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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – May 01, 2020

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

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report for April 24, 2020
AS-2 Santino Danisi Local Control and Accountability Plan for the 2020/21 School Year
AS-3 Santino Danisi Grant Applications to the FEMA Public Assistance Program and Cal OES
AS-4 Kim Kelstrom 2019/20 Health and Welfare Active and Retiree Liability Reserve

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Advanced Placement Online Exam Student Support Plan
EA-2 Kristi Imberi-Olivares English Learner Redesignation Update

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Facility Improvement Projects Update
OS-2 Karin Temple Fresno Police Department Student Contact Reports

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward Perkins Secondary Application 2020/2021

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Tami Lundberg Technology Distribution to Students
T-2 Tami Lundberg New School Directory and School Profiles on District Website

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: May 01, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held meetings with Executive Cabinet
- Gave interview alongside Fresno Teachers Association President, Manuel Bonilla with Linda Jacobson, Education Dive, regarding distance learning
- Held press conference regarding graduation ceremonies and summer learning
- Attended Dailey Board Meeting
- Met with Mike Espinoza, GO Public Schools Fresno, regarding distance learning
- Participated in weekly call with Council of the Great City Superintendents
- Met with Fresno Teachers Association leadership and district leadership
- Gave interview with Alexan, Balekian, Sunday Morning Matters, regarding graduations and summer learning
- Participated in Livestream with Fresno Teachers Association
- Attended Fresno Compact virtual meeting
- Participated in virtual interviews for K-16 Collaborative Executive Director

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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



Date: May 01, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for April 24, 2020

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for April 24, 2020 is attached and includes the following articles:

- Assembly Budget Subcommittee Discusses COVID-19 Response – April 24, 2020
- Senate Budget Committee Holds Historic Hearing – April 17, 2020
- As Schools Brace for More Challenges, Federal Help is Urgently Needed – April 22, 2020
- Over a Million California Students Still Lack Access to Remote Learning – April 20, 2020

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020



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DATE: April 24, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Assembly Budget Subcommittee Discusses COVID-19 Response

On Monday, the Assembly Budget Subcommittee on Budget Process Oversight and Program Evaluation held its first hearing related to the state's COVID-19 response.

The hearing consisted of similar testimony by the Department of Finance (DOF) and the Legislative Analyst as last Thursday's Senate hearing on the same issue. The DOF emphasized the unprecedented situation that the state finds itself in and said that there is a lot of financial uncertainty regarding the 2020–21 State Budget and possibly the current year (2019–20) State Budget. The DOF stressed the importance of lobbying the federal government for additional financial support beyond the stimulus package that was signed into law by President Donald Trump at the end of March.

On Wednesday, however, U.S. Senate Majority Leader Mitch McConnell (R-Kentucky) said that he is opposed to providing any more federal assistance directly to states and local governments and suggested that he would be in favor of states going the bankruptcy route rather than providing additional federal aid. This statement does not bode well for California and other states as they look to get more assistance from the federal government; however, McConnell's remarks have received bipartisan condemnation, which offers some hope that Congress can come to some agreement on another relief package with funding directly for the states.

The DOF also provided a high level overview of the [expenditures](#) that the Newsom Administration has made from the funding provided by the emergency legislation (Senate Bill [SB] 89 and SB 117) approved by the Legislature immediately before they went on their unprecedented recess. SB 89 allocates up to \$1 billion for the COVID-19 response and establishes a process that allows the Administration to access and use these allocated funds. SB 117 allocates \$100 million to school districts to sanitize and clean school facilities and with subsequent guidance from the California Department of Education also allows districts to use these funds more broadly, such as supporting distance learning.

The subcommittee asked several pointed questions about the SB 89 expenditures, which seemed to signal that there is some frustration that the Legislature is not being notified and consulted with about some of these key spending decisions related to COVID-19. In fact, Legislative Analyst Gabriel Petek has suggested that the Legislature requires more detail on the Administration's COVID-19 response and proposals and highlighted three key questions that the Administration should look to provide to the Legislature:

- How has the Newsom Administration responded to COVID-19?
- What are the Administration's plans for the upcoming months?
- What are the costs and proposals that the Administration has funded and will look to fund in response to COVID-19?

Assemblymember Kevin McCarty (D-Sacramento), the chair of the Assembly Budget Subcommittee on Education Finance, was the only member to ask the panelists about the state of our education funding. Specifically he asked the DOF about the status of the 2.29% statutory cost-of-living adjustment proposed by the Governor in January, if the Governor's special education proposal will be retained in the May Revision, and the realistic expectation that school districts can expect in the summer and fall. The DOF did not provide many specifics as they are still tracking revenues and finalizing their forecasts, but they did concede that we are likely looking at having to make some tough decisions for the 2020–21 State Budget.

The subcommittee will meet again next Monday, April 27, 2020, to discuss COVID-19.

Assembly Budget Subcommittee on Education Finance Set to Meet Next Week

At Monday's hearing, Assemblymember McCarty alluded to an upcoming Assembly Budget Subcommittee on Education Finance hearing regarding education funding and COVID-19.

On Thursday, we found out that the hearing will happen next Tuesday, April 28 and will be conducted in two parts. The first part of the hearing will begin at 10 a.m., and will discuss the COVID-19 implications for K–12 finances, accountability, and safety as well as also how to mitigate learning loss from school closures.

The second part of the hearing will begin at 3 p.m., and will discuss COVID-19 child care and essential workers. We will be sure to provide an update on these hearings in next week's *Sacramento Update* if there's anything worth reporting.

Leilani Aguinaldo

Senate Budget Committee Holds Historic Hearing

By Kyle Hyland and Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
April 17, 2020

After a rocky start resulting in an hour-long delay due to technological glitches, the newly formed Senate Budget and Review Subcommittee on COVID-19 Response met—with some members, including the Committee Chair and Vice Chair Holly Mitchell (D-Los Angeles) and Jim Nielsen (R-Tehama), respectively, attending in person while others participated remotely—for its first and much-anticipated informational and oversight hearing since the California Legislature went into an historic and unplanned recess to help contain the spread of the novel coronavirus.

To inform the hearing and the committee discussion, staff from the Department of Finance (DOF), the Legislative Analyst, and the California Budget Project each addressed the committee with their overviews of the current crisis and its economic effect on the state and targeted populations, including essential workers, undocumented residents, and its most impoverished residents.

