919	700818	060	8150	\$9,125.00
SIGLER WHOLESALE DISTIBUTORS	0919	701690	060	8150	\$1,697.82
SMORE	0701	700747	060	5828	\$999.00
SNAP-ON INDUSTRIAL	0919	702328	060	8150	\$7,264.23
SOCCER EXPRESS	0185	701453	030	7090	\$4,388.57
SOLUTION TREE, LLC	0130	702242	060	3010	\$1,013.67
SOLUTION TREE, LLC	0185	701241	030	7090	\$3,916.36
SOUND CONTRACTING, INC.	0130	701588	030	0643	\$510.00
SOUND CONTRACTING, INC.	0150	701765	060	3010	\$1,170.00
SOUND CONTRACTING, INC.	0170	701584	030	0115	\$390.00
SOUND CONTRACTING, INC.	0175	700885	030	7090	\$3,510.00
SOUND CONTRACTING, INC.	0185	701684	030	7090	\$390.00
SOUND CONTRACTING, INC.	0230	701834	030	0124	\$1,920.00
SOUND CONTRACTING, INC.	0285	701589	030	7090	\$1,170.00
SOUND CONTRACTING, INC.	0295	701761	030	7090	\$780.00
SOUND CONTRACTING, INC.	0315	701154	060	3182	\$580.00
SOUND CONTRACTING, INC.	0320	701928	030	7090	\$390.00
SOUND CONTRACTING, INC.	0320	701929	030	7090	\$1,170.00
SOUND CONTRACTING, INC.	0325	701687	030	7091	\$390.00
SOUND CONTRACTING, INC.	0475	701060	060	3010	\$4,290.00
SOUND CONTRACTING, INC.	0500	701689	030	7090	\$390.00
SOUND CONTRACTING, INC.	0796	701685	030	0667	\$1,950.00
SOUND CONTRACTING, INC.	0919	702081	060	8150	\$3,990.00
SOUND CONTRACTING, INC.	1150	701120	350	0913	\$290.00
SOUND CONTRACTING, INC.	1895	701131	030	0717	\$2,730.00
SOUZA, KATHERINE	0890	701913	030	0708	\$64.74
SPARKLETTTS	0120	690231	030	7090	\$700.00
SPINITAR	0010	701465	030	0115	\$1,089.80
SPINITAR	0020	702272	030	0110	\$364.43
SPINITAR	0155	701454	030	0110	\$3,413.97
SPINITAR	0185	701026	030	0125	\$2,281.56
SPINITAR	0220	701104	030	0172	\$7,023.10
SPINITAR	0235	702015	030	7090	\$44.37
SPINITAR	0285	700950	030	7090	\$1,857.51
SPINITAR	0290	701460	030	7090	\$1,305.74
SPINITAR	0335	701874	060	722B	\$3,032.59
SPINITAR	0421	701720	030	7090	\$308.93
SPINITAR	0421	702134	030	7090	\$578.48
SPINITAR	0460	701275	060	3010	\$1,311.72
SPINITAR	0475	701133	030	7090	\$1,965.48
SPINITAR	0552	702011	030	7090	\$8,769.21
SPINITAR	0565	702136	060	3010	\$935.28

SPINITAR	0567	701463	030	7090	\$795.65
STAR AUTISM SUPPORT, INC.	0020	693920	030	7090	\$123.13
STAR AUTISM SUPPORT, INC.	0020	701280	030	7090	\$1,343.74
STARFALL PUBLICATIONS	0150	700806	030	0113	\$300.00
STEVEN C. NUNEZ	0417	701679	030	0115	\$499.00
STEVEN C. NUNEZ	0417	701739	030	0115	\$499.00
STORM SOURCE, LLC	0701	700665	030	0606	\$2,189.00
STORM SOURCE, LLC	0701	700666	060	5828	\$2,189.00
STRATEGIC MECHANICAL, INC.	0919	701770	060	8150	\$1,075.00
STRATEGIC MECHANICAL, INC.	1010	698056	350	0917	\$1,329.61
SUNNYSIDE DONUTS	0035	701966	030	0110	\$100.00
SUNNYSIDE TROPHY, INC.	0100	701313	030	0115	\$991.21
SUNNYSIDE TROPHY, INC.	0265	701319	030	7090	\$2,500.00
SUNNYSIDE TROPHY, INC.	0335	701878	060	722B	\$300.00
SUNNYSIDE TROPHY, INC.	0335	701881	030	0125	\$210.00
SUNNYSIDE TROPHY, INC.	0395	700856	030	0171	\$430.82
SUNNYSIDE TROPHY, INC.	0530	702309	030	7090	\$760.00
SUNNYSIDE TROPHY, INC.	0550	691769	030	0172	\$3,000.00
SUNNYSIDE TROPHY, INC.	0796	701780	030	0667	\$600.00
SUNSET LANDSCAPES, INC.	0335	701757	030	0125	\$750.00
SWEETWATER MUSIC	0170	702267	060	3010	\$1,873.37
SWEETWATER MUSIC	0170	702271	060	3010	\$1,363.67
SWIM SUITS WEST	0055	700854	030	0172	\$700.00
SWIM SUITS WEST	0055	702312	030	0172	\$2,000.00
SWIM SUITS WEST	0100	702139	030	0172	\$2,000.00
SWIM SUITS WEST	0235	700852	030	0172	\$263.34
SWIM SUITS WEST	0235	701624	030	0172	\$2,200.00
SWRCB ACCOUNTING OFFICE	0924	701875	060	8150	\$1,474.00
SWRCB ACCOUNTING OFFICE	1578	702227	350	0912	\$1,125.00
SYSCO OF CENTRAL CALIFORNIA	1910	700675	130	5310	\$966.59
SYSCO OF CENTRAL CALIFORNIA	1910	701211	130	5310	\$1,700.40
TACOS MARQUITOS, INC.	0010	691380	030	7090	\$500.00
TACOS MARQUITOS, INC.	0188	702303	030	7090	\$180.00
TACOS MARQUITOS, INC.	0601	701625	030	0500	\$1,000.00
TACOS MARQUITOS, INC.	0601	701972	030	0500	\$1,500.00
TALK TOOLS	0785	701682	060	3385	\$168.63
TAYMARK DBA IT'S ELEMENTARY, DBA ANDERSONS	0421	701466	030	0172	\$490.16
TEACHER CREATED MATERIALS PUB.	0750	701136	060	3061	\$1,127.22
TEACHER CREATED MATERIALS PUB.	0750	701201	060	3061	\$2,135.77
TEACHER'S CURRICULUM INSTITUTE	0145	702274	060	3010	\$1,650.00
TEACHERS DISCOVERY	0440	701320	060	3182	\$238.75
TEACHER'S DISCOVERY	0235	701635	030	0125	\$809.52
TEI Y STREET	0810	701675	030	0649	\$6,000.00
TENNIS WAREHOUSE	0235	701105	030	0172	\$251.74
TENNIS WAREHOUSE	0421	700700	030	0172	\$955.36
TENNIS WAREHOUSE	0421	700701	030	0172	\$144.63

TETER ARCHITECTS, LLP	1235	510879	350	0917	\$4,700.00
TETER ARCHITECTS, LLP	1961	606263	140	6205	\$448.82
TEXTBOOK WAREHOUSE, LLC	0395	701503	060	722D	\$523.94
TEXTBOOK WAREHOUSE, LLC	0810	702047	030	0640	\$547.70
TEXTBOOK WAREHOUSE, LLC	1748	701515	060	6300	\$8,818.32
TFH (USA) LTD.	0553	701759	060	3182	\$546.12
THE HOME DEPOT PRO	0445	700744	030	7090	\$534.04
THE HOME DEPOT PRO	1910	701210	130	5310	\$9,907.79
THE LAB GEAR	0208	700654	030	7090	\$874.60
THE LAB GEAR	0208	701891	030	7090	\$4,600.00
THE LAB GEAR	0208	702387	030	0643	\$2,000.00
THE LAB GEAR	0265	702033	030	0625	\$750.71
THE LAB GEAR	0490	701580	030	0110	\$379.26
THE LAB GEAR	0725	701127	030	0172	\$1,695.59
THE LUSTIG GROUP	0702	700694	060	3010	\$4,816.00
THE MOWERS EDGE	1920	701225	030	0734	\$596.00
THE MOWERS EDGE	1920	701639	030	0734	\$285.04
THE PATON GROUP	0130	700830	030	0125	\$1,529.58
THE PATON GROUP	0130	702035	030	0125	\$3,973.38
THE PIZZA PIT	0055	691240	030	7090	\$980.00
THE UNIVERSITY OF TENNESSEE	0700	701144	030	0144	\$1,050.00
THE VISION BOARD, LLC	0702	702036	060	9059	\$75.00
THEODORE RUDY KERBER DBA ALLOUT GRAPHICS	0150	702228	030	0110	\$1,079.90
THERAPRO, INC.	0786	702229	060	6500	\$235.95
THERAPY SHOPPE, INC.	0208	701251	030	7090	\$2,156.29
TIGER MEDICAL, INC.	0786	702231	060	6500	\$1,604.51
TOLLESON'S GOLF CAR, INC.	0185	701480	030	0125	\$2,000.00
TOLLESON'S GOLF CAR, INC.	0335	696502	030	0125	\$521.51
TOP SHELF CATERING	0145	701072	030	0125	\$2,591.40
TOP SHELF CATERING	0265	701324	030	7090	\$2,500.00
TOP SHELF CATERING	0335	701632	030	0125	\$146.93
TOP SHELF CATERING	0335	701632	030	7090	\$1,019.20
TOP SHELF CATERING	0460	702311	030	7090	\$1,500.00
TOTAL FILTRATION SERVICE, INC.	0919	700816	060	8150	\$8,835.03
TOTAL FILTRATION SERVICE, INC.	0919	701582	060	8150	\$1,856.91
TOTAL FILTRATION SERVICE, INC.	0919	701585	060	8150	\$893.00
TOTAL FILTRATION SERVICE, INC.	0919	701721	060	8150	\$4,097.00
TPT HOLDCO, LLC	0020	701551	030	0110	\$79.49
TPT HOLDCO, LLC	0020	701556	030	0110	\$32.62
TPT HOLDCO, LLC	0020	701566	030	0110	\$185.23
TRANE U.S., INC.	0919	701153	060	8150	\$2,070.06
TRANE U.S., INC.	0919	701162	060	8150	\$2,070.06
TRANE U.S., INC.	0919	702325	060	8150	\$6,937.27
TROTEC LASER, INC.	0710	701288	060	6388	\$853.00
TROXELL COMMUNICATIONS	0010	701082	030	7090	\$1,972.18
TROXELL COMMUNICATIONS	0295	700963	030	7091	\$3,131.28

TROXELL COMMUNICATIONS	0710	700695	030	0194	\$9,016.84
TYSON FOODS, INC.	1910	700668	130	5310	\$2,687.00
TYSON FOODS, INC.	1910	700875	130	5310	\$9,216.00
TYSON FOODS, INC.	1910	700875A	130	5310	\$1,162.80
U S ACADEMIC DECATHLON	0725	701746	030	0173	\$3,150.00
ULINE	0105	702273	030	7090	\$381.74
ULINE	0220	702018	030	0110	\$786.80
ULINE	0305	701231	030	0172	\$1,747.13
ULINE	0550	700946	030	0172	\$1,365.84
ULINE	0765	700726	030	0192	\$189.12
ULINE	0790	702232	060	4124	\$9,555.79
ULINE	0885	702022	030	0143	\$1,322.79
ULINE	1891	700934	030	0716	\$6,057.40
UNBOUNDED LEARNING, INC.	0315	701676	060	3182	\$1,875.00
UNITED REFRIGERATION, INC.	0919	700732	060	8150	\$285.09
UNITED REFRIGERATION, INC.	1910	700949	130	5310	\$600.12
UNITED REFRIGERATION, INC.	1910	701222	130	5310	\$343.90
UNITED REFRIGERATION, INC.	1910	701579	130	5310	\$727.03
UNIVERSITY OF CENTRAL FLORIDA	0700	701807	030	0144	\$650.00
US AIR CONDITIONING	0919	700733	060	8150	\$4,010.19
USA FEDERATION FOR SPORT CHEERING	0725	701030	030	0172	\$1,064.00
VAL PRINT	0335	702389	030	0125	\$3,023.30
VALLARTA FOOD ENTERPRISES	0015	701244	030	7091	\$700.00
VALLARTA FOOD ENTERPRISES	0030	701062	030	0171	\$1,500.00
VALLARTA FOOD ENTERPRISES	0035	701267	030	0110	\$960.00
VALLARTA FOOD ENTERPRISES	0185	701544	030	0125	\$300.00
VALLARTA FOOD ENTERPRISES	0210	702287	030	7090	\$600.00
VALLARTA FOOD ENTERPRISES	0235	700968	030	7090	\$300.00
VALLARTA FOOD ENTERPRISES	0305	702132	030	0643	\$371.00
VALLARTA FOOD ENTERPRISES	0340	701469	030	0110	\$500.00
VALLARTA FOOD ENTERPRISES	0355	702260	030	0110	\$1,000.00
VALLARTA FOOD ENTERPRISES	0417	702127	030	0114	\$500.00
VALLARTA FOOD ENTERPRISES	0420	701056	030	0172	\$500.00
VALLARTA FOOD ENTERPRISES	0430	701161	030	0110	\$500.00
VALLARTA FOOD ENTERPRISES	0435	701537	030	0111	\$360.00
VALLARTA FOOD ENTERPRISES	0440	700721	030	7090	\$500.00
VALLARTA FOOD ENTERPRISES	0450	701637	030	7090	\$300.00
VALLARTA FOOD ENTERPRISES	0455	701431	030	0115	\$700.00
VALLARTA FOOD ENTERPRISES	0460	702298	030	7090	\$200.00
VALLARTA FOOD ENTERPRISES	0470	701953	030	7090	\$1,500.00
VALLARTA FOOD ENTERPRISES	0550	701955	030	0643	\$500.00
VALLARTA FOOD ENTERPRISES	0706	701827	030	0152	\$500.00
VALLARTA FOOD ENTERPRISES	0710	701828	030	0152	\$300.00
VALLARTA FOOD ENTERPRISES	0710	701829	030	0152	\$300.00
VALLARTA FOOD ENTERPRISES	0785	702321	060	6500	\$146.81
VALLEY DECORATING COMPANY	0130	701170	030	0171	\$205.16
VALLEY DECORATING COMPANY	0235	702302	030	0171	\$1,000.00

VALLEY FENCE COMPANY	0919	700737	060	8150	\$3,416.00
VALLEY LIBRARY BINDERY	0145	701507	030	7090	\$831.41
VARSITY SPIRIT FASHION & SUPPLIES	0100	701468	030	0172	\$1,666.70
VARSITY SPIRIT FASHION & SUPPLIES	0100	702140	030	0172	\$4,307.39
VENTURA TV, INC.	0120	700808	030	0172	\$955.91
VENTURA TV, INC.	0553	702331	060	6500	\$692.45
VERNIER SOFTWARE	0055	700746	030	0125	\$2,283.39
VERNIER SOFTWARE	0185	700973	030	0125	\$3,396.25
VERNIER SOFTWARE	0235	701315	030	0125	\$691.18
VIKING ENTERPRISES	0208	701223	030	7090	\$3,800.00
VIKING ENTERPRISES	1070	701769	350	0917	\$1,895.00
VIKING ENTERPRISES	1455	700801	350	0917	\$8,000.00
VINCENT COMMUNICATIONS, INC.	0025	701760	030	0110	\$582.90
VINCENT COMMUNICATIONS, INC.	0100	701083	030	0115	\$388.60
VINCENT COMMUNICATIONS, INC.	0145	702085	030	0123	\$461.59
VINCENT COMMUNICATIONS, INC.	0150	700965	030	7090	\$420.02
VINCENT COMMUNICATIONS, INC.	0150	700966	030	7090	\$733.15
VINCENT COMMUNICATIONS, INC.	0185	701059	030	0123	\$2,116.31
VINCENT COMMUNICATIONS, INC.	0208	701086	030	7090	\$194.30
VINCENT COMMUNICATIONS, INC.	0235	702106	030	0181	\$862.72
VINCENT COMMUNICATIONS, INC.	0250	702086	030	0110	\$86.38
VINCENT COMMUNICATIONS, INC.	0265	701359	030	7090	\$582.90
VINCENT COMMUNICATIONS, INC.	0310	701409	030	0110	\$1,165.81
VINCENT COMMUNICATIONS, INC.	0335	701912	030	7090	\$280.96
VINCENT COMMUNICATIONS, INC.	0475	701217	030	0115	\$388.60
VINCENT COMMUNICATIONS, INC.	0485	701831	030	0110	\$194.30
VINCENT COMMUNICATIONS, INC.	0925	691629	030	7230	\$1,500.00
VRG	0395	700998	030	0171	\$700.00
VS ATHLETICS	0235	702142	030	0172	\$580.04
W. W. NORTON & COMPANY, INC.	0170	701545	060	3182	\$4,098.29
WARDS NATURAL SCIENCE, INC.	0055	701311	030	0125	\$887.93
WARDS NATURAL SCIENCE, INC.	0235	701563	030	0125	\$3,500.00
WARDS NATURAL SCIENCE, INC.	0710	701795A	060	6388	\$7,989.05
WARDS NATURAL SCIENCE, INC.	0710	702224	030	0152	\$182.31
WARDS NATURAL SCIENCE, INC.	0758	701051	060	4203	\$569.78
WECO SUPPLY CO.	0055	701587	030	0171	\$600.00
WECO SUPPLY CO.	0210	701623	030	0110	\$238.00
WECO SUPPLY CO.	0455	701755	030	0171	\$365.61
WECO SUPPLY CO.	0725	693191	030	0171	\$300.00
WEPRINTIT	0145	700848	030	0173	\$2,000.00
WEPRINTIT	0145	701169	030	0125	\$4,288.01
WEPRINTIT	0145	702037	030	7090	\$2,000.00
WEPRINTIT	0796	696826	030	0667	\$5,000.00
WEPRINTIT	0860	701389	030	0694	\$736.20
WEST COAST LANYARDS	0417	701812	030	0115	\$199.75
WEST COAST LANYARDS	0417	701813	030	0115	\$1,279.74
WEST COAST LANYARDS	0460	701810	030	0111	\$208.39

WEST ED	0765	701303	120	5025	\$250.00
WEST PARK SCHOOL DISTRICT	0765	701327	120	5035	\$4,550.00
WEST PAYMENT CENTER	0810	701028	030	0640	\$203.00
WESTERN PSY SERVICES	0770	702395	060	5640	\$660.81
WILLDAN FINANCIAL SERVICES	0890	702051	030	0708	\$3,000.00
WOLF LAKES PARK, INC.	0395	701581	030	0171	\$4,970.63
WOODBURN PRESS	0500	702039	030	0110	\$173.45
WOODWIND & BRASSWIND	0335	702059	030	0125	\$2,846.22
WORLD FOOTBAG, INC.	0421	701029	030	0125	\$189.98
WORLDPOINT	0130	702390	030	0125	\$1,475.15
XIT SOLUTIONS	0440	701139	030	7090	\$360.00
YANG DESIGN	0130	701814	030	7091	\$352.76
YELLOW DOG SIGNS & GRAPHICS	0010	701111	030	0172	\$2,550.00
YELLOW DOG SIGNS & GRAPHICS	0030	701893	030	0115	\$226.75
YELLOW DOG SIGNS & GRAPHICS	0100	701500	030	0172	\$635.89
YELLOW DOG SIGNS & GRAPHICS	0100	701815	030	0115	\$2,539.92
YELLOW DOG SIGNS & GRAPHICS	0105	701677	030	0172	\$5,506.73
YELLOW DOG SIGNS & GRAPHICS	0127	701163	030	0173	\$67.25
YELLOW DOG SIGNS & GRAPHICS	0130	700656	030	0125	\$207.31
YELLOW DOG SIGNS & GRAPHICS	0145	701535	030	0125	\$862.99
YELLOW DOG SIGNS & GRAPHICS	0185	701109	030	0171	\$397.00
YELLOW DOG SIGNS & GRAPHICS	0208	701126	030	0172	\$635.89
YELLOW DOG SIGNS & GRAPHICS	0235	702042	030	0172	\$4,500.00
YELLOW DOG SIGNS & GRAPHICS	0260	701160	030	0110	\$207.31
YELLOW DOG SIGNS & GRAPHICS	0340	700783	030	0110	\$302.33
YELLOW DOG SIGNS & GRAPHICS	0421	701307	030	7090	\$929.93
YELLOW DOG SIGNS & GRAPHICS	0435	701037	030	0172	\$184.64
YELLOW DOG SIGNS & GRAPHICS	0460	700655	030	7090	\$911.43
YELLOW DOG SIGNS & GRAPHICS	0575	702041	030	7090	\$3,241.84
YELLOW DOG SIGNS & GRAPHICS	0755	700788	030	0176	\$174.92
YELLOW DOG SIGNS & GRAPHICS	1055	701005	030	0500	\$3,983.63
YELLOW DOG SIGNS AND GRAPHICS	0123	700785	030	0173	\$442.35
YELLOW DOG SIGNS AND GRAPHICS	0123	702391	030	0171	\$583.07
YELLOW DOG SIGNS AND GRAPHICS	0455	700990	030	0172	\$635.89

THE FOLLOWING PURCHASE ORDERS ARE FOR ASB FUND 950

**PURCHASE ORDERS DATED
APRIL 01, 2021 TO APRIL 30, 2021
RATIFICATION DATE JUNE 16, 2021**

VENDOR/AUTHORITY	DEPT	PO NUMBER	FUND	UNIT	AMOUNT
A-MARK T-SHIRT, INC.	0075	701474	950	9500	\$4,900.00
A-MARK T-SHIRT, INC.	0208	700881	950	9500	\$8,584.01
A-MARK T-SHIRT, INC.	0500	700859	950	9500	\$551.75
BARNES & NOBLE, INC.	0530	701450	950	9500	\$400.00
CENTRAL VALLEY SPORTS, LLC	0070	701830	950	9500	\$1,000.00
CENTRAL VALLEY SPORTS, LLC	0315	701981	950	9500	\$664.82
FUNWORKS/KAREN GAINES	0285	701314	950	9500	\$950.00
FUNWORKS/KAREN GAINES	0370	701193	950	9500	\$300.00
G W SCHOOL SUPPLY, INC.	0460	701382	950	9500	\$300.00
G W SCHOOL SUPPLY, INC.	0530	701381	950	9500	\$139.51
G W SCHOOL SUPPLY, INC.	0530	701567	950	9500	\$421.00
G W SCHOOL SUPPLY, INC.	0530	702192	950	9500	\$265.15
G W SCHOOL SUPPLY, INC.	0530	702194	950	9500	\$597.16
G W SCHOOL SUPPLY, INC.	0530	702195	950	9500	\$402.99
J & E RESTAURANT SUPPLY, INC.	0320	700739	950	9500	\$3,167.36
LARSON BROTHERS	0215	701536	950	9500	\$1,311.90
OFFICE DEPOT	0237	OD000042023	950	9500	\$940.14
OFFICE DEPOT	0530	OD000042046	950	9500	\$272.29
OFFICE DEPOT	0530	OD000042047	950	9500	\$134.55
PARTY WORKS/ W. SHAW	0565	702301	950	9500	\$400.00
RUSH ADVERTISING	0075	702383	950	9500	\$2,500.00
SCHOLASTIC BOOK CLUBS	0530	701093	950	9500	\$460.90
SCHOLASTIC BOOK CLUBS	0530	702244	950	9500	\$203.87
SCHOOL SPECIALTY, LLC	0070	702029	950	9500	\$2,500.00
SUNNYSIDE TROPHY, INC.	0020	702016	950	9500	\$750.00
VALLARTA FOOD ENTERPRISES	0075	701962	950	9500	\$500.00
VALLARTA FOOD ENTERPRISES	0355	701388	950	9500	\$150.00
YELLOW DOG SIGNS & GRAPHICS	0155	701748	950	9500	\$979.55

FUND INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

FUND FUND NAME

030	General Fund-Unrestricted
060	General Fund-Restricted
061	General Fund-Restricted 2011
062	General Fund-Restricted 2012
063	General Fund-Restricted 2013
069	General Fund-Restricted 2019
070	Non Agency
080	Extended Day
091	Charter School Fund - Dailey
110	Adult Education Fund
120	Child Development Fund
130	Cafeteria Fund
610	Cafeteria Fund
670	Health-Self-Insurance Fund
680	Liability-Self-Insurance Fund
690	Workers Compensation-Self-Insurance Fund
700	Defined Benefits-Self-Insurance Fund
710	Retiree Benefit Fund
950	Associated Student Body

BUILDING FUNDS

140	Deferred Maintenance Fund
210	Adult Education Building Fund
250	Developer Fee Fund
2S0	Measure K-Series G-Building Fund
2U0	Measure Q-Series B-Building Fund
2V0	Measure Q-Series C-Building Fund
2W0	Measure Q-Series D-Building Fund
2X0	Measure Q-Series E-Building Fund
2XA	Measure X-Series A-Building Fund
2Y0	Measure Q-Series F-Building Fund
350	County School Facilities Fund
400	Special Reserve Capital Outlay
5A0	Measure A Bond & Red
5G0	Meas. K-Bond Interest & Redemption
5M0	1977/78 Tax Override Fund
5Q0	Measure Q Debt Service
5X0	Measure X Debt Service

