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BOARD COMMUNICATIONS – June 12, 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 June 05, 2020

AS-2 Andrew De La Torre Request for Qualifications 20-35, Investigation Services

AS-3 Andrew De La Torre Ratify Amendments No. 3 and 4 to the Agreement With Envision Pharmaceutical Services

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares English Learners Identified as Students with a Disability

EA-2 Kristi Imberi-Olivares Student Connectivity Tool Update Week 4

HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief HR/LR Officer

HR-1 Paul Idsvoog Agreement with CORE for Shared Administrator Services and the Accompanying Employment Agreement Between Fresno Unified and Michelle Steagall, Associate Superintendent for School Leadership

HR-2 Paul Idsvoog Modified Salary Placements and Revised Benefits and Risk Management Job Descriptions for the Benefits Eligibility Assistant, Worker's Compensation Technician, and Disability Retirement Technician Positions

HR-3 Paul Idsvoog New Positions and Job Descriptions for Mentor Program Facilitator I and Mentor Program Facilitator II

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

- OS-1 Karin Temple Update on Student Neighborhood Resource Officers (SNROs)
- OS-2 Karin Temple Student Meals – Fresh Produce

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

- SL-1 Ambra O'Connor Social Emotional Support to Students and Families During School Closure
- SL-2 Jeremy Ward Summer Learning 2020
- SL-3 Bryan Wells Re-Launch of Engagements (Activities, Arts, and Athletics)

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 12, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Met with district staff and Hanover Research regarding the strategic plan
- Participated in webinar with State Superintendent Tony Thurman regarding the reopening of school guidance document released by the California Department of Education
- Gave interview with Kalie Hunt, KSEE24, regarding reopening of schools
- Gave interview with Sontaya Rose, ABC30 regarding reopening of schools
- Held meetings with Executive Cabinet
- Participated in three Town Hall Meetings hosted by ACSA
- Met with district leadership and Fresno Teachers Association leadership to discuss budget
- Held principal meeting
- Gave interview with KSEE24 Central Valley Today regarding reopening
- Recorded Public Service Announcement regarding reopening of schools
- Participated in call with the Council of the Great City Schools Superintendents
- Participated in the Fresno County Superintendents Task Force
- Gave interview with *The California Report* regarding reopening of schools
- Held weekly meeting with district leadership and Fresno Teachers Association Leadership

Approved by Superintendent
Robert G. Nelson Ed.D.




Date: 06/12/2020

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: June 12, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for June 05, 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 June 05, 2020 is attached and includes the following articles:

- Legislature Reaches Deal on 2020-21 State Budget – June 05, 2020
- Legislature Reaches Agreement on 2020-21 State Budget – June 03, 2020
- Lawmakers Seek Over \$300 Billion for Public Schools in Next COVID Relief Bill – June 03, 2020
- Lawmakers Look for New Ways To Pay for Broadband in Rural California – June 04, 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: 06/12/2020



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www.sscal.com

DATE: June 5, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Legislature Reaches Deal on 2020–21 State Budget

On Wednesday afternoon, legislative leadership and budget chairs announced that the Senate and Assembly have reached an agreement on the 2020–21 State Budget. Some of the significant education proposals include:

- Fully funding the Local Control Funding Formula (LCFF), including the 2.31% cost-of-living adjustment (COLA)
- Providing an average daily attendance hold harmless for local educational agencies (LEAs) in the 2020–21 fiscal year and requiring distance learning in the event of school closures
- Providing \$545 million to increase the AB 602 base rates, allocating \$100 million for a low incidence disabilities cost pool, and rejecting Governor Gavin Newsom's proposed changes to the current special education funding formula
- 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 the California State Preschool Program and the full-day State Preschool add-on rate
- Eliminating the statutory growth reduction for State Preschool slots
- Allocating \$4.56 billion in discretionary federal funds for one-time COVID-19 closure impacts on schools and children
- Adopting the LCFF supplemental and concentration grant carryover restrictions as outlined in Assembly Bill (AB) 1835 (Weber, D-San Diego)
- Providing \$2.3 billion in funding relief for employer statutory contributions to the California State Teachers' and the California Public Employees' Retirement Systems as proposed in the May Revision

- Requiring the Office of Emergency Services to provide COVID-19 relevant health, safety, and cleaning equipment to county offices of education and Child Care Resource & Referral agencies

Governor Newsom’s Administration did not tip their hand regarding whether they supported the Legislature’s plan to assume federal funds in the structure of the 2020–21 State Budget. That will be a key aspect to negotiations between legislative leadership and Governor Newsom.

By June 12, 2020, the main State Budget Bill will need to be in print in order to comply with the 72-hour rule that requires legislation to be in print for at least 72 hours before a vote. Both houses of the Legislature are expected to vote on June 15, the constitutional deadline to approve the State Budget. Trailer bills detailing the proposals for K–12 districts may not necessarily be approved on June 15; however, the Assembly is scheduled to go on a month-long summer recess on June 19, so we expect trailer bills to be wrapped up before then.

Assembly Appropriations Committee Takes Up Suspense File

On Wednesday afternoon, the Assembly Appropriations Committee, chaired by Assemblymember Lorena Gonzalez (D-San Diego), took up its suspense file and disposed of just under 200 measures, which shows the significant reduction in bill workload that the Legislature has undergone due to the COVID-19 pandemic. For comparison sake, the Assembly Appropriations Committee took up over 700 bills in last year’s first house suspense file hearing.

Many of these bills were able to move on because authors agreed to amendments that addressed fiscal concerns, added coauthors, or reduced costs. We will not know the extent of the amendments until they are officially made public, which should happen sometime next week.

The bills that cleared the Assembly Appropriations Committee will now head to their house floors for a vote before they can go into the second house and move forward in the legislative process. Since we are in the second year of the two-year legislative session, the bills that did not make it out of the Appropriations Committee are considered dead and can no longer be acted upon absent rule waivers.

Below we highlight some of the significant Assembly education bills that will be moving forward:

- AB 1835 (Weber) would require unspent supplemental and concentration funds to be used in subsequent years to increase and improve services for the unduplicated pupils generating those funds
 - The language in this bill is included as part of the agreement that the Legislature reached for the 2020–21 State Budget
- AB 1837 (Smith, D-Santa Clara) would require the Superintendent of Public Instruction to, subject to an appropriation, establish a crisis response team within the California Department of Education to provide guidance and assistance to any school experiencing a crisis, including a power shutoff, fire, or pandemic
- AB 1982 (Cunningham, R-San Luis Obispo County) would authorize, until December 31, 2023, a teacher credential applicant to demonstrate basic reading, writing, and math skills by earning at least a “B” in qualifying coursework or through a combination of qualifying coursework and exams, in lieu of taking the California Basic Educational Skills Test

- AB 2052 (O'Donnell, D-Long Beach) would authorize an LEA to meet minimum instructional day requirements by adding instructional minutes to remaining instructional days in a school year when the LEA is unable to meet minimum instructional day requirements due to extraordinary circumstances
- AB 2485 (Kalra, D-San Jose) would allow a teacher candidate until January 1, 2023, to meet subject matter requirements by using coursework they completed as part of their college major or by mixing and matching coursework with other existing pathways, such as the California Subject Examinations for Teachers
- AB 2990 (Garcia, D-Bell Gardens) would create rules and oversight processes for LEAs to use when contracting with outside vendors to provide “educational enrichment activities” to students and would prohibit LEAs from offering any financial incentives to a pupil or prospective pupil for participation in an educational enrichment activity

The Senate Appropriations Committee, chaired by Senator Anthony Portantino (D-La Cañada Flintridge), has yet to schedule a hearing date to clear their suspense file, but they'll need to do it sometime in the next two weeks as Friday, June 19, 2020, is the last day the committee can consider first house fiscal bills.

Leilani Aguinaldo

Legislature Reaches Agreement on 2020–21 State Budget

By Kyle Hyland, Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
June 3, 2020

On Wednesday afternoon, June 3, 2020, Senate President pro Tempore Toni Atkins (D-San Diego); Assembly Speaker Anthony Rendon (D-Lakewood); and Budget Committee Chairs Senator Holly Mitchell (D-Los Angeles) and Assemblymember Phil Ting (D- San Francisco) announced that the Senate and Assembly have reached an agreement on the 2020–21 State Budget.