In his presentation, the Legislature's top budget and policy analyst, Gabriel Petek, acknowledged the historic moment California finds itself in spawned by the global health pandemic that has halted the state, national, and international economy. Petek noted that within less than three months, the state devolved from a budget surplus to a "budget problem," which he defined as the condition in which the state's surplus and existing reserves are insufficient to meet existing obligations. In essence, Petek's statement signaled that, even in the absence of updated economic data, the state would need to make significant spending cuts. Furthermore, he noted that the effects of the current recession are likely to be felt for the next two budget cycles, during which the state's revenue loss could equal \$50 billion. Notably, the Legislative Analyst's Office (LAO) measures California's Rainy Day Fund (Proposition 2 reserves) at \$17.5 billion—significantly less than half the amount of the reserves needed to backfill anticipated state revenue losses.

The DOF's comments were more measured and provided little insight into what Governor Gavin Newsom's chief financial advisors estimate to be the economic effect of the viral outbreak and its implication for the impending May Revision. Instead, the DOF focused on outlining current COVID-19 response expenditures that include funding for school districts and state-subsidized childcare and preschool programs. When pressed by members for greater detail about budget forecasts, the DOF noted that the May Revision would be released by the May 14 statutory deadline and will include the latest revenue and economic data. Both the DOF and LAO highlight that a significant challenge to estimating state revenues for the budget year are the deferments of tax filing deadlines from April 15 to July 15, noting that in normal years April is a significant month of state revenue and particularly personal income tax revenue, which makes up the lion's share of general fund resources.

While much of the hearing focused on the state's response to COVID-19 to support and protect health care and other essential workers, along with residents who have been furloughed or have lost their jobs, and vulnerable residents, some committee members posed questions that have implications for local educational agencies. Specifically, Senator John Moorlach (R-Costa Mesa)—a reputed fiscal hawk—asked the LAO how the pandemic will impact public pension funds. Petek noted that, assuming Wall Street does not recover to levels assumed in actuarial fund reports (which does not appear likely), increased employer contributions will be needed to offset investment losses.

In regards to schools, Senator Moorlach asked the DOF to opine about how much the current funding in the Public School System Stabilization Account (PSSSA)—the Proposition 98 Rainy Day Fund that was created in tandem with the Budget Stabilization Account (BSA) via Proposition 2 (2014)—will assist K–14 education in preserving its funding levels. Conceding that the current funding in the PSSSA (less than \$400 million) is merely a drop in the bucket for the more than \$80 billion that makes up Proposition 98, the DOF highlighted that the one-time \$3.15 billion (non-Proposition 98) investment made on behalf of the employers’ contribution for California State Teachers’ Retirement System (CalSTRS) and California Public Employees’ Retirement System (CalPERS) and the billions that California is expected to receive from the federal stimulus package that was recently signed into law should provide some relief for schools. However, even with this relief the DOF acknowledged that it does not negate the painful choices that the state will have to make in upcoming budget deliberations in regards to education and other areas.

While it was not cited by the DOF, it is worth mentioning that there is nothing in law that precludes K–14 education from receiving a share of the approximately \$16.5 billion that currently sits in the BSA (see “[Legislative Analyst’s Office Releases Report on Reserve Balances](#)“ in the April 2020 *Fiscal Report*). However, it will be incumbent on the education community to advocate that schools receive a share of that reserve under the likely scenario that the Newsom Administration and the Legislature determine the need to tap into those funds.

As we monitor state, national, and economic data, nothing about the Senate’s hearing was surprising, but we—like all of you—are eager for more detail related to the education budget. Right now, it appears that we will have to wait for the release of the May Revision. Stay tuned.

Note: It could be an uphill climb for additional federal resources unless Senate Majority Leader Mitch McConnell adjusts his stance about not providing more federal aid to states and local governments.

As Schools Brace for More Challenges, Federal Help is Urgently Needed

By Rick Miller
EdSource
April 22, 2020

Creating clarity on what the next chapter for schools looks like and getting students safely back into school next fall will be one of the biggest challenges facing our nation’s educational system in modern times.

As districts begin to plan for how they will eventually welcome California students back to classrooms, President Trump and Congress need to put forth a federal education stimulus package that moves our schools toward more stable fiscal ground.

When schools return to their new normal next year, they will be facing what some researchers are calling a COVID-slide, learning loss experienced by many of our most disadvantaged students coupled with traumas associated with unemployment, food insecurities and homelessness that are especially impacting students in urban areas.

According to a new study from the Northwest Evaluation Association, or NWEA, “students will return in fall 2020 with roughly 70 percent of the learning gains in reading relative to a typical school year. However,

in mathematics, students are likely to show much smaller learning gains, returning with less than 50 percent of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

This slide should be of enormous concern to all Californians given the well-established connection between academic success and economic mobility.

We also need to recognize the social and emotional needs for students and for teachers and consider ways that schools can meet those needs.

The work of creating truly responsive learning experiences for students upon re-entry will fall almost exclusively on teachers, and supporting them while recognizing that many of the teachers and leaders in our schools have also struggled through this traumatic situation obligates our systems to pay particular attention to the social and emotional needs of our adults as well.

These realities call for a massive increase in resources.

Unfortunately, in California we are heading in the opposite direction. Los Angeles Unified, the state’s largest district, is confronting \$200 million in coronavirus costs thus far and California’s existing school budget challenges were well-documented before the pandemic. Earlier this year, Governor Newsom highlighted increasing financial strains on school districts relating to rising pension obligations and he called rising costs for special education a crisis — in Newsom’s own words, ”a real shame.”

A 2018 study aptly titled ”the Silent Recession” showed that while state support for public schools in California was increasing, their expenses were rising faster as a result of cost pressures from pensions, health care and special education.

Sadly, just as the need for additional support increases dramatically in the wake of the coronavirus crisis, those previous obligations will now also increase dramatically, principally because the state’s pension system has lost tens of billions in the stock market collapse over the past month, and districts are obligated to pick up the difference.

Health care costs are expected to increase as will the cost for special education in these uncertain times of distance learning. Add all this to the fact that that schools get 58 percent of their revenues from the state and another 32 percent from other sources and the state is particularly vulnerable to swings in the stock market, and we can safely assume the potential for significant shortfalls to education funding, while school costs significantly increase and students’ need explode.

Indeed, this is the perfect tsunami about to crash on California’s 6 million students.

It is distressing to think that the students in the graduating class of 2021 were kindergartners in 2008, beginning their schooling in the previous economic downturn and amidst massive school budget reductions. During their early years in public schools, pink slips and cutbacks were symbols of the times. Collectively as an education community we will be experiencing this déjà vu and even much greater financial challenges than ever before.