UNIT INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

UNIT UNIT NAME

0100 TK Teachers Over Baseline
0101 Elimination of Combos TK-6
0102 CSR Teachers Over Baseline
0103 Smalls Schools
0104 FLEX Teachers Over Base
0105 TK-3 Elimination of Combo
0106 TK Over Baseline
0110 Elementary Education
0111 Elementary Education Administrative Budget
0112 Teacher Supply Allocation
0113 Increased Teacher Time
0114 Middle School Education Administrative Budget
0115 Middle School Education
0116 Middle School Supplemental Concentration
0117 DI English Learner Services
0118 Middle School Education Expansion
0119 Focus & Priority School Support
011E Elementary Education EPA
0120 Professional Learning Column
0121 High School Differentiated Staffing
0122 High School Redesign
0123 High School Education Administrative Budget
0124 Continuation High Schools
0125 High School Education
0126 Early Start Program Exemption Initiative
0127 Student Engagement Center
0128 JE Young Academic Center
0129 One-time Middle & High School Support
0130 Graduation Task Force
0131 Linked Learning
0132 Special Ed Intervention
0133 Alternative Special Ed Schools
0134 Charter School Oversight
0135 Charter Schools
0136 7th Period Programs
0137 Men's & Women's Alliance

UNIT UNIT NAME

0138 Alternative Education
0139 Phillip J. Patino School
0140 Technology School Support
0141 Peer Mentors
0142 Secondary Science Lab Equipment
0143 Additional School Supports
0144 Advanced Placement Expansion
0145 CART
0146 Special Education Intersession
0147 Design Science
0148 Ongoing E-rate
0149 Upgrading Access to Technology
0150 Additional Teachers at Elementary/Secondary
0151 One-Time Funds
0152 Career Vocational Education/Workforce Readiness
0153 New CTE School
0154 Design Science Building Project
0155 Fresno High CTE Facility
0156 Comprehensive Guidance
0164 Driver Education
0168 Elementary Music
0169 District Arts Collaborative Project
0170 Student Activity Supports
0171 Innovative Clubs
0172 Extracurricular & Co-curricular
0173 Trips and Transitions
0174 Home & Hospital Instruction
0175 Homeless and Foster Youth Student Support
0176 African American Student Academic Acceleration
0177 Student Voice
0178 English Learner Services
0179 English Learner Master Plan Redesign
0180 Summer School/Intersession
0181 After School Expansion
0187 Technology One-Time Funds
0188 One Time Facilities Projects

July 2019

UNIT INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

UNIT UNIT NAME

0190 Shack Program
 0191 After School Program Expansion
 0192 Preschool Program Expansion
 0193 National Board Certification for Teachers
 0194 Kids Invent
 0195 Common Core Assessments
 0196 Textbook Adoptions
 0315 Testing Fees
 0602 Research, Evaluation & Assessment
 0606 Curriculum & Instruction Services Admin
 0624 Library Program
 0625 Additional Library Supplies
 0640 Prevention & Intervention
 0641 DPI - Social Emotional Supports
 0642 My Brother's Keeper
 0643 Saturday Academy
 0648 Psychological Services
 0649 Safe & Civil Schools
 0655 Dream Center
 0656 Student Health Services
 0657 High Quality School Site Health Services
 0662 Grants
 0663 Transfers Office
 0667 Parent University
 0670 Board Of Education
 0672 Security Office
 0673 Security One-Time Funds
 0674 Superintendent's Office
 0675 Instructional School Leadership
 0676 School Support Services
 0677 Chief Academic Office
 0678 District & School Account Improvement
 0679 Equity and Access
 0680 Intermediate Division - Office
 0685 Secondary Division - Office
 0690 Legal Services
 0694 Communications

UNIT UNIT NAME

0700 Administrative Services
 0708 Fiscal Services
 0709 Payroll Department
 0712 Graphics Center
 0715 One-time Cafeteria Tables
 0716 Purchasing Services
 0717 Baseline Classroom Supplies & Equipment
 0718 Labor Relations
 0720 Human Resources/Labor Relations
 0730 Operational Services
 0734 Plant Maintenance & Operations
 0738 Facilities Planning & Management
 0750 Civic Center
 0752 Extended Day Program
 0761 Non-agency Activities
 0762 Suspense Clearing Account
 0763 Health Contribution
 0770 Facility Additions & Improvement
 0790 Other Outgo
 0840 Irrevocable Trust
 0841 Health Benefit ISF
 0851 Liability/Property ISF
 0861 Workers' Compensation ISF
 0865 Defined Benefits ISF
 0901 Developer Fee Fund
 0905 Adult Education Bldg Fund
 0912 New Construction (State Reimbursement)
 0913 New Construction (No State Reimbursement)
 0915 Special Reserve
 0916 Reconstruction
 0917 Remodel (No State Funding)
 0918 Bond Support Costs
 0926 1995 Measure A Bond Int & Redemption
 0939 Tax Override 1977/1987
 1100 State Lottery
 1400 Education Protection Account (EPA)
 2430 Community Day Schools

UNIT INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

UNIT UNIT NAME

3010 IASA: Title I Basic Grants Low
 3025 IASA: Title I Local Delinquent
 3060 IASA: Title I Migrant Ed Regular
 3061 IASA: Title I Migrant Ed Summer
 3180 NLCB: Title I, School Improvement Grant
 3181 NLCB: ARRA Title I, School Improvement Grant (SIG)
 3182 ESSA: Comprehensive Support & Improvement (CSI)
 3310 Idea Basic Local Aid: Spec. Ed.
 3311 IDEA Local Assistance, Part B, Sec 611, Private Schools ISP's
 3312 SD-CEIS IDEA Basic Local Assistance Entitlement
 3315 Idea Preschool Grades: Spec. Ed.
 3318 SD-CEIS IDEA Preschool Grants
 3320 Idea Preschool Location: Spec. Ed.
 3326 Idea Part B - Supporting Inclusive Practices Preschool
 3327 Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec
 3332 SD-CEIS IDEA Preschool Local Entitlement
 3345 Idea Preschool Staff: Spec. Ed.
 3385 Idea Early Intervention: Spec. Ed.
 3386 Idea Supporting Inclusive Practices Grant SPED
 3395 Idea Alternative Dispute Resolution
 3550 Vocational Programs: Voc & App
 3555 Vocational Programs: Postsecondary
 3905 Esl/Citizenship: Adult Basic Education
 3913 Adult Secondary Ed: Adult Basic Education
 3926 English Literacy & Civics Education: Adult Basic Education
 4035 Title II - Teacher Quality
 4124 21ST Century Comm Learn Center
 4127 Title IV - Student Support and Academic Enrichment
 4128 Title IV, Part A
 4201 Title III - Immigrant

UNIT UNIT NAME

4203 Title III - Limited English Proficient
 4510 Indian Education
 5025 CD: Federal General (CCTR) and State Preschool (CSPP)
 5035 CD: Federal Quality Improvement
 5310 Child Nutrition: School Program
 5314 Child Nutrition: Equipment Assistance Grants
 5320 Child Nutrition: Child Care Food
 5370 Child Nutrition: Fresh Fruit & Vegetables
 5380 Child Nutrition: School Breakfast & Summer Service Program
 5630 Homeless Children Education Grant
 5640 Medi-Cal Billing Option
 5823 Transition to Teaching
 5824 Teacher Quality Partnership Program
 5825 Full Service Community Schools Program
 5826 Youth Risk Behavior Survey Grant
 5827 Fresno Pacific Teacher Quality Partnership Program
 5829 Smaller Learning Communities
 5839 Elem & Secondary School Counseling
 5851 Readiness & Emergency Management for Schools
 5852 Citizenship and Integration Direct Services Grant Program
 5853 Affordable Care Act (ACA) Grants for School-Based Health Cen
 6010 After School Education & Safety Program (ASES)
 6011 (ASES) Kids Code Pilot Program
 6052 Prekindergarten & Family Literacy Program - Parent
 6092 Cal-Safe Child Care
 6105 Child Development: California State Preschool Program (CSPP)
 6145 Child Development: Facility Renovation Repair
 6205 Deferred Maintenance
 6225 Williams Emergency Repairs
 6230 California Clean Energy Jobs Act (Prop 39)

UNIT INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

UNIT UNIT NAME

6264 Educator Effectiveness
 6300 Lottery: Instructional Materials
 6350 Apprenticeship Program
 6371 CalWORKs for Adult Education
 6382 California Career Pathways Trust
 6385 California Partnership Academies-CTE Initiative
 6387 California Career Technical Education Incentive Grant Program
 6390 Adult Education Apportionment
 6391 Adult Education Block Grant
 639A Adult Education MOE
 6405 School Safety & Violence Prevention
 6500 Special Education
 6510 Special Education - Infant Program
 6512 Special Education - Mental Health Services
 6515 Special Education - Infant Discretionary Funds
 6520 Special Education - Workability
 6760 Arts & Music Block Grant
 7010 Agricultural Vocational Incentive
 7085 Learning Communities for School Success Program (LCSSP)
 7090 LCFF Supplemental & Concentration
 7091 LCFF for English Learners
 7140 Gifted & Talented Education (GATE)
 7156 Instructional Materials Realignment
 7220 Partnership Academies Program
 722A Partnership Academies - Edison Clean & Green Energy
 722B Partnership Academies - McLane Visual and Fine Arts
 722C Partnership Academies - McLane Medical Ed and Research
 722D Partnership Academies - Roosevelt UMC Health
 722E Partnership Academies - Sunnyside Video
 7230 Transportation-Home To School
 723A Transportation One Time Costs

UNIT UNIT NAME

7240 Transportation-Special Education
 7311 Classified School Employee Prof Dev Block Grant
 7338 College Readiness Block Grant
 7370 Specialized Secondary Programs
 7393 Professional Development Block Grant
 7394 Targeted Instr Improvement Block Grant
 7395 School & Library Improvement
 7405 Common Core State Standards Implementation
 740A Quality Education Investment Act 1st Year
 7510 Low-Performing Students Block Grant
 7690 STRS On-Behalf Pension Contributions
 7811 Drought Response Outreach Program for Schools
 8150 Ongoing & Major Maintenance Account
 815A Ongoing & Major - One-time Projects
 9011 Elementary Schools: Local
 9012 Yokomi Grant
 9013 High Schools: Local
 9014 Student Support Services: Local
 9016 Developer Fees
 9018 Special Ed: Local
 9019 Kaiser Grant Student Wellness
 9021 Children's Center: Local
 9022 Microsoft Settlement Fund
 9023 Fresno State NGEI Partnership Grant
 9024 Achievements in Respiratory (AIR) Health Award
 9025 Adult Education Mini Grants Program
 9026 HSS-Gain Excess Cost
 9027 Proposition 10
 9028 State Center Community College
 9029 Adult Education Consortia
 9030 Adult Education Local Grants
 9032 Fansler Foundation
 9033 Health Professions Partnership
 9034 Project Access Local

UNIT INDEX (Numeric)

FUND	UNIT	DEPARTMENT	ACTIVITY	FUNCTION	OBJECT
XXX (3)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)	XXXX (4)

UNIT UNIT NAME

9035 Regional Occupational Program (ROP)
Regular

9036 Regional Occupational Program (ROP) Lottery
Unrestricted

9037 Regional Occupational Program (ROP) Lottery
Restricted

9039 Kaiser Permanente Grant - Health Services

9040 Long Beach (Hewlett) Foundation

9041 Public Ed fund

9044 New Energy Academies

9046 Community Redevelopment

9048 CORE Grant

9049 Men's Alliance Kaiser Grant

9050 Silver Giving Foundation

9051 SD Bechtel Jr Foundation

9052 Clean Storm Water Grant

9053 Gates Foundation

9054 CA Endowment - Equity & Access

9055 CSPP Quality Rating & Improvement System
Block Grant

9056 College Futures Partnership

9057 Transportation Grants

9058 New Teacher Induction Program

9059 Cal Ed Teach Project - Administrator
Development

9060 Classified Schools Employee Grant

9500 Associated Student Body Main Accounts

9501 Associated Student Body - Carnival

9502 Associated Student Body - Cookie Dough Sale

9503 Associated Student Body - Jog-a-thon

9504 Associated Student Body - Candy Sale

9505 Associated Student Body - T-shirt Sale

9506 Associated Student Body - Christmas Wrap Sale

9507 Associated Student Body - Ice Cream Sale

9508 Associated Student Body - Book Sale/Scholastic

9509 Associated Student Body - Donations

9510 Associated Student Body - Snack Bar/Student
Store

9511 Associated Student Body - Major Fundraiser #1

UNIT UNIT NAME

9512 Associated Student Body - Major Fundraiser #2

9513 Associated Student Body - Major Fundraiser #3

9514 Associated Student Body - Major Fundraiser #4

9515 Associated Student Body - Major Fundraiser #5

9516 Associated Student Body - Major Fundraiser #6

9517 Associated Student Body - Major Fundraiser #7

9518 Associated Student Body - Major Fundraiser #8

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM B-42

AGENDA SECTION: B

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

ACTION REQUESTED: Discuss and Adopt

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

TITLE AND SUBJECT: Discuss and Adopt Fresno Unified School District's 2021/22 Local Control and Accountability Plan

ITEM DESCRIPTION: Included in the Board Binders is the Fresno Unified School District 2021/22 Local Control and Accountability Plan (LCAP). Staff will present and the Board of Education will discuss and adopt the plan. As required by Education Code 52062, a public hearing was held on June 02, 2021 to provide an opportunity for discussion and public comment regarding the LCAP.

The LCAP is a requirement resulting from the State's formula for funding school districts, the Local Control Funding Formula (LCFF). Districts receive LCFF funds for every student, with additional funds provided for high unduplicated counts of students living in poverty, English learners, and foster youth. For Fresno Unified these categories represent 88.47% of the total student population. As required by Education Code, districts must adopt the LCAP prior to July 01, 2021, which must coincide with the adoption of the district budget.

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 input received from various stakeholder groups. The first draft of the LCAP was posted to the district website on April 21, 2021 and since then four drafts have reflected evolving stakeholder feedback and corresponding planning of the district. The draft was presented to the District Advisory Committee (DAC) on May 06, 2021 and the District English Language Advisory Committee (DELAC) on May 13, 2021. The public hearing on both the budget and the LCAP took place on June 02, 2021. The final draft of the LCAP has been updated to reflect stakeholder feedback, the Governor's May Revision, and strategic budget discussions.

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-42



2021/22 Adoption – Local Control and Accountability Plan (LCAP)

**Board of Education
June 16, 2021**



Outline



- ❑ LCAP Timeline
- ❑ LCAP
- ❑ Summary of Investments
- ❑ Request for Adoption

2020/21 LCP/LCAP Timeline



- 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

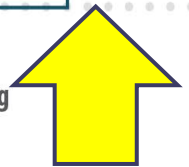
- Present draft for review and comment to:
 - District Advisory Committee (DAC)
 - District English Learner Advisory Committee (DELAC)
- Respond in writing
- Invite public comment



- 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





LCAP Draft Available Since April



- Draft first available April 21, 2021
- Five drafts
- Revisions in red primarily made to metrics and desired outcomes

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 for 'REOPENING OF SCHOOLS INFORMATION'. Underneath the banner, there's a section for 'Fresno Unified School District' with 'Quick Links' and 'Contact' information. The 'Quick Links' section includes links for School Directory, Department Directory, Staff Portal, Board Agendas, District Data, School Calendars, and How to Enroll. The 'Contact' section provides phone numbers for the Main Office, Questions or Concerns, COVID Call Center, and Family Learning and Technology Support, along with the district's address. Below these sections is a 'Popular Resources' area with various icons and links. A red arrow points to the 'LCAP' link in the Popular Resources section, which is labeled '2021-24'.

Click to access full report



Student Goals:

Improve academic performance at challenging levels



Action



41 Designated Schools

Student Interventions

Additional Teacher Supply Funds

**Middle and
High School Redesign**

**Eliminate Elementary
Combination Classes**

National Board Certification



Instructional Supports

Action



**Additional Teachers
Above Base Staffing**

**Additional VP's for Elementary & Middle
Schools with High Unduplicated Counts**



**African-American
Academic Acceleration**



**Further Develop Early
Childhood Education**



Additional Supports for Libraries


Equity and Access



**GATE/Advanced Placement/International
Baccalaureate/STA/PSAT Fees**



Expand Alternative Education

 = Action meets "Increased or Improved Services" requirement



Student Goals:

Improve academic performance at challenging levels



Action

Maintain Additional Services for Phoenix Community Day School



After School Tutoring



Extended Summer Learning



All Teachers are Teachers of English Learners (EL) Students

Expansion of Dual Immersion Programs




Base Instruction



Special Education



Professional Learning

 = Action meets "Increased or Improved Services" requirement

 = Actions contributing overall

Action



Technology Access and Support



Early Learning



Equity and Access



High Quality School Site Health Services



Mental Health Support



Expanded Transportation Services



Upgrading Access to Technology



Student Technology Access and Annual Refresh

Student Goals:

Expand student-centered and real-world learning experiences



Action



**Linked Learning, ROP and
CTE Pathway Development**

Kids Invent!



Men's and Women's Alliance



 = Action meets "Increased or Improved Services" requirement

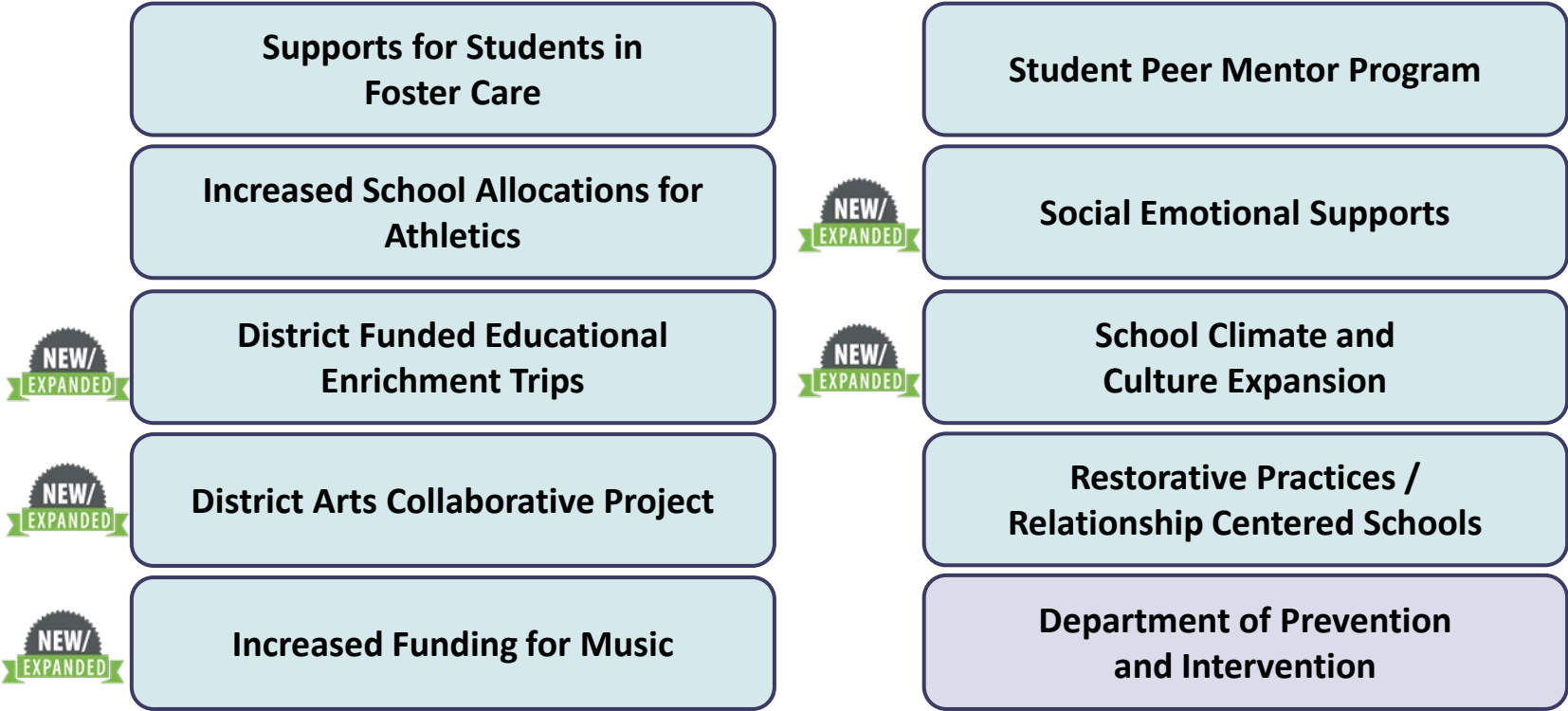



Student Goals:


Increase student engagement in their school and community



Action



 = 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

Recruitment, Selection and Retention of Human Capital



 = Actions contributing overall

Family Goals:

Increase inclusive opportunities for families to engage in their students' education



Action

Parent Engagement Investments

Expanded Student, Parent and Community Communication



= Actions contributing overall

Action



**School Site Allocations to be Prioritized
by School Site Council**

Supplemental Student Supports

Central Office Administration

Administrative Services



Operational Services

Other Expenses



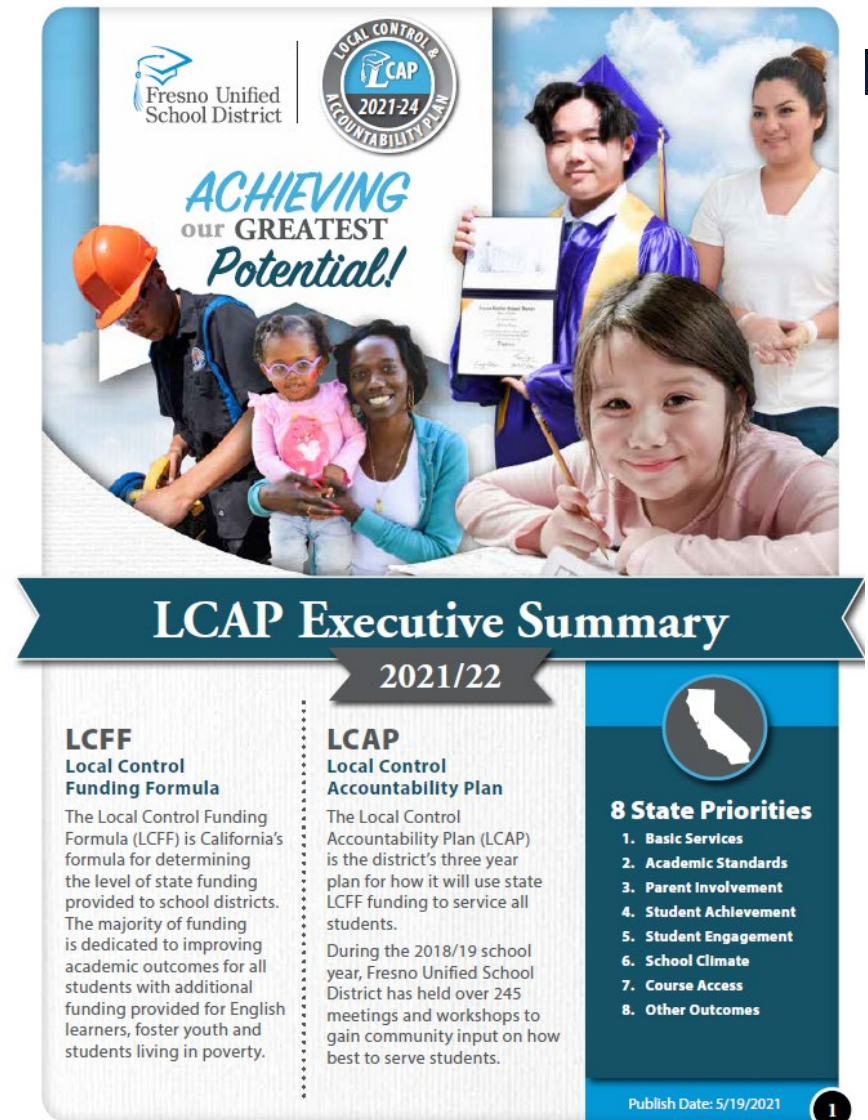
= Action meets "Increased or Improved Services" requirement



= Actions contributing overall

Executive Summary

- Available online in English, Spanish and Hmong
 - <https://stafed.fresno-unified.org/lcap/>
- Hard Copies available in the Office of State and Federal Programs





- ❑ Staff recommends adoption of the 2021/22 proposed Local Control and Accountability Plan



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)
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 - 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 Efforts



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



THOUGHTEXCHANGE

- 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.

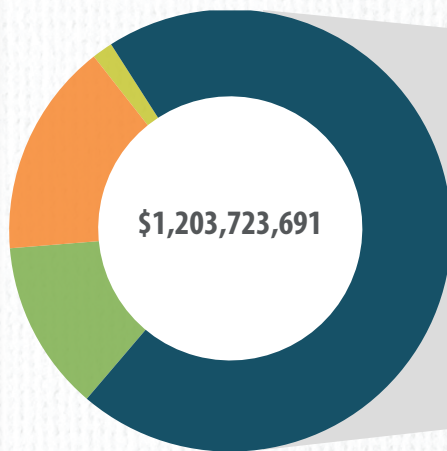


CONCENTRATION GRANTS*

In districts where at least 55% of students are disadvantaged. LCFF provides an additional grant which equates to 50% above base funding.

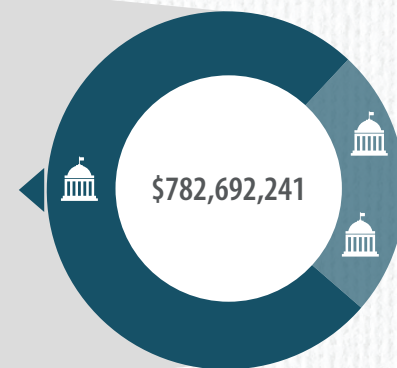
*These funds must be used to increase or improve services for English learner, foster youth, and low income students.

ADOPTED REVENUE SOURCES



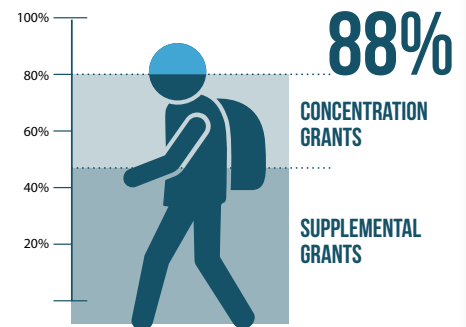
Federal ● \$213,936,079
State ● \$188,830,297
Local ● \$18,328,074
LCFF ● \$782,629,241

TOTAL \$1,203,723,691



● Base Grant \$576,335,320
● Supplemental & Concentration Grants \$206,293,921

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



V

VISION

Fresno Unified School District:
Where students, families, and staff
are valued and empowered to
achieve their greatest potential.



