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BOARD COMMUNICATIONS – May 29, 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 22, 2020
AS-2 Kim Kelstrom May Legislative Committee Meeting
AS-3 Santino Danisi Federal Program Monitoring
AS-4 Santino Danisi Local Control and Accountability Plan COVID-19 Operations Written Report

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Kristi Imberi-Olivares Student Connectivity Tool Update Week 2

Fresno Unified School District
Board Communication

BC Number S-1

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

Date: May 29, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held meetings with Executive Cabinet
- Met with district leadership and Dr. Tameka McGlawn regarding African American Academic Acceleration Task Force
- Attended CART Board meeting
- Attended Dailey Board meeting
- Met with SEIU to discuss budget
- Gave interview with Sontaya Rose, ABC 30 regarding reopening of schools
- Participated in the Fresno County Superintendents Task Force on Schools Reopening Subcommittee on Facilities and Operations
- Held weekly meeting with district leadership and Fresno Teachers Association Leadership

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



Date: 05/29/2020

Fresno Unified School District
Board Communication

BC Number AS-1

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



Date: May 29, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for May 22, 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 22, 2020 is attached and includes the following articles:

- Governor Newsome Releases the May Revision – May 22, 2020
- Legislature Begins to Vet Governor Newsome's May Revision – May 21, 2020
- Preschool and Child Care Plans Slashed Under California Governor's Proposed State Budget – May 14, 2020
- UC Makes Landmark Decision to Drop ACT and SAT Requirement for Admission – May 21, 2020

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

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/29/2020



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DATE: May 22, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Releases the May Revision

Last Thursday, May 14, 2020, Governor Gavin Newsom released the May Revision, which is the final statutory opportunity for the Governor to update his economic projections prior to the enactment of the State Budget in June.

When the Governor presented his initial budget proposal in January, his Administration was projecting that the state would have a \$6 billion surplus for 2020–21. However, when the Governor took to the podium to deliver his May Revision just four months later, the state is looking at a \$54 billion budget deficit due to the recession caused by COVID-19, making his press conference last week a much more sobering event.

COLA, Proposition 98, and LCFF

While the May Revision proposal acknowledges the statutory cost-of-living adjustment (COLA) of 2.31%, slightly higher than the 2.29% in the January State Budget proposal, it suspends the COLA in 2020–21 for all eligible programs, including the Local Control Funding Formula (LCFF), special education, nutrition, foster youth, preschool, and the Mandate Block Grant.

The May Revision estimates that the Proposition 98 minimum guarantee will decline approximately 23% from the 2019 State Budget Act over the three-year budget period. The revised budget projections actually show a slight increase for the prior budget year (2018–19) from \$78.4 billion to \$78.7 billion, then projects a \$4.2 billion decrease for the current budget year (2019–20) from \$81.6 billion to \$77.4 billion, and a \$13.5 billion decrease for the 2020–21 State Budget from \$84 billion down to \$70.5 billion.

In January, the Governor's budget projected a \$1.2 billion increase to the LCFF, however, the May Revision proposes a reduction in addition to the statutory COLA suspension—for a total cut of 10%, or \$6.5 billion—to the LCFF. The cuts are meant to proportionately reduce the LCFF with the reductions taken from the base grant, which lowers the amount upon which supplemental and concentration grant funding is calculated. The effects of the cuts on individual local educational agencies (LEAs) will vary depending on the unduplicated pupil percentage of each LEA. However, on average, a 10% cut to the LCFF translates to \$1,050 per average daily attendance (ADA).

Governor Newsom noted that a mechanism is being included within the proposed State Budget, which he is providing to the Legislature so that the reduction would be

“triggered off” if the federal government provides sufficient funding to backfill the cuts.

Deferrals

The Governor proposes deferring approximately \$1.9 billion of LCFF funding in June 2019–20 to July in 2020–21. Further, LCFF deferrals are needed in 2020–21, increasing by \$3.4 billion to \$5.3 billion in total apportionments deferred to 2021–22. The Newsom Administration proposes that a process be established for LEAs to seek an exemption from the 2020–21 apportionment deferrals if they create a documented hardship, similar to what was provided for some of the cash deferrals implemented during the Great Recession.

Special Education

The proposed May Revision continues the Governor’s January Budget proposal to increase special education base rates to \$645 per student (reflects suspension of the COLA). The current statewide target rate (STR) is \$557.27, so the increase per student for those LEAs receiving the average STR will be \$87.73 (15.74% increase). With the suspension of the COLA, those LEAs funded above \$645 per ADA would not receive an increase. As in January, the proposal would apportion this base funding on a three-year rolling average of LEA ADA (but still allocated to Special Education Local Plan Areas) and would maintain the current funding model’s categorical programs until a later date.

CalSTRS and CalPERS Relief

The Governor’s May Revision proposes to repurpose the \$2.3 billion from the 2019–20 State Budget Act that was originally allocated for the long-term unfunded liability for the California State Teachers’ Retirement System (CalSTRS) and the California Public Employees’ Retirement System (CalPERS) to further reduce employer contribution rates in 2020–21 and 2021–22. This will reduce the CalSTRS employer rate from 18.4% to approximately 16.15% in 2020–21 and from 18.2% to 16.02% in 2021–22. The CalPERS employer contribution rate will be reduced from CalPERS’ recently set rate for 2020–21 of 22.68% to 20.7% and CalPERS’ 2021–22 estimated rate of 24.6% to 22.84%.

Learning Loss Mitigation

California is receiving \$355 million from the Governor’s Emergency Education Relief (GEER) Fund, which must be used for LEAs, higher education, or other education-related entities to address the impact the coronavirus pandemic has had on students and families and \$9.5 billion total in the Coronavirus Relief Fund (CRF), which can be used more broadly for any necessary expenditures incurred due to COVID-19.

The Governor proposes to use the \$355 million of GEER funds and \$4 billion of the CRF money to invest \$4.4 billion total for LEAs to mitigate learning loss. Of this money, \$1.5 billion would be allocated to LEAs based on their students with disabilities population and the other \$2.9 billion would be made available to LEAs that receive LCFF concentration grants and would be distributed based on total ADA.

Categorical Reductions

The May Revision proposes savings totaling \$352.9 million by reducing funding for various categorical programs including a 52% reduction in the Career Technical Education Incentive Grant and K–12 Strong Workforce Program funding and a \$100 million reduction to the After School Education and Safety program.

Next Steps

Now that the Governor has released the May Revision, the Legislature has begun vetting his revised proposals and will look to highlight their own budget priorities as they prepare to build and pass the 2020–21 State Budget by the June 15 constitutional deadline. Below please find a School Services of California Inc. *Fiscal Report* article that summarizes

the Assembly Budget Subcommittee on Education Finance main discussions at their hearing this past Monday, May 18.

Leilani Aguinaldo

Legislature Begins to Vet Governor Newsom's May Revision

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
May 21, 2020

Now that Governor Gavin Newsom has released the May Revision, the Legislature can begin vetting his revised proposals and highlight their own budget priorities as they prepare to build and pass the 2020–21 State Budget by the June 15 constitutional deadline.

On Monday afternoon, the Assembly Budget Subcommittee on Education Finance met to discuss the Governor's education proposals, including the significant reductions that are being proposed in order to balance the budget. The hearing included testimony from the Department of Finance (DOF), the Legislative Analyst's Office (LAO), and the California Department of Education.

While sympathetic to the difficult decisions that the Newsom Administration had to make in crafting the May Revision due to the recession caused by COVID-19, the subcommittee members were critical of a number of the Governor's education proposals and the lack of an alternative strategy to generate state revenue if the federal government does not approve another stimulus package that provides additional financial assistance.

Learning Loss Mitigation

Perhaps the sharpest critique was aimed at the Administration's allocation formula for its proposal to use \$4.4 billion in federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding to mitigate learning loss. Trailer bill language stipulates that \$1.5 billion would be allocated to local educational agencies (LEAs) based on their students with disabilities population and the other \$2.9 billion would be made available to LEAs that receive Local Control Funding Formula (LCFF) concentration grants that would be distributed based on total average daily attendance (ADA). This latter proposal drew heavy criticism.

Assemblymember Al Muratsuchi (D-Torrance) called out the inequities of the proposed formula in that non-concentration grant school districts would be ineligible for nearly \$3 billion of this funding. He coupled his argument with the fact that California will also receive \$1.65 billion in CARES Act funding via the Elementary and Secondary School Emergency Relief (ESSER) fund, of which 90% (or \$1.5 billion) is required to be distributed to LEAs based on their Title I, Part A allocation, meaning that many of the same LEAs that will receive little to no relief from the ESSER fund will also be shut out of the \$2.9 billion for learning loss mitigation. He emphasized that all school districts are hurting and need to be included in the education proposals of this "survival budget."

The LAO also expressed concerns with the proposed formula by providing a hypothetical scenario of two LEAs with a similar unduplicated pupil percentage (UPP), but one is just above the 55% UPP threshold to generate LCFF concentration grant funding while the other is just below that threshold. Based on the way the current formula is written, the first LEA would receive a portion of that \$2.9 billion for all of its students (based on ADA) because it qualifies for concentration grants, but the other LEA would not be eligible for any of that funding even though it serves a similar number of English learner, low-income, and foster youth students.

Special Education

Assemblymembers Jose Medina (D-Riverside) and Monique Limon (D-Santa Barbara) expressed their gratitude that the Governor sustained his January proposal to increase the special education base rates to \$645 per pupil. However, the members also encouraged the Administration to maintain the existing AB 602 formula rather than transitioning to a new allocation formula in the midst of the COVID-19 pandemic. The DOF responded that the only significant difference between the AB 602 formula and the way they are proposing to allocate special education dollars in fiscal year 2020–21 is that the base rates will be apportioned based on a three-year rolling average of an LEA’s ADA. Additionally, the DOF said that they will not make any more significant alterations to special education until after the completion of two work groups that will look at the current governance and accountability structure and then provide recommendations to improve accountability for special education service delivery and student outcomes.

Categorical Funding and Flexibility for School Districts

Assemblymembers Patrick O’Donnell (D-Long Beach) and James Gallagher (R-Yuba City) highlighted some of the significant reductions proposed to the state’s remaining categorical programs including a 52% reduction in Career Technical Education Incentive Grant and K–12 Strong Workforce Program funding and a \$100 million reduction to the After School Education and Safety program. Assemblymember Gallagher confirmed with the DOF that the state has a high level of flexibility in how they choose to expend their CARES Act dollars and suggested the Legislature could reallocate some of the \$4.4 billion from the learning loss mitigation proposal to these categorical programs that the Administration is proposing to reduce.

Assemblymembers O’Donnell and Muratsuchi also agreed that the state needs to provide LEAs certain flexibilities in terms of the 180-day school year and instructional minutes. Assemblymember O’Donnell floated the idea of providing school districts flexibility to implement a blended school schedule that would incorporate both in-person and distance learning to help reduce the number of students on campus at a given time. These conversations will likely intensify as the state looks to provide guidance on how schools can safely reopen their doors next school year.

Reliance on Federal Assistance

Subcommittee chairman Kevin McCarty (D-Sacramento) wanted know what the Administration’s “plan B” is if the federal government does not provide more funding to states and local governments. 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. Assemblymember McCarty said that the state needs to formulate another plan in case the federal government does not come through. He floated the idea of the Legislature pulling together a ballot initiative for November to try and raise money for education; however, the Legislature only has until June 25 to get a proposal through the legislative process to qualify it for the November election.

Next Steps

Due to COVID-19, the Assembly and Senate will likely hold less budget subcommittee hearings than past years to publicly vet the May Revision and present their own budget priorities. However, in the next couple of weeks, each house will have to approve their own version of the State Budget and then go to Budget Conference Committee where they will reconcile their differences and also work with the Newsom Administration on a budget agreement. Once the Legislature reaches a compromise on the 2020–21 State

Budget Act, each house will need to approve the budget bill by June 15. The Governor will then have 12 days to sign the budget bill as presented, approve the budget bill with line-item reductions, or veto the budget bill and send it back to the Legislature.

Note: Governor Newsom's revised budget proposes to eliminate the 10,000 state-subsidized preschool slots that had been scheduled to open last month and the 10,000 additional slots proposed for April 2021.

Preschool and Child Care Plans Slashed Under California Governor's Proposed Budget

By Zaidee Stavley
EdSource
May 14, 2020

Unless the federal government comes to California's aid, the coronavirus has set back most of Gov. Gavin Newsom's big investments in preschool to levels not seen since before he took office.

On Thursday, Newsom announced changes not only to his 2020-21 budget proposals, but also cuts to many of last year's investments in early education.

Newsom, who has four young children himself, came to office with expanding early childhood programs as his major priority. He was lauded last year for his infusion of close to \$2 billion for early education and children's services in the 2019-20 budget. He added funding for 10,000 more low-income 4-year-olds, with plans to add another 20,000 over the next two years. He also expanded child care subsidies for low-income children ages 12 and younger, as well as invested in building more child care and preschool facilities and full-day kindergarten classrooms and training more early childhood educators.

Now, much of that is all but erased. Newsom's new budget proposes to eliminate the 10,000 state-subsidized preschool slots that had been scheduled to open last month and the 10,000 additional slots proposed for April 2021. The \$300 million from last year's budget to help districts build or renovate more full-day kindergarten classrooms — gone. The same is true for much of the funding for training more child care providers and building more preschool classrooms.