Recognizing the impact on our schools, beginning in 2008, the federal government funneled nearly \$7 billion in stimulus funding to California through the American Resource and Recovery Act. In Long Beach Unified, to name one district, that translated to \$108 million in federal stimulus funding from 2008 to 2011. In 2020,

facing a significantly larger challenge, initial relief funding for Long Beach in response to the coronavirus pandemic totaled \$1.2 million from the state and an estimated \$10 to \$15 million from the feds.

Our teachers, students and schools need substantially more federal stimulus funding than the \$1.6 billion federal investment thus far. President Trump and Congress need to recognize the coming tsunami and in the next round of relief funding prioritize education — our kids are counting on them.

•••

Rick Miller is executive director of the CORE Districts, a collaboration of the some of the state’s largest school districts situated in Los Angeles, Long Beach, Fresno, Garden Grove, Santa Ana, Sacramento, Oakland and San Francisco. Rick was elected to the Rocklin Unified School board in 2018 where he currently serves as President.

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Note: On Monday, Governor Gavin Newsom announced new partnerships and philanthropic donations that will provide internet access and devices to support the state’s distance learning programs

Over a Million California Students Still Lack Access to Remote Learning

By Elizabeth Aguilera
CalMatters
April 20, 2020

More than a month since officials closed schools due to the COVID-19 pandemic, California officials said a two-week blitz led by First Partner Jennifer Siebel Newsom has brought in 70,000 computers and other devices that will be distributed to needy students this week.

Gov. Gavin Newsom has stressed the importance of distance learning and education multiple times during the past month — even talking about helping his own children with school work. Today he focused attention on his administration’s efforts to secure donations from tech giants such as Google and Apple, garnering tens of thousands of computers and internet connections to children in need.

“For class to be in session, it is imperative that California addresses the inequities in access to computers, technology tools and connectivity to ensure that online learning can in fact reach all of California’s children,” Newsom said.

In addition, in Sacramento, the city is converting seven transit buses into super hotspots. Google is to begin establishing the first of 100,000 previously pledged hotspots during the first week of May. Already, Apple has distributed 10,000 iPads to 800 school districts and Google has given out 4,000 laptops.

Yet, even with all of the new devices going out in the coming weeks, it's unclear if all of these efforts will really make a dent in the gap — highlighted by the pandemic — between those who have digital access and those who do not.

Siebel Newsom said one in five California children does not have connectivity or a device to access remote learning. Based on 2018-19 enrollment data, that means roughly 1.2 million children in California lack access.

“We all know that education is fundamental to opportunity and our mission will not end until every child has what they need to continue learning,” she said.

Previously, State Superintendent of Public Instruction Tony Thurmond said that the state is trying to get 150,000 devices in the hands of students who don't have one.

This is especially critical for low-income students and students of color, Siebel Newsom said, referring to a recent study that showed 50% of low-income parents and 42% of parents of color “are worried about distance learning because they don't have a personal device at home.”

Newsom also indicated the state will spend \$30 million to connect more households that need it. Most of those funds, \$25 million, will come from the California Teleconnect Fund and will be prioritized for rural, small and medium-sized districts.

The state Public Utilities Commission will also prioritize \$5 million of the \$30 million for computers for low-income communities.


The state Transportation Agency is teaming up with the city of Sacramento to convert the seven city buses into rolling super hotspots and get them going by May 1. These buses will provide connectivity within at least a 500-foot radius. Locations for the buses haven't been announced. This is a pilot program that may be rolled out in other cities if it proves successful, according to Newsom's office.

Since California began to track cases of coronavirus in the state, there have been 1,208 deaths, including 42 over the past weekend. Newsom said he will reveal a more detailed plan for opening up the state on Wednesday.

“We are not seeing the downward trend we need to see to provide more clarity on the roadmap to recovery,” he said.

Fresno Unified School District
Board Communication

BC Number AS-2

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

Date: May 01, 2020

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan for the 2020/21 School Year

The purpose of this communication is to provide the Board an update regarding amendments for the 2020/21 Local Control and Accountability Plan (LCAP) development.

As previously communicated to the Board on April 09, 2020 the California Department of Education (CDE) put forth recommendations for amendments to the LCAP requirements for the 2020/21 planning year. On Wednesday, April 22, 2020, Governor Newsom formalized these amendments via Executive Order N-56-20 citing relief needed from the upcoming planning deadlines due to school closure. At the May 06, 2020 regularly scheduled Board of Education meeting, staff will provide a complete update on the amendments. Summarized below are highlights of the Executive Order relating to the LCAP process:

Amendments to existing regulations:

- 2020/21 LCAP adoption deadline extended to December 15, 2020
 - There will be a new, one-time, LCAP template to be developed by CDE and used for this new reporting period
- The new three-year template will have delayed implementation, with planned usage to begin with the 2021/21 school year
- Decouples the requirement to adopt the LCAP and budget at the same board meeting
- Removes to the requirement to approve Local Indicators at the same board meeting where the budget adoption is approved

Added requirements for 2020/21:

- With the 2020/21 budget adoption, include a written report explaining the steps taken during school closure to:
 - Meet the needs of unduplicated pupils (English Learners, Foster Youth and students that are socio-economically disadvantaged)
 - Deliver high quality distance learning
 - Provide school meals in non-congregate settings
 - Arrange for supervision of students during ordinary school hours


If you have any questions or require further information, please contact Santino Danisi at 457-3661.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: May 01, 2020

Phone Number: 457-3661

Regarding: Grant Applications to the FEMA Public Assistance Program and Cal OES

The purpose of this communication is to provide the Board information on the district's coordination of emergency assistance grant applications to the Federal Emergency Management Agency's (FEMA) Public Assistance Program in coordination with the California Governor's Office of Emergency Services (Cal OES).

On March 13, 2020, the President declared the ongoing Coronavirus Disease 2019 (COVID-19) pandemic of sufficient severity and magnitude to warrant an emergency declaration. As a result, State, Territorial, Tribal, local government entities and certain private non-profit organizations are eligible to apply for Public Assistance. In accordance with section 502 of the Stafford Act, eligible emergency protective measures taken to respond to the COVID-19 emergency at the direction or guidance of public health officials' may be reimbursed under Category B of the FEMA Public Assistance Program.

At an upcoming regularly scheduled meeting, Board approval will be requested for grant applications to the FEMA Public Assistance Program and to the assisting Cal OES emergency programs to apply for potential reimbursements of Fresno Unified School District's expenses in response to COVID-19.

As required, on April 17, 2020 staff submitted the initial Request for Public Assistance (RPA) as a first step to express the intent to apply for assistance, and we have since received approval. Emergency expenses include food services to the community, supplemental staff time, medical supplies, personal protective equipment, disinfection of facilities, distance learning technology and student learning materials, staff training, and contractual services among other potential expenses that may occur within the term of the emergency period.

