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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – June 05, 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 May 29, 2020

COMMUNICATIONS – Nikki Henry, Chief Information Officer

C-1 Nikki Henry COVID-19 Call Center and Additional Parent Engagement Supports

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Student Connectivity Tool Update Week 3

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple June 10, 2020 Board Meeting Agenda – Exterior Painting Projects

OS-2 Karin Temple June 10, 2020 Board Meeting Agenda – Herrera Elementary School Bid Award

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Sean Virnig Approval for Special Education Annual Budget and Service Plans and Descriptions for Fiscal Year 2020/21

SL-2 Sandra Toscano Updates from English Learner Services

SL-3 Teresa Molares-Young Teacher Development Budget

SL-4 Carlos Castillo Comprehensive Sexual Health Education Information

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Tami Lundberg Technology Support for Students and Families

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: June 05, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended the eSport Opening Ceremony event
- Recorded Public Service Announcements
- Met with Californians for Justice to discuss data they collected on the community's needs due to COVID-19
- Held press conference regarding summer meals and reopening of schools
- Held meetings with Executive Cabinet
- Participated in call with the Council of the Great City Schools Superintendents
- Participated in Central Valley Community Foundation Panel Discussion
- Participated in the Fresno County Superintendents Task Force
- Spoke at the Teacher Residency Program Celebration
- Held weekly meeting with district leadership and Fresno Teachers Association Leadership
- Participated in the CORE Finance Committee meeting
- Held principals meeting

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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

Date: June 05, 2020

Prepared by: Kim Kelstrom, Executive Officer 

Phone Number: 457-3907

Cabinet Approval: 

Regarding: School Services Weekly Update Report for May 29, 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 May 29, 2020 is attached and includes the following articles:

- Senate Budget Committee Approves Budget Plan – May 29, 2020
- HEROES Act Faces an Uphill Battle in the Senate – May 26, 2020
- Schools Should Encourage But Not Require Students To Wear Face Covering, Draft Guidance Says – May 28, 2020
- Should Gavin Newsom Delay a Minimum Wage Hike? California Businesses Ask for Reprieve – May 28, 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: 06/05/2020



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www.sscal.com

DATE: May 29, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Senate Budget Committee Approves Budget Plan

Shortly after each Senate budget subcommittee held a hearing on Governor Gavin Newsom's May Revision, the full Senate Budget and Fiscal Review Committee met on Thursday to approve the actions from the subcommittees and pass the Senate's version of the 2020–21 State Budget.

The committee voted to reject almost all of Governor Gavin Newsom's proposed education reductions in the May Revision and some of the significant K–12 provisions including:

- Fully funding the Local Control Funding Formula, including the 2.31% cost-of-living adjustment (COLA)
- Providing an average daily attendance hold harmless for local educational agencies in the 2020–21 fiscal year and requiring distance learning in the event of school closures
- Amending the Governor's special education proposal to provide \$545 million to increase AB 602 base rates and \$100 million for a low-incidence disabilities cost pool
- Funding K–12 categorical programs at their 2019–20 levels, including all Career Technical Education programs and the After School Education Safety Program
- Maintaining and applying a COLA to the Standard Reimbursement Rate for State Preschool and full-day State Preschool add-on rate
- Eliminating the statutory growth reduction for State Preschool slots

The committee's budget rejects the \$8.1 billion reductions in Proposition 98 funding that Governor Newsom has proposed in his May Revision. Rather than implementing a strategy similar to the Governor's "trigger off" plan, which would essentially backfill the May Revision cuts if additional federal dollars materialize, the Senate's plan assumes that additional federal funding will be

available, but includes a “trigger on” solution that would reduce spending in the event that the federal government does not approve an additional stimulus package.

However, even if federal funds do not materialize, the Senate’s proposed trigger cuts would not be applied to Proposition 98 or health and human services. In the event that the federal government does not provide more aid to state and local governments, the Senate proposal would convert an additional \$5.3 billion of Proposition 98 funding into a deferral, which would preserve K–14 programmatic funding.

The committee also approved placeholder trailer bill language for its budget proposals, which gives them flexibility to make changes to the implementing language of the 2020–21 State Budget as it continues to go through the process. It’s important to remember that the Legislature only needs to approve the State Budget Act by the June 15 constitutional deadline, while budget trailer bills can be approved days or even weeks after the main budget bill has been passed.

The budget plan approved by the Senate Budget and Fiscal Review Committee will need to be passed by the full Senate to officially make it the upper house’s version of the 2020–21 State Budget. We still do not know when the Assembly Budget Committee will approve its budget plan and how much it will differ from what the Senate is proposing, though we understand its intention is to complete this process next week. There are rumors that the Legislature is looking to avoid going into a Budget Conference Committee this year, but the only way for them to circumvent that step is for the two houses to pass an identical budget. Additionally, Governor Newsom will likely work with legislative leadership, Senate President pro Tempore Toni Atkins (D-San Diego) and Assembly Speaker Anthony Rendon (D-Lakewood), on a final budget compromise that will look to limit any potential line-item vetoes from the Governor.

Assembly Bill Amended to Raise Money for Schools and Local Government

Last Monday, May 18, the Assembly Budget Subcommittee on Education Finance held a hearing to discuss Governor Newsom’s May Revision and ask questions of the Department of Finance (DOF), Legislative Analyst’s Office, and the California Department of Education.

A number of legislators pressed the DOF on what the Governor’s alternative plan is should the federal government not come through with additional aid. While the DOF conceded that they do not have any other plans aside from what’s detailed in the May Revision, the committee floated possible avenues that the state could take to raise revenue for education including raising taxes or placing an initiative before voters for the November General Election.

While not on the subcommittee that raised these potential revenue generating ideas, Assemblymember Kansen Chu (D-San Jose) gutted and amended Assembly Bill (AB) 328 yesterday into an employee “head count” tax bill that would raise revenue for schools and local government. AB 328 would impose a tax on businesses with more than 500 employees at a rate of \$275 per employee. The revenue would be deposited into the COVID-19 Local Government and School Recovery and Relief Fund, and would be allocated to counties to distribute in the following manner:

- 20% to the county
- 30% distributed among the cities within the county
- 50% distributed among regions in the county based on city boundaries and then each city would distribute the funds in equal shares among the K–12 school districts that operate in their jurisdiction

Since the bill is a tax measure, it needs to clear a supermajority threshold in both houses of the Legislature. While the Democrats have the votes required to raise taxes, many moderate Democrats may be uneasy supporting a tax increase, especially after Senator Josh Newman was recalled by voters in 2018 for his support of Senate Bill 1 (Chapter 5/2017), which raised the state's gas and diesel taxes. However, since this tax would only affect large companies with more than 500 employees and the gas tax affected all Californians, it might make moderate Democrats more likely to support the measure than if it was a regressive tax proposal.

Leilani Aguinaldo

HEROES Act Faces an Uphill Battle in the Senate

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
May 26, 2020

On Friday, May 15, 2020, the U.S. House of Representatives approved a \$3 trillion stimulus package dubbed the Health and Economic Recovery Omnibus Emergency Solutions (HEROES) Act, which is a follow-up COVID-19 relief package to the \$2.2 trillion Coronavirus Aid, Relief, and Economic Security (CARES) Act that was signed by President Donald Trump in late March (see "[\\$2.2 Trillion Federal Stimulus Package for COVID-19 Signed Into Law](#)" in the March 2020 *Fiscal Report*). The HEROES Act includes additional state and local aid, another round of direct payments to Americans, pay raises for front-line workers, and an extension of the \$600-per-week unemployment compensation until January 2021.

For education, the HEROES Act creates a \$90 billion State Fiscal Stabilization Fund for the U.S. Department of Education to distribute to states for K–12 and higher education. About 65% (approximately \$58 billion) is earmarked for K–12 education, which would be passed through states to local educational agencies for grants that would provide similar flexibility as those allocated under the Elementary and Secondary School Emergency Relief (ESSER) fund from the CARES Act. The legislation also includes \$1.5 billion to help schools and libraries provide internet services through an Emergency Connectivity Fund at the Federal Communications Commission and over \$10 billion to provide services for families and children through various programs including child care.

While the bill passed the House, it faces an uphill battle in the Republican controlled Senate and from the Trump Administration. Senate Majority Leader Mitch McConnell (R-Kentucky) has called for a pause in any new relief funding for states and local governments, while the White House issued a veto warning to the House of Representatives that if the HEROES Act were presented to the president, his advisors would recommend him to veto the measure. However, Senator McConnell did say that discussions for another COVID-19 relief bill could take place in June, but the priorities would look significantly different from the HEROES Act.

Governor Gavin Newsom is pinning a lot of hope on additional federal relief in order to prevent the state from needing to significantly reduce programs and spending to balance the 2020–21 State Budget. In fact, the May Revision includes a mechanism that would "trigger off" reductions if the federal government provides sufficient funding to backfill the proposed cuts.

At a recent budget subcommittee hearing (see "[Legislature Begins to Vet Governor Newsom's May Revision](#)" in the May 2020 *Fiscal Report*), a number of legislators pressed the Department of Finance (DOF) on what the Governor's alternative plan is if the federal government does not come through with additional aid. The DOF conceded that while they are open to discussing other ways the state can generate revenue to prevent these proposed cuts, they do not have any other plans aside from what's detailed in the May Revision.

