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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – May 15, 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
07, 2020

AS-2 Ruth F. Quinto Great Recession Mitigations and CARES Act

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

HR-1 Paul Idsvoog Summary of Board Agenda Item: Declaration of Need

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple School Violence Prevention Program Grant
Application

OS-2 Karin Temple Citizens' Bond Oversight Committee – May 21, 2020
Meeting Cancelled

OS-3 Karin Temple Update on School Bus Fleet

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Ambra O'Connor Amendment to Existing Agreement with Care Solace

SL-2 Ambra O'Connor Model SARB Recognition

SL-3 Ed Gomes Designated Schools Student SBAC Performance

TECHNOLOGY SERVICES – Kurt Madden, Chief Technology Officer

T-1 Tami Lundberg Online registration now available for students in
Grades TK-12

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 15, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held press conference regarding summer learning and graduation celebrations
- Participated in virtual meeting with County Superintendents of Schools, Jim Yovino and all county superintendents regarding budget
- Held meetings with Executive Cabinet
- Participated in virtual meeting to announce Fresno Unified School District Scholarship winners
- Recorded joint graduation announcement with PBS President/CEO Lorenzo Rios
- Met with Fresno Teachers Association leadership and district leadership
- Participated in Fresno County Superintendents Task Force on re-opening schools
- Attended the virtual CTE Advisory Meeting
- Attended the virtual Fresno C2C Leadership Council Meeting
- Participated in K-12 budget briefing with the Office of the Governor, State Board of Education and Department of Finance
- Held virtual principal interviews

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020

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 15, 2020

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for May 07, 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 07, 2020 is attached and includes the following articles:

- DOF Provides Daunting Budget Outlook Update – May 07, 2020
- California Supreme Court Hears Oral Arguments in Pension Case – May 07, 2020
- Assembly Education Committee – May 07, 2020
- COVID-19 Decimates State Revenue, Education Funding – May 07, 2020
- Round 2 of Pension Reform Kicks Off Before California Supreme Court – May 05, 2020
- California School Funding Formula Has a Spending Loophole; Is a Recession the Time to Fix it? – May 07, 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: 05/15/2020



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www.sscal.com

DATE: May 7, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

DOF Provides Daunting Budget Outlook Update

On Thursday morning, the Department of Finance (DOF) released an [update](#) on the state's current fiscal situation and provided a grim budget outlook just one week before Governor Gavin Newsom is slated to release the statutorily required May Revision. See *Fiscal Report* article below (page 3) for more details on the DOF update.

While not tipping their hand at legislative hearings and press briefings, the DOF and Governor Newsom have hinted at this daunting budget outlook by consistently repeating that the state will have to make some very difficult decisions moving forward. This also confirms why they have been aggressively lobbying the federal government for additional assistance. It is likely that the Governor has already shared these updated projections and budget outlook with the California Congressional Delegation and President Donald Trump with the hope that they influence the parties to draft legislation that would provide additional aid. However, there has been some resistance from the White House and Senate Majority Leader Mitch McConnell (R-Kentucky) in providing states and local governments with additional financial assistance.

California Supreme Court Hears Oral Arguments in Pension Case

On Tuesday, the California Supreme Court began hearing oral arguments in *Alameda County Deputy Sheriffs' Association, et al v. Alameda County Employees' Retirement Association*, which is a case that could have implications on the California Rule—legal precedent that was established in 1955 that says pension benefits promised at hire are a vested right and cannot be reduced unless offset by a comparable new benefit.

This case is one of several lawsuits that have arisen since the Public Employees' Pension Reform Act (PEPRA) of 2012 was signed into law by former Governor Jerry Brown. The 2012 law increased the retirement age for state employees, allowed for new restrictions on the types of pay that can be factored into an employer's final retirement pension calculations, and banned the practice of "airtime", or paying to increase one's future retirement benefit.

While the Supreme Court has punted in the past on providing a broad ruling that upends the California Rule, this case makes it almost impossible for the court to issue a narrow ruling, as it has to do with the counting of unused vacation and sick leave toward retirement benefits.

Per the court's rules, a decision in the case will be rendered within 90 days of the completion of oral argument, so we are still likely months away from the court's opinion.

Assembly Education Committee

On Wednesday, the Assembly Education Committee, chaired by Assemblymember Patrick O'Donnell (D-Long Beach), conducted its only hearing to consider Assembly K-12 education bills for the year.

The [agenda](#) consisted of 14 bills, 9 of which were placed on the committee's consent calendar. All of the bills, with the exception of Assembly Bill (AB) 2668 (Quirk-Silva, D-Fullerton), which was pulled from the agenda prior to the hearing, were approved by the committee and will now head to the Assembly Appropriations Committee (if the bill has fiscal implications) or straight to the Assembly floor for consideration. Some of the more noteworthy bills that will be moving forward include:

- AB 1835 (Weber, D-San Diego) would require unspent supplemental and concentration funds to be used in subsequent years to increase and improve services for the unduplicated pupils generating those funds
- AB 1837 (Smith, D-Santa Clara) would require the State Superintendent of Public Instruction to establish an emergency response team to serve as a liaison and provide guidance and support to local educational agencies (LEAs) during an emergency
- AB 2022 (McCarty, D-Sacramento) would establish the Advanced Placement Test Fee Reimbursement Program for purposes of covering the costs of advanced placement examination fees for foster youth and low-income high school pupils
- AB 2052 (O'Donnell) would exempt an LEA from certain school year length provisions if it adds instructional minutes to existing instructional days or if the LEA can demonstrate that it could not meet the instructional day requirements
- AB 2990 (Garcia, D-Bell Gardens) would prohibit LEAs from offering any financial incentives to a pupil or prospective pupil for participation in an educational enrichment activity

The Senate Education Committee will conduct their only hearing to consider Senate education bills next Tuesday, May 12. However, the committee has not released its agenda so we still do not know the handful of Senate education bills that will be considered this year.

Leilani Aguinaldo

COVID-19 Decimates State Revenues, Education Funding

By The SSC Team
School Services of California Inc.'s *Fiscal Report*
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.

Note: If the court decides to upend the California Rule in this case, it would allow public employers to make changes to future pension benefits for employees.

Round 2 of Pension Reform Kicks Off Before California Supreme Court

By Ben Christopher
CalMatters
May 5, 2020

For California Supreme Court watchers, this all may sound strangely familiar: A public agency is being sued by its unionized employees for fiddling with their pensions and the state's highest court is now preparing to weigh in. At stake in the case is more than a single squabble over retirement benefits, but one of the most consequential elements of state labor law, the fiscal legacy of a former governor and the future of California's pension debt.

Yes, this is just like that widely-watched pension case you may remember from last March, but no, this isn't the spring of 2019. The dead give away: this morning the entire court convened digitally, box-on-box Brady Bunch-style, with Chief Justice Tani Cantil-Sakauye sporting a mask.

Today's socially distanced oral argument was just the latest installment in a nearly decade's long legal drama that pits unionized public-sector workers against cash-strapped state and local governments and pension debt hawks.

The court isn't supposed to take current events under consideration when they rule on legal matters, but the state's lawyer was happy to remind them of the latest headlines.