The budget also cuts new funding Newsom had proposed in January for the 2020-21 budget, which would have expanded the number of preschool classrooms to serve preschoolers with special needs and created a new department for early learning and care. He also proposes to cut some of the funding for the new Early Childhood Policy Council, charged with providing recommendations to him, the Legislature and State Superintendent of Public Instruction Tony Thurmond on how to improve the state's child care and preschool systems.

In addition, Newsom is proposing to cut by 10% the monthly payments the state sends to preschools and child care providers who care for low-income children and slash a proposed cost-of-living adjustment.

"It was definitely a gut punch to see the reductions to the reimbursement rates, particularly in this COVID crisis," said Mary Ignatius, statewide organizer for Parent Voices, a parent-led organization that advocates for more subsidized child care. "What we're hearing from providers all over the place, whether they are in a

child care center or a family child care home, they are on razor-thin margins. They are on the brink of closure. To have this proposed reduction looming, I think is going to add another layer of trepidation and fear.”

The proposed budget would preserve subsidies for low-income children who are already receiving subsidized child care or preschool, and would also keep funding from a federal grant for child care to give subsidies to an additional 5,600 low-income children.

What is known as the “May Revise” also details how Newsom proposes to spend about \$350 million from the federal CARES Act for child care during the COVID-19 crisis. Under the proposal, some of that money would reimburse the state for the money it has spent to pay for free child care for up to 20,000 children of essential workers, as well as for gloves, masks and cleaning supplies for child care providers. In addition, Newsom proposes to spend \$125 million for one-time stipends for child care providers who are open for the children of essential workers, and children who have special needs, are homeless, in foster care or at-risk for domestic violence, and \$73 million to provide subsidies for more children.

Children’s advocates said they were glad to see that there were no cuts proposed to subsidies for low-income children already receiving care. But they strongly opposed the cuts proposed, especially for training new child care providers, building new child care centers, and the reduction in payments for subsidized child care providers.

There is growing concern that many child care centers and homes will not survive extended closures or loss of tuition payments with fewer children, as the shelter-in-place orders continue.

“Early childhood education occupies a fairly unique spot in that we are also part of the recovery. Simply put if people don’t have child care, we can’t go back to work,” said Bill Sperling, chief executive officer of Child360, a nonprofit organization based in Los Angeles that provides training and advocacy for child care providers. “Kicking this down the road is just going to delay recovery, not speed it up.”

Some advocates are calling on the Legislature to minimize cuts to early education. One organization, Advancement Project California, wants the state to analyze which communities have the most child care programs closed and the largest number of low-income children who have not had access to early education or care during the shelter-in-place order, and invest in those communities that have been hit the hardest.

“We’re seeing child care and school closures, and growing hardships around the deepening of hunger, homelessness and educational challenges that our black, Latinx and Native American children and their families are experiencing disproportionately,” said Karla Pleitez Howell, managing director of policy and programs for Advancement Project California.



Note: The UC's decision will have implications for the K–12 system and how local educators design curriculum and student services to improve their chances of gaining admissions into the UC system.

UC Makes Landmark Decision To Drop ACT and SAT Requirement for Admission

By Teresa Watanabe
Los Angeles Times
May 21, 2020

In a decision that could reshape the nation's college admissions process, University of California regents unanimously voted Thursday to suspend SAT and ACT testing requirements through 2024 and eliminate them for California students by 2025.

The action by the nation's premier public university system could mark a turning point in the long-running debate over whether the standardized tests unfairly discriminate against disadvantaged students or provide a useful tool to evaluate college applicants.

Some hailed the vote as a bold and visionary move to expand access and equity. But others expressed concern that dumping the tests would lead to grade inflation, admission of less-prepared students and backlash over different entry standards for different classes.

"It's an incredible step in the right direction," said John A. Pérez, chair of the UC Board of Regents.

Lt. Gov. Eleni Kounalakis, an ex officio regent, called the vote "the beginning of the end" for the SAT. "We really are the first body to tackle this head-on and say enough is enough."

After conflicting presentations by experts and lengthy debate, regents approved UC President Janet Napolitano's five-year plan to ease out the SAT and ACT tests and develop the university system's own assessment.

Under the plan, standardized test results will be optional on applications for the next two years and then eliminated for California students in Years 3 and 4. By fall 2025, the UC system is aiming to have its own assessment. If none is developed by then, the university will drop the SAT and ACT tests entirely for California students and evaluate them using high school grades and a dozen other factors in its comprehensive review system.

Applicants from other states and countries could continue to use those tests, or possibly a new UC assessment.

UC has already suspended the SAT and ACT testing requirement for fall 2021 due to test cancellations triggered by the COVID-19 pandemic.

The debate featured divergent views among regents, researchers and campus officials. UC Berkeley Chancellor Carol Christ and Youlonda Copeland-Morgan, UCLA vice provost for enrollment management, criticized the tests as barriers to less-advantaged students.

But UC Riverside Chancellor Kim A. Wilcox said his campus — the most diverse in the UC system after Merced — has prospered using the current admissions process, winning top rankings for helping low-income, first-generation and underrepresented students succeed.

Some regents suggested that the UC system make the tests optional for a few years then pause to study the effects on students rather than approve a five-year plan. Regent William Um called for a vote to immediately eliminate or keep the tests rather than “kick the can down the road.”

But Napolitano told regents that her plan would serve as a bridge to a new test or no test. “We need to move in a careful and studied way to a new future,” she said.

Though it is unclear whether other universities will follow UC’s action, the university’s size and status have long made it a central player in the standardized testing landscape. The 10-campus system is the largest single university source of customers for the College Board, which owns the test.

Four-fifths of freshman UC applicants — who numbered 172,000 last year — take the SAT. The six universities that receive the most applications in the nation are UC campuses in Los Angeles, San Diego, Irvine, Berkeley, Santa Barbara and Davis.

UC’s decision to require the SAT half a century ago catapulted the test to a place of national prominence, and its threat to drop it in the early 1990s prompted the College Board to revise the test.

Throughout the years, arguments over the value of the tests have intensified.

Critics say the SAT and ACT are heavily influenced by race, income and parental education levels; question the exams’ value in predicting college success; and express concern about inequitable access to test prep. Those concerns have prompted more than 1,000 colleges and universities to drop the testing requirement. A lawsuit against the UC system also calls for the requirement to be dropped.

But the College Board and ACT strongly assert that their tests are not biased and that they reflect existing inequities in access to quality education. They also say that standardized tests offer a uniform and helpful yardstick for use, in tandem with grades, in assessing students in high schools across the country.

The College Board said that the UC action will compel many California students to take multiple tests to graduate from high school and apply to college —the future UC exam, the SAT and or the ACT, and the state’s K-12 assessment, known as Smarter Balanced. That will likely limit their options for college, the board said in a statement.

“Regardless of what happens with such policies, our mission remains the same: to give all students, and especially low-income and first generation students, opportunities to show their strength,” the testing nonprofit said. “We must also address the disparities in coursework and classrooms that the evidence shows most drive inequity in California.”

Marten Roorda, ACT chief executive, told regents in a letter this week that suspending the test requirement would exacerbate student anxieties, strain admissions offices and squeeze state and school budgets.

Several regents praised Napolitano for striking a compromise between the factions.

“She did an excellent job threading the needle,” said Vice Chair Cecilia Estolano, who called the SAT a “racist test.”

But some members of the powerful UC Academic Senate, which sets admission standards, said they were disheartened by what they saw as disregard of their research report on standardized testing, which Napolitano requested in 2018.

In what researchers called surprising findings, the Academic Senate’s review found that the SAT helps disadvantaged students gain entry to the selective UC system. That’s because the way UC uses standardized test scores substantially corrects for bias by weighting them less heavily than grades and considering them as only one of many factors in the review process. Campuses adjust for socioeconomic differences and admit disadvantaged students with lower test scores compared with more advantaged peers.

The task force recommended that the university system keep the SAT and ACT for now while researching alternatives, such as going test-optional or developing UC’s own assessment. That report was backed by the Senate assembly, made up of faculty leaders and campus representatives, on a 51-0 vote, with one abstention.

Other researchers, however, have criticized the task force’s findings as erroneous and ill-founded in rejecting proposals to replace the SAT and ACT with the K-12 assessment.

Eddie Comeaux, a UC Riverside professor who heads the Senate’s committee on admission standards and co-chaired the testing task force, said politics and public perceptions more than data appeared to drive the decision to a preordained conclusion.

But, he said, “The ship has sailed. Now UC needs to figure out how to advance equity without tests.”

Campus officials will be left with the task of figuring out how to apply the shifting admission requirements and evaluate tens of thousands of applicants without test scores.

Comeaux said those adjustments will be easier for six of nine undergraduate campuses that consider test scores as one of a dozen factors with no fixed weight assigned to any one of them. But it will take “heavy lifting,” he said, to make the transition at Santa Barbara, Riverside and Merced, which use fixed weights for test scores. All application readers will need training on how to avoid implicit bias against applicants who don’t submit scores, he added.

UC experts will launch a feasibility study this summer to identify a new test that assesses what the university expects students to master to demonstrate readiness for college.

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: Kim Kelstrom, Executive Officer 

Cabinet Approval: 

Date: May 29, 2020

Phone Number: 457-3907

Regarding: May Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the May 15, 2020 Legislative Committee Meeting.

Budget Update – Ms. Leilani Aguinaldo provided an update on the May Revise presented by Governor Gavin Newsom on May 14, 2020. The May Revise proposed significant decreases of \$54 billion from the January Governor’s budget. As there has been much uncertainty regarding the impact of the pandemic crisis, the May Revise provides changes to Proposition 98, new allocations/funding relief, categorical reductions, and deferrals as follows:

Proposition 98

- Proposition 98 estimated to be down for 2018/19, 2019/20, and 2020/21 by 23%
- The statutory Cost-of-Living Adjustment (COLA) is 2.31%, however no COLA will be allocated and instead the LCFF is revised downward by 10% which equates to a negative 7.69% COLA
- The full schools rainy day fund of \$355 million will be applied towards Proposition 98 in 2020/21
- The current Proposition 98 guarantee requires 38% of state revenues and is planned to increase to 40% by 2023/24

New allocations/funding relief

- Special Education increased funding to AB602 remained, which was welcome news, however the COLA was not included. The original increase proposed in the May Revise is \$645 per ADA rather than the \$660 per ADA included in the Governor’s January budget.
- Pension relief was provided by redirecting the state’s one-time payments to PERS and STRS and instead reducing employer rates:
 - 2020/21 STRS – 18.40% to 16.15%; 2021/22 STRS – 18.10% to 16.02%
 - 2020/21 PERS – 22.68% to 20.70%; 2021/22 PERS – 24.60% to 22.84%
- Special Education Preschool funding was reduced from current year rates
- Although not included in the proposal, advocates are working on the flexibility of the restricted routine maintenance requirement of 3% of the general fund to possibly 1%
- Federal CARES Act funds provides additional funding for schools
 - Elementary and Secondary School Emergency Relief (ESSER) – Provides \$1.6 billion of which at least 90% will be allocated to schools based on Title I formula and will provide broad discretion for how funds are expended
 - Governor’s Emergency Education Relief (GEER) – Provides \$355 million to Governor’s and the May Revise proposes utilizing all funds to address impacts of the pandemic on students and families
 - Coronavirus Relief Funds (CFR) – Provides \$9.5 billion allocated to states. The Governor proposes \$4.4 billion to mitigate learning loss and prioritized based on districts eligible for concentration grants and special education student counts

Deferrals

- Cash payments for June 2020 will be deferred to July 2020 and April, May and June 2021 will be delayed (repayment date is uncertain in 2022)

Legislative Update – Ms. Aguinaldo reported a reduction of legislative bills moving forward for consideration compared to the 2,300 bills that were introduced prior to the February 21, 2020 deadline. The following legislative bills were discussed:

- AB 2022 (McCarty) Advanced Placement (AP) Fee Reimbursement – (Support) – Reimburses districts for providing the AP tests to low-income students at no cost
- AB 3216 (Kalra) COVID-19 Employee Leave – Expands Family Medical Leave Act request to care for a family member who has been diagnosed or quarantined because of COVID-19. The employer is not required to pay an employee for the leave taken and requires the employee to use other leave time such as vacation or sick time for the employee’s own diagnosis
- SB 805 (Portantino) Leave of Absence for Natural Disasters and Evacuation Orders – Prohibits a district from requiring employees to use sick or vacation leave if the school is forced to close due to a natural disaster or evacuation order
- SB 943 (Chang) COVID-19 Paid Family Leave – Authorizes paid family leave benefits until June 01, 2020 to care for a child due to school closure
- SB 1159 (Hill) Workers’ Compensation COVID-19 – Adds illness or death that results from exposure to COVID-19 to the definition of “injury” for a critical worker who is employed to combat the spread of COVID-19
- SB 1383 (Jackson) Time Off Discrimination – (Watch) – Prohibits all employers from discharging or discriminating against an employee for taking time off in the case of a school closure
- AB 3308 (Gabriel) Housing and Community Redevelopment –Authorizes a school district to establish and maintain programs, as provided, that address the housing needs of teachers and school district employees who face challenges in securing affordable housing
- AB 2052 (O’Donnell) Instructional Time Requirements – (No Position) – Authorizes districts to add instructional minutes to the calendar when a district is unable to meet the instructional day requirements

The School Services Legislative Committee May 2020 report is attached. The next Legislative Committee meeting is scheduled for June 11, 2020.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/29/2020

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
MAY 15, 2020**

2019–20 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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COVID-19 Decimates State Revenues, Education Funding

By SSC Team
May 7, 2020

In a letter issued by the Department of Finance (DOF) this morning in advance of Governor Gavin Newsom's May Revision release scheduled for next Thursday, May 14, the economic impact of COVID-19 is dramatically greater than the impact of the financial crisis of 2008.