There has been some speculation that the Legislature may look to try and approve a bill to put an initiative before voters on the November ballot to raise additional revenue for education; however, the Legislature only has until June 25 to move a bill through the legislative process and qualify an initiative for the November 3 General Election. Another less feasible option that the Legislature has is to levy taxes, which requires a two-thirds vote. While the Democrats have the supermajority required to raise taxes, it is doubtful that many

moderate Democrats would support such a proposal, especially after Senator Josh Newman was recalled by voters in 2018 for his support of Senate Bill 1 (Chapter 5/2017), which raised the state's gas and diesel taxes.

While we do not know if there will be another federal stimulus package or a legislative attempt to raise revenue via a ballot initiative or tax, it looks as though the Legislature will explore whatever options they can to prevent significant reductions to the State Budget.

Note: Governor Newsom is expected to announce guidance on school reopenings soon, but it is not known how closely that guidance will resemble the draft recommendations.

Schools Should Encourage But Not Require Students To Wear Face Covering, Draft Guidance Says

By Louis Freedberg
EdSource
May 28, 2020

Students should be encouraged but not required to use face coverings when California schools reopen for classroom instruction, according to a draft of "interim guidance" from the state obtained by EdSource.

However, all staff should use face coverings, according to the document, which sources familiar with it say was drawn up by the California Dept. of Public Health in collaboration with the governor's office.

That is only one of the numerous issues addressed in the document on what schools need to take into account when reopening. The guidelines, it says, are based on "the best available public health data at this time, international best practices and the practical realities of managing school operations."

School administrators around the state have been grappling with the multi-dimensional complexities of reopening schools in a system that serves over 6 million students, by far the largest enrollment in the nation.

What is striking about the guidance, at least in its draft form, is the flexibility that it would allow school districts on multiple issues. The document acknowledges the diversity of California's districts and communities. It says that implementation of the guidance "will depend on local public health conditions" and "should be tailored for each setting," taking into account "the needs of students and families."

One of the biggest worries of school administrators is how to ensure social distancing in a school setting. Significantly, the draft guidance does not require six-foot distancing for students, except for six feet between the teacher's desk and their students. Rather, it calls "for maximizing space between seating, desks and bedding" and for schools to consider various ways "to establish separation of students through other means if practicable." Those could include "six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact."

Gov. Gavin Newsom is expected to announce his widely anticipated guidance on school re-openings soon, perhaps as early as Friday. Jesse Melgar, Newsom's press secretary, declined to comment on the draft guidance, but said "the administration is committed to continuing to work with all stakeholders to support the safe re-opening of schools."

Terms like “to the extent practicable,” “as much as practical” and “to the extent possible” are dotted throughout the 10-page document. Here’s one example: “Students should remain in the same space and in groups as small and consistent as practicable,” and schools should “keep the same students and teacher or staff with each group to the greatest extent practicable.”

In addition, schools should “limit communal activities where possible. If this is not possible, stagger use, properly space occupants and disinfect between uses.” It also calls on schools “to minimize congregate movement through hallways as much as practicable.” For example, schools should designate “more ways to enter and exit a campus,” and set up “staggered passing times when necessary, or when students cannot stay in one room.”

As for staff who become ill, schools should provide “flexible sick leave” — once again “to the extent practicable.”

The document seems to be responding to concerns raised by many school administrators about the difficulties of having younger children wear masks, or maintaining social distance at all times in large middle and high schools where students have to move from one classroom to another throughout the school day.

Nearly a dozen district superintendents in Los Angeles County last week send Newsom and other officials a strongly worded letter saying that keeping students six feet apart was “impractical” and “unrealistic” to expect students, especially those with disabilities or very young children, to wear face coverings for an entire school day.

Regarding the controversial issue of masks, the draft interim guidance says “students should be encouraged to use cloth face coverings, especially in circumstances when physical distancing cannot be maintained.”

That said, the guidance also outlines daunting procedures that it recommends schools adopt. Students’ temperatures would need to be taken on arrival with “no-touch” thermometers, along with “visual wellness checks.” Students and staff would need to be questioned about whether they have experienced Covid-19 symptoms, or if anyone in their household has and they would need to be monitored throughout the day for signs of illness. Schools would need to be cleaned and disinfected daily, including door handles, sink handles, bathroom surfaces, drinking foundations, playground equipment and shared objects like toys, games and art supplies.

It encourages schools to introduce “fresh outdoor air as much as possible — at the same time making sure that opening windows doesn’t pose a safety or health risk by, for example, allowing pollens in or exacerbating asthma symptoms. It advises school district to check water systems that have been shut down for a long time to minimize the risk of Legionnaires’ disease and other water-related diseases.

The guidance, at least in its draft form, ducks the issue of what to do about school sports and extracurricular activities. It does say that schools should limit gatherings to those where physical distancing is possible along with “proper hand hygiene. Further advice on those issues “is forthcoming,” according to the document.

Note: Although the economic criteria have been met in order to temporarily suspend the next minimum wage increase, the Governor's May Revision proposes to continue with the scheduled increases beginning January 1, 2021.

Should Gavin Newsom Delay a Minimum Wage Hike? California Businesses Ask for Reprieve

By MacKenzie Hawkins
The Sacramento Bee
May 28, 2020

The California Chamber of Commerce is urging Gov. Gavin Newsom to postpone a minimum wage increase to ease the expenses of businesses struggling to emerge from the coronavirus outbreak.

California's current minimum wage is \$12 an hour for businesses with fewer than 26 employees, and \$13 an hour for businesses with 26 or more. Those numbers are both slated to increase by \$1 an hour on Jan. 1, in line with a gradual escalation towards \$15 an hour by 2023.

The governor has the option to delay the scheduled wage hike if unemployment rises or sales tax receipts decline. So far, he has declined to exercise that power — a move that advocacy groups say will wreak havoc on businesses that are already suffering amid the economic downturn.

"The criteria in the law for postponement fit the current conditions like a glove," a May 26 Chamber of Commerce letter reads. "If postponement is not indicated under this dire economic and budget circumstance, then just when would this off-ramp apply?"

The Chamber, which boasts 40,000 members, opposed the 2016 legislation that set the state on the path to \$15 an hour. So did the California Restaurant Association, which spoke out against the governor's scheduled wage increase in late March.

Up to 30 percent of the state's 90,000 restaurants are now in danger of permanent closure without decisive action from the state, the association's president, Jot Condie said.

John Kabateck, California state director for the National Federation of Independent Businesses, also has called for a delay in the wage increase. .

Labor groups maintain that the increase is essential to supporting low-wage workers.

"The governor has many tough choices to make [to] balance the budget, but, frankly, implementing the minimum wage increase as planned isn't one of them," California Labor Federation spokesman Steve Smith said in a statement. "Low-wage workers spending wages at local businesses is key to getting our economy back on its feet."

Fresno Unified School District
Board Communication

BC Number C-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Nikki Henry, Chief Information Officer
Cabinet Approval:

Date: June 05, 2020

Phone Number: 250-1488

Regarding: COVID-19 Call Center and Additional Parent Engagement Supports

The purpose of this communication is to provide the Board an update on the COVID-19 Call Center and the pilot virtual parent learning workshops. The COVID-19 Call Center, operated by the Parent University Department, has been receiving calls since the closure of schools. The Call Center has received over fourteen thousand (14,000) phone calls and communicates effectively with families and employees to provide resources during this challenging pandemic. Nineteen (19) staff members field calls and deliver language support in English, Hmong, and Spanish. The Call Center provides information on meal distribution, and helps parents access district online resources, instructional resources and tools for online student learning, as well as provides information about paper packets to support learning at home and soon, summer distance learning.

Technology devices were provided for student use at home, and support is provided through the Call Center for how to log into the student/parent portal and instructions on how to apply for free/low-cost internet or wireless hotspots. Assistance is also provided on enrolling students online for the upcoming school year. Parent University facilitates connections between the student, teacher, administrator, counselor, or school office staff. Examples of specific guidance provided include students with exceptional needs, English learners, those needing access to health centers, and those who are seeking social and emotional support. The team provides information about community shelter programs, medical centers, unemployment, community food banks, legal services, child protective services, and the City of Fresno's shelter in place programs and resources.

Furthermore, Parent University has scheduled three (3) pilot virtual parent learning webinars to better support families at home. The pilot webinars are in English, Hmong, and Spanish. Attached is the flyer. The topics are:

- How to Access ATLAS on Wednesday, June 3, 2020 from 10-11:30 a.m.
- Basic Computer Literacy and How to Create an Email on Wednesday, June 10, 2020 from 10-11:30 am.
- Positive Discipline on Wednesday, June 17, 2020 from 10-11:30 a.m.