The Proposition 98 package in the agreed upon framework adopts the approach approved last week by the Senate Budget and Fiscal Review Committee (see "[Senate Rejects Governor's Education Cuts](#)" in the May 2020 *Fiscal Report*), including the following:

- Fully funding the Local Control Funding Formula (LCFF), including the 2.31% cost-of-living adjustment (COLA)
- Providing an average daily attendance (ADA) hold harmless for local educational agencies (LEAs) in the 2020–21 fiscal year and requiring distance learning in the event of school closures
- Amending Governor Gavin Newsom's special education proposal to provide \$545 million to increase Assembly Bill 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 the California State Preschool Program and the full-day State Preschool add-on rate
- Eliminating the statutory growth reduction for State Preschool slots

While we await further details on the agreement reached today, we assume that the budget agreement adopts the Senate's allocation methodology for the \$4.4 billion in federal Coronavirus Aid, Relief, and Economic Security Act funding proposed in the May Revision for learning loss mitigation. The Senate's version approves the Governor's proposal to provide \$1.5 billion of this funding to LEAs based on their number of students with disabilities, but allocates the remaining \$2.9 billion to LEAs in proportion to total LCFF funding, effectively rejecting the Governor's proposal to limit the \$2.9 billion to LEAs that qualify for concentration grant funding (see "[May Revision Proposal to Mitigate Learning Loss](#)" in the May 2020 *Fiscal Report*).

The Legislature's budget rejects the \$8.1 billion reductions to Proposition 98 funding proposed in the Governor's May Revision and over appropriates the minimum guarantee by approximately \$2.7 billion for 2020–21. While the agreement assumes that additional federal funding will materialize, there are trigger cuts built into the budget should the federal government not provide additional aid by September 1. However, even if the federal government does not approve additional funding, the proposed trigger cuts would not be applied to Proposition 98 nor health and human services, including early childhood programs. Instead, the

state would convert an additional \$5.3 billion (\$4.63 billion for K–12 and \$674 million for community colleges) of Proposition 98 funding into a deferral, effectively preserving K–14 programmatic funding.

While the Legislature’s version of the budget includes a COLA for the LCFF and provides an ADA hold harmless, there is little additional flexibility included in the plan. We will need to see how the negotiations with the Governor’s office play out considering the May Revision suspends the COLA, imposes additional cuts to the LCFF, and would effectively trigger the August layoff window. Meanwhile, the Legislature’s budget deal would apply the 2.31% statutory COLA and over appropriate the minimum guarantee, implicitly evading that layoff window (see “[The Certificated Second Layoff Window—Video](#)” in the June 2020 *Fiscal Report*).

It’s important to note that both the Assembly and Senate still need to officially adopt the 2020–21 State Budget Act by the June 15 constitutional deadline, and we are still waiting for the release of details related to relevant budget policies included in the legislative budget deal that will further illuminate the full extent of the legislative approach to the State Budget. While the Legislature needs to adopt the main budget bill by June 15, budget trailer bills are not subject to the same deadline and can be approved days or weeks after the State Budget Act.

We remind our readers that the Legislature is poised to adopt a budget that looks significantly different than the Governor’s version, and legislative leadership still needs to negotiate with the Administration before the 2020–21 State Budget is implemented. The Governor also has the power to veto the entire budget and send it back to the Legislature or approve the budget with line-item reductions, giving Governor Newsom a lot of leverage in the upcoming budget negotiations. We remain committed to helping to ensure, depending on the final budget agreement between the Legislature and Governor Newsom, that LEAs are afforded the fullest flexibilities to help address their fiscal and educational programmatic needs.

Note: Both the Legislature and Governor Newsom are relying on additional federal assistance in order to prevent significant reductions in the 2020–21 State Budget Act.

Lawmakers Seek Over \$300 Billion for Public Schools in Next COVID Relief Bill

By Andrew Ujifusa
Education Week
June 3, 2020

More than 100 lawmakers are making what could be the biggest effort yet to give schools a huge influx of federal aid to help them weather the coronavirus pandemic. But recent developments on Capitol Hill make it seem like a long shot.

In a Monday letter to congressional leaders, the group of House Democratic lawmakers said Congress should set aside a \$305 billion stabilization fund for K-12 education in the next coronavirus relief package, based on estimates from the left-leaning Center on Budget and Policy Priorities. The sharp declines in state income and sales tax revenues due to widespread economic shutdowns will hit schools especially hard at a time when they will be trying to provide full access to distance learning and expanded learning opportunities if schools have to close unexpectedly.

“Without significant federal support, our states will struggle to support their public schools, and our students will feel the brunt of the result,” the 114 lawmakers wrote. If there’s a 25 percent reduction in state funding for schools, they say, more than 580,000 education positions will be eliminated.

Yet as lawmakers themselves acknowledge, the \$305 billion they’re seeking is well above what’s currently on the table.

In the latest House coronavirus aid bill—the HEROES Act, which was written by Democrats and passed last month—lawmakers seek to provide roughly \$90 billion for education, \$58 billion of which would be for local school districts; state and local governments would receive close to \$1 trillion in the bill. However, that bill has already been publicly rejected by Republicans who control the Senate, and GOP lawmakers have expressed concern about the growing costs of federal coronavirus aid.

The \$305 billion request is also well above recent external lobbying efforts. One prominent and recent push from advocacy groups called for at least \$250 billion for education, but that request covered colleges and universities as well as K-12.

Coronavirus relief legislation signed into law in March by President Donald Trump provided roughly \$13 billion for K-12 districts, out of a total education stabilization fund of \$30 billion. If you’re keeping score at home, that’s about one-tenth of what House lawmakers asked for in their Monday letter.

‘Disproportionate Impact’

Concerns about the coming budget cuts for schools, and how the impact of an economic recession could hit disadvantaged students especially hard, are real and urgent, however. And on Monday, Missouri Gov. Mike Parson, a Republican, announced a \$133 million cut to K-12 education for *this* fiscal year.

One of the leading backers of the \$305 billion proposal is Rep. Jahana Hayes, D-Conn., the 2016 National Teacher of the Year and a member of the House education committee. “Cuts to public education result in educator layoffs, with a disproportionate impact on students of color in low-wealth communities,” Hayes said in a statement highlighting the letter. “It is unacceptable to mortgage the future of our children to balance budgets after a national crisis.”

Notable lawmakers who did not sign on to the letter include Rep. Rosa DeLauro, D-Conn., the chairwoman of the House subcommittee that controls the U.S. Department of Education’s budget, and Rep. Bobby Scott, D-Va., the chairman of the House education committee.

Note: Assemblymember Al Muratsuchi (D-Torrance) is looking to put a bond proposal before voters in November that would raise approximately \$3 billion to \$4 billion to pay for broadband infrastructure, purchase computers, and pay for educator training.

Lawmakers Look for New Ways To Pay for Broadband in Rural California

By Sydney Johnson
EdSource
June 4, 2020

California voters could see a new bond proposal on the ballot this November that would pay for broadband infrastructure in rural California — areas that have struggled to provide students with appropriate devices and internet access during the coronavirus pandemic.

In the last two months, state leaders have rushed to distribute Chromebooks to California students and made direct pleas to internet service companies to provide free service for students while campuses remain closed. But still, many students across the state have been unable to participate in distance learning because they lack access to the internet and computers at home.

Assemblyman Al Muratsuchi, D-Torrance, is now putting forward the California Broadband Infrastructure and Distance Learning Bond Act of 2020 in response to those ongoing challenges. The proposal came following Gov. Gavin Newsom’s May revision of the state budget proposal, which included a 10% cut — about \$6.5 billion — to the Local Control Funding Formula, which comprises about 80% of state funding for K-12 schools.

The bond could be in the range of \$3 billion to \$4 billion, but exact details are still being discussed, Muratsuchi said. In addition to building fiber cables and other necessary infrastructure in the most remote parts of the state, the funding would help purchase computers and pay for professional training for teachers on how to effectively use technology for instruction.

“The pandemic has exposed the social inequities in our state, not only along the lines of race and class but also in terms of geography. This digital divide is clearly highlighting the lack of access to high speed internet in low-income communities, communities of color and rural communities,” Muratsuchi said, referring to the gap between those with access to the internet and those without.

Education leaders have expressed concerns about learning loss and further widening of the persistent gap in test scores between white and Asian students and their black and Latino peers, known as the achievement gap, during distance learning. One major hurdle to ensuring students can connect with their teachers and not fall behind while schools are closed is a lack of access to technology, in particular for low-income students and those in rural parts of the state.