"Public services are being cut across California, some jurisdictions have already announced layoffs and furloughs of public employees and many counties and cities are struggling to pay for their pension liabilities," Rei Onishi, legal affairs secretary to Gov. Gavin Newsom, told the seven justices.

“The question presented by this case is whether on top of legitimate pension liability, should taxpayers along with their children and even grandchildren, be forced to also shoulder the burden of financing abusive practices to artificially and unlawfully inflate pensions.”

The origins of this case begin in 2012 when the Legislature passed what then-Gov. Jerry Brown called the “biggest rollback to public pension benefits in the history of California.” Among other things, the law increased the retirement age for state employees, allowed for new restrictions on the types of pay that can be factored into an employer’s final retirement pension calculations, and banned “airtime,” the practice of paying to increase one’s future retirement benefit.

Unions and state and local agencies have been duking it out in court ever since. Organized labor has argued that application of the law undermines the “California rule,” a long-standing legal doctrine that requires any reductions in retirement benefits to be offset with new benefits of equal value.

Last year, the California Supreme Court sided against the unions, but only in the narrowest sense. The unanimous judgment held that public-sector employees couldn’t engage in a particular type of financial gimmickry. But on the larger question of whether the California rule was in or out, they ducked the question.

Now, a new occasion has presented itself.

This time the challenge was brought by the Alameda County Deputy Sheriff’s Association, joined by public-sector unions in Contra Costa and Merced counties. They argue that the county violated the California rule when they decided that certain types of overtime, sick leave and bonus pay could be excluded from future pension calculations for current employees.

Critics of public pension spending have long bemoaned the practice “pension spiking” — artificially boosting retirement benefits by cashing out unused sick leave or running up overtime just before retirement.

But David E. Mastagni, a lawyer representing the sheriffs, said that law enforcement officers may have taken their jobs banking on that future payout.

“One person’s pension spiking is another person’s expectation of a promise,” he said. “These items of compensation (were) included in order to induce them to select working for the Alameda Sheriff’s Department as opposed to another employer.”

The state argued that while retirement benefits can’t be rewritten for work that has already been done, state and local governments can revise any benefits promised for prospective work. In one of the more pointed exchanges of the morning, the justices tried to pin down exactly what the state’s lawyer meant by that word.

“Employees that are currently working might view that as not ‘prospective’ because they’re arguing that they have a set of expectations that are being violated,” said Justice Mariano-Florentino Cuéllar.

If state lawmakers can shave off future benefits after a union contract has already been hammered out, even if the work hasn’t already been done, added Justice Goodwin Liu, “then there would be no implied contractual rights that are protected against legislative impairment because the legislature could always override prior understandings. But that’s the essence of a constitutional contract claim.”

If the court upholds the California rule, it would strike a blow for city managers and school districts who are on the hook to the tune of hundreds of billions of retirement benefits to their current and former employees.

Justice Joshua Groban, the court’s newest member and a Brown appointee, asked the sheriff’s lawyers whether state law gives public agencies any flexibility to renege on their pension debts.

“I hear you to be saying, better to let (a pension system) go insolvent, better that a county go bankrupt, than make changes to existing employees,” said Groban. “Does the argument go that far?”

Essentially yes, said Mastagni. “Were the county unable to make its obligations then bankruptcy is the forum where contracts are impaired,” he said. Barring that, the county can just negotiate directly with the public-sector union.

The justices didn’t offer many hints about where they might come down this time, said Gregg Adam, a labor lawyer who argued on behalf of unions in last year’s case and who watched today’s proceedings remotely. But after dodging the issue once and with four related cases waiting on its decision, he said, “I don’t see there’s any way for them to ignore what I would call the ‘pregnant constitutional question’ this time.”

One thing was clear: Despite his progressive reputation, Newsom is picking up right where his more fiscally moderate predecessor left off.

“When you drill down and look at the actual arguments, there’s not a lot of daylight between the two in my view,” Adam said.

Note: AB 1835 passed out of the Assembly Education Committee on Wednesday and will likely be heard by the Assembly Appropriations Committee next month.

California School Funding Formula Has a Spending Loophole; Is a Recession the Time To Fix it?

Bill would lock in districts’ spending commitments for high-needs students.

By John Fensterwald
EdSource
May 7, 2020

A battle is looming in California that is likely to test school districts’ commitments to serve students who are struggling most. Call it the conflict between scarcity and equity.

A hearing Wednesday of the Assembly Education Committee, on legislation that would eliminate what State Auditor Elaine Howle called a longstanding loophole in the Local Control Funding Formula, offered a preview. At issue is the timing of the reform, heading into a recession with budget cuts looming.

The funding law directs extra money to school districts to provide services and

A SELECT GROUP

Assembly Bill 1835 was one of only a baker’s dozen. Assembly Speaker Anthony Rendon and Senate Speaker Toni Atkins ordered that only most important bills, especially those related to the coronavirus, should be acted on this year. As a result, only 13 of 140 bills related to education were on the Assembly Education Committee agenda on Wednesday — the only hearing day planned for new legislation. And eight of those were approved by consent. Among the 13, two dealt with testing alternatives for new teachers; two involved school closures and one involved restricting enrichment activities funding for online charters. [Go here](#) for the full list.

programs for English learners and low-income students, homeless and foster children — “high-needs” student groups that generally are the furthest behind academically and face the challenges of poverty.

Under a practice that [advocates for these students have criticized for years](#), districts have moved hundreds of millions of dollars that they had committed for high-needs students but didn’t spend into the following year’s all-purpose General Fund to use however they want. Because the funding formula didn’t define the money, called supplemental and concentration funding, as “restricted,” county offices of education haven’t challenged the practice of rolling over the money for general use when they’ve approved districts’ Local Control and Accountability Plans.

At the hearing, Assemblywoman Shirley Weber, D-San Diego, said the rollover practice created a “perverse practice” among districts to hold on to funding to use for their own purposes, not for the kids it’s intended to serve. Weber, an early supporter of the funding formula who has become a sharp critic, and Assemblywoman Sharon Quirk-Silva, D- Fullerton, are co-sponsoring Assembly Bill 1835, which would carry out Howle’s recommendations. Howle would require districts to report leftover supplemental and concentration funding to the state annually and require them to spend the leftover money on high-needs students.

Even some school districts and education organizations that wrote a letter opposing the bill acknowledged that they wouldn’t have fought it until a couple of months ago. But the coronavirus and the economic recession it has precipitated has changed everything, they said.

With steep budget cuts on the horizon, it is imperative that districts be given the ability “to maximize the effectiveness of their expenditures,” they wrote, knowing they won’t be able to provide the level of services that they could have before.

Superintendents of the Natomas, Fresno and West Covina unified school districts and organizations representing school business officials, county offices of education and suburban districts signed the letter. The California School Boards Association announced its support for the bill.

In a separate letter, Long Beach Unified Superintendent Christopher Steinhauser wrote, “We can anticipate that all students” — not just those designated for additional funding — “will need services to mitigate learning loss, promote instructional continuity and address social-emotional and mental health. In the current environment of the COVID-19 pandemic and the deep economic recession that is upon us, school districts need to use funds with more flexibility, not more restrictions.”