If you have any questions or require additional information, please contact Maiyer Vang at 457-3390.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020



Fresno Unified School District

VIRTUAL PARENT LEARNING



Wednesday,
JUNE 3
English

How to Access ATLAS
10:00 AM - 11:30 AM



Wednesday,
JUNE 10
English

**Basic Computer Literacy
& How to Create an Email**
10:00 AM - 11:30 AM

Wednesday,
JUNE 17
English

Positive Discipline
10:00 AM - 11:30 AM



TO SIGN-UP

Please scan the QR code OR visit <https://tinyurl.com/y8rpo6gm> and complete the registration form. A Parent University facilitator will e-mail you a calendar invite to the on-line class.

OUR MISSION: Empower, Engage, and Connect Families to Support Student Achievement

850 N. Blackstone Ave. Fresno, CA 93701 | Parent.University@fresnounified.org | o: (559) 457-3390 | f: (559) 457-3398



Fresno Unified School District

APRENDIZAJE VIRTUAL PARA PADRES



**Miércoles
3 de junio**
Español

Cómo acceder a ATLAS
@ 10:00 AM - 11:30 AM



**Miércoles
10 de junio**
Español

**Habilidades básicas de
computación y cómo crear un
correo electrónico**
@ 10:00 AM - 11:30 AM

**Miércoles
17 de junio**
Español

Disciplina positiva
10:00 AM - 11:30 AM



PARA REGISTRARSE

Por favor escanear el código QR o visite <https://tinyurl.com/yd9x7x2y> y complete la forma de registro. Un facilitador de la Universidad para Padres le enviara un correo electrónico y una invitación de calendario para la clase virtual.

NUESTRA MISIÓN: Habilitar, Involucrar y Conectar a las Familias para Apoyar el Éxito Estudiantil

850 N. Blackstone Ave. Fresno, CA 93701 | Parent.University@fresnounified.org | o: (559) 457-3390 | f: (559) 457-3398



Fresno Unified School District

KEV KAWM RAU NIAM TXIV



**Hnub
Wednesday,
Rau Hli Tim 3**
Hmoob

Nkag Tau Rau ATLAS
10:00 AM - 11:30 AM



**Hnub
Wednesday,
Rau Hli Tim 10**
Hmoob

**Kawm Txog Kev Siv Computer
& Yuav Tsim Email li cas**
10:00 AM - 11:30 AM

**Hnub
Wednesday,
Rau Hli Tim 17**
Hmoob

Muab Kev Qhuab Qhia Zoo
10:00 AM - 11:30 AM



KEV SAU NPE

Thov muab qhov QR code no coj los so (scan) LOSYOG nkag mus sau npe nyob rau ntawm <https://tinyurl.com/ybunlc4r>. Ib tus neeg ua haujlwm ntawm Parent University li e-mial tuaj qhia rau koj thaum txog hnub kawm tuaj caw koj mus koom chav qhia on-line

PEB LUB ZEEM MUAG: Txhawb Zog, Koom Tes, thiab Coj Tsev Neeg Mus Cuag Kev Pab Kom Txhawb Tau Tub Ntxhais Kev Kawm Ntawv Tau Zoo

850 N. Blackstone Ave. Fresno, CA 93701 | Parent.University@fresnounified.org | o: (559) 457-3390 | f: (559) 457-3398

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 Imberri-Olivares, Director
Cabinet Approval:

Date: June 05, 2020

Phone Number: 457-3896

Regarding: Student Connectivity Tool Update Week 3

The purpose of this communication is to provide the Board the continued weekly information regarding the Student Connectivity Tool (SCT) in Gradebook. The attached infographic includes data on the following three SCT assignments for the third week of SCT implementation (week of May 25th):

- Assignment 1 – Teacher Outreach focuses on teacher-oriented actions that provide a contact opportunity for students, such as a scheduled Teams meeting or sending a mass email to students.
- Assignment 2 – Student Interaction captures whether and how students are interacting with the multiple learning opportunities provided to them.
- Assignment 3 – Student Follow-Up focuses on student needs, such as technology or counseling support, that enables a site to respond to and act on.

While reviewing the information, it is important to keep in mind that students in secondary (grades 7th through 11th) are duplicated in the data due to having multiple courses, however, due to high school senior check-out last week, seniors were removed from the data. During the week of May 25th, sixty-five percent (65%) of teachers who completed a “Teacher Outreach” entry this week provided outreach to students. In twenty-two percent (22%) of courses, students interacted with an available learning opportunity during this week. There are multiple reasons why students may not be interacting with the available opportunities. If a student is not showing up to three (3) of their classes, it may be because they have a passing grade, they may be prioritizing which courses to focus on to improve a grade, or there may be some other barrier making it difficult to engage in an available learning opportunities. Currently, there are eighty-seven percent (87%) of secondary students have a passing grade in their course who are not interacting with their course(s). Further, of the secondary students who are not interacting with their courses, thirteen percent (13%) are failing at their course(s). In addition, seven percent (7%) of students were identified as having a need that includes follow-up.

We continue to ask questions such as, of the students who are not interacting with learning opportunities, how many are failing their course and what can we do about it? Do students have a passing grade in the course and may be prioritizing other courses? Are our students experiences environmental barriers impeding them from engaging in learning? How many students have disconnected phone numbers and how can we work with staff to ensure we get updated phone numbers to connect with these students and families? How do we prioritize which students we target first – is it our vulnerable groups such as foster and homeless youth or our lowest performing group of students who are failing their courses? The ultimate purpose of the data is to have a systemic data set that can help drive targeted actions at the sites and district to ensure our students continue to engage in learning.

Additionally, included in this communication is a district-level report by grade level and student group.

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

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



Date: 06/05/2020

Fresno Unified School District Student Connectivity Tool (SCT)

65%

of teachers who completed an entry this week reported providing outreach to their students

22%

of students interacted with an available learning opportunity

7%

of students have an identified need that will include follow-up

SCT ASSIGNMENTS

Assignment #1

Teacher Outreach

Assignment #2

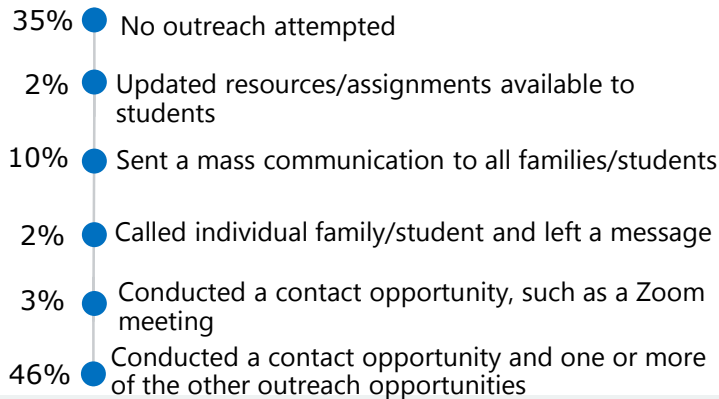
Student Interaction

Assignment #3

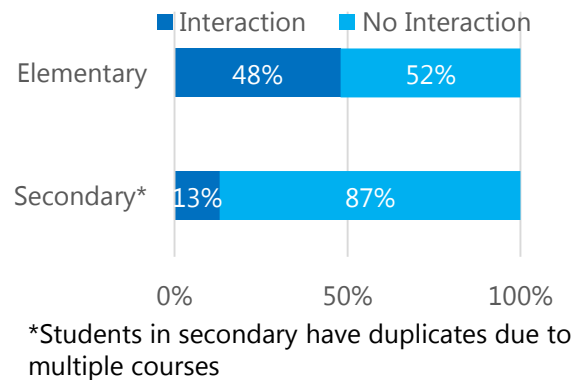
Student Follow-Up

Using a common process to collect data centrally provides our system the opportunity to assist with student follow up needs, actively pursue students who are not engaging, and communicate to parents and students. Three weekly assignments were created and are pushed out in gradebook weekly. Teachers are using guiding rubrics to enter into those 3 assignments every week. Note: High school seniors are no included in this data.

TEACHER OUTREACH



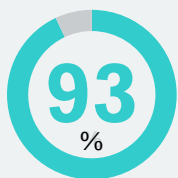
STUDENT INTERACTION



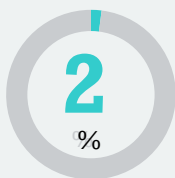
STUDENT FOLLOW-UP

Students reported the following follow-up needs

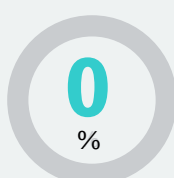
No follow-up needed or follow-up unknown



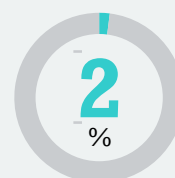
Phone disconnected or unavailable



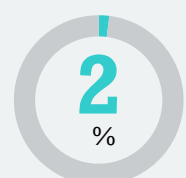
Translation follow-up



Technology follow-up



Counseling follow-up



Note: This information includes duplicate students as students may have more than one need

16% of students have no teacher entry in both Teacher Outreach and Student Interaction. Note: This does not mean that students have not been contacted. This is an indication that entries have not been made. Site leaders will follow-up to ensure that accurate data is collected.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Overall District: All Students by Student Group