Staff will continue to work with both FEMA and Cal OES agency requirements in the process.

If you have any questions or require further information, please contact Santino Danisi at 457-3661.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number AS-4

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



Date: May 01, 2020

Phone Number: 457-3907



Regarding: 2019/20 Health and Welfare Active and Retiree Liability Reserve

The purpose of this communication is to provide the Board updates to the Health and Welfare Active (Incurred But Not Reported – IBNR) and Retiree (Other Post Employment Benefit – OPEB) Liability for 2019/20.

California Education Code 17566(e), as amended by AB1200, requires a triennial for school districts that provide self-insured health and welfare plans. The IBNR Liability represents an estimate of the amount needed to fund the self-insured medical, prescription, and dental plans to all members who have a covered loss but have not yet reported.

The June 30, 2019 IBNR Liability is calculated at \$20.7 million, which is an increase of approximately \$1.0 million from June 30, 2018. Below are the IBNR Liabilities recorded in the actuarial report and prior annual audit reports:

	IBNR Liability	Change
June 30, 2019	\$20,736,474	\$964,589
June 30, 2018	\$19,771,885	\$979,039
June 30, 2017	\$18,792,876	

Government Accounting Standard Board (GASB) No. 75 requires an actuarial evaluation of the District’s Retiree Health Benefits Plan and full recognition of the total net OPEB liability. An actuarial report is completed bi-annually, and a supplemental report is completed annually.

The total OPEB liability as of June 30, 2020 of \$1.03 billion is offset with the June 30, 2019 net assets in the District’s Irrevocable Trust for OPEB Liabilities of \$48.7 million. The net OPEB Liability at the end of 2019/20 is \$981.4 million. In addition, the district transfers \$3.5 million into an irrevocable trust from the General and Self Insurance Funds on an annual basis. Below are the OPEB Liabilities recorded in the actuarial report and prior annual audit reports:

	OPEB Liability	OPEB Trust Fund	Net OPEB Liability	Change
July 01, 2019	\$1,030,159,855	\$48,711,652	\$ 981,448,203	(\$37,807,088)
June 30, 2018	\$1,067,966,943	\$48,711,652	\$1,019,255,291	\$37,164,080
June 30, 2017	\$1,024,167,885	\$42,076,644	\$ 982,091,211	

The assets in the irrevocable trust provide a 6.00% rate of return compared to a 3.13% rate of return and is the main factor for the district’s stable credit rating. If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number EA-1

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

Prepared by: Kristi Imbri-Olivares, Director
Cabinet Approval:

Date: May 01, 2020

Phone Number: 457-3896

Regarding: Advanced Placement Online Exam Student Support Plan

The purpose of this communication is to provide the Board information regarding the plan for student support for College Board's Advanced Placement (AP) Online Exams. As Fresno Unified continues to navigate distance learning through school closures, we wanted to ensure that students had every opportunity to earn college credit for their AP courses. On March 20, 2020, College Board announced that there will be no face-to-face AP exam administration this year. AP Exams will be given online for students to take at home between May 11 and May 22, 2020. Make-up AP exams will occur June 1 to June 5, 2020. This year's AP exams are significantly shorter and will take place within a 45-minute testing window.

A cross-departmental AP Work Team was formed with Equity and Access, Curriculum and Instruction, School Leadership, Information Technology, and College and Career Readiness to backwards map and plan how to help schools and students navigate the AP program, and to ensure that all AP students are being connected with, have their technology needs met, and are being provided with the support they need to complete their AP exam online at home. At the beginning of April, in partnership with our Communications Department, the AP Work Team sent out several communications to notify AP students and their families about this important change and developed a public-facing website where students and families can visit to obtain additional, up-to-date information and free remote learning resources through College Board (www.fresnou.us/AP). We recognized that students may not have access to technology or Internet connectivity at home and did not want this to be a barrier to our students to continue their learning and take their AP exam online. Therefore, an AP technology survey was developed and administered to collect information on whether or not AP students needed a device and/or Internet access, and if they were planning to take their AP exam online at home. Survey data was used to inform and coordinate with Fresno Unified high schools to ensure that students were able to obtain the technology they needed.

While AP teachers are being encouraged to connect with all of their AP students, a phone call script and call log to capture the data were created. Out of 4,638 AP students, there were over 1,800 AP students who did not respond to the technology survey. Counselors, counseling interns, and AP instructional coordinators were provided guidance on how to connect with students and capture the information. For the past three weeks, counselors, counseling interns, and AP instructional coordinators have been calling students directly. As of April 28, 2020, 4,585 students were successfully connected with, while our team continues to reach out to the remaining 53 AP students. Our counseling team is also working to support the 200 AP students who currently do not have access to technology (a device, Internet access, or both).

This week, College Board provided AP students and teachers with information on how to access the testing system on test day, and video demonstrations so that students can familiarize themselves with the system. The AP Work Team worked with counselors, AP teachers, and AP instructional coordinators to ensure that all students were trained and familiar with navigating the online AP exam platform by the end of last week. Students have received communications directly from College Board with instructions to register for the online AP exam. AP teachers and AP instructional coordinators are supporting these efforts by regularly communicating with their students and providing instructional support. All AP students are being encouraged to take their AP exam and to take advantage of College Board's free AP tutorials in preparation for their exams. Students are being asked to contact their academic counselor immediately if they still need access to a computer or the Internet. Our AP teachers and counselors also continue to regularly message to students the importance of checking their FresnoU emails and AP student portal for AP exam updates.

In addition, a Fresno Unified AP Hot Line was created and will be shared with students to provide support prior to their AP exam and during the AP online exam testing window. AP teachers and counselors connected with AP students this week to remind them about the AP exam testing window opening on Monday, May 11, 2020. AP teachers will continue to regularly communicate with their students before, during, and after the testing window to ensure they are completing their AP exams and continue their AP learning. College Board is partnering with districts across the nation by providing supplemental online AP learning materials taught by AP content experts on YouTube. Fresno Unified is leveraging these lessons to provide increased access to high-quality materials for students.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imber-Olivarez, Director
Cabinet Approval:

Date: May 01, 2020

Phone Number: 457-3896

Regarding: English Learner Redesignation Update

The purpose of this communication is to provide the Board information regarding English Learner redesignation during school closures. Due to COVID-19 and school closures, Equity and Access and English Learner Services have partnered to develop a plan and process to ensure eligible English Learner (EL) students have an opportunity to redesignate this year. There are 33 English Learner students who are eligible to redesignate now, pending completion of the Teacher Observation Matrix for Redesignation. An electronic version of the Teacher Observation Matrix was created and communicated to teachers to allow them to complete and sign the form electronically. Teachers received communication from their English Learner (EL) Site Rep and/or English Learner (EL) TSA notifying them of their eligible student(s) and prompting them to complete the electronic form.