Governor Newsom's financial advisors are now estimating that state revenue losses from the health pandemic that shut down the state, national, and global economies amount to \$41.2 billion. For comparison, when the financial crisis hit in December 2008, early state revenue losses were estimated at \$28 billion. The COVID-19 impact on personal income tax alone—that accounts for two-thirds of the funding the state uses to finance all programs—is estimated to be three times greater than during the Great Recession.

The DOF estimates state revenue losses of \$9.7 billion in the current year and an additional \$32.2 billion in the coming budget year. These losses are compounded by growing caseloads in state social services programs that bring the total shortfall to \$54 billion going into fiscal year 2020–21.

Impact on Proposition 98 and Education Funding

A \$41 billion reduction in state revenues from the Governor's January estimates correspond to an \$18.3 billion reduction in Proposition 98 for the 2019–20 and 2020–21 fiscal years. Recall that Governor Newsom estimated the 2020–21 Proposition 98 minimum guarantee would be \$84 billion, up from an estimated \$81.6 billion in the current year. Although the DOF did not provide a fiscal year breakdown of the total reduction in Proposition 98, our best estimate is that the current-year guarantee is reduced by approximately \$3.7 billion while the 2020–21 guarantee would be reduced by \$14.6 billion. This means that based on the Governor's January estimates, the current-year and budget-year minimum guarantees are \$77.9 billion and \$69.4 billion, respectively.

Across both fiscal years, the new estimated loss in education funding is equivalent to a -22.0% cost-of-living adjustment. On a per average daily attendance (ADA) basis for the Local Control Funding Formula (LCFF), the average reduction is approximately \$2,300 in 2020–21. Total per-ADA revenues, inclusive of the LCFF, would be down by \$2,600–\$2,700.

The state's rainy day fund, while at its highest level ever, would provide only a modicum of relief. The fund's balance is approximately \$18 billion, with less than \$500 million specifically reserved for K–14 education. Under current law, only half of the balance can be drawn down in any given year. Given that the state's reserves are inadequate to offset the total revenue loss, including the loss in education funding, we anticipate that the state will impose budget deferrals for the 2019–20 fiscal year. Unlike cash deferrals, budget deferrals allow the state to put cash in the hands of local educational agencies (LEAs) while accounting for those payments in the next fiscal year. It is both too early to tell and too magnitudinous to know how the state intends to manage the 2020–21 Proposition 98 reduction.

May Revision and Beyond

Given the magnitude of the economic crisis, we expect that the May Revision will offer a suite of measures to help LEAs mitigate the devastating impact; although it is difficult to fathom that any or all of them would be sufficient to protect students and staff from the wrath of revenue cuts if they are not accompanied by offsetting federal or state aid.

While we at School Services of California Inc. are having a difficult time wrapping our minds around this recent news, we remain committed to serving each of you by helping you operationalize these data for your respective agencies and providing the latest and most accurate information coming from the state. We also know that everyone is wondering how long this current recession will last, and how quickly we can expect the state to recover from it. Once the Governor's May Revision is released, we intend to address this and more in our *Fiscal Report* and at our May Revision Workshop. We are both humbled and honored to be with and serve each of you during this time.

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an informational update

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LAO Issues Additional Proposition 98 Recession Details

By Michelle McKay Underwood
 May 12, 2020

The Legislative Analyst’s Office (LAO) provided more details over the weekend on the effect of the current economic downturn on Proposition 98 (see [“LAO Issues New Economic Outlook”](#) in the current Fiscal Report). Under both the more optimistic “U-shaped” and more pessimistic “L-shaped” recession recovery scenarios, the LAO forecasts a Test 1 for Proposition 98 through the 2023–24 year, meaning K–14 education will continue to receive its roughly 40% share of state general funds and property taxes. But with differing hits to the state General Fund (and the flattening of property tax growth), the Proposition 98 minimum guarantee significantly differs between the scenarios:

Proposition 98 Minimum Guarantee (in billions)	2019–20	2020–21	2021–22	2022–23	2023–24
U-Shaped Scenario	\$78.3	\$73.9	\$76.0	\$80.8	\$84.7
L-Shaped Scenario	\$77.8	\$69.1	\$68.5	\$73.1	\$77.6

As noted in their economic outlook, the LAO uses a different point of comparison for the size of the current budget problem. By their estimations, both economic recoveries could have a significant impact on the minimum Proposition 98 guarantee for 2020–21. A U-shaped recovery would be approximately a 10% Proposition 98 reduction compared to 2019–20, and an L-shaped recovery would be approximately 16%. The LAO noted that neither scenario contemplates reimbursements from the Federal Emergency Management Agency, revenues from the recently-passed Coronavirus Aid, Relief, and Economic Security (CARES) Act, or any support from the Budget Stabilization Account. While still dire, these projections are less severe than Governor Gavin Newsom’s 22% hit (see [“COVID-19 Decimates State Revenues, Education Funding”](#) in the current Fiscal Report).

Along with the change in minimum funding levels, the two scenarios also have different projected cost-of-living adjustments (COLAs):

COLA	2020–21	2021–22	2022–23	2023–24
U-Shaped Scenario	2.31%	-0.03%	1.11%	2.05%
L-Shaped Scenario	2.31%	-0.63%	-1.04%	1.16%

Finally, the LAO notes that the full Proposition 98 reserve would be withdrawn and utilized in the 2019–20 State Budget year because Proposition 98 funding will be insufficient to support the prior year funding level, as adjusted for student attendance and inflation; unfortunately, that balance is a mere \$377 million for K–14 education.

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Strategies for Weathering the Storm

By SSC Team
May 8, 2020

The May 7, 2020, announcement that local educational agencies (LEAs) could expect up to a 22% reduction in funding left the education community stunned. On the heels of school closures due to the COVID-19 pandemic and the ripple effects felt by communities across the state, the prospect of having to address such a staggering loss in revenue is overwhelming.

During the Great Recession, the state provided flexibility that was meant to soften the blow and help LEAs “keep the lights on”. A few of the key takeaways from the Great Recession were that LEAs and their labor partners were resilient and that fiscal solvency and continued student learning were possible even in the worst of times. The recession lasted longer and cuts were deeper than anyone could have foreseen; yet students continued to learn, graduate, and go on to college and/or careers. Not everything came up smelling like roses; for example, the teacher pipeline is what it is today in large part due to the draconian cuts experienced by schools during the Great Recession and the requisite reductions in the teacher workforce.

Lessons aside, who would have imagined that the Great Recession wasn’t the worst financial crisis that our generation would live through? Still, as we roll up our sleeves and prepare for the tsunami headed our way, those lessons will be invaluable and are worth revisiting. Below is a list of tools that provided LEAs with the flexibility they needed to survive the Great Recession. The list includes options available to LEAs based on current law, options that will require legislative action, and options that were contemplated but not available during the Great Recession. At School Services of California Inc., we believe that all of these, especially those currently allowed in law, will be needed as LEAs grapple with the perilous financial storm that lies on the horizon.

Fiscal Solvency Tool	Availability and/or Action Required	Other Considerations
Increase K–8 class sizes beyond current statutory levels without penalty.	The State Board of Education (SBE) has the authority to waive penalties	The SBE would need to commit to approving all waiver requests (which has been done in the past) or the Legislature would need to make applicable provisions of the Education Code temporarily

		inoperable—specifically, Education Code Sections [EC §] 41376–41378
Ability to sweep ending balances from categorical programs and restricted funds to the unrestricted General Fund	Would require legislative changes	Sweep would not apply to certain funds, such as the Cafeteria Fund, which includes federal funds; the capital project funds, which can include state bond money; or local bond funds that are restricted by local bond measures; further, this flexibility was provided in the past
Relaxation or suspension of the TK–3 grade span adjustment requirement to maintain maximum average class sizes of 24:1	Class sizes can exceed the maximum if there is a collectively bargained alternative class size, but for LEAs without language in the collective bargaining agreement, legislative changes could relax or suspend the requirement	LEAs with language in the collective bargaining agreement that does not allow for an alternative class size or that mirrors current law may need to renegotiate the language to take advantage of a legislative suspension or relaxation of this requirement; further, class size flexibility was provided in the past relative to the old Class-Size Reduction Program
Relief from CalSTRS ¹ and CalPERS ² employer contribution increases	This would require one-time state funding to buy down the rate increases so that LEAs would not be hit with higher contributions in future years	Similar relief was provided in the 2019 State Budget Act
Reduce or suspend the required contribution to Routine Restricted Maintenance and remove the CalSTRS on-behalf payment from the calculation of the requirement	Legislative changes required	Lowering or eliminating the required contribution is a tool that has been provided to LEAs in the past
Flexibility to reduce the instructional year and minutes without penalty	Legislative changes required	The successful implementation of furlough days would require negotiations with represented groups

Allow revenue from the sale of surplus property to be deposited into the General Fund (rather than being restricted for facilities only)	Legislative changes required	
Suspension of the minimum classroom expense (Form CEA) requirement	Legislative changes required	Would provide additional flexibility in meeting student needs outside of the classroom such as social-emotional and health needs and access to technology necessary for student learning on an ongoing basis
Suspend the transportation program maintenance of effort	Legislative changes required	
Flexibility in the use of supplemental and concentration grant funds	Legislative changes required	
Flexibility to utilize short-term independent study for less than five consecutive days	Legislative action required	Would allow families to keep students home but maintain school work for a myriad of reasons that may not extend for a full five days
Allow LEAs to earn average daily attendance (ADA) for excused absences due to COVID-19	Legislative action required	Families may need to extend stay-at-home orders for vulnerable students and family members who might be at risk or may be exposed to COVID-19
Utilize the “summer layoff window” to reduce certificated service	EC § 44955.5 provides for a certificated “second layoff window” between five days after the enactment of the Budget Act and August 15 in a year when the per-ADA funding has not increased by at least 2% over the prior year Based on the expected cuts, the	The magnitude of the budget hole LEAs must fill will require significant reductions in personnel and foreclosing the summer layoff option would be irresponsible

	funding for LEAs will be below the 2% threshold, but we know that the Legislature has a history of closing the summer layoff window	
¹ California State Teachers' Retirement System ² California Public Employees' Retirement System		

It's more important than ever for LEAs to have as many tools available to them as possible as they prepare to weather the financial storm caused by COVID-19. Elimination or suspension of tools available in current law, or abstention from additional flexibilities, will only cause further harm and distress to the current situation.

The following is an excerpt from a 2012 *Fiscal Report* Editorial that is, despite being recycled, fitting in light of our present circumstance.

“For far too long, the economic and political realities have forced school districts and county offices of education to systematically dismantle and decimate our public school system. . . Tired, discouraged, and nearly broken, school leaders trudge onward making the best of an unthinkable situation. . . There will be better days ahead, of that we can be sure. Let us hope that when it comes, there will be some semblance of the institution of public education left to bequeath to our children’s children.”

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By the Way . . .

CalPERS Board Approves 2020–21 Contribution Rates. On April 21, 2020, the California Public Employees’ Retirement System (CalPERS) Board approved the staff recommendation to set the 2020–21 employer contribution rate at 22.68% (see “[2020–21 CalPERS Rate and Updated Out-Year Estimates](#)” in the April 2020 *Fiscal Report*).

Further, as the employee contribution rate for new members hired on or after January 1, 2013, can fluctuate per the statutes enacted with the Public Employees’ Pension Reform Act of 2012 (PEPRA), the CalPERS Board approved a continuation of the current 7% employee contribution rate into 2020–21—since the PEPRA normal cost rate did not change by more than 1.00%. (Note: the Board does not have the authority to change the contribution rate for pre-PEPRA—or classic members—who also happen to contribute 7%.)

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**Employees Diagnosed with COVID-19 May Qualify for Workers’
Compensation Benefits**

By Danyel Conolley
Jamie Metcalf

On May 6, 2020, Governor Gavin Newsom issued [Executive Order \(EO\) N-62-20](#) establishing “presumptive eligibility” for Workers’ Compensation benefits to any employee who has been required to report to the workplace and has tested positive for COVID-19 on or after March 19, 2020. The employee must have tested positive within 14 days of performing work at the employee’s place of work—not at home—at the employer’s direction. The COVID-19 diagnosis must be made by a Medical Board of California-certified physician or surgeon and be confirmed by further testing within 30 days of the date of diagnosis. The EO applies to employees with a COVID-19 diagnosis occurring in the next 60 days following the date of the EO, and will remain operative through July 5, 2020.

The EO applies to all Workers’ Compensation insurance carriers writing policies that provide coverage in California, self-insured employers, and any other employer carrying its own risk. Employers can dispute these claims, similar to any other Workers’ Compensation claim, with the Workers’ Compensation Appeals Board.

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LCAP Deadline Extended and New Report Required at LEA Budget Adoption—Updated

[Editor’s note: This article has been updated to reflect NEW frequently asked questions from the California Department of Education (CDE).]

By Leilani Aguinaldo
April 24, 2020

On April 23, 2020, Governor Gavin Newsom issued [Executive Order N-56-20](#) focused on easing requirements, because of impacts from the COVID-19 pandemic, for local educational agencies (LEAs) to complete their Local Control and Accountability Plans (LCAPs) for 2020–21. The Executive Order also foreshadowed further actions to “address future deadlines that are not imminent, including certain requirements related to the California School Dashboard.” Lastly, the Executive Order waived requirements related to physical education for the 2019–20 school year.