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
African American	19.6%	80.4%	92.3%	2.8%	0.2%	2.4%	2.1%
American Indian or Alaskan Native	20.9%	79.1%	91.7%	3.1%	0.6%	2.3%	2.1%
Asian	21.2%	78.8%	93.3%	2.1%	0.5%	2.3%	1.8%
Filipino	26.6%	73.4%	95.2%	0.7%	1.1%	1.6%	1.4%
Hispanic or Latino	21.7%	78.3%	92.8%	2.1%	0.4%	2.3%	2.2%
Pacific Islander	21.1%	78.9%	94.7%	2.4%	0.5%	0.8%	1.4%
White	23.4%	76.6%	95.6%	1.4%	0.1%	1.3%	1.5%
Two or More Races	23.5%	76.5%	93.4%	2.6%	0.2%	1.9%	1.8%
English Learners	24.6%	75.4%	90.5%	2.8%	1.0%	3.1%	2.4%
Foster Youth	21.5%	78.5%	91.4%	3.1%	0.0%	2.5%	2.9%
Homeless Youth	14.3%	85.7%	88.0%	4.2%	0.4%	3.8%	3.5%
Socioeconomically Disadvantaged	21.2%	78.8%	92.6%	2.3%	0.4%	2.4%	2.2%
Students with Disabilities	23.8%	76.2%	92.3%	2.6%	0.4%	2.4%	2.1%

Note: Secondary students have duplicates due to multiple courses. Students in 12th grade at not included in the data.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Overall District: All Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
Preschool	3.3%	0.9%	91.6%	2.6%	0.1%	2.7%	2.9%
TK	1.6%	0.4%	87.4%	5.7%	0.5%	4.1%	2.0%
Kindergarten	6.7%	1.8%	88.4%	5.3%	1.2%	4.1%	0.5%
Grade 1	7.2%	1.6%	85.6%	7.6%	0.9%	4.9%	0.8%
Grade 2	7.0%	1.7%	85.8%	4.8%	1.4%	6.6%	1.3%
Grade 3	6.9%	1.8%	86.6%	3.8%	1.0%	5.2%	2.9%
Grade 4	6.7%	1.8%	89.4%	5.6%	0.8%	2.2%	1.9%
Grade 5	6.8%	2.5%	90.8%	4.8%	0.7%	1.7%	1.5%
Grade 6	8.0%	3.2%	93.9%	3.2%	0.6%	1.8%	0.4%
Grade 7	13.3%	17.4%	92.1%	1.8%	0.2%	3.0%	2.7%
Grade 8	12.0%	18.5%	94.3%	2.2%	0.1%	2.4%	0.9%
Grade 9	7.8%	17.4%	95.2%	0.9%	0.1%	1.1%	2.8%
Grade 10	6.5%	15.9%	94.1%	0.7%	0.7%	1.6%	3.0%
Grade 11	6.2%	15.2%	96.6%	0.5%	0.2%	0.6%	2.1%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

African American Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All African American Students	19.6%	80.4%	92.3%	2.8%	0.2%	2.4%	2.1%
Preschool	2.4%	0.9%	88.4%	5.8%	0.0%	2.6%	3.2%
TK	1.7%	0.4%	86.3%	4.9%	0.0%	3.9%	4.9%
Kindergarten	6.5%	2.3%	86.2%	7.1%	0.4%	5.5%	0.4%
Grade 1	7.4%	2.0%	81.2%	11.9%	0.0%	5.9%	0.6%
Grade 2	5.4%	2.3%	84.1%	6.5%	0.4%	6.3%	2.6%
Grade 3	7.2%	1.9%	85.5%	4.8%	0.6%	4.6%	4.2%
Grade 4	6.5%	2.1%	86.2%	10.0%	0.8%	1.7%	1.3%
Grade 5	5.9%	2.3%	86.9%	7.0%	0.2%	2.3%	3.7%
Grade 6	7.3%	2.9%	95.0%	3.5%	0.2%	0.8%	0.5%
Grade 7	15.3%	17.5%	91.9%	1.5%	0.0%	4.2%	2.1%
Grade 8	11.5%	17.6%	93.9%	2.8%	0.0%	2.5%	0.8%
Grade 9	7.8%	17.5%	95.2%	1.2%	0.0%	0.7%	2.7%
Grade 10	8.4%	15.9%	94.6%	1.1%	0.4%	1.3%	2.6%
Grade 11	6.6%	14.4%	95.0%	0.9%	0.6%	0.8%	2.5%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

American Indian or Alaskan Native Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All American Indian or Alaskan Native Students	20.9%	79.1%	91.7%	3.1%	0.6%	2.3%	2.1%
Preschool	0.9%	1.5%	92.9%	0.0%	0.0%	0.0%	7.1%
TK	0.0%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	6.1%	3.2%	87.2%	5.1%	2.6%	5.1%	0.0%
Grade 1	9.9%	2.2%	82.1%	10.3%	0.0%	2.6%	5.1%
Grade 2	9.0%	2.5%	76.9%	10.3%	0.0%	12.8%	0.0%
Grade 3	8.0%	2.0%	81.8%	3.0%	6.1%	0.0%	3.0%
Grade 4	6.1%	2.6%	88.2%	11.8%	0.0%	0.0%	0.0%
Grade 5	5.7%	1.7%	96.2%	3.8%	0.0%	0.0%	0.0%
Grade 6	7.1%	3.4%	83.3%	9.5%	2.4%	4.8%	0.0%
Grade 7	11.8%	18.0%	94.1%	1.8%	0.0%	3.0%	0.6%
Grade 8	19.3%	20.4%	91.2%	2.4%	0.0%	3.4%	2.9%
Grade 9	1.9%	10.3%	93.1%	1.1%	1.1%	0.0%	4.6%
Grade 10	6.6%	16.7%	98.0%	0.7%	0.7%	0.0%	0.7%
Grade 11	7.5%	15.0%	94.9%	0.7%	0.0%	0.7%	3.7%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Asian Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Asian Students	21.2%	78.8%	93.3%	2.1%	0.5%	2.3%	1.8%
Preschool	3.8%	1.0%	91.3%	2.9%	1.0%	1.6%	3.2%
TK	2.1%	0.5%	89.8%	4.5%	1.9%	2.5%	1.3%
Kindergarten	8.6%	1.9%	84.8%	5.9%	1.2%	7.0%	0.3%
Grade 1	8.7%	1.8%	89.5%	5.6%	0.3%	3.7%	0.6%
Grade 2	8.3%	1.9%	85.7%	6.1%	1.9%	5.4%	0.9%
Grade 3	7.5%	1.5%	87.6%	2.3%	0.6%	6.8%	2.8%
Grade 4	6.5%	1.8%	89.3%	6.2%	0.4%	1.8%	2.2%
Grade 5	6.5%	1.9%	90.7%	5.9%	0.7%	1.4%	0.9%
Grade 6	6.0%	2.2%	92.3%	3.8%	1.0%	2.2%	0.2%
Grade 7	11.9%	15.8%	91.2%	2.3%	0.2%	3.9%	2.4%
Grade 8	10.2%	18.0%	93.4%	1.9%	0.2%	3.1%	1.4%
Grade 9	8.2%	17.2%	96.9%	0.9%	0.2%	0.5%	1.5%
Grade 10	5.8%	17.3%	94.8%	0.3%	1.3%	1.0%	2.5%
Grade 11	5.9%	17.2%	97.3%	0.4%	0.0%	0.5%	1.9%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Filipino Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Filipino Students	26.6%	73.4%	95.2%	0.7%	1.1%	1.6%	1.4%
Preschool	0.7%	0.7%	100.0%	0.0%	0.0%	0.0%	0.0%
TK	1.3%	0.2%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	4.6%	0.5%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 1	4.6%	0.5%	88.9%	0.0%	11.1%	0.0%	0.0%
Grade 2	6.0%	0.7%	91.7%	8.3%	0.0%	0.0%	0.0%
Grade 3	6.6%	2.4%	90.0%	0.0%	0.0%	10.0%	0.0%
Grade 4	6.0%	1.0%	92.3%	0.0%	7.7%	0.0%	0.0%
Grade 5	4.6%	1.4%	92.3%	0.0%	0.0%	7.7%	0.0%
Grade 6	5.3%	2.6%	94.7%	5.3%	0.0%	0.0%	0.0%
Grade 7	19.2%	22.4%	93.4%	0.8%	0.8%	0.8%	4.1%
Grade 8	15.9%	14.2%	97.6%	1.2%	0.0%	1.2%	0.0%
Grade 9	4.0%	17.3%	97.4%	0.0%	0.0%	1.3%	1.3%
Grade 10	10.6%	15.6%	92.6%	0.0%	2.5%	2.5%	2.5%
Grade 11	10.6%	20.4%	98.0%	0.0%	1.0%	1.0%	0.0%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Hispanic or Latino Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Hispanic or Latino Students	21.7%	78.3%	92.8%	2.1%	0.4%	2.3%	2.2%
Preschool	3.5%	0.9%	91.5%	2.3%	0.0%	3.2%	3.1%
TK	1.6%	0.3%	87.6%	5.6%	0.4%	4.5%	1.5%
Kindergarten	6.5%	1.7%	89.0%	4.8%	1.4%	3.8%	0.5%
Grade 1	7.0%	1.6%	85.3%	7.7%	1.2%	4.8%	0.8%
Grade 2	7.0%	1.6%	85.4%	4.4%	1.6%	7.3%	1.3%
Grade 3	7.0%	1.8%	86.2%	3.8%	1.0%	5.4%	2.9%
Grade 4	6.9%	1.8%	89.5%	5.2%	0.9%	2.4%	1.9%
Grade 5	6.8%	2.2%	89.6%	5.2%	1.0%	2.1%	1.6%
Grade 6	8.0%	3.1%	93.3%	3.5%	0.7%	2.0%	0.4%
Grade 7	13.3%	17.8%	91.8%	2.0%	0.2%	3.0%	2.9%
Grade 8	12.3%	18.7%	94.3%	2.2%	0.1%	2.4%	0.9%
Grade 9	7.6%	17.4%	94.6%	0.9%	0.1%	1.3%	3.0%
Grade 10	6.1%	16.0%	93.7%	0.7%	0.7%	1.6%	3.3%
Grade 11	6.2%	15.1%	96.5%	0.5%	0.2%	0.6%	2.2%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Pacific Islander Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Pacific Islander Students	21.1%	78.9%	94.7%	2.4%	0.5%	0.8%	1.4%
Preschool	6.1%	1.9%	83.3%	12.5%	0.0%	0.0%	4.2%
TK	0.6%	0.3%	66.7%	33.3%	0.0%	0.0%	0.0%
Kindergarten	4.5%	2.1%	72.7%	13.6%	4.5%	4.5%	4.5%
Grade 1	5.0%	1.6%	90.0%	10.0%	0.0%	0.0%	0.0%
Grade 2	4.5%	0.9%	71.4%	14.3%	7.1%	0.0%	0.0%
Grade 3	5.6%	1.0%	82.4%	5.9%	0.0%	11.8%	0.0%
Grade 4	3.9%	1.2%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 5	20.1%	17.9%	98.1%	1.9%	0.0%	0.0%	0.0%
Grade 6	10.1%	6.4%	95.1%	1.6%	1.6%	0.0%	0.0%
Grade 7	12.3%	16.9%	94.1%	1.5%	0.0%	1.5%	3.0%
Grade 8	6.1%	8.1%	96.9%	0.0%	1.5%	1.5%	0.0%
Grade 9	7.3%	14.0%	96.3%	0.9%	0.0%	0.9%	1.9%
Grade 10	4.5%	13.9%	96.0%	1.0%	0.0%	0.0%	3.0%
Grade 11	9.5%	13.7%	99.1%	0.0%	0.0%	0.0%	0.9%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

White Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All White Students	23.4%	76.6%	95.6%	1.4%	0.1%	1.3%	1.5%
Preschool	1.8%	0.5%	95.4%	2.0%	0.0%	1.3%	0.7%
TK	1.1%	0.3%	86.3%	6.3%	0.0%	2.1%	4.2%
Kindergarten	5.7%	1.5%	91.5%	4.7%	0.2%	2.1%	1.1%
Grade 1	6.3%	1.1%	87.4%	5.3%	0.2%	5.9%	0.9%
Grade 2	6.2%	1.6%	91.1%	4.0%	0.4%	2.8%	1.6%
Grade 3	5.6%	1.6%	91.1%	3.0%	0.8%	1.9%	2.5%
Grade 4	5.6%	1.6%	91.7%	4.6%	0.8%	1.5%	1.5%
Grade 5	6.8%	4.3%	96.1%	2.3%	0.1%	0.3%	1.1%
Grade 6	10.7%	5.1%	97.0%	1.4%	0.1%	0.8%	0.5%
Grade 7	12.5%	15.2%	95.7%	0.5%	0.0%	1.9%	1.8%
Grade 8	12.0%	18.5%	96.2%	1.9%	0.1%	1.3%	0.4%
Grade 9	9.3%	18.1%	96.7%	0.5%	0.0%	0.3%	2.5%
Grade 10	10.0%	15.2%	95.3%	1.0%	0.2%	1.8%	1.6%
Grade 11	6.4%	15.4%	97.7%	0.1%	0.1%	0.4%	1.7%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Two or More Races Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Two or More Races Students	23.5%	76.5%	93.4%	2.6%	0.2%	1.9%	1.8%
Preschool	4.5%	1.5%	95.0%	2.5%	0.0%	0.8%	1.7%
TK	2.3%	0.7%	81.7%	8.3%	0.0%	6.7%	3.3%
Kindergarten	9.6%	2.3%	88.5%	8.0%	1.3%	1.8%	0.4%
Grade 1	8.3%	2.2%	86.1%	7.0%	0.0%	6.0%	1.0%
Grade 2	8.3%	2.1%	85.9%	5.0%	0.5%	7.5%	1.0%
Grade 3	7.1%	2.4%	86.1%	7.2%	1.5%	4.1%	0.5%
Grade 4	6.2%	2.0%	91.6%	3.6%	0.0%	0.6%	4.2%
Grade 5	6.3%	3.1%	95.8%	3.3%	0.0%	0.5%	0.0%
Grade 6	7.8%	3.4%	94.7%	3.2%	0.0%	1.2%	0.8%
Grade 7	14.0%	18.1%	93.1%	1.6%	0.0%	2.5%	2.8%
Grade 8	11.0%	20.6%	93.3%	3.1%	0.0%	2.1%	1.4%
Grade 9	7.2%	18.4%	96.1%	0.9%	0.0%	0.1%	2.7%
Grade 10	4.1%	12.8%	95.5%	0.3%	0.7%	1.7%	1.8%
Grade 11	3.4%	10.5%	97.8%	0.2%	0.0%	0.2%	1.6%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

English Learner Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All English Learner Students	24.6%	75.4%	90.5%	2.8%	1.0%	3.1%	2.4%
Preschool							
TK	2.6%	0.6%	89.4%	4.1%	1.2%	3.2%	1.5%
Kindergarten	9.0%	2.7%	87.0%	4.0%	2.9%	5.2%	0.5%
Grade 1	10.4%	2.9%	84.4%	7.3%	2.8%	4.4%	1.0%
Grade 2	10.0%	2.4%	81.4%	5.2%	3.5%	8.6%	1.2%
Grade 3	7.5%	2.5%	85.2%	3.2%	2.1%	6.8%	2.3%
Grade 4	6.7%	2.4%	86.6%	7.1%	1.5%	2.6%	1.8%
Grade 5	8.0%	2.8%	86.3%	6.4%	2.0%	2.5%	1.9%
Grade 6	7.1%	2.9%	90.8%	4.9%	1.5%	2.2%	0.3%
Grade 7	12.7%	19.1%	90.4%	2.2%	0.4%	3.8%	3.0%
Grade 8	10.5%	16.6%	93.2%	2.6%	0.4%	2.9%	0.8%
Grade 9	6.1%	17.0%	92.4%	1.3%	0.2%	1.9%	4.1%
Grade 10	5.0%	14.9%	91.7%	0.9%	0.9%	2.1%	4.3%
Grade 11	4.5%	13.1%	95.4%	0.7%	0.4%	0.8%	2.6%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Foster Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Foster Students	21.5%	78.5%	91.4%	3.1%	0.0%	2.5%	2.9%
Preschool	0.9%	0.7%	87.5%	6.3%	0.0%	6.3%	0.0%
TK	2.0%	0.4%	73.3%	6.7%	0.0%	13.3%	6.7%
Kindergarten	3.9%	1.8%	85.4%	6.3%	0.0%	6.3%	2.1%
Grade 1	6.8%	1.5%	78.6%	12.5%	0.0%	8.9%	0.0%
Grade 2	7.4%	2.3%	80.6%	12.5%	0.0%	5.6%	1.4%
Grade 3	7.0%	2.0%	89.2%	7.7%	0.0%	1.5%	1.5%
Grade 4	7.4%	1.9%	86.4%	4.5%	0.0%	3.0%	4.5%
Grade 5	6.8%	1.9%	82.3%	8.1%	0.0%	4.8%	4.8%
Grade 6	3.7%	1.7%	87.0%	6.5%	0.0%	4.3%	2.2%
Grade 7	17.5%	16.5%	92.7%	1.4%	0.0%	3.1%	2.5%
Grade 8	17.5%	21.0%	94.2%	2.3%	0.0%	2.1%	1.4%
Grade 9	8.3%	18.2%	90.6%	2.0%	0.0%	0.6%	6.7%
Grade 10	7.9%	14.5%	93.9%	2.2%	0.0%	1.4%	2.5%
Grade 11	3.1%	15.7%	95.7%	0.4%	0.4%	1.4%	2.2%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Homeless Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Homeless Students	14.3%	85.7%	88.0%	4.2%	0.4%	3.8%	3.5%
Preschool	2.1%	0.5%	84.6%	15.4%	0.0%	0.0%	0.0%
TK	1.2%	0.3%	71.4%	0.0%	0.0%	14.3%	14.3%
Kindergarten	6.6%	2.3%	83.7%	14.3%	0.0%	2.0%	0.0%
Grade 1	7.4%	2.3%	63.5%	19.2%	1.9%	5.8%	7.7%
Grade 2	8.6%	2.5%	74.1%	10.3%	0.0%	13.8%	1.7%
Grade 3	10.3%	2.1%	91.1%	3.6%	0.0%	5.4%	0.0%
Grade 4	5.8%	3.0%	75.9%	12.1%	1.7%	3.4%	6.9%
Grade 5	7.8%	3.1%	81.3%	7.8%	1.6%	4.7%	3.1%
Grade 6	7.4%	3.5%	89.9%	7.2%	0.0%	1.4%	1.4%
Grade 7	15.6%	21.4%	90.0%	1.4%	0.3%	5.7%	2.6%
Grade 8	13.6%	21.1%	90.9%	4.4%	0.3%	2.3%	2.1%
Grade 9	4.5%	14.8%	87.7%	3.1%	0.0%	0.9%	8.3%
Grade 10	4.1%	8.8%	94.2%	0.0%	0.7%	2.9%	2.2%
Grade 11	4.9%	14.2%	91.8%	0.0%	0.0%	4.1%	4.1%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up