V

VALUES



*We Value
Learning*



*We Value
Accountability*



*We Value
Positive
Behavior*



*We Value
People & Our
Community*



G

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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fresno Unified School District

CDS Code: 10621660000000

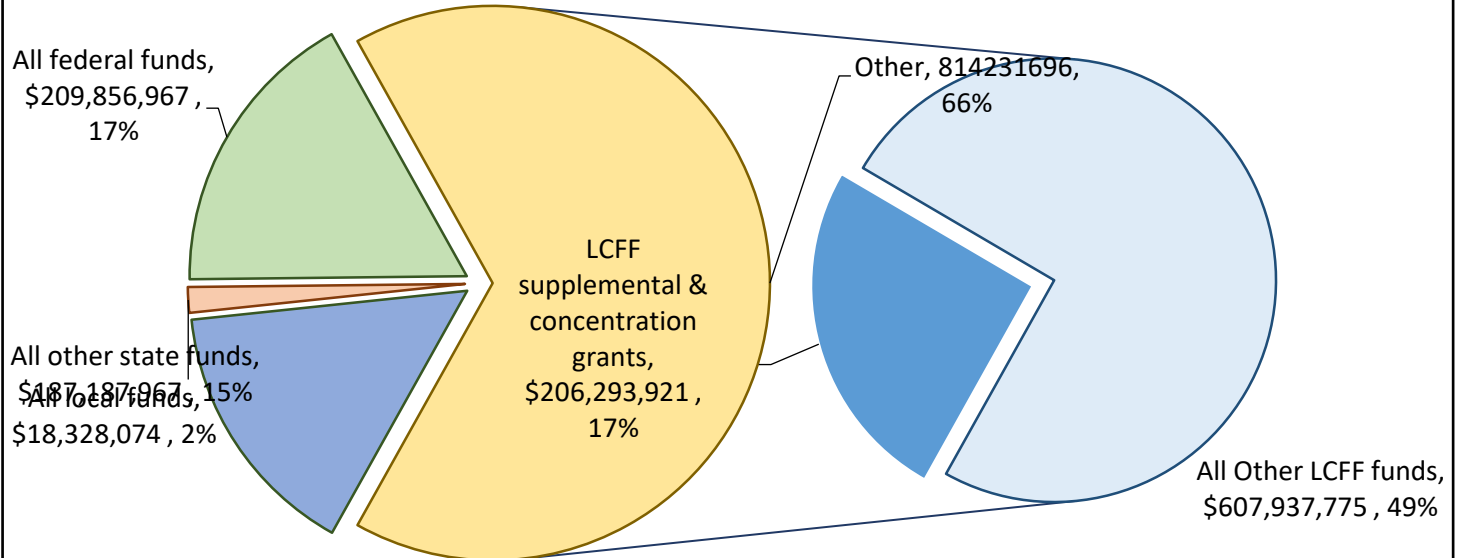
School Year: 2021 – 22

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

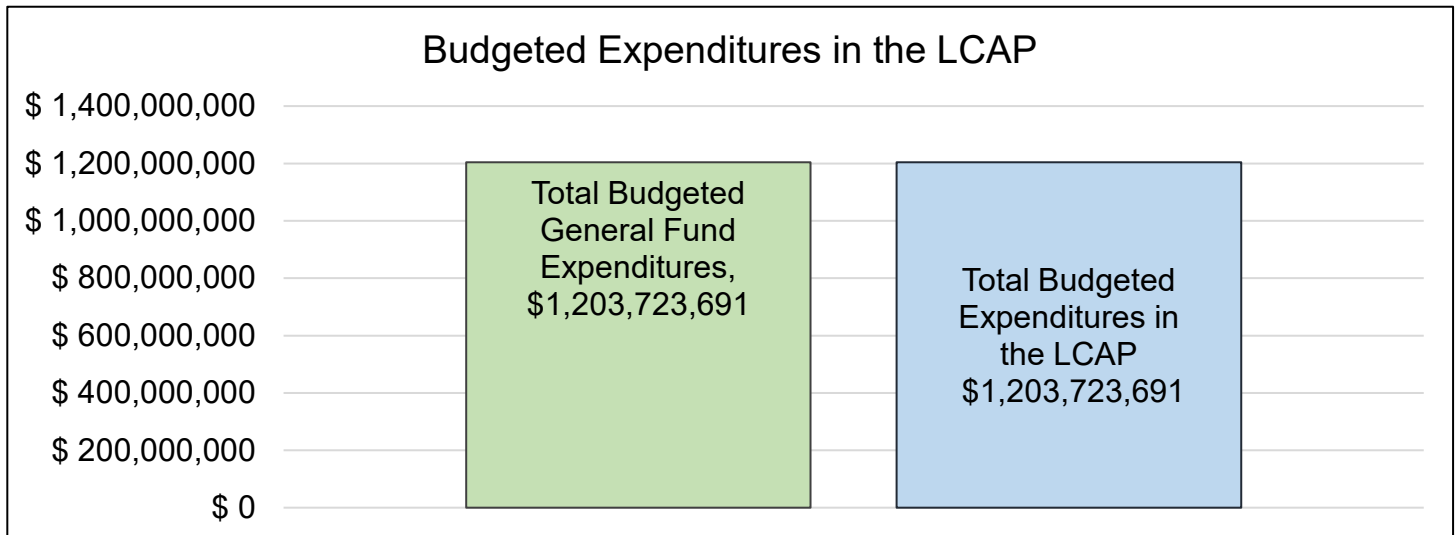


This chart shows the total general purpose revenue Fresno Unified School District expects to receive in the coming year from all sources.

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:

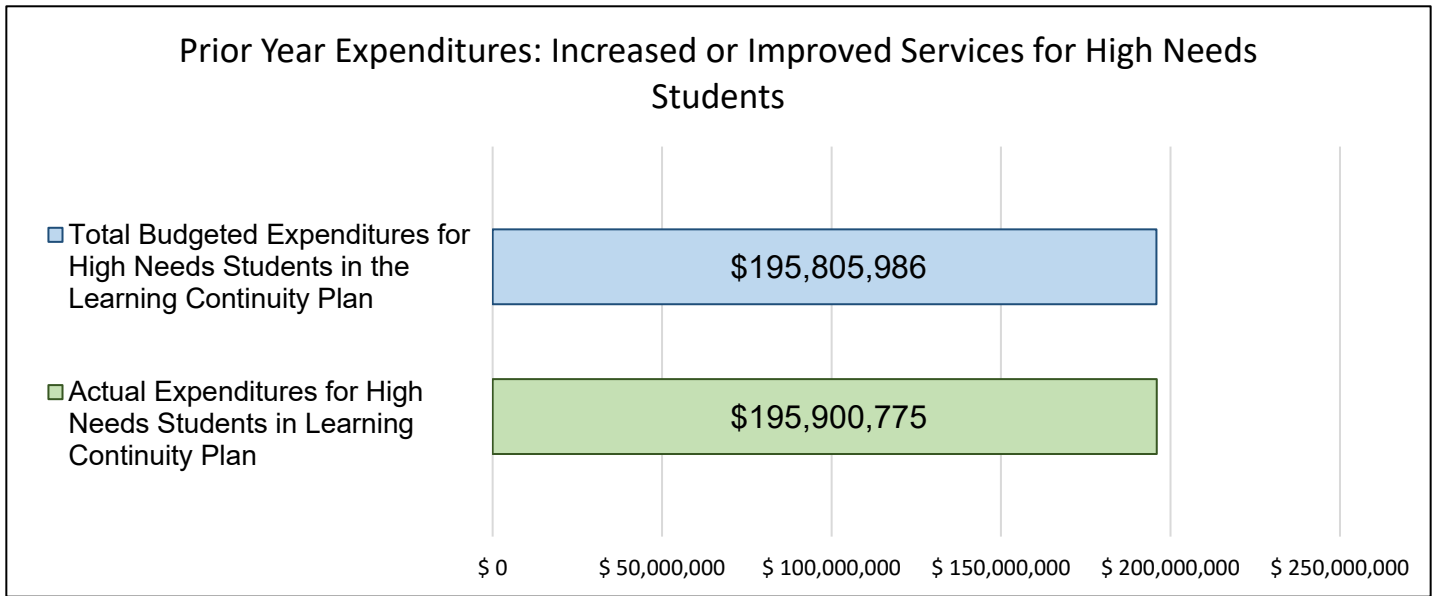
Not applicable because all General Fund expenditures are included in the Fresno Unified School District Local Control and Accountability Plan. All expenditures are included, to ensure transparency and accountability.

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
3rd -8th & 11th grade SBAC Math Points below level 3 proficiency (California School Dashboard) 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 TARGET: 65.6 points below LI: 71.7 points below EL: 73.6 points below	Met 62.1 points below LI: 68.1 points below (Met) EL: 75.0 points below (Not Met) (2018/19)

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
<p>3rd -8th & 11th grade SBAC English Language Arts Points below level 3 proficiency (California School Dashboard)</p> <p>2017/18 Status Status: 38.3 points below level 3 Change: +7.1 points (Increased)</p> <hr/> <p>LI: 45.2 points below EL: 56.0 points below</p> <p>TARGET: 34.8 points below LI: 41.6 points below EL: 51.9 points below</p>	<p>Met 34.1 points below</p> <p>LI: 40.8 points below (Met) EL: 58.4 points below (Not Met) (2018/19)</p>

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) <ul style="list-style-type: none"> • Additional preschool programs added to support low income, foster youth or English learners' students with disabilities have been added to support students as necessary. • 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>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. 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 \$ 0.2 M Classified Salaries \$ 0.7 M Employee Benefits \$ 0.1 M Services and Operating Expenses</p>	<p>\$ 1.4 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 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.		
After School Tutoring 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"> • 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>	Total \$7.1 Million \$1.8 Million (LCFF) \$1.1 Million (21st Century) \$4.2 (ASES) \$ 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	Total \$6.4 Million \$0.9 Million (LCFF) \$1.1 Million (21st Century) \$4.4 (ASES) \$ 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
Extended Summer Learning 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. <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 	Total \$9.3 Million \$ 4.4 Million (LCFF) \$ 4.9 Million (Title I) \$ 6.3 M Certificated Salaries \$ 0.8 M Classified Salaries \$ 1.5 M Employee Benefits	Total \$9.1 Million \$ 4.1 Million (LCFF) \$ 5.0 Million (Title I) \$ 6.4 M Certificated Salaries \$ 0.9 M Classified Salaries \$ 1.5 M Employee Benefits

<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 <ul style="list-style-type: none"> • 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 <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 	Total \$13.2 Million \$ 12.0 Million (LCFF) \$ 1.2 Million (E-Rate)	Total \$13.5 Million \$ 12.3 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	\$ 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 (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. Patiño 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 \$ 0.2 M Classified Salaries \$ 0.1 M Employee Benefits \$ 0.1 M Services and Other Operating Expenses</p>	<p>\$0.4 Million (LCFF)</p> <p>\$ 0.1 M Certificated Salaries \$ 0.2 M Classified Salaries \$ 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 Fresno Unified School District's unduplicated student populations are some of the lowest performing student groups on state and local assessments. <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 	Total \$31.2 Million \$ 11.6 Million (LCFF) \$ 19.6 Million (Title I) \$ 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	Total \$28.3 Million \$ 9.6 Million (LCFF) \$ 18.7 Million (Title I) \$ 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 • 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 • 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, & Garcia 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.



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%

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	OPERATIONAL 	SCHOOL YEAR	DISTRICT
Fully credentialed in area taught	2019/20	92.35%	Access to instructional materials	2018/19	100%
	2018/19	91.31%		2017/18	100%
Teachers misassigned	2019/20	0.19%	Facilities are properly maintained	2018/19	97.64%
	2018/19	0.75%		2017/18	97.20%
Teacher vacancies	2019/20	0.59%			
	2018/19	0.69%			

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

- 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
- NEW/EXPANDED** **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**
- NEW/EXPANDED** **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
- NEW/EXPANDED** **Early Childhood Education Developmental Screening: \$16.7M**
- Summer program for incoming kindergarten
- NEW/EXPANDED** **Additional Supports for Libraries: \$0.5M**
- Provides E-books and E-readers
 - Student backpacks and books K-6
- NEW/EXPANDED** **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
- NEW/EXPANDED** **GATE / Advanced Placement (AP)/International Baccalaureate (IB) / SAT/PSAT Fees: \$2.3M**
- NEW/EXPANDED** **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 counseling program to reduce peer conflict
- NEW/EXPANDED** **After School Tutoring: \$6.1M**
- NEW/EXPANDED** **Extended Summer Learning: \$5.3M**
- Expand winter sessions to all sites
 - Expand summer session to third session
 - Summer Camps
- NEW/EXPANDED** **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
- NEW/EXPANDED** **High Quality School Site Health Services: \$11.1M**
- Nurses
- NEW/EXPANDED** **Mental Health Support: \$1.1M**
- School psychologists
- Expanded Transportation Services: \$2.0M**
- NEW/EXPANDED** **Upgrading Access to Technology: \$1.1M**
- Integration of technology, instruction and learning
- NEW/EXPANDED** **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

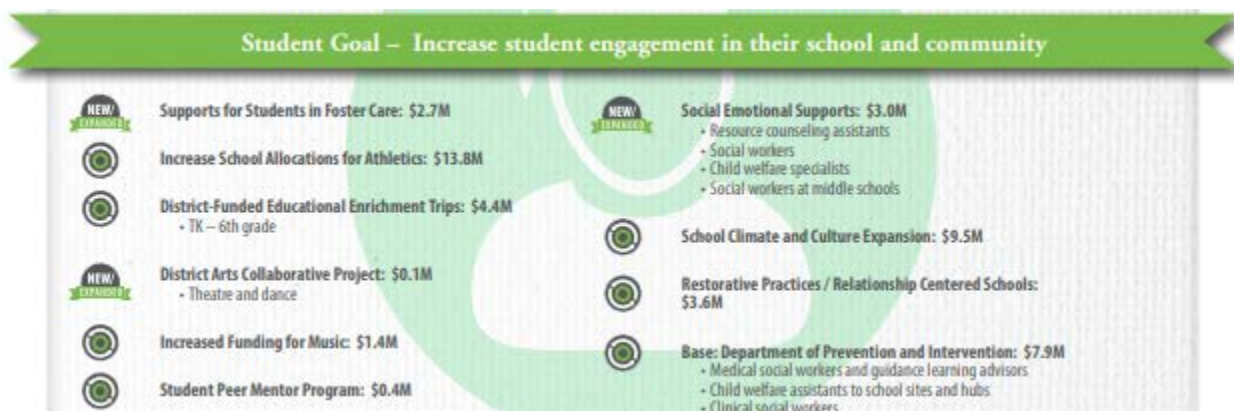


Student Goal – Expand Student-centered and real world learning experiences



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.

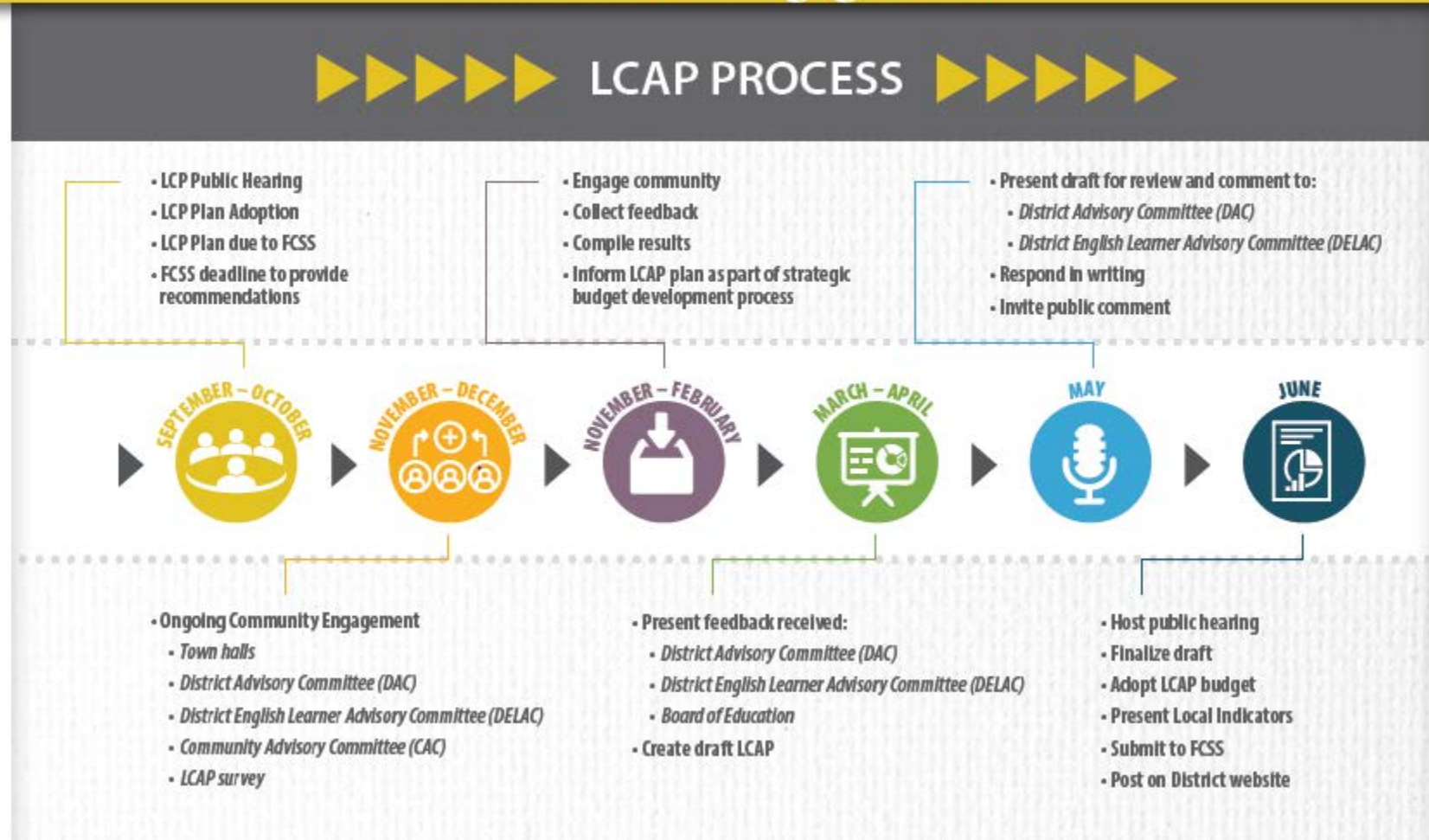
Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will 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



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.

<u>Participating Group</u>	<u>Targeted Audience</u>	<u>Date</u>
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 – English Language Arts (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 35.6% EL: 16.5% FY: 22.2% SED: 31.7% iReady 3: Progress: All: 16.8% EL: 11.0% FY: 17.7% SED: 15.9% DataYear: 2020-21 DataSource: iReady (Local benchmark)				Local benchmarks will be used until CAASPP results become available. iReady 3 - On or above grade level: All: 38.9% EL: 20.6% FY: 25.0% SED: 35.9% iReady D3 – Progress: All: 20.1% EL: 15.1% FY: 21.0% SED: 20.1%

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 3- On or above grade level: All: 28.6% EL: 13.7% FY: 18.0% SED: 24.8% iReady 3- Progress All: 11.7% EL: 8.8% FY: 10.9% SED: 11.0% DataYear: 2020-21 DataSource: iReady (Local benchmark)				Local benchmarks will be used until CAASPP results become available. iReady 3- On or above grade level: All: 31.9% EL: 17.8% FY: 22.1% SED: 28.9% iReady 3- Progress: All: 15.0% EL: 12.9% FY: 15.0% SED: 15.0%
Percent of current English Learner students making progress towards English language proficiency or maintaining the highest level on the ELPAC assessment	All EL: 45.9% Data Year: 2018-19 Data Source: California Dashboard – English Progress Indicator				All EL: 49.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner Redesignation – Percent of students redesignated annually, based on the State of California’s redesignation cycle	<p>All EL: 10.4% State of California: 13.8%</p> <p>Data Year: 2019-20 Data Source: DataQuest – English Learner Annual Reclassification (RFEP) counts and rates</p>				EL: Meet/Exceed State Redesignation rate
Progress implementing state standards	<p>Initial Implementation (Level 3)</p> <p>Data Year: 2019-20</p> <p>Data source: (Local) State Standards Rating System</p>				Outcome: Full Implementation (Level 4)
<p>Rate of juniors scoring ready (score of 4) or conditionally ready (score of 3) on the Early Assessment Program on SBAC – ELA</p> <p>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</p>	<p>All: 44.9% EL: 2.4% FY: N/A SED: 41.9%</p> <p>Data Year: 2018/19 Data Source: CAASPP Test Results</p>				<p>All: 48.2% EL: 6.5% FY: N/A SED: 46.0%</p>

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)		All 15.5% EL 1.5% FY N/A SED 13.1% Data Year: 2018/19 Data Source: CAASPP Test Results				All: 18.8% EL: 5.6% FY: N/A SED: 17.3%	
Percent of students having access to instructional materials		100% Data Year: 2020-21 Data source: Williams Act Data set				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 such as providing increased differentiation, scaffolds and culturally responsive teaching strategies. 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 				\$19,853,885	Y

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.

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)	22.6%	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.

		By continuing to provide an additional instruction, a support teacher at each site, and professional development we expect to continue to see increased access to effective first teaching which has translated to improved scores on state assessments from 2017-2019 for our unduplicated student population.		
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. This action is intended to reduce overidentification of students with disabilities by remediating skill deficits early so that students can be successful in grade level skill mastery and will get the support needed within a multitiered system of support to prevent unneeded identification for Special Education.</p> <ul style="list-style-type: none"> ○ The RSP teacher position has been identified to help provide this early, intensive support in Reading and Math 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 2019 data shows the number of students referred for special education evaluation decreased by 206 students. In addition, the 2019 SBAC data shows a districtwide increase of 4.2 points in ELA and 6.3 points in Math. The 2020 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. The district anticipates that</p>	\$3,061,849	Y

		there will continue to be an increase in state and local ELA and Math achievement and a decrease in the over identification of unduplicated students for Special Education.		
3	<u>Additional Teacher Supply Funds</u>	<p>Experience has shown that most students identified as low income, are not able to provide supplemental instructional supplies to support learning that are needed to be successful in the classroom. The unduplicated students would benefit significantly from using supplemental resources that provide access to grade level materials based on the learning needs of unduplicated students.</p> <ul style="list-style-type: none"> Each teacher-member will be provided an additional \$315 for supplies and materials to be utilized for supplemental instructional supplies to be provided to the students most in need. <p>Feedback from teachers and parents indicates that additional classroom supplies are needed to ensure students living in poverty have access to high quality supplemental instructional materials. Access to supplemental student supplies allows the unduplicated students greater access to the resources needed to access grade level content. This action is to provide instructional supplies to support students with aligned materials in the classroom and at home in order to achieve at high levels. FUSD anticipates an increase in student achievement on local and state assessments.</p>	\$1,310,104	Y
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 – Previous district data showed that disadvantaged students and English learners did not have equitable access to elective courses. FUSD will provide a broad course of study for student by ensuring that disadvantaged students have access to electives as well as academic intervention and ELD classes. The Middle School Redesign, will provide English learner students with access to both electives and academic intervention through increased FTE and scheduling redesign. By providing English learners and disadvantaged students with access to a broad course of study students will have increased opportunities to participate in elective courses that support academic achievement through increased engagement, hands-on learning opportunities, and interest based courses. With the redesign, English learners have access to electives while still receiving needed academic interventions. The middle school redesign will provide equitable access to a broad course of study for all unduplicated students and in turn will continue to increase student engagement and academic performance.</p>	\$12,930,751	Y

Action #2 - In order to close the student achievement gap in ELA and math, teachers need more time to focus on academic instruction with each student individually or in groups during the school day. FUSD will 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:

- 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.

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. The additional teachers helped establish lower class sizes in English Language Arts and math to allow staff to implement high quality Tier 1 and Tier 2 instruction to meet the individualized needs of our low income, English learner and foster students. As a result of the reduction in class size, teachers can spend more time focused on providing increased opportunities for individualized instruction in order to reduce the achievement gap. The middle school redesign will provide greater support for unduplicated students and in turn continue to increase student academic performance.

Action #3 - In addition, 10 out of 12 schools utilize an additional 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 through small group and individualized support. This additional intervention teacher will support the acceleration of learning by providing additional instructional opportunities that will contribute to the reduction of the achievement gap and continue to increase student performance in ELA and Math.