In addition, there are currently 201 English Learner students who scored a 4 on the ELPAC assessment during 2018/19 and were eligible to redesignate this year but did not have the opportunity to take our district's local assessment (i-Ready Diagnostic #3). Earlier this week, the i-Ready D3 window was re-opened for English Learner students eligible to redesignate in an effort to give them an opportunity to meet the i-Ready D3 criteria for cycle 3. The testing window will remain open for three weeks and close at 5:00 p.m. on Friday, May 15. Equity and Access has assigned i-Ready D3 to eligible English Learner students and the Site Test coordinators have notified students to log in to take the assessment. EL Site Reps and/or EL TSAs will lead this work by communicating with the Site Test Coordinator, teachers, students to ensure students are completing their i-Ready D3 toward redesignation this May. In addition, our Equity and Access team has developed an i-Ready Hotline ((559) 666-4136) to support students during the testing administration.

Our outlined process is below:

- By last Friday, EL Site Reps/EL TSAs connected directly with the teachers in the Redesignation Monitoring Spreadsheet to notify them that they have students who need to complete i-Ready D3. EL Site Reps/EL TSAs also connected directly with eligible English Learner students and their families to inform them of this opportunity.
- On Monday, April 27, Site Test Coordinator notified students to login to begin testing. EL Site Reps/EL TSAs sent an additional communication directly to students to remind them of the redesignation opportunity.
- Beginning on Monday, April 27, EL Site Reps/EL TSAs started connecting with teachers weekly to remind them about the testing window and check-in on their progress. School messengers went out to students and families regarding this opportunity, and a follow-up school messenger is scheduled for May 11. Eligible English Learner students are also seeing a pop-up message in their student portals notifying them of this redesignation opportunity.

- Equity and Access is providing weekly reports of i-Ready D3 completion rates by school site by teacher for eligible EL students to EL Services for monitoring. These reports will be used for EL Site Reps and EL TSAs to connect directly with student and teachers.
- Site Test Coordinators are actively monitoring i-Ready diagnostic progress for students and the Site Test Coordinator or EL Site Rep will reach out to students to ensure they finish within the allotted testing window.
- EL Services is working with EL Site Reps/EL TSAs to review the Redesignation Monitoring Spreadsheet to ensure all eligible EL students are being assessed within our 3-week window.
- By Monday, May 11, EL Site Reps/EL TSAs will reach out to the remaining students/families directly who have not been contacted or have not completed i-Ready D3 to ensure they test that week before the Friday deadline.
- Students that are struggling with connectivity and technology issues will be directed to school site (EL Site Rep & Site Test Coordinator) so accommodations can be made.

As a reminder, the ELPAC 2019/20 administration has been suspended and we are waiting on guidance from the State on how this will impact redesignation during the 2020/21 school year.

If you have further questions or require additional information, please contact Lindsay Sanders at 457-3471 and/or Sandra Toscano at 457-3928.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: May 01, 2020

Phone Number: 457-3134

Regarding: Facility Improvement Projects Update

The purpose of this communication is to provide the Board information regarding Measure X and Measure M projects, potential impacts of the pandemic on project implementation, and the status of CTE projects and grant applications.

Measure X

Attached is the most recent Measure X Potential Projects Tracking Log, with updated projected Board award dates and total estimated project costs. The planned softball/baseball facility improvements at Bullard, Edison and Sunnyside were pushed to a late winter targeted Board award to commence the projects after conclusion of the sports seasons. This also reduces demands on the Purchasing team.

Measure M

On November 20, 2019 the Board approved priority projects for Measure M investment. Targeted timelines for potential Measure M projects are being developed in alignment with considerations for Measure M project recommendations: baseline campus expectations; facilities needed for program changes/expansion; suitability of facilities for programs; facility/system age, condition and expected life cycle; alignment with high school master plans; facility condition data; safety/security needs; and staff and community needs. Project implementation will depend on funding availability and Board approval.

Consistent with the Measure M priority to invest in outdated/unsuitable classrooms, the first Measure M project in design development is improvement of classrooms and a science lab at Yosemite Middle School. When modernization work was done at Yosemite in the mid-2000s, funding limitations resulted in the exclusion of two classroom wings and a lab classroom. The new project will bring those facilities to the same level as the previously modernized classrooms. Also underway is initial conceptual design of a new cafeteria for Ericson Elementary School.

Adoption of a resolution certifying the results of the Measure M election is recommended on the May 6, 2020 Board meeting agenda. Measure M received 60% voter approval.

Impact of COVID-19

The current conditions may impact the construction industry, including local projects. For some school projects, there is a benefit to building or performing maintenance/repair work while campuses are not occupied and contractors do not have to work around school schedules and activities. However, the pandemic also presents challenges to the construction industry:

- There may be impacts on construction project bid pricing, as contractors face uncertainties.

- Division of the State Architect timelines are being extended, as the staff adjusts to working remotely and processes such as “over the counter” approvals are not currently available.
- There may be delay or disruption to the building materials supply chain, particularly for non-domestic materials.
- At any time, a project could experience a temporary stoppage to address health and safety concerns. All Fresno Unified contractors have received formal notification of required job site safety measures, which include physical distancing and use of personal protective equipment.

Project design timelines are currently unchanged, as local architect and engineer professionals continue servicing Fresno Unified and surrounding districts.

CTE Projects and Funding

Subsequent to the Board’s action to prioritize potential Measure M projects, the likelihood of receiving State grant funding for CTE projects at Edison and Sunnyside increased, based on grant application scoring results. The Edison and Sunnyside projects were not identified for Measure M funding; therefore, they would need to be prioritized by the Board to move forward.

The charts below provide the status of CTE grants and projects.