Socioeconomically Disadvantaged (SED) Students by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All SED Students	21.2%	78.8%	92.6%	2.3%	0.4%	2.4%	2.2%
Preschool	2.6%	0.7%	90.3%	3.4%	0.1%	3.0%	3.1%
TK	1.7%	0.3%	86.6%	6.1%	0.6%	4.5%	2.0%
Kindergarten	6.7%	1.8%	87.7%	5.6%	1.3%	4.3%	0.6%
Grade 1	7.4%	1.8%	85.0%	8.1%	0.9%	4.9%	0.9%
Grade 2	7.3%	1.8%	84.9%	5.1%	1.4%	7.1%	1.3%
Grade 3	7.3%	1.8%	85.9%	4.1%	1.0%	5.6%	2.9%
Grade 4	6.9%	1.9%	88.9%	5.9%	0.8%	2.3%	1.9%
Grade 5	6.7%	2.2%	88.8%	5.8%	0.9%	2.1%	1.8%
Grade 6	7.8%	3.0%	92.9%	3.8%	0.6%	2.0%	0.5%
Grade 7	13.5%	18.0%	91.7%	2.0%	0.2%	3.2%	2.8%
Grade 8	12.3%	18.6%	94.0%	2.4%	0.1%	2.4%	1.0%
Grade 9	7.7%	17.5%	95.0%	0.9%	0.1%	1.1%	2.8%
Grade 10	6.2%	16.0%	93.9%	0.7%	0.7%	1.5%	3.2%
Grade 11	5.9%	14.5%	96.4%	0.5%	0.2%	0.6%	2.2%

Note: Secondary students have duplicates due to multiple courses.

Student Connectivity Tool: Student Interaction and Student Follow-Up


Students with Disabilities by Grade Level

	Student Interaction		Student Follow-Up				
	Interaction	No Interaction	No follow-up needed or follow-up unknown	Phone disconnected or unavailable	Translation follow-up	Technology follow-up	Counseling follow-up
All Students	21.7%	78.3%	93.1%	2.1%	0.4%	2.2%	2.1%
All Students with Disabilities	23.8%	76.2%	92.3%	2.6%	0.4%	2.4%	2.1%
Preschool	3.5%	1.2%	96.0%	1.8%	0.3%	1.5%	0.5%
TK	1.3%	0.4%	88.7%	5.3%	0.8%	4.5%	0.8%
Kindergarten	5.2%	1.7%	91.4%	3.9%	1.2%	2.6%	0.2%
Grade 1	6.1%	1.7%	85.4%	5.6%	1.6%	4.5%	1.9%
Grade 2	5.8%	1.9%	86.0%	4.3%	2.0%	6.5%	0.6%
Grade 3	6.8%	2.2%	88.9%	2.9%	0.7%	4.5%	1.8%
Grade 4	6.7%	2.4%	87.6%	7.6%	0.9%	2.2%	1.4%
Grade 5	7.3%	2.7%	88.6%	6.7%	0.7%	1.2%	2.5%
Grade 6	7.1%	2.7%	90.0%	5.9%	0.5%	2.6%	0.8%
Grade 7	14.3%	19.8%	92.0%	1.9%	0.2%	3.6%	2.0%
Grade 8	13.3%	17.1%	93.6%	2.5%	0.4%	2.7%	0.7%
Grade 9	8.8%	17.7%	93.4%	1.4%	0.1%	1.4%	3.7%
Grade 10	8.1%	15.2%	93.3%	1.6%	0.4%	1.5%	3.2%
Grade 11	5.7%	13.3%	95.9%	0.7%	0.3%	1.0%	2.1%

Note: Secondary students have duplicates due to multiple courses.

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: June 05, 2020

Phone Number: 457-3134

Regarding: June 10, 2020 Board Meeting Agenda – Exterior Painting Projects

The purpose of this communication is to provide the Board additional information regarding item A-12 on the June 10, 2020 Board meeting agenda, the recommended bid award to paint nine schools and buildings at the Ventura and 10th site. Some Board members received a letter from Mr. Jeff Roberts, International Union of Painters and Allied Trades, District Council 16/Local Union 294, questioning the recommended award of bid sections A and D bid to the lowest responsive, responsible bidder, Michael's Discount Painting. The letter asked about the district's practice in determining responsibility of bidders. Below is an overview of staff's response to Mr. Roberts.

- Determining if a bidder is non-responsive is different and more difficult than determining if a bidder submitted a non-responsive bid. Responsibility goes to the contractor being capable of performing the scope of work within the terms of the bid, whereas responsiveness goes to complying with the bid specifications/requirements.
- Factors in bidder responsibility include check of contractor's license and State debarment list, ability to provide a performance and payment bond, ability to provide required general liability insurance and proof of worker's compensation, and reference checks.
- Information specific to Michael's Discount Painting being responsible includes a proper State license and no debarment, previous successful painting projects for Fresno Unified, and compliance with prevailing wage requirements.
- For a bidder to be found non-responsive, there must be evidence the bidder is incapable of performing pursuant to requirements of the bid documents; there is no such evidence for Michael's Discount Painting.
- When there is a significant difference between the first and second low bidders, staff follows up with the low bidder to ensure they understand the scope of the project and intend to comply with all requirements of the bid documents.
- The district's Paint Shop Supervisor will inspect the painting projects daily to ensure compliance with specifications and timely completion.
- For summer painting work it is not uncommon for contractors to travel outside their region for school projects, and Fresno Unified sees a similar group of bidders every year for painting projects.
- Michael's Discount Painting is able to provide competitive pricing by utilizing a relatively small crew.

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


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



Date: 06/05/2020

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: 

Date: June 05, 2020

Phone Number: 457-3134

Regarding: June 10, 2020 Board Meeting Agenda – Herrera Elementary School Bid Award

The purpose of this communication is to provide the Board additional information regarding item A-14 on the June 10, 2020 Board meeting agenda, the recommended bid award for construction of Juan Felipe Herrera Elementary School. Some Board members received an email from Mr. Dave Cash of Valley Fence Company regarding bidding on the Herrera project, for which the Board approved a project labor agreement (PLA). Mr. Cash requested an exemption from the bid requirements, noting that his company has worked with Fresno Unified for over 30 years and wishes to continue the relationship. Staff responded to Mr. Cash that the PLA does not provide for the district to make a case by case exemption, and assured him Valley Fence Company is a valued contractor for district projects. Below is other pertinent information.

The PLA does not require non-union contractors to *“sign or otherwise become a party to any other collective bargaining agreement with a signatory Union as a condition of performing work within the scope of this Agreement.”* However, they must agree to be bound by all terms of the agreement, and a general contractor has the right to refuse to include a bid from a subcontractor who refuses to be bound by the PLA. Among other things, that means:

- They must pay contributions to the established employee benefit funds and make all employee authorized deductions in the amounts designated in the appropriate master labor agreement (PLA section 5.2(a))
- All workers must comply with the union security provisions of the applicable collective bargaining agreements, specifically paying all union dues and other fees required under the CBA (PLA section 5.2(b))
- With the exception of core employees, all employees must be hired out through the union hall's referral system (PLA section 3.3(a))

The exception to these requirements is the carve out for subcontracts under \$150,000. Section 2.2(a) of the PLA provides: *“. . .carved out of this Agreement are all prime contracts and subcontracts flowing from that work that are One Hundred Fifty Thousand Dollars (\$150,000) or less with a cap on the carve out of five percent (5%) of the construction cost estimate for the Project. The cap shall not to be absorbed by any single craft.”* The fencing work in the project exceeds \$150,000.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020

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: Sean Virnig, Executive Director
Cabinet Approval:

Date: June 05, 2020

Phone Number: 457-3227

Regarding: Approval for Special Education Annual Budget and Service Plans and Descriptions for Fiscal Year 2020/21

The purpose of this communication is to provide the Board information regarding the processes and procedures involved in the approval of the yearly Special Education Local Plan Area (SELPA) Annual Budget and Service Plans. The Special Education Annual Budget and Service Plans for fiscal year 2020/21 will be submitted to the Board for approval at the June 10, 2020 meeting.

All SELPAs are required to submit Annual Budget and Service Plans to identify expected expenditures and include a description of services along with the location of the services. It is a statutory requirement to annually submit the plans to the California Department of Education by June 30, 2020 after holding a public hearing and after Board approval.