Action #4 - Though increasing the FTE FUSD will 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>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 and determine best teaching strategies and supports to accelerate learning. 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. An increase in collective teacher efficacy and use of data and deliberate instructional strategies will result in continued increased student performance.</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: Provide side by side learning through whisper coaching, co-teaching, and immediate feedback in effective implementation of standards-based curriculum.</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 and will continue to increase student performance in ELA and Math.</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>Allocating an additional counselor helps support English learners, foster students and low-income students by supporting and monitoring students course completion and pathway towards graduation. This provides direct support to students and families to help them navigate the school system and prepare for post-secondary opportunities and will continue to increase student graduation rates.</p> <p>Overall these efforts have led to increased student performance on state and local assessments.</p> <p>Graduation Rate (2017) Increased: All students and all unduplicated youth</p> <p>Graduation Rate (2018) Increased: All students and all unduplicated (maintained for Foster Youth)</p> <p>Graduation Rate (2019) Maintained: All students Increased: Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities Declined: English Learners</p>		
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5	<u>Eliminate Elementary Combination Classes</u>	<p>Combination classes tend to occur more frequently at schools with higher poverty and newer teachers. To rid this trend, 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. 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. Eliminating combination classes in all elementary grades will support student learning by increasing individualized support to unduplicated students and allowing course content to be focused to an individual grade level. 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 standards. The differences in those strands made it very difficult for teachers to teach both 5th and 6th grades.</p> <p>Feedback from 5th and 6th grade teachers indicated that our action from the 2017-2019 LCAP that reduced combination classes from all 5th and 6th grades allowed for increases in student learning and support for California state standards.</p>	\$4,257,209	Y

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> <p>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</p>	\$73,978	Y
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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

		<p>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.</p> <p>National Board Certification Student Assessment Change Summary:</p> <table><tr><th colspan="5">English Language Arts</th></tr><tr><th>SBAC**</th><th>17/18 to 18/19</th><th>18/19 to 20/21</th><th>i-Ready***</th><th>19/20 to 20/21</th></tr><tr><td>Standard Not Met</td><td>5%</td><td rowspan="4">NO SBAC due to pandemic</td><td>2+ Behind</td><td>-7%</td></tr><tr><td>Standard Nearly Met</td><td>1%</td><td>1 Behind</td><td>2%</td></tr><tr><td>Standard Met</td><td>-2%</td><td>On Level</td><td>5%</td></tr><tr><td>Standard Exceed</td><td>-4%</td><td>1+ Above</td><td>1%</td></tr></table> <table><tr><th colspan="5">Math</th></tr><tr><th>SBAC**</th><th>17/18 to 18/19</th><th>18/19 to 20/21</th><th>i-Ready***</th><th>19/20 to 20/21</th></tr><tr><td>Standard Not Met</td><td>0%</td><td rowspan="4">NO SBAC due to pandemic</td><td>2+ Behind</td><td>-15%</td></tr><tr><td>Standard Nearly Met</td><td>3%</td><td>1 Behind</td><td>-3%</td></tr><tr><td>Standard Met</td><td>1%</td><td>On Level</td><td>15%</td></tr><tr><td>Standard Exceed</td><td>-4%</td><td>1+ Above</td><td>2%</td></tr></table>	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%		
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7	<u>Instructional Supports</u>	<p>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.</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• 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 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	<p>\$1,132,223 (Total investment)</p> <p>\$720,053 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$412,170 (Federal funds, Non-Contributing)</p>	Y																																																						

- 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

Resources aligned to this action will contribute to improved student academic outcomes.

Curriculum Supports

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:

- 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:
 - Instructional Practice Walks
 - Regional Lead Teacher Sessions
 - Principal Meetings
 - Co-Administrator Meetings
 - One on one coaching sessions
 - Principal professional learning teams
 - Teacher leaders teaching each other through simultaneous teaching and learning
 - Foundational skills

		<ul style="list-style-type: none"> ○ 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 <p>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.</p>		
8	<u>Additional Teachers</u>	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	\$14,856,472	Y

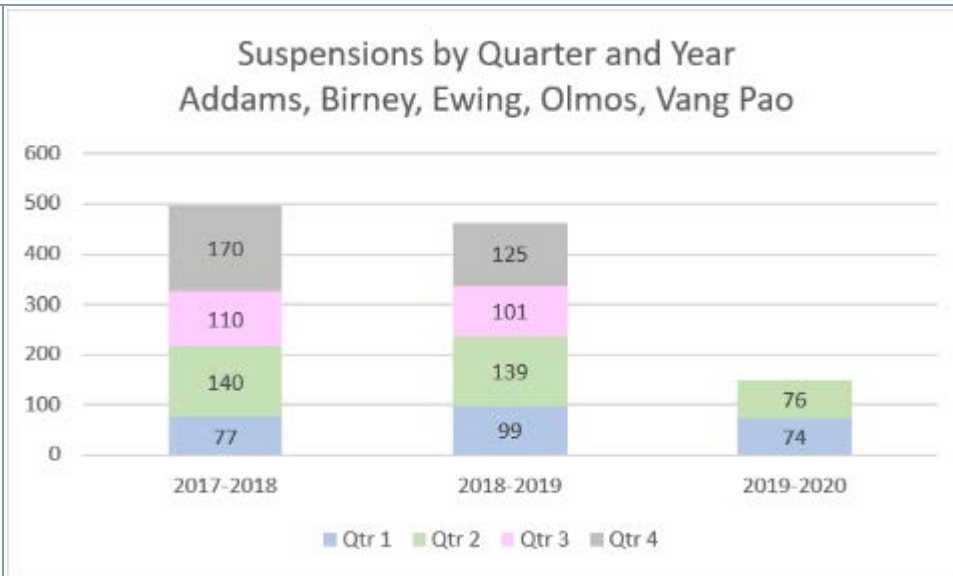
	<p><u>Above Base Staffing</u></p>	<p>support staff. To support individualized instruction for disadvantaged students, Fresno Unified will add additional credentialed teachers. These additional positions will be used to:</p> <ul style="list-style-type: none"> • Reduce large core classes in high schools (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>		
9	<p><u>Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts</u></p>	<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. • 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.) 	\$2,238,699	Y

- 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

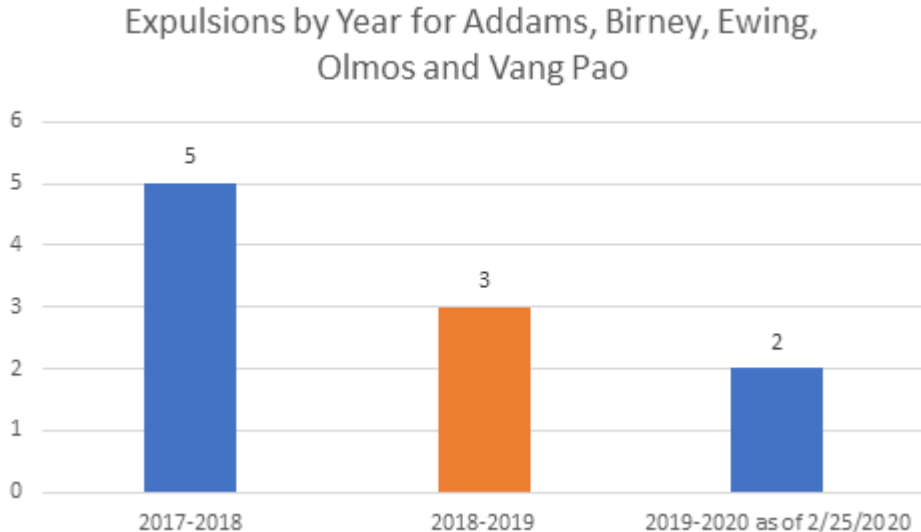
Since introducing additional vice principals, school sites connected to this action continue to see improvement in academic achievement, and reductions of suspensions and expulsions. The additional vice principals are principally directed toward the support of unduplicated students. The recognized improvements at the middle schools (implemented first) justify expansion to selected elementary schools with high unduplicated counts.

	<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 <p>Olmos:</p> <ul style="list-style-type: none"> • ELA:21-28 a 7% increase 		
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		<ul style="list-style-type: none"> • 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><tr><th>Year</th><th>Expulsions</th></tr><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></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 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>		
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		<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	<u>GATE (Gifted and Talented Education)/Advanced Placement (AP)/International Baccalaureate (IB)/SAT/PSAT Fees</u>	<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>1. Service/Design- 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/ Action</p> <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. Action</p>	\$2,254,364	Y

		<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> <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>		
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		<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> <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><u>High School</u></p>		
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I. 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

Action

- Provide teachers with a variety of professional learning opportunities
 - 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 & Description, Unit Guides, AP Daily Video, Topic Question, and Checking for Understanding
 - 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

Measure

- Increased participation in professional learning as measured by registration data.

Outcome- Increase application of new learning to bolster the capacity of teachers successfully meeting the needs of AP students in underrepresented groups

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.

Action

- 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
 - 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

Measure

- 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

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.

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

Action

- 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

		<ul style="list-style-type: none"> • 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> <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>		
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		<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 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>	\$2,132,190	Y

- 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

Need #2: Improve attendance support for both parents and students

Need #3 Continue to provide Professional Learning for teachers and staff, including instructional strategies for at risk students

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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.

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

	<p>Courses, and Dual Enrollment courses with our community college partner, Fresno City College (FCC).</p> <p>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:</p> <p>Action #1: Data Set</p> <p>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.</p>		
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	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
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%

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

		<p>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 contact. These services are inclusive of homeless and foster students as well as English learning students.</p>		
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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-risk 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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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 Orientation meetings with students and parents 	\$4,733,527	Y																									

		<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 <p>Professional Learning Communities</p>		
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- 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.

Suicide Risk Assessments- 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><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> <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>		
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		<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 • 12th grade conference/presentation • 11th grade presentation (ACT/graduation/FAFSA/SAT) • Senior letters to parents 		
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- 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

		<p>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.</p> <p>Educational Experiences and Career readiness</p> <p>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</p> <ul style="list-style-type: none"> • Meaningful work • Career Day • Stem 5 • Kids Invent • Fossil Discovery Center • Chaffee Zoo • Peach Blossom • 3rd grade-ukuleles • 4th grade-recorders <p>Social Emotional Learning (SEL)</p> <p>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.</p> <p>Multi-Tiered Systems of Support supports include:</p> <ul style="list-style-type: none"> • School wide positive behavior level system • Meaningful work • Second Step Curriculum • Morning Meaning 		
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- 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	<u>All teachers are teachers of English learner (EL) students</u>	<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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		<p>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.</p> <p>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.</p> <p><u>SPANISH DUAL LANGUAGE IMMERSION PROGRAM:</u></p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 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 <ul style="list-style-type: none"> 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. 		
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		<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)	
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>	\$1,750,000 (Federal funds, Non-Contributing)	
			\$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 graduates who completed a CTE capstone sequence <small>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</small>	All: 32.0% EL: 23.2% FY: 12.3% SED: 31.5% Data Year: 2019-20 Data Source: California School Dashboard > College & Career Measures report				All: 35.0% EL: 33.1% FY: 22.2% SED: 35.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Seniors who are "Prepared" on the College & Career Indicator (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 49.6% EL: 25.7% FY: 18.6% SED: 48.5% Data Year: 2019-20 Data Source: CA Dashboard > College Career Indicator				All: 55.0% EL: 32.5% FY: 25.4% SED: 55.0%
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: CALPADS, Fall 1, Report 8.1C				All: 0.49% EL: 0.49% FY: 0.49% SED: 0.49%
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 Four -Year adjusted Cohort Outcome				All: 8.0% EL: 11.1% FY: 25.2% SED: 5.0%

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: 22.7% EL: 12.2% FY: 7.0% SED: 22.2% Data Year: 2019-20 Data Source: (Local) CALPADS				All: 25.0% EL: 16.7% FY: 11.5% SED: 25.0%
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 Four-Year Adjusted Graduation Rate				All: 56.4% EL: 30.9% FY: 30.6% SED: 55.4%
Rate of students who passed Advanced Placement exams with a score of 3 or higher (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 27.4% EL: 33.9% FY: 20.0% SED: 25.3% Data Year: 2019-20 Data Source: College Board				All: 30.7% EL: 35.0% FY: 24.1% SED: 29.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student graduation rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 88.2% EL: 75.8% FY: 65.5% SED: 87.9% Data Year: 2019-20 Data Source: California Dashboard – Graduation Rate Indicator				All: 90.5% EL: 79.9% FY: 69.8% SED: 90.5%
Broad Course of Study	All: 100% Data Year: 2020-21 Data source: ATLAS Student Information System				All: 100%

Action #	Title	Description	Total Funds	Contributing
32	<u>Linked Learning, ROP, and CTE Pathway Development</u>	<p>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.</p> <p>These investments have been made in alignment with board policy 6178 that outlines the district’s commitment towards providing a “comprehensive Career</p>	<p>\$20,481,748 (Total investment)</p> <p>\$13,029,752 (Supplemental and Concentration, Contributing to the increased or</p>	Y

		<p>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>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
Suspension Rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)	All: 7.0% EL: 4.4% FY: 19.0% SED: 7.4% Data Year: 2018-19 Data Source: CA Dashboard -Suspension Rate indicator				All: 6.0% EL: 3.4% FY: 17.8% SED: 6.2%

<p>Rate of parents, students and staff report of positive sense of safety and connectedness</p> <p>Note: There are planned survey updates in development for the 21-22 school year</p> <p>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</p>	<p>Safety:</p> <p>Students-66.1%</p> <p>Parents- 92.9%</p> <p>Staff 87.0%</p> <p>Connection:</p> <p>Students 64.8%</p> <p>Parents 93.6%</p> <p>Teachers- 87.0%</p> <p>DataYear: 2020-21</p> <p>DataSource: Climate & Culture Survey</p>				<p>Safety:</p> <p>Increase student positive sense of connectedness and safety to 70% or higher</p> <p>Maintain parent positive sense of connectedness and safety at 90% or higher</p> <p>Increase staff positive sense of connectedness and safety to 90% or higher</p>
<p>Student expulsion rates</p> <p>(All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)</p>	<p>All: 0.21%</p> <p>EL: 0.13%</p> <p>FY: 0.78%</p> <p>SED: 0.24%</p> <p>Data Year: 2018-19</p> <p>Data Source: DataQuest</p> <p>Expulsion and Suspension – Expulsion Rates</p>				<p>All: 0.18%</p> <p>EL: 0.13%</p> <p>FY: 0.74%</p> <p>SED: 0.20%</p>
<p>Facilities are properly maintained</p>	<p>100% of schools with a rating of good or exemplary</p> <p>Data Year: 2019-20</p> <p>Data Source:</p> <p>FIT Report (Facilities Inspection Tool)</p>				<p>100% of schools with a rating of good or exemplary</p>

Student chronic absenteeism rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)		All: 15.8% EL: 9.3% FY: 23.7% SED: 16.7% Data Year: 2018-19 Data Source: California School Dashboard> Chronic Absenteeism				All: 14.2% EL: 7.7% FY: 21.6% SED: 14.6%	
Percent of students who have participated in at least one arts, activities or athletics event (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)		All: 59.7% EL: 50.7% FY: 56.5% SED: 58.8% Data Year: 2019-20 Data Source: (Local) ATLAS Student Information System				All: 71.5% EL: 65.5% FY: 71.2% SED: 71.5%	
Student attendance rate (All = District, EL = English Learners, FY = Foster Youth, SED= Socioeconomically Disadvantaged)		All: 91.9% EL: 93.2% FY: 87.8% SED: 91.8% Data Year: 2019-20 Data Source: ATLAS (Average Daily Attendance)				All: 93.6% EL: 93.2% FY: 89.9% SED: 93.6%	
Action #	Title	Description				Total Funds	Contributing
35	<u>Supports for</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				\$2,655,158 (Total investment)	Y

	<p><u>Students in Foster Care</u></p>	<p>graduation rates. For Fresno Unified, these student groups are disproportionately 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></p> <p>Homeless advocates suspect thousands of homeless students may have been uncouned 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>\$1,960,594</p> <p>(Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$694,564</p> <p>(Federal funds, Non-Contributing)</p>	
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		<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 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</p>		
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		<p>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> <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>		
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		<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 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>		
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		<p>Attendance Improvement:</p> <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-promise 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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		<p>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.</p> <p>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.</p> <p>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>		
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		<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 verses 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>Oversite 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	Fully credentialed: 95.1% Appropriately Assigned: 99.9% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				Fully credentialed: Maintain 95.0% and above annually Appropriately Assigned: Maintain 99.5% and above annually
Rate of teachers misassigned	0.063% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				.033%
Rate of teacher vacancies	0.28% Data Year: 2020-21 Data Source: SARC Report on Teacher Credentialing				0.19%

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 safety and connectedness	<p>Full Implementation (Level 4)</p> <p>Data Year: 2020-21 Data Source: (Local) Parent & Family Engagement Rating</p>				Full Implementation and Sustainability (Level 5)

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 	<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"> • 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 • 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 		
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		<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 <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) 		
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		<ul style="list-style-type: none"> • 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) 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). 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>	\$215,831	Y

		<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 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. • 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). 		
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		<ul style="list-style-type: none"> • 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. <p>On the most recent parent survey, 93.6% of parents report a positive sense of connectedness which is an increase from previous years.</p>		
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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.

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 #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>	<div>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.<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 youthEach school is required to evaluate LCAP data points as related to low income, English learner and foster youth student populations,</div>	<div>\$29,100,049 (Total investment)</div> <div>\$19,052,045 (Supplemental and Concentration, Contributing to the</div>	Y

		<p>to assure plans focus on addressing the needs of unduplicated students</p> <ul style="list-style-type: none"> • 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"> o Supplemental materials and technology o Academic interventions and supports o Supplemental counseling and psychological services o Staff for attendance support o Parent involvement support o 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</p>	<p>increased or improved services requirement for unduplicated students)</p> <p>\$10,048,004</p> <p>(Federal funds, Non-Contributing)</p>	
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		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. School Plans for Student Achievement (SPSA) are posted on Fresno Unified's State and Federal public website at https://stafed.fresnounified.org/documents-2021-2022-spsa/ . Each school develops a site action plan aligned to the District goals. Site plans describe the allocation of resources, promoting student growth and positive outcomes. Site principals, staff, and families are actively involved in the on-going process of analysis and reflection in the support of student learning.		
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-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</p>	<p>\$29,339,500 (Total investment)</p> <p>\$10,988,718 (Supplemental and Concentration, Contributing to the increased or improved services requirement for unduplicated students)</p> <p>\$18,350,782 (Federal funds, Non-Contributing)</p>	Y

		<p>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>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</p>		
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		<p>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 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</p>		
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		<p>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. 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.</p> <p>Participation in professional learning opportunities will be tracked using the existing District professional growth system, iAchieve.</p> <p><u>Instructional Coaches</u></p> <p>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.</p>		
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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 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.

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.

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>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> <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>		
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		<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://www2.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 represented groups, and the number and percentage of students earning credit recovery with intentional expansion efforts.</p>		
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 	\$12,474,785	N

		<ul style="list-style-type: none"> • 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 		
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 Program, plus special programs such as the Fresh Fruit and Vegetable Program • 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 	\$155,933,481	N
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
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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.

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 disproportionally 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 gaggie 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

Instructions

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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 16, 2021

AGENDA ITEM B-43

AGENDA SECTION: B

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

ACTION REQUESTED: Discuss

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

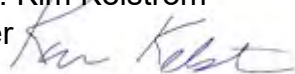
TITLE AND SUBJECT: Discuss and Adopt Fresno Unified School District's 2021/22 Proposed Budget and Education Protection Account

ITEM DESCRIPTION: The 2021/22 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.

Detailed information for the 2021/22 Proposed Budget and the multi-year projections were presented and discussed at the June 02, 2021 Board of Education meeting, and a Public Hearing was held at that time. All information is available in the Board office for review as well as posted on the district's website.

FINANCIAL SUMMARY: Noted in support material.

PREPARED BY: Kim Kelstrom
Executive Officer

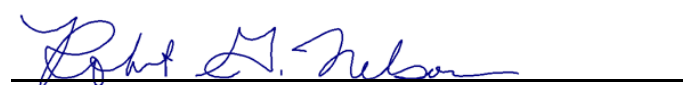


DIVISION: Administrative Services
PHONE NUMBER: (559) 457-6226

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:





Agenda Item B-43

2021/22 Proposed Adopted Budget Education Protection Account

Board of Education
June 16, 2021



Overview

- 2021/22 Governor's Proposed Budget
- Budget Summary and Highlights
- Education Protection Act
- Multi-year Summary
- Recommend Adoption

3 2021/22 Governor's Proposed Budget

State – Governor's May Revise

▣ COLA

- 2021/22 – 5.07%
- 2022/23 – 2.48%
- 2023/24 – 3.11%

▣ STRS rates

- 2021/22 – 16.92%
- 2022/23 – 19.10%
- 2023/24 – 19.10%

▣ PERS rates

- 2021/22 – 22.91%
- 2022/23 – 26.10%
- 2023/24 – 27.10%

▣ Unemployment Rate

- 2021/22 – 1.23%
- 2022/23 – 0.20%
- 2023/24 – 0.20%

4 2021/22 Proposed Budget Highlights

Ongoing

- **School Site Allocations** – Increase for enrollment and COLA
- **African American Academic Acceleration** – TSA to support Springboard Literacy Program
- **Health Services** – Nurses and technology refresh
- **Department of Prevention and Intervention** – Manager and GLA
- **Career Technical Education/College and Career Readiness** Executive Director and Counselors for middle schools and Alternative schools
- **Equity & Access** – Increase for assessments and cultural proficiency
- **Special Education** – Final phase of grade span adjustments, orthopedic impairment spec., SLPs, digital assessments, technology refresh and support
- **Psychological & Guidance** – Psychologists
- **English Learner Services** – Convert Community Liaison to full-time
- **Alternative Education** – Expansion of eLearn Academy and support for Farber Educational Campus
- **Advanced Coursework** – Vice Principal on Special Assignment
- **Visual and Performing Arts** – Support high school theatre and dance
- **Information Technology** – Student support contracts and computer market increases
- **Plant Operations** – Grounds Maintenance workers to support tree maintenance
- **Safety** – Raptor School Visitor Management System and Safe-to-School Contract; Convert SNRO contract to Campus Safety Assistants
- **Nutrition Services** – Wellness Coordinator, support for fresh fruits and vegetables and milk for all students

One-Time

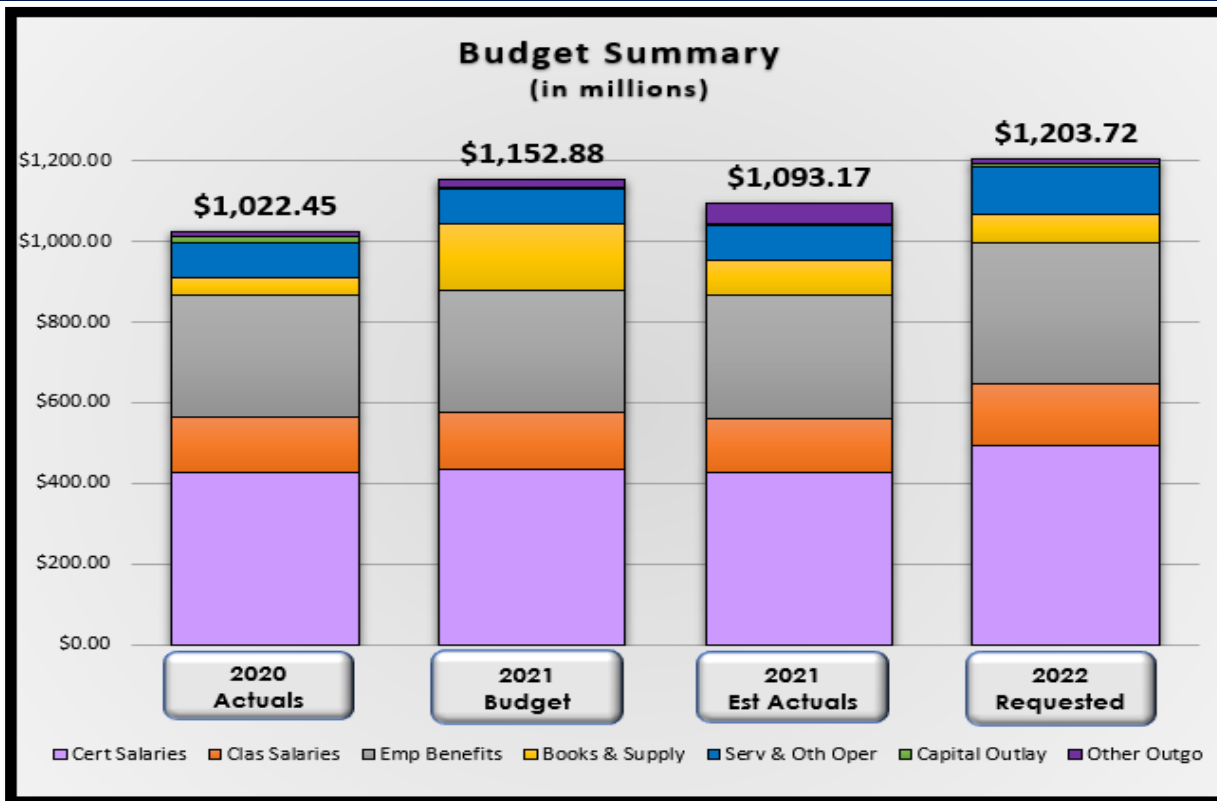
- Gate Assessments
- Human Capital Management System
- Tree maintenance equipment

Augmentation 66.70 FTE \$8,959,000 (ongoing)
\$445,000 (one-time)

5 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

6 2021/22 Proposed Budget – General Fund



FTE SUMMARY			
Job Class	2021 Budgeted	2022 Requested	2022 Change
Certificated	4021.68	4160.04	138.36
Classified	2812.07	2940.59	128.52
Management	794.97	812.57	17.60
Total FTE	7628.72	7913.20	284.48



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

8 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



Recommended Action

Recommended Action:

**Adopt
2021/22 Proposed Budget
and Education Protection Act**

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)	% Diff Column C & F
Description	Resource Codes	Object Codes							
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)	% Diff Column C & F
Description	Resource Codes	Object Codes							
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		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%
a) Transfers In									
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent 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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent 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	0.00	0.0%
Other Authorized Interfund Transfers In		8919	36,261,998.00	116,537,559.00	221.4%
(a) TOTAL, INTERFUND TRANSFERS IN			36,261,998.00	116,537,559.00	221.4%
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%

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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent 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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent 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	393
10. Other Benefits (EC 22310).		3901 & 3902	396
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.			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	0.00
10. Other Benefits (EC 22310).		3901 & 3902	193,543.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			612,380,442.00
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			3,754,856.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			994,905.00
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			
14. TOTAL SALARIES AND BENEFITS.			607,630,681.00
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.			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%

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	0.00	0.00
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							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 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								
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 Charter School	66,505	67,045		
Total ADA	66,505	67,045	N/A	Met
Second Prior Year (2019-20) District Regular Charter School	66,900	66,904		
Total ADA	66,900	66,904	N/A	Met
First Prior Year (2020-21) District Regular Charter School	66,904	66,904		
Total ADA	66,904	66,904	0.0%	Met
Budget Year (2021-22) District Regular Charter School	66,675			
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 panemic 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 planing 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 panemic 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

- c. Net Budgeted Expenditures and Other Financing Uses

1,120,777,891.00

3% Required
Minimum Contribution
(Line 2c times 3%)

33,623,336.73

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

36,671,283.00

Status

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:

- ☐ 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?