“I understand their concern, and we know there will be challenges always with regard to economics,” Weber said in response. “But even in good times, for the last seven years, these kids have not benefited from these dollars because we have not held districts accountable for using the money as it should be spent. We cannot fail them again by simply saying, ‘Well, it’s a pandemic and we need to let the districts decide what they are going to do.’”

Samantha Tran, representing Children Now, one of the signers of a letter urging approval, testified that now is the time to double down on behalf of students who are being “disproportionately impacted” by the global pandemic, not relax the commitment. “The consequences of the profound learning loss that is occurring right now for these students may ripple through this generation, exacerbating already intolerable gaps in achievement,” she said.

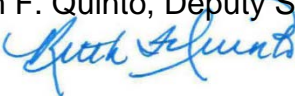
Members of the Education Committee came down on the side of equity, voting 7-0 to pass the bill, which next goes to the Assembly Appropriations Committee. Gov. Gavin Newsom, who will have the final say, previously expressed support for the equity argument.

In his [January budget summary \(page 73\)](#), Newsom alluded to Howle’s recommendation and indicated he’d support strengthening accountability requirements for services for high-needs students, “particularly when actions described in an LCAP are not implemented as planned.”

But that was before he issued a statewide shelter-in-place order in response to the coronavirus pandemic. A spokesman for the Department of Finance declined to say whether Newsom’s revised budget, due out next week, would include language addressing the issue that Howle and Weber have raised.

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: Ruth F. Quinto, Deputy Superintendent/CFO
Cabinet Approval: 

Date: May 15, 2020

Phone Number: 457-6226

Regarding: Great Recession Mitigations and CARES Act

The purpose of this communication is to provide the Board information regarding budget mitigations Fresno Unified utilized during the great recession. In addition, information regarding the allowable expenditures per the Coronavirus Aid, Relief, and Economic Security Act (CARES).

The Great Recession impacted the 2008/09 Adopted Budget and extended through 2011/2012. During those years, the district took a phased in approach with the focus on sustainability of our most important work, classroom teaching and learning. The attached chart (attachment I) provides a summary of ongoing reductions implemented during the Great Recession. In addition to these actions, one-time mitigations were utilized in order to balance and phase-in the total reductions necessary. These mitigations included: adjusting the Workers' Compensation reserve; utilizing a portion of the reserve for economic uncertainties; and, federal resources received.

The CARES Act, signed into law on March 27, 2020, provides funding and flexibility for school districts to respond to the COVID-19 emergency. Funding is distributed to school districts using an allocation model based on Title I distributions. For Fresno Unified, the apportionment estimate is \$43.9 million. Under the CARES Act language, eligible uses include any purpose under ESEA, the Individuals with Disabilities Education Act, the Adult Education and Family Literacy Act, Perkins Career and Technical Education, Title VII-B of the McKinney-Vento Homeless Education Act, and for other purposes related to response coordination, professional development, purchasing technology, purchasing sanitization supplies, and other activities.

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

Approved by Superintendent
Robert G. Nelson Ed.D.




Date: 05/15/2020

Great Recession Mitigations

Fiscal Year	Ongoing	Ongoing (in millions)
2008/09	Central Office Reductions of 7%	\$ 7.0
	Workers' Compensation Reserve	\$ -
	Reserve for Economic Uncertainty	\$ -
2009/10	Additional Central Office Administration of 5% for a total of 12%	\$ 5.0
	Categorical Flexibility	\$12.0
	ARRA Funds for Education	\$ -
2010/11	Furlough Days	\$ 5.0
	Additional Central Office Administration of 2% for a total of 14%	\$ 3.0
	Class size increase by 1 in Grades 9	\$ 1.0
	Class size increase K-3 to 24	\$ 4.0
	Elementary Instructional Coaches	\$ 3.0
	Additional Categorical Flexibility	\$19.0
	Reserve for Economic Uncertainties	\$ -
2011/12	Site Allocations	\$ 1.0
	Department Reductions	\$ 8.0
	Additional Categorical Flexibility	\$ 9.0
	Additional Instructional Coaches and Teachers on Special Assignment	\$ 3.0
	Class Size K-3 from 24 to 26	\$ 7.0
	AARA Funds for Retirement Incentive	\$ -
	Reserve for Economic Uncertainties	\$ -
Total		\$87.0

Fresno Unified School District
Board Communication

BC Number HR-1

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

Date: May 15, 2020

Phone Number: 457-3548

Regarding: Summary of Board Agenda Item: Declaration of Need

The purpose of this communication is to provide the Board information of an agenda item the Department of Human Resources/Labor Relations will submit to the Board on May 20, 2020.

Declaration of Need (Title 5 California Code Regulations, Section 80026):

- A Declaration of Need must be filed annually with the Fresno County Superintendent of Schools and the Commission on Teacher Credentialing in anticipation of emergency assignments for the upcoming school year. The adoption of the Declaration is a prerequisite to the issuance of any limited assignment teaching permits or emergency permit (Library and Resource Specialist Program) in the event that such shortage occurs.

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


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number OS-1

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

Date: May 15, 2020

Phone Number: 457-3134

Regarding: School Violence Prevention Program Grant Application

The purpose of this communication is to provide the Board additional information regarding the district's grant application to the 2020 Community Oriented Policing Services – School Violence Prevention Program (SVPP), ratification of which is recommended on the May 20, 2020 Board meeting agenda. The SVPP provides funding to improve security at schools and on school grounds. The proposed \$462,534, three-year project requests \$346,901 from SVPP with a \$115,633 required district match. The project components are technologies/tools previously under consideration to enhance school safety/security, for which a funding source has not been identified:

- Raptor Visitor Management/Identification System
- Remote Door Lock System for Entry Control
- Digital Radios Linked to Safety Office

The district's SVPP application does not request funding for Student Resource Officers and Student Neighborhood Resource Officers, as the cost of Police Officers is not eligible for the grant. Funding for the district's contribution to the Police Department's ShotSpotter subscription is also not requested. Although not strictly prohibited, the inclusion of ShotSpotter in the SVPP grant application would risk other project components not being funded, as it is perceived as a secondary (versus primary) school site benefit. Funding for ShotSpotter was requested in the Police Department's application for the 2019 SVPP funding cycle and ShotSpotter funding was denied as inappropriate for SVPP funding.

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

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



Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number OS-2

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

Date: May 15, 2020

Phone Number: 457-3134

Regarding: Citizens' Bond Oversight Committee – May 21, 2020 Meeting Cancelled

The purpose of this communication is to provide the Board information regarding the scheduled May 21, 2020 meeting of the Citizens' Bond Oversight Committee (CBOC) which has been cancelled based on consultation with CBOC Chair Barbara Steck. The meeting materials including the independent accountant's quarterly Agreed Upon Procedures (AUP) report, project expenditures report, and project updates presentation, will be sent to CBOC members and posted on the district's website.

There is no legal requirement to conduct quarterly meetings or engage a quarterly audit; however, this is our practice and we plan to resume the normal meeting schedule (February/May/August/November) with the August 20, 2020 meeting if possible. Action items, including the AUP report, will be agendaized for the August CBOC meeting. The May meeting traditionally includes a tour of bond-funded projects around the district, and we plan to do that in August as it provides an opportunity for CBOC members to see projects underway and recently completed.