- The budget plan is reflective of the budget being adopted by our Board for fiscal year 2020/21
- The service plan indicates which services are provided at each of the sites across the SELPA based on October 02, 2019 data from the California Longitudinal Pupil Achievement Data System (CALPADS)

The public hearing will be held on June 08, 2020 via online videoconferencing. Notice of the public hearing was posted on the Special Education website and published in the Fresno Bee at least 15 days in advance. The following activities will take place:

- A recorded school messenger notice to families of students with disabilities
- Annual budget and service plans available for review on the Department of Special Education website

If you have any questions or require additional information, please contact Sean Virnig at 457-3227.

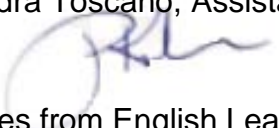
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: June 05, 2020

Phone Number 457-3648

Regarding: Updates from English Learner Services

The purpose of this communication is to provide the Board an update regarding several items of importance from English Learner Services.

- **Seal of Biliteracy:** Through school closures, outreach to students at home to complete assessments for Seal of Biliteracy resulted in 633 high school seniors and total of 644 total seals issued with multiple language seals for the first time in Fresno Unified history. The data attached shows a four-year trend of students receiving their Seal of Biliteracy, students receiving seals through access to new language testing, and students receiving seals in more than one language additional to English (see backup material 5.28.20). 13 more seals were issued this year than in 2018/19.
- **ELAC/DELAC:** Video updates for both ELAC & DELAC end-of-year meetings have been produced and links have been shared with elected representatives on both committees with a system to collect feedback through a tool called Digital Footprint. Parents can also provide feedback by phone to English Learner Services until June 16.
- **Redesignation Cycle 3:** 75 additional students were identified in this cycle through teacher recommendation and i-Ready Diagnostic 3. Considerations for summer redesignation cycle through summer academies is currently in progress.
- **RFEP monitoring:** Schools continue monitoring through the third quarter for all RFEP students, and through the fourth quarter with those for whom they have recent data, such as grades, performance on virtual assignments, and assessment data.
- **English Learner Summer Academy offerings:**
 - Dual Immersion Early Spanish Literacy – Grades K-3
 - English Language Development – Grades 3-5
 - Hmong Language/Heritage – Grades 1-4
 - English for Newcomers – Elementary Grades 3-6
 - Newcomer Mentor Academy – Secondary
 - Academic Discourse support for Long-Term English Learners in math for grades 7 & 8

- **Dual Language Immersion program expansion for Fall of 2020:** Plans are underway to expand the Spanish/English Dual Language Immersion (DLI) program at Hidalgo and Winchell Elementary Schools and Hmong/English DLI Program at Balderas. The English Learner Master Plan Revision Committee reviewed the criteria for selection of schools and all three schools meet the criteria. No additional funding is requested for curriculum development.

If you have any questions or require additional information, please contact Sandra Toscano at 288-2992.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020

BC Updates Backup Material 5-28-20

SSB Data as of 5-28-20

	Total Recipients	Total Seals (accounts for students receiving more than one seal)
2016-2017	568	
2017-2018	615	
2018-2019	630	631
2019-2020	633	644

Seals count updated 5-28-2020 for school year 2019-2020										
School	Spanish	Hmong	Hindi	Punjabi	Mixteco	French	Farsi	Latin	Mandarin	Total
Bullard	25		2	2						29
Design Science	23									23
Duncan	45	13								58
Edison	132	14		1		13				160
Fresno	68	4						3		75
Hoover	31	7							1	39
JE Young	4									4
McLane	50	8			1					59
Patiño	6									6
Roosevelt	62	4								66
Sunnyside	102	13		2		8				125
TOTALS	547	62	2	5	1	21		3	1	644*

*For CALPADS reporting the individual recipients are reported for the FUSD SSB total number. Because 11 are double seals, the current total is 633.

Double Seals 2020		Total: 11
Spanish and Punjabi	Sunnyside (2)	2
Hindi and Punjabi	Bullard (2)	2
French and Spanish	Edison (5); Sunnyside (2)	7

Alternative Assessments	COMPLETED Alternative ASSESSMENTS SPRING 2020-2021: All tests were administered from home and if conditions permitted.		
Language	PASS	FAIL	TOTAL ASSESSED
Farsi	1	0	1
Hindi	2	0	2
Punjabi	5	0	5
Spanish	93	9	102
Thai	0	1	1
Mixteco	1	0	1
Hmong	6	1	7
	108	11	119

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Teresa Morales-Young, Administrator
Cabinet Approval:

Date: June 05, 2020

Phone Number: 457-6072



Regarding: Teacher Development Budget

The purpose of this communication is to provide the Board additional information regarding the Teacher Development budget. The Teacher Development department was created in 2009 with a vision to ensure that every classroom has a highly effective teacher and a purpose to provide a continuum of supports for teachers in Fresno Unified. There are three overarching goals for the department:

- **Increasing the diversity within the teacher pipeline** to support closing the student achievement gap by recruiting, training, and retaining highly qualified teachers
- **Implementing a pre-service to in-service, teacher preparation model** with programs rich in Science, Technology, Engineering, and Mathematics (STEM) and Socio-Emotional learning
- **Advancing local and organizational partnerships** that include internal departments, institutions of higher education, other school districts, and national organizations

Attached are visuals with additional information about the Teacher Development Pipeline highlighted in local and national presentations.

Over the past 11 years, Teacher Development has been aggressive in seeking grant funding to provide additional money for program development. The department has been awarded 12 grants, totaling \$30 million since the department's inception.

Teacher Development is currently operating five grants: the California Commission on Teacher Credentialing Teacher Residency Grant with Fresno State, the California Classified Employees and Paraprofessional Grant, the Teacher Quality Partnership Grant with Fresno Pacific University, the Teacher Quality Partnership Grant with National University, and an i3 Scale-Up Grant in partnership with The New Teacher Center. Each of these grants is focused on teacher preparation or retention.

The total budget of the Teacher Development department for 2019/20 is \$10,577,506 for teacher recruitment, training, retention and the operation of 15 programs. Of the total amount, \$5,067,588 is grant funded, totaling 48% of the budget. Grant funding provides for six staff members, while eight department staff and two Professional Learning (PL) Column staff are provided by the district.

Included in the Teacher Development department budget is funding for 26 Induction and New Teacher Support coaches that are required by the California Commission on Teacher Credentialing to provide a minimum of one hour of weekly support to each new teacher for credential clearance through Fresno Unified's fully accredited program, including: Year One, Year Two, Internship, Short Term Staff Permit, and Provisional Intern Permit teachers. The department also supports new Special Education teachers

in mild-moderate settings. Each coach supports an average of 18 new teachers. Induction and new teacher support is only one program within the department, yet serves 575 new teachers across the system: approximately 15% of the teaching population. In addition, each coach is a part of providing additional learning to new teachers at The New Teacher Conference, Saturday trainings each month, and curriculum trainings.

Research by the Learning Policy Institute states that the cost of teacher turnover is \$20,000 per teacher. The Induction and New Teacher Support coaches in Fresno Unified save the district approximately \$6.5 million each year to retain and credential teachers. The Induction Program has a 98% retention rate.

Teacher Development is currently applying for two grants that, if awarded, would provide an additional \$30 million to the department over the next five years.

If you have any questions or require additional information, please contact Teresa Morales-Young at 457-6072.

Approved by Superintendent
Robert G. Nelson Ed.D.