Under the Executive Order, the deadline for an LEA governing body to adopt their LCAP, the annual update, and the budget overview for parents is extended from July 1, 2020 to December 15, 2020. The deadline for a county superintendent to approve the LCAP is extended until January 14, 2021. In addition, the deadline for a charter school to submit the LCAP to its authorizer and the county superintendent of schools is extended to December 15, 2020.

Notably, the Executive Order also requires LEAs to complete a new report that explains the changes to program offerings that have been made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families. The report must include:

- A description of how the LEA is meeting the needs of low-income students, English learner students, and foster youth
- Steps taken by the LEA to deliver high-quality distance learning, provide school meals, and arrange for supervision of students during school hours

The LEA governing body must adopt the report at the same meeting the annual budget is adopted. School districts and county boards of education must submit the report to the County Superintendent of Schools or the State Superintendent of Public Instruction, respectively, in conjunction with the adopted annual budget, and charter schools must submit the report to their authorizers. Additionally, all LEAs must post the report on their websites. The California Department of Education (CDE) is tasked with developing a form that LEAs may use for the report, but no deadline is stipulated for the CDE to develop the template.

Unrelated to the LCAP provisions, the Executive Order also waived statutory requirements pertaining to physical education. Requirements that set minimum instructional minutes in physical education for grades 1–12 are waived. In addition, the physical fitness performance test for grades 5, 7, and 9 is no longer required for the 2019–20 school year.

Additional information about the 2020-21 budget and LCAP process for LEAs is available in a [Frequently Asked Questions](#) page on CDE’s website.

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Additional Flexibility Granted for Use of COVID-19 Response Funds

By Matt Phillips, CPA
March 31, 2020

March 17, 2020, earmarked \$100 million for appropriation to local educational agencies (LEAs) on the basis of classroom-based average daily attendance as of the 2019–20 First Principal Apportionment. Chapter 9 of SB 117 stated that the funds, “shall be used to purchase personal protective equipment, or to pay for supplies and labor related to cleaning school sites, or both.”

Letter 1-19, released by the California Department of Education on March 30, 2020, expands the allowable uses of the response funds. The letter, which notes that the allowable list is in excess of language in SB 117, highlights that the Department of Finance and the Legislature are in concurrence with the expanded list, and that clean-up legislation will be forthcoming. The entire contents of the letter can be found [here](#).

The expanded list includes, “costs associated with maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning.”

The funds are expected to be apportioned within approximately one week, and the revenues should be coded to Resource Code 7388, Object Code 8590. To determine how much your LEA will be receiving and to access the apportionment schedule, click [here](#).

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Senate Committee Approves Bill Prohibiting Use of Paid Leave During Emergencies

By Kyle Hyland
May 13, 2020

On Tuesday, May 12, 2020, the Senate Education Committee approved five bills in their only hearing to consider Senate education bills for the year (see “[Senate Returns to Hear Emergency Education Bills](#)” in the May 2020 *Fiscal Report*).

The bill that took up the bulk of the committee’s time was Senate Bill (SB) 805 by Senator Anthony Portantino (D- La Cañada Flintridge). This bill would prohibit school districts from requiring an employee to use sick, vacation, or other paid leave if the school is forced to close because of a natural disaster or an evacuation order, or if the employee is unable to report to work because they reside in an area affected by a natural disaster or evacuation order.

Senator Portantino explained that the bill originated from the president of the Burbank Teachers Association in response to the wildfires that have devastated the state over the last several years and in many cases have forced schools to close. In his remarks, the Senator acknowledged that the bill has fiscal issues that he hopes to work out in the Senate Appropriations Committee, which he chairs. Portantino also said that he plans to work with Governor Gavin Newsom’s Administration to see how this bill could work within the confines of this year’s education budget.

The bill will be amended to include not only natural disasters but every instance specified in [Education Code Section 46392](#), which includes fires, floods, impassable roads, earthquakes, and—most relevant today—epidemics. The rationale for tying the measure to this section of the education code is to ensure that the bill would capture school closures for all emergency occurrences, including the COVID-19 pandemic.

The bill is supported by a number of labor organizations including the California Teachers Association, the California School Employees Association, and the California Federation of Teachers. The California Association of School Business Officials (CASBO) and other local educational agencies oppose the measure due to the potential significant cost; CASBO pegs the potential impact of this bill between \$75 million to \$124 million *before* calculating any cost associated with the current pandemic.

Four other bills that were approved by the committee can be found in the committee agenda [here](#). We will continue to provide updates and analysis of the limited number of education bills making their way through the legislative process this year.

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LCFF Supplemental and Concentration Bill Clears Policy Committee

By Kyle Hyland
May 6, 2020

In its only scheduled committee hearing to consider Assembly K–12 education bills for the year (see “[Assembly Returns with Abbreviated Policy Schedule](#)” in the April 2020 *Fiscal Report*), the Assembly Education Committee unanimously approved Assembly Bill (AB) 1835 (Weber, D-San Diego), which was introduced in direct response to the Local Control Funding Formula (LCFF) audit report released by the State Auditor’s Office last November (see “[State Auditor’s Office Releases Results of LCFF Audit](#)” in the November 2019 *Fiscal Report*).

AB 1835 would require local educational agencies (LEAs) to identify their unspent supplemental and concentration funds by annually reconciling and reporting to the California Department of Education their estimated and actual spending of those dollars. LEAs would then be required to use those unspent supplemental and concentration dollars on services for the unduplicated pupils who generate those funds in subsequent years. This means that any unspent supplemental and concentration dollars would no longer carry over into an LEA’s general fund and would instead need to be used on services for the LEA’s unduplicated pupils in succeeding years.

The author and those who support the bill argue that this measure will safeguard the supplemental and concentration funding for the students who generate those dollars. Additionally, Assemblymember Shirley Weber contends that the COVID-19 pandemic increases the need for the bill as the state’s most vulnerable student populations are facing a learning loss that could further exacerbate the achievement gap. Some of the key organizations that support the bill include Children Now, Education Trust-West, the California Charter Schools Association, the California School Boards Association, and the California State PTA.

Those in opposition to the bill expressed that they likely wouldn’t have opposed the measure under normal circumstances, but argued that the current economic environment caused by COVID-19 means that LEAs need maximum flexibility to ensure they can serve their students and staff during this difficult time. Those who testified in opposition include the California Association of School Business Officials, Riverside County Office of Education, and the California School Funding Coalition.

The committee did not ask any questions of the author or provide any comments about the bill before voting to send it to the Assembly Appropriations Committee. Because COVID-19 has forced the Legislature to forgo its original legislative deadlines, we do not know when the

Assembly Appropriations Committee will take up measures sent to them by the policy committees, but the condensed legislative calendar is something that both houses will continually have to address in order to meet constitutional deadlines that cannot be waived by the Legislature.

In addition to AB 1835, the [agenda](#) included thirteen other measures, nine of which were placed on the consent calendar. With the exception of AB 2668 (Quirk-Silva, D-Fullerton), which was pulled from the agenda before the start of the hearing, all of the other bills were approved by the committee and will either go to the Assembly Appropriations Committee (if the bill has fiscal implications) or straight to the Assembly floor for consideration.

As stated previously, today's Assembly Education Committee hearing is the only policy committee hearing scheduled to take place to consider Assembly K-12 education bills for the year. The Senate Education Committee will hold their only policy hearing on Senate education bills next Tuesday, May 12. We will continue to provide updates and analysis of the education bills that make their way through the legislative process.

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of: May 13, 2020**

Current 2020 Bills

Bill No./ Author	Title	Position	Current Status	Page
Accountability and Assessments				
AB 2022 McCarty	Advanced Placement Test Fee Reimbursement Program	Support	Assembly Appropriations Committee	19
Employees				
AB 3216 Kalra	Employee Leave: Authorization: Coronavirus (COVID-19)		Assembly Labor and Employment Committee	19
SB 805 Portantino	School Employees: Leaves of Absence: Natural Disasters and Evacuation Orders	No Position	Senate Education Committee	19
*SB 943 Chang	Paid Family Leave: COVID-19		Senate Labor, Public Employment, and Retirement Committee	19
*SB 1159 Hill	Workers' Compensation: COVID-19: Critical Workers		Senate Labor, Public Employment, and Retirement Committee	20
*SB 1383 Jackson	Employees: Time Off		Senate Labor, Public Employment, and Retirement Committee	20
Facilities				
*AB 3308 Gabriel	School Districts: Employee Housing		Assembly Housing and Community Development Committee	20

State Budget, Education Finance, and LCFF				
AB 1835 Weber	Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants	Oppose	Assembly Appropriations Committee	20
*AB 1837 Smith	School Safety: Emergency Response Team		Assembly Appropriations Committee	21
*AB 2052 O'Donnell	Pupil Instruction: Instructional Time Requirements		Assembly Appropriations Committee	21
AB 2626 Bauer- Kahan	Sales and Use Taxes: Exemption: Local Educational Agency	Support	Assembly Revenue and Taxation Committee	21
SB 884 Dodd	Education Finance: Emergencies: Public Safety Power Shutoffs	Support	Senate Appropriations Committee	21
Student Health and Nutrition				
SB 793 Hill	Flavored Tobacco Products	Support	Senate Health Committee	22

Accountability and Assessments

[AB 2022 \(McCarty\)](#)

Amended: 5/11/2020

Title: Advanced Placement Test Fee Reimbursement Program

Status: Assembly Appropriations Committee

Position: Support

Summary:

Establishes the Advanced Placement Test Fee Reimbursement Program to reimburse local educational agencies for providing free Advanced Placement tests to low-income students.

Employees

[AB 3216 \(Kalra\)](#)

Amended: 3/12/2020

Title: Employee Leave: Authorization: Coronavirus (COVID-19)

Status: Assembly Labor and Employment Committee

Position:

Summary:

Expands family and medical leave to cover employee requests to care for a family member who has been diagnosed with or quarantined because of COVID-19, or for the employee's own diagnosis or quarantine. Employers would not be required to pay an employee for the leave taken, but allows the employer to require use of vacation leave or other time off. Authorizes an employee to use, or the employer to require, sick leave if the leave is for the employee's own diagnosis. Prohibits an employee from using sick leave if the leave is to care for a family member affected by COVID-19. Includes other related provisions.

[SB 805 \(Portantino\)](#)

Title: School Employees: Leaves of Absence: Natural Disasters and Evacuation Orders

Status: Senate Education Committee

Position: No Position

Summary:

Prohibits school districts from requiring an employee to use sick, vacation, or other paid leave if the school is forced to close because of a natural disaster or an evacuation order, or if the employee is unable to report to work because they reside in an area affected by a natural disaster or evacuation order.

[*SB 943 \(Chang\)](#)

Amended: 4/29/2020

Title: Paid Family Leave: COVID-19

Status: Senate Labor, Public Employment, and Retirement Committee

Position:

Summary:

Until June 1, 2021, authorizes Paid Family Leave benefits for specified workers who take time off work to care for a child whose school is closed because of COVID-19.

SB 1159 (Hill)*Amended:** 4/22/2020**Title:** Workers' Compensation: COVID-19: Critical Workers**Status:** Senate Labor, Public Employment, and Retirement Committee**Position:****Summary:**

For Workers' Compensation purposes, add illness or death that results from exposure to COVID-19 to the definition of "injury" for a critical worker. A "critical worker" is a public or private sector employee who is employed to combat the spread of COVID-19.

SB 1383 (Jackson)*Amended:** 3/25/2020**Title:** Employees: Time Off**Status:** Senate Labor, Public Employment, and Retirement Committee**Position:****Summary:**

Prohibits all employers from discharging or discriminating against an employee for taking time off in the case of a school closure due to an emergency declaration by a federal, state, or local government agency.

Facilities

AB 3308 (Gabriel)*Amended:** 5/11/2020**Title:** School Districts: Employee Housing**Status:** Assembly Housing and Community Development Committee**Position:****Summary:**

Clarifies that the state policy created by the Teacher Housing Act of 2016 definitely authorizes school districts and developers who are recipients of these credits to open occupancy to school district employees first, if the school district owns the land.

State Budget, Education Finance, and LCFF

AB 1835 (Weber)**Title:** Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants**Status:** Assembly Appropriations Committee**Position:** Oppose**Summary:**

Requires local educational agencies to identify unspent supplemental and concentration grant funds and requires those funds to continue to be expended to increase and improve services for unduplicated students.

[AB 1837](#) (Smith)*Amended:** 5/4/2020**Title:** School Safety: Emergency Response Team**Status:** Assembly Appropriations Committee**Position:****Summary:**

As amended May 4, requires the Superintendent of Public Instruction (SPI) to establish a State Assistance for Emergency Response (SAFER) Team within the California Department of Education (CDE) to provide guidance and support to local educational agencies experiencing emergencies.

[AB 2052](#) (O'Donnell)*Amended:** 5/4/2020**Title:** Pupil Instruction: Instructional Time Requirements**Status:** Assembly Appropriations Committee**Position:****Summary:**

Authorizes local educational agencies (LEAs) to meet minimum instructional day requirements by adding remaining instructional minutes to remaining instructional days in a school year when the LEA is unable to meet instructional day requirements under specified conditions.

[AB 2626](#) (Bauer-Kahan)**Amended:** 5/11/2020**Title:** Sales and Use Taxes: Exemption: Local Educational Agency**Status:** Assembly Revenue and Taxation Committee**Position:** Support**Summary:**

Exempts school districts and county offices of education from paying state sales and use taxes.