In March, state education officials put out a call to help procure enough devices for all California students to continue with school at home while campuses are closed during the coronavirus pandemic. But a wide gap in technology access remains. On Wednesday, state education officials reported that there is still a need for nearly 750,000 laptops and 323,000 hotspots.

Some districts have also reported that hotspots don't work in areas that lack cell service — highlighting an even broader challenge of underlying infrastructure issues to connect mobile hotspots to the internet in regions that telecommunications and internet companies don't serve.

“We are talking about infrastructure here, not only infrastructure for distance learning, but for our economy. And that should be the state's responsibility,” Muratsuchi said.

Whether or not the bond appears on the ballot in November will depend on a number of factors. Some bonds don't require voter approval, and the type of bond that Muratsuchi is proposing is still under discussion, according to Kerry Jacob, communications director for Muratsuchi.

“Revenue bonds have the interest carried in the financing package,” and do not require voter approval, said Sunne Wright McPeak, president and CEO of the California Emerging Technology Fund, a statewide nonprofit whose mission is to close the digital divide.

McPeak's organization is also advocating for reforms to the California Advanced Services Fund, which provides grants to internet companies to build broadband infrastructure in underserved areas. The broadband infrastructure bond could be one tool to fund the program.

In 2017, California passed the Internet for All Act, a law that authorized the California Advanced Services Fund to collect \$66 million per year through 2022 via surcharges and taxes on telecommunications services. McPeak and others are now proposing that the Legislature extend collection through 2028 and increase the funding amount from \$66 million to \$100 million per year to keep up with increasing internet needs and grant applications from service providers.

The California Emerging Technology Fund is supporting the bond proposal along with the California School Boards Association, which sent a letter to Newsom on April 29 that included a call for a \$2 billion broadband infrastructure bond on the November ballot.

If the bond proposal makes it to the November ballot, it's unclear if it would receive broad support. California voters recently rejected a \$15 billion school construction bond, Proposition 13, in the March state election. And economists are already predicting a sustained major economic downturn in California following the pandemic.

Some proponents for increased broadband are also concerned that a statewide solution could overlook regional differences in infrastructure needs, such as how mountainous terrain has different challenges than rural farmland in connecting to the internet.


“Topography for Wi-Fi is everything. I'm not sure this translates in California to how they will look at those solutions,” said Kelly L. Salter, senior program officer for children, youth and education at the McConnell Foundation in Redding that is also working to address local broadband needs.

Supporters of the bond proposal are optimistic about its success.

“The last bond measure was developed before a pandemic. There wasn't the benefit of seeing the needs of distance learning, and the voters can see all of that now,” said McPeak, referring to Prop. 13. “We need to pivot to the future so we can also close the achievement gap as well.”

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: Andrew De La Torre, Executive Director
Cabinet Approval: 

Date: June 12, 2020

Phone Number: 457-3596

Regarding: Request for Qualifications 20-35, Investigation Services

The purpose of this communication is to provide the Board information related to agenda item A-19 on the June 17, 2020 Board agenda. Agenda item A-19 is a recommendation to approve the award of Request for Qualifications (RFQ) 20-35 for Investigation Services.

This RFQ sought qualification statements from investigation service firms to provide various investigation and adjusting services in support of Workers' Compensation, Risk Management, and Human Resources operational needs. The services are provided on an as-needed basis.

The request for qualifications was lawfully advertised on March 27, 2020 and April 03, 2020. Notifications were sent to seven firms and the district received fifteen responses.

The evaluation committee, consisting of staff from Workers' Compensation, Nutrition Services, and Human Resources, scored submittals using the criteria of qualifications/experience/references, personnel/staffing, work plan, rates and fees and quality/responsiveness of submittals. Staff is requesting approval to use the recommended firms on an as-needed basis for a five-year period.

Currently the district utilizes seven different firms to provide investigation and adjusting services. The recommendation is to approve use of ten firms, expanding overall resources and capacity. The top ten firms being recommended for approval are 50% local firms and 50% non-local firms.

In 2018/19 the district expended approximately \$277,000 to meet its investigation/adjusting requirements.

If you have any questions or require further information, please contact Andrew De La Torre at 457-3596.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/12/2020

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: Andrew De La Torre, Executive Director
Cabinet Approval:

Date: June 12, 2020

Phone Number: 457-3596

Regarding: Ratify Amendments No. 3 and 4 to the Agreement with Envision Pharmaceutical Services

The purpose of this communication is to provide the Board information related to Amendments No. 3 and 4 to the Agreement with Envision Pharmaceutical Services, LLC (Envision Rx).

In March 2019 a "market check" was initiated by the Joint Health Management Board through its prescription benefits consultant, Claremont Partners. The market check culminated in Amendments No. 3 and No. 4 to the Agreement with Envision Rx.

Agenda item A-21 on the June 17, 2020 Board agenda seeks ratification of Amendment No. 4 to the Agreement with Envision Rx for prescription benefit management services to active employees and pre-65 retirees. Envision Rx has been providing prescription benefit management services since July 01, 2015.

Amendment No. 3 was approved by the Board on June 10, 2020 and incorporated changes to include, but not limited to, pricing improvements, rebate guarantees, elimination of retroactive adjustments, elimination of administration fees during the contract run-out period, addition of a dedicated customer service team and extension of the contract term for one additional year through December 31, 2021.

Amendment No. 4 applies to rebate guarantees for the periods of July 01, 2017 through June 30, 2018 and July 01, 2018 through June 30, 2019 and allows for adjustment in the respective time periods due to projected usage of Hepatitis C medications that did not occur. The effective date of Amendment No. 4 is July 01, 2017.

The original intent was to have both amendments presented at the June 10, 2020 Board meeting, however, Envision Rx was unable to timely sign Amendment No. 4 prior to the agenda submission timeline.

The combined financial impact to the health plan for Amendments No. 3 and 4 is a projected savings of \$1,750,000.

If you have any questions or require further information, please contact Andrew De La Torre at 457-3596.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/12/2020

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 Imber, Olivares, Director
Cabinet Approval:

Date June 12, 2020

Phone Number: 457-3896

Regarding:  English Learners Identified as Students with a Disability

The purpose of this communication is to provide the Board information regarding English Learner identification as a student with a disability. There are currently 8,853 English learners (21.6%) in Transitional Kindergarten to sixth grade, with 14.3% of these students identified with a disability. 1,621 English Learners (15.1%) are in grades 7 and 8, with 24.9% of those students identified with a disability. In grades 9 to 12, there are 2,448 English Learner students (13.0%) enrolled, with 26.8% of these students identified as having a disability.

As a reminder, students with disability identification year is different for all students. Redesignated students are not included in this data, as these are former English Learner students. There may be some English Learners that were identified in earlier grades and redesignated, which means they are not included in the English Learner student group.

Included with this communication is a presentation with data on:

- 2019/20 district enrollment of English Learners and students with a disability
- Percentage of English Learners identified in another student group, 2015/16 to 2019/20
- Percentage of students with a disability identified in another student group, 2015/16 to 2019/20
- Disproportionality of students with a disability by student group, 2018/19 and 2019/20
- Percentage of English Learners identified as having a disability by grade level, 2015/16 to 2019/20

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: 06/12/2020



ENGLISH LEARNER AND STUDENT WITH A DISABILITY DATA

CREATED BY: EQUITY & ACCESS

JUNE 1, 2020



DISTRICT ENROLLMENT OF ENGLISH LEARNERS (EL) AND STUDENTS WITH A DISABILITY (SWD) BY GRADE SEGMENT: 2019/20

Grade Segment	Total Enrollment	EL Enrollment	SWD Enrollment	% District EL Students	% District SWD Students	% of EL Students identified as SWD	% of SWD identified as EL Students
TK-6 th	41,018	8,853	4,663	21.6%	11.4%	14.3%	27.1%
7 th -8 th	10,731	1,621	1,303	15.1%	12.1%	24.9%	31.0%
9 th -12 th	18,840	2,448	2,016	13.0%	10.7%	26.8%	32.5%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th.

PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO IDENTIFIED IN A 2ND STUDENT GROUP: 2015/16-2019/20

Student Group	Student Group Breakdown for English Learners					Districtwide Student Group Enrollment (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
Stu w/ Disability	13.3%	14.7%	15.7%	17.3%	18.0%	10.6%
DIS	2.2%	2.5%	2.8%	3.0%	3.3%	2.3%
RSP	5.9%	6.7%	6.9%	7.5%	7.6%	4.2%
SDC	5.2%	5.5%	6.0%	6.8%	7.0%	4.1%
504	0.2%	0.3%	0.4%	0.5%	0.5%	1.1%
Foster Youth	0.4%	0.3%	0.3%	0.6%	0.7%	1.0%
Homeless	1.4%	1.1%	1.1%	0.3%	0.2%	1.5%
Socioeconomically Disadvantaged	91.6%	94.1%	96.6%	93.1%	96.5%	85.8%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th.

Calculations by year are based on only English Learner students. So for example in 2015/16 there were a total of 16,150 English Learners.

2,151 of the English Learners in that year were also a Student with a Disability. So when we calculate $\frac{2151}{16150}$ we get 13.3%.

PERCENTAGE OF STUDENTS WITH A DISABILITY WHO ARE ALSO IDENTIFIED IN A 2ND STUDENT GROUP: 2015/16-2019/20

Student Group	Student Group Breakdown for Students with a Disability					Districtwide Student Group Enrollment (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
English Learners	30.3%	29.9%	30.0%	28.2%	27.3%	19.7%
Foster Youth	2.2%	2.1%	1.8%	2.4%	2.5%	1.0%
Homeless	3.2%	2.4%	2.5%	0.8%	0.7%	1.5%
Socioeconomically Disadvantaged	84.0%	87.5%	90.0%	87.1%	89.8%	85.8%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th. Calculations by year are based on only students with a disability. So for example in 2015/16 there were a total of 7,100 students with a disability. 2,151 of those students in that year were also an English Learner. So when we calculate 2151/7100 we get 30.3%.

DISPROPORTIONALITY OF STUDENTS WITH A DISABILITY BY STUDENT GROUP: 2018/19-2019/20

Race/Ethnicity	2018/19 Disproportionality	2019/20 Disproportionality
African American/Black	1.35	1.34
Asian	0.70	0.68
Filipino	0.76	0.56
Hispanic	0.95	0.97
Native American/Alaskan	1.10	1.12
Pacific Islander	0.55	0.57
Two or More Races	1.03	1.06
White	1.17	1.15

Student Group	2018/19 Disproportionality	2019/20 Disproportionality
English Learners	1.86	1.83
Foster Youth	2.09	2.10
Homeless	1.30	1.25
Socioeconomically Disadvantaged	1.21	1.26

All enrollment data is based on CDE census data for each Academic Year and is looking at grades TK-12th.

Disproportionality is a comparison of a specific group vs students not identifying with that same specific group. So for instance, in 2019-20, Foster Youth students were 2.10 times more likely to be identified as a student with a disability in comparison to all non-foster youth students.

PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019/20, TK-6TH GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
TK	3.6%	6.5%	6.3%	6.8%	7.4%	7.2%
Kinder	5.0%	6.0%	5.5%	7.1%	7.8%	7.2%
1 st Grade	6.7%	6.4%	7.7%	7.4%	10.5%	9.0%
2 nd Grade	9.2%	9.7%	10.1%	12.4%	10.7%	9.9%
3 rd Grade	10.7%	12.7%	12.8%	17.4%	14.9%	10.8%
4 th Grade	10.4%	14.6%	15.7%	15.9%	20.7%	11.4%
5 th Grade	16.3%	15.2%	19.7%	18.8%	19.6%	11.8%
6 th Grade	20.2%	21.7%	21.0%	24.7%	21.9%	11.9%
TK-6 th	9.9%	11.0%	11.8%	13.5%	14.3%	10.2%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th.

PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019/20, 7TH-8TH GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
7 th Grade	24.1%	24.0%	25.7%	23.1%	26.8%	11.9%
8 th Grade	24.6%	27.8%	26.5%	27.3%	22.9%	11.0%
7 th -8 th	24.3%	25.8%	26.1%	25.1%	24.9%	11.5%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th.

PERCENTAGE OF ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITY BY GRADE LEVEL: 2015/16-2019-20, 9TH-12TH GRADE

Grade Level	SWD Breakdown for English Learners					SWD Enrollment for All Students (2015/16 – 2019/20)
	2015/16	2016/17	2017/18	2018/19	2019/20	
9 th Grade	22.8%	25.4%	28.8%	26.4%	27.8%	10.8%
10 th Grade	20.0%	24.2%	26.6%	28.7%	26.5%	10.2%
11 th Grade	22.7%	21.5%	24.8%	26.4%	28.2%	10.0%
12 th Grade	21.1%	24.5%	21.6%	24.2%	24.2%	9.6%
9 th -12 th	21.6%	23.9%	25.6%	26.5%	26.8%	10.2%

All enrollment data is based on CDE census date for each Academic Year and is looking at grades TK-12th.

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, Olivares, Director
Cabinet Approval:

Date: June 12, 2020

Phone Number: 457-3896

Regarding: Student Connectivity Tool Update Week 4

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 June 1st):

- 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.

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: 06/12/2020

Fresno Unified School District Student Connectivity Tool (SCT)

56%

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

19%

of students interacted with an available learning opportunity

6%

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

SCT ASSIGNMENTS

Assignment #1

Teacher Outreach

Assignment #2

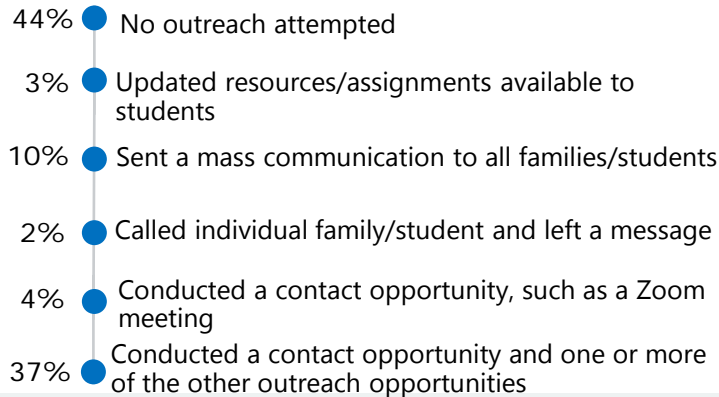
Student Interaction

Assignment #3

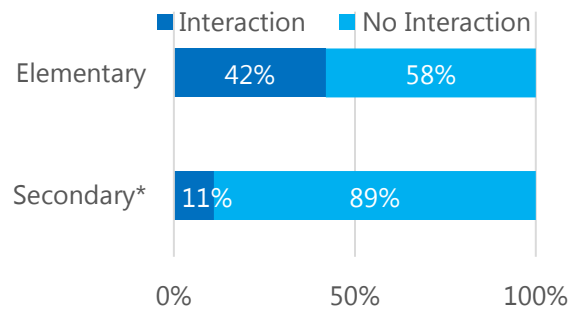
Student Follow-Up

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

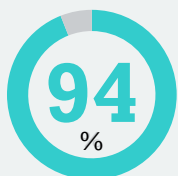


*Students in secondary have duplicates due to multiple courses

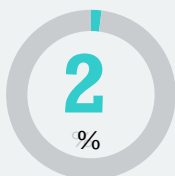
STUDENT FOLLOW-UP

Students reported the following follow-up needs

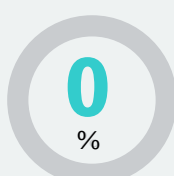
No follow-up needed or follow-up unknown



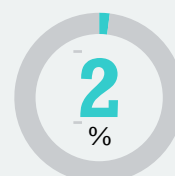
Phone disconnected or unavailable



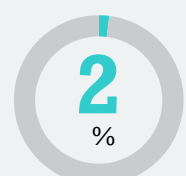
Translation follow-up



Technology follow-up



Counseling follow-up



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

23% 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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
African American	16.6%	83.4%	93.5%	2.1%	0.4%	1.8%	2.2%
American Indian or Alaskan Native	19.3%	80.7%	93.7%	2.9%	0.2%	1.5%	1.8%
Asian	17.5%	82.5%	94.1%	1.6%	0.5%	2.1%	1.6%
Filipino	21.2%	78.8%	97.0%	0.4%	0.7%	1.4%	0.5%
Hispanic or Latino	18.9%	81.1%	94.0%	1.7%	0.4%	1.8%	2.0%
Pacific Islander	18.2%	81.8%	95.4%	1.2%	1.1%	0.8%	1.5%
White	18.8%	81.2%	95.4%	1.3%	0.4%	1.1%	1.6%
Two or More Races	19.4%	80.6%	94.3%	2.2%	0.2%	1.5%	1.7%
English Learners	21.7%	78.3%	92.0%	2.3%	0.8%	2.6%	2.1%
Foster Youth	18.4%	81.6%	92.9%	2.2%	0.4%	2.0%	2.5%
Homeless Youth	14.3%	85.7%	90.8%	2.8%	0.6%	2.9%	2.8%
Socioeconomically Disadvantaged	18.5%	81.5%	93.8%	1.8%	0.4%	1.9%	2.0%
Students with Disabilities	21.9%	78.1%	91.9%	2.2%	0.4%	2.8%	2.4%

Note: Secondary students have duplicates due to multiple courses.