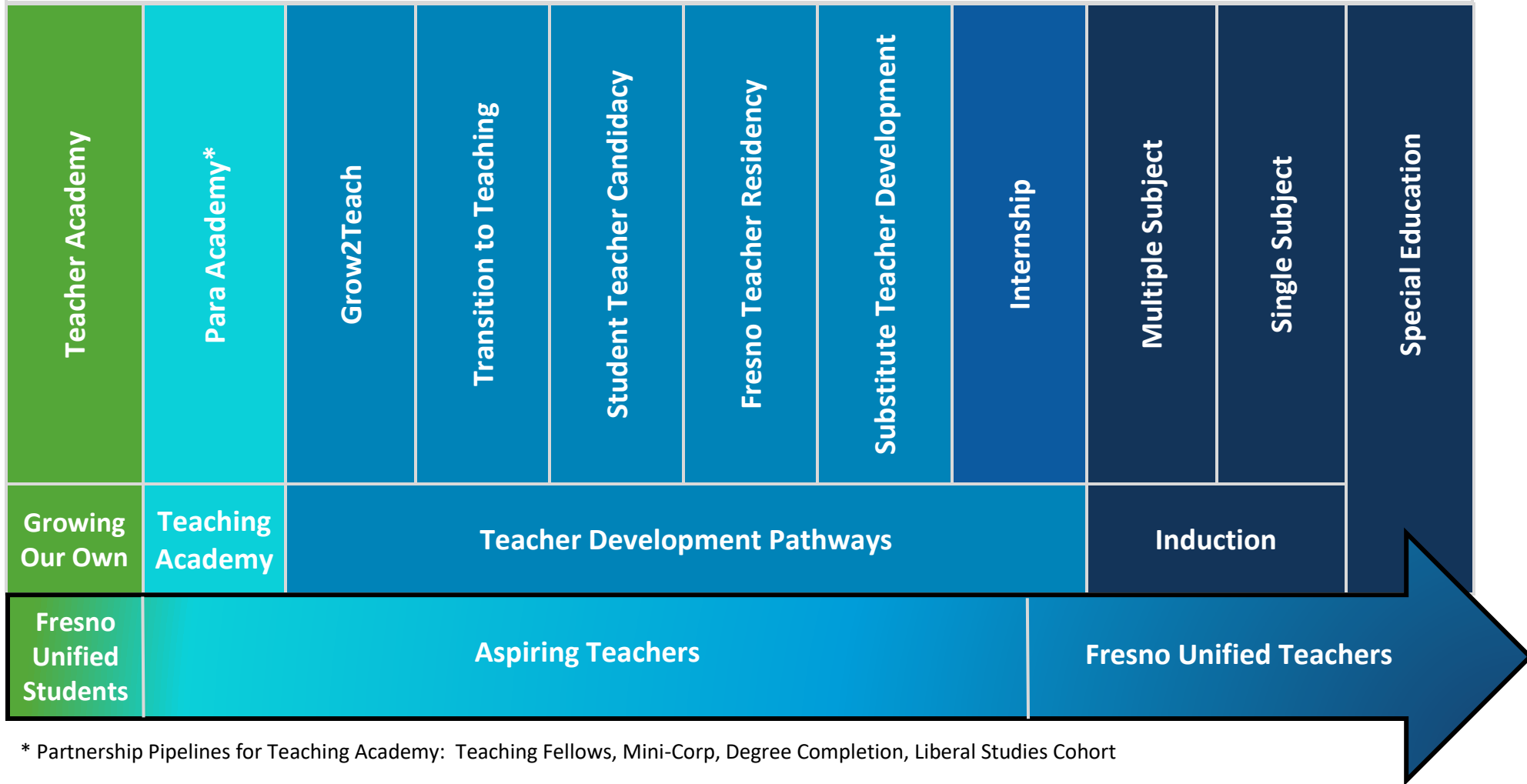


Date: 06/05/2020

Teacher Pipeline Programs

Vision: Every classroom has a highly effective teacher/leader where students thrive.

Purpose: A coherent continuum for teacher development.



* Partnership Pipelines for Teaching Academy: Teaching Fellows, Mini-Corp, Degree Completion, Liberal Studies Cohort

step up, teach Fresno!

A Coherent Continuum of Teacher Development

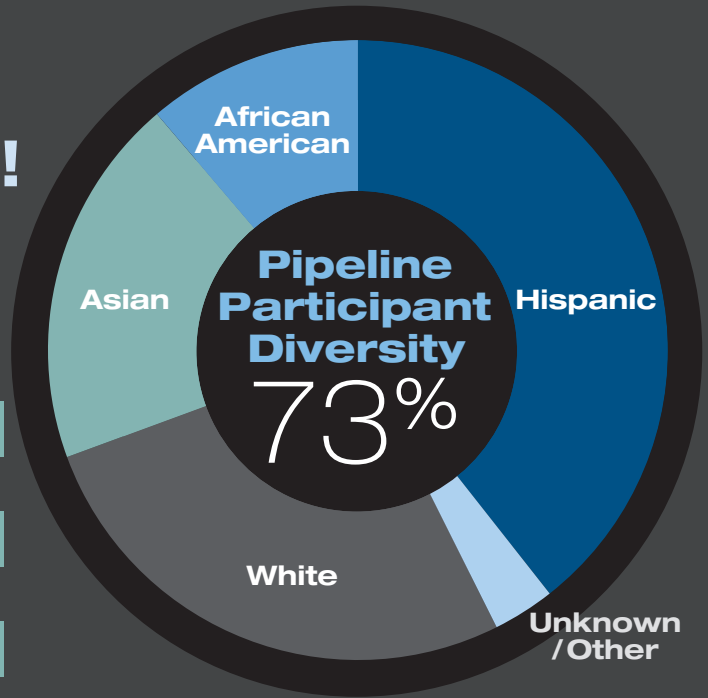
Fresno Unified Students	Teacher Academy
Teaching Academy	Para Academy

Teacher Development Pathways	Grow to Teach
	Transition to Teaching
	Student Teacher Candidacy
	Fresno Teacher Residency
	Substitute Teachers
	Internship

Induction	Multiple Subject
	Single Subject

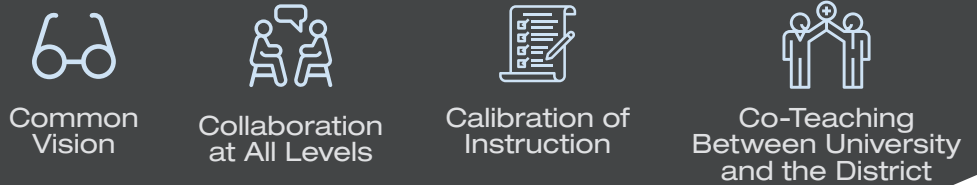
Teacher Leadership Opportunities	Instructional Coach
	National Board Certification
	Mentor Teachers
	Fresno Pacific Reading/Fresno Unified Masters Partnership Program

Vision
Every classroom has a highly effective teacher where students thrive



<p>Growing Our Own—Over 200 Teacher Academy and Para Academy Participants</p>	<p>Over 40% of Teacher New Hires come from the pipeline</p>	<p>98% of the teachers that go through induction are retained in Fresno Unified</p>	<p>Full-Time Release coaching model for New Teacher Support</p>	<p>Over 400 attendees at New Teacher Conference</p>	<p>Teacher Development supports over 1,000 aspiring and new teachers</p>
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Key Features of University Partnerships



Professional Learning Focus

- Developing as a Professional Educator
- Engaging and Supporting Students
- Creating Effective Environments
- Assessment for Learning
- Planning and Designing Learning
- Standards and Content

Supports

- Orientations
- Face to Face Professional Learning
- Job Embedded Coaching
- Credentialing

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Carlos Castillo, Instructional Superintendent
Cabinet Approval:

Date: June 05, 2020

Phone Number: 457-3554

Regarding: Comprehensive Sexual Health Education Information

The purpose of this communication is to provide the Board information regarding comprehensive sexual health education for the 2019/20 school year, and the 2020/21 school year.

For the 2019/20 school year, all middle school students received the required lessons of the Board approved *Positive Prevention Plus* curriculum in the Fall of 2019. At the high school level, ten of the fourteen schools received the required lessons prior to the COVID 19 shutdown. Students at Bullard, Roosevelt, and Hoover will receive the lessons in the Spring of 2021 in their tenth grade Physical Education classes through an independent study format and will receive instruction from Fresno Barrios Unidos (FBU) through video lessons. At Phoenix Secondary, students will receive the required curriculum through their tenth grade science course. This is in full compliance with the California Youth Act, which requires all students to receive the curriculum once in middle school and once in high school.

For the 2020/21 school year, FBU will continue to be the outside provider partnering with Fresno Unified to deliver the required lessons in middle and high schools. FBU is scheduled to teach five lessons, and Fresno Unified middle and high school teachers will continue to teach nine lessons.

For students in moderate to severe special education classes, the district is proposing to partner with Planned Parenthood as an outside provider to deliver instruction over a five-day period. The topics they will cover include Public and Private Behaviors, Understanding Sexual Development, Reproductive Structures, Personal Hygiene, Preventing a Pregnancy, HIV/STI Prevention, Sexual Relationships, and Sexual Harassment. District staff is recommending partnering with Planned Parenthood to provide these lessons as they have extensive experience educating this student group with unique needs. Fresno County Superintendent of Schools has contracted with Planned Parenthood the past two years to provide lessons at thirty-two districts county-wide. These educators are specially trained in adapting instruction for students with special needs. Fresno Unified Moderate to Severe teachers will be responsible for an additional five lessons which include Friendship, Bullying, Human Trafficking, Being Understanding and Supportive, and Making Healthy Decisions.

The agreements with FBU and Planned Parenthood will go before the Board for approval as part of the bundled contract process in June.

If you have any questions or require additional information, please contact Carlos Castillo at 457-3554.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020

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: June 05, 2020

Phone Number: 457-6104

Regarding: Technology Support for Students and Families

The purpose of this communication is to provide the Board an update on the new Family Technology Support Center, now open and supporting students and their families with Distance Learning.

With nearly 60,000 laptops, tablets, and hotspots now at home with our students, a new Technology Support Center is available to support families with their district-issued technology. The support center provides assistance with the use of student devices, the ATLAS Parent Portal, password resets, device replacements, and related student technology questions. Families can also replace a lost, stolen, or broken device by contacting the center and making an appointment to replace the device.

The center provides support via both phone and email. Support is available in English, Spanish, and Hmong, from 8:00 am to 4:00 pm Monday thru Friday, including summer. The center is located at the César E. Chávez Adult Education Center.

Families can reach the Technology Support Center by calling 559-457-3939, or by emailing lcd@fresnounified.org.

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/05/2020