[SB 884](#) (Dodd)**Amended:** 3/16/2020**Title:** Education Finance: Emergencies: Public Safety Power Shutoffs**Status:** Senate Education Committee**Position:** Support**Summary:**

Adds public safety power shutoffs to the list of emergency conditions for which a local educational agency (LEA) can seek a waiver to offset a loss in average daily attendance. Establishes the Disaster Relief Instructional Recovery Program (Program) to allocate funds to eligible LEAs to make up instructional days lost due to emergency or other extraordinary conditions. If an LEA offers makeup instructional days, participation shall be optional for students and staff, and staff may choose to accept a supplemental contract for the makeup days. Reimbursement to LEAs participating in the Program shall be a rate of \$7 per pupil per hour.

Student Health and Nutrition

[SB 793 \(Hill\)](#)

Amended: 5/5/2020

Title: Flavored Tobacco Products

Status: Senate Health Committee

Position: Support

Summary:

Prohibits the sale of flavored tobacco products.

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of: May 12, 2020**

Remaining Bills for the 2019-20 Legislative Session

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
Accountability and Assessments				
AB 1512 Carrillo	Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination	Support	Senate Rules Committee	27
AB 2472 Jones- Sawyer	Public Schools: Accountability: County Superintendents of Schools	Watch	Assembly Education Committee	27
Early Childhood Education				
AB 123 McCarty	Early Childhood Education: State Preschool Program: Access: Standards		Senate Education Committee	27
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee	28
SB 174 Leyva	Early Childhood Education: Reimbursement Rates		Assembly Appropriations Committee	28
Employees				
AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Floor—Third Reading	28

AB 1623 Rivas, Robert	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program	Support	Senate Education Committee	29
AB 2682 Medina	Certificated School Employees: Probationary Employees		Assembly Education Committee	29
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Accountability and Assessments

[AB 1512 \(Carrillo\)](#)

Amended: 1/6/2020

Title: Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination

Status: Senate Rules Committee

Position: Support

Summary:

Requires community colleges to award academic credit for students who pass an International Baccalaureate subject exam.

[AB 2472 \(Jones-Sawyer\)](#)

Title: Public Schools: Accountability: County Superintendents of Schools

Status: Assembly Education Committee

Position: Watch

Summary:

Certain provisions of the *Williams* settlement legislation, such as annual county superintendent visits and reviews, apply to schools ranked in deciles 1–3 as determined every three years by the base Academic Performance Index (API). Instead of using the API, this bill seeks to identify schools subject to county superintendent monitoring by referring to schools identified for federal comprehensive support and improvement and additional targeted support and improvement.

Early Childhood Education

[AB 123 \(McCarty\)](#)

Amended: 4/29/2019

Title: Early Childhood Education: State Preschool Program: Access: Standards

Status: Senate Education Committee

Position:

Summary:

This bill aims to expand access to high-quality state preschool programs and provide additional adult support in transitional kindergarten classrooms by doing the following:

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods
- Cap state preschool classrooms at 24 students
- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing.
- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028

- Increase full day state preschool reimbursement rates to approximately \$14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

AB 125 (McCarty)

Amended: 6/18/2019

Title: Early Childhood Education: Reimbursement Rates

Status: Senate Appropriations Committee

Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

SB 174 (Leyva)

Amended: 6/13/2019

Title: Early Childhood Education: Reimbursement Rates

Status: Assembly Appropriations Committee

Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

Employees

AB 843 (Rodriguez)

Amended: 5/16/2019

Title: Student Financial Aid: Assumption Program of Loans for Education

Status: Senate Education Committee

Position: Support

Summary:

As amended, this bill authorizes the California Student Aid Commission (CSAC) to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE). Additional loan assumption benefits of an unspecified amount also would be provided to a person who teaches, mathematics, science, Special Education, bilingual education, or career technical education in a school district that is determined to be in need of differentiated assistance.

AB 1623 (Rivas, Robert)**Amended:** 5/16/2019**Title:** Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program**Status:** Senate Education Committee**Position:** Support**Summary:**

This bill establishes the Golden State Teacher Grant Program to provide grants to students enrolled in a teacher credentialing program who commit to teaching bilingual education, math, STEM, science, or Special Education.

AB 2682 (Medina)**Title:** Certificated School Employees: Probationary Employees**Status:** Assembly Education Committee**Position:****Summary:**

Changes classification as a permanent employee for certain certificated employees, including:

- A probationary employee employed in an assignment that is less than full time and who, in any one school year, has served for at least 75% of the number of days required of the assignment in which the employee is employed is deemed to have served a complete school year
- A probationary employee of an adult education program is deemed to have served a complete school year if the employee serves for at least 75% of the hours constituting a full-time equivalent position for adult education programs in the school district
- Service by an instructor at regional occupational centers or programs are included in computing the service required for classification as a permanent employee

SB 796 (Leyva)**Amended:** 2/19/2020**Title:** School and Community College Employees: Absences Due to Illness or Accident**Status:** Senate Education Committee**Position:****Summary:**

This bill would require a certificated or classified school employee who exhausts all available sick leave and continues to be absent from duties on account of illness or accident for an additional period of five months to receive the employee's full salary during those five months.

Facilities

[AB 2184 \(O'Donnell\)](#)

Title: School Facilities: Design-Build Contracts

Status: Assembly Education Committee

Position:

Summary:

Authorizes a school district, as an alternative to price of the project, to instead weigh as a factor the proposing design-build entity's design cost, general conditions, overhead, and profit as a component of the project price. If this alternative is used, the contract is required to be subject to further negotiations and requirements.

Instruction

[AB 331 \(Medina\)](#)

Amended: 7/3/2019

Title: Pupil Instruction: High School Graduation Requirements: Ethnic Studies

Status: Senate Appropriations Committee—Suspense File

Position: Support

Summary:

This bill adds a one-semester ethnic studies course as a state high school graduation requirement commencing with 2024–25, but authorizes local educational agencies to require a full-year ethnic students course. Students may fulfill the ethnic studies requirement by completing either an ethnic studies course, or an ethnic studies course taught as another subject.

[AB 2709 \(Weber\)](#)

Title: Full-Day Kindergarten

Status: Assembly Education Committee

Position: Watch

Summary:

Requires school districts offering kindergarten to implement at least one full-day kindergarten program, commencing with 2023–23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

[AB 3292 \(Dahle, Megan\)](#)

Title: Pupil Attendance: Excused Absences: Cultural Ceremonies or Events

Status: Assembly Education Committee

Position: Support

Summary:

Adds participation in a cultural ceremony or event to the list of excused school absences.

SB 1153 (Rubio)

Title: Elementary Education: Kindergarten

Status: Senate Education Committee

Position: Support

Summary:

Requires students to complete kindergarten before starting first grade.

Mental Health

AB 8 (Chu)

Amended: 5/16/2019

Title: Pupil Health: Mental Health Professionals

Status: Senate Health Committee

Position: Watch

Summary:

This bill requires schools to have at least one mental health professional for every 600 pupils on or before December 31, 2024.

Miscellaneous

AB 2093 (Gloria)

Title: Public Records: Writing Transmitted by Electronic Mail: Retention

Status: Assembly Appropriations Committee

Position: Support

Summary:

Requires all public agencies, for purposes of the California Public Records Act, to retain and preserve for at least two years every public record that is transmitted by electronic mail.

SB 2 (Glazer)

Amended: 5/23/2019

Title: Statewide Longitudinal Student Database

Status: Assembly Education Committee

Position: Watch

Summary:

This bill would require the Office of Higher Education Coordination, Accountability, and Performance (Office), as proposed to be established by Senate Bill 3 (Allen), to assume the responsibilities previously assigned to the now defunct California Postsecondary Education Commission and to convene a review committee to advise the Office regarding the creation of a statewide longitudinal student database. The bill would require that every education segment (early childhood education, California Department of Education, California Community Colleges, California State University, and University of California) include a representative on the review committee.

Special Education

[AB 428 \(Medina\)](#)

Title: Special Education Funding

Status: Senate Appropriations Committee—Suspense File

Position: Support

Summary:

This bill would implement several of the recommendations from the California Special Education Task Force and provide support to California's students with special needs by:

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula
- Addressing long-standing inequities by equalizing Special Education funding rates to the 95th percentile over a five-year period
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

[SB 217 \(Portantino\)](#)

Amended: 5/17/2019

Title: Special Education: Individuals with Exceptional Needs

Status: Assembly Education Committee

Position: Support

Summary:

Senate Bill (SB) 217 creates the Special Education Early Intervention Grant Program, which provides school districts with \$4,000 per child to increase inclusive access to early education programs for children with exceptional needs. SB 217 also expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.

State Budget, Education Finance, and LCFF

[AB 39 \(Muratsuchi\)](#)

Amended: 8/30/2019

Title: Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports

Status: Senate Floor—Inactive File

Position: Support

Summary:

This bill would specify new, higher Local Control Funding Formula (LCFF) base grant amounts beginning with the 2020–21 fiscal year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the LCFF.

AB 1834 (Weber)

Title: Education Finance: Local Control Funding Formula: Supplemental and Concentration Grants

Status: Assembly Education Committee

Position: No Position

Summary:

Requires the California Department of Education to develop a tracking mechanism for local educational agencies to report the types of services on which they spend their supplemental and concentration grant funds.

AB 2291 (Medina)

Title: Special Education Funding

Status: Assembly Education Committee

Position: Support

Summary:

This bill is a reintroduction of Assembly Bill 428 (2019). This bill:

- Establishes a funding mechanism for preschoolers with disabilities
- Equalizes special education funding rates to the 95th percentile
- Provides a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled

AB 2500 (McCarty)

Title: Transitional Kindergarten: Average Daily Attendance

Status: Assembly Education Committee

Position: Support

Summary:

Provides for average daily attendance for all TK students who turn five years old during the school year.

AB 2646 (Levine)

Title: Education Finance: Supplemental Education Funding

Status: Assembly Education Committee

Position:

Summary:

Provides supplemental funding for school districts and county offices of education based on the Local Control Funding Formula (LCFF) using enrollment minus what the district received under LCFF using average daily attendance.

AB 2685 (Weber)

Title: Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups

Status: Assembly Education Committee

Position: Support

Summary:

Adds the lowest performing subgroup of students as “unduplicated pupils” under the Local Control Funding Formula. The Superintendent of Public Instruction shall annually identify the lowest performing subgroup using the most recent math and English language arts California Assessment of Student Performance and Progress results.

AB 3179 (McCarty)

Title: Education Finance: School District Finances: Educational Employment Relations Act

Status: Assembly Education Committee

Position: No Position

Summary:

This bill, if a county superintendent of schools disapproves a school district’s budget for a subsequent year, would continue the authority of the county superintendent of schools to stay or rescind any action of the school district governing board that is determined to be inconsistent with the ability of the school district to meet its obligations for the current or subsequent fiscal year, without interruption, until the next subsequent year’s budget is approved by the county superintendent of schools.

SB 499 (McGuire)

Amended: 5/17/2019

Title: School Meals: California-Grown for Healthy Kids Program

Status: Assembly Education Committee

Position: Watch

Summary:

Existing law authorizes schools participating in certain federal school meals programs to establish a base year for purposes of calculating the number of pupils at the school who are eligible for free or reduced price meals by determining each pupil’s eligibility status in that base year and using that number to report eligibility for up to each of the following three school years. This bill would additionally allow schools participating in those federal school meals programs to establish a base year by carrying over the number of pupils at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision.

SB 729 (Portantino)

Amended: 3/27/2019

Title: Local Control Funding Formula: School Districts and Charter Schools

Status: Assembly Education Committee

Position: Support

Summary:

As amended March 27, 2019, this bill adjusts the LCFF base grant for the 2019-20 fiscal year with a 5.16% cost-of-living-adjustment.

SCA 5 (Hill)**Amended:** 4/22/2019**Title:** Taxation: School Districts: Parcel Tax**Status:** Senate Floor—Inactive File**Position:** Support**Summary:**

This bill would place a proposition on the ballot that would lower the parcel tax threshold for school and community college districts from two-thirds to 55%.

Student Health and Nutrition

AB 1937 (Rivas, Luz)**Amended:** 3/9/2020**Title:** Homeless Children and Youths and Unaccompanied Youths: Reporting**Status:** Assembly Education Committee**Position:** Support**Summary:**

Requires schools to identify all homeless students using a housing questionnaire that is provided to all parents or guardians. Requires a local educational agency (LEA) to ensure that personnel who provide services to homeless youth receive annual training about the homeless education program, and an LEA must post on its website a list of liaisons for homeless youth in that school district or county.

AB 1995 (Rivas, Luz)**Title:** Pupil Nutrition: Reduced-Price Meals**Status:** Assembly Education Committee**Position:** Support**Summary:**

Requires school districts and county offices of education to provide meals for free to students eligible to receive a reduced-price meal.

AB 2116 (Levine)**Title:** Pupil Health: Seizure Disorders**Status:** Assembly Education Committee**Position:****Summary:**

For schools that have a student enrolled who has a seizure disorder, this bill:

- Requires all schools to have at least one employee who has received training on seizure recognition, treatment, and response
- Requires schools to provide training to school personnel with direct contact and supervision of students on recognizing the signs and symptoms of seizures and the appropriate steps for seizure first aid
- Authorizes a school nurse who has received training on seizures to administer seizure-related medication

- Requires schools to collaborate with a parent of a student diagnosed with a seizure disorder to create a seizure action plan
- Requires schools to provide to all students an age-appropriate seizure education program

***AB 3006 (Berman)**

Amended: 5/4/2020

Title: School Meals: Free or Reduced-Price Meals

Status: Assembly Education Committee

Position: Support

Summary:

Allows schools participating in the federal school meals program to establish a base year by carrying over the number of students at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision. Grants a supplemental state reimbursement for local educational agencies that participate in a federal universal school meal program.