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)

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 16, 2021

AGENDA ITEM B-44

AGENDA SECTION: B

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Annual Agreements for the 2021/22 School Year – Primary Report

ITEM DESCRIPTION: Included in the Board binders is a matrix detailing agreements to provide services to Fresno Unified School District. These agreements include the following categories:

- Leadership Development
- Opportunities to promote arts, activities, and athletics
- Targeted Assistance:
 - Student Achievement Outcomes
 - Social Emotional Supports
- Teacher Development
- Technology

Two agenda items are presented to ratify the agreements. The first item includes the Primary Report with all agreements with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining agreements are in the Supplemental Report and presented as a second agenda item.

By separating the agreements in this manner, Board members with potential conflicts of interest can abstain from taking action on the Supplemental Report while still voting along with the rest of the Board on the Primary Report.

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.

Copies of the individual contracts are available upon request. Contracts will commence after Board approval and will end no later than June 30, 2022.

FINANCIAL SUMMARY: Sufficient funds have been budgeted in the 2021/22 budget. These investments will be funded through the appropriate budgets, as detailed in the matrix.

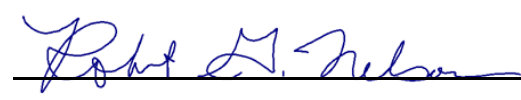
PREPARED BY: Tammy Townsend
Executive Officer

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

CABINET APPROVAL: Santino Danisi
Chief Financial Officer

SUPERINTENDENT APPROVAL:







Agenda Item B-44

Agenda Item B-45

Bundled Contracts

2021/22 School Year

Primary & Supplemental Report

Board of Education
June 16, 2021



Bundled Contracts

- The Board receives two contract bundles annually:
 - In June – contracts with summer start dates
 - In August – contracts that begin with the start of school
- Bundling contracts allows for a wider scope of vendor utilization
- Streamlines Board agendas



Summary

- Staff recommends Board approval of the 2021/22 summer start contracts
 - Separate action required
 - Primary Report
 - Supplemental Report

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
1	(DBN) Dude, Be Nice LLC	Limited Liability Company filing as a Partner	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	7/1/2021 - 6/30/2022	Professional learning and materials/supplies for student leadership and adult leaders (CCD's, admin, etc.) to support, communicate, build relationships, and create meaningful events across K-12 schools.	Student Voice	\$ 35,000
2	ABM Parking Services	Limited Liability Company	Kim Kelstrom	Kim Kelstrom	Santino Danisi	N	Fiscal Services	7/1/2021 - 6/30/2022	ABM Parking Services to provide parking to Fresno Unified School District Education Center/Annex employees at the N Street Parking Pavilion, located at 906 N Street.	Fiscal Services	\$ 283,500
3	Addiction Treatment Technologies LLC DBA Care Solace	Limited Liability Company filing as a Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Linkages to mental healthcare treatment for FUSD students/families, navigate insurance, follow up with families to alleviate barriers in accessing services, and provide utilization data.	Prevention & Intervention	\$ 163,658
4	Adjua Ngeena Kembah McNeil	Individual	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Adjua McNeil will provide comprehensive, culturally competent curriculum development and program evaluation support to the Office of African American Academic Acceleration.	General Fund	\$ 50,000
5	AIMS Center for Education	Corporation	Stanley Munro	Misty Her	Kim Mecum	N	Ayer Elementary	7/1/2021 - 6/10/2022	Proposal of Services Option #1: 3 professional learning sessions for 4 teachers. Classroom coaching visits: 7 teachers 9 days each, 4 teachers 18 days each. 9 total AC/PLC visits for Grade 2 teachers.	Title I	\$ 27,000
6	ALTA Language Services Inc.	Corporation	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 6/30/2022	Contractor agrees to assess student proficiency in various languages which are not taught and/or tested by traditional means in the FUSD system.	English Learner Services	\$ 19,000
7	Amanda Nicolson, LLC	Individual	Tess Reid	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	RBT or other Behavioral Support Program to support Social Emotional Learning of students with Autism and other behavioral needs/disorders. Up to ten Registered Behavior Technicians to provide direct student and parent support and data collection. Focus will be to support site staff in the Intense Behavior programs in the implementation of evidence-based practices to ensure positive student academic and social emotional outcomes. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/student/program/teacher/staff to vendor.	Special Education	\$ 95,000
8	Amanda Nicolson, LLC	Individual	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Contractor agrees to provide Registered Behavioral Technicians to provide behavioral and coaching support to students. Services also include Functional Behavior Assessments (FBA) including testing, evaluation, observation, reports, feedback and attendance of IEP meetings for Independent Educational Evaluations (IEE) for special education students. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to vendor. The parties anticipate that the contractor will provide these services during the 2021-2022 school year.	Special Education	\$ 60,000
9	Amanda Nicolson, LLC	Individual	Tess Reid	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	ESY, Winter and Spring Sessions: RBT or other Behavioral Support Program to support Social Emotional Learning of students with Autism and other behavioral needs/disorders. Up to ten Registered Behavior Technicians to provide direct student and parent support and data collection. Focus will be to support site staff in the Intensive Behavior programs in the implementation of evidence-based practices to ensure positive student academic and social emotional outcomes. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/students to vendor.	Special Education Intersession	\$ 25,000
10	AMN Allied Services, LLC	Sole Proprietor	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Speech and Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system supervision of SLPA (if licensed) and attendance at IEP team meetings.	Special Education	\$ 4,008,960
11	Appleby Imaging Inc.	Corporation	Randy Powell	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Scanning services, Scanner Support, Ancora Support and Laserfiche Support.	Technology School Support	\$ 53,173

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
12	Aspire Speech and Learning Center	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Independent Educational Evaluations (IEEs) full team assessments when needed for FUSD students, including attendance of IEP meetings. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parent/student/program/teacher/staff to vendor.	Special Education	\$ 30,000
13	AVID Center	Other	Edith Navarro	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	FUSD will offer the AVID program in 5 schools (Kings Canyon, Terronez, Heaton, Fort Miller, and Sunnyside) during the 2021-2022 school year. AVID will provide products and services pursuant to the AVID Center Products and Services Quote/Order # Q-81326.	Various Site Budgets	\$ 21,261
14	Beach Cities Learning Center/Learning Academy	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Non-Public Educational services as identified per Individualized Service Plans. Basic Education, Residential and Transportation.	Special Education and Transportation-Special Education	\$ 844,272
15	Behavioral Intervention Association (BIA)	Non-Profit 501(c)3	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Behavior Technician support, mid-level supervisor support and BCBA supervision support.	Special Education	\$ 65,000
16	Bethesda Apostolic Church	Church/Religious Organization	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	8/16/2021 - 6/9/2022	Lease Agreement for A4 Tutoring Center.	General Funds	\$ 15,450
17	Binational Center for the Development of Oaxacan Indigenous	Corporation	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	Provide ten parent learning workshops translation and culturally appropriate out reach to the Oaxacan indigenous community.	Title I	\$ 20,029
18	Bitwise Industries	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Providing multiple services, including development, facility, and resource services.	Technology School Support	\$ 200,000
19	Blattner & Associates	Sole Proprietor	Santino Danisi	Santino Danisi	Santino Danisi	N	Administrative Services	7/1/2021 - 6/30/2022	Blattner & Associates to provide Budgetary, Programmatic and Legislative Services to Fresno Unified School District.	General Fund	\$ 35,197
20	Briton Education LLC, dba Insights to Behavior	Limited Liability Company filing as a Corporation	Tess Reid	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Insights to Behavior platform will provide unlimited usage of Behavior Management, eLearning workshops and resources for 1 year pilot. Also included is 6 days of Professional Learning.	Special Education	\$ 60,000
21	CA Department of Education - Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	7/1/2021 - 6/30/2022	Contract for General Child Care and Development Programs 2021/22.	CSPP-9075	\$ 15,126,733
22	CA Department of Education- Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	7/1/2021 - 6/30/2022	Contract for Prekindergarten Family Literacy Program 2021/22.	CPKS-9011	\$ 40,000
23	CA Department of Social Services - Child Development	State Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	7/1/2021 - 6/30/2022	Contract for General Child Care and Development Programs 2021/22.	CCTR-9035	\$ 1,989,811
24	CADA Central	Non-Profit 501(c)3	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	8/11/2021 - 6/30/2022	Services agreement to facilitate payment of California Association of Directors of Activities (CADA) and California Association of Student Leaders (CASL) membership fees, and registration fees for conferences.	Innovative Clubs	\$ 25,000
25	California Foundation for Agriculture in the Classroom	Non-Profit 501(c)3	Amanda Harvey	Amanda Harvey	Karin Temple	Y	Food Services	7/1/2021 - 6/30/2022	California Foundation for Agriculture in the Classroom will provide Nutrition Education resources such as monthly nutrition newsletters, nutrition newspapers, Taste and Teach program material, and an annual workshop to participating educators.	Child Nutrition: School Program	\$ 60,000
26	California School Boards Association (CSBA)	Corporation	David Chavez	David Chavez	David Chavez	N	Board of Education	7/1/2021 - 6/30/2022	FY 2021-2022 Membership Dues	General Fund	\$ 41,256
27	California State University, Fresno	State	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	CSU Fresno - CSUF Liaison - Active participant in planning, implementation, program and operational meeting beyond the Leadership Committee. Ensures timely communication to all parties of the project.	Transition to Teaching	\$ 25,000

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
28	California State University, Fresno - Psychologist Intern	State	Sean Virnig	Brian Beck	Kim Mecum	N	Special Education	8/1/2021 - 6/30/2022	California State University, Fresno will provide one (1) Psychologist Intern with required training under supervision of District School Psychologists. \$23,000 per Intern.	Special Education	\$ 23,000
29	California State University, Fresno Foundation	State	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	STEM 5 program offered to all 5th grade students in the district through a partnership with California State University, Fresno Foundation and the Lyles Center for Innovation and Entrepreneurship.	Kids Invent	\$ 385,000
30	California State University, Fresno Foundation	State	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	STEAM Tunnels program offered to all 4th and 5th grade students enrolled in CTE summer enrichment through a partnership with California State University, Fresno Foundation and the Lyles Center.	Kids Invent	\$ 48,000
31	California State University, Fresno Foundation	State	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Kids Invent program is offered to all 6th grade students through a partnership with California State University, Fresno Foundation and the Lyles Center for Innovation and Entrepreneurship.	Kids Invent	\$ 522,000
32	California State University, Fresno Foundation	State	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	High school entrepreneurship program through a partnership with California State University, Fresno Foundation and the Lyles Center for Innovation and Entrepreneurship.	Vocational Programs: Voc & App	\$ 30,000
33	California State University, Fresno Foundation	State	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2012 - 6/30/2022	Sports Science Institute (SSI) for high school health pathway students; SSI is a week-long camp hosted at Fresno State.	Strong Workforce Program	\$ 20,500
34	California Teaching Fellows Foundation	Non-Profit 501(c)3	Tammy Townsend Raine Bumatay	Tammy Townsend Misty Her	Santino Danisi Kim Mecum	N	State and Federal and Fresno Adult School	7/1/2021 - 6/16/2022	California Teaching Fellows Foundation provides supervised pre-service teaching experiences for approximately 2,000 Teaching Fellows (TFs) spread across 236 schools in over 50 districts. TFs are trained as instructors in afterschool and summer programs, providing homework help and learning enrichment activities for more than 40,000 K-12 students every day. This is a district-wide master agreement. Additional school sites may be interested in adding these services if funding becomes available.	Various Site Budgets	\$ 2,411,774
35	California Teaching Fellows Foundation	Non-Profit 501(c)3	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	8/16/2021 - 6/9/2022	California Teaching Fellows Foundation will provide up to 124 staff to work with FUSD afterschool programs for a max of 4 hours/day to support academic and enrichment activities.	Extended Day Program, 21st Century Comm Learn Ctr, After School Education & Safety Program (ASES)	\$ 1,672,000
36	Californians for Justice	Non-Profit 501(c)3	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	7/1/2021 - 6/30/2022	Focus on Capacity-Building Work: supporting students, educators, and administrators to foster relationship-centered schools, and develop peer-to-peer mentorship skills and opportunities.	Student Voice	\$ 50,000
37	Calvin Crest Conferences	Corporation	Joe Di Filippo	Bryan Wells	Kim Mecum	N	Goal 2	8/16/2021 - 6/9/2022	As part of the District's commitment to engaging all students in Arts, Activities and Athletics, Camp Calvin Crest will provide sixth grade camp facilities, outdoor classroom experiences, room and board for Fresno Unified sixth grade students and staff. Students will participate in educational and leadership activities that will reinforce sixth grade content standards in science, language arts, social sciences, conservation, animal habitats and team building. This is an overnight camp experience with transportation provided to and from camp.	Trips and Transitions	\$ 375,000
38	CDW Government, LLC	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	CDW-G to provide Microsoft Service Licenses to be used on district-wide technology.	Technology School Support	\$ 952,708
39	CDW Government, LLC	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual license and maintenance agreement for SolarWinds.	Technology School Support	\$ 17,565
40	CenCal Impact Reporting	Limited Liability Company	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Provide intensive case management services to students and parents selected for the African American Academic Acceleration (A4) Initiative Summer School and other A4 initiatives on an as needed basis.	General Fund	\$ 30,000
41	Center for Culturally Responsive Teaching and Learning	Non-Profit	Kimberly Villescaz	Misty Her	Kim Mecum	N	Wawona Middle School	7/1/2021 - 6/10/2022	Trainings in the area of culturally and linguistically responsive teaching and learning, including observation and coaching with technical feedback.	LCFF Supplemental and Concentration	\$ 17,000

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42	Central Drug System	Corporation	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	7/1/2021 - 6/30/2022	Central Drug System agrees to provide Background Screening Service, Substance Abuse Program Management Service, and DOT testing for Fresno Unified employees.	Human Resources/Labor Relations	\$ 18,000
43	Central Valley Children's Services Network	Non-Profit 501(c)3	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	8/1/2021 - 6/30/2022	CVCSN provides the district access to formal/informal community child care providers. This contract underwrites the cost of their participation in Packard-funded projects.	Lucille Packard Children Center Grant	\$ 25,000
44	Central Valley Immigrant Integration Collaborative (CVIIC)	Non-Profit 501(c)3	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	CVIIC in conjunction with other nonprofit organizations, will organize eight immigration service workshops. The topics include "Know Your Rights" as well as informational events at the Dream Resource Center and/or various school sites.	General Fund	\$ 100,000
45	Central Valley Training Center, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Post-Secondary Educational Services for Adults with at-risk behaviors that cannot be served at a FUSD comprehensive school site.	Special Education	\$ 621,900
46	CGI Technologies	Corporation	Randy Powell	Tami Lundberg	Tami Lundberg	N	Information Technology	8/1/2021 - 6/30/2022	CGI (AMS) to provide maintenance for CGI Advantage software.	Technology School Support	\$ 482,804
47	Cherwell Software, LLC	Limited Liability Company filing as a Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual renewal of maintenance and support for Cherwell - IT Work Order System.	Technology School Support	\$ 28,141
48	Christine Fonseca	Individual	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Contractor agrees to provide coaching and program design for Tier II and Tier III social emotional interventions and support, and also be a support practitioner.	Safe & Civil Schools and Graduation Task Force	\$ 40,000
49	Civic Education Center	Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	The Civic Education Center staff provides students with instruction in civic knowledge, values and skills, through experiential learning and democratic engagement. Administrators and teachers learn new strategies to create safe, caring learning communities that include social, emotional, and civic development of students, as they study American values and ideals and engage in service learning, civil dialogue, multicultural understanding and democratic participation.	Title I	\$ 34,000
50	Collaborative Learning Solutions	Limited Liability Company filing as a Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Technical assistance to address the disproportionality within student discipline, professional learning and consultation to support implementation of Discipline Guidelines.	Safe & Civil Schools	\$ 120,000
51	Collaborative Learning Solutions	Limited Liability Company filing as a Corporation	Sean Virnig	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Assist LEA to address improvement efforts to address Significant Disproportionality. By the end, team will have developed a strategy for collecting and analyzing data for the Root Causes Analysis.	SD-CEIS IDEA Basic Local Assistance Entitlement	\$ 40,000
52	Community Justice Conference Center (CJC)	Partnership	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	CJC conferencing for students involved in specific cases of first-time misdemeanor crimes as agreed to within the on-going partnership of FUSD, FPD, DA's office and probation.	Title I and Graduation Task Force	\$ 50,000
53	Comprehensive Youth Services (CYS)	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/30/2022	CYS will assign a Master's degree Student Assistant Program counselor to provide direct counseling and social work services which include individual, family, group counseling, and crisis intervention.	LCFF Supplemental and Concentration	\$ 202,511
54	Connect ED: The National Center for College and Career	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Will support Graduate Profile articulation and grade-level assessments to improve instructional capacity specific to the skills outlined in the Graduate Profile.	Career Vocational Education/Workforce Readiness	\$ 42,240
55	CORE Districts	Non-Profit 501(c)3	Kristi Imberi-Olivares	Kristi Imberi-Olivares	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	Breakthrough Success Community, Local Improvement Facilitator's Training, Principals for Improvement and Equity, CORE's Data Collaborative, CORE-PACE Research Partnership & shared voice policy changes.	Title I	\$ 235,000
56	Corwin Press	Corporation	Stanley Munro	Misty Her	Kim Mecum	Y	Ayer Elementary	7/1/2021 - 6/10/2022	4 days of Professional Development Workshops to Ayer Elementary on Close Reading Instruction led by Doug Fisher. \$14,000 per workshop for a grand total of \$56,000.	LCFF Supplemental and Concentration	\$ 56,000
57	Corwin Press	Corporation	Brian Wulf	Misty Her	Kim Mecum	N	McLane High School	8/1/2021 - 6/1/2022	Professional learning for regional principals and lead teachers to support PLC's. Dr. Fisher will lead professional development for lead teachers and regional administrators. 4 ILT sessions and 2 principal coaching sessions for a total of 12 hours of professional development.	Title I	\$ 26,865

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58	Council of the Great City Schools	Other	David Chavez	David Chavez	David Chavez	N	Board of Education	7/1/2021 - 6/30/2022	FY 2021-2022 Membership Dues	General Fund	\$ 46,704
59	Creative Alternatives	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Non-Public Educational Services as identified per Individualized Education Plans for basic education, transportation and mental health services.	Special Education and Transportation-Special Education	\$ 2,280,000
60	CSM Consulting Inc.	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	CSM shall provide completed forms and process related to all Category One and Category Two application of the Federal Communications Commissions E-Rate Filings with the School and Library Division.	Technology School Support	\$ 115,000
61	Cullinan Education Center	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Elementary Mild/Moderate teachers will get trained in the multi-sensory approach to support students with deficits with decoding and encoding.	Special Education Intersession	\$ 129,000
62	Curriculum Associates, LLC	Corporation	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	This is a district-wide master agreement. Educators learn how to engage in data-driven practices and build a classroom data culture with students using the i-Ready program.	Common Core Assessments	\$ 1,446,461
63	Deaf and Hard of Hearing Service Center	Corporation	Ebony Hailey	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Vendor will provide interpreting services for students during educational day and provide translation support for extracurricular, IEP translation in addition to student during synchronous/asynchronous instruction. Will also provide support virtually and/or in-person. In addition to community events, board meetings, townhall, or community meetings.	Special Education	\$ 215,000
64	Deaf Community Services of San Diego	Non-Profit	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	This contract will provide sign language interpreters to work with Sean Virnig, Executive Director of Special Education during the SELPA conferences in San Diego during the 2021-22 school year.	Liability/Property ISF	\$ 19,750
65	Deni Camit	Individual	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/6/2022	Contractor agrees to provide coaching and training in positive discipline in the classroom, as well as positive discipline parenting. Services provided to the DPI staff.	Safe & Civil Schools and Graduation Task Force	\$ 17,000
66	Destination Hope	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Destination Hope provides site based mental health services including individual/group therapy. Mental Health services include assessment, case planning, individual therapy, and Medi-Cal eligibility.		\$ -
67	Development Group Inc.	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual license and maintenance agreement for SMARTnet services renewal.	Technology School Support	\$ 73,882
68	Development Group Inc.	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual maintenance and support for F5 services renewal.	Technology School Support	\$ 17,889
69	Development Group Inc.	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual license and maintenance agreement for Unity Voicemail System.	Ongoing & Major Maintenance Account	\$ 21,900
70	DNS Filter Inc.	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	DNS based internet content filtering and threat protection on devices for student tablets.	Additional School Supports	\$ 20,000
71	Dr. Olivia Lynch	Sole Proprietor	Carlos Castillo	Carlos Castillo	Kim Mecum	Y	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Educational Consultant to support the development and implementation of FUSD Ethnic Studies Program including curriculum and professional development, leadership, student voice and parent and community engagement.	Title I	\$ 32,000
72	DR-Graphix	Individual	Tammy Townsend	Tammy Townsend	Santino Danisi	N	State and Federal	7/1/2021 - 6/30/2022	Vendor will provide support and consulting services in the design development of the LCAP report for State and Federal Programs including the Executive Summary and the Annual Progress Report.	Targeted Improvement Actions	\$ 25,000
73	DR-Graphix	Individual	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	Contractor will provide ongoing design and development services in the following areas: Parent learning, curriculum materials, parent engagement, special events, and course booklets.	General Fund	\$ 40,000
74	Dumont Printing	Corporation	Raine Bumatay	Misty Her	Kim Mecum	N	Cesar Chavez Adult School	7/1/2021 - 6/30/2022	Printing and delivery to Postmaster of 2 postcards, 2 mailers also including postage for mailing for Fresno Adult School throughout 2021/22 Fiscal year (Fall 2021/Spring 2022).	CalWORKs for Adult Education	\$ 45,000

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75	Edgenuity	Corporation	Misty Her	Misty Her	Kim Mecum	N	School Leadership	7/1/2021 - 6/30/2022	Online Digital Libraries 9-12 Comprehensive Concurrent User Licenses and digital Libraries District Pool Access Concurrent User Licenses for FUSD, Bullard HS, Cambridge HS, Design Science HS, DeWolf HS, Duncan Polytechnical HS, Edison HS, Computech Extended Learning, Fresno Adult School - Cesar Chavez, Fresno HS, Fulton, Hoover HS, JE Young, McLane HS, Patino HS, Phoenix Academy, Roosevelt HS, School Leadership and Sunnyside HS.	Various Site Budgets	\$ 544,000
76	Education and Leadership Foundation	Non-Profit 501(c)3	Tammy Townsend Sandra Toscano	Tammy Townsend Misty Her	Santino Danisi Kim Mecum	N	State and Federal and English Learner Services	7/1/2021 - 6/30/2022	Service encompasses academic instruction in all subject areas and socio-emotional support through programs like English Learner Rosetta Stone Program, Response to Intervention, Reading Intervention, Hoover and Bullard High School mentoring and tutoring, and during the day instructional programs at numerous elementary schools. With direct partnerships at seventeen (17) schools and the English Learner Program, which utilizes Inter-Act Fellows in over twenty (20) sites, thousands of students in Fresno Unified School District are provided services on a daily basis by future teachers. This is a district-wide master agreement. Additional school sites may be interested in adding these services if funding becomes available.	Various Site Budgets	\$ 1,835,778
77	Education and Leadership Foundation	Non-Profit 501(c)3	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 7/14/2021	Education and Leadership Foundation (ELF) will support the English Learner (EL) Mentor Summer Program (ELSP).	Title III - Immigrant	\$ 27,500
78	Education and Leadership Foundation	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/9/2022	Education and Leadership Foundation (ELF) will provide additional support (academic mentoring, language, and social emotional) to middle school students participating in the DPI Mentoring programs.	Peer Mentors and Men's & Women's Alliance	\$ 21,000
79	Education and Leadership Foundation	Non-Profit 501(c)3	Valerie Martinez	Misty Her	Kim Mecum	N	Baird Middle School	7/1/2021 - 6/30/2022	Contractor agrees to provide professional development, coaching and afterschool tutoring to promote academic achievement and reduce disproportionality.	LCFF Supplemental and Concentration and After School Expansion	\$ 68,000
80	Education and Leadership Foundation	Non-Profit 501(c)3	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	ELF Bilingual Parent Outreach Recruiters will support Parent University's mission by utilizing ELF curriculum and facilitating parent engagement learning sessions at sixty-five school sites for two-thousand families in English, Hmong, and Spanish. Provide parent engagement workshops to support Early Learning, understanding the K-12 educational system, and higher education options. Deliver culturally and linguistically targeted parent learning recruitment and outreach throughout the academic year to all parents of identified students. In addition, partner with Parent University on special parent engagement activities as assigned to support the overall goal and mission of Parent University and Fresno Unified School District.	Parent University	\$ 265,000
81	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Philip Neufeld	N	Information Technology	7/1/2021 - 6/30/2022	District Strategy and PLI Scale Support - Education Elements will work with Fresno USD PLI leadership to evolve and manage a personalized learning strategy, design, and support plan.	Title I	\$ 130,000
82	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Philip Neufeld	N	Information Technology	7/1/2021 - 6/30/2022	Wave 3 Year 3 PLI partner site engagement with Education Elements for FY21-22. Seven school sites will make their respective year three contribution along with a district contribution totaling \$28,649.	Various Site Budgets	\$ 28,649
83	Education Elements	Corporation	Philip Neufeld	Philip Neufeld	Philip Neufeld	N	Information Technology	7/1/2021 - 6/30/2022	Wave 4 Year 2 PLI partner site engagement with Education Elements for FY21-22. Two school sites will make their respective year two contribution totaling \$14,200.	Various Site Budgets	\$ 14,200
84	eDynamic Learning	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Online CTE curriculum for Alternative Education students.	Career Vocational Education/Workforce Readiness	\$ 38,250
85	Elizabeth Morales LCSW	Individual	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Provide supervision groups for Clinical School Social Workers as required by the Board of Behavioral Science in obtaining hours towards a Licensed Clinical Social Worker.	DPI - Social Emotional Supports	\$ 21,120