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


Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number OS-3

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

Date: May 15, 2020

Phone Number: 457-3134

Regarding: Update on School Bus Fleet

The purpose of this communication is to provide the Board information regarding the district's school bus fleet, which is 100% low emission. Of our 106 buses, 100 are fueled by compressed natural gas (CNG) and six use diesel with particulate traps. The clean-diesel buses have a longer range and are used for certain activity trips depending on the distance traveled.

The grant award discussed at the May 13, 2020 Special Board Meeting is from the Fresno Council of Governments' 2019-20 Congestion Mitigation and Air Quality Improvement (CMAQ) program, for which the Board ratified the grant submission on December 18, 2019. The district applied for replacement of five 1989 diesel buses and was awarded funding for three new buses. The grant will provide 88.5% of the approximate \$650,000 cost of the buses. The district's required match (approximately \$75,000) is not included in the Transportation Department's budget, as the timing and amount of grant awards are not known. The funding will be recommended in a future budget revision.

The Transportation and Grants teams are diligent in seeking funding for replacement school buses to ensure our fleet is up-to-date and environmentally sound. Two new CNG buses supported by Measure C funding were put into service in late Fall 2019. After receipt of the three new CMAQ-funded buses, two remain to be replaced; however, there is not currently a required timeline for replacement. All new buses are equipped with air conditioning and safety features including seat belts.

If you have any questions or require further information, please contact Karin Temple at 457-3134 or Reggie Ruben at 457-3138.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: May 15, 2020

Phone Number: 457-3340

Regarding: Amendment to Existing Agreement with Care Solace

The purpose of this communication is to provide the Board an update regarding an amendment to the existing agreement with Care Solace to provide access for students and families to connect with mental health care and substance treatment resources and providers in the community.

Care Solace has a dedicated multilingual Care Concierge team to help families through the process of accessing community-based mental health/substance abuse services, resources and/or virtual therapy options. Average response time is 15 minutes.

Families can self-refer to Care Solace via the student/parent weblink or via 'warm hand off' from a district Social Worker or Psychologist to the Care Concierge team. Once the Care Concierge team receives the referral, they will provide the family assistance with navigating insurance or no insurance, scheduling appointments, exploring virtual therapy options, and case management/follow up. Care Solace will also provide monthly district utilization tracking reports.

The existing agreement began on April 16, 2020 in an effort to expedite access to mental health services to students and families. The amended agreement will allow services to continue through June 30, 2020 and amend the original cost from \$14,900 to \$25,000.

The amendment will be presented at the May 20, 2020 Board of Education meeting.

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

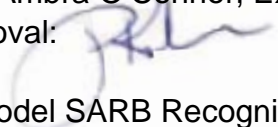
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
Cabinet Approval: 

Date: May 15, 2020

Phone Number: 457-3340

Regarding: Model SARB Recognition

The purpose of this communication is to notify the Board that the Fresno Unified is a 2019-20 recipient of the California Department of Education Model SARB award. Recognition is provided to districts with Student Attendance Review Panels (SARB) which demonstrate excellence in specific content areas, including establishing goals and objectives, implementing prevention and intervention strategies, and developing collaborations with local agency resources. The district was recognized for developing a Student Attendance Review Board (SARB) hearing process that strategically addresses the challenges of chronic absenteeism in a large urban district. Fresno Unified has been identified as a model for other districts in developing effective practices that promote student success and reduce the number of dropouts in the state public education system.

Fresno Unified's Prevention and Intervention Department would have been recognized at the annual California Association of Child Welfare and Attendance (CASCWA) Conference in San Diego on April 22, 2020; had it not been canceled due to the COVID-19 pandemic. Recipient districts will be recognized by the California Department of Education at the State SARB Meeting on May 21, 2020

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

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



Date: 05/15/2020

Fresno Unified School District
Board Communication

BC Number SL-3

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

Date: May 15, 2020

Phone Number: 457-3781

Regarding: Designated Schools Student SBAC Performance

The purpose of this communication is to provide the Board information regarding academic performance at the Designated Schools, including by cohorts of student groups and compared with similar schools outside of Fresno Unified, Fresno Unified non-designated schools, Fresno County, and Statewide data. To date there are a total of 40 Designated elementary schools, with six more to be added for the 2020/21 school year.

The US Census ranks Fresno as the second poorest urban area in the United States. Even more alarming, the report ranks Fresno as #1 among large US cities with the fastest growing poverty (2007-13). These circumstances make it hard for many families to provide the wide array of learning opportunities for their children that middle class families provide. Therefore, we need to find ways to close the equity/opportunity gap. Therefore, from the beginning Fresno Unified students are behind entering school with a 30 million word gap by the time they reach 6th grade, middle class children have likely spent 6,000 more hours learning than children born in poverty. Research is clear that learning time is a resource that is unequally distributed, and disadvantaged students suffer the consequences. The cascading effect of being off track and a lack of opportunity can be reversed.

In 2013-14, the Fresno Unified School Board of Education alongside The Fresno Teacher's Association (FTA) spent time together studying what would have the most impact on moving student achievement in our schools who have been underperforming for generations of students. This led to the CBA Article 65 allowing 40 schools to create more time for students and more collaboration and learning for staff. With this study, the student characteristics informed by Local Control Funding Formula (LCFF) were used to guide the selection of the Designated Schools. Utilizing LCFF by school and sorted based on those schools with the highest poverty.

The Board continues to invest in more learning time as listed on the slide. Parent University, pre-k education, after school and goal 2 activities, summer learning and field trips. These are needed but most are dependent on parent and/or student to voluntarily participate. Innovations like Designated Schools are specifically designed to help solve this problem. Research from The National Center for Time and Learning clearly states that schools must look for ways in which students get more learning in front of effective teachers. This research is just some of the information that supported the move to adding 30 more minutes every single day for learning. With adding learning time from Kindergarten to 6th grade with a quality teacher we can begin to close the learning gap. Additionally, our Early Learning, English Learners, and Graduation Task Force committees all recommended additional time for student learning within a variety of actions. We are answering this call with each day our students get this additional time at their Designated Schools.

This was not a new problem for our schools in the City of Fresno's highest concentration of poverty neighborhoods. So, FTA and district leadership came to agreement on contract language to:

1. Add an additional 30 minutes per day for students with their teacher
2. Add an additional 80 hours - 10 days for teachers to collaborate together
3. Compensate teachers for the additional efforts due to teaching in schools with complex and complicated challenges.

Lots of effort went into the use of the extra time for students and extra time for teacher learning. Designated School's success in Mathematics and English Language Arts had a lot to do with some of these factors. Over 20 hours annually of professional learning provided to leaders in support of strategies and structures for instructional time and quality use of Professional Learning Community time focused on deep collaboration on student by student needs informed by data. Added daily extended intervention in both core instructional areas without sacrificing tier 1 instruction, along with an added Teacher on Special Assignment that work with tier 2 and 3 students in small groups while side by side with the classroom teacher. Designated Schools continual focus on equity strategies to close the opportunity gap such as improving the access to rigor on a daily basis, building and fostering strong relationships with students and providing tiered levels of intervention for all students has made it possible to show continual improvements in academics and behavior outcomes.