Grants Received

High School	CTE Sector	Grant Amount	Est. / Actual Cost	Project Status
Duncan (new)	Bldg & Const	\$1.2M		
Duncan (new)	Transportation	\$2.9M		
Duncan (mod)	Manufacturing	\$1.1M		
<i>Duncan total – for 3 sectors</i>		\$5.2M	\$12.4M	Project complete and occupied
Duncan (new)	Health/Med Tech	\$3.0M	\$18.1M	Project not prioritized for bond
Fresno (new)*	Bldg & Const	\$1.9M		
Fresno (new)*	Arts/Media/Ent	\$.5M		
<i>Fresno total – for 2 sectors</i>		\$2.4M	\$8.1M	Board approved project 4/01/2020
Hoover (mod)	Arts/Media/Ent	\$.6M	\$1.9M	Targeted Board award 8/12/2020
Hoover (mod)	Bldg & Const	\$.9M	\$2.0M	Targeted Board award 12/09/2020
<i>Hoover total – for 2 sectors</i>		\$1.5M	\$3.9M	
McLane (mod)	Arts/Media/Ent	\$.6M	\$1.2M	Targeted Board award 8/12/2020

Grant Applications in Process

High School	Project Type	Grant Amount	Est. Project Cost	Project Status
Edison (new)	Eng/Architecture	\$1.7M		
Edison (new)	Health/Med Tech	\$3.0M		
Edison (new)	Info/Comm	\$1.6M		

<i>Edison total – for 3 sectors</i>		\$6.3M	\$15.8M	Qualified for potential grant; project not prioritized by Board for bond
Fresno (new)*	Eng/Architecture	\$1.9M	\$4.5M	Board approved project 4/01/2020
Sunnyside (new)	Health/Med Tech	\$3.0M	\$7.8M	Qualified for potential grant; project not prioritized by Board for bond

*Total estimated project cost for Fresno High CTE building is prorated between the three sectors based on building square footage.

Board Member Input on Projects

As requested, staff will provide opportunities for Board members to understand and provide input on projects in development. In the coming weeks, Board members will be contacted to ascertain interest in scheduling time to remotely review planning for projects in the conceptual design phase: Fresno High auxiliary gym; McLane auxiliary gym; and Bullard perimeter fencing.

If you have questions or need further information, please contact Karin Temple at 457-3134 or Alex Belanger at 457-6126.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Measure X Potential Projects Tracking Log

Updated April 30, 2020

- Projected Board award date subject to the planning, design, and state approval processes that precede bidding and Board award
- Estimated project costs are preliminary, rough order-of-magnitude projections based on current information

Project	Projected Board Award Date	Total Estimated Project Cost
Recommended Priority Projects		
Juan Felipe Herrera Elementary School	6/10/2020	\$ 46,800,000
CTE Facilities - McLane High	8/12/2020	\$ 1,300,000
CTE Facilities - Hoover High	8/12/20 (Arts/Media/Ent) 12/9/20 (Bldg & Const Trades)	\$ 3,900,000
Ewing Portable Replacement/Early Learning Complex, Site/Accessibility Improvements	9/9/2020	\$ 4,500,000
Edison Auxiliary Gym + Gym/Locker Rooms Modernization	9/16/2020 (Auxiliary Gym) Spring 2021 (Modernization)	\$ 14,000,000
Bullard Fencing & Security Improvements	11/4/2020	\$ 2,000,000
Edison Cafeteria Improvements for Music Performance	1/13/2021	\$ 1,500,000
Jackson Cafeteria Reconstruction (with air conditioning)	1/13/2021	\$ 4,500,000
Cafeteria Air Conditioning - Centennial, Dailey, Scandinavian, Wishon	2/17/2021	\$ 3,156,875
Softball/Baseball Facility Improvements - Bullard	2/17/2021	\$ 3,700,000
Softball/Baseball Facility Improvements - Edison	2/17/2021	\$ 2,000,000
Softball/Baseball Facility Improvements - Sunnyside	2/17/2021	\$ 1,300,000
Hoover Event Center HVAC Improvements	2/17/2021	\$ 1,600,000
Del Mar Cafeteria Reconstruction (with air conditioning)	4/7/2021	\$ 6,000,000
Fresno High Auxiliary Gym and Weight Room	5/5/2021	\$ 9,500,000
McLane Auxiliary Gym and Tennis Court Replacement	5/5/2021	\$ 11,300,000
Roosevelt Modernization, Phase II	10/6/2021	\$ 16,500,000
Access Improvements / Confidential Student Support Spaces	ongoing	\$ 5,300,000
Safety & Security Improvements	ongoing	\$ 6,800,000
Deferred Maintenance & Small Capital Projects (through 2021/22)	ongoing	\$ 18,500,000

Fresno Unified School District
Board Communication

BC Number OS-2

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

Date: May 01, 2020

Phone Number: 457-3134

Regarding: Fresno Police Department Student Contact Reports

The purpose of this communication is to provide the Board requested information regarding Fresno Police Department (FPD) contacts with students on high school and middle school campuses. The attached reports are provided by FPD and available on its website (fresno.gov/police/records-reports).

The charts show documented student contacts on campuses where FPD staffs Student Resource Officers (SROs) and Student Neighborhood Resource Officers (SNROs). Because the reports are for all schools with FPD Officers, they include Central Unified and Fresno County schools as well as Fresno Unified.

If you have questions about the district's agreements with FPD for SROs/SNROs, please contact Karin Temple at 457-3134 or Jason Duke at 457-3260. Questions specific to the report data should be directed to FPD Sergeant Peter Boyer, Supervisor of the SRO unit, at 621-3000, ext.3092.

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

Robert G. Nelson

Date: 05/01/2020

**STUDENT RESOURCE OFFICERS
STUDENT CONTACT ASSESSMENT - FALL SEMESTER 2019**

HIGH SCHOOL	Felony	Misdemeanor	Infraction	Booked	Cited	Reprimand and Release/ Restorative Practice	Youth Court	Hispanic	Black	Asian	White	American Indian	Hawaiian/ Pacific Islander	Multi-racial
Bullard	4	61	3	8	60	0	9	37	20	0	10	0	0	1
Cambridge	1	7	8	5	11			13	2	1				
Central East		13	7		17	1	2	10	7		3			
Duncan		7			7		6	5	1	1				
Edison	1	27	14	1	35	6	19	23	17	2				
El Capitan		6	4		8	3	3	9						1
Fort Miller		19	3	4	10	8		14	5	1	2			
Fresno	20	36	10	19	43	2	19	37	20	1	8			1
Glacier Point		10			5	4	2	6	1		2			1
Hoover	2	22	5	1	9	18	4	12	9	2	8			2
McLane	1	12		1	12		10	9	1	1	2			
Pathway			2		2			1	1					
Pershing	1	12	1	2	12			8	5		1			
Phoenix Secondary	3	42	3	7	34	8		34	18	1				
Rio Vista		4			4			2			2			
Roosevelt	1	15	2	1	11	4	6	12	6					
Sunnyside	1	9	13	1	22		1	19	4					
Violet Heintz	3	8		8	3			5	5	1				
TOTALS	38	310	75	58	305	54	81	256	122	11	38	0	0	6