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86	Ellevation Inc.	Corporation	Sandra Toscano	Misty Her	Kim Mecum	Y	English Learner Services	8/1/2021 - 6/30/2022	Progress monitoring and database to assist in serving English learners in Fresno Unified School District consistently through a systematic tool. Ellevation will be used for all English learners in Fresno Unified.	Title I	\$ 176,450
87	Empower Speech Therapy & Life Skills Center PC	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Speech Language assessments & AT assessments for Individual Educational Evaluation requests. Including evaluation, feedback, reports and attendance of IEP meetings.	Special Education	\$ 15,000
88	Envision Education Inc: dba Envision Learning Partners	Non-Profit	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Professional development to build capacity for performance assessments aligned to the Graduate Profile.	Career Vocational Education/Workforce Readiness	\$ 28,000
89	Equality California Institute (EQCAI)	Non-Profit	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	EQCAI will place 20 AmeriCorps Members in secondary school sites to provide LGBTQ-inclusive mentoring and after school programming. No cost to district - grant funded program.		\$ -
90	Erahm Machado, dba Erahm Christopher	Sole Proprietor	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	7/1/2021 - 6/30/2022	Training/materials/supplies for student/adult leaders to engage in courageous conversations and activities focused on activating student voice, emotional intelligence, resiliency, equity, and unity.	Student Voice	\$ 32,500
91	Experience INC, DBA Experience Externships	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Assist students in gaining work experience and valuable skills through engaging with the industry and educational partners.	K-16 Collaborative Grant	\$ 119,400
92	ExploreLearning, LLC	Limited Liability Company filing as a Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Reflex Math site licenses for all targeted students at 66 schools for 12 months. Reflex Professional Development package for 66 webinars for up to 40 participants.	One-Time Stimulus Funds	\$ 163,103
93	Family Foundations Counseling Services	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/30/2022	Services provided are as follows; conduct psychosocial assessments, individual, group, family counseling, crisis intervention, and support groups as necessary.	Title I and LCFF Supplemental and Concentration	\$ 380,380
94	Family Foundations Counseling Services	Non-Profit 501(c)3	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide individual, group and family mental health treatment per individualized education plan (IEP). Assist with providing a therapeutic environment to students with Emotional Disturbance.	Special Education - Mental Health Services	\$ 248,200
95	Focus5, Inc.	Corporation	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	7/1/2021 - 6/30/2022	Focus 5, Inc. will provide teaching artist residencies for all elementary schools in grades 4-6 that includes: planning/orientation meeting, 5 residency sessions, professional development and embedded local artist training.	One-Time Stimulus Funds	\$ 660,000
96	Fresno Art Museum	Non-Profit 501(c)3	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	8/16/2021 - 6/9/2022	The Fresno Art Museum will provide a visual arts experience to all third grade students.	Elementary Music	\$ 42,000
97	Fresno Barrios Unidos	Corporation	Edith Navarro	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Vendor will provide five lessons solely using Positive Prevention Plus Curriculum as required for the implementation of Comprehensive Sexual health education for all Middle Schools and High Schools.	Curr & Instruc Services Admin	\$ 220,103
98	Fresno Chaffee Zoo	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Fresno Chaffee Zoo will provide summer enrichment learning opportunities at the zoo for Fresno Unified students that incorporates small group activities involving arts, crafts, and games.	In Person Instruction Grant	\$ 68,040
99	Fresno County Superintendent of Schools	State Government	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Operation of a community school independent study program (Project Hope) and mentoring services for an identified group of expelled FUSD students.	Prevention & Intervention	\$ 143,000
100	Fresno County Superintendent of Schools	State Government	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	8/2/2021 - 6/30/2022	Fresno County Superintendent of Schools VAPA Dept. will provide 36 Professional Development days for the new California Arts Standards and Frameworks, Arts Integration, and resources and lessons.	Elementary Music	\$ 34,200

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101	Fresno County Superintendent of Schools	State Government	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Grades 3-6; 7-8; 11th SBAC Claims and Targets and how to plan instruction based on results, including potential use of FIABs for more focused instruction. Use of Teacher Tools and Content Explorer in planning. 57 half-days to serve 1,000 teachers (50 teachers per session): 57 X \$500/half-day = \$28,500. STEM grades 3-5; 6-8; 11th - specific Math SBAC deep dive in aligning curriculum to support SBAC tasks. 57 half-days to serve 1,000 teachers (50 teachers per session): 57 X \$500/half-day = \$28,500. Summary of services: ELA and Math joint foundational sessions 20 half-days @ \$500 x 2 presenters = \$20,000. ELA 57 half-days @ \$500/day x 1 presenter = \$20,000. Math 57 half-days @ \$500/day x 1 presenter \$20,000 TOTAL: 114 half days @ \$500/day = \$57,000	One-Time Stimulus Funds	\$ 57,000
102	Fresno Pacific University	Corporation	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	Fresno Pacific Liaison will coordinate with Fresno Unified in planning, communication, and program implementation beyond the Leadership Committee for the Fresno Teacher Residency Program.	Fresno Pacific Teacher Quality Partnership Program	\$ 40,000
103	Fresno Pacific University - On Site Counseling	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Individual, group and family mental health treatment per Individualized Education Plans (IEP).	Special Education - Mental Health Services	\$ 2,216,620
104	Fresno Pacific University - Psychologist Interns	Corporation	Sean Virnig	Brian Beck	Kim Mecum	N	Special Education	8/1/2021 - 6/30/2022	Fresno Pacific University will provide four (4) Psychologist Interns with required training under supervision of District School Psychologists. \$23,000 per Intern.	Special Education	\$ 92,000
105	Fresno Regional Occupational Program	State Government	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Fresno Regional Occupational Program (ROP) agreement.		\$ -
106	Gaggle	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Safety management services for 62,000 students' Microsoft OneDrive and Teams. Machine learning and professionals review suspicious content and notify school leaders.	Technology School Support	\$ 310,000
107	Gallup Inc.	Corporation	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	7/1/2021 - 6/30/2022	Gallup Inc. agrees to provide independent teacher/principal insight assessment tool for Fresno Unified as a part of the certificated and management screening process.	Human Resources/Labor Relations	\$ 76,316
108	Greenfield Learning Inc./Rosetta Stone English	Corporation	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 6/24/2022	Rosetta Stone English Licenses & District Success Partnership provides nine hundred sixty five (965) authorized end users with online access to the English language learning solution.	Title III - Limited English Proficient and English Learner Services	\$ 94,750
109	GRID Alternatives	Non-Profit	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Solar installation certification for CTE pathway students.	Strong Workforce Program	\$ 65,100
110	Growthpoint Technologies	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Growthpoint Technologies will provide summer enrichment learning opportunities for Fresno Unified students that incorporates team-based activities varying from fundamental concepts in technology, engineering, math science, and art. Learning opportunities are available in person and virtual. Students will be provided with opportunities to interact and learn with each other. Growthpoint Technologies will provide an executive summary report and invoice that contains hours of service provided directly to Fresno Unified students, updates on program elements and new services being added or developed. Growthpoint Technologies will serve at least 1,550 students in the summer.	In Person Instruction Grant	\$ 404,250

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
111	Hand in Hand Enrichment	Non-Profit	Darrin Person	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/9/2022	Contractor will provide comprehensive mentoring programs at 14 elementary sites and 2 middle school sites. Hand in Hand will provide 1 to 4 mentors, who will mentor selected students daily at school sites. The Mentors will provide a healthy role model, a personal connection and advocacy for the students and their families. In addition, the trained Hand in Hand mentors will teach life and social, goal setting, and restorative justice skills. Mentors will work and observe students during recess, in class, after school and at other school related activities. Hand in Hand will also facilitate an After-School program at selected sites. Hand in Hand Enrichment will supervise all mentors, providing social emotional training in collaboration with FUSD Mentor Office quarterly.	Various Site Budgets	\$ 793,500
112	Hand in Hand Mentoring Services	Non-Profit	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Provide intensive case management services for students and parents selected to participate in the A4 After School Program.	General Fund	\$ 30,000
113	Hanover Research Council, LLC	Limited Liability Company filing as a Partner	Kristi Imberi-Olivares	Kristi Imberi-Olivares	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	Custom research reports, survey design, administration and analysis, interview with industry/issue experts.	Research, Evaluation & Assessment and Common Core Assessments	\$ 99,500
114	Housing Authorities of the City and County of Fresno	City/Government	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	7/1/2021 - 6/30/2022	Lease of the first floor of Helm Home Building located at 1749 L Street, Fresno, CA 93721. This is a one-year lease at a rate of \$20,000.00 per year.	Lucille Packard Children Center Grant	\$ 20,000
115	Howard J. Glidden, Ph.D.	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Independent Educational Evaluations (IEE) full team assessment when needed for FUSD students, including attending IEP meetings.	Special Education	\$ 16,000
116	IMAGO	Other	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	IMAGO is an online college and career platform with lessons designed to meet the leadership requirements of CTE funding; access for all middle and high school students.	Vocational Programs: Voc & App	\$ 204,000
117	INFOR/Lawson	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual maintenance renewal of employee self-service software.	Technology School Support	\$ 142,309
118	Intellias Inc.	Corporation	Steven Shubin	Steven Shubin	Santino Danisi	N	Payroll	7/1/2021 - 6/30/2022	Intellias will be performing an assessment of the Payroll system to help better understand performance gaps in current processes and technical setup. Intellias will review and interview members in Payroll to gain a full understanding of how Payroll functionality is being used. Following the on-site review, Intellias will draft a detailed findings and recommendation report that will define a road-map for improvement and growth.	General Fund	\$ 18,500
119	Intellias Inc.	Corporation	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	7/1/2021 - 6/30/2022	Intellias will be reviewing the Leaves plan. They will review, allotments, employee group setup analysis, absence plan setup and docking. Intellias will draft a recommendations report of the assessment findings for improvement.	General Fund	\$ 44,585
120	Inter-Act and Associates	Individual	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	Provide a three-day Family Leadership Program to enhance communication and team building skills for parent leaders. The leadership program will include overnight stay at Sugar Pine Camp for a maximum of 80 parents and parent liaison staff; Day 1 program orientation, introductions, guest speaker; Day 2 team building exercises, parent engagement workshop, personal and intra-personal activities; Day 3 FUSD quiz bowl, evaluation and closure.	Title I	\$ 55,000
121	International Baccalaureate	Non-Profit 501(c)3	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	IB Diploma Program is an academic program designed to support students with expanding their world knowledge and second language skill while accelerating their IB learning goals.	Testing Fees	\$ 125,000
122	Istation	Corporation	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 6/30/2022	Istation will provide Spanish language development and literacy practice to our students in the Dual Language program.	Title I and Common Core Assessments	\$ 84,520
123	J&D Mind Builders, DBA Bricks 4 Kidz	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Workshops focusing on career pathways as designated for each elementary school, including, but not limited to the areas of science, technology, engineering, entrepreneurship, and marketing.	Career Vocational Education/Workforce Readiness	\$ 79,800

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
124	J. Elliot Marketing	Individual	Andrew De La Torre	Andrew De La Torre	Santino Danisi	N	Benefits and Risk Management	7/1/2021 - 6/30/2022	Contractor agrees to provide communications consulting services in support of the Joint Health Management Board health and wellness initiatives, including the WellPATH Program. The parties anticipate that the Contractor will provide these services on an as needed basis, based upon a monthly retainer fee.	Health Benefit ISF	\$ 51,408
125	Jim Doll	Individual, Sole Proprietor	Alex Belanger	Alex Belanger	Karin Temple	N	Facilities Management & Planning	7/1/2021 - 6/30/2022	DSA Inspection Services for construction projects: High School Baseball and Softball Field Improvements for Bullard High, Edison High and Sunnyside High.	New Construction (No State Reimb)	\$ 85,000
126	Joint Apprenticeship Training	Trust/Estate	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Three agreements for allocation of apprenticeship training hours: California Fire Fighters Joint Apprenticeship Committee, Electrical Apprenticeship Training Program, and Sound and Communication.	Apprenticeship Program	\$ 1,249,462
127	Kathryn Wage, M.A. CCC-SLP	Individual	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	To provide Fast Forward Program-apply the brain based learning principals in a systematic accountable format that delivers cognitive training. Also, provide Social AT Group Support to enhance understanding and develop social skill sets leading to better communication.	Special Education Intersession	\$ 133,000
128	KFSN-TV/ABC 30	Limited Liability Company filing as a Corporation	Lindsay Sanders	Lindsay Sanders	Lindsay Sanders	N	Communications	7/1/2021 - 6/30/2022	The annual media service contracts educate and engage parents, employees and the community on matters such as LCAP outreach, school choice, early learning registration and safety.	Communications	\$ 68,950
129	Khepra Curriculum Group	Limited Liability Company filing as a Corporation	Zerina Hargrove-Brown	Misty Her	Kim Mecum	N	Terronez Middle School	7/1/2021 - 6/30/2022	Vendor will provide unit by unit curriculum, plan with teachers on a monthly basis to create lesson plans, and will be available to provide teachers guidance as needed.	Title I	\$ 25,000
130	Kings View Youth Empowerment	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Facilitation of social emotional wellness support groups and social emotional learning presentations. General topics covered include mental health education, social skills, and leadership skills.		\$ -
131	Kinsta Inc.	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Web accessibility - Premium manager WordPress hosting.	Technology School Support	\$ 16,000
132	KSEE 24	Corporation	Lindsay Sanders	Lindsay Sanders	Lindsay Sanders	N	Communications	7/1/2021 - 6/30/2022	The annual media service contracts educate and engage parents, employees and the community on matters such as LCAP outreach, school choice, early learning registration and safety.	Communications	\$ 60,000
133	Kwantum Analytics	Individual	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Expert mixed-methods consultant to support analytics for PLI and IT.	Technology School Support	\$ 50,000
134	Laura Espindola LCSW	Individual	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Provide supervision groups for Clinical School Social Workers as required by the Board of Behavioral Science in obtaining hours towards a Licensed Clinical Social Worker.	DPI - Social Emotional Supports	\$ 21,120
135	Law Office of Rick Jensen	Individual	Andrew De La Torre	Andrew De La Torre	Santino Danisi	N	Benefits and Risk Management	7/1/2021 - 6/30/2022	Subrogation services related to the Risk Management, Workers' Comp. and Health Internal Services Funds.	Liability/Property ISF	\$ 60,000
136	Leadership Associates, LLC	Other	David Chavez	David Chavez	David Chavez	N	Office of the Superintendent	7/1/2021 - 6/30/2022	The Contractor will provide superintendent and senior cabinet members' advisement services and facilitation of leadership retreats during the 2021-22 school year.	General Fund	\$ 38,500
137	Learning for Living	Corporation	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	8/11/2021 - 6/30/2022	Professional learning and associated materials/supplies for student leadership, adult leaders (CCD's, admin, etc.). Breaking Down the Walls, School Culture trainings, workshops, and assemblies.	Security Office and Student Voice	\$ 77,350
138	Leryle Lawless, L.E.P.	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Independent Educational Evaluations (IEE) including evaluation, feedback, reports and attendance of IEP meetings.	Special Education	\$ 21,000
139	Linked Learning Alliance	Other	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Data analysis and reporting as part of a unified system of both the CORE Data Collaborative and Linked Learning Data System.	Vocational Programs: Voc & App	\$ 35,600

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140	Loom Academics LLC	Limited Liability Company filing as a Corporation	Linda Laettner	Misty Her	Kim Mecum	N	Fresno High School	7/1/2021 - 6/30/2022	Contractor agrees to provide 2-4 hour summer coaching and training sessions with teachers with an additional 4 hours preparation for vendor)12 hours total for summer 2021). 4 hours a week x 36 weeks for the 2021-2022 school year. This includes meeting with teachers, preparation, observation, in class activities, etc.	LCFF Supplemental and Concentration	\$ 15,000
141	Luna Arts & Ed	Limited Liability Company	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Contractor will provide on-going design and development of visual communication tools, marketing materials and branding efforts for Prevention & Intervention.	Safe & Civil Schools	\$ 20,000
142	Madera County Superintendent of Schools	Government Agency	Julie Severns	Misty Her	Kim Mecum	N	Leadership Development	7/1/2021 - 6/30/2022	The Bridges to Leadership Program will manage the oversight of the Preliminary Administrative Services Credential (PASC) Program for up to 20 employees. They will facilitate the scoring of applications, enroll participants into the Learning Management System, provide instructors for courses, provide standards based coursework, facilitate fieldwork experiences, provide support for the CalAPAs, and submit for a certificate of eligibility or preliminary administrative services credential. The contract cost is half of the tuition per participant. The total cost of the PASC program is \$7,500, and each candidate will be responsible for 50% of the fee. Fresno Unified will fund 50% of the cost for each participant, \$3,750.	Title I	\$ 75,000
143	Marjaree Mason Center	Non-Profit 501(c)3	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	8/12/2021 - 6/10/2022	Adult learning, club sponsor support, and student training to develop student clubs that promote healthy relationships through the kNOw MORE education and prevention programs on High School campuses.	Instructional School Leadership	\$ 77,000
144	Marsh & McLennan Agency	Limited Liability Company	Andrew De La Torre	Andrew De La Torre	Santino Danisi	N	Benefits and Risk Management	7/1/2021 - 6/30/2022	This coverage is purchased to protect the District from the cash flow swings of catastrophic high cost occupational claims. Staff recommends placement of the district's workers' compensation stop loss coverage.	Workers' Compensation ISF	\$ 200,828
145	Men of Color in Ed Leadership (MCEL)	Other	Julie Severns	Misty Her	Kim Mecum	N	Leadership Development	7/1/2021 - 6/30/2022	MCEL will provide individual mentoring and facilitate group development to male leaders of color at the school sites. They will provide direction and strategies to district leaders.	Title I	\$ 119,000
146	Microsoft Premier	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Microsoft Premier Support Services for elevated access to consulting from Microsoft Premier Team to support district technology.	Technology School Support	\$ 91,870
147	Mission Springs Camps	Corporation	Joe Di Filippo	Bryan Wells	Kim Mecum	N	Goal 2	8/16/2021 - 6/9/2022	Mission Springs Camps will provide sixth grade camp facilities, outdoor classroom experiences, room and board for students and staff as part of the general camp program.	Trips and Transitions	\$ 105,000
148	Municipal Resource Group LLC	Partnership	David Chavez	David Chavez	David Chavez	N	Office of the Superintendent	8/1/2021 - 12/31/2021	Provide a Consultant specializing in conflict resolution to work with the Communications department.	General Fund	\$ 10,000
149	Municipal Resource Group, LLC	Partnership	David Chavez	David Chavez	David Chavez	N	Office of the Superintendent	7/1/2021 - 6/30/2022	Professional coaching services to the Superintendent of School using appropriate tools and assessments best suited for professional growth.	General Fund	\$ 18,000
150	Municipal Resource Group, LLC	Partnership	David Chavez	David Chavez	David Chavez	N	Board of Education	7/1/2021 - 6/30/2022	Facilitate the process of conducting the annual evaluation of the superintendent, the annual self-assessment of the board of education, and any related workshops and/or closed session discussions pertaining to the above mentioned items. Assist with related leadership assessment and goal setting as needed.	General Fund	\$ 30,000
151	Music Speaks, LLC	Limited Liability Company filing as a Corporation	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	7/1/2021 - 6/30/2022	Provide weekly Music Therapy sessions and services for students at Addicott Elementary School for 40 weeks (7/1/2020 - 6/30/2022).	Elementary Music	\$ 38,600
152	National Academy Foundation (NAF)	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Provide and support a Cycle of Continuous improvement for CTE Pathways using the California Department of Education Career Technical (CTE) Elements of a High-Quality CTE Program aligned to NAF Education Design. Provide Work Based Learning supports for monitoring and assessing student internships.	Vocational Programs: Voc & App	\$ 23,000
153	National University	Non-Profit	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	National University liaison will coordinate with Fresno Unified in planning, communication, and program implementation beyond the Leadership Committee for the Teacher Residency Program.	National University Teacher Quality Partnership Program	\$ 40,000

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154	National University - Psychologist Interns	Non-Profit	Sean Virnig	Brian Beck	Kim Mecum	N	Special Education	8/1/2021 - 6/30/2022	National University will provide two (2) Psychologist Interns with required training under supervision of District School Psychologists. \$23,000 per intern.	Special Education	\$ 46,000
155	New Life Physical Therapy Services, dba Goodfellow Therapy	Corporation	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide direct physical therapy to students enrolled in Lori Ann Infant Program (LAIP) and consultation and collaboration physical therapy services with LAIP staff and parents of students in the LAIP. Recommend and follow up on recommendations regarding equipment, orthotics, and clinical direct PT services. NTE: 430 hours during the 2021/22 school year at \$85.00 per hour.	Special Ed: Local	\$ 36,550
156	New Life Physical Therapy Services, dba Goodfellow Therapy	Corporation	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide occupational therapy collaboration/consultation services to Lori Ann Infant Program (LAIP) staff and/or parents of LAIP students, and sensory integration assessment. \$85.00 per hour, 5 hours per week, 37 weeks. Vendor will not solicit services directly. Special Education staff will be solely responsible for referring parents/students to the vendor.	Special Ed: Local and Special Education - Infant Program	\$ 15,725
157	New Life Physical Therapy Services, dba Goodfellow Therapy	Corporation	Ebony Hailey	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Occupational Therapy to students eligible per student's IEP. Provide assessments, screening, observation, consultation, direct treatment, goals/objectives for IEPs, daily documentation, etc.	Special Education	\$ 1,102,000
158	New Life Physical Therapy Services, dba Goodfellow Therapy	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Speech and Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system supervision of SLPA (if licensed) and attendance at IEP team meetings.	Special Education	\$ 820,800
159	New Teacher Center	Other	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	New Teacher Center will provide a platform to document new teacher progress in clearing their credential with high leverage tools that show improvement in teacher practice.	Title I	\$ 40,050
160	North America's Building Trades Unions	Non-Profit	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Access to MC curriculum and pre-apprenticeship alignment with Trades Council.	Strong Workforce Program	\$ 50,000
161	North Star Family Center	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Mental Health services to site based referred students that include assessment, case planning, individual/family therapy, and Medi-cal insurance eligibility screening. No cost to the District.		\$ -
162	Omninet Properties, Manchester Center, LLC	Other	Lindsay Sanders	Lindsay Sanders	Lindsay Sanders	N	Communications	7/1/2021 - 6/30/2022	The annual media service contracts educate and engage parents, employees and the community on matters such as LCAP outreach, school choice, early learning registration and safety.	Communications	\$ 27,600
163	Orchid Interpreting Inc.	Corporation	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 6/30/2022	Orchid Interpreting Inc., will provide interpreting and translation services to meet the communication needs between Fresno Unified and parents of the District. The extent of the services to be performed shall be as follows: A. Interpreting services will be provided virtually, on-site or by phone on an as needed basis. B. Translation services will be provided n an as needed basis C. Services will be available Monday through Friday from 8:00 a.m. to 5:00 p.m. D. After hours, weekends and holiday services will be charged a premium of 50% above the base rate. After hours services begin after 5:00 p.m. on Friday and ends at 8:00 a.m. on Monday. E. Services for rare languages will be charged a premium of 50% above the base rate Payment: Translator shall be guaranteed two (2) hours compensation for each on-site visit at \$75.00 per hour.	English Learner Services	\$ 115,000
164	Orchid Interpreting, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Oral interpreting for parents for IEPs meetings and special language IEP translations in students home languages which are not available through FUSD when needed for Special Education students.	Special Education	\$ 100,000
165	PacWest Direct	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Printing services for district Truancy Letters (Semester 1 & 2) and Report Cards.	Technology School Support	\$ 128,000