In collaboration with State and Federal, Equity and Access reviewed enrollment size and student demographics from school districts in California to identify comparison school districts that were either geographically close to Fresno or similar in enrollment size and student demographic make-up. Nine school districts were identified:

- LA Unified
- Madera Unified
- Oakland Unified
- Sacramento City Unified
- San Jose Unified
- Bakersfield City School District
- Tulare City School District
- Central Unified
- Sanger Unified

Then, metrics were applied based on the criteria used to identify Fresno Unified's 40 Designated elementary schools to determine comparison schools within the similar school districts. In particular, the following inclusion criteria was applied to identify comparison schools within the school districts mentioned above to further narrow our scope to an accurate comparison group for our analysis:

- Overall student enrollment greater than or equal to 450
- Population of students who are socio-economically disadvantaged (SED) greater than or equal to 80.0%
- Foster youth population between 0.5% and 2.0%
- English Learner student population between 18% and 35%

Twenty-five comparison schools were identified for our analysis of Designated Schools' impact on student performance on the SBAC and are included in the "Comparable Group" category.

The attached slide deck includes data of student performance on the SBAC in Fresno County, our identified comparable schools, schools that have not implemented the model (“never designated”) schools within FUSD, and FUSD designated schools.

Percentage Point Change for Percent Met/Exceeded on SBAC ELA Standards Assessment by Cohort:

- Cohort 1 Designated Schools (2014/15 to 2018/19): +11.5
- Cohort 2 Designated Schools (2014/15 to 2018/19): +13.8
- Cohort 3 Designated Schools (2015/16 to 2018/19): +11.5

Percentage Point Change for Percent Met/Exceeded on SBAC Math Standards Assessment by Cohort:

- Cohort 1 Designated Schools (2014/15 to 2018/19): +17.1
- Cohort 2 Designated Schools (2014/15 to 2018/19): +16.4
- Cohort 3 Designated Schools (2015/16 to 2018/19): +14.4

In summary, the data demonstrates that Designated Schools show greater improvement on the SBAC than non-designated Fresno Unified Schools, Fresno County, and Statewide. Compared to similar schools in other districts, FUSD Designated Schools demonstrate greater gains in student performance on the SBAC across years. Students at Designated Schools show a positive upward trend in their performance on SBAC. This demonstrates the importance of continuing our investment in an innovative strategy that continues to show the academic improvements for our students of poverty.

If you have further questions or require additional information, please contact Ed Gomes at 457-3781.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020



DESIGNATED SCHOOLS SBAC DATA

CREATED BY: EQUITY & ACCESS



COMPARABLE SCHOOLS METHODOLOGY

- Similar school districts were identified based on their enrollment, demographics and/or proximity within FUSD
 - Bakersfield City
 - Central Unified
 - Madera Unified
 - Modesto City Elementary
 - Sacramento City Unified
 - Sanger Unified
 - Stockton Unified
 - Tulare City
- Inclusion criteria was applied to the elementary schools within these 8 school districts
 - Enrollment greater than or equal to 450
 - SED greater than or equal to 80.0%
 - Foster youth between 0.5% and 2.0%
 - ELS between 18% and 35%
- Based on this criteria, 25 elementary schools were identified

Note: Criteria is based on original student groups that were used to identify Designated Schools in FUSD; English Learners, Foster Youth and Socioeconomically Disadvantaged. We were able to identify 25 elementary school site to be a part of our comparison group. As of note, there were not schools from Sanger Unified that met inclusion criteria.

COMPARABLE SCHOOLS DEMOGRAPHIC COMPARISON TO DESIGNATED SCHOOLS

- Inclusion criteria was decided on based on criteria for our 40 elementary designated schools. Our goal was to find a group of comparison schools that closely aligned to our designated schools based on; enrollment, percentage of socioeconomically disadvantaged, percentage of foster youth and percentage of English learners. Below is an average comparison of the 25 comparable schools to our 40 designated schools.

	Enrollment	Socioeconomically Disadvantaged	Foster Youth	English Learners
FUSD Designated Schools	685	92.7%	1.3%	26.0%
Comparable Schools	663	89.5%	1.0%	28.5%

FOUR-YEAR PERCENTAGE POINT CHANGE OF STUDENTS WHO MET/EXCEEDED ON SBAC STANDARDS: DESIGNATED SCHOOLS 2014/15 TO 2018/19 (COHORT 1)

Summary Cohort 1	ELA			Math		
	2014/15	2018/19	% Point Change	2014/15	2018/19	% Point Change
Statewide	41.0%	49.5%	8.5	34.5%	42.8%	8.3
Fresno County (with FUSD)	33.7%	46.3%	12.6	27.8%	41.0%	13.2
Fresno County (Excluding FUSD)	38.7%	50.8%	12.1	32.7%	44.0%	11.3
Comparable Group	21.3%	29.6%	8.3	16.6%	20.6%	4.0
Never Designated	34.1%	46.2%	12.1	28.6%	43.0%	14.4
Cohort 1	23.2%	34.7%	11.5	16.6%	33.7%	17.1

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

FOUR-YEAR PERCENTAGE POINT CHANGE OF STUDENTS WHO MET/EXCEEDED ON SBAC STANDARDS: DESIGNATED SCHOOLS 2014/15 TO 2018/19 (COHORT 2)

Summary Cohort 2	ELA			Math		
	2014/15	2018/19	% Point Change	2014/15	2018/19	% Point Change
Statewide	41.0%	49.5%	8.5	34.5%	42.8%	8.3
Fresno County (with FUSD)	33.7%	46.3%	12.6	27.8%	41.0%	13.2
Fresno County (Excluding FUSD)	38.7%	50.8%	12.1	32.7%	44.0%	11.3
Comparable Group	21.3%	29.6%	8.3	16.6%	20.6%	4.0
Never Designated	34.1%	46.2%	12.1	28.6%	43.0%	14.4
Cohort 2	16.8%	30.6%	13.8	12.1%	28.5%	16.4

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

THREE-YEAR PERCENTAGE POINT CHANGE OF STUDENTS WHO MET/EXCEEDED ON SBAC STANDARDS: DESIGNATED SCHOOLS 2015/16 TO 2018/19 (COHORT 3)

Summary Cohort 3	ELA			Math		
	2015/16	2018/19	% Point Change	2015/16	2018/19	% Point Change
Statewide	46.0%	49.5%	3.5	38.0%	42.8%	4.8
Fresno County (with FUSD)	39.0%	46.3%	7.3	32.5%	41.0%	8.5
Fresno County (Excluding FUSD)	44.5%	50.8%	6.3	37.3%	44.0%	6.7
Comparable Group	25.0%	29.6%	4.6	17.9%	20.6%	2.7
Never Designated	38.0%	46.2%	8.2	33.1%	43.0%	9.9
Cohort 3	22.0%	33.5%	11.5	16.4%	30.8%	14.4

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

PERCENT OF ALL STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	41.0%	46.0%	45.6%	48.5%	49.5%	8.5
Fresno County (with FUSD)	33.7%	39.0%	41.5%	45.1%	46.3%	12.6
Fresno County (Excluding FUSD)	38.7%	44.5%	46.6%	49.8%	50.8%	12.1
Comparable Group	21.3%	25.0%	25.6%	27.1%	29.6%	8.3
Never Designated	34.1%	38.0%	40.4%	44.9%	46.2%	12.1
Cohort 1 (Began 2014/15)	23.2%	27.1%	32.3%	34.6%	34.7%	11.5
Cohort 2 (Began 2015/16)	16.8%	20.8%	24.2%	29.4%	30.6%	13.8
Cohort 3 (Began 2016/17)	18.4%	22.0%	25.4%	29.7%	33.5%	15.1

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.

PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC ELA RESULTS, 2014/15 TO 2018/19, ALL STUDENTS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	5.0	-0.3	2.9	1.0
Fresno County (with FUSD)	N/A	5.3	2.5	3.6	1.2
Fresno County (Excluding FUSD)	N/A	5.8	2.0	3.2	1.0
Comparable Group	N/A	3.7	0.7	1.5	2.5
Never Designated	N/A	3.9	2.4	4.5	1.3
Cohort 1 (Began 2014/15)	N/A	3.9	5.2	2.3	0.2
Cohort 2 (Began 2015/16)	N/A	4.0	3.4	5.2	1.1
Cohort 3 (Began 2016/17)	N/A	3.6	3.4	4.3	3.8

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	12.8%	14.5%	13.7%	14.9%	15.1%	2.3
Fresno County (with FUSD)	8.3%	10.6%	12.9%	14.6%	14.0%	5.7
Fresno County (Excluding FUSD)	11.3%	14.2%	16.7%	16.1%	15.9%	4.6
Comparable Group	6.4%	7.2%	5.1%	6.4%	8.7%	2.3
Never Designated	12.4%	8.2%	10.5%	14.3%	12.4%	0
Cohort 1 (Began 2014/15)	12.0%	10.3%	13.4%	14.6%	11.5%	-0.5
Cohort 2 (Began 2015/16)	8.5%	6.9%	7.8%	10.7%	10.6%	2.1
Cohort 3 (Began 2016/17)	8.0%	6.9%	8.8%	11.9%	10.6%	2.6

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.

PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC ELA RESULTS, 2014/15 TO 2018/19, ENGLISH LEARNERS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	1.7	-0.7	1.2	0.2
Fresno County (with FUSD)	N/A	2.3	2.3	1.6	-0.5
Fresno County (Excluding FUSD)	N/A	2.8	2.6	-0.6	-0.3
Comparable Group	N/A	0.9	-2.1	1.3	2.3
Never Designated	N/A	-4.2	2.3	3.8	-1.9
Cohort 1 (Began 2014/15)	N/A	-1.7	3.1	1.2	-3.1
Cohort 2 (Began 2015/16)	N/A	-1.6	0.9	2.9	-0.1
Cohort 3 (Began 2016/17)	N/A	-1.1	1.9	3.1	-1.3

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC ELA: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	27.7%	32.2%	32.6%	36.3%	37.9%	10.2
Fresno County (with FUSD)	25.7%	31.2%	33.5%	37.4%	39.7%	14.0
Fresno County (Excluding FUSD)	28.5%	35.0%	36.4%	39.8%	42.4%	13.9
Comparable Group	19.4%	23.3%	24.0%	25.4%	28.1%	8.7
Never Designated	28.6%	33.0%	36.6%	41.0%	42.8%	14.2
Cohort 1 (Began 2014/15)	22.6%	26.7%	31.9%	34.3%	34.8%	12.2
Cohort 2 (Began 2015/16)	16.3%	20.8%	24.1%	29.3%	30.5%	14.2
Cohort 3 (Began 2016/17)	18.1%	21.3%	24.7%	29.0%	33.4%	15.3

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.

PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC ELA RESULTS, 2014/15 TO 2018/19, SOCIOECONOMICALLY DISADVANTAGED STUDENTS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	4.6	0.3	3.7	1.7
Fresno County (with FUSD)	N/A	5.5	2.3	3.8	2.3
Fresno County (Excluding FUSD)	N/A	6.6	1.4	3.4	2.5
Comparable Group	N/A	3.9	0.7	1.4	2.8
Never Designated	N/A	4.4	3.6	4.4	1.8
Cohort 1 (Began 2014/15)	N/A	4.1	5.2	2.4	0.5
Cohort 2 (Began 2015/16)	N/A	4.5	3.3	5.2	1.2
Cohort 3 (Began 2016/17)	N/A	3.2	3.4	4.3	4.4

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

PERCENT OF ALL STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	34.5%	38.0%	39.3%	41.2%	42.8%	8.3
Fresno County (with FUSD)	27.8%	32.5%	35.5%	38.4%	41.0%	13.2
Fresno County (Excluding FUSD)	32.7%	37.3%	39.8%	42.3%	44.0%	11.3
Comparable Group	16.6%	17.9%	19.1%	19.2%	20.6%	4.0
Never Designated	28.6%	33.1%	35.7%	38.7%	43.0%	14.4
Cohort 1 (Began 2014/15)	16.6%	22.4%	26.4%	30.0%	33.7%	17.1
Cohort 2 (Began 2015/16)	12.1%	16.3%	20.5%	25.0%	28.5%	16.4
Cohort 3 (Began 2016/17)	11.9%	16.4%	21.2%	25.9%	30.8%	18.9

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.

PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC MATH RESULTS, 2014/15 TO 2018/19, ALL STUDENTS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	3.4	1.3	1.9	1.7
Fresno County (with FUSD)	N/A	4.7	2.9	3.0	2.6
Fresno County (Excluding FUSD)	N/A	4.6	2.5	2.6	1.7
Comparable Group	N/A	1.3	1.2	0.2	1.3
Never Designated	N/A	4.5	2.6	2.9	4.3
Cohort 1 (Began 2014/15)	N/A	5.8	4.0	3.6	3.7
Cohort 2 (Began 2015/16)	N/A	4.3	4.1	4.5	3.6
Cohort 3 (Began 2016/17)	N/A	4.5	4.8	4.7	4.9

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

PERCENT OF ENGLISH LEARNERS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	13.0%	14.5%	14.7%	15.2%	15.5%	2.5
Fresno County (with FUSD)	8.8%	11.5%	13.2%	14.4%	14.6%	5.8
Fresno County (Excluding FUSD)	11.0%	13.5%	16.0%	15.3%	15.6%	4.6
Comparable Group	6.5%	5.7%	5.8%	6.2%	7.0%	0.5
Never Designated	11.9%	12.5%	13.5%	14.8%	13.1%	1.2
Cohort 1 (Began 2014/15)	12.4%	11.3%	12.5%	17.2%	15.7%	3.3
Cohort 2 (Began 2015/16)	9.1%	8.3%	9.7%	11.5%	12.2%	3.1
Cohort 3 (Began 2016/17)	7.3%	9.2%	9.7%	12.3%	12.1%	4.8

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.

PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC MATH RESULTS, 2014/15 TO 2018/19, ENGLISH LEARNERS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	1.6	0.2	0.5	0.3
Fresno County (with FUSD)	N/A	2.8	1.7	1.2	0.1
Fresno County (Excluding FUSD)	N/A	2.6	2.5	-0.7	0.3
Comparable Group	N/A	-0.9	0.2	0.4	0.7
Never Designated	N/A	0.6	1.0	1.3	-1.7
Cohort 1 (Began 2014/15)	N/A	-1.1	1.2	4.7	-1.5
Cohort 2 (Began 2015/16)	N/A	-0.8	1.4	1.8	0.7
Cohort 3 (Began 2016/17)	N/A	1.9	0.5	2.6	-0.2

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

PERCENT OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS WHO MET/EXCEEDED STANDARDS ON SBAC MATH: 2014/15 TO 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19	Overall % Point Change*
Statewide	21.1%	24.8%	26.2%	28.7%	30.5%	9.4
Fresno County (with FUSD)	19.3%	24.6%	27.8%	30.8%	34.3%	15.0
Fresno County (Excluding FUSD)	20.2%	26.9%	29.8%	32.1%	35.1%	14.9
Comparable Group	15.0%	16.6%	17.6%	17.8%	19.3%	4.3
Never Designated	22.6%	27.7%	31.5%	34.7%	38.6%	16.0
Cohort 1 (Began 2014/15)	16.2%	22.1%	26.2%	29.9%	33.8%	17.6
Cohort 2 (Began 2015/16)	11.9%	16.2%	20.3%	24.9%	28.3%	16.4
Cohort 3 (Began 2016/17)	11.7%	15.8%	20.5%	25.5%	30.3%	18.6

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17.

Highlighted cells indicate the first year that school designation began for that specific cohort. Cells in red font are considered baseline years for Cohorts.

*Overall percent point change includes all years, which means the change for Cohort 3 includes one year prior to baseline data.


PERCENTAGE POINT CHANGE BY YEAR COMPARED TO THE PREVIOUS ACADEMIC YEAR: SBAC MATH RESULTS, 2014/15 TO 2018/19, SOCIOECONOMICALLY DISADVANTAGED STUDENTS

	2014/15	2015/16	2016/17	2017/18	2018/19
Statewide	N/A	3.7	1.5	2.4	1.9
Fresno County (with FUSD)	N/A	5.2	3.2	3.1	3.4
Fresno County (Excluding FUSD)	N/A	6.6	2.9	2.3	3.0
Comparable Group	N/A	1.6	1.0	0.2	1.5
Never Designated	N/A	5.1	3.8	3.2	3.9
Cohort 1 (Began 2014/15)	N/A	5.9	4.1	3.7	3.9
Cohort 2 (Began 2015/16)	N/A	4.3	4.1	4.6	3.4
Cohort 3 (Began 2016/17)	N/A	4.1	4.7	5.0	4.8

Note: All data is grades 3-6 for Elementary schools only. Cohort 1, 2 and 3 schools are removed from never designated schools. Never Designated schools are as of 2016/17. Highlighted cells indicate the first year that school designation began for that specific cohort.

Fresno Unified School District
Board Communication

BC Number T-1

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

Date: May 15, 2020

Phone Number: 457-6104

Regarding: Online registration now available for students in grades TK-12

The purpose of this communication is to provide the Board an update on the Online Registration tool that is available from the district website.

In support of distance learning and remote access, parents and guardians of Fresno Unified students can now register students online in grades TK-12. Online registration for grades K-6 was originally released in December of 2018. Grades TK and 7-12 were added in mid-April.

Parents/guardians can enter student information and securely upload documents, when and where it is most convenient for them. Parents can register students using a PC, a tablet, or a smartphone. Registration information is sent to the school the student will attend, based on their address. Online registration is available in English, Spanish, and Hmong.

Parents/guardians can register students by visiting the Parents section of the district website at fresnounified.org, and choosing 'How to Enroll.' See the attached pages for sample screens. Paper forms will still be available for parents without computer or internet access.

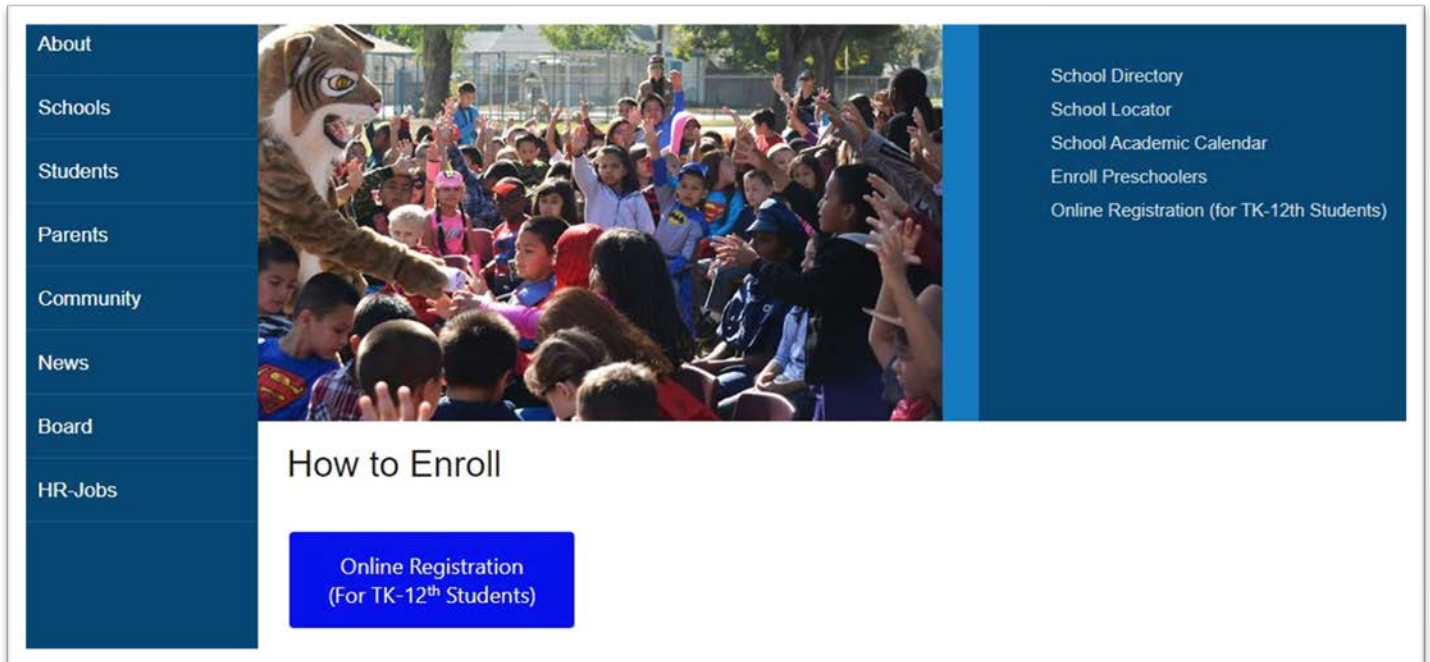
If you have any questions or require additional information, please call Tami Lundberg at 457-6104.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 05/15/2020

Parents can access online enrollment from the district home page by selecting Parents, then How to Enroll



Navigation menu items:

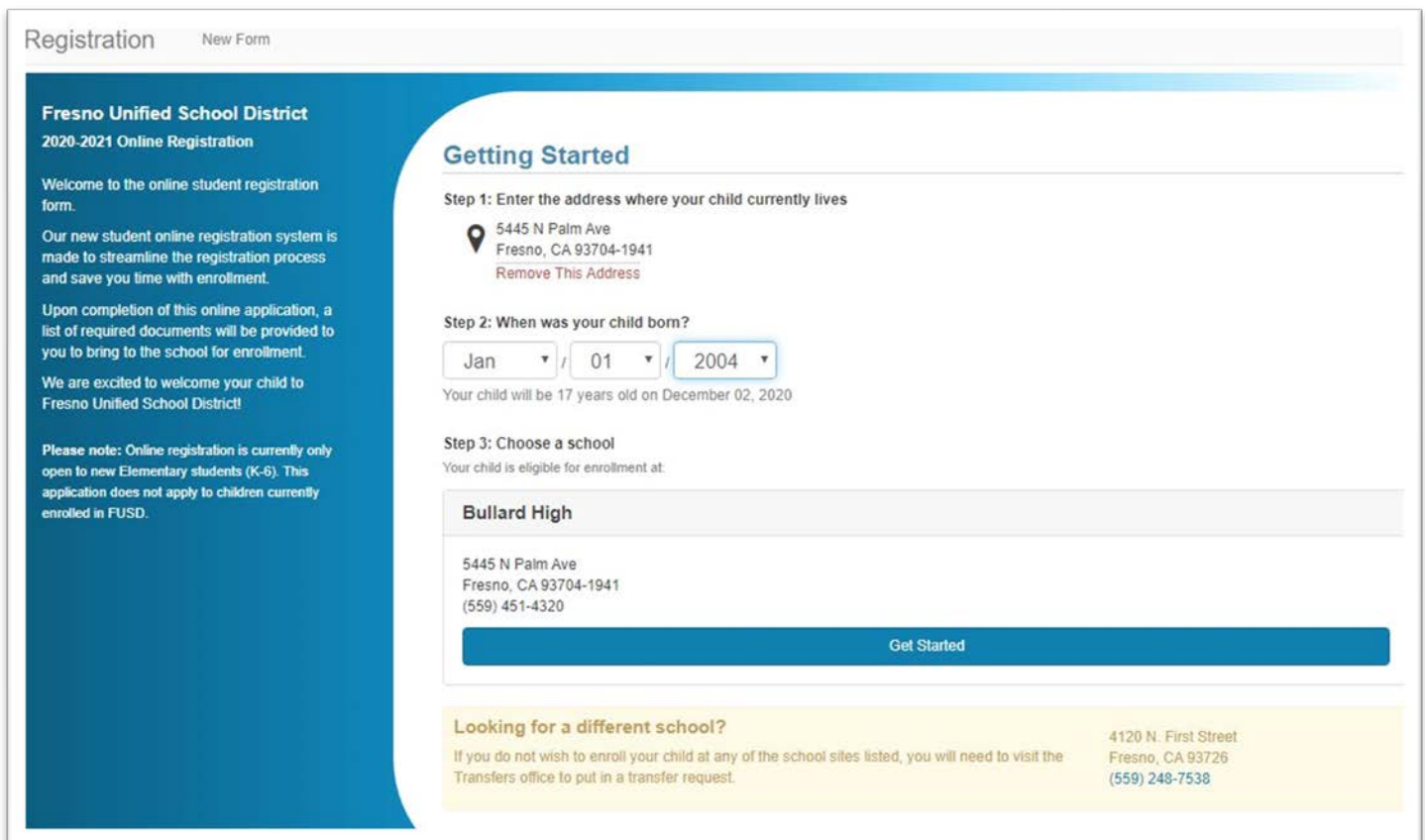
- About
- Schools
- Students
- Parents
- Community
- News
- Board
- HR-Jobs

Right-side menu items:

- School Directory
- School Locator
- School Academic Calendar
- Enroll Preschoolers
- Online Registration (for TK-12th Students)

How to Enroll

Online Registration (For TK-12th Students)



Registration [New Form](#)

Fresno Unified School District
2020-2021 Online Registration

Welcome to the online student registration form.

Our new student online registration system is made to streamline the registration process and save you time with enrollment.

Upon completion of this online application, a list of required documents will be provided to you to bring to the school for enrollment.

We are excited to welcome your child to Fresno Unified School District!

Please note: Online registration is currently only open to new Elementary students (K-6). This application does not apply to children currently enrolled in FUSD.

Getting Started

Step 1: Enter the address where your child currently lives

5445 N Palm Ave
Fresno, CA 93704-1941
[Remove This Address](#)

Step 2: When was your child born?

Jan / 01 / 2004

Your child will be 17 years old on December 02, 2020

Step 3: Choose a school

Your child is eligible for enrollment at:

Bullard High

5445 N Palm Ave
Fresno, CA 93704-1941
(559) 451-4320

[Get Started](#)

Looking for a different school?

If you do not wish to enroll your child at any of the school sites listed, you will need to visit the Transfers office to put in a transfer request.

4120 N. First Street
Fresno, CA 93726
(559) 248-7538

Bullard High

2020-2021 Online Registration Form

Student Information

Let's gather some information about the student you're trying to enroll.

Education History

Your Information

Family Information

Language Survey

Medical History

Required Documents

Summary

Student's Name

First Name *	Middle Name	Last Name *	Suffix
<input type="text" value="John"/>	<input type="text" value="Middle Name"/>	<input type="text" value="Doe"/>	<input type="text" value="Suffix"/>

Preferred Name

If your child prefers to go by a name other than the one on their birth certificate, please type it here.

Home Address

5445 N Palm Ave
Fresno CA 93704-1941

Birth Location

Birth Country *	Birth State *	Birth City *
<input type="text" value="United States"/>	<input type="text" value="California"/>	<input type="text" value="Fresno"/>

Birth Info

Date of Birth	Does your child have a twin? *	Gender *
<input type="text" value="January 01, 2004"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non-Binary

Non-binary gender describes any gender identity which does not fit the male and female binary.

Lawless Elementary

2020-2021 Online Registration Form

Student Information

Education History

Your Information

Family Information

Language Survey

The California Education Code requires that schools determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your son/ daughter

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions. Thank you for your help.

Medical History

Required Documents

Summary

Language Survey

We offer the Home language Survey in 34 languages. Please select in which language you prefer to fill it out. *

Preferred Communication Language

Fresno Unified School District provides communications in one of three languages. Which do you prefer? *



Registration [New Form](#)

Your information has been sent to Bullard High

For your convenience, a copy of this information has been sent to atlasportaltest@gmail.com

Print

Confirmation

Form ID 2581
Submitted Date 5/14/2020
Submitted Time 9:45:29 AM

Bullard High

Phone +1 (559) 451-4320
Principal John Alvarado
Address 5445 N Palm Ave
Fresno CA

Student

Name Doe, John
Date of Birth 1/1/2004
Address 5445 N Palm Ave
Fresno CA 93704-1941

Father

Name Atlas Testing
Email atlasportaltest@gmail.com
Mobile Phone +1 (555) 555-5555
Address Not Provided

School Address