**STUDENT RESOURCE OFFICERS
STUDENT CONTACT ASSESSMENT - SPRING SEMESTER 2019**

HIGH SCHOOL	Felony	Misdemeanor	Infraction	Booked	Cited	Reprimand and Release/ Restorative Practice	Youth Court	Hispanic	Black	Asian	White	American Indian	Hawaiian/ Pacific Islander	Multi-racial
Bullard	0	46	10	2	54	0	5	30	15	0	11	0	0	0
Cambridge	3	4	4	6	5	0	0	6	3	1	1	0	0	0
Central East	1	13	7	1	14	2	3	14	5	0	2	0	0	0
Duncan	0	4	3	0	7	0	3	6	0	1	0	0	0	0
Edison	0	22	9	0	15	16	5	16	14	1	0	0	0	0
El Capitan	1	8	5	2	12	0	4	13	1	0	0	0	0	0
Fort Miller	0	18	9	3	16	7	1	18	6	1	2	0	0	0
Fresno	6	32	14	5	33	5	14	30	17	0	4	0	0	1
Glacier Point	0	14	5	0	16	4	0	14	5	0	1	0	0	0
Hoover	0	29	3	0	29	3	4	11	16	1	4	0	0	0
McLane	0	9	0	0	9	0	0	4	5	0	0	0	0	0
Pathway	0	5	1	0	6	0	2	5	1	0	0	0	0	0
Pershing	1	9	5	2	11	2	0	9	1	0	5	0	0	0
Phoenix Secondary	2	93	2	15	78	4	0	76	19	1	1	0	0	0
Rio Vista	0	4	2	0	4	2	0	2	2	0	3	0	0	0
Roosevelt	0	41	3	1	33	7	8	36	5	2	0	1	0	0
Sunnyside	0	6	11	1	13	0	4	14	1	1	1	0	0	0
Violet Heintz	8	9	2	13	6	0	0	12	4	2	1	0	0	0
TOTALS	22	366	95	51	361	52	53	316	120	11	36	1	0	1

**STUDENT & NEIGHBORHOOD RESOURCE OFFICERS
STUDENT CONTACT ASSESSMENT - FALL SEMESTER 2019**

HIGH SCHOOL	Felony	Misdemeanor	Infraction	Booked	Cited	Reprimand and Release/ Restorative Practice	Youth Court	Hispanic	Black	Asian	White	American Indian	Hawaiian/ Pacific Islander	Multi-racial
Ahwahnee		8	2		7	4	1	9			1			
Baird		2					2	2						
Computech		5				5		3			2			
Cooper		2				2		2						
Dewolf		5	2		7			1		2	4			
Gaston	2	19			2	19		8	11	1	1			
Hamilton		4	1		5			4			1			
Kings Canyon	1	7		1	5	2		6	2					
Manchester	0	0	0											
Scandinavian		17	5		13	8	6	16	5		1			
Sequoia		2	6		8			6		1	1			
Tehipite		14	1		7	8		9	3		3			
Tenaya	2	35	2		19	20		17	16		5			1
Terronez		18	2		19		1	15	3	1		1		
Tioga		15			13	2		9	3		2			1
Yosemite	1	6	2	1	2	6		7	2					
TOTALS	6	159	23	2	107	76	10	114	45	5	21	1	2	0

STUDENT & NEIGHBORHOOD RESOURCE OFFICERS
STUDENT CONTACT ANALYSIS - SPRING SEMESTER 2019

HIGH SCHOOL	Felony	Misdemeanor	Infraction	Booked	Cited	Reprimand and Release/ Restorative Practice	Youth Court	Hispanic	Black	Asian	White	American Indian	Hawaiian/ Pacific Islander
Ahwahnee	2	24	1	0	9	18	0	19	7	1	3	0	0
Baird	0	0	0	0	0	0	0	0	0	0	0	0	0
Computech	0	10	2	0	1	9	2	12	0	0	0	0	0
Cooper	0	5	0	0	0	5	0	1	4	0	0	0	0
DeWolf	0	0	1	0	1	0	0	0	0	0	1	0	0
Gaston	1	28	0	1	2	25	1	15	14	0	0	0	0
Hamilton	1	2	0	1	1	1	0	3	0	0	0	0	0
Kings Canyon	3	9	2	1	10	3	0	7	3	1	3	0	0
Manchester GATE	0	0	0	0	0	0	0	0	0	0	1	0	0
Scandinavian	0	21	5	0	14	6	6	20	2	4	0	0	0
Sequoia	3	5	0	6	2	0	0	7	1	0	0	0	0
Tehipite	1	33	2	1	11	24	0	27	7	1	1	0	0
Tenaya	0	38	1	0	27	12	0	24	6	1	8	0	0
Terronez	2	16	3	2	13	6	0	19	0	1	1	0	0
Tioga	0	18	0	0	11	7	0	11	7	0	0	0	0
Yosemite	1	1	0	2	0	0	0	2	0	0	0	0	0
TOTALS	14	210	17	14	102	116	9	167	51	9	18	0	0

Fresno Unified School District
Board Communication

BC Number SL-1

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

Date: May 01, 2020

Phone Number: 248-7465

Regarding: Perkins Secondary Application 2020/2021

The purpose of this communication is to provide the Board information regarding the 2020/2021 Perkins Secondary Application. The California Department of Education released the 2020/2021 Request for Applications to fund the Carl D. Perkins Grant (Perkins V) on March 1, 2020. The purpose of the Perkins grant is to supplement the delivery of career technical education (CTE) programs meeting all the following high quality CTE program criteria:

- Offer high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards that lead to a career pathway or attain employment upon graduation from high school.
- Provide pupils with quality career exploration and guidance.
- Provide pupil support services, including counseling and leadership development.
- Form ongoing and meaningful industry and labor partnerships to provide opportunities for pupils to gain access to pre-apprenticeships, internships, industry certifications, and work-based learning opportunities (WBL) for industry to provide input to the CTE programs and curriculum.
- Provide opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, leadership development opportunities, career and technical student organizations, and other WBL opportunities.
- Reflect regional or local labor market demands, focus on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local Strong Workforce Program Consortium.
- Lead to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.
- Staffed by skilled teachers (CTE credentialed teachers) or faculty and provide professional development opportunities for those teachers or faculty members.
- Provide opportunities for pupils with exceptional needs to participate in all programs.
- Report data to the State Superintendent of Public Instruction, no later than November 1 of each fiscal year to allow for an evaluation of the program.

Perkins allocations for secondary are based on a formula that considers both the total number of students enrolled in a district and the total number of economically disadvantaged students, with free and reduced lunch being the determining factor. Perkins allocations for 2020/2021 will not be final until the state approves its budget.