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
Preschool	2.9%	1.1%	95.6%	1.9%	0.0%	1.5%	0.9%
TK	1.5%	0.4%	91.7%	3.0%	0.6%	2.9%	1.6%
Kindergarten	6.7%	2.0%	90.6%	4.8%	0.7%	3.3%	0.2%
Grade 1	7.3%	1.8%	89.1%	5.9%	0.6%	2.4%	1.7%
Grade 2	6.7%	1.9%	90.2%	3.0%	0.6%	4.3%	1.8%
Grade 3	7.4%	1.9%	89.8%	4.2%	0.6%	3.0%	2.2%
Grade 4	6.9%	2.0%	91.0%	3.7%	0.9%	3.5%	0.8%
Grade 5	7.3%	2.5%	92.1%	3.9%	0.4%	1.0%	2.1%
Grade 6	7.0%	3.6%	93.6%	2.3%	0.4%	2.1%	1.2%
Grade 7	15.9%	16.6%	93.2%	1.6%	0.3%	2.1%	2.7%
Grade 8	12.6%	18.1%	94.8%	1.6%	0.1%	1.8%	1.5%
Grade 9	5.8%	17.5%	96.2%	0.7%	0.2%	0.9%	2.0%
Grade 10	6.5%	15.6%	94.2%	0.6%	1.2%	1.2%	2.7%
Grade 11	5.3%	15.0%	96.7%	0.5%	0.2%	1.4%	1.2%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All African American Students	16.6%	83.4%	93.5%	2.1%	0.4%	1.8%	2.2%
Preschool	2.4%	0.9%	94.2%	2.6%	0.0%	2.6%	0.5%
TK	1.5%	0.5%	87.3%	2.9%	1.0%	4.9%	3.9%
Kindergarten	6.0%	2.6%	89.0%	6.3%	0.4%	3.7%	0.0%
Grade 1	7.3%	2.2%	88.5%	8.1%	0.0%	2.0%	1.2%
Grade 2	5.2%	2.4%	89.8%	4.8%	0.0%	3.0%	2.4%
Grade 3	7.2%	2.1%	89.9%	5.3%	0.6%	1.3%	2.9%
Grade 4	6.4%	2.2%	90.2%	4.7%	0.2%	4.2%	0.6%
Grade 5	6.9%	2.2%	87.7%	5.1%	0.4%	2.3%	4.5%
Grade 6	6.4%	3.2%	94.4%	2.1%	0.0%	2.3%	0.8%
Grade 7	18.0%	16.9%	93.2%	1.7%	0.2%	2.0%	2.9%
Grade 8	12.3%	17.2%	94.8%	1.8%	0.1%	1.2%	1.8%
Grade 9	6.8%	17.3%	95.2%	0.6%	0.4%	1.2%	2.6%
Grade 10	7.9%	15.8%	93.8%	0.8%	1.4%	1.2%	2.7%
Grade 11	5.7%	14.3%	95.8%	1.0%	0.3%	1.6%	1.4%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All American Indian or Alaskan Native Students	19.3%	80.7%	93.7%	2.9%	0.2%	1.5%	1.8%
Preschool	1.0%	1.6%	93.3%	6.7%	0.0%	0.0%	0.0%
TK	0.0%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	8.7%	2.7%	89.7%	7.7%	0.0%	2.6%	0.0%
Grade 1	11.3%	2.1%	84.6%	10.3%	0.0%	0.0%	5.1%
Grade 2	6.2%	3.2%	86.8%	2.6%	0.0%	10.5%	0.0%
Grade 3	9.7%	1.7%	97.0%	0.0%	0.0%	3.0%	0.0%
Grade 4	6.7%	2.6%	91.2%	5.9%	0.0%	2.9%	0.0%
Grade 5	5.6%	1.8%	80.8%	15.4%	0.0%	3.8%	0.0%
Grade 6	5.6%	3.7%	87.8%	12.2%	0.0%	0.0%	0.0%
Grade 7	17.4%	16.5%	92.9%	1.8%	0.0%	2.4%	3.0%
Grade 8	15.4%	21.3%	96.6%	1.0%	0.0%	0.5%	2.0%
Grade 9	2.1%	10.2%	95.4%	2.3%	0.0%	0.0%	2.3%
Grade 10	7.2%	16.4%	95.9%	0.7%	1.4%	1.4%	0.7%
Grade 11	3.1%	15.9%	96.3%	0.7%	0.0%	0.0%	2.9%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Asian Students	17.5%	82.5%	94.1%	1.6%	0.5%	2.1%	1.6%
Preschool	4.0%	1.1%	93.6%	3.2%	0.3%	1.6%	1.3%
TK	1.8%	0.6%	93.6%	2.5%	1.3%	1.3%	1.3%
Kindergarten	9.2%	2.1%	87.4%	3.7%	0.5%	7.6%	0.0%
Grade 1	9.3%	2.0%	92.2%	4.9%	0.6%	1.7%	0.5%
Grade 2	7.4%	2.4%	91.5%	3.6%	0.3%	3.3%	1.3%
Grade 3	7.8%	1.7%	88.7%	3.6%	0.8%	3.8%	3.0%
Grade 4	6.3%	2.1%	90.2%	4.0%	0.2%	4.4%	1.3%
Grade 5	7.0%	2.0%	92.4%	5.1%	0.4%	0.9%	1.1%
Grade 6	6.6%	2.3%	91.3%	3.1%	1.0%	3.6%	1.0%
Grade 7	13.5%	15.3%	91.6%	1.9%	0.3%	2.9%	3.3%
Grade 8	11.0%	17.4%	93.5%	1.2%	0.2%	3.2%	1.9%
Grade 9	4.6%	17.6%	97.4%	0.7%	0.2%	0.5%	1.2%
Grade 10	5.7%	16.9%	96.1%	0.3%	1.2%	0.5%	1.8%
Grade 11	5.8%	16.7%	97.4%	0.4%	0.2%	1.1%	0.9%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Filipino Students	21.2%	78.8%	97.0%	0.4%	0.7%	1.4%	0.5%
Preschool	1.7%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
TK	0.8%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	4.2%	0.9%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 1	5.8%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 2	5.0%	1.3%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 3	6.7%	2.7%	90.0%	0.0%	0.0%	0.0%	10.0%
Grade 4	5.0%	1.6%	92.3%	7.7%	0.0%	0.0%	0.0%
Grade 5	7.5%	0.9%	92.3%	0.0%	0.0%	7.7%	0.0%
Grade 6	5.0%	2.9%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 7	19.2%	22.1%	99.2%	0.0%	0.8%	0.0%	0.0%
Grade 8	15.0%	14.5%	97.6%	1.2%	0.0%	1.2%	0.0%
Grade 9	3.3%	16.6%	98.7%	0.0%	0.0%	1.3%	0.0%
Grade 10	8.3%	15.9%	93.8%	0.0%	3.7%	1.2%	1.2%
Grade 11	12.5%	19.2%	96.0%	0.0%	0.0%	4.0%	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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Hispanic or Latino Students	18.9%	81.1%	94.0%	1.7%	0.4%	1.8%	2.0%
Preschool	2.9%	1.1%	96.0%	1.7%	0.0%	1.5%	0.8%
TK	1.5%	0.4%	91.9%	2.7%	0.6%	3.3%	1.3%
Kindergarten	6.5%	1.9%	91.0%	4.7%	0.8%	2.7%	0.3%
Grade 1	7.3%	1.8%	88.4%	6.0%	0.7%	2.6%	1.8%
Grade 2	6.8%	1.8%	89.8%	2.8%	0.8%	4.9%	1.7%
Grade 3	7.5%	1.8%	89.0%	4.5%	0.6%	3.5%	2.1%
Grade 4	7.3%	1.9%	90.6%	3.6%	1.2%	3.7%	0.8%
Grade 5	7.1%	2.3%	91.5%	4.1%	0.6%	1.0%	2.1%
Grade 6	7.0%	3.5%	93.2%	2.3%	0.4%	2.2%	1.3%
Grade 7	16.0%	17.1%	93.0%	1.7%	0.3%	2.2%	2.8%
Grade 8	13.1%	18.2%	94.7%	1.7%	0.1%	1.9%	1.5%
Grade 9	5.7%	17.5%	96.1%	0.6%	0.2%	0.9%	2.2%
Grade 10	6.1%	15.6%	94.3%	0.6%	1.0%	1.2%	2.9%
Grade 11	5.2%	15.0%	96.7%	0.5%	0.3%	1.4%	1.2%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Pacific Islander Students	18.2%	81.8%	95.4%	1.2%	1.1%	0.8%	1.5%
Preschool	7.8%	1.7%	95.8%	0.0%	0.0%	0.0%	4.2%
TK	0.0%	0.4%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	3.9%	2.3%	90.9%	4.5%	0.0%	0.0%	4.5%
Grade 1	6.5%	1.4%	90.0%	10.0%	0.0%	0.0%	0.0%
Grade 2	4.5%	1.0%	71.4%	7.1%	7.1%	0.0%	14.3%
Grade 3	6.5%	1.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 4	4.5%	1.2%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 5	27.3%	16.4%	99.4%	0.6%	0.0%	0.0%	0.0%
Grade 6	5.2%	7.6%	93.4%	3.3%	1.6%	0.0%	1.6%
Grade 7	12.3%	16.7%	97.8%	0.7%	0.0%	0.0%	1.5%
Grade 8	5.8%	7.9%	96.9%	1.6%	1.6%	0.0%	0.0%
Grade 9	5.2%	14.3%	91.6%	0.0%	2.8%	1.9%	3.7%
Grade 10	2.6%	14.0%	96.0%	1.0%	1.0%	1.0%	1.0%
Grade 11	7.8%	14.0%	93.6%	0.0%	1.8%	3.7%	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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All White Students	18.8%	81.2%	95.4%	1.3%	0.4%	1.1%	1.6%
Preschool	1.8%	0.6%	96.1%	1.3%	0.0%	1.3%	1.3%
TK	1.1%	0.4%	93.7%	4.2%	0.0%	0.0%	2.1%
Kindergarten	5.5%	1.8%	92.4%	4.4%	0.0%	2.1%	0.4%
Grade 1	5.5%	1.6%	91.3%	4.1%	0.2%	1.6%	2.7%
Grade 2	6.3%	1.8%	92.8%	2.8%	0.0%	1.4%	2.8%
Grade 3	5.7%	1.8%	96.2%	1.7%	0.2%	0.8%	1.1%
Grade 4	5.5%	1.9%	95.4%	2.9%	0.0%	1.0%	0.6%
Grade 5	9.2%	3.8%	95.8%	1.3%	0.0%	0.3%	2.3%
Grade 6	8.0%	6.0%	96.0%	0.8%	0.0%	0.9%	1.3%
Grade 7	15.6%	14.3%	96.1%	0.9%	0.2%	0.9%	1.9%
Grade 8	11.8%	18.1%	97.0%	1.3%	0.1%	0.4%	1.1%
Grade 9	7.5%	18.1%	96.1%	1.4%	0.4%	0.8%	1.4%
Grade 10	10.6%	14.8%	91.8%	1.1%	1.9%	2.2%	2.8%
Grade 11	5.8%	15.0%	96.9%	0.2%	0.1%	1.7%	1.1%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Two or More Races Students	19.4%	80.6%	94.3%	2.2%	0.2%	1.5%	1.7%
Preschool	5.1%	1.4%	95.8%	2.5%	0.0%	0.8%	0.8%
TK	2.6%	0.7%	86.7%	6.7%	0.0%	3.3%	3.3%
Kindergarten	9.2%	2.8%	91.6%	6.2%	0.4%	1.3%	0.4%
Grade 1	8.3%	2.5%	91.5%	4.5%	0.0%	2.5%	1.0%
Grade 2	8.0%	2.5%	89.5%	2.5%	0.0%	6.0%	2.0%
Grade 3	6.7%	2.7%	89.7%	5.2%	0.5%	1.5%	2.6%
Grade 4	6.3%	2.2%	93.4%	4.2%	0.0%	0.6%	1.8%
Grade 5	7.3%	3.0%	94.0%	3.7%	0.0%	0.0%	1.9%
Grade 6	6.4%	4.0%	93.5%	4.0%	0.4%	1.6%	0.0%
Grade 7	17.3%	17.1%	94.2%	1.7%	0.1%	1.5%	2.6%
Grade 8	10.8%	20.1%	94.5%	2.2%	0.1%	1.4%	1.9%
Grade 9	4.9%	18.4%	97.3%	0.5%	0.2%	0.6%	1.5%
Grade 10	4.1%	12.4%	94.5%	1.0%	0.7%	2.0%	1.8%
Grade 11	3.1%	10.2%	96.0%	0.4%	0.2%	2.0%	1.4%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All English Learner Students	21.7%	78.3%	92.0%	2.3%	0.8%	2.6%	2.1%
Preschool							
TK	2.6%	0.7%	90.9%	1.5%	1.8%	4.1%	1.5%
Kindergarten	8.9%	3.0%	88.3%	4.9%	2.1%	4.0%	0.3%
Grade 1	10.7%	3.1%	87.8%	5.7%	1.9%	2.6%	1.5%
Grade 2	9.6%	2.8%	87.6%	3.1%	1.7%	6.2%	1.4%
Grade 3	8.2%	2.5%	85.4%	4.8%	1.8%	5.3%	2.5%
Grade 4	7.0%	2.5%	88.6%	5.0%	1.6%	4.1%	0.6%
Grade 5	7.4%	3.1%	87.8%	6.4%	1.1%	1.7%	2.4%
Grade 6	6.5%	3.2%	92.0%	3.7%	0.8%	1.7%	1.5%
Grade 7	15.0%	18.2%	91.8%	1.9%	0.5%	3.3%	2.5%
Grade 8	11.1%	16.1%	92.2%	2.5%	0.3%	2.7%	2.1%
Grade 9	4.5%	17.1%	95.0%	0.7%	0.4%	1.3%	2.6%
Grade 10	4.5%	14.7%	93.7%	0.6%	1.1%	1.5%	3.0%
Grade 11	4.0%	12.9%	96.2%	0.4%	0.5%	1.6%	1.2%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Foster Students	18.4%	81.6%	92.9%	2.2%	0.4%	2.0%	2.5%
Preschool	1.1%	0.7%	81.3%	12.5%	0.0%	6.3%	0.0%
TK	1.4%	0.6%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	4.7%	1.4%	85.0%	5.0%	0.0%	10.0%	0.0%
Grade 1	4.7%	1.5%	88.1%	7.1%	0.0%	4.8%	0.0%
Grade 2	5.2%	2.2%	94.4%	3.7%	0.0%	1.9%	0.0%
Grade 3	7.7%	1.6%	85.2%	7.4%	0.0%	0.0%	7.4%
Grade 4	3.6%	2.1%	87.2%	4.3%	0.0%	6.4%	2.1%
Grade 5	6.6%	2.0%	87.5%	7.1%	0.0%	1.8%	3.6%
Grade 6	2.7%	1.9%	97.6%	2.4%	0.0%	0.0%	0.0%
Grade 7	22.5%	15.0%	92.9%	1.5%	0.0%	3.1%	2.2%
Grade 8	17.8%	20.7%	95.8%	1.7%	0.0%	0.2%	2.0%
Grade 9	8.8%	19.1%	93.3%	1.5%	0.6%	1.2%	3.5%
Grade 10	9.6%	14.9%	91.0%	1.8%	1.1%	2.2%	3.6%
Grade 11	3.8%	16.2%	94.9%	0.4%	0.7%	2.2%	1.8%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Homeless Students	14.3%	85.7%	90.8%	2.8%	0.6%	2.9%	2.8%
Preschool	1.6%	0.6%	84.6%	15.4%	0.0%	0.0%	0.0%
TK	0.8%	0.3%	85.7%	0.0%	0.0%	0.0%	14.3%
Kindergarten	4.1%	2.7%	91.8%	6.1%	0.0%	2.0%	0.0%
Grade 1	5.3%	2.7%	73.1%	15.4%	1.9%	3.8%	3.8%
Grade 2	6.6%	2.9%	84.5%	3.4%	1.7%	10.3%	0.0%
Grade 3	6.6%	2.7%	85.7%	3.6%	0.0%	7.1%	3.6%
Grade 4	5.3%	3.1%	82.8%	6.9%	0.0%	8.6%	1.7%
Grade 5	8.2%	3.0%	84.4%	4.7%	1.6%	6.3%	1.6%
Grade 6	8.2%	3.4%	91.3%	7.2%	0.0%	1.4%	0.0%
Grade 7	20.6%	20.6%	91.5%	0.9%	0.0%	2.6%	5.1%
Grade 8	17.7%	20.3%	94.7%	2.6%	0.3%	0.9%	1.5%
Grade 9	5.8%	14.6%	90.4%	1.8%	0.4%	2.6%	4.8%
Grade 10	4.1%	8.8%	92.8%	0.7%	2.2%	2.2%	2.2%
Grade 11	4.9%	14.2%	94.5%	0.5%	0.9%	2.3%	1.8%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All SED Students	18.5%	81.5%	93.8%	1.8%	0.4%	1.9%	2.0%
Preschool	2.3%	0.8%	94.4%	2.6%	0.1%	2.0%	1.0%
TK	1.5%	0.4%	91.1%	3.2%	0.7%	3.0%	1.7%
Kindergarten	6.6%	2.0%	90.0%	5.1%	0.7%	3.3%	0.3%
Grade 1	7.6%	1.9%	88.7%	6.3%	0.6%	2.5%	1.5%
Grade 2	6.9%	2.1%	89.7%	3.2%	0.7%	4.6%	1.7%
Grade 3	7.6%	2.0%	89.2%	4.5%	0.6%	3.2%	2.3%
Grade 4	7.2%	2.1%	90.6%	3.9%	0.9%	3.7%	0.8%
Grade 5	7.1%	2.2%	90.7%	4.7%	0.5%	1.2%	2.3%
Grade 6	6.9%	3.4%	92.9%	2.6%	0.4%	2.3%	1.3%
Grade 7	16.2%	17.2%	92.8%	1.7%	0.3%	2.3%	2.8%
Grade 8	13.1%	18.1%	94.5%	1.8%	0.1%	1.9%	1.5%
Grade 9	5.7%	17.7%	96.1%	0.6%	0.2%	0.9%	2.1%
Grade 10	6.2%	15.7%	94.4%	0.6%	1.0%	1.1%	2.8%
Grade 11	4.9%	14.4%	96.7%	0.5%	0.3%	1.4%	1.2%