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166	Panorama Education Inc.	Corporation	Kristi Imberi-Olivares	Kristi Imberi-Olivares	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	Contractor will provide support to the FUSD survey initiative relating to the CORE waiver entered into by FUSD. Contractor will support online students, staff and family survey programs with FUSD.	Common Core Assessments	\$ 85,000
167	Parent Institute for Quality Education (PIQE)	Non-Profit 501(c)3	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	The proposed contract will serve six identified school sites with nine weeks of parent learning lessons. Parents will be provided lessons detailing the importance of Parent Engagement Education in English and Spanish. The purpose of the training is to support parents in developing skills and techniques which will help them address the educational needs of their children with a particular focus on promoting a college-going culture and increase student enrollment in higher-level courses. The goal is to increase parent's knowledge and skills to support their children's academic achievement and ultimately, their enrollment in post-secondary education.	General Fund	\$ 60,000
168	Performance Fact, Inc.	Corporation	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Vendor will support the Executive Director and the A4 team with tools, targeted assistance, and coaching to facilitate disciplined implementation of the A4 Strategic Plan.	General Fund	\$ 21,280
169	PowerSchool Group LLC	Limited Liability Company filing as a Partner	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	1) Annual license/maintenance renewal contract for SmartFind 2) SearchSoft Software for applicant tracking system 3) Annual maintenance renewal contract for district iAchieve	Technology School Support	\$ 182,730
170	PresenceLearning, Inc.	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Online Speech & Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system.	Special Education	\$ 2,248,000
171	Prodigy Healthcare Inc.	Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Prodigy Healthcare Inc. will provide site based drug and alcohol services. Services include screening and assessment, treatment planning, counseling, and case management.		\$ -
172	Project Management Associates Inc	Corporation	Randy Powell	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Staff time entry for Lawson payroll.	Technology School Support	\$ 37,800
173	Public Consulting Group (PCG)	Corporation	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	PCG is a provider of online learning for applicable unit members that Fresno Unified has utilized to deliver professional learning within PL Column. Contractor agrees to provide online PL.	Title II - Teacher Quality	\$ 20,000
174	QuaverEd.com	Limited Liability Company filing as a Corporation	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	7/1/2021 - 6/30/2022	Quaver Music Curriculum Resources Kindergarten through sixth grade.	Increased Funding for Music	\$ 29,680
175	Queen of Hearts CPR Training Center	Limited Liability Company filing as a Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	CPR, First Aid, Basic of Life Support services and training for CTE pathways and program student certification.	Strong Workforce Program	\$ 83,679
176	Quiq Labs	Partnership	Blair Eliason	Misty Her	Kim Mecum	N	Patiño Entrepreneurship	8/1/2021- 6/30/2022	To build on the current successes at Patino, Quiq Labs will take the existing curriculum and make refinements where necessary to improve the problem areas discovered during "Course Review" as well as curriculum materials will be maintained using the Google Suite of Applications and accessible through a custom built Teacher Curriculum Portal. Quiq Labs will set up and consult on Curriculum design and implementations, program planning, curriculum licensing, ongoing curriculum consultation, and student work experiences. They will help instructors use research based effective teaching strategies, team teach/consult on a total of eight courses with courses meeting four times per week, oversee instruction alignment and planning, assist with scheduling, also communicate regularly with school site administrators.	General Fund	\$ 391,600
177	Riverside Assessments, LLC d/b/a Riverside Insights	Limited Liability Company filing as a Partner	Andrew Scherrer	Andrew Scherrer	Lindsay Sanders	N	Equity and Access	7/1/2021 - 6/30/2022	Contractor will provide Online access to the CogAT GATE assessment (full battery of assessments) for FUSD who will assess all 1st-6th grade students who have been identified for GATE assessments.	Testing Fees	\$ 130,350
178	Robert Half Technologies	Corporation	Randy Powell	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Contractor agrees to provide Hire firm to recruit, throughout the country, and select highly qualified candidates to matching specific unique duties for vacant positions.	Technology School Support	\$ 35,000

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179	Robert Wells, Ph.D. & Associates	Sole Proprietor	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Independent Educational Evaluation (IEE) including evaluation, feedback, reports, consultation of FUSD Special Education students and attendance of IEP meetings.	Special Education	\$ 16,000
180	Rosetta Stone	Corporation	Sherry Tharpe	Misty Her	Kim Mecum	N	Olmos Elementary	7/1/2021 - 6/30/2022	Site license for one year to provide access for all students at Olmos and parents.	Title I	\$ 15,000
181	Rosetta Stone	Corporation	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/1/2021 - 6/30/2022	Rosetta Stone Secondary Foundations for 7-12 is a fixed term license for online access to language lessons and solo activities and stories in one of all commercially available language and levels.	English Learner Services	\$ 36,000
182	S&S Worldwide, Inc.	Corporation	Tamara Neely	Misty Her	Kim Mecum	Y	Classified Professional Learning	7/1/2021 - 6/30/2022	Self-paced learning opportunities for various Classified employees.	Classified School Employee Prof Dev Block Grant	\$ 33,650
183	San Joaquin County Office of Education	Government Agency	Sean Virnig	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	For Special Education to continue to use the SEIS web-based system for updating, tracking, storing and reporting student data on Individual Education Plans (IEPs) and Individualized Family Service Plans (IFSPs)	Special Education	\$ 90,866
184	Scholastic, Inc.	Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Customer Care Plan - This customized package will provide Fresno USD with the necessary supports for a successful launch and implementation of the F.I.R.S.T. Program. This package includes technical implementation support (*including CLEVER users), and site-based email and phone support for teachers and administrators.	One-Time Stimulus Funds	\$ 240,100
185	School Services of California	Corporation	Santino Danisi	Santino Danisi	Santino Danisi	N	Administrative Services	7/1/2021 - 6/30/2022	Provide Fiscal Advice, Budget Support, and Legislative Budget Advocacy.	General Fund	\$ 48,451
186	Scribbles Software	Partnership	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Scribbles hereby agrees to provide the software services described in the attached Statement of Work (attached hereto as Exhibit 1).	Technology School Support	\$ 15,000
187	SHAPE Education	Limited Liability Company filing as a Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	SHAPE will provide technical assistance for Fresno Unified School District to build capacity within the district for continued expansion of the Climate & Culture Health Report at Tier I.	Safe & Civil Schools	\$ 25,000
188	Shoulet Blunt LLC dba IMAGO	Limited Liability Company filing as a Partner	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	IMAGO is an online college and career platform with access of all middle and high school students. Counseling lessons will be designed for grades 7th-12th.	In Person Instruction Grant	\$ 200,000
189	Sierra Outdoor School	State Government	Joe Di Filippo	Bryan Wells	Kim Mecum	N	Goal 2	8/16/2021 - 6/9/2022	As part of the District's commitment to engaging all students in Arts, Activities and Athletics, Sierra Outdoor School will provide sixth grade camp facilities, outdoor classroom experiences, room and board for Fresno Unified sixth grade students and staff. Students will participate in educational and leadership activities that will reinforce sixth grade content standards in science, language arts, social sciences, conservation, animal habitats and team building. This is an overnight camp experience with transportation provided to and from camp.	Trips and Transitions	\$ 330,000
190	Sinclair Broadcasting	Corporation	Lindsay Sanders	Lindsay Sanders	Lindsay Sanders	N	Communications	7/1/2021 - 6/30/2022	The annual media service contracts educate and engage parents, employees and the community on matters such as LCAP outreach, school choice, early learning registration and safety.	Communications	\$ 20,000
191	Sirous Rassouli	Individual	Alex Belanger	Alex Belanger	Karin Temple	N	Facilities Management & Planning	7/1/2021 - 6/30/2022	DSA Inspection Services for construction projects.	New Construction (State Reimb)	\$ 222,000
192	Smallify LLC	Limited Liability Company	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Training, capacity building and project support for the A4 staff and students on goal-setting and problem solving, opportunity leadership, human-centered design, rapid prototyping and project management.	General Fund	\$ 32,000
193	Smallify LLC	Limited Liability Company	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Online professional development on growth mindset and design thinking specific to student voice and project -based learning.	K-16 Collaborative Grant	\$ 50,000

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
194	Springboard Collaborative	Non-Profit 501(c)3	Wendy McCulley	Wendy McCulley	Wendy McCulley	N	African American Academic Acceleration (A4)	7/1/2021 - 6/30/2022	Springboard will provide Program Provider with an evidenced-based literacy program, designed to improve educational outcomes for students by coaching educators and families, providing literacy workshop materials and incentives that award learning, and implementation consultation.	General Fund	\$ 556,950
195	Star Autism Support Inc	Corporation	Tess Reid	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Yearly purchase of the STAR Media unlimited licenses for use by staff in the autism early intervention programs. STAR Media Center is a supplement to the STAR GVC with visuals and supports to use throughout the day. The STAR Media Center includes: E-scheduler to help plan the day; STAR training videos that include every lesson within the STAR curriculum for paraprofessional training, Routine Essentials visuals to be used throughout the day; Themes First which is a library of activities updated monthly and includes circle activities, group activities and independent work in reading, math and writing and lessons to support generalization of learned skills.	Special Education	\$ 30,113
196	Star Autism Support Inc	Corporation	Tess Reid	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	To support and continue to develop Fresno Unified School District's capacity to serve students with autism and other developmental delays through coaching support, resources for implementers, administrators and parents. A variety of hands-on training opportunities, workshops, and online resources will be provided to meet the identified needs with the district. 9 days of supporting coaches at 2 training sites (4 classrooms), 5 days of coaching to TSA's and Autism Manager, 5 days of maintenance training at existing 4 Model classrooms, 4 days of paraprofessional training, 2 days of consistency training for all teachers in autism programs, 1-3 hour administrator training, 12 two-hour parent training series.	Special Education	\$ 28,000
197	State Center Community College District/State Center Adult Education Consortium	Government Agency	Raine Bumatay	Misty Her	Kim Mecum	N	Cesar Chavez Adult School	7/1/2021 - 6/30/2022	Contract to continue 100% reimbursement to Fresno Unified School District from State Center Adult Education Consortium as it has occurred since 2014/15 for staff on loan. (Sherri Watkins, Pang Vangyi) In 2014/15, it was agreed that SCAEC required an office to oversee the Consortium plan involving 16 K-12 districts and the State Center Community College District. Fresno Unified School District was selected as the Consortium hiring agent. Fresno Unified School District employees were loaned to the SCAEC office. These loans are 100% reimbursed to Fresno Unified. A 10% cushion has been added to each contract to accommodate any changes in contract. Contracts attached: Sherri Watkins - \$211,998.60 / Pang Vangyi - \$165,093.50 - Total: \$377,092.10	Adult Education Consortia	\$ 377,092
198	State of California, Department of Justice	State Government	Manjit Atwal	Manjit Atwal	Paul Idsvoog	N	Human Resources	7/1/2021 - 6/30/2022	State of California Department of Justice agrees to provide fingerprinting clearances for new, retired, returning employees, and volunteers for the district for the 2021/22 fiscal year.	Human Resources/Labor Relations	\$ 210,000
199	Success Together, Inc.	Individual	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	Success Together seeks to provide 25 Fresno Unified Parent University designated schools with a series of five weekly Parent Education classes taking place during the 2021/22 school year.	Title I	\$ 275,000
200	Sullivan Center for Children	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Independent Educational Evaluation (IEE) including evaluation, feedback, reports, attendance of IEP meetings and consultation of FUSD Special Education students.	Special Education	\$ 60,000
201	Supplemental Contracts - Health Services	Corporation	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	7/1/2021 - 6/30/2022	LVN contracts: Provide care for students with diabetes, seizures and requiring medical procedures. Supplemental contracts will be determined at the start of school.	Medi-Cal Billing Option	\$ 225,000
202	Supplemental Health Care	Corporation	Jane Banks	Brian Beck	Kim Mecum	N	Health Services	7/1/2021 - 6/30/2022	Vendor will provide LVNs who will support the school nurse and school sites for any health needs. They will also provide LVNs to support the COVID-19 Action Team and our contact tracing process.	Student Health Services	\$ 2,157,448
203	Supplemental Health Care Services	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Speech and Language Therapy services to include direct, collaborative and compensatory services, reports, goal development, service documentation in district system, supervision of SLPA, etc.	Special Education	\$ 241,920

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
204	Swun Math	Limited Liability Company	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 7/12/2021	To plan and strategize lessons and curriculum support for grade K-8 for Common Core, math fluency/foundational skills for Common Core Math Standards, formative assessments that enable teachers to adjust their instruction to meet student needs, support for teachers and site administrators, site capacity building with teachers in mathematics at school site and/or distance learning via webinar.	One-Time Stimulus Funds	\$ 25,200
205	Swun Math	Limited Liability Company	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	8/1/2021 - 6/30/2022	Administrative support - 2 Swun Math consultants 3 times by trimester 1/3 day support per site for 3 high schools x \$15,000 = \$45,000 1 full day support per site for 9 middle schools x \$36,000= \$324,000 1 full day support per site for 3 K-8 schools x \$36,000 = \$108,000 Total - \$477,000	One-Time Stimulus Funds and Title I	\$ 477,000
206	Swun Math	Limited Liability Company	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	8/1/2021 - 6/30/2022	To plan and strategize lessons and curriculum support for grade K-9 Common Core Standards. To plan and strategize math fluency/foundational skills for Common Core Math Standards. To plan and strategize formative assessments that enable teachers to adjust their instruction to meet student needs. To plan and strategize support for teachers and site administrators (observations and debrief, teacher collaboration, development of quizzes, data cycles). To plan and strategize site capacity building with teachers in mathematics at school site and/or long distance learning via webinar. To plan and strategize community/parent support in mathematics. To plan and support grade K-9. August 1, 2021 - June 30, 2022 - Administrative Support (2 Swun Math consultants) 3 times by trimester. One full day of support per site for 11 elementary schools K-6 Schools x \$36,000 = \$396,000 1/2 days support for 29 elementary schools K-6 x \$18,000 = \$522,000 Total - \$918,000	One-Time Stimulus Funds	\$ 918,000
207	T.W. Patterson Investors	Partnership	David Jansen	David Jansen	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Lease of offices and 5 parking spaces: Suite #707 and #712 for Information Technology staff and in conjunction with Equity and Access staff at 2014 Tulare Street, Fresno, CA 93721.	Technology School Support	\$ 37,332
208	Talkspace Network LLC	Corporation	Brian Beck	Brian Beck	Kim Mecum	Y	Special Education	7/1/2021 - 6/30/2022	Vendor will provide counseling services via unlimited asynchronous text, audio, and video messaging from licensed therapists. Two live video counseling sessions per month per student are also included. The services are delivered on the Talkspace HIPAA compliant platform and mobile applications.	Expanded Learning Opportunities Grant	\$ 168,000
209	Teaching Strategies, Inc. dba: Safe & Civil Schools	Limited Liability Company filing as a Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	7/1/2021 - 6/30/2022	Safe & Civil schools consultants provide PL district-wide, and coaching to staff and sites to build the district's capacity in implementing Climate & Culture initiatives.	Safe & Civil Schools	\$ 28,000
210	The Foundation FCOE, Inc	Corporation	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning	8/1/2021 - 6/30/2022	FCSOS partners with the district in the Starting Smart and Strong Project, provides access to formal child care providers, and participates in all aspects of the Fresno Language Project.	Lucille Packard Children Center Grant	\$ 25,000
211	The Fresno Center	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/2/2021 - 6/30/2022	Site based Medi-cal funded clinicians to provide assessment, case planning, and individual/group therapy focused on the Southeast Asian Youth.		\$ -
212	The Fresno Center	Non-Profit 501(c)3	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/5/2022	The proposed contract will deliver culturally appropriate outreach and recruitment strategies.	General Fund	\$ 95,000
213	The Judge Rotenberg Educational Center, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide educational, mental health, and residential treatment services as identified per Individual Education Plan (IEP).	Special Education - Mental Health Services and Special Education	\$ 388,527
214	The Stepping Stones Group LLC	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Speech and Language therapy services by a Speech Language Pathology Assistant (SLPA) under the supervision of an SLP. Services to include direct services, material preparation, service documentation, attendance at an IEP team meeting.	Special Education	\$ 518,000

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
215	The Stepping Stones Group LLC	Corporation	Kate Alvarado	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Paraeducation support to Special Education classes and fill unfilled vacancies.	Special Education	\$ 1,620,000
216	The Talk Team	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Speech-Language assessments to students with IEPs for Independent Educational Evaluation (IEE) requests. Services to include assessments, report, goal development and attendance of IEP meetings. Vendor will not solicit services directly. Special Education staff will solely be responsible for referring parent/student to vendor. The parties anticipate that the contractor will provide these services during the 2021-2022 school year.	Special Education	\$ 20,000
217	Therese Jasperson	Individual	Sandra Toscano	Misty Her	Kim Mecum	N	English Learner Services	7/19/2021 - 6/17/2022	Therese Jasperson will be supporting with the development of a Hmong language scope and sequence for the Hmong DLI program.	English Learner Services	\$ 20,000
218	TNTP, Inc.	Corporation	Julie Wheelock	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Partnership with FUSD is to support an alignment between district and school leader in their shared commitment to Inclusive Education, and specifically to develop and leverage Regional Instructional Managers (RIMs) to facilitate school-based improvement in inclusion practices. Ultimately, all students should have equitable educational options to engage in high quality instruction in the least restrictive environment with high expectations, individualized for each student to be college, career, and community ready.	Special Education	\$ 99,020
219	Touchstone Family Development Center, Inc.	Corporation	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Vendor will provide staff development in the area of Infant Mental Health and reflective practice, two times a month.	Special Ed: Local	\$ 9,750
220	Touchstone Family Development Center, Inc.	Corporation	Brian Beck	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Vendor will provide case consultation, home visits, mental health assessments, group consultations, referrals to and collaboration with other agency service provider.	Special Ed: Local and Idea Early Intervention: Spec. Ed.	\$ 20,500
221	TPR Education LLC	Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	N	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Tutor.com - On-demand one-to-one 24/7 online tutoring for mutually agreed upon subjects; asynchronous writing support with turn-around times of 12 hours or less; support from a dedicated Client Services Manager throughout partnership; virtual staff training and student orientation.	One-Time Stimulus Funds	\$ 150,000
222	Tulare County Office of Education	Government Agency	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	Tulare County Office of Education will partner with Fresno Unified in the development of an Internship Credential Program to support Alternative Certification candidates employed in hard to fill areas.	Title I	\$ 60,000
223	Turnitin, LLC	Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	Y	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Turnitin.com site licenses; Feedback Studio	Various Site Budgets	\$ 55,410
224	Twilio	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Twilio to provide instant messaging services for EduText.	Technology School Support	\$ 95,680
225	UCRight.com Inc.	Corporation	Philip Neufeld	Philip Neufeld	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Annual contract for services from a senior network engineer for advanced support on the district telecommunications system.	Ongoing & Major Maintenance Account	\$ 15,000
226	United Sound	Corporation	Catherine Aujero	Bryan Wells	Kim Mecum	N	Visual and Performing Arts	8/16/2021 - 6/9/2022	United Sound will provide teacher and student training modules and materials for the music mentorship program at 7 comprehensive high schools and weekly virtual music classes for 25 ALPS classes.	Elementary Music	\$ 35,600
227	United Sound	Corporation	Bryan Wells	Bryan Wells	Kim Mecum	N	Goal 2	7/1/2021 - 6/30/2022	United Sound will provide the 2022 Rose Parade experience for up to 7 teams. A team includes 1 new musician, a mentor, and an accompanying parent/guardian of new musician.	Student Activity Supports	\$ 35,000
228	Univision	Corporation	Lindsay Sanders	Lindsay Sanders	Lindsay Sanders	N	Communications	7/1/2021 - 6/30/2022	The annual media service contracts educate and engage parents, employees and the community on matters such as LCAP outreach, school choice, early learning registration and safety.	Communications	\$ 35,000
229	Valley PBS	Corporation	Carlos Castillo	Carlos Castillo	Kim Mecum	Y	Curriculum, Instruction, and Professional Learning	7/1/2021 - 6/30/2022	Valley PBS proposes the continued partnership with Fresno Unified School District to produce the literacy show Reading Explorers which provides learning opportunities for children in PreK, TK and K-2nd grade throughout the Central Valley. Each lesson will be aired Monday through Friday from 7:30 am - 8:30 am starting on July 1, 2021 - June 30, 2022.	One-Time Stimulus Funds	\$ 243,100

	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
230	ViaTRON	Corporation	Tami Lundberg	Tami Lundberg	Tami Lundberg	N	Information Technology	7/1/2021 - 6/30/2022	Data conversion and digital scanning of "class records" along with "no show drop records".	Technology School Support	\$ 27,280
231	WestEd	Exempt	Teresa Morales-Young	Carlos Castillo	Kim Mecum	N	Teacher Development	7/1/2021 - 6/30/2022	WestEd will participate as the External Evaluator of the Teacher Quality Partnership grant. They will prepare grant evaluations as well as provide quantitative and qualitative data analysis.	Fresno Pacific Teacher Quality Partnership Program	\$ 145,000
232	WestPort Insurance Corporation	Corporation	Andrew De La Torre	Andrew De La Torre	Santino Danisi	N	Benefits and Risk Management	7/1/2021 - 6/30/2022	Since July 01, 2014 the district has purchased medical stop loss insurance. This coverage is purchased to protect the district's health plan from the impact of individual high cost medical claims, in excess of \$2 million dollars.	Health Benefit ISF	\$ 1,762,427
233	Wilderness Outdoor Leadership Foundation (WOLF)	Non-Profit	Joe Di Filippo	Bryan Wells	Kim Mecum	N	Goal 2	8/16/2021 - 6/9/2022	Wilderness Outdoor Leadership Foundation (WOLF) will provide a virtual sixth grade camp complete with synchronous instruction and related activities aligned with sixth grade instructional standards.	Trips and Transitions	\$ 200,000
234	Wonder Valley Ranch	Corporation	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/9/2022	Contractor agrees to provide facilities, rope course activities and instruction, recreation, food and other camp related activities for FUSD middle and high school students in Alliance/Peer Mentoring.	Peer Mentors and Men's & Women's Alliance	\$ 73,500
235	Wonder Valley Ranch Resort	Corporation	Leslie Loewen	Bryan Wells	Kim Mecum	N	Goal 2 - Campus Culture	7/1/2021 - 6/30/2022	Vendor will provide camp facilities, recreation, room/board for middle and high school student leaders, and professional learning and team-building resources for Campus Culture directors.	Trips and Transitions	\$ 220,000
236	Wonder Valley Ranch Resort	Corporation	Joe Di Filippo	Bryan Wells	Kim Mecum	N	Goal 2	8/16/2021 - 6/9/2022	As part of the District's commitment to engaging all students in Arts, Activities and Athletics, Wonder Valley Ranch Resort will provide sixth grade camp facilities, outdoor classroom experiences, room and board for Fresno Unified sixth grade students and staff. Students will participate in educational and leadership activities that will reinforce sixth grade content standards in science, language arts, social sciences, conservation, animal habitats and team building. This is an overnight camp experience with transportation provided to and from camp.	Trips and Transitions	\$ 360,000
237	Xello	Corporation	Jeremy Ward	Jeremy Ward	Kim Mecum	N	College and Career Readiness - Extended Learning	7/1/2021 - 6/30/2022	Xello is a web-based self-exploration and planning program for college and career readiness; access for all middle and high school students.	Career Vocational Education/Workforce Readiness	\$ 62,898
238	Youth Care of Utah, Inc.	Corporation	Jeanne Butler	Brian Beck	Kim Mecum	N	Special Education	7/1/2021 - 6/30/2022	Provide Non Public Educational services as identified per Individual Educational Plan (IEP) in the amount of \$202.00 per school day for Basic Education and \$287.00 per day for Room and Board and \$136.00 per day for Clinical Services.	Special Education - Mental Health Services and Special Education	\$ 230,107
										Estimated Grand Total:	\$ 69,506,968

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM B-45

AGENDA SECTION: B

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

ACTION REQUESTED: Approve

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

TITLE AND SUBJECT: Approve Annual Agreements for the 2021/22 School Year – Supplemental Report

ITEM DESCRIPTION: Included in the Board binders is a matrix detailing agreements to provide services to Fresno Unified School District. These agreements include the following categories:

- Targeted Assistance:
 - Student Achievement Outcomes
 - Social Emotional Supports

Two agenda items are presented to ratify the agreements. The first item includes the Primary Report with all agreements with the exception of those that may present a potential conflict of interest for an individual Board member. All remaining agreements are in the Supplemental Report and presented as a second agenda item.

By separating the agreements in this manner, Board members with potential conflicts of interest can abstain from taking action on the Supplemental Report while still voting along with the rest of the Board on the Primary Report.

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.

Copies of the individual contracts are available upon request. Contracts will commence after Board approval and will end no later than June 30, 2022.

FINANCIAL SUMMARY: Sufficient funds have been budgeted in the 2021/22 budget. These investments will be funded through the appropriate budgets, as detailed in the matrix.


PREPARED BY: Tammy Townsend
Executive Officer

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

CABINET APPROVAL: Santino Danisi
Chief Financial Officer

SUPERINTENDENT APPROVAL:





	Vendor Name	Vendor Type	Principal/Head Approval	Instructional Supt./Executive Director	Cabinet Representative	New Vendor?	School/Dept.	Term	Description	Funding	Estimated Total
1	Fresno County Economic Opportunities Commission - Street Saints	Non-Profit 501(c)3	Ambra O'Connor	Ambra O'Connor	Kim Mecum	N	Prevention and Intervention	8/12/2021 - 6/9/2022	The Contractor will continue providing baseline services related to student attendance through mentoring, programming and community leadership.	Prevention & Intervention	\$ 341,523
2	Fresno County Economic Opportunities Commission	Non-Profit 501(c)3	Deanna Mathies	Deanna Mathies	Lindsay Sanders	N	Early Learning Department	8/1/2021 - 6/30/2022	FCEOC provides the district access to Early Head Start/Head Start children, families, and staff. This contract underwrites their costs for participation in the Fresno Language Learning Project.	Lucille Packard Children Center Grant	\$ 25,000
3	Fresno County Economic Opportunities Commission - Street Saints	Non-Profit 501(c)3	Zuleica Murillo	Zuleica Murillo	Lindsay Sanders	N	Parent University	7/1/2021 - 6/30/2022	Provide targeted outreach to African American families of students identified as chronically absent through family mentorship, attendance, education, and leadership recruitment.	Parent University	\$ 30,000
										Estimated Grand Total:	\$ 396,523

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM B-46

AGENDA SECTION: B

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

ACTION REQUESTED: Discuss and Approve

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

TITLE AND SUBJECT: Discuss and Approve Amendment to the 2021/22 Academic Calendar

ITEM DESCRIPTION: Included in the Board binders and submitted for your approval is a copy of the amended 2021/22 academic calendar. The calendar reflects changing the following:

- Moved Buyback Day on August 11 to August 09, 2021
- Moved Institute Days from August 12 and August 13 to August 10 and August 11, 2021
- Added student days to August 12 and August 13, 2021
- Added a Buyback Day to October 11, 2021
- Moved Buyback Day from October 25 to September 20, 2021
- Added a Buyback Day to January 10, 2022
- Added a Buyback Day to March 21, 2022
- Moved a Buyback Day from March 07, 2022 to February 28, 2022
- Added a student day to June 10, 2022

If approved students will have 180 instructional school days.