If you have any questions or require additional information, please contact Jeremy Ward at 248-7565


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number T-1

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

Date: May 01, 2020

Phone Number: 457-6104

Regarding: Technology Distribution to Students

The purpose of this communication is to provide the Board an update on technology that has been provided to students for home use following the closure of schools on March 13, 2020.

As of Thursday, April 30, 2020 55,500 devices are in the hands of students to assist with distance learning.

Since the closure of schools, students have received 34,500 laptops, tablets, and hotspots. 21,000 devices were provided to students prior to school closures, primarily through the eLearning Companion Device (LCD) program.

Students in grades 4 – 12 receive laptops, while students in grades PreK – 3 receive tablets. Laptops and tablets include a content filter, to assist with safe internet use, and software that allows security patches and educational software to be installed remotely. Laptops are equipped with LoJack, software which assists law enforcement with recovery of stolen devices.

As part of the shift to a 1:1 technology program, students will keep their device while they are enrolled in the district. Students bring their device to and from school each day. After 4 years of use, the student will be contacted and scheduled to receive a new laptop or tablet.

Technology distribution is taking place at school sites and will continue through early June. A new Family Technology Center has opened at Fresno Adult School, to support students and families with their new devices. The center provides phone support (559-457-3939) and appointments to replace damaged, lost, or stolen devices. Support is available in English, Spanish, and Hmong.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

Fresno Unified School District
Board Communication

BC Number T-2

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

Date: April 30, 2020

Phone Number: 457-6104

Regarding: New School Directory and School Profiles on District Website

The purpose of this communication is to provide the Board an update on the new School Directory and School Profiles that are available on the district website.

The School Directory (located on the Schools tab of the district website) has been updated with a more modern and accessible experience. New school email addresses have been created and added to the school directory, providing families with an additional way to easily contact their school.

From the School Directory, website visitors can quickly navigate to a school's website, or to a school's Profile page. The profile includes address and contact information, a staff directory that is refreshed nightly, and multiple school resources. Also included are links to the State Profile, the School Accountability Report Card, the CORE Index Report, and the California State Dashboard.

Please see the attached page for images of the School Directory and a sample School Profile.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/01/2020

New School Directory page (schools.fresnounified.org):



School Directory

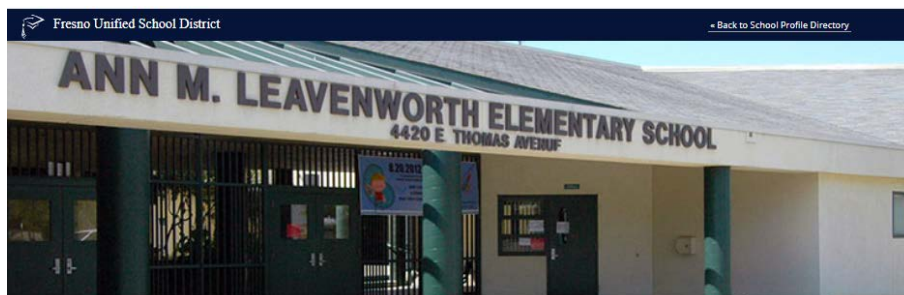


[All](#)
[Elementary](#)
[Middle](#)
[High](#)
[K-8](#)
[Other](#)
[Clear All](#)

Search:

School Profile	Email	Phone	Principal	Address	Website
Addams Elementary School Profile	Addamselementary@fresnounified.org	(559) 457-2510	Angelica Espinosa	2117 W McKinley Ave	Addams website
Addicott Elementary School Profile	Addicottselementary@fresnounified.org	(559) 253-6517	Robyn Scroggins	4784 E Dayton Ave	Addicott website
Adult Transition Program Profile	ATP@fresnounified.org	(559) 248-7150	Adrian Varanini	3132 E Fairmont Ave.	Adult Transition Program website
Ahwahnee Middle School Profile	AhwahneeMS@fresnounified.org	(559) 451-4300	Jennifer Carr	1127 E Escalon Ave	Ahwahnee website
Anthony Elementary School Profile	Anthonyelementary@fresnounified.org	(559) 457-2520	Victoria Maglieri	1542 E Webster Ave	Anthony website
Ayer Elementary School Profile	Ayerelementary@fresnounified.org	(559) 253-6400	Maria Rocha-Salazar	5272 E Lowe Ave	Ayer website
Aynesworth Elementary School Profile	Aynesworthelementary@fresnounified.org	(559) 253-6410	Cha Vang	4765 E Burns Ave	Aynesworth website
Baird Middle School Profile	BairdMS@fresnounified.org	(559) 451-4310	Valerie Rivas Martinez	5500 N Maroa Ave	Baird website
Bakman Elementary School Profile	Bakmanelementary@fresnounified.org	(559) 253-6610	Melissa Jones	580 N Helm Ave	Bakman website
Balderas Elementary School Profile	Balderaselementary@fresnounified.org	(559) 253-6420	Marilyn Lopez-Cuevas	4625 E Florence Ave	Balderas website
Birney Elementary School Profile	Birneyelementary@fresnounified.org	(559) 248-7000	Kristina Montez	3034 E Cornell Ave	Birney website
Bullard High School Profile	BullardHS@fresnounified.org	(559) 451-4320	John Alvarado	5445 N Palm Ave	Bullard website

School Profile (using Leavenworth as an example, clicking on the link for Leavenworth Elementary School Profile will display the Leavenworth School Profile page.)



Leavenworth Elementary School Profile

[Address](#)
 4420 E Thomas Ave
 Fresno, CA 93702-1441

[Contact](#)
 (559) 253-6490
Leavenworthelementary@fresnounified.org

[School Website](#)

General Information

Principal: [Erica Piedra](#)

Grades: K-6

Colors: Navy / Gold

Mascot: Stars

Board Member: Elizabeth Jonasson Rosas

[Staff Directory](#)
[Lunch Menu](#)

[Bell Schedule](#)
[School Boundaries](#)

School Resources

[About the MCLane High Region](#)

[ATLAS Parent Portal](#)

[District Academic Calendar](#)

[K-12 Student Progression Table](#)

[Parent Student Handbook](#)



State Profile

Provides links to demographic, accountability, and assessment reports.

[State Profile](#)

School Accountability Report Card

Reports on class size, demographic, test scores, school climate and more.

[SARC](#)

CORE Index Report

School performance based on key academic and culture-climate measures.

[CORE Index Report](#)

California School Dashboard

Reports performance and progress on both state and local measures.

[CA School Dashboard](#)