AB 3218 (Quirk-Silva)

Title: Homeless Children and Youths: Reporting

Status: Assembly Education Committee


Position: Support if Amended

Summary:

Requires local educational agencies to establish homeless education program policies that are consistent with specified state laws that apply to homeless students, including attending the school of origin. It also requires training for staff who work with students on the homeless education program policies and recognition of signs that a student is homeless or at risk of becoming homeless.

Fresno Unified School District
Board Communication

BC Number AS-3

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

Date: May 29, 2020

Phone Number: 457-3661

Regarding: Federal Program Monitoring

The purpose of this communication is to update the Board on the Federal Program Monitoring (FPM) review.

As previously communicated to the Board on April 24, 2020 the on-site review concluded on February 7, 2020 resulting in zero school site findings and only nine program area findings. Staff is pleased to report that the remaining finding in the area of Career and Technical Education has been resolved. With resolution on this last finding, the FPM review has formally concluded. The lead reviewer from the California Department of Education (CDE) praised the level of responsiveness and collaboration of district staff despite the uncertain nature of school closure during shelter-in-place orders.

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


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



Date: 05/29/2020

Fresno Unified School District
Board Communication

BC Number AS-4

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

Date: May 29, 2020

Phone Number: 457-3661

Regarding: Local Control and Accountability Plan COVID-19 Operations Written Report

The purpose of this communication is to provide the Board information regarding the amended requirements for the 2020/21 Local Control and Accountability Plan (LCAP).

As previously communicated to the Board on May 01, 2020, Governor Newsom amended the requirements of the LCAP through an Executive Order. Included in the order was an added requirement for districts to include a written report with the 2020/21 budget adoption. The report describes programmatic changes made in response to school closure, the impacts on students and families, and how the district is meeting the needs of its unduplicated student population. The California Department of Education (CDE) developed a template for districts to use which included the prompts summarized below. Additionally, the report must be posted to the district website.

- An overview of programmatic changes made and impacts to students and families
- A description of how the district is meeting the needs of its English learners, foster youth and low-income students
- A description of the steps taken to continue delivering high-quality distance learning opportunities
- A description of the steps taken to provide school meals while maintaining social distancing practices
- A description of the steps taken to arrange for supervision of students during ordinary school hours

The CDE provided guidance for districts to use when completing the report. Of particular note is the admonishment that responses remain succinct and are suggested to be no more than 300 words in length. Though attempt was made to respond within the recommended range, ultimately the word count didn't leave room for an adequate articulation of the operational changes made. Staff from several departments collaborated to complete the prompt responses to describe district operational changes made in response to school closure.

A copy of the draft report is attached to this communication in order to provide the Board of Education ample time for review given that it is a new requirement and format for reporting.

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

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 05/29/2020

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fresno Unified School District	Santino Danisi, Executive Officer	Santino.danisi@fresnounified.org 559-457-3661	June 10, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 13, 2020, Fresno Unified School District made the difficult decision to close all schools, and, on April 1st, the Board of Education voted to extend closure through the end of the 2019/20 school year. These decisions were not taken lightly and were influenced by federal, state and local guidance. Immediately it was clear that school closures had a significant impact on students, families, staff and the community at large. In order to mitigate some of the most pressing challenges, attention was primarily focused on providing meals, adapting to delivering instruction via a distance learning model and ensuring stability for staff.

Implementation of program adjustments hinged on effective communication strategies. With that in mind the following structures were implemented immediately:

- > COVID-19 Call Center - Provides helpful information and resources to parents, employees and community members in English, Spanish and Hmong. With campuses and district offices closed, the call center answered vital questions from parents and students, connecting them to free meal distribution, technology deployments, free and low-cost internet access, online and paper instructional resources, and social emotional supports.
- > Public Service Announcements - Local television and radio broadcasts informed viewers of online resources, call center supports, meal and technology distribution.
- > Monthly Newsprint Publication - A special COVID-19 edition included key stories and an overview of supports following closures. The publication included messages from the Superintendent and Mayor.
- > Daily Connections (Translation is provided in Spanish and Hmong languages)

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- Monday & Friday - Video messages, letters, phone calls, social media posts and emails from the Superintendent provide parents and students updates and resources. Press events were also held using an American Sign Language translator. As school closures continued, Friday video messages transitioned to virtual town hall meetings that were shared through social media, the district website and local cable station CMAC.
- Tuesday - COVID-19 Health Update video with the Fresno Unified Director of Health Services shared on Facebook, Twitter, Instagram and the district website.
- Wednesday - Instructional support videos shared through social media and the district website.
- Thursday - 60 Second videos provide district-wide updates distributed through social media and the district website.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

More than 89% of the district's student population lives in one or more of the defined disadvantaged circumstances. These student groups are disproportionately impacted by school closure. With that in mind, summarized below are some of the strategies implemented to address the needs of English learner, foster youth and low-income students.

The district conducts all instruction, professional learning, monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students, as well as engaging with parents via the DELAC/ELAC in virtual/digital formats. Instruction is happening for all programs including dual language immersion and newcomer programs. Remaining annual and initial ELPAC assessments have been delayed in accordance with guidance from California Department of Education. Through an online or phone-in registration process, ELs are temporarily identified based on the results of a Home Language Survey until the initial ELPAC can be administered. Reclassification cycles are being conducted as students meet the criteria from available assessment data with verification occurring digitally. All online and hard copy instructional materials are available in Spanish and Hmong, and designated English Language Development (ELD) and integrated ELD are incorporated into all available instruction. Resources for parents and students are available online through the district website and students are provided with tablets, and internet access as resources allow.

The district's Project ACCESS department has 12 Clinical School Social Workers (CSSW) that conduct wellness checks on all foster and homeless students since school closure via telephone or a HIPPA compliant video platform. After the initial wellness checks the CSSW assess the level of service needed based on the severity of social emotional and mental health concerns prior to school closure and any new concerns. Clinical School Social Work service options include:

- > Individual and Group counseling
- > Supportive counseling
- > Case Management

> Referrals to community resources

CSSWs continue to process new affidavits as families are referred by their assigned school site.

The same service delivery model is being used by 29 additional social workers to provide services to low income students.

One CSSW is assigned to shelters/motels to ensure that students have tablets and internet access in their current living situation to support online learning. Many families living in shelters lack access to the internet and the CSSW along with other support staff assist in providing them with internet hotspots as well as assisting with troubleshooting. The CSSW also provides social emotional and mental health services as needed.

One CSSW is assigned to students being released from the Juvenile Justice Center (JJC) to support students expelled from the district who are preparing to transition back.

Two Community Liaisons manage caseloads for students living in motels. The Community Liaisons check in with students/families once a week to provide support and resources. They also assist with the district COVID-19 Call Center. Lastly, calls are made to newly identified families that may have become homeless during school closure to process necessary affidavits and provide community resources.

Two Academic Counselors provide services to students identified as foster/homeless in grades 8th-12th and follow up with all students on their caseload. The counselor's services include:

- > Ensuring that all foster/homeless students have electronic devices
- > Reviewing current/3rd quarter grades to encourage students to follow up with teachers for opportunities to improve their grade
- > Follow up on college/career pathway decisions
- > Analyze transcripts
- > Collaborate with school site counselors to ensure enrollment for all students are required to attend summer school. Contact parent/care provider to ensure awareness of the summer learning online process.

Virtual Mentoring, including individual and peer mentoring, is being provided via phone or video platform.

The district's Attendance Coordinator collaborates with the departments of Curriculum and Instruction, Professional Development and ATLAS/Technology Services to ensure enrollment is occurring for students through the new online enrollment process recently launched for all grade levels. This included collaboration with the district Early Learning department for enrolling and registering Transitional Kindergarten and Kindergarten students for the 2020/21 academic school year. The Attendance Coordinator also oversees drop/enrollment questions from the COVID 19 hotline.

Seven Child Welfare & Attendance Specialists (CWAS) contact students/families that were chronically absent prior to school closure. CWAS are offering community resources and providing information about District updates/resources as well as directing them to online learning opportunities. The CWAS are also conducting wellness checks for students and families.

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The availability of technology is often a barrier for students living in disadvantaged circumstances. To support the steps taken to deliver high-quality distance learning, as described below, the district committed to providing a tablet to every student in PreK through third grade, and a laptop to those in fourth through twelfth grade. In addition to connecting families with low cost internet providers and hot spots, the district piloted a Bus Wi-Fi program. The program provides internet via the Wi-Fi enabled busses in communities lacking connectivity.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Fresno Unified School District approach to distance learning is based on the Teach, Learn, and Connect model (TLC). The priorities are:

- > Meet the nutritional and social emotional needs of our students
- > Maintain communication with students and families

- > Provide and support learning opportunities, including establishing expectations that teachers connect with students on a weekly basis

Supports for all stakeholders (students, educators, and parents) to engage in distance learning through TLC include the following: continuity of learning resources, technology, communication, and training.

Continuity of Learning resources for all grade levels, special education programs, and dual language programs. Resources are provided in Spanish and Hmong and available online or through paper packets.

The learning guides provide a balance of three types of learning opportunities aligned with critical grade-level standards:

- > Skill Practice - Grade level skill practice opportunities.
- > Projects - Students can apply their knowledge in new and interesting ways.
- > Enrichment Activities - Student explore areas of interest and develop cognitive and life skills.

Technology distribution was provided at all school sites. Students in grades PreK- 3rd grade received a tablet, while students in grades 4th-12th were provided a laptop (distribution to be completed in May).

A systematic professional learning timeline was designed to build capacity in all educators on baseline tools such as Microsoft Teams. Educators can self-identify on a professional learning continuum phase: Foundational (recommended as baseline), Exploration, Advancing, and Ambassadors.

Educators were provided guidance for student grade improvement. Students can improve their final grade AND engage in optional learning opportunities as well.

The Distance Learning/TLC work is continuing throughout the remainder of 2019/20 school year.

DRAFT

To support learning, the district developed a “Student Connectivity Tool” to help identify student who are not interacting or engaging in opportunities available. The tool helps to discern why students are not engaging in order to develop strategies to encourage their participation in distance learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Fresno Unified currently provides approximately 50,000 grab-and-go student meals daily (breakfast and lunch served together) at 23 schools geographically dispersed throughout the district. In addition, a van is used to provide meal service in an area of town where it is unsafe for students to walk to a school due to drug and human trafficking, and bulk meals are provided for students living in shelters for victims of domestic violence. Planning is underway to provide meal delivery to students with disabilities whose families are not able to access meal distribution sites.

Meal distribution models vary by site, based on the design/configuration of the school. For example, some sites utilize parking lot drive-through, sidewalk drive-up, or cafeteria walk-up. School administrators are rotating to assist the Food Services staff, and police officers are at every site to assist, connect with the community, and ensure the safety of families and staff.

Safety protocols at meal distribution sites include the following:

- > Staff are required to self-monitor their health status daily before coming to work
- > Staff have been instructed to wear face coverings
- > Staff are reminded to remain six feet apart
- > Meal recipients are encouraged to wear face coverings
- > Where the site configuration allows it, meals are distributed drive-through style
- > Meals are pre-bagged and placed on tables for pick-up or placed into open car trunks to allow for contactless disbursement
- > Where meal bags are handed off to vehicle occupants, delivery takes place at arm’s length and with staff wearing gloves. Staff do not lean into car windows.
- > For walk-up lines, meal recipients line at least six feet apart and meal bags are placed on tables with the staff standing at least six feet away
- > Social distancing indicators (for example, tape on sidewalks) are provided as a reminder to staff and families.
- > Hand sanitizer and gloves are provided to all staff at meal distribution sites

DRAFT

The meal distribution program continued over spring break at an additional cost to the district, since this was not contracted time for Food Services staff. Plans are to continue providing meals for the entire summer break period, June 5 through August 14 (assuming school starts August 17 as currently scheduled).

The district works closely with CSEA labor partners to ensure the effectiveness of the meal distribution program.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The ability to communicate effectively with families and guardians is critically important during school closure, which is why the COVID-19 Call Center was created immediately after the announcement. The Call Center is managed by the Parent University department, which is a natural source of connection for families and guardians.

Nineteen staff members field calls and provide responses in multiple languages. The center is a single connecting point where callers are provided information regarding how to access meal distribution services, navigate district online resources, and how to access instructional resource tools for online student learning or paper packets for supporting learning at home. Additionally, technology devices were provided for student use at home and support is provided through the call center for logging into the student/parent portal and instructions for how to apply for free/low-cost internet or wireless hotspots. Assistance is also provided for enrolling students online for the upcoming school year and facilitating connection to a student's teacher, administrator, counselor or school office staff. Examples of specific guidance provided are for those having students with exceptional needs, English Learners, those needing access to Health Centers and social emotional supports. The team also provides information about community shelter programs, medical centers, unemployment, community food banks, legal services, child protective services, and the City of Fresno's COVID-19 shelter in place programs and resources.