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	18.6%	81.4%	94.1%	1.7%	0.4%	1.8%	1.9%
All Students with Disabilities	21.9%	78.1%	91.9%	2.2%	0.4%	2.8%	2.4%
Preschool	3.0%	1.4%	98.0%	1.3%	0.0%	0.8%	0.0%
TK	1.1%	0.5%	94.0%	2.2%	0.0%	3.7%	0.0%
Kindergarten	5.1%	1.9%	90.1%	5.1%	1.0%	2.7%	0.0%
Grade 1	6.2%	1.8%	86.9%	5.4%	1.0%	1.6%	4.0%
Grade 2	5.5%	2.1%	88.4%	5.1%	1.1%	2.6%	2.8%
Grade 3	6.7%	2.4%	89.8%	5.0%	0.8%	2.1%	2.2%
Grade 4	6.6%	2.5%	91.1%	5.1%	0.5%	2.4%	0.9%
Grade 5	7.0%	2.9%	89.7%	4.7%	0.7%	1.7%	2.7%
Grade 6	6.6%	2.9%	89.5%	4.4%	0.6%	3.5%	1.4%
Grade 7	18.8%	18.4%	92.2%	1.4%	0.2%	2.8%	3.1%
Grade 8	14.5%	16.6%	92.6%	2.5%	0.3%	2.1%	1.8%
Grade 9	6.7%	18.0%	93.7%	0.9%	0.4%	2.5%	2.5%
Grade 10	7.7%	15.1%	90.1%	1.3%	0.6%	3.7%	4.1%
Grade 11	4.5%	13.4%	93.6%	0.8%	0.2%	3.9%	1.5%