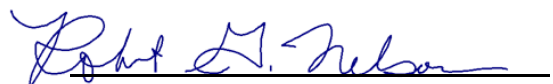
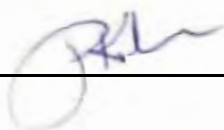
FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Carlos Castillo,
Instructional Superintendent

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

CABINET APPROVAL: Kim Mecum,
Chief Academic Officer

SUPERINTENDENT APPROVAL:



DRAFT

**BOARD ADOPTED
January 29, 2020**

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2021-2022

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 10 & 11

DISTRICT BUYBACK DAY

August 9, 2021
September 20, 2021
October 11, 2021
January 10, 2022
February 28, 2022
March 21, 2022

**INSTITUTE & BUYBACK
DAYS ARE
NON-STUDENT DAYS**

VACATION & HOLIDAYS

Independence Day: July 4
(Observed July 5, 2021)
Labor Day: Sept. 6
Veterans' Day: Nov. 11
Thanksgiving: Nov. 22-26
Winter Break: Dec. 20-Jan. 7
M.L. King, Jr. Day: Jan. 17
Lincoln's Birthday: Feb. 7
Presidents' Day: Feb. 21
Spring Break: April 11-18
Memorial Day: May 30
Independence Day: July 4, 2022

**HOLIDAYS FOR CLASSIFIED
PERSONNEL**

2021: July 5, Sept. 6, Nov. 11,
Nov. 25 & 26, Dec. 24, 27 & 31
2022: Jan. 17, Feb. 7, Feb. 21, April 15,
May 30, July 4

**BOARD OF EDUCATION
MEETINGS**

2nd & 4th Wednesdays
unless otherwise specified

Board Meetings are held at the
FUSD Education Center
2309 Tulare Street, 2nd Floor

Public Schools Month - April, 2022
CA Day of the Teacher - May 3, 2022
Classified Employee Week - May 16-20, 2022

JULY, 2021						
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DECEMBER, 2021						
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APRIL, 2022						
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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

H HOLIDAY **I** INSTITUTE DAY **1** NOT IN SESSION **B** BUYBACK DAY

SEPTEMBER, 2021						
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JANUARY, 2022						
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OCTOBER, 2021						
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FEBRUARY, 2022						
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JUNE, 2022						
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NOVEMBER, 2021						
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MARCH, 2022						
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JULY, 2022						
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SCHOOL BEGINS
August 12, 2021
SCHOOL ENDS
June 10, 2022

**Elementary & Secondary
Reporting Periods**

Oct. 8.....Period 1 ends (40 days)
Dec. 17.....Period 2 ends (43 days)
Mar. 18.....Period 3 ends (45 days)
June 10.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 10-15.....1st Deficiency Notice
Oct. 11-22.....1st Report Card
(Elementary Parent Conferences)
Nov. 8-15.....2nd Deficiency Notice
Jan. 10-14.....2nd Report Card
Feb. 11-17.....3rd Deficiency Notice
Mar. 21-25.....3rd Report Card
Apr. 29 - May 5.....4th Deficiency Notice
June 10.....4th Report Card

**END OF SEMESTER DATES
ELEMENTARY & SECONDARY**

Dec. 17 (83 days)
June 10 (97 days)

**STANDARDIZED TESTING
WINDOW**

State Testing
March 28 - June 3
Click here to access district testing calendar

Deviations from the calendar require
Board approval.

Traditional School Year - 180 teaching days and 8 non-student days
2 Institute Days: August 10 & 11, 2021
6 District BuyBack Days: August 9, 2021; September 20, 2021; October 11, 2021;
January 10, 2022; February 28, 2022; March 21, 2022



Academic Calendar Amendments 2021-2022

DRAFT

**BOARD ADOPTED
January 29, 2020**

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2021-2022

Visit us on the web
www.fresnounified.org

**TEACHER INSTITUTE DAYS
August 10 & 11**

**DISTRICT BUYBACK DAY
August 5, 2021**

**INSTITUTE & BUYBACK
DATA ARE
NON-STUDENT DAYS**

**VACATION & HOLIDAYS
Independence Day, July 4
(Observed July 6, 2021)
Labor Day, Sept. 6
Thanksgiving, Nov. 25-26
Winter Break, Dec. 20-26
MLK Day, Jan. 17
Lincoln's Birthday, Feb. 7
Presidents Day, Feb. 15
Spring Break, April 11-16
Memorial Day, May 3
Independence Day, July 4, 2022**

**HOLIDAYS FOR CLASSIFIED
PERSONNEL**

**BOARD OF EDUCATION
MEETINGS**

Public Schools Month: April 2022

Traditional School Year - 180 teaching days and 8 non-student days

3 Institute Days: August 10 & 11, 2021

6 District Buyback Days: August 5, 2021; September 26, 2021; October 11, 2021;

January 10, 2022; February 26, 2022; March 21, 2022

JULY 2021							BLACK PIGEONS DENY STATE SCHOOLS WILL BE IN SESSION																											
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29	30	31					31								32																			
							POLICY							INSTITUTE DAY							NOT IN SESSION							HOLIDAY DAY						

AUGUST 2021							SEPTEMBER 2021							OCTOBER 2021							NOVEMBER 2021													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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8	9	10	11	12	13	14	9	10	11	12	13	14	15	16	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
15	16	17	18	19	20	21	17	18	19	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27	28	29	30	31	28	29	30	31		
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DECEMBER 2021							JANUARY 2022							FEBRUARY 2022							MARCH 2022													
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8	9	10	11	12	13	14	9	10	11	12	13	14	15	16	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
15	16	17	18	19	20	21	17	18	19	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27	28	29	30	31	28	29	30	31		
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APRIL 2022							MAY 2022							JUNE 2022							JULY 2022													
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8	9	10	11	12	13	14	9	10	11	12	13	14	15	16	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
15	16	17	18	19	20	21	17	18	19	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27	28	29	30	31	28	29	30	31		
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Traditional School Year - 180 teaching days and 90 non-teacher days																			180
2 Academic Days - August 16 to 17, 2022																			
January 10, 2022 - February 2, 2022; March 2, 2022																			

**SCHOOL BEGINS
August 12, 2021
SCHOOL ENDS
June 10, 2022**

**Elementary & Secondary
Reporting Periods**

REPORT TO PARENTS

**END OF SEMESTER DATES
ELEMENTARY & SECONDARY**

**STANDARDIZED TESTING
WINDOW**

**Final Testing
March 28 - June 1**

Click here to view district testing calendar

**Decisions from the calendar require
Board approval**

Agreement to Revisions

- Three additional buyback days throughout the year for professional learning and planning for student acceleration. The total six buyback days are spread out throughout the year.
- Students will start on Thursday, August 12, 2021. These days are two days earlier than the original August 16 start. These half days will help teachers meet students earlier in preparation for the year.

Amendments

- The calendar reflects changes to the following:
- Moved Buyback Day on August 11 to August 9, 2021
- Moved Institute Days from August 12 and August 13 to August 10 and August 11, 2021
- Added student days to August 12 and August 13, 2021
- Moved a Buyback Day from October 25 to September 20, 2021



Amendments

- The calendar also reflects changes to the following:
 - Added a Buyback Day to October 11, 2021
 - Added a Buyback Day to January 10, 2022
 - Added a Buyback Day to March 21, 2022
 - Moved a Buyback Day from March 7 to February 28, 2022
 - Added a student day to June 10, 2022

Amended Calendar 2021-2022

DRAFT

BOARD ADOPTED
January 29, 2020

FRESNO UNIFIED SCHOOL DISTRICT ACADEMIC CALENDAR SCHOOL YEAR 2021-2022

Visit us on the web
www.fresnounified.org

TEACHER INSTITUTE DAYS
August 10 & 11

DISTRICT BUYBACK DAY
August 9, 2021
September 20, 2021
October 11, 2021
January 10, 2022
February 28, 2022
March 21, 2022

**INSTITUTE & BUYBACK
DAYS ARE
NON-STUDENT DAYS**

VACATION & HOLIDAYS
Independence Day: July 4
(Observed July 5, 2021)
Labor Day: Sept. 6
Veterans' Day: Nov. 11
Thanksgiving: Nov. 22-26
Winter Break: Dec. 20-Jan. 7
M.L. King, Jr. Day: Jan. 17
Lincoln's Birthday: Feb. 7
Presidents' Day: Feb. 21
Spring Break: April 11-18
Memorial Day: May 30
Independence Day: July 4, 2022

**HOLIDAYS FOR CLASSIFIED
PERSONNEL**
2021: July 5, Sept. 6, Nov. 11,
Nov. 25 & 26, Dec. 24, 27 & 31
2022: Jan. 17, Feb. 7, Feb. 21, April 15,
May 30, July 4

**BOARD OF EDUCATION
MEETINGS**
2nd & 4th Wednesdays
unless otherwise specified

Board Meetings are held at the
FUSD Education Center
2300 Tulare Street, 2nd Floor

Public Schools Month - April, 2022
CA Day of the Teacher - May 3, 2022
Classified Employee Week - May 16-20, 2022

JULY, 2021						
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DECEMBER, 2021						
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BLACK FIGURES DENOTE DAYS SCHOOL WILL BE IN SESSION
RED FIGURES DENOTE NON-STUDENT DAYS WHEN SCHOOL WILL NOT BE IN SESSION

H HOLIDAY **I** INSTITUTE DAY **1** NOT IN SESSION **B** BUYBACK DAY

SEPTEMBER, 2021						
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JUNE, 2022						
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MARCH, 2022						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

Traditional School Year - 180 teaching days and 8 non-student days

2 Institute Days: August 10 & 11, 2021
6 District Buyback Days: August 9, 2021; September 20, 2021; October 11, 2021;
January 10, 2022; February 28, 2022; March 21, 2022

SCHOOL BEGINS
August 12, 2021
SCHOOL ENDS
June 10, 2022

Elementary & Secondary Reporting Periods

Oct. 8.....Period 1 ends (40 days)
Dec. 17.....Period 2 ends (43 days)
Mar. 18.....Period 3 ends (45 days)
June 10.....Period 4 ends (52 days)

REPORT TO PARENTS

Sept. 10-15.....1st Deficiency Notice
Oct. 11-22.....1st Report Card
(Elementary Parent Conferences)
Nov. 8-15.....2nd Deficiency Notice
Jan. 10-14.....2nd Report Card
Feb. 11-17.....3rd Deficiency Notice
Mar. 21-25.....3rd Report Card
Apr. 29 - May 5.....4th Deficiency Notice
June 10.....4th Report Card

END OF SEMESTER DATES ELEMENTARY & SECONDARY

Dec. 17 (83 days)
June 10 (97 days)

STANDARDIZED TESTING WINDOW

State Testing
March 28 - June 3
Click here to access district testing calendar

Deviations from the calendar require
Board approval.



Questions



Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM B-47

AGENDA SECTION: B

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

ACTION REQUESTED: Discuss

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

TITLE AND SUBJECT: Present and Discuss Fall 2021 California Dashboard Local Indicators

ITEM DESCRIPTION: Included in the Board binders this presentation will provide updated information regarding the California Dashboard and associated local indicator mandates. These local indicators include:

- Basic Instructional Materials, Teachers, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

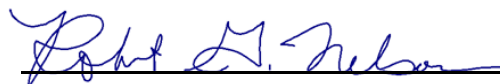
FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Lindsay Sanders,
Chief of Equity and Access

DIVISION: Equity and Access
PHONE NUMBER: (559) 457-3471

CABINET APPROVAL: Lindsay Sanders,
Chief of Equity and Access

SUPERINTENDENT APPROVAL:

A blue ink signature of Lindsay Sanders, written over a horizontal line.A blue ink signature of Robert L. Nelson, written over a horizontal line.



Fresno Unified
School District

California School Dashboard, Local Indicators

Board of Education
June 16, 2021



State Accountability System

Priority Area	State Indicator	Local Indicator
1—Basic Services		Basic Conditions at School
2—Academic Standards		Implementation of State Academic Standards
3—Parent Engagement		Annual Parent Survey
4—Student Achievement	Academic Indicator/English Learner Progress Indicator	
5—Student Engagement	Graduation Rate/ <i>Chronic Absenteeism</i>	
6—School Climate	Suspension Rate	Local Climate Survey
7—Access to a Broad Course of Study		Local Rating System
8—Outcomes in a Broad Course of Study	<i>College/Career Indicator</i>	



Local Performance Indicators

- Basic Services and Conditions at Schools (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- Local Climate Survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)

6 Local Performance Indicators Ratings

Local Indicator	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Basic Conditions at School (Priority 1)	Met	N/A	Met
Implementation of State Academic Standards (Priority 2)	Met	N/A	Met
Parent Engagement (Priority 3)	Met	N/A	Met
Local Climate Survey (Priority 6)	Met	N/A	Met
Access to a Broad Course of Study (Priority 7)	N/A	N/A	Met



Basic Services and Conditions at School (Priority 1)

Local Indicators	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Student Access to Instructional Materials	100%	N/A	100%
Facilities Properly Maintained*	97.4%	N/A	97.6%
Teachers Misassigned	<1%	N/A	<1%

* Average score based on the State's Facility Inspection Tool (FIT), which is utilized to identify if a school facility is in "good repair" as defined by Ed Code 17002(d)(2). As part of the school accountability report card, districts are required to assess the safety, cleanliness, and adequacy of school facilities. "Good repair" means the facility is maintained in a manner that provides a clean, safe and functional environment.



Implementation of State Academic Standards (Priority 2)

Districts have 2 options for providing a summary of their progress in this area:

- Provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools
- Complete a CDE approved reflection tool with the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability



Implementation of State Academic Standards (Priority 2, Question 1)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Initial Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Initial Implementation



Implementation of State Academic Standards (Priority 2, Question 2)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Initial Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Initial Implementation

Implementation of State Academic Standards (Priority 2, Question 3)

Recently Adopted Academic and/or Curriculum Frameworks

Rate progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instructions aligned to the recently adopted academic standards and/or curriculum frameworks:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation and Sustainability
Next Generation Science Standards	Beginning Development	N/A	Beginning Development
History-Social Science	Beginning Development	N/A	Initial Implementation

Implementation of State Academic Standards (Priority 2, Question 4)

Other Adopted Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation
Next Generation Science Standards	Full Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Beginning Development

Implementation of State Academic Standards (Priority 2, Question 5)

Support for Teachers and Administrators

Rate the district's success at engaging in the following activities with teachers and school administrators:

Content Area	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Common Core State Standards for ELA	Full Implementation	N/A	Full Implementation
ELD (Aligned to ELA Standards)	Full Implementation	N/A	Full Implementation
Common Core State Standards for Math	Full Implementation	N/A	Full Implementation
Next Generation Science Standards	Full Implementation	N/A	Initial Implementation
History-Social Science	Initial Implementation	N/A	Beginning Development

Parent Engagement (Priority 3)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Developing the capacity of staff	Full Implementation	N/A	Full Implementation and Sustainability
Creating welcoming environments	Full Implementation	N/A	Full Implementation and Sustainability
Supporting staff to learn about each family	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability
Developing multiple opportunities for the LEA and school sites to engage in 2-way communication	Full Implementation and Sustainability	N/A	Full Implementation and Sustainability

13 Parent Engagement (Priority 3, cont'd)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Providing professional learning and support to teachers and principals	Initial Implementation	N/A	Full Implementation
Providing families with information and resources	Initial Implementation	N/A	Full Implementation and Sustainability
Implementing policies or programs for teachers to meet with families and students	Full Implementation	N/A	Full Implementation and Sustainability
Supporting families to understand and exercise their legal rights	Full Implementation	N/A	Full Implementation

13 Parent Engagement (Priority 3, cont'd)

Parent Engagement

Rate how the district addresses receiving parent input in decision-making and promoting parental participation in education programs for students:

Area Summary	2018-2019 Rating	2019-2020 Rating	2020-2021 Rating Submission
Building the capacity of and supporting principals and staff	Full Implementation	N/A	Full Implementation and Sustainability
Building the capacity of and supporting family members	Full Implementation	N/A	Full Implementation and Sustainability
Providing all families with opportunities to provide input	Full Implementation	N/A	Full Implementation and Sustainability
Providing opportunities to have families, teachers, principals, and district administrators work together	Full Implementation	N/A	Full Implementation and Sustainability



School Climate (Priority 6)

Indicator	2018-2019	2019-2020	2020-2021 Submission
Elementary students with favorable response to the question: "I feel like I am part of this school."	71.2%	N/A	71%
Secondary students with favorable response to the question: "I feel like I am part of this school."	50.7%	N/A	51%



School Climate (Priority 6)

Indicator	2018-2019	2019-2020	2020-2021 Submission
Elementary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	67.8%	N/A	68%
Secondary students with favorable response to the question: "There is a teacher or some other adult who really cares about me."	53.3%	N/A	59%



Access to a Broad Course of Study (Priority 7)

Indicator	2018-2019	2019-2020	2020-2021 Submission
Percentage of students enrolled in grades 1-6 who have access to and are enrolled in a broad course of study	100%	N/A	100%
Percentage of students enrolled in grades 7-12 who have access to and are enrolled in a broad course of study	100%	N/A	100%



Update on Differentiated Assistance, CSI, ATSI, and TSI

Differentiated Assistance, CSI, ATSI, and TSI status continue rolling over (continuing) until activated again by the next iteration of the CA Dashboard.

Fresno Unified School District
Board Agenda Item

Board Meeting Date: June 16, 2021

AGENDA ITEM C-48

AGENDA SECTION: C

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

ACTION REQUESTED: Receive

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

TITLE AND SUBJECT: Results of the Sale of General Obligation Bonds, Election of 2016, Series D and General Obligation Bonds, Election of 2020, Series A

ITEM DESCRIPTION: Included in the Board binders is a summary which describes the results of the sale of General Obligation Bonds, Election of 2016, Series D in the amount of \$45 million and the sale of General Obligation Bonds, Election of 2020, Series A in the amount of \$80 million. The sale took place on June 03, 2021.

As part of the bond sale process, Moody's Investors Service updated its bond credit rating for the district. The report to potential investors dated May 14, 2021 affirmed the district's outstanding bond rating of 'Aa3' with a 'Stable' outlook. Moody's cited the district's sound finances, strong management team with conservative budgeting practices, stable enrollment, and growing Central Valley economy as the rationale for the rating.

FINANCIAL SUMMARY: General Obligation Bonds Election of 2016, Series D in the amount of \$45 million and General Obligation Bonds, Election of 2020, Series A in the amount of \$80 million.


PREPARED BY: Santino Danisi
Chief Financial Officer

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

CABINET APPROVAL: Santino Danisi
Chief Financial Officer



SUPERINTENDENT APPROVAL:



Fresno Unified School District
General Obligation Bonds Election of 2016, Series D
General Obligation Bonds Election of 2020, Series A

Final Financing Summary

Sale Date:	June 3, 2021
Closing Date:	June 16, 2021
Sale Method:	Negotiated
Underlying GO Rating:	Aa3/--/--
Optional Redemption:	8/1/2029 @ 100%

Sources and Uses:

Sources:

	Series D	Series A
Par Amount	\$ 45,000,000	\$ 80,000,000
Premium	3,082,782	6,543,978
Total	\$ 48,082,782	\$ 86,543,978

Uses:

Deposit to Building Fund	\$ 45,000,000	\$ 80,000,000
Deposit to Debt Service Fund	2,850,332	6,074,178
Costs of Issuance	133,000	293,000
Underwriters' Discount	99,450	176,800
Total	\$ 48,082,782	\$ 86,543,978

Costs of Issuance Detail:

Items	Provider	Series D	Series A
Bond & Disclosure Counsel	Jones Hall	\$ 58,500	\$ 68,500
Bond Counsel Expenses	Jones Hall	600	600
Election Counsel	Jones Hall	-	5,000
Financial Advisor	Keygent LLC	40,000	40,000
Financial Advisor Expenses	Keygent LLC	106	188
Election Reimbursement	Fresno Unified School District	-	124,331
Printing/Posting	Avia Communications	1,250	1,250
Demographic Data	California Municipal Statistics	720	1,280
Credit Rating	Moody's Investors Service	26,640	47,360
Trustee/Escrow Agent/COI	U.S. Bank	1,944	1,944
Contingency/Expenses		3,240	2,546
Total		\$ 133,000	\$ 293,000



Fresno Unified School District
General Obligation Bonds Election of 2016, Series D

Final Financing Summary

Debt Service Schedule:

Date	Principal	Coupon (%)	Yield (%)	Yield to Maturity (%)	Interest	Debt Service Fund	Net Debt Service
8/1/2021	\$ -	-	-	-	\$ 128,056.25	\$ (128,056.25)	\$ -
8/1/2022	3,380,000.00	2.000	0.100	-	1,024,450.00	(1,024,450.00)	3,380,000.00
8/1/2023	5,130,000.00	2.000	0.160	-	956,850.00	(956,850.00)	5,130,000.00
8/1/2024	3,435,000.00	2.000	0.280	-	854,250.00	(740,975.55)	3,548,274.45
8/1/2025	2,810,000.00	2.000	0.440	-	785,550.00		3,595,550.00
8/1/2026	3,530,000.00	2.000	0.620	-	729,350.00		4,259,350.00
8/1/2027	2,075,000.00	2.000	0.800	-	658,750.00		2,733,750.00
8/1/2028	2,185,000.00	2.000	0.940	-	617,250.00		2,802,250.00
8/1/2029	2,305,000.00	2.000	1.100	-	573,550.00		2,878,550.00
8/1/2030	2,435,000.00	2.000	1.240	1.317	527,450.00		2,962,450.00
8/1/2031	2,565,000.00	2.000	1.340	1.460	478,750.00		3,043,750.00
8/1/2032	2,705,000.00	2.000	1.430	1.572	427,450.00		3,132,450.00
8/1/2033	2,845,000.00	3.000	1.430	1.888	373,350.00		3,218,350.00
8/1/2034	3,015,000.00	3.000	1.530	2.025	288,000.00		3,303,000.00
8/1/2035	3,200,000.00	3.000	1.630	2.144	197,550.00		3,397,550.00
8/1/2036	3,385,000.00	3.000	1.700	2.231	101,550.00		3,486,550.00
Total	\$ 45,000,000.00				\$ 8,722,156.25	\$ (2,850,331.80)	\$ 50,871,824.45

Repayment Ratio:	1.13 to 1
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Fresno Unified School District
General Obligation Bonds Election of 2020, Series A

Final Financing Summary

Debt Service Schedule:

Date	Principal	Coupon (%)	Yield (%)	Yield to Maturity (%)	Interest	Debt Service Fund	Net Debt Service
8/1/2021	\$ 5,225,000.00	3.000	0.070	-	\$ 335,540.63	\$ (335,540.63)	\$ 5,225,000.00
8/1/2022	9,035,000.00	4.000	0.070	-	2,527,575.00	(2,527,575.00)	9,035,000.00
8/1/2023	1,800,000.00	4.000	0.120	-	2,166,175.00	(2,166,175.00)	1,800,000.00
8/1/2024	-	-	-	-	2,094,175.00	(1,044,887.27)	1,049,287.73
8/1/2025	-	-	-	-	2,094,175.00		2,094,175.00
8/1/2026	-	-	-	-	2,094,175.00		2,094,175.00
8/1/2027	-	-	-	-	2,094,175.00		2,094,175.00
8/1/2028	-	-	-	-	2,094,175.00		2,094,175.00
8/1/2029	-	-	-	-	2,094,175.00		2,094,175.00
8/1/2030	490,000.00	4.000	0.990	1.271	2,094,175.00		2,584,175.00
8/1/2031	585,000.00	4.000	1.060	1.554	2,074,575.00		2,659,575.00
8/1/2032	690,000.00	4.000	1.150	1.804	2,051,175.00		2,741,175.00
8/1/2033	800,000.00	4.000	1.200	1.985	2,023,575.00		2,823,575.00
8/1/2034	915,000.00	4.000	1.250	2.140	1,991,575.00		2,906,575.00
8/1/2035	1,040,000.00	4.000	1.300	2.274	1,954,975.00		2,994,975.00
8/1/2036	1,170,000.00	4.000	1.350	2.390	1,913,375.00		3,083,375.00
8/1/2037	1,310,000.00	4.000	1.410	2.499	1,866,575.00		3,176,575.00
8/1/2038	1,455,000.00	4.000	1.460	2.591	1,814,175.00		3,269,175.00
8/1/2039	1,615,000.00	4.000	1.510	2.672	1,755,975.00		3,370,975.00
8/1/2040	1,780,000.00	4.000	1.570	2.752	1,691,375.00		3,471,375.00
8/1/2041	1,955,000.00	4.000	1.610	2.814	1,620,175.00		3,575,175.00
8/1/2042	2,140,000.00	4.000	1.740	3.001	1,541,975.00		3,681,975.00
8/1/2043	2,335,000.00	4.000	1.740	3.001	1,456,375.00		3,791,375.00
8/1/2044	2,545,000.00	4.000	1.740	3.001	1,362,975.00		3,907,975.00
8/1/2045	2,760,000.00	4.000	1.740	3.001	1,261,175.00		4,021,175.00
8/1/2046	2,995,000.00	2.375	2.500	-	1,150,775.00		4,145,775.00
8/1/2047	3,190,000.00	2.375	2.500	-	1,079,643.76		4,269,643.76
8/1/2048	3,395,000.00	2.375	2.500	-	1,003,881.26		4,398,881.26
8/1/2049	3,605,000.00	3.000	2.200	2.711	923,250.00		4,528,250.00
8/1/2050	3,850,000.00	3.000	2.200	2.711	815,100.00		4,665,100.00
8/1/2051	4,105,000.00	3.000	2.200	2.711	699,600.00		4,804,600.00
8/1/2052	4,370,000.00	3.000	2.220	2.739	576,450.00		4,946,450.00
8/1/2053	4,650,000.00	3.000	2.220	2.739	445,350.00		5,095,350.00
8/1/2054	4,945,000.00	3.000	2.220	2.739	305,850.00		5,250,850.00
8/1/2055	5,250,000.00	3.000	2.220	2.739	157,500.00		5,407,500.00
Total	\$ 80,000,000.00				\$ 53,225,940.65	\$ (6,074,177.90)	\$ 127,151,762.75

Repayment Ratio:	1.59 to 1
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