Partnerships with community-based organizations have been instrumental in resourcing families and guardians as well. Summarized below are examples of collaborative work with different organizations:

The Fresno Center (TFC) has provided assistance to the district's Southeast Asian community. Through teleservice and virtual workshops the organization has assisted participants with accessing distance learning resources, meal service distribution, frequently asked questions regarding school closure, and technology needs, including the completion of the 2020 Census. Immediately following school closure, TFC helped to distribute donated school supplies and books to those in need.

Fresno Economic Opportunities Commission Street Saints has continued to connect with students through their team of Liaison Mentors. Mentors have helped students and families with adjusting to distance learning and connecting them with community resources that are available to help with their specific needs. The team is also exploring the use of counselors to facilitate sessions with students to address healing and coping strategies and has modified elements of the Summer Youth Employment & Leadership program to work with youth leaders remotely. Lastly, the organization has provided targeted supported to the African American community.

Parent Institute for Quality Education (PIQE) supports families and guardians with online connectivity and transitioning to distance learning. Through one-to-one contact the team is supporting with translation needs and have adjusted their parent engagement curriculum in response to the new school environment and academic needs. This includes coaching for how to navigate mobile technology, social media, video conferencing and utilizing online resources.

Central Valley Immigrant Integration Collaborative continues to provide application assistance to district families through telephone or video conferencing platforms. This includes assistance with DACA renewals and naturalization applications. The organization continues to offer campaigns to inform of immigration, census and COVID-19 related resources.

California Department of Education
May 2020

DRAFT

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 Imbert-Olivares, Director
Cabinet Approval:

Date: May 29, 2020

Phone Number: 457-3896

Regarding:  Student Connectivity Tool Update Week 2

The purpose of this communication is to provide the Board information regarding the Student Connectivity Tool (SCT) in Gradebook. This tool is our district's latest phase of providing supports across the system. The SCT is meant to collect high-level, actionable data to quickly identify students who may need additional support or outreach from our schools. This tool was built to help hone school site actions and encourage dialogue toward better supporting students during distance learning. The SCT also enables school sites and teachers to more effectively monitor student accessibility to interaction opportunities and to identify students who have a need that requires follow-up. This information is driven through a student-focused lens. The attached infographic includes data on the following three SCT assignments for the second week of SCT implementation (week of May 18th):

- 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 18th, seventy-six percent (76%) of teachers who completed a "Teacher Outreach" entry this week provided outreach to students. In twenty-seven percent (27%) 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-six percent (86%) 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, fourteen percent (14%) are failing at their course(s). In addition, nine percent (9%) of students were identified as having a need that includes follow-up.

As we continue to look through a student-focused lens at the information available in the SCT, we are continuing to think about 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: 05/29/2020

Fresno Unified School District Student Connectivity Tool (SCT)

76%

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

27%

of students interacted with an available learning opportunity

9%

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

SCT ASSIGNMENTS

Assignment #1

Teacher Outreach

Assignment #2

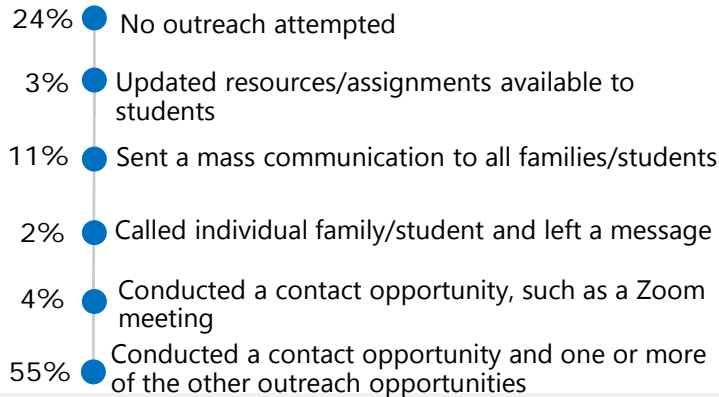
Student Interaction

Assignment #3

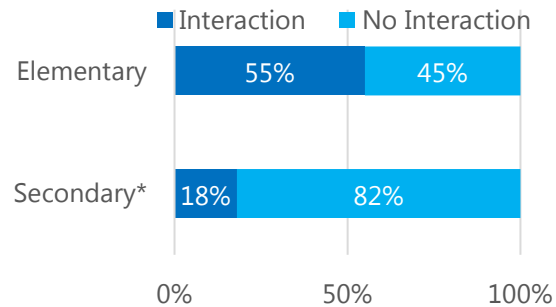
Student Follow-Up

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

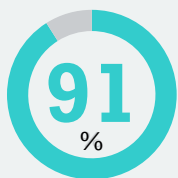


*Students in secondary have duplicates due to multiple courses

STUDENT FOLLOW-UP

Students reported the following follow-up needs

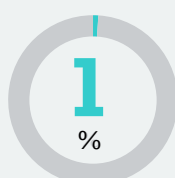
No follow-up needed or follow-up unknown



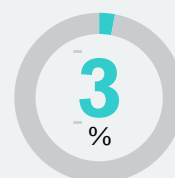
Phone disconnected or unavailable



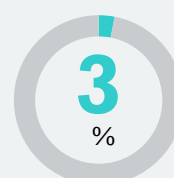
Translation follow-up



Technology follow-up



Counseling follow-up



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

11% 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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
African American	24.9%	75.1%	90.1%	3.3%	0.3%	3.1%	3.1%
American Indian or Alaskan Native	26.3%	73.7%	90.2%	2.9%	0.9%	3.6%	2.3%
Asian	26.0%	74.0%	91.2%	2.3%	0.5%	3.2%	2.5%
Filipino	32.5%	67.5%	94.2%	1.4%	0.0%	1.4%	2.8%
Hispanic or Latino	26.8%	73.2%	90.9%	2.2%	0.7%	3.1%	2.9%
Pacific Islander	25.6%	74.4%	92.0%	2.1%	0.9%	1.5%	3.3%
White	28.8%	71.2%	94.0%	1.5%	0.3%	1.6%	2.4%
Two or More Races	28.5%	71.5%	91.3%	2.6%	0.4%	3.1%	2.5%
English Learners	29.8%	70.2%	87.8%	3.1%	1.7%	4.1%	3.2%
Foster Youth	27.7%	72.3%	89.0%	3.5%	0.6%	3.3%	3.4%
Homeless Youth	20.2%	79.8%	83.9%	5.1%	0.7%	5.3%	4.9%
Socioeconomically Disadvantaged	26.2%	73.8%	90.7%	2.4%	0.7%	3.2%	2.9%
Students with Disabilities	30.2%	69.8%	88.7%	3.1%	0.9%	3.9%	3.2%

Note: Secondary students have duplicates due to multiple courses. Grade 12 students are not included in this 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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
Preschool	3.1%	0.8%	90.9%	4.2%	0.2%	3.2%	1.4%
TK	1.4%	0.3%	87.2%	4.5%	1.6%	5.7%	1.0%
Kindergarten	6.3%	1.6%	84.9%	6.6%	1.7%	5.3%	1.0%
Grade 1	6.3%	1.6%	84.1%	7.7%	1.0%	5.9%	1.1%
Grade 2	6.4%	1.5%	81.8%	6.4%	2.7%	6.9%	1.5%
Grade 3	6.4%	1.6%	84.8%	4.8%	1.6%	5.8%	2.0%
Grade 4	6.0%	1.7%	86.5%	7.2%	1.0%	3.7%	1.5%
Grade 5	6.6%	2.2%	87.9%	5.9%	0.9%	2.2%	2.6%
Grade 6	7.4%	3.1%	91.9%	3.5%	0.7%	2.9%	0.5%
Grade 7	13.1%	17.6%	91.8%	1.6%	0.3%	3.6%	2.6%
Grade 8	10.7%	19.3%	95.5%	1.0%	0.1%	2.2%	1.1%
Grade 9	9.7%	17.6%	92.3%	1.4%	0.6%	1.5%	4.1%
Grade 10	8.6%	16.0%	89.7%	0.9%	0.7%	3.2%	5.5%
Grade 11	7.8%	15.2%	93.3%	0.5%	0.3%	2.2%	3.6%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All African American Students	24.9%	75.1%	90.1%	3.3%	0.3%	3.1%	3.1%
Preschool	0.2%	0.1%	84.7%	6.8%	0.0%	4.7%	3.7%
TK	0.1%	0.0%	78.4%	11.8%	1.0%	5.9%	2.9%
Kindergarten	0.4%	0.2%	78.1%	11.8%	0.4%	7.3%	1.8%
Grade 1	0.4%	0.2%	78.7%	12.3%	0.0%	7.3%	1.2%
Grade 2	0.4%	0.2%	78.9%	10.2%	1.7%	5.4%	2.0%
Grade 3	0.4%	0.2%	84.4%	6.1%	1.1%	4.4%	2.9%
Grade 4	0.4%	0.2%	80.5%	12.5%	0.0%	4.9%	1.9%
Grade 5	0.4%	0.2%	85.0%	7.4%	0.4%	2.9%	3.9%
Grade 6	0.5%	0.2%	91.4%	5.0%	0.5%	2.1%	0.7%
Grade 7	1.1%	1.4%	90.9%	2.0%	0.2%	4.0%	2.9%
Grade 8	0.8%	1.5%	95.0%	1.4%	0.0%	1.9%	1.7%
Grade 9	0.8%	1.4%	91.7%	1.8%	0.2%	1.7%	4.7%
Grade 10	0.7%	1.3%	91.3%	0.9%	0.6%	3.0%	4.2%
Grade 11	0.6%	1.2%	92.8%	1.0%	0.5%	2.2%	3.5%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All American Indian or Alaskan Native Students	26.3%	73.7%	90.2%	2.9%	0.9%	3.6%	2.3%
Preschool	0.0%	0.0%	78.6%	14.3%	0.0%	0.0%	7.1%
TK	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	0.0%	0.0%	76.9%	7.7%	2.6%	12.8%	0.0%
Grade 1	0.0%	0.0%	71.8%	12.8%	2.6%	7.7%	5.1%
Grade 2	0.0%	0.0%	79.5%	5.1%	2.6%	12.8%	0.0%
Grade 3	0.0%	0.0%	84.8%	3.0%	6.1%	3.0%	3.0%
Grade 4	0.0%	0.0%	88.2%	8.8%	0.0%	2.9%	0.0%
Grade 5	0.0%	0.0%	88.5%	3.8%	0.0%	3.8%	3.8%
Grade 6	0.0%	0.0%	78.6%	7.1%	2.4%	11.9%	0.0%
Grade 7	0.1%	0.1%	92.9%	1.8%	0.0%	4.7%	0.6%
Grade 8	0.1%	0.1%	94.6%	1.5%	0.0%	2.0%	1.5%
Grade 9	0.0%	0.1%	89.7%	2.3%	1.1%	1.1%	5.7%
Grade 10	0.0%	0.1%	95.3%	0.7%	0.7%	1.4%	2.0%
Grade 11	0.0%	0.1%	93.6%	0.7%	0.7%	0.7%	4.3%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Asian Students	26.0%	74.0%	91.2%	2.3%	0.5%	3.2%	2.5%
Preschool	0.3%	0.1%	88.1%	6.1%	0.6%	3.5%	1.6%
TK	0.2%	0.0%	91.7%	2.5%	2.5%	2.5%	0.6%
Kindergarten	0.7%	0.2%	80.8%	8.2%	2.3%	7.3%	0.6%
Grade 1	0.7%	0.2%	86.8%	6.0%	0.8%	5.2%	1.1%
Grade 2	0.8%	0.1%	82.8%	7.7%	2.1%	5.2%	1.7%
Grade 3	0.6%	0.1%	86.3%	2.6%	2.1%	6.8%	1.7%
Grade 4	0.5%	0.2%	84.9%	8.0%	1.3%	4.0%	1.8%
Grade 5	0.6%	0.2%	87.3%	8.2%	0.5%	2.1%	1.4%
Grade 6	0.6%	0.2%	89.9%	3.8%	1.4%	3.9%	0.5%
Grade 7	1.0%	1.6%	90.0%	2.3%	0.3%	4.7%	2.7%
Grade 8	0.8%	1.8%	94.4%	1.0%	0.1%	3.3%	1.1%
Grade 9	0.9%	1.7%	94.6%	1.5%	0.2%	1.0%	2.6%
Grade 10	0.8%	1.7%	91.0%	0.5%	0.5%	2.5%	5.4%
Grade 11	0.8%	1.7%	94.1%	0.3%	0.1%	2.3%	3.0%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Filipino Students	32.5%	67.5%	94.2%	1.4%	0.0%	1.4%	2.8%
Preschool	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TK	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Kindergarten	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 1	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%	0.0%
Grade 2	0.0%	0.0%	91.7%	8.3%	0.0%	0.0%	0.0%
Grade 3	0.0%	0.0%	90.0%	0.0%	0.0%	5.0%	5.0%
Grade 4	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 5	0.0%	0.0%	92.3%	0.0%	0.0%	7.7%	0.0%
Grade 6	0.0%	0.0%	94.7%	5.3%	0.0%	0.0%	0.0%
Grade 7	0.1%	0.1%	95.1%	1.6%	0.0%	0.8%	2.5%
Grade 8	0.0%	0.0%	96.4%	0.0%	0.0%	1.2%	2.4%
Grade 9	0.0%	0.0%	96.2%	1.3%	0.0%	1.3%	1.3%
Grade 10	0.0%	0.0%	86.4%	2.5%	0.0%	1.2%	8.6%
Grade 11	0.0%	0.0%	96.0%	0.0%	0.0%	2.0%	2.0%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Hispanic or Latino Students	26.8%	73.2%	90.9%	2.2%	0.7%	3.1%	2.9%
Preschool	2.2%	0.6%	91.4%	3.7%	0.2%	3.4%	1.3%
TK	1.0%	0.2%	87.3%	4.0%	1.4%	6.2%	0.9%
Kindergarten	4.3%	1.0%	85.9%	5.8%	1.9%	5.2%	0.9%
Grade 1	4.3%	1.1%	84.2%	7.6%	1.2%	5.8%	1.1%
Grade 2	4.4%	1.0%	81.1%	6.0%	3.2%	7.5%	1.4%
Grade 3	4.6%	1.1%	84.3%	4.9%	1.6%	6.2%	2.1%
Grade 4	4.3%	1.2%	87.0%	6.6%	1.2%	3.8%	1.3%
Grade 5	4.5%	1.4%	86.9%	6.2%	1.2%	2.5%	2.5%
Grade 6	5.1%	2.0%	91.1%	3.7%	0.8%	3.3%	0.6%
Grade 7	9.2%	12.5%	91.7%	1.6%	0.4%	3.6%	2.7%
Grade 8	7.6%	13.5%	95.6%	1.0%	0.1%	2.2%	1.0%
Grade 9	6.4%	12.1%	91.7%	1.4%	0.8%	1.6%	4.4%
Grade 10	5.7%	11.0%	88.9%	0.9%	0.8%	3.4%	5.9%
Grade 11	5.3%	10.5%	93.0%	0.5%	0.3%	2.3%	3.8%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Pacific Islander Students	25.6%	74.4%	92.0%	2.1%	0.9%	1.5%	3.3%
Preschool	0.0%	0.0%	91.7%	8.3%	0.0%	0.0%	0.0%
TK	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%
Kindergarten	0.0%	0.0%	63.6%	9.1%	9.1%	9.1%	9.1%
Grade 1	0.0%	0.0%	95.0%	5.0%	0.0%	0.0%	0.0%
Grade 2	0.0%	0.0%	64.3%	14.3%	7.1%	0.0%	7.1%
Grade 3	0.0%	0.0%	82.4%	5.9%	5.9%	5.9%	0.0%
Grade 4	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
Grade 5	0.1%	0.1%	93.6%	2.6%	0.0%	0.0%	3.8%
Grade 6	0.0%	0.0%	95.1%	4.9%	0.0%	0.0%	0.0%
Grade 7	0.0%	0.1%	94.8%	0.7%	0.0%	2.2%	2.2%
Grade 8	0.0%	0.0%	95.4%	0.0%	1.5%	1.5%	1.5%
Grade 9	0.0%	0.1%	92.9%	0.0%	1.8%	0.9%	4.5%
Grade 10	0.0%	0.1%	91.1%	1.0%	0.0%	2.0%	5.9%
Grade 11	0.0%	0.1%	92.7%	0.0%	0.9%	2.8%	3.7%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All White Students	28.8%	71.2%	94.0%	1.5%	0.3%	1.6%	2.4%
Preschool	0.2%	0.0%	94.8%	2.0%	0.0%	1.3%	1.3%
TK	0.1%	0.0%	90.5%	2.1%	2.1%	4.2%	1.1%
Kindergarten	0.6%	0.1%	90.7%	4.9%	0.8%	1.7%	1.5%
Grade 1	0.5%	0.1%	85.6%	6.2%	1.4%	5.7%	1.1%
Grade 2	0.6%	0.1%	89.1%	4.4%	0.8%	3.6%	1.8%
Grade 3	0.5%	0.1%	89.4%	2.7%	1.3%	3.4%	1.1%
Grade 4	0.5%	0.1%	89.2%	6.7%	0.6%	2.1%	1.5%
Grade 5	0.8%	0.3%	92.5%	3.2%	0.2%	0.5%	3.3%
Grade 6	0.9%	0.5%	96.8%	1.7%	0.2%	1.1%	0.2%
Grade 7	1.2%	1.4%	95.2%	0.5%	0.1%	2.3%	1.8%
Grade 8	1.1%	1.8%	97.4%	0.7%	0.3%	0.6%	1.0%
Grade 9	1.2%	1.7%	94.1%	1.1%	0.1%	1.2%	3.5%
Grade 10	1.0%	1.4%	91.6%	1.2%	0.5%	2.3%	4.4%
Grade 11	0.9%	1.4%	95.1%	0.2%	0.4%	1.2%	3.1%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Two or More Races Students	28.5%	71.5%	91.3%	2.6%	0.4%	3.1%	2.5%
Preschool	0.1%	0.0%	95.9%	3.3%	0.0%	0.8%	0.0%
TK	0.1%	0.0%	83.3%	6.7%	1.7%	8.3%	0.0%
Kindergarten	0.3%	0.1%	86.3%	7.5%	0.9%	4.0%	1.3%
Grade 1	0.2%	0.1%	85.1%	6.5%	0.5%	7.0%	1.0%
Grade 2	0.2%	0.1%	80.9%	4.5%	1.5%	11.1%	2.0%
Grade 3	0.2%	0.1%	80.9%	9.3%	1.5%	5.7%	1.5%
Grade 4	0.2%	0.1%	88.6%	6.0%	0.0%	1.2%	4.2%
Grade 5	0.2%	0.1%	92.1%	4.2%	0.0%	0.5%	2.3%
Grade 6	0.2%	0.1%	92.3%	3.2%	0.4%	2.4%	1.2%
Grade 7	0.4%	0.5%	91.5%	1.9%	0.0%	3.5%	3.0%
Grade 8	0.3%	0.6%	94.5%	1.8%	0.0%	2.5%	1.2%
Grade 9	0.3%	0.5%	93.4%	1.8%	0.1%	1.1%	3.3%
Grade 10	0.2%	0.4%	91.6%	0.5%	0.8%	2.5%	4.6%
Grade 11	0.1%	0.3%	93.4%	0.0%	1.0%	3.0%	2.6%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All English Learner Students	29.8%	70.2%	87.8%	3.1%	1.7%	4.1%	3.2%
Preschool							
TK	0.4%	0.1%	86.8%	3.2%	3.8%	5.0%	0.9%
Kindergarten	1.4%	0.4%	82.4%	5.7%	4.0%	6.9%	0.5%
Grade 1	1.6%	0.4%	84.0%	7.0%	2.8%	5.1%	1.1%
Grade 2	1.5%	0.3%	79.1%	5.8%	5.8%	7.5%	1.1%
Grade 3	1.3%	0.3%	79.2%	4.7%	4.0%	8.9%	2.5%
Grade 4	1.0%	0.3%	82.3%	9.7%	2.8%	3.2%	1.5%
Grade 5	1.3%	0.4%	83.4%	8.0%	2.7%	2.9%	2.3%
Grade 6	1.2%	0.4%	87.6%	5.4%	2.0%	3.8%	0.7%
Grade 7	2.2%	2.8%	89.8%	1.9%	0.7%	4.6%	3.0%
Grade 8	1.6%	2.6%	93.7%	1.4%	0.6%	3.3%	1.0%
Grade 9	1.3%	2.5%	88.2%	1.8%	1.2%	2.3%	6.3%
Grade 10	1.1%	2.2%	86.1%	1.6%	1.6%	4.5%	6.0%
Grade 11	0.9%	2.0%	91.6%	1.5%	0.6%	2.3%	3.9%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Foster Students	27.7%	72.3%	89.0%	3.5%	0.6%	3.3%	3.4%
Preschool	0.0%	0.0%	93.8%	6.3%	0.0%	0.0%	0.0%
TK	0.0%	0.0%	86.7%	0.0%	6.7%	6.7%	0.0%
Kindergarten	0.1%	0.0%	72.4%	8.6%	5.2%	12.1%	1.7%
Grade 1	0.1%	0.0%	79.1%	10.4%	1.5%	7.5%	1.5%
Grade 2	0.1%	0.0%	71.6%	19.8%	1.2%	6.2%	1.2%
Grade 3	0.1%	0.0%	84.0%	8.0%	0.0%	4.0%	2.7%
Grade 4	0.1%	0.0%	85.9%	6.4%	1.3%	5.1%	0.0%
Grade 5	0.1%	0.0%	81.4%	10.0%	0.0%	4.3%	4.3%
Grade 6	0.0%	0.0%	87.5%	8.3%	0.0%	2.1%	2.1%
Grade 7	0.2%	0.2%	90.8%	2.0%	0.0%	4.3%	2.6%
Grade 8	0.2%	0.2%	96.1%	1.4%	0.0%	0.9%	1.6%
Grade 9	0.1%	0.2%	88.5%	2.5%	0.0%	2.2%	6.4%
Grade 10	0.1%	0.2%	92.2%	1.4%	0.7%	3.1%	2.4%
Grade 11	0.1%	0.2%	87.7%	0.4%	1.4%	3.3%	7.2%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Homeless Students	20.2%	79.8%	83.9%	5.1%	0.7%	5.3%	4.9%
Preschool	0.0%	0.0%	76.9%	23.1%	0.0%	0.0%	0.0%
TK	0.0%	0.0%	85.7%	0.0%	0.0%	0.0%	14.3%
Kindergarten	0.0%	0.0%	79.6%	6.1%	4.1%	6.1%	4.1%
Grade 1	0.0%	0.0%	67.3%	15.4%	1.9%	7.7%	7.7%
Grade 2	0.0%	0.0%	70.7%	13.8%	0.0%	12.1%	3.4%
Grade 3	0.0%	0.0%	71.4%	8.9%	3.6%	8.9%	7.1%
Grade 4	0.0%	0.0%	70.7%	17.2%	0.0%	5.2%	6.9%
Grade 5	0.1%	0.0%	73.4%	14.1%	1.6%	9.4%	0.0%
Grade 6	0.0%	0.0%	85.5%	7.2%	0.0%	5.8%	1.4%
Grade 7	0.1%	0.2%	86.6%	2.8%	0.3%	5.7%	4.3%
Grade 8	0.1%	0.2%	92.7%	2.1%	0.3%	2.3%	2.6%
Grade 9	0.0%	0.1%	82.8%	4.4%	0.0%	3.1%	9.7%
Grade 10	0.0%	0.1%	82.0%	0.7%	1.4%	6.5%	9.4%
Grade 11	0.1%	0.1%	86.4%	3.6%	0.9%	6.4%	2.7%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All SED Students	26.2%	73.8%	90.7%	2.4%	0.7%	3.2%	2.9%
Preschool	2.0%	0.6%	89.3%	5.5%	0.3%	3.5%	1.2%
TK	1.2%	0.3%	86.2%	5.0%	1.7%	5.9%	1.1%
Kindergarten	5.4%	1.4%	83.9%	7.0%	1.9%	5.6%	1.1%
Grade 1	5.6%	1.5%	83.4%	8.2%	1.1%	6.0%	1.2%
Grade 2	5.7%	1.4%	80.8%	6.8%	2.8%	7.3%	1.6%
Grade 3	5.8%	1.5%	83.8%	5.1%	1.8%	6.3%	2.2%
Grade 4	5.4%	1.6%	85.9%	7.6%	1.0%	4.0%	1.4%
Grade 5	5.6%	1.7%	85.9%	7.1%	1.1%	2.6%	2.6%
Grade 6	6.2%	2.5%	90.5%	4.2%	0.9%	3.4%	0.6%
Grade 7	11.5%	16.0%	91.4%	1.8%	0.4%	3.8%	2.7%
Grade 8	9.4%	17.0%	95.3%	1.1%	0.1%	2.3%	1.1%
Grade 9	8.2%	15.5%	91.9%	1.5%	0.6%	1.6%	4.3%
Grade 10	7.1%	14.1%	89.5%	1.0%	0.7%	3.2%	5.6%
Grade 11	6.3%	12.8%	92.9%	0.5%	0.3%	2.4%	3.8%

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	26.8%	73.2%	91.2%	2.2%	0.6%	3.0%	2.8%
All Students with Disabilities	30.2%	69.8%	88.7%	3.1%	0.9%	3.9%	3.2%
Preschool	2.0%	0.6%	89.3%	5.5%	0.3%	3.5%	1.2%
TK	1.2%	0.3%	86.2%	5.0%	1.7%	5.9%	1.1%
Kindergarten	5.4%	1.4%	83.9%	7.0%	1.9%	5.6%	1.1%
Grade 1	5.6%	1.5%	83.4%	8.2%	1.1%	6.0%	1.2%
Grade 2	5.7%	1.4%	80.8%	6.8%	2.8%	7.3%	1.6%
Grade 3	5.8%	1.5%	83.8%	5.1%	1.8%	6.3%	2.2%
Grade 4	5.4%	1.6%	85.9%	7.6%	1.0%	4.0%	1.4%
Grade 5	5.6%	1.7%	85.9%	7.1%	1.1%	2.6%	2.6%
Grade 6	6.2%	2.5%	90.5%	4.2%	0.9%	3.4%	0.6%
Grade 7	11.5%	16.0%	91.4%	1.8%	0.4%	3.8%	2.7%
Grade 8	9.4%	17.0%	95.3%	1.1%	0.1%	2.3%	1.1%
Grade 9	8.2%	15.5%	91.9%	1.5%	0.6%	1.6%	4.3%
Grade 10	7.1%	14.1%	89.5%	1.0%	0.7%	3.2%	5.6%
Grade 11	6.3%	12.8%	92.9%	0.5%	0.3%	2.4%	3.8%

Note: Secondary students have duplicates due to multiple courses.