Note: Secondary students have duplicates due to multiple courses.

Fresno Unified School District
Board Communication

BC Number HR-1 2020-02

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: 

Date: June 12, 2020

Phone Number: 457-3548

Regarding: Agreement with CORE for Shared Administrator Services and the Accompanying Employment Agreement Between Fresno Unified and Michelle Steagall, Associate Superintendent for School Leadership

The purpose of this communication is to provide the Board with additional information regarding the June 17, 2020 Board agenda item to approve the proposed agreement between CORE and the Fresno Unified to share administrator services provided by Michelle Stegall.

The agreement proposes to provide shared services of the District's Associate Superintendent for School Leadership. The agreement provides that CORE must reimburse the District for all items of cost associated with, or arising out of, its access to the services of the District's employee.

In this next cycle, health costs are being billed at 110% of expected, to allow for any potential shortfalls.

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

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



Date: 06/12/2020

Fresno Unified School District
Board Communication

BC Number HR-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: June 12, 2020

Phone Number: 457-3548

Regarding: Modified Salary Placements and Revised Benefits and Risk Management Job Descriptions for the Benefits Eligibility Assistant, Workers' Compensation Technician, and Disability Retirement Technician Positions

The purpose of this communication is to provide the Board additional information for an agenda item on the June 17, 2020 Board Agenda for the revised job description and modified salary placement of the following positions:

- Benefits Eligibility Assistant
- Workers' Compensation Technician
- Disability Retirement Technician

The job description revisions reflect (1) modification of the salary grades of each classification, and (2) increased scope in responsibilities and duties based on the results of the class compensation study conducted by the District.

Each position is designated Classified, non-exempt; placement on the Classified Hourly Salary Schedule for the Benefits Eligibility Assistant position is on G-33, Workers' Compensation Technician is on G-37, and Disability Retirement Technician is on G-37.

If you have any questions or require additional information, please contact Manjit Atwal at 457-3501.

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

Date: 06/12/2020

Fresno Unified School District
Board Communication

BC Number HR-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: June 12, 2020

Phone Number: 457-3548

Regarding: New Positions and Job Descriptions for Mentor Program Facilitator I and Mentor Program Facilitator II

The purpose of this communication is to provide the Board background information for the agenda item on June 17, 2020, to approve the positions and adopt the job descriptions for Mentor Program Facilitator I and Mentor Program Facilitator II.

The Mentor Program Facilitators will be accountable for improving student achievement through the effective management, facilitation and implementation of all Mentoring and Alliance programs districtwide. The Mentor Program Facilitators collaborate with staff, community agencies and local businesses to provide support to sites to develop programs that support academic achievement of students; establish business/community partnerships to provide students access to high quality employment options and a variety of social emotional skill building activities to achieve their personal best. The Mentor Program Facilitator I position is designated Classified, non-exempt and placed on G-44 of the Classified Salary Schedule. The Mentor Program Facilitator II position is designated Classified, non-exempt and placed on G-45 of the Classified Salary Schedule.

The function of the Mentoring Program is evolving to support the continued demand from our sites and local community to provide and coordinate more diverse and robust mentoring approaches to support students and families. Both positions require a higher level of responsibility and scope of work to support these growing demands. The Mentor Facilitator II position will also assist in budget monitoring and development and provide additional direction and oversight of all mentoring programs, staff training and professional learning for staff and community mentors.


If you have any questions or require additional information, please contact Ambra O'Connor at 457-3340 or Manjit Atwal at 457-3501.

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

Date: 06/12/2020

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: June 12, 2020

Phone Number: 457-3134

Regarding: Update on Student Neighborhood Resource Officers (SNROs)

The purpose of this communication is to provide the Board information regarding renewal of the district's agreement with the City of Fresno for Student Neighborhood Resource Officers (SNROs) on middle school campuses. SNROs perform regular duty law enforcement services and help maintain a healthy campus environment by building positive relationships with students, mentoring, coaching, counseling, and supporting school-based prevention and intervention programs.

The current SNRO agreement expires June 30, 2020. In response to input from Board and community members, staff is working with our colleagues at the Fresno Police Department on a new agreement that better reflects specific district objectives including:

- Cost structure for school days only
- Commitment to collaboration on shared values, to include community partners
- Enhanced student data for improved monitoring and evaluation

By way of additional local context, the Mayor and City Council for the City of Fresno launched a commission for policing reform on June 11, 2020 that is likely to have implications for this usage agreement. To that end, staff anticipates presenting the SNRO agreement to the Board on August 12, 2020, prior to the start of school.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/12/2020

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 12, 2020

Phone Number: 457-3134

Regarding: Student Meals – Fresh Produce

The purpose of this communication is to provide the Board additional information regarding item A-15 on the June 17, 2020 Board meeting agenda, the recommended bid award for fresh produce used in the district's breakfast, lunch, and supersnack meals. The US Department of Agriculture requirements for the fresh fruits and vegetables served in student meals includes specific quantities, by grade span: fruits; vegetables including dark green and red/orange; beans and peas; and starch. All produce items in the bid meet the meal pattern and nutritional requirements. Menus for student meals are carefully developed to meet the requirements while considering student palates, variety, local procurement opportunities, and cost.

Bidders were required to provide information regarding company operations relative to the Good Food Purchasing Program (GFPP) in which Fresno Unified is participating. GFPP values include local economies, nutrition, valued workforce, environmental sustainability, and animal welfare. Three vendors are recommended for award:

- Fresno Produce – local vendor
- Gold Star Foods – Ontario, CA, utilizes Fresno drivers/vehicles and sources produce within 200 miles of Nutrition Center
- Daylight Foods – Union City, CA, utilizes Fresno drivers/vehicles and sources produce within 200 miles of Nutrition Center

In a future communication, staff will provide information in response to concerns expressed at the June 10, 2020 Board meeting regarding reducing sugar in school meals.

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

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

Date: 06/12/2020

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: Ambra O'Connor, Executive Director
Cabinet Approval:

Date: June 12, 2020

Phone Number: 457-3341

Regarding: Social Emotional Support to Students and Families During School Closure

The purpose of this communication is to provide the Board an update regarding the virtual social emotional supports provided to students and families during this time of school closure. Over the last few months, the Department of Prevention and Intervention and the Special Education Department designed a coordinated social emotional services model through creation of Regional Social Emotional Support Teams.

It was an historical development for our district to have Clinical School Social Workers, Psychologists, Restorative Practices Counselors, Behavior Intervention Specialists, Intervention Specialists, and other social emotional support staff work together in this new model. Virtual meetings and the Microsoft Teams platform have allowed staff to build collaborative cross-department relationships, share online and community resources, discuss student and family needs, and maximize the delivery of social emotional supports during this unprecedented time.

At the start of school closure, 2,373 students were being served by various Tier II/III practitioners (this number does not include all students psychologists serve formally through IEPs). The development of Regional Teams allowed practitioners to begin to service families as a whole, in a more comprehensive and coordinated way. To date, approximately 5,500 students, as well as their parents or caregivers, have been served with this model. Practitioners' services were quickly adapted to best meet the social emotional needs of students during the pandemic and range from wellness check-ins, mentoring, supportive counseling, mindfulness interventions, groups, mental health services, and parent learning/support groups.

Other notable developments include:

- Development of a crisis response protocol for students with immediate needs
- Menu of virtual social emotional supports during COVID-19 provided to site leaders and used to match student needs to services
- Creation of a contact list of all social emotional supports listed by practitioner, school, and region for reference for all staff
- Creation and implementation of an online social emotional support referral (English, Spanish, Hmong) for students, families, and staff to request services
- Partnership with CareSolace to connect students/families to community based mental health or substance use treatment service, with over 100 referrals made since April
- Design of a new process for transitioning students who are currently receiving social emotional supports in 6th or 8th grade to new practitioners who will serve them in 7th or 9th grades.
- Newly created tracking protocol for family-based service collaboration

District practitioners are keenly aware of the extensive and complex social emotional needs students may have as they return to school in the fall. The innovative and promising collaborative work which has occurred these last few months has better equipped our district to respond and meet those needs.

The district is actively working on increasing the number of sites receiving mental health support through our All 4 Youth partnership with Fresno County Superintendent of Schools and other community agencies, as well as restructuring the district provided site-based services to maximize the ability to provide support to all students in need.

If you have any questions or require additional information, please contact Ambra O'Connor at 708-3616.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/12/2020

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: Jeremy Ward, Executive Officer
Cabinet Approval:

Date: June 12, 2020

Phone Number: 248-7465

Regarding: Summer Learning 2020

The purpose of this communication is to provide the Board information regarding the new Fresno Unified summer program model of Summer Academy and Summer Camp programs.

Summer Academies are designed to support students with ongoing learning, for students with credit recovery needs, or to accelerate academic achievement. Learning is led by teachers through virtual instruction in content focused on literacy, math, dual immersion, individualized special education, English Learner instruction, and high school credit recovery. In Summer 2019, summer school served 14,420 students. The new distance learning model allows the District to serve up to 16,500 students. Summer Academies began Tuesday, June 9, 2020.

Summer Camps are designed to provide relevant and enriching learning experiences for students of all grade levels. Camps are an opt-in learning opportunity and registration is not required. Interested students will have virtual access to learn and engage at their own pace in activities like Fresno State's Lyles College Summer STEAM Camp for grades 3-5, the Fresno Chaffee Zoo Camp for all grade levels, CART Summer Camp for grades 6-8, and an Industry Insight Camp for grades 9-12. Virtual tour links are also available and include numerous opportunities to explore places like the Hawaii Volcanoes National Park, The National Museum of African American History and Culture, and The Monterey Bay Aquarium. Summer Camps will launch Monday, June 15, 2020.

Summer Learning communication has included a virtual press conference, school messenger to district families, District Update and Employee Zone submissions, principal updates to their students, a Summer Learning townhall, letters mailed to all Summer Academy students, and numerous social media infographic messages. The Summer Learning website linked from fresnounified.org contains additional detailed information for both Summer Camps and Academies.

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: 06/12/2020

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: Bryan Wells, Assistant Superintendent
Cabinet Approval: 

Date: June 12, 2020

Phone Number: 457-3805

Regarding: Re-Launch of Engagements (Activities, Arts, and Athletics)

The purpose of this communication is to provide the Board information regarding the proposed re-launch of Goal 2 activities in a phased-in approach, as supported by the National Federation of High Schools (NFHS) and Sports Medicine Advisory Committee, as well as awaiting guidance from the California Interscholastic Federation. There are three possible options; however, these options are fluid:

1. Fall sports on time and conducted as normal
2. Fall sports move to a later start date with a modified schedule with the goal of getting league contests and section playoffs completed
3. All three seasons of sports begin after January 01, 2021 with an abbreviated schedule during the spring semester

Working with a cross-functional team that includes stakeholders from eight teams within and outside of the district, a proposal was brought before Executive Cabinet for review and feedback. This proposal shared the desire to re-launch the Goal 2 engagements on June 22, pending Board approval at the June 17, 2020 Board meeting. There are three risk groups categorized from Higher Risk, Moderate Risk and Lower Risk (see attached). Each of these groups must adhere to the NFHS guidelines and proceed through a phased-in approach that requires movement through three guiding phases:

- Phase 1 is conditioning and skill development in groups (known as pods in the NFHS guidelines). There can be no more than 10 students to a pod and those same students must remain intact, with their respective leader or coach. All gatherings are outdoors.
- Phase 2 allows for pods of 10 students indoors, to either use weights or gyms for practice, as well as holding outdoor activities for pods of up to 50 students. This phase allows for game competition to be held with the Lower Risk activities/sports, as well as allowing Moderate Risk activities/sports to begin practicing.
- Phase 3 allows pods of up to 50 students inside or outdoors for practice, and also permits the Moderate Risk activities/sports to begin game competition, as well as afford the Higher Risk activities/sports to begin practice. At no time during these phases are any spectators other than the coaching staff, trainers, and security to be present.

Finally, there are three tiers of involvement: Tier 1 (Essential): Athletes, coaches, officials, event staff, medical staff, security; Tier 2 (Preferred): Media; and Tier 3 (Non-Essential): Spectators, vendors. Only Tier 1 and Tier 2 personnel will be allowed to attend events until state/local health departments lift restrictions on mass gatherings.

The Goal 2 department will continue to work closely with our state/local health departments as well as maintain close collaboration with Fresno Unified's Health Services department.

If you have any questions or require additional information, please contact Bryan Wells at 457-3805.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 06/